



MONITORING REPORT

September 2, 2026

Policy: **2.3**

Policy Category: **Ends**

Period Monitored: **2025 - 2026 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
- Implementation of systemic data literacy competencies for administrators and teachers
- A robust data infrastructure (data lake/warehouse, data dashboard(s), data governance, people resources)

CONTEXT & BACKGROUND:

[Link to Key Definitions](#)

The Board received the last Board End 2.3 monitoring report via presentation in September 2025. This beginning of the 2026-27 school year monitoring report provides the following updates:

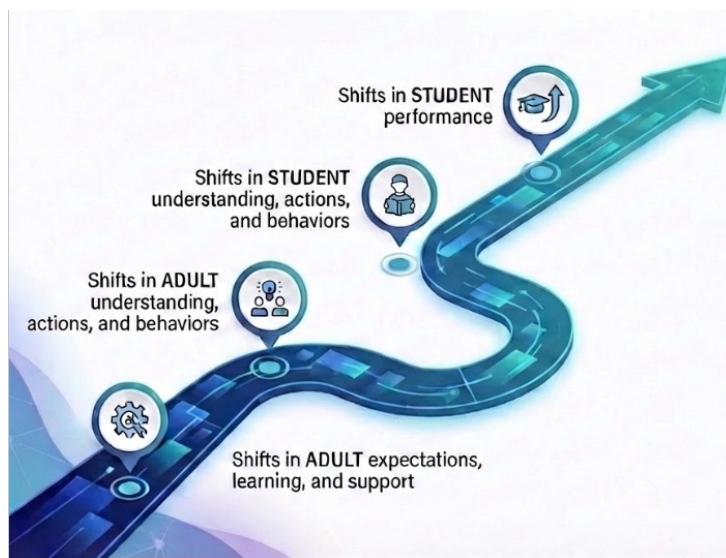
- Status of data literacy efforts aligned to Jeffco’s strategy to improve data initiatives
- Updates on the district’s data modernization efforts including business intelligence (BI) products and governance

Data literacy remains 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). This increased importance of data literacy has affirmed the role of educational institutions that have been working toward data-informed, research-based instructional practices for decades.

The goals and initiatives described in the Jeffco Thrives Strategic Plan highlight the need for all members of the Jeffco community to not only understand the importance of setting and aligning work to ambitious and attainable goals, but also the critical process of using a variety of data to monitor and adjust the district's continuous improvement efforts so we can meet those goals. Jeffco has anchored the continuous improvement process, as well as the organization of process and outcome data, around a trajectory of necessary steps that lead to increased student performance.

Figure 1 below illustrates where this process begins as leaders set expectations that, in turn, serve to shift staff understanding and actions. After those two steps are implemented for an initiative or strategy, the resulting student understandings and behaviors can shift, resulting in the desired student performance outcomes. Data literate systems intentionally plan for each of these components, monitoring the progress of every step.

Figure 1. Continuous Improvement Process “Arrow”



District leadership strongly believes 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 2026 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.

DATA LITERACY

Data Literacy Competencies

The district developed Data Literacy Competencies for instructional leaders and teachers in the 2023-24 and 2024-25 school years. 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 the identification of common characteristics of data-related job functions for school-based teachers and leaders. As detailed in Table 1 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.

1. Leveraging an asset-based approach to data decision-making within a growth mindset.
2. Striving to eliminate bias through actively challenging assumptions and examining additional perspectives.
3. Applying data privacy best practices to ensure protection of confidential information.
4. Cultivating a continuous improvement culture with all stakeholders.

