

Process Improvement Meeting Agenda – 3/17

- MEVA Mission and Vision, Assessment Calendar, and Strategic Goals.
- MEVA Panorama School Climate Survey Launch – March 24th.
- MEVA Win over the student.
- MEVA Re-Registration Update – Stephanie Emery.
- MEVA State Testing Update – Stephanie Emery.
- SUPPORT: Pi-Day Follow UP Report – Nicole Hart.
- SUPPORT: Advisory and Individual Learning Plans (ILPs) Update – Dr. Christina O’Grady.
- ASSESSMENT: Accuplacer Update – Dr. Christina O’Grady.
- INSTRUCTION: Professional Development, Learned Helplessness, Understanding its impact on students - Lena Vitagliano.
- SUPPORT: Guidance Update and NCAA Approval – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, March 24th, 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.

Panorama School Climate Survey - 2025

- Students, Families, and Faculty.
- Launch, Monday, March 24th.

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

MEVA Re-Registration 25-26

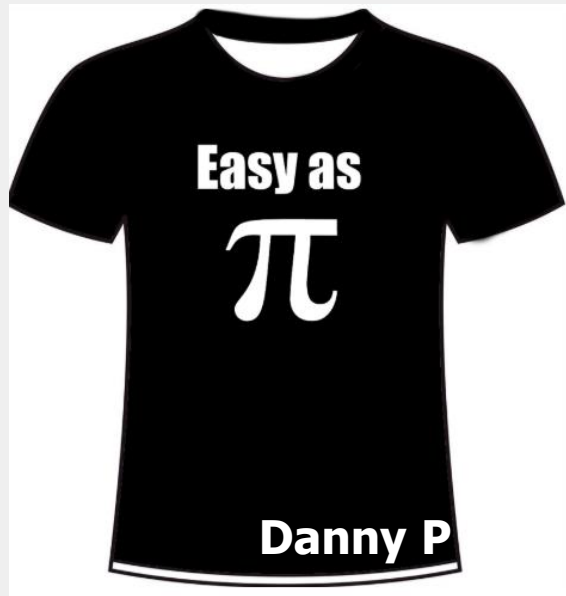
- Of those eligible to return this Fall - 91% will be coming back next school year!
- Overall response rate – 95% have engaged and responded to re-reg efforts.
- A lottery was not needed this year, although we were very close with only 20 seats away from having one.
- We will begin seat offers for 25-26 today!

Spring – State Assessment Updates

- Computers are arriving soon & kits will be ready for pick up on April 4th
- Most test sites begin testing on the 7th (11th grade science)
- Testing workbook is being released very soon! Keep your eyes out!
- Updated trainings are being released this week, please review and sign off in Vector. <https://meva-me.safeschools.com/login>
- Proctor assignments - are being sent via DocuSign as we speak, if you haven't received it yet, it's on the way and coming from Gina Davis. These include assignments for both April & May.
- May testing updates will come after we close the 2 week April window.



