Mission

- Identification and implementation of effective research based instructional and communication initiatives district-wide that build and deepen knowledge and understanding of strategies for improving and closing the achievement gap across programming areas.
- Lead school principals and staff in supporting student services options to increase student achievement, increase equity of access for all, increase rigor and closing the achievement gap for students in all levels.
- Administration and management of Federal Programs.

Position Summary

The Achievement Gap, Federal and Instructional Program Administrator provides leadership, direction, advocacy, focus, guidance, and support to Title IA, ID, IID, III and McKinney-Vento Grant. The Administrator ensures accountability and accuracy of Federal programs; plans, writes and provides budget oversight; documents and monitors programs; ensures compliance with federal and state laws associated with No Child Left Behind (NCLB); provides technical assistance to Title I schools to advance students; ensures schools comply with federal (Title I/Title II) and/or state directives and guidelines; promotes a positive and cooperative working climate for staff; and promotes a student student-centered vision.

The Administrator leads, coaches and assists in the development of school leadership teams to embed effective research-based strategies in schools’ instructional practice to raise student academic achievement focusing on closing performance gaps among student subgroups. Oversees a system of periodic, comprehensive assessments of schools’ performance, assists with the development of intervention plans, and monitors their implementation. Forges interactive relationships and collaborates with internal and external stakeholders to measurably reduce the achievement gap in schools district-wide.

Supervisory Relationship

This position reports to the Director of Elementary Education (Pre-K-5). The Administrator supervises classified and licensed staff.

Essential Functions

Federal and Instructional Programs:

- Title IA, ID and IID, III and McKinney-Vento:
  - Promotes and instills a student-centered vision ensuring all learners have a fair, equal, and significant opportunity to obtain a high-quality education.
  - Oversees and collaborates with Title I Principal/Administrators, Coordinators and staff from the Oregon Department of Education (ODE).
Collaborates with the Director of Research and Planning to support data and reporting needs for all Title programs and District improvement plans.

Collaborates with Instruction Directors and Associated Director of Mathematics to ensure effective implementation of Title IID funding for mathematics.

Collaborates with Instruction Directors and Staff Development Specialists to ensure effective implementation of Title IID funding for English Language Arts (ELA).

Overssees and manages start up at newly identified Title I schools.

Ensures learners achieve and meet proficiency levels as indicated by the Oregon Assessment of Knowledge and Skills (OAKS).

Manages Title IA, ID, IID and III funding and staffing. Supplements District and school resources to ensure the neediest learners receive a high quality education.

Develops plans and collaborations with internal and external stakeholders to promote preventive programs for youth at-risk of dropping out of school.

Provides technical assistance to private schools within District boundaries receiving federal Title funds.

Coordinates the Homeless, Immigrant, and Migrant Liaison initiatives.

McKinney-Vento: Ensures learners and adolescents in homeless situations have equal access to the free, appropriate public education, as provided to other children and adolescents.

Family Resource Centers/Sites: Provides a comprehensive link between home and school for all families in order to enhance school involvement and communications.

Provides oversight and supervision of Talented and Gifted (TAG) plan implementation.

Supports English Language Learners (ELL) attainment of English proficiency, the development of language instruction educational programs, academic achievement, and parent and community participation.

Ensures there are a high number of highly qualified (HQ) teachers in classrooms, and strives to elevate teacher and principal quality.

Uses funds to provide research-based professional development for teachers and principals and holds the District and schools accountable for improvements in student academic performance. Manages funding to supplement District and school resources.

**Plans and Reports:**

- Writes and submits a Professional Development Plan to the Oregon Department of Education (ODE).
- Ensures schools are on target with and meeting Adequate Yearly Progress. (AYP). Prepares/Manages No Child Left Behind Consolidated Application.
- Diagnoses strengths and weaknesses of federal programs and utilizes such information to bring about change and improvements.
- Initiates and maintains effective liaisons with other school districts, state and federal departments of education, and professional associations to keep abreast of developments in assigned area of responsibility.
Summer Activities

- **Academy and Algebra Institute**: Ensures delivery of research-based reading, writing, and mathematics curriculum for incoming 6th, 7th, 8th and some 9th grade students in order to sustain or increase students' performance on District and state assessments including 4J's Algebra Common Assessments. Prepares and submits required reports on student progress.

- Coordinates the Elementary Summer Literacy Camp.

