Strategic Plan Quarterly Report

For the quarter ending December 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
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

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
Executive Summary

1) Goal – Four year graduation rate at minimum of 85% & prepared for college and/or career
   i) SI** – High School and college articulation agreements for 2015-16
   ii) SI – High School certification programs for 2015-16

2) Goal – NWEA Reading at grade level in grades 3, 5 & 8 at minimum of 85%
   i) No information in this report

3) Goal – Meet or exceed school accountability on WAEA
   i) SI – Wyoming contents standards update

4) Goal – Stakeholder satisfaction rates at minimum of 80% from the NCSD climate surveys
   i) SI – CSF Campus customer satisfaction surveys for 2015-16

Projections of Data Availability

Appendices
- Customer Satisfaction Survey by Department - Business and Facilities Division
- Customer Satisfaction Survey by Department - Curriculum and Instruction Division
- Customer Satisfaction Survey by Department - Human Resources Division
- Summary of Schools’ Strategic Plans
- Schools’ and Departments’ Quarterly Reports

*PI – primary indicator
**SI – secondary indicator
The Natrona County School Board of Trustees has worked with the Natrona County Leadership Staff to assist in analyzing efforts of school and district improvement efforts while making recommendations for future improvement actions. Quarterly, Trustees and Leadership will deliberate over the issues associated with implementing a systematic improvement process that supports a district-wide strategic plan for improvement. This report presents the organization of those deliberations in the form of performance indicators and action items in current and future context.

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.

### Collective Strategic Approach

**NCSD’s Four (4) Goals**

1. Raise Graduation Rates
2. Increase Grade Level Reading
3. Meet or Exceed the Wyoming School Performance Levels
4. Establish Stakeholder Satisfaction

### Strategies to Support Goals

- Systems of Common Assessments
- 21st Century Learning
- Academy Based Learning
- Aligned ELA Standards
- Aligned to Wyoming Content Standards
- Physically & Mentally Safe Environments
- Efficient & Effective Operations
- Recognize & Celebrate
- Processes for Input & Communication
The Board of Cooperative Educational Services (BOCES) began service in 1991 as a joint venture between Casper College and the Natrona County School District. It exists to provide the citizens of Natrona County and Central Wyoming with quality educational services that cannot be provided as effectively or efficiently when provided independently by Natrona County Schools or Casper College. One of the primary goals of BOCES is to meet the educational needs of high school students through cooperative articulated programs in technical and academic areas. These are courses where students earn college credit while they are still enrolled in high school.

There are two (2) routes available to students who select to enroll within articulated courses:

1. Concurrent enrollment courses – These are college courses taught by NCSD high school faculty who have been approved as Casper College (CC) adjunct faculty members and who are teaching the named courses as part of their duties as a school district employee. Typically these courses are taught on an NCSD campus. These courses simultaneously provide students the opportunity to earn high school and college credit.

2. Dual enrollment courses – These are regularly scheduled CC courses, not offered through NCSD, but for which eligible high school students have the opportunity to earn both high school credit and college credit. CC hires and pays faculty who teach dual enrollment courses that typically follow CC’s academic schedule. High school students in dual enrollment courses follow the college course guidelines.

In 2015-16, NCSD and Casper College offered thirty-seven (37) articulated courses. In 2014-15, forty-three (43) articulated courses were offered.

Moving forward, there is a great challenge in the articulated classes pertaining to the guidelines for instructor credentials. Accreditation guidelines for the approval of concurrent enrollment adjunct faculty require instructors to hold a master’s degree in the content area or a related master’s degree with eighteen graduate credit hours in the specific content.
High School Certification Programs

NCSD is actively working to develop and support numerous kinds of certification that will be available in the secondary system. These can be characterized as either work or career readiness certification/programs for industry and job functions. Over the next several years, NCSD will nearly triple the quantity of these opportunities for students.

These programs prepare students with foundational skills and knowledge desired by employers looking to hire in the entry-level settings. Completion of programs demonstrates to employers a mastery of the skills and knowledge desired by the employers for a specific position. In many cases the certificate program serves a dual purpose - to prepare students for performing in a position, as well as to pass a certification exam.

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<tr>
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A Standards-Based System

In 2014-15, trustees and staff identified several key challenges associated with the nine (9) content areas that must be delivered and supported in Wyoming. These challenges revealed NCSD had not maintained a system that supported the legislative mandates of a standards-based system. In addition, NCSD was void an instructional model for developing and maintaining district-wide processes around curriculum, instruction and assessment.

The NCSD Curriculum and Instruction (C & I) Division was charged with developing an aligned standards-based curriculum, systems for supporting instructional practices and an aligned standards-based district assessment system to the Wyoming content standards and summative assessment structures. This work has been separated into numerous stages of deployment assigned to the NCSD C&I Division:

- Select a process/model for deploying a standards-based system (SBS)
- Develop systems of input and advisory for SBS
- Develop a long-range plan for SBS
- Design processes for SBS K-12 subject area committees to guide the work
- Design processes for the SBS essential components and outcomes to be identified and to align to the description of the content standards
- Design SBS K-12 vertical learning progression
- Recommend a SBS grade level pacing guide
- Support SBS curriculum mapping and unit design work
- Recommend guidance around SBS mastery learning
- Draft SBS curriculum, validate and present final curriculum for each content area
- Guide SBS resource alignment and recommendations to trustees
- Design and validate an aligned SBS district assessment system to the content standards
- Support SBS staff development needs
- Facilitate SBS professional development with administrators
- Align SBS with internal and external mandates that support policy, statutory expectations and accreditation requirements

