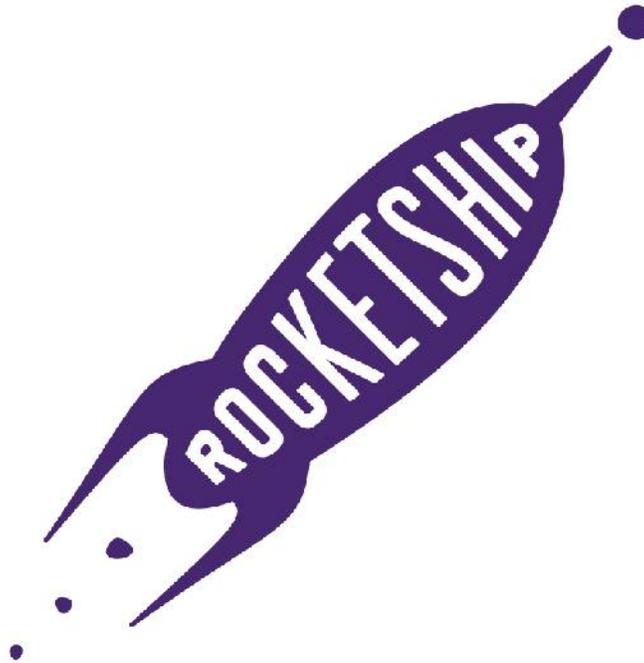


Rocketship Mosaic Elementary



Performance Report

Submitted to Franklin-McKinley School District
January 26, 2016

INTRODUCTION

The Rocketship Mosaic Elementary (“ROMO”) community is pleased to submit a petition for renewal of the school’s charter.

Pursuant to Education Code § 47607(b), charter schools that wish to be granted a renewal must meet at least one of the following criteria prior to being reauthorized:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years [§ 47607(b)(1)];
- Ranked in deciles 4-10, inclusive, on the API in the prior year or in two of the last three years[§ 47607(b)(2)];
- Ranked in deciles 4-10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years [§ 47607(b)(3)]; or
- The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school [§ 47607(b)(4)(A)].

The Franklin-McKinley School District (“FMSD,” or “the District”) has indicated that, due to the suspension of API, it will be using the fourth criterion described above for renewal petitions in SY 2015-16. The District has also outlined some additional standards and expectations that will guide its reauthorization decisions. In particular, the District will assess whether the charter school (1) is an Academic Success; (2) is an effective, viable organization; (3) has been faithful to the terms of its charter; and (4) has reasonably comprehensive plans for a future charter term.¹

The District has indicated that it will consider a charter school an Academic Success if the school achieves or makes substantial progress toward measureable pupil outcomes and consistently performs above the median for comparison schools. For the purposes of analyzing charter school performance, the District has requested a performance report that describes the various measures used to evaluate the effectiveness of the school’s educational program, including assessments outlined in the school’s charter and all relevant student performance data and CAASPP scores. The performance report should also include reporting of the school’s fiscal accountability and public governance systems.

The following Performance Report demonstrates how, since first opening in August 2011, ROMO students, including subpopulations of students, have made substantial progress toward measureable outcomes and achieved at levels not only equal to, but in many cases far exceeding those of, comparison schools in the district. This Performance Report is meant to

¹ See Franklin-McKinley School District Charter Renewal Application guidelines from the Education Services Division, SY 2015-16.

accompany ROMO's charter petition for renewal, which contains many more details on each of the performance measures described herein.

SECTION I: ACADEMIC PROGRESS

A. California Assessment of Student Performance and Progress (CAASPP)

In accordance with California laws and regulations, ROMO first administered the Smarter Balanced assessments in English/Language Arts (ELA) and Mathematics in SY 2014-15 pursuant to the CAASPP system.

The Smarter Balanced summative assessments (SBAC) and the Common Core State Standards (CCSS) with which they align are unparalleled in rigor. Students in California are being asked to engage in and articulate complex, higher-order thinking across content areas, often in ways they have never previously encountered on performance assessments. Despite the unfamiliarity and increased complexity of the new assessment regimen, ROMO students in 3rd-5th grades, including ROMO's primary student subpopulations, outperformed students in the District and State in both Mathematics and ELA/Literacy.

As indicated in Ed Code 47607(b)(4)(A), academic performance comparisons should include comparisons to the school district in which the charter school is located and to the district schools that charter school students would otherwise attend. Academic comparisons should also take into account the composition of the pupil population that the charter school serves.

ROMO had a higher percentage of students scoring at or above grade level on SBAC Mathematics and ELA/Literacy than did the entire FMSD and the entire State of California, as shown in the graph below.

ROMO's performance also significantly exceeded that of local FMSD schools with comparable pupil populations. A significant number of ROMO students would otherwise attend Robert F. Kennedy or Santee elementary schools, which are the two FMSD public schools located in closest proximity to ROMO's campus. The composition of ROMO's student body is also similar to that of Robert F. Kennedy and Santee, as shown in the tables below.²

² These figures represent students in grades 3-5 who were tested on SBAC Mathematics. Numbers of students who were tested on SBAC ELA/Literacy were reported to the CDE separately. The numbers were all identical or within one percentage point.

