ROCKETSHIP

PUBLIC SCHOOLS

**Rocketship Nashville #3
Elementary School (NSH3)**

(Amended) Replication Application for a Public Charter School

Submitted to Metro Nashville Public School District

July 26, 2019

CONTENTS

GENERAL INFORMATION

Name of proposed school: Rocketship Nashville #3 Elementary School (NSH3)

Projected year of school opening: 2021

Charter authorizer for proposed school: Metro Nashville Public Schools

Sponsor/Sponsoring Agency: Rocketship Education, d/b/a Rocketship Public Schools

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes

Model or focus of proposed school: Personalized Instruction/Blended Learning

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): James Robinson

Mailing address: 320 Plus Park Blvd., Nashville , TN 37217

Primary Phone: (585) -957-6278   Alternate Phone: 615-712-7499

Email Address: jrobinson@rsed.org

Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
James Robinson Jr	Director of Schools , Rocketship Public Schools	Director of Schools and Start Up Coordinator
Stefanie Bundy	Regional Director of Operations, Rocketship Public schools	Start Up Director of Operations

Name of proposed school leader (if any): TBD

Proposed school leader's current employment: TBD

City or geographic community: Metro Nashville-Davidson County

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? No

Does this applicant have charter school applications under consideration by any other authorizer(s)? No

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:
x Existing Tennessee Operator Proposing Exact Focus/Grade Structure

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **Rocketship Nashville #3 Elementary School** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;

2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;

3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;

4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;

6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;

7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
   c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A.§ 49-6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
   e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to

make expenditures from funds, to give a surety bond in the form prescribed by T.C.A.§ 8-19-101; and

8.   Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

JAMES ROBINSON
Director of Schools, Nashville

MISSION AND VISION

Rocketship Education, d/b/a Rocketship Public Schools ("Rocketship Public Schools" or "Rocketship") is a nonprofit network of public elementary charter schools. In 2014, we launched our Rocketship Tennessee region with the opening of Rocketship Nashville Northeast Elementary (RNNE), and the following year opened Rocketship United Academy (RUA). Today, we humbly serve nearly 1,000 Rocketeers in Tennessee.

At Rocketship Public Schools (RPS), we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. It is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Rocketship operates great schools in diverse communities in partnership with our parents, community-based organizations, local civic partners, non-profits, and foundations. That is what we want to bring to the Antioch and Cane Ridge clusters in South Nashville.

Our mission is to catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. At Rocketship Public Schools we are driven by our vision to eliminate the achievement gap in our lifetime.

We are pleased to submit this application for the establishment of a charter for Rocketship Nashville #3 Elementary School (NSH3) in the Metro Nashville Public Schools district.

NEED AND GEOGRAPHIC CONSIDERATIONS

Our vision is to replicate the success of Rocketship United Academy, located in South Nashville, by opening Rocketship NSH3, a K-4 public elementary school, in the summer of 2021. We are driven by three primary considerations:

1. *Demand:* Currently, over 100 RUA families live in the Antioch and Cane Ridge clusters and commute daily through heavy traffic for up to 45 minutes. After receiving comments asking for a school in Antioch on our annual parent survey, we sent a short survey to our Antioch and Cane Ridge families to gauge interest. 97% of the responses we have received so far, have indicated they would like a Rocketship school closer to their homes, representing 57 families. We would like to better accommodate these families and be more geographically accessible by opening a school in their neighborhood.

2. *Expected population growth and overcrowding:* Projected population growth indicates that the Antioch and Cane Ridge clusters, which are currently at 90% capacity, will face serious capacity constraints within 5-7 years. By locating in this area, our hope is that we can help alleviate the risk of overcrowding and ensure students have ample room to learn.

3. **_The opportunity to elevate academic performance for all students_**: Rocketship has experience serving the Antioch and Cane Ridge demographic. 41% of students are economically disadvantaged, 39% of English Learners, and 10% are students with disabilities in these clusters, compared to 59%, 40%, and 9%, respectively, at RUA. Our personalized learning model, strong EL programming, and approach to small group instruction and tutoring, uniquely positions us to serve all students as demonstrated by our success at RUA, which was designated as a "Reward School" for 2017-18.

THE ROCKETSHIP MODEL

The Rocketship model is built on three foundational pillars of excellence, which we believe are the key to our continued success as we work to close the achievement gap in Tennessee.

Teachers and Leaders: Elevating and Celebrating Instruction. Teachers and leaders are one of the most important factors in student success. To ensure our students have access to the best teachers and leaders, we provide dedicated coaching, professional development, and leadership programs to help them grow professionally and personally—regardless of their experience level. We help our teachers grow using embedded learning opportunities, personalized coaching and customized training as part of the regular workday. And we grow our leaders from within our schools, providing on-the-job leadership and principal training programs with a clear path towards long-term career goals.

We are already incubating a team of teachers at Rocketship United who are excited to form the founding team at NSH3. In addition, we are developing a strong pipeline of future school leaders in the Rocketship Rising Leaders Program - a year long professional development program in leadership skills, management frameworks, and mindsets that are essential to school leadership.

Rocketeer Students: Personalized Learning and Growth. We all learn in our own unique ways. From the time we're children until long after we leave school, each person has their own way of learning and advancing. Unfortunately, the traditional school system doesn't allow for that. Our students get personalized instruction targeted to their needs and tailored to their unique learning styles. Our blended learning model combines traditional instruction, technology and tutoring, allowing every Rocketeer to learn at their own pace. And best of all, this model works for all students in the Rocketship program, whether they are catching up or racing ahead.

Like all Rocketship Public Schools, NSH3's educational program will be a rotational blended-learning model that focuses on personalized learning and teacher content-specialization. Within each classroom, teachers will leverage small group instruction, cooperative work groups, independent work, and online personalized learning programs to grow every child's potential. Teachers across all spaces will teach Social and Emotional Learning and use Positive Behavioral Interventions and Supports (PBIS) to ensure that students have a positive school experience and develop a growth mindset.

Rocketeer Parents: Leaders in the Home, the School, and the Community. Engaged parents are

essential to eliminating the achievement gap. We work with our parents to help them become powerful advocates for their children and their communities. We work directly with parents, helping them become leaders at home, in the schools, and in the community. This includes helping with homework, managing the household and serving as a positive role model for their children, leading community meetings, planning school-wide events, advocating for their children's needs, assisting in the teacher and leader interview process, being active members in the community, participating in advocacy groups and school boards, and standing up for their students and their schools.

ANTICIPATED CHALLENGES

While we feel confident in our ability to successfully execute on this plan, there are two key challenges that we have identified as focus areas in our planning. The first challenge is ensuring that we do not lose too many students from RUA. By opening in 2021, this enables our Growth and Community Engagement team to engage with communities closer to RUA to more strategically fill seats. Additionally, we plan to expand our outreach to more proximate Head Starts to strategically build our kindergarten classes in 2020 and 2021. When RUA opened in 2015-16, our student recruitment effort was not as strategic as we would have liked as we were a new and unknown school. Our recruitment effort spanned across South Nashville, but was not as anchored to one geographical area of the city. We now have the chance to remedy that.

Another challenge we may face as we look to open NSH3 is facilities acquisition. Nashville is growing aggressively and property is becoming scarcer each day. However, we are confident in our team's ability to open by summer of '21. We successfully opened both RNNE and RUA in under 24-months. We located land and undertook a new construction project to open RNNE in 20 months and we identified a facility and conducted significant renovations to open RUA in 21 months. This gives us confidence in our ability to execute despite the tight timeline.

DEMONSTRATED CAPACITY

Rocketship has demonstrated organizational capacity to open and operate high quality schools in Tennessee as evidenced by the successful launch of our first two schools, Rocketship Nashville Northeast and Rocketship United. In less than two years, Rocketship implemented its model with high fidelity at two schools serving nearly 900 students. After four years of operation, nearly 1,000 students are being served. Both of our schools received a overall TVAAS score of 5 last year, and Rocketship United has been designated a Reward School by the state of Tennessee.

In Nashville, we have established a local regional team consisting of a full-time Director of Schools, Manager of Achievement, Regional Director of Operations, Associate Director of Integrated Special Education, and Manager of Family and Community Engagement. Additionally, we have a talent recruiter dedicated to the region. We are confident that we have the right regional team in place to launch our next school in Nashville.

1.2 ENROLLMENT SUMMARY

In this section:
(a)   *Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.*
(b)   *Provide a rationale for selecting the community where the proposed school will locate.*
(c)   *Discuss the academic performance and enrollment trends of surrounding schools in that community.*
(d)   *Describe the specific population of students the proposed school intends to serve.*
(e)   *Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.*
(f)   *If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.*
(g)   *Complete the enrollment summary and anticipated demographics charts below.*

Rocketship Public Schools seeks to open an elementary option in South Nashville to serve the Antioch and Cane Ridge clusters based upon three primary considerations:
1.   ***Demand from Current Rocketship Families***
2.   ***Expected Population Growth and Overcrowding***
3.   ***Opportunity to Elevate Academic Performance for All Students***

DEMAND FROM CURRENT ROCKETSHIP FAMILIES

Over ¼ of the students at our campus in South Nashville, Rocketship United Academy (RUA), currently travel by bus from the 37013 zip code, which covers the Antioch and Cane Ridge clusters. These students are traveling over 45 minutes each way to attend RUA and are calling for a Rocketship in their neighborhood. To serve these students closer to home, Rocketship seeks to open a third campus in Nashville in either the Antioch or Cane Ridge cluster.

On a recent parent satisfaction survey, an Antioch parent left a comment in the open field section. The parent asked for RPS to open a school in Antioch. Curious about this comment, we drafted a short survey and sent it to our Antioch and Cane Ridge Families to gather a small sample of opinions. **So far, 97% of respondents indicated they would like a Rocketship School closer to their homes, representing 55 families.** These surveys confirm parent feedback we have heard anecdotally.

**2018-19: RUA Students Traveling
from the 37013 Zip Code**
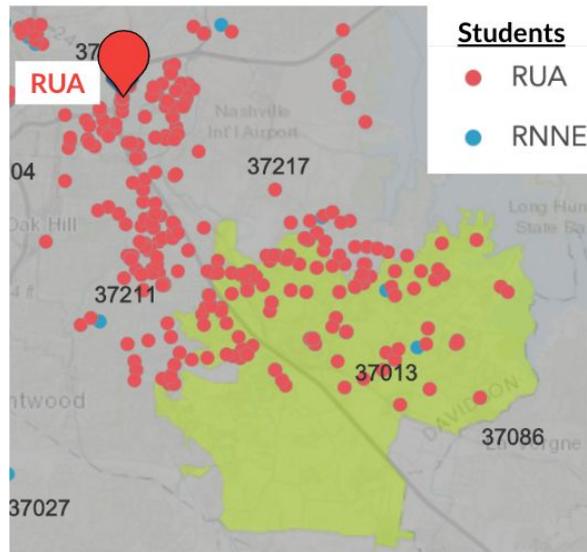
Source: Rocketship Student Data.

EXPECTED POPULATION GROWTH AND OVERCROWDING

Metro Nashville Public School's (MNPS) Cane Ridge and Antioch clusters currently serve 6,837 K-4 students across 11 elementary schools: A.Z. Kelley ES, Cane Ridge ES, Cole ES, Eagle View ES, Henry C. Maxwell ES, Thomas A. Edison ES, J.E. Moss ES, Lakeview ES, Mt. View ES, Smith Springs ES, and Una ES. These schools are large, ranging from 471 K-4 students (Eagle View Elementary School) to 807 K-4 students (A.Z. Kelley Elementary), and, in many cases, are near or over-capacity. A.Z. Kelley, J.E. Moss, and Thomas A. Edison are all currently over 100% capacity and four additional schools within the Cane Ridge and Antioch clusters are over 90% capacity. This past year, MNPS opened Eagle View Elementary (EVES) to help alleviate overcrowding in the Cane Ridge cluster. At full capacity, EVES has the capacity to serve 800 students. However, even with this additional capacity, if enrollment growth keeps pace with population growth (estimated at 1.6% per year in the 37013 zip code), these clusters will still face serious capacity constraints within 5-7 years. As the table below shows, elementary seats in the Antioch Cluster are projected to be over capacity by 2023-24 and total seats across Antioch and Cane Ridge will be over capacity by 2025-26.

Projected Enrollment & Capacity: Antioch and Cane Ridge Elementary Schools		18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Antioch Cluster	Total Capacity	4,387	4,387	4,387	4,387	4,387	4,387	4,387	4,387
	Total Enrollment	4,102	4,168	4,234	4,302	4,371	4,441	4,512	4,584
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	93%	95%	97%	98%	100%	101%	103%	104%
Cane Ridge Cluster	Total Capacity	3,815	3,815	3,815	3,815	3,815	3,815	3,815	3,815
	Total Enrollment	3,259	3,311	3,364	3,418	3,473	3,528	3,585	3,642
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	85%	87%	88%	90%	91%	92%	94%	95%
Total	Total Capacity	8,202	8,202	8,202	8,202	8,202	8,202	8,202	8,202
	Total Enrollment	7,361	7,479	7,598	7,720	7,844	7,969	8,097	8,226
	Population Growth		1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
	Capacity Utilization	90%	91%	93%	94%	96%	97%	99%	100%

Sources: Metropolitan Nashville Public Schools, 2018 and ESRI, 2018.
2018-19 total enrollment from MNPS Capacity 2018-19 map. Total capacity calculated by Rocketship Public Schools based on this map. Accessed in March 2019 at:
https://static1.squarespace.com/static/57752cbed1758e541bdeef6b/t/5c112964b8a045162a0ad209/15446 28626385/MNPS_Capacity1819_day40.pdf.
Projected enrollment then calculated by Rocketship Public Schools from ESRI's 2018 Updated Demographic estimates using Census 2010 geographies for the 37013 zip code. Accessed in March 2019 at
https://demographics8.arcgis.com/arcgis/rest/services/USA_Demographics_and_Boundaries_2018/MapServer

Rocketship hopes to collaborate with MNPS to help solve these capacity issues by targeting areas within the Antioch and Cane Ridge clusters that are expected to face the most significant overcrowding pressures.

OPPORTUNITY TO ELEVATE ACADEMIC PERFORMANCE FOR ALL STUDENTS

Rocketship's program is designed to serve students who are or may be at-risk of achieving below grade level. The average Rocketship student is between one and two years behind grade level upon entry. Although all Rocketship schools are open to all students, and we do not discriminate on the basis of race, ethnicity, or any other actual or perceived characteristic, we do target students from predominantly low-income neighborhoods where access to high-quality, high-performing schools is limited. We believe that these students will derive the most benefit from our model, which is further described in our application.

Each year, South Nashville is enriched by the number of immigrant families who move there. Rocketship has a proven track record of success serving similar communities with a high population of economically disadvantaged students and English Learners. Unsurprisingly, given the number of students commuting to RUA from the Antioch and Cane Ridge clusters, the

demographic profile of the schools located within these clusters is very similar to that of the students we currently serve at RUA.

2018-19: Demographic Subgroups

	Black, Hispanic, or Native American	Economically Disadvantaged	English Learners	Students with Disabilities
Elementaries in the Antioch and Cane Ridge	68%	41%	39%	10%
Rocketship United	87%	59%	40%	9%

Source: Metro Nashville Public Schools, December 2018. Percentages for elementaries in the Antioch and Cane Ridge clusters calculated by Rocketship Public Schools from enrollment and demographic data downloaded from the Data.Nashville.gov website (https://data.nashville.gov/).

Given the similarities in demographics, we can see how RUA performs compared to Antioch and Cane Ridge elementaries. The table below is a roll up of student performance and demographic data from the 2017-18 school year. Included is the overall achievement score, a score for student performance on the WiDa Access test for EL students (listed as "Progress on Language Proficiency), and a growth score. As seen in the table below, Rocketship United Academy is achieving stronger results while serving a higher percentage of students of color and/or economically disadvantaged students—two student subgroups that suffer from historic and chronic achievement gaps in public education.

2017-18 TN Report Card: Key Indicators of Success & Student Demographics

Cluster	School Name	TN Report Card			Demographic Data			
		Achieve-ment	Progress on Language Proficiency	Student Growth	Black, Hispanic, and Native Am.	Econ. Dis-advantaged	English Learners	Students with Disabilities
Antioch	J.E. Moss	0.6	3.8	0.4	81%	57%	48%	12%
	Lakeview	0	3.5	0	68%	50%	36%	16%
	Mt. View	2.1	3.8	2.7	65%	40%	29%	12%
	Smith Springs	1.1	1.9	2.2	70%	40%	20%	14%
	Thomas Edison	1	3.8	0	63%	47%	32%	9%
	UNA	1.1	3.8	3.6	64%	52%	39%	11%
Cane Ridge	A.Z. Kelley	1.1	3.6	0	63%	35%	30%	12%
	Cane Ridge Elementary	1.4	2.8	2	74%	49%	33%	8%
	Cole Elementary	2	3.9	2.2	73%	64%	50%	12%
	Henry C Maxwell	1.1	3.6	0.2	66%	43%	41%	11%
Glencliff	RUA	4	4	3.8	87%	59%	40%	9%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

Given the high percentage of Black, Hispanic, and Native American Students, economically disadvantaged students (EDs), and English Learners across the Antioch and Cane Ridge clusters, it is important to pay close attention to the performance of these student groups.

BLACK, HISPANIC, AND NATIVE AMERICAN STUDENTS

Rocketship has a track record of successfully serving Black, Hispanic, and Native American students in South Nashville. The vast majority of students at RUA are Black, Hispanic and African American (87%), compared to 68% of elementary students across Antioch and Cane Ridge. We are proud that in 2017-18, RUA scored a 4 for both academic achievement and student academic growth for this student group. We want to replicate our success serving this student group in Antioch and Cane Ridge.

2017-18 TN Report Card: Key Indicators of Success for Black, Hispanic, and Native American Student Group

		TN Report Card		Demo.
Cluster	School Name	Achieve-ment	Student Growth	Black, Hispanic, and Native Am.
Antioch	J.E. Moss	1	0	81%
	Lakeview	0	0	68%
	Mt. View	3	3	65%
	Smith Springs	2	2	70%
	Thomas Edison	0	0	63%
	UNA	1	3	64%
Cane Ridge	A.Z. Kelley	1	0	63%
	Cane Ridge Elementary	1	2	74%
	Cole Elementary	2	2	73%
	Henry C Maxwell	1	0	66%
Glencliff	RUA	4	4	87%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

ECONOMICALLY DISADVANTAGED STUDENTS

Similarly, RUA has a track record of successfully serving economically disadvantaged students. 59% of students at RUA are economically disadvantaged, compared to 41% of elementary students across the Antioch and Cane Ridge clusters. Only one elementary school in these clusters serves more socioeconomically disadvantaged (SED) students than RUA, Cole Elementary at 64%.

RUA is outperforming Antioch and Cane Ridge elementaries for economically disadvantaged students.

**2017-18 TNReport Card: Key Indicators of Success for
Economically Disadvantaged Student Group**

| Cluster | School Name | TN Report Card | | Demo. |
		Achieve-ment	Student Growth	SED
Antioch	J.E. Moss	1	0	57%
	Lakeview	0	0	50%
	Mt. View	2	2	40%
	Smith Springs	0	2	40%
	Thomas Edison	2	0	47%
	UNA	1	3	52%
Cane Ridge	A.Z. Kelley	1	0	35%
	Cane Ridge Elementary	2	1	49%
	Cole Elementary	2	2	64%
	Henry C Maxwell	1	0	43%
Glencliff	RUA	4	4	59%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

We are particularly proud of the growth that our SED students are achieving at RUA. According the state rankings, RUA ranks in the **top 25% of all schools** for serving SED students.

**2017-18: RUA School Percentile Ranking on TNReady,
ED Student Group, Grades 3-5**

Grade Group	Subgroup	Math	ELA	Success Rate (Math and ELA)	Success Rate (Math and ELA and Science (5th-8th grades))
3rd-5th	ED	84	76	82	75

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

We believe this is evidence that Rocketship offers an effective academic program that ensures student growth and overall proficiency for SED students. And we want to bring this program to families in Antioch and Cane Ridge.

ENGLISH LEARNERS

Finally, Rocketship has a strong track record of serving English Learners. Similar to Antioch and Cane Ridge elementaries, Rocketship serves ~40% ELs.

Elementaries within the Cane Ridge and Antioch Clusters demonstrate strong performance in serving their English Learners. According to the State Report Card, 8 of 10 elementary schools in the Cane Ridge and Antioch clusters scored above a 3.0 for the measure of progress on English Language proficiency in the 2017-18 school year. With a rating of 3.9, Cole is performing exceptionally well in this area, especially when considering 50.4% of its students qualify as ELs.

When it comes to EL students, this indicator is even higher with the vast majority of elementaries scoring a 4 on progress on language proficiency and 50% of schools in the two clusters receiving a 3 for student growth. Due to South Nashville's growing EL demographic, Language Acquisition Programming is essential not just for communication, but also as a building block for education. South Nashville is moving in the right direction and we are excited by the prospect of partnering to serve ELs.

