Process Improvement Meeting Agenda – 10/21

- MEVA Mission and Vision.

- MEVA's Strategic Goals: Math Proficiency and Reading Growth.

- Linking to Evidence-Based Practices and Progress Monitoring.

- Win over the student.

- ASSESSMENT, Maine Through Year (MTY): Fall '24 State Testing Update – Stephanie Emery.

- ASSESSMENT, Progress Monitoring: Spring '24 MEA Science Results – Dr. Christina O'Grady.

- INSTRUCTION, Evidence-Based Practices: Collective Teacher Efficacy, Analyzing Student Assessment Data – Dr. Christina O'Grady.

- SUPPORT, Evidence-Based Practices: Collective Teacher Efficacy, Providing MEVA's Universal Accommodations – Lena Vitagliano.

- Other and next Process Improvement Meeting on Monday, October 28th, 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

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 (8th 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.

Linking to Evidence-Based Practices and Progress Monitoring

- MEVA is focusing on data-driven, evidence-based practices that improve student outcomes.

- We are committed to presenting progress monitoring on a weekly basis.

- Win over the student efforts fuel our continuous cycle of ASSESSMENT, INSTRUCTION, and SUPPORT.

- The entire MEVA faculty is working to accomplish the goals of the school.

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

- <u>In ALL Cases</u>;

  - 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, "*Before* 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 *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.

we**CARE**

	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

SPUR WINK

Fall MTY Update
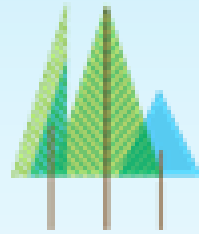
MAINE VIRTUAL ACADEMY
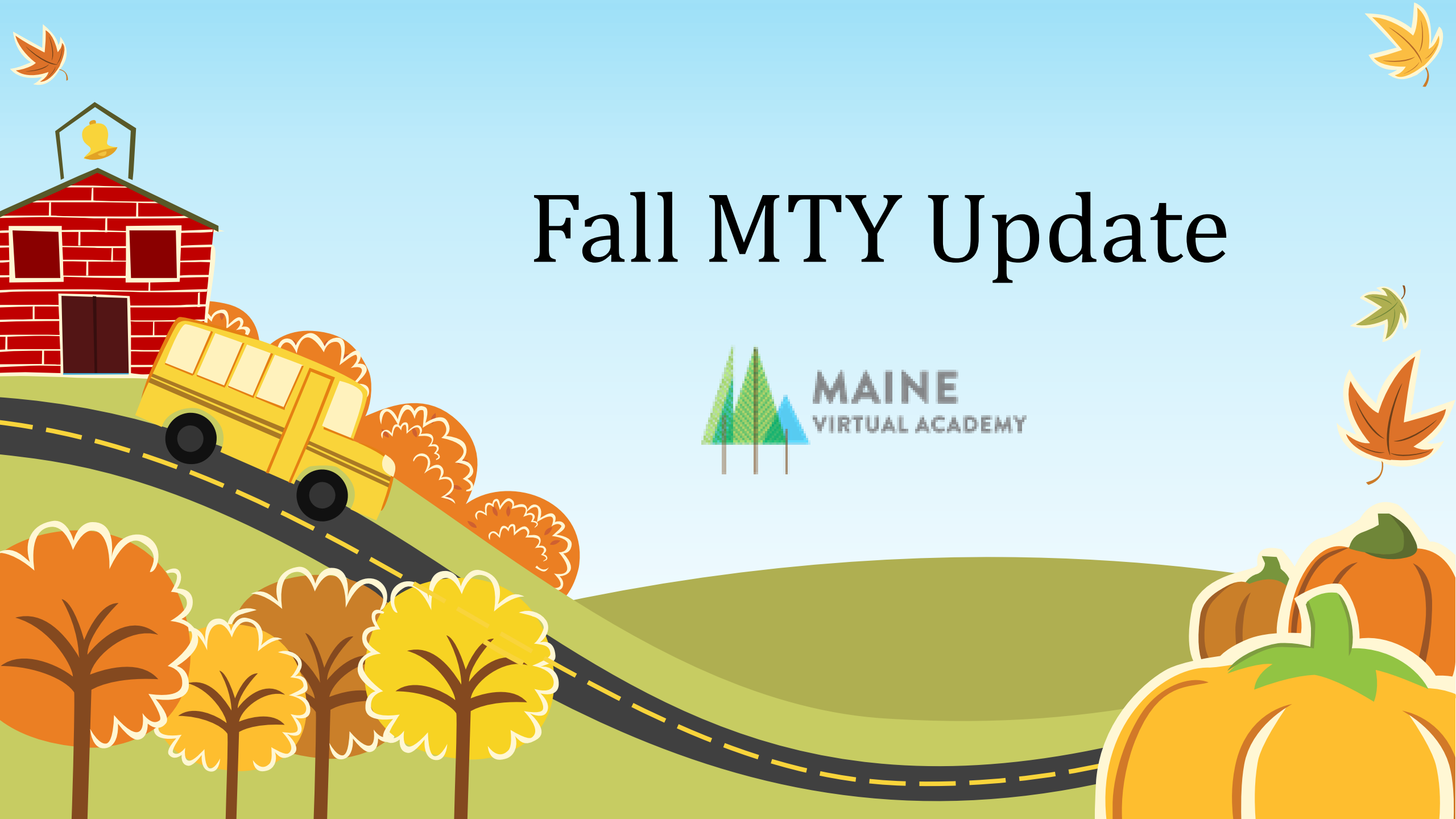
Overall as of 10/21/24

