



Tuesday, November 5, 2019
Rocketship Public Schools Achievement Committee (2019-20 Q2)

Meeting Time: 1:00pm - 3:00pm

Meeting Location: 2001 Gateway Place, San Jose, CA 95110

Teleconference locations:

3173 Senter Rd, San Jose, CA 95111

1700 Cavallo Rd, Antioch, CA 94509

2351 Olivera Rd, Concord, CA 94520

320 Plus Park Blvd, Nashville, TN 37317

1440 Connecticut Dr, Redwood City, CA 94061

3290 N. 44th St. Milwaukee, WI 53216

1612 W. Pico Blvd., Los Angeles, CA 90015

500 5th Ave, Seattle WA 98109

1342 Florida Avenue, NW, Washington, DC 20009

171 2nd St., San Francisco, CA 94105

1221 Oriental Gardens Road, Jacksonville FL 32207

1875 Connecticut Ave NW, Washington, DC 20009

1. Opening Items (1:00pm-1:05pm)

A. Call to order

B. Public comment on off-agenda items

2. Consent Items (1:05pm-1:10pm)

A. Approve minutes from August 19, 2019 Achievement Committee meeting

3. Agenda Items (1:10pm-3:00pm)

A. 2018-19 and Beginning-of-year 2019-20 Achievement Update (1:10pm-1:25pm)

B. 2020-21 Compensation Planning (1:25pm-2:20pm)

C. Integrated Special Education Update and 2019-20 Goals (2:20pm-3:00pm)

4. Adjourn (3:00pm)

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. Timings listed on the agenda are estimates only and may change depending on the duration of public comment and discussion around prior items.

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 Apoorva Katikaneni at akatakaneni@rsed.org.

Board Achievement Committee - Nov. 2019

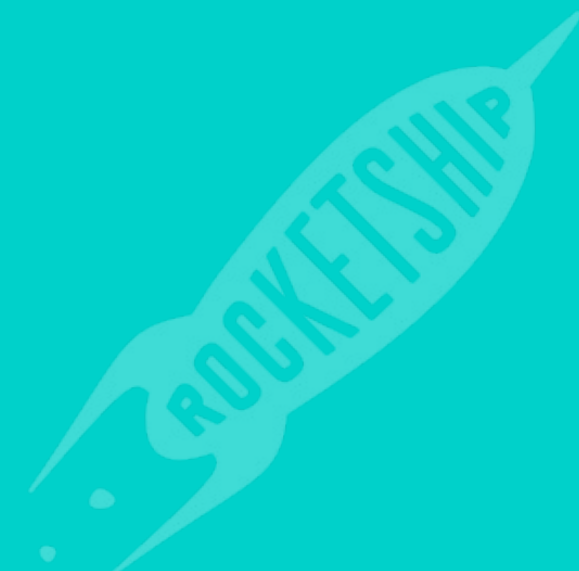


Agenda

- 2018-19 and BOY 2019-20 Achievement Update
- 2020-21 compensation planning
- Integrated Special Education Update and 2019-20 goals



2018-19 & BOY 2019-20 Achievement Update



Reminder: In 2019-20, we are building upon the foundation laid and lessons learned from 2018-19

2019-20 focus areas

Elevate personalization while simplifying (ELA & subgroup focus)

- **ELA:** Continue elevating professional development and differentiation
- **Personalization:** Drive on regionalization of curricula
- **Subgroups:**
 - Further integrate ELL strategies and elevate thematic approach
 - Focus on elevating ISE co-teaching and behavior intervention supports (MTSS)
- **Skill extension:** Develop 21st century skills in Learning Lab

Build Regional Capacity

- **CA:** Doubled DOSes (total of 4) to allow more support per school and introduced Achievement Managers
- **DC:** Full regional achievement team with full-time DOS and Achievement Mgr.
- **MKE/NSH:** Elevating Lavinia investment and shifting high-performing DOS
- Continued build out of **regional structures and tools** to build skill and create transparency, e.g., Quarterly Progress Reviews, Regional dashboard

Drive Teacher Efficacy

- **Differentiate** supports based on teacher experience and skill, especially professional development
- Specialize coaching at content level while also **simplifying** block roll-out based on teacher skill level
- **Hiring** full-time leader of professional development
 - SL development, AP training



Executive Summary

2018-19 State Test Results

- CA/TN Math and DC ELA rank in top quintile for SED/At-Risk students, with TN Math and DC ELA especially seeing large gains from last year. All regions but MKE closed out the year with even stronger state results than last year.

