



**CHEWELAH SCHOOL DISTRICT NO. 36
STEVENS COUNTY, WASHINGTON**

NOTICE OF SPECIAL MEETING

NOTICE is hereby given that the Board of Directors of Chewelah School District No. 36, Stevens County, Washington will hold a Special Meeting on March 28, 2023 at 7:00 PM at the District Office at 210 N. Park St. The meeting is called for the purpose of considering and acting upon the following agenda items:

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Gess reading program review – Julie Price, Gess Elementary Principal
6. Student learning data review – Erin Dell, Director of Student Support Services
7. Approve Resolution 2022/2023-04 Sale of Surplus Real Property (lavender)
8. Debrief March 22, 2023 parent/community focus group meeting (yellow)
9. Facilities Committee report
10. Continue self-evaluation process discussion
11. Create questions for new board member candidate interviews
12. Future meeting agenda topics
13. Adjourn

**CHEWELAH SCHOOL DISTRICT NO. 36
STEVENS COUNTY, WASHINGTON**
/s/ Jason Perrins
Secretary to the Board of Directors

Persons with disabilities who would like to request assistance, services, or accommodations to attend school district functions are asked to call 509-685-6800, extension 1002.

Chewelah School District #36, 210 N. Park Street, P.O. Box 47, Chewelah, Washington 99109, www.chewelah.k12.wa.us

Telephone: (509) 685-6800 ext. 1001, FAX (509) 935-8605, E-mail: jperrins@chewelahk12.us



Using Growth and Proficiency Data



To learn more about *i-Ready's* growth model and how to use it, click [here](#) or visit i-ReadyCentral.com/GrowthGoals.



When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

- Typical Growth:** the average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.
- Stretch Growth®:** the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. We recommend that:

Individual students:

- Aim to exceed 100% of their Typical Growth measure** by the end of the academic year
- Aim to meet their Stretch Growth measure** by the end of the academic year. Nationally, between 20%–30% of students achieve these aspirational targets.

Groups of students:

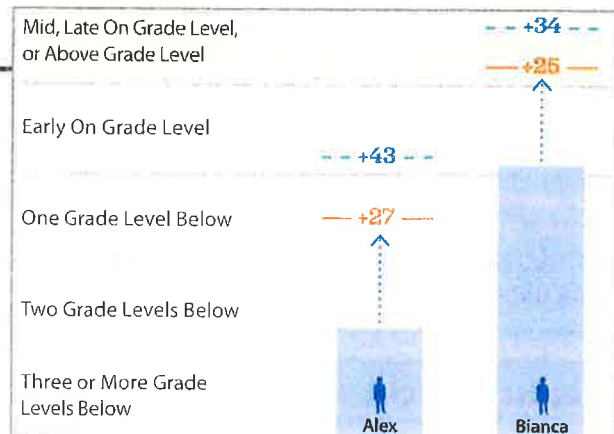
- Aim to exceed 100% median progress toward Typical Growth** by the end of the academic year
- Aim for as many students as possible reaching Stretch Growth.** *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*

Growth Model Example

Two Grade 3 Students

Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth - - Stretch Growth



Understanding *i-Ready's* Student Growth Measures

Typical Growth and Stretch Growth

The *i-Ready* growth model offers two benchmarks for every student in Grades K–8: Typical Growth and Stretch Growth. These growth measures tell you how much a student has progressed and help you determine if a student is on track to meet growth goals. They can be used to set goals, see how much your students have progressed, and make informed instructional decisions.

- **Typical Growth:** the average annual growth of students at each grade and placement level. Typical Growth allows you to see how a student is **growing compared to average student growth** at the same grade and baseline placement level.
- **Stretch Growth:** the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. **Stretch Growth benchmarks are designed to be ambitious, yet attainable, for all students.** Students who are further behind have larger growth benchmarks to help them catch up, and it will take many of these students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

While achieving Stretch Growth does not guarantee a student will reach proficiency in a single year, this target can help educators understand the growth path of similar students who reached proficiency over time. For example, a Grade 3 student placing Two Grade Levels Below in Reading will likely need to meet Stretch Growth for multiple years before reaching proficiency.



**Deeper
Insight**

Typical Growth values were derived using the median, or 50th percentile, of student growth at each grade and placement level on the *i-Ready Diagnostic*. Stretch Growth measures were derived by reviewing the growth of students who started at a given placement category and either attained a placement of Mid On Grade Level within one, two, or more years, or attained or maintained a placement of Late On Grade Level or above in one, two, or more years. **Stretch Growth** is based on the median growth in the first year of these students' path toward their proficiency goals and marks the growth we recommend each student strives for in a single year. To ensure Stretch Growth is ambitious, yet attainable, these measures are bounded by the 80th percentile of growth for students in a given placement on the baseline Diagnostic.

How Students' Growth Measures Are Set

Along with their grade level and subject, *i-Ready* uses each student's placement category (e.g., Early On Grade Level, One Grade Level Below) on their baseline Diagnostic to differentiate their Typical Growth and Stretch Growth measures each school year. *i-Ready* uses these rules to determine which Diagnostic serves as the baseline assessment for a student's growth measures:

- The assessment used will be the first Diagnostic taken, but if additional Diagnostics are started within 21 days of completing the first, the most recent of those will be used instead.
- This is **regardless of rushing**.
- This also applies if students take the Diagnostic for Mathematics in English and in Spanish.

★ **Each student's differentiated Typical Growth and Stretch Growth measures RESET EACH YEAR when the student takes a new baseline Diagnostic, even for those on multiyear paths to proficiency.**

The Diagnostic used for growth measures will be clearly indicated on each student's Diagnostic Results and Diagnostic Growth reports.

Diagnostic Results - Danielle Baker - Grade 5

Diagnostic 1

Typical Growth

Stretch Growth

Baseline Diagnostic

This Diagnostic is considered the baseline and is used to establish growth measures for the student.



For more information about baseline Diagnostic rules, including considerations for students taking the Diagnostic for Mathematics in English and in Spanish, refer to this [FAQ](#).

Using Typical Growth and Stretch Growth, Cont'd.

