

ECHO CHARTER SCHOOL

WORLD'S BEST
WORKFORCE
ANNUAL REPORT
2023-2024



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Introduction

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

Our mission and vision statements are currently being rethought—as reflected in our 2023 Long-Term Strategic Plan—and will ultimately reflect the newer purpose of our presence as an educational institution. When agreed upon and adopted, the new statements will more accurately reflect the reality of changes in our student composition and academic challenges that a growing number of students bring with them when they enroll here.

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.

Our new Mission and Vision Statements will reference "meeting students where they are at" and providing individualized instruction in order to make them academically "whole." Additionally, we will reference preparation for their respective futures in a way that reflects the reality of their lives.

Strategic Initiatives

1. Operate a school that is fiscally sound and responsibly lead.
2. Create a school climate that nurtures students' lifelong learning.
3. Strengthen our programs and services to maximize student success.
4. Proactively build supports needed by our changing student body and continuously train staff in order to understand and meet these needs, and establish relationships with outside entities that can provide additional supports, such as mental health.
5. Seek out the most qualified teachers and build our ranks of future teachers by utilizing state programmatic supports.

Our School Year

ECHO Charter School serves students in grades K-12. We completed our twenty-seventh year of operation in 2024, a major milestone, especially in light of the fact that statistically speaking, 55% of Minnesota charter schools close their doors within five years of opening. 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. These students were often in credit deficit and wanted a stigma-free place in which to rebuild their academic identities. Many of these students are EL students who feel they have lacked proper supports in their resident districts and have not been included or engaged in meaningful ways.

Over the years, parents have 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

"Up, up and away!" Our Identity and How it Ties to Services:

Self-reflection and interrogation are the cornerstones of identifying best paths forward. 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 can we best serve them? 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—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!" A parent wrote, "My kid would never have graduated if it hadn't been for ECHO!" A student recently commented, if I graduate, it'll be because of your." Our response: "No, it's because of YOU!"

The teaching team and school leadership have long planning discussions about these questions so that courses can be charted and best practices can be made seamless. 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 near 90% rate of Free/Reduced-qualified students, along with a rate of nearly 40% special needs population.

Our Curriculum and Schedule:

In Kindergarten 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 the PBL setting 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. Additionally, we utilize a "Problem-Based Learning" approach in this classroom so that students learn real-life skills in how to solve problems.

Additionally, with the new state requirement in 2024-2025 to train all teachers who teach reading to receive formal core training, when complete, we will put our new knowledge to consistent use in each of the classrooms.

Learning through travel:

In past years—before COVID—students enjoyed a robust learning experience through travel. They visited far-flung locations such as New York City, Boston, Philadelphia, Denver, and more local locations such as Duluth, Sioux Falls, and the Black Hills. Even post-Pandemic, our changing student demographics have prevented us from reinstating this valuable model. However, we do hope that beginning in Fall, 2024, we will be able to take students on statewide learning experiences. Examples might include field trips to the Pipestone National Monument, museums in Minneapolis-St. Paul, and trips to other in-state locations.

Extra- and co-curricular activities at ECHO:

Student-run mini-concerts, and our second annual "Art Apart" art show were held in 2023-2024. Every student At ECHO Charter School contributed art pieces produced in a variety of art classes. They did deep dives into producing art that originated in ballets and class films.

2023-2024 Activities:

We 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 burger and grilling feeds fundraising events at our school, including at parent nights. Students Christmas caroled at the ECHO Community Center and at school. We held fundraising events through free will donation root beer float nights and parent 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.

School Enrollment

The demographics of our student population has expanded and is more representative of the families living in our local and regional area. A growing number of Hispanic/Latino families has one or more students enrolled in our school; therefore, additional staffing supports have been arranged in order to provide needed services for the EL students, who are in grades K-12.

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 63-68 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.

Our enrollment has remained steady at about 68-70 students. Many of our new arrivals have enrolled from other districts, including our own residential district.

Grade	2023-2024	2024-2025	Est. 2025-2026
K	6	4	4
1	4	4	4
2	4	3	6
3	5	2	4
4	6	8	5
5	1	5	5
6	9	1	6
7	0	7	1
8	5	1	8
9	3	10	0
10	12	6	6
11	7	9	4
12	6	5	9 PLUS 10 EL
Total	68	65	71

Academic Program/Performance Student Achievement

The following information is from 2018 through 2023.

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>	<u>2023</u>	<u>2024</u>
Math	12.3%	21.7%	No testing	6.3%	7.4%	0.0%	5.6%
Reading	35.2%	51.2%	No testing	16.7%	26.9%	18.5%	30.1%
Science	27.3%	36.8%	No testing	9.1%	15.0%	7.1%	6.3%

*The 2023 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. The numbers are aggregated.

Our Quality Compensation goals focused on improving math capacity for grades K-12 were not accomplished. The Q-Comp plan for ongoing staff development and our goals were based on using math 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. Math classroom goals included building vocabulary and math skills.

These math 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" math 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.

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, a rigorous 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:

Nearly 40% of our student population are Special Education students and nearly 90% of our students qualify for Free and Reduced meals.

Our challenge remains to practice innovation in how we help students. 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.

2023-2024 Attendance and Graduation Data

Note—Student Performance on MCAs:

We saw marginal improvement in 2024 from 2023. Math continues to occupy the highest priority.

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.

	Statewide	ECHO Charter School
Consistent attendance	69.8%	
Count	781,072	67

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

Demographic	Year	Graduated count	Graduated %
All students	2016	CTSTR	CTSTR
All students	2017	CTSTR	90.0%
All students	2018	13	92.9%
All students	2019	CTSTR	100%
	2020	CTSTR	100%
All students	2021	2	100%
All students	2022	5	83.3%
All students	2023	7	100%
All students	2024	2	100%

*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, 2021, 2023, and 2024.

