Process Improvement Meeting Agenda – 1/22

- MEVA Mission and Vision.
- Winter MAP Growth Progress Monitoring and Upcoming ESEA Annual Comprehensive Needs Assessment.
- Win over the student initiative.
- Re-Registration Project – Stephanie Emery.
- Winter MAP Growth Results and MTSS Progress Monitoring – Christina O'Grady.
- NWEA Reflection – Lauren Sroka.
- Guidance Update – Heather Tyler and Dan Pierce.
- Upcoming Professional Development on Google Docs – Lena Vitagliano.
- Other and next Process Improvement Meeting on **Monday, January 29th, 3:00 pm**. We will be conducting professional development on Google Docs to inform your practices.

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 Custom Target – NWEA MAP Growth

- **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.

MCSC MAP Growth Target – Middle School

- Exceeding is 55% and above.

- 45% to 54.9% 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 35 – 45.9%.

- Not meeting is below 35%.

- Subgroup results are evaluated using the same criteria.

Winter '24 NWEA MAP Growth Participation

Winter 2023-2024								
	Math	Reading	Language			Math	Reading	Language
7th Grade	96.3%	96.3%	96.3%		7th Grade	96.3%	96.3%	96.3%
8th Grade	100.0%	100.0%	98.6%		8th Grade	100.0%	100.0%	98.6%
9th Grade	97.7%	96.6%	96.6%		7th & 8th Grade Cumulative	98.97%	98.97%	97.94%
10th Grade	97.7%	96.6%	95.5%					
11th Grade	97.3%	94.6%	95.5%					
Schoolwide	97.9%	96.6%	96.4%		10th Grade	97.7%	96.6%	95.5%
					Cumulative %	98.2%	98.0%	97.1%

Winter 2024 – January 20, 2024

MEVA's Custom MAP Growth Performance Measure – Median Growth Percentile (%ile)

Exceeds 66th %ile or higher.

Meets 50th – 65th %ile.

Approaches 35th – 49th %ile.

Does Not Meet 34th %ile or lower.

Grade	Math %ile	Reading %ile	Language %ile
7	49th	54th	65th
8	62nd	34th	47th
9	78th	66th	52nd
10	42nd	62nd	49th
11	45th	55th	45th
Overall	54th %ile (Meets)	54th %ile (Meets)	49th %ile (Approaches)

Winter 2024 – January 20, 2024

MCSC MAP Growth Performance Measure – Percentage Reaching Projected RIT Target

Exceeds 55th % or higher.

Meets 45th – 54.9 %.

Approaches 35 – 44.9 %.

Does Not Meet 34.9% or lower.

Grade	Math %	Reading %	Language %
7	57	57	55
8	64	45	48
Overall	61.8% (Exceeds)	48.3% (Meets)	49.4% (Meets)

Winter '24 NWEA MAP Growth Middle School Subgroups

Middle School Subgroups

Program	Math %	Reading %	Language %
Special Education	45.8%	45.8%	29.2%
Section 504	60.9%	34.8%	52.4%
Economically Disadvantaged	61.9%	47.6%	48.8%
Female	64.2%	50.9%	50.0%
Male	58.3%	44.4%	48.6%

MCSC Performance

- We are trending towards meeting our NWEA MAP growth performance measures.

- This is thanks to the dedicated efforts of or entire faculty.

- Well done everyone!

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

- **<u>Ask why?</u>** – Use phrases like, "*<u>Before</u>* you withdraw, tell me about your reason. There may be something we can do for you."

- **<u>Listen for keywords</u>**; lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.

- **<u>As you listen, empathize</u>** – Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.

- **<u>Advocate for MEVA's programs</u>** – 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.

- **<u>Document, document, document</u>** – your mitigation efforts in contact logs within Infinite Campus, then *<u>submit an intervention form</u>*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.

- **<u>Link to the form</u>**: 23-24 Rapid Intervention Form (RIF)

Post 10/1 Retention

- As of today, MEVA's post 10/1 retention stands at 98.2%.

- We are trending towards exceeding our MCSC performance measure and improving our outcomes from prior years.

- Well done everyone!

Reminders (Stephanie Emery):

Open Enrollment (O.E.) – Begins on 1/29/24 through 5pm on 3/1/24.

Definition: Open Enrollment is the period of time that parents can submit their interest to enroll their student (s) at MEVA.

If you know of anyone who has an interest, they can submit a "Declaration of Intent Form" beginning on 1/29 here: https://meva.k12.com/resources/how-to-enroll.html

Re-Registration Campaign – _Launching soon…_

Portal open date: 2/26/24 - This starts the window of time families can tell us if they plan to return to MEVA or not. This way we can determine how many seats can be backfilled with people on our waitlist.

Be on the lookout for more information to come in future PI meetings and email communications.
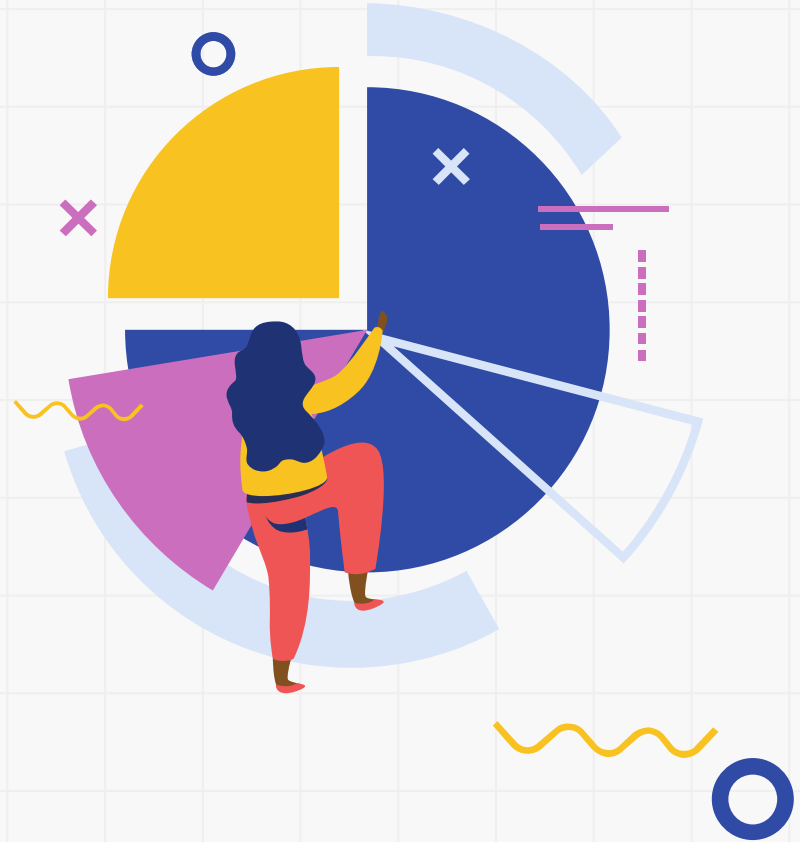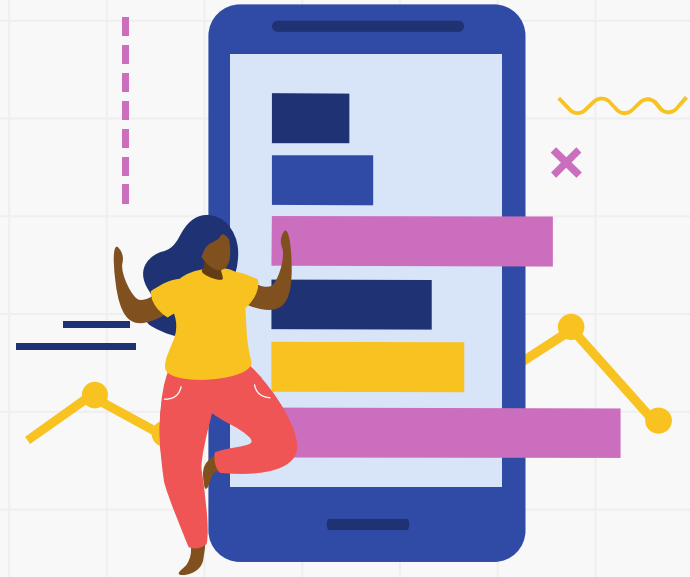
NWEA Results

