The Natrona County School District empowers every learner to grow, excel and be successful contributors to the local/global community.

Student Growth

High Academic Achievement

Safe & Healthy Environments

Efficient & Effective Operations

www.natronaschools.org
STRATEGIC PLAN 2014-2019

The Natrona County School District empowers every learner to grow, excel and be successful contributors to the local/global community.

STUDENT GROWTH AND HIGH ACADEMIC ACHIEVEMENT

By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.

Strategies:
1. Deploy a system of common assessments that support school improvement plans
2. Build and cultivate environments that foster 21st Century Learning
3. Implement Academy Based Learning approaches and principles

By 2019, NCSD will increase the percentage of students in grades 3, 5, and 8 reading at or above grade level to 85% as measured by the NWEA reading assessment.

Strategies:
1. Deploy a system of common assessments that support school improvement plans
2. Engage students in learning aligned to Language Arts State Standards
3. Partner with parents and community to strengthen literacy skills

By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

Strategies:
1. Deploy a system of common assessments that support school improvement plans
2. Engage students in learning aligned to Wyoming’s content-area standards

SAFE & HEALTHY ENVIRONMENTS AND EFFICIENT & EFFECTIVE OPERATIONS

By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

Strategies:
1. Ensure environments are physically and mentally safe and healthy for everyone
2. Improve efficiency and effectiveness of operations at all levels
3. Recognize and celebrate student, parent, community and employee contributions
4. Design and implement effective processes for all stakeholders that include providing information, gathering input, sharing results and taking action based upon feedback

Transparency ● Excellence ● Joy ● Responsible Risk-Taking
Considerate, Meaningful Communication ● Collaboration
Integrity ● Diversity ● Mutual Trust ● Fairness
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</tr>
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**Student Growth & High Academic Achievement**

By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile:

- Primary Indicator: Graduation Rate
- Secondary Indicator: American College Testing (ACT) Benchmarks

By 2019, NCSD will increase the percentage of students in grades 3, 5, and 8 reading at or above grade level to 85% as measured by the NWEA reading assessment.

- Primary Indicator: NWEA Reading

By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model:

- Primary Indicator: Wyoming State Accountability Summary Data
- Secondary Indicator: PAWS Overview
- Secondary Indicator: PAWS Math
- Secondary Indicator: PAWS Reading
- Secondary Indicator: PAWS Science

**Safe & Healthy Environments and Efficient & Effective Operations**

By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

- Primary Indicator: AdvancED Student/Parent/Employee Surveys
- Secondary Indicator: Gallup Surveys

**Projections of Data Availability**

**Appendices**

- Appendix I - State Accountability Data by schools
- Appendix II - PAWS Science Data by schools
- Appendix III - Schools’ and Departments’ Strategic Plans and Quarterly Reports
The purpose of this report is to share information with our stakeholders about Natrona County School District’s (NCSD) current state of performance and the progress we are making toward our strategic plan.

The 2014-2019 Strategic Plan was developed by a group of stakeholders, including the NCSD Board of Trustees, representatives from all employee groups, parents, community members, and students. The NCSD Board of Trustees has officially adopted this strategic plan to guide the District’s work.

The Curriculum & Instruction Division is tracking progress towards three of the four goals to impact student growth and high academic achievement:
- By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.
- By 2019, NCSD will increase the percentage of students in grades 3, 5, and 8 reading at or above grade level to 85% as measured by the NWEA reading assessment.
- By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

The Human Resources Division is assessing progress of the goal in the area of safe and healthy environments and efficient and effective operations:
- By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

This first report contains information from historical indicators and indicators that are available to us from the quarter ending on December 31, 2014. In addition, we will share the strategic plans and quarterly reports from each school and department.
Wyoming Content & Performance Standards

In June 2012, Wyoming adopted the Common Core State Standards (CCSS) as its newest standards in English/Language Arts and Math, under the name “Wyoming Content and Performance Standards.” The original CCSS were adopted without amendments.

