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

Student Growth
High Academic Achievement
Safe & Healthy Environments
Efficient & Effective Operations

www.natronaschools.org
**Student Growth and High Academic Achievement**

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

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

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

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

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

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

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

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

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

Transparency ● Excellence ● Joy ● Responsible Risk-Taking
Considerate, Meaningful Communication ● Collaboration
Integrity ● Diversity ● Mutual Trust ● Fairness
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 2016-17
   i. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2017-18 (1st semester)
   ii. SI – Non-graduate rates for HS for 2017-18 (1st semester)
   iii. SI – High school and college articulation agreements for 2017-18
   iv. SI – High school certification programs for 2017-18

2) Goal – NWEA Reading @ grade level in grades 3, 5 & 8 @ minimum of 85%
   i. SI - FastBridge Fall Screener

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

4) Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2017-18 (2nd Quarter)

Projections of Data Availability

Appendices

- Customer Satisfaction Survey by Department - Curriculum and Instruction Division
- Customer Satisfaction Survey by Department - Human Resources & District Services Division
- Summary of Schools’ Strategic Plans
- Schools’ and Departments’ Quarterly Reports

*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.

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 begin 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 2016-17 school year.

### NCSD Four (4) Year Federal Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>74.12%</td>
</tr>
<tr>
<td>2013-14</td>
<td>75.38%</td>
</tr>
<tr>
<td>2014-15</td>
<td>76.54%</td>
</tr>
<tr>
<td>2015-16</td>
<td>76.58%</td>
</tr>
<tr>
<td>2016-17</td>
<td>79.34%</td>
</tr>
</tbody>
</table>

### High School On-Time Graduation Rates from 2012 to 2016

- **Kelly Walsh High School**
  - 2017 - 83.33%
  - 2016 - 75.96%
  - 2012 - 79.12%

- **Midwest High School**
  - 2017 - 100.00%
  - 2016 - 84.62%
  - 2012 - 77.78%

- **Natrona County High School**
  - 2017 - 81.77%
  - 2016 - 80.79%
  - 2012 - 74.78%

- **Roosevelt High School**
  - 2017 - 45.56%
  - 2016 - 47.37%
  - 2012 - 38.03%
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. 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.

In order to graduate from an NCSD school, a student needs to earn 26.5 credits, which means that each student needs to earn at least 6.625 credits each year, which is approximately 3.3-3.4 credits per semester.

The 2018 seniors are attempting fewer credits than the 2017 seniors during their first semester, however the average GPA is consistent.

In the first semester the NCSD 11th graders earned a district average of 3.67 credits, which was nearly identical in 2017 for the NCSD 11th graders.

In the first semester the NCSD 10th graders earned a district average of 3.74 credits, which was slightly more than in 2017 for the NCSD 10th graders.

The NCSD 2018 9th graders earned a district average of 3.87 credits, which was slightly more than in 2017. In addition, the first semester GPA increased by .25 when compared to the previous school year’s 9th graders.