RIT Growth

- We tested 370 students in grades 7-11 during the Winter NWEA testing window.
- 330 students had a fall & winter score which allows growth to be measured.
- Our overall testing percentages was 97.9% for math, 96.6% for reading, and 96.4% for language usage.

NWEA Cohort Comparisons

Meeting Projected RIT - MATH

	Winter 2020		Winter 2021		Winter 2022		Winter 2023		Winter 2024	
	number	percentage	number	percentage	number	percentage	number	percentage	number	percentage
Averages	24	53%	36	58%	31	52%	33	55%	37	57%
Grade 7	15	54%	26	58%	14	48%	19	63%	13	57%
Grade 8	18	45%	33	55%	21	53%	29	60%	42	64%
Grade 9	33	61%	43	64%	38	61%	28	53%	48	66%
Grade 10	27	47%	35	49%	44	53%	34	44%	34	47%
Grade 11	29	60%	41	66%	39	46%	54	57%	47	49%

Meeting Projected RIT - READING

	Winter 2020		Winter 2021		Winter 2022		Winter 2023		Winter 2024	
	number	percentage	number	percentage	number	percentage	number	percentage	number	percentage
Averages	18	41%	27	44%	23	41%	32	49%	36	55%
Grade 7	11	39%	17	39%	16	55%	12	33%	13	57%
Grade 8	13	34%	24	39%	15	38%	23	41%	30	45%
Grade 9	24	46%	27	42%	22	35%	29	54%	45	63%
Grade 10	21	36%	39	55%	33	39%	43	61%	40	56%
Grade 11	23	48%	28	46%	31	36%	51	57%	51	55%

NWEA Cohort Comparisons

Meeting Projected RIT - Language Usage

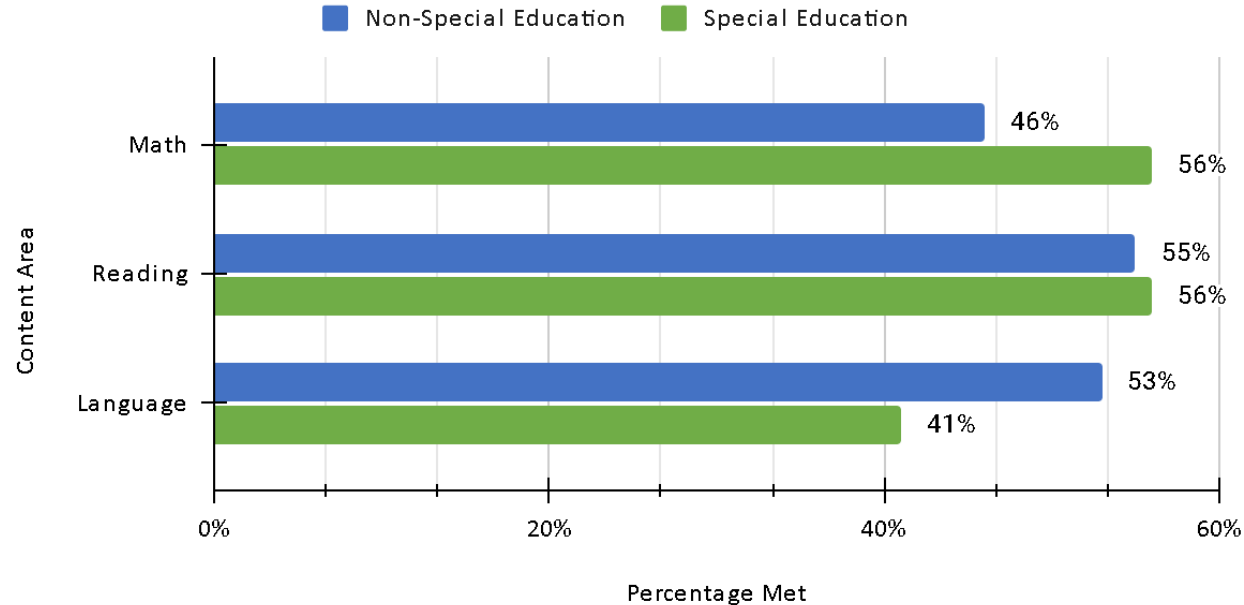|	Winter 2020		Winter 2021		Winter 2022		Winter 2023		Winter 2024	
	number	percentage	number	percentage	number	percentage	number	percentage	number	percentage
Averages	16	37%	27	46%	34	57%	34	56%	32	51%
Grade 7	9	33%	18	42%	16	55%	19	63%	12	55%
Grade 8	13	35%	32	52%	25	64%	22	46%	31	48%
Grade 9	21	42%	35	55%	33	52%	31	58%	39	54%
Grade 10	18	33%	26	40%	47	56%	45	58%	36	52%
Grade 11	20	43%	25	40%	49	58%	52	55%	43	46%

