

**MNOHS 2017 – 2018**  
**Combined Charter School Annual Report**  
**and World’s Best Workforce (WBWF) Annual Report**  
**District 4150-07**



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### New in 2017 -2018:

- MNOHS is reaccredited by AdvancED—see pages 3-4.
- MNOHS receives a Bush Foundation School Redesign Planning Grant and launches the MNOHS Talent Squad—see page 17.
- MNOHS begins a year of racial equity training for all faculty and staff—see page 25.
- MNOHS is approved as an AmeriCorps site for 2018-2019—see page 26.

## 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 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 is known among education professionals, online students, and their families as a rigorous, student-centered and teacher-led online option. Our mission and vision statements reflect our efforts to know the students we work with, to identify their learning strengths and needs, and to provide appropriately scaffolded learning pathways so that each one can meet the challenges of a standards-based, highly interactive online high school program.

To accomplish this, **we have invested in very low student-teacher and student-counselor ratios**, relative to the state average for all high schools and to most online providers, as explained in [this blog post](#), and this [alumni magazine article](#) (PDF). 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**.

## History and Enrollment Profile

2017-2018 marked MNOHS' twelfth 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 academic program which now includes: approximately one hundred courses created by MNOHS teachers; student leadership and extracurricular opportunities such as student leadership council, an annual talent show, and a TAG Team (talented and gifted); a robust tiered intervention and academic support program; a comprehensive counseling and social work program; a collaborative professional development program for faculty; and ongoing efforts to inform and involve parents and the broader community.

In January 2013, MNOHS was accredited by the North Central Association of Colleges and Schools (AdvancED) and received four commendations. The accreditation review team noted that even one commendation is rare for a new candidate school, a small school or an online school—and MNOHS was all three!

The commendations we received are principles that continue to guide our school's growth and development:

- *Exhibits strong, shared dedication from faculty and staff to the mission and vision.*
- *Exhibits exceptional commitment to help each student succeed as an individual.*
- *Has worked to achieve a high level of trust, establishing a safe and caring environment for all.*
- *Fully committed to innovate and to provide resources to continuously improve.*

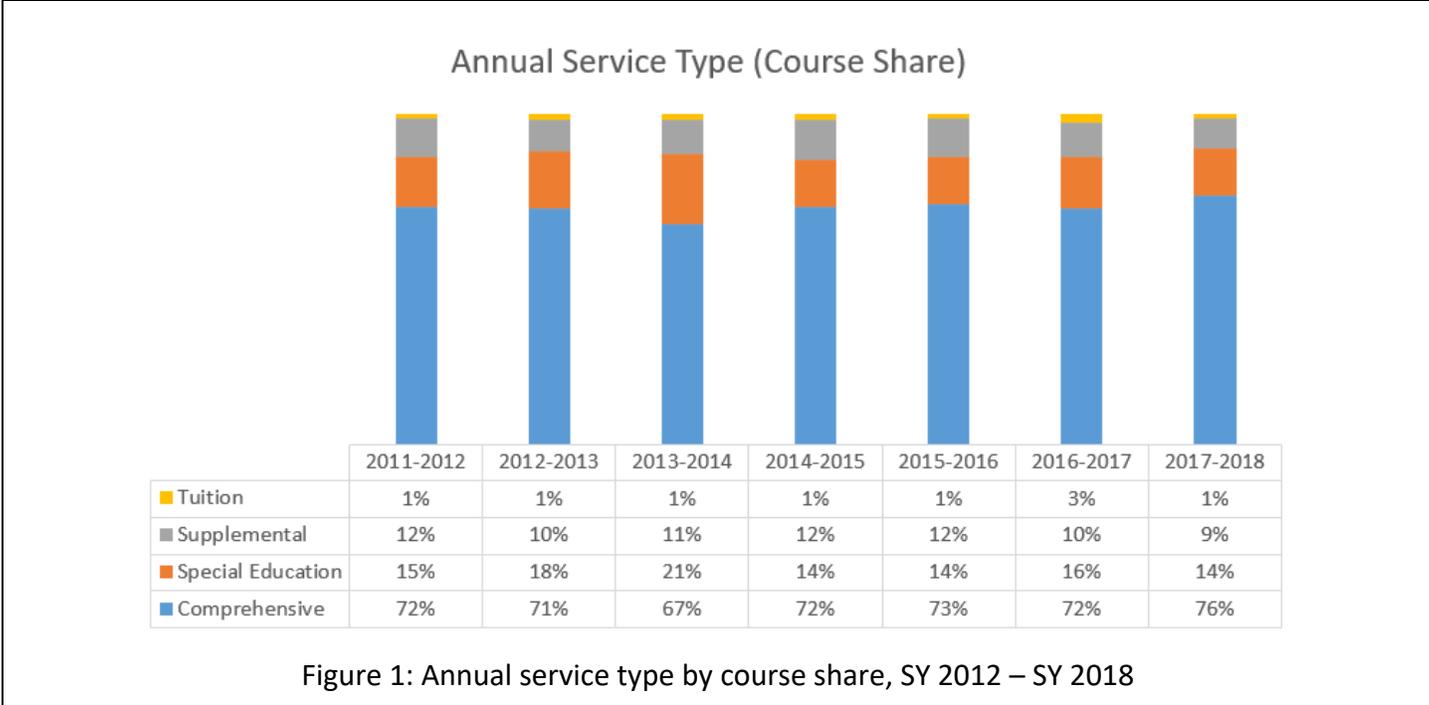
In April 2018, MNOHS successfully completed the Engagement Review process for reaccreditation through AdvancED. Again, our commitment to students was confirmed in the visiting team’s report: *MNOHS demonstrated a robust program with supports in place to continually offer individual students attention and provide opportunities for them to connect to the broader community. Leadership and staff were found to be firmly committed to student success, not only in their online program but as functional citizens of their communities. The team learned of the passion of internal and external stakeholders for the total development of learners—academically, socially and emotionally.*

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 the Online Learning Options Law, 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 or choir 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.

