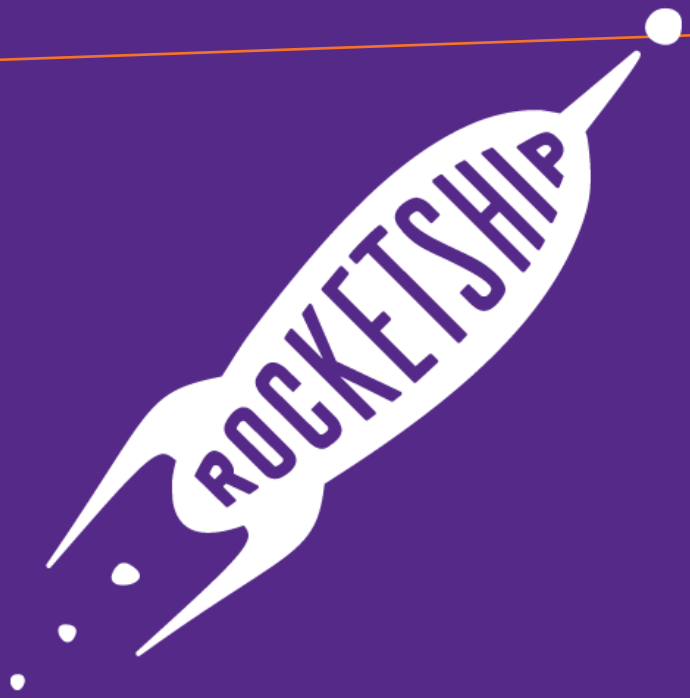


Flex Model Review

January 2014

Agenda

1	**Flex Classroom Overview**
2	**Achievement Results To-Date**
3	**Implementation Review: Positive Progress and Holdbacks**
4	**Classroom Model Alternatives and Next Steps**

1. Flexible Classroom Overview

Flexible Classroom Principles

1) Better reach all students through flexible use of time
2) Provide richer, more diverse learning experiences
3) Develop student ownership and readiness for middle school and beyond
4) Increase teacher effectiveness through collaboration

enabled by…

- Data-driven flexible groupings
- Student ownership of learning (e.g. self reflection/goal setting)
- Integrating online and offline learning
- Collaborative teaching and flexible use of roles

Criteria and Constraints for Success

Criteria
Achievement: • Materially better results than rotational classroom model, particularly when comparing movement across all subgroups of students • Qualitative evidence that students have mastered skills and mindsets to work independently and navigate middle school
Talent: • Can recruit and retain educators in flexible classroom, particularly experienced educators • Can train and develop educators in the model • Can train and develop school leaders to effectively coach the model
Financially sustainable: • Same or better than rotational model

2. Achievement Results and Staff/Family Input through December 2013

A. Compared to prior year

B. Compared to targets and other grades in 13-14

C. By subgroup

i. By 12-13 performance on CST

D. Flex Educator Survey

E. Student and Family Survey

A. Compared to Prior Year: Stronger ELA Growth in 4/5th and Every Grade

	ELA					
	R2 Score		R3 Score		Growth	
grade	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
2	45.5	49.2	51.6	58.6	5.9	9.4
3	47.3	51.7	53.9	62.7	6.0	11.0
4	45.8	41.5	50.6	56.3	4.1	14.8
5	50.0	49.3	54.6	59.2	4.7	9.9

13-14 is higher than 12-13
less than 1 pt difference
13-14 is lower than 12-13

Note: ELA Growth is calculating R2 to R3 because we don't have comparison R1 data for 12-13

- For ELA, Cycle 3 growth was higher in 13-14 for all grade levels
  - 4th grade had highest growth with an avg growth of 10+ pts higher in 13-14
  - Keep in mind, though, that 2012-13 R3 ELA growth was disappointing
- All 4th/5th classes but one had higher growth in 13-14 than 12-13

Note: See Appendix for data for each space
Data Note: R3 avg score & growth calculated with students who have scores for both cycles; 13-14 data excludes RSCP & RSK 4th/5th