The Common Core was developed by building on many of the best state standards in the United States while examining the expectations of other high-performing countries around the world. They were based on the research and literature available on what students need to know and be able to do to be successful in college, career, and life. No states were asked to lower their expectations for students in adopting the Common Core. State education chiefs and governors in 48 states supported the development of the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, a majority of states have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs or enter the workforce.

While the Wyoming Content and Performance Standards present an enormous challenge for administrators and teachers, it will be the students who unknowingly benefit the most from them. These standards will better prepare students for life after high school. The higher level thinking skills, writing skills, and graduate profile competencies attached to the standards will be beneficial to all students. This does not mean that students will not be resistant to the difficulty and changes associated with the new standards. Students entering middle school or above in 2014-2015 will have a harder time adjusting to the Wyoming state standards than those entering Pre-Kindergarten and Kindergarten. It will probably take a full cycle of students (meaning 12-13 years) before we can realistically see the true impact of the standards on students. Students need to understand that school will be more difficult as a result of the adoption of the new standards. It will require more time outside of school and a focused approach in school. For older students, this is going to be a difficult transition, but it will still be beneficial. In the long run, a dedication to academics will pay off.

As educators continue to place an emphasis on following curriculum and delivering instruction that is intentionally aligned to the Wyoming state standards, there should be an increase in the overall achievement scores. In addition, the focus on standards-based education should improve the overall comparison between the district and the state.
Strategies:
1. Deploy a system of common assessments that support school improvement plans.
2. Build and cultivate environments that foster 21st Century Learning.
3. Implement Academy Based Learning approaches and principles.

**Primary Indicator: Graduation Rate (2013-14 data available in Quarter 2 report)**

**Historical Data:**

<table>
<thead>
<tr>
<th>Year</th>
<th>NCSD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>63.21</td>
<td>76.1</td>
</tr>
<tr>
<td>2002-03</td>
<td>64.87</td>
<td>75.8</td>
</tr>
<tr>
<td>2002-03</td>
<td>62.66</td>
<td>79.29</td>
</tr>
<tr>
<td>2003-04</td>
<td>65.78</td>
<td>81.35</td>
</tr>
<tr>
<td>2004-05</td>
<td>70.99</td>
<td>80.42</td>
</tr>
<tr>
<td>2005-06</td>
<td>73.7</td>
<td>79.74</td>
</tr>
<tr>
<td>2006-07</td>
<td>72.09</td>
<td>78.89</td>
</tr>
<tr>
<td>2007-08</td>
<td>77.44</td>
<td>77.56</td>
</tr>
<tr>
<td>2008-09</td>
<td>74.81</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>71.79</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>71.32</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>74.08</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>74.12</td>
<td></td>
</tr>
</tbody>
</table>
Secondary Indicator: American College Testing (ACT) Benchmarks

The ACT College Readiness Benchmarks were established by American College Testing, Inc. to identify the minimum ACT college readiness assessment scores required for students to have a high probability of success in credit-bearing college courses or course areas - English composition, social sciences courses, college Algebra, or biology. These courses are the first credit-bearing courses most commonly taken by first-year college students. Course placement data also show that reading achievement is most closely aligned with success in credit-bearing social sciences courses in college. Students who meet a benchmark on the ACT or ACT Compass have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on ACT Explore or ACT Plan are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school.

<table>
<thead>
<tr>
<th>College Course/Course Area</th>
<th>ACT Subject-Area Test</th>
<th>ACT Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>English</td>
<td>18</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Reading</td>
<td>22</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Mathematics</td>
<td>22</td>
</tr>
<tr>
<td>Biology</td>
<td>Science</td>
<td>23</td>
</tr>
</tbody>
</table>
*In 2014 the benchmark score for science was reduced by one point, which would in part explain the dramatic increase in the percent meeting the benchmark.
Analysis of Primary and Secondary Indicators

The primary indicator for Goal #1 is the district’s graduation rate as specified in the Strategic Plan. Please note that the final graduation figures for the 2013-2014 school year have not been released by the Wyoming Department of Education, but current indicators point to our district slightly increasing our graduation rate from 2012-2013.

