

**SMCAA Regional Mtg.**  
**09/17/2024**  
**NH Scheppers**

**Attendance:** Vanessa Cochran, Melissa Bruemmer, Jocelyn Schluss, Mary Van Orden, Al Richardson, Julie Esquivel, Julie Riley,

[Here is the folder for our presentations today](#)

Margo Mann from 95% will be here today, her handouts is in the folder linked above

1. [Fall Conference- October 29 & 30](#)
  - Dr. Katie McKnight - Science of Reading/older students- beyond ELA
  - Commissioner Karla Eslinger
  - Susan German, Coordinator of Curriculum DESE
  - Breakout sessions
  - Click link to get registered, team special, and one day or two day registrations
2. Questions about RSPs in Middle School
  - a. How are you working with those students?
  - b. What are you using to measure ability?
  - c. Please add your notes here (even if you're not present...)
3. November Monthly Meet Up:
  - a. Assessments- pros and cons for benchmarks, please join to share ideas/thoughts
4. [Upcoming Webinars](#)
  - a. Winter Symposium February 17-18th (considering a dinner on Monday evening)
  - b. [Champion Teaching Training and Learning](#)
  - c. [SMCAA Monthly Meet Ups](#)
    - i. October- how to use excel to get the most out of our data- Jennifer Rennegar will share how to use pivot tables, etc.
    - ii. There's a link where you can submit questions/suggestions on what to cover for our monthly meet ups
5. DESE Updates:
  - a. Kelli Jones will be new Deputy Commissioner of Division of Learning Services
  - b. Susan German new Curriculum Director
  - c. [Check site for updated content meetings](#)
  - d. Assessment
    - i. [Recruitment](#) Click to see where need for assessment needs are, teachers are needed
    - ii. [Innovative Assessment Demonstration Authority](#) IADA (Fed. Approval to pilot new innovative assessment) *Discussion among group: listen to the live stream from the State Board Meeting to learn more about this...it's interesting, different from smarter balance, we will use our own assessments, get Federal Monies to develop different ways to do assessments... interim assessments v. end of year tests; one assessment*

*system in state; this can impact scope and sequences across the state; click the link above to learn more about it- they will utilize districts part of the success ready student network to pilot the new accountability system; everyone else takes same assessments as they exist but there will be a small group that will take the new one next year 25-26*

- e. Social Studies is close to unveiling professional development centered around first-person resources and Missouri Museums.
  - f. We have final MO LEAP blocks coming in and hope to have those launched in the coming months.
  - g. Also in the coming months, assessment is launching a pilot program: Missouri Instructional Testlets (MIT) for grades 3 to 8, subjects Science, Math, and ELA. These are small, discrete sets of questions centered on Missouri Learning Standards. MIT will not be for accountability, instead to provide information to educators for how well their students are learning the material
6. What does it mean to be research based? See presentation notes for details from AI

a. Research based vs Evidence Based- what's the difference?

UNDERSTANDING THE ESSA TIERS OF EVIDENCE				
	<b>TIER 1</b> Strong Evidence	<b>TIER 2</b> Moderate Evidence	<b>TIER 3</b> Promising Evidence	<b>TIER 4</b> Demonstrates a Rationale
<b>Study Design</b>	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias*	Well-defined logic model based on rigorous research
<b>Results of the Study</b>	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
<b>Findings From Related Studies</b>	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
<b>Sample Size &amp; Setting</b>	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
<b>Match</b>	Similar population and setting to your setting	Similar population or setting to your setting	N/A	N/A

- b.
- c. Note: Evidence for ESSA-Financial support provided by the Anne E. Casey Foundation and the Bill and Melinda Gates Foundation. *Many of us use edreports.org as it's independent...*
- d. Science of Reading isn't noted in there (that I could find)

7. Foundational Standards for Educational Assessments

- a. Validity for intended use
- b. Reliability
- c. Fairness

8. [South Callaway Resource Review Chart](#)

- 9. HS- considering switching classes when they are teaching govt/US history; Govt is usually juniors/seniors full year; taking EOC in December; how are you dividing up courses (do you try to have more than one teacher teach the course?)

10. Contact Al/Julie/Dr. Pyle with any questions
11. Margo Mann with 95% Group Lunch and Learn
  - a. [mmann@95percentgroup.com](mailto:mmann@95percentgroup.com)
  - b. See the folder at the top for all the handouts and QR codes
  - c. They are on the Missouri approved resource list.
  - d. Provide core instruction and intervention support
  - e. Aligned to Science of Reading
  - f. Evidence based- two Missouri Districts (Ft. Zumwalt and Joplin) have studies to support that it works
  - g. Online platform for grouping and data meetings
  - h. Phonemic Awareness Package- more aligned and focus on skills that will make the highest impact on what helps with reading (graphemes, morphemes etc.) need to connect to letters sooner (this is how they are different from Heggerty) 50 weeks of lessons; all lessons for all teachers; digital file sets already pre made,
  - i. Scope and Sequence is available
  - j. Phonemic Awareness screener with Intervention resources
  - k. Systematic, Explicit instructions for teachers, no planning needed
  - l. Asynchronous courses for professional development support
  - m. Sound Walls
  - n. 95 Reading Acceleration Simplified 4:1 small group using Orton-Gillingham influenced instructional design; 45 min explicit teacher delivered-instruction; technology to help for individualization
12. Morgan County R-II (Vanessa) uses 95% for Intervention with our reading teachers- let us know if you want to come visit and see it in action. They are also fully implementing this in Mexico School District