

Job Description: Chief Performance Officer

About Guilford County Schools (GCS)

Guilford County Schools (GCS) is the third-largest district in North Carolina, serving nearly 72,000 students across 126 schools in urban, suburban and rural areas. Superintendent Sharon L. Contreras, Ph.D., is leading the district through a pivotal phase in its development, focused on graduating students who are ready to be successful citizens and leaders of the world. GCS's leadership team will play a critical role in helping the district reach its top priorities which focus on student achievement, equity and excellence, talent development, school choice, and organizational effectiveness.

The Board of Education of Guilford County Schools has approved five key goals that focus on academics, career and technical education, and achievement gaps. These goals form the foundation for the strategic plan under development.

1. By 2022, the percentage of students who will read proficiently by the end of 3rd grade will increase to 63 percent (currently 53.4 percent).
2. 75% of incoming 6th grade students will pass NC Math I (Algebra I) with a C or better by the end of 9th grade in 2022 (currently 69.8 percent).
3. By 2022, the percentage of graduating seniors who complete a rigorous career pathway will increase to 35 percent (currently 28.6 percent).
4. By 2022, increase by 50 percent the number of schools that exceed growth (currently 32.5 percent).
5. By 2022, decrease the achievement gap between black and Latino students and their white peers by 7 percentage points.

About the Chief Performance Officer Position

Reporting to the Superintendent, the Chief Performance Officer (CPO) provides strategic vision, leadership and direction that enables the district to understand and communicate the student outcomes achieved, the impact of core district strategies, and implications for continued improvement. The CPO plays a vital function by providing data to help inform improvements for students, developing systems and tools to track progress towards district goals and providing the analysis that enables district leaders to have a deeper understanding of the current state, to challenge current assumptions, and to spur reflective dialogue and innovative thinking that move efforts forward more effectively.

This role assists the Superintendent and cabinet to develop, achieve, and maintain the best possible educational programs and services and oversees the Research and Evaluation and Assessments and Analytics teams. The CPO works to ensure implementation of GCS policies and procedures specific to research and accountability operations.

Specific Duties and Responsibilities

Equity Leadership and Student Success

- Cultivate a commitment among all district staff to enable all students to achieve high standards.
- Confront preconceptions and model open dialogue around race, culture, class and other issues of difference.
- Operate with a lens of cultural proficiency, sensitivity, and equity to ensure students' needs are met.
- Assess the distribution of academic supports with a clear racial equity lens, ensuring allocation provides the best resources to efficiently and effectively meet the needs of all GCS's students, families, and schools.

Performance Management Leadership

- Lead district in creating a compelling vision and theory of action for the Office of Performance and the District's progress and performance measurement system that includes information from all parts of the District to:
 - Support the timely monitoring of district-wide and school wide administrative and instructional programs, and
 - Measure and report on progress and performance to meet the information needs of District staff and community stakeholders.
- Design and implement the district's strategy to measure and report on student learning and achievement
- Develop and implement the District's strategic approach to Research, Accountability and Assessments.

- Coordinate the Accountability & Research Program for the school system, which includes interpreting the program legislation, collecting data and preparing reports to meet program requirements.
- Assume leadership role on the Superintendent's Cabinet; assist with long-range strategic planning, developing system-wide budgets, plans, policies and activities.

Research, Evaluation & Accountability

- Conduct statistical analysis of academic initiatives with focus on improving student achievement and lead the strategy to ensure accurate development of reports for all District accountability matters.
- Review and make strategic interpretations of assessment results, ensuring that all accountability reports are clearly understood and actionable by District and school site personnel.
- Oversee the analysis of assessment data and monitor all state accountability systems for achievement data from national, state, and district assessments and prepare the data for presentation to the Superintendent and broader public.
- Interpret legislation, policies and guidelines governing the program; prepares required reports for County and State Boards of Education.
- Provide leadership in developing, administering, interpreting and reporting the district's evaluation programs and procedures; designs data collection instruments and brokers external evaluation services.
- Monitor the latest research, trends and development in all areas of education and share relevant/actionable findings with the Superintendent, cabinet and senior staff members.
- Deliver written and oral presentations on academic accountability to various stakeholders (i.e. Board of Education, principals, teachers, parents and community groups) that focus on results, help build consensus, help stakeholders understand implications and significance of results.
- Collaborate with technology team to ensure the district has appropriate technology and operating systems needed to track, report, and aggregate/disaggregate student performance data (school-by-school, classroom-by-classroom).
- Ensure District compliance in monitoring, assessment, and reporting for all internal and external testing measures.
- Oversee the allocation of materials and staff resources for data-related purposes; ensure proper use and enforce appropriate accountability for disbursements and expenditures.

