



# 2018-2019

## Metro East Web Academy

*Who we are:*

- *Started in 2009*
- *Funded by a federal grant to develop online schools*
- *Started by the Gresham Barlow School District*
- *Purpose was to provide an option for students who were disengaged from school*
- *Based on data, the school district determined roughly 500 students were not currently enrolled*





# 2018-2019

## Metro East Web Academy Draft Vision:

MEWA transforms education by providing multiple innovative pathways for student success.

### *Guiding Principles*

- ***Innovative Instruction*** – We provide an innovative approach to alternative learning -empowering and fostering motivation in self-directed learners with diverse needs and learning styles to achieve their maximum potential
- ***Safe, passionate, and inclusive environment*** – Staff are dedicated to cultivating a safe, inclusive environment in which students are engaged and their social, emotional health and wellness is valued.
- ***Collaborative Partnerships*** – Community partnerships provide extended learning opportunities for students to apply their knowledge and skills in real world situations.





# 2018-2019

Where we are now  
*We serve all students*

Highest performing online school in  
**Oregon; 3rd in the region for all schools**

Only online NCAA certified eligible classes

**Needs not met in traditional program:** Serve students across academic and social-emotional spectrum (medically fragile, anxiety, bullying, credit deficient, TAG, accelerated, etc)

Approximately 600 students (~1/2 seniors)

**Five programs:**

K-6

7-12 online

10-12 credit retrieval (MAP)

GED

Early college (24 students graduated with AAOT degrees in 17/18)





# 2018-2019

## Learner Experience

- Synchronous learning lessons (once per class per week)
- Asynchronous classrooms with digital curriculum
- Specialized and Individualized
- Courses tailored to student needs
- Meet the needs of each student with personalized learning plan
- Face-to-face options, small group settings, one-on-one instruction options
- Being part of a learning community with opportunities to interact with other students/teachers:
  - Field trips, community events, service projects
- Independent work time on their own schedules-learning independent of time and place
- Learning is not determined by zip code

extremely small particles if we cannot see them directly?

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Scientists have to make indirect observations about atoms because they cannot see them directly. They use these observations and experimental results to design a model of the atom.

As you explore the historical development of the atomic model, pay particular attention to how theories and models are proposed, developed, and modified to account for new experimental observations and results.

Atomic Model 400 BC 1700s 1870s 1870s 1890s 1890s

SHOW TEXT VERSION

Now it is time to move on to review what you have learned about the development of the atomic model.

The screenshot shows a digital interface for an interactive timeline of the atomic model. At the top, there is a question: "extremely small particles if we cannot see them directly?". Below this is a copyright notice for Jupiterimages Corporation. The main text explains that scientists use indirect observations and experimental results to design atomic models. A paragraph below that asks the user to pay attention to how theories and models are proposed, developed, and modified. A horizontal timeline at the bottom shows various time periods: "Atomic Model", "400 BC", "1700s", "1870s", "1870s", "1890s", and "1890s". A "SHOW TEXT VERSION" button is located below the timeline. At the very bottom, a message says "Now it is time to move on to review what you have learned about the development of the atomic model."



# 2018-2019

## Teacher Experience

- Flexible schedules
- Onsite meetings to create collaborative culture (1x a week)
- Builds stronger relationships with students (more one-to-one contact)
- Freedom to create curriculum to meet student needs
- All highly qualified
- Encouragement and resources to experiment with new ideas



2018-2019



## Political Climate

- Great working relationship with sponsoring district
- Continue to build a positive reputation throughout the state of Oregon
- New legislation to stifle progress of charter and online schools
- Working with Oregon Department of Education and political partnerships to change through new legislation to help support charters and virtual learning opportunities



# 2018-2019



## Family Experience

- Family Engagement Coordinator
- Welcome Process/Orientation
- Parent accounts/communication
- Wrap around services
- Classes/parent groups
- Goal: Whole child approach



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