| NCSD’s Cumulative Credits Attempted vs Credits Earned and GPA through 1st Semester |
|-------------------------------|-----------------------------------------------|------------------------------|
| 12th Graders                  |                                               |                              |
| NCSD                          | 17-18 S1: -3.71 attempt, +3.52 earn, -2.94 GPA | 16-17 S1: +3.80 attempt, +3.45 earn, +2.95 GPA |
|                               | 15-16 S1: 3.29 attempt, 3.17 earn, 2.91 GPA   |                              |
| KWHS                          | 17-18 S1: -3.60 attempt, -3.46 earn, -2.94 GPA | 16-17 S1: +3.74 attempt, +3.63 earn, +3.12 GPA |
|                               | 15-16 S1: 3.12 attempt, 2.99 earn, 2.91 GPA   |                              |
| Midwest                       | 17-18 S1: -3.33 attempt, -3.38 earn, +3.59 GPA | 16-17 S1: +3.50 attempt, +3.46 earn, +3.14 GPA |
|                               | 15-16 S1: 3.42 attempt, 3.42 earn, 3.13 GPA   |                              |
| NCHS                          | 17-18 NC S1: -3.68 attempt, +3.53 earn, -2.90 GPA | 16-17 NC S1: +3.87 attempt, +3.21 earn, -3.02 GPA |
|                               | 15-16 NC S1: 2.81 attempt, 2.67 earn, 3.07 GPA |                              |
| RHS                           | 17-18 RHS S1: +4.55 attempt, +3.84 earn, -2.23 GPA | 16-17 RHS S1: +3.87 attempt, -3.53 earn, +2.54 GPA |
|                               | 15-16 RHS S2: 3.79 attempt, 3.61 earn, 2.53 GPA |                              |
| 11th Graders                  |                                               |                              |
| NCSD                          | 17-18 NC S1: +3.93 attempt, -3.67 earn, +2.89 GPA | 16-17 NC S1: -3.88 attempt, 3.71 earn, -2.82 GPA |
|                               | 15-16 NC S1: 3.96 attempt, 3.72 earn, 2.88 GPA |                              |
| 10th Graders                  |                                               |                              |
| NCSD                          | 17-18 NC S1: +4.03 attempt, +3.74 earn, +2.81 GPA | 16-17 NC S1: -3.85 attempt, -3.66 earn, +2.79 GPA |
|                               | 15-16 NC S1: 4.01 attempt, 3.71 earn, 2.74 GPA |                              |
| 9th Graders                   |                                               |                              |
| NCSD                          | 17-18 NC S1: +4.10 attempt, +3.87 earn, +2.87 GPA | 16-17 NC S1: +3.93 attempt, +3.68 earn, -2.62 GPA |
|                               | 15-16 NC S1: 3.83 attempt, 3.52 earn, 2.81 GPA |                              |
Non-Graduate Rates for High School
During the NCSD 2017-18 first semester, NCSD experienced an increase in the number of non-graduates when compared to the previous year. The highest quantities of non-graduates are identified at the 12th grade level. NCSD loses more students in grade 12 than the number of students during the grades 11, 10 or 9 years combined.

<table>
<thead>
<tr>
<th>Year</th>
<th>Five (5) month (Sept to Jan)</th>
<th>Non-Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18</td>
<td>NCSD S1: 108 non-graduates</td>
<td></td>
</tr>
<tr>
<td>16-17</td>
<td>NCSD S1: 99 non-graduates</td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td>NCSD S1: 112 non-graduates</td>
<td></td>
</tr>
<tr>
<td>14-15</td>
<td>NCSD S1: 110 non-graduates</td>
<td></td>
</tr>
</tbody>
</table>
High School and College Articulation Agreements 2017-18

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 2017-18, NCSD and Casper College offered thirty-seven (37) articulated courses at a combination of the NCSD high schools. Thirty-seven (37) courses have been offered for the last three years. 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.
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>ACME</th>
<th>BANR</th>
<th>CACD</th>
<th>HSHS</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWS Sense Entry Level</td>
<td>ProSTART</td>
<td>None</td>
<td>Certified Nursing Assistant</td>
<td>CISCO</td>
</tr>
<tr>
<td>Welding 1 (4 welding</td>
<td>ServSafe®</td>
<td></td>
<td>First Aid/CPR</td>
<td>@ NC &amp; KW</td>
</tr>
<tr>
<td>processes)</td>
<td></td>
<td></td>
<td>Basic Life Support</td>
<td></td>
</tr>
<tr>
<td>ASE Auto (5 Certifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSHA 10-Hr Authorizations</td>
<td></td>
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</tr>
</tbody>
</table>
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.

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.

The Heavy Equipment Operator Certification course prepares students to test for their heavy equipment certification through both in class academic lessons and hands on heavy equipment operation, allowing them to enter the workforce as a certified heavy equipment operator. Specific areas of study will include safety, tools, rigging, materials handling, identification and Orientation to the Trade. This course is presented in 3 modules, each of them made up of 1-9 areas of study Modules and the hands on application will be held at the Wyoming Contractors Association Regional Training Center.