Table 1: Jeffco Data Literacy Competencies for Teachers

Data Literate Teacher Knowledge and Skills			
Gather Data <i>(Create/Collect/Prepare)</i>	Understand Data <i>(Analyze/ Interpret)</i>	Use Data <i>(Apply/Act)</i>	Communicate Data <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
• Access data to search, compile, identify, and locate information from a range of trusted sources • Collect new data accurately and efficiently when needed	• Understand which data are most appropriate for the task at hand • Assess patterns and trends across diverse data • Leverage technology tools to maximize the efficiency and effectiveness of analysis • Analyze data within a relevant context • Make sound inferences from data	• Convert data interpretation into action by leveraging best practices in instruction, differentiation, and individualization • Weigh the merit and consequences of possible actions/ decisions • Account for/ incorporate multiple perspectives and diverse opinions • Monitor the progress of actions and goals/targets; make ongoing adjustments that advance continuous student learning	• Ground data conversations in building trust, deepening relationships, and supporting student success • Match appropriate and ethical communication methods to stakeholder needs • Share multiple types of data in engaging, appropriate, and accessible ways • Help students and families become more effective consumers and users of data to support learning
Data Literate Teacher Mindsets			
• Leverage a growth and asset-based approach to data interpretation and collaborative decision making • Actively challenge assumptions, mitigate fallacies and bias, understand the implications and consequences of insights, and examine additional perspectives • Ensure data privacy foundational practices are utilized during all phases of the data life cycle (Gather/Understand/Use/Communicate) • Cultivate a culture of continuous improvement with all stakeholders			

Jeffco Public Schools has an extensive history in the use of continuous improvement processes. 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 2025-26 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 align professional learning and resources to cover core understandings of data literacy competencies by role (e.g., school leader, educator, etc.).
- 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 Use by School Leaders

Professional Learning Communities

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 and instructional coaches 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. In December 2025 during all coach learning, coaches practiced data driven coaching conversations in order to prepare effective questions and protocols for school based mid-year data reviews.

Instructional Coaching

One of the program outcomes for instructional coaches during the 2025-2026 school year was to increase coach data literacy competencies through ongoing use of and reflection on coaching data artifacts. The goal statement was, by May 2026, 80% of instructional coaches will demonstrate increased efficacy in using data to strengthen teacher practice and student learning in alignment with school goals. Evidence for this goal was captured through:

- Growth on a Coaching Efficacy Self-Assessment in the area of data-informed practice
- Artifacts showing data-driven decision making

A series of continuous learning experiences for coaches occurred throughout the year and was grounded in the Data Literacy Instructional Leaders Competencies outlined in Table 1 above.

Table 2: 2025-26 Instructional Coach Professional Learning Outcomes

Month	Synthesis of Professional Learning Outcomes
October	Goals, outcomes and artifact progress monitoring processes were introduced
December	Reflected on current data practices and make refinements Planned and practiced data conversations to prepare for mid-year reflection protocols
February	Zoomed in on classroom level data to refine data-driven coaching practices
May	Co-created success criteria for the coach goal in order to increase shared clarity on data driven coaching that impacts student outcomes

To accomplish these outcomes, instructional coaches engaged in learning specific to data competencies and data driven coaching cycles. The Continuous Improvement Process Arrow (see Figure 1 above) was used to analyze coaching data artifacts to reflect shifts from teacher behaviors and strategies to shifts that include student outcomes and performance. An end of year evaluation and analysis of the instructional coach goal resulted in the following:

- 100% of artifacts showed alignment to school goals
- 45% of artifacts showed shifts in teacher understanding, actions and behavior
- 30% of artifacts showed shifts in student understanding, actions and behavior

Throughout the year, over 90% of participants reported that they successfully applied key takeaways at their schools and found the professional learning to be meaningful for their growth.

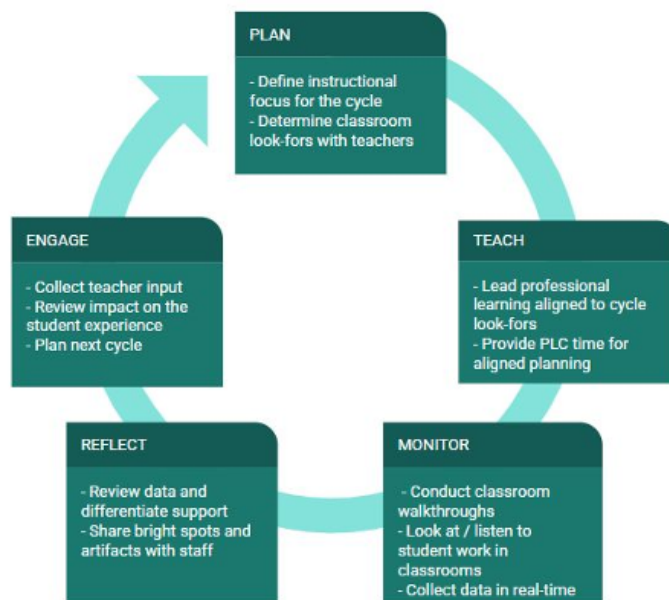
While there was significant growth toward the goal, there is still room to improve. To build on this progress, the Coaching Leadership team remains committed to a data-driven coaching goal for the 2026–27 school year. Moving forward, the program will emphasize data literacy through ongoing "data digs" across diverse datasets. Classroom coaching cycles, PLCs, and instructional decision-making will remain central focus areas, supported by artifact sharing and reflection aligned with the Continuous Improvement Process Arrow.

