

Process Improvement Meeting Agenda – 3/10

- MEVA Mission and Vision, Assessment Calendar, and Strategic Goals.
- MEVA Meets.
- MEVA Post-10/1 Retention Rate.
- MEVA Win over the student.
- MEVA Re-registration update – Stephanie Emery.
- SUPPORT: Help Desk update – Nicole Hart.
- ASSESSMENT: Longitudinal NWEA data analysis – Dr. Christina O’Grady.
- INSTRUCTION: Upcoming curriculum map reviews – Dr. Christina O’Grady.
- INSTRUCTION: Teacher Observation and Reflection Process – Don Fournier.
- Other and next Process Improvement Meeting on Monday, March 17th, 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 (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 (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 Meets

- Monthly on Wednesdays, 9:30 am to 1:00 pm, at the Ballard Center Office.
- Scheduled March 19th and April 23rd. Additional dates to be announced.
- We need a logo slide for MEVA Meets.



Post 10/1 Retention Rate

- 94.7%.
- Exceeding MCSC expectations.

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](#)

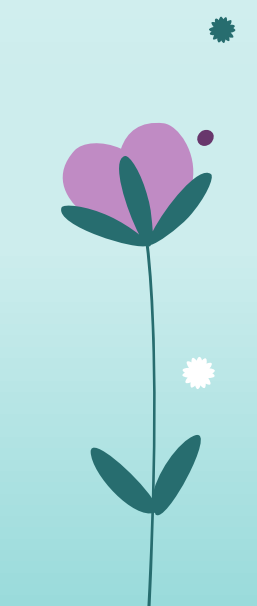
From Cornell's TCI and CARE model.

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 |



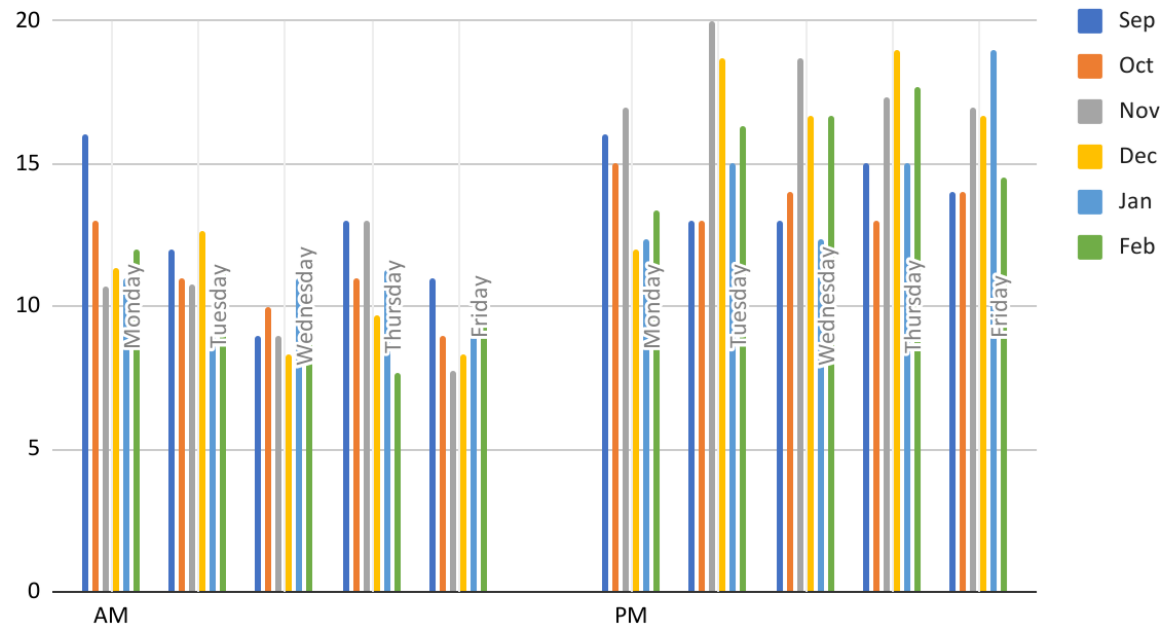
25-26 Re-Registration

- Launched on March, 3rd and closes March 14th COB.
 - Re-Reg Helpdesk hours - A few families attended the noon session on 3/5.
 - Keep encouraging families to complete their re-registration for fall. If they are unsure, please have them still reserve a seat. They can change their mind later.
 - Graduates who are on track to graduate do NOT need to re-register. If they are uncertain have them contact guidance department.
 - Of those who are eligible to return, approx. 65% have responded and are returning to MEVA. We expect 90%+.
 - Office outreach to unresponsive families begins on Monday.
- 