Consider these recommendations, along with district and school objectives and your deep understanding of your students, to set specific goals. A strong goal-setting process recognizes that each student is different—as do *i-Ready's* Typical Growth and Stretch Growth measures—and engages them in deciding what they want to achieve. See [page 7](#) for more about setting goals and engaging students in growth.

Get more goal-setting guidance, ideas, and resources [here](#).

Understanding Your Students' Progress

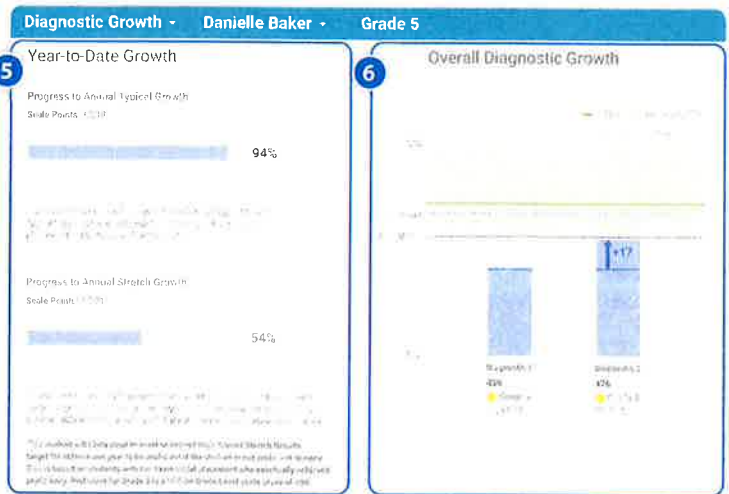
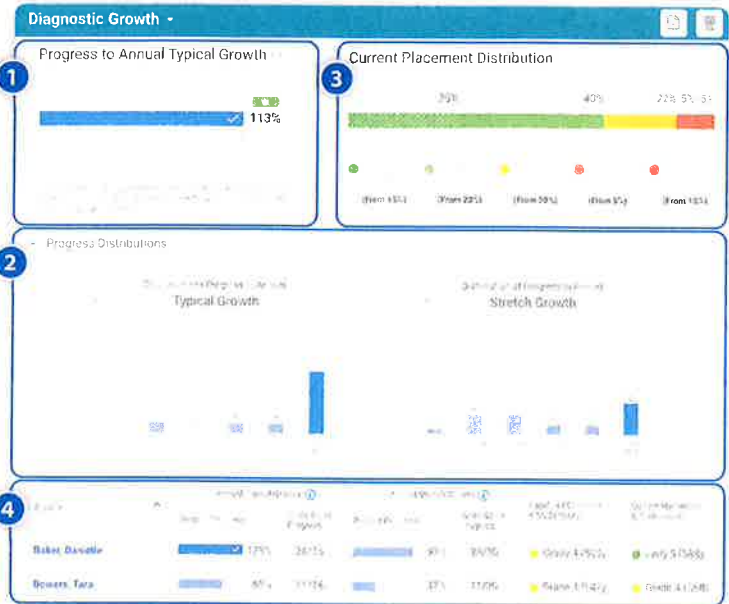
Reviewing progress to Typical Growth and Stretch Growth after each subsequent Diagnostic allows you to see which students are making greater gains toward their proficiency goals and which students will likely need additional support and time.

After the second Diagnostic, **Diagnostic Growth (Class) and (District/School) reports** will show the 1 median progress to Typical Growth and the 2 distribution of progress toward Typical Growth and Stretch Growth for your district, school, class, or Report Group. This data is positioned alongside 3 Current Placement Distribution information to help you put your students' growth in context of their current proficiency. 4 Table views below this summary will also allow you to drill down for a closer look at specific schools, grades, classes, or students. The table also provides a summary of progress to growth measures and changes in overall placement for each student.

The **Diagnostic Growth (Student) report** also shows each student's 5 progress toward their Typical Growth and Stretch Growth measures alongside their 6 overall and domain-level performance on the most recent Diagnostic.

On the **Diagnostic Growth (District/School) report**, district and school leaders can 7 select Baseline Placement in the Show Results By dropdown to see student progress to Typical Growth and Stretch Growth targets by initial placement levels. This allows leaders to monitor that all students are making progress toward their growth targets, particularly those who need to grow the most to reach grade-level placement.

Review our Reference Sheets for more information about the **Diagnostic Growth (Student), (Class), and (District/School) reports**.



Diagnostic Growth -

7 Baseline Placement

Subgroup/Placement	Progress (Median)	% Met	Progress (Median)	% Met	% Students with Improved Placement	Students Subgroup/Total
Mid or Above Grade Level	82%	20%	85%	82%	74%	36/48
Early On Grade Level	42%	26%	16%	13%	16%	32/68
One Grade Level Below	61%	37%	24%	18%	28%	57/62
Two Grade Levels Below	4%	17%	28%	10%	38%	30/68
Three or More Grade Levels Below	17%	10%	11%	14%	12%	55/62

Using Typical Growth and Stretch Growth, Cont'd.



Because Typical Growth and Stretch Growth are differentiated based on student grade and placement level, monitoring percent progress toward these measures—rather than the scale score point increase—is a better way of understanding the growth of individual students and identifying trends across groups of students.

After the winter or midyear Diagnostic, use Diagnostic Growth reports to evaluate student progress to growth measures and make instructional decisions accordingly.

Individual students:	Groups of students (e.g., districts, schools, classes):
<p>Look for 50%+ progress to Typical Growth.</p> <ul style="list-style-type: none">• Because we know growth is not linear, we want students to achieve as much growth as possible in the first half of the year, taking them closer to their end-of-year goal of exceeding 100% Typical Growth.• Individual students making less than 50% progress to Typical Growth—especially those with lower Diagnostic placements—may need additional instructional support. <p>Use progress to Stretch Growth to determine if students are growing fast enough to be on a path toward proficiency or advanced placements.</p> <p>Students achieving close to 50% of Stretch Growth at midyear are making the growth recommended to remain on a path toward meeting their proficiency goals.</p>	<p>Look for 50%+ median progress to Typical Growth.</p> <ul style="list-style-type: none">• The median metric is based on the “middle student,” meaning that about half of all students in the group achieved more progress and about half achieved less progress than the median.• At midyear, 50% median progress to Typical Growth means that about half of students in the group are halfway to their Typical Growth target for the year, and the rest have not made it halfway yet. They will need to make more than 50% progress between midyear and end-of-year Diagnostics in order to achieve 100% of annual Typical Growth.• Student groups showing less than 50% median progress to Typical Growth may need additional instructional support.

