Strategic Plan Quarterly Report

For the quarter ending
March 31, 2015

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
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
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: NCSD Current Student Dropouts
- Secondary Indicator: AP/IB Programming
- Secondary Indicator: 9th Grade Credits Earned and GPA

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.

- No new data or information to report for the reading goal this quarter

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

- Secondary Indicator: NWEA Language Arts
- Secondary Indicator: NWEA Math
- Secondary Indicator: District Interim Assessments - Math (Math Benchmarks)

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: Employee Services Satisfaction Survey

Projections of Data Availability

Appendices

- NWEA Language Test Results - Grades 2-8
- NWEA Math Test Results - Grades K-8
- Performance on District Math Benchmark Assessment
- Complete AdvancED Survey Questions
- NCSD Employee Services Satisfaction Survey
- Schools’ and Departments’ Quarterly Reports and Strategic Plan Updates
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 March 31, 2015. In addition, we will share the strategic plans and quarterly reports from each school and department.
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**

**Graduation Rates 2001-2014**
**NCSD v. State of Wyoming**

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>62.66</td>
<td>64.87</td>
</tr>
<tr>
<td>2001-02</td>
<td>65.78</td>
<td>67.09</td>
</tr>
<tr>
<td>2002-03</td>
<td>70.99</td>
<td>72.09</td>
</tr>
<tr>
<td>2003-04</td>
<td>73.7</td>
<td>74.44</td>
</tr>
<tr>
<td>2004-05</td>
<td>72.09</td>
<td>74.81</td>
</tr>
<tr>
<td>2005-06</td>
<td>71.09</td>
<td>71.79</td>
</tr>
<tr>
<td>2006-07</td>
<td>71.32</td>
<td>71.32</td>
</tr>
<tr>
<td>2007-08</td>
<td>74.08</td>
<td>74.08</td>
</tr>
<tr>
<td>2008-09</td>
<td>74.12</td>
<td>74.12</td>
</tr>
<tr>
<td>2009-10</td>
<td>75.38</td>
<td>75.38</td>
</tr>
<tr>
<td>2010-11</td>
<td>78.61</td>
<td>78.61</td>
</tr>
<tr>
<td>2011-12</td>
<td>77.56</td>
<td>77.56</td>
</tr>
<tr>
<td>2012-13</td>
<td>78.89</td>
<td>78.89</td>
</tr>
<tr>
<td>2013-14</td>
<td>78.94</td>
<td>78.94</td>
</tr>
</tbody>
</table>

Graduation rate as compared to the state is the district’s primary indicator for the graduation goal specific to the Student Growth & High Academic Achievement targets in the strategic plan. This table contains updated data for 2013-2014, which indicates just over a 1% gain district wide in the district’s graduation rate. Wyoming experienced a similar gain in graduation rate state wide, which historically has been 3 to 4 percent higher than the district’s graduation rate. Please note the district will receive the 2014-2015 graduation data in 2016 (January).
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.

Graduation Rates 2010-2014
NCSD Schools v. State of Wyoming

This table provides NCSD’s school-wide graduation rate data for comparison to the district and state. All four of the district high schools improved graduation rates in the 2013-2014 school year. Please note that Kelly Walsh’s mark of 80% surpasses the state’s graduation rate and Roosevelt achieved approximately a 10% gain in graduation rate improvement, maintaining a strong improvement trajectory.
Secondary Indicator: NCSD Current Student Dropouts

Current, district-wide students who have dropped from the system continue to increase over the course of the school year. Historically, this is generally the trend throughout a school year, with spikes in October due the state’s reporting mechanism, in January due to the conclusion of semester or class grading periods, and in April and May due to the end of the school year.

This table provides the total current number of dropped students in NCSD by school. The total number of dropped students currently is 202 across all schools, and this number is expected to trend upward until the conclusion of the school year. The school totals represent students who have completed their sophomore year or who are 16 years of age and are not attending school.
**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.