Natrona County School District’s graduation rate has remained flat over the past five years, ranging from 74.81% in 2008-2009 to 74.12% in 2012-2013. The rate did significantly drop to 71.31% in 2010-2011 due to a change in the methodology for calculating graduation rate to include only four-year cohort participants. Over the past two academic school years, none of the district’s four high schools have met or exceeded an 80% graduation rate, which is the federal mark for meeting Annual Yearly Progress (AYP). Improving graduation rates has been a district and school level priority through the Pathway and standard-based initiatives.

The secondary indicator for Goal #1 is our school and district performance on the ACT, which is given to our juniors and used for the Wyoming State Accountability school performance levels. As a district our high school students continue to perform at or slightly below the state average composite score of 19.04, with our smaller high schools dropping approximately four composite points from the state average. Our district high school students performed significantly below the state’s percent proficient levels in math, reading and science in 2013-2014. District wide, math continues to be a focus area with only 29% of our students meeting proficiency as compared to the state average of 39%. In addition to trailing state proficiency levels, only 15% of our students are meeting the College and Career Benchmarks standards in all four content areas (math, reading, science, and English).

Curriculum and Instruction will continue to align curriculum with content standards and instruction within the standards based initiative to address ACT deficits. In addition, continued efforts to increase rigor in our high school programming using formative assessment cycles within quality instructional frameworks will be a focused strategy.
**Student Growth & High Academic Achievement**

By 2019, NCSD will increase the percentage of students in grades 3, 5, and 8 reading at or above grade level to 85% as measured by the NWEA reading assessment.

**Strategies:**
1. Deploy a system of common assessments that support school improvement plans.
2. Engage students in learning aligned to Language Arts State Standards.
3. Partner with parents and community to strengthen literacy skills.

**Primary Indicator: Northwest Evaluation Association (NWEA) Reading NCSD**

In Natrona County, spring data from the current school year is compared to spring data from the previous year as a summative assessment. Our schools use the fall and winter assessments as their formative assessments. NWEA’s computerized adaptive tests are called Measure of Academic Progress, or MAP. The MAP assessment system provides educators with information that can be used to improve teaching and learning, by measuring progress to the standards. MAP is aligned to a state’s content standards that are published on each state education agency website. It combines adaptive technology, assessment content, a vertical measurement scale, and educator resources to provide a stable, reliable growth measure for students. The data provides educators reliable and accurate verification of this growth. Given that all students may not be at grade level, MAP serves to identify the instructional level of each child whether at, above, or below grade level. Unlike a statewide summative assessment, MAP poses questions that are not always grade-level questions. The assessment adapts as a student is taking it and is unique to that student. Once a score is determined, teachers are given learning objectives matched to that student’s score. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student’s achievement level.

This assessment provides assessment data towards the Wyoming Content and Performance standards that are linked specifically to:
- reading strands for literary text
- reading strands for informational text
- reading foundational skills
- vocabulary acquisition and use
By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.

