Process Improvement Meeting Agenda – 10/7

- MEVA Mission and Vision.
- MEVA's Primary Flywheel: Assessment, Instruction, and Support: Fueled by Efforts to Win Over the Student.
- Progress Monitoring: Thriving Pulse Check Survey #1 Results.
- Win over the student.
- Fall '24 State Testing Launch.
- Progress Monitoring: Advisory Groups and Individual Learning Plans Dr. Christina O'Grady.
- Evidence-Based Practice, Curriculum Mapping Dr. Christina O'Grady.
- Progress Monitoring: Maine Through Year (MTY) Blueprint Refresher and Fall '24
 Sub-Test Strengths and Weaknesses Dr. Christina O'Grady.
- Progress Monitoring: Help Desk Update Nicole Hart.
- Other and next Process Improvement Meeting on Monday, October 21st, 3:00 pm.

Mission and Vision



School Mission:

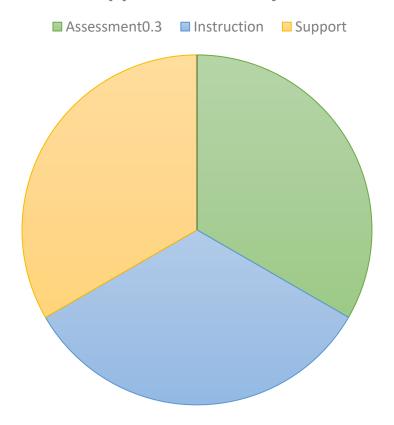
Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. 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's Primary Flywheel

Assessment, Instruction, and Support: Fueled by Efforts to Win Over the Student



Assessment Calendar 2024-2025

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	September 10, 11, & 12, 2024 (Makeup Day - September 13, 2024)	January 14, 15, & 16, 2025 (Makeup Day - January 17, 2025)	April 29, 30, May 1, 2025 (Makeup Day - May 2, 2025)
MEA (ELA & Math)	October 7-25, 2024	NA	May 12-23, 2025
MEA (Science)	NA	NA	April 7-17, 2025 (HS) May 12-23, 2025 (8 th Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	7th & 8th Graders - Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina) 9th Graders for Fall 2024 - August 26-30, 2024 (3 pm with Christina) 10th Grader - August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina) Reading This will be completed on an ongoing basis based on NWEA data for students who have an identified need for a deeper look at skill deficits.	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing

MEVA Strategic Goals (Updated) – Math Proficiency

Math Proficiency.

→				
Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-29 FIVE YEARS
1.1b	Student Academic Proficiency - MDOE Through- Year Assessment, Math	For all students assessed, MEVA reported the following grade level and overall performance (difference from applicable state averages): Grade 7 – 26% (-12%); Grade 8 – 21% (-18%); Grade 10 – 26% (-16%); and Overall – 24% (-16%).	Partially Meet (Approaching) performance measure in math proficiency, with three out of three (3/3) grade levels achieving within fifteen percent (-15%) of the applicable state averages, by next year, for all students assessed.	Meet performance measure in math, with three out of three (3/3) grade levels achieving within five percent (+/- 5%) of the applicable state averages by SY 2028-29, for all students assessed.

MEVA Strategic Goals – Reading Growth

Reading Growth.

Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-2029 FIVE YEARS
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	MEVA reported the following subgroup performance: Students on IEPS: 36% Students on 504s: 44% F+R Lunch: 43% Sex/Gender: Male: 32%; Female: 46%	Partially Meet (Approaching) 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- 2028/2029.

MEVA Instruction

- Curriculum Mapping.
- Evidence Based Practices and Progress Monitoring.
- Teacher Effectiveness Model.
- Observations and Feedback.
- Teacher Professional Development.

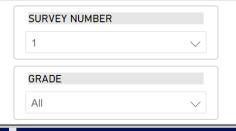
MEVA Support

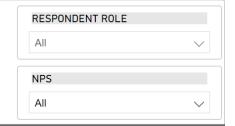
- Regular team meetings with students and their families.
- Special Education Self-Contained and Postsecondary Transition Programming.
- Multi-Tier System of Support (MTSS) Process.
- Twice-Daily Help Desk.
- Grade-Level Advisories.



