Strategic Plan
Quarterly Report

For the quarter ending
December 31, 2016

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
### Executive Summary

1) **Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career**
   a) **PI – Federal on-time four (4) year graduation rates @ grade 12 for 2015-16**
   b) **SI – High school and college articulation agreements for 2016-17**
   c) **SI – High school certification programs for 2016-17**
   d) **SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2016-17 (1st semester)**
   e) **SI – Non-graduate rates for HS for 2016-17 (1st semester)**

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

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

4) **Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys**
   a) **SI – CSF Campus customer satisfaction surveys for 2016-17**

### Projections of Data Availability

*PI – primary indicator
**SI – secondary indicator*
**Executive Summary**

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.

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**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 & Performance Standards
- Physically & Mentally Safe Environments
- Efficient & Effective Operations
- Recognize & Celebrate
- Processes for Input & Communication
On-Time Four-Year Graduation Rate

Earning a high school diploma is simply the doorway to even more available long-term career opportunities.

An “on-time” graduating cohort, is a group of students who begins as first-time ninth (9th) graders in a particular school year and who graduate with a regular high school diploma in four (4) years or less. The graduation rate is calculated consistently across all states in the United States under the federal guidelines that began in 2010. This indicator is referred to as a ‘lagging indicator’ because the data is released during the current academic school year for the previous graduating class.

Natrona County School District’s (NCSD) four-year graduation rate has shown relatively consistent growth over the last six (6) years. NCSD has shown some form of growth each year since the 2010-11 school year, in comparison the state levels showed a decline from 2010 through 2013. NCSD continues to slowly close the gap incrementally between the state graduation rate and the district graduation rate.

Beginning in 2016-17, the number of credits required to graduate from Natrona County School District will increase from 24.5 to 26.5.

NCSD had three (3) of the four (4) schools show improvements from the previous graduation cohort of students for the 2015-16 school year. Over the past five (5) school years, since 2012, Natrona County High School, has experienced a trend of improvement to their on-time graduation rates. Roosevelt High School and Midwest have also experienced an overall trend of improvement for the last five years, even with fluctuating enrollment. Kelly Walsh High School has experienced a trend of flat to decreased growth to their on-time graduation rates.
High School and College Articulation Agreements 2016-17

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 quality educational services that cannot be provided as effectively or efficiently by the Natrona County Schools or Casper College when provided independently. 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 of courses available to students who select to enroll within articulated courses:

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.

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 2016-17, NCSD and Casper College offered thirty-seven (37) articulated courses at a combination of the NCSD high schools. In 2015-16, NCSD and Casper College offered thirty-seven (37) articulated courses. In 2014-15, forty-three (43) articulated courses were offered.

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. NCSD continues to add articulated course offerings under these guidelines.
High School Certification Programs

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.

<table>
<thead>
<tr>
<th>Certification Programs 2016-17</th>
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</thead>
<tbody>
<tr>
<td>ACME</td>
</tr>
<tr>
<td>AWS Sense Entry Level Welding 1 (4 welding processes)</td>
</tr>
<tr>
<td>ASE Auto (5 Certifications)</td>
</tr>
<tr>
<td>OSHA 10-HR Authorizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCSD Certification Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
</tr>
<tr>
<td>15 certification areas in 3 academies</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>9 certification areas in 2 academies</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>6 certification areas in 2 academies</td>
</tr>
</tbody>
</table>
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 no fee for the examination.
BANR

Students in the Culinary Pathway within the BANR Academy earn ProStart National Certificate of Achievement. 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 Academy 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. Students in the HSHS Academy through the American Red Cross may earn first Aid/CPR certification. Students will learn basic competencies in First Aid and CPR. There is a fee for the examination.

Other Certification Programs

Students at KWHS & NCHS may earn KWHS & NCHS CISCO certification upon successful completion of the CCNA certification exam. Students will learn about networking, network security, and network setup. There is a $295 fee for this examination.
Credits Earned, Grade Point Average and Non-Graduates

Cumulative GPA is a statistically significant predictor of high school students’ future performance, academic achievement, and success in postsecondary education. High school grade point averages (GPA) are useful for predicting many aspects of students’ college performance. High school GPA has a strong association with their college GPA. High school GPA also has a strong association with college credit accumulation. A student whose high school GPA is one grade higher will have accumulate approximately four extra credits per semester. Also, students who perform at or above the ‘B’ threshold (e.g., students who earn a 3.0 grade point average [GPA] or higher) are more likely to be prepared for their college and career pursuits.

The 2017-2019 graduating cohorts need to earn 26.5 credits in order to graduate, which means that each student needs to earn at least 6.625 credits each year, which are approximately 3.3-3.4 credits per semester.

In the first semester, many of the 2017 grade 12 students are carrying more courses during their senior year than they previous cohort of seniors from 2016. In grade 12 for 2017, all four (4) high schools have more credits attempted during the first semester. The 2017 seniors are attempting .5 credits more during their first semester than the 2016 seniors.

In the first semester the NCSD 11th graders earned a district average of 3.71 credits, which was nearly identical in 2016 for the NCSD 11th graders.

