

## Process Improvement Meeting Agenda – 6/3

- MEVA Mission and Vision.
- Progress Monitoring: School Climate – Thriving Pulse Check Survey #3.
- Progress Monitoring: Spring 2024 Maine Through Year (MTY) and MEA Science Final Participation, and MTY Projected Proficiency and (Fall to Spring) Growth Results Report.
- Strategic Goal: Reading Growth.
- Win over the student initiative.
- Year End Transition (YET) – Stephanie Emery.
- Evidence-Based Practice to Encourage Reading Growth – Caroline Peinado, Clarissa Bernardini, and Julie King.
- Coaching Commentary: Literacy is the Plate – Kathy Elkins.
- Other and next Process Improvement (PI) Meeting on **Monday, June 10<sup>th</sup>, 3:00 pm**. One remaining PI meeting for SY-2023-2024.

# 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

# Stride

## Thriving Pulse Check

SCHOOL GROUP

MEVA

STRIDE CAREER PREP

Non-SCP

SCHOOL YEAR

SY23-24

SUBJECT

All

SURVEY NUMBER

3

GRADE

All

RESPONDENT ROLE

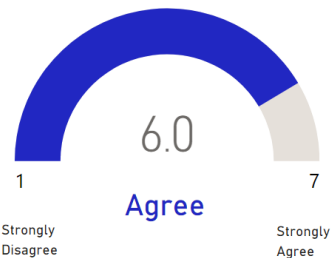
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NPS

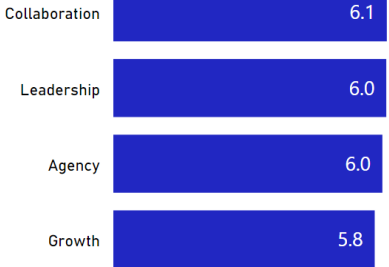
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### Thriving Elements

#### Overall Thriving Score



#### Element Scores



#### Strengths

Statements with highest average agreement

I am comfortable being myself at work and am treated with respect.

My colleagues and I collaborate to work towards measured outcomes.



#### Opportunities

Statements with lowest average agreement

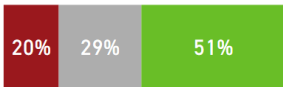
I am deeply satisfied with my job.

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

### Net Promoter Score

31

% Promoters - % Detractors



0% 50% 100%

● Detractor ● Passive ● Promoter

### Active Filters

School Group = MEVA  
Stride Career Prep = Non-SCP  
School Year = SY23-24  
Survey Number = 3

### Likelihood to Continue



● Neutral or Disagree ● Agree or Strongly Agree

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

YOY -2% Survey Over Survey 17%

### Completion Overview

#### Survey Timeline

**May 13, 2024**  
Survey Open Date  
**May 21, 2024**  
Survey Close Date

#### Survey Participation

**51**  
# Started Surveys  
**51**  
# Completed Surveys

	Average Score	# Respondents	Survey Over Survey	Year Over Year
I am comfortable being myself at work and am treated with respect.	6.1	51	0.23	0.02
My colleagues and I collaborate to work towards measured outcomes.	6.1	51	0.23	-0.03
My current skill set is honored and valued at work.	6.1	51	0.67	-0.06
I can solve problems at work without having to ask for permission.	6.1	51	0.37	-0.17
I believe my leaders are actively working to improve my experience.	6.0	51	0.70	0.11
I have control over how my daily work is done.	6.0	51	0.51	-0.40
I am encouraged to grow in my career and supported through professional development and/or program options.	6.0	51	0.49	-0.07
My collaborative work with colleagues allows me to develop new knowledge and skills.	6.0	51	0.39	-0.07

## Definitions

Metric ▲	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 Likely).
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 Likely).



