



SMALL CLASSES  
CREATIVE TEACHING  
CONNECTED LEARNING

MNOHS 2020-2021  
Combined Charter School Annual Report  
and World's Best Workforce (WBWF) Annual Report  
**District 4150-07**

**Made for you!**



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<b>New in 2020-21</b>				
<ul style="list-style-type: none"><li>• MNOHS is awarded the MDE SEL Communities of Practice Grant, participates in the Metro Region SEL cohort and implements school-wide SEL practices for adults and students—see pages 23</li><li>• MNOHS wins a SEL in Action award from the NoVo Foundation—see page 23</li><li>• The MNOHS Peer Leaders Program wins a Promising Practices Award from Minnesota’s Synergy and Leadership Exchange—see page 17</li><li>• MNOHS welcomes our first cohort of practicum and student teachers—see page 23</li><li>• MNOHS faculty and staff and our Authorizer, PUC, develop alternative school goals in A-GAME Project—see page 29</li><li>• MNOHS faculty define and create career and graduation pathways for students in our Talent Squad initiative—see page 21</li></ul>				

**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 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.**

### Small Classes

**We have time for students!** As a non-profit, teacher-led community school, Minnesota Online High School has invested in a very low student-teacher and student-counselor ratios. We do this so students can get the attention they need. Compare our student-teacher ratio (10.5 to 1) to the Minnesota average (16 to 1) or to other models of “virtual” learning (60 to 1, or worse).

- [How is MNOHS different?](#)
- [Collaborative to the Core – U of MN alumni magazine](#) (PDF)

### 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 teaching it. 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. Students have opportunities to revise and resubmit their work in response to teacher feedback.

### 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 a number of school clubs and a peer leadership program. Our flexible learning pathways give students the opportunity to earn credit for out-of-school learning, and our college and career resources support them as they blaze their own paths towards a bright future.

## History and Enrollment Profile



2020-2021 marked MNOHS' fifteenth 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 130 courses created by MNOHS teachers; opportunities to earn credit through project based learning and work experience; extracurricular opportunities such as Student Leadership Council, Gender Sexuality Alliance (GSA), Peer Leaders Program, book club; and a TAG Team (talented and gifted); 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 inform and involve parents/guardians 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.*

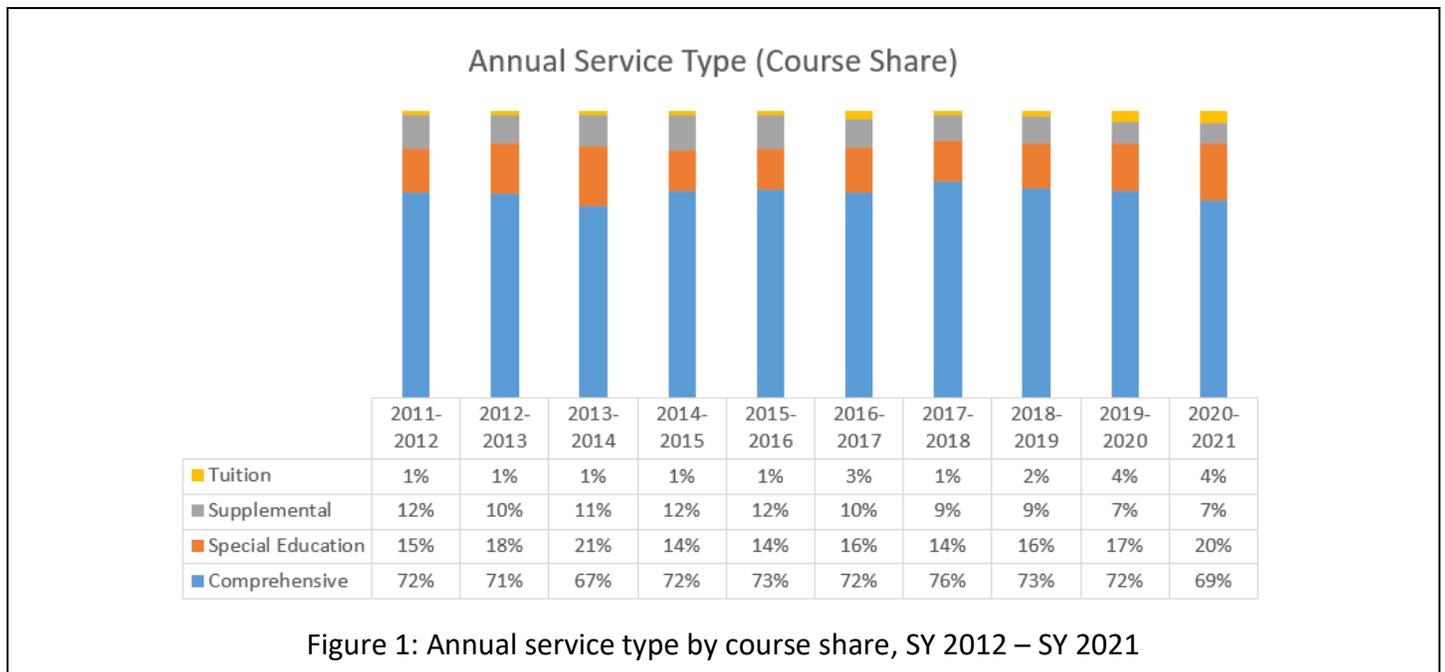
In April 2018, MNOHS successfully completed the Engagement Review process for reaccreditation through AdvancED. Again, our commitment to students was confirmed in the visiting team's report: *MNOHS demonstrated a robust program with supports in place to continually offer individual students attention 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, 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% of MNOHS course enrollments were supplemental enrollments; this share decreased somewhat since the start of Covid. 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 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 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 39 ADM in 2005-2006 to a high of 202.5 ADM in 2019-2020. There have been some fluctuations, as shown in Figure 2, but since 2013 growth was steady and sustainable until the start of Covid. ADM dipped about 10% in school year 2021, but seem to be rising again.

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 a positive trend line, and the proportion of 9<sup>th</sup> graders has increased from close to zero when MNOHS first opened to a stable 10-15%.

