



# **Rocketship Public Schools Achievement Committee Meeting Agenda (2025-26 - Q4)**

Tuesday, June 2, 2026 at 1:00 PM PST

2001 Gateway Pl Ste. 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

744 NE 88th Street, Miami, FL 33138

158 136th St, New York, NY 10030

2066 Cowden Ave, Memphis TN 38104

809 Pico Ln, Los Altos, CA 94022

5741 Saloma Avenue, Sherman Oaks, CA 91411

## **1. Opening Items**

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

## **2. Consent Items**

- A. Approve minutes from the February 3, 2026 meeting of the Rocketship Achievement Committee

## **3. Information Items**

- A. Innovation School Updates
- B. Achievement Update

## **4. Adjournment**

- A. Adjourn Meeting

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## **Rocketship Public Schools Achievement Committee Meeting Minutes (2025-26 - Q3)**

February 3, 2026 at 12:15 PM PST

2001 Gateway Pl Ste. 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

744 NE 88th Street, Miami, FL 33138

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

2066 Cowden Ave, Memphis TN 38104

5741 Saloma Avenue, Sherman Oaks, CA 91411

### **1. Opening Items**

#### **A. Call to Order**

At 12:20pm, Mr. Velasco took roll call. With a quorum of committee members present, Mr. Velasco called the meeting to order.

**Present:** Deborah McGriff, Michelle Mercado, Rhonda Baldenegro, Daniel Velasco

**Absent:** Rajen Sheth

#### **B. Public comment on off-agenda items**

At 12:21pm, Mr. Velasco called for public comment on off-agenda items. No members of the public provided comment.

## 2. Consent Items

A. [Approve minutes from the November 4, 2025 meeting of the Rocketship Achievement Committee](#) 

At 12:22pm, a motion to approve consent item 2(A) was made by Ms. McGriff, seconded by Ms. Mercado, and carried unanimously by a roll call vote.

**Yes:** Deborah McGriff, Michelle Mercado, Rhonda Baldenegro, Daniel Velasco

**No:** --

**Abstain:** --

## 3. Information Items

A. Organizational Health Dashboard Review

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

B. Mid Year NWEA Data Update and Response

At 12:30pm, the committee discussed information item 3(B). No action was taken.

C. Artificial Intelligence, Lab School, and Innovation Update

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

D. Talent Recruitment Update

At 1:48pm, the committee discussed information item 3(D). No action was taken.

## 4. Adjournment

A. Adjourn Meeting

At 2:03pm, a motion to adjourn the meeting was made by Ms. Mercado, seconded by Ms. McGriff, and carried unanimously by a roll call vote.

**Yes:** Deborah McGriff, Michelle Mercado, Rhonda Baldenegro, Daniel Velasco

**No:** --

**Abstain:** --

**ROCKETSHIP**  
PUBLIC SCHOOLS

# Q4 Rocketship Public Schools Achievement Committee Meeting

June 2, 2026



# Agenda

## 1. Opening Items

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

## 2. Consent Items

- A. Approve minutes from the February 3, 2026 meeting of the Rocketship Achievement Committee

