Rocketship Nashville Northeast Elementary

Charter Renewal Application

April 1, 2023

Tennessee Charter School Renewal Application

Applicant Information Cover Page

Charter School Name: Rocketship Nashville Northeast Elementary
Charter School Address: 2526 Dickerson Pike, Nashville, TN 37207
Charter School Phone: (615) 498-4243
CMO Name (if applicable): Rocketship Education
Authorizer Name: Metropolitan Nashville Public Schools
Name of Charter School Primary Contact Person: William Hill
Primary Contact Phone: (443) 538-2482
Primary Contact Email: whill@rsed.org
Date Charter Awarded: April 1, 2013
First Year of Operation: 2014
Date Charter Expires: June 30, 2024

Current Year Student Enrollment & Demographics			
Total Enrollment	% Economically Disadvantaged	% Students with Disabilities	% English Learners
502	61.4%	14.1%	18.9%

Proposed Grade Levels and Student Enrollment for Next 10-yr Term		
Year Following Renewal	Grade Levels	Total Student Enrollment
Year 1	K-5	525
Year 2	K-5	525
Year 3	K-5	525
Year 4	K-5	525
Year 5	K-5	525
Year 6	K-5	525
Year 7	K-5	525
Year 8	K-5	525
Year 9	K-5	525
Year 10	K-5	525

Assurances

As the authorized representative of the school, I hereby certify that the information submitted in this renewal application is true, to the best of my knowledge and belief, and if awarded a charter, the school will:

1. 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 its authorizer and in compliance with its charter agreement and the Tennessee Public Charter Schools Act of 2002[1];
2. 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. § 49-13-111(p),
3. 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. adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974,
5. 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. comply with all provisions of the Tennessee Public Charter Schools Act of 2002, as amended,
7. employ individuals to teach who hold a license to teach in a public school in Tennessee,
8. comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq.*; 10-7-503, 504),
9. not charge 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,
10. follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127,
11. require 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,
12. maintain all necessary and appropriate insurance coverage,
13. obtain all necessary permits, licenses, and certifications related to fire, health, and safety within the school building and on school property,
14. notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
15. submit a request to amend its charter agreement if the school plans to make a change to its operations.

Signature: _____

 Title: Executive Director _____

 Date: 3/29/23_____

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[1] Tennessee Public Charter Schools Act of 2002 T.C.A. §§ 49-13-101-145

Executive Summary (2-page limit, will not count toward page limit total)

Our Vision: To eliminate the Achievement Gap in our lifetime.

Our Mission: Rocketship Public Schools Tennessee provides a liberating and holistic college and career-ready education intended to produce societal change agents. We intentionally provide rigorous instructional programming, interventions, and afterschool opportunities to address the specific academic and social needs of socioeconomically disadvantaged students of color.

Providing Pathways to Broader Opportunities: We provide real-world opportunities for our students to experience college, career, and the world through expeditionary learning, travel, and strategic partnerships. We understand that we are global citizens connected to humanity throughout the world. We partner with others to make our society and our planet more peaceful, sustainable, and just for all.

Parent Partnership: Parents are the first teachers of their children. Consequently, a strong partnership between families and schools is essential to our Rocketeers' success and our goal of eliminating the achievement gap in our lifetime. This partnership ensures that our Rocketeers thrive at school and beyond, that their parents can advocate for them in the coming years, and that they remain on track for college and career readiness while further transforming their home communities.

Differentiated Small Group Instruction: We tailor instruction, content, learning experience and lesson pacing to ensure that each student has the opportunity to receive scaffolded instruction and to work in the zone of proximal development.

STEM: We use STEM education to provide our students with opportunities to practice and build critical thinking, problem solving and collaboration skills. Our students participate in STEM enrichment activities like coding with real-world applications.

Integrated Special Education: The core of our Integrated Special Education (ISE) program is providing a continuum of supports and services for our neurodiverse students that is grounded in equitable access to rigorous instruction which leads to gap closing results. Our ISE Team partners with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavior development needs. We maintain a high bar for case management to meet the state and federal guidelines as a minimum.