School Sprint Cycles

Last year, Jeffco's school leaders, with their Academic Leadership Teams (ALTs), had the opportunity to use the sprint cycle process for consistent, coherent instructional practices aligned to the Jeffco's Instructional Excellence Arc of Learning to enhance the student experience. The process involves a 6-12 week cycle where educators focus on specific instructional strategies aligned to planning in Professional Learning Communities, implementation in classrooms, and then monitoring with data for continuous improvement rather than evaluation. The school's sprint cycle is communicated with the entire staff and the success of each point of implementation is narrated through weekly communications.

The sprint cycle framework follows the implementation steps outlined in Figure 2 below. The continuous improvement cycle covers plan, teach, monitor, reflect and engage.

Figure 2: Continuous Improvement Sprint Cycle Process



Source: TNTF

Sprint cycles include:

- A compelling purpose that explains why this matters connected to a school's focus to improve the student experience
- Observable, measurable goals aligned to the school's instructional priority for the year

- Bite-sized teacher action steps that should be achievable in a short time frame by the majority of teachers
- Teacher action steps that make a difference for the student experience and improve mastery of the daily lesson level objective
- New actions building on previous development with essential look-fors tracked throughout the entire cycle

One Jeffco district leader described the process this way:

Sprint cycles help us to have approachable accountability because a cycle takes one chunk, one bite at a time and lets people work on that, and build off of that onto the next and then the next chunk. It helped our leaders get from the big daunting “I have to implement new curriculum” to instead “take it in pieces and see how to make it manageable for myself and my staff.”

District Data Dashboards

In addition to enhancing and supporting existing data dashboards, the district has continued to design, develop, and release various online dashboards to further data use by all leaders and educators.

Last school year, for example, the School Progress Monitoring Dashboard was modified to provide schools with a list of incoming 6th and 9th grade students enrolled for the following school year, along with information like instructional program plans, prior grades, attendance, assessment performance, discipline incidents, etc. This new functionality allowed school staff to more easily plan for possible student needs (e.g., additional support in mathematics) before students started classes for the 2026-27 school year. School principals and counselors were trained on the report last spring.

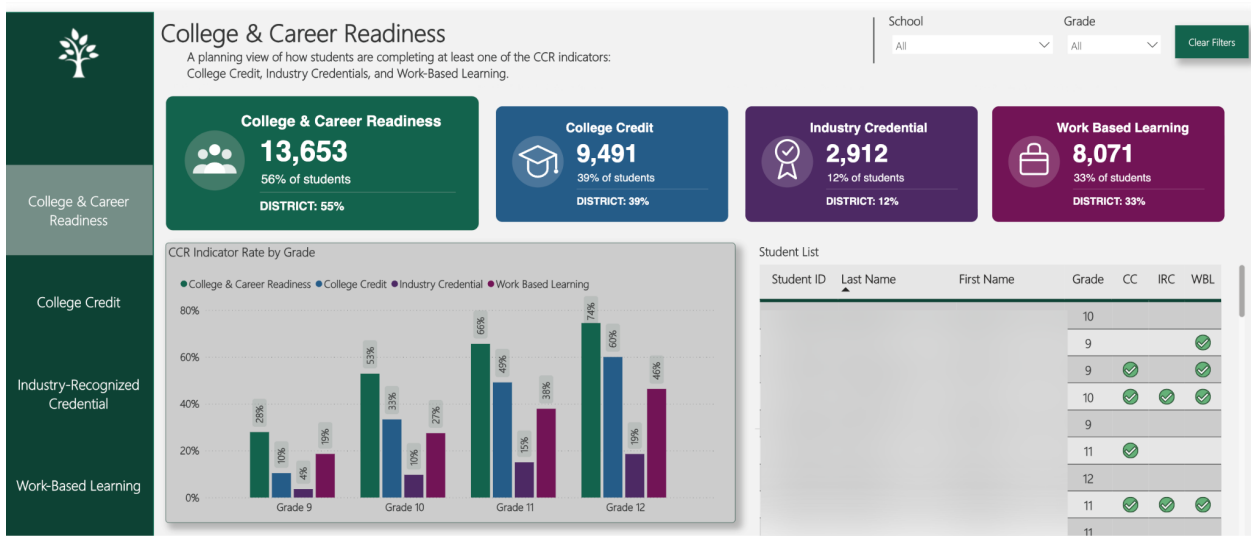
The College and Career Readiness dashboard underwent design, development and testing in the spring of 2026 for release at this year’s Leadership Launch. This online tool reports College and Career Readiness (CCR) as it relates to the “Big 3” CCR outcomes prior to graduation that includes:

1. College credit: includes students that have earned a C or higher in any Concurrent Enrollment Course, a 3 or higher on any AP Exam, or a 4 or higher on any IB exam
2. Industry credentials: includes students that have earned a state recognized industry credential
3. Work-Based Learning: includes students that have completed at least 30 hours of an in-depth work-based learning experience within a Career and Technical Education (CTE) pathway or 60 hours outside of a CTE pathway

This new tool provides overall CCR data for the district and each high school, as well as student-level information to allow targeted support for students who have not yet had the opportunity to obtain a Big 3 credential.

A screen shot from the College and Career Readiness Dashboard is provided in Figure 3 below.

Figure 3. College and Career Readiness Dashboard Screenshot



The District Administration Discipline Data (DADD) dashboard serves as another example of a specialized online tool that visually displays key performance indicators for behavior incidents so school leaders can monitor and adjust as needed throughout the school year.

As we work to strengthen a data culture in Jeffco, where decisions are made grounded in data, school leaders and teams will use the DADD to track behavior and discipline trends at the disaggregated level, in order to drive proactive interventions and support for students. We will have a focus toward student groups who are experiencing disproportionate discipline such as our students with disabilities and our students of color. The classroom managed behavior report in the DADD will support the Proactive Behavior and Safety Team work at the school level.

Data Use by Central Leaders

Central leaders reference the dashboards outlined above for districtwide monitoring and to develop plans to support school and student needs.

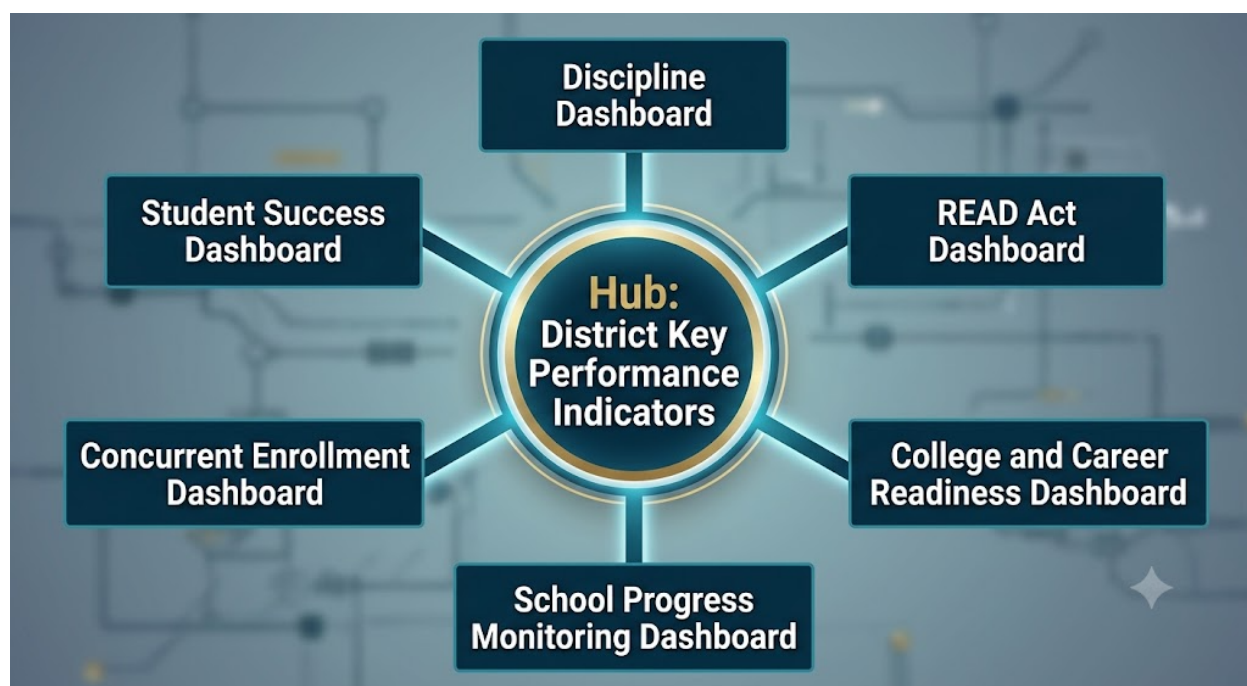
Additionally, some central teams have leveraged specialized dashboards with custom access to enhance their efficiency and effectiveness in analyzing important metrics for their specific projects. For example, the central team overseeing the READ Act has access to a dashboard containing information about READ plan status and eligibility for each school. This tool allows the team to more efficiently identify the magnitude of need at each location, leading to more effective deployment of resources and supports to address those needs.

