



SMALL CLASSES
CREATIVE TEACHING
CONNECTED LEARNING

MNOHS 2024-2025

Combined Charter School Annual Report
and Comprehensive Achievement and Civic Readiness (CACR)
Annual Report
District 4150-07

Made for you!



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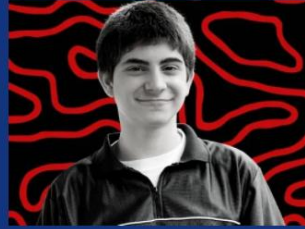
Authorizer and Nonprofit Status 39

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New in 2024-25				
• MNOHS investigates a more formal system for multi-tiered systems of support for all students. MNOHS hires a part time MTSS Coordinator to implement MTSS processes with fidelity. See page 27 for more details. • MNOHS faculty and staff implement Universal Design for Learning concepts and focus on curriculum and course revisions in an online setting. A systematic plan for course redesign is implemented, with staff being allocated to the project to ensure it is successful. See page 27 for more details. • MNOHS embarks on a yearlong investigation of a new LMS or Learning Management System for all courses, feedback, and teaching tools due to an outdated Blackboard management system that is being phased out by Blackboard. See page 29 for more details. • MNOHS’s long-time Executive Director, Elissa Raffa, announces her planned retirement on December 31, 2024 to the MNOHS board and a succession plan is implemented. Tracy Quarnstrom is hired as the new Executive Director, and MNOHS launches an innovative six-month leadership transition plan. See page 34 for more details.				

Public high school that works for you!



MNOHS Mission, Vision and Role in the Community

The mission of Minnesota Online High School (MNOHS) is to engage, inspire, and educate the whole student for an options-rich future through a challenging, flexible, teacher-developed curriculum; with the encouragement of responsive faculty and staff; within a creative, equitable and supportive learning community.

Vision: At Minnesota Online High School (MNOHS), all students define their unique identities and entry points into adult life; their reasons to persist and to stretch toward excellence; and their individual and collective purposes that make school, work and life meaningful. MNOHS supports students to engage with learning not only online but everywhere adults will support their achievements.

MNOHS functions as a model online community school, a collaborative environment for faculty, staff, and students—and as a credible voice for creative, connected online learning. MNOHS is a part of the MN K12 Online Learning Alliance and works on a national level with the Distance Learning Collaborative and other online voices that strive for high quality online programs to be accessible to all students.

Small Classes

We have time for students! As a non-profit, teacher-led community school, Minnesota Online High School has invested in very low student-teacher and student-counselor ratios. We do this so that students can get the attention they need.

Creative Teaching

Behind each of our courses is a MN-licensed teacher who loves their subject and who loves teaching! Every course is developed by the person who teaches it. A robust PLG or Professional Learning Group that is led by MNOHS teachers, utilizes the elements of Quality Compensation to prepare academic rich and standards aligned curriculum to meet student needs. The MNOHS academic program is active *and* highly interactive. Teachers, students, and families communicate by e-mail, texting, phone, and webinar, and through regular feedback on course work. Various student support is available through both synchronous and asynchronous means. From teacher led virtual class meetings to teachers working with students in the Academic Success Center, MNOHS staff are there to support students' needs in a virtual setting. Students have opportunities to revise and resubmit their work in response to teacher feedback. **We encourage students to expect joy in learning.**

Connected Learning

Whatever the starting point, MNOHS counselors help students design a graduation plan with **just the right combination of challenge, support, and community**, and a post-secondary plan that is both achievable and

exciting. We foster connection, both within MNOHS and in the community. MNOHS offers several school clubs and a peer leadership program. Our flexible learning opportunities allow students to earn credit for out-of-school learning, and our college and career resources support them as they find their paths into the future. MNOHS focuses on college and career pathways for the future for our students. Many of our students have not seen success in high school prior to enrolling at MNOHS so we are always looking for ways to engage students in their own success. Courses in College and Career Readiness are offered along with various internship opportunities that bring the classroom into the lives of students in real ways. Students each develop a personal learning plan (PLP) which serves as a map for student success, taking students from where they are to their career and life dreams.

History and Enrollment Profile



History and Enrollment Profile

2024-2025 marked MNOHS' 20th year of operation. When the school opened its virtual doors in September 2005, we offered thirty-two original teacher-designed courses. Since then, and consistent with our identity as an online community school, we have continued to develop our programs which now include: close to 150 courses created by MNOHS teachers; opportunities to earn credit through project based learning (PBL) and work experience; extracurricular opportunities such as Student Leadership Council, Gender and Sexuality Alliance (GSA), Peer Leaders Program, book club, and TAG Team (talented and gifted); informal social events (synchronous) and spaces (asynchronous); a robust tiered intervention and academic support program; honors courses and honors diploma options; a comprehensive social emotional learning, counseling and social work program; a collaborative professional development program for faculty; and ongoing efforts to engage parents/guardians and the broader community.

MNOHS was accredited by the North Central Association of Colleges and Schools (AdvancED, now Cognia) in 2013 and continues that accreditation with yearly goals and assurances.

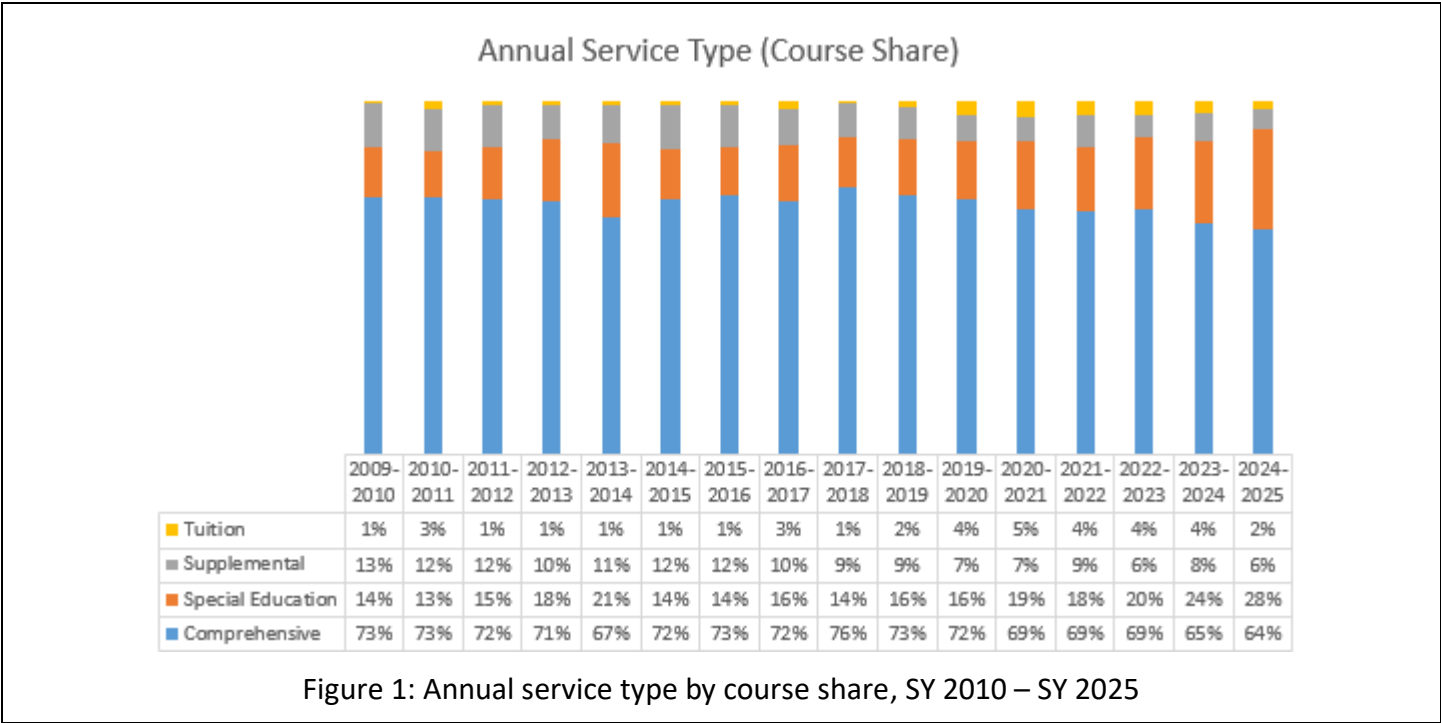
In April 2023, MNOHS successfully completed the engagement review process for reaccreditation through Cognia. Again, our commitment to students was confirmed in the visiting team's report: *The learner's well-being and needs are at the heart of the institution. The mission, vision, and guiding principles guide all decisions and direct the work of the school staff. The vision of the school states that "all students define their unique identities and entry points into adult life." Priorities and interactions are aligned with the vision. Guiding principles have been identified and are used for planning and decision-making. The principles go beyond just words and have been translated into practice.*

By design a small school, MNOHS enrolls students in grades 9 through 12 from across Minnesota. Some choose MNOHS as their district (Comprehensive and Special Education in Figure 1 below) and others split their enrollment between MNOHS and their home district (supplemental enrollment).

Supplemental students typically take 1-3 courses at MNOHS as stipulated in Minnesota statute, although enrolling districts may waive this limit if they agree that it is in the best interest of the student. For example, some students have taken all core courses at MNOHS and only technical courses like welding at their resident districts. Other students take all core courses at MNOHS but remain active in orchestra, choir or athletics at their resident districts. Some student athletes who travel for competition attend MNOHS full-time only one or two quarters per year. **Consistent with our vision statement, MNOHS welcomes collaboration with districts and other charter schools.**

Historically, 10-12% of MNOHS course enrollments were supplemental enrollments; this share decreased somewhat at the start of Covid and has started rising again. Although supplemental students are relatively few, MNOHS plays a significant role in their progress toward graduation, and these students play a significant role in our learning community.

MNOHS also enrolls a small number of tuition-paying students each year including residents of other states, Minnesota residents who are not physically present in the state or who are attending non-public schools, and those who want to enroll more than full-time.