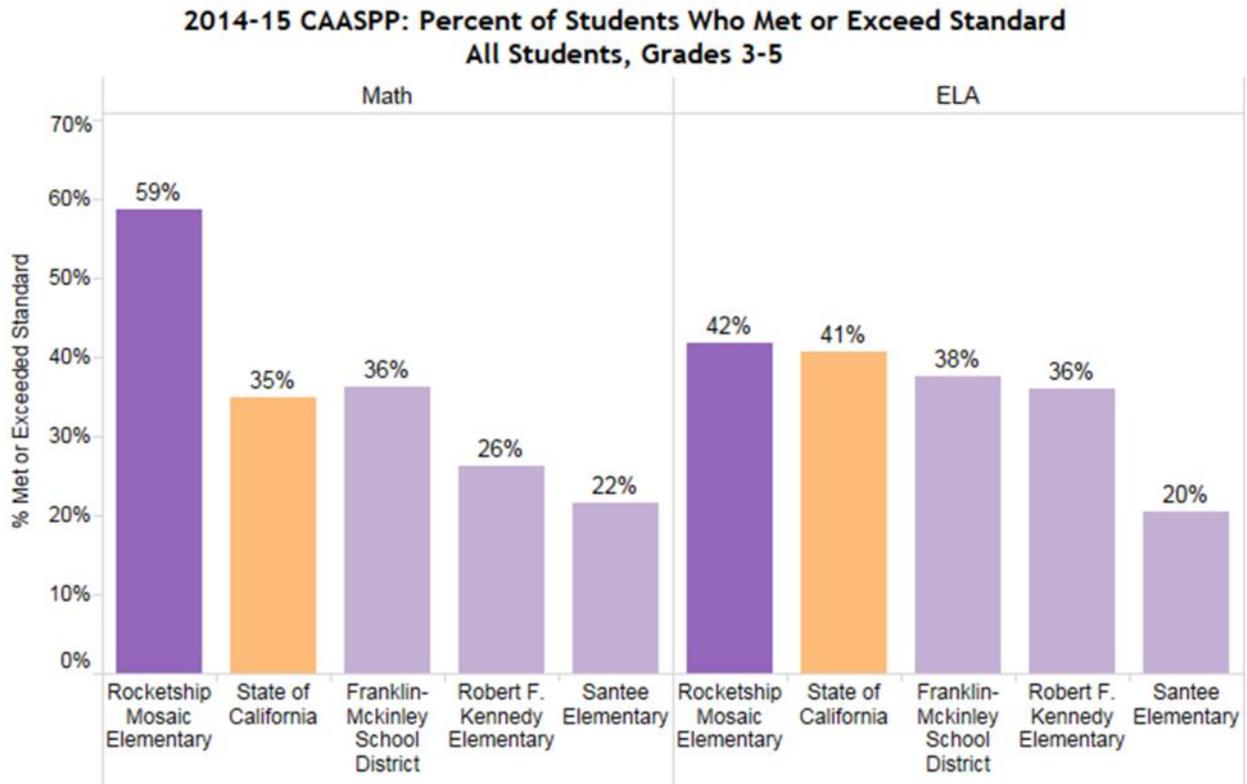
Student Demographics, Grades 3-5

	Enrollment	%Socioeconomically Disadvantaged	English Learner	Hispanic
Rocketship Mosaic	282	88	50	77
State of California	1,422,739	60	26	52
FMSD	2,858	82	48	57
Robert F. Kennedy	221	86	53	64
Santee	162	94	65	75
Source: California Department of Education, CAASPP (http://caaspp.cde.ca.gov/).				

The data in the remainder of this section illustrates how ROMO students in 3rd-5th grades outperformed not only Robert F. Kennedy and Santee but also the entire FMSD and the entire state of California on SBAC Mathematics and ELA. ROMO’s primary student subpopulations – students who are Socioeconomically Disadvantaged, English learners, and Hispanic – also outperformed Robert F. Kennedy and Santee; FMSD as a whole; and the state of California on SBAC Mathematics and ELA.

As further described in the accompanying petition for renewal, Rocketship is committed to exploring ways to continue to evolve and improve our instructional model to ensure that our students are able to achieve even higher levels of mastery of the rigorous standards called for by the CA CCSS and CAASPP.

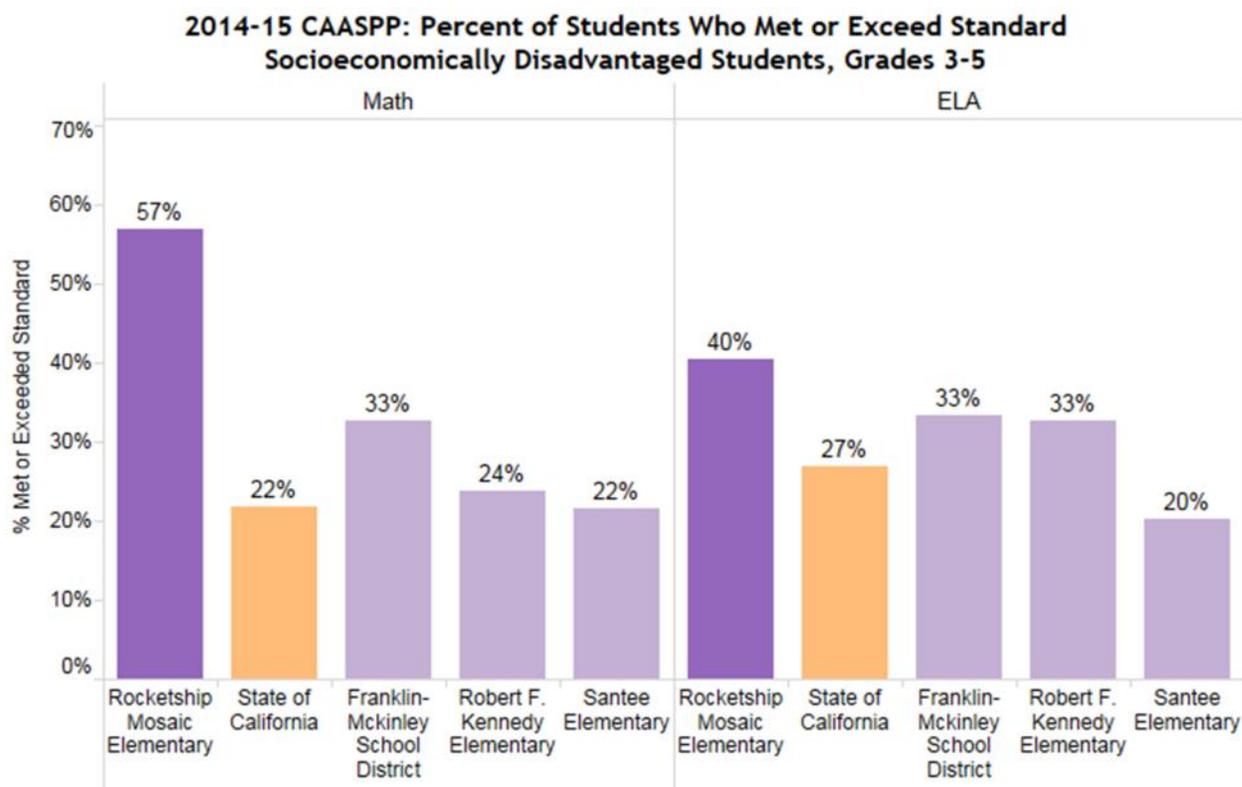
COMPARISON: ALL STUDENTS



Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (<http://caaspp.cde.ca.gov/>).

