

Process Improvement Meeting Agenda – 1/27

- MEVA Mission and Vision.
- MEVA Overview of Mid-Year Performance.
- MEVA Assessment Calendar and Strategic Goals (Reading Growth and Math Proficiency).
- **MEVA Comprehensive Needs Assessment.**
- MEVA Win over the student.
- ASSESSMENT: Schoolwide Winter NWEA MAP Growth Results – Dr. Christina O’Grady.
- SUPPORT: MTSS Refresher – Dr. Christina O’Grady.
- INSTRUCTION: Curriculum Mapping Update – Dr. Christina O’Grady.
- INSTRUCTION: Time to Review Grade-Level Winter NWEA Results.
- Other and next Process Improvement Meeting on Monday, February 3rd, 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

Let's Celebrate Our Mid-Year Accomplishments!

- Congratulations to everyone for a job well done!

The National Museum of Art of Romania

Jan Brueghel the Elder

(Bruxelles, 1568 - Antwerp, 1625)

Flemish school

Oil on wood

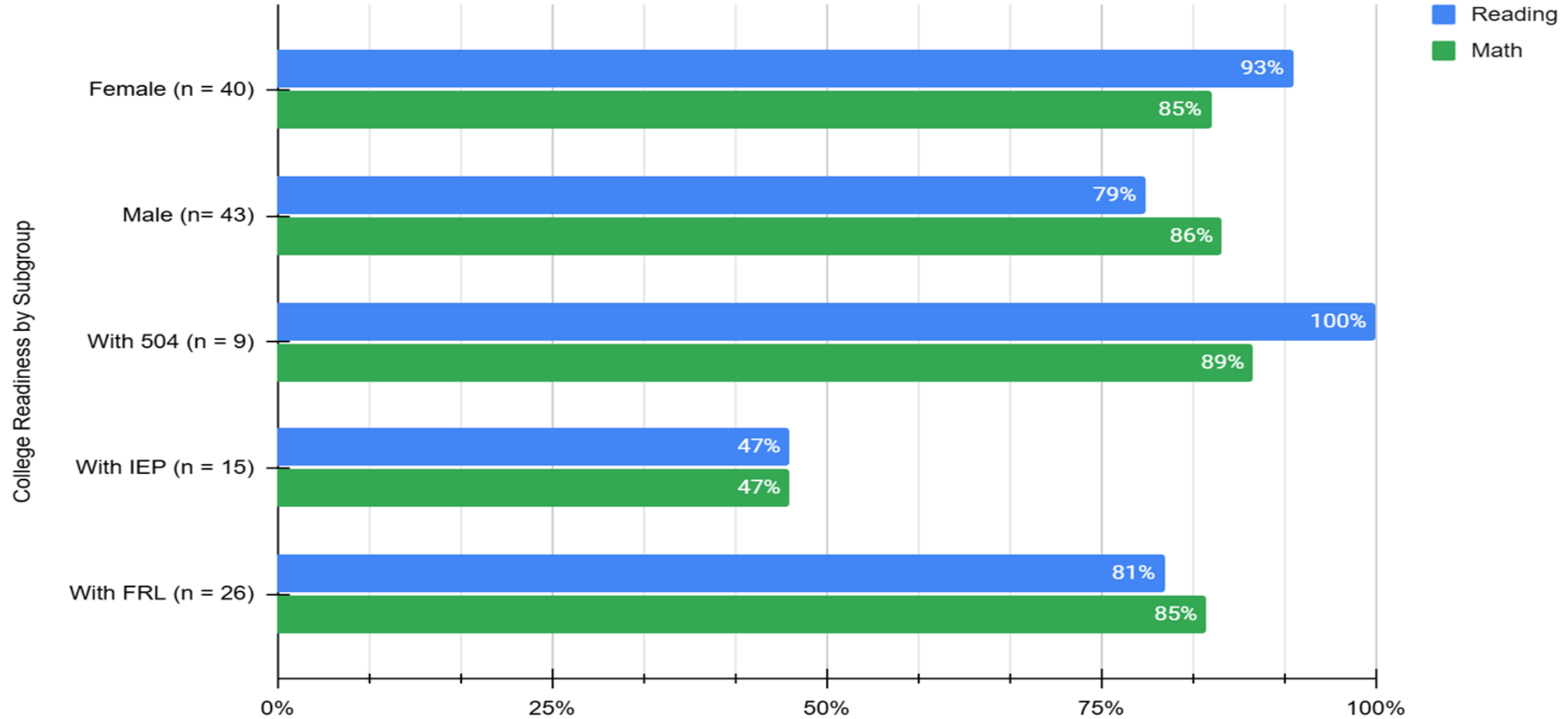


SY2024/2025 Overview of Mid-Year Performance

- 95% Post-10/1 Retention. Currently exceeding the target.
- The Winter NWEA MAP had 95%+ participation in each subject.
- Schoolwide, MEVA students outperformed the prior year on the NWEA MAP Growth math, reading, and language usage. MEVA met our self-designed performance measure in each area (median growth greater than 50th %ile).
- The MAP assessments provide valuable data to inform our curriculum mapping, MTSS, and classroom practices.
- Fall to Winter Growth Performance measures for middle school growth (grades 7 & 8): meeting in math (54%); approaching in reading (40%) and language usage (36%).
- Overall Accuplacer Results are meeting/exceeding the expectation in math (83%) and reading (86%). The special education subgroup is an area of need.