Wyoming Adoption of Standards

<table>
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<th>Nine (9) Content Areas</th>
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<td>2014 - Social Studies</td>
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<td>2014 - Career &amp; Voc Ed</td>
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<td>2017 - Science (2016/17 ?)</td>
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NCSD’s Timeline to Begin District Work with Each Set of Standards

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<td>2016-17 - Career &amp; Voc Ed</td>
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<td>2016-17 - Science (if adopted by WY before January 2017)</td>
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NCSD’s Progression with Each Set of Standards

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<th>Stages of Deployment</th>
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<td>MATH - operational curriculum, aligned resources &amp; an aligned interim assessment system</td>
</tr>
<tr>
<td>ELA &amp; HEALTH - draft curriculum is being used</td>
</tr>
<tr>
<td>FINE &amp; PERFORM ARTS, PE &amp; SS - drafting curriculum while teachers work the new standards</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE &amp; CVE – no draft curriculum but teachers are working the new standards</td>
</tr>
<tr>
<td>SCIENCE - operational curriculum, aligned resources &amp; validated assessments to the 2009 standards</td>
</tr>
</tbody>
</table>
Summary of standards-based work to date over the past nine (9) months:

We successfully selected a process and delivery model for deploying a SBS for all nine (9) content areas. A system for input and advisory has been established through the Curriculum Coordinating Council, the C & I Stakeholder Committee and monthly association feedback meetings. A long-range plan has been developed for all content areas that will extend through the next ten (10) years.

Subject area committees have been created and are operational for math, language arts, health, social studies, physical education, and fine and performing arts.

The math committee has established the essential components and outcomes aligned to the math content standards. In addition, this committee has established interim assessment items for each grade level and educators are using these series of informative assessments to indicate math understanding throughout the calendar year. This fall the assessment information was adjusted to allow educators to utilize this as instructional information at the classroom level. Teachers can deploy the assessments when their unit of instruction calls for measurement. In addition, teachers can respond to the information as an instructional model that allows them to either reteach or move into enrichment. Assessment information will be harvested at the district level as a secondary measure.

Currently the language arts and health curricula are in draft stages of application within NCSD. Teachers are working with the identified components and making suggestions to the application of the draft curriculum. In the late spring of 2016 adjustments will provide recommendations for any adjustments before the curriculum moves to a final recommendation for the board of trustees. During the spring of 2016 the process for recommending resources and materials will begin and extend into the 2016-17 school year. During the spring of 2016 the subject area committees will also begin to formulate draft interim assessment designing to align with the components of the standards. Currently all NCSD staff members of ELA and health are utilizing previously designed common assessments with links to the current standards. These assessment structures are not cultivated at the district level; they are utilized within the individual school’s assessment system.
The subject area committees for social studies, physical education, fine and performing arts are meeting this school year to gather curricular input from their partner content teachers. These committees will use their knowledge of the content and their peers to design draft curriculums to deploy in the same manner as ELA and health.

A majority of elementary and middle schools have identified a strategic focus to improve their performances related to the ELA and Math standards. Schools intend to accomplish this by aligning their instruction to support the fundamentals of the standards. Schools have a strategy that is intended to strengthen skills while aligning an assessment system to monitor progress towards their goals.

Schools have designated and aligned a strategic approach to improving 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 and 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.

Over the past seven (7) months the NCSD assessment department has been guiding work to review the NCSD district assessment system. That work has focused on an internal audit of the district-wide assessment structures for purpose, alignment to the complexity of the standards and level of rigor. The system is being reviewed for all nine (9) content areas in grades K-12. Questions of alignment and intent are surfacing around early education assessments for preschool, kindergarten screener readiness assessments, early literacy assessments in grades K-3, and the NWEA assessments for rigor and frequency. In the fall of 2015, adjustments were made to the interim math benchmark assessments to correct those assessments to be more responsive to the needs of instruction and teaching.

Over the past nine (9) months over half (60%) of the NCSD schools have participated in training to develop and implement professional learning communities (PLCs). This focus on professional development is represented in the...
individual school's improvement planning but supported at the district level. Schools within NCSD are embedding collaboration into their master schedules and working to support common instructional planning times. Staff teams are using this time, along with summer work and staff development days, to work systematically to establish a framework for PLCs. School teams are working to ensure equity and a common curriculum that also supports the application of common calibrated assessments. The school teams are beginning to administer assessments according to common timelines and then sitting down with the instructional data to plan for interventions. The teams work to revise the assessments and rubrics where applicable.

**CSF Campus Customer Satisfaction Surveys**

Natrona County School District #1 deployed a customer satisfaction survey during the second quarter of the 2015-16 school year. The survey will remain open throughout the year but data will be harvested quarterly at approximately the third Friday of the last month of each quarter. During the fourth quarter, there will be quarterly data and year long data available. Being new, the survey will only provide the district a snap shot of the level of customer satisfaction, as trend data is not yet available.

The data included in this report reflects responses on the survey from October 2, 2015 through December 18, 2015. There were 191 responses during this time period. There was a separate survey for 26 departments within the district. However, each survey asked the same three questions.

1. Are you satisfied with the services provided by (insert department)? (yes or no)
2. Please provide feedback on the following statements:
   (Rate strongly disagree, disagree, neutral, agree, strongly agree)
   - This department or office communicated effectively.
   - I received courteous service.
   - The service I received was timely.
   - I received a quality product and/or service.
3. Comments:
   - What are we doing well?
   - How can we improve?