Compared to Prior Year: Mixed MATH Growth - stronger in 5th, close in 4th

	Math					
	R1 Score		R3 Score		Growth	
grade	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
1	46.8	53.4	70.3	73.6	22.9	20.3
2	46.5	50.9	68.2	67.3	20.6	16.4
3	43.3	46.8	57.9	62.7	13.5	15.9
4	46.8	46.4	61.1	59.9	14.2	13.5
5	46.1	45.5	58.9	61.7	12.6	16.2

13-14 is higher than 12-13
less than 1 pt difference
13-14 is lower than 12-13

Note: Math Growth is calculating R1 to R3

- In Math, YTD Growth is higher in this year for 3rd and 5th grade
  - 5th grade 13-14 growth is almost 4 pts higher
- 4th grade growth is lower this year, but by less than 1 point
  - Individual spaces: Three 4th grade spaces had lower YTD Growth in this year than last

Note: See Appendix for data for each space
Data Note: R3 avg score & growth calculated with students who have scores for both cycles; 13-14 data excludes RSCP & RSK 4th/5th

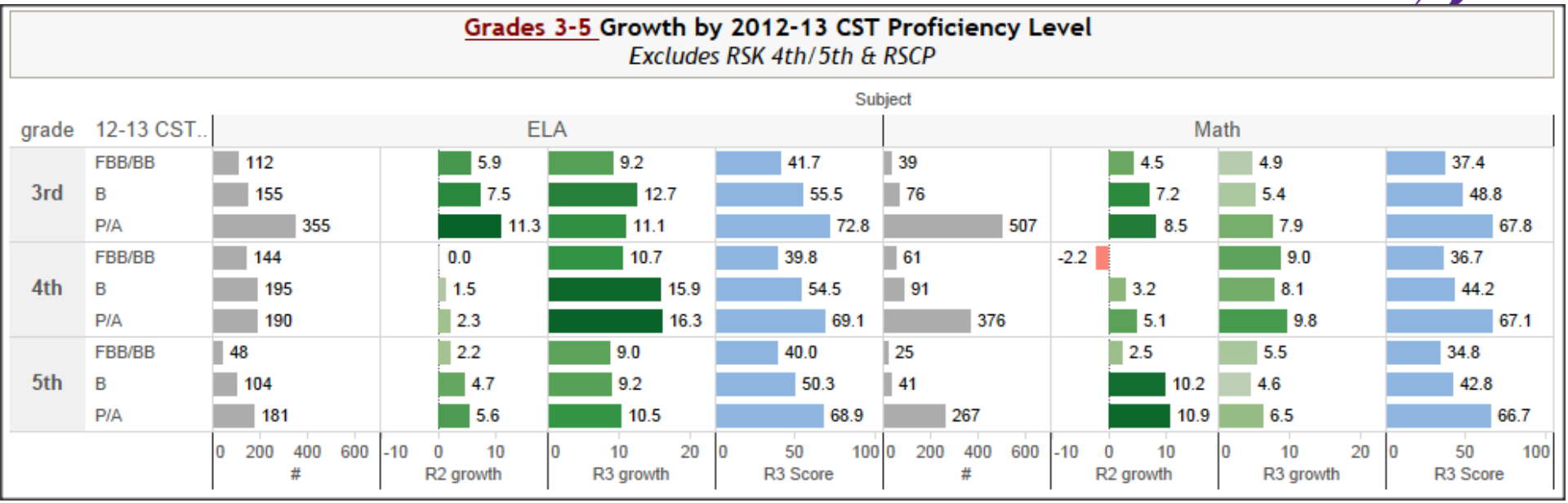
B. 2013-14: Variable Round to Round Growth; ISE Growth is Equal or Better

- 4th grade spaces saw strong R2 to R3 growth in both Math & ELA but had a sluggish R1 to R2.

