



## MONITORING REPORT

September 3, 2025

Policy: **2.3**

Policy Category: **Ends**

Period Monitored: **2024 - 2025 School Year**

*This is the monitoring report on the Board of Education's Ends Policy 2.3.  
This report is presented in accordance with the Board's monitoring schedule.  
I certify that the information is true and complete.*

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#### BOARD END & POLICY WORDING:

*Board Ends 2.3 states, "District employees will use student data, both formal and informal, to drive decision making."*

#### INTERPRETATION:

We interpret the following language:

*2.3 District employees will use student data, both formal and informal, to drive decision making.*

To mean:

- District employees will have access to appropriate data that allows them to (1) Make everyday decisions to best meet the individual needs of students in their classroom; (2) Identify school wide or district wide trends; (3) Address challenges and scale best practices in support of a culture of instructional excellence and extraordinary student experiences.

As measured by:

- A district data literacy plan that promotes understanding and use of data district wide
- Participation in and evaluation of district Data Camp trainings
- Development of systemic data literacy competencies for administrators and teachers
- A robust data infrastructure (data lake/warehouse, data dashboard(s), data governance, people resources)

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## CONTEXT & BACKGROUND:

[Link to Key Definitions](#)

The Board received the last Board End 2.3 monitoring report via presentation in September 2024. This beginning of the 2025-26 school year monitoring report provides the following updates:

- Status of Data Literacy efforts aligned to Jeffco Thrives 2025 Culture of Data initiatives
- Updates on the district's data modernization efforts including business intelligence (BI) products and governance

Data literacy has become a critical component in all facets of professional and personal life. Indeed, understanding this kind of information has been called the most critical skill for the workforce in 2030 and the “second language of business” (source: [thedataliteracyproject.org](https://thedataliteracyproject.org)). This heightened focus on data literacy has affirmed the role of educational institutions that have been working toward data-informed, research-based instructional practices for decades.

At the July 2024 Leadership Launch, Jeffco's superintendent and deputy superintendent reiterated the importance of the district's data literacy work. They emphasized that data should be used to inform, support collaboration around goals and professional practices and affirm our work. Data should be used to refine us, not define us. While we utilize data to improve outcomes for our students, it is not appropriate to utilize data for punitive purposes. A consistent message was provided

at the July 2025 Leadership Launch, reinforcing the district's continued focus to build on the data literacy foundation built during prior school years.

Culturally responsive data interpretation is another important consideration for the district's data culture approach. Using all kinds of data (formal and informal academic, perception, demographic, etc.) allows educators to better understand student interests and needs to increase engagement in learning. Further, the way teachers and administrators frame data conversations can shift mindsets from labeling students to supporting student needs.

Jeffco Public Schools' strategic plan, Jeffco Thrives 2025, recognizes the essential role of a strong data culture. To that end, this key project continued in the 2024-25 school year.

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## DATA LITERACY

Continuous improvement processes have a long history in Jeffco Public Schools. Some of the processes that currently exist in the district to support this work include:

- Unified Improvement Plans (UIPs)
- Staff evaluation, including Individual Educator Goals (IEGs)
- Professional Learning Communities (PLCs) and DDI (data-driven instruction) teams
- Multi-tiered System of Supports (MTSS)
- Monitoring student progress and adjusting instructional programming

During the 2024-25 school year, these efforts continued to be coordinated through the aligned support of the data literacy initiative to connect all of these continuous improvement processes with shared definitions, resources, and training.

For the initiative, the district has defined data literacy as:

*Collecting, analyzing, and interpreting all types of data—assessment, school climate, behavioral, snapshot, longitudinal, moment-to-moment – to help determine instructional steps and, more importantly, to improve student learning.*

A strong data culture requires that instructional stakeholders understand how to interpret and apply information (e.g., student outcomes, demographics, perception/survey, school processes/structures, etc.). To that end, the district continues to build capacity in data literacy skills and knowledge and monitor the implementation of that practice.

Realized benefits for the implementation of this work include:

- School leaders will be able to apply new learnings and data literacy expertise when needed to complete key tasks at that point in time [e.g., generate a comprehensive start of school data story to communicate to all stakeholders, develop their Unified Improvement Plan with measurable goals and progress monitoring benchmarks, support teacher development of Individual Educator Goals (IEGs), etc.].
- Central and school leaders will have access to timely and accurate data reporting and understand how to interpret and apply those reports/dashboards to support district wide progress and improvements.
- School teams will regularly collaborate in data-driven conversations to determine effective instructional strategies based on student needs identified in data.
- Central services staff will create descriptions of data literacy competencies by role (e.g., school leader, educator, etc.) and align professional learning and resources to cover these core understandings.
- All district leaders will be expected to deepen the district's data culture in their work through systemic expectations around appropriate data use, goal setting, and progress monitoring in a continuous improvement cycle to increase student achievement.

