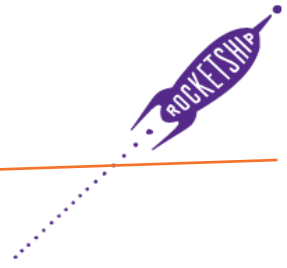




Achievement Committee

For discussion April 30, 2013

Topics



Fall 2013-14 Achievement Update

- NWEA MAP beginning of year baseline
- Progress on Achievement Priorities

Talent Pipeline Update

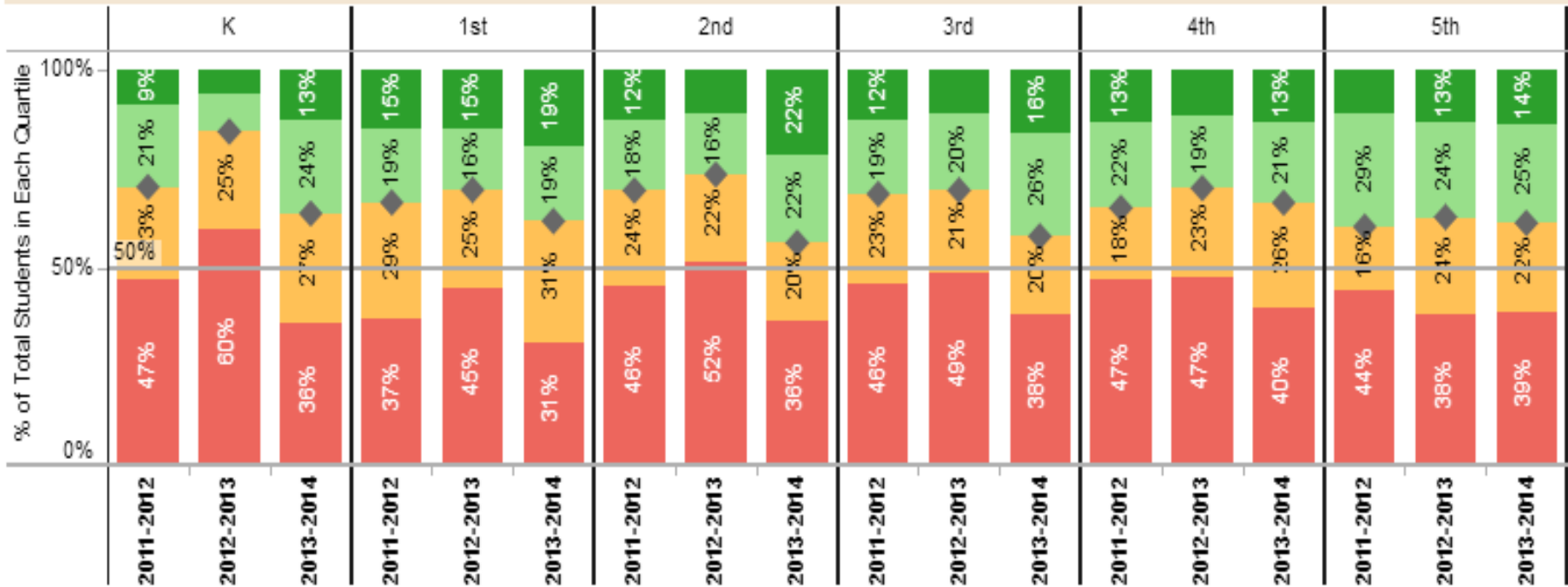
NWEA MAP – Reading



- K, 2nd, and 3rd grades are starting the year better off than the past two years, both in terms of the percent of students in the lowest quartile and the percent who are at the 50th percentile.
- 4th and 5th are starting the year in about the same place as past years.

Reading YOY: Distribution of Students by Grade in Fall

Schools: All



NWEA MAP - Math



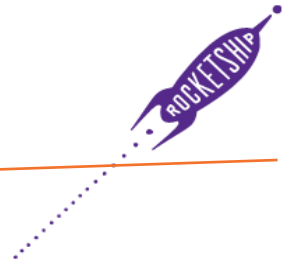
- 1st, 2nd, and 3rd, are starting the year with about 55% of students at the median and 25% in the bottom quartile, a stronger start than the past two years.
- 4th grade is starting with fewer students in the bottom quartile, 29% compared to about 40%
- Fifth grade math looks almost identical to last year

