

WORLD'S BEST WORK FORCE

ANNUAL PROGRAM REPORT

Every Child Has Opportunities

Charter School

2021-2022



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ECHO Charter School

Every Child Has Opportunities Charter School

Annual Report 2021-2022

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.

The following mission and vision statements were developed along with three strategic initiatives in 2015, although it bears mentioning that stakeholders and school leadership are in the midst of discussing and altering the school's Mission and Vision in order to more accurately reflect the reality of changes in student composition and academic challenges that a growing number of students bring with them when they enroll here.

Having emerged from the difficulties posed by the Pandemic—learning loss, staff shortages, supply chain issues, among others—we along with other public schools have worked diligently to “plug gaps” wherever possible. Students whose learning was significantly compromised by online learning have found their way here in order to recover credits and try to resume learning as usual—a bigger task than one might imagine when families are driven by fear of not graduating. Attendance issues left over in the wake of the Pandemic have persevered and caused students to be sent to truancy court and occasionally, worse. We at ECS then have had an enormous challenge to once again make these students “whole.” Therefore, in observance of this evolving identity and mission, our Long-Term Strategic Plan must be constructed with fidelity in order to give a voice to the changing composition of our student body.

At present, our Mission and Vision Statements are:

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

Introduction: Another Year of Schooling in the Era of Covid

The apparent conclusion of the Pandemic—which may be just that: “apparent”—enabled us to offer an in-person learning experience or for those families still concerned about COVID, an online learning experience. (We did have a few families who were still nervous about the our second COVID year and we were able to educate their children because we had received a provisional online learning license from the Minnesota Department of Education.) We also continued to build capacity because of the availability and deployment of CARES funding, which deepened student learning through the use of technology and our 1:1 program.

ECHO's Board of Education and administrative leadership exercised caution at the beginning of the 2020-2021 school year by requiring a mandate for mask-wearing for in-person students in order to stave the spread of COVID. The Upper Sioux Community made an extremely generous gift of 2,500 KN-95 and N-95 masks, which were worn by all staff and most students. At the point when the Centers for Disease Control acknowledged the decreased spread of COVID, the mask mandate was rescinded. Monitoring other local districts' COVID numbers, our per capita infectious rate was far lower due to our mask requirement.

General Information:

Our school serves students in grades K-12. We completed our twenty-fifth year of operation in 2022, a major milestone, particularly when we know that 55% of Charter schools close their doors within five years of being founded. Attracting and retaining students is our number one operational priority, and we continue to attract not only local students, but also a growing number of students who have stated they felt excluded in larger districts: they didn't have the "right name" or they were struggling with academics and needed extra support. Parents continued to express their satisfaction with our small class sizes and our deep desire to help students. Finally, the nationwide sentiment about the deleterious effects of the Pandemic do not appear to be as resonant here at ECHO Charter since our small class size enabled us to stay on top of students' learning.

Our Identity:

The prevailing discussion about the future of the school over the years has been set in the framework of identifying school identity, history, and values. Why are we here? Whom do we serve? How do we define our identity? We realize that we are an unusual school in the sense that students have migrated here from other districts in order to fulfill a number of needs, which include inclusion, empathetic environment, small class sizes, and opportunities that are not available to them in other districts. As one grandparent put it, "Our granddaughter would not have had a speaking role in the play at her former school because she was not included in these types of events in the past. This is what we love about ECHO." Therefore, what we have come to know over the years is that we fulfill a very special mission in how students are included in the flow of the school: they are patient, inclusive, and believe in letting their fellow students "do their own thing." We have a 65%+ rate of Free/Reduced, along with a rate of about 34% special needs population.

Our long-term strategic plan was begun in earnest in summer, 2022, and will help inform those important identity questions we have been discussing.

Our Curriculum and Schedule:

In pre-K through grade 8, 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 teaching English and Social Studies. 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. PBL also is attractive to families whose students need to recover credits needed for graduation.

Learning through travel:

The description that follows is one that is representative of a non-Covid year! We hope to resume student travel in Spring, 2023.

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 a 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. Our 2018 high school

trip took the students to Denver, Colorado, where they attended a Rockies game, toured the Denver Mint, and had a lot of educational fun. 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.

Travel is not just for higher schoolers! Our junior high kids in grades 7-8 also go on annual field trips to places in the state, including Rochester and Duluth. This builds not only a “knowledge bank” but also inspires them to look forward to the longer field trips that the high school students enjoy.

Though COVID is continuing to circulate, we are planning to cautiously reinstate regional field trips in Spring, 2023.

Extra- and co-curricular activities at ECHO:

The description that follows is representative of a non-Covid year. We plan to resume regular sports programming in Fall, 2023.

At ECHO, our students are very lucky to be able to participate in sports programs. We have offered girls volleyball, girls and boys’ basketball, and trap, which is coeducational. Other programs offered at ECHO are Yearbook and Student Council.

Due to the global Pandemic, no theatre production or student activities were held in Fall, 2020, nor in 2021-2022. What follows is a description of our activities in Spring, 2019. We will resume theatre programming, travel, and fundraising in Spring, 2023.

Students in grades 5 through 12 participated in the production of “Dinner at Eight; Dead by Nine”, a hilarious melodrama that brought out the thespian not only in students, but also a few of the staff. It was performed twice during the weekend as a dinner theatre. The performances attracted nearly 150 attendees, who paid \$15 per person for their gourmet dinner and theatre experience. A Christmas concert was organized by staff and K-6 classes all sang and performed, and former choir members and interested students sang Christmas carols in an evening performance for parents, along with a community concert at the ECHO Community Center.

2021-2022 Activities:

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 Spirit Week and National School Choice Week Events, which included daily themed events for students. Under the direction of our Fundraising Committee, we held several burger feed fundraising events at our school during our Back to School Night, Christmas concert, and spring fundraiser. In addition, at each concert, we raised funds through free will donation root beer float nights and other minor events. These events required a significant commitment of time from both teachers and community members and are truly a labor of love for the school.