# Maine Through Year Data

May 29, 2024

# Participation

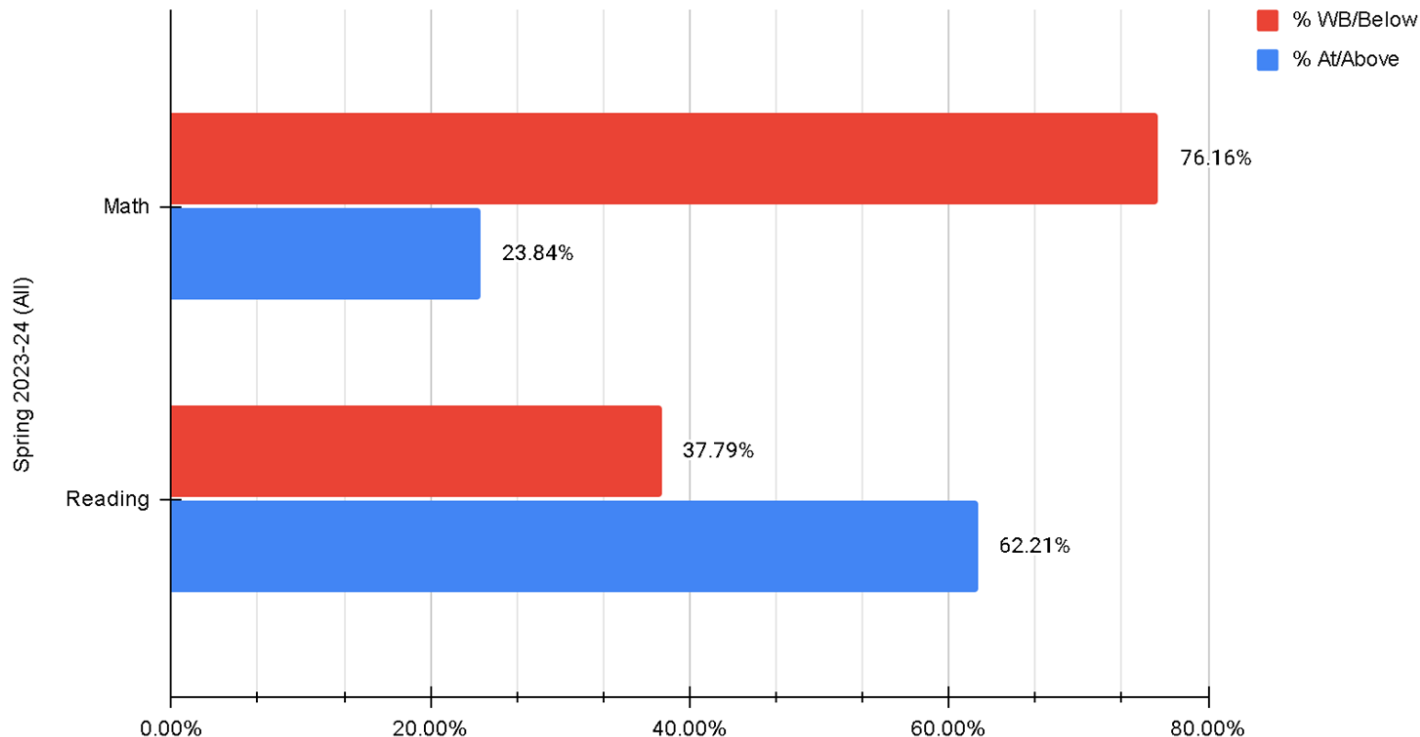
This data is based on all students tested, regardless of when they enrolled.

	<b>Total Students</b>	<b>Tested in Math</b>	<b>% Math</b>	<b>Tested in Reading</b>	<b>% Reading</b>
<b>7th Grade</b>	25	24	96.00%	24	96.00%
<b>8th Grade</b>	67	66	98.51%	66	98.51%
<b>High School</b>	86	83	96.51%	83	96.51%
<b>Schoolwide</b>	178	173	97.19%	173	97.19%