SCHOOL GROUP	
MEVA	~
STRIDE CAREER PREP	
Non-SCP	~

SCHOOL YEAR	
SY24-25	~
SUBJECT	
All	~



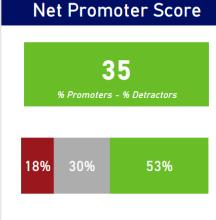


Active Filters

Thriving Elements







School Group = MEVA Stride Career Prep = Non-SCP School Year = SY24-25 Survey Number = 1

Likelihood to Continue

50%

Detractor Passive Promoter

100%



Survey Timeline

Completion Overview

September 16, 2024 Survey Open Date

September 25, 2024 Survey Close Date

Curvey Darticipation

Survey Participation

Started Surveys

56

Completed Surveys

Statement		Average Score	# Respondents	Survey Over Survey	Year Over Year
I am comfortable being myself at work and am treated with respect.	*	6.1	56		0.28
My work is valued by my coworkers.	A	6.1	56		-0.07
I receive useful and timely feedback at work from my managers/supervisors.	A	6.1	56		0.20
My work allows me to develop new knowledge and skills.		6.1	56		0.25
My collaborative work with colleagues allows me to develop new knowledge and skills.		6.0	56		0.10
My colleagues and I collaborate to work towards measured outcomes.		6.0	56		-0.11
I am encouraged to grow in my career and supported through professional development and/or program options.		6.0	56		0.12
I believe my leaders are actively working to improve my experience.		6.0	56		0.29
My current skill set is honored and valued at work.		6.0	56		0.29
I have control over how my daily work is done.		5.9	56		0.12
I am happy with how much input I have in decisions that affect my work.		5.9	56		0.35
I can achieve a healthy integration between my work and my life outside of work.		5.8	56		0.13
I can solve problems at work without having to ask for permission.		5.8	56		0.03
I am deeply satisfied with my job.	@	5.6	56		0.17
I can see clear opportunities for professional growth and greater impact across the organization.	<u></u>	5.5	56		0.25



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) measures customer experience and loyalty derived from the likelihood to recommend questions. 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).

Win Over the Student!

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

<u>Immediate intervention</u> 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

• <u>Win Over</u>: 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.
- 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.
- <u>Document, document</u> your mitigation efforts in contact logs within Infinite Campus, then *submit a "Rapid Response" form below.* Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- <u>Link to the form</u>: 24-25 Rapid Response (Intervention) Form

From Cornell's TCI and CARE model.

weCARE

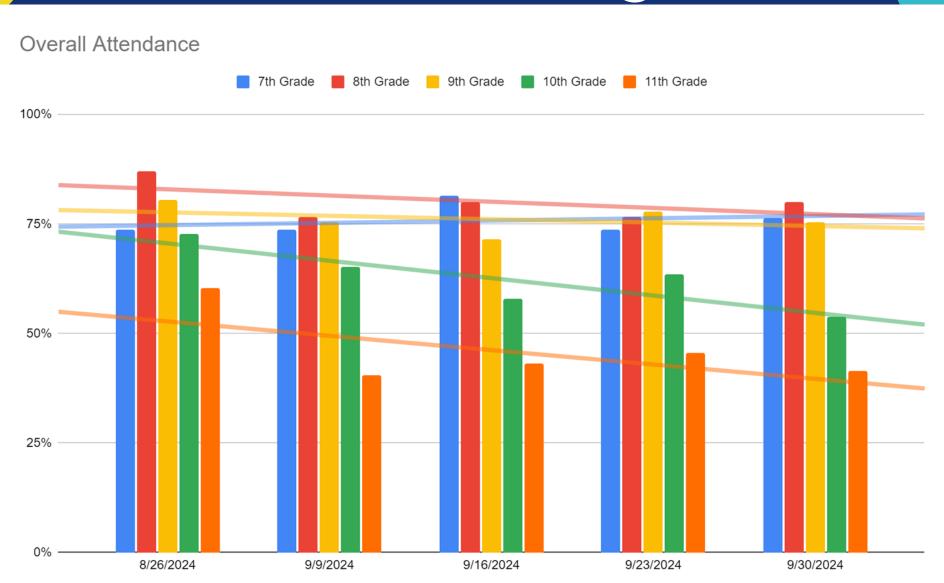
WILLING **NOT WILLING ENCOURAGE** As if ACKNOWLEDGE Offer assistance Give Choices Give positive attention Predict the future Join in activity Make a request Ask child to teach others Natural or logical consequence **TEACH** CHANGE EXPECTATIONS Give positive attention Change the expectation Join in activity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



Fall '24 State Testing Launch

- Strong first day participation.
- Some locations have one hundred percent (100%) of students testing.
- Maine Through Year (MTY) window closes on October 25th.
- The online school is running for students who are not testing.
- A huge thank you to everyone supporting the effort, both in-person and online!

