

# Process Improvement Meeting Agenda – 1/23

- MEVA Mission and Vision.
- Winback the student initiative.
- Retention Results.
- Semester-1 Passing Rates.
- MCSC Annual Monitoring Recommendation.
- Winter '23 NWEA Participation to date.
- MEVA Mid-Year Academic Results.
- Strategy: Curriculum Mapping – Christina O'Grady.
- Professional Development – Don Fournier.
- 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, January 30<sup>th</sup>, at 3:00 pm.

# 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.

# Mid-Year Progress on Performance Measures

- We believe that MEVA is a high performing charter school that is on track to meet its academic, operational, and financial performance measures.
- Major initiatives include Curriculum Mapping, Winback the Student, and Family Outreach.
- Teachers are customizing their courses in Brightspace.
- Faculty collaboration is at an all time high.
- MEVA's actions are making a positive difference in our outcomes.

# 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.

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Without our Students there would be no MEVA!

# Withdrawal Mitigation Process

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- **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](#)

# Retention – January 23<sup>rd</sup>

Grade	Withdrawals since 10/01/22	Total students on 10/1/22	Retention Rate
7	1	31	97%
<b>8</b>	<b>4</b>	<b>56</b>	<b>93%</b>
<b>MS</b>	<b>5</b>	<b>87</b>	<b>94%</b>
9	1	55	98%
<b>10</b>	<b>4</b>	<b>85</b>	<b>95%</b>
11	4	113	96%
12	0	98	100%
<b>HS</b>	<b>9</b>	<b>351</b>	<b>97%</b>
<b>Total</b>	<b>14</b>	<b>438</b>	<b>97%</b>

# Year Over Year Improvement - Retention

- MEVA retained an additional ten (10) students during the same period, as compared to last year.
- This improvement was due to the faculty's fast reporting and consistent outreach efforts.

# Semester-1 Passing Rates

- Schoolwide = 91%.
- English = 91%.
- Math = 92%.
- Science = 90%.
- Social Studies = 92%.
- Electives = 88%.
- Rates exclude asynchronous and special education courses.



# MCSC Recommendation from the SY-2021/2022 Annual Monitoring Report

## ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic on academic growth, Maine Virtual Academy should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

# Winter '23 NWEA Participation – January 20<sup>th</sup>

	<b>Math</b>	<b>Reading</b>	<b>Language</b>
<b>7th Grade (N = 34)</b>	100%	100%	100%
<b>8th Grade (N = 58)</b>	90% (52)	88% (51)	90% (52)
<b>9th Grade (N = 65)</b>	94% (61)	94% (61)	91% (59)
<b>10th Grade (N = 95)</b>	96% (91)	97% (92)	96% (91)
<b>11th Grade (N = 113)</b>	95% (107)	94% (106)	95% (107)
<b>Schoolwide (N = 365)</b>	95% (345)	94% (344)	94% (343)

# New MEVA Custom Target - NWEA

- **Student Median Conditional Growth Percentile** on the MAP Student Growth Summary Report.
- Separate goals for each grade level (7, 8, 9, 10, & 11), a total of fifteen indicators/goals: The student median conditional growth percentile is the fiftieth (50th) or higher, as of the spring NWEA math, reading, and language usage, for each eligible grade level.

# Winter NWEA Growth Results as of January 21<sup>st</sup>, 2023

## Overall Growth by Grade Level Student Median Conditional Growth Percentile (MCGP)

Grade	Math MCGP	Reading MCGP	Language MCGP
7	54 <sup>th</sup>	33 <sup>rd</sup>	68 <sup>th</sup>
8	63 <sup>rd</sup>	43 <sup>rd</sup>	42 <sup>nd</sup>
9	46 <sup>th</sup>	54 <sup>th</sup>	61 <sup>st</sup>
10	34 <sup>th</sup>	61 <sup>st</sup>	71 <sup>st</sup>
11	55 <sup>th</sup>	57 <sup>th</sup>	57 <sup>th</sup>

**Exceeds = 66<sup>th</sup> %ile or higher.**

**Meets = 50<sup>th</sup> % to 65<sup>th</sup> %ile.**

**Approaches = 35<sup>th</sup> to 49<sup>th</sup> %ile.**

**Does Not Meet = Lower than 35<sup>th</sup> %ile.**

# Greatest Opportunity and Challenge

- Greatest opportunity: 8<sup>th</sup> grade reading and language usage, and 9<sup>th</sup> grade math.
- Our greatest challenge: 7<sup>th</sup> grade reading, and 10<sup>th</sup> grade math.