Multilingual Learners: We leverage comprehensible input strategies, so that instruction can be understood by learners despite them not understanding all the words and structures in it. These strategies include, but are not limited to input charts, gestures/Total-Physical Response (TPR), realia, chants or songs, and picture support. In doing so, we can create a language rich environment that supports students in making meaning of content, especially when engaging in listening and reading instruction. We embed frequent opportunities for students to talk and participate in content instruction. Being able to produce and practice new words and language structures, supports acquisition of language. We use the Habits of Discourse to support students with interacting in meaningful ways with their peers, during partner, small

group and class discussions. During content instructions, students will benefit from explicit instruction in academic language and vocabulary, especially when engaging in speaking and writing instruction.

Social- Emotional Learning: We believe students' social-emotional well-being is the foundation for all learning. As such, we prioritize SEL lessons at the start of every day. At Rocketship, SEL essential elements are daily classroom community meetings, relationship building routines, Tier 1 SEL skill lesson using The Shortest Distance curriculum, practice in expressing a variety of emotions, and RULER Aligned Emotional Intelligence Charters in all classrooms connected to our core values and launch focus

Learning Lab: Our Learning Lab is a purposeful and diverse learning experience that further supports our Rocketeers growth and development through rigorous academic and non-academic experiences. The learning lab enhances our Rocketeers' classroom lessons and learnings, more widely expands their experiences in an even more holistic manner, and further develops the critical thinking and 21st-century skills required for them to thrive in college, career, and life. Our Learning Lab has four primary components: SEL and developmental play, enrichment opportunities like art and coding, Tier 2 Tutoring, and social centers.

Culturally Responsive: Our personalized learning approach is fully enabled instructionally via the three components of Gloria Ladson-Billings framework: 1) Academic Success, 2) Cultural Competence, 3) Socio-political consciousness. We are deeply focused on academic excellence--growth and absolutes--and data driven in these endeavors to ensure academic success. We are purposeful and committed to cultural competence in honoring and welcoming our student's community and elevating our curricula to be more and more representative of our student's cultures. We recognize that to build cultural competence at our schools, we must invest in a multi-year training effort. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within our Humanities and SEL lessons. This looks like thematic units, novel studies and projects that celebrate diversity and leverage student's cultural capital to guide student discussions and learning experiences.

Application Narrative

Section I: Academic Success

a. Describe the school's academic achievement and growth results over the course of the current charter term. Include tables, charts, or graphs, as applicable, to illustrate cumulative and/or yearly assessment results.

Rocketship has achieved solid academic performance over the last charter term. Rocketship is poised to continuously improve student achievement over the next charter term with improvements in curriculum, instruction, assessment, and special education services.

School Performance

- **TCAP/TNReady first started for elementary grades in 2016-17.**
- **After a challenging 2017-18 school year, RNNE improved in SY:2018-19.**
- **Continuing academic growth was interrupted by school closures and the financial hardships many of our families endured. We returned to our pattern of strong academic growth in SY21-22, our first entire school year back to in-person instruction.**

TNReady % Met/Exceeded						
Subject	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ELA	20%	17%	25%	NA	10%	18%
Math	21%	12%	34%	NA	2%	14%

- **TVAAS** scores demonstrate RNNE's strong student growth.
    - Since the highest enrollment grade was 4th grade until SY22-23, TVAAS is only for 4th-grade students who took TN Ready in the prior year)
- We earned Level 5 (the highest level) in Math and Composite scores for all three available years.
- We earned Level 3 in ELA in 17-18 and 18-19, and Level 5 in SY:21-22.

TVAAS (Value-Added growth on TCAP for 4th graders)						
Subject	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ELA	NA - Year 1	Level 3	Level 3	NA	NA	Level 5
Math	NA - Year 1	Level 5	Level 5	NA	NA	Level 5
Composite	NA - Year	Level 5	Level 5	NA	NA	Level 5

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WIDA ACCESS Performance

- Our ELL population has fluctuated 15-20% over the current charter term. Pre-pandemic student growth on WIDA ACCESS has been solid. Since returning to in-person instruction, student growth performance is once again beginning to improve.
- Except for SY:20-21 COVID school closures, 49-55% of EL students met ACCESS growth standards.