Purpose

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

Improve pupil learning and achievement:

- a. This item is covered in the section following which discusses our student achievement and School Improvement Plan.
- b. 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.
- c. 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. Additionally, a volunteer comes twice weekly in order to read with and to students in order to increase engagement in reading. His program had by the end of the 2023-2024 school year donated over two thousand books to families.

Increased learning opportunities:

As previously mentioned, school trips will be held in order to restore at least partially our former practice of having students learn from travel. This year we continued to offer 9th through 12th graders the option of fulfilling their elective credits with Project Based Learning (PBL). Under the supervision of core teachers, students design, implement, and assess their own learning experiences in their elective classes. For example, students have the opportunity to work toward 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 postsecondary education. They build skills of self-reliance as well as work ethic since they ultimately are the center of their academic planning. A strong work ethic combined with curiosity begets lifelong learning.

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 2023-2024 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.

2) 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. Students across all grades typically test three or four times in a year so that we can see the growth trajectory.
- b. In the upper grades, the students take an active role in their evaluation of projects by determining which state 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 2023-2024, 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, students prepared for the reading MCA by emphasizing foundational reading/decoding skills and by taking multiple practice tests. Finally, ACT prep was a routine part of math, science, writing, and reading programming for juniors.

3) 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 2023-2024 school year, our entire teaching staff met all their classroom math goals set for the year. Some teachers emphasized math skills in their programming, while others trained student in deciphering data from different types of graphs, and others worked on math vocabulary.

School Governance and Administration

The chart below provides information about our school board from July 2023 to June 2024.

This board all received their initial board trainings in previous years. During the 2023-2024 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 KesterMabon	Chair	Community	701-3171664	ekester-mabon@jsd4026.org	12/12
Michell Harder	Clerk	Parent	320-5221695	mharder@isd4026.org	10/12
Matt Dunphy	Director	Parent	507-4308395	mdunphy@isd4026.org	10/12
Jayden Wilson	Director	Community	320-5222629	jwilson@isd4026.org	12/12
Arlene Marthaler	Treasurer	Teacher	1019310	amarthaler@isd4026.org	12/12
Mark Hoyer	Director	Parent	320-5225647	mhoyer@isd4026.org	12/12
Holly Reigstad	Director	366961	320-295-3183	hreigstad@jsd4026.org	12/12

School Administration:

The school's management and administration is made up of several people fulfilling many of the duties. During the 2023-2024 academic year, the following people occupied their respective roles:

- Helen Blue-Redner, Director: Day-to-day operations of the school, finances, discipline, scheduling, communication with students, stakeholders, authorizer, MDE, MDH.
- Pam Redetzke: Business Manager/MARSS/EdFi
- April Rodriquez: transcripts, attendance/truancy, MCCC, 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 2023-2024.

NAME	FOLDER	RETURNED
Blue-Redner, Helen	490781	Yes
Isaackson Jody	358239	Yes
Reigstad, Holly	366961	Yes
Schwartz, Nikki	491378	Yes
Ocon, Rechard	1020094	Yes
Lecy, Marsha	315431	Yes
Empredo, Randolph	1018939	Yes
Lecy, Kyle	492010	Yes
Redner, Julia	1018948	Yes
Marthaler, Arlene	1019310	Yes
Ocon, Maria	1030924	New Hire

Parent Survey

Face-to-face Parent Surveys are usually collected at our Spring Awards Ceremony, which is always held the last day of school. The 2024 Awards Ceremony was held on May 24, 2024.

Obtaining parental input is a guiding principle for effective planning. Administration of stakeholder surveys thus is one important means of gaining this guidance. The 2023-2024 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 B. Parents overwhelmingly appreciate ECHO Charter School for its flexibility, inclusive practices, and small class sizes.

School Finance

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 2023-2024 academic year saw a continued effort to safeguard our \$ 1 million unrestricted gift, which was 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 2024. We continue to spread the word about ECHO Charter School in order to attract and retain new students. We are keenly aware that student enrollment provides the contours of our financial future, and with the influx of students whose needs are high, we feel we have made a new niche for ourselves as word has spread.

	Revenue	Expenditure	Revenue Over/Under	Fund Balance BOY
FY24	1,456,610	1,516,246	(131,523)	480,981
FY23			(259,634)	612,504
FY2022			(45,627)	631,586
FY2021			(16,942)	919,171
FY2020			139,650	869,248
FY2019			(85,385)	(186,329)
FY2018			(37,031)	207,899
FY2017			(204,881)	244,930
FY2016			(121,232)	

Financial data came from our FY24 audit, conducted by Hoffman & Brobst.

World's Best Work Force and Title I Goals:

The following areas were our focus for the 2023-2024 school year:

Title 1

Goal 1 : The percentage of all students in grades 3-8 and 10 at ECHO Charter School enrolled by October 1 who are proficient on the Reading MCA will increase from 30.1 in 2023 to 40% in 2024. Outcome: GOAL NOT MET.

Goal 2: The percentage of all students in grades 3-8 and 10 at ECHO Charter School enrolled by October 1 who are proficient on the Math MCA will increase from 5.6% in 2023 to 20% in 2024. Outcome: GOAL NOT MET.

World's Best Work Force Goals 2023-2024

All Students Ready for Kindergarten:

⁰ 80% of ECHO Charter School preschool students will be ready for Kindergarten in the fall of 2023 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 2023 will be reading at grade level. This goal was not met.

Closing Achievement Gap(s):

^e ECHO Charter School will decrease the proficiency gap between free and reduced and non-free and reduced, by increasing the free and reduced students' proficiency on the MCA math and reading test by 3%. This goal was not met.