## 3. Information Items

- A. Innovation School Updates
- B. Achievement Update

## 4. Adjournment



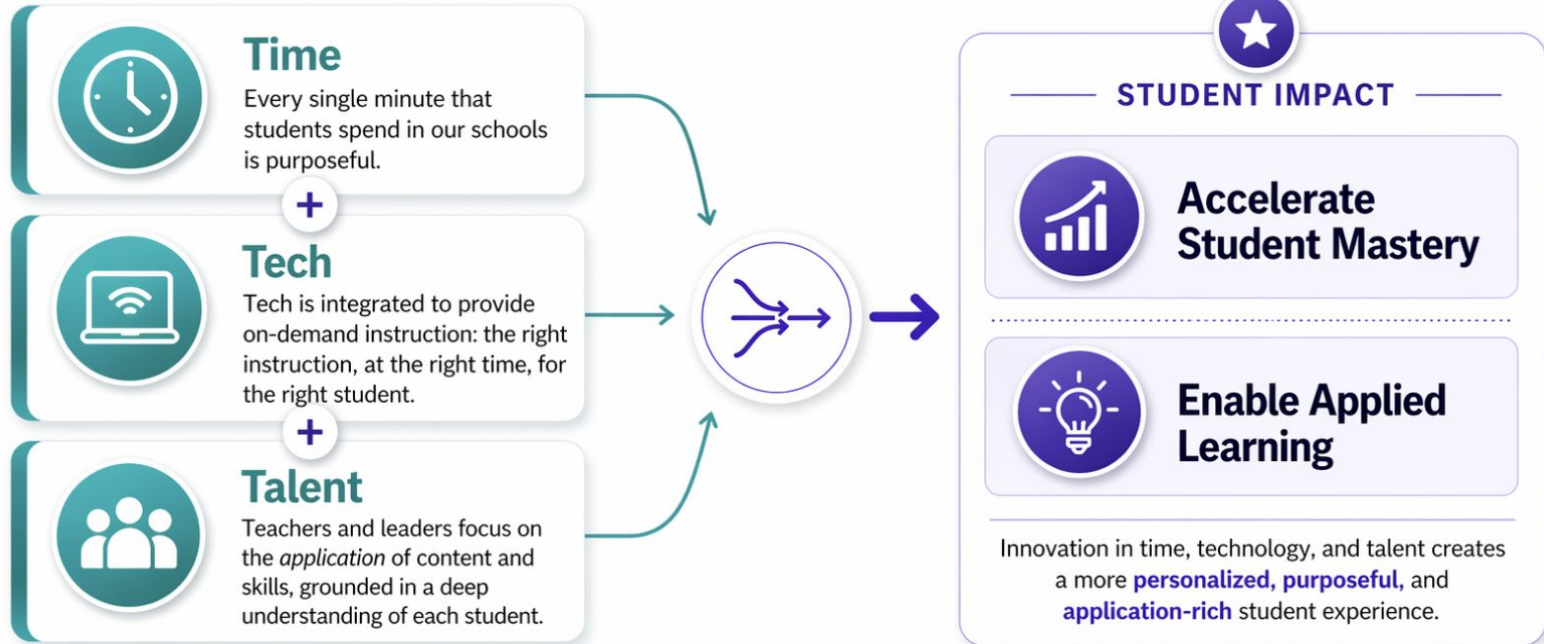
# Public Comment



# Consent Items

# Innovation School Updates

# Rocketship Innovation School: Powering the Future

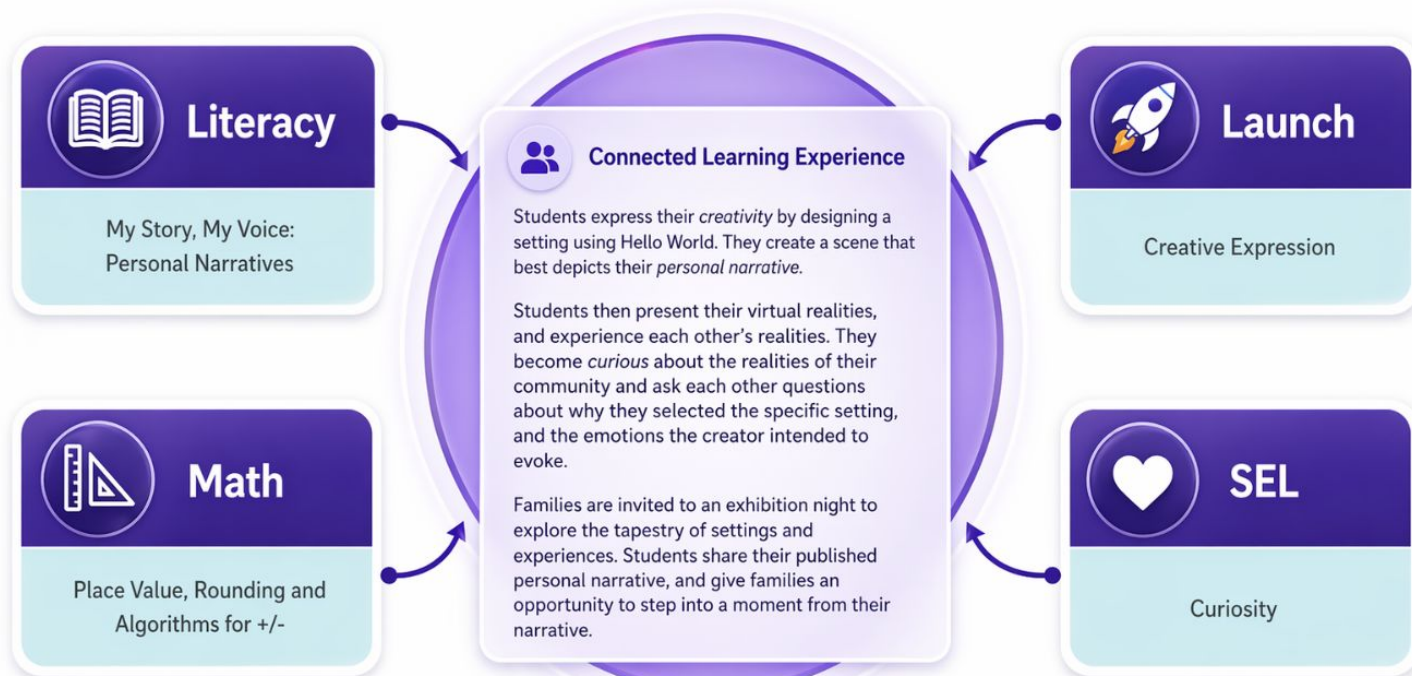


 **Time + Tech + Talent → Greater Impact**



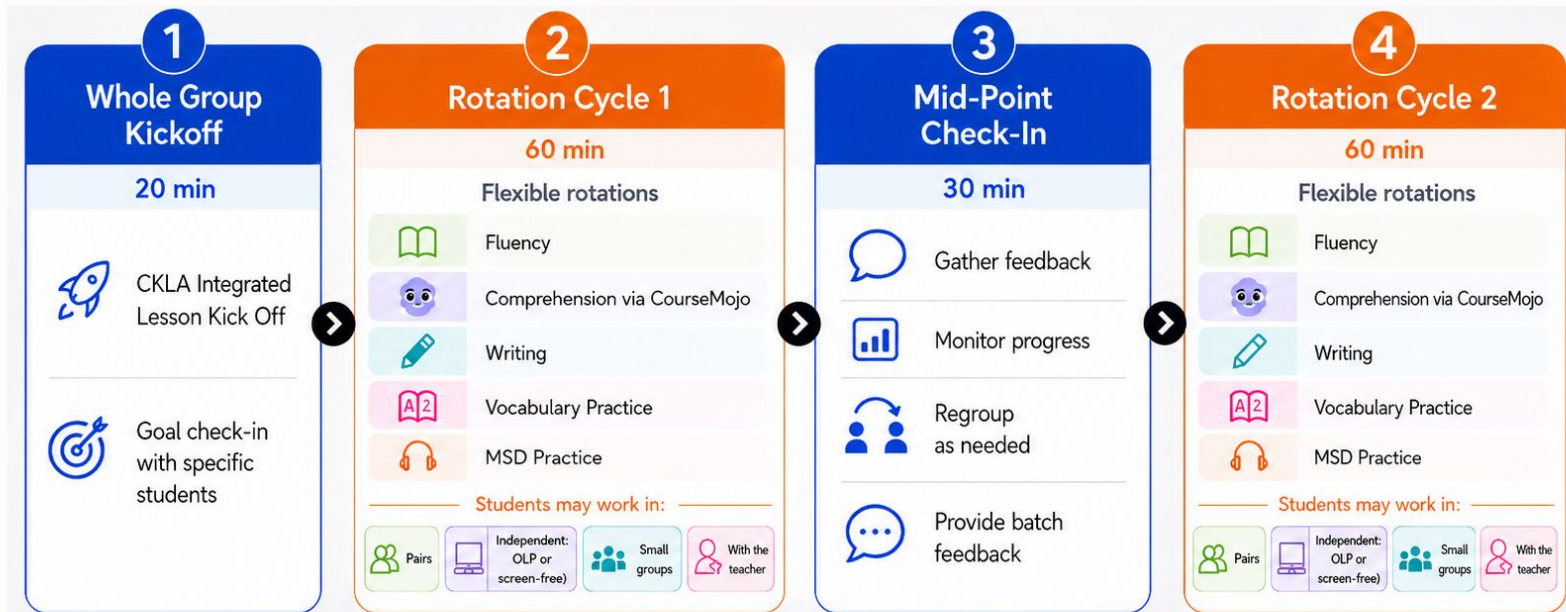
# The Learning Lab as the Epicenter of Learning

