Strategic Plan
Quarterly Report

for the quarter ending
March 31, 2018

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

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

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
   i. SI – Predictive four (4) year graduation rates 2017-18 (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)

PROJECTIONS OF DATA AVAILABILITY

APPENDICES

- District Assessment System - School Level Data
- District Assessment System - ELA School Level Data
- 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
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.
Predictive Graduation Rate
The predictive graduation rate is a real-time indicator of the number of students that currently are enrolled in each of NCSD high schools and have earned the number of credits that make them “on-time” graduates. This rate is different from the four-year on-time graduation rate because the true enrollment of the high schools is used as the n (number) size not a cohort number.

At the end of first semester, the number of credits earned by grade twelve (12) students represented that 85% of the students were on track to accumulate at least 26.5 credits within four (4) years. Next year’s seniors were projecting that 87% were on track to earn the number of credits necessary. This year’s 9th grade classes are projecting the greatest success towards the number of credits needed at 90%.

NCSD has seen a fluctuation in this rate between different graduating classes. This secondary indicator allows us track the students that are still enrolled in NCSD schools.

District Assessment System (Part of the Standards Based System)
During the summer of 2016, the Math Subject Area Committee established interim assessments for each high school math course and proficiency scales in grades k-8. The assessments were validated based on feedback in the summer of 2017. High School opted for a more traditional approach of an assessment each semester. The elementary and middle school chose a more formative approach with the use of proficiency scales, which allowed educators the autonomy to indicate math understanding throughout the calendar year. Compared to the baseline data of 2016-17, the percentage of students in Quintile 4 and 5, for Algebra 1 students in middle school had a 34% increase in the 2017-18 school year. For the 2017-18 school year, the high school had a decrease of 13% in Algebra 1, an increase of 6% in Geometry and a 1% increase in Algebra 2.
CSF Campus Customer Satisfaction Surveys
The data included in this report reflects responses on the Customer Satisfaction Survey from December 16, 2017 through March 16, 2018. There were 77 logins during this time period, however, only 65 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.
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.

i. Secondary Indicator: Predictive Graduation Rate

Credits earned by a graduating class of students each year is a secondary indicator for on-time graduation rate. Starting with the graduating class of 2017 the number of credits required graduating from high school increased from 24.5 to 26.5. The increase in required credits also increased the number of credits required for NCSD to consider a student on track to graduate with their cohort in four years. Tables 1-4 represent the number of credits earned at the end of the first semester of the 2017-18 school year for each graduating class. This calculation used real-time data for students currently enrolled in each of the NCSD high schools and does not take into account the students that have left the school. The calculation for credits earned is simply the quantity of credits and does not ensure that the credits meet all of the required coursework for graduation. These tables are also based on the class designation of grade 9, 10, 11, and 12. It does not use the federal designation of cohort.

For the 2018 graduating class in all four high schools, there was a decrease from previous graduating classes at the grade 9 level in the percent of students on track to graduate in four years. This difference continued through the end of the grade 10 year, the predictive rate of graduation was two points lower than the 2017 graduating class and four points lower than for the 2016 graduating class. At the end of the grade 10 year for the 2018 class, there were 70% students on track to graduate in four years. There was an increase of 6% at the end of the grade 11 year, however, there was a decrease in enrollment and if this was due to students dropping out there could be a further drop in the on-time graduation rate (Table 1). At the end of the first semester of the senior year the predictive rate was at 85%.

In their first semester of high school, the 2019 graduating class had 83% of the students on track to graduate on time, this reduced to 79% at the end of the first year (Table 1). This rate was higher than the 2018 graduating class at grade 9, but equal to that of the 2017 graduating class. There was a 3% decrease from the end of grade 9 to the end of grade 10 (Table 2). However, after the first semester of grade 11 there was an increase of 11%. The trend of an increase at the end of first semester has been seen with this class and then a drop at the end of the year. Currently this class has a predictive rate of 87%.

After semester one of grade 9 in 2016-17 for the 2020 graduating class, 84% of the students are on track for graduation, the end of grade 9 predictive rate was 76%. The predictive rate at the end of semester one for grade 10 is 83%, which is close to the same percentage as at the end of semester one of grade 9 (Table 3).