**Percent of Students at Grade Level**

**Spring NWEA -- Reading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>79.05%</td>
<td>77.91%</td>
<td>76.14%</td>
<td>74.45%</td>
</tr>
<tr>
<td>1</td>
<td>81.63%</td>
<td>84.10%</td>
<td>82.21%</td>
<td>84.17%</td>
</tr>
<tr>
<td>2</td>
<td>77.57%</td>
<td>76.42%</td>
<td>74.75%</td>
<td>77.20%</td>
</tr>
<tr>
<td>3</td>
<td><strong>79.77%</strong></td>
<td><strong>81.24%</strong></td>
<td><strong>77.15%</strong></td>
<td><strong>80.37%</strong></td>
</tr>
<tr>
<td>4</td>
<td>75.23%</td>
<td>78.67%</td>
<td>75.73%</td>
<td>74.79%</td>
</tr>
<tr>
<td>5</td>
<td><strong>77.07%</strong></td>
<td><strong>78.92%</strong></td>
<td><strong>76.01%</strong></td>
<td><strong>75.25%</strong></td>
</tr>
<tr>
<td>6</td>
<td>67.49%</td>
<td>70.76%</td>
<td>68.83%</td>
<td>71.12%</td>
</tr>
<tr>
<td>7</td>
<td>68.67%</td>
<td>68.74%</td>
<td>69.86%</td>
<td>73.46%</td>
</tr>
<tr>
<td>8</td>
<td><strong>70.75%</strong></td>
<td><strong>70.16%</strong></td>
<td><strong>70.50%</strong></td>
<td><strong>75.36%</strong></td>
</tr>
<tr>
<td>All Grades</td>
<td>75.45%</td>
<td>76.56%</td>
<td>74.75%</td>
<td>76.42%</td>
</tr>
</tbody>
</table>
Analysis of Primary Indicator*

The primary indicator for Goal #2 is focused on increasing our percentage of students who will read at grade level. The goal calls for 85% of our students to be reading at or above grade level as measured in grades 3, 5, and 8. Depending on the grade level, Natrona County School District is currently 5-10% away from meeting this goal.

Over the past 4 years our district growth trend in reading at or above grade level in grades K-3 has remained relatively flat with nearly 80% of our students reading at or above grade level. The NCSD grade 3 data showed a slight increase from 2013 to 2014.

Over the past 4 years our district growth trend in reading at or above grade level in grades 4-5 has decreased slightly with nearly 75% of our students reading at or above grade level. The NCSD grade 5 data showed a slight increase from 2013 to 2014.

Over the past 4 years our district growth trend in reading at or above grade level in grades 6-8 has increased moderately with nearly 75% of our students reading at or above grade level. The NCSD grade 8 data showed a moderate increase from 2013 to 2014.

All elementary and middle schools have identified a strategic focus to meet this goal. These schools intend on accomplishing this by aligning their instruction to support the reading fundamentals of the language arts standards. All schools have a strategy that intends on strengthening students' literacy skills while aligning an assessment system to monitor progress towards this goal. All schools at the elementary and middle levels have designated and aligned a strategic approach to improving this goal through standards-based instruction.

The Natrona County School District’s Curriculum and Instruction Division will be supporting this goal through the standards-based initiative. NCSD will work to establish a guaranteed and viable curriculum throughout all language arts classrooms. The work will incorporate vertical and horizontal alignment of the standards K-12, the identification of the primary outcomes, specificity of the supporting content components, the establishment of a district-wide assessment structure, and efforts to align resources. Subject area committees will begin the articulated work starting in February of 2015.

*This goal does not have a secondary indicator
Strategies:
1. Deploy a system of common assessments that support school improvement plans.
2. Engage students in learning aligned to Wyoming’s content-area standards.

Primary Indicator: Wyoming State Accountability Summary Data referenced to NCSD

Wyoming Department of Education released the results of the 2013-14 School Year school classifications based on the Wyoming Accountability Education Act (WAEA) School Accountability system. The WAEA at the elementary and middle levels is based on percent proficient on PAWS and SAWS, analyzing the student growth on reading and math, analyzing how students have improved who were below proficient from the prior school year, and factoring in the participation rate of eligible students to be assessed.

Schools at the high school level use several state-wide indicators to classify their performance by using the ACT Suite (grades 9-11), analyzing percentage of students potentially qualifying for the various levels of the Hathaway Scholarship, analyzing the percentage of ninth grade credits earned, analyzing the average of the unweighted Grade Point Average, analyzing the graduation rates, and factoring in the participation rate of eligible students to be assessed.

Refer to Appendix I (page 23) for WAEA data by school.
Secondary Indicator: Proficiency Assessments for Wyoming Students (PAWS)

Background

A primary purpose of the Proficiency Assessments for Wyoming Students (PAWS) is to foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming public classrooms and meets all of the attendant requirements of the No Child Left Behind Act of 2001 (NCLB).