An integrated hub connecting core student experiences



# AI-Enabled ELA Model

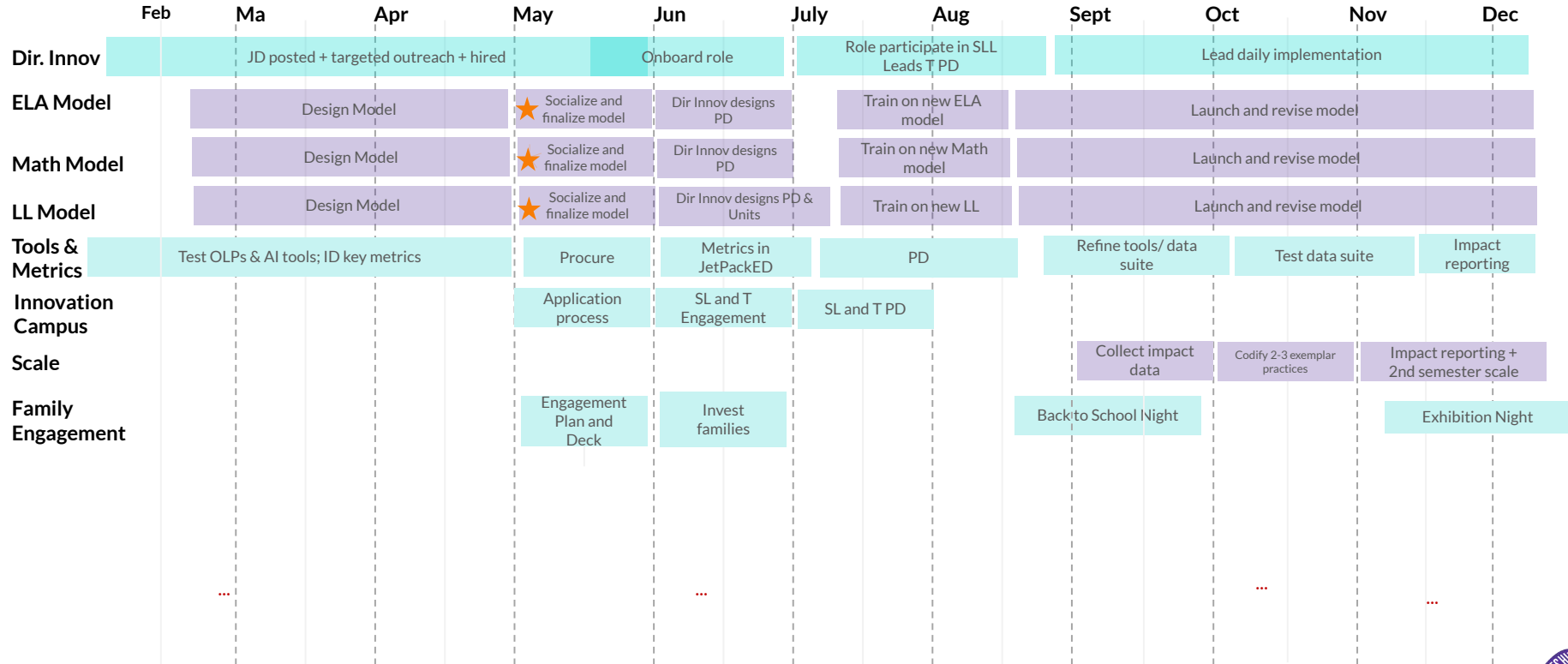
## Sample ELA Approach



Flexible rotations + targeted support help all students engage in meaningful ELA practice.



# Innovation School Launch Timeline



# JetPackED

## Refining RPS Data Infrastructure to:

- Visualize key data points under a single pane for national, regional and school leaders, and teachers
- Provide predictive analytics, including forecasting future performance, suggesting lessons, and automating groupings
- Embed AGI to provide insights, leveraging RPS institutional knowledge and best practices

**Phase 1: Align on Key Metrics**

Jan - March

**Phase 2: Establish DoR and WGs**

Apr - June

**Phase 3: Production Ready**

June - July





# Achievement Update

## Executive Summary

- Sustained momentum from 1st semester led to the highest growth rates since the pandemic, and improved absolutes
- Strong Math growth and absolute improvements across the network and grade levels
  - Large Top Third improvements from Fall (+19pp) and Spring SY25 (+11pp)
  - All grades met tiered growth goals in each starting tier
- Reading growth increased from last school year, but K-3 bottom quartiles still further behind
  - From BoY, Reading Top Third increased by 14 percentage points and bottom third decreased by 15-24 percentage points in each grade
  - In K-3, students in bottom third and bottom inner third did not meet tiered growth goals, presenting the largest opportunity for improvement in SY 26.27
- All regions on pace to meet their SY25-26 Top Third goal which places them on-track for Spring 2029 target



## Reflection and Response to Results

- ELA growth and absolute performance not as significant as math. Curriculum implementation raised the floor but plateaued the ceiling; customization necessary to achieve more radical growth and absolute outcomes.
- California growth in both math and reading continues to drive network data, with larger variance in WI, TN and DC
  - ADs of achievement will start in Fall 2026, in each region. Program Team focused on onboarding and ongoing development of this group.
  - Hiring for Senior Director, School Leadership. Will be focused on both technical and adaptive skill development of Directors of Schools.
- Program team navigated several maternity leaves in 25.26 SY. Both quality and quantity of supports exposed gaps, thus prompting an addition of ADs, as well as consideration of where and what program team is focused on.
- Data analysis powered by AI insights will enable more rapid understanding of the data, action planning, regrouping and recommendations for reteach.



## NWEA Data Notes

NWEA testing is still on-going in final region

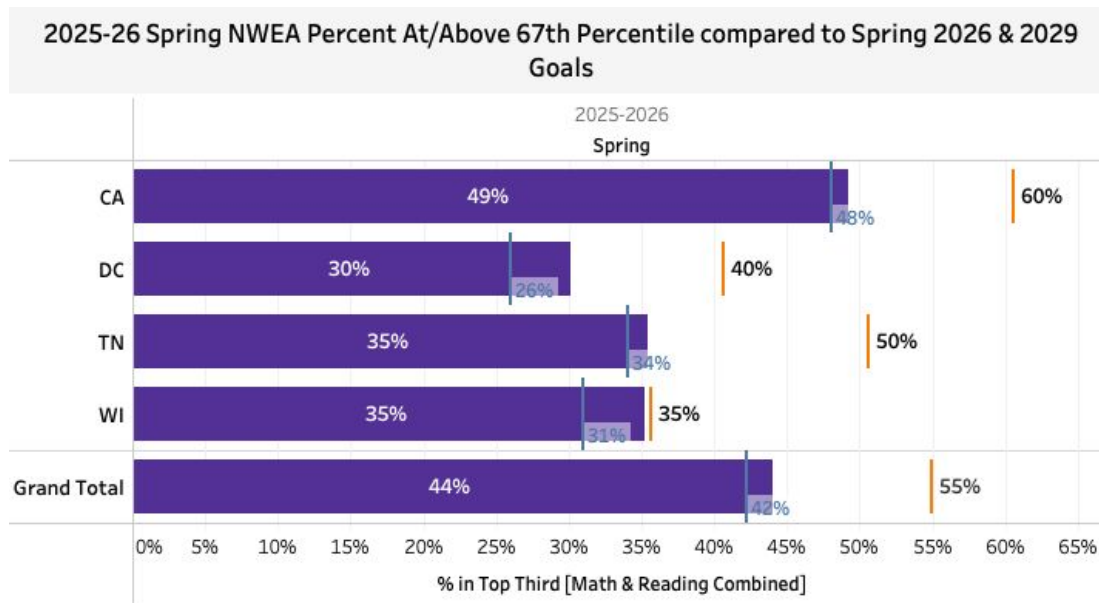
- CA, TN and WI complete
- DC finishing testing and final results are likely to slightly shift from current reporting
  - DC: ~85% complete

Reminder: NWEA results based 2025 norms

- NWEA released updated norms last fall
- Current reporting uses the 2025 norms and reported NWEA results in decks from SY25-26 will be different than reported results in historical board decks



# All regions exceeded or on pace to exceed SY25-26 Top Third Goals



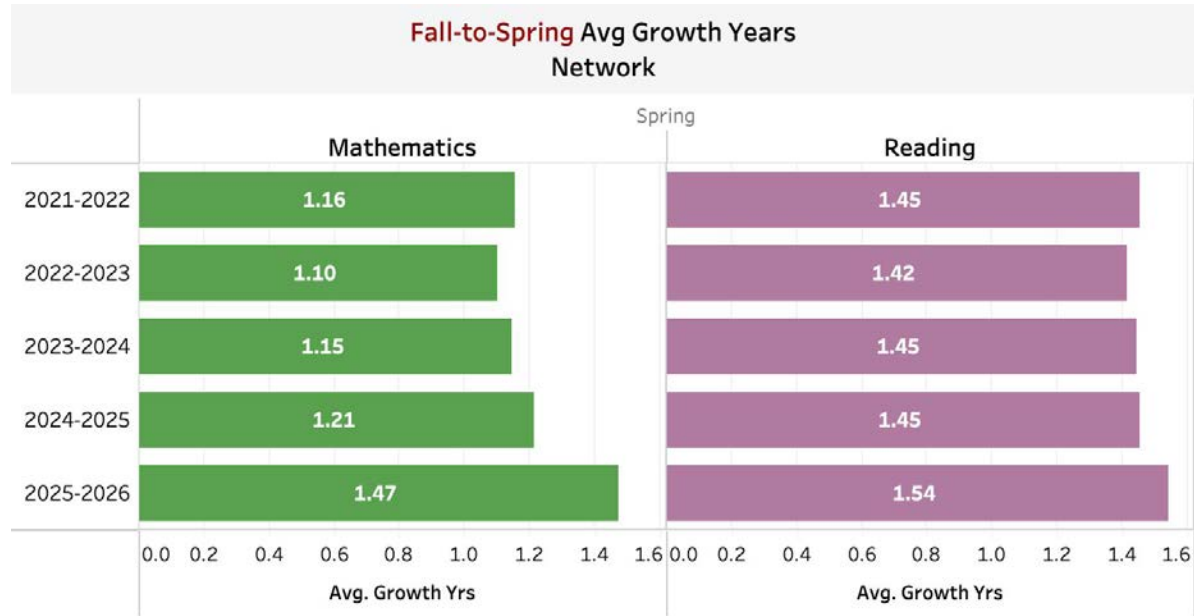
Blue line represents Spring 2026 goal and Orange line represents Spring 2029 goal

Note: DC testing in progress. Results subject to change.