All Students Career- and College-Ready by Graduation:

- 85% of 11th grade students will take the ACT Plus writing on the day this test was given on-site beginning in the spring of 2023. Outcome: GOAL EXCEEDED: 100% of students took the ACT. This goal was met.
- 100% of 11th grade students present on the day of testing will take the ASVAB test. This goal was met.

All Students Graduate:

- 100% of ECHO Charter School seniors enrolled at the time of graduation will graduate in 2024. Outcome: GOAL MET.
- 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: 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 2023-2024 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 truancy meetings as part of the Yellow Medicine Restorative Attendance Review Board (RARB).
5. Stay abreast of Child Protection issues in counties of students' residence.
6. Attend World's Best Work Force training and part of SW/WC membership.
7. Attend CARES Finance virtual training offered by MDE.
8. Any other recommended meetings sponsored at Minnesota Department of Education.

APPENDIX A:

2023-2024 Annual IQS Review/ School Improvement Plan

School Improvement Plan FY'24

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 areas of special focus that are 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 or share another file documenting improvement efforts.

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

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

School Year of Plan Implementation: 2024-2025

Date: October 31, 2024

List the area(s) in the Score Card 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 Score Card rated below satisfactory, align the action plan with measures or efforts for which the school intends to prioritize in the coming year. Add rows as needed.

Area 1: School Mission/Vision and Program Model

Measurement	FY24 Level of Proficiency (Score)	Improvement Action Plans
All state standards, school board standards, and authorizer requirements are embedded in the curriculum development documents.	3.0	Curriculum mapping is in the process of being updated and will reflect the newest standards approved by the Minnesota Department of Education. School board standards are in place with the additional requirement of a consumer math curriculum which is required of all students who complete four years of high school with us.
Staff development is ongoing, aligned with the strategic plan, and ensures program fidelity.	3.0	Staff development reflects our ongoing commitment to educating our students, most of whom have experienced poor academic and social outcomes in larger school districts. Since such a high percentage of our students live in poverty, staff also receive training on how families live in and survive poverty, all toward the furtherance of enabling us to meet students "where they're at."

Area 2: School Governance

Measurement	FY24 Level of Proficiency (Score)	Improvement Action Plans
N/A		Our Board is very stable and accountable. All necessary training is held on schedule and all members are backgrounded. When a new member is either voted in or seated, training will occur prior to this happening, as required by statute.

Area 3: School/Student Performance

Measurement	FY24 Level of Proficiency (Score)	Improvement Action Plans
MCA Proficiency Internal Subgroup: The school has reduced overall student performance gaps when comparing its sub-groups from the previous year.		Since this is our first year with intensive READ Act training, we plan to use this training to deepen our understanding of the science of reading amongst our students, and consequently, how to better instruct them. By folding in a screening for dyslexia, we will learn techniques that will aid in how to teach those students better. We are hopeful that our new reading goals and screening efforts will help our students prepare better for MCAs across the board.
MCA Growth: Students are making annual growth of one year as measured by the assessment.		We plan to use our READ Act training to deepen our understanding of reading amongst our students. By folding in a screening for dyslexia, we will learn techniques that will aid in how to teach those students better. We are hopeful that our new reading goals and screening efforts will help our students achieve one year's growth in their MCA assessments, no matter where their previous performance was indicated. For example, if a seventh grade special needs student was assessed at an equivalent third grade reading or math level, if he makes a year's growth and reaches an equivalent fourth grade level, he will be considered to have achieved this goal.

Area 4: School Finance

Measurement	FY24 Level of Proficiency (Score)	Improvement Action Plans
Budget Planning: A long-range budget expenditure plan is in place and is updated on a yearly basis.		We have had lengthy discussions about establishing a long-range budget for the school. However, our highly transient population poses a challenge because our enrollment is not always stable, and students' needs are so deep. Nonetheless, we will continue to plan for the long term as best we can.
The patterns of expenditure are consistent with the		Our patterns of expenditures are consistent with the mission, program, and goals of the school. As always, Project-Based Learning (PBL)

<p>mission, program and goals of the school.</p> <p>Accountability: School Audit– All internal control findings for the previous year’s audits have been appropriately addressed and do not reappear in the current audit.</p>		<p>continues to occupy an important role in teaching students and in assisting with their credit recovery.</p> <p>Our school audits have revealed no serious shortcomings; we have always received a clean opinion. The “fixable” finding in the FY23 audit involved a mechanical error that has not since been repeated. As with all small schools and non-profits, segregation of duties continues to be a minor finding, due to our very small staff. However, our service cooperative (Southwest West Central Service Coop) oversees all of accounts payable and receivable, as well as approving payroll, coding, and other attendant needs.</p>
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Area 5: School Operations

Measurement	FY24 Level of Proficiency (Score)	Improvement Action Plans
<p>Staff Assignments: Staff assignments align with the area of licensure. At least 80% of teachers have a Tier 3 or Tier 4 license and no teachers have a Tier 1 license.</p>		<p>It is very difficult if not impossible to compete with local school districts that can pay far more than we can. Realistically, we will never reach a point when there are no Tier 1 teachers. We are supporting the para to teacher pipeline, which presumably in the future will help us secure teaching staff that will be more highly trained in their area. As a high-need school, we consider ourselves fortunate when we are able to secure a teacher in any given content area.</p>

IQS Annual Review FY'24

School Name: ECHO
Report Date: June 24 2024
Report Compiled By: Lawrence Ronglien

The contract between Innovative Quality Schools (IQS) and the school outlines the criteria for the annual school review. In part, it states that IQS will evaluate whether the:

- a) school has been faithful to the terms of the agreement regarding the implementation of the school's design and the learning standards of the Commissioner. (Mission/Program Model)
- b) Board is performing its governance responsibilities. (Governance)
- c) performance of the students and the school meet the expectations as provided in the contract. (Student and School Performance)
- d) school is using its resources in compliance with the law and is planning for the future. (Finance)
- e) school is meeting the administrative requirements of the law relating to charter schools. (Operations)

In carrying out this responsibility, members of the IQS Leadership Team held several meetings with members of the school leadership team to discuss issues and concerns related to school operations. Members of the IQS Cadre conducted numerous site visits and several virtual reviews of school records. IQS also sponsored three teacher/leadership conferences and one board training conference, all designed to provide the school with opportunities to grow professionally in support of the school program. Below is a summary of findings in each of the above noted performance areas based upon observations and direct interactions with the school.

