

District Leadership Team Job Description 2015-2016

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 analysis system (PBMAS) 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 programs staged in PBMAS and campuses in improvement; also, consider selecting participants from among the following:

All levels represented (elementary, middle, and/or high school)	Central office administrators	Bilingual education/English as a second language (BE/ESL), special education, career technical education (CTE), and/or federal programs administrators/directors
Campus administrators	Guidance counselors	Community stakeholders
Language proficiency assessment committee (LPAC) members	General education teachers	Teachers serving students in BE/ESL, special education, CTE, and/or No Child Left Behind (NCLB) programs
Evaluation personnel	Speech therapists	Disciplinary alternative education program (DAEP) representatives, if applicable
Representatives of campuses within the feeder patterns	Curriculum specialists	Administrators of residential facilities (RF), if staged in RF monitoring
Parents of students impacted by indicator risks	Related service providers	Public Education Information Management System (PEIMS) staff members
Students representing the program areas under review, if applicable		Representatives of district at-risk alternative education program or campus

Consider other members as determined by data analysis and program areas

Expected Team Member Knowledge and Skills

- Possesses expert knowledge in his/her field.
- Is able to work collaboratively with others within the context of group dynamics.
- Understands the state accountability system, PBMAS, and the TAIS continuous improvement process.
- Is able to problem solve, ascertain key variables needed for school turnaround and/or program effectiveness, and offer solutions.
- Possesses clear vision of the expectations created by the targeted improvement plan and his/her role in implementation.
- Is able to build peer support for the strategies and interventions in the targeted improvement plan.
- Is able to analyze data and make recommendations based on that analysis.
- Possesses results-oriented perspective.
- Possesses sense of urgency in the identification of problems and in the implementation of solutions.

Team Roles and Responsibilities

- Works collaboratively with the district coordinator of school improvement (DCSI) in the identification of problem statement(s) through data analysis and of root cause(s) through needs assessment, relating to the district's performance on state accountability indexes and system safeguards and/or the PBMAS report.
- Leads development and implementation of the targeted improvement plan based on identified problem statement(s) and root cause(s), in collaboration with the DCSI.
- Monitors student performance.
- Makes determinations about student interventions and support services.
- Acts as liaison to campuses, departments, teams, and organizations throughout the district.
- Monitors the implementation of the targeted improvement plan (including implementation of strategies at campus level, as appropriate) and progress towards goals, at least once a quarter. Provides feedback to the DCSI, as appropriate.
- Makes mid-course corrections to the targeted improvement plan, based upon monitoring and quarterly check-ins to improve implementation results.
- Collects data to assist in the monitoring and quarterly check-ins of the targeted improvement plan.
- Conveys accurate strategy and intervention information back to teams, departments, campuses, etc.
- Serves as a conduit to bring ideas and concerns from constituents back to the entire DLT.
- Ensures there is a system for communicating the strategies and interventions of the district targeted improvement plan to campuses.
- Ensures there is a system for providing campuses guidance and support in the implementation of appropriate strategies and interventions in the district targeted improvement plan.
- Ensures alignment between district and campus efforts.