## **Data Camps**

In the late spring and summer of 2024, the district held two-day Data Camp learning sessions for principals and central instructional leaders to deepen their data competency skills based on the competencies listed in this report [below](#). Led by the Deputy Superintendent, these trainings provided a deep dive for leaders to use the new district dashboard tools in a facilitated process aligned to strategic plan outcomes.

Building from that initial training, Data Camps were also held in September and October of 2024 for expanded leadership teams, including assistant principals, instructional coaches, and central instructional support staff who directly support educators in monitoring student academic progress. Table 1 below provides a count of participants by role.

Table 1: Data Camp Participation by Role

Data Camp	Role	Total participation	Date/s
Spring 2024	Community Superintendents	12	April 9 & 10 2024
Spring 2024	Principals	160	May 30 & 31 2024
Fall 2024	CORE 4 TSST Assistant Principals Instructional Coaches	37 192 155	Sept- Oct 2024 (6 sessions offered)
Total Data Camps offered= 9 Total Jeffco educators trained= 556			

CORE 4 TSST = central staff serving on Ihriving School Support Teams

### Data Camp Fall 2024

Offered specifically for assistant principals, instructional coaches, and central instructional support staff, Data Camp 3 retained the following objectives of learning:

- Grow comfort in finding and using data within the School PMD
- Practice answering “what to do now with the data for the student?” by
  - analyzing an Individual Student’s data
  - analyzing a Cohort of Students’ data
  - planning Teacher Coaching

The Executive Summary of this seminal professional learning highlighted that APs, Instructional Coaches & TSSTs had a very positive Data Camp experience with 88% positive responses, 10% neutral, and 2% negative. Participants praised the functionality of the School PMD, the well-organized training, and the opportunity to collaborate with peers. The top recommendation that came from participant feedback asks the district to “*continue investment to help leaders ‘move from data to action’ and ‘engage in productive discussions with my team around data.’*” Constructive suggestions include providing training tailored to primary and secondary levels, adjusting the pace of future Data Camps, and focusing on using school data rather than spending a lot of time on example data.

Themes in Data Camp Feedback: ‘What was the most effective aspect of Data Camp?’

- Hands-On Practice and Exploration: Participants appreciated the opportunity to actively engage with the data dashboard and explore its features. The

hands-on practice, including the scavenger hunt and time with their own school data, helped them become familiar with the tool and its capabilities.

- Collaborative Learning: The collaborative environment, including working with peers and engaging in discussions, was valued by many participants. They found it helpful to learn from others' perspectives and insights.
- Guided Learning and Support: The structured approach with guided questions and expert support was also appreciated. This helped participants navigate the tool effectively and understand how to use it to analyze data and inform decision-making.

Figures 1 and 2 below provide Data Camp participant feedback on the experience, as well as a self-evaluation of their data literacy skills.