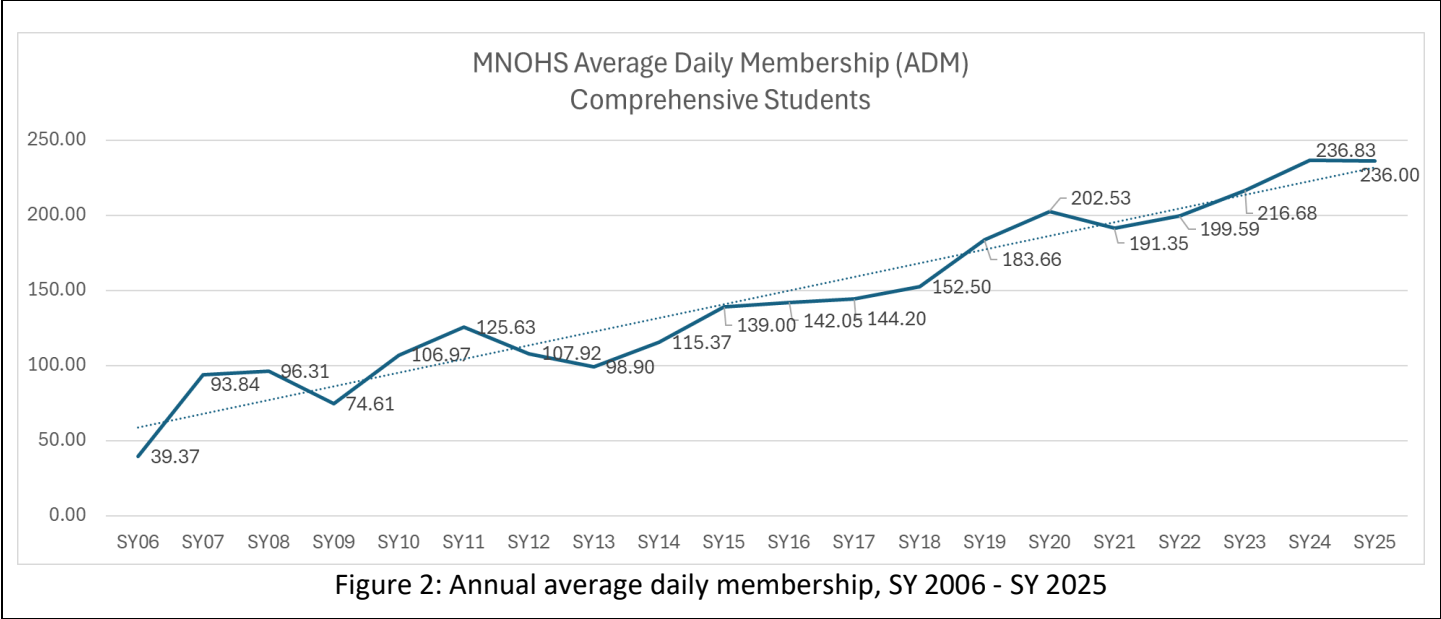
Students choose to attend MNOHS for many reasons--for example: work, family, athletic or artistic commitments that make attending a bricks-and-mortar classroom impossible; health or mental health issues that are best managed with a flexible daily or weekly program; difficulty scheduling the courses a student wants or needs at their district school; or wanting to eliminate distractions and to focus on academic work.

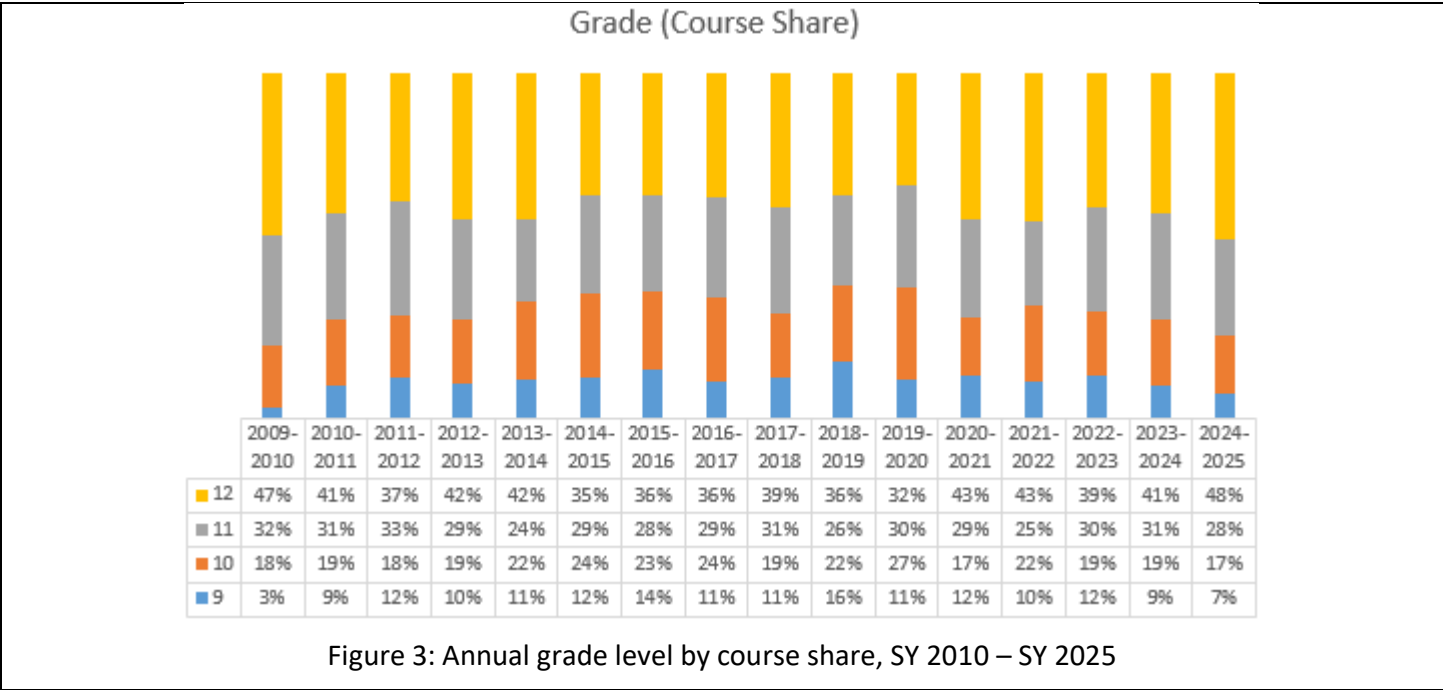
Average daily membership (ADM) at MNOHS climbed from 39 ADM in 2005-2006 to 202.5 ADM in 2019-2020, before the onset of Covid and emergency distance learning. There were some early fluctuations, as shown in Figure 2, but from 2013 to 2020 growth was steady and sustainable. ADM dipped about 10% in school year 2021 but rebounded and started climbing again in SY2022 through SY2024. Enrollment stayed consistent and almost identical in terms of ADM numbers from SY2024 to SY2025. In addition, it should be noted that we serve a large number of students beyond our ADM numbers through supplemental and tuition agreements

and simply due to mobility. Some students come and graduate from MNOHS or return to a resident school district with credits from MNOHS. For the SY2025 school year we are showing 236 ADM but served over 463 unique students. This means each of these students was enrolled, onboarded, and served in some manner. These numbers and stories are the true successes at MNOHS.

Students enrolling at MNOHS are primarily comprehensive or full-time students with us. We serve all of their educational needs and issue them an accredited diploma when they complete all the required high school credits. Other types of students include supplemental or taking up to 50% of their day at MNOHS or tuition-based students, a small number of students paying for courses. Increases in enrollment numbers of students with IEPs continue to show up on our graphing enrollment data.

As Figure 3 below illustrates, MNOHS enrolls a disproportionate percentage of 11th and 12th graders. This illustrates our school’s role in providing options for students who have left school or may be on the verge of leaving. The proportion of 10th graders we serve had a positive trend line, but since Covid has fluctuated. The proportion of 9th graders has increased from close to zero when MNOHS first opened to approximately 10% each year.





Each year, 70-85% of the MNOHS-only students we enroll (Comprehensive and Special Education in Figure 1 above) meet at least one of the criteria to participate in the Graduation Incentives Program under [MN Statute 124D.68](#). This includes students who are behind in credits or skills; who are pregnant or parents; who have been assessed as chemically dependent; who have been excluded or expelled; who have been physically or sexually abused; who have experienced mental health challenges or homelessness; or who have withdrawn from school or been chronically truant. Students were enrolled supplementally in 24-25 taking 91 courses at MNOHS that allowed them to graduate from other MN Public schools. MNOHS is proud of our commitment to serving students with scheduling needs in other schools.

Not included in the list of students mentioned above are those who are managing chronic physical health problems such as migraines or Lyme disease; who are providing care to parents, siblings, or grandparents; and who are working to support the other members of their families. Although these situations do not qualify under the Graduation Incentives statute, they do place an extra burden on students who are trying to finish high school and plan their post-secondary futures.

As a charter school, MNOHS is not eligible for school year funding under the Graduation Incentives statute—however, the Minnesota Association of Charter Schools has supported proposed legislation that would create an accountability system in charter school contracts for schools that enroll at least 70% students who meet one or more of the Graduation Incentives criteria. Also, these same criteria have qualified MNOHS students for our free summer credit recovery program, offered in partnership with Independent School District #287, and for our work with A-GAME, described below.

MNOHS opens an enrollment window for students every eight weeks (quarterly), which provides flexibility for students who are struggling in their current school setting; who encounter unexpected life circumstances; or who need a flexible schedule for a limited time (for example, an athletic season or recovery from major surgery). In SY2022, SY2023, and SY2024 we reached capacity by February and did not accept Quarter 4 enrollments. In SY2025 we accepted a small number of enrollments for Quarter 3 and no enrollments for Quarter 4.

Enrollment at MNOHS is a two-step process. All students must: 1) Complete an online application, and 2) Confirm their application by submitting a signed form.

This confirmation process prevents students from enrolling without parent/guardian permission (if the student is under 18) and enhances communication between a student’s previous district and MNOHS regarding comprehensive students. MNOHS processes a comprehensive student’s application only when the signed confirmation is received. Once a parent/guardian (or the student if over 18) confirms the application, records are requested and Change of Enrollment notices are sent out. It usually takes 1-2 business days to enroll a student in all MNOHS systems and another 1-2 days to develop a course schedule, depending on how quickly records can be obtained from the previous school. The MNOHS Student Enrollment Policy can be found here: http://www.mnohs.org/images/Files/mnohs_enrollment_policy.pdf.