The analysis in this report was around question numbers one and two at the district and division level. There was not sufficient data to analyze at the department level for any of the questions. The projection is to have data per department by the end of the year. Likewise, after implementation of the survey over the next three years, there will be trend data available to gauge customer satisfaction over time. Question three will not be a part of this analysis as these were comments for specific departments. However, the comments will be shared with the leader of each division.
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.

i. Secondary Indicator: High School and College Articulation Agreements for 2015-16
An articulated course is a course that has been aligned to meet NCSD credit requirements and Casper College course requirements simultaneously. These courses can be taken at the college campus, the high school campus, or via the Internet. Students may earn high school credit and college credit for successfully completing an articulated course. The credits may be used in a core area or as an elective on the high school transcript. Students will receive an official Casper College transcript for these same courses as well. An articulated course in high school can potentially earn college credit toward a degree while attending high school. This agreement assists students who transfer their general education core from one signatory institution to another, provided grades are satisfactory and courses taken are appropriate to the degree sought.

For both dual and concurrent courses, students are graded consistently using the same standards, expectations and academic freedom established through collaborations between NCSD and CC faculty members. Students in these courses receive a grade on both NCSD and CC transcripts. Casper College grades are computed on a 4.0 scale (i.e., A=4, B=3, C=2, D=1, F=0). The NCSD transcript (grades) may be weighted depending on the level of course offered through NCSD (i.e. Advanced, Honors, AP or IB).
**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.

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<tr>
<th>NCSD Articulated Courses</th>
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<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>Agriculture (Computerized Records)</td>
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<tr>
<td>Astronomy (Survey Advanced)</td>
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<tr>
<td>Automotive (Engine Systems Fundamentals)</td>
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<tr>
<td>Automotive (Electrical)</td>
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<tr>
<td>Business (Introduction)</td>
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<tr>
<td>Chemistry (One - Advanced Placement/Honors/International Baccalaureate)</td>
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<tr>
<td>Computer Applications/Programming (C++ Programming Honors)</td>
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<td>Computer Applications/Programming (CISCO Internet Working)</td>
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<tr>
<td>Computer Applications/Programming (CISCO One - Internet One)</td>
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<tr>
<td>Computer Applications/Programming (CISCO Two - Internet Two Router Basics)</td>
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<tr>
<td>Computer Applications/Programming (Database)</td>
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<tr>
<td>Computer Applications/Programming (Introduction - Basic Programming Honors)</td>
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<tr>
<td>Computer Applications/Programming (Introduction to Web Design)</td>
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<td>Computer Applications/Programming (Presentation Graphics)</td>
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<tr>
<td>Computer Applications/Programming (Spreadsheets)</td>
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<td>Computer Applications/Programming (Word Processing)</td>
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<td>Drafting (CAD - 3D Modeling)</td>
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<td>Drafting (One - Introduction to Engineering Graphics)</td>
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<td>Drafting (Residential Architectural Drawing)</td>
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<td>Electronics (Exploration - Basic AC/DC)</td>
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<tr>
<td>English (One - Language &amp; Composition Advanced Placement/Honors)</td>
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<tr>
<td>Fire Science (Introduction)</td>
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<tr>
<td>Fire Science (Introduction - First Responder)</td>
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<tr>
<td>French (First Year College French - High School French Two)</td>
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<tr>
<td>Health Careers (Introduction One - Physical Therapy Topics in Biology &amp; Health)</td>
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<tr>
<td>Health Careers (Introduction Two - Physical Therapy Topics in Biology &amp; Health)</td>
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<tr>
<td>Math Calculus (One Honors)</td>
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<tr>
<td>Math Calculus (Two Honors)</td>
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<tr>
<td>Marketing (Sports and Entertainment)</td>
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<tr>
<td>Robotics (Introduction - One)</td>
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<td>Robotics (Construction - Two)</td>
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<tr>
<td>Sign Language (Beginning)</td>
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<tr>
<td>Sign Language (Intermediate)</td>
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<tr>
<td>Statistics (Advanced Placement/Honors)</td>
</tr>
<tr>
<td>Woodworking (Basic Cabinet Making)</td>
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<tr>
<td>Woodworking (Fundamentals)</td>
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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.

i. Secondary Indicator: High School and College Articulation Agreements for 2015-16 (continued)

Analysis: In 2015-16, NCSD and Casper College offered thirty-seven (37) articulated courses. In 2014-15, we offered forty-three (43) articulated courses. Moving forward, we face a great challenge in the articulated classes around the guidelines for instructor credentials.

There are accreditation guidelines for the approval of concurrent enrollment adjunct faculty. Qualified staffs are defined as those who hold a master’s degree in the content area or a related master’s degree with eighteen graduate credit hours in the specific content. Provisional approval can be granted with a bachelor’s degree and a verified plan for achieving a master’s degree within a specified time. The Higher Learning Commission (HLC) outlines its accreditation criterion for quality to ensure that all instructors are appropriately credentialed, including those in dual credit, contractual, and consortia programs (Higher Learning Commission 2013). Therefore, all dual and concurrent adjunct instructors will be equally qualified as college faculty.

High school instructors who already have a master’s degree rarely have that degree in a content area. Since many high school instructors move into administration, curriculum development, or a specialized service area, their master’s degrees are often in preparation for that advancement. Many are not willing to get another master’s degree.