Willow M



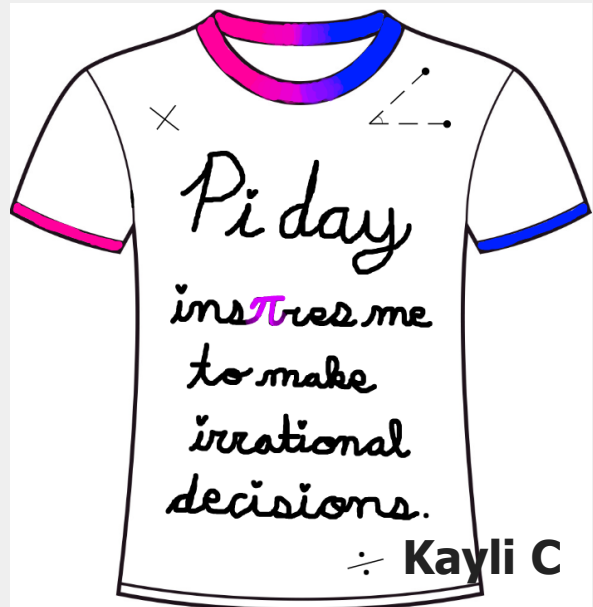
Danny P



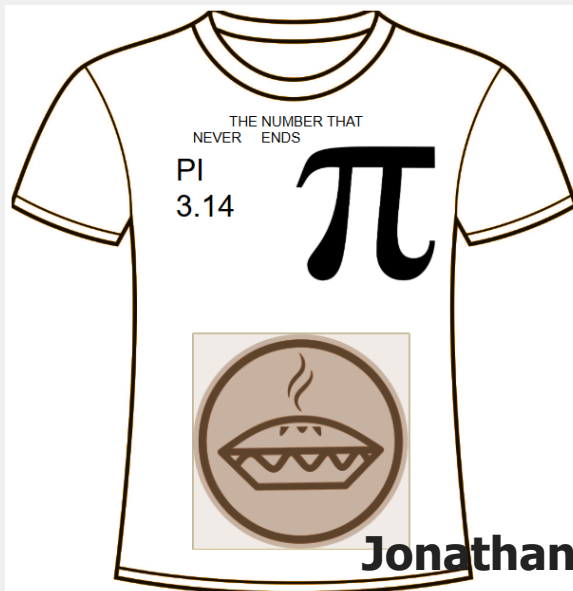
Sara V



Sara W



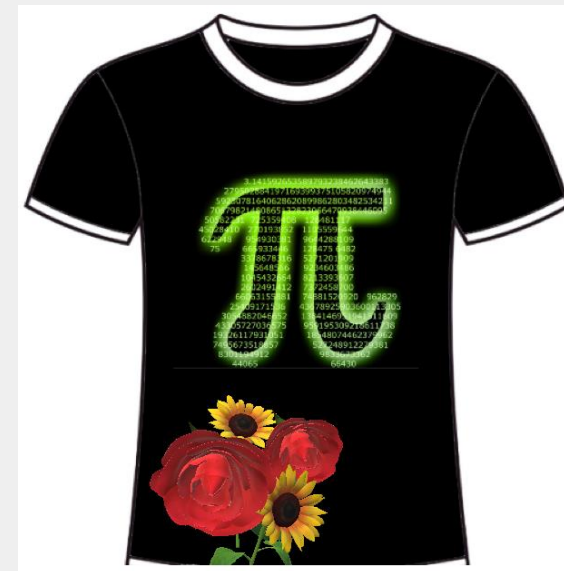
Kayli C



Jonathan B.