# MCSC Growth Target – Middle School

- At least 60% of students in grades 7 & 8 will achieve their NWEA projected growth from fall to spring in math, reading, and language usage.
- Partially meeting is reaching 50 – 59%.
- Not meeting is below 50%.

# Winter NWEA Growth Results as of January 21<sup>st</sup>, 2023

## Middle School Percentage of Students Meeting Growth Projection

Grade	Math	Reading	Language
7	63%	40%	63%
8	60%	49%	46%
MS	62%	46%	53%

**Exceeds = 70% or higher.**

**Meets = 60% to 69.9%.**

**Approaches = 50% to 59.9%.**

**Does Not Meet = Lower than 50%.**

# Winter NWEA Growth Results as of January 21<sup>st</sup>, 2023

## MS Comparison Measures

<b>Fall '22 to Winter '23</b>	<b>Math</b>	<b>Reading</b>	<b>Language</b>
<b>Met Projected Growth</b>	62%	46%	53%
<b>Met Projected Growth within RIT Range</b>	78%	65%	73%
<b>Increased RIT by at least 1 point</b>	72%	49%	55%



# Greatest Opportunity and Challenge

- Our greatest opportunity for achieving our MCSC growth target is bolstering 8<sup>th</sup> grade reading and language usage.
- Our greatest challenge, or barrier to achieving our MCSC growth target, is improving 7<sup>th</sup> grade reading.

# MCSC Accuplacer Target

- 75 – 85% of students in their final year of high school will achieve the college ready score on the math and reading Accuplacer: 226 or above in math, and 239 or above in reading.
- Subgroups will perform within 8% of comparison groups.

Accuplacer  
Jan. 19th

Subgroup	College-Ready Reading	College-Ready Math
<b>With 504 Plan</b>	38/42 = 90.5%	38/42 = 90.5%
<b>Without 504 Plan</b>	73/88 = 83%	79/88 = 89.8%
<b>Delta</b>	<b>+7.5% (Meets)</b>	<b>+0.7% (Meets)</b>
<b>Special Education (SE)</b>	9/14 = 64.3%	10/14 = 71.4%
<b>Non-SE</b>	102/116 = 87.9%	109/116 = 94.0%
<b>Delta</b>	<b>-23.6% (Does Not Meet)</b>	<b>-22.6% (Does Not Meet)</b>
<b>Male</b>	53/58 = 91.4%	56/58 = 96.6%
<b>Female</b>	61/72 = 84.7%	61/72 = 84.7%
	<b>-6.7% (Meets)</b>	<b>-11.9% (Approaches)</b>
<b>Economically Disadvantaged</b>	35/43 = 81.4%	39/43 = 90.7%
<b>Non-Economically Disadvantaged</b>	76/87 = 87.4%	77/87 = 88.5%
	<b>+6.0% (Meets)</b>	<b>+2.2 (Meets)</b>
<b>Total</b>	<b>111/130 = 85.4% (Meets)</b>	<b>117/130 = 90.0% (Meets)</b>

The background is a teal color with a large, faint circular shape in the center. Various geometric shapes are scattered around: a white grid in the top-left, a white grid with an orange border in the top-left, a grey pyramid at the top, a blue ring with a grey cylinder through it in the top-right, a solid orange circle in the middle-right, a solid orange circle in the bottom-left, a blue octahedron with a grey sphere in the bottom-left, and a white grid with a grey 3D block on top and an orange border in the bottom-right.

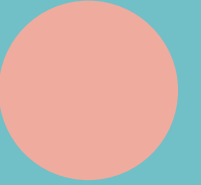
# Curriculum Maps: What's Next?

January 23, 2023

## Have Your Map? Now What?

We have a new Curriculum Map approval process. All of the current maps that are completed have already gone through the approval process. However, if you want to make major changes to your map's standards you will need to follow the steps below.

