

# School District of Chilton

Mapping A Course for Academic Success



# Mission Statement



We, the School District of Chilton, believe that preparing students to achieve their potential is our highest priority. In partnership with all members of our community, we are committed to inspiring our students to be life-long learners and responsible, contributing members of a global society.

# Vision Statement



- Be an innovative school system recognized for every student's demonstration of the skills necessary to succeed in a rapidly changing world
- Demonstrate continuous improvement through the delivery of a challenging education program that fosters student achievement, accommodates individual learning styles, and values personal integrity
- Develop an interactive partnership between the school district and the community that is mutually beneficial

# Core Values and Beliefs



## **School District of Chilton Core Values**

- We Value: Honesty, Integrity, Community Service, Respect for all, School facilities that support safe learning environments, Financial stability, The teaching and learning process: they are the core business of our schools, Continuous improvement in delivering an excellent educational program, A highly trained, professional staff, Our reputation as a high performing school district, All students succeeding at high levels.

## **School District of Chilton Belief Statements**

- We believe that all students can learn at high levels.
- We believe that all students are entitled to a rigorous curriculum that challenges each student's capacity to learn.
- We believe that teacher effectiveness and expertise have a significant impact on student learning.
- We believe that our financial and human resources must directly support student learning.
- We believe that the success of every student is critical to the future of our schools, our community, our nation and the global marketplace in which they will work.

