

Process Improvement Meeting Agenda – 3/6

- MEVA Mission and Vision – High Performing Public Charter School.
- ILP – Essential Questions.
- Winback the student initiative and Current Retention Data.
- Re-Registration Update.
- Promoting Literacy Reading Contest – Holly Chapdelaine.
- ESEA Comprehensive Needs Assessment.
- ESEA School Improvement Indicators.
- Comparing NWEA and Accuplacer – Christina O’Grady.
- Guidance Update – Dan Pierce and Heather Tyler.
- Virtual Graduation Checklist.
- Eighth Grade Advisory Update – Stephanie Martitz.
- Other and Next Process Improvement Meeting on Monday, March 13th, at 3:00 pm.

Our Value Proposition

- MEVA's mission statement is our value proposition as a public charter school.
- Our mission and vision explain what we do and why we do it.
- MEVA plays a valuable role in reengaging many students who have struggled in other educational settings and challenging students who are seeking expansive educational opportunities.
- MEVA addresses parents' concerns about their students' learning and enlists their support in the process.
- MEVA is a great option for students no matter their capabilities, interests, and aspirations.

MEVA Mission and Vision

School Mission:

Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of **alternative educational options**. MEVA will develop an **Individualized Learning Plan (ILP)** with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is **aligned** to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards.

School Vision:

MEVA will be a leading 21st century public charter school in Maine and **will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction**. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

MEVA Individual Learning Plans (ILPs) – Essential Questions

Specific Learning Goal to Meet Each Student's Needs: MEVA students will explore their interests and aspirations through academic courses and enrichment activities, in preparation for postsecondary educational and career opportunities.

➤ **What do you do or want to do with your time?**

Career Readiness Experiences/Opportunities: Employment, internships, virtual job shadowing, volunteering activities, clubs and organizations, portfolio projects, and Career Planning, Early College and AP4ALL courses.

➤ **What can MEVA offer you to match your interests?**

Our Narrative:
MEVA is a High
Performing
Public Charter
School. MEVA is
accomplishing
its mission.

Academically;

Operationally; and

Financially.

MEVA is on track to meet its
performance measures.

MEVA has a plan to sustain its results.

Winback the Student!

“It takes a community to raise up a child”, as the old adage says.
The same is true within education, it takes a team to support each student!

Immediate intervention has been recognized as the most effective method in student retention. Every role within the school plays an important part in this effort.

Without our Students there would be no MEVA!

Withdrawal Mitigation Process

- Ask why? – Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- Listen for keywords; lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- As you listen, empathize – Understand their position and their feelings. Many times, families or students have been thinking about this for a while.
- Advocate for MEVA’s programs – Share information on our clubs, async options, and student support opportunities. See if they are willing to have a team meeting to talk over work credit options, early college opportunities, and so much more. Some students may qualify for early graduation.
- Document, document, document – your mitigation efforts in contact logs within Infinite Campus, then submit an intervention form. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- Link to the form: [Rapid Intervention Form](#)

From Cornell's TCI and CARE model.

weCARE

	WILLING	NOT WILLING
ABLE	ACKNOWLEDGE Give positive attention Join in activity Ask child to teach others	ENCOURAGE As if Offer assistance Give Choices Predict the future Make a request Natural or logical consequence
NOT ABLE	TEACH Give positive attention Join in activity Ask child to teach others	CHANGE EXPECTATIONS Change the expectation Redirect the activity Drop the expectation

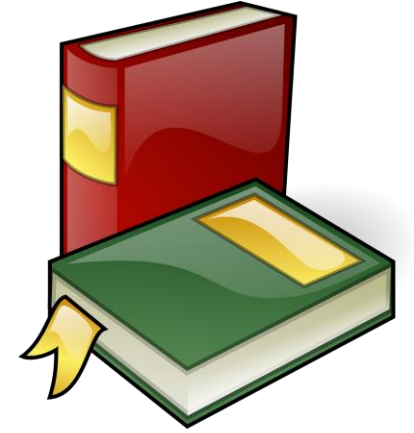
Re-Registration Stats: 3/6/23		
Total Enrollment:	404	
Seniors Remaining in TVS:	43	
Student count based on who is eligible to re-enroll:	361-2 = 359	removing A.mains jr & T.Willow (definitely graduating)
Registering:	233 (this includes 1 seat being reserved for the 1 remaining family having a tech issue with their account)	
Not Returning:	6	
Total <i>Response Rate</i> of who is eligible to re-enroll: 239	67%	
Percentage of MEVA <i>Students Returning</i> :	64.90%	

Current Re- Reg by Grade level:	Current Enrollment	Registering	% Returning	Notes to keep in mind
<i>7th</i>	35	26	74%	
<i>8th</i>	58	35	60%	
<i>9th</i>	63	41	65%	
<i>10th</i>	93	66	71%	2 potentially graduating
<i>11th</i>	112-2 definite grads = 110	65	59%	A large amount of 11th grade students could potentially graduate from the remaining unknown statuses/They are encouraged to re- register to be safe.
Total:	359	233	64.90%	
last year data 3/3/2022	Enrollment	Registering	% of Returning	
<i>7th</i>	36	31	86%	
<i>8th</i>	42	27	64%	
<i>9th</i>	71	52	73%	
<i>10th</i>	97	75	77%	
<i>11th</i>	92	60	65%	
Totals	338	245	72.48%	

Discussion Continued from the Prior Meeting

- We are celebrating our schoolwide literacy.
- Today, we will hear about a reading contest.
- Thank you all for your efforts to promote literacy at MEVA!