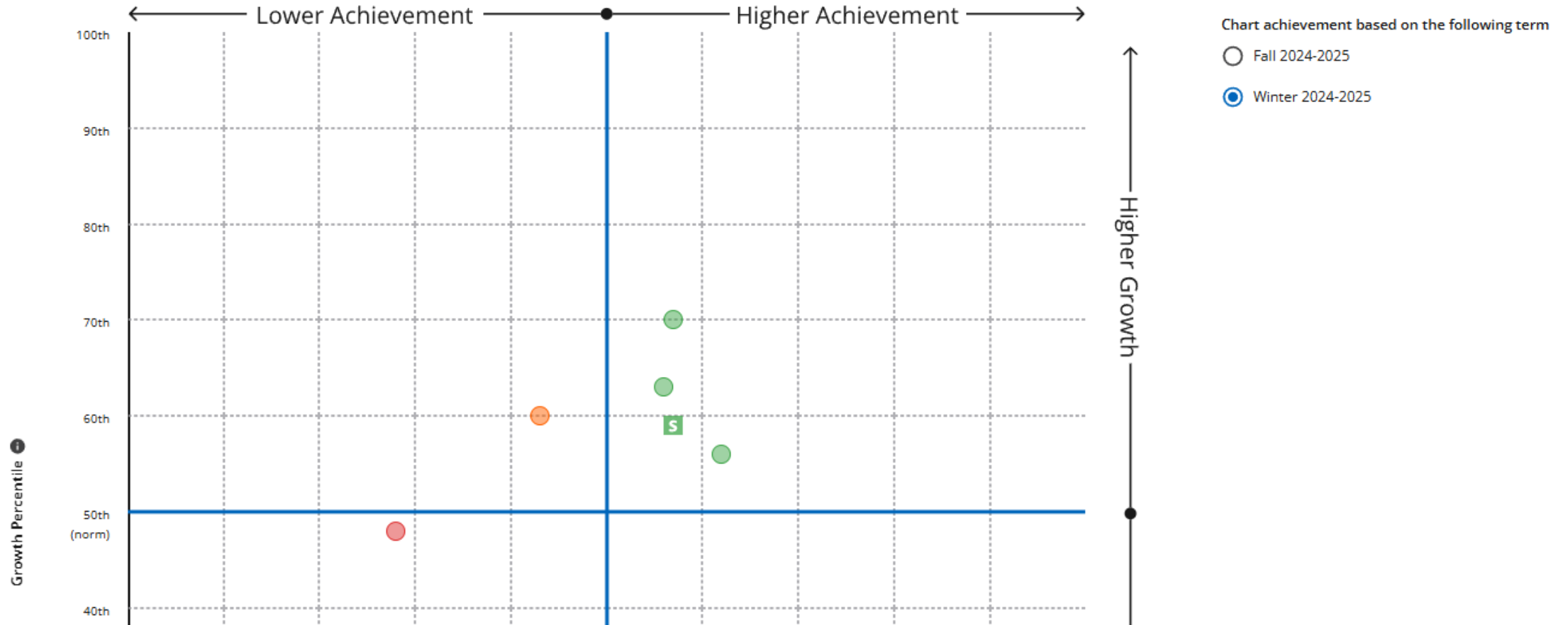
Overall - 87 Seniors			*Includes graduated juniors
	Completed	College Ready	
Reading	95%	86%	
Math	95%	83%	

College Readiness by Subgroup



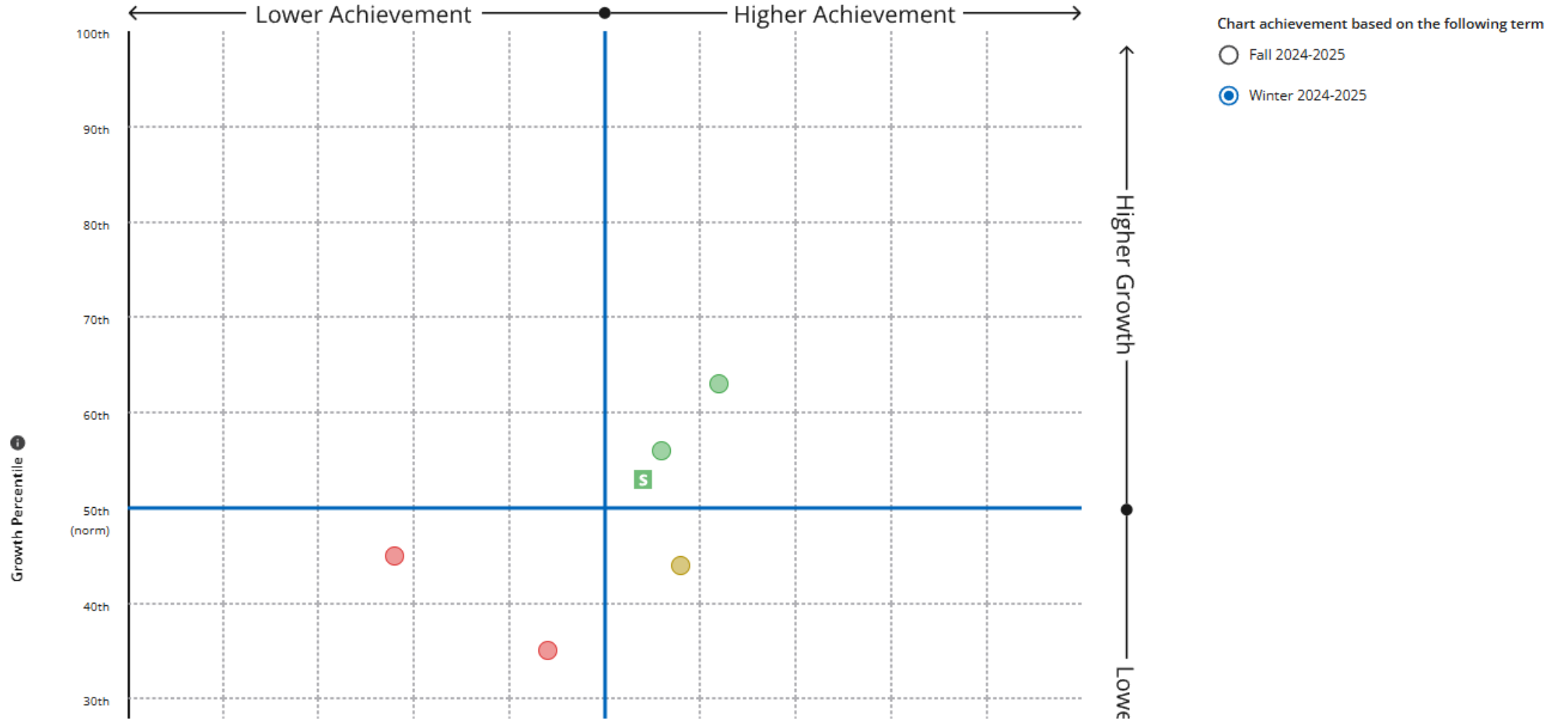
Growth and Achievement Quadrant By Grade

