

Process Improvement Meeting Agenda – 2/27

- MEVA Mission and Vision – High Performing Public Charter School.
- ILP – Essential Questions.
- Winback the student initiative and Current Retention Data.
- Upcoming In Person State Testing and Re-Registration Reminder – Stephanie Emery.
- Promoting Literacy in the Math Department – Mary Violette.
- Promoting Literacy in the Social Studies Department – Vanessa Richardson.
- Promoting Literacy in Rise (SE Self-Contained Classroom) – Holly Chapdelaine.
- ESEA Comprehensive Needs Assessment.
- ESEA School Improvement Indicators.
- Winter '23 NWEA Proficiency Data.
- Pre/Post Tests – Christina O'Grady.
- Guidance Update – Dan Pierce and Heather Tyler.
- Eighth Grade Advisory Update – Holly Chapdelaine.
- Virtual Graduation Ceremonies – Coady Richardson.
- Other and Next Process Improvement Meeting on Monday, March 6th, 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

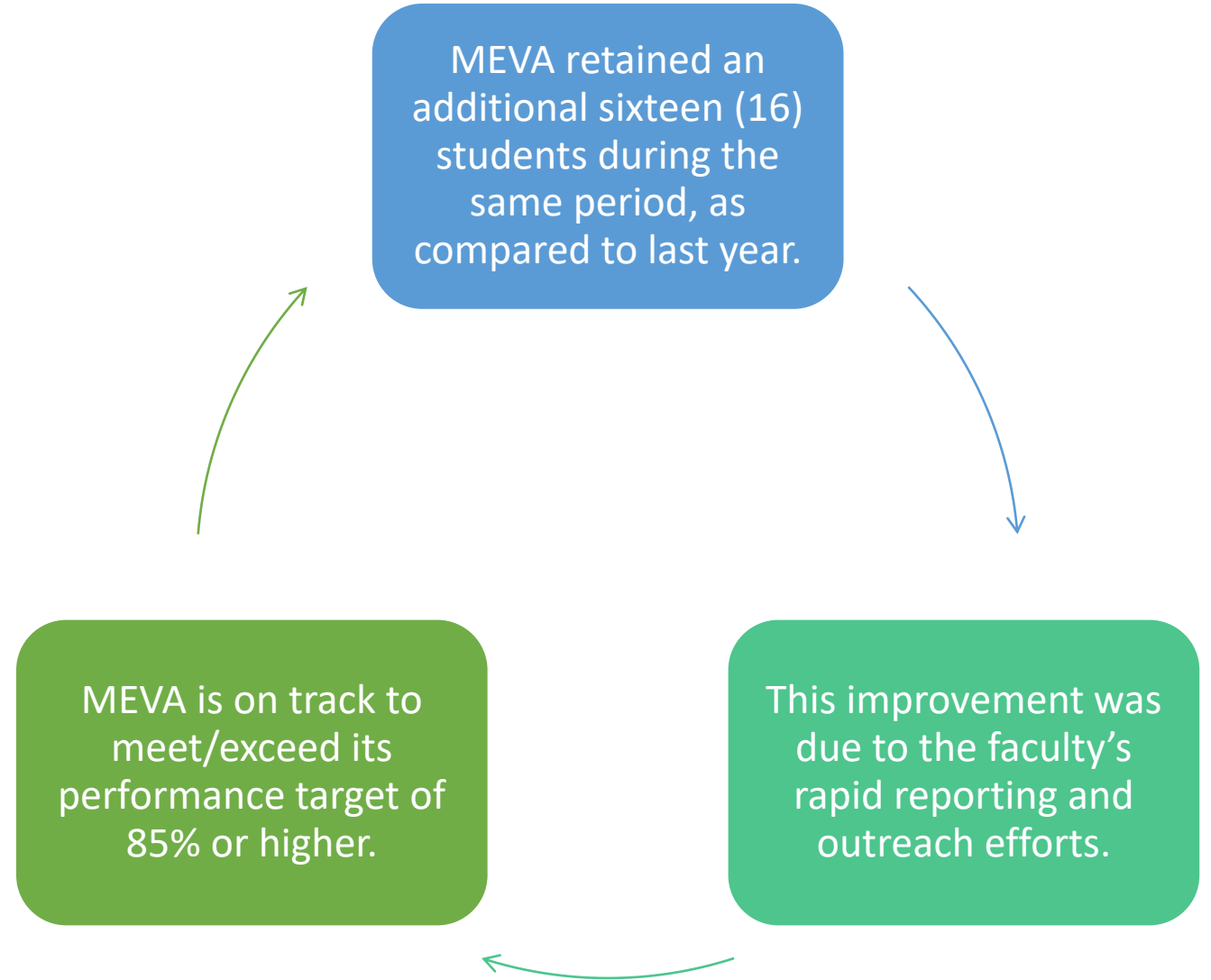
	WILLING	NOT WILLING
ABLE	ACKNOWLEDGE Give positive attention Join in activity Ask child to teach others	ENCOURAGE As if Offer assistance Give Choices Predict the future Make a request Natural or logical consequence
NOT ABLE	TEACH Give positive attention Join in activity Ask child to teach others	CHANGE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

