

Process Improvement Meeting Agenda – 10/16

- MEVA Mission and Vision.
- Highlighting MEVA's core practices and initiatives.
- Win over the student initiative.
- Multi-Year Retention Data Graph.
- SY-2023/2024 First Month (Pre-October 1st) Retention Data.
- MEA Testing Update – Stephanie Emery.
- Advisory and ILP update – Christina O'Grady.
- Comparing NWEA MAP to Maine Through Year (MTY) – Christina O'Grady.
- Projected Spring '23 MTY Data.
- MEVA Academic Assessment Calendar.
- What do we do with all that academic assessment data?
- Study Hub and Help Desk Updates – Nicholas Sherwood and Nicole Hart.
- A Quick Overview of Thriving Pulse Check Survey #1 (Faculty) Results and Schedule.
- Other and next Process Improvement Meeting on **Monday, October 23rd, 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

Understanding MEVA's Core Practices

- 1. **Win over students and their families** to the MEVA mission and vision by providing excellent service. Thoughtful and consistent communication is the foundation of building successful rapport with our families and students.
- 2. Execute our individualized, continuous cycle of assessment, instruction, and **support**, without disruptions, aiming for grade-level consistency.
- 3. Prioritize innovative, data-driven, problem solving and process improvement through faculty collaboration, maintaining the cadence of regular large and small group team meetings, building on proven structures.
- 4. Utilize virtual telecommunication venues to the maximum extent possible to facilitate equitable teaching and learning, and to maintain an accessible school community.

SY-2023/2024 Initiatives

- ❖ MEVA has the most to gain by sharpening the execution and understanding of our core practices, while continuing to build innovative, data-driven, solutions on top of our proven structures.
- ❖ Current MEVA improvement initiatives focus on refining Multi-Tiered System of Supports (MTSS), advisory groups, course feedback, and live session discussion and extension activities.
- ❖ We are **aiming for consistency across grade levels**, with respect to students' growth and achievement in math, reading, and language usage, as well as their perceptions of school climate.

New SY-2023/2024 Panorama Survey Action Plan

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 School Engagement: When you are not in school how often do you talk about ideas from your classes?*

➤ **Action Plan (Students): Classroom Discussion and extension activities.**

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 on professional development.**

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 on professional development.**

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 AP4ME courses.

➤ What can MEVA offer you to match your interests?

Win Over the Student!

Thoughtful and consistent communication is the foundation on building successful rapport with our families and students.

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!

Win Over & Rapport

- **Win Over**: is a proactive approach/mindset. Win “back” is more reactive and is also needed in some cases, like in progress withdrawals as an example.
- **Rapport Definition**:
 - The Merriam-Webster Dictionary defines Rapport as; *a friendly, harmonious relationship especially : a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy.*
- **Google Dictionary - Examples of Further Meaning**:
 - 1. Rapport is a good sense of understanding and trust.
 - 2. A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. Example, *"she was able to establish a good rapport with the children"*

Communication

- In ALL Cases;
 - Communication should always exhibit compassion, empathy and kindness.
 - Be an effective communicator, timely and responsive.
 - Exhibit a willingness to help and serve our families well.
 - Never forget to share the vast opportunities we have at MEVA to support our students!