Noah R



Bayley E



Hayven F



Joy K



Delaney G



Wyatt R

Advisory & ILP Update



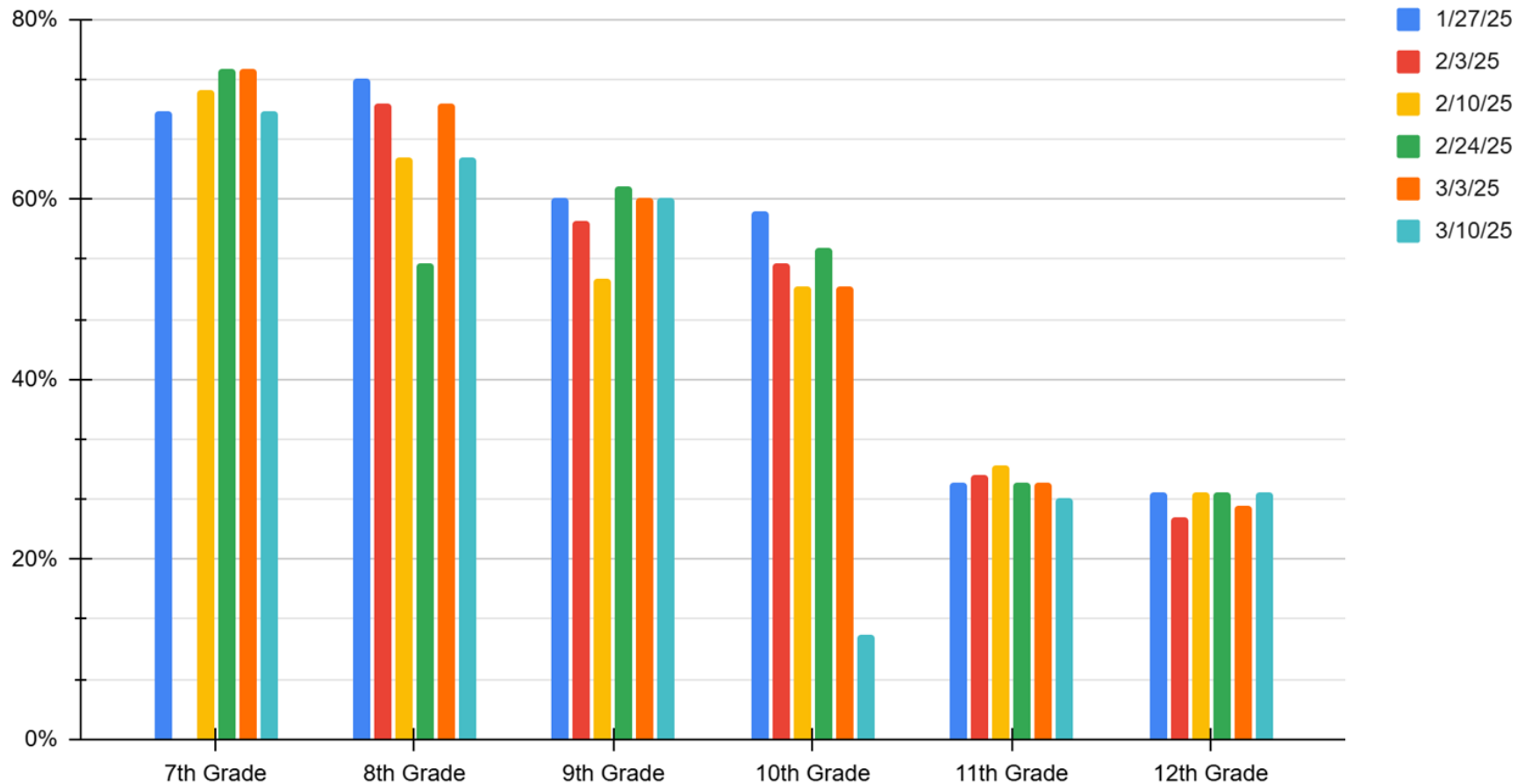
March 17, 2025

Advisory Attendance Data

This data is for the second semester only. Overall, with the exception of 8th grade the attendance has remained relatively the same week-over-week.