In the first semester the NCSD 10th graders earned a district average of 3.66 credits, which was slightly less in 2016 for the NCSD 10th graders. In addition, the first semester GPA increased by .05 when compared to the previous school year’s 10th graders.

The NCSD 2017 9th graders earned a district average of 3.68 credits, which was slightly more than in 2016. In addition, the first semester GPA decreased by .19 when compared to the previous school year’s 9th graders.
Non-Graduate Rates for High School

During the NCSD 2016-17 first semester, NCSD experienced an 11% decrease in the number of non-graduates when compared to the past two (2) previous school years.

The highest quantities of non-graduates are identified at the 12th grade level. NCSD loses close to the same number of students during the senior year as the junior, sophomore and freshman years combined.

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 that 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 & Performance standards and summative assessment structures. This work has been broken 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

Wyoming’s Adoption of Standards & NCSD’s Timeline to Begin District

Nine (9) Content Areas

<table>
<thead>
<tr>
<th>Math</th>
<th>WY 2012 &amp; NCSD 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts and Health</td>
<td>WY 2012 &amp; NCSD 2014</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts and Physical Ed</td>
<td>WY 2013 &amp; NCSD 2015</td>
</tr>
<tr>
<td>Social Studies and Career Vocational Ed</td>
<td>WY 2014 &amp; NCSD 2015</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>WY 2013 &amp; NCSD 2016</td>
</tr>
<tr>
<td>Science</td>
<td>WY 2016 &amp; NCSD 2017</td>
</tr>
</tbody>
</table>

NCSD’s Non-Graduate Students (dropped from enrollment)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Non-Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>5 month (Sept to Jan)</td>
<td>NCSD S1: 99 non-graduates</td>
</tr>
<tr>
<td>2015-16</td>
<td>5 month (Sept to Jan)</td>
<td>NCSD S1: 112 non-graduates</td>
</tr>
<tr>
<td>2014-15</td>
<td>5 month (Sept to Jan)</td>
<td>NCSD S1: 110 non-graduates</td>
</tr>
</tbody>
</table>
• 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

Summary of standards-based work to date over the past twenty-four (24) months:

NCSD successfully selected a process and delivery model for deploying a SBS for all nine (9) content areas. A system for input and advisory was established through the advisement of 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 2026-27 that aligns with the Wyoming content plan.

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

The math committee established interim assessment items for each grade level, to inform educators of students’ math understanding throughout the calendar year. The assessment information was adjusted to allow educators to utilize instructional information at the classroom level. Teachers have the professional autonomy to deploy the assessments when their unit of instruction calls for measurement. In addition, teachers can instructionally respond to the information as an instructional model that allows them to either reteach or move into enrichment.

The language arts and health curriculums were

NCSD’s Progression with Each Set of Standards

<table>
<thead>
<tr>
<th>Stages of deployment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH - operational curriculum, aligned resource, applying assessments</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE ARTS &amp; HEALTH – validated &amp; recommended curriculum applied, designing assessments, resource process</td>
</tr>
<tr>
<td>FINE &amp; PERFORMING ARTS, PHYSICAL EDUCATION &amp; SOCIAL STUDIES – validating curriculum</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE &amp; CAREER VOCATIONAL EDUCATION – drafting curriculum</td>
</tr>
<tr>
<td>SCIENCE - operational curriculum, resources aligned to 2009 standards, state adopted Nov 2016 and must align before 2020</td>
</tr>
</tbody>
</table>

Currently the Subject Area Committees are Working with Eight (8) Content Areas

• Math
• English Language Arts
• Health
• Social Studies
• Physical Education
• Fine & Performing Arts
• Foreign Language
• Career Vocational Education
validated during the 2015-16 school year. NCSD educators provided active feedback on both content curriculums through the on-line curriculum survey processes and subject area committees. In February of 2017, both content areas were approved as the official NCSD content curricula. Teachers are currently working with the identified components and applying the curriculum. During the 2016-17 school year, the subject area committees were expanded to formulate draft interim assessments that align with the components of the standards. In 2017-18 these assessments will be applied as draft assessments. These assessment structures are utilized within the individual school’s assessment system. In addition, in 2016-17 the expanded subject area committees will assist in primary resource/material alignment to the elements of the curriculum. Primary resources/materials dollars will be available for individual school content teams to apply with the alignment criteria. Those primary content dollars will become available in the spring of 2017 and individual schools will have flexibility in spending those dollars during a twenty-four (24) month window.

In 2015-16, the written curriculum for social studies, physical education, fine and performing arts completed a year of development from NCSD educators. During the 2016-17 school year educators will continue providing their feedback and suggestions to the curriculum through the validation processes. These three (3) content areas will be adjusted and recommended as the NCSD written curriculum in the summer 2017.

In 2016-17, NCSD educators will develop the draft curriculum for foreign language and career vocational education. In 2017-18 NCSD will develop the draft curriculum for science.

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.

