



SMALL CLASSES  
CREATIVE TEACHING  
CONNECTED LEARNING





MNOHS 2022-2023  
Combined Charter School Annual Report  
and World's Best Workforce (WBWF) Annual Report  
**District 4150-07**

**Made for you!**



## Contents

MNOHS Mission, Vision and Role in the Community	3
History and Enrollment Profile	4
School Governance	8
School Leadership and Administration	10
Licensed Staff: Teachers, Counselors, and Social Worker	13
Finances	20
Academic Program and Performance/World's Best Workforce	20
Operational Performance	29
Innovative Practices and Implementation	30
Future Plans	30
Learning Program and Operations	31
Authorizer and Non-Profit Status	32

New in 2022-23				
<ul style="list-style-type: none"><li>• MNOHS successfully completes the Cognia (formerly AdvancED/NCA-CASI) 5-year reaccreditation engagement review process—see page 4</li><li>• MNOHS faculty and staff implement PUC's new Equity Framework for reporting on our school's contribution to students, families and communities—see pages 7 and 30</li><li>• MNOHS's Talent Squad app-in-development is chosen as a pilot project of the Minnesota Learning Commons (MnLC)—see page 22.</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, 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 opportunities give students the opportunity to earn credit for out-of-school learning, and our college and career resources support them as they find their paths into the future.

## History and Enrollment Profile



2022-2023 marked MNOHS' eighteenth 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, now Cognia) 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 2023, MNOHS successfully completed the engagement review process for reaccreditation through Cognia. Again, our commitment to students was confirmed in the visiting team's report: *The learner's well-being and needs are at the heart of the institution. The mission, vision, and guiding principles guide all decisions and direct the work of the school staff. The vision of the school states that "all students define their unique identities and entry points into adult life." Priorities and interactions are aligned with the vision. Guiding principles have been identified and are used for planning and decision-making. The principles go beyond just words and have been translated into practice.*

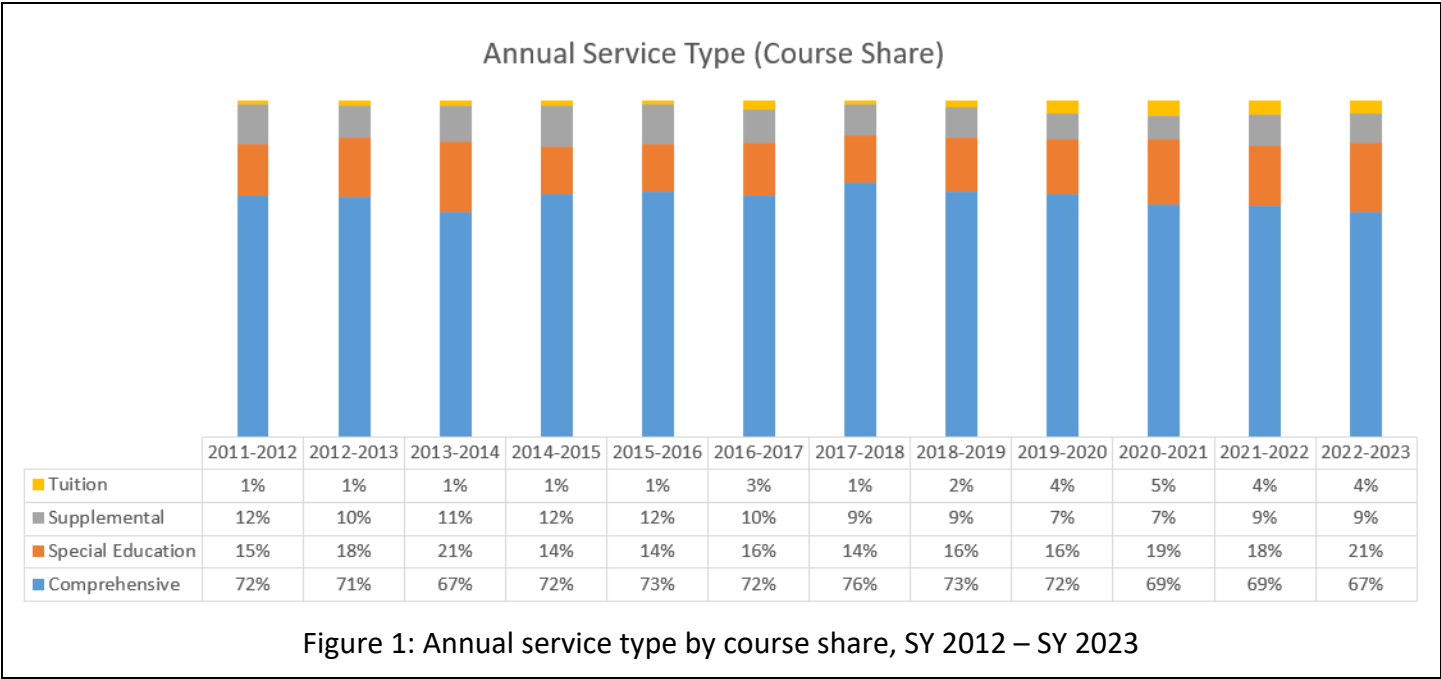
By design a small school, MNOHS enrolls students in grades 9 through 12 from across Minnesota. Some choose MNOHS as their district (Comprehensive and Special Education in Figure 1 below) and others split their enrollment between MNOHS and their home district (supplemental enrollment).

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

two quarters per year. **Consistent with our vision statement, MNOHS welcomes collaboration with districts and other charter schools.**

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

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



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

Average daily membership (ADM) at MNOHS climbed from 39 ADM in 2005-2006 to 202.5 ADM in 2019-2020, before the onset of Covid and emergency distance learning. There were some early fluctuations, as shown in Figure 2, but from 2013 to 2020 growth was steady and sustainable. ADM dipped about 10% in school year 2021 but rebounded and started climbing again in SY 2022 and SY 2023.

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

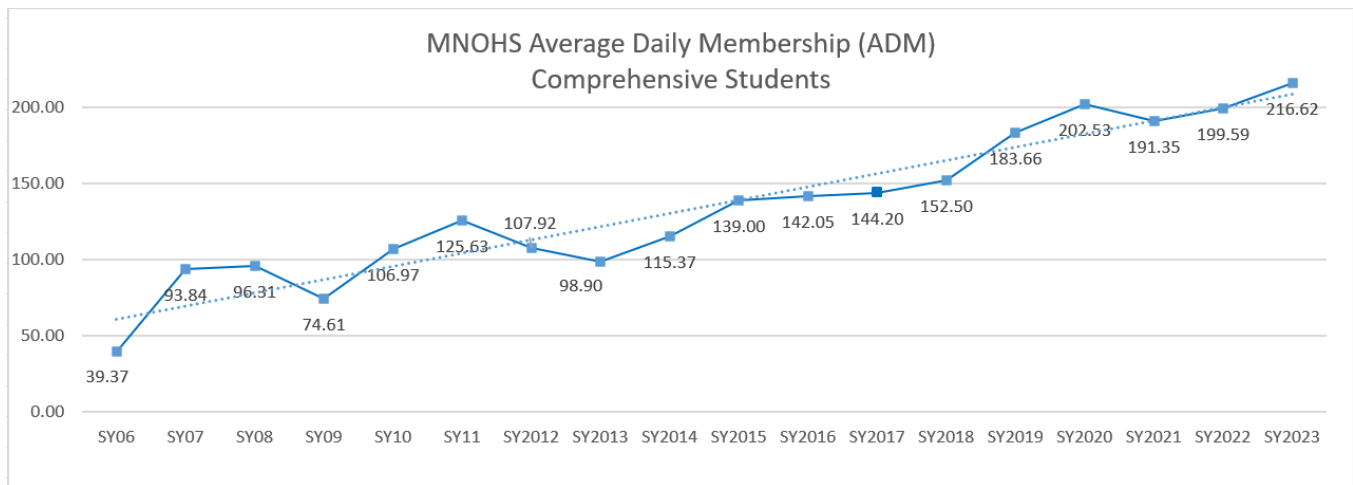


Figure 2: Annual average daily membership, SY 2006 - SY 2023

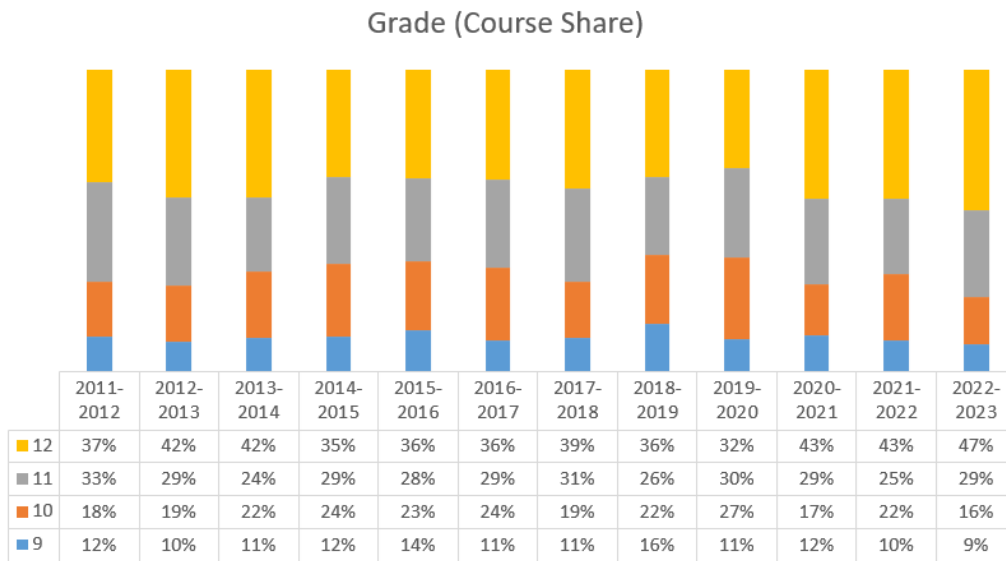


Figure 3: Annual grade level by course share, SY 2012 – SY 2023

Each year, 70-85% of the MNOHS-only students we enroll (Comprehensive and Special Education in Figure 1 above) meet at least one of the criteria to participate in the Graduation Incentives Program under [MN Statute 124D.68](#). This includes students who are behind in credits or skills; who are pregnant or parents; who have been assessed as chemically dependent; who have been excluded or expelled; who have been physically or sexually abused; who have experienced mental health 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). In SY 2022 and SY 2023, we reached capacity by February and did not accept Quarter 4 enrollments.

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

This confirmation process prevents students from enrolling without parent/guardian permission (if the student is under 18) and enhances communication between a student’s previous district and MNOHS regarding comprehensive students. MNOHS processes a comprehensive student’s application only when the signed confirmation is received. Once a parent/guardian (or the student if over 18) confirms the application, records are requested, and Change of Enrollment notices are sent out. It usually takes 1-2 business days to enroll a student in all MNOHS systems and another 1-2 days to develop a course schedule, depending on how quickly records can be obtained from the previous school. The MNOHS Student Enrollment Policy can be found here: [http://www.mnohs.org/images/Files/mnohs\\_enrollment\\_policy.pdf](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. Conversely, some students leave MNOHS and then return when their other plans don’t work out. Because of this mobility, and because so many students choose MNOHS late in their high school careers, widely accepted measures of student achievement and charter school effectiveness do not adequately portray areas for improvement. Such measures also obscure MNOHS’ strengths, including a core population of very active students who contribute stability and continuity to our learning community. Two measures that we report on annually are shown here in Table 1:

Table 1: PUC Attrition Measures		
Measure	Description	Value SY 23
<b>Within the Year</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.	74/223 = 28.23%
<b>Year to Year</b>	Number of students who left the school between the last day of previous year (2021-22) and first day of new school year (2022-23) ÷ Number of students enrolled on the last day of previous year (2021-22) = year to year attrition rate.	48/170 = 19.25%

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. This includes implementation of PUC’s new Equity Framework in school year 2022-2023, as described below.

## School Governance



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 2022-2023 can be found in Table 2 below. Board members serve staggered three-year terms. One incumbent and three new members were elected by MNOHS families, staff, and board members on May 24, 2022.

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.

MNOHS also includes a training piece in most monthly board meetings. Taken together, these supplement the initial training for all board members and fulfill the annual training requirement. The following training topics were addressed in school year 2022-2023:

- Roberts Rules of Order
- Strategic Planning
- ED Emergency Succession Plan
- Conflict of Interest
- Finance Training
- Evaluating the Executive Director
- Functions of the Legislature
- Finance/Budget as Policy
- Board Roles and Responsibilities

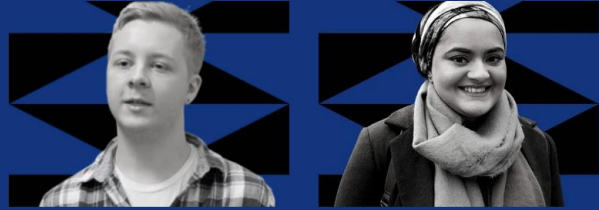
Rather than creating standing board committees with board-delegated responsibilities, MNOHS organizes ad-hoc work groups in which board and staff members collaborate on time-limited projects and ongoing program evaluation.



**Table 2: MNOHS Board Directors SY 2023**

<b>Name</b>	<b>Board Position</b>	<b>Group Affiliation (if teacher, file folder #)</b>	<b>Date Elected</b>	<b>Date Seated</b>	<b>Term Expiration</b>	<b>Initial Training</b>	<b>Training in 2022-2023</b>
Topaz Torres	President	Community (MNOHS alum)	By Board 1/28/2020 Elected May 2021	2/25/2020	6/25/2024	Completed in 2019-2020	MNOHS Board meetings: Governance (7/26, 8/23, 11/15, 3/28, 6/27) Employment (10/25, 2/28) Finance (1/24, 5/23)  Propel Nonprofits: Building an Effective CEO & Board Chair Partnership
Charlie Primeaux	Treasurer	Community	May 2019 Reelected May 2021	6/25/2019	Resigned February 2023	Completed in 2019-2020	MNOHS Board meetings: Governance (7/26, 8/23, 11/15)
Mary Derosier	Secretary Treasurer	Community (formerly Parent)	May 2019	6/25/19	6/27/2023	Completed in 2019-2020	MNOHS Board meetings: Governance (7/26, 8/23, 11/15, 3/28) Employment (10/25, 2/28) Finance (1/24)
Sarah Benson	Secretary	Teacher	May 2022	6/28/2022	6/24/2025	Completed in 2022-2023	MNOHS Board meetings: Governance (7/26, 8/23, 3/28) Employment (10/25, 2/28) Finance (1/24, 5/23)  Propel Nonprofits: Fundamentals of Nonprofit Board Governance 10/2022
Christie Allison	Member	Teacher	May 2022	6/28/2022	6/24/2025	Completed in 2022-2023	MNOHS Board meetings: Governance (7/26, 8/23, 11/15, 3/28, 6/27) Employment (10/25, 2/28) Finance (1/24, 5/23)
Barbara Bridges	Member	Community	By Board 7/18/2017 Elected May 2018 Reelected May 2021	6/26/2018	6/25/2024	Completed in 2017-2018	MNOHS Board meetings: Governance (8/23, 3/28) Finance (1/24, 5/23)
Sarah Carsello	Member	Community	May 2016 Reelected 5/2019, 5/2022	6/25/2019	6/27/2023	Completed in 2016-2017	MNOHS Board meetings: Governance (7/26, 8/23, 11/15, 6/27) Employment (10/25, 2/28)
Lori-Beth Larsen	Member	Community	May 2022	6/28/2022	6/27/2023	Completed in 2022-2023	MNOHS Board meetings: Governance (7/26, 8/23, 3/28, 6/27) Employment (10/25, 2/28) Finance (5/23)
Anastasia Martin	Member	Teacher 421826	January 2014 Reelected 5/2016, 5/2019, 5/2022	2/24/2014	6/24/2025	Completed in 2013-2014	MNOHS Board meetings: Governance (7/26, 8/23, 11/15, 3/28, 6/27) Employment (10/25, 2/28) Finance (1/24, 5/23)

## School Leadership & Administration



MNOHS leadership and administrative staff for 2022-2023 are listed here in Table 3.

Table 3: MNOHS Leadership and Administrative Staff SY 2023					
Name	File Folder Number	Assignment	Years Employed by the School	Left During 22/23	Not Returning 23/24
Elissa Raffa	295044	Executive Director	19	<input type="checkbox"/>	<input type="checkbox"/>
Anastasia Martin	421826	Academic Director (0.5 FTE)	18	<input type="checkbox"/>	<input type="checkbox"/>
Carina Abate Wright	389430	Director of Special Education	5	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Greene	432429	Special Education Coordinator (0.5 FTE)	4.75	<input type="checkbox"/>	<input type="checkbox"/>
Mike Tempel	N/A	Business, Operations, and Technology Manager	8	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Bayrd	N/A	Enrollment Specialist	11	<input type="checkbox"/>	<input type="checkbox"/>
Adrianna Black Bull	N/A	Office Manager and District Assessment Coordinator	2	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Lovely	N/A	Counseling Assistant	7	<input type="checkbox"/>	<input type="checkbox"/>
Matt Hawk	476415	Communications Manager and Family Coordinator (0.75 FTE)	9	<input type="checkbox"/>	<input type="checkbox"/>
Chi-ping Li	1012485	Advanced Chinese Program Support	2	<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 education for the European Commission's Horizon 2020 funding program. In May 2023, Ms. Raffa won the Minnesota Association of Charter Schools (MACS) Annual Leadership Award. Her complete biography, and that of other faculty and staff can be found on the MNOHS web site: <http://www.mnohs.org/faculty-and-staff>.

#### ***Academic Director***

The Academic Director's primary responsibility is to create and maintain an academic culture, assessment strategies and instructional models that are flexible and rigorous for MNOHS students to develop the ability to write persuasively, read critically, and think creatively and use mathematics and other content knowledge to solve a wide range of problems. Created in SY 2023, this 0.5 FTE position collaborates closely with the Executive Director, Special Education Coordinator, Professional Development Committee and other MNOHS staff to plan and deliver teacher training, professional development, supervision, and coaching; and to pilot new technologies and new instructional approaches for a fully online mainly asynchronous learning program.

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

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

#### ***Special Education Coordinator***

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

#### ***Business, Operations and Technology Manager***

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

#### ***Enrollment Manager***

The Enrollment Manager's primary responsibilities are to accurately enter and maintain student records and data. This includes promptly creating student and 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 phone inquiries from prospective students and families. This person also served as the school's District Assessment Coordinator in 2022-2023.

#### ***District Assessment Coordinator***

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

#### ***Counseling Assistant***

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

#### ***Communications Manager and Family Coordinator***

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

#### ***Advanced Chinese Program Support***

The primary responsibilities of this position are to assist the Academic Director to support teacher training, professional development, supervision and coaching whenever reading and writing in Chinese is an issue; and to implement new instructional models and other revisions in Advanced Chinese language courses as needed.

---

## Licensed Staff: Teachers, Counselors and Social Worker



Table 4: Licensed Staff SY 2023

Name	File Folder Number	Assignment	Years Employed by MNOHS	Left During 22/23	Not Returning 23/24
Licensed General and Special Education Teachers					
Alamy, Laila	514463	<b>Language Arts:</b> Explorations in Literature A and B (10), American Literature Survey A and B <b>Additional Assignment:</b> Professional Development Committee; Racial Equity Team	4	<input type="checkbox"/>	<input type="checkbox"/>
Allison, Christina	444408	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities, Developmental Disabilities, Career Accommodation Specialist, Autism Spectrum Disorders <b>General Education:</b> Computer Keyboarding and Technology, Teacher/Coordinator Work Based Learning <b>Additional Assignments:</b> Professional Development Committee, PBL Coordinator	12	<input type="checkbox"/>	<input type="checkbox"/>
Anderson, Carianne	386203	<b>Social Studies:</b> US History A and B, Psychology	9	<input type="checkbox"/>	<input type="checkbox"/>
Breeden, Kim	368137	<b>Math:</b> Calculus A and B, Essential Geometry, Applied Geometry A and B, Applied 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	17	<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	17	<input type="checkbox"/>	<input type="checkbox"/>
Burman, Tammy	461064	<b>Special Education:</b> Developmental Disabilities	0.75	<input type="checkbox"/>	<input type="checkbox"/>

Table 4: Licensed Staff SY 2023					
Name	File Folder Number	Assignment	Years Employed by MNOHS	Left During 22/23	Not Returning 23/24
Carlson, Yvonne	285829	<b>Special Education:</b> Learning Disabilities	3	<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, Star Assessment Coordinator	18	<input type="checkbox"/>	<input type="checkbox"/>
Deitz, Lynne	517437	<b>Special Education:</b> Academic and Behavioral Strategist	0.5	<input type="checkbox"/>	<input type="checkbox"/>
Ferm, Debbie	432348	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities	7.5	<input type="checkbox"/>	<input type="checkbox"/>
Georgakopoulos, Daniel	500512	<b>Music:</b> Elements of Music <b>Additional Assignments:</b> Racial Equity Team	1.0	<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	4.25	<input type="checkbox"/>	<input type="checkbox"/>
Greene, Melissa	432429	<b>Special Education:</b> Emotional Behavior Disorders, Learning Disabilities <b>Additional Assignment:</b> Special Education Coordinator, Racial Equity Coordinator, SIT	4.75	<input type="checkbox"/>	<input type="checkbox"/>
Hawk, Matt	476415	<b>Business:</b> Entrepreneurship	9	<input type="checkbox"/>	<input type="checkbox"/>
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	8	<input type="checkbox"/>	<input type="checkbox"/>
Lamp, Amber	472720	<b>Science:</b> Chemistry A and B, Physics A and B, Chemistry and Technology <b>Additional Assignment:</b> Technology Orientation Teacher	8.5	<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, SIT	12.5	<input type="checkbox"/>	X
Martin, Anastasia	421826	<b>Social Studies:</b> US History A and B, World History A and B <b>Additional Assignments:</b> Academic Director, PD Coordinator, Relicensure Coordinator, SEL Coordinator	18	<input type="checkbox"/>	<input type="checkbox"/>
Moats, JoAnn	418521	<b>Physical Education, Health and DAPE</b>	4	<input type="checkbox"/>	<input type="checkbox"/>

Table 4: Licensed Staff SY 2023					
Name	File Folder Number	Assignment	Years Employed by MNOHS	Left During 22/23	Not Returning 23/24
Petek, Vanessa	445092	<b>Social Studies:</b> Popular Culture, Civics, Economics, U.S. Government <b>Additional Assignments:</b> Advisory Teacher, Success Manager, Star Assessment Coordinator, SIT	11.25	<input type="checkbox"/>	<input type="checkbox"/>
Rodgers, Kristin	476655	<b>Special Education:</b> Learning Disabilities, Developmental Disabilities	0.75	<input type="checkbox"/>	X
Skalbeck, Kimberly	352210	<b>Special Education:</b> Learning Disabilities, Academic and Behavioral Specialist	3	<input type="checkbox"/>	<input type="checkbox"/>
Snidarich, Stephanie	317027	<b>Arts:</b> Visual Arts, Arts Appreciation	18	<input type="checkbox"/>	X
Stabenow, Rebecca	473485	<b>Special Education:</b> Learning Disabilities	0.5	<input type="checkbox"/>	X
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	8	<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	6.5	<input type="checkbox"/>	<input type="checkbox"/>
Wiechmann, Michael	468023	<b>Arts:</b> Media Arts, Graphic Design, Video Production, Video and Soundtrack Production	8.5	<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	7.5	<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	18	<input type="checkbox"/>	<input type="checkbox"/>
Williams, Paula	1004797	<b>Social Studies:</b> World Geography, U.S. History	3.25	<input type="checkbox"/>	<input type="checkbox"/>
Yang, Lu	509648	<b>World Languages:</b> Advanced Chinese	3	<input type="checkbox"/>	<input type="checkbox"/>
School Counselors and Social Worker					
Benson, Sarah	467914	School Counselor <b>Additional Assignment:</b> Advisory Teacher, GSA Advisor, SIT	5.75	<input type="checkbox"/>	<input type="checkbox"/>
Marie, Rebel	1002207	School Counselor, Wellness Support Specialist <b>Additional Assignments:</b> Racial Equity Team, SIT	4	<input type="checkbox"/>	<input type="checkbox"/>
Millard, Jen	479364	School Counselor <b>Additional Assignment:</b> Advisory Teacher, SIT	6.25	<input type="checkbox"/>	X
Seelen, Amanda	482893	School Social Worker <b>Additional Assignment:</b> Advisory Teacher, Student Leadership Council and Peer Leaders Program Advisor, SIT	6.5	<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 two formal observations of the school year conducted by members of the Professional Development Committee. **97.1% (34/35) of MNOHS teachers were rated effective in school year 2023, which means that nearly all MNOHS students were taught by effective teachers in nearly all MNOHS courses.** One teacher 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 2023, 97.1% (34/35) of MNOHS teachers were experienced.**
- **In-field teachers**, as defined by state law, are licensed teachers providing instruction in their field of licensure. **In school year 2023, 100% of MNOHS teachers were in-field, which means that all MNOHS students were taught by in-field teachers.**

## Licensed positions and their roles and responsibilities

### Online Teacher/Course Developer

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

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

### Special Education Teacher

The Special Education Teacher provides case management and a comprehensive instructional plan for students with Individual Education Plans. The position's primary duties include program planning, due process procedures, evaluation, and general advocacy on behalf of the students in the teacher's case load. The Special Education Teacher works closely with general education teachers and the school counselors to ensure that each student's accommodations are being addressed in the general education courses, and assists teachers in

developing strategies for working with individual students that align with each student's IEP goals. MNOHS Special Education teachers also provide direct instruction for students to support their progress toward achieving their goals.

### ***Academic Support Specialist***

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

### ***School Counselor***

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

### ***School Social Worker***

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

### ***Wellness Support Specialist***

The Wellness Support Specialist works with approximately 20 students who do not receive special education services but do have anxiety, depression and/or other mental health concerns that affect their success in high school. This person coaches students to apply cognitive behavioral therapy techniques toward making progress on their individual SMART goals, and helps them to integrate therapeutic work they may be doing outside of MNOHS into their day-to-day MNOHS activities.

### ***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.

### ***Star Assessment Coordinators***

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

### ***Professional Development Committee***

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

2022-2023 marked MNOHS' eleventh year in the Q Comp program. 97.1% of licensed staff (34/35) 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.

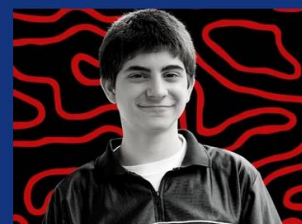
## Finances



In FY 2023, MNOHS saw an enrollment increase of 3.2%. We ended the year with a fund balance above 46% (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 2024 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.

Fiscal year	2017	2018	2019	2020	2021	2022	2023 (unaudited)	2024 (projected)
<b>Fund balance</b>	\$447,611	\$447,111	\$683,087	\$723,888	\$1,144,290	\$1,201,122	\$1,402,913	\$1,411,188
<b>% of expenditures</b>	27.5%	25.7%	34.4%	29.9%	43.2%	44.8%	46.4%	37.6%

## 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 2022-2023 and the Teacher Development and Evaluation (TDE) statute; 3) our annual World's Best Workforce plan; 4) our School Improvement Plan submitted to the Minnesota Department of Education (MDE) under the Comprehensive Support and Improvement (CSI) process and 5) actions required to maintain accreditation through 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, MNOHS faculty, staff and board have participated in a intensive study of racial equity and justice—with the support of consultants Marie Michael and Maria Graver of Hackman Consulting Group (SY2019), Dr. Anton Treuer (SY2021), and the Meriweather Group (SY2022)—and on our own.

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

Because MNOHS enrolls many students who have had interruptions in their high school careers, we have been flagged as having a four-year graduation rate under 67% and referred for Comprehensive Support and Intervention, an improvement process with technical assistance provided by advocates from our state's Regional Centers of Excellence (RCE). School year 2023 was MNOHS's fifth year in this program and the first year of the second round. We 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—better supporting the transition to online learning for all students we enroll, and finding new ways to work with students who have anxiety and/or depression—and on conducting a new needs assessment and developing new goals. Our new goals focus on "Tier 1"—that is, on involving all MNOHS teachers in improving the MNOHS experience and MNOHS courses for all students.

### *Ramp-Up to Readiness*

In school year 2015, MNOHS first implemented the University of Minnesota College Readiness Consortium's Ramp-Up to Readiness program. A team of MNOHS counselors, teachers, and admin staff members worked to interpret the Ramp-Up classroom activities for the online environment and to build asynchronous learning activities in our learning management system. Since that initial implementation, MNOHS staff have revised online advisory activities to improve usability, to apply feedback from students and advisory teachers about students' post-secondary planning needs and interests, and to include weekly social emotional learning (SEL) activities.



### *MNOHS 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. As part of this work, we designed the Talent Squad life portfolio app (currently in development) 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 launch 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 a SEL in Action Award from the NoVo Foundation and in SY 2023 was chosen as a pilot project of the Minnesota Learning Commons (MnLC).

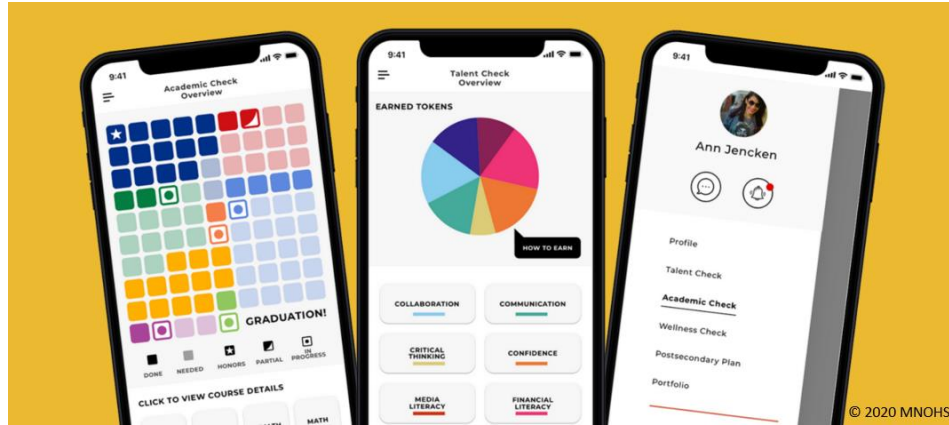
Facets of MNOHS Talent Squad include:

- 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 for 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)
- Development of budgeting guidelines to support individual students' community-based learning experiences (completed in school year 2023)
- 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 part-time Community Based Learning Coordinator position (completed in SY 2023)
- 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 works actively to find the budgetary resources, staff time and technology tools needed to maintain and deepen this commitment to our students' individual postsecondary planning needs. In school year 2022-2023, our app-in-progress was adopted as a pilot project of the Minnesota Learning Commons (MnLC), a collaboration of K-12 and higher education leaders of online and digital learning. The result of the MnLC



project was an open request for proposals (RFP) that concluded in June 2023 and a contract with Minnesota company Software for Good that will be fulfilled in SY2024.



### *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 2022, at the start of the 2022-2023 school year, was the ninth year of this program. 48 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, four students who needed one credit or less to graduate were able to earn it in the summer and follow through with their post-secondary plans in September.

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

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

A current listing of MNOHS courses is available on the MNOHS web site: <https://mnohs.org/course-descriptions/>. 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 position to support it, continued in school year 2023—and will continue with a different teacher in the position in SY 2024.

### ***ACT, Accuplacer and AP testing***

MNOHS reimburses MNOHS students who take the ACT at national test centers close to their homes. Students who qualify for educational benefits receive a voucher from MNOHS to avoid the initial registration expense. In addition to coaching students through the process of registering online, MNOHS offers synchronous ACT prep sessions in math, science, and writing in our Academic Support Center in Spring Semester. In SY 2024, MNOHS will make practice tests available to students through our MCIS subscription. MNOHS is also an Accuplacer testing site, with proctoring offered at the MNOHS office and online. MNOHS offers only three AP courses, and does not have the capacity to administer AP tests. Students who take the courses usually arrange to test at their resident district or other schools near their home.

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

MNOHS builds on the strengths of the online environment to create a community school model of online learning. In our student success and intervention team (SIT), two school counselors partner with two teachers, the school social worker, a special education teacher, our wellness specialist, our reading specialist, and, new in SY 2024, our math specialist to support individual students—and are joined weekly by the executive director, academic director, and special education coordinator to discuss systemic improvements.

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

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

In September 2022, a six-member MNOHS leadership team including the executive director, the academic director, the school social worker, one social studies teacher and our two RCE advocates began a fifteen-month training in implementing Minnesota Multitiered Systems of Support (MnMTSS) offered by MDE and the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. Some important outcomes of this training include a comprehensive needs assessment to help determine priority goals; clarification of roles throughout the organization; and better documentation of processes.

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

Since SY2020, MNOHS has supported two full-time positions funded through Alternative Delivery of Special Instructional Services (ADSIS). Our ADSIS reading specialist works with students who do not receive special education services but do score below the 50<sup>th</sup> percentile on standardized reading test. Our ADSIS wellness specialist, a school counselor, works with students who do not have an IEP but do have anxiety, depression and/or other mental health concerns that affect their success in high school. In SY 2023 MNOHS made a successful application to fund a new ADSIS math specialist position starting in SY 2024. All MNOHS ADSIS teachers are active members of our school's SIT.

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

In school year 2021 and 2022, 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, and a grant from the NoVo foundation paid for initial design work on the Daily Wellness Check, a part of the Talent Squad life portfolio app. MNOHS has embedded SEL principles and activities in our Ramp-Up advisory program and is working toward SEL integration across the curriculum.

### *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 SY 2022 and SY 2023, we implemented these goals, which we report on in the next section below.

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

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

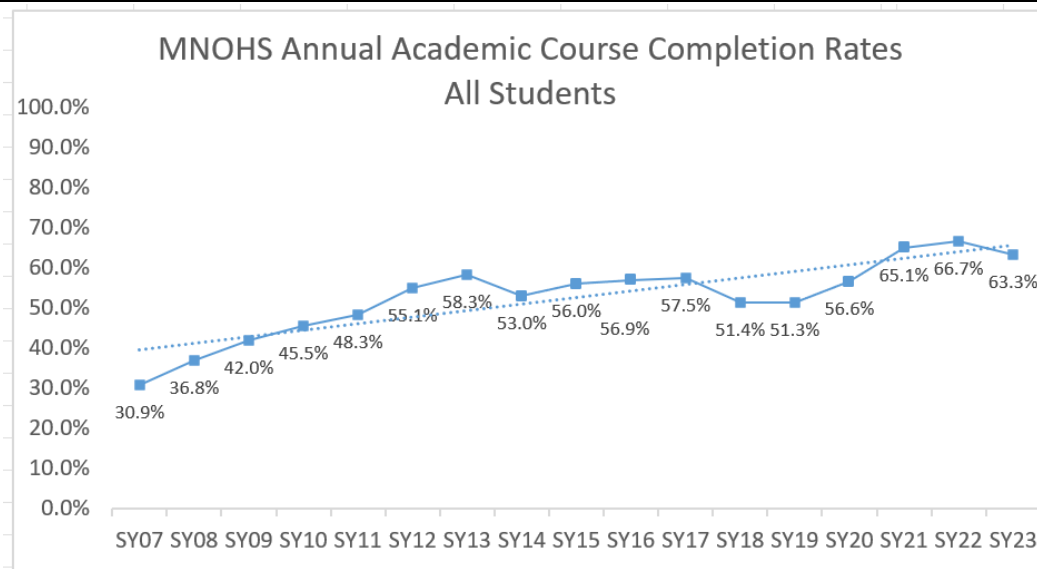


Figure 4: Average all-school course completion rate

## Report on Academic Goals for SY 2023

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:** 76.6% of this cohort (121/158) 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:** 61.1% of this cohort (44/72) 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:** 70.0% of this cohort (14/20) passed at least 40% of their courses, which **meets the target**.

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:** 40.6% of this cohort (13/32) passed at least 20% of their courses, which is **of concern**.

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:** 93.2% of students in this cohort (68/73) scored a grade equivalent of 9.0 or met their fall-to-spring growth goals. Most of them (58/73) met GLE 9.0 in the fall. **MNOHS has exceeded expectations on this 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:** 98.6% of students in this cohort (71/72) scored a grade equivalent of 9.0 or met their fall-to-spring growth goals. Most of them (52/72) met GLE 9.0 in the fall. **MNOHS has exceeded expectations on this 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:** 87.5% (112/128) of students expected to test in fall did so. In the spring, 51.5% of those expected to test (17/33) did so. MNOHS **approached expectations** on the pre-testing part of this goal, but participation in spring post-testing is **of concern**.

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 this first year reported rate.

**Result:** 51.5% of students in this cohort (17/31) participated in fall testing in SY 2022. **This provides a baseline for future participation goals in our upcoming contract negotiations with PUC.**

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:** 60.8% of this cohort (31/61) moved up at least one engagement category, which **approaches the target.**

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:** 70.0% of this cohort (77/110) graduated, which **meets the target.**

This goal is aligned with MNOHS' WBWF Plan.

### Report on Non-Academic Goals for SY 2023

Under our three-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 SY2023, this goal was **met**. 87.5% (7/8) of board members, including all three officers, participated in at least six training sessions. The other board member participated in 4 training sessions.

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

**Result:** At the end of SY2022, the audited fund balance was 44.8%. At the end of SY2023, the unaudited fund balance was 46.4%. Both years have **exceeded 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 met this goal in SY2023.

**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 from the Bush Foundation has been raised so far. Academic Check is completed, and after a competitive RFP process in the spring of 2023, MNOHS signed a contract with Software for Good and coding work on Talent Check has begun.

## Operational Performance



As explained on page 19, MNOHS set two school improvement goals in our first round of the Comprehensive Support and Intervention process. The first of these two goals, “better supporting the transition to online learning for all students we enroll,” has pointed the way to several operational improvements. The following improvements were implemented in school year 2023:

- 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
- A new webinar platform for synchronous (“live”) meetings and social events

Planned operational improvements for SY 2024 include:

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



## Innovative Practices and Implementation



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

Perhaps most notable is the continuously evolving collaborative system of instructional strategies and interdependent supports that we have put in place in order to know our students and to make online learning a positive experience for each one. This was also noted in the comments we received from the Cognia team that conducted our accreditation engagement review, 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



### *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). In SY 2024, the TOSA position is continuing and Course Refresh priorities for course formatting and navigation will be implemented in all MNOHS courses. The TOSA responsible for this project will also collaborate closely with the Academic Director and Executive Director to support more effective course-level assessment design at MNOHS.

### *Talent Squad*

In school year 2024, MNOHS will continue to extend the implementation of its Talent Squad plans, including:

- Expansion of the number of students and participating in work- and project-based learning, and the number of teachers supporting them
- Addition of a licensed business teaching position
- 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 Mental Health Support***

In school year 2023-2024, a MNOHS leadership team, led by our school social worker, will participate in MDE's cohort of the Comprehensive School Mental Health Systems (CSMHS) Collaborative Improvement and Innovation Network (CoIIN), with the goal of planning toward a comprehensive mental health system.

### ***Improved operational systems***

In school year 2023-2024, MNOHS will continue work on overhauling data systems to streamline and wherever possible automate reporting on our contract goals with PUC, our charter school authorizer, and on PUC's new Equity Framework for high schools.

The Equity Framework is a high school performance framework aligned with PUC's values as an organization and with the assets of PUC-sponsored schools including MNOHS. The Framework celebrates MNOHS and other PUC schools' innovative, anti-racist, student-centered, and community-responsive practices, while also challenging us all to be better and do better. The Framework was developed with input from diverse stakeholders using an appreciative inquiry approach to focus on assets (not deficits) in our students, schools, families, and communities. Each section of the Framework has performance measures that answer three questions posed by an approach called Results-Based Accountability™: (1) How much did we do? (2) How well did we do it? and (3) Is anyone better off? In SY 2023, the pilot year for the Equity Framework, MNOHS collected new kinds of both qualitative and quantitative data than we have previously been required to report, and began to build the infrastructure and norms needed to do this reporting as efficiently as possible. This work on infrastructure and norms will continue in SY 2024.

In SY 2024, MNOHS will also continue work on simplifying and automating administrative procedures so that all faculty and staff have more time to spend with students and families.

## **Learning Program and Operations**



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

- improve all pupil learning and all student achievement;
- increase learning opportunities for all pupils;
- encourage the use of different and innovative teaching methods;
- measure learning outcomes and create different and innovative forms of measuring outcomes;
- establish new forms of school accountability; and
- create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

These purposes are reflected in our strategic plan; 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 2023-2024, MNOHS will continue to work toward building community support and financial stability; streamlining administrative processes; strengthening community-based learning opportunities;

implementing person-centered planning; refining course-level assessment strategy and assessment design; and growing as professionals and as an organization in order to better meet students' learning needs.

## Authorizer and Nonprofit Status



MNOHS is authorized by Pillsbury United Communities. The authorizer's charter school liaison is Larry McKenzie: [larrym@pillsburyunited.org](mailto:larrym@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](mailto:e.raffa@mail.mnohs.org) or at 1-800-764-8166 x103.

---