# Who Are We??



# School District Demographics

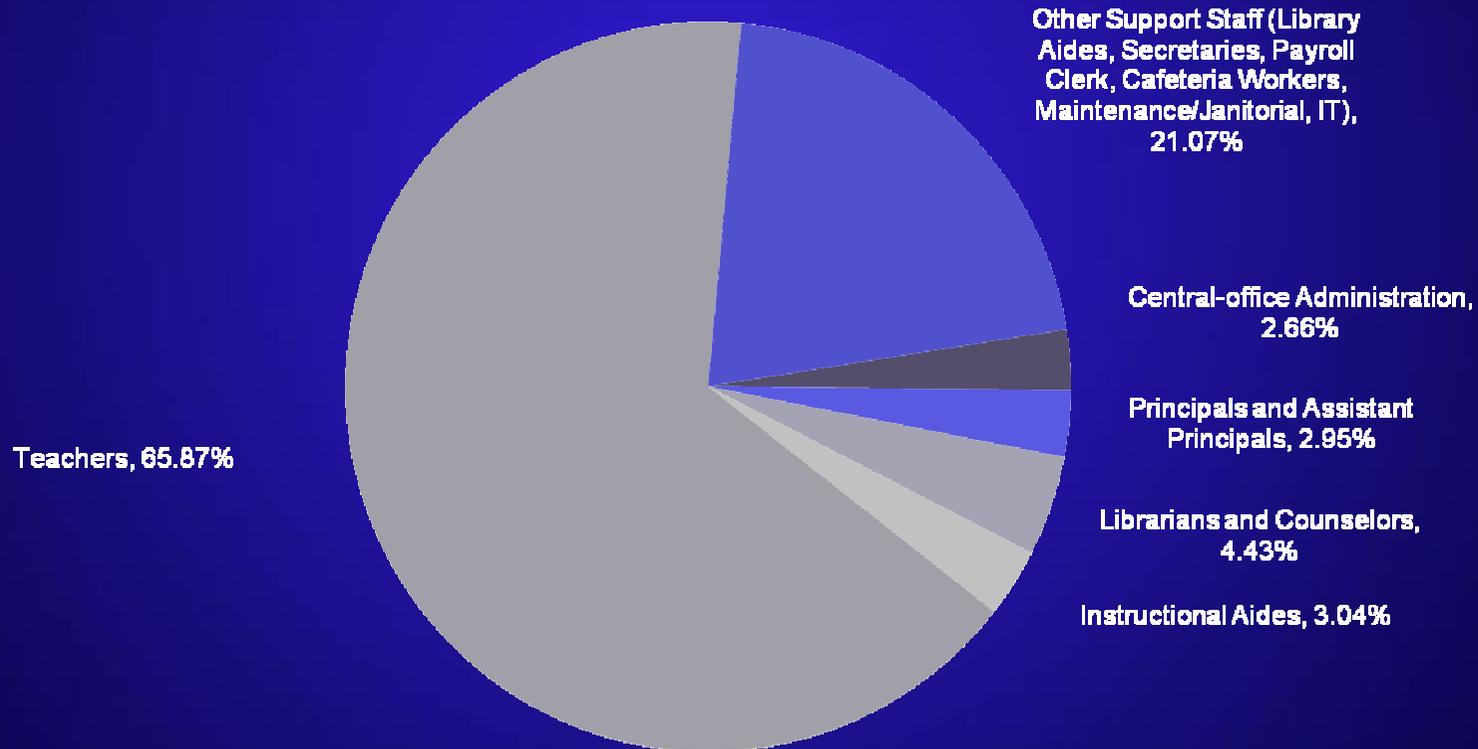


- Students = 1,210
- Minority = 7%
- Disabled = 13%
- Economically Disadvantaged = 27%
- Enrollment
  - ES = 462
  - MS = 330
  - HS = 418
- Homeless/Unaccompanied Youth = 5
- Title I Students = 77 in grades K-5
- Graduation Rate = 95% (2008-2009)

# Demographics Cont.



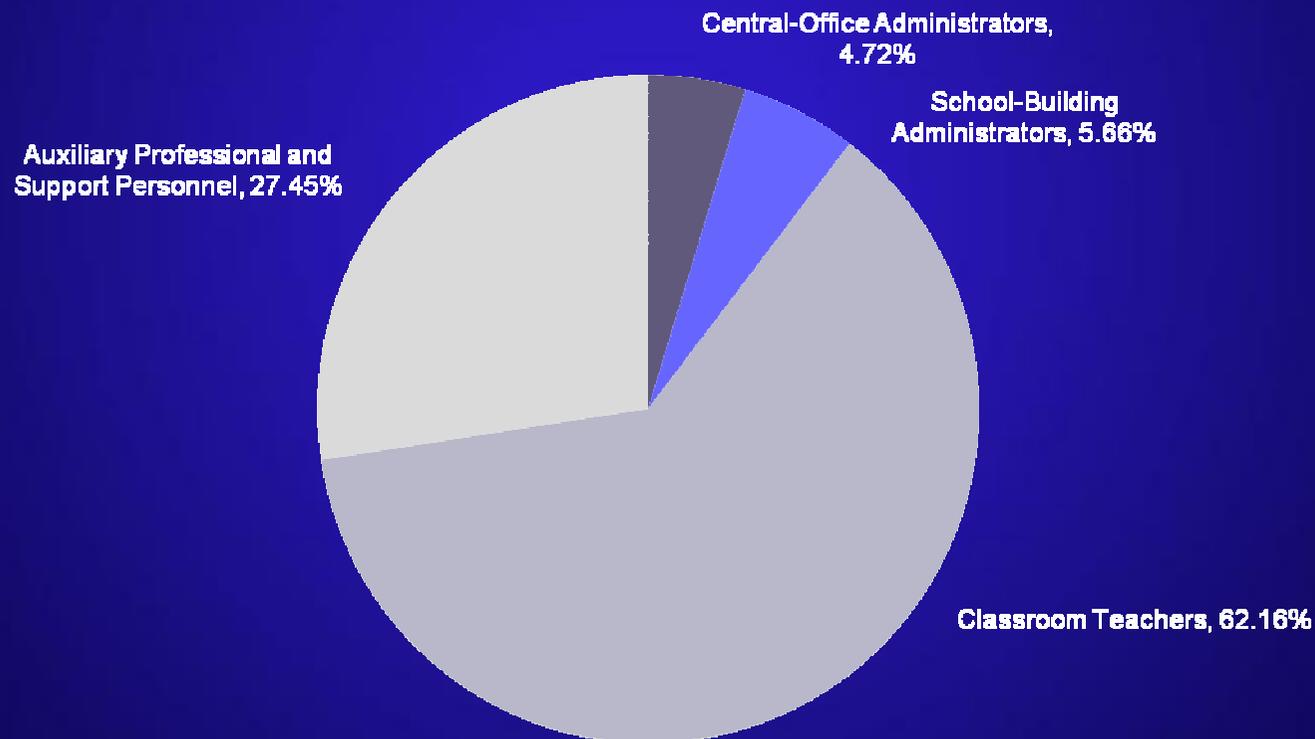
## Personnel Employed (FTE) in Chilton School District 2009-2010



# Demographics Cont.



## Percentage of Compensation Portion of the Cost of Salaries, Retirement Contributions, and Fringe Benefits, 2008-2009



# Demographics Cont.



- 15.17 pupils per teacher
- 403 pupils per principal
- 403 pupils per central office administrator
- 26.5 teachers per principal
- 26.5 teachers per central office administrator
- Open Enrolled In = 84 (+51)
- Open Enrolled Out = 33

