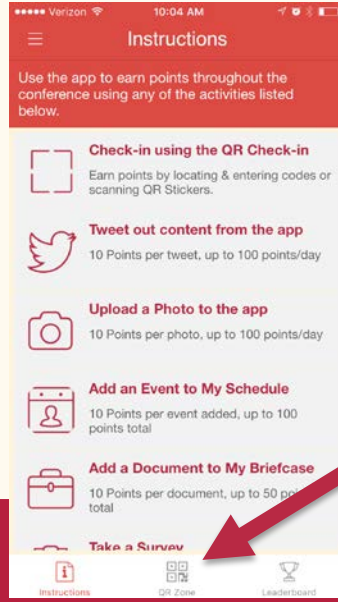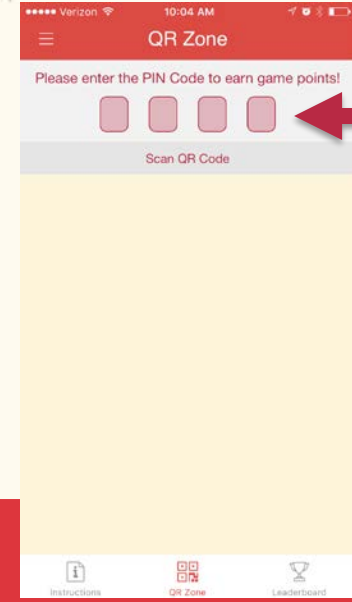**GO TO THE GAME CENTER**

CLICK "QR ZONE"

ENTER YOUR SESSION'S PIN

SESSION NAME: Peer-to-Peer: Making Annual Reports Work for Your Office

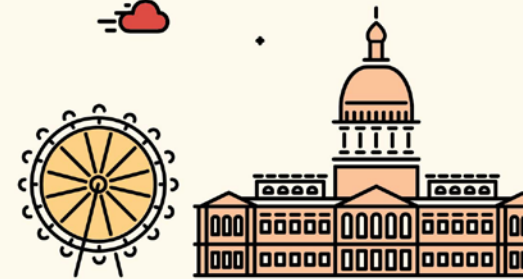**LET YOUR PRESENTERS KNOW YOU'RE HERE, AND EARN POINTS!**

SESSION PIN:
#NASACon

3646

PEER-TO-PEER:
MAKING ANNUAL REPORTS WORK FOR YOUR OFFICE
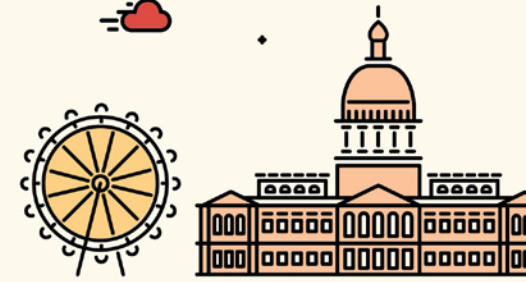
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SESSION OBJECTIVES

- Learn why annual reporting is important and how two authorizers do it.

- Discuss questions and challenges of annual reporting.

- Identify next steps to implement or revise an annual report and/or reporting process.

AGENDA

Introductions and Logistics (5 min.)

Audience Poll (5 min.)

Examples of Annual Reporting Systems (20 min.)

    Indianapolis Mayor's Office

    Central Michigan University

Discussion of Challenges/Considerations (10 min.)

Open Discussion/Questions (35 min.)

AUDIENCE POLL

- Who is looking to build an annual report?
- Who already has an annual report, but is looking to improve/ adjust it?
- What are your thoughts on annual reports? (respond through app)
- What would you most like to learn from this session? Any burning issues?

