

District Coordinator of School Improvement Job Description 2018-2019

Overview

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI serves as an advocate for the campus, communicates high expectations, a clear vision and focus on learning, a sense of urgency, assures operational flexibility, and coordinates district support to improve campus performance and create the district conditions needed to sustain this improvement.

District coordinators of school improvement (DCSIs) are district-level leaders, preferably the supervisor of the principal of the Improvement Required or Comprehensive campus, designated to ensure support for the academic achievement of low-performing campuses. DCSIs are responsible for the implementation of all intervention requirements. A DCSI is a required member of the campus intervention team (CIT) assigned to campuses with low performance in the state accountability system as stipulated in Texas Administrative Code (TAC) §97.1063 and/or serves to support schools identified for Comprehensive support under ESSA. The DCSI must be in a leadership position in school improvement, curriculum and instruction, principal supervision, or in another position with responsibility for student performance. Beginning in the 2019-2020 school year, the DCSI must be the supervisor of the principal at the Improvement Required (IR) campus.

In larger districts, the DCSI may coordinate the work of a team of district personnel charged with school improvement efforts. These team members, like the DCSI, must have direct knowledge of the IR campus and exhibit the same qualities as the DCSI.

Characteristics of an Effective DCSI:

- Is accountable for the success of campuses and/or the district in improvement
- Possesses expertise in planning, implementing, and managing improvement efforts at the campus and/or district level
- Possesses the time to effectively fulfill this role as an integral part of his/her responsibilities
- Leads all components of continuous improvement processes
- Maintains a direct line of contact with the superintendent and other critical district personnel
- Holds a position of authority to influence central office departmental procedures
- Possesses successful leadership and management experience
- Understands current state accountability systems and federal requirements
- Acts as a positive change agent, uses failures as opportunities, and celebrates success
- Maintains results-orientation
- Promotes the achievement of goals in a spirit of collaboration
- Practices strong communication skills
- Skilled in data analysis and root cause analysis

Roles and Responsibilities of a DCSI:

- Has knowledge of all school and/or district improvement requirements and board policies and procedures
- Partners with the professional service provider (PSP) and the local ESC staff to improve student performance that results in positive change in the campus and/or district accountability ratings
- Facilitates continuous improvement and ensures the participation of all relevant staff in intervention requirements.
- Ensures campuses are provided operational flexibility
- Possesses extensive knowledge of data analysis and process monitoring
- Effectively and regularly communicates, meets, and takes an active role in problem-solving with the PSP, local ESC personnel, TEA, and staff of the campus(es) identified for improvement
- Removes district barriers that may hinder the improvement process
- Provides support and feedback to the principal
- Oversees the development and implementation of targeted improvement plans, and facilitates the analysis of qualitative and quantitative data to make conclusions and take timely action toward meeting annual goals
- Attends campus and/or district leadership meetings regularly and coordinates the work of other district personnel who are responsible for supporting the underperforming campus(es)
- Attends required TEA or ESC trainings, including virtual trainings offered throughout the year
- Has knowledge of all school and/or district improvement requirements and board policies and procedures
- Attends required TEA or ESC trainings.