

# **ANNUAL PROGRAM REPORT**

## **Every Child Has Opportunities (ECHO) Charter School School Year 2016-2017**



Submitted to Innovative Quality Schools

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**ECHO CHARTER**  
**ROCKETS**

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**Introduction:**

The purpose of this report is to inform the stakeholders of Every Child Has Opportunities Charter School of the successes and challenges of our school. We take very seriously the two broad responsibilities of providing a rigorous quality education and doing so with high regard for fiscal accountability. Our stakeholders are our students, their families, our staff, our community, and the state and federal taxpayers.

In February of 2015, after a series of meetings with parents, students, community members and staff, the following mission, vision were developed along with three strategic initiatives.

**School Mission Statement:**

ECHO Charter School's Mission is to be your school of choice by preparing students to achieve to their highest potential through an innovative and uniquely flexible curriculum.

**School Vision Statement:**

Our vision is to be the most highly respected school in Southwest Minnesota noted for caring, innovating and preparing students to succeed.

**Strategic Initiatives**

1. Operate a school that is fiscally sound and responsibly lead.
2. Create a school climate that nurtures student learning.
3. Strengthen our programs and services to maximize student success.

## Our School Year

Our school is K-12 with a preschool on site. (Currently, we are in the last phases of obtaining licensure to operate the Bottle Rockets Child Care Center, whose capacity will be 37 children.) Our students are in class from 8:15 a.m.-3:30 p.m., which is a longer day than typical schools. As a consequence of attaining extra hours, we have a 165-day student calendar, as opposed to other schools, whose calendars usually have about 170 student contact days. This in turn allows us to have more staff in-service days and to have four-day weeks during the cold months of January and February so that we can save on heating and transportation expenses.

In pre-K through grade 6, we follow the Core Knowledge Sequence and we are a nationally recognized Core Knowledge Visitation School. In grades 7 and 8, the teachers use the Core Knowledge Sequence as a guide for their teaching. Grades 9-12 are taught through a combination of traditional classroom settings and Project-Based Learning (PBL). Each year we continue to improve the quality of PBL so that students can use this method as a way of facilitating deeper learning in the content of their design. Both traditional classroom learning and PBL are ways for students to enjoy the option of earning their elective credits through their design of projects.

### **Learning through travel:**

There is no greater classroom than being exposed to people and places out of our norm. Our high school students have a wonderful opportunity to build on this thought and to enhance their education by participating in extended school travel. We have a cycle of travel to Chicago/Boston/Niagara Falls; Philadelphia/New York; Washington D.C.; and Memphis/Nashville/St. Louis. Occasionally, other regions, such as the Black Hills, are added to the rotation. Students in grades 9-12 therefore have the opportunity to travel with us on any or all of these trips to experience environments that are very diverse from their rural home setting. We have had alumni of our school share with us the positive impact of these trips. It has given them the confidence to expand their career endeavors to horizons they would not have felt possible without these experiences. This is one innovative opportunity that has been very successful for our school and students.

In the spring of 2017, our students traveled to the Black Hills and the Crazy Horse Monument, where they experienced different cultures and environments, giving them a better understanding of the world outside our area. The students also visited many historical sites throughout the trip.

### **Extra- and co-curricular activities at ECHO:**

At ECHO, our students are very lucky to be able to participate in sports programs. We offer girls' volleyball; girls' and boys' basketball; and trap shooting, which is coeducational. (Football was offered in 2015 but there have not enough participants to have a varsity team since then.) Our boys' basketball team will be joining the Camden Conference beginning in 2018-2019, which we feel will be a helpful recruiting tool.

Other programs offered at ECHO are band, choir, yearbook, and student council. In the spring of 2017, students in grades 5 through 12 participated in the hilarious production of "Once upon a Wolf", which was performed over the course of a weekend as a dinner theatre. The performances attracted nearly 200 attendees, who paid \$15 per head for their gourmet dinner and theatre experience.

Musically speaking, our programming continues to grow each year. Our elementary students perform in two concerts each year while the middle and high school students perform in four concerts per year. These concerts featured solo performances by singers, a violinist, and pianists. (A senior recital is planned for the spring of 2018.)

We also have many community events here at the school that our staff and students participate in or attend. Our students helped plan, set up and run our Fall Fest and National School Choice Week Carnival. Although we are prioritizing new fundraising efforts in 2018-19, in 2016-17 we held two formidable fundraising events at our

school. In the fall, we had our Burger Feed, Open House and Silent Auction and in February, we had our Soup Supper. These events required a significant commitment of time from both teachers and community members and are truly a labor of love for the school.

The ECHO Rockets Learning Center, funded through a five-year 21<sup>st</sup> Century grant, had a full year of out-of-school-programming in 2016-2017. The summer program consisted of five weeks, meeting Monday through Wednesday. We provided our youth with breakfast and lunch each day, with classes in between offering experiences in cooking and nutrition, science, art, golf, and tennis. Of particular note was our purchase of a kiln and the kids' experience in painting, glazing, and firing under the watchful eye of a licensed art teacher. Many, many works of art were created over the course of the summer. As always, field trips were a weekly feature of the program, with kids enjoying a trip on a full-sized voyageur canoe and learning about farm runoff and the necessity for oxidizing local lakes. They also visited state parks, enjoyed swimming in a local pool, and visited Valley Fair for a day.

During summer and after school, 62 students in grades 5-12 attended 172 days of program during 2016-2017. About 496 hours of learning was provided. Besides classes in a wide variety of subjects, participants also worked together to run a school carnival, a game night, a movie night, and put on a dinner theater. An important aspect of the program is student input and leadership.

Our LEADERS group, operated in cooperation with the Yellow Medicine Chemical Coalition, also serves as a student advisory group for the Learning Center, in addition to doing service learning projects and encouraging healthy decision making among our youth. LEADERS representatives also learn about doing for others: they play bingo and share social time with elders at a local nursing home and the value of those relationships is an important part of building their leadership skills and capacity for empathy.

## Student Attrition

The fall of 2015 showed a very small decline in enrollment as of the October 1<sup>st</sup> count, but we experienced a nice growth by the spring of 2016.

Year	15-16			16-17			16-17	
	Enrolled Oct. 1	Enrolled after Oct.1	Transfer after Oct.1	Enrolled End of School	Enrolled Oct. 1	Enrolled after Oct.1	Transfer after Oct.1	Enrolled End of School
K	4	0	0	4	4	0	0	4
1	7	0	1	6	8	1	0	9
2	8	2	0	10	4	0	0	4
3	5	0	0	5	6	0	0	6
4	7	1	1	7	7	0	0	7
5	8	1	1	8	8	1	0	9
6	8	3	1	10	9	0	0	9
7	10	1	1	10	11	0	0	11
8	7	0	1	6	8	1	0	9
9	10	3	4	9	10	1	0	11
10	9	1	1	8	10	2	0	12
11	10	2	3	10	15	2	0	17
12	7	0	1	6	14	0	3	11
Total	100	14	15	99	114	8	3	119

## School Enrollment

The demographics of our student population is a very close reflection of the demographics for our rural Minnesota area.