Mathematics YOY: Distribution of Students by Grade in Fall

Schools: All

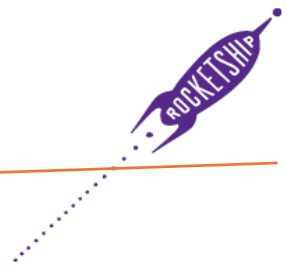


NWEA MAP – School



- Overall our year 1 and 2 schools in CA are better positioned for the start of the year than our older schools and the new school in Milwaukee (RSCP).
- Schools need to see significant movement throughout the year to meet their EOY goals
 - RSA and RSK are relatively close to their math and reading goals
 - RSA is within 10 points of its math goal, within 15 points of reading goal
 - RSK is within 15 points of math goal, within 5 points of reading goal
 - ROMO and RBM are roughly 20 points away from their goals
 - ROMO is just over 20 in each
 - RBM is 23 points away in math, 19 in reading
 - RMS and RSSP, RSCP are about 25 points away from their math and reading goals
 - RLS and RDP are about 30 to 35 points away from their math and reading goals

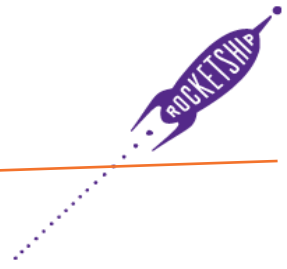
NWEA MAP – Math by school



	K	1st	2nd	3rd	4th	5th	Overall	Goal
RMS	23.3%	59.0%	53.9%	54.4%	51.1%	62.5%	49.7%	75.0%
RSSP	25.8%	62.0%	68.8%	66.3%	39.4%	55.2%	52.9%	75.0%
RLSA	20.0%	52.2%	59.5%	55.4%	36.4%	33.3%	43.5%	75.0%
ROMO	25.4%	54.5%	66.7%	63.2%	45.5%	57.7%	54.7%	75.0%
RDP	21.4%	55.0%	42.3%	41.6%	36.2%	39.7%	40.1%	75.0%
RBM	21.9%	50.4%	54.7%	41.9%			41.5%	65.0%
RSA	30.3%	65.1%	47.8%	72.9%	60.7%		56.0%	65.0%
RSK	38.9%	40.4%	49.5%	45.6%	46.4%	41.4%	43.4%	55.0%
RSCP	33.3%	30.0%	30.0%	36.0%	16.7%		31.5%	55.0%
Total	26.1%	55.0%	54.6%	54.8%	43.4%	49.4%	47.5%	