Note that performance on the midyear Diagnostic will be affected by the number of weeks students have spent in instruction. The midpoint in a school year typically falls between 14 and 16 weeks after completion of the first Diagnostic. However, some districts administer a midyear Diagnostic slightly earlier or later. When this is the case, you might expect students to make somewhat more or less than 50% progress toward their annual growth measures.

By the end of the year, look for individual students and groups to exceed 100% of Typical Growth. See [page 4](#) for more about end-of-year goals using Typical Growth and Stretch Growth.



The Typical Growth and Stretch Growth measures that *i-Ready* provides are based on approximately 30 weeks. In other words, 100% progress to Typical Growth means that an individual student met the median progress to Typical Growth expected for the average student in the same grade and starting placement level in one school year with 30 weeks between the baseline and final Diagnostics of the year. The same median progress for a group of students means that, in the aggregate, students achieved the growth expected for one school year with the same time between Diagnostics from completion date to completion date. When students have had much less time between these baseline and final assessments, the Typical Growth measures can be prorated. Contact your administrator or account manager if you believe proration is needed.

Diagnostic Growth



School: GESS ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2022 - 2023
 Comparison Diagnostic: Most Recent

Students Assessed/Total: 245/276

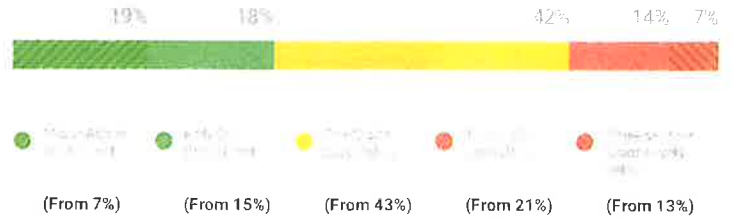
Progress to Annual Typical Growth



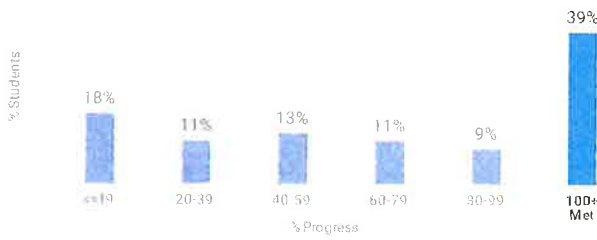
The median percent progress towards Typical Growth for this school is 77%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

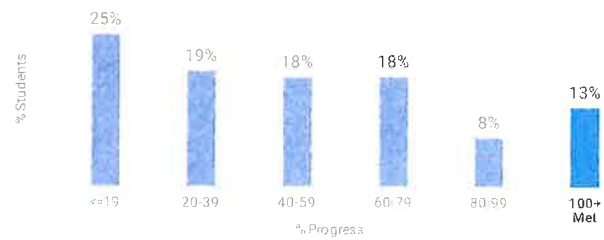
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Choose to Show Results By



Grade

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	55%	21%	40%	14%	48%	29/32
Grade 1	65%	31%	47%	8%	37%	52/56
Grade 2	77%	28%	55%	7%	48%	29/35
Grade 3	94%	48%	48%	19%	56%	48/51
Grade 4	73%	39%	34%	9%	46%	46/52

Diagnostic Growth



School: GESS ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2022 - 2023
 Comparison Diagnostic: Most Recent

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	 125%	59%	 60%	20%	49%	41/45
Grade 6	-	-	-	-	-	0/5

Diagnostic Growth



School: GESS ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2022 - 2023
 Comparison Diagnostic: Most Recent

Students Assessed/Total: 246/276

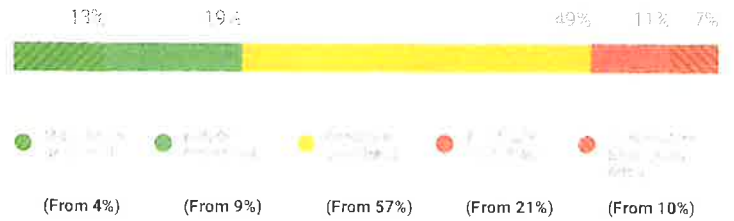
Progress to Annual Typical Growth



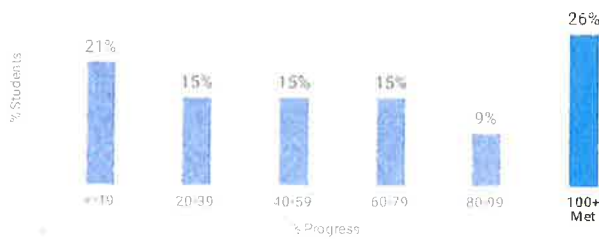
The median percent progress towards Typical Growth for this school is 60%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

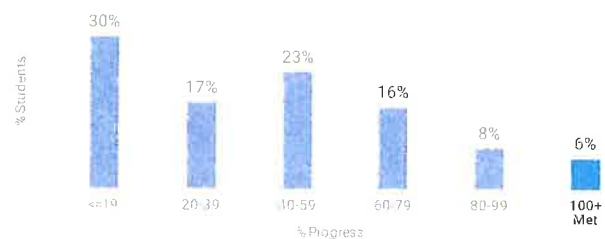
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Choose to Show Results By

Grade

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	58%	32%	48%	14%	46%	28/32
Grade 1	76%	33%	59%	14%	35%	51/56
Grade 2	66%	10%	44%	0%	24%	29/35
Grade 3	55%	27%	35%	4%	52%	48/51
Grade 4	48%	19%	32%	2%	49%	47/52

Curriculum Associates

Diagnostic Growth



School GESS ELEMENTARY SCHOOL
 Subject Math
 Academic Year 2022 - 2023
 Comparison Diagnostic Most Recent