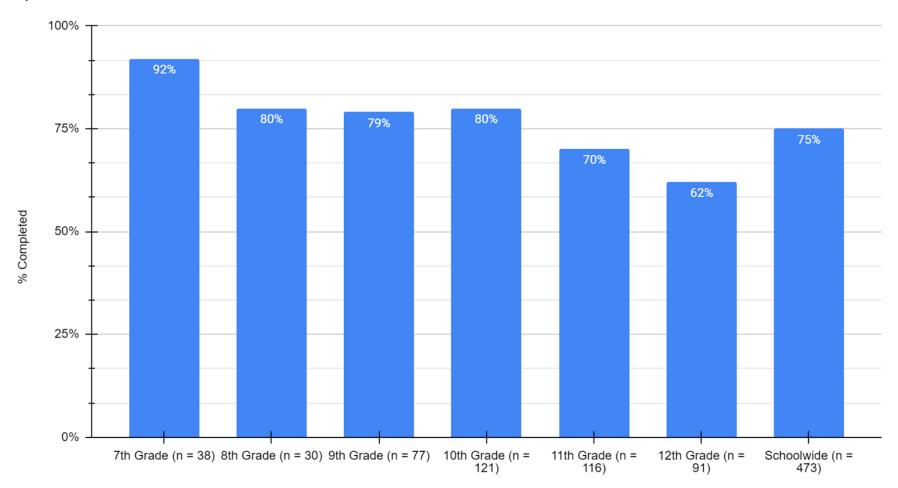
Advisory



—ILP Data

ILPs Completed

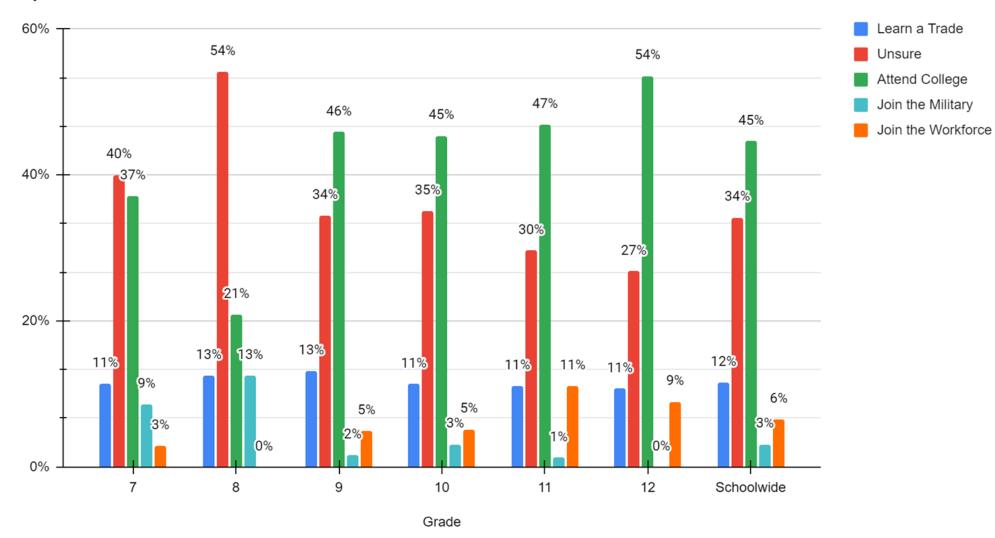
by Grade Level





Postsecondary Goals

By Grade Levels



Curriculum Mapping Update

This year we set a goal of having all maps approved by the board. We set forth a schedule during our August PD weeks.



The Curriculum Advisory Committee met the end of September and reviewed the process for evaluating maps. We were able to build a process, evaluate a 7th grade map (using our rubric), and provide recommendations.