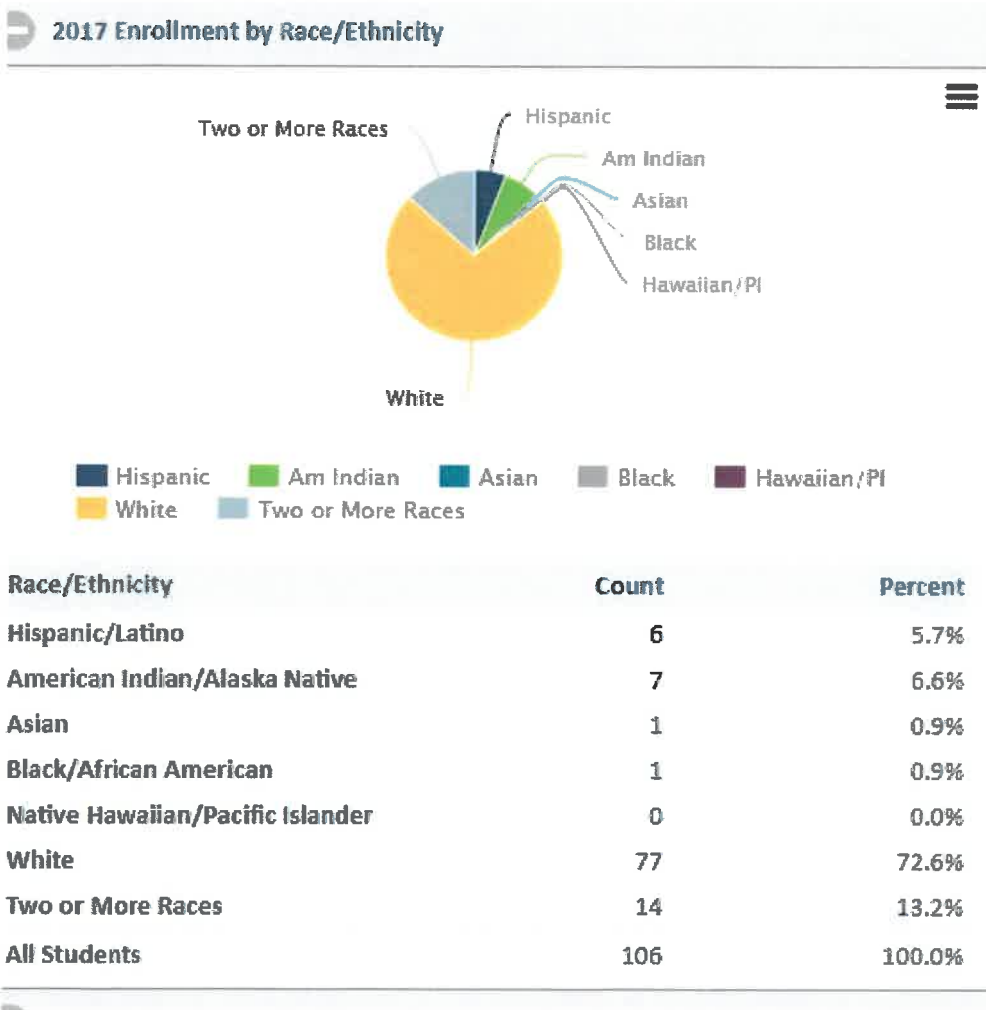
## School Enrollment

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2017

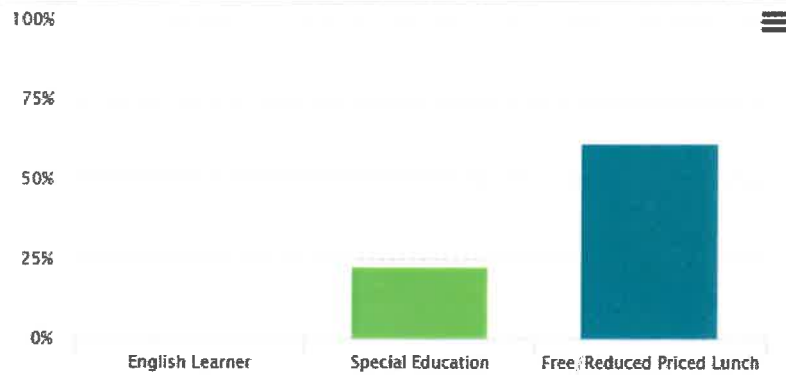
### ECHO Charter School Enrollment

#### School Demographics





2017 Enrollment by Special Population



	Count	Percent
English Learner	0	0.0%
Special Education	24	22.6%
Free/Reduced Priced Lunch	65	61.3%

As reflected in the chart below, we have an increase in enrollment projected for 2017-2018. While not a large increase, we feel we are moving in positive direction. The ECHO staff work hard to provide a caring place for students to learn, which in turn will encourage other students to enroll.

Grade	2015-2016	2016-2017	2017-2018 est.
K	8	4	4
1	4	9	5
2	6	4	7
3	6	6	7
4	5	7	9
5	9	9	8
6	12	9	11
7	8	11	10
8	12	9	11
9	8	11	9
10	13	12	8
11	10	17	10
12	6	11	16
Total	107	119	115

End of Year Enrollment

## Purpose

ECHO Charter School has five purposes for its existence and strives to accomplish, evaluate, and improve on each of these purposes each year.

### 1) Improve pupil learning and achievement

- This item is covered in the section following which discusses our student achievement and School Improvement Plan.
- Our first through eighth grade students participate in the Accelerated Reading (AR) program. This encourages our students to read at their ability level. They are rewarded for every quarter that they meet their reading goal.
- Our elementary students participate in multi-age Book Clubs. This provides every student an opportunity to experience, discuss, and improve their reading at their ability level.

### 2) Increase learning opportunities

- In the early years of our school we had many opportunities for multi-age groups to participate in various activities; each group was composed of students who represented each grade. The idea was that kids would get to know one another and that younger students would look up to their older counterparts. These activities allowed students from all ages to mingle and work together while still having fun. In 2016-2017, the staff, along with help from the yearbook class, worked to include many multi-age activity days. Some of our activities included homecoming week activities, turkey bingo, holiday activities, enjoying elementary basketball games, Pep fests, and Track and Field day. We had many fun filled afternoons along with a week of activities during National School Choice week.

- b. Since the beginning of our school we have encouraged extensive travel for our students. The travel with the most impact is the four-year cycle experienced by our students in grades 9-12, described in the “Learning through travel” section on page 4. Since our students are most comfortable in their rural, small town atmosphere, these trips afford them the opportunity to experience lifestyles and cultures to which they would not normally have access. This travel also affords the students opportunities to visit many historic sites and walk in the footprints of this country’s founding fathers and influential people in U.S. history.
- c. This year we continued to offer 9th through 12th graders the option of fulfilling their elective credits with Project Based Learning (PBL). Our students use Project Foundry to design, implement, and assess their own learning experiences in their elective classes. For example, students worked on cooking projects and business skills, Japanese writing, building a bunk bed and barn wood tables. This method begins to prepare students for a life beyond high school and post-secondary education.

### **3) Use different and innovative teaching methods**

- a. In grades K-6 our teachers follow the Core Knowledge Sequence. This curriculum is rigorous, prevents redundancy and skipping, and spirals through the grades to enrich the topics covered in earlier grades. During the 2016-2017 school year, we continued using the Core Knowledge Language Arts (CKLA) program in grades kindergarten through grade 3 and also pre-school. Grades 4 and 5 began using the CKLA in its entirety in the fall of 2015. Core Knowledge Language Arts is based on decades of cognitive science research revealing that reading is a two-lock box—a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded.
- b. In the fall of 2016, a team of teachers spent the day at Minnesota New Country School, a solely PBL-based school, so we could improve our delivery of PBL oversight and scaffolding. Using those skills, teacher supervised students in grades 9-12, who utilized PCL as a means of earning elective credits and on occasion, credit-recovery credits. Students proposed, researched, and created projects in an area in which they demonstrated keen interest. They logged their projects and their time with Project Foundry and were required to present their projects to their teachers and to their peers on a recurring basis.

### **4) Measure learning outcomes using innovative measurement tools**

- a. The 2015-2016 was the first year ECHO did not use NWEA testing. We switched to STAR testing in reading and math to shorten the length of time students spent testing. STAR testing gives the teachers useful data for showing student progress and areas of weakness.
- b. In the upper grades, the use of Project Foundry, the students take an active role in their evaluation of projects by determining which standards will be met by their project. Students presented their projects to their teachers and peers as well as at the annual Soup Supper night in February.

### **5) Create new professional opportunities for teachers**

- a. At ECHO, teachers have always had a voice in decision making. The teachers have taken an active part in reviewing and revising the school’s policy manual, planning and leading staff development and in-service days.
- b. Pursuant to charter school law, our school board makeup involves teachers. At ECHO, we have a board made up of three teachers, three parents, and one community member.
- c. Additional professional opportunities are in place because we are a Q-Comp school. Here again, teachers play a key role in establishing goals, planning professional development, and evaluating staff professional practices. These opportunities are enhanced by PLC meetings where we are involved in peer observations and coaching. At the end of the 2016-2017 school year, our entire teaching staff met all their classroom goals set for the year.

