



Tuesday, November 4, 2025
Rocketship Public Schools Achievement Committee (2025-26 Q2)

Meeting Time: 12:15pm

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, San Jose, CA 95111

1700 Cavallo Rd, Antioch, CA 94509

2351 Olivera Rd, Concord, CA 94520

909 Roosevelt Ave, Redwood City, CA 94061

1221 Oriental Gardens, Jacksonville, FL 32207

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

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 August 5, 2025 meeting of the Rocketship Achievement Committee

3. Information Items

A. Achievement Progress Update

B. Early Childhood Education Update

C. Artificial Intelligence, Lab School, and Innovation Update

D. Talent Recruitment Update

4. Adjourn

A. Adjourn Meeting

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.

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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 (2025-26 Q1) (Tuesday, August 5, 2025)

Generated by Cristina Vasquez on Tuesday, August 12, 2025

1. Opening Items

A. Call to order

At 12:17pm, Mr. Velasco took roll call. With a quorum of committee members present, Mr. Velasco called the meeting to order.

Present: Deborah McGriff, Malka Borrego, Michelle Mercado, Daniel Velasco

Absent: Rajen Sheth

Advisors Present: Brooke Stafford-Brizard

B. Public comment on off-agenda items

At 12:18pm, Mr. Velasco called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items

A. Approve minutes from May 8, 2025 Achievement Committee meeting

At 12:19pm, a motion to approve consent items was made by Ms. McGriff, seconded by Ms. Borrego, and carried unanimously by roll call vote.

Y: Deborah McGriff, Malka Borrego, Michelle Mercado, Daniel Velasco

N: --

Abstain: -

3. Information Items

A. Organizational Health Dashboard Review

At 12:22pm, the committee discussed agenda item 3(A). No action was taken.

B. 2024-25 Achievement Recap and 2025-26 Response

At 12:26pm, the committee discussed agenda item 3(B). No action was taken.

C. ECE Overview (DC)

At 1:19pm, the committee discussed agenda item 3(C). No action was taken.

At 1:23pm, advisor Melissa Martin joined the meeting.

At 1:29pm, Ms. Mercado left the meeting.

4. Adjourn

A. Adjourn Meeting

At 1:43pm, a motion to adjourn the meeting was made by Ms. McGriff, seconded by Ms. Borrego, and carried unanimously by roll call vote.

Y: Deborah McGriff, Malka Borrego, Daniel Velasco

N: --

Abstain: --

Q2 Rocketship Public Schools Achievement Committee Meeting

November 4, 2025



Agenda

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from August 5, 2025 meeting of the Rocketship Achievement Committee

3. Information Items

A. Achievement Progress Update

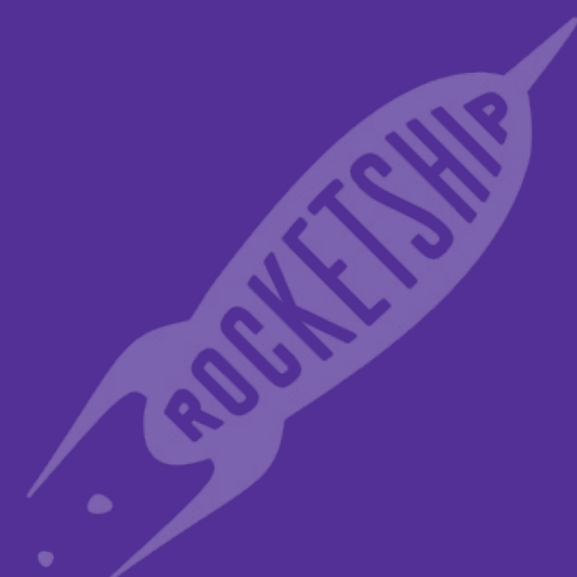
B. Early Childhood Education Update

C. Artificial Intelligence, Lab School, and Innovation Update

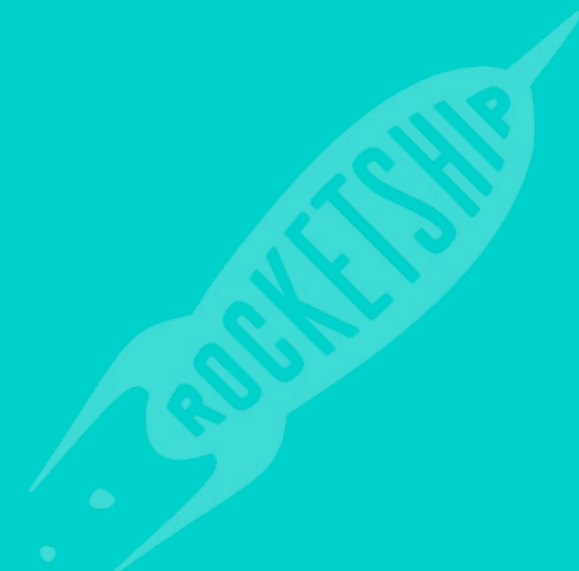
D. Talent Recruitment Update

4. Adjourn

A. Adjourn Meeting



Public Comment



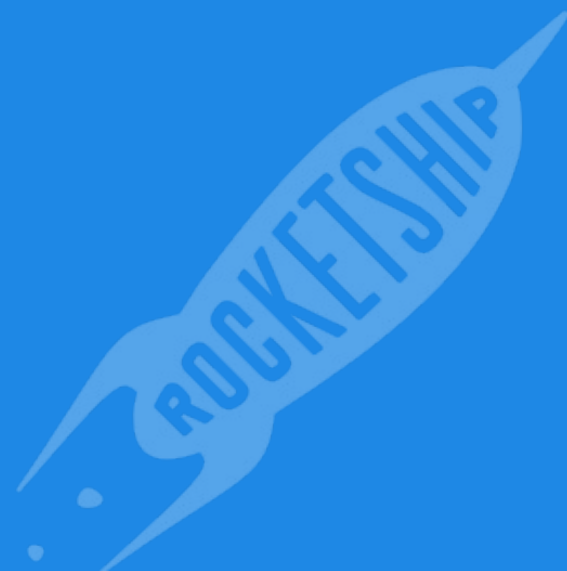
Consent Items

2. Consent Items

- A.** Approve minutes from August 5, 2025 meeting of the Rocketship Achievement Committee

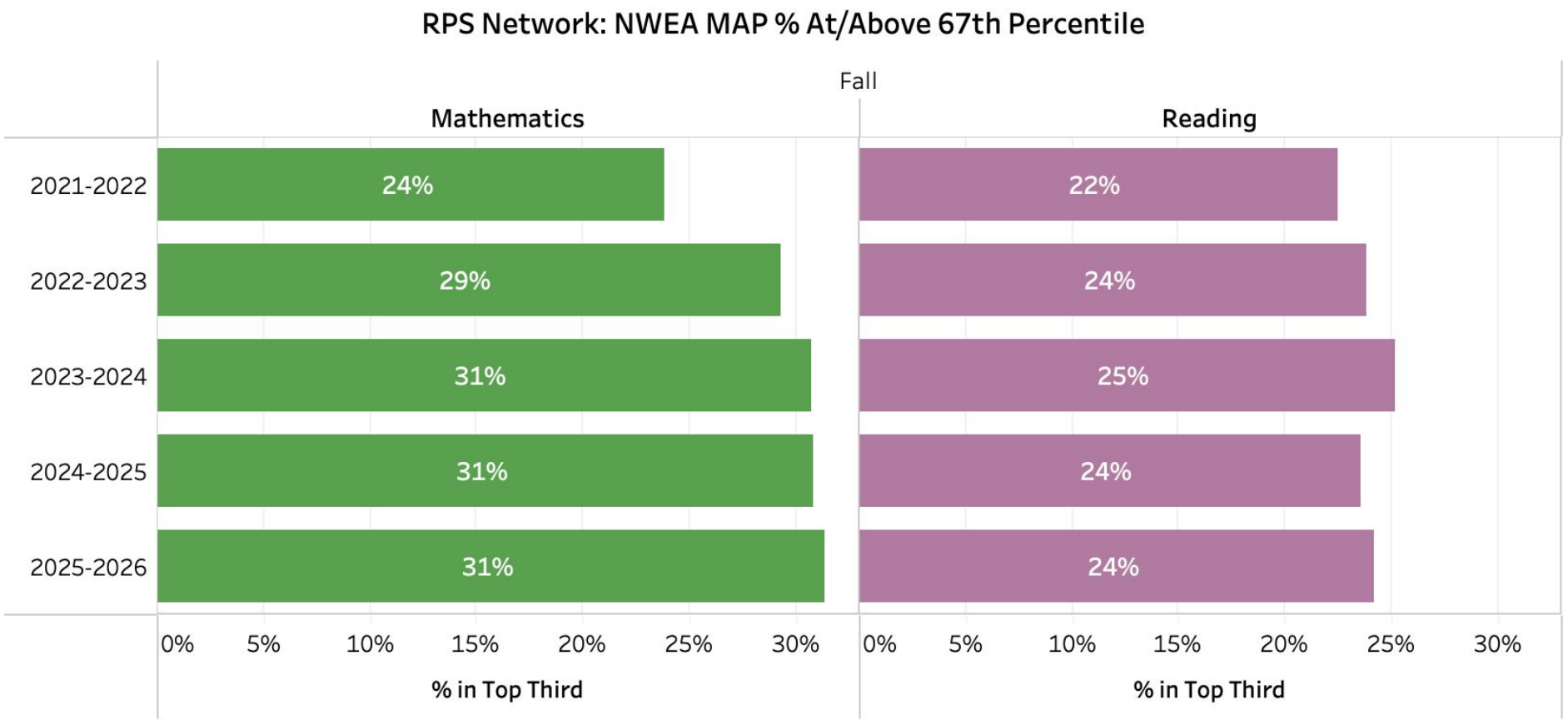


Achievement Progress Update



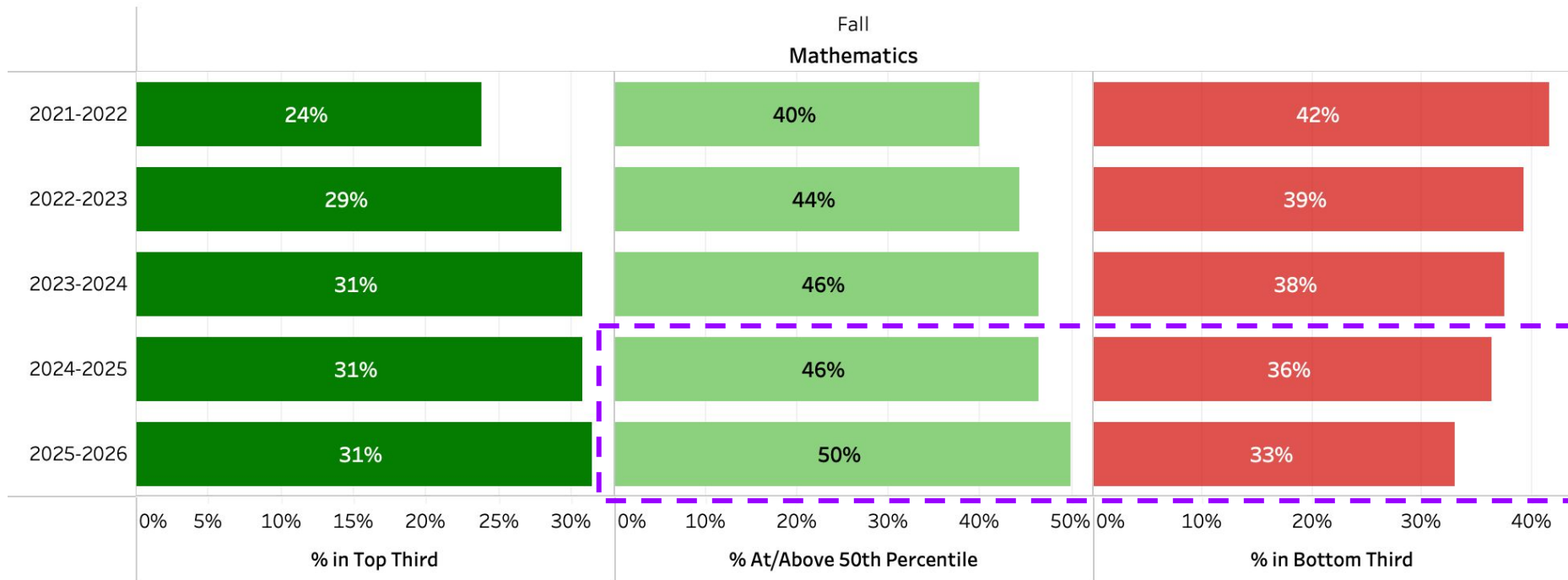
Beginning of Year NWEA Data - Across the network Fall