Post 10/1 Retention

Grade	Withdrawals since 10/01/22	Total students on 10/1/22	Retention Rate
7	1	31	97%
8	4	56	93%
MS	5	87	94%
9	2	55	96%
10	4	85	95%
11	4	113	96%
12	0	98	100%
HS	10	351	97%
Total	15	438	97%



Year Over Year Improvement – Retention 10/1 – 2/21



In Person Testing Dates:

- MEA ELA/Math Window: May 15th – May 19th (Grades 7,8, 10th)
- MEA Science Window: May 22nd – May 26th (Grades 8, 11th)
- Sites are currently being booked in these regions;
 - Presque Isle, Houlton, Machias, Bangor, Augusta, Auburn/Lewiston, Farmington, Saco/Biddeford
- Make ups will be booked after the main testing dates.
 - We need volunteers who will be willing to help coordinate and travel to conduct any make up assessment. (*we need to hit our 95% or more in participation, to meet our targets*)
 - If you hear of any students who may have barriers in getting to a test site, let me know ASAP!

Re-Registration Reminders:

Re-Registration has launched today, Feb 27th!

Families have until March 8th to confirm their seat, after this date all unconfirmed seats become available to the public.



Discussion Continued from the Prior Meeting

- We would like to hear mini-presentations from the Math and Social Studies Departments about how lessons and courses may promote literacy.
- Thank you for your efforts!