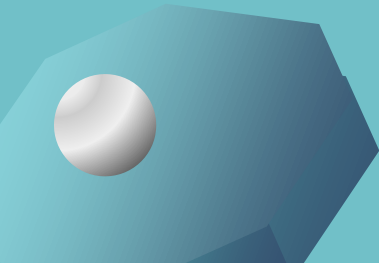
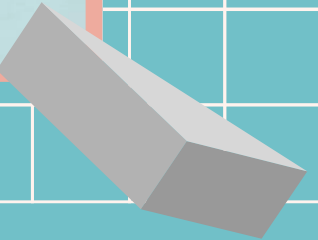
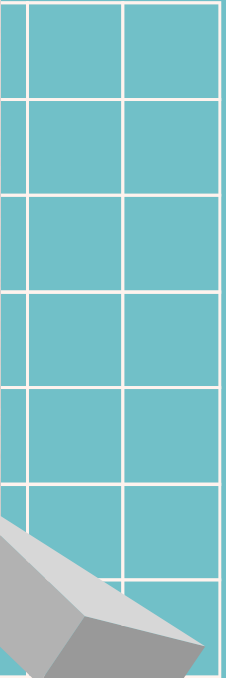
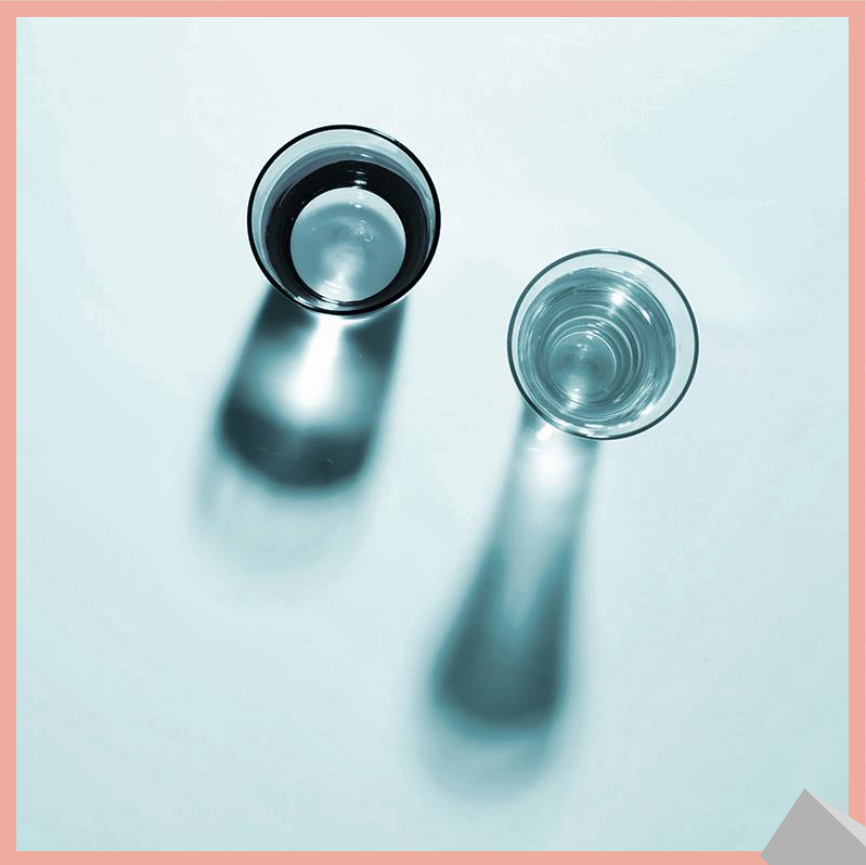
1. Reach out to the Curriculum Coordinator (Christina) to discuss the changes you are proposing and the reason behind the changes.
2. Once the CC approves them, make the changes in Chalk.
3. The CC will publish your updated draft of the map in Chalk and let the AA know that the map has had a change.
4. The AA will acknowledge the changes to the map.
5. The final approval is the HOS.



# Using the Curriculum Maps

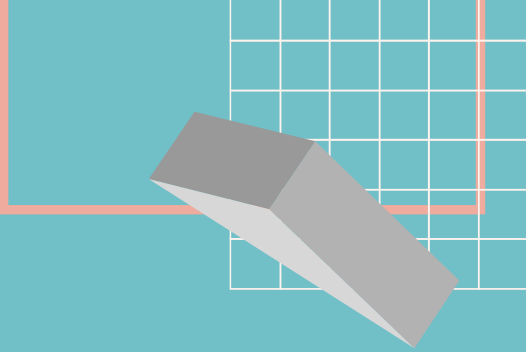
The curriculum maps are not to be documents that we create one time and then “put on a shelf,” the maps are to be used. They are to be referenced. It’s important that we are following the maps and differentiating for our population of students year-to-year.

\*Special Education, Essentials, and Honors classes will use the General Education classes’ maps and differentiate for the needs of their students.