- 171 Math = 92.43%

- 170 Reading = 91.89%

- If ALL but 7 Test – Participation *Projection* is;
 - Math - 96.21%
  - (All but 8) Reading – 95.67%

Travel Team = 20 Tested/29 = 69% Completed *(includes 2 up in the air)*

Fall 23-24 Travel Team tested 30 Students in Total (-1)

MTY OVERALL	Seventh Grade	Eighth Grade	Tenth Grade	Total
Done	37	26	88	151
Opt Out		1	4	5
Possible opt out / medical		1	1	2
Travel		1	6	7
Travel-Done	1	1	18	20
Grand Total	38/38	27/30	106/117	171/185
Grade Level %	100%	90%	90.59%	92.43%

Final Reminders:

Test Codes:

- All Staff/Student codes need to be returned to the office.
-
- _Remember_ – Student test codes are only to be entered into the MTY by Students.
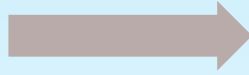
Return Kits:

- Test window closes Friday, 25th.
- Kits to be returned by 24th COB.
- Those testing on the 24th can return kits the following day.

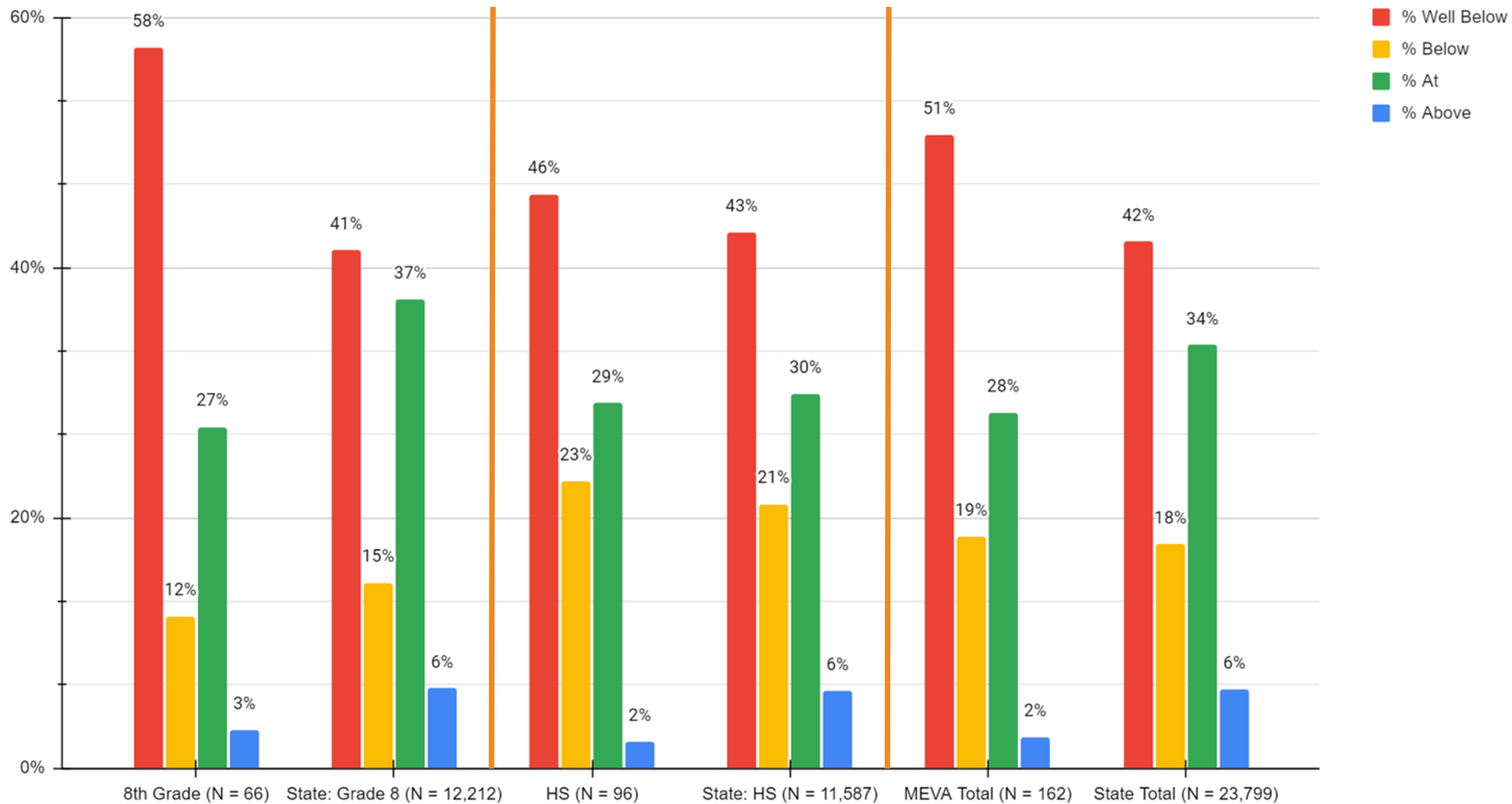Thank You EVERYONE!!!!