Figure 1: Data Camp Experience Evaluation

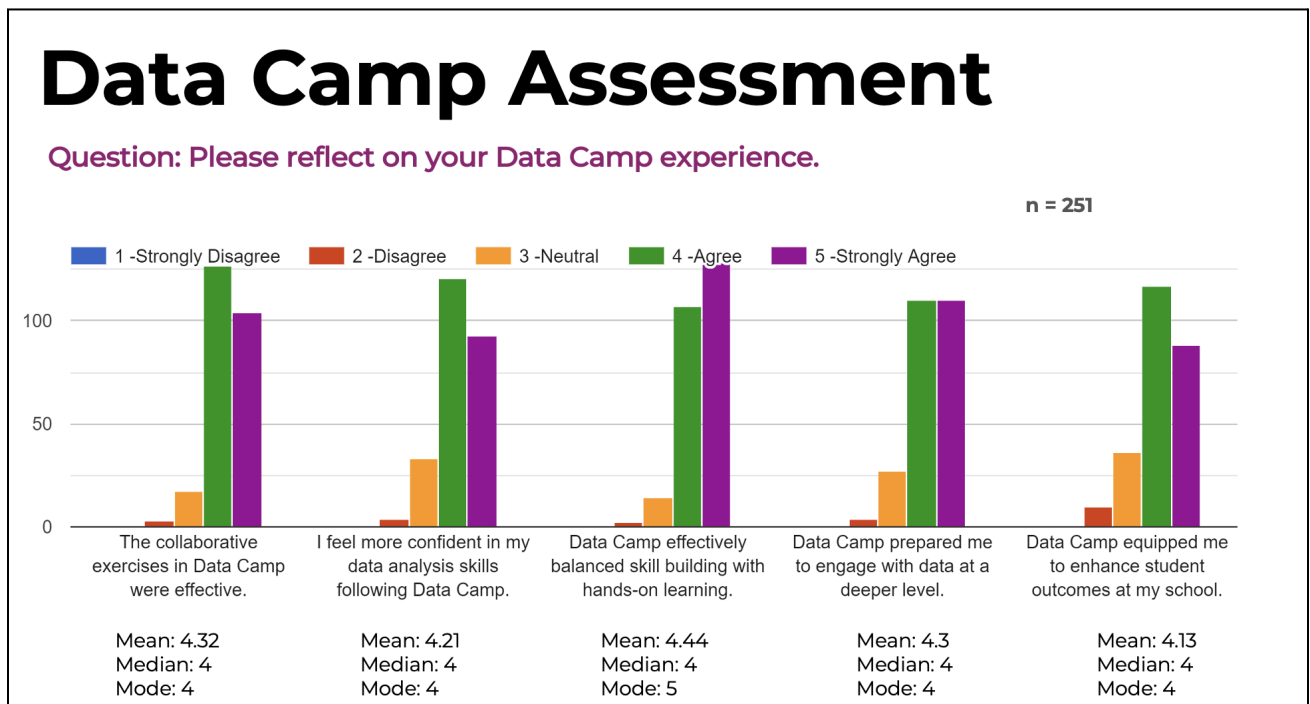
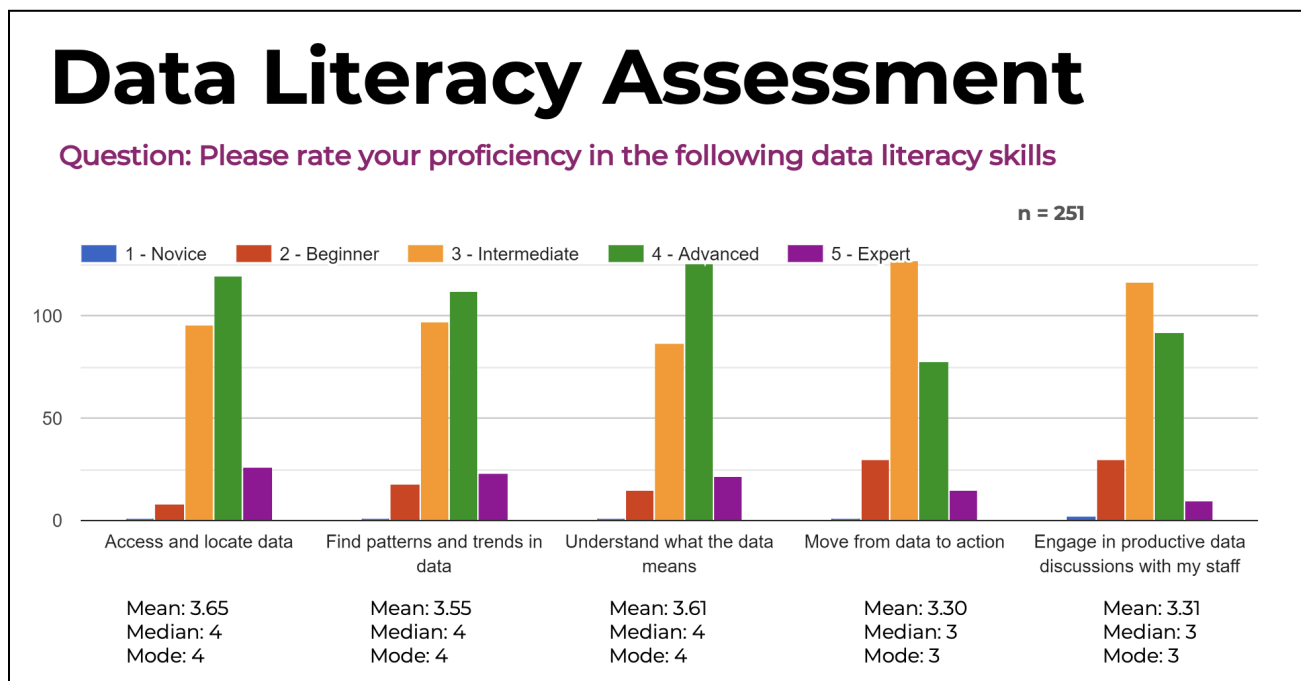