- <15% to goal
- <25% to goal
- 26%+ to goal

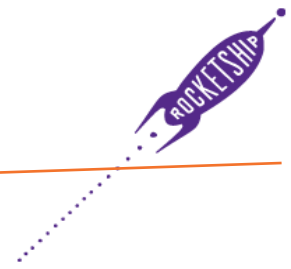
NWEA MAP – Reading by school



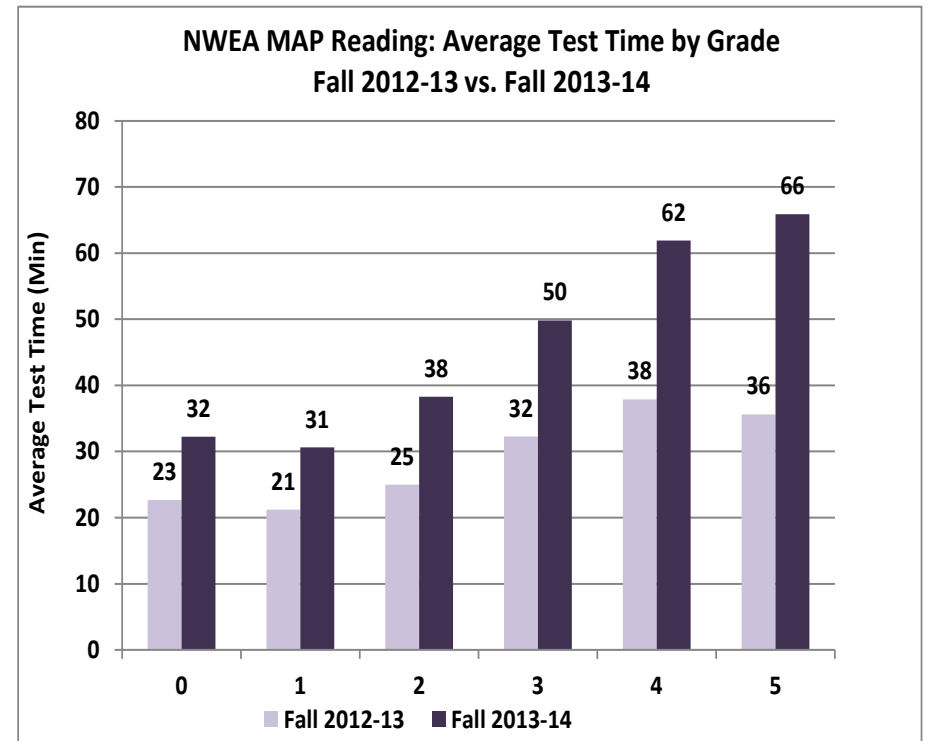
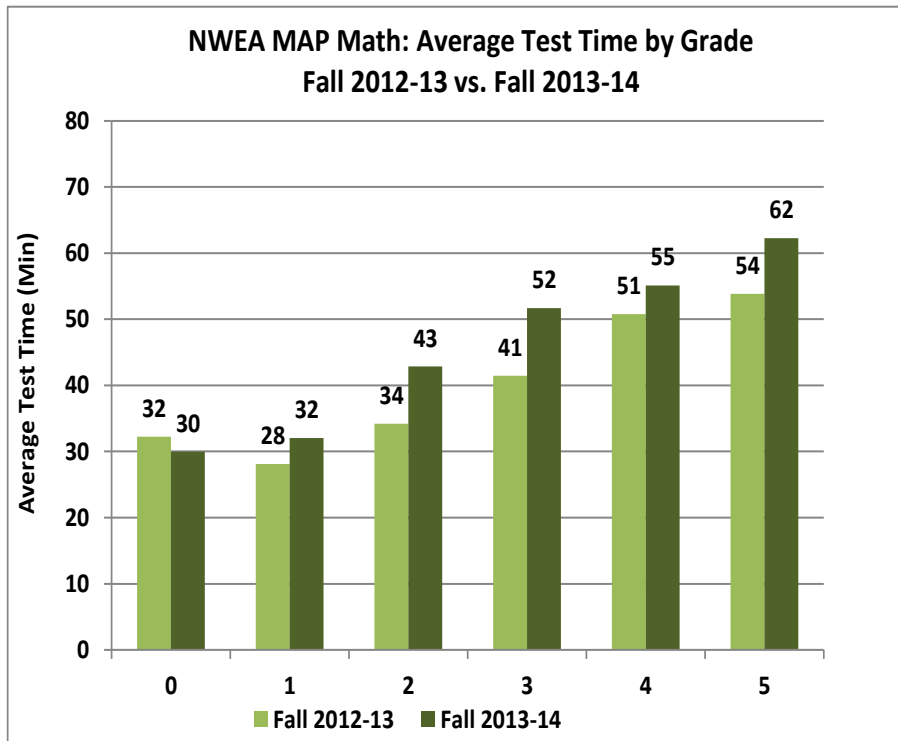
	Reading							
	K	1st	2nd	3rd	4th	5th	Overall	Goal
RMS	27.6%	47.0%	44.1%	36.5%	34.1%	51.4%	39.2%	65.0%
RSSP	34.5%	34.5%	42.0%	47.7%	33.7%	41.3%	39.4%	65.0%
RLSA	30.6%	33.9%	37.9%	44.4%	26.2%	29.6%	34.4%	65.0%
ROMO	35.6%	34.8%	50.7%	51.4%	45.1%	38.1%	44.3%	65.0%
RDP	32.1%	42.2%	34.5%	28.0%	20.6%	34.2%	32.0%	65.0%
RBM	30.2%	38.1%	50.8%	41.9%			38.9%	58.0%
RSA	40.0%	41.7%	49.5%	58.3%	37.9%		43.4%	58.0%
RSK	55.7%	34.7%	46.2%	46.0%	44.0%	40.0%	45.4%	50.0%
RSCP	38.1%	26.7%	20.0%	33.3%	0.0%		27.8%	50.0%
Total	36.0%	38.4%	43.6%	42.6%	33.3%	40.1%	39.2%	