"It's not hard to make decisions when you know what your values are."
-Roy E. Disney

PURPOSE OF ANNUAL REPORTING

- Annual review/reflection of performance
    - Earlier interventions
    - Strategic regional decisions

- Transparency
    - School leadership
    - Public
    - Documented performance record for renewal

- Communicating a holistic picture of performance
    - More than just A-F (state requirements)
    - Alternative frameworks

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EXAMPLE ANNUAL REPORT INDICATOR: ACADEMICS
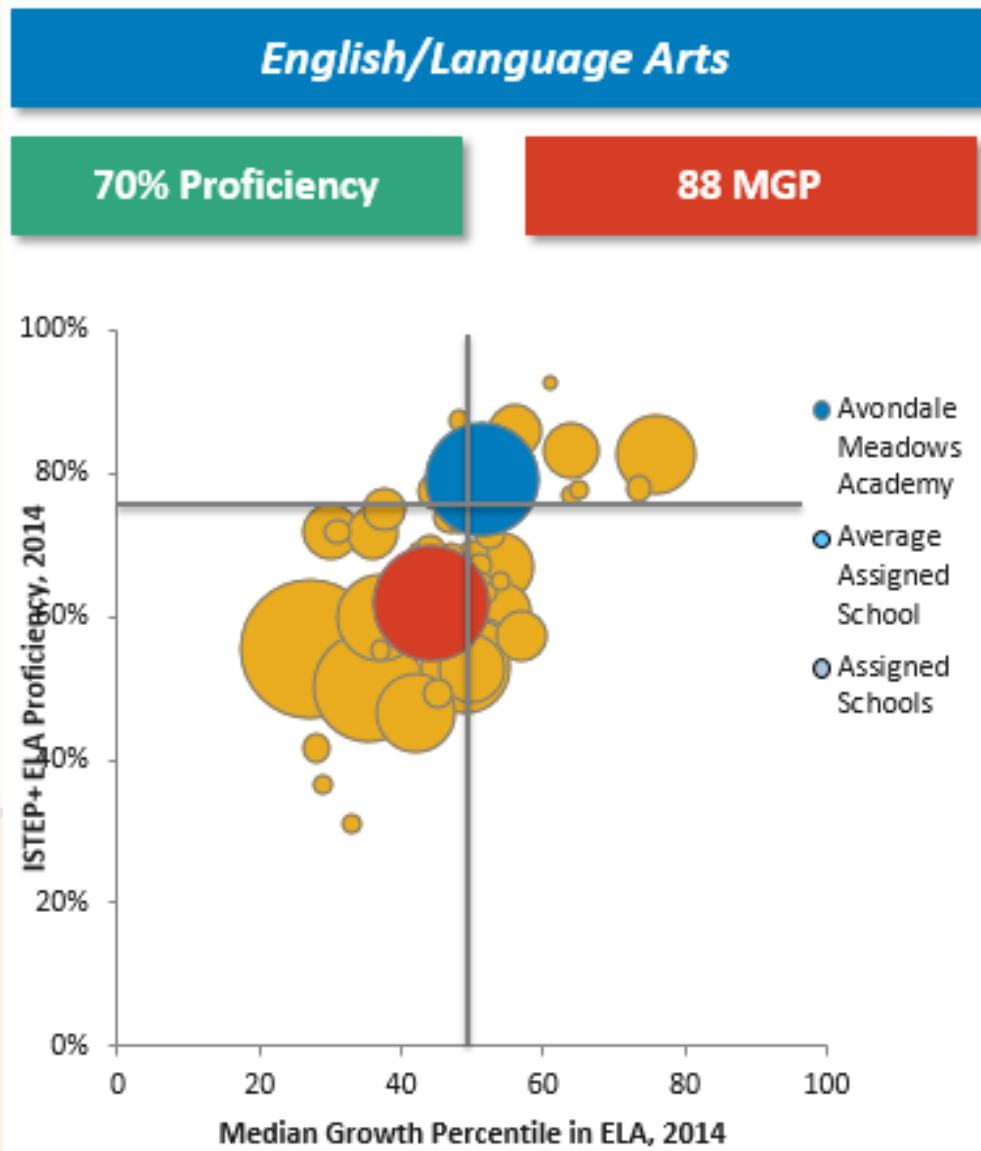
OEI's Comparison Indicator allows the office to identify whether charters are outperforming other available options each year, adding context to annual strategic decisions and conversations.

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OEI ANNUAL REPORT

- 7 indicators
- Split ES/MS and HS
- Proficiency, Growth, Equity, CCR

- Short-term health
- Long-term health
- Adequate systems

Is the educational program a success?