Category 1: Mission/Program Model

Rating: 3.0

Observed Areas of Positive Performance

- All teaching staff are planning to return to ECHO for 24 - 25. There's a positive feeling about the school based on staff, parent and student surveys.
- Especially in the secondary level, staff is working on specific curriculum to meet the needs of each student. Teachers have taken on PBL and are striving to learn more about best practices.
- Helen has found a web site that helps with understanding and implementation of the Minnesota Learning Standards. She used this in her English classes to help focus instruction.

Opportunities for Improvement

- Work with all staff to build curriculum maps in English Language Arts, Mathematics and Science for grades 5 and 8. (Math and English, all grade levels.)
- Consider the staff development calendar for 24 - 25 to focus on the diverse needs of students, curriculum mapping and online resources to help with PBL.

School improvement opportunities identified through the oversight process or scoring less than 3.0 to be included in the contract required annual school improvement plan (SIP):
--

1.d Standards: All state standards, school board standards, and authorizer requirements are embedded into the curriculum of the school and documented in curriculum development documents.
--

1.e Staff Development: Staff development is on-going, aligned with strategic plan, and ensures program fidelity.
--

Category 2: Governance

Rating: 3.5

Observed Areas of Positive Performance

- The ECHO Charter School Board continues to do excellent work in supervising the work of the District and district finances.
- There are no issues with Board conflict of interest, background checks or meeting notifications.

Opportunities for Improvement

- All governance scorecard goals are being met.

School improvement opportunities identified through the oversight process or scoring less than 3.0 to be included in the contract required annual school improvement plan (SIP):
No scorecard measures below 3.0

Category 3: School Performance

Rating: 3.0

Observed Areas of Positive Performance

- There is a strong level of satisfaction for parents, staff and students as FY 2024 ends as evidenced by the surveys.
- Enrollment was stable at 68 students from September to June. There are 5 students enrolled for grade K in August, 2024.
- ECHO is now using the STAR assessment to assess new students in the first 15 enrollment days.
- Attendance for students who were enrolled for the full year was strong, 90% for the K - 5 and 78% for the 6 - 12.

Opportunities for Improvement

- Consider how you can use data analysis by student to show MCA strengths and areas for growth in both reading and math. It is hard to do a grade by grade analysis because of the small number of students.
- As you approach 24 - 25, consider what MCA subgroups are available to compare to the majority population.
- For MCA data review, consider breaking down data for the students who attended ECHO for the full year as compared to those who entered late into the District.

School improvement opportunities identified through the oversight process or scoring less than 3.0 to be included in the contract required annual school improvement plan (SIP):
3.c MCA Proficiency Internal Subgroups: The school has reduced overall student performance gaps when comparing its sub-groups from the previous school year.
3.d MCA Growth: Students are making annual growth of 1 year as measured by the assessment.

Category 4: Finance

Rating: 3.2

Observed Areas of Positive Performance

- ECHO Charter School has done an outstanding job of managing their financial reporting and in collaboration with the co-op.
- The school is completing the changes that were discussed in the 22-23 audit.

- The ECHO Charter School Board reviews the budget at each meeting.

Opportunities for Improvement

- The expected shortfall for FY '24 is \$185,000. The District should continue to look at ways to increase the student count and to spend their dollars carefully so the shortfall does not continue to grow in FY '25.
- Consider long range budget planning to work towards a balanced budget.

School improvement opportunities identified through the oversight process or scoring less than 3.0 to be included in the contract required annual school improvement plan (SIP):
4.h Budget planning: A long-range budget expenditure plan is in place and is updated on a yearly basis.
4.i Budget priorities: The patterns of expenditures are consistent with the mission, program, and goals of the school.
4.j Accountability - school audit: All internal control findings of previous year's audits have been appropriately addressed and do not reappear in the current audit.

Category 5: School Operations

Rating: 3.5

Observed Areas of Positive Performance

- There is a thorough onboard process for the District.
- All health and safety requirements are in compliance.
- State reporting is up to date and in line.
- There are no violations of state and federal laws and regulations.

Opportunities for Improvement

- Continue to build qualifications and licensing requirements for all teaching staff.

School improvement opportunities identified through the oversight process or scoring less than 3.0 to be included in the contract required annual school improvement plan (SIP):
5.b Staff Assignments: Staff assignments align with areas of licensure. At least 80% of teachers have a Tier 3 or Tier 4 license and no teachers have a Tier 1 license.

Overall Performance Summary

ECHO has had a really good 23 - 24 school year. All staff want to return for 24 - 25, parents are pleased as are most students. Enrollment was stable over the year and attendance for those who were enrolled for the full school year was approximately 90% in the elementary and above 75% in the secondary school.

Particularly in the secondary school, teachers and staff are working to specifically meet the needs of students who come with varied academic shortcomings. Teachers are consulting on project based learning opportunities for students so the students can "show what they know" in a different way.

The Board continues to work with Helen to ensure smooth operations. There is supervision of the budget, and while there is a shortfall, ongoing planning is being done to "tighten the belt" of the school.