Maine Virtual Academy | Math K-12



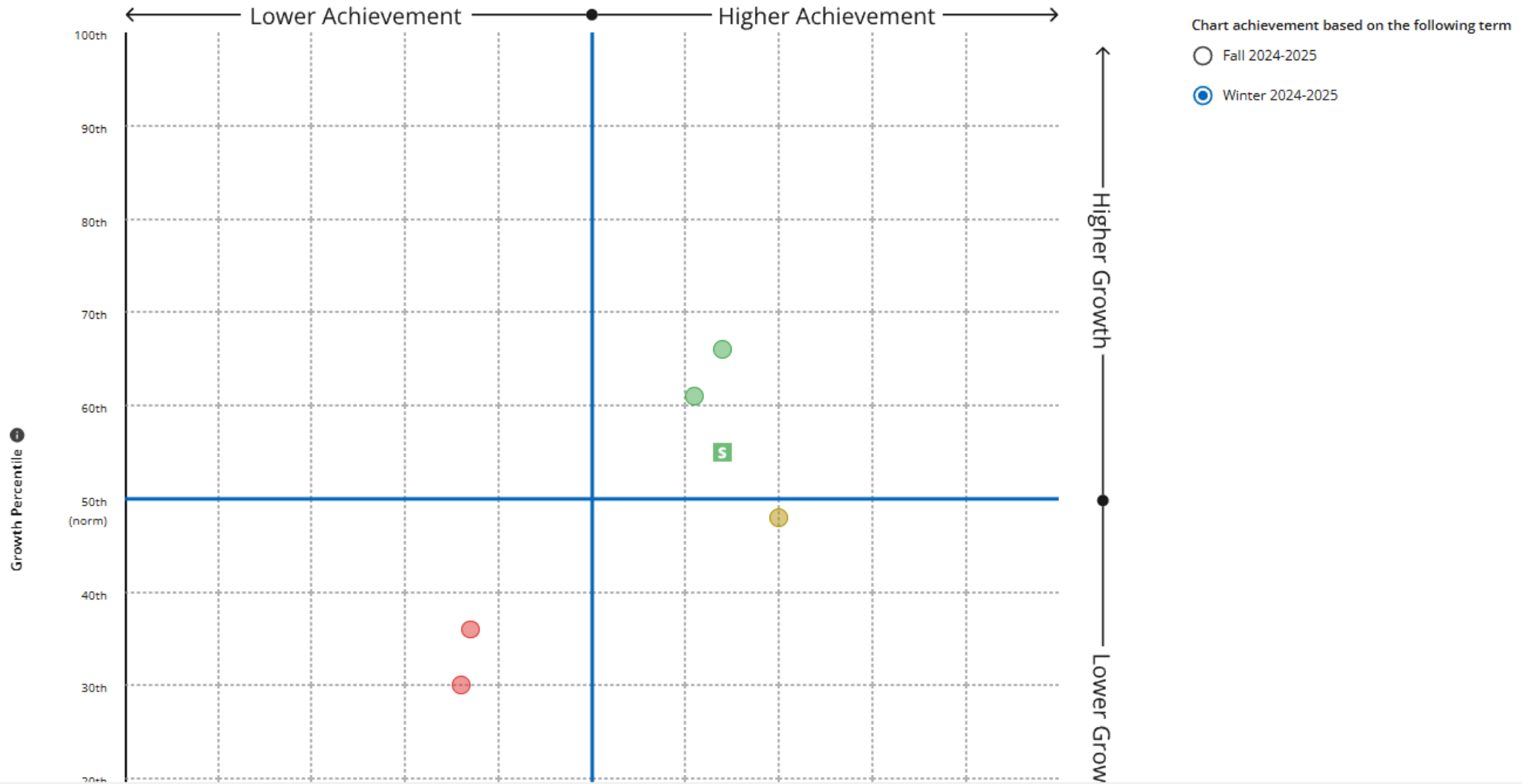
Growth and Achievement Quadrant By Grade

Maine Virtual Academy | Reading



Growth and Achievement Quadrant By Grade

Maine Virtual Academy | Language Usage



What we need to do.

- Continue schoolwide collaborations – valuable insights are shared at department meetings, nice work!
- Continue encouraging your students to attend MTSS sessions to build their growth skills.
- Incorporate growth-building skills into your courses and lessons.
- Consider reading contests and other activities that generate excitement about books.
- Spend time reviewing your students' data. Consider offering student-reflection activities and rewards for meeting growth expectations.

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	<p>7th & 8th Graders - Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina)</p> <p>9th Graders for Fall 2024 - August 26-30, 2024 (3 pm with Christina)</p> <p>10th Grader - August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina)</p> <p>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.</p>	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing

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 Strategic Goals – Reading Growth

- The Fall to Winter MAP Growth Results illustrate that we are closing the gap on this strategic goal. As of Winter 2025, we have accomplished the short-term goal of at least three out of five subgroups meeting.
- Middle school (grades 7 & 8) subgroups: IEP (44%), 504 (75%), F&R (37%), Male (50%), Female (52%).

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 (Updated) – Math Proficiency

- The single term Winter NWEA MAP achievement results show that we are closing the gap towards this strategic goal. Percentages of students who are above the sixtieth percentile in math:
 - Grade 7 – 40%. ME 38%.
 - Grade 8 – 32%. ME 39%.
 - Grade 10 – 50%. ME 42%.