Student Attrition 2020-2021

Grade	Enrolled Oct. 1	Enrolled after after Oct. 1	Transfer after Oct. 1	Enrolled end of year
K	4	0	0	4
1	5	1	1	5
2	1	1	1	1
3	3	1	1	3
4	3	0	1	2
5	5	0	0	5
6	3	0	0	3
7	11	2	2	11
8	10	2	0	12
9	8	1	1	8
10	8	1	1	8
11	7	2	1	8
12	2	1	1	2
Total	70	12	10	72

2021-2022

Grade	Enrolled Oct. 1	Enrolled after after Oct. 1	Transfer after Oct. 1	Enrolled end of year
K	3	0	0	3
1	4	0	0	4
2	1	1	0	2
3	2	1	0	3
4	4	1	0	5
5	0	0	0	0
6	2	0	0	2
7	5	0	2	3
8	9	3	1	12
9	13	2	0	15
10	12	3	5	10
11	6	0	0	6
12	6	0	2	4
				68

School Enrollment

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

Enrollment has been our primary task over the past three years. We had one year when numbers dropped notably, but in the two years since then, we have been stable at about 68-69 students. We would like to add another ten students to our enrollment while maintaining our current roster. However, there are a number of reasons that families enroll their students here: exclusion, no personalized attention, disciplinary issues, “falling between the cracks”, and the like. Families also like our small class sizes and the fact that any disciplinary issues are dealt with immediately.

Following a drop in our enrollment in 2018-2019, we set about to build enrollment in 2019-2020. We continued to play to our strengths so that for students who transferred, and both students and parents strongly felt they had an alternative to their former resident district. For long-established families, ECHO Charter continued to operate as the centerpiece of their educational and academic lives. The 2020-2021 and 2021-2022 numbers below are actuals.

Grade	2020-2021	2021-2022	2022-2023 est.
K	7	3	5
1	1	4	6
2	3	2	6
3	2	3	4
4	5	5	6
5	2	0	3
6	5	2	3
7	8	3	4
8	7	12	5
9	6	15	2
10	8	10	10
11	5	6	9
12	6	4	6
Total	65	67	69

Academic Program/Performance Student Achievement

Due to the global Pandemic, MCAs were not conducted in Spring, 2020. The following information is from 2019 with 2021 information in the next section.

The 2018-2019 school year showed significant improvement in MCA testing in Math, Reading, and Science, as follows, while the 2021 and 2022 MCA tests showed a decline due to the global pandemic, with many students still learning from home and opting out of the tests.

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Math	12.3%	23.3%	No testing	6.3%	11.1%*
Reading	35.2%	52.4%	No testing	16.7%	35.3%*
Science	27.3%	36.8%	No testing	9.1%	15%*

**The 2022 MCA scores are for grades 7-8 and 10 and 11. The school was split into two separate codes by MDE for this reporting year, one for K-6 and one for 7-12.*

While we made considerable gains in 2019, our scores plummeted during the Pandemic. However, a notable improvement was achieved between 2021 and 2022, with proficiency in reading more than doubling for students in 7-8, 10 and 11.

Our Quality Compensation goals focused on improving reading comprehension for grades K-12 were accomplished. The Q-Comp plan for ongoing staff development and our 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.

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. PBL is a stigma-free way for students to recover credits they need in order to graduate. In addition, an online math program (Khan Academy) 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.

Future Plans:

Our student population is heavy with Special Education students, students who live in poverty, and transient students who appear at our doorstep as “refugees” of sorts—they have not been successful in other school districts in terms of academics, social lives, and/or disciplinary actions. They appear to be highly mobile and some of them “school-hop”, depending on their circumstances. Our goal then is to help these students to develop a sense of belonging here that will enable them to be permanent within our district.

Additionally, we have learned that word of mouth has been our best aid in attracting students, so we work hard to maintain positive lines of communication with students and families so that they feel invested as stakeholders within our district. This will enable us to secure students to maintain viability as well as to meet individual students’ needs in the building.

The following information comes from the Minnesota Department of Education Report Card.

2021-2022 Testing, Attendance, and Graduation Data

Note—Student Performance on MCAs:

MCA scores saw a positive increase between 2021 and 2022. The lingering effects of the Pandemic are notable and we expect to see continued improvement in 2023.

The number of students attending school regularly: E.C.H.O. Charter School

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

*Please note that during 2021-2022, the continuing effects of the Global Pandemic were still being felt, with many students absent due to COVID (either themselves or family members). Therefore, the attendance percentage below is somewhat lower than it typically is.

	Statewide	E.C.H.O. Charter School
Consistent attendance	85.3%	68.7%*
Count	794,846	67

* * * *

Graduation rate over time: E.C.H.O. Charter School

Demographic	Year	Graduated count	Graduated %
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Demographic	Year	Graduated count	Graduated %
All students	2016	CTSTR	CTSTR
All students	2017		90.0%
All students	2018	13	92.9%
All students	2019	CTSTR	100%*
All students	2020	CTSTR	100%

All students	2021	2	100%
	2022	5	83.3%

*Samples appear on Minnesota Department of Education Minnesota Report Card page as CTSTR, meaning that there were not enough students to report. However, our own records show that we had 100% graduation rates in 2019, 2020, and 2021.

MCA Testing: E.C.H.O. Charter School

To comply with federal laws, changes have been made in the Minnesota report card to protect the identity of students. Data reported on less than 10 students in a category will no longer be available in the assessment reports on the Minnesota Report Card.

Math results follow.

Due to COVID-19, no summarized assessment data is available for 2020

Year		Exceeds	Meets	Partially meets	Does not meet
2019	Count	2	8	13	23
	Percent	4.3%	17.4%	28.3%	50.0%
2020	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2021	Count	0	2	4	26
	Percent	0.0%	6.3%	12.5%	81.3%
2022	Count		2		
	Percent		11.1%		

To comply with federal laws, changes have been made in the Minnesota report card to protect the identity of students. Data reported on less than 10 students in a category will no longer be available in the assessment reports on the Minnesota Report Card.

Reading results follow.

Due to COVID-19, no summarized assessment data is available for 2020

Year		Exceeds	Meets	Partially meets	Does not meet
2019	Count	4	18	10	11
	Percent	9.3%	41.9%	23.3%	25.6%
2020	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2021	Count	2	3	7	18
	Percent	6.7%	10.0%	23.3%	60.0%
2022	Count		6		
	Percent		35.3%		

Science results follow.