In fulfilling its mission, MNOHS serves an often-mobile student population. Some students plan to enroll for only one or two quarter--for example, when dealing with a time-limited medical issue. Others, despite their best intentions, decide after only a few weeks that online learning is not the best choice for their learning needs. Conversely, some students leave MNOHS and then return when their other plans don’t work out. Because of this mobility, and because so many students choose MNOHS late in their high school careers, widely accepted measures of student achievement and charter school effectiveness do not adequately portray areas for improvement. Such measures also obscure MNOHS’ strengths, including a core population of very active students who contribute stability and continuity to our learning community. Two measures that we report on annually are shown here in Table 1:

Table 1: PUC Attrition Measures		
Measure	Description	Value SY2025
Within the Year	Number of students enrolled by October 1 who leave the school before the last day of the school year ÷ Number of students enrolled by October 1 = within the year attrition rate.	2%
Year to Year	Number of students who left the school between the last day of previous year (2023-24) and first day of new school year (2024-25) ÷ Number of students enrolled on the last day of previous year (2023-24) = year to year attrition rate.	10%

As described in more detail below, MNOHS has worked closely with Pillsbury United Communities (PUC), our charter school authorizer, and with the other high schools they authorize, to search for more relevant qualitative and quantitative measures of student and organizational success for high schools that work with most at-risk students. This includes implementation of PUC’s new Equity Framework in school year 2022-2023 and continued reporting in 2024-2025 as described below.

School Governance



School Governance

MNOHS is governed by a nine-member volunteer board under Minnesota law and by the MNOHS Bylaws must include at least one teacher, one parent, and one community member. A summary of MNOHS Board of Directors membership, elections, and retirements/resignations for 2024-2025 can be found in Table 2 below. Board members serve staggered three-year terms. MNOHS held its most recent board election in June of 2025, seating new board members by July 1st as stated in statute. All board members were fully trained, and MNOHS continues a commitment to ongoing board governance trainings. MNOHS has a strong history of effective board governance.

Initial board training is provided to all members through a variety of sources including MSBA, PUC, and other accredited training opportunities. MNOHS has always led the way in board development and training methods among public charter schools.

All initial board members are trained in the following areas prior to being seated on the board:

- Board Roles and Responsibilities
- Open Meeting Law
- Data Practices Law

All current board members are fully trained as of June 30, 2025; certificates of completion for all trainings that occurred outside of board meeting are available from the Executive Director.

MNOHS also includes a training piece in most monthly board meetings. Taken together, these supplement the initial training for all board members and fulfill the annual training requirement. The following training topics were addressed in school year 2024-2025:

- Open Meeting law
- Conflict of Interest
- Finance Training budgets and audits
- Functions of the Legislature
- Board Roles and Responsibilities
- Board Governance Principles
- Policy Development and Revision

The board has created standing board committees with board-delegated responsibilities, including a governance committee, board evaluation committee, and finance working group in the past six months.

Table 2: MNOHS Board Directors SY2025						
Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Initial Training
Mary Mehrikomer Resigned Spring 25	President	Community	May 2024	June 2024	6/25/2027	Completed in August 2024

Table 2: MNOHS Board Directors SY2025

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Initial Training
Mary Derosier	Treasurer	Community (formerly Parent)	May 2019 Reelected 5/2023	6/25/19	6/23/2026	Completed in 2019-2020
Sarah Benson	Secretary	Teacher	May 2022	6/28/2022	6/24/2025	Completed in 2022-2023
Christie Allison	Vice President	Teacher	May 2022	6/28/2022	6/24/2025	Completed in 2022-2023
Barbara Bridges Resigned Nov 24	Member	Community	By Board 7/18/2017 Elected May 2018 Reelected May 2021, May 2022	6/26/2018	6/24/2025	Completed in 2017-2018
Tammy Burman	Member	Teacher	June 2024	June 2024	June 2027 Resigned June 2025	June 2024
Tanya Hoskin Appointed Spring 2025	Board President	Parent Rep	April 2025 appointed	April 2025	June 2027	February 2025
Brigida Roessel	Member	Community	By Board 10/24/2023 Reelected 5/2024	11/28/2023	6/23/2026	Completed in 2023-2024
Ashley Jensen	Member	Teacher	May 2024	June 2024	June 2027	Completed in August 2024

Board Evaluation Notes-

The Board conducts an annual self-evaluation that indicates the effectiveness of the Board in several categories including functional responsibilities, financial responsibilities, interpersonal performance, board development, policymaking, and accountability. The outcomes of this evaluation are discussed by the Board members and used to set growth goals for the following year.

The Board also facilitates an annual evaluation of the Executive Director by seeking input from the Board, teachers and staff related to effectiveness in a range of responsibilities including school functional effectiveness, focus on mission and vision, programming, school climate, and student outcomes.

The board formed a board evaluation working group in the spring of 2025 to ensure that board input was sought on agendas and board procedures. They have brought new ideas to the board president and worked to ensure that board materials are understandable to all board members. One idea from this group was to review board policies monthly and learn more about policy work at MNOHS. This is a new initiative.



School Leadership and Administration

MNOHS leadership and administrative staff for 2024-2025 are listed here in Table 3.

Table 3: MNOHS Leadership and Administrative Staff SY2025					
Name	File Folder Number	Assignment	Years Employed by the School	Left During 24/25	Not Returning 25/26
Tracy Quarnstrom	349108	Executive Director (started on July 1, 2024)	1	☐	☐
Elissa Raffa	295044	Executive Director Emeritus	21	☒	☒
Anastasia Martin	421826	Academic Director (0.5 FTE)	20	☐	☐
Carina Abate Wright	389430	Director of Special Education	7	☐	☐
Melissa Greene	432429	Special Education Coordinator, Racial Equity Coordinator	7	☐	☐
Mike Tempel	N/A	Business, Operations, and Technology Manager	10	☐	☐
Sarah Bayrd	N/A	Enrollment Specialist	13	☐	☐
Adrianna Black Bull	N/A	Office Manager and District Assessment Coordinator	4	☐	☐
Melissa Lovely	N/A	Counseling Assistant (0.9 FTE)	9	☐	☐
Angie Schreader	N/A	Due Process Clerk/504 Coordinator	1	☐	☐

Matt Hawk	476415	Communications Manager and Family Coordinator (0.75 FTE)	11	☐	☒
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Administrative positions and their roles and responsibilities

Executive Director

The Executive Director is responsible for the overall operation and performance of the school. Areas of responsibility include leadership and management; operations and finance; communications and outreach; and academic program and performance.

Elissa Raffa has a B.S. in Secondary Science Education and an M.F.A. in Creative and Professional Writing from the University of Minnesota, and an M.Ed. in Educational Leadership from Bemidji State University. She is licensed to teach secondary physics, chemistry and earth and space science and holds a district superintendent's license. A founder of MNOHS, Ms. Raffa served as the school's Director of Curriculum and Teaching and Dean of Academics before assuming the responsibilities of the Executive Director in 2012.

Ms. Raffa also has experience in higher education and in educational funding, having served as a consultant for six years at the American College of Greece and currently serving as an expert in education for the European Commission's Horizon 2020 funding program. In May 2023, Ms. Raffa won both the Minnesota Association of Charter Schools (MACS) Annual Leadership Award and the University of Minnesota College of Liberal Arts Notable Alumni Award. Her complete biography, and that of other faculty and staff can be found on the MNOHS web site: <http://www.mnohs.org/faculty-and-staff>.

Tracy Quarnstrom took over as the active MNOHS Executive Director on July 1, 2024. Ms. Quarnstrom and Ms. Raffa worked together for a six-month Executive Director Transition to ensure that all records and data were properly handed over to a new director. This was a financial commitment on the part of the MNOHS Board and that work was highlighted in the MDE Succession Planning Series in February of 2025. The work of moving to a new executive director after twenty years with a founding leader and director is not an easy task. The MNOHS staff and Board have recognized the importance of this transition in leadership.

Tracy Quarnstrom is a founder and successful leader of Trio Wolf Creek, one of the longest-running online schools in Minnesota, Tracy Quarnstrom has been advocating for school choice, high quality charters, and relationship-based online learning for 25 years. After 22 years at Wolf Creek, she joined MNOHS as its new executive director on July 1, 2024.

Ms. Quarnstrom is a founder and current executive committee member of the Minnesota K-12 Online Learning Alliance (MNOLA). She studied and received an education bachelor's degree from the University of Wisconsin-River Falls. She earned her master's degree in curriculum and instruction from Hamline University, where she also earned certificates for principal and superintendent licensure. She holds an education specialist degree (EdS) from Hamline University where she is also teaching courses in Intro to Administration, Field Experience, and Leadership & Organizations to prospective school leaders pursuing principal and superintendent licensure.

Ms. Quarnstrom is passionate about providing a safe and welcoming space for staff, students, and families to flourish in an accepting and motivating educational culture—and about sharing her knowledge with other school leaders in formal and informal settings. Under her leadership, Wolf Creek won several innovation and alternative education awards. A respected advocate for equity and sustainability in the charter movement,

she was the first recipient of the MN Association of Charter Schools Leadership Award, in 2018. Ms. Quarnstrom is proud to join the MNOHS team and provide leadership for years to come at what is already an amazing charter school.

Academic Director

The Academic Director's primary responsibility is to create and maintain an academic culture, assessment strategies and instructional models that are flexible and rigorous for MNOHS students to develop the ability to write persuasively, read critically, and think creatively and use mathematics and other content knowledge to solve a wide range of problems. Created in SY2023, this 0.5 FTE position collaborates closely with the Executive Director, Special Education Coordinator, Professional Development Committee and other MNOHS staff to plan and deliver teacher training, professional development, supervision, and coaching; and to pilot new technologies and new instructional approaches for a fully online mainly asynchronous learning program.

Director of Special Education

The Director of Special Education's primary responsibilities are to monitor compliance, ensure that students are assigned to staff with appropriate licensure and provide guidance to school staff in modifying online instruction to meet IEP requirements.