Subgroup Comparisons

The Performance Framework evaluates on the criteria that each subgroup meets the measure of at least 45% of the students have met their growth projection.
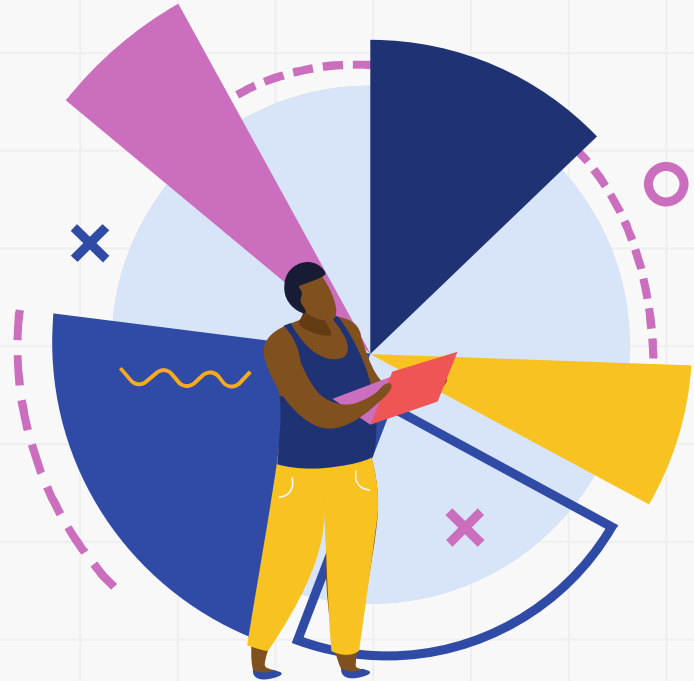
Special Education

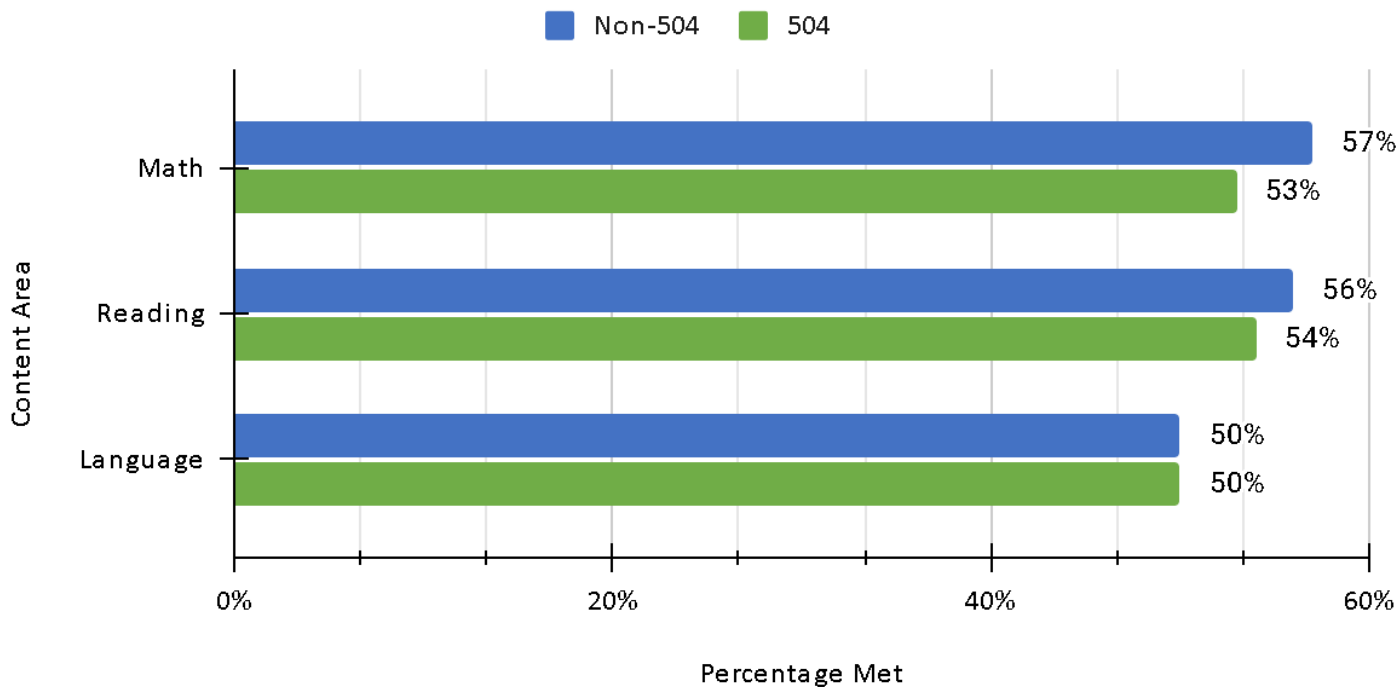## Subgroup Comparison - Special Education

Met RIT Growth Comparing Non-Special Education with Special Education

Legend:
- Non-Special Education (blue)
- Special Education (green)

Content Area	Non-Special Education	Special Education
Math	46%	56%
Reading	55%	56%
Language	53%	41%

X-axis: Percentage Met (0%, 20%, 40%, 60%)

Section 504

Subgroup Comparison - Section 504

Met RIT Growth Comparing Non-504 and 504 Students

Legend: ■ Non-504 ■ 504

Math: Non-504 57%, 504 53%
Reading: Non-504 56%, 504 54%
Language: Non-504 50%, 504 50%

Content Area (y-axis)
Percentage Met (x-axis): 0%, 20%, 40%, 60%

Economically Disadvantaged

Subgroup Comparison - Economically Disadvantaged

Met RIT Growth Comparing Non-Economically Disadvantaged and Economically Disadvantaged

■ Non-Economically Disadvantaged ■ Economically Disadvantaged

Math: Non-Economically Disadvantaged 59%, Economically Disadvantaged 52%
Reading: Non-Economically Disadvantaged 56%, Economically Disadvantaged 55%
Language: Non-Economically Disadvantaged 49%, Economically Disadvantaged 51%

Content Area (y-axis)