# Projected Proficiency

## Projected Proficiency

All Students Tested



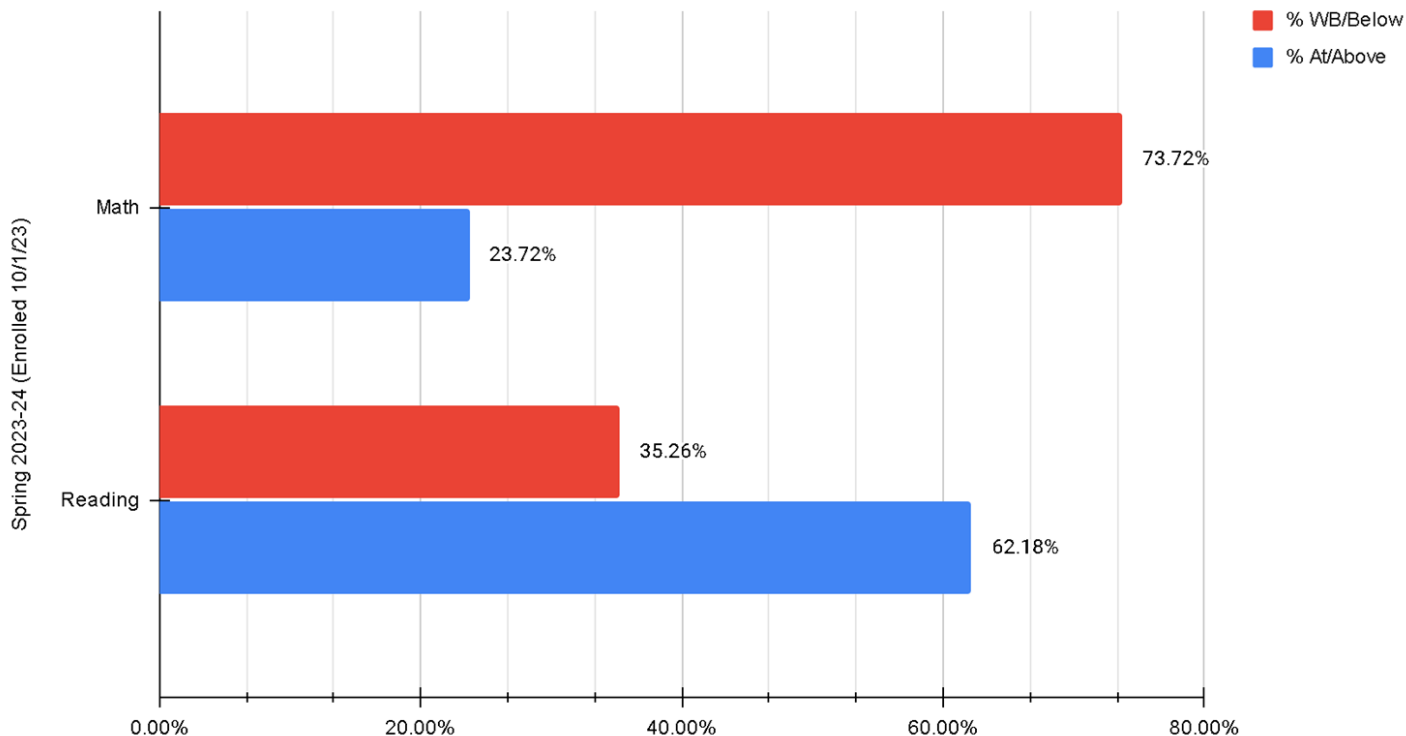
**This data reflects all 172 students tested in Math and Reading, regardless of enrollment date.**

# Projected Proficiency

**This data reflects the 156 students tested in Math and Reading, who were enrolled on 10/1/23.**

## Projected Proficiency

Only Students Enrolled on 10/1/23



# Projected Proficiency

This chart compares the projected proficiency from Spring 2024 to the MEVA data and State data from Spring 2023.

