



**October
2015**

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Sweetwater County School District #1

Curriculum, Instruction and Assessment Newsletter

Changes in the School Improvement Process

This year, each school is required to submit a Comprehensive School Improvement Plan. The Comprehensive School Improvement Plan takes the place of the School Improvement plan for AdvancED accreditation. Plan components include analyzing performance and survey data, researching best educational practices, self-evaluating using AdvancED rubrics, writing a summary of practices and writing/revising school improvement plans. Each school will write a goal(s) to focus on improving their WAEA status. This plan will be due to WDE December 7, 2015. At this time, WDE will review school plans and provide assistance to ensure all schools meet federal and state accountability systems.

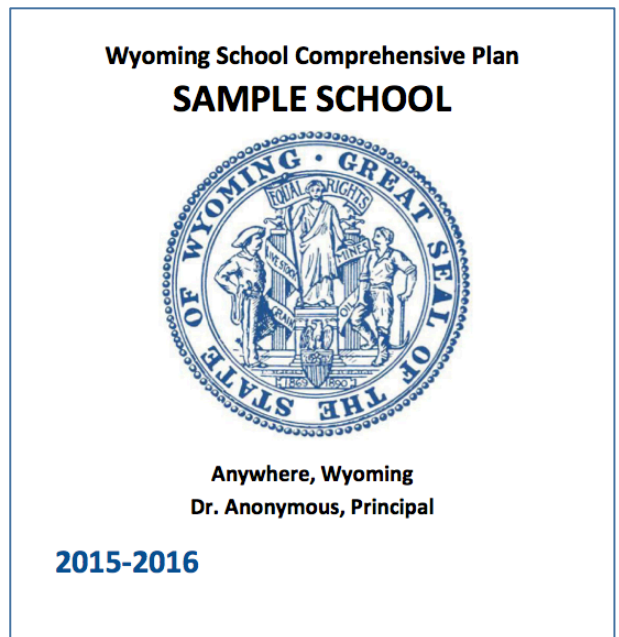
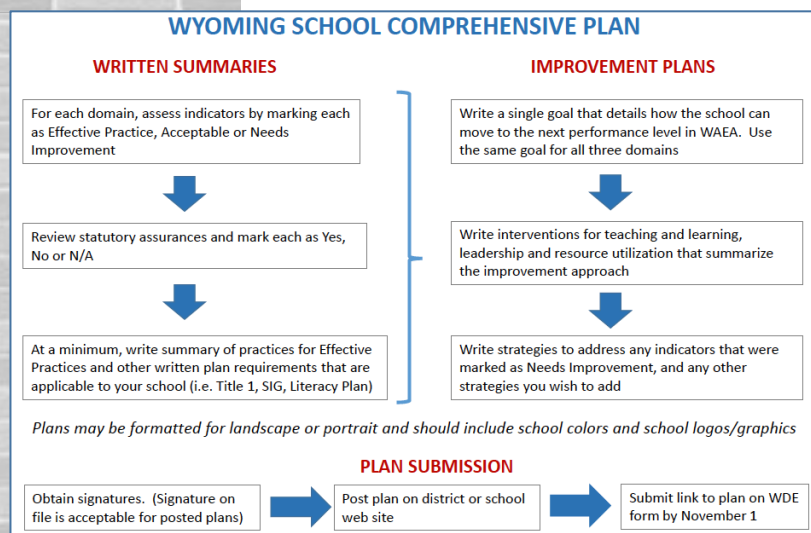
The Comprehensive School Improvement Plan is required for:

- All schools not meeting AYP
- Schools who are in the *meeting, partially meeting or not meeting* categories on the WAEA state accountability system
- Schools who are required to submit literacy improvement plans

The Curriculum, Instruction and Assessment office will provide school leadership and improvement teams the opportunity to review information and work on their plans October 1st from 4:00 pm to 5:30 pm and October 15 from 4:00 pm to 5:30 pm. Additional sessions will be scheduled if needed. [Take a look at the new template!](#)

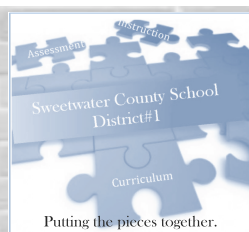
At the district level, work will continue with the current district AdvancED District

Improvement Process. The district will update the executive summary, complete assurances with evidence as well as update district goals and improvement plans. The district will also update AdvancED on our progress to meet our assigned Improvement Priorities from the external visit last year.