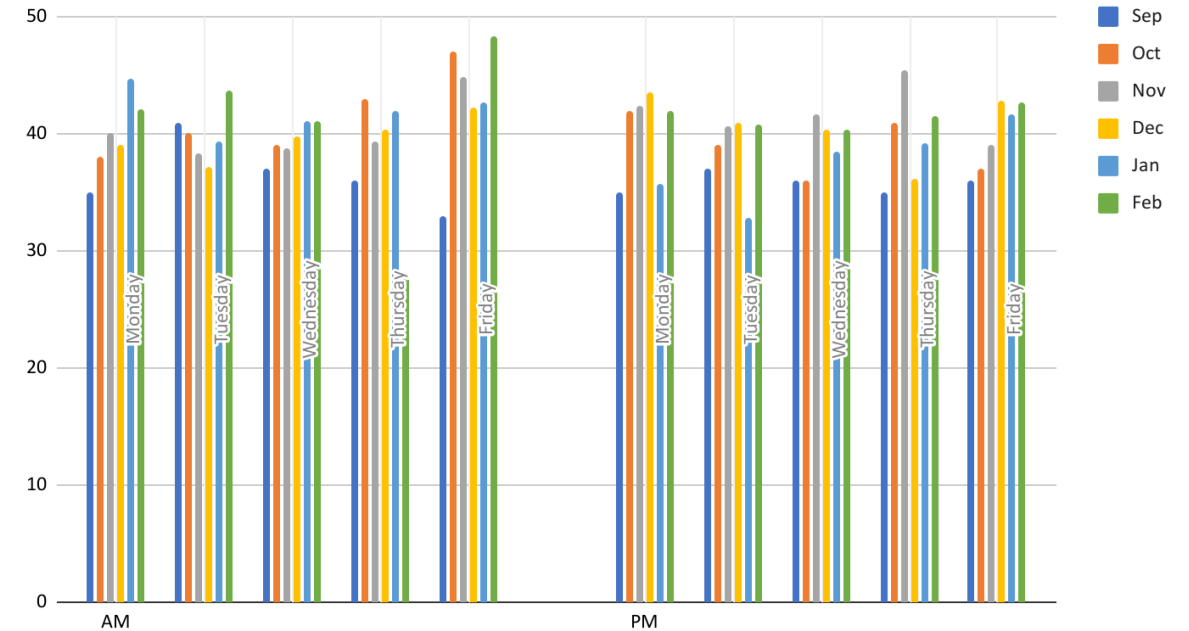


HelpDesk Student Attendance

Average number of Students at HelpDesk



Average Amount of Time at HelpDesk



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



HelpDesk Community Data!

WE HAVE HAD...

103/448 Students engaged with HelpDesk by joining us in a LIVE Session

71/375 (19%) HS Students

22/71 (31%) MS Students

46 Students attend at least **ONE** live session in **FEBRUARY**

47 Students attend **TWO** or more live session in **FEBRUARY**

27 Students attended **ONE** live session **EACH WEEK** (3 Weeks)

Point of Interest -

Try to use the whiteboard & annotations tools in a ZOOM BOR while working with students for a more collaborative environment!

Student Attendance by Grade Level

7th - 9/40 - 23%

8th - 13/31 - 42%

9th - 22/76 - 29%

10th - 28/119 - 24%

11th - 5/110 - 5%

12th - 8/70 - 12%



HelpDesk KUDOS!

Kudos to Jazmine Davis for helping me learn that for us to be able to annotate on a students screen share the student **MUST** use the ZOOM App downloaded to their computer!



Congratulations, to the MS & HS students below for taking control of their education by attending and working at HelpDesk at least once a week in the month of FEBRUARY!

HelpDesk Frequent Attenders!

Josiah D
Juniper S
Jykira C
Kassondra M
Kaylee M
Kylie H

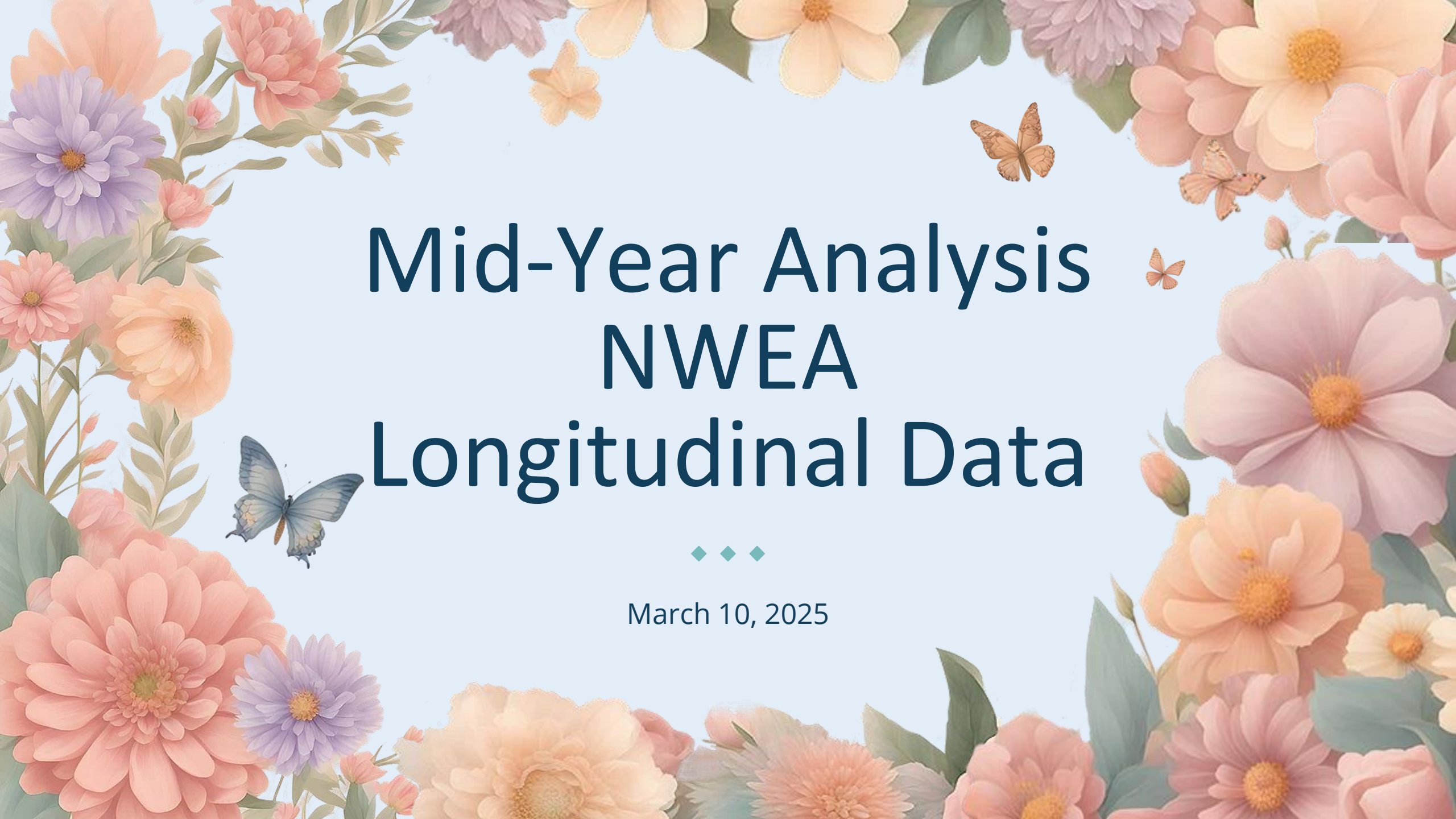
Eleanor S
Maline C
Emersyn W
Emma H
Isabelle B
Jonah B

Abigail T
Addison S
Alexander A
Braidon M
Caleb S
Danny P

Lola N
Melynda W
Mitchell G
Peyton M
Robert B
Sullivan H

Sweet H
Timothy M
Wyatt R



The slide features a decorative border of various flowers, including large pink and orange dahlias, smaller purple and yellow blossoms, and several butterflies in shades of orange, blue, and brown. The background is a light blue gradient.