APPENDIX B:

2023-2024 Parent/Guardian Satisfaction and Long-Range Planning Survey

**2023-2024 Climate and Culture
ECHO Charter School**

**PARENT/GUARDIAN SATISFACTION AND
LONG-TERM STRATEGIC PLANNING SURVEY**

1. Number of children attending ECHO Charter School
 - 1 49%
 - 2 17%
 - 3 17%
 - 4 or more 17%

2. Name your child's/children's grade range/s
 - K-2 34%
 - 3-6 25%
 - 7-8 13%
 - 9-12 28%

3. Is post-secondary education an important goal for you and your student?
 - Not at all 0%
 - A little 0%
 - Some 53%
 - To a great extent 47%

4. How likely are you to recommend ECS to a parent looking for a school for their child?
 - Not at all likely 0%
 - Somewhat likely 26%
 - Extremely likely 74%

5. Overall, how satisfied are you with the education your child is receiving at ECS?
 - Very dissatisfied 5%
 - Somewhat dissatisfied 5%
 - Somewhat satisfied 15%
 - Very Satisfied 77%

6. To what extent do you feel your voice is valued at ECS?
 - Not at all 9%
 - A little 18%
 - Somewhat 27%
 - To a great extent 45%

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

<input type="checkbox"/> Not at all	5%
<input type="checkbox"/> A little	10%
<input type="checkbox"/> Somewhat	25%
<input type="checkbox"/> To a great extent	60%
<input type="checkbox"/> N/A	

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

<input type="checkbox"/> Not at all	0%
<input type="checkbox"/> A little	10%
<input type="checkbox"/> Somewhat	15%
<input type="checkbox"/> To a great extent	75%
<input type="checkbox"/> N/A	

9. Have you reached out by e-mail or phone call to your student's teacher about his or her academic performance?

<input type="checkbox"/> 0 times	23%
<input type="checkbox"/> 1-2 times	36%
<input type="checkbox"/> 3-5 times	32%
<input type="checkbox"/> 6+ times	9%

10. Has your student's teacher reached out to you this year about his or her academic performance?

<input type="checkbox"/> 0 times	23%
<input type="checkbox"/> 1-2 times	55%
<input type="checkbox"/> 3-5 times	18%
<input type="checkbox"/> 6+ times	4%

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

<input type="checkbox"/> Not at all	0%
<input type="checkbox"/> A little	0%
<input type="checkbox"/> Somewhat	23%
<input type="checkbox"/> To a great extent	77%

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

<input type="checkbox"/> Not at all	9%
<input type="checkbox"/> A little	5%
<input type="checkbox"/> Somewhat	45%
<input type="checkbox"/> To a great extent	41%

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

<input type="checkbox"/> Not at all	9%
<input type="checkbox"/> Rarely	9%
<input type="checkbox"/> Sometimes	14%
<input type="checkbox"/> To a great extent	68%

14. For those with younger children, how often do you read to your child or help with homework?
- | | | |
|--------------------------|----------------|-----|
| <input type="checkbox"/> | Never/Rarely | 0% |
| <input type="checkbox"/> | Occasionally | 33% |
| <input type="checkbox"/> | Usually/Always | 66% |
| <input type="checkbox"/> | N/A | |
15. For parents/guardians of students of any age, how often do you talk to your child about his or her day at school?
- | | | |
|--------------------------|----------------|-----|
| <input type="checkbox"/> | Never/Rarely | 0% |
| <input type="checkbox"/> | Occasionally | 9% |
| <input type="checkbox"/> | Usually/Always | 91% |
16. If you enrolled your student here due to academic issues at another school district, do you feel your student has had greater success here?
- | | | |
|--------------------------|------------------------|-----|
| <input type="checkbox"/> | Not at all | 0% |
| <input type="checkbox"/> | Somewhat | 11% |
| <input type="checkbox"/> | To a large extent | 22% |
| <input type="checkbox"/> | Things are much better | 66% |
17. Does your student have an IEP?
- | | | |
|--------------------------|-----|-----|
| <input type="checkbox"/> | Yes | 36% |
| <input type="checkbox"/> | No | 64% |
18. If you enrolled your student here due to social or emotional issues at another school district, do you feel your student has had greater success here?
- | | | |
|--------------------------|------------------------|-----|
| <input type="checkbox"/> | Not at all | 11% |
| <input type="checkbox"/> | Somewhat | 11% |
| <input type="checkbox"/> | To a large extent | 22% |
| <input type="checkbox"/> | Things are much better | 56% |
19. If you enrolled your student here from another district, do you plan to have him or her graduate here?
- | | | |
|--------------------------|--------|-----|
| <input type="checkbox"/> | Yes | 65% |
| <input type="checkbox"/> | Unsure | 25% |
| <input type="checkbox"/> | No | 10% |

Long-Term Strategic Planning:

The process whereby an organization evaluates its goals in order to evaluate the desired end result of the school district's efforts, beliefs, purpose, vision, how the student will achieve those ends.

E.C.H.O. Charter School is completing its twenty-seventh year of operation and we are still going strong, thanks to the trust that you have placed in us. We know—and are often told by

families—that students who haven’t been able to “fit in” in other larger schools often find a good fit here, with small class sizes, individualized attention, strong support systems, and an occasional outbreak of tough love. Please respond to the following questions by offering comments about the direction and future of the school.

1. Put a check by any of the priorities listed below that are important to you as it pertains to schooling your student.

- Academic success
- Social acceptance
- Inclusion
- Diversity
- Fiscal stewardship
- Innovation
- Safety
- Exposure to unfamiliar ways of thinking
- Predictability
- Transformative learning experiences
- Fostering lifelong engagement
- Sense of community
- Helping my student recover from previous unsuccessful academics

In this space, please add any comments that pertain to any of the checked items above:

We received check marks in all of the boxes above, but these were not tallied since not all parents/guardians checked them. Standing out in the crowd, however, was the last box, “Helping my student recover from previous unsuccessful academics.” Parents also added the following comments to their surveys:

“ECHO has been a huge part of my kids’ and family’s success and overall performance in social, emotional, behavioral, and academic success! We love all of you guys and especially the way you work thru difficulties with our family.”