With nearly 60% of students meeting or exceeding grade-level standards, ROMO significantly outperformed both the entire State and the entire District by more than 20 percentage points on SBAC Mathematics. ROMO also outperformed Robert F. Kennedy and Santee by more than double (59% compared to 26% and 22%, respectively). ROMO also outperformed the State, the District, Robert F. Kennedy, and Santee in SBAC ELA; in the lattermost case, by more than double the percentage points (42% compared to 20%).

COMPARISON: SOCIOECONOMICALLY DISADVANTAGED STUDENTS

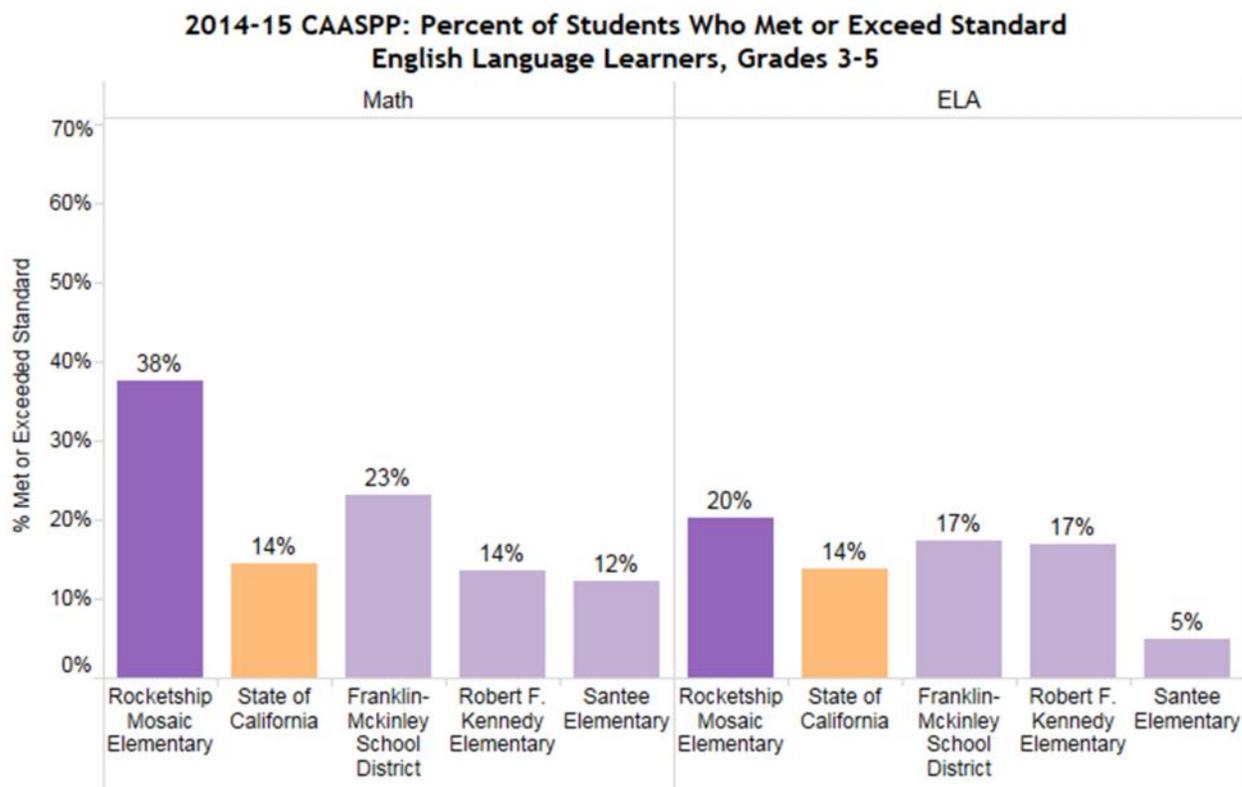


Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (<http://caaspp.cde.ca.gov/>).

In SY 2014-15, approximately 88% of ROMO 3rd-5th grade students were socioeconomically-disadvantaged (SED). ROMO's SED students outperformed SED students in FMSD elementary schools in both ELA and Mathematics. In the case of the latter, ROMO had 57% of students meeting or exceeding grade-level standards, which was 24% higher than FMSD.

As compared to Robert F. Kennedy and Santee, ROMO had more than double the percentage of students meeting or exceeding state standards in Mathematics (57% compared to 24% and 22%, respectively). ROMO also outperformed these two schools in ELA, again doubling Santee's performance (40% compared to 20%).