Attendance Data

By Grade Levels - Second Semester Only

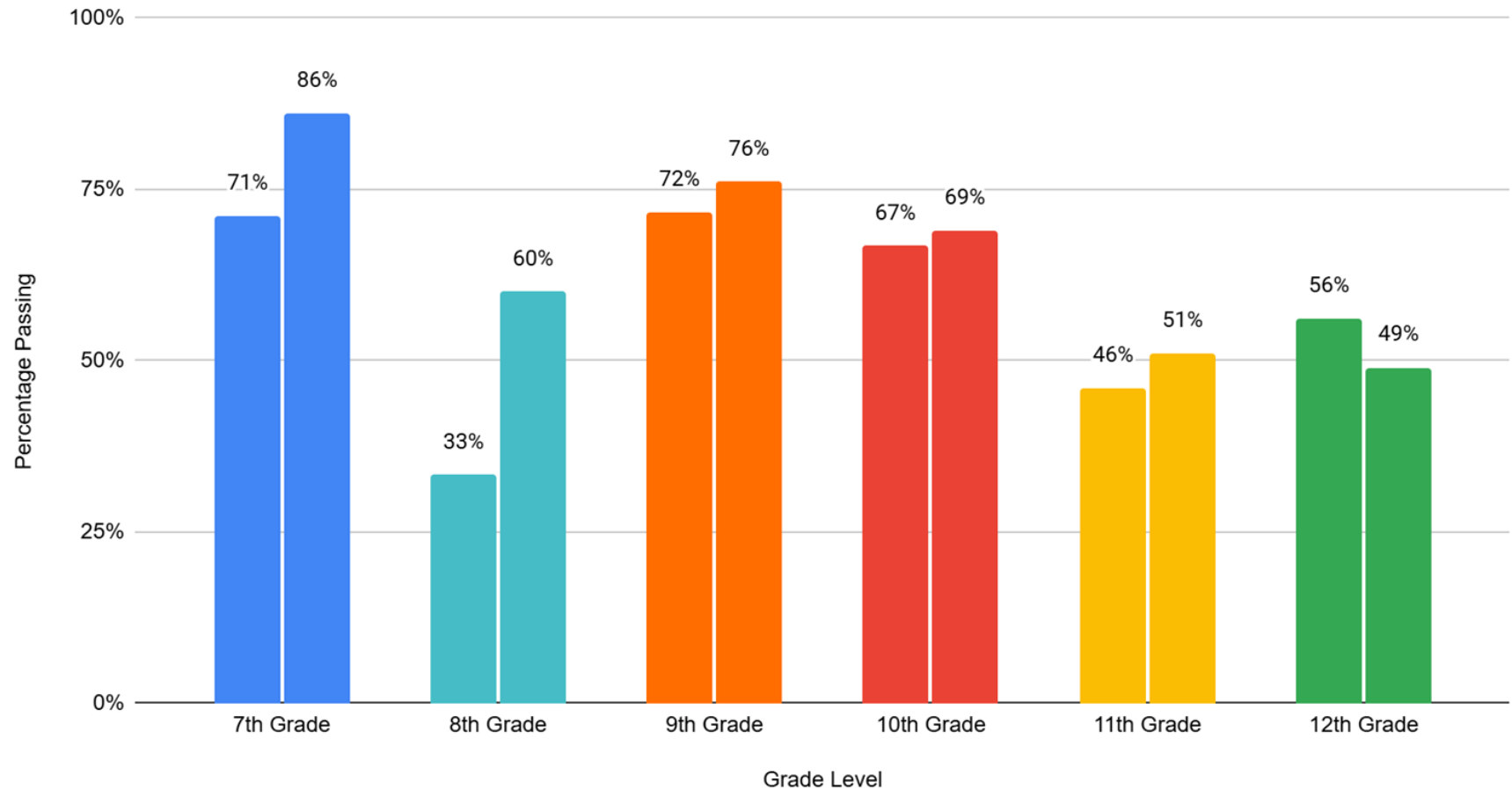


Advisory Passing Rates

This chart shows a comparison between 1/7/25 rates and 3/13/25 rates. Most grades, with the exception of 12th grade, have a higher percentage of students passing advisory - this could be due to the influx of new students.

Passing Rates

By Grade Level (Comparing 1/7/25 to 3/13/25)