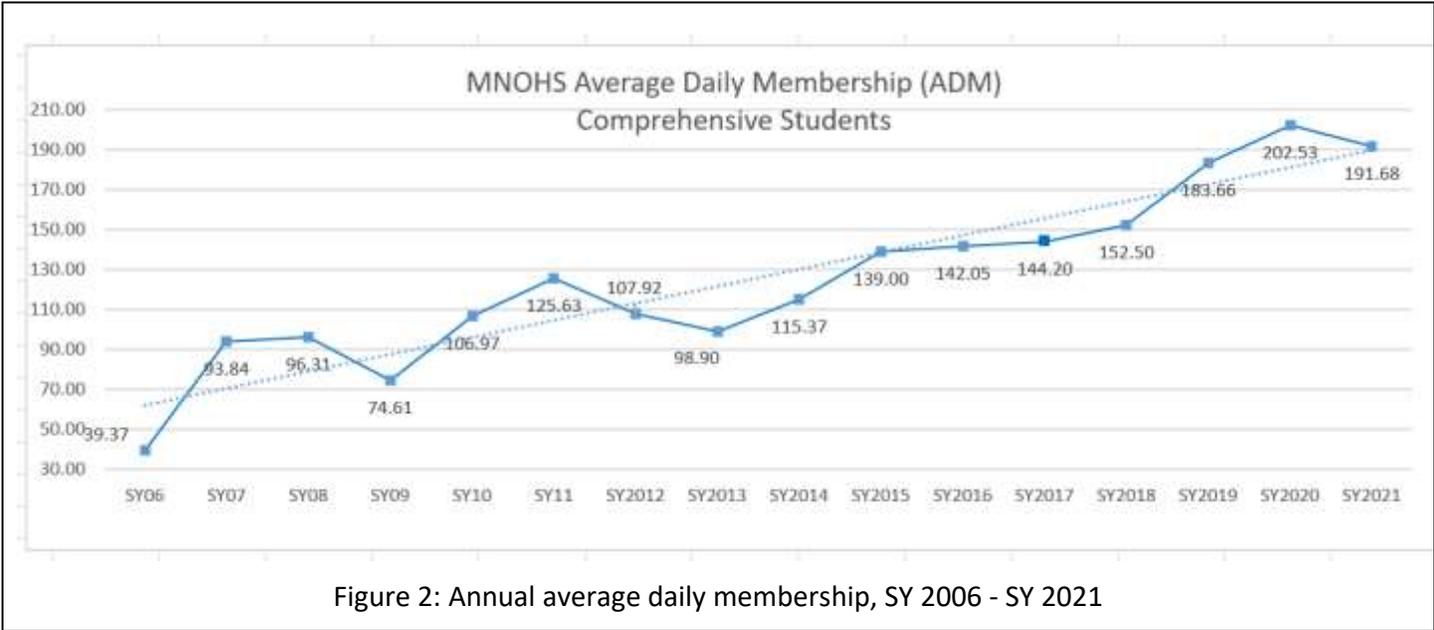


Figure 2: Annual average daily membership, SY 2006 - SY 2021

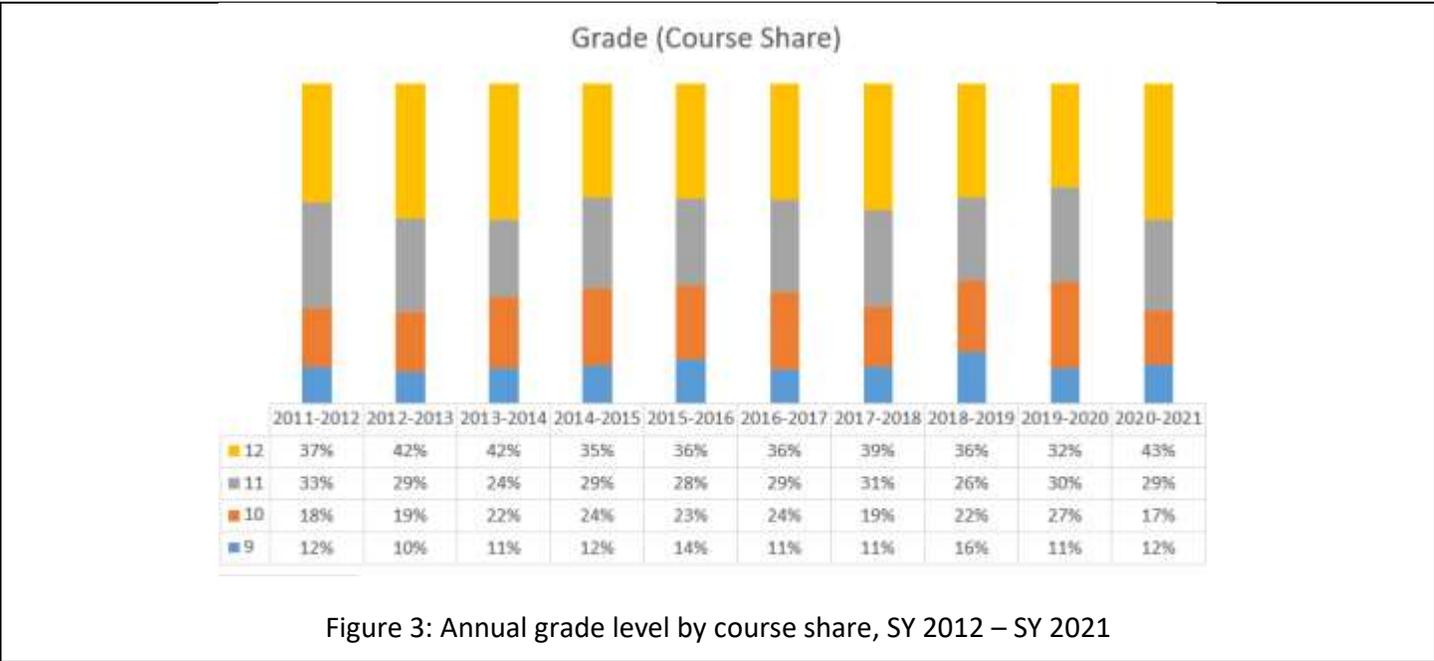


Figure 3: Annual grade level by course share, SY 2012 – SY 2021

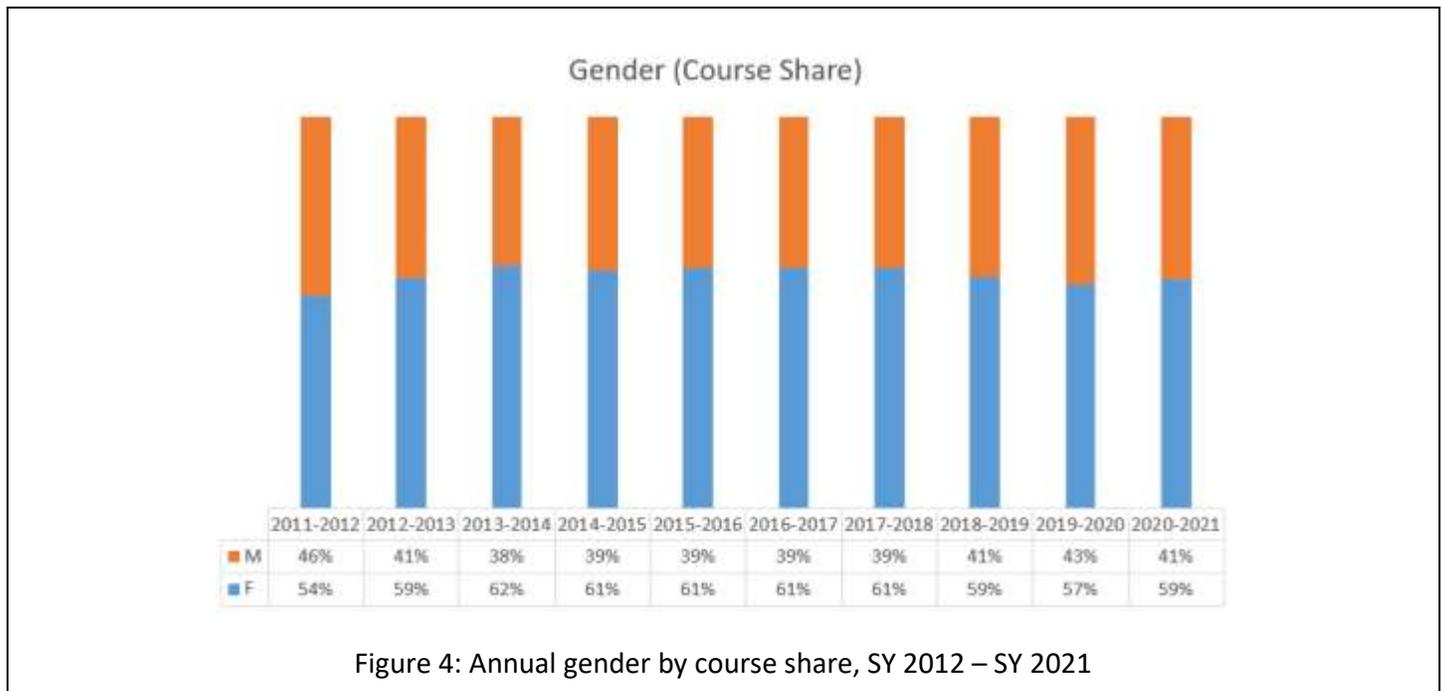
Each year, 75-85% of the MNOHS-only students we enroll (Comprehensive and Special Education in Figure 1 above) meet at least one of the criteria to participate in the Graduation Incentives Program under [MN Statute 124D.68](#). This includes students who are behind in credits or skills; who are pregnant 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 problems or homelessness; or who have withdrawn from school or been chronically truant.

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 qualify 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.

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 recovery 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 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 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.

Starting in 2015-2016, our charter school authorizer, Pillsbury United Communities (PUC), introduced a new Performance Framework common to all charter schools it authorizes. After three years of using and reporting on the Performance Framework, PUC decided, and we agree, that something else is needed for high schools.

As described in more detail below, MNOHS works closely with PUC and 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 a large majority of at-risk students. Two measures currently required by PUC are shown in Table 1:

Table 1: PUC Attrition Measures		
Measure	Description	Value SY 21
<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.	77/235 = 32.77%