Figure 2: Data Camp Data Literacy Self-Evaluation



### Professional Learning Communities and Instructional Coaching

Professional Learning Communities (PLCs) are the collaborative structure educators engage in for instructional planning and data analysis. They use data protocols such as DDI (data driven instruction) and other analysis protocols to interpret, communicate and make decisions that focus on school goals. These teams are facilitated by school leaders to support the increase of data literacy across educators.

School based instructional coaches are a stakeholder group that was leveraged to support data literacy. They work closely with teachers to analyze classroom and department or grade level data, often through PLCs or individual meetings. As in previous years, coaches had access to focused learning and resources aimed at understanding state and district data at a deeper level with members of the Assessment & Research team. These learning opportunities allowed participants to refresh their understanding of data from large-scale tests as well as engage in individual data analysis to deepen their data interpretation skills with their school’s assessment results.

One of the program outcomes for instructional coaches during the 2024-2025 school year was: I will listen to student voice and use data to ensure students are connected to their school culture and learning experiences. During the December 2024 instructional coach meeting the learning targets were:

- I can contextualize and connect mid-year data conversations to the broader work our school is doing (UIP, Professional Learning Plan, other “big rocks”) and maintain focus on adult actions
- I can analyze both student and adult data to determine next steps in supporting educators at my school

To accomplish these outcomes, instructional coaches engaged in learning specific to data competencies and data analysis using two protocols for middle of year (MOY) and end of year (EOY) MAP assessments. This strategy streamlined processes that would be common for all schools, and left flexibility for schools to modify based on their specific context. Based on an evaluation of that training, 91% of responses responded positively that the learning targets were relevant to their needs and 88% responded they could take key learnings and implement them in their work. Coaches also responded they want more support and training, especially related to the data dashboards.

### **Student Progress Monitoring Dashboard**

Released in January 2025, the Student Progress Monitoring Dashboard provides additional support to teachers. This dashboard gives teachers access to a variety of data for each student in their classes, including attendance, grades, state and district assessment scores, and classroom behavior. This information is updated daily from the student information system so that educators have real time assistance to monitor student progress.

During the January 2025 district professional learning day, teachers had access to the training modules that supported dashboard navigation. Teachers were able to watch and learn about the functions of this dashboard. Feedback forms provided ways for teachers to ask questions about the data or dashboard navigation.

The Student PMD released late in the 2024-25 spring semester, giving limited opportunity for educator use at that time as additional work needed to be completed to ensure access to the broad dataset represented in the PMD was properly limited to the appropriate staff. This was accomplished via a process whereby school principals were provided a list of all staff members who would be granted access to the PMD and asked to validate them before access to the PMD tool was opened to that school. The additional time needed for this exercise somewhat hampered adoption which, although rising, has not yet met expectations. Jeffco’s PMD Adoption Dashboard captured the following exposure rates as of August 2025:

- ~2,011 users\*
- School PMD exposure rate: 61%
- Student PMD exposure rate: 19%\*

Exposure Definition: When a user has interacted with the report at least once that month

\*Note: Also, metrics are calculated against ACTIVE Jeffco staff only, total usership is likely higher when taking into account users that accessed the products but have left the district.

## **Data Literacy Competencies**

During the 2023-24 school year, the district developed and communicated Data Literacy Competencies for our district and school-based leaders. For the 2024-25 school year, a similar description of Data Literacy Competencies for teachers was developed to align with the district's data culture expectations for all instructional leaders. The intentional symmetry between competencies for instructional leaders and educators reinforces the district's professional expectations for data use and creates opportunities for efficiencies regarding professional learning and support.

The process for developing the competencies for instructional leaders and teachers included a comprehensive scan of research regarding data literacy for staff in the field of education followed by an identification of common characteristics of data-related job functions for school-based teachers and leaders. As detailed in Table 2 below, the competencies include four domains: Gathering Data, Understanding Data, Using Data, and Communicating Data. Additionally, four data literate mindsets were included based on input from teachers and leaders across the district.