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.
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 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’s Adoption of Standards & NCSD’s Timeline to Begin District Nine (9) Content Areas

<table>
<thead>
<tr>
<th>Subject</th>
<th>NCSD Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>WY 2012 &amp; NCSD 2013</td>
</tr>
<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 2015</td>
</tr>
<tr>
<td>Science</td>
<td>WY 2016 &amp; NCSD 2017</td>
</tr>
</tbody>
</table>
Summary of standards-based work to date over the past thirty-six (36) 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, career vocational education and science.

The math committee established interim assessments 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 through an instructional model that allows them to either reteach or move into enrichment. The assessments are fully operational starting with 2017-18 school year. The feedback loop remains open.

The language arts and health curriculums were validated during the 2015-16 school year and approved in February 2017. 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 and are currently in validation during the 2017-18 school year.

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 continued to provide their feedback and suggestions to the curriculum through the validation processes. These three (3) content areas Physical Education and Fine and Performing Arts draft curriculums were adjusted, recommended, and approved as the NCSD written curriculum in the summer 2017. Due to significant changes in the Social Studies draft curriculum, teachers will continue to validate through the 2017-18 school year. During the 2017-18 school year, the subject area committees met to formulate draft interim assessments that align with the Physical Education and Fine and Performing Arts curriculums. During the 2018-19 school year Social Studies Subject Area Committee is projected to write assessments.

In 2016-17, the written curriculum for foreign language and career and vocational education completed a year of development from NCSD educators. During the 2017-18 school year educators continue to provide their feedback and suggestions to the curriculum through the validation processes. Social Studies, Foreign Language and Career and Vocational Education draft curriculums will be adjusted, recommended, and approved as the NCSD written curriculum in the summer 2018.

In 2017-18 NCSD is developing the draft curriculum for science through the Science Subject Area Committee. The committee has met six times and will continue to meet second semester of the 2017-18 school year to complete the Science draft curriculum by June 2018.
CSF Campus Customer Satisfaction Surveys
The data included in this report reflects responses on the Customer Satisfaction Survey from September 16, 2017 through December 15, 2017. There were 127 log-ins during this time period, however, only 99 responses recorded information other than demographic. There are twenty-five departments/services identified to inform the overall district satisfaction level within two divisions; Curriculum & Instruction and Human Resources & District Services.
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.

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 2016-17**

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 in the 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 2016-17 four-year on-time graduation rate for Natrona County Schools is 79.34%. There were 934 students in the cohort and 741 students graduated on time. This rate is an increase of 2.76 points from the 2015-16 school year. The state 2016-17 four-year on-time graduation rate for Wyoming is 80.8%, a slight increase for the fourth (4th) consecutive year (Figure 1). NCSD is closing the gap with the Wyoming graduation rate from 3.39 points to 1.46 points. NCSD had three (3) of the four (4) high schools show improvements from the previous graduation cohort of students. Midwest School saw the largest increase of 15 points with a rate of 100%, Kelly Walsh High School saw an increase of 7 points, and Natrona County High School saw an increase of 1 point (Figure 2). Roosevelt High School, an alternative high school, saw a slight decline in the rate but actually graduated more students. There has been an increase in enrollment numbers at Roosevelt High School. It is important to note that the 2017 cohort had to earn 26.5 credits in order to graduate.
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.

a. Primary Indicator: Four-year on-time graduation rates @ grade 12 for 2016-17 (continued)

Figure 1

Four Year Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>NCSD 4 Year Rate</th>
<th>WY 4 Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
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<tr>
<td>2010-11</td>
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<td>2011-12</td>
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<td>2014-15</td>
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<tr>
<td>2015-16</td>
<td></td>
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<tr>
<td>2016-17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1
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.

