



## **Chief of Performance Management and Accountability**

### *Position Description*

*Salary Level: **Based on Individual Contract***

*Contract/Benefits: **Based on Individual Contract***

*Department or Area: **Performance Management & Accountability***

*Reports To: **Superintendent***

*Revised Date: **June 25, 2025***

*Prepared by: **Dr. Ramona Hollie-Major, Director of Human Resources of Talent Management & Recruitment***

*Approved By: **Ms. Jennifer Ramos, Deputy Superintendent***

### ***Qualifications:***

- Bachelor's degree in business administration, educational administration, educational leadership, human resources, public administration, or related field.
- Master's degree in business administration, educational administration, educational leadership, human resources, public administration, or related field.
- Doctoral Degree in Educational Leadership, Organizational Leadership, Business Administration, or a related field is desirable.
- 5 – 7 years of executive-level leadership experience in a complex organization, such as a public school district, corporation, nonprofit, or governmental agency.
- Demonstrated success in leading organizational performance, strategic planning, and accountability systems.
- Experience managing cross-functional teams and driving results through data-informed decision-making.
- Familiarity with public sector regulations (e.g., EEO, IDEA, Title IX) or a demonstrated ability to quickly learn and apply regulatory frameworks.
- Proven ability to lead large-scale change initiatives and implement innovative solutions in dynamic environments.
- Strong oral and written communication skills, interpersonal skills, and the ability to establish and maintain effective relationships.
- Experience with grant management, budgeting, and resource allocation in either public or private sector settings.
- Such additional or alternatives to the above qualifications as the School Board or Superintendent may determine appropriate and acceptable.

Note: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### ***Summary***

Under the direction of the Superintendent, the Chief of Performance Management and Accountability plans, organizes, manages, and directs the formulation of system-wide strategies for creation, evaluation,

monitoring and administering performance systems in the Allentown School District. The role requires strategic vision and understanding of state and federal accountability within grants, community partnerships, family engagement, communications and assessment and accountability functions of the Allentown School District. The position also oversees the alignment of school improvement plans and leverages data, research, and partnerships to drive a performance culture. The position also fosters transparency and efficient support services that are designed to meet the educational needs of all students with an emphasis on English Learners and students with IEPs.

The duties include, but are not limited to, supervision of assigned administrators and staff advancement of District-wide strategy; assist the Superintendent in achieving established district goals under the district's strategic framework; compliance with federal and state laws, and district regulations, policies, and procedures; and regular interaction with administrators, district staff, the Board of Directors, community leaders, parents, staff, and vendors.

### **REPRESENTATIVE DUTIES:**

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities, associated with this classification but is intended to accurately reflect the principal job elements.

- Assists the Superintendent in achieving district objectives and carrying out policies established by the Board of Directors.
- Participates with the Superintendent to ensure best practices in district-wide strategic leadership and operational management to ensure the development and maintenance of a positive educational environment and program that meets the needs of the community and is consistent with the policies and direction of the Board of Directors.
- Develops, implements, and evaluates goals and objectives as they pertain to the areas of responsibility or the district as directed.
- Promotes the district's mission and the advancement of and accountability throughout the organization; serves as an advocate for students and staff; promotes commitment by parents and the community to the K-12 educational system; and, executes strategies to increase academic achievement in diverse student populations and ensures positive school climates.
- Leads system-wide strategies for improving academic and operational accountability through a systems approach.
- Develops a strategic vision for the district which encompasses a culture of high-quality service to customers, innovation, and optimal operational efficiencies.
- Ensures the alignment of each department's priorities and projects with the Board's vision, mission, and strategic goals and Superintendent's strategic initiatives and priorities.
- Provides supervisory leadership for the development and implementation of district wide performance management system.
- Forecasts strategic initiatives and priorities based on current and future district direction and needs.
- Leads cross-divisional efforts to establish, plan, and implement innovative schools and programs to support the district's strategic plan.
- Supports the allocation of Federal and State grant funds.
  