Table 2: Jeffco Data Literacy Competencies for Teachers

<b>Data Literate Teacher Knowledge and Skills</b>			
<b>Gather Data</b> <i>(Create/Collect/Prepare)</i>	<b>Understand Data</b> <i>(Analyze/ Interpret)</i>	<b>Use Data</b> <i>(Apply/Act)</i>	<b>Communicate Data</b> <i>(Explain/Discuss/Engage)</i>
To make good use of available data, one must first know one's data landscape and how to navigate it	Identify the game-changing data for one's role, including what is informative and what is actionable	Identify and enact a sound course of action based on reliable inferences and interpretations	Establish effective two-way communication about data with all stakeholders in a targeted, engaging, appropriate, and ethical manner
<ul style="list-style-type: none"> <li>● Access data to search, compile, identify, and locate information from a range of trusted sources</li> <li>● Collect new data accurately and efficiently when needed</li> </ul>	<ul style="list-style-type: none"> <li>● Understand which data are most appropriate for the task at hand</li> <li>● Assess patterns and trends across diverse data</li> <li>● Leverage technology tools to maximize the efficiency and effectiveness of analysis</li> <li>● Analyze data within a relevant context</li> <li>● Make sound inferences from data</li> </ul>	<ul style="list-style-type: none"> <li>● Convert data interpretation into action by leveraging best practices in instruction, differentiation, and individualization</li> <li>● Weigh the merit and consequences of possible actions/ decisions</li> <li>● Account for/ incorporate multiple perspectives and diverse opinions</li> <li>● Monitor the progress of actions and goals/targets; make ongoing adjustments that advance continuous student learning</li> </ul>	<ul style="list-style-type: none"> <li>● Ground data conversations in building trust, deepening relationships, and supporting student success</li> <li>● Match appropriate and ethical communication methods to stakeholder needs</li> <li>● Share multiple types of data in engaging, appropriate, and accessible ways</li> <li>● Help students and families become more effective consumers and users of data to support learning</li> </ul>
<b>Data Literate Teacher Mindsets</b>			
<ul style="list-style-type: none"> <li>● Leverage a growth and asset-based approach to data interpretation and collaborative decision making</li> <li>● Actively challenge assumptions, mitigate fallacies and bias, understand the implications and consequences of insights, and examine additional perspectives</li> <li>● Ensure data privacy foundational practices are utilized during all phases of the data life cycle (Gather/Understand/Use/Communicate)</li> <li>● Cultivate a culture of continuous improvement with all stakeholders</li> </ul>			

## DATA CAPABILITIES, PRODUCTS, AND GOVERNANCE

### About District Data Landscape & Capabilities

The district's major operational data sources include the following applications that serve as inputs for data operations in addition to their operational roles within the District:

- Four primary or core applications including: Peoplesoft ERP Financials & HR, Infinite Campus Student Information System, Enroll Jeffco for Choice Enrollment in Salesforce, and Enrich Student Success Services management.
- Eight large, secondary operational function applications including: PrimeroEdge food service management, Transfinder transportation planning, SmartFind Express guest teacher management, Central Squared Security Dispatch Management, Jeffco Help service management and a custom application for facilities management.
- Approximately 12 primary assessment and curriculum applications including: ACT, TSGOLD, MAP, SAT, Pearson, Amplify, Acadience, College Board, Riverside, HMH, DLM, and Illuminate.
- Two primary learning management systems including Schoology and SeeSaw.
- Finally, there are approximately 30 additional applications, tools and data sources – including state assessments (CMAS) –that are used to support district operations.

The district's legacy warehouses and data repositories include the following:

- Achievement warehouse holding assessment and academic performance data
- On-premise warehouses holding academic performance (from the student information system only), limited employee and financial enterprise data, and limited Enroll Jeffco data
- Support of Infinite Campus custom reporting and functions
- Shared file stores for survey data, historical state reporting and many additional file stores core to supporting basic operations

The District's efforts in the Data Modernization workstream have produced or operationalized **new strategic capabilities** around data, its use, and care that continue to be developed as well as being leveraged for immediate benefit.

## **Efficient Scalability**

In alignment with overarching IT strategic principals, net-new and future forward changes to the District's data posture are 'Cloud-First' – favoring cloud-native, or cloud-enabled solutions that more efficiently use District resources to deliver usable data products to meet District needs. Cloud-first designs are more readily scalable which yields cost savings when needed without sacrificing the ability to meet large-scale challenges .