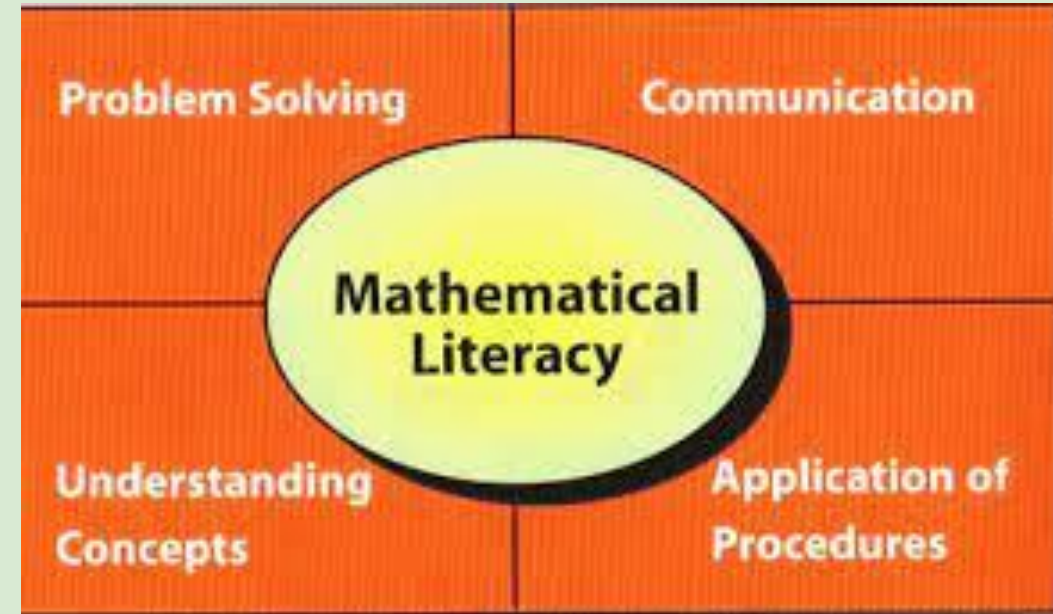
Literacy in Math Instruction

Vocabulary review

Word Problems

“Translate” from words to math terms

Relate math skills to professional and personal
life needs



What is Social Studies doing for literacy?

- Giving "Discussion" quizzes this year. These consist of 5 questions that require students to recall, reason, or provide an opinion and back it up with a fact.
- To address research standards in both Social Studies & ELA, I have added a country profile worksheet which requires students to answer a short list of questions about a country of their choosing. We have also discussed appropriate sources to use for obtaining this info.
- Playing Kahoot or use Quizziz to review for exams. Using Geoguessr and LizardPoint at the beginning of a unit.
- In one class the assignments in this class all build up to a final course project. Emphasis is placed on the required use of at least one primary source. We have period-relevant vocabulary, primary and secondary source reading and research, and the final project.
- Regular use of NEWSELA and in some classes Nearpod
- Written response questions on quizzes and test
- Several classes include research projects/reports and most classes include regular reading of content

MEVA Reading Highlights

WE CAN ALL LEARN FROM RISE!

Kim and Julie shared:

- We love ReadWorks!
- Focus on reading passages for reading comprehension
- Summarizing
- making inferences
- connections to self/world/text
- Writing prompts
- Class read alouds (Wonder)

If folks in every content area can focus on reviewing these skills between now and May testing, MEVA will make some AMAZING gains...

1. Analyzes informational text for evidence of bias or stereotypes
2. Compares and contrasts viewpoints in multiple informational texts
3. Determines details that support a concept presented in informational text
4. Analyzes information in maps
5. Distinguishes fact from opinion in advertising
6. Recognizes author's use of specific persuasive or propaganda techniques

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.