Comprehensive Needs Assessment

- English Language Arts (reading and language) growth continues to be our largest area of need, especially in the middle school.
- Math proficiency is likely improving, but the middle school (grades 7 & 8) needs attention.
- We are aiming for consistency across grade levels with respect to growth, achievement/proficiency, and school climate.

Win Over the Student!

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

Immediate intervention has been recognized as the most effective method in student retention. Every role within the school plays an important part in this effort.

Without our Students there would be no MEVA!

Win Over & Rapport

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

Communication

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

Withdrawal Mitigation Process

- **Ask why?** - Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords;** lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** - Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.
- **Advocate for MEVA’s programs** - Share information on our clubs, self-paced options, and student support opportunities. See if they are willing to have a team meeting to talk over work credit options, early college opportunities, and so much more. Some students may qualify for early graduation.
- **Document, document, document** - your mitigation efforts in contact logs within Infinite Campus, then *submit a “Rapid Response” form below*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [24-25 Rapid Response \(Intervention\) Form](#)

From Cornell's TCI and CARE model.

weCARE

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



NWEA Data Winter 2025

January 27, 2025

Participation

Final Participation Numbers										
	Total Students on Roster	Prelim # Math	Prelim % Math	% SE Complete	Prelim # Reading	Prelim % Reading	% SE Complete	Prelim # Language	Prelim % Language	% SE Complete
7th Grade	44	43	97.73%	91.67%	43	97.73%	91.67%	43	97.73%	91.67%
8th Grade	35	34	97.14%	93.33%	34	97.14%	93.33%	35	100.00%	100.00%
9th Grade	81	77	95.06%	88.89%	78	96.30%	94.44%	77	95.06%	88.89%
10th Grade	125	118	94.40%	91.67%	117	93.60%	88.89%	119	95.20%	91.67%
11th Grade	118	110	93.22%	90.00%	110	93.22%	90.00%	110	93.22%	90.00%
Schoolwide	403	382	94.79%	91.09%	382	94.79%	90.10%	384	95.29%	92.08%
Fall-Winter Growth										
	% of Students who Met			% of Projected Growth Met						
	Math	Reading	Language	Math	Reading	Language				
7th Grade	57.1%	34.3%	34.3%	157.0%	51.9%	48.9%				
8th Grade	50.0%	48.1%	37.9%	87.1%	46.8%	2.7%				
9th Grade	60.9%	47.1%	60.9%	196.3%	64.9%	202.6%				
10th Grade	54.4%	59.8%	51.0%	133.0%	169.9%	0.0%				
11th Grade	65.3%	56.4%	55.4%	404.1%	156.5%	130.7%				

Overall Growth Numbers

MATH	By Grade	Met Projected RIT		Did Not Meet Projected RIT	
		Number	Percentage	Number	Percentage
Met Projected RIT	336	198	59%	138	41%
Grade 7	35	20	57%	15	43%
Grade 8	28	14	50%	14	50%
Grade 9	69	42	61%	27	39%
Grade 10	103	56	54%	47	46%
Grade 11	101	66	65%	35	35%

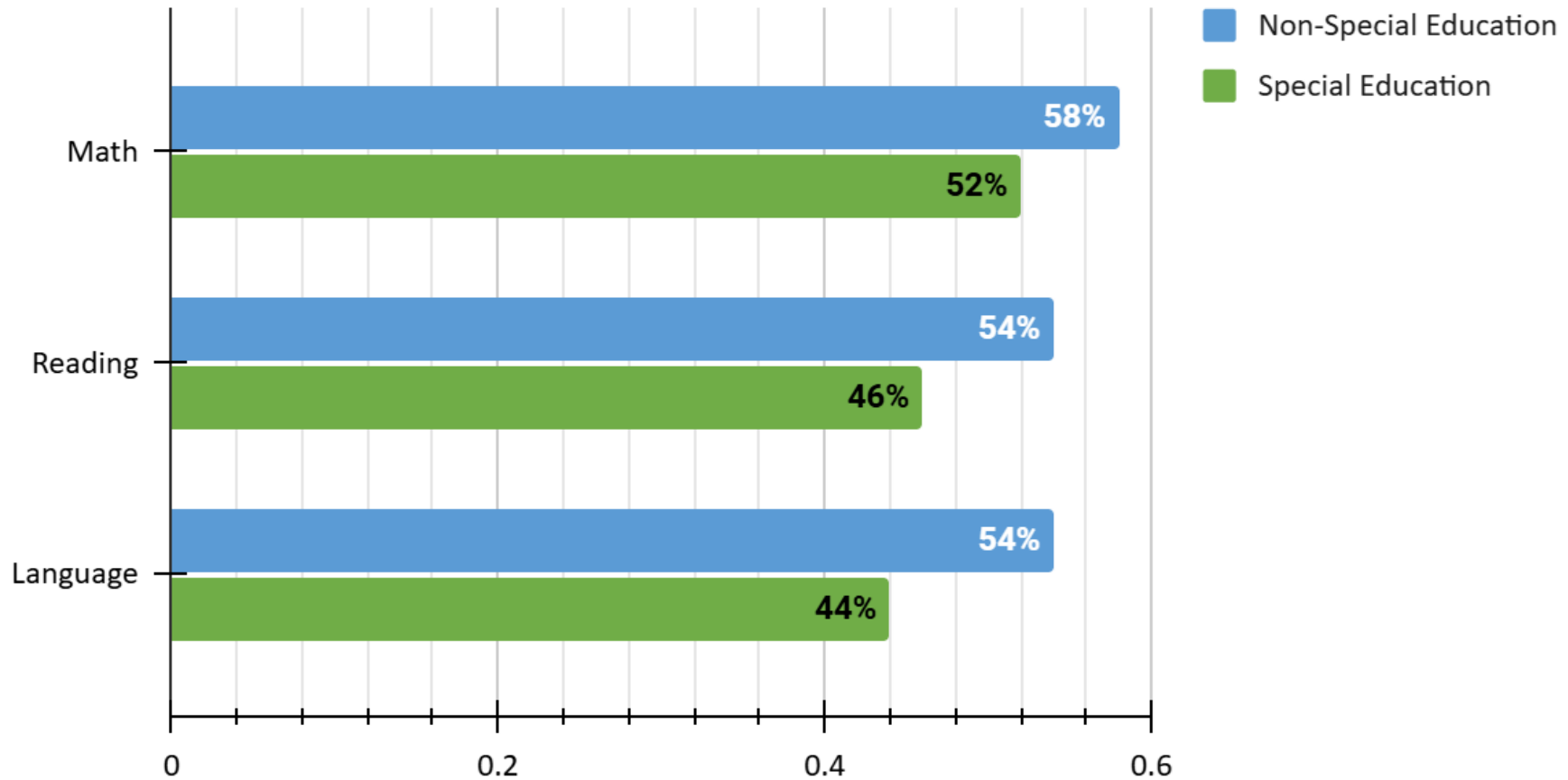
	Median Growth Percentile		
	Math	Reading	Language
Grade 7	32	28	25
Grade 8	35	31	47
Grade 9	56	56	58
Grade 10	60	58	68
Grade 11	57	56	64
Overall	59	53	55