We are meeting again next week to review the remaining 7th grade maps. We will be providing feedback to teachers based on the recommendations of the committee. We will then present the 7th grade maps to the full board during the November board meeting for review and approval.

Curriculum Mapping Update

Reminder of our schedule of reviews and expectations for each map:



- 1. 8th Grade maps will be reviewed by the committee in December/January, presented to the full board in January.
- 2. 9th Grade maps will be reviewed by the committee in January/February, presented to the full board in February.
- 3. 10th Grade maps will be reviewed by the committee in February/March, presented to the full board in March.
- 4. 11th Grade maps will be reviewed by the committee in March, presented to the full board in April.
- 5. 12th Grade maps will be reviewed by the committee in April/May, presented to the full board in May.



Curriculum Mapping Update

Reminder of our schedule of reviews and expectations for each map:



- Scope & Sequence (Timeline): A scope and sequence is a summary of what is to be taught, the sequence in which it will be taught, and the syllabus outcomes that may be addressed in the intended learning. This is represented in the *Pacing* section of the Chalk program.
- Assessment Description: A description of what standards are being assessed and how they are being assessed.
- 4. Pacing (Per Unit): Within the Chalk platform, indicate the pacing per unit. This is also shown on the scope and sequence.





^{*}Important Note: Only include standards that you are specifically teaching and assessing on your maps.

Maine Through Year Blueprint





Math Summative Blueprint

The blueprints reflect the instructional emphasis of the content at each grade.

Content category	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	23-25%	18-20%	13-15%
Numbers and Operations	33-35%	48-50%	53-55%
Measurement and Data	28-30%	20%	20%
Geometry	13-15%	13-15%	13-15%

Content category	Grade 6	Grade 7	Grade 8	Grade 10
Operations and	25%	20%	48-53%	46-50%
Algebraic Thinking	23/0	20%	46-33/6	40-30%
The Real and Complex	45%	40%	13-15%	13-15%
Number Systems	45/0	40%	13-13/0	15-15/6
Geometry	15%	20%	21-23%	26-30%
Statistics and Probability	15%	20%	13-15%	13-15%



Fall '24 NWEA MAP Math Areas

Fall 2024-25					
	Mathematics				
Strength Weakness					
7th Grade	Quantitative Reasoning	Statistical Reasoning			
8th Grade	Statistical Reasoning	Quantitative Reasoning			
9th Grade	Statistical Reasoning	Quantitative Reasoning			
10th Grade	Quantitative Reasoning	Geometric Reasoning			
11th Grade	Algebraic Reasoning	Statistical Reasoning			

Fall 2024-25					
Mathematics					
Strength Weakness					
Geometric Reasoning	Quantitative Reasoning				
Geometric Reasoning	Algebraic Reasoning				
Algebraic Reasoning	Geometric Reasoning				
Quantitative Reasoning	Geometric Reasoning				
Statistical Reasoning Geometric Reasoning	Quantitative Reasoning				
	Mathematics Strength Geometric Reasoning Geometric Reasoning Algebraic Reasoning Quantitative Reasoning Statistical Reasoning				







Reading Summative Blueprint

The focus of the Reading blueprints is the weight and breadth of the standards designed to assess literary and informational texts and vocabulary skills. Writing, language knowledge and conventions, and speaking/listening standards will not be assessed.

Content

Reading text content is classified as either literary or informational. The balance of percentages shifts from more literary content to more informational content as the grade-level increases.

Content category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Literary Text	45-50%	40-45%	35-40%	35-40%	30-35%	30-35%	30-35%
Informational Text	30-35%	35-40%	35-40%	40-45%	45-50%	45-50%	45-50%
Vocabulary	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%





Fall '24 NWEA MAP Reading Areas

Reading				
	Strength	Weakness		
		Key Ideas & Details		
7th Grade	Vocabulary	Craft & Structure		
8th Grade	Vocabulary	Key Ideas & Details		
9th Grade	Craft & Structure	Vocabulary		
10th Grade	Vocabulary	Craft & Structure		
11th Grade	Vocabulary	Craft & Structure		