In 2005-2006, PAWS became the official statewide assessment used to measure individual student achievement against the Wyoming Content and Performance Standards in mathematics for grades 3 – 8 and 11. Beginning in 2013, the PAWS was administered in grades 3-8 in math.

In 2012 the State Board of Education adopted the Wyoming 2012 Content and Performance Standards for Language Arts and Math, also known as the Common Core State Standards (CCSS). The impact of this was dramatic because of the dramatic change in the content and rigor expected of students from the 2008 standards. This change had a major impact on the state assessment.

With the spring of 2014 administration of PAWS, we have seen decreases in the percent proficient from previous years in both math and language arts. It is import to note, that the Wyoming Department of Education (WDE) is urging districts to consider the 2014 administration a baseline in performance and not to compare to previous years. This is considered a baseline year because of the major shifts in the nature of the assessment as well as the rigor and content expectations of the 2012 standards.

PAWS has been in a transition period. In the spring of 2013, the test was aligned to both the 2008 standards and the 2012 (Common Core Standards). In the spring of 2014, the test was aligned exclusively to the 2012 standards, but not all of those standards were assessed. In the spring of 2015, the entirety of the 2012 standards will be assessed.
PAWS is designed to be instructionally supportive and include clear targets for instruction as well as informative reporting categories. PAWS reports provide skill-level categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions. Assessment results provide important information to all facets of the school community. These PAWS results assist teachers in addressing specific academic needs of students and in making decisions about delivery of instruction in their classrooms. Policymakers, administrators, students, and parents also use assessment information for a variety of purposes. Collectively, these users make decisions about how well students are achieving, whether schools are functioning effectively for each child, and whether they are functioning well for all children collectively. The PAWS is a multiple-choice assessment in math.

**Secondary Indicator - PAWS Math**

**Percent Proficient and Advanced in PAWS Math**

<table>
<thead>
<tr>
<th>Year</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>89.63%</td>
<td>81.81%</td>
<td>82.72%</td>
<td>76.66%</td>
<td>72.62%</td>
<td>67.40%</td>
</tr>
<tr>
<td>2011-12</td>
<td>91.69%</td>
<td>83.80%</td>
<td>85.13%</td>
<td>83.77%</td>
<td>71.87%</td>
<td>67.91%</td>
</tr>
<tr>
<td>2012-13</td>
<td>89.25%</td>
<td>81.47%</td>
<td>81.89%</td>
<td>80.08%</td>
<td>75.53%</td>
<td>62.31%</td>
</tr>
<tr>
<td>2013-14</td>
<td>52.76%</td>
<td>47.01%</td>
<td>50.45%</td>
<td>41.16%</td>
<td>42.16%</td>
<td>45.64%</td>
</tr>
</tbody>
</table>
Student Growth & High Academic Achievement

By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

Secondary Indicator - PAWS Reading

<table>
<thead>
<tr>
<th>Percent Proficient and Advanced in PAWS Reading</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>67.46%</td>
<td>84.47%</td>
<td>79.58%</td>
<td>77.85%</td>
<td>66.11%</td>
<td>75.78%</td>
</tr>
<tr>
<td>2011-12</td>
<td>70.23%</td>
<td>85.84%</td>
<td>80.00%</td>
<td>81.74%</td>
<td>71.84%</td>
<td>72.79%</td>
</tr>
<tr>
<td>2012-13</td>
<td>65.74%</td>
<td>77.77%</td>
<td>73.48%</td>
<td>78.47%</td>
<td>75.33%</td>
<td>73.07%</td>
</tr>
<tr>
<td>2013-14</td>
<td>59.94%</td>
<td>63.76%</td>
<td>56.80%</td>
<td>52.38%</td>
<td>60.21%</td>
<td>57.34%</td>
</tr>
</tbody>
</table>
**STUDENT GROWTH & HIGH ACADEMIC ACHIEVEMENT**