To comply with federal laws, changes have been made in the Minnesota report card to protect the identity of students. Data reported on less than 10 students in a category will no longer be available in the assessment reports on the Minnesota Report Card.

Due to COVID-19, no summarized assessment data is available for 2020

Year		Exceeds	Meets	Partially meets	Does not meet
2019	Count	1	6	4	8
	Percent	5.3%	31.6%	21.1%	42.1%
2020	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2021	Count	0	1	2	8
	Percent	0.0%	9.1%	18.2%	72.7%
2022	Count		3		
	Percent		15%		

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 2020-2021, we had planned to hold multi-age activities in the spring, but a cycle of outbreaks at school meant that we did not hold any extra activities schoolwide. Normally we would have had a great many activities, such as sports, prom, family fun nights, track and field day, awards day, et cetera. Therefore, the following information comes from 2018-2019 and we were able to resume some of these events in Fall, 2021, but not all of them. In Spring of 2023, we expect that much of our routine programming will be reinstated.

- a. 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 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. Some of our activities included homecoming week activities, turkey bingo, holiday activities, 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 credit recovery in core areas (math, English, Social/History and Science. This stigma-free learning 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-8 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 2020-2021 school year, we continued using the Core Knowledge Language Arts (CKLA) program in grades kindergarten through grade 3. (Grades 4 and 5 have been using the CKLA in its entirety beginning 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. We have continued to refine our ability to offer Project-Based Learning by matching credentialed teachers with students who are either in credit-recovery mode, or who are seeking to expand their horizons through deep study in core areas of interest.
- c. We have offered cross-grade programming so that fifth and sixth graders have been included in science programming such as dissection labs and experiments.

4) Measure learning outcomes using innovative measurement tools

- a. During 2015-2016, we switched to STAR testing in reading and math from NWEA to shorten the length of time students spent testing. STAR testing gives the teachers useful data for showing student progress and areas of weakness. STAR testing is administered three times per year so that we can see trends for each student and it has been a very successful program for goal-setting.

- 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.
- c. We have been building profiles of each student's performance so that we have one comprehensive tracking report that shows performance over multiple years.
- d. In 2021-2022, in order to prepare for MCAs, seventh and eighth graders spent the last fifteen minutes of the day doing math drills. The math teacher, along with a group of three to four additional teachers, coached the kids through a wide variety of math concepts. Additionally, ACT prep was a routine part of math programming for juniors.

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 one or more teachers. At ECHO, we have a board made up of a minimum of one teacher, one parent, 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 2021-2022 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 2020 to June 2021.

This board all received their initial board trainings in previous years. During the 2019-20 year, the Board concentrated on reviewing Policies so that we could update our Policy book. Additionally, Board members received their requisite 100-, 200-, and 300-level trainings.

Name	Board Position	Group (if teacher, file folder #)	Phone Number	E-Mail Address	Board Attendance
Eric Kester-Mabon	Director	Parent	701-317-1664	ekester-mabon@isd4026.org	12/12
Michell Harder	Director	Parent	320-522-1695	mharder@isd4026.org	10/12
Matt Dunphy	Director	Parent	507-430-8395	mdunphy@isd4026.org	12/12
Dan Larsen	Director	Parent	507-829-5593	dlarsen@isd4026.org	4/5
Nikki Hildahl-Schwartz	Chair	491378	507-530-2217	Nhildahl-schwartz@isd4026.org	12/12
Mark Hoeper	Director	Parent	320-522-5647	mhoeper@isd4026.org	6/6

Jody Isaackson	Treasurer	476680	612-790-8722	lstandfuss@isd4026.org	12/12

School Management & Administration

The school's management and administration is made up of several people fulfilling many of the duties. During the 2021-2022 academic year, the following people occupied their respective roles:

- Helen Blue-Redner, Director: Day-to-day operations of the school, finances, discipline, communication with students, stakeholders, authorizer, MDE, MDH,
- Pam Redetzke: Business Manager/MARSS/EdFi
- April Rodriquez: transcripts, attendance, secretarial, and report cards.

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

Staffing/Teaching Faculty Information

The table below lists the certified teaching staff at ECHO Charter School for 2021-2022. We did not have any staff leave during the school year but we did lose two teachers due to downsizing.

NAME	FOLDER	RETURNED
Blue-Redner, Helen	490781	Yes
Isaackson, Jody	358239	Yes
Reigstad, Holly	366961	Yes
Schwartz, Nikki	491378	Yes
Cole, John	50514	Yes
Lecy, Marsha	315431	Yes
Peavy, Douglas	485765	Yes
Standfuss, Lynn	1002042	Resigned in December, 2021
Sarahi Schemel	1008807	New Hire

Parent Survey (See Appendix A)

Face-to-face Parent Surveys are usually collected at our Spring Awards Ceremony, which is always held the last day of school. The 2022 Awards Ceremony was held on May 26, 2022.

Obtaining parental input is a guiding principle for effective planning. Administration of stakeholder surveys thus is one important means of gaining this guidance. The 2021-2022 parent survey was redesigned in order to broaden the base of questions asked. The survey was administered to 30 parents. There were four 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

Each month during its regular meeting, the ECHO Charter Board of Education carefully reviews financial statements, approves expenditures, and plans for fiscally sound practices. Thus, 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 2021-2022 academic year saw a continued effort to safeguard our \$1 million unrestricted gift, which had been bequeathed to the school in 2020 from an alumnus who graduated in 1940.

Our audits continue show that over the past nine years, the amount of deficit spending has decreased significantly, proving that sound financial stewardship can and must be practiced.

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. Below is an analysis of our general fund balance from 2016 to 2020. We continue to spread the word about ECHO Charter School in order to attract and retain new students.

FY	Revenue	Expenditure	Revenue Over/Under	Fund Balance EOY
FY2022	1,390,686	1,435,813	(45,627)	631,586
FY2021	1,218,451	1,235,393	(16,942)	919,171
FY2020	2,086,393	1,356,795	139,650	869,248
FY2019	1,275,098	1,376,042	(85,385)	(186,329)
FY2018	1,780,459	1,817,490	(37,031)	207,899
FY2017	1,365,528	1,570,409	(204,881)	244,930
FY2016	1,508,477	1,629,679	(121,232)	449,811

Financial data came from our FY22 audit, conducted by Hoffman & Brobst.