Top Third Rates are similar to past several years

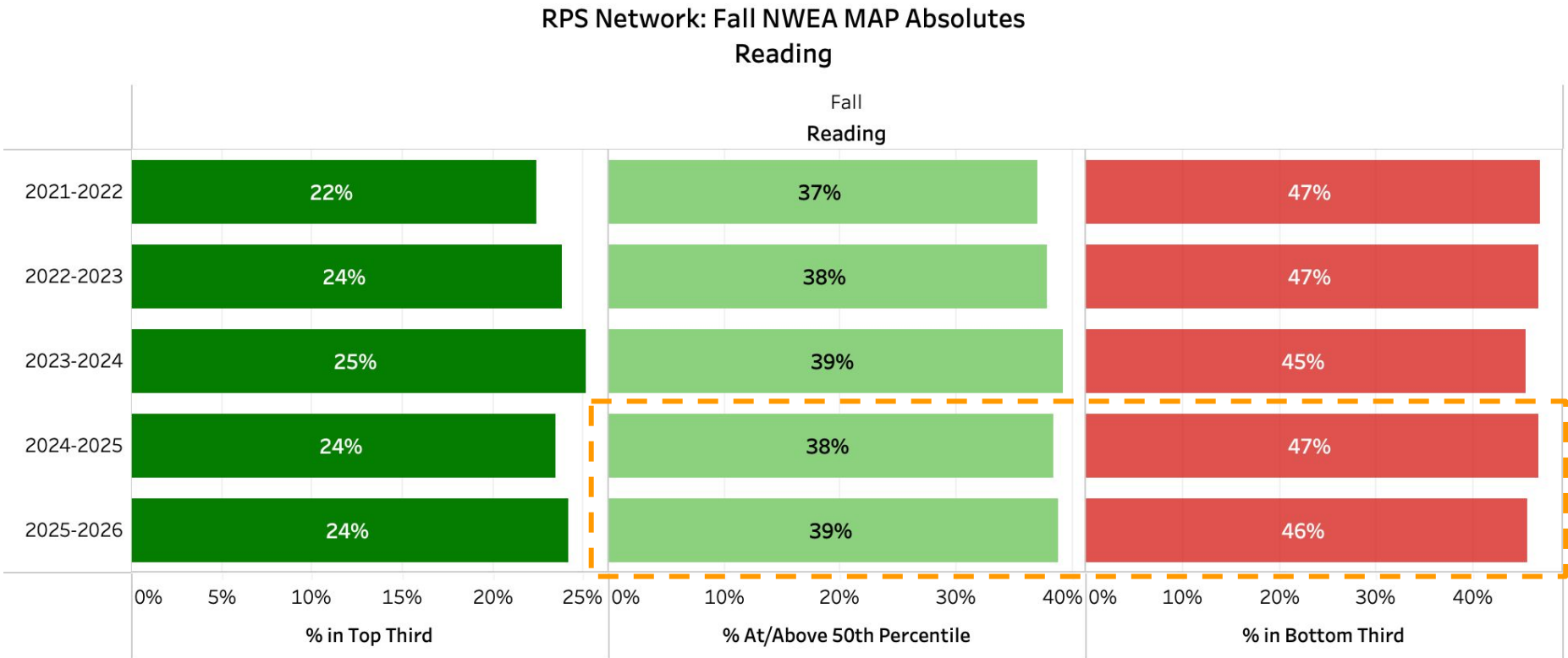


While the BOY Top Third is steady, the network is seeing absolute gains in Math on other tiers that should support Top Third improvement in future

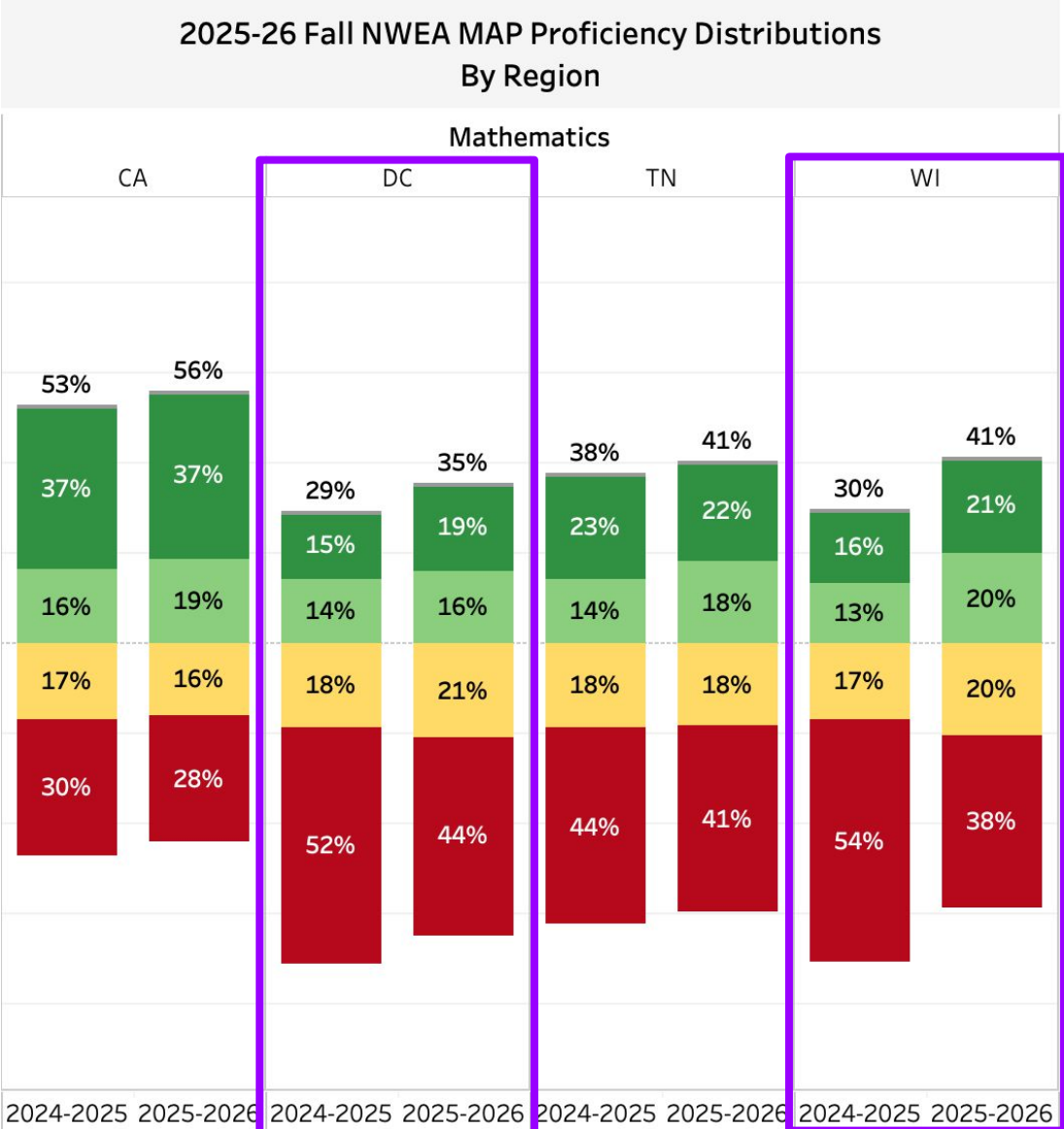
RPS Network: Fall NWEA MAP Absolutes
Mathematics



However, Reading absolutes gains are smaller



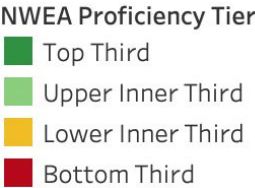
Math: All regions made gains in absolutes with largest improvements in DC and WI



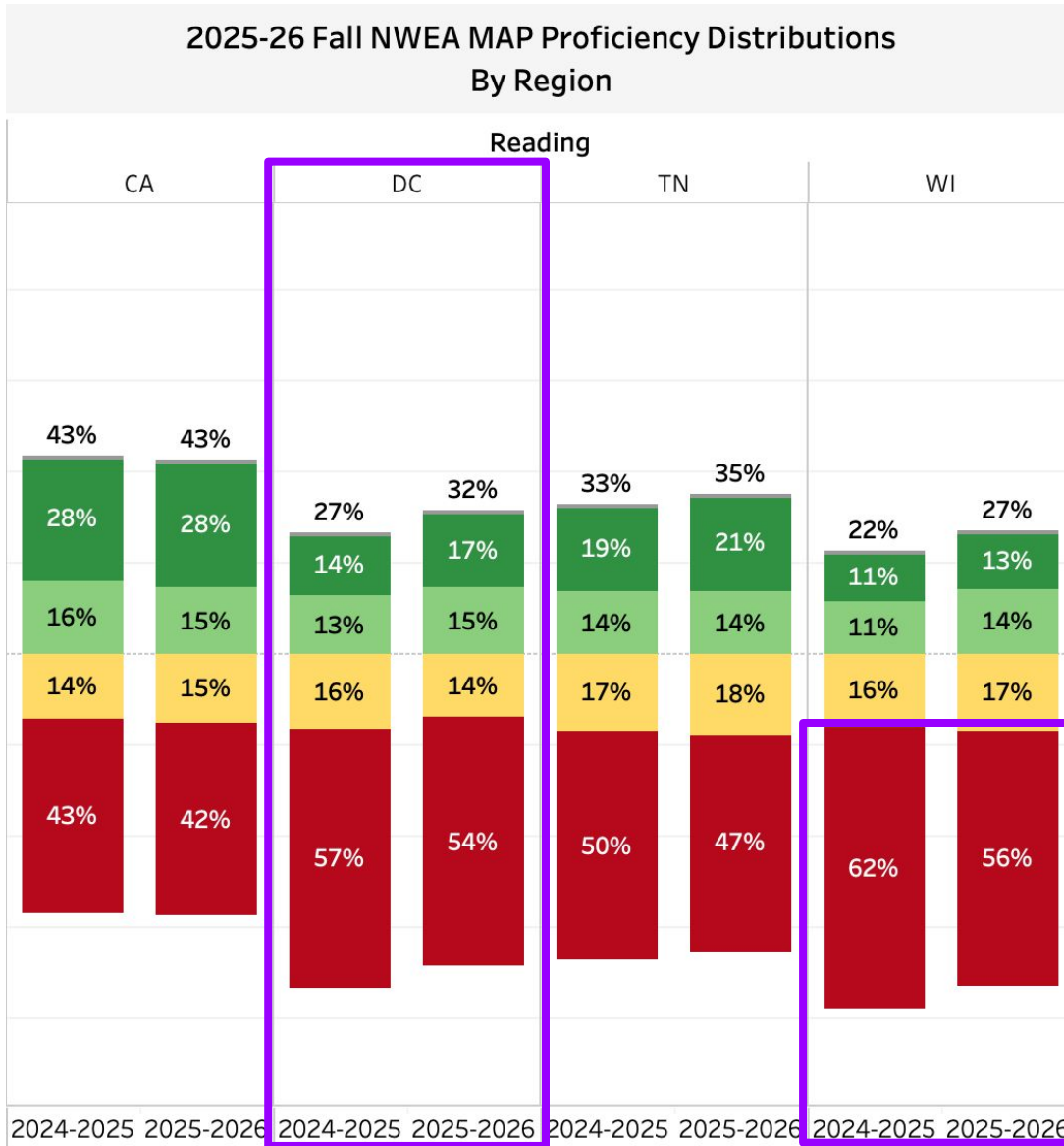
DC and WI increased Top Third by 4-5 percentage points from last fall

- Even greater improvements seen in % At/Above 50th (+6 and +11 % pts) and % Bottom Third (-8 and -16 % pts)

Although Top Third did not increase, **CA and TN** both reported 2-3 % pt gains in % At/Above 50th and % Bottom Third



Reading: DC, TN and WI reported Reading gains from last fall



DC increased Top Third by 3 percentage points from last fall and decreased Bottom Third by similar amount (-3)

WI slight movement in Top Third but larger gains in % At/Above 50th (+5) and % Bottom Third (-6)

TN 2-3% pt improvement across major tiers

CA largely held steady

NWEA Proficiency Tier

- Top Third
- Upper Inner Third
- Lower Inner Third
- Bottom Third

Data Sources

RPS National Data Tracking 2025-26

File Edit View Insert Format Data Tools Extensions Help Ask Gemini

100% 123 Lato

N/A - Data is used to create SGI groups not to inform Tier I instruction. These groups can be created by leaders or teachers in a multitude of settings.

	A	B	C	D	E	F	G	H	I
1		National RPS Data Tracking 25.26 (in addition to NWEA 3X year)							
2	Functional Area	Data Point	What is this?	Regions	Grades	Frequency	Length (Time/Questions)	Format	Potential Analysis Structures When and where do Ts analyze?
3		Eureka End of Module Assessments	End of unit assessments w/ a variety of question types. Most include 2-3 spiraled questions to replace cumulatives.	All (TN - in EM2 platform)	G1-G5	~6X per year	10-12 Questions, 60-90 minutes	Ss take on paper & Ts enter in Edcite (G1) OR Ss take in Edcite (G2-G5)	EOU Data Analysis Meeting in place of 1:1, in CPT or on PD Day
4		GK Eureka End of Module Assessments	End of unit assessment, partially administered orally 1:1 and partially administered on paper	All (TN - EM2 version)	GK	6X per year	~10 minutes per student for 1:1 section, 20 minutes in small or whole group for paper section	Ss take on paper or orally, T enters in Edcite	EOU Data Analysis Meeting in place of 1:1, in CPT or on PD Day
5		PK Eureka 1:1 End of Module Assessments	End of unit assessment given 1:1, assesses each topic through oral questions or activities	CA / WI	PK	~5X per year	~60 minutes per topic (could be administered in another portion of the block over a period of days)	1:1 Interview T records on paper & enters in Edcite	EOU Data Analysis Meeting in place of 1:1, in CPT or on PD Day
6		Math Fact Fluency	Quick assessments focused on foundational counting and operational skills in math	All	K-5 *Implementation varies by region	~Every 2 weeks	1-5 minutes depending on assessment level and administration	Varies depending on grade level. Can be 1:1, on paper or in Edcite	Informally (during 1:1s, CPT, etc.)

Is there anything on this list that you have questions about or would like more context on?