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### The Math Standards-Based Work: Full Deployment

- An operational curriculum that has been designed K-12 to aligned with the expectations of the standards
- Primary resources have been purchased and are being used K-12
- NCSD staff are in the application stage of the district assessment system in grades K-12. Continuous improvement and feedback gathered.
- NCSD Articulation Committee is established

### The ELA and Health Standards-Based Work: Recommended Curriculum

- NCSD is using the proposed curriculum, for adoption, that has been designed K-12 to aligned with the expectations of the standards
- NCSD development of outcome aligned assessments
- NCSD SAC pilot assessments in select classrooms
- NCSD primary resource/material criteria established
- NCSD Articulation Committee is established

### The Social Studies, Physical Education and Performing Arts Standards-Based work: Validating Curriculum

- NCSD is using the draft curriculum and is validating what’s been developed in K-12 to align with the expectations of the standards
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.

**CSF Campus Customer Satisfaction Surveys**

The data included in this report reflects responses on the Customer Satisfaction Survey from September 17, 2016 through December 16, 2016. There were 221 log-ins during this time period, however, only 189 responses recorded information other than demographic. Twenty-four departments/services were identified to go into the overall district satisfaction level. One service, cabinet administrative assistants was counted in the overall district satisfaction levels, but not in division level reporting because they are apart of all three divisions.

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**The Foreign Language and Career Vocational Education Standards-Based Work: Curriculum Development**

- NCSD is designing the draft curriculum in K-12 to align with the expectations of the standards

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**A Common Focus Within NCSD to Have a Guaranteed and Viable Curriculum**

- Guarantees an equal opportunity for the learning for all students
- Guarantees adequate time for educators to teach content and for students to learn it
- Guarantees that the curriculum being taught is the same curriculum that will be assessed
- Ensures adequate time to teach all determined essential content
- The curriculum is composed of identified learning components that are the essential learning that students must know or do in order to perform at the mastery level of the identified standard
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.

**a. Primary Indicator: Four-year on-time graduation rates @ grade 12 for 2015-16**

This indicator is a lagging indicator meaning that the data is behind the current academic school year. The graduation rate for accountability purposes is calculated using a common method across all states in the United States, as stated on the 2015-16 Grad Rate FAQ on the Wyoming Department of Education Website.

The final regulation defines the “four-year adjusted cohort graduation rate” as the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier.

A student can only be removed from the cohort with written confirmation that the student has enrolled in a different school or educational program to earn a high school diploma.

An “on-time” graduating cohort is a group of students who begins as first-time ninth (9th) graders in a particular school year and who graduate with a regular high school diploma in four (4) years or less. Any student who transfers into a school is required to be assigned to the cohort in which the student started ninth (9th) grade for the first time, even where this event occurred in a different district or school.

The 2015-16 four-year on-time graduation rate for Natrona County Schools is 76.58%. There were 918 students in the cohort and 703 students graduated on time. This rate is constant from the 2014-15 school year with a 0.04% increase. The state 2015-16 four-year on-time graduation rate for Wyoming is 79.97%, a slight increase for the third (3rd) consecutive year (Figure 1). NCSD had three (3) of the four (4) schools show improvements from the previous graduation cohort of students.

Over the past five (5) school years, since 2012, Natrona County High School, Midwest and Roosevelt have experienced an upward trend to their on-time graduation rates. Kelly Walsh High School has experienced a trend of flat to decreased growth to their on-time graduation rates (Figure 2).

Roosevelt High School and Midwest School saw the largest increase in graduation rate from the 2014-15 school year. It is important to note that these schools have smaller enrollments and therefore there is more variance in rates from year to year. Kelly Walsh High School saw a slight decline in graduation rate and Natrona County High School remained constant with a slight increase of 0.43 (Figure 2).

A secondary indicator for this goal is the number credits earned by each cohort and has been reported in earlier quarterly reports. There is a difference of about three points between the credits earned reported in Quarter 1 and the four-year on-time graduation rate reported by the Wyoming Department of Education. This difference is due to the way that the rates were calculated. The total population (n) for the credits earned tables in the first quarterly report is determined by the current enrollment at each of the high schools and then divided by the number of students that earned the required number of credits for graduation. This calculation uses real-time data for students that are currently enrolled in each of the NCSD high schools and does not take into account the students that have left the school. The credits earned is calculated by the quantity of credits and does not ensure that the credits meet all of the required coursework for graduation.
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.

### a. Primary Indicator: Four-year on-time graduation rates @ grade 12 for 2015-16 (continued)

#### Figure 1
Data from [http://edu.wyoming.gov/data/graduation-rates/](http://edu.wyoming.gov/data/graduation-rates/)

#### Figure 2
Data from [http://edu.wyoming.gov/data/graduation-rates/](http://edu.wyoming.gov/data/graduation-rates/)
i. Secondary Indicator: High School and College Articulation Agreements for 2016-17

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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### i. Secondary Indicator: High School and College Articulation Agreements for 2016-17 (continued)