World's Best Work Force and Title I Goals:

The following areas were our focus for the 2021-2022 school year:

Title I

Goal 1: The percentage of all students in grades 3-8 and 10 at ECHO Charter School enrolled by October 1st who are proficient on the Reading MCA will increase from 10% to 15% in 2022. Outcome: GOAL EXCEEDED.

Goal 2: The percentage of all students in grades 3-8 and 11 at ECHO Charter School enrolled by October 1st who are proficient on the Math MCA will increase from 10% to 12% in 2022. Outcome: GOAL NOT MET.

World's Best Work Force Goals 2021-2022

All Students Ready for Kindergarten:

- 80% of ECHO Charter School preschool students will be ready for Kindergarten in the fall of 2021 as assessed and observed by the teacher. *This goal was not met.*

All Students in Third Grade Achieving Grade-Level Literacy:

- 80% of ECHO Charter School third graders entering in the fall of 2018 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 met.*

All Students Career- and College-Ready by Graduation:

- 85% of 11th grade students will take the ACT Plus writing on-site beginning in the spring of 2021. Outcome: GOAL EXCEEDED: 100% of students took the ACT. *This goal was met.*
- 100% of 11th grade students will take the ASVAB test. *This goal was met.*

All Students Graduate:

- 85% of ECHO Charter School seniors will graduate in 2021. Outcome: GOAL EXCEEDED. *This goal was not met as 83.3% of seniors graduated.*
- ECHO Charter will take students on at least two college visits. *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 and staffing, and filing required reports in a timely fashion. Concurrently, deliver the school's message effectively to the public.

Plan: Complete Principal Licensure. 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 any information gained from training.

Schedule of Trainings:

Plans for my training in 2021-2022 are as follows:

1. Attend all IQS Directors' meetings, whether virtually or in person.
2. Arrange and complete Levels 100, 200, and 300 training.
3. Attend truancy meetings as part of SW/WC membership.
4. Attend Child Protection meetings in Yellow Medicine County.
5. Attend World's Best Work Force training and part of SW/WC membership.
6. Attend CARES Finance virtual training offered by MDE.
7. Attend Superintendents' COVID monitoring meetings weekly.
8. Any other recommended meetings sponsored at Minnesota Department of Education.

APPENDIX A:

2021-2022 Climate and Culture ECHO Charter School PARENT/GUARDIAN SATISFACTION SURVEY

This survey was completed by parents who attended the ECHO Charter School Awards Day on May 26, 2022. Overall, the feedback is wildly positive, with high percentages of parents expressing their overall satisfaction with school, how welcome they feel, how well they interact with administration, and their present and burgeoning roles at school. Ninety-one percent feel satisfied or very satisfied with the education their student is receiving, a whopping 100% of parents taking the survey said they would recommend ECS to a friend.

1. Number of children attending school

<input type="checkbox"/> 1	64%
<input type="checkbox"/> 2	9%
<input type="checkbox"/> 3	27%
<input type="checkbox"/> 4 or more	

2. Name your child's/children's grade range/s

<input type="checkbox"/> K-2	36%
<input type="checkbox"/> 3-6	36%
<input type="checkbox"/> 7-8	18%
<input type="checkbox"/> 9-12	18%

3. Is post-secondary education an important goal for you and your student?

<input type="checkbox"/> Not at all	--
<input type="checkbox"/> A little	18%
<input type="checkbox"/> Some	36%
<input type="checkbox"/> To a great extent	45%

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

<input type="checkbox"/> Not at all likely	--
<input type="checkbox"/> Somewhat likely	27%
<input type="checkbox"/> Extremely likely	78%

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

<input type="checkbox"/> Very dissatisfied	--
<input type="checkbox"/> Somewhat dissatisfied	9%
<input type="checkbox"/> Somewhat satisfied	27%
<input type="checkbox"/> Very Satisfied	64%

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

<input type="checkbox"/> Not at all	--
<input type="checkbox"/> A little	--
<input type="checkbox"/> Somewhat	36%
<input type="checkbox"/> To a great extent	64%

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

<input type="checkbox"/> Not at all	--
-------------------------------------	----

<input type="checkbox"/> A little	--
<input type="checkbox"/> Somewhat	9%
<input type="checkbox"/> To a great extent	91%
<input type="checkbox"/> N/A	--

8. Has the school administrator been accessible and responsive to your needs?

<input type="checkbox"/> Not at all	--
<input type="checkbox"/> A little	9%
<input type="checkbox"/> Somewhat	9%
<input type="checkbox"/> To a great extent	82%
<input type="checkbox"/> N/A	--

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

<input type="checkbox"/> Not at all	--
<input type="checkbox"/> A little	9%
<input type="checkbox"/> Somewhat	--
<input type="checkbox"/> To a great extent	91%

10. To what extent do you feel you are an important part of improving ECS?

<input type="checkbox"/> Not at all	--
<input type="checkbox"/> A little	9%
<input type="checkbox"/> Somewhat	36%
<input type="checkbox"/> To a great extent	55%

11. How often do you volunteer at ECS?

<input type="checkbox"/> Not at all	45%
<input type="checkbox"/> Rarely	9%
<input type="checkbox"/> Sometimes	18%
<input type="checkbox"/> To a great extent	27%

12. How often do you attend parent-teacher conferences?

<input type="checkbox"/> Not at all	18%
<input type="checkbox"/> Rarely	--
<input type="checkbox"/> Sometimes	18%
<input type="checkbox"/> To a great extent	64%

13. For those with younger children, how often do you read to your child or help with homework?

<input type="checkbox"/> Never/Rarely	--
<input type="checkbox"/> Occasionally	27%
<input type="checkbox"/> Usually/Always	45%
<input type="checkbox"/> N/A	27%

14. How often do you talk to your child about his or her day at school?

<input type="checkbox"/> Never/Rarely	--
<input type="checkbox"/> Occasionally	9%
<input type="checkbox"/> Usually/Always	91%

Appendix C:
2021-2022 IQS Scorecard Template
and School Improvement Plan 2023

School Information

School Name	ECHO Charter School
School Address/City/Zip	101 Rocket Ave, PO Box 158
School Principal/Leader Name	
School Leader Title	
School Leader Telephone	
School Leader Email	
School Board Chair	
School Board Chair Email	
Report Completed By:	
Date of this Report:	

