

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: CHIEF PERFORMANCE OFFICER**

#### **GENERAL STATEMENT OF JOB**

Under limited supervision, performs comprehensive supervisory and management responsibilities to carry out Board of Education (BOE) policies and procedures for Guilford County Schools (GCS) research and accountability operations and other delegated areas of responsibilities. Assists the superintendent substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services. Responsible for the development and implementation of the vision and strategy that will guide the District's approach to Research, Accountability and Assessments. Employee coordinates the Accountability & Research Program for the school system, which includes interpreting the program legislation and collecting data and preparing reports to meet program requirements. Directly supervises the Student Assignment department. Employee plans, coordinates, and directs the GCS Student Assignment Program with administrative responsibilities including magnet schools application and selection process; student assignment administration; program policies and procedures development, interpretation, and reporting. Employee performs special projects at the request Superintendent. Reports to the Superintendent.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Conducts statistical analysis of academic initiatives with focus on improving student achievement.

Provides professional consulting services for school system administration and staff; provides advice and technical assistance in research design, program evaluation and data analysis.

Lead the strategy for and ensure accurate development of reports for all District accountability matters, presenting this information to schools, District staff and state representatives in a timely manner.

Review and make strategic interpretations of assessment results, ensuring that all accountability reports are clear and actionable by District and school site personnel, disseminated and easily understood by the public and other stakeholders.

Oversee the analysis of assessment data from national, state, and district assessments and prepare the data for presentation to the Superintendent and broader public; monitor all state accountability systems as it relates to student achievement data.

Coordinates the Accountability Model for the District; serves as liaison between school leadership teams, school administration, Board of Education, State Department of Public Instruction and the State Board of Education; interprets legislation, policies and guidelines governing the program;

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prepares required reports for County and State Boards of Education.

Coordinates program evaluation services for school system; provides leadership in planning, developing, administering, interpreting and reporting the district's evaluation programs and procedures; designs surveys and other data collection instruments; brokers evaluation services between schools and external evaluators.

Provides overall leadership and supervision of the District's progress and performance measurement system that includes information from all parts of the District to (1) support the timely monitoring of district-wide and school wide administrative and instructional programs, and (2) measure and report on progress and performance to meet the information needs of various staff throughout the District and various stakeholders throughout the community.

Prepares and conducts presentations for various groups; attends relevant public hearings; responds to administration requests for information; monitors various test administrations; collaborates with external researchers; assists personnel with using statistical and graphical software.

Supervises the maintenance of records, reports, inventories and documentation of costs in order to assist in budget preparation and to ensure the fiscal responsibility of the organization.

Conducts various projects and produces reports; serves on system-wide accountability & research committees and teams as needed.

Strong problem solving skills, ability to analyze root causes and develop effective solutions as needed.

Exceptional project management skills, able to balance big picture priorities with details.

Drafts letters and memoranda for the Superintendent; composes own correspondence to schools, administrators and other groups; assists with employee evaluations.

Integrate best practices into current district data management processes and systems, maintaining awareness of current education resources and trends and serving as a resource to others throughout the district.

Read professional journals and research papers; attends seminars, conferences and workshops to continuously update professional knowledge.

Supervises and conducts personnel administration duties for direct report subordinates, including hiring and recommending dismissal, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Supervises the work of the student assignment office and its employees.

Works with the Director-Student Assignment to set goals, to establish policies, procedures, and standards for administering the student assignment process including reassignment, tuition, and

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release to other system.

Work with the Director-Student Assignment to coordinate and administer the student application and selection process of the magnet schools program for the District.

### **ADDITIONAL JOB FUNCTIONS**

Performs special projects as assigned by the Superintendent.

Represents Superintendent at meetings as requested.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Doctorate in Educational Research, Assessment, Measurement, Curriculum Evaluation or a related field, and 5 to 7 years of experience in curriculum development, assessment and implementation with significant data analysis and statistical analysis experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must possess a valid North Carolina driver's license.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, scanners, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 40 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, manuals, legislation, graphs, charts, etc. Requires the ability to prepare correspondence, reports, forms, charts, graphs, statistical analysis, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to people with poise, voice control and confidence.

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**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical and professional languages including psychometric, statistical and educational research terminology.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference and statistical theory.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Thorough knowledge of educational research methodology, including research design, program evaluation and data analysis.

Thorough knowledge of program guidelines and professional standards.

Considerable knowledge of the current legislature, literature, trends, methods and developments in the area of test result evaluation.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable skill in evaluating standardized test results and other data.

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Considerable knowledge of the North Carolina Standard Course of Study.

Considerable knowledge of the principles of supervision, organization and administration.

General knowledge of statistical and graphical software available.

Skill in designing data collection instruments such as surveys.

Skill in developing research designs, data storage strategies, program evaluation techniques and data analysis methods.

Skill in training and supporting school administration and staff.

Ability to maintain complete and accurate records and to develop meaningful reports, charts and graphs from them.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

Strong interpersonal communication skills and conflict resolution, including dealing effectively with people; planning and organizing work; collaborating with various departments or individuals; utilizing current technology; writing, listening, and providing direction; research analysis and assessment; teaching; observing; understanding and evaluating effective teaching; innovation; strong leadership; and establishing and maintaining collaborative working relationships.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.