Support for Continuous Improvement

- Monitor the progress of school performance, student achievement objectives and academic excellence indicators to assure alignment of improvement strategies; direct implementation of revised or new strategies and key standards.
- Partner closely with the Chief Academic Office, the Superintendent's Council and principals to ensure that assessments are aligned with the district's curriculum and instructional strategies and to ensure the appropriate resources and support needed for data-driven instruction by teachers, principals, and other staff.
- Partner closely with Human Resources to design educator evaluation and accountability tools and systems.
- Collaborate with schools, Assistant Superintendents and Chief Academic Office, principals and teachers to ensure timely availability of tools for viewing student data that allow teachers to adjust their instructional strategies.
- Create data dashboards and other internal and external data reporting systems to help various audiences both visualize and analyze student performance data.

Talent Management and Professional Learning

- Build and lead a highly effective, innovative performance management department.
- Provide supervision, mentoring, and professional development opportunities that help all staff grow and prepare for assessments aligned to their ability to continually improve instructional practices.
- Support staff to develop, implement, and evaluate project plans and strategy to achieve goals.
- Provide input and monitor coordination for a robust, systemic approach to district-wide professional development activities for GCS, in partnership with central offices.

Key Competencies

The ideal candidate will demonstrate the following:

Vision and Courage to Ensure All Students Achieve

- Demonstrate belief and hold self and others accountable for reaching high academic achievement of all students.
- Secure buy-in to a clear and compelling vision.
- Comfortable addressing matters of equity, race, and bias in decision-making.

Data Management Knowledge and Expertise

- Deep understanding of how to develop, implement and revise data management systems for a variety of purposes.
- Comfortable with technology platforms; able to evaluate the effectiveness of different platforms and systems solutions to meet the district's accountability needs.
- Analytical approach to information management; able to review, understand and interpret student achievement and other kinds of data for various audiences.
- Commitment to the importance of using assessment data to measure student progress on district academic and career-ready goals.
- Able to create and manage data dashboards, progress reports, and other user-friendly spreadsheets and documents that provide quality information on assessment results to various internal stakeholders.
- Enforce a commitment to the highest level of accuracy and integrity for all data collected and reported.

Influence and Leadership

- Demonstrate a leadership presence that gains the confidence of others.
- Comfortable pushing a group's thinking and challenging ideas to enable better decisions.
- Skillfully navigate political structures, relationships, and dynamics to improve results for students.
- Actively listen to others, understands nuance, and effectively interprets motivations/perceptions. Able to integrate feedback from others to achieve better results.
- Communicate effectively, tailoring message for the audience, context, and mode of communication.
- Builds positive relationships and coalitions. Maintains visibility and work collaboratively with diverse stakeholders at all levels (i.e. district staff, students, families, communities, advocacy groups, etc.).

Strategic Planning and Effective Execution

- Proactively offer innovative solutions to seemingly intractable problems.
- Demonstrate critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes.
- Exhibit a strong focus on goals and results. Set clear metrics for success.
- Demonstrate excellent project management skills, including close attention to detail, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines.
- Continuously monitor progress and demonstrate persistence to overcome obstacles to achieve goals.

Team Leadership and Management

- Build and lead effective teams to achieve ambitious goals.
- Assess team and individuals' skills, identify development needs, and provide feedback and support to improve practice, build capacity, and maximize talent.
- Promote professional learning and utilize effective adult learning techniques.
- Lead team to collaborate with other departments, teams, and stakeholders.

Minimum Training & Experience

- Proven track record of developing dashboards and data tools for non-technical audiences
- Five to seven years of management experience in curriculum development, assessment ad implementation with significant data analysis and statistical analysis experience or equivalent that proves the required knowledge and skills.

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- Significant experience in leading, supervising and managing comprehensive assessment/ evaluation systems and office administrative leadership experience preferred; school or central office based administrative experience preferred.
 - MA or PhD (preferred) in Education Research, Assessment, Measurement, Curriculum Evaluation or a related field.
 - Eligible for a North Carolina driver's license at time of hire.

Application Process

Qualified candidates for the above position must submit a completed online application and a resume that clearly demonstrates the above minimum qualifications.

Compensation

Salary for this position is competitive commensurate with prior experience. In addition, a comprehensive benefits package is included.

The Guilford County Board of Education believes in the dignity of all individuals and in the worth of their labors. To this end, the Board will ensure that all applicants for employment and all employees are employed, assigned, supervised, promoted, compensated, and terminated in full compliance with state and federal equal opportunity statutes. No applicant for employment or current employee will experience discrimination based on race, creed, color, religion, national origin, sex, age, marital status, physical handicap, sexual orientation or disability.