For the 2021 graduating class, the predictive graduation rate for semester one is 90% (Table 4).
### 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: Predictive Graduation Rate (continued)

#### 2018 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
<th>11th Cumulative Credits Earned</th>
<th>12th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 8.5+ Credits</td>
<td>% of Students on track for 4-yr grad</td>
<td># of students with 13.2+ Credits</td>
<td>% of Students on track for 4-yr grad</td>
</tr>
<tr>
<td>CCA</td>
<td>14</td>
<td>17</td>
<td>62%</td>
<td>317</td>
</tr>
<tr>
<td>KWHS</td>
<td>335</td>
<td>443</td>
<td>76%</td>
<td>317</td>
</tr>
<tr>
<td>Midwest</td>
<td>12</td>
<td>15</td>
<td>80%</td>
<td>11</td>
</tr>
<tr>
<td>NCHS</td>
<td>381</td>
<td>489</td>
<td>78%</td>
<td>347</td>
</tr>
<tr>
<td>RHS</td>
<td>12</td>
<td>35</td>
<td>34%</td>
<td>13</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td><strong>754</strong></td>
<td><strong>999</strong></td>
<td><strong>75%</strong></td>
<td><strong>688</strong></td>
</tr>
</tbody>
</table>

Table 1

#### 2019 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
<th>11th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 6.5+ Credits</td>
<td>% of Students on track for 4-yr grad</td>
<td># of students with 13.2+ Credits</td>
</tr>
<tr>
<td>CCA</td>
<td>26</td>
<td>35</td>
<td>74%</td>
</tr>
<tr>
<td>KWHS</td>
<td>398</td>
<td>492</td>
<td>81%</td>
</tr>
<tr>
<td>Midwest</td>
<td>15</td>
<td>17</td>
<td>88%</td>
</tr>
<tr>
<td>NCHS</td>
<td>319</td>
<td>400</td>
<td>80%</td>
</tr>
<tr>
<td>RHS</td>
<td>11</td>
<td>34</td>
<td>32%</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td><strong>769</strong></td>
<td><strong>978</strong></td>
<td><strong>79%</strong></td>
</tr>
</tbody>
</table>

Table 2
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: Predictive Graduation Rate (continued)

#### 2020 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 6.6+ Credits</td>
<td>% of Students on track for 4-yr Grad</td>
</tr>
<tr>
<td>CCA</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>KWHS</td>
<td>355</td>
<td>445</td>
</tr>
<tr>
<td>Midwest</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>NCHS</td>
<td>338</td>
<td>441</td>
</tr>
<tr>
<td>RHS</td>
<td>20</td>
<td>56</td>
</tr>
<tr>
<td>District</td>
<td>739</td>
<td>970</td>
</tr>
</tbody>
</table>

**Table 3**

#### 2021 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 3.3+ Credits</td>
</tr>
<tr>
<td>KWHS</td>
<td>450</td>
</tr>
<tr>
<td>Midwest</td>
<td>12</td>
</tr>
<tr>
<td>NCHS</td>
<td>420</td>
</tr>
<tr>
<td>RHS</td>
<td>42</td>
</tr>
<tr>
<td>District</td>
<td>924</td>
</tr>
</tbody>
</table>

**Table 4**
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: District Assessment System**

**Math**
During the summer of 2016, the Math Subject Area Committee established interim assessments for each high school math course and proficiency scales in grades k-8. High School opted for a more traditional approach of an assessment each semester. The elementary and middle school chose a more formative approach with the use of proficiency scales, which allowed educators the autonomy to indicate math understanding throughout the calendar year. This adjustment allowed educators to utilize instructional information at the classroom level. In addition, teachers can instructionally respond to the information as an instructional model that allows them to either reteach or move into enrichment.

**High School Courses**

**Overall Participation for Interim One**
Table 5 depicts the number of students that participated in the Interim 1 assessments in Algebra 1, Algebra 2, and Geometry. There will be some fluctuation in these numbers due to the different master schedules at each of the high schools.