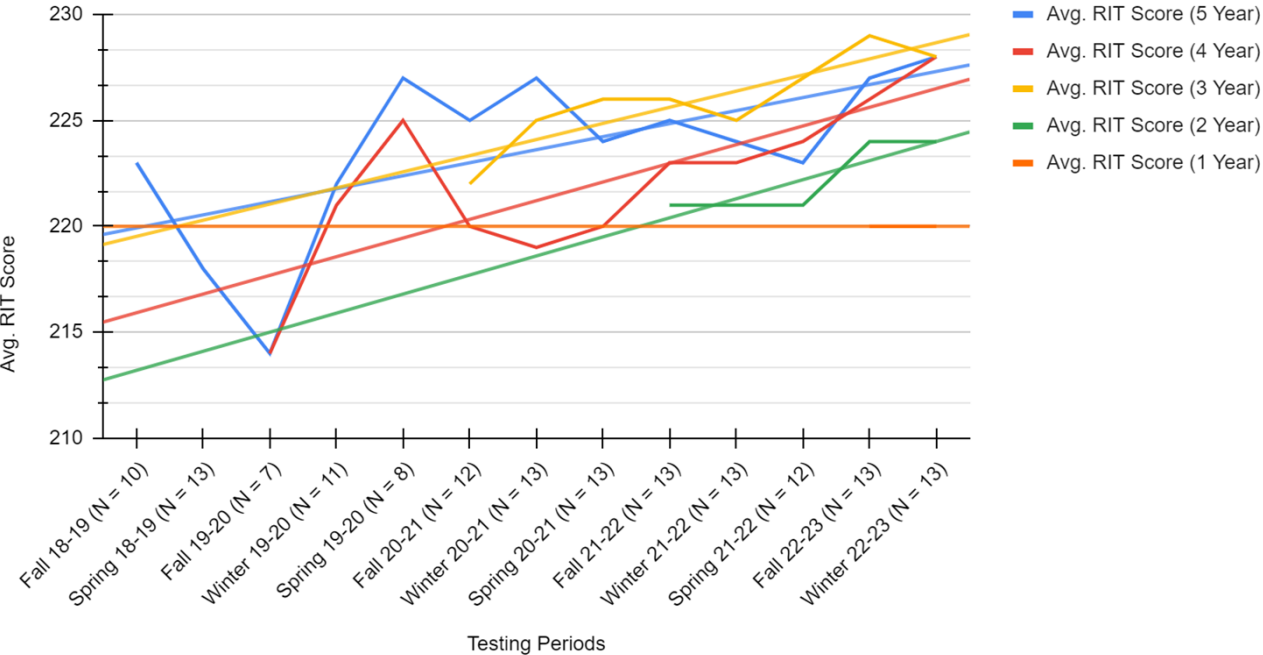
Longitudinal Data Analysis

- There is plenty of evidence that students who stay enrolled with MEVA grow academically over time.