<b>Year to Year Attrition Calculation</b>	Number of students who left the school between the last day of previous year (2017-18) and first day of new school year (2018-19) ÷ Number of students enrolled on the last day of previous year (2017-18) = year to year attrition rate.	42/269 = 24.9%



MNOHS is governed by a nine-member 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 2020-2021 can be found in Table 2 below. Board members serve staggered three-year terms. Three incumbents were elected by MNOHS stakeholders (families, staff, and board members) on May 19, 2010.

Initial board training is provided to all members through the MNOHS Board Course, an asynchronous online course which addresses each of the required areas—governance, finance, and employment—in the context of MNOHS’ unique staffing structure and accountability plan. The course was developed by former Board Presidents Stephanie Snidarich (MNOHS teacher) and Brian Cross (community member), and Executive Director Elissa Raffa.

Additionally, MNOHS includes a training piece in each monthly board meeting. Taken together, these supplement the initial training for all board members and fulfill the annual training requirement.

In SY2021:

- MNOHS developed a new process for welcoming and orienting new board members; an annual board workshop in August (a month with no scheduled public meeting); and a new board binder (manual) containing essential information for board members, with a focus on governance and supervision of the executive director.
- MNOHS contracted with Dr. Anton Treuer for monthly racial equity training meetings for the full board from December 2020 through June 2021.

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.

