



Tuesday, May 14, 2024
Rocketship Public Schools Achievement Committee (2023-24 Q4)

Meeting Time: 1:00pm

Public Comment: Members of the public can make comment on off-agenda items at the start of the meeting, and on agenda items immediately preceding the board's discussion of each item. You will be recognized once the public comment time begins, and be permitted to make comment for a duration of up to 3 minutes.

Meeting Location: 2001 Gateway Place, Suite 230E San Jose, CA 95110

Teleconference locations:

683 Sylvandale Ave, San Jose, CA 95111

1700 Cavallo Rd, Antioch, CA 94509

2351 Olivera Rd, Concord, CA 94520

909 Roosevelt Ave, Redwood City, CA 94061

311 Plus Park Blvd Suite 130, Nashville, TN 37217

2400 Yankee Clipper Dr, Jacksonville, FL 32218

3290 N. 44th St., Milwaukee, WI 53216

1884 Pinecrest Dr, Altadena CA 91001

2066 Cowden Ave, Memphis TN 38104

809 Pico Ln, Los Altos, CA 94022

1. Opening Items

- A. Call to order
- B. Public comment on off-agenda items

2. Consent Items

- A. Approve minutes from February 13, 2024 Achievement Committee meeting

3. Agenda Items

- A. Mission Moment
- B. Winter to Spring Achievement Progress
- C. Annual Planning Priorities for 24-25

4. Adjourn

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting us at compliance@rsed.org.

SPANISH & VIETNAMESE TRANSLATION: If you need Spanish or Vietnamese audio translation in order to access the Rocketship Board meeting, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish or Vietnamese and would like us to translate to English for the Board, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Rocketship, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

Rocketship Public Schools Achievement Committee (2023-24 Q3) (Tuesday, February 13, 2024)

Generated by Cristina Vasquez on Friday, February 16, 2024

1. Opening Items

A. Call to order

At 1:02pm, Ms. Borrego took roll call. With a quorum of committee members present, Ms. Borrego called the meeting to order.

Present: Deborah McGriff, Michelle Mercado, Malka Borrego

Absent: Daniel Velasco, Rajen Sheth

B. Public comment on off-agenda items

At 1:03pm, Ms. Borrego called for public comment on off-agenda items. No members of the public provided comment.

At 1:03pm, Rajen Sheth joined the meeting.

2. Consent Items

A. Approve minutes from November 21, 2023 Achievement Committee meeting

At 1:04pm, a motion to approve consent items was made by Ms. McGriff, seconded by Mr. Sheth, and carried unanimously by roll call vote.

Y: Deborah McGriff, Michelle Mercado, Malka Borrego, Rajen Sheth

N: --

Abstain: -

3. Agenda Items

A. Mission Moment

At 1:04pm, the committee discussed agenda item 3(A). No action was taken.

B. 23-24 Mid-Year NWEA Data and Response

At 1:06pm, the committee discussed agenda item 3(B). No action was taken.

C. Staff Satisfaction & DEI Survey Update and Next Steps

At 1:55pm, the committee discussed agenda item 3(C). No action was taken.

4. Adjourn

At 2:46pm, a motion to adjourn the meeting was made by Ms. McGriff, seconded by Mr. Sheth, and carried unanimously by roll call vote.

Y: Deborah McGriff, Michelle Mercado, Malka Borrego, Rajen Sheth

N: --

Abstain: --

Q4 Rocketship Public Schools Achievement Committee Meeting

May 14, 2024



Agenda

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from February 13, 2024
Achievement Committee meeting

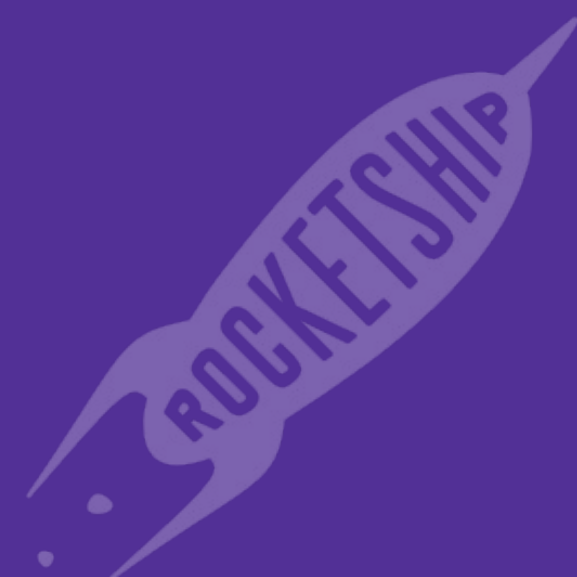
3. Agenda Items

A. Mission Moment

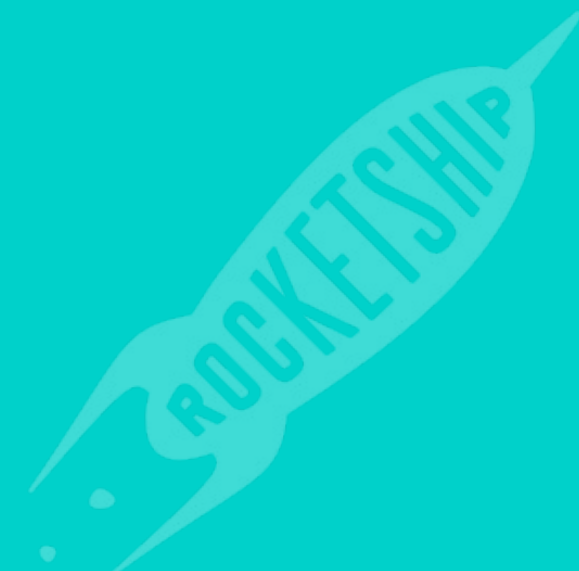
B. Winter to Spring Achievement Progress

C. Annual Planning Priorities for 24-25

4. Adjourn



Public Comment



Mission Moment



DC Spring Planning



Winter to Spring Achievement Progress



Executive Summary

- **Given degree of change, growth on par with 17-18 SY**
 - Returning to 17-18 results, despite significant change - encouraging sign for what is ahead
 - In 24.25 SY, hoping to grow results, as we did in 17.18 through 18.19 and 19.20
 - Averaging 1.2 years of growth in both Math and Literacy
 - ~75% of data in; DC testing later in the week, with likely declines in average growth and absolutes
 - G1, G2 literacy an area for elevation, with a response plan in place for the upcoming school year
- **Predictive Assessments**
 - Math unit assessment data strongly correlated with NWEA math proficiency
 - CA, TN demonstrating continued progress on mid and end of module assessments
 - HUM Skills assessments positively correlated with NWEA reading proficiency
 - DIBELS highly correlated with NWEA Reading
- **Opportunities**
 - DC/TX: Program/ Regional/ School stepback to align on key priorities, infrastructure, professional learning opportunities
 - MKE: Continue to build upon the foundation
 - CA/ TN: Further elevate and refine best practices



National Priorities in the Second Semester

- **Small Group Instruction**

- All students, across all tiers, received small group instruction weekly (both math and reading)
- Reduced mCLASS groups and replaced with comprehension-focused SGR
- Paired decodables w/ mClass lessons for applied practice both in school and at home
- On some campuses with larger share of students in bottom decline, moved to A/B schedule to prioritize small group reading, but fully realized mid- to late-March (TX/DC/MKE)

- **Professional Learning**

- Real time coaching, with program team directly leaning into select campuses
- Building adult content knowledge in math and reading via skills labs
- Continuing new principal cohort professional development