- Progress towards 25.26 EoY goals places all regions on track to 5 year 2029 high quality schools goal
- Consistency in coaching, curriculum implementation, and investments in regional and national partnerships has led to stable YoY growth, translating to absolute improvement.



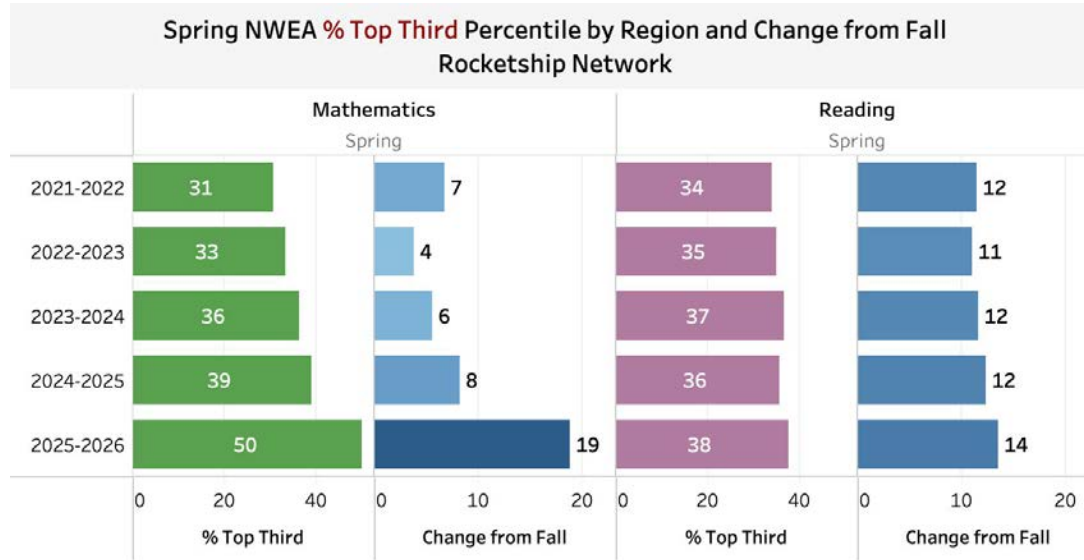
# Highest annual growth under 2025 norms in last 5 years



Note: DC testing in progress. Results as of 5/22/26 and subject to change.

- In Math, all regions prioritized deeper fluency practice in 2nd semester, and implementation of Tier II Bridges intervention
- Reading growth is also the highest since the pandemic, but lagging for K-3 bottom third and bottom inner-third of students, indicating a need to focus on early literacy reading principles

# Largest Fall-to-Spring Top Third Improvement since pandemic with especially strong gains in Math

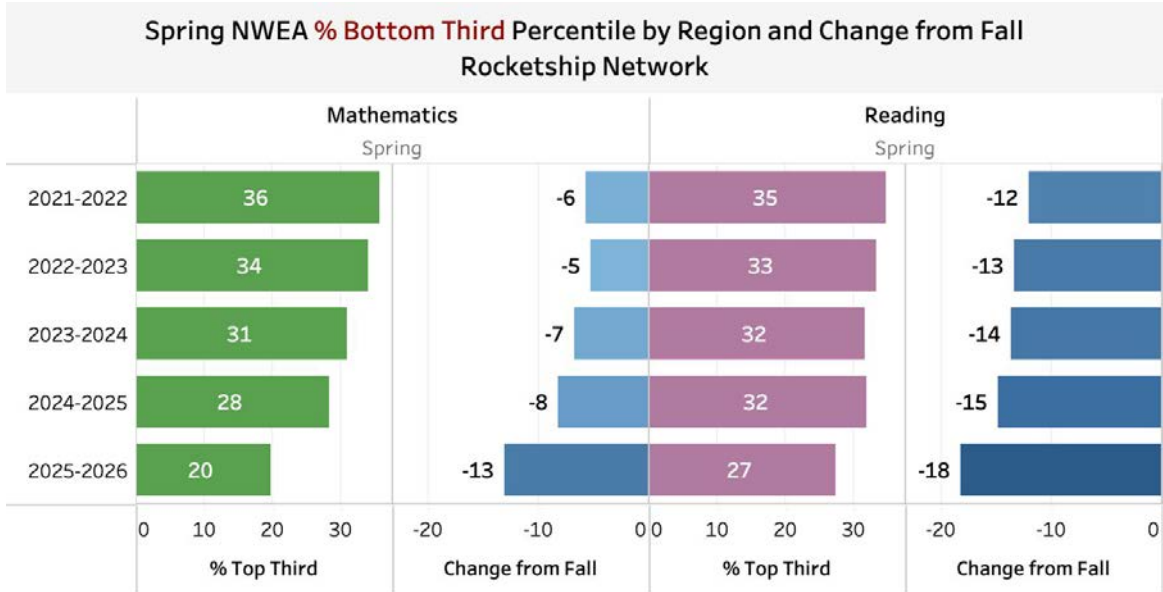


Note: DC testing in progress. Results as of 5/22/26 and subject to change.

- Consistency in coaching, curriculum implementation, and regional infrastructure has led to stable YoY growth, translating to absolute improvement.
- Weaker absolute literacy growth indicates a need to further customize curriculum, provide stronger analytics to inform instructional choices, and create deeper literacy expertise in leaders and teachers



# Significant movement out of Bottom Third



Note: DC testing in progress. Results as of 5/22/26 and subject to change.

- Math made significantly larger gains in Top Third during the year, and in bottom third
- Reading made slightly larger reductions in bottom third, but growth still needs to be closer to 1.7



# Math: All tiers exceeded growth goal in each grade

Fall-to-Spring Avg Growth Years By Fall Starting Proficiency Level								
	2025-2026						Grand Total	Growth Goal
	Spring Mathematics							
	K	1st	2nd	3rd	4th	5th		
1st-32nd	1.55	1.55	1.42	1.46	1.51	1.54	1.50	1.4
33rd-49th	1.46	1.41	1.39	1.31	1.53	1.66	1.45	1.3
50th-66th	1.52	1.49	1.38	1.26	1.52	1.68	1.46	1.2
67th-99th	1.43	1.57	1.35	1.32	1.63	1.56	1.46	1.1
Grand Total	1.49	1.52	1.38	1.34	1.55	1.59	1.47	

Note: DC testing in progress. Results as of 5/22/26 and subject to change.

