



MTSS Progress Monitoring Maine Virtual Academy

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Mission and Vision Statements

Mission Statement

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.

Vision Statement

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 post-secondary career training opportunities.

Assessment Plan

Maine Virtual Academy (MEVA) utilizes various assessment tools to assess students' ongoing intervention needs. Below is a description of the four assessments used throughout the school year. The [Assessment Plan 2024-2025](#) outlines when each assessment will be administered during the 2024-2025 school year. The NWEA MAP Growth test determines which students fall in the 0-40th percentile in reading or math. These students are automatically identified for Tier 2 Interventions. The ACCUPLACER is used specifically for graduating students. However, it helps identify gaps for students preparing for postsecondary. The fall administration of the Maine Through Year assessment identifies the students who may fall short of proficiency in the spring administration. The iReady assessment is criterion-referenced and is a better measure of how students will do on the Maine Through Year Proficiency test in the spring.

1. Northwest Evaluation Association's benchmark assessment (Measure of Academic Growth [MAP])

Maine Virtual Academy (MEVA) administers the NWEA MAP Growth assessment three times a year: in the fall, winter, and spring. Following the opening date, mainstream testing days will occur on Tuesday, Wednesday, and Thursday. The order of assessments will be math, reading, and language usage for grades 7-11. NWEA testing concludes by the final day of the testing window or at an earlier date. We aim for 95% overall participation.

2. College Board's ACCUPLACER

MEVA administers the College Board's ACCUPLACER in Quantitative Reasoning, Algebra, Statistics, and Reading to all graduating students. Students complete the test in the fall and can retake it if they do not meet the cut scores set by the Maine Charter School Commission of 239 in Reading and 226 in Quantitative Reasoning, Algebra, and Statistics.

3. Maine Through Year Assessment

MEVA administers the Maine Through Year Assessment to all students in grades seven, eight, and second year of high school per the state of Maine guidelines. Students complete the assessment in person in the fall and the spring.

4. iReady Algebra Readiness Diagnostic

MEVA administers the iReady Algebra Readiness Diagnostic to all 7th through 11th-grade students twice a year, in the fall and spring. For students identified for MTSS, this diagnostic will be administered three times: in the fall, winter, and spring.

5. iReady Reading Diagnostic

Starting in the Spring of 2025, MEVA will administer the iReady Reading Diagnostic to all 7th through 11th-grade students twice a year, in the fall and spring. For students identified for MTSS, this diagnostic will be administered three times a year: fall, winter, and spring.

Instructional Practices

MEVA employs the following instructional practices for all Tier 1 classes. These practices are available to every student enrolled in MEVA, including in self-paced classes. MEVA developed a guide for Online Teacher Best Practices to ensure that MEVA teachers use the most current best practices for online instruction. We aim to provide exceptional Tier 1 instruction for all students, eliminating or decreasing the number of students referred for Tier 2 and Tier 3 interventions.

1. Instructional Practices

MEVA has developed an [Online Teacher Best Practices Guide](#) to help our teachers navigate teaching and learning in a virtual environment.

A. Consistency

Consistency is critical within and across courses. Consistency in your department's courses' format, consistency in your courses' lessons, and consistency in your course content will help students build confidence in engaging with their learning. Consistency and ease of access are two of the most important features of an online course.

B. 21st Century Student

MEVA strives to improve students' 21st-century skills. The online courses MEVA provides enable students to engage in a digital world, apply critical thinking skills, improve problem-solving skills, and increase digital literacy. Your course should include elements of these skills. Engaging students in complex, real-world applications of the content knowledge and providing constructive, timely feedback builds the skills necessary for students to succeed after high school.

C. Alignment: Standards, Learning Objectives, Content, and Assessments

Each course starts with a curriculum map in Chalk. The map is standards-aligned. Math, Language Arts, Social Studies, Art, and Health/PE classes align with the Maine Learning Results. Science classes are aligned to the Next Generation Science standards. Each map is reviewed yearly for accuracy and any changes that need to be made. If a map needs to be edited, the curriculum map approval process must be followed. Each objective, content, activity, and assessment should be aligned with standards. Aligning the course to standards lets students know what they are expected to learn.

D. Accessible Content

Each course needs to be accessible to a screen reader. The platform has accessibility tools to help you create content that meets accessibility standards. Additionally, courses need to be accessible so that students can easily navigate them and understand the expectations for them.

Support Tools

Beyond the Multi-Tiered System of Support (MTSS), MEVA provides universal accommodations to all students. These accommodations allow students to easily access their online education.

1. Multi-Tiered System of Support (MTSS)

MEVA strives to meet the needs of every student. One way that MEVA accomplishes this goal is through an MTSS process.