This strong performance demonstrates MNPS's commitment to serving our high-need students, a commitment which Rocketship shares. RUA not only achieved a 4 across achievement, progress on language proficiency, and student growth for English Learners, but also outperformed the state in language proficiency in a meaningful manner.

2017-18 TN Report Card: Key Indicators of Success for English Learner Student Group

| Cluster | School Name | TN Report Card | | | Demo. |
		Achieve-ment	Progress on Language Proficiency	Student Growth	ELs
Antioch	J.E. Moss	1	4	1	48%
	Lakeview	0	4	0	36%
	Mt. View	2	4	3	29%
	Smith Springs	2	2	3	20%
	Thomas Edison	1	4	0	32%
	UNA	2	4	3	39%
Cane Ridge	A.Z. Kelly	0	4	0	30%
	Cane Ridge Elementary	3	3	3	33%
	Cole Elementary	2	4	3	50%
	Henry C Maxwell	2	4	0	41%
Glencliff	RUA	4	4	4	40%

Source: TN Department of Education, December 2018. TN Report Card data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/report-card.html).

RUA's English proficiency rate in 2017-18 was 66.4%, well above the state average of 50.4%. In addition to EL programming, RPS infuses its entire program with language in hopes that all

students become great communicators who can share their diverse and creative solutions with the world. By emphasizing this in our program, we know we are preparing our students to have impact on their communities and the world at large.

Rocketship's service to ELs is not isolated to language acquisition and language proficiency. Our service to EL students can also be seen in academics. RUA's service to ELs is in the top 20th percentile for **all** schools, not just MNPS.

**2017-18: RUA School Percentile Ranking on TNReady,
EL Student Group, Grades 3-5**

Grade Group	Subgroup	Math	ELA	Success Rate (Math and ELA)	Success Rate (Math and ELA and Science (5th-8th grades))
3rd-5th	EL	87	82	87	86

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

This is an important distinction. When we consider this data, it becomes apparent that Rocketship is a school choice for EL students that focuses on both language proficiency **and** academic proficiency. It is not one or the other.

<u>**CONCLUSION**</u>

While Antioch and Cane Ridge elementaries are successfully serving specific subgroups like English Learners, their performance is not as high as measured by overall achievement and student growth for **all students**. No school within the two clusters scored a 3.0 or higher for **overall achievement** and only one of the 10 schools scored a 3.0 or higher for student growth in 2017-18 (UNA).

Rocketship wants to bring its success in serving the unique needs of **all** student groups through personalized learning and small group instruction to Antioch and Cane Ridge. In 2017-18, RUA received a score of 4 out of 4 for each student group on overall achievement, earning the designation of **"Reward School."** For the student growth measure, students in all demographics received a 4 with the exception of students with disabilities who scored a 2 (average performance). In 2018-19, RUA has dedicated itself to improving the outcomes for students with disabilities. It has invested in even more research-based intervention curricula, most notably LLI from Fountas and Pinnell. Furthermore, the school is working closely with the Regional Associate

Director of Special Education to ensure teachers are receiving the resources and development necessary for success. While the 2 that RUA received for student growth with SWD is average, average is not acceptable. We can and will do better.

It's also noteworthy that on the 2018 state assessment, Rocketship United Academy students had the best year-over-year improvement in reading of any elementary school in Nashville by more than doubling the percentage of students on-track or mastered. Students in our schools grow substantially and will continue to do so.
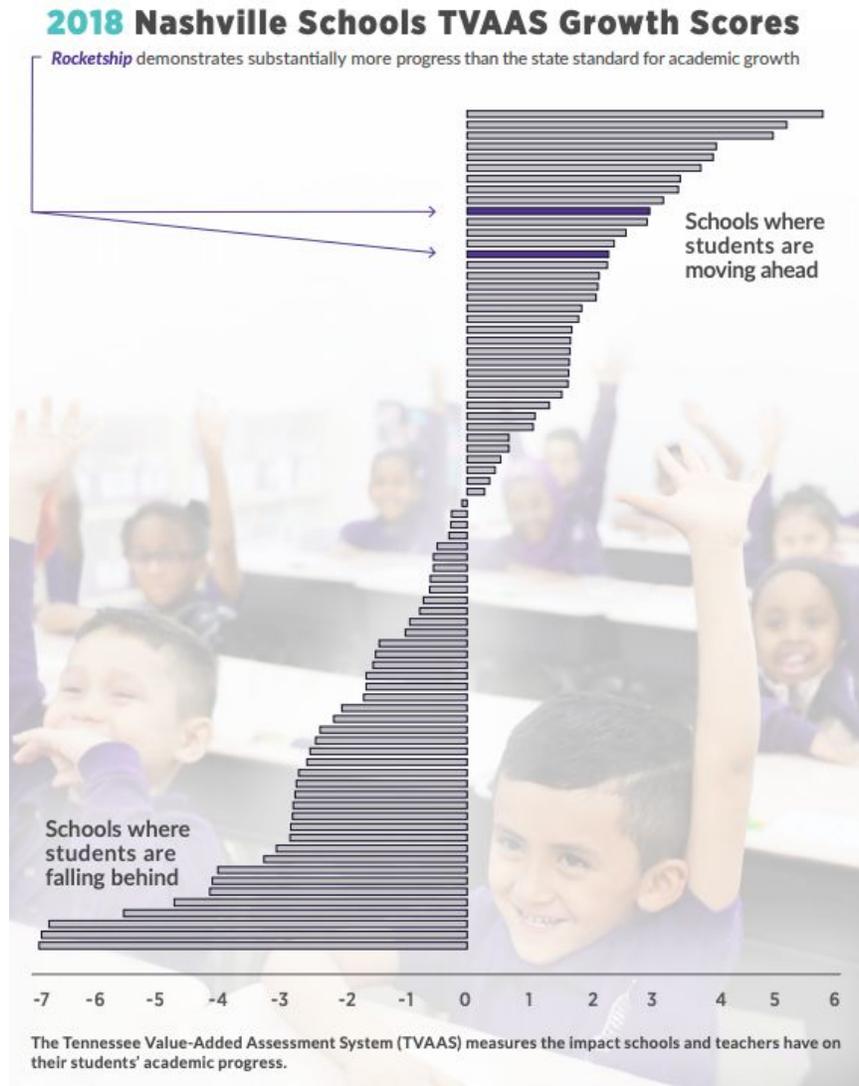
2018 Nashville Schools TVAAS Growth Scores

Rocketship demonstrates substantially more progress than the state standard for academic growth

Schools where students are moving ahead

Schools where students are falling behind

-7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students' academic progress.

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/tvaas.html).

Our Rocketeers' remarkable progress is a testament to the strength of our school communities. Since opening in Nashville in 2014, Rocketship continues to demonstrate that **all** students have the potential to achieve excellence.

DIFFERENCES IN ENROLLMENT PRACTICES, PROCESSES, AND POLICIES

Currently, 94 K-2 students at Rocketship United travel by bus from Antioch and Cane Ridge to attend school. This number includes only the students who are 3 or 4 miles away from the campus. If we add in students who are only 2 miles away, 118 K-2 students from these clusters attend our campus in South Nashville. This shows that families are willing to travel great distances to receive a high quality education, but we also know that this is a pain point. Given the the challenging traffic patterns, some families spend 45 minutes commuting to school. Families should be afforded a good school near their home.

When we open NSH3 in 2021, 63 students living 3 or 4 miles away from our current campus in Cane Ridge or Antioch will be in either the 3rd or 4th grade. We anticipate 33% to 66% of these students will choose to attend the new school.

Rocketship Public Schools has previously opened new campuses in response to demand from existing families. Where we have done so in the past we have seen that increased proximity helps strong family engagement become even stronger. In our schools in CA, we have found that families who have more geographical access to the school are even more involved in volunteering and attending school meetings and conferences. While the average attendance over two parent teacher conference events at RUA is 85%, our intention is to have 100% at all campuses. This partnership is key in academics.

Additionally, there is often a positive effect on starting a new school with returning families. Returning Rocketship families have a clear understanding on how our schools operate. Thus, they are able to speak to new families and lead them. Additionally, returning founding families are instrumental in holding leadership teams accountable for results and fidelity to the model.

ENROLLMENT GROWTH PLAN

Our proposed enrollment growth plan is detailed in the table below:

Number of Students

Grade Level	Year 1, 2021	Year 2	Year 3	Year 4, 2024 At Capacity	Year 5
K	112	112	112	112	112
1	112	112	112	112	112
2	112	112	112	112	112
3	60	100	100	112	112
4	60	60	100	112	112
Totals	456	496	536	560	560

Anticipated Demographics	% of Economically Disadvantaged students	% of Students with disabilities	% of English language learners
75% Black, Hispanic, and Native Am.	>60%	10%	>40%

In 14-15, RPS opened its first school in Nashville, Tennessee. To this day, it was the largest opening of any K-4 elementary charter school in the city, opening with 466 students. The second largest opening was Rocketship United with 370 students. RUA began recruiting students in South Nashville in November of 2014, which is an abbreviated window for us. When RPS opens new schools and has a runway of 1+ years, we have shown very good success.

Currently, our recruitment team spends less than 20% of their time cultivating and engaging families in South Nashville as positive word of mouth about the strong results and joyful community of Rocketship United Academy is spreading. As of 3/24/19, 113 students have applied for Kindergarten at RUA . In the coming weeks, there are four Head Start Centers coming to tour our campus. We anticipate a substantial wait list. By ensuring our current schools are self-sustaining for enrollment, our recruitment team gains the capacity to focus on NSH3. Importantly, as the planned opening is for the summer of 2021, we will have more time for community outreach in Antioch and Cane Ridge prior to school opening. Furthermore, by leveraging the positive experience of the 150+ K-4 Rocketship families who already live in these clusters, we have a network to collaborate with in regards to enrolling students at the new school. Recruitment focus is as follows:

	18-19: South NSH Recruitment Focus	19-20: South NSH Recruitment	20-21
RUA	● 80%-100%	● Evaluate current bus lines	● RUA is 100%

	Self-sustaining • Significantly decrease time spent on RUA recruitment	to identify opportunities for new recruitment in other communities for RUA • Continue engaging , Susan Gray, Dudley and Berry Head Starts for RUA	independent • Dudley and Berry Head Starts are dedicated to RUA
NSH3		• Engage Antioch Kindercares • Pre-plan with Susan Gray on NSH 3 • Bus Routes created in Late 2019-20	• Susan Gray Head start Prioritized for NSH 3 • Engage Kindercares • 100% of family recruitment time dedicated to NSH 3 • Weekly goals created and backwards planned from • Identify Current families at RUA who will go to NSH 3 • Begin recruiting off bus lines

1.12 COMMUNITY INVOLVEMENT AND PARENT ENGAGEMENT (AFTER SCHOOL OPENS)

In this section:

(a) *Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?*

(b) *Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.*

(c) *Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.*

(d) *If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.*

STUDENT RECRUITMENT AFTER SCHOOL OPENS

Rocketship Public Schools operates with a robust, community-focused approach to ongoing student recruitment. We earnestly believe that all parents should have the right to choose an excellent school, and our Growth & Community Engagement team (GCE) is dedicated to year-round outreach to families of potential Rocketship students.

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We generate general awareness for our campus and the ability families have to apply through the MNPS Optional Schools Application Process with a cohesive marketing plan that is reflective of the community. We utilize social media advertising on platforms commonly used by parents such as Facebook and Instagram to drive interest to our website or enrollment hotline, and ensure that all advertising includes photography and language of students and parents that match the demographics of the areas from which our students enroll. These ongoing social media campaigns are released alongside community flyering in businesses, community centers, faith-based organizations, and after school programs. The images on these flyers and language used is, again, reflective of the families we seek to serve and ensures that parents are aware of the location of our campus and the best method for contacting our staff with questions.

In addition to the aforementioned methods of general awareness, our Growth & Community team also consists of part-time staff who serve as part of our families sub-team. These individuals, many of whom are parents of current Rocketship students themselves, respond to enrollment inquiries from families, support interested families through ongoing school tours, and conduct in-home enrollment sessions for parents who are unable to visit the campus due to work hours or a lack of access to transportation. These part-time staff members also set out tables at local community events (such as the MNPS School Choice Fair and Head Start partners facilities) where we are able to interact with parents and guardians, piquing their interest in the campus and serving as that parent or guardian's point person throughout the application and enrollment process. Part-time staff also canvas door-to-door in densely-populated neighborhoods and apartment complexes where we work with property managers to ensure that residents are made aware of what happens at Rocketship, but also at the strategically located bus stops nearby that would make our campus particularly accessible for those families. Additionally, we have begun holding community breakfasts on our current campuses, inviting Head Start Directors and apartment managers to introduce them to our schools. While these methods have proven successful for the large scale openings at both our Nashville Northeast Elementary and United Academy, they are also an ongoing function of our community work and are the foundation for our ability to continue meeting parents where they are both in their understanding of school choice and also of the options they have to apply for a seat at Rocketship (or other schools, should that be of interest to them). By identifying our families in Antioch and Cane Ridge, we have the opportunity to engage with some founding families prior to opening.

Post-opening, Rocketship Public School's primary strategy for maintaining enrollment is to ensure that current families remain engaged, committed, and satisfied with their school. In addition to all of the different touch points that families receive throughout the year (such as a Home Visit, three conferences, and ongoing invitations to school events and principal coffees), RPS collects Student Intent to Return Surveys in conjunction with Parent Satisfaction Surveys in February of each year.

By administering both surveys at the same time, we are better able to assess if there are any areas of concern that may hinder parents from enrolling their students the following year. The survey results are shared with families, then action planning commences. Principals at RPS make plans for

reacting to survey feedback by working with a voluntary group of families who want to contribute to shaping our school environment. The principal includes the leadership team as well. In past years, this has included a workshop for the annual events calendar in which parents identify what events they would like to see and partner with the school to make it happen.

In cases where families have indicated they may not return the following year, school leaders and school staff make calls and appointments with families to learn how we can better serve them. Currently, 90+% of families in Nashville state they intend to return to a Rocketship school in 2019-20. In the cases where a grade level has room to back fill, the principal and Growth and Community team immediately begins to set strategy, including collaborative canvassing efforts in some cases. Through this dual response to family feedback, we are able to mitigate day one enrollment risks and predict with high likelihood the number of students who will be in attendance as each academic year begins.

For Kindergarten recruitment, our Growth and Community Engagement team fosters and maintains strong relationships with local Head Starts and other partners. Our key Head Start partners are Susan Gray, Berry and Dudley Head Starts in South Nashville. In North Nashville, we have strong partnerships with Tom Joy, Frederick Douglass, and North Head Start. These engagements include field trips to our campus that give parents and students access to RPS school leaders and teachers. During these tours, Head Start students participate in a "mini launch" with the principal—which replicates the school-wide morning "launch" that starts our Rocketeers' day, they tour and visit the classrooms while participating in lessons, then enjoy a snack while the parents and Head Start staff engage in a Q&A. The Growth and Community team, Head Starts, and School teams begin identifying dates for these visits as early as January. During February, all schools meet during an "Internalization" meeting to confirm the dates and to draft the agenda for the Head Start visits, as well as the follow up plan for the visits, which often includes tabling at the Head Starts as well as a visit to each Head Start from the Principal. Because we have strong relationships with these Head Starts, we are very present on their campuses. Head Start staff members and our Growth and Community team work together to inform families of the visit through flyers. The Head Start tour season starts in March and ends in early May.

PARENT PARTNERSHIP

At Rocketship Public Schools, we recognize that parents are the first teachers of their children. Consequently, a strong partnership between families and schools is essential to our Rocketeers' success, and to our collective ultimate goal of eliminating the achievement gap in our lifetime. This partnership ensures that our Rocketeers thrive at school and beyond, while also ensuring that their parents can then advocate for their Rocketeers in the years to come and ensure they remain on track for college while also further transforming their home communities.

Therefore, we engage families all year long, from summer through the end of school.

Building strong relationships with our parents starts with the founding of each school. In the

months prior to opening, the founding Principal and the founding leadership team engages in a series of community meetings with families to discuss the vision of the new school and to learn of the hopes and dreams of families for their children. Additionally, there are several welcome parties for new families to celebrate their choice. Importantly, the founding leadership team also participates in home visits with founding families during pre-opening. The intent of the home visits is to build a relationship and to listen to families tell their stories about education and their own lives. By doing these home visits, the power dynamic is reversed and the dialogue becomes open, authentic, and relational. Furthermore, it is an opportunity for school leaders to learn more about the community. One of the final community meetings concludes with our parents naming the school in a manner aligned with a shared vision. Families work together in collaborative groups to create name choices, then vote. The news of the school name is then shared.

During summer and fall, our teachers conduct family home visits. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house, we are able to develop much deeper ties with our parents that carry through the school year and beyond. During the 2018-19 school year, 93% of families received a home visit by 11/30/18. Parent engagement persists throughout the school year, including at monthly coffees, community meetings, in the classroom as volunteers, at our three parent-teacher conferences, and college field trips. Many parents become leaders within the school by serving on our Parent Leadership Teams. At our California schools, parents serve on School Site Councils, which consists of a small group of voluntary families who meet with the Principal to discuss concerns and to collaborate on major decisions. A similar and more formal structure will be implemented at both Rocketship schools in Nashville in the 2019-20 school year and when we launch NSH3 in 2021-22.

In the classroom, parents volunteer with tutoring and also work with teachers to provide a variety of important supports for our schools. This past year, parents at RUA created a homework tutoring group that meets on Saturdays. The aim of this event is for parents to help other parents coach their students with homework. The idea originated from a parent at a parent coffee meeting with the school principal. This is parent power on a small, but powerful scale. Parents have also worked hard to fundraise to purchase two cupolas for the courtyard at RUA. At Rocketship, we encourage families to visit the school to enjoy lunch with their students. The cupolas make it possible for more families to do so in all weather.

PARENT PARTNERSHIP IN THE SUMMER

Summer is the time to make great impressions on families. We provide families with pertinent information, build relationships, and provide them with a sense of belonging on each campus. Additionally, this is the time of year when parents sign the Parent Compact. The Parent Compact is a document that parents sign to acknowledge that they dedicate themselves to encouraging their students to work hard, to get their students to school on time, to enforce that their children respect all people, and to ensure there is a space at home set aside for homework and study.

The following table illustrates some of our other summer experiences.

Summer Engagements with Families

Engagement	Why?	Obligations
Launch Experience and Welcome Party for New Students	Joining a new school community or attending Kindergarten for the first time can be daunting. The launch experience is to welcome families into the school community in a non-intimidating way. Less about logistics, more about building relationships.	❏ Available to new Rocketship Families ❏ Attended by teachers and school leaders.
Orientation	Orientation happens in July. The intent is to build relationships while providing key information.	All families expected to attend. Key sessions and info shared: ❏ Parent handbook ❏ Attendance and truancy expectations ❏ Parent engagement expectations ❏ Parent volunteers and the Parent role in academics ❏ Operations ❏ Parent/ teacher partnership in school culture ❏ Sign the parent compact
Beginning of the Year BBQ	This event generally happens on a Saturday in July and is intended to build relationships amongst staff and families.	❏ All Teachers and staff attend ❏ Teachers lead grade level activities
Home Visits <July through November>		Goal: 100% of families receive a home visit by December

PARENT PARTNERSHIP DURING THE YEAR

While the theme of summer structures is to inform, welcome, and initiate relationships, the theme of the meetings during the school year emphasizes parent partnership and parent power. We highly encourage all families to partner with their school and to participate in 20 hours of school events or partnership opportunities. Furthermore, as Parent Power and Parent Partnership is one of our core pillars, our teachers are evaluated on their relationships with families. Teachers are

expected to have all home visits completed by December. Additionally, teachers are accountable for creating partnership opportunities and for encouraging families to participate in school-wide partnership opportunities, such as parent-teacher conferences or community meetings. The table below illustrates "During the School" events.

During the School Year		
Engagement	**Frequency**	**Topics**
Community Meetings	At Least 4x a year	● Title I Meeting ● Literacy ● Attendance ● Science Night ● College Trips ● Parent Survey Results ● 4th Grade Middle School Fair
Home Visits	From July-December, each parent receives at least one home visit.	● The aim of this visit is for teachers and families to build a strong relationship with each other. The intent is for both stakeholders to understand each other as people, then to build a partnership from there. ● Identify volunteer opportunities
Parent Conferences	3x a year	● 3x a year, each RPS school closes down classes for two days to have parent teacher conferences. ● Parents come to the school to receive a report card and to collectively set goals for the student.
Parent Coffee	Monthly	● 1x a month, school leaders host a Parent Coffee to report school progress to families, to discuss initiatives and to field questions, feedback and concerns. ● Identify parent volunteer opportunities

Sports and Enrichment Assemblies	Throughout the year and as available.	● RPS tries to provide families with a variety of enrichment assemblies, including the Arts and Athletics (we have talent shows, plays, choir performances, art shows, basketball games, dances, soccer games) ● RPS recognizes that these experiences are required so that our Rocketeers can acquire important vocabulary and knowledge, gain robust teamwork experiences and to experience enrichment that peers in more affluent communities experience.