**NCSD Articulated Courses**

<table>
<thead>
<tr>
<th>NCSD Course</th>
<th>Location</th>
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<tbody>
<tr>
<td>American Sign Language I</td>
<td>KW</td>
</tr>
<tr>
<td>American Sign Language II</td>
<td>KW</td>
</tr>
<tr>
<td>AP English</td>
<td>KW</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>KW</td>
</tr>
<tr>
<td>Astronomy A</td>
<td>KW</td>
</tr>
<tr>
<td>Auto Electricity &amp; Electronics/Engine Performance</td>
<td>PIC</td>
</tr>
<tr>
<td>C++ Programming Honors</td>
<td>KW</td>
</tr>
<tr>
<td>Cabinetmaking I</td>
<td>KW, NC</td>
</tr>
<tr>
<td>Cabinetmaking II</td>
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</tr>
<tr>
<td>Cabinetmaking III</td>
<td>NC</td>
</tr>
<tr>
<td>Cisco I &amp; II (CC CSCO 2000)</td>
<td>KW</td>
</tr>
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<td>Cisco I &amp; II (CC CSCO 2010)</td>
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</tr>
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<td>Comprehensive Construction I</td>
<td>PIC</td>
</tr>
<tr>
<td>Comprehensive Construction II</td>
<td>PIC</td>
</tr>
<tr>
<td>Computer Programming III</td>
<td>KW</td>
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<td>Engineering Graphics I</td>
<td>NC</td>
</tr>
<tr>
<td>Engineering Graphics II</td>
<td>NC</td>
</tr>
<tr>
<td>English Language Arts IV A</td>
<td>NC</td>
</tr>
<tr>
<td>Exploration of Electricity</td>
<td>KW</td>
</tr>
<tr>
<td>Fire Science</td>
<td>RHS</td>
</tr>
<tr>
<td>French II</td>
<td>KW, NC</td>
</tr>
<tr>
<td>IB Chemistry Honors (CC CHEM 1025)</td>
<td>NC</td>
</tr>
<tr>
<td>IB Chemistry Honors (CC CHEM 1028)</td>
<td>NC</td>
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<tr>
<td>Particular Topics in Health I &amp; II (CC HLTK 1550)</td>
<td>KW, NC</td>
</tr>
<tr>
<td>Particular Topics in Health I &amp; II (CC HLTK 1555)</td>
<td>KW, NC</td>
</tr>
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<td>Robotics I</td>
<td>KW, NC</td>
</tr>
<tr>
<td>Robotics II</td>
<td>NC</td>
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<tr>
<td>Visual Basic Programming</td>
<td>KW</td>
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<tr>
<td>Webpage Design</td>
<td>KW</td>
</tr>
<tr>
<td>Woodworking</td>
<td>KW, NC</td>
</tr>
<tr>
<td></td>
<td>(2 sections @ NC)</td>
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</table>
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.

NCSD Strategic Plan Quarterly Report

18

i. Secondary Indicator: High School and College Articulation Agreements for 2016-17 (continued)

In 2016-17, NCSD and Casper College offered thirty-seven (37) articulated courses. In 2015-16, we offered thirty-seven (37) articulated courses. In 2014-15, we offered forty-three (43) articulated courses. We continue to face challenges in the articulated classes around the guidelines for instructor credentials.

There are accreditation guidelines for the approval of concurrent enrollment adjunct faculty. Qualified staff members are defined as those who hold a master’s degree in the content area or a related master’s degree with eighteen (18) graduate credit hours in the specific content. 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-priorities' 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.

ii. Secondary Indicator: High School Certification Programs for 2016-17

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.

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. ASE certifications are paid for by the State of Wyoming as part of the Skills Assessment requirement for the Perkins Grant at the federal level.

Automotive Service Education (ASE) - 8 certification areas:
- 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)
ii. Secondary Indicator: High School Certification Programs for 2016-17 (continued)

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 no fee for the examination.

BANR

Students in the Culinary Pathway within the BANR Academy earn ProSTART National Certificate of Achievement. 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.

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

Other Certification Programs

Students at KWHS & NCHS may earn KWHS & NCHS CISCO certification upon successful completion of the CCNA certification exam. Students will learn about networking, network security, and network setup. There is a $295 fee for this examination.
III. Secondary Indicator: Credits attempted vs credits earned vs grade point average in grades 9-12 for 2016-17

Figures 3-6 illustrate the average number of credits attempted, average number of credits earned, and average GPA by NCSD high school students for the first semester of the 2016-17 school year. These averages only take into account Semester 1 2016-17 and are not cumulative. They only show the per semester average, to illustrate the performance per semester versus cumulative. Averages illustrate an overall picture, but it is important to note that outliers (high or low) can skew the data.

The 2017 graduating cohort and all other following cohorts needs to earn 26.5 credits in order to graduate, which means that each student needs to earn at least 6.625 credits each year, which is a little more than three credits a semester. Figure 3 shows that on average, seniors at all NCSD high schools are earning the average number of credits per semester to complete 26.5 credits over the course of their high school career. This figure does not indicate which courses the credits have been earned in, nor that the courses are the correct courses required for graduation. The district average of credits earned for this cohort in semester one of 2016-17 is 3.45 with a GPA of 2.95, which is higher than the 2.88 average GPA during their 11th grade year. This cohort of students’ GPA has increased each year since their Grade 10 year. However, those Grade 12 students that are not earning at least three credits may have earned more credits in a previous semester. Therefore, it does not necessarily mean that those students are not on track to graduate on time.