**Secondary Indicator: AP/IB Programming**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students enrolled in AP Courses</th>
<th>Percentage enrolled in multiple AP Courses</th>
<th>Percentage enrolled in only one AP Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>314</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2012-13</td>
<td>303</td>
<td>27%</td>
<td>73%</td>
</tr>
<tr>
<td>2011-12</td>
<td>410</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>2010-11</td>
<td>388</td>
<td>36%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Over the course of the last three years, the number of students enrolled in AP courses has fluctuated, but overall the number of students for the 2013-14 school year was much lower than any of the previous years. The above table illustrates the percentage of students taking AP courses for the last four years. There was a slight increase in the enrollment in multiple courses 2013-14, however overall enrollment is still down.

<table>
<thead>
<tr>
<th>Year</th>
<th>KW Test Takers</th>
<th>Global Test Takers</th>
<th>Overall percentage of KW Students earning a 3 or better</th>
<th>Overall percentage of students globally earning a 3 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>143</td>
<td>4,199,586</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>2012-13</td>
<td>149</td>
<td>3,955,837</td>
<td>59.8%</td>
<td>60.9%</td>
</tr>
<tr>
<td>2011-12</td>
<td>183</td>
<td>3,714,079</td>
<td>54.9%</td>
<td>61.5%</td>
</tr>
<tr>
<td>2010-11</td>
<td>202</td>
<td>3,475,395</td>
<td>49.6%</td>
<td>60.12%</td>
</tr>
</tbody>
</table>

The percentage of students earning a 3 or better has increased at Kelly Walsh over the last four years. While AP students are performing better, because of the decline in students taking the AP tests, it is difficult to say if this is the result of improved instruction, or the result of students being more selective in taking AP courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students enrolled in IB courses</th>
<th>Percentage enrolled in multiple IB courses</th>
<th>Percentage enrolled in a single IB course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>261</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>2012-13</td>
<td>288</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2011-12</td>
<td>287</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>2010-11</td>
<td>243</td>
<td>63%</td>
<td>37%</td>
</tr>
</tbody>
</table>

As in the AP program, students can choose to enroll in one or multiple IB courses. However, at the end of the IB program students must take tests in several content areas to earn enough points for the IB Diploma. In the IB courses, there is a slight upward trend in enrollment; however the percentage of students enrolling in only a single IB course has increased over the course of the last three years.
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.

Secondary Indicator: AP/IB Programming (continued)

### International Baccalaureate Performance

<table>
<thead>
<tr>
<th>Number of Candidates</th>
<th>Average Scores</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NCHS</td>
<td>Global</td>
<td>NCHS</td>
<td>Global</td>
<td>NCHS</td>
</tr>
<tr>
<td>English</td>
<td>17</td>
<td>31</td>
<td>47</td>
<td>33</td>
<td>4.36</td>
</tr>
<tr>
<td>French B HL</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>0</td>
<td>NR</td>
</tr>
<tr>
<td>French B SL</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2.86</td>
</tr>
<tr>
<td>German B SL</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>NR</td>
</tr>
<tr>
<td>Russian AB SL</td>
<td>3</td>
<td></td>
<td>4</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Russian B SL</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>Spanish B HL</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>5.13</td>
</tr>
<tr>
<td>Spanish B SL</td>
<td>8</td>
<td>13</td>
<td>20</td>
<td>7</td>
<td>3.71</td>
</tr>
<tr>
<td>History HL</td>
<td>20</td>
<td>36</td>
<td>42</td>
<td>31</td>
<td>4.37</td>
</tr>
<tr>
<td>Philosophy HL</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>NR</td>
</tr>
<tr>
<td>Philosophy SL</td>
<td>0</td>
<td>17</td>
<td>10</td>
<td>4</td>
<td>NR</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>NR</td>
</tr>
<tr>
<td>Psychology SL</td>
<td>20</td>
<td>10</td>
<td>33</td>
<td>23</td>
<td>3.05</td>
</tr>
<tr>
<td>Biology HL</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td>13</td>
<td>2.6</td>
</tr>
<tr>
<td>Biology SL</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td>6</td>
<td>NR</td>
</tr>
<tr>
<td>Chemistry SL</td>
<td>9</td>
<td>17</td>
<td>9</td>
<td>10</td>
<td>4.89</td>
</tr>
<tr>
<td>Math Studies SL</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>11</td>
<td>NR</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
<td>25</td>
<td>27</td>
<td>17</td>
<td>3.27</td>
</tr>
<tr>
<td>Music</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>NR</td>
</tr>
</tbody>
</table>