- <15% to goal
- <25% to goal
- 26%+ to goal

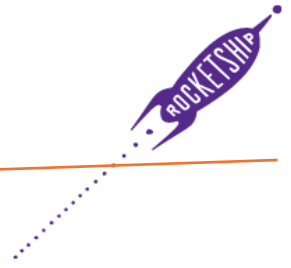
NWEA MAP – Testing Times



- Testing window was 4 to 5 weeks into school, which is what we have done in past years but in 2012-13 it was about 2 weeks into school
- Test time, as a measure of engagement and investment, was very strong



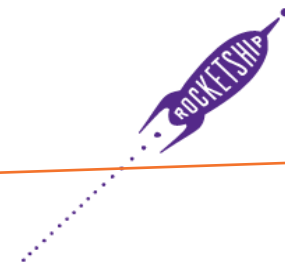
Topics



Fall 2013-14 Achievement Update

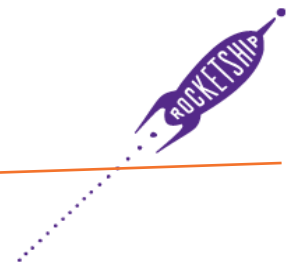
- NWEA MAP beginning of year baseline
- Progress on Achievement Priorities

Talent Pipeline Update



Fall Milestones	Progress this Fall	Outcomes (by June 2014)
<p><i>Sept:</i> Implement phonics/word study and shared reading.</p> <p><i>Oct:</i> Implement guided reading.</p> <p><i>Nov and Feb:</i> SL observation and feedback cycles on these components.</p>	<ul style="list-style-type: none"> • Phonics instruction is strong. Word study instruction more variable due to limited summer training on this topic. This is being addressed in Oct PD next week. • All campuses implementing shared reading and guided reading. Execution is variable, but campus leaders are prioritizing coaching of guided reading. • SL observation and feedback cycles on these components slated for late October, ahead of original timeline of November. 	<p>Build consistency of ELA vision and execution of proven core practices</p> <p>Improvement in overall ELA results</p> <ul style="list-style-type: none"> • Reading comp • Word study • Phonics

Tier 1 Progress Monitoring



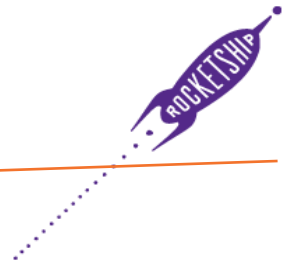
Fall Milestones	Progress this Fall	Outcomes (by June 2014)
<p>9/20: Formative assessment plan for Oct-Dec.</p> <p>Dec: 100% of grades have used data from 2 formative assessments to adjust instruction</p>	<p>Schools are on track to more than meet the 2 formative assessments per data cycle.</p> <ul style="list-style-type: none">- Some grade level teams using the results to correctively teach the following week- A few classrooms have formative assessment data trackers in the classroom and are beginning to post data. <p>During Fall Break, there will be PD on developing constructed response questions and performance tasks for formative assessments that align with the Smarter Balanced Assessment.</p>	<p>Provide targeted, timely data between data cycles and responsively adjust</p> <p>Dec & March: Grade levels hit interim milestones on benchmark</p> <p>June: Grade levels hit end of year targets on CST</p>

Tier 2 & 3 Intervention



Fall Milestones	Progress this Fall	Outcomes (by June 2014)
<p>Serve bottom 20-25% ELA students 4x/week in 30 min tutoring block utilizing curriculum</p> <p><i>Oct:</i> begin first cycle and progress monitor using AIMSweb</p> <p><i>Dec:</i> set goal based on first tutoring cycle</p>	<ul style="list-style-type: none">- Small group intervention has started at both tier 2 and tier 3- Goals set using AIMSweb data- Implementation fidelity walkthroughs have started at tier 3.- Need supplemental PD and coaching for ILS's and APs on new curriculum	<ul style="list-style-type: none">• 80% of students hit individual AIMSweb target for the cycle• Reduction in FBB/BB

Flexible Model



Fall Milestones	Progress this Fall	Outcomes (by June 2014)
<p><i>Sept:</i> Implement all elements of 4-5 "architecture"</p> <p><i>Oct:</i> Sites implementing improvements to quality independent work.</p> <p><i>Dec:</i> Soft launch of non-cognitive skills development</p> <p><i>Jan:</i> Soft launch of peer-to-peer or project-based learning</p>	<ul style="list-style-type: none"> • Sites launched flexible schedules at varying rates. All are now modifying grouping based on data. Flexible model staff are working with schools to improve their common planning time and problem-solving within grade level teams. • PD on quality independent work in Sept including rubric. Discussing examples of independent student work in October. • Contracting with consultants and collaborating with Summit Public Schools to define habits of success, develop a measurement tool, and curriculum to teach these traits. • Potentially de-prioritizing project based learning in favor of student led conferences and student portfolios. 	<ul style="list-style-type: none"> • Flexible model classrooms reach proficiency goals for their campuses • Survey results: students, parents, and teachers value academic advances in the model