Scoring Criteria Definitions

Intervention 0.0-1.9	Evidence some requirements and key indicators are not being met. The school may have received multiple notices from IQS and/or governing agencies within the past 12 months regarding an issue, complaint, and/or deficiency that needs to be addressed. Corrective action planning is required as a part of the school's School Improvement Plan. <i>(Note: For schools in their first year of operation, it is considered to be an 'introductory' benchmark.)</i>
Progressing 2.0-2.9	The school is making progress toward the attainment of its target benchmark. Action plans that focus on continuing improvement will be a required component of its School Improvement Plan.
Target 3.0-3.9	There is evidence that the school is meeting requirements established in the charter agreement and ScoreCard.
Exceeding 4.0	There is evidence that the school exceeds the target benchmarks and is performing at a level of excellence

Area 1	Mission and Goals of the School and Program Model Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
1.a	Program Model	Program model is not consistent with that described in charter application including amendments and school has received notice from governing agency noting inconsistency.	Program model is not consistent with that described in charter application including amendments.	Program model is consistent with that described in charter application including amendments.	Program model is consistent with that described in charter application including amendments and school has received accommodation from governing agency noting this accomplishment.	
1.b	School Mission	School program is aligned with Charter Law to improve all pupil learning and all student achievement.	School program is aligned with the primary purpose of Charter Schools and at least two other purposes cited in law.	School program is aligned with the primary purpose of Charter Schools and at least three other purposes cited in law.	School program is aligned with the primary purpose of Charter Schools and at least four other purposes cited in law.	
1.c	Curriculum	The school curriculum is not implemented with fidelity and is not aligned with the school's mission.	The school curriculum aligns with its mission and primary purpose but is not implemented with fidelity - or- the curriculum is not aligned with the school mission but is implemented with fidelity.	The school curriculum aligns with its mission and primary program purpose and is implemented with fidelity.	The school curriculum aligns with its mission and primary program purpose in all curricular areas and is implemented with fidelity. The school has developed systems for analyzing curriculum effectiveness and making improvements accordingly.	
1.d	Standards	The school follows a curriculum resource and operates under the assumption that the resource is aligned with state standards.	State standards and school standards are embedded into the curriculum of the school.	State standards, school board standards, and authorizer requirements are embedded into the curriculum of the school and documented in curriculum development documents.	All state standards, school board standards, and authorizer requirements are embedded into the curriculum of the school, as documented in curriculum development documents. Individual student achievement on standards is assessed and used to inform instruction.	
1.e	Staff Development	Some staff development activities or initiatives evident but no evidence alignment with school improvement or strategic planning.	Staff development activities and/or initiatives have been implemented but not systemic or purposefully aligned with a strategic plan.	Staff development is ongoing, aligned with strategic plan, and ensures program fidelity.	Staff development is fact-based, on-going, and aligned with a strategic plan. Staff development is reviewed by school board and school leadership on a quarterly basis to ensure program fidelity and reported to all stakeholders.	
1.f	New Student Enrollment	School does not have in place processes for determining a student's academic levels of performance when they enter school.	School is developing a process for determining a student's academic levels of performance when they enter school.	Student academic achievement levels in math and reading are evaluated for each student within 3 weeks of entering school.	The school uses its evaluation process to develop an individual learning plan designed to assist teacher, parents, and student with academic growth and success.	
1.g	Student Satisfaction	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is less than 50%.	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than or equal to 50% but less than 85%.	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than or equal to 85% but less than 90%.	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than or equal to 90%.	

Area 1	Mission and Goals of the School and Program Model Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
1.h	Parent Satisfaction	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is less than 50%.	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than or equal to 50% but less than 85%.	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than or equal to 85% but less than 90%.	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than or equal to 90%.	
1.i	Teacher Satisfaction	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is less than 50%.	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is greater than or equal to 50% but less than 85%.	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is greater than or equal to 85% but less than 90%.	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is greater than or equal to 90%.	
1.j	Locally established measures consistent with school affidavit	The school has successfully met up to 10% of measures.	The school has achieved more than 10% but less than 50% of measures.	The school has achieved at least 50% but less than 80% of measures.	The school has achieved more than 80% of measures.	
	Insert additional measures here and add more rows as needed					
Average Score						