During the 2025-26 school year, central leaders on the newly formed central Proactive Behavior and Safety Team (PBST) also identified leading and lagging metrics to better monitor progress for the safety and belonging components of the District Unified Improvement Plan (DUIP). The five topic areas to create shared data collection included attendance, behavior, mental health, safety, and belonging. These metrics will be considered for DUIP targets in 2026-27.

The increased presence and use of data dashboards has provided school-based and central staff with access to more information and data than ever before. Dashboard users have provided invaluable feedback about the content and format of the dashboards as well as the applicability to their role-specific work. A common theme from user feedback: While the availability of rich and relevant data has led to more effective understanding and monitoring of key metrics, the sheer volume of data compounded by the current organization and lack of connection between related dashboards poses significant limitations on the frequency of use.

A cross-department team of instructional and operational leaders formed in the 2025-26 school year to address the dashboard challenges described above. This team recommended a reorganization of the data dashboards through a “hub-and-spoke” conceptual model: Users would have access to a “hub” dashboard with key performance indicators to provide them with summary data the district uses to monitor student performance and improvement efforts, and this dashboard would include direct links to existing “spoke” dashboards with more specific information associated with those indicators. This model accelerates users’ abilities to locate relevant data as well as enhances coherence within the dashboard ecosystem. This cross-departmental team will continue to work on reorganizing the data dashboards throughout the upcoming school year.

Figure 4: Hub and Spoke Dashboards Conceptual Model



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.

We have made significant progress in modernizing our reporting capabilities by moving away from outdated legacy reporting functions and investing in strategic platforms designed for long-term scalability. The implementation of Snowflake provides a robust data foundation for enterprise reporting and analytics, while the enhanced functionality included in our ERP upgrade allows us to leverage embedded reporting tools and workflows rather than relying on custom-built solutions. This shift improves efficiency, increases data visibility, and positions the organization to make faster, more informed business decisions.

Efficient Scalability

In alignment with overarching IT strategic principles, 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 is delivering tangible value across Jeffco through improved data quality, greater trust in reporting, and more effective use of District data. A key benefit is the establishment of a structured process for evaluating data use cases, ensuring the right stakeholders are engaged and that data is used in alignment with legal requirements, District policy, and ethical standards. As we continue modernizing our data ecosystem through Snowflake and the ERP upgrade, we look forward to expanding governance across additional data domains, further strengthening transparency, consistency, and data-driven decision-making throughout the District.

Business Intelligence / Data Visualization & Data Democratization

To drive strategic decisions and operational improvements—like helping To support strategic decision-making and operational improvement, data must be accessible, understandable, and actionable for those closest to the work. Jeffco has invested in building an enterprise data and analytics service that delivers impactful visualizations and trusted data products, such as the Student Performance Monitoring Dashboard (Student PMD), to educators,

principals, and District leaders. At the same time, we have begun democratizing business intelligence by empowering capable staff with self-service analytics tools, enabling them to explore data, answer questions, and generate insights more independently while maintaining appropriate governance and data quality standards. This approach expands data-driven decision-making across the organization and increases our ability to respond quickly to student and operational needs.