## School Governance

The chart below provides information about our school board from July 2015 to June 2016.

This board all received their initial board trainings in previous years. During the 2016-17 year, the board training consisted of researching and updating the school policies throughout the year along with completing Level 100, 200, and 300 training from Winter, 2016 to Spring, 2017.

Name	Board Position	Group (if teacher, file folder #)	Phone Number	E-Mail Address	Board Attendance
Marsha Lecy (7/9/2015)	Treasurer	315431	507-828-8332	mlecy@echo.charter.k12.mn.us	1/1*
Judy Miller (7/14/2016)	Director	Community Member	507-925-4172	jmiller@echo.charter.k12.mn.us	11/12
Debbie Eakes (07/14/2016)	Director	Parent	320-522-3773	deakes@echo.charter.k12.mn.us	9/11
Jeff Berthelsen (7/9/2015)	Chairman	Parent	507-530-4444	jberthelsen@echo.charter.k12.mn.us	12/12
Chris Berends (7/9/2015)	Clerk	Parent	507-828-9905	cberends@echo.charter.k12.mn.us	12/12
Kay Haneca (7/10/2014)	Director	416719	507-530-2337	khaneca@echo.charter.k12.mn.us	9/12*
Dana Johnson (9/8/2016)	Director	482939	507-430-6024	djohnson@echo.charter.k12.mn.us	7/9*
Melanie Kurtz (7/9/2015)	Director	453729	(419)706- 1871	mkurtz@echo.charter.k12.mn.us	11/12*

\*Denotes an outgoing School Board member who served the remainder of his or her term before being replaced by newly elected officials.

## School Management & Administration

The school's management and administration is made up of several people fulfilling many of the duties. During the 2016-2017 academic year, the following people occupied their respective roles:

- Jason VanEngen, Director. Mr. VanEngen oversaw the day-to-day operations of the school, finances, discipline, and was in communication with parents, the community, our authorizer, MDE and MACS.
- Jerlyn Balfany, HR/Finance
- Holly Reigstad, MARSS, transcripts and report cards
- Marsha Lecy/Melanie Kurtz/Jason VanEngen co-monitored, reviewed and submitted the necessary reports to maintain a successful school.
- Vickie Sandberg, Office Secretary. She was in charge of attendance and all secretarial duties.

This team worked together with the staff to ensure student success, to maintain a positive and caring environment, and to continue the growth of an innovative and flexible curriculum.

## Staffing/Teaching Faculty Information

Name / Start Date	file folder number	Assignment	Left during 2016-17	Did not return 2017-18
Blue-Redner, Helen	490781	7-12 Science, PBL	<input type="checkbox"/>	<input type="checkbox"/>
Haneca, Kay	356750	5-12 Social, PBL	<input type="checkbox"/>	<b>X</b>
Jacobsen, Pat	278647	Title 1 /4 <sup>th</sup> grade	<input type="checkbox"/>	<b>X</b>
Tuley, Ashley	471939	Vocal K-12, Band 5-12	<input type="checkbox"/>	<b>X</b>
Walerius, Kelley	493237	Phy.Ed, K-12, PBL, Health Ed.	<input type="checkbox"/>	<b>X</b>
Kurtz, Melanie	453729	Grade 1 & 2	<input type="checkbox"/>	<input type="checkbox"/>
Vermaat, Jen	445757	5-12 English	<input type="checkbox"/>	<b>X</b>
Lecy, Marsha	315431	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<b>X</b>
Johnson, Dana	482939	Grades 4-5	<input type="checkbox"/>	<b>X</b>
VanEngen, Jason	419151	Elementary Math, PBL, Director	<input type="checkbox"/>	<b>X</b>
Zost, Karen	493844	Special Ed., K-6	<input type="checkbox"/>	<b>X</b>
O'Halloran-Johnson, Fiona	496027	Special Ed., 7-12	<input type="checkbox"/>	<b>X</b>
Lecy, Kyle	492010	7-12 Math	<input type="checkbox"/>	<b>X</b>

The table above lists the certified teaching staff at ECHO Charter School for 2016-2017. We did not have any staff leave during the school year but we did have a significant level of out-migration of 83.3% of teaching staff at the end of the year. Some left for a job that paid better while others moved away. The staff that remained for 2016-2017 school year remained dedicated to the success of ECHO Charter School students.

## Parent Survey

Obtaining parental input is a guiding principle for effective planning. Administration of stakeholder surveys thus is one important means of gaining this guidance. The 2016-2017 parent survey was redesigned in order to broaden the base of questions asked. Over the course of one week, it was administered to 37 parents. This was an increase over the previous year by seven respondents. There were 4 areas in which the parents were asked their opinions.

In a nutshell, parents feel welcome and feel that their children are receiving a solid education at ECS. We also gained insight into parents' interactions during off-school hours with their children by asking to what extent they talk about their school day and how often they help or supervise homework. A copy of the full findings is attached as Appendix A.

## Finances

The following pages demonstrate the reports that are presented to our board each month. We have always taken very seriously our obligation to wise and careful use of the public funds allocated for our school. In the past, our healthy fund balance protected us through difficult times. The 2016-2017 academic year posed some unusual challenges in that unexpected expenses related to transportation and teacher vacations resulted in expenditures approaching \$50,000. However, our preliminary budget for the following year indicates that we are working toward getting back on the right track.

Nonetheless, administration, staff, and board worked to keep spending under control. Restructuring staff assignments and seeking alternative learning opportunities for our students are ways we in which we believe we can best utilize our staff and provide an excellent education for our students.

E.C.H.O. Charter School Board Financial Report  
As of June 30, 2017  
Revised with CD Interest

<b>GENERAL CHECKING ACCOUNT</b>	\$	(22,797.43)
Bank Statement as of 06/30/2017		

<b>SAVINGS ACCOUNT</b>	\$	10.00
Bank Statement as of 06/30/2017		

<b>PAYROLL ACCOUNT</b>	\$	28.18
Bank Statement as of 06/30/2017		

<b>STUDENT ACTIVITY ACCOUNT</b>	\$	21,416.84
Bank Statement as of 06/30/2017		

**CERTIFICATES OF DEPOSIT**

				Amount	
#701990	0.60%	Maturity (10/19/18)	18 mo.	\$ 20,639.21	rolled over
#701991	0.85%	Maturity (10/19/17)	30 mo.	\$ 20,856.47	
#701992	1.50%	Maturity (10/19/20)	48 mo.	\$ 24,598.99	
#200903280	0.35%	Maturity (06/30/16)	12 mo.	\$ -	Cashed 7/8/16
#200903108	0.60%	Maturity (03/25/18)	18 mo.	\$ 45,516.19	
#200903832	0.35%	Maturity (03/21/17)	6 mo.	\$ -	Cashed 2/16/17
#200903912	0.35%	Maturity (4/27/17)	6 mo.	\$ -	Cashed 2/16/17
#200903916	0.35%	Maturity (10/27/17)	6 mo.	\$ 42,857.48	rolled over
#200904160	0.35%	Maturity (5/14/17)	6 mo.	\$ -	Cashed 5/4/17

Total All CDs	\$	154,468.34
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<b>SUBTOTAL CASH ASSETS &amp; CDS</b>	<b>\$</b>	<b>153,125.93</b>
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**Hildred Riley Endowment CD**

#1002914	0.55%	Maturity (04/02/19)	24 mo	\$	3,589.83
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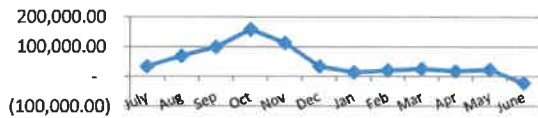
<b>TOTAL CASH ASSETS &amp; CDS</b>	<b>\$</b>	<b>156,715.76</b>
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E.C.H.O. Charter School  
FY 2016-2017 Financial Comparison Report