Science Proficiency Data
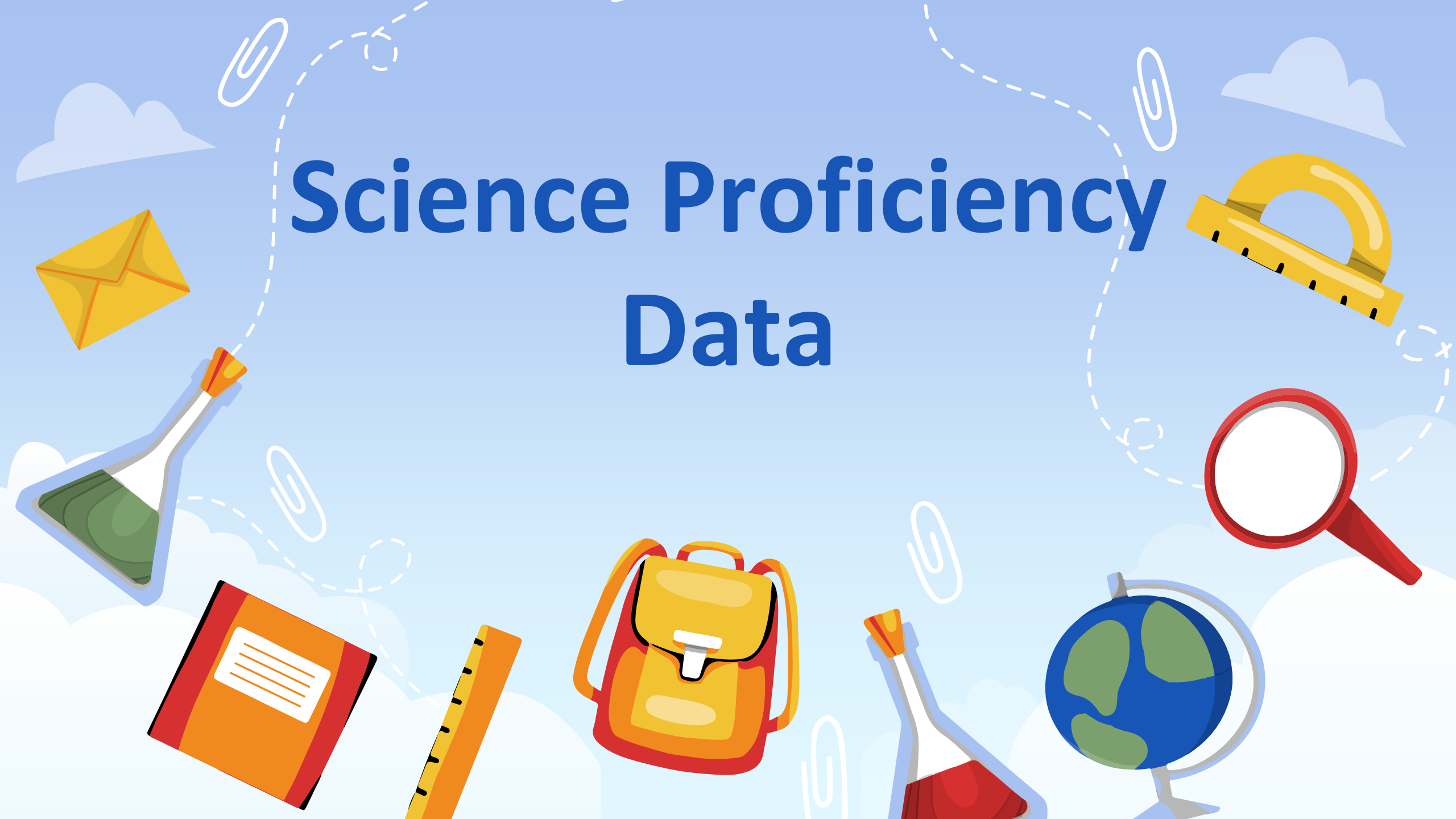
MEVA Compared to the State

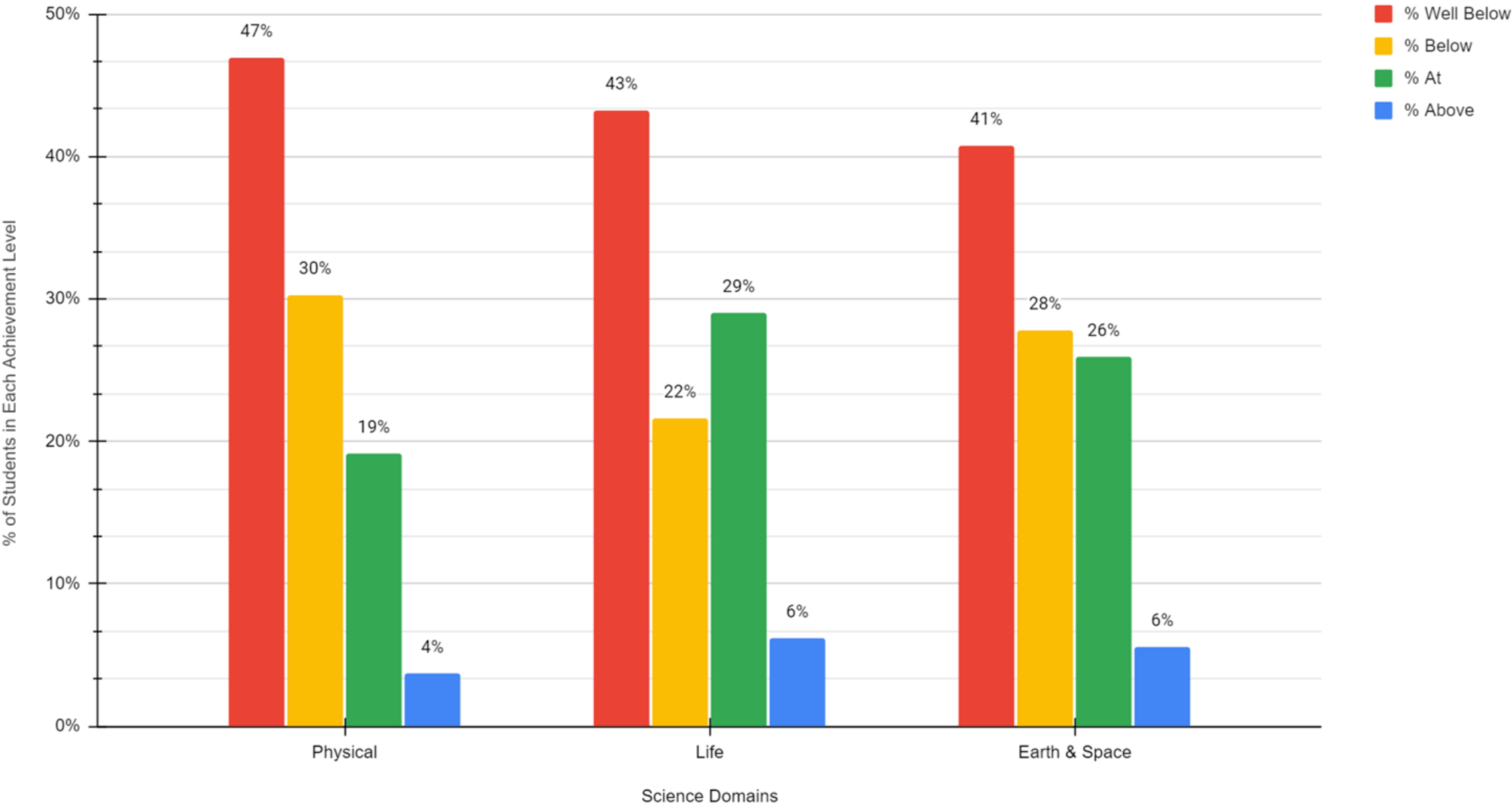|	Schoolwide	
	% Well Below/Below	% At/Above
8th Grade	69.70%	30.30%
State: Grade 8	56.17%	43.83%
HS	68.75%	31.25%
State: HS	63.91%	36.09%
MEVA Total	69.14%	30.86%
State Total	59.94%	40.06%