MEVA Reading Contest- March



- Read books from Sora or physical books from March 1- March 31
- Track your reading with the reading log!
- Email your completed reading logs to Dr. C: hchapdelaine@mainevirtualacademy.org
- For every book you read, you will be entered into a drawing!
- Three students will be contacted from the drawing to earn a book of their choice mailed to them!
- Every student that participates will be recognized in the April Newsletter and receive a MEVA READING ROCK STAR Certificate!

Prior Year Comprehensive Needs Assessment (CNA)

- Describe the high need areas identified as a result of the Comprehensive Needs Assessment.
- English Language Arts and Mathematics achievement and growth.
- As a result of the district level needs assessment; list at minimum three (3) district-wide goals (one math goal and one literacy goal required) to be achieved through leveraging the district's ESEA federal program funds.

FY23 ESEA School Improvement Indicators

Curriculum, Assessment, and Instructional Planning - Engage Instructional Teams in developing standards-aligned units of instruction.

- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- Units of instruction include standards-based objectives and criteria for mastery.
- Units of instruction include **pre-/post-tests** to assess student mastery of standards-based objectives.

Faculty Publication

Here is the [link](#) to the homepage of the Journal of Education and Practice. The article, ***Comparing Northwest Evaluation Association's Benchmark Assessment Scores to College Board's ACCUPLACER Scores: Is there a Correlation?***, will be found here tomorrow when the new volume comes out.



Comparing NWEA Scores to ACCUPLACER Scores

March 6, 2023





Introduction

The purpose of this research was to determine if there was a correlation between NWEA scores and the score a student receives on the ACCUPLACER.





Methods

- Quantitative methods
- Participants: 93 MEVA students who had a recent NWEA score and had completed the ACCUPLACER
- IBM Statistical Package for Social Sciences (SPSS) software to evaluate each data set



Data Collection & Analysis

- Independent samples *t*-test analysis was used to “determine if a difference exists between the means of two independent groups” - this test indicated statistically significant relationships between NWEA and ACCUPLACER scores
- Pearson correlation was used to indicate if there was a correlation between the two data sets. For reading, the Pearson correlation was .668 and .764 for math. Both indicate a high correlation.



Discussion

- The results of this study reveal significant correlations between the ACCUPLACER scores and NWEA scores for both the reading and math tests.
- One interpretation of the data may be on the accuracy of the cutoff scores for ACCUPLACER, comparing other colleges across the state and country, the recommendation would be to increase the Reading cutoff by 3 points and the Math cutoff by 10 points.
- Observed Trends:
 - NWEA Reading score of 226 or higher were college-ready 100% of the time
 - NWEA Math score of 226 or higher were college-ready 98% of the time
 - NWEA Lexile Level of 1156 (9th grade) or higher were college-ready 100% of the time
 - NWEA Quantile Level of 766 (6th grade) or higher were college-ready 96% of the time
 - NWEA Reading 41st Percentile or higher were college-ready 95% of the time
 - NWEA Math 21st Percentile or higher were college-ready 93% of the time



Future Research & Limitations

- Should include a larger pool of data
- Should compare subgroup data to evaluate trends for the subsets of students
- Limitations: Students may or may perform below their optimal level in a testing environment, or experience test anxiety

February 21, 2023 Data with Adjusted Cut Scores +3 on Reading and +10 on Math

Subgroup	College-Ready Reading	College-Ready Math
With 504 Plan	40/45 = 88.9%	36/45 = 80.0%
Without 504 Plan	72/92 = 78.3%	74/92 = 80.4%
Delta	+10.6% (Approaches)	+0.4% (Meets)
Special Education (SE)	11/17 = 64.7%	9/17 = 52.9%
Non-SE	101/120 = 84.2%	101/120 = 84.2%
Delta	-19.5% (Does Not Meet)	-31.3% (Does Not Meet)
Male	50/61 = 82.0%	52/61 = 85.3%
Female	62/76 = 81.6%	58/76 = 76.3%
Delta	+0.4% (Meets)	-9.0% (Approaches)
Economically Disadvantaged	35/45 = 77.8%	37/45 = 82.2%
Non-Economically Disadvantaged	77/92 = 83.7%	73/92 = 79.4%
Delta	-5.9% (Meets)	-2.8 (Meets)
Total	112/137 = 81.8% (Meets)	110/137 = 80.3% (Meets)

Guidance Update

- Heather Tyler and Dan Pierce will provide a guidance update.