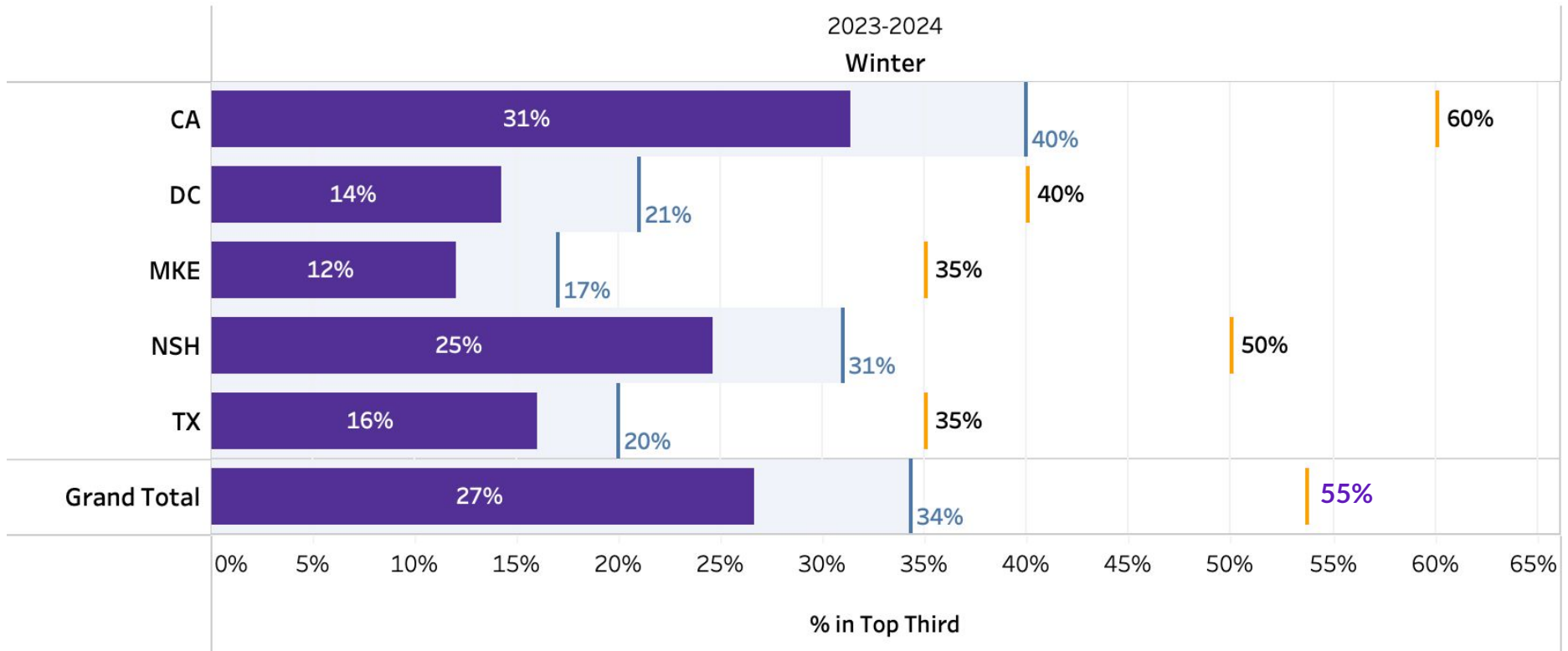
- **Data Informed Practices**

- Adding in mClass visualization to JetPackED
- Prioritizing unit launch and end of unit data meetings (DAMs); some led by program team
- Reinvesting in student work analysis protocols, identifying the misconceptions and targeting specific students and their holdbacks



NW Goal: Winter 2023 vs Spring 2024 (1 year) and Spring 2028 (5 year) goals

2023 Winter NWEA MAP % At/Above 67th Percentile compared to Spring 2024 & 2028 Goal

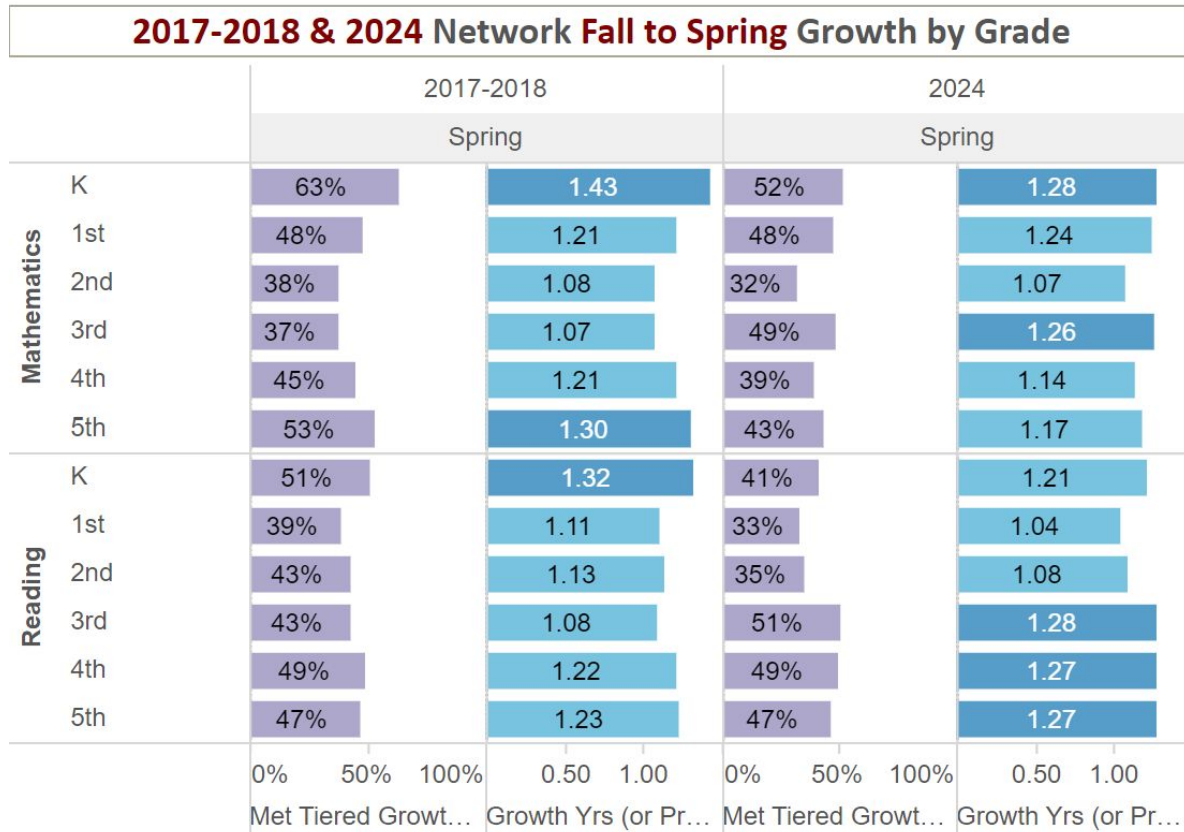


Blue line represents Spring 2024 goal and Orange line represents Spring 2028 goal

- Typically observe greater change in Top Third between Winter and Spring
-



NWEA: 17.18 Growth, 23.24 Growth (as of 5/10)



- With ~75% of data in, 1.2 years of growth in Math and Literacy
- G1 and G2 literacy lagging behind all other grades - a symptom of *application* of foundational reading skills
- Further differentiation of curricula and best practices in motion for 24.25 SY