Science Proficiency
MEVA vs. State Achievement Levels
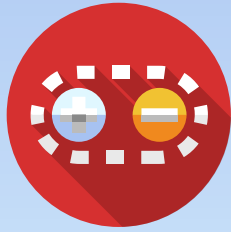
Proficiency vs. Years at MEVA

Science - 8th & HS
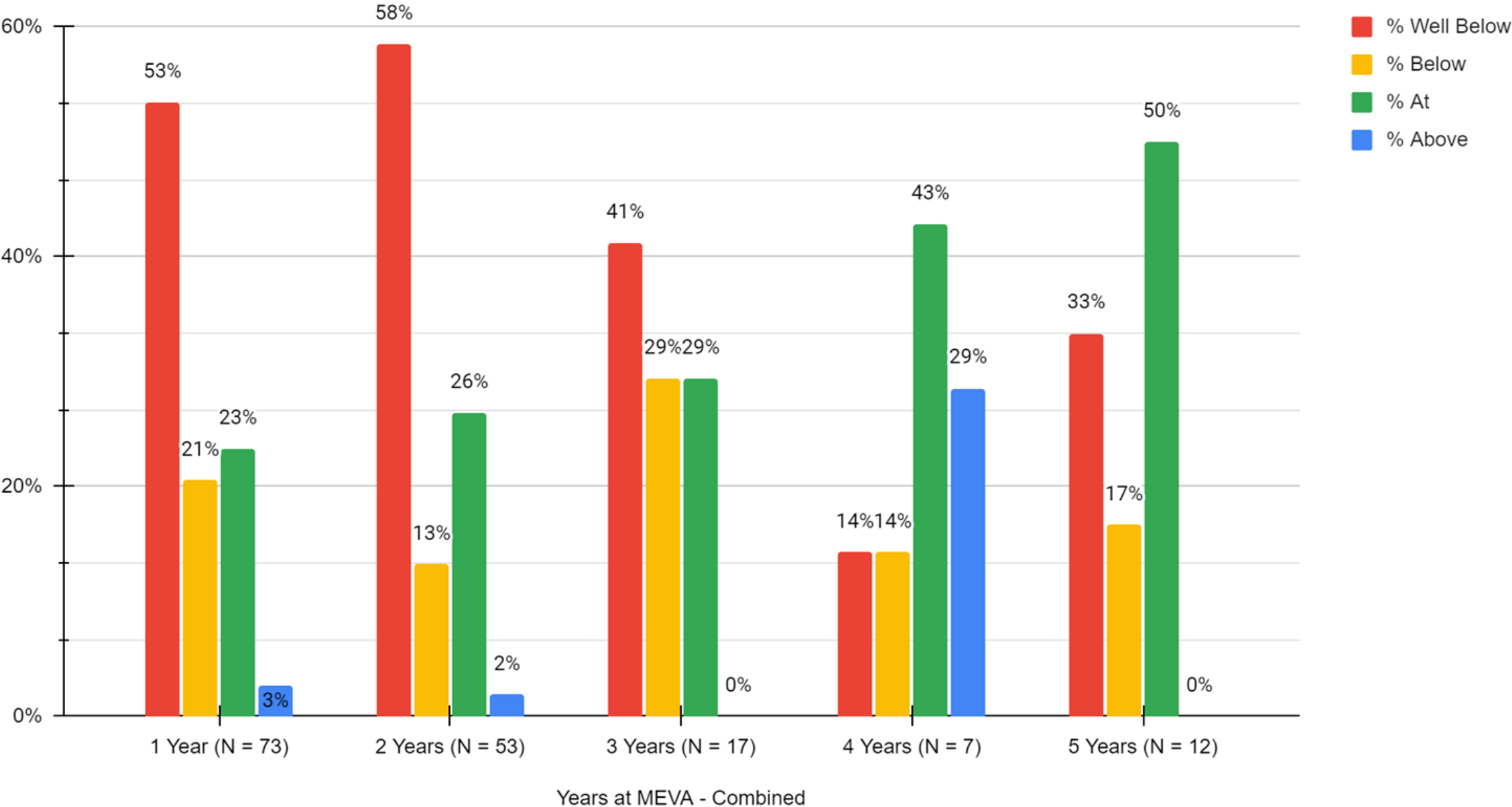