This table shows the overall performance of IB students on the various IB exams. For 2013-14 the average score range was from a 3.31 to a 4.88. On the IB exam, a 4 is considered passing, however, passing one exam is not sufficient to be awarded a diploma. A student must earn a total of 24 points in addition to other requirements. Because of this, a student might be low in one area and high in another area and still earn enough points to be awarded a diploma.
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.

Secondary Indicator: 9th Grade Credits Earned and GPA

This table illustrates the number of credits attempted by our 9th grade students and the number of credits earned for the first semester of 2014-2015. On average students are acquiring credits at the freshmen level as not to be credit deficit, which allows for greater options for pathway programming, CTE course sequencing, more access to rigorous curriculum, and enhanced elective opportunities for students. Students exiting the freshmen year not in credit deficit are more likely to graduate than those students earning less than 7 credits. Ninth grade GPA indicates successful completion of the district’s 9th grade programming and course requirements.
**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.

### Analysis of Primary and Secondary Indicators

The primary indicator for Goal #1 is the district’s graduation rate as specified in the district’s Strategic Plan. For 2013-2014, NCSD improved the district’s graduation rate by a fraction over one percent, but remained about 4% below the state graduation rate. The district will need to improve approximately 2% each year for the duration of the five year Strategic Plan to meet its goal of an 85% district graduation rate.

Regarding specific schools, all four of the district’s high schools improved their graduation rates for 2013-2014, ranging from approximately a 1% to a 20% gain. The range is somewhat skewed due to Midwest’s small numbers, but the high schools overall had substantial improvement. Kelly Walsh had the smallest degree of improvement, but is the only school to exceed an 80%, which is solidly above the state average. Natrona County High School improved their graduation rate by nearly 3%, achieving a 76%, which is significantly higher than the past four years. Roosevelt High School is significantly lower than the state and district average at 51%, but their improvement trajectory has been exceptional. Over the past five years Roosevelt has improved their graduation rate by 25%. Midwest graduation rates are somewhat volatile due to their small numbers, but generally are above 80%. For the 2013-2014 school year, Midwest High School had a graduation rate of 84%, which puts them very near to achieving the Strategic Plan’s goal of 85%.

One of the secondary indicators of district’s Goal #1 is to track students who have dropped currently from our system (dropouts). As of April 2014, Natrona has accumulated 202 dropped students. Monthly monitoring of dropped students indicates high numbers in the month of October due to state reporting requirements and growing totals until the conclusion of the school year. This has historically been the trend in our high schools, reaching over 300 students some years. Some dropped students have taken advantage of supportive programming like Transitions to reengage with schooling. In addition, many of these secondary students are targeted for summer school and credit recovery for re-engagement to successfully obtain the number of credits needed for graduation.