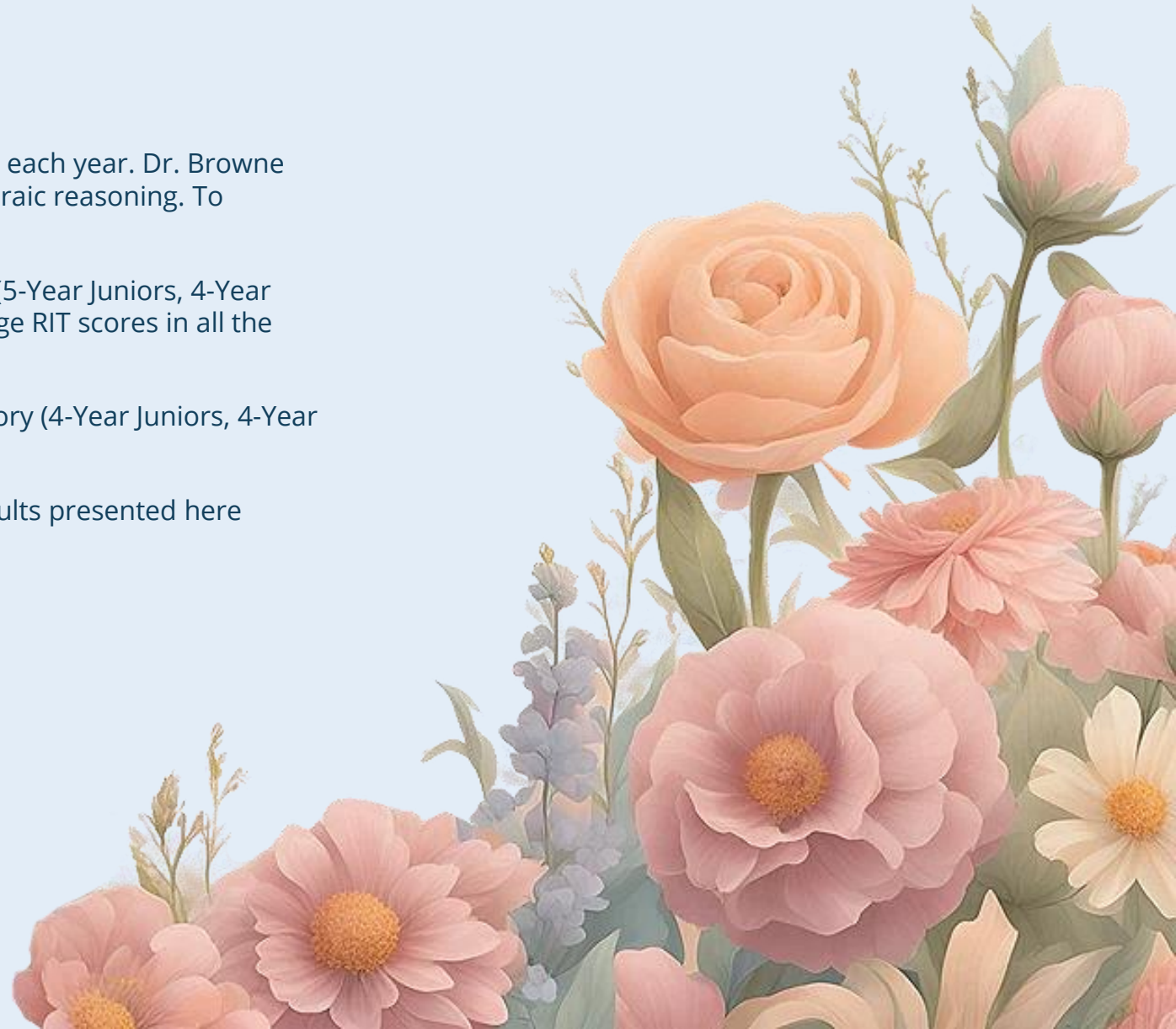
Mid-Year Analysis NWEA Longitudinal Data

◆ ◆ ◆
March 10, 2025

Procedure

Typically I analyze the longitudinal data between fall and spring each year. Dr. Browne asked me to update the data with a focus on reading and algebraic reasoning. To accomplish this, I did the following:

- ◆ Took the longitudinal data for each group of students (5-Year Juniors, 4-Year Juniors, 4-Year Sophomores, etc.) and found the average RIT scores in all the categories and subcategories.
- ◆ Found the averages for all students in each year category (4-Year Juniors, 4-Year Sophomores etc.)
- ◆ Compared the growth from year-to-year to get the results presented here



Limitations

With any analysis there are limitations and it's important to acknowledge them.

1. The 1-year students' averages are heavily influenced by the mid-year enrollees. All other groups are also influenced by the mid-year enrollees.
2. In the 5-Year group, there are fewer students which has an impact.
3. Historically, students start with higher reading scores which has generally caused for a smaller growth. Conversely, students start with lower math scores which can impact their growth.
4. Looking at cohort of students, allows for a better analysis of trends. However, for the purpose of this analysis different cohorts were grouped together (all 5-year students, all 4-year students, etc.) to allow for an analysis of trends as students progress through MEVA. This has an inherent limitation of not accounting for students who withdrew or did not test and how that impacts the overall data.

Even with the limitations, I am confident we can look at the general trends and draw conclusions.