The mandate for college credit for high school students presents challenges for colleges in the pursuit of quality and integrity of the college credits awarded. The accreditation criteria identifies that the program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, etc.).

In February of 2015, the Central Wyoming BOCES began applying criteria when awarding graduate stipends to educators under these conditions. Stipend awards are prioritized to the articulated course needs for NCSD and Casper College students. Articulated course needs have been identified as ‘high-priority’ when they qualify an NCSD teacher to teach an articulated Casper College course. Degrees for NCSD teachers that do not qualify them to teach Casper College courses, or degrees for Casper College instructors (who are already qualified), are identified as a lower priority and do not qualify for graduate stipends.

The following content areas have been offered in the past two (2) years: Accounting, Agriculture, Astronomy, Automotive, Business, Chemistry, Computer Applications, Computer Programming, Construction, Drafting, Electronics, English, Fire Science, French, Health Careers, Math Calculus, Marketing, Robotics, Sign language, Statistics and Woodworking.
ii. Secondary Indicator: High School Certification Programs for 2015-16

NCSD is actively working to develop and support numerous kinds of certification that will be available in the secondary system, with a variety of purposes. Generally these can be characterized as either work or career readiness certification programs that capture generic proficiencies and skills or industry certification programs that measure qualifications needed in a specific industry or job function. Work readiness programs vary, but all are intended to provide certification that is applicable across industries and occupations. Industry certification refers to certification issued by an occupational or industry group to signal completion of particular training, coursework, apprenticeship, or other preparation for a particular job or job category. Many jobs require some form of industry certification as a prerequisite to hiring and legal licensure is often based on industry-developed assessments. The table illustrates certifications available to NCSD students in the respective academies.

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ii. Secondary Indicator: High School Certification Programs for 2015-16 (continued)

Analysis:

ACME
The Welding Technology, Level I (Entry Welder) Certificate is based on the American Welding Society (AWS) National School Standards Education (SENSE) guidelines. It is a comprehensive set of minimum standards and guidelines that are approved to train students for entry level welding certification. Over the course of 2-3 years, students will learn the following processes and have the opportunity to take the certification examination. Students will earn the certification(s) as a result of successfully completing the examination(s). There is a $15 fee for the examination.

- American Welding Society (AWS) Sense Entry Level Welding 1 (four welding processes)
  - FCAW-Flux Core Arc Welding
  - GMAW-Gas Metal Arc Welding (MIG)
  - SMAW-Shielded Metal Arc Welding (Stick)
  - GTAW-Gas Tungsten Arc Welding (TIG)

The ASE Auto certification process provides students who have an interest in learning more about maintenance and light repair the opportunity to work on the skills necessary to successfully perform the most common maintenance and light repair tasks. Over the course of 2-3 years, students will have the opportunity to certify in up to eight (8) areas. Students will earn the certification(s) as a result of successfully completing the examination(s). There is a $30 examination fee per year. Students may take as many examinations as they feel prepared to attempt within that year for that $30. Each exam may be taken twice.

- Automotive Service Education (ASE) (8 certifications)
  - A1 – Engine Repair (50 scored questions)
  - A2 – Automatic Transmission/Transaxle (50 scored questions)
  - A3 – Manual Drive Train & Axles (40 scored questions)
  - A4 – Suspension & Steering (40 scored questions)
  - A5 – Brakes (45 scored questions)
  - A6 – Electrical/Electronic Systems (50 scored questions)
  - A7 – Heating & Air Conditioning (50 scored questions)
  - A8 – Engine Performance (50 scored questions)

OSHA 10 Hour Authorization broadens workers’ and employers’ knowledge on the recognition, avoidance, and prevention of safety and health hazards in their workplaces. Students that participate in the Construction Pathway in the ACME Academy will receive this training and the formal OSHA 10 Hour Authorization that comes with this training. There is a fee for the examination.
NCSD Strategic Plan Quarterly Report

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.

ii. Secondary Indicator: High School Certification Programs for 2015-16 (continued)

BANR
ProSTART National Certificate of Achievement is earned by students in the Culinary Pathway within the BANR Academy. To earn the ProStart National Certificate of Achievement, a student must pass “The Foundations of Restaurant Management and Culinary Arts” level 1 and level 2 exams, document 400 hours of work experience and demonstrate proficiency on more than 50 workplace competencies. Work experience can come from paid jobs, school-based enterprises or relevant volunteer work.

ServSafe® Certification is earned by students in the Culinary Pathway within the BANR Academy upon successful completion of the ServSafe Food Handler Program and assessment. The certification focuses on safety in the culinary environment and is recognized by the food industry.

HSHS
Certified Nursing Assistant (CNA) certification may be earned by students in the Health Sciences Pathway in the HSHS Academy upon successful completion of the National Nurse Aide Assessment program examination. Over a year, students will learn the necessary information and skills to take the examination. There is a fee for the examination.

First Aid/CPR certification may be earned by students in the HSHS Academy through the American Red Cross. Students will learn basic competencies in First Aid and CPR. There is a fee for the examination.

Basic Life Support (BLS)/CPR for Health Care & Public Safety certification may be earned by students in the HSHS Academy through the American Red Cross. Basic Life Support for Healthcare Providers uses a scenario-based approach to develop the critical thinking and problem solving skills that drive better patient outcomes. Covers breathing and cardiac emergencies – including CPR, AED, and obstructed airway – for adult, child, and infant patients. There is a fee for the examination.