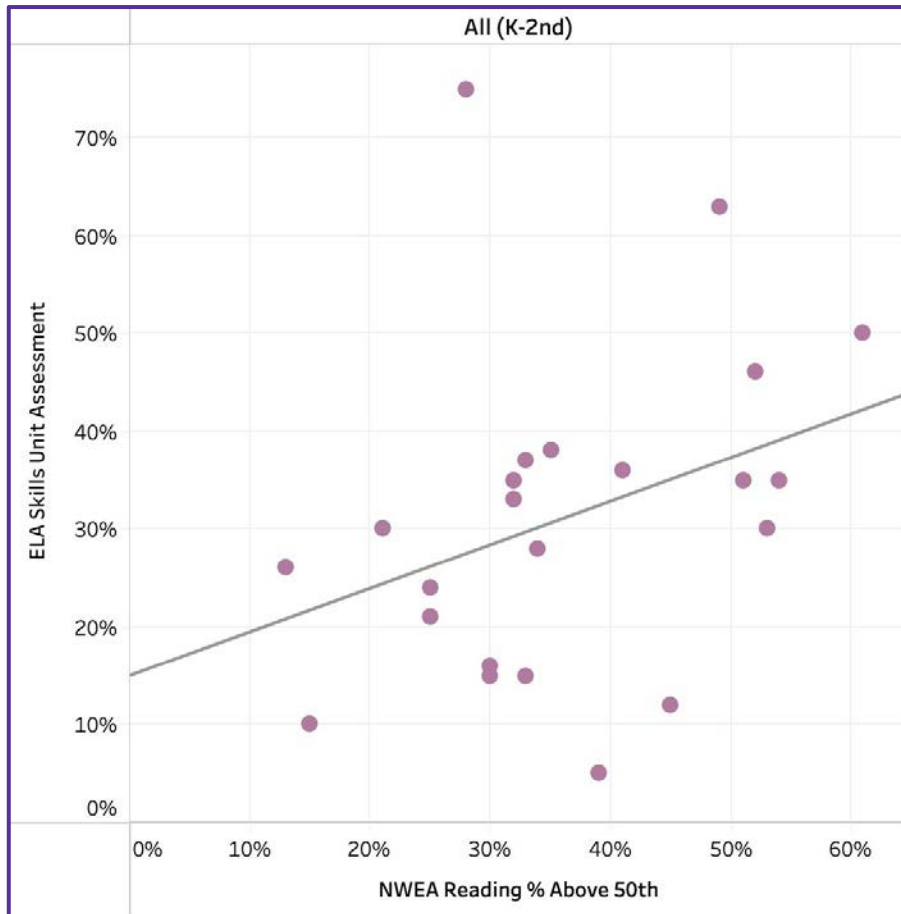
HUM: % Proficient on latest Unit Assessment; Skills positively correlated with NWEA

		CA	DC	TN	TX	WI	Grand Total
ELA Skills Unit Assessment	Pre-K	35%				10%	31%
	K	29%	16%	34%	0%	40%	28%
	1st	23%	4%	34%	0%	12%	22%
	2nd	37%	17%	49%	70%	25%	38%
	All	31%	13%	38%	56%	25%	31%
ELA Knowledge Unit Assessment	K		41%		4%	34%	26%
	1st		26%		56%	2%	32%
	2nd		56%			38%	48%
	All		41%		31%	33%	35%

- CA and TN indicating strong unit-over-unit performance in skills assessments (foundational phonics knowledge)
- Pronounced grade-over-grade gaps in WI; require multi-year interventions and adjustments to SSM, but with stronger Kinder baseline
- Gaps continue to exist in data collection and analysis in DC, TX
- Teacher vacancies in K, 1 grades in TX contributing to no/ low data



Slight positive trend for HUM Skills and NWEA Reading Proficiency: higher unit proficiency more likely to be associated with higher NWEA proficiency



- In partnership with data analytics, building custom workbooks on alphabetic knowledge
- Providing customized instructional guidance based on BOY data
- Customizing reading pathways for each student via Amplify Boost+
- Rebuilding knowledge and skill around guided reading instruction

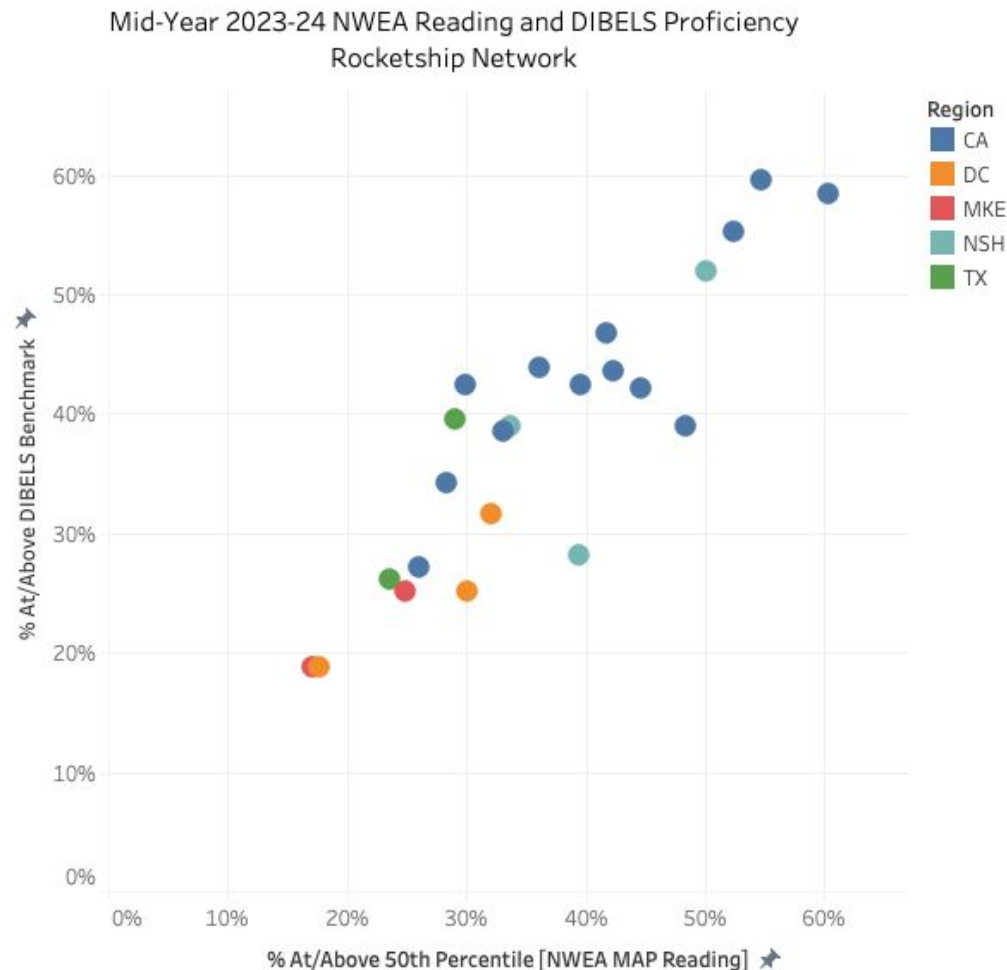
40% of intervention students are on-track to meet Amplify growth goals given most recent April progress monitoring assessments

DIBELS Progress Monitoring (April 2024)		
Region	% of Intervention Students on-track to reach “At” Benchmark threshold by EOY for probed measures	% of Intervention Students on-track to meet Amplify default custom growth goal by EOY for probed measures
CA	42%	44%
DC	28%	28%
MKE	38%	41%
NSH	24%	32%
TX	27%	23%
Network	38%	40%

- Custom goals set in cases where student default goal was not set to “at” benchmark.