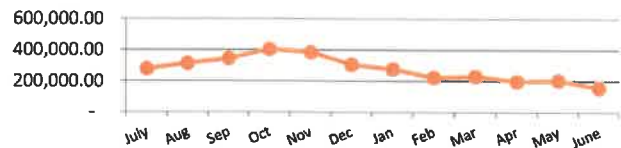
**Fund Balances**

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
General Acct	33,500.12	68,805.25	99,021.79	158,171.62	112,645.54	33,604.12	14,232.62	20,212.20	25,100.86	17,227.16	22,160.74	(22,797.43)
Savings Acct	11,764.84	11,765.34	11,765.82	11,766.32	11,766.80	11,767.57	1,768.41	1,568.54	1,568.67	1,568.80	-	10.00
Payroll Acct	5,503.30	5,420.00	5,337.00	5,285.40	5,027.26	4,975.56	4,923.96	4,872.16	4,820.56	(23,073.87)	4,716.36	28.18
CDs	215,116.39	215,116.39	215,209.95	215,518.61	240,518.61	240,518.61	240,518.61	182,339.24	182,339.24	182,358.88	157,358.88	158,058.17
Student Activity	12,086.90	12,486.90	12,486.90	12,486.90	15,362.90	15,362.90	15,032.90	15,032.90	17,952.90	20,582.35	20,412.35	21,416.84
Total All Funds	277,971.55	313,593.88	343,821.46	403,228.85	385,321.11	306,228.76	276,476.50	224,025.04	231,782.23	198,663.32	204,648.33	156,715.76

**General Acct**



**Total All Funds**



**Revenues**

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1,567,343												
Monthly Revenue	92,810.67	67,922.33	121,352.84	131,964.34	114,740.40	100,462.13	119,789.76	61,631.69	134,376.17	103,720.29	125,033.82	113,971.26
Accumulative	92,810.67	160,733.00	282,085.84	414,050.18	528,790.58	629,252.71	749,042.47	810,674.16	945,050.33	1,048,770.62	1,173,804.44	1,287,775.70
% of Budget	6%	10%	18%	26%	34%	40%	48%	52%	60%	67%	75%	82%

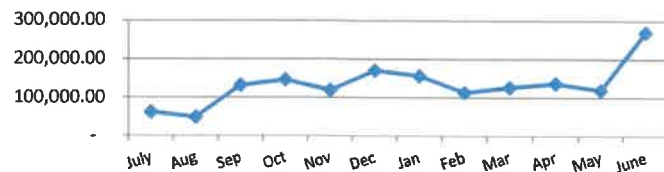
**Expenditures**

	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1,596,668												
Monthly Expense	62,234.13	49,197.18	132,518.92	146,318.68	119,092.94	171,037.23	157,091.00	114,074.11	126,606.04	137,281.13	119,048.82	270,344.71
Accumulative	62,234.13	111,431.31	243,950.23	390,268.91	509,361.85	680,399.08	837,490.08	951,564.19	1,078,170.23	1,215,451.36	1,334,500.18	1,604,844.89
% of Budget	4%	7%	15%	24%	32%	43%	52%	60%	68%	76%	84%	101%

**Monthly Revenue**



**Monthly Expend**



Below is an analysis of our general fund balance from 2011 to 2015. Over the past few years, we have experienced a decline in our student population, which has directly impacted our revenues and consequent fund balance. In FY2016, our enrollment as of our October 1 count was the lowest it had been in years, but by year's end our numbers were up by 11. Hopefully the low enrollment numbers are now behind us and we can continue to rebuild our student population in future years. Thankfully, through these difficult years, the school was able to continue to education students due to having a good fund balance.

	Revenue	Expenditure	Revenue over/Under Expenditure	Fund Balance EOY
FY2016	1,446,787	1,504,003	(57,216)	513,827
FY2015	1,388,248	1,517,859	(129,611)	571,043
FY2014	1,466,570	1,526,893	(60,323)	700,654
FY2013	1,826,503	1,899,558	(73,055)	760,977
FY2012	2,164,490	2,172,808	(8,318)	834,032
FY2011	2,246,796	2,272,836	(26,040)	842,350

### **Academic Program/Performance Student Achievement**

The 2016-2017 school year showed improvement in the area of reading; the previous year, our MCA score improvement took us out of the Continuous Improvement category. Our Quality Compensation goals focused on improving reading comprehension for grades K-12 were accomplished. The Q-Comp plan, for ongoing staff development and goals, were based on using research-based reading strategies across the curriculum. These strategies were presented during staff development days and then carried into the classroom. Peer coaches observed and mentored teachers in order to improve the success of our students. Classroom goals pertaining to reading were set by teachers and each teacher met his or her goal during the year; continuous dialogue concerning data mining was also part of weekly professional learning community meetings.

Reading strategies and vocabulary-building strategies were presented during staff development were part of whole class instruction and also used as part of small group and one-to-one interventions. Planning centered on instructional strategies designed to help students "deep mine" concepts and vocabulary were part of our year-long PLC meetings.

In the area of Mathematics we did see an unexpected dip in MCA scores. In order to head off a negative trend, staff and leadership will be looking at data to help identify specific strategies to incorporate in the coming year.

The teachers of grades K-6 have followed, and continue to follow, the Core Knowledge Sequence. This curriculum is rigorous and prevents redundancy as it spirals through the grades to enrich the topics covered in earlier grades. The Core Knowledge Language Arts program, used in grades K-5 is based on decades of



cognitive science research revealing that reading is a two-lock box—a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded; this is found in the Listening and Learning strand.

In grade 9 through 12, the core classes are still offered in a traditional classroom setting while offering Project Based Learning as an elective credit alternative. In addition, an online math program covering a wide variety of math curricula was made available for students who either needed to recover credit for classes previously failed, or used for students coming into the district who had various credit needs. Though this program did not serve students as expected during 2014-2015, it proved to be a valuable addition to building math capacity in 2015-2016, and again in 2016-2017.

## MCA Achievement Data

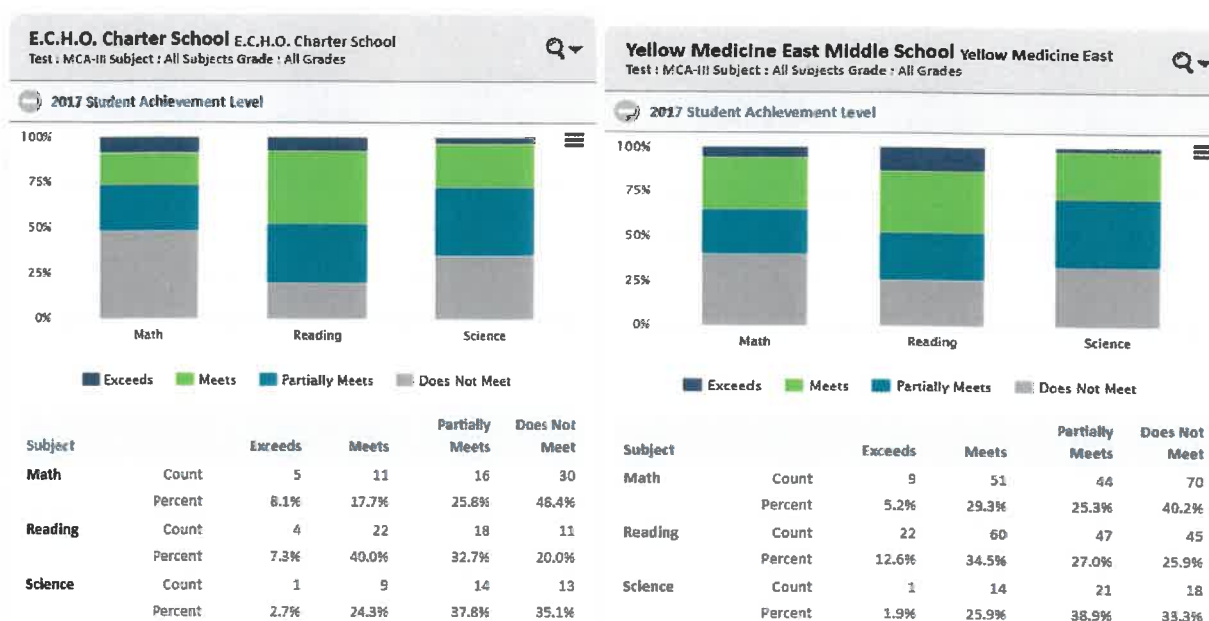
### MCA Comparisons

ECHO School District 2017 MCA Test Results as compared to Yellow Medicine East School District.