Mission: To provide a quality education for all students.

Vision: As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.



Updated Webpages

The Curriculum, Instruction and Assessment office has updated their webpages on the district's website. The Curriculum System page contains information on the CLI process, SAC and CCC along with new curriculum maps. There are some new pages as well, including pages for Reading, and Mathematics. Upcoming pages will have information on the District Professional Development Plan, Early Literacy Plan and Improvement Plan. District level MAP, DIBELS, PAWS and ACT data can be found on the District Dashboard page under Assessment. All of the current and previous year's CIA newsletters are available for download on the Curriculum, Instruction and Assessment Newsletter page.

Some of the CIA pages have links to information pages such as testing information websites, Wyoming Department of Education and WDE Fusion, CLI and Eureka Math.

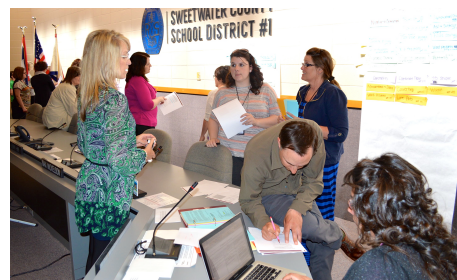
New and current information will be posted on the main CIA page as it becomes pertinent.

Subject Area Committee Recruitment

In October, the application process will begin for the English Language Arts, Foreign Language and Informational Literacy (Library Media) Subject Area Committees (SAC). Job description and application forms will be emailed out to all staff this fall. Specific requirements, responsibilities and date commitments will be included in the job description.

The purpose of these committees will be to align, write and review content curriculum K-12 for the subject area. These committees will begin mapping their curriculum in January and a draft curriculum map will be completed in June 2016.

If you are interested in serving on this committee, look for the upcoming email from the Curriculum, Instruction and Assessment office. See the district's [CLI web page](#) for additional information on the CLI process.



2015-2016 Professional Development Days

Quality instructional planning is this year's focus for all professional development days. Professional development dates for the school year are:

October 23, 2015-----8:00am-4:00pm
 November 6, 2015---8:00am-11:30am
 January 22, 2016-----8:00am-11:30am
 April 1, 2016-----8:00am-11:30am

Updated Report Cards & Teacher Handbooks

Report cards, checkpoints and teacher handbooks have been revised for kindergarten through sixth grade. The new versions can be found on My Big Campus Teacher Resource Groups or on the Curriculum, Instruction and Assessment web page [K-6 Report Cards & Teacher Handbooks](#).

New Professional Development Request Form

A new version of the **Professional Development Request** form is now available. The form can be completed digitally and submitted as an attachment to an email. All professional development requests must be submitted on this new form. Forms must be filled out completely, including administrator approval, to be considered. Individual forms must be completed rather than group requests.

One of the biggest changes is that forms must be submitted at least 20 working days prior to the date of the event. In the case of out-of-state professional development the form must be submitted **4 weeks prior** to the closing date of early registration.

The new PD form can be downloaded from the [CIA Forms webpage](#).

2014-2015 AYP & WAEA Results

Wyoming has two accountability systems: state and federal, both are required by law.

The federal system measures accountability using Adequate Yearly Progress (AYP) calculations. AYP is an annual measurement of school quality required under No Child Left Behind (NCLB) that allows the United States Department of Education to determine how schools are performing academically in each state. NCLB looks at many different indicators including participation, proficiency, and graduation. Schools are rated by a pass/fail type system, where schools are rated as “in need of improvement” when they fail to meet the year’s requirements.

The Wyoming-specific accountability system, created by the Wyoming legislature, is the Wyoming Accountability in Education Act (WAEA). Differing from NCLB in many respects, WAEA takes into account measures specifically related to educational goals in Wyoming reported in the annual School Performance Report (SPR). WAEA factors in student growth, readiness, achievement, equity, and participation. Schools are rated using a scale of varying levels of performance: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations.