NWEA Reading and DIBELS proficiency are highly correlated



- Studying weights of sub-measures to create RPS specific goals (likely still need a year of data to provide more predictive analytics)
- Likely to administer progress monitoring for all students on most heavily weighted submeasure (which serves as an indicator to “at” benchmark on DIBELS)



TPU: HUM

HUM TPU Quiz: % Proficient								
School	Grade	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
CA	3rd	38%	40%	52%	48%	36%		
	4th	50%	56%	50%	62%	68%	46%	
	5th	67%	57%	52%	69%	66%	39%	
NSH	3rd		18%		46%	44%		
	4th		42%		43%	62%	59%	35%
	5th		74%			65%	37%	37%
MKE	3rd	12%	8%	22%	11%	21%	19%	
	4th	5%	13%	17%	3%	16%	45%	27%
	5th	53%	32%	39%	10%	69%	8%	4%
DC	3rd	14%	25%	31%	26%	28%	23%	
	4th	38%	30%	11%	41%	38%	28%	31%
	5th	20%	41%	36%	69%	72%	56%	58%

- Led skills labs in Jan/Feb, focused on standards assessed, question complexity and test blueprint
- Will provide insight into correlation b/w TPU and State Assessment data
- Lagging foundational skills continue to impede comprehension
- DC: Focus groups launched with better integrity – April



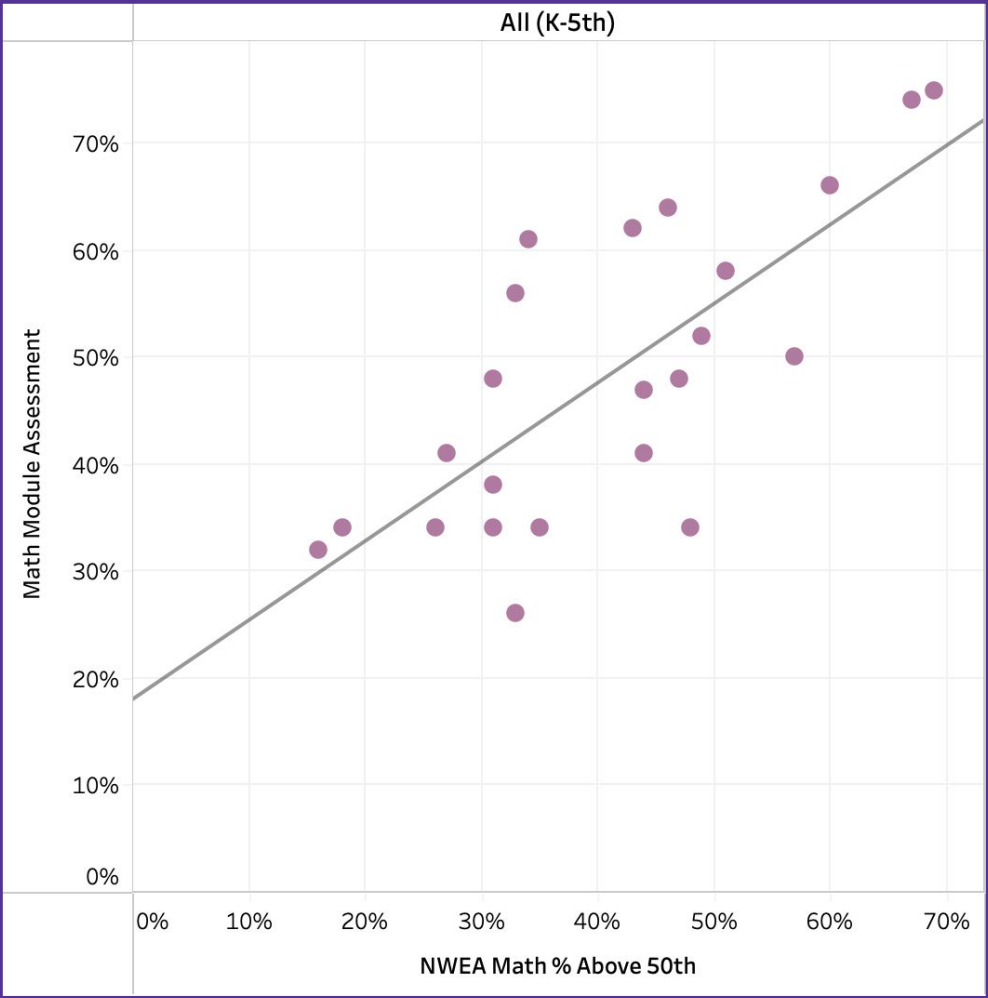
STEM: % Proficient on latest Module Assessment

		CA	DC	TN	TX	WI	Grand Total
Math Module Assessment	Pre-K	68%				49%	65%
	K	67%	35%	45%	54%	34%	56%
	1st	66%	47%	42%	89%	19%	57%
	2nd	63%	77%	23%	25%	23%	53%
	3rd	45%	37%	63%	37%	25%	44%
	4th	36%	36%	67%	32%	36%	40%
	5th	21%	1%	73%		32%	22%
	All	54%	42%	47%	43%	30%	48%

- Revising module assessments across all regions implementing Eureka; will become a more reliable data source
- Revised assessments will provide students with more “at-bats” that are closely connected to question complexity appearing on summative assessments



STEM Module Proficiency strongly correlated to NWEA Math Proficiency, especially in K-4th grades



TPU: STEM

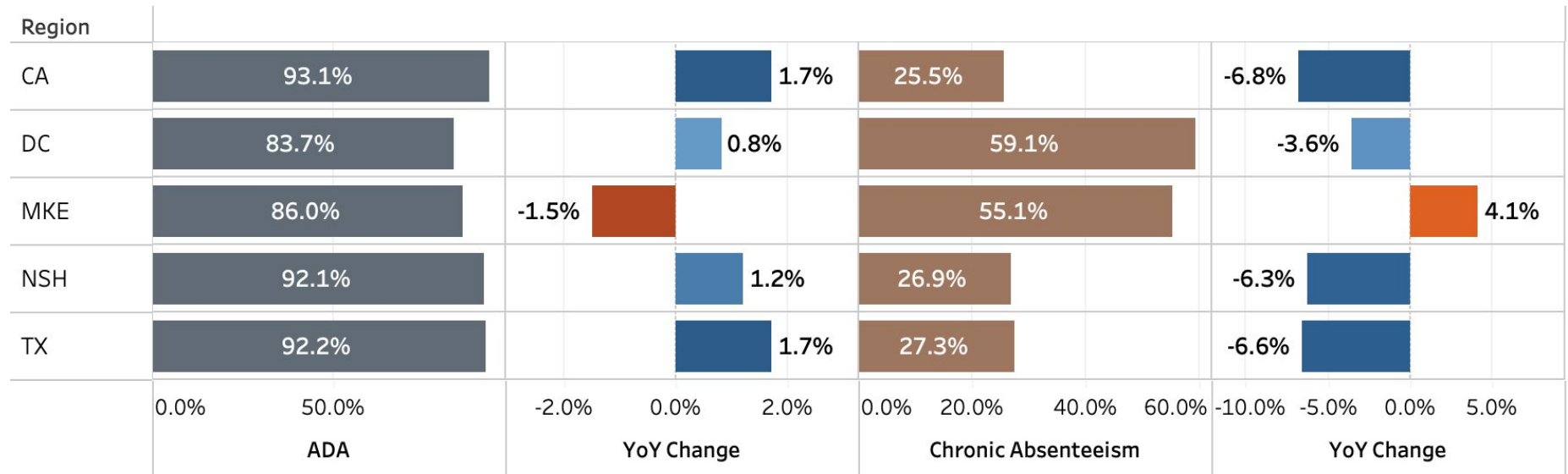
STEM TPU Quiz: % Proficient			
Region	Grade	TPU Quiz 1	TPU Quiz 2
CA	3rd	49%	33%
	4th	45%	33%
	5th	12%	29%
NSH	3rd	37%	18%
	4th	39%	31%
	5th	35%	12%
MKE	3rd	12%	2%
	4th	17%	2%
	5th	25%	20%

- Led skills labs in Jan/Feb, focused on standards assessed and question complexity
- Will provide insight into correlation b/w TPU and State Assessment data
- Editing assessments in upcoming year
- Quiz 2 mirrored state test blueprint, with various question types and standards assessed
- DC: CAPE focus groups launched with integrity ~ April



Attendance continues to be a challenge but most regions are on-track for improved attendance metrics in SY23-24 compared to prior year

August-April Attendance Metrics
2023-24 and Change from Prior Year

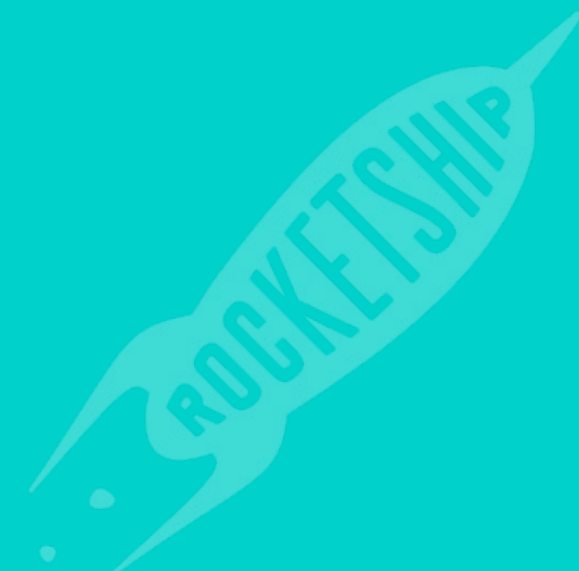


2023-24 Attendance from first day of school through April 30th compared to 2022-23 first day of school through April 30th.