2017

### MCA Comparison

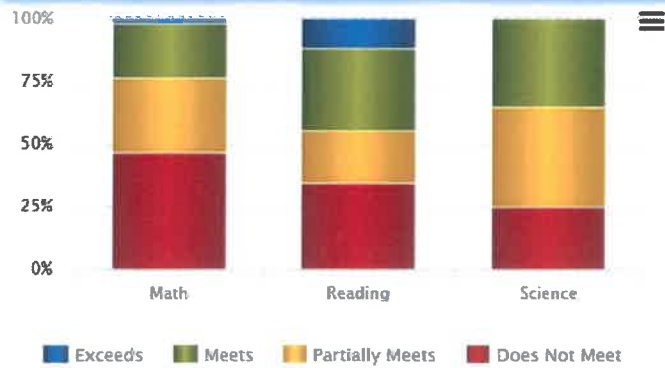
ECHO School District MCA Test Results as compared to Yellow Medicine East School District



## 2016

### ECHO

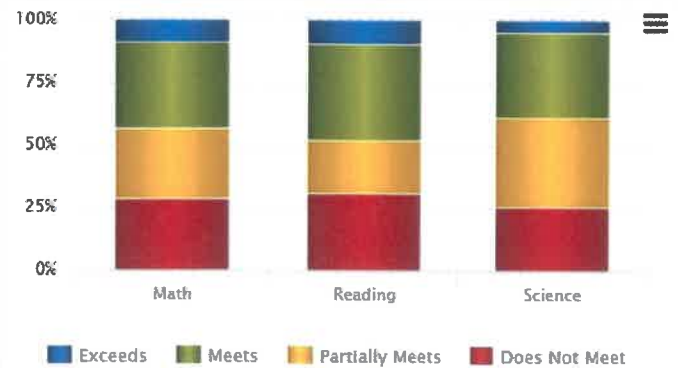
#### 2016 Student Achievement Level



Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Count	1	13	18	28
	Percent	1.7%	21.7%	30.0%	46.7%
Reading	Count	7	20	13	21
	Percent	11.5%	32.8%	21.3%	34.4%
Science	Count	0	7	8	5
	Percent	0.0%	35.0%	40.0%	25.0%

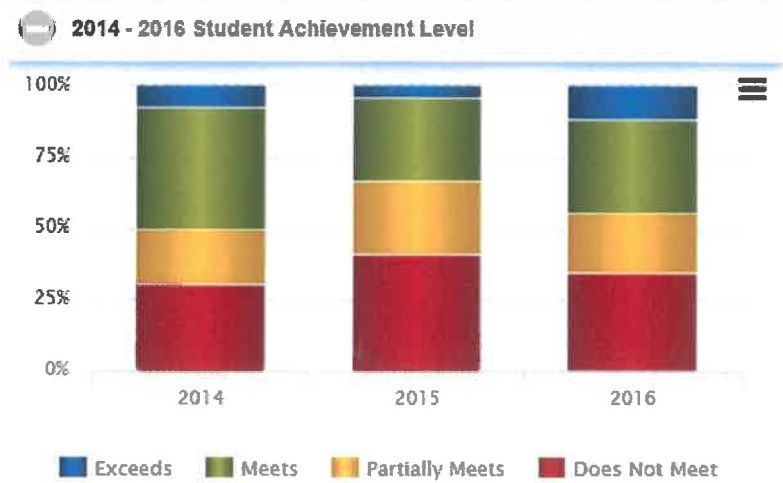
### Yellow Medicine East

#### 2016 Student Achievement Level



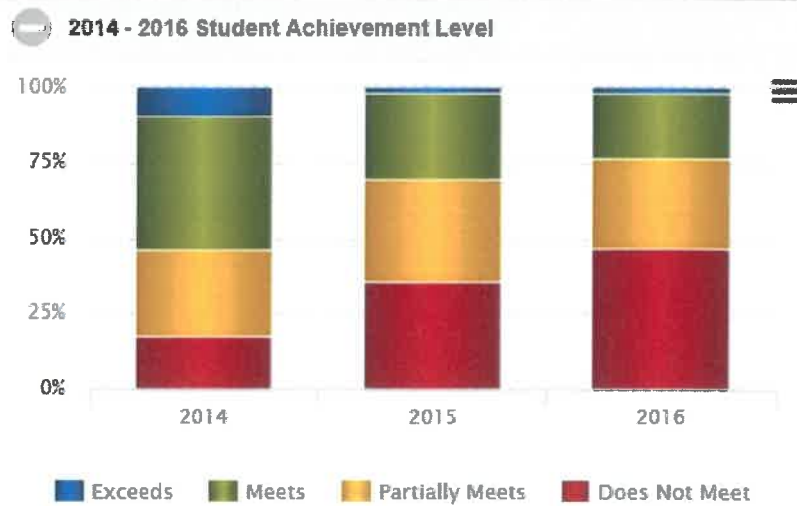
Subject		Exceeds	Meets	Partially Meets	Does Not Meet
Math	Count	33	132	109	109
	Percent	8.6%	34.5%	28.5%	28.5%
Reading	Count	37	154	84	124
	Percent	9.3%	38.6%	21.1%	31.1%
Science	Count	8	62	65	47
	Percent	4.4%	34.1%	35.7%	25.8%

# **Minnesota MCA Reading: ECHO Charter 3 Year Achievement Levels Comparasion**



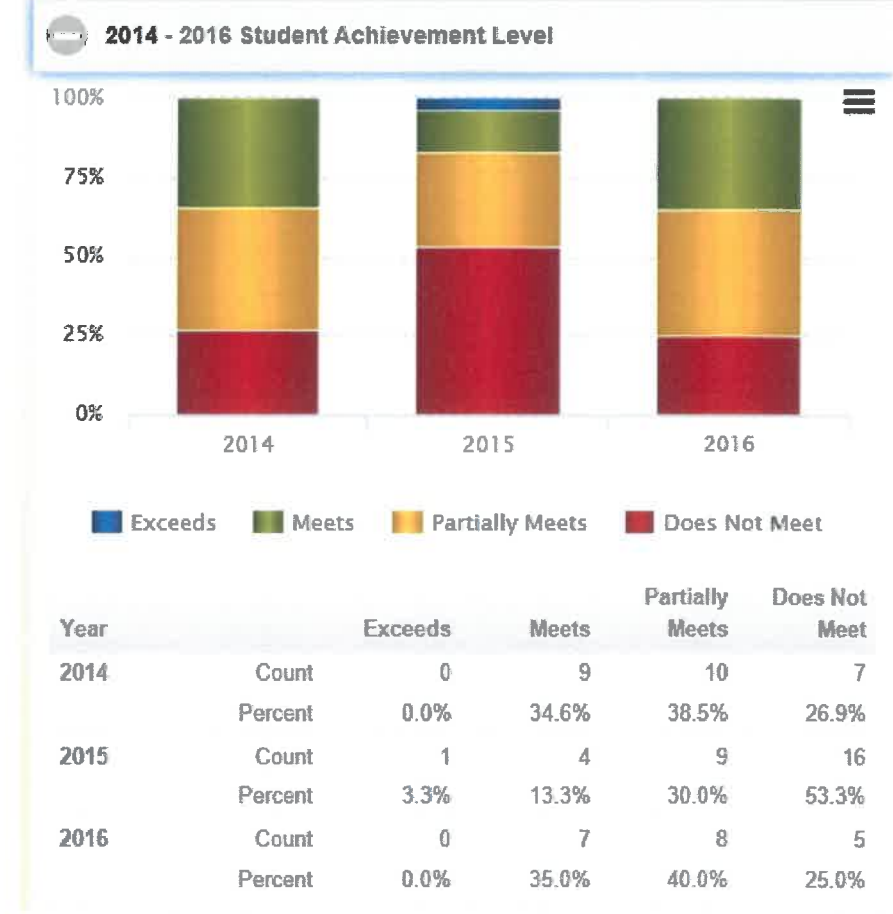
Year		Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	5	28	13	20
	Percent	7.6%	42.4%	19.7%	30.3%
2015	Count	2	15	13	21
	Percent	3.9%	29.4%	25.5%	41.2%
2016	Count	7	20	13	21
	Percent	11.5%	32.8%	21.3%	34.4%