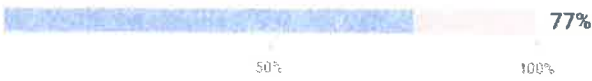
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	28%	28%	16%	2%	37%	43/45
Grade 6	-	-	-	-	-	0/5

Subject: **Reading** School: **QUARTZITE LEARNING CE...**

Academic Year: Comparison Diagnostic
 Current Year: **Most Recent**

Students Assessed/Total: **27/44**

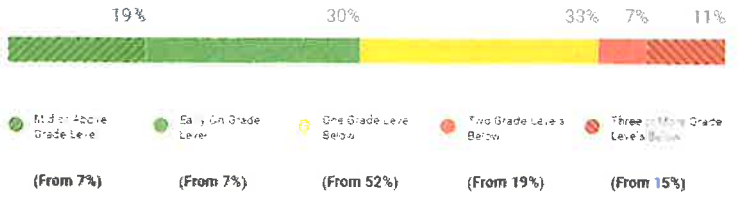
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 77%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

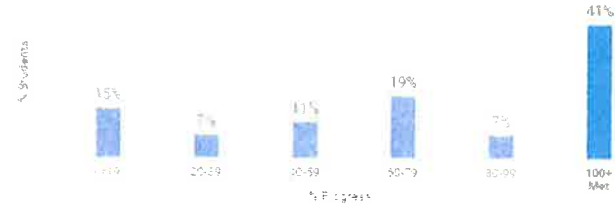
[Learn More About Growth](#)

Current Placement Distribution

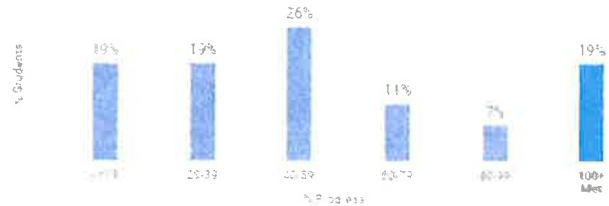


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Subject: **Math** School: **QUARTZITE LEARNING CE...**

Academic Year: Comparison Diagnostic
 Current Year: **Most Recent**

Students Assessed/Total: **27/44**

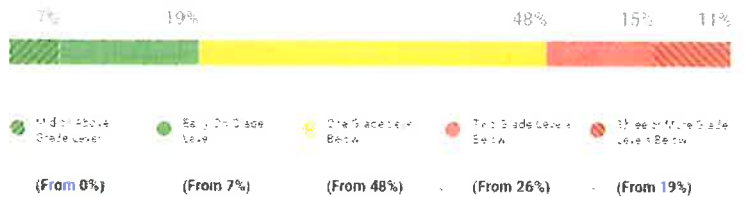
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 54%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



NWEA MAP Growth

Student Growth Summary Report

Comparison Periods

Total Number of Growth Events†	Comparison Periods						Growth	
	Fall 2020			Spring 2021				
	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
47	141.5	15.6	64	159.9	14.1	71	18	0.8
48	165.3	13.9	82	181.9	14.2	81	17	0.8
58	179.2	15.9	76	192.2	16.5	67	13	0.8
39	194.9	16.7	86	206.6	17.1	80	12	1.0
143	204.1	19.3	75	215.2	19.1	74	11	0.5

Grade	Level	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
3	Math	141.5	15.6	64	18	0.8
3	Reading	165.3	13.9	82	17	0.8
3	Writing	179.2	15.9	76	13	0.8
3	Language	194.9	16.7	86	12	1.0
3	Science	204.1	19.3	75	11	0.5

Total Number Of Growth Events

Number of students with valid growth test events for *both* terms.

Mean RIT Score

Average RIT score of students in this Growth Count for the term indicated.

Standard Deviation

Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the academic diversity in this group.

Achievement Percentile

Percentile (a percentage-based ranking) of the achievement reached for the given term, as compared to the school-level NWEA norms from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).

Observed Growth

Average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).

Observed Growth SE

Growth standard error (SE) associated with term-to-term growth for the group. If these students tested again over the same period with comparable tests, term-to-term growth would fall within a range defined by the observed growth, plus or minus the growth sampling error, about 68% of the time.

Grade-Level Norms Section

Grade	Level	Grade-Level Norms		
		Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
3	Math	17.3	0.51	69
3	Reading	16.2	0.18	56
3	Writing	14.4	-0.62	27
3	Language	12.9	-0.57	29
3	Science	11.2	-0.08	47

Projected School Growth

Grade-Level Norms

School Conditional Growth Index

School Conditional Growth Percentile

Grade-Level Norms

Projected School Growth

Growth projections based upon the mean RIT of this group and the 2020 *school*-level norms.

It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.

School Conditional Growth Index

Enables you to compare growth between grades or groups by putting them all on an equal scale. This measurement ranks your grade-level growth among the growth observed across all matching schools within the NWEA norms study.

A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections.

For more information: [Growth Insights](#)

School Conditional Growth Percentile

Translates the School Conditional Growth Index to percentile (a percentage-based ranking). An index of 0 equates to 50th percentile.

Student Norms Section

Evaluated Against			
Student Norms			
Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
47	32	68	62
48	28	58	60
58	27	47	40
39	20	51	49
143	80	56	55

Student Norms

Number Of Students With Growth Projections

Number of students used for the Student Norms calculations. Because growth projection norms are not available for some situations, this count could be smaller than the first Count column.

Number Of Students Who Met Their Growth Projection

Shows how many students collectively met or exceeded their individual growth projections.

Intended for evaluating the growth within each grade, but not for comparing grades.

Percentage Of Students Who Met Growth Projection

Student Median Conditional Growth Percentile

Percentile that falls in the middle of all the Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.

The student norms percentile is often larger than the school norms percentile, because individual students' growth rates are typically larger than a grade can grow as a whole.

For more on student conditional growth, see: [Summary Growth Sample](#).



Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
District: Chewelah School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Winter 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 18 (Winter 2023)

Grouping: None
Small Group Display: No

Gess Elementary

Math: Math K-12

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			
6	46	205.9	11.6	14	210.7	11.5	15	5	1.1	4.3	0.42	66	46	25	54	53

Math: Math K-12



Explanatory Notes

* Subgroups for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
District: Chewelah School District

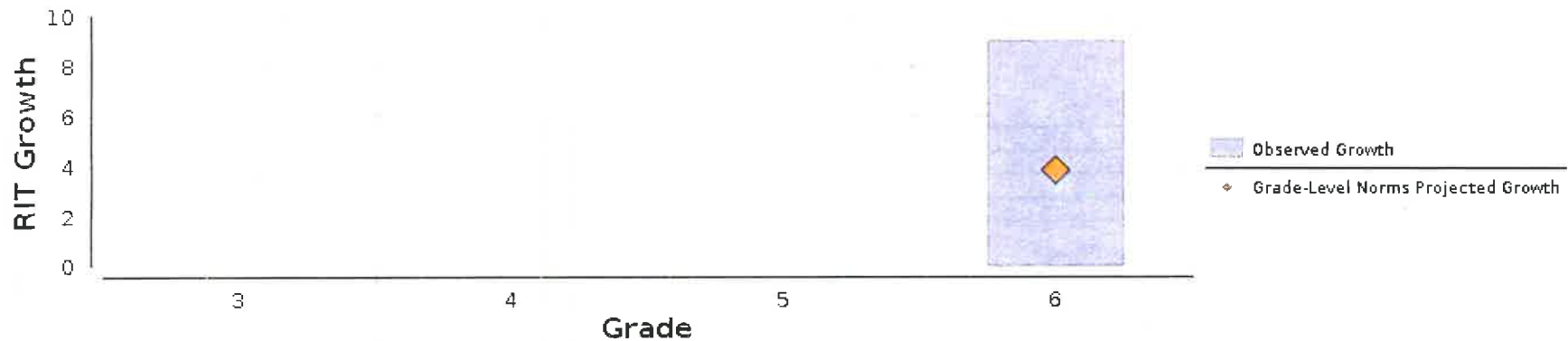
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Winter 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 18 (Winter 2023)
Grouping: None
Small Group Display: No

Gess Elementary

Language Arts:
Reading

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	0	**			**			**							**	
4	0	**			**			**							**	
5	0	**			**			**							**	
6	45	201.0	15.5	11	210.3	13.5	33	9	1.6	3.9	5.84	99	45	30	67	83

Language Arts: Reading



Explanatory Notes

† Sample sizes for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡ Calculators not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 § Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
 District: Chewelah School District

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2022 - Winter 2023
 Weeks of Instruction: Start - 3 (Fall 2022)
 End - 18 (Winter 2023)

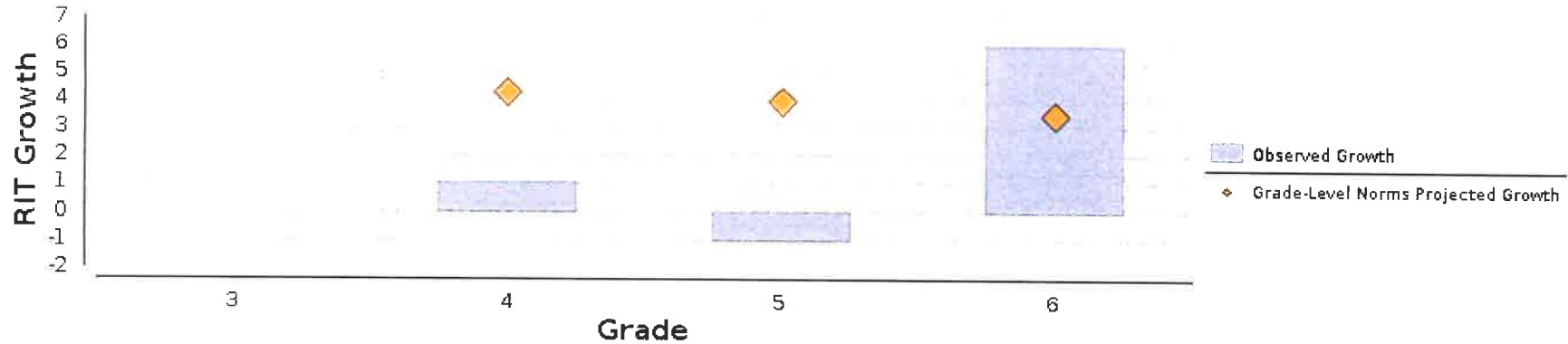
Grouping: None
 Small Group Display: No

Gess Elementary

Science: Science K-12

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
3	0	**			**			**					**				
4	32	199.6	11.1	83	200.4	11.9	62	1	1.0	4.3	-3.18	1	32	13	41	25	
5	26	202.6	10.2	68	201.3	11.9	33	-1	1.3	3.9	-4.61	1	26	7	27	17	
6	45	199.8	9.9	27	205.5	9.8	41	6	1.2	3.4	1.99	98	45	31	69	64	

Science: Science K-12



Explanatory Notes

- * Sometimes for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- † Data points not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- ‡ Growth Counts provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
District: Chewelah School District

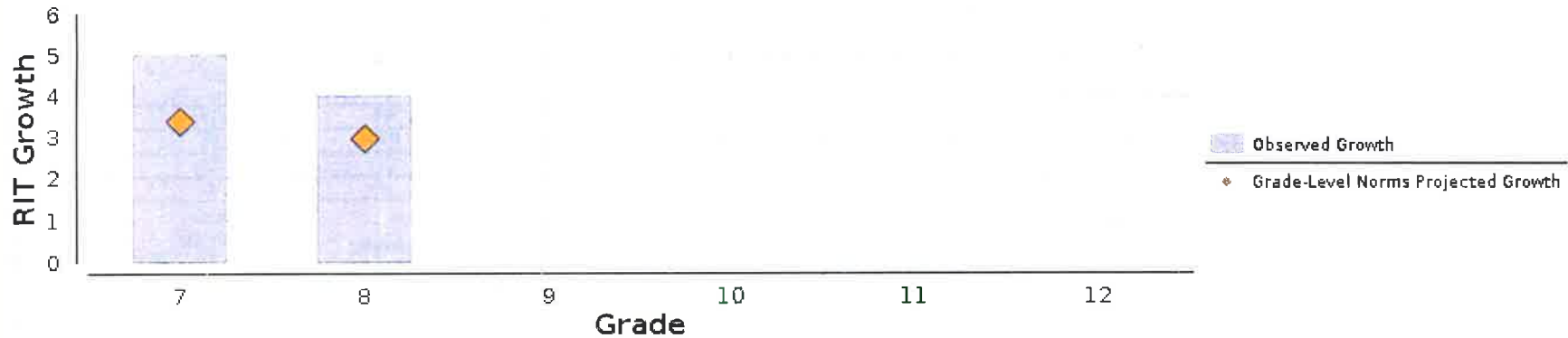
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Winter 2023
Weeks of Instruction: Start - 3 (Fall 2022)
End - 18 (Winter 2023)
Grouping: None
Small Group Display: No