ACCESS		
Subject	% Met Growth Standard	% Exited
2017-18	52.4%	16.9%
2018-19	55.3%	13.8%
2019-20	51.9%	8.2%
2020-21	24.6%	3.9%
2021-22	49.1%	8.2%

NWEA
- TNReady results show that RNNE had solid academic performance over the charter term. NWEA MAP performance shows a similar pattern. In SY:18-19, accelerated student achievement growth began but was disrupted by the COVID closures. Despite the pandemic's challenges, students achieved 1.2 years of growth in SY21-22.

		Mathematics		Reading	
School Year	NWEA Norms	% Above 50th	Avg. Growth Years	% Above 50th	Avg. Growth Years
2014-15	2015	50%	1.2	45%	1.0
2015-16	2015	54%	1.1	48%	1.0
2016-17	2015	49%	1.0	43%	1.0
2017-18	2020	39%	1.0	39%	1.1
2018-19	2020	69%	1.8	61%	1.7
2019-20 [Winter b/c Spring	2020	61%	1.9	52%	1.8

canceled due to COVID disruption]					
2020-21 [COVID disruptions]	2020	na	na	na	na
2021-22	2020	29%	1.2	32%	1.2

b. Address progress toward meeting the academic goals outlined in the current charter agreement. Were any amendments made to academic goals? If so, explain.

The academic goals outlined in our Charter Petition are Rocketship's internal goals. No amendments to these internal academic goals were made during the charter term.

Original Internal Academic Goals

- Rocketship schools will meet or exceed internally created growth targets.
- Rocketship schools will meet or exceed the average achievement for schools in the same geographic area on the TCAP Achievement Test and the TVASS.
- Rocketship schools will demonstrate student gains of one grade per year or more.
- Students will demonstrate at least one and a half years growth towards grade-level proficiency in reading and language arts.
- Students will demonstrate grade-level proficiency on standards in areas of Math, Science, and Social Studies.

In SY21-22, Rocketship Nashville Northeast earned a Level 5-the highest possible score-on the newly released 2022 Tennessee Value-Added Assessment System (TVAAS). Our Rocketeers are growing at a strong rate and are on the path to higher levels of achievement. Among the elementary schools that feed into the Maplewood Cluster, Rocketship Nashville Northeast is the top performing school in the cluster in both reading and math. By better preparing our Rocketeers in elementary school, Rocketship is helping to improve the greater system of public schools in Nashville.

c. Outline the school's assessment system and explain how assessments are used to inform instructional practice, evaluate teacher effectiveness, and design and implement professional development.

Rocketship Nashville Northeast uses a comprehensive suite of assessments to gather student achievement data to ensure teachers and the leaders that support them have good information to meet individual student's learning needs and participates in all state mandated assessments.

NWEA MAP: Students complete the MAP assessment at the beginning, middle and end of the year. The MAP assessment is both norm referenced, and criterion referenced.

End of Unit Assessments: The end of unit assessment is constructed using the TDOE Power Standards and measures each student's gained content knowledge during each humanities unit explored during the school year. The End of Unit Assessment is a summative assessment used as a classroom test grade. If students receive seventy-four percent or below on the assessment, the test is reviewed with a teacher for corrections and completion. The End of Unit Assessment/Domain Review Assessment is relevant because it measures each student's content mastery of the unit. Following each assessment, based on students' overall performance, teachers supplement instructional practices to build on content mastery and address misconceptions and gaps in understanding.

WIDA: Educators use ACCESS results, along with other WIDA resources, to make decisions about students' proficiency with English in academic contexts and to facilitate their language development. Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching). We use test scores for accountability purposes, as benchmarks against which educators can measure future performance, as a measure to make reclassification decisions about whether a student can exit English language support services, to support decisions about placing students into appropriate classes or groups for instruction, instructional planning, and to show the progress students have made.

DIBELS: Beginning the fall of 2023 students will complete the DIBELS 8th Edition literacy assessment battery of fluency measures for universal screening, benchmark assessment, and progress monitoring in kindergarten - 5th grade. Students will complete each of the subtests: Word Reading Fluency (WRF), a measure of word reading ability, and includes revised versions of the Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF) subtests to improve our ability to screen for deficits commonly associated with dyslexia risk, such as phonological awareness, rapid naming ability, and alphabetic principle.

d. We will be reviewing all state recorded summative date. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program. (From MNPS guide) - You will need to include an explanation for any decreases in the data and measures taking to correct the decreases.