Table 2: MNOHS Board Directors SY 2021							
Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Initial Training	Training in 2020-2021
Debbie Ferm	President	Teacher 432348	May 2017	6/27/17	6/27/2023	Completed in 2017-2018	MNOHS Board meetings: Governance (7/23, 3/23) Employment (9/22, 2/23) Finance (1/26, 4/27, 5/25) Racial Equity (6 meetings)
Sarah Carsello	Secretary	Community	May 2016 Reelected 5/2019	6/25/2019	6/28/2022	Completed in 2016-2017	MNOHS Board meetings: Governance (7/23, 10/27, 3/23) Employment (2/23) Finance (1/26, 4/27, 5/25) Racial Equity (6 meetings)
Stephanie Snidarich	Treasurer	Teacher 317027	By Board 1/2012 Reelected 1/2013, 5/2016, 5/2019	6/25/2019	6/28/2022	Completed in 2011-2012	MNOHS Board meetings: Governance (7/23, 3/23) Employment (9/22) Finance (1/26, 4/27, 5/25) Racial Equity (6 meetings)
Anastasia Martin	Member	Teacher 421826	January 2014 Reelected 5/2016, 5/2019	6/25/2019	6/22/2021	Completed in 2013-2014	MNOHS Board meetings: Governance (7/23, 10/27, 3/23) Employment (9/22, 2/23) Finance (1/26, 4/27, 5/25) Racial Equity (6 meetings)

**Table 2: MNOHS Board Directors SY 2021**

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Initial Training	Training in 2020-2021
Terri Burnor	Member	Community	By Board 5/2018 Elected 5/2019	6/25/2019	Resigned 11/17/2020 Seat ends 6/22/2021	Completed in 2018-20199	MNOHS Board meetings: Governance (7/23)
Mary Derosier	Member	Parent	May 2019	6/25/19	6/27/2023	Completed in January 2020	MNOHS Board meetings: Governance (7/23, 10/27, 3/23) Employment (9/22, 2/23) Finance (4/27, 5/25) Racial Equity (6 meetings)
Barbara Bridges	Member	Community	By Board 7/18/2017 Elected 5/2018	6/26/2018	6/28/2022	Completed in 2017-2018	MNOHS Board meetings: Governance (7/23, 3/23) Employment (9/22) Finance (1/26) Racial Equity (6 meetings)
Topaz Torres	Member	Community	By Board 1/28/2020	2/25/2020	6/22/2021	Completed in May 2020	MNOHS Board meetings: Governance (7/23, 10/27, 3/23) Employment (9/22, 2/23) Finance (1/26, 4/27, 5/25) Racial Equity (6 meetings)
Charlie Primeaux	Member	Community	May 2019	6/25/2019	6/27/2023	Completed in January 2020	MNOHS Board meetings: Governance (7/23, 10/27, 3/23) Employment (9/22) Finance (1/26, 4/27) Racial Equity (6 meetings)



MNOHS leadership and administrative staff for 2020-2021 and changes in 2021-2022 are listed in Table 3 below.

**Table 3: MNOHS Leadership and Administrative Staff SY 2020**

Name	File Folder Number	Assignment	Years Employed by the School	Left During 20/21	Not Returning 21/22
Elissa Raffa	295044	Executive Director	17	<input type="checkbox"/>	<input type="checkbox"/>
Carina Abate Wright	389430	Director of Special Education	3	<input type="checkbox"/>	<input type="checkbox"/>

Mike Tempel	N/A	Business, Operations, and Technology Manager	6	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Bayrd	N/A	Enrollment Specialist	9	<input type="checkbox"/>	<input type="checkbox"/>
Ashley Voss	N/A	Office Manager and District Assessment Coordinator, Student Advisor	6	<input type="checkbox"/>	X
Melissa Lovely	N/A	Counseling Administrative Assistant	5	<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 online instruction 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 2020-2021, coordinating the delivery of state-mandated and authorizer-mandated assessments to our geographically dispersed student body.

### Counseling Administrative Assistant

The Counseling Administrative Assistant’s primary responsibilities are to provide administrative and clerical support to the School Counselors and to the Student Success and Intervention Team (SIT).



Table 4: Licensed Staff SY 2021					
Name	File Folder Number	Assignment	Years Employed by the School	Left During 20/21	Not Returning 21/22
<b>Licensed General and Special Education Teachers</b>					
<b>Alamy, Laila</b>	514463	<b>Language Arts:</b> Explorations in Literature A and B (10), American Literature Survey A and B <b>Additional Assignment:</b> Racial Equity Team	2	<input type="checkbox"/>	<input type="checkbox"/>
<b>Allison, Christina</b>	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 <b>Additional Assignments:</b> Professional Development Committee	10	<input type="checkbox"/>	<input type="checkbox"/>
<b>Anderson, Carianne</b>	386203	<b>Social Studies:</b> US History A and B, Psychology	7	<input type="checkbox"/>	<input type="checkbox"/>
<b>Bjorklund, Brandi</b>	504320	<b>Medical Careers:</b> Intro to Health Science, Medical Terminology <b>Additional Assignment:</b> Online Learning Skills	2	X	<input type="checkbox"/>

**Table 4: Licensed Staff SY 2021**

Name	File Folder Number	Assignment	Years Employed by the School	Left During 20/21	Not Returning 21/22
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, Applied Statistics <b>Additional Assignments:</b> Advisory Teacher, Academic Success Center, Success Manager, Attendance Coordinator	15	<input type="checkbox"/>	<input type="checkbox"/>
Breidenbach, Lori	316723	<b>Language Arts:</b> 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) <b>Additional Assignments:</b> Academic Success Center, TAG Coordinator, Book Club Advisor, Professional Development Committee	15	<input type="checkbox"/>	<input type="checkbox"/>
Carlson, Yvonne	285829	<b>Special Education:</b> Learning Disabilities	1	<input type="checkbox"/>	<input type="checkbox"/>
Dehn-Brastad, Heather	352181	<b>Math:</b> Algebra 1.5 A and B, Geometry A and B, Algebra 2 A and B <b>Additional Assignments:</b> Academic Success Center, Survey Coordinator, Professional Development Committee, Performance Series Coordinator	16	<input type="checkbox"/>	<input type="checkbox"/>
Ferm, Debbie	432348	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities <b>Additional Assignment:</b> Racial Equity Team	5.5	<input type="checkbox"/>	<input type="checkbox"/>
Glaser, Pete	473977	<b>Science:</b> Earth and Space Science, Physical Science <b>Additional Assignments:</b> Advisory Teacher, Academic Success Center, Technology Orientation Coordinator, Racial Equity Team	2.25	<input type="checkbox"/>	<input type="checkbox"/>
Greene, Melissa	432429	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities <b>Additional Assignment:</b> Racial Equity Coordinator	2.75	<input type="checkbox"/>	<input type="checkbox"/>
Hawk, Matt	476415	<b>Special Education:</b> Emotional Behavior Disorders <b>Additional Assignments:</b> Family Coordinator, Communications Manager	7	<input type="checkbox"/>	<input type="checkbox"/>