Withdrawal Mitigation Process

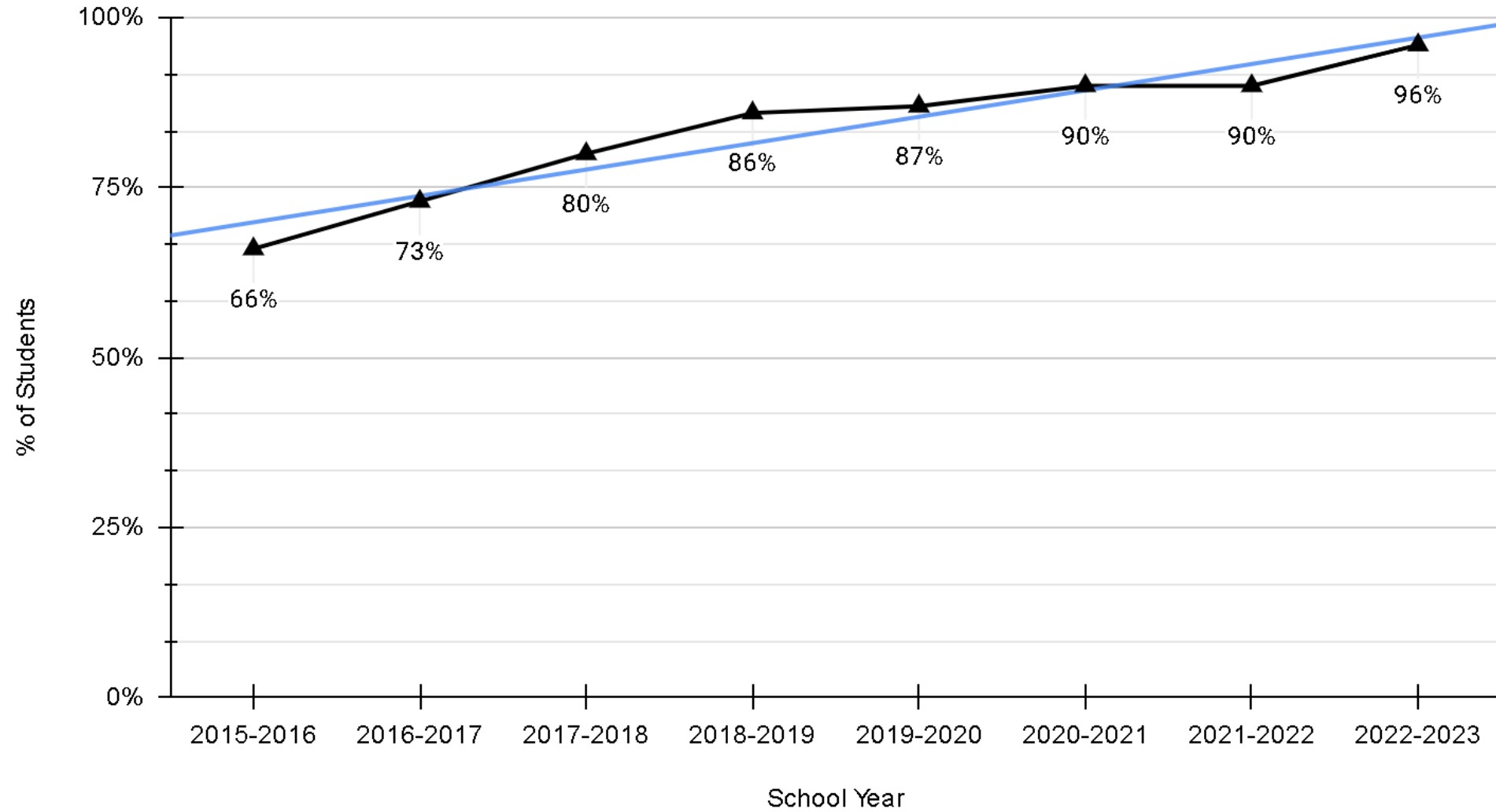
- **Ask why?** – Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords**; lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** – Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.
- **Advocate for MEVA’s programs** – Share information on our clubs, self-paced 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:** [23-24 Rapid Intervention Form \(RIF\)](#)

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

Student Retention



MEVA's SY-2023/2024 First Month Retention Data

- Pre-October 1st, we had eleven (11) first month withdrawals for SY-2023/2024, compared to seventeen (17) the previous school year, during the same period.
- MEVA's Year Over Year (YOY) Improvement is **thirty-five (+35%)**.
- One (1) student was continuing and ten (10) were new.
- Comprehensive onboarding and early outreach, especially with respect to technology and socialization, make a huge difference in our ability to retain students and families, as they transition to virtual education.

MEA Fall Assessment Update:

- 7th – 21 Students Tested out of 24 = **87.5% Tested**
- 8th – 56 Students Tested out of 68 = **82.35% Tested**
- HS – 64 Students Tested out of 77 possible to test = **83% have Tested**
- Total Overall – of 169 Students who need to test = **83.4% Students have tested so far.**
- 1 HS Opt Out

Shout out to the Houlton test site: 100% of their students attended and tested as scheduled.