Is the organization in sound fiscal health?

Is the organization effective & well-run?

Is the school providing the appropriate conditions for success?

- Strong leadership
- Structure & governance
- Legal and charter compliance

- External Site Visit
- Pedagogy, Culture, Systems
- ELL/SPED compliance

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OEI ANNUAL REPORTING TIMELINE

DATA COLLECTION: DECEMBER

- Academic: State Board of Education
- Finance: State Board of Accounts
- Governance: Internal Reports
- Site Visit: External Reports

DRAFT AND REVIEW: JANUARY

- Internal reviews
- School leader and board reviews
- Final edits submitted

PUBLISH & DETERMINE NEXT STEPS: FEB./MARCH

- Published to website
- Signed assurances forms
- Results analyzed
- Strategic discussions and decisions

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CMU'S APPROACH TO PERFORMANCE REPORTING

Purpose

- Clearly and consistently communicate the performance of a school in relationship to expectations contained within the charter contract
- Educational Tool for Board members and Administrators
- Transparency
- Decision-making
- Strategic Planning

Audience

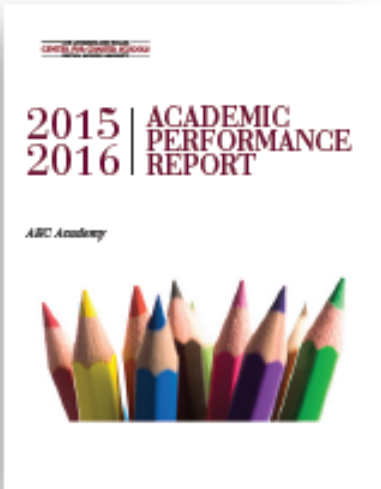- CMU (Board of Trustees)
- Schools
- Public

Timing

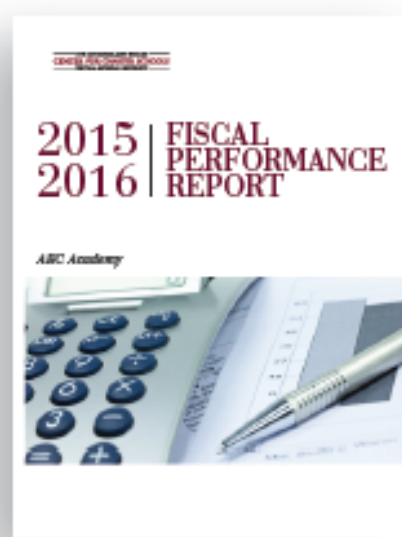- Released as data comes available

Resources

- Project Team consisting of subject matter experts, data analysts, graphic designer and project manager

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ACADEMIC PERFORMANCE REPORT

The first performance report, published annually in the summer, provides a comprehensive overview of the Academy's academic outcomes for the academic year just completed.

FISCAL PERFORMANCE REPORT

The third and final performance report, published annually in the winter, provides a comprehensive overview of the Academy's financial outcomes for the previous academic year.
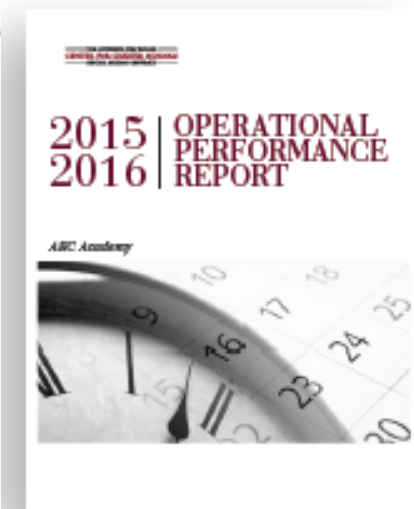
OPERATIONAL PERFORMANCE REPORT

