



**STATE OF OREGON
POSITION DESCRIPTION**

Position Revised Date:
October 6, 2025

Agency: Department of Education

Facility: Public Service Building

☐ New ☒ Revised

This position is:

- ☐ Classified
☐ Unclassified
☐ Executive Service
☒ Mgmt Svc – Supervisory
☐ Mgmt Svc – Managerial
☐ Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title: Research, Analysis, and Statistics Manager 3	b. Classification No: X7223
c. Effective Date:	d. Position No:
e. Working Title: Director of Research and Information Systems	Workday No: 164334
g. Section Title: Office of Education Innovation and Improvement	f. Agency No: 58100
i. Employee Name:	h. Budget Auth No: 1369060
k. Work Location (City – County): Salem, Oregon	j. Repr. Code: MMS
l. Supervisor Name (Optional): Cassie Medina	
m. Position: <input type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share	
n. FLSA: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	o. Eligible for Overtime: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If Exempt: <input checked="" type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative	

SECTION 2. PROGRAM AND POSITION INFORMATION

- a. Describe the program in which this position exists. Include program purpose, who's affected, size, and scope. Include relationship to agency mission.**

The Oregon Department of Education (ODE) oversees the education of students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) focuses on helping districts achieve both local and statewide goals and priorities through strategies such as: developing policies and standards, providing accurate and timely data to inform instruction, training teachers on how to use data effectively, effectively administering numerous state and federal grants; sharing and helping districts implement best practices. At the Oregon Department of Education, we are guided by the following values: integrity, accountability, excellence, and equity.

- b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:**

This position plans, organizes, and manages information, data systems, and research that supports the regulatory operations of programs and implements educational and workforce development strategic

initiatives in support of Oregon students, schools, districts, colleges, and institutions within the purview of this Office and its specific responsibilities.

The Director of Research and Information Systems will provide strategic counsel to the Assistant Superintendent for Education Innovation and Improvement while assuming significant day-to-day responsibilities for projects and tasks within the Office and advancing and maintaining cross-agency, district, and community relationships.

The role plays a key role in the Office’s stewardship of over \$2 billion dollars per biennium – including gathering and reviewing key performance data, developing applied research, resolving technical and compliance challenges, developing strong and supportive monitoring systems, and ensuring administration of Office resources accords with state, federal, and department guidelines. The Director will hire, train, and supervise staff.

This position includes collaboration with 197 school districts and more than 300 district grantees, across the Office of Education Innovation and Improvement, and the Department of Education. The position will support the Assistant Superintendent in hiring teams, drafting Oregon Administrative Rules, and developing the policies and practices needed to successfully implement and operationally integrate the programs in the Office.

SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark “N” for new duties, “R” for revised duties or “NC” for no change in duties. Indicate whether the duty is an “Essential” (E) or “Non-Essential” (NE) function.

% of Time	N/R/NC	E/NE	DUTIES
Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.			
30%	NC	E	Information Systems Supporting Innovation and Improvement The Director of Research and Information Systems will oversee the development, improvement, and maintenance of processes that support operational alignment and integration of programs that support district and school innovation and improvement. OEII reviews hundreds of grant applications and relies on intricate system process to do this reliably with high quality controls and a focus on supporting improvement in educational outcomes for students. This includes embedded attention to the root causes of chronic absenteeism and advancing equity within core data processes. Responsibilities include but are not limited to: <ul style="list-style-type: none"> • Guide and co-facilitate the development and maintaining of application processes. • Evaluate current business processes and systems, implement procedures and systems to maximize operating efficiency and to establish and maintain controls. • Coordinate the review of school, district, college, institution, or other organization operations to ensure programmatic quality and compliance with state and federal law. • Oversee the collection and reporting of data to the legislature, federal government, tribal governments, and interested parties. • Participate and/or assist in special projects, and perform associated administrative duties, as assigned; providing