District	School Name	Grades Served	Overall School Performance Level Spring 2013	Overall School Performance Level Spring 2014	Overall School Performance Level Spring 2015
Sweetwater #1	Desert Elementary	K - 6	Partially Meeting Expectations	Partially Meeting Expectations	Exceeding Expectations
Sweetwater #1	Desert View Elementary	K - 4	Not Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Sweetwater #1	Eastside Elementary	5-6	Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Sweetwater #1	Farson - Eden Elementary	K - 5	Exceeding Expectations	Exceeding Expectations	Exceeding Expectations
Sweetwater #1	Lincoln Elementary	K-4	No Report	Undefined	Exceeding Expectations
Sweetwater #1	Northpark Elementary	K - 4	Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations
Sweetwater #1	Overland Elementary	K - 4	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
Sweetwater #1	Pilot Butte Elementary	5 - 6	Not Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Sweetwater #1	Sage Elementary	K - 4	Not Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Sweetwater #1	Walnut Elementary	K - 4	Meeting Expectations	Meeting Expectations	Meeting Expectations
Sweetwater #1	Westridge Elementary	K - 4	Meeting Expectations	Exceeding Expectations	Exceeding Expectations
District	School Name	Grades Served	Overall School Performance Level Spring 2013	Overall School Performance Level Spring 2014	Overall School Performance Level Spring 2015
Sweetwater #1	Desert Middle School	7 - 8	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Sweetwater #1	Farson - Eden Middle School	6 - 8	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Sweetwater #1	Rock Springs Junior High School	7 - 8	Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations
District	School Name	Grades Served	Overall School Performance Level Spring 2013	Overall School Performance Level Spring 2014	Overall School Performance Level Spring 2015
Sweetwater #1	Farson - Eden High School	9 - 12	Not Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Sweetwater #1	Independence High School/Black Butte High School	9 - 12	Not Meeting Expectations	Not Meeting Expectations	New accountability model under development.
Sweetwater #1	Rock Springs High School	9 - 12	Partially Meeting Expectations	Not Meeting Expectations	Partially Meeting Expectations

AYP District and School Determinations																								
School Year: 2014-15, District: 1001000 - Sweetwater #1																								
School ID	School Name	Grades	PARTICIPATION										ACADEMIC ACHIEVEMENT										AYP Determination	Notes
			Attendance	Dropouts	Enrollment	Graduation	High School Graduation	High School Graduation Rate	High School Graduation Rate (3-yr)	High School Graduation Rate (4-yr)	High School Graduation Rate (5-yr)	High School Graduation Rate (6-yr)	Math Proficiency	Reading Proficiency	Science Proficiency	Writing Proficiency	History Proficiency	Art Proficiency	Music Proficiency	Physical Education Proficiency	Foreign Language Proficiency	Other Proficiency		
1001000	Desert Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001001	Desert View Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001002	Desert View Elementary	High	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001003	Desert Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001004	Desert View Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001005	Eastside Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001006	Farson-Eden Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001007	Lincoln Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001008	Northpark Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001009	Overland Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001010	Pilot Butte Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001011	Sage Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001012	Walnut Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001013	Westridge Elementary	Elementary	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001014	Desert Middle School	Middle	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001015	Desert Middle School	Middle	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001016	Farson-Eden Middle School	Middle	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001017	Rock Springs Junior High	High	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001018	Black Butte High School	High	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001019	Farson-Eden High School	High	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
1001020	Rock Springs High School	High	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Additional Indicator for High Schools is the Graduation Rate																								
*Closed Schools																								

WAEA factors in student growth, readiness, achievement, equity, and participation. Schools are rated using a scale of varying levels of performance: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations.

The two systems may produce different results; for example, a school rated as “in need of improvement” according to NCLB could be “meeting expectations” under WAEA or vice versa.

WAEA Median Growth Percentiles (MPG) determine growth at a school level. Desert Middle School showed the most growth in the state with an MPG of 85.5 in reading and math. Lincoln Elementary came in at number two in the state with an MPG of 76.5. This means that students at Desert Middle School showed more growth than 85.5% of their academic peers and Lincoln Elementary showed more growth than 76.5% of their academic peers.

High growth rates (above the 60th percentile) were seen at Desert Elementary, Farson-Eden Elementary and Westridge Elementary.

