

# Structuring Research, Deployment and Accountability to Support Raising Student Achievement in the Albuquerque Public Schools

Report of the Strategic Support Team of the  
Council of the Great City Schools

Submitted to the  
Albuquerque Public Schools

By the Council of the Great City Schools



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## ACKNOWLEDGMENTS

The Council of the Great City Schools thanks the many individuals who contributed to this project to improve the academic achievement of students in the Albuquerque Public Schools. The efforts of these individuals were critical to our ability to present the district with the best possible report.

First, we thank Superintendent Winston Brooks for requesting the review and for following through to make sure that the study stayed on track. It is not easy to ask for or support an analysis like the one the Council of the Great City Schools has done. It takes courage, openness, and uncompromising commitment to the city's children. Thank you.

Second, we thank the Executive Director of Instructional Accountability, Rose-Ann McKernan, for her support of this project and her patience as the report was being prepared. She was instrumental in moving this review forward and ensuring the team was well supported during our visit.

Third, we thank the staff members of the Albuquerque Public Schools, who provided all the time, documents, and data that the Council needed in order to do its work. Their openness and enthusiasm were critical to understanding the support needs of the district.

Fourth, we thank the many individuals, groups, organizations, and associations with which we met. Our only regret is that we were unable to meet with everyone who we know had something valuable to contribute.

Finally, the Council thanks the city school districts that contributed staff to this effort: Chicago Public Schools and the Cleveland Municipal School District. Everyone contributed his or her time *pro bono* to help the Albuquerque school district improve. The enthusiasm and generosity of these districts serve as a further example of how the nation's urban public school systems are working together to help each other improve and reform.

Thank you.

Michael Casserly  
Executive Director  
Council of the Great City Schools

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# **Structuring Research, Deployment and Accountability to Support Raising Student Achievement in the Albuquerque Public Schools: Report of the Strategic Support Team of the Council of the Great City Schools**

## **I. PURPOSE AND ORIGIN OF THE PROJECT**

### **Introduction**

The Albuquerque Public Schools District has embarked on an ambitious reform agenda which includes the transition to Common Core State Standards (CCSS) and a renewed focus on improving student achievement by closing the achievement gap. The district's strategic plan includes four overarching goals:

1. Improve Academic Achievement and Close the Achievement Gap;
2. Maintain a transparent, sound, and responsible financial plan that focuses resources to the classroom and advances student achievement, supports family/community involvement, and promotes school safety;
3. Meaningfully engage families and enhance partnerships with the community to maximize student achievement; and
4. Provide a safe and supportive climate for learning and working that maximizes student achievement.

The district's Academic Division has also developed an Academic Plan Blueprint to Close the Achievement Gap and Educate All Children to High Standards. The goals of the blueprint include:

1. Providing scaffolded instruction for all children;
2. Setting high standards for student learning;
3. Providing an educational environment where children focus on learning;
4. Ensuring staff have the expertise to raise student achievement; and
5. Putting structures in place to remain accountable to the plan.

The subject of this report is structuring the Research, Deployment and Accountability (RDA) department to support the district's strategic plan and the Academic Plan Blueprint to raise student achievement in the Albuquerque Public Schools. The overarching goals are supported by a number of objectives, action plans, and actions steps that cut across almost all district departments and schools. The effective collection, analysis and use of appropriate data on progress is essential for accomplishing the district goals and objectives. Data is also critical for informing decisions made by district leaders as staff work to accomplish the goals identified in the strategic plan and the blueprint.

Given the broader instructional reforms in the district, it became clear to district leadership that it was necessary to review the RDA department to ensure the structure, staff, and focus of the work in the department were meeting the evolving needs of the district. Consequently, Superintendent Winston Brooks and the Executive Director of Instructional Accountability contacted the Council of the Great City Schools (the Council) about having the group analyze the work of RDA and its current structure. He also requested the organization's best recommendations for ensuring the department meets the needs of its clients which include district leadership and the leadership team, principals, teachers, and staff at the school level, and students, parents and the community at large.

## **OVERVIEW OF THE PROJECT**

The Council, a coalition of 67 of the nation's largest urban school systems, has extensive experience with school district operations, academic programs and departments in major cities. The group has conducted over 200 instructional, management, and operational reviews in more than 50 big-city school systems across the nation. To support this request, the Council assembled a Strategic Support Team (SST) of senior research and education leaders from other large urban school systems with a strong track record of organizing research departments to support district operations in their own communities. These individuals, along with staff from the Council, paid a three-day visit to Albuquerque, interviewed individuals both inside and outside the school system, reviewed relevant documents, analyzed performance data, researched and benchmarked other large urban research departments, and compiled this report.

The team made its site visit to Albuquerque on June 3<sup>rd</sup> through June 5<sup>th</sup>, 2013. During that visit, the team conducted extensive interviews with central-office administrators, school-based staff, community members, and others. The team devoted a portion of their time to synthesizing the findings and proposed improvement strategies. The team debriefed the superintendent at the end of the site visit. Following the site visit, Council staff researched the structure and position responsibilities of research department staff from a number of large urban school districts across the country. This included a detailed analysis of all research department positions in six of the eleven school districts with comparable demographic populations (Charlotte-Mecklenburg Schools, San Diego Unified School District, Jefferson County School District, Long Beach Unified School District, Austin Independent School District, and Fort Worth Independent School District). Organizational charts and job descriptions of key positions were provided in an earlier report, and this report will provide additional details on three of the comparison districts.

## **PROJECT GOALS**

Superintendent Winston Brooks and the executive director of Research, Deployment and Accountability asked the Council of the Great City Schools to review the school district's research department and pay special attention to the organizational structure of the department, the effectiveness of the department in supporting the research and evaluation needs of the district, and the quality of data and assessment systems. The district's leadership also requested an analysis of the department's impact on instructional practices and district level decision making.

## WORK OF THE STRATEGIC SUPPORT TEAM

The Strategic Support Team visited the Albuquerque Public Schools over the course of three days in the summer of 2013. The site visit focused on the priority areas that the superintendent, the chief academic officer, and the executive director for Instructional Accountability presented to the Council’s team. The team also looked for evidence that the work of RDA served to support instructional practices and decision making in departments and schools across the district. In addition, the team looked for evidence that administrators, principals, and teachers understood and appreciated the value of RDA products and processes.

The team conducted extensive interviews with central-office staff members, principals, representatives of outside organizations, and others.<sup>1</sup> A list of the individuals interviewed for this SST is provided in Appendix A. Moreover, the team reviewed numerous documents and reports and analyzed data on student performance (see Appendix B). Finally, the team examined the district’s broad instructional strategies, materials, core reading and math programs, assessment programs, and professional development efforts. It also examined district instructional priorities and analyzed how the district’s broad reform efforts, strategies, and programs supported achievement and decision making informed by reports from RDA.

The reader should note that this project did not examine the entire school system or every aspect of the district’s instructional program. Instead, we devoted our efforts to looking strictly at the work and support provided by Research, Deployment and Accountability. We focused closely on the structure, staffing levels, products and procedures that would help explain how RDA supports the work of the district and if these aspects of the department reflect the best practices observed in similar urban districts across the country.

Members of the Council’s Strategic Support Team participating in this project were:

### STRATEGIC SUPPORT TEAM

|  |   |
|--|---|
| Raymond Hart<br>Director of Research<br>Council of the Great City Schools  | Sharon Lewis<br>Retired Research Director<br>Detroit Public Schools and the Council of the Great City Schools |
| John Barker<br>Chief of Accountability<br>Chicago Public Schools           | Russell Brown<br>Deputy Chief, Organizational Accountability<br>Cleveland Municipal School District           |
| Moses Palacios<br>Research Specialist<br>Council of the Great City Schools |   |

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<sup>1</sup> The Council’s peer reviews are based on interviews of staff and others, a review of documents provided by the district, observations of operations, and our professional judgment. The team conducting the interviews relies on the willingness of those interviewed to be truthful and forthcoming, and makes every effort to provide an objective assessment of district functions, but the team cannot always judge the accuracy of statements made by all interviewees.

The approach of using urban education peers to provide technical assistance and advice to school districts is unique to the Council and its members, and it is proving effective for a number of reasons. First, the approach allows the superintendent and staff to work directly with talented, successful practitioners from other urban districts that have a record of accomplishment. Second, the recommendations that these peer teams develop have validity because the individuals who developed them have faced many of the same problems now encountered by the school system requesting the review. These individuals are aware of the challenges that urban schools face, and their strategies have been tested under the most rigorous conditions. Finally, using senior urban school managers from other communities is faster and less expensive than retaining an outside management-consulting firm. It does not take team members long to determine what is going on in a district. Team member biographies can be found in Appendix C.

### **CONTENTS OF THIS REPORT**

Chapter 1 of this report begins with an overview of the project, the Albuquerque Public Schools, and RDA. Chapter 2 presents an analysis of the demographics in Albuquerque and comparable Council districts. Chapter 3 summarizes the Strategic Support Team's findings and observations regarding the department. Chapter 4 presents the team's recommendations and proposals for improving the function of the department. Chapter 5 presents a brief synopsis of the report and its major themes.

The appendices of this report are extensive and contain additional information that may be of interest to the reader. Appendix A presents a list of the individuals interviewed for this report and Appendix B lists the documents the SST team reviewed. Short biographies for each of the team members are provided in Appendix C. Appendix D and Appendix E illustrate the current salaries for members of the research departments in Albuquerque Public Schools and Austin Independent School District (ISD). Appendix F illustrates salary ranges for research staff positions in Albuquerque Public Schools, Austin ISD, Fort Worth ISD and Jefferson County Public Schools, and for a more accurate comparison, salaries are adjusted for cost-of-living differences between the cities. Organizational charts for the research departments in these four cities are provided in Appendix G. Job descriptions for selected positions in each department are presented in Appendices H through K for Albuquerque, Austin, Fort Worth, and Jefferson County, respectively. Finally, an overview of the Council of the Great City Schools is presented in Appendix L which includes a list of the Strategic Support Teams conducted by the Council in recent years.

## CHAPTER 2. DEMOGRAPHICS AND ACADEMIC ACHIEVEMENT

### A. Demographics and Enrollment

The Albuquerque Public Schools (APS) serve the citizenry of Albuquerque, New Mexico, with a total population of about 545,852 (2010 Census). The school district is the second largest employer in the city. Albuquerque is also home to substantial manufacturing, transportation, and construction industries. In addition, APS is the 30<sup>th</sup> largest school district in the nation with nearly 90,000 students, 11,500 employees and 142 schools<sup>2</sup>.

The Albuquerque Public Schools serves an economically and culturally diverse city. The city school system enrolled almost 33 percent of all public school students in New Mexico. The Albuquerque Public Schools has 89 elementary schools, 27 middle schools, 13 high schools, 11 alternative schools, and 33 charter schools. The proportion of Hispanic students in Albuquerque is 57.8 percent representing almost 30 percent of the Hispanic population across the state, and the district serves almost half of the state’s Asian and Black students, 50 percent and 44 percent respectively. In addition, APS serves 1 of every 4 students who are eligible for the National School Lunch Program (NSLP) in New Mexico (almost 62 percent of the APS student population). Finally, APS serves over 30% of the White students statewide. Table 1 shows the percentage of students by racial group and educational need enrolled in the Albuquerque Schools and statewide.

**Table 1.** New Mexico and Albuquerque Public School enrollment for SY2009–10

|                         | Hispanic     | Black        | Asian        | White        | NSLP         |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| % of State Enrollment   | 56.7%        | 2.7%         | 1.4%         | 28.5%        | 66.2%        |
| % of APS Enrollment     | 57.8%        | 4.1%         | 2.4%         | 30.3%        | 61.7%        |
| <i>APS as a % of NM</i> | <i>29.6%</i> | <i>44.0%</i> | <i>49.7%</i> | <i>30.8%</i> | <i>23.9%</i> |

Source: New Mexico Public Education Department Statistical Tables retrieved August, 2013

Throughout this report, the APS research department will be compared to the research departments of comparable Council member districts. Three districts of similar size and demographic make-up have been selected and extensive research has been conducted on the organizational structure and other aspects of their departments. According to the 2011-2012 Common Core of Data reported by the U. S. Department of Education, the Austin Independent School District and the Fort Worth Independent School District in Texas are slightly smaller than APS in total enrollment at 86,503 students and 83,109 students, respectively (see Table 2). The Jefferson County Public Schools (Louisville) in Kentucky was also selected as a comparison district because it is similar to APS in total enrollment with 99,191 students. Table 2 shows how similar the districts are when comparing total enrollment, the percentage of Hispanic students enrolled, the percentage of White students enrolled, and the percentage of students eligible for the free- and reduced-price lunch program. The percentage of Title I eligible schools is similar across the districts as well. Finally, the SST provides more detailed comparisons with the Austin ISD throughout the report.

<sup>2</sup> An APS Primer 2012-2014: Status Quo? ¿Qué? No Way!



**Table 2.** Demographics of Albuquerque Public Schools and comparison districts 2011-2012

|  | Enrollment | Percent Free and Reduced Lunch | Percent Hispanic | Percent White | Percent Title I Eligible Schools |
|--|------------|--------------------------------|------------------|---------------|----------------------------------|
| Albuquerque Public Schools                       | 93,326     | 63.8%                          | 66.0%            | 22.3%         | 80.9%                            |
| Austin Public Schools                            | 86,503     | 63.9%                          | 60.5%            | 24.4%         | 63.8%                            |
| Fort Worth Public Schools                        | 83,109     | 77.0%                          | 59.8%            | 13.7%         | 84.0%                            |
| Jefferson County Public Schools (Louisville, KY) | 99,191     | 58.6%                          | 6.6%             | 50.9%         | 71.3%                            |

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey Data," 2011-12, Version 1a.

## B. Student Achievement

Student achievement in APS was not the focal point of the SST review of the RDA department. However, student achievement is included in this report as a reminder that all of the work of the department should be focused on various aspects of reporting or supporting improvements in student achievement across the district. Specific student achievement reports for APS can be found on the RDA website at <http://www.rda.aps.edu/RDA/index.cfm>.

## CHAPTER 3. FINDINGS

This chapter summarizes the findings of the Council of the Great City Schools' Strategic Support Team on the efforts of the Albuquerque Public Schools to improve the academic achievement of the district's students. In addition, the review team carefully considered the role of the RDA department in helping to support the successful attainment of the districts four overarching goals:

- Goal One: Academic Achievement,
- Goal Two: Financial Stewardship,
- Goal Three: Family and Community Involvement, and
- Goal Four: School Environment.

The recommendations provided in the report are designed specifically around supporting these four overarching goals.

### General Overview

During interviews with RDA and APS staff members:

- The staff members we interviewed were uniformly candid in their comments and direct in presenting their observations and thoughts.
- The team members we spoke with had many ideas for ways to improve the functioning of their areas and the overall performance of the district.
- Key personnel in the Research, Deployment, and Assessment division were identified by members of the Curriculum and School Operations (i.e., Associate Superintendents) teams as being high-value contributors to the district and providing sound support for schools.
- Some staff were skeptical that this review process would merit district action, given their belief that prior recommendations had not been acted upon.
- When asked what recommendations they would make to improve RDA, department leaders and staff members frequently said that they needed more staff and salary alignments. However, after continued discussion, other recommendations emerged (e.g., clear roles and responsibilities identified, increased planning time for projects, an organizational structure that communicates who reports to whom, more opportunities to work directly with schools).

These and other key findings will be addressed in this chapter with observations organized in four categories: (1) support, strategic direction and leadership, (2) organizational structure, (3) communications, and (4) measures of success. Each category is discussed in a separate section that details the positive findings from the review and opportunities for improvement. Recommendations are provided in the next chapter of this report.

### **A. Support, Strategic Direction, and Leadership**

Given the recent structural changes between Instructional Accountability and the Chief Academic Officer's division, the SST clearly recognized a need to revisit the department's role in supporting the strategic direction of the district. The SST independently reviewed the department's support for schools, the support for key district initiatives and the support for district leadership. We viewed each of these areas as uniquely critical to the overall purpose of the department.

Overall, we found that specific units in the department were providing strong support to the schools, but the support was not structured or strategic. Schools are able to "request" support, but strategic support for all or targeted schools was not clearly in place. A strength of the department was the work of the data and school systems team. Their work was recognized as being valuable across stakeholder groups that included central office and school based staff. While much of their focus centered on assessments and understanding data, the SST also saw great value and potential for their work on helping schools grow their professional learning communities (PLCs). The models for data dialogues and professional collaboration would benefit all schools.

At a broader level, the SST, when interviewing staff members from other divisions across central office, recognized a real need for strategy development and project/performance management to support key initiatives across the district. Our research has showed that accountability departments in other Council districts have supported the district's strategy and development efforts. The need to provide support to the district for key initiatives will be addressed in this section, but the role influences all five categories discussed in this report including the organizational structure, communications, measuring success, and strategic alignment.

Finally, the RDA support for district leadership, including the superintendent, associate superintendents, the chief academic officer, curriculum and instruction, and others, was inconsistent at best. The SST consistently heard, across almost all leadership stakeholder groups, that research and evaluation on key district initiatives tends to come slowly or not at all. In addition, stakeholders struggled to understand what information or research is possible from the division, and it is unclear how or to what extent reports that are generated impact the strategic direction of the district or day-to-day decision making. One stakeholder commented, "You have to know who has what, there is no system for data requests and there seems to be no way to handle rapid response requests."

#### **Positive Findings**

- RDA has a specific unit (Accountability) designated to provide direct assistance to schools.
- Key personnel in Accountability were identified by members across curriculum, school operations, and other divisions as being high-value contributors to the district and providing sound support for schools.
- The Executive Director of the division is a member of the superintendent's leadership teams.

**Areas of Concern**

- There is some evidence from the documents reviewed that RDA supports broader district initiatives, such as teacher effectiveness, but the SST members observed that the department has focused heavily on assessment data. Almost forty percent (39.7%) of the departments salaries are devoted to testing compared to only 14.4 percent in Austin ISD<sup>3</sup> (see Table 3). In addition, much of the work of the Accountability division is focused on interpreting student assessment data. Given the current context and coming demands (e.g., human capital management, project management, etc.), the division will need to expand beyond focusing on assessment data.

**Table 3.** Albuquerque Public Schools and Austin ISD salary expense by department.

|                            | Total Salary Expense | Research Salary Expense | Percent Research Salary Expense | Testing and Assessment Salary Expense | Percent Testing and Assessment Salary Expense | Accountability Salary Expense | Percent Accountability Salary Expense |
|----------------------------|----------------------|-------------------------|---------------------------------|---------------------------------------|---|-------------------------------|---------------------------------------|
| Albuquerque Public Schools | \$1,070,586          | \$208,498               | 19.5%                           | \$425,266                             | 39.7%   | \$281,205                     | 26.3%                                 |
| Austin Public Schools      | \$3,138,992          | \$1,308,772             | 41.7%                           | \$453,317                             | 14.4%   | \$513,866                     | 16.4%                                 |

Source: Direct communication with Albuquerque and Austin Public Schools research and evaluation departments (see Appendices D and E).

- The Accountability unit is not systematically deployed. In the current structure, Accountability staff members generally receive requests from schools or associate superintendents and address specific school needs such as professional development on data applications. By operating based on individual requests, the structure likely results in disparate support across schools. For example, one school may receive support for professional learning communities (because they knew to ask for it) while another school only receives support on using the AIMS system. The work of the group also runs the risk of being uncoordinated with any other efforts in the division. Proactive and targeted supports for schools should be organized.
- RDA is not informing professional development or district level strategic decisions. There does not appear to be a link between professional development activities based on assessment results, findings from evaluations, or other research conducted in the district by RDA or external groups (e.g., Hanover Research). During interviews, a clear structure for informing the school board, the superintendent, the superintendent’s leadership team, and others of lessons learned from data analysis and research was not evident.

<sup>3</sup> The reader should note that the salary level, approximately \$425,265.76 is consistent with the testing salary level of similar sized districts (e.g., Austin ISD = \$453.316.86).

Moreover, the SST struggled to understand the structure for identifying research and analysis projects that would be meaningful to district leaders. As an example, the Body Mass Index study uses valuable staff time, but may not directly inform district decisions regarding improvements in academic achievement. The SST observed that this project is a good example of work that could be assigned to Hanover Research to enhance in-house staff efficiency.

- The district has a data sharing agreement with individuals from the University of New Mexico. During discussions, it became evident that this relationship has significantly benefited faculty from the university, but their research has had little to no benefit to the school district. The district has no formal structure for requesting or influencing the research conducted at the university on data shared through the agreement, and according to the Center for Education Policy Research's website, only one presentation has been made to the APS Board of Education in recent years (see <http://cepr.unm.edu/cepr-publications.html> for details).
- RDA does not appear to be engaged in supporting the planning, implementation, administration or measuring the success of major district initiatives (cross-system planning). Major district initiatives, such as schools of choice, human capital management projects, and Common Core State Standards professional development and curriculum implementation would benefit greatly from the support of a project management team. The team could facilitate the coordination of resources, ensure timely project implementation and adherence to deadlines, monitor the successful completion of critical milestones, and develop and monitor measures of project success.

## **B. Organizational Structure**

This section presents the team's findings on the overall organizational structure of the Research, Deployment and Accountability department. The research team carefully considered how each division within the department is organized to support the strategic direction identified in the previous section. In addition, the team analyzed the structure of research departments in districts of similar size across the country to assess the relative strength of RDA in meeting the district's research needs. Several stakeholders expressed concern about current position and salary structure in the department. This section will address our findings regarding these concerns and provides recommendations for addressing perceived salary discrepancies both within the department and compared to other urban districts.

### **Positive Findings**

The team felt the Accountability (or School Data and Accountability) and the Student Information Systems groups were well positioned to provide the necessary support to individual schools. The groups have already begun to provide support services around data use and interpretation and professional learning communities that will benefit the district's instructional personnel. The groups should continue to expand their collaboration with the chief academic officer, the executive director for curriculum and instruction, and others.

Other positive findings include:

- Key stakeholders within RDA and across the organization, including the Executive Director for Instructional Accountability, the Chief Academic Officer, and the Associate Superintendent of Human Resources, agreed that the organizational structure needs improvement.
- As noted earlier in this report, the overall salary investment in assessment in RDA is consistent with the overall salary investment in assessment across districts of similar size.
- While the SST did not focus on the student information systems division, the team recognized the fundamental support for the unit is strong.
- The team recognized that the Chief Academic Officer brings a strong background to central office regarding the needs of schools and principals. The department should leverage and benefit from her experience and understanding of what is needed to provide strong support for teaching and learning.

### **Areas of Concern**

The SST noted several concerns regarding the organizational and funding structure of the research team in RDA.

- The first concern was the significant number of research team members funded through Title resources. According to the salary figures provided by the RDA department (see Table 4), approximately 24.7 percent of all RDA salaries are covered by Title programs and 44.2 percent of the RDA research and accountability division funding comes from Title sources (see Appendix D, Research and Accountability Federal Funds for more details). The SST recognized that much of the research work in the department is, by necessity, geared toward satisfying compliance reports for the district and federal programs. Several key administrators outside of RDA expressed an interest in expanding the research and evaluation support of the department beyond completing federal compliance reporting. Given the reliance on federal funding to support research staff, the department's capacity to move beyond compliance reporting will be hampered.

Moreover, analyzing the salary structure of the Austin ISD research department in Table 4, by comparison, only 16.1 percent of all salaries are supported by federal programs. In addition, the APS RDA department is structured much like the department in Austin ISD with each having a 1) research and evaluation division, 2) an accountability division, 3) a system-wide testing division, and 4) a management and information systems division. However, the overall salary investment in Austin ISD department is \$3.138 million (compared to approximately \$1.1 million). Austin ISD makes a larger local fund investment in research and evaluation.

**Table 4.** Albuquerque Public Schools and Austin ISD research salary expense by source of revenue.

|                            | <b>Total Salary Expense</b> | <b>General Fund Salary Expense</b> | <b>Percent General Fund</b> | <b>Federal Programs Salary Expense</b> | <b>Percent Federal Programs Salary Expense</b> |
|----------------------------|-----------------------------|------------------------------------|-----------------------------|--|--|
| Albuquerque Public Schools | \$1,070,586                 | \$806,559                          | 75.3%                       | \$264,026                              | 24.7%  |
| Austin Public Schools*     | \$3,138,992                 | \$2,524,494                        | 80.4%                       | \$505,721                              | 16.1%  |

\* Note: Austin Public Schools research department receives 3.5% of salary expenses from local foundation and city research and evaluation projects.

Source: Direct communication with Albuquerque and Austin Public Schools research and evaluation departments (see Appendices D and E).

- The SST analyzed the number of administrative positions in the research departments in Austin ISD, Fort Worth ISD, and Jefferson County Public Schools excluding clerical staff. When compared to APS, all three districts had similar support for the testing and assessment divisions and the school data and accountability divisions (see Table 5 and Appendix F). However, the table illustrates that the research and evaluation staff in APS is noticeably smaller than the other three districts and in all three cases a greater investment has been made in research and evaluation specifically (see Appendix F for additional details).

**Table 5.** Currently filled research staff positions across districts by division (excluding clerical staff)

|  | <b>Research and Evaluation</b> | <b>School and District Accountability</b> | <b>Testing and Assessment</b> | <b>Total Positions Across Three Divisions</b> |
|--|--------------------------------|---|-------------------------------|---|
| Albuquerque Public Schools                       | 5 positions                    | 6 positions                               | 7 positions                   | 18 positions                                  |
| Austin Public Schools                            | 21 positions                   | 6 positions                               | 5 positions                   | 32 positions                                  |
| Fort Worth Public Schools                        | 11 positions                   | 4 positions                               | 5 positions                   | 20 positions                                  |
| Jefferson County Public Schools (Louisville, KY) | 9 positions                    | 8 positions                               | 4 positions                   | 21 positions                                  |

- It is also important to note that the sources of salary support in Austin are more diverse when compared to APS. For example, the equivalent of a full research position in Austin is supported by the bilingual department. The high school office contributes approximately a half-time position (45% FTE), and several positions are partially supported by local city and foundation grants. In APS, the bilingual department has partially supported a position in the research department in the past. The support for that position was cut, despite the fact that the research and evaluation support for bilingual education continues. Similarly, the district has entered into Memoranda of Understanding (MOUs) with the university and other

organizations that make data requests of the department. The MOUs do not articulate how support for outside data requests will be financially supported.

- Finally, several stakeholders alluded to concerns regarding the salary levels for RDA staff. Concerns were raised about the comparability of the salaries to other districts and about the comparability of salaries within the department when individuals performing the same roles are compensated on two different salary schedules. The SST found evidence that both of these concerns were well founded.

First, the team matched the job descriptions (see Appendices G through K) of several positions across all four districts and compared the *minimum* salaries (lowest step) for like positions. Again, the salary schedules for administrative positions in each of the districts are provided in Appendix F. The lowest step and median step for APS indicates the lowest starting salary and the maximum starting salary respectively (APS salary schedules do not provide median and high steps). The chart illustrates the actual schedule values as well as the salary schedule values adjusted for cost of living differences across cities. The cost of living in all three comparison districts was lower than the cost of living in Albuquerque indicating comparable APS salaries should be higher than the comparison districts for equivalent positions.

Consistently, across role-alike positions with the same or very similar job descriptions, the APS salary was lower than the actual salary range and the cost of living adjustment exacerbated the salary differences. For example, across the director of research positions, the minimum starting salary difference with APS ranged from \$8,514 to \$31,414 without the cost of living adjustment. In APS, there are four coordinator positions that comprise the research team (PSE3 administrative salary level). They have job descriptions and requirements that mirror the research analyst III and research analyst II positions in Austin (6 positions overall) and the four analyst IV positions in Fort Worth. They require higher qualifications (Master's Degree and five years of experience) than the specialist I, coordinator of systems research, and specialist II positions in Jefferson County, but the roles are similar. The un-adjusted minimum salary differences for these positions range from \$8,426 to 37,316.19.

Second, the team found a number of circumstances where individuals had the same role in the office with vastly different pay scales and working conditions. One example is the data and school systems team coach position in the accountability division. Three individuals in this position are paid on a teacher salary schedule and one individual is paid as an administrator. The minimum salary, coupled with the daily and annual expectations of work hours, results in vastly different hourly pay for the same level of work. In this example, the three individuals on the teacher schedule are required to work 184 days and 6.5 hours per day for a total of 1,196 hours per year with a minimum starting salary of \$50,000. The individual in the administrative position is required to work 260 days and 8 hours per day or 2,080 hours per year with a minimum starting salary of \$48,307. The individual in the administrative position earns \$23.22 per hour and the three individuals on the teacher schedule earn \$41.81 per hour, nearly double the hourly rate for the same position.



Other examples are evidenced by the position structure in testing. On the APS instructional accountability organizational chart (see Appendix G), the manager of state testing and the manager/psychometrician appear to hold similar responsibilities to the director of research and accountability with differential pay grades. Similarly, the manager of math assessment, the manager of middle school assessment, and the manager of elementary assessment appear to have the same roles while being compensated from three different salary schedules with different hourly working conditions (the job descriptions for all three positions were not provided in the materials submitted).

- The review of the organizational chart also left the team unclear about the hierarchical structure across the department. In testing, it appears as though managers are reporting to other managers and coordinators and managers share the same roles. Managers also appear to report to the executive director in testing, and the manager of accountability reports to the director of research in another instance. RDA staff expressed a frustration with the lack of clarity of roles and reporting structure during the review, and the team felt the organizational structure is contributing to this frustration.