# People Oriented Business

## 69% Staff Compensation



- Teachers = 79.75 FTE (includes 2 librarians, 3 guidance counselors)
- Aides = 7 (3 full-time, 4 part-time)
- Food Service = 10 (4 full-time, 6 part-time)
- Custodial/Maintenance = 10 (9 full-time, 1 part-time)
- Secretaries = 8 (5 full-time, 3 part-time)
- Administration = 6 (Superintendent, Director of Instruction, Business Manager, 3 Building Principals)
- Technology Director = 1
- **TOTAL EMPLOYEES PAID BY DISTRICT = 298**

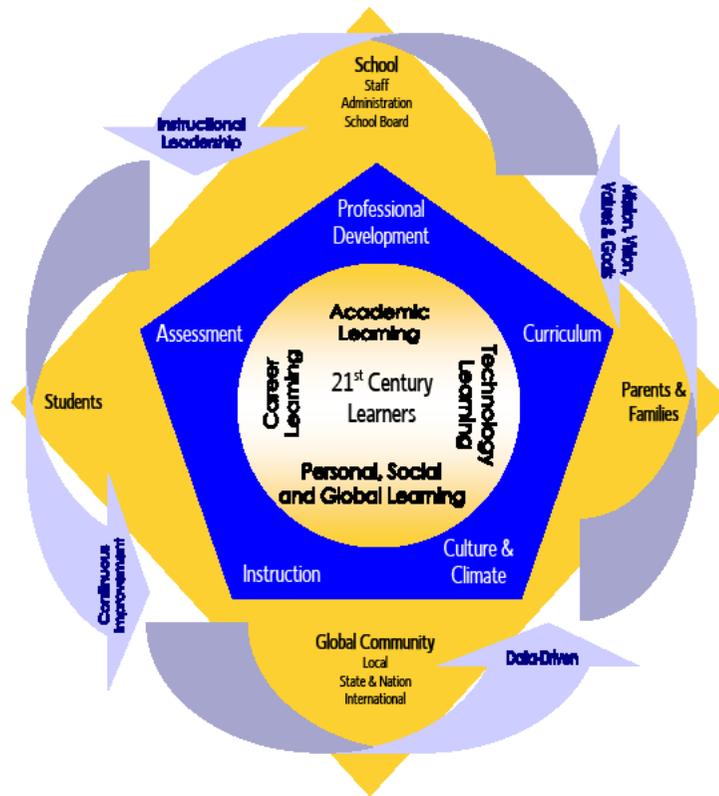
# What Are We Trying To Accomplish?



# Student Success Model



Chilton School District  
Student Success Model



\\Assessment\Student Success Framework\Chilton Graphics.doc

This is a visual representation of our district mission and vision.

# How Do We Measure This?



# Board of Education Achievement

## Goal

(Adopted August 12, 2008) (Revised 9/27/10)



All students, K-12, in the School District of Chilton will achieve reading proficiency.

- Proficiency will be defined as the 80<sup>th</sup> percentile on the MAP Reading Assessment for students in grades 2-12.
- Proficiency for K-1 students is defined by achieving their grade level benchmark on the Fountas and Pinnell assessment.