The second performance report, published annually in the fall, provides a comprehensive overview of the Academy's operational outcomes for the academic year ending in June.
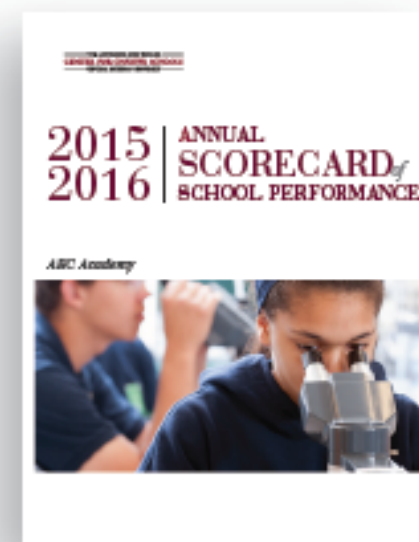
SCORECARD OF SCHOOL PERFORMANCE

As a summary of the three performance reports, published annually in the winter, the Scorecard provides an overview of the Academy's performance as it relates to the Charter Contract.

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Educational Goal to be Achieved:

Prepare students academically for success in college, work and life.

To assist in determining whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students in grades two through eight, who have been enrolled for three[1] or more years at the Academy, will be assessed using the following metrics and achievement targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-8	The average college readiness level based on scaled scores from the NWEA MAP® or Performance Series® by Scantron® reading and math tests administered in the spring.	Students enrolled for three[1] or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule.

[1] If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Measure 2: Student Growth

The academic growth of all students in grades three through eight at the Academy will be assessed using the following metrics and growth targets:

GRADES	METRICS	GROWTH TARGETS
Grades 3-8	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the NWEA MAP or Performance Series by Scantron.	Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in the schedule.

Please note the measure of student growth is the most important, but not the only factor the Center considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work and life.
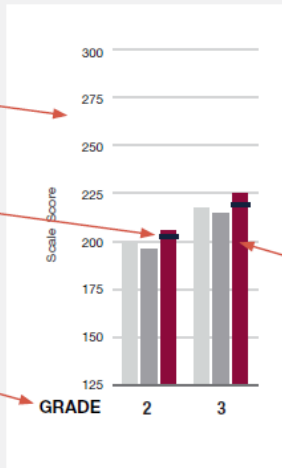
Understanding the Charts

SCALED SCORE

A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison between students.

ACHIEVEMENT TARGET

The achievement target is the benchmark that is specified in the Charter Contract for each grade, based on the cohort of students enrolled three[1] or more years.

GRADE

Student results are shown for each grade. The grades are depicted by the label below the chart, from grade two through grade eight.

STUDENT SCORES

The average student scores for each grade are represented by the bars. The current year scores for students enrolled for three[1] or more years are maroon. The previous years' scores are illustrated in progressively lighter shades of gray.

MAP Spring Results

STUDENTS ENROLLED FOR THREE[1] OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS

Reading

Scale Score values (Spring 2015-2016, maroon bars):
- GRADE 2: 189
- GRADE 3: 205
- GRADE 4: 214
- GRADE 5: 215
- GRADE 6: 217
- GRADE 7: 219
- GRADE 8: 226

Legend: Spring 2013-2014 | Spring 2014-2015 | Spring 2015-2016 | — Achievement Targets