K-5 STEM - Units 1 & 2 Assessment Data

Grade	Unit 1 Average Score 24.25	Unit 1 Average Score 25.26	Unit 2 Average Score 24.25	Unit 2 Average Score 25.26
Kinder	74%	77%	77%	TBD
Grade 1	60%	58%	59%	TBD
Grade 2	60%	55%	43%	40%
Grade 3	50%	45%	46%	TBD
Grade 4	51%	53%	63%	63%
Grade 5	43%	47%	38%	45%

K-2 Humanities - Units 1 & 2 Assessment Data

Grade	Region	BOY NWEA Proficiency	Unit 1 Change in Proficiency	Unit 2 Change in Proficiency
Kinder	CA	23%	+ 24%	+ 44%
	WI	15%	+ 20%	+ 24%
	TN	10%	+ 27%	+ 33%
	DC	20%	+ 22%	+ 23%
Grade 1	CA	30%	+ 17%	+ 43%
	WI	13%	+ 17%	TBD
	TN	23%	+ 40%	+ 12%
	DC	24%	+ 25%	TBD
Grade 2	CA	28%	+ 19%	+ 37%
	WI	15%	+ 6%	+ 14%
	TN	25%	+ 11%	+ 21%
	DC	15%	+ 6%	+ 9%

G3-5 Humanities - Units 1 & 2 Assessment Data

Grade	Region	BOY NWEA Proficiency	Unit 1 Change in Proficiency	Unit 2 Change in Proficiency
Grade 3	CA	30%	+ 8%	TBD
	WI	9%	+ 6%	TBD
	TN	21%	- 8%	+ 41%
	DC	11%	+ 19%	TBD
Grade 4	CA	27%	- 1%	- 9%
	WI	8%	- 3%	TBD
	TN	26%	- 19%	+ 12%
	DC	10%	+ 3%	+ 13%
Grade 5	CA	28%	+ 32%	+ 16%
	WI	22%	+ 28%	TBD
	TN	17%	0%	+ 27%
	DC	20%	0%	+ 9%

G3-5 Humanities - Units 1 & 2 Assessment Data

Grade	Region	Average Proficiency vs Average Score	Average Proficiency vs Average Score
Grade 3	CA	38% 47%	TBD
	WI	15% 25%	TBD
	TN	13% 27%	62% 61%
	DC	30% 46%	TBD
Grade 4	CA	26% 45%	35% 48%
	WI	4% 31%	TBD
	TN	7% 34%	35% 46%
	DC	12% 30%	2% 11%
Grade 5	CA	61% 59%	44% 51%
	WI	50% 54%	TBD
	TN	17% 23%	32% 42%
	DC	20% 26%	24% 39%

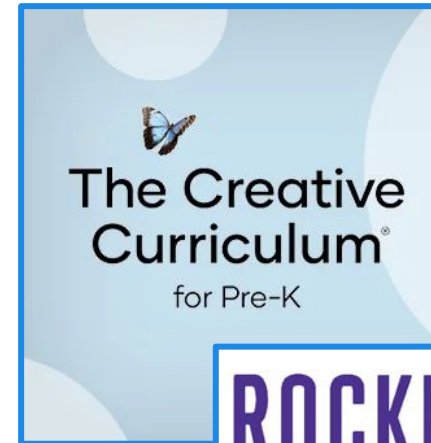
Early Childhood Education Update



Our curriculum pilots are well underway!



ROCKETSHIP
PUBLIC SCHOOLS
CALIFORNIA



ROCKETSHIP
PUBLIC SCHOOLS
WISCONSIN

Semester 1 has been all about establishing a strong **student experience**, as well as ensuring thoughtful **coaching & development** for teachers.

Coaching & Development

Tools of the Mind (RRS & RFA)

- Observation tools created for coaches
- Dir. of Professional Learning trained and providing additional on-the-ground support
- Teachers have engaged in two full-day workshops, monthly virtual PLCs, and video coaching through Year 1 Tools support
- Weekly touchpoint with coaches

Creative Curriculum (WI)

- Weekly touchpoint with coaches
- Weekly touchpoint with teachers
- Monthly PD with Creative Curriculum learning specialist
- Asynchronous modules on E-portal

Other Key Wins

Tools of the Mind (RRS & RFA)

- **Assessments:** SEED (self-regulation) assessment started and PETALS (literacy) assessment underway
- **Families:** Family-facing resource created for conferences that show key skills covered & ways to support at home

Creative Curriculum (WI)

- **Assessments:** GOLD assessment started (*this year we will use for SEL, literacy, and math domains*)
- **Families:** GOLD family letters have been sent out after BoY benchmark cycle

Semester 1 Mid-Point Check-In

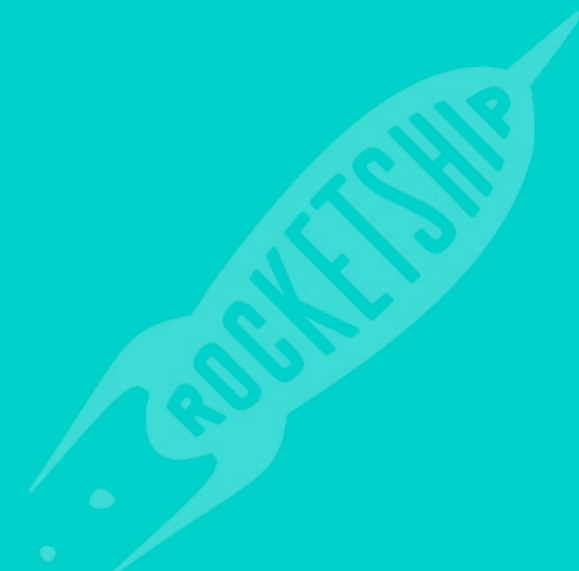
Context: Teachers & coaches responded to a survey end of October to give feedback on their experience so far. Here's the roll up! Questions were on a scale of 1-5.

	This curriculum has/will create a joyful & engaging environment for my students.	This curriculum has/will lead to academic growth for my students.	This curriculum has/will lead to social emotional growth for my students.	This training/development led by the curriculum vendors (Susan/Leslie for Tools, Dana for Creative Curriculum) has been helpful & a good use of time.	I have the materials I need to execute the curriculum effectively.	I generally enjoy teaching with this curriculum.
Tools of the Mind	5	4	4.6	4.6	4	4.5
Creative Curric.	4.25	3	4.25	4.75	4	4

Questions

- What else should we be considering as we evaluate our pilots?
- What questions do you have about our programming work?

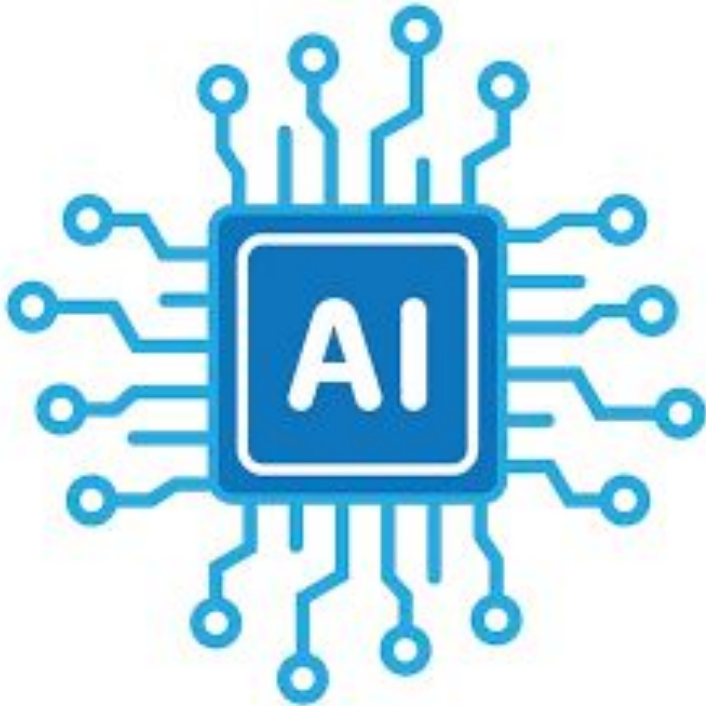
Artificial Intelligence and Innovation School Update



Project Goals

This work will ensure Rocketship has:

- A validated **learning agenda** and **project roadmap** for AI use
- A synthesis of ongoing **AI pilot efforts**
- A landscape scan of emerging **tools, models, and partners**
- Designed and launched pilots for **second semester of 25.26**
- A structured handoff that enables **implementation planning** (if choose to pursue) for the 26.27 school year



Potential Buckets for Focus

Elevate the learning lab experience

Tech and no tech considerations

More aggressively lean on AI Fueled Apps

See if Rocketeers can independently master/practice content and consider time reallocation in classrooms and learning lab

Explore further AI around teacher/staff efficiency

I.e. IP, planning, student groupings, student assignments of content/lessons

Current Pilots



We're currently formally piloting six AI tools:

- **Snorkl:** replacement for Eureka exit tickets in STEM class (teacher support)
- **Amira:** AI Reading tutor for TK-5th grade centers or lab
- **Panorama:** MTSS with Solara chatbot
- **Gemini Enterprise:** teacher support
- **HelloWorld**
- **Magpie Literacy:** literacy

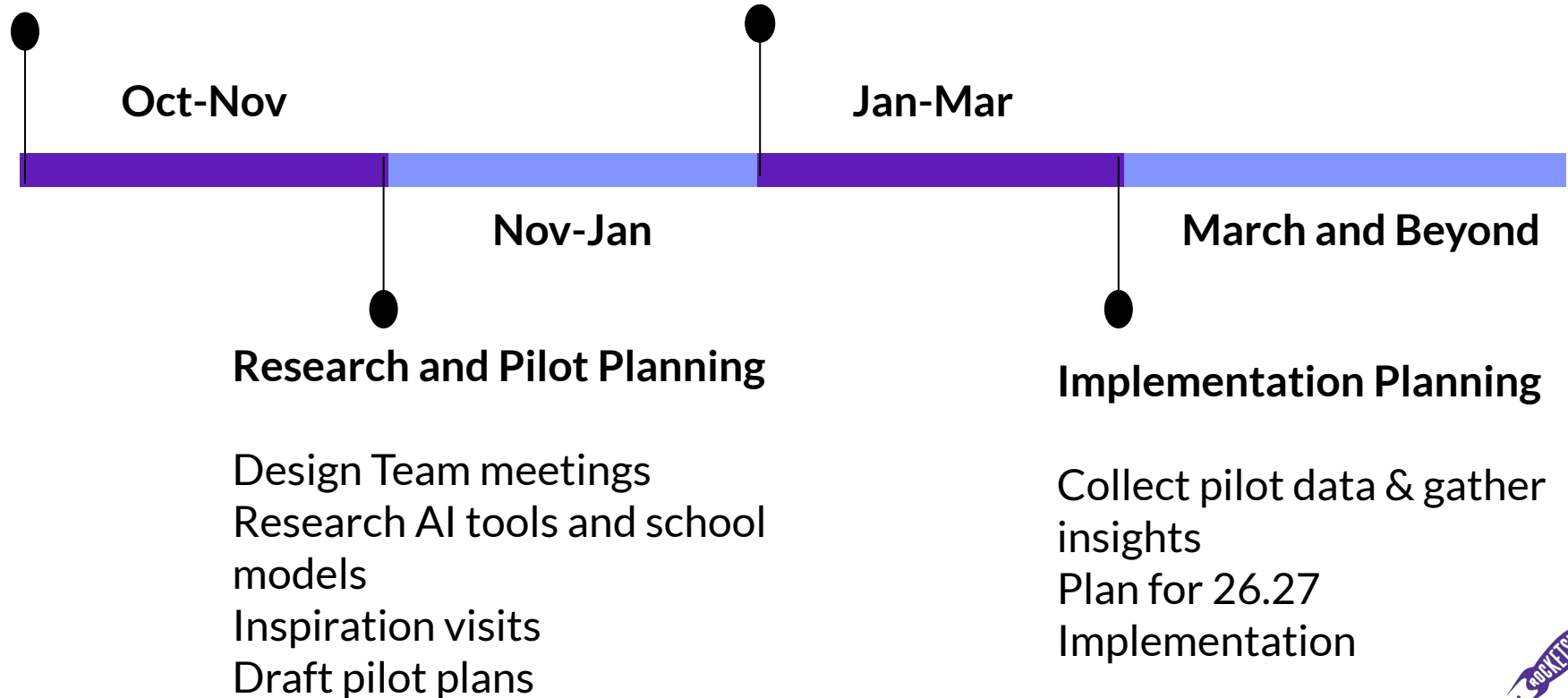
The Timeline

Launch Project

Establish project structure
Understand Rocketship's current context, map existing AI pilots.

Pilot Execution and Data Collection

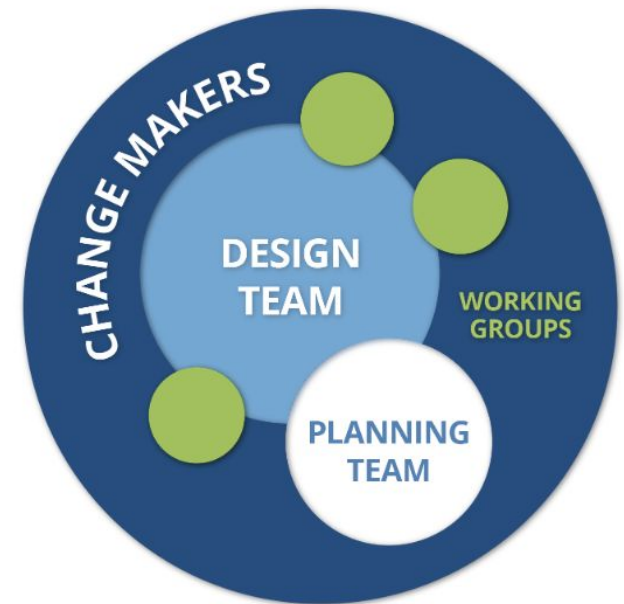
Launch pilots
Gather insights



Team Structures

We will have several teams working collaboratively on this project:

- **Planning Team:** Builds, monitors, and coordinates the progress, ensuring successful iterations.
- **Design Team:** Advances the design vision. Activities include knowledge building, seeking inspiration, generating/testing ideas, and iterating on designs.
- **Working Groups**
 - **Pilot Team:** Tests design elements with students/teachers.
 - **Implementation Teams:** Create, approve, and implement the design, planning rollout.



Potential Buckets for Elevation

Elevate the learning lab experience

Tech and no tech considerations

More aggressively lean on AI Fueled Apps

See if Rocketeers can independently master/practice content and consider time reallocation in classrooms and learning lab

Explore further AI around teacher/staff efficiency

I.e. IP, planning, student groupings, student assignments of content/lessons

Questions for Discussion

- Of the three potential buckets for focus, which of these is commanding the most attention in education right now, and therefore might have the deepest pool of resources to explore?
- Which do you feel is the most critical for transforming results?
- What are other innovations you're hearing about in schools with AI?
- In your opinion, what are the most important and necessary conditions and key supports needed for a site where there are a lot of pilots happening?

