



State of Oregon Position Description

Company: Oregon Department of Education

Organization: School Facilities - ODE

Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Operations & Policy Analyst 2	Job Profile ID:	0871
Business Title:	Sasi Business Intelligence Analyst (Unfilled)	Position ID:	000000177850
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	
Location:	Salem ODE Public Service Building		
Supervisor:	Michael Elliott (Program Analyst 4)		
Position:			
Time Type:	Full Time		
FLSA:	Non Exempt		
Exempt Reason:			
Overtime Eligible:	Yes		
Employee Type:	Limited Duration (Fixed Term)		

SECTION 2. JOB DESCRIPTION SUMMARY

Describe the program in which this position exists. Include program purpose, who is 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.

The Deputy Superintendent of Public Instruction is the Director and administrative head of the Department of Education. The Governor, who is the Superintendent of Public Instruction, has delegated to the Deputy Superintendent the responsibility of performing all of the duties, functions, and powers of the Superintendent. These include providing leadership and oversight to Oregon's prekindergarten to grade 12 education system.

The Deputy Superintendent is the chief executive officer for the State Board of Education and is responsible for interpreting and administering Board policies and rules. ODE employs in excess of 750 employees at the Public Service Building, and the Oregon School for the Deaf (OSD). OSD employees include academic-year staff who work nine and one-half months during the regular school year (late August to mid-June each year) and two months of summer school programs. OSD operates on a five-day-a-week, 24-hour-a-day basis.

All employees working in the Department are expected to assist in achieving the Department's diversity and affirmative action goals by creating an inclusive work environment that encourages each employee to meet their full potential and consider Education as their "Employer of Choice."

The Office of Finance and Information Technology (OFIT) provides timely and reliable fiscal, administrative, and information technology services. This work is designed to ensure that all agency services adhere to applicable laws and regulations while seeking solutions focused on the needs of Oregon's children. OFIT contributes to an infrastructure that allows ODE staff to focus on the core mission of leadership, accountability, and school improvement.

OFIT consists of six Units for Financial Services, Budget Services, Business Services, Procurement Services, School Finance and Facilities, and Information Technology. Collectively, the office covers a full range of business services that are provided to support agency staff and external partners. Through these different Units, the mail is processed, bills are paid, contracts are developed and executed, the agency budget is developed, funds are managed and distributed to local schools districts, and ESDs, school buildings are monitored to ensure the safety of our children, information technology and project management support is given to both internal and external customers, technology solutions are developed, enhanced, and managed; and agency facilities/space issues are addressed. OFIT acts as reliable customer service partners for the rest of the agency to meet the business needs and objectives of our mission.

b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement:

The primary role of the Business Intelligence (BI) Analyst is to create, develop and administer business analytics tools that help ODE, and external customers analyze and interpret data obtained from the Statewide Facility Assessment. This role is responsible for taking the raw data from the third-party assessments and turning it into information that accurately describes the state of school facilities in Oregon. This position will also develop web-based tools and processes that will allow users of ODE's internal and external websites to compare data across predefined categories to draw meaningful comparisons. This role is responsible for coordinating the maintenance of existing BI systems while supporting the development and implementation of new BI tools and analytics platforms. Additionally, the BI Analyst ensures that all data used in BI systems meets established validation standards and accessibility requirements.

In this role, the BI Analyst plays a key part in aligning the BI program with organizational goals, particularly in supporting data-driven decision-making and ensuring the accuracy of the data that drives these decisions. The BI Analyst is also responsible for developing, documenting, and maintaining procedures and processes that ensure the smooth operation of both current BI systems and data visualization workflows, while facilitating the implementation of new BI tools. Additionally, the BI Analyst provides training and technical support to program staff and end-users of BI systems, ensuring that both data validation and BI tools are used effectively.

SECTION 3. JOB DESCRIPTION

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.

35% N E

System Improvement

- Develop, document, and maintain procedures and processes that ensure the smooth operation of both current BI systems and data visualization protocols, while facilitating the development and implementation of new BI tools and analytics platforms.
- Ensure that the BI tools and analytics are aligned with organizational goals, particularly in supporting data-driven decision-making across all departments.
- Manage BI tools and data visualization systems to improve performance, security, and functionality, collaborating with IT staff and others to ensure minimal disruption to existing operations, as upgrades are needed.

- Provide training and technical support to program staff and end-users of BI systems, ensuring smooth adoption of both current and new BI tools and systems, as well as data visualization practices.
- Develop detailed plans for maintaining the internal and external BI tools after end of position.
- Develop narratives that effectively communicate the state of school facilities and highlight the nature of the issues faced by school districts.

35% N E

Program Analysis

- Continuously monitor the performance and effectiveness of the BI analytic tools, identifying areas for improvement.
- Track program metrics, analyzing data to evaluate system and data visualization performance, and recommend adjustments to improve efficiency and usability.
- Evaluate feedback from internal and external users to improve the functionality, utility, and data accuracy of BI systems in meeting program needs.