Converted score - see NOTE below
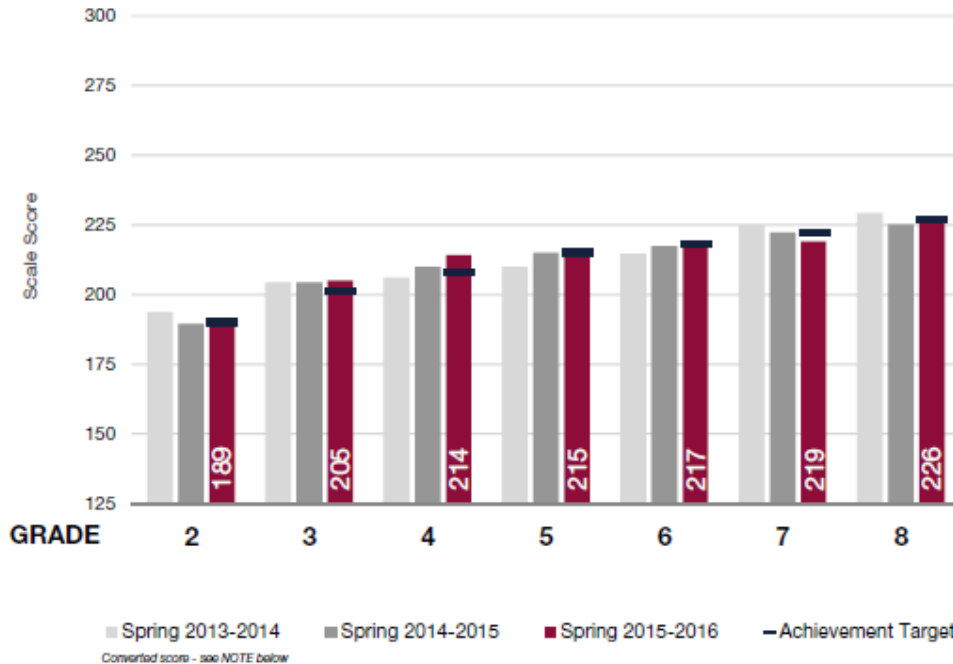
Percent of Students Meeting the Target
ENROLLED FOR THREE[1] OR MORE YEARS
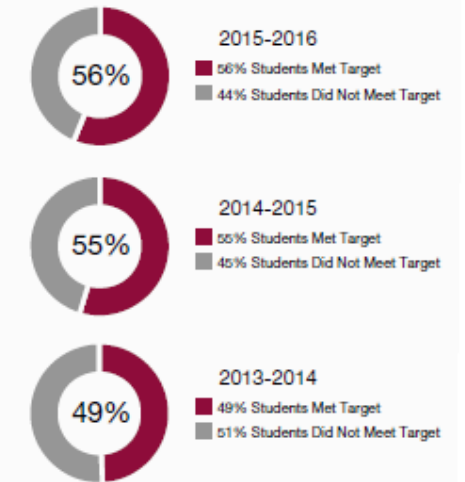
2015-2016 — 56%
56% Students Met Target
44% Students Did Not Meet Target

2014-2015 — 55%
55% Students Met Target
45% Students Did Not Meet Target

2013-2014 — 49%
49% Students Met Target
51% Students Did Not Meet Target

Fig. 11

Understanding the Charts

SCALED SCORE

A scaled score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison to be made.

ACHIEVEMENT TARGET

The achievement target is the benchmark that is specified in the Charter Contract for each grade, based on the cohort of students enrolled three or more years.

TEST YEAR

Student results are shown for each grade by the year the tests were given. The grades are depicted by the label above the chart. The current school year's test results (fall to spring) are provided, as well as two prior years for comparison.