Figure 2

NCSD High School Four Year Graduation Rate

a. Primary Indicator: Four-year on-time graduation rates @ grade 12 for 2016-17 (continued)
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: Credits attempted vs credits earned vs GPA

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 2017-18 school year. These averages only take into account Semester 1 2017-18 and are not cumulative. Averages illustrate an overall picture, but it is important to note that outliers (high or low) can skew the data.

To graduate from Natrona County School District a student must earn 26.5 credits, 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 the 2018 cohort in semester one of 2017-18 is 3.52 with a GPA of 2.94, which is higher than the 2.85 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 2019 graduating cohort (Figure 4) had a district average GPA of 2.89, which is a tenth of a point higher than this time last year during their grade 10 year. On average this cohort has earned an average of 3.6 credits during the first semester.

The 2020 graduating cohort (Figure 5) had a district average GPA of 2.81 (+.19) and 3.74 (+.1) credits earned. Both figures were an increase from the grade 9 year.

The 2021 graduating cohort (Figure 6) had a district average GPA of 2.87 and average credits earned of 3.87 for their first semester of high school. These averages are higher than the 2020 cohort during their grade 9 first semester.

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.

Student Growth & High Academic Achievement

2018 Graduating Cohort
Grade 12 First Semester Credit Analysis and GPA

2019 Graduating Cohort
Grade 11 First Semester Credit Analysis and GPA

Figure 3 Data taken from Infinite Campus on January 29, 2018 *Earned credits > attempted credits due to transfer credits awarded but not attempted at the school with a small n size.

Figure 4 Data taken from Infinite Campus on January 29, 2018
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.

### 2020 Graduating Cohort

#### Grade 10 First Semester Credit Analysis and GPA

- **Average Credits Attempted**
- **Average Credits Earned**
- **Average GPA**

<table>
<thead>
<tr>
<th>School</th>
<th>Average Credits Attempted</th>
<th>Average Credits Earned</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td>3.69</td>
<td>2.91</td>
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<tr>
<td>Midwest</td>
<td>3.95</td>
<td>2.72</td>
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<tr>
<td>NCHS</td>
<td>3.83</td>
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<td>2.81</td>
</tr>
<tr>
<td>RHS</td>
<td>4.19</td>
<td>4.03</td>
<td>4.03</td>
</tr>
<tr>
<td>NCSD</td>
<td>4.36</td>
<td>4.03</td>
<td>4.03</td>
</tr>
</tbody>
</table>

*Figure 5 Data pulled from Infinite Campus on January 29, 2018*

### 2021 Graduating Cohort

#### Grade 9 First Semester Credit Analysis and GPA

- **Average Credits Attempted**
- **Average Credits Earned**
- **Average GPA**

<table>
<thead>
<tr>
<th>School</th>
<th>Average Credits Attempted</th>
<th>Average Credits Earned</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td>4.01</td>
<td>3.03</td>
<td>3.87</td>
</tr>
<tr>
<td>Midwest</td>
<td>3.82</td>
<td>2.99</td>
<td>3.19</td>
</tr>
<tr>
<td>NCHS</td>
<td>3.89</td>
<td>2.71</td>
<td>3.37</td>
</tr>
<tr>
<td>RHS</td>
<td>4.27</td>
<td>2.18</td>
<td>3.87</td>
</tr>
<tr>
<td>NCSD</td>
<td>4.03</td>
<td>2.87</td>
<td>3.87</td>
</tr>
</tbody>
</table>

*Figure 6 Data taken from Infinite Campus on January 29, 2018*
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.

ii. Secondary Indicator: Non-graduate rates for HS

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, NCSD had 99 students coded as non-graduates for September-January. Currently we are 9 students more than last year with 108 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 dropout. 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.

The numbers for previous years on Figure 7 are the final numbers from Infinite Campus with all coding corrections. The numbers for the current school year are dynamic and will most likely become lower, as coding is corrected and transfer information is received.