**Table 4: Licensed Staff SY 2021**

Name	File Folder Number	Assignment	Years Employed by the School	Left During 20/21	Not Returning 21/22
Jensen, Ashley	483642	<b>Science:</b> Anatomy and Physiology, Food Science, Forestry, Biology A and B, Biology of Companion Animals, Forensic Science <b>Additional Assignments:</b> Advisory Teacher, Academic Success Center, Professional Development Committee	6	<input type="checkbox"/>	<input type="checkbox"/>
Lamp, Amber	472720	<b>Science:</b> Chemistry A and B, Physics A and B <b>Additional Assignment:</b> Advisory Teacher, Academic Success Center	6.5	<input type="checkbox"/>	<input type="checkbox"/>
Lindholm, Julie	373532	<b>Academic Support Specialist:</b> Study Skills, Advanced Study Skills, ELL Essential Skills, Student Leadership <b>Additional Assignments:</b> ELL Coordinator	10.5	<input type="checkbox"/>	<input type="checkbox"/>
Martin, Anastasia	421826	<b>Social Studies:</b> US History A and B, World History A and B, World Geography <b>Additional Assignments:</b> Professional Development Coordinator, Relicensure Coordinator, SEL Coordinator	16	<input type="checkbox"/>	<input type="checkbox"/>
Moats, JoAnn	418521	<b>Physical Education, Health and DAPE</b>	2	<input type="checkbox"/>	<input type="checkbox"/>
Petek, Vanessa	445092	<b>Social Studies:</b> Popular Culture, Civics, Economics, U.S. Government <b>Additional Assignments:</b> Advisory Teacher, Success Manager, Performance Series Coordinator	9.25	<input type="checkbox"/>	<input type="checkbox"/>
Reisch, Terrance	326557	<b>Career and Education Planning:</b> Career and Educational Planning, Work Skills	16	<input type="checkbox"/>	<input type="checkbox"/>
Rosenfield, Bonnie	207717	<b>Physical Education and Health</b>	15	<input type="checkbox"/>	<input type="checkbox"/>
Skalbeck, Kimberly	352210	<b>Special Education:</b> Learning Disabilities, Academic and Behavioral Specialist	1	<input type="checkbox"/>	<input type="checkbox"/>
Snidarich, Stephanie	317027	<b>Arts:</b> Visual Arts, Arts Appreciation	16	<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, Spanish 4 A and B	6	<input type="checkbox"/>	<input type="checkbox"/>
Tank, Virlen	385025	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities, Autism Spectrum Disorders, Mild to Moderate Mentally Handicapped <b>Additional Assignment:</b> SIT	4.5	<input type="checkbox"/>	<input type="checkbox"/>

**Table 4: Licensed Staff SY 2021**

Name	File Folder Number	Assignment	Years Employed by the School	Left During 20/21	Not Returning 21/22
Wiechmann, Michael	468023	<b>Arts:</b> Media Arts, Graphic Design, Video Production, Video and Soundtrack Production	6.5	<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	5.5	<input type="checkbox"/>	<input type="checkbox"/>
Wilfahrt, Dave	336784	<b>Math:</b> Algebra 2 A and B with Statistics, Precalculus A and B, Discrete Math, Quantum Computing	16	<input type="checkbox"/>	<input type="checkbox"/>
Williams, Paula	1004797	<b>Social Studies:</b> World Geography	1.25	<input type="checkbox"/>	<input type="checkbox"/>
Winchell, Erin	429470	<b>Music:</b> Elements of Music, Directed Study in Music, Video and Soundtrack Production	10.5	<input type="checkbox"/>	<input type="checkbox"/>
Yang, Lu	509648	<b>World Languages:</b> Advanced Chinese 1 A and B, Advanced Chinese 2 A and B	1	<input type="checkbox"/>	<input type="checkbox"/>
<b>School Counselors and Social Worker</b>					
Benson, Sarah	467914	School Counselor <b>Additional Assignment:</b> Advisory Teacher, GSA Advisor	3.25	<input type="checkbox"/>	<input type="checkbox"/>
Marie, Rebel	1002207	School Counselor, Wellness Support Specialist <b>Additional Assignment:</b> Racial Equity Team	2	<input type="checkbox"/>	<input type="checkbox"/>
Millard, Jen	479364	School Counselor <b>Additional Assignment:</b> Advisory Teacher, Ramp-Up Coordinator	3.75	<input type="checkbox"/>	<input type="checkbox"/>
Seelen, Amanda	482893	School Social Worker <b>Additional Assignment:</b> Advisory Teacher, Student Leadership Council and Peer Leaders Program Advisor	4.5	<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 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 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 final two observations of the school year. **93% (28/30) of MNOHS teachers were rated effective in school year 2021, which means that nearly all MNOHS students were taught by effective teachers in nearly 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 2021, 96.7% (29/30) of MNOHS teachers were experienced.** The previous school year, we hired one newly licensed teacher, who has now completed her second year at MNOHS.
- **In-field teachers**, as defined by the state law, are licensed teachers providing instruction in their field of licensure. **In school year 2021, 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, 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 potential obstacles to 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 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, 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; collaborating with the special education teachers to provide services to students as specified in their IEPs; and advising our Student Leadership Council and Peer Leaders Program. 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). The MNOHS Peer Leaders Program was launched in school year 2020 with a Social Emotional Learning Innovation Award from the NoVo Foundation, in partnership with Education First and Rockefeller Philanthropy Advisors, and in school year 2021 won a Promising Practices Award from Minnesota's Synergy and Leadership Exchange.