## Minnesota MCA Math: ECHO Charter 3 Year Achievement Levels Comparasion



Year		Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	6	28	18	11
	Percent	9.5%	44.4%	28.6%	17.5%
2015	Count	1	15	18	19
	Percent	1.9%	28.3%	34.0%	35.8%
2016	Count	1	13	18	28
	Percent	1.7%	21.7%	30.0%	46.7%

**Minnesota MCA Science: ECHO Charter 3 Year Achievement Levels Comparasion**



### STAR Data

The following chart shows the average growth of ECHO students on the STAR Reading and Math tests:

#### STAR Math

Grade	Teacher	SGP	SS	GE
First	M. Kurtz	9 of 9 students median 24	Pre 291 Post 357 Growth +66	Pre 1.0 Post 1.5 Growth +0.5
Second	M. Kurtz	4 of 4 students median 32	Pre 389 Post 486 Growth +97	Pre 1.8 Post 2.7 Growth +0.9
Third	P. Jacobsen	6 of 6 students median 72	Pre 545 Post 660 Growth +115	Pre 3.3 Post 4.8 Growth +1.5
Fourth	D. Johnson	7 of 7 students median 74	Pre 575 Post 648 Growth +73	Pre 3.7 Post 4.7 Growth +1.0
Fifth	D. Johnson	9 of 9 students median 32	Pre 685 Post 725 Growth +40	Pre 5.3 Post 6.0 Growth +0.7
Sixth	J. VanEngen	7 of 7 students Median 38	Pre 664 Post 719 Growth +55	Pre 4.9 Post 5.9 Growth +1.0
Seventh	K. Lecy	10 of 10 students Median 35	Pre 749 Post 761 Growth +12	Pre 6.6 Post 6.9 Growth +0.3
Eighth	K. Lecy	7 of 7 students Median 67	Pre 861 Post 915 Growth +54	Pre 112.9 Post 112.9 Growth +0.0
Ninth	K. Lecy	7 of 7 students Median 42	Pre 825 Post 817 Growth -8	Pre 10.8 Post 9.6 Growth -1.2
Tenth	K. Lecy	11 of 11 students Median 49	Pre 774 Post 780 Growth +6	Pre 7.3 Post 7.5 Growth +0.2
Eleventh	K. Lecy	14 of 14 students Median 19	Pre 797 Post 759 Growth -38	Pre 8.2 Post 6.9 Growth -1.3
Kindergarten	M. Lecy	4 of 4 students No median	No data available	No data available

### STAR Reading

Grade	Teacher	SGP Met Expectation	SGP Median	SS	GE
First Growth Expectation: 40 SGP	M. Kurtz	75% 6 of 8 students	8 of 8 students 46	Pre 90 Post 231 Growth +141	Pre 1.3 Post 2.2 Growth +0.9
Second Growth Expectation: 40 SGP	M. Kurtz	100% 4 of 4 students	4 of 4 students 46	Pre 211 Post 311 Growth +100	Pre 2.1 Post 2.7 Growth +0.6
Third Growth Expectation: 40 SGP	D. Johnson	83% 5 of 6 students	6 of 6 students 68	Pre 423 Post 570 Growth +147	Pre 3.7 Post 5.2 Growth +1.5
Fourth Growth Expectation: 40 SGP	P. Jacobsen	57% 4 of 7 students	7 of 7 students 56	Pre 433 Post 534 Growth +101	Pre 3.8 Post 4.9 Growth +1.1
Fifth Growth Expectation: 40 SGP	R. Schmieg	56% 5 of 9 students	9 of 9 students 27	Pre 477 Post 555 Growth +78	Pre 4.3 Post 5.1 Growth +0.8
Sixth Growth Expectation: 40 SGP	R. Schmieg	29% 2 of 7 students	7 of 7 students 34	Pre 708 Post 738 Growth +30	Pre 6.3 Post 6.6 Growth+0.3
Seventh Growth Expectation: 40 SGP	J. Vermaat	40% 4 of 10 students	10 of 10 students 17	Pre 644 Post 635 Growth -9	Pre 5.8 Post 5.8 Growth 0.0
Eighth Growth Expectation: 40 SGP	J. Vermaat	57% 4 of 7 students	7 of 7 students 72	Pre 958 Post 1026 Growth +67	Pre 8.4 Post 9.2 Growth +0.8
Ninth Growth Expectation: 40 SGP	J. Vermaat	22% 2 of 9 students	9 of 9 students 37	Pre 892 Post 903 Growth +11	Pre 7.8 Post 7.9 Growth +0.1
Tenth Growth Expectation: 40 SGP	J. Vermaat	36% 4 of 11 students	11 of 11 students 26	Pre 830 Post 798 Growth -32	Pre 7.3 Post 7.0 Growth -0.3
Eleventh Growth Expectation: 40 SGP	J. Vermaat	24% 4 of 17 students	17 of 17 students 30	Pre 826 Post 749 Growth -77	Pre 7.3 Post 6.7 Growth -0.6

Kindergarten took the STAR Early Literacy test. No information concerning these scores is available.

The following are definitions for the preceding tables as defined by Renaissance Learning, Inc.

**Grade Equivalent (GE)** is a norm-referenced score that represents how a student's test performance compares with other students nationally. For example, a fifth-grade student with a GE score of 7.6 performed as well as a typical seventh-grader after the sixth month of the school year. This score doesn't necessarily mean that the student is capable of reading seventh-grade material—it only indicates that the student's reading skills are well above average for the fifth grade.

**Scaled Score (SS)** is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. Star Reading scaled scores range from 0 to 1400. All norm-referenced scores are derived from the scaled score.

**Student Growth Percentile (SGP)** is a norm-referenced quantification of individual student growth derived using quantile regression techniques. An SGP compares a student's growth to that of his or her academic peers nationwide. SGPs range from 1–99 and interpretation is similar to that of Percentile Rank scores; lower numbers indicate lower relative growth and higher numbers show higher relative growth. For example, an SGP of 70 means that the student's growth from one test window to another exceeds the growth of 70% of students nationwide in the same grade with a similar achievement history.



# **Innovative Quality Schools**

## **Annual School Oversight Information Summary**

### **Introduction:**

The IQS Annual School Oversight Information looks at five areas of operation for the ECHO Charter School. Mission/Program Model, Governance, Student and School Performance, Finance and Operations.

### **The 2016-2017 Scorecard:**

Many of the scores appearing on the 2017 scorecard seemed out of alignment with data and practices established at ECHO Charter. Upon learning that many of the scores are based on interviews with the Director, incoming Director Helen Blue-Redner upon consultation with IQS staff, elected to adjust scores accordingly when appropriate and devised a scorecard that reflected both the original score given in a particular area along with a more accurate score. (See School Improvement Plan, Appendix B.) For instance, a low score had been given in the area of background checks of board members that would suggest that no such practice existed. However, an audit of background checks revealed that all board members had been suitably backgrounded and their information was on file. Many other similar deficits were corrected when data suggested that it was appropriate.

### **Area 1: Mission/Program Model**

#### **Strengths:**

1. A mission and vision have been established.
2. Staff is committed to the school's mission, vision, and accomplishments.

#### **Opportunities for improvement:**

1. Based on enrollment trends, the board should explore new means for sharing the school's mission, vision, and accomplishments.
2. Additionally, we need to monitor curriculum mapping and alignment to ensure that state standards are being strategically adhered to and student achievement is being monitored.

### **Area 2: Governance**

#### **Strengths:**

1. General board organization is consistent with the law and has exceeded target benchmarks.
2. All Board background checks and conflict of interest forms are in place.
3. The Board follows all Minnesota Open Meeting law requirements.