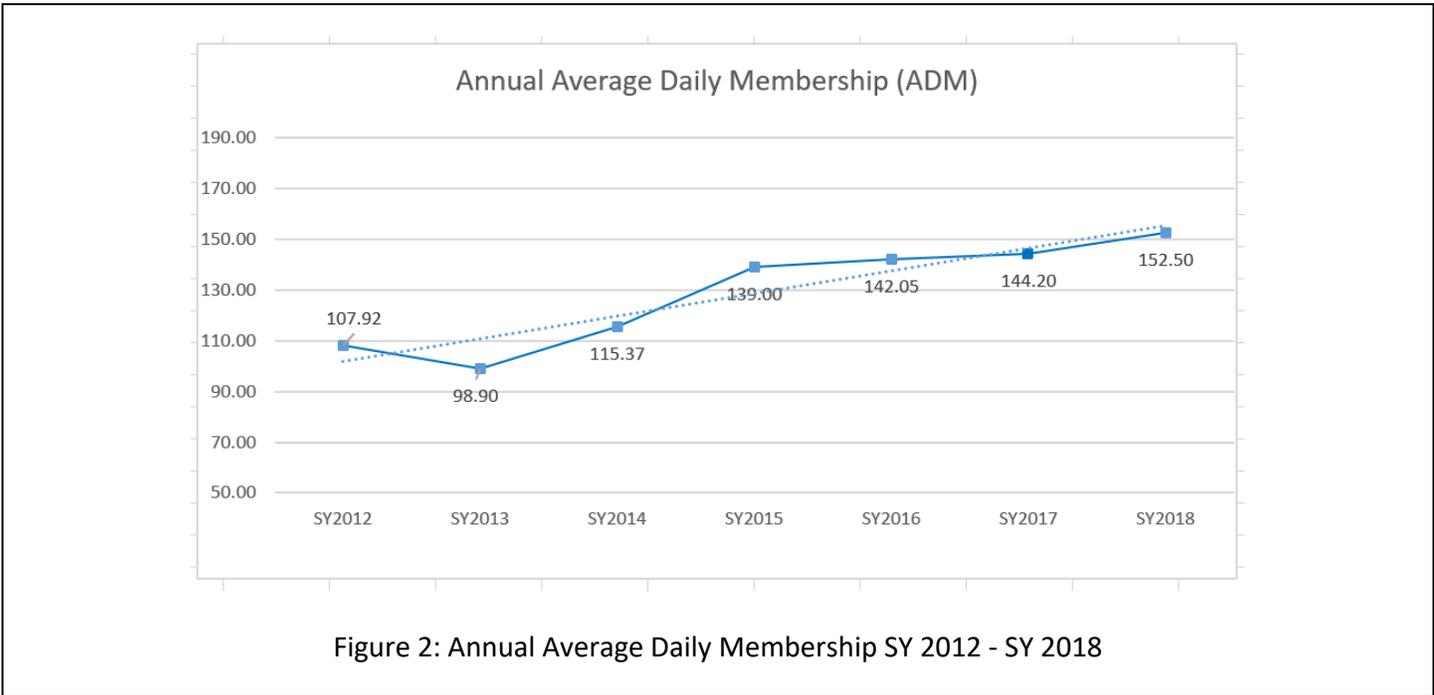
In most years, approximately 10% of MNOHS course enrollments are supplemental enrollments. Although supplemental students are relatively few, MNOHS plays a significant role in their progress toward graduation and these students play a significant role in our learning community.

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, 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 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 has climbed from 29 ADM in 2005-2006 to a high of 152.5 ADM in 2017-2018. There have been some cyclical fluctuations, as shown in Figure 2, but since 2013 growth has been steady and sustainable.



As Figure 3 below illustrates, MNOHS enrolls a disproportionate percentage of 11<sup>th</sup> and 12<sup>th</sup> graders. This illustrates MNOHS' role in providing options for students who have left school or may be on the verge of leaving. However, the proportion of 10<sup>th</sup> graders we serve has grown steadily over the past several years, and the proportion of 9<sup>th</sup> graders has increased from close to zero to a stable 10-12%.

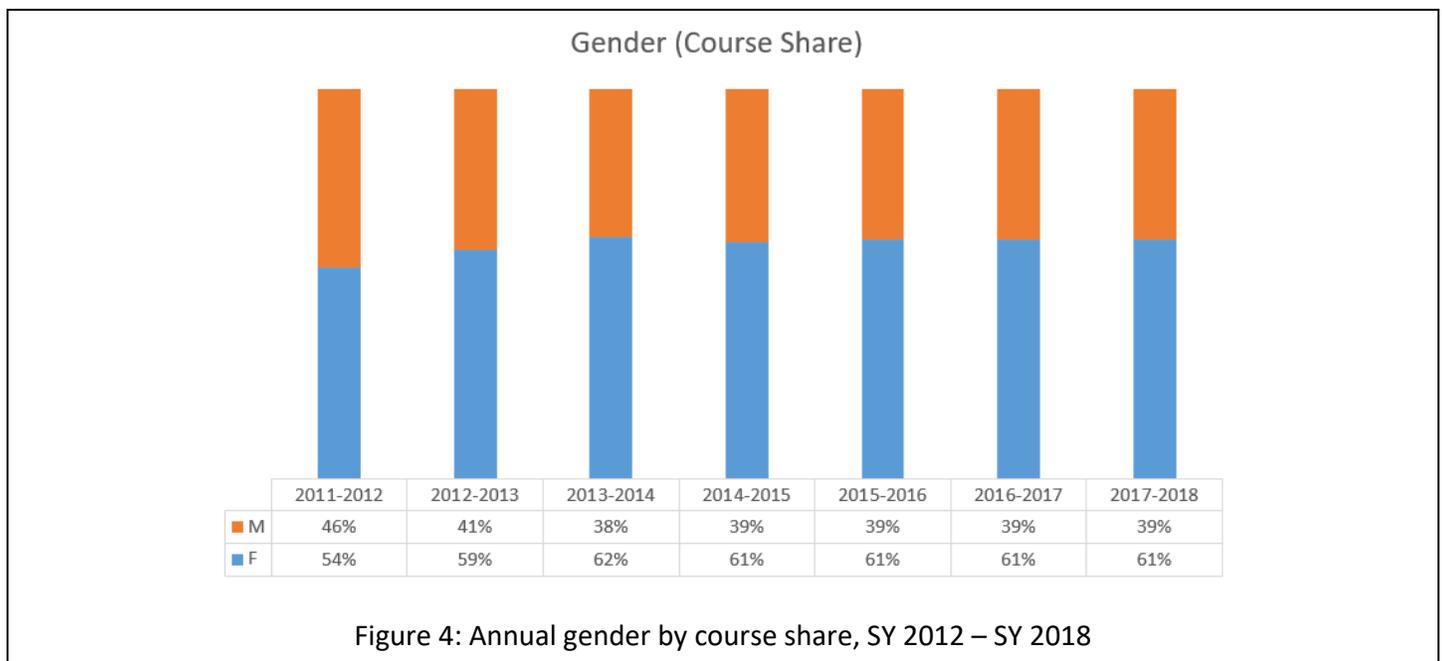
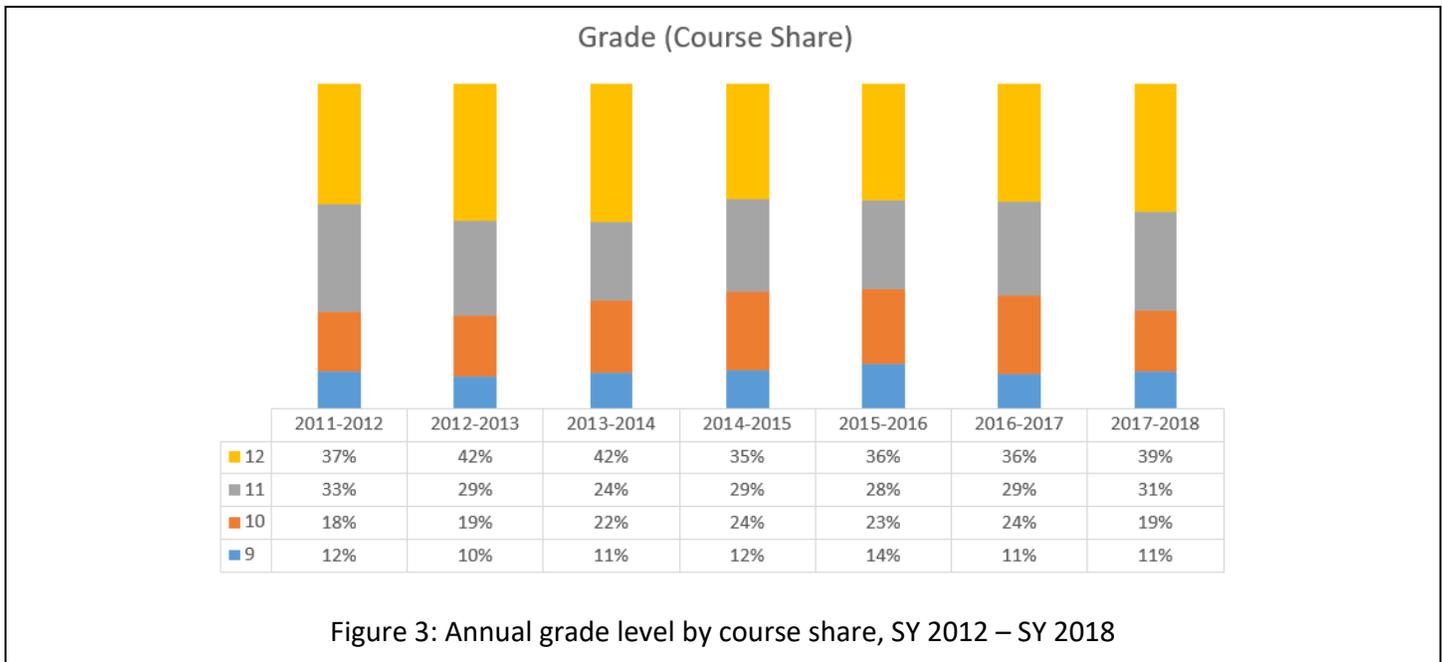
Each year, MNOHS school counselors confidentially track individual students' eligibility to participate in the Graduation Incentives Program under [MN Statute 124D.68](#). 75-85% of the MNOHS-only (comprehensive) students we serve annually meet at least one of these criteria. This includes students who 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 problems or homelessness; or who have withdrawn from school or been chronically truant. In most cases, these students were already behind in credits when they enrolled at MNOHS.

