

Rocketship Achievement Committee Meeting: MINUTES

DATE: November 30, 2010

SCHEDULE:

Discussion Items

Regional Expansion/Staffing Structure Discussion

- Strong focus on Recruitment staff. The staff is not present until 13 schools and there is concern that this is too late in order to not only staff schools, but also the region. Still need to determine what can live on the ground locally or be centrally controlled...thus, can national recruitment play a role here and for how long, do we bring on recruitment staff earlier, or does someone else need to assume the role/responsibility earlier and how doable is this?
- Need to do some research on how many quality teachers a recruiter can typically source in a year.
- Who is the face of Rocketship in Year -1 and 0? If the RD arrives in Year 4 after the Director of Achievement, Business, and Policy, they will not likely be the face of Rocketship, thus, less well-positioned for the expectations of the RD role. Need to think this through and how leveraging the positions of Director of Achievement, Business, and Policy. Possible exchange some of the positions in order to bring in the RD and PIT earlier, and, thus more likely be the 'face' of Rocketship for this new region, especially in establishing the first school.
- Common belief was that it is ideal for a RD to have 3 to 4 years (at the least) of experience as a Principal. 5 years or more is ideal before moving into this role as it provides the necessary experience/practice.
 - This is something to consider with the talent recruiter position and diversifying the source of teachers (district and TFA alums, etc.) in order to on-board individuals that are closer to 'master teacher' and thus have an easier transition to leadership.
- Questions:
 - *What is the governance model in a new region?*
 - *What is centralized from National (national staffing attached)?*

Regional Expansion Leadership Models Discussion

- The move from Principal to Regional Director to Regional Vice President is a huge assumption and has not been done well in many organizations. We will need to reduce the tasks/responsibilities of RD and RVP role in order to make this doable (i.e. not have them manage growth or have a Director of Growth on staff at a regional level) in order to make this transition more feasible and successful.

- Leadership Development program needs to address following items:
 - *How to develop teachers...*
 - *'Other' stuff—parenting, how to respond to community/parent concerns that is outside of the scope of instruction, etc.*
 - *Content behind the skills—the why and rationale of what is being instructed so that leaders are receiving leadership rationale, not just managerial/supervisory skills*
- Need to think through relocation packages and how we will be able to move people (if realistic at all). Local recruitment of staff will be important in building up a region (similar to what was accomplished in San Jose), but it will be useful, and very helpful if we can 'import' talent in from a region for a couple of years prior to establishing a new region.
- If San Jose is a 'training city' for new regions, then this needs some more reflection/thought. Are we centralizing the training ground to one school, thus, it can become an asset for the school and not a cost (a professional development school for Rocketship, etc.) and will be part of the marketing for the school.
- There are other models that might be less intrusive to San Jose and the community/kids:
 - KIPP uses a PIT residency model where the PIT is an asset to the school. Schools actually pay a small stipend to have access to the residents, who are also sent to the highest performing schools in the network. Thus, a PIT is seen as validation of a school's performance and quality.
 - Health Trust is working with a dental company based in L.A. that is starting clinics in SJ. They have sent some of their 'national' staff to SJ, who stayed with the dental clinics in SJ for the first 8 weeks and provided intense support. They then revisit every other week for further support, etc.

PIT Leadership Training Model Discussion

- Important to be aware of language (Principal is developing PIT, not just managing PIT)
- Important to tie LD components to Rocketeer Characteristics
- Revisit these skills with content—what is the content for the Leadership Development program that provides candidates with the rationale, the why, and builds skills for community, parent interactions, etc.

Updates, Q&A on Interim Assessment results (appendix) and plans for next meeting

- Connect with Fred for behavior specialist