#### **Opportunities for Improvement:**

1. Based on observation, the formal structure of the board and responsibilities of board positions should be reviewed and defined.
2. Board training and application of training should be considered.
3. Board should review annually the strategic plan.

### **Area 3: Student and School Performance**

#### **Strengths:**

1. The curriculum and instructional practices appear to align with the mission of the school.

#### **Opportunities for Improvement:**

1. Development and implementation of a professional learning plan that assists staff in meeting the instruction, curriculum, and assessment needs of all learners.

#### **Area 4: Finance**

##### **Strengths:**

1. The school reviews school finances at regularly scheduled school board meetings.
2. The school appears to have a good handle on completing and monitoring the budget.

##### **Opportunities for Improvement:**

1. Planning to restore fund balance at recommended levels.
2. Explore avenues that will increase and maintain student enrollment at expected levels.
3. The compliance issue with MDE regarding Food Service was significant. Systems and checks should be in place to monitor and comply with state and federal requirements.

#### **Area 5: Operations**

##### **Strengths:**

1. The school appears to meet target benchmarks required for Minnesota Charter Schools as identified on the scorecard.

##### **Opportunities for Improvement:**

1. Establishing leadership oversight and protocols to ensure state requirements, (i.e. MDE food service) reports, and responsibilities by the school are addressed in a timely manner.

The complete report can be found on the ECHO Charter School website at: [echo.charter.k12.mn.us](http://echo.charter.k12.mn.us). Look under Our District, then Authorizer Information.

### **World's Best Work Force and Title I Goals:**

The above areas are our focus for the 2016-2017 school year along with our Title I goals and World's Best Work Force goals.

#### **Title I**

Goal 1: The percentage of all students in grades 3-8 and 10 at ECHO Charter School enrolled by October 1<sup>st</sup> who are proficient on the Reading MCA will increase from 44.3% to 50.0% in 2017.

Goal 2: The percentage of all students in grades 3-8 and 11 at ECHO Charter School enrolled by October 1<sup>st</sup> who are proficient on the Math MCA will increase by 10% in 2017-2018.

### **World's Best Work Force Goals 2016-2017:**

**All Students Ready for Kindergarten:** 80% of ECHO Charter School preschool students will be ready for Kindergarten in the fall of 2016 as assessed and observed by the teacher. ***This goal was met.***

**All Students in Third Grade Achieving Grade-Level Literacy:** 80% of ECHO Charter School third graders entering in the fall of 2016 will be reading at grade level. ***This goal was not met.***

**Closing Achievement Gap(s):** ECHO Charter School will decrease the proficiency gap between free and reduced and non-free and reduced, by increasing the free and reduced students' proficiency on the MCA math and reading test by 3%. ***This goal was not met.***

100% of 11<sup>th</sup> grade students will take the ACT Plus writing on-site beginning in the spring of 2017. ***This goal was met.***

100% of 11<sup>th</sup> grade students will take the ASVAB test. ***This goal was met.***

**All Students Graduate:** 85% of ECHO Charter School seniors will graduate in 2017. ***This goal was met.***

ECHO Charter will take students on at least two college visits. ***This goal was met.***

Work-Based Learning will be offered to high school students. ***This goal was met.***

### **Director Professional Development Plan**

**Goal:** To become a more effective leader for the school, while attracting and retaining adequate levels of student enrollment filing required reports in a timely fashion. Concurrently, deliver the school's message effectively to the public.

**Plan:** Complete Principal License. Attend trainings and webinars on various leadership and administrative topics which will help me gain more knowledge of many of the aspects that affect charter schools as well as improving my leadership skills.

**Accountability:** Include in the Director's Report at each Board meeting the information gained from training.

#### **Schedule of Trainings:**

*Nota bene: Information concerning past Director's training during 2016-2017 is not available. Plans for my training in 2017-2018 are as follows:*

1. Attend all IQS Directors' meetings.
2. Arrange and complete Levels 100, 200, and 300 training.
3. Attend truancy meetings as part of SW/WC membership.
4. Attend World's Best Work Force training and part of SW/WC membership.
5. Administrative meetings for 21<sup>st</sup> Century grant program.
6. Any recommended meetings sponsored at Minnesota Department of Education.

## APPENDIX A:

### 2017 PARENT/GUARDIAN CLIMATE AND CULTURE SURVEY

This survey was designed to glean input from parents as to potential needed areas of concentration here at ECS. Surveys were administered both at Parent Night and at Awards Day. While only nine parents completed the survey at the former event, an additional 28 completed the survey at the latter event.

Responses were compiled by category for each question and illuminate some of improvement for us, in particular college preparedness; attendance at parent-teacher conferences; and volunteering at school with events and fundraisers.

1. How many children do you have attending this school?

<input type="checkbox"/> 1	27.3%
<input type="checkbox"/> 2	50%
<input type="checkbox"/> 3	22.7%
<input type="checkbox"/> 4 or more	

2. To what extent do you feel ECS is preparing students for post-secondary education?

<input type="checkbox"/> Not at all	4.5%
<input type="checkbox"/> A little	13.6%
<input type="checkbox"/> Some	45.5%
<input type="checkbox"/> To a great extent	31.8%

3. How likely are you to recommend ECS to a parent looking for a school for their child?

<input type="checkbox"/> Not at all likely	13.6%
<input type="checkbox"/> Somewhat likely	22.7%
<input type="checkbox"/> Extremely likely	63.6%

4. Overall, how satisfied are you with the education your child is receiving at ECS?

<input type="checkbox"/> Very dissatisfied	4.5%
<input type="checkbox"/> Somewhat dissatisfied	4.5%
<input type="checkbox"/> Somewhat satisfied	45.5%
<input type="checkbox"/> Very satisfied	45.5%

5. To what extent do you feel your voice is valued at ECS?

<input type="checkbox"/> Not at all	4.5%
<input type="checkbox"/> A little	27.2%
<input type="checkbox"/> Some	36.4%
<input type="checkbox"/> To a great extent	31.8%

6. To what extent do you feel comfortable sharing your concerns with ECS leadership?

<input type="checkbox"/> Not at all	--
<input type="checkbox"/> A little	27.2%
<input type="checkbox"/> Some	45.5%
<input type="checkbox"/> To a great extent	27.2%

7. To what extent do you feel welcome when you enter the school?

<input type="checkbox"/> Not at all	0%
<input type="checkbox"/> A little	8.7%
<input type="checkbox"/> Some	26%
<input type="checkbox"/> To a great extent	65.2%

8. To what extent do you feel you are an important part of improving ECS?
- |       |                   |       |
|-------|-------------------|-------|
| _____ | Not at all        | 13.6% |
| _____ | A little          | 18.1% |
| _____ | Some              | 36.4% |
| _____ | To a great extent | 31.8% |
9. How often do you volunteer at ECS?
- |       |                   |       |
|-------|-------------------|-------|
| _____ | Not at all        | 31.8% |
| _____ | A little          | 13.6% |
| _____ | Some              | 18.1% |
| _____ | To a great extent | 36.4% |
10. How often do you attend parent-teacher conferences?
- |       |                   |       |
|-------|-------------------|-------|
| _____ | Not at all        | 4.5%  |
| _____ | A little          | 13.6% |
| _____ | Some              | 22.7% |
| _____ | To a great extent | 59%   |
11. How often do you attend scheduled school events/performances?
- |       |                   |       |
|-------|-------------------|-------|
| _____ | Not at all        | --    |
| _____ | A little          | --    |
| _____ | Some              | 27.3% |
| _____ | To a great extent | 72.7% |
12. How often do you help raise funds for the school?
- |       |                   |       |
|-------|-------------------|-------|
| _____ | Not at all        | 4.5%  |
| _____ | A little          | 18.1% |
| _____ | Some              | 45.4% |
| _____ | To a great extent | 31.8% |
13. How often do you chaperone field trips?
- |       |                   |       |
|-------|-------------------|-------|
| _____ | Not at all        | 45.4% |
| _____ | A little          | 18.1% |
| _____ | Some              | 13.7% |
| _____ | To a great extent | 22.7% |
14. How often does lack of child care keep you from being involved with the school?
- |       |                   |       |
|-------|-------------------|-------|
| _____ | Not at all        | 59.1% |
| _____ | A little          | 9%    |
| _____ | Some              | 18.2% |
| _____ | To a great extent | 13.6% |
15. Do you have any interest in utilizing a year-round day care facility at ECS?
- |       |       |       |
|-------|-------|-------|
| _____ | Yes   | 22.7% |
| _____ | Maybe | 31.8% |
| _____ | No    | 40.9% |
16. How often does transportation keep you from being involved with the school?
- |       |            |       |
|-------|------------|-------|
| _____ | Not at all | 95.5% |
| _____ | A little   | 4.5%  |
| _____ | Some       | --    |

