

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR III - DATA ANALYTICS AND SUPPORT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of professional and administrative tasks in directing data support for district offices and schools and in the implementation of district data dashboards. Oversees the provision of data reports, including School Scorecards, for various GCS departments and schools to support their work. Oversees the EVAAS roster verification process. Trains, supports, and oversees the work of the data coaches in their efforts to support schools. In conjunction with the Student Information office, oversees the creation and implementation of district data dashboards using Tableau. Reports to the Executive Director of Accountability and Research.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Designs data collection strategies; establishes and implements appropriate procedures for evaluating and verifying accuracy of all data and documents; collects and compiles data from various sources; ensures data integrity and security; maintains student and personnel confidentiality; and prepares data reports.

Responds to requests for data and information from GCS schools, departments, and administrators, providing timely and collaborative service; and makes oral and written presentations of data and analyses, as requested.

Provides consultation for district staff regarding data analysis and interpretation; provides guidance on appropriate methods of displaying data.

Provides principal training about the EVAAS roster verification process. Manages the collection of roster verification data. Ensures accuracy of all roster data and transmits data to DPI.

Coordinates with DPI about the release of school and teacher EVAAS results and any changes to EVAAS. Communicates EVAAS information to district and school administrators.

In conjunction with data coaches, provides EVAAS training for principals, other school staff and district-level staff.

Oversees data coaches in the provision of consultation with school administrators and staff regarding data analysis and interpretation and guidance on appropriate methods of displaying data.

Oversees data coaches in the development of data visualizations and analytics for schools and in the provision of training in data literacy for school-level personnel.

DIRECTOR III - DATA ANALYTICS AND SUPPORT

Collaborates with colleagues in the Accountability and Research Division to conduct various projects and produce reports; and serves on district-wide committees and teams as needed. Reads professional journals and research papers; attends seminars, conferences, webinars, and workshops to maintain and update professional knowledge about trends and developments in educational research and data analytics; maintains updated knowledge of current state and federal mandates and priorities as they relate to assigned responsibilities.

Manages operations of the Data Analytics and Support Department, supervises staff, and conducts employee evaluations; assists with recruitment, selection, and training of personnel and makes recommendations for personnel placement, assignment, retention, discipline, and dismissal. Supervises the maintenance of records, reports, inventories, and documentation of costs in order to assist in budget preparation and to ensure the fiscal responsibility of the department.

ADDITIONAL JOB FUNCTIONS

Performs special projects as assigned by the Executive Director for Accountability and Research

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Prefer Masters in Education or a related field and 5 to 7 years of experience in large-scale data management and/or professional development in the field of education; or any equivalent combination of training and experience that provides the required knowledge, skills, and abilities.

SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

DIRECTOR III - DATA ANALYTICS AND SUPPORT

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, or directions from superior.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, manuals, legislation, graphs, charts, etc. Requires the ability to prepare correspondence, reports, forms, charts, graphs, statistical analysis, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical and professional languages including psychometric, statistical, and educational research terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference, and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of Guilford County Schools Strategic Plan, GCS mission, core values, vision, goals and implementation strategies.

Considerable knowledge and skill with word processing, spreadsheet software such as Excel, database programs such as Microsoft Access, and statistical programs such as R, SPSS, or SAS.

DIRECTOR III - DATA ANALYTICS AND SUPPORT

Considerable knowledge and skill in visualization of educational data; prefer knowledge and skill in the use of Tableau software.

Considerable skill in evaluating standardized test results and other data.

Considerable knowledge about value-added assessment systems, particularly EVAAS.

Ability to maintain complete and accurate data records and to develop meaningful reports, charts, graphs, and data analyses.

Ability to express ideas effectively, both orally and in writing, and to make effective oral presentations before groups of people.

Ability to establish and maintain effective working relationships.

Ability to utilize time effectively and prioritize tasks.

Ability to work effectively as a member of a high-functioning team.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.