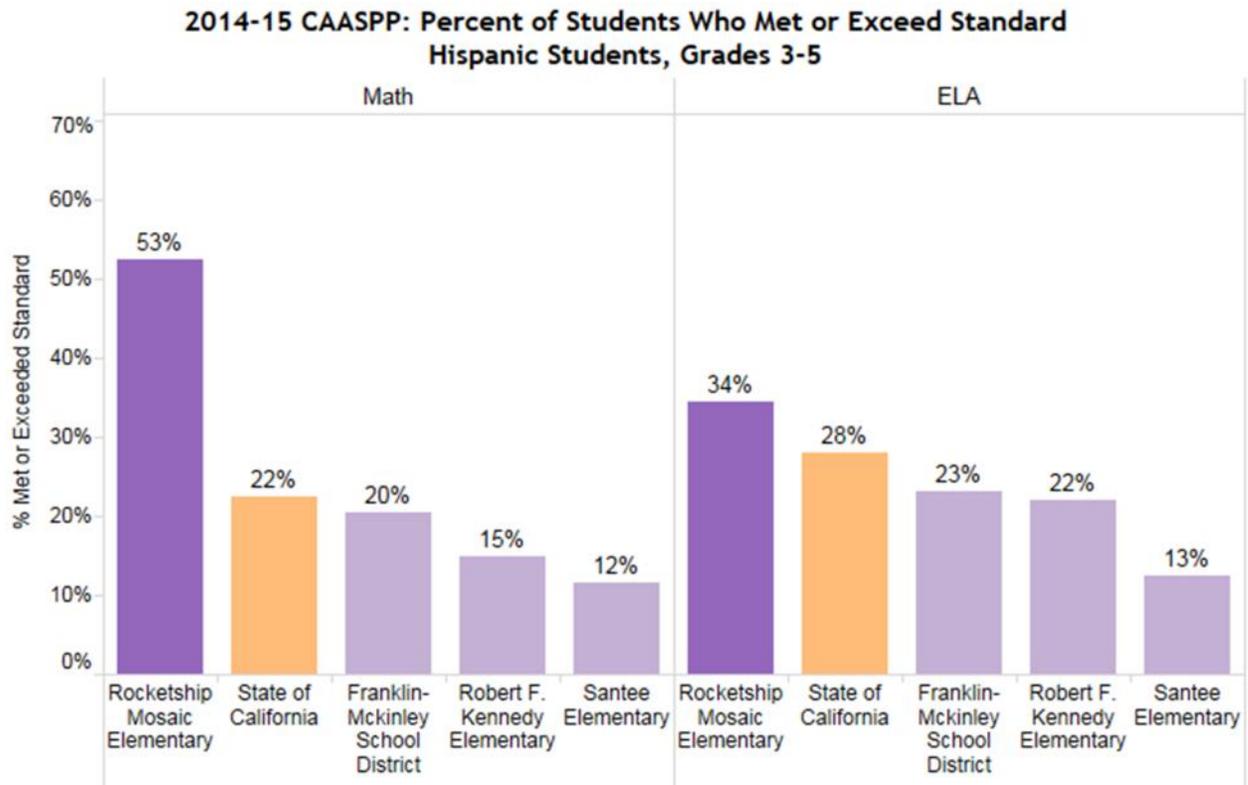
COMPARISON: ENGLISH LEARNERS



Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (<http://caaspp.cde.ca.gov/>).

In SY 2014-15, approximately 50% of ROMO 3rd-5th grade students were English learners. ROMO's EL population outperformed FMSD's EL population in both ELA and Mathematics. As compared to Robert F. Kennedy and Santee, ROMO's levels of achievement were even more striking. ROMO had more than three times as many students scoring at or above grade level in Mathematics than did Santee (38% compared to 12%), and nearly three times as many students than Robert F. Kennedy as well (38% compared to 14%). ROMO had more than four times as many students scoring at or above grade level in ELA than did Santee (20% compared to 5%). ROMO also outperformed Robert F. Kennedy in ELA.

COMPARISON: HISPANIC STUDENTS



Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (<http://caaspp.cde.ca.gov/>).

In SY 2014-15, approximately 77% of ROMO 3rd-5th grade students were Hispanic. ROMO had more than double the percentage of Hispanic students meeting or exceeding grade level standards on SBAC Mathematics than FMSD (53% compared to 20%), and outperformed FMSD in ELA by more than 10 percentage points.

As compared to Robert F. Kennedy and Santee, ROMO had up to four times the percentage of Hispanic students meeting or exceeding grade level standards in Mathematics (53% compared to 15% and 12%, respectively). ROMO's Hispanic students also outperformed Hispanic students in ELA at these comparison schools; in the case of Santee, by nearly double.

B. California English Language Development Test (CELDT)

CELDT GROWTH

Based on the California Department of Education’s criteria, nearly 70% of ROMO’s English learners are making progress in learning English under the State’s annual measureable achievement objectives (AMAOs).³ ROMO has also significantly outperformed both FMSD and the State in meeting the AMAO 1 targets over the past several school years.

Comparison of ELs Making Annual Progress Learning English (AMAO 1) by Year

Year	ROMO % Meeting AMAO 1	FMSD Elementary % Meeting AMAO 1	State Target for AMAO 1
SY 12-13	No Report*	56.1%	57.5%
SY 13-14	69.8%	56.8%	59.0%
SY 14-15	66.5%	58.0%	60.5%

* ROMO does not have a Title III Accountability Report with the AMAO data in 2012-13 because they did not apply for Title III funds that year.

Source: California Department of Education, Title III Accountability Reports (<http://dq.cde.ca.gov/dataquest/>).

Note: Rocketship Education calculated the average for elementary schools in FMSD to provide a similar-student comparison to ROMO.

³ The AMAO 1 measures students making annual progress in learning English. Each EL has an annual growth expectation based on their previous CELDT score. The criteria include: ELs at Beginning, Early Intermediate, or Intermediate levels must gain one proficiency level; ELs at Early Advanced and Advanced levels must reach the English proficient level; and ELs at the English proficient level are expected to maintain that level until they are reclassified.

RECLASSIFICATION

ROMO does not consider reclassification a primary measure of academic success at the elementary level. At Rocketship, we instead focus on getting our students to perform at or above grade level in all content areas. Nonetheless, we recognize that students who are designed as “EL” do not, by definition, possess a level of mastery of the English language sufficient to be considered fully proficient. We understand the importance of developing our ELs into lifelong language learners and reclassifying them as English proficient, especially before they graduate and go on to higher levels of education. Thus, although we believe that other metrics contained in this report speak more accurately to ROMO’s *academic* performance, we have chosen to include our reclassification data as well.

ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year: % of Prior Year’s Enrollment	
Year Reported	ROMO
SY 2012-13	1.5%
SY 2013-14	12.9%
SY 2014-15	26.5%

Source: California Department of Education, English Learners Demographics (<http://dq.cde.ca.gov/dataquest/>).

For comparison purposes, the table below shows the reclassification rates in the State, District, and among FMSD comparison schools. ROMO’s data is within the range of figures publicly reported by these two comparison groups. However, we note that reclassification data is difficult to directly compare. The FMSD and State data includes all students, not just elementary school students. Furthermore, pursuant to Title 5, Section 11303 of the California Code of Regulations, Local Education Agencies (LEAs) establish their own reclassification policies. Though policies must all include the four criteria outlined in the regulations, there may be variations among LEAs throughout the State.

ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year: % of Prior Year's Enrollment				
Year Reported	CA	FMSD	Robert F. Kennedy	Santee
SY 12-13	12.2%	14.3%	14.2%	8.8%
SY 13-14	12.0%	15.3%	19.2%	9.7%
SY 14-15	11.0%	16.8%	14.7%	12.4%

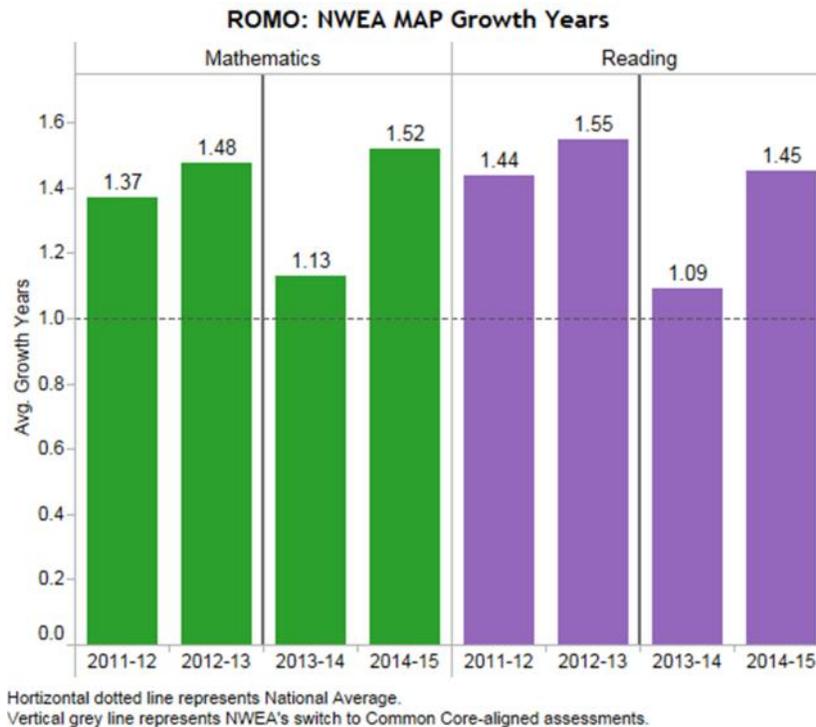
C. Progress Toward Measureable Student Outcomes

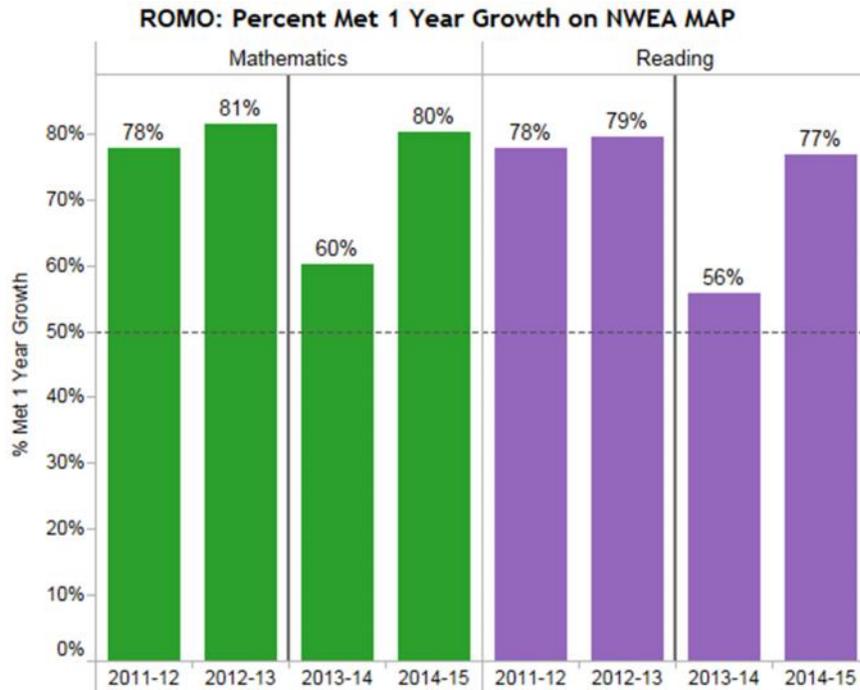
As described in our charter petition, Rocketship uses the nationally-normed NWEA MAP assessments to measure growth throughout the school year in Reading and Mathematics. ROMO students have achieved significant growth over the past four years as measured by the NWEA MAP.

In SY 2013-14, Rocketship began implementing the Common Core State Standards (CCSS) and transitioned to CCSS-aligned version of NWEA MAP. As a result, student performance dipped among all students and across all Rocketship campuses. As the data below demonstrates, however, performances immediately began to climb in the following school year as instruction fully transitioned to CCSS and students adjusted to the new standards.

GROWTH OF ALL STUDENTS

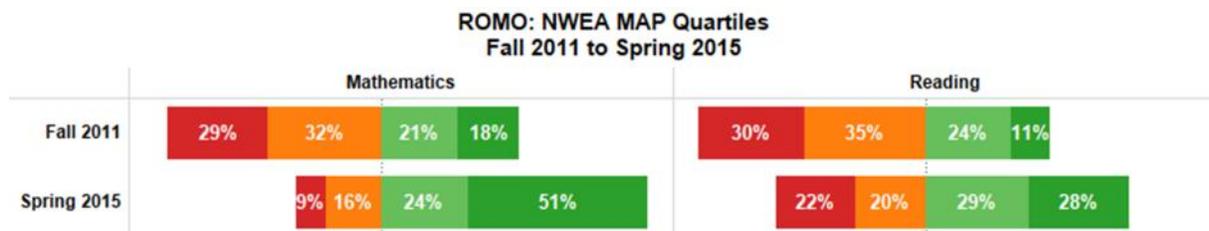
Over the last four years, ROMO students grew an average of 1.37 years in Mathematics and 1.38 years in Reading on MAP. Said another way, this means that on average ROMO students have grown about 30% more than their peers nationwide. With the exception of SY 2013-14, over three-quarters of students grew at least one year during each school year (i.e., met or exceeded national growth targets).





Horizontal dotted line represents National Average.
 Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

Additionally, we see that students' levels of achievement significantly improve over multiple years at ROMO. In fall of 2011-12, 39% of students were scoring at the national norm (50th percentile rank) in Mathematics. By spring 2014-15, four years later, 75% of these same students were scoring at the national norm, an increase of 36 percentage points. Twenty two percent of students moved above the national norm in Reading during the same time frame. In addition, the number of students scoring below the 25th percentile nationwide was more than cut in half in Mathematics – to less than 10% - and also significantly decreased in Reading during this time frame.