Spring 2023-24 (All)							
	Total #	WB/Below	% WB/Below	At/Above	% At/Above	Difference from '23 (MEVA)	Difference from '23 (State)
Math	172	131	76.16%	41	23.84%	-4.40%	-24.86%
Reading	172	65	37.79%	107	62.21%	4.56%	-2.39%
Spring 2023-24 (Enrolled 10/1/23)							
	Total #	WB/Below	% WB/Below	At/Above	% At/Above	Difference from '23 (MEVA)	Difference from '23 (State)
Math	156	115	73.72%	37	23.72%	-4.52%	-24.98%
Reading	156	55	35.26%	97	62.18%	4.53%	-2.42%

# Key Takeaways

- A total of 172 students were assessed on the Maine Through Year in both Math and Reading. Of these students, 156 were enrolled in MEVA on October 1, 2023.
- Students are trending ~ 4.4% points behind where MEVA students were in the At and Above State Expectations categories in Math comparing Spring 2024 (23.7%) to Spring 2023 (28.24).
- Students are trending 4.5% point ahead of where MEVA students in the At and Above State Expectations categories in Reading comparing Spring 2024 (62.2%) to Spring 2023 (57.65%).
- Students are trending ~16% points behind of where the overall state results in the At and Above State Expectations categories in Math (MEVA - 23.7%; State - 39.68%).
- Students are trending ~ 2.1% points behind of where the overall state results in the At and Above State Expectations categories in Reading (MEVA - 62.2%; State - 64.31%).

# MS Fall '23 to Spring '24 Growth on the MTY

Maine Through Year Growth Data					
	Total #	Math	% Math	Reading	% Reading
7th Grade	20	11	55%	11	55%
8th Grade	61	33	54%	31	51%
Schoolwide	81	44	54%	42	52%
*Growth is defined in this chart as improving 1 RIT point from fall to spring					
Maine Through Year Growth Data					
	Total #	Math	% Math	Reading	% Reading
7th Grade	20	10	50%	10	50%
8th Grade	61	29	48%	31	51%
Schoolwide	81	39	48%	41	51%
*Growth is defined in this chart as improving 2 RIT points from fall to spring					

# MS Fall '23 to Spring '24 SE Growth on the MTY

Maine Through Year Growth Data - Special Education					
	Total #	Math	% Math	Reading	% Reading
7th Grade	7	4	57%	5	71%
8th Grade	14	8	57%	10	71%
Schoolwide	21	12	57%	15	71%
*Growth is defined in this chart as improving 1 RIT point from fall to spring					
Maine Through Year Growth Data - Special Education					
	Total #	Math	% Math	Reading	% Reading
7th Grade	7	3	43%	5	71%
8th Grade	14	8	57%	10	71%
Schoolwide	21	11	52%	15	71%
*Growth is defined in this chart as improving 2 RIT points from fall to spring					

# MS Fall '23 to Spring '24 ED Growth on the MTY

Maine Through Year Growth Data - Economically Disadvantaged					
	Total #	Math	% Math	Reading	% Reading
7th Grade	12	5	42%	7	58%
8th Grade	37	21	57%	17	46%
Schoolwide	49	26	53%	24	49%
*Growth is defined in this chart as improving 1 RIT point from fall to spring					
Maine Through Year Growth Data - Economically Disadvantaged					
	Total #	Math	% Math	Reading	% Reading
7th Grade	12	5	42%	7	58%
8th Grade	37	19	51%	17	46%
Schoolwide	49	24	49%	24	49%
*Growth is defined in this chart as improving 2 RIT points from fall to spring					

# MS Fall '23 to Spring '24 Female Growth on the MTY



Maine Through Year Growth Data - Female					
	Total #	Math	% Math	Reading	% Reading
7th Grade	7	2	29%	4	57%
8th Grade	42	24	57%	22	52%
Schoolwide	49	26	53%	26	53%

\*Growth is defined in this chart as improving 1 RIT point from fall to spring

Maine Through Year Growth Data - Female					
	Total #	Math	% Math	Reading	% Reading
7th Grade	7	2	29%	4	57%
8th Grade	42	21	50%	22	52%
Schoolwide	49	23	47%	26	53%