Moreover, this current structure appears to foster a lack of collaborative support across RDA divisions. The new vision for the department should clearly articulate how each of the divisions can work collaboratively mitigating the likelihood each division functions as an independent silo.

### **C. Communications**

This section contains the team's findings related to communication within the department and with other departments across the district. The team looked at multiple aspects of communication including RDA communications with the school board, the superintendent, and the superintendent's leadership team. We also reviewed the department's communications with school leaders, teachers, and how information is conveyed through professional development. Finally, the team investigated the various tools the department uses to share data and other information with various stakeholders.

#### **Positive Findings**

- Key stakeholders across the district and RDA staff recognized the need for improved communications within the department and with other departments.
- The department has a clear structure in place for the internal review of research and evaluation reports and data. There is also a clear approval process in place for the reports generated from the office that includes the chief academic officer and the superintendent.
- There appears to be valuable information on the RDA website for district and school staff to refer to when seeking information generated by RDA.
- There appears to be a formal, weekly process for communicating RDA findings and reports with APS senior leadership through the weekly briefing report.

## Areas of Concern

- During interviews, individual RDA staff members were praised for their level of communication with both school and administrative staff across the district. However, a number of administrators across departments and schools shared concerns about the formal and informal communication with the department. Many administrators noted the need to have personal relationships with RDA staff in order to have information requests completed. Few administrators could articulate a formal process for making data or information requests of RDA.

It was not clear to the SST how research requests are made to RDA. In particular, there did not seem to be a formal process for identifying research priorities in the department. The SST requested a description of how RDA manages open records requests, media requests, board requests, and research requests from external researchers such as policy groups, university faculty, etc. A clear process was shared regarding the management of research requests from external researchers, but the team did not get a clear picture of how requests from board members, the media, the superintendent or the superintendent's leadership team are received and prioritized.

During interviews and in the documentation, the review team sought to understand how the department identifies evaluation and research projects to conduct. The team came to understand that aside from funded (Title and grants) and unfunded (bilingual education, Indian education, MOU support, etc.) compliance projects, additional requests are supported on an ad hoc basis. A formal process for making or for prioritizing the ad hoc requests was not clear. It was also not clear how research and evaluation priorities are set by the superintendent, senior administration or the board of education.

- A number of interviewees stated that they were unclear about the actual structure of RDA and which divisions actually constitute the department. The RDA "brand" was a source of confusion during the interview process. Some interviewees felt RDA was the research and accountability division, while others thought RDA was the "entire 4<sup>th</sup> floor." The lack of clarity is contributing to the challenge of communicating with other departments.

Individuals also expressed that RDA staff were not always receptive to concerns about RDA products or suggestions for improving RDA products. Of particular concern were RDA assessments and the formal and informal feedback process for the locally developed District Benchmark Assessments (DBA). Several concerns were raised about the transparency of the DBA process and how the assessments were built. Concerns were also raised about the level of collaboration between RDA and other departments regarding the development of the DBA, the professional development for scoring requirements of the DBA, and the reliability of the scoring process.

- While RDA has a very clear and formal approval process for reports and research findings, it was not clear to the SST if the formal process is ensuring that information and findings are shared with key stakeholders in a clear and timely manner. RDA staff members were not always clear about how their reports and findings contributed to decisions made at the district or school level or how findings contributed to improvements in instructional practices.

Moreover, interviews with key stakeholders suggested that many of the compliance reports (such as grant evaluations) presented by RDA do not directly support data and research needs that will inform instructional or district decision making.

- In a number of interviews, the systems for data management (e.g., AIMS and Data Director) were discussed with the SST. Concerns were raised about the ability to get information out the systems, and the timeliness of the DBA data being uploaded into the system was a recurring concern. As mentioned previously, the RDA accountability team provides training on the systems, but the trainings are by request. Consequently, the level of comfort with various systems is inconsistent across the district, and many key stakeholders expressed discomfort with accessing their data.

The SST members were provided access to the AIMS system for review after the visit to the district. The team found that the system had not been configured to suit the needs for different roles (e.g., teachers, principals, central office administrators, etc.). Leadership, teacher, and staff pages were not customized based on their unique data needs. The system had very few customized reports for groups, and it was extremely difficult to navigate to the reports that were available. Finally, the pages for reports required excessive scrolling to retrieve needed information.

#### **D. Measures of Success**

This section presents the team's findings and observations about the Albuquerque Schools' measures of success for the district overall and for RDA and other departments specifically.

##### **Positive Findings**

- Several customer satisfaction surveys have been conducted for individual schools and projects.
- The district has a District Benchmark Assessment in place to measure student progress over the course of the school year.
- APS and RDA have established Improvement Targets for Goal 1 in the strategic plan which includes measures for increasing student proficiency levels, reducing achievement gaps, increasing the graduation rate, and increasing college and career readiness through advanced placement and extracurricular measures.
- The district has developed a comprehensive set of expectations around four overarching district goals. The Educational Plan for Student Success is clear and comprehensive. Action steps, individual leaders and areas responsible for support, and evidence of successful completion have been established for each action item in the plan.

## Areas of Concern

- While feedback surveys have been conducted for some schools and programs, the SST did not find any evidence that RDA and other departments in the district receive formal customer satisfaction feedback. Based on the evidence the team collected, feedback on RDA performance is informal. The team suspects much of the feedback we received about RDA during our visit has not been formally shared with the staff directly as part of a continuous improvement process.
- APS does not have a performance management process in place to support departments and strategic initiatives across the district. One performance management process, the Balanced Score Card, suggests that there are three critical elements to a Balanced Scorecard: 1) Communication Tool, 2) Measurement System, and 3) Strategic Management System<sup>4</sup>. The communication tool has been completed as the district's Educational Plan for Student Success. However, the team recognized a need for implementing a measurement system and strategic management system for implementing the plan across the district.

Regarding measurement, the action plan identifies clear expectations for various departments across the district. Each action has an “evidence of completion” category. However, it is not clear if a system is in place to measure the progress or successful completion of tasks across the district. For example, many items call for “100% compliance” among schools or departments. However, there are no reports for progress toward compliance or the amount of time required to reach compliance. Similarly, there is no strategic management system in place across the district for major district initiatives. The SST recognized a clear need for a performance management team to provide support for the implementation of key district initiatives.

- Finally, current measures of success in the district rely heavily on state summative data. The measurement system for district and student outcomes needs to incorporate leading measures that are predictive of summative outcomes. For example, reports were provided on the correlation between the DBA and state assessments; however, the team found no clear evidence that the DBA is used to inform educators about student progress toward success on state assessments. It was not evident that there are leading indicators for other measures in the district (e.g., graduation rates, asset management, etc.).

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<sup>4</sup> Niven, P.R. (2006). *Balanced scorecard step-by-step: Maximizing performance and maintaining results* (2<sup>nd</sup> ed.). Hoboken, NJ: Wiley & Sons.

## CHAPTER 4. RECOMMENDATIONS

This chapter summarizes the proposals of the Council of the Great City Schools' Strategic Support Team to the Albuquerque Schools on how to improve RDA services for the district's various stakeholder groups. This chapter presents those proposals in the same four categories as in the previous chapter: (1) support, strategic direction and leadership, (2) organizational structure, (3) communications, and (4) measures of success.

### A. Support, Strategic Direction and Leadership

The SST recommends the district re-vision the role of RDA to ensure data inform decision-making and support project management across the organization. *Planning and implementing major district initiatives must include data to justify the action and support for effective and efficient implementation.* The SST recommends the development of several formal structures to ensure departments and decisions are informed by data. We recommend:

1. The reorganization of the department and identification of a chief performance officer or chief of performance management as a first step given the current structure and needs identified in the district. To increase the visibility, importance, and role of data-driven decision making in APS, this person should be a direct report to the superintendent. We do not presume that the successful candidate for this new position is currently an APS employee. Also, we envision an expanded role for the work to ensure data usage goes beyond assessment development, use and interpretation. We anticipate data analysis and use that will include early warning indicators, staff effectiveness measures, and key performance indicators for departments, major district initiatives, and the district overall that are aligned with the district's strategic plan.
2. The development of a formal structure for identifying and selecting research and evaluation priorities for RDA that will inform or assess the benefits and opportunities for improving key initiatives in the district. One element of the formal structure should address identifying research and analysis priorities that will minimize emergency requests. Common and/or frequent requests from the board of education, the superintendent, central office departments or schools should be included in the formal structure and identification of priorities.
3. The development of a formal research, evaluation, and data analysis deployment process. To ensure consistency across schools, critical RDA services, such as data dialogues or implementing professional learning communities, should not be limited to schools requesting support. RDA needs a formal structure for providing support and sharing research and evaluation findings to schools, the superintendent's leadership team, and the school board.
4. Finally, we recommend the district carefully review the existing data sharing agreement with the University of New Mexico and other agencies. Urban districts across the country have begun to establish mutual agreements with local universities to establish research consortiums (see [The University of Chicago Consortium on Chicago School Research](#), [The Baltimore Education Research Consortium](#), or [The Research Alliance for New York City](#)

[Schools](#)). Each of these alliances is guided by a steering committee comprised of school district personnel, leaders of local and state agencies, university administrators and faculty, and other key stakeholders. The steering committee guides the work of the consortium and ensures university faculty and other external researchers are engaged in projects that directly benefit and inform the district.

## **B. Organizational Structure**

5. A number of urban school districts across the country have identified the need to employ current best practices in project management as support for strategic initiatives. Some have chosen to have the project management group, the research and accountability group, testing and assessment, and student information systems organized under one division that reports directly to a chief performance officer, who reports to the superintendent. We propose that the new chief would have three direct reports as follows:

- Chief Performance Officer (reclassified executive director position)
  - Director of Research and Evaluation (position currently exists)
  - Director of Accountability and Performance Management (new position)
    - School Accountability and Support
    - Testing and Assessment
    - Project Management (PMP certified staff recommended)
  - Director of SIS (position currently exists)
    - Data Governance
    - Data Management

The recommended structure articulated effectively creates only one additional director position in the district. The current Executive Director of RDA position can be reclassified to the Chief Performance Officer with minimal impact on the overall district budget. The reorganization also provides clarity for the current structure and ensures all managers in the department report directly to a director. The SST is also suggesting this structure to strengthen the relationship and communication between testing and assessment, schools (through the accountability unit), and other central office departments (through the project management unit).

6. To realize a vision of decision making that is informed by data, research and comprehensive evaluations, the district will have to prioritize making an investment in the research and evaluation unit (and performance management overall). This investment should begin by ensuring all grants and departments (such as bilingual education or Indian education) support research and evaluation requests and set aside funds for data analysis and collection. All grants should be charged the minimum customary five percent of overall funding for evaluation. Where possible, indirect costs should be set aside to support data collection and compliance reporting. Funds for data analysis, collection and management should be

incorporated into MOUs with outside agencies, particularly if the data support needs for the MOU are extensive and time consuming.

7. The benchmarking process conducted for this report indicates other districts, of comparable size to APS, make a greater financial investment in research and evaluation. The districts selected for comparison in this report have research and evaluation units that are about two to three times larger than the RDA research unit.
8. Based on the analysis of salaries provided in this report, a review of the salary structure in the department is necessary. Department leadership and the human resources department need to work together to build a salary structure in the department that is competitive and fairly compensates individuals performing similar job functions. With few exceptions, most research department positions in comparable districts were administrative positions. Where resource teachers are employed in an accountability department, their roles and the roles of other administrators are independent. Job descriptions in the department should be clarified to clearly identify positions that require teacher certification. In addition, the transition from the classroom to an administrative position in the district generally constitutes a promotion for teachers. In most instances, the salary structure of administrative positions supports this transition out of the classroom. Finally, when compared to the salary levels for individual positions in departments at comparable school districts, the salary levels for positions in RDA are well below market value. Evidence in this report would suggest that hiring and keeping highly qualified individuals in the department will likely continue to be difficult. A review of salary levels should accompany a review of the salary structure in the department.
9. RDA should continue to outsource compliance reports and small program evaluations where possible.
10. Throughout this report, the team has not provided findings on 504 Compliance, Library Services, Instructional Materials, or Dual Credit administration (see Appendix G). These units should be eliminated from RDA entirely.
11. The SST recommends that new hires on the superintendent's leadership team be afforded opportunities to shadow leaders in comparable positions in other CGCS districts. While a new principal may be able to shadow another principal in the district, a new chief performance officer or chief human resource director is not likely to have a peer within the district to support their new responsibilities.

### **C. Communications**

12. The department should develop a process for internal requests for data analysis, research and evaluation. The process should include an annual evaluation plan for the district (developed with other key stakeholders across the district) and a process for managing ad hoc analysis requests. A sample district evaluation plan from the Austin ISD can be found at [http://www.austinisd.org/sites/default/files/dept/dre/docs/13.01\\_DRE\\_Plan\\_of\\_Work\\_2013-2014v4.pdf](http://www.austinisd.org/sites/default/files/dept/dre/docs/13.01_DRE_Plan_of_Work_2013-2014v4.pdf).

13. RDA should provide ongoing and consistent reporting to the school board on special projects and data analysis as directed by the superintendent. RDA reports should be a routine part of the superintendent's board updates and should continue to be a regular part the superintendent's leadership team meeting. A formal process for ensuring the reports are relevant and timely should rest with the superintendent and the leadership team.
14. Templates should be developed for frequently used reports and analyses including, but not limited to, summaries of assessment results and other district, school and department accountability measures.
15. Test security efforts should be routinely assessed and enhanced to ensure the district is taking a proactive stance on minimizing testing irregularities. These efforts should go beyond routine assessment trainings and presentations. For example, schools with a significant number of testing irregularities should be identified and reviewed. Similarly, schools with unusually high gains or losses on test performance should be identified and the anomalies should be explained.
16. The accountability unit should develop a process for creating leading and lagging indicators of success and plan to provide professional development on the process to all departments and schools. Emphasis should be placed on developing multiple indicators to inform instructional and district decision making. Additional support for the process should be provided to low performing schools.
17. RDA should continue to use the district website to support the dissemination of information and reports. The site should be kept up to date and consideration should be given to adding professional development materials, webinar recordings, as well as other multimedia materials for sharing information and conveying district results.
18. RDA administrators should consider establishing a principals' advisory group (and other administrators if needed). Key functions for the group should include principals' advice on data and support needs, principal feedback on proposed professional development and reporting plans, etc.
19. Teachers, principals and members of the accountability team (end users) should collaborate on the redesign and redeployment of the AIMS system and the other data systems in the district. The redesign should include reformatting pages to ease navigation and simplify the search process, the development of clear, user-friendly reports that highlight relevant content for specific user groups (teachers and principals should have unique pages and reports), and a process of updating the systems with relevant information and turning content on or off based on current needs (e.g., January may be different from December).
20. Beyond principals and teachers, the curriculum department should be formally and strategically involved in the ongoing work of RDA. If assessments, data management systems (e.g., AIMS, Data Director, etc.), accountability systems, and research and evaluation reports are not valued by curriculum, they will not satisfy goals and objectives in RDA for informing instructional practices and district decision making. The collaborative



work with other departments would ensure RDA better serves APS and schools in particular. As one example, the administration of the spring DBA in state tested grade levels should be reviewed by a joint committee of RDA, academic, and school based staff.

#### **D. Measures of Success**

21. APS, using the expertise in RDA, should develop a customer satisfaction process for central office divisions to ensure that RDA and other central office departments meet the needs of schools and their peers. This process should include a formal and standardized performance review process for district administrative staff (senior level staff included) that is aligned to district goals. APS should consider the implementation of 360 degree evaluations for senior staff. The SST recognized that a 360 degree department and employee evaluation system would have captured many of the concerns raised by stakeholders articulated in this report.
22. In conjunction with the recommendation to establish a project management unit in RDA, the new unit should routinely establish and manage cross-divisional work teams for key district initiatives (e.g., CCSS implementation, teacher evaluation, data systems, human capital management, finance, instruction, etc.). The project management unit would serve as the district's strategic management unit (discussed earlier as a necessary element of the Balanced Scorecard process). The accountability team would need to provide support for developing measures of success for the work teams that would inform the district's measurement system. The measures of success should clearly articulate the expected changes in behavior or performance expected as a result of strategic district initiatives.
23. RDA should develop internal expectations for outcomes of research and evaluation reports presented to the district. These may include measures such as how often or to what audience results are presented, how many copies of reports are distributed or how often reports are viewed on the website, presumably, to inform instructional or district decisions. Other measures of RDA support should be continued and enhanced. As an example, the accountability report illustrating the number and types of school based support provided during the year is beneficial. Finally, reports that illustrate the level of collaboration between RDA and other departments should help increase the visibility and "buy-in" for RDA publications and effort.

## CHAPTER 5. SYNOPSIS AND DISCUSSION

The Council's Strategic Support Team found a number of features of the school system's Research, Deployment and Accountability department that were positive including the support provided to schools by the Accountability division. It was clear the work of the division should be formally and strategically deployed to support informing instructional practices across the district. In addition, the team found evidence of good research and evaluation practices taking place in the district such as school climate and other surveys, program evaluations for selected programs, and school and district improvement targets.

However, the SST found a number of opportunities for improvement in the department. First, given the recent changes in structure between instructional accountability and other work under the chief academic officer, the district should establish a new vision and mission for the department. Both should include a focus on ensuring district and school leaders have access to data, reports and information that strengthen instructional practices and support decision making across the district. A new organizational structure should accompany the new vision and mission. The organizational structure should ensure the department reports directly to the superintendent. In addition, roles and responsibilities should be clarified to ensure a fair compensation and reporting structure exists for all staff.

The team recognized a clear need for performance and project management support across district departments. Major district initiatives will benefit significantly from the support of qualified project managers when implementing district strategic initiatives including, but not limited to, Common Core State Standards implementation, revisions to human capital management, and the Schools of Choice initiative. The group can also support the development and implementation of cross functional teams across the district to support these and other strategic initiatives.

The SST believes the recommendations articulated in this report will help ensure the research, evaluation and other RDA support services (project management) meet the data and information needs of the district. Should the RDA and other district staff need support implementing or addressing any of the recommendations in this report, the Council's research department will be glad to identify individuals in districts across the country willing to support RDA through the recommended transition.

## APPENDIX A. INDIVIDUALS INTERVIEWED

- Theresa Ambrosia, High School Math Coach
- Eleanor Andrews, Accountability Coordinator
- Theresa Archuleta, Principal
- Chris Brunder, Testing Coordinator
- Susan Collins, Elementary School Instructional Coach
- Nancy Davenport, Accountability Resource Teacher
- Deborah Dominguez-Clark, Director of Special Education
- Laurie Everhart, Executive Director Title I
- Laura Flynn, Elementary School Instructional Coach
- Yvonne Garcia, Principal
- Barbara Gastelum, Elementary School Instructional Coach
- Tamara Gaudet, Middle School Math Coach
- Tom Genne, Research Director
- Angelo Gonzales, Associate Director, University of New Mexico Center for Education Policy Research
- Debra Heath, Research and Evaluation Coordinator
- Erica Hidalgo, Principal
- Robin Hoberg, Principal
- Troy Hughes, Principal
- Jami Jacobson, Executive Director of Curriculum and Instruction
- Diane Kerschen, Associate Superintendent for Elementary Education
- Peter Kinyua, Coordinator of Research and Evaluations
- Joni Lebens, Instructional Manager
- Agnes LeDoux, Principal
- Mike Loughrey, Assessment Manager
- Cathy Lucas, Instructional Manager
- Vernon Martinez, Principal
- Gina Middleton, Assessment Resource Teacher
- Sandra Montoya-Boswell, Accountability Resource Teacher
- Dorothy Muña, Assessment Manager
- Raquel Reedy, Associate Superintendent for Elementary Education
- Russ Roman, District Accountability Manager
- Lynne Rosen, Director, Language and Cultural Equity
- Martin Sandoval, Principal
- Jennifer Sears, Middle School Math Coach
- Eddie Soto, Associate Superintendent for Secondary Education
- Andi Trybus, Associate Superintendent of HR
- Peter Winograd, Director, University of New Mexico Center for Education Policy Research

## APPENDIX B. DOCUMENTS REVIEWED

- 2012-13 School Climate Survey: Apache Elementary School
- 2012-13 School Climate Survey: North Star Elementary School
- Academic Achievement Action Plan
- Albuquerque Public Schools Instructional Audit, Fall 2012: Summary and Key Findings
- APS Assessment Schedule
- APS Document on National Assessment of Education Progress (NAEP) and the Trial Urban School District Assessment (TUDA)
- APS Document on Next Generation Assessments
- APS Educational Plan for Student Success 11-12
- APS Educational Plan for Student Success 12-13
- APS Professional Development Plan for 2014
- APS Teacher Effectiveness Model - Summary for the Board
- Common Core Teacher Feedback Tool
- Crossroads/Project SUCCESS Evaluation Brief - March 2012
- Crossroads/Project SUCCESS Prevention Education Series & Parent Involvement Program: Student and Parent Survey Results 2011-12
- Data and School Systems Team A-F Grading for Inez Elementary School: October 2012
- Data and School Systems Team Annual Report AY2012-13
- Data and School Systems Team Data Retreat for Eisenhower Middle School: October 2012
- Data and School Systems Team Data Review of Eisenhower Middle School: 2008-2012
- Data and Schools Systems Team Data Review for Inez Elementary School: January 2013
- Data Dialogues & Professional Collaboration Presentation
- Dual Discrepancy Technical Brief
- Eisenhower Middle School Climate Survey Spring 2013
- Elementary School Leadership Team PED Grade Planning Worksheet
- Emerson Redesign Highlights 2012-13
- EPSS Report for Wilson Middle School: 2012-2013
- Family and Community Involvement Action Plan
- Fast ForWord Program Evaluation Plan 2012-13
- Financial Stewardship Action Plan
- Fiscal Impact of Implementing Teacher Effectiveness Model
- From the Peak: APS District-Wide School Climate Survey 2012
- Hawthorne Staff Climate Survey
- Improvement Targets for Academic Excellence 2010
- Improvement Targets for Academic Excellence 2011
- Instructional Accountability Core Functions Chart
- Instructional Accountability Organizational Chart
- Item Analysis of a Benchmarking Test
- Job Description for Coordinator of Research and Evaluation
- Job Description for Director of Research, Development and Accountability
- Job Description for Executive Director of Instructional Accountability

- Job Description for Manager of Accountability Services
- Job Description for Research Assistant
- Job Description for Research Teacher of Assessment
- Job Description for Testing Services Warehouse Supervisor
- Native American Education Status Report 2012
- New Mexico Standards Based Assessment Workshop Presentation
- New Mexico Standards-Based Assessment Student Planning Worksheet
- Nurturing Positive Student Behavior: Evaluation of the Nurtured Heart Approach at Helen Cordero Primary School 2010-11
- Proposed APS Teacher Effectiveness Model
- RDA Common Core Assessment Newsletter
- RDA Critique: Graduation-Rates Rise, Test Scores Fall. ACT Score Summary 2000-2012
- Report Approval and Release Checklist
- Research Agenda for 2012-13 SY
- Research Request Form
- Sample of AIMS Report
- Sample of AIMS SPSS report
- School Environment Action Plan
- School-wide Positive Behavior Support Evaluation Summary: Improving Implementation - April 2013
- Social Networks & Collaboration for Violence Prevention in Albuquerque Public Schools: Evaluation of Albuquerque's Safe Schools Healthy Students Initiative
- Test Security and Training Workshop Presentation 2012-13
- The Redesign of Emerson Elementary School: Phase I Evaluation Study 2009-2012
- Title I Parent Involvement Survey 2011-12: APS Elementary School Results
- Title I Parent Involvement Survey 2011-12: Edward Gonzalez Elementary School Results

## APPENDIX C. STRATEGIC SUPPORT TEAM MEMBERS

### **John Barker**

John Barker brings to CPS his experience in the challenges of an urban school district through his work in Memphis as both Chief of Staff to the district's Superintendent, and as head of Research, Evaluation, Assessment and Student Information for five years. In Memphis, Barker oversaw the district's Data Dashboard, which measures progress against the District's strategic goals.

Dr. Barker holds a PhD in Education and Human Development, a Masters in Public Policy, and comes to Chicago as a nationally recognized thought leader in public education. He has served on the graduate faculty of the College of Education at the University of Memphis, and brings nearly 20 years of professional experience in education to Chicago Public Schools. Barker's work at CPS will be tied closely with the pillars of sound fiscal management and accountability systems and high standards and rigorous curriculum.

### **Russell Brown**

### **Ray Hart**

Dr. Raymond C. Hart is the Director of Research for the Council of the Great City Schools and has more than 20 years of experience in research and evaluation. His work has spanned policy areas such as post-secondary success and college readiness, professional learning communities and school improvement, teacher effectiveness and value-added analysis, early childhood education, and adult and workforce literacy. He has worked with clients from a number of federal agencies, including the U.S. Department of Education, the U.S. Department of Housing and Urban Development, the U.S. Department of State, the National Science Foundation, and many state and local departments of education.

Dr. Hart recently lead the Analytic Technical Support Task for the Regional Educational Laboratory – Mid Atlantic. He served as the Executive Director of Research, Planning and Accountability for the Atlanta Public School District, President and CEO of RS Hart and Partners, which is an evaluation and assessment consulting firm, and an Assistant Professor of Research, Measurement, and Statistics at Georgia State University. Prior to his work as a consultant, he served as the Director of the Bureau of Research Training and Services at Kent State University. His career began in 1989 as a program director for African American, Hispanic, and Native American students in Engineering and Science.

Dr. Hart holds a Ph.D. in Evaluation and Measurement from Kent State University, a M.Ed. with a focus on Curriculum and Instruction – Educational Research from Cleveland State University, and a Bachelor’s Degree in Industrial Engineering from the Georgia Institute of Technology.

### **Sharon Lewis**

Sharon Lewis returned as director of research for the Council of the Great City Schools in August, 2009, after serving in that capacity from 1997 to 2006. She directs the Council’s research program, which contributes to the organization’s efforts to improve teaching and learning in the nation’s urban schools as well as help develop education policy.

Prior to re-joining the Council, Lewis had been a national education consultant following her more than 10 years leading Council research. Earlier, she was assistant superintendent, research, development and coordination, with the Detroit Public Schools, where she retired. Lewis holds three degrees from Wayne State University in Detroit, and is a Ph.D. candidate in educational research.

### **Moses Palacios**

Moses Palacios serves as the Council’s Research Specialist. In his role within the research department, Moses performs a range of duties in support of the Council’s mission including producing research briefs and reports, data collection and analysis, and maintaining the Council’s strong relationships with the urban school and research community.

Prior to joining the Council, Mr. Palacios has been a leading advocate for the rights of undocumented students in the state of New Jersey and at the federal level. While working with the National Association for College Admission Counseling, he led the association’s legislative and research efforts on the federal DREAM Act. Mr. Palacios continued his focus on undocumented students and broader urban education policy at the University of Pennsylvania, where he earned his M.S.Ed in Education Policy. He also served as an Education Policy Graduate Associate with Research for Action to provide the Pennsylvania state legislature research briefs on key areas in education reform to inform ongoing efforts to restructure the state’s public education system.