Rocketship uses internal and external survey data to measure student, family, and staff experiences. These data are combined with other organizational processes that provide all staff with multiple opportunities to give direct feedback to school, regional, and network leaders. These data are tracked and analyzed closely and provide another lens into the strengths of our school and opportunities for improvement. Our most recent intent-to-return survey revealed that 96% of our instructional staff plan to return for the SY:23-24, 94% recommend our school to a close friend or relative, and 95% of our parents would do the same.

e. Discuss progress made toward closing achievement gaps.

We have reduced the gap between economically disadvantaged students and their non-economically disadvantaged peers on the TNReady assessment since 2016-17.

		TNReady % Met/Exceeded					
Subject	Subgroup	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ELA	All	20%	17%	25%	NA	10%	18%
ELA	Economically Disadvantaged	18%	14%	26%	NA	8%	16%
ELA	non-Econ Dis.	27%	24%	24%	NA	15%	22%
	Gap	-9 % pts	-10 % pts	+ 2 % pts	NA	-7 % pts	-6 % pts
Math	All	21%	12%	34%	NA	2%	14%
	Economically Disadvantaged	18%	9%	40%	NA	1%	15%
	non-Econ Dis.	29%	17%	30%	NA	5%	14%
	Gap	-11 % pts	-8 % pts	+ 10 % pts	NA	-4 % pts	+ 1 % pts

f. Outline leader and teacher professional development and its impact on student achievement.

Leaders begin their annual professional development in June of each year in preparation for the upcoming school year. Our leader's professional development starts with understanding our student achievement data, annual trends, and opportunities for improvement. A Typical scope and sequence of professional development for leaders are:

- Understanding the power standards

- Mapping unit plans to power standards
- Supporting intellectual preparation
- Providing constructive feedback on intellectual preparation materials
- High-impact instructional strategies
- Using data to center Instructional Coaching
- Instructional coaching cycles

Leaders receive three weeks of professional development each summer and bi-weekly professional development during the school year. During the school day, leaders spend most of their time supporting classroom instruction. This focus on effective instruction results in our teachers receiving the instructional coaching needed to improve their instructional practices. It also means that leaders are intimately aware of their student data, teacher performance data, and where to spend their time to ensure student success.

Our teachers receive three weeks of professional development during the summer and weekly professional development during the school year. We support our teachers in understanding our systems and programs that lead to good classroom management, a welcoming school environment, and effective classroom instruction. A typical scope and sequence for teachers are:

- Classroom set-up
- Classroom management
- Home visits
- Understanding your power standards
- How to intellectually prepare for effective instruction
- High-impact instructional strategies
- Understanding your student's data
- Using online learning programs

Our teacher performance is directly correlated to instructional practices and student achievement data.

g. Explain how the school supports diverse learners.

We do everything in our power to serve ALL learners to meet and exceed college and career readiness standards. This comes to life with:

- Processes to identify students who need additional interventions & supports (SSTs, etc.),
- Meaningful inclusion for all students with a spectrum of needs and additional supports with co-teaching,
- Opportunities for students to share and celebrate neurodiversity (peer buddies, SEL lessons, etc.),
- General educators & Integrated special educators' collaboration to support all students (Co-Planning, CPT, IP integrates accommodations & modifications),
- A commitment to both integrated & designated English language instruction for multilingual learners, that is asset-based and affirms and validates the home cultures and languages of our students,
- Welcoming all students on our campus, every day with few suspensions and no expulsions,

- We look at behavior needs as skills to learn with opportunities to develop,
- Access to robust learning resources in classroom spaces.

h. Discuss areas of academic concern and changes made to address any deficiencies.

The learning loss students experienced during the pandemic exacerbated the need to move beyond academic intervention alone and to more intentionally incorporate proven practices that lead to academic acceleration at scale. As a result, for SY: 23-24, we are:

- Fully implementing the science of reading in our fluency block,
- Adopting a new instructional framework,
- Replacing the STEP assessment with DIBELS 8,
- Replacing MTSS with a new approach to Response to Instruction and Intervention (RTI^2),
- Incorporating writing across the curriculum,
- Adding classic novels featuring people of color in grades 3-5.