The 2018 graduating cohort (Figure 4) had a district average GPA of 2.82, above a C average. This GPA is higher than the 2.74 GPA during the 2015-16 school year of their grade 10 year. The 2018 cohort has increased their average GPA approximately a tenth of a point each year. This cohort is averaging 3.71 credits per semester and is on track as a cohort in average credits earned.

The 2019 graduating cohort (Figure 5) had a district average GPA of 2.79, which is slightly lower than this time last year during their grade 9 year. On average this cohort has earned an average of 3.66.

The 2020 graduating cohort (Figure 6) had a district average GPA of 2.62 and 3.68 credits earned. All four cohorts currently enrolled in high school are on average earning enough credits this semester to be on track to graduate.
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.

iii. Secondary Indicator: Credits attempted vs credits earned vs grade point average in grades 9-12 for 2016-17 (continued)

Figure 3 Data taken from Infinite Campus

Figure 4 Data taken from Infinite Campus
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.

iii. Secondary Indicator: Credits attempted vs credits earned vs grade point average in grades 9-12 for 2016-17 (continued)

**2019 Graduating Cohort**
**Grade 10 First Semester Credit Analysis and GPA**
**1st Semester 2016-17**

<table>
<thead>
<tr>
<th>School</th>
<th>Average Credit Attempted</th>
<th>Average Credit Earned</th>
<th>Avg GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td>3.79</td>
<td>3.63</td>
<td>2.97</td>
</tr>
<tr>
<td>NCHS</td>
<td>3.96</td>
<td>3.75</td>
<td>2.90</td>
</tr>
<tr>
<td>RHS</td>
<td>3.49</td>
<td>3.05</td>
<td>2.26</td>
</tr>
<tr>
<td>Midwest</td>
<td>3.83</td>
<td>3.77</td>
<td>3.02</td>
</tr>
<tr>
<td>NCSD</td>
<td>3.85</td>
<td>3.66</td>
<td>2.79</td>
</tr>
</tbody>
</table>

**Figure 5 Data taken from Infinite Campus**

**2020 Graduating Cohort**
**Grade 9 First Semester Credit Analysis and GPA**
**1st Semester 2016-17**

<table>
<thead>
<tr>
<th>School</th>
<th>Average Credit Attempted</th>
<th>Average Credit Earned</th>
<th>Avg GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td>3.90</td>
<td>3.72</td>
<td>2.91</td>
</tr>
<tr>
<td>NCHS</td>
<td>3.98</td>
<td>3.70</td>
<td>2.79</td>
</tr>
<tr>
<td>RHS</td>
<td>3.56</td>
<td>2.89</td>
<td>2.03</td>
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<tr>
<td>Midwest</td>
<td>4.00</td>
<td>3.90</td>
<td>2.74</td>
</tr>
<tr>
<td>NCSD</td>
<td>3.93</td>
<td>3.68</td>
<td>2.62</td>
</tr>
</tbody>
</table>

**Figure 6 Data taken from Infinite Campus**
iv. Secondary Indicator: Non-graduate rates for HS for 2016-17 (September)

The data in figures 7-8 was extracted from Infinite Campus, the NCSD management system, and gives real time data. The data is contingent upon data entry at the school level, and gives trend data to inform the district towards the graduation rate.

Last year at this time, NCSD had 126 students coded as non-graduates. Currently we are 13 students less than last year with 113 students coded as non-graduates. These figures fluctuate due to the mobility of students in and out of the school district throughout the year. There is also some fluctuation due to procedure and coding in Infinite Campus at the school level. For example, if a student has not been in school for 10 consecutive days, he/she is coded in the system as a drop out. NCSD schools work to verify this with the student’s family, in some cases the student has moved to another district and when that request is received the code is changed in Infinite Campus to reflect the move to another district.

![Three Year Monthly Non-Graduate Rates](image)

*Figure 7*
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.

iv. Secondary Indicator: Non-graduate rates for HS for 2016-17 (September) (continued)

Number of Non-Graduates by Grade and by School for September through February 2016-17

![Bar chart showing number of non-graduates by grade and school for September through February 2016-17.](image)
Student Growth & High Academic Achievement

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

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

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

Currently we have eight (8) of nine (9) 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.

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 Wyoming standards.

During the spring session of 2015, the Wyoming Legislative Body adjusted the standards review and 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 developed to Wyoming’s standards and cyclically maintained before the start of the 2018 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.

Currently we have eight (8) subject areas that are engaged in supporting the work around a guaranteed and viable curriculum. All of these content areas are at various 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 math 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 math 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 there were multiple staff members from a single 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:

- 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 there were multiple staff members from a single school
**i. Secondary Indicator: Wyoming Contents Standards Update (continued)**

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 occurred after individual teachers’ and schools’ 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.