Enrollment and performance with AP and IB programming serves as another Secondary Indicator for Goal #1. On the ACT, the AP and IB students are outperforming their peers at each high school. In general, when the students are compared to their global counterparts, IB and AP students are performing at about the same level as their global peers. The caveat here is that while globally the percentage of students earning a three or better has remained the same, the number of students has increased by about 14% since 2010-11. This could indicate that globally, these teachers are able to continue to bring their students to the level needed to earn a passing score.
Analysis of Primary and Secondary Indicators (continued)

At the same time, Kelly Walsh has had a 25% decrease in the number of students taking the AP test, but have been able to raise the overall percentage of students earning a passing score on their AP tests. This raises the question, with the decrease in students taking AP courses, “Are these students performing better on the AP exam because of the instruction in the course, or are the students continuing to elect to take the AP Courses and Exams students who would excel on these tests anyway?” With respect to AP, as well, even though the percentage of students earning a three or better has about equaled the global percentage, when one breaks this down by content area, there are a few content areas that are bringing the overall average up and not all content areas are seeing the increase in the percentage of students earning a three or better on the AP exams.

The grade-point-average and credits earned by 9th grade students in our system is an additional secondary indicator for Goal #1 of the Strategic Plan. Successful GPAs and course completion by students suggest that students are achieving the soft study skills needed for success in a post-secondary experience as well as the content knowledge and application skills needed for high school and college success. NCSD 9th grade students are averaging just under the 8 credits available as well as performing near to a B average across all classes.
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.

*There is no new data or information to report for the reading goal this quarter*
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.

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.

Background

In 2015 the Wyoming Legislative Body adjusted the standards adoption process from five (5) to nine (9) years. Under the five (5) year process the Natrona Curriculum Coordinating Council had established the rotation below for standards-based work. In the summer of 2015 the Council will be exploring the current rotation with a cross-walk of the new rotation of standards from the Wyoming Department of Education. As of April 30, 2015, the department reported proposed thinking of aligning a single core content area (math, language arts, science and social studies) with a single supplemental content area (career/technical education, foreign language, fine/performing arts, PE/health). The order of standards has not been released.

When is This Happening?

The paced timeline below shows when work on each of the content areas will begin.
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

**Secondary Indicator: NWEA Language Arts**

The primary indicator for Goal #3 is focused on all schools either meeting or exceeding the Wyoming performance levels for school accountability based on performance on three state-wide indicators: Achievement, Growth, and Equity. In 2013-14 Natrona County School District had 33% of the schools meeting this goal.

The statewide assessment system indicators are directly aligned to the proficiency of our state’s content standards in math, science and language arts. The statewide assessment system is designed to directly measure the success of language arts by generating approximately one-third (1/3) of the primary indicator’s score from the proficiency rates of the language arts standards for a school. The state & district content standards are the minimum content expectations that students must meet as a common understanding to what students should learn at each grade level.

A secondary indicator for this goal is encompassed in the district interim assessments for language usage (NWEA spring assessments) in meeting part of the language arts standards in grades two (2) through eight (8).
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: NWEA Language Arts (continued)

This secondary indicator for Goal #3 is focused on increasing our percentage of students who apply language usage at grade level through the application of the NWEA formative assessment tool and learning continuum. The NWEA assessment tool assists educators in providing instructional feedback around two (2) areas:

1. Writing (planning, organizing, developing, revising and research)
2. Language (understanding, editing for grammar, editing for mechanics)

Most schools have set a goal that calls for 85% of our students to be applying language usage at or above grade level. The grade levels within Natrona County School District are currently 1-17% away from a district grade level percentage of 85% of the students performing at grade level.

Over the past four (4) years our district growth trend in language usage at or above grade level in grades 2-3 has remained relatively flat with nearly 82% of our students applying language usage at or above grade level.

Over the past four (4) years our district growth trend in language usage at or above grade level in grades 4-6 has decreased slightly with nearly 71% of our students applying language usage at or above grade level. The NCSD grade six (6) data has shown the greatest decrease and performs at the lowest rate. In 2014, sixth graders across the district displayed that approximately 68% of the students were applying language usage at or above grade level.

Over the past four (4) years our district growth trend in language usage at or above grade level in grades 7-8 has remained relatively flat with nearly 72% of our students applying language usage at or above grade level.