- Chronic absenteeism a continued challenge in DC and MKE
- Setting targets and aligning on approach with regions to intensify attendance supports



Annual Planning Priorities



Program

Priority Name	Lever/ Enabler	Components and Key Network Collaboration Partners	Aligned OHD Metric(s)
Curriculum Elevation 2.0	Quality Schools: Personalized Learning	<ul style="list-style-type: none"> Curriculum pilots 2.0 Provide codified RPS core model, including instructional toolkit Differentiate and customize CKLA Skills and Knowledge 	% @ or above 67th percentile, NWEA, Math/Reading % proficient +, state assessments
Data System: Identification and Adoption	Quality Schools: Personalized Learning	<ul style="list-style-type: none"> Pilot data warehouse system for 25.26 SY in partnership with analytics Provide ongoing development on leveraging data to inform instruction 	% @ or above 67th percentile, NWEA, Math/Reading % proficient +, state assessments
Elevate SGI	Quality Schools: Personalized Learning	<ul style="list-style-type: none"> Re-establish Guided Reading and related best practices Partner with Amplify to create RPS x Amplify Boost+ Adopt Bridges as Math small group instruction 	% @ or above 67th percentile, NWEA, Math/Reading % proficient +, state assessments
Professional Learning	Quality Schools: Talent Development	<ul style="list-style-type: none"> Graduated evaluations for SL roles (Principal and AP) Align professional development to evaluations Launch teacher residencies, and provide SSM of development for ISE specialists, and GE teachers Collect and analyze data on efficacy of existing development programs 	% of Teachers growing at Tiers 1-3 % staff retained YTD
Elevate the Family Experience, both at and beyond school	Quality Schools: Family Engagement	<ul style="list-style-type: none"> Identify and pilot new family data system, inclusive of tracking PPHs, HVs, behavior, and a communication tool b/w school and family Establish core practices and strategies for attendance escalation structures to address rising rates of chronic absenteeism and truancy Establish core practices for regional academic partnership with local institutions 	%ADA % meeting 20+ PPHs % HVs

Looking Ahead to the 24.25 School Year

- **Aligning on Rocketship Core Model**

- Rotational model with deep interventions is a key driver of strong student growth and absolute performance; working with EDs to enable this model, personalization and differentiation during spring planning
- While spring planning is a *start* to this approach, highly dependent on the region to carry the day-to-day work forward; DC, TX continue to be of concern

- **Key Investments on RPS Core Model**

- Bell schedule collaboration w/ all regions ([TX example](#)) and creating time for small group instruction (math) and Guided Reading instruction
- RPS Codified: Key components of block codified, and expanded the “how-to” including lesson plans, videos and professional learning materials
 - [Core Block Look Fors](#)
 - [Student & Academic Culture Toolkit](#)
 - [RPS Coaching and Development Playbook](#)
- Investments in OLPs (esps in DC, TX)
- Regional + Program Alignment working groups to capture goals, roles, processes



A Note on DC

- **Significant Challenges**
 - Key levers to unleash quality performance did not exist in DC, including rotational model, specialization, real-time coaching, ongoing development, goals, performance management and role responsibility
 - Key RPS roles, especially to support students with special needs, and were instead replaced with consultant services
- **~Feb - Present**
 - Preston and Program Team providing intensive supports, including resetting org chart, re-establishing performance management (including setting goals and mid-year evaluations), creating year-long calendar, bell schedules, related professional learning, establishing job descriptions, and resetting interviewing → onboarding processes
 - CAPE groups launched with integrity in mid-April; expect results to have a negative impact on NW average performance
 - Interim ED resetting key regional and school-based structures; collaborating closely to ensure a strong start, but will take time to re-establish trust and deep partnership



Looking Ahead to the 24.25 School Year

- **National Curriculum**

- Key lessons learned around capabilities and limitations of an external curricula
- Lack of differentiation and limited data visibility created significant barriers to timely instructional response
 - Working with Amplify to Rocketize curricula (specifically differentiate skills instruction) *and*
 - Exploring an a la carte approach (similar to other organizations) for phonics and reading comprehension curricula

- **Key Investments on Curricula**

- Adoption of Bridges (Math) for SGI in all regions
- Revising assessments to more heavily focus on “power” standards
- Amplify Boost+ pathways to release students to practice at their level, enabling more time in text, and building upon foundational concepts
- Rebuilding instructional expertise around Guided Reading; novel studies
- Piloting Wit and Wisdom in CA



Analytics & Assessments

Priority Name	Lever/ Enabler	Components and Key Network Collaboration Partners	Aligned OHD Metric(s)
<i>*Next Generation Data Architecture and Data Platform</i>	Quality Schools	<ul style="list-style-type: none"> Work with variety of RPS stakeholders including regions and partner NeST teams to build the next generation data architecture through implementing the data cloud platform (aka warehouse) to extract, load and transfer data from all data systems (instructional, business, etc) Building data infrastructure to support data business logic and data decision Data system architecture is designed for evolving landscape of AI and advanced analytics tools Business logic and technical formula are documented in data governance framework 	OHD/RHD Data Dashboards
<i>Development of Predictive Analytics Capabilities</i>	Quality Schools	<ul style="list-style-type: none"> Continue to develop the internal skills of being able to develop a variety of predictive analytics models. Continue to drive forward and refine the proof of concept model for a student Early Warning System Refine what the highest priority predictive analytics tools would be, how they would be used and what metrics would drive and result from those predictive models 	All NWEA MAP metrics
<i>Continued Development of OHD and RHD</i>	Quality Schools	<ul style="list-style-type: none"> Continued refinement of the Metrics being used on RHD and OHD with support of regions and relevant Nest teams (inclusive of perfecting calculation business logic and re-aligning on the "right" metrics for driving change in a digestible way) Further automating the data sources that drive the metrics of RHD and OHD Determining the best tools for "visualizing" OHD and RHD 	OHD/RHD Data Dashboards
<i>Expanding support for BusOps data and integration</i>	Scaled Impact	<ul style="list-style-type: none"> Continued refinement of enrollment projection models and tools Continued support or thought leadership for reporting from Workday and integrations between Workday and other systems as needed Support or thought leadership Finance and Accounting teams with data integrations to support their internal team needs and appropriate sharing of their data Engagement as needed with other integration in conjunction with IT's integrations initiatives 	% Enrollment to June 2023 BSP
<i>Strengthen Assessment Partnerships & Systems</i>	Quality Schools	<ul style="list-style-type: none"> Build on current partnerships to improve assessment systems and communications regionally and nationally Construct robust assessment and compliance calendars for each region Share resources to support strong understanding of assessment policies and practices across schools 	OHD/RHD Data Dashboards

Looking Ahead to the 24.25 School Year

- **Data**

- Limited data visibility impeded ability to accurately identify gaps and plan timely instructional pivots
- Currently mapping out future data needs, architecture and design
- Exploring logic behind setting internal RPS goals that become leading indicators of a student's progress towards reading on/above grade level

- **Key Investments on Data**

Work to build the next generation data architecture through implementing a data cloud platform (aka warehouse) to extract, load and transfer data from all data systems (instructional data from Schoolzilla, Amplify, etc.) to ensure all data is integrated, secured and connected to our data system, including