Four Year Monthly Non-Graduate Rates

Figure 7 Data pulled from Infinite Campus on January 29, 2018
When looking at the number of students that dropout in relation to the Federal Four Year Cohort Graduation Rate, NCSD has reduced the numbers of dropouts by twenty-two (22) students from the 2015-16 to 2016-17 school year.

**Number of Students Counted as Non-graduates per the Federal Four Year Graduation Rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>193 students</td>
</tr>
<tr>
<td>2015-16</td>
<td>215 students</td>
</tr>
<tr>
<td>2014-15</td>
<td>229 students</td>
</tr>
</tbody>
</table>

*Figure 8 Data pulled from Infinite Campus on January 29, 2018*
iii. Secondary Indicator: High School and College Articulation Agreements for 2017-18

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).

In 2017-18, NCSD and Casper College offered thirty-seven (37) articulated courses, the same number as in 2015-16 and 2016-17. 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.
### iii. Secondary Indicator: High School and College Articulation Agreements for 2017-18

(continued)

<table>
<thead>
<tr>
<th>NCSD Course</th>
<th>Casper College Course</th>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>American Sign Language I</td>
<td>Beginning Sign Language ASL 1200</td>
<td>KW</td>
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<tr>
<td>American Sign Language II</td>
<td>Intermediate Sign Language ASL 1220</td>
<td>KW</td>
</tr>
<tr>
<td>AP English Language</td>
<td>English I: Composition ENGL 1010</td>
<td>KW</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>STAT 2000</td>
<td>KW</td>
</tr>
<tr>
<td>Astronomy A</td>
<td>Survey of Astronomy ASTR 1050</td>
<td>KW</td>
</tr>
<tr>
<td>Auto Electricity and Electronics/Engine Performance</td>
<td>AUTO 1765</td>
<td>PIC</td>
</tr>
<tr>
<td>C++ Programming Honors</td>
<td>Computer Science I COSC 1030</td>
<td>KW</td>
</tr>
<tr>
<td>Cabinetmaking</td>
<td>Basic Cabinet Making CNTK 1630</td>
<td>NC</td>
</tr>
<tr>
<td>Cabinetmaking I</td>
<td>Woodworking Fundamentals 1 CNTK 1860</td>
<td>KW</td>
</tr>
<tr>
<td>Cabinetmaking II/III</td>
<td>CNTK 1860</td>
<td>NC</td>
</tr>
<tr>
<td>Cisco I &amp; II</td>
<td>CISCO Beginning Level Internetworking I CSCO 2000</td>
<td>KW</td>
</tr>
<tr>
<td>Cisco I &amp; II</td>
<td>CISCO Advanced Level Internetworking I CSCO 2010</td>
<td>KW</td>
</tr>
<tr>
<td>Comprehensive Construction I</td>
<td>Introduction to Construction CNTK 1700</td>
<td>PIC</td>
</tr>
<tr>
<td>Comprehensive Construction II</td>
<td>Carpentry CNTK 1905</td>
<td>PIC</td>
</tr>
<tr>
<td>Computer Programming Honors</td>
<td>Programming in Java COSC 2406</td>
<td>KW</td>
</tr>
<tr>
<td>English Language Arts IV A</td>
<td>English I: Composition ENGL 1010</td>
<td>NC</td>
</tr>
<tr>
<td>Fire Science</td>
<td>Intro to Fire Science FIRE 1500</td>
<td>RHS</td>
</tr>
<tr>
<td></td>
<td>First Responder FIRE 1670</td>
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<tr>
<td>French II</td>
<td>First Year French I FREN 1010</td>
<td>KW, NC</td>
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<tr>
<td>IB Chemistry Honors II</td>
<td>Chemistry I CHEM 1025, CHEM 1028</td>
<td>NC</td>
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<tr>
<td>Intro To Engineering Graphics I</td>
<td>Drafting I ENTK 1510</td>
<td>KW, NC</td>
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<tr>
<td>Intro to Engineering Graphics II</td>
<td>3D Drafting ENTK 2510</td>
<td>KW, NC</td>
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<tr>
<td>Intro to Robotics Engineering</td>
<td>Intro to Robotics ROBO 1610</td>
<td>KW, NC</td>
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<tr>
<td>Particular Topics in Auto Mechanics</td>
<td>Automotive Electrical AUTO 1765</td>
<td>PIC</td>
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<tr>
<td>Particular Topics in Biology I/II</td>
<td>Intro to Health Care and Services HLTK 1500</td>
<td>KW, NC</td>
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<tr>
<td>Robotics Electronic/Electricity</td>
<td>Basic AC/DC Electronics ELTR 1515</td>
<td>KW</td>
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<tr>
<td>Robotics Engineering</td>
<td>Robot Construction ROBO 2616</td>
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<td>Spanish II</td>
<td>SPAN 1010</td>
<td>KW</td>
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<tr>
<td>US &amp; WY Political Science H</td>
<td>Us &amp; WY Government: POLS 1000</td>
<td>NC</td>
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<td>Visual Basic Programming</td>
<td>Introduction to Computer Science COSC 1010</td>
<td>KW</td>
</tr>
<tr>
<td>Web Page Design</td>
<td>Intro to Web Design INET 1890</td>
<td>KW</td>
</tr>
<tr>
<td>Woodworking</td>
<td>Basic Cabinet Making CNTK 1630</td>
<td>KW, NC, PIC</td>
</tr>
</tbody>
</table>