Individual Learning Plans(ILPs) Numbers

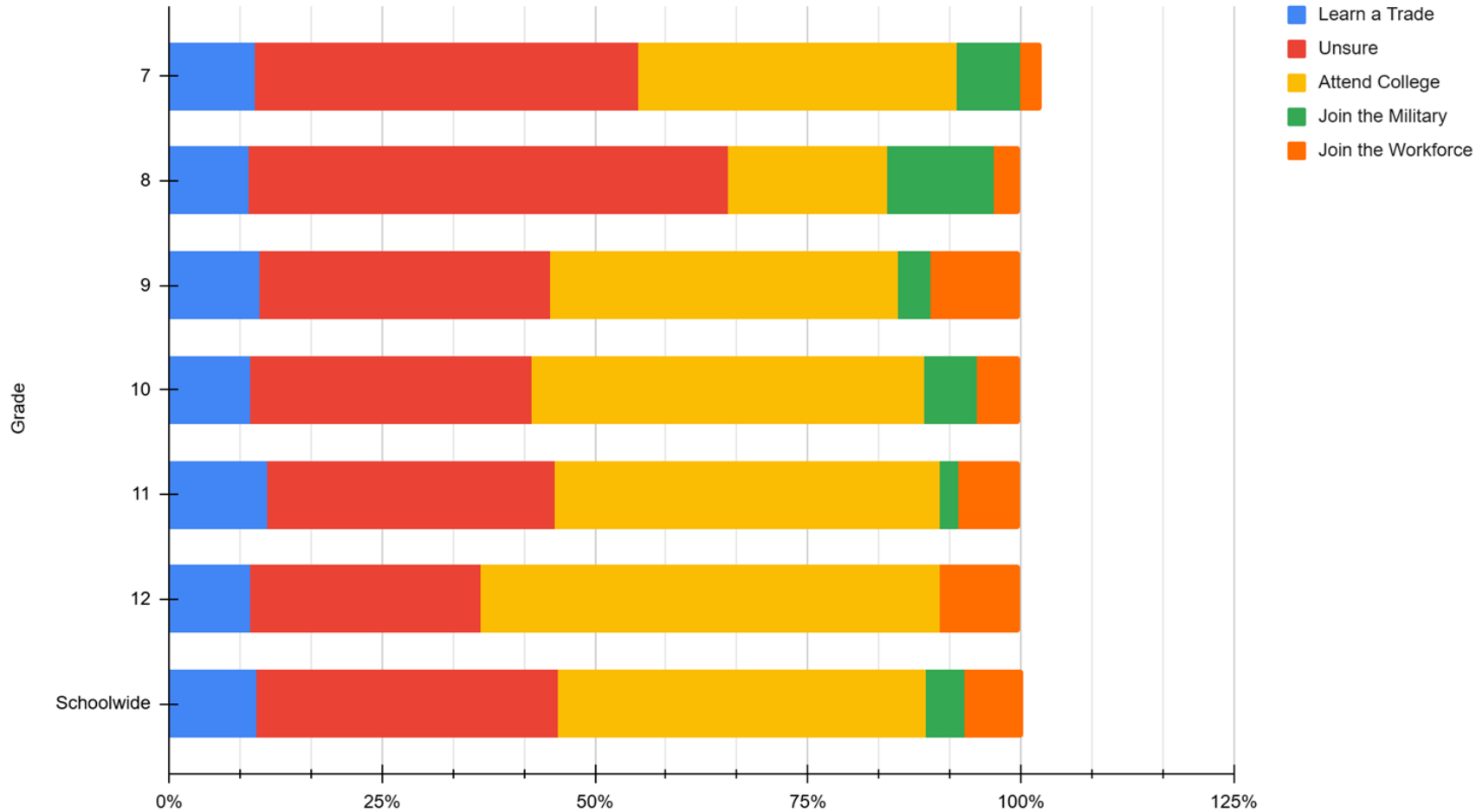
Overall, we have a relatively strong participation with completing the ILPs. Grades 11 & 12 are the lowest at 85% each. 9th Grade is the highest with 97%. Dr. O'Grady continues to send a reminder each week for students to complete the ILP.

	<i>n Value</i>	Total # Completed	# New (1/13/25)	% Completed
7th Grade	43	40	6	93%
8th Grade	35	32	6	91%
9th Grade	78	76	8	97%
10th Grade	121	115	11	95%
11th Grade	112	95	6	85%
12th Grade	74	63	0	85%
Schoolwide	463	421	37	91%

	% Completed
7th Grade (n = 43)	93%
8th Grade (n = 35)	91%
9th Grade (n = 78)	97%
10th Grade (n = 121)	95%
11th Grade (n = 112)	85%
12th Grade (n = 74)	85%
Schoolwide (n = 463)	91%

Postsecondary Goals

Postsecondary Goals by Grade Level



We still have a high percentage of students who are unsure of their postsecondary goals, especially in the younger grades. In the 11th & 12th grade we have a higher percentage of students who are interested in attending college or learning a trade.