Area 2	Governance of the School Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
2.a	Board Organization	School has received multiple notices from a governing agency (state and/or authorizer) within the past 12 months indicating board organization inconsistencies with the law.	School has received a notice from a governing agency within the past 12 months indicating board organization inconsistencies with the law.	The board organization complies with the requirements in the charter school law.	Board organization exceeds legal expectations serving as a model for all Public Schools	
2.b	Background Checks	Criminal background checks have not been conducted on any current board members in accordance to Section 4.1 of the contract with IQS.	Criminal background checks have been conducted on some of the board members in accordance to Section 4.1 of the contract with IQS.	Criminal background checks have been conducted on each board member in accordance to Section 4.1 of the contract with IQS.	Criminal background checks have been conducted on each board member and reviewed by the School Director annually.	
2.c	Conflict of Interest	School has received multiple notices from a governing agency (state and/or authorizer) within the past 12 months indicating board organization inconsistencies with the law.	School has received a notice from a governing agency within the past 12 months indicating board organization inconsistencies with the law.	No board members have any conflict of interest as defined in law and statements are filed annually.	No board members have any conflict of interest as defined in law. Signed statements are filed annually and confirmed at each Board meeting.	
2.d	Minnesota Open Meeting Law	The authorizer and/or MDE have received multiple complaints from stakeholders related to a violation of the Minnesota Open Meeting law and has failed to address them.	The authorizer has received at least one complaint from school stakeholders but has successfully addressed the matter.	The Board complies with all provisions of the Minnesota Open Meeting Law and have not received any complaints from school stakeholders in the past 12 months.	The Board complies with all provisions of the Minnesota Open Meeting Law and have not received any complaints from school stakeholders in the past two years.	
2.e	Board Bylaws	Board bylaws are not in place	The Board has been cited for bylaw violation at least once in the past year.	The Board bylaws are consistent with charter school law and outline the process/procedures for changing the board's governance structure. The Board has not been cited for bylaw violation in the past year.	The bylaws are considered to be a model for charter schools organization.	
2.f	Policy Manual	Board policies are in place but do not meet all of the criteria required in Minnesota Statute 124E.07.	Board policies have been established in accordance to Minnesota Statute 124E.07. The school has failed to post them on its website and does not have a process in place for periodic review.	Board policies have been established in accordance with Minnesota Statute 124E.07. All policies are posted on the school website. The Board has established a process for the regular review of its policies.	Board policies have been established in accordance with Minnesota Statute 124E.07. All policies are posted on the school website. The Board has established a regular review of policies and annual training in accordance to Charter School law.	
2.g	Strategic Plan	There is no strategic plan in place.	A strategic plan is in place but has no measurable performance goals.	The board has in place a strategic plan that includes its vision, and goals developed to reach its mission.	The strategic plan includes a set of action plans and qualitative measurements to support the attainment of its goals.	
2.h	Board Meeting Conduct	Board meetings are not consistently conducted in compliance with MN statute.	Board meetings meet the requirements of MN Open Meeting and follow some aspects of Robert's Rules of Order	Board meetings are conducted in an orderly process following an agenda, appropriate posting in compliance with MN statute.	Board meetings follow Robert's Rules of Order with all board members and school leadership embracing this process.	
2.i	Board Training	Some or all board members have not completed board training as outlined in MN 124E.07 Subd. 7	Board conducts annual training but has not established a development plan	Board has a development plan including annual training for members and initial training for new members. Board training is included in the annual report in compliance with MN 124E.07 Subd. 7	Board development plan and training practices are replicated by other organizations	
2.j	Board Expertise and Retention	The Board has failed to maintain the required minimum membership as required by law or has experienced more than a 50% turnover in the past year.	The board has experienced a significant turnover in the past two years.	The Board is comprised of members consistent with its bylaws and Minnesota Charter School Law and has maintained consistent membership.	The Board is comprised of members consistent with its by-laws and Minnesota Charter School Law. It has maintained institutional knowledge through the retention of Board members over multiple years.	
Average Score						

Area 3	Evaluation of School /Student Performance Indicators:	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
3.a	Reading Growth	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	At least 50% but less than 70% of students will maintain or improve their STAR national percentile rank in reading as measured annually from fall to spring.	Specific benchmark language will be developed during contract negotiations.	
3.b	Math Growth	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	
3.c	MCA Reading Proficiency	The trendline of the percent of students who partially, meet, or exceed on the MCA over the term of the contract has a slope less than -0.2.	The trendline of the percent of students who partially, meet, or exceed on the MCA over the term of the contract will have a slope equal to or less than zero but greater than or equal to -0.2.	The trendline of the percent of students who partially, meet, or exceed on the MCA beginning in FY21 through the term of the contract will have a positive slope.	The trendline of the percent of students who partially, meet, or exceed on the MCA over the term of the contract will have a positive slope and that exceeds that of the same grade levels of the state.	
3.d	MCA Math Proficiency	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	
3.e	Equity in Achievement	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Sped to non-sped internally is an option. Free and reduced lunch is another option. Could compare internally, to residential district, or state.	Specific benchmark language will be developed during contract negotiations.	
3.f	Reading Well by Third Grade	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Could do an early literacy assessment ~ ORF or letter sound recognition, reading benchmarking are all examples. Take a look at the goals you already have in place.	Specific benchmark language will be developed during contract negotiations.	
3.g	21st Century Skills	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	
3.h	Graduation Rate	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	The graduation rate of all eligible seniors who have attended at least 90% of their senior year, over the term of the contract will equate to at least 75% but not more than 80%.	Specific benchmark language will be developed during contract negotiations.	
3.i	College & Career Readiness	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	A minimum of three college visits and career expos will be attended by grades 10-12.	Specific benchmark language will be developed during contract negotiations.	
3.j	Consistent Attendance	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	During FY22 through FY24 when the school offers in person learning, the school's consistent attendance rate is at least 70% but not more than 80%.	Specific benchmark language will be developed during contract negotiations.	
3.k	Social Emotional Learning	Specific benchmark language will be developed during contract negotiations.	Specific benchmark language will be developed during contract negotiations.	Life Skills Training (LST) will be offered to grades 7-8 during 2021-2022 using curriculum	Specific benchmark language will be developed during contract negotiations.	
3.l	Locally established measures consistent with school affidavit	The school has successfully met up to 10% of measures	The school has achieved more than 10% but less than 50% of measures.	The school has achieved at least 50% but less than 80% of measures	The school has achieved more than 80% of measures	
	Insert additional measures here and add more rows as needed					
Average Score						