Key Takeaways

Strength

The strength is in Life Science, and in the High School. We are within 5% of the State in the High School.
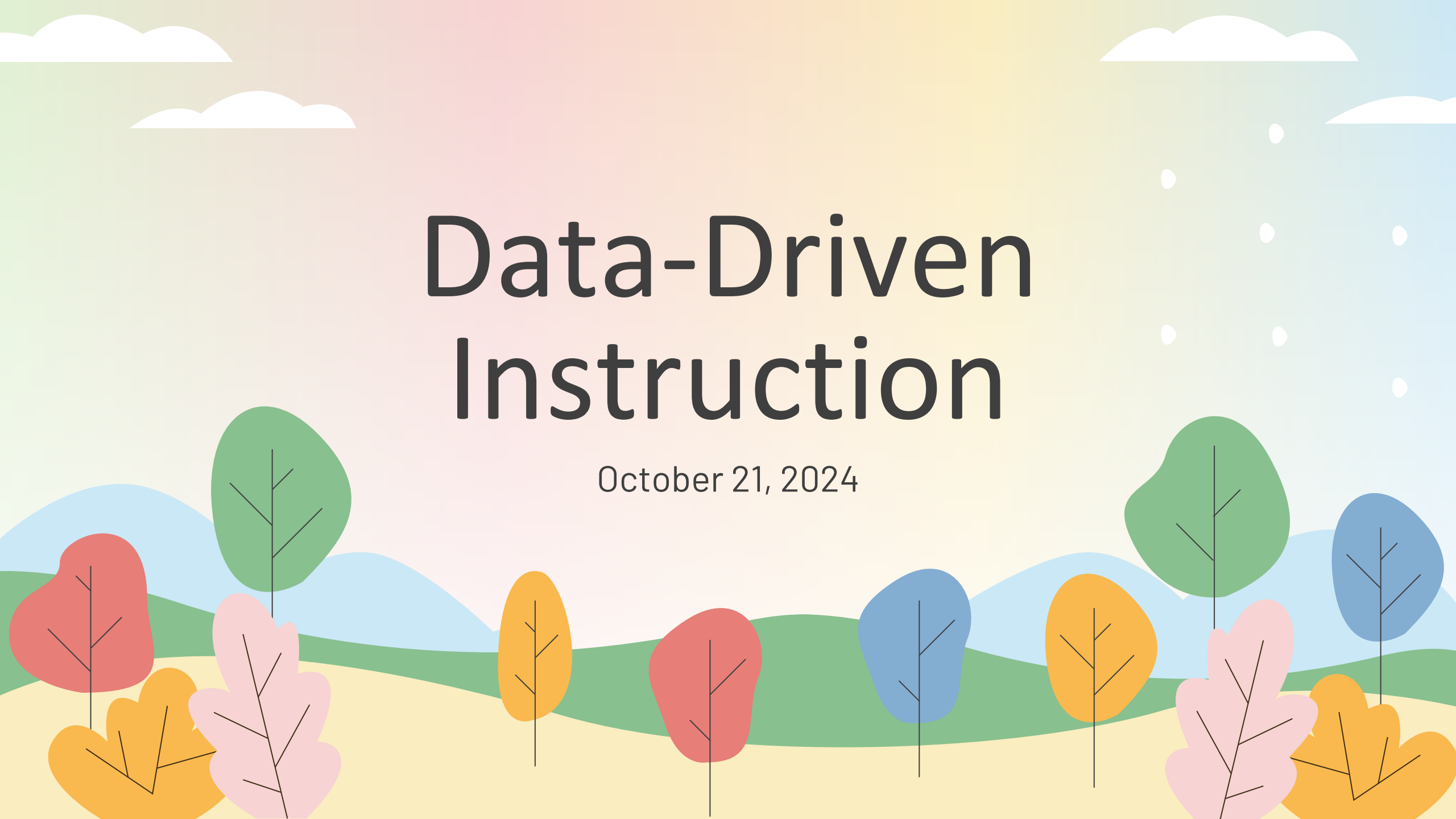