2019-20 Fall NWEA Performance

- Due to last year's strong performance, the network started the year with an increase in the Top Third by 1-2 pts from last year, with TN and EB improving the most and reading improvements across most regions. Returning students saw a 5-6 ppt increase.
- However, for G3-5, % in Top Third declined 1 ppt from last year
 - BA: Lower G3 results compared to last year's cohort after challenging G2 last year
 - WI: Lower results partly due to NWEA testing administration change under UWM
- After high 18-19 growth rates, we saw greater summer losses, especially in TN. While still high summer loss rates, DC reduced summer slide from previous years

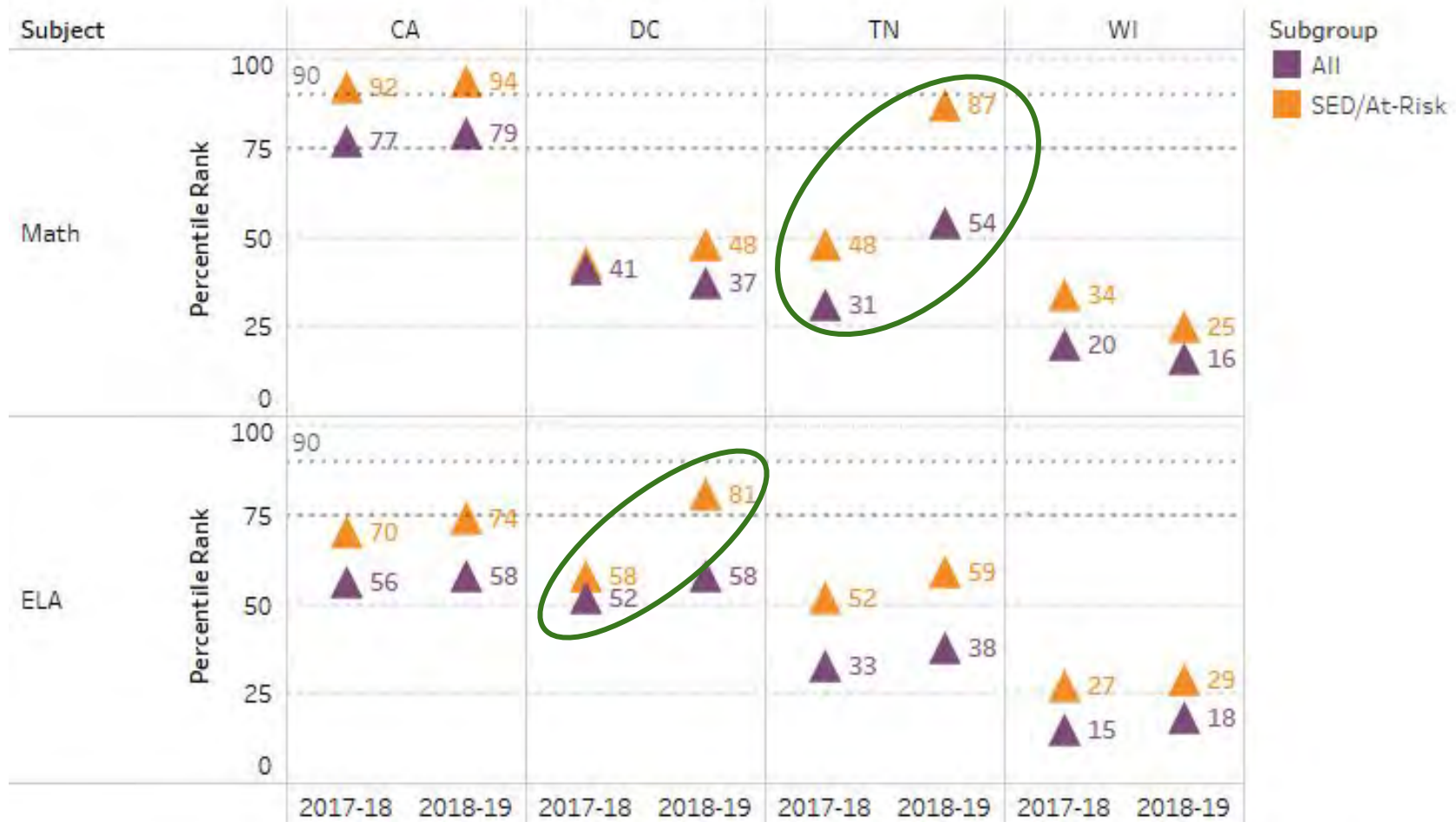
2019-20 Data Tools

- In effort to Fortify our Foundation, we made a significant push to create streamlined data workbooks that integrate multiple high-impact metrics, enabling real time comparisons and easier identification of focus areas for regions, schools, and students