Percentage Met (x-axis): 0%, 20%, 40%, 60%
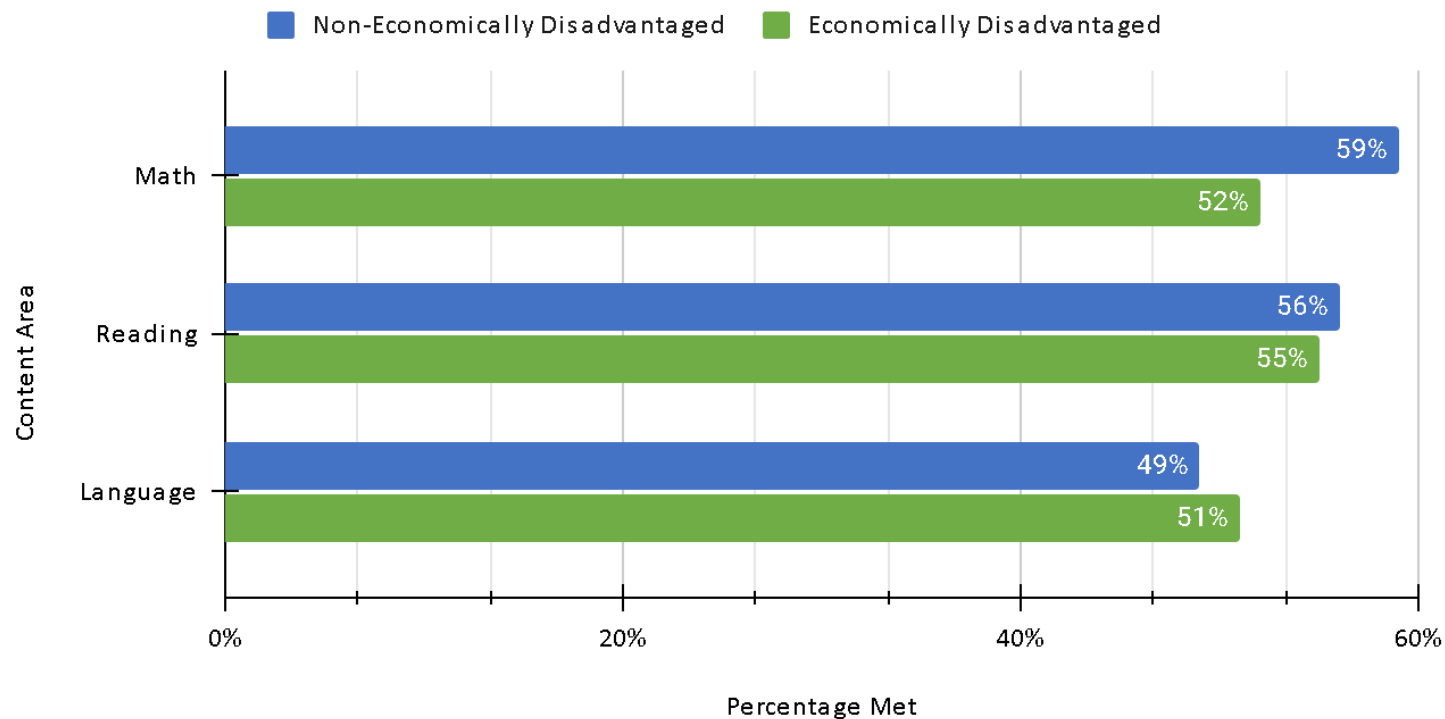
Biological Sex

Subgroup Comparison - Biological Sex

Met RIT Growth Comparing Female and Male Students
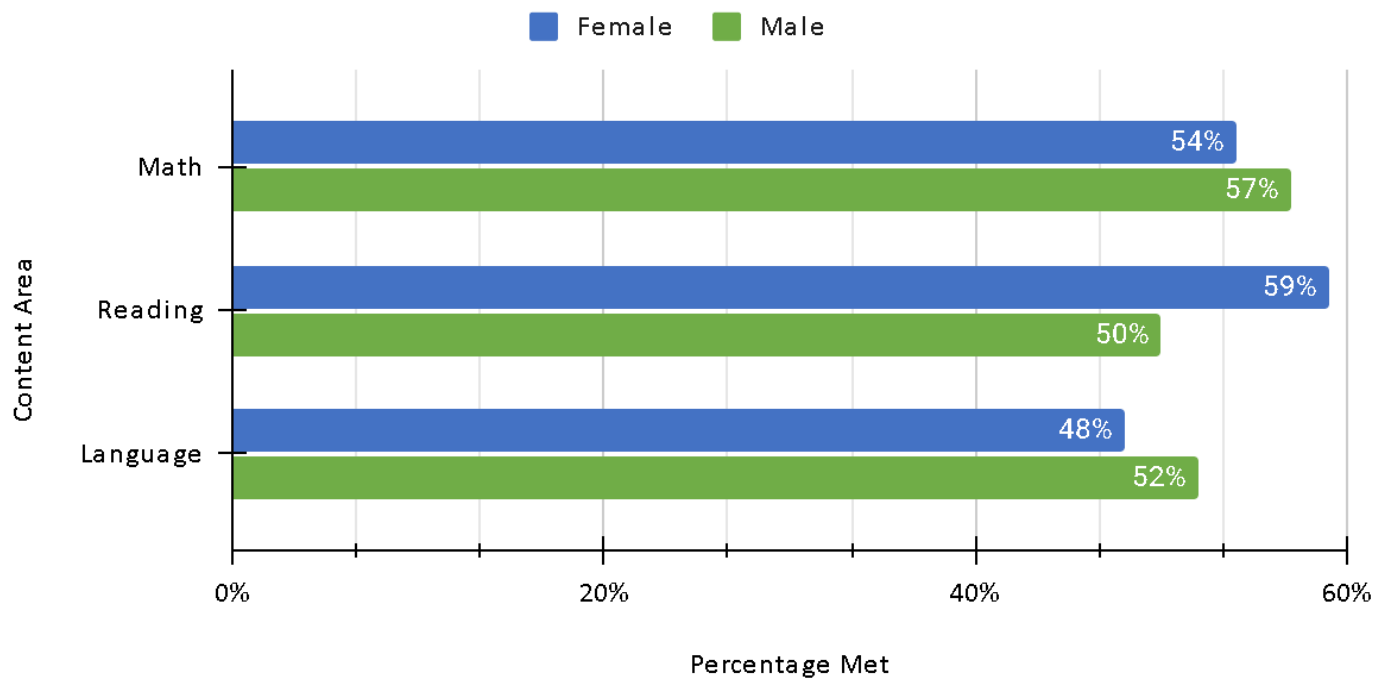
MTSS
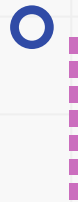
Testing by the Numbers