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

The Natrona County School District Curriculum and Instruction Division is 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 began the articulated work in February of 2015.
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

**Secondary Indicator - NWEA Math**

The primary indicator for Goal #3 is focused on all schools either meeting or exceeding the Wyoming performance levels for school accountability based on performance on three state-wide indicators: Achievement, Growth, and Equity. In 2013-14 Natrona County School District had 33% of the schools meeting this goal.

The statewide assessment system indicators are directly aligned to the proficiency of our state’s content standards in math, science and language arts. The statewide assessment system is designed to directly measure the success of math by generating approximately one-third (1/3) of the primary indicator’s score from the proficiency rates of the math for a school. The state and district content standards are the minimum content expectations that students must meet as a common understanding to what students should learn at each grade level.

A secondary indicator for this goal is encompassed in the district interim assessments for math (NWEA spring assessments) in meeting part of the math standards in grades K (kindergarten) through eight (8).
Secondary Indicator - NWEA Math (continued)

This secondary indicator for Goal #3 is focused on increasing our percentage of students who apply math conceptual categories at grade level through the application of the NWEA formative assessment tool and learning continuum. The NWEA assessment tool assists educators in providing instructional feedback around five (5) areas:

1. Operations and Algebraic Thinking (Algebra, expressions, equations & functions)
2. Numbers, Operations and the Complex Number System (counting, cardinality, number operations, base ten, number operations fractions, ratios, proportional relationships, the number system, number and quantity)
3. Measurement and Data
4. Geometry
5. Statistics and Probability

Most schools have set a goal that calls for 85% of students to be applying the math concepts at or above grade level. The grade levels within Natrona County School District are currently +2% - 22% away from a district grade level percentage of 85% of the students performing at grade level.

Over the past four (4) years our district growth trend in math concepts at or above grade level in grades K-3 have shown increases with nearly 81% of our students applying the concepts of math at or above grade level. In 2014 grade one (1) displayed 87% of the students performing at or above the grade level math concepts in the NWEA assessment.

Over the past four (4) years our district growth trend in math concepts at or above grade level in grades 4-6 have shown decreases with nearly 71% of our students applying the concepts of math at or above grade level. In 2014 grade six (6) displayed 68% of the students performing at or above the grade level math concepts in the NWEA assessment.

Over the past four (4) years our district growth trend in math concepts at or above grade level in grades 7-8 have shown mixed results with nearly 65% of our students applying the concepts of math at or above grade level. In 2014 grade seven (7) displayed 63% of the students performing at or above the grade level math concepts in the NWEA assessment while grade eight (8) displayed an increase from the previous year with 67% of the students performing at or above the grade level math concepts.

Nearly all of the elementary and middle schools have identified a strategic focus to meet this goal. These schools intend to accomplish this by aligning their instruction to support the math standards. All schools have a goal to strengthen students’ math skills and concepts 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.
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 - NWEA Math (continued)

The Natrona County School District Curriculum and Instruction Division is supporting this goal through the standards-based initiative. NCSD will work to establish a guaranteed and viable curriculum throughout all math 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 continue the articulated work in math.

Secondary Indicator - District Interim Assessments - Math (Math Benchmarks)

Performance on Elementary School Benchmarks by Cluster

![Chart showing performance on elementary school benchmarks by cluster](chart-image-url)
The primary indicator for Goal #3 is focused on all schools either meeting or exceeding the Wyoming performance levels for school accountability based on performance on three state-wide indicators: Achievement, Growth, and Equity. In 2013-14 Natrona County School District had 33% of the schools meeting this goal.

The statewide assessment system indicators are directly aligned to the proficiency of our state’s content standards in math, science and language arts. The statewide assessment system is designed to directly measure the success of math by generating approximately one-third (1/3) of the primary indicator’s score from the proficiency rates of the math arts standards for a school. The state & district content standards are the minimum content expectations that students must meet as a common understanding to what students should learn at each grade level.