ELA percentile rankings improved in all regions and DC
 ELA & TN Math SED rankings significantly improved

RPS State Rank Among All and SED/At-Risk Students
 2017-18 & 2018-19



89% of Rocketship schools outperformed their local district in each subject for SED/At-Risk subgroup



CA: CAASPP

Rocketship CA ranks in **top decile** among districts and charter networks severing similar SED populations in both subjects



DC: PARCC

RLP: PMF Tier 1

RISE: PMF Tier 2



TN: TN Ready

RNNE scored Level 5 on TVAAS and earned **Reward School** designation

RUA ranks in **top decile** in Math for SED school results

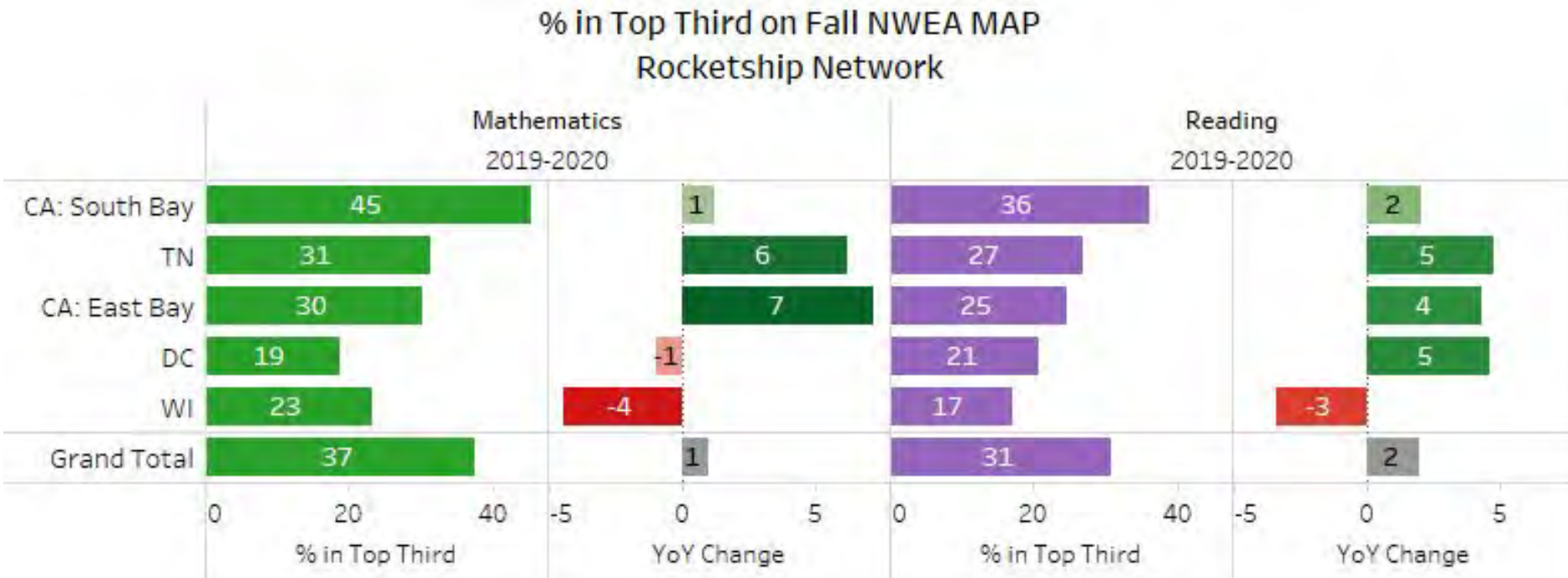


WI: Forward

RSCP earned **Exceeds Expectations** rating on state report card *[Embargoed]*



Network Fall absolutes 1-2 ppts higher than last year, with TN and EB starting in notably stronger positions



Key takeaways

- Most regions have higher Reading absolutes compared to last year
- DC Math slightly lower than last year but decline mainly due to low incoming 4th grade results
- WI absolutes 3-4 percentage points lower than last year in each subject
 - Lower grades (K-2) have the largest declines from last Fall



South Bay

South Bay

Glows

- Overall schools are on track for mastering LNS/HFW.
- ELL and Non-ELL are scoring similar on weekly assessments. (proficiency).
- 50% of schools in the South Bay scored proficient in the ELA IAB Data

Grows

- ISE student performance lower on SBAC than our students that scored the 67th percentile.
- 50% of schools in the South Bay scored proficient in the ELA IAB Data

East Bay / Peninsula

East Bay/PEN

Grows

- RFA strong LNS and HFW on track for meeting benchmark
- RDL strong kinder Math Cumulatives. 77% scored proficient.
- RRWC 63% of 1st grade Rocketeers have mastered HFW.