**APPENDIX D. ALBUQUERQUE PUBLIC SCHOOLS RDA SALARIES**

| TITLE I              | SALARY       |  |
|----------------------|--------------|--|
| SIS                  | \$47,773.44  |  |
| RDA - Research       | \$48,790.14  |  |
| RDA - Research       | \$56,108.21  |  |
| RDA - Accountability | \$58,006.36  |  |
| RDA - Accountability | \$53,348.18  |  |
| RDA                  | Vacant       |  |
|                      |              |  |
| OPERATIONAL          |              |  |
| RDA - Accountability | \$64,221.46  |  |
| RDA - Accountability | \$56,108.21  |  |
| RDA - Research       | \$80,799.47  |  |
| RDA - Research       | \$22,800.00  |  |
| TESTING & ASSESSMENT | Vacant       |  |
| TESTING & ASSESSMENT | \$43,445.58  |  |
| TESTING & ASSESSMENT | \$31,711.06  |  |
| TESTING & ASSESSMENT | \$55,844.46  |  |
| TESTING & ASSESSMENT | \$54,025.50  |  |
| TESTING & ASSESSMENT | \$41,851.39  |  |
| TESTING & ASSESSMENT | \$56,682.08  |  |
| TESTING & ASSESSMENT | \$70,831.07  |  |
| TESTING & ASSESSMENT | \$48,074.62  |  |
| RDA - Research       | 61,849.22    |  |
| RDA - Accountability | \$49,521.06  |  |
| TESTING & ASSESSMENT | \$22,800.00  |  |
| TESTING & ASSESSMENT | Vacant       |  |
| Executive Director   | \$107,843.22 |  |

|   |                |        |
|---|----------------|--------|
| Total Salaries                                      | \$1,070,585.51 |        |
| Federal Salaries                                    | \$264,026.33   | 24.66% |
| Testing and Assessment Salaries                     | \$425,265.76   | 39.72% |
| Research Salaries                                   | \$208,497.82   | 19.48% |
| Accountability Salaries                             | \$281,205.27   | 26.27% |
| Research Salaries Federally Funded                  | \$104,898.35   | 50.31% |
| Accountability Salaries Federally Funded            | \$111,354.54   | 39.60% |
| Research & Accountability Salaries Federally Funded | \$216,252.89   | 44.16% |



Research, Deployment and Accountability in the Albuquerque Public Schools

**APPENDIX E. AUSTIN ISD SALARIES**

| LOCCODE | LOCATION NAME                  | POSITION                         | PG   | FTE | ANN WKDAYS | BASE ANN SAL   | ACCT NUMBER 1                | ACCT NUMBER 2                | ACCT NUMBER 3                | ACCT NUMBER 4                | ACCT NUMBER 5  | PCT | PCT | PCT | PCT | PCT | Sum            |
|---------|--------------------------------|----------------------------------|------|-----|------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|----------------|-----|-----|-----|-----|-----|----------------|
| 741     | ACCOUNTABILITY/PEIMS           | EX DIR-ACCNTAB                   | A12  | 1.0 | 230        | \$115,360.18   | 199.53.6119.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | ADM SUP- ASSESS                  | A05  | 1.0 | 230        | \$86,201.70    | 199.53.6119.00.741.Y.99.0.00 | 255.13.6119.00.741.4.24.0.00 |                              |                              |                |     |     |     |     |     | 36 64          |
| 741     | ACCOUNTABILITY/PEIMS           | DATA CLERK SUPV                  | CP05 | 1.0 | 260        | \$67,375.36    | 199.53.6129.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | ASSESSMENT SPEC                  | P08  | 1.0 | 230        | \$66,412.04    | 199.53.6119.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | ASSESSMENT SPEC                  | P08  | 1.0 | 230        | \$57,506.21    | 199.53.6119.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | TREX PROGRM MGR                  | CP04 | 1.0 | 260        | \$54,013.44    | 199.53.6129.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | EXEC ASST I                      | CT08 | 1.0 | 260        | \$40,996.80    | 199.53.6129.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | DATA MGMT ASST                   | CT08 | 1.0 | 260        | \$36,088.00    | 199.13.6129.R6.741.Y.24.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | DPA II, CENTRAL                  | CT06 | 1.0 | 260        | \$38,891.84    | 199.53.6129.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | DPA II, CENTRAL                  | CT06 | 1.0 | 260        | \$35,089.60    | 199.53.6129.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 741     | ACCOUNTABILITY/PEIMS           | DPA II, CENTRAL                  | CT06 | 1.0 | 260        | \$38,105.60    | 199.53.6129.00.741.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 829     | CAMPUS & DISTRICT ACCOUNTABILI | DIR- C/D ACC                     | A10  | 1.0 | 230        | \$98,623.54    | 199.21.6119.00.829.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 829     | CAMPUS & DISTRICT ACCOUNTABILI | ASST DIRECTOR                    | A06  | 1.0 | 230        | \$86,500.01    | 199.31.6119.00.829.Y.99.0.00 | 211.31.6119.00.829.4.24.0.00 |                              |                              |                |     |     |     |     |     | 50 50          |
| 829     | CAMPUS & DISTRICT ACCOUNTABILI | ADMIN SUP, PROG                  | A05  | 1.0 | 230        | \$74,623.50    | 199.21.6119.00.829.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 829     | CAMPUS & DISTRICT ACCOUNTABILI | ADM SUP-PLAN                     | A05  | 1.0 | 230        | \$81,436.10    | 199.21.6119.00.829.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 829     | CAMPUS & DISTRICT ACCOUNTABILI | COORD- ACCOUNTA                  | A03  | 1.0 | 230        | \$65,397.51    | 211.31.6119.00.829.4.24.0.00 | 255.31.6119.00.829.4.24.0.00 |                              |                              |                |     |     |     |     |     | 50 50          |
| 829     | CAMPUS & DISTRICT ACCOUNTABILI | COORD- ACCOUNTA                  | A03  | 1.0 | 230        | \$70,104.92    | 199.21.6119.00.829.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 829     | CAMPUS & DISTRICT ACCOUNTABILI | DATA MGMT ASST                   | CT08 | 1.0 | 260        | \$37,180.00    | 199.21.6129.00.829.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 929     | RESEARCH & EVALUATION          | DIR- PROG EVAL                   | A10  | 1.0 | 230        | \$98,623.54    | 199.31.6119.00.929.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 929     | RESEARCH & EVALUATION          | SR RSRCH ASSOC                   | A06  | 1.0 | 230        | \$87,682.67    | 199.31.6119.00.929.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 929     | RESEARCH & EVALUATION          | SR RSRCH ASSOC                   | A06  | 1.0 | 230        | \$87,682.67    | 199.31.6119.00.822.Y.25.0.00 | 199.31.6119.00.929.Y.99.0.00 | 211.31.6119.00.929.4.24.0.00 | 215.31.6119.00.929.4.24.0.00 | Literacy Grant |     |     |     |     |     | 25 10 15 10 40 |
| 929     | RESEARCH & EVALUATION          | SR RSRCH ASSOC                   | A06  | 1.0 | 230        | \$87,682.67    | 199.31.6119.00.929.Y.99.0.00 | 199.31.6119.NI.929.Y.24.0.00 | 289.31.6119.00.004.2.30.0.00 |                              |                |     |     |     |     |     | 70 15 15       |
| 929     | RESEARCH & EVALUATION          | SR RSRCH ASSOC                   | A06  | 1.0 | 230        | \$87,682.67    | 199.31.6119.00.929.Y.99.0.00 | 199.31.6119.EB.929.Y.99.0.00 | 199.31.6119.R7.929.Y.24.0.00 |                              |                |     |     |     |     |     | 10 80 10       |
| 929     | RESEARCH & EVALUATION          | ADMIN SUP, PROG                  | A05  | 1.0 | 230        | \$75,318.33    | 199.31.6119.00.929.Y.99.0.00 | 199.31.6119.EB.929.Y.99.0.00 | 48G.31.6119.00.929.2.99.0.00 |                              |                |     |     |     |     |     | 20 55 25       |
| 929     | RESEARCH & EVALUATION          | COORD-PROG EVAL                  | A03  | 1.0 | 230        | \$73,707.41    | 199.31.6119.00.929.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST II                  | P08  | 1.0 | 230        | \$57,113.60    | 199.31.6119.00.822.Y.25.0.00 | 211.31.6119.00.929.4.24.0.00 |                              |                              |                |     |     |     |     |     | 75 25          |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST II                  | P08  | 1.0 | 230        | \$57,240.33    | 199.31.6119.EB.929.Y.99.0.00 | 211.31.6119.00.929.4.24.0.00 |                              |                              |                |     |     |     |     |     | 75 25          |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST II                  | P08  | 1.0 | 230        | \$57,506.21    | 199.31.6119.00.929.Y.99.0.00 | 265.31.6119.C1.872.4.24.0.00 | 265.31.6119.C3.872.4.24.0.00 | 494.31.6119.AS.873.3.24.0.00 |                |     |     |     |     |     | 25 70 5        |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST II                  | P08  | 1.0 | 230        | \$56,733.18    | 199.31.6119.00.929.Y.99.0.00 | 199.31.6119.EG.929.Y.99.0.00 | 244.31.6119.00.929.4.22.0.00 |                              |                |     |     |     |     |     | 40 45 15       |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST II                  | P08  | 1.0 | 230        | \$67,957.64    | 199.31.6119.00.929.Y.99.0.00 | 244.31.6119.00.929.4.22.0.00 |                              |                              |                |     |     |     |     |     | 50 50          |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST I                   | P07D | 1.0 | 230        | \$56,150.59    | 211.31.6119.00.929.4.24.0.00 | 28E.31.6119.00.929.2.24.0.00 |                              |                              |                |     |     |     |     |     | 40 60          |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST I                   | P07D | 1.0 | 230        | \$55,643.44    | 28N.31.6119.00.929.3.24.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST I                   | P07D | 1.0 | 230        | \$57,594.76    | 199.31.6119.EB.929.Y.99.0.00 | 211.31.6119.00.929.4.24.0.00 | 255.31.6119.00.929.4.24.0.00 |                              |                |     |     |     |     |     | 45 25 30       |
| 929     | RESEARCH & EVALUATION          | EVAL ANALYST I                   | P07D | 1.0 | 230        | \$55,643.44    | 199.31.6119.00.929.Y.99.0.00 | 199.31.6119.NI.929.Y.24.0.00 | 244.31.6119.00.929.4.22.0.00 | 289.31.6119.00.046.4.30.0.00 |                |     |     |     |     |     | 15 10 35 40    |
| 929     | RESEARCH & EVALUATION          | EVAL SPEC. III                   | P06  | 1.0 | 230        | \$53,239.02    | 199.31.6119.00.929.Y.99.0.00 | 211.31.6119.00.929.4.24.0.00 |                              |                              |                |     |     |     |     |     | 50 50          |
| 929     | RESEARCH & EVALUATION          | ADMIN ASST III                   | CT07 | 1.0 | 260        | \$38,465.44    | 199.31.6129.00.929.Y.99.0.00 | 211.31.6129.00.929.4.24.0.00 |                              |                              |                |     |     |     |     |     | 50 50          |
| 929     | RESEARCH & EVALUATION          | PROGRMR/ANALYST                  | CP04 | 1.0 | 260        | \$50,125.92    | 199.31.6129.00.929.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 929     | RESEARCH & EVALUATION          | DATA MGMT I                      | CP01 | 1.0 | 260        | \$46,978.88    | 199.31.6129.00.929.Y.99.0.00 | 211.31.6129.00.929.4.24.0.00 | 487.31.6129.C3.836.2.24.0.00 |                              |                |     |     |     |     |     | 65 10 25       |
| 931     | CHIEF PERFORMANCE OFFICER      | CHF PERF OFCR                    | A15  | 1.0 | 230        | \$180,250.08   | 199.31.6119.00.931.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 931     | CHIEF PERFORMANCE OFFICER      | EXEC ASST III                    | CT10 | 1.0 | 260        | \$46,745.92    | 199.31.6129.00.931.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | DIR-SWT                          | A10  | 1.0 | 230        | \$97,593.60    | 199.31.6119.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | TESTING SPECIAL                  | P07D | 1.0 | 230        | \$59,912.93    | 199.31.6119.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | TESTING SPECIAL                  | P07D | 1.0 | 230        | \$62,231.33    | 199.31.6119.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | TESTING SPECIAL                  | P07D | 1.0 | 230        | \$62,231.33    | 199.31.6119.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | TESTING SPECIAL                  | P07D | 1.0 | 230        | \$72,277.27    | 199.31.6119.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | INVEN TECH I                     | CT03 | 1.0 | 260        | \$25,305.28    | 199.31.6129.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | ADMIN ASST III                   | CT07 | 1.0 | 260        | \$42,519.36    | 199.31.6129.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
| 943     | SYSTEMWIDE TESTING             | DATA PROC ASTII                  | CT06 | 1.0 | 260        | \$31,245.76    | 199.31.6129.00.943.Y.99.0.00 |                              |                              |                              |                |     |     |     |     |     | 100            |
|         |                                | Total Budget                     |      |     |            | \$3,138,991.62 |                              |                              |                              |                              |                |     |     |     |     |     |                |
|         |                                | Total Local                      |      |     |            | \$2,524,493.80 |                              | 80.42%                       |                              |                              |                |     |     |     |     |     |                |
|         |                                | Total Federal                    |      |     |            | \$505,720.80   |                              | 16.11%                       |                              |                              |                |     |     |     |     |     |                |
|         |                                | Total Local Grant                |      |     |            | \$108,777.03   |                              | 3.47%                        |                              |                              |                |     |     |     |     |     |                |
|         |                                | Testing Salaries                 |      |     |            | \$453,316.86   |                              | 14.44%                       |                              |                              |                |     |     |     |     |     |                |
|         |                                | Research and Evaluation Salaries |      |     |            | \$1,308,772.41 |                              | 41.69%                       |                              |                              |                |     |     |     |     |     |                |
|         |                                | Accountability Salaries          |      |     |            | \$513,865.58   |                              | 16.37%                       |                              |                              |                |     |     |     |     |     |                |

**APPENDIX F. POSITIONS AND SALARIES IN RESEARCH DEPARTMENTS FOR  
ALBUQUERQUE AND COMPARISON DISTRICTS**

## Research, Deployment and Accountability in the Albuquerque Public Schools

|            |                    | District                                 | Job Title  | Actual Salary Range* |              |              | Cost of Living Adjustment |              |              |
|------------|--------------------|--|--|----------------------|--------------|--------------|---------------------------|--------------|--------------|
|            |                    |  |  | Lowest Step          | Median Step  | Highest Step | Lowest Step               | Median Step  | Highest Step |
| Leadership |                    | Albuquerque Instructional Accountability | Executive Director Instructional Accountability  |                      | \$107,843.22 |              | \$107,843.22              |              |              |
|            |                    | Austin Independent School District       | Chief Performance Officer  | \$180,000.00         | \$180,000.00 | \$180,000.00 | \$184,896.00              | \$184,896.00 | \$184,896.00 |
|            |                    | Austin Independent School District       | Executive Director of Accountability   | \$110,000.00         | \$115,000.00 | \$120,000.00 | \$112,992.00              | \$118,128.00 | \$123,264.00 |
|            |                    | Fort Worth Independent School District   | Executive Director of Accountability   | \$86,200.00          | \$112,764.00 | \$139,327.00 | \$92,677.77               | \$121,238.01 | \$149,797.17 |
|            |                    | Jefferson County Public Schools          | Chief of Data Management, Planning and Program Evaluation                              | \$121,640.18         | \$145,614.67 | \$169,478.68 | \$131,578.18              | \$157,511.39 | \$183,325.09 |
| Research   | Research Directors | Albuquerque Instructional Accountability | Director of Research and Accountability (MSE5)   | \$63,586.00          | \$73,124.00  |              | \$63,586.00               | \$73,124.00  |              |
|            |                    | Austin Independent School District       | Director of Research and Evaluation  | \$95,000.00          | \$103,500.00 | \$112,000.00 | \$97,584.00               | \$106,315.20 | \$115,046.40 |
|            |                    | Fort Worth Independent School District   | Director of Research and Evaluation  | \$72,100.00          | \$92,284.00  | \$112,468.00 | \$77,518.19               | \$99,218.98  | \$120,919.77 |
|            |                    | Jefferson County Public Schools          | Specialist III - Data Management and Research  | \$88,937.64          | \$106,504.20 | \$123,849.81 | \$96,203.84               | \$115,205.60 | \$133,968.34 |
|            | Research Staff     | Albuquerque Instructional Accountability | Coordinator - Research and Evaluation (PSE 3)<br>(4 Positions with 2 currently filled) | \$48,307.00          | \$55,553.00  |              | \$48,307.00               | \$55,553.00  |              |
|            |                    | Albuquerque Instructional Accountability | Coordinator - Research and Evaluation (PSE 2)  | \$27,638.00          | \$31,785.00  |              | \$27,638.00               | \$31,785.00  |              |
|            |                    | Albuquerque Instructional Accountability | Research Assistant (PSE 1)   | \$24,033.00          | \$27,638.00  |              | \$24,033.00               | \$27,638.00  |              |
|            |                    | Albuquerque Instructional Accountability | Statistician   | \$55,292.00          | \$63,586.00  |              | \$55,292.00               | \$63,586.00  |              |
|            |                    | Austin Independent School District       | Senior Research Associate II<br>(4 Positions with 4 currently filled)                  | \$82,000.00          | \$86,000.00  | \$90,000.00  | \$84,230.40               | \$88,339.20  | \$92,448.00  |
|            |                    | Austin Independent School District       | Senior Research Associate I  | \$70,000.00          | \$77,500.00  | \$85,000.00  | \$71,904.00               | \$79,608.00  | \$87,312.00  |
|            |                    | Austin Independent School District       | Research Analyst III   | \$64,000.00          | \$69,500.00  | \$75,000.00  | \$65,740.80               | \$71,390.40  | \$77,040.00  |
|            |                    | Austin Independent School District       | Research Analyst II<br>(5 Positions with 5 currently filled)                           | \$56,733.00          | \$69,686.50  | \$82,640.00  | \$58,276.14               | \$71,581.97  | \$84,887.81  |
|            |                    | Austin Independent School District       | Research Analyst I<br>(6 Positions with 6 currently filled)                            | \$55,643.00          | \$66,868.00  | \$81,551.00  | \$57,156.49               | \$68,686.81  | \$83,769.19  |
|            |                    | Austin Independent School District       | Research Specialist  | \$53,239.00          | \$64,261.00  | \$78,703.00  | \$54,687.10               | \$66,008.90  | \$80,843.72  |
|            |                    | Austin Independent School District       | Data Management & Reporting Specialist I   | \$41,100.80          | \$51,376.00  | \$61,651.20  | \$42,218.74               | \$52,773.43  | \$63,328.11  |
|            |                    | Austin Independent School District       | GIS Programmer Analyst   | \$50,125.92          | \$62,657.92  | \$75,189.92  | \$51,489.35               | \$64,362.22  | \$77,235.09  |
|            |                    | Fort Worth Independent School District   | Coordinator V<br>(5 Positions with 2 currently filled)                                 | \$62,400.00          | \$79,891.00  | \$97,382.00  | \$67,089.25               | \$85,894.66  | \$104,700.08 |
|            |                    | Fort Worth Independent School District   | Analyst IV and Specialist V<br>(4 Positions with 4 currently filled)                   | \$58,200.00          | \$74,462.00  | \$90,722.00  | \$62,573.63               | \$80,057.69  | \$97,539.60  |
|            |                    | Fort Worth Independent School District   | Specialist III & Evaluation Associate<br>(3 Positions with 2 currently filled)         | \$45,400.00          | \$58,178.00  | \$70,956.00  | \$48,811.73               | \$62,549.97  | \$76,288.22  |
|            |                    | Fort Worth Independent School District   | Research Assistant<br>(3 Positions with 2 currently filled)                            | \$41,800.00          | \$53,568.00  | \$65,337.00  | \$44,941.19               | \$57,593.54  | \$70,246.96  |
|            |                    | Jefferson County Public Schools          | Specialist II - Data Analysis  | \$85,623.19          | \$102,305.91 | \$119,099.10 | \$92,618.61               | \$110,664.30 | \$128,829.50 |
|            |                    | Jefferson County Public Schools          | Coordinator Systems Research   | \$85,623.19          | \$102,305.91 | \$119,099.10 | \$92,618.61               | \$110,664.30 | \$128,829.50 |
|            |                    | Jefferson County Public Schools          | Specialist I - Systems Research Analyst  | \$82,198.27          | \$98,439.05  | \$114,458.88 | \$88,913.86               | \$106,481.52 | \$123,810.17 |
|            |                    | Jefferson County Public Schools          | User Interface Analyst<br>(3 Positions with 3 currently filled)                        | \$46,289.78          | \$64,832.56  | \$74,995.23  | \$50,071.65               | \$70,129.38  | \$81,122.34  |
|            |                    | Jefferson County Public Schools          | Data Management/Research Technician<br>(3 Positions with 2 currently filled)           | \$31,647.20          | \$44,328.54  | \$51,371.22  | \$34,232.78               | \$47,950.19  | \$55,568.24  |

Research, Deployment and Accountability in the Albuquerque Public Schools

| District                     |                          | Job Title                                | Actual Salary Range*   |             |              | Cost of Living Adjustment |              |              |              |
|------------------------------|--------------------------|--|--|-------------|--------------|---------------------------|--------------|--------------|--------------|
|                              |                          |  | Lowest Step  | Median Step | Highest Step | Lowest Step               | Median Step  | Highest Step |              |
| School Data & Accountability | Accountability Directors | Albuquerque Instructional Accountability | <i>No Albuquerque Equivalent</i>   |             |              |                           |              |              |              |
|                              |                          | Austin Independent School District       | Director of Data Analysis & Reporting  | \$95,000.00 | \$103,500.00 | \$112,000.00              | \$97,584.00  | \$106,315.20 | \$115,046.40 |
|                              |                          | Fort Worth Independent School District   | Director of Data Analysis and Reporting  | \$72,100.00 | \$92,284.00  | \$112,468.00              | \$77,518.19  | \$99,218.98  | \$120,919.77 |
|                              |                          | Jefferson County Public Schools          | Director III of Planning and Program Evaluation  | \$96,339.90 | \$115,232.25 | \$134,014.11              | \$104,210.87 | \$124,646.72 | \$144,963.06 |
|                              | Accountability Staff     | Albuquerque Instructional Accountability | Manager-School Data & Accountability (MSE4)  | \$55,292.00 | \$63,586.00  |                           | \$55,292.00  | \$63,586.00  |              |
|                              |                          | Albuquerque Instructional Accountability | Data & School Systems Team Coach & Consultant (PSE3)<br>(1 Positions with 1 currently filled - 260 days @ 8 hrs/day) | \$48,307.00 | \$55,553.00  |                           | \$48,307.00  | \$55,553.00  |              |
|                              |                          | Albuquerque Instructional Accountability | Data & School Systems Team Coach & Consultant (T3)<br>(4 Positions with 4 currently filled - 184 days @ 6.5 hrs/day) | \$50,000.00 | \$51,288.00  | \$53,310.00               | \$50,000.00  | \$51,288.00  | \$53,310.00  |
|                              |                          | Austin Independent School District       | Assistant Director of Accountability   | \$82,000.00 | \$86,000.00  | \$90,000.00               | \$84,230.40  | \$88,339.20  | \$92,448.00  |
|                              |                          | Austin Independent School District       | Administrative Supervisor Planning   | \$70,000.00 | \$77,500.00  | \$85,000.00               | \$71,904.00  | \$79,608.00  | \$87,312.00  |
|                              |                          | Austin Independent School District       | Administrative Supervisor Progress Monitoring  | \$70,000.00 | \$77,500.00  | \$85,000.00               | \$71,904.00  | \$79,608.00  | \$87,312.00  |
|                              |                          | Austin Independent School District       | Coordinator - Accountability<br>(2 Positions with 2 currently filled)  | \$64,000.00 | \$69,500.00  | \$75,000.00               | \$65,740.80  | \$71,390.40  | \$77,040.00  |
|                              |                          | Fort Worth Independent School District   | Specialist V<br>(2 Positions with 2 currently filled)  | \$58,200.00 | \$74,462.00  | \$90,722.00               | \$62,573.63  | \$80,057.69  | \$97,539.60  |
|                              |                          | Fort Worth Independent School District   | Analyst I - Accountability and Specialist V  | \$41,800.00 | \$53,568.00  | \$65,337.00               | \$44,941.19  | \$57,593.54  | \$70,246.96  |
|                              |                          | Jefferson County Public Schools          | Director of Student Assignment   | \$92,473.05 | \$110,592.02 | \$128,821.48              | \$100,028.10 | \$119,627.39 | \$139,346.19 |
|                              |                          | Jefferson County Public Schools          | Specialist II - Evaluation<br>(4 Positions with 4 currently filled)  | \$85,623.19 | \$102,305.91 | \$119,099.10              | \$92,618.61  | \$110,664.30 | \$128,829.50 |
|                              |                          | Jefferson County Public Schools          | Data Management/Research Technician<br>(2 Positions with 2 currently filled)   | \$31,647.20 | \$44,328.54  | \$51,371.22               | \$34,232.78  | \$47,950.19  | \$55,568.24  |
|                              |                          | Jefferson County Public Schools          | Demographics Analyst   | \$92,473.05 | \$110,592.02 | \$128,821.48              | \$100,028.10 | \$119,627.39 | \$139,346.19 |
|                              |                          | Jefferson County Public Schools          | Supervisor Attendance Systems Data Control/Student Records   | \$50,880.91 | \$66,147.41  | \$76,321.36               | \$55,037.88  | \$71,551.65  | \$82,556.82  |
|                              |                          | Jefferson County Public Schools          | Data Management/Research Technician<br>(3 Positions with 2 currently filled)   | \$31,647.20 | \$44,328.54  | \$51,371.22               | \$34,232.78  | \$47,950.19  | \$55,568.24  |
|                              |                          | Jefferson County Public Schools          | Assistant Director of Student Services   | \$74,391.69 | \$99,701.00  | \$119,099.10              | \$80,469.49  | \$107,846.57 | \$128,829.49 |

Research, Deployment and Accountability in the Albuquerque Public Schools

|  | District                                 | Job Title   | Actual Salary Range*   |              |              | Cost of Living Adjustment |              |              |              |
|--|--|---|--|--------------|--------------|---------------------------|--------------|--------------|--------------|
|  |  |   | Lowest Step  | Median Step  | Highest Step | Lowest Step               | Median Step  | Highest Step |              |
| Testing and Assessment                                 | Testing Directors                        | Albuquerque Instructional Accountability                                  | <i>No Albuquerque Equivalent</i>   |              |              |                           |              |              |              |
|  |  | Austin Independent School District  | Director of System Testing   | \$95,000.00  | \$103,500.00 | \$112,000.00              | \$97,584.00  | \$106,315.20 | \$115,046.40 |
|  |  | Fort Worth Independent School District                                    | Director of Assessment   | \$72,100.00  | \$92,284.00  | \$112,468.00              | \$77,518.19  | \$99,218.98  | \$120,919.77 |
|  |  | Jefferson County Public Schools   | Specialist III (Testing)   | \$88,937.64  | \$106,504.20 | \$123,849.81              | \$96,203.84  | \$115,205.60 | \$133,968.34 |
|  | Testing Staff                            | Albuquerque Instructional Accountability                                  | Manager-State Testing (MSE4)   | \$55,292.00  | \$63,586.00  |                           | \$55,292.00  | \$63,586.00  |              |
|  |  | Albuquerque Instructional Accountability                                  | Manager-Psychometrics (MSE4)   | \$55,292.00  | \$63,586.00  |                           | \$55,292.00  | \$63,586.00  |              |
|  |  | Albuquerque Instructional Accountability                                  | Assessment Manager - Math (MSE4 - 260 days @ 8 hrs/day)                            | \$55,292.00  | \$63,586.00  |                           | \$55,292.00  | \$63,586.00  |              |
|  |  | Albuquerque Instructional Accountability                                  | Assessment Manager - Middle (MSE3 - 184 days @ 6.5 hrs/day)                        | \$48,080.00  | \$55,292.00  |                           | \$48,080.00  | \$55,292.00  |              |
|  |  | Albuquerque Instructional Accountability                                  | Assessment Manager - Elementary, HS ELA (T2) (2 Positions with 2 currently filled) | \$41,900.00  | \$50,053.00  | \$77,681.00               | \$41,900.00  | \$50,053.00  | \$77,681.00  |
|  |  | Albuquerque Instructional Accountability                                  | Assessment Coordinator (PSE3)  | \$48,307.00  | \$55,553.00  |                           | \$48,307.00  | \$55,553.00  |              |
|  |  | Austin Independent School District  | Testing Specialist (5 Positions with 4 currently filled)                           | \$55,643.00  | \$66,868.00  | \$81,551.00               | \$57,156.49  | \$68,686.81  | \$83,769.19  |
|  |  | Fort Worth Independent School District                                    | Coordinator V - Assessment   | \$62,400.00  | \$79,891.00  | \$97,382.00               | \$67,089.25  | \$85,894.66  | \$104,700.08 |
|  |  | Fort Worth Independent School District                                    | Assessment Specialist (5 Positions with 4 currently filled)                        | \$45,400.00  | \$58,178.00  | \$70,956.00               | \$48,811.73  | \$62,549.97  | \$76,288.22  |
|  |  | Jefferson County Public Schools   | Data Management/Research Technician (3 Positions with 3 currently filled)          | \$31,647.20  | \$44,328.54  | \$51,371.22               | \$34,232.78  | \$47,950.19  | \$55,568.24  |
| Management and Information Systems & Other Departments | Albuquerque Instructional Accountability | Student Information & State Accountability Reporting (MSE5)               | \$63,586.00  | \$73,124.00  |              | \$63,586.00               | \$73,124.00  |              |              |
|  | Austin Independent School District       | Director of Accountability and PEIMS (MIS Systems)                        | \$95,000.00  | \$103,500.00 | \$112,000.00 | \$97,584.00               | \$106,315.20 | \$115,046.40 |              |
|  | Austin Independent School District       | Administrative Supervisor Assessment (MIS Systems)                        | \$70,000.00  | \$77,500.00  | \$85,000.00  | \$71,904.00               | \$79,608.00  | \$87,312.00  |              |
|  | Austin Independent School District       | Assessment Specialist (MIS Systems) (2 Positions with 2 currently filled) | \$56,733.00  | \$67,958.00  | \$82,640.00  | \$58,276.14               | \$69,806.46  | \$84,887.81  |              |
|  | Jefferson County Public Schools          | Director of Resource Development  | \$96,339.90  | \$115,232.25 | \$134,014.11 | \$104,210.87              | \$124,646.72 | \$144,963.06 |              |
|  | Jefferson County Public Schools          | Coordinator I   | \$82,198.27  | \$98,439.05  | \$114,458.88 | \$88,913.86               | \$106,481.52 | \$123,810.17 |              |
|  | Jefferson County Public Schools          | Coordinator-Optional and Magnet Programs                                  | \$82,198.27  | \$98,439.05  | \$114,458.88 | \$88,913.86               | \$106,481.52 | \$123,810.17 |              |

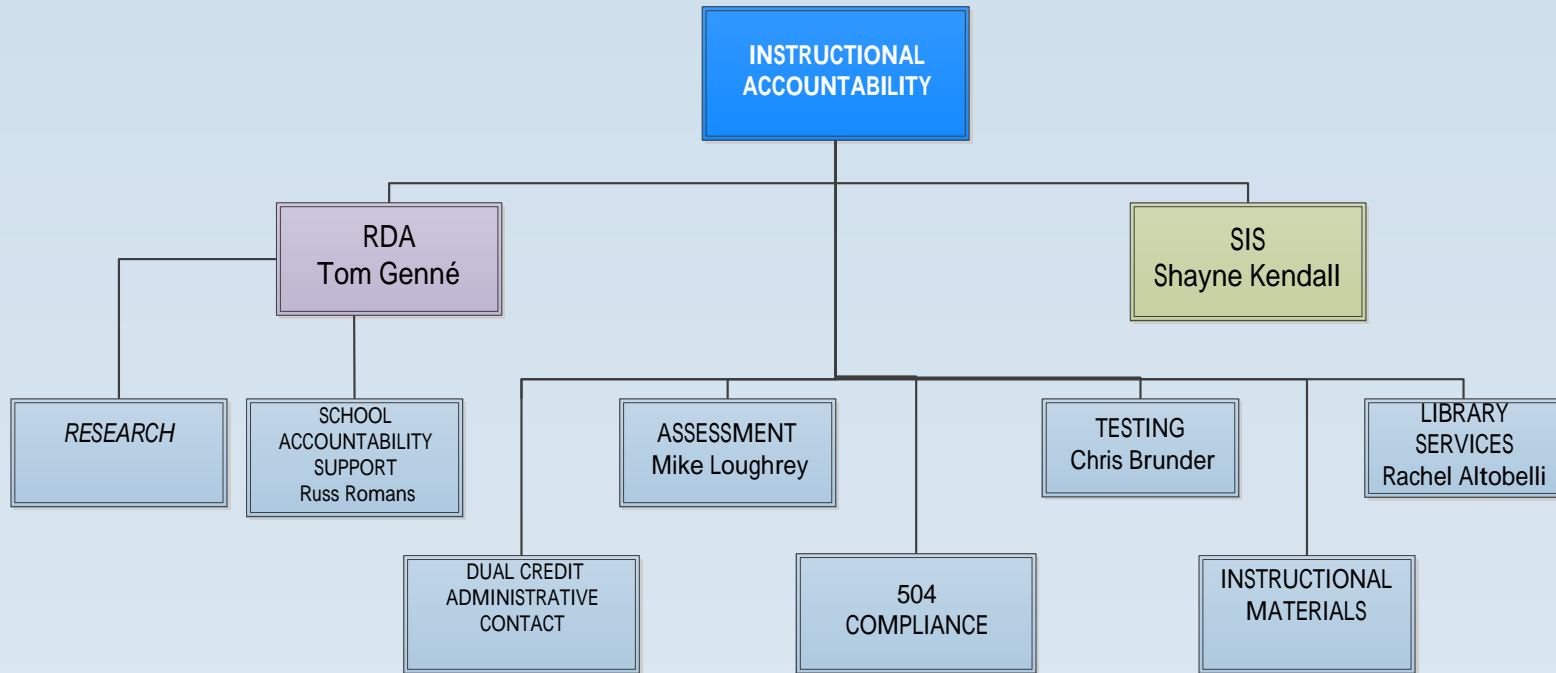
Note: Cost of living adjustments calculated using data from Bankrate at <http://www.bankrate.com/calculators/savings/moving-cost-of-living-calculator.aspx> based on the Cost of Living Index and data from the U.S. Census Bureau.