<table>
<thead>
<tr>
<th>Subject/Test</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1/Interim 1</td>
<td>598</td>
</tr>
<tr>
<td>Algebra 2/Interim 1</td>
<td>218</td>
</tr>
<tr>
<td>Geometry</td>
<td>497</td>
</tr>
</tbody>
</table>

*Table 5*

**Performance Level**
The high school course interim assessments were revised during the summer of 2016, validated during the 2016-17 school year, and final revisions were made in the summer of 2017. The Math Subject Area Committee determined that there would be two interim assessments per course (Algebra 1, Algebra 2, and Geometry). There would be one assessment given half way through the course, which in a traditional schedule would be after first semester, and a second assessment given at the end of the course. Figures 1-4 depict the data for the first interim in each course for the 2017-18 year. Schools who had less than 10 students were not shown in the graphs individually but were included in the overall data set for NCSD. Figures 1 & 2 (Algebra 1) show 87% of 8th grade students and 35% of high school students scored within the 4th and 5th quintiles. Illustrated in Figure 3, (Algebra 2) 53% of students scored in the 4th and 5th quintiles. Figure 4 (Geometry) indicates the largest percentage of high school students scored in the top two quintiles at 77%.
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: District Assessment System (continued)

**Percentage of Grade 8 Students in each Quintile on the 2017-18 Algebra 1 Interim 1**

![Graph showing the percentage of Grade 8 students in each quintile.]

Figure 1

**Percentage of High School Students in each Quintile on the 2017-18 Algebra 1 Interim 1**

![Graph showing the percentage of high school students in each quintile.]

Figure 2
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

i. Secondary Indicator: District Assessment System (continued)

### Percentage of High School Students in each Quintile on the 2017-18 Algebra 2 Interim 1

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (0-20%)</td>
<td>10%</td>
</tr>
<tr>
<td>2 (21-40%)</td>
<td>20%</td>
</tr>
<tr>
<td>3 (41-60%)</td>
<td>30%</td>
</tr>
<tr>
<td>4 (61-80%)</td>
<td>40%</td>
</tr>
<tr>
<td>5 (81-100%)</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Schools:** NCSD, KWHS, NCHS

![Figure 3](image)

### Percentage of High School Students in each Quintile on the 2017-18 Geometry Interim 1

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (0-20%)</td>
<td>10%</td>
</tr>
<tr>
<td>2 (21-40%)</td>
<td>20%</td>
</tr>
<tr>
<td>3 (41-60%)</td>
<td>30%</td>
</tr>
<tr>
<td>4 (61-80%)</td>
<td>40%</td>
</tr>
<tr>
<td>5 (81-100%)</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Schools:** NCSD, KWHS, Midwest, NCHS

![Figure 4](image)
i. Secondary Indicator: District Assessment System (continued)

Elementary/Middle School
Overall Participation for Semester One
Table 6 depicts the number of students that were reported for first semester for the proficiency scales in grades 3-8. There are proficiency scales and assessments in grades K-2, but none of those were scheduled to be reported until the end of the year. The reporting schedule was determined by the subject area committee during the summer of 2017. The windows were determined in larger time spans to allow for teachers to have the flexibility within the quarter to administer the assessments and report the proficiency scales when it made most sense for instruction. No grade level chose the first quarter as a reporting timeframe. There were 6 grade levels that chose second quarter. There will be other standards reported later in the year.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Proficiency Scale</th>
<th>Number of Students</th>
<th>At or Above Proficiency</th>
<th>Below Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Computation: Multiplication and Division</td>
<td>689</td>
<td>425/61.68%</td>
<td>264</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Division</td>
<td>800</td>
<td>351/43.88%</td>
<td>449</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Multiplication</td>
<td>822</td>
<td>434/52.80%</td>
<td>388</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Division</td>
<td>696</td>
<td>355/51.01%</td>
<td>341</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Multiplication</td>
<td>656</td>
<td>391/59.60%</td>
<td>265</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Ratio and Proportional Reasoning</td>
<td>712</td>
<td>510/71.62%</td>
<td>222</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Operations with Integers</td>
<td>754</td>
<td>435/57.69%</td>
<td>336</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Equations</td>
<td>575</td>
<td>274/47.65%</td>
<td>301</td>
</tr>
</tbody>
</table>

Table 6

Performance Level
The elementary and middle school assessments and proficiency scales were written during the summer of 2016, validated during the 2016-17 school year, and revisions made in the summer of 2017 based on the feedback received from the validation survey. A score of 3.0 or higher is considered proficient. As seen in table 6, the proficiency levels for semester 1 ranges from 72% to 44%. Figures 5 through 13, show the break down in proficiency level for each of the district proficiency scales. A breakdown by school is available in the appendix.
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: District Assessment System (continued)