25% N E

Program Representation

- Act as the primary liaison between the BI work for the statewide facility assessment and other internal departments, ensuring that business intelligence and data visualization needs are effectively communicated and addressed.
- Represent the statewide facility assessment program in cross-departmental meetings, collaborating with IT, senior management, and external partners to ensure that BI and data visualization initiatives align with broader organizational goals.
- Communicate program performance, partners and users, highlighting key insights, opportunities for improvement, and the value delivered by both current and new BI systems.
- Develop and present reports on the BI tools and data visualizations' effectiveness and proposed improvements to senior leadership, ensuring that strategic priorities are supported by data-driven insights.
- Engage with external partners, including other agencies and vendors, to stay updated on the latest developments in BI technologies and data validation best practices, ensuring the BI program remains aligned with industry standards.

5% N N

Perform additional tasks as required to support ongoing BI strategy and operations.

At all times N E

Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description:

- Learn and apply knowledge and skills to interrupt systemic oppression.
- Participate and engage in efforts to further OFIT and agency-wide development and implementation of equity goals.
- Have knowledge of and apply tools, such as the ODE Equity Stance and Equity Lens, Strategic Plan, Culturally Responsive Community Engagement tool, the Protocol for Culturally Responsive Organizations, etc., to all work to ensure that the shared vision and mission of OFIT and ODE is clearly articulated in all work produced.

Demonstrate professionalism

- Consistently treats customers, partners, vendors and co-workers with dignity and respect. Creates and maintains a work environment that is welcoming and respectful of diversity. Sets clear guidelines and models expected professional behaviors.

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.

Works in a typical office environment, with remote work as an option. Frequent contact by telephone, e-mail, in writing or in person with agency executive management and staff, staff from other local, state, and federal agencies, legislative staff, education and community partners, and members of the public. High-level coordination with internal and external customers. When travel is permitted, there may be frequent automobile and overnight travel throughout the state; occasional evening and weekend work required.

SECTION 5. GUIDELINES

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

Oregon Revised Statutes and Chapter Laws; Oregon Administrative Rules; Federal Laws, Code of Regulations (CFR), Requirements, and Guidelines; Oregon Accounting Manual Rules and Regulation; and ODE Policies and Procedures.

How are these guidelines used?

Oregon Revised Statutes and Chapter Laws provide guidance on specific projects and programs approved for funding by the Legislature, as well as guidance on various administrative processes (procurement, debt issuance, collections, State School Fund formula, etc.). Administrative Rules, and ODE Policies and procedures are used to provide guidelines for the administration of the programs and/or processes. Federal Statutes, regulations, and guidelines are used to monitor appropriate use of federal funds and monitor for changes in funding authorizations.

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	How	Purpose	How Often?
Educational organizations, Tribes, private citizens, and other partners	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	Daily
Legislative staff/members	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	As Needed
Other ODE management and staff, grant recipients	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	Daily
Other state agencies	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	As Needed

SECTION 7. POSITION RELATED DECISION MAKING

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

Decisions and recommendations made by the employee will have a significant impact on the success and future funding to address school facility needs across the state. The decisions made by this position will directly impact the ability for key decision makers

across the state to engage with and understand the data from the statewide facility assessment. This understanding will impact the ability of districts and the state to identify and provide additional funds to address school facilities needs.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Program Analyst 4	1712558	In Person, by mail, email or telephone	As Needed	Review workload, etc.

SECTION 9. OVERSIGHT

What are the oversight activities for this position?

SECTION 10. ADDITIONAL POSITION RELATED INFORMATION

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

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

- Demonstrated commitment to system change that accelerates opportunities by removing barriers for students in our K-12 system who are and have been historically underserved.
- Excellent problem-solving skills, critical thinking skills, and oral and written communications skills.
- Ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts. Highly effective and well-developed interpersonal skills and self-awareness. The ability to manage situations and tailor approach to the individual's skills, needs and performance. Demonstrated ability to see the importance of role modeling. The ability to coach and co-create shared vision.
- Ability to collaborate and translate data across multiple systems and partners(i.e. national, state, local, school districts, LEAs, etc.) and work together to streamline services across multiple communities and programs. Ability to navigate complex socio-political contexts and solicit and value diverse viewpoints.
- Ability to transform raw data into meaningful insight using SQL databases, Power BI, excel and other agency approved applications.
- Ability to take constructive criticism, pivot when necessary, and refine data models or visualizations based on feedback and evolving business needs.
- Experience analyzing complex and sensitive issues and situations, identifying alternative solutions, and forecasting consequences of proposed actions and implementing recommendations in support of strategic organizational goals, plans and policies.

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.

This position requires a driver license and an acceptable driving record or an alternative means of transportation.

SECTION 11. BUDGET AUTHORITY

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

Operating Area	Biennial Amount	Fund Type
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SECTION 12. ORGANIZATIONAL CHART

See Organizational Chart (attach copy or view within Workday).

SECTION 13. SIGNATURES

Employee

Date

Manager

Date

Appointing Authority

Date