\* Note: Lowest and median steps for Albuquerque public schools represent the lowest starting salary and the highest starting salary for each position as salary ranges are not reported in administrative salary schedules, and the salary schedule for the Executive Director of Instructional Accountability was not available.

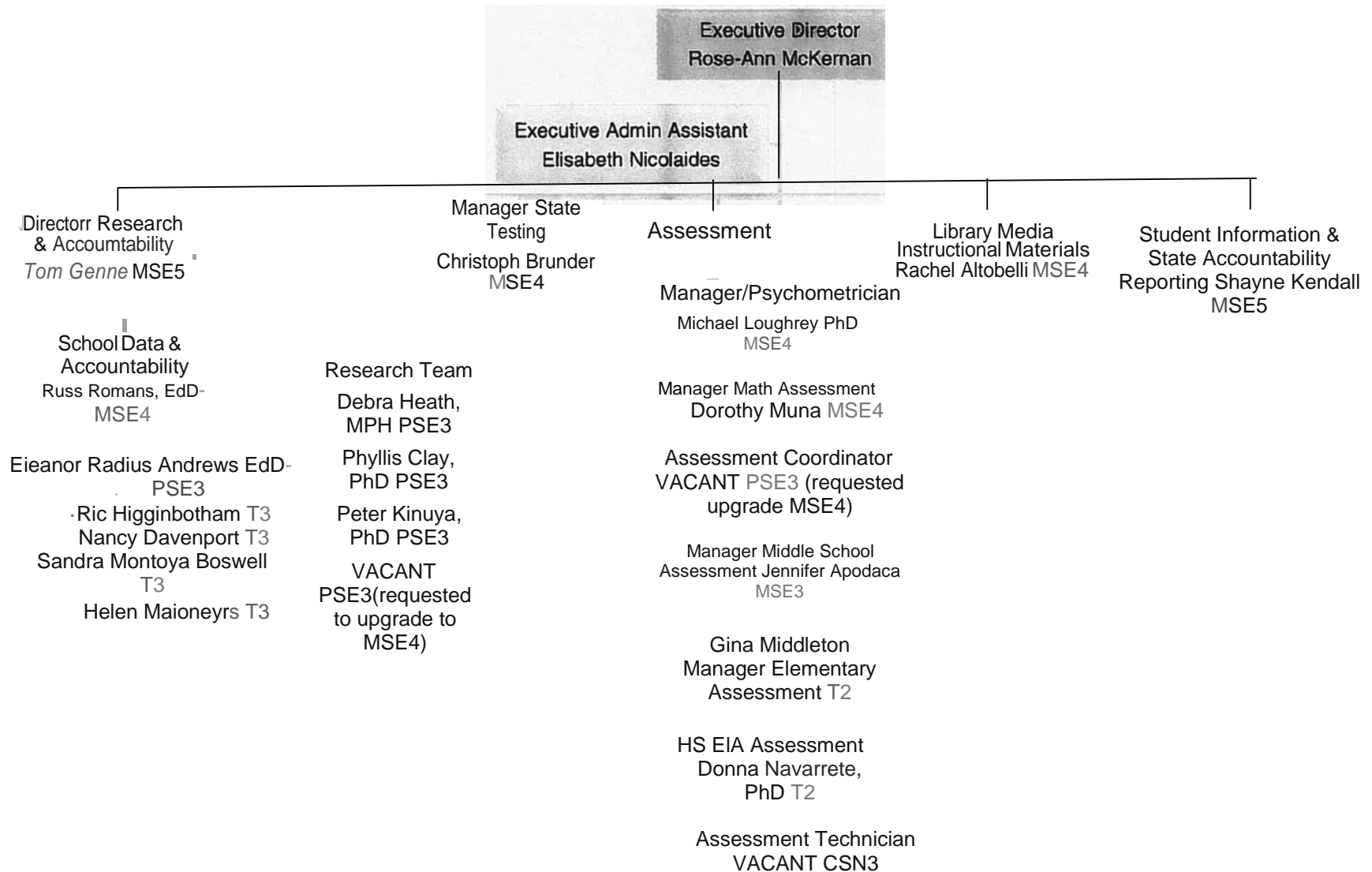
**APPENDIX G. ALBUQUERQUE, AUSTIN ISD, FORT WORTH ISD AND  
JEFFERSON COUNTY ORGANIZATIONAL CHARTS**

April 19, 2013

Title ORGANIZATIONAL CHART

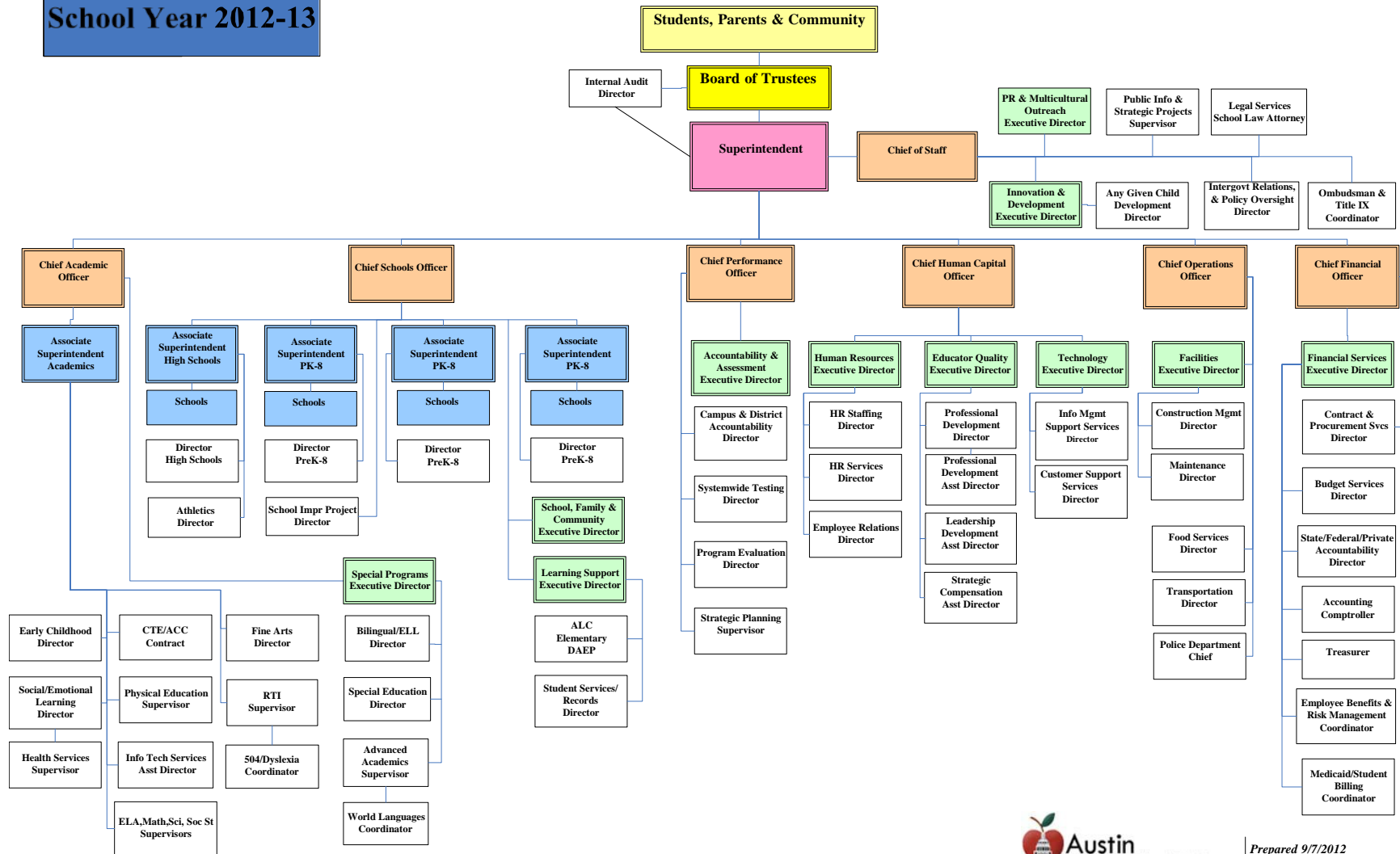


# Albuquerque Instructional Accountability



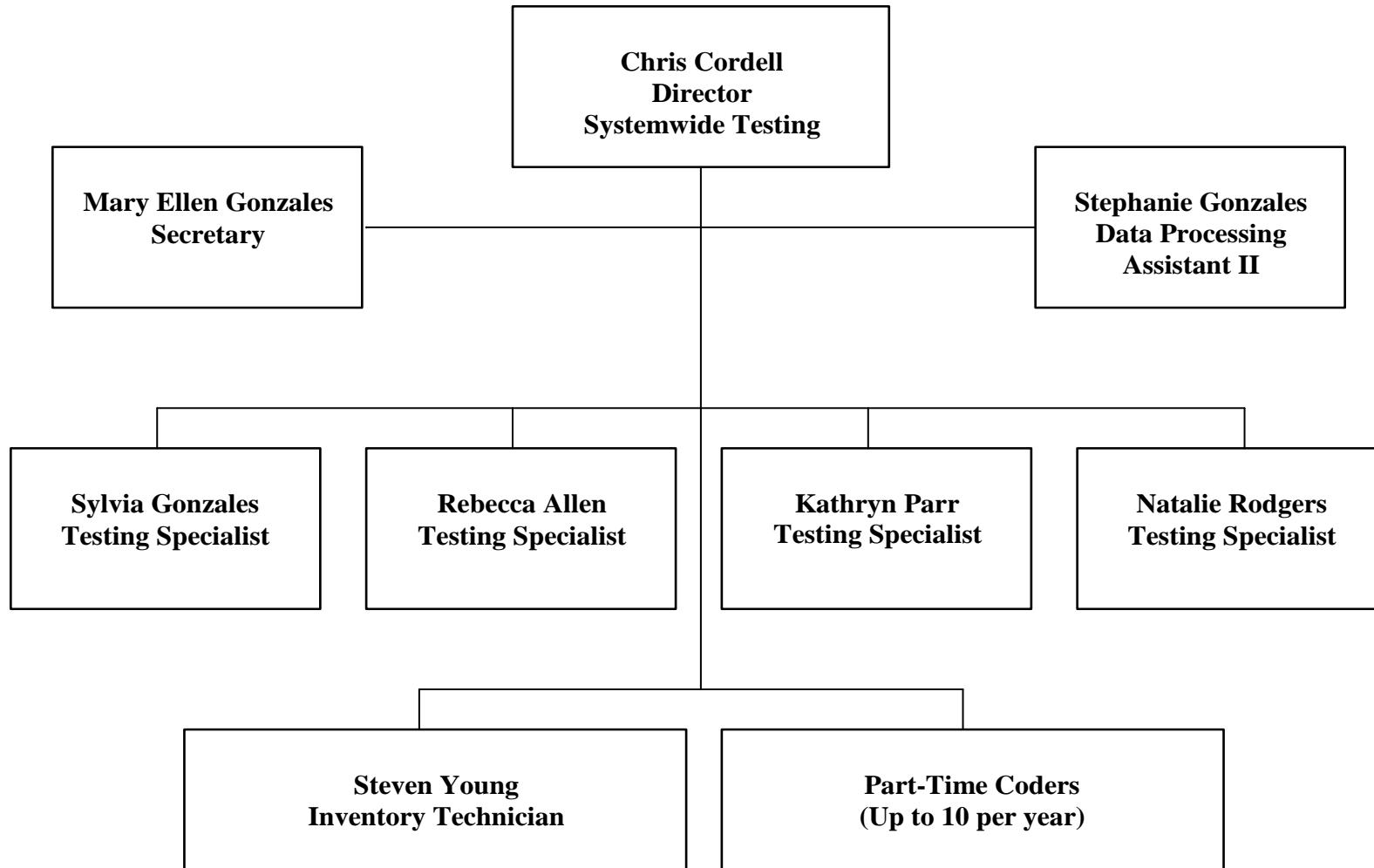


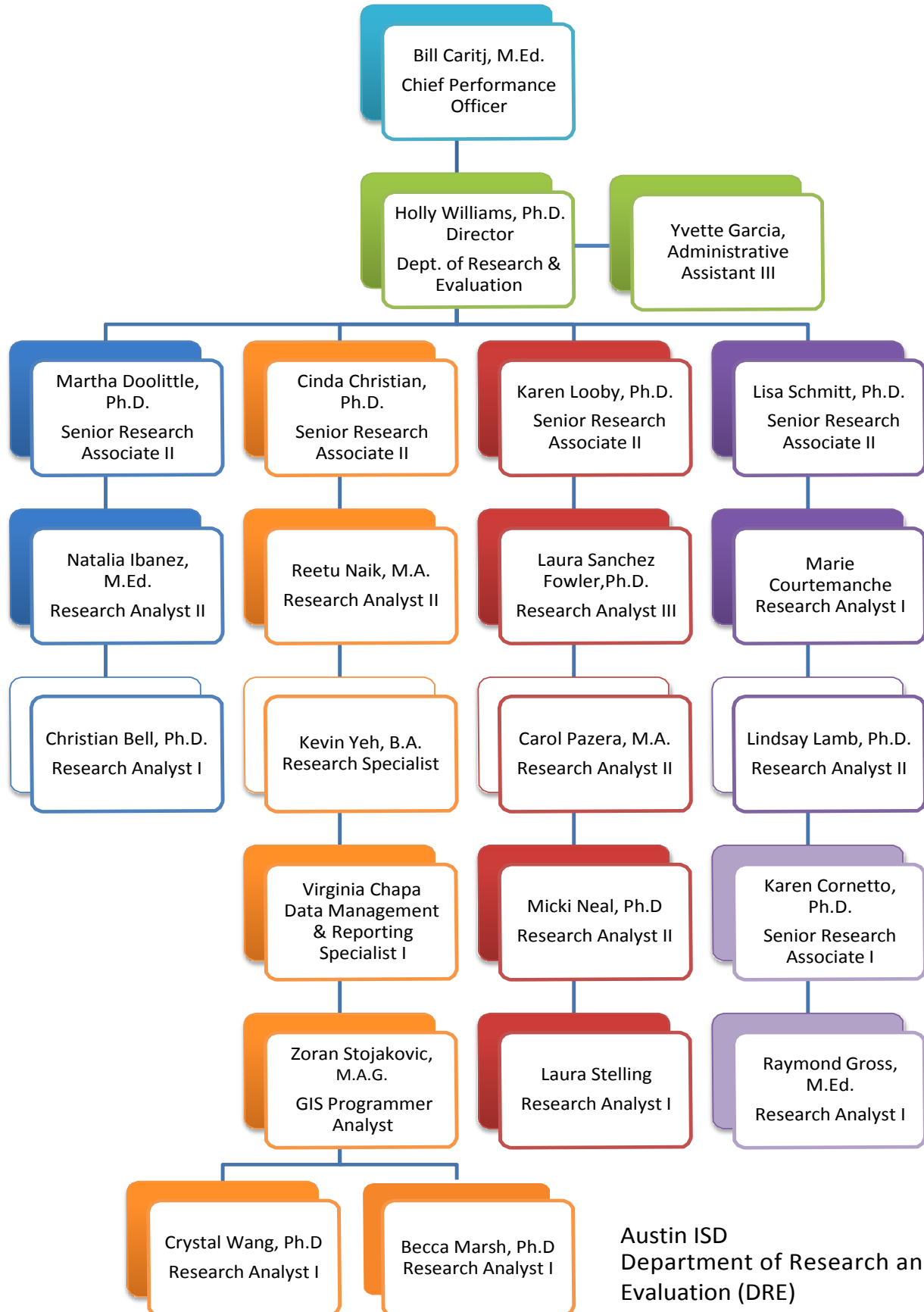
School Year 2012-13



Prepared 9/7/2012

**Organizational Chart  
Department of Systemwide Testing Austin ISD**

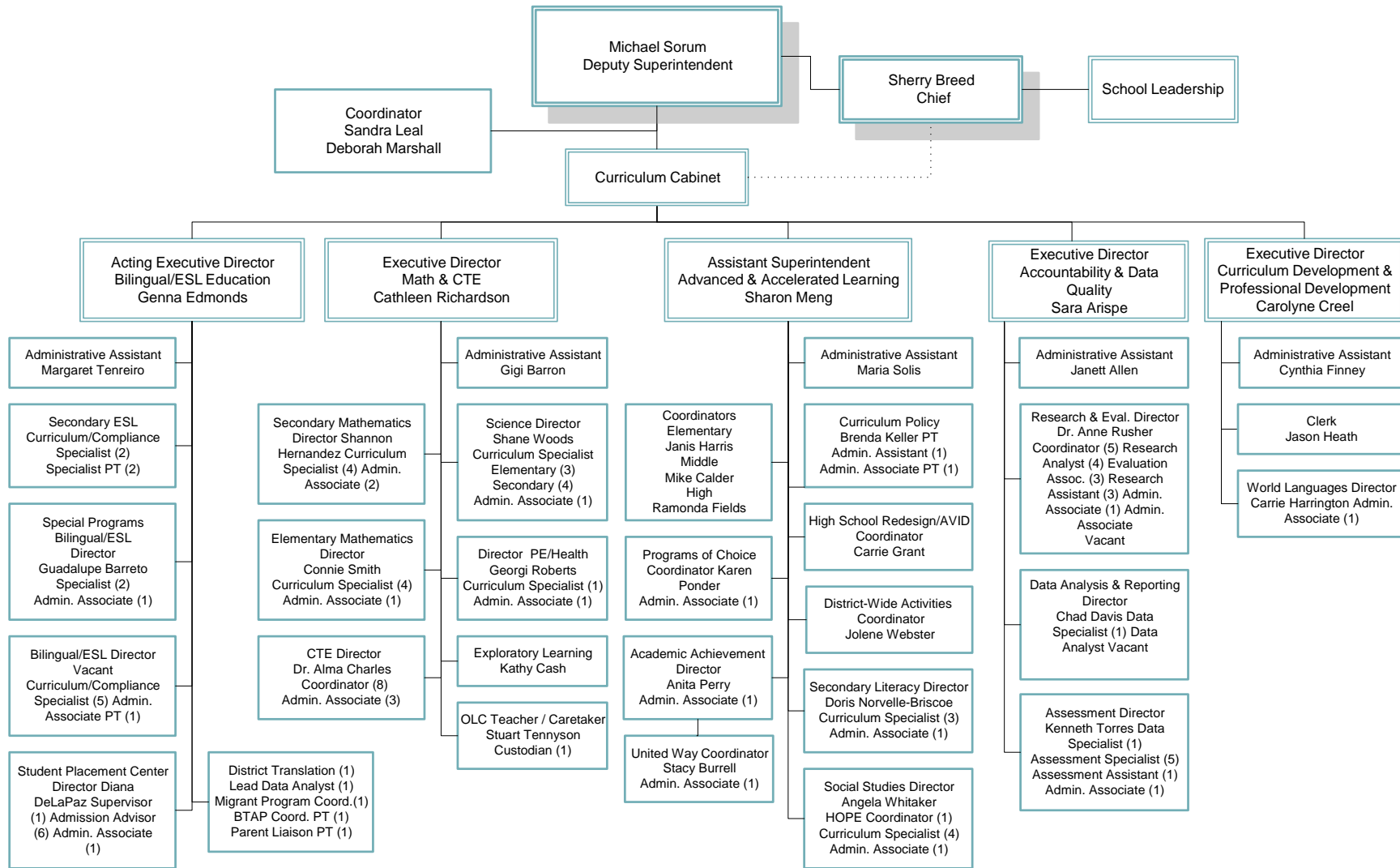




Austin ISD  
Department of Research and  
Evaluation (DRE)  
ORGANIZATION CHART

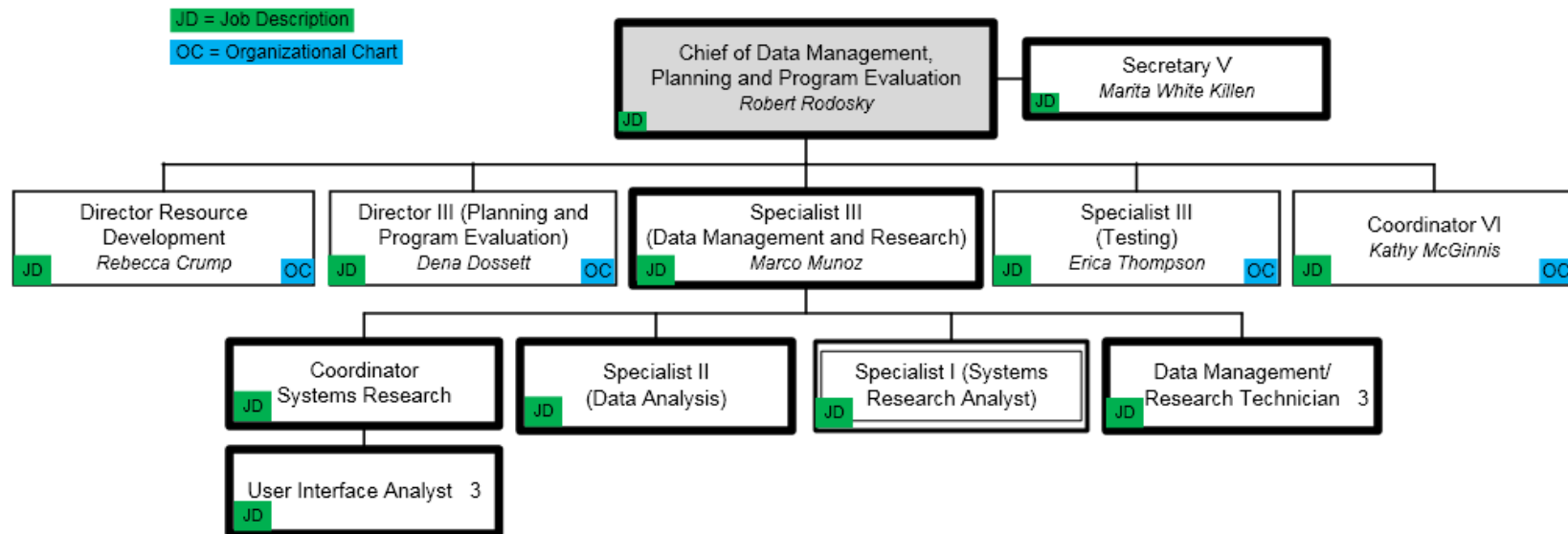
# Leadership, Learning & Student Support

## ORGANIZATIONAL CHART 2012-13



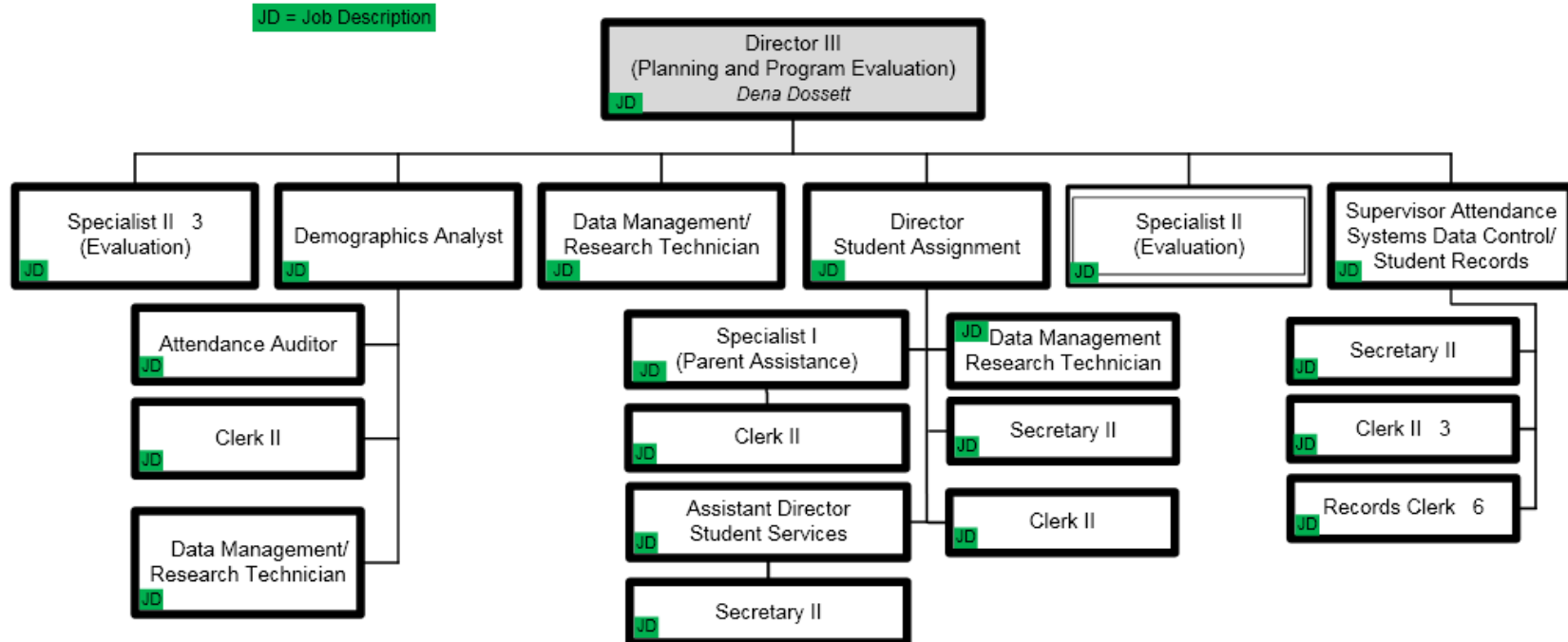
# Jefferson County Public Schools Louisville, KY

Munis Unit No. EV1  
Data Management, Planning and  
Program Evaluation Services Division  
2013-2014



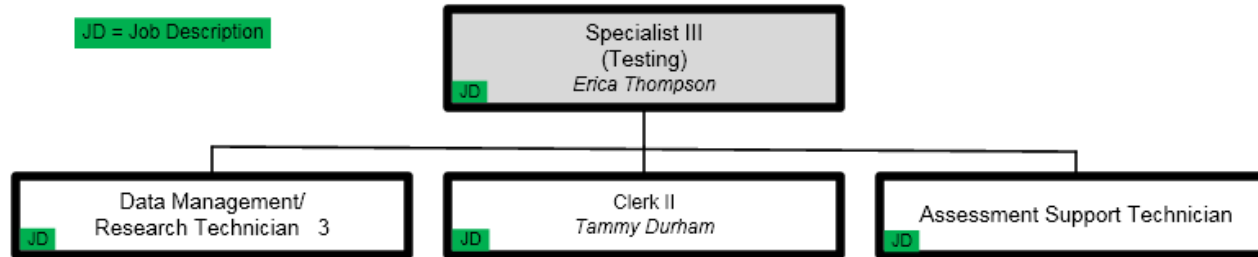
# Jefferson County Public Schools Louisville, KY

Munis Unit No. PL1  
Planning and Program Evaluation  
2013-2014



# Jefferson County Public Schools Louisville, KY

Munis Unit No. TS1  
Testing  
2013-2014



**APPENDIX H. ALBUQUERQUE RESEARCH DEPLOYMENT AND  
ACCOUNTABILITY JOB DESCRIPTIONS**





## Executive Director: Assessment and Accountability

### Albuquerque Public Schools Position Description

**Job Code:** 00316

**Exemption Status:** Exempt

**Immediate Supervisor Title:** Associate Superintendent

**Salary Schedule:** ESE

**Location:** 46

**Work Year:** Full

**SUMMARY:** To direct all aspects of the district Planning, Research, and Accountability department resources, including resources, personnel, time, budget, equipment, and materials.