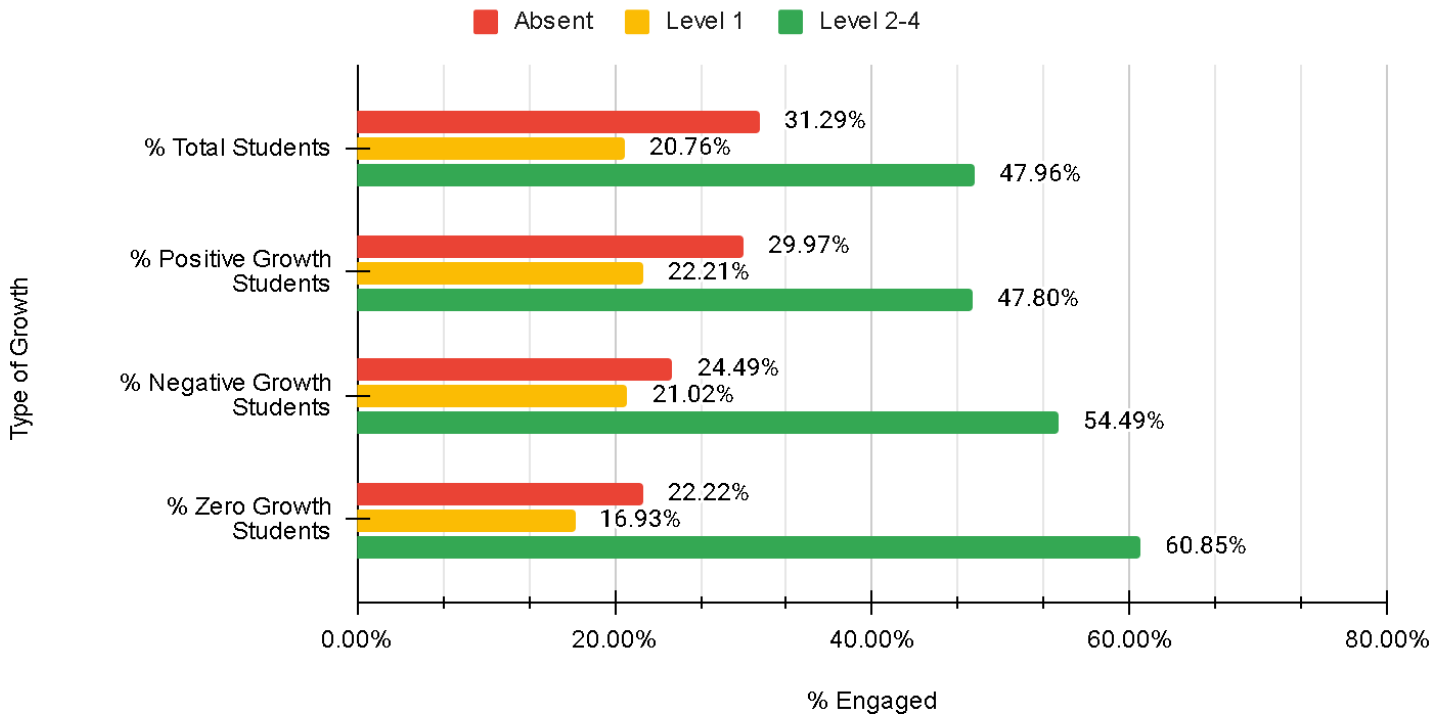|	Fall Total	Winter % Tested	Percent Positive Growth	Percent Negative Growth	Percent Zero Growth
Reading	93	91.40%	79.17%	31.76%	1.18%
Math	110	90.91%	62.00%	32.00%	5.00%

Growth Compared to Engagement Levels

Reading Results

Engagement Levels by Growth

■ Absent ■ Level 1 ■ Level 2-4

Math Results
Intervention Types by Growth

Legend:
- % Used (Total)
- % Used (PG)
- % Used (NG)
- % Used (ZG)

Intervention Types (Y-axis):
- Show & Tell
- Questioning for Understanding
- Graphic Organizer
- Practice, Practice, Practice
- Teach Strategies
- Metacognition
- Reteach
- Executive Functioning Strategies
- Positive Feedback
- Scaffolding
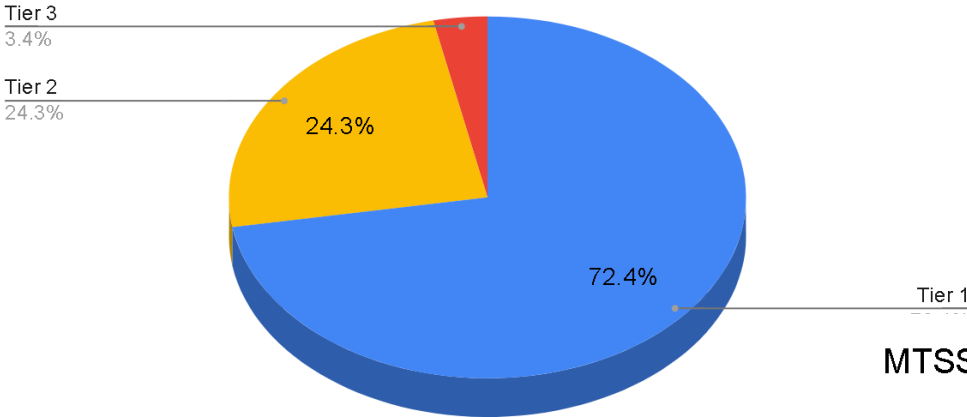- Other