Jenkins Jr/Sr High School

Math: Math K-12

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	40	208.5	14.2	9	213.9	14.4	14	5	1.1	3.4	1.85	97	40	24	60	56
8	21	213.9	10.6	13	217.8	12.2	16	4	1.3	3.0	0.73	77	21	15	71	61
9	3	*			*			*					*			
10	6	*			*			*					*			
11	2	*			*			*					*			
12	0	**			**			**					**			

Math: Math K-12



Explanatory Notes

Consent forms for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 * Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is 2:40.
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
District: Chewelah School District

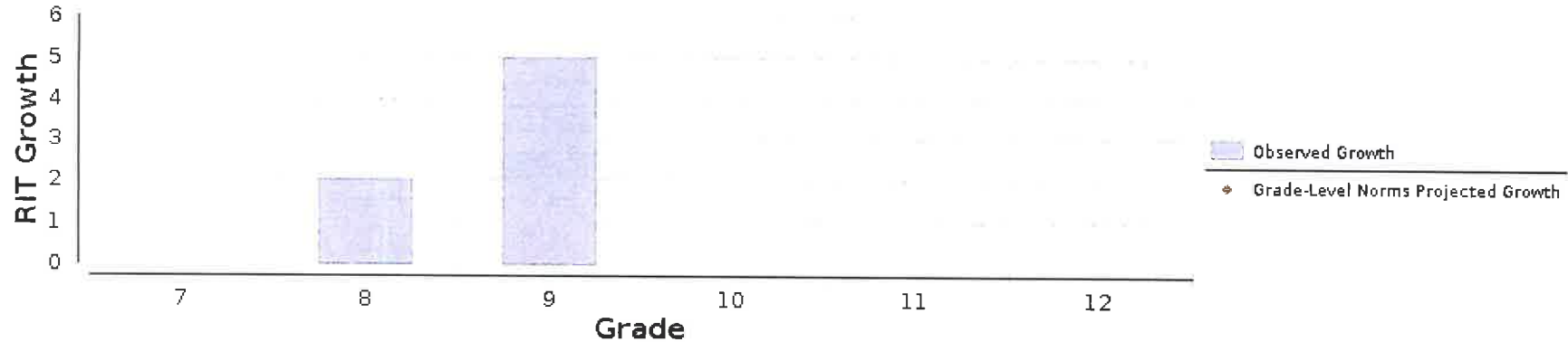
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Winter 2023
Weeks of Instruction: Start - 3 (Fall 2022)
 End - 18 (Winter 2023)
Grouping: None
Small Group Display: No

Jenkins Jr/Sr High School

Math: Algebra 1

Grade (Winter 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	0	**			**				**						**	
8	14	237.2	6.0		239.0	7.8		2	1.9					0		
9	28	222.9	10.2		227.3	9.7		5	1.5					0		
10	9	*			*			*						*		
11	1	*			*			*						*		
12	0	**			**			**						**		

Math: Algebra 1



Explanatory Notes

Students in groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 * Calculations not provided by census equities have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
District: Chewelah School District

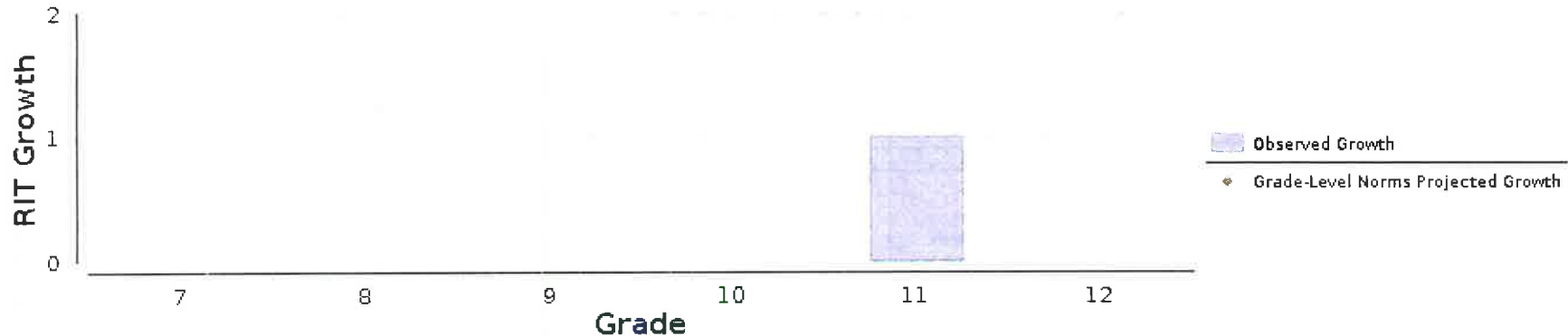
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Winter 2023
Weeks of Instruction: Start - 3 (Fall 2022)
 End - 18 (Winter 2023)
Grouping: None
Small Group Display: No

Jenkins Jr/Sr High School

Math: Algebra 2

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	0	**			**			**							**	
8	0	**			**			**							**	
9	0	**			**			**							**	
10	9	*			*			*							*	
11	10	241.1	7.5		242.4	13.2		1	2.6						0	
12	0	**			**			**							**	

Math: Algebra 2



Explanatory Notes

Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 * Calculations are provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
 District: Chewelah School District