			<p>direction where needed to other employees and team members.</p> <ul style="list-style-type: none"> • Consistently maintain data visualizations and design public facing tools for the public to see school and district data related to innovation and continuous improvement. • Compile data necessary, including performing complex analysis work. • Serve as a subject matter expert in interpreting, developing, and applying appropriate regulations, policies, and procedures that pertain to data and information gathered by the Office. • Strengthening internal coordination on data systems with RADAR and other offices within ODE. • Represent the Office on work groups or task forces related to information systems and data management and notify the supervisor of significant developments that result from representational activities.
25%	NC	E	<p>Applied Research Leadership</p> <ul style="list-style-type: none"> • Contribute to the development and implementation of EII research agenda. • Research, benchmark, analyze data, and make recommendations. • Foster and grow research capacities of a team of research and policy analysts. • Strengthen the utilization and relationship between the TA ODE provides each region of the state with applied research and information that can improve grantee planning and implementation. • Support the development of robust monitoring and evaluation systems, tools and processes that increase the effectiveness and accountability of EII and grantee organizations. • Ensure that cross-cutting issues such as community engagement, student belonging, academic excellence, and equity are effectively centered in applied research projects. • Provide consultation and technical assistance to program staff, other Federal staff, applicants, and recipients on all aspects of applied research.
20%	NC	E	<p>Supervision and Team Management</p> <p>The Director will attend team management, meeting preparation, support the hiring of key personnel, and act a strategic lead on certain high-profile projects including but not limited to:</p> <ul style="list-style-type: none"> • Interview, select, and provide training to all new staff. • Evaluate performance of assigned staff based on agency policies, procedures, and practices. • Receive and resolve employee concerns and/or grievances. • Determine need for and, as necessary, initiating disciplinary actions. • Provide staff with appropriate communication and feedback regarding agency policies and procedures. • Support and promote efforts to improve the quality and diversity of the workforce. • Establish and maintain an environment that promotes professional development.

			<ul style="list-style-type: none"> • Assign and review work and provide constructive feedback to staff. • Review and approve employee timesheets and leave requests. • Other duties as assigned
15%	R	E	<p>Strategic Partner The Director serves as a trusted advisor in the effort to establish the Office of Education Innovation and Improvement and successfully implement the School Success Act (HB3427) within the domain of the Office.</p> <p>Additional responsibilities include:</p> <ul style="list-style-type: none"> • Partner with the Assistant Superintendent and other EII Directors to develop, implement, and maintain appropriate levels of internal controls and accountability for EII staff in the administration, oversight, evaluation, and monitoring of student success investments. • Partner with other EII teams to facilitate application, review, assessment, quality assurance and learning processes. Review and monitor results of investments, and where necessary take corrective actions, to ensure intended outcomes are met. • Work with the budget office to manage the day-to-day team budget. • Identify areas for strategic investments to ensure that expenditure of budgetary dollars aligns with the office and agency strategic goals. • Provide analysis and recommendations for policy action to the State Board of Education on the development of policy guidelines, development of Oregon administrative rules and implementation procedures.
10%	NC	E	<p>Relationship Builder The Director cultivates, creates, and sustains relationships and connections across all domains of the Office's reach and responsibilities. This aspect of the role is focused on influencing outcomes through practices that embody trust, educational leadership, integrity, and skill in coaching and supporting teams and teams of teams. This cross-functional perspective should not only help garner support for the leadership team, ODE, and the Office of Education Innovation and Improvement but also foster long-term partnerships that are critical to student success.</p> <p>Additional responsibilities include:</p> <ul style="list-style-type: none"> • Collaborate with other EII teams to participate in the development and implementation of the office-wide vision statement, norms, principles and practices and equity plan. • Establish and maintain effective relationships with other EII directors and staff, agency peers and other state agencies. • Collaborate and solve problems with the other Directors within the office and the Assistant Superintendent for Education Innovation and Improvement.

			<ul style="list-style-type: none"> • Present at state and national conferences and meetings as needed. • Advocate for and implement agency and state diversity, equity and inclusion and affirmative action objectives, employee development and other human resource goals.
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SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

This position may be eligible for hybrid remote work, subject to manager approval, business needs, and completion of a remote work agreement in Workday. Employees must have a home workspace that meets all technology, security, and safety requirements, including protection of confidential information. Remote work requires use of agency-issued equipment, a secure internet connection, and VPN access. Staff must follow the DAS Remote Work policy, guidelines and applicable collective bargaining agreements. The official duty station is the Public Service Building in Salem, Oregon. Travel to this location may be required at the employee's expense.

This position works a professional work week, Monday through Friday. Some evening and/or weekend work may be required. Workload and priorities fluctuate and can involve highly complex, sensitive, and/or political issues. This position relies upon collaborative, productive, professional and respectful engagement with staff, colleagues, leadership, and subject matter experts within the Agency, across other state agencies, representatives of local government and/or governor's office, with key investment members, partners, and providers within Oregon communities, and others.

Occasional in-state travel may be necessary and require sitting/driving for extended periods of time.

SECTION 5. GUIDELINES

a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

- Oregon Revised Statutes (ORS)
- Oregon Administrative Rules (OAR)
- Applicable federal laws and regulations
- ODE policies and procedures
- State Board of Education's policies and goals
- Department of Administrative Services (DAS) policies and rules

b. How are these guidelines used?

To properly manage teams within the Office of Education Innovation and Improvement and to provide both general and specific guidance for administration of the duties of the position; to provide the basis for development of programs and policies; to respond to technical and legal questions; and to guide the work of the Department staff and the State Board.