% Used (X-axis): 0.00%, 10.00%, 20.00%, 30.00%, 40.00%, 50.00%
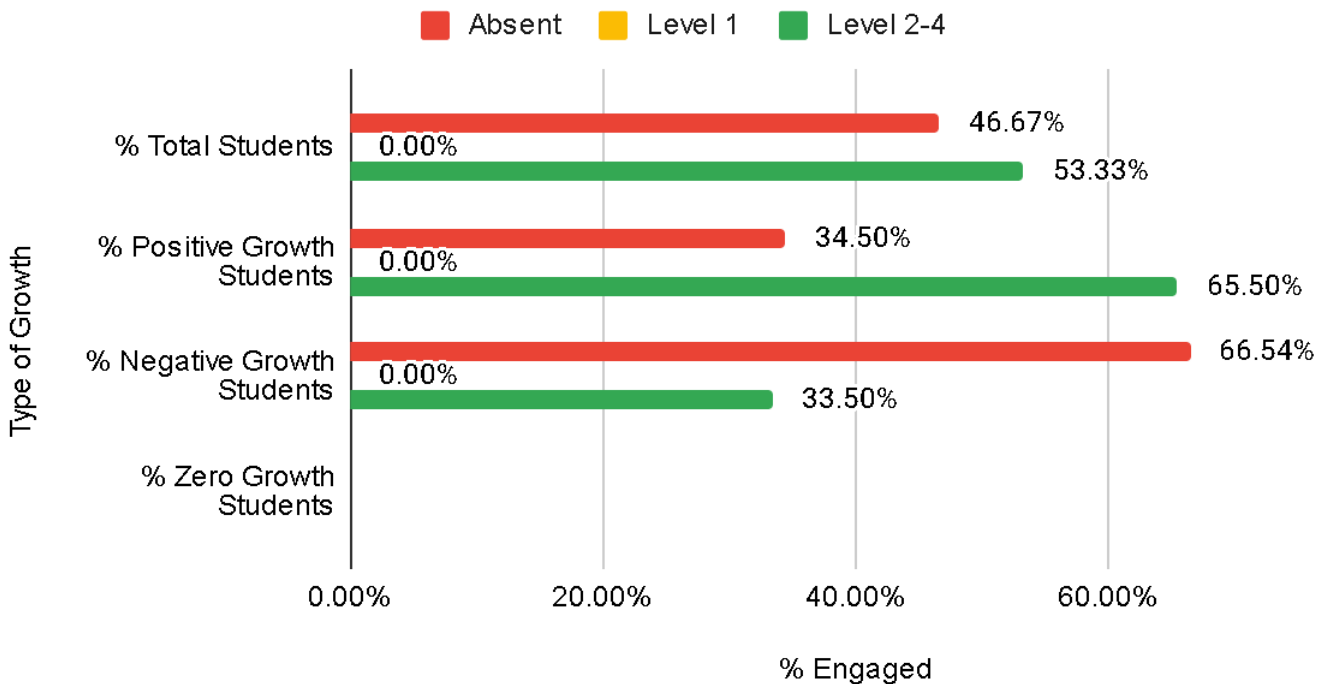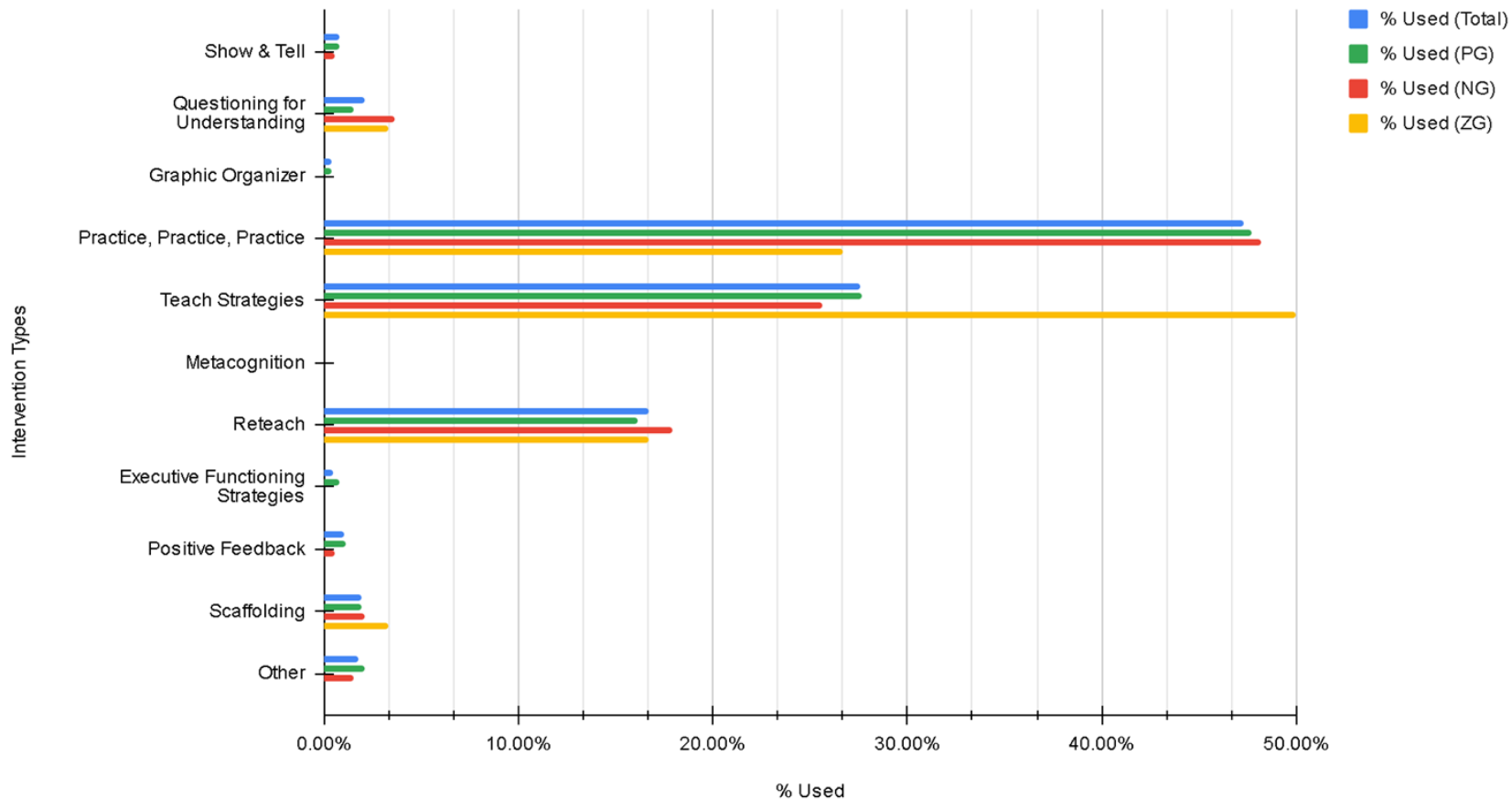
Reading Results

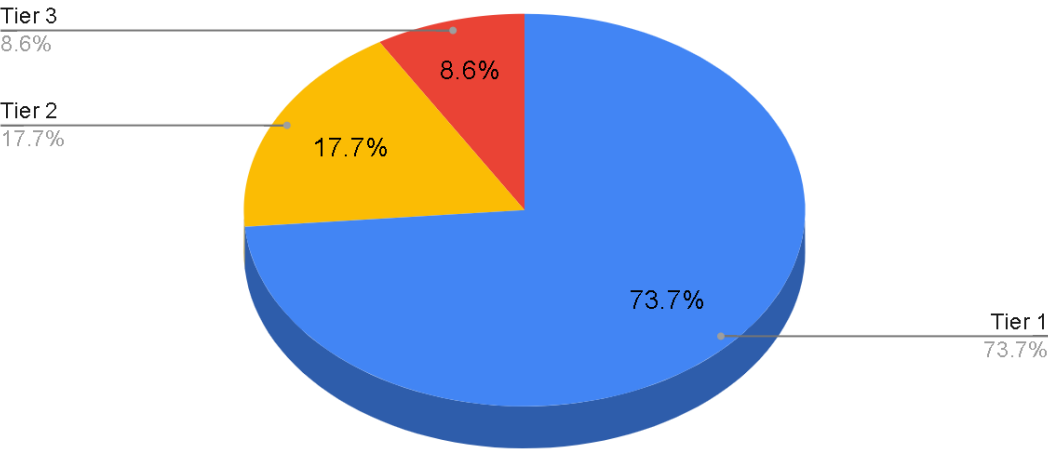Intervention Types by Growth

MTSS Breakdown - Math (Fall)