A secondary indicator for this goal is encompassed in the district interim assessments for math (math benchmarks).
NCSD has created district grade level pacing guides for math. These pacing guides are used to establish the timeline for logical and progressive sequencing showing what content standards students should master over the course of an academic school year. These pacing guides include the timeline for interim benchmark assessments and occur approximately once a quarter. NCSD has implemented common standards-aligned benchmark assessments in grades K-11 through Algebra Two. These common assessments assist in checking proficiency rates of the math standards throughout the school year. These benchmark assessments are referred to as ‘interim assessments’ and allow educators to check progress towards the mastery of the primary areas within the standards. Classroom teachers use these assessments to measure the mastery of learning related to major components of the standards. The NCSD Math Benchmark System is comprised of a series of interim assessments designed to be one indicator that teachers can use to make professional judgments on what students know and are able to do on each of the math standards.

This is the first year in a district-wide implementation, and groups of educators have already started the revision process for the alignment of the learning progressions and the benchmark assessments. A single benchmark may have assessment items correlated to several of the grade level standards or have test items all related to just one of the grade level standard. Most grade levels will have assessments designed so that students can show their progress on the standards throughout the year.

The grade level assessment maps in the appendix show what standards are assessed on each test during the course of the year. There is a specific language required in order to understand which standard is being assessed and how many items for each standard are on the assessment.

The standards on the benchmarks in the charts and the documents provided are formatted as follows in this example - 4.NF.3b:

- ‘4’ identifies this as a fourth grade standard
- ‘NF’ is the Common Core Standards name
- ‘3’ is the component of the standard, known as the sub-standard
- ‘B’ is the specific learning to be required for the substandard

The standards are set up this way for grades one (1) through eight (8), with the math course replacing the grade level in high school.

There is a special situation for the middle level benchmarks that was developed to assist in determining the progress of our accelerated math students.
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 - District Interim Assessments - Math (Math Benchmarks) (continued)

The Common Core Math Standards are as follows:

- Counting and Cardinality CC
- Operations and Algebraic Thinking OA
- Numbers and Operations in Base Ten NBT
- Measurement and Data MD
- Geometry G
- Number and Operations-Fractions NF
- Ratio and Proportions RP
- Number System NS
- Expressions and Equations EE
- Statistics and Probability SP
- Functions F

The letters after each descriptor are the letters shown in the grade level standards. Many of these standards are across multiple grade levels and as shown in the charts.

The results of this first year of benchmark testing shown in these charts are for grades one (1) through eight (8). The results only show the scores from benchmarks one (1) through three (3). The fourth (4th) and fifth (5th) benchmarks are not completed at this point in the year.

The results for the benchmarks are computed by determining which students scored seventy (70%>) percent or better on the grade level standards assessment items that were on the assessment.

The results show that many students are doing well on the standards for first (1st) grade and second (2nd) grade, but after that the results seem to decline steadily for grades three (3) through eight (8).

The math curriculum committee is using the results to validate the pacing guides and the benchmarks as they look to refine and improve performance upon the benchmark assessments.

Additionally, the Assessment Office will be comparing the results of the benchmarks with the PAWS results to ensure that there is alignment with PAWS.

Nearly all schools have identified a strategic focus to meet this goal in their improvement plans. Schools intend to accomplish this by addressing specific indicators that are relevant to their schools.
Secondary Indicator - District Interim Assessments - Math (Math Benchmarks) (continued)

As school teams work to place an emphasis on instruction aligned to the Wyoming State Standards, there should be an increase in 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 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 Curriculum and Instruction Division is supporting this goal through the standards-based initiative. NCSD will work to establish a guaranteed and viable curriculum throughout all math 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 continue the articulated work in math.
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.

Primary Indicator - AdvancED Student/Parent/Employee Surveys

The AdvancED surveys were administered to the following stakeholder groups: Students in grades K-12, Parents, and Staff. Beginning about mid-March, surveys were distributed via e-mail to staff members. Parent surveys were distributed via e-mail and school newsletters as well as computer stations during parent-teacher conferences or other school events. Finally student surveys were distributed via e-mail or paper/pencil version to younger students. AdvancED is the accrediting organization for all schools in the state of Wyoming and requires that districts survey all of these stakeholder groups at least once during a 5 year accreditation cycle.