Flexible Model Survey – Sept 2013

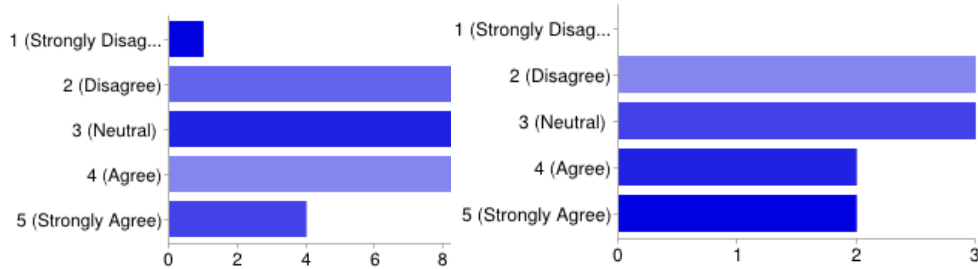


Teachers

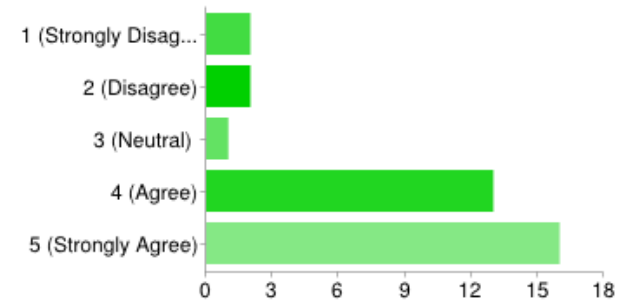
School Leaders

Teachers

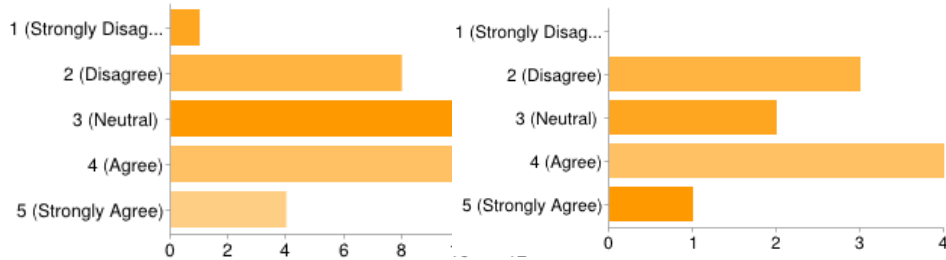
Culture in our classroom is strong.



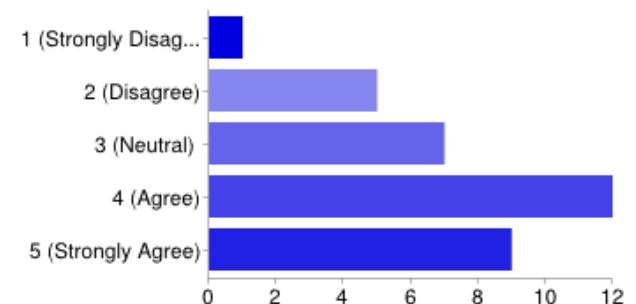
My school coach helps me be more effective in our classroom.



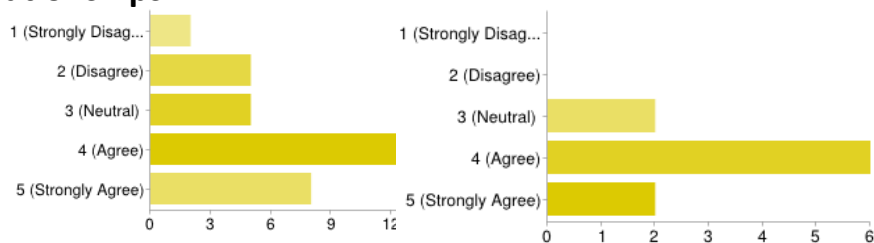
Our classroom is effective at accelerating student achievement.