COMMUNITY ENGAGEMENT

Currently, Rocketship Nashville partners with Fiftyforward. The mission of Fiftyforward is to "*support, champion and enhance life for those 50 and older.*" Currently, both of our schools have adopted classroom "grandparents" who work with classroom teachers to tutor and mentor students while providing additional support.

In 2018-19, we began a new program with Vanderbilt titled ROKET (Reaching Out to Kids with Emotional Trauma). Currently, the program is available at Rocketship Nashville Northeast Elementary. It's an intensive, multi-week training for families on how to address the impact of trauma. We are hopeful that we will expand its outreach to our other schools.

Rocketship Nashville Northeast also recently hosted a day-long shoe donation event by Journeys corporate office for area community members. Rocketship firmly believes in the "community school" model, where our schools should serve to provide resources and support for our families and community-at-large.

Additionally, we partner with Tom Joy, North, Frederick Thomas, Susan Gray, Dudley and Berry Head Starts. For all Head Starts, we open our doors for field trips and offer our school to be used for a collaborative graduation ceremonies if ever they are short on space.

We are also partners with the National Alliance on Mental Illness, NAMI. We volunteer our buildings to be used for meetings while also providing a resource for families.

EXISTING ACADEMIC PLAN

Rocketship Public Schools' education program is based on a rotational model. Students rotate between three content blocks every day: Humanities, STEM, and Learning Lab. During the Learning Lab block, Rocketeers access enrichments, tutoring, project-based learning, and adaptive online learning programs. Key features of Rocketship's education program are as follows:

Content Specialization. Rocketship teachers are subject experts who specialize in either Humanities or STEM. Content specialization allows teachers to develop deeper expertise that improves student understanding of core subjects. Teachers form collaborative grade level teams that work together to develop classroom management strategies, create lesson plans, and engage parents.

Personalized Learning. Rocketship teachers lead the learning process for every child we serve, meeting students at their individual level. Independent learning, small group tutoring, project-based learning and adaptive online learning programs augment teacher-led instruction and provide valuable time for students to develop more ownership of their learning and achieve the mastery they need to advance.

Data Driven Instruction. Our carefully orchestrated combination of instructional methods is made possible through a robust assessment suite that maps precisely where students need support. This is how we ensure we are optimizing our teachers' talent and instructional time. During "Data Days", which happen once every 8-10 weeks, teachers and school leaders gather for an entire day to internalize student data and develop actionable next steps for every Rocketeer.

Social-Emotional Learning and Behavior Support. Many of our students have experienced some form of trauma. That is why our schools feature robust support systems (e.g., Kimochis, Ruler, PBIS) to promote social-emotional learning and create positive school cultures that make every effort to *keep kids in class at all times.*

Meaningful Inclusion. Rocketship is proud to serve all students in our classrooms, including a full continuum of students with special needs (mild, moderate, and severe). Students with disabilities spend up to 80% of their day in general education classrooms, while our Integrated Special Educators (ISEs) parallel teach alongside our general education teachers. Not only are students

with disabilities integrated into general education classrooms, they are consistently highlighted for their strengths and progress.

Project GLAD. Given our large population of EL students, all Rocketship teachers are trained to use Project GLAD (Guided Language Acquisition Design) strategies in addition to other best practices for EL learners. Project GLAD was developed and tested by the US department of education and supports our teachers and our school leaders in understanding the different language acquisition strategies that they infuse into their units.

Parent Engagement. Rocketship families are deeply engaged in their students' academic life and our school community. Every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house, we are able to develop much deeper ties with our parents that carry through the school year and beyond. This engagement persists throughout the school year, including at monthly coffees, community meetings, in the classroom as volunteers, regular parent-teacher communication, on college field trips, and more.

The current academic model will change to accommodate the new school in the following ways:

1. **Grades 2-4**: For our students in grades 2-4, we anticipate that many new to Rocketship students may come to us academically behind. In order to close achievement gaps, we will do the following:

    a. *Incorporate 15-20% of 3rd and 4th Grade Rocketeer Students and Families from our South Campus into the new school.* While relocating to the new campus will be solely based on parents' decisions to do so, we anticipate this occurring due to the number of families commuting from Antioch/Cane Ridge currently. By doing this, we will be better able to use peer-to-peer mixed ability groupings and accelerate learning through discussion. Additionally, experienced Rocketship parents will support new parents to help them learn how to best partner with teachers in order to accelerate student learning and build a strong school community.

    b. *Teacher Residencies:* NSH3 will partner with area universities to develop resident teachers from Nashville. Importantly, we want to work with local talent for our schools AND we want to leverage even more adults for more small group instruction in grades 2-4 for gap closing. By training teacher-residents in scripted research-based curriculum and by staying true to our coaching model, grades 2-4 students will receive even more small group instruction. We are currently in early discussions with the Relay Graduate School of Education to partner on this project.

2. **Experienced Staff:** RPS will have the opportunity to send current or incubated Nashville RPS staff to the new school. Our academic program is even stronger when implemented by teachers and school leaders who have a high level of expertise in its implementation. Additionally, new staff are able to accelerate their execution of our core program as there will be strong exemplars to learn from.

3. **Changes in English Language Learner (EL) Programming:** In 2017-18, RPS in Nashville made significant changes in its approach to EL instruction. The change was in response to an understanding that we had to do better for our EL students. We hired a Director of EL education for our Nashville schools. In addition to this hiring, each school hired EL instructors who explicitly pull students for services. Additionally, RPS began hiring one Humanities teacher per grade level who is EL certified. Different from our original application, RPS Nashville does not use the CELDT assessment for screening and assessing EL students.Like other schools in MNPS, we use the WiDa Access Assessment and our students are screened through the MNPS Office of English Language Learners.

1.14 PERFORMANCE MANAGEMENT (FOR EXISTING OPERATORS)

In this section:

(a)   If different than the original application, describe any mission-specific educational goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.

(b)   Explain how the organization will measure and evaluate academic progress of individual schools within your network throughout the school year.

(c)   Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

(d)   Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals?

(e)   Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

EDUCATIONAL GOALS

Our goals remain consistent with our original application. To summarize, in accordance with Rocketship's mission, our long-term academic achievement goal is for all students to graduate from Rocketship at or above grade level. Our achievement goals include the following:

- Rocketship will meet or exceed the average achievement for schools in the same geographic area on the state mandated achievement assessments (i.e. TCAP) and the TVAAS.

- All Rocketship students, including all subpopulations (i.e. English Learners, students with special needs) will demonstrate at least 1.5 years of growth towards grade-level proficiency in reading and language arts, as measured by the Northwest Evaluation Association (NWEA) benchmark assessments (administered three times per year).

- All Rocketship students, including all subpopulations, will demonstrate at least 1.5 years of

growth towards grade-level proficiency in mathematics, as measured by the NWEA benchmark assessments.

MEASURING ACADEMIC PROGRESS

Rocketship has developed a series of academic metrics, which include annual and interim goals, by creating network health dashboards to push us toward greater internal accountability and ensure that each individual school within the network is on track to meet our mission. These dashboards are reviewed by our centralized Achievement and Analytics teams in conjunction with school leaders and teachers. The data reviewed includes state standardized tests, national tests, and internal benchmark assessments. In addition to the National Dashboard, both the Director of Schools and the Manager of Achievement of RPS in Tennessee create additional dashboards that are specific to the region.

RESPONSE TO UNDERPERFORMANCE

As described in our original application (see pp. 12-14), Rocketship has a robust Response to Intervention (RTI) program to serve individual students who fall short of achievement expectations. RTI is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. Consistent with TN state requirements and our other existing schools, we will employ RTI at Rocketship to assist students at the individual level. There are seven essential components:

1. Universal Screening: a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short-or long-term outcomes.
2. Multiple Tiers of Support: the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need.
3. Evidence-Based Interventions: the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented.
4. Ongoing Progress Monitoring: the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall.
5. Data-Based Decision Making: the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.
6. Treatment Integrity: the systematic monitoring of the implementation of interventions in

order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making.

7. Problem Solving: the dynamic and systematic process that guides the school team's behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcomes of the plan.

If a classroom falls below student achievement expectations over the course of a data-cycle (8 weeks for Reading, 4-5 weeks for Math, by Trimester for NWEA MAP), RPS School Leaders immediately work with teachers to identify the sources of the gaps, co-create a data-action plan, and a coaching plan with academic and teacher execution goals. Following the planning phase, Assistant Principals and Principals prioritize coaching in that particular classroom while also monitoring student outcomes on a weekly basis. Additionally, there is an increase in the frequency of student work review meetings. In the case that a teacher does not execute on the Coaching and Data Action Plan, we create a discussion log that may lead to a PIP.

If our school falls below student achievement expectations, we would take immediate corrective action, including working with the district and state where possible. Technical measures that we would take would include, but not be limited to:

- Perform a gap analysis to identify specific areas of deficiency;
- Consult with Rocketship staff members, parents, and the Rocketship Board of Directors to develop a targeted corrective action plan;
- Reserve funds for additional professional development;
- Consider implementing new or revised academic curricula to address specific deficiencies;
- Consider restructuring or replacing certain Rocketship staff.

MONITORING PERFORMANCE

Rocketship monitors portfolio performance using a network health dashboard. This dashboard monitors the health of our schools across a number of dimensions, including: student achievement, staff satisfaction, and staff retention. We also have quarterly data reviews to review in detail the performance of each school, recommend next steps for each school, and determine the appropriate network-level support for each campus. If the network fails to reach our goals, we would reevaluate our organizational resources and priorities to ensure our schools have the direction and staffing needed to accomplish our goals. We would also re-evaluate our growth plans.

DECISION TO GROW

We assess our readiness to grow through our greenlighting process. To greenlight a new school, we apply rigorous standards to evaluate network-wide readiness, which includes the overall health of the network as measured by our existing schools' performance and the network support

team's capacity to support growth, community support, financial commitments, affordable and safe facilities, and an identified school leader capable of founding a new school. If these conditions are not satisfied, our Senior Leadership Team and Board of Directors will not greenlight a new school or region. We have demonstrated through our past greenlighting decisions that we are willing to modify our growth plans to ensure quality consistent with quantity.

2.11 NETWORK VISION, GROWTH PLAN, & CAPACITY (FOR EXISTING OPERATORS)

In this section:

(a)   *Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.*

(b)   *If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.*

(c)   *Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.*

(d)   *If applicable, list any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.*

(e)   *Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.*

(f)   *Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.*

(g)   *If you have already identified a charter school facility, indicate the location (including street address and school zone). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and acquisition.*

(h)   *Provide, as **Attachment L**, the organization's most recent annual report.*

There is a significant and growing gap in student achievement in our country. It's a gap between ethnic groups, between income levels, even between neighboring communities in the same city. Ultimately, the achievement gap affects us all.

The achievement gap is bigger than grades and standardized tests. It affects dropout rates, college graduation, employment, lifetime earnings, and quality of living. And it's a perpetual cycle, persisting for generation after generation in the same community.

At Rocketship Public Schools we are driven by our vision to eliminate the achievement gap in our lifetime, which requires scaling our model.

5 YEAR GROWTH PLAN

When we entered Nashville, it had few elementary charter schools despite being located in a state that is one of the leadings states in education reform. While the overall performance of the elementary tier in Nashville has not historically been a huge community concern (like the performance of the other tier levels), the reality is that high-quality elementary schools in Nashville are primarily concentrated in more affluent neighborhoods and not consistently available to all families, especially those living in low-income communities. Over the next five years, we will grow Nashville and our other existing regions to catalyze change and look toward new regions to serve where there is need for high-quality public elementary school options in high-need communities.

Our impact strategy is not just about the number of Rocketship schools we open and high-quality seats we offer. We aim to catalyze parent-led movements for education equity and excellence in historically underserved communities. Communities like South Nashville. By engaging parents from the moment their child begins their formal education in elementary school, we build lifelong parent advocates who become champions for their child's education, hold leaders accountable, and enable high-quality public schools (both district and charter) to thrive.

In every community we enter, we have identified need and demand for high-quality public school options. We start by examining the size and severity of the achievement gap. Specifically, we look at the overall size and growth of economically disadvantaged students, minority populations, English Learners, and students with disabilities. We then evaluate local elementary school performance in ELA and math overall and for these subgroups to identify where there is a need for high-quality school choice. We also examine tailored metrics that reflect issues with which local communities are grappling like overcrowding in certain geographic pockets of Nashville schools. Key to this process is our focus on family and community engagement to ensure that we are entering areas where there is a demand for high-quality school choice and that we are meeting the unique needs of each community that we serve.

Over the past five years, Rocketship has opened new schools each year, often across multiple regions. This most recent year, Rocketship opened its thirteenth school in California and its second school in Milwaukee. The growth plan shown below is consistent with our track record of opening new schools each year.

For Nashville and Tennessee, Rocketship Public Schools distinguishes itself from other charter operators in the region. We open our schools large, typically with all or nearly all grade levels in Year 1. We unapologetically believe that high-quality school options must exist for **all** elementary students on the day of a school's initial opening -- that the school does not exist just for Kinder and 1st grade students. In many ways, charter operators that open with only K-1 are in the business of "achievement gap prevention." At Rocketship, we are in the business of closing the achievement gap, which means we accept second, third and fourth graders knowing that there are academic deficits. It is our moral obligation to do so. To the credit of our teachers, parents and school leaders, both of our TN schools receive scores of TVAAS 5— evidence that we are closing the achievement gap. What's more, we work with families to identify high-quality middle-schools for

their students to ensure that the gaps keep being closed until the student is college ready. Below is a table of our 5-year Growth Plan for TN:

	2020-21	2021-22	2022-23	2023-24	2024-25
Nashville: Number of Schools	2	3	4	4	4
Nashville: Number of Students Enrolled	1,100	1,556	2,142	2,196	2,220
TBD TN City: Number Of Schools				1	1
TBD TN City: Number of Enrolled Students				456	506

In addition to growing our impact in Tennessee from two schools to five schools by the 2024-25 school year, Rocketship Public Schools will be opening two new high-performing elementary schools in underserved communities in Washington D.C. where we already operate two schools. While there is considerable need and demand for high-quality public school options in Washington D.C., the availability of school facilities is a key constraint to our growth plan in the nation's capital. Rocketship's expansion in D.C. is led by our D.C. Regional Team and does not interfere with the work of our Tennessee Regional Team. In fact, our D.C. network has been an important incubator for talent in both sharing best practices as well transferring top talent to Tennessee. In addition to continuing to support academic excellence across all schools in current Rocketship regions, we are working to launch a fifth region in 2021. This new region will be supported by a new regional leadership team that is independent from the team leading our network of schools in Tennessee.

ORGANIZATIONAL CAPACITY

Rocketship has demonstrated organizational capacity to open and operate high-quality schools in Tennessee as evidenced by the successful launch of our first two schools, Rocketship Nashville Northeast Elementary and Rocketship United Academy. In less than two years Rocketship implemented its model with high fidelity at two schools serving nearly 900 students. After four years of operation, nearly 1,000 students are being served. Both of our schools received an overall

TVAAS score of 5 last year, and RUA has been designated a "Reward School" by the state of Tennessee.

In Nashville, we have established a local regional team consisting of a full-time Director of Schools, Manager of Achievement, Regional Director of Operations, Associate Director of Integrated Special Education, and Associate of Family and Community Engagement. Additionally, we have a talent recruiter dedicated to the region. We are confident that we have the right regional team in place to launch our next school in Nashville. **Descriptions below:**

Director of Schools: In addition to managing the Regional Team, the Director of Schools of Tennessee manages and develops the Principals at all RPS schools in Tennessee. The director is responsible for ensuring the RPS model is working with fidelity at our campuses and for ensuring the schools are functioning at a high-level.
Regional Director of Operations (RDO): The Regional Director of Operations is responsible for organizing and managing region-wide systems, services and business relationships , such as transportation. The RDO oversees that all schools meet their safety requirements via weekly and quarterly walkthroughs, provides PD and consulting to building level Business Operations Managers, co-plans opening and closing procedures, and works with MNPS on compliance.
Family and Community Engagement Associate: The Family and Community Engagement Associate is responsible for leading new family recruitment and community mobilizing efforts for new Rocketship schools; managing and coaching a team of family recruiters and interns in results-driven campaigns; developing key relationships and mobilizing community efforts in targeted areas of growth; and coordinating with school leaders in the recruitment, retention, engagement, and support of our students and families.
Manager of Achievement: The Manager of Achievement builds instructional staff capacity and elevates students achievement in the region balancing consistency across Rocketship Public Schools with the unique needs of each school and region. Additionally, the TN Manager of Achievement oversees all ELL PD, the coaching of ELL coaches, and ELL compliance.

Over the next few years, we will continue to invest in organizational systems, processes, and sustainability to further our regional capacity. This will enable Rocketship to efficiently and cost-effectively scale our operations within and across regions while maintaining the high level of academic achievement and operational efficiency that defines our schools and our network.

LESSONS LEARNED

GREENLIGHTING NEW REGIONS

Six years ago, we launched our first school outside of California in Milwaukee. Although we were successful in replicating the academic success and culture of our California schools in Milwaukee, we learned that there are unique challenges in each new region. In Milwaukee, we learned that a comprehensive understanding of unwritten community expectations and norms along with funding and regulatory structures is essential to open and sustain an excellent school. In addition, while our initial research of the Milwaukee expansion was sufficient to allow us to open a successful school, we realized in retrospect that there were many questions we didn't know enough about to ask before we made the decision to expand to Milwaukee. We immediately applied these lessons to our regional greenlighting process and have built the team, tools and systems to ensure that we are ready for the specific requirements and challenges of every region we open.

SYSTEMS & PROCESSES

We continue to build on this momentum, creating innovative solutions to drive efficiency throughout the organization. Key initiatives in this area include building robust playbooks for school and regional startup, further integrating tech systems to drive efficient, meaningful application of data and clearly articulating roles and decision rights across the organization. In addition, each individual function continues to automate, optimize and codify its practices as we grow, becoming increasingly efficient and effective at opening and operating high quality schools. To reap the benefits of being a network, Rocketship must create common systems and processes that can be leveraged across schools and regions. We initially underinvested in this area, attempting to simultaneously execute and optimize while running extremely lean operations. In recent years, however, we have more clearly recognized the need for upfront investment to create the systems and processes that will serve our network for years to come and have begun to put these in place.

TALENT

We have learned that the most significant barrier to opening new schools is the availability to cultivate high-quality talent for leadership positions at our schools. In order to mitigate this issue, Rocketship has created the Rising Leaders Program, which is a multi-year pathway for promising teachers to learn, practice, and refine leadership skills, all while internalizing the Rocketship Public School Model.

Organizationally, we also learned that consistent leaders and teachers are a bare requirement if a school is going to be successful. RPS invested heavily in moving a full-time talent recruiter to Tennessee to work with Principals. Because the talent recruiter has close ties and personal relationships with the principal, he is able to understand their needs and vision. This allows for creating the right match. We are happy to note that as of 3/29, all School Leadership teams are returning for 2019-20. Additionally, there are only two- teachers across Rocketship Nashville that are leaving. One of them is staying in the organization while the other teacher is exploring other options.

Another lesson learned concerns the importance of having leadership and faculty members that have local context. A pre-existing relationship working with a local authorizer and other stakeholders in a city or district is hugely valuable when opening new schools or replicating the model within a city.

LESSONS LEARNED IN TENNESSEE

For a detailed discussion of lessons learned at RUA, our existing school in south Nashville, please see "Consistently High Performing Schools" in Section 4.1.

At our North Campus, Rocketship Nashville Northeast, we have learned additional lessons in regards to operating in Tennessee that are different than the ones described in Section 4.1. The first lesson was for us to realize how important it is to work with the Charter Office of MNPS. There were two situations that could have been avoided if we just partnered and were more communicative with the office . One situation involved a student receiving Exceptional Education Services. If we had reached out to discuss the situation and context, many misunderstandings could have been avoided. This is covered more in Section K.

Another situation that could have been avoided with stronger communication with MNPS involved ELL scheduling and services. The state conducted a walkthrough of one of our campuses and found a few concerns with our scheduling of ELL services. If we had been more proactive and understanding of the requirements, we could have avoided some missteps. On our side, our students would have been better served if we had partnered with the Charter Office and the Office of English Language Learning. Since then, we have hired a Manager of Achievement who has 20% of her time dedicated to ELL. She maintains great communications to MNPS and always asks questions.

SUMMARY

Since 2006, Rocketship has grown to open new schools serving thousands of students with multiple authorizers. Students at our schools consistently show greater academic readiness than their peers at local and state schools. As of the writing of this application Rocketship operates 19 schools in four states. Nevertheless, replication is not without its challenges and our team has learned important lessons that will inform practices during the opening of this school.

KEY RISKS

Two of the greatest anticipated risks and challenges to achieving our desired outcomes are talent and facilities.