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; 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 qualify MNOHS students for our free summer credit recovery program, offered in partnership with Independent School District #287.

Historically, more female than male students have chosen MNOHS--as shown in Figure 4.



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 the time needed to recover from major surgery).

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 parental 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 at this web address:

[http://www.mnohs.org/images/Files/mnohs\\_enrollment\\_policy.pdf](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 semesters--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. 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.

MNOHS is actively working with educational partners including our charter school authorizer Pillsbury United Communities (PUC), the Minnesota Department of Education (MDE) and the Minnesota Association of Charter Schools (MACS) to develop meaningful and valid measures of our work with students.

Two measures currently required by PUC are shown in Table 1:

Table 1: PUC Attrition Measures		
Measure	Description	Value SY18
<b>Within the Year Attrition Calculation</b>	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.	90/166 = 54.2%
<b>Year to Year Attrition Calculation</b>	Number of students who left the school between the last day of previous year (2015-16) and first day of new school year (2017-18) ÷ Number of students enrolled on the last day of previous year (2016-17) = year to year attrition rate.	54/147 = 36.7%

## School Governance

MNOHS is governed by a volunteer board which under Minnesota law and 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 2017-2018 can be found in Table 2 below. Board members serve staggered three-year terms. Two new members and two incumbents were elected by MNOHS stakeholders (families, staff, and board members) on May 30, 2017. Two additional members were elected by the board in July to fill open seats for the remainder of the school year.

Initial board training is provided to all members through the MNOHS Board Course, an asynchronous online course developed by two former board presidents and our executive director. Additional full-board training sessions are provided at the MNOHS office by Brenda Kes of BerganKDV, and individual board members attend sessions offered by community organizations including the Minnesota Association of Charter Schools as their schedules allow.

Rather than creating standing board committees with board-delegated responsibilities, MNOHS organizes ad-hoc work groups in which board and staff members collaborate on time-limited projects and ongoing program evaluation.

<b>Name</b>	<b>Board Position</b>	<b>Group Affiliation (if teacher, file folder #)</b>	<b>Date Elected</b>	<b>Date Seated</b>	<b>Term Expiration</b>	<b>Initial Training</b>	<b>Training in 2015-2016</b>
Anastasia Martin	President	Teacher 421826	January 2014 Reelected 5/2016	6/28/2016	6/25/2019	Completed in 2013-2014	2/27/2018 Finance
Sarah Carsello	Treasurer	Community	May 2016	6/28/2016	6/25/2019	Completed in 2016-2017	2/27/2018 Finance
Stephanie Snidarich	Secretary	Teacher 317027	By Board 1/2012 Reelected 1/2013, 5/2016	6/28/2016	6/25/2019	Completed in 2011-2012	2/27/2018 Finance
Barbara Bridges	Member	Community	By Board 7/18/2017	9/26/2017	6/26/2018	Completed in 2017-2018	2/27/2018 Finance
Debbie Ferm	Member	Teacher 432348	May 2017	6/27/17	6/23/2020	Completed in 2017-2018	2/27/2018 Finance
Anjie Flowers	Member	Community	May 2017	6/27/17	Resigned 1/25/2018	Completed in 2017-2018	N/A
Janice Grudecki	Member	Parent	January 2015	2/24/15	Resigned 9/26/2017	Completed in 2014-2015	N/A
Denise Meyer	Member	Parent	By Board 9/2016 Reelected 5/2017	6/27/17	6/23/2020	Completed in 2016-2017	2/27/2018 Finance
Meg Riley	Member	Community	By Board 7/18/2017	9/26/2017	6/26/2018	N/A	2/27/2018 Finance

## School Leadership and Administration

MNOHS leadership and administrative staff for 2017-2018 and changes in 2018-2019 are listed in Table 3 below.

**Table 3: MNOHS Leadership and Administrative Staff SY 2018**

<b>Name</b>	<b>File Folder Number</b>	<b>Assignment</b>	<b>Years Employed by the School</b>	<b>Left During 17/18</b>	<b>Not Returning 18/19</b>
Elissa Raffa	295044	Executive Director	14	<input type="checkbox"/>	<input type="checkbox"/>
GiGi Krause	345228	Director of Special Education	1	<input type="checkbox"/>	<input type="checkbox"/>
Mike Tempel	N/A	Business, Operations, and Technology Manager	3	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Bayrd	N/A	Enrollment Specialist	6	<input type="checkbox"/>	<input type="checkbox"/>
Ashley Voss	N/A	Office Manager and District Assessment Coordinator, Student Advisor	3	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Lovely	N/A	Counseling Administrative Assistant	3	<input type="checkbox"/>	<input type="checkbox"/>

## **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.

Ms. Raffa has a B.S. in Secondary Science Education and an M.F.A. in Creative and Professional Writing, both from the University of Minnesota, and an M.Ed. in Educational Leadership from Bemidji State University. She is licensed to teach secondary physical science (physics and chemistry) and earth and space science in Minnesota, and holds a district superintendent's license as well. A founder of MNOHS, Ms. Raffa served as the school's Director of Curriculum and Teaching and Dean of Academic Programming 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 science education for the European Commission's Horizon 2020 funding program.