Congratulations to Desert, Farson-Eden, Lincoln and Westridge for earning Exceeding Expectations ratings, and to Northpark and Walnut for earning Meeting Expectations ratings. Also, congratulations to Desert, Lincoln, Northpark and Rock Springs High School for increasing their ranking.

More information on Wyoming’s two accountability systems is available on the [WDE](#) website. To view individual school reports visit [WDE Fusion](#) or SCSD#1’s [AYP](#) or [WAEA](#) page.

WDE Standards Update for Back to School

Wyoming Department of Education recently released their Back to School issue of the [WDE Standards Updates newsletter](#). Some items that may be of interest this month include 2016 PAWS information, PAWS ELA and Math Tips and ACCESS for ELL's.

Assessment Information for PAWS 2016

The assessment and standards consultants continue to work closely together to ensure a successful administration of the statewide assessment. It is our goal to increase the capacity around statewide assessments and the use of data to improve instruction. Please email or call Jessica Steinbrenner Jessica.steinbrenner@wyo.gov with any questions.

Professional Development Schedule:

- Sept. 10** Web-Ex: An Introduction to the Lexile Framework for Reading
- Sept. 15** Web-Ex: An Introduction to the Quantile Framework for Mathematics
- Sept. 17** Web-Ex: Addressing Text Complexity in the Common Core State Standards
- Oct. 1-2** Assessment Literacy & Formative Assessment Conference (Green River)
- Oct. 2-8** Aspire Trainings
- Oct. 12-13** Assessment Literacy & Formative Assessment Conference (Powell)
- Oct. 13** Web-Ex: Maximize the Match: Understanding Text Complexity and Reader Ability
- Oct. 14-15** Assessment Literacy & Formative Assessment Conference (Buffalo)
- Oct. 19-20** Assessment Literacy & Formative Assessment Conference (Casper)
- Oct. 21-22** Assessment Literacy & Formative Assessment Conference (Cheyenne)

Allowable Resources— The Allowable Resources guidelines have been updated for the 2015-16 test administration. Allowable resources continue to include scratch paper, patty/tracing paper, grid paper, and lined paper. <http://edu.wyoming.gov/download/Allowable-Resources-Guidelines.pdf>

ELA PAWS Teaching Tips — The educators at our PAWS Item Review (July 2015) felt the following were important to stress to teachers in preparation for this school year. These topics are found in the standards and should be familiar to students.

All Grades: Model reading a passage, looking at the questions and GOING BACK to the text

Vocabulary / Terminology on PAWS — Use the specific vocabulary / language of the standards. Test designers often refer to language used in the standards when writing items. So, it is good practice to use and encourage this language with your students. For example, if a Language Art's standard employs the literary term "drama", use this word as frequently as "play", so students are familiar when they see the word "drama" on a test form.

Grades 3-4	Grades 5-6	Grades 7-8
<ul style="list-style-type: none"> Points of View – compare the differences between first person and third person Understand the differences between a line and a stanza Know the elements of figurative language Use quotation marks around titles and headings 	<ul style="list-style-type: none"> Review Story Map Vocabulary/Terms: setting, rising actions, climax, falling action, plot, conflict/problem, and resolution Look at Text Structure within a paragraph and across an entire text: Cause/Effect, Problem/Solution, Compare/Contrast, Order of Importance, Review of Process, (Spatial) Descriptive, Question/Answer, and Definition/Meaning Read, discuss and compare paired texts. Practice sequencing/ordering events after reading a text With poetry, use terms such as: symbolism, repetition, idiom, simile, theme, tone Use the terms "theme" and "message" interchangeably Interchange the terms "main idea" and "central idea" when teaching Study the use and meaning of idioms Study Latin pre, roots and suffixes Practice using/reading dictionary entries for both definitions and parts of speech 	<ul style="list-style-type: none"> Practice close reading of passages and referring back to text Read questions carefully Understand vocabulary words in different context Increase text complexity used in the classroom

PAWS Math Teaching Tips (Grades 3-5)

Math Vocabulary — The educators at the PAWS Item Review (July 2015) continue to encourage using and building students' understanding of the vocabulary words listed below in preparation for the assessment. These items are found in the standards and should be familiar to students.