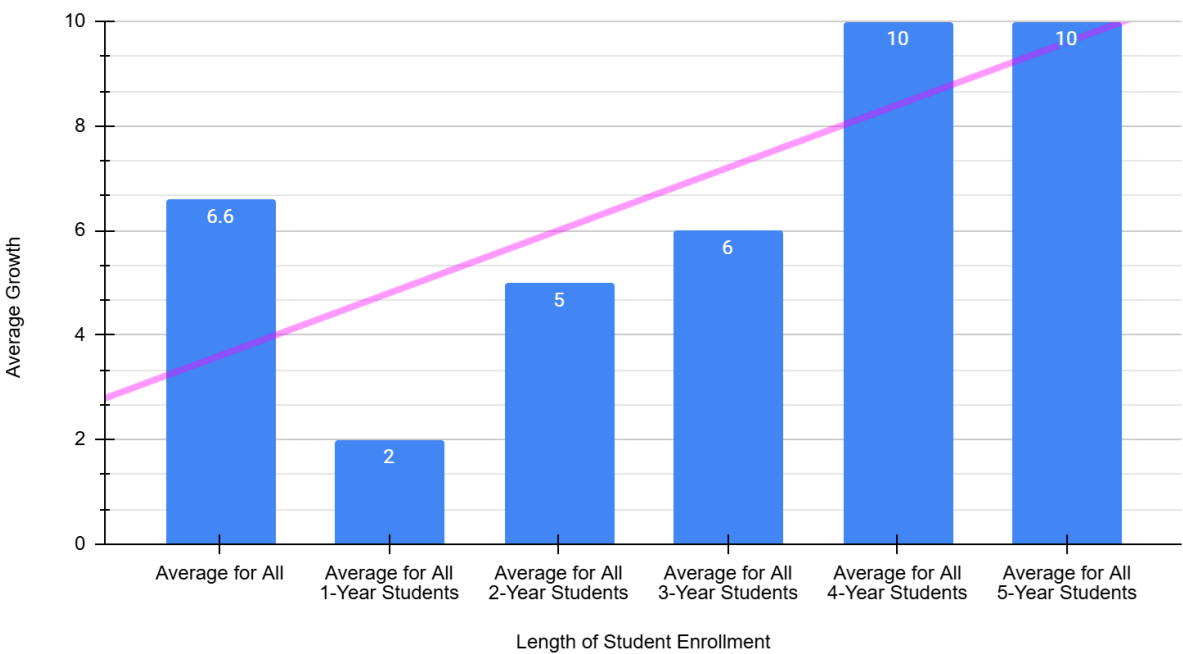
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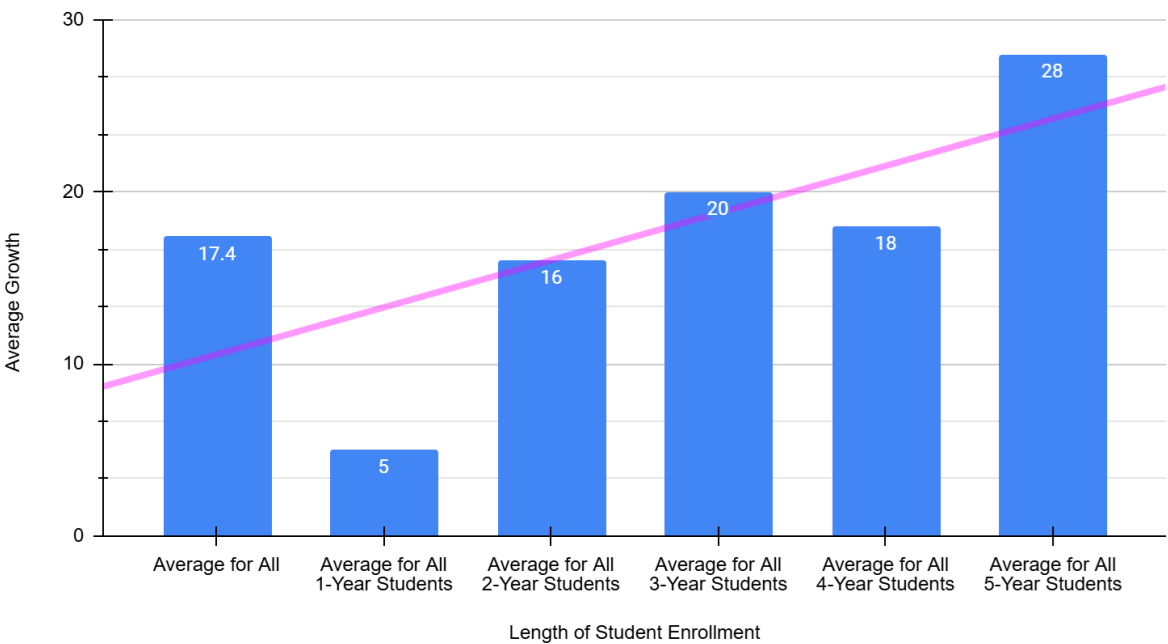
Average Growth