- Strong testing site attendance this fall overall at all sites.
- A total of 32 Students needed to be moved to the “Travel Proctor Task Force” to be scheduled to test individually.
- Of the 32, 4 students still need to be scheduled and 6 tested as of Friday. 3 are scheduled to test today 10/16.



Advisory Update




October 16, 2023



Engagement!

Our focus this year is
on relationship
building and student
engagement.

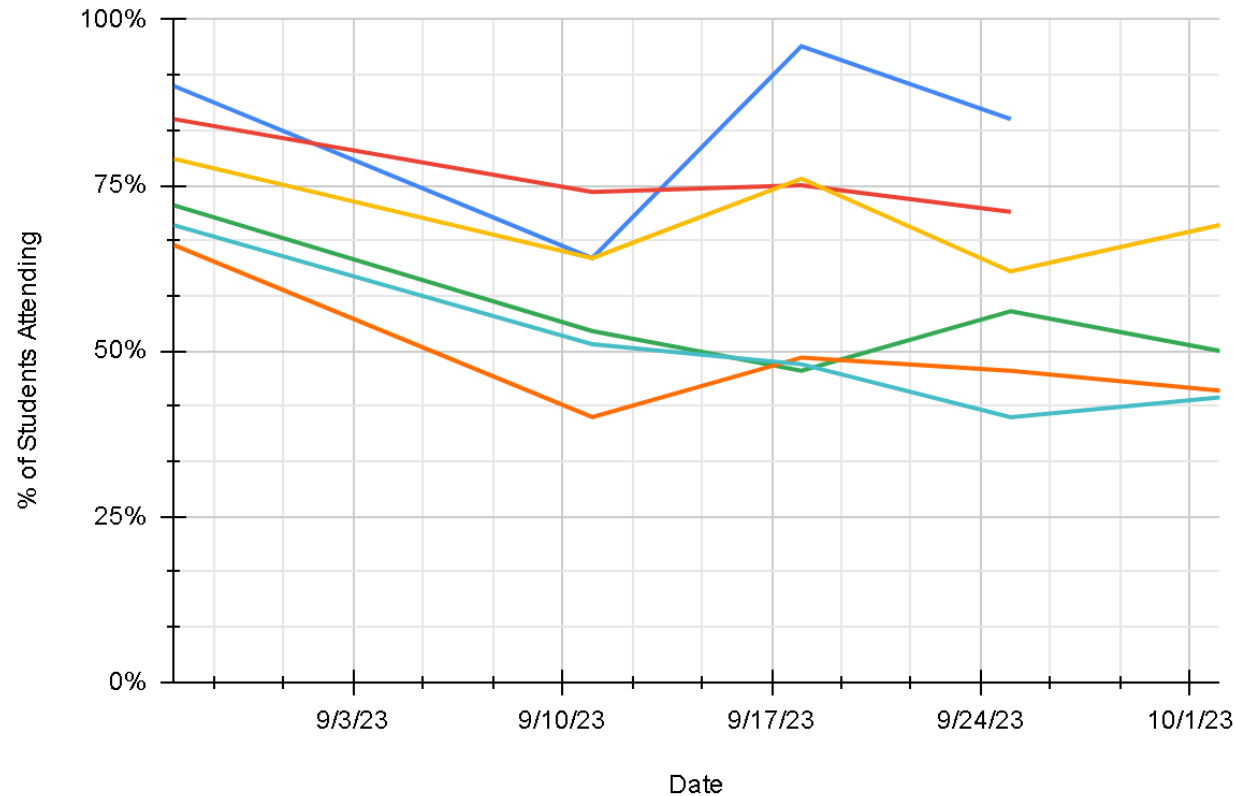


Attendance To Date

Includes Data from 8/28-10/2

Advisory Attendance

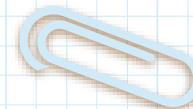
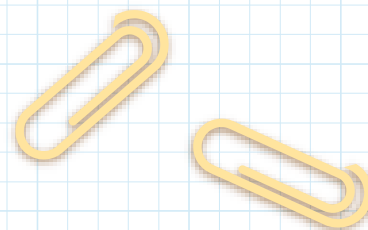