- Strong performance across tiers driven by a continued focus on building content knowledge within grade-level curriculum (eg creation and use of enduring understanding bank)
- Increased focus on responsive instruction, both through math board and through more precise response to student misconceptions throughout lessons (eg use of show calls as a key instructional strategy)



# Reading: Bottom Third Growth rates improved from 1st semester but lower grades still below growth targets

Fall-to-Spring Avg Growth Years By Fall Starting Proficiency Level								
	2025-2026 Spring Reading						Grand Total	Growth Goal
	K	1st	2nd	3rd	4th	5th		
1st-32nd	1.39	1.40	1.44	1.51	1.71	1.80	1.52	1.6
33rd-49th	1.45	1.37	1.48	1.51	1.71	1.61	1.52	1.5
50th-66th	1.48	1.32	1.48	1.50	1.77	1.76	1.55	1.2
67th-99th	1.77	1.62	1.39	1.48	1.72	1.66	1.59	1.1
Grand Total	1.49	1.44	1.44	1.50	1.72	1.73	1.54	

Note: DC testing in progress. Results as of 5/22/26 and subject to change.

- Students in upper inner-third and upper third had incredibly strong growth, suggesting that the HQIM is *most* useful for students who are already at/above grade level
- Curriculum customization and RPS core model (SGI, decodable reading) is absolutely necessary to accelerate growth for students who are furthest behind



# Fall-to-Spring Growth by ISE Type

Fall-to-Spring Avg Growth Years By ISE Type					
		mild to moderate	speech only	GenEd	Grand Total
<b>Mathematics</b>	CA	1.63	1.51	1.57	1.57
	DC	1.46	1.37	1.21	1.24
	TN	0.97	0.95	1.26	1.23
	WI	1.29	1.51	1.48	1.45
	Total	1.49	1.45	1.47	1.47
<b>Reading</b>	CA	1.60	1.38	1.62	1.61
	DC	1.42	1.16	1.26	1.28
	TN	1.15	1.38	1.46	1.44
	WI	1.20	1.68	1.56	1.52
	Total	1.48	1.41	1.56	1.54

- CA Mild-to-Moderate ISE students earned similar growth rates as non-ISE peers
- TN and WI: Mild-to-Moderate ISE students averaged lower growth than non-ISE peers
- Increased fidelity to intervention paired with strategic access of tier 1 instruction through co-teaching efforts.
- Focus on teacher prep and practice during PD time as well as core content development throughout the year.



# Fall-to-Spring Growth by MLL Status

Fall-to-Spring Avg Growth Years By MLL Type					
		EL	NonEL	RFEP	Grand To..
<b>Mathematics</b>	CA	1.55	1.56	1.66	1.57
	DC	1.07	1.25	1.67	1.24
	TN	1.25	1.23		1.23
	WI	1.45	1.45	1.37	1.45
	Total	1.49	1.43	1.65	1.47
<b>Reading</b>	CA	1.52	1.65	1.83	1.61
	DC	0.97	1.28	2.29	1.28
	TN	1.41	1.46		1.44
	WI	1.41	1.58	1.98	1.52
	Total	1.49	1.54	1.84	1.54

- Math: MLL students averaged similar growth as non-MLL peers
- Reading: MLL students had comparable reading growth to Non-MLL students. Reading work with multilingual learners is a multi-year process and RFEP rates indicate strong progress over time. Customizing curricula is also essential to further unlocking language levels for MLL students

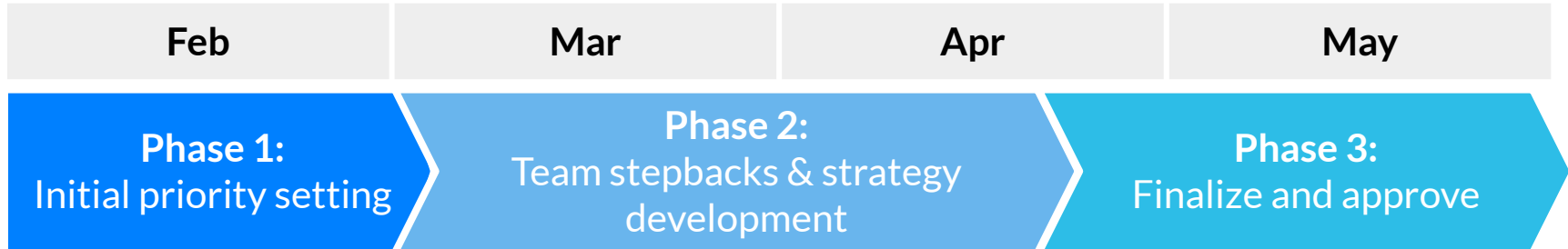


# State Assessment Projections [3rd-5th Grades]

Percent Proficient on State Assessments						
	Math			Reading/ELA		
	2024-25	EOY Projection 2025-26		2024-25	EOY Projection 2025-26	
Region	2024-25	NWEA Linking	RPS Internal	2024-25	NWEA Linking	RPS Internal
CA	48%	56%	61%	43%	48%	46%
DC	10%	TBD	TBD	8%	TBD	TBD
TN	26%	31%	32%	27%	24%	27%
WI	37%	NA	38%	24%	NA	16%



# Annual Planning



- *Network leadership aligned on a focused set of org-wide priorities*
- *Priorities scoped and cascaded to teams and sub-teams*
- *Teams and sub-teams translate priorities into concrete strategies and plans*
- *Resources aligned to priorities*
- *Board subgroup meeting #1 – early review of direction, scope, and risk*
- *Priorities refined, sequenced, and finalized*
- *Annual plan finalized and integrated into operating rhythms*
- *Board subgroup meeting #2 + full Board approval*



# Program Priorities in 26.27 SY

## *Customize ELA approach to improve academic outcomes*

- Increase the quantity and quality of SGI
- Power the data engine to inform reading levels and progress towards proficiency
- Coach leaders and teachers on supporting students towards reading mastery

## *Elevate DoS Development in order to increase RPS quality metrics*

- Hire and effectively onboard Senior Director of School Leadership
- Establish and lead quarterly DoS development clinics, rotating through every region
- Establish and coach on monthly data routines (analysis, planning and action cycle)

## *Create systems and structures to support ADs of Ach*

- Hire and effectively onboard ADs of Achievement
- Establish AD cohort, focused on instructional coaching and development
- Support AD data analysis and action planning

## *Establish an Innovation School*

- Launch Innovation School
- Partner with families to socialize model, solicit feedback, and further iterate upon Inn. School
- Customize resources, including curriculum and tech tools, for use in innovation school
- Communicate key model innovations/ change management

## *Establish an in-year, differentiated SSM of development*

- Create a cohesive in-year PD framework for ELA
- Evaluate the framework at EoY to make recommendations for scale

## *Refine approach to ISE, including curriculum customization*

- Refine understanding of distinction between mild vs moderate vs. severe needs
- Build a vision for moderate programming, distinct from mild and severe to improve subgroup outcomes
- Refine vision and build related materials for curriculum customization and co-teaching

## *Operationalize Core Family Engagement Practices*

- Coach regional and school leaders to ensure high quality family partnership opportunities are provided throughout the year
- Create vision, and coach towards, ongoing micro-moments (i.e., student celebrations, weekly attendance awards, achievement awards)



# Adjourn



# Appendix



Appendix:  
**Recruitment Update**

# Talent Acquisition Team Staffing

- **Introduced new regional Associate Director of HR role (HR Business Partner)**
  - Building Talent/HR capacity at regional level
- **Regionalized Talent Acquisition Function**
  - Recruiters based in every region and reporting to AD of HR or other regional leader for the time being (tbd long-term)
- **Conducting National search for Senior Vice President of HR**
  - Redesigning NeST role in TA function



# 2026-27 School Staff Hiring Executive Summary

Region	Role type	Status	Notes
CA	Teachers	● Behind	26 of 71 projected hires made. Top of funnel strong in May but gaps to make up from earlier in the season. Region projecting lower actual hiring needs than targets so need may be lower.
	School Leaders	● Behind	4 internal principal/Rising Principal hires made; 4 remaining AP vacancies with two recent/upcoming interview days.
DC	Teachers	● On track	17 of 22 projected hires made; solid pipeline.
	School Leaders	● Approaching	One remaining projected AP-level vacancy to fill.
TN	Teachers	● Approaching	17 of 28 projected hires made. Region projecting lower actual hiring needs than targets so need may be lower.
	School Leaders	● Approaching	One remaining projected AP-level vacancy to fill.
WI	Teachers	● Approaching	12 of 24 projected hires made. High volume of May interviews with offers pending.
	School Leaders	● Fully staffed	No vacancies remaining.