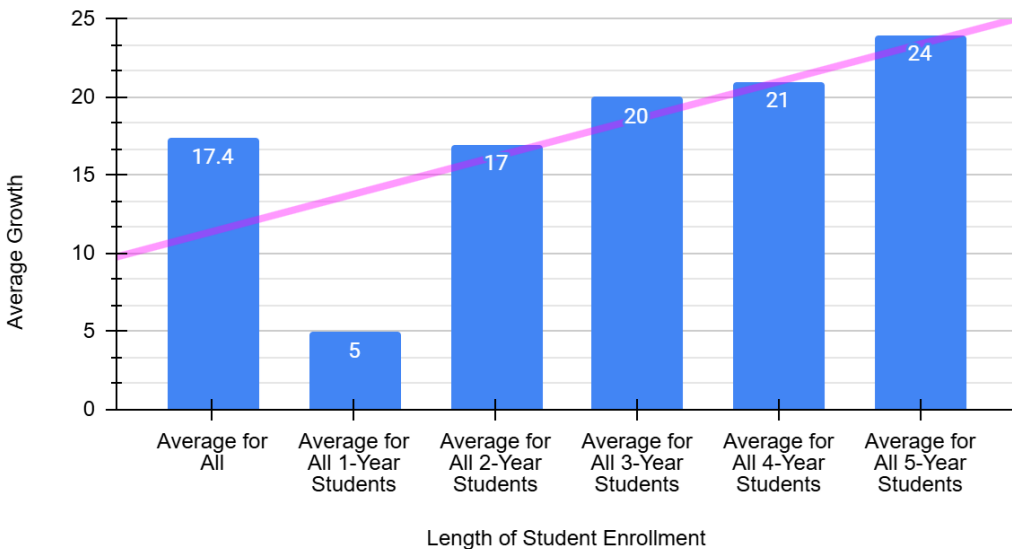
Average Growth in Reading



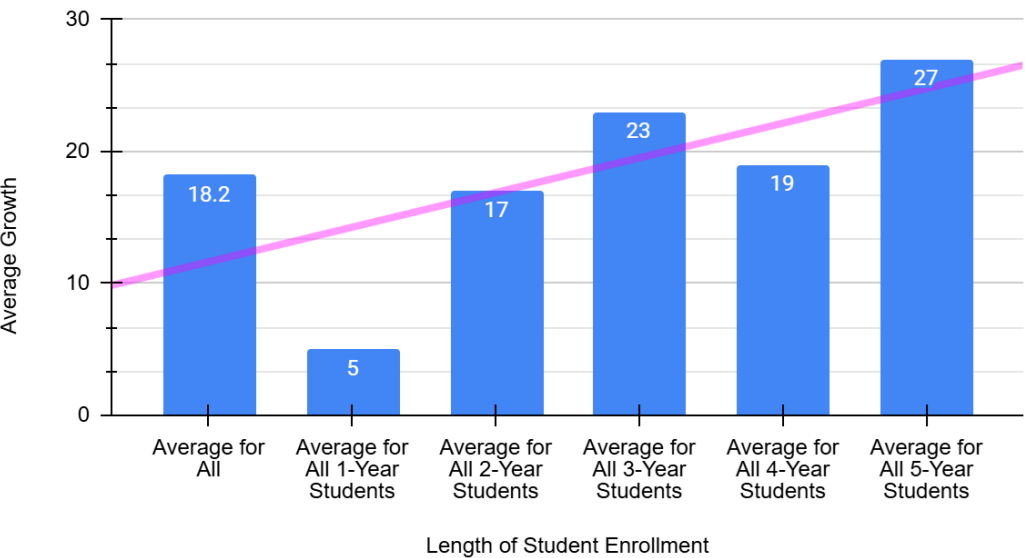
Average Growth in Math



Average Growth in Algebraic Reasoning



Average Growth in Geometric Reasoning





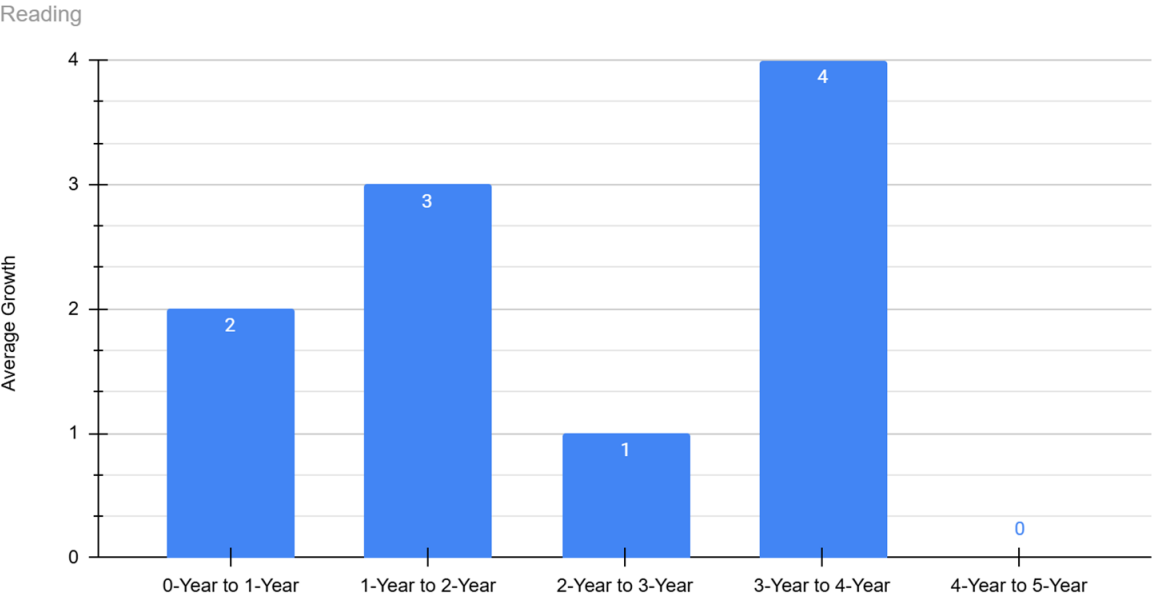
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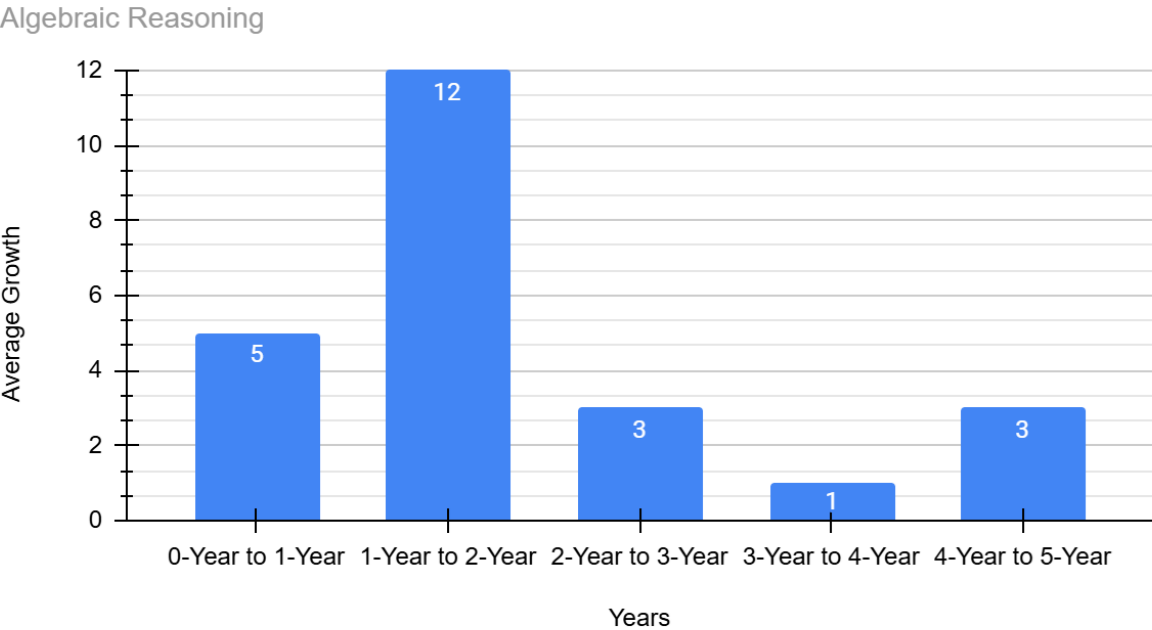
Year-Over-
Year Growth