Special Education Coordinator

The Special Education Coordinator's primary responsibilities are to develop, coordinate and implement with fidelity day-to-day procedures that assure compliance and support student success; to train, supervise and coach special education case managers; to build organizational capacity in implementing universal design for learning (UDL) and response to intervention (RTI); to maintain the special education staffing plan; and to collaborate with the Academic Director and the Executive Director in piloting new technologies and new approaches to accommodations and modifications in the context of a fully online, mainly asynchronous learning program. This position was created in SY2023.

Business, Operations and Technology Manager

The Business, Operations and Technology Manager is responsible for MNOHS' day-to-day operations; management of student demographic, attendance, and achievement data; some state and federal reporting; finances, payroll, and contracts; and school procedures, logistics and inventory control. This person also develops technology solutions and systems, maintains technology infrastructure, and provides critical tech support and training to MNOHS students, teachers, and staff. Additional areas of responsibility include long-term planning and professional and school development.

Enrollment Manager

The Enrollment Manager's primary responsibilities are to accurately enter and maintain student records and data. This includes promptly creating student and guardian accounts, ensuring the timely transfer of student records, and other responsibilities as assigned. This person also serves as the school's MARSS Coordinator and is responsible for some state and federal reporting.

Office Manager

The Office Manager's primary responsibilities are to provide administrative support to the Executive Director, to the Business, Operations and Technology Manager, to the Enrollment Manager, and to academic programs; and to respond both to general correspondence and to phone inquiries from prospective students and families. This person also serves as the school's District Assessment Coordinator.

District Assessment Coordinator

The primary responsibilities of this position are to coordinate the delivery of state-mandated and district assessments to our geographically dispersed student body.

Counseling Assistant

The Counseling Assistant's primary responsibilities are to provide administrative and clerical support to the School Counselors, the Attendance Coordinator, and to the Student Success and Intervention Team (SIT), and to respond to email inquiries from prospective students and families.

Communications Manager and Family Coordinator

The Communications Manager coordinates outreach to and communication with external and internal community members through newsletters, social media, the school website and other vehicles; manages branding resources and contact lists; promotes strategies to maintain a positive school culture; and supports design thinking in our schoolwide approach to instructional design. As Family Coordinator, this person works with other members of the faculty and staff to foster supportive and engaged parent/guardian and alumni communities. They create training and resources for parents/guardians to support the development of their students as online and lifelong learners – academically, personally, and technologically. The Family Coordinator also works to involve parents/guardians and alumni in school improvement efforts.

504 Coordinator/Due Process Clerk

The 504 Coordinator is responsible for supporting students and guardians who are involved in county truancy procedures and managing students' 504 Plans. The Due Process Clerk collaborates with the Special Education Coordinator to ensure that student SPED paperwork is compliant at all times. This role is part time and combined with a 504 Coordinator role. The 504 Coordinator works to ensure that all section 504 paperwork is compliant, as well as ensuring that all educators at MNOHS understand Section 504 and individual accommodations and needs for all students utilizing 504 plans.

Leadership Professional Development and Training

MNOHS Utilizes a leadership team approach, comprised of the Executive Director, Academic Director, and Special Education Coordinator. Only the Executive Director currently holds a MN Administrative license, so all three individuals bring a professional development plan to the school board each year for approval. In addition, all members of the leadership work together to ensure that they feel supported and attend MDE, MACS, Compass, and other training courses as needed.

Licensed Staff: Teachers, Counselors and Social Worker



Licensed Staff: Teachers, Counselors and Social Worker

Table 4: Licensed Teachers SY2025					
Name	File Folder Number	Assignments	Years Employed by MNOHS	Left During 24/25	Not Returning 25/26
Licensed General and Special Education Teachers					
Alamy, Laila	514463	Language Arts: Explorations in Literature A and B (10), American Literature Survey A and B Additional Assignment: Professional Development Committee	6	☐	☐
Allison, Christina	444408	Special Education: Emotional Behavior Disorders, Learning Disabilities, Developmental Disabilities, Career Accommodation Specialist, Autism Spectrum Disorders General Education: Computer Keyboarding and Technology, Teacher/Coordinator Work Based Learning Additional Assignments: Professional Development Committee, Coordinator of Community Based Learning	14	☐	☐
Anderson, Carianne	386203	Social Studies: US History A and B, Psychology	11	☐	☐
Andrist, Shelby	504156	Math: Algebra 1.5 A and B, Geometry A and B, Introduction to Computer Programming, Applied Statistics	2	☐	☒
Breeden, Kim	368137	Math: Calculus A and B, Algebra 2 A and B, Applied Geometry A and B, Applied Geometry Survey Additional Assignments: Advisory Teacher, Academic Success Center, Success Manager, Attendance Coordinator, SIT	19	☐	☐
Breidenbach, Lori	316723	Language Arts: Myths and Legends A and B (9), English Survey A and B (12), British Literature (12), World Literature A and B (12), Research Learning (12) Additional Assignments: Academic Success Center, TAG Coordinator, Book Club Advisor, Professional Development Committee	19	☐	☐

Buck, Courtney	474822	Special Education: Academic and Behavioral Strategist	2	☐	☐
Burman, Tammy	461064	Special Education: Developmental Disabilities	3	☐	☒
Dehn-Brastad, Heather	352181	Academic Support Specialist: Math Lab, Beginning Algebra Additional Assignments: Academic Success Center, Survey Coordinator, Star Assessment Coordinator, Professional Development Committee, SIT	20	☐	☐
Deitz, Lynne	517437	Special Education: Academic and Behavioral Strategist Additional Assignment: MTSS Coordinator, SIT	3	☐	☐
Ferm, Debbie	432348	Special Education TOSA: Universal Design for Learning Coach (UDL) Additional Assignment: Family Newsletter Coordinator	9	☒	☐
Finnesgard, Matthew	453176	Special Education: Emotional Behavioral Disorders, Learning Disabilities	2	☐	☐
Georgakopoulos, Daniel	500512	Music: Elements of Music, Intro to Theory	3	☐	☐
Glaser, Pete	473977	Science: Earth and Space Science, Physical Science Additional Assignments: Advisory Teacher, Academic Success Center, Technology Orientation Coordinator	6	☐	☐
Hawk, Matt	476415	Business: Entrepreneurship, Real Estate Career Prep	11	☐	☒
Jensen, Ashley	483642	Science: Anatomy and Physiology, Food Science, Forestry, Biology A and B, Biology of Companion Animals, Forensic Science Additional Assignments: Advisory Teacher, Academic Success Center, Professional Development Committee	10	☐	☐
Johnson-Willborg, Julie (retired)	301074	Special Education: Emotional Behavioral Disorders	2	☐	☒
Lamp, Amber	472720	Science: Physics A and B, Chemistry and Technology, Chemistry in the Body, Chemistry of Everyday Products, Chemistry and the Environment Additional Assignment: Technology Orientation Teacher	11	☐	☐

Martin, Anastasia	421826	Social Studies: World History A and B Additional Assignments: Academic Director, PD Coordinator, Relicensure Coordinator, SEL Coordinator, SIT	20	☐	☐
Mayer, Wendy	392750	Special Education: Emotional Behavioral Disorders and Learning Disabilities	1	☐	☒
Moats, JoAnn	418521	Physical Education, Health and DAPE	6	☐	☐
Parker-Riccio, Katie	493063	Academic Support Specialist: Study Skills, Advanced Study Skills Additional Assignments: SIT	2	☐	☐
Petek, Vanessa	445092	Social Studies: Popular Culture, Civics, Economics, U.S. Government Additional Assignments: Advisory Teacher, Success Manager, Star Assessment Coordinator	13	☐	☐
Quarnstrom, Tracy	349108	Executive Director, licenses in Social Studies, Principal, and Superintendent	1	☐	☐
Sherman, Monica	493090	English as a Second Language	2	☐	☐
Skalbeck, Kimberly	352210	Special Education: Learning Disabilities, Academic and Behavioral Strategist	5	☐	☐
Stanfield, Kylie	474031	World Languages: Spanish 1 A and B, Spanish 2 A and B, Spanish 3 and B, Spanish 4 A and B	10	☐	☐
Tank, Virlen	385025	Special Education: Emotional Behavior Disorders, Learning Disabilities, Autism Spectrum Disorders, Mild to Moderate Mentally Handicapped Additional Assignment: SIT	8	☐	☐
Wiechmann, Michael	468023	Arts: Media Arts, Graphic Design, Video Production, Visual Arts, Video and Soundtrack Production	11	☐	☐
Wilfahrt, Becky	373006	Language Arts: Journalism, Creative Writing, American Literature Survey A and B (11), Effective Writing Additional Assignments: Academic Support Program Developer	8.5	☒	☐
Wilfahrt, Dave	336784	Math: Algebra 2 A and B with Statistics, Precalculus A and B, Discrete Math, Quantum Computing, Intro to Artificial Intelligence, Preparing for Postsecondary Math	20	☐	☐

Williams, Paula	1004797	Social Studies: World Geography, U.S. History, Student Leadership	5	☐	☒
Yang, Lu	509648	World Languages: Advanced Chinese	4	☐	☒
Zeiszler, Shirley	417670	Special Education: Developmental disabilities and Physical and Health Disabilities	1	☐	☐
School Counselors and Social Worker					
Benson, Sarah	467914	School Counselor Additional Assignments: Advisory Teacher, GSA Advisor, SIT	8	☐	☐
Marie, Rebel	1002207	School Counselor, Wellness Support Specialist Additional Assignment: SIT	6	☐	☐
Seelen, Amanda	482893	School Social Worker Additional Assignment: Advisory Teacher, Student Leadership Council and Peer Leaders Program Advisor, SIT	9	☐	☐
Katherine Tauer	1025851	School Counselor Additional Assignments: Advisory Teacher, SIT	2	☐	☐

Teacher Retention Notes

It is noted that MNOHS saw a 81% teacher retention rate during the 2024-2025 school year and the summer after that time period. The changes in leadership at MNOHS along with new compliance measures from MDE and other sources brought some job dissatisfaction for some employees. Due to the need to retain highly qualified professionals, some employees were not offered an at-will agreement for the 25-26 school year based on MNOHS needs. It is the belief of the leadership team that we will continue to see job satisfaction with our virtual environment as we make needed changes at MNOHS.