KWHS & NCHS
Cisco certification may be earned upon successful completion of the CCNA certification exam by students at KWHS & NCHS. Students will learn about networking, network security, and network setup. There is a $295 fee for this examination.
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.

No new information in this report.
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.

i. Secondary Indicator: Wyoming Contents Standards Update

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 substantial change in the content and rigor expected of students from the 2008 standards.

During the spring session of 2015, the Wyoming Legislative Body adjusted the standards adoption process from five (5) to nine (9) years. Under the previous five (5) year process the Natrona Curriculum Coordinating Council had recommended a cyclic timeline for each of the nine (9) content areas. On July 28, 2015 the State Board of Education approved a statewide cycle for all content standards through 2026. NCSD will have all nine (9) content areas systematically aligned to the Wyoming content standards and cyclically maintained before the 2018-19 school year.

A majority of elementary and middle schools have identified a strategic focus to improve their performances related to the ELA and Math standards. Schools intend to accomplish this by aligning their instruction to support the fundamentals of the standards. Schools have a strategy that is intended to strengthen skills. They are also designing an assessment system that will monitor their progress towards the goal.

The Natrona County School District’s Curriculum and Instruction Division is supporting this goal through the standards-based initiative. NCSD is working to establish a guaranteed and viable curriculum. This work is designed to establish a learning curriculum that guides equal opportunities for all students to learn the expectations of the content standards, outcomes and components. The essential learning is defined by what students must know or be able to do in order to meet the performance level of the standards during the academic school year.

The work also provides a common understanding among educators as to what the students should learn at particular grades. Classroom representatives from all grade levels assemble and work collectively to help define this work through subject area committees. Subject area committees will incorporate vertical and horizontal alignment of 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.
Analysis of Primary and Secondary Indicators

Currently we have six (6) subject areas that are engaged in supporting the work around a guaranteed and viable curriculum. All of these content areas are at different phases of the work.

**Math** - In 2012, the State Board of Education adopted the Wyoming 2012 Content and Performance Standards for Math, also known as the Common Core State Standards (CCSS). The impact of this was dramatic because of the significant change in the content and rigor expected of students from the previous standards.

Prior to 2012, the last math adoption process was completed during the 2006-07 school year by individual buildings. At that time, none of math resources were written to align to the 2012 Wyoming standards (CCSSM) and great concern existed that the PAWS assessment would be 100% aligned to the 2012 state standards and the impact of not being aligned to those standards.

A committee was established in 2012 to recommend new math materials and resources since the previous materials and resources were aligned to the previous standards. The committee also looked for common materials and resources due to the NCSD student mobility rates and to address the decline in achievement after transition years (5th to 6th grade and 8th to 9th grade).

The committee's first step was to examine potential resources and determine which resources would most closely align to the newly adopted standards. Then an additional committee was convened to develop the district-wide interim assessments and grade level learning progressions.

The math resource adoption committee members were selected based on an application process. Care was taken to bring a diversity of experiences and background to the group. The committee was comprised of 21 members representing 18 schools. The committee began meeting in October of 2012 and had 21 meetings through March of 2013. Meetings ranged from 2 to 7 hours in length and attendance varied by whole committee or grade band groupings. The committee members, grade band and schools were represented as follows:

- **K - 2 Teachers (Oregon Trail, Poison Spider, Park, Verda James)**
- **3 - 5 Teachers (Woods, Manor Heights, Fort Caspar, Evansville)**
- **6 - 8 Teachers (CY, Centennial, Dean Morgan, Frontier)**
- **9 - 12 Teachers (Kelly Walsh*, Natrona County, Midwest)**
- **Principals (Bar Nunn, University Park, Centennial, Casper Classical Academy, Natrona County)**
- **K-12 Teacher/IF (please note the IF was the facilitator of the work, not a voting member of the committee)**

*indicates multiple staff members from a school

From 2013 to 2014 a smaller group of teachers, instructional facilitators and district personnel met and created the NCSD Math Progressions that highlighted select resource chapters. This committee also developed the interim (benchmark) assessments. However, no assessment windows were set during the first year of administration.

From the summer of 2014 to summer of 2015, a second group of classroom teachers and instructional facilitators gathered (via an application process). The committee members, grade band and schools were represented as follows:
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.

i. Secondary Indicator: Wyoming Content Standards Update (continued)

- K - 2 Teachers (Sagewood*, Summit, Evansville*, Park, Verda James, District Personnel)
- 3 - 5 Teachers (Woods, Manor Heights, Fort Caspar, Evansville, Southridge, Pineview*, Verda James, Willard)
- 6 - 8 Teachers (CY*, Centennial*, Dean Morgan*, Midwest, CCA)
- 9 - 12 Teachers (Kelly Walsh, Natrona County*)
- K-12 Teacher/IF*

*indicates multiple staff members from a school/site

This group revised the district interim math assessments. The assessments were created using the online eAssessment platform that was one component of the 2013 resource adoption. Another task of this group was to analyze the order for which the standards should be taught at each grade level. Assessment windows were recommended to best fit the established Math Learning Progressions.

Starting in the fall of 2015, the C & I Division adjusted classroom access to the district interim assessments to allow flexible administration. The window was expanded to an eight (8) to nine (9) week window to be given and completed. In addition to this adjustment, the access was opened to allow individual teachers to utilize the student results to inform instruction and learning. The harvesting of district data now occurs after individual teacher’s and school’s data needs are met.