Average RIT Scores by Years at MEVA

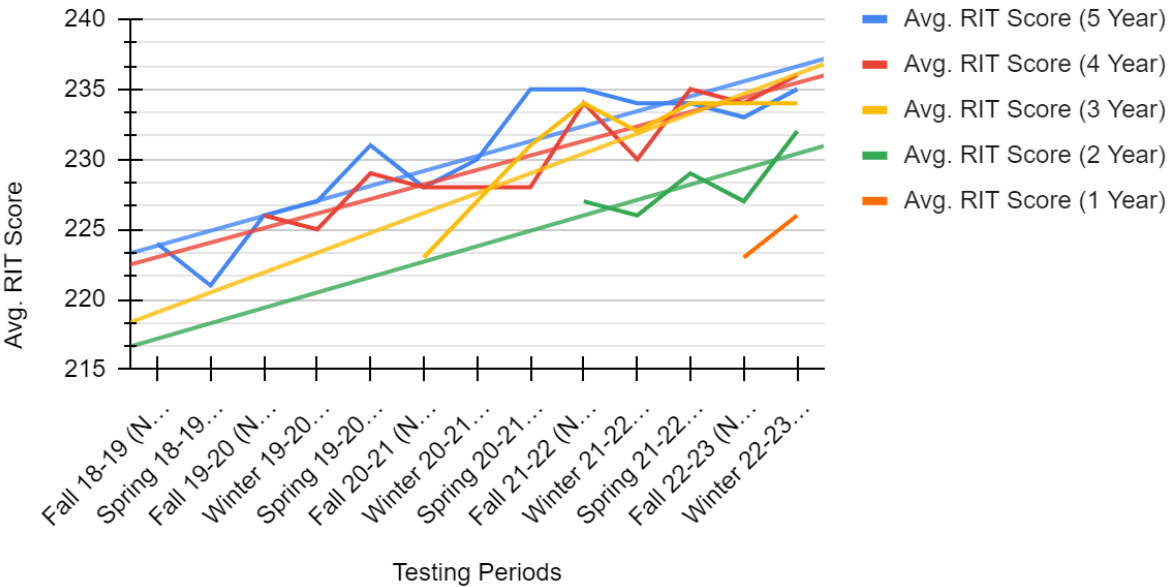
Reading - Average RIT Score

By Years at MEVA



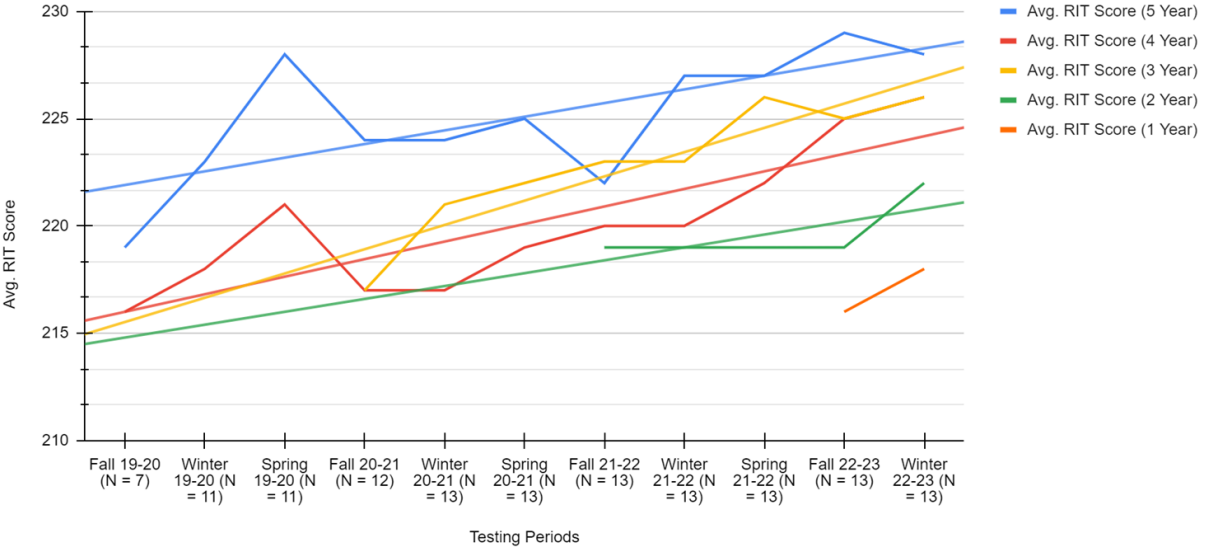
Math - Average RIT Scores

By Years at MEVA



Language Usage - Average RIT Scores

By Years at MEVA



Winter RIT Scores Data Analysis

- MEVA students who stay enrolled increase their RIT scores year over year, in math, reading, and language.
- This trend increases with the number of years students are enrolled.

Winter '23 NWEA Proficiency Data - Math

Grade	Median Percentile	Achievement Percentiles	Number of Students
Grade 7	45th	<div><div>18%</div><div>23%</div><div>26%</div><div>21%</div><div>12%</div></div>	34
Grade 8	33rd	<div><div>34%</div><div>23%</div><div>19%</div><div>11%</div><div>13%</div></div>	53
Grade 9	54th	<div><div>14%</div><div>24%</div><div>25%</div><div>27%</div><div>10%</div></div>	63
Grade 10	54th	<div><div>11%</div><div>24%</div><div>19%</div><div>21%</div><div>25%</div></div>	92
Grade 11	52nd	<div><div>18%</div><div>18%</div><div>27%</div><div>17%</div><div>20%</div></div>	108

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Winter '23 NWEA Proficiency Data - Reading

Grade	Median Percentile	Achievement Percentiles	Number of Students
Grade 7	51st	<div><div>15%</div><div>18%</div><div>26%</div><div>23%</div><div>18%</div></div>	34
Grade 8	41st	<div><div>37%</div><div>12%</div><div>13%</div><div>23%</div><div>15%</div></div>	52
Grade 9	54th	<div><div>16%</div><div>13%</div><div>28%</div><div>21%</div><div>22%</div></div>	63
Grade 10	62nd	<div><div>12%</div><div>18%</div><div>18%</div><div>20%</div><div>32%</div></div>	92
Grade 11	60th	<div><div>11%</div><div>24%</div><div>18%</div><div>25%</div><div>22%</div></div>	109