Tier 3
3.4%

Tier 2
24.3%

24.3%

72.4%

Tier 1
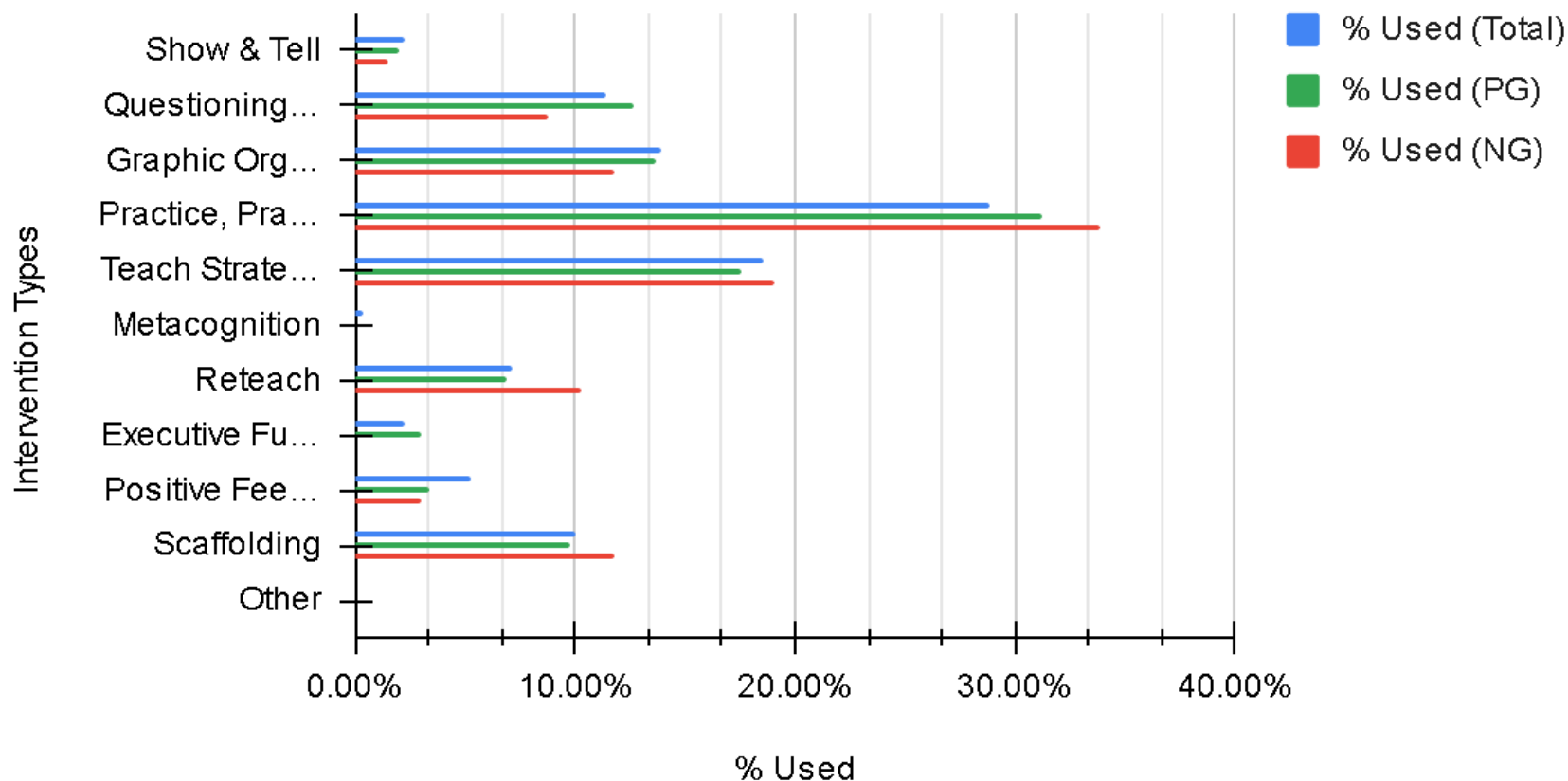
MTSS Breakdown - Math (Winter)

Tier 3
9.9%

9.9%

Tier 2
21.8%

21.8%

68.3%

Tier 1
68.3%

MTSS Breakdown - Reading (Fall)

Tier 3
3.2%

Tier 2
17.8%

17.8%

79.1%
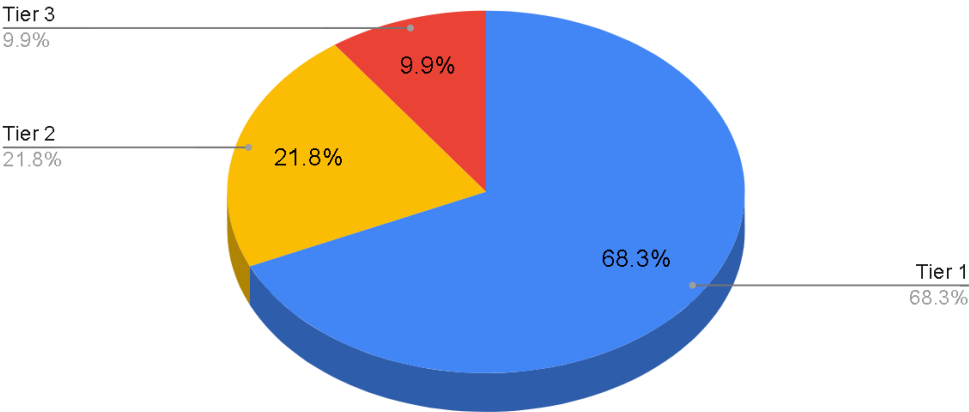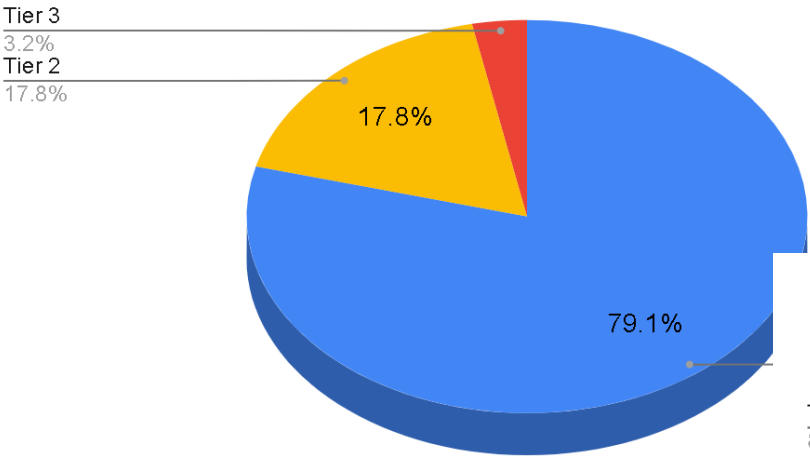
MTSS Breakdown - Reading (Winter)