### **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.

### ***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, parents, 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.

### ***Communications Manager***

The Communications Manager coordinates outreach to and communication with external and internal stakeholders 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 fosters design thinking in our schoolwide approach for instructional design.

### ***Family Coordinator***

The Family Coordinator works with other members of the faculty and staff to foster supportive and engaged parent/guardian and alumni communities. This person'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.

### ***Performance Series Coordinators***

The two Performance Series 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.

### ***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 culturally competent SEL, and literacy strategies 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. One member of the committee serves as the Professional Development Coordinator.

### ***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.

### ***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 and the executive 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 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.

### 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

2020-2021 marked MNOHS’ seventh year in the Q Comp program. Ninety-one percent of licensed staff (31/34) earned additional compensation by successfully completing some or all program elements, facilitated by the Professional Development Committee as described above. Additionally, MNOHS supports external professional development for licensed and non-licensed staff depending on their roles, their relicensure needs, and available funds. All new licensed staff complete our mainly asynchronous Teaching Online New Faculty Training, which is between 30 and 60 hours long depending on the individual’s needs.



In FY 2021 because of the Covid pandemic, MNOHS experiences a 10% decline of enrollments. Through careful monitoring of the budget and through a fully-forgiven federal Paycheck Protection Program loan, we ended the year with a fund balance above 45% (see Table 5 below), rebuilt from a low of 6% in FY 2013. 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 2022 budget that includes spending for new program development, course revisions, and enhanced supports for students and families. MNOHS has received the Minnesota Department of Education School Finance Award in all years it has operated.

Fiscal year	2014	2015	2016	2017	2018	2019	2020	2021 (unaudited)	2022 (projected)
ADM	115	139	142	144	153	184	204	191	191
Fund Balance	\$165,192	\$352,753	\$419,928	\$447,611	\$447,111	\$683,087	\$723,888	\$1,214,397	\$1,124,103
% Balance to expenditures	14.2%	26.1%	27.6%	27.5%	25.7%	34.4%	29.9%	46.3%	41.0%

## 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 2020-2021 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) in March 2019; and 5) actions required to maintain accreditation through NCA CASI (AdvancED) and approval as an online provider 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 possible active learning and authentic assessment 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, all 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) and Dr. Anton Treuer (SY2021)—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; opening the conversation to our students and families; and investing in staff, processes and structures for ongoing accountability. Most importantly we have worked toward deepening our understanding of how race and racism impact our work and students' success at MNOHS, toward creating and implementing personal and institutional equity action plans, and to embedding consideration of racial justice in our New Faculty Training. Our school's Racial Equity Team, led by a part-time Racial Equity Coordinator works 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, a three-year school improvement process with technical assistance provided by advocates from our state's Regional Centers of Excellence (RCE). In school year 2021, the third year of this program, the MNOHS Academic Advisory Committee worked closely with our RCE advocates, Heather Giese and Michelle Raml to monitor our progress toward on two improvement goals submitted to the Minnesota Department of Education the previous year:

1. better supporting the transition to online learning for all students we enroll, and

2. finding new ways to work with students who have anxiety and/or depression.

Our RCE advocates also continued to support a school-wide discussion of grading equity that began before the start of Covid-19 and that helped guide our school's response to the ongoing pandemic crisis.

### *Ramp-Up to Readiness*

Since school year 2015, MNOHS has participated in 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 and to apply feedback from students and advisory teachers about students' needs and interests.

### *MNOHS Talent Squad*

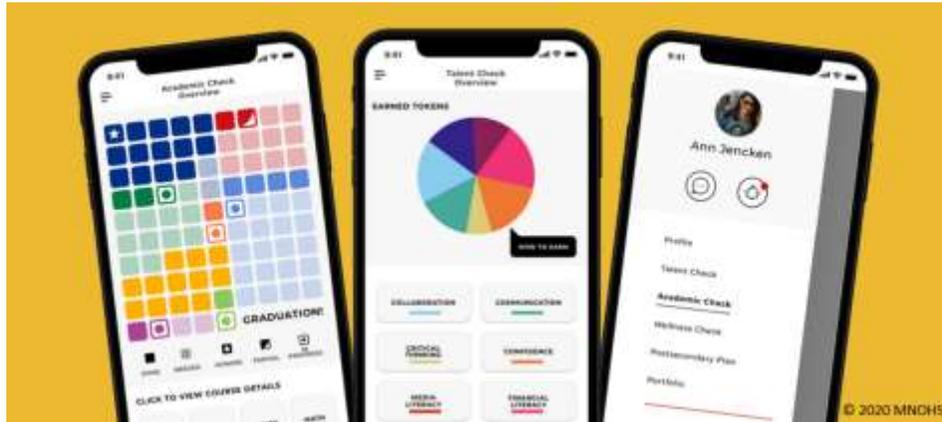
In 2017 and 2018, a broad cross section of MNOHS faculty and staff participated in the Bush Foundation's School Redesign process supported by a \$25,000 planning grant. Our school redesign plan is called MNOHS Talent Squad, and we have moved forward on implementation as staffing and funding have allowed.

At the center of the MNOHS Talent Squad is person-centered planning for all. Each comprehensive student works 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. This shapes each student's time at MNOHS—whether one semester, four full years, or something in between. In particular, we designed Talent Squad so that students who are graduating from high school later than expected can shift their focus from credit deficiencies to available opportunities in order to use their time at MNOHS in a way that is meaningful and valuable to them, with a focus on developing competencies.