Grows

- ISE student performance lower on SBAC than our students that scored the 67th percentile. No students scored proficient in 18.19 school year.
- RDL and RRWC not on track for meeting LNS/ HFW benchmark.
- 3rd grader in interim ELA IAB perform significant lower.

DC



DC

Grows

- PMF projections at both schools project Tier 1 is within reach with medium to high growth - Details in Appendix
 - RISE 61 points with medium growth
 - RLP 63.3 point with medium growth
 - 65 total points needed for Tier 1 status
- Truancy and Chronic Absenteeism are both below historical levels from previous years

Grows

- Sight words not on track at RISE or RLP for K/1
- Although significantly better than previous years, summer learning loss in DC is a significant factor in year over year performance and growth
- ISE student performance on PARCC continues to be a large risk factor and is only sub-group that performed below DC average.

Tennessee

TN: TN Ready

Glows

- RUA Fall MAP performance remains consistent with SB
- RNNE Kinder HFW -- 45% at Benchmark
- RUA Overall Math Cumulative at 55%

Grows

- RUA Kinder HFW are not on track
- RNNE Fall MAP data significantly lower than Spring
- RUA 4th Grade IA data is lower than desired

Wisconsin



WI: Forward

Glows

- RSCP 1st Grade Math Cumulative Data Relatively Strong
- RSCP 5th Grade ELA Assessment Performance Relatively Strong
- RTP 2nd Grade HFW at 44%

Grows

- Both Schools: Testing Grades 3 and 4 Math Cumulative Performance is concerning
- 0% Proficiency on ELA IAB for RTP
- High Chronic Absenteeism at RTP



Streamlined data reporting system to better enable Schools and NeST staff to access and utilize data

From

- 40+ workbooks
- One workbook per **assessment**; multiple workbooks per audience
 - Teachers
 - SLs
 - NeST
- **Deep dive data** on each assessment

To

- **6** master workbooks, with others as supporting resources
- One workbook per **audience**; multiple assessments per workbook, with subgroup cuts
 - STEM teacher (TK-2, 3-5)
 - HUM teacher (TK-2, 3-5)
 - SL
 - DOS
- Focuses on **dashboard with high impact metrics** to guide where to dive deeper; deep dives linked to master workbooks



DoS Dashboard provides overview of school results on multiple metrics with the ability to focus on specific regions, schools or student subgroups

Main Dash | STEP/FP | NWEA

DOS Dashboard

Region: All

Filters

Metric Name: (Multiple values) ▼

Select Region:

- (All)
- CA East Bay
- CA San Jose
- DC
- TN
- WI

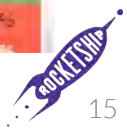
Select Schools: (All) ▼

Student Set: All ▼

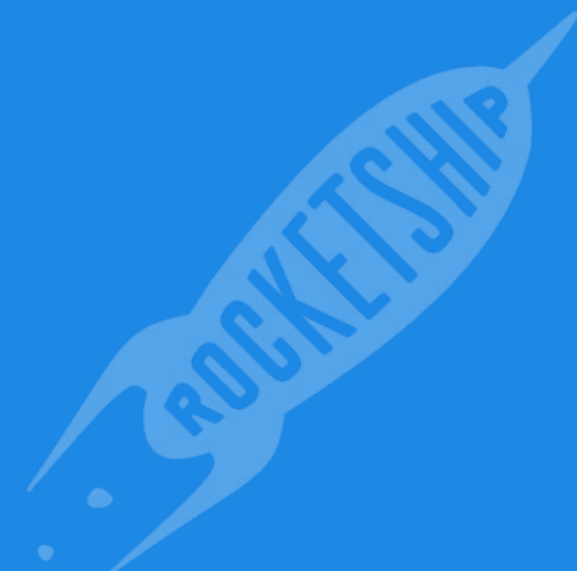
	HFW	LNS	ELA Unit Assessment	Close Reading - Meaning	Close Reading - Short Response	Reading NWEA Above 67th	Fact Fluency	Math Unit Assessment	Math NWEA Above 67th	Home Visit	PPH On Track	Retention	YTD Attendance	Suspension	ELA IABs
All	41%	57%	32%	26%	18%	29%	32%	53%	35%	68%	55%	98%	96%	0%	10%
EL	43%	59%	22%	21%	14%	23%	26%	49%	32%	66%	52%	96%	96%	0%	5%
ISE	41%	40%	32%	26%	18%	23%	32%	53%	35%	76%	53%	98%	96%	1%	10%

