MNOHS 2021-2022
Combined Charter School Annual Report
and World’s Best Workforce (WBWF) Annual Report
District 4150-07

Made for you!
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New in 2021-22

- MNOHS is awarded a Student-Centered Learning Initiative Grant from the Bush Foundation—see page 20
- MNOHS faculty and staff and our Authorizer, PUC, implement new goals reporting through the A-GAME Project and through PUC’s new Equity Framework—see page 23 and page 7
- MNOHS faculty define and create career and graduation pathways for students in our Talent Squad initiative—see page 20
MNOHS Mission, Vision and Role in the Community

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

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

MNOHS functions as a model online community school, a collaborative environment for faculty, staff, and students—and as a credible voice for creative, connected online learning.

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 that 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).

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. We encourage students to expect joy in learning.

Connected Learning
Whatever the starting point, MNOHS counselors help students design a graduation plan with just the right combination of challenge, support, and community, and a post-secondary plan that is both achievable and exciting. We foster connection, both within MNOHS and in the community. MNOHS offers several school clubs and a peer leadership program. Our flexible learning 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.
2021-2022 marked MNOHS’ seventeenth year of operation. When the school opened its virtual doors in September 2005, we offered thirty-two original teacher-designed courses. Since then, and consistent with our identity as an online community school, we have continued to develop our programs which now include: close to 150 courses created by MNOHS teachers; opportunities to earn credit through project based learning (PBL) and work experience; extracurricular opportunities such as Student Leadership Council, Gender and Sexuality Alliance (GSA), Peer Leaders Program, book club, and TAG Team (talented and gifted); informal social events (synchronous) and spaces (asynchronous); a robust tiered intervention and academic support program; honors courses and honors diploma options; a comprehensive social emotional learning, counseling and social work program; a collaborative professional development program for faculty; and ongoing efforts to engage parents/guardians and the broader community.

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

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

![Annual Service Type (Course Share)](image)

**Figure 1: Annual service type by course share, SY 2012 – SY 2022**

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 climbed from 39 ADM in 2005-2006 to a high of 202.5 ADM in 2019-2020, reached before the onset of Covid and emergency distance learning. There have been some fluctuations, as shown in Figure 2, but from 2013 to 2020 growth was steady and sustainable. ADM dipped about 10% in school year 2021 and bounced back in school year 2022.

As Figure 3 below illustrates, MNOHS enrolls a disproportionate percentage of 11th and 12th 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 10th graders we serve has a positive trend line, and the proportion of 9th graders has increased from close to zero when MNOHS first opened to a stable 10-15%.
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 have qualified MNOHS students for our free summer credit recovery program, offered in partnership with Independent School District #287, and for our work with A-GAME, described below.

MNOHS opens an enrollment window for students every eight weeks (quarterly), which provides flexibility for students who are struggling in their current school setting; who encounter unexpected life circumstances; or who need a flexible schedule for a limited time (for example, an athletic season or recovery from major surgery).

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.

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. Two measures that we report on annually are shown here in Table 1:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Value SY 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the Year</td>
<td>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.</td>
<td>78/200 = 39.0%</td>
</tr>
<tr>
<td>Year to Year</td>
<td>Number of students who left the school between the last day of previous year (2020-21) and first day of new school year (2021-22) ÷ Number of students enrolled on the last day of previous year (2020-212) = year to year attrition rate.</td>
<td>31/161 = 19.25%</td>
</tr>
</tbody>
</table>

As described in more detail below, MNOHS has worked closely with Pillsbury United Communities (PUC), our charter school authorizer, and with the other high schools they authorize to search for more relevant qualitative and quantitative measures of student and organizational success for high schools that work with a majority of at-risk students. We are happy to be implementing their new Equity Framework in school year 2022-2023.
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 2021-2022 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 25, 2021.

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.

In SY2021, MNOHS added:
- 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 also includes a training piece in most monthly board meetings. Taken together, these supplement the initial training for all board members and fulfill the annual training requirement. These training topics were addressed in school year 2021-2022:
- Open Meeting Law
- General Fund Balance Policy
- SEL Overview
- MNOHS Bylaws
- Policy Approval and Responsibility of the Board
- Board Elections
- Robert’s Rules of Order
- Succession Planning

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>
<thead>
<tr>
<th>Name</th>
<th>Board Position</th>
<th>Group Affiliation (if teacher, file folder #)</th>
<th>Date Elected</th>
<th>Date Seated</th>
<th>Term Expiration</th>
<th>Initial Training</th>
<th>Training in 2021-2022</th>
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</thead>
</table>
MNOHS leadership and administrative staff for 2021-2022 are listed here in Table 3.

<table>
<thead>
<tr>
<th>Name</th>
<th>File Folder Number</th>
<th>Assignment</th>
<th>Years Employed by the School</th>
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<tbody>
<tr>
<td>Elissa Raffa</td>
<td>295044</td>
<td>Executive Director</td>
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<tr>
<td>Carina Abate Wright</td>
<td>389430</td>
<td>Director of Special Education</td>
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<tr>
<td>Mike Tempel</td>
<td>N/A</td>
<td>Business, Operations, and Technology Manager</td>
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<tr>
<td>Sarah Bayrd</td>
<td>N/A</td>
<td>Enrollment Specialist</td>
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<tr>
<td>Adrianna Black Bull</td>
<td>N/A</td>
<td>Office Manager and District Assessment Coordinator</td>
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<tr>
<td>Melissa Lovely</td>
<td>N/A</td>
<td>Counseling Assistant</td>
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<tr>
<td>Matt Hawk</td>
<td>476415</td>
<td>Communications Manager and Family Coordinator</td>
<td>8</td>
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<td>☐</td>
</tr>
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</table>

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 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](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, to the Business, Operations and Technology Manager, to the Enrollment Manager, and to academic programs; and to respond both to general correspondence and to inquiries from prospective students and families. This person also served as the school’s District Assessment Coordinator in 2021-2022.

**District Assessment Coordinator**
The primary responsibilities of this position are to coordinate the delivery of state-mandated and authorizer-mandated assessments to our geographically dispersed student body.

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

**Communications Manager and Family Coordinator**
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 supports design thinking in our schoolwide approach to instructional design. As Family Coordinator, this person works with other members of the faculty and staff to foster supportive and engaged parent/guardian and alumni communities. They create training and resources for parents/guardians to support the development of their students as online and lifelong learners – academically, personally, and technologically. The Family Coordinator also works to involve parents/guardians and alumni in school improvement efforts.

**Academic Director, Special Education Coordinator, and Community-Based Learning Coordinator**
In school year 2023, MNOHS will be adding these three half-time positions, as described on page 28 below.
## Table 4: Licensed Staff SY 2022

<table>
<thead>
<tr>
<th>Name</th>
<th>File Folder Number</th>
<th>Assignment</th>
<th>Years Employed by the School</th>
<th>Left During 20/21</th>
<th>Not Returning 21/22</th>
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<tr>
<td><strong>Licensed General and Special Education Teachers</strong></td>
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<tr>
<td>Alamy, Laila</td>
<td>514463</td>
<td>Language Arts: Explorations in Literature A and B (10), American Literature Survey A and B <strong>Additional Assignment:</strong> Racial Equity Team</td>
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<tr>
<td>Allison, Christina</td>
<td>444408</td>
<td>Special Education: Emotional Behavior Disorders, Learning Disabilities, Developmental Disabilities, Career Accommodation Specialist, Autism Spectrum Disorders <strong>General Education:</strong> Computer Keyboarding and Technology, Teacher/Coordinator Work Based Learning <strong>Additional Assignments:</strong> Professional Development Committee</td>
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<tr>
<td>Anderson, Carianne</td>
<td>386203</td>
<td>Social Studies: US History A and B, Psychology</td>
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<tr>
<td>Breidenbach, Lori</td>
<td>316723</td>
<td>Language Arts: Myths and Legends A and B (9), English Survey A and B (12), British Literature (12), World Literature A and B (12), Research Learning (12) <strong>Additional Assignments:</strong> Academic Success Center, TAG Coordinator, Book Club Advisor, Professional Development Committee</td>
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<tr>
<td>Carlson, Yvonne</td>
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<td>Special Education: Learning Disabilities</td>
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<tr>
<td>Name</td>
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<tr>
<td>Dehn-Brastad, Heather</td>
<td>352181</td>
<td><strong>Math:</strong> Algebra 1.5 A and B, Geometry A and B, Algebra 2 A and B  <strong>Additional Assignments:</strong> Academic Success Center, Survey Coordinator, Professional Development Committee, Performance Series Coordinator</td>
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<td>Ferm, Debbie</td>
<td>432348</td>
<td><strong>Special Education:</strong> Emotional Behavior Disorders, Learning Disabilities</td>
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<tr>
<td>Glaser, Pete</td>
<td>473977</td>
<td><strong>Science:</strong> Earth and Space Science, Physical Science  <strong>Additional Assignments:</strong> Advisory Teacher, Academic Success Center, Technology Orientation Coordinator, Racial Equity Team</td>
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<tr>
<td>Greene, Melissa</td>
<td>432429</td>
<td><strong>Special Education:</strong> Emotional Behavior Disorders, Learning Disabilities  <strong>Additional Assignment:</strong> TOSA, Racial Equity Coordinator, SIT</td>
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<tr>
<td>Hawk, Matt</td>
<td>476415</td>
<td><strong>Business:</strong> Entrepreneurship</td>
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<tr>
<td>Jensen, Ashley</td>
<td>483642</td>
<td><strong>Science:</strong> Anatomy and Physiology, Food Science, Forestry, Biology A and B, Biology of Companion Animals, Forensic Science  <strong>Additional Assignments:</strong> Advisory Teacher, Academic Success Center, Professional Development Committee</td>
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<tr>
<td>Lamp, Amber</td>
<td>472720</td>
<td><strong>Science:</strong> Chemistry A and B, Physics A and B, Chemistry and Technology  <strong>Additional Assignment:</strong> Technology Orientation Teacher</td>
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<td>Li, Chi-Ping</td>
<td>1012485</td>
<td><strong>Advanced Chinese</strong></td>
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<tr>
<td>Lindholm, Julie</td>
<td>373532</td>
<td><strong>Academic Support Specialist:</strong> Study Skills, Advanced Study Skills, ELL Essential Skills, Student Leadership  <strong>Additional Assignments:</strong> ELL Coordinator, SIT</td>
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<tr>
<td>Martin, Anastasia</td>
<td>421826</td>
<td><strong>Social Studies:</strong> US History A and B, World History A and B  <strong>Additional Assignments:</strong> Professional Development Coordinator, Relicensure Coordinator, SEL Coordinator</td>
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<tr>
<td>Moats, JoAnn</td>
<td>418521</td>
<td><strong>Physical Education, Health and DAPE</strong></td>
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<tr>
<td>Petek, Vanessa</td>
<td>445092</td>
<td><strong>Social Studies:</strong> Popular Culture, Civics, Economics, U.S. Government  <strong>Additional Assignments:</strong> Advisory Teacher, Success Manager, Performance Series Coordinator, SIT</td>
<td>10.25</td>
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<tr>
<td>Name</td>
<td>File Folder Number</td>
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<td>Years Employed by the School</td>
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<tr>
<td>Reisch, Terrance</td>
<td>326557</td>
<td>Career and Education Planning: Career and Educational Planning, Work Skills</td>
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<td>Rosenfield, Bonnie</td>
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<td>Physical Education and Health</td>
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<tr>
<td>Skalbeck, Kimberly</td>
<td>352210</td>
<td>Special Education: Learning Disabilities, Academic and Behavioral Specialist</td>
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<tr>
<td>Snidarich, Stephanie</td>
<td>317027</td>
<td>Arts: Visual Arts, Arts Appreciation</td>
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<td>Stanfield, Kylie</td>
<td>474031</td>
<td>World Languages: Spanish 1 A and B, Spanish 2 A and B, Spanish 3 and B, Spanish 4 A and B</td>
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<tr>
<td>Tank, Virlen</td>
<td>385025</td>
<td>Special Education: Emotional Behavior Disorders, Learning Disabilities, Autism Spectrum Disorders, Mild to Moderate Mentally Handicapped Additional Assignment: SIT</td>
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<td>Wiechmann, Michael</td>
<td>468023</td>
<td>Arts: Media Arts, Graphic Design, Video Production, Video and Soundtrack Production</td>
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<td>Wilfahrt, Becky</td>
<td>373006</td>
<td>Language Arts: Journalism, Creative Writing, American Literature Survey A and B (11), Effective Writing Additional Assignments: Academic Support Program Developer</td>
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<td>Wilfahrt, Dave</td>
<td>336784</td>
<td>Math: Algebra 2 A and B with Statistics, Precalculus A and B, Discrete Math, Quantum Computing</td>
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<td>Williams, Paula</td>
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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. 93.8% (30/32) of MNOHS teachers were rated effective in school year 2022, which means that nearly all MNOHS students were taught by effective teachers in nearly all MNOHS courses. Two teachers did not participate in the pre- and post-observation conferences, as required for an effective rating.

- **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 2022, 96.9% (31/32) of MNOHS teachers were experienced. One newly licensed teacher has now completed her third 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 2022, 100% of MNOHS teachers were in-field, which means that all MNOHS students were taught by in-field teachers.

Licensed positions and their roles and responsibilities

**Online Teacher/Course Developer**

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

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

**Special Education Teacher**

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

**School Counselor**

A MNOHS School Counselor is a student’s advocate, case manager, and liaison between the school and the student’s family and community. The MNOHS School Counselor’s primary responsibilities are student success and college and career planning. The MNOHS School Counselor develops a professional relationship, understands each student’s needs and goals by actively reviewing a student’s academic and social history and uses this relationship and knowledge to anticipate a student’s transitional needs and potential obstacles to success. The School Counselor collaborates with the school administration and faculty, especially the Special Education Team and the members of the SIT, to design, implement, evaluate and refine the guidance program, school procedures, tiered intervention system, and community events that contribute to a supportive learning community, increased student achievement and more effective post-secondary planning.

**School Social Worker**

The MNOHS School Social Worker promotes and enhances the school’s overall academic mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. The School Social Worker significantly contributes to the development of a healthy, safe and caring environment by advancing understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success and by implementing effective intervention strategies in collaboration with the MNOHS faculty staff, 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, Peer Leaders Program and 9th grade class.

Since it was first added in school year 2016-2017, this position has been partially funded by a competitive six-year Support Our Students (SOS) Grant through the Minnesota Department of Education (MDE). In school year 2021-2022, this position was also partially funded through several federal coronavirus relief grants. The MNOHS Peer Leaders Program was launched in school year 2020 with a Social Emotional Learning Innovation Award from the NoVo Foundation, 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 of 0.25 FTE or less that build a comprehensive support system designed to help students and families transition to online learning and become actively involved in the school.

**Academic Support Program Developer**

The Academic Support Program Developer works with other faculty and staff to foster an engaged student community. The Academic Support Program Developer’s primary roles are to coordinate the development and maintenance of a strong and proactive orientation system and academic enrichment workshops.

**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.

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, and to assist counselors and teachers in understanding and applying individual students’ test results.

Professional Development Committee
The Professional Development Committee’s primary role is to meet all requirements in Minnesota’s Teacher Development and Evaluation (TDE) statute by implementing MNOHS’ Q Comp plan. This includes: collaboratively planning faculty/staff development; conducting synchronous and asynchronous online classroom observations of each teacher; working as a group to develop and improve inter-rater reliability; coaching small professional learning groups (PLGs) in setting and reporting on classroom-based student achievement goals; developing and promoting culturally competent SEL, literacy strategies and assessment design in the online environment; and fostering the development of a professional community at MNOHS. The committee is an interdisciplinary team of seven teacher-leaders (including one school counselor) that meets synchronously online. One member of the committee serves as the Professional Development Coordinator, a role that will be absorbed starting in school year 2023 by our new Academic Director position.

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

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

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

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

Success Manager
The two Success Managers work closely with two MNOHS counselors and the school social worker as the small group SIT to assess individual student needs; track individual student participation and progress; and to plan
and implement supportive interventions as needed. They are joined by the two ADSIS teachers, a special education teacher, the executive director and the academic director as the large group SIT, which meets weekly to discuss systemic school issues and improvements.

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

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

**Professional Development**

2020-2021 marked MNOHS’ ninth year in the Q Comp program. 100% of licensed staff (32/32) 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. As the training is updated, returning teachers are also asked to complete new or significantly revised modules.

In FY 2022, MNOHS saw an enrollment increase of 7.3%. We ended the year with a fund balance above 48% (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 2023 budget that includes deficit 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.
### 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 2021-2022 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 an intensive study of racial equity and justice—with the support of consultants Marie Michael and Maria Graver of Hackman Consulting Group (SY2019), Dr. Anton Treuer (SY2021), and the Meriweather Group (SY2022)—and on our own.

We have examined our mission, policies, day-to-day practices and outcomes through a racial equity lens—taking action where needed; 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 2022, the fourth year of this program, the MNOHS Academic Advisory Committee worked closely with our RCE advocates, Heather Giese and Michelle Raml, to monitor our progress on two improvement goals submitted to the Minnesota Department of Education in school year 2019:

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**

In school year 2015, MNOHS first implemented the University of Minnesota College Readiness Consortium’s Ramp-Up to Readiness program. A team of MNOHS counselors, teachers, and admin staff members worked to interpret the Ramp-Up classroom activities for the online environment and to build asynchronous learning activities in our learning management system. Since that initial implementation, MNOHS staff have revised online advisory activities to improve usability and to apply feedback from students and advisory teachers about students’ post-secondary planning 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 build 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 they will need after high school.

In November 2021, the Bush Foundation awarded MNOHS an additional $80,000--$50,000 for continued work on the Talent Squad app and $30,000 to support a new part-time position, Community Based Learning Coordinator (the last two bullet points below). Our work on the Talent Squad app has also been supported by a SEL Communities of Practice Grant from the Minnesota Department of Education and by a SEL in Action Award from the NoVo Foundation.
Facets of 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 (completed in school year 2021)
- Development of an Entrepreneurship program (completed in school year 2022)
- 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 (in progress)
- 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
- Ongoing development of new graduation pathways for students, including preparation for Minnesota’s Standard Adult Diploma, for students who have had interruptions in their progress toward graduation
- Development of wellness education for online teachers and students
- Creation of a Community Based Learning Coordinator position, starting in school year 2022
- 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).

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. In school year 2022-2023, we will be spending the $80,000 grant awarded to MNOHS by the Bush Foundation. We have also been approved to have our app-in-progress adopted as a pilot project of the Minnesota Learning Commons, a collaboration of K-12 and higher education leaders of online and digital learning.

![Design Prototypes Image]

**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. This allows MNOHS students to keep working in the summer with the teachers and counselors they know and trust. Summer 2021, at the start of the 2021-2022 school year, was the eighth year of this program. 67 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. Also, 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 uncommon among K-12 online schools in that all our courses are created by the licensed Minnesota teachers who teach them. MNOHS now has more than 100 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 on embedding scaffolded instruction, direct vocabulary instruction, and other activities that support disciplinary literacy.

A current listing of MNOHS courses is available on the MNOHS website: 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 Project Based Learning (PBL) program, students work with teachers to design unique standards-based learning opportunities that support their individual interests and commitments.

Universal design for learning (UDL) and improved delivery of modifications and accommodations in courses
In school year 2022 MNOHS launched Course Refresh a school-wide campaign to improve MNOHS for all students in all courses. A part-time special education teacher on special assignment (TOSA) coached teachers, individually and in teams, to apply UDL principles to improving navigability and assessment design in courses. This teacher also identified, field tested, evaluated and disseminated improved practices for delivering course modifications and accommodations to students within our learning management system (LMS) and promoted improved use of existing and new technologies to increase access for all. This work, and the TOSA assignment to support it, will continue in school year 2023.

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, with proctoring offered at the MNOHS office and online. MNHS is an approved AP testing site but has not had the staff capacity to offer testing at our school office. We offer only three AP courses, for which students arrange to test at their resident district or other schools near their home.

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

MNOHS’ tiered intervention system is designed to help students succeed as online learners throughout their “life cycle” at MNOHS—from the first minute they submit their enrollment application through their graduation day. In school year 2021-2022, the MNOHS SIT continued to meet weekly to refine the
intervention process and to discuss individual students’ needs. Tools for identifying students’ needs included 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 Academic Support Specialist works with students who do not receive special education services but do score below the 50th percentile on standardized reading test. Our Wellness Support Specialist, a school counselor, works with students who do not have an IEP but do have anxiety, depression and/or other mental health concerns that affect their success in high school. 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. 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. In school year 2022, MNOHS continued the SEL Coordinator faculty assignment to ensure continued implementation of SEL for adults and students at MNOHS. 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.

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

A-GAME is a grant-funded project of the National Charter School Institute, in partnership with Momentum Strategy & Research, to support charter school authorizers in measuring the quality and effectiveness of alternative education campuses. Throughout school year 2021, MNOHS worked with the project leaders and with PUC, our charter school authorizer, to develop research- and data-based goals that are both rigorous and appropriate to our student populations. In 2022, we implemented these goals, which we report on in the next section of this report.

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

Although our all-school average course completion rate increased in school year 2022, as shown here in figure 4, our report on responsive goals in the next section gives a much more nuanced picture—and points the way to school improvement needs.
Report on Academic Goals

Following our work with A-GAME and under our three-year contract (2022-2024) with PUC, MNOHS has committed to reporting on ten academic goals. Some of these goals are aligned with MNOHS’ Q Comp and WBWF plans, as noted in this section.

**Student Academic Goal #1 – Course completion rate for students identified as Engaged or Fully Engaged:**
At least 70% students choosing comprehensive enrollment who are coded as Engaged or Fully Engaged at the start of the school year, or upon enrollment—and who remain enrolled at MNOHS for at least two quarters—will pass at least 60% of their courses.

**Result:** 83.2% of this cohort (139/167) passed at least 60% of their courses, which meets the target. This goal is aligned with MNOHS’ WBWF Plan.

**Student Academic Goal #2 – Course completion rate for students identified as At Risk of Disengaging:**
At least 70% students choosing comprehensive enrollment who are coded as At Risk of Disengaging at the start of the school year, or upon enrollment—and who remain enrolled at MNOHS for at least two quarters—will pass at least 50% of their courses.

**Result:** 63.5% of this cohort (33/52) passed at least 50% of their courses, which approaches the target. This goal is aligned with MNOHS’ WBWF Plan.
Student Academic Goal #3 – Course completion rate for students identified as Partially Disengaged:
At least 70% students choosing comprehensive enrollment who are coded as Partially Disengaged at the start of the school year, or upon enrollment—and who remain enrolled at MNOHS for at least two quarters—will pass at least 40% of their courses.

Result: 35.0% of this cohort (7/20) passed at least 40% of their courses, which is of concern.
This goal is aligned with MNOHS’ WBWF Plan.

Student Academic Goal #4 – Course completion rate for students identified as Fully Disengaged:
At least 70% students choosing comprehensive enrollment who are coded as Fully Disengaged at the start of the school year, or upon enrollment—and who remain enrolled at MNOHS for at least two quarters—will pass at least one of their courses.

Result: 66.7% of this cohort (24/36) passed at least 20% of their courses, which is approaching the target.
This goal is aligned with MNOHS’ WBWF Plan.

Student Academic Goal #5 – Reading Growth to Proficiency: At least 50% of students in grades 9-10 choosing comprehensive enrollment who are identified as Engaged or Fully Engaged students will either score a grade equivalent of 9.0 or will meet their annual individual growth goal in reading.

Result: 77.4% of students in this cohort (24/31) scored a grade equivalent of 9.9 or met their fall-to-spring growth goals. Most of them (21/31) met GLE 9.0 in the fall. MNOHS has exceeded expectations on this goal—however, we have adopted a new reading test that is nationally normed through grade 12 and will be consulting with A-GAME and PUC about a revised goal.
This goal is aligned with MNOHS’ WBWF Plan.

Student Academic Goal #6 – Math Growth to Proficiency: At least 50% of students in grades 9-10 choosing comprehensive enrollment who are identified as Engaged or Fully Engaged students will either score a grade equivalent of 9.0 or will meet their annual individual growth goal in math.

Result: 90.0% of students in this cohort (27/30) scored a grade equivalent of 9.9 or met their fall-to-spring growth goals. Most of them (25/30) met GLE 9.0 in the fall. MNOHS has exceeded expectations on this goal—however, we have adopted a new reading test that is nationally normed through grade 12 and will be consulting with A-GAME and PUC about a revised goal.
This goal is aligned with MNOHS’ WBWF Plan.

Student Academic Goal #7 – District Testing Participation Goal #1: At least 95% of Engaged and Fully Engaged students will participate in fall and spring testing.

Result: 93.5% of students in the cohort (29/31) tested in fall. In the spring, 22.2% of those expected to test (2/9) did so. MNOHS has not met expectations on this goal.
This goal is aligned with MNOHS’ WBWF Plan.
Student Academic Goal #8 – District Testing Participation Goal #2: MNOHS will report participation of students in grades 9-10 identified as At Risk of Disengaging, Partially Disengaged and Fully Disengaged enrolled at MNOHS during the fall testing window in SY22—and will create a participation goal based on the first year reported rate.

Result: 51.5% of students in this cohort (17/31) participated in fall testing. This provides a baseline for future participation goals.

This goal is aligned with MNOHS’ WBWF Plan.

Student Academic Goal #9 – Engagement Growth: At least 70% of students choosing comprehensive enrollment who are identified as At Risk of Disengaging, Partially Disengaged or Fully Disengaged—and who are enrolled at MNOHS for a full year will move up at least one engagement category by the end of the year.

Result: 55.6% of this cohort (20/36) moved up at least one engagement category. MNOHS has not met expectations on this goal.

This goal is aligned with MNOHS’ WBWF Plan.

Student Academic Goal #10 – One-Year Graduation Rate: At least 67% of students choosing comprehensive enrollment who need few enough credits to graduate by the end of the year (including summer graduation) will do so.

Result: 83.3% of this cohort (70/84) graduated, which exceeds the target.

This goal is aligned with MNOHS’ WBWF Plan.

Report on Non-Academic Goals

Under our two-year contract (2022-2024) with Pillsbury United Communities, our charter school authorizer, MNOHS is obligated to report on four non-academic goals in four areas as outlined in this section.

Governance Goal: 85% of MNOHS Board members will participate in at least six trainings per year of service—including initial asynchronous training for new members provided by MNOHS, training provided at MNOHS board meetings and workshops, and/or trainings provided by outside organizations.

Result: In SY2022, this goal was not met. 62.5% (5/8) of board members, including all three officers, participated in at least six trainings. The other three board members participated in 3-5 training sessions each.

Finance Goal: MNOHS will maintain a 20% fund balance for each year of the contract.

Result: At the end of SY2022, the unaudited fund balance was 48.3%, which exceeds expectations.
**Operations and Leadership Goal:** MNOHS will use strategic planning software to coordinate, monitor and document progress toward school improvement goals—including PUC contract goals; comprehensive support and improvement (CSI), Q Comp, and approved online provider goals submitted to MDE; improvement priorities identified during the accreditation review process; and additional goals identified during the strategic planning process.

**Result:** MNOHS is on track to meet this goal in SY2023, which means that in SY2022 we were approaching expectations.

**Mission-Driven Goal:** MNOHS will secure philanthropic funding to support the design, building and implementation of a comprehensive learner record (CLR, working title: Talent Squad Life Portfolio App)

**Result:** MNOHS is on track to meet or exceed this goal by the end of the contract term. $50,000 has been raised so far, the Academic Check is completed, and planning for Talent Check has begun.

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,” has pointed the way to several operational improvements. Planning during school year 2022 has lined up the following improvements for school year 2023 and beyond:

- Implementation of a new school calendar, in which all course weeks start on a Monday, or on Tuesday if Monday is a federal holiday observed by MNOHS
- Adoption of a new webinar platform for synchronous (“live”) meetings and social events

Operational improvements, especially redesign of data systems, also figure prominently in MNOHS’ future plans, as explained in the section with that title below.

Please see the History and Enrollment Profile and the Academic Program and Performance/World’s Best Workforce sections above and the Future Plans section below for a discussion of MNOHS program innovations.
Perhaps most notable is the continuously evolving collaborative system of instructional strategies and interdependent supports that we have put in place in order to know our students and to make online learning a positive experience for each one. 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.

Future Plans

Staffing for sustainable leadership:
In school year 2022-2023, MNOHS has created three new half-time positions for teacher leaders:

- The Academic Director position (0.5 FTE) will absorb the previous roles of Professional Development Coordinator and SEL Coordinator. In addition to leading the work of the Professional Development Committee in implementing our school’s Q Comp and TDE plan, including course and teacher observations and evaluations, this person will direct training, development and support of all licensed staff in order to better meet the needs of all students—and will work with the Executive Director and other teacher leaders and school teams to identify and support needed improvements to the academic program.

- The Community-Based Learning Coordinator (0.5 FTE) supports students in developing individual project-based learning (PBL) proposals and fosters better understanding of PBL among all MNOHS stakeholders. As time allows, this person also develops external relationships as well as internals systems and procedures to better support credit-based work experience (including internship and volunteer placements) at MNOHS, and innovative credentialing and portfolio solutions including the Talent Squad app.

- The Special Education Coordinator (0.5 FTE) provides administrative support to the Special Education Team and consults with the Executive Director and the Director of Special Education to better meet the needs of students with IEPs at MNOHS.

Continued implementation of universal design for learning (UDL) in all MNOHS courses
As described above, this work started in school year 2022, facilitated by a part-time special education teacher on special assignment (TOSA). As staffing needs allow, the TOSA position will continue and Course Refresh priorities for course formatting and navigation will eventually be implemented in all MNOHS courses. The TOSA responsible for this project will also collaborate closely with the Academic Director and the Executive Director to support more effective classroom-level assessment design at MNOHS.
Talent Squad
In school year 2023, MNOHS will continue to extend the implementation of its Talent Squad plans, including:
- Expansion of the number of students and participating in project-based learning (PBL), and the number of teachers supporting them
- Addition of 1-2 licensed business teaching positions
- Expansion of our internal workshop and badging system to an outward facing platform with external review and validation
- Launch of the Academic Check part of our Talent Squad life portfolio app, and further design and coding sprints, with support from the Bush Foundation’s Student-Centered Learning Initiative and as additional funding and technical support is secured
- Development of internship and other community-based learning opportunity networks for our geographically dispersed students

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

In school year 2022-2023, a MNOHS MTSS leadership team, comprised of four SIT members including the Executive Director, Academic Director, School Social Worker and a general education teacher will participate, along with our Regional Centers of Excellence advocates, in a six-month training course followed by a nine-month implementation cohort. This is an opportunity to look at many facets of how MNOHS supports students—and eventually to identify, plan and implement needed improvements.

Improved operational systems
In school year 2022-2023, MNOHS will begin work on overhauling data systems in order to streamline and wherever possible automate reporting on our contract goals with PUC, our charter school authorizer, and on PUC’s new Equity Framework for high schools. MNOHS will also work on simplifying and automating administrative procedures so that all faculty and staff have more time to spend with students and families.

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 2022-2023, 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

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.

If you have questions about this report, please contact MNOHS Executive Director Elissa Raffa at e.raffa@mail.mnohs.org or at 1-800-764-8166 x103.