Grade 3 Computation: Multiplication and Division

Figure 5
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

### i. Secondary Indicator: District Assessment System (continued)

**Grade 4 Division**

<table>
<thead>
<tr>
<th>Score</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4.13%</td>
</tr>
<tr>
<td>.5</td>
<td>7.25%</td>
</tr>
<tr>
<td>1.0</td>
<td>8.50%</td>
</tr>
<tr>
<td>1.5</td>
<td>6.50%</td>
</tr>
<tr>
<td>2.0</td>
<td>16.00%</td>
</tr>
<tr>
<td>2.5</td>
<td>13.75%</td>
</tr>
<tr>
<td>3.0</td>
<td>22.13%</td>
</tr>
<tr>
<td>3.5</td>
<td>15.00%</td>
</tr>
<tr>
<td>4.0</td>
<td>6.75%</td>
</tr>
</tbody>
</table>

*Figure 6*
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

i. Secondary Indicator: District Assessment System (continued)

Figure 7
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: District Assessment System (continued)

Grade 5 Division

![Bar chart showing student performance by score for Grade 5 Division]
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

i. Secondary Indicator: District Assessment System (continued)

Grade 5 Multiplication

![Bar chart showing percentage of students achieving different scores in Grade 5 Multiplication.]

Figure 9
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

Grade 6 Ratio and Proportional Reasoning

Figure 10
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

### Secondary Indicator: District Assessment System (continued)

#### Grade 7 Operations with Integers

![Graph showing Grade 7 Operations with Integers](image)

- **Score**: 0, 1, 1.6, 2.0, 2.5, 3.0, 3.5, 4.0
- **% of Students**:
  - 0: 0.26%
  - 1: 0.78%
  - 1.5: 2.65%
  - 2: 6.36%
  - 2.5: 19.07%
  - 3: 37.22%
  - 3.5: 11.41%
  - 4: 7.78%

*Figure 11*
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

i. Secondary Indicator: District Assessment System (continued)

Grade 8 Equations

Figure 13
i. Secondary Indicator: District Assessment System (continued)

District Assessment System - ELA
During the 2016-17 school year, the ELA Subject Area Committee established proficiency scales and assessments for grades k-12. This is a more formative approach with the use of proficiency scales, which allowed educators the autonomy to indicate ELA understanding throughout the calendar year. This adjustment allowed educators to utilize instructional information at the classroom level. In addition, teachers can instructionally respond to the information as an instructional model that allows them to either reteach or move into enrichment.

Elementary/Middle School/High School
Participation Rate for Semester 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Outcome</th>
<th>Total Students</th>
<th>At or Above Proficiency</th>
<th>Below Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>2 - Recount sequence of events in a story, Describe how characters in a story respond to a major event</td>
<td>822</td>
<td>456/55.47%</td>
<td>357</td>
</tr>
<tr>
<td>Grade 4</td>
<td>4 - Analyze the structure and content of informational text</td>
<td>841</td>
<td>301/35.79%</td>
<td>540</td>
</tr>
<tr>
<td>Grade 6</td>
<td>2 - Determine theme/central idea and respond in writing to literature</td>
<td>696</td>
<td>144/20.69%</td>
<td>552</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1 - Analyze author's' techniques in short stories, create and defend a claim in writing</td>
<td>417</td>
<td>244/58.51%</td>
<td>173</td>
</tr>
</tbody>
</table>

Table 7

Performance Level
A score of 3.0 or higher is considered proficient. As seen in table 7, the proficiency levels for semester 1 ranged from 59% to 21%. This is the validation year for the district ELA assessments and proficiency scales. This data will be used by the ELA Subject Area Committee along with the validation feedback from teachers to revise assessments and proficiency scales as needed. Figures 14 through 17, show the break down in proficiency level for each of the district proficiency scales. A breakdown by school is available in the appendix.
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: District Assessment System (continued)

Figure 14

Proficiency Levels for Grade 2 ELA Outcome 2
First Semester 2017-18
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: District Assessment System (continued)

![Proficiency Levels for Grade 4 ELA Outcome 4](image)

**Proficiency Levels for Grade 4 ELA Outcome 4**
First Semester 2017-18

<table>
<thead>
<tr>
<th>Score</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.19%</td>
</tr>
<tr>
<td>0.5</td>
<td>1.55%</td>
</tr>
<tr>
<td>1.0</td>
<td>12.96%</td>
</tr>
<tr>
<td>1.5</td>
<td>22.24%</td>
</tr>
<tr>
<td>2.0</td>
<td>10.70%</td>
</tr>
<tr>
<td>2.5</td>
<td>15.58%</td>
</tr>
<tr>
<td>3.0</td>
<td>19.74%</td>
</tr>
<tr>
<td>3.5</td>
<td>8.44%</td>
</tr>
<tr>
<td>4.0</td>
<td>7.61%</td>
</tr>
</tbody>
</table>