# Why Did We Choose This Goal?

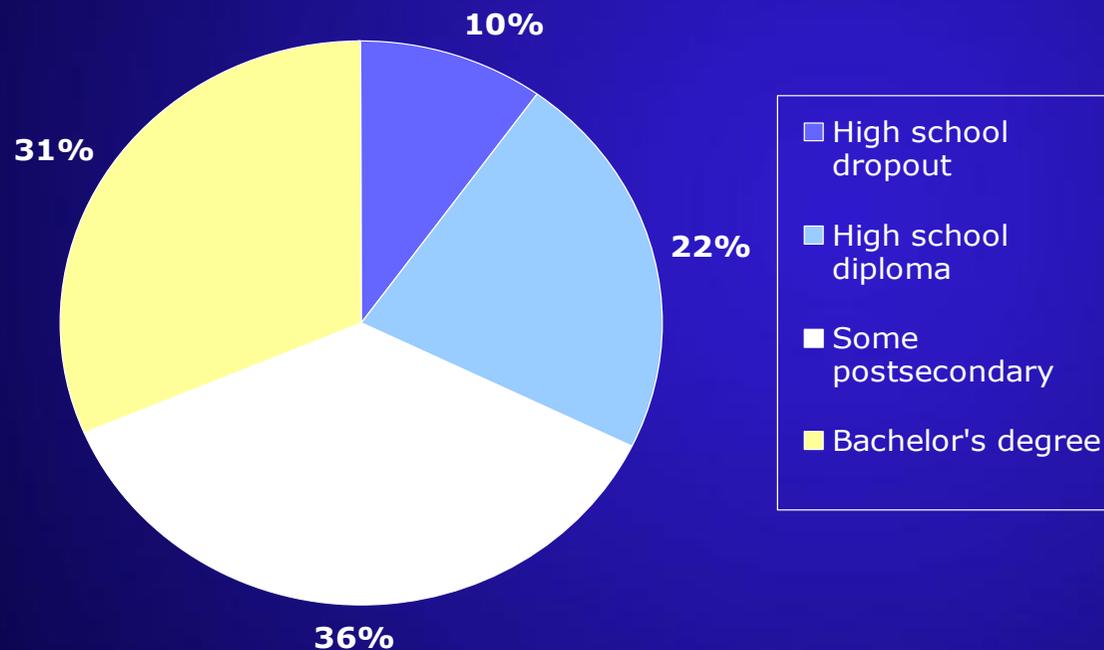


We believe that a student's ability to read and comprehend text at complex, sophisticated levels has a direct impact on all aspects of student achievement and post-secondary success.

# A High School Diploma is not the Last Educational Stop Required



Share of new jobs, 2000–10



Jobs that require at least some postsecondary education make up more than two-thirds of new jobs.

Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K–16 Reform*, Educational Testing Service, 2003.

# Blue Collar Jobs Require High-Level Skills



- Requirements for **iron worker**:
  - algebra, geometry and physics
- Requirements for **electricians**
  - algebra, geometry, trigonometry and physics
- Requirements for **sheet metal workers**
  - Four or five years of apprenticeship
  - Algebra, geometry, trigonometry and technical reading
- Requirements for **draftsmen**
  - Recommended high school courses: geometry and trigonometry.
  - Draftsmen may wish to seek additional study in mathematics and computer- aided design to keep up with technological progress within the industry.



# Measures of Academic Progress (MAP)



The MAP Reading Assessment for Chilton Students in grades 2 – 10 reports, among other data, an individual student Lexile Score.

# What is a Lexile Score?



- A Lexile measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an "L" after it – 880L is an 880 Lexile.
- A student gets his or her Lexile reader measure from a reading test or program. For example, if a student receives an 880L on her end-of-grade reading test, she is an 880 Lexile reader. Higher Lexile measures represent a higher level of reading ability.
- A book, article or piece of text gets a Lexile text measure when it's analyzed by MetaMetrics. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book. A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend: word frequency and sentence length.

# Median (Average) Text Measures



- High School (11-12): 1090L
- Military: 1180L
- Citizenship: 1230L
- Workplace: 1260L
- Postsecondary Education (13-14): 1355L

# Lexile Summary



“Regardless of whether a student aspires to post-secondary education, a job, the military, or just to be an informed citizen, the reading ability required is likely to be higher than what is typically required in high school (1090L), *based on texts that are widely used in this country.*” (p.19)

Gary L. Williamson, Ph.D.  
Senior Research Associate  
MetaMetrics, Inc.  
Student Readiness for Post-secondary Options

# Career Reading Levels



## Text Measures of Entry-level Occupational Reading Materials

Career Cluster	Lexile Text Measure (3 <sup>rd</sup> Quartile Range*)
Agriculture and Natural Resources	1270 – 1510L
Architecture and Construction	1210 – 1340L
Arts, AV Technology and Communications	1110 – 1190L
Business and Administration	1210 – 1310L
Education and Training	1320 – 1370L
Health Science	1260 – 1300L
Hospitality and Tourism	1230 – 1260L
Human Services	1050 – 1200L
Law and Public Safety	1420 – 1740L
Manufacturing	1200 – 1310L
Retail/Wholesale Sales and Service	1180 – 1270L
Scientific Research/Engineering	1190 – 1250L
Transportation, Distribution and Logistics	1170 – 1350L

\* The third quartile Lexile range was used because any reading sample includes very easy material and very difficult material that is not representative of the majority of the reading required. Moreover, employees need to be able to read at least 50% of workplace documents to be successful on the job. In the table above, the lower end of the range is the 50<sup>th</sup> percentile and the upper end is the 75<sup>th</sup> percentile.