- 5th grade grew solidly from R1 to R2 but stalled in R3

- ISE growth is solid
  - 4/5th ISE students are growing as much as ISE students in other grades
  - 5th grade has the highest ISE growth

C: CST Proficiency Levels: In both ELA & Math, most YTD growth is coming from the P/A group across all grades 3rd-5th



- FBB/BB students are growing less than our B/P/A students across all 3 grades, 3rd-5th.
- In Cycle 3, the growth gap between FBB/BB & P/A shrank (compared to Cycle 2)
- In ELA, FBB/BB has lowest R3 & YTD growth
- In Math, Basic group has lowest R3 growth; FBB/BB has lowest YTD growth

Link to YTD growth

Link to Proficiency Cutoffs

D. Flex Educator Feedback

Goal	Target	Current State
80% of each stakeholder group agree the model is effective (across a span of at questions) **Questions:** 1. Our classroom is effective at accelerating student achievement. 2. Our classroom prepares students for middle school.	80%	Teachers: 47%* Leaders: 50%
3. 80% of teachers agree that they have developed as a practitioner in the 4.5 model	80%	Teachers: 52% Leaders: 90%*
4. 80% of stakeholders agree they are able to make meaningful relationships (teachers, students, parents, SLs)	80%	Teachers: 52% Leaders: 66%

**indicates significant improvement since Fall 2013 survey administration.*

E. Summary of Student Survey Findings

1. Students provide the most critical feedback on questions related to Classroom Culture.
2. In general, 3rd graders provide the most positive ratings, followed by 5th graders, then 4th graders.
3. Across all summary measures and over 90% of individual questions, students in the flexible model provide *less positive* feedback than students in the non-flexible model.
4. Student ratings are most consistent on questions related to Academic Expectations and Student Engagement.
5. Student ratings are least consistent on questions related to Relevance and Personal Relationships.

The differences between students across models were **highly significant** and with **large effect sizes** in 5/6 summary measures

	Overall	Range from highest to lowest	Flex model	Non-flex model
Student Engagement	3.93	0.31	3.79	4.10
Classroom Culture	2.99	0.33	2.84	3.17
Academic Expectations	3.52	0.27	3.40	3.67
Instructional Methods	3.92	0.24	3.81	4.05
Relevance	3.34	0.27	3.21	3.48

Students responded on a scale of 1-5, with 1 being the least positive and 5 being the most positive response.

Summary of Parent Survey Findings:

1. Parent feedback is quite positive: average responses range from “agree” (4) to “strongly agree” (5) across most questions and subgroups.
2. Parents provide the most positive ratings when asked whether their “child feels connected to one or more of their teachers” and whether they are “satisfied with [their] student's academic progress.”
3. Parents provide the least positive ratings when asked whether their “child's classroom is orderly.”
4. Parents of 5th graders provide the most positive ratings, followed by 3rd grade parents, then 4th grade parents. Parents of non-flex model students tend to provide higher ratings than parents of flex model students.

The differences between parent ratings across models were **moderately significant** and with **small effect sizes** on the following questions:

	Overall	Range from highest to lowest	Flex model	Non-flex model
My child likes going to class.	4.27	0.16	4.19	4.35
I am satisfied with my student's academic progress.	4.29	0.23	4.17	4.40
My child feels connected to one or more of their teachers.	4.35	0.14	4.28	4.42
My child's classroom is orderly.	4.01	0.30	3.85	4.15

Implementation Review:
Positive Progress and Holdbacks

Performance Against Criteria

Criteria	Projected Future Status
Achievement: • Materially better results than rotational classroom model, particularly when comparing movement across all subgroups of students • Qualitative evidence that students have mastered skills and mindsets to work independently and navigate middle school	**Comparable** ● It seems our flex classrooms can achieve comparable outcomes to our rotational classrooms, although we're still gathering data (i.e. MAP) and are only part way through the year. It has required a much larger lift however and not proven to be 'materially better' as of yet. ● We also realize that these results depend on both our ability to recruit and support excellent teaching teams. ● Relationships and individual student accountability continue to be challenging. ● Too early to assess middle school readiness.
Talent: • Can recruit and retain educators in flexible classroom, particularly experienced educators • Can train and develop educators in the model • Can train and develop school leaders to effectively coach the model	**Challenging** ● Recruiting will likely be even more difficult at scale, especially in new regions that are less familiar with Rocketship ● We believe we can refine our training for teachers and school leaders working the our flex classrooms.
Financially sustainable: • Same or better than rotational model	**Currently Challenging/Possibly Comparable Long-Term** ● While we currently have more staff in the flex model (it has required additional investment of resources by Rocketship), this could be financially equivalent in the future.