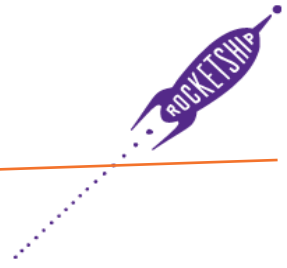
I am developing as a practitioner because of the exposure I have to watch and collaborate with my peer educators.



I feel connected to my students and have opportunities to build meaningful relationships.

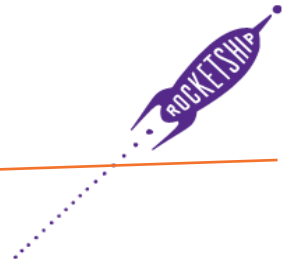


Additional Highlights/Updates



- Transitional Kinder
- Positive Behavior Intervention Support and Social and Emotional Learning programs (i.e. Kimochis, Ruler)
- Milwaukee (RSCP)
- Principal management and coaching
- State testing in 2013-14

Topics



Fall 2013-14 Achievement Update

Talent Pipeline Discussion: Teacher Retention

- Teacher Retention
- School Leaders

Retention Overview

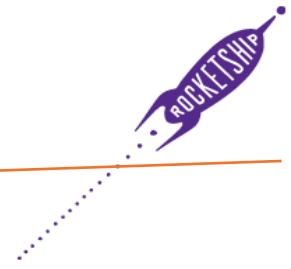


- Our goal is 80% retention of teachers and school leaders at Rocketship.
- We have met the goal for leaders but fallen short for teachers the last two years. In addition, our retention of teachers in the classroom is 65%.

Retention	June 2012	June 2013
Teachers (at RSED)	77%	71%
Teachers (in classroom)	--	65%
School Leaders	80%	90%

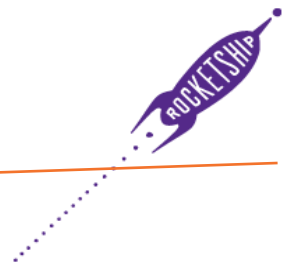
- Combining a classroom retention rate of 65% with hiring needs due to growth, has meant 50%+ of teachers in 2013-14 are new to Rocketship.
 - A high percentage of new to Rocketship teachers drives up training, coaching, and management load and reduces scalability of our model.
- In today's discussion, we will discuss
 - Teacher retention data by schools and years at Rocketship
 - Teacher feedback on satisfaction and reasons for exit
 - Potential initiatives to increase retention.

Teacher Retention by School



	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	Network
Retained % (at Rocketship)	67%	63%	78%	72%	72%	71%	77%	71%
Retained % (in classrooms)	67%	53%	72%	56%	61%	57%	62%	65%

Teacher Retention by Years at Rocketship



Years at RSED *	2012-13	Retained in 2013-14 (in classroom)	% Retained	2013-14
0	54	40	74%	73
1	31	18	58%**	46
2	3	2	67%	18
3	7	2	29%***	2
4	2	1	50%	2
5				1
Total	97	63	65%	142
Ave Yrs at RSED	0.67			0.70



Increase retention in classroom to 75%

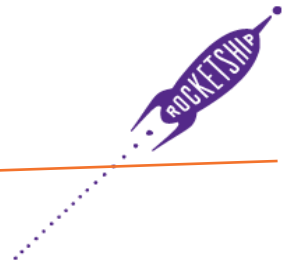
Retain 5%+ as school leaders or in other RSED roles

*at start of school year

** 10 of 13 teachers who left were completing TFA corps experience.

*** 4 of 5 teachers who left were at RSSP

Staff Satisfaction Results (all teachers)



- Consistent Strengths from Staff Survey
 - I am passionate about Rocketship's mission and values
 - The people around me are committed to doing excellent work
 - I have established strong friendships at Rocketship
- Consistent Challenges from Staff Survey
 - I have adequate resources available to me to realize my professional goals
 - My opinions are valued by people at Rocketship.
 - 24% of teachers enjoy their day to day work
- Changes to help retention
 - Top 3 remain constant since winter with: 1) improved work-life balance, 2) change in instructional day, and 3) increased pay
 - Percent who selected these 3 declined since winter, with increased pay 9 percentage points lower. Professional development increased 8 points and improved organizational culture increased 7 points.