Section II: Operational Stability

a. Address progress toward meeting the operational goals outlined in the charter agreement.

Teacher Retention: RNNE has worked hard to improve teacher retention rates such that retention rates were above 80% three years in a row (SY: 18-19 to SY: 20-21). We saw a decline post-pandemic in the SY 21-22 to 71% retention but believe that with consistent school leadership and its recent performance, we can return to 80%+ retention. 96% of teachers indicated they intended to return for SY23-24 on our February Teacher Intent to Return survey.

Finances: We are excited that RNNE has had positive income for the past three years, such that RNNE now has a positive fund balance. Over the first nine years of RNNE's existence, the Rocketship network has repeatedly been willing to provide additional resources to support the school's performance. With a stabilized enrollment of 500 students, the addition of 5th grade, the recent revisions to school funding in Tennessee, and the school's academic performance, we are confident in the school's ability to achieve its financial goals consistently.

b. Discuss student enrollment over the course of the current charter term. Is the school operating at maximum capacity? How many students are currently on the waitlist and at what grade level?

Student enrollment has grown by 12% over the current charter term and now stands at 96 % of its maximum operating capacity in 2024/25. There are currently zero students on the waitlist.

Year	Count	Grade	% of Max Capacity
2014-15	442	K-4	84 %
2015-16	483	K-4	92 %
2016-17	531	K-4	101%
2017-18	400	K-4	76 %
2018-19	432	k-4	86 %
2019-20	479	k-4	91%
2020-21	503	k-4	96 %
2021-22	471	k-4	89 %
2022-23	502	k-5	96 %

c. Describe trends in student attrition rates and how leaders have addressed any concerns in attrition.

Student membership has been consistent, with most students returning from previous years. The only decrease in enrollment followed the return to in-person instruction in SY: 21-22 school, which we remedied using existing enrollment procedures.

d. Explain how the school provides a safe environment and addresses the physical, social, emotional, and health needs of students.

We believe that for students to learn and thrive, they need a predictable structure where they feel safe, supported, valued and a sense of belonging. In order to create this kind of safe learning environment we:
- Weave joy into all aspects of the student experience at Rocketship, including regular celebrations of student achievement, growth, and core values,
- Have a classroom management system that is aligned across the whole school and includes a visual way for students to see feedback and clear ways to recover from disciplinary or emotionally challenging experiences. The goal of our system is to help students develop self-regulation and self-efficacy skills to successfully navigate various cultural environments now and in the future,
- Establish clear expectations and provide time for students to learn and practice appropriate behavior, as we believe that behavior is learned,
- Convene a PBIS committee biweekly, made up of team members in a diversity of roles, to reflect on school culture and plan incentives, celebrations for students, families, and team
- Plan regular celebrations for students and families,
- Prioritize SEL lessons at the start of every day. Essential elements are:
- Conduct Daily Classroom Level Community Meetings
  - Relationship Building Routines
  - Tier 1 SEL Skill Lesson using The Shortest Distance curriculum

○ Practice in expressing a variety of emotions,
● Create RULER Aligned Emotional Intelligence Charters in all classrooms,
● Teach our Core Values daily aligned to SEL and PBIS + Launch Focus (morning school-wide community meeting),
● Ensure structures to support teacher social-emotional wellness.

e. Explain how the school has made community connections and developed working relationships with parents and families.

We believe it is critical that we partner and co-create with parents the pathways for self-advocacy and critical consciousness that they will use to navigate the educational and political systems in and outside of Rocketship; understand inequity and look for opportunities to elevate their voice as they advocate for their student/s within Rocketship and beyond. We do this by:

● Supporting & facilitating Parent Organizing Committee with a core group parent leaders,
● Hosting Parent Power meetings,
● Create opportunities for families to host research meetings with elected officials,
● Eliminate barriers to access and ensure adequate resources for families to thrive,
● Host family learning nights,
● Provide monthly parent coffees with school leaders,
● Ensure parents participate in annual School Improvement Planning,
● Engaged business partners and philanthropic organizations to support parents.

f. Explain how the school sustains a well-functioning organizational structure that provides for personnel stability and effective teacher retention.