# 80<sup>th</sup> Percentile?



- The 80<sup>th</sup> percentile on a MAP reading assessment at the 12<sup>th</sup> grade level is equivalent to a Lexile score of 1092L – 1242L.
- In order for Chilton students to have success in their post-secondary educational and/or career goals, they must be reading and comprehending materials at very high levels: at a Lexile of 1200L and beyond.

# Driving Questions....



- Why do we need the MAP assessment to help us reach this goal?
- Why can't we use the state assessment, the WKCE, to give us this data?
- Aren't we doing too much testing in our schools?

# The Comparison



The following two slides display the performance of Chilton students on a MAP reading test at grade-level (50<sup>th</sup> percentile) and those achieving the district achievement goal (80<sup>th</sup> percentile).

# On Grade-Level Reading



		2007-2008	2007-2008	WKCE	2008-2009	2008-2009	WKCE	2009-2010
		Fall MAP	Spring MAP	P/A	Fall	Spring	P/A	Fall
2	At Grade Level (50th %ile)	32.86%	55.56%	N/A	40.66%	60.23%	N/A	42.03%
3	At Grade Level (50th %ile)	61.67%	66.67%	91.94%	44.30%	51.28%	84.62%	52.87%
4	At Grade Level (50th %ile)	64.63%	61.45%	87.91%	54.55%	47.76%	84.62%	50.60%
5	At Grade Level (50th %ile)	48.44%	61.54%	85.51%	58.82%	62.07%	85.88%	50.77%
6	At Grade Level (50th %ile)	53.13%	64.06%	89.55%	58.57%	65.28%	92.65%	65.52%
7	At Grade Level (50th %ile)	69.23%	63.74%	90.63%	63.74%	75.00%	93.62%	60.24%
8	At Grade Level (50th %ile)	55.13%	66.25%	91.46%	71.28%	73.12%	94.44%	66.29%
9	At Grade Level (50th %ile)	71.58%	69.47%	N/A	67.78%	63.74%	N/A	73.96%
10	At Grade Level (50th %ile)	66.96%	64.60%	89.92%	68.32%	67.65%	96.14%	54.84%

# Reaching District Goal...



		2007-2008	2007-2008	WKCE	2008-2009	2008-2009	WKCE	2009-2010
		Fall MAP	Spring MAP	P/A	Fall MAP	Spring MAP	P/A	Fall MAP
2	At District Goal (80th %ile)	11.43%	27.78%	N/A	14.29%	14.77%	N/A	17.39%
3	At District Goal (80th %ile)	21.67%	19.05%	91.94%	16.46%	19.23%	84.62%	18.39%
4	At District Goal (80th %ile)	32.93%	30.12%	87.91%	25.76%	14.93%	84.62%	14.46%
5	At District Goal (80th %ile)	20.31%	24.62%	85.51%	24.71%	34.48%	85.88%	24.62%
6	At District Goal (80th %ile)	23.44%	23.44%	89.55%	24.29%	20.83%	92.65%	27.59%
7	At District Goal (80th %ile)	38.46%	31.87%	90.63%	30.77%	30.43%	93.62%	22.89%
8	At District Goal (80th %ile)	32.05%	28.75%	91.46%	31.91%	34.41%	94.44%	26.97%
9	At District Goal (80th %ile)	31.58%	32.63%	N/A	30.00%	38.46%	N/A	43.75%
10	At District Goal (80th %ile)	33.04%	30.09%	89.92%	31.68%	30.39%	96.14%	23.66%

# No Child Left Behind (NCLB)



- Is a “smoke screen” over a much larger problem
- Targets the floor “proficiency” not the ceiling of World Class Skills

Reality: Minimum proficiency (the floor) will never allow the United States to compete globally.

# At the Local Level.....



Jim Golembeski, Director of the Bay Area Workforce Development Board, based in Green Bay, says:

- “The level of skills employers need continues to increase.”
- “Some of that is because during this recession the companies that have survived are investing in new technology.”
- “Some of that technology has come way down in price – it requires a higher level of skills.”

# The Consequences...



- If we do not provide Chilton students with the resources to compete globally, we will not, as a school district, be fulfilling our own mission statement.
- Is the School District of Chilton's achievement goal attainable?
- How can we not pursue this goal?
- What students can we afford to leave behind?