Additionally, in the fall of 2015 school goal teams were provided the autonomy and flexibility to choose platforms that would support their management and/or delivery needs. For example, three (3) schools implemented MasteryConnect as their collaborative management platform for administering the district interim and classroom (formative) assessments. This allows school teams to collaborate, analyze data and make informed educational decisions within their established system.

Language Arts - In 2012, the State Board of Education adopted the Wyoming 2012 Content and Performance Standards for Language Arts, also known as the Common Core State Standards (CCSS). The impact of this was dramatic because of the significant change in the content and rigor expected of students from the previous standards.

In the winter of 2015 to late spring of 2015, the Language Arts Subject Area Committee was established. The committee is composed of thirty-six (36) members who are leading work to identify the primary outcomes, critical components and solicitation of input from teachers across NCSD in relation to the content standards. The subject area committee began meeting in February of 2015 and will complete eleven (11) meetings by the end of the 2016-17 school year. In addition, three (3) NCSD professional development meetings have been facilitated with all K-8 teachers to assist with understanding and applying the work around the draft curriculum. One (1) professional development meeting (August of 2015) has been facilitated with all 9-12 teachers to assist with understanding and applying the work around the draft curriculum. In 2015-16, there are additional meetings planned with all 9-12 teachers to assist with understanding and applying the work around the draft curriculum. To date, all meetings have ranged from 6 to 7 hours in length.
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.

i. Secondary Indicator: Wyoming Contents Standards Update (continued)

The subject area committee’s grade bands and schools represented is as follows:

- **K-5 Teachers (Willard*, North Casper, Park, Manor Heights, University Park, Paradise Valley, Woods, Oregon Trail, Evansville, Fort Caspar, Mills, Willard, Summit)**
- **6-8 Teachers (Centennial*, Dean Morgan*, CY)**
- **9-12 Teachers (Kelly Walsh*, Natrona County*, Caspar Classic Academy, Roosevelt, Dean Morgan)**
- **Principals (Grant, Dean Morgan, Natrona County)**
- **K-12 Teachers/IFs/Academy Coaches**

*indicates multiple staff members from a school/site

A draft curriculum has been designed in grades K-12 for teachers to validate during the 2015-16 school year. During the validation stage, district teachers are able to provide specific feedback about how outcomes align to the standards, how components align to the outcomes, and overall general feedback. In addition, teachers are given the option to share suggested resources, assessments and professional development needs. During the 2015-16 school year the subject area committee members will meet three (3) different times to examine the input, recommendations, suggestions, and comments about the language arts draft curriculum.

**Health** - In 2012, the State Board of Education adopted the Wyoming 2012 Content and Performance Standards for Health. The degree of change in the content and rigor expected of students from the previous standards was not drastic.

In the winter of 2015 to late spring of 2015, the language arts subject area committee was established. The committee is composed of twenty-two (22) members who are leading work to identify the primary outcomes, critical components and solicitation of input from teachers across NCSD in relation to the content standards. The subject area committee began meeting in February of 2015 and will complete seven (7) meetings by the end of the 2016-17 school year. In addition, three (3) NCSD professional development meetings have been facilitated with all K-8 teachers to assist with understanding and applying the work around the draft curriculum. One (1) professional development meeting (August of 2015) has been facilitated with all 9-12 teachers to assist with understanding and applying the work around the draft curriculum. In 2015-16, there are additional meetings planned with all 9-12 teachers to assist with understanding and applying the work around the draft curriculum. To date, all meetings have ranged from 6 to 7 hours in length.

The subject area committee’s grade bands and schools represented is as follows:

- **K-5 Teachers (Crest Hill, Oregon Trail*, Paradise Valley)**
- **6-8 Teachers (Dean Morgan, Centennial, CY)**
- **9-12 Teachers (Kelly Walsh*, Natrona County*)**
- **Principals (Sagewood, Frontier)**
- **Nurses**
- **K-12 Teachers/IFs/Academy Coaches**

*indicates multiple staff members from a school/site
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.

i. Secondary Indicator: Wyoming Contents Standards Update (continued)

A draft curriculum has been designed in grades K-12 for teachers to validate during the 2015-16 school year. During the validation stage, district teachers are able to provide specific feedback about how outcomes align to the standards, how components align to the outcomes, and overall general feedback. In addition, teachers are given the option to share suggested resources, assessments and professional development needs. During the 2015-16 school year the subject area committee members will meet three (3) different times to examine the input, recommendations, suggestions, and comments about the language arts draft curriculum.

Physical Education - In 2014, the State Board of Education adopted the Wyoming 2014 Content and Performance Standards for Physical Education. The degree of change in the content and rigor expected of students from the previous standards was not drastic.

In the fall of 2015 to present a subject area committee was established. The committee is composed of twenty-three (23) members who are leading work to identify the primary outcomes, critical components and solicitation of input from teachers across NCSD in relation to the content standards. The subject area committee began meeting in September of 2015 and will complete six (6) meetings by the end of the 2015-16 school year. All meetings range from 6 to 7 hours in length.

The subject area committee’s grade bands and schools represented is as follows:
• K-5 Teachers (Cottonwood/Bar Nunn, Southridge/Grant, Poison Spider/Woods, Lincoln/Woods, Verda James, Manor Heights/University Park)
• 6-8 Teachers (Dean Morgan, Centennial, CY)
• 9-12 Teachers (Kelly Walsh*, Natrona County*)
• Principal (Natrona County)
• K-12 Teachers/IFs/Academy Coaches
*indicates multiple staff members from a school/site

The committee is midway through the development of a draft curriculum in grades K-12.