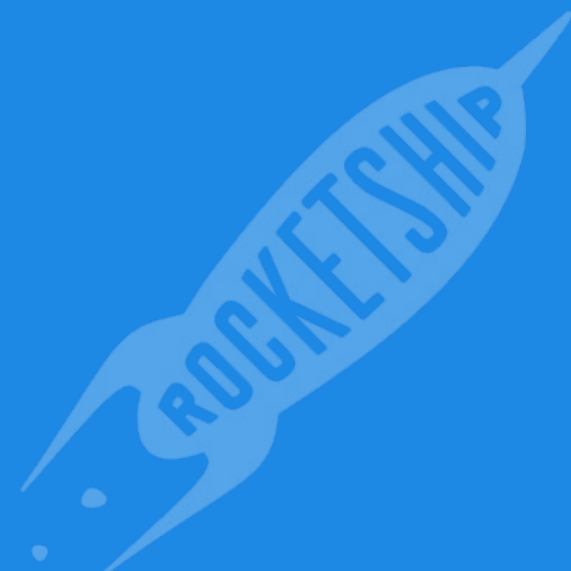
Talent Recruitment Update



Agenda

- Current state of school staffing
- Talent Acquisition Team Staffing Update
- 2024-25 Talent Acquisition Outcomes
- 2025-26 Talent Acquisition Priorities and Goals

Talent Recruitment Update:
Current State of School Staffing



Current State of School Staffing and Fall Hiring

Target: 96% or higher at any point during school year

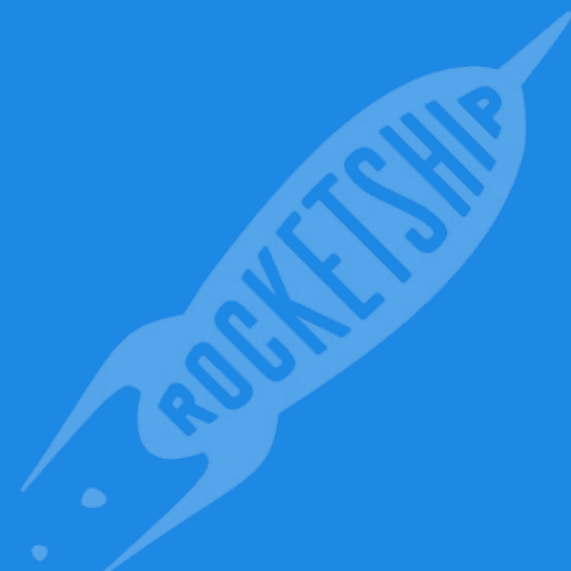
	CA	DC	TN	WI
% Staffed as of 10/27 All roles	97.4%	92.8%	96.3%	96.3%
Instructional staff departures since 8/1	9	10	19	10
Added instructional staff positions since 8/1	8	11	3	2
New instructional staff hires since 8/1	24	18	20	21

Notes:

- When new hires exceed departures + added positions, this means vacancies from earlier in the summer were filled after 8/1
- DC low % staffed driven primarily by 10 ISE positions added on 10/8

Talent Recruitment Update:

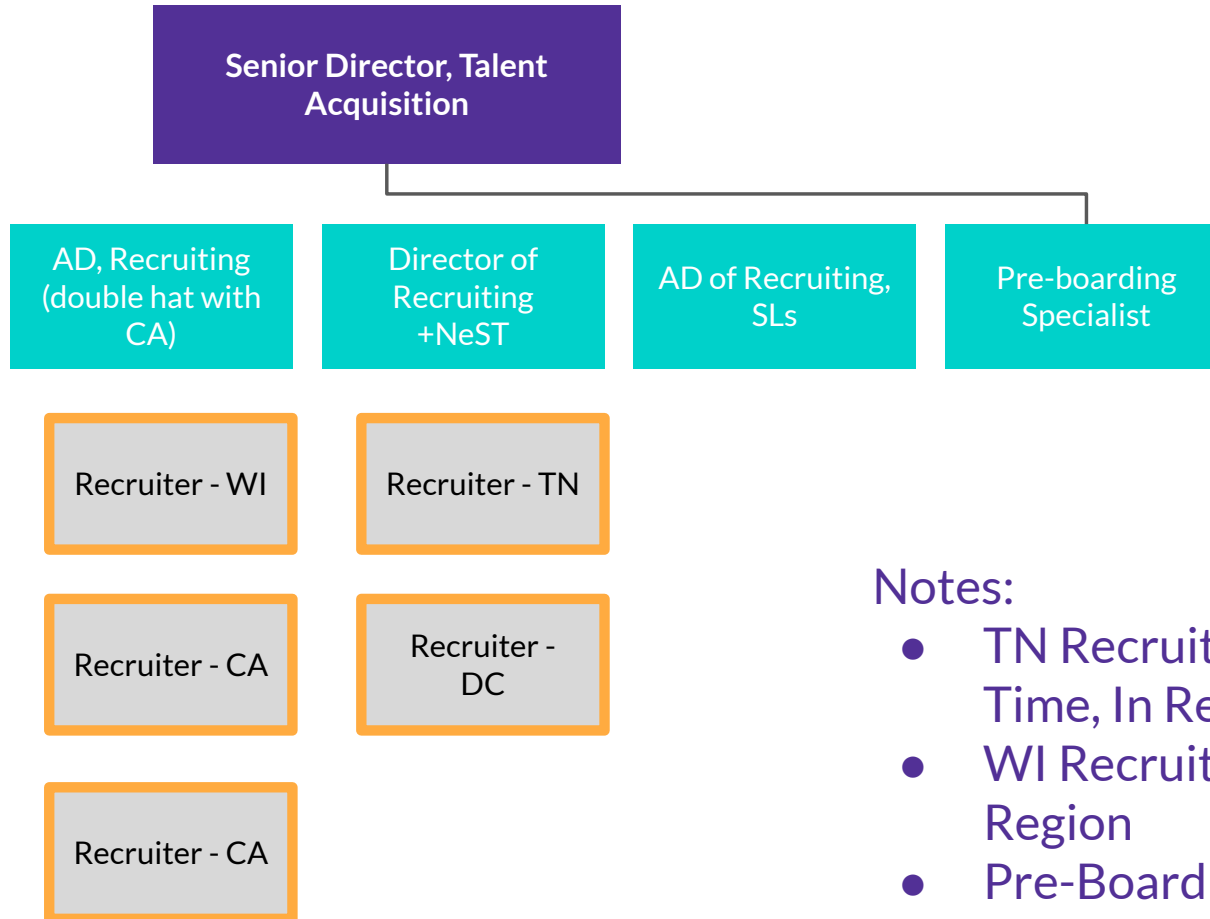
Talent Acquisition Team Staffing Update



Talent Acquisition Team Staffing Updates

- **Welcoming New Team Leadership**
 - Jennifer Whiteside, Sr. Director of Talent Acquisition
(based in Milwaukee)
- **Investing in Local Recruitment Expertise**
 - Adding a recruiter in Milwaukee to provide a local recruiter in every region
- **Improving Pre-Boarding and Supporting Recruiter Efficacy**
 - Adding a pre-boarding specialist role to handle post-offer and pre-start date readiness (compliance, credentialing, etc)

Talent Acquisition Team Organizational Chart

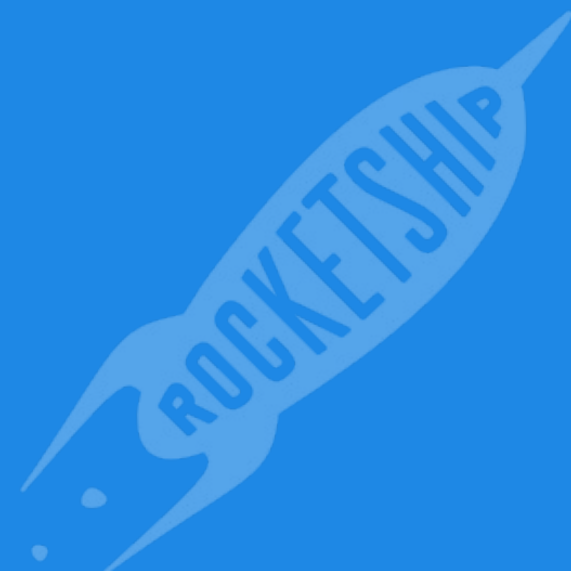


Notes:

- TN Recruiter- Move to Full Time, In Region
- WI Recruiter- New Role, In Region
- Pre-Boarding Specialist- New Role, In Region

Talent Recruitment Update:

Prior Year Talent Acquisition Outcomes



25-26 Hiring Data Review: Total Hiring Volume

- 264 teacher-level hires made through 8/22/2025
- Average of 6 teacher/ISE hires per campus (range of 0-12)

Region	Retention	Average teacher and ISE hires per school	New hires as % of total teacher/ISE roles
CA	81%	5	21%
DC	54%	8	47%
TN	70%	9	39%
WI	77%	8*	44%

Notes:

- Hiring data reflects hires made through 8/22/2025 and does not include midyear hires
- Full-year retention period: 10/1/24 through 8/1/25

* Added new school

25-26 Hiring Data Review: Timelines and Conversion Rates

- Late timelines
 - Most hiring occurred April-July
 - Late vacancy notifications: 61% of teacher/ISE notifications came in June and July
 - Includes voluntary and involuntary terminations
 - Does not include staffing model/enrollment role adds
 - Does not include August
- ISE hiring and close rates were low and well below gen ed
 - 62% vs. 91% close rate
- AP offer rate was low across regions
 - 25% of interviews resulted in offers

25-26 Hiring Data Review: Source of Hires (General Ed Teachers)

Most hired candidates were self-sourced or recruiter-sourced:

- Opportunity to increase referrals and internal hires over time
 - Charter networks with strong referral programs see ~30% of hires from referrals (Avg 20-40% across industries)
- % of sourced hires varied by regions: large sourced pool in CA and DC; need for more sourcing investment in all regions

Region	Applied	Internal	Referred	Sourced
DC	64%	0%	0%	27%
East Bay	38%	0%	15%	38%
South Bay	55%	6%	10%	29%
TN	75%	0%	15%	10%
WI	90%	0%	10%	0%

25-26 Hiring Data Review: Source of Hires (APs)

Most hired candidates were self-sourced or recruiter-sourced:

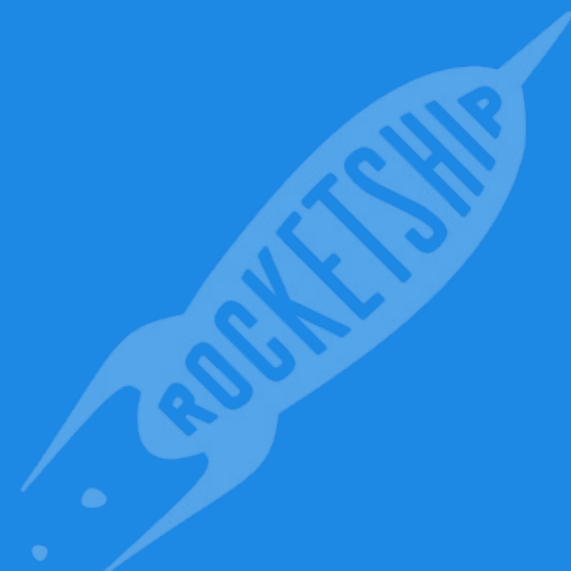
- Opportunity to increase referrals and internal hires over time
 - In past years, internal AP hires made up as much of 60% of hired pool
- Opportunity to increase quality of pool through more dedicated sourcing

Region	Applied	Internal	Referred	Sourced
DC	91%	0%	0%	9%
CA	57%	29%	0%	14%
TN	100%	0%	0%	0%

Regional Meetings 9.8-9.16: Priorities We Heard

- Earlier hiring timelines (but very complicated with cross functional dependencies on enrollment/staffing models, compensation, HR, credentialing)
- Investing in local partnership and longer term pipelines
- More and higher quality sourcing (need varies by region)
- ISE hiring
- More data transparency and updates

Talent Recruitment Update:
2025-26 Talent Acquisition Priorities and Goals



Talent Acquisition 2026-27 Priorities

Timely and Goal-Driven Hiring and Recruitment

- Clear goals and progress monitoring (hires, interviews, applications)
- Develop shared timelines and agreements with cross functional teams:: enrollment, compensation, credentialing, performance management, and HR
- Create regional specific strategies for implementation by December 1
- For any remaining late vacancies: mitigate through early season hiring targets and mid to late season overhire strategy

Long Term Community Pipelines and Relationships

- Drive college and high school student engagement through career fairs and conferences, and other events
- Build new/deepen relationships with community organizations that can help identify potential candidates for roles.
- Participate in and host job fairs and information sessions and other recruitment events
- Collaborate with regional leaders and Program team to identify and nurture relationships

Data and Systems Integration

- Build data and dashboard system to monitor and report weekly recruitment activities for team use and key stakeholders.
- Integrate and refine Lever and Workday systems to add efficiencies
- Set and implement scalable systems, and strategy for job posting and outreach
- Research, vet, and adopt new applicant tracking system for full adoption in fall 2026
- Collect and use data on sourcing and marketing to inform strategy

Rocketship Talent Brand

- Increase Rocketship brand among educators in each of our regions
- Continue to grow internal reputation to drive referrals from current staff
- Activate large existing base of past candidates and staff through outreach and events
- Update website Talent pages to drive interest and candidate engagement
- Proactively and strategically manage Glassdoor, Indeed and other job seeker sites

2025-26 Talent Acquisition Goals

- Schools are 96% staffed at any point during the school year.
- 100% of vacancies including overhires confirmed by regional target date (approx week 1 of May) ready to start by 7/1 (or regionally determined start date).
- Vacancies confirmed after regional target date will have an offer signed within 4 weeks +2-3 weeks for pre-boarding.
- Non school staff roles at AD level and above are filled within 45 days.