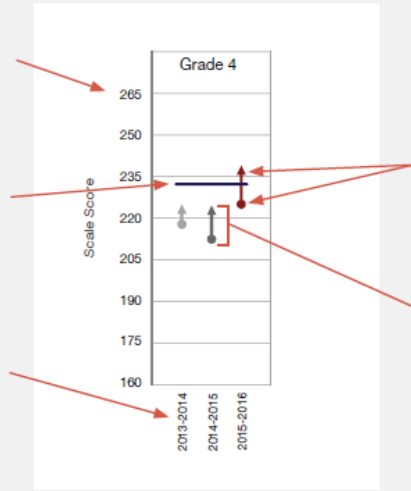

STUDENT SCORES

Average student scores are shown as two points: a beginning score (or fall test) and an ending score (or spring test). The beginning score is the dot while the ending score is the tip of the arrow.
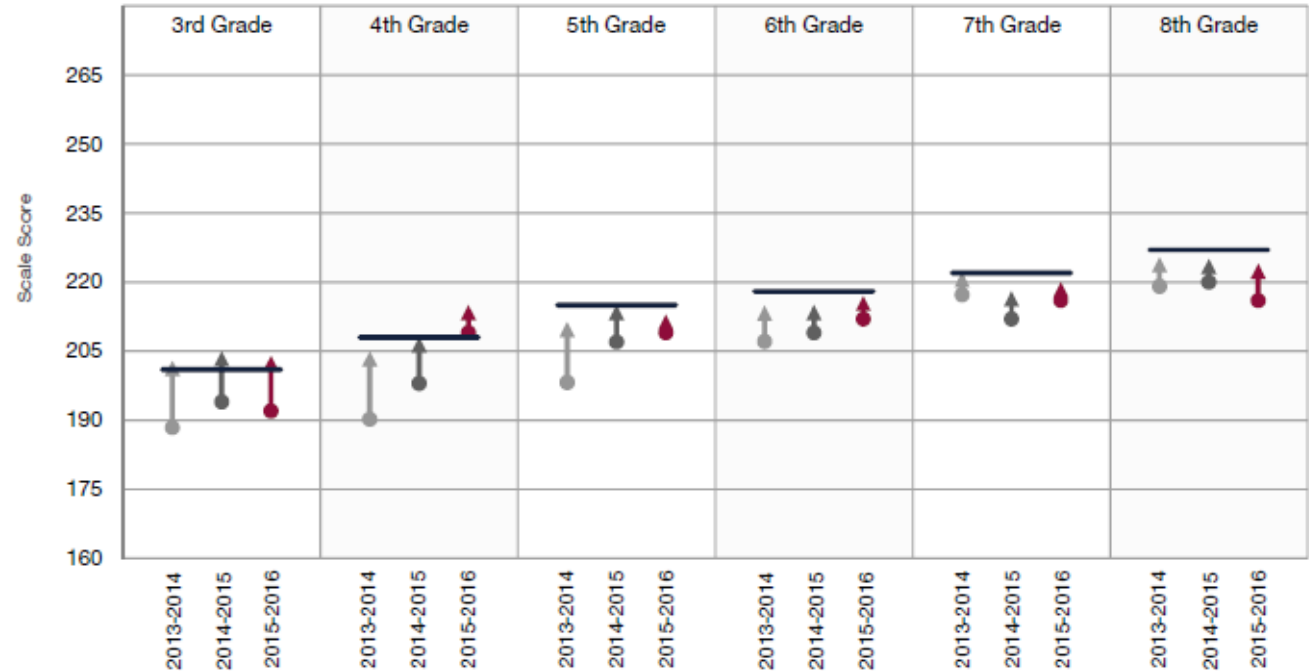
GROWTH

The gain (or loss) from fall-to-spring is displayed by the line between the beginning score and the ending score. This distance indicates the simple growth between two tests.

MAP Fall-to-Spring Results

ALL STUDENTS ANALYZED BY GROWTH TOWARD ACHIEVEMENT TARGETS BASED ON MATCHED FALL-TO-SPRING SCORES

READING

2013-2014 scores are converted - see NOTE below

CRD | COMPOSITE RESIDENT DISTRICT

The Composite Resident District (CRD) illustrates the public school districts to which students would be assigned if they were not enrolled in the Academy. A list of those resident districts along with a detailed map showing the location of the Academy is shown below. Due to geographical constraints, the map may not show all districts.

Student's Resident District	Number of Students from Resident District	Percent of Students from Resident District
Southfield Public School District	92	23.4%
West Bloomfield School District	57	14.5%
Farmington Public School District	46	11.7%
Hamtramck, School District of the City of	41	10.4%
Oak Park, School District of the City of	33	8.4%
Warren Consolidated Schools	23	5.9%
Detroit City School District	10	2.5%
Madison District Public Schools	8	2.0%
Warren Woods Public Schools	7	1.8%
Bloomfield Hills Schools	7	1.8%
Novi Community School District	7	1.8%
Livonia Public Schools School District	7	1.8%
Waterford School District	7	1.8%
Dearborn City School District	6	1.5%
Birmingham Public Schools	6	1.5%
Other	36	9.2%

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CHALLENGES/CONSIDERATIONS IN ANNUAL REPORTING

- Indicators
    - Local context and feedback
    - Office core values
    - Meaningful, measurable, feasible/manageable
- Process/Capacity
    - Team responsibilities
    - Quality control
- Data Sources
    - Objective vs. subjective
    - Collection format and timing
- Timeliness
    - Meaningful and useful (including how it's measured and how it's displayed)

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