School Metrics

	HFW	LNS	ELA Unit Assessment	Close Reading - Meaning	Close Reading - Short Response	Reading NWEA Above 67th	Fact Fluency	Math Unit Assessment	Math NWEA Above 67th	Home Visit	PPH On Track	Retention	YTD Attendance	Suspension	ELA IABs
ROMO	39%	73%	25%	40%	32%	41%	2%	75%	58%	72%	59%	99%	97%	0%	14%
RRS	47%	74%	36%	35%	27%	47%	65%	71%	58%	95%	83%	99%	96%	0%	27%
RRWC	29%	45%	72%	19%	15%	16%	25%	30%	26%	63%	55%	97%	95%	0%	3%
RSA	64%	83%	25%	38%	24%	36%	15%	58%	42%	64%	46%	99%	96%	0%	22%
RSCP	17%	41%	10%	17%	0%	18%	16%	41%	26%	72%	44%	97%	95%	0%	11%
DSK	51%	95%	22%	30%	28%	48%	20%	58%	50%	63%	65%	99%	97%	0%	10%



Integrated Special Education Update & 2019-20 Goals



ISE Vision -- Meaningful Inclusion

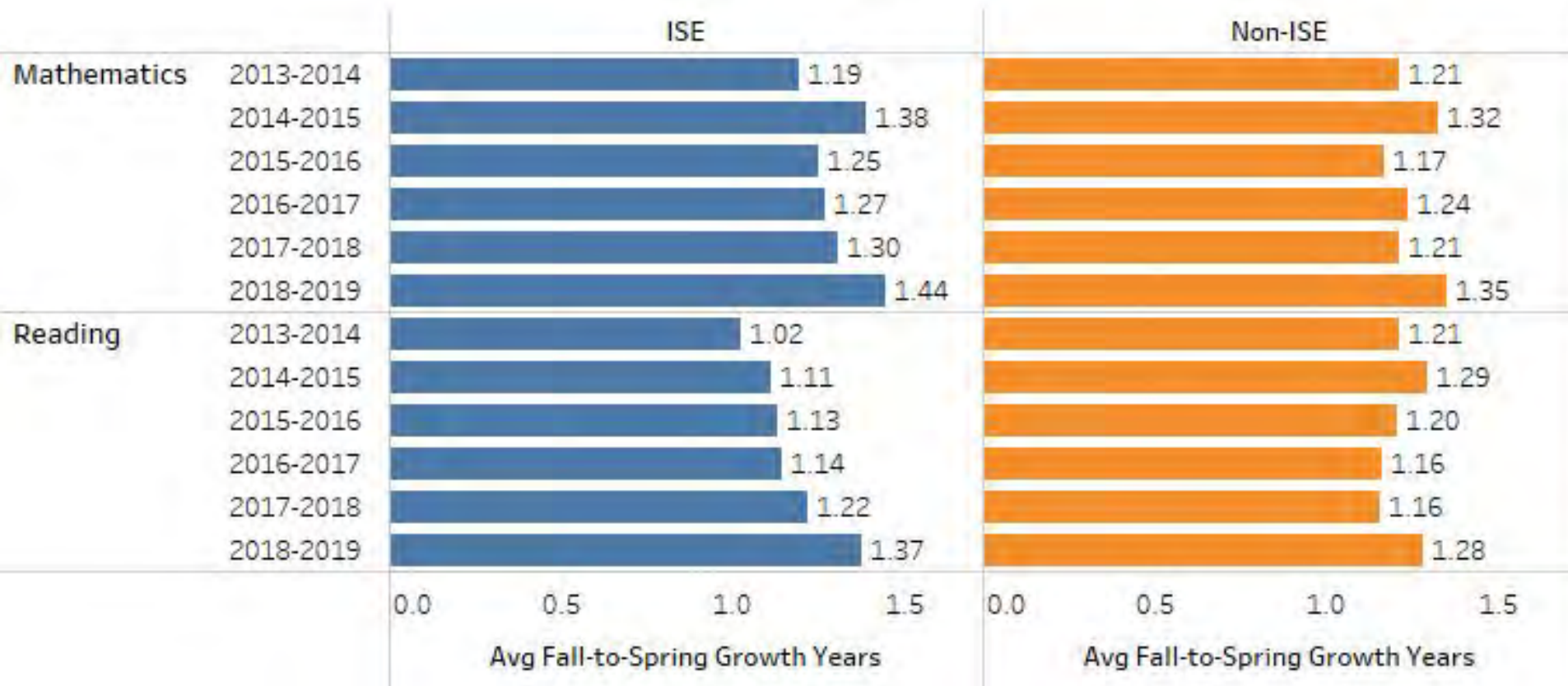
At Rocketship Public Schools, we believe that all students deserve access to an excellent education. We support every student, including those with unique learning or behavioral needs, to meet or exceed our rigorous standards of academic growth. Integrated Special Education (ISE) services are a critical component in ensuring that we meet the academic, behavioral and social-emotional needs of all students so they can reach their full potential. Our ISE team serves students across all disabilities (mild, moderate, and severe) through an innovative approach to special education that includes co-teaching and deep partnership with our general education teachers and other instructional staff.