Equitable teacher distribution

Under Minnesota's World's Best Workforce (WBWF) statute now CACR, all school districts are required to publicly report on equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

- **Effective teachers**, as defined by the state law, are meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems. At MNOHS, this means that a teacher's online courses and online teaching practice are observed two times per year by a member of our Professional Development Committee, using scoring rubrics approved by the Minnesota Department of Education. Each observed element of effective online teaching listed on the rubric is scored as Emergent, Effective or Exemplary on a 5-point scale.

To be considered effective at MNOHS, a teacher must have an average rubric score of 3 (Effective) and no element scored lower than 2 (Emergent/Effective) on the two formal observations of the school year conducted by members of the Professional Development Committee. **100% (37/37) of MNOHS teachers were rated effective in the school years 2024-2025, which means that all MNOHS students were taught by effective teachers in all MNOHS courses.**

- **Experienced teachers**, as defined by the state law, are licensed teachers who have been employed for more than three years, at MNOHS or elsewhere. In school year 2025, 97.3% (36/37) of MNOHS teachers were experienced.
-
- **In-field teachers**, as defined by state law, are licensed teachers providing instruction in their field of licensure. **In school year 2024-2025, 100% of MNOHS teachers were in-field, which means that all MNOHS students were taught by in-field teachers.**

Licensed positions and their roles and responsibilities

Online Teacher/Course Developer

The primary responsibilities of a MNOHS Online Teacher/Course Developer are:

- To prepare standards-based online lessons, assignments, and assessments in one's field of licensure.
- To instruct individual students and classes of students through an online learning management system (asynchronous) and web conferencing system (synchronous).
- To perform all related recordkeeping and reporting duties, and to communicate with students, parents and colleagues online and via phone.
- To create, through these activities, a positive online classroom environment and instructional program that fosters student success and career/college readiness in accordance with the MNOHS mission and vision.

Special Education Teacher

The Special Education Teacher provides case management and a comprehensive instructional plan for students with Individual Education Plans. The position's primary duties include program planning, due process procedures, evaluation, and general advocacy on behalf of the students in the teacher's case load. The Special Education Teacher works closely with general education teachers and the school counselors to ensure that each student's accommodations are being addressed in the general education courses and assists teachers in developing strategies for working with individual students that align with each student's IEP goals. MNOHS Special Education teachers also provide direct instruction for students to support their progress toward achieving their goals.

Academic Support Specialist

The Academic Support Specialist works with approximately 20 students who do not receive special education services but are reading significantly below grade level. In addition to providing intensive reading instruction, this person works with students one-on-one, helping them to navigate more effectively the often text-heavy mainly asynchronous online learning environment and to apply reading strategies to their high school course work.

School Counselor

A MNOHS School Counselor is a student's advocate, case manager, and liaison between the school and the student's family and community. The MNOHS School Counselor's primary responsibilities are student success and college and career planning. The MNOHS School Counselor develops a professional relationship, understands each student's needs and goals by actively reviewing a student's academic and social history and uses this relationship and knowledge to anticipate a student's transitional needs and potential obstacles to success. The School Counselor collaborates with the school administration and faculty, especially the Special Education Team and the members of the SIT, to design, implement, evaluate and refine the guidance program,

school procedures, tiered intervention system, and community events that contribute to a supportive learning community, increased student achievement and more effective post-secondary planning.

School Social Worker

The MNOHS School Social Worker promotes and enhances the school's overall academic mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. The School Social Worker significantly contributes to the development of a healthy, safe and caring environment by advancing understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success and by implementing effective intervention strategies in collaboration with the MNOHS faculty staff, particularly the SIT team. This team focuses on attendance and engagement in both large and small groups. The School Social Worker can travel to meet with students and families in person, in their communities. This person collaborates with the special education teachers to provide services to students as specified in their IEPs; and advising our Student Leadership Council, Peer Leaders Program and 9th grade class. This person also serves as our homeless liaison and helps families connect with outside resources when needed. For the school year 2024-2025 this person assisted 39 families in finding and utilizing basic needs outside resources. As a public charter school entity who enrolls families with a variety of needs this position is pivotal in ensuring that family needs are met in our virtual setting.

Wellness Support Specialist

The Wellness Support Specialist works with approximately 20 students who do not receive special education services but do have anxiety, depression and/or other mental health concerns that affect their success in high school. This person coaches students to apply anxiety reducing techniques toward making progress on their individual SMART goals and helps them to integrate therapeutic work they may be doing outside of MNOHS into their day-to-day MNOHS activities. This individual is a licensed school counselor and not a licensed mental health professional so if students need "therapy" techniques from a mental health professional we help them seek outside resources to meet their needs.

Additional Faculty/Staff Assignments

In addition to the duties listed in an employee's job description, MNOHS has created several part-time faculty/staff assignments of 0.25 FTE or less that build a comprehensive support system designed to help students and families transition to online learning and become actively involved in the school.

Academic Support Program Developer

The Academic Support Program Developer works with other faculty and staff to foster an engaged student community. The Academic Support Program Developer's primary roles are to coordinate the development and maintenance of a strong and proactive orientation system and academic enrichment workshops. MNOHS has a belief that all teachers need high quality and continuous professional development to grow as educators and best serve students.

Advisory Teacher

Advisory teachers meet weekly with their class in their MNOHS webinar room using lessons adapted by MNOHS from the University of Minnesota College Readiness Consortium's Ramp-Up to Readiness program. Advisory teachers also assess student progress in the advisory program and communicate about student academic and social needs with students, guardians, counselors, the school social worker and other members of the faculty and administrative staff.

Attendance Coordinator

The Attendance Coordinator manages systems and communications in order to receive teachers' weekly progress reports on each student in each course; compile and analyze the data received; and facilitate communication with faculty, students and parents/guardians about areas of commendation and concern.

Star Assessment Coordinators

The two Star Assessment Coordinators work closely with the District Assessment Coordinator and the Executive Director to promote student participation in nationally normed standardized testing which is required of all Minnesota charter schools, and to assist counselors and teachers in understanding and applying individual students' test results.

Professional Development Committee

The Professional Development Committee's primary role is to meet all requirements in Minnesota's Teacher Development and Evaluation (TDE) statute by implementing MNOHS' Q Comp plan. This includes: collaboratively planning faculty/staff development; conducting synchronous and asynchronous online classroom observations of each teacher; working as a group to develop and improve inter-rater reliability; coaching small professional learning groups (PLGs) in setting and reporting on classroom-based student achievement goals; developing and promoting culturally competent SEL, literacy strategies and assessment design in the online environment; and fostering the development of a professional community at MNOHS. The committee is an interdisciplinary team of seven teacher-leaders (including one school counselor) that meets synchronously online. The part-time Academic Director serves as the Professional Development Coordinator. In SY2024-2025, the PD Committee piloted new observation rubrics in alignment with the Standards of Effective Practice issued by the MN Department of Education. The results of the pilot will be integrated school-wide in SY2025-2026.

Ramp-Up Coordinator

The Ramp-Up Coordinator's primary roles are to coordinate the revision and teaching of Ramp-Up to Readiness advisory courses, to provide training and support to advisory teachers, and to facilitate communication between the advisory teachers and the SIT.

Racial Equity Team

The Racial Equity Team's primary roles are to support follow-through on individual and school-wide racial equity action plans; to foster commitment and follow-through on examining MNOHS programs, policies, procedures and outcomes through a racial equity lens; and to create and support professional development around racial equity as part of our New Faculty Training and for all MNOHS faculty and staff, ongoing. One member of the team serves as the Racial Equity Coordinator.

Social Emotional Learning (SEL) Coordinator

The SEL Coordinator's primary role is to promote social emotional learning for adults and students at MNOHS by ensuring the ongoing implementation of our school's SEL framework.

Student Leadership Council Advisor

The Student Leadership Council Advisor's primary role is to develop, coordinate, and supervise student leadership opportunities that include social activities and community service projects, including the MNOHS Peer Leader Program.

Success Manager

The two Success Managers work closely with two MNOHS counselors and the school social worker as the small group SIT to assess individual student needs; track individual student participation and progress; and to plan

and implement supportive interventions as needed. They are joined by the two ADSIS teachers, a special education teacher, the executive director and the academic director as the large group SIT, which meets weekly to discuss systemic school issues and improvements.

Survey Coordinator

The Survey Coordinator's primary role is to gather, analyze and interpret course and teacher evaluation surveys, which are administered in once or twice per quarter in all academic courses, and to work with teachers individually and in groups to discuss how to interpret the data to drive instructional improvements. The Survey Coordinator also supports the development and implementation of program-level surveys of parents/guardians and students.

Tech Orientation Coordinator

The Tech Orientation Coordinator's primary role is to facilitate the onboarding of new students by creating an easy-to-navigate online environment where they can access and practice using the technology systems on which MNOHS is built.

Professional Development

2024-2025 marked MNOHS' thirteenth year in the Q Comp program. In SY2025 100% of licensed staff (37/37) earned additional compensation by successfully completing some or all program elements facilitated by the Professional Development Committee as described above.

PLG or Professional Learning Groups at MNOHS meet every Tuesday at 1pm throughout the year. The PLG is a time to bring staff together and curriculum needs are discussed, evaluated, and analyzed at these meetings. Throughout SY2025 Professional Learning Groups focused on a variety of topics including MTSS and tiered interventions, assessment and instructional design, including the use of high-quality resources and adapting to AI. Staff also participated in a study of the Thin Book of Trust presented by our COMPASS Advocate. Topics and recordings for all meetings are available from the Executive Director.

Professional Learning

Two new licensed staff were hired in SY2025 and both completed our mainly asynchronous Teaching Online New Faculty Training, which is between 30 and 60 hours long depending on the individual's needs. As the training is updated, returning teachers are also asked to complete new or significantly revised modules. In SY2025 two new asynchronous training modules were created: one for all staff related to McKenney-Vento and support for unhoused students and another for teachers about meeting the needs of multilingual learners, specifically online.