With teacher shortages across the country, identifying high-quality teachers and school leaders is a challenge most school systems are currently grappling with. To fill these positions, we have needed to recruit heavily from out-of-state. . We would like to change this. Recruiting teachers from out-of-state not only poses challenges related to navigating certification issues and reciprocity, but also means that our teacher tenure is shorter as many ultimately leave to return to their home states. We want to invest more deeply in identifying and developing local talent by creating a Teacher Internship Program. It is our hope that by acquiring talent from Tennessee and committing to Tennessee talent development, our teachers will stay with us longer and have even deeper connections to the communities we serve.
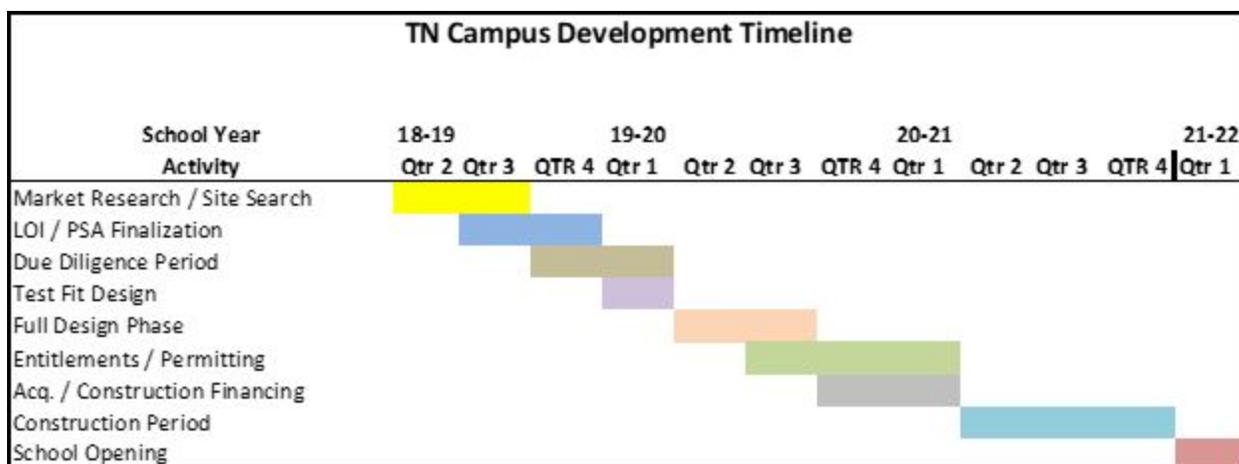
The second challenge we face is identifying and acquiring suitable facilities. This is, understandably, one of the most significant challenges that all charter schools face across the country. Not only is there high demand for a small number of existing school facilities, but local zoning and development processes can make new construction or major renovations highly complicated with a long timeline. Rocketship is poised to successfully address the facilities challenge due to our collective experience and a deliberate new region startup timeline.

As we continue our national growth, we will build on our experience through the successful development of fourteen construction projects for schools in California, Milwaukee, Washington, D.C., plus two facilities in Nashville. This experience will be useful as we begin to analyze the real estate market in our target neighborhoods in Nashville and identify whether we will acquire existing facilities or begin the new-construction process. Additionally, Rocketship has developed a relationship with the Turner Impact Capital (formerly known as the Canyon-Agassi Charter School Facilities Fund), and may work with them again to develop facilities for this proposed charter school.

FACILITIES PLAN

Rocketship intends to open its campus in or near the targeted communities noted herein. Below are additional details about the site search, development partnerships and financing experience of Rocketship and its partners and affiliates, along with a typical timeline of activities over a 19 month period. The chart includes the timeline for typical new construction as well as entitlements, use permits and building permits; targeting school opening for the 21-22 school year.

TN Campus Development Timeline

School Year	18-19			19-20				20-21				21-22
Activity	Qtr 2	Qtr 3	QTR 4	Qtr 1	Qtr 2	Qtr 3	QTR 4	Qtr 1	Qtr 2	Qtr 3	QTR 4	Qtr 1
Market Research / Site Search	███	███										
LOI / PSA Finalization		███	███									
Due Diligence Period			███	███								
Test Fit Design				███								
Full Design Phase					███	███						
Entitlements / Permitting							███	███				
Acq. / Construction Financing								███	███			
Construction Period										███	███	
School Opening												███

Site Search and Development Plan. Rocketship conducts a rigorous facilities acquisition process to open its campuses. Historically, this process has resulted in working with Launchpad Development Company (Launchpad), or other highly qualified partner developers.   Launchpad has a solid track record of opening campuses in Nashville for Rocketship with the Turner Agassi Charter School Facilities Fund and Turner Impact Capital (TIC) to acquire land and build / finance Rocketship's campuses. Launchpad and TIC have developed and delivered two (2) campuses for Rocketship schools in Nashville, Northeast Nashville Elementary School in 2014, and United Academy in 2015, with a highly qualified team of local architects and contractors.

Rocketship budgets Facility Expenses based on lease payments determined by its real estate development partners based on the cost of each project. Both the Project Budget and the resulting Facility Expense are finalized and agreed to by all parties prior to project financing, and memorialized by an industry-standard lease document. The Facility Expense is comprised of normal and customary components of market rents including; project costs, property management fees, taxes, insurance, and reserves for replacement of capital items. This methodology results in market-based rents for Rocketship.

Financing Plan. Launchpad's and TIC's financing plans for the development of the new schools and sites is typically one of three main options listed below. With the financing options listed below, Launchpad has been able to complete all of its projects for Rocketship on time and within the approved project budget.
- New Market Tax Credits,
- Bridge financing during the development and construction periods that will be taken out by tax exempt bond financing once the project is complete and has opened, or
- Tax Exempt Bond financing.

Launchpad successfully financed four of the twelve permanent Rocketship campus projects in the Bay Area with New Market Tax Credits, followed by refinance using long term tax exempt bonds. One project financed with short term private bank financing that was ultimately refinanced with bonds, and seven with long term bonds in the pre-construction phase of the campuses. These transactions have resulted in the increased interest of local and national lenders as well as capital markets investors, providing confidence in the ability to finance the construction of new Rocketship schools moving forward.

In this section:

(a)   Identify the organization's leadership team and their specific roles and responsibilities.

(b)   Provide, as Attachment M, the organization charts for Year 1 network as a whole

(including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider's role in the organizational structure of the school.

(c)   Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).

All Rocketship Education Tennessee schools authorized by MNPS will be governed by Rocketship Education's (RSED) Board of Directors and will benefit from the support of the Rocketship Education Network Support Team (NEST), as further described below. The NEST is overseen by a Senior Leadership Team (SLT), as described below:

SENIOR LEADERSHIP TEAM

Preston Smith: Preston Smith co-founded Rocketship in 2006. He has held numerous roles at Rocketship, including teacher, principal, Director of Schools, and Chief Achievement Officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment. In 2013, he was named CEO. Prior to Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Preston is a proud Rocketeer parent of Zeke and Phoenix who attend Rocketship Fuerza Community Prep. He earned his Master in Educational Leadership from San Jose State University and graduated from University of North Carolina at Chapel Hill with a degree in Latin American Studies, Phi Beta Kappa.

Keysha Bailey: Chief Financial Officer. Ms. Bailey joined Rocketship on January 23, 2017 as its Chief Financial Officer, managing the Business teams - Accounting, Financial Planning, Real Estate,

HR/Benefits Management and Legal divisions of the organization. Ms. Bailey was most recently a Consultant focused on advising corporations on strategic finance and real estate matters. Additionally, Ms. Bailey has served as a Board Member and Secretary/Treasurer for Envision Schools in California, a network of charter schools currently operating 4 schools in San Francisco, Oakland and Hayward, CA.

Prior to Envision Schools, Ms. Bailey was Vice President, Asset Management with Prudential Real Estate Investors. In this capacity, Ms. Bailey led the strategy for over $2 billion in commercial real estate investments including operations, development and joint ventures. Prior to Prudential, Ms. Bailey was the President of a Colorado-based construction enterprise, with a focus on resort based development.   Ms. Bailey was also Vice President in Investment Banking with J.P. Morgan in New York. During this time, Ms. Bailey raised over $10 billion in the public debt markets for real estate, energy, and diversified corporate clients. While at J.P. Morgan, her experience included derivative structuring and mergers and acquisitions. Ms. Bailey earned her BA in economics from Princeton University and an MBA in Finance from the Wharton School, University of Pennsylvania.

Lynn Liao: Chief Programs Officer. Ms. Liao is responsible for educational model design, curriculum development, talent management (including HR responsibilities for talent searches at all levels of the organization), leadership development, and recruitment and selection. Ms. Liao has led Rocketship's flexible model pilot program and the successful roll-out in school year 2013-14.

Ms. Liao joined Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Broad Residents, 90% who remain in K-12 education. She most recently served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center's network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance reforms.

Prior to joining The Broad Center, Ms. Liao served as a director at The Broad Foundation and was responsible for the Foundation's portfolio of investments in district and national principal leadership programs. She also served as the Foundation's liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring. Ms. Liao has a bachelor's degree in political economy from the University of California, Berkeley and an M.B.A. and master's degree in education from Stanford University.

Cheye Calvo: Chief Growth and Community Engagement Officer (formerly known as Growth & Policy). Mr. Calvo leads Rocketship's growth and community engagement team that partners with communities, stakeholders, parents, and families to grow and support Rocketship's network of highly successful public elementary charter schools. Mr. Calvo joins Rocketship after seven years with The SEED Foundation where, as chief expansion officer, he worked with communities across the country to explore innovative educational options for underserved students and opened and sustained urban, public college-preparatory boarding schools. Prior to SEED, Mr. Calvo worked for multiple state associations, most notably the National Conference of State Legislatures, where he served as a policy expert and directed federal affairs on a diverse array of issues impacting

states and communities. Early in his career, Mr. Calvo worked for the County Council in his native Prince George's County, Maryland.

From 2004 to 2015, Mr. Calvo served as the six-time elected mayor of the town of Berwyn Heights, Maryland, just outside of Washington, D.C. Mr. Calvo has a B.A. History and M.A History from the University of Wyoming.

Carolyn Davies Lynch: Vice President, Operations. Ms. Lynch leads Rocketship's work defining organizational strategy and building scalable systems supporting growth. She previously ran Rocketship's Operations function. Ms. Lynch came to Rocketship from The Boston Consulting Group, where she led strategic work for organizations ranging from school districts to multinational corporations. Her family drives her passion for education reform, as her mother comes from a long line of educators and her father was first in his family to attend college. Ms. Lynch has a Master of Education and a Master of Business Administration from Stanford University.

Christopher Murphy: Vice President, Marketing and Communications. Mr. Murphy is responsible for overseeing strategic communications, media relations, public information, fundraising and marketing at Rocketship. He spent the first decade of his career as a Strategic Planner for the world's top creative advertising agencies, building marketing strategies for blue-chip brands, national nonprofits, and global foundations. His work was recognized with five EFFIEs - the industry's top honor for marketing effectiveness. In 2009, Mr. Murphy left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. He went on to lead marketing and development for the East Africa based pioneering social enterprise Living Goods. He later headed up brand marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a $30 million national PSA campaign. Mr. Murphy holds a B.S. in Marketing and Cultural Studies from the University of Minnesota and attended graduate school at the Newhouse School of Public Communications at Syracuse University.

REGIONAL LEADERSHIP TEAM

James Robinson: James Robinson is the Director of Schools for Rocketship Public Schools in Tennessee. Prior to becoming the Director of Schools, James Robinson founded Rocketship United Academy in Nashville in 2015. Under his leadership, Rocketship United consistently made double-digit leaps in proficiency on the Nationally Normed NWEA MAP Assessment. United also became the first new Rocketship region school to join the top quartile of all Rocketship schools in 2018 for its MAP performance. In a short amount of time, United has made double-digit gains in proficiency on TN READY for ELA and scored high on TVAAS, averaging 1.4 years of growth in a single school year.

Prior to serving as a Founding Principal in Nashville, James was an Assistant Principal at Rocketship Mosaic in San Jose, California. While at Mosaic, Robinson managed, coached and led the Special Education team, the Learning Lab and the 2nd and 3rd grade teams. Additionally, Mr. Robinson co-led professional development for guided reading, school culture and reading comprehension.

Before joining Rocketship, Mr. Robinson was selected for the CSP Leadership Fellowship in Minneapolis, MN. As a Leadership Fellow, James designed a school, conducted market research to identify a neighborhood to build a school and also consulted for the Harvest Network of Schools. Prior to being a fellow, James was a founding teacher at Uncommon Schools Rochester Prep.

Kat Powers: Nashville Manager of Achievement. Kat Powers started her career in education in 2008 teaching elementary school. After teaching for five years, Kat coached and designed the scope and sequence of programming for beginning teachers with Teacher For America Nashville. Kat came to Rocketship Nashville in 2017, joining the team as our ELL Program Manager and this year has taken on the role of Regional Achievement Manager, supporting school leaders in EL and academic support. Kat Powers earned her Bachelors of Science in Elementary Education from Montana State University - Billings and her Masters in Educational Leadership from Lipscomb.

Stefanie Bundy is the Regional Director of Operations. Mrs. Bundy started her career in education in 2013 with Success Academy Charter Schools in New York City. After working as the Business Operations Manager for one of their schools in Brooklyn for two years, Stefanie joined Rocketship as the founding Business Operations Manager at Rocketship United Academy. In 2017, Stefanie joined the regional team, and is now the Regional Director of Operations. She is a coach for the Operations teams at our two Nashville campuses, as well as a network wide partner in advancing operational excellence across all of our 19 schools nationwide. Stefanie Bundy earned her Bachelors of Science in Human and Organizational Development- with a focus in International Leadership & Development- from Vanderbilt University.

SUPPORT SERVICES

As we continue to expand our network and reach nationwide, Rocketship has focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have worked to develop and consistently apply functional expertise in each of the areas that comprise the complexity of school management.

Rocketship is focused on easing the administrative burden of our schools so they can focus exclusively on instruction and student achievement. We do this by centralizing a full range of school services (see list below). To cover the cost of these services each school pays a 15% network support fee, much like a District supports the operations of the schools it supports. In addition, our Achievement Team and our Schools Team are part of Rocketship's centralized Network Support Team. Those teams are charged with developing the instructional vision, supports, mentoring, and professional development of our school leaders and teachers across all schools.

The current support that the Rocketship network support team provides includes the following:

- High-quality support via centralized Schools Team and Achievement Team to increase student achievement (i.e. planning and designing instructional materials and resources; creating academic visions and goals; coaching of school leaders and teachers; guiding the data analysis process; facilitating professional development for teachers and school leaders)
- Talent management (i.e. recruitment; teacher and school leader pipeline development)

- Growth/policy (i.e. government relations; supervising community outreach and parent involvement)
- Finance (i.e. financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (i.e. project management; cross-functional facilitation; devising systems for operational issues;)
- Facilities (i.e. site location, design, permitting, entitlements)
- Legal (i.e. compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (i.e. hiring, infrastructure, employment issues, benefits, compliance)
- Operations (i.e. coordinating with service providers; developing and managing systems)
- Communications (i.e. marketing and public relations)

These critical support services are comprehensive and support many academic and most non-academic obligations under state law, charter petitions, and memorandum of understandings established with authorizers.

To replicate our regional model and grow our impact as a network, we must also be financially sustainable as an organization. We believe that high quality, financially sustainable public schools are not just possible, but are necessary to close the achievement gap. A reliance on philanthropy that supports ongoing operations would limit the number of students and families that could be served. The first region Rocketship launched in San Jose achieved regional sustainability in 2013 -- meaning our eight schools in San Jose operated solely on public revenue. As Rocketship builds toward network-wide sustainability, our sustainable operating model already relies on financially sustainable individual schools. Of these funds for centralized effort, one-third supports the localized, on-the-ground, region-specific work of each functional team, such as managing and coaching school leaders, building local relationships and supporting school compliance and operations.

While each region requires startup philanthropy to cover upfront costs, after about five years and eight schools, this regional work can be completely sustained by public funds. The Bay Area region reached this point of regional sustainability in 2013-14 and we expect other regions to follow suit as they grow. The other two-thirds of centralized funding supports our national work of innovating on our instructional and operational models, supporting network growth and providing schools with intensive back-office support ranging from talent recruiting and development to finance and legal work.

DECISION-MAKING

Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions.

Function	Network Decision-Making	Regional and School Decision-Making

Performance Goals	Goals are set at Regional Network level and reflect RPS goals	Provide input into goal planning
Curriculum	Curriculum is Common Core-aligned	Regional and School leaders may adopt content for local standards. They provide feedback and refinement.
Professional Development	Creates PD programming for schools	Executes PD and plans additional school-level PD
Data Management and Interim Assessments	RPS systems are provided to school, NEST helps consolidate data and assessments	Participates in data cycles and actively manages data
Promotion Criteria	Set by national team	Makes determination for individual students
Culture	Some network-wide cultural elements exist	Schools responsible for creating and fostering a positive school culture
Budgeting, Finance, and Accounting	Generated by national office	School leaders manage school budget with guidance from national office
Student Recruitment	Provides strategy guidance, collateral, personnel resources	Hosts events for prospective students and families
School Staff Recruitment and Hiring	Shared between national office and individual schools	Shared between national office and individual schools
H/R Services (payroll, benefits, etc.)	National office provides all services	Communicates H/R changes to national office and MNPS

	Conducted by national and regional staff	
Development/ Fundraising	Conducted by national and regional staff	
Community Relations	Regional staff primarily responsible	Schools responsible for connecting with parents and nearest stakeholders
I/T	National office primarily responsible	

Function	Network Decision-Making	School Decision-Making
Facilities Management	National office provides support	Schools are equipped with a Business Operations Manager
Vendor Management / Procurement	National office provides most support	Schools provide input and some selection criteria
Other operational services, if applicable	National office provides personalized learning model, data management, and supports implementation	Executes RPS model, contributes to ongoing refinement process

2.13 NETWORK GOVERNANCE (FOR EXISTING OPERATORS)

a)   *As applicable, describe the governance structure at the network level and how that relates to the individual school.*

○   *Will each school/campus have an independent governing board, or will there be a single network level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.*

b)   *Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.*

c)   *Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).*

GOVERNANCE

Rocketship Education, Inc. has a single, network-level governing board that governs all schools in Tennessee. Additionally, the Rocketship Education Board of Directors has created Rocketship Education Tennessee LLC ("Rocketship TN"), a non-profit limited liability corporation formed under Tennessee law. Rocketship Education, Inc. is the sole member of Rocketship TN. Rocketship TN is comprised of a Board of Managers that is authorized to conduct certain specified actions on behalf of Rocketship TN. These actions include the following:

- Approve the annual Tennessee regional budget, fundraising events, and grant writing for Tennessee schools.
- Approve the enrollment and grade-level configuration for schools operating in Tennessee.
- Approve strategic growth plans, expansion, and greenlighting of new schools in Tennessee.
- Participate in dispute resolution resulting from legal actions.
- Monitor Rocketship schools in Tennessee to ensure each school is meeting the expectations and mission of the charter.
- Monitor the fiscal solvency of the Rocketship schools operating in Tennessee.
- Participate in the trainings on governance, leadership, strategic planning, and other corporate matters.
- Increase public awareness of and fundraising on behalf of Rocketship TN.

BOARD

Rocketship's Bylaws state that the Board must consist of at least three (3) and up to twenty-five (25) members. Board members serve for staggered terms of two years. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once.

The Board will be comprised of the following individual officers:

- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary.

The Board will meet on a regular basis in accordance with the Bylaws. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

New directors will be elected as defined in the Bylaws.

The Board will be responsible for Rocketship's operation and fiscal affairs, including but not limited to:

- Adopting policies that offer guidance and interpretation of the charter policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget plans;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Monitoring overall student performance;
- Monitoring Rocketship's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring Rocketship's fiscal solvency;
- Participation in Rocketship's annual independent fiscal audit;
- Increasing public awareness of Rocketship.

Qualifications of current and future board members include:

- Academic expertise, including subject and professional development knowledge in Literacy and Math
- Significant involvement in the communities served by Rocketship
- Operation of charter schools
- Real estate, legal, and financial expertise
- Fundraising ability

The Rocketship Education Board of Directors is comprised of members with expertise in various operational areas, including corporate governance, academics, and financial management. The addition of the Rocketship TN board adds a layer of expertise about, and connection to, the

Tennessee community. Furthermore, this structure ensures that all Rocketship schools in Tennessee operate under the oversight of two governing entities.

As described above, individual schools are vested with a number of decision-making responsibilities to ensure that the schools maintain ownership of their particular interests in certain operational areas. The Rocketship Education board provides higher-level oversight and decision-making. The Rocketship TN board provides valuable insights into the needs of the local communities that we serve.

The charter will be held by the existing Rocketship Education Board of Directors.

As the Board of Directors has governed the Rocketship schools in Nashville since 2014, Rocketship does not believe that any changes at the Board level are necessary. However, as described above, our Nashville schools now benefit from additional oversight and guidance from the local Rocketship TN board. The Bylaws of both our national and local board are included.