**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, maintains, analyzes and synthesizes data assessments and evaluation systems.
- Interprets and presents district accountability information for internal administration and for external customer.
- Manages and monitors all functions of the district testing program.
- Manages and monitors the district research, planning, testing, and evaluation policies for legal compliance.
- Supervises the educational analysis of local, state and national research.
- Interprets, presents and advises the Deputy Superintendent of district accountability information.
- Represents the district on legal and professional matters pertaining to program evaluation, assessment, testing, research, and planning.
- Reviews current program evaluation process, procedures, policies and make recommendations for improvement.
- Acts as liaison between the district and local, state, and federal agencies, universities/colleges, the business community, other school districts, and interested individual/groups in area of responsibility.
- Manages quality control procedures required to ensure quality production in all functions of RDA.
- Advises district personnel regarding coordination of planning, evaluation, and assessment results with instructional program planning.
- Analyzes district and school-based identified program evaluation needs and recommend priorities to the Deputy Superintendent: Instruction.
- Manages the evaluation of categorically funded programs.
- Represents the district at press conferences and/or prepare news releases pertaining to area of responsibility.
- Monitors the aggregation of past and current evaluation data from all district instructional programs.
- Manages and monitors the status of the district Planning, Research, and Accountability department analytical and research activities, including publications and data analysis.
- Advises and makes recommendations to administration of major research regarding education practices, test development/application, research methodology, current program evaluation trends.
- Oversees the implementation of RDA goals in administrative and instructional areas.
- Supervises and manages RDA staff, budgets and programs.
- Creates, implements, maintains and promotes goal setting for RDA operations, design, support and training.
- Prepares, presents and administer budgets for all RDA funding in the district.

**DUTIES:** In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of District inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

**REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:**

- Satisfactory completion of physical examination.
- Satisfactory completion of criminal background verification.

**MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:**

- Master's degree in Research, Test and Measurement, School Psychology or related field.
- Valid New Mexico Administrative Certificate.

## Research, Deployment and Accountability in the Albuquerque Public Schools

- Eight years of experience in a managerial role, preferably in a public school setting or with curriculum development, research, data analysis, statistics, tests and measurement, data management, computer applications/programming.

### **PREFERRED KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE AND EDUCATION:**

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of word processing, database and spreadsheet software.
- Ability to develop and maintain team environments within the department and within school clusters.
- Knowledge of regulations in the areas of assessment, evaluation and research as well as curricular and instructional research.
- Knowledge of data management systems, testing and surveying.

**WORKING ENVIRONMENT:** The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with APS staff members in a team environment which may include the administrative staff, State department personnel, APS legal counsel, parents, students, advocates and others outside the District.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Functions are primarily performed in a normal office environment.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

**This position description indicates the general nature and level of work to be performed. It is not intended to be a comprehensive listing of all functions, duties, skills, knowledge and abilities. This position description is designed to illustrate the *minimum* requirements and expectations of the job.**

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- A. *Position descriptions should be reviewed on a regular basis by incumbent and incumbent's immediate supervisor and revised when necessary. Position descriptions must be reviewed for accuracy prior to advertising vacated or new positions and used as a guidance in writing position advertisements.*

**Requested revisions and final approval of all position descriptions are made by the Human Resources Compensation Unit. The "official version" of position descriptions for all jobs in the Albuquerque Public Schools are housed in the Compensation Unit of the Human Resources Department and are updated periodically. Copies are available on request.**

**By signatures below, the incumbent and the incumbent's immediate supervisor have reviewed this position description. SUPERVISORS ARE RESPONSIBLE FOR RETAINING SIGNED COPY which may be used to accompany performance evaluations and other related employee documentation.**

\_\_\_\_\_  
Incumbent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor's Name and Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Location Name

\_\_\_\_\_  
Location Number

## Supervisor: Testing Services Warehouse (RDA)



### Albuquerque Public Schools Position Description

**Job Code:** 00309

**Exemption Status:** Exempt

**Immediate Supervisor Title:** Manager: Assessment & Testing

**Salary Schedule:** MSE1

**Location:** 46

**Work Year:** Full

**SUMMARY:** To provide leadership, management and supervision in the assurance of assessment program quality.

**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Identifies, measures, records, interprets and communicates assessment data related to instruction, intervention and accountability.
- Implements reliable controls and measurement processes which ensure fulfillment of federal, state and District educational goals.
- Ensures the delivery of meaningful information to District administration regarding attainment of performance and program outcomes for accountability.
- Provides leadership with budget development and fiscal accountability procedures for assessment.
- Ensures that all assessment management systems encourage a unified education system and facilitates program decision making.
- Establishes and maintains data input and retrieval processes which are responsive to the needs of principals, supervisors and other accountable administrators in addressing program management, instruction issues and intervention.
- Develops budget and fiscal management procedures for student assessments systems for site/program based decision making and District accountability decision making.
- Directs principals, supervisors, coordinators, specialists and other accountable administrators in the interpretation and utilization of assessment accountability control data.
- Develops, maintains and distributes to principals supervisors, directors and other accountable District administrators scheduled reports which provide current data on progress toward program outcomes.
- Develops, maintains and distributes to regulatory agencies (SDE, OCR, etc.) scheduled and specialized reports which provide assurance of District accountability.
- Oversees the organization of Testing Services Center and development of security and quality control procedures for assessment including secure (high stakes) assessment instruments.
- Develops written policy regarding assessment participation so that District procedures adhere to federal and state guidelines for participation in mandated assessments.
- Provides direct supervision to Testing Technical Assistant and Control Clerks.

**DUTIES:** In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of District inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

**REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:**

- Satisfactory completion of physical examination.
- Satisfactory completion of criminal background verification.

**MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:**

- High School Diploma.
- Four years supervisory experience in system analyses, education test and measurement or related field.
- Strong supervisory skills.

**PREFERRED KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE AND EDUCATION:**

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.

## Research, Deployment and Accountability in the Albuquerque Public Schools

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- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines and work on multiple projects.
- Ability to coordinate the work of others.
- Secondary Education in Computer Science.
- Knowledge of word processing, database and spreadsheet software.
- Ability to plan and organize large-scale, multiple projects.
- Ability to interpret policy regarding exemptions and modifications of assessments so that participation keeps within federal and state guidelines.
- Ability to provide effective in-service training to school and administrative staff regarding assessment policy and procedures
- Ability to work with diverse populations and communities
- Knowledge of system control design with computer database design and management.
- Knowledge and expertise in the provision of assessment of regular and special needs students including legal/regulatory issues, evaluation/placement processes.
- Knowledge and expertise in accountability systems development and management.
- Knowledge of mainframe financial and student systems.
- Knowledge in data processing, programming in PC and mainframe languages and system analyses.
- Knowledge of complex inventory procedures and inventory control processes.

**WORKING ENVIRONMENT:** The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with APS staff members in a team environment which may include the administrative staff, State department personnel, APS legal counsel, parents, students, advocates and others outside the District.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Functions are primarily performed in a normal office environment with exception of management of testing services center, which is similar to a warehouse environment for secure and non-secure tests. Will work with shipping companies and materials bulk packed for shipping (boxes and pallets)

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

**This position description indicates the general nature and level of work to be performed. It is not intended to be a comprehensive listing of all functions, duties, skills, knowledge and abilities. This position description is designed to illustrate the *minimum* requirements and expectations of the job.**

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**By signatures below, the incumbent and the incumbent's immediate supervisor have reviewed this position description. SUPERVISORS ARE RESPONSIBLE FOR RETAINING SIGNED COPY which may be used to accompany performance evaluations and other related employee documentation.**

|                                       |                 |
|---------------------------------------|-----------------|
| Incumbent                             | Date            |
| Immediate Supervisor's Name and Title | Date            |
| Location Name                         | Location Number |

## Director: Research, Development and Accountability



### Albuquerque Public Schools Position Description

**Job Code:** 00316

**Exemption Status:** Exempt

**Immediate Supervisor Title:** Associate Superintendent

**Salary Schedule:** MSE5

**Location:** 46

**Work Year:** Full

**SUMMARY:** To direct all aspects of the district Planning, Research, and Accountability department resources, including resources, personnel, time, budget, equipment, and materials.

**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, maintains, analyzes and synthesizes data assessments and evaluation systems.
- Interprets and presents district accountability information for internal administration and for external customer.
- Manages and monitors all functions of the district testing program.
- Manages and monitors the district research, planning, testing, and evaluation policies for legal compliance.
- Supervises the educational analysis of local, state and national research.
- Interprets, presents and advises the Deputy Superintendent of district accountability information.
- Represents the district on legal and professional matters pertaining to program evaluation, assessment, testing, research, and planning.
- Reviews current program evaluation process, procedures, policies and make recommendations for improvement.
- Acts as liaison between the district and local, state, and federal agencies, universities/colleges, the business community, other school districts, and interested individual/groups in area of responsibility.
- Manages quality control procedures required to ensure quality production in all functions of RDA.
- Advises district personnel regarding coordination of planning, evaluation, and assessment results with instructional program planning.
- Analyzes district and school-based identified program evaluation needs and recommend priorities to the Deputy Superintendent: Instruction.
- Manages the evaluation of categorically funded programs.
- Represents the district at press conferences and/or prepare news releases pertaining to area of responsibility.
- Monitors the aggregation of past and current evaluation data from all district instructional programs.
- Manages and monitors the status of the district Planning, Research, and Accountability department analytical and research activities, including publications and data analysis.
- Advises and makes recommendations to administration of major research regarding education practices, test development/ application, research methodology, current program evaluation trends.
- Oversees the implementation of RDA goals in administrative and instructional areas.
- Supervises and manages RDA staff, budgets and programs.
- Creates, implements, maintains and promotes goal setting for RDA operations, design, support and training.
- Prepares, presents and administer budgets for all RDA funding in the district.

**DUTIES:** In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of District inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

**REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:**

- Satisfactory completion of physical examination.
- Satisfactory completion of criminal background verification.

**MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:**

- Master's degree in Research, Test and Measurement, School Psychology or related field.
- Valid New Mexico Administrative Certificate.

## Research, Deployment and Accountability in the Albuquerque Public Schools

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- Eight years of experience in a managerial role, preferably in a public school setting or with curriculum development, research, data analysis, statistics, tests and measurement, data management, computer applications/programming.

**PREFERRED KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE AND EDUCATION:**

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects and coordinate the work of others.
- Knowledge of word processing, database and spreadsheet software.
- Ability to develop and maintain team environments within the department and within school clusters.
- Knowledge of regulations in the areas of assessment, evaluation and research as well as curricular and instructional research.
- Knowledge of data management systems, testing and surveying.

**WORKING ENVIRONMENT:** The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with APS staff members in a team environment which may include the administrative staff, State department personnel, APS legal counsel, parents, students, advocates and others outside the District.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Functions are primarily performed in a normal office environment.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

**This position description indicates the general nature and level of work to be performed. It is not intended to be a comprehensive listing of all functions, duties, skills, knowledge and abilities. This position description is designed to illustrate the *minimum* requirements and expectations of the job.**

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---

**Incumbent** **Date**

---

**Immediate Supervisor's Name and Title** **Date**

---

**Location Name** **Location Number**



## Manager: Accountability Services (RDA)

### Albuquerque Public Schools Position Description

**Job Code:** 00528Salary  
MSE4

**Schedule:**

**Exemption Status:** Exempt

**Location:** 46

**Immediate Supervisor Title:** Director: Research, Development & Accountability

**Work Year:** Full

**SUMMARY:** To provide leadership to the Accountability Services for Clusters and School Team of RDA and oversee all accountability services, including accountability reporting, and accountability systems deployment and reporting.

**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Oversees all operations, including budgetary, and provides leadership to the Accountability Services Team of RDA.
- Supervises and evaluates assigned staff and provides direction.
- Presents and interprets a variety of test and assessment data for school staff, management councils, cluster service teams, parent organization, other district departments, university collaborative programs and superintendents.
- Assists schools and other areas in using assessment data to make valid instructional and program decisions.
- Develops program evaluations for the various district initiatives such as high school academies, school redesign efforts, research based instructional modes and grant funded programs.
- Constructs, administers, scores and interprets various research instruments requested by various education leaders, such as staff surveys, culture audits, climate audits and sampling techniques, using both qualitative and quantitative methodology.
- Collects specialized data as requested to assist the various entities in the successful acquisition of funds from diverse sources including grants and special federal programs.
- Works with various sources in the interpretation, implications and connection to instruction and program design of the State Accountability System, the District Performance Counts Initiative and the NM Achievement Assessment Program.
- Functions as a liaison and advocate for schools, designing appeals for schools on probation and presenting the case to the SDE.
- Acts as a consultant to various groups in the area of research, test interpretation, program evaluation, state accreditation, federal and state regulations, test administration and security issues, as well as general education test and measurements.

**DUTIES:** In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of District inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

**REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:**

- Satisfactory completion of physical examination.
- Satisfactory completion of criminal background verification.

**MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:**

- Master's degree.
- Seven years of experience, preferably in school based.
- Knowledgeable of instructional program design, test interpretation, statistics, research design and program evaluation.

**PREFERRED KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE AND EDUCATION:**

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines and work on multiple projects.
- Ability to coordinate the work of others.
- Leadership and supervisory skills.

## Research, Deployment and Accountability in the Albuquerque Public Schools

- Knowledge of word processing, database and spreadsheet software.
- Degreed in educational administration, education psychology or school psychology.
- Advanced understanding of complex educational organizations and learning environments.
- Personnel management skills.
- Knowledge of federal and state programs, budget and finance and education law (educational administration) and/or individuals with an in-depth knowledge of instructional models, motivation, measurement, statistics and research, assessments and evaluations (educational/school psychology).

**WORKING ENVIRONMENT:** The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with APS staff members in a team environment which may include the administrative staff, State department personnel, APS legal counsel, parents, students, advocates and others outside the District.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Functions are primarily performed in a normal office environment.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

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---

Incumbent

Date

---

Immediate Supervisor's Name and Title

Date

---

Location Name

Location Number



## Coordinator: Research and Evaluation (RDA)



Albuquerque Public Schools Position Description

Revised June 22, 2011

**Job Code:** 00860

**Exemption Status:** Exempt

**Immediate Supervisor Title:** Director: Research, Deployment and Accountability (RDA)

**Salary Schedule:** PSE3

**Location:** 46

**Work Year:** Full

**SUMMARY:** This position provides evaluation and research services to inform district, department and school initiatives, and to meet state and federal requirements. Duties include research design, data collection, and analysis, report development and presentations, as well as technical assistance to support intervention and program planning and implementation, and continuous improvement efforts.

**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Designs research/evaluation studies to inform district, department and school initiatives, and to meet state and federal requirements.
- Develops, adapts, and pilot tests when appropriate, qualitative and quantitative data collection instruments.
- Collects and analyzes qualitative and quantitative data, using appropriate methods and analytical tools, in order to answer research/evaluation questions; assess needs; secure baseline, process, and outcome data; and provide performance or accountability information.
- Prepares written reports and other documents, and provides presentations to communicate research/evaluation information to APS and community stakeholders.
- Provides guidance and technical assistance in program/intervention planning, monitoring, and continuous improvement.
- Contributes to grant development, including needs assessment, program planning, performance measurement, and evaluation design and execution.
- Facilitates review processes to ensure compliance with federal, state and district laws as well policies regarding human subjects research, and family and pupil rights.
- Collaborates with APS Student Information System, Accountability, and Curriculum/Assessment staff to enhance district systems for collecting, reporting and using data for programmatic, accountability/compliance, and evaluative purposes.
- Coordinates research/evaluation activities with grant and operationally funded programs.
- Develops request for proposals for external evaluation as needed.
- Collaborates with external evaluators to ensure useful and relevant products in compliance with district, state and federal requirements, and coordinate the dissemination of results.
- Collaborates with other research/evaluation staff.
- Collaborates with district and department staff to complete federally required reports.

**DUTIES:** In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession, and upholds and enforces administrative directives, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community, and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities, and self-selected professional growth activities.
- Attends/conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

**REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:**

- Satisfactory completion of physical examination.
- Satisfactory completion of criminal background verification.

**MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:**

- Master's Degree with coursework in applied research methods.
- Five years experience designing and conducting program evaluations and applied research, preferably in education or social science fields or settings.

**EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES:** The minimum expectations for this job are as follows:

- Proficient in qualitative and quantitative data collection and analysis.
- Experience choosing and conducting statistical analyses to answer evaluation and research questions.

## Research, Deployment and Accountability in the Albuquerque Public Schools

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- Skilled at using evaluation to guide ongoing program improvement.
- Strong written, verbal and graphical communication skills.
- Ability to communicate evaluation results effectively to non-technical audiences.
- Ability to collaborate effectively with diverse stakeholder groups, including research and evaluation colleagues, student information system specialists, program staff, school staff, students, and district leaders.
- Ability to meet deadlines and handle multiple projects.
- Proficient in MS Word, MS Excel, SPSS or other statistical package, Outlook, and PowerPoint.

### **PREFERRED KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE AND EDUCATION:**

- Experience designing and conducting surveys, interviews, and focus groups, and analyzing collected data.
- Organizational skills.
- Strong analytical, decision-making, and problem solving skills.
- Experience with K-12 education structures, theories, models, and settings.
- Experience creating and using logic models and other evaluation tools.
- Experience interpreting federal and state laws surrounding accountability/compliance, human-subjects research, and use of student data.
- Familiarity with federal and state educational programs and legislations.
- Evaluation coursework.
- Familiarity with combining/merging multiple data sources for analysis.

**WORKING ENVIRONMENT:** The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with APS staff members in a team environment which may include the administrative staff, State department personnel, APS legal counsel, parents, students, advocates, and others outside the District.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location within the district may be necessary.
- Functions are primarily performed in a normal office environment.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

**This position description indicates the general nature and level of work to be performed. It is not intended to be a comprehensive listing of all functions, duties, skills, knowledge and abilities. This position description is designed to illustrate the *minimum* requirements and expectations of the job.**

E. *Position descriptions should be reviewed on a regular basis by incumbent and incumbent's immediate supervisor and revised when necessary. Position descriptions must be reviewed for accuracy prior to advertising vacated or new positions and used as a guidance in writing position advertisements.*

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By signatures below, the incumbent and the incumbent's immediate supervisor have reviewed this position description. **SUPERVISORS ARE RESPONSIBLE FOR RETAINING SIGNED COPY** which may be used to accompany performance evaluations and other related employee documentation.

---

Incumbent Date

---

Immediate Supervisor's Name and Title Date

---

Location Name Location Number



## Research Assistant (RDA)

### Albuquerque Public Schools Position Description

**Job Code:** 001164Salary  
PSE1

**Schedule:**

**Exemption Status:** Exempt  
46

**Location:**

**Immediate Supervisor Title:** Director, RDAWork  
Full

**Year:**

**SUMMARY:** This position will provide research and evaluation support services for a range of educational and wellness projects within APS and in partnership with community agencies.

**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Schedules and provides logistical support for data collection and other evaluation activities, including focus groups, interviews, surveys, activity records, document reviews, and meetings.
- Facilitates communications to and among project stakeholders about project evaluation matters.
- Formats data collection instruments for paper and electronic administration.
- Performs literature, instrument and other research searches.
- Assists with pilot testing of data collection instruments.
- Transcribes focus group and interview recordings.
- Assists with preparation of reports, presentations, tables, figures, charts and slides, and other evaluation communications. Facilitates review, approval and release processes for evaluation documents.
- Performs data entry, cleaning, management and archiving tasks as well as basic data analysis functions, using MS Excel and other data software.
- Maintains secure project evaluation files.
- Answers requests for evaluation information.
- Facilitates processes to ensure compliance with requirements specified by the Family Educational Rights and Privacy Act, Protection of Pupil Rights Amendment, and federal, state and district policies regarding human subjects research.
- Provides project partners (within and outside APS) with technical assistance and logistical support related to data collection, data management and data reviews for continuous quality improvement.
- Travels to schools, district offices, community agencies and other locations to collect data and provide technical assistance and logistical support for evaluation activities.

**DUTIES:** In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of District inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

**REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:**

- Satisfactory completion of physical examination.
- Satisfactory completion of criminal background verification.

**MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:**

- Bachelor's degree in social science or related field.
- 3 years of experience supporting or conducting social science research activities.
- Proficient in MS Word, MS Excel and PowerPoint.
- Ability to create, format and edit tables, charts, graphs, and text.
- Ability to organize, manage and summarize quantitative and qualitative data.
- Ability to meet deadlines and handle multiple projects.

## Research, Deployment and Accountability in the Albuquerque Public Schools

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- Ability to communicate and collaborate with diverse populations, including district and school staff, community members and students.

### **PREFERRED KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE AND EDUCATION:**

- Basic skills in MS Access and SPSS or capacity to learn those and other data management and analysis software programs.
- Flexibility, organization, analytical, decision-making and problem solving skills.
- Effective communication skills, both verbal and written (narrative and visual/graphical).
- Experience working in K-12 education settings and with community health research.

**WORKING ENVIRONMENT:** The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- Functions are primarily performed in a normal office environment.
- Will work with APS staff members in a team environment which may include district professional and support staff; school staff; parents; students; external evaluators; community professionals and advocates; and others outside the District.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel within Albuquerque will be necessary. Travel outside Albuquerque may be required.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

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---

Incumbent

Date

---

Immediate Supervisor's Name and Title

Date

---

Location Name

Location Number



# Resource Teacher: Assessment

## Albuquerque Public Schools Position Description

**Job Code:** 1183  
**Exemption Status:** Exempt  
**Immediate Supervisor Title:** Elementary Assessment Coordinator

**Salary Schedule:** A  
**Location:**Varies  
**Work Year:** 187

**SUMMARY:** To provide resource teacher support to the Assessment team through data analysis skills, technical support, training and NM state standards knowledge.

**ESSENTIAL FUNCTIONS:** Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Strong working knowledge and ability to train teachers on the KDPR and DRA2.
- Working knowledge of Microsoft Office Suite Products
- Deep knowledge of NM Content Standards and Benchmarks for Reading and Math.
- Working knowledge of District Data systems (e.g. DataDirector and AIMS).
- Serves as a resource to assist principals and teachers in planning and implementing cluster and school professional development in a standards based system.
- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Ability to maintain positive relationships with students, parents, community members and staff.
- Deep core subject matter knowledge (literacy and math).
- Continuous improvement methodology knowledge.
- Standards based education knowledge.
- Experience teaching students who are culturally and linguistically diverse.
- Knowledge and experience preparing teachers to use research-based teaching strategies (with emphasis on special needs, English learners and early childhood students).

**DUTIES:** In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the Albuquerque Public Schools.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Shares the responsibility for the supervision and care of District inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

**REQUIRED APS PRE-EMPLOYMENT AND OTHER EMPLOYMENT CONDITIONS:**

- Satisfactory completion of physical examination.
- Satisfactory completion of criminal background verification.

**MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:**

- Master's degree in Education.
- Valid New Mexico Teaching license.
- Demonstrated ability to effectively teach/facilitate adult learning.
- Five years teaching experience.
- Three years staff development experience (such as planning school staff development, facilitation of school study groups, etc.).

**PREFERRED KNOWLEDGE, SKILLS, ABILITIES, EXPERIENCE AND EDUCATION:**

- Knowledge of District curriculum Maps
- Ability to interpret and/or make decisions about student level data.
- Adult learning theory knowledge.

**WORKING ENVIRONMENT:** The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with APS staff members in a team environment which may include the administrative staff, State department personnel, APS legal counsel, parents, students, advocates and others outside the District.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary..
- Functions are primarily performed indoors in a normal office and school/classroom environment

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

**This position description indicates the general nature and level of work to be performed. It is not intended to be a comprehensive listing of all functions, duties, skills, knowledge and abilities. This position description is designed to illustrate the *minimum* requirements and expectations of the job.**

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Incumbent Date

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Immediate Supervisor's Name and Title Date

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Location Name Location Number

**APPENDIX I. AUSTIN DEPARTMENT OF RESEARCH AND EVALUATION  
JOB DESCRIPTIONS**

## **Austin Independent School District**

Department of Research and Evaluation



### **DIRECTOR OF RESEARCH AND EVALUATION QUALIFICATIONS**

#### **EDUCATION & EXPERIENCE**

**Required:** Earned doctorate with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of eight years experience in program evaluation. Minimum two years experience with project, personnel, and budget management.

**Preferred:** Ph.D. in an area related to educational evaluation and/or research. Ten or more years experience in program evaluation. Five or more years experience in AISD. Professional publications.

#### **KNOWLEDGE & SKILLS**

**Required:** Project and Personnel Management skills. Thorough knowledge and skills in educational evaluation and/or research, word-processing and spreadsheet software, and statistical software (e.g. SAS, SPSS). Excellent writing and editing skills, and thorough knowledge of APA writing style. Ability to think globally and integrate theories, constructs, and data collection for maximum efficiency. Professionalism and Leadership Skills. Knowledge of Texas and federal accountability systems and AISD financial systems.

**Preferred:** Required knowledge and skills, plus experience programming reports and advanced queries in Microsoft Access, experience with multi-level modeling or HLM, experience with survey sampling and large-scale survey administration, and knowledge of curriculum development.

#### **DUTIES AND RESPONSIBILITIES**

Responsible for multiple evaluation project(s):

- supervise all research and program evaluation efforts funded federally, through the state, and by the district;
- supervise preparation of the various budgets under which the Department of Research and Program Evaluation is funded and review all budgets before final submission;
- act as official spokesperson for the Department with the public and media;
- prepare and deliver presentations about evaluation and related topics to the Board, Cabinet, Superintendent, other administrators, teachers, community groups, and others;
- supervise and appraise department staff and/or clerical staff assigned to projects;
- recruit and interview candidates for hire;
- actively seek opportunities to collaborate with and assist other AISD administrators;
- provide interpretation, implementation, and monitoring support for federal, state, and local policy regulations as related to program evaluation, data management, and other critical information;
- know district policies and procedures in all areas (finance, media relations, etc.), and ensure that all are observed appropriately within the department;
- manage evaluation budget(s);
- provide evaluation information to help in planning programs;



## Research, Deployment and Accountability in the Albuquerque Public Schools

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- elicit information and documentation needed to formulate evaluation questions;
- assist in the identification and development of measurable objectives;
- develop evaluation designs for multiple projects;
- develop evaluation timelines for multiple projects;
- manage collection of input, process, and outcome data;
- select and/or develop instruments needed to measure attainment of program objectives;
- administer and/or supervise administration of assessments as needed;
- analyze data and interpret results;
- develop innovative data collection systems;
- evaluate existing research and data sets for their applicability to existing projects;
- design, update, and maintain current key data sets;
- write and edit evaluation reports using APA style to communicate results effectively to multiple audiences;
- prepare graphic or other communicative displays of evaluation results (e.g. graphs, charts, transparencies, etc.);
- present findings/results to multiple audiences (e.g. parents, community groups, campus staff/administrators, program managers);
- develop and provide recommendations and implementation plans regarding the results of research and evaluation studies;
- facilitate continuous research quality improvements and the development of best practices;
- serve as a liaison between school and other administrative staff (e.g. help staff set goals, understand and apply evaluation results);
- serve on district committees, provide information as required to district decision-makers;
- serve as technical expert and resource consultant for the district;
- engages in practices that maximize efficiency of data collection/reporting and integrates the work of multiple projects to expand the depth and breadth of evaluation results;
- participate in ongoing training and professional growth to expand knowledge and skills in the areas of research and evaluation, as well as areas of particular interest to the department and/or district (e.g., curriculum and instruction, student behavior, employee compensation practices, etc.);
- secure and provide professional development opportunities for the department;
- assist department and district staff with professional growth; and
- disseminate institutional knowledge of the district to others in the department and district.