On our campuses, students with disabilities are integrated into general education classrooms for the majority of their instructional day. All teachers are trained in best practices for inclusion because it is the shared responsibility of every educator on our staff. This means our ISE teachers work in partnership with general educators, co-teaching alongside them in the classroom and collaborating to develop accessible instruction within our core curriculums. This partnership includes creating Individualized Education Program (IEP) goals and differentiating lesson plans through the principles of Universal Design for Learning (UDL). Our model of meaningful inclusion allows ISE teachers to work across content areas and grade levels, regularly collaborating with educators across the campus.

SPECIAL EDUCATION

ISE students saw highest Fall-Spring growth in both subjects ever

Fall-to-Spring Growth Years
RPS Network



- Higher growth translated to increased % in top third (+3.2% in math, +0.7% in literacy) for ISE

Gains in NWEA MAP Top Tier

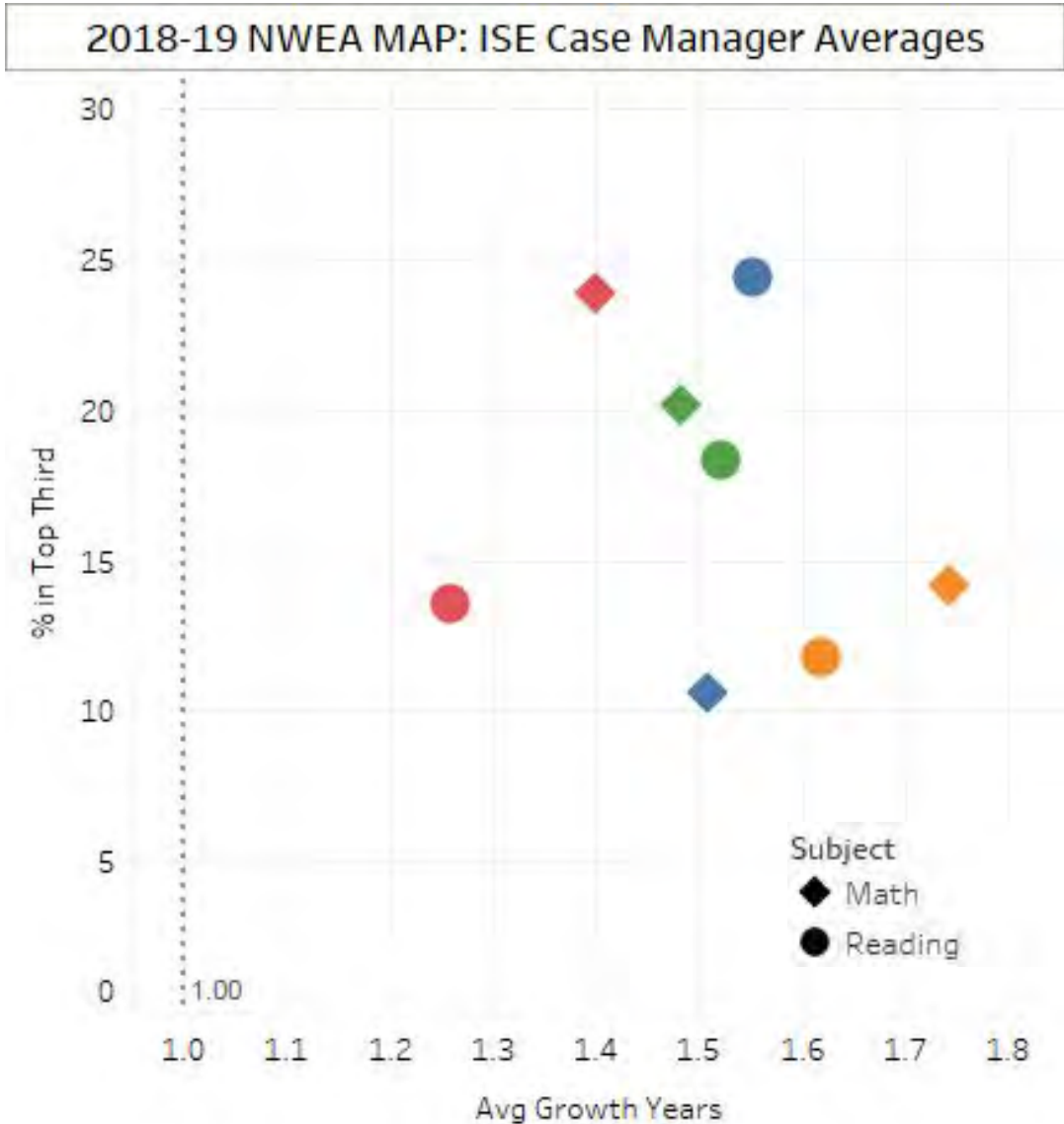
Rocketship CA

- **Math: Majority of All Students in Top Tier (+4 % pts gain from last year)**
 - ISE students also made solid gain from last year (+ 6 % pts)
- **Reading: Moderate gains in Top Tier from past two years (+2 % pts)**
 - ISE students had similar improvement (+ 1 % pts)

% in Top Third on Spring NWEA MAP
Rocketship CA

Subject	Year	All Students	ELL	ISE
Mathematics	2016-2017	50	44	21
	2017-2018	49	41	20
	2018-2019	53	42	26
Reading	2016-2017	40	31	11
	2017-2018	40	30	15
	2018-2019	42	29	16

ISE growth rates by teacher experience highlights need to develop and retain strong teachers at all levels