\*Growth is defined in this chart as improving 2 RIT points from fall to spring



# MS Fall '23 to Spring '24 Male Growth on the MTY

Maine Through Year Growth Data - Male					
	Total #	Math	% Math	Reading	% Reading
7th Grade	13	9	69%	7	54%
8th Grade	20	8	40%	9	45%
Schoolwide	33	17	52%	16	48%
*Growth is defined in this chart as improving 1 RIT point from fall to spring					
Maine Through Year Growth Data - Male					
	Total #	Math	% Math	Reading	% Reading
7th Grade	13	8	62%	6	46%
8th Grade	20	7	35%	9	45%
Schoolwide	33	15	45%	15	45%
*Growth is defined in this chart as improving 2 RIT points from fall to spring					

## Spring '24 State Science Participation - Final

Row Labels	Eighth grade	Eleventh grade	Grand Total
Completed	66	94	160
NA	1	6	7
<b>Grand Total</b>	<b>67</b>	<b>100</b>	<b>167</b>
	<b>98.50%</b>	<b>94%</b>	<b>95.80%</b>

# MEVA Strategic Goal

Indicator	Description	2022-23 Performance <b>BASELINE</b> (Even if not assessed formally)	Short term Goal for SY 2024-25 <b>NEXT YEAR</b>	Long Term Goal SY 2027-2028 <b>FIVE YEARS</b>
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	MEVA reported the following subgroup performance: Students on IEPS: 47% Students on 504s: 45% F+R Lunch: 46% Sex/Gender: Male: 36%; Female: 55%	Partially Meet subgroup performance measure in reading, with three out of five (3/5) subgroups achieving the 45% threshold, by next year.	Meet subgroup performance measure in reading, with five out of five 5/5 subgroups achieving the 45% threshold, for SY-2027/2028.

# Spring '24 NWEA MAP Growth Subgroups

**Middle School (Grades 7 & 8) Subgroups Percentage of Students Meeting/Exceeding Fall '23 to Spring '24 Growth Projections:**

<b>Subgroup (Grades 7 &amp; 8)</b>	<b>Math</b>	<b>Reading</b>	<b>Language Usage</b>
Special Education (SE)	41%	36%	45%
Section 504	56%	44%	47%
Economic Disadvantage (ED)	55%	43%	54%
Male	50%	32%	48%
Female	64%	46%	58%

**Exceeding 504, ED, & Female Math, and Female Language.**

**Meeting SE Math, Female Reading, and SE, 504, ED, and Male Language.**

**Approaching SE Math, and SE, 504, and ED Reading.**

**Not Meeting Male Reading.**

# 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

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- **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

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- 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

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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 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 \(RIF\)](#)



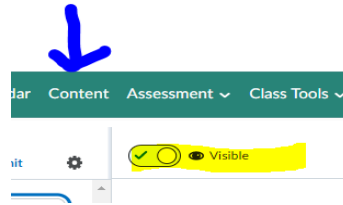
# Year End Transition (YET)

- 6/14 – This is the last day students can submit course work. Semester 2 officially ends on this date.
- Grades for Graduates – are not submitted separately. Please finalize grades for all students in your gradebooks.
- 6/17 – NEW **HARD DEADLINE**- Last day to submit final grades to Operations (Steph Emery & CC Don).
  - Set your grade scheme to the MEVA default. Then enter your final grades into your gradebooks and export/download them by this date.
  - Make sure your gradebooks are correct and show LETTER grades, not percentages before you email them.
- **ASYNC “Self Paced” Courses**: Will be continued throughout summer until COB on 8/9.
  - Please continue to use the same process with submitting final grades by using this form, link: [23-24 Async Courses Final Grade Form](#)
- Summer grades **outside of** Self-Paced courses, need to be submitted by 8/09/24 following the same YET process.
- Please refer to the SET/YET training slides within Vector, for step-by-step instructions and expanded information that will help you close out successfully.

# REMINDERS

1. After Summer 2024 courses close out on 8/9, everything resets after this date for the new school year.

2. As you set up your future course shells, please remember to keep your content not visible. Courses will become active before a semester begins so that schedules are able to be shown to students.



3. Make your content visible the morning of the start of a semester. (You may set your course to visible the night before as well. Please refrain from this switch any earlier than these allowable times.

4. Don't forget to populate your session/calendar invites and have them ready for the first day of the semesters.

# Reading Growth

Secrets for Success



# Phase One: Pre-Reading

Think back to when you were in school. What do you recall about your reading experiences?