Area 4	Finance	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0.0-4.0
4.a	Budget Approval	The Board fails to set a budget for the fiscal school year.	The preliminary school budget is approved by the Board after July 1st.	The school budget is approved before July 1 and revised and approved by the Board by December 15 and February 1 annually.	The school has reached the target benchmark and receives recognition for its fiscal management by the MDE	
4.b	School Finance Management	The school does internally manage or contract with an organization who is responsible for the financial management of the school. The school has many outstanding bills/payments.	School finances are managed internally or by a finance management company. Bills have not been consistently paid within 30 days.	School finances are managed internally or by a contracted financial manager. All bills are paid within 30 days.	School finances are managed internally or by a contracted financial manager. All bills are paid within 30 days. The school receives recognition for its fiscal management by the MDE.	
4.c	School Fund Balance	The school has no fund balance and is considered to be in Statutory Operating Debt (SOD)	The school's fund balance is less than 10% of operating expenditures.	The school has maintained a fund balance between 10% and 15%.	The school has maintained a fund balance in excess of 15%.	
4.d	State Financial Reports	Mandatory financial reports have not been filed on in a timely manner on more than one occasion.	Mandatory financial reports have not been filed on in a timely manner at least once during the contract period.	State finance reports are filed appropriately and on time.	School leadership has established and utilizes proactive processes to complete and submit mandated state and authorizer financial reports.	
4.e	Payroll Management	The school has received more than one notice of failure to properly submit payroll taxes in a timely manner.	The school has receive a notice of failure to properly submit payroll taxes in a timely manner.	All state/Federal taxes, pensions, insurance, etc. are paid in a timely manner and as required.	The school has not received a complaint from an employee related to the timely remuneration of compensation and/or notice from the state for delinquency in the payment state/federal payroll taxes.	
4.f	School Budget Review	A regular schedule for monitoring school budget has not been established.	The school budget is monitored by the board less than four (4) times annually.	The Board is provided budget information at its regular meetings. The Board approves all payment of bills at its regular meetings.	The Board has in place a treasurer and/or finance committee that reviews all expenditures prior to final Board approval. A process is in place to ensure redundancy in the review of the expenditure process.	
4.g	School Audit	The annual audit was not completed.	The audit report filed with MDE identifies one or more internal control findings. The School must submit a written report to the commissioner how these findings will be resolved.	The School audit information is filed as scheduled with the MDE, the audit is completed on time and the audit does not identify any internal control findings.	The school has filed two consecutive audits with the MDE that do not contain any internal control findings.	
4.h	Budget Planning	There is no evidence of a long-range budget expenditure plan.	A long-range budget expenditure plan is in place but has not been updated on a yearly basis.	A long-range budget expenditure plan is in place and is updated annually.	A long-range budget expenditure plan is in place and is updated twice yearly.	
4.i	Budget Priorities	There is no long range plan for appropriating resources that reflect mission, vision priorities.	A plan is in place that outlines budget parameters in support of school priorities, but has not been approved by the Board.	The patterns of expenditures are consistent with the mission, program, and goals of the school.	A plan for aligning budgeting practices with mission/vision is in place and reviewed by the board annually.	
Average Score						

Area 5	Operations of the School Performance Indicators	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0-4.0
5.a	Staff Qualifications	There is no evidence that any school employee required qualifications, licensure, and/or criminal background checks are compliant as required.	There is evidence that school employees' required qualifications, licensure, and/or criminal background checks have not been completed or submitted as required.	All school employees' qualifications, licensure, and criminal background checks are in compliance with state, federal and authorizer requirements.	School has onboarding processes and procedures that ensure employee qualifications, licensure, and criminal background checks have been completed and submitted as required.	
5.b	Staff Assignments	More than 10% of teaching staff are operating with Tier 1 or repeated use of Out-of-Field permissions from the PELSB.	Staff assignments align with areas of licensure. Less than 10% of teaching staff are operating with Tier 1 or repeated use of Out-of-Field permissions from the PELSB.	Staff assignments align with areas of licensure. At least 80% of teachers have a Tier 3 or Tier 4 license and/or the school has a professional development plan to support teachers in attaining full licensure and/or the school has a plan for attaining a fully licenced teacher the following year.	Staff assignments align with areas of licensure. All teachers have a Tier 3 or Tier 4 license and/or the school has a professional development plan to support teachers in attaining full licensure and/or the school has a plan for attaining a fully licenced teacher the following year.	
5.c	Enrollment Policy	Enrollment policies and procedures do not meet the requirements of Minnesota Statute 124E.11	Enrollment policies and procedures in place are consistent with Minnesota Statute 124E.11 but are not consistently followed or are not posted on the school's website.	Policies and procedures for student enrollment in the school are consistent with Minnesota Statute 124E.11.	Policies and procedures for student enrollment in the school are consistent with Minnesota Statute 124E.11, published on the school website. Over the past two (2) years, the school has been required to conduct a lottery to address growing enrollments.	
5.d	Transportation	Transportation system has been established, but fails to meet one or more of the requirements established in Minnesota Statute 124E.15.	Transportation system has been established. Complaints are on file related to the effectiveness and/or efficiency of the system.	A system of transportation is in place and meets all criteria as described in Minnesota Statute 124E.15	A system of transportation is in place and meets all criteria as described in Minnesota Statute 124E.15. Transportation information is published on the school website. At least semi-annually, a survey of student and parent satisfaction is conducted as a means of determining the effectiveness of the transportation system.	
5.e	School Complaint and Resolution Procedures	Complaint and resolution procedures have not been established.	Complaint and resolution procedures have been established but are inconsistently followed by school leadership and staff and/or are not on the school's website.	Complaint and resolution procedures have been established and are on the school's website and are consistently followed by school leadership and staff.	Resolution procedures to address key stakeholder complaints are in place and posted on the district website. Staff members can articulate the resolution procedures. If there have been any complaints in the previous two years, evidence has been presented that all complaints have been resolved through the consistent application of the procedures.	
5.f	Website Compliance	The school does not have a website or the website is absent of many statutory required elements.	The school has a website that is missing a few of the required elements and/or the school has required multiple corrective reminders.	The school's website has all statutory requirements and the school has not needed more than one corrective reminder during the past twelve (12) months.	The school has consistently maintained a website that meets all statutory requirements.	

Area 5	Operations of the School Performance Indicators	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0-4.0
5.g	School Insurance	The school does not have insurance or has insurance but the provisions in the policy do not meet either the requirements found in Minnesota Statutes chapter 466 or the provisions cited in section 4.15 of the contract between the authorizer and the school.	The school has insurance in place as required in Minnesota Statutes chapter 466 and in accordance but does not fully meet the provisions cited in section 4.15 of the contract between the authorizer and the school.	The school has insurance in place as required in Minnesota Statutes chapter 466 and in accordance with the provisions cited in section 4.15 of the contract between the authorizer and the school.	The school has insurance in place as required in Minnesota Statutes chapter 466 and in accordance with the provisions cited in section 4.15 of the contract between the authorizer and the school. The insurance policy is annually reviewed by the Board. At least once every three (3) years, the school seeks quotes from qualified insurance providers to ensure comparable coverage is obtained at the best possible price.	
5.h	State and Federal Laws	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. However, over the past two years, more than one violation has been cited.	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. However, over the past two years, one violation has been cited.	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. No violations have occurred in the past year.	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. No violations have occurred in the past two years.	
5.i	Required Immunization	Not all immunizations and/or immunization records have been completed and on file for all students as required.	Processes and procedures are in place to ensure that the required immunizations for students are on file. However, the school inconsistently oversees the procedures.	Processes and procedures are in place to ensure that the required immunizations for students are on file.	Required immunizations are on file for all students. Policies and procedures for parents to 'opt out' are available on the school website. All records are kept in accordance to HIPAA requirements.	
5.j	Nonsectarian Assurance	School has received two or more notices from a governing agency (state, federal, or authorizer) within the past 12 months regarding nonsectarian compliances.	School has received a notice from a governing agency (state, federal, or authorizer) within the past 12 months regarding nonsectarian compliance.	The school is nonsectarian in all aspects of its operations consistent with Minnesota Statute 124E.06 and submitted annual charter school assurances in a timely manner.	The school is nonsectarian in all aspects consistent with the Minnesota Statute 124E.06, submitted annual charter school assurances in a timely manner, and has not received any notices from a governing agency within the past two years.	
5.k	State Reporting Requirements	The school does not have the capacity to manage all state reporting requirements.	The school has the capacity to manage all state reporting requirements. However, at least one (1) notice of non-compliance has been received within the last 12 months.	The school has the capacity to manage all state reporting requirements with submittals made on a timely basis. No notices of non-compliance have been received during the past 12 months.	The school has the capacity to manage all state reporting requirements. No notices of non-compliance have been received during the past two years.	
5.l	Health and Safety	The school does not adhere to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer and more than one violation has been cited during the past twelve (12) months.	The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer. However, one (1) violation has been cited during the past twelve (12) months.	The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer. No notices from governing agencies have been received over the past twelve (12) months.	The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer. No notices from governing agencies have been received over the past two years.	