Flex Classroom Alternatives

Options: Focused Flex

Description	14-15 and beyond
Flex classroom with 5th grade cohort (typically 80 students) **Build around flex-experienced teachers/teamS** **Build more explicit team teaching** **Non-rotational schedule** Flex group size and length of periods to meet learning needs **Integrate online and off-line learning beyond OLP's** - Integrate into Math, ELA, etc **Use layered behavior management scaffolds** RULER/Kimochi PBIS lessons, Class Dojo	**Limit to 5th in 14-15 to build skill and experience with intent for flex to be upper grade model in longer-term** (14-15: only applies to RMS, RSSP, RLS, RDP, ROMO 5th since enrollment in 5th low to implement flex) **Increase likelihood of filling flex teaching position with RSED experienced teachers** **Focus on small set of academic advances** **Dedicated network support partners**
Pros	**Cons**
- Continue to develop the most promising flex practices - Easier to recruit and on-board than current flex model given only one, smaller grade level - Potential for more integrated technology - In many cases, allows schools to take more Kinder classes	-5th grade teams potentially feel isolated in a niche model -Divides attention of SLs and network support across two models -Better supports needed to make flex classrooms a least restrictive environment -Likely to remain difficult to recruit/train/retain teachers in the model at scale -Role clarity/accountability likely to remain muddled

Options: Enhanced Rotational

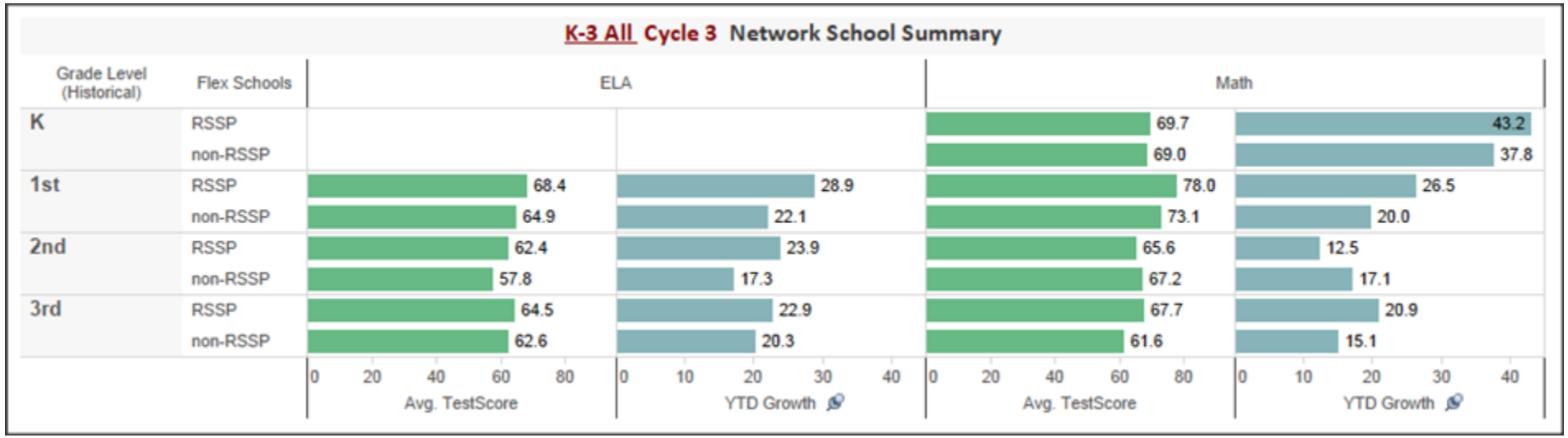
Description	14-15 and beyond
Integrate discrete promising practices of flexible classroom into rotational model in order to: 1) Better reach all students 2) Provide richer, more diverse learning experiences 3) Develop readiness for middle school and beyond 4) Increase teacher effectiveness through collaboration	**Pick 1-2 high leverage aspects to implement across grade levels.** *Leading ideas:* **- Introducing tech in the classroom:** *(14-15) Introducing tech literacy (e.g. typing, using Microsoft Office apps) in grades 3-5 *(14-15) Building student capacity to use tech to demonstrate mastery of content (e.g. presentations) *(15-16) Developing teacher practice to use tech to teach, reinforce and apply learning **- Serving all students:** *sharing students across simultaneous ELA cohorts using formative assessment data. **- Team collaboration:** ***targeted PD and CPT structures focused on data analysis and corrective instruction
Pros	**Cons**
- Practices are universal--relevant to all grades, regions and contexts - Opportunity for quick learning and iteration due to consistency across schools - The model is nimble--we can add, subtract and revise practices within the rotational model without massive implications for facilities, enrollment and recruitment.	- Unless flex block is adopted, there's limited opportunity to group from larger cohort of students - May feel like a series of uncoordinated innovations and new expectations for school staff - How will lessons from flex carry forward in Rocketship?