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Winter '23 NWEA Proficiency Data - Language

Grade	Median Percentile	Achievement Percentiles	Number of Students
Grade 7	45th	<div><div>18%</div><div>23%</div><div>26%</div><div>21%</div><div>12%</div></div>	34
Grade 8	33rd	<div><div>34%</div><div>23%</div><div>19%</div><div>11%</div><div>13%</div></div>	53
Grade 9	54th	<div><div>14%</div><div>24%</div><div>25%</div><div>27%</div><div>10%</div></div>	63
Grade 10	54th	<div><div>11%</div><div>24%</div><div>19%</div><div>21%</div><div>25%</div></div>	92
Grade 11	52nd	<div><div>18%</div><div>18%</div><div>27%</div><div>17%</div><div>20%</div></div>	108

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

YOY Winter Achievement Comparison - Math

	WINTER 2021-2022 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ⓘ
Grade 8	29th	25%	30%	10%	15%	20%	62nd	35%	15%	20%	30%	20	
Grade 9	50th	15%	19%	31%	27%	8%	58th	12%	23%	19%	31%	15%	26
Grade 10	65th	10%	18%	14%	33%	25%	62nd	6%	18%	25%	22%	29%	51
Grade 11	52nd	18%	15%	20%	26%	21%	52nd	21%	20%	18%	18%	23%	61

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

YOY Winter Achievement Comparison - Reading

	WINTER 2021-2022 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ⓘ
Grade 8	53rd	30%	10%	15%	15%	30%	63rd	35%	5	5	30%	25%	20
Grade 9	53rd	12%	23%	23%	11%	31%	62nd	12%	15%	19%	31%	23%	26
Grade 10	62nd	14%	14%	21%	20%	31%	62nd	10%	16%	17%	14%	43%	51
Grade 11	58th	21%	13%	18%	26%	22%	62nd	14%	24%	10%	23%	29%	62

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

YOY Winter Achievement Comparison – Language

	WINTER 2021-2022 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ⓘ
Grade 8	61st	25%	10%	15%	30%	20%	59th	20%	5	35%	15%	25%	20
Grade 9	68th	8%	12%	15%	46%	19%	61st	19%	11%	8%	35%	27%	26
Grade 10	68th	14%	19%	14%	18%	35%	66th	10%	16%	16%	19%	39%	51
Grade 11	60th	18%	14%	18%	31%	19%	68th	16%	13%	16%	26%	29%	62

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

PYOY Winter Achievement Comparison - Math

	WINTER 2020-2021 ACHIEVEMENT					WINTER 2021-2022 ACHIEVEMENT							
Grade	Median Percentile	Achievement Percentiles				Median Percentile	Achievement Percentiles				Number of Students ⓘ		
Grade 9	51st	8%	25%	42%	25%	50th	17%	17%	33%	25%	8%	12	
Grade 10	61st	4	17%	29%	25%	25%	70th	21%	8%	42%	29%	24	
Grade 11	55th	19%	11%	22%	17%	31%	63rd	17%	17%	11%	25%	30%	36
Grade 12	75th	4	12%	21%	17%	46%	70th	8%	21%	17%	17%	37%	24

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

PYOY Winter Achievement Comparison - Reading

	WINTER 2020-2021 ACHIEVEMENT						WINTER 2021-2022 ACHIEVEMENT							
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ⓘ	
Grade 9	67th	17%	8%	8%	50%		17%	61st	17%	8%	25%	17%	33%	12
Grade 10	72nd	4	25%	12%	21%	38%	70th	13%	12%	12%	25%	38%	24	
Grade 11	61st	8%	17%	25%	17%	33%	63rd	25%	8%	14%	28%	25%	36	
Grade 12	62nd	17%	8%	25%	12%	38%	57th	25%	8%	21%	21%	25%	24	