# What Are Our Challenges?



- We are a very good school district; we want to be a GREAT school district.
- We believe that achievement of our district goal will move us from good to great.
- The challenge becomes preparing students at high levels of competency with decreasing resources.

# Dwindling Resources....



Chilton Public Schools have been involved in the budget reduction process for several years. This is an ongoing process.

For your review:

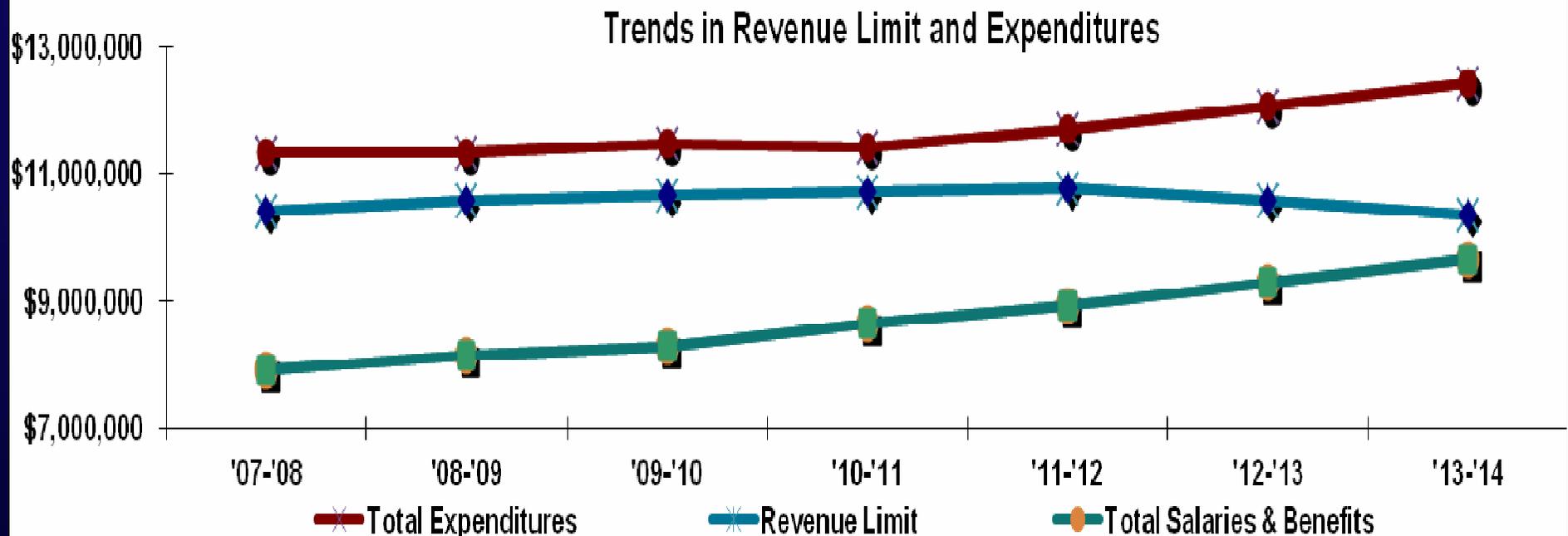
- 10-11      \$200,000 actual reduction
- 09-10      \$283,933 actual reduction
- 08-09      \$198,491 actual reduction
- 07-08      \$292,582 actual reduction
- 06-07      \$126,255 actual reduction

Total Reductions last 5 years = \$1,101,261.00

# The Current Reality



	'09-10	'10-11	'11-12	'12-13	'13-14
Annual Surplus (Deficit)	\$0	\$0	(\$192,234)	(\$489,960)	(\$423,656)
Cumulative Surplus (Deficit)	\$0	\$0	(\$192,234)	(\$682,194)	(\$1,105,850)



# The Cavalry Isn't Coming...



“Public schools reflect the values of their communities. Ultimately, the real change that schools need will not come from the state or the federal government, but from the people within the community who are committed to providing a quality education for their students.”

-John Ashley  
Executive Director, Wisconsin School Board Association  
Wisconsin School News  
January – February 2010

# Top 5 Reasons Chilton is the District of Choice:



5. Tremendous resources available to students: course offerings, technology, co-curricular programming, the arts, etc.
4. Outstanding facilities
3. Caring, supportive and well-trained staff
2. Strong community involvement and support
1. **High standards for all students and staff**

**Thank You**



**Questions  
and  
Answers**