2.14 CHARTER SCHOOL MANAGEMENT CONTRACTS (FOR EXISTING OPERATORS, IF APPLICABLE)

If the proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information as Attachment N:
(a)   An explanation of how and why the CMO was selected;
(b)   A term sheet setting forth the proposed duration of the contract; roles and responsibilities of
the school governing board, the school staff, and the service provider; scope of services and resources to
be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
(c)   A draft of the proposed management contract;
(d)   Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
(e)   Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.

Not applicable.

2.15 PERSONNEL/HUMAN CAPITAL - NETWORK-WIDE STAFFING PROJECTIONS (FOR EXISTING OPERATORS)

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add

functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

Rocketship TN	Year 1 (2021-22)	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	3	4	5	6	6
Number of middle schools	-	-	-	-	-
Number of high schools	-	-	-	-	-
Total schools	3	4	5	6	6
Student enrollment	1,556	2,142	2652	2726	2726

Management Organization Positions - Rocketship TN	Year 1 (2021-22)	Year 2	Year 3	Year 4	Year 5
Director of Schools	1	1	1	1	1
Director of Development	-	-	1	1	1
Director of Operations	1	1	1	1	1
Manager of Regional Achievement	1	1	2	2	2
Associate Director of ISE	1	1	1	1	1
Community Engagement Associate	1	1	1	1	1
Data Specialist / Registrar	1	1	1	1	1
Manager, Psychological and Social Emotional Services	1	1	1	1	1
Speech-Language Pathologist	2	2	3	3	3
Total back-office FTEs	9	9	12	12	12

Elementary School Staff - Rocketship TN	Year 1 (2021-22)	Year 2	Year 3	Year 4	Year 5
Principals	3.5	4.5	5.5	6	6
Assistant Principals	6	8	10	12	12
Business Operations Manager	3.5	4.5	5.5	6	6
Office Manager	3.5	4.5	5.5	6	6
Classroom Teachers (Core Subjects)	44	58	73	88	90
Classroom Teachers (Specials) - EL					

|					
Para-professionals	**4**	**5**	**6**	**7**	**6**
Tutors	15	20	25	30	31
Integrated Special Education Teachers	5	7	9	11	11
Enrichment Coordinators	6	8	10	12	12
Teacher Aides and Assistants	5	8	11	14	15
School Operations Support Staff	15.5	20.3	25.4	30.8	31.8
Total FTEs at elementary schools	**111**	**147.8**	**185.9**	**222.8**	**226.8**

2.16 PERSONNEL/HUMAN CAPITAL - STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION (FOR EXISTING OPERATORS)

In this section complete the following, if not previously addressed (in 2.4):

(a)   Describe the organizational structure of the proposed school.

*(b)   Provide the school organizational chart as **Attachment G**.*

(c)   Delineate the relationship of the school organization to the network organization as a whole.

(d)   Describe the operator's current or planned process for sourcing and training potential school leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

(e)   Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.

(f)   Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

SCHOOL STRUCTURE

The organizational structure for the proposed school will not differ from existing Rocketship schools. The Principal of NSH3 will work with two Assistant Principals to support and coach all instructional faculty members. The Business Operations Manager (BOM) will manage daily operational functions including transportation, food service, and business maintenance. The BOM will provide leadership support to part-time support staff members. Rocketship will continue to work with outside service providers for some student supports such as physical and occupational therapy.
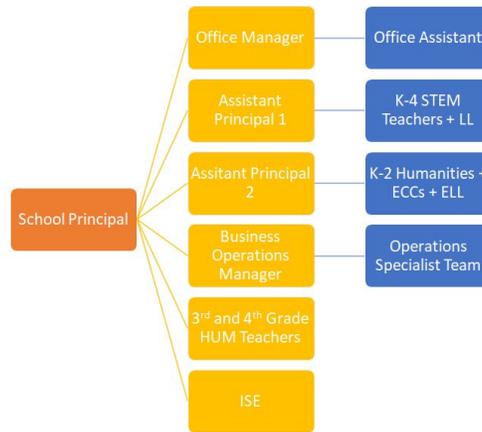
Please see Section 2.12 above for a detailed discussion of the relationship between our schools and our network.

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Rocketship has a comprehensive development system for its Principals and Assistant Principals. School leaders receive ongoing professional development centered on key levers, which include data-driven instruction; coaching and observation; school culture; staff culture; and (for principals) school leader team management. School leaders who manage special education teachers also receive a special strand of professional development.

Our school leaders all spend approximately two hours each month receiving professional development from Rocketship's centralized Schools Team. Members of the Schools and Achievement Teams also attend meetings between school leaders and teachers to provide feedback on meeting facilitation and coaching. School leaders also do monthly school walk-throughs with the Schools and Achievement Teams.

Furthermore, as part of an effort to cultivate strong internal teacher-leader pipelines, Rocketship hires teachers to serve as Grade Level Leads (GLLs). The GLL partners with a school leader to set and drive the instructional and cultural visions for the grade level team. Specifically, GLLs are responsible for steering data-driven instruction, facilitating grade-level meetings on culture and operations, project management of grade-level events, and serving as a staff liaison within the school.

We look for candidates who have instructional expertise in the grade level and content area, a history of strong classroom culture and student results, and strong data analysis skills. GLLs are able to gain experience and development as an instructional leader of other adults through monthly centralized after-school professional development sessions, role-specific coaching from their school leader, joint observations, and periodic peer feedback. Our GLLs are able to authentically consider and prepare themselves for potential future roles as school leaders.

TEACHER RECRUITMENT

Effective recruitment and rigorous selection are the first components to ensuring that our teachers and school leaders are well-equipped to drive student achievement.

We develop a broad pipeline of educators and principals by cultivating candidates through diverse channels such as local college career fairs, Teach for America, referral programs for our current teachers, and use of social media and webinars. We hold open houses for candidates to visit our schools and get to know us. We aim to hire exceptionally well-qualified candidates, with a focus on those who have connections to our students' experiences and communities. Throughout our recruitment process, we build excitement for the meaningful work that we are doing to transform education and eliminate the achievement gap.

Additionally, we are committed to building capacity from within. In recent years, we have increased our support for instructional hourly staff members who have potential and interest in moving into full-time teaching roles. We believe in providing opportunities for all staff to develop and advance. To that end, all hourly staff receive 1:1 coaching with an Assistant Principal or Business Operations Manager while also participating in weekly PD and all other PD experiences. Furthermore, staff members in these positions have accumulated deep knowledge of Rocketship culture and practices that can translate into success in the classroom. This source of teacher talent also brings great diversity to our staff body, as candidates are often from our local school communities.

Once we develop a strong teacher candidate pool, the recruitment team screens resumes and passes teaching candidates to principals for hiring. As often as possible, we create group interview days that consist of live lesson demonstrations, leadership interviews, tours of the schools, data interviews, instructional interviews and, oftentimes, an interview with a parent panel. This process enables the principals to have pre-screened, high-quality candidates for their schools with the support of Rocketship's central office. At the same time, principals are empowered to select and staff their own schools, ensuring that they hire candidates that are a good match for their school.

Rocketship also has a Rising Leaders program that prepares teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. The program is ideal for educators who are interested in developing as a GLL and/or school leader within the next several years, and who are considering other centralized network roles. Members of the program engage in monthly workshops, which includes preparation work (i.e. short readings, videos, etc.) and occasional off-campus development sessions. The program also provides opportunities for teachers to practice and build their leadership skills in their work as classroom teachers and to build strong and collaborative relationships among teacher leaders across Rocketship campuses. Teacher Applicants must have a willingness to learn and reflect in group settings, a track record of high

student achievement, at least two years of teaching experience, demonstrated leadership in a formal or informal role, and exhibition of the Rocketship core characteristics by focusing on commitment to and ownership of their own development and investment in the community.

TEACHER PERFORMANCE AND RETENTION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. To support all of our Principals, our HR department distributes an Intent to Return Survey to teachers at the end of January. Our HR team shares the results with Principals, then thought-partners with RPS Principals to engage teachers who are on the fence about returning to our schools. School Leaders work with the teacher an HR to assess what the School Leaders can do differently for the teacher. Principals also work with HR and the teacher in order to invest the teacher in development that leads to different positions within the organization. As an additional step, we share this Intent to Return Data with our Talent Recruitment team so that they can plan accordingly in their recruitment efforts.

 Our Achievement Team focuses on teacher curricular tools and resources to provide teachers with high quality resources and supports. We have also introduced professional development funding that becomes available to teachers as they hit milestones of multiple years at Rocketship. In the past, we have sent teachers to NYC for Literacy PDs, as well as to the Ron Clark Academy to observe and learn from other joyous practitioners. Some teachers have even participated in total language immersion programs in South America. Rocketship has also structured compensation to reward high performance and bolster teacher retention. We have a performance-based pay system in which first and second year teachers earn a set salary but teachers with three or more years of experience are eligible for yearly increases based on their overall evaluation.

UNSATISFACTORY TEACHER PERFORMANCE

Teachers at RPS undergo countless hours of development each year. In addition, to regular professional development, each teacher engages in 1:1 meetings with their manager (a Principal or Assistant Principal) and In the Moment coaching sessions on a weekly basis in order to work on individual needs. Additionally, teachers engage in weekly data meetings and quarterly data days for more in depth development. Each month, school leadership teams engage in meeting with the RPS HR team for their People Partnership Meetings. During these meetings, school leaders discuss teacher and staff progress and flag any unsatisfactory teacher or staff performance. During these meetings, the team discusses plans for more intensive coaching and follow up. In cases that the intensive coaching does not work, School Leaders work with HR and create a discussion log that the school leaders and staff member will utilize for performance matters. If

little progress is made, HR and the School Leader collaborate to design a Professional Improvement Plan for the staff member, including a timeline.

UNSATISFACTORY SCHOOL LEADER PERFORMANCE

At RPS, prevention always comes first. RPS School leaders undergo countless hours of development. During the 2018-19 school year, RPS created additional ongoing School Leadership development programs.

In addition to School Leader Launch and Principal Team Meetings, School Leaders engage in Monthly Skill Labs and three Leadership Labs per year. The Skill Labs consist of in-day and live workshops at the school- level wherein School Leaders are coached on a variety of execution topics from the DoS and Manager of Achievement. For example, School Leaders hone their skills on In the Moment Coaching, Guided Reading and Questioning by being coached on their execution by Achievement Team members and consultants. Regular Leadership Labs are delivered by members of the RPS HR team. The topics of these labs are about managing people, accountability, difficult conversations and honing people skills. Because RPS new regions now have Directors of Schools who live in the same region as principals, SLs now benefit from having a coach and manager on the ground to help them thought-partner towards correct actions and solutions.

In the rare event that School Leader performance does not improve, RPS may bring in executive coaches from outside of RPS. In this case, HR, the Director of Schools and the Senior Leadership team monitor progress carefully and may reach the decision to implement a Professional Improvement Plan. A culmination of unsatisfactory student results, unsatisfactory manager effectiveness survey results, as well as unsatisfactory staff satisfaction results could prompt a PIP. The DoS and HR team work together to set clear goals and timelines for improvement plan, then meet collaboratively with the School Leader to see the plan implemented. In the case of termination, we are able to transition an Assistant Principal to the Principal role.

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.4 FINANCIAL PLAN (FOR EXISTING OPERATORS NOT REQUIRED TO COMPLETE SECTIONS 3.1 AND 3.2)

(a)   Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.

(b)   If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy? No

*(c)   Present, as **Attachment P**, a detailed budget narrative describing assumptions and revenue estimates.   (attachment)*

(d)   Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. You should clearly indicate between those grants or in-kind donations which have already been firmly committed and those you are planning to pursue. For grants or donations that you are planning to pursue provide the source, estimated amount of contribution, and expected date of receipt if known.

(e)   Provide 24-month cash flow projections. (attached)

(f)   Detail the contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

(g)   Describe Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening. (section f)

(h)   Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

*(i)   Provide, as **Attachment O,** a detailed budget for the proposed school, and as **Attachment Q,** the network budget as a whole. You may reference school-level budgets provided in the original application, as appropriate.*

ACCOUNTING, PURCHASING, PAYROLL, AND AUDITS

Rocketship is focused on easing the administrative burden of our schools so they can focus exclusively on instruction and student achievement. We do this by centralizing a full range of school services that directly supports the operations of our schools, much like a school district supports the operations of the schools it supports. Rocketship will support with a centralized

team of accounting, payroll and procurement staffing. Audit services will be procured from an experienced external auditing firm, which will be reviewed by a Board audit committee.

FISCAL HEALTH

None of our schools are in fiscal probation or bankruptcy.

FINANCIAL SUPPORT

Rocketship provides financial support to our schools in their startup years as they grow enrollment to achieve sustainability. RPS NSH3 will be financially supported with a combination of philanthropy, federal charter school replication grants, and network grants. The federal charter school replication grant will provide $750,000. Philanthropy and network grants are projected at $1.2M.

CONTINGENCY

In the event that a contingency if required, RPS NSH3 will be able to rely on the RPS network to provide internal financial support through internal grants, internal loans, or the deferral of network service costs.

MEETING OUR FUNDRAISING GOALS

Fundraising is core to Rocketship's ability to grow to serve more students. Our fundraising need is determined by rigorous strategic and financial analyses. The process involves the Rocketship Board of Directors, the local Tennessee Board, our Senior Leadership Team, and the network support team, including Rocketship's Director of Development.

Rocketship's Director of Development works with the Tennessee Director of Schools and Rocketship's Chief Growth & Community Engagement Officer to develop a fundraising strategy and plan, identify key funder targets, create fundraising materials, manage prospect pipeline, and analyze and report on our fundraising progress and commitments. Most of Rocketship's Senior Leadership Team is also involved in the fundraising process. They provide inputs on new programmatic areas that Rocketship should pursue, meet with funders to share organizational knowledge and impact data about Rocketship, and work with the development team to set milestones for grant agreements. From a financial diligence and accountability standpoint, the Director of Development coordinates with the Finance and Accounting teams to ensure financial alignment. Fundraising reports are produced for Rocketship's CEO twice per month and quarterly to the Board of Directors.

Rocketship has focused on building community support for our schools in Nashville. We are working to establish authentic relationships with the leading education funders and foundations in the city.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD (FOR EXISTING OPERATORS)

4.1 PAST PERFORMANCE

In this section:

(a)   *Describe your existing educational program and whether or not it is a success.*

(b)   *Provide detailed student achievement and growth results for each school in the network as* **Attachment R.**

(c)   *Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state and national standards for most students?*

(d)   *If applicable, provide the graduation rates for each school in the network.*

(e)   *Using the Portfolio Summary Template, provide a detailed summary of all of the schools in the operator's portfolio as* **Attachment S.**

(f)   *Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.*

o   *Be specific about the results on which you base your judgment that the school is high-performing.*

o   *Discuss the primary causes to which you attribute the school's distinctive performance.*

o   *Discuss any notable challenges that the school has overcome in achieving its results.*

o   *Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.*

(g)   *Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.*

o   *Describe the primary causes to which you attribute the school's problems.*

o   *Explain the specific strategies that you are employing to improve performance.*

o   *How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?*

(h)   *For all schools operating under another authorizer: provide, as* **Attachment T**, *the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third- party evaluator, if applicable).*

(i)   *For all schools operating in the state of Tennessee: provide the following in* **Attachment U**: *(a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.*

(j)   *List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."*

(k)	*List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.*
(l)	*Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.*
(m)	*Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment V: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

EDUCATIONAL PROGRAM AND RESULTS

The Rocketship model has increased academic achievement for our students, across all regions in which we operate. To get every student on the college and career-ready path, our students must grow more than a grade level every single school year. Last year, our national student growth average was 1.3 years of growth in math and 1.2 years of growth in reading. For students with disabilities, the Rocketship national average was 1.37 years of growth in math and 1.27 years of growth in reading. And for students new to Rocketship – those who often come in many grade levels behind – our national network averaged 1.58 years of growth in math and 1.37 years of growth in reading.

2017-2018

NWEA MAP Growth Years of New Rocketship Students

NWEA MAP is a nationally normed assessment used by more than 8,000 schools and districts throughout the world. Rocketship students take the MAP assessment in the fall, winter, and spring.

Math
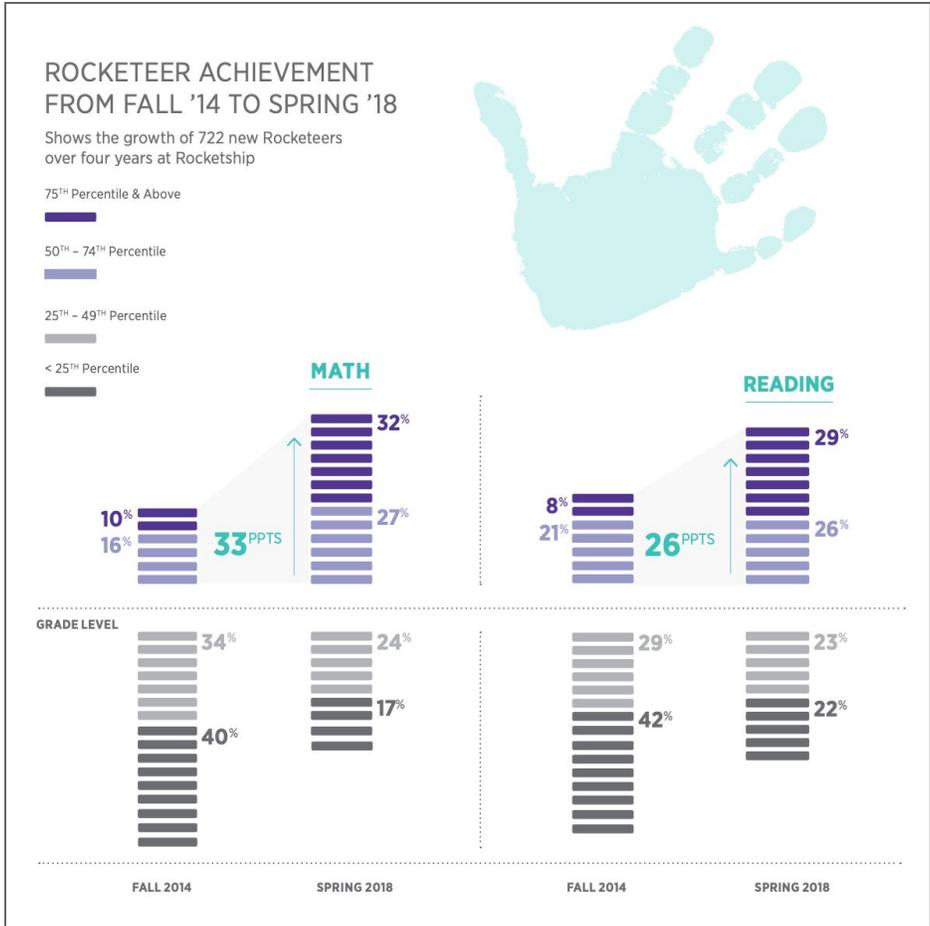Reading

NETWORK
1.58 YRS
1.37 YRS

BAY AREA
1.61 YRS
1.36 YRS

MILWAUKEE
1.35 YRS
1.41 YRS

NASHVILLE
1.45 YRS
1.36 YRS

WASHINGTON DC
1.65 YRS
1.43 YRS

Grade-Level Growth
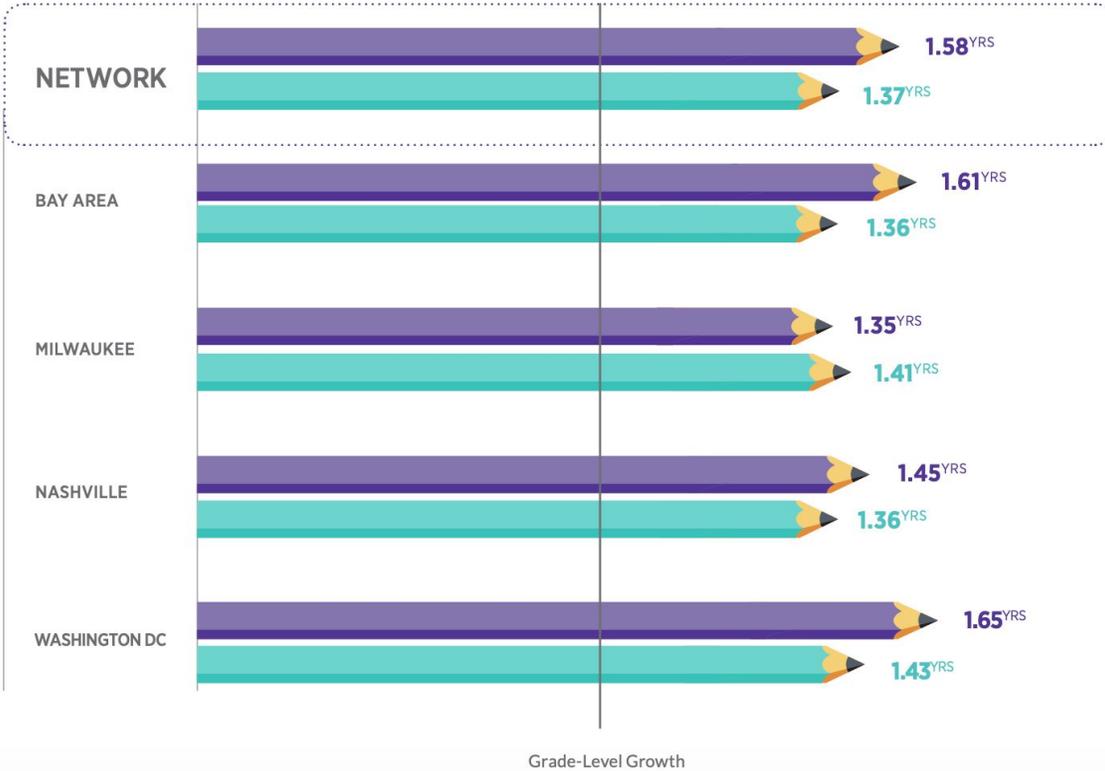
Of course, if we hope to eliminate the achievement gap that separate our students from their more affluent peers, we need to stack our success - year after year. One good year of academic growth isn't good enough to ensure our students are on the college and career ready path. When we evaluate student achievement over four years at Rocketship, we see that a strong majority of our students are achieving at or above grade level by the time they graduate from Rocketship. The chart below shows the growth of 702 Rocketeers who began with us in Fall 2014 and were still with us in Spring 2018. In Fall 2014, just 26% of Rocketship students were at or above grade level in math. By Spring 2018, 59% of that same cohort of students were at or above grade level. In reading, only 29% of our students started 2014 on grade level. By Spring 2018, 55% were on the college-bound path. We still have to work harder to ensure all students are on the college bound path but the progress we are making gives us great confidence that we are on the right path.