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

PYOY Winter Achievement Comparison – Language

	WINTER 2020-2021 ACHIEVEMENT					WINTER 2021-2022 ACHIEVEMENT							
Grade	Median Percentile	Achievement Percentiles				Median Percentile	Achievement Percentiles				Number of Students ⓘ		
Grade 9	67th	17%	8%	75%			73rd	8%	8%	50%	34%	12	
Grade 10	75th	12%	17%	8%	21%	42%	77th	17%	12%	8%	21%	42%	24
Grade 11	60th	17%	19%	14%	17%	33%	61st	19%	14%	14%	22%	31%	36
Grade 12	58th	12%	21%	21%	17%	29%	63rd	12%	21%	17%	17%	33%	24

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Proficiency Data Analysis

- Year over Year Winter NWEA proficiency data provide evidence that students who stay enrolled at MEVA are presenting better outcomes.
- This trend is most significant in math and reading.
- MEVA teachers are doing a great job!

February 21, 2023

Subgroup	College-Ready Reading	College-Ready Math
With 504 Plan	41/45 = 91.1%	41/45 = 91.1%
Without 504 Plan	75/92 = 81.5%	82/92 = 89.1%
Delta	+9.6% (Meets)	+2.0% (Meets)
Special Education (SE)	11/17 = 64.7%	12/17 = 70.6%
Non-SE	105/120 = 87.5%	111/120 = 92.5%
Delta	-22.8% (Does Not Meet)	-21.9% (Does Not Meet)
Male	52/61 = 85.2%	58/61 = 95.1%
Female	64/76 = 84.2%	65/76 = 85.5%
Delta	+1.0% (Meets)	-9.6% (Approaches)
Economically Disadvantaged	36/45 = 80%	42/45 = 93.3%
Non-Economically Disadvantaged	80/92 = 87%	81/92 = 88.0%
Delta	+7.0% (Meets)	+5.3 (Meets)
Total	116/137 = 84.7% (Meets)	123/137 = 89.8% (Meets)

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.



Pre/Post Test Resources

February
27, 2023

Benefits of Pre-/Post-Tests

1. Pretests outline clear standards and expectations
2. Pretests establish a baseline of student knowledge
3. Pretests and posttests measure student growth
4. Pretest and posttest data improve curriculum efficacy
5. Pretests build confidence in students for the posttest

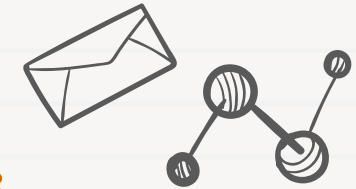
Resources

Webinar

Transforming Assessment
Into Authentic Engagement
for 21st Century Learning
(PPT)

Article

How to Conduct a
Pretest



Brief

Standards Alignment to
Curriculum and
Assessment

Webinar

Designing Formative
Assessment and Collaborative
Data Cycles that Work (PPT)

PLC

We will meet monthly to learn about the process and to design a plan for implementation.

Guidance Update

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

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.
- Dr. Chapdelaine will provide an update on ongoing advisory activities that are aimed to mitigate these issues.
- What is new in the 8th grade?



8th Grade Advisory



- We continue to discuss future goals.
- Focus today was on community involvement.
- We also discussed re-registration

We are focusing on the importance of re-registration and ways MEVA offers more flexibility than brick and mortar schools.

What is your answer to their why should I?

- MEVA requires less credits to graduate than most high schools.
- MEVA offers the opportunity to work and make money while in school
- MEVA offers flexible scheduling to meet student needs.

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.

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.
- **Thriving Pulse Check Survey 2 to be sent to faculty on February 28th. Please take the time to complete. Thank you!**
- Any other topics?
- Next Meeting is on Monday, March 6th, 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.**