READING	By Grade	Met Projected RIT		Did Not Meet Projected RIT	
		Number	Percentage	Number	Percentage
Met Projected RIT	335	176	53%	159	47%
Grade 7	35	12	34%	23	66%
Grade 8	27	13	48%	14	52%
Grade 9	70	33	47%	37	53%
Grade 10	102	61	60%	41	40%
Grade 11	101	57	56%	44	44%

LANGUAGE	By Grade	Met Projected RIT		Did Not Meet Projected RIT	
		Number	Percentage	Number	Percentage
Met Projected RIT	338	174	51%	164	49%
Grade 7	35	12	34%	23	66%
Grade 8	29	11	38%	18	62%
Grade 9	69	42	61%	27	39%
Grade 10	104	53	51%	51	49%

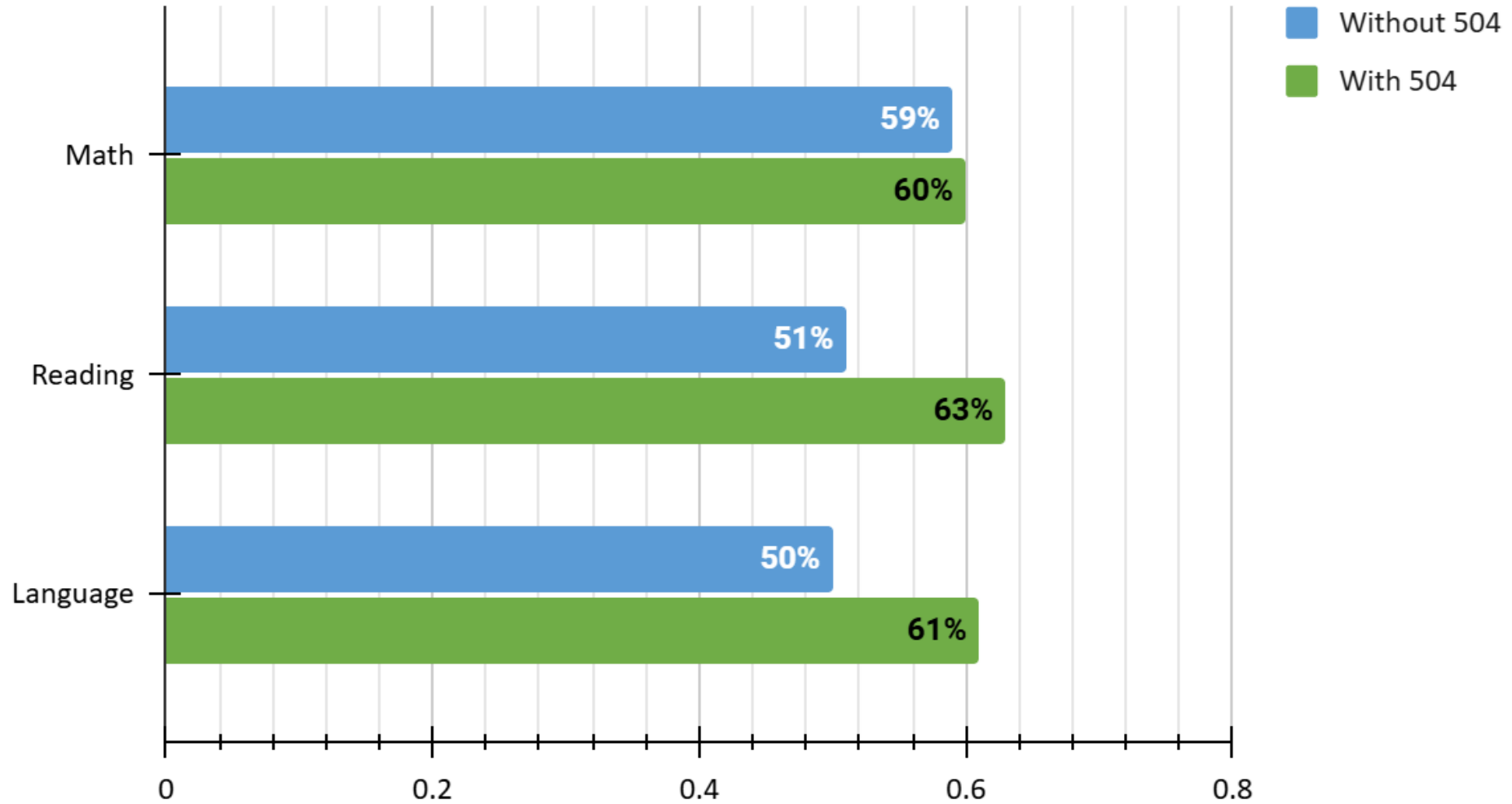
Subgroup Data

Met RIT Growth Comparing Non-Special Education and Special Education