Guidance Update 3/6/2023

- **FAFSA**

- 33 current seniors have completed or started the FAFSA.
- 59 current seniors have not completed/not started the FAFSA.
- The FAFSA is required of anyone applying for free community college (available to the class of 2023) or any other post-secondary institution.
- We have sent communications out to LCs and students who still need to complete the FAFSA and included where to go for help.
- *How can you help? If you are in regular contact with seniors, please remind them to complete the FAFSA. Direct them to us if they have questions. Thank you!!!!*

- **Class of 2023 Valedictorian and Co-Salutatorians!!!**

- Valedictorian: T Hemond
- Salutatorians:
 - J Rodriguez
 - H Sousa

Virtual Graduation Ceremonies Planning

- We are planning a virtual high school graduation ceremony on June 2nd, 2023, at 2:00 pm.
- Our middle school (virtual) step up day is tentatively planned for June 9th, 2023, at 11:00 am.
- Student and faculty planning has started.
- We are maintaining communication lists.
- We are hosting a graduation planning club for high school students.



Graduation Checklist



All Departments have selected a student and provided a book for Jillian to order.



Last Year's Mitchell Scholar notified to present award. **UPDATE: Waiting on reply**



Mitchell Scholar applications complete.



Commencement Speaker...Someone from the Faculty?



Yearbook **UPDATE: Construction in progress**



Grad. SWAG: Construction in progress. Voting on winning designs on April 3rd.



Information about mailing, gown, ring, yearbook and grad. Swag instructions, and Zoom ceremony sent. **ETA After April Vacation?**



Valedictorian, Salutatorian, and Class Representative notified, speeches written, YouTubes recorded.



Photo Release forms signed and submitted.



All YouTube speeches embedded in CANVA graduation Slide deck.



All Students and transitions have been added to CANVA slide deck.



All students in yearbook have signed a photo release form.



External speaker to play Pomp and Circumstance. (Carla can drop one off to the office if needed).



Help with Video editing to turn Canva Yearbook into Grad. Video **Update: Reaching out to Students and Faculty**



Eighth Grade Advisory Update

- We are prioritizing engaging and retaining eighth grade students due to (past) patterns of high turnover, and significant academic needs.
- Prior year data suggest that we retain fewer 8th grade students during the academic year and getting them to enter high school at MEVA is a hard sell.
- Eighth graders also have significant academic needs, as evidenced by their special education identification rate.
- What is new in the 8th grade?



8th Grade Advisory



- We continue to discuss future goals.
- Focus today was information about our communities
- We also discussed re-registration
- **We are working on forming lasting relationships with our students**



Re-Registration



Ensure your place at MEVA for the coming school year.

Enrollment Portal Opens Feb 27th through March 8th.
Seats unclaimed after March 8th will become open to the public waitlist

All MEVA Learning Coaches are invited to pop into anyone of our 5 Help Desk sessions.
The session links will be sent out via email just before February Vacation.

Join Zoom Meetings using this link:

<https://mainevirtual-org.zoom.us/j/7487402937?pwd=aFh3QjBBSjkrLzBGVGhwT3QwanVSUT09>

- Session 1" Feb 27th @ 7-7:30pm
- Session 2" Feb 28th @ 12-1pm
- Session 3" March 2nd @ 7-7:30pm
- Session 4" March 7th @ 12-12:30pm
- Session 5" March 7th @ 7-7:30pm

****You only need to attend one session as these are to answer questions you may have****



Moving Through my Community

<https://learnwithmoose.maine.gov/module/2667/moving-through-my-community/overview>





Thank
You

Other

- We will factor the mid-year data analysis into our Comprehensive Needs Assessment.
- Open Enrollment for SY-2023/2024 began on Monday, January 27th.
- Re-registration for SY-2023/2024 begins on Monday, February 27th.
- Any other topics?
- Next Meeting is on Monday, March 13th, at 3:00 pm.

Panorama Survey Action Plan & ILPs

1. *Target School Fit: How well do the activities offered at your child's school match his/her interests?*

➤ **Action Plan (Families): Individual Learning Plans (ILPs).**

2. *Target Rigorous Expectations: How often do your teachers make you explain your answers?*

➤ **Action Plan (Students): Instructional Maps and Course Development.**

3. *Target Feedback and Coaching: How often do you receive feedback on your teaching? How much feedback do you receive on your teaching? How much do you learn from the teacher evaluation processes at your school?*

➤ **Action Plan (Teachers): Increase teacher/peer observations and feedback. Review teacher evaluation processes; seek faculty input.**

4. *Target Feedback and Coaching: How much feedback do you receive on your work? How much do you learn from the evaluation processes at your school?*

➤ **Action Plan (Staff): Increase staff observations and feedback. Review evaluation processes; seek faculty input.**