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

## Timely and Goal-Driven Hiring and Recruitment

- Focus on sourcing and cultivation has yielded dramatically higher numbers of sourced applications in DC, TN, and WI
- Launched new Lever and other dashboards tracking progress to targets on weekly basis
- Identifying vacancies earlier and hiring ahead of known needs still an area for improvement
- Elevating opportunities around sourcing (i.e. AI tools) and leveraging internal references is an opportunity for 26-27

## Long Term Community Pipelines and Relationships

- Recruiters attended some Winter/ Spring career fairs and events
- Must elevate attendance and quantity in 2026-27
- Must elevate partnerships within regions and maintenance of them
- Continued focus in 26-27 with new regionalized model

## Data and Systems Integration

- More comprehensive pipeline dashboards available to regional leaders
- Detailed review of sources and lead generation from platforms such as Indeed and LinkedIn and strategic marketing investments in alignment with outcomes
- Elevating 'connectivity' of Lever and Workday is a priority in 26-27
- Preparing to pilot new platform to boost sourcing efforts

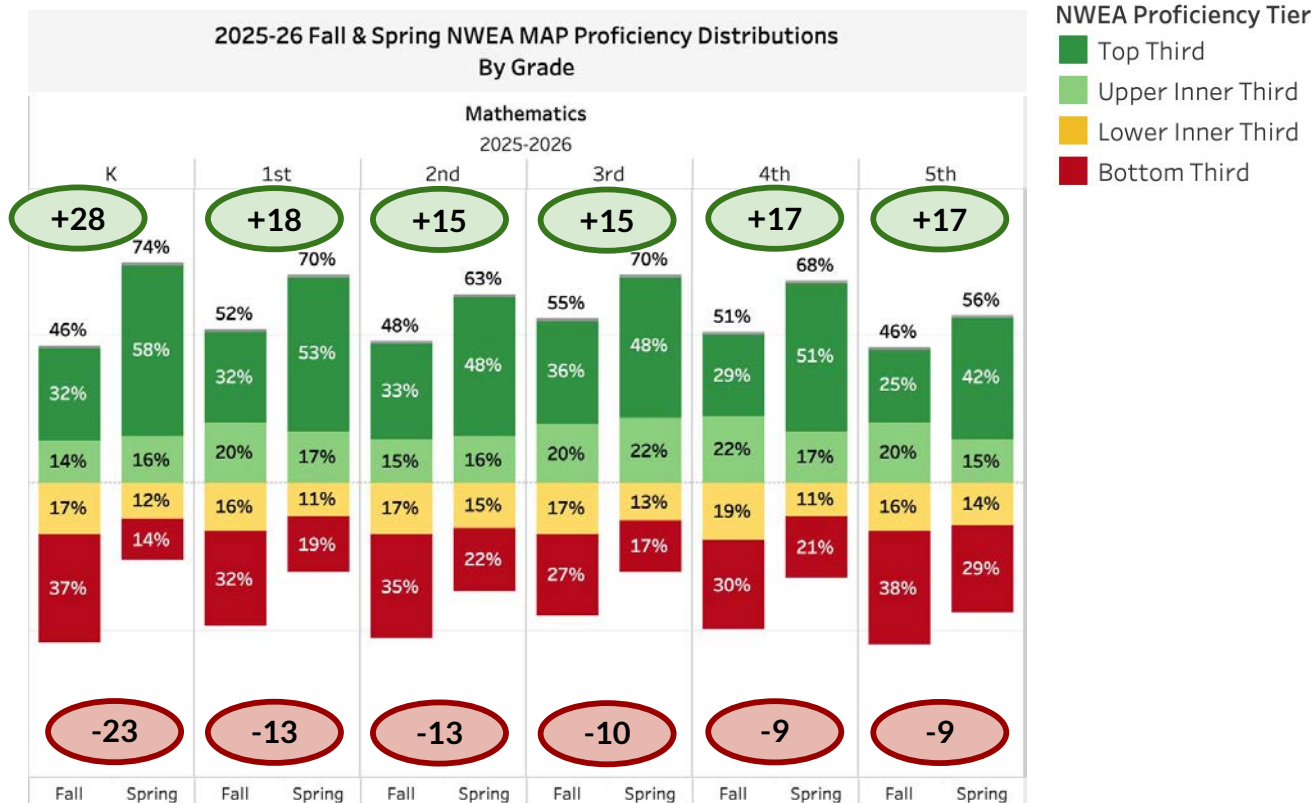
## Rocketship Talent Brand

- Social media campaigns driving traffic and applications
- Talent and Marketing/Communication partnership building Talent Brand
- Building online presence and designing strategic approach to marketing-driving lead generation in every region



Appendix:  
**Achievement Update**

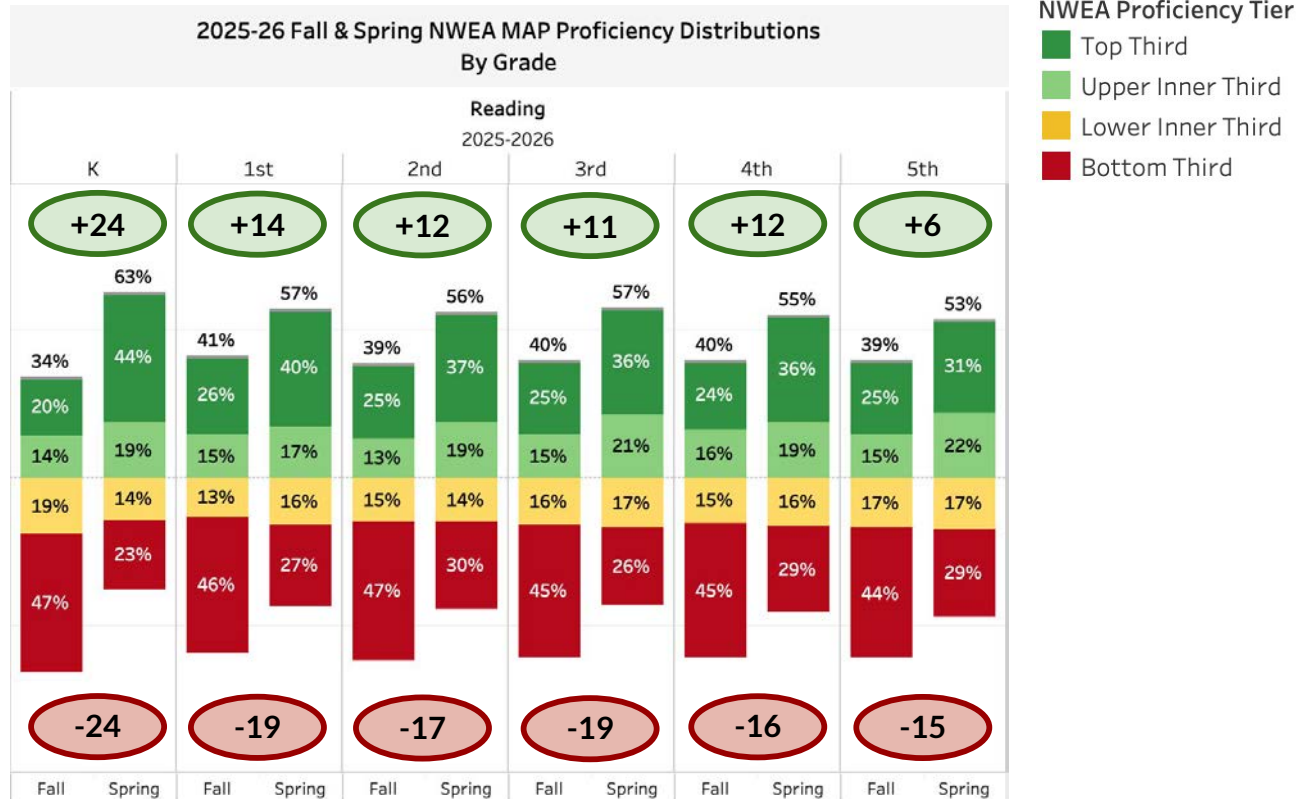
# Math: Improvements also made in the Percent At/Above 50th Percentile and the Percent in the Bottom Third