### Leadership/Professionalism:

The Director will support the department and the district by demonstrating leadership and professionalism in the following ways:

- supporting, developing, and reinforcing processes or opportunities to improve morale and climate among department staff by exhibiting model behavior, supporting appropriate interactions among colleagues, and actively dissuading inappropriate behavior.
- proactively scanning the environment; recognizing needs and issues as they arise and responding accordingly.
- fostering collegiality and team building
- working collaboratively with the department/District community to ensure attainment of department and district goals.
- being aware of and actively seeking new ways to support office, department, and district goals (DIP, Strategic Plan, Board Results and EL policies, etc.).

**SUMMARY OF FUNCTION AND SCOPE**

The Director works under the supervision of the Chief Performance; supervises Research Analysts, Senior Research Associates, and/or clerical staff; manages budget(s); and carries out work necessary to accomplish department goals. The Director is responsible for the supervision/development of evaluation designs, data collection and analysis, and reporting evaluation results. The Director serves on district committees, provides advice and guidance to other district administrators, and responds to ad hoc information requests from the Superintendent, other administrators, teachers, and the public, and performs other duties as assigned. The Director demonstrates possession of four general attributes: motivation to work, task orientation, interpersonal skills, and intellectual curiosity.

Year-round (230 day) position

## **Austin Independent School District**

Department of Research and Evaluation



### **RESEARCH ANALYST III-(Coordinator-A3) QUALIFICATIONS**

#### **EDUCATION & EXPERIENCE**

**Required:** Earned doctorate with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of three years experience in a program evaluation-related field.

*or*

Masters degree with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of six years experience in a program evaluation-related field.

**Preferred:** Ph.D. in an area related to educational evaluation and/or research. Six or more years experience in evaluation and/or applied research. Three or more years experience in AISD Research and Evaluation. Professional publications.

#### **KNOWLEDGE & SKILLS**

**Required:** Project and Personnel Management skills. Thorough knowledge and skills in educational evaluation and/or research, word-processing and spreadsheet software, and statistical software (i.e., SAS EG, SAS). Excellent writing and editing skills, and thorough knowledge of APA writing style. Ability to think globally and integrate theories, constructs, and data collection for maximum efficiency. Professionalism and Leadership Skills.

**Preferred:** Required knowledge and skills, plus experience programming reports and advanced queries in Microsoft Access, experience with multi-level modeling or HLM, experience with survey sampling and large-scale survey administration, knowledge of curriculum development, and knowledge of Texas and federal accountability systems and AISD financial systems.

#### **DUTIES AND RESPONSIBILITIES**

Responsible for multiple evaluation project(s):

- acts a team leader on specific evaluation projects;
- supervises evaluation analysts on a limited number of projects;
- manages evaluation budget(s);
- elicits information and documents needed to formulate evaluation questions;
- assists in the identification and development of measurable objectives;
- develops and coordinates evaluation designs and timelines for multiple projects;
- manages collection of input, process, and outcome data;
- selects and/or develops instruments needed to measure attainment of program objectives and supervises administration of assessments as needed;
- analyzes data and interprets results;
- develops innovative data collection systems;
- evaluates existing research and data sets for their applicability to existing projects;
- designs, updates, and maintains current key data sets;
- Writes and edits evaluation reports using APA style that communicate results effectively to multiple audiences;
- prepares graphic or other communicative displays of evaluation results (e.g. graphs, charts, transparencies, etc.);

- presents findings/results to multiple audiences (e.g. parents, community groups, campus staff/administrators, program managers);
- develops and provides recommendations and implementation plans regarding the results of research and evaluation studies;
- assists supervisor and the Director with continuous research quality improvements and the development of best practices;
- maintains effective liaisons with school and other administrative staff (e.g. helps staff set goals, understand and apply evaluation results);
- serves on district committees, provides information as required to district decision-makers;
- serves as technical expert and resource consultant for the district;
- engages in practices that maximize efficiency of data collection/reporting and integrates the work of multiple projects to expand the depth and breadth of evaluation results;
- participates in ongoing training and professional growth to expand knowledge and skills in the areas of research and evaluation, as well as areas of particular interest to the department and/or district (e.g., curriculum and instruction, student behavior, employee compensation practices, etc.);
- assists department and district staff with professional growth;
- serves as a mentor to other staff within the Department of Research and Evaluation;
- disseminates institutional knowledge of the district to others in the department and district;
- and may supervise and appraise department staff and/or clerical staff assigned to projects.

**Leadership/Professionalism:**

The Analyst III will support the department and the district by demonstrating leadership and professionalism in the following ways:

- supporting, developing, and reinforcing processes or opportunities to improve morale and climate among department staff by exhibiting model behavior, supporting appropriate interactions among colleagues, and actively dissuading inappropriate behavior.
- proactively scanning the environment; recognizing needs and issues as they arise and responding accordingly.
- fostering collegiality and team building
- working collaboratively with the department/District community to ensure attainment of department and district goals.
- being aware of and actively seeking new ways to support office, department, and district goals (DIP, Strategic Plan, Board Results and EL policies, etc.).

**SUMMARY OF FUNCTION AND SCOPE**

The Research Analyst III works under the supervision of a Administrative Supervisor, or the Director of the Department of Research and Evaluation; acts as team leader and supervises Research Analysts on a limited number of projects and may supervise clerical staff; manages budget(s); mentors department staff; and carries out work necessary to accomplish Department goals. The Analyst III is responsible for the supervision/development and coordination of evaluation designs, data collection and analysis, and reporting evaluation results. The Analyst III serves on district committees, provides advice and guidance to other district administrators, and responds to ad hoc information requests from the Superintendent, other administrators, teachers, and the public, and performs other duties as assigned. The Analyst III demonstrates possession of four general attributes: motivation to work, task orientation, interpersonal skills, and intellectual curiosity.

Year-round (230 day) position-A4

## **Austin Independent School District**

Department of Research and Evaluation



### **RESEARCH ANALYST II QUALIFICATIONS**

#### **EDUCATION & EXPERIENCE**

**Required:** Earned doctorate with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation.

*or*

Masters degree with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of three years experience in a program evaluation-related field.

**Preferred:** Ph.D. in an area related to educational evaluation and/or research. Three or more years experience in evaluation and/or applied research. Professional publications.

#### **KNOWLEDGE & SKILLS**

**Required:** Project and Personnel Management skills. Thorough knowledge and skills in educational evaluation and/or research, word-processing and spreadsheet software, and statistical software (e.g. SAS, SPSS). Strong writing skills and knowledge of APA writing style. Experience constructing data displays, charts, and graphs in Microsoft Excel and Word. Ability to think globally and integrate theories, constructs, and data collection for maximum efficiency. Professionalism and Leadership Skills.

**Preferred:** Required knowledge and skills, plus experience programming reports and advanced queries in Microsoft Access, experience with multi-level modeling or HLM, experience with survey sampling and large-scale survey administration, project and personnel management skills, and knowledge of curriculum development.

#### **DUTIES AND RESPONSIBILITIES**

Responsible for multiple evaluation project(s):

- elicits information and documents needed to formulate evaluation questions;
- assists in the identification and development of measurable objectives;
- develops evaluation designs and timelines for multiple projects;
- manages collection of input, process, and outcome data;
- selects and/or develops instruments needed to measure attainment of program objectives and supervises administration of assessments as needed;
- analyzes data and interprets results;
- develops innovative data collection systems;
- evaluates existing research and data sets for their applicability to existing projects;
- designs, updates, and maintains current key data sets;
- writes evaluation reports using APA style that communicate results effectively to multiple audiences;
- prepares graphic or other communicative displays of evaluation results (e.g. graphs, charts, transparencies, etc.);
- presents findings/results to multiple audiences (e.g. parents, community groups, campus staff/administrators, program managers);

- develops and provides recommendations and implementation plans regarding the results of research and evaluation studies;
- assists supervisor and the Director with continuous research quality improvements and the development of best practices;
- maintains effective liaisons with school and other administrative staff (e.g. helps staff set goals, understand and apply evaluation results);
- serves on district committees, provides information as required to district decision-makers;
- serves as technical expert and resource consultant for the district;
- collaborates with and/or manages teams of program evaluation staff, district staff, and/or community partners;
- engages in practices that maximize efficiency of data collection/reporting and integrates the work of multiple projects to expand the depth and breadth of evaluation results;
- participates in ongoing training and professional growth to expand knowledge and skills in the areas of research and evaluation, as well as areas of particular interest to the department and/or district (e.g., curriculum and instruction, student behavior, employee compensation practices, etc.);
- assists department and district staff with professional growth;
- and may supervise and appraise department staff and/or clerical staff assigned to projects.

**Leadership/Professionalism:**

The Analyst II will support the department and the district by demonstrating leadership and professionalism in the following ways:

- supporting or developing processes or opportunities to improve morale and climate among department staff by exhibiting model behavior and supporting appropriate interactions among colleagues.
- proactively scanning the environment; recognizing needs and issues as they arise and responding accordingly.
- fostering collegiality and team building
- working collaboratively with the department/District community to ensure attainment of department and district goals.
- being aware of office, department, and district goals (DIP, Strategic Plan, Board Results and EL policies, etc.).

**SUMMARY OF FUNCTION AND SCOPE**

The Research Analyst II works under the supervision of an Analyst III, Research or Senior Research Associate, or the Director of the Department of Research and Evaluation and is responsible for the development of evaluation designs, data collection and analysis, reporting evaluation results, and may supervise work done by Analyst Is and/or clerical staff. The Research Analyst II serves on district committees; provides advice to other district administrators; responds to ad hoc information requests from the Superintendent, other administrators, teachers, and the public; integrates data collection and work across multiple projects in creative and efficient ways; and performs other duties as assigned. The Evaluation Analyst II demonstrates possession of four general attributes: motivation to work, task orientation, interpersonal skills, and intellectual curiosity.

Year-round (230 day) position

## **Austin Independent School District**

Department of Research and Evaluation



### **RESEARCH ANALYST I QUALIFICATIONS**

#### **EDUCATION & EXPERIENCE**

**Required:** Earned doctorate **or** completion of all course requirements for a doctoral degree with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation.

**or**

Masters degree with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of three years experience in a program evaluation-related field.

**Preferred:** Ph.D. in an area related to educational evaluation and/or research. Three or more years experience in evaluation and/or applied research. Professional publications.

#### **KNOWLEDGE & SKILLS**

**Required:** Thorough knowledge and skills in educational evaluation and/or research, and word-processing and spreadsheet software. Thorough knowledge of statistical software (e.g. SAS, SPSS). Strong writing skills and knowledge of APA writing style. Experience constructing data displays, charts, and graphs in Microsoft Excel and Word.

**Preferred:** Required knowledge and skills, plus experience programming reports and advanced queries in Microsoft Access, experience with multi-level modeling or HLM, experience with survey sampling and large-scale survey administration, project and personnel management skills, and knowledge of curriculum development.

#### **DUTIES AND RESPONSIBILITIES**

Responsible for one or more evaluation project(s):

- elicits information and documents needed to formulate evaluation questions;
- assists in the identification and development of measurable objectives;
- develops evaluation designs and timelines for one or more projects;
- manages collection of input, process, and outcome data;
- selects and/or develops instruments needed to measure attainment of program objectives and supervises administration of assessments as needed;
- analyzes data and interprets results;
- writes evaluation reports using APA style that communicate results effectively to multiple audiences;
- prepares graphic or other communicative displays of evaluation results (e.g. graphs, charts, transparencies, etc.);
- presents findings/results to multiple audiences (e.g. parents, community groups, campus staff/administrators, program managers);
- maintains effective liaisons with school and other administrative staff (e.g. helps staff set goals, understand and apply evaluation results);
- serves on district committees, provides information as required to district decision-makers; and
- may supervise and evaluate clerical staff assigned to project(s).

**SUMMARY OF FUNCTION AND SCOPE**

Research Analyst I works under the supervision of a Research Analyst III, Research or Senior Research Associate, or the Director of the Department of Research and Evaluation. Research Analyst I is responsible for the development of evaluation designs, data collection and analysis, reporting evaluation results, and supervising work done by Evaluation Specialists or clerical staff. The Analyst I serves on district committees, provides consultant services to other district administrators, and responds to ad hoc information requests from the Superintendent, other administrators, teachers, and the public. The Analyst I demonstrates possession of four general attributes: motivation to work, task orientation, interpersonal skills, and intellectual curiosity. Evaluation Analyst I performs other duties as assigned.

Year-round (230 day) position



## **Austin Independent School District**

Department of Research and Evaluation



### **SENIOR RESEARCH ASSOCIATE II QUALIFICATIONS**

#### **EDUCATION & EXPERIENCE**

**Required:** Earned doctorate with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of six years experience in program evaluation. Experience with project, personnel, and budget management.

**Preferred:** Ph.D. in an area related to educational evaluation and/or research. Eight or more years experience in program evaluation. Five or more years experience in AISD. Professional publications.

#### **KNOWLEDGE & SKILLS**

**Required:** Project and Personnel Management skills. Thorough knowledge and skills in educational evaluation and/or research, word-processing and spreadsheet software, and statistical software (e.g. SAS, SPSS). Excellent writing and editing skills, and thorough knowledge of APA writing style. Ability to think globally and integrate theories, constructs, and data collection for maximum efficiency. Professionalism and Leadership Skills. Knowledge of Texas and federal accountability systems and AISD financial systems.

**Preferred:** Required knowledge and skills, plus experience programming reports and advanced queries in Microsoft Access, experience with multi-level modeling or HLM, experience with survey sampling and large-scale survey administration, and knowledge of curriculum development.

#### **DUTIES AND RESPONSIBILITIES**

Responsible for multiple evaluation project(s):

- Supervise a team of research and evaluation staff, including responsibility and oversight of all aspects of project design and implementation;
- supervise and appraise department staff and/or clerical staff assigned to projects,
- assist supervisor and/or the Director of Research and Program Evaluation with personnel-related staffing activities, processes, and decisions (e.g., supervising staff, conducting appraisals, assisting with interviewing candidates for hire);
- actively seek opportunities to collaborate with and assist other AISD administrators;
- provide interpretation, implementation, and monitoring support for federal, state, and local policy regulations as related to program evaluation, data management, and other critical information;
- assist the Director of Research and Evaluation with department budgeting and financial accounting;
- know district policies and procedures in all areas (finance, media relations, etc.), and ensure that all are observed appropriately within the department;
- manage evaluation budget(s);
- provide evaluation information to help in planning programs;
- elicit information and documentation needed to formulate evaluation questions;
- assist in the identification and development of measurable objectives;
- develop evaluation designs for multiple projects;

## Research, Deployment and Accountability in the Albuquerque Public Schools

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- develop evaluation timelines for multiple projects;
- manage collection of input, process, and outcome data;
- select and/or develop instruments needed to measure attainment of program objectives;
- administer and/or supervise administration of assessments as needed;
- analyze data and interpret results;
- develop innovative data collection systems;
- evaluate existing research and data sets for their applicability to existing projects;
- design, update, and maintain current key data sets;
- write and edit evaluation reports using APA style to communicate results effectively to multiple audiences;
- prepare graphic or other communicative displays of evaluation results (e.g. graphs, charts, transparencies, etc.);
- present findings/results to multiple audiences (e.g. parents, community groups, campus staff/administrators, program managers);
- develop and provide recommendations and implementation plans regarding the results of research and evaluation studies;
- assist supervisor and the Director with continuous research quality improvements and the development of best practices;
- serve as a liaison between school and other administrative staff (e.g. help staff set goals, understand and apply evaluation results);
- serve on district committees, provide information as required to district decision-makers;
- serves as technical expert and resource consultant for the district;
- engages in practices that maximize efficiency of data collection/reporting and integrates the work of multiple projects to expand the depth and breadth of evaluation results;
- participates in ongoing training and professional growth to expand knowledge and skills in the areas of research and evaluation, as well as areas of particular interest to the department and/or district (e.g., curriculum and instruction, student behavior, employee compensation practices, etc.);
- secure and provide professional development opportunities for the department;
- assist department and district staff with professional growth;
- conduct professional development in areas of expertise;
- serve as a mentor to other staff within the department of program evaluation;
- present findings at national research and evaluation conferences; and
- disseminate institutional knowledge of the district to others in the department and district.

### Leadership/Professionalism:

The Senior Research Associate will support the department and the district by demonstrating leadership and professionalism in the following ways:

- supporting, developing, and reinforcing processes or opportunities to improve morale and climate among department staff by exhibiting model behavior, supporting appropriate interactions among colleagues, and actively dissuading inappropriate behavior.
- proactively scanning the environment; recognizing needs and issues as they arise and responding accordingly.
- fostering collegiality and team building
- working collaboratively with the department/District community to ensure attainment of department and district goals.
- being aware of and actively seeking new ways to support office, department, and district goals (DIP, Strategic Plan, Board Results and EL policies, etc.).

**SUMMARY OF FUNCTION AND SCOPE**

The Senior Research Associate II works under the supervision of the Director of the Department of Research and Evaluation; supervises Research Analysts, Senior Research Associate Is, and/or clerical staff; manages budget(s); and carries out work necessary to accomplish department goals. The Senior Research Associate II is responsible for the supervision/development of evaluation designs, data collection and analysis, and reporting evaluation results. The Senior Research Associate II serves on district committees, provides advice and guidance to other district administrators, and responds to ad hoc information requests from the Superintendent, other administrators, teachers, and the public, and performs other duties as assigned. The Senior Research Associate II demonstrates possession of four general attributes: motivation to work, task orientation, interpersonal skills, and intellectual curiosity.

Year-round (230 day) position-A6

## **Austin Independent School District**

Department of Research and Evaluation



### **SENIOR RESEARCH ASSOCIATE I QUALIFICATIONS**

#### **EDUCATION & EXPERIENCE**

**Required:** Earned doctorate with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation and minimum of four years experience in program evaluation. Experience with project, personnel, and budget management.

**Preferred:** Ph.D. in an area related to educational evaluation and/or research. Six or more years experience in program evaluation. Three or more years experience in AISD. Professional publications.

#### **KNOWLEDGE & SKILLS**

**Required:** Project and Personnel Management skills. Thorough knowledge and skills in educational evaluation and/or research, word-processing and spreadsheet software, and statistical software (e.g. SAS, SPSS). Excellent writing and editing skills, and thorough knowledge of APA writing style. Ability to think globally and integrate theories, constructs, and data collection for maximum efficiency. Professionalism and Leadership Skills. Knowledge of Texas and federal accountability systems and AISD financial systems.

**Preferred:** Required knowledge and skills, plus experience programming reports and advanced queries in Microsoft Access, experience with multi-level modeling or HLM, experience with survey sampling and large-scale survey administration, and knowledge of curriculum development.

#### **DUTIES AND RESPONSIBILITIES**

Responsible for multiple evaluation project(s):

- supervise a team of research and evaluation staff, including responsibility and oversight of all aspects of project design and implementation;
- supervise and appraise department staff and/or clerical staff assigned to projects;
- assist supervisor and/or the Director of Research and Evaluation with personnel-related staffing activities, processes, and decisions (e.g., supervising staff, conducting appraisals, assisting with interviewing candidates for hire);
- actively seek opportunities to collaborate with and assist other AISD administrators;
- provide interpretation, implementation, and monitoring support for federal, state, and local policy regulations as related to program evaluation, data management, and other critical information;
- manage evaluation budget(s);
- provide evaluation information to help in planning programs;
- elicit information and documentation needed to formulate evaluation questions;
- assist in the identification and development of measurable objectives;
- develop evaluation designs for multiple projects;
- develop evaluation timelines for multiple projects;
- manage collection of input, process, and outcome data;
- select and/or develop instruments needed to measure attainment of program objectives;
- administer and/or supervise administration of assessments as needed;
- analyze data and interpret results;
- develop innovative data collection systems;

- evaluate existing research and data sets for their applicability to existing projects;
- design, update, and maintain current key data sets;
- write and edit evaluation reports using APA style to communicate results effectively to multiple audiences;
- prepare graphic or other communicative displays of evaluation results (e.g. graphs, charts, transparencies, etc.);
- present findings/results to multiple audiences (e.g. parents, community groups, campus staff/administrators, program managers);
- develop and provide recommendations and implementation plans regarding the results of research and evaluation studies;
- assist supervisor and the Director with continuous research quality improvements and the development of best practices;
- serve as a liaison between school and other administrative staff (e.g. help staff set goals, understand and apply evaluation results);
- serve on district committees, provide information as required to district decision-makers;
- serves as technical expert and resource consultant for the district;
- engages in practices that maximize efficiency of data collection/reporting and integrates the work of multiple projects to expand the depth and breadth of evaluation results;
- participates in ongoing training and professional growth to expand knowledge and skills in the areas of research and evaluation, as well as areas of particular interest to the department and/or district (e.g., curriculum and instruction, student behavior, employee compensation practices, etc.);
- assist department and district staff with professional growth;
- serve as a mentor to other staff within the department of program evaluation; and
- disseminate institutional knowledge of the district to others in the department and district.

**Leadership/Professionalism:**

The Senior Research Associate will support the department and the district by demonstrating leadership and professionalism in the following ways:

- supporting, developing, and reinforcing processes or opportunities to improve morale and climate among department staff by exhibiting model behavior, supporting appropriate interactions among colleagues, and actively dissuading inappropriate behavior.
- proactively scanning the environment; recognizing needs and issues as they arise and responding accordingly.
- fostering collegiality and team building
- working collaboratively with the department/District community to ensure attainment of department and district goals.
- being aware of and actively seeking new ways to support office, department, and district goals (DIP, Strategic Plan, Board Results and EL policies, etc.).

**SUMMARY OF FUNCTION AND SCOPE**

The Senior Research Associate works under the supervision of the Senior Research Associate II or the Director of the Department of Research and Evaluation; supervises Research Analysts and/or clerical staff; manages budget(s); and carries out work necessary to accomplish department goals. The Senior Research Associate is responsible for the supervision/development of evaluation designs, data collection and analysis, and reporting evaluation results. The Senior Research Associate serves on district committees, provides advice and guidance to other district administrators, and responds to ad hoc information requests from the Superintendent, other administrators, teachers, and the public, and performs other duties as assigned. The Senior Research Associate demonstrates possession of four general attributes: motivation to work, task orientation, interpersonal skills, and intellectual curiosity.

Year-round (230 day) position

**APPENDIX J. FORT WORTH ISD DEPARTMENT OF ACCOUNTABILITY  
AND DATA QUALITY JOB DESCRIPTIONS**



## Fort Worth Independent School District

# Job Description

|                                   |  |
|-----------------------------------|--|
| <b>Posting Duration</b>           | Open Until Filled  |
|                                   | <b>Title</b> <u>ANALYST IV - ACCOUNTABILITY (QUANTITATIVE)</u>   |
| <b>Building / Campus</b>          | 608 - ACCOUNTABILITY/DATA QLTY   |
| <b>Job File Number</b>            | 3936-1   |
| <b>Duty Days</b>                  | 240.00   |
| <b>Pay Grade</b> 12               |  |
| <b>Salary: From</b>               | \$58,200.00  |
| <b>Salary: To</b>                 | \$72,700.80  |
| <b>General Summary</b>            | Conceptualize, design and conduct applied research/evaluation studies related to district initiatives, grant-funded programs and/or emerging issues in the educational field. Develop data collection instruments/tools. Conduct advanced qualitative and quantitative data analyses. Prepare reports, and provide interpretations of evaluation results that will support campus and district decisions.  |
| <b>Job Duties</b>                 | Design Multiple methodologically diverse research and evaluation plans and timelines; Create data collection instruments, collect and analyze data primarily using advanced quantitative statistical methods (e.g., value-added regression, hierarchical linear modeling and/or structural equation modeling); Prepare ongoing feedback reports that assist program directors in the implementation of district initiatives, interventions, grants or other programs; Translate findings into recommendations that will benefit schools and programs and write summative evaluation reports that communicate results effectively to multiple audiences; Maintain effective liaisons with school and other administrative staff to formulate significant evaluation questions, set performance targets, coordinate data collection efforts, understand and apply evaluation results; Participate in presentations of evaluation results to multiple audiences including program directors, district executive staff, the school board and, appropriate, professional conferences and journals; Remain abreast of local, state, federal, and court-ordered mandates, technical and professional trends, and developments impacting programs being evaluated; Review and make recommendations on external research proposals; Respond to ad-hoc data and research requests from district staff; Oversee tasks assigned to research assistants and clerical support staff; Perform other job related duties as assigned; |
| <b>Job Qualifications</b>         | Master's degree from an accredited college or university in education, experimental psychology, statistics or related field or its equivalent; Five plus years experience in program evaluation or research; Experience must include participation in large-scale research or evaluation projects that require complex statistical analyses; Through knowledge of research and program evaluation methodology with expertise in quantitative methods, experimental and quasi-experimental designs, and advanced statistical techniques including regression and hierarchical linear modeling; Must demonstrate ability to: plan, coordinate, and present workshops and seminars to educators and support staff; Write reports requiring meaningful interpretation of data, technical precision, accuracy, readability, and editorial correctness; Communicate complex statistical findings; Demonstrate use of strategies, techniques, and analytical skills; Facilitate campus and central office meetings and discussions; Exhibit superior interpersonal and communication skills; Excellent oral and written communication skills; Work with others under pressure and adhere to tight timelines.  |
| <b>Application Requirements</b>   | Must complete an online application at <a href="http://www.fwisd.org">www.fwisd.org</a> and attach a resume. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.   |
| <b>Additional Job Information</b> | PHYSICAL JOB REQUIREMENTS<br>PHYSICAL DEMANDS<br>REFERENCE<br>Occasionally (0-33% of day, 0-32 repetitions)<br>Frequently (34-66% of day, 33-200 repetitions)<br>Constantly (67-100% of day, >200+ repetitions)<br>PHYSICAL DEMANDS<br>Exerting 50 to 100 pounds of force occasionally, and/or 25 to 50 pounds of force frequently, and/or 10 to 20 pounds of force constantly to move objects.<br>ENVIRONMENTAL CONDITIONS<br>Indoors, in controlled environment.<br>A detailed list of physical job requirements is available from the Compensation Department. These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.   |

## Fort Worth Independent School District Job Description



**Title** Analyst IV, Accountability (Statistician) (0809-AP-404)  
**Building/Campus** Accountability and Data Quality  
**Job File Number** 0809-AP-404  
**Duty Days** 240

- Job Duties**
- Design data analysis programs and applications necessary for analyzing student and teacher data and reporting results of research and evaluation studies.
  - Design and maintain programs and applications for analyses of district data.
  - Collaborate with other Research and Evaluation staff to design appropriate statistical analyses plans.
  - Perform statistical analyses with SPSS, Stata, HLM and regression techniques.
  - Develop and conduct district-wide studies of teacher quality, campus climate and student achievement including data management, statistical analyses and preparation of reports.
  - Respond to ad hoc data requests from district staff.
  - Collaborate with Assessment staff and Information Technology staff in the development and maintenance of automated programs that generate district, school and student level data reports.
  - Facilitate evaluator access to district student and assessment databases, hardware and software and data analysis programs, ensuring accuracy of the data and appropriateness of the analysis programs.
  - Create and maintain effective procedures and processes for organizing district evaluation data including the transfer of evaluation data to the district data warehouse, web portal or research and evaluation file server.
  - Remain abreast of technical, legislative and professional trends related to large scale educational research and evaluation.
  - Perform other job related duties as assigned.

- Job Qualifications**
- Master's degree from an accredited college or university in Statistics, Mathematics, Econometrics, Applied Economics, Psychometrics, Experimental Psychology or directly related field (Ph. D preferred).
  - Minimum of six (6) hours of undergraduate computer programming coursework.
  - Three or more years experience managing and analyzing large databases (e.g. Paradox, Foxpro, Access) and participating in large-scale research or evaluation projects that require complex statistical analyses.
  - Proficiency with SPSS, Stata, Excel, Paradox, Crystal Reports, Visual Foxpro, Sequel and/or Design Expert.
  - Familiarity with SQL and other database engines.
  - Familiarity with Texas school data including PEIMS, TAKS and other accountability data (preferred).
  - Expertise in advanced statistical procedures including Value-added Regression, Hierarchical Linear Modeling (HLM) and Structural Equation Modeling.
  - Evidence of high-level organizational skills, and ability to successfully manage and coordinate a number of projects and tasks.
  - Familiarity with Internet programming languages and functions.
  - Ability to:
    - plan, coordinate, and present workshops and seminars to educators and support staff.
    - write reports requiring meaningful interpretation of data, technical precision, accuracy, readability, and editorial correctness.
    - communicate complex statistical findings.
    - facilitating group/team building activities.
    - demonstrate use of strategies, techniques, and analytical skills.
    - facilitate campus and central office meetings and discussions.
    - exhibit superior interpersonal and communication skills.
    - excellent oral and written communication skills.
    - work with others under pressure and adhere to tight timelines.

**Application Requirements** Complete the on-line application.

Must complete an online application and attach a resume as a word document. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  
[\(Click here for equivocation list\)](#)

**Additional Job Information**



### **GENERAL SUMMARY**

Perform complex statistical analyses and/or programming of student and teacher data to support district initiatives and research projects. Provide reports and interpretations of results that will support campus and district decisions.