\_\_\_\_\_ To a great extent      --

17. How often do work obligations keep you from being involved with the school?

\_\_\_\_\_ Not at all      40.9%  
\_\_\_\_\_ A little      13.6%  
\_\_\_\_\_ Some      45.4%  
\_\_\_\_\_ To a great extent      --

18. How often does the relevance of the school programs and events keep you from being involved with the school?

\_\_\_\_\_ Not at all      68.1%  
\_\_\_\_\_ A little      18.1%  
\_\_\_\_\_ Some      13.6%  
\_\_\_\_\_ To a great extent      --

19. How often do attitudes of other parents keep you from being involved with the school?

\_\_\_\_\_ Not at all      63.6%  
\_\_\_\_\_ A little      22.7%  
\_\_\_\_\_ Some      13.6%  
\_\_\_\_\_ To a great extent      --

20. For those with younger children, how often do you read to your child?

\_\_\_\_\_ Never      13.6%  
\_\_\_\_\_ Rarely      18.1%  
\_\_\_\_\_ Occasionally      18.1%  
\_\_\_\_\_ Usually      22.7%  
\_\_\_\_\_ Always      27.3%

21. How often do you supervise or help your child with homework?

\_\_\_\_\_ Never      --  
\_\_\_\_\_ Rarely      9%  
\_\_\_\_\_ Occasionally      31.8%  
\_\_\_\_\_ Usually      22.7%  
\_\_\_\_\_ Always      36.4%  
\_\_\_\_\_ N/A

22. How often do you talk about your child's day at school?

\_\_\_\_\_ Never      --  
\_\_\_\_\_ Rarely      --  
\_\_\_\_\_ Occasionally      9%  
\_\_\_\_\_ Usually      22.7%  
\_\_\_\_\_ Always      68.1%

23. Do you have access to a computer and internet at home?

\_\_\_\_\_ Yes      \_\_\_\_\_ No  
100%      0%

## APPENDIX B: 2017 School Improvement Plan and IQS Scorecard

### SCHOOL IMPROVEMENT PLAN ECHO Charter School

October 1, 2017  
Prepared by Helen Blue-Redner, Director

### Area 1: Mission and Goals of the School and Program Model Performance Indicators

*N.B.: Numbers appearing in [brackets] represent a proposed amendment to the scores given to ECHO Charter School on the IQS Scorecard. Some numbers appeared to be artificially low. For example, 2b. received a score of 2.5, but last year's criminal background checks were conducted immediately and were on file for review; therefore, the score was too low and a new score was proposed.*

Area	2016-17 Points	Response
1.c.	1.9	Staff are coordinating a consistent curriculum mapping that will focus on improving preparation designed to increase MCA math scores in aggregate by 10%.
1.d.	1.9	Curriculum mapping for all teachers is standards-based and will incorporate internal and authorizer standards into curriculum of the school.

### Area 2: Governance of the School Performance Indicators:

2.a	[1.8] 2.5	ECHO Charter complies with requirements in Charter School law as described in School Board policies.
2.b.	[2.5] 3.5	Criminal background checks for all ECHO Charter School Board members are on file and have been on file.
2.d.	[2.5] 3.0	All Board minutes, agendas, and special meetings are posted within the required time frames for transparency and compliance with Open Meeting laws.
2.e.	[1.9] [3.5]	Board By-Laws are and have been in place.
2.f.	[2.0] 2.5	The ECHO Charter School Board has a revolving, scheduled review of all policies.
2.g.	1.6	The 2014 ECHO Charter School Strategic Plan will be

updated this academic year.

- |      |              |   |
|------|--------------|---|
| 2.h. | [1.5]<br>3.0 | The ECHO Charter School Board conducts meetings in compliance with the Minnesota Open Meeting Law and adheres to the tenets of Robert's Rules of Order.           |
| 2.j  | [2]<br>3.0   | The ECHO Charter School Board is enacting an all-Board\ local training policy for 100- and 300-level courses that will document compliance in a development plan. |

---

### **Area 3: Evaluation of School/Student Performance Indicators**

- |      |              |   |
|------|--------------|---|
| 3.a. | [2.9]<br>3.0 | STAR testing is conducted for every student entering school and every student returning to school in a new academic year; this practice has been ongoing and results are documented.  |
| 3.b. | 2.2          | Teachers will work with students using classroom goals to reach the 10-point math MCA achievement goal.   |
| 3.c. | 2.3          | Using documented math goal above (which is incorporated into Q-comp goal) subgroup comparison will rise accordingly, decreasing gap between subgroups.  |
| 3.d. | 1.9          | Student proficiency in MCA Reading grew 3 percentage points from 2016 to 2017; math proficiency grew from 23.3% to 27%. Therefore, modest gains are being made and we have set a goal for 2018 to achieve at least as many gains in terms of percentage points. |
| 3.e. | 2.1          | Graduation rates will meet the rates as established by ESSA.  |
| 3.f  | 2.0          | 75% of students will perform at or above the national median.   |
| 3.h. | 2.9          | Students' level of satisfaction will exceed 85% but be less than 90% in the areas of safety, acceptance, and learning.  |
| 3.i. | [2.5]<br>3.9 | Parent satisfaction in the areas of safety, acceptance and learning is at 91.1% in 2017.  |
| 3.j. | 2.8          | Teacher satisfaction will meet Level 3 standards, meeting a score of 3.0 or above.  |
| 3.k. | 2.6          | WBWF goals will be met at a Level 3 standards, meeting a Score of 3.0 or above.   |
-



## Area 4: Finance

4.c.	2.9	The school's fund balance will be replenished as additional students are attracted in the coming academic year.
4.d.	2.0	State finance reports will be filed in a timely manner.
4.g.	2 .9	School audit was completed on time and is pending; therefore, I would like the opportunity to potentially change the score following its initial review
4.h.	No score given	
4.i.	No score given	

---

## Area 5: School Performance Indicators

5.a	[2.9] 3.0	All existing staff have full permission from MDE to teach in their content areas, with the exception of two variances; one new hire is undergoing Community Expert process.
5.b.	2.9	85% of staff have licensure in their content area at present. Given the difficulty in finding teachers, it is unlikely that This number will increase to meet the Level 3 threshold.
5.c.	[2.8] 3.0	Given the fact that ECHO Charter has not had a waiting list for some years, I do not see that any inconsistencies have existed in this area.
5.f.	2.6	The ECHO Charter School Board policies will be posted on the new school website when it is launched in\ November, 2017.
5.h.	2.9	No departures from Federal or State law have occurred where food service, student discipline, discrimination, in 2016-2017. By the end of 2017-2018, we will have our second year without any violations; therefore, the 2.9 should be in excess of 3.0.
5.k.	2.1	School reporting will be submitted on time in 2017-2018.

[Several pockets in the Scorecard copy sent by Laurie Schroeder are empty with no scores—unless the scores exist in a different copy. Those sections are 5.i.; 5.n.; 5.o.; and 5.p.]

## **Contact Information**

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## **Authorizer**

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This Annual Report was submitted to the ECHO Charter School Board of Education and approved on January 10, 2018

ECHO Charter School is authorized by Innovative Quality Schools which is responsible for providing oversight of our school. For information about IQS go to [www.iqsmn.org](http://www.iqsmn.org). The website will also provide you with names, phone numbers and email addresses.