2. Universal Accommodations

MEVA offers the following Universal Accommodations to all students.

1. Extra time: No late penalty
2. Retake quizzes/assignments with the best grade reported in the grade book
3. Step-by-Step Formats for Written Assignments and Projects/Chunking
4. Work-To-Do Widget provides students with a visual of past due assignments and upcoming assignments
5. Substitute Teachers
6. Student-Centered Lessons/Differentiation/Co-Teaching Model
7. Multi-Modal Features
8. Multiple Ways to Accomplish Lesson Objectives
9. Positive Reinforcement for Live Class Attendance
10. Positive Communication with Students and Learning Coaches
11. Grade Frequently (Weekly)
12. Identify Barriers to Students' Success/Rapid Intervention Form

Multi-Tiered System of Supports

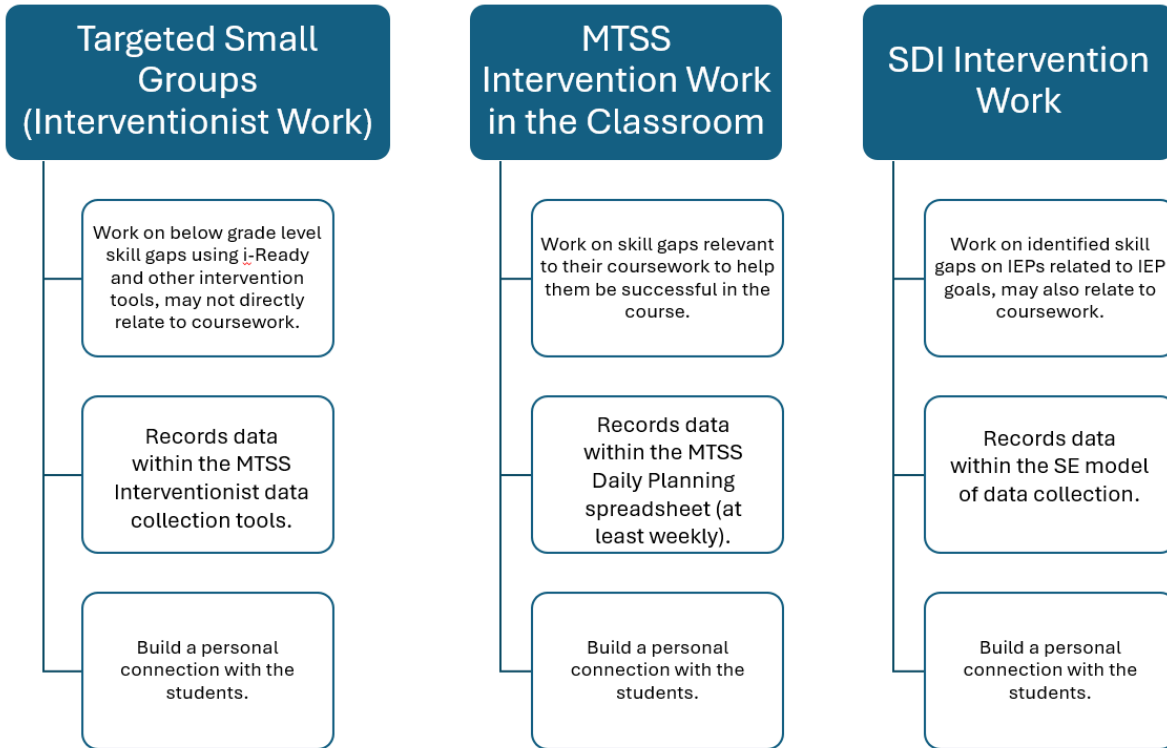
In addition to this Progress Monitoring Document, the [MTSS Intervention Guide](#) provides strategies and interventions teachers can use when working with students. Note: If a student misses intervention sessions or is not engaging, please use the referral process outlined in the Win-Back the Student protocol.

Steps for Identifying a Student for Tier 2

1. Returning students are identified by their Spring NWEA MAP growth assessment. Students in the 0-40th percentile in reading and/or math will automatically be identified.
2. New students are identified by their Fall NWEA MAP growth assessment or their IReady assessment. Students in the 0-40th percentile in reading and/or math or more than two grade levels below on the IReady will automatically be identified.
3. Teachers can refer students for Tier 2 support based on their coursework.
4. New for the 2024-2025 school year, all students in grades 7-12 who are

identified for MTSS intervention have been added to an additional small group with our interventionist team to work on specific skills. This is in addition to their course intervention and SDI work (if applicable).