Facets of the MNOHS Talent Squad include:

- Minnesota Department of Education (MDE) approval of MNOHS as a project-based learning (PBL) program and as a work-based learning (WBL) program, both of which allow students to earn elective credit for activities they are already committed to or to new areas of interest they want to develop
- Development of internships, certificates and micro credentials that can help students to strengthen their readiness for college and/or career, and their earning potential immediately after graduation—and to reduce college debt
- Ongoing development of the MNOHS Academic Enrichment Workshops, a competency-based learning program, through which students earn badges for completing skills-based workshops at the start of each quarter
- Development of new graduation pathways for students, include preparation for Minnesota's adult diploma, for students who have had interruptions in their progress toward graduation
- Development of wellness education for online teachers and students
- Development of the Talent Squad life portfolio app, currently in progress, a competency-based co-curricular transcript, designed by MNOHS to help students organize and make visual their learning achievements and post-secondary plans (see the design prototypes image below). The app has received attention from IMS Global's PIVOT Project Executive Board, which is working to accelerate the adoption of the Comprehensive Learner Record (CLR) in K-12 education.

In the future, Talent Squad will offer mentoring and support to 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 maintain and deepen this commitment to students' individual postsecondary planning needs.



### ***Funded 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 or qualify under other Minnesota Graduation Incentives criteria. This allows MNOHS students to keep working in the summer with the teachers and counselors they know and trust. Summer 2020, at the start of the 2020-2021 school year, was the sixth year of this program. 100 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 lost only one quarter of math because of illness were able to complete the year-long sequence and start again with their grade cohort in September, and 13 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 unique 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 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: <https://mnohs.org/course-descriptions/>. Most 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 Guided Study program, students work with teachers to design unique standards-based learning opportunities that support their individual interests and commitments.

### ***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. MNOHS is also an Accuplacer testing site and an AP 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. We offer only three AP courses, and most students plan to test at sites near their home, but students who cannot make those arrangements have the option of testing at our school office.

### ***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), three school counselors partner with two teachers, the school social worker, a special education teacher, and our academic support specialist 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 2020-2021, 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; referral and self-referral forms that students, parents/guardians and teachers can submit at any time; and teachers' weekly progress reports on each student.

Since SY2020, MNOHS has supported two full-time ADSIS-subsidized positions. ADSIS—Alternative Delivery of Special Instructional Services, pays for 55% of salaries, benefits, and related expenses. Our new Academic Support Specialist works with students who do not receive special education services but do score below the 50<sup>th</sup> percentile on standardized reading test. Our new Wellness Support Specialist, a school counselor, works with students who have anxiety and/or depression that is affecting their ability to succeed in high school. Both of our ADSIS teachers are active members of our school's SIT.

### ***School-wide Social Emotional Learning (SEL)***

In school year 2021, MNOHS had two grants to support the design and implementation of a school-wide social emotional learning framework: A competitive SEL Communities of Practice Grant from MDE paid for release time from teaching for a faculty member who became our first SEL Coordinator. Throughout the school year, this teacher led a SEL Team responsible for the development and implementation of a new SEL framework at MNOHS, for adults and students. The team also participated in MDE's Metro Region SEL cohort.

A grant from the NoVo foundation paid for additional release time for the SEL Coordinator to begin design work on the Daily Wellness Check, a part of the Talent Squad life portfolio app (see p. 21).

### ***Work with student and practicum teachers***

Because of the pandemic, the state teacher licensing board approved student teacher placements at fully online schools for the first time in school year 2021. MNOHS welcomed student teachers and practicum graduate students in Math, Language Arts, Social Studies and Special Education from the University of Minnesota Duluth and Bethel University to our team.

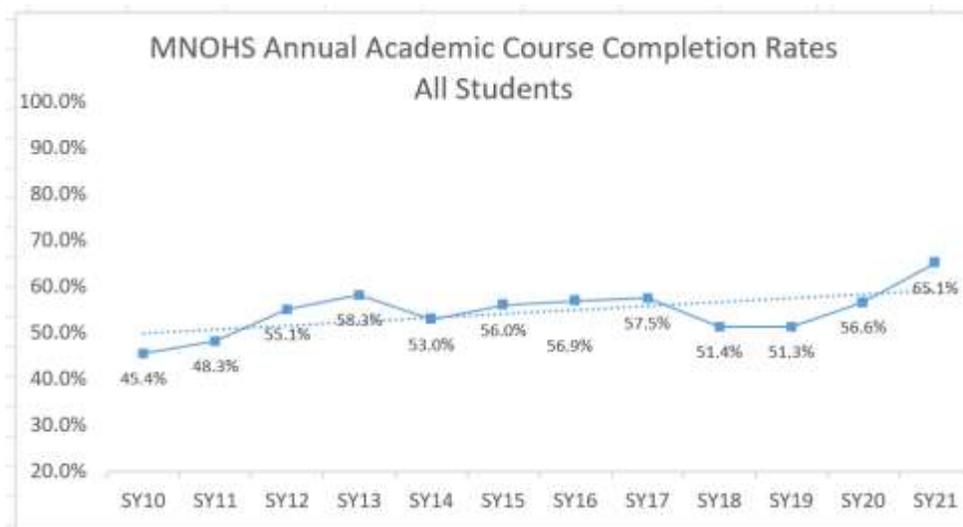
## Report on Academic Goals

Under our two-year contract (2019-2021) 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:

The annual average academic course completion rate will not go below 50% and will make progress toward 60% over the course of the contract. Academic course enrollments are tallied after the officially posted MNOHS quarterly drop date. Course completions are tallied after the grading window closes at the end of each quarter. This goal is aligned with MNOHS' WBWF Plan.

**Result: Goal met in SY 2020.** The annual completion rate was 65.1%, compared to 56.6% the previous year.



### Student Academic Goal #2, Nationally normed academic performance in reading:

The percent of comprehensive MNOHS students in grades 9-11 meeting their fall-to-spring individual growth goals on the Performance Series Reading test will not go below 50% and will make progress toward 60% over the course of SY 2020 – 2021. This goal is aligned with MNOHS' WBWF and Q Comp plans.

**Result: Goal not met in 2021.** 36.1% (13/36) met their growth targets, unexpectedly lower than most previous years which we attribute to unusually low times students who post-tested spent on it. MNOHS is working with our charter school authorizer and A-GAME (see below) to develop more valid measures.