“She needs smaller classes to be successful.”

“My student thrives at ECHO. It’s a wonderful resource for parents & kids. He has plenty of academic support and time to spend on his work. He comes home with a good disposition (most days).”

“We would really like to see the development of the music program and physical education programs. Maybe some more development regarding recess conflict resolution to reduce potential “bullying” situations.

“A couple of paras should be replaced, due to lack of kindness, understanding, and learning and accepting diversity and races.”

“Less restrictive bathroom rules! And don’t wait so long to send undone homework home!”

APPENDIX C:

A Strategic Plan for ECHO Charter School

Long-Term Strategic Planning:

The process whereby an organization evaluates its goals in order to evaluate the desired end result of the school district's efforts, beliefs, purpose, vision, how the student will achieve those ends.

Parents checked as many boxes as they needed in order to weigh in on the subjects listed below. Comments that parents/guardians added are also quoted.

E.C.H.O. Charter School is completing its twenty-seventh year of operation and we are still going strong, thanks to the trust that you have placed in us. We know—and are often told by families—that students who haven't been able to "fit in" in other larger schools often find a good fit here, with small class sizes, individualized attention, strong support systems, and an occasional outbreak of tough love. Please respond to the following questions by offering comments about the direction and future of the school.

1. Put a check by any of the priorities listed below that are important to you as it pertains to schooling your student.

Academic success	75% of parents/guardians
Social acceptance	80% of parents/guardians
Inclusion	50% of parents/guardians
Diversity	35% of parents/guardians
Fiscal stewardship	28% of parents/guardians
Innovation	12% of parents/guardians
Safety	40% of parents/guardians
Exposure to unfamiliar ways of thinking	35% of parents/guardians
Transformative learning experiences	40% of parents/guardians
Fostering lifelong engagement	58% of parents/guardians
Sense of community	63% of parents/guardians

Helping my student recover from previous unsuccessful academics of parents/guardians

Comments from parents/guardians:

"ECHO has been great for my young student. Thank you for your commitment to quality education."

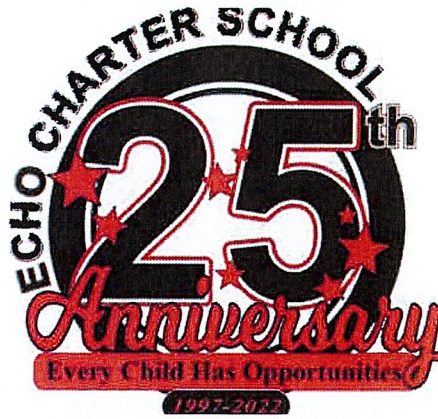
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"My children have had major success in social, behavioral, and academics. I'm beyond happy with ECHO and the support. Love, and empathy surrounded my family by staff at ECHO."

"I'm so glad to be in a school where my children are valued."

"Small class sizes! That is great!"

"I'm very thankful that the school is an inclusive place. I'm thank for the Project-Based Learning opportunity. I'm thankful for the flexibility provided to students' unique needs and interests. I'm thankful for the gender-neutral restrooms. I'm thankful that it is a welcome place for Spanish-speaking students and their families. I'm thankful that the Director is approachable and responsive."



A Strategic Plan for E.C.H.O. Charter School

DRAFT REV.

12/2024

Introduction:

During academic year 2023-2024, recognizing that the ECHO Charter School Long-Term Strategic Plan was sorely in need of review and updating, the Board and the Charter School Leadership team began bringing together key stakeholders over the year; the purpose was to discuss the ever-changing identity of the school and how we could build more relevant Vision and Mission statements. The planning team—which is still active—consists of representatives from the school board, faculty, support staff, community, parents and students.

The strategic planning team's responsibility has been to develop a vision, mission, and set of strategic initiatives that will serve as a guide in leading the school into the future. These initiatives are described in this document and will doubtless evolve over time. Therefore, this

document is designated as being a living document that will be periodically updated to reflect further input from stakeholders.

Vision Statement:

The first task taken on by the planning team has been to develop Mission and Vision statements, which are still under construction, that can serve as an acknowledgment of and commitment to the needs of our changing student body. The "home-grown" students of our past are now outnumbered by students whose families who have enrolled their student for a wide variety of reasons, and to meet deeper needs that they have. Some of these reasons for the "ECHO migration" include:

- Not fitting in;
- Having the "wrong last name";
- Being in credit deficit;
- Having issues with law enforcement (student and/or parent);
- Experiencing one or more mental health debilities (anxiety, depression); and
- Needing more individualized help.

As our Mission and Vision statement grows closer to finalization, they will be recorded in this document as well as in all school materials. Timeless Vision components include some of these hallmarks:

- Inspire those that work within the school to achieve our mission and goals.
- Create a sense of excitement and commitment both for those in the school as well as those who might want to become a part of our community.
- Paint a picture of the future.

Following a process that solicits the ideas of all participants through consensus, the Vision of E.C.H.O. Charter School will evolve. Our current Vision statement is: "Our Vision is to be the most highly respected school in Southwest Minnesota noted for caring, innovating, and preparing students to succeed." This Vision statement will be rewritten to include elements that acknowledge the special relationships that we form with students and families that are completely unique to a small school setting. These relationships can shine a light on a path for a student who has experienced difficulties in learning or in social acceptance. In short, our special touch is our special gift, and this will be reflected in our new Vision statement.

Our stakeholder group is also crafting a new Mission statement, using some tendrils of the ideas that have been around for over a decade. As a means of helping the planning team to understand the importance of the mission statement for the school, the mission of an organization was described as a simple statement that "defines the reason it exists. It is a statement that describes its uniqueness; creates its 'market niche.'" A Mission statement helps us:

- Define the fundamental reason the school exists.