- Oversees the District's Data & Accountability Teams to develop and monitor Key Performance Indicators that support positive student outcomes (achievement, attendance, discipline)
- Seeks and implements innovative solutions to challenges arising from fluctuating levels of funding, emerging technologies, and changing student, staff and community needs.
- Identifies innovative, transformative strategies for utilizing data, information, and research to drive performance improvements and organizational effectiveness.

- Supervises the oversight of all activities and processes associated with the research, development, implementation, and management of the planning and student enrollment forecasting processes for the district.
- Follows a planned professional growth program, participates actively in local, state, and national professional associations/organizations; and studies local, state, and national guidelines for effective services in assigned areas of responsibility.
- Directs the development and approves the departmental budgets for assigned area of responsibilities.
- Assists educators in creating supportive learning environments that ensure high expectations for the academic achievement of all students.
- Collaborates with the Learning & Teaching Office to assess District curriculum and instructional materials
- Functions as a member of the district's Executive Cabinet, Cabinet, and Leadership Team, coordinates with other district and school administrators in the areas of assigned responsibility.
- Supervises and evaluates the performance of assigned staff; interviews and selects employees, and recommends transfers, reassignments, terminations, and disciplinary actions; plans, coordinates, and arranges for appropriate training of subordinates; and, provides leadership and direction for programs under the supervision of these employees.
- Serves on committees as appropriate or assigned by the Superintendent.
- Serves as an articulate, informed spokesperson for the district at both formal and informal speaking engagements and in the development of written documents describing district programs.
- Attends all School Board of Directors meetings.
- Performs all other duties as assigned.

## **REQUIRED KNOWLEDGE AND ABILITIES:**

### **Knowledge of:**

- Organizational theory and its application in large school districts, including familiarity with “systems thinking,” the ability to analyze organizational situations from structural, human resource, political, and symbolic frames.
- Principles, practices, trends, goals, and objectives of public education.
- Effective principles and practices of management and supervisory methods.
- Philosophical, educational, fiscal, and legal aspects affecting area(s) of responsibility.
- Research/theory, best practices, and technical aspects of field of specialty.
- Investigation techniques and procedures.
- Interviewing skills and ethical hiring practices
- Research methods and report writing techniques.
- Record-keeping techniques.
- Applicable federal, state, and local laws, codes, regulations, policies, procedures, and case law related to assigned activities.
- District organization, operations, policies, and procedures.
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and skills in mathematics.

### **Ability to:**

- Plan, organize, and administer assigned areas of responsibility.
- Administer assigned budgets and allocate funds.

- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective.
- Operate technology hardware and software necessary to perform assigned duties/ responsibilities.
- Communicate effectively, both orally and in writing.
- Write/present in a clear and concise manner for broad public appeal and interpretation.
- Gain cooperation through discussion and persuasion; promote consensus in groups of individuals with diverse interests and values.
- Facilitate and promote collaborative decision-making; facilitate conflict resolution.
- Coordinate and supervise the work of others.
- Analyze complex situations and synthesize diverse information carefully and adopt an effective course of action.
- Interpret, apply, and explain administrative and board policies, laws, regulations, and collective bargaining agreements that pertain to areas of responsibility.
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions.
- Work independently with minimum direction and supervision; work under pressure.
- Understand, analyze, and prepare comprehensive, narrative and statistical reports.
- Use effective customer service skills to establish and maintain cooperative and effective working relationships with district personnel, community members, and external companies and agencies in the course of performing assigned duties.
- Exhibit cultural competency and sensitivity with the ability to communicate effectively with all groups in the organization.
- Supervise and evaluate the performance of assigned staff.

## ***Competencies***

To perform the job successfully, an individual should demonstrate the following competencies:

### *Interpersonal Skills*

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition;

### *Organizational Skills*

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals; Demonstrates ingenuity and inventiveness in the performance of assigned tasks

### *Personal Competencies*

Displays willingness to make decisions; Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against

standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

### ***Physical Demands***

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

### ***Evaluation***

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Individual serving in this position*