Weakness

The weakness is in Physical Science, and in 8th grade. We implemented a new MS curriculum to address this issue.
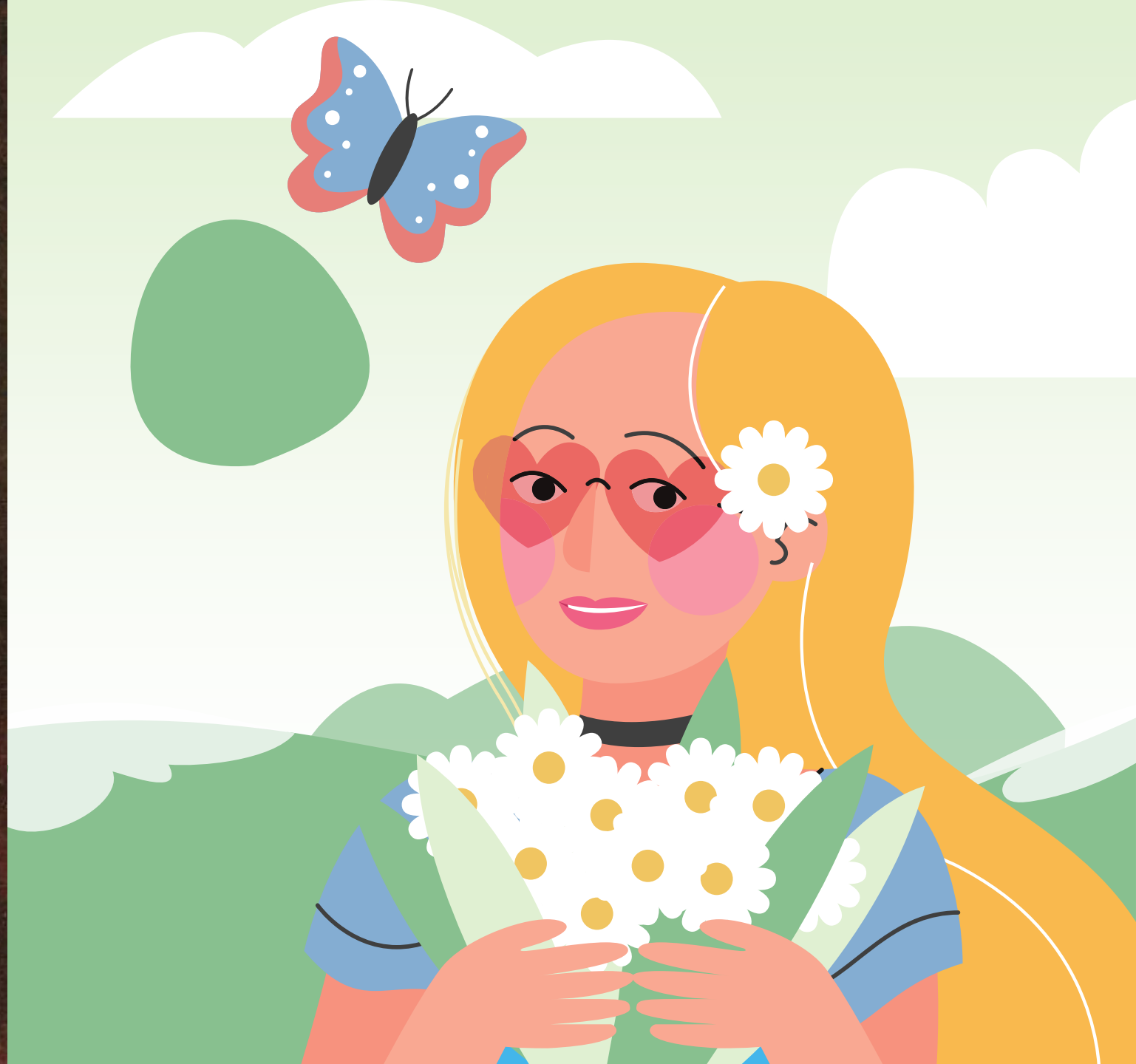
Data-Driven Instruction

Data-driven instruction (DDI) is a teaching method that uses student data to improve the learning experience:

1. **Assess**: Teachers regularly assess student learning through formative and summative assessments.
2. **Analyze**: Teachers analyze the data to understand what students are understanding and where they might be struggling.
3. **Adjust**: Teachers use the data to adjust their teaching methods and materials to better meet the needs of their students.
4. **Repeat**: Teachers repeat this cycle **intentionally**, such as daily or weekly.

Know
thy
impact.

~ John Hattie

Why?

MEVA strives to provide every student with an educational experience that fits their needs, grade-level expectations, and targeted support. Data-driven instruction allows us to do this. John Hattie's research shows that feedback and response to intervention (effect sizes 0.7 and 1.29, respectively) yield higher student effects.

What?

MEVA collects the following data for each student:

1. NWEA MAP Growth
2. i-Ready Algebra Readiness for students in grades 7-10, i-Ready Reading for students in grades 7 & 8, and MTSS students in grades 9 & 10.
3. Maine Through Year Assessment for students in grades 7, 8, & 10.
4. Maine Science Assessment for students in grades 8 & 11.
5. College Board's ACCUPLACER for seniors and early graduates
6. Individual Learning Plans

Where?

The Data for every student is being housed in the <u>2024-2025 Comprehensive Assessment Data File</u>.

Additionally, Data Video Files are available in the <u>Draft Data-Driven Instruction Guide</u> on how to find additional student and class data in the various data sites.

How?

1. Plan individual instructional intervention.
2. Develop daily instructional strategies.
3. Determine targeted goals for students and teachers.
4. Monitor student and teacher progress.
5. Discover professional development opportunities.

Data-Driven Instruction

Allows you to "Know thy Impact"

...the greatest effects on student LEARNing occur when the TEACHers become **LEARNers of their own TEACHing** and...

...when students become their **own TEACHers**.

John Hattie
– Visible Learn... 2009, p. 22)

SUPPORT, Evidence-Based Practices: Collective Teacher Efficacy, Providing MEVA's Universal Accommodations.

- Lena's presentation.

Enhancing Accessibility in the Virtual Learning Environment

Universal Accommodations and providing appropriate Modifications to support learner agency and progress

What is an Accessible Virtual Course?