Fine and Performing Arts - In 2013, the State Board of Education adopted the Wyoming 2013 Content and Performance Standards for Fine and Performing Arts. The degree of change in the content and rigor expected of students from the previous standards was not drastic.

In the fall of 2015 to present, a subject area committee was established. The committee is composed of twenty-seven (27) members who are leading work to identify the primary outcomes, critical components and solicitation of input from teachers across NCSD in relation to the content standards. The subject area committee began meeting in September of 2015 and will have completed nine (9) meetings by the end of the 2016-17 school year. All meetings range from 6 to 7 hours in length.

The subject area committee’s grade bands and schools represented is as follows:
• K-5 Teachers in Art and Music (Oregon Trail, Lincoln, Pineview, Summit, Sagewood/University Park, Cottonwood/Bar Nunn)
• 6-8 Teachers in Art and Music (Dean Morgan, Centennial*, Poison Spider)
• 9-12 Teachers in Dance, Drama, Art and Music (Kelly Walsh, Natrona County*, Roosevelt, Midwest)
i. Secondary Indicator: Wyoming Contents Standards Update (continued)

- Principal (Manor Heights)
- K-12 Teachers/IFs/Academy Coaches
  *indicates multiple staff members from a school/site

The committee is midway through the development of a draft curriculum in grades K-12.

**Social Studies** - In 2014, the State Board of Education adopted the Wyoming 2014 Content and Performance Standards for Social Studies. The degree of change in the content and rigor expected of students from the previous standards was not drastic.

In the fall of 2015 to present, a subject area committee was established. The committee is composed of thirty-three (33) members who are leading work to identify the primary outcomes, critical components and solicitation of input from teachers across NCSD in relation to the content standards. The subject area committee began meeting in September of 2015 and will have completed nine (9) meetings by the end of the 2016-17 school year. All meetings range from 6 to 7 hours in length.

- K-5 Teachers (Fort Caspar Academy*, Summit*, Evansville, Oregon Trail*, Cottonwood*, Lincoln)
- 6-8 Teachers (Dean Morgan*, Centennial, CY, Casper Classic Academy, Woods Learning Center)
- 9-12 Teachers (Kelly Walsh, Natrona County*, Star Lane, Roosevelt*, Transitions)
- Principals (University Park, Dean Morgan)
- K-12 Teachers/IFs/Mentors
  *indicates multiple staff members from a school/site

The committee is midway through the development of a draft curriculum in grades K-12.
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.

**i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16**

**Overall District Satisfaction Level**

Question number one of the survey asked customers to determine if they were satisfied by services provided by answering yes or no. This gave customers only two choices and they stated their overall satisfaction level with an answer of yes or no. This decision was made purposefully so that a customer did not have a neutral choice. Based on this question, 66% of those customers that took the survey answered that, “Yes, he/she was overall satisfied by the service provided by one of the departments in the district.”

To determine the satisfaction of each of divisions within the district, the department and service data was aggregated to one total. The departments that make up each of the divisions is seen in table 1.

**List of Departments and Services within each Division**

<table>
<thead>
<tr>
<th>Business and Facilities Division</th>
<th>Curriculum and Instruction Division</th>
<th>Human Resources Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>Assessment and Research Department</td>
<td>Community Relations Department</td>
</tr>
<tr>
<td>Accounting</td>
<td>District Athletics and Activities Department</td>
<td>Compensations and Benefits Services</td>
</tr>
<tr>
<td>Facilities Department</td>
<td>Enrollment Office</td>
<td>Discover Program</td>
</tr>
<tr>
<td>Food Services Department</td>
<td>Special Education Department</td>
<td>HR Clerical Services</td>
</tr>
<tr>
<td>Informational Technology Department</td>
<td>Student Support Services</td>
<td>HR Generalist Services</td>
</tr>
<tr>
<td>Maintenance Department</td>
<td>Teaching and Learning Department</td>
<td>Multimedia Department</td>
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<tr>
<td>Payroll</td>
<td></td>
<td>Professional Development</td>
</tr>
<tr>
<td>Purchasing Services</td>
<td>Title I</td>
<td>Risk Management Services</td>
</tr>
<tr>
<td>Transportation Services</td>
<td></td>
<td>Substitute Services</td>
</tr>
<tr>
<td>Warehouse Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 1*
NCSD Strategic Plan Quarterly Report

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.

i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16 (continued)

Each of the divisions had different participation rates. The percent of satisfied customers per division was calculated by the number of customers who answered yes to question one divided by the number of respondents within each of the divisions. The customer satisfaction rates within each division were comparable; Business and Facilities 63%, Curriculum and Instruction 68%, and Human Resources 68% (Figure 1 & 2). Of the 191 respondents, the majority came from within the organization in the roles of administrators, certified staff, and classified staff. The number of administrators and classified staff that reported being satisfied was almost double the number of certified staff that reported satisfaction (Figure 3). The overall satisfaction rate per role was administrators 23%, certified staff 14%, classified staff 23%, and the other three roles (community, parents, other) 6% for the district as a whole.