Talent Acquisition 2026-27 Priorities: Current Team Activities and Next Steps

Timely and Goal-Driven Hiring and Recruitment

- 2026-27 applications launched
- 2026-27 monthly hire and interview targets set by region; updates to begin January
- Shared timelines in place for school staffing models, compensation, offer letter and credential memo templates
- Recruiter-specific metrics and professional growth plans set
- Regional-specific strategies being finalized by November 15

Long Term Community Pipelines and Relationships

- Partnership and events plans being set for each region by November 15
- Recruiters attending fall career fairs and recruiting events
- New and renewed partnerships and pipeline meetings occurring across regions
- CA Teacher Residency started this fall; expansion planned for program in fall 2026

Data and Systems Integration

- New midyear vacancy and interview tracker including time to fill metrics implemented
- Due diligence for Workday applicant tracking system started
- Dashboards with recruiter sourcing and interview pipelines added for regular review

Rocketship Talent Brand

- Social media campaign launched in alignment with 2026-27 application release
- Talent and Marketing/Communication partnership planning to build Talent Brand (Nov-Jan)

Team Staffing:

- Sr. Director of Talent Acquisition hired
- DC Recruiter hired
- Hiring starting for WI Recruiter and Pre-Boarding Specialist

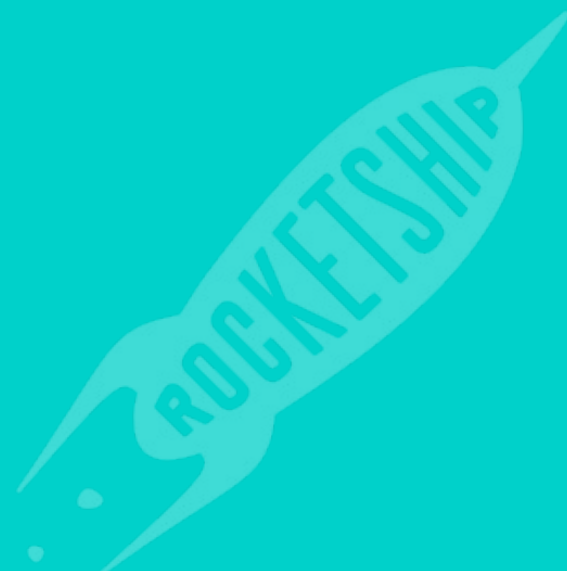


Partnerships and Pipelines by Region

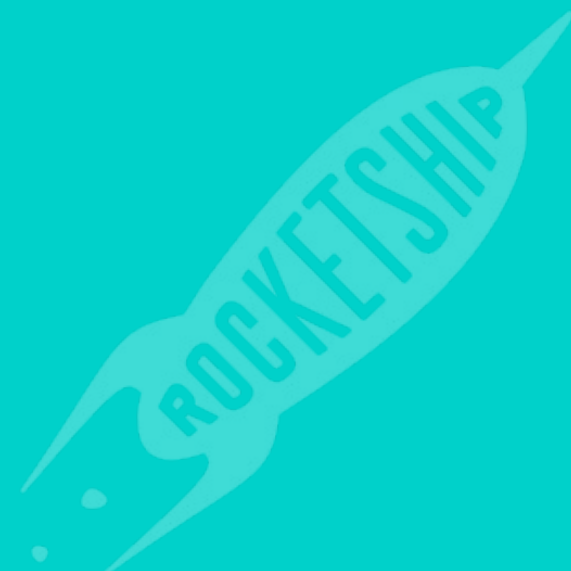
Region	Partnerships and Pipelines - Work in Progress in Partnership with Regional Leaders	
	Existing/Growing/Enhancing	Exploring/New
CA	<ul style="list-style-type: none"> College Partnerships: SJSU, Reach, Rivet, LMU (Teacher Residency) TFA South Bay YMCA/Boys & Girls Club Sub Partners: Brightbee, Swing Education, Scoot Education, Education Team, SubZ Education, Pridestaff, ProCare Staffing 	<ul style="list-style-type: none"> CSU East Bay Local Community Colleges to recruit for hourly positions (Diablo Valley, Laney College, De Anza College, San Jose City College)
DC	<ul style="list-style-type: none"> TFA 	<ul style="list-style-type: none"> City Teaching Alliance Howard University Teacher Residency Relay Graduate School Residency
TN	<ul style="list-style-type: none"> Staff in job embedded/student teaching: Walden, TN State, Moreland 	<ul style="list-style-type: none"> TFA (potential restart) Nashville Teacher Residency ManUp TECA Relay
WI	<ul style="list-style-type: none"> TFA Suraasa - International Teacher Hiring 	<ul style="list-style-type: none"> Marquette - Teacher training programs CFUT Urban Learning Collaborative City Forward Collective Alverno MSOE



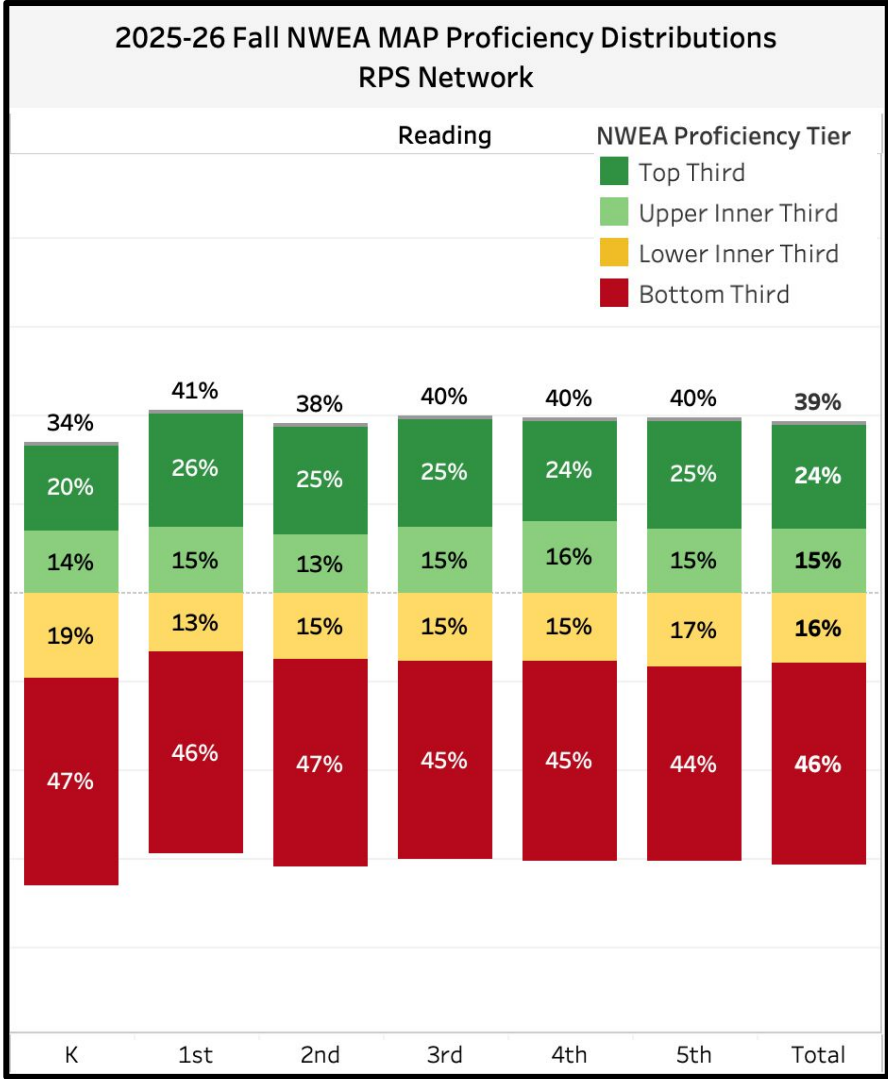
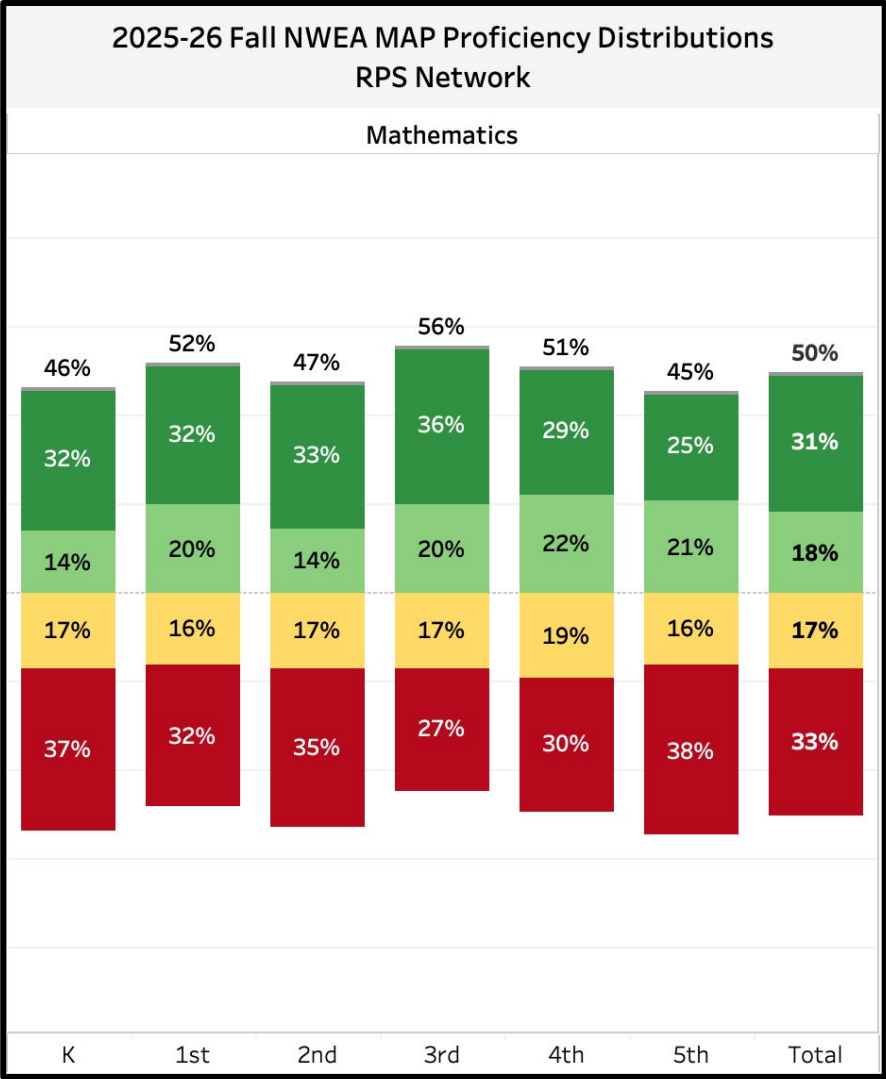
Adjourn



Appendix



Reading proficiency similar across most grades and more varied in Math



While regions are making progress in reducing Math bottom tiers, there are still areas with high percentages starting in Bottom Decile

NWEA MAP: % in Bottom Decile

	Fall Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
CA	10%	12%	10%	8%	8%	11%	10%
DC	14%	13%	16%	18%	20%	22%	17%
TN	19%	21%	18%	17%	8%	22%	17%
WI	9%	16%	9%	17%	17%	11%	14%
Grand Total	12%	14%	12%	11%	10%	14%	12%

Subject to change: WI finishing testing

- Especially noteworthy for **DC state testing grades** where $\geq 18\%$ are starting in Bottom Decile in Math
 - TN G5 also has $>20\%$ in Bottom Decile

Reading has a higher share of students are in the Bottom Decile and less reduction in bottom decile over the past few years than Math

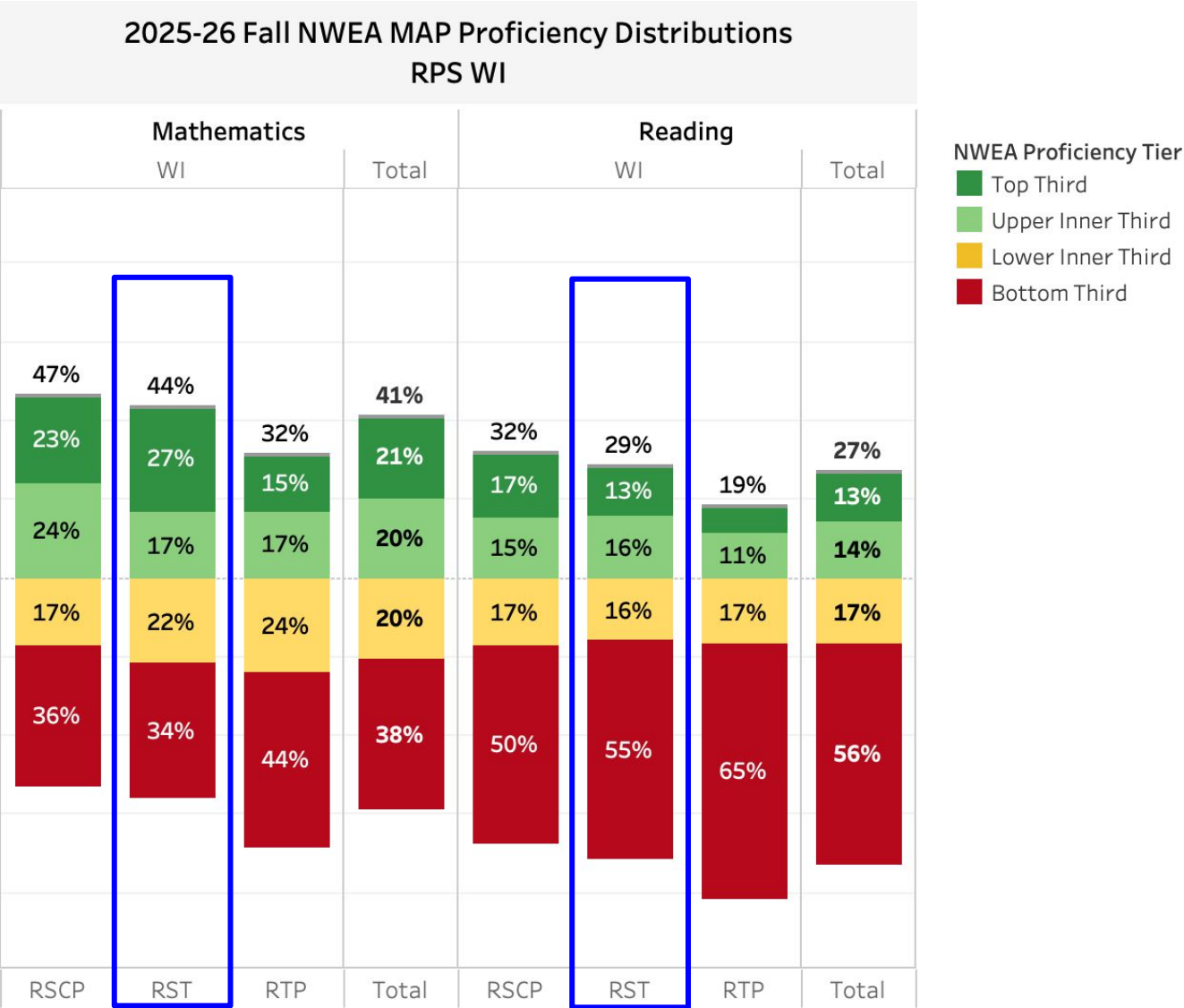
NWEA MAP: % in Bottom Decile

	Fall Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
CA	16%	22%	9%	14%	19%	17%	16%
DC	15%	19%	14%	21%	27%	29%	21%
TN	26%	26%	9%	15%	18%	21%	19%
WI	11%	22%	17%	21%	28%	25%	21%
Grand Total	17%	22%	10%	15%	20%	20%	17%

