



CLASSIFICATION DESCRIPTION

TITLE: EdFi Analyst/MARSS Coordinator

<p><u>Title of Immediate Supervisor:</u> Executive Director of Business Services and Finance</p>	<p><u>Department:</u> Business Services</p>	<p><u>FLSA Status:</u> Exempt</p>
<p><u>Accountable For (Job Titles):</u> Clerical Level F, Clerical Level E, or Clerical Level D</p>		<p><u>Pay Grade Assignment:</u> Non-Certified Business Division, Pay Class VIII</p>

General Summary or Purpose Of Job:

Works directly with the Director of Business Services to ensure the District's student reporting activities are conducted in compliance with School Board policies and procedures, government regulations and MDE Guidance to maximize district revenue. The Analyst works independently in the study of EDFI and MARSS student reporting, processing problems, designing, updating and implementing reporting solutions using system software and self-architected spreadsheets to realize the District's maximum ADM from its investment in student instructional programs and business processes. The Analyst acts as a liaison between business services, technology, administrative staff and school staff to ensure that data integrity and integration is maintained within the District's Student Information Management Systems. The Analyst works as a team member to ensure data required by multiple users from various departments and outside agencies is accurate and accessible in a user-friendly format by designing the processing steps, and formatting the output to best meet end users' needs. The Analyst in-directly supervises enrollment, guidance and attendance staff in the specialty area of EDFI/MARSS reporting. Trains staff on student information systems and MARSS/EDFI reporting protocols, to ensure the timely, accurate completion of the district's student reporting. Consults with direct supervisors regarding staff improvement.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FRE-QUENCY
1.	Serves as the subject matter expert for student data collection for state and federal reporting. Conducts quality control audits of data input into the student information systems. Maps, analyzes and evaluates student reporting processes, identifies options for improving accuracy of reporting; acts as the liaison between business services, technology and school operations staff to successfully process MARSS and EDFI student data collection and reporting.	35%



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2.	Provides technical assistance to site staff and administrators in School Operations, Curriculum, Assessment, and Technology to resolve day-to-day systems and reporting problems, including specific project support or computer-based applications as related to student accounting. Resolves daily operating problems. Communicates effectively with system users regarding processes or special situations. Provides training for state reporting on both the technical and end user level.	25%
3.	Creates and maintains spreadsheets and reports related to student enrollment, demographics, mobility, general education revenue, compensatory revenue and other projects. Regularly researches, analyzes and summarizes state reports based on data collection periods for the purpose of determining the accuracy, reliability and completeness of student records and reports. Reconciles cross district funding errors. Initiates research, identifies the business or operational issues that affect the district's student reporting, recommends ways of improving the existing system and processes	25%
4.	Prepares monthly analyses of student enrollment and budgeted ADM. Develops queries and reports needed to verify information reported to state and federal agencies. Assists with preparation of annual budget as related to student enrollment projections, and applied FTE. Makes recommendations regarding project sustainability, priority and implementation using clear, concise, grammatically correct written and verbal communications to multiple levels of staff.	10%
5.	Performs other duties of a comparable level or type.	5%

Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a minimum of a baccalaureate degree in Business, Statistics or Computer Science and 5-8 years of progressive experience working with confidential public sector data; minimum 5-7 years professional level experience processing technical information or data in a key functional role and or a range of process and systems; two years in first level management role with responsibility to manage student reporting processes and /or database function; or an equivalent combination of education, training and experience necessary to successfully perform the essential function of the position.

Knowledge Requirements:

Requires knowledge of:

- Duluth Public Schools Operational and administrative policies
- Applicable laws, codes, regulations, standards, methods and practices related to confidential student accounting.
- Database management, technical information systems. concepts and statistical analysis



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- methodology for the purpose of providing practical reporting, advice and data.
- Advanced Windows based software and applications used in general office environments to enhance reporting, training and communication.
 - Advanced MS Office and financial systems computer software applications skills.

Skill Requirements:

Skilled in:

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures and governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals with clear and transparent instruction/documentation.
- Ability to effectively present information and respond to questions from groups of managers, client's customers and the general public; ability to transfer knowledge and skills to others using a variety of mediums as appropriate to audience
- Ability to understand, interpret, apply, and use mathematics and statistical methods and procedures typically gained through professional and post-secondary education.
- Ability to analyze/interpret data for integrity purposes, performance, and other related tasks
- Ability to research, evaluate, analyze, interpret, summarize and communicate statistical data in a timely, meaningful way.
- Ability to use persuasion, customer service and human relation skills in dealing with people both inside and outside of the organization.
- Ability to influence, instruct and negotiate with administrators, staff and peers to gain understanding, cooperation and action.
- Ability to work both independently and in team-based environments for problem solving purposes; ability to lead the work of others by monitoring, training, reviewing, and delegating tasks.
- Ability to develop and implement processes to improve district communication, student reporting and overall efficiency.
- Ability to use judgment, discretion, and initiative to address time and resource management as related to student accounting procedures.
- Ability to manage time and prioritize projects effectively.

<u>Physical Requirements:</u> Indicate according to the requirements of the essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms			√	
Climb or balance	√			
Stoop/kneel/crouch or crawl	√			
Talk and hear				√



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	Taste and smell	√			
Lift & Carry:	Up to 10 lbs.		√		
	Up to 25 lbs.		√		
	Up to 50 lbs.	√			
	Up to 100 lbs.	√			
	More than 100 lbs.	√			

General Environmental Conditions:

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work. The typical noise level is considered to be moderate.

General Physical Conditions:

Work can be generally characterized as:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Vision Requirements: Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

Job Classification History:

Classification reviewed Bjorkland., Human Resource Management Consulting