Area 5	Operations of the School Performance Indicators	Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark	Place score in this Field
	Points	0.0-1.9	2.0-2.9	3.0-3.9	4.0	0-4.0
5.m	Lease Provisions	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13. The cost of operation is greater than 10% above comparable lease agreements located within the immediate area.	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13. The cost of operation is no more than 10% above comparable lease agreements located within the immediate area.	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13. Costs are comparable to similarly located schools.	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13. The agreement was competitively bid. Costs are comparable to similarly located schools. The terms of the lease reflect the stability and long-range planning of the school.	
5.n	Organizational Systems	There is no evidence of an organizational chart, job descriptions or performance evaluations.	There is evidence of an organizational chart, job descriptions and performance evaluations. However, they have not been reviewed by the Board within the past three years.	The school has internal operations that result in a well managed school including a management chart, position descriptions, professional performance evaluations, functioning committees etc.; reviewed by the board within the last three years.	The school has internal operations that result in a well managed school including a management chart, position descriptions, professional performance evaluations, functioning committees etc.; reviewed annually by the board.	
Average Score						

School Improvement Plan FY'23

Section 2.2(e) of the IQS contract with its charter schools requires the annual development of a School Improvement Plan (SIP). This plan is to be based upon the results specified in the school's Annual Report as well as any areas of deficiency and/or area of special focus that is found in the school ScoreCard. The School Improvement Plan (SIP) will identify the action steps to be taken by the School in its efforts to continuously improve its performance. Please complete the School Improvement Plan provided below.

School Name: E.C.H.O. Charter School

Person(s) Responsible for Completing the Plan: Helen Blue-Redner

School Year of Plan Implementation: 2022-2023

Date: 10.20.22

List the area(s) in the ScoreCard where the school ranking was either 'Intervention Benchmark and/or Progressing Benchmark. Identify the action plan(s) you intend to take in the coming year to move your school toward reaching your 'target' benchmark. (Note: If there are no areas on the ScoreCard rated below 3, align the action plan with measures you intend to focus on if any in the coming year.)

Part I: FY'23 ScoreCard Performance

Area 1: School Mission/Vision and Program Model

Measures for Improvement	Level of Proficiency (Score)	Improvement Action Plans
Need continuous input for a new mission and vision. It may be a consideration that new parents are not aware of our changing identity?		We have a working team that is reconsidering our changing identity and consequently, our mission and vision statements. The composition of our student body has changed dramatically and we are seeking new ways to articulate the new face of ECS. Team met in August and our progress is discussed at every board meeting.

Area 2: School Governance

Measures for Improvement	Level of Proficiency (Score)	Improvement Action Plans
Need to secure a new Community representative as the former rep was removed due to absences from meetings.		Our Board is fully trained and operates very efficiently. Each month all bills are reviewed and approved; staffing is approved as needed (with backgrounds conducted before hiring); board

Area 3: School/Student Performance

Measures for Improvement	Level of Proficiency (Score)	Improvement Action Plans
MCA math scores are a continuing concern.		Teaching team has built classroom goals in order to address math challenges across disciplines. Some classrooms are emphasizing vocabulary; one is doing data interpretation; several are emphasizing math mechanics; one is helping students to focus on multiple approaches to problem-solving. We will work vigorously to prepare students for the math MCAs in the spring.

Area 4: School Finance

Measures for Improvement	Level of Proficiency (Score)	Improvement Action Plans
Increasing student enrollment continues to be a main priority.		We have attracted a new niche of students and are looking to continue building this population, namely our Hispanic/Latino population. (We have ten new Spanish-speaking students.) We have secured the services of Hispanic Liaisons/Interpreters to not only help students navigate through their day, but to help build bridges with the families. One hundred percent of Spanish-speaking families attended parent-teacher conferences in the fall, and we will continue to build upon that success.

Area 5: School Operations

Measures for Improvement	Level of Proficiency (Score)	Improvement Action Plans
We continue to be short-staffed and are always on the hunt for a sustainable level of staffing. (All teachers are licensed appropriately and backgrounding is conducted on all employees prior to them assuming their positions.)		We will continue to seek highly qualified teachers, but given the demand for staffing not only at schools, but across most industries, we will need to creatively deploy our human resources.

Contact Information

E.C.H.O. Charter School

101 Rocket Avenue

P.O. Box 158

Echo, MN 56237

Ph: 507-925-4143

Fax: 507-925-4165

www.echo.charter.k12.mn.us

Contact: Helen Blue-Redner, Director

hblue.redner@isd4026.org

Authorizer:

Innovative Quality Schools

6616 Brittany Road

Minneapolis, MN 55435

www.iqsmn.org

Contact: Laurie Schroeder

lschroeder@iqsmn.org

This Annual Report was submitted to the ECHO Charter School Board of Education and approved on:

January 12, 2023

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 The website will also provide you with names, phone numbers and email addresses.