EDVISIONS OFF CAMPUS

Executive Summary

This Report is in accordance with Minnesota Statute section 124E10, subd. 2, and as 124E.04 indicates all charter schools must increase student achievement, demonstrated through one of six purposes. The purpose of EdVisions Off Campus (EOC) is to increase learning opportunities for students while using innovative teaching methods and innovative measures of accountability. Furthermore this report satisfies the expectation of World's Best Workforce, and annual plan that addresses Student Proficiency, Achievement Gap, and Graduation Rates.

EOC completed its Eighteenth school year. Accomplishments included achieving high student satisfaction, a waiting list throughout the year, the first year of implementing a new three year strategic plan, and an experiential education trip to various Native American Sites in Minnesota. EOC continues to be a model Project Based Learning and Site Based managed school.

As a teacher powered, site based managed school, EOC shows great success. EOC allowed for student cap to be decreased during the school year to accommodate staffing needs. The staff to student ratio was 8:1. 100% of the staff with EOC June of 2023 are still with EOC fall of 2023.

EOC held its sixteenth graduation ceremony in June of 2022. The graduation class included 20 seniors that had completed a "capstone" project which they presented in a public venue during the month of May. The seniors planned their ceremony which included time for personal reflections, advisor reflections on each of the graduates, and included a meal to celebrate with families..

Retention is a problem for many online and charter schools, but EOC has retention of 90.8% Additionally, as indicated by student surveys the students feel they are accepted and they have staff they can go to when needed.

Professional development at EOC has been streamlined to correspond with the school wide goals and is aligned with EOC's Q Comp Plan. The professional development plan meets the state required staff development legislation.

Challenges continue to include small cell sizes and finding proper technology for student needs. Recently, challenges have also arisen with regard to an increase in student mental health and social emotional needs..

Table of Contents

*Part of World's Best Workforce

Authorizer

School Governance

Board Members
All Board members received initial training in governance, personnel and finance through the Minnesota Association of Charter Schools, Innovative Quality Schools, mncharterboard.com and/or the Minnesota School Boards Association, and monthly ongoing training (Appendix A)

Lisa Lee, (2022-2023), Parent, Initial Training Completed: mncharterboard.com
Mark Alcorn, Vice Chair (2022-2025), Community Member, Initial Training Completed: IQS
Jody Dobosenski, Clerk (2021-2024), Teacher, Initial Training Completed: IQS
Jessica Balog (2022-2025), Treasurer, Initial Training Completed: mncharterboard.com
Michaela Ehlers, Teacher (2022-2025), Teacher, Initial Training Completed: mncharterboard.com
Libby Fena (2021-2024), Chair, Initial Training Completed: IQS
Jessica Mockros (2020-2023), Teacher, Initial Training Completed mncharterboard.com

Board Operations
Regular board meetings occurred monthly on the Third Tuesday of the month. These meetings are published on the website. Agendas, prior minutes and financial packets are distributed to board members and the agenda is available online 7 days in advance of the meeting. Packets are available electronically to anyone who expresses interest.

The main accomplishment of the board is the close monitoring of finances that has helped the school secure a healthy fund balance.

The board monitored the strategic plan for 2022-2025. Additionally all board members had initial training within 6 months of seat appointment and ongoing monthly training throughout the year.

School Management

EdVisions Off Campus is a site based school. There are teams for each area to run a successful program. The Co-Directors act on behalf of the teams.

PERSONNEL: Chris Lepper, Larry Schmidt, Gigi Dobosenski
FINANCES: Cathy Diaz, Mike Motzko, Chris Lepper, Gigi Dobosenski, Jess Balog
SPECIAL SERVICES: Jess Balog, Mike Motzko, Gigi Dobosenski, Jody Dobosenski, Dawn Shannon, Jessica Mockros, Noah Anderson
TECHNOLOGY: Larry Schmidt, Mike Motzko, Patty Monson Geerts, Noah Anderson
SENIOR TEAM: Cathy Diaz, Jessica Mockros, Melissa Judd, Noah Anderson, Michalea Ehlers
EXPERIENTIAL EDUCATION: Jody Dobosenski, Patty Monson Geerts, Eric Van Otterloo, Brooke Anderson
BASIC SKILLS: Larry Schmidt, Chris Lepper
EVENTS: Jody Dobosenski, Jessica Mockros
WELLNESS: Noah Anderson, Melissa Judd
LIFE SKILLS: Jody Dobosenski, Gigi Dobosenski, Cathy Diaz, Jess Balog, Eric Van Otterloo, Jessica Mockros
INCLUSION: Patty Monson Geerts, Mike Motzko, Brooke Anderson, Dawn Shannon

Staffing, Evaluation and Professional Development*

Co-Directors and Staff Performance (Q Comp)

Co-Directors and all staff performance are reviewed in the same manner. In the fall staff undergo observations and develop professional goals. In February students are surveyed regarding performance of staff and additions are added to the professional plan as needed. Throughout the year, staff collect peer feedback and In May the professional plan is reviewed for completion and parents and students fill out final satisfaction surveys. The staff Rubric is attached (Appendix B). The Co-Directors also have a board approved review which is conducted twice a year and appropriate professional goals are set. (Appendix C) Additionally, Regina (Gigi) Dobosenski maintains a current administrative license (FF# 399568)

TEACHING STAFF

In addition to licensure areas, all teaching staff also have an experimental programs project based learning waiver as awarded by PELSB. There is no designation of highly qualified with these waivers. In 2022-2023 EOC had 11 FTE teachers, 0.5 FTE Counselor, 0.7 CFO and 2.0 FTE Paraprofessionals. All teachers received higher scores than needed on their teaching rubric, allowing all students access to the best teachers. At this time staff has not been asked to declare their ethnicity. Students while using the project based model, have the ability and are encouraged to use experts of different races and ethnicities.

Brooke Anderson FF#101847, new 2022

Jessica Balog FF#413962, returned

Catherine Diaz FF#390664,returned

Jody Dobosenski, FF#1001348 , returned

Regina Dobosenski FF#399568, returned

Melissa Judd FF#419199, returned

Michaela Ehler FF#484006, returned

Christopher Lepper FF#345036, returned

Jessica Mockros, FF# 463784, returned

Patricia Monson Geerts FF#329910, returned

Michael Motzko FF#370927, returned

Lawrence Schmidt FF#34693, returned

Eric Van Otterloo FF#439982 , new 2022

Professional Development Opportunities

MnMTSS Training, Minnesota Online and Digital Learning Summit, Teacher Powered Schools Annual Conference, Minnesota Association of Alternative Programs Annual Conference, Student Voice, Data Privacy, Title IX training, Weekly Wellness, Dysgraphia and Dyslexia Training, Aleks Math Training, Sustaining Innovative Leadership

Admissions and Enrollment*

DEMOGRAPHIC	OCTOBER 1, 2022
GRADE 7	16
GRADE 8	24
GRADE 9	19
GRADE 10	26
GRADE 11	16
GRADE 12	11
MALE	37
FEMALE	63
SPECIAL EDUCATION	39
BLACK or AFRICAN AMERICAN	4
LATINO	4
ASIAN/ PACIFIC ISLANDER	0
WHITE/CAUCASIAN	88
AMERICAN INDIAN	4
MULTI RACE	12
F/R Lunch	25
LEP	0

Mobility
Throughout the course of the year 120 Students were served by EOC. Reasons individuals may have left: Return to homeschool, withdrew with written election, transfer to resident district, and moved outside of the state. 81.6% of students enrolled June 2023 returned for September 2023.

Attendance
EOC saw a 94.6% attendance rate in 2022-2023.

Graduation
According to MARSS data, 11 seniors were enrolled on October 1, 2023.   11 seniors were enrolled for the full year, and 2- 11th graders became 12th graders mid-year. By June 2023, 11 seniors graduated. Of the two that grade progressed mid- year both returned September 2023.

School Performance*

BASIC SKILLS

GOAL: EdVisions Off Campus students will show acceptable annual improvement in Mathematics based on NWEA MAP RIT scores. 68% of 7-10 grade EOC students will meet or exceed their NWEA Mathematics RIT growth target from Spring 2022 to Spring 2023.

Strategies:

- Redesign another year of math warm-up activities to align with effective strategies based on research
- Gather resources for online math teaching and share out with staff
- Identify ALEKS topics that are significant hurdles for students and develop interventions for some of them
- Track math progression data to determine the effectiveness of our math programs on student progression.

Results: 52.5% of student students in grades 7-10 met their Math growth goal on the NWEA-MAP assessment. Staff were exposed to more Aleks math best practices throughout the year and the 3 year study data was added to for another year.

INCLUSION

GOALS: (1). Research requirements for and offer American Indian Parent Advisory Council meeting by December, 2022. Continue through March and provide required reporting to MDE. (2) Research 3 companies that offer Equity Audits, and get bids for staff consideration by Staff Retreat, April 27, 2023. (3) Implement 4 strategies from the strategic plan written for 2022-2025

Strategies:

- Engage students via a club or formal group to provide feedback and support inclusion team in providing equitable education
- Work with headrush to determine ways to explore language about cultural perspectives within our project proposal and bring ideas to staff
- Consult with schools who have an ethnic studies or diversity based graduation standard to see if it is a good fit for EOC and how we might implement the standard here

- Research inclusive field trips advisories may offer, share with staff

Results:Staff held two meetings open to parents and students to form an AIPAC. With a small participation, there was no parent/student interest in leading an AIPAC and this was reported to MDE. Team met with MDE to seek clarification on the audit, and suggested using Equity Magnifier for decision making. Students engagement was encouraged through Fall Celebration, LSBTQ+group and the experiential education trip in June featured visits to various Native American sites throughout Minnesota.

LIFE SKILLS

GOALS: (1) 85% of students will grow by 2 or more skills 2) Implement 4 strategies from the strategic plan written for 2022-2025.

Strategies:

- Plan 2 experience days and develop a best practices documentation draft
- Training for Life Skills Rubric
- Look at student orientation, what we do, could change
- Work with HR to determine flexibility with dynamic rubric and the learning target measures

Results:85.3% of the students grew in at least two areas on the Life Skills Rubric. Two (2) Experience Days were implemented and evaluated. Staff was provided Life Skills training and a new orientation project was created. Initial conversations as to implementing life skills as learning targets within Headrush began.

OTHER PERFORMANCE INFORMATION
MDE Report Card
See APPENDIX G
NWEA-MAP Data
See APPENDIX H
Q Comp Report
See APPENDIX I

School Climate*

Highlights of the Student Satisfaction Surveys include the fact that the students feel safe, accepted and have staff members they can go to if they have need. 80 Students responded to the survey.
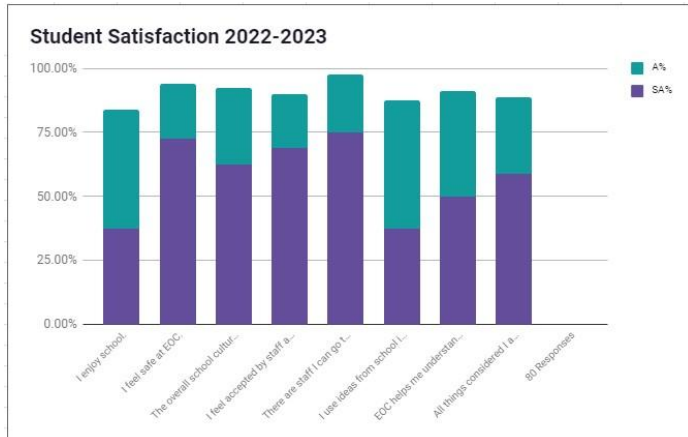
Highlights of the Parent Satisfaction Survey include that they feel their students are safe and they are overall satisfied by EOC. 33 Parents responded to the survey.
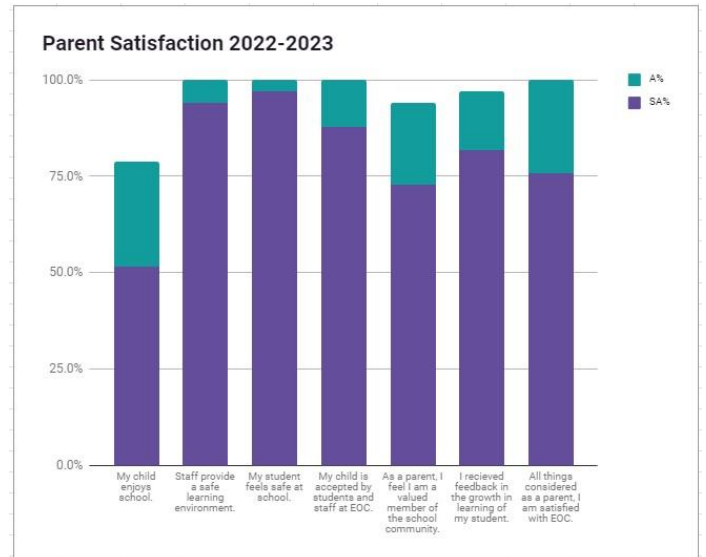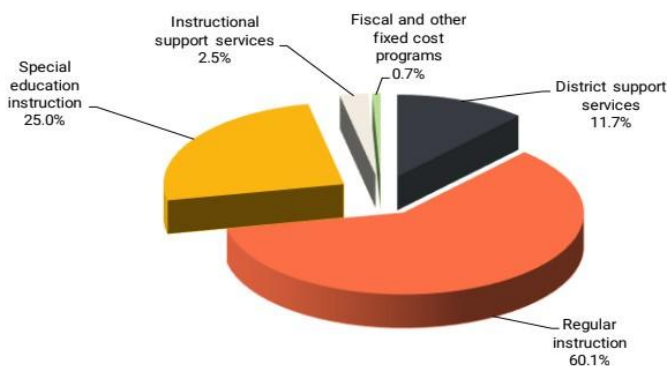
Finances

FY2023

Expenses: $1,398,313
Revenue: $1,412,111
Fund Balance June 2022: $929,563

FY2024 Projected/Budget (as of Nov 2023)
Expenses: $1,487,946
Revenue: $1,416,717

Full Budget Project in Appendix F

Innovative Practices*

Student-Centered, Student-Led, Synchronous Online Learning Instruction as well as an expectation to get out into the world through Experiences

EdVisions Off Campus teachers interacted with students on a daily basis. Students were grouped into advisories or cohorts of 10-16, keeping the total students per teacher under 16. Through the use of webcams and/or online conferencing software advisories met Monday through Friday each week. Students also have one on one students regularly with their advisor to plan their student centered projects. Off-line work included interviewing and job shadowing professionals of choice, building models, volunteering, physical activities, and creating artwork. In addition to the student designing projects, they also lead the way in creating student led clubs and student focused seminars in a variety of topics including, but not limited to: Art Club, Writer's Workshop, Spanish Group, Critics Club, Personal Finance, Games, and Podcast Club. Students also experienced the world through Experience Days, Field trips and an Experiential Education trip to explore Native American Sites in Minnesota

Working with special groups

Special Education continues to be a large demand for students at EOC, as the year progressed those students qualifying for special education services, 504s or ELL included 39% of the student population. EOC continues to be a shining example meeting state and Federal requirements under IDEA.

Family Support

The school had four parent/teacher/student virtual conferences throughout the year. Teachers did deliver hardware to students at the start of the year, but did not do face to face meetings. The first conference allows for advisors to start working on the individualized learning plan for the year. Three other conferences were scheduled throughout the school year to update learning plans and connect with students and their families. The teachers also interacted with parents on a weekly basis via email, phone, or webcam.

Social Emotional Learning

EOC weavesSEL into the heart of our program starting with individualized student-centered project based learning. Additionally advisory time provided group work on SEL skills, our school counselor ran two small group sessions as well as individual session switch students. EOC also measures SEL through the Hope Survey, rooted in a study originally conducted by Mark Van Ryzin of the University of Minnesota that surveys students with regard to their autonomy, educational engagement, belongingness, and self-efficacy. There has been a correlation found that the more "Hope" a student has, the more successful students will be later in life. The data also provides data for advisor professional development, advisor training and school wide goal setting. Overall, EOC continues to do well on this survey. This survey did change and 2021-2022 and for two years, EOC has been above average with a combined score over 6.0

FULL HOPE SURVEY INFORMATION

https://www.thetalententhusiasts.com/research

See also: Appendix K

Program Challenges

Meeting students where they are at

As with many charter schools, in the past several years there has been a continued increase in student mental and emotional health issues. Building up the wellness of both students and staff is a continued goal to be measured in 2022-2023 through participation in activities that are offered. The continued focus on student-centered learning is of utmost importance to staff at EOC. The Wellness Team is a permanent part of the Site Management Teams as it is embedded into the EOC culture.

Laws and Procedures in a Teacher Powered Environment

The ever-changing landscape of Statutes, Laws, Policies and Reporting can create a burden on a small staff. Especially when part of the structure of EdVisions Off Campus is to operate teacher-powered. This means wearing many hats while also keeping the best interests of our students at the forefront. As state and federal procedures change and when organizations do not understand our model it creates a burden on EOC which can take away from the student-centered focus There is a redundancy in some administrative reporting that will continue to be streamlined.

Conditional Financing

Even with a strong fund balance, money management is challenged by the restrictions and requirements of various lines of financing from the Department of Education. It is very time consuming and restrictive to determine exactly which parts of our students' learning opportunities fit within which of the fiscal receivables.

Appropriate Accountability Measures

As an Online Charter school in Minnesota EdVisions Off Campus participates in the state required testing and measures for accountability. Due to our cell sizes and changing student needs, EOC's successes as a program are not always given full value. Together, with our Authorizer, we are working on alternative assessment measures that paint a more holistic picture of our school and students. This work continues to include an examination of graduation rates. Part of our ability to meet students where they are at can conflict with traditional four year graduation rates.

Future Plans*

BASIC SKILLS

GOAL: EdVisions Off Campus students will show acceptable annual improvement in Mathematics based on NWEA MAP RIT scores. 60% of 7-12 grade EOC students will meet or exceed their NWEA Mathematics RIT growth target from Spring 2023 to Spring 2024.

Strategies:
- Redesign another year of math warm-up activities to align with effective strategies based on research
- Design additional math warm-up activities geared toward basic/pre-algebra level students
- Identify ALEKS topics that are significant hurdles for students and develop interventions for some of them
- Track additional data about ALEKS: time spent, credit awarded, year to year course completion rate
- Continue collaborative discussion with the whole staff to identify and brainstorm solutions to problems with math at EOC

LIFE SKILLS

GOALS: (1) 85% of students will grow by 2 or more skills 2) Implement 5 strategies from the strategic plan written for 2022-2025.

Strategies:
- Orientation: implement new orientation, collect data, compare data to previous orientation
- Counselor Role: Impact on multiple aspects of EOC (students, staff, finance etc) and suggestions for position(s) moving forward
- Experience Days: Refine best practices documentation and how Experience Days would be standard yearly practice

- Headrush: PLPs and LS Rubric embedding: gathering info for what will be included in HR
- Rubrics for students- facilitating conversations about the role of rubrics- defining overall rubrics- Senior, LS, individualized

INCLUSION

GOALS: (1). The student satisfaction survey In May 2024, 80% of respondents will agree or strongly agree with the statement" I feel accepted by students and staff" (3) Implement 3 strategies from the strategic plan written for 2022-2025

Strategies:
- Policy- Developing language within our school structure and policies and/or procedures to include diversity, inclusion, equity, and belongingness
- Student engagement- Offer 3 learning experiences to engage students in DEIB (Diversity, Equity, Inclusiveness, and Belonging) learning
- Identify areas of need/obstacles in creating an inclusive school environment

2022-2025 Strategic Plan

Life Skills EOC will be refining, using, and supporting the Life Skills Rubric to be more dynamic for all students in future planning needs and provide assistance to teach Life Skills and PostSecondary goals

Inclusion EOC will be developing language within our school structure and policies and/or procedures to include diversity, inclusion, equity, and belongingness;

Strategic Plan
Appendix J

Student Testimonials

* I already know this is the best school ever * The Advisors and staff are very helpful & patient* Everyone is incredibly nice* At EOC I've had the freedom to do what I'm interested in and feel I've been well set up for college* EOC is an excellent, optimistic and cool school. What a whimsical journey we are traveling *.I like that people are welcoming, inclusive and kind. I can be creative in everything I learn

Appendices

Appendix A-Board Calendar and Training

FY24 - BOARD MEETINGS

Meeting DATES	Planning activities (PA)/ TRAINING (Tr)
July 18, 2023	PA: Financial Statements, Annual Organization Meeting, By Law Review TR: Online Use and Guidelines
August 15, 2023	PA: Financial Statements, Board Training TR: Charter Law, Board Resources
September 19, 2023	PA: Financial Statements, Policy Review, Annual Report TR: Open Meeting Law/ Roberts Rules
October 17, 2023	PA: Financial Statements TR: Data Privacy
November 21, 2023	PA: Financial Statements, Director Review TR: Personnel Evaluation Process
December 19, 2023	PA: Financial Statements, Policy Review TR: Understanding Accountability Measures- NWEA, MCA, Hope
January 16, 2024	PA: Financial Statements TR: Non-profit versus charter school boards, Title IX
February 20, 2024	PA: Financial Statements TR: Strategic Planning
March 19, 2024	PA: Financial Statements, Policy Review, Director Review TR: Board Elections
April 16, 2024	PA: Financial Statements, Budget First View TR: Budgets
May 21, 2024	PA: Financial Statements, Budget TR: Hiring Practices
June 18, 2024	PA: Financial Statements, Approval of Budget, Policy Review, Director Review TR: ByLaws

Board approved August 2023

Appendix B- Staff Rubric(s)
Special Education Advisor QComp Rubric

COMPLETE IN OCTOBER, FEBRUARY, & MAY

	1	2	3	4
Competency Using Instructional Technology	•Regularly uses no additional technology during meetings beyond chat and mic. •Is not able to troubleshoot Blackboard, Google, etc. issues when/if they arise and does not ask for help. •Visual and auditory information out of sync.	•Rarely uses other technology tools to improve engagement with students and provide opportunities for creativity and collaboration. •Relies on communication through primarily auditory OR primary visual methods in BB. •Visual and auditory information out of sync.	•Regularly uses a variety of technology tools to improve engagement with students and provide opportunities for creativity and collaboration. •Has the ability to directly troubleshoot technology problems in multiple platforms (Blackboard, Google, etc.) •Visual and audio information synced.	•Innovates the use of new technology tools in interaction with students to improve engagement and provide opportunities for creativity and collaboration. •Shares innovative technology use with other staff. •Ongoing synchronization of visual and audio information.
Student Communication within "lesson"	•Tracks vocal and typed communications from students during meeting, missing more than 2 communications. •Engages all but 2 or more students.	•Tracks vocal and typed communications from students during meeting, missing 2 communications. •Engages all but 1 student.	•Tracks vocal and typed communications from students during meeting, missing 1 communication. •Engages all students to participate. •All students hear their name once.	•Tracks all vocal and typed communications from students during meeting. •Engages all students to participate. •All students hear their name once.

Evidence of student centered/individual learning within lesson	• Discussions and topics do not relate to student interests. •Advisor drives lesson and topic. • Not modified to the levels of the student(s). •Does not allow opportunity for student voice.	• Discussions and topics relate to 75% of students •No attention to skill building (academic and other). • Modified to the levels of the student(s). •Limited opportunity for student voice.	•Discussions and topics relate to 75-89% of students •Advisor interweaves necessary skills (academic and other) with individual content as needed. • Modified to the levels of the student(s). •Students are given opportunities to have a voice and make choices.	•Discussions and topics relate to 90% of students •Advisor interweaves necessary skills (academic and other) with individual content as needed. • Modified to the levels of the student(s). •Students are given opportunities to have a voice and make choices.
Time management	Starts late and ends late (by over 5 minutes). Interferes with other meetings	Starts meeting late and goes over time 5 minutes. Interferes with other meetings.	Starts meeting on time but goes over time less than 5 minutes and does not interfere with other meetings.	Starts and ends meeting on time to not interfere with other students.
School Culture	•Does not discuss school wide activities. -Or- •Does not recognize peer to peer interactions	•Discusses school wide activities. •Recognizes peer to peer interactions	•Provides encouragement to participate in school wide activity. •Has recognized peer to peer interactions. •Has awarded peer to peer credit.	•Provides encouragement to participate in school wide activity. •Has recognized peer to peer interactions. •Has awarded peer to peer credit. •Advisor has taken an active role to advise extracurriculars
Content Knowledge	Provides little assistance with research process	Assists with research, little concern to credibility of resources	•Assists students in finding credible resources to support project	•Assists students in finding credible resources to support project

			•Includes community experts	•Includes community experts on a school wide level
Ability to advise/coach	•Does not let students set their own goals • Tells students what projects to do	•Helps students set goals •Tells students what projects to do	•Helps students set goals •Helps students with brainstorming ideas	•Helps students set goals •helps students with brainstorming ideas •Helps students become self-sufficient
Evaluation	Does not address IEP goals directly or through informal evaluation	Regularly addresses IEP goals directly or through informal evaluation	Regularly addresses IEP goals directly and through informal evaluation	Weekly addresses IEP goals directly and through informal evaluation
Project Proposals	Advisor will assist in editing and revising few student created project proposals, when advisor requests assistance	Advisor will assist in editing and revising some student created project proposals, when advisor requests assistance	Advisor will assist in editing and revising the majority of student created project proposals, when advisor requests assistance	Advisor will assist in reviewing and revising all student created project proposals when advisor requests assistance
MEASURED ON FEB SURVEY				
Learning Environment	74% or fewer of all student responses agree or strongly agree "My special education advisor creates a positive learning environment"	75% of all student responses agree or strongly agree "My special education advisor creates a positive learning environment"	90% of all student responses agree or strongly agree "My special education advisor creates a positive learning environment"	100% of all student responses agree or strongly agree "My special education advisor creates a positive learning environment"

Student Learning Goals	74% or fewer of all student responses agree or strongly agree "My special education advisor helps me with my learning goals"	75% of all student responses agree or strongly agree "My special education advisor helps me with my learning goals"	90% of all student responses agree or strongly agree "My special education advisor helps me with my learning goals"	100% of all student responses agree or strongly agree "My special education advisor helps me with my learning goals"
Relationship building skills	74% or more of all student responses agree or strongly agree "My special education advisor treats me with respect"	75% or more of all student responses agree or strongly agree "My special education advisor treats me with respect"	90% or more of all student responses agree or strongly agree "My special education advisor treats me with respect"	100% of all student responses agree or strongly agree "My special education advisor treats me with respect"
END OF YEAR ADDITIONAL MEASURES				
Student Achievement	Less than 75% IEP students show sufficient progress on IEP updates	75% IEP students show sufficient progress on IEP updates	90% IEP students show sufficient progress on IEP updates	100% IEP students show sufficient progress on IEP updates
Communication	•Contact forms updated biweekly • Reports progress and goals less than quarterly to advisors and parents	•Contact forms updated biweekly • Reports progress and goals quarterly to advisors and parents	•Contact forms updated weekly for 3/4 weeks in the month •Informally or formally reports progress and goals monthly to advisors and parents	•Contact forms updated weekly all but one week of the year • Informally or formally reports progress and goals weekly to advisors and parents

| Organization | •One or more IEPs or evaluations are not scheduled at least one week in advance of due date.

•One or more IEPs are not completed on time (not including those enrolled with paperwork out of compliance).

Does not:

• send copy of updates/progress reports to advisor and parents

• meet with parents and advisor at least once

•assist with referrals | • sent copy of updates/progress reports to advisor and parents less than 4 times a year, sometimes after the second day of conference week

•met with parents and advisor at least once

•One or more IEPs or evaluations are not scheduled at least one week in advance of due date.

•One or more IEPs are not completed on time (not including those enrolled with paperwork out of compliance).

Does not:

• Assist advisors with referrals | • sent updates to advisor and parents 4 times a year, by the second day of conference week (3 progress reports + 1 IEP meeting)

•met with parents and advisor at least once

•IEPs and evaluations are scheduled at least one week in advance of due date.

•All IEPs are completed on time (not including those enrolled with paperwork out of compliance).

• Assists advisors with referrals | Without reminder:

•sent updates to advisor and parents 4 times a year, by the second day of conference week (3 progress reports + 1 IEP meeting)

•met with parents and advisor at least once

•IEPs and evaluations are scheduled at least one week in advance of due date.

•All IEPs are completed on time (not including those enrolled with paperwork out of compliance).

•Assists advisors with referrals |

General Education Advisor QComp Rubric

	1	2	3	4
COMPLETE IN OCTOBER, FEBRUARY, & MAY				
Competency Using Instructional Technology	•Regularly uses no additional technology during meetings beyond chat and mic. •Is not able to troubleshoot Blackboard, Google, etc. issues when/if they arise and does not ask for help. •Visual and auditory information out of sync.	•Rarely uses other technology tools to improve engagement with students and provide opportunities for creativity and collaboration. •Relies on communication through primarily auditory OR primary visual methods in BB. •Visual and auditory information out of sync	•Regularly uses a variety of technology tools to improve engagement with students and provide opportunities for creativity and collaboration. •Has the ability to directly troubleshoot technology problems in multiple platforms (Blackboard, Google, etc.) •Visual and audio information synced.	•Innovates the use of new technology tools in interaction with students to improve engagement and provide opportunities for creativity and collaboration. •Shares innovative technology use with other staff. •Ongoing synchronization of visual and audio information.
Student Communication within "lesson"	•Tracks vocal and typed communications from students during meeting, missing more than 2 communications. •Engages all but 2 or more students.	•Tracks vocal and typed communications from students during meeting, missing 2 communications. •Engages all but 1 student.	•Tracks vocal and typed communications from students during meeting, missing 1 communication. •Engages all students to participate. •All students hear their name once.	•Tracks all vocal and typed communications from students during meeting. •Engages all students to participate. •All students hear their name once.
Evidence of student centered/individual learning within lesson	• Discussions and topics do not relate to student interests. •Advisor drives lesson and topic.	• Discussions and topics relate to 75% of students •No attention to skill building (academic and other).	•Discussions and topics relate to 75-89% of students •Advisor interweaves necessary skills (academic and other) with individual content as needed.	•Discussions and topics relate to 90% of students •Advisor interweaves necessary skills (academic and other) with individual content as needed.

	• Not modified to the levels of the student(s).	• Modified to the levels of the student(s).	• Modified to the levels of the student(s).	• Modified to the levels of the student(s).
	•Does not allow opportunity for student voice.	•Limited opportunity for student voice.	•Students are given opportunities to have a voice and make choices.	•Students are given opportunities to have a voice and make choices.
Time management	Starts late and ends late (either by over 5 minutes). Interferes with other meetings	Starts meeting late and goes over time 5 minutes. Interferes with other meetings.	Starts meeting on time but goes over time less than 5 minutes and does not interfere with other meetings.	Starts and ends meeting on time to not interfere with other students.
School Culture	•Does not discuss school wide activities. -Or- •Does not recognize peer to peer interactions	•Discusses school wide activities. •Recognizes peer to peer interactions	•Provides encouragement to participate in school wide activity. •Has recognized peer to peer interactions. • Has awarded peer to peer credit.	•Provides encouragement to participate in school wide activity. •Has recognized peer to peer interactions. •Has awarded peer to peer credit. •Advisor has taken an active role to advise extracurriculars Has provided students the opportunity to share technological innovations or new learning resources.
Content Knowledge	Provides little assistance with research process	Assists with research, little concern to credibility of resources	•Assists students in finding credible resources to support project •Includes community experts	•Assists students in finding credible resources to support project •Includes community experts on a school wide level

Ability to advise/coach	•Does not let students set their own goals • Tells students what projects to do	•Helps students set goals •Tells students what projects to do	•Helps students set goals •Helps students with brainstorming ideas	•Helps students set goals •Helps students with brainstorming ideas •Helps students become self-sufficient
Evaluation	Gives credit not linked to product evidence	Links credit to evidence and state standards	Links credit to evidence and state standards with a focus on project quality	Links credit to evidence and state standards with a focus on increasing rigor and project quality and feedback for future improvements
Project Proposals	Assists in editing and revising few student created project proposals	Assists in editing and revising some student created project proposals	Assists in editing and revising the majority of student created project proposals, with a focus on unique projects that excite and interest the student	Assists in reviewing or revising all student created project proposals while supporting students to be self-sufficient in creating unique projects
MEASURED ON FEB SURVEY				
Learning Environment	74% or fewer of all student responses agree or strongly agree "My advisor creates a positive learning environment"	75% of all student responses agree or strongly agree "My advisor creates a positive learning environment"	90% of all student responses agree or strongly agree "My advisor creates a positive learning environment"	100% of all student responses agree or strongly agree "My advisor creates a positive learning environment"
Student Learning Goals	74% or fewer of all student responses agree or strongly agree "My advisor helps me set learning goals"	75% of all student responses agree or strongly agree "My advisor helps me set learning goals"	90% of all student responses agree or strongly agree "My advisor helps me set learning goals"	100% or more of all student responses agree or strongly agree "My advisor helps me set learning goals"
Relationship building skills	74% or more of all student responses agree or strongly agree "My advisor treats me with respect"	75% or more of all student responses agree or strongly agree "My advisor treats me with respect"	90% or more of all student responses agree or strongly agree "My advisor treats me with respect"	100% or more of all student responses agree or strongly agree "My advisor treats me with respect"

END OF YEAR ADDITIONAL MEASURES				
Student Achievement	25% Students earn 10 credits per year	50% Students earn 10 credits per year	75% Students earn 10 credits per year	100% Students earn 10 credits per year
Parent Communication	Contacts parents of all students 1 time a month or less, 1 conference per year	Contacts parents 1 time every 3 weeks, 2 conferences per year	Contacts parents 1 time every other week, 4 conferences per year	Contacts parents 1 time every week. 4 conferences per year
Organization	• Transcripts up to date and provided to each student at 2 of 4 academic conferences. •PLPs done with each student 2 times a year. Does not: file final transcripts on server, transfer credit transcripts, keep grade levels up to date, put LPs on server, follow Academic Progress Policy	•Transcripts up to date and provided to each student at 3 of 4 academic conferences. •Final transcripts created only when prompted. • Completes transfer credits transcripts within one month of receipt. •PLPs done with each student 2 times a year. Does not: keep grade levels up to date, put LPs on server, follow Academic Progress Policy	•Transcripts up to date and provided to each student at each academic conference. • Final transcripts created for students who have left EOC and saved in server within a week; graduates by end of June. •Completes transfer credits transcripts within one week of receipt & 10 days attendance. •PLPs done with each student 3 times a year. •Grade levels up to date for testing •LPs in attendance folder Does not: follow Academic Progress Policy	Without reminder: • Transcripts up to date and provided to each student at each academic conference. •Final transcripts created for students who have left EOC and saved in server within a week; graduates by end of June. • Completes transfer credits transcripts within one week of receipt & 10 days attendance. •PLPs done with each student 4 times a year. •Grade levels up to date for testing •LPs in attendance folder •Follows Academic Progress Policy

Paraprofessional QComp Rubric

	1	2	3	4
Competency Using Instructional Technology	•Regularly uses no additional technology during meetings beyond chat and mic. •Is not able to troubleshoot Blackboard, Google, etc. issues when/if they arise and does not ask for help. •Visual and auditory information out of sync.	•Rarely uses other technology tools to improve engagement with students and provide opportunities for creativity and collaboration. •Relies on communication through primarily auditory OR primary visual methods in BB. •Visual and auditory information out of sync.	•Regularly uses a variety of technology tools to improve engagement with students and provide opportunities for creativity and collaboration. •Has the ability to directly troubleshoot technology problems in multiple platforms (Blackboard, Google, etc.) •Visual and audio information synced.	•Innovates the use of new technology tools in interaction with students to improve engagement and provide opportunities for creativity and collaboration. •Shares innovative technology use with other staff. •Ongoing synchronization of visual and audio information.
Student Communication within "lesson"	•Tracks vocal and typed communications from students during meeting, missing more than 2 communications. •Engages all but 2 or more students.	•Tracks vocal and typed communications from students during meeting, missing 2 communications. •Engages all but 1 student.	•Tracks vocal and typed communications from students during meeting, missing 1 communication. •Engages all students to participate. •All students hear their name once.	•Tracks all vocal and typed communications from students during meeting. •Engages all students to participate. •All students hear their name once.
Evidence of student centered/individual learning within lesson	• Discussions and topics do not relate to student interests. •Advisor drives lesson and topic.	• Discussions and topics relate to 75% of students •No attention to skill building (academic and other).	•Discussions and topics relate to 75-89% of students •Advisor interweaves necessary skills (academic and other) with individual content as needed.	•Discussions and topics relate to 90% of students •Advisor interweaves necessary skills (academic and other) with individual content as needed.

	• Not modified to the levels of the student(s). •Does not allow opportunity for student voice.	• Modified to the levels of the student(s). •Limited opportunity for student voice.	• Modified to the levels of the student(s). •Students are given opportunities to have a voice and make choices.	• Modified to the levels of the student(s). •Students are given opportunities to have a voice and make choices.
Time management	Starts late and ends late (by over 5 minutes). Interferes with other meetings	Starts meeting late and goes over time 5 minutes. Interferes with other meetings.	Starts meeting on time but goes over time less than 5 minutes and does not interfere with other meetings.	Starts and ends meeting on time to not interfere with other students.
School Culture	•Does not discuss school wide activities.	•Discusses school wide activities.	•Provides encouragement to participate in school wide activities.	•Provides encouragement to participate in school wide activity. •Has recognized peer to peer interactions.
Content Knowledge	Provides little assistance with research process	Assists with research, little concern to credibility of resources	•Assists students in finding credible resources to support project •Includes community experts	•Assists students in finding credible resources to support project •Includes community experts on a school wide level
Ability to advise/coach	•Does not know students' goals and helps them meet them • Tells students what projects to do	• Knows students' goals and helps them meet them •Tells students what projects to do	• Knows students' goals and helps them meet them •Helps students with brainstorming ideas	•Knows students' goals and helps them meet them •helps students with brainstorming ideas •Helps students become self-sufficient

MEASURED ON FEB SURVEY				
Learning Environment	74% or fewer of all student responses agree or strongly agree "My paraprofessional creates a positive learning environment"	75% of all student responses agree or strongly agree "My paraprofessional creates a positive learning environment"	90% of all student responses agree or strongly agree "My paraprofessional creates a positive learning environment"	100% of all student responses agree or strongly agree "My paraprofessional creates a positive learning environment"
Student Learning Goals	74% or fewer of all student responses agree or strongly agree "My paraprofessional helps me with my learning goals"	75% of all student responses agree or strongly agree "My paraprofessional helps me with my learning goals"	90% of all student responses agree or strongly agree "My paraprofessional helps me with my learning goals"	100% or more of all student responses agree or strongly agree "My paraprofessional helps me with my learning goals"
Relationship building skills	74% or more of all student responses agree or strongly agree "My paraprofessional treats me with respect"	75% or more of all student responses agree or strongly agree "My paraprofessional treats me with respect"	90% or more of all student responses agree or strongly agree "My paraprofessional treats me with respect"	100% or more of all student responses agree or strongly agree "My paraprofessional treats me with respect"
END OF YEAR ADDITIONAL MEASURES				
Student Achievement	When students regularly attend, they work on--or complete-- tasks in the contact form or provided by advisors 75% of the time	When students regularly attend, they work on--or complete-- tasks in the contact form or provided by advisors 75% of the time	When students regularly attend, they work on--or complete--tasks in the contact form or provided by advisors 90% of the time	When students regularly attend, they work on--or complete-- tasks in the contact form or provided by advisors 100% of the time
Staff Communication	No reporting to SPED and gen ed advisors about work completed and attendance	Irregular reporting to SPED and gen ed advisors about work completed and attendance	Uses contact forms 3/4 weeks in a month to report work completed and attendance to SPED and gen ed advisors	Uses contact forms all but one week in the year to report work completed and attendance to SPED and gen ed advisors

Organization	•Timesheets completed only with reminders Does not: •Meets with students regularly •Keeps a shared schedule of availability	•Although meets with students, changes the schedule frequently •Timesheets completed but require frequent reminders Does not: •Keeps a shared schedule of availability	•Meets with students regularly •Keeps a shared schedule of availability •Timesheets completed	Without reminder: •Meets with students regularly •Keeps a shared schedule of availability •Timesheets completed

Appendix C-Directors Checklist/Board Evaluation

The EdVisions Off-Campus Board Members are responsible to oversee that EOC is run effectively, legally, and ethically. EOC does not hire staff members; rather EOC contracts with EdVisions Cooperative which provides staff, payroll service, and other resources specific to Project Based Education and Teacher Professional Practices. As a Teacher Professional Practice Organization, there is a director or are directors responsible for carrying out administrative responsibilities in accordance with staff collaborative decisions. As such, the following responsibilities are those carried out by directors on behalf of the staff of EOC as well as duties expected from EdVisions Cooperative (the Coop being those hired by the Coop to work for EOC) A report is made to the EOC Board of Directors two times annually regarding progress on these topics (November, and May). Two goals will be set by directors by Jan each year and shared with Board.

Responsibility	Who	Date/Month
Server GOOGLE DRIVE	Technology Team	Weekly
Website and Social Media	Marketing/Communications Team	As Needed
Monthly **Minnesota Automated Reporting Student System (MARSS)** and **EdFi** reports- provides MDE with student count for per pupil payments, special education funding, and testing requirements. Also includes attendance reporting.	Gigi	Monthly
Finance statement prep-provides budget comparison, revenue and cash balance sheets for School Board members	Cathy	Monthly
Staff Development- Once a month face to face meetings plus specialized meetings as needed for reading, mental health and other required training	EdVisionsCoop/Personnel/ Q Comp Team	Monthly
Coordinate with Designs for Learning- Communications with Special Ed Team and the Special Education Director to be sure child count is accurate and licensure is up to date	Gigi	Monthly
Communications with School Board-As non voting members, give reports of director responsibilities and other tasks completed throughout month	Cathy, Gigi	Monthly
Uniform Financial Accounting and Reporting System (UFARS)- coding required to provide accountability for fund allocation	Cathy	Monthly
Payroll- Provides payment to the staff members including necessary tax withholdings and benefits.	EdVisions Coop	1-10th monthly
IQS formal visits Arrange and host sponsor representative	Gigi	As needed
Curricular Alignment- A part of online certification for MDE. At this point, only one alignment is required, but could change with changes to the standards	Gigi	As needed
Policies- Research and write required policies and those that the school board would like to have implemented	Gigi	See schedule
Special Education Data Reporting Application (SEDRA)- System for reporting reimbursable expenses according to elementary and secondary education act and no child left behind	Cathy	Quarterly, As Needed
Grant Management, Rural Education A Program (REAP), EdVisions Schools- keeps track of expenditure lines and reporting to the grantor	Cathy	As Needed
HEADRUSH- Coordinates with company, sets up changes to transcripts and other needs, sets up trainings, attends trainings	Gigi, EdVisions Coop	Training in August, as needed

Northwest Educational Association- Measures of Academic Progress (NWEA-MAP) Testing- Required localized standardized testing, demonstrates student growth, testing two times a year. Coordination of test includes downloading tests, uploading tests	Gigi	September, May
Hope Survey – Measures autonomy and other factors important to EOC's model. Coordination of ids and survey links with Hope Survey Coordinator/EdVisions Schools	EdVisions Coop/ Q Comp/Experiential Ed	September, May
Annual Report**/WBWF-** Required report to IQS and MDE includes goal results, testing results, survey results and budgetary items.	Gigi	December 15
Conversation Days. Training for Project Based Learning (PBL) and Teacher Professional Practice (TPP)- Trainings that increase knowledge of staff and allows time to share successes and difficulties	EdVisions Coop	March, as needed for new staff
Human Resources Training- Learning about proper HR procedures and policies, as well as benefits and other payroll information	EdVisions Coop, Personnel Team	October
Law Conference Trainings- Update on new state and federal laws, court cases that have an impact on schools.	Gigi	October
Staff Automated Reporting (STAR)- reports the licensure and assignments of each staff member as of Oct 1 and again Mar1 current year	Gigi	November, March
Staff Evaluations- Observations, peer evaluations, use rubric and information to decide on professional development goals	Coop, Personnel, Q Comp Team	Oct, Feb, May
State Testing- Coordinate students and staff for all required state testing, orders necessary tests, fills out documentation for waivers and testing sessions , reviews follow up reports and letters to parents, and reports information to the School Board.	Gigi	March, April
Health Reports- Determine immunizations and submit report to Minnesota Department of Health	Gigi	January
Transportation Report- Code and report transportation of all students to MDE	Cathy	March
Hiring of New Staff- post positions, conduct preliminary interviews, school visits, second interviews, student and staff feedback, communicated with applicants and new hires	EdVisions Coop/ Personnel Team	Ongoing
Budget Preparation and Monitoring- Guides the finance team in budget recommendations and determinations for the upcoming year, monitors current budget and reports to the school board.	Cathy	March, April, Monthly
Setting Goals- Based on information from current year goal, staff work on determining next year's goals, goal teams, and strategies	EdVisions Coop/ Staff	June draft, August Approve
Parent and Student Satisfaction Surveys**-** Reviews survey, encourages participation, and collates data from parents and students.	Goal Team/ Q Comp	May
Audit- prepares audit paperwork and collects necessary documentation for auditors, meets with them as they conduct audit to answer questions, leads communications between board and auditors.	Cathy	June – September
Civil Rights Data Collection	Cathy/Gigi	Varies from year to year
Disciplinary Incident Reporting System (DIRS)- Mandatory state report indicating disciplinary measures used with students including suspensions, exclusions and expulsions	Gigi	June/July

Appendix D-Life Skills Rubric

Communication	Technology & Creativity	Career Aspirations	Happiness
able to express thoughts in written form	keyboarding skills, being able to use home row	resume that is job interview ready	willingness to try something new
lets people know if they will be late or miss a meeting	word processing skills, being able to create a word document, use tools like spell check	able to fill out a 1040EZ	able to articulate and follow thru with an activity the helps reduce stress, able to balance fun and mundane
able to compose an email, send, respond, and attach documents	ability to keep technology in working order	complete a job interview	spends time in nature
presented: good speaking voice, eye contact, not reading off of notes, answers questions	able to use the internet to obtain appropriate information and be able to decipher what is a credible website	drivers license	service to others in the community
able to recognize inappropriate forms of communication - poor language or grammar	understand how to use external storage devices	fill out job application	eat healthy, majority of time
able to use voice to communicate when asked	able to problem solve issues that arise without seeking advisor help first	apply to college	physically active 3x per week
able to communicate within a group setting	able to demonstrate the use of a variety of ways to demonstrate product knowledge, e.g. power point, paper, video, collage, hand made items	complete PSEO course	able to unplug
able to ask for help when needed	ability to look at a topic and look at variety of angles to achieve desired outcomes	ability to be respectful under pressure	7 hours of sleep at least 5 nights per week
able to complete task in timely fashion	student is able to challenge other thoughts and ideas and not just accept everything as fact	able to identify personal strengths and weaknesses	able to self identify if involved in healthy relationships (adult, peer, social media)
student has demonstrated the ability to represent personal information and opinions rather than those stated in books or online, ability to put into own words	ability to cite main ideas and use descriptive words to illustrate point	held paid position outside of family	able to articulate one project that they have completed that they enjoyed completing and are proud of
able to set a goal and see it thru		able to articulate after high school plan	have a hobby
		able to budget, understands loans, cc, cost of living, credit score	

Appendix E- Parent and Student Satisfaction Survey

Student Satisfaction Survey- 80 respondents

	SA%	A%	D%	SD%
I enjoy school.	37.50%	46.30%	12.50%	3.80%
I feel safe at EOC.	72.5%	21.3%	6.3%	0.0%
The overall school culture and climate are positive.	62.5%	30.0%	7.5%	0.0%
I feel accepted by staff and students.	68.8%	21.3%	10.0%	0.0%
There are staff I can go to if I have need.	75.0%	22.5%	2.5%	0.0%
I use ideas from school in my daily life.	37.5%	50.0%	12.5%	0.0%
EOC helps me understand how I learn best.	50.0%	41.3%	8.8%	0.0%

Parent Satisfaction Survey 33 Respondents

	SA%	A%	D%	SD%
My child enjoys school.	51.5%	27.3%	21.2%	0.0%
Staff provide a safe learning environment.	93.9%	6.1%	0.0%	0.0%
My student feels safe at school.	97.0%	3.0%	0.0%	0.0%
My child is accepted by students and staff at EOC.	87.9%	12.1%	0.0%	0.0%
As a parent, I feel I am a valued member of the school community.	72.7%	21.2%	6.1%	0.0%
I recieved feedback in the growth in learning of my student.	81.8%	15.2%	3.0%	0.0%

Appendix F-Full Projected Budget- Revised November 2023

Revenue $(1,416,717.28)
Student Activity Fees $(500.00)
Interest $(1,900.00)
Fees - San Francisco $(2,000.00)
General Education Aid FY2024 $(1,002,253.93)
Spec Education Aid FY2024 $(311,214.64)
Library Aid $(20,000.00)
Personnel Support Aid $(20,000.00)
QComp Aid - FY2018 $(27,906.18)
Endow Fund Apportion $(3,942.54)
Federal Special Ed Flow Through $(27,000.00)

Total Expenditures: $1,487,946.09
Travel-Board of Education $600.00
EdVisions Payment-Administrative $86,753.28
Workshops/Travel - Administrative $1,300.00
Legal Services/Audit $15,000.00
EdVisions Payment-Financial Services $53,541.83
Financial Services - Region V $5,000.00
Tra/business office (wksp, training) $1,500.00
Professional Service - Secondary Ed $2,720.00
EdVisions Payment - Regular Ed $712,269.03
Advertising $10,000.00
Telephone $1,600.00
Internet Access $22,000.00
Postage $2,800.00
Travel - Staff $8,000.00
Field Trip Mileage $5,000.00
Field Trip Fees $33,000.00
Field Trip - San Francisco $35,000.00
Pymts to Other Dist. - Tuitions $2,500.00
Office Type Supplies $5,500.00
Instruct Supplies $20,000.00
Tech Supplies - Instructional $1,000.00
Standardized Tests $1,200.00
Tech Devices - Instructional $33,000.00
Tech Equip - Instructional - Over $500 $1,000.00
Dues & Memberships-Non School Board $17,300.00
Third Party Billing Contracted Service $500.00
Sped Consulting DCD $500.00
Federal Flow Through - Sped Director $7,500.00

SpEd Federal Mileage $4,000.00

Fed Funds - School Psychologist $10,000.00

Mental Health Professional $3,500.00

Fed SpEd Supplies $1,577.23

SpEd Supplies/Testing Materials $2,035.40

Speech - SpEd - State Funded $6,000.00

Physically Impaired - Physical Therapist $1,000.00

Physically Impaired - Occupational Therapist $3,300.00

Physically Impaired - Equipment $3,000.00

EdVisions Payment - SLD $259,763.69

EdVisions Payment - SpEd Para $62,435.63

EdVisions Payment Qcomp stipends $26,250.00

Staff Development - Travel $5,000.00

Trav/Conv/Conference Qcomp $1,000.00

Staff Development - Supplies $3,000.00

Supplies Qcomp $2,000.00

Insurance $8,000.00

Net: $71,228.80

BOARD APPROVED November 2023

MCA 2023

Graduation 2022
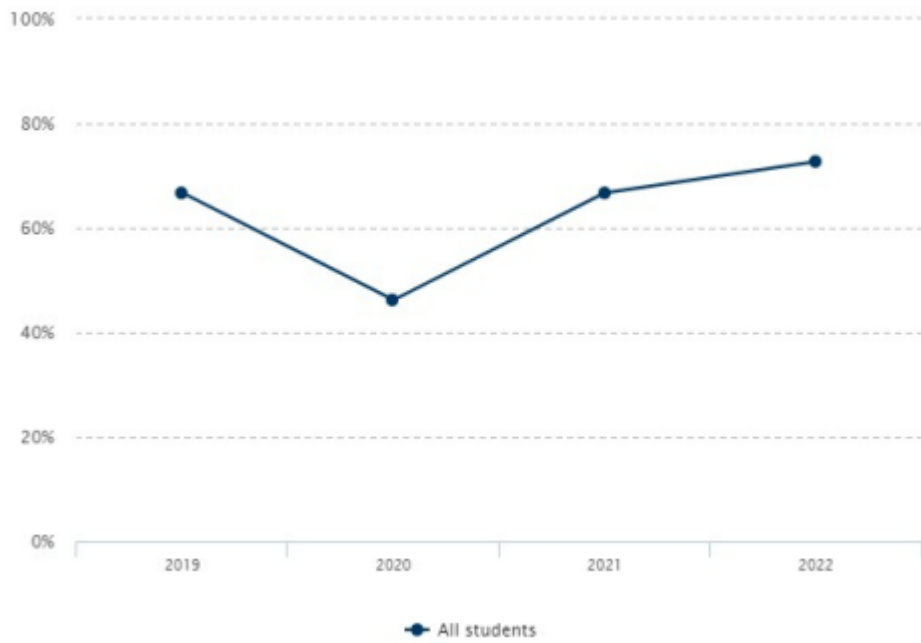
Appendix H- NWEA-MAP Data

Grade	Number of students tested spring 2023	Number of students exempted	% Students at grade level Spring 2023 (+ exempted)	Number of students tested in Fall 2022 and Spring 2023 with valid growth score	% Students Meeting RIT Growth targets 2023	ADM for 2023 School Year
Reading						
7	10	0	80.0	10	60	13.57
8	17	4	57.1	17	47.6	21.44
9	9	4	84.6	9	61.5	20.33
10	12	12	70.8	12	79.2	25.02
All	48	22	70.6	48	63.2	80.36
Math						
7	9	0	33.3	9	0	13.57
8	16	1	70.6	16	52.9	21.44
9	14	2	75.0	14	68.8	20.33
10	14	3	64.7	14	64.7	25.02
All	53	6	64.4	53	52.5	80.36

Presented to School Board June 2023

Core Component: Teacher Evaluation

Implementation
Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

Impact
What impact did the observation/evaluation process, including coaching, have on classroom instruction?
• Ideas of ways to improve the classroom/educational setting for all staff members were given. This helps the staff members to reflect more critically on instruction being delivered to students. The impact of the interactions between the Q Comp team and other staff members, have given the staff a feeling of more support and resources to provide an improved educational experience for both the students and staff.
• The team compiled recordings of the observations, and asked for volunteers (the majority of teachers did volunteer) to share their recordings with co-workers. In this way, teacher leaders and staff made it possible for the whole staff to view a variety of instructional methods and lesson ideas to implement in their own classes.

What impact did the observation/evaluation process, including coaching, have on student achievement?
Support and resources from teacher leaders assisted licensed staff in their professional growth, and thereby supported student achievement.

Review Findings
How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Staff were assisted in ideas of ways to improve instruction. Staff members who were in their third year of a review cycle met with the Q Comp team to have a three year summative review. These reviews are an opportunity for the advisor to reflect on the practices they have had over the last three years. All aspects of data and comments from stakeholders are reviewed in a reflective process. Those staff members who did and did not participate in a three year summative review, had the opportunity to reflect on their observations, rubric scores and survey results during meetings with the Q Comp team. This reflective process allows new ideas and possible ways to improve their educational performance to be discussed.

Recommendations
How will the district use the review findings to improve the effectiveness of teacher evaluation?

By doing observations yearly and a three-year summative review, this allows the individual staff

member time to reflect on their growth or evaluate areas that may show need improvement and also allows the teacher leader team to mentor and assist individuals individually as needed. If student achievement does not remain to the high standards set, the teacher leader team will continue to examine the role played by the evaluation process.

Discussions with staff will take place in August at the August Face to Face meeting to access the teacher rubrics. Through our meetings with staff, there were some discussions about some categories of the rubric that need to be re-evaluated. This review is being done to improve the self-evaluation process of staff to better serve both the students and staff.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes.

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?   Yes.

If no, please explain the changes that have occurred and why?

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 100%

NWEA MAP math student achievement: 0%This year's goal of achieving a RIT score of 69.2% for students in grades 7 through 10, was not achieved. The outcome was that 51.8% of our students grades7 through 10 met their RIT NWEA Math growth score.

Hope Survey score achievement measure: 100% This year's Hope Survey goal was 6 and 6.08 was achieved. We had 98 students participate in the May Hope Survey, which was an increase of 16 students in the 2022 Hope Survey.

Life Skills Growth measure: 100% The goal was that the average number of students who would gain 2 life skills goals over February 2022 will be 85% or higher. This year we achieved an average 85.2%.

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 1007%

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? n/a

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? Yes. Staff are also awarded performance pay for the completion of a professional growth project.

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? 100%

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? n/a

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

Recommendations

How will the district use the data to improve the effectiveness of this core component?
For the measurement of scores for NWEA mathematics, our goal increased based on the previous years results by 2%, as recommend by MDE. In the Spring of 2022, our NWEA scores were that 67.2% of 7-10 grade students meeting or exceeding their grade level proficiency score on the NWEA-MAP in mathematics. Our goal this year was then placed at 69.2%. We did not achieve that goal as only 51.8% of our students in grades 7-10 met or exceeded their grade level proficiency.

NWEA has changed their scoring to include grade 7 -12. We will be looking at changing our goal for Q Comp to reflect the changes by NWEA. If we had included our 11th and 12th grade students, our average of students who met or exceeded their grade level proficiency would have been 60%.
We continue to examine different ways to continue to reach our math goal and improve each students mathematical understanding. The basic skills team continues to examine new ways to help, such as Geogabra.

The Hope Survey was given this May to all EOC students. EdVisions Off Campus's goal was to achieve an overall score of 6 on the Hope Survey that was given in May 2023. This goal was achieved with a Hope Score of 6.08. This continues to demonstrate that EdVisions Off Campus is a positive and safe environment for our students.

Life skills Growth is an area we measure and have incorporated the results into our Q Comp Performance Pay. This growth is measured using a rubric that EOC has used for 7 years which incorporates skills that are necessary for a student's preparation for life success. This growth is measured each February. The goal is to have 85% of the students increase by an average of two or more skills each year. For 2022-2023, this goal was met as 85.2% of the students increased by two or

more skills on the life skills rubric. This goal was not met last year, which demonstrates that EOC continues to strive to improve the ability of students to succeed beyond EOC.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?
The licensed staff and teacher leaders continue to find Q Comp, the trained peer evaluation system, staff professional development projects, and individual goals beneficial in encouraging a formal staff growth process, assisting our staff to grow professionally and best serve our student community.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?
Since the implementation of the Q Comp program, staff development that focuses on educational opportunities for our students has grown, which, in turn, has increased student retention over previous years where Q Comp had not yet been implemented. The review process has continued to help staff strive to provide a quality education and educational experience for our students. Staff goals have demonstrated individual staff member growth, as staff have adopted and met new situations and dynamics that have arisen in the world and in the realm of education.

How will the district use the review findings to improve the overall effectiveness of the program?
EOC will use the review findings and data outcomes to direct professional development next year and identify staff goals for 2023-2024.

Strategic Planning 2022-2025

Life Skills

What: EOC will be refining, using, and supporting the Life Skills Rubric to be more dynamic for all students in future planning needs and provide assistance to teach Life Skills and PostSecondary goals utilizing 10-15 strategies throughout 2022-2025.

Who: Life Skills Team

When: Throughout 2022-2025, the Life Skills Team will work in the following areas:Revision of Rubric and Training about dynamic nature of rubric, Experience Day refinement, Post Secondary Planning, and Examining related school structures.

Inclusion

What: EOC will be developing language within our school structure and policies and/or procedures to include diversity, inclusion, equity, and belongingness; Offering 3 learning experiences to engage students in DEIB (Diversity, Equity, Inclusiveness, and Belonging) learning; and Identifying areas of need/obstacles in creating an inclusive school environment.

Who: Inclusion Team

When: Throughout 2022-2025, the Inclusion Team will work in the following areas School Structure and Policy, Student Engagement and Identification of Needs and Obstacles to an inclusive environment.

Life Skills

ACTION PLAN:

Item #	Deliverable and Action Plan	Resp Person	Start Date	Projected End Date	Status
1	**Revise Rubric and Train about dynamic nature of rubric**				
1.1	Work with staff regarding a list for LS to be able to add to HR based on 4 current categories				
1.2	How to create dynamic measure based on students needs and diverse needs/perspectives				
1.3	Incorporate LS to PLP, checking out what other programs do				
1.4	Training of LS rubric use to staff				
1.5	Survey LS Rubric Trends				
2	**Refine Experience Day**				
2.1	Staff and student colead				
2.2	Document best practices (in person/online/picking topics/feedback)				
2.3	Embed Experience Days into the make up of the school				
3	**Post Secondary Planning**				
3.1	PSEO Informational support- staff, students, families				
3.2	Scavenger Hunt. activities to help students explore options				

3.3	Exposure to all post secondary options				
4	**Examine Related Structure: why do we do…or have we tried…or how can we….should we….(looking at options)**				
4.1	Counselor Position				
4.2	Use of Rubrics				
4.3	Use of Headrush				
4.4	Orientation				

Inclusion

ACTION PLAN:

Item #	Deliverable and Action Plan	Resp Person	Start Date	Projected End Date	Status
1	**Policy- Developing language within our school structure and policies and/or procedures to include diversity, inclusion, equity, and belongingness**				
1.1	Consult with an expert to work on language for our mission/vision statement				
1.2	Work with headrush to determine ways to explore language about cultural perspectives within our project proposal and bring ideas to staff				
1.3	Conduct an Equity audit				

1.4	Consult with schools who have an ethnic studies or diversity based graduation standard to see if it is a good fit for EOC and how we might implement the standard here				
2	**Student engagement- Offer 3 learning experiences to engage students in DEIB (Diversity, Equity, Inclusiveness, and Belonging) learning**				
2.1	Offer one or more experience day sessions related to DEIB topics				
2.2	Meet with an outside expert to encourage student committees and/or affinity groups(council, equity committee?)				
2.3	Brainstorm information sharing options outside of Jamboards/MR boards				
2.4	Establish a list of project ideas related to DEIB learning and make available to advisors to share with students				
2.5	Offer one large school field trip around DEIB education.				
2.6	Bring in a speaker to talk about diverse life experience				
2.7	Research inclusive field trips advisories may offer, share with staff				
3	**Identify areas of need/obstacles in creating an inclusive school environment**				
3.1	Conduct an equity audit				
3.2	Engage students via a club or formal group to provide feedback and support inclusion team in providing equitable education				
3.3	Research how to create an environment for a more diverse school staff				
3.4	Research inclusive hiring practices				
3.5	Research possible MDE grant funds to help us diversify our teaching staff.				

Overview of Hope Survey Results   98 responses

Person: STUDENT | Group: STUDENTS | Location: SHOW ALL

6.08

HOPE SURVEY REPORT

Hope Pillar	Previous	Current	Change
Autonomy The independence you feel when making decisions and the influence you have in determining how things are done.	4.47	6.91	2.44
Belongingness The depth and quality of the interpersonal relationships, including the trust, encouragement, and resources you have when accomplishing your day-to-day work.	4.48	6.27	1.79
Goal Orientation The ability to find the pathways and motivation to achieve your desired goals.	4.89	6.68	1.79
Engagement The emotional connection you have to your work and the people around you.	4.75	5.87	1.12
Hope Your motivational state when defining successful pathways and envisioning what's possible.	3.98	4.90	0.92
Efficacy The agency and empowerment you possess to achieve desired results by yourself or with a group.	3.97	5.82	1.85