**NCSD Strategic Plan Quarterly Report**

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iv. Secondary Indicator: High School Certifications for 2017-18
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)
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: High School Certifications for 2017-18 (continued)

The Heavy Equipment Operator Certification course prepares students to test for their heavy equipment certification through both in class academic lessons and hands on heavy equipment operation, allowing them to enter the workforce as a certified heavy equipment operator. Specific areas of study will include safety, tools, rigging, materials handling, identification and Orientation to the Trade. This course is presented in 3 modules, each of them made up of 1-9 areas of study. Modules and the hands on application will be held at the Wyoming Contractors Association Regional Training Center.

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.
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.

Secondary Indicator: FastBridge
NWEA had previously been used as the primary indicator for goal two. NWEA is no longer given in NCSD and therefore goal 2 is currently undergoing revisions at the board level. Therefore, we will be using FastBridge reading screener assessments as a temporary secondary indicator for goal two.

Per Wyoming Statute, districts must screen kindergarten through third grade students for reading difficulties. During Spring 2017, NCSD formed an Universal Screener Ad Hoc to explore the best screening tool for kindergarten through third grade. The Ad Hoc unanimously recommended FastBridge as the screener for Natrona County School District. Fall 2017 was the initial administration of the screener.

Figure 9 below shows the results of the initial screener based on a fall grade level benchmark. The at-risk status means that the student did not meet the benchmark score for overall reading for his/her grade level. This indicates that further diagnostic testing and/or progress monitoring is needed for the student to determine the areas of weaknesses. The screener also gives overall information at a school level about tier 1 core instruction. If there are less than 80% of students on or above grade level, then a school needs to evaluate the core ELA instructional framework.

![Figure 9](image-url)
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 all 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 nine (9) 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.
i. Secondary Indicator: Wyoming Contents Standards Update (continued)

Math - Math curriculum, assessment, and resource adoption are fully operational for the 2017-18 school year. In June 2017, the Subject Area Committee met and revised assessments and proficiency scales based on validation data from the 2016-17 school year. The Math Articulation Committees meet quarterly for continued feedback.

Language Arts - The ELA curriculum was approved by the Board of Trustees in February 2017. The ELA Subject Area Committee wrote grade level assessments, evaluated them for reliability, validity, and fairness. In February 2017, the assessments were finalized and deployed district-wide in September 2017. The 2017-18 school year will begin the validation stage of the assessments, in which the committee will receive continuous improvement feedback from teachers across the system. The ELA Articulation Committee meet quarterly for continued feedback.