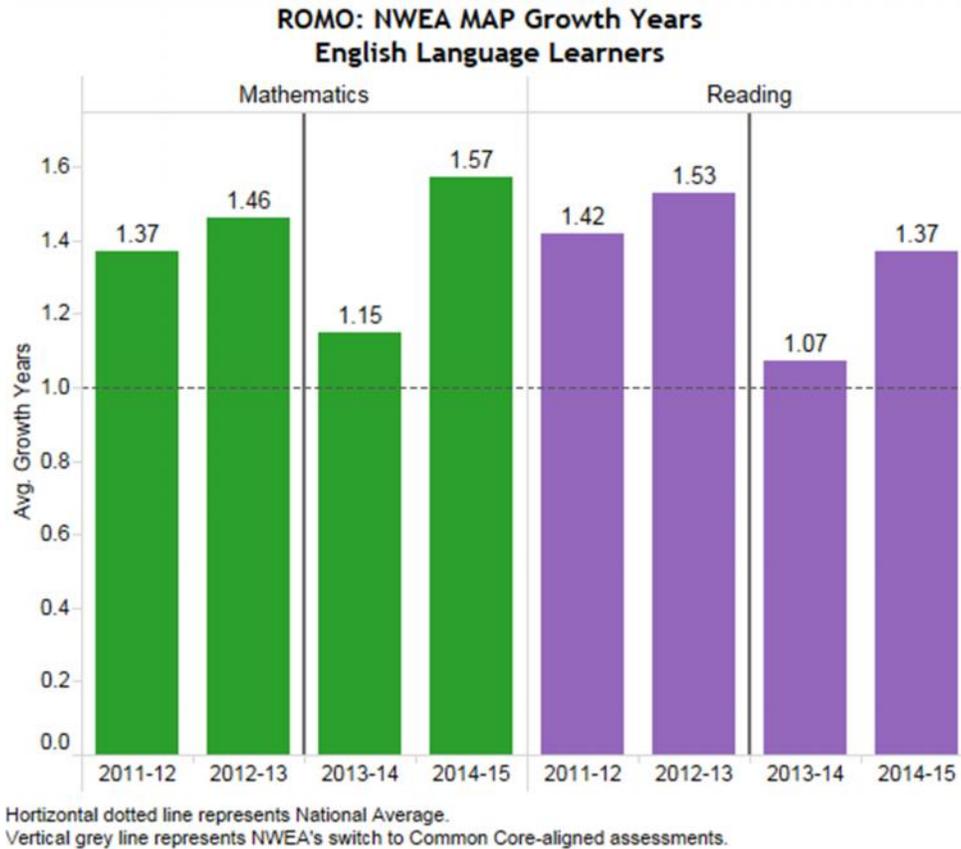


Quartile

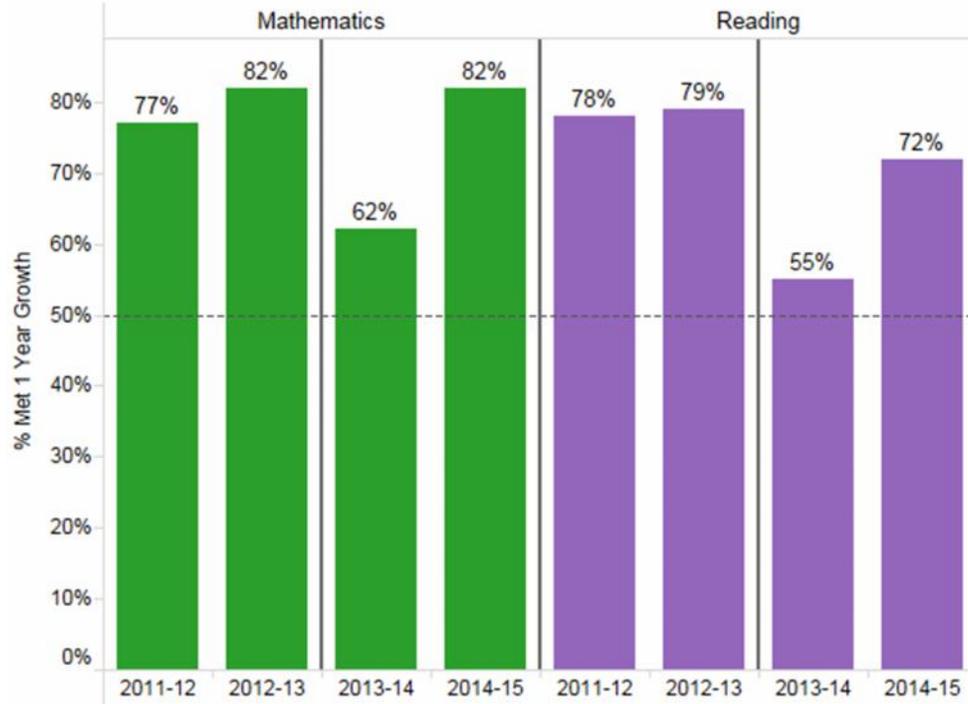
- 75th percentile and above
- 50th - 74th percentile
- 25th - 49th percentile
- < 25th percentile

GROWTH AMONG EL STUDENTS

ROMO's EL students have outperformed national growth norms in both Reading and Math over the past four years as measured by the NWEA MAP. ROMO's EL students have averaged at least 1.1 years of growth in both subjects in three out of the past four years. Roughly three-quarters of the school's EL students made more than one year of growth in both Reading and Mathematics in every year except SY 2013-14 on MAP.