- Distinguish itself from other schools (uniqueness).
- Focuses the energies and resources of the school throughout its operational decision making.

In constructing its mission statement, the planning team was reminded that, ". . . a mission statement is characterized by:

- Its simplicity (who, what, how)
- Its motivating qualities

Our current Mission statement is: "E.C.H.O. 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." While our flexibility is a truism, its expression in this statement is not relevant and will be altered. We acknowledge that our changing student body has necessitated a change in our approach, since we are often tasked with helping students and their families pick up the pieces in school. Therefore, our Mission will reflect the verité that we reach out to students and families in ways that other schools cannot, and therefore we are the best choice in many circumstances for a student who needs those extra supports.

Organizational Principles for E.C.H.O. Charter School are also part of our process as the shared division of labor—while concurrently wearing many hats at times—guides our stability. The belief in the efficacy of the school is deeply shared, and will be reflected in our guiding Mission and Vision statements.

A guide for its governing board in its decision-making process.

- The definition of the school 's culture.
- A guide in the design and delivery of instruction at E. C.H.O.

Organizational principles or beliefs in the form of moral and ethical guidelines, best practices, and principles of fairness and justice.

We believe:

- Families need to be empowered to acknowledge their role in educating their student.
- Students' needs come first.
- Communication by all is vital to student success.
- We all share equally in the success of our students.
- We model respect for all and expect students to do the same.
- Students have ownership in their learning.
- A positive school environment is a shared responsibility.

- Being different is what enriches the world around us.
- Student success comes through collaboration.
- Creative thought is essential to our success.
- Students and families struggle and their struggles are real.

The final step for the planning team in the development of the strategic plan for E.C.H.O. Charter School has been to develop Strategic Initiatives. For the purposes of developing its own set of strategic initiatives, we acknowledge that a strategic initiative is defined to be what an organization must achieve in order to fulfill its mission. A strategic initiative serves as a general guideline under what specific operational goals and action plans can be developed. Strategic initiatives for the coming year(s) are:

Strategic Initiatives

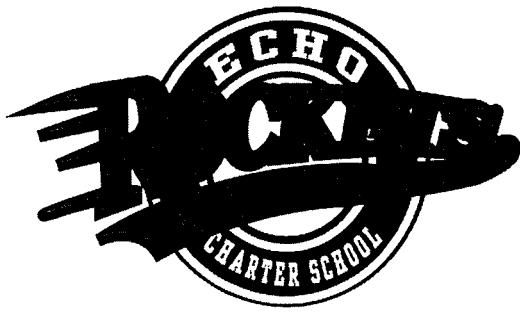
- Operate a school that is fiscally sound and responsibly lead.
- Create a school climate that nurtures student learning, thus increasing student capacity and achievement.
- Strengthen our programs and services that maximize student success.
- Proactively build supports needed by our changing student body.
- Continuously train staff in order to meet the changing needs of our students. • Seek out the most qualified staff members.
- Build our ranks of future teachers by utilizing state programmatic supports. • Establish and maintain relationships with third party providers that can provide badly needed services, such as mental health counseling.

Reflections

The post-Pandemic world has been a difficult one: Schools are struggling to raise student performance as well as to coax student belief in their own abilities. Schools are short-staffed and must make do with the resources they possess. Invective floods the airwaves and a multitude of choices makes life confusing. Behavioral issues continue to occupy staff priorities. Mental health issues are widely affecting students across the country. Through all of this, ECHO Charter School is practicing the Allegory of the Cave: many of the students we are teaching are thought to be the "unteachable." Thus, this has become a major part of our identity as an LEA—reach out and give our hand to bring a student through the proverbial door of learning.

APPENDIX D:

Board Training and Development Plan

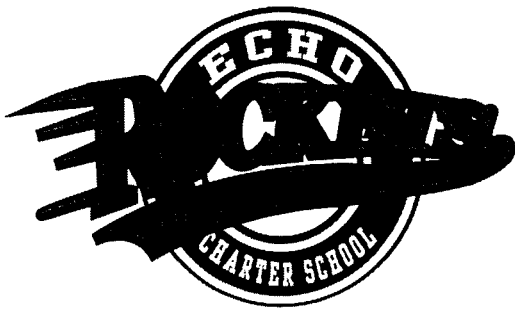


Every Child Has Opportunities
Charter School

101 Rocket Avenue
Echo, MN 56237
Phone 507-925-4143
Fax 507-925-4165

ECHO Charter School Board Training and Development Plan 2023-2024

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.



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Board Development Plan

Now in our mid-28th year, E.C.H.O. Charter School is continuously working to build capacity in order to support the continued growth of the school. Improving how we do what we do is imperative given the change in student body composition: we are serving about 40% special needs students, 90% Free/Reduced-qualified students, and a growing number of students who come to us needing credit recovery, mental health services, and strong social supports. While this makes our jobs

Since leadership practices flow downhill, it is imperative that this message is carried by the Board through Administration and to the teaching team. It is well demonstrated that Boards that plan and make necessary time for training and planning are able to thrive in the future instead of reacting in the present. The process itself enables systems to be built so that a coordinated effort can be made to continuously improve school operations.

Toward that end, the steps that govern this progressive planning process are as follows:

- **Recruitment** of energetic, committed Board members who will support the mission and vision of the school, helping them understand roles and responsibilities
- **Orientation** of new Board members, providing mentorship so that the role is well understood.
- **Training** Board members both to meet statutory requirements and as well as the changing needs of the staff and students.
- **Evaluation and Self-Reflection** on an annual basis to evaluate school leadership as well as the Board overall.
- **Recognition** of the work and accomplishments of the Board and school leadership, as well as outstanding efforts by teaching staff and other employees.