ROCKETEER ACHIEVEMENT FROM FALL '14 TO SPRING '18

Shows the growth of 722 new Rocketeers over four years at Rocketship

75TH Percentile & Above

50TH – 74TH Percentile

25TH – 49TH Percentile

< 25TH Percentile

MATH

READING

10%
16%
33 PPTS
32%
27%

8%
21%
26 PPTS
29%
26%

GRADE LEVEL

34%
40%
24%
17%

29%
42%
23%
22%

FALL 2014   SPRING 2018   FALL 2014   SPRING 2018

In addition, the gains our Rocketeers make in elementary school extend into middle school. SRI International, an independent nonprofit research center, conducted a three-year study on the performance of our graduates in middle school. The study followed nearly 2,000 students and shows that Rocketship graduates are a year ahead of their middle school classmates in both math and reading and continue to demonstrate high-levels of key character skills associated with long-term success including self-efficacy, motivation and grit.

Rocketship Alumni are a Year Ahead of Their Classmates

This chart shows predicted outcomes on the NWEA MAP math and reading assessments for Rocketship Alumni and their peers in their second year of middle school. The average scores have been adjusted for demographic differences, grade level, and middle school attended. Nationwide, students in middle school improve MAP math scored 6.3 points each year and reading scores by 4.3 points each year. Therefore, the estimated differences between Rocketship alumni and their peers is equivalent to approximately one year of growth.

In every state Rocketship serves, our schools rank among the top performing public schools for serving disadvantaged communities. In California, Rocketship ranks in the top 10% in both math and English Language Arts performance among all California elementary school districts and charter networks serving a similar student population. In Washington D.C., both Rocketship schools achieved Tier 1 status — the highest ranking for DC Public Charter Schools — in their very first year of operation. In Wisconsin, Rocketship was one of just five elementary schools in Milwaukee to earn the state's 2018 "Beating the Odds" award for academic excellence in serving high-poverty student populations. And in Tennessee, both Rocketship schools in Nashville achieved the highest possible score on the state assessment for student growth (TVAAS).

Both RNNE and RUA are Title I schools, and 86% of our Rocketeers are African American and Hispanic. These students come to us with deep academic deficiencies. Yet through a combination of highly differentiated classroom instruction, targeted tutoring and strong partnerships with families, our Rocketeers are achieving academic growth that ranks among the highest across Metro Nashville. In 2017-18, both Rocketship United Academy and Rocketship Nashville Northeast Elementary scored the highest possible growth score — Level 5 — on the Tennessee Value-Added Assessment System (TVAAS).

Rocketship United Academy was named a "Reward School" by the Tennessee Department of Education for the 2017-18 school year. Only 11 of Nashville's 139 Title 1 schools earned this honor. On the 2018 state assessment, Rocketship United Academy students had the best year-over-year improvement in reading of any elementary school in Nashville by more than doubling the percentage of students on-track or mastered. RUA also serves one of the largest populations of English Learners in Nashville. English Learners at RUA are three times more likely to be proficient in reading than their peers throughout Nashville and the state.

For Rocketship Nashville Northeast Elementary, our students' growth rate in math was above the 80th percentile, meaning our students gained more math knowledge in one school year than 80

percent of their peers statewide. Furthermore, under Principal Gassaway's leadership from winter to spring last year, RNNE Rocketeers were on track to grow 1.6 years in math and 1.73 years in reading on the nationally normed NWEA MAP assessment.

Our Rocketeers' remarkable progress is a testament to the strength of our school communities. Since opening in Nashville in 2014, Rocketship continues to demonstrate that all students have the potential to achieve excellence, no matter where they were born or how much money their parents earn. In fact, economically disadvantaged students, English learners and students of color at Rocketship are outperforming the achievement of similar students across Metro Nashville.
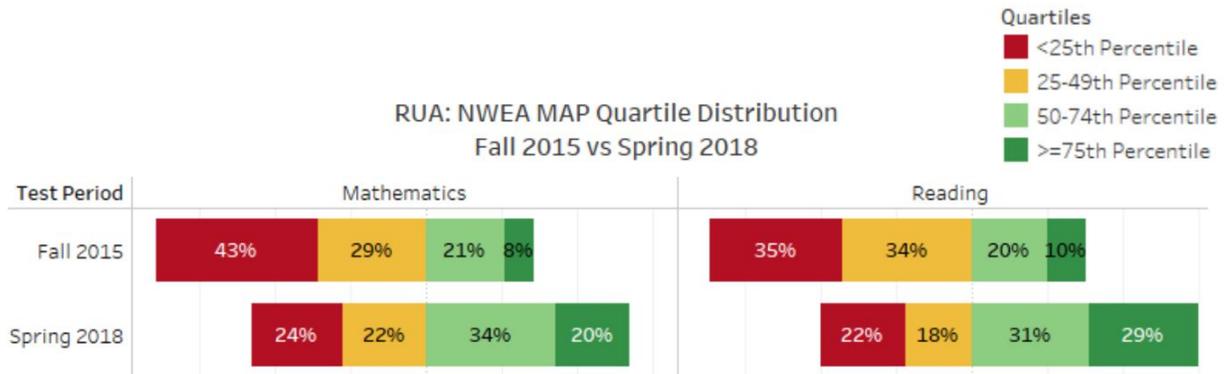
INTERNAL PERFORMANCE

Rocketship Public Schools administers multiple assessments to measure student success and program effectiveness. Internally, RPS uses the nationally normed MAP assessment by NWEA to compare our schools across the network.   Additionally, RPS uses the MAP assessment to measure student growth. Because our students often arrive to our schools with an academic deficit, we set individual goals for students. Students who are far behind and who are new to Rocketship have a 1.5 year tiered growth goal. The school's job is to then develop a learning plan that helps the student attain their individual goal. The reason for this is that if a student arrives to us and is performing at the 23rd percentile, we have the obligation to grow the student to the 50th percentile, which equates to 1.6 years of growth. The following year, we set a similar goal until the student is in the 67th percentile or higher.

CONSISTENTLY HIGH-PERFORMING SCHOOLS

 Although there are a few schools that are more established in CA performing higher than Rocketship United Academy (RUA), which is our school located in South Nashville, we believe that for the purpose of this application it is best to focus on a New Region success story that is based in Tennessee.

 The illustration below shows the quartile growth for students who started school at RUA in 2015.

RUA: NWEA MAP Quartile Distribution
Fall 2015 vs Spring 2018

Test Period	Mathematics				Reading			
Fall 2015	43%	29%	21%	8%	35%	34%	20%	10%
Spring 2018	24%	22%	34%	20%	22%	18%	31%	29%

Quartiles
■ <25th Percentile
■ 25-49th Percentile
■ 50-74th Percentile
■ >=75th Percentile

Source: NWEA MAP Quartiles, Fall 2015 and Spring 2018

The 50th percentile on NWEA MAP is considered the national norm. For Math, the percentage of students above the 50th percentile increased from 29% to 54%, while the bottom quartile was reduced by 19 percentage points. For Reading, the percentage of students above the 50th percentile increased from 30% to 60%. There was a reduction in the bottom quartile by 13 percentage points.

 Based on this criteria, Rocketship United Academy has been successful in both subjects. The school has more work to do, but progress has been strong.

NWEA MAP: % Above 50th Percentile
RUA
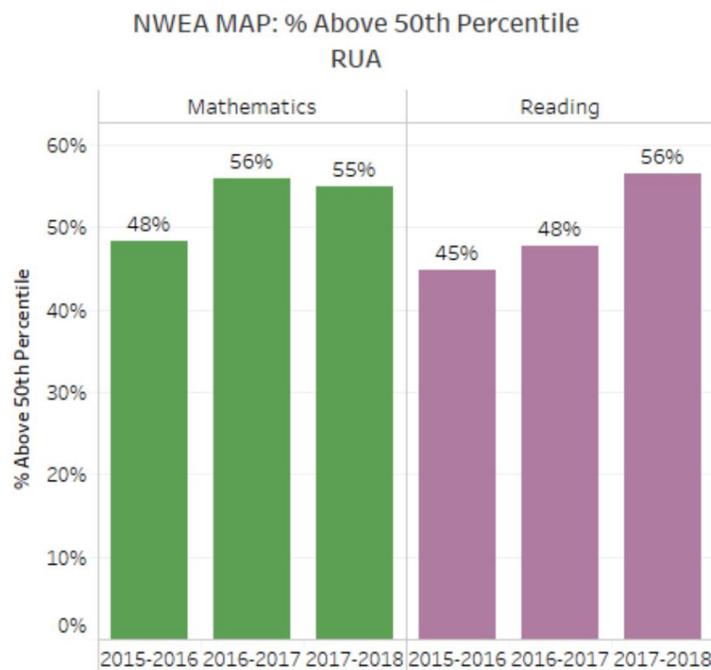
Source: NWEA MAP

Looking within the RPS Network, Rocketship United Academy was the first full-size RPS school in a new region to be in the top third of all Rocketship Public Schools for absolute achievement.

This serves as a proofpoint that the RPS model, when executed well and with fidelity, is effective in all states, not just California.

In California, our highest and most consistent performing school is Rocketship Mosaic. As an organization, one of our goals is to ensure that all SED students are performing in the top 10% of the state for both Math and Reading across all schools. This is an ambitious goal. Currently, Mosaic Elementary is meeting the benchmark across both subjects. **Please see the table below.**

2017-18 RPS Percentile Rankings for all CA schools with 3-5 grade results				
	ELA		Math	
School	All Students	SED	All students	SED
Mosaic Elementary	74	90	88	98

Importantly, we've seen consistent growth over the course of years, particularly in ELA.

ROMO Change in % of Students Proficient		
	Math	Reading
14.15	59%	42%
15-16	64%	49%
16.17	61%	50%
17-18	69%	61%

From 14.15-17.18 , the % of students proficient in math increased by 10%. In reading, the % of students proficient increased by 19%.

ROMO's distinctive performance can be attributed to a number of different factors, including:
- **Strong and consistent School Leadership**. ROMO's Principal and Assistant Principals are experienced educators with diverse backgrounds; effective and open-minded leaders who strive to stay familiar with issues affecting students, staff, and ROMO families; and passionate individuals who are dedicated to Rocketship's mission. In fact, the outgoing superintendent of the school district in which ROMO sits sent an email to Rocketship in which he personally thanked ROMO's Principal for being such a strong, innovative and talented leader in the local community. It's also important to note that the same principal has been at ROMO throughout this period.
- **Dedicated families and strong community support**. ROMO's involvement with the local

community have made the school a central piece of the daily lives of many families. Some of ROMO's staff members, including its Office Managers, are parents of ROMO students. ROMO regularly hosts events at the school, including cultural celebrations, health and wellness resource fairs, gardening and clean-up days, and charity walks, that are open to all families in an effort to cultivate school and community spirit.

- **Commitment to professional development.** In addition to participating in professional development offered by Rocketship, ROMO teachers and school leaders have attended trainings through a Charter School Compact with the local school district that have ranged on a wide array of topics including special education, science, and integrated mathematics instruction.

EXTERNAL MEASURES OF SUCCESS

External measures of success for RPS are state assessments. For the strength of its student performance and progress in the 2017-18 school year, Rocketship United Academy was designated a "Reward School" by the State of Tennessee in its third year of operation. RUA also earned a Level 5 TVAAS score last year, its first TVAAS score . While RUA still has work to do, it is performing close to the state average on TN Ready for ELA and is performing equally as well as the state for math. Furthermore, it improved from the previous year in both subjects. As a public charter school, we have the responsibility to improve student results quickly. That RUA is able to improve student achievement year-over-year in a short amount of time is what our program is designed to do. Please see the table below for progress:

TNReady: % On-track/Mastered All students, Grades 3-5				
	Math		**ELA**	
Entity	**2016-17**	**2017-18**	**2016-17**	**2017-18**
RUA	36%	40%	13%	32%
MNPS	29%	28%	25%	27%
TN State	40%	40%	34%	36%

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

It should be noted that when RUA's performance is compared to MNPS, the school outperformed more established schools.

ECONOMICALLY DISADVANTAGED STUDENTS

Rocketship Public Schools believes in the infinite possibility of human potential.   As an organization, we work hard to ensure that we personalize each child's education in order for them to reach their potential and become their personal best. This is true for all children we serve. When it comes to serving Economically Disadvantaged (ED) students, RUA is outperforming the State and District average. For Math, RUA performed 22 percentage points above the local district average and 14 % pts above the TN state average for Economically Disadvantaged students. For ELA, students designated as ED at RUA performed 14 percentage points above local district average and 9 percentage points above TN state average.

TN Ready: % On-track/Mastered Economically Disadvantaged students, Grades 3-5				
	Math		**ELA**	
Entity	**2016-17**	**2017-18**	**2016-17**	**2017-18**
RUA	33%	38%	12%	29%
MNPS	18%	16%	14%	15%
TN State	24%	24%	19%	20%

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

RPS has a strong track record of serving Economically Disadvantaged students. For NSH3, we anticipate a similar ED population and we plan to serve them well.

ENGLISH LEARNERS

Antioch and South Nashville is becoming the home to many New Americans. When it comes to serving EL Students, RUA is outperforming the State and District average.   For Math, RUA performed 17 percentage points above the local district average and 14 percentage points above the TN state average for EL. For ELA, ELs at RUA performed 11 percentage points above local district average and 10 percentage points above TN state average.

TNReady: % On-track/Mastered English Learners, Grades 3-5				
	Math		**ELA**	
Entity	**2016-17**	**2017-18**	**2016-17**	**2017-18**
RUA	27%	27%	8%	15%
MNPS	12%	10%	4%	4%
TN State	15%	13%	5%	5%

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

EL/ED STATE RANKINGS

Below is a table that illustrates how RUA's students perform compared to the rest of the state after its third year of operation. Included are the percentile ranking for All Students, EL and ED.

2017-18 RUA School Percentile Ranking on TNReady					
Grade Group	Subgroup	Math	ELA	Success Rate (Math and ELA)	Success Rate (Math and ELA and Science (5th-8th grades))
3rd-5th	All Students	59	52	56	48
3rd-5th	ED	84	76	82	75
3rd-5th	EL	87	82	87	86
3rd-8th	All Students	61	53	59	45
3rd-8th	ED	87	80	85	71
3rd-8th	EL	90	82	87	84

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/assessment/tnready.html).

While the school has much work to do when considering its ranking for the all students category, RUA ranks very well in regards to its work with ED and EL students in the core subjects of Math and Reading. Having a success rate of 82 for ED students has the potential of being transformative.

RUA has demonstrated that it is not just a good choice for ED and EL students in Nashville, but it is also a good choice no matter where we are in Tennessee. We anticipate similar success at NSH3.

Note: The numbers for EL students are skewed as much of the EL data was not reported for many schools.

CLUSTER RANKINGS

RUA is located in South Nashville in the Glencliff cluster. The table below illustrates how it compares to other schools within the cluster.

2017-18 Glencliff Cluster: All Students, Grades 3-5							
	Math			ELA			
School Name	% On-Track/ Mastered	Rank	TVASS	% On-Track/ Mastered	Rank	TVASS	Overall TVASS
Rocketship United	40%	1	5	32%	1	5	5
Fall-Hamilton Elementary	24%	4	3	24%	2	1	1
Glencliff Elementary	29%	2	2	20%	3	5	4
Glengarry Elementary	25%	3	3	19%	5	3	3
Glenview Elementary	15%	6	1	9%	7	3	1
John B. Whitsitt Elementary	19%	5	3	20%	3	5	4
Paragon Mills Elementary	12%	7	5	18%	6	5	5

Source: TN Department of Education, August 2018. Data downloaded from the TN Department of Education website (https://www.tn.gov/education/data/tvaas.html).

For On-track and Mastery, RUA leads its cluster. It is also one of only two schools to receive a TVASS score of 5 for both subjects.

WiDa/ACCESS

As noted, South Nashville is becoming the home of many immigrants. To accommodate and welcome our New American populations, schools need to ensure they are providing an EL and language rich program that helps students acquire a new language and enhance overall academics. In order to assess students and program performance, the State of Tennessee requires all schools who are serving EL students to administer the WiDa Access assessment. The table below illustrates RUA's performance.

2017-18 ACCESS Results: RUA		
Entity	% Students Exited	% Students Met Expected Growth
RUA	20%	66%
MNPS	15%	47%
TN State	18%	*Nearly 50%

Source: TN Department of Education, October 2018.
*State results from 2018 ACCESS release note:
https://www.tn.gov/education/news/2018/10/3/tdoe-releases-2018-english-learner-assessment-results.html.

Importantly, RPS EL students are learning to communicate at fast rate. On the 2017-18 Access Tests, students at RUA outperformed the state and MNPS for the percentage of students who exited EL. Additionally, RUA outperformed the State and MNPS for the percentage of students meeting their expected growth. At Rocketship, we understand that strong progress on language proficiency and language acquisition at the elementary levels paves the way for success in middle school and high school. Furthermore, our program fosters rigorous discourse for all learners. Our aim is to engage ALL students in conversations similar to what they will participate in during college.

LESSONS LEARNED

RPS learned many lessons between 2016-17 and 2017-18 in regards to working in Tennessee. In 2016-17, RUA was performing significantly behind the local district and the state for ELA and it was performing slightly behind the state in math. In 2017-18, we realized we needed to change our approach. ***The results were not good.***

As an organization, we hired a regional Manager of Achievement and EL Programming who was local to Nashville. The Manager of Achievement and EL Programming had a strong understanding of best practices for EL teaching and learning within the state of Tennessee and was instrumental in launching our incrementally more robust EL program. As a result, we saw the performance of our EL students increase. In addition to helping us with compliance, the Manager of Achievement and EL Programming provided coaching and direct management of EL teachers while conducting PD with the whole staff at RUA. Additionally, the Manager of Achievement and EL Programming conducted walkthroughs with building principals to identify opportunities for all students.

Importantly, the RPS Achievement team partnered with the Principal at Rocketship United Academy in order to understand and internalize Tennessee State Standards. As a result of this partnership, there was robust collaboration between the Principal and Achievement Team, which led us to adjusting our National Standards and our curricular materials to meet the needs of our Rocketeers being served at Rocketship United Academy in Nashville. **We realized that California based state standards are not what define success in Tennessee. It was because of this realization and the changes mentioned above that we saw success.**

To transfer this learning, we invested in moving the Principal from RUA into the Director of Schools (DoS) position in order to oversee similar success across both of our schools in Nashville for the long term. The DoS manages the principals and works with the Manager of Achievement to ensure the RPS program is effective in Tennessee.