## **Data Use Validation (Data Governance)**

Effective Data Governance provides a myriad of benefits to an organization such as Jeffco. Improved data quality, increased efficiency of data use, improved reliability of data products and more are all outcomes Jeffco is beginning to realize, however a highlight for the Jeffco community is the capability to leverage a systematic means of vetting data use cases that engages the applicable domain experts at the right time to help ensure that work leveraging or consuming District data is in alignment with legal requirements, District policy, and the ethical direction of the District. The District engaged with industry experts to craft a dynamic data governance process and has invested in enterprise grade products to systematize data use case vetting as well as many other aspects of data governance.

## **Business Intelligence / Data Visualization**

To drive strategic decisions and operational improvements—like helping educators identify classroom trends or guiding district leaders in reallocating resources for at-risk students—data must be made clear, accessible, and actionable for the people who rely on it.. Jeffco has invested in building an operational service to create impactful visualizations and enterprise-grade data products like the Student Performance Monitoring Dashboard (Student PMD) broadly available to those that need it, from teachers, to principals to District leadership.

## **Data Democratization**

Jeffco has cultivated the ability to bring high quality data and data tools to more individuals within the District. "Data Democratization" means putting the capability to organize, re-organize, analyze, investigate, and explore data into more hands within an organization. Jeffco's increasingly modern data posture enables this, which means we leverage more creativity and have less bottlenecks on the critical path to creating useful data products. Our progress in other areas like Data Governance, Data Warehousing, and Data Visualization

enables this without sacrificing safe, ethical data use, or enterprise grade support for major needs.

## **Data Warehousing**

Centralizing data from diverse sources is a foundational capability for achieving the District's modern data goals. Much of the effort in leveraging data lies in preparing it—gathering, cleansing, and cataloging. A data warehouse streamlines this process by allowing users to benefit from the preparation work already done by technical teams. With each project and enterprise use case, the warehouse builds momentum, offering a single source of truth and documented data lineage that enhance both usability and trust in the data.

## **Data Movement**

Moving data at scale, in a way that is reliable, repeatable, traceable, and accurate is a base requirement of advanced uses of data. The district's capability to move data into and out of District data sources directly enables the District to realize many of the benefits of a cohesive data strategy as it puts relevant data in the right places at the right time and creates re-usable gains as it does so. At a fundamental level, this capability directly addresses past shortcomings of manual, error prone, 'file based' data movement by replacing it with programmatic automation. Each time data flows through the ecosystem and passes through the enterprise data warehouse, it leaves behind cleansed, organized, and enriched information. Over time, this builds a reusable foundation that allows others to bypass the time-consuming steps of data preparation. This accumulation of high-quality data supports a single source of truth and reduces redundancy, as shared processing logic eliminates the need to recreate similar workflows for each new use case.

## **Why Implement a Modern Data Ecosystem?**

There are three primary forces driving the implementation of a modern data environment:

1. **End user experience:** enable our schools and staff to effectively access information critical to serving students
2. **Data management & governance:** Reduce duplicated and potentially conflicting data sources and reporting
3. **Scalability of solution to district needs:** Improve our ability to adapt to, manage and maintain our evolving data needs, scaling to match budget changes, end user demands and technological advances

**1. End user experience:** Meeting our goal of using data to improve decision making and enhance educational outcomes means making data easier to use. Modern data ecosystems achieve this in several fundamental ways: Notable comments from the January 2023 assessment report include:

- Most of the time attributed to producing usable data products is associated with gathering, cleansing, organizing, and otherwise preparing data for use. Modern data ecosystems allow this effort to become organizationally re-usable as curated data sets and outputs are retained in a Data Warehouse environment, ready to be used by others
- Data preparation re-use and central storage improves reliability and accuracy of data products as the same 'answer' to common data questions can be re-used and can be quality checked by data domain experts and developers
- Modern data ecosystems include centralized services to produce otherwise out of reach data products that would be beyond the capabilities of average users and share them broadly with appropriate consumers
- Modern data ecosystems lower the barrier to entry for data use by putting necessary 'ingredients' for analysis, exploration or development in one place for users'
- Modern data ecosystems better enable technical resources to create meaningful data products that align with vision and strategy more broadly throughout an organization

**2. Data management and governance:** A data governance framework is critical within K-12 and Jeffco for several reasons: .