Action steps to address opportunities for improvement and maintain areas of strength can be accomplished best at the individual school level. Human Resources recommends that school leaders and leadership teams closely examine the results of surveys from each stakeholder group, identify strengths and opportunities for improvement, and develop action plans to address them. The survey questions are focused on the 5 AdvancED Standards for Accreditation: 1) Purpose and Direction, 2) Leadership and Governance, 3) Teaching and Assessing for Learning, 4) Resources and Support Systems, and 5) Using Results for Continuous Improvement.

The following five pages show the top three strengths and the top three opportunities for improvement from each of the five different stakeholder groups surveyed (parents, staff, high school and middle level, upper elementary, and early elementary).
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.

<table>
<thead>
<tr>
<th>March 2015 AdvancED Parent Survey</th>
<th>Average Percentage of Parent Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD Overall Average Satisfaction Rating from the AdvancED Parent Survey March 2015</td>
<td>72%</td>
</tr>
<tr>
<td>Three Strengths from AdvancED Parent Survey March 2015</td>
<td></td>
</tr>
<tr>
<td>My child knows the expectations for learning in all classes.</td>
<td>78%</td>
</tr>
<tr>
<td>Our school provides opportunities for students to participate in activities that interest them.</td>
<td>78%</td>
</tr>
<tr>
<td>My child has up-to-date computers and other technology to learn.</td>
<td>77%</td>
</tr>
<tr>
<td>Three Opportunities for Improvement from AdvancED Parent Survey March 2015</td>
<td></td>
</tr>
<tr>
<td>All of my child’s teachers meet his/her learning needs by individualizing instruction.</td>
<td>66%</td>
</tr>
<tr>
<td>Our school ensures the effective use of financial resources.</td>
<td>65%</td>
</tr>
<tr>
<td>Our school’s governing body does not interfere with the operation or leadership of our school.</td>
<td>63%</td>
</tr>
</tbody>
</table>

The RED lines indicate the 80% of Satisfaction rate NCSD is striving to achieve.
**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.

### March 2015 AdvancED Staff Survey

<table>
<thead>
<tr>
<th>NCSD Overall Average Satisfaction Rating from the AdvancED Staff Survey March 2015</th>
<th>Average Percentage of Staff Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td></td>
</tr>
</tbody>
</table>

| Three Strengths from AdvancED Staff Survey March 2015 |  
|---|---|
| Our school’s purpose statement is clearly focused on student success. | 84% |
| Our school provides opportunities for students to participate in activities that interest them. | 83% |
| Our school leaders monitor data related to student achievement. | 82% |

| Three Opportunities for Improvement from AdvancED Staff Survey March 2015 |  
|---|---|
| In our school, staff members provide peer coaching to teachers. | 71% |
| All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. | 70% |
| Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. | 70% |

The **RED** lines indicate the 80% of Satisfaction rate NCSD is striving to achieve.
**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.

<table>
<thead>
<tr>
<th>March 2015 AdvancED High School/Middle Level School Student Survey</th>
<th>Average High School/Middle Level School Percentage of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCSD Average Satisfaction Rating from the AdvancED High School/Middle Level School Survey March 2015</strong></td>
<td>75%</td>
</tr>
<tr>
<td><strong>Three Strengths from AdvancED High School/Middle Level School Survey March 2015</strong></td>
<td></td>
</tr>
<tr>
<td>All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.</td>
<td>82%</td>
</tr>
<tr>
<td>In my school, a high quality education is offered.</td>
<td>82%</td>
</tr>
<tr>
<td>In my school, the principal and teachers have high expectations of me.</td>
<td>82%</td>
</tr>
<tr>
<td><strong>Three Opportunities for Improvement from AdvancED HS - MLS Survey March 2015</strong></td>
<td></td>
</tr>
<tr>
<td>In my school, students treat adults with respect.</td>
<td>59%</td>
</tr>
<tr>
<td>In my school, students help each other even if they are not friends.</td>
<td>57%</td>
</tr>
<tr>
<td>In my school, students respect the property of others.</td>
<td>56%</td>
</tr>
</tbody>
</table>