Figure 15
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: District Assessment System (continued)

Proficiency Levels for Grade 6 ELA Outcome 2
First Semester 2017-18

Figure 16
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

i. Secondary Indicator: District Assessment System (continued)

Figure 17: Proficiency Levels for Grade 9 ELA Outcome 1
First Semester 2017-18

- 38.85% at a score of 3.0
- 17.99% at a score of 3.5
- 1.68% at a score of 4.0
- Other scores have lower percentages.
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, 99% 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>
<th>Human Resources &amp; District Services Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Research Department</td>
<td>Accounts Payable</td>
</tr>
<tr>
<td>Differentiation &amp; Early Childhood</td>
<td>Accounting</td>
</tr>
<tr>
<td>District Athletics and Activities Department</td>
<td>Central Services Main Entry Services</td>
</tr>
<tr>
<td>Enrollment Office</td>
<td>Compensations and Benefits Services</td>
</tr>
<tr>
<td>Grant Management</td>
<td>Facilities Department</td>
</tr>
<tr>
<td>Special Education Department</td>
<td>Food Services Department</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Grounds</td>
</tr>
<tr>
<td>Teaching and Learning Department</td>
<td>HR Generalist Services</td>
</tr>
<tr>
<td></td>
<td>Informational Technology Department</td>
</tr>
<tr>
<td></td>
<td>Maintenance Department</td>
</tr>
<tr>
<td></td>
<td>Payroll</td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
</tr>
<tr>
<td></td>
<td>Public Relations Department</td>
</tr>
<tr>
<td></td>
<td>Risk Management Services</td>
</tr>
<tr>
<td></td>
<td>Substitute Services</td>
</tr>
<tr>
<td></td>
<td>Transportation Services</td>
</tr>
<tr>
<td></td>
<td>Warehouse Services</td>
</tr>
</tbody>
</table>

Table 1
i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys (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 three of 2017-18 was for Curriculum & Instruction was 97%, and for Human Resources & District Services was 100% (Figure 1 & 2). Of the 65 respondents, the majority came from within the organization in the roles of certified staff and classified staff. The overall satisfaction rate of 99% by role was certified staff 59%, classified staff 30%, 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 Human Resources & District Services and 92% were satisfied with Curriculum & Instruction.

![Percent Satisfied 2017-18 Third Quarter](image)
Safe & Healthy Environments and Efficient & Effective operations

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

---

**i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys (continued)**

Participants in 2017-18 Third Quarter Customer Satisfaction Survey

<table>
<thead>
<tr>
<th></th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>28</td>
</tr>
<tr>
<td>Human Resources &amp; District Services</td>
<td>36</td>
</tr>
</tbody>
</table>

- # Satisfied
- # Not Satisfied
- Total #

*Figure 2 Contains only division specific data*

---

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Staff</td>
<td>38</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>19</td>
</tr>
</tbody>
</table>

- # Satisfied
- # Not Satisfied
- 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.

NCSD Strategic Plan Quarterly Report

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, however, each was at or above 90%.
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)

Figure 5

Figure 6
**Projections of Data Availability**

(Updated in July 2018)

**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)

**Quarter 1 - July, August & September**

Report out - November 2018

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 2017-18 w/summer school credits
   ii. SI – ACT benchmarks @ grade 11 for 2017-18
   iii. SI – Advanced Placement & International Baccalaureate programming for 2017-18

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 2017-18
   ii. SI - PAWS reading @ grades 3-8 for 2017-18
   iii. SI - PAWS science @ grades 4 & 8 for 2017-18

4) Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2018-19 (1st Quarter)

*PI – primary indicator
**SI – secondary indicator
**Projections of Data Availability (cont.)**
*(Updated in July 2018)*

**Quarter 2 - October, November, December**
Report out March 2019

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 2017-18
   i. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2018-19
      (1st semester)
   ii. SI – Non-graduate rates for HS for 2018-19 (1st semester)
   iii. SI – High school and college articulation agreements for 2018-19
   iv. SI – High school certification programs for 2018-19

2) Goal – NWEA Reading @ grade level in grades 3, 5, and 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 2018-19 (2nd Quarter)

*PI – primary indicator
**SI – secondary indicator*