For the 2016-17 school year, the C & I Research and Assessment Department realigned the K-8 Math District Assessment System to the professional development offered by the Wyoming Department of Education based on proficiency scales from Marzano’s research. This moved the K-8 system into a more formative interim approach allowing teachers the autonomy to adjust instruction at a classroom level. Teachers were encouraged to use multiple data points through an instructional period before assigning a proficiency level for a student. The high school structure remained constant with revisions by the assessment subject area committee to include more items towards the priority standards. The committee was expanded to include 58 members and 29 schools/programs.

**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 was composed of thirty-six (36) members who led work identifying the primary outcomes, critical components and solicitation of input from teachers across NCSD in relation to the content standards. The ELA Subject Area Committee began meeting in February of 2015 and completed eight (8) curriculum meetings by the end of the 2014-15 school year.

The ELA Curriculum was designed in grades K-12 for teachers and validated by NCSD teachers during the 2015-16 school year. During the validation stage, district teachers were able to provide specific feedback about how outcomes aligned to the standards, how components aligned to the outcomes, and overall general feedback. In addition, teachers were given the option to share suggested resources, assessments and professional development needs. The ELA Subject Area Committee members met three (3) additional times to examine the input, recommendations, suggestions, and comments about the draft curriculum. The committee then revised the draft curriculum based on the feedback. The revised curriculum was open for an additional two-week public comment period. The comments were considered. The ELA Curriculum was completed in July 2016 pending Board approval.

The ELA Assessment Subject Area Committee began its work in September 2016. The committee
i. Secondary Indicator: Wyoming Contents Standards Update (continued)

was expanded to 54 members from 28 schools/programs. The ELA SAC wrote assessments based on the priority outcomes from feedback that was received from teachers district-wide. The committee then looked at the assessments and determined if the assessments could ensure equity of opportunity to learn for all students. As mentioned previously, the District Assessment System (DAS) approach is a more formative interim approach, allowing teachers autonomy to use multiple data points to inform the level of mastery of students in their classroom. The ELA Subject Area Committee wrote grade level assessments, evaluated them for reliability, validity, and fairness through the first semester. In January 2017, ELA SAC members piloted the assessments in select classrooms to garner more feedback. In February 2017, the assessments will be finalized and deployed district-wide in September 2017. This will begin the validation stage of the assessments, in which the committee will receive continuous improvement feedback from teachers across the system.

The English Language Arts Resource Selection began in November 2016 by soliciting information from vendors regarding alignment to critical and general requirements. In December 2016, requests were sent to vendors to supply resources to preview. The ELA subject area committee spent the month of January 2017 reviewing and then recommending ELA resources using selection criteria. In February 2017, the selection process and selection criteria were shared with schools. The required twenty-one day public display and comment period for SAC recommended resources is February 13, 2017 – March 10, 2017. The recommended resources will then have a first and second reading with the Board of Trustees. Pending approval, schools may purchase ELA resources beginning March 20, 2017 continuing through December 2018.

The current ELA subject area committee’s grade bands and schools represented are as follows:

- 6-8 Teachers (CCA, Centennial*, CY, Dean Morgan*, Frontier)
- 9-12 Teachers (CCA, Kelly Walsh*, Natrona County*, Roosevelt, Pathways)
- Principals (Cottonwood, Dean Morgan, Grant, Mt View and Natrona County)
- K-12 Teachers (IFs, Mentors and Coaches)

Health - In 2012, the State Board of Education adopted the Wyoming 2012 Content and Performance Standards for Health.

In the winter of 2015 to late spring of 2015, the Health Subject Area Committee was established. The committee was composed of eighteen (18) members who led work identifying the primary outcomes, critical components and solicitation of input from teachers across NCSD in relation to the content standards. The Health Subject Area Committee began meeting in February of 2015 and completed four (4) curriculum meetings by the end of the 2014-15 school year.

The Health Curriculum was designed in grades K-12 for teachers and validated by teachers during the 2015-16 school year. During the validation stage, district teachers were able to provide specific feedback about how outcomes aligned to the standards, how components aligned to
the outcomes, and overall general feedback. In addition, teachers were given the option to share suggested resources, assessments and professional development needs. The Health Subject Area Committee members met two (2) additional times to examine the input, recommendations, suggestions, and comments about the draft curriculum. The committee then revised the draft curriculum based on the feedback. The revised curriculum was open for an additional two-week public comment period. The comments were considered. The Health Curriculum was complete in July 2016 pending Board approval.

The Health Assessment Subject Area Committee began its work in October 2016. The committee included 15 members and 16 schools/programs. The Health SAC wrote assessments based on the priority outcomes from feedback that was received from teachers district-wide. The committee then looked at the assessments and determined if the assessments could ensure equity of opportunity to learn for all students during the K-12 journey. As mentioned previously, the District Assessment System (DAS) approach is a more formative interim approach, allowing teachers autonomy to use multiple data points to inform the level of mastery of students in their classroom. The Health Subject Area Committee wrote grade ban assessments, evaluated them for reliability, validity, and fairness through the first semester. The assessments will deploy September 2017, which will begin the validation stage of the assessments, in which the committee will receive continuous improvement feedback from teachers across the system.