Subject to change: WI finishing testing

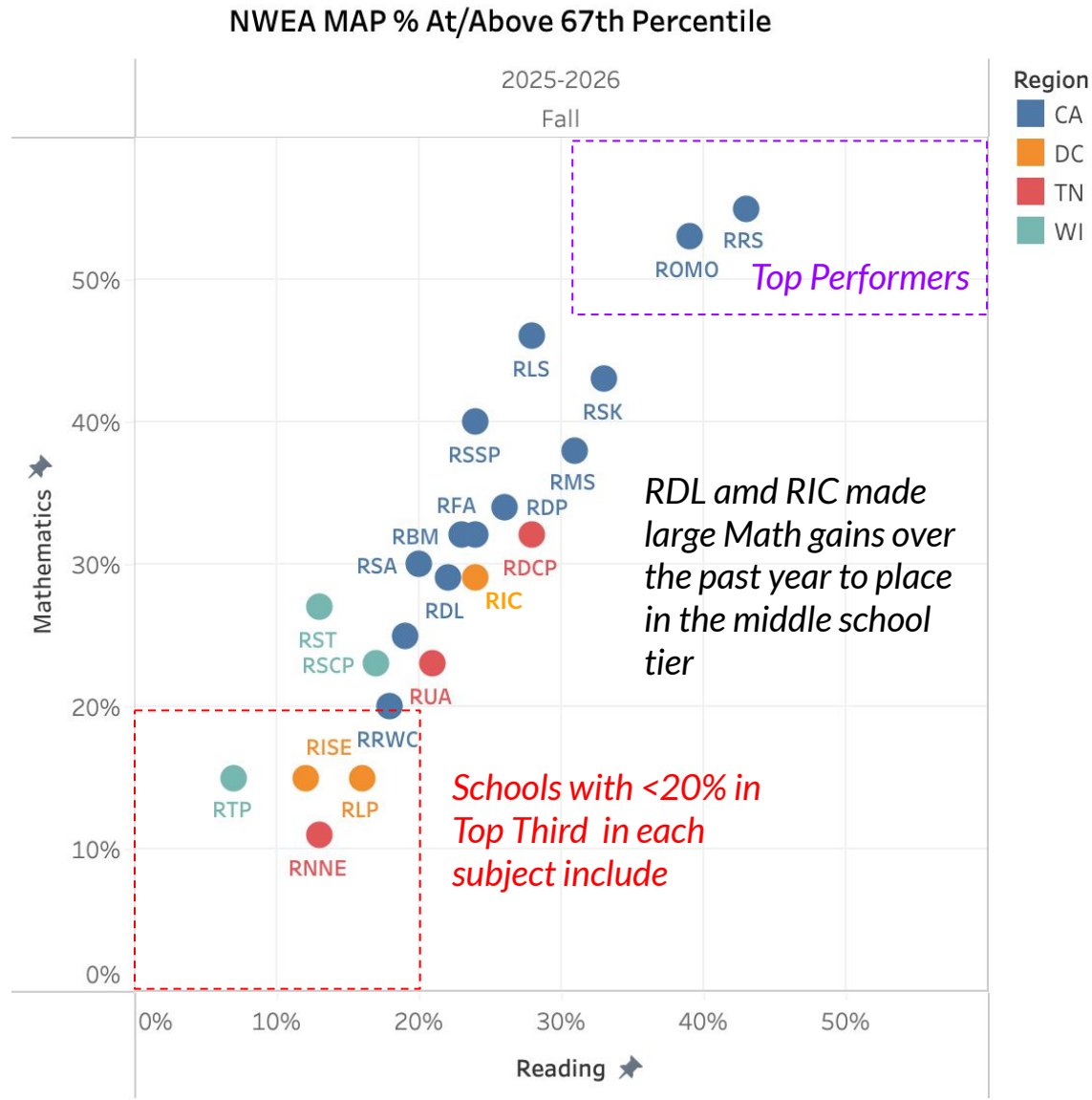
- Especially noteworthy for **DC and WI state testing grades** where $\geq 20\%$ are starting in Bottom Decile in Reading
- TN K and and G1 have $>25\%$ (similar across schools)

New School: Stellar's absolutes are closer to RSCP

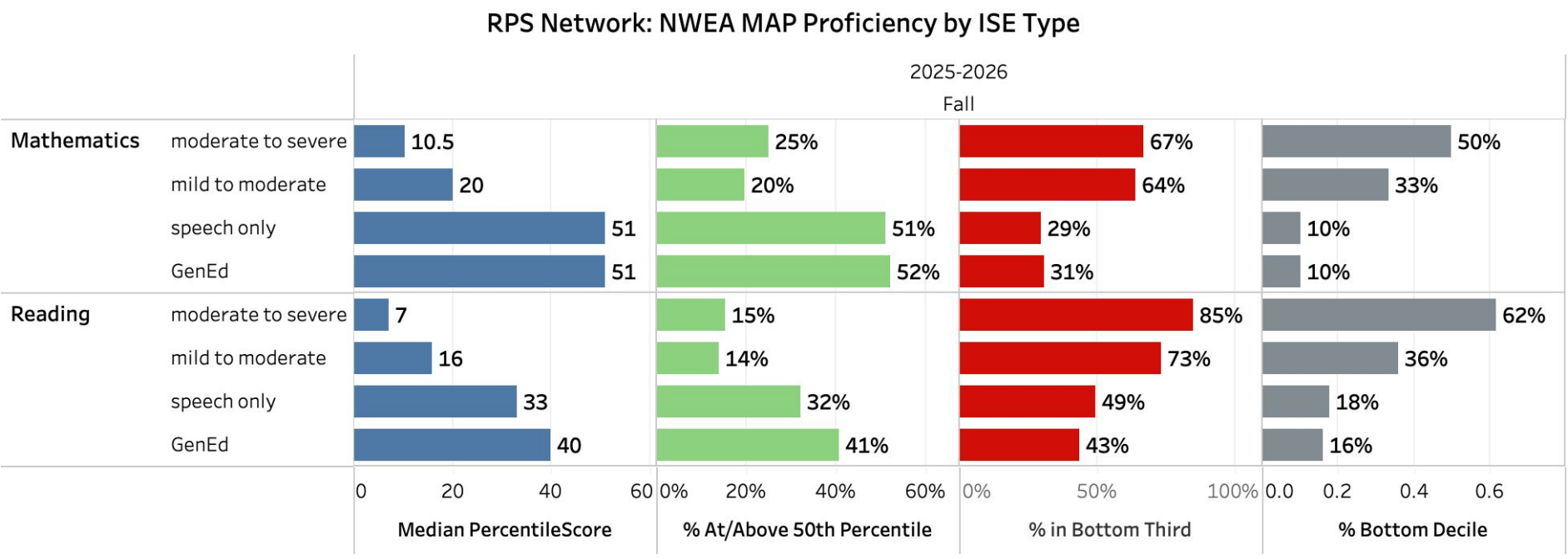


Subject to change: WI finishing testing

Wide variety of school starting points with network and within regions

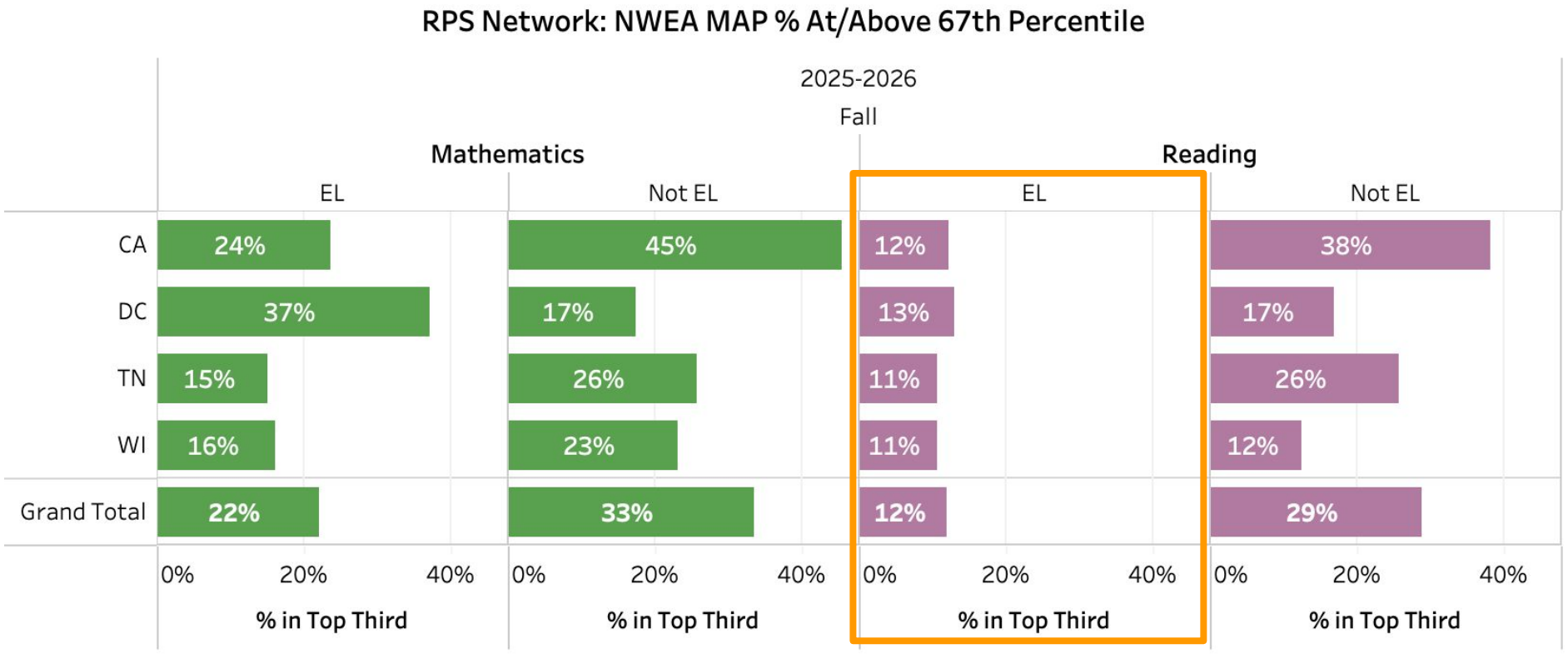


Majority of ISE Mild-to-Moderate students are in the bottom third on NWEA



- Improved absolutes for ISE mild-to-moderate students compared to last fall

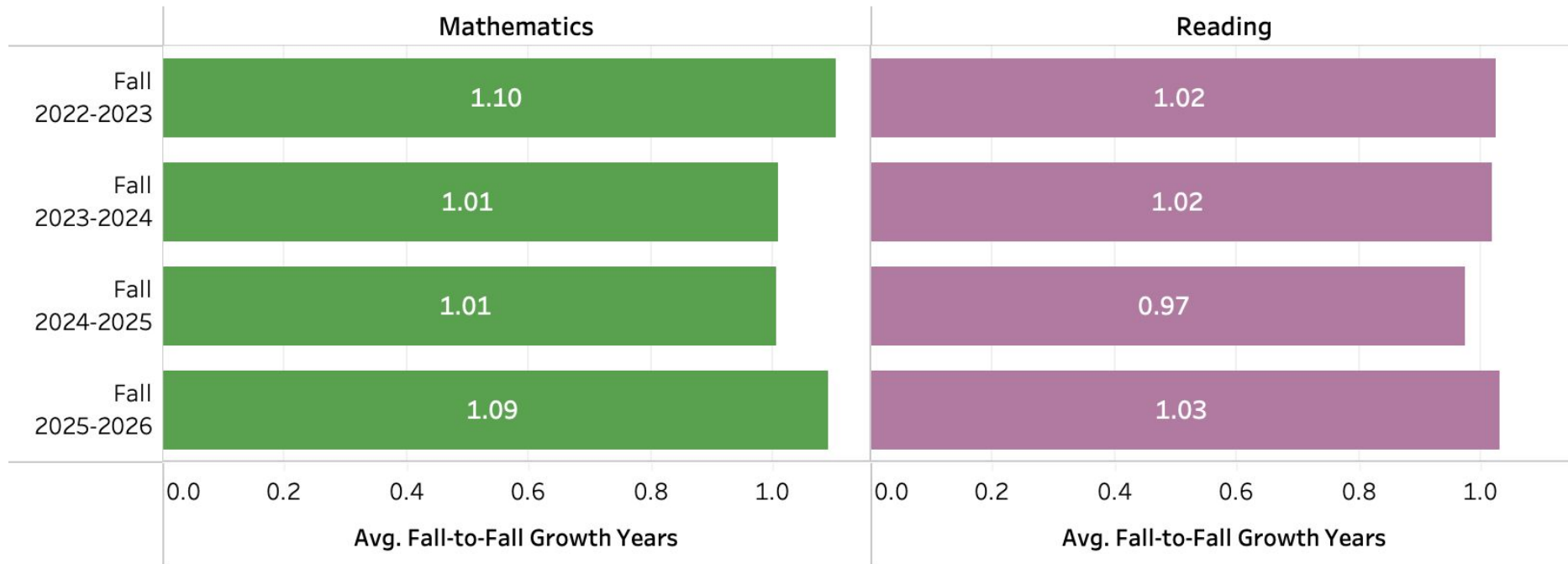
Reading proficiency rates for Multilingual Learners are similar across regions while non-MLL proficiency varies