Ms. Raffa's complete biography, and that of other faculty and staff can be found on the MNOHS web site: <http://www.mnohs.org/faculty-and-staff>

### ***Director of Special Education***

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

### ***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 parent 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, School Manager, and Enrollment Manager and to manage the school’s HR functions. This person also served as the school’s District Assessment Coordinator in 2017-2018, coordinating the delivery of state-mandated and authorizer-mandated assessments to our geographically dispersed student body—and as a student advisor.

**Counseling Administrative Assistant**

The Counseling Administrative Assistant’s primary responsibilities are to provide administrative and clerical support to the School Counselors and student success and intervention team (SIT).

**Licensed Staff: Teachers, Counselors, and Social Worker**

Table 4: Licensed Staff SY 2018					
Name	File Folder Number	Assignment	Years Employed by the School	Left During 17/18	Not Returning 18/19
<b>Licensed General and Special Education Teachers</b>					
Allison, Christina	444408	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities, Developmental Disabilities, Career Accommodation Specialist, Autism Spectrum Disorders <b>General Education:</b> Computer Keyboarding and Technology, Teacher/Coordinator Work Based Learning	7	<input type="checkbox"/>	<input type="checkbox"/>

**Table 4: Licensed Staff SY 2018**

Name	File Folder Number	Assignment	Years Employed by the School	Left During 17/18	Not Returning 18/19
Anderson, Carianne	386203	<b>Social Studies:</b> US History A and B and Psychology	4	<input type="checkbox"/>	<input type="checkbox"/>
Breedon, Kim	368137	<b>Math:</b> Calculus A and B, Sketchpad Geometry A and B, Sketchpad Geometry Survey, Preparing for Postsecondary Math, Introduction to Computer Programming, and Applied Statistics <b>Additional Assignments:</b> Advisory Teacher, Academic Support Center, Success Manager, Attendance Coordinator, Ramp-Up Coordinator	12	<input type="checkbox"/>	<input type="checkbox"/>
Breidenbach, Lori	316723	<b>Language Arts:</b> Essential Language Arts, Myths and Legends A and B (9), English Survey A and B (12), British Literature (12), World Literature (12), and Research Learning (12) <b>Additional Assignments:</b> Academic Support Center, TAG Coordinator, Professional Development Committee	12	<input type="checkbox"/>	<input type="checkbox"/>
Dehn-Brastad, Heather	352181	<b>Math:</b> Algebra 1.5 A and B, Geometry A and B, and Algebra 2 A and B <b>Additional Assignments:</b> Academic Support Center, Survey Coordinator, Professional Development Committee	13	<input type="checkbox"/>	<input type="checkbox"/>
Ferm, Debbie	432348	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities	2.5	<input type="checkbox"/>	<input type="checkbox"/>
Fodness, Scott	217351	<b>Language Arts:</b> Genre Studies A and B, (10), and American Literature A and B (11)	12	<input type="checkbox"/>	X
Hawk, Matt	476415	<b>Special Education:</b> Emotional Behavior Disorders <b>Additional Assignments:</b> Family Coordinator, Communications Manager	4	<input type="checkbox"/>	<input type="checkbox"/>
Jensen, Ashley	483642	<b>Science:</b> Anatomy and Physiology, Food Science, Forestry, Biology A and B, and Biology of Companion Animals, <b>Additional Assignments:</b> Advisory Teacher, Academic Support Center, Professional Development Committee	3	<input type="checkbox"/>	<input type="checkbox"/>
Lai, Shu-Mai	483241	<b>Advanced Chinese</b>	2	<input type="checkbox"/>	<input type="checkbox"/>
Lamp, Amber	472720	<b>Science:</b> Chemistry A and B, Physical Science <b>Additional Assignment:</b> Advisory Teacher, Academic Support Center	3.5	<input type="checkbox"/>	<input type="checkbox"/>
Lindholm, Julie	373532	<b>English as a Second Language:</b> Study Skills, Online Learning Skills, ELL Essential Skills	7.5	<input type="checkbox"/>	<input type="checkbox"/>

**Table 4: Licensed Staff SY 2018**

Name	File Folder Number	Assignment	Years Employed by the School	Left During 17/18	Not Returning 18/19
Martin, Anastasia	421826	<b>Social Studies:</b> US History A and B, World History A and B, and World Geography <b>Additional Assignments:</b> Professional Development Coordinator, Relicensure Coordinator	13	<input type="checkbox"/>	<input type="checkbox"/>
Petek, Vanessa	445092	<b>Social Studies:</b> Popular Culture, Civics, Economics and U.S. Government <b>Additional Assignments:</b> Advisory Teacher, Student Council Coordinator, Success Manager	6.25	<input type="checkbox"/>	<input type="checkbox"/>
Reisch, Terrance	326557	<b>Career and Education Planning:</b> Career and Educational Planning, Work Skills	13	<input type="checkbox"/>	<input type="checkbox"/>
Rosenfield, Bonnie	207717	<b>Health:</b> Health Issues and Choices, Physical Education, and Advanced PE	12	<input type="checkbox"/>	<input type="checkbox"/>
Snidarich, Stephanie	317027	<b>Arts:</b> Visual Arts and Arts Appreciation	13	<input type="checkbox"/>	<input type="checkbox"/>
Stanfield, Kylie	474031	<b>World Languages:</b> Spanish 1 A and B, Spanish 2 A and B, Spanish 3 and B, and Advanced Spanish Language and Culture A and B	3	<input type="checkbox"/>	<input type="checkbox"/>
Tank, Virlen	385025	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities, Autism Spectrum Disorders, and Mild to Moderate Mentally Handicapped <b>Additional Assignment:</b> SIT	1.5	<input type="checkbox"/>	<input type="checkbox"/>
Wiechmann, Michael	468023	<b>Arts:</b> Media Arts, Graphic Design, Video Production, Video and Soundtrack Production <b>Additional Assignment:</b> Advisory Teacher	3.5	<input type="checkbox"/>	<input type="checkbox"/>
Wilfahrt, Becky	373006	<b>Language Arts:</b> Journalism, Creative Writing, American Literature Survey A and B (11), Effective Writing <b>Additional Assignments:</b> Academic Support Program Developer, Professional Development Committee, Advisory Teacher	2.5	<input type="checkbox"/>	<input type="checkbox"/>
Wilfahrt, Dave	336784	<b>Math:</b> Algebra 2 A and B with Statistics, Precalculus A and B, and Discrete Math	13	<input type="checkbox"/>	<input type="checkbox"/>
Winchell, Erin	429470	<b>Music:</b> Elements of Music, Directed Study in Music, Video and Soundtrack Production <b>Additional Assignment:</b> Technology Orientation	7.5	<input type="checkbox"/>	<input type="checkbox"/>

