



## Q Comp Site Goal Update Form

**DUE:** October 1, 2018

**General Information:** This form is to be used by all implementing schools as a means of updating the annual schoolwide (site) goal, as outlined in Minnesota Statutes, section 122A.414, subdivision 3(a). Please complete all sections of this form- one form per school site.

Send the completed form via email to [mde.q-comp@state.mn.us](mailto:mde.q-comp@state.mn.us).

### COMPLETE ONE FORM PER SCHOOL SITE

**School Site Name:** ECHO Charter School

**District/Charter School Name:** ECHO Charter School

**Superintendent or Director:** Helen Blue-Redner

**Email:** [HBlue.Redner@echo.charter.k12.mn.us](mailto:HBlue.Redner@echo.charter.k12.mn.us)

**Q Comp Coordinator (or common contact person)**

**Name:** Helen Blue-Redner

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The Minnesota Department of Education (MDE) will work with the identified coordinator or common contact person for all questions related to each site goal in the district/charter school. An email notification will be sent indicating that the review of the site goal(s) is complete. Accuracy of the goals is the responsibility of the school site. MDE staff is available for assistance.

### Please supply information where indicated (Steps 4 and 5):

As part of the World's Best Workforce Plan, districts/charter schools are required to create strategies to meet goals in the following areas:

- Graduation Rate
- Career and College Ready
- School Readiness
- Reading Well by Third Grade
- Achievement Gap Closure

In order for students to be successful, goals should be aligned across classrooms, learning teams, school sites, the district and the state. As each school site develops their goal(s) for Q Comp, they should keep in mind the goals established by the district and state.

**Step 1:** Review existing district goals, including supporting district and state data as well as other plans (e.g., Title I, staff development).

District goals were centered on improving math performance in 2017-2018, since math scores have been historically low. Our goal was to increase the percentage of student who are deemed Proficient in Math from 27% to 37% in 2018. However, the experienced the opposite outcome. Part of our performance landscape is due on the fact that we have had a revolving door with math teachers: there have been four 7-12 teachers in the last four years. Therefore, we will further concentrate our efforts on improving math scores in 2018-2019 MCA testing.

In addition to using MCAs as a gauge of achievement, ECHO Charter administers STAR testing four times per year in math and reading, with the first sitting administered within two weeks of the start of school. This data is used as a baseline for the other three remaining tests. We will monitor the remaining three STAR tests to document student growth this academic year.

PLCs meet weekly and are built on a revolving schedule of data review, curriculum mapping, Student Assistance Team (SAT), and collaborating on examples of student work. In addition, two book studies are planned that will enable teachers to better use data, while also informing their teaching in their connection with students living in poverty.

**Step 2:** Review schoolwide results for all state accountability tests [Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)] for *All Students* in reading, mathematics and science, as well as other schoolwide standardized academic achievement tests.

14.5% of ECHO Charter School students taking the math MCA were deemed Proficient.

**Step 3:** Based on the data review, determine the academic content area focus and select a standardized assessment for the content identified.

Our area of concentration will again focus on math in order to improve our MCA Math performance.

**Step 4:** Identify a measure of achievement defined by the standardized assessment and collect trend data. (If there is more than one goal for the site, please copy and complete this step for each goal.) Trend data must match all information identified in the specific and strategic, measurable, attainable, results-based and time-bound (SMART) goal in Step 5. MCA data must include all state accountability tests (MCA and MTAS).

Identify the standardized assessment in the SMART goal: MCA Math

Identify the academic content area assessed:

Reading     Mathematics     Science     Other: Enter text here

Identify assessed grades in the SMART goal: 3-8, 11

**School Trend Data**

(Note: All percentages must be calculated to at least one decimal place.)

School Year	Assessment Result
2015-16	23.3% Proficient
2016-17	27.0% Proficient
2017-18	14.5% Proficient Starting Value

If you are using a goal for reducing the achievement gap, as outlined in Step 5, please add data showing proficiency trend data for the two student groups. Adjust the table accordingly by adding columns, or copying and adding another table.

**Step 5:** Write a schoolwide SMART goal.

Fifty percent of all students who are enrolled in grades 3-8 and 11 at ECHO Charter School for at least half a year will increase their Math MCA scale score by a minimum of 10% in 2019.

One of the following four example templates may assist in writing the schoolwide goal.