Staff Training

In addition to the above professional learning, MNOHS supports external professional development for licensed and non-licensed staff depending on their roles, their relicensure needs, and available funds. In SY2025, six teachers attended or presented at professional conferences in their licensure fields and were supported financially in whole or in part by MNOHS Q Comp funds.

Course Observations

All licensed staff participate in course observations as described above. This year, Special Education teachers and a small group of General Education teachers piloted rubrics that incorporate the Standards of Effective

Practice. Feedback from this year will be used to refine the rubrics and process for implementation in SY2026.



Finances

In FY2025, MNOHS saw an enrollment increase once again. We ended the year with a fund balance above 35% (see Table 5 below), rebuilt from a low of 6% in FY 2013. The fund balance of the General Fund increased by \$125,697 from the prior year for an ending fund balance of \$1,495,466 on June 30, 2025. The MNOHS Executive Director continued to work closely with the school’s accountant, the Business, Operations and Technology Manager, and the MNOHS Board to monitor ten financial checkpoints per year, to seek grants and foundation funding, and to raise the school’s profile in the community. The MNOHS Board has approved a FY 2026 budget that includes deficit spending for new program development, course revisions, and enhanced support for students and families.

Fiscal year	2018	2019	2020	2021	2022	2023	2024	2025	
Fund balance	\$447,111	\$683,087	\$723,888	\$1,144,290	\$1,201,122	\$1,398,161	\$1,472,425	\$1,495,466	
% of expenditures	25.7%	34.4%	29.9%	43.2%	44.8%	46.2%	38.8%	37.0%	

Academic Program, Performance & World's Best Workforce



Academic Program, Performance & World's Best Workforce

All program elements and measurements reported in this section are consistent with 1) Minnesota Online High School's contract with Pillsbury United Communities (PUC), our charter school authorizer; 2) our Q Comp Plan for 2024-2025 and the Teacher Development and Evaluation (TDE) statute; 3) our annual World's Best Workforce plan; 4) our School Improvement Plan submitted to the Minnesota Department of Education (MDE) under the Comprehensive Support and Improvement (CSI) process and 5) actions required to maintain accreditation through Cognia and approval as an online provider of supplemental courses through the Minnesota Department of Education (MDE).

Program Highlights and New Developments

Investment in relationships, equity, and student success

As a teacher-led charter school, MNOHS has always invested in low student-teacher and student-counselor ratios. A full-time general education teacher at MNOHS works with 80-100 enrolled students (compare to 150-180 in most bricks-and-mortar high schools or 400 in many online programs associated with for-profit companies). MNOHS teachers and counselors have time to connect one-on-one with students, to develop significant learning relationships with them, and to advocate for each one's success. Low student-teacher ratios also make active learning and authentic assessment possible in MNOHS courses.

MNOHS has committed to culturally responsive teaching that considers students' learning needs in the context of social disparities. Since school year 2019, MNOHS faculty, staff and board have participated in a intensive study of racial equity and justice—with the support of consultants Marie Michael and Maria Graver of Hackman Consulting Group (SY2019), Dr. Anton Treuer (SY2021), and the Meriweather Group (SY2022)—and on our own.

We have examined our mission, policies, day-to-day practices and outcomes through a racial equity lens—taking action where needed and working to build processes and structures for ongoing accountability and for bringing new employees and students into the conversation. Most importantly we have worked toward deepening our understanding of how race and racism impact our work and students' success at MNOHS. Our school's Racial Equity Team, led by a part-time Racial Equity Coordinator, helps to make sure that the attention to equity continues—however, many individual faculty and staff members, having joined this conversation, are now committed to maintaining its momentum daily.

Because MNOHS enrolls many students who have had interruptions in their high school careers, we have been flagged as having a four-year graduation rate under 67% and referred for Comprehensive Support and Intervention, an improvement process with technical assistance originally provided by advocates from our state's Regional Centers of Excellence (RCE) and now provided through the Minnesota Department of

Education's COMPASS. School year 2025 was MNOHS's sixth year in this program and the first year of the second round. We worked closely with our Brightworks advocate, Jamie Schnack, to investigate goals and needs at MNOHS to improve graduation rates. Our new goals focus on "Tier 1"—that is, on involving all MNOHS teachers in improving the MNOHS experience and outcomes in MNOHS courses for all students.

Ramp-Up to Readiness

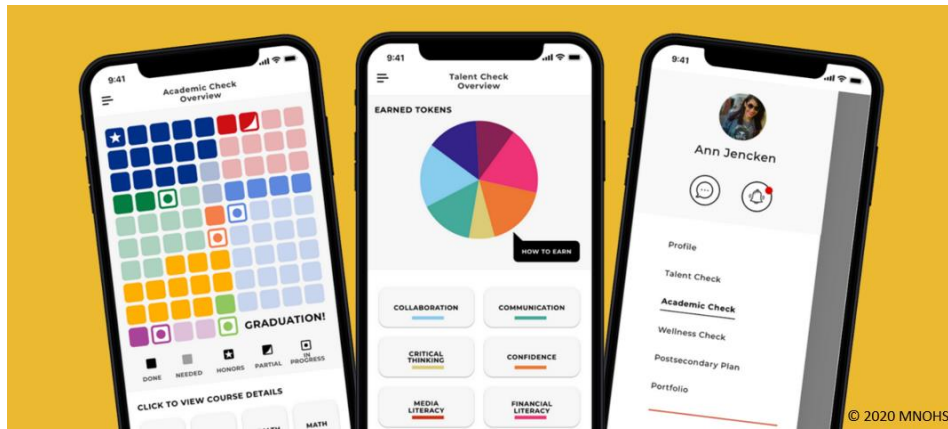
In school year 2015, MNOHS first implemented the University of Minnesota College Readiness Consortium's Ramp-Up to Readiness program. A team of MNOHS counselors, teachers, and admin staff members worked to interpret the Ramp-Up classroom activities for the online environment and to build asynchronous learning activities in our learning management system. Since that initial implementation, MNOHS staff have revised online advisory activities to improve usability, to apply feedback from students and advisory teachers about students' post-secondary planning needs and interests, and to include weekly social emotional learning (SEL) activities. MNOHS continues to use and revise Ramp Up to meet the needs of our students seeking a positive future in many college, career, and post-secondary enrollment options. Ramp Up continued to be improved during the 2024-2025 school year.

Expanded Special Education Services to Meet the Needs of all Students

As the number of MNOHS students enrolling with us as high school students with IEPs increased, so did the need to offer a broader array of services to meet these needs. Since the pandemic, MNOHS as well as most other public-school entities have seen an increase in students being evaluated later in their high school careers and needing both academic and non-academic support. In SY2025, MNOHS contracted with Indigo Education for special education director and support services, and an independent consultant for school psychologist services. MNOHS works to be innovative and creative to meet the needs of today's learners in a virtual setting whenever possible. The increased enrollment of students with IEPs has also caused MNOHS to add special education staff, adding one special education case manager for the 2024-2025 school year as well as a full time on-site special education coordinator. MNOHS is committed to offering all students of all ability levels asynchronous online learning opportunities with synchronous support as needed. The special education department at MNOHS continues to be a place of innovation and personalization with some of the smallest caseloads in the Indigo portfolio and in the world of online based on information from a SPED survey conducted through the MN K12 Online Learning Alliance in the spring of 2025.

- Development of wellness education for online teachers and students
- Creation of a part-time Community Based Learning Coordinator position (completed in SY2023) This work continued in SY25 including working with MDE to define the goals of this position further. New work for project-based learning initiatives has also begun in earnest through our career courses portfolio at MNOHS.

MNOHS works actively to find the budgetary resources, staff time and technology tools needed to maintain and deepen this commitment to our students' individual postsecondary planning needs.



Summer program for credit recovery

Since 2014, MNOHS has partnered with ISD #287 to fund a summer credit recovery program (extended time) through their Area Learning Center (ALC) for MNOHS students who are behind in credits. This allows MNOHS students to keep working in the summer with the teachers and counselors they know and trust. Summer 2024 was the 11th year of this program. Many students earned credits needed to graduate or move toward graduation. Even this small amount of credit can have a positive impact on students' academic careers. For example, students who lost only one quarter of their math credit because of illness were able to complete the year-long sequence and start again with their grade cohort in September. Also, for students who needed one credit or less to graduate were able to earn it in the summer and follow through with their post-secondary plans in September.

Curriculum, instruction, and literacy strategies

MNOHS is uncommon among K-12 online schools in that all our courses are created by the licensed Minnesota teachers who teach them. MNOHS now has more than 100 quarter- or semester-length courses designed to help all students make progress toward graduation. The MNOHS course design process, which focuses on active learning and authentic assessment, begins with each teacher determining what students will create and how they will share it with others. Our pace of new course development has slowed but not stopped. Teachers who are not developing new courses focus on improving navigation and on embedding scaffolded instruction, direct vocabulary instruction, and other activities that support disciplinary literacy.

A current listing of MNOHS courses is available on the MNOHS web site: <https://mnohs.org/course-descriptions/>. Many MNOHS courses for students working at or above grade level have an honors option, and student may elect to work toward an honors diploma or a subject-specific honors designation on their diploma. Through our Project Based Learning (PBL) program, students work with teachers to design unique standards-based learning opportunities that support their individual interests and commitments.

Universal design for learning (UDL) and improved delivery of modifications and accommodations in courses

In school year 2022 MNOHS launched Course Refresh, a school-wide campaign to improve MNOHS for all students in all courses. A part-time special education teacher on special assignment (TOSA) coached teachers, individually and in teams, to apply UDL principles to improving navigability and assessment design in courses. This teacher also identified, field tested, evaluated and disseminated improved practices for delivering course modifications and accommodations to students within our learning management system (LMS) and promoted improved use of existing and new technologies to increase access for all. This work, and the TOSA position to

support it, continued through SY2025 with a different teacher in the role whose focus continued to be on UDL and instructional design.

LMS Learning Management Systems Investigation for SY25

MNOHS utilized the educational technology working group which was comprised of curriculum leaders, SPED, and tech leaders, as well as teachers to undergo a yearlong investigation into the capabilities of Blackboard versus other LMS systems, we looked at Canvas as well as Blackboard and other programs. Due to a phase out of our current BB system we felt an urgent need to find and convert to a new LMS during the 2025-2026 school years. In May of 2025 we introduced the two final systems to staff, and they voiced a strong preference to move the Canvas LMS. That work continues in earnest for the 25-26 school years and will be reported next year for progress. MNOHS plans to fully phase into the new LMS in the fall of 2026.