### Student Academic Goal #3, Nationally normed academic performance in math:

The percent of all comprehensive MNOHS students in grades 9 and 10 meeting their fall-to-spring individual growth goals on the Performance Series Math test will not go below 50% and will make progress toward 60% over the course of SY 2020 – 2021. This goal was aligned with MNOHS' WBWF plan.

**Result: Goal met.** 57.89% (11/19) met their growth targets, a difference of only two students following through with and doing their best on the post-test.

## Report on Non-Academic Goals

Under our two-year contract (2019-2021) with Pillsbury United Communities, our charter school authorizer, MNOHS is obligated to report on nine non-academic goals in four areas as outlined in this section.

**Mission, Strategy & Goals #1:** Explore tools and other resources for creating and managing a new strategic plan by September 30, 2019

**Result: Goal met.** MNOHS tested various tools and has selected the *eProve Strategies* system, available through our membership in Cognia (formerly AdvancED), our accreditation agency, to capture board and stakeholder conversations, school improvement goals and action plans designed to meet those goals.

**Mission, Strategy & Goals #2:** Engage all stakeholder groups in writing a new strategic plan, by April 30, 2020

**Result: Goal partially met.** MNOHS worked on strategic planning through the first year of the contract, but Covid-19 has caused us to reevaluate our earlier assumptions and conclusions.

**Operations & Leadership #1:** Apply for project-based learning (PBL) approval from MDE in order to personalize students' graduation plans, by July 31, 2019

**Result: Goal met.** Our Guided Study PBL program has been approved by MDE.

**Operations & Leadership #2:** Maintain a funding stream for a summer program (either through a partnership or charter school extended time funding, should that become available), for the duration of the contract

**Result: Goal met.** As explained above, our partnership with ISD 287 allows many MNOHS students to access MNOHS during summer for credit recovery and for creating flexible pathways to graduation for those who are parenting, working and/or managing health issues.

**Operations & Leadership #3:** Maintain a 90% on time rate for Epicenter for each year of the contract

**Result: Goal met.** Epicenter is the document management system used by PUC, our charter school authorizer.

**Financial #1:** Maintain a 20% fund balance for each year of the contract

**Result: Goal met.** Our unaudited fund balance at the end of SY 2021 was 46.3%.

**Financial #2:** Create a balanced budget that includes instructional program improvements. This includes 45% match for ADSIS if approved, converting 2-3 adjunct teaching positions to full-time, and adding two part-time faculty positions for increasing our instructional use of Performance Series data for the first year of the contract—and maintaining improvements for second year of the contract.

**Result: Goal met.** In SY 2020, MNOHS met the 45% match for two new ADSIS positions; converted one language arts and two social studies positions to full time; and added the two part-time faculty positions related to Performance Series testing. All staff positions were maintained throughout SY 2021 in spite of declining enrollments during the pandemic.

**Governance #1:** Include a participatory training piece in each monthly board meeting for the duration of the contract. These training pieces will supplement the initial training for all board members and fulfill the annual training requirement.

**Result: Goal met.** Training topics have included parliamentary procedure, school finance scavenger hunt, open meeting law, data practices and charter school employment.

**Governance #2:** Create a board succession plan, including a mentorship program and DEI plan, by the end of the first year of the contract (June 30, 2020)

**Result: Goal met.** The board mentorship workgroup began in July 2019 and produced: an August board workshop (started in 2020 and planned to be annual), a board commitment statement that all members will sign annually, a checklist for orienting new members, a method of matching of new members with existing members for mentorship support, and a board binder with essential materials.

A DEI workgroup, established in fall 2019, discussed priorities, contracted with Dr. Anton Treuer for racial equity training throughout SY2021, and established an action plan.



As explained on page 19, MNOHS has set two school improvement goals as part 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,” pointed the way to many operational improvements, especially in our Tech Orientation for new students and in our two workshop and orientation days at the start of each quarter for all students. These improvements contributed to dramatically increased course completion rates in school year 2021.

## 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 3 above.

Paying attention to what students need, from a distance, and figuring out how to help them get it is the work of our school. Since the arrival of Covid-19, we have been called on many times to share our knowledge and skills in communities of practice that are struggling to rapidly implement emergency distance learning.

## Future Plans



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

In school year 2022, a part-time special education teacher on special assignment (TOSA) is coaching teachers, individually and in teams, to apply UDL principles to improving navigability and assessment design in courses. This teacher will also identify, field test, evaluate and disseminate improved practices for delivering course modifications and accommodations to students within our learning management system (LMS) and promote improved use of existing and new technologies to increase access for all.

### *Talent Squad*

In school year 2022, MNOHS will continue to extend the implementation of its Talent Squad plans, including:

- Expansion of the number of students and participating in Guided Study, our project-based learning (PBL) program, and the number of teachers supporting them
- New courses and pathway in Entrepreneurship
- Expansion of our internal workshop and badging system to an outward facing platform with external review and validation
- Further design and coding sprints on our Talent Squad life portfolio app, with support from the Bush Foundation's Student-Centered Learning Initiative and as additional funding is secured
- Development of internship and other community-based learning opportunity networks for our geographically dispersed students

## *Implementation of new charter school contract goals under the A-GAME collaboration with authorizers and schools to develop alternative goals*

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 school year 2021, MNOHS worked with the project leaders and with PUC, our charter school authorizer, to select measures, metrics, and/or assessments that better assess our work with at-risk students, and to develop research- and data-based goals that are both rigorous and appropriate for each of the measures selected. In 2022, we are overhauling our data gathering and reporting systems to facilitate reporting on these goals.



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; our accountability plan with our charter school authorizer; our school improvement plan, and in all the program innovations and commitments described above.

In school year 2020-2021, 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.



MNOHS is authorized by Pillsbury United Communities. The authorizer’s charter school liaison is Samantha Diaz: [SamanthaD@pillsburyunited.org](mailto:SamanthaD@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](#).