

DeKalb County School District

Position Specification

Title: Chief Accountability and Continuous Improvement Officer

DIVISION: Office of Continuous Improvement	GRADE/SCHEDULE: DPC
DEPARTMENT: Office of Continuous Improvement	WORKDAYS: 246
REPORTS TO: Superintendent	FLSA STATUS: Exempt
RETIREMENT: Teachers Retirement System	APPROVED (HR): August 1, 2023

GENERAL STATEMENT OF JOB

Under limited supervision, reports directly to the Superintendent and serves in the second highest tier of administration in the organization; ensures the daily implementation of Accountability and Continuous Improvement functions which are fundamental to the effective and efficient operation of the District; has oversight responsibility for the planning, organization, monitoring and coordination of student assessment programs, federal programs, research assessments, grants, accreditation, and standardized testing services per applicable federal, state, and local requirements.

SPECIFIC DUTIES AND RESPONSIBILITIES

Essential Functions:

The following duties are representative of this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

<ul style="list-style-type: none"> • Directs and monitors the administration of the standardized testing program for all students in grades K-12 in coordination with principals and Area Superintendents. Ensures legal compliance with the administration of standardized assessments for special education students
<ul style="list-style-type: none"> • Ensures that errors on student answer documents are corrected and returned to the Georgia Department of Education (GA DOE) to ensure accurate reporting; uses data to develop sound rationale for submission of appeals to GA DOE for school district funding to challenge negative designations for school systems
<ul style="list-style-type: none"> • Analyzes assessment data for national, state, and district assessment programs and prepares data for release to the public
<ul style="list-style-type: none"> • Provides overall leadership and supervision of the District's progress and performance measurement system to support the timely monitoring of district-wide and school-wide administrative and instructional programs, and measure and report progress
<ul style="list-style-type: none"> • Provides support and leadership to the School Engagement Coordinator to support the look and feel of Horizon programs and ensure district level support
<ul style="list-style-type: none"> • Conducts evaluations of key DCSD program initiatives as a means of informing the Superintendent, Board, and community as to the effectiveness and recommendations for improvement
<ul style="list-style-type: none"> • Provides direct oversight of federal and state accountability requirements related to ESSER, Federal Programs (Title I and Title II), Research, Evaluation, and Grants

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<p>Programming to ensure the district and all schools comply with required standards and procedures</p>
<ul style="list-style-type: none"> • Provides leadership and oversight in developing and maintaining the annual budgets for federal program dollars. Resolves issues related to violations of standards
<ul style="list-style-type: none"> • Directs, monitors, and appraises the performance of departments/work units; has responsibility for the fiscal management of funds allocated to departments/work units under the sphere of supervision
<ul style="list-style-type: none"> • Analyzes and interprets test data for the school district and school-based goal-setting and instructional improvement to align with the Strategic Plan.
<ul style="list-style-type: none"> • Trains Area Superintendents, executive directors, principals, assistant principals, and teachers to use data to develop School Improvement Plans
<ul style="list-style-type: none"> • Performs other duties as assigned

Education and/or Experience

Master’s degree from a Georgia Professional Standards Commission approved accredited college or university required.

Minimum ten (10) years of progressively responsible administrative and supervisory experience in a school system setting or as an executive with demonstrated successful advancement through the administrative or executive managerial hierarchy, as appropriate, required.

Certificates, Licenses, Permits

Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership or Support Personnel License from the Georgia Professional Standards Commission.

Knowledge, Skills & Abilities

- Knowledge of organizational and department planning and operational procedures**
- Knowledge of the organization of a specific assigned area**
- Knowledge of budgeting and spending, labor issues, and efficiencies**
- Knowledge of DCSD (DeKalb County School District) policies and procedures; workforce and facilities requirement forecasting**
- Knowledge of all relevant available public and private resources and services**
- Knowledge of curriculum guidelines for the school district-and state requirements**
- Knowledge of standardized testing by school district policies and state laws**
- Knowledge of school district–policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment**

Skilled in coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities

Skilled in administration and management skills gained through increasingly responsible management positions

Skilled in recruiting, training, and motivating employees

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Effective oral, written, and interpersonal communication

Skilled in preparing assignments and tests for in-school preparation and homework and in maintaining order in a classroom setting

Skilled in administering the school system's discipline policies; counseling students with academic difficulties and behavioral problems

Ability to direct and administer the programs and services of a non-profit educational and/or service organization

Ability to establish objectives and procedures governing the performance of assigned activities among employees

Ability to develop and understand financial and/or operating reports; maintain confidential information

Ability to analyze, interpret and report test data

Ability to use relevant computer applications

Ability to prioritize assignments and manage multiple tasks simultaneously

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

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Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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