ROCKETSHIP NASHVILLE NORTHEAST ELEMENTARY SCHOOL

OUTSTANDING TVAAS PERFORMANCE

TDOE developed TVAAS in recognition of the importance of student growth from year to year regardless of where they start. In fact, on Tennessee's TEAM teacher evaluation TVAAS receives **over twice** the weight that absolute achievement does (35% compared to 15%). This is a clear signal of the importance the state places on growth in assessing school and teacher efficacy. Here is an excerpt from the state website titled "TVAAS only measures what a school can control":

1

Based on this state measure of "what a school can control," RNNE's performance is exceptional. As a Title 1 school, the vast majority of our students are economically disadvantaged and therefore most of them begin school behind their national peers. We believe this makes growth an even more important measure, since the only way to close the achievement gap for these students is to help them reach above average academic growth consistently over multiple years. **RNNE has consistently earned a TVAAS composite score of 5 for its TNReady results--the highest possible score--every year that TVAAS data has been available since the inception of the school.** Of all 81 elementary schools in MNPS, only 18 received a TVAAS composite score of 5. RNNE was one of those schools. In 2017-18, **RNNE's growth in math was in the top 20% of all elementary schools in Nashville.**

In contrast, as a district, MNPS has a composite score of 1 and 38% of elementary schools received an overall TVAAS composite of 1 or 2 , which indicates less than average growth (a score of 3 would indicate average growth).
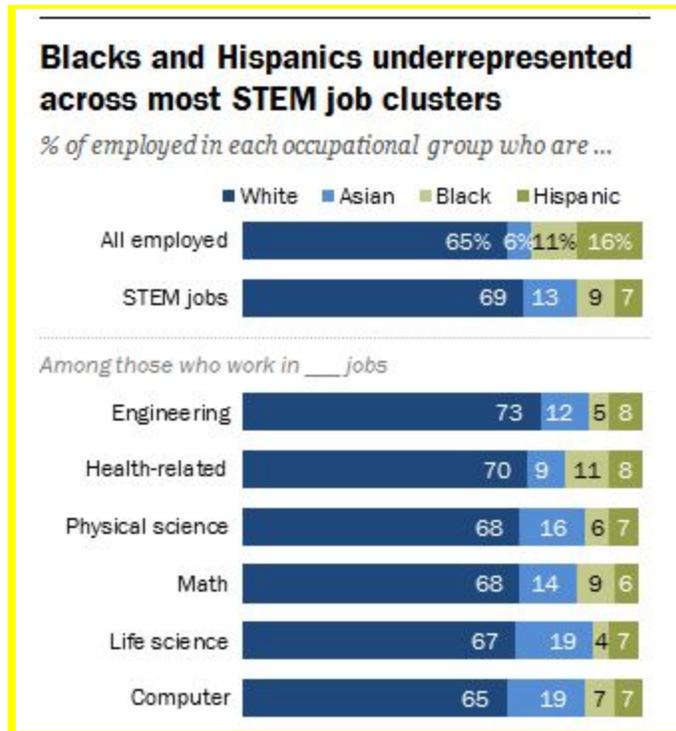
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[1] *Information Source: https://team-tn.org/data/tvaas/*

Overall TVAAS Composite Score for All MNPS Schools					
Elementary Schools					
	% at 5	% at 4	% at 3	% at 2	% at 1
Composite	22%	14%	24%	7%	30%
Literacy	25%	15%	30%	16%	13%
Math	19%	7%	27%	11%	35%

We are proud of RNNE's strong growth in math and look forward to doing even better in terms of growth and achievement in the coming years. While we are unable to disclose the embargoed data from 2018-19, we are confident RNNE will impress stakeholders with its progress and results, especially in the area of math.

CONNECTION TO THE MISSION

As an organization, we recognize that the achievement gap is not only about academics. There is also an achievement gap in adult earnings for people of color. According to one recent report by the Pew Research Center, African Americans and Latinos are severely underrepresented in math and STEM jobs:

Blacks and Hispanics underrepresented across most STEM job clusters

% of employed in each occupational group who are ...

■ White ■ Asian ■ Black ■ Hispanic

	White	Asian	Black	Hispanic
All employed	65%	6%	11%	16%
STEM jobs	69	13	9	7

Among those who work in ___ jobs

	White	Asian	Black	Hispanic
Engineering	73	12	5	8
Health-related	70	9	11	8
Physical science	68	16	6	7
Math	68	14	9	6
Life science	67	19	4	7
Computer	65	19	7	7

[2]

The future of high value earnings is in STEM. Therefore, it is crucial that we ensure our Rocketeers excel in math and science. RNNE has established a record of strong performance in mathematics based on NWEA-MAP scores, and we anticipate similar growth this year on TNReady. As seen in the data provided below, more than half of the Rocketeers at RNNE completed the 2018-19 school year above the 50th percentile in math.

NWEA MAP: % Above 50th Percentile
Rocketship Nashville Northeast Elementary, 3rd-4th Grades

Mathematics

School Year	% Above 50th Percentile
2014-2015	24
2015-2016	26
2016-2017	27
2017-2018	23
2018-2019	53

Reading

School Year	% Above 50th Percentile
2014-2015	35
2015-2016	36
2016-2017	30
2017-2018	39
2018-2019	52

[2] *Data Source:*
https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/
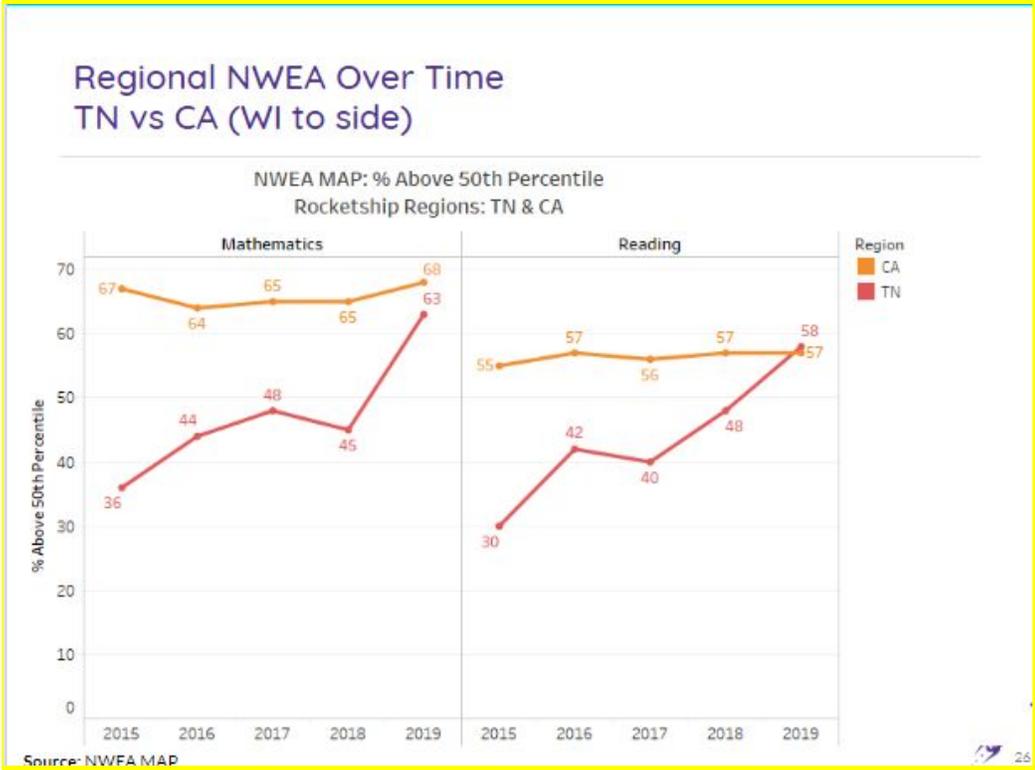
CLOSING THE GAP ON MAP

NWEA-MAP is a nationally normed assessment that both Rocketship and MNPS utilize. In fact, over the past two academic years, MNPS has recognized the validity of MAP by selecting it as one of the criteria for acceptance into the district's highly-competitive academic magnet schools. This decision was spurred by the unavailability of TNReady data following the 2015-16 school year when state testing was canceled. At Rocketship, we commend this decision. MAP is a well-researched and nationally-normed assessment recognized across the nation as a high-quality and valid assessment. Just as the district has used MAP data as a proxy when TNReady data was unavailable, we are making the case for the district to consider our 2018-19 MAP data since this past year's TNReady data is still under the state's embargo at the time of this resubmission.

RPS uses NWEA-MAP results to plan coaching supports for teachers and personalized instruction strategies and interventions for all students. Therefore, the validity of our MAP results is instilled in all staff as being of the utmost importance. RPS has strict policies for the administration of all assessments. An excerpt from our educator code of ethics is provided below:

The educator maintains a commitment to the profession by providing valid and reliable assessments within a controlled environment that does not include:

- *Cheating of any kind (including verbal or non-verbal indications to the student that a question is correct/incorrect during testing; providing any accommodations or modifications that are not both outlined in a student's individual IEP or 504 plan and allowable within the rules of that specific assessment; and allowing students to assist each other to answer questions);*
- *Leaving students unattended during an assessment;*
- *Accessing secure testing materials, including creating invalid student accounts or using fake/incorrect information to access assessment materials virtually;*
- *Retesting students without valid reason in accordance with this policy.*

Over the past four years, Rocketship Tennessee has made impactful gains on the NWEA-MAP benchmark assessment.

Regional NWEA Over Time
TN vs CA (WI to side)

NWEA MAP: % Above 50th Percentile
Rocketship Regions: TN & CA

Source: NWEA MAP

The above graph illustrates how RPS Tennessee schools compare to the results in our most mature region, California. Within 5 years, RPS Nashville is closing the gap with our other high-performing schools in CA. Currently, 63% of Rocketship Tennessee's students are performing at the 50th Percentile or higher in math. When it comes to reading, Rocketship Tennessee has surpassed our California schools by one percentage point with 58% of Rocketship Tennessee's students performing at the 50th percentile or higher.

RNNE has been a big driver in this movement as can be seen in the data provided below:

NWEA MAP: % Above 50th Percentile
Rocketship Nashville Northeast Elementary, 3rd-4th Grades
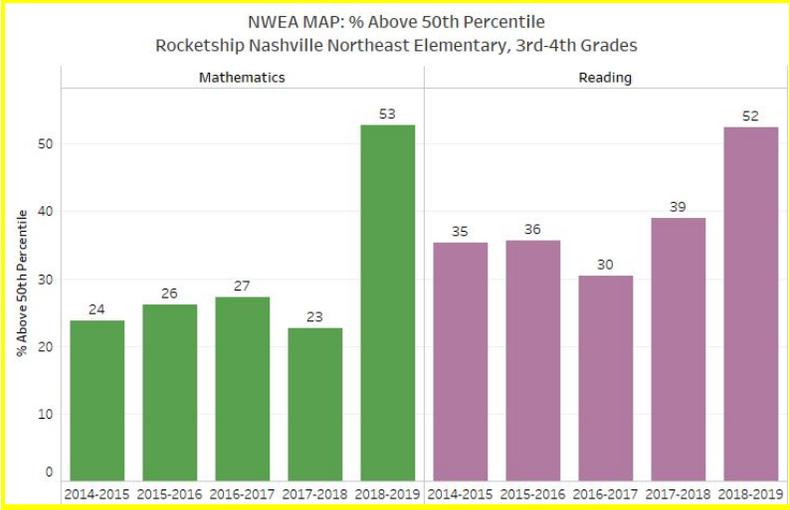
In 2018-19, the percentage of students at the 50th percentile in math jumped 30 percentage points at RNNE, growing from 23% to 53%. In reading, the percentage of students at the 50th percentile increased by 13 percentage points, rising from 39% to 52%.

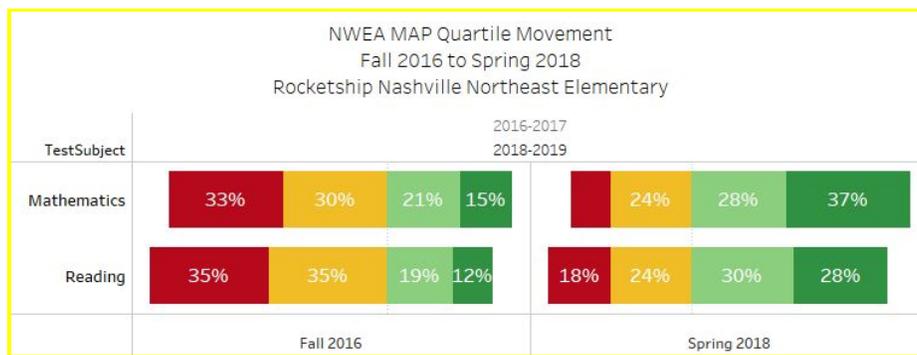Part of the reason for this gain can be seen in the average years growth visual below:
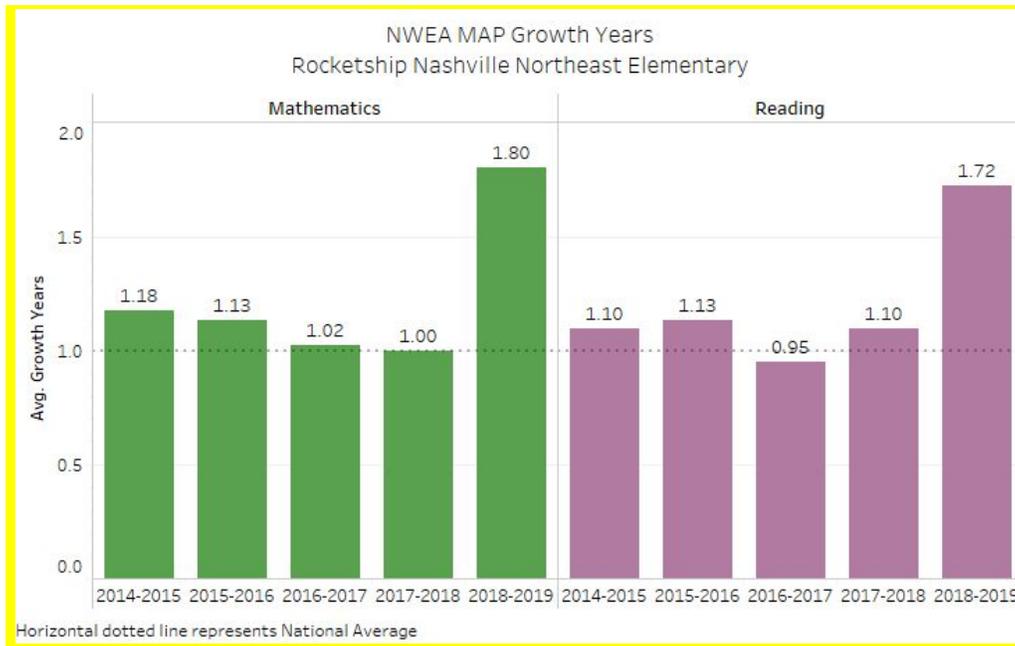
Because the vast majority of our students come to our schools behind their national peers, we set rigorous tiered growth goals for all students. If a student is going to move from performing in the 22nd percentile to the 40th percentile, it takes more than a single year of growth. That is why our goal is for our students to achieve 1.4 years of growth every year.

RNNE Network MAP Fall to **Spring Reading** Growth Summary Over Time
All Students

			2018-2019
Spring	Growth Yrs	Reading	1.72
	Met 1 Yrs Growth	Reading	85%
	Met Tiered Growth Goal	Reading	74%

In 2018-19, 77% of students met the tiered growth goal in math and 74% of students met the goal in ELA. Moreover, RNNE students **led the network in growth, growing an astonishing 1.8 years in math and 1.72 years in ELA overall**.

RNNE Network MAP Fall to Spring Mathematics Growth Summary Over Time
All Students

			2018-2019
Spring	Growth Yrs	Mathematics	1.80
	Met 1 Yrs Growth	Mathematics	89%
	Met Tiered Growth Goal	Mathematics	77%

==By meeting these rigorous tiered growth targets year after year, we see achievement gaps start to close in an impactful way.==

NWEA MAP Quartile Movement
Fall 2016 to Spring 2018
Rocketship Nashville Northeast Elementary

TestSubject	2016-2017 2018-2019							
Mathematics	33%	30%	21%	15%		24%	28%	37%
Reading	35%	35%	19%	12%	18%	24%	30%	28%
	Fall 2016				Spring 2018			

Quartiles
- <25th Percentile
- 25-49th Percentile
- 50-74th Percentile
- >=75th Percentile

==The above graphic follows a cohort of students at RNNE longitudinally over the course of 3 years. In math, 33% of students entered the school performing in the 25th percentile or below, while only 36% entered performing in the 50th percentile or higher. After 3 years, the percentage of students performing at the 25th percentile or below dropped to 12%, while the percentage of students at the 50th percentile increased to 55%. Similar gains were seen in reading.==

==While the state did not have consistent tests during this time period to measure growth year-over-year, we did. According to MAP data, students at RNNE are making consistent growth year after year. As such, students and families who were early adopters are seeing results now. We are confident that we will see this progress live out in our state testing results.==

==**SUBGROUP GAINS IN MAP**==

==When it comes to subgroups, RNNE is showing much promise with its students who have IEPs. Below is a graph showing changes in reading and math proficiency for students with IEPs based on the three NWEA-MAP benchmark assessments administered in 2018-19. Impressively, there was an increase in proficiency at the 50th percentile and higher by 28 percentage points in just one year in math and 36 percentage points in reading proficiency at the 50th percentile or higher..==

2018-2019 RNNE: NWEA MAP Quartile Distribution
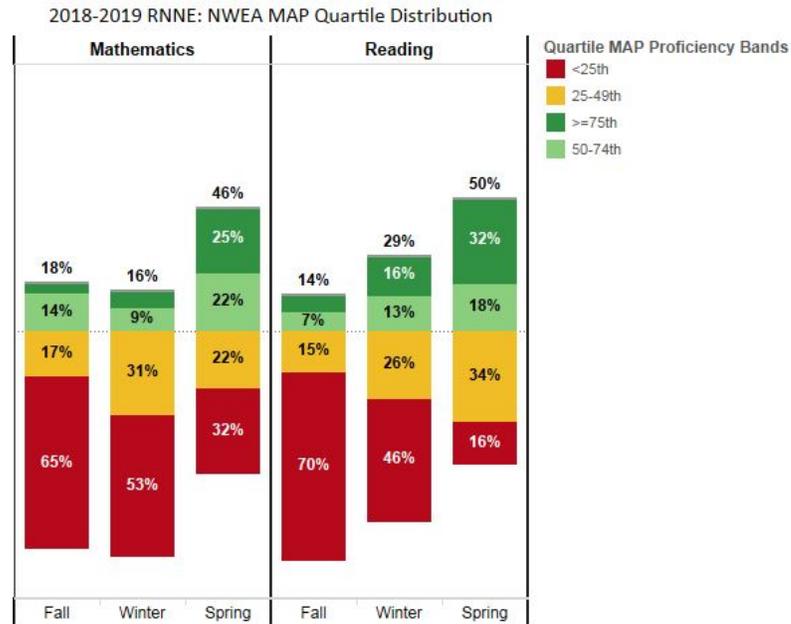
COMPARISONS

MNPS vs. RPS in Reading Proficiency on 2018-19 NWEA-MAP *(based on percentage of students above the 60th percentile, also known as Quintile 4 and 5)*			
	MNPS <Quintile 4 and 5> **February 2019**	RPS <Quintile 4 and 5> **Winter (December 2018)**	RPS <Quintile 4 and 5> **Spring (May 2019)**
2nd	35.9	38.1	49.3
3rd	34.8	40.0	42.1
4th	33.9	28.6	38.8

(Source of MNPS data: March 13, 2019 memo from the MNPS Department of Research, Assessment & Evaluation to the Director of Schools with February MAP results)

MNPS and RPS both administer the NWEA-MAP benchmark assessment three times a year. The third benchmark for MNPS is administered in February while RPS's second benchmark takes place closest to that date in December. In the above table, RNNE is outperforming all MNPS 2nd and 3rd grade students two months before MNPS students take the February benchmark. By the end of the year, RNNE outperformed MNPS in all grades 2-4 in reading.

What is missing from the MNPS data-set is a subgroup breakdown and an analysis of Title 1 schools vs. more affluent schools. The reported numbers include **all students**. To be clear, RNNE is a Title 1 school. The above results are further evidence as to why RNNE and Rocketship Public Schools are a strong choice for families. The table below demonstrates similar trends in math.

MNPS vs. RPS in Math Proficiency on 2018-19 NWEA-MAP
(based on percentage of students above the 60th percentile, also known as Quintile 4 and 5)

	MNPS < Quintile 4 and 5> February 2019	RPS< Quintile 4 and 5> Winter (December 2018)	RPS< Quintile 4 and 5> Spring (May 2019)
2nd	28.9	34.0	50.7
3rd	29.6	41.0	47.7
4th	27.4	30.2	39.6

(Source of MNPS data: March 13, 2019 memo from the MNPS Department of Research, Assessment & Evaluation to the Director of Schools with February MAP results)

PROFICIENCY IN READING BY SUBGROUPS <% IN QUINTILE 4 AND 5>

RPS is a charter school option for all families. However, our main mission is to eliminate the achievement gaps for historically disadvantaged students in our lifetime. Over the course of a year, we are getting that work done, one day and one student at a time.