ACCUPLACER Update



March 17, 2025

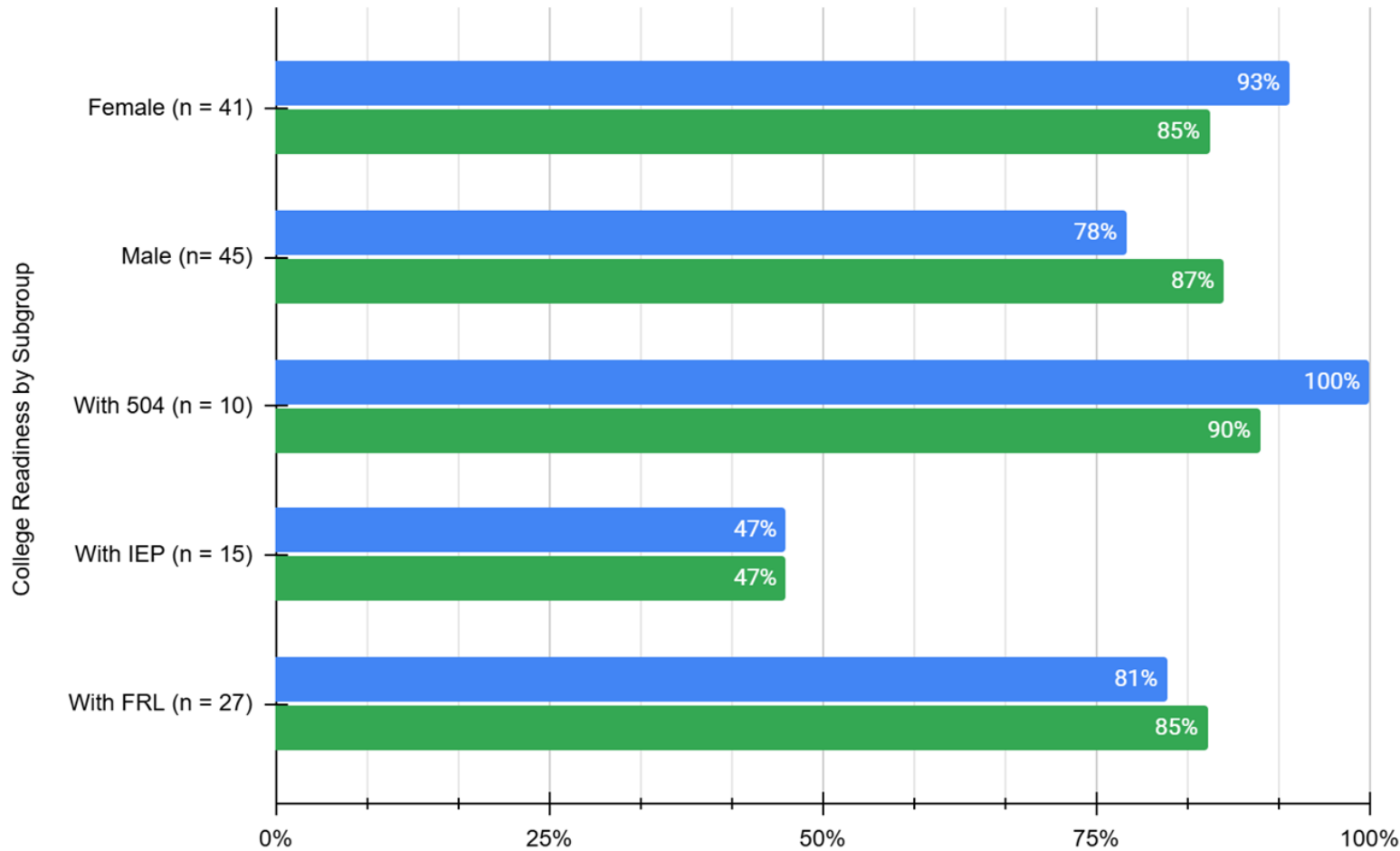
By the Numbers

Overall - 90 Seniors			*Includes graduated juniors	
	Completed	College Ready		
Reading	96%	85%		
Math	96%	84%		

Overall, including the juniors who have graduated, we are meeting or close to meeting our goal of college-ready students. There are a handful of seniors that have not tested, and several students that will need to retest once they complete their remediation plans. One student has recently re-tested and is still within one point of making the mark in Reading.

By Subgroup

College Readiness by Subgroup

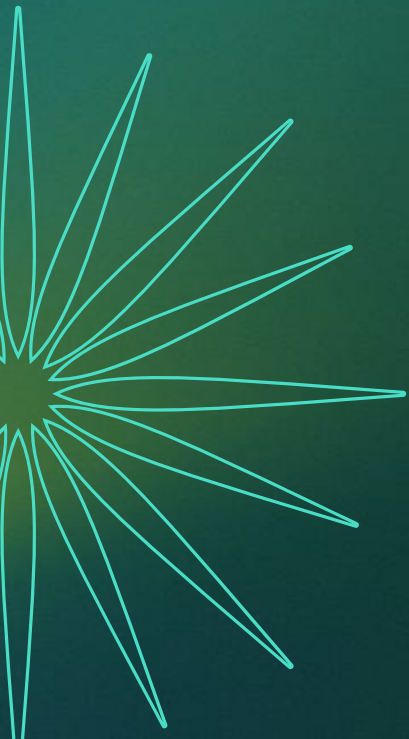


Little has changed since January's reporting. One student with an IEP re-tested in Reading, but is one point shy of the mark. We continue to remediate and schedule re-tests.