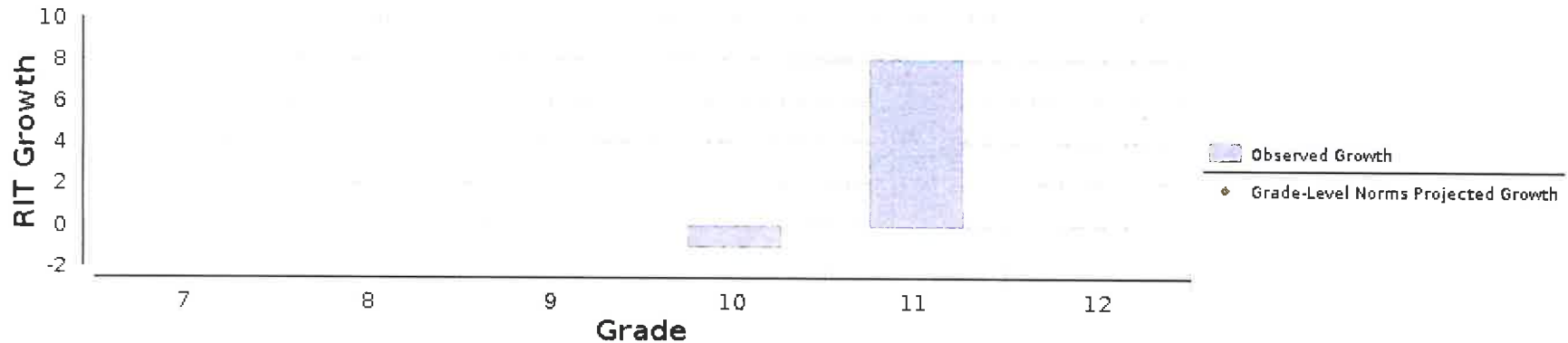
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2022 - Winter 2023
 Weeks of Instruction: Start - 3 (Fall 2022)
 End - 18 (Winter 2023)
 Grouping: None
 Small Group Display: No

Jenkins Jr/Sr High School

Math: Geometry

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	0	**			**			**				**				
8	0	**			**			**				**				
9	9	*			*			*				*				
10	24	234.2	12.8		232.8	10.2		-1	1.6			0				
11	10	221.2	13.5		228.9	13.8		8	1.6			0				
12	0	**			**			**				**				

Math: Geometry



Explanatory Notes:

- * Percentages for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- † Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
 District: Chewelah School District

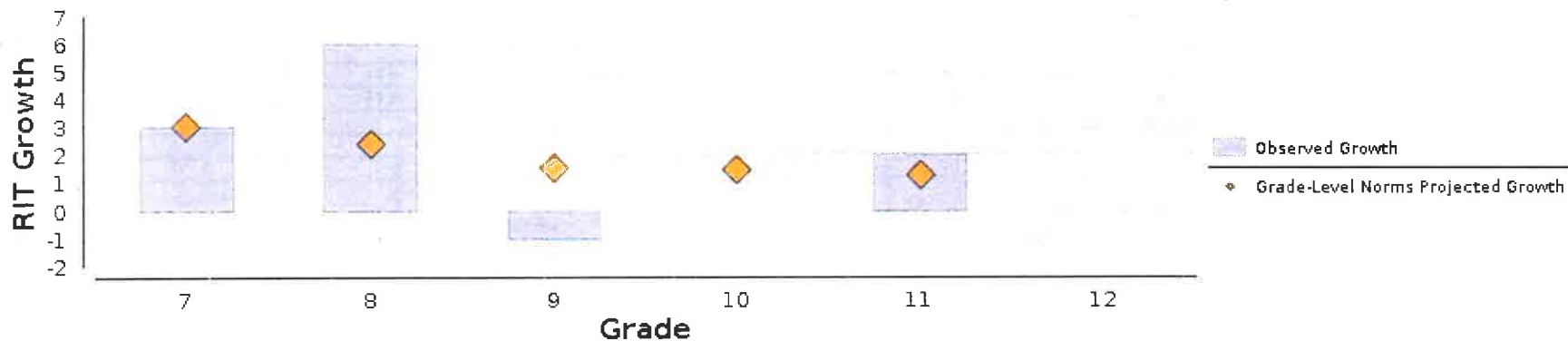
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2022 - Winter 2023
 Weeks of Instruction: Start - 3 (Fall 2022)
 End - 18 (Winter 2023)
 Grouping: None
 Small Group Display: No

Jenkins Jr/Sr High School

Language Arts:
 Reading

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	39	205.9	14.0	13	208.8	14.0	13	3	1.5	3.0	-0.13	45	39	17	44	37
8	34	219.4	15.9	58	224.8	13.0	72	6	1.4	2.4	2.77	99	34	25	74	62
9	40	220.2	17.5	56	219.1	15.4	45	-1	1.5	1.5	-2.48	1	40	15	38	39
10	53	218.4	17.7	36	218.4	16.6	30	0	1.4	1.5	-1.67	5	53	28	53	49
11	17	210.5	15.5	6	212.7	16.5	7	2	3.0	1.3	0.78	78	17	8	47	41
12	0	**			**			**					**			

Language Arts: Reading



Explanatory Notes

† Growth rates for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ‡ Conditional counts provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 § Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Winter 2022-2023
 District: Chewelah School District

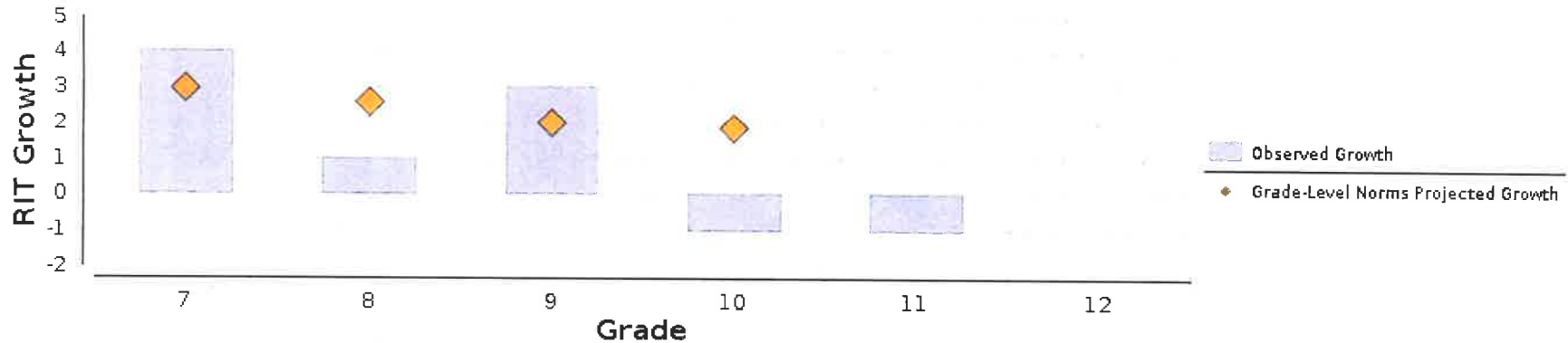
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2022 - Winter 2023
 Weeks of Instruction: Start - 3 (Fall 2022)
 End - 18 (Winter 2023)
 Grouping: None
 Small Group Display: No