- Support and design of the data metric logic to be utilized
- Improved visualizations, such as
 - mClass dashboards in JetPackED, which provide a national, regional, campus, cohort and student view to parents
 - Custom workbooks to provide visibility into key drivers, such as alphabetic knowledge
- Data system architecture is designed for evolving landscape of AI and advanced analytics tools



Talent

Priority Name	Lever/ Enabler	Components and Key Network Collaboration Partners	Aligned OHD Metric(s)
High Performer Retention	Culture of Excellence and Belonging	<ul style="list-style-type: none"> Support retention of top performers through deeper understanding and application of insights from exit surveys, interviews, and surveys. Partnership with Talent Development, NET, School and Regional Leader 	<ul style="list-style-type: none"> % of Teachers growing at Tiers 1-3 % staff retained YTD
Leadership & Team Development	Quality Schools Culture of Excellence & Belonging	<ul style="list-style-type: none"> Build leadership capabilities with delivery of relevant content, coaching and programming to include a formalized mentorship program, New Leader development, SDI assessments, DEI workshops, etc. Partners: Program & Talent Team, Regional/NeST Leaders 	<ul style="list-style-type: none"> NPS Promoter score % staff retained YTD % Representative Leaders Retained
Teacher Residency (with Talent Development)	Quality Schools (Talent Development)	<ul style="list-style-type: none"> Build a teacher residency program to help current employees earn their teacher certification. Residents will receive dual certification in general education and ISE Collaborate with Program, Regional Leadership, Finance and Marcomms 	<ul style="list-style-type: none"> % of Positions Filled
DEI Integration	Quality Schools: Talent Development	<ul style="list-style-type: none"> Enhance the focus and DEI lens with each Rocketship department to help promote, systemize and strengthening the DEI efforts. Provide departments with toolkits that promote equity during decision-making. Continue to empower the DEI Council to examine Rocketship's policies, practices and programs to provide feedback and guidance on ensuring we are working towards our mission statement. 	<ul style="list-style-type: none"> NPS Promoter score % staff retained YTD
High-quality, Reliable Talent Systems	Culture of Excellence and Belonging	<ul style="list-style-type: none"> Advance and strengthen the implementation of Workday to streamline processes, enhance data accuracy, and support employee engagement / management. Focus on SOP codification, knowledge management, manager and employee training. Talent / Leader dashboards Partners: Talent sub-teams, NET, School Leaders 	<ul style="list-style-type: none"> NPS: Net Promoter Score % staff retained % of representative leadership retained

Looking Ahead to the 24.25 School Year

- **Talent and Development**

- Elevated coaching practices in some regions, but key regions remained “off model”
- Specialization of coaching a key lever to academic success
- Recruitment to onboarding pipeline gaps in regions required more support from national teams

- **Key Investments on Talent and Development**

- Exploring observation tools to connect teacher goals, lesson plans, videos and feedback to launch in 24.25 SY (MKE currently using SchoolMint Grow)
- Spring planning series launched in DC (standard practice in TN, MKE and CA)
- In DC stepback series, collaboratively worked on org chart, key roles (Individualized Special Education Teacher), alignment of job descriptions, score cards, and cycle of hiring process
- Hiring Director of Achievement, Ft Worth, and Sr. Director of Schools, DC to make further instructional investments in TX and DC



Looking Ahead to the 24.25 SY

- **Talent and Development**

- National Center for Teacher Residencies grant awarded, which will enable opportunity to design and implement RPS teacher residency program
- Launching Director of Schools cohort, similar to New Principal cohort
- Participants in New Principal Cohort achieved significantly better student outcomes than new principal non-participants
- Looking to evaluate the efficacy of internal development programs, and to revisit aforementioned programs on a go-forward basis



Appendix



mClass Progress Monitoring: Regional View (JetPackEd)

Region	Number of Students	Percentage on Track	Increased Since Last PM Score	Increased Since Last Benchmark
CA <u>California</u> 13 Schools 294 Classes 543 Teachers 6365 Students	6365	32%	49%	56%
WI <u>Wisconsin</u> 2 Schools 32 Classes 69 Teachers 628 Students	628	29%	54%	63%
TX <u>Texas</u> 2 Schools 36 Classes 63 Teachers 611 Students	611	7%	13%	14%
DC <u>District of Columbia</u> 3 Schools 52 Classes 106 Teachers 1030 Students	1030	29%	28%	42%
TN <u>Tennessee</u> 3 Schools 64 Classes 119 Teachers 1385 Students	1385	29%	54%	57%



Progress towards Priorities

mClass Progress Monitoring: Campus View (JetPackEd)

School ↕	Number of Students ↕	Percentage on Track ↕	Increased Since Last PM Score ↕	Increased Since Last Benchmark ↕
<u>Rocketship Mosaic Elementary</u> 28 Classes 54 Teachers 567 Students	567	9%	36%	35%
<u>Rocketship Brilliant Minds</u> 24 Classes 48 Teachers 483 Students	483	7%	57%	64%
<u>Rocketship Alma Academy</u> 22 Classes 44 Teachers 535 Students	535	40%	53%	58%
<u>Rocketship Spark Academy</u> 25 Classes 44 Teachers 552 Students	552	23%	34%	36%
<u>Rocketship Mateo Sheedy Elementary</u> 20 Classes 40 Teachers 485 Students	485	41%	46%	52%
<u>Rocketship Si Se Puede</u> 17 Classes 31 Teachers 300 Students	300	39%	65%	76%
<u>Rocketship Los Suenos Academy</u> 18 Classes 28 Teachers 363 Students	363	45%	69%	68%
<u>Rocketship Discovery Prep</u> 18 Classes 40 Teachers 416 Students	416	41%	43%	46%
<u>Rocketship Fuerza Community Prep</u> 25 Classes 47 Teachers 537 Students	537	54%	69%	81%



mClass Progress Monitoring: Cohort View (JetPackEd)

School	Teachers	Number of Students	On Track	Increased Since Last PM Score	Increased Since Last Benchmark
B Slugs Grade Kindergarten 30 Students	EP AS PS DM JW	30	0%	83%	93%
G. Bears Grade 2 21 Students	OV NM LT DM AA JW KB	21	0%	0%	0%
Bulldogs Grade 2 21 Students	OV NM LT DM AA JW KB	21	29%	71%	90%
Cardinals Grade TransitionalKindergarten 24 Students	TF PS KH DM AA JW SP	24	0%	54%	58%
G. Terror Grade 3 22 Students	HM SH AA JW	22	86%	45%	95%
Gators Grade 4 30 Students	KB BB MG JR AA JW	30	70%	43%	53%
Jacks Grade 3 21 Students	HM SH AA JW	21	86%	57%	71%
Lightning Grade 1 28 Students	MC DM CM JW	28	32%	93%	100%
Spartans Grade 5 26 Students	KB BB MG AA DW JW KB	26	92%	73%	81%



mClass Progress Monitoring: Student View (JetPackEd)

CLASS GRADE
G. Terror 3

School	MOY Composite	Skill	MOY	Last 3 PM Scores			EOY Goal	Goal Set	Last Assessed	Progress since last PM score	Progress since last Benchmark
Arthur Erazo Lopez Grade 3		Decoding	34	16 ❌			31	-	8/28/2023	0	
		Letter Sounds	121	53 ❌			105	-		0	
		Reading Accuracy	94% Below	90% ✅	89% ✅	97% ✅	96	-		8	
		Reading Fluency	91 Below	46 ✅	73 ✅	118 ✅	114	-		45	
		Word Reading	45 Below	35 ❌	49 ✅		55	-		14	
Angelo Santana Grade 3		Decoding	39	39 ❌			31	-	8/27/2023		
		Letter Sounds	129	129 ❌			105	-			
		Reading Accuracy	99%	97% ❌	100% ✅		96	-		3	
		Reading Fluency	149	98 ❌	145 ✅		114	-		47	
		Word Reading	65	65 ❌			55	-			



TX Bell Schedule Sample (Comparison of 2 models presented)