Health - The Health Curriculum was approved by the Board of Trustees in February 2017. The Health Subject Area Committee wrote grade level assessments, evaluated them for reliability, validity, and fairness. The assessments were deployed September 2017. The 2017-18 school year will begin the validation stage of the assessments, in which the committee will receive continuous improvement feedback from teachers across the system.

Physical Education - The PE Curriculum was approved by the Board of Trustees in June 2017. During Fall 2017 the Subject Area Committee met and has written draft assessments and proficiency scales. The assessments will be piloted within committee members’ classrooms in Spring 2018. The assessments will go out in draft form during the 2018-19 school year for validation feedback. The committee has been reviewing resources and will make a recommendation Spring 2018.

Fine and Performing Arts – The FPA Curriculum was approved by the Board of Trustees in June 2017. During Fall 2017 the Subject Area Committee met and has written draft assessments and proficiency scales. The assessments will be piloted within committee members’ classrooms in Spring 2018. The assessments will go out in draft form during the 2018-19 school year for validation feedback. The committee has been reviewing resources and will make a recommendation Spring 2018.

Social Studies - During the 2017-18 school year, the Social Studies Curriculum is in its second draft year based on the validation feedback. The Subject Area Committee will meet in Spring 2018 to review the feedback from validation, revisions will be made as needed, and the proposed curriculum will go before the Board of Trustees in June 2018.

Foreign Language - During the 2017-18 school year, the Foreign Language Curriculum is in draft year. Stakeholders are asked to give feedback on the implementation and content of the curriculum through the validation survey. The Subject Area Committee will meet in Spring 2018 to review the feedback from validation, revisions will be made as needed, and the proposed curriculum will go before the Board of Trustees in June 2018.
i. Secondary Indicator: Wyoming Contents Standards Update (continued)

Career Vocational Education - During the 2017-18 school year, the Career Vocation Education Curriculum is in draft year. Stakeholders are asked to give feedback on the implementation and content of the curriculum through the validation survey. The Subject Area Committee will meet in Spring 2018 to review the feedback from validation, revisions will be made as needed, and the proposed curriculum will go before the Board of Trustees in June 2018.

Science - During the 2017-18 school year, the Science Subject Area is developing the draft science curriculum. The committee met six times first semester, including two days of staff development. Second semester the Science Subject Area Committee will meet four additional days to complete the Science draft curriculum by June 2018.
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

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. Based on this question, 93% 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>Curriculum and Instruction Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Research Department</td>
</tr>
<tr>
<td>Differentiation &amp; Early Childhood</td>
</tr>
<tr>
<td>District Athletics and Activities Department</td>
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<tr>
<td>Enrollment Office</td>
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<tr>
<td>Grant Management</td>
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<tr>
<td>Special Education Department</td>
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<tr>
<td>Student Support Services</td>
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<tr>
<td>Teaching and Learning Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Resources &amp; District Services Division</th>
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<tbody>
<tr>
<td>Accounts Payable</td>
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<tr>
<td>Accounting</td>
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<tr>
<td>Central Services Main Entry Services</td>
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<td>Compensations and Benefits Services</td>
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<td>Facilities Department</td>
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<td>Food Services Department</td>
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<td>HR Generalist Services</td>
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<td>Professional Development</td>
</tr>
<tr>
<td>Public Relations Department</td>
</tr>
<tr>
<td>Risk Management Services</td>
</tr>
<tr>
<td>Substitute Services</td>
</tr>
<tr>
<td>Transportation Services</td>
</tr>
<tr>
<td>Warehouse Services</td>
</tr>
</tbody>
</table>

Table 1
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 2017-18 was for Curriculum & Instruction was 100%, and for Human Resources & District Services was 92% (Figure 1 & 2). Of the 99 respondents, the majority came from within the organization in the roles of certified staff and classified staff. The overall satisfaction rate of 94% by role was certified staff 47%, classified staff 44%, and the other roles 9% for the district as a whole. There are different totals for participation rates depending on the analysis due to the responses of the participants. Data was included in the analysis as long as there was data other than demographic. Therefore, not all questions were answered by all participants.