School Counselors and Social Worker					
Benson, Sarah	467914	School Counselor	0.75	<input type="checkbox"/>	<input type="checkbox"/>
Millard, Jen	479364	School Counselor	1.25	<input type="checkbox"/>	<input type="checkbox"/>
Seelen, Amanda	482893	School Social Worker	1.5	<input type="checkbox"/>	<input type="checkbox"/>

## Equitable teacher distribution

Under Minnesota’s World’s Best Workforce (WBWF) statute, all school districts are required to publicly report regarding 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 three 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 last two observations of the school year. **100% of MNOHS teachers were rated effective in school year 2018, which means that all MNOHS students were taught by effective teachers.**
- **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 2018, 100% of MNOHS teachers were experienced, which means that all MNOHS students were taught by experienced teachers.**
- **In-field teachers**, as defined by the state law, are licensed teachers providing instruction in their field of licensure. **In school year 2018, 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 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, following

due process procedures, evaluation, and general advocacy on behalf of the students in the Special Education 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 all teachers in developing strategies for working with a student that align with the student's IEP.

### ***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 obstacles to the student's success. The School Counselor collaborates with the school administration and faculty, especially the members of the SIT, to design, implement, evaluate and refine the guidance program, school procedures, tiered intervention system, and community events that build a supportive learning community and increase student achievement.

### ***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, in particular the SIT. The School Social Worker can travel to meet with students and families in person, in their communities. This person is also responsible for supporting students and parents who are involved in county truancy procedures; managing students' 504 Plans; and collaborating with the special education teachers to provide services to students as specified in their IEPs. This position was added in school year 2016-2017 and is partially funded by a competitive six-year Support Our Students (SOS) Grant through the Minnesota Department of Education (MDE).

## **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 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--and to promote strategies to maintain a positive school culture.

### ***Advisory Teacher***

Advisory teachers meet weekly with their class in their MNOHS webinar room using lessons adapted by MNOHS to the online learning environment 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 needs with students, parents, counselors, the school social worker and other members of the faculty and administrative staff as needed.

#### ***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.

#### ***Family Coordinator***

The Family Coordinator works with other members of the faculty and staff to foster supportive and engaged parent/guardian and alumni communities. The Family Coordinator's primary role is to 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.

#### ***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 and in implementing literacy strategies in the online environment; and fostering the development of a professional community at MNOHS. The committee is a small interdisciplinary team of teacher-leaders that meets synchronously online.

#### ***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.

#### ***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.

#### ***Success Manager***

The two Success Managers work closely with the two MNOHS counselors and the school social worker as the SIT to assess individual student needs; track individual student participation and progress; and to plan and implement supportive interventions as needed.

#### ***Survey Coordinator***

The Survey Coordinator's primary role is to gather, analyze and interpret course and teacher evaluation surveys, which are administered in Week 3 and Week 15 of 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 organizes program-level surveys of parents/guardians and students.

## Professional Development

2017-2018 marked MNOHS' fourth year in the Q Comp program. One hundred percent of licensed staff (26/26) earned additional compensation by successfully completing some or all program elements. Additionally, MNOHS supports external professional development for licensed and non-licensed staff depending on their roles, their relicensure needs, and as the budget allows. In SY2019, all staff members—licensed and non-licensed, part-time and full-time—are participating in 24 hours of racial equity training.

## Finances

In FY 2018, MNOHS continued to maintain enrollment levels and a fund balance over 25%, rebuilt from a low of 6% in FY 2013, as shown in Table 5 below. 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 and to raise the school's profile in the community. The MNOHS Board has approved a FY 2019 budget that includes new program development, course revisions, and new teaching positions.

MNOHS has received the Minnesota Department of Education School Finance Award in all years it has operated.

Fiscal year	2013	2014	2015	2016	2017	2018
ADM	99	115	139	142	144	153
Fund Balance	\$73,312	\$165,192	\$352,753	\$419,928	\$447,611	\$447,111
% Balance to expenditures	6.0%	14.2%	26.1%	27.6%	27.5%	25.7%

## Academic Program and 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 2017-2018 and the Teacher Development and Evaluation (TDE) statute; 3) our annual World's Best Workforce plan; and 4) actions required to maintain accreditation through NCA CASI (AdvancED) and approval as an online provider through the Minnesota Department of Education (MDE).

In SY 2016, PUC introduced a multi-factor Performance Framework for all schools in its portfolio. This is MNOHS' third year reporting on this framework in addition to the academic and non-academic contract goals detailed below.

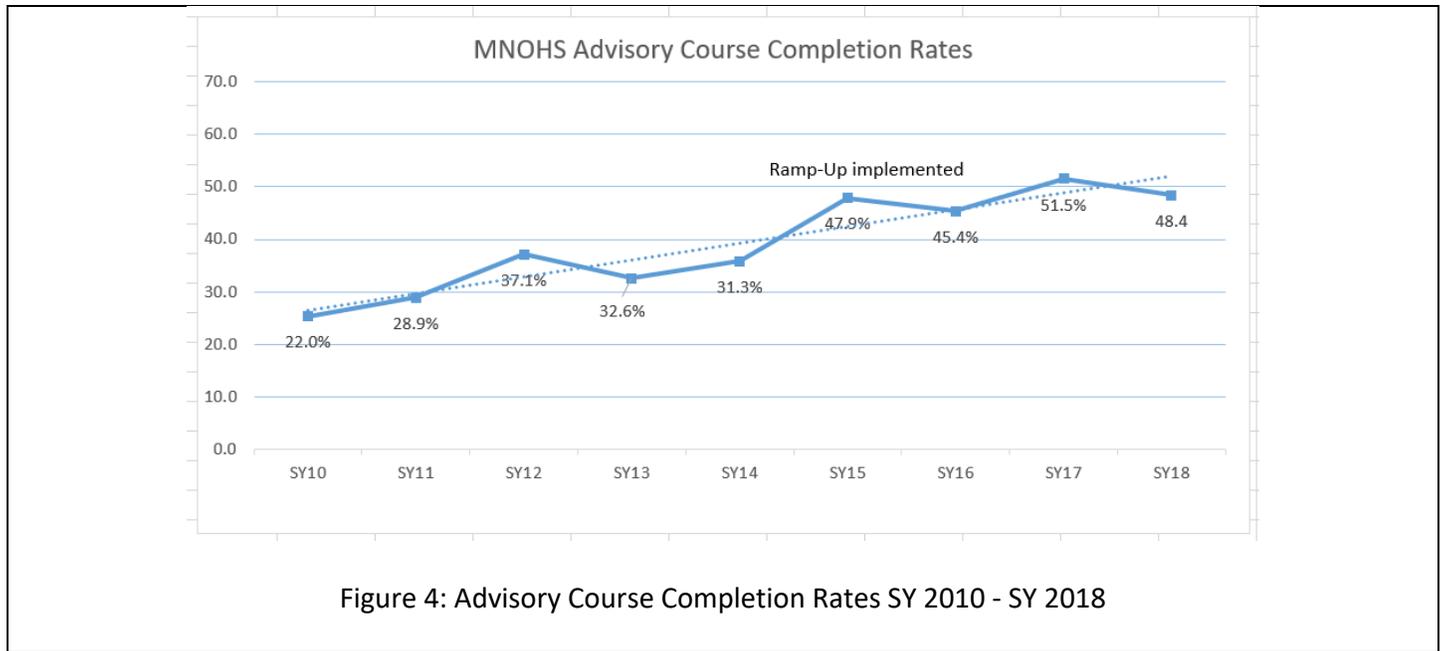
## Program Highlights and New Developments

### *Ramp-Up to Readiness*

In 2014, MNOHS was accepted to participate in the University of Minnesota College Readiness Consortium's Ramp-Up to Readiness program, and in a national research study of the program's effectiveness.