Jenkins Jr/Sr High School

Science: Science K-12

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	34	204.6	11.9	39	208.1	10.9	43	4	1.4	2.9	0.50	69	34	17	50	45
8	29	215.6	10.1	83	216.6	11.9	76	1	1.1	2.6	-1.38	8	29	13	45	42
9	33	213.9	13.0	65	216.6	12.0	69	3	1.1	2.0	0.56	71	33	18	55	53
10	45	218.2	12.2	77	217.4	10.9	64	-1	0.9	1.8	-2.49	1	45	17	38	37
11	16	219.4	13.5		218.8	15.1		-1	1.8				0			
12	0	**			**			**					**			

Science: Science K-12



Explanatory Notes

- † Minimums for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- * Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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CHEWELAH SCHOOL DISTRICT NO. 36
210 N PARK ST
CHEWELAH, WA 99109

RESOLUTION 2022/2023-04
Sale of Surplus Real Property

WHEREAS, Chewelah School District No. 36, Stevens County, Washington (“District”), is a public school district duly organized and existing under and by the Constitution and laws of the State of Washington;

WHEREAS, the Board of Directors of the District has previously declared that the following described real property, situated in the County of Stevens, State of Washington, is no longer required for school purposes and is surplus:

Parcel Number: 8977516

Beginning at the Southeast corner of Block Five (5) of Jenkins Addition to the town of Chewelah, according to Plat thereof recorded in Book B of Plats, page 4, in Stevens County, Washington; thence running from said Southeast corner in a straight line West to the Southwest corner of Lot Ten (10) in Block Six (6) of said Jenkins Addition; thence North in a straight line to the North line of said Block Six (6); thence due East to the East line of said Block Five (5); thence South on the East line of said Block Five (5) to the Southeast corner of said Block Five (5) to the place of beginning.

Together with that part of vacated FIRST STREET lying between Blocks Five (5) and Six (6) and that part of the vacated alley in between Lots One (1) and Twelve (12) in Block Six (6) vacated by Ordinance No. 29 recorded under Auditor's File No. 205084 in Volume 113, page 256 of Deeds.

EXCEPT that part of said Block Five (5) deeded to the State of Washington by the Consolidated School District No. 36 on October 23, 1943 and recorded in Volume 113, page 463 of Deeds.

Lots 4, 5, 6, 7, 8 and 9, Block 6 of Jenkins Addition to the town of Chewelah, according to Plat thereof recorded in Book B of Plats, page 4, in Stevens County, Washington.

(the “Old Jenkins Middle School Property”);

WHEREAS, the Board of Directors of the District previously published its desire and proposal to sell the Old Jenkins Middle School Property in a newspaper of general circulation in the District;

WHEREAS, the Board of Directors of the District previously held a public hearing regarding the desire and proposal to sell the Old Jenkins Middle School Property; and

WHEREAS, the Board of Directors of the District has declared that the following described real property, situated in the County of Stevens, State of Washington, is no longer required for school purposes and is surplus:

Parcel Number: 0256435

The North 73.75 feet of the West Half of Block 1, and the West 20 feet of the East Half of the North 73.75 feet of Block 1 of Monaghan's Third Addition to the City of Chewelah, according to plat recorded in Volume A of Plats, page 103.

(the "Chewelah School District Office").

NOW, THEREFORE, be it resolved by the Board of Directors of Chewelah School District No. 36 as follows:

That the administration is directed to publish a notice in a newspaper of general circulation in the District of the Board's desire and proposal to sell the Chewelah School District Office real property in accordance with RCW 28A.335.120.

RESOLUTION adopted this 28th day of March, 2023.

BOARD OF DIRECTORS:

Judith Bean, Board Chair

Theolene Bakken, Board Vice-Chair

Dan Krouse, Board Member

Steve Phillips, Board Member

Board Member Position 3 Vacant

ATTEST:

Jason Perrins, Secretary

RIGOR FOCUS GROUP

MARCH 22, 2023

RIGOR

- How can you provide training/follow up? Support from admin – will be able to measure with computer program
- How is rigor measured?
- Rigor for different students...
- How to keep kids engaged?
- More focus on kids in the middle.
- *Measurement*
- Some teachers focus on rigor and others not as much.
- At least half of teachers are more concerned with personal problems – leadership issue
- Teachers teaching subjects that they don't desire to teach or aren't qualified to teach
- More rigor than another school
- Cultural aspect / at-home expectations
- Kids learn differently
- Need to synthesize

ENGAGEMENT

- Who is responsible for engagement?
- What are we doing now to engage (intrinsic motivation)?
- Graduates have lack of motivation – no desire to please/engage
- Lack of intrinsic motivation due to Covid
- Standards have fallen off
- Reform sense of community – parent/teacher relationship
- Technology has hampered engagement
- Lack of desire to engage teachers (parents)
- Carrot vs. stick
- How are we incentivizing great teachers?
- Creating a good relationship between teachers/parents
- What is our current plan?
- What is our final goal?
- *Goal: meeting state requirements*
- What are teachers doing to re-engage students?
- Are teachers truly interested in kids excelling?
- More focus on emotional engagement

PARKING LOT

- Consequences for actions (students)
- Family Engagement Committee