→ Designed for all students, including those with identified disabilities as well as the vast challenges that our learners bring to their learning environment

→ Allows everyone to fully participate and learn

→ Uses universal design principles (UDL)

What do you think makes a course accessible?

Why are Universal Accommodations and Accessibility Important?

➔ Ensures equal access to instruction (educational programming) for all learners
➔ Creates a better learning experience for everyone
➔ It's required by law

Can you think of a time when you faced barriers in accessing information? How did this make you feel?

Principles of 7 Universal Instructional Design (UID)

Instructional materials and activities should...

...ensure a learning space that accommodates both students and instructional methods.

...be accessible and fair.

learning space

accessible

...minimize unnecessary physical effort or requirements.

...provide flexibility in use, participation and presentation.

minimize effort

flexible

supportive

consistent

...provide a supportive learning environment.

...be straightforward and consistent.

explicit

...be explicitly presented and readily perceived.

uid

Accessible Course Materials

- Use clear, consistent layouts
- Explicitly teach and walk learners through accessing/navigating and manipulating all materials, content, resources, and supplemental applications
- Structure headings and lists properly
- Provide descriptive links
- Use accessible document formats
- Include text descriptions for images

Making Text Readable

- Use large, bold, sans-serif fonts
  - Verdanna, Tahoma. Georgia, Helvetica, Calibri, Trebuchet
  - Ensure high contrast between text and background
- Avoid relying on color alone to convey information
- Keep layouts simple and uncluttered

Accessible Videos and Audio

- Caption all videos
- Provide transcripts for audio content
- Scrub the video
- Use audio description when necessary

Why are captions helpful even if learners do not have hearing difficulties?

Inclusive Teaching Methods

- Present content in multiple ways (text, video, audio)
- Offer various communication options
- Provide multiple ways to demonstrate learning
- Give clear instructions and expectations

Can you think of different ways you prefer to learn new information?

Accommodating Diverse Learners

- Allow adequate time for activities and tests
- Offer scaffolding tools (outlines, study guides)
- Provide opportunities for practice
- Give feedback on project parts

How could these strategies help learners in their classes?

Technology Considerations

- Ensure course tools work with keyboard navigation
- Minimize required technology skills
- Provide resources for learning necessary tech skills

What challenges have you faced with online learning tools?
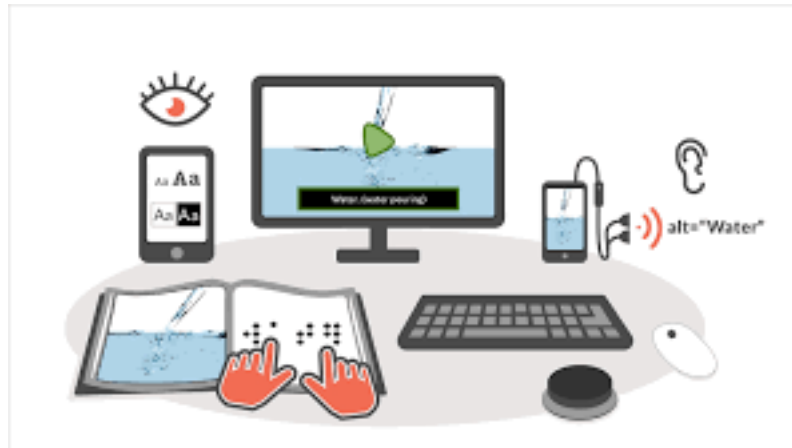
Creating an Inclusive Environment

- Use inclusive language
- Provide examples relevant to diverse backgrounds
- Be open to providing accommodations - collaborate with SE faculty on modifications that are explicit and individual to each learner
- Foster a welcoming atmosphere for all

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~Recognize exclusion is often subconscious
~Build inclusive design thinking in from the start
~Engage and research widely
~Learn from diversity
~Make services feel familiar
~Provide easy access to human assistance
~Keep everything simple

7 principles for inclusive design

1. Recognise exclusion is often subconscious
2. Build inclusive design thinking in from the start
3. Engage and research widely
4. Learn from diversity
5. Make services feel familiar
6. Provide easy access to human assistance
7. Keep everything simple

Accommodations vs Modifications

ACCOMMODATION VS **MODIFICATION**

Supports that are put into place to help a student access the general curriculum. The expectations of the general education curriculum do not change.

Changes in the curriculum, based on the student's individual abilities. Modifications typically change the instructional level, content, or performance criteria for the student.

@POSITIVELYLEARNING

What are the 4 types of accommodations?

- Presentation—how students receive information
- Responding—how students show what they know
- Setting—how the environment is made accessible for instruction and assessment
- Scheduling—how time demands and schedules may be adjusted

Here are some examples of accommodations in each category:

➔ **Presentation:** Students may receive information in alternate modes, such as auditory, multisensory, tactile, or visual. For example, audiobooks may be used for students with reading challenges.

➔ **Response:** Students may complete assignments in different ways, such as using an assistive device or organizer. For example, students may be allowed to respond to writing prompts in audio format.

➔ **Setting:** The location of an assignment or assessment may be changed, or the conditions of the setting may be adjusted.

➔ **Scheduling:** The time allowed for students to complete assignments may be adjusted.

ACCOMMODATIONS — VS — MODIFICATIONS

ACCOMMODATIONS

- ✓ **Adjust _how_ a student learns**
- ✓ Address how much time they're given to complete work, how they will show content mastery, and what supports they use to access content
- ✓ **Examples:**

  - Listening to an audiobook version of a novel the class is reading
  - Using an aide as a scribe while they dictate essays
  - Masking half of a math worksheet at a time
  - Completing a shortened math worksheet with the same array of problem types and difficulties

MODIFICATIONS

- ✓ **Adjust _what_ a student learns**
- ✓ Change the expectations for what the student will learn of the grade-level content
- ✓ **Examples:**

  - Reading an abridged version of a novel the class is reading
  - Being assigned an essay that is shorter or about a less complex topic
  - Working on number identification through an assignment that the class is using to work on multiplication

www.undivided.io

What are the four types of modifications?