Exit Interviews/Survey: Successes

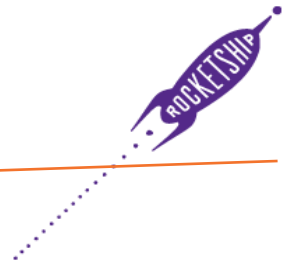


In June 2013, to provide more color on staff survey,

- We surveyed exiting teachers, separating responses for those we wanted to retain (12 responses received)
- Lindsey and Lynn interviewed teachers we wanted to keep (8 interviews conducted)

- Teachers feel close connections to their students, families, and co-workers, and mostly feel that the leadership at school sites is effective.
- We are addressing needs expressed in easing teachers' work/life balance and instructional support:
 - Prep time
 - Curriculum (and pedagogical PD)
 - Grade Level Leads
 - Training for school leaders

Exit Interviews/Survey: Areas of Growth



- Instructional support/philosophy
 - Ensure instruction is primary
 - in trainings for both teachers and school leaders, coaching, decision making, when utilizing teachers' strengths, and in career pathways
 - Consistent and quality 1:1s for coaching and management
- Major Organizational Decisions and Implementation (e.g. instructional model)
 - Change management
 - Stakeholder input
- Balancing Work and Personal Life
 - Consistency of priorities, timelines
 - Utilizing peoples' strengths strategically
 - Smaller class sizes

Ways to Increase Retention

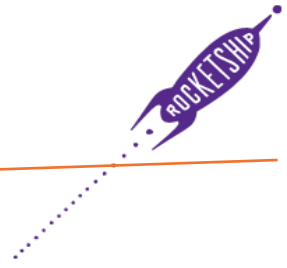


Efforts to Improve Teacher Development and Retention – 2013-14



Category	What	When
Recruitment/Marketing	Modify messaging to emphasize “building Rocketship”. Include that we are results driven, expect to work hard.	End Sept.
Compensation	Update and collect feedback on compensation policy and results with teachers; Need data on how we stack up	October
Individual Management	Survey on management practices; roll up results by manager for purpose of improving management in time to retain staff	October, March
Talent management	Talent reviews to identify low and high performing/potential staff	Late Oct for SLs; Jan for teachers
Career planning	Encourage SLs to have career planning conversations for high potential teachers, integrate results with placement discussions	Oct-Nov
Teacher input	Include teachers in working groups on current and next achievement priorities	Nov-June
Teacher collaboration	Teacher collaboration at grade level in school and across schools	Weekly at school Monthly network
Teacher recognition	Identification and recognition of high performing teachers, grade levels; determine promising/replicable practices	January, March
Career Paths	Development of paths from ILS to teacher to master teacher/AP Develop grade level lead, master teacher and PT teacher roles and credential path for ILS	By February

Race to the Top Initiatives – 2014 and Beyond



Learning

- 1 Innovate to improve blended learning model
- 2 Accelerate student learning through increased student and family access to technology-enabled supports during out of

Teaching & Leading

- 3 Create robust instructional career pathways
- 4 Refine data practices and develop educators to effectively implement learning model
- 5 Build a tech-enhanced professional learning community

Supporting Parents & Communities

- 6 Support family engagement and leadership to enable Rocketeers to succeed to and through college

Teaching & Leading: Career Pathways



Create robust instructional career pathways: expand the number and reach of highly effective teachers and principals by creating a systemic, coordinated, and individualized approach to developing, recognizing, evaluating, and retaining instructional team members and leaders.

2018 future state

- Clearly defined core competencies for instructional roles
- Clear support, coaching, resources/tools, and/or development opportunities at and between each level
- Teacher and principal evaluation system that uses student growth as component of assessment
- Improved teacher retention and effectiveness

Teaching & Leading: Personalized learning teacher effectiveness



Develop educators at all levels to effectively implement learning model: invest in training to ensure that educators are effective in a new teaching environment and adapt and personalize instruction based on data about student learning and student needs.

2018 future state

- Increased supports for teachers to transition to flexible model environment
- Improved teacher and teacher-leader data training:
 - How to implement instructional changes after interpreting data (the “now what”)
 - Just in time support before data days
- More frequent and higher quality formative assessments (enabled by item bank)

Teaching & Leading: Professional Learning Community

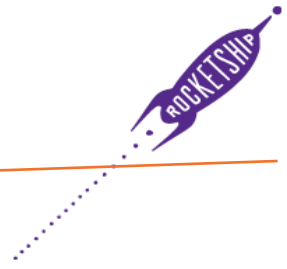


Build a tech-enhanced professional learning community: develop processes and tools to support collaboration and dissemination of effective instructional practices for personalized learning, including development of a knowledge management platform to enable Rocketship to maintain and improve quality as it scales over time.