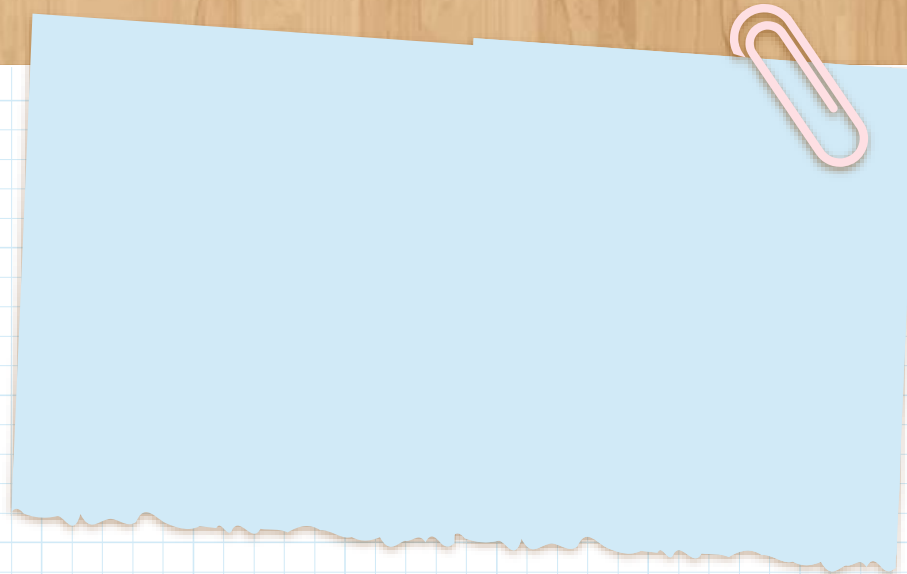
First Month of Data



- 7th Grade (n = 26)
- 8th Grade (n = 68)
- 9th Grade (n = 77)
- 10th Grade (n = 77)
- 11th Grade (n = 109)
- 12th Grade (n = 88)

	8/28/23	9/11/23	9/18/23	9/25/23	10/2/23
7th Grade (n = 26)	90%	64%	96%	85%	NA
8th Grade (n = 68)	85%	74%	75%	71%	NA
9th Grade (n = 77)	79%	64%	76%	62%	69%
10th Grade (n = 77)	72%	53%	47%	56%	50%
11th Grade (n = 109)	66%	40%	49%	47%	44%
12th Grade (n = 88)	69%	51%	48%	40%	43%

We want to encourage you to actively engage with your students during advisory.





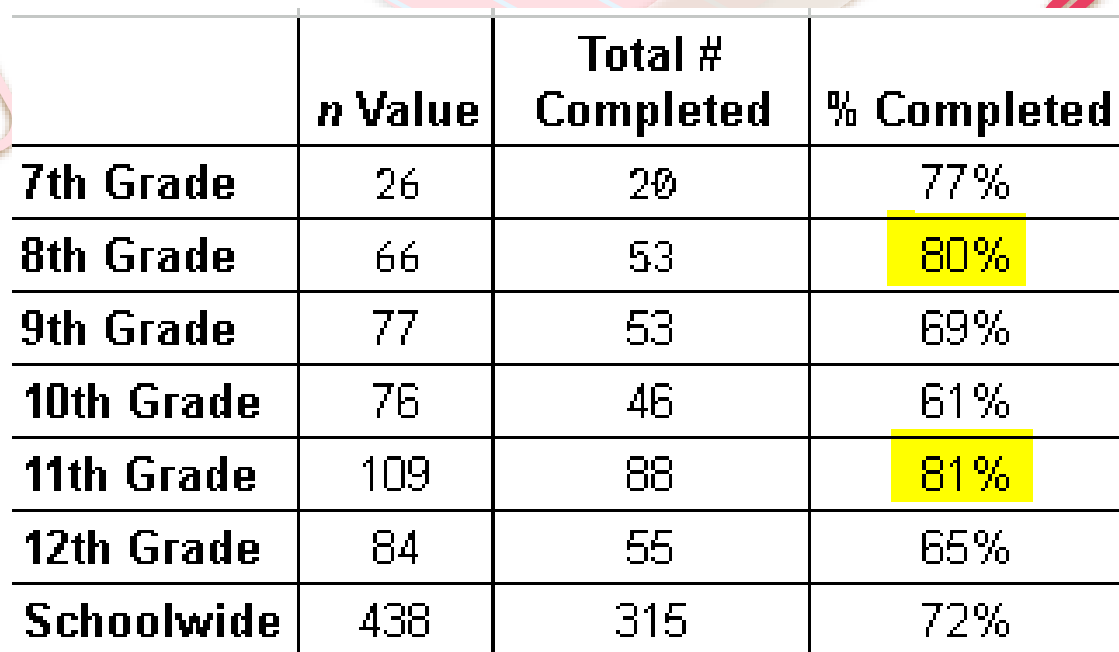
You Can Help!