- ■ Variations in time: adapting the time allotted for learning, task completion, or testing.
- ■ Variation of input: adapting the way instruction is delivered.
- ■ Variation of output: adapting how a student can respond to instruction.
- ■ Variation of size: adapting the number of items the student is expected to complete

Examples of Modifications

➔ Allowing a student to choose from a few options instead of having to create responses entirely on their own

➔ Overlooking certain aspects like grammar or spelling when grading assignments

➔ Tailoring assignments to fit the student's current skill level, ensuring they are appropriately challenged

➔ Reducing the amount of reading material or the number of test questions to match the student's learning pace

➔ Adjusting math problems to fit the student's proficiency level, such as using simpler multiplication or addition tasks

➔ Assigning shorter or modified tasks, like writing a single paragraph instead of a multi-paragraph essay, or providing summaries instead of full-length texts

Accommodation	Modification
• A strategy used to help a student with learning needs access the same curriculum as their peers.	• A strategy used to help a student with significant learning needs achieve the same curriculum as their peers.
• Curriculum learning expectations and outcomes are the same.	• Curriculum learning expectations and outcomes are different.
• Occurs in the general education classroom.	• Occurs in the general education classroom.
• Tools, materials, technology, visual aids, physical space, and timing are used to help the student *access* the curriculum.	• Tools, materials, technology, visual aids, physical space, and timing are used to help the student *achieve* the curriculum.
• Grading is the same.	• Grading is different and appropriate to the student's specific developmental level and learning needs.

www.theinclusiveclass.com

Collective Quiz

1. Which of the following is an example of a physical accommodation in the classroom?
   A. Sign language interpreters
   B. Adjustable desk
   C. Behavioral charts
   D. Extended time on tests

2. Modifications in education typically involve:
   A. Using assistive technology
   B. Altering seating arrangements
   C. Providing different textbooks
   D. Changing learning objectives

3. Which of the following is NOT a type of accommodation?
   A. Curriculum-based modifications
   B. Timing
   C. Response
   D. Presentation

4. Providing audio books instead of printed texts to students with dyslexia is an example of:
   A. A modification in testing
   B. A scheduling accommodation
   C. A behavioral intervention
   D. A presentation accommodation

5. An example of a testing modification for a student with learning disabilities might be:
   A. Providing scratch paper
   B. Allowing the student to respond orally to test questions
   C. Conducting the test in a quiet room
   D. Offering extended time

6. Which of the following is true about accommodations in education?
   A. They are intended to provide equal access to learning without lowering academic expectations
   B. They fundamentally change what a student is expected to learn
   C. They are only used for students with physical disabilities
   D. They require altering the overall curriculum for all students in a class

7. The primary difference between accommodations and modifications is that accommodations:
   A. Change the learning objectives and performance expectations
   B. Adjust the means of accessing information without altering academic expectations
   C. Are only applicable to non-academic activities
   D. Apply exclusively to standardized testing

8. Universal Design for Learning (UDL) aims to:
   A. Create flexible learning environments to accommodate individual learning differences
   B. Develop standardized tests that are easier for all students
   C. Offer accommodations only to students with physical disabilities
   D. Provide individualized education programs for students with disabilities

9. A student may be provided curricular _____, in which methods or materials are changed but learning goals remain the same.
   A. modifications
   B. assistance
   C. accommodations
   D. specializations

10. Curricular _____ are designed to change the curriculum in a way that allows the student to live up to reasonable learning objectives that are lower than their peers.
   A. modifications
   B. assistance
   C. accommodations
   D. specializations

If you are interested in quizzing yourself more:
https://wordwall.net/resource/58531443/accommodation-vs-modification

Legal Framework

Navigating the legal landscape for accommodations and modifications is a crucial aspect of the process. Here's a quick rundown of the key laws to know:

- **Individuals with Disabilities Education Act (IDEA):** Guarantees that students with disabilities get a free, appropriate public education through personalized IEPs.
- **Section 504 of the Rehabilitation Act:** Makes sure students with disabilities are not discriminated against and receive reasonable accommodations in all federally funded programs.
- **Americans with Disabilities Act (ADA):** Extends protections to all public and private entities, ensuring equal access to education and services.
- **Every Student Succeeds Act (ESSA):** Ensures that students with disabilities are fairly assessed and receive the support needed to meet academic standards.
- **Family Educational Rights and Privacy Act (FERPA):** Safeguards the privacy of student records, including details about accommodations and modifications.

Questions…..Insights…..Feedback

Next up on the PD schedule

Instructional Methods and Strategies that supports Universal   Accommodations and Enhances Student Engagement

Other

- Other topics and/or questions?

- Next Process Improvement Meeting on **Monday, October 28th, 3:00 pm**. **Veterans Day is Monday, November 11th, and Thanksgiving Break is Wednesday, November 27th through Friday, 29th**. *All MEVA faculty are off for these well-deserved holidays.*

- MEVA **virtual** high school graduation on **Friday, June 6th at 2:00 pm**. MEVA **virtual** eighth grade recognition ceremony on **Friday, June 13th at 11:00 am**.

- Looking ahead, the Last Day of School is **June 13th**.

- 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.