The Health Resource Selection began in November 2016 by soliciting information from vendors regarding alignment to critical and general requirements. In December 2016, requests were sent to vendors to supply resources to preview. The Health subject area committee spent January 9, 2017 reviewing and then recommending Health resources using selection criteria. In February 2017, the selection process and selection criteria were shared with schools. The required twenty-one day public display and comment period for Health SAC recommended resources is February 13, 2017 – March 10, 2017. The recommended resources will then have a first and second reading with the Board of Trustees. Pending approval, schools may purchase Health resources beginning March 20, 2017 continuing through December 2018.

The current Health subject area committee’s grade bands and schools represented are as follows:
• K-5 PE Teachers (Bar Nunn/Oregon Trail, Paradise Valley/Mills, and Southridge/Grant)
• 6-8 Teachers (CCA, Centennial, CY*, and Dean Morgan)
• 9-12 Teachers (Kelly Walsh*, Natrona County*, and Roosevelt
• Principals (Frontier and Sagewood)

*indicates there were multiple staff members from a single school

**Physical Education** - In 2014, the State Board of Education adopted the Wyoming 2014 Content & 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, subject area committees were established. The committee is composed of twenty-one (21) members who led work to identify the primary outcomes, critical
i. Secondary Indicator: Wyoming Contents Standards Update (continued)

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 completed six (6) meetings by the end of the 2015-16 school year. All meetings ranged from 6 to 7 hours in length.

The current sixteen (16) member PE subject area committee’s grade bands and schools represented are as follows:

- K-5 Teachers (Cottonwood/Bar Nunn, 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 (Pathways)
- K-12 Teachers (IFs)

*indicates there were multiple staff members from a single school

The Physical Education Subject Area Committees met on January 12, 2017. The committee reviewed validation feedback and began revising the Physical Education Draft Curriculum. The committee will meet again on May 4, 2017 to do final revisions to the draft curriculum.

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, subject area committees were established. The committee is composed of twenty-five (25) members who led 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 committees began meeting in September of 2015 and will have completed nine (9) meetings by the end of the 2015-16 school year. All meetings range from 6 to 7 hours in length.

The current thirty-two (32) member FPA subject area committee’s grade bands and schools represented are 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, CY)
- 9-12 Teachers in Dance, Drama, Art and Music (Kelly Walsh, Natrona County*, Roosevelt, Midwest and Pathways)
- Principal (Manor Heights)
- K-12 Teachers (IFs)

*indicates there were multiple staff members from a single school
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 Fine and Performing Arts Subject Area Committees met on January 11, 2017. The committee reviewed validation feedback and began revising the Fine and Performing Arts Draft Curriculum. The committee will meet again on April 5th and May 3rd to do final revisions to the draft curriculum.

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, subject area committees were established. The committee is composed of thirty-two (32) members who led 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 committees began meeting in September of 2015 and will have completed nine (9) meetings by the end of the 2015-16 school year. All meetings range from 6 to 7 hours in length.

The Social Studies Subject Area Committees met on January 10, 2017. The committee reviewed validation feedback and began revising the Social Studies Draft Curriculum. The committee will meet again on April 4th and May 2nd to do final revisions to the draft curriculum.

In addition, six (6) NCSD professional development meetings have been facilitated with all K-12 teachers to assist with understanding and applying the work around the developed curriculum (August 2015, November 2015, February 2016, August 2016, November 2016 and February 2017). To date, all meetings have ranged from 4 to 7 hours in length.

Foreign Language - In 2013, the State Board of Education adopted the Wyoming 2014 Content and Performance Standards for Foreign Language. The degree of change in the content and rigor expected of students from the previous standards was not drastic.

In the fall of 2016 to present, subject area committees were established. The committee was/is composed of nineteen (19) 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 committees began meeting in September of 2016 and will have completed eight (8) meetings by the end of the 2016-17 school year. All meetings range from 6 to 7 hours in length.
i. Secondary Indicator: Wyoming Contents Standards Update (continued)

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

- K-5 Teachers (Paradise Valley, Park)
- 6-8 Teachers (CCA, Centennial, CY*, Dean Morgan)
- 9-12 Teachers (Kelly Walsh*, Natrona County*)
- Principals (Sagewood)
- K-12 Teachers (IFs)

*indicates there were multiple staff members from a single school

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

In the fall of 2016 to present, subject area committees were established. The committee is composed of thirty (30) 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 committees began meeting in September of 2016 and will have completed ten (10) 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 are as follows:

- K-5 Teachers (0)
- 6-8 Teachers (Centennial, CY, Dean Morgan*, and Frontier)
- 9-12 Teachers (Kelly Walsh*, Natrona County*, Pathways*, Roosevelt)
- Principals (Dean Morgan)

*indicates there were multiple staff members from a single school
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 2016-17 First Quarter Overall District Satisfaction Level