ACT, Accuplacer and AP testing

MNOHS reimburses MNOHS students who take the ACT at national test centers close to their homes. Students who qualify for educational benefits receive a voucher from MNOHS to avoid the initial registration expense. In addition to coaching students through the process of registering online, MNOHS offers synchronous ACT prep sessions in math, science, and writing in our Academic Support Center in Spring Semester. In SY2025, MNOHS made practice tests available to students through our MCIS subscription. MNOHS is also an Accuplacer testing site, with proctoring offered at the MNOHS office and online. MNOHS offers three AP courses, and does not have the capacity to administer AP tests. Students who take the courses arrange to test at their resident district or other schools near their home.

MnMTSS, Student Success and Intervention Team (SIT) and ADSIS-funded supports

MNOHS builds on the strengths of the online environment to create a community school model of online learning. In our student success and intervention team (SIT), two school counselors partner with two teachers, the school social worker, a special education teacher, our wellness specialist, our reading specialist, and our math specialist to support individual students—and are joined weekly by the executive director, academic director, and special education coordinator to discuss systemic improvements.

MNOHS' tiered intervention system is designed to help students succeed as online learners throughout their "life cycle" at MNOHS—from the first minute they submit their enrollment application through their graduation day.

The Minnesota Multi-Tiered System of Supports (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

The MNOHS SIT continued to meet weekly throughout the year to refine intervention processes and to discuss individual students' needs. Resources for identifying students' needs included the Star math and reading assessments; an annual survey which asks students about their academic strengths and challenges and informs them about MNOHS resources that may be of interest to them; academic and attendance data from MNOHS and from previous schools; students' weekly "temperature checks" surveys which are administered in their advisory course; and teachers' weekly progress reports on each student.

Since SY2020, MNOHS has supported two full-time positions funded through Alternative Delivery of Special Instructional Services (ADSIS). Our ADSIS reading specialist works with students who do not receive special education services but do score below the 50th percentile on standardized reading test. Our ADSIS wellness specialist, a school counselor, works with students who do not have an IEP but do have anxiety, depression and/or other mental health concerns that affect their success in high school. Our ADSIS math specialist works with students who do not receive special education services but do score below the 50th percentile on standardized math tests. All MNOHS ADSIS teachers are active members of our school’s SIT.

Implementation of new charter school contract goals under the A-GAME collaboration

A-GAME is a grant-funded project of the National Charter School Institute, in partnership with Momentum Strategy & Research, to support charter school authorizers in measuring the quality and effectiveness of alternative education campuses. Throughout the school year 2021, MNOHS worked with the project leaders and with PUC, our charter school authorizer, to develop research- and data-based goals that are both rigorous and appropriate to our student populations. In SY2022 and SY2023, we implemented these goals, which we report on in the next section below. Throughout SY24 and into SY25 MNOHS continues to look at the goals and needs areas of working with a diverse student population that often comes to us behind on credits and experiencing school anxiety and other mental health concerns. Many of the students who come to MNOHS do not have family support to finish high school and earn an accredited high school diploma. Due to this, educators at MNOHS must work to personalize the virtual learning environment for student success. This means small class sizes, interventions, and relationship building that take time and effort. At times not all data points that are used for traditional school settings will show an upward trajectory, and this is part of what A-GAME understood. Through years of research and time working with A-GAME through a PUC collaborative it was apparent that MNOHS fully embraced the A-GAME philosophy and so that is why some of the metrics were noted in the charter agreement for MNOHS.

Through A-GAME, we developed responsive goals that take into consideration students’ levels of academic engagement. Rather than reporting on school-wide averages, MNOHS now reports on individual students in four cohorts. This change in reporting, as well as the process of assigning students to cohorts (for the purposes of reporting) allows MNOHS to better understand our strengths and weaknesses as a school and to think more specifically about individual students’ needs.

Our all-school average course completion rate decreased in school year 2023, as shown here in figure 4. Our report on responsive goals in the next section gives a more nuanced picture—and points the way to school improvement needs.



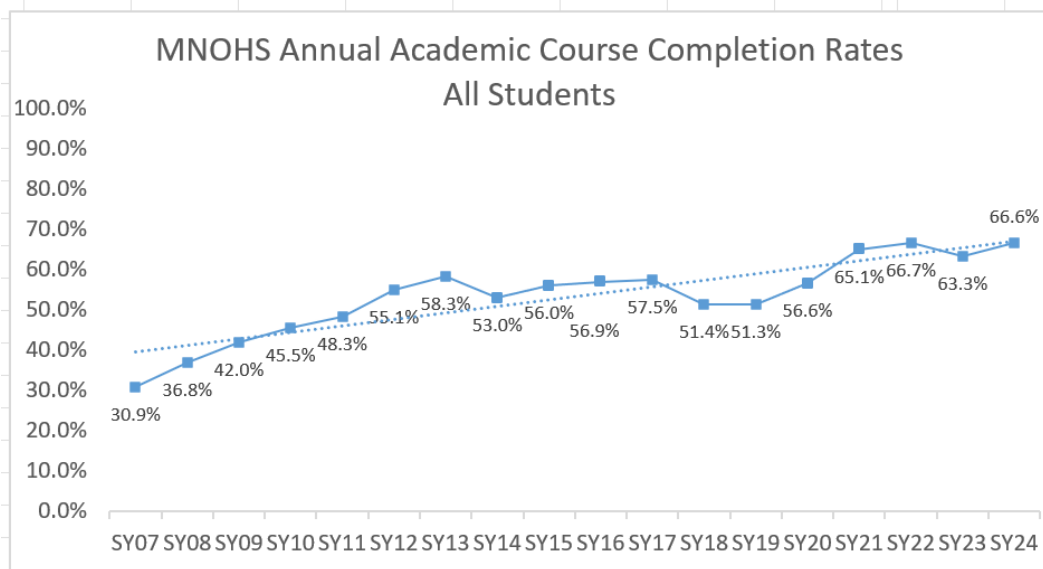


Figure 4: Average all-school course completion rate

Report on Academic Goals for SY2025

Report on Non-Academic Goals for SY 2025

Following our work with A-GAME and under our four-year contract (2024-2028) with PUC, MNOHS committed to reporting on goals. Some of these goals are aligned with MNOHS' Q Comp and WBWF plans, as noted in this section.

High School Charter Contract Goals Reporting for:

School Year: 2024-2025

ACADEMIC and NON-ACADEMIC GOALS	REPORTED PROGRESS	NOTES
1. Course Completion Goal 1: Course completion rate for students identified as Engaged or Fully Engaged a. At least 70% of Engaged and Fully Engaged students will pass at least 60% of their courses.	☐ Goal Exceeded Expectations ☒ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	MNOHS has focused on goal completion this year by improving interventions, and core curriculum needs for all students enrolled with us. This is shown in our data.

2. Course Completion Goal 2: Course completion rate for students identified as At Risk of Disengaging a. At least 70% of At Risk of Disengaging students will pass at least 50% of their courses.	☐ Goal Exceeded Expectations ☐ Goal Met Expectations ☒ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	This goal correlates to goal #1 and we will continue to fully achieve this goal for the 25-26 school year.
3. Course Completion Goal 3: Course completion rate for students identified as Partially Disengaged a. At least 70% of Partially Disengaged students will pass at least 40% of their courses.	☐ Goal Exceeded Expectations ☐ Goal Met Expectations ☒ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	We are approaching goal completion here and working with disengaged students is difficult, but we will continue to look to research based interventions. We are part of the MDE MTSS grant cohort this year as well which is providing many PD training opportunities for intervention work for MNOHS.
4. Course Completion Goal 4: Course completion rate for students identified as Fully Disengaged a. At least 70% of Fully Disengaged students will pass at least one course.	☐ Goal Exceeded Expectations ☒ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	
5. Growth Goal 1: Reading Growth to Proficiency a. At least 50% of Engaged and Fully Engaged students will either score a grade equivalent of 9.0 or will meet their annual individual growth goal in reading.	☒ Goal Exceeded Expectations ☐ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	

6. Growth Goal 2: Math Growth to Proficiency a. At least 50% of Engaged and Fully Engaged students will either score a grade equivalent of 9.0 or will meet their annual individual growth goal in math.	☒ Goal Exceeded Expectations ☐ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	
7. District Testing Participation Goal 1: Fall and Spring Participation Rates of Engaged and Fully Engaged students 90% of Engaged and Fully Engaged students will participate in fall testing and 50% will participate in spring	☐ Goal Exceeded Expectations ☐ Goal Met Expectations ☒ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	We will continue to fully achieve this goal for the 25-26 school year.
8. Engaged students only Students in grades 9-10 choosing comprehensive enrollment who are identified as Engaged or Fully Engaged, and who are enrolled at MNOHS during the fall and spring testing windows. As measured by: Participation in the Star Reading and Star Math tests or another assessment nationally normed through at least grade 10 at Exceeds Expectations: more than 90% of students participated (more than 50% in spring)	☒ Goal Exceeded Expectations ☐ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	
9. District Testing Participation Goal 2: Fall Participation Rates of At Risk of Disengaging, Partially Disengaged and Fully Disengaged students a. At least 60% of At Risk of Disengaging, Partially Disengaged and Fully Disengaged students will participate in	☒ Goal Exceeded Expectations ☐ Goal Met Expectations ☐ Goal Approached Expectations	

fall testing and 30% will participate in spring.	☐ Goal Did Not Meet Expectations	
10. Engagement Growth Goal a. At least 70% of students who are not Engaged or Fully Engaged in Q1 and who remain enrolled through Q4 will move up at least one engagement category by the end of the year. b. Goal Parameters	☐ Goal Exceeded Expectations ☐ Goal Met Expectations ☐ Goal Approached Expectations ☒ Goal Did Not Meet Expectations	We are continuing to look at ways to engage and reengage students who are not fully engaged at the high school level through various academic, mental health, and social supports.
11. One Year Graduation Rate Goal a. At least 67% of students who need few enough credits to graduate by the end of the year (including summer graduation) will do so.	☐ Goal Exceeded Expectations ☒ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	

High School Charter Contract Goals Reporting for:

School Year: 2024-2025

ACADEMIC and NON-ACADEMIC GOALS	REPORTED PROGRESS	NOTES
1. Governance Goal Board members will participate in at least six trainings per year of service—including initial asynchronous training for new members provided by MNOHS, training provided at MNOHS board meetings and workshops, trainings provided by Pillsbury United Communities, and/or trainings provided by outside organizations.	☒ Goal Exceeded Expectations ☐ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	100% compliance from initial trainings, board meeting trainings, and PUC trainings, all board members have six or more trainings and all required trainings as documented in the board training file with certificates and attendance records.