ALL staff has the potential to grow, and it's our responsibility to develop them. Professional development is our most essential lever for developing talent AND student success. We believe in the power of professional development & coaching cycles to improve leader & educator practice. We also believe that integrating real-time, in-the-moment feedback as part of the larger coaching cycle helps teachers improve their practice and transforms practice immediately. Core practices include:
● All staff co-create Individual Learning Plans with their leader at the beginning of the year. Including discussions of long-term goals, aspirations, and career pathways,
● Differentiated professional development for educators based on their current level of practice and aspirations,
● Extended Summer Development & Weekly Professional Development,
● Though the principal primarily coaches their direct coachees, the principal also real-time coaches all team members,
● Regular Common Planning Time,
● The core function and responsibility of school leaders is coaching. Most of our school leaders' time is spent coaching and developing our team,
● 1:1s
    ○ This happens consistently for all team members (weekly or bi-weekly),
    ○ Are grounded in student data & student impact,

- ○ A clear goal with practiced action steps & coach supports,
- ○ Follow Rocketship's Criteria for Success,

- ● Real-Time Coaching
  - ○ Happens weekly for all team members and daily for priority teachers by all instructional leaders and the Business operations manager,
  - ○ May include a variety of techniques (whisper coaching, silent cues, public prompting, modeling),
  - ○ Occurs at the highest leverage points in the lesson, to the appropriate level of intervention (whisper, model, etc.) with stamping to close,
- ● Our campus-based leadership team includes a principal, assistant principal of humanities, assistant principal of STEM, director of integrated special education, business operations manager, office manager, and director of parent and community engagement.

Describe the trend in students' discipline data and any changes made to address areas that have increased over time?

As a general policy, Rocketship will only suspend a student in extreme circumstances. We strive to cultivate a culturally responsive school environment so that students will have access to a rigorous college and career-ready education that prepares them for success in life. Our suspension rates have remained below 5% throughout the charter term. Key elements that we leverage throughout the school day and community reflect this by:

- ● Developing deep, authentic relationships that recognize and validate our student's diverse histories and experiences,
- ● Approach to personalized learning, PBIS, RTI2, SEL, curriculum curation and implementation, instructional planning, and lesson delivery through a culturally responsive lens,
- ● Ground our decision-making in culturally responsive practices,
- ● Formal interrogation of practices annually in service of approaches that better encompass diverse histories and perspectives.

Explain the governing board's oversight and how are they involved in making decisions for the school and how they provide oversight?

At the time the RNNE charter was originally granted, the governing board responsible for the school was the board for the California nonprofit corporation, Rocketship Education dba Rocketship Public Schools ("RSED Board"). The RSED Board currently remains the governing board of RNNE. As the governing board, the RSED Board is responsible for the oversight of the school. The RSED Board establishes board and school policies aligned with applicable TDOE, state, and federal law. RSED Board decisions are made in accordance with the board bylaws, applicable open meeting, and nonprofit corporate law. RSED Board meeting agendas generally include a review of student academic achievement, finances, governance, and leadership.

In addition to the RSED Board, RNNE has had a local Tennessee Advisory Board as part of its governance model ("TN Board"). The TN Board is comprised of eleven (11) members. The TN Board is an ethnically diverse board of influential local Nashville residents including members with expertise in:

- Finance and accounting,
- Non-profit governance,
- Real estate and facilities,
- Legal
- Human resources
- Fundraising
- Marketing
- Academic Achievement
- Community partnerships
- Academic programming

A separate Tennessee nonprofit was formed in March 2022 with the goal of moving the Rocketship Tennessee charter school governance to the Tennessee nonprofit. We are in the process of securing tax exempt status and taking other steps in furtherance of this objective.

Section III: Financial Health

a. Address progress toward meeting the financial goals outlined in the charter agreement, if applicable.

Rocketship has demonstrated strong financial outcomes for the last three fiscal years. Our financial health is demonstrated by our FY22 audit which shows we met the MNPS financial performance framework standards as follows:

- In excess of 30 days cash on hand with a one-year positive trend
- Current ratio of 2.5
- 3-year margin of 8%
- 1 year margin of 14%
- Debt to asset ratio under 0.9
- Multiyear and current year positive cash flow

We are projecting that the FY23 financial outcomes will continue to meet standards.

b. Report on the fiscal management of the school during the current charter term based on previously submitted audits, including A-133 audits if applicable, and financial reports.