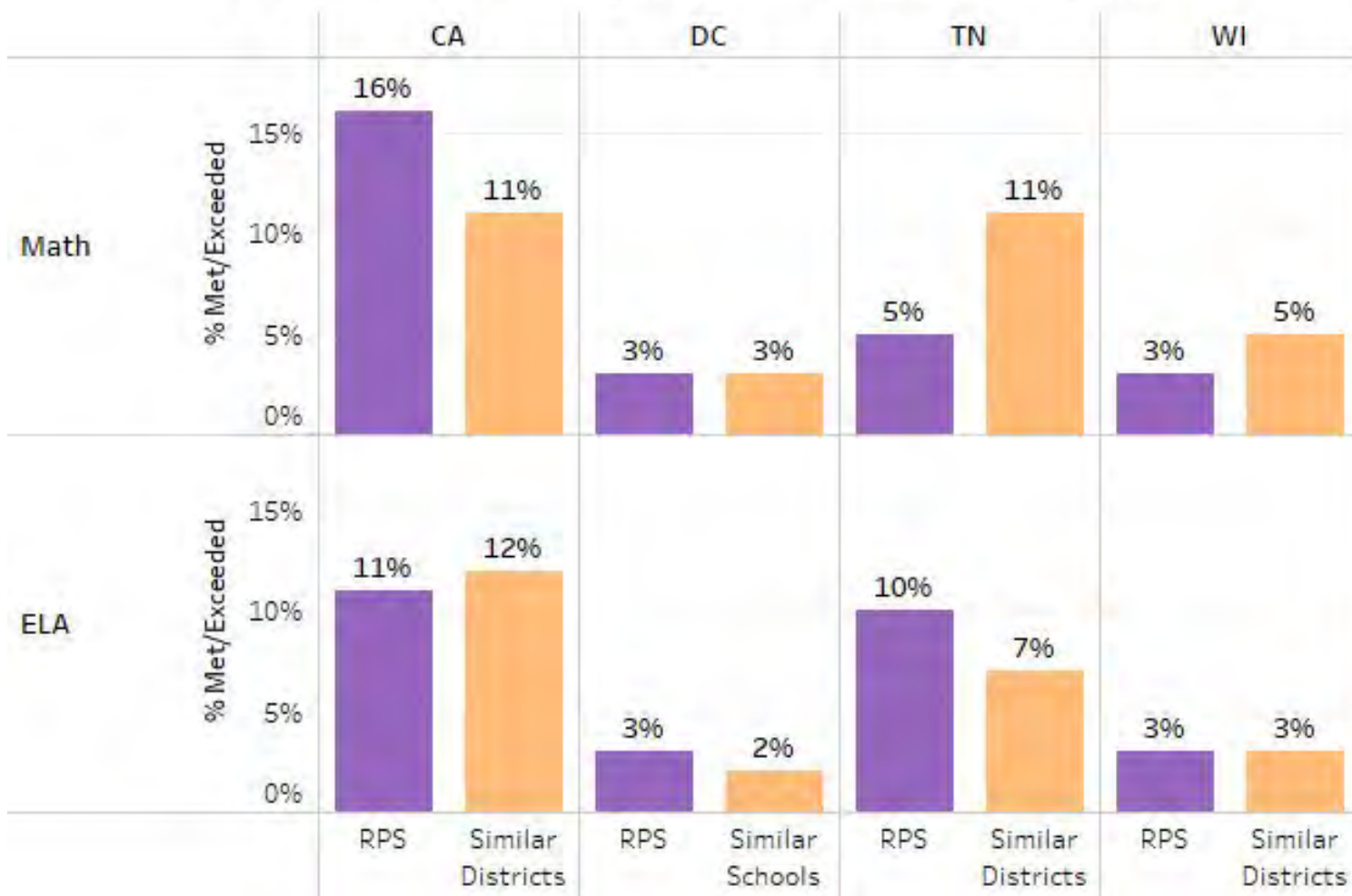


- Over one-third of ISE specialists are new to teaching
 - Lower average growth for new teachers compared to experienced peers

Color Code	ISE Teacher Type	%
Green	RTR: Returning ISE teachers	41%
Dark Blue	NTI: New to ISE (previously RPS teacher)	9%
Orange	NTR: New to RPS (Experienced)	14%
Red	NTT: New to Teaching	36%

Compared to Districts w/ Similar SED Populations RPS has similar results for Students with Disabilities

2018-19 State Assessment Results for Students with Disabilities
RPS and Districts serving similar SED/At-Risk Populations



On Grade Level Performance on NWEA did not reliably translate into proficiency on state assessments for ISE

Percent of students who scored \geq 50th percentile on NWEA and were proficient on CAASPP		
Student Group	Math	ELA
Students without Disabilities	90%	84%
Students with Disabilities	42%	26%

Key takeaways

- General Ed students who score \geq 50th Percentile on state assessments are highly likely to be proficient on state assessments
- Similar NWEA scoring ISE students tend to score lower on the state assessment than Gen Ed peers

Following Network trend, ISE students had higher summer loss this fall in most regions

		2019 NWEA Summer Loss: ISE Students Avg Change in RIT Score from Spring to Fall				
		CA: South Bay	CA: East Bay	ISE DC	TN	WI
Mathematics	2017-2018	-5.62	-5.56	-23.48	-4.48	-10.02
	2018-2019	-5.57	-8.60	-14.64	-2.14	-5.68
	2019-2020	-8.67	-2.13	-11.63	-9.28	-13.30
Reading	2017-2018	-3.51	-2.00	-18.52	-1.11	-3.64
	2018-2019	-6.33	-3.27	-16.10	-2.23	-8.29
	2019-2020	-6.45	-3.53	-14.61	-10.67	-10.30

Key takeaways