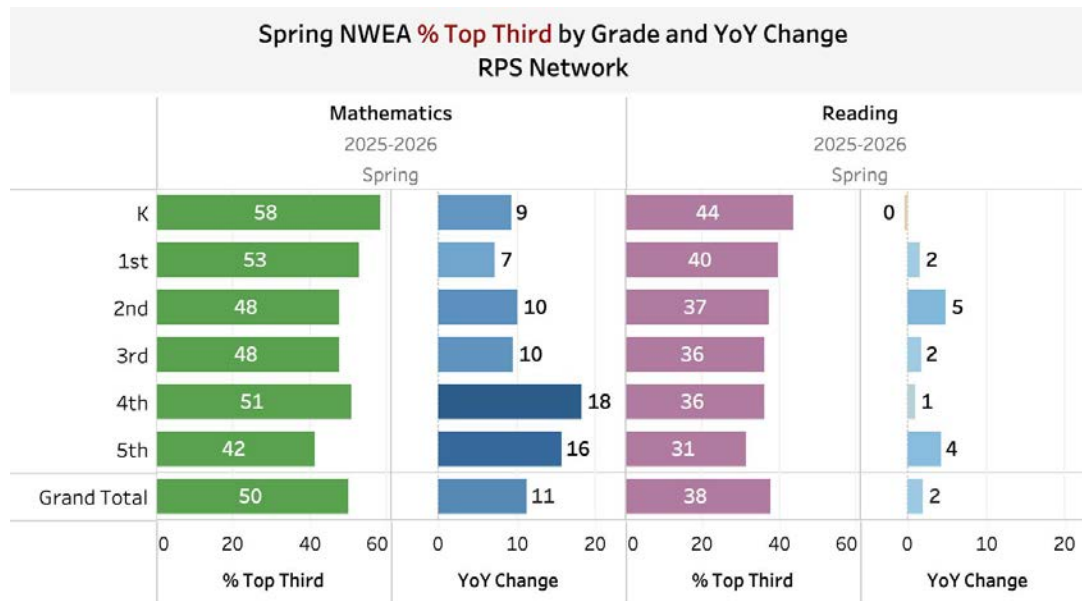
Note: DC testing in progress. Results as of 5/22/26 and subject to change.



# Reading: Bottom Third rates decreased by 15-24 points from beginning of year in each grade



# All grades increased Top Third rate in Math from last spring with overall rate increasing by >10 percentage points

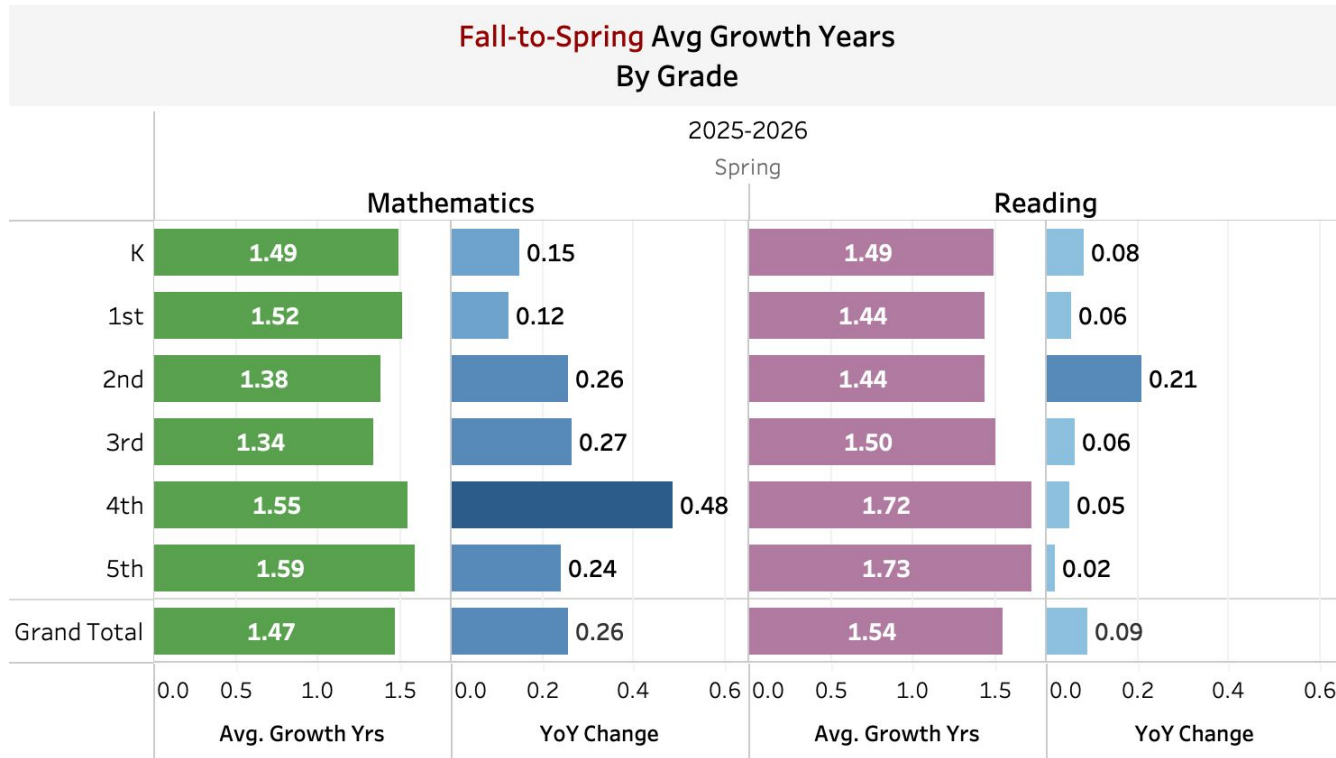


Note: DC testing inc progress. Results as of 5/22/26 and subject to change.

