

(2) ENSURING FEEDBACK AND CONTINUOUS IMPROVEMENT IN OPERATIONS

As detailed in the preceding sections, data drives virtually every aspect of our organization, from revision of students' ILPs every six weeks based on current assessment data, to Instructional Coaches using observations and student outcome data to guide teacher coaching and PD in real-time, to the Board reviewing financials to determine each school's position against its budget forecast. Our data-driven process of continuous instructional improvements across the organization, from a single student to schoolwide, relies effective tech-based tools to support analysis and reflection. Teachers and school leaders to have real-time access to aggregated and disaggregated data through Illuminate, with integrated online programs providing real-time data on specific content strands mastery. The Principal and CMO leadership team will review the efficacy of data systems, online curricula and assessments, and other tech-based tools as part of the annual LCAP process.

The following data is collected and used by instructional staff to determine student achievement of goals in the schools' LCAPs and other performance objectives:

Assessment	Purpose	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	K-12	Daily and/or weekly
Publisher (online and paper)-Designed Assessments	Assess mastery of unit/lesson content.	K-12	End of unit/end of semester or year.
NWEA Exams	Nationally normed benchmark assessment to determine student growth in Reading and Math	K-11	Fall/Spring
CAASPP	State Criterion-Based Assessment in ELA and Math	3-8, 11	May
California Science Test (CAST)	State Criterion-Based Assessment in Science	5, 8 and 10/11	May

PSAT/SAT/ACT	College entrance	9-12	October, November, or December
ELPAC; EL Reclassification Rates	Measure language acquisition	K-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	3-11	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	3-11	February
FitnessGram Physical Fitness Test	To assist students in establishing lifetime habits of regular physical activity	5, 7, 9	February to May
ESY Assessments	To measure student knowledge of healthy habits and behaviors	K-12	Spring
Surveys	To assess stakeholder (student, teacher, parent) satisfaction and feedback	K-12	End of Year
HS graduation rates, HS A-G completion rates; MS/HS dropout rates; college application, admission and enrollment rates	To assess goal of getting more students prepared for, admitted to, and enrolled in college	9-12	End of Year
Suspension and expulsion rates; ADA; chronic absenteeism; student surveys	To assess student behavior, engagement and SEL	K-12	End of Year
Parent attendance at conferences, workshops and events; parent volunteer hours; parent surveys	To assess parent engagement and satisfaction	K-12	End of Year

Teachers collaboratively review student achievement data weekly and plan differentiation and interventions for students. Faculty analyze data from various assessments, looking for trends in learning and lessons that need to be reviewed further, understanding which standards need to be reviewed or presented in a different way, and which standards the students have been mastered. The results of the data also enable teachers to provide students with individualized practice opportunities, either in class or during tutoring hours. School and CMO leaders, including the Chief Academic Officer (CAO), monitor achievement data for teaching and Principal coaching and PD needs. The Principal reviews achievement data with teachers

one-on-one at least quarterly. The Executive Director/CEO presents detailed student achievement analysis on a quarterly basis to the Board, addressing any strengths and weaknesses in the data and detail action plans. The Board evaluates the CEO annually using data to evaluate the effective accomplishment of job responsibilities; the CAO evaluates the Principals who in turn evaluate the school site teachers and staff, all with a strong focus on student achievement data and growth measures via multiple measures of data.

Data is a key component in annual goal setting and resource allocation as part of the annual LCAP process, as well as individual teacher goals for the year. With this CSP grant, the Evaluation Working Group, described above, will meet regularly to discuss grant data and lessons learned, ensuring that school site Principals and staff get the information and support they need to make necessary adjustments in real time to ensure project goals and objectives are met. Beyond academic data, we carefully track additional metrics that relate to the state's eight priorities, such as parent engagement, student behavior and attendance, along with financial and operational data. The Principal engages stakeholders in identifying key successes and needed areas of improvement as part of the annual strategic planning and review process and determine whether instructional strategies, curriculum or other inputs need to be modified to ensure student success. The SSC and ELAC and continuously advise the Principal on the success of initiatives and offer new ideas. In short, each member of the Grimmway family is continuously involved in a transparent process of data analysis, discuss and implementation of course corrections needed to ensure achievement of Grimmway's mission and vision.