If a student does not attend at least one advisory session over the course of 4 weeks, please reach out.



A large pink circle with light blue diagonal stripes, containing the text "ILP!" in bold blue font. It is decorated with pieces of white tape and a pink paperclip.

ILP!

A table with 4 columns: Grade, n Value, Total # Completed, and % Completed. The table is decorated with a pink paperclip on the left and a red paperclip on the right. The % Completed for 8th and 11th grades are highlighted in yellow.


	<i>n</i> Value	Total # Completed	% Completed
7th Grade	26	20	77%
8th Grade	66	53	80%
9th Grade	77	53	69%
10th Grade	76	46	61%
11th Grade	109	88	81%
12th Grade	84	55	65%
Schoolwide	438	315	72%

ILP Data



MEVA's Individual Learning Plan (ILP) Initiative

- Let's work towards our goal of one-hundred percent (100%) ILP completion across all grade levels.
- We need this information to provide our students with a meaningful virtual education experience that encourages their interests and aspirations.
- Thank you very much for your efforts!



Comparing NWEA to Maine Through Year



Is There a Correlation?





INTRODUCTION

The purpose of my research was to determine if there is a correlation between the NWEA MAP growth RIT scores from Spring 2023 and the proficiency score a student received on the Spring 2023 Maine Through Year Assessment.





Methods

There were 170 students who completed the MTY reading and math in grades 7, 8, and 10. Of the 170 students, 165 had a spring 2023 NWEA Math score and 163 had a spring 2023 NWEA reading score.

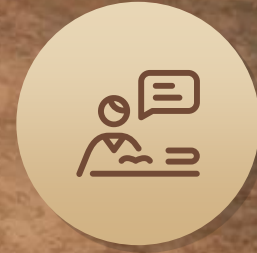
I compared the MTY Proficiency with the NWEA MAP RIT Score. I converted the categorical (well below, below, at, and above) variables to a numerical (1, 2, 3, and 4) variable allowing me to run a statistical analysis.

Data Analysis



***t*-Test**

A two-sample assuming equal variance *t*-test to analyze the potential statistical significance.



Pearson

A Pearson coefficient analysis to analyze the relationship between the data.