3rd Grade Vocabulary	4th Grade Vocabulary	5th Grade Vocabulary
<ul style="list-style-type: none"> Terms of 4 operations (sum, difference, product, quotient) Expression / Equation Terms (the 3rd term in the pattern) Division signs (all including fraction bar) Multiple of vs. multiply by Divisible by \square = a number (variable) 3.OA.4 	<ul style="list-style-type: none"> Divisor, Dividend, Quotient, Product Inequality Place Value Multiplicative Equation Term (the 4th term in the pattern) Term number (the number that is the 4th term in the pattern) 	<ul style="list-style-type: none"> Parentheses (), Braces { }, & Brackets [] Divisor, Dividend, Quotient, Product

Math Concepts — The educators at our PAWS Item Review (July 2014 & 2015) wanted to stress teaching the following concepts in mathematics. It is also recommended to look at the standards in the grade prior to the one you are teaching and to look at the front material at the beginning of the standards' document including the 8 Mathematical Practices.

3rd Grade Concepts	4th Grade Concepts	5th Grade Concepts
<ul style="list-style-type: none"> Number Sentence & Equation (can be used interchangeably) Know multiplication facts (x12) within 100 Know how to add with both vertical alignment (seen to the right) and horizontal alignment $\begin{array}{r} 35 \\ + 15 \\ \hline 50 \end{array}$ $35 + 15 = 50$ 3.NF.1—items can be set up with fractions that are not a whole (< 1) 3.NF.2—Fractions on a number line are not bound between 0 and 1. (i.e. $2\frac{3}{4}$) Help students understand that a square or rectangle can be partitioned into 2 equal triangles. (3.G.2) Use number line diagrams to measure time intervals and elapsed time Know and understand all categories of shapes as given in the standards Introduce questions that evaluate 2 different methods for solving a problem and include options for choosing method 1, method 2, neither, or both. Understand the degrees of an angle inside a circle or arc From a number line, be able to recognize mixed numbers 3.MD.8—give experience with 'improvised units' (hand spans, stapler lengths...) 	<ul style="list-style-type: none"> Know the metric and standard units of measurement Students should know the equivalents for cups, oz., lbs., qts, gal., in., feet., yards... Know the difference between area and perimeter; know what they mean, not just how to find Be fluent in the standard algorithm for adding and subtracting Understand 'turns through' in 4.MD.5b (1/360 of) 	<ul style="list-style-type: none"> Teach multiplication of fractions in a vertical manner Work with students on tables and teach them how to organize and read information. Help students understand that the following are two formats that say the same thing: $\begin{array}{r} 12-5 \\ 5 \times 4 \end{array} \quad \begin{array}{r} 12-5 \\ 20-20 \end{array}$ Able to multiply 4 digits by 4 digits Familiar with area model Know the metric and standard units of measurement Students should know the equivalents for cups, oz., lbs., qts, gal., in., feet., yds... Be familiar with justification with 'because reasoning' (e.g. 14 because ...). Students need to understand the justification must also be correct, not just the answer. For place value, emphasize 10 times larger and 1/10 as large instead of multiply by 10 and divide by 10.

PAWS Math Teaching Tips (Grades 6-8)

Math Vocabulary — The educators at the PAWS Item Review (July 2015) continue to encourage using and building students' understanding of the vocabulary words listed below in preparation for the assessment. These items are found in the standards and should be familiar to students.

6th Grade Vocabulary	7th Grade Vocabulary	8th Grade Vocabulary
<ul style="list-style-type: none"> • Divisor, Dividend, Quotient, Product • Spent, Deposit, Withdraw, Earned, Donated... • Mean & Median • Interquartile Range (IQR) • Mean Absolute Deviation (MAD) • Variability • Statistical 	<ul style="list-style-type: none"> • Proportional Relationships vs Linear Relationships • Variability • Quotients 	<ul style="list-style-type: none"> • Mean Absolute Deviation (MAD) • Absolute Deviation • Initial Value • Pattern of Association • Bivariate Data

Math Concepts — The educators at our PAWS Item Review (July 2014 & 2015) wanted to stress teaching the following concepts in mathematics. It is also recommended to look at the standards in the grade prior to the one you are teaching and to look at the front material at the beginning of the standards' document including the 8 Mathematical Practices.