**ROMO: Percent Met 1 Year Growth on NWEA MAP
English Language Learners**

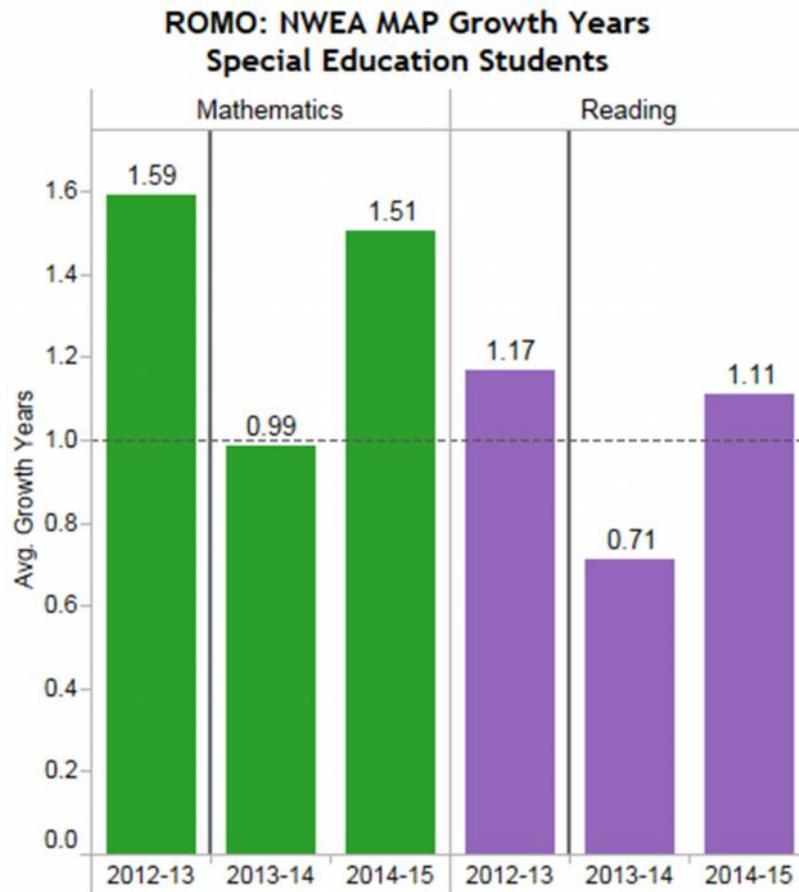


Horizontal dotted line represents National Average.
Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

D. Progress of Special Education Population

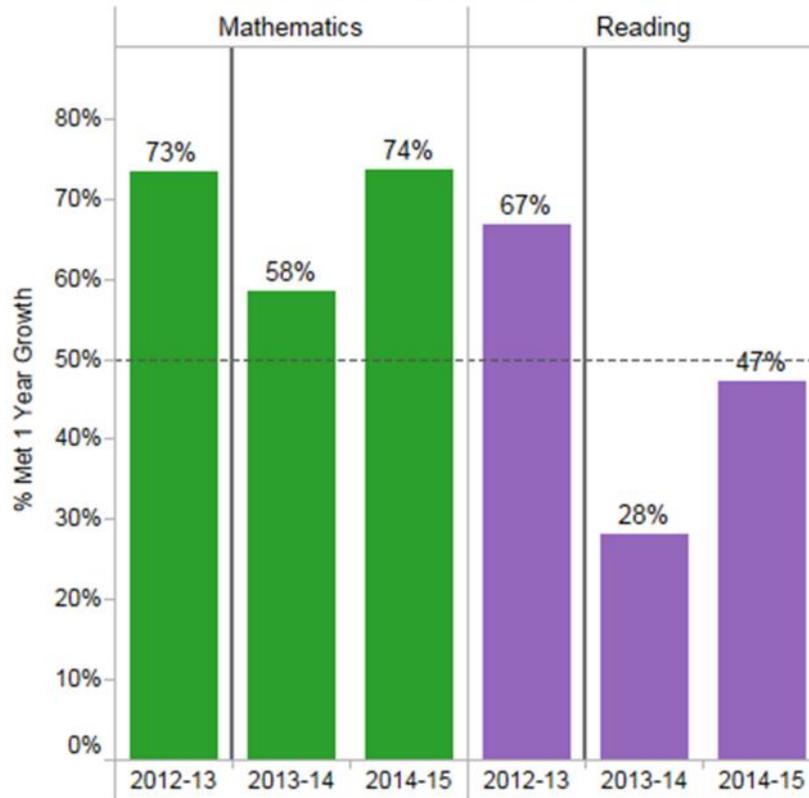
ROMO’s special education population has made tremendous growth in Mathematics. In the past three school years, more than 50 percent—and often close to two-thirds—of ROMO’s special education students made at least one year of growth in Mathematics as measured by the MAP. In SY 2014-15, the average growth in Mathematics among ROMO’s special education students was 1.51 years on MAP. (For comparison purposes, the average growth in Mathematics among non-special education students for SY 2014-15 was 1.52 years on MAP.)

ROMO’s special education population has also made progress in Reading. In the most recent school year, average growth has risen to 1.11 years, which is above the national growth norm of one year for all students.



Horizontal dotted line represents National Average.
 Vertical grey line represents NWEA's switch to Common Core-aligned assessments.
 Note: Data from 2011-12 is not included because there were less than 10 students with scores.

**ROMO: Percent Met 1 Year Growth on NWEA MAP
Special Education Students**

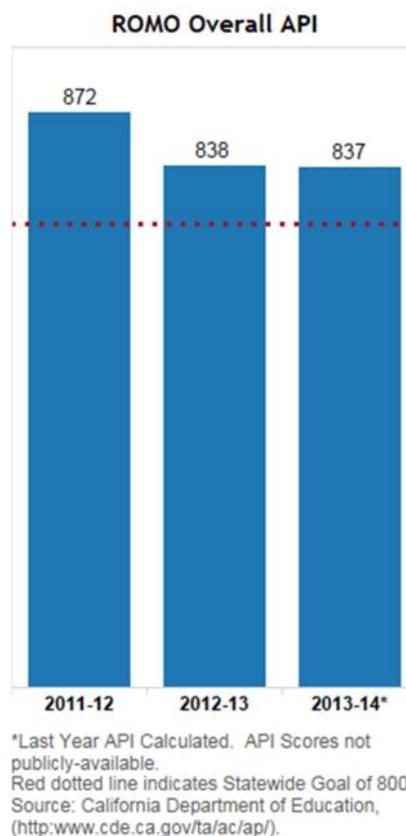


Horizontal dotted line represents National Average.
 Vertical grey line represents NWEA's switch to Common Core-aligned assessments.
 Note: Data from 2011-12 is not included because there were less than 10 students with scores.