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Apart from the statutory requirements for Board training, other opportunities for relevant learning are conducted on an ongoing basis. Some topics planned for the 2023-2024 school year include:

- Servicing special education students;
- Understanding trauma-informed practices;
- Social-emotional learning;
- Data collection and use;
- Standardized testing trends.

Statutory Training Completed

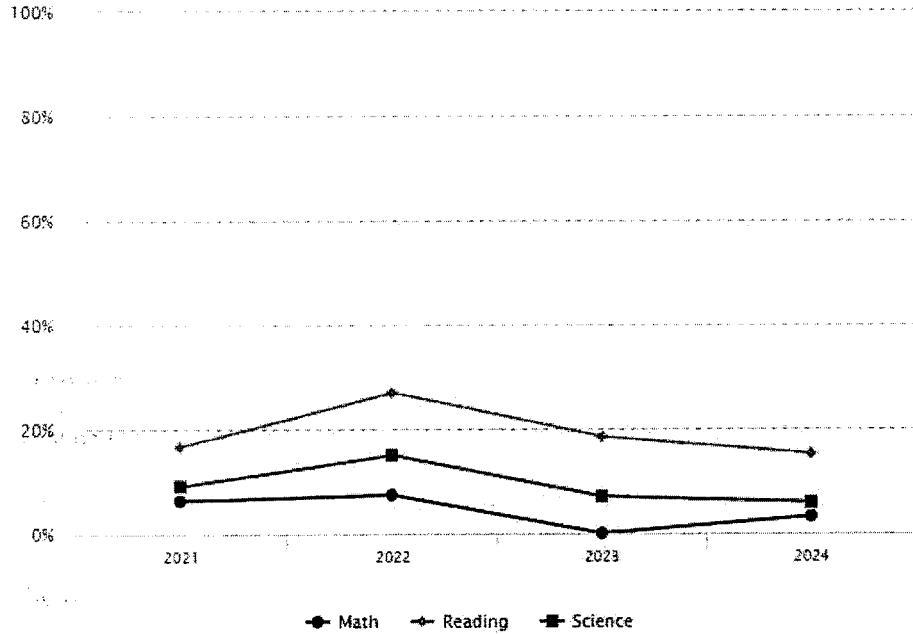
Name	Date of Completion
Eric Kester-Mabon (Chairman)	09/2024
Arlene Marthaler (Treasurer)	09/2024
Michell Harder (Parent Rep)	07/2023
Holly Reigstad (Teacher Rep)	09/2024
Mark Hoeper (Clerk/Parent Rep.)	09/2024
Matt Dunphy (Parent Rep.)	09/2024
Jayden Wilson (Community Rep.)	09/2024

Adopted by the E.C.H.O. Charter School Board of Education on December 12, 2024

Appendix E:

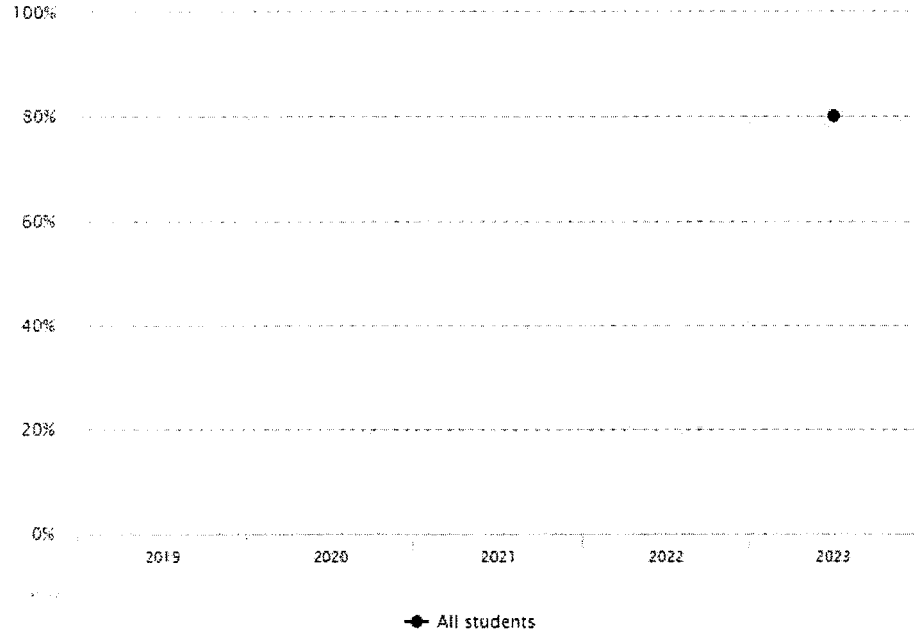
Minnesota Report Card Data, 2023-2024

The number of students meeting standards in math, reading, and science over time



Subject	2021	2022	2023	2024
Math	6.3% (2)	7.4% (2)	0.0% (0)	3.2% (1)
Reading	16.7% (5)	26.9% (7)	18.5% (5)	15.2% (5)
Science	9.1% (1)	15.0% (3)	7.1% (1)	5.9% (1)

Graduation rate over time



Demographic	Year	Graduated count	Graduated %
All students	2019	CTSTR	CTSTR
All students	2020	CTSTR	CTSTR
All students	2021	CTSTR	CTSTR
All students	2022	CTSTR	CTSTR
All students	2023	8	80.0%

ECHO Charter School
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Contact: Helen Blue-Redner, Director
hblue.redner@isd4026.org

Authorizer:

Innovative Quality Schools
6616 Brittany Road
Minneapolis, MN 55435
Contact: Laurie Schroeder
lschroeder@iqsmn.org

This Annual Report was approved by the ECHO Charter School Board of Education on 11/2024, and affirmed on 12/12/24.

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.