6th Grade Concepts	7th Grade Concepts	8th Grade Concepts
<ul style="list-style-type: none"> • 6.NS.5—practice with real-world application • Focus more on Statistics and Probability domain • Students need more experience with box & whisker plots and need to understand the meanings • Know how to find the middle 50% (IQR) Interquartile Range • Give experience with interpreting a graph of constant speed • Practice reading all the way through and noting the possibility of multiple answers • Incorporate your SP standards into your other calculation standards so students have experience with this earlier in the year (low scores in this domain) • Know that the opposite of 0 is 0 • Kids need to be able to use number sense to solve (answer) some questions without calculations • Kids need to understand that an inequality has an infinite number of solutions while an equation has only one solution 	<ul style="list-style-type: none"> • $-(a/b) = (?a/?b)$ determine sign placement to make this true • Percent decrease • 7.EE.2 • Factoring and expanding in the same problem • Area models with equivalent expressions • Solution set { } (learned in 6th gr.) • Constructions • Quantities (quantities can be both variables and constants) • Problems involving decimals and fractions in them • Factoring (pulling out the negative) 	<ul style="list-style-type: none"> • Add & subtract with scientific notation • Solution of a system of equations (no solution, infinite solution, zero solution) • Quadratic functions (more conceptual than use) • Know sphere & cone formulas • Increasing & decreasing functions • $2 < x < 5$ etc.... • Process of taking a root and estimating out to 2 decimal places • Cube roots • Standard form for a system of equations

ACCESS FOR ELLs 2.0 ADMINISTRATION DATES (2015-16)

Description	Start Date	End Date
District and School Site File to DRC	9/8/2015	9/8/2015
Test Materials Ordering	10/19/2015	12/4/2015
Pre-ID Files to DRC	11/10/2015	11/10/2015
Online Test Setup	12/18/2015	3/4/2016
Districts Receive Test Material (On or Before)	1/4/2016	1/4/2016
Test Window	1/19/2016	3/4/2016
Additional Test Material Window	1/6/2016	2/26/2016
Districts Pack Completed Test Material	1/20/2015	3/11/2016
Districts Ship Completed Test Material to DRC	1/20/2015	3/11/2016
All Test Material Received at DRC	3/18/2016	3/18/2016
Pre-Reporting Data Validation Window	4/4/2016	4/15/2016
DRC Provides Data File to SEA for Simultaneous Data Validation	4/4/2016	4/15/2016
Districts Receive Reports - Printed and Online (On or Before)	5/2/2016	5/2/2016
Final Data Available to State	5/2/2016	5/2/2016

[Click here to go to all ACCESS for ELL Updates](#)

What's New for ACCESS for ELLs 2.0?

For all information on the preparation and training resources that will be available throughout 2015-16, please visit the ACCESS for ELLs 2.0 Preparation [Resources](#) webpage. Please note: Registration for the fall webinars is now available. School and district staff can sign up at the link below. These webinars will be recorded and posted to the website for reference.

<https://www.wida.us/assessment/ACCESS20.aspx>

WDE and Metametrics Lexile and Quantile Web-Ex Sessions

These sessions are intended for teachers, instructional facilitators, curriculum directors, assessment coordinators, principals – anyone who wants to learn more about using Lexiles and Quantiles. Each of the sessions will be held for one hour, beginning at 3:30 on the dates listed below to facilitate teacher attendance.

- **October 13: Maximize the Match: Understanding Text Complexity and Reader Ability** To be college and career ready, students need to be reading more challenging texts. However, educators know that challenge must be balanced with accessibility and engagement. This presentation will explore the concept of text complexity in relation to student interest and reading ability as explained by the Lexile Framework for Reading, a developmental scale that spans all content areas in grades K-16.
 - *The presentation will be held October 13th at 3:30 pm.*
 - *Meeting Number: 638 720 891*
 - *Meeting Password: Wyoming1*
- **October 15: Differentiating Instruction Using the Lexile and Quantile Frameworks** This presentation offers insight into how the Lexile Framework for Reading and the Quantile Framework for Mathematics can each be used to help differentiate instruction for students. By modifying materials, content, instruction, student projects and products, and assessment, educators can meet the learning needs of individual students. In a differentiated classroom, teachers recognize that all students are different and require varied teaching methods to be successful in school.
 - *The presentation will be held October 15th at 3:30 pm.*
 - *Meeting Number: 638 660 043*
 - *Meeting Password: Wyoming1*

NWEA MAP Proctor Refresher Trainings Offered

The Curriculum, Instruction and Assessment office will be offering MAP Proctor refresher trainings in October. The training will consist of a brief overview of how to proctor the MAP test, troubleshooting tips, where to find resources, and Q & A.