Higher dosage	RDDE - MODEL A	RDDE - MODEL B		REX - MODEL A	REX - MODEL B
Kinder	60 min Eureka 30 min SGI (Math T)	60 min Eureka 30 min SGI (Math T)		60 min Eureka 30 min SGI (Math T)	60 min Eureka 30 min SGI (Math T)
G1					60 min Eureka 60 min SGI (Math T)
G2		60 min Eureka 60 min SGI (Math T)			60 min Eureka 70 min SGI (Math T) 60 min Intervention Block (both Grade Level Ts teach)
G3					60 min Eureka 40-55 min SGI (Math T) 60 min Intervention Block (both Grade Level Ts teach)
G4					60 min Eureka 30-45 min SGI (Math T) 75 min Intervention Block (All Grade Level Ts teach)
G5		60 min Eureka 30 min SGI (Math T) 60 min Intervention Block (All Grade Level Ts teach)			60 min Eureka 45 min SGI (Math T) 75 min Intervention Block (both Grade Level Ts teach)



Core Block Look Fors (Eureka Core Lesson)

Eureka Look Fors	
(60 Minutes G1-G5, 50 Minutes GK, 30 Minutes PK)	
Before the Lesson	
<i>Understanding the purpose & planning for effective delivery</i>	
Purpose of the Block	<p>To introduce grade-level content and build towards mastery through discussion and practice</p> <p>To practice applying mathematical understandings to real-life scenarios in story problems</p>
Lesson Components	<p>Fluency (~12 minutes): Engage students in activities strategically designed to both provide necessary practice on critical fluencies for the grade level and to prime students for the day's objective</p>
	<p>Application Problem (~8 minutes): Develops students' flexibility in problem-solving and strengthens students' understanding of previously-learned concepts through problems that require the read-draw-write framework.</p>
	<p>Concept Development (~20 minutes): Students are introduced to the new objective for the day, building towards independent practice on the problem set. Engages students in developing an understanding of new concepts by leveraging previously-learned concepts, thereby learning math as a coherent story.</p>
	<p>Problem Set (~10 minutes): an opportunity for students to practice independently while the teacher circulates, provides concise academic feedback to each student, and thinks about which students' work to show to support the mathematical objectives of the lesson.</p>
	<p>Student Debrief (~7 minutes): Students engage in discussion of the day's objective to solidify their understanding.</p>
<p>Planning and Preparation TPR Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson execution shows evidence of strong intellectual preparation. <input type="checkbox"/> Materials & visuals, included student-facing manipulatives, are prepared and organized. 	
<p>Fluency TPR Domain 3: Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pacing: Teacher follows pacing recommendation in lesson plan for fluency (usually ~12 minutes). <input type="checkbox"/> Strategic Activity Selection: Fluency activity(ies) are chosen to address key areas of need or support access to the day's objective. <input type="checkbox"/> Students receive multiple quick at-bats with the fluency skill through various types of processing. <input type="checkbox"/> For sprints, students have an opportunity to set goals and reflect on their growth from Sprint A to Sprint B. 	
<p>Application Problem TPR Domain 3: Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pacing: Teacher follows pacing recommendation in lesson plan for application problem (usually ~8 minutes). <input type="checkbox"/> Focus of application problem is on comprehension and modeling, not arriving at a final answer. <input type="checkbox"/> Students are prompted to use the read-draw-write model to process the word problem. <input type="checkbox"/> Key transferable takeaway related to comprehension/modeling is stamped at end of application problem time. <input type="checkbox"/> Asks summarizing CFU related to key transferable takeaway. 	
<p>©Rocketship Public Schools 19</p>	



Student & Academic Culture Toolkit Example

#	Bucket	Title (and link)	Recommended Time of Year	Region	Length	Audience	Purpose & Objectives: RWBAT	Connection	Level of Personalization Required
1	Tier 1 Foundations	Student Culture at (School Name): Our Beliefs Around Behavior	Summer	All	1-1.5 hrs (Depends on time allotted at stations)	Whole school or NTR Teachers	<ul style="list-style-type: none"> Articulate RPS beliefs about student success and mindsets around student behavior Reflect on their own experiences both as a student and as an educator and how these beliefs and mindsets have impacted them. Use these beliefs and mindsets to begin envisioning their classroom culture 	In order to understand how to build strong student culture, it's important we are aligned on our beliefs around student behavior...	Medium: Include pictures of students on campus, set up stations and depending on time you are allotting to this session, you might need to prepare materials for collages.
2	Tier 1 Foundations	Precise Directions	Summer	All	1.5 hrs	Whole school or NTR Teachers	<ul style="list-style-type: none"> Craft precise directions that are specific, observable, concrete and followed by students the first time. 	One of the most important skills in a teacher's toolkit is being able to deliver clear and concise directions students are easily able to follow...	Low: Ideally SL creates strategic practice groups
3	Tier 1 Foundations	Strong Voice	Summer	All	1.5 hrs	Whole school or NTR Teachers	<ul style="list-style-type: none"> Deliver precise directions while shifting their register, standing still, and self-interrupting. 	To nuance our understanding of delivering precise directions, let's discuss how to maximize your delivery...	Low: Ideally SL creates strategic practice groups
4	Tier 1 Foundations	Radar	Summer	All	1 hr	Whole school or NTR Teachers	<ul style="list-style-type: none"> Effectively scan, strategically position themselves, and circulate to ensure student follow through of precise directions; use exaggerated movements to ensure students see them looking 	Now that we are clear on how to deliver precise directions, let's talk about how to monitor that they are followed...	Low: Ideally SL creates strategic practice groups
5	Tier 1 Foundations	PBIS & Positive Culture	Summer	All	3 hrs	Whole school or NTR Teachers	<ul style="list-style-type: none"> Practice using the team chart as the main way to track & communicate classroom behavioral feedback Practice techniques to develop positive classroom culture with momentum and excitement to use during the first week of school. Articulate the schoolwide PBIS structures on campus and their roles in each system. 	In addition to ensuring directions are precise and you monitor follow through, there are a multitude of strategies to motivate and engage students...	High: Requires you to include slides and rollout of all school-wide PBIS systems, as well as any campus specific prizes associated with the Team Chart.



Coaching and Development Playbook Example (ILT)

Instructional Leadership Team (ILT) Meeting

Goal & Criteria for Success

Goal: All team members leave with a clear set of actions they will take to drive student achievement aligned to priority campus gaps.

Preparation Criteria for Success

- ILT occurs on a weekly basis for 60-90 minutes and the time is always held sacred.
- ILT includes all instructional leaders at the school.
- Agendas are well-developed and shared in advance of the meeting.
- Clear systems exist for note-taking and capturing next steps.
- Data points/artifacts for discussion are pre-selected and reviewed ahead of time by all members.

Facilitation Criteria for Success

- At least 75% of the meeting time is spent on high leverage instructional work and less than 25% of the time on logistics and administrative tasks.
- ILT uses student work, teacher observation and/or performance data and assessment data to analyze trends and determine next steps to address gaps.
- For all data, celebrations are named and attached to root causes grounded in leader, teacher & student actions.
- Data analysis is centered on considerations of equity, and next steps include considerations for various subpopulations of students when possible.
- All ILT members leave with a clear understanding of time-bound next steps and target goals for the following week(s).
- Time during the ILT meeting is utilized to ensure leaders have the knowledge and skills to execute the next steps successfully, incorporating practice time as appropriate.
- All ILT participants have clear roles within the meeting and there is a shared sense of ownership across all team members, with facilitation responsibilities shared across the team.
- There are clear norms that foster a culture of respect, shared accountability, creative thinking, openness to multiple strategies, and appropriate risk taking.
- All ILT members are very clear about the school-wide goals and metrics that will be used to determine success.
- All ILT members understand how the shorter term focus areas connect to the longer term instructional vision, goals & priorities.
- Next steps are connected to other coaching structures (e.g. PD, CPT, RTC, 1:1s, LP Feedback, etc).