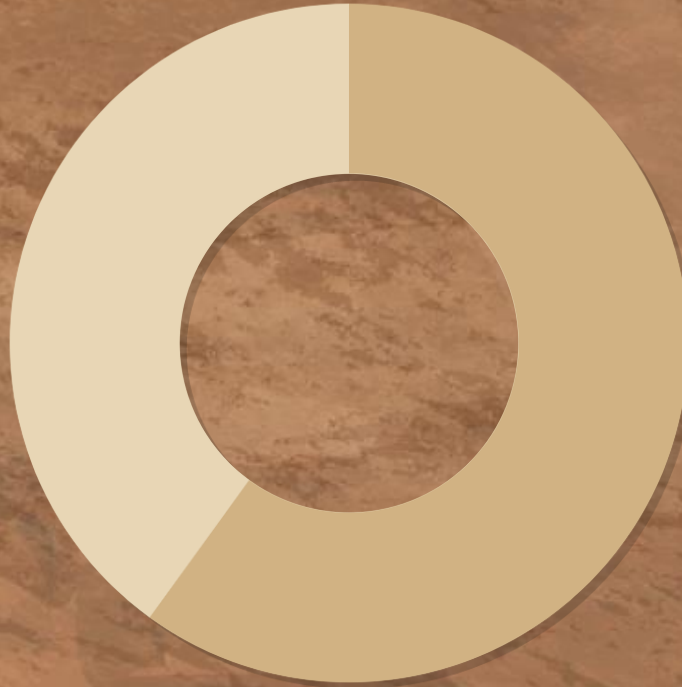
ANALYSIS OF THE RESULTS



.646

Pearson

Showing a strong
correlation between the
NWEA Reading RIT and
MTY



.490

Pearson

Showing a moderate
correlation between the
NWEA Math RIT and
MTY

DISCUSSION

Trends Observed

- Students with a NWEA Reading score of 226 or higher were at or above state expectations 88.75% of the time (71 out of 80)
- Students with a NWEA Math score of 236 or higher were at or above state expectations 56.25% of the time (36 out of 64)
- Students in the 61st percentile or higher in Reading were at or above state expectations 89% of the time (66 out of 74).
- Students in the 61st percentile or higher in Math were at or above state expectations 56.25% of the time (36 out of 64).

1 Reading

If a student is in the 61st percentile or higher they are more likely to score as proficient on the MTY.

2 Math

The data is less clear. This needs further exploration to determine a cause for the discrepancy.

Case Studies



Student A

Student A was a 10th grade student with an IEP.



Student B

Student B was a 7th grade student in the spring.



Student C

Student C was a 8th grade student in the spring.

MEVA's Projected Spring '23 MEA Results

MEA Percentage per Level - Mathematics
Projected without Mid-Year Enrollment

	Well Below (MEVA)	Well Below (Statewide)	Below (MEVA)	Below (Statewide)	At (MEVA)	At (Statewide)	Above (MEVA)	Above (Statewide)
7th Grade	3%	20%	59%	36%	35%	35%	3%	8%
8th Grade	47%	20%	32%	39%	17%	33%	4%	7%
10th Grade	24%	25%	41%	32%	32%	35%	3%	7%
Overall	27%	20%	41%	31%	28%	38%	3%	10%

MEA Percentage per Level - Reading
Projected without Mid-Year Enrollment

	Well Below (MEVA)	Well Below (Statewide)	Below (MEVA)	Below (Statewide)	At (MEVA)	At (Statewide)	Above (MEVA)	Above (Statewide)
7th Grade	7%	11%	36%	25%	39%	50%	18%	13%
8th Grade	11%	10%	40%	24%	43%	53%	6%	12%
10th Grade	8%	13%	25%	25%	51%	49%	16%	12%
Overall	9%	12%	32%	24%	46%	50%	13%	14%

MEVA Spring 2023 MEA Comparison to State and Spring 2019

	MEVA	State	Gap
Spring 2023			
Math	31%	48%	-17%
Reading	59%	64%	-5%
Spring 2019			
Math	16%	36%	-10%
English	45%	56%	-11%
2023 vs. 2019	Improvement		
Math	+15%		
English	+14%		

MEA Data – Strengths, Opportunities, and Next Steps

- Students' proficiency in math and reading is a huge priority. Our Spring 2023 projections are below the state average percentages for **'at' plus 'above'** in both MEVA **math 31%** (versus ME 48%) and MEVA **reading 59%** (versus ME 64%).
- MEVA students have higher proficiency in reading than they do in math.
- However, MEVA made significant gains since Spring 2019: **+15% math** and **+14% English**.
- Our next steps are to review students' course placements (in progress) and to execute the MTSS process, as planned.
- We will continue refining instructional maps with respect to the state's expected standards and provide teacher professional development to support.

MEVA Academic Assessment Calendar

2023-2024 School Year

NWEA (Fall): Math, Reading, & Language Usage	Grades 7-11, September 12-14
I-Ready (Fall): Algebra Readiness	Grade 9, August 28 - September 29
ACCUPLACER (Fall): Math & Reading	Graduating Students, Grade 12, September 12-14
MEAs (Fall): In-Person, Math & Reading	Grades 7, 8, & 10, October 2-27
NWEA (Winter): Math, Reading, & Language Usage	Grades 7-11, January 9-11
I-Ready (Winter): Algebra Readiness	Grade 9, January 15 - February 16
NWEA (Spring): Math, Reading, & Language Usage	Grades 7-11, April 30 - May 2
I-Ready (Spring): Algebra Readiness	Grade 9, May 1-31
MEAs (Spring): In-Person, Math & Reading and Science	Grades 7, 8, 10, & 11, May 2024

What do we do with all that academic assessment data?