Sessions will take place Monday, October 5th from 3:15pm to 3:45pm and Tuesday, October 6th from 7:30am to 8:00am. These trainings can also be planned into a PLC or short meeting. Contact Debbie Varras varrasd@sw1.k12.wy.us to schedule a session.

Video trainings for NWEA MAP proctoring, along with other trainings, are available online through [NWEA](http://nwea.org). All of the videos are 10 minutes or less.

Updated NWEA Norms

This summer NWEA released updated [2015 norms](#). There are slight differences from the 2011 norms reflecting the changes in student performance, student demographics and larger sample of student results. Another difference is the addition of a SD (Standard Deviation) column. The smaller the SD number the tighter or "less deviation" from the mean.

"For example, in the status norms for Reading, grade 2 students in the middle of the "begin-year" period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall in this range." NWEA Measures of Academic Progress Normative Data.

The new [2015 Norms document](#) includes student growth norms charts as well as school growth charts.

New NWEA Accessibility and Accommodations Features

Students taking MAP tests for grades 2 and higher can use new digital accessibility and accommodation features.

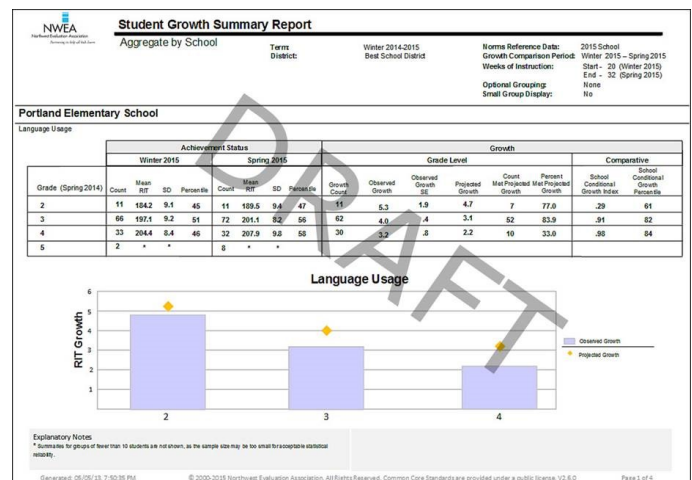
- **Accessibility**--Keyboard navigation enables students who can't use a mouse to take MAP assessments using only a keyboard.
- **Accommodations**--MAP tests and [warm-ups](#) support color contrast adjustments and magnification via a third party software program, ZoomText. Magnification is also supported through native operating system settings.
- **Test Aid: Highlighter**--A new highlighter tool will be available throughout MAP tests. Students can familiarize themselves using the highlighter tool warm-up.
- **Item Aid: Calculator**--A new calculator tool will be available for students to use with specific items, where appropriate. Students can practice with the new calculator tool prior to taking a MAP assessment using [this website](#).

New Student Growth Summary (SGS) Report is Here

This summer NWEA released a new SGS report along with 2015 RIT Scale Norms. The new SGS report will provide all the data that is currently only available from the school norms calculator.

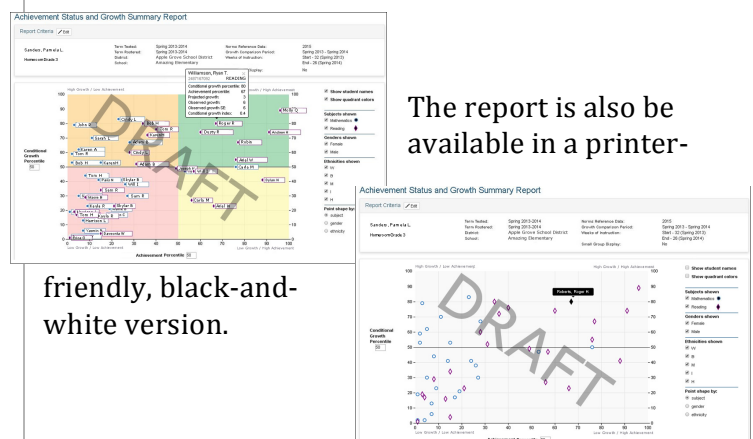
When using the SGS report with the default 2015 norms, the report will use the 2015 school norms, rather than the student norms. The SGS report will only use school norms when the 2015 norms are selected. When the report is toggled to use 2011 normative data, it will continue to use the 2011 student norms as it does today. School norms are more appropriate than student norms for describing and comparing the performance of grade-level student groups.