- Stacking growth over time is leading to a stronger share of students in the top third
- Growth gains are sticking - students are retaining *and* building upon their knowledge, leading to more opportunities to engage in depth of complexity in mathematics
- In reading, top third results are lagging; fidelity to curriculum has raised the floor but not catapulted results

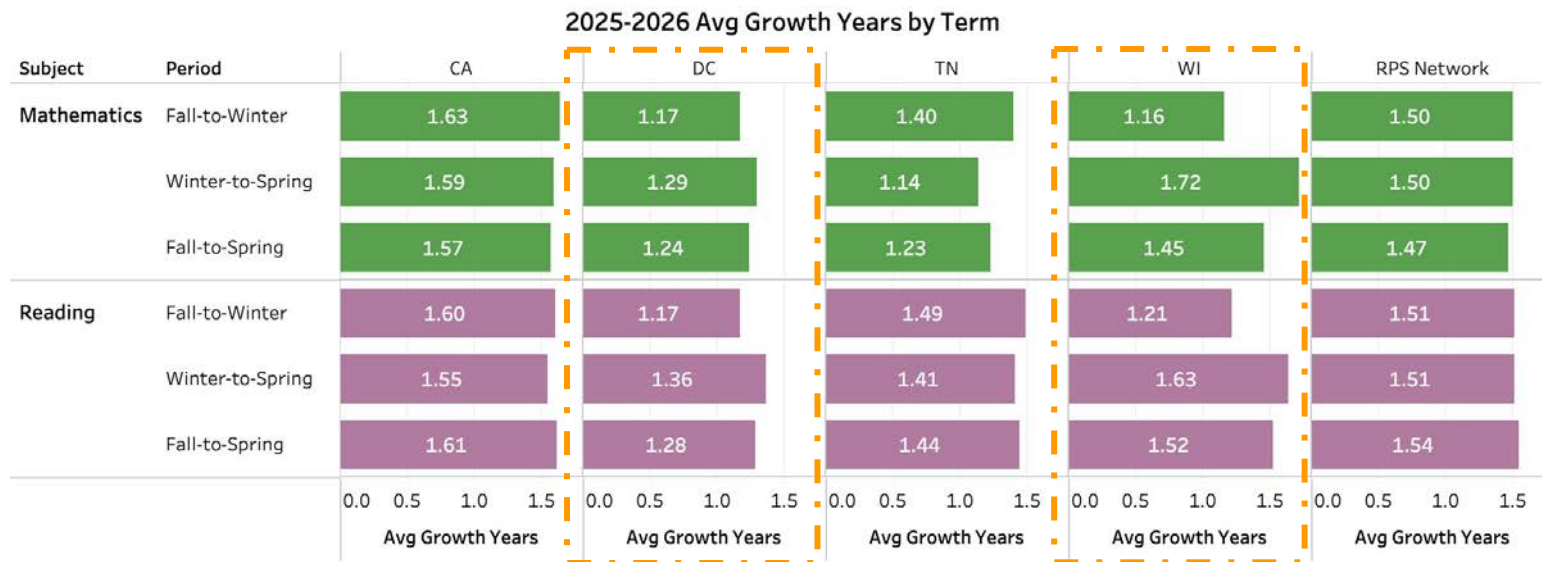


# Growth rates improved across all grade levels in each subject. Largest gains seen in G2-5 Math.



## Growth Years by Term

# Regions with lowest growth in fall semester improved during spring semester



Note: DC testing in progress. Results as of 5/22/26 and subject to change.

- DC and WI improved growth in 2nd semester
- CA had similar growth throughout year
- TN growth lower in 2nd semester compared to 1st semester

# Fall-to-Spring Growth by Race/Ethnicity

Fall-to-Spring Avg Growth Years By Race/Ethnicity						
	Asian	Black	Hispanic	White	Grand Total	
<b>Mathematics</b>	CA	1.73	1.42	1.55	1.68	1.57
	DC		1.24	1.20		1.24
	TN	1.06	1.19	1.28	1.41	1.23
	WI	1.53	1.50	1.43	1.36	1.45
	Total	1.72	1.28	1.50	1.53	1.47
<b>Reading</b>	CA	1.80	1.62	1.56	1.75	1.61
	DC		1.28	1.24		1.28
	TN	1.24	1.42	1.45	1.59	1.44
	WI	1.67	1.66	1.44	1.46	1.52
	Total	1.79	1.44	1.53	1.65	1.54

Note: DC testing in progress. Results as of 5/22/26 and subject to change.

- **Math:** Average Growth Years increased across all race/ethnicity groups but less YoY improvement for Black students (+0.16) compared to Asian/Hispanic/White (+0.27-0.30)
- **Reading:** Improvement largely due to higher growth rates for Black and Hispanic students (+0.10) while Asian and White growth rates were similar to last year.



# 2026-27 CA Teacher Hiring Progress

Updated		5.22			April			May			Year to Date	Total for Year	
26-27 Teacher Level Roles ONLY - includes ISE and MLL/ESL		25-26 Actual	Target	3 Year Avg	25-26 Actual as of 5.21	End of Month Target	3 Year Avg	YTD 25-26 Actual as of 5.14	Projected Target 25-26	Total 3 Year Avg			
SJ	Cultivated Apps	23	35	30	23	35	34	115	210	215			
	All Applications	60	100	80	78	110	97	396	555	665			
	Interviews Held	10	19	21	14	43	18	55	126	140			
	Offers Made	5	11	11	9	24	14	24	69	83			
	All Hires	4	9	6	7	20	13	20	59	76			
East Bay	Cultivated Apps	20	15	12	7	15	7	31	89	59			
	All Applications	88	40	35	99	40	28	282	235	221			
	Interviews Held	4	6	3	10	13	5	16	28	33			
	Offers Made	0	4	3	5	7	4	6	15	22			
	All Hires	0	3	3	5	6	4	6	12	21			

Cultivated Apps = Candidate was directly sourced by a Rocketship recruiter

All Applications = Includes cultivated apps and any self-sourced applicants

Targets based on historical data and projected retention



# 2026-27 DC, TN, WI Teacher Hiring Progress

Updated	5.22	April			May			Year to Date	Total for Year	
26-27 Teacher Level Roles ONLY - includes ISE and MLL/ESL		25-26 Actual	Target	3 Year Avg	25-26 Actual as of 5.21	End of Month Target	3 Year Avg	YTD 25-26 Actual as of 5.14	Projected Target 25-26	Total 3 Year Avg
Nashville	Cultivated Apps	8	10	2	4	10	3	72	70	20
	All Applications	82	35	29	87	45	37	458	280	270
	Interviews Held	14	13	5	15	11	5	58	60	35
	Offers Made	9	7	3	10	6	4	23	33	35
	All Hires	6	6	2	7	5	4	17	28	31
Milwaukee	Cultivated Apps	0	10	4	11	10	4	103	70	17
	Applications	54	30	23	54	40	20	261	180	134
	Interviews Held	2	6	5	8	13	4	27	36	29
	Offers Made	3	4	4	4	7	6	16	20	21
	All Hires	3	3	3	2	6	5	12	24	19
DC	Cultivated Apps	7	10	3	3	10	2	109	70	18
	Applications	108	60	53	104	80	82	687	410	477
	Interviews Held	12	13	11	9	8	14	45	58	59
	Offers Made	5	6	3	5	4	5	20	26	40
	All Hires	4	5	2	3	3	4	17	22	35

Cultivated Apps = Candidate was directly sourced by a Rocketship recruiter

All Applications = Includes cultivated apps and any self-sourced applicants

Targets based on historical data and projected retention