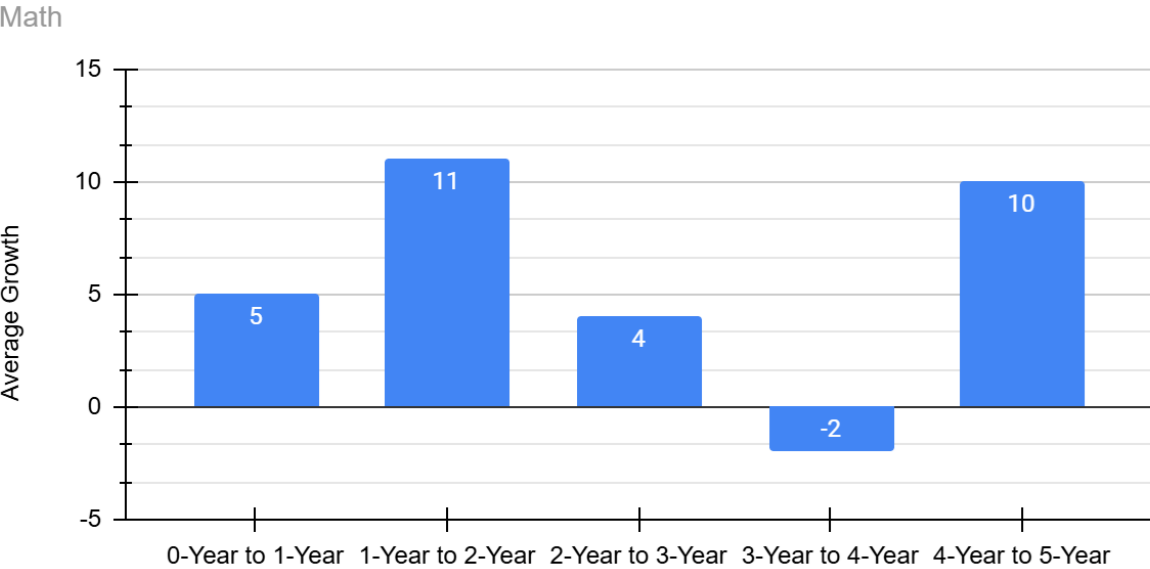
Growth Year-Over-Year



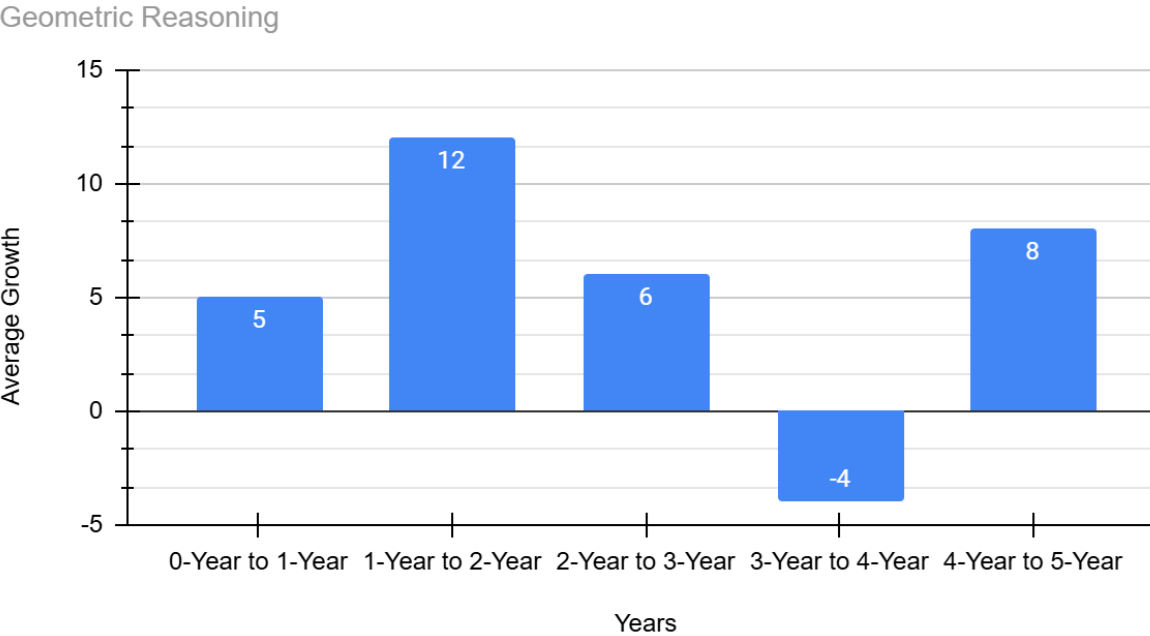
Growth Year-Over-Year



Growth Year-Over-Year



Growth Year-Over-Year



Key Questions

- ◆ Students, overall, do really well their first year at MEVA, and then tend to drop-off.
 - What can we do to thwart this? Is this an engagement issue or instructional issue? This needs further exploration.
- ◆ What is it about the 3-year to 4-year that causes students to again make greater gains in Reading? Or the 4-year to 5-year in Math?

These are further areas of exploration.

Curriculum Review

- 9th Grade maps have been reviewed by the Curriculum Advisory Committee, edits have been sent to teachers, on target for board review on 3/18
- 10th Grade maps (English Foundations II, Geometry, Biology, & Personal Finance) are scheduled to be reviewed by the Curriculum Advisory Committee on 3/25. Teachers please have the maps ready for review by 3/24.
- 11th Grade maps (American Literature, Algebra II, Chemistry, & U.S. History) are scheduled to be reviewed by the Curriculum Advisory Committee on 4/29. Teachers please have the maps ready for review by 4/17.
- 12th Grade maps (World Literature) are scheduled to be reviewed by the Curriculum Advisory Committee on 4/29. Teachers please have the maps ready for review by 4/17.



