



JOB DESCRIPTION
Chief Performance Officer

DIVISION: Superintendent's Office	GRADE: 149
DEPARTMENT: Administration	WORK DAYS: Annual
REPORTS TO: Superintendent	FLSA STATUS: Exempt
CLASSIFICATION: At-Will	DATE: 6/1/2021

Our Mission: Through a caring culture of equity, trust, and collaboration, every student will graduate ready for college, career, and life.

Our Vision: A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system.

Our Guiding Principles: **Equity** in our approach to decision making, **Ethics** to demonstrate our integrity, **Engagement** with our school community, and **Excellence** in everything we do.

POSITION SUMMARY

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 Innovation and School Redesign, Data and Information, and Information Technology departments. The CPO works to ensure implementation of APS policies and procedures specific to research and accountability operations.

MINIMUM REQUIREMENTS

EDUCATION:

- Master's degree with specialization related to assessment, evaluation and research or related fields required.
- Terminal degree preferred.

CERTIFICATION/LICENSE:

- Must possess or be eligible to obtain Georgia Professional Standards Commission Certification at a level 5 or higher in Educational Leadership or Instructional/Curriculum Leadership within 12 months of hire.

WORK EXPERIENCE:

- 10 years of successful experience in one or more of the following: school leadership, education technology, comprehensive assessment and evaluation systems, or institutional research activities, inclusive of at least 5 years of progressively responsible administrative and supervisory experience, preferably within public education.
- Successful experience in budgeting, planning and implementing multiple programs and/or projects simultaneously.



- Successful experience in curriculum development, assessment and implementation with significant data analysis and statistical analysis experience or equivalent that proves the required knowledge and skills.

KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate belief and hold self and others accountable for reaching high academic achievement of all students.
- Enforce a commitment to the highest level of accuracy and integrity for all data collected and reported.
- Deep understanding of how to develop, implement, and revise data management systems for a variety of purposes.
- Ability to work cooperatively with school and district leaders.
- Ability to analyze statistical data for trends and standard performance in various programs and to develop strategies for improvement.
- Knowledge of business and management principles involved in strategic planning, resource allocation, leadership technique, and coordination of people and resources.
- Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Ability to identify complex problems and review related information to develop and evaluate options and implement solutions.
- Demonstrated knowledge of business intelligence systems, return on investment and other accountability models, and governance compliance.
- Demonstrated ability to recruit, select, manage, and evaluate personnel.
- Demonstrated ability to work with diverse groups, and effectively communicate, both orally and in writing.

ESSENTIAL DUTIES

- Monitors 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.
- Partners closely with the Chief Academic Office, Chief Schools Office, the Superintendent's Cabinet, 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.
- Partners closely with the Office of Talent Management to design educator evaluation and accountability tools and systems.
- Collaborates with schools, district departments, Principals, and teachers to ensure timely availability of tools for viewing student data that allow teachers to adjust their instructional strategies.
- Oversees 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.
- Interprets legislation, policies, and guidelines governing the program; prepares required reports for the Board of Education.
- 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 staffs throughout the District and various stakeholders throughout the community.
- Collaborates 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).
- Coordinates, facilitates and manages administrative activities, programs and personnel in accordance with the system's Mission, Vision, and Core Norms.



- Builds and lead a highly effective, innovative performance management department.
- Required to have prompt, regular attendance in-person and be available to work on-site, in-person during regular business hours and as needed.
- Performs other duties as assigned by an appropriate administrator or their representative.

PHYSICAL ABILITIES AND WORKING CONDITIONS

The physical abilities, working conditions and other conditions of employment listed in this document are representative of, but are not intended to provide an exhaustive list of the requirements for positions in this classification. In the event of an emergency or situation requiring guidance from Federal, State, or local or school district authorities, the requirements of this position may change temporarily or for the school year to best serve the needs of our students.

Vision: Ability to read small print and view a computer screen for prolonged periods.

Hearing: Ability to tolerate exposure to noisy conditions.

Speech: Ability to be understood in face-to-face communications, to speak with a level of proficiency and volume to be understood over a telephone or computer.

Upper Body Mobility: Ability to use hands to grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: Ability to lift, push, pull and/or carry objects which weigh as much as 5 or more pounds on a frequent basis. Incumbent may be required to physically restrain parties involved in a conflict.

Environmental Requirements: Ability to encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: Ability to read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understand how to manage stress.

Remote Work Requirements:

Additional Work Conditions & Physical Abilities: Ability to be flexible and adapt as needed between various in-person working environments.

The Atlanta Public School System does not discriminate on the basis of race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. Management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary.