



A PLACE TO BE YOURSELF

# 2015-2016 ELEVENTH Year

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## Executive Summary

This Report is in accordance with Minnesota Statute section 124D.10, subdivision 14, in which all charter school submit an annual report. As indicated by Minnesota Statute 124D.10, subdivision 1, 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 Work Force, and annual plan that addresses Student Proficiency, the Achievement Gap, and Graduation Rates.

EOC completed its eleventh school year. Accomplishments included achieving a high Hope with students, several overnight field trips, including trips to France and the Apostle Islands that included 34 students. EOC continues to be a model Project Based Learning and Site Based managed school.

EOC maintained the student enrollment from the previous year, and retention continued to keep the Average Daily Membership at 101.93. The staff to student

ratio was 8:1 and all staff members returned from 2014-2015.

EOC held its tenth graduation ceremony in June of 2016. The graduation class included 11 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, alumni reflections and a picnic.

Retention is a problem for many online and charter schools, but EOC has retention of 80%. Additionally, as indicated by student surveys the students feel they are becoming more independent learners who feel advisors treat them fairly and have high expectations.

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 enacted for 2014-2015 school year.

Challenges continue to include small cell sizes and broadband availability.



### Experiential Education

An area with continued improvement, students benefit from getting out into the world. PAGE 5



### Community Interactions

Continued Innovative practices mean bright futures for our students and school. PAGE 9

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\*IQS Goals \*\*WBWF \*\*\*Both IQS/WBWF

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## AUTHORIZER INFORMATION

INNOVATIVE QUALITY SCHOOLS (IQS)

PO Box 40219

St Paul, MN 55104

612-234-0900

Current Contract 2014-2019

## School Governance



*School Mission: EdVisions Off Campus offers students throughout Minnesota a personalized, project-based learning experience, leading to adults who can achieve their goals, explore their passions and find their place in the world.*

### Board Members

All Board members received initial training in governance, personnel and finance through the University of St Thomas and monthly ongoing training (Appendix A)

Jessica Eischens, Chair, (2014-2017), Parent

Patty Monson Geerts, Vice-Chair (2012-2016), Teacher

Michael Motzko, (2015-2018) Treasurer, Teacher

Jessica Mockros, Clerk (2014-2017), Teacher

Kim Bovee (2013-2016), Community Member

David Jones (2015-2018), Parent

Karen Locke (2010-2016), Teacher

### Board Operations

Regular board meetings occurred monthly on the Third Thursday 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 did strategic planning in February 2016.



## Special Services Team

With 28-35% Special Education and 504 populations, this team assures all students are successful.



## Events Team

Throughout the year students meet together in larger groups, Fall and Spring Celebration and online community activities.

Communication	Technology & Creativity	Career Aspirations	Happiness
able to express thoughts in written form	keyboarding skills, being able to use homepage	resume that is job experience 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 304022	able to articulate and follow thru with an activity the helps reduce stress, able to balance fun and mundane
able to complete 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 skills, 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

## Life Skills Team

A new rubric was created that measure students' growth in life skills from year to year.

### FAST FACTS

100%

Of staff members that returned for 2015-2016 school year

64.6%

Of the annual budget is spent on regular education instruction

### CONTACT TEAMS

For more information on any team, contact the team lead.



## Experiential Education Team

Two trips were planned for student experiential education this year: France and the Apostle Islands.

# 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.

## 2015-2016 SITE TEAMS

PERSONNEL: Chris Lepper, Larry Schmidt, Lill Raynard

FINANCES: Cathy Diaz, Mike Motzko, Chris Lepper, Gigi Dobosenski, David Jones

SPECIAL SERVICES: Karen Locke, Mike Motzko, Gigi Dobosenski, Jody Dobosenski, Lill Raynard, Tessa Mayer

TECHNOLOGY: Larry Schmidt, Mike Motzko, Lill Raynard, Patty Monson Geerts

MARKETING: Megan Bluma, Karen Locke

SENIOR TEAM: Jody Dobosenski, Cathy Diaz, Jessica Mockros, Patty Monson Geerts

EXPERIENTIAL EDUCATION: Patty Monson Geerts, Mike Motzko, Jody Dobosenski, Lill Raynard

BASIC SKILLS: Merrissa McLean, Larry Schmidt, Jessica Mockros

SCHOOL CULTURE: Karen Locke, Megan Bluma, Tessa Mayer

LIFE SKILLS: Gigi Dobosenski, Chris Lepper, Cathy Diaz

EVENTS: Jody Dobosenski, Tessa Mayer, Patty Monson Geerts, Merrissa McLean

## CO-DIRECTORS and Staff Performance

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 and staff are surveyed regarding performance of staff and additions are added to the

professional plan as needed. 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 the MN Board of Teaching. In 2015-2016 EOC had 11 Full Time teachers and 2 Paraprofessionals.

Megan Bluma FF#440861, HQ, returned

Catherine Diaz FF#390664, HQ, returned

Regina Dobosenski FF#399568, HQ, returned

Karen Locke FF#242233, HQ, returned

Christopher Lepper FF#345036, HQ, returned

Merrissa McLean FF#426957, HQ, returned

Jessica Mockros, FF# 463784, HQ, returned

Patricia Monson Geerts FF#329910, HQ, returned

Michael Motzko FF#370927, HQ, returned

Lillian Raynard FF#418244, HQ, returned

Lawrence Schmidt FF#346931, HQ, returned



# Admissions and Enrollment

## ENROLLMENT FORM

EOC Enrollment form is found online.

<http://www.edvisionshighschool.com/enroll/enroll/>

## FAST FACTS

- Enrollment cap of 105 for 2015-2016
- 127 students served throughout school year
- 80% of the students enrolled in June 2016, returned in September 2016

GRADE	October 1, 2014	October 1, 2015
7	12	10
8	10	18
9	24	23
10	17	17
11	19	19
12	16	13
Male	55	50
Female	43	50
Special Education	30	28
African American	8	6
Latino	2	2
Asian/Pacific Islander	1	2
White	86	89
American Indian	1	1
F/R Lunch	25	22
LEP	0	0

## Attendance, Mobility, Graduation

### Mobility

Throughout the course of the year 127 Students were served by EOC. Of those:

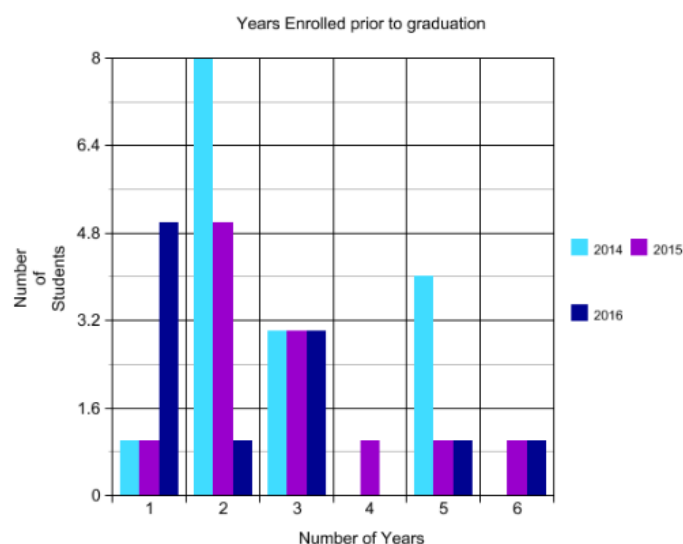
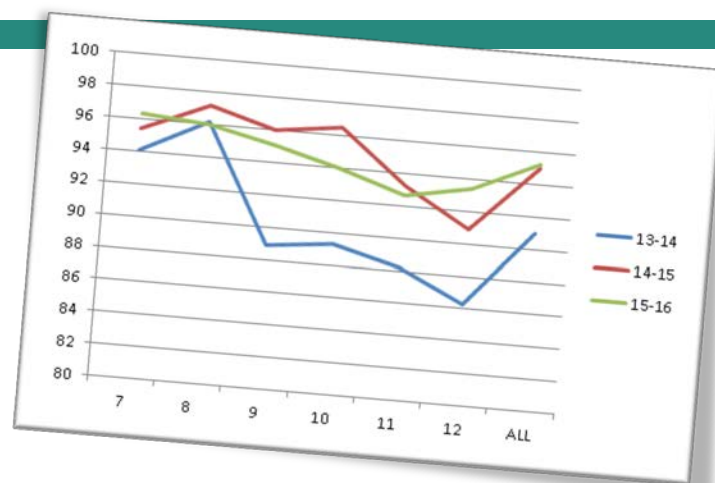
- 4 Dropped due to 15 day rule or withdrew without transcript
- 9 Transferred to a resident district
- 1 Moved out of state
- 2 Left for treatment without re-enrollment
- 2 Earned a GED

### Attendance

EOC saw a 94.55% attendance rate in 2015-2016

### Graduation

According to MARSS data from October 1, 2015 there were 13 seniors enrolled in EOC. By June 2016, 11 seniors graduated. The two ungraduated seniors are with EOC for the 2015-2016 school year to finish credits.



# Performance Goals 2015-2016

## BASIC SKILLS

**GOAL:** EdVisions Off Campus students will show acceptable annual improvements in Mathematics based on NWEA MAP RIT scores. 55.2 % of 7-10 grade EOC students will meet or exceed their NWEA Mathematics RIT target from Spring 2015 to Spring 2016.

Strategies:

- All regular education math classes will use deductive reasoning activities
- Math interventions will be conducted individually using Aleks
- Math and test taking strategies will be incorporated into deductive reasoning activities (done during advisory classes)

**Results:** Out of 61 students in grades 7-10 with two scores for growth comparison, 63.9% met their Math growth goal on the NWEA-MAP assessment. This goal was met and a new goal will be included in the 2016-2017 school year. Only 15 students are in the spring to spring growth cell, as a result, growth of new students fall to spring was also included in the total calculation.

## EXPERIENTIAL EDUCATION

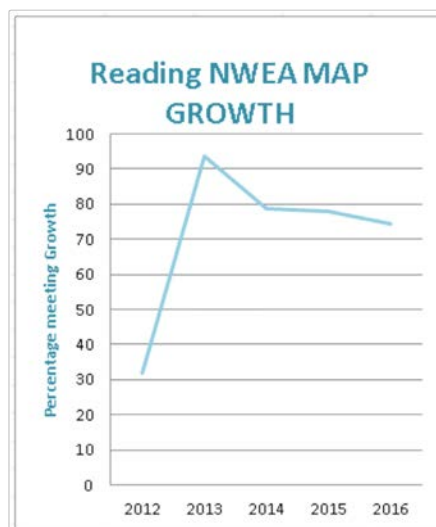
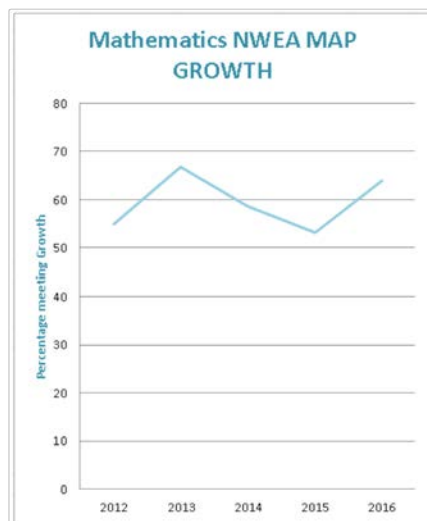
**GOAL:** EOC students will demonstrate improvement in project quality through experiential education activities. 86.5% of students attending the annual field trip will create a project that demonstrates growth in at least one area of project quality.

Strategies:

- Advisors will create at least 2 seminars related to the field trips
- Students will participate in planning of the trips
- Students will have projects assessed using a project quality rubric in Project Foundry

Results:

Out of 14 participants, 83.3% of the students who had a pre and post project measured, demonstrated improvement in at least one area of project quality. In an informal measurement, 70% of the students also demonstrated growth in independent living skills.



## OTHER PERMANENCE INFORMATION

MDE Report Card

See APPENDIX I

Multiple Measures Rating

See APPENDIX J

NWEA-MAP Data

See APPENDIX K

## SCHOOL CULTURE

**GOAL:** 86% of EOC students will respond with agree or strongly agree to the statement "I feel connected to my school community."

Strategies:

- The main room board will be decorated 3 days and 2 days up to students, passed around for advisories to be responsible
- Check in at staff face to face about how staff is taking care of themselves
- Grant writing process for project supplies
- 8 student led all school meetings

Results:

80% of the students agreed or strongly agreed with the statement "I feel connected to my school community." This goal connection will be indirectly measured through the Hope Survey in the future and is reflected in a newly determined goal of increasing student wellness.

## LIFE SKILLS

**GOAL:** 80% of students enrolled in February will have a baseline life skills rubric score.

Strategies:

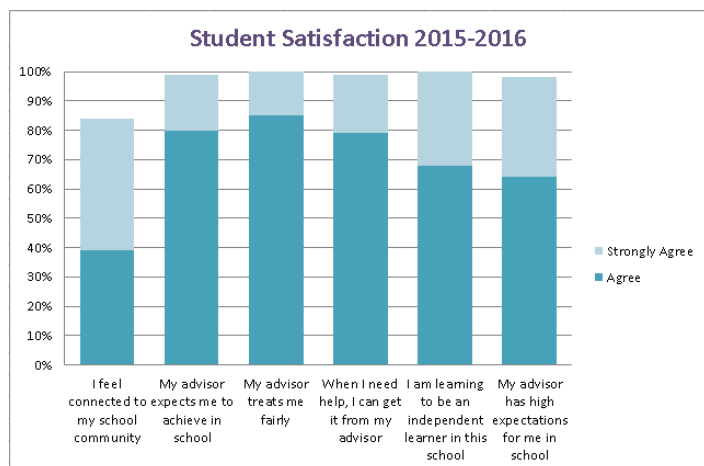
- Create a protocol for using Life Skills Rubric
- Bridge life skills rubric to student Post-Secondary Plans.
- Determine a career inventory that is suitable for all students by end of 9<sup>th</sup> grade, to also link to the Post-Secondary Plans

Results:

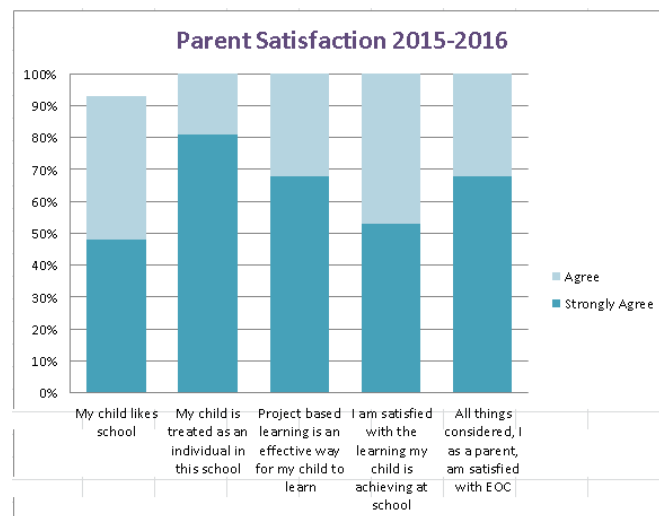
95% of student enrolled in February had a baseline life skills rubric score. With nearly all students having a life skills baseline score, it will make it more reasonable to assess the success of life skills growth in the coming year.

## School Climate

Highlights of the Student Satisfaction Surveys include the fact that the students feel a sense of community, feel treated fairly, are independent learners, can get help when needed and have clear expectations.



Highlights of the Parent Satisfaction Survey include the fact that parents demonstrate overall satisfaction with EOC, parents feel project based learning is an effective way to learn, they are satisfied by the learning their children are doing, their children are treated as individuals and their children like school.

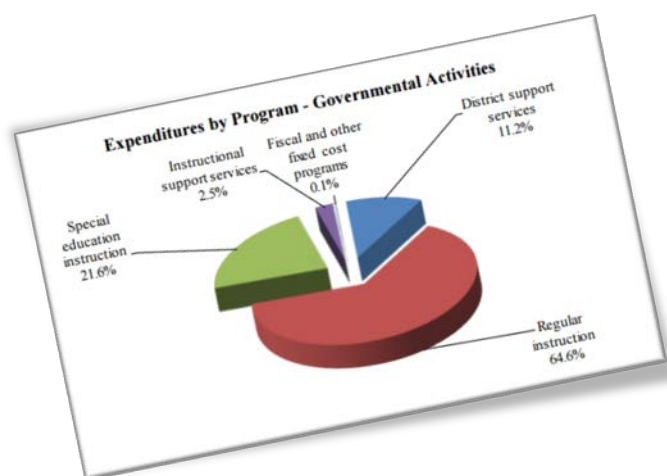


### FULL SURVEY INFORMATION

Responses from 85 students and 31 Parents.

See APPENDIX E

## School Finances



### FY2016

Expenses: \$1,114,160

Revenue: \$1,124,897

Fund Balance June 2016: \$480,650

### FY2017 Projected/Budgeted

Expenses: \$1,158,269

Revenue: \$1,164,262

Anticipated Fund Balance FY 2017: \$486,643

Non Profit Status confirmed in Appendix F



## Advisory Field Trips

Once a month advisories go on field trips



## Team Building

The whole school gets together for team building overnight trips twice a year



*In terms of HOPE, EOC students outperform other schools' students in regards to engagement, belongingness and autonomy.*

# Innovations

## Small Groups of Students

EdVisions Off-Campus teachers interacted with students on a daily basis. Students were grouped into advisories or cohorts of 8-15, keeping the total students per teacher under 16. In most cases a full time advisor had closer to 15 fulltime students.

## Synchronous Online Learning

Through the use of webcams and/or online conferencing software advisories met Monday through Friday each week. This provided time for students to get to know each other and allowed time for relationships to grow between teachers and students; and between students and students. The webcams/online conferencing software was also used for one to one interaction between students and students, and also for daily interaction between teachers and students. The length of these individual interactions varied according to each student's needs, but each student averages 15 minutes of individual time per day. The teachers were available during the day for quick questions and lengthier project consultations. Math groups met daily for direct instruction and question and answer sessions. While the teachers were "connected" most of the day, students had the flexibility to schedule appointments and spend much of their time working on projects in and out of their home. Off-line work included interviewing and job shadowing professionals of choice, building models, volunteering, creating artwork, and research at the local library.

## Field Trips- Exploring the world around us

Face to face interaction included monthly field trips in areas geographically close to advisory groups. Some of these field trips were typical school field trips such as the trip to the science museum. Others were gaming at a board game shop or meetings in a conference room at a hotel, thereby providing time to meet with the other students and discuss and view the projects they were working on. EOC hosted two all school overnight field trips in its eleventh year. These were a great success allowing students and parents from across advisory groups to meet and interact. EOC plans to continue this tradition. Successful overnight mixed advisory field trips led to the planning of two multi-day field trips, one each in March and June 2016 to France and the Apostle Islands, respectively.

## Student Led

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 drawing, writer's workshop, science of addictions, financial awareness, genealogy, Alice 3D animation, and science experiments.

## 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 included 30% of the student population. With a self-monitoring by MDE, EOC continues to be a shining example meeting state and Federal requirements under IDEA.

## FAST FACTS

# 8:1

Student: Staff Ratio

# 100+ years

Staff experience in Project Based Learning and Charters

## VISIT THE SCHOOL

Set up a visit by contacting:

<http://www.edvisionshighschool.com/visit-eoc/>

## Conferences

The school also had four parent/teacher/student conferences throughout the year. Teachers met parents and students at the start of the year to deliver hardware and to sit down and put together an initial individualized learning plan. The teachers also interacted with parents on a weekly basis via email, phone, or webcam. Three other face to face parent conferences were scheduled throughout the school year to update learning plans and connect with students and their families.

## Action Research

When faced with finding innovative ways to reach EOC students, action research is conducted. For example, a Minecraft group was continued based on research from 14-15. In the next school year coding is being

implemented. Also, the life skills rubric was implemented schoolwide, and will be further measured in 16-17. Furthermore, data regarding student success as related to out of school projects (ie field trips) has been collected. Plans are in place to collect PSEO and future student success in college as well math perceptions. As an online school, more technologically enhanced teaching platforms are constantly being considered.

## HOPE SURVEY

The Hope study was a study 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 he/she 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. The overall hope score of new students increased in 2015-2016, further validating our individualized educational program. In addition, our autonomy and belongingness are excellent scores, indicative of the work we do through face to face field trips, advisory interactions, all school online meetings and student-led clubs.

### FULL HOPE SURVEY INFORMATION

APPENDIX H

# Program Challenges

## Meeting students where they are at

In the past several years there has been a significant increase in student mental and emotional health issues. Building up the wellness of both students and staff is now a goal to be measured in 2016-2017 through participation in activities that are offered. This also aims at the "Off Campus" nature of EOC. Parents and staff have both noted a need to continue to encourage students to step away from their computer and engage in physical activities and stress relief activities offline.

## Multiple Measures Rating/School Report Card

The school population affects the statistical items that are calculated and reported, whether attendance, test scores or graduation rates. For instance, in FY2015 there were enough seniors (20) in the data collected by Minnesota Department of Education, for them to calculate a graduation rate which we then met goal. However, FY16 there are not enough seniors to calculate the graduation rate and therefore it changes the total points available for calculating MMR (Multiple Measures Rating). The data then makes it appear that EOC did worse for MMR (a lower MMR) when in fact EOC had higher proficiency and growth scores than in FY15. In addition, EOC's MCA participation has been declining as families choose to opt out of testing for their student(s).

## Broadband/Internet connections

Approximately 15-20% of EOC students experience internet issues within a given school year. Some of these issues are resolved with school provided internet cards, while others persist due to the students' locations of residence. It is clear that the State of Minnesota should continue to promote an increase in quality broadband accessibility throughout the state.

## County Support

Along with the increase of external support needed for students, has increased the need to seek out county support in terms of welfare checks, depression occurrences, truancy, and abuse. As a school which serves students from across the state of Minnesota, navigating the county systems and the support received by a county varies dramatically. In an effort to better navigate support systems and obtain assistance for our students of need, EOC contracts with a social worker as a consultant for staff and ongoing staff development addresses issues faced by our students.



# Future Plans and Goals 2016-2017

## BASIC SKILLS

GOALS: (1) EdVisions Off Campus students will show acceptable annual improvement in Mathematics based on NWEA MAP RIT scores. 65.9% of 7-10 grade EOC students will meet or exceed their NWEA Mathematics RIT target from Spring 2015 to Spring 2016. (2) When surveyed, a majority of students' attitudes about and engagement and enjoyment of math at beginning and end of year and show increasing scores.

### Strategies:

- Pilot new math strategies
- Examine math curriculum and prune out unnecessary pieces
- Continue deductive reasoning activity – repeating ones from past
- Survey students in Geometry and above

## EXPERIENTIAL EDUCATION

GOALS: (1) Students participating in the experiential education trip will respond with an average overall Hope score of 50.00 or above. (2) Students participating in the experiential education trip will respond with an average hope of 3.75 or above in the Peer/Personal Belongingness subcategory. (3) Students participating in the experiential education trip will respond with an average hope of 3.00 or above in the emotional engagement subcategory.

### Strategies:

- Provide once a month, yearlong seminar for experiential education participants
- Students participate in planning the entire trip
- Students and advisors work together to learn skills to become lifelong travelers
- Students and advisors work together to set and reach realistic goals
- Students and advisors work together to develop independent learning skills

## WELLNESS

GOALS: (1) At least 60% of the staff will take part in at least 1 wellness activity offered this year (2) The team will offer at least 3 things for students in the wellness area

### Strategies:

- Communication speaker at staff meeting, follow up activities with the speaker (mediation/support for using these strategies)
- Advisor produced videos for staff/students
- Google doc for staff to share wellness activities
- On main board- healthy snack ideas
- "Hiking club" - go out in nature, use skype on phones and see what people are seeing
- Information/resources available to students- mental health, etc

## LIFE SKILLS

GOAL: 80% of students that have been tracked for 1 year on the life skills rubric will gain at least 2 skills.

### Strategies:

- Gather example rubrics from special education, general education and senior team
- Identify resources for training
- Each member of the team will test out a rubric



*EOC held its first Prom in 2015-2016*

# Student Testimonials

\*I love EOC because I have actual freedom, not like other schools I've been to which just give you "freedom". \* I've tried online schools in the past, and I absolutely hated it. EOC though, is pretty much the best an online school can get. You get one-on-one time with the advisors, which is super important, especially in a place where advisors can't monitor their students easily. EOC is great. \* You can be yourself and not be judged \* It's [EOC] a fresh slate, after not doing so well at other online schools this was my last try before going back to public schools. It was my time to get back on track on start doing better in school \* Over the past year I have fallen in love with this school. Everything about seems to match my values and needs for my education. I love the flexibility projects bring to the table, they allow me to learn things I would never have the chance to otherwise, and I always have the advisors support on anything I get stuck with. All the staff are amazing to work with, they are always energetic and ready to help. \*It [EOC] helps you to get where you want to be in the future.\*

## Appendix A-Board Calendar and Training

**FY17 - BOARD MEETINGS**

MEETING DATES	PLANNING ACTIVITIES (PA)/ TRAINING (TR)
July 21, 2016	PA: Financial Statements, Annual Organization Meeting, By Law Review  TR: Online Use and Guidelines
August 16, 2016	PA: Financial Statements, Board Training  TR: Charter Law
September 20, 2016	PA: Financial Statements, Policy Review, Annual Report TR: Open Meeting Law/ Roberts Rules
October 18, 2016	PA: Financial Statements  TR: Data Privacy
November 15, 2016	PA: Financial Statements, Director Review  TR: Personnel Evaluation Process
December 20, 2016	PA: Financial Statements, Policy Review  TR: Understanding Accountability Measures- NWEA, MCA, Hope
January 17, 2017	PA: Financial Statements  TR: Non-profit versus charter school boards
February 21, 2017	PA: Financial Statements  TR: Strategic Planning
March 21, 2017	PA: Financial Statements, Policy Review, Director Review  TR: Board Elections
April 18, 2017	PA: Financial Statements, Budget First View  TR: Budgets
May 16, 2017	PA: Financial Statements, Budget  TR: Hiring Practices
June 20, 2017	PA: Financial Statements, Approval of Budget, Policy Review, Director Review  TR: ByLaws

Board approved 8/16/16

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

COMPLETE IN OCTOBER, FEBRUARY, & MAY				
	1	2	3	4
Competency Using Instructional Technology	<ul style="list-style-type: none"> <li>•Regularly uses no additional technology during meetings beyond chat and mic.</li> <li>•Is not able to troubleshoot Blackboard, Google, etc. issues when/if they arise and does not ask for help.</li> <li>•Visual and auditory information out of sync.</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely uses other technology tools to improve engagement with students and provide opportunities for creativity and collaboration.</li> <li>•Relies on communication through primarily auditory OR primary visual methods in BB.</li> <li>•Visual and auditory information out of sync.</li> </ul>	<ul style="list-style-type: none"> <li>•Regularly uses a variety of technology tools to improve engagement with students and provide opportunities for creativity and collaboration.</li> <li>•Has the ability to directly troubleshoot technology problems in multiple platforms (Blackboard, Google, etc.)</li> <li>•Visual and audio information synced.</li> </ul>	<ul style="list-style-type: none"> <li>•Innovates the use of new technology tools in interaction with students to improve engagement and provide opportunities for creativity and collaboration.</li> <li>•Shares innovative technology use with other staff.</li> <li>•Ongoing synchronization of visual and audio information.</li> </ul>
Student Communication within "lesson"	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing more than 2 communications.</li> <li>•Engages all but 2 or more students.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing 2 communications.</li> <li>•Engages all but 1 student.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing 1 communication.</li> <li>•Engages all students to participate.</li> <li>•All students hear their name once.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks all vocal and typed communications from students during meeting.</li> <li>•Engages all students to participate.</li> <li>•All students hear their name once.</li> </ul>
Evidence of student centered/individual learning within lesson	<ul style="list-style-type: none"> <li>• Discussions and topics do not relate to student interests.</li> <li>•Advisor drives lesson and topic.</li> <li>• Not modified to the levels of the student(s).</li> <li>•Does not allow opportunity for student voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and topics relate to 75% of students</li> <li>•No attention to skill building (academic and other).</li> <li>• Modified to the levels of the student(s).</li> <li>•Limited opportunity for student voice.</li> </ul>	<ul style="list-style-type: none"> <li>•Discussions and topics relate to 75-89% of students</li> <li>•Advisor interweaves necessary skills (academic and other) with individual content as needed.</li> <li>• Modified to the levels of the student(s).</li> <li>•Students are given opportunities to have a voice and make choices.</li> </ul>	<ul style="list-style-type: none"> <li>•Discussions and topics relate to 90% of students</li> <li>•Advisor interweaves necessary skills (academic and other) with individual content as needed.</li> <li>• Modified to the levels of the student(s).</li> <li>•Students are given opportunities to have a voice and make choices.</li> </ul>

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	<ul style="list-style-type: none"> <li>•Does not discuss school wide activities.</li> <li>-Or-</li> <li>•Does not recognize peer to peer interactions</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses school wide activities.</li> <li>•Recognizes peer to peer interactions</li> </ul>	<ul style="list-style-type: none"> <li>•Provides encouragement to participate in school wide activity.</li> <li>•Has recognized peer to peer interactions.</li> <li>•Has awarded peer to peer credit.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides encouragement to participate in school wide activity.</li> <li>•Has recognized peer to peer interactions.</li> <li>•Has awarded peer to peer credit.</li> <li>•Advisor has taken an active role to advise extracurriculars</li> </ul>
Content Knowledge	Provides little assistance with research process	Assists with research, little concern to credibility of resources	<ul style="list-style-type: none"> <li>•Assists students in finding credible resources to support project</li> <li>•Includes community experts</li> </ul>	<ul style="list-style-type: none"> <li>•Assists students in finding credible resources to support project</li> <li>•Includes community experts on a school wide level</li> </ul>
Ability to advise/coach	<ul style="list-style-type: none"> <li>•Does not let students set their own goals</li> <li>• Tells students what projects to do</li> </ul>	<ul style="list-style-type: none"> <li>•Helps students set goals</li> <li>•Tells students what projects to do</li> </ul>	<ul style="list-style-type: none"> <li>•Helps students set goals</li> <li>•Helps students with brainstorming ideas</li> </ul>	<ul style="list-style-type: none"> <li>•Helps students set goals</li> <li>•helps students with brainstorming ideas</li> <li>•Helps students become self-sufficient</li> </ul>
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	<ul style="list-style-type: none"> <li>•Contact forms updated biweekly</li> <li>• Reports progress and goals less than quarterly to advisors and parents</li> </ul>	<ul style="list-style-type: none"> <li>•Contact forms updated biweekly</li> <li>• Reports progress and goals quarterly to advisors and parents</li> </ul>	<ul style="list-style-type: none"> <li>•Contact forms updated weekly for 3/4 weeks in the month</li> <li>•Informally or formally reports progress and goals monthly to advisors and parents</li> </ul>	<ul style="list-style-type: none"> <li>•Contact forms updated weekly all but one week of the year</li> <li>• Informally or formally reports progress and goals weekly to advisors and parents</li> </ul>

Organization	<ul style="list-style-type: none"> <li>• One or more IEPs or evaluations are not scheduled at least one week in advance of due date.</li> <li>• One or more IEPs are not completed on time (not including those enrolled with paperwork out of compliance).</li> </ul> <p><u>Does not:</u></p> <ul style="list-style-type: none"> <li>• send copy of updates/progress reports to advisor and parents</li> <li>• meet with parents and advisor at least once</li> <li>• assist with referrals</li> </ul>	<ul style="list-style-type: none"> <li>• sent copy of updates/progress reports to advisor and parents less than 4 times a year, sometimes after the second day of conference week</li> <li>• met with parents and advisor at least once</li> <li>• One or more IEPs or evaluations are not scheduled at least one week in advance of due date.</li> <li>• One or more IEPs are not completed on time (not including those enrolled with paperwork out of compliance).</li> </ul> <p><u>Does not:</u></p> <ul style="list-style-type: none"> <li>• Assist advisors with referrals</li> </ul>	<ul style="list-style-type: none"> <li>• sent updates to advisor and parents 4 times a year, by the second day of conference week (3 progress reports + 1 IEP meeting)</li> <li>• met with parents and advisor at least once</li> <li>• IEPs and evaluations are scheduled at least one week in advance of due date.</li> <li>• All IEPs are completed on time (not including those enrolled with paperwork out of compliance).</li> <li>• Assists advisors with referrals</li> </ul>	<p>Without reminder:</p> <ul style="list-style-type: none"> <li>• sent updates to advisor and parents 4 times a year, by the second day of conference week (3 progress reports + 1 IEP meeting)</li> <li>• met with parents and advisor at least once</li> <li>• IEPs and evaluations are scheduled at least one week in advance of due date.</li> <li>• All IEPs are completed on time (not including those enrolled with paperwork out of compliance).</li> <li>• Assists advisors with referrals</li> </ul>
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## General Education Advisor QComp Rubric

COMPLETE IN OCTOBER, FEBRUARY, & MAY				
	1	2	3	4
Competency Using Instructional Technology	<ul style="list-style-type: none"> <li>•Regularly uses no additional technology during meetings beyond chat and mic.</li> <li>•Is not able to troubleshoot Blackboard, Google, etc. issues when/if they arise and does not ask for help.</li> <li>•Visual and auditory information out of sync.</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely uses other technology tools to improve engagement with students and provide opportunities for creativity and collaboration.</li> <li>•Relies on communication through primarily auditory OR primary visual methods in BB.</li> <li>•Visual and auditory information out of sync</li> </ul>	<ul style="list-style-type: none"> <li>•Regularly uses a variety of technology tools to improve engagement with students and provide opportunities for creativity and collaboration.</li> <li>•Has the ability to directly troubleshoot technology problems in multiple platforms (Blackboard, Google, etc.)</li> <li>•Visual and audio information synced.</li> </ul>	<ul style="list-style-type: none"> <li>•Innovates the use of new technology tools in interaction with students to improve engagement and provide opportunities for creativity and collaboration.</li> <li>•Shares innovative technology use with other staff.</li> <li>•Ongoing synchronization of visual and audio information.</li> </ul>
Student Communication within "lesson"	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing more than 2 communications.</li> <li>•Engages all but 2 or more students.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing 2 communications.</li> <li>•Engages all but 1 student.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing 1 communication.</li> <li>•Engages all students to participate.</li> <li>•All students hear their name once.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks all vocal and typed communications from students during meeting.</li> <li>•Engages all students to participate.</li> <li>•All students hear their name once.</li> </ul>
Evidence of student centered/individual learning within lesson	<ul style="list-style-type: none"> <li>• Discussions and topics do not relate to student interests.</li> <li>•Advisor drives lesson and topic.</li> <li>• Not modified to the levels of the student(s).</li> <li>•Does not allow opportunity for student voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and topics relate to 75% of students</li> <li>•No attention to skill building (academic and other).</li> <li>• Modified to the levels of the student(s).</li> <li>•Limited opportunity for student voice.</li> </ul>	<ul style="list-style-type: none"> <li>•Discussions and topics relate to 75-89% of students</li> <li>•Advisor interweaves necessary skills (academic and other) with individual content as needed.</li> <li>• Modified to the levels of the student(s).</li> <li>•Students are given opportunities to have a voice and make choices.</li> </ul>	<ul style="list-style-type: none"> <li>•Discussions and topics relate to 90% of students</li> <li>•Advisor interweaves necessary skills (academic and other) with individual content as needed.</li> <li>• Modified to the levels of the student(s).</li> <li>•Students are given opportunities to have a voice and make choices.</li> </ul>
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	<ul style="list-style-type: none"> <li>•Does not discuss school wide activities.</li> <li>-Or-</li> <li>•Does not recognize peer to peer interactions</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses school wide activities.</li> <li>•Recognizes peer to peer interactions</li> </ul>	<ul style="list-style-type: none"> <li>•Provides encouragement to participate in school wide activity.</li> <li>•Has recognized peer to peer interactions.</li> <li>•Has awarded peer to peer credit.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides encouragement to participate in school wide activity.</li> <li>•Has recognized peer to peer interactions.</li> <li>•Has awarded peer to peer credit.</li> </ul> <p>•Advisor has taken an active role to advise extracurriculars</p> <p>Has provided students the opportunity to share technological innovations or new learning resources.</p>
Content Knowledge	Provides little assistance with research process	Assists with research, little concern to credibility of resources	<ul style="list-style-type: none"> <li>•Assists students in finding credible resources to support project</li> <li>•Includes community experts</li> </ul>	<ul style="list-style-type: none"> <li>•Assists students in finding credible resources to support project</li> <li>•Includes community experts on a school wide level</li> </ul>
Ability to advise/coach	<ul style="list-style-type: none"> <li>•Does not let students set their own goals</li> <li>•Tells students what projects to do</li> </ul>	<ul style="list-style-type: none"> <li>•Helps students set goals</li> <li>•Tells students what projects to do</li> </ul>	<ul style="list-style-type: none"> <li>•Helps students set goals</li> <li>•Helps students with brainstorming ideas</li> </ul>	<ul style="list-style-type: none"> <li>•Helps students set goals</li> <li>•Helps students with brainstorming ideas</li> <li>•Helps students become self-sufficient</li> </ul>
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	<u>25% Students earn 10 credits per year</u>	<u>50% Students earn 10 credits per year</u>	<u>75% Students earn 10 credits per year</u>	<u>100% Students earn 10 credits per year</u>
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	<ul style="list-style-type: none"> <li>• Transcripts up to date and provided to each student at 2 of 4 academic conferences.</li> <li>• PLPs done with each student 2 times a year.</li> </ul> <p><u>Does not:</u></p> <ul style="list-style-type: none"> <li>file final transcripts on server,</li> <li>transfer credit transcripts,</li> <li>keep grade levels up to date,</li> <li>put LPs on server,</li> <li>follow Academic Progress Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Transcripts up to date and provided to each student at 3 of 4 academic conferences.</li> <li>• Final transcripts created only when prompted.</li> <li>• Completes transfer credits transcripts within one month of receipt.</li> <li>• PLPs done with each student 2 times a year.</li> </ul> <p><u>Does not:</u></p> <ul style="list-style-type: none"> <li>keep grade levels up to date,</li> <li>put LPs on server,</li> <li>follow Academic Progress</li> </ul>	<ul style="list-style-type: none"> <li>• Transcripts up to date and provided to each student at each academic conference.</li> <li>• Final transcripts created for students who have left EOC and saved in server within a week; graduates by end of June.</li> <li>• Completes transfer credits transcripts within one week of receipt &amp; 10 days attendance.</li> <li>• PLPs done with each student 3 times a year.</li> <li>• Grade levels up to date for testing</li> </ul>	<p>Without reminder:</p> <ul style="list-style-type: none"> <li>• Transcripts up to date and provided to each student at each academic conference.</li> <li>• Final transcripts created for students who have left EOC and saved in server within a week; graduates by end of June.</li> <li>• Completes transfer credits transcripts within one week of receipt &amp; 10 days attendance.</li> <li>• PLPs done with each student 4 times a year.</li> <li>• Grade levels up to date for</li> </ul>

		Policy	<ul style="list-style-type: none"> <li>•LPs in attendance folder</li> </ul> <u>Does not:</u> follow Academic Progress Policy	testing  <ul style="list-style-type: none"> <li>•LPs in attendance folder</li> <li>•Follows Academic Progress Policy</li> </ul>
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## Paraprofessional QComp Rubric

COMPLETE IN OCTOBER, FEBRUARY, & MAY				
	1	2	3	4
Competency Using Instructional Technology	<ul style="list-style-type: none"> <li>•Regularly uses no additional technology during meetings beyond chat and mic.</li> <li>•Is not able to troubleshoot Blackboard, Google, etc. issues when/if they arise and does not ask for help.</li> <li>•Visual and auditory information out of sync.</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely uses other technology tools to improve engagement with students and provide opportunities for creativity and collaboration.</li> <li>•Relies on communication through primarily auditory OR primary visual methods in BB.</li> <li>•Visual and auditory information out of sync.</li> </ul>	<ul style="list-style-type: none"> <li>•Regularly uses a variety of technology tools to improve engagement with students and provide opportunities for creativity and collaboration.</li> <li>•Has the ability to directly troubleshoot technology problems in multiple platforms (Blackboard, Google, etc.)</li> <li>•Visual and audio information synced.</li> </ul>	<ul style="list-style-type: none"> <li>•Innovates the use of new technology tools in interaction with students to improve engagement and provide opportunities for creativity and collaboration.</li> <li>•Shares innovative technology use with other staff.</li> <li>•Ongoing synchronization of visual and audio information.</li> </ul>
Student Communication within "lesson"	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing more than 2 communications.</li> <li>•Engages all but 2 or more students.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing 2 communications.</li> <li>•Engages all but 1 student.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks vocal and typed communications from students during meeting, missing 1 communication.</li> <li>•Engages all students to participate.</li> <li>•All students hear their name once.</li> </ul>	<ul style="list-style-type: none"> <li>•Tracks all vocal and typed communications from students during meeting.</li> <li>•Engages all students to participate.</li> <li>•All students hear their name once.</li> </ul>

Evidence of student centered/individual learning within lesson	<ul style="list-style-type: none"> <li>• Discussions and topics do not relate to student interests.</li> <li>• Advisor drives lesson and topic.</li> <li>• Not modified to the levels of the student(s).</li> <li>• Does not allow opportunity for student voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and topics relate to 75% of students</li> <li>• No attention to skill building (academic and other).</li> <li>• Modified to the levels of the student(s).</li> <li>• Limited opportunity for student voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and topics relate to 75-89% of students</li> <li>• Advisor interweaves necessary skills (academic and other) with individual content as needed.</li> <li>• Modified to the levels of the student(s).</li> <li>• Students are given opportunities to have a voice and make choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and topics relate to 90% of students</li> <li>• Advisor interweaves necessary skills (academic and other) with individual content as needed.</li> <li>• Modified to the levels of the student(s).</li> <li>• Students are given opportunities to have a voice and make choices.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Does not discuss school wide activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses school wide activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides encouragement to participate in school wide activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides encouragement to participate in school wide activity.</li> <li>• Has recognized peer to peer interactions.</li> </ul>
Content Knowledge	Provides little assistance with research process	Assists with research, little concern to credibility of resources	<ul style="list-style-type: none"> <li>• Assists students in finding credible resources to support project</li> <li>• Includes community experts</li> </ul>	<ul style="list-style-type: none"> <li>• Assists students in finding credible resources to support project</li> <li>• Includes community experts on a school wide level</li> </ul>
Ability to advise/coach	<ul style="list-style-type: none"> <li>• Does not know students' goals and helps them meet them</li> <li>• Tells students what projects to do</li> </ul>	<ul style="list-style-type: none"> <li>• Knows students' goals and helps them meet them</li> <li>• Tells students what projects to do</li> </ul>	<ul style="list-style-type: none"> <li>• Knows students' goals and helps them meet them</li> <li>• Helps students with brainstorming ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Knows students' goals and helps them meet them</li> <li>• helps students with brainstorming ideas</li> <li>• Helps students become self-sufficient</li> </ul>
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	<ul style="list-style-type: none"> <li>•Timesheets completed only with reminders</li> </ul> <p><u>Does not:</u></p> <ul style="list-style-type: none"> <li>•Meets with students regularly</li> <li>•Keeps a shared schedule of availability</li> </ul>	<ul style="list-style-type: none"> <li>•Although meets with students, changes the schedule frequently</li> <li>•Timesheets completed but require frequent reminders</li> </ul> <p><u>Does not:</u></p> <ul style="list-style-type: none"> <li>•Keeps a shared schedule of availability</li> </ul>	<ul style="list-style-type: none"> <li>•Meets with students regularly</li> <li>•Keeps a shared schedule of availability</li> <li>•Timesheets completed</li> </ul>	<p>Without reminder:</p> <ul style="list-style-type: none"> <li>•Meets with students regularly</li> <li>•Keeps a shared schedule of availability</li> <li>•Timesheets completed</li> </ul>
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## Appendix C-Directors Checklist/Board Evaluation

### Director and EdVisions Cooperative Responsibilities

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
<b>Server GOOGLE DRIVE</b>	Technology Team	Weekly
Monthly <b>Minnesota Automated Reporting Student System (MARSS)</b> reports- provides MDE with student count for per pupil payments, special education funding, and testing requirements. Also includes attendance reporting.	Gigi	Monthly
<b>Finance statement prep</b> -provides budget comparison, revenue and cash balance sheets for School Board members	Cathy	Monthly
<b>Staff Development</b> - Once a month face to face meetings plus specialized meetings as needed for reading, mental health and other required training	EdVisions Coop/Personnel Team/Q Comp Team	Monthly
<b>Coordinate with Designs for Learning</b> - 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
<b>Communications with School Board</b> -As non voting members, give reports of director responsibilities and other tasks completed throughout month	Cathy, Gigi	Monthly
<b>Uniform Financial Accounting and Reporting System (UFARS)</b> - coding required to provide accountability for fund allocation	Cathy	Monthly
<b>Payroll</b> - Provides payment to the staff members including necessary tax withholdings and benefits.	EdVisions Coop	1-10 <sup>th</sup> monthly
<b>IQS formal visits</b> Arrange and host sponsor representative	Gigi	As needed
<b>Curricular Alignment</b> - 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
<b>Policies</b> - Research and write required policies and those that the school board would like to have implemented	Gigi	See schedule
<b>Electronic Data Reporting System (EDRS)</b> - System for reporting reimbursable expenses according to elementary and secondary education act and no child left behind	Cathy	Quarterly, As Needed
<b>Grant Management, Rural Education A Program (REAP), EdVisions Schools</b> - keeps track of expenditure lines and reporting to the grantor	Cathy	As Needed
<b>Project Foundry</b> - Coordinates with company, sets up changes to transcripts and other needs, sets up trainings, attends trainings	Gigi, EdVisions Coop	Training in August, as needed
<b>Northwest Educational Association- Measures of Academic Progress (NWEA-MAP) Testing</b> - Required localized standardized testing, demonstrates student growth, testing two times a year. Coordination of test includes downloading tests, uploading tests	Gigi	September, May
<b>Hope Survey</b> – 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
<b>Annual Report/WBWF</b> - Required report to IQS and MDE includes goal results, testing	Gigi	September 30

results, survey results and budgetary items.		
<b>Conversation Days. Training for Project Based Learning (PBL) and Teacher Professional Practice (TPP)</b> - Trainings that increase knowledge of staff and allows time to share successes and difficulties	EdVisions Coop	Oct, March, July
<b>Human Resources Training</b> - Learning about proper HR procedures and policies, as well as benefits and other payroll information	EdVisions Coop	October
<b>Law Conference Trainings</b> - Update on new state and federal laws, court cases that have an impact on schools.	Gigi	October
<b>Staff Automated Reporting (STAR)</b> - reports the licensure and assignments of each staff member as of Oct 1 and again Mar1 current year	Gigi	November, March
<b>Staff Evaluations</b> - Observations, peer evaluations, use rubric and information to decide on professional development goals	EdVisions Coop, Personnel Team, Q Comp Team	Oct, Feb, May
<b>State Testing</b> - 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	Nov, Feb, April
<b>Health Reports</b> - Determine immunizations and submit report to Minnesota Department of Health	Gigi	January
<b>Transportation Report</b> - Code and report transportation of all students to MDE	Cathy	March
<b>Hiring of New Staff</b> - post positions, conduct preliminary interviews, school visits, second interviews, student and staff feedback, communicated with applicants and new hires	EdVisions Coop/ Personnel Team	Mar-May
<b>Budget Preparation and Monitoring</b> - 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
<b>Setting Goals</b> - Based on information from current year goal, staff work on determining next year's goals, goal teams, and strategies	EdVisions Coop/ Staff	May
<b>Parent and Student Satisfaction Surveys</b> - Reviews survey, encourages participation, and collates data from parents and students.	Goal Team/ Q Comp	May
<b>Audit</b> - 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 – August
<b>Online Learning Certification</b> - Collects paperwork and fills out necessary documents for recertification each year and 3 year self-review	Gigi	June/August
<b>Disciplinary Incident Reporting System (DIRS)</b> - Mandatory state report indicating disciplinary measures used with students including suspensions, exclusions and expulsions	Gigi	June

## 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- 85 respondents

Comment:	SA %	A %	D %	SD %
I like school	53%	40%	7%	0%
I feel connected to my school community.	33%	47%	15%	5%
I am good at learning things on my own.	48%	44%	7%	1%
I understand what I am supposed to be doing for school.	67%	32%	1%	0%
<b>My advisor expects me to achieve in school.</b>	80%	19%	1%	0%
<b>My advisor treats me fairly.</b>	85%	15%	0%	0%
<b>When I need help, I can get it from my advisor.</b>	79%	20%	1%	0%
I am learning to be responsible in this school.	60%	38%	2%	0%
I am learning to be an independent learner in this school.	68%	32%	0%	0%
I feel like there is enough technical support provided.	60%	36%	4%	0%
I am satisfied with the number of all school field trips.	47%	38%	11%	5%
I am satisfied with the number of advisory field trips.	51%	40%	7%	2%
My parent(s) are aware of my progress.	65%	32%	2%	1%
I enjoy learning outside of the regular school building.	74%	19%	4%	4%
<b>My advisor has high expectations for me in school.</b>	64%	34%	2%	0%
I often work with other students in learning projects.	9%	15%	49%	26%
I usually depend on my advisor to think of projects for me.	7%	8%	40%	45%
My personal learning is important.	80%	20%	0%	0%
I am learning to use my mind well at this school.	64%	35%	1%	0%
I enjoy learning through projects.	71%	26%	4%	0%
Projects are an effective way for me to learn.	65%	32%	4%	0%
I am satisfied with my progress this year.	36%	41%	18%	5%
I want to be responsible for my education.	64%	35%	1%	0%
I want to know other students better.	35%	39%	21%	5%


Parent Satisfaction Survey 31 Respondents

Comment:	SA %	A %	D %	SD %
My child likes school.	48%	45%	6%	0%
I am involved in the learning process of my child.	42%	55%	3%	0%
My child is treated as an individual in this school.	81%	19%	0%	0%
I am aware of my child's progress in this school.	65%	29%	3%	3%

My child receives adequate feedback on his/her progress.	61%	32%	6%	0%
My child is learning responsibility in this school.	65%	32%	3%	0%
My child is working up to his/her ability.	39%	42%	19%	0%
Project based learning is an effective way for my child to learn.	68%	32%	0%	0%
My child talks about friends at school.	23%	39%	29%	10%
I feel comfortable contacting my child's advisor about problems he/she may be having related to school.	87%	10%	3%	0%
I am satisfied with my child's individual program of education.	58%	32%	3%	6%
I believe there are things students need to learn beyond content.	77%	19%	3%	0%
I am satisfied with the learning my child is achieving at school.	58%	42%	0%	0%
I am satisfied with my child's progress this year.	58%	32%	3%	6%
I feel there should be more parent-parent interaction.	6%	23%	68%	3%
I am satisfied with the number of advisory field trips.	32%	52%	16%	0%
I am satisfied with the number of all school field trips.	42%	52%	6%	0%
I feel there is enough technical support for my child(ren).	58%	32%	10%	0%
All things considered, I as a parent, am satisfied with EOC.	68%	32%	0%	0%



## Appendix F- Non Profit Status

<div> <div>  </div> <div> <a href="#">Home</a> <a href="#">How Can We Help?</a> <a href="#">Topics</a> <a href="#">Charities</a> <a href="#">About Our Office</a> </div> </div>	
<h2>Charity Search Results</h2>	
Organization Name	Edvisions Off-campus High School
Organization Type	CHARITY
Contact Person	Catherine Diaz
Address	P.o. Box 307
City	Henderson
State	MN
Zip Code	56044
Purpose or Description	Charter high School.
Phone Number	(507) 248-3101
Status	Active
Extension	None

## Appendix G-Full Projected Budget

Expenses	\$1,114,160	\$1,158,269
Revenue	(\$1,124,897)	(\$1,164,262)
Balance (Negative is "positive")	(\$10,737)	(\$5,993)
Rev Ed from MN Isd-Tuition Bill Back	(1,338)	(\$500)
Student Activity Fees	(664)	(\$500)
Med Assist Fr Dept of HS	-	(\$1,500)
Interest	(941)	(\$800)
Donations - Yellowstone	(5,298)	\$0
Misc	(85)	\$0
Endow Fund Apportion	(2,528)	(\$2,000)
General Education Aid - FY2015	852	\$0
QComp Aid - FY2015	(262)	\$0
General Education Aid - FY2016	(968,577)	\$0
Spec Education Aid - FY2016	(95,600)	\$0
General Education Aid - FY2017	-	(\$871,298)
Spec Education Aid - FY2017	-	(\$248,378)
Federal Special Ed Flow Through	-	(\$18,500)
Federal Flow Through - CEIS	-	(\$2,586)
REAP Grant Revenue	(28,233)	(\$18,200)
Travel-Board of Education	263	\$300
EdVisions Payment-Administrative	60,605	\$22,420
Workshops/Travel - Administrative	-	\$100
Legal Services/Audit	16,388	\$14,000
EdVisions Payment-Financial Services	43,539	\$43,143
Financial Services - Region V	3,740	\$3,400
Tra/bussiness office (wksp, training)	894	\$1,500
Insurance	-	\$7,500
REAP Grant - Technology Equipment	28,233	\$18,200
Professional Service - Secondary Ed	2,918	\$14,000
EdVisions Payment - Regular Ed	502,717	\$532,368
Advertising	8,222	\$8,000
Telephone	1,430	\$1,500
Postage	2,283	\$2,300
Travel - Staff	7,430	\$14,000
Pymts to Other Dist. - Tuitions	1,042	\$5,500
Office Type Supplies	4,110	\$5,500
Instruct Supplies	18,132	\$13,650
Standardized Tests	1,676	\$0
Dues & Memberships-Non School Board	19,615	\$14,500
Technology Equipment	8,624	\$21,000
Internet Access	44,212	\$37,000
Field Trip Mileage	4,088	\$10,000
fieldtrip expenses	21,687	\$30,000
Expenses - Yellowstone	-	\$35,000
Expenses - France Field Trip	36,527	\$0
Third Party Billing Contracted Service	386	\$300
Speech - SpEd - State Funded	2,319	\$2,000
EdVisions Payment - SLD	204,649	\$198,294
Federal Flow Through - Sped Director	10,500	\$14,000
SpEd Federal Mileage	1,836	\$0
Fed Funds - School Psychologist	-	\$2,500
Fed SpEd Supplies	1,132	\$500
SpEd Supplies/Testing Materials	1,545	\$1,500
EdVisions Payment - SpEd Para	-	\$60,607
Federal Flow Through - CEIS, Para	-	\$2,586
Staff Development - Travel	4,936	\$9,000
Staff Development - Supplies	886	\$9,600
Trav/Conv/Conference Qcomp	(2,711)	\$500

Supplies Qcomp	-	\$2,000
Expenses	\$1,136,927	\$1,187,662
Revenue	(\$949,067)	(\$1,203,726)
Balance (Negative is "positive")	\$187,860	(\$16,064)

BOARD APPROVED JUNE 2016

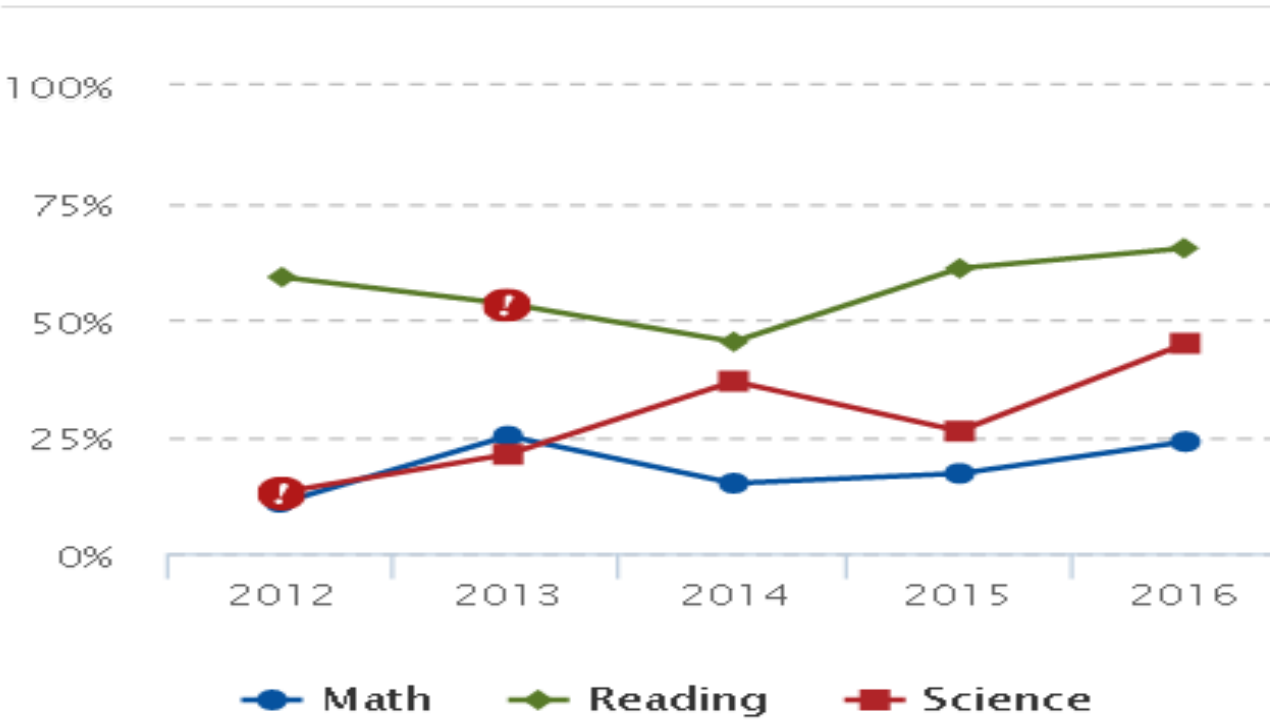
## Appendix H-Hope Survey Results

In addition to having a "High" rating in overall Hope, EOC Measured a higher average for students who attended one of the experiential education field trips versus those who did not.

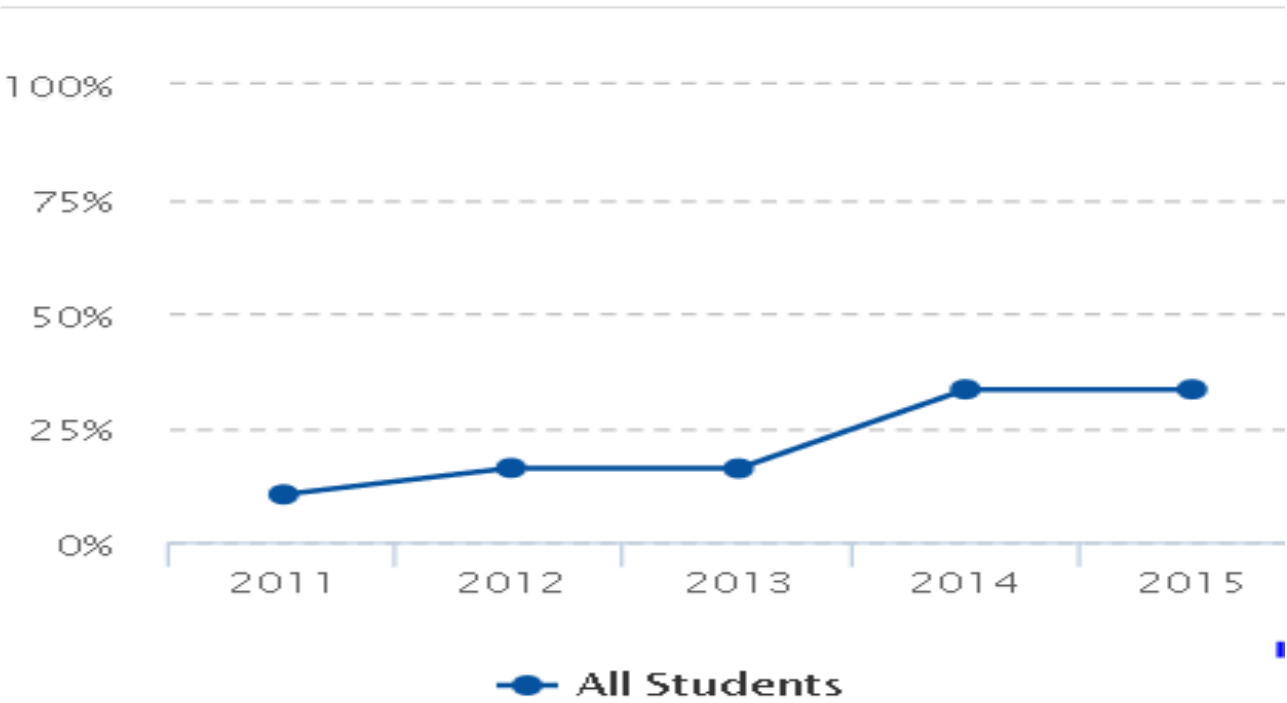
Characteristic Measured	EOC	Rating	Average of Schools taking Survey
Autonomy	6.49	Excellent	5.12
Belongingness: Advisor/Academic	4.79	Excellent	4.05
Belongingness: Advisor/Personal	4.79	Excellent	3.63
Belongingness: Peer/Academic	3.48	Good	3.16
Belongingness: Peer/Personal	3.63	Good	3.31
Goal Orientation Task/Mastery	4.48	Excellent	3.77
Goal/Orientation Performance	1.28	Excellent	2.48
Academic Press	4.25	Very High	3.76
Behavioral Engagement	6.27	Very High	3.31
Emotional Engagement	7.18	Very High	2.45
Hope raw score	50.76	High	49.15
Hope (change from Spring to Spring)	+0.34		Not available
Average hope score of those who attended Experiential Ed	53.17	Very High	Not available

Appendix I- School Report Card

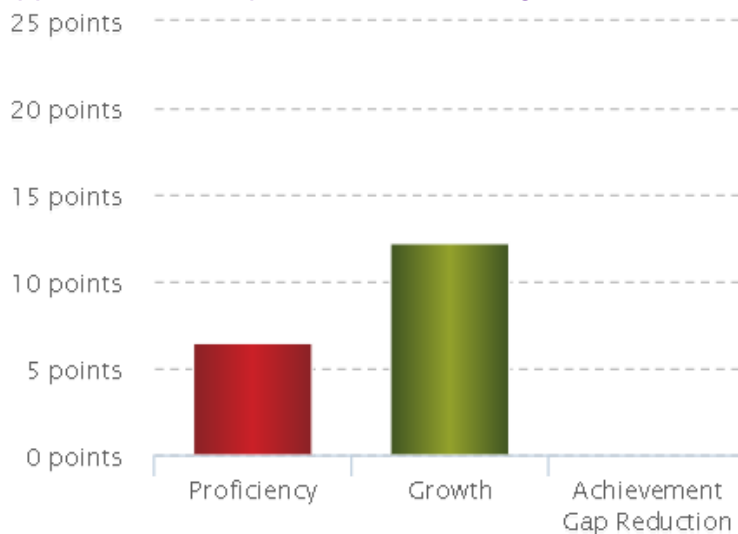
Proficiency Trends



Graduation Rate Trends



## Appendix J- Multiple Measures Rating



**MMR: 37.44% FR: N/A**

### Multiple Measurement Designation

This school has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible or Reward School.

### Current Comparison Group

High School

### Title I Status

Did not apply for Title I funding in 2017 (2016-17 school year)

## Appendix K- NWEA-MAP Data

Grade	Number of students tested spring 2016	Number of students exempted	% Students at grade level Spring 2015 (+ exempted)	Number of students tested in Spring/Fall 2015 and Spring 2016 with valid growth score	% Students Meeting RIT Growth targets 2016	ADM for 2016 School Year
Reading						
7	9	3	n/a	12	50.0	11.34
8	8	6	n/a	14	71.4	18.81
9	11	7	n/a	18	83.3	22.88
10	5	10	n/a	15	86.7	18.83
All	33	26	64.3	59	74.6	71.86
Math						
7	9	1	n/a	9	60.0	11.34
8	15	0	n/a	15	80.0	18.81
9	17	4	n/a	21	66.7	22.88
10	12	3	n/a	15	46.7	18.83
All	53	8	62.1	61	63.9	71.86