**Achievement Gap**

**Essential Functions:**

- Leads and oversee the alignment of Board goals with schools' goals including the development of comprehensive accountability review systems for schools.
- Partners with and coaches principals on research based strategies to embed best practices for setting student performance goals, using data to track progress, and developing strategies that drive achievement.
- Assists principals sustain and build strength in data-driven instructional practices throughout their schools aimed at increased student achievement. Collaborate with principals to overcome barriers to successful data-driven instruction by modeling interactions between principals and teachers and observing and providing coaching and feedback either through individual contacts or through school-based meetings.
- Works collaboratively with the Director of Research and Planning and connects principals with other schools, data teams, etc. to facilitate best practice district-wide. Leads professional development sessions for principals and teachers.
- Leads district-wide initiatives to adopt assessments and data driven decision-making as meaningful tools for raising student achievement as a critical lever in improving school achievement.
- Works collaboratively with Carmen in support of programs identified as having a strong impact in reducing the achievement gap, i.e. 504 coordination and student placement, counseling services, school discipline and appeals, student records of attendance/truancy, health services, college and career readiness, family and community engagement, translation/interpretation, student assignments and transfers.
- Liaises and collaborates with external Oregon Department of Education review team(s) to conduct academic performance audit(s) of identified lowest-achieving schools. Leads ODE'S school review implementation design plans by working collaboratively with the principal and overseeing comprehensive school reviews including on-site inspections.
- Reviews administrative rules and other policies that promote and support the delivery of high quality educational programs and services to all students. Makes updated and/or change recommendations as appropriate.
- Actively seeks out and engages internal and external stakeholders with diverse perspectives and voices in constructive interactions by convening conferences, forums, meetings, briefings, panel discussions, parent meetings and other events to promote constructive dialogue on school improvement and student achievement.

**Other Duties Associated with this Position:**

- Remains aware of federal and/or state program compliance requirements and takes action to support schools in continually meeting those requirements.
Participates in professional organizations, workshops and staff development activities and applies learned knowledge to the job; accepts new challenges in a professional manner.

Reports to his/her immediate supervisor the status of Title programs and changes in rules and/or federal or state regulations.

Works with District grant writer in providing data, needs surveys, etc. for acquiring new grants for District needs.

Models nondiscriminatory practices in all activities.

Participates in curriculum development committees as required.

Supervises and evaluates assigned personnel.

Supports implementation and expectations of Common Core State Standards as they relate to mathematics and English language arts.

Knowledge, Skills and Abilities

- Ability to communicate effectively, orally and in writing, with a diverse population.
- Ability to understand and interpret complex legal language and other written materials.
- Ability to administer grants.
- Demonstrated writing skills.
- Ability to speak well in public and make presentations to a broad range of stakeholders.
- Ability to learn and understand relatively complex laws, rules, principles and techniques and to make independent judgments and decisions.
- Ability to prepare and manage budgets required.
- Demonstrated ability to supervise staff. Ability to coach, develop and motivate others to drive results.
- Ability to facilitate discussion and learning activities towards a clear end.
- Ability to solve complex problems and ability to think boldly to maximize new opportunities using a data-driven approach.
- Resilient and courageous with strong relationship building skills.
- Demonstrated knowledge of and contribution to effective, school-based reform to achieve educational equity.
- Demonstrated passion and commitment to closing the achievement gap.
- Strong analytic and problem-solving skills; experience analyzing and using data to drive change.
- Demonstrated knowledge and understanding of ethnic and cultural competence – an understanding of the role of racism in the inequities of educational practices and demonstrated effectiveness in leading a team with diverse racial and cultural backgrounds.
- Ability to problem-solve and identify impediments and root causes of problems and develop results-oriented solutions.
Minimum Qualifications

Education

Master’s Degree in Education or related field and a valid Administrator License (issued by the Oregon Teacher Standards and Practices Commission).

Experience

- Combined eight (8) years of administrative and teaching experience required with a proven track record of high achievement results: three (3) years’ school principal AND five (5) years teaching experience.
- At least three years of successful experience in the areas of data analysis, assessment, curriculum and school improvement planning.
- Knowledge of instructional classroom strategies, student academic assessment, remediation activities/strategies, intervention, and/or tutorial programs leadership qualities to provide professional development.
- Experience with data-driven instruction and standards based education required.
- Coaching or counseling skills and experience; specific experience coaching school leaders, teachers and data terms through a change process is desirable.
- Knowledge of the school improvement process.
- Strong communication and writing skills.
- Must have proven ability to establish and maintain effective working relationships with students, parents/guardians.
- Knowledge of budget development and monitoring required.

Work Environment

Incumbents work in a fast-paced office environment and in schools; may be required to work overtime and weekends as needed.

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