Implementation began in the summer of 2014 when 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 and to apply feedback from students and advisory teachers about student needs and interests.

As shown in Figure 4 below, the introduction of Ramp-Up resulted in a marked increase in students completing advisory credits, which are graded on a P/NC basis and often treated as optional when students prioritize their time commitments.



***Bush Foundation School Redesign Planning Grant and MNOHS Talent Squad***

In April 2017, MNOHS began participating in the Bush Foundation / 2Revolutions School Redesign process. A broad cross section of MNOHS faculty and staff attended in-person meetings sponsored by the Bush Foundation in Saint Paul; solicited input from students, families, and the remainder of the faculty and staff; and began discussing our shared vision for a “dream MNOHS.” Five members of the MNOHS team participated in the two-day School Redesign Institute in July 2017 to hammer out a preliminary redesign plan and funding proposal. Ten faculty and staff members met weekly in August and September to refine the plan in time for the October 1 funding proposal deadline.

In December 2017, MNOHS was awarded a \$25,000 planning grant from the Bush foundation to keep working on our school redesign. Since then all faculty and staff participated in developing plans for the MNOHS Talent Squad. Since June 2018, we have shared our Talent Squad plans with funders and workforce development experts and have moved forward on parts of the plan as staffing has allowed.

At the center of the MNOHS Talent Squad is person-centered planning for all. Each comprehensive student will work one-on-one with a counselor or IEP manager to make a transition plan outlining what their life will look like after high school, how MNOHS is relevant to helping them achieve that life, and key resources in their

home communities and beyond. We expect that this will shape each student's time at MNOHS—whether one semester, four full years, or something in between. In particular, we envision that students who are graduating from high school later than expected will shift their focus from credit deficiencies to available opportunities in order to reengage and use their time at MNOHS in a way that is meaningful and valuable to them.

Specific facets of the MNOHS Talent Squad include:

- Implementation of a competency-based co-curricular transcript
- Development of wellness education for online teachers and students
- Development of an interactive web-based tool that houses and visually represents a student's profile; transition and wellness plans; credit history and other academic data; co-curricular transcript; and an optional outward-facing portfolio
- Development of certificates and micro credentials that students can earn online from MNOHS while earning high school credit, and that will increase the degree to which they can self-finance their post-secondary plans
- Procedures and staffing to efficiently support service-, community- and/or work-based learning for geographically dispersed students
- Mentoring and support for MNOHS alumni through their first year of college or a career pathway.

MNOHS is committed to finding the budgetary resources, staff time and technology tools needed to manage this new and deeper commitment to students' individual postsecondary planning needs.

#### ***Funded Summer Program for Credit Recovery***

Since 2014, MNOHS has partnered with Independent School District 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 2017, at the start of the 2017-2018 school year, was the fourth year of this program. 41 students earned at least a quarter credit. Even this small amount of credit can have a positive impact on students' academic careers. For example, students who had lost only one quarter of math because of childbirth or illness were able to complete the year-long sequence and start again with their grade cohort in September, and those 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.

#### ***Restorative practices***

Since school year 2015-2016, MNOHS SIT members has examined the team's work as educators through a restorative lens. This led to an intensive review of existing practices, especially communication with students and families about non-attendance and truancy, to implement restorative language and practices and to improve school climate. Our ongoing goal is to make school and schooling a more positive an experience for students and families than it has been in the past. Key members of the MNOHS faculty and staff have attended restorative practices training sessions sponsored by MDE and the Minnesota Legal Rights Center in order to keep building our knowledge in this area.

#### ***Curriculum, instruction, and literacy strategies***

MNOHS is unique among K-12 online schools in that all our courses are created by the licensed Minnesota teachers who teach them. MNOHS now has approximately 100 semester 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 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: <http://www.mnohs.org/courses>. MNOHS has also instituted directed study opportunities in music, visual arts, physical education, and the core content areas so students can work with teachers to design unique standards-based learning opportunities that support their individual interests and commitments.

### ***Academic Support Program and Competency-Based Learning***

In MNOHS' competency-based academic enrichment workshop program, students earn badges for completing workshops and can earn 0.125 credit for completing five badges—tech orientation plus any four others. Content area teachers and counselors assign students to complete a badge based on individual needs or as scaffolding for course projects. Current workshops include: Time Management; Speaking and Listening; Information Literacy; The Art of Argument; The Art of Online Discussion; News Literacy; Digital Living; and Graphing Greatness (required for MNOHS physical science courses). New workshops are being planned; some will be co-designed by students and teachers.

### **Report on Academic Goals**

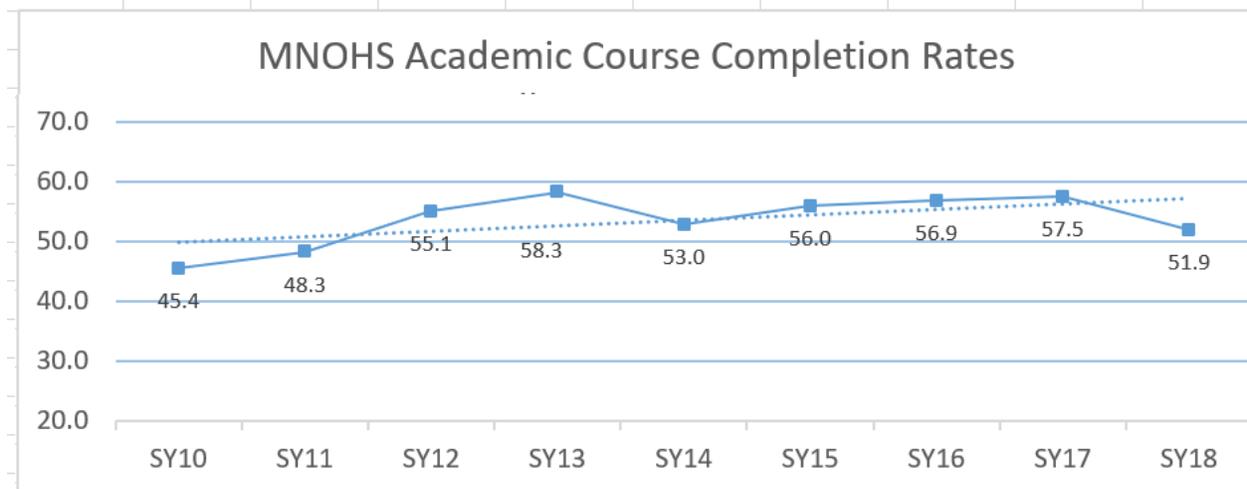
Under our five-year contract (2014-2019) with Pillsbury United Communities, our charter school authorizer, MNOHS is obligated to report on four academic goals. Some of these goals are aligned with MNOHS' Q Comp and WBWF plans, as noted below.