- Virtual NWEAs inform the **MTSS process** and measure **growth** in math reading, and language usage.
- I-Ready Algebra helps gauge **algebra readiness**.
- In-Person Maine Through Year and MEA Science measure **proficiency in math, reading, and science**.
- Accuplacer measures **college readiness in math and reading**.
- **Please provide rewards and incentives for participation.**

Who's coming to HelpDesk?

September HelpDesk Attendance

**Average # Students
in attendance**

**Average Minutes in
Attendance: 38min.**

AM Sessions

Monday: 19
Tuesday: 17
Wednesday: 11
Thursday: 13
Friday: 12

**Total students who
have attended: 84/356
23%**

**Total students who
have attended one
time/month:
37/84 44%**

PM Sessions

Monday: 11
Tuesday: 7
Wednesday: 8
Thursday: 8
Friday: 8

**Total students who
have attended 2 or
more times/month:
47/84 56%**



Who's coming to StudyHub?

StudyHub Attendance

**Average # Students
in attendance**

**Average Minutes in
Attendance: 28 min.**

AM Sessions

Monday: N/A
Tuesday: 12
Wednesday: 12
Thursday: 7
Friday: 4

**Total students who
have attended: 56/91
(75%)**

**Total students who
have attended one
time/month: 11/91
(27%)**

PM Sessions

Monday: 5
Tuesday: 10
Wednesday: 8
Thursday: 6
Friday: 11

**Total students who
have attended 2 or
more times/month:
45/91 (49%)**



Takeaways from September Data

Data Reflections:

Study Hub could have on average 20 more min. with students;

- HelpDesk, 10 more min.
 - This time could be used for:
 - Lesson Review/Reteach
 - MTSS Work Sessions
 - Overdue Assignments
 - Additional Help on Assignments
 - SDI
 - Small Groups

Is there interest in moving HD/SH to Class for Zoom? Allows us to have more BORs and students can move themselves more freely.

What if we awarded students for spending time with teachers in breakout rooms?

Is the 10% (> 5 minutes) attendance award encouraging students to attend and then leave? Should we make this award for attending 80% (> 40 minutes)?

How do we find this out:

How many of these students are passing their classes (GPA)? How many individual classes are they passing?

Stride

Thriving Pulse Check

Definitions

METRIC_NAME	DEFINITION
# Respondents	Number of individuals answering at least one of the selected statements or one of the statements related to the selected thriving element. If an individual answered at least one of the three statements related to a thriving element, the individual will count as one respondent.
# Statements	Number of statements included in the thriving element.
Agency	Capacity-building opportunities to develop new knowledge, create healthy workflows, and innovative solutions
Average on 1-7 Scale	Average of responses if a response of strongly agree is assigned to 7, agree to 6, somewhat agree to 5, neither agree nor disagree to 4, somewhat disagree to 3, disagree to 2, strongly disagree to 1.
Collaboration	Value being communicated between colleagues while promoting development of new skills and intentionally measured outcomes
Completed	Number of respondents who answered every question for their respondent type on the Thriving Pulse Check before the survey closed.
Detractor	A rating of 0 to 6 on a scale from 0 (Not at All Likely) to 10 (Extremely Like).
Element Score	The average of the numeric responses for the statements related to the Thriving Element. A higher number means more respondents agreed with the statements.
Growth	Being supported to grow professionally and personally
Leadership	Healthy, two-way communication from key stakeholders, and transparency that deepens the level of trust and sense of personal value
Net Promoter Score (NPS)	Net Promoter Score (NPS) is a measure of customer experience and loyalty derived from the likelihood to recommend question. The more likely the customer (in this case, the staff member) is to recommend the school, the higher the Net Promoter Score, and the more likely the customer is to be loyal to the school (in this case, remain working at the school). The 11 point scale ranges from 0 to 10: 9-10 are promoters, 7-8 are neutral, and 0-6 are detractors. To calculate the Net Promoter Score, take the % Promoters (9 or 10 ratings) and subtract the % Detractors (0 or 6 ratings). Net Promoter Scores are typically reported as a whole number, so multiply the % by 100. (NPS is a Registered Trademark of Bain & Company)
Passive	A rating of 7 to 8 on a scale from 0 (Not at All Likely) to 10 (Extremely Like).
Promoter	A rating of 9 or 10 on a scale from 0 (Not at All Likely) to 10 (Extremely Like).