Subject to change: WI finishing testing

Fall-to-Fall Growth Years increased in both subjects from last year

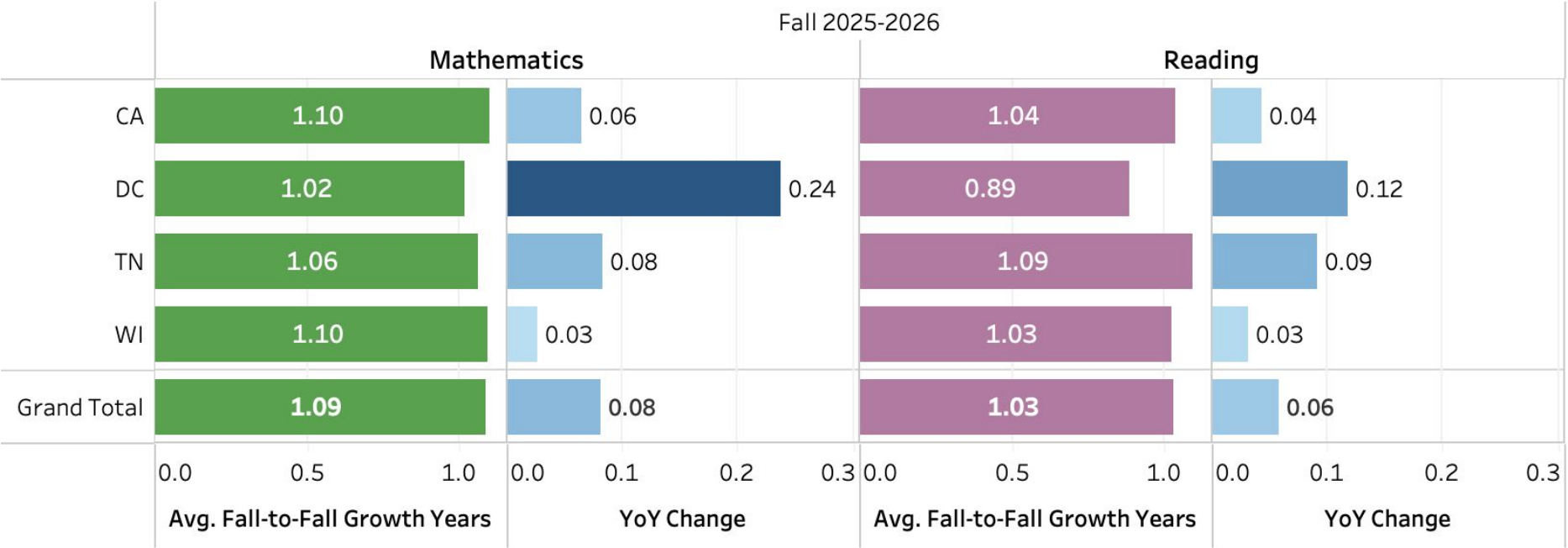
RPS Network: NWEA MAP Fall-to-Fall Growth Years



- 2025-26 Fall-to-Fall growth years relatively similar across grades
 - Higher outliers: returners in G3 Math and returners in G5 Reading
 - Lower outlier: returners in G4 Math

DC reported the largest YoY improvement in Fall-to-Fall Growth Years but still catching up to other regions

NWEA MAP Fall-to-Fall Growth Years and YoY Change
By Region



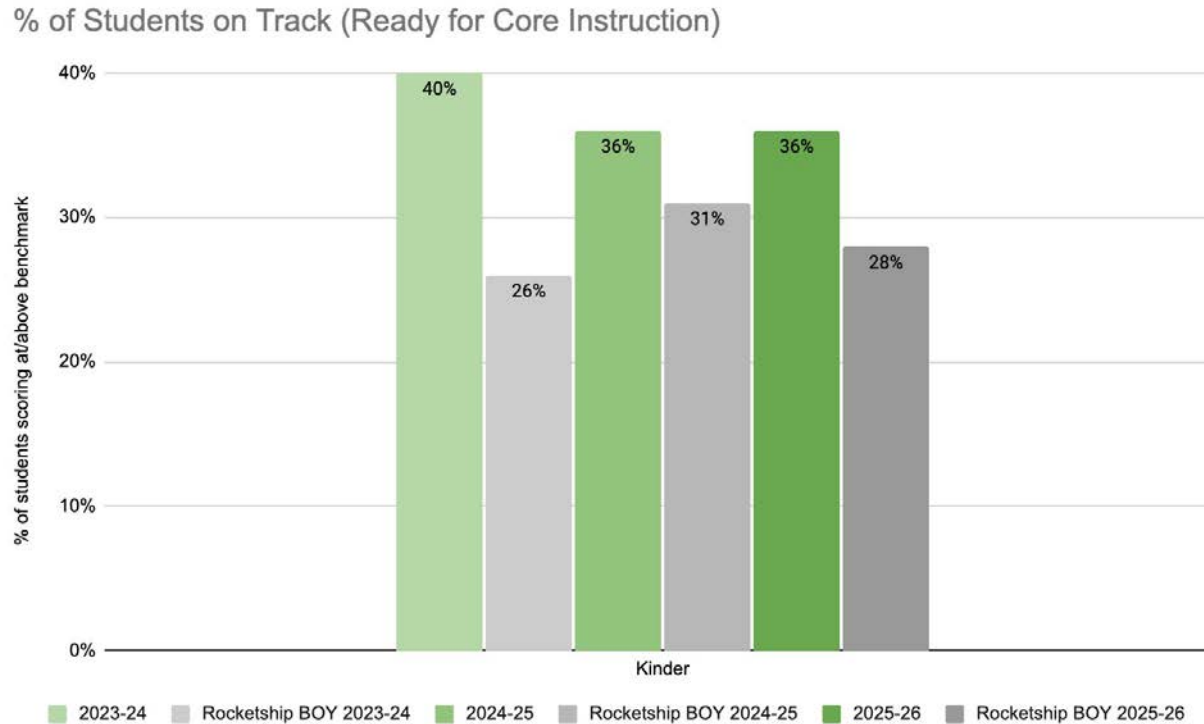
As first seen with NWEA norm updates, average Reading ***Fall-to-Fall*** growth year is lower than the ***Fall-to-Spring*** growth year

- Growth years based on national norms
 - Rocketeers achieved greater growth than national average *during the school year*
 - However, our Reading growth is meeting national average for the *overall calendar year*
- Analytics is looking into difference in more detail this fall

	Math	Reading
Avg. Fall 2024 to Spring 2025 Growth	1.22	1.45
Avg. Fall 2024 to Fall 2025 Growth Years	1.09	1.03
Difference	-0.13	-0.42

DIBELS 8 National BoY Performance Trends

Grade K

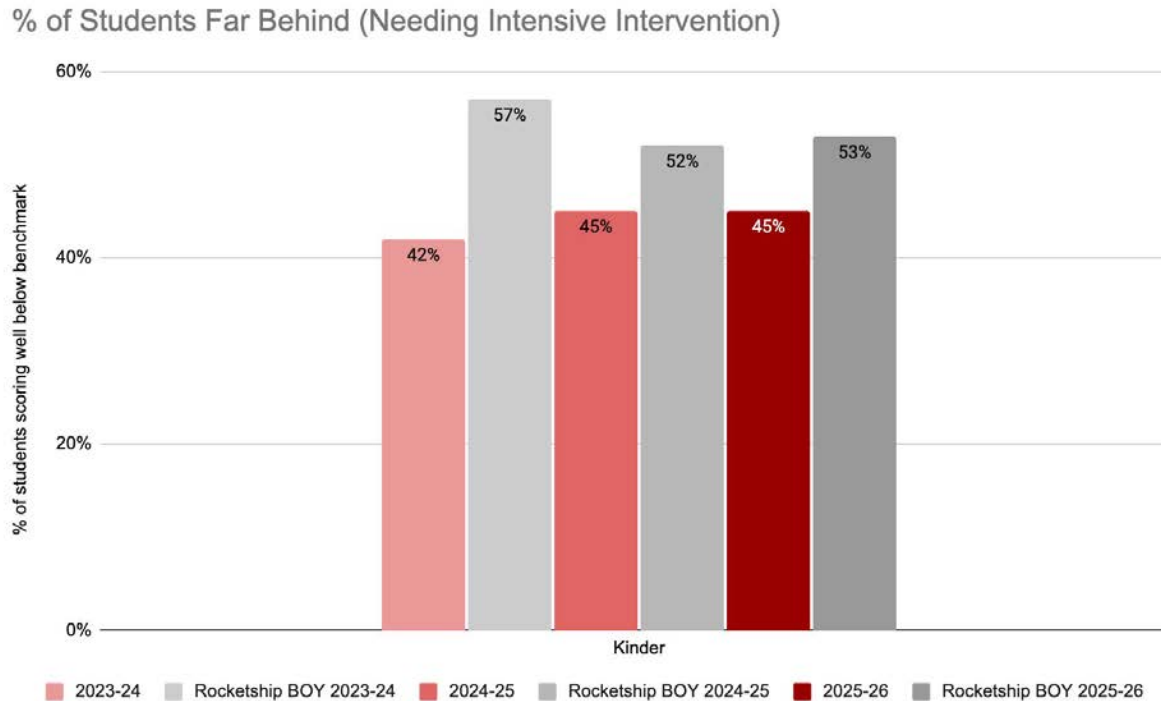


We have less students in Kindergarten ready for core instruction.



DIBELS 8 National BoY Performance Trends

Grade K

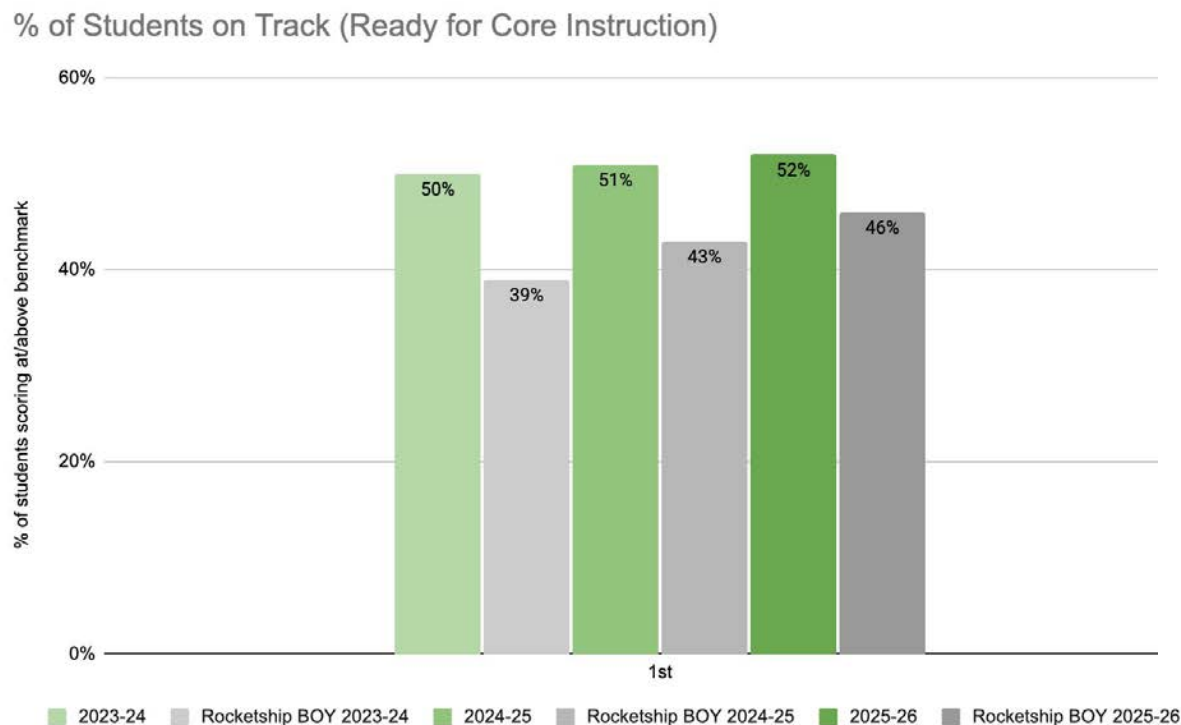


We have slightly more students than previous years needing intensive support.