**BY 2019, ALL NCSD SCHOOLS WILL MEET OR EXCEED SCHOOL-LEVEL PERFORMANCE EXPECTATIONS AS DEFINED IN THE WYOMING SCHOOL ACCOUNTABILITY MODEL.**

**Secondary Indicator - PAWS Science**

![Bar Chart: Percent Proficient and Advanced in PAWS Science](chart.png)

Refer to Appendix II (page 25) for PAWS Science data by school.
Analysis of Primary and Secondary Indicators

The primary indicator for Goal #3 is focused on all schools either meeting or exceeding the Wyoming performance levels for school accountability based on their pattern of performance based on three state-wide indicators: Achievement, Overall Readiness, and Equity. The Natrona County School District currently has 31% of schools meeting this goal, 58% of schools not meeting this goal, and 11% of schools that are unclassified (rural schools).

Over the past 2 years our district schools have performed below the state percentages. As compared to the state, NCSD has a larger percentage of schools in the not meeting categories and the partially meeting categories than the state does. By default then, the district has a lower percentage of schools in the meeting and exceeding expectations categories. It is notable, that NCSD has a higher percentage of schools in the partial and not meeting expectation categories than the statewide percentages.

NCSD Schools by School Performance Rating

<table>
<thead>
<tr>
<th></th>
<th>Not Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Meeting Expectations</th>
<th>Exceeding Expectations</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD 12-13</td>
<td>14% (5)</td>
<td>42% (15)</td>
<td>31% (11)</td>
<td>3% (1)</td>
<td>11% (4)</td>
</tr>
<tr>
<td>NCSD 13-14</td>
<td>14% (5)</td>
<td>44% (16)</td>
<td>25% (9)</td>
<td>6% (2)</td>
<td>11% (4)</td>
</tr>
</tbody>
</table>

All schools have identified a strategic focus to meet this goal. Schools have intend on accomplishing this by addressing specific indicators that are relevant to their schools. As schools work with teachers to place an emphasis on instruction aligned to the Wyoming State Standards, there should be an increase the overall achievement score, which in turn should increase overall growth scores (because students will have a greater understanding of the standards being assessed). In addition, equity scores will also improve in one of two ways. The first way is that the number of students who are not proficient at schools would decrease to the point that there are not enough students who are not proficient to have an equity score for that school.

Second, even if there are enough students in the subgroup for equity, students who are not proficient will continue to make progress toward being proficient. This aligned focus on standards-based instruction should improve the overall comparison between the district and the state.

The Natrona County School District’s Curriculum and Instruction Division will be supporting this goal through the standards-based initiative. NCSD will work to establish a guaranteed and viable curriculum throughout all language arts classrooms. The work will incorporate vertical and horizontal alignment of the standards K-12, the identification of the primary outcomes, specificity of the supporting content components, the establishment of a district-wide assessment structure, and efforts to align resources. Subject area committees will begin the articulated work starting in February of 2015.
Strategies:
1. Ensure environments are physically and mentally safe and healthy for everyone.
2. Improve efficiency and effectiveness of operations at all levels.
3. Recognize and celebrate student, parent, community and employee contributions.
4. Design and implement effective processes for all stakeholders that include providing information, gathering input, sharing results and taking action based upon feedback.

Primary Indicator - AdvancED Student/Parent/Employee Surveys
The primary indicator for the satisfaction rating for schools at NCSD is AdvancED. This measurement will be administered in February 2015 to students, parents and school district employees.

More than four million students, parents and teachers have completed AdvancED surveys about the quality of their educational institutions. This represents a total of 106 million ratings and open-ended responses that AdvancED, the world’s largest accreditation and school improvement organization, has collected to questions about the experience stakeholders have had with their school or school system.