## Fort Worth Independent School District Job Description



**Title** Analyst IV, Data Assessment (0809-AP-403)  
**Building/Campus** Accountability and Data Quality  
**Job File Number** 0809-AP-403  
**Duty Days** 240

**Job Duties**

- Design data analysis programs and applications in SPSS, Stata, Excel, Paradox, Crystal Reports, Visual Foxpro, and/or Design Expert.
- Develop and conduct district-wide assessments projects including data management, complex statistical analyses and preparation of reports.
- Respond to ad hoc data requests from district staff.
- Collaborate with Accountability and Data Quality and Information Technology Services staff in development and maintenance of automated programs that generate district, school and student level data reports.
- Participate in the design and implementation of web-based reporting programs.
- Collaborate with data-base manager, research data analyst and ITS staff to prepare and transfer data to the district data warehouse, web-portal or A&DQ file server.
- Remain abreast of local, state and federal and court ordered mandates, technical and professional trends, and developments impacting the analyses and reporting of school district data.
- Perform other job related duties as assigned.

**Job Qualifications**

- Bachelor's degree in statistics, economics, applied economics, psychometrics, or related field. Master's degree preferred.
- Five years experience managing and analyzing large databases (e.g. Paradox, Foxpro, Access) and participating in large-scale research or evaluation projects that require complex statistical analyses.
- Familiarity with Texas school data including PEIMS, TAKS and other accountability data (preferred).
- Expertise in advanced statistical procedures including Value-added Regression, Hierarchical Linear Modeling (HLM) and Structural Equation Modeling.
- Evidence of high level organizational skills, and ability to successfully manage and coordinate a number of projects and tasks.
- Proficiency with SPSS, Stata, Excel, Paradox, Crystal Reports, Visual Foxpro, Sequel and/or Design Expert.
- Familiarity with internet programming languages and functions.
- Ability to:
  - plan, coordinate, and present workshops and seminars to educators and support staff.
  - write reports requiring meaningful interpretation of data, technical precision, accuracy, readability, and editorial correctness.
  - communicate complex statistical findings.
  - facilitating group/team building activities.
  - demonstrate use of strategies, techniques, and analytical skills.
  - facilitate campus and central office meetings and discussions.
  - exhibit superior interpersonal and communication skills.
  - excellent oral and written communication skills.
  - work with others under pressure and adhere to tight timelines.

**Application Requirements** Complete the on-line application.  
 Must complete an online application and attach a resume as a word document. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  
[\(Click here for equivocation list\)](#)

**Additional Job Information** **GENERAL SUMMARY**

Conceptualize, design and conduct analyses of student assessment data to identify historical trends, predict student performance and support district planning. Design and maintain programs and applications for analyses of student assessment data; collaborate with other Assessment and Accountability staff to design appropriate analyses and reporting plans; provide reports and interpretations of results that will support campus and district decisions.

## Fort Worth Independent School District Job Description



|                                 |  |
|---------------------------------|--|
| <b>Title</b>                    | <u>Analyst IV, Accountability (Quantitative)</u>   |
| <b>Building/Campus</b>          | #845 Accountability and Data Quality   |
| <b>Job File Number</b>          |  |
| <b>Duty Days</b>                | 240  |
| <b>Job Duties</b>               | <ul style="list-style-type: none"> <li>· Design multiple methodologically diverse research and evaluation plans and timelines.</li> <li>· Create data collection instruments, collect and analyze data primarily using advanced quantitative statistical methods (e.g., value-added regression, hierarchical linear modeling and/or structural equation modeling).</li> <li>· Prepare ongoing feedback reports that assist program directors in the implementation of district initiatives, interventions, grants or other programs.</li> <li>· Translate findings into recommendations that will benefit schools and programs and write summative evaluation reports that communicate results effectively to multiple audiences.</li> <li>· Maintain effective liaisons with school and other administrative staff to formulate significant evaluation questions, set performance targets, coordinate data collection efforts, understand and apply evaluation results.</li> <li>· Participate in presentations of evaluation results to multiple audiences including program directors, district executive staff, the school board and, appropriate, professional conferences and journals.</li> <li>· Remain abreast of local, state, federal, and court-ordered mandates, technical and professional trends, and developments impacting programs being evaluated.</li> <li>· Review and make recommendations on external research proposals.</li> <li>· Respond to ad-hoc data and research requests from district staff.</li> <li>· Oversee tasks assigned to research assistants and clerical support staff.</li> <li>· Perform other job related duties as assigned.</li> </ul> |
| <b>Job Qualifications</b>       | <ul style="list-style-type: none"> <li>· Master's degree from an accredited college or university in education, experimental psychology, statistics or related field. Ph.D. preferred.</li> <li>· Five plus years experience in program evaluation or research, preferably in an educational or university setting.</li> <li>· Experience must include participation in large-scale research or evaluation projects that require complex statistical analyses.</li> <li>· Thorough knowledge of research and program evaluation methodology with expertise in quantitative methods, experimental and quasi-experimental designs, and advanced statistical techniques including regression and hierarchical linear modeling.</li> <li>· Some experience with qualitative methods preferred.</li> <li>· Ability to:             <ul style="list-style-type: none"> <li>· plan, coordinate, and present workshops and seminars to educators and support staff.</li> <li>· write reports requiring meaningful interpretation of data, technical precision, accuracy, readability, and editorial correctness.</li> <li>· communicate complex statistical findings.</li> <li>· demonstrate use of strategies, techniques, and analytical skills.</li> <li>· facilitate campus and central office meetings and discussions.</li> <li>· exhibit superior interpersonal and communication skills.</li> <li>· excellent oral and written communication skills.</li> <li>· work with others under pressure and adhere to tight timelines.</li> </ul> </li> </ul>  |
| <b>Application Requirements</b> | <p>Complete on-line application.</p> <p>Must complete an online application and attach a resume as a word document. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.</p> <p><a href="#">(Click here for equivocation list)</a></p>  |

**Additional Job  
Information**

**GENERAL SUMMARY**

Conceptualize, design and conduct applied research/evaluation studies related to district initiatives, grant-funded programs and/or emerging issues in the educational field. Develop data collection instruments/tools; conduct advanced qualitative and quantitative data analyses; prepare reports, and provide interpretations of evaluation results that will support campus and district decisions.

**PHYSICAL JOB REQUIREMENTS**

**PHYSICAL DEMANDS REFERENCE**

Occasionally (0-33% of day, 0-32 repetitions)  
Frequently (34-66% of day, 33-200 repetitions)  
Constantly (67-100% of day, >200+ repetitions)

**PHYSICAL DEMANDS**

Exerting 50 to 100 pounds of force occasionally, and/or  
25 to 50 pounds of force frequently,  
and/or 10 to 20 pounds of force constantly to move objects.

**ENVIRONMENTAL CONDITIONS**

Indoors, in controlled environment.  
A detailed list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

# Fort Worth Independent School District

## Job Description



**Posting Duration** 05/25/2011 - 06/25/2011  
**Title** ASSESSMENT DATA ANALYST  
**Building / Campus** To be determined  
**Job File Number** 999999-53  
**Duty Days** 187.00  
**Pay Grade** BACS  
**Salary: From** Teacher Range  
**Salary: To** Teacher Range

**General Summary** \*\*\*\*\*Open to Internal Candidates Only\*\*\*\*\* The Assessment and Data Analyst is a campus-based position focused on providing critical assistance to campus leadership and staff around data analysis and verification, training and building capacity to improve instruction through data-driven decision making, and preparing a wide variety of campus level reports directly related to the improvement of instruction. Additional the analyst will be the primary contact for campus wide test coordination. This position is directly responsible to the principal (or their administrative designee) at each school but will also have support and guidance from the Assessment and Data Quality group centrally. \*\*\*The continuation of this position is dependent on continuation of grant funding.\*\*\*\*

**Job Duties**

1. Coordinate, manage, maintain and organize the collection, verification, and issue resolution for data used in instructional planning efforts and accountability (Examples include TAKS, TPRI, TELPAS/TOPS, Stanford 10.2. Instruct and support school personnel in the use of the DataSmart system within the context of accountability, school improvement, and data analysis.3. Attend training delivered by Assessment and Data Quality staff to ensure consistency of skill and approach on campuses.4. Interpret, analyze and identify patterns, trends and/or concerns to develop campus professional development.5. Support implementation of data coaching pilot program on campus to consult, train, and assist schools with interpreting data for accountability, school improvement, adequate yearly progress, and data-driven decision making to improve instruction.6. Oversee and be accountable for all test/benchmark administration procedures and processes – including but not limited to scheduling, test security, training school staff prior to scheduled testing activities and testing materials.7. Coordinate and monitor the tutorial program and assist to teach/co-teach small groups identified according to all test data.8. Assist with goal setting conferences between teachers and students; development of campus interventions (tutoring/small groups). 9. Assist with state and federal accountability reporting requirements (AYP & CIP reporting).10. Provide quality assurance regarding school data and reporting.11. Perform other job related

**Job Qualifications** \*\*\*\*\*Open to Internal Candidates Only\*\*\*\*\* 1. Bachelor's degree from an accredited college or university.2. Valid Texas teaching certification (to manage testing responsibilities). 3.Three years classroom experience. 4.Thorough knowledge of Federal State and District Accountability Systems. 5.Working knowledge of accessing and querying district data programs i.e., Data Smart, AEIS-IT, SASI and data analysis tools including Microsoft Excel and Access. 6.Ability to: a.summarize and concisely present information regarding student data and trends. b.work in a team-oriented, collaborative environment. c.be highly self-motivated and directed. d.demonstrate use of strategies and techniques. e.exhibit superior interpersonal and communication skills f. effectively prioritize and execute tasks in a high- pressure environment. g.communicate effectively, both orally and in writing, including principles of English and grammar usage, as well as, in technical and user-friendly language. h. be logical, efficient and pay keen attention to details.

**Application Requirements** \*\*\*\*\*Open to Internal Candidates Only\*\*\*\*\* Must complete an online application and attach a resume. At least two Letters of Recommendation (LOR), including one from your current direct supervisor. A demonstration lesson with the use of technology is required if selected for an interview. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.

**Additional Job Information**

## Research, Deployment and Accountability in the Albuquerque Public Schools

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PHYSICAL JOB REQUIREMENTS  
PHYSICAL DEMANDS REFERENCE

Occasionally (0-33% of day, 0-32 repetitions)  
Frequently (34-66% of day, 33-200 repetitions)  
Constantly (67-100% of day, >200+ repetitions)

PHYSICAL DEMANDS Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

ENVIRONMENTAL CONDITIONS Indoors, in controlled environment, exposed to weather elements when traveling. A detailed list of physical job requirements is available from the Compensation Department. These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list.

## Fort Worth Independent School District Job Description



**Posting Duration** 05/24/2011 - 06/07/2011  
**Title** ASSESSMENT SPECIALIST III  
**Building / Campus** 608 - ACCOUNTABILITY/DATA QLTY  
**Job File Number** 2561-1  
**Duty Days** 240.00  
**Pay Grade** 10  
**Salary: From** \$45,400.00  
**Salary: To** \$58,178.00

**General Summary** \*\*\*\*\*Open to Internal Candidates Only\*\*\*\*\*Assist the Director and Student Assessment Office with the training, data analysis, reporting, materials distribution, and campus-level support for state and local testing.

**Job Duties** 1. Provide campus support in all areas related to district, state and national assessment and accountability. 2. Provide support for campuses on the use of AEIS-IT software as needed to facilitate optimum implementation. 3. Utilize advanced features of database and spreadsheet packages to create detailed reports and presentations of campus and district level performance. 4. Assist campuses with distribution and check-in of test materials. 5. Collaborate with assessment staff in the preparation of written analyses and reports from assessment, survey and/or district data for use by district/campus staff, parents and others. 6. Perform other job related duties as assigned.

**Job Qualifications** \*\*\*\*\*Open to Internal Candidates Only\*\*\*\*\*1. Bachelor's Degree in education, computer science, or related field.2. Two to five years related work experience.3. Expertise with Window-based computer applications including word -processing, Excel, Powerpoint and databases.4. Demonstrated experience in:a. planning, developing, organizing, and presenting training materials.b. writing, editing, and proofreading reports, surveys and related documents.5. Ability to:a. communicate effectively, both orally and in writing including convention of English grammar and usage.b. manage multiple projects at any given time.c. perform statistical calculations with accuracy.d. work well with all levels of internal management and staff.e. exercise discretion regarding matters of sensitive or confidential nature.f. operate personal computers and utilize applicable software.g. develop and maintain databases.h. facilitate and conduct group meetings.i. exercise judgment and creativity in making decisions.

**Application Requirements** \*\*\*\*\*Open to Internal Candidates Only\*\*\*\*\* Must complete an online application and attach a resume. At least two Letters of Recommendation (LOR), including one from your current direct supervisor. A demonstration lesson with the use of technology is required if selected for an interview. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.

**Additional Job Information** PHYSICAL JOB REQUIREMENTS PHYSICAL DEMANDS REFERENCE  
 Occasionally (0-33% of day, 0-32 repetitions)  
 Frequently (34-66% of day, 33-200 repetitions)  
 Constantly (67-100% of day, >200+ repetitions)  
 PHYSICAL DEMANDS Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects. Hazard: potential for volatile situations with student who have already been identified as at-risk.  
 ENVIRONMENTAL CONDITIONS Indoors, 99%, in controlled environment, outdoors 1%, exposed to weather elements. Environment may have excessive noise due to counseling. Hazard: potential for volatile situations with students who have already been identified as at-risk.A detailed list of physical job requirements is available from the Compensation Department. These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be

## Fort Worth Independent School District Job Description



**Title** Coordinator V - Research and Program Evaluation  
**Building/Campus** #608 Accountability and Data Quality  
**Duty Days** 240  
**Req #** 10390 - 1

**General Summary** Work under the Director of Research and Program Evaluation to coordinate and manage District and grant evaluations; conceptualize, design and conduct the evaluation of FWISD Entitlements and/or including data collection, statistical analyses, and preparation and presentation of reports. Conduct policy and special studies on emerging issues within the district, interpret results, prepare reports, and translate findings into actions that will benefit school, district, city decisions and programs. Supervise evaluation staff.

- Job Duties**
- Coordinate and supervise evaluation staff in the design, implementation and reporting of multiple Federal entitlements, district and/or grant evaluation projects.
  - Design and conduct methodologically diverse evaluation plans for major district initiatives including data collection, analyses and reporting.
  - Translate findings into recommendations that will benefit schools and programs and write feedback and summative evaluation reports that communicate results effectively to multiple audiences.
  - Edit reports written by research and evaluation staff to ensure accurate presentation and clear interpretations of the results.
  - Maintain effective liaisons with school and other administrative staff to formulate significant evaluation questions, set performance targets, coordinate data collection efforts, understand and apply evaluation results.
  - Participate in the development of grant proposals.
  - Prepare written formative and summative evaluation reports that communicate results effectively to multiple audiences.
  - Present evaluation results to multiple audiences including program directors, district executive staff, the school board and other stakeholders.
  - Actively participate in professional presentations and publications, and interact with the local, state, and national agencies when appropriate.
  - Respond to ad-hoc data and research requests from district staff.
  - Stay abreast of local, state, and national education initiatives, policies, and research findings.
  - Review and make recommendation on external research proposals.
  - Oversee tasks assigned to research and program evaluation staff.
  - Perform other job related duties as assigned.

- Job Qualifications**
- Master's degree from an accredited college or university in education, psychology, social sciences, or related field with graduate hours in statistics, research design or other coursework related to program evaluation.
  - Doctorate degree in Education, Experimental Psychology or related area (preferred).
  - Five years experience.
  - Demonstrated experience in research and/or program evaluation, preferably in an educational setting.
  - Knowledge of program evaluation methodology with expertise in quantitative and qualitative methods, quasi-experimental designs, and advanced statistical techniques.
  - Demonstrated expertise in Microsoft Office, SPSS, PowerPoint, and/or other computer software as a tool for research, data analysis, and presentations.
  - Ability to:
    - conduct and supervise research or evaluate projects
    - analyze data and report findings to a diverse audience.
    - communicate effectively, both orally and in writing including convention of English grammar and usage.
    - demonstrate use of well-developed analytical and abstract reasoning skills.
    - exhibit superior interpersonal and communication skills.
    - work efficiently under time pressure to meet deadlines and to work effectively as a member of a professional team.



**Application Requirements**

Must complete an online application and attach a resume. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.

**Additional Job Information**

**PHYSICAL JOB REQUIREMENTS**

**PHYSICAL DEMANDS REFERENCE**

Occasionally (0-33% of day, 0-32 repetitions)  
Frequently (34-66% of day, 33-200 repetitions)  
Constantly (67-100% of day, >200+ repetitions)

**PHYSICAL DEMANDS**

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

**ENVIRONMENTAL CONDITIONS**

Indoors, in controlled environment, exposed to weather elements when traveling.

A detailed list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

## Fort Worth Independent School District

# Job Description



**Posting Duration** Open until Closing Date  
**Title** Coordinator II, Accountability, School Improvement (0809-AP-349)  
**Building/Campus** 856 Secondary School Leadership  
**Job File Number** 0809-AP-349  
**Duty Days** 240

- Job Duties**
- Keep abreast of laws and requirements associated with state and federal accountability systems and ensure campuses meet requirements.
  - Analyze data at the campus and district level.
  - Monitor data for campuses in the AYP School Improvement Program
  - Monitor data for Academically Unacceptable campuses
  - Facilitate district review of campus improvement plans for specified campuses.
  - Assist with Student Success Initiative.
  - Keep abreast of current best practices for school improvement.
  - Assist with the implementation of Secondary School Reform.
  - Prepares informational brochures and documents that support campus improvement and high school redesign.
  - Perform all other duties as assigned.

- Job Qualifications**
- Master's degree.
  - Valid Texas teacher certificate.
  - Five years classroom experience.
  - Previous experience with coordinating campus and district-level activities.
  - Previous experience analyzing data and facilitating implementation of initiatives.
  - Be familiar with state and federal accountability systems, laws and regulations.

**Application Requirements** Complete the on-line application.

Must complete an online application and attach a resume as a word document. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  
[\(Click here for equivocation list\)](#)

**Additional Job Information** This position will assist with the monitoring of accountability requirements from the state and federal level, as well as assisting with implementation of the Secondary School Reform. This person will also be available to assist Secondary School Leadership with any responsibilities under their auspices.



## Fort Worth Independent School District

# Job Description

**Posting Duration** 06/09/2011 - 06/23/2011  
**Title** DIAGNOSTIC EVALUATION SPECIALIST (8 POSITIONS)  
**Building / Campus** 740 - SPECIAL EDUCATION  
**Job File Number** 7057-1  
**Duty Days** 193.00  
**Pay Grade** BACS  
**Salary: From** \$51,563.00  
**Salary: To** \$84,401.00

**General Summary** Provide educational assessment services for students referred to special education programs; assist in coordination of special education program, coordinate and facilitate Admission, Review, and Dismissal Committee meetings. Maintain compliance of all federal statutes regarding IDEA. Total of 8 positions. (2 @ 210 days & 6 @ 193 days)193 Days \$51,563.00 - \$77,568.00210 Days \$56,105.00 - \$84,401.00

**Job Duties**

- Assist in the coordination of special education services in assigned schools.
- Provide individualized student assessment to determine eligibility for special education services.
- Interpret assessment information to school personnel, parents, and community agencies.
- Utilize assessment data to prepare comprehensive assessment reports.
- Maintain and review current data in student eligibility folders.
- Transfer student eligibility folders to appropriate locations.
- Utilize the Special Education Electronic Management System to facilitate ARDS, retrieve information, and manage all information for students with disabilities.
- Maintain compliance with IDEA rules, regulations, and timelines.
- Train special education staff in assigned schools in preparing required paperwork.
- Assist staff in preparing official reports required by local, state, and federal agencies.
- Coordinate compliance directives with campus administration.
- Available as a consultant to assist with interventions for students being considered for special education.
- Coordinate with Directors regarding compliance and programmatic issues on campuses.
- Maintain electronic mail.
- Access information through the Special Education Electronic Management system.
- Perform other job related duties as assigned.

**Job Qualifications**

- Master's degree.
- Valid Texas Educational Diagnostician certification.
- Certification in one area of special education.
- Three years of teaching experience.
- Thorough knowledge of federal and state guidelines.

**Application Requirements** Must complete an online application and attach a resume. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.

**Additional Job Information** PHYSICAL JOB REQUIREMENTS  
PHYSICAL DEMANDS  
REFERENCE  
Occasionally (0-33% of day, 0-32 repetitions)  
Frequently (34-66% of day, 33-200 repetitions)  
Constantly (67-100% of day, >200+ repetitions)  
PHYSICAL DEMANDS  
Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.  
ENVIRONMENTAL CONDITIONS  
Indoors 95%, in controlled environment, 5% outdoors, exposed to weather elements.  
A detailed list of physical job requirements is available from the Compensation Department. These statements are intended to describe the general nature and level of work performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

## Fort Worth Independent School District Job Description



**Title** Director II - Accountability (Data Analysis)  
**Building/Campus** #465 ADQ  
**Duty Days** 240  
**Req #** 11783 - 1

**General Summary** Oversee and supervise the conceptualization, design and analyses of student assessment data, district wide survey data, and other student/teacher data to identify historical trends, predict student performance and support district planning. Supervise staff in the data reporting office.

- Job Duties**
- Direct reporting staff and oversee reporting activities to ensure that all reports are accurate and include sound methods and appropriate data analyses to inform instruction and district planning.
  - Design and maintain programs and applications for analyses of student assessment and other district data.
  - Collaborate with directors of Assessment and Program Evaluation to design appropriate analyses and reporting plans including data collection and analyses activities, and preparation of reports.
  - Design and direct in the design of data analysis programs and applications in SPSS, Stata, Excel, Paradox, Crystal Reports, Visual Foxpro, and/or Design Expert.
  - Provide reports and interpretations of results that will support campus and district decisions.
  - Analyze data and interpret results to inform and advise central administration and campus staff on strengthening instruction and/or program implementation.
  - Review and edit all reports to ensure accurate representation and interpretation of the data and results.
  - Maintain license and maintenance agreements for all Accountability and Data Quality software and hardware including computer programs, printers, scanners, and computers.
  - Respond to ad hoc data requests from district staff.
  - Collaborate with Accountability and Data Quality and Information Technology Services staff in development and
  - Direct data-base manager, data analyst in collaboration with ITS staff to prepare and transfer data to the district data warehouse, web-portal or A&DQ file server.
  - Remain abreast of local, state, federal, and court ordered mandates, technical and professional trends, and developments impacting the analyses and reporting of school district data.
  - Prepare and manage long and short-range budgets.
  - Provide on-going professional development of staff, helping them to improve skills and develop new areas of competence, and actively assist them in keeping abreast of current developments, innovation, and issues in data management and reporting.
  - Perform other job related duties as assigned.

- Job Qualifications**
- Master's degree from an accredited college or university in statistics, economics, applied economics, psychometrics, computer science or related field. Doctorate degree in statistics, psychometrics, computer science or related field (preferred).
  - Five or more years experience managing and analyzing large databases (e.g. Paradox, Foxpro, Access), programming and managing websites, and participating in large-scale assessment projects.
  - Supervisory experience.
  - Expertise in advanced statistical techniques
  - Familiarity with Texas school data including PEIMS, TAKS and other accountability data (preferred).
  - Evidence of high-level organizational skills, and ability to successfully manage and coordinate a number of projects and tasks.
  - Advanced proficiency with SPSS, Stata, Excel, Paradox, Crystal Reports, Visual Foxpro, Sequel and/or Design Expert.
  - Familiarity with internet programming languages and functions.
  - Ability to:
    - plan, coordinate, and present workshops and seminars to educators and support staff.
    - write reports requiring meaningful interpretation of data, technical precision, accuracy, readability, and editorial correctness.
    - communicate complex statistical findings.
    - facilitating group/team building activities.
    - demonstrate use of strategies, techniques, and analytical skills.
    - facilitate campus and central office meetings and discussions.
    - exhibit superior interpersonal and communication skills.
    - work with others under pressure and adhere to tight timelines.
  - communicate effectively, both orally and in writing including convention of English grammar and usage.

**Application Requirements**

Must complete an online application and attach a resume. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  
[\(Click here for equivocation list\)](#)

**Additional Job Information**

**PHYSICAL JOB REQUIREMENTS**

**PHYSICAL DEMANDS REFERENCE** Occasionally (0-33% of day, 0-32 repetitions) Frequently (34-66% of day, 33-200 repetitions) Constantly (67-100% of day, >200+ repetitions)

**PHYSICAL DEMANDS**

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects.

**ENVIRONMENTAL CONDITIONS**

Indoors, in controlled environment, exposed to weather elements when transporting self from building and building to car at required meetings and training.

A detailed list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

## Fort Worth Independent School District Job Description



|                                   |  |
|-----------------------------------|--|
| <b>Title</b>                      | <u>Specialist V - Assessment Data Reporting</u>  |
| <b>Building/Campus</b>            | #845 Accountability & Data Quality   |
| <b>Job File Number</b>            |  |
| <b>Duty Days</b>                  | 240  |
| <b>Job Duties</b>                 | <ul style="list-style-type: none"><li>· Coordinate and provide leadership for assessment data reporting.</li><li>· Ensure the usability and accuracy of all data reports.</li><li>· Assist in the development of test data report formats – both web-based and paper.</li><li>· Assist the Director of Student Assessment and Accountability in the development and presentation of training to orient administrators and teachers on assessment techniques, interpretation of test data, and interpretation of accountability data.</li><li>· Collaborate with district personnel in the development, implementation, and on-going</li><li>· Review and revision of policies, standards, documentation and processes to insure FWISD understanding and compliance with state and local mandates.</li><li>· Communicate regularly with district personnel about student assessment and Accountability measures.</li><br/><li>· Participate in the formulation of responses to assessment-related legislation.</li><li>· Participate in long- and short-range planning to meet district data needs.</li><li>· Collaborate and consult with software engineers and programmers to create prototypes of new assessment and accountability reports.</li><li>· Respond to ad hoc data requests from district staff.</li><li>· Provide answers to test data related questions throughout the year.</li><li>· Perform other job related as assigned.</li></ul>  |
| <b>Job Qualifications</b>         | <ul style="list-style-type: none"><li>· Master's degree in education, statistics, psychometrics, computer science or related field.</li><li>· Five years school-related experience. Instructional background preferred.</li><li>· Demonstrated experience in negotiation and team-building skills.</li><li>· A thorough knowledge of:<ul style="list-style-type: none"><li>· testing applications and issues.</li><li>· most effective systems and practices for reporting assessment data.</li><li>· state and federal testing requirements and accountability systems.</li><li>· special education assessment, appropriate use of assessment results, and legal issues.</li><li>· English language learner assessment, appropriate use of assessment results, and legal issues.</li><li>· Windows-based computer applications (specifically: advanced skills with word-processing, Excel, Powerpoint, databases, Internet, and computer-based test development/scoring/reporting systems).</li></ul></li><li>· Ability to:<ul style="list-style-type: none"><li>· interpret policies, procedures, and data.</li><li>· exercise discretion regarding matters of sensitive or confidential nature.</li><li>· contribute to and support a positive work environment.</li><li>· communicate effectively, both orally and in writing including convention of English grammar and usage.</li><br/><li>· exercise judgment and creativity in making decisions.</li><li>· conduct, facilitate, and deliver effective presentations.</li><li>· exhibit superior interpersonal and communication skills.</li><li>· successfully handle multiple tasks in a multi-faceted job.</li><li>· demonstrate use of analytical and abstract reasoning skills.</li></ul></li></ul> |
| <b>Application Requirements</b>   | <p>Complete on-line application.</p> <p>Must complete an online application and attach a resume as a word document. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.<br/><a href="#">(Click here for equivocation list)</a></p>   |
| <b>Additional Job Information</b> | <b>GENERAL SUMMARY</b>   |

Develop and maintain data reports related to all areas of student assessment, state and national accountability systems, and other assessment-related reporting.

### **PHYSICAL JOB REQUIREMENTS PHYSICAL**

#### **DEMANDS REFERENCE**

Occasionally (0-33% of day, 0-32 repetitions)

Frequently (34-66% of day, 33-200 repetitions) Constantly

(67-100% of day, >200+ repetitions)

#### **PHYSICAL DEMANDS**

Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

#### **ENVIRONMENTAL CONDITIONS**

Indoors 90%, in controlled environment, 10% outdoors and exposed to weather elements and dust. A detailed

list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

## Fort Worth Independent School District

# Job Description



**Title** Specialist III - Assessment  
**Building/Campus** #608 Accountability & Data Quality  
**Duty Days** 240  
**Req #** 2862 - 1

**General Summary** Assist the Director and Student Assessment Office with the training, data analysis, reporting, materials distribution, and campus-level support for state and local testing.

- Job Duties**
- Provide campus support in all areas related to district, state and national assessment and accountability.
  - Provide support for campuses on the use of AEIS-IT software as needed to facilitate optimum implementation.
  - Utilize advanced features of database and spreadsheet packages to create detailed reports and presentations of campus and district level performance.
  - Assist campuses with distribution and check-in of test materials.
  - Collaborate with assessment staff in the preparation of written analyses and reports from assessment, survey and/or district data for use by district/campus staff, parents and others.
  - Perform other job related duties as assigned.