#### **Student Academic Goal #1, Improve our course completion rate:**

Academic courses completed with a passing grade (P, D- or better) will increase 3-5% annually during the contract term, using a baseline of 53% for SY 2014. Academic course enrollments are tallied after the officially posted MNOHS quarterly drop/add date. Course completions are tallied after the grading window closes at the end of each quarter.

**Result: Goal not met in SY2018.** Course completion increased in the first three years of the contract term but decreased in school year 2018. It's possible that school counselor staffing changes and the addition of the school social worker position have sped up the time in which some families recognize that online learning is not working for them as they had imagined and have left MNOHS sooner than in previous years. This is consistent with a higher than ever student attrition rate, reported on page 7 above.

This goal was aligned with MNOHS' WBWF Plan.



**Student Academic Goal #2, Improve our average grade awarded in completed courses:**

The average of all weighted passing letter grades (D or better) awarded quarterly in academic courses will increase annually from the SY 2014 value of 2.71 and will reach 2.90 by the end of the contract term.

**Result: Goal not met in SY2018.** This indicator increased for the first two years of the contract term—to 2.74 in SY2015 and 2.81 in SY2016. For the next two years, it decreased—to 2.80 and 2.76.

**Student Academic Goal #3, Nationally-normed academic performance in reading:**

The percent of all comprehensive MNOHS students in grades 9 and 10 who meet or exceed their fall to spring individual growth targets on the Performance Series reading test will increase by 2 percentage points annually, using a baseline of 50% for SY 2014.

**Result: Goal met in 2018.** 88.9% (8/9) tested at a level that shows they met their growth goals—however, the testing cohort size and participation rate both decreased.

This goal was aligned with MNOHS' WBWF and Q Comp plans.

#### **Student Academic Goal #4, Nationally-normed academic performance in math:**

The percent of all comprehensive MNOHS students in grades 9 and 10 who meet or exceed their fall to spring individual growth targets on the Performance Series math test will increase by 2 percentage points annually, using a baseline of 50% for SY 2015.

**Result: Goal not met.** This indicator decreased to 47.6% (10/21) in SY 2015, increased to 55% (11/20) in SY 2016, dropped to 41.2% (7/17) in SY 2017, and increased again to 45.5% (5/11) in SY 2018. Each year, MNOHS makes every effort to get students to take the test and do their best. However, because the stakes are low for students (for example, no test is required for graduation), many do not follow through.

This goal was aligned with MNOHS' WBWF and Q Comp plans.

### **Report on Non-Academic Goals**

Under our five-year contract (2014-2019) with Pillsbury United Communities, our charter school authorizer, MNOHS is obligated to report on nine non-academic goals as outlined in this section.

**Non-Academic Goal #1, Measures of student and organizational success:** MNOHS will work internally and with community partners to find or develop, implement, and evaluate new measures of student and organizational success that are aligned with the school mission and are statistically appropriate for a small school with a highly mobile population. These may include, for example, measures of student retention; student academic achievement; post-secondary readiness; or perseverance.

**Result: Goal met.** During the contract term, MNOHS has:

- Created two part-time faculty positions and reorganized administrative staff positions to support this work (SY2015, SY2018)
- Implemented a data system to confidentially track individual students' eligibility to participate in the Graduation Incentives Program under MN Statute 124D.68 (SY2015)
- Met with program evaluation expert Michael Q. Patton to discuss approaches to evaluating our work (SY2016)
- Implemented several new data tracking systems and processes to gather the data required for PUC's Performance Framework, for reporting on our accountability plan, and to prepare for reaccreditation (SY2016)
- Administered Search Institute's Developmental Assets Profile (DAP), an anonymous student survey, in the fall and spring of the past three school years—and organized several meetings with MNOHS and PUC staff to discuss how to interpret the data
- In SY2019, switched from administering the DAP to the Student Engagement Instrument (SEI), developed by the University of MN, and used by AmeriCorps

- Worked on defining and implementing measures of student retention, and on defining our own achievement gaps (SY2018, SY2019)
- Streamlined our survey process, especially our student evaluations of courses and teachers, to make better and more timely use of perception data (SY2017)
- Continued to refine our weekly Starfish progress reporting process for teachers
- Received a Minnesota Association of Charter Schools (MACS) Innovation Award in the category of New Forms of Accountability for the work described in this section
- In SY2018, began working with an advocate from the Regional Centers of Excellence on a data-based comprehensive needs assessment

**Non-Academic Goal #2, Learning community and student recognition:** By the end of the contract term, MNOHS will develop and implement three new ways to further build a learning community among students and to recognize student academic achievement, school involvement, and/or leadership consistent with the school's mission and vision.

**Result: Goal met.** During the contract term, MNOHS has:

- Collected kudos data from teachers about students who have submitted high-quality work and/or who have shown notable improvement each week, and developed positive interventions including letters home and profiles in our weekly student news bulletin to recognize when and where students are doing well
- Changed the Student of the Semester award (twice annually) to Student of the Quarter and Student of the Summer (five times annually) and used profiles of these students and comments about them from their teachers in weekly announcements throughout the following quarter
- Received a 2016 Promising Practices Award from Minnesota's Synergy and Leadership Exchange for our increased to commitment student recognition
- In SY2018, offered occasional Wellness Wednesday webinars for students, organized by our school social worker, including one on gun violence
- Supported the MNOHS Student Leadership Council's online social and service projects
- Increased student attendance at voluntary quarterly online kick-off meetings, from under 10 students to over 20

**Non-Academic Goal #3, Community-based and dual-credit learning opportunities:** By the end of the contract term, MNOHS will develop and implement two sustainable opportunities for students to earn credit through internships or other community-based learning experiences and/or through dual-credit options other than PSEO.

**Result: Goal met.** In SY2016 and SY2017, MNOHS added:

- a Work Experience course which allows students to earn credit through a job and to connect what they are learning on the job to their postsecondary plans
- a semester-long Student Leadership course, which allows students to earn credit while exploring service learning opportunities in their school and geographic communities

- the quarter-length Intro to Mouse Squad which teaches tech and collaboration skills and allows students to earn a basic tech support credential

During the contract term, we have also expanded the MNOHS Directed Study option, under which students can work with a teacher to design learning projects that are grounded in the students' interests and communities while also meeting the Minnesota Academic Standards in the teacher's area of licensure.

