(4) DESIGN FOR IMPLEMENTING AND EVALUATING THE PROJECT

Because of the centrality of data to our MTSS and ILP model, the Grimmway model is data-driven, at all levels of the organization. We use a comprehensive data management system, Illuminate, which allows us to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. School leaders rely on data to evaluate teacher efficacy along with the impact of curriculum, instructional strategies and other initiatives. CMO leaders continuously review data to ensure school leaders are on track towards goals stated in the school's LCAP and any other short- and long-term goals, and the Board similarly reviews data against stated goals for all facets of the organization: academic, fiscal, operational. In this way, data continuously drives improvement both broadly across the organization and specifically for individual students in their ILPs.

MANAGEMENT AND LEGAL STRUCTURE: Grimmway operates autonomously from its authorizers with the exception of supervisory oversight as required by statute and other negotiated contracted services (e.g., SpEd). The Grimmway Schools Board maintains control over each school's operations (subject to authorizer oversight, including a charter renewal process pursuant to CA law) and is fully responsible for the operation and fiscal affairs of the schools. In addition to fiscal oversight (see above), the Board hires, supervises, and evaluates the Ex. Director/CEO and ensures the organization and each school is meeting academic, operational, fiscal, and other goals per the LCAPs and overall organization goals and objectives. (Board biographies are included in App. B.) In accordance with California's Brown Act, all Board meetings are open public meetings, with notice provided in advanced to the public and minutes published on the schools' websites.

Our CMO, led by the CEO, supports the instructional and operational needs of all our schools and ensures accountability. (See detailed Organizational Charts at App. H.) Our CMO will support all Grimmway schools and ensure accountability, yet allow site-based autonomies such as selecting specific curricula that best needs students' needs. We require uniform tech platforms to ensure consistency in data collection, management and analysis. The functions outlined below provide a high level overview of the areas to be handled by the schools and CMO office. The bars show the level of responsibility that falls between schools and network for each given function.

Area	School	CMO
Human Capital		
Facilities		
Technology		
Finances		
Communications		
Curriculum		
Instruction		
School Culture		
Assessment		

Prior to opening a new school, the Founding Principal will spend a full year in a Residency, engaged in comprehensive PD with our other school leaders and CMO staff, working at the existing school sites as an Assistant Principal and shadowing that site's Principal, designing the new school's curricula and engaged – with CMO support – in teacher/staff hiring, student outreach, purchasing supplies and equipment and preparing the school for opening. Once each new site is open, CMO staff will continue to provide comprehensive support as each school grows to scale and operates at full capacity, continuously refining programs and operations based on student achievement data, stakeholder surveys, evaluation outcomes and other feedback. This centralized support enables each new school to leverage the experience and

expertise of staff who not only are experts in Grimmway's model, but have opened new schools and understand the challenges faced, and offer experience-based solutions.

DESIGN AND IMPACT: As we grow and scale our network, the Grimmway Board and our senior leadership team will lead an organizational design that 1) maximizes both local school autonomy and CMO functional expertise; 2) maximizes collaboration between the schools and CMO office, and 3) promotes organizational clarity through well-defined roles and responsibilities. The proposed evaluation plan will contribute high-quality evidence on the impacts of the Grimmway Schools model, and will provide insights to the field with regard to best practices in charter school expansion and replication. As the CSP grant evaluates the extent to which Grimmway is replicating its model with fidelity at each new site, including growing into grades 9-12, the evaluation will provide helpful information for Grimmway's leaders that can inform future replications and "best practices" in charter school growth.

THE EVALUATION WORKING GROUP: Bellwether Education Partners (Bellwether) will provide the evaluation for this project. Bellwether's evaluation approach includes tethering rigorous evaluation methodology to evidence-based decision-making of an evaluation working group represented by organizational leaders and its own lead evaluator(s). Bellwether believes this approach will simultaneously ground the rigorous evaluation and deepen the capacity of Grimmway leaders for evaluation and continuous improvement in a way that will strengthen the organization as it grows.

The evaluation working group will meet in person to kick off the evaluation process and virtually in years two through five to continue planning and reflecting upon results each year of the grant. Other virtual meetings will be scheduled as needed). The objectives for the evaluation working group will include: ensuring the evaluation questions, design, tools, execution, and

related findings speak to expansion and replication goals and grant reporting requirements throughout the course of the grant; providing context and information that may guide the evaluation process and help ground findings and recommendations; optimizing participation from stakeholders during data collection; providing an opportunity for Grimmway leaders to collaborate around solutions; and identifying optimal ways to disseminate findings.

REFLECTING UPON AND REPORTING RESULTS: Data will be analyzed and reported formatively (quarterly and annually) and summatively (project end) in response to the evaluation questions posed in the evaluation framework. The evaluation working group will reflect on formative results quarterly (e.g., project milestones, implementation variables) for ongoing decision-making related to program implementation and enhancement. Annually, the group will assess progress toward longer-term goals (e.g., project milestones, implementation variables, and student outcomes), review formal evaluation reports and draft publications, and refine plans for the dissemination and communication of results to the sector and public at large. The evaluators will present all findings internally for discussion and refinement prior to broader dissemination, which may include posting briefs and reports on Grimmway and/or Bellwether websites, in-person or virtual presentations with members of the school community (e.g. staff, families, board), presenting at state and national conferences blog posts, and sharing findings via social media.