MNPS vs. RPS Reading Proficiency for Students of Color on 2018-19 NWEA-MAP
(based on percentage of students above the 60th percentile, also known as Quintile 4 and 5)

	Hispanic	Black	White
MNPS<Feb- 3rd Benchmark>	21.9%	24.4%	55%
RNNE < December-2nd Benchmark>	26.9%	31.8%	41.7%
RNNE < May-3rd benchmark>	45.6%	46.6%	45.5%
RPS <December-2nd Benchmark>	31.9%	36.4%	43.3%
RPS <May-3rd Benchmark>	44.1%	49.1%	60.3%

As demonstrated in the data provided above, compared to MNPS, RNNE is making great gains in closing the achievement gaps for Hispanic and Black students. In February, 55% of MNPS white students were proficient based on MAP results compared to 21.9% Hispanic and 24.4% of Black Students.

By the end of the year at RNNE, we see that gap significantly close. We still have more work to do, but it is evident that RNNE is making a difference with its Hispanic and Black students by incrementally closing the achievement gap one day at a time.

The same is true in math. In fact, by the end of the year, students of color at RNNE did close the gap with white students in MNPS: 45.7% of white students were considered proficient at MNPS compared to 50.9% of Hispanic students and 56.2% of black students. See below.

MNPS vs. RPS Math Proficiency for Students of Color on 2018-19 NWEA-MAP *(based on percentage of students above the 50th percentile, also known as Quintile 4 and 5)*			
	Hispanic	Black	White
MNPS< February-3rd Benchmark>	16%	15.5%	45.7%
RNNE < December-2nd Benchmark>	26.9%	21.5%	41.7%
RNNE <May-3rd Benchmark>	50.9%	56.2%	41.7%
RPS < December-2nd Benchmark>	36.2%	33.2%	50.7%
RPS < May-3rd Benchmark>	49.7%	56.0%	56.3%

CONCLUSION

The TVAAS and NWEA-MAP data we have provided in this revised application demonstrate that RNNE has both a history of exceptional student growth and a record of increasing proficiency. Based on the above evidence of we are confident that RNNE, RUA and the Rocketship Public Schools network are all great options for **all** families, especially our students of color. We have a strong record of progress that is consistent with the TDOE's declaration that growth matters and TVAAS measures "what a school can control". Of the two years that TVAAS scores have been available, RNNE has received the highest score of 5. When it comes to comparing performance on MAP, both Nashville schools are outperforming the district in proficiency.
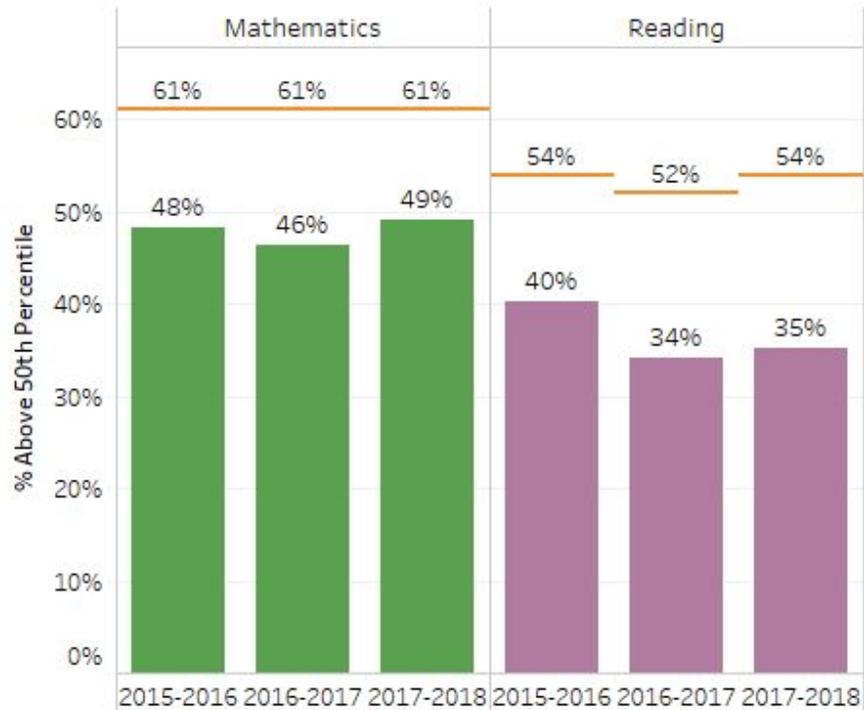
LOW PERFORMANCE

In the 2013-14 school year, Rocketship opened its first school outside of California in Milwaukee, Wisconsin. Milwaukee is home to the nation's largest racial achievement gap. There are few cities that require more urgent attention than Milwaukee. Rocketship opened its first Milwaukee school, Rocketship Southside Community Prep, with 300 students in year one - larger than any other charter school opening in Milwaukee history.

Since year one, more than 80% of students enrolled at Rocketship Southside Community Prep are classified as socio-economically disadvantaged. The school has consistently outperformed the local average for Milwaukee Public Schools for all students and ranks among the top performing schools in the state for serving disadvantaged students. In 2016 and again in 2018 the school was recognized with the "Beating the Odds" award for excellence in serving high-poverty student populations by the Wisconsin Department of Public Instruction. However, Rocketship Southside Community Prep has consistently ranked among the bottom of performance across Rocketship Public Schools network of schools.

Rocketship Southside Community Prep has consistently trailed our network average for students performing at grade level in reading and math. Over the last three years, Southside Community Prep averages 15-20 points behind the network average in reading. In math, the three year gap average is between 12-15 points.

NWEA MAP: % Above 50th Percentile
RSCP

Mathematics	Reading

Mathematics (Network Average 61%, 61%, 61%)
- 2015-2016: 48%
- 2016-2017: 46%
- 2017-2018: 49%

Reading (Network Average 54%, 52%, 54%)
- 2015-2016: 40%
- 2016-2017: 34%
- 2017-2018: 35%

% Above 50th Percentile

Gold line represents Network Average

Source: NWEA MAP results, 2015-16 through 2017-18.

Public funding for education in Wisconsin has made it more challenging for Rocketship to operate its model with fidelity. In particular, certain subgroups are severely under-funded. K4 pupils are only funded at a 60% per pupil rate compared to grades K-5. Although not required, operating a K4 grade was almost mandatory to recruit students, as every other elementary school offered K4. RSCP opened with 120 K4 students in year one, three times as many as any other grade level but with 40% less funding support.

Special education funding in Wisconsin is also insufficient. In each of the past six years, approximately 15% of RSCP's student population receives special education services. However, Wisconsin's complex funding formula for special education services is set at 26% of prior year spending. To provide our Milwaukee special education students with the same quality of support as we provide in all Rocketship schools, we needed to fill a significant funding gap.

The Rocketship national network has had to increase its service and support levels in Milwaukee to ensure RSCP would meet the needs of the students and families it serves. As noted above, RSCP is one of the top performing schools in the state for serving disadvantaged students. Special education students at RSCP are outperforming their peers across Milwaukee Public Schools as well, establishing a reputation that RSCP serves all students with excellence. But the revenue

model in Milwaukee has constrained Rocketship's ability to invest in important regional supports that are needed to elevate the quality of instruction and academic outcomes Rocketship schools realize in other regions.   We are working to solve this challenge through a combination of strategies including raising more philanthropic support. In addition, Wisconsin's new governor recently proposed a major overhaul of the state's school funding formula that accounts for the higher costs associated with educating students living in low-income households as well as a massive increase in the reimbursement provided for serving students with disabilities. Increased investment in public education for all schools, charter and district, will enable Rocketship to sustainably operate schools in Milwaukee that achieve the same level of excellence as all Rocketship schools.

CONTRACT TERMINATIONS

Not applicable.

CHARTER WITHDRAWALS, DELAYS, AND CONSOLIDATION

The response below describes the recent charter activity within the past five years. Prior to that, Rocketship had applied for charters in several different school districts in California as well as several other cities in the Midwest shortly after beginning operations in 2008. Rocketship decided to withdraw some applications during this time for strategic reasons to instead focus its operations on its existing schools in San Jose and grow its centralized network.

In February 2015, a settlement was entered into between Rocketship and the Santa Clara County Board of Education with a number of other school districts alleging that the County exceeded its authority when it authorized twenty countywide charters. The settlement stipulated that Rocketship must withdraw thirteen charters to the Santa Clara County Board.

In May 2018, Rocketship made the decision to delay the opening of a third school in Washington, D.C. The decision to delay came down to the availability of a viable school facility. The lack of affordable facilities is a huge barrier for charter schools across the District of Columbia. There is strong demand for high-quality schools in underserved neighborhoods, but the supply of affordable and suitable sites in those neighborhoods is scarce. The Rocketship DC team had found a suitable temporary space but the final renovation cost was more than double from that of our original estimate. After consulting with our construction and design partners who helped us develop our first two campuses in DC, we came to the conclusion that there was no way to meaningfully reduce the cost and provide students with an adequate, let alone excellent, school facility.

Additionally, Rocketship Public Schools consolidated two campuses in Nashville at the end of 2017-18 following the difficult decision to close Rocketship Partners Prep (RPP). RPP was opened

through the state's Achievement School District (ASD). We underestimated the viability of the ASD framework outlined in state law that requires we recruit 75% of our students from "priority" designated schools that are subject to change when the state recalculates its list of lowest-performing schools every three years. We knew before opening RPP that the ASD had worked with state legislators to change its approach to academic intervention and would no longer be opening new schools. RPP was the last new school to open under the ASD. The outcome we experienced reinforces why the state is refocusing its school improvement efforts on other strategies, and we should have given greater consideration to this before proceeding with the opening of RPP. Rocketship Nashville Northeast, located just 4 miles down the road from RPP, enrolled many of the RPP students.

PERFORMANCE DEFINICIENCES AND COMPLIANCE VIOLATIONS

SECTION K

During the 2017-18 school year, Rocketship Nashville Northeast Elementary School was issued a Notice of Probation for Exceptional Education from the MNPS Office of Charter Schools and the Department of Exceptional Students. After further investigation, it was found that Rocketship Nashville Northeast had taken the correct precautions and actions regarding an out-of-state transfer student.

RPS depends on the MNPS Department of Exceptional services to provide our Integrated Special Education teachers with access to necessary tools such as Easy IEP. Most often, the services are efficiently provided. However, between 8/4/17 and 9/19/17 the department was not able to meet our needs. It was unintentional and without malice.

The Notice of Probation did provide us with an even greater sense of urgency when it comes to providing services to our students in our Exceptional Education Program at RNNE. As a result, Ms. Caity Hickey (formerly Yurchak), who serves RPS as our Associate Director of Special Education, was deployed full time to RNNE along with RPS psychologist, Francesca Fursi.
After January, Ms. Hickey joined Mr. Jermaine Gassaway to serve as Assistant Principal at RNNE while also serving as an Associate Director of Special Education for the Nashville Region.   As a result, RNNE has made great progress in compliance and has made the appropriate shifts to the program for the purpose of driving achievement for all students. Below are the results so far:

NWEA MAP: RNNE Fall to Winter Growth Data,
Special Education Students, Reading

2016-2017	37%		1.08
2017-2018	19%		0.56
2018-2019	84%		2.21
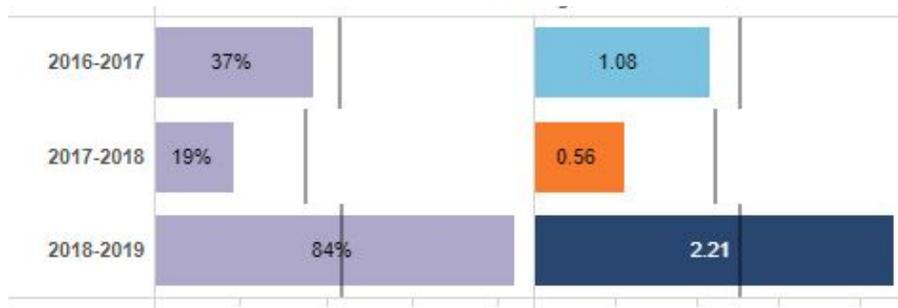
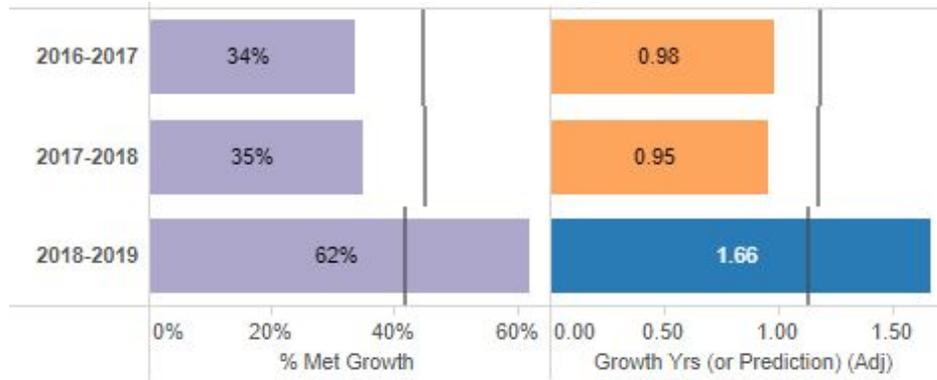**Source:** NWEA MAP results, 2016-17 through 2018-19.

The illustration above is a graphic of NWEA MAP Fall to Winter growth data in Reading for our students receiving special education services. In 2018-19, RNNE students of this demographic are on track for making 2.21 years of growth. RNNE has made great progress in serving students with exceptionalities.

LOWEST 10% REACTION

On November 9th of 2017, Rocketship Nashville Northeast received a letter notifying RPS that RNNE had been identified among " the districts lowest 10% performing schools". The school opened in 2014 as the largest fresh-start charter school in Nashville with 448 students in grades kinder through 4th grade. In its first year of operation, it achieved the highest possible -- a Level 5 -- score on TVAAS and ranked second in growth among the city's 73 elementary schools. However, absolute performance on the state assessment lagged among the school's 3rd and 4th grade students, whose results ranked the school between the state's third and fourth percentile. Although the school's 16-17 performance represented an improvement from its previous ranks, it demonstrated that the school needed to do better. RNNE immediately put a plan in place. For science, RNNE added an additional instructor to focus on science instruction for 3rd and 4th graders. For Reading and Math, additional interventionists were hired to provide small group instruction in 3rd and 4th grade. In terms of leadership at RNNE, RPS transitioned a new principal into the school (Jermaine Gassaway) while transitioning the former principal into a regional position. The former principal supported the school in the creation of materials and professional development for teachers. Additionally, Rocketship's Vice President of Schools moved to the campus permanently to support the leadership transition and professional development.

Since 2017-18, RPS has provided continued support on the ground in the form of a Manager of Achievement and a Director of Schools. RNNE continues to work hard and is providing students with the small group instruction necessary for making meaningful gains. See the 2018-19 Fall-Winter growth data below for all students.

NWEA MAP: RNNE Fall to Winter Growth Data,
All Students, Reading

While we still have much work to do in terms of overall proficiency, Mr. Gassaway and the RNNE team remain committed to small group instruction and intervention. The school is on pace to make 1.66 years of growth for reading. Additionally, RNNE had the highest growth data across the entire Rocketship network of 19 schools for Winter 18-19.

Looking at the current gains in proficiency, RNNE has moved 5.6% of students into the 50th percentile or higher on the NWEA MAP assessment, from 28.3%- 34.1%. For reading,RNNE has moved +17% of students into the 50th percentile or higher on the NWEA MAP assessment, 25.6% -42.7%.
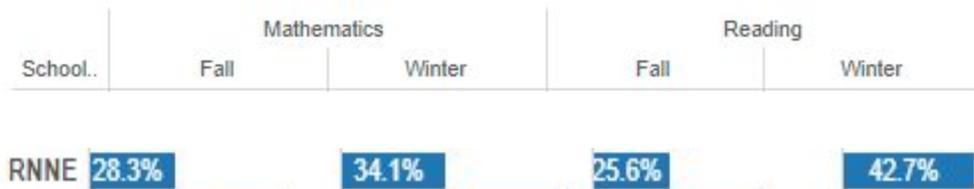
OUT OF STATE COMPLIANCE FINDINGS

As a general rule , Rocketship Public Schools takes pride in ensuring that our Network Support Team provides our schools with all the tools and supports necessary to be successful. Over a history of 10+ years, we have shown good success. However, there are exceptions when we could have done better.

Recently, our newest school, Rocketship Delta Prep, located in Antioch, CA, received notice from its authorizer for compliance findings. The areas of concern center around compliance with our MOU, not academic performance or student safety. As a new school with a new authorizer, the communication practices between Rocketship Delta Prep and its authorizer needs improvement on both sides. In addition, the school surpassed its year one enrollment target by nearly three class sizes - enrolling over 450 students. Rocketship Delta Prep did not start the school year with all the

systems and supports needed in place to support our new school. Those issues were fully addressed by midyear and all areas of concern noted by our authorizer have been cured.

For 2017-18 fiscal year, Rocketship Education submitted its Consolidated Audit past the California statutory deadline of 12/15/18. Rocketship worked diligently with its auditors for months in a deeply productive process that ultimately led to an audit showing a financially healthy and well-managed organization. The audit delay was not due to wrongful conduct by Rocketship, but rather caused by a combination of factors, including the fact that the closing processes are complicated and increased staffing was needed (on both the Rocketship side and auditor side) to complete this complex task in a more timely manner. In response to the delayed audit, the Rocketship Board of Directors took strong action to provide additional oversight over the audit process. At their February 28, 2019 board meeting, the Rocketship Board of Directors formally established an Audit Committee. The Audit Committee will serve as an additional check and balance to ensure the timeliness of the audit work process and to address any responses to questions raised about the audit by any of our authorizers.

CURRENT OR PAST LITIGATION

The following description includes all litigation involving Rocketship Education for the past five years (going back to 2014). For a description of litigation prior to 2014, please notify the applicant and we are more than happy to provide a supplemental report.

PENDING LITIGATION

The only pending litigation involves an appeal by Rocketship of a ruling regarding the award of attorneys fees in an underlying matter that was adjudicated and decided in 2018. The matter is entitled San Jose Unified School District v. Santa Clara County Office of Education, et al., pending in Superior Court of the State of California, Santa Clara County, Case No., 113-CV-241695.   The underlying matter was initiated in 2014 when San Jose Unified School District brought suit against Santa Clara County Office of Education and named Rocketship as the real party in interest. The San Jose Unified School District alleged that the County office had unlawfully granted a zoning exemption to Rocketship to build a school on a particular site. Judgement was entered in favor of the plaintiff, San Jose Unified School District, and they brought an action against SCCOE and Rocketship for attorneys fees. An order to pay attorneys fees was entered, and it is this order which is now being appealed.

PAST LITIGATION

In 2016, Rocketship Education was named as a defendant in a claim brought in Davidson County, TN. The case was a personal injury claim arising out of a bus accident that occurred in 2014 and is entitled Terri White v. Rocketship Education, Gray Line of Tennessee, et al, Case No. 16C331.

Rocketship tendered a request for indemnification both to Student Transit (its busing vendor) and its subcontractor, Gray Line of Tennessee ("Gray Line"). Gray Line accepted the defense and indemnification of Rocketship. Rocketship's position was that it was not the appropriate party to be held responsible as it did not provide the bus service at issue in this claim. In September 2018, the case was dismissed with prejudice.

As part of a worker's compensation matter filed in March 2016, a former employee alleged retaliatory discharge against Rocketship. The workers compensation matter was entitled Marisol Barajas v. Rocketship Education and the Hartford Insurance Company, pending in State of California, Workers Compensation Appeals Board, Case Nos. ADJ10089808 and ADJ 10180932. The case was dismissed with prejudice in February 2018.

In March 2017, Rocketship brought a declaratory judgement against Mount Diablo Unified School District in California for violations of Proposition 39, a California statutory scheme that mandates that school districts provide facility space to charter schools, based upon a reasonable estimate of in-district average daily attendance. The Superior Court ruled in favor of Rocketship, in March 2017, and the school district appealed. They dismissed their appeal several weeks later. The case was entitled Rocketship Education d/b/a Rocketship Futuro Academy v. Mount Diablo Unified School District, Superior Court of the State of California , County of Contra Costa, Case No. 17-0137.

ATTACHMENTS (FOR EXISTING TN OPERATOR PROPOSING EXACT STRUCTURE/GRADE FOCUS)

ATTACHMENT E: Pledged Support from Prospective Partners & Letters of Support/MOUs/Contracts

ATTACHMENT F: **F3.** Board Operating Agreement and By-laws

ATTACHMENT G: School Organizational Chart

ATTACHMENT L: Organization/Network Annual Reports or Audits (for existing operators)

ATTACHMENT M: Network Organizational Chart (for existing operators)

ATTACHMENT N: CMO Documentation (if applicable)

ATTACHMENT O: Planning and Budget Worksheet

ATTACHMENT P: Budget Narrative

ATTACHMENT Q: Network Budget (for existing operators)

ATTACHMENT R: Student Achievement/Growth Results (for existing operators)

ATTACHMENT S: Portfolio Summary Template (for existing operators)

ATTACHMENT T: School Reports/LEA Evaluations (for existing operators)

ATTACHMENT U: School Financials (for existing operators)

ATTACHMENT V: Litigation Documents (for existing operators, if applicable)