The RED lines indicate the 80% of Satisfaction rate NCSD is striving to achieve.
By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

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

#### March 2015 AdvancED Upper Elementary School (Grades 3 - 5) Student Survey

<table>
<thead>
<tr>
<th>NCSD Average Satisfaction Rating from the AdvancED Upper Elementary School (Grades 3 - 5) Survey March 2015</th>
<th>92%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three Strengths from AdvancED Upper Elementary (Grades 3-5) Survey March 2015</strong></td>
<td></td>
</tr>
<tr>
<td>In my school my teachers want me to do my best work.</td>
<td>99%</td>
</tr>
<tr>
<td>My school has computers to help me learn.</td>
<td>98%</td>
</tr>
<tr>
<td>In my school my principal and teachers want every student to learn.</td>
<td>98%</td>
</tr>
</tbody>
</table>

### Average Upper Elementary (Grades 3 - 5) Percentage of Satisfaction

<table>
<thead>
<tr>
<th>NCSD Average Satisfaction Rating from the AdvancED Upper Elementary School (Grades 3 - 5) Student Survey March 2015</th>
<th>92%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three Opportunities for Improvement from AdvancED Upper Elementary (Grades 3-5) Survey March 2015</strong></td>
<td></td>
</tr>
<tr>
<td>My teachers ask my family to come to school activities.</td>
<td>84%</td>
</tr>
<tr>
<td>In my school students treat adults with respect.</td>
<td>79%</td>
</tr>
<tr>
<td>My principal and teachers ask me what I think about school.</td>
<td>76%</td>
</tr>
</tbody>
</table>

The RED lines indicate the 80% of Satisfaction rate NCSD is striving to achieve.
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.

<table>
<thead>
<tr>
<th>March 2015 AdvancED Early Elementary School (Grades K - 2) Student Survey</th>
<th>Average Upper Elementary (Grades K - 2) Percentage of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD Average Satisfaction Rating from the AdvancED Early Elementary (Grades K - 2) Survey March 2015</td>
<td>95%</td>
</tr>
<tr>
<td>Three Strengths from AdvancED Early Elementary (Grades K - 2) Survey March 2015</td>
<td></td>
</tr>
<tr>
<td>My school has books for me to read.</td>
<td>100%</td>
</tr>
<tr>
<td>My teacher wants me to learn.</td>
<td>99%</td>
</tr>
<tr>
<td>My teacher wants me to do my best.</td>
<td>99%</td>
</tr>
<tr>
<td>Three Opportunities for Improvement from AdvancED Early Elementary (Grades K - 2) Survey March 2015</td>
<td></td>
</tr>
<tr>
<td>I know what to do every day in school.</td>
<td>92%</td>
</tr>
<tr>
<td>Other teachers know me.</td>
<td>92%</td>
</tr>
<tr>
<td>My family likes to come to my school.</td>
<td>85%</td>
</tr>
</tbody>
</table>

The RED lines indicate the 80% of Satisfaction rate NCSD is striving to achieve.
Secondary Indicator - Employee Services Satisfaction Surveys

Beginning in May 2015, invitations will be sent to district employees inviting them to participate in Services Satisfaction surveys. Questions are organized by the three organizational divisions at the Central Office of the school district: Curriculum and Instruction, Business and Facilities, and Human Resources. The themes addressed in the survey tools focus on: Communication, Courtesy, Knowledge, Responsiveness, and Employee Support. The survey questions can be found in the Appendix of this Quarterly Report.
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 - SAWS test eliminated from statewide assessment system
• 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.