- Data Privacy and Protection: Effective data governance ensures that student data is handled securely. A governance framework will set policies for data access, sharing, and storage, which help to protect sensitive information from unauthorized access.
- Compliance with Regulations: K-12 school Districts must comply with various data privacy laws, such as FERPA (Family Educational Rights and Privacy Act). Data governance frameworks help schools adhere to these regulations by defining clear roles and responsibilities for data management.
- Quality and Accuracy: Data governance ensures that the data collected and used by schools is accurate and reliable. High-quality data is less likely to be misused or lead to security vulnerabilities.
- Risk Management: By implementing data governance, K-12 Districts can identify and mitigate potential security risks. This includes setting up protocols for data incident response and secure data transfer, which are essential for preventing and responding to cyber threats.
- Community Trust: Establishing a robust data governance program builds trust

among parents, teachers, staff, and students. This competency demonstrates a commitment to protecting student privacy and maintaining the integrity of data within Jeffco.

**3. Scalability of solution to district needs:** A modern data ecosystem brings the opportunity to automate many facets of data management and governance. Automation allows the district to shift its staff to support use and application of data.

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### COMPLIANCE STATEMENT:

This monitoring report provides information regarding our policies and procedures related to the Board Ends statement: *District employees will use student data, both formal and informational, to drive decision making.* This monitoring report intends to update the steps the district has taken to comply with this Board Ends statement year to year.

#### **On Track:** Enhance Data Literacy

The district successfully completed the second phase of the Data Literacy project during the 2024-25 school year. As a complement to the Data Competencies for Leaders expectations developed during the 2023-24 school year, a companion Data Competencies for Teachers expectations were created last year (see Table 2 above). Furthermore, the two-day intensive Data Camp training was expanded last year to include assistant principals, instructional coaches, and central instructional staff. A total of nine Data Camp trainings have been held since 2024 for 561 school and central-based participants (refer to Table 1 above).

In addition to the School Progress Monitoring Dashboard (PMD) launched in the 2023-24 school year for school leadership teams, a new Student Progress Monitoring Dashboard (PMD) launched in the spring of 2025 designed for teachers. This tool aggregates data from multiple sources into a single interface, making it easier to analyze and interpret information. These innovative dashboards allow teachers to identify trends over time, such as test scores, attendance rates, and disciplinary incidents, and by examining these trends, identify which specific student may need more focused attention. Enhancements to the School and Student PMDs also are on

track, with new analytical displays like 'on-track to graduate' completed in the 2024-25 school year to be released in the 2025-26 school year.

New data interpretation resources and supports were provided to school staff last year through various methods, including Thriving Schools Support Teams (TSST) Data Partner work, updated website and guides for School Performance Frameworks and Unified Improvement Plans, and timely, applied learning sessions aligned to school-based workflow calendars (e.g, beginning of year data story, September development of Unified Improvement Plans, mid-year progress monitoring, etc.). These efforts ensured school-based and district wide progress monitoring toward Jeffco Thrives 2025 goals. Central services in support of student outcomes continues to be one of the district's major initiatives. The data literacy project addresses that directive.

Progress monitoring end-user resource deliverables included the following:

- Vector Training Modules: 'Mastering the Jeffco Student Progress Monitoring Dashboard: Foundations Training' made available in Vector and required foundational learning for the 1/6/2025 Teacher non-student contact day
- Progress Monitoring Dashboards intranet webpage
- JeffcoHelp User Guide
- Power BI Progress Monitoring Dashboard Adoption Dashboard
- Data protocols for Beginning of Year, Middle of Year and End of Year assessment results

### **On Track:** Develop and Launch Data Governance

The District has successfully operationalized its Data Governance program. Key highlights of this include:

- Completed engagement with industry expert partner firm to shape Data Governance program and charter
- Created Data Governance Program & Committee charters that outline tangible process for both the program overall but also how the committee achieves Data Governance outcomes
- Purchased and implemented a best in class Data Governance enablement application to enable the District to store Data Governance outcomes, policies, and data inventories and definitions
- Completed engagement with Data Governance enablement platform's deployment team to ensure efficient application deployment
- Exercised Data Governance program capabilities to evaluate new data uses, definitions, and deliver actionable outcomes for the District

- Defined data domains and assigned ownership through Data Governance committee process

### **On Track:** Modernize Data Products

The District has delivered a number of data products that leverage the increasingly modernized data ecosystem and strategic posture including the following:

- Student PMD
  - Student performance metrics available to ~6.5k student-facing staff enabling data driven decisions and interventions
- Data Camp support
  - De-identified versions of the PMD created to be used in Data Camp trainings
- Weekly Eligibility Dashboard
  - Support for extra-curricular activity academic eligibility
- District Administration Discipline Dashboard
  - Focused discipline data reporting
- Facilities Dashboard
  - Work order statistics and reporting
- Annual FCB Dashboard
  - Supports policy compliance (see 'FCB Policy' in Board Docs)
- Student Schedule Compliance Monitoring (SSCM)
  - Creates visibility into schedule compliance trends to allow for active interventions to improve District schedule compliance
- Student Engagement Case Management Reports
  - Creates visibility into the interventions and services provided by the Student Engagement team

It is noteworthy that continuing to modernize the District's data products and producing higher value products requires and relies on the forward progress being made in other areas of the District's data ecosystem. Areas of note would include:

- Data Warehouse population
  - Ongoing with 7+ major data sources integrated to date
- Expanding ETL operations
  - Ongoing with enterprise-grade tool for ETL capability installed and operationalized, directly contributing to the 7+ data sources included in the data warehouse
- Continuing the move of District IT platforms to the cloud

- Ongoing with major systems such as the Student Information System successfully migrated

**Challenges:** Sustaining and expanding data literacy learning

The Data Camp sessions with administrators, instructional coaches, and central instructional support staff required extensive resource commitments, including developing the training content, facilitating the professional learning, and participant time to attend the meetings. The 2025-26 data literacy project plan will need to include viable methods to sustain this work with leaders and expand to teachers using limited resources.

In addition, a Data Camp training model cannot be used for teachers given the reduction in educator learning days and the inability to resource the vast number of in-person sessions that would be required. Alternative approaches such as asynchronous training, online resources, and train-the-trainer models will need to be developed. The Teacher Data Competencies can be integrated in other professional learning for educators throughout the year (e.g., Professional Learning Communities or PLCs).

**Challenges:** Student Progress Monitoring Dashboard Adoption/Use

Necessary additional effort was needed to ensure appropriate access to the PMD (“Principal Audit”) upon launch which somewhat slowed adoption of the PMD compared with expectations. Maintaining access ongoing will be significantly less with a Data Governance structure in place.

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**APPENDIX A:**

**Key Definitions-**

1. **EDW** an acronym referring to Enterprise Data Warehouse, see “Data Lake/Warehouse” below.
2. **ETL** an acronym referring to activities common to most data motion tasks - Extract, Transform & Load. ‘Extract’ means pulling data from a source system, ‘transform’ referring to tasks to change, modify or otherwise prepare data for a specific use case, and ‘load’ meaning putting that data into a destination system

3. **Competencies** are a broad set of knowledge, skills, and mindsets – being competent combines the acquisition of a skill with the mindset and behaviors to successfully execute it.
4. **Data Governance:** “The exercise of authority, control and shared decision making (planning, monitoring and enforcement) over the management of data assets.” [DAMA](#) .
5. **Data literacy** involves collecting, analyzing, and interpreting all types of data—assessment, school climate, behavioral, snapshot, longitudinal, moment-to-moment to help determine instructional steps and, more importantly, to improve student learning.
6. **Data Lake/Warehouse:** A typical organization may require both a data warehouse and a data lake as they may serve different needs and use cases. At Jeffco and within this monitoring report, we are using the terms in a combined fashion to encompass the technical environment while being factually accurate. A data warehouse is a database optimized to analyze relational data coming from transactional systems and line of business applications. A data lake stores relational data from line of business applications, and non-relational data from mobile apps, IoT devices, and social media. A data lake stores data in its raw form, often unstructured/ non-relational. The infrastructure built at Jeffco contains both a data lake and a data warehouse and we are combining these terms for the sake of readability.
7. **District’s Application Landscape:** The applications/systems the district currently has in operations.
8. **Ed-Fi Data Standard:** “The Ed-Fi Data Standard is a set of rules that allow (previously disconnected) educational data systems to connect. Any educational technology that's powered by Ed-Fi—whether a student information system, a rostering tool, assessment software, etc. —can connect with any other.” [Ed-Fi Alliance](#)
9. **Mature Data Operations:** Establishing the processes, roles, and data warehouse structures to scale the Data Services offering for the district. This includes reducing technical debt and transferring legacy solutions to the new cloud based solutions.
10. **Technical Debt:** “Technical debt is accrued work that is “owed” to an IT system, and it is a normal and unavoidable side effect of software engineering / development. Teams “borrow” against quality by making sacrifices, taking short cuts, or using workarounds to meet delivery deadlines.” [Gartner](#)