2. Finance Goal a. MNOHS will maintain a 20% fund balance for each year of the contract.	☒ Goal Exceeded Expectations ☐ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	MNOHS fund balance for the past three years has been above 25% so we exceeded the goal as noted in the parameters.
3. Operations and Leadership Goal a. MNOHS will use Microsoft tools including Excel, Power Pivot and Access to automate data processes (including disaggregation of data) needed for tracking and reporting on contract, strategic and school improvement goals (including equity and A-GAME goals).	☐ Goal Exceeded Expectations ☒ Goal Met Expectations ☐ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	Data systems and processes were in place to report on all goals as dictated by the goal and parameters.
4. Mission-Driven Goal a. MNOHS will implement working prototypes of its Academic Check and Talent Check apps in both individual and small group academic, transition and post-secondary planning.	☐ Goal Exceeded Expectations ☐ Goal Met Expectations ☒ Goal Approached Expectations ☐ Goal Did Not Meet Expectations	Both apps will be implemented in the 2nd year of the contract by June 2026 as noted in this goal and parameters. Evidence was submitted to PUC in the fall of 2025 that a new app was being utilized due to procurement issues with the Software for Good app and pricing so we will know utilize the Infinite Campus apps. Work has begun to get these in place by the end of this school year with major systems investigations and upgrades to IC.

Operational Performance



Operational Performance

As explained on page 19, MNOHS set two school improvement goals in our first round of the Comprehensive Support and Intervention process. The first of these two goals, “better supporting the transition to online learning for all students we enroll,” has pointed the way to several operational improvements. The following improvements were implemented in school year 2024

- Redesign of our student technology orientation
- Redesign of data systems to better support disaggregated reporting
- Conversion of all semester courses into two quarter-length courses to help students navigate their schedules and our learning management system (LMS) more effectively

Planned operational improvements for SY2025 include:

- MTSS systems and structures implemented with appropriate staffing
- Executive director transition to a new leadership model
- Systems analysis of virtual systems to store curriculum, analyze data, and communicate with families

Innovative Practices and Implementation



Innovative Practices and Implementation

Please see the History and Enrollment Profile and the Academic Program and Performance/World’s Best Workforce sections above and the Future Plans section below for a discussion of MNOHS program innovations.

Perhaps most notable is the continuously evolving collaborative system of instructional strategies and interdependent supports that we have put in place in order to know our students and to make online learning a positive experience for each one.

Throughout the twenty years of MNOHS existence, this virtual school paved the way for other entities to exist in MN. From being one of a handful of schools twenty years ago to being a virtual leader now among over 300 online schools in MN we have been a reputable leader in many ways. Throughout those years, MNOHS was an innovation hub from working with MDE advisory taskforces, being a founding school in for the MN K12 Online Learning Alliance, and ensuring that all accountability metrics included many student types including those who are statutorily identified as “at risk” and those behind on credits. MNOHS is truly a place of innovation

That continues today with our work on learning management systems and tackling big questions in education such as AL policies and procedures for both staff and students.

Surveys PUC

Surveys show the innovative and improvements occurring at MNOHS [Link](#)

Students continue to have a high satisfaction with MNOHS and our courses, most noted in all surveys was the individual and relationship building approaches that teachers use to engage students in our virtual environment. This continues to be from day one at MNOHS, our mission and vision, to make each and every student feel welcomed at MNOHS. Not all students will graduate, but all students will be able to grow during their time at MNOHS.

Paying attention to what students need, from a distance, and figuring out how to help them get it is the work of our school.

Future Plans



Future Plans

Additional goals for this transitional time include:

- Ensuring that staff, board, families and other MNOHS community members feel confident in the leadership transition to a new executive director
- Continuing to manage enrollments and budget, and to maintain a positive fund balance
- Continued improvement of board governance models and practices
- Continued expansion of services to all students including MTSS, 504 plans, and SPED services and continued field testing of new models of support.

Continued Implementation of Universal Design for Learning (UDL) in all MNOHS Courses

As described above, this work started in SY2022, facilitated by a part-time special education teacher on special assignment (TOSA). In SY2025, all teachers will be documenting the scope and sequence for each of their courses using a school-wide template, and reviewing their assessments and course design. This work alongside standards alignment will facilitate the transition to a new learning management system for fall 2026.

Improved Mental Health Support

Through training and innovation, MNOHS continues to recognize the need for mental health support for students in an online setting. MNOHS has a goal of planning toward a comprehensive mental health system. This work will lead to new methods to support students in academic and non-academic ways. MNOHS acknowledges that this is an area of concern for our students and families, and one that continues to grow in importance. From use of wellness courses and ADSIS funds to offering mental health options and referrals, MNOHS continues to be a leader in support for students in an online educational setting.

Improved Operational Systems

In school year 2025-2026, MNOHS will continue work on overhauling data systems to streamline and wherever possible automate reporting on our contract goals with PUC, our charter school authorizer, and on PUC's Equity Framework for high schools.

The Equity Framework is a high school performance framework aligned with PUC's values as an organization and with the assets of PUC-sponsored schools including MNOHS. The Framework celebrates MNOHS and other PUC schools' innovative, anti-racist, student-centered, and community-responsive practices, while also challenging us all to be better and do better. The Framework was developed with input from diverse community members using an appreciative inquiry approach to focus on assets (not deficits) in our students, schools, families, and communities. Each section of the Framework has performance measures that answer three questions posed by an approach called Results-Based Accountability™: (1) How much did we do? (2) How well did we do it? and (3) Is anyone better off? In SY2024, MNOHS collected new kinds of both qualitative and quantitative data than we have previously been required to report to complete the Equity Framework, and began to build the infrastructure and norms needed to do this reporting as efficiently as possible. This work on infrastructure and norms will continue in SY2025. MNOHS also has a goal to utilize this data beyond the PUC reporting and allow staff to use this data to make data-based school improvement decisions.

Student stories allow MNOHS to show our work with individual students and their successes

Students noted that MNOHS allowed them to follow their dreams and worked with them in many ways:

Summary

Many alumni expressed gratitude for MNOHS and their teachers. This occurred at the twenty-year celebration, but often MNOHS receives notes or emails from students thanking individual educators for their commitment to student success. This is one of the measures of success for MNOHS that is not able to be measured with attendance logs or test scores. Having a trusted adult believe in them and guide them in academic and non-academic success measures in the true heart and mission at MNOHS.

Here is a redacted version that shows the sentiment of many alumni.

With the help of MNOHS, I realized I can still have a normal future. I just needed to take everything at my own pace and focus on my health. They also taught me that I can focus on my health while still pursuing my passions. My teachers and counselors cared about me, but they also cared about my future into adulthood. They wanted the best for me and my future. They set me up with a future plan and the skills I needed to succeed in that plan. I owe a lot to MNOHS and thanks to them I'm now a confident adult working towards my goals and passions.

20 Year Anniversary Celebration Notation-Success Story

In the fall of 2025, we celebrated twenty years of MNOHS with a celebration zoom that brought together parents, students, staff, and alumni

A recording of that video is noted here
[MNOHS 20 Year Anniversary Celebration - Zoom](#)

This live video is a live testimonial to all the stakeholders who have been affected by MNOHS over their twenty years of existence. We encourage you to take a listen.



Learning Program and Operations

Consistent with Minnesota’s charter school statute, MNOHS exists to:

- Improve all pupil learning and all student achievement;
- Increase learning opportunities for all students;
- Encourage the use of different and innovative teaching methods;
- measure learning outcomes and create different and innovative forms of measuring outcomes;
- Establish new forms of school accountability; and
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

These purposes are reflected in our strategic plan; our accountability plan with our charter school authorizer; our school improvement plan, and in all the program innovations and commitments described above. We believe that many students do not find a high school “home” and during their high school years. We know that building relationships is important in order to assist students who have not been successful in the past in finding an educational option where they feel welcomed and valued. That is the first step to allow students to pursue a personalized educational option at MNOHS.

Being a virtual school allows for flexibility that is noted time and time again through student surveys that are administered each quarter for students and again yearly through required PUC surveys. Innovation includes the ability to work when you are ready to work in many ways with the assistance and support of MN licensed teachers in both synchronous and asynchronous means that best support students. We are breaking free of the school walls and bell schedules and allowing students to work on their own success plans, whether that be academic or non-academic in nature.

In school year 2025-2026, MNOHS will continue to work toward building community support and financial stability; streamlining administrative processes; strengthening community-based learning opportunities; implementing person-centered planning; refining course-level assessment strategy and assessment design; and growing as professionals and as an organization in order to better meet students’ learning needs. MNOHS is committed to adding their voice and views to both virtual communities and public charter school communities alike.

Authorizer and Nonprofit Status



Authorizer and Nonprofit Status

MNOHS is authorized by Pillsbury United Communities. For PUC information please contact Dr Leona Diggs and leonad@pillsburyunited.org

Minnesota Online High School is a registered 501(c)(3) tax-exempt organization and also a non-profit corporation registered with the Minnesota Secretary of State.

Specific budget and audit documents can be obtained by emailing MNOHS Business Manager is Mike Tempel at m.tempel@mail.mnohs.org

Creative Planning is MNOHS's payroll and reporting authority.

MNOHS contracts with Indigo Education for Special Education Director services and SPED consulting services coordination. Please contact Carina Abate-Wright at cabatewright@indigo.org

If you have questions about this report, please contact MNOHS Executive Director Tracy Quarnstrom at t.quarnstrom@mail.mnohs.org or at 1-800-764-8166 x103