Rocketship is dedicated to the strong stewardship of public funds. We have robust financial management systems in place to implement strong controls, protect against fraud and mismanagement and meet all state and federal funding guidelines. Over the past three years, our audits have been free of material weaknesses or deficiencies in internal controls and have found us in compliance with federal programs.

c. Address the alignment between expenditures and the school's mission, plans for student academic growth, and staff professional development.

All expenditures are aligned with the achievement of our mission, ensuring student achievement, and professionally developing our staff. We comply with all TDOE and MNPS regulations.

d. Review how any significant fiscal challenges were addressed during the current charter Term.

At Rocketship, we have found that new schools often need 5-7 years before they are able to be fully financially self-sustaining. During this time, it is Rocketship Education's practice to support schools financially through loans and service fee deferrals, as we did with RNNE. Over the last three years, RNNE's financial position has become more robust, limiting the need for ongoing support from Rocketship Education. Rocketship Education will not seek to collect funds for any loans or fee deferrals until a school is in a sufficiently robust financial position to provide them.

e. Describe efforts to operate the school in a financially sound and transparent manner.

Rocketship is committed to operating in a financially sound manner. We have implemented robust policies to safeguard the school's assets and protect against fraud or mismanagement. We are intentional in our annual budgeting and ongoing financial management processes to dedicate the resources necessary to operate a strong program for students and families while ensuring that we are spending within our means. RNNE has a dedicated financial analyst who partners with the school and regional leadership to guide them through budgeting and financial management throughout the school year. They partner with multiple departments (talent, payroll, accounting, etc.) to aggregate and synthesize financial information for the school leader and help them in making informed decisions. Throughout the year, this information is presented to the school leadership, regional leadership, and board to provide for oversight at both the management and governance levels. Rocketship prides itself on financial transparency. We make our financial records public through our 990s, audited financial statements, and governance materials.

Section IV: Future Plans/Projections

Provide an overview of the charter school's future goals and plans for their achievement, including:

a. Academics and updated academic benchmarks.

Rocketship believes there are many benefits that come with aligned curriculum, instruction and assessment. With those benefits in mind, we strive to be aligned in the use of a common curriculum suite as much as possible. These common curricula and assessments include:

- Eureka Math and its aligned formative and summative assessments
- CKLA Skills for grades PK-2 and its aligned formative and summative assessments
- mCLASS DIBELS 8 and mCLASS Interventions
- Network-created interim assessments for both math and reading

- A common suite of online learning programs

We intend to continue to partner with our families to meet our students' academic and socio-emotional learning needs. As we pivot to more intentionally focus on academic acceleration to support our students in recovering from learning loss during the pandemic. We anticipate an increase in student growth on TVASS and NWEA MAP assessments, as well as an increase in the number of students meeting absolute targets in academic achievement.

b. Organizational changes (if applicable)

Our national and local organizational structures remain the same. We anticipate hiring a new chief of staff to the executive director and director of schools for our Rocketship Tennessee region.

e. Projected financial security

RNNE's financial position has been improving steadily over the past four years. The school, and region are in good financial health, and we will ensure that the school and region's financial metrics remain strong over the term of the next charter agreement. Rocketship has demonstrated thoughtful, conservative, and responsible stewardship of public funds and has invested state, federal and resources to create a robust program for students and families that demonstrates strong academic outcomes. Further, as evidenced by our annual audits, Rocketship has the systems and controls in place to safeguard RNNE's assets and meet federal compliance requirements.

Enrollment Projections over the next 5 years. Are you planning to present an amendment application?

We anticipate meeting our enrollment targets over the next five years. We do not intend to present an amendment to our application.

Proposed Grade Levels and Student Enrollment for Next 5yrs		
Year Following Renewal	Grade Levels	Total Student Enrollment
Year 1	K-5	525
Year 2	K-5	525
Year 3	K-5	525
Year 4	K-5	525
Year 5	K-5	525