- What were your favorite reading activities?
- Which activities did you like the least?



Students, write your response!

Pear Deck Interactive Slide  
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# Phase Two: During Reading

- Safety First!
- Engage the Reader
- Close Reading Activities
- Daily Writing
- Using formative “feedforward” to scaffold
- Textual Connections
- Responsive Teaching
- Multiple Means of Representation
- Context-embedded Instruction



Students, draw anywhere on this slide!

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# Phase Three: After Reading

Reflect on the strategies we shared with you today.

Which one(s) do you already use?

Which one(s) would you like to incorporate in your own professional practice?



Students, write your response!

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# Literacy is the Plate!

JUNE 3, 2024

# Reading, Writing, Listening, Speaking Across the Curriculum Is the “Plate”

## What Common Communication Strategies Can Be Shared at Grade Level and Vertical Teaming?

- Comprehension Strategies: Nonfiction Close Reading
- Focus on Similar Math Standards/Science Standards Related to Communication
- What Could Be Common Routines Teaching?
  - Research Skills
  - Data analysis
  - Writing Reports

# Math/Science Standards: Communication

## Math

- 1 Make sense of problems and persevere in solving them. (Explain)
- 2 Reason abstractly and quantitatively. (Coherent Representation)
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics. (Writing with explanation)

## Science

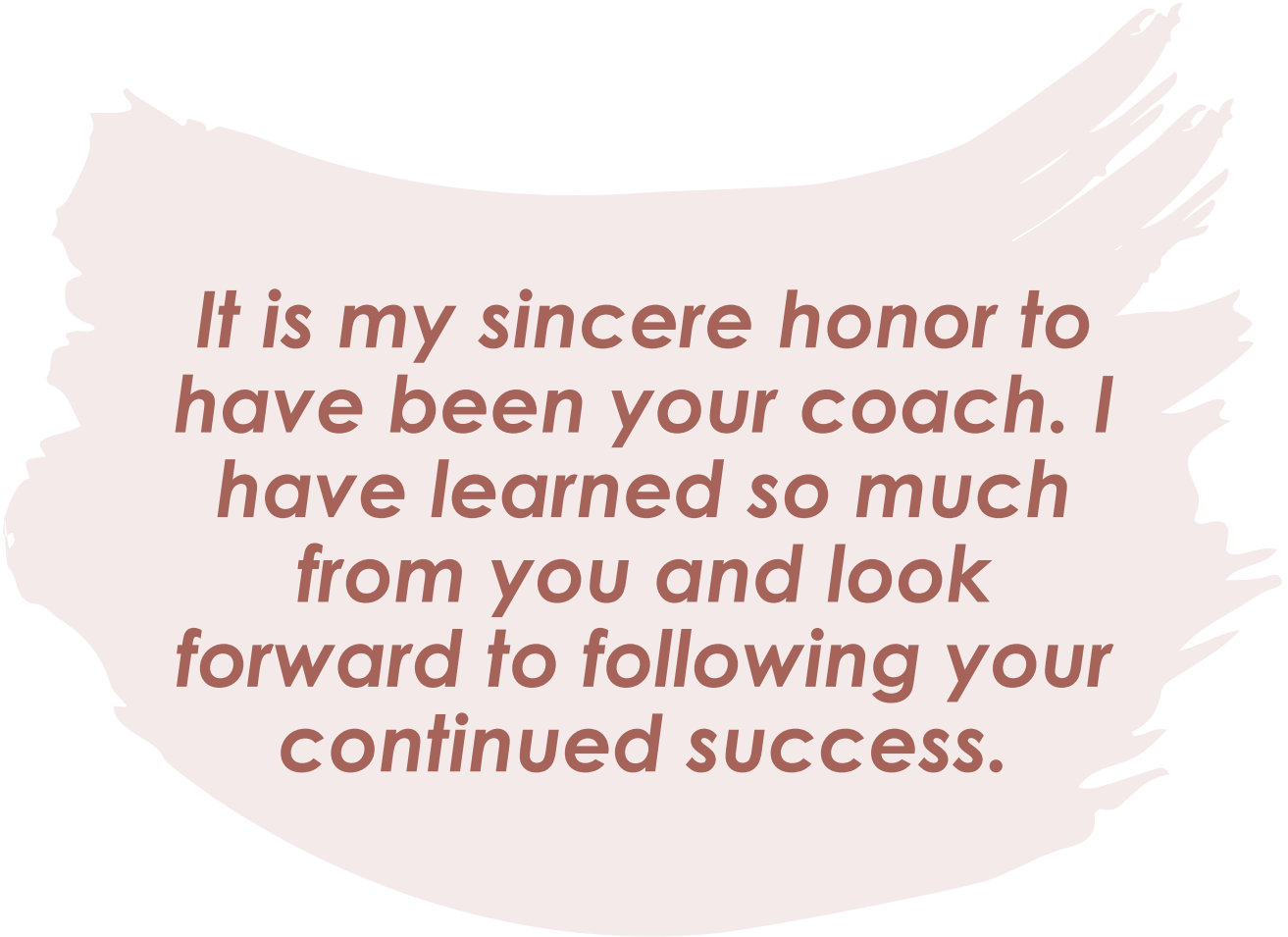
- Ask and refine questions
- Constructing explanations and designing solutions.
- Argumentation is the process by which explanations and solutions are reached.
- Use and construct models as helpful tools for representing ideas and explanations.