Options: Flex Block

Description	14-15 and beyond
Designated block built into daily schedule used to increase differentiation and small-group instruction **-Data-driven groupings:** Teachers, ILS, ISE and potentially other 'flex' staff group students from across grade level cohort -**More small-group for highest need students:** Highest-need students work in small groups with teachers most frequently. -Other students benefit from more personalized attention in 'medium-group' instruction; others may have differentiated, above-grade-level objectives	-Builds **flexible minutes** into schedule to be re-allocated to ELA or math content depending on grade level data; likely to focus on ELA beginning of year -**Increases time for teacher-led intervention** (e.g. comprehension or math) & ILS-led intervention while preserving tier 2 time in Learning Lab -**Consistent SG/intervention:** Designated time helps ensure intervention/SG happens daily. Also increases teacher awareness of tier 2 & 3 resources and student needs -**Potential to increase integration of online/offline learning:** by introducing chromebooks during this block; could also introduce small-group collaborative work
Pros	**Cons**
-**Serve all students:** Introduces another designated time for small-group instruction and differentiation -**Collaboration:** Increases grade level-wide collaboration and sense of ownership for all students across ELA, math, and ILS staff -Experienced teachers can extend their reach to highest-need students across grade; can also extend their classroom management skills to newer staff by collaborating in same teaching space -Math/ELA teachers have opportunity to build instructional skill/exposure in another subject	-**Role clarity and accountability:** become more complicated for both teachers and hourly staff (though can re-work PGP to include % of performance based on grade-level-wide data) -**Hiring and Onboarding:** hourly 'flex' staff introduce another category of staff to hire and train -**Quality of content for larger groups:** can differentiate with higher-level objectives or outputs but extent of differentiation may be limited due to larger group size **-Schedule:** Introduces site-level variability in daily schedule for ELA and Math. -**Cost:** need to determine feasibility of hiring additional hourly 'flex' staff to push in and reduce ratios

RSSP Flex Block Performance

RSSP vs. Non-RSSP Growth for Grades K-3



- RSSP's K-3 students had greater growth in all grades/subjects/sub-groups (behind, borderline, grade level) except 2nd grade Math.

Timeline: Engagement and Decision

Audience	Date
Principals share engagement & decision timeline with staff	1/30
Message to whole network	1/30 end of day
Teacher/parent/student surveys	1/22-1/31
-Discuss options with each Flex team at CPT (Flex network support team member to join) **-School leaders revisit options with each K-3 team at CPT**	Week of 2/3
Lunches at each school to gather staff input	Week of 2/10
Flex Parent Meetings **-Message: No flex in 4th grade, preview considering flex/rotational in 5th grade. Network support member can join if desired.** **-Follow-up Message: Share parent & student survey data and see what resonates with parents.** **-Network Support team happy to join for mtgs - let us know.**	Weeks of 2/3 and 2/10 (survey data in by 1/31 and summarized 2/7)
Discuss with Board	Achievement Committee 2/13 Executive Committee 2/18
Discuss Overall Input/Feedback with Principals	2/19
Finalize and Share Decision with Network	2/27

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