SCHOOL GROUP

MEVA

SCHOOL YEAR

SY23-24

SURVEY NUMBER

1

RESPONDENT ROLE

All

STRIDE CAREER PREP

All

SUBJECT

All

GRADE

All

NPS

All

Thriving Elements

Overall Thriving Score

5.8

Agree

YOY -0.34

Survey Over Survey

Element Scores

Collaboration

6.1

Leadership

5.7

Agency

5.7

Growth

5.6

Strengths

Statements with highest average agreement

My colleagues and I collaborate to work towards measured outcomes.

My work is valued by my coworkers.

Opportunities

Statements with lowest average agreement

I am deeply satisfied with my job.

I can see clear opportunities for professional growth and greater impact across the organization.

Net Promoter Score

35

% Promoters - % Detractors

11%

43%

46%

0%50%100%

Detractor

Passive

Promoter

Active Filters

School Group = MEVA
School Year = SY23-24
Survey Number = 1

Likelihood to Continue

26%

74%

Neutral or DisagreeAgree or Strongly Agree

"I am extremely likely to continue in my current position."

YOY 0%

Survey Over Survey

Completion Overview

Survey Timeline

September 25, 2023

Survey Open Date

October 2, 2023

Survey Close Date

Survey Participation





46

Started Surveys

45

Completed Surveys

Statement		Average Score	# Respondents	Survey Over Survey	Year Over Year
My work is valued by my coworkers.		6.2	46		-0.14
My colleagues and I collaborate to work towards measured outcomes.		6.1	46		-0.18
My collaborative work with colleagues allows me to develop new knowledge and skills.		5.9	46		-0.40
I receive useful and timely feedback at work from my managers/supervisors.		5.9	46		-0.24
I am encouraged to grow in my career and supported through professional development and/or program options.		5.8	46		-0.31
I am comfortable being myself at work and am treated with respect.		5.8	46		-0.31
I have control over how my daily work is done.		5.8	46		-0.65
My work allows me to develop new knowledge and skills.		5.8	46		-0.65

Statement		Average Score	# Respondents	Survey Over Survey	Year Over Year
My work is valued by my coworkers.		6.2	46		-0.14
My colleagues and I collaborate to work towards measured outcomes.		6.1	46		-0.18
My collaborative work with colleagues allows me to develop new knowledge and skills.		5.9	46		-0.40
I receive useful and timely feedback at work from my managers/supervisors.		5.9	46		-0.24
I am encouraged to grow in my career and supported through professional development and/or program options.		5.8	46		-0.31
I am comfortable being myself at work and am treated with respect.		5.8	46		-0.31
I have control over how my daily work is done.		5.8	46		-0.65
My work allows me to develop new knowledge and skills.		5.8	46		-0.65
I can solve problems at work without having to ask for permission.		5.7	46		-0.47
I believe my leaders are actively working to improve my experience.		5.7	46		-0.48
I can achieve a healthy integration between my work and my life outside of work.		5.7	46		0.02
My current skill set is honored and valued at work.		5.7	46		-0.62
I am happy with how much input I have in decisions that affect my work.		5.6	46		-0.67
I am deeply satisfied with my job.		5.5	46		-0.54
I can see clear opportunities for professional growth and greater impact across the		5.2	46		0.59

Teacher/staff survey schedule

- Thriving Pulse Check survey (Stride) – September 25th, February 12th, and May 13th.
- Panorama School Climate Survey (Maine Charter School Commission) – April.
- *We will email alerts/reminders.*

Other

- Other topics and/or questions? We will be focusing on teacher feedback at our next meeting.
- Enter your daily schedule on your Google calendars and don't forget to add 'lunch'!
- MEVA (virtual) high school graduation on Friday, June 7th, 2:00 pm, and eighth grade recognition ceremony on Friday, June 14th, 11:00 am. We will provide regular updates, once the school year is underway.
- Next Process Improvement Meeting on Monday, October 23rd, 3:00 pm.