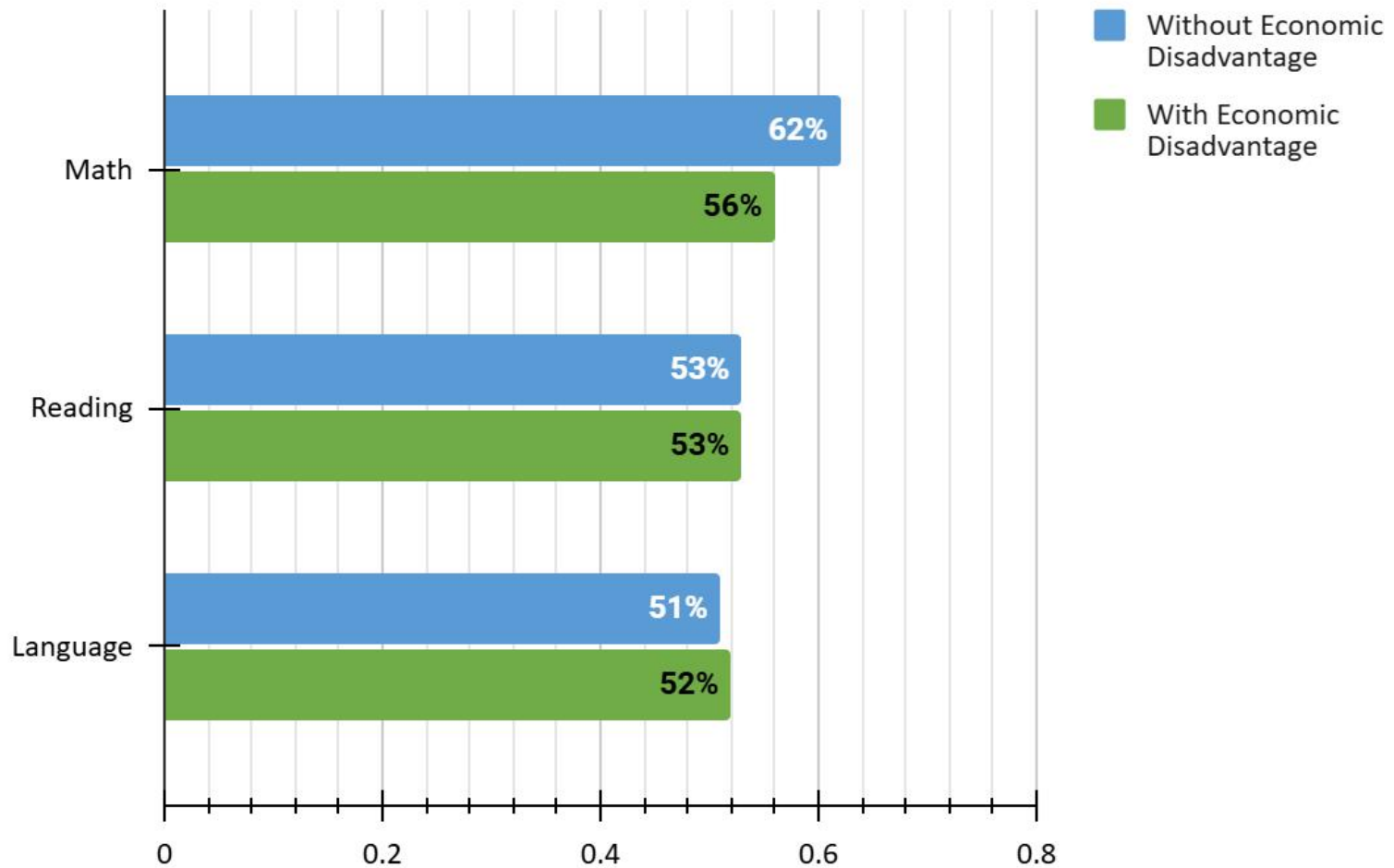
Subgroup Data

Met RIT Growth Comparing Students Without and With a 504 Plan



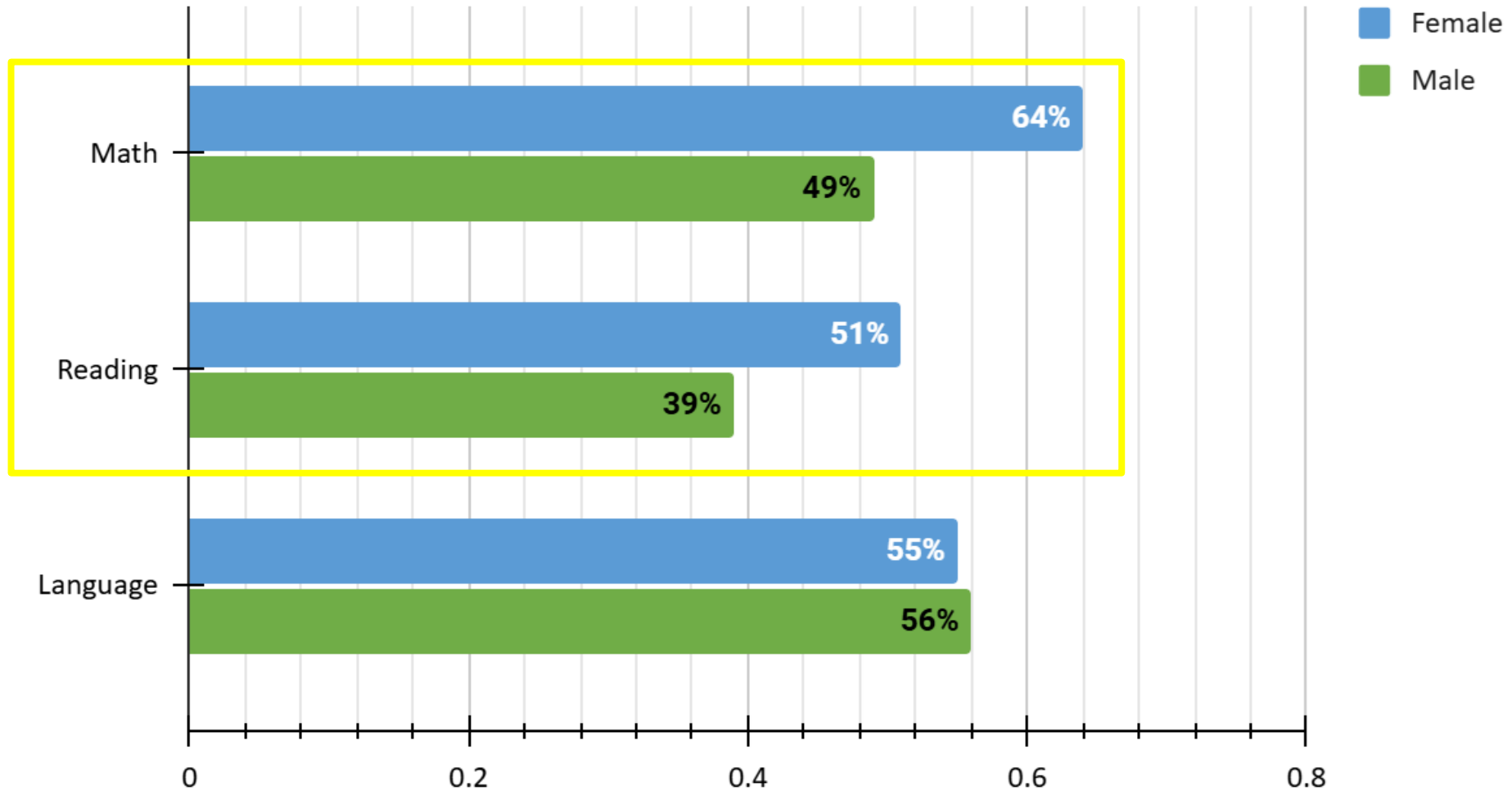
Subgroup Data

Met RIT Growth Comparing Students Without and With Economic Disadvantage



Subgroup Data

Met RIT Growth Comparing Female and Male Students



Strategic Goal #1

Reading Growth (7 & 8th Grade)

Subgroup Data	
	Met Growth
Students with IEP*	44.40%
Students with 504	75.00%
Students with FRL*	37.00%
Male	50.00%
Female*	51.50%
*Removed one student who qualifies for MSAA	

- Our goal is to have three out of the five subgroups achieving the 45% threshold by Spring 2025.