Data Warehousing & Data Movement

A modern data strategy depends on the ability to reliably move, organize, and govern data across the District. Jeffco has invested in enterprise data movement and warehousing capabilities that automate the collection, integration, and preparation of data from multiple systems, replacing manual, file-based processes with scalable and traceable workflows. As data flows through the enterprise data warehouse, it is cleansed, standardized, and enriched, creating a trusted single source of truth with clear data lineage. This growing foundation reduces duplication, improves efficiency, and enables staff to leverage high-quality data more quickly and confidently to support informed decision-making across the District.

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: Instructional coach professional learning to apply data literacy competencies

Targeted professional learning in data-driven coaching cycles yielded measurable impact, with 100% of coaching artifacts aligning directly with school goals. Guided by the Continuous Improvement Process framework, coaches successfully drove observable shifts in both teacher practice (45% of artifacts) and student outcomes (30% of artifacts). Overall, over 90% of participants consistently applied key takeaways

at their school sites and reported meaningful professional growth throughout the year. Building on the success, this work will continue in the 2026-27 school year.

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:

- Career and College Readiness Dashboard
 - Delivered the first phase of a comprehensive Postsecondary and Workforce Readiness reporting solution, providing district and school leaders with a unified view of College and Career Readiness attainment across work-based learning, industry-recognized credentials, and college credit. The dashboard enables data-driven identification of strengths, opportunity gaps, and subgroup disparities, supporting targeted interventions and expanding readiness opportunities for all students.
- Student Success Dashboard
 - Delivered three Student Success Dashboard solutions that provide district leaders with actionable insights into equitable access to advanced learning opportunities, school health service needs and

capacity, and immunization compliance, while establishing trusted, governed data assets that strengthen data-driven decision making, resource allocation, and accountability across the district.

- Progress Monitoring Dashboard Enhancements
 - Delivered multiple enhancements to the School and Student PMD, strengthening the district's most widely used business intelligence platform through new predictive indicators for assessment outcomes and graduation risk, expanded visibility into incoming student performance and engagement data for school leaders, and improved assessment-data governance controls, enabling more proactive, informed, and secure decision making across schools.
- ThriveOps Food and Nutrition Services Dashboard
 - Delivered and launched a centralized Food & Nutrition Services reporting solution that provides district leaders with timely, actionable insights into student meal participation, program costs, operational efficiency, menu performance, and school-level service trends, enabling more effective program management, resource planning, and data-driven decision making across the district.
- District Administration Discipline Dashboard
 - Delivered and enhanced the District Administration Discipline Data Dashboard, providing school leaders with a centralized view of student behavior and discipline trends to identify areas of concern and success, monitor outcomes across student groups, evaluate the effectiveness of interventions, strengthen coordination with support teams, and enable more proactive, data-informed decision making to improve student outcomes and school climate.
- Title I Disproportionality Dashboard
 - Delivered a centralized Title I monitoring solution that equips district leaders with actionable insights into disproportionality across schools and student populations, enabling the identification of equity gaps, targeted support and intervention strategies, ongoing monitoring of trends over time, and recognition of areas demonstrating positive outcomes and progress.
- Athletics and Activities Dashboard
 - Delivered a centralized athletics and extracurricular participation dashboard that provides district and school leaders with greater visibility into student engagement across programs, enabling the identification of participation trends, access and representation gaps, and opportunities for targeted outreach, resource allocation, and program planning while supporting state compliance requirements.

Continuous Improvement Next Steps: Continue to deepen application of data literacy competencies

A key ongoing challenge is deepening the practical application of data literacy competencies, ensuring educators consistently leverage both formal and informal data throughout the school year. Driving continuous improvement requires infusing data literacy into all professional practices, shifting teams to leverage data in clear, focused, and deliberate ways that maximize improvement efforts.

Ultimately, the deepening of data literacy competencies demands heightened intentionality and awareness across Professional Learning Communities (PLCs), student goal-setting initiatives, and the implementation of strategic improvement plans. Central teams will adjust this year's data literacy project plan to incorporate action steps to address this need. For example, the Instructional Coaching team will continue with the goal of increased efficacy in using data to strengthen teacher practice and student learning in alignment with school goals.

Continuous Improvement Next Steps: Jeffco Data Dashboard Coherence

While the district has provided many new online dashboards for school and district use, the current organization and lack of connection among related dashboards poses significant limitations on the impact of these tools. In the coming school year, cross-departmental teams will continue to review, reorganize, and link dashboard functionality based on feedback from stakeholders.

APPENDIX

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:** 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:** 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. **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.
9. **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](#)