The image below shows the new fields available on the SGS report. Learn more about the 2015 NWEA school normative data in the [2015 NWEA Normative Data Overview](#).



Achievement Status and Growth (ASG) report update

A new ASG report is now available featuring a scatterplot quadrant report to show how a class is distributed with respect to growth and achievement.





Stagecoach Elementary school opened its doors to students for the first time this school year.



The Stagecoach parent organization set up the façade of a stagecoach that can be seen when first entering the new school.



Students and staff voted on the new mascot, the Stallion, to represent their school. The Stallion has made many appearances at school events including a tailgate party held for the community. Staff, students and family members attended the party held in the Stagecoach parking lot.



Information provided by Kenneth Dietz, Stagecoach Principal

Mission: To provide a quality education for all students.

2015-2016 SCSD#1 Assessment Calendar Highlights

Universal Screening

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) administration started September 28th and will be completed October 8th. Students K-3 are being assessed only in reading. **Students in grades 4-6 are no longer tested unless identified by specific criteria outlined in the district's assessment plan.**

NWEA MAP Testing

NWEA Measures of Academic Progress (MAP) testing occurs for all students in kindergarten through ninth grade during fall and spring. **No winter testing will be administered.** Fall MAP testing will begin October 12th and end November 20th. Kindergarten through ninth grade students are assessed in reading and math as required by the Early Literacy Plan and Bridges grant reports.

Optional COMPASS Testing

COMPASS is an optional computer-adaptive college placement assessment. Students are to be given the opportunity to take this assessment at least one time during their senior year. The fall COMPASS testing window is October 5-23. The spring window is April 11 through May 3.

DRAFT		2015-2016 Sweetwater County School District #1 Assessment Calendar							DRAFT	
Assessment	September	October	November	December	January	February	March	April	May	
Universal Screening Grades K-3	Begin: Sept. 28	End: Oct. 8			Begin: Jan. 18 End: Jan. 29				Begin: May 2 End: May 13	
MAP Testing Grades K-9		Begin: Oct. 12	End: Nov. 20					Begin: April 18	End: May 18	
PAWS Testing Grades 3-8							Begin: March 7 End: March 25			
Wy-ALT						Begin: Feb. 29	End: March 25			
ASPIRE Grade 9 and Grade 10								Begin: April 11	End: May 3	
ACT Plus Writing Grade 11								Initial: April 19	Make---up: May 3	
ACT COMPASS (Optional) Grade 12		Begin: Oct. 5 End: Oct. 23						Begin: April 11	End: May 3	
WorkKeys Grade 11-12								Begin: April 19	End: May 3	
NCLB Tech Asmt. Grades 8									Begin: May 2 End: May 27	
ACCESS for ELLS Grades K-12					Begin: Jan 19		End: March 4			
WIDA W---APT Placement Test Grades K-12	New ELL students who don't have an ACCESS for ELLS score.									

October 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
5	6	7	8 Parent Teacher Conferences (PM) Universal Screening Ends	9 Parent Teacher Conferences (AM)	10	11
12 MAP Testing Begins Curriculum Community Council Board Room 8-4	13 Instructional Facilitators, Instructional Teacher Leaders, District Department Chairs Board Room 8-4	14	15	16	17	18
19	20	21	22	23 Professional Development Day	24	25
26	27	28	29	30	31	

November 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6 End of 1 st Quarter Professional Development (AM) Grade Prep (PM)	7	8
9 Curriculum Community Council Meeting Board Room 8-11:30	10	11	12	13	14	15
16	17	18	19	20 MAP Testing Ends	21	22
23	24	25 Thanksgiving Vacation	26 Thanksgiving Vacation	27 Thanksgiving Vacation	28	29
30						