As reference materials to answer questions from the education community, partners and community members and to guide the implementation of school reform legislation. These guidelines also serve to set boundaries and employee expectations and allow for proper management.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Who Contacted	How	Purpose	How Often?
Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".			
Agency Staff	Telephone, email, letters, meetings, webinars, presentations	Provide assistance and / or information; seek input and consultation.	Daily
Education Service Districts (ESD)	Telephone, email, letters, meetings, webinars, presentations	Provide assistance and / or information; seek input and consultation.	Daily
Local Education Agencies	Telephone, email, letters, meetings, webinars, presentations	Provide assistance and / or information; seek input and consultation.	Daily
Other State Agencies	Telephone, email, letters, meetings, webinars, presentations	Provide assistance and / or information; seek input and consultation.	Daily
Governor's Staff and Legislators	Telephone, email, letters, meetings, webinars, presentations	Provide assistance and / or information; seek input and consultation.	As requested
General Public	Telephone, email, letters, meetings, webinars, presentations	Provide assistance and / or information; seek input and consultation.	As requested
Partner Agencies at the federal and state level, including Oregon's nine federally recognized Tribes	Telephone, email, letters, meetings, webinars, presentations	Provide assistance and / or information; seek input and consultation.	Ongoing
State Board of Education	Presentations	Provide assistance and / or information; seek input and consultation.	Monthly

SECTION 7. POSITION RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions.

Decisions relating to policy, rules and process pertaining to the Office of Education Innovation and Improvement, impacting more than 580,000 school children in Oregon and the education programs provided by all 197 school districts and 19 education service districts. These decisions require a high level of leadership and accountability, resulting in highly visible outcomes and response statewide from school districts, education partners, and the public. Decisions have direct consequences for the agency's need to fulfill state and federal mandates and to annually access state and federal funds supporting CTE. Additional expectations include collaboration across ODE offices, leadership and modeling of equity among ODE staff and with external partners, stakeholder engagement, navigating internal and external issues, challenges, and support/resourcing needs, and finding positive solutions. These decisions also have a direct impact on some of Oregon's most vulnerable students whose strengths and needs have been historically underserved by the system. Every student is an asset to Oregon, the individual holding this position will make decisions that help systems recognize the assets our children and families bring to our schools and provide culturally responsive systems.

Decisions regarding school district and charter school improvement: Affect agency ability to achieve strategic plan, may impact agency budget. May have long-term and immediate implications for agency and P-20 education system. May mitigate or create legal liability.

Supervision of personnel, employment decisions; work performance evaluations, project assignments: Affect ability of agency and team to achieve objectives.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
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Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Education Programs Administer 3	2113164	In person, by mail, email, or telephone	Regularly	Reviews for overall results

SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

a. How many employees are directly supervised by this position? 10

How many employees are supervised through a subordinate supervisor? _____

b. Which of the following activities does this position do?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Plan work | <input checked="" type="checkbox"/> Coordinates schedules |
| <input checked="" type="checkbox"/> Assigns work | <input checked="" type="checkbox"/> Hires and discharges |
| <input checked="" type="checkbox"/> Approves work | <input checked="" type="checkbox"/> Recommends hiring |
| <input checked="" type="checkbox"/> Responds to grievances | <input checked="" type="checkbox"/> Gives input for performance evaluations |
| <input checked="" type="checkbox"/> Disciplines and rewards | <input checked="" type="checkbox"/> Prepares & signs performance evaluations |

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:

This position requires successfully passing a pre-employment background check. The pre-employment check may include a review of the following records: criminal background, DMV, licensure, and sexual misconduct. Adverse background data may be grounds for immediate disqualification, withdrawal of a conditional job offer, or termination of employment.

Additionally:

- Ability to perform complex tasks and to prioritize multiple projects.
- Knowledge of grant funding policies and procedures and applicable local, state, federal and university regulations.
- Ability to analyze data and research

- Experience working with culturally and individually diverse groups, including sovereign nations.
- Skill in soliciting and valuing diverse viewpoints.
- Robust data analysis and software skills
- Knowledge of mathematics, statistics, and research methods.
- Ability to make administrative/procedural decisions and judgments.
- Knowledge of federal, state and/or community funding sources and mechanisms.
- Awareness of school and district improvement processes.
- Experience developing consulting or support teams to effectively work with districts to advance family and community engagement, equity and culturally sustaining education, and/or continuous improvement efforts.
- Experience with policy development, implementation, and legislative protocols and processes.
- Experience in both conducting quantitative and qualitative research.
- Experience analyzing national and statewide research.
- Experience with community engagement across sectors

BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:

Operating Area	Biennial Amount (\$00000.00)	Fund Type
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>		

SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Appointing Authority Signature

Date