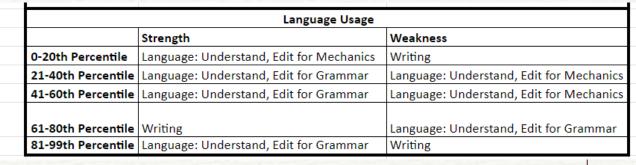
Reading				
	Strength	Weakness		
0-20th Percentile	Vocabulary	Key Ideas & Details		
21-40th Percentile	Key Ideas & Details	Vocabulary		
41-60th Percentile	All the same			
61-80th Percentile	Key Ideas & Details	Craft & Structure		
81-99th Percentile	Craft & Structure	Vocabulary		





Language Usage					
	Strength	Weakness			
7th Grade	Language: Understand, Edit for Grammar	Writing			
8th Grade	Language: Understand, Edit for Mechanics	Writing			
9th Grade	Language: Understand, Edit for Mechanics	Writing			
		Language: Understand, Edit for Mechanics			
10th Grade	Language: Understand, Edit for Grammar	Writing			
11th Grade	Language: Understand, Edit for Mechanics	Writing			

Fall '24 NWEA MAP Language Areas

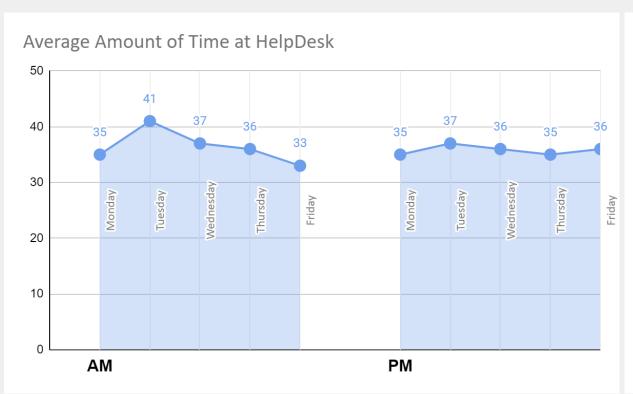


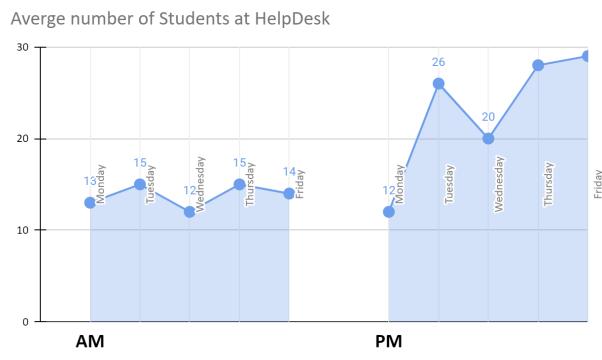






HelpDesk Student Attendance





NOTE* AM includes only HS; PM includes Both MS & HS



HelpDesk Data Recap!

WE HAVE HAD...

106 Students engaged with HelpDesk by joining us in a LIVE Session 45 HS Students
26 MS Students

52 Students attend at least **ONE** live session in September

18 Students attended **ONE** live session each week



NOTE TO TEACHERS

We want to acknowledge that we are not always busy with students when we are in HelpDesk and sometimes really need that time to collaborate with other teachers.

Going forward if you would like to Collaborate with another Teacher while in HelpDesk we ask that you meet in Google Meets. This way, you can still keep an eye on the main room and be available to assist students in Zoom.

HelpDesk KUDOS!

Timothy mills to Everyone 2:00 PM



it feels good to not have <u>3528735837</u> due homework things

Tim comes to HelpDesk everyday and loves to pronounce that he has completed everything!

Other

- Other topics and/or questions?
- Next Process Improvement Meeting on <u>Monday, October 21st, 3:00 pm</u>. We recognize that some of you will be involved in state testing, but you may access the materials and recording.
- Indigenous Peoples' Day is **Monday, October 14**th. Please cancel your live sessions to suit. This is a schoolwide holiday for all faculty.
- MEVA <u>virtual</u> high school graduation on <u>Friday, June 6th at 2:00 pm</u>. MEVA <u>virtual</u> eighth grade recognition ceremony on <u>Friday, June 13th at 11:00 am</u>.
- Looking ahead, the Last Day of School is <u>June 13th</u>.
- PI Meeting Materials are posted at: https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-process-improvement-meeting-materials
- Thank you for all that you do to support your collegues, your students, and their families.