There were slight differences in the participation numbers within the roles at each division (Figure 4). The only roles reported out by division were administrators, certified staff, and classified staff due to the low number of participants within the roles of community, parent, and other. There was some variance within each of divisions for the rate of satisfaction within each role. The percents were calculated for each division by the number of participants answering yes to question one divided by the total number of participants within the role at the division level. For example, of the administrators that participated in the survey 88% of them were satisfied with the services within the Human Resources Department (Figure 5).

![Percent Satisfied 2015-16 Second Quarter](image)

*Figure 1*
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.

i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16 (continued)

![Figure 2: Participants in 2015-16 Second Quarter Customer Satisfaction Survey](image)

![Figure 3: Participants in 2015-16 Second Quarter Customer Satisfaction Survey by Role](image)
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.

i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16

(continued)

Figure 4

Participants in 2015-16 Second Quarter Customer Satisfaction Survey by Division

Figure 5

Percent of Participants Satisfied by Division and Role
i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16 (continued)

Specific Feedback
The division sought feedback in four specific areas through question two on the survey. The four areas were effective communication, courteous service, timely service, and quality product and/or service. Each respondent was asked to rate the statements in each area as strongly disagree, disagree, neutral, agree, and strongly agree. For the purposes of this analysis the two ratings of agree and strongly agree were seen as satisfied. The ratings on the four areas closely related to the overall satisfaction at the district level; however, it is higher in the area of courteous service (Figure 6).

At the division level there was variance between the overall satisfaction level and the satisfaction level in each of the specific areas. In the Business and Facilities Division the overall satisfaction was 63%, however, the satisfaction in the specific areas ranged from 53-59%, lower percentages than the overall. In the Curriculum and Instruction Division, two specific areas (courteous and timely service) were higher and two areas (effective communication and quality service/product) were lower than the overall satisfaction level of 68%. In the Human Resources Division, the same was true, two areas (effective communication and courteous service) were higher and two areas (timely service and quality product/service) were lower than the overall satisfaction rate of 68% (Figure 7).
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.

i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16 (continued)

Figure 7

<table>
<thead>
<tr>
<th>Topic Area from Survey</th>
<th>Business and Facilities</th>
<th>Curriculum and Instruction</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courteous Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Product/Service</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 7
Quarter 3 - January, February & March
Report out in May 2016

1) Goal – Four year graduation rate at minimum of 85% & prepared for college and/or career
   i) SI** – Credits attempted vs credits earned in grades 9-12 for 2015-16 (1st semester)
   ii) SI – Drop our rates for HS for 2015-16 (1st semester)
   iii) SI – Grade point average in grades 9-12 for 2015-16 (1st semester)

2) Goal – NWEA Reading at grade level in grades 3, 5 & 8 at minimum of 85%
   i) No information in this report

3) Goal – Meet or exceed school accountability on WAEA
   i) SI – Common assessments for 2015-16 (1st semester)
      (1) SI – Math interim benchmark assessments at K- Alg 2
      (2) Other

3) Goal – Meet or exceed school accountability on WAEA
   i) SI – Common assessments for 2015-16 (1st semester)
      (1) SI – Math interim benchmark assessments at K- Alg 2
      (2) Other

4) Goal – Stakeholder satisfaction rates at minimum of 80% from the NCSD climate surveys
   i) SI – CSF Campus customer satisfaction surveys for 2015-16

Quarter 4 - April, May & June
Report out in August 2016

1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i) SI – Predictive four year graduation rates @ grade 12 for 2015-16
   ii) SI – Credits attempted vs credits earned in grades 9-12 for 2015-16 (2nd Semester & Year)
   iii) SI – Drop our rates for HS for 2015-16 (2nd Semester & Year)
   iv) SI – Grade point average in grades 9-12 for 2015-16 (2nd Semester & Year)
   v) SI – Advanced Placement & International Baccalaureate performance for 2015-16
   vi) SI – Student pathway designations for the 2016-17 school year

2) Goal – NWEA Reading @ grade level in grades 3, 5 & 8 @ minimum of 85%
   a) PI* – NWEA spring reading @ grades 3, 5 & 8 for 2015-16
      i) SI – NWEA spring reading @ grades K, 1, 2, 4, 6 & 7 for 2015-16

3) Goal – Meet or exceed school accountability on WAEA
   i) SI - NWEA spring math @ grades K-8 for 2015-16
   ii) SI – Common assessments for 2015-16 (2nd semester)
      (1) SI – Math interim benchmark assessments @ K- Alg 2
      (2) Other
   iii) SI – Wyoming contents standards update

4) Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   a) PI – AdvancED with parent, student & staff satisfaction for 2015-16
      i) SI – CSF Campus customer satisfaction surveys for 2015-16
1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   a) PI – Four year graduation rates @ grade 12 for 2014-15
      i) SI – Predictive four year graduation rates @ grade 12 for 2016-17
      ii) SI – ACT benchmarks @ grade 11 for 2015-16
      iii) SI – Hathaway levels @ grade 12 for 2015-16
      iv) SI – Advanced Placement & International Baccalaureate performance for 2015-16

2) Goal – NWEA Reading @ grade level in grades 3, 5 & 8 @ minimum of 85%
   i) No information in this report

3) Goal – Meet or exceed school accountability on WAEA
   a) PI – Wyoming state accountability summary data
      i) SI - PAWS math @ grades 3-8 for 2015-16
      ii) SI - PAWS reading @ grades 3-8 for 2015-16
      iii) SI - PAWS science @ grades 4 & 8 for 2015-16

4) Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i) SI – CSF Campus customer satisfaction surveys

*PI – primary indicator
**SI – secondary indicator