Curriculum Workflow

1. Lead teachers create the map based on the needs of students, standards, and curricular expectations.
2. Curriculum Advisory Committee meets and reviews the map in grade level groupings.
3. The Curriculum Advisory Committee sends back edits to the teachers.
4. Once the map is approved by the Curriculum Advisory Committee it is sent to the board for approval.
5. Once the board approves the map it will be published on the public site, and this will be the map of record for all iterations of the course (Essentials and self-paced).
6. If teachers want to make changes to the map after it is board-approved they must go through the Curriculum Approval process (see the Academic Plan)





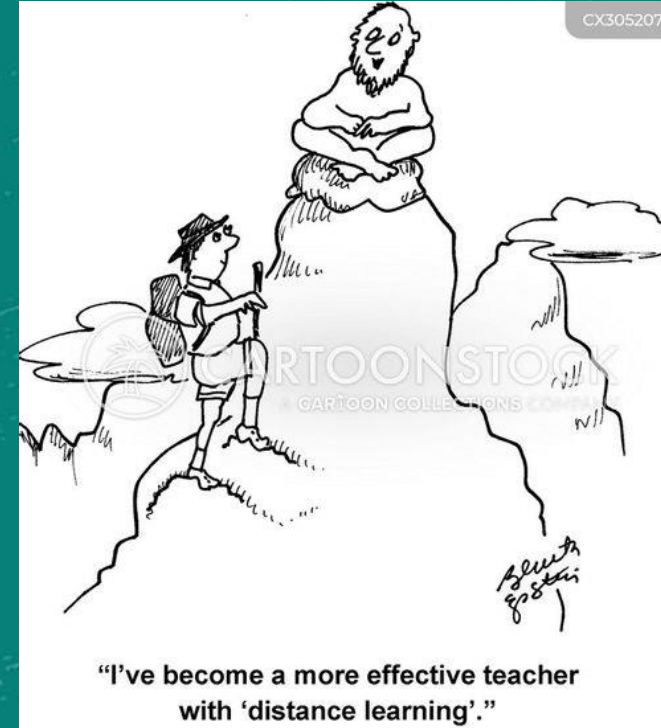
MAINE
VIRTUAL ACADEMY



MEVA Teacher Effectiveness Observation and Reflection Process

The MEVA Teacher Effectiveness Observation Feedback Process

- Teacher observation and feedback are key parts of professional development
- Involves pre-observation, classroom visit, and post-observation reflection
- Aims to improve teaching practices and student outcomes



What are benefits of being observed in your professional practice?



Pre-Observation Conference



- Meeting between teacher and observer before the lesson
- Discuss lesson plans, objectives, and assessment methods
- Set focus areas for observation

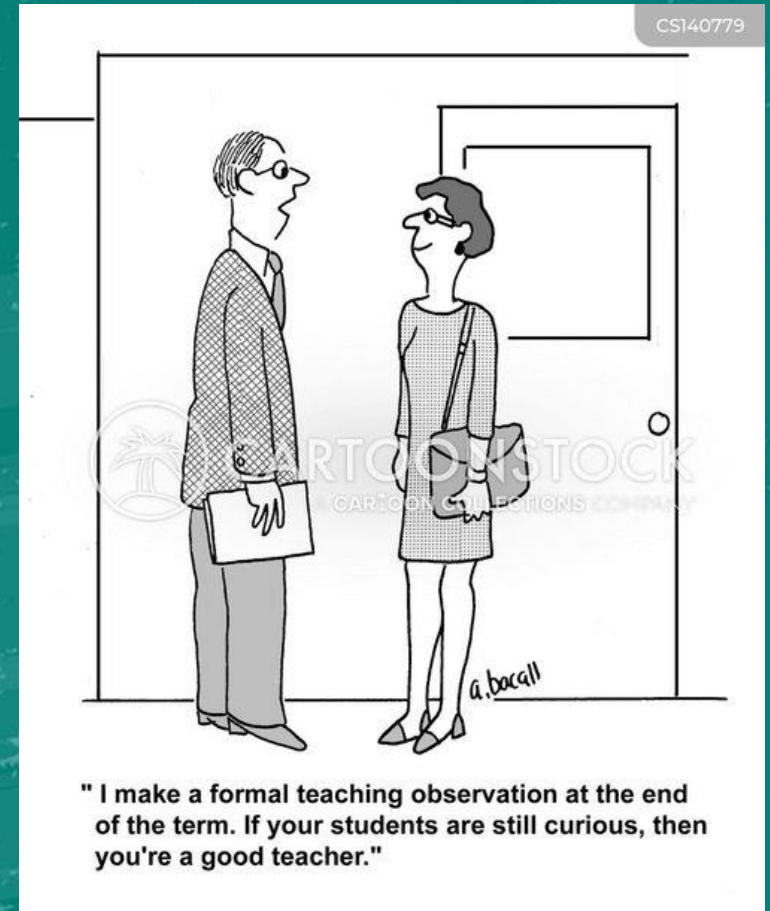


What kinds of things would you want to highlight in your pre-observation meeting?



Key Elements of Pre-Observation Form

- Content and standards being taught
- Expected student outcomes
- Planned activities for teacher and students
- Assessment methods
- Specific teaching standards to focus on
- Any additional context for the observer





CS107703



"Instead of observing your teaching, I'm going to install a Web cam in your classroom."

Classroom Observation



During a classroom visit, the observer:

- Takes notes on teaching practices and student engagement
- Focuses on agreed-upon areas from pre-observation

What aspects of your teaching will you want the observer to focus on?





Maine Virtual Academy Standards



MEVA's Four main domains:

- 1. Planning and Preparation
- 2. Classroom Environment
- 3. Quality Instruction
- 4. Professional Responsibilities

Each domain has specific indicators and virtual benchmarks with checkboxes for you to choose.

| | | |
|---|--------------------|-------------------|
| Domain 1: Planning and Preparation | Standard Indicator | Virtual Benchmark |
| Domain 2: The Classroom Environment | Standard Indicator | Virtual Benchmark |
| Domain 3: Quality Instruction | Standard Indicator | Virtual Benchmark |
| Domain 4: Professional Responsibilities | Standard Indicator | Virtual Benchmark |



Which domain do you think is most challenging for you in a virtual setting?