2018 future state

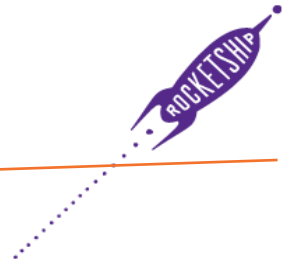
- Online forum to connect with “like” teachers across geographies
- Sharing of lesson plans and effective practices using technology
- Online videos demonstrating highly effective teachers and their practices
- More “blended” PD for teachers, including online webinars
- Leverage principal mtg time by shifting some of the content to knowledge management system

Discussion



- Which of the retention and development strategies do you think is highest priority to pursue based on your past experiences?
 - What's missing?
 - What do you think would make the biggest difference at RSED?
- What else would you want to see added to the list for 2013-14?
- What about 2014 and beyond?

Topics

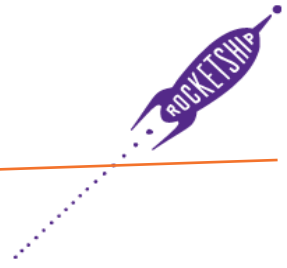


Fall 2013-14 Achievement Update

Talent Pipeline Discussion:

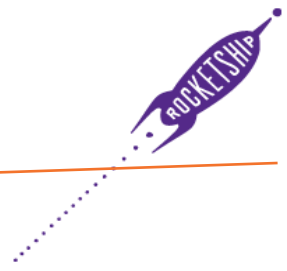
- Teacher Retention
- School Leader Retention

Key Questions



- What goals are needed around tenure of school leaders to maintain a healthy network, even with ambitious growth?
- What parameters related to talent should guide our decisions on moving or promoting educators across schools or regions?

Trends in School Leader Retention and Tenure: Principals



Principal Tenure in Years

Current Principal Tenure Average	Current Principal Tenure Range	All Principal Tenure Average	Promoted from Principal
2	1-3	2.1	2.8

AP Tenure in Years

Current AP Tenure Average	Current AP Tenure Range	All AP Tenure Average*	Promoted to Principal from AP
1.3	1-2	1.3	1.7

Trends in School Leader Retention and Tenure: Tenure Composition by School



School	RMS	RSSP	RLS	RoMo	RDP	RBM	RSA	RSK	RSCP
P	1*	3	3	3*	1**	2	2	1*	1*
AP	2	2	2	1*	2	2	2	1*	1*
AP	1*	1*	1*	1**	1.5	1*	2	1*	1*
(AP)	--	--	1**	1**	1*	--	--	1*	1*
BOM	1*	5**	4**	1*	1**	1*	1*	1*	1*
OM	5	1	1	3	1	1*	1*	1*	1*

*New to school

**Returning to school, new to role

Proposed Tenure and Network Health Targets



Role	Tenure Goal (Years)	Minimum at School to Consider Movement*	Tenure Goal at Individual School
Principal	4-5	2	4-5
AP	2-3	1	2

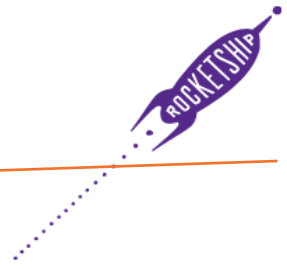
Mature Regions

Total percentage of new principals does not exceed 40% (2013-2014 = 33% in SJ)

Existing Schools

- Principal has spent 2+ years at a school (ideal is 4-5)
- At least 2 of 3 (of APs and principal) have been at school 1+year
- At least 1 of OM or BOM has been at school 1+year

Discussion Questions



- We are essentially saying that principal needs to be in place at school at least 2 years; everyone else is potentially eligible to move after 1 as long as there is minimal other movement on the team. Is this true? May want to recommend that each AP is at a school minimum of 2 years too?
- Can having teachers move into SL roles on campus mitigate impact of other changes? How do we weight this compared to difficulty of transitioning to leadership at same school?
- Similarly, can high teacher retention mitigate impact of leadership turnover?