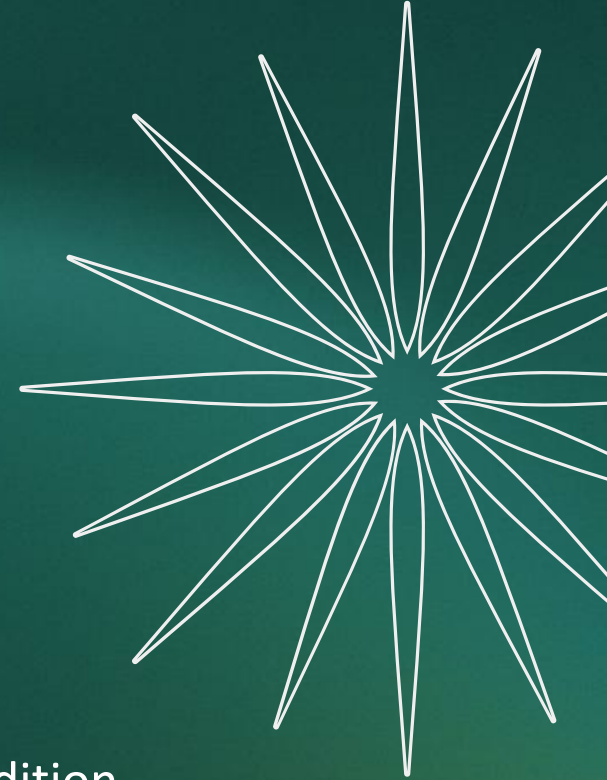
Learned Helplessness

Understanding its impact on students





Definition and Implications



Learned helplessness is a psychological condition where individuals feel powerless to change their situations due to repeated failures. It manifests in students as disengagement from academic tasks, loss of motivation, and lower performance levels. Understanding this concept is vital for educators aiming to foster resilience.





Learned Helplessness and the link to Anxiety.....

Learned Helplessness is often directly linked to anxiety. Many of the student we serve at MEVA experience higher levels of anxiety.



Common Signs in Students

Students exhibiting learned helplessness may frequently express phrases like 'I can't do this' and display avoidance toward challenges and new tasks. They often show low motivation and effort, leading to anxiety and frustration when faced with academic demands. Persistence in their efforts to solve problems typically decreases, as they begin to doubt their capabilities.

- Quick to surrender academically
- Passive behaviors in class
- Lack of self-confidence
- Sense of powerlessness



What does Learned Helplessness look like?

- ~A belief that effort won't lead to progress
- ~Students may resist help and give up easily
- ~Can appear as laziness or defiance
- ~Often stems from early childhood traumas or negative school experiences





The Impact on Learning

- ~Can lead to significant learning gaps
- ~Results in lower academic achievement
- ~Students believe success is out of reach
- ~Reinforces negative beliefs about abilities



Root cause: Academic Failures and Feedback



Repeated academic failures contribute significantly to learned helplessness. When students consistently receive negative feedback or perform poorly, they start believing that their efforts are futile. This perception diminishes their willingness to engage with new material or challenges, creating a cycle of disengagement.

When students are provided courses, assignments, and feedback that allow them to see success, their willingness to further engage increases.

Root cause: Fixed Mindset Beliefs

Students with fixed mindset beliefs about intelligence and ability are at higher risk for learned helplessness. They may think that their abilities are static and unchangeable, leading to a lack of effort when faced with challenges. Often these students have been asked to do work that they are not capable of doing – so they feel they will never be able to do what is asked of them. Promoting a growth mindset is essential to help these students shift their beliefs and regain motivation.





Root Cause: Environmental Landscape

Many of our students arrive feeling “broken” due to ongoing exposure to overly critical environments, which can heighten feelings of helplessness. Their challenging living conditions make it difficult for them to envision a future where financial stability is possible.

When interactions focus primarily on their mistakes or challenges—rather than strategies and successes—students may feel discouraged and unsupported. A lack of encouragement in their environment further diminishes their confidence and resilience.