There were differences in the participation numbers within the roles at each division (Figure 3). There was limited data due to the n size of 10 to report satisfaction level by role and division. Of the certified staff that responded to the survey a 100% were satisfied with both divisions. Of the classified staff, 100% were satisfied with Curriculum & Instruction and 83% were satisfied with Human Resources & District Services.
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 (continued)

Participants in 2017-18 Second Quarter Customer Satisfaction Survey

![Bar chart showing satisfaction levels for Curriculum & Instruction and Human Resources & District Services.]

- Number of Participants
- # Satisfied
- # Not Satisfied
- Total #

**Figure 2** *Contains only division specific data*

Participants in 2017-18 Second Quarter Customer Satisfaction Survey by Role

- Certified Staff: 44 # Satisfied, 47 Total #
- Classified Staff: 47 # Satisfied, 47 Total #

**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.

Figure 4 * Contains only Division Specific data. Only data of ten or more was reported.

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 5, the ratings on the four areas were closely related to the overall satisfaction at the district level. The largest difference was 6%.

At the division level there was some variance between the overall division satisfaction level and satisfaction level in each of the specific areas as seen in Figure 6.
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 (continued)

Percent Agree and Strongly Agree in Four Specific Areas at the District Level 2017-18 Second Quarter

<table>
<thead>
<tr>
<th>Topic Area from Survey</th>
<th>% Agree</th>
<th>% Strongly Agree</th>
<th>% Total Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication</td>
<td>87%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>Courteous Service</td>
<td>90%</td>
<td>91%</td>
<td>89%</td>
</tr>
<tr>
<td>Timely Service</td>
<td>86%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>Quality Service/Product</td>
<td>86%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Figure 5

Percent that are Satisfied in Four Specific Areas at the Division Level 2017-18 Second Quarter

<table>
<thead>
<tr>
<th>Topic Area from Survey</th>
<th>Curriculum &amp; Instruction</th>
<th>Human Resources &amp; District Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Courteous Service</td>
<td>82%</td>
<td>92%</td>
</tr>
<tr>
<td>Timely Service</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Quality Product/Service</td>
<td>86%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Figure 6
**Quarter 3 - January, February, March**
Report out - May 2018

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%  
   i. No information in this report

3) Goal – Meet or exceed school accountability on WAEA  
   i. SI - 1st Semester Common Assessments (1) Math, (2) ELA (Validation year), (3) Health (Validation year)

4) Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys  
   i. SI – CSF Campus customer satisfaction surveys for 2017-18 (3rd Quarter)

**Quarter 4 - April, May, June**
Report out - August 2018

1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career  
   i. SI – Predictive four (4) year graduation rates 2017-18 (2nd semester)  
   ii. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2017-18 (2nd semester)  
   iii. SI – Non-graduate rates for HS for 2017-18 (2nd semester)

2) Goal – NWEA Reading @ grade level in grades 3, 5, and 8 @ minimum of 85%  
   i. SI - FastBridge Winter Screener

3) Goal – Meet or exceed school accountability on WAEA  
   i. SI - 2nd Semester Common Assessments (1) Math, (2) ELA (Validation year), (3) Health (Validation year)  
   ii. 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 2017-18  
   i. SI – CSF Campus customer satisfaction surveys for 2017-18 (4th Quarter)  
   ii. SI – CSF Campus customer satisfaction surveys for 2017-18 (Full year)

*PI – primary indicator  
**SI – secondary indicator
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 – Advanced Placement & International Baccalaureate programming for 2016-17

2) Goal – NWEA Reading @ grade level in grades 3, 5 & 8 @ minimum of 85%
   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
   ii. 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 for 2017-18 (1st Quarter)

*PI – primary indicator
**SI – secondary indicator