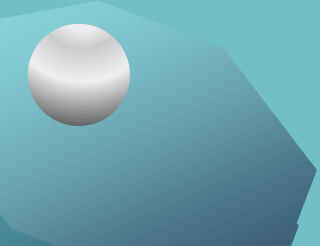


# Differentiation - Leveled Learning Targets

CCSS.ELA-Literacy.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



Well Below State Expectations	Below State Expectations	At State Expectations	Above State Expectations
<p>Cites textual evidence to support an explanation of what the text says explicitly.</p> <p>I may take this to even a step lower, they can identify the textual evidence.</p>	<p>Cites textual evidence to support basic inferences drawn from the text.</p> <p>The student goes from seeing explicit evidence to now identifying inferences.</p>	<p>Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>This is the grade-level standard exactly.</p>	<p>Cites several pieces of textual evidence to support analysis of inferences drawn over the course of the text.</p> <p>The student has moved into more higher-level thinking skills with analysis.</p>



# Professional Development Needs Survey

- We want to hear about your preferred focus areas.
- What would I like to see in the near future for professional development at MEVA?
- Results and Plan.



# PD SURVEY RESULTS 2023



Percent Chosen	Topic	Link to PD video
60%	BS Gradebook	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/folders/2301">https://meva.brightspace.com/d2l/le/lessons/6681/folders/2301</a>
	BS Calendar	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/lessons/2354">https://meva.brightspace.com/d2l/le/lessons/6681/lessons/2354</a>
	BS Groups	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/lessons/2346">https://meva.brightspace.com/d2l/le/lessons/6681/lessons/2346</a>
	BS Question Library	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/folders/2269">https://meva.brightspace.com/d2l/le/lessons/6681/folders/2269</a>
50%	Pear Deck	<a href="https://support.goguardian.com/s/pear-deck-topics">https://support.goguardian.com/s/pear-deck-topics</a>
40%	BS Assignments	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/folders/2263">https://meva.brightspace.com/d2l/le/lessons/6681/folders/2263</a>
	BS Quizzes	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/folders/2284">https://meva.brightspace.com/d2l/le/lessons/6681/folders/2284</a>
30%	Google for Education	<a href="https://edu.google.com/intl/ALL_us/">https://edu.google.com/intl/ALL_us/</a>
	Zoom App	<a href="https://support.zoom.us/hc/en-us/categories/200101697">https://support.zoom.us/hc/en-us/categories/200101697</a>
	BS Bongo	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/units/69231">https://meva.brightspace.com/d2l/le/lessons/6681/units/69231</a>
20%	Creator +	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/units/83858">https://meva.brightspace.com/d2l/le/lessons/6681/units/83858</a>
	Data Collection	<a href="https://meva.brightspace.com/d2l/le/lessons/6681/units/82675">https://meva.brightspace.com/d2l/le/lessons/6681/units/82675</a>
	Subject Area Specific	Each Subject area plans days for applicable workshops

Teacher Navigator Help Desk time is available everyday except Monday from 3:00 to 4:00 PM or by appointment.

<https://mainevirtual-org.zoom.us/j/3686555523?pwd=dnNIWHFxRTZBMjZVeW9VNDh2V0xvZz09>

# 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 8<sup>th</sup> 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 8<sup>th</sup> grade?

# Virtual Graduation Ceremonies Planning

- We are planning a virtual high school graduation ceremony on June 2<sup>nd</sup>, 2023, at 2:00 pm.
- Our middle school (virtual) step up day is tentatively planned for June 9<sup>th</sup>, 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 into our Comprehensive Needs Assessment.
- Open Enrollment for SY-2023/2024 begins on Monday, January 27<sup>th</sup>.
- Re-registration for SY-2023/2024 begins on Monday, February 27<sup>th</sup>.
- Any other topics?
- Next Meeting is on Monday, January 30<sup>th</sup>, 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.**

# Individual Learning Plans (ILPs)

**Specific Learning Goal to Meet Each Student's Needs:** The student will develop career readiness skills through experiential 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?

# Strategy: MEVA Access/Engagement Initiatives

1. Encourage students to frequently check their school g-mails.
  2. Perform technology checks in multiple venues.
  3. Call team meetings with parents and teachers for struggling students at the earliest possible juncture.
  4. Maintain parent involvement by regularly following up.
- We have the BEST virtual teachers in the state at MEVA. Our task is to get students to access our instruction and engage in learning.
  - This is our basic strategy to encourage/ensure students' academic growth and college readiness, as measured by the NWEA and Accuplacer.