# Resources:

- [https://www.ljhs.org/pdf/Close\\_Reading\\_Strategy\\_parents\\_guide.pdf](https://www.ljhs.org/pdf/Close_Reading_Strategy_parents_guide.pdf)
- <https://www.thecorestandards.org/ELA-Literacy/RH/9-10/>

For history, SS, Science, & Technical Subjects

- [https://learning.ccsso.org/wp-content/uploads/2022/11/Math\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/Math_Standards1.pdf)
- <https://my.nsta.org/ngss/PracticesFull.aspx>



*It is my sincere honor to  
have been your coach. I  
have learned so much  
from you and look  
forward to following your  
continued success.*

# Other

- Other topics and/or questions?
- For Summer 2024, enter/update your daily schedule on your Google calendars and don't forget to add 'lunch'!
- Next Process Improvement Meeting on **Monday, June 10<sup>th</sup>, 3:00 pm.**
- MEVA virtual high school graduation on **Friday, June 7<sup>th</sup>, 2:00 pm,** and virtual eighth grade recognition ceremony on **Friday, June 14<sup>th</sup>, 11:00 am.** **Live classes are cancelled during these time slots to allow participation.**
- Looking ahead, the Last Day of School is June 14<sup>th</sup>. Please cancel your live sessions to suit.

# Draft SY- 2024/2025 Assessment Calendar

Assessment Type	Fall Dates	Winter Dates	Spring Dates
<b>NWEA</b>	September 10, 11, & 12, 2024 (Makeup Day - September 13, 2024)	January 14, 15, & 16, 2025 (Makeup Day - January 17, 2025)	**May 6, 7, & 8, 2025 (Makeup Day - May 9, 2025).
<b>MEA (ELA &amp; Math)</b>	October, 2024	NA	May 2025
<b>MEA (Science)</b>	NA	NA	May 19-30, 2025 (tentative)
<b>ACCUPLACER</b>	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
<b>iReady</b>	<b>7<sup>th</sup> &amp; 8<sup>th</sup> Graders</b> - Standards Mastery assessment, August 26-30, 2024 <b>8<sup>th</sup> Graders</b> for Fall 2024 - June 3-7, 2024 <b>9<sup>th</sup> Graders</b> for Fall 2024 - throughout the summer and August 26-30, 2024 <b>10<sup>th</sup> Grader</b> (new only) for Fall 2024 - diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills	January 16-24, 2025	May 27-June 6, 2025

\*\*Alternative dates are April 15, 16, & 17, 2025, with makeups after April vacation, or April 29, 30, & May 1, 2025, with a makeup day May 2, 2025