- *All State Accountability Tests (MCA and MTAS)*  
The percentage of all students enrolled in grades #-# at SCHOOL NAME for at least half a school year who are proficient on the ACADEMIC CONTENT AREA tests (MCA and MTAS) will increase from ##.##% in 2018 to ##.##% in 2019.
- *NWEA RIT Growth Projection*  
The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in ACADEMIC CONTENT AREA will increase from ##.##% in spring 2018 to ##.##% in spring 2019.
- *Other Standardized Assessment*  
The percentage of all students in grades #-# at SCHOOL NAME who meet or exceed VALID MEASURE on the STANDARDIZED ASSESSMENT in ACADEMIC CONTENT AREA will increase from ##.##% in 2018 to ##.##% in 2019.
- *Goal for Reducing the Achievement Gap*  
The proficiency gap between the HIGHER ACHIEVING STUDENT GROUP and the LOWER ACHIEVING STUDENT GROUP enrolled in grades #-# at SCHOOL NAME for at least half a school year on the ACADEMIC CONTENT AREA tests (MCA and MTAS) will decrease from ##.##% in 2018 to ##.##% in 2019 by increasing the proficiency rate of the groups as follows:
  - A. HIGHER ACHIEVING STUDENT GROUP students from ##.##% in 2018 to ##.##% in 2019 and
  - B. LOWER ACHIEVING STUDENT GROUP students from ##.##% in 2018 to ##.##% in 2019.  
(Note: The increase here needs to be greater than the increase for the higher achieving student group.)

# Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per Minnesota Statutes, section 122A.414, subdivision 3(a) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

## Core Component: Career Advancement Options

### Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes.**

If no, please explain what changes have occurred and why?

### Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? **Teacher leaders mentored new teaching staff in order to support and build capacity. They recorded on-the-spot scheduled and unscheduled observations and discussed findings post-observation.**

How did the work of teacher leaders impact student achievement? Due to a high level of transient movement among teachers, math scores declined appreciably while reading declined slightly. **Teachers reviewed both STAR and MCA reports in order to improve teaching to facilitate capacity-building.**

### Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members? **While mentorships help new teachers, we also experienced one of our largest turnovers in staff—if not the largest ever—with 83.3% of teachers being replaced in 2017-2018. With the Director also acting as high school science teacher, there were periods of chaos in planning curriculum mapping and reviews.**

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members? **Teachers generally reacted positively to feedback from peer observers and the formal observer.**

## Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership? **We will improve our tracking of observations as relevant to staff who are retained so that we have an overview over time of teacher growth.**

## Core Component: Job-embedded Professional Development

### Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes.**

If no, please explain the changes that have occurred and why?

### Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? **Teachers increased their commitment to following state standards in their respective content areas via curriculum mapping.**

How did teacher learning from learning teams and other job-embedded professional development impact student achievement? **Math achievement was not affected positively at all, and reading while reading declined slightly, teaching staff will address both areas in the coming year.**

### Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement? **Teams reviewed data in the form of classroom achievement, work samples, and test scores.**

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? **Teams first studied the general structure of "data" by reading and reporting on "Driven by Data" by Paul Bambrick-Santoyo. They concurrently studied student achievement data and reviewed samples in order to apply the principles learned in the book.**

### Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development? **With the completion of strands of curriculum mapping, teachers will continue to map each class they teach in order to ensure that Minnesota standards are applied. Additionally, PLC gatherings offer an opportunity for teachers to collaborate on best practices in teaching and assessing.**

## Core Component: Teacher Evaluation

### Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes.**

If no, please explain the changes that have occurred and why?

### Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction? **The observation helped teachers to define and refine their practices and reflect on how they could better connect with kids and adhere to standards.**

What impact did the observation/evaluation process, including coaching, have on student achievement? **Students sat a little higher in their seats knowing that their teacher was being observed!**

### Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? **Teachers used the observation as an opportunity to evaluate their own teaching methods and content delivery. Observations are a very effective way of providing a platform for reflection, resulting in adjustments to pedagogy.**

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members? **Peer observations and formal observations were not coordinated, but were discussed; no issues concerning inter-rater reliability emerged.**

### Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation? **Scores are kept in jackets and teachers who receive a rating lower than a 3/4 are offered suggestions for improvement by observers.**

## Core Component: Performance Pay and Alternative Salary Schedule

### Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes.**

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes.**

If no, please explain the changes that have occurred and why?

## Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 84.6%

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 84.6 %

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 76.9 % (As a Charter school, we do not have "probationary" staff as is true in public school districts, but in this calculus, we included teachers who were teaching on a variance.)

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? No. (Minimum attendance is required as a qualification.)

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? N/A

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? N/A

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? N/A

## Recommendations

How will the district use the data to improve the effectiveness of this core component? **Our PLC perform monitoring and scheduling of meetings, observations, and in conjunction with the Director, utilize data in order to drive best practices.**

## General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program? **The positive effects and framework afforded by Q-Comp have resulted in increased Reading scores in 2016-2017, because efforts were made to increase points of contact for reading assessment and effort. Now we want to apply that focus on math.**

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? **Reading scores improved by a significant margin between 2015-2016, and 2016-2017.**

How will the district use the review findings to improve the overall effectiveness of the program? **The review findings will be our point of reference for planning curriculum, teaching, and assessing students in all areas of mathematical instruction.**