Planning & Preparation Domain

Domain 1:
Planning and
Preparation

Standard Indicator

Virtual Benchmark

- Demonstrates knowledge of content, pedagogy, and intervention strategies
- Shows understanding of students
- Designs coherent instruction that meets various learning needs



How do you adapt your planning for differentiated instruction?



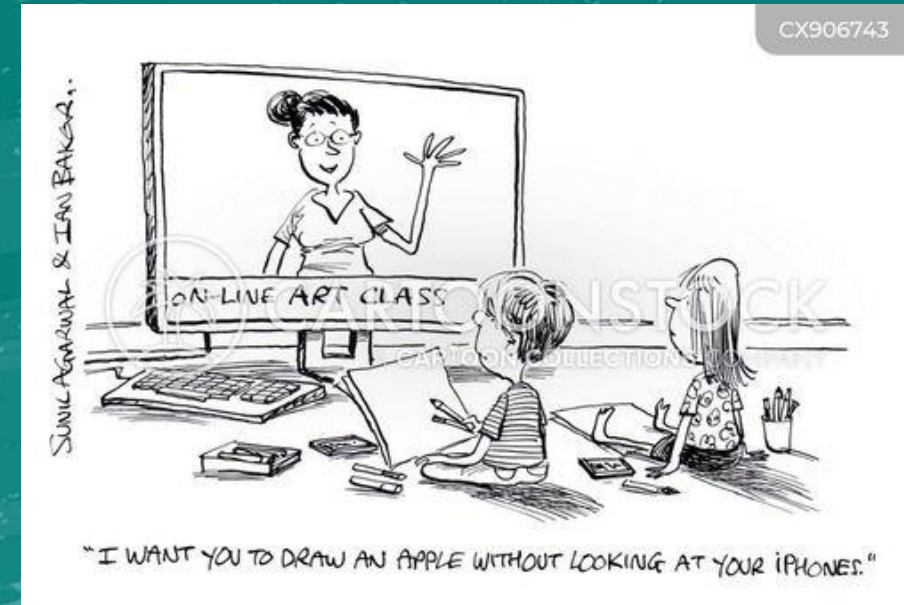


Classroom Environment Domain



| Domain 2: The Classroom Environment | Standard Indicator | Virtual Benchmark |
|-------------------------------------|--------------------|-------------------|
|-------------------------------------|--------------------|-------------------|

- Creates an environment of respect and rapport
- Manages student behavior
- Encourages active student engagement by utilizing a variety of tools, platforms, strategies



What unique challenges does virtual teaching present for classroom management?





Quality Instruction Domain

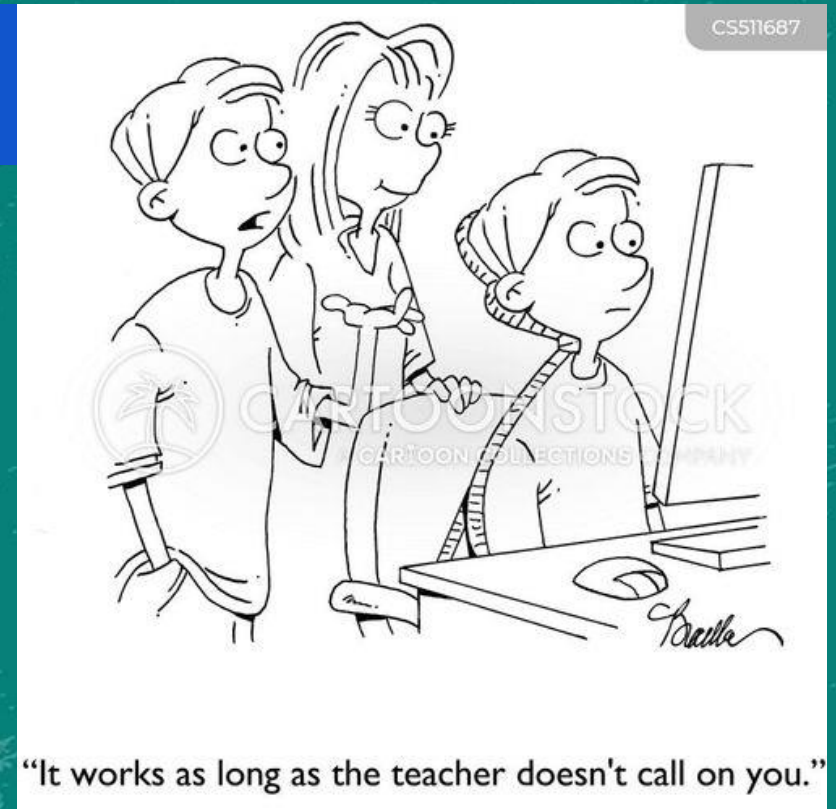


Domain 3:
Quality
Instruction

Standard Indicator

Virtual Benchmark

- Communicates effectively with students
- Uses questioning techniques to promote **higher-level thinking**
- Engages students in meaningful learning
- Uses varied assessment methods
- Demonstrates flexibility and responsiveness



How do you ensure student engagement in a virtual setting?





Professional Responsibilities Domain



| Domain 4: Professional Responsibilities | Standard Indicator | Virtual Benchmark |
|---|--------------------|-------------------|
|---|--------------------|-------------------|

- Reflects on teaching effectiveness
- Maintains accurate records
- Communicates with families
- Participates in professional community
- Grows and develops professionally
- Demonstrates professionalism



“If you had a bad evaluation you’ll know right away.”

Which of these responsibilities is most important to you? Why is that so?



Key Reflection Questions



- Did you achieve your lesson objective?
- What worked well? What would you refine?
- What are your next steps based on student learning?
- What insights are you gaining about your teaching?



Have you received enough feedback this year? If not, what would you like to see for next year?





Conclusion: Continuous Improvement

- Observation and reflection process supports ongoing growth
- Helps identify areas for professional development
- Ultimately aims to improve student learning outcomes

Questions?
Comments?



Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, March 17th, 3:00 pm.**
- **March Weekend is Thursday, 20th & Friday, 21st. April Break is Friday, 18th to 25th.** 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.