- We have three out of three meeting, with the fourth subgroup very close to the 45%.

Strategic Goal #2

Math Proficiency (7, 8, & 10th Grade)

Math				
	NWEA	i-Ready		
	Met Growth	Grade Level	1-2 Grades Behind	3+ Grades Behind
Grade 7	57%	46%	0%	54%
Grade 8	50%	38%	8%	54%
Grade 10	54%			

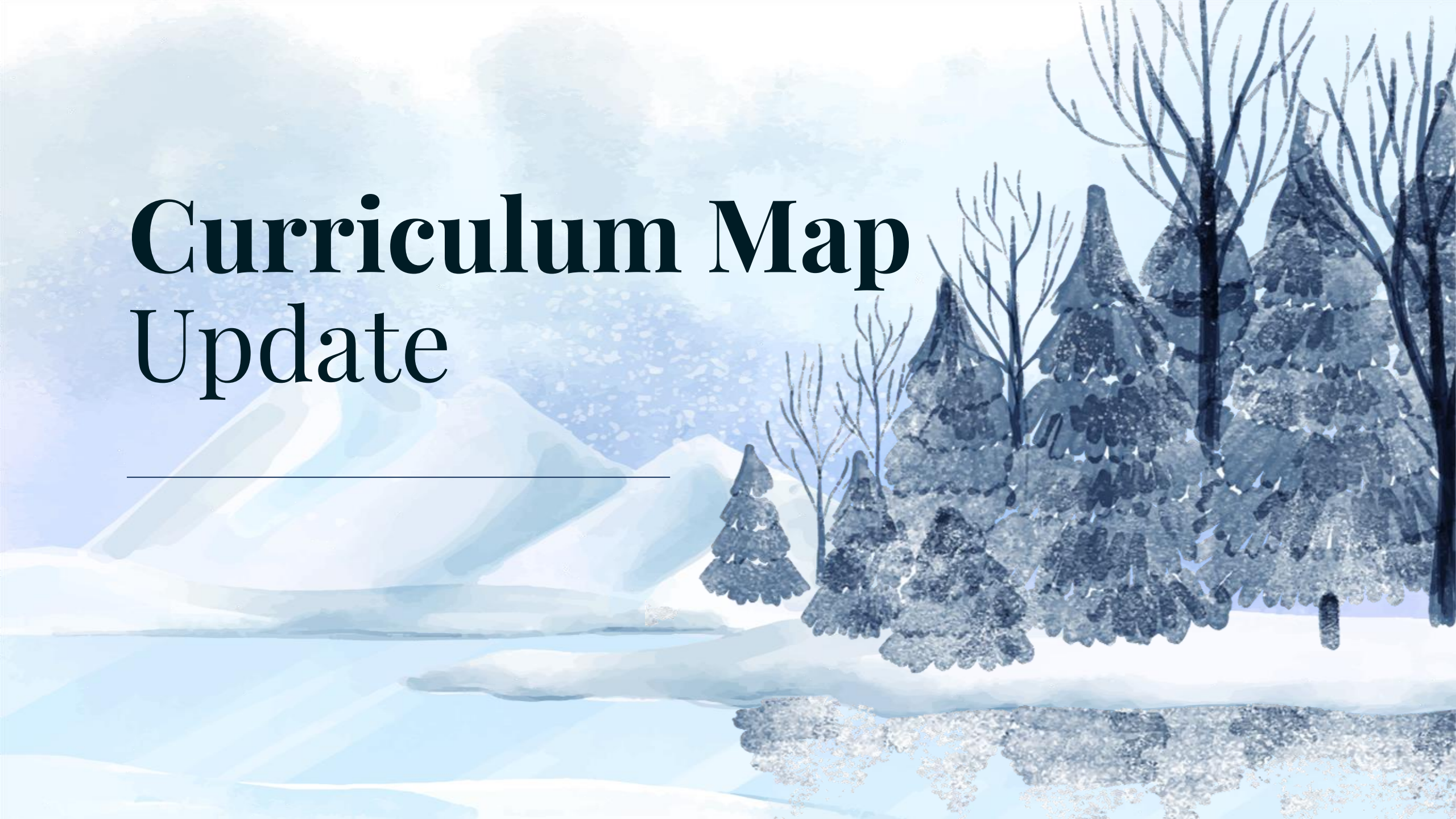
- Shows a positive trend in the MS towards meeting the strategic goal. Not enough data in the HS to report (20/120 students tested).
- Baseline data for this goal from MDOE MEA:
 - Grade 7 - 26%
 - Grade 8 - 21%
 - Grade 10 - 24%
 - Overall - 24%