Strategies Teachers can use to address Learned Helplessness

- ~Encourage students to ask for help
- ~Avoid doing work for students
- ~Set realistic, achievable goals
- ~Allow students to make and learn from mistakes
- ~Foster a safe and encouraging classroom
- ~Implement equity-focused interventions
- ~Value each student's contributions
- ~Encourage risk-taking in academic work
- ~Give students choices in their learning
- ~Teach self-advocacy skills
- ~Strengthen problem-solving abilities
- ~Use prompts to guide, not control





Celebrating Success and the Power of Persistence

- ~Recognize even small accomplishments
- ~Use positive affirmations
- ~Encourage realistic optimism
- ~Help students experience repeated success
- ~View setbacks as learning opportunities
- ~Understand that failure is a step, not a stop
- ~Develop resilience through challenges





Conclusions



Understanding the signs and root causes of learned helplessness is vital for educators. By recognizing these indicators, teachers can implement strategies that foster a growth mindset, encourage resilience, and create supportive environments, ultimately empowering students to overcome challenges and enhance their academic experience.

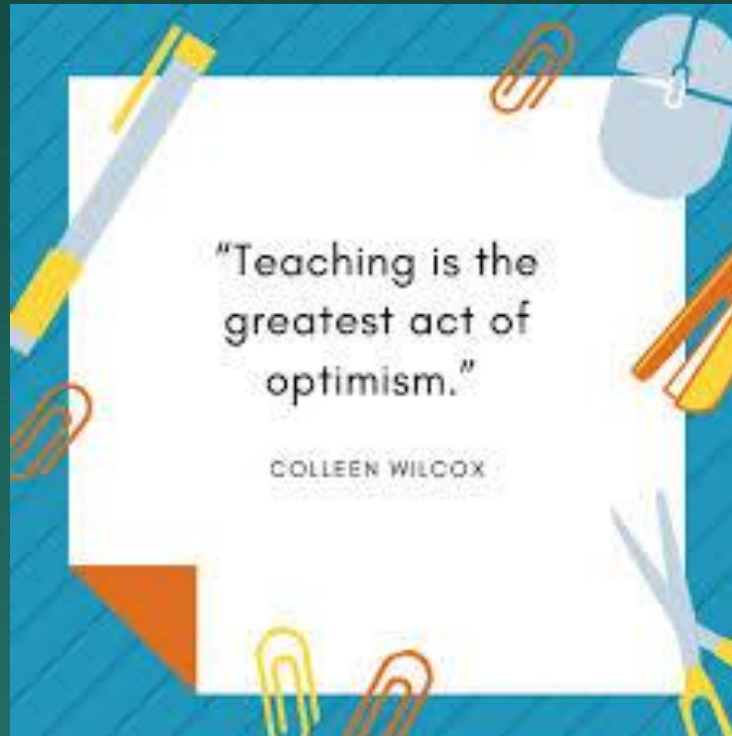




Thank you!

Do you have any questions?

Always remember?





NCAA Update



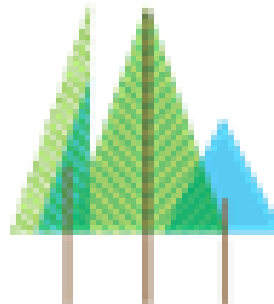
What is NCAA?

- The National Collegiate Athletic Association (NCAA) is an organization that regulates student athletics among over 1,000 colleges and universities. The NCAA maintains a three division structure (D1, D2, D3).
- The NCAA Eligibility Center is a unit within NCAA that provides certification of college-bound student-athletes by reviewing academic requirements with the goal to maintain fair competition among NCAA schools. This applies to students applying to D1 and D2 schools (D3 schools set their own academic standards).



NCAA & MEVA

- NCAA schools require college-bound student-athletes to build a foundation of high school courses (known as NCAA Core Courses) to prepare them for the academic expectations in college.
- MEVA has been on extended evaluation status with NCAA for years.
- This school year MEVA re-applied for NCAA certification and we were just recently cleared!
- What does this mean for us?
 - A "cleared" high school status for the NCAA means that the NCAA Eligibility Center has reviewed and approved MEVA's core courses and graduation requirements, allowing our students to use these courses for initial eligibility certification.



MAINE
VIRTUAL ACADEMY

Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, March 24th, 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.