Since April 2017, as participants in the Bush Foundation School Redesign Institute, MNOHS has been planning and seeking funding for the MNOHS Talent Squad. One important facet of this new program will allow MNOHS students to earn certificates and credentials online as part of their high school graduation requirements.

**Non-Academic Goal #4, Family engagement:** By the end of the contract term, MNOHS will develop and implement three new ways to further build family engagement with the learning process and with the school community.

**Result: Goal met.** During the contract term, MNOHS has:

- Improved the navigation and instructions for parents/guardians to observe their students' progress and to access information about MNOHS
- Increased average parent/guardian participation in quarterly meetings from a low of 2 to a high of 30.
- Increased average parent/guardian participation in annual surveys from a low of 5 to a high of 26, through improved outreach and better technology
- Improved the regularity and readability of the family newsletter, and coordination of important time-sensitive messages to parents/guardians
- Combined the former parent handbook and student handbook into one handbook with special sections for parents/guardians

**Non-Academic Goal #5, Board development and succession:** By January 2017, MNOHS will increase the size of its board from seven to nine members, will fill all seats and will create and implement a sustainable board development and succession plan.

**Result: Goal met.** During the contract term MNOHS has:

- Changed its bylaws, through a board vote, to increase the number of board positions from seven to nine. All board positions are currently filled.
- Transferred all board policies to the new MNOHS SharePoint site, and established a three-year review cycle
- Revised and annually updated our online board training course so it is always ready for incoming board members, and a valuable resource for all board members
- Developed new annual processes to set board goals and to evaluate the work of the board
- Implemented new technology to better support meaningful communication between board members attending meetings online and those attending at the MNOHS office

**Non-Academic Goal #6, Growth plan:** By January 2015, MNOHS will create a growth plan, based on cost accounting, that balances the need to replenish the fund balance and the need to staff appropriately for increasing enrollments.

**Result: Goal met.** In SY2015, the board treasurer and executive director worked out an approach to budgeting and financial tracking that has enabled MNOHS to:

- Stabilize financially, rebuild the fund balance and add to it annually
- Convert six part-time adjunct teaching positions to full-time salaried positions
- Add part-time staff as needed to keep enrollments low
- Share the cost of medical and dental benefits for the dependent children of all employees who qualify for benefits

**Non-Academic Goal #7, Fund balance:** By the end of the contract term, MNOHS will achieve and maintain at least 20% of the school's general fund operating budget, including those accounts associated with the restricted category, in the combined total of the general fund Committed, Assigned and Unassigned fund balances.

**Result: Goal met.** MNOHS has sustained a fund balance greater than 20% since the end of FY 2015.

**Non-Academic Goal #8, Operational Effectiveness:** By the end of the contract term, MNOHS will design and implement 3-5 infrastructure improvements that will increase operational efficiency in order to reduce the workload of the administrative staff and to serve students better.

**Result: Goal met.** During the contract term, MNOHS has:

- Implemented a student virtual desktop, which simplified the technology orientation process and decreased the number of tech support requests from students
- Implemented a new enrollment tool and process, integrated with Infinite Campus (our student information system), which makes the enrollment process easier for families to understand and allows us to streamline admin workflow even as enrollments grow
- Rebuilt and improved our data handling systems in Excel, PowerPivot and Survey Monkey to improve administrative workflow and to more easily answer questions about how well we are serving students
- Implemented a new credit check in Excel, which streamlines and simplifies counselor communication with students and families about their progress toward graduation. We are currently seeking funding, as part of the MNOHS Talent Squad project, to build this as a web tool that fully integrates and automatically updates with data from Infinite Campus.
- Reduced administrative staff positions from 5.0 to 4.5 FTE, while managing a 32% increase in enrollments

**Non-Academic Goal #9, Leadership succession plan:** By January 2017, the MNOHS board will develop and implement a plan for coverage and succession should the Executive Director leave or suddenly become incapacitated.

**Result: Goal met.** A board/staff ad hoc succession planning committee met throughout SY 2017 to draft the plan, which was approved by the MNOHS Board in its October 2017 meeting.

## Operational Performance

As explained under Non-Academic Goal #8 above, MNOHS has worked on improving our procedures for surveying students and families anonymously about their school experience, in order to increase participation rates. Parent/guardian participation tripled in one year from about 5% to 16% and in school year 2018 student participation reached 20.9%. We continue to work toward our authorizer's goal of 30% participation.

## 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 most 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. This was also noted in the comments we received from the AdvancED team that conducted our accreditation site visit, quoted on page 4 above.

## Future Plans

### *Racial Equity Training for all faculty and staff*

Beginning in June 2018, all MNOHS faculty and staff are participating in a full-year of racial equity and justice training, led by Marie Michael and Maria Graver of Hackman Consulting Group. This includes 24 hours of contact with the trainers—in person, synchronously online and asynchronously online—plus additional hours for assigned reading, reflective writing, and small group discussion with assigned accountability partners. The focus of the training is on understanding how race and racism impact our work and students' success at MNOHS.

### *ACT and Accuplacer Testing*

In school year 2017-2018, MNOHS continued to reimburse MNOHS students who took the ACT at national test centers close to their homes. Students who qualify for educational benefits received 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. MNOHS is also an Accuplacer testing site. Students who prefer to take the Accuplacer can do so in person at the MNOHS office, or MNOHS staff can bring the test to a public site close to

the student's home. In school year 2018-2019, MNOHS is working on a new video explaining to students the value of the ACT and similar tests, especially for students who do not yet have clear post-secondary plans.

### ***Student Intervention Team (SIT) and the AmeriCorps Promise Fellows Program***

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, our two school counselors partner with two classroom teachers, the school social worker and a special education teacher to support individual students, and are joined weekly by the executive director to discuss systemic improvements.

MNOHS' tiered intervention system is designed to help students succeed as online learners throughout their "life cycle" at MNOHS—that is, from the first minute they submit their enrollment application through their graduation day. In school year 2017-2018, the MNOHS SIT continued to meet weekly to refine the intervention process and to discuss individual students' needs. Tools for identifying students' needs include the Scantron Performance Series math and reading assessments; a non-anonymous needs survey which asks students about their academic strengths and challenges and informs them about MNOHS resources that may be of interest to them; and teachers' weekly progress reports on each student.

In March 2018, MNOHS made a successful application to the Minnesota Alliance with Youth to add an AmeriCorps Promise Fellow, a full-time year-round position, to the SIT. This person will work with a group of 30 students who are struggling with school and who can benefit from specific interventions.

## **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 pupils;
- 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](#); in our accountability plan with our charter school authorizer; and in all the program innovations and commitments described above.

In school year 2018-2019, MNOHS will continue to work toward building community support and financial stability; streamlining administrative processes; strengthening community-based learning opportunities; implementing person-centered planning; and growing as professionals and as an organization in order to better meet students' learning needs.

## Authorizer and Non-Profit Status

MNOHS is authorized by Pillsbury United Communities. The authorizer's charter school liaison is Larry McKenzie: [McKenzieL@puc-mn.org](mailto:McKenzieL@puc-mn.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:  
<http://www.ag.state.mn.us/Charity/SearchResults.asp?FederalID=201909377>