MTSS Data

- For the Fall Semester, students in the 0-30th percentile were qualified for MTSS. The results for these students is below.
- Remember, for the Spring Semester, students in the 0-40th percentile qualify for MTSS.
- The students in MTSS, grades 7-12, are invited to a small group in math and/or reading.

	Math	Reading
Total	62	74
Hasn't Tested	4.80%	2.70%
No Longer Qualifies (0-40)	25.80%	20.30%
No Longer Qualifies (0-30)	37.70%	37.80%

Curriculum Map Update



Curriculum Advisory Committee

The Curriculum Advisory Committee consists of:

Tina (Board Member)

Dr. Browne (Head of School)

Don Fournier (Academic Administrator)

Dr. O'Grady (Curriculum Coordinator)

Lauren Sroka (MS ELA Teacher)

Heather Larcher (HS Math Teacher)

Vanessa Richardson (HS Social Studies Teacher)

Anthony Barletta (HS Science Teacher)

Matt Corbett (MS/HS Ed Tech)

Rubric

We are using the rubric below to evaluate each map. Steps for evaluation:

1. Committee evaluates the map, and provides feedback
2. Dr. O'Grady copies the completed rubric, and sends the feedback to the teacher(s)
3. The teachers complete the necessary changes
4. The Committee re-evaluates the map, and either recommends moving forward to the board or sending it back for additional edits.

Criteria	Needs Improvement (1)	Developing (2)	Proficient (3)	Exemplary (4)
Unit Summary	Summary is vague or missing. Learning expectations are unclear or not stated.	Brief summary provided, but lacks detail. Learning expectations are partially stated.	Clear summary of the unit provided. Most learning expectations are stated.	Comprehensive summary of the unit. All learning expectations are clearly and concisely stated.
Scope & Sequence (Timeline)	No scope and sequence provided, or it's incomplete.	Basic scope and sequence provided, but lacks detail or clear sequencing.	Detailed scope and sequence provided with clear sequencing.	Comprehensive scope and sequence with clear, logical sequencing.
Assessment Description	Assessment descriptions are vague or missing. No clear connection to standards.	Basic description of assessments provided. Some connection to standards, but not clearly articulated.	Clear description of assessments with evident connection to standards. Most parents/students would understand what's being assessed.	Detailed, clear assessment descriptions with explicit connections to standards. All parents/students would easily understand what's being assessed and how.
Pacing (Per Unit)	No pacing information provided, or it's severely inadequate.	Basic pacing information provided, but lacks detail or clarity. Not clearly indicated on the platform or scope and sequence.	Clear pacing information provided for each unit. Indicated on the platform and scope and sequence. Provides a general expectation of time required.	Comprehensive, flexible pacing information provided for each unit. Clearly indicated on both the platform and scope and sequence. Provides detailed time expectations with notes on potential adjustments.
Standards Alignment	No clear alignment with educational standards, or standards are missing entirely.	Some attempt at aligning with standards, but connections are weak or inconsistent. Many relevant standards are missing.	Most content is aligned with appropriate educational standards. Some minor gaps or inconsistencies may exist.	All content is clearly and consistently aligned with appropriate educational standards. Alignment is explicit, comprehensive, and enhances the curriculum.
Ease of Understand and Completeness	Curriculum is difficult to understand or follow. Many essential elements are missing or poorly explained.	Some parts of the curriculum are clear, but others are confusing. Some essential elements are present, but there are significant gaps.	Most of the curriculum is easy to understand. Most essential elements are present and well-explained, with only minor omissions.	Entire curriculum is clear, logical, and easy to follow. All essential elements are present, thoroughly explained, and well-organized.

The background features a soft, painterly illustration of a winter scene. On the left, a dark, leafless tree stands against a pale blue sky. The ground is covered in white snow, with rolling hills and mountains in the distance. The overall color palette is light and airy, with various shades of blue and white.

MS Curriculum Maps

We started with the middle school curriculum maps. The Curriculum Advisory committee has reviewed them, provided recommendations to the teachers, and the board will review them tomorrow.

Progress

As we've reviewed the maps, we have found some common areas of change.

1. **Unit Summaries:** should be concise (think 2-3 sentences), in layman's terms, and give a general overview of the unit
2. **Standards:** include the unit standards in the standards section of the map, and also have standards ties to the individual assessments
3. **Scope and Sequence:** ensure that content goes until the end of the school year



Schedule for Initial Review

9th Grade maps (February)

Algebra I, Algebra I Essentials,
English Foundations I, Earth
Science, Geography, Introduction
to Art, and PE & Health

10th Grade maps (February)

Geometry, Geometry Essentials,
English Foundations II, Biology,
Personal Finance, and Civics

11th Grade maps (March)

Algebra II, Consumer Math,
American Literature, Chemistry,
and US History

12th Grade maps (April)

Pre-Calculus, World Literature,
Physics, and Modern World
History

Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, February 3rd, 3:00 pm.**
- **February Break is 14th through the 23rd.** Please cancel your live class sessions to suit.
- 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 colleagues, your students, and their families.