- Higher summer loss seen across student groups in most regions this fall
 - DC summer loss improved from past years but remains high
- ISE summer loss is typically higher than General Ed students
- Higher summer loss contributes to lower Spring-to-Spring growth and limits growth on absolute metrics

19-20 SY ISE GOALS AND ACTION STEPS



RALLYING CRY:

Differentiated Support to Achieve Success

**80% of teachers achieve
1.5 years of growth for their students in
ELA and Math**

19-20 SY ISE Action Steps

Greater Teacher Differentiation

- **Development Trajectory:** Differentiated by focus and time
- **Differentiated Professional Development:** ISE New Teacher Institute, Summer, School Year
- **Increased Targeted Coaching:**
 - School leader LLI skill lab, PTM on ISE coaching, tools
 - Increased ISE resources--program specialists (CA) and ISE SLs (DC)

Deepen General Education Collaboration

- **More Structured Collaboration:**
 - Frequent joint walkthroughs with DoS and SLs
 - Strategic student cohort placement
 - Consistent joint CPTs for GE and SpEd Teachers
- **Focus Students:** Close Reading support and Math interventions

Data Tools

- **Increased Transparency and Frequency of Data Monitoring**
- **Teacher Data:** LLI Implementation
- **Student Data:** STEP progress and Schoolzilla Dashboard

Improve Teacher Talent

- **CA Credentials:** Financial support for LMU partnership
- **Recruitment:** Additional recruiters, deeper partnership with Talent
- **Salary Benchmarking:** Revisiting salary schedules in high cost areas (CA & DC)
- **Residencies:** Exploring potential special education residency programs