Question number one of the survey asked customers to determine if he/she was satisfied by services provided by answering yes or no. This gave customers only two choices and he/she 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. Of the 189 responses only 183 responded to the overall satisfaction question. Based on this question, 94% 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>Central Services Main Entry Services</td>
</tr>
<tr>
<td>Accounting</td>
<td>District Athletics and Activities Department</td>
<td>Community Relations Department</td>
</tr>
<tr>
<td>Facilities Department</td>
<td>Enrollment Office</td>
<td>Compensations and Benefits Services</td>
</tr>
<tr>
<td>Food Services Department</td>
<td>Grant Management</td>
<td>Discover Program</td>
</tr>
<tr>
<td>Informational Technology Department</td>
<td>Special Education Department</td>
<td>HR Generalist Services</td>
</tr>
<tr>
<td>Maintenance Department</td>
<td>Student Support Services</td>
<td>Multimedia Department</td>
</tr>
<tr>
<td>Payroll</td>
<td>Teaching and Learning Department</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Transportation Services</td>
<td></td>
<td>Risk Management Services</td>
</tr>
<tr>
<td>Warehouse Services</td>
<td></td>
<td>Substitute Services</td>
</tr>
</tbody>
</table>

*Table 1*
i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2016-17 First Quarter (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 for quarter two of 2016-17 was for Business and Facilities 85%, for Curriculum and Instruction 98% and for Human Resources Division 88% (Figure 1 & 2). Of the 189 respondents, the majority came from within the organization in the roles of administrators, certified staff, and classified staff. The overall satisfaction rate of 94% by role was administrators 11%, certified staff 39%, classified staff 20%, community 6%, parents 10%, and the other two roles (student, other) 7% for the district as a whole.

There were slight differences in the participation numbers within the roles at each division (Figure 4). 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 (Figure 5).
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 2016-17 First Quarter (continued)

Participants in 2016-17 Second Quarter Customer Satisfaction Survey

Figure 2 *Contains only division specific data

Participants in 2016-17 Second Quarter Customer Satisfaction Survey by Role

Figure 3 *Contains all data
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 2016-17 First Quarter (continued)

Participants in 2016-17 Second Quarter Customer Satisfaction Survey by Division

- Role and Number of Participants
  - Administrators
  - Certified Staff
  - Classified Staff
  - Community
  - Parent
  - Student
  - Other

Figure 4 * Contains only Division Specific data

Percent of Participants Satisfied by Division and Role 2016-17 Second Quarter

- Role and % of Participants
  - Administrators
  - Certified Staff
  - Classified Staff

Figure 5* Contains only Division Specific data
i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2016-17 First Quarter (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. As seen in Figure 6, the ratings on the four areas are closely related to the overall satisfaction at the district level.

At the division level there was little variance between the overall division satisfaction level and satisfaction level in each of the specific areas. All of the specific area ratings were within two percentage points of the overall satisfaction rating, with the exception of in Business and Facilities for timely service which was approximately eight points below the overall rating (Figure 7).
By 2019, NCSD will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

### Percent that are Satisfied in Four Specific Areas at the Division Level 2016-17 Second Quarter

<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>85%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Courteous Service</td>
<td>85%</td>
<td>97%</td>
<td>92%</td>
</tr>
<tr>
<td>Timely Service</td>
<td>77%</td>
<td>96%</td>
<td>91%</td>
</tr>
<tr>
<td>Quality Product/Service</td>
<td>85%</td>
<td>85%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Figure 7**
PROJECTIONS OF DATA AVAILABILITY
(UPDATED IN FEBRUARY 2017)

Quarter 3 - January, February & March
Report out - May 2017

1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i)  SI – Predictive four (4) year graduation rates 2016-17 (1st semester)

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

3) Goal – Meet or exceed school accountability on WAEA
   i)  SI - 1st Semester Common Assessments
       (1) Math

4) Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i)  SI – CSF Campus customer satisfaction surveys for 2016-17

Quarter 4 - April, May & June
Report out - August 2017

1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i)  SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2016-17
       (2nd Semester & Year)
   ii) SI – Non-graduate rates for HS for 2016-17 (2nd Semester & Year)

2) Goal – NWEA Reading @ grade level in grades 3, 5, and 8 @ minimum of 85%
   a)  PI – NWEA spring reading @ grades 3, 5 & 8 for 2016-17
   i)  SI – NWEA spring reading @ grades K, 1, 2, 4, 6 & 7 for 2016-17

3) Goal – Meet or exceed school accountability on WAEA
   i)  SI - NWEA spring math @ grades K-8 for 2016-17
   ii) SI – 2nd Semester Common Assessments for 2016-17
       (1) Math
   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, and staff satisfaction for 2016-17
   i)  SI – CSF Campus customer satisfaction surveys for 2016-17

*PI – primary indicator
**SI – secondary indicator
Quarter 1 - July, August & September
Report out - November 2017

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 2016-17 w/summer school credits
   ii) SI – ACT benchmarks @ grade 11 for 2016-17
   iii) SI – Hathaway levels @ grade 12 for 2016-17
   iv) SI – Advanced Placement & International Baccalaureate programming for 2016-17

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 2016-17
      ii) SI - PAWS reading @ grades 3-8 for 2016-17
      iii) SI - PAWS science @ grades 4 & 8 for 2016-17

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