Tier 3
8.6%

8.6%

Tier 2
17.7%

17.7%

73.7%

Tier 1
73.7%
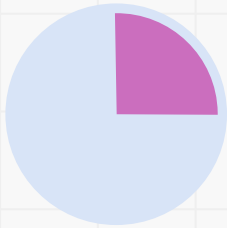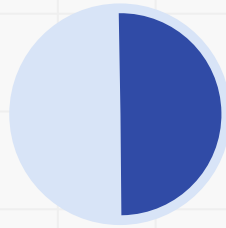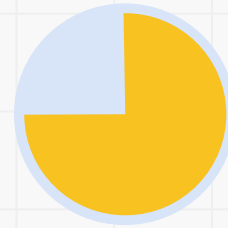
Next Steps

NWEA Data

- Breakdown the data by class.
- Course changes - suggestions were sent to ELA/math teachers this weekend.
- Score discrepancies

MTSS

- Breakdown the data by class.
- Analyze individual students who had negative or zero growth.
- More teachers implementing the data tracking with fidelity.

Overall

- Reach out with any questions related to analyzing your student's data.
- Look at your student's literacy data, regardless if you are an ELA teacher.

NWEA Reflection

Giving my students a hot minute to think about their testing score.

Lauren Sroka

Reading:

What score did you have for the Winter session?

Where do you need to be for the Spring?

What if you are already there?

2020 Reading Student Achievement Norms

Grade	Fall Mean	Fall SD	Winter Mean	Winter SD	Spring Mean	Spring SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87

Reflection: Go to the Discussion tab

- How do you feel about the score you received for this NWEA session?

- What helped you achieve the score?

- What changes can you make to increase your score even further?

- How can this English class help you achieve a higher score?

Reflection opportunities are important but finding the time is not easy.

1. Friday after NWEAs when not much can be started/finished in one 50-minute session

2. Each student is their own group in their discussion so nobody else sees their response but teacher (Thanks Christina!!)

3. Not too much expectation for a response, but as long as they wrote something, it is a full credit grade.

4. Some really thoughtful responses, some helpful, and some bare minimum.

Discussions

Discussions List   Subscriptions   Group and Section Restrictions   Statistics

[New ⌄]   [More Actions ⌄]

Filter by: Unread   Unapproved

NWEA Reflection ⌄

Begin a new thread for each NWEA session reflection.

Topic	Threads	Posts
Winter Session ⌄ 👥 Group/section restrictions. 🔑 Includes assessment. How do you feel about the score you received for this NWEA session? What helped you achieve the score? What changes can you make to increase your score even further? How can this English class help you achieve a higher score?	12	12

A good range of responses:

This NWEA Winter Session, I'm very unhappy about the score I received. I got a 242, which is three points less then I got in the fall. I really shot myself in the foot, because when I had around 15 questions left, I started skimming the passages of reading, instead of taking in the information and taking the questions seriously. Next test, I won't get impatient. I'm going to look for improvement, and I'm going to take as much time as I need to read each question carefully.

I'm unsure how this English class can help me improve my score. I learned how to write essays and fiction stories last year, along with all the elements of paragraphs. I guess we could maybe touch base again on writers tone and key details?

I felt ok about my nwea score it wasnt the best but I think I did ok and I can improve.

I think just trying to stay calm and taking my time.

Probably focusing more in class and trying my best.

English class is already very helpful so nothing really.

---

i feel great about my score . i had a quiet place, keep my dogs away and study, it can help me by teahing me new things

---

I feel good.

Learning in class

Pay more attention

By learning more

---

1. After seeing the average scores expected for my grade, I am very proud of the scores I received for this NWEA sessions. I was originally upset, because I did do significantly worse for the reading score in this session compared to the last, but I believe I improved in both language usage and math.
2. I think that the score I got for reading was worse because my father decided it would be a good idea to take a work call right behind me and was on the phone for the entire test. I also have not been reading as much since last NWEA testing session, which also probably contributed. I am not sure what helped me achieve the better language usage score.
3. Next time I can try to place myself in a less destructive environment, and I can try to eat something and have a drink available to me during the test.
4. I am not sure how this English class can help me achieve a better score.

A good range of responses:

For the reading score it was ok, but I really think I need to work on language more. I'm not to sure what helped me on my language score but I read a lot of books so that could of helped with reading and English class helps a lot. I don't know what changes I need to make my score to increase but I should probably challenge myself more. English class already helps me so just doing what we have been doing in class I guess.

I like my score this time.

Being more engaged in class without distractions helped me with my score

To increase my score ill try to be more focused and put my phone away out of reach

I love this class and makes me feel more confident with my scores

I feel decent about the score I got.

Generally the thing that helped me achieve my score was the teachers who taught me everything :)

Studying for longer periods of time but that might make me exhausted

By learning the stuff I need so I can answer more questions correctly

Google Workspace Essentials

2024 Webinar Series

Chrome & Drive - January 29th at 3pm
Documents & Slides - March 25th at 3pm
Forms & Sheets, August 13th at 9am
Gmail & Calendar, August 15th at 9am

All are one hour, online via Google Meet.

meva.edtrekkers.com

EdTrekkers
www.edtrekkers.com

MAINE
VIRTUAL ACADEMY
POWERED BY K12

Allison Mollica, M.Ed
Google Certified Trainer & Educator

Other

- Other topics and/or questions?

- For Semester-2, enter/<u>update</u> 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 virtual eighth grade recognition ceremony on Friday, June 14th, 11:00 am.

- Next Process Improvement Meeting on Monday, January 29th, 3:00 pm. We will be conducting professional development on Google Docs to inform your practices.

- We are planning our Annual ESEA Comprehensive Needs Assessment scheduled for February 2024.

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