



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name:

Grades Served:

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A and I Contact: Enter name.

Title: Enter title.

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WordsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WordsBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

➤ The school's Annual Report will be published on the our website: www.echo.charter.k12.mn.us.

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

The ECHO Charter School Annual Meeting was held on May 23, 2018, with the meeting at 1:00 p.m. There were 40 parents present, since we held the meeting directly before our Annual Awards Ceremony. Parent/Guardian Surveys were also conducted concurrently since we had a large "captive audience" at the event.

➤

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Helen Blue-Redner	Director and Q-Comp Coordinator	
Melanie Kurtz	PLC Leader	
Marsha Lecy	PLC Leader	
Summer Schoer	Observation Coordinator	
Doug Peavy	District Assessment Coordinator	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
- There are no gaps related to equitable access for low-income students, students of color, or American Indian students. We are a small school with an enrollment of 106 students, and these students enjoy access to all grade level teachers and services for which they are qualified.
- In 2017-2018, ECHO Charter School had fourteen licensed teachers, with all of them located in the same building. Our town has a local population of 257 people. We serve students in kindergarten through twelfth grade. An internal mentoring capacity operated as a support system for new teachers. Eighty percent of our teachers were teaching—and have been teaching for multiple years—in their respective areas of licensure. The other teachers were teaching on variances through the Minnesota Board of Teaching.
- Students were assigned by grade without regard to level of teacher excellence. Third-party services offered to students in need included mental health, social services, speech and occupational therapy, special education, and physical therapy.
- As a small, rural charter school, we occasionally of necessity have teachers who are teaching out of field, but who by and large are enrolled in masters programs in their field of teaching.
- Diversity among teaching and administrative staff is limited to one teacher, one administrator in a total of 11 teachers, making our level of diversity found equivalent to 11.6%.
- With regard to “excellent teachers,” we have for more than two decades experienced challenges in hiring highly qualified teachers: we cannot compete with other local districts that pay higher wages and offer benefits. Instead, our teachers come highly committed to the charter vision and they are very special because much more is asked of them than in typical public school districts. They volunteer for many school events outside of work hours that help the students and work toward the future of the school.
- ALL students, whether low-income, American Indian, special education, or other needs, are educated equitably at ECHO Charter School by effective, in-field, and experienced teachers. Of the few teachers who were teaching on a variance, 100% of them were enrolled in masters or post-masters programs.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

☒ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

- We examined MCA data for all tests administered, including Math, Science, and Reading. Data was disaggregated by each group, since we lacked critical mass sufficient for reporting.
- Our PLC groups are focused on improving Math MCA scores by examining and adopting best practices, and by collaborating with the high school math teacher in setting classroom goals for the PLCs.
- Our strategies were implemented with some fidelity, but changes in teaching staff are always an obstacle in setting, maintaining, and achieving goals.
- We examine our MCA data when it is released each year and it was clear that not only did we not meet our goal, we lost some ground.

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Ready for School and All Students Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The number of students achieving a status of partially met or who met proficiency on the Math MCA will increase from 27% to 37%.</p> <p>Kindergarten Readiness: 80% of ECHO Charter School preschool students will be ready for kindergarten in the fall of 2017 as assessed and observed by the teacher.</p> <p>80% of ECHO Charter School third graders entering in the Fall of 2017 will be reading at grade level.</p> <p>33.3% of third graders entering in the fall of 2017 were reading at grade level.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Due to staffing changes, only 17% of ECHO Charter School students met this goal, a decrease from the previous year.</p> <p>100% of ECHO Charter preschool students were ready for kindergarten as assessed and observed by the teacher.</p>	<p><i>Check one of the following:</i></p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
ECHO Charter School will close the proficiency gap between non-special-education and special education students by increasing the special education student's proficiency on the MCA math and reading test by 3%.	ECHO Charter School did not close the proficiency gap between non-special-education and special education students by increasing special education students' proficiency on the MCA Math and Reading test by 3%.	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

- Data for MCA Math and Reading were disaggregated since our testing pockets are not large enough to be reported individually. Groups studied included Special Education, American Indian, White, and Free/Reduced.
- The 2016-2017 SMART goal focused on Reading, while the 2017 goal focused on Math. Both years, teachers collaborated with English and Math content-area staff to write relevant goals for classroom goals as established with the PLC groups.
- Classroom goal-setting needs to improve and better coordination should take place in order to increase fidelity.
- MCA outcomes as well as classroom formative and summative testing are our indicators for progress.

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>85% of 11th grade students will take the ACT Plus Writing on site.</p> <p>85% of 11th grade students will take the ASVAB test.</p> <p>ECHO Charter will offer at least two college visits to juniors and seniors.</p> <p>ECHO Charter School will offer Work-Based Learning to juniors and seniors.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>100% of eleventh grade students enrolled at the time of ACT administration took the test with writing on site following two-day prep session.</p> <p>100% of eleventh graders enrolled at the time of ASVAB administration took the ASVAB test on site.</p> <p>ECHO Charter School took students on three college visits.</p> <p>Due to departure in qualified staff, ECHO Charter did not offer Work-Based Learning to qualified juniors and seniors.</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p>On Track <input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

- Student rosters were used to sign students up and then record their results. ACT also sent its report to the school showing student outcomes. Data were disaggregated by examining eleventh grade student list and recording outcomes.
- A two-day ACT prep training session was offered too all juniors (as well as some seniors) prior to taking the test.
- Strategies were implemented fully and with fidelity.
- Student scores are evaluated with any previous scores serving as the base information. Students who improved composite scores were noted.

Bulleted narrative is appreciated. 200 word limit.

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- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>85% of ECHO Charter School seniors will graduate in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>84% of ECHO Charter seniors graduated in 2018.</p>	<p><i>Check one of the following:</i></p> <p><i>Multi-Year Goal:</i></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><i>One-Year Goal</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- Seniors were identified and their graduation outcome was recorded.
- Seniors' performance was monitored and of the students who remained at ECHO Charter, 100% of them actually graduated. It was those who left the district or who were enrolled very briefly who did not.
- Strategies for seniors who stayed enrolled were to address missing assignments, provide homework clinics, and maintain daily contact with parents as needed.
- Graduation rates determine the level of effectiveness overall.

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- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
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Provide the SMART goal statement here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Provide the baseline starting point here.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track
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- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.