E. Academic Performance Index (API)

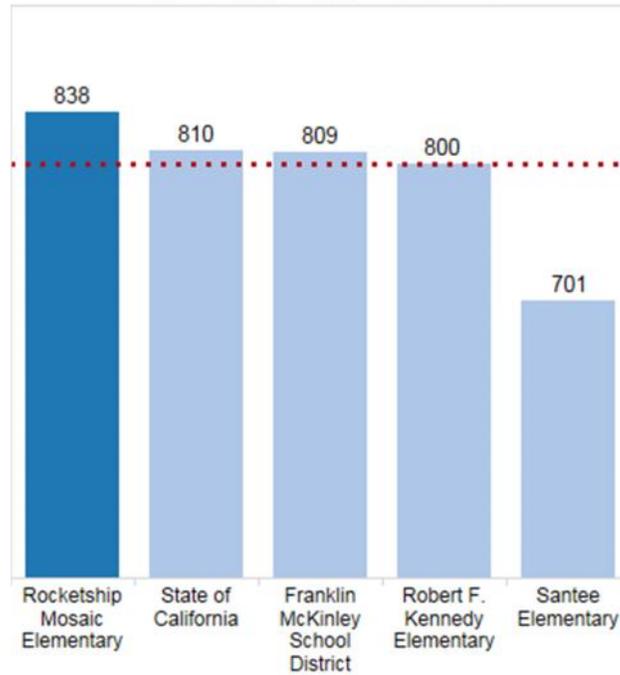
Beginning in SY 2013-14, the State suspended API as a measure of academic performance while it began to implement new standards and assessment regimes. We understand that FMSD has elected to consider alternatives to API when assessing academic performance for charter renewals. Nonetheless, we have included API data in this report for the purposes of assessing our student performance prior to CAASPP.

ROMO's API scores have been well above the state target of 800 during each of the school's reporting years.



The drop that ROMO experienced between 2012 and 2013 was most likely due to ROMO adding an entirely new cohort of fifth grade students for SY 2012-13. And despite the drop, ROMO still outperformed FMSD comparison schools, FMSD as a whole, and the entire state of California in 2013.

2013 Elementary School API



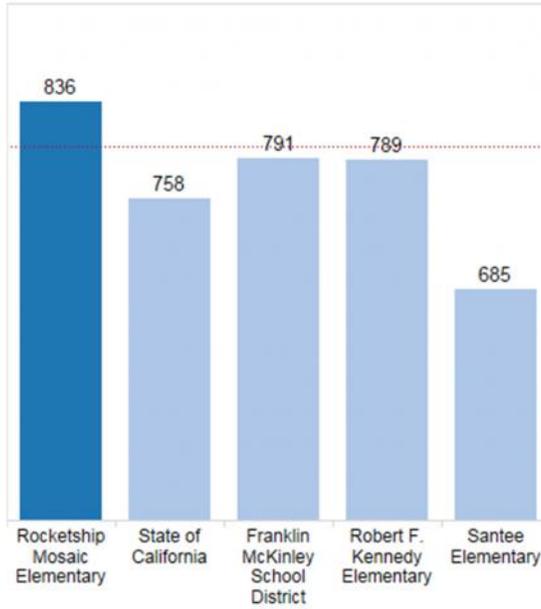
Red dotted line indicates Statewide Goal of 800.

Source: California Department of Education,
(<http://www.cde.ca.gov/ta/ac/ap/>).

Note: The California API is for Grades 2-6 and Rocketship Education calculated the weighted API average for Franklin McKinley School District based on API for the district's elementary schools.

Furthermore, in 2013, ROMO had a higher API among SED and EL students than did State, District, and comparable FMSD schools. For each of these student subgroups, ROMO exceeded the state API goal of 800.

**2013 Elementary School API
English Language Learners**

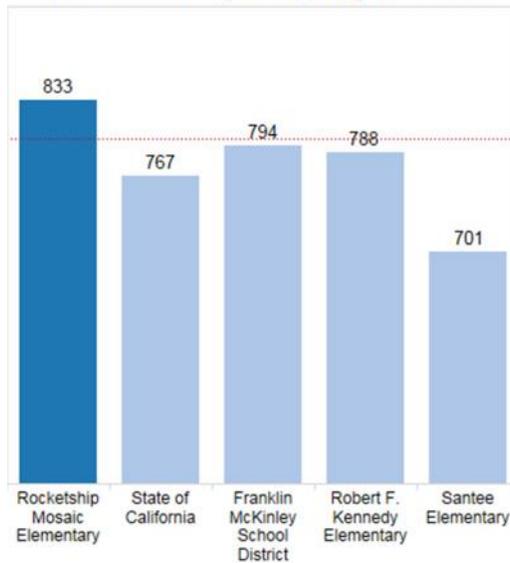


Red dotted line indicates Statewide Goal of 800.

Source: California Department of Education, (<http://www.cde.ca.gov/ta/ac/ap/>).

Note: The California API is for Grades 2-6 and Rocketship Education calculated the weighted API average for Franklin McKinley School District based on API for the district's elementary schools.

**2013 Elementary School API
Socioeconomically Disadvantaged Students**



Red dotted line indicates Statewide Goal of 800.

Source: California Department of Education, (<http://www.cde.ca.gov/ta/ac/ap/>).

Note: The California API is for Grades 2-6 and Rocketship Education calculated the weighted API average for Franklin McKinley School District based on API for the district's elementary schools.

ROMO's API scores have also placed the school in the top deciles. A school's statewide decile rank, measured from one (lowest) to ten (highest), compares that school to other schools of the same school type (elementary, middle, or high) in the entire state. Each decile contains 10 percent of all schools of that type. In SY 2012-13, ROMO had a statewide decile rank of 8.⁴

A school's similar schools rank compares a school to 100 other schools with similar demographic characteristics, educational challenges, and opportunities. The similar schools rank is also measured on a scale of one to ten, with each decile containing 10 percent of all the 100 similar schools in the comparison group. In SY 2012-13, ROMO had a similar schools decile rank of 10.

⁴ SY 2012-2013 is currently the only year when API rankings are available for ROMO. In SY 2011-2012, ROMO was a new school and did not have API base data. In SY 2013-2014 and 2014-2015, there were no API rankings because there was no publicly-available API data.

SECTION II: Fiscal Accountability and Public Governance

A. Fiscal Accountability

In accordance with Element I of our accompanying charter petition, Rocketship’s Board of Directors appoints an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of Rocketship’s books and records is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). Rocketship’s books and records are kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Audit Committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The audit committee will review any audit exceptions or deficiencies and report to the Business Committee of the Board with recommendations on how to resolve them. The RSED Business Committee will then approve the audit. By March 15th, the Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Principal of ROMO will work with the District to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit is public record to be provided to the public upon request.

Please also see the Business Operations section and Appendix O of our accompanying charter petition for more details on ROMO’s finances.

B. Public Governance

Rocketship Education is governed by a Board of Directors, which holds regular board meetings and governs in compliance with the Brown Act. Please see Element D of our accompanying charter petition for details on our board structure, board member responsibilities and qualifications, board meetings and trainings, and role of our regional Advisory Board.