Planning Process: Deliverables Exemplar

Initiative	Deliverables
<p>Launch the newly adopted elementary ELA curriculum in order to prepare teachers and leaders for successful implementation</p>	<p>Collaboratively create/refine/affirm VOE for curriculum internalization and aligned roles & responsibilities</p>
	<p>Develop training plan & select training partner(s) as needed, with a focus on curriculum internalization</p>
	<p>Develop monitoring plan against Y1 initiative key results, including opportunities for stakeholder feedback</p>
	<p>Create/refine tools for implementation as needed (e.g. block guidance, assessment map, internalization protocols, observation tools)</p>
	<p>Execute training plan</p>
	<p>Execute monitoring plan</p>
	<p>Collaboratively adjust plans for Y2 implementation, with a focus on strong execution through observation/feedback</p>

Deliverables represent the 5-10 major parts of the year's work for each initiative, not the day-to-day activities needed to execute



Planning Process: Deliverables Criteria for Success

Criteria for Success	Common types of deliverables
<ol style="list-style-type: none"> 1. Clear - deliverables are written so that someone outside the system could read them and understand what work is intended 2. Observable - we should be able to answer “Yes” or “No” to the question “Was this done?” 3. Mutually Exclusive & Collectively Exhaustive <ul style="list-style-type: none"> ○ No overlap between the work described by two given deliverables ○ Represent all of the work to be done for a give initiative in Y1 <p><i>Note: To keep work in a given year manageable, consider focusing on select content areas/grade bands.</i></p>	<ul style="list-style-type: none"> ● Create a working group ● Diagnose/analyze current practices ● Research best practices ● Stakeholder engagement (perspectives, input, feedback) ● Define a vision ● Create tools to support implementation ● Communicate the plan and/or invest stakeholders in it ● Design a pilot ● Execute a pilot ● Develop a plan for training the actors (e.g., teachers) and those who coach the actors (e.g., leaders) ● Deliver training ● Assess effectiveness of implementation



Planning Process: Key Results Criteria for Success

- **Aligned:** They are directly tied to the initiative.
- **Narrow:** They are implementation measures, not the student outcome measures articulated by academic goals.
- **Answer “how well” or “to what end”:** Key results answer one of these questions about the initiative execution:

	How well?	To what end?
Examples	% of teacher who agree that curriculum-based PD is high-quality as measured by exit surveys	% of observations in which the teachers facilitation maintains the rigorous design of the curriculum as measured by quarterly walkthroughs

How can developing key results support effective implementation?

- **Show how and when the data will be gathered:** Key results include how and on what cadence the data will be gathered; e.g. “as measured by quarterly walkthroughs
- **Focused:** 1-2 key results per initiative



Planning Process: Key Results Common Pitfalls

- Key results are redundant with school goals (student outcomes/lag measures) and not directly tied to implementation of the specific initiative
 - Non-example: % students scoring proficient or above on state assessment
- Key results are too numerous (more than 2 per initiative)
- Key results do not help us understand whether we did the work we planned to do with quality

How have you experienced these pitfalls in previous work?



Board Meeting Glossary of Terms



Snapshot of Rocketship Schools by Region

SAN JOSE

EAST BAY & PENINSULA

WI

Executive Director (Bay Area): Maricela Guerrero

VP of Schools: Juan Mateos

Directors of Schools (DOS): Chaka Hajji, Carly Reiss, Jason Colon, Danny Etcheverry

Wisconsin Executive Director: Kadeem Gill

Rocketship Mateo Sheedy Elementary (RMS)
2007; TK-5th

Rocketship Si Se Puede Academy (RSSP)
2009; TK-5th

Rocketship Redwood City Prep (RRWC)
2015; TK-5th

Rocketship Southside Comm. Prep (RCSP)
2013; K4-5th

Rocketship Los Suenos Academy (RLS)
2010; TK-5th

Rocketship Mosaic Elementary (ROMO)
2011; K-5th

Rocketship Futuro Academy (RFA)
2016; TK-5th

Rocketship Transformation Prep (RTP)
2018; K4-5th

Rocketship Discovery Prep (RDP)
2011; TK-5th

Rocketship Brilliant Minds (RBM)
2012; TK-5th

Rocketship Delta Prep (RDL)
2018; TK-5th

Rocketship Alma Academy (RSA)
2012; TK-5th

Rocketship Spark Academy (RSK)
2013; TK-5th

Rocketship Fuerza Community Prep (RFZ)
2014; TK-5th

Rocketship Rising Stars Academy (RRS)
2016; TK-4th

Snapshot of Rocketship Schools by Region

TN	DC	TX
Tennessee Executive Director: William Hill	DC Executive Director: Candice Bobo DOS: Ashlee Watson	TX Executive Director: SaJade Miller DOS: Charlotte Ford
Rocketship Nashville Northeast Elementary (RNNE) 2014; K5-4th	Rocketship Rise Academy (RISE) 2016; PreK3-5th	Dennis Dunkins Elementary (RDDE) 2022; PreK4-4th
Rocketship United Academy (RUA) 2015; K5-4th	Rocketship Legacy Prep (RLP) 2017; PreK3-5th	Rocketship Explore Elementary (REX) 2023; PreK4-3rd
	Rocketship Infinity Community Prep (RIC) 2020; PreK3-4th	

Acronyms & Commonly used terms (Page 1)

AP	Assistant Principal
ARUSD	Alum Rock Union Elementary School District
AUSD	Antioch Unified School District (Authorizer for RDL)
BET	Budgeted Enrollment Target
BOM	Business Operations Manager
BOY	Beginning of Year
CAASPP	California Assessment of Student Performance and Progress
CALPADS	This is the California state student information system. We use this to get state student numbers for our student state demographic reporting.
CDE	California Department of Education
DOS	Director of Schools
ECC	Enrichment Center Coordinator
ELA	English Language
ELL	English Language Learner, a student who is still learning English and therefore guaranteed legally-mandated supports in the academic setting
ELPAC	English Language Proficiencies for California
EOY	End of Year

Acronyms & Commonly used terms (Page 2)

FMUSD	Franklin McKinley School District (Authorizer for ROMO and RSK)
HUM	Humanities Block
IEP	Individualized Education Program: A written plan created for a student with disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties.
ILS	Individualized Learning Specialist (tutors in our learning labs)
ISE	Integrated Special Education
LL	Learning Lab
LLI	Leveled Literacy Intervention (guided reading intervention curricula used by our ILS)
MAP (NWEA)	Measures of Academic Progress; The online, norm referenced assessment that measures student growth throughout the year made by Northwest Evaluation Association. An assessment with grade level content that measures students proficiency level within the grade level
MDUSD	Mt. Diablo Unified School District
MKE Forward	Wisconsin State Assessment

Acronyms & Commonly used terms (Page 3)

MNPS	Metro Nashville Public Schools (Rocketship School Nashville School's Authorizer)
MPS	Milwaukee Public Schools
MTSS	Multi-Tiered Systems of Support; the process by which academic and behavioral interventions for students in need of support are documented and implemented
NWEA (MAP)	Northwest Evaluation Association; The organization that creates MAP (an online, norm referenced assessment that measures student growth throughout the year)
OLP	Online Learning Program
OM	Office Manager
P	Principal
PARCC	DC State Assessment
PBIS	Positive Behavioural Interventions and Support
PBL	Project Based Learning
PCSB	DC Public School Charter Board
RCSD	Redwood City School District

Acronyms & Commonly used terms (Page 4)

RD	Regional Director
SBAC	Smart Balanced Assessment Consortium
SCCOE	Santa Clara County of Education
SED	Socioeconomically Disadvantaged
SEL	Social Emotional Learning Disadvantage
SJUSD	San Jose Unified School District
SL	School Leader
STEM	STEM Block
STEP	An assessment used to monitor student reading levels; stands for Strategic Teaching and Evaluation of Progress.
T	Teacher
TFA	Teach for America
TN Ready	Tennessee State Assessment
TVASS	Tennessee Value-Added Assessment System; This measures the student progress measures student growth year over year
UVW	University of Wisconsin Milwaukee (Rocketship Milwaukee Schools Authorizer)