MTSS Workflow



Steps for Identifying a Student for Tier 3

1. A student has been in Tier 2 with regular intervention work without progressing. The student must actively engage with the intervention work for at least four weeks, preferably six weeks.
2. The teacher refers the student, who provides the intervention instruction, to the MTSS Progress Monitoring Coordinator, who then places them in the Tier 3 - individualized intervention group.

Tier 1 Monitoring

MTSS Progress Monitoring happens on an ongoing basis. The MTSS Progress Monitoring Coordinator will monitor the weekly grades for all grades 7-12th in all core content areas (Math, ELA, Science, & Social Studies). These grades will be available to the Head of School, Attendance Technology Support Liaison, and the Guidance Department. This data will also be reported monthly at a Progress Improvement Meeting. The Tier 1 data allows for monitoring students toward the academic achievement goal.

Tier 2 & 3 Monitoring

An intervention shell, “Fox Rewards,” will be built for the 2024-2025 school year. Students identified for Tier 2 and/or Tier 3 intervention will be added to the shell. Each student will be assigned a pre-test modeled after the Maine Through Year Assessment and grade-level standards within the “Fox Rewards” Shell. Each student will be assigned to a specific staff member based on their area of need, with each teacher having no more than ten students on their roster. For the middle school, we can tap into teachers outside of math and English who hold a 020 (Elementary Teacher) certification. The students will complete the pre-test when enrolled in the “Fox Rewards” shell (with a teacher utilizing screen sharing to ensure academic honesty) after participating in the interventions for four weeks and at eight weeks. This approach allows for a comparison of scores across the eight-week intervention period. The Tier 2 and 3 data will be reported monthly at a Progress Improvement Meeting.

Teacher Responsibilities

The feedback from our first year of implementation was considered, and the following changes are being implemented for the 2024-2025 school year. Additional feedback and monitoring will be collected to guide implementation. Teachers are assigned students to work with based on class enrollment, availability, and content area. Teachers are assigned no more than 10 students. Teachers are responsible for engaging students in the assigned intervention work (in the “Fox Rewards” Shell). The assigned work may or may not align with the coursework the student is in but is based on their needs, as shown by the assessment data and pre-test. Teachers can meet with students during class, HelpDesk, or advisory. The teacher provides a qualitative report on each student at the end of each week. This report will be completed in their Digital Notebook and may provide basic information only. For example, Student K attended 2/3 intervention sessions this week, and they were engaged and reported feeling confident about XYZ skills.

This report needs to be completed weekly by COB on Friday. The MTSS Progress Monitoring Coordinator will verify that the reports have been completed each Friday and will inform the Academic Administrator to follow up with the teachers if the reports are incomplete.

Tracking Student Engagement

Student engagement is tracked through the login to the “Fox Rewards” Shell. Whenever a teacher meets with a student, the student must complete any intervention work within the “Fox Rewards” Shell. This allows for course login data to be pulled for each student. Students will earn 0.25 credits for participating in and completing the work within the “Fox Rewards” Shell. Middle school students will be provided credit for the work completed in their math or ELA courses. The MTSS Progress Monitoring Coordinator is responsible for closing out the grades and providing the information to the Operations Manager each semester or the classroom teacher when applicable. Teachers may also use the work completed through the “Fox Rewards” shell to award additional class credit.

Sample Monthly MTSS Progress Monitoring Report

	Tier 1	Tier 2	Tier 3
# of Students	300	50	25
Avg. ELA Grade	75%	78%	65%
Avg. Math Grade	69%	75%	60%
Avg. Logins IS	NA	400	200
Avg. Activity % IS	NA	65%	75%
Teacher Reports	NA	See WordCloud	See WordCloud

Family Communications

At the beginning of the school year, parents and guardians will receive the [Parent/Guardian Information Letter](#) by September 15, 2024. The letter informs parents and guardians of MEVA’s commitment to providing every student with the accommodations and interventions required for success.

Once a student has been identified for Tier 2 or Tier 3 intervention, the parent or guardian will receive the [MTSS Letter—Tier 2 & 3](#) to inform them that their student will receive the targeted intervention and where the need is for their student. Ongoing communication with parents or guardians will ensure they are part of the decision-making team as the student gains and returns to Tier 1 or is recommended for more intensive intervention strategies.

Communication Plan for MTSS

Physical letter mailed to parent/guardian explaining the program.
Separate emails to parent/guardian and student explaining enrollment in the small group(s).
Bi-weekly communication with parent/guardian and student about progress in the small group.
Monthly communication with parent/guardian and student about progress overall with MTSS.
Monthly communication with faculty about progress overall with MTSS.

*All communications with families are noted in Infinite Campus and tagged as "Response to Intervention."