- Job Qualifications**
- Bachelor's Degree in education, computer science, or related field.
  - Two to five years related work experience.
  - Expertise with Window-based computer applications including word-processing, Excel, Powerpoint and databases.
  - Demonstrated experience in:
    - planning, developing, organizing, and presenting training materials.
    - writing, editing, and proofreading reports, surveys and related documents.
  - Ability to:
    - communicate effectively, both orally and in writing including convention of English grammar and usage.
    - manage multiple projects at any given time.
    - perform statistical calculations with accuracy.
    - work well with all levels of internal management and staff.
    - exercise discretion regarding matters of sensitive or confidential nature.
    - operate personal computers and utilize applicable software.
    - develop and maintain databases.
    - facilitate and conduct group meetings.
    - exercise judgment and creativity in making decisions.

**Application Requirements** Must complete an online application and attach a resume. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  
[\(Click here for equivocation list\)](#)



**Additional Job  
Information**

**PHYSICAL JOB REQUIREMENTS**

**PHYSICAL DEMANDS REFERENCE**

Occasionally (0-33% of day, 0-32 repetitions)  
Frequently (34-66% of day, 33-200 repetitions)  
Constantly (67-100% of day, >200+ repetitions)

**PHYSICAL DEMANDS**

Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects. Hazard: potential for volatile situations with student who have already been identified as at-risk.

**ENVIRONMENTAL CONDITIONS**

Indoors, 99%, in controlled environment, outdoors 1%, exposed to weather elements. Environment may have excessive noise due to counseling. Hazard: potential for volatile situations with students who have already been identified as at-risk.

A detailed list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

## Fort Worth Independent School District Job Description



|                        |                                    |
|------------------------|------------------------------------|
| <b>Title</b>           | <u>Specialist III - Data</u>       |
| <b>Building/Campus</b> | #465 Accountability & Data Quality |
| <b>Job File Number</b> |                                    |
| <b>Duty Days</b>       | 240                                |
| <b>Pay Grade</b>       | S10                                |
| <b>Salary: From</b>    | 45,400.00                          |
| <b>Salary: To</b>      | 56,800.00                          |

**General Summary** Provide data support to analyze and evaluate data, identify anomalies, and determine corrective to the Data Analysis group in the ADQ department.

- Job Duties**
- Input, review and verify accuracy of data independently.
  - Prepare raw data for correspondence, forms, reports, handbooks, and other materials of a confidential and/or sensitive nature by structuring appropriate data reporting formats.
  - Review and revise reports to ensure accuracy of information.
  - Organize, input, query, and report data from a variety of sources, including the TAKS databases, central student database, and locally developed databases.
  - Structure and devise appropriate data formats.
  - Development formats and page layouts for reports using a variety of software.
  - Analyze data to determine if any anomalies are apparent; investigate anomalies; and determine appropriate action.
  - Schedule reporting timelines.
  - Consolidate and categorize responses into meaningful units and transcribe and re-create data tables in appropriate format for end-users.
  - Manage the department library of software and related publications.
  - Answer, screen, refer telephone calls, and handle inquiries.
  - Perform other related duties as assigned.

- Job Qualifications**
- Bachelor's degree from an accredited college or university.
  - Two to five plus years experience working with data or other confidential material.
  - College business courses or advanced computer training preferred.
  - Knowledge of:
    - various software such as MS Word, Design Expert, Excel, Paradox, Crystal Reports.
    - business and computer training.
    - telephone techniques and etiquette
    - correct English usage, grammar, spelling, punctuation, and vocabulary.
    - interpersonal skills using tact, patience, and courtesy.
  - Ability to:
    - communicate effectively both orally and in writing with District personnel, staff, and community.
    - compose reports and statistical data.
    - work independently and as a member of a team.
    - contribute and support a positive work environment.
    - operate personal computers and utilize applicable software packages in Windows' environment.

**Application Requirements** **Must complete an online application and attach a resume.** Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  
[\(Click here for equivocation list\)](#)

**Additional Job Information** **PHYSICAL JOB REQUIREMENTS**

**PHYSICAL DEMANDS REFERENCE**  
Occasionally (0-33% of day, 0-32 repetitions)  
Frequently (34-66% of day, 33-200 repetitions)  
Constantly (67-100% of day, >200+ repetitions)

**PHYSICAL DEMANDS**

Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently to lift, carry, push, pull, or otherwise move objects.

### **ENVIRONMENTAL CONDITIONS**

Indoors, in controlled environment.

A detailed list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.



Fort Worth  
INDEPENDENT SCHOOL DISTRICT

## Fort Worth Independent School District Job Description

**Posting Duration** 01/23/09 - 02/19/09  
**Title** Specialist IV - Accountability and Data Quality  
**Building/Campus** #465 Accountability and Data Quality  
**Job File Number** 0708-AP-289  
**Duty Days** 240

**General Summary** Develop and maintain data reports related to all areas of student assessment, state and national accountability systems, and other assessment-related reporting.

**Job Duties** · Coordinate and provide leadership for assessment data reporting.

- Ensure the usability and accuracy of all data reports.
- Assist in the development of test data report formats – both web-based and paper.
- Assist the Director of Student Assessment and Accountability in the development and presentation of training to orient administrators and teachers on assessment techniques, interpretation of test data, and interpretation of accountability data.
- Collaborate with district personnel in the development, implementation, and on-going
- Review and revision of policies, standards, documentation and processes to insure FWISD understanding and compliance with state and local mandates.
- Communicate regularly with district personnel about student assessment and Accountability measures.
- Participate in the formulation of responses to assessment-related legislation.
- Participate in long- and short-range planning to meet district data needs.
- Collaborate and consult with software engineers and programmers to create prototypes of new assessment and accountability reports.
- Respond to ad hoc data requests from district staff.
- Provide answers to test data related questions throughout the year.
- Perform other job related as assigned.

- Job Qualifications**
- Master's degree in education, statistics, psychometrics, computer science or related field.
  - Five years school-related experience. Instructional background preferred.
  - Demonstrated experience in negotiation and team-building skills.
  - A thorough knowledge of:
    - testing applications and issues.
    - most effective systems and practices for reporting assessment data.
    - state and federal testing requirements and accountability systems.
    - special education assessment, appropriate use of assessment results, and legal issues.
    - English language learner assessment, appropriate use of assessment results, and legal issues.
    - Windows-based computer applications (specifically: advanced skills with word-processing, Excel, Powerpoint, databases, Internet, and computer-based test development/scoring/reporting systems).
  - Ability to:
    - interpret policies, procedures, and data.
    - exercise discretion regarding matters of sensitive or confidential nature.
    - contribute to and support a positive work environment.
    - communicate effectively, both orally and in writing including convention of English grammar and usage.
  - exercise judgment and creativity in making decisions.
  - conduct, facilitate, and deliver effective presentations.
  - exhibit superior interpersonal and communication skills.
  - successfully handle multiple tasks in a multi-faceted job.
  - demonstrate use of analytical and abstract reasoning skills.

**Application Requirements** Complete on-line application.

Must complete an online application and attach a resume as a word document. Two job related reference letters required if hired. Appropriate license(s)/certification(s) required if hired. Official transcripts required if hired. All foreign transcripts must be equivocated through an approved agency.  
[\(Click here for equivocation list\)](#)

**Additional Job  
Information**

**PHYSICAL JOB REQUIREMENTS**

**PHYSICAL DEMANDS REFERENCE**

Occasionally (0-33% of day, 0-32 repetitions)

Frequently (34-66% of day, 33-200 repetitions)

Constantly (67-100% of day, >200+ repetitions)

**PHYSICAL DEMANDS**

Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

**ENVIRONMENTAL CONDITIONS**

Indoors 90%, in controlled environment, 10% outdoors and exposed to weather elements and dust. A

detailed list of physical job requirements is available from the Compensation Department.

These statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all job responsibilities.

***APPENDIX K. JEFFERSON COUNTY (LOUISVILLE, KY) DATA  
MANAGEMENT, PLANNING AND PROGRAM EVALUATION SERVICES  
DIVISION JOB DESCRIPTIONS***

|   |  |   |
|---|--|---|
| <u>JOB TITLE</u><br>CHIEF OF DATA MANAGEMENT,<br>PLANNING AND PROGRAM<br>EVALUATION | <u>DIVISION</u><br>DATA MANAGEMENT, PLANNING<br>AND PROGRAM EVALUATION<br>SERVICES | <u>REPORTS TO</u><br>SUPERINTENDENT<br>OF SCHOOLS |
| <u>SALARY SCHEDULE &amp; GRADE</u><br>I I/IV, GRADE 18                              | <u>LENGTH OF WORK YEAR</u><br>260 DAYS   | <u>DATE</u><br>JULY 8, 2013                       |

SCOPE OF RESPONSIBILITIES

Plans, directs, implements and reports district's research, testing and evaluation. Provides direction to the district's student demographics programs and activities.

PERFORMANCE RESPONSIBILITIES

1. Directs the development of student membership projections by schools, programs, and district on short and long term basis.
2. Directs the planning, development and implementation of the District's student assignment plan.
3. Oversees attendance systems data control and student records.
4. Directs and supervises the gathering of student membership data by school, grade, and race and makes recommendations on assignment of students to schools and the establishment of attendance boundaries and sub-zones according to Board goals.
5. Provides leadership for the development of district research and evaluation services and supervises implementation.
6. Provides technical assistance in the development of School Board goals and objectives.
7. Provides consultation to facilitate division efforts in research and evaluation.
8. Provides leadership for the district testing program by serving as the District's Assessment Coordinator and communicates the results to staff and others as appropriate.
9. Supervises the development and refinement of norm reference, criterion reference and proficiency testing program.
10. Provides leadership for the planning and development of the district's evaluation program to obtain information on achievement of systemwide and individual school goals and objectives.
11. Provides leadership for the planning and implementation of institutional research.
12. Provides leadership in developing data bases that will be used to research and evaluate district goals and programs.
13. Provides technical assistance and data for the educational assessment and assistance process.
14. Performs other duties as assigned by the Superintendent of Schools.

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

1. Master's Degree
2. Kentucky certification in Administration and/or Supervision
3. Three (3) years successful teaching experience
4. Academic preparation and experience in educational research, measurement and testing and education management

DESIRABLE QUALIFICATIONS

1. Doctorate Degree
2. Evidence of academic excellence, ability to work with groups and self-motivating work habits
3. Successful experience in school administration

JOB TITLE  
COORDINATOR  
SYSTEMS RESEARCH

DIVISION  
DATA MANAGEMENT, PLANNING  
AND PROGRAM EVALUATION  
SERVICES

REPORTS TO  
EXECUTIVE DIRECTOR  
DATA MANAGEMENT,  
PLANNING AND PROGRAM  
EVALUATION

SALARY SCHEDULE & GRADE  
I I, GRADE 9

LENGTH OF WORK YEAR  
260 DAYS

DATE  
JULY 1, 2012

SCOPE OF RESPONSIBILITIES

Responsible for performing computer programming functions and providing statistical data management systems through school district computer operations for evaluation, research and planning efforts conducted by the department; requires some consultation with the Executive Director Accountability, Research and Planning but is otherwise self-directed.

PERFORMANCE RESPONSIBILITIES

1. Coordinates Systems Development efforts of all ad hoc reporting relating to existing systems.
2. Assumes responsibility for maintenance and documentation of existing system.
3. Plans and designs new systems and modifies existing systems to meet special data requirements, consulting with computer support personnel to produce reports for special requests.
4. Consults with district personnel and community representatives on creating custom software (in the areas of administration and instructional management); produces custom software for building personnel, and keeps abreast of trends and technical improvements in the industry.
5. Assists in prioritizing district and community requests for data adhering to strict timelines and deadlines.
6. Assists in determining definitions of variables used in data analysis.
7. Oversees the extraction of program evaluation-related data from source documents and reduction of the data into an acceptable format for research and evaluation purposes.
8. Assists in special projects in evaluation, data management, or other procedures as determined by needs in the local school, district, state or federal programs.
9. Performs institutional research statistical studies as requested for school district administrators.
10. Performs other duties as assigned by the Executive Director Data Management, Planning and Program

Evaluation.

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, climbing, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities involving exposure to marked changes in temperature and humidity and driving automotive equipment.

MINIMUM QUALIFICATIONS

1. Bachelor's degree
2. Five (5) successful years data processing experience
3. Five (5) successful years experience in system applications
4. Extensive experience with Cobol, database structures and on-line applications, and Statistical Package for Social Sciences

DESIRABLE QUALIFICATIONS

1. Master's degree
2. Experience in educational system applications



JOB TITLE  
SPECIALIST I

DIVISION  
AS ASSIGNED

REPORTS TO  
DESIGNATED SUPERVISOR

SALARY SCHEDULE & GRADE  
I/IV GRADE 8

LENGTH OF WORK YEAR  
AS APPROVED BY THE BOARD

DATE  
JULY 12, 2004

SCOPE OF RESPONSIBILITIES

Provides technical assistance to district and school staff in the areas of assignment and development, monitoring and implementation of assigned program or activity; provides inservice as assigned; surveys systemwide needs in area of assignment and determines effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned.

PERFORMANCE RESPONSIBILITIES

1. Assumes responsibility for and assists designated supervisor in short-range and long-range planning as assigned.
2. Works cooperatively with the designated coordinator, program directors and specialists in assessing and addressing the district's priorities and needs and in developing, reviewing and revising program or activity as assigned.
3. Researches past and current practices in all areas assigned and integrates research in all areas of responsibility.
4. Supervises and directs the work of committees and task forces as assigned.
5. Works cooperatively with the designated coordinator and staff development personnel to provide inservice training in area of assignment.
6. Works closely with district and school staff to obtain information regarding the effectiveness of assigned programs or activities.
7. Provides technical assistance to district and school staff in the areas of assignment.
8. Assure compliance with local, state and federal regulations and procedures related to area of assignment.
9. Assures compliance with Board Goals and Administrative Objectives related to area of assignment.
10. Performs other duties as assigned by designated supervisor.

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, reaching with the ability to lift, carry, push or pull light weights. The work requires being around moving machinery, driving automotive equipment, exposure to marked changes in temperature and humidity and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

1. Bachelor's Degree
2. Three (3) years successful experience in area of assignment

DESIRABLE QUALIFICATIONS

1. Certification/licensure in area of assignment where applicable

JOB TITLE  
SPECIALIST II

DIVISION  
AS ASSIGNED

REPORTS TO  
DESIGNATED SUPERVISOR

SALARY SCHEDULE & GRADE  
I/IV GRADE 9

LENGTH OF WORK YEAR  
AS APPROVED BY THE BOARD

DATE  
JULY 12, 2004

SCOPE OF RESPONSIBILITIES

Provides technical assistance to district and school staff in the areas of assignment and development, monitoring and implementation of assigned program or activity; provides inservice as assigned; surveys systemwide needs in area of assignment and determines effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned.

PERFORMANCE RESPONSIBILITIES

1. Assumes responsibility for and assists designated supervisor in short-range and long-range planning as assigned.
2. Works cooperatively with the designated coordinator, program directors and specialists in assessing and addressing the district's priorities and needs and in developing, reviewing and revising program or activity as assigned.
3. Researches past and current practices in all areas assigned and integrates research in all areas of responsibility.
4. Supervises and directs the work of committees and task forces as assigned.
5. Works cooperatively with the designated coordinator and staff development personnel to provide inservice training in area of assignment.
6. Works closely with district and school staff to obtain information regarding the effectiveness of assigned programs or activities.
7. Provides technical assistance to district and school staff in the areas of assignment.
8. Assure compliance with local, state and federal regulations and procedures related to area of assignment.
9. Assures compliance with Board Goals and Administrative Objectives related to area of assignment.
10. Performs other duties as assigned by designated supervisor.

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work at times requires bending, squatting, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires being around moving machinery, driving automotive equipment, exposure to marked changes in temperature and humidity and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

1. Bachelor's Degree or higher with area or major in area of assignment
2. Three (3) years successful experience in area of assignment

DESIRABLE QUALIFICATIONS

1. Master's Degree
2. Kentucky certification in supervision and/or administration
3. Successful experience in area of research methods and strategies

|   |  |  |
|---|--|--|
| <u>JOB TITLE</u><br>SPECIALIST III                    | <u>DIVISION</u><br>AS ASSIGNED                         | <u>REPORTS TO</u><br>DESIGNATED SUPERVISOR |
| <u>SALARY SCHEDULE &amp; GRADE</u><br>I I/IV GRADE 10 | <u>LENGTH OF WORK YEAR</u><br>AS APPROVED BY THE BOARD | <u>DATE</u><br>JULY 12, 2004               |

SCOPE OF RESPONSIBILITIES

Provides technical assistance to district and school staff in the areas of assignment and development, monitoring and implementation of assigned program or activity; provides inservice as assigned; surveys systemwide needs in area of assignment and determines effectiveness of assigned program or activity; supervises and directs the work of committees and other groups as assigned.

PERFORMANCE RESPONSIBILITIES

1. Assumes responsibility for and assists designated supervisor in short-range and long-range planning as assigned.
2. Works cooperatively with the designated coordinator, program directors and specialists in assessing and addressing the district's priorities and needs and in developing, reviewing and revising program or activity as assigned.
3. Researches past and current practices in all areas assigned and integrates research in all areas of responsibility.
4. Supervises and directs the work of committees and task forces as assigned.
5. Works cooperatively with the designated coordinator and staff development personnel to provide inservice training in area of assignment.
6. Works closely with district and school staff to obtain information regarding the effectiveness of assigned programs or activities.
7. Provides technical assistance to district and school staff in the areas of assignment.
8. Assure compliance with local, state and federal regulations and procedures related to area of assignment.
9. Assures compliance with Board Goals and Administrative Objectives related to area of assignment.
10. Performs other duties as assigned by designated supervisor.

PHYSICAL DEMANDS

The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work at times requires bending, squatting, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires being around moving machinery, driving automotive equipment, exposure to marked changes in temperature and humidity and exposure to dust, fumes and gases.

MINIMUM QUALIFICATIONS

1. Master's Degree or higher with area or major in area of assignment
2. Three (3) years successful experience in area of assignment

DESIRABLE QUALIFICATIONS

1. Kentucky certification in supervision and/or administration
2. Successful experience in area of research methods and strategies

## APPENDIX L. ABOUT THE COUNCIL

### Council of the Great City Schools

The Council of the Great City Schools is a coalition of 67 of the nation's largest urban public school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An Executive Committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c) (3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

**Strategic Support Teams Conducted by the Council of the Great City Schools**

| City                  | Area                       | Year |
|-----------------------|----------------------------|------|
| Albuquerque           |                            |      |
|                       | Facilities and Roofing     | 2003 |
|                       | Human Resources            | 2003 |
|                       | Information Technology     | 2003 |
|                       | Special Education          | 2005 |
|                       | Legal Services             | 2005 |
|                       | Safety and Security        | 2007 |
| Anchorage             |                            |      |
|                       | Finance                    | 2004 |
|                       | Communications             | 2008 |
|                       | Math Instruction           | 2010 |
| Atlanta               |                            |      |
|                       | Facilities                 | 2009 |
|                       | Transportation             | 2010 |
| Austin                |                            |      |
|                       | Special Education          | 2010 |
| Baltimore             |                            |      |
|                       | Information Technology     | 2011 |
| Birmingham            |                            |      |
|                       | Organizational Structure   | 2007 |
|                       | Operations                 | 2008 |
|                       | Facilities                 | 2010 |
| Boston                |                            |      |
|                       | Special Education          | 2009 |
| Broward County (FL)   |                            |      |
|                       | Information Technology     | 2000 |
|                       | Food Services              | 2009 |
|                       | Transportation             | 2009 |
| Buffalo               |                            |      |
|                       | Superintendent Support     | 2000 |
|                       | Organizational Structure   | 2000 |
|                       | Curriculum and Instruction | 2000 |
|                       | Personnel                  | 2000 |
|                       | Facilities and Operations  | 2000 |
|                       | Communications             | 2000 |
|                       | Finance                    | 2000 |
|                       | Finance II                 | 2003 |
|                       | Bilingual Education        | 2009 |
| Caddo Parish (LA)     |                            |      |
|                       | Facilities                 | 2004 |
| Charleston            |                            |      |
|                       | Special Education          | 2005 |
| Charlotte-Mecklenburg |                            |      |
|                       | Human Resources            | 2007 |

Research, Deployment and Accountability in the Albuquerque Public Schools

|                |                            |            |
|----------------|----------------------------|------------|
| Cincinnati     |                            |            |
|                | Curriculum and Instruction | 2004       |
|                | Curriculum and Instruction | 2009       |
| Chicago        |                            |            |
|                | Warehouse Operations       | 2010       |
|                | Special Education          | 2011       |
| Christina (DE) |                            |            |
|                | Curriculum and Instruction | 2007       |
| Cleveland      |                            |            |
|                | Student Assignments        | 1999, 2000 |
|                | Transportation             | 2000       |
|                | Safety and Security        | 2000       |
|                | Facilities Financing       | 2000       |
|                | Facilities Operations      | 2000       |
|                | Transportation             | 2004       |
|                | Curriculum and Instruction | 2005       |
|                | Safety and Security        | 2007       |
|                | Safety and Security        | 2008       |
|                | Theme Schools              | 2009       |
| Columbus       |                            |            |
|                | Superintendent Support     | 2001       |
|                | Human Resources            | 2001       |
|                | Facilities Financing       | 2002       |
|                | Finance and Treasury       | 2003       |
|                | Budget                     | 2003       |
|                | Curriculum and Instruction | 2005       |
|                | Information Technology     | 2007       |
|                | Food Services              | 2007       |
|                | Transportation             | 2009       |
| Dallas         |                            |            |
|                | Procurement                | 2007       |
|                | Staffing Levels            | 2009       |
| Dayton         |                            |            |
|                | Superintendent Support     | 2001       |
|                | Curriculum and Instruction | 2001       |
|                | Finance                    | 2001       |
|                | Communications             | 2002       |
|                | Curriculum and Instruction | 2005       |
|                | Budget                     | 2005       |
|                | Curriculum and Instruction | 2008       |
| Denver         |                            |            |
|                | Superintendent Support     | 2001       |
|                | Personnel                  | 2001       |
|                | Curriculum and Instruction | 2005       |
|                | Bilingual Education        | 2006       |
|                | Curriculum and Instruction | 2008       |
| Des Moines     |                            |            |
|                | Budget and Finance         | 2003       |

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|                           |                             |      |
|---------------------------|-----------------------------|------|
| Detroit                   |                             |      |
|                           | Curriculum and Instruction  | 2002 |
|                           | Assessment                  | 2002 |
|                           | Communications              | 2002 |
|                           | Curriculum and Assessment   | 2003 |
|                           | Communications              | 2003 |
|                           | Textbook Procurement        | 2004 |
|                           | Food Services               | 2007 |
|                           | Curriculum and Instruction  | 2008 |
|                           | Facilities                  | 2008 |
|                           | Finance and Budget          | 2008 |
|                           | Information Technology      | 2008 |
|                           | Stimulus Planning           | 2009 |
| Greensboro                |                             |      |
|                           | Bilingual Education         | 2002 |
|                           | Information Technology      | 2003 |
|                           | Special Education           | 2003 |
|                           | Facilities                  | 2004 |
|                           | Human Resources             | 2007 |
| Hillsborough County (FLA) |                             |      |
|                           | Transportation              | 2005 |
|                           | Procurement                 | 2005 |
| Houston                   |                             |      |
|                           | Facilities Operations       | 2010 |
|                           | Capitol Program             | 2010 |
|                           | Information Technology      | 2011 |
|                           | Procurement                 | 2011 |
| Indianapolis              |                             |      |
|                           | Transportation              | 2007 |
|                           | Information Technology      | 2010 |
| Jackson (MS)              |                             |      |
|                           | Bond Referendum             | 2006 |
|                           | Communications              | 2009 |
| Jacksonville              |                             |      |
|                           | Organization and Management | 2002 |
|                           | Operations                  | 2002 |
|                           | Human Resources             | 2002 |
|                           | Finance                     | 2002 |
|                           | Information Technology      | 2002 |
|                           | Finance                     | 2006 |
| Kansas City               |                             |      |
|                           | Human Resources             | 2005 |
|                           | Information Technology      | 2005 |
|                           | Finance                     | 2005 |
|                           | Operations                  | 2005 |
|                           | Purchasing                  | 2006 |
|                           | Curriculum and Instruction  | 2006 |
|                           | Program Implementation      | 2007 |

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|                   |                             |      |
|-------------------|-----------------------------|------|
|                   | Stimulus Planning           | 2009 |
| Little Rock       |                             |      |
|                   | Curriculum and Instruction  | 2010 |
| Los Angeles       |                             |      |
|                   | Budget and Finance          | 2002 |
|                   | Organizational Structure    | 2005 |
|                   | Finance                     | 2005 |
|                   | Information Technology      | 2005 |
|                   | Human Resources             | 2005 |
|                   | Business Services           | 2005 |
| Louisville        |                             |      |
|                   | Management Information      | 2005 |
|                   | Staffing Study              | 2009 |
| Memphis           |                             |      |
|                   | Information Technology      | 2007 |
| Miami-Dade County |                             |      |
|                   | Construction Management     | 2003 |
|                   | Food Services               | 2009 |
|                   | Transportation              | 2009 |
|                   | Maintenance & Operations    | 2009 |
|                   | Capital Projects            | 2009 |
| Milwaukee         |                             |      |
|                   | Research and Testing        | 1999 |
|                   | Safety and Security         | 2000 |
|                   | School Board Support        | 1999 |
|                   | Curriculum and Instruction  | 2006 |
|                   | Alternative Education       | 2007 |
|                   | Human Resources             | 2009 |
| Minneapolis       |                             |      |
|                   | Curriculum and Instruction  | 2004 |
|                   | Finance                     | 2004 |
|                   | Federal Programs            | 2004 |
| Newark            |                             |      |
|                   | Curriculum and Instruction  | 2007 |
|                   | Food Service                | 2008 |
| New Orleans       |                             |      |
|                   | Personnel                   | 2001 |
|                   | Transportation              | 2002 |
|                   | Information Technology      | 2003 |
|                   | Hurricane Damage Assessment | 2005 |
|                   | Curriculum and Instruction  | 2006 |
| New York City     |                             |      |
|                   | Special Education           | 2008 |
| Norfolk           |                             |      |
|                   | Testing and Assessment      | 2003 |
| Orange County     |                             |      |
|                   | Information Technology      | 2010 |
| Philadelphia      |                             |      |



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|               |                            |      |
|---------------|----------------------------|------|
|               | Curriculum and Instruction | 2003 |
|               | Federal Programs           | 2003 |
|               | Food Service               | 2003 |
|               | Facilities                 | 2003 |
|               | Transportation             | 2003 |
|               | Human Resources            | 2004 |
|               | Budget                     | 2008 |
|               | Human Resource             | 2009 |
|               | Special Education          | 2009 |
| Pittsburgh    |                            |      |
|               | Curriculum and Instruction | 2005 |
|               | Technology                 | 2006 |
|               | Finance                    | 2006 |
|               | Special Education          | 2009 |
| Portland      |                            |      |
|               | Finance and Budget         | 2010 |
|               | Procurement                | 2010 |
|               | Operations                 | 2010 |
| Albuquerque   |                            |      |
|               | Business Operations        | 2001 |
|               | MIS and Technology         | 2001 |
|               | Personnel                  | 2001 |
|               | Human Resources            | 2007 |
|               | Special Education          | 2011 |
|               | Bilingual Education        | 2011 |
| Richmond      |                            |      |
|               | Transportation             | 2003 |
|               | Curriculum and Instruction | 2003 |
|               | Federal Programs           | 2003 |
|               | Special Education          | 2003 |
| Rochester     |                            |      |
|               | Finance and Technology     | 2003 |
|               | Transportation             | 2004 |
|               | Food Services              | 2004 |
|               | Special Education          | 2008 |
| San Diego     |                            |      |
|               | Finance                    | 2006 |
|               | Food Service               | 2006 |
|               | Transportation             | 2007 |
|               | Procurement                | 2007 |
| San Francisco |                            |      |
|               | Technology                 | 2001 |
| St. Louis     |                            |      |
|               | Special Education          | 2003 |
|               | Curriculum and Instruction | 2004 |
|               | Federal Programs           | 2004 |
|               | Textbook Procurement       | 2004 |
|               | Human Resources            | 2005 |

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|                  |                            |      |
|------------------|----------------------------|------|
| St. Paul         |                            |      |
|                  | Special Education          | 2011 |
| Seattle          |                            |      |
|                  | Human Resources            | 2008 |
|                  | Budget and Finance         | 2008 |
|                  | Information Technology     | 2008 |
|                  | Bilingual Education        | 2008 |
|                  | Transportation             | 2008 |
|                  | Capital Projects           | 2008 |
|                  | Maintenance and Operations | 2008 |
|                  | Procurement                | 2008 |
|                  | Food Services              | 2008 |
| Toledo           |                            |      |
|                  | Curriculum and Instruction | 2005 |
| Washington, D.C. |                            |      |
|                  | Finance and Procurement    | 1998 |
|                  | Personnel                  | 1998 |
|                  | Communications             | 1998 |
|                  | Transportation             | 1998 |
|                  | Facilities Management      | 1998 |
|                  | Special Education          | 1998 |
|                  | Legal and General Counsel  | 1998 |
|                  | MIS and Technology         | 1998 |
|                  | Curriculum and Instruction | 2003 |
|                  | Budget and Finance         | 2005 |
|                  | Transportation             | 2005 |
|                  | Curriculum and Instruction | 2007 |
|                  | Common Core Standards      | 2011 |
| Wichita          |                            |      |
|                  | Transportation             | 2009 |