The surveys are available to AdvancED accredited institutions for free through AdvancED’s web-based school improvement system. Initially offered as an optional component of AdvancED accreditation between March and December 2012, more than two million surveys were completed during that time. Beginning in January 2013, the surveys became a required part of accreditation, and another two million surveys have been completed since then. Surveys have been administered across the United States and around the world by public and private schools and school systems. The surveys are offered both online and in paper version and in multiple languages. Additionally, the survey content is customized for students, parents and staff at all grade levels.

“Analysis of these data will be a rich source of information and will yield insights into the opportunities institutions have to improve and deliver high quality education that meets the needs and expectations of their constituents,” Mark Elgart, President and CEO of AdvancED said.

Survey results will be used as part of the accreditation evaluation, along with other components such as the on-site review and student achievement data. Additionally, AdvancED will use the survey data to annually report on the state of pre-K through grade 12 education and implications for education policy and practice.

NCSD will administer an additional survey (Employee Customer Satisfaction Survey) to district school employees to measure the employee customer satisfaction with district services. The Human Resources Stakeholder Committee designed the customer satisfaction survey which will be administered after it is approved by Cabinet. Initial implementation is scheduled for Spring 2015.
Secondary Indicator - Gallup Surveys

Beginning in 2010, NCSD participated in Gallup engagement surveys for employees and students. These were the primary indicators for Goal 4 – “Safe and Healthy People” up to the strategic plan revision in 2014. The employee engagement element was abandoned with the revision of the strategic plan. The student Gallup survey was retained and is a secondary indicator for the stakeholder satisfaction goal. Following is the summary of the three measured areas: Hope, Engagement, and Well-being.

The Gallup survey measures student hope, engagement, and wellness. This is the fourth year our students have participated in the nationwide survey. There were 5,692 students who participated in the survey, representing grades 5 through 12.

The hope result was 57%. This measurement did not move much from the last survey, but our District’s grand mean is higher than the national rating (NCSD: 4.40, U.S.: 4.39).

The engagement result was 61%. This measurement was .04 higher than the previous year but .12 higher than national statistics (NCSD: 4.12, U.S.: 4.00).

The well-being result was 68%. This measurement looks at current feelings and how students feel about five years into their futures. Student results were .02 higher than the previous year in the first category and .22 higher than other students in the U.S (NCSD: 7.60, U.S.: 7.38). In the second category, (over the next 5 years) NCSD students came down by .06 and were lower than the national results by .03 (NCSD: 8.46, U.S.: 8.49).

Research shows these are key factors that drive students’ grades, achievement success, retention and future employment. School leaders are meeting with their leadership teams to analyze the data and determine next steps.
Projections of Data Availability
(Compiled in October, 2014)

Quarter 1
- ACT Benchmarks
- Gallup Survey
- Math NCSD - PAWS
- Pathway Designations
- Reading NCSD - NWEA
- Reading NCSD - PAWS
- Science NCSD - PAWS
- Wyoming State Accountability Summary Data

Quarter 2
- Advanced Placement & International Baccalaureate
- Credits attempted vs credits earned by grade level
- Drop outs
- Grade point average by grade level
- Graduation rate
- Language Usage NCSD - NWEA
- Math NCSD - NWEA
- Math NCSD Benchmarks
- Writing NCSD – SAWS
- Wyoming’s Contents Standards broken down by the NCSD deployment plan

Quarter 3
- AdvancED Survey
- Employee Customer Service Satisfaction Survey

Quarter 4
- Advanced Placement & International Baccalaureate
- Articulation agreements
- Certification Programs
- High School Completer Courses
- Credits attempted vs credits earned by grade level
- Drop outs
- Grade point average by grade level
- Hathaway levels of scholarship
- Math NCSD Benchmarks
- Wyoming’s Contents Standards broken down by the NCSD deployment plan

The NCSD Reading Benchmarks and NCSD Writing Benchmarks indicators are in development and will be added to this list in the future.

Several of the “Safe & Healthy Environments and Efficient & Effective Operations” data indicators are being discussed by the NCSD Cabinet. These indicators will be added to this list when those discussions are final.