DIBELS 8 National BoY Performance Trends

Grade 1



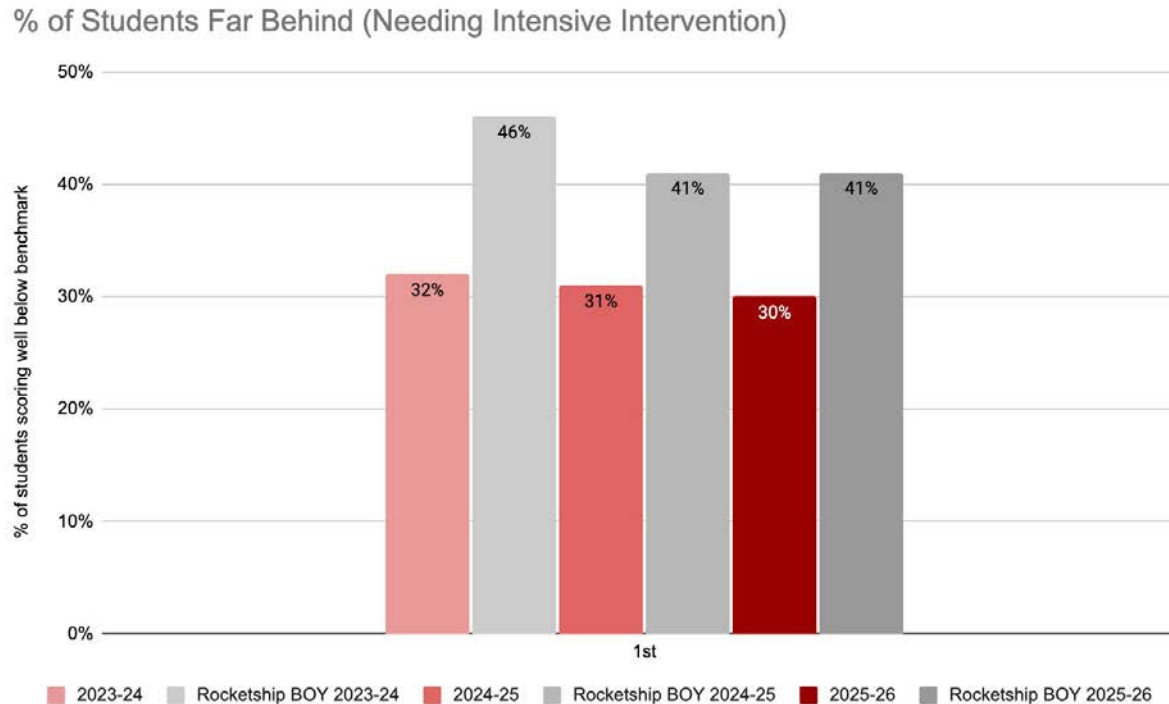
First grade is starting stronger this year due to stronger Kinder instruction last year.

We are still 6% less than national peers yet this is a smaller gap than 24-25 BoY!



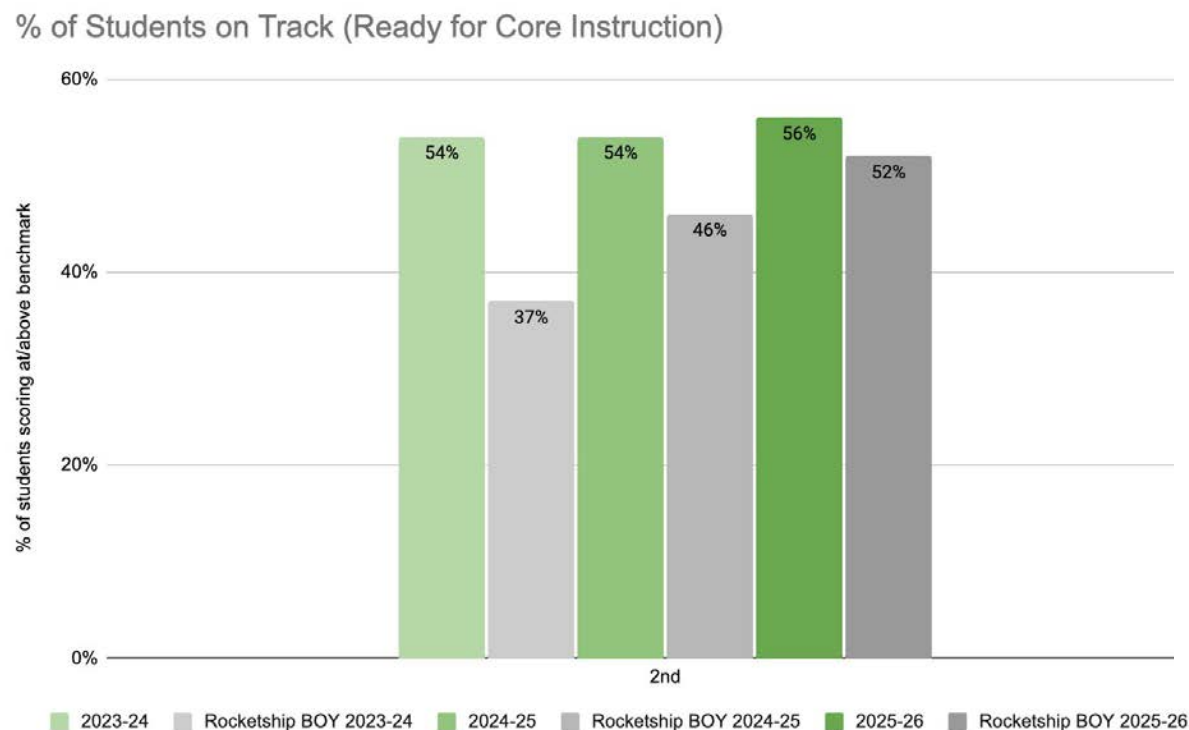
DIBELS 8 National BoY Performance Trends

Grade 1



DIBELS 8 National BoY Performance Trends

Grade 2



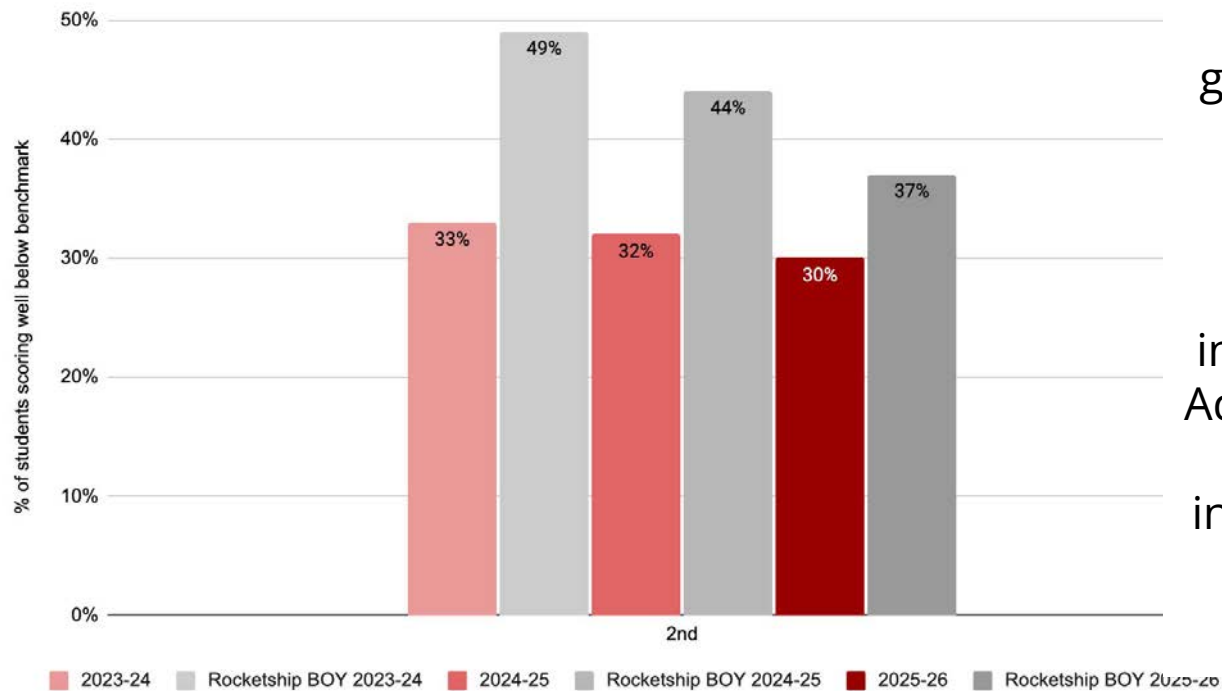
The gap between second grade nationally and Rocketship is decreasing! Second graders are starting even stronger than ever before, with a 15% increase over the past two years!



DIBELS 8 National BoY Performance Trends

Grade 2

% of Students Far Behind (Needing Intensive Intervention)

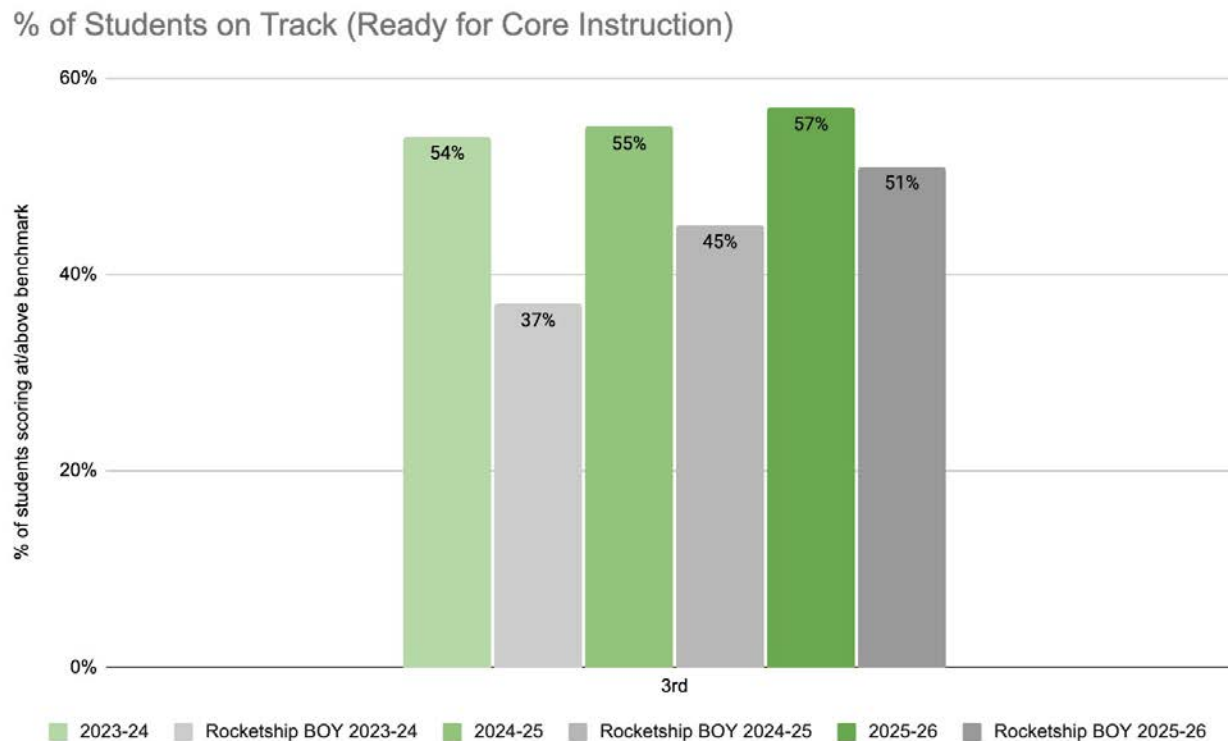


More second graders are ready for core instruction, yet more than a quarter need intensive support. Adjustment to core instruction and intentional tier 2-3 planning is needed.



DIBELS 8 National BoY Performance Trends

Grade 3



Over half of 3rd graders are starting the year ready for core instruction!

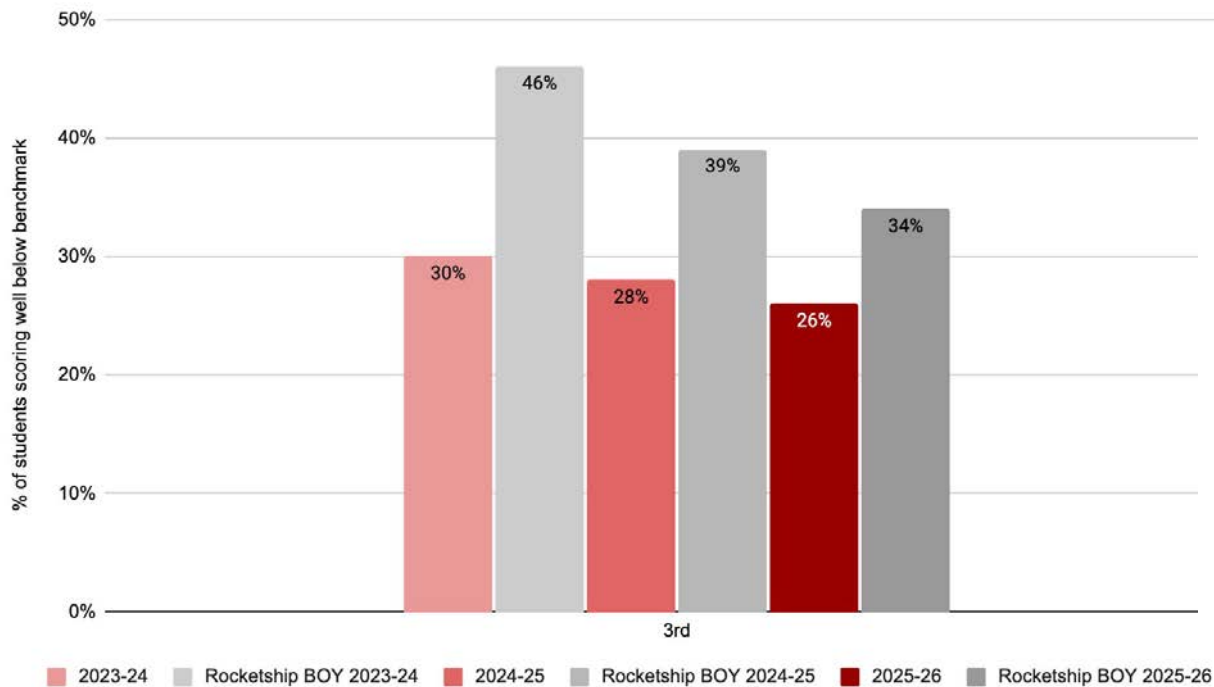
This is a big shift for us!



D8 National BOY Performance Trends

Grade 3

% of Students Far Behind (Needing Intensive Intervention)



Over half of 3rd graders are starting the year ready for core instruction!

This is a big shift for us!

