District Leadership Team Job Description 2014-2015		
Overview		
Districts required to engage in the Texas Accountability Intervention System (TAIS) due to the identification of low performance in the state accountability system and/or the performance-based monitoring (PBM) system, must develop a broad-based leadership team to conduct and monitor activities of the TAIS process. The district leadership team (DLT) may include representatives from staged programs and campuses in improvement; also consider selecting participants from among the following:		
All levels represented (elementary, middle, and/or high school)	Central office administrator	Bilingual education/English as a second language (BE/ESL), special education, career technical education (CTE), and/or federal programs administrators/directors
Campus administrator(s)	Guidance counselor(s)	General education teacher(s)
Teachers serving students in BE/ESL, special education, CTE, and/or No Child Left Behind (NCLB) programs	Parents of students impacted by indicator risks	Language proficiency assessment committee (LPAC) members
Students representing the program areas under review, if applicable	Disciplinary alternative education program (DAEP) representative, if applicable	Representative of any private and/or private non-profit schools participating in the program area to be reviewed
Community stakeholders	Curriculum specialists	Public Education Information Management System (PEIMS) staff member
Representatives of local education agency (LEA) at-risk alternative education program or campus	Related service providers	Speech therapists
Evaluation personnel	Representatives of campuses within the feeder patterns	Administrator of residential facility (RF), if staged in RF monitoring
Consider other members as determined by data analysis and program areas		

Expected Team Member Knowledge and Skills

- Expert in his/her field.
- Ability to work collaboratively with others within the context of group dynamics.
- Understanding of the state accountability system, Performance-Based Monitoring Analysis System (PBMAS), and the TAIS continuous improvement process.
- Ability to problem solve, ascertain key variables needed for school turnaround, and offer solutions.
- Clear vision of the expectations created by the targeted improvement plan and his/her role in implementation.
- Ability to build peer support for the strategies, initiatives, and redesign activities of the targeted improvement plan.
- Ability to analyze data and make recommendations based on that analysis.

Team Roles and Responsibilities

- Assists in the gathering and analysis of district data and assessment of district needs relating to the state accountability performance indexes and system safeguards and/or the PBMAS report.
- Considering all analyzed data and identified root causes, leads development and implementation of the targeted improvement plan, in collaboration with the district coordinator of school improvement (DCSI).

• Monitors student performance.
• Makes determinations about student interventions and support services.
• Acts as liaison to departments, teams and organizations throughout the district.
• Refines targeted improvement plan initiatives to improve implementation results.
• Assists with the creation and ongoing review of data analysis, needs assessment, and improvement planning processes.
• Collects data to assist in the formative assessments of the targeted improvement plan.
• Conveys accurate initiative information back to teams, departments, campuses, etc.
• Serves as a conduit to bring ideas and concerns from constituents back to the entire DLT.
• Identifies problem areas and offers suggestions for improvement.