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 proficient in English Language Arts (ELA) in grades 3, 5, 7, and 9 to _*_*%, based on the Wyoming Performance and Content Standards as measured by the state summative assessment. *(The percentage will be set after the Wyoming Department of Education determines WYTOPP Cut Scores and the data is released)*

**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**
Projections of Data Availability

Quarter 1 - July, August & September
Report out - November 2017
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. SI – Advanced Placement & International Baccalaureate programming for 2016-17
2. Goal – Reading @ grade level in grades 3, 5 & 8
   i. PI - Wy-TOPP ELA @ grades 3, 5, 7, 9
   ii. SI - Fall FastBridge Reading K-3
3. Goal – Meet or exceed school accountability on WAEA
   i. SI - WY-TOPP math @ grades 3-10 for 2017-18
   ii. SI - WY-TOPP reading @ grades 4, 6, 8, 10 for 2017-18
   iii. SI - WY-TOPP science @ grades 4, 8, 10 for 2017-18
   iv. SI - Fall FastBridge Math K-3
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)

Quarter 2 - October, November, December
Report out March 2018
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. PI – Federal on-time four (4) year graduation rates @ grade 12 for 2017-18
   ii. SI – Hathaway levels @ grade 12 for 2017-18
   iii. SI – High school and college articulation agreements for 2018-19
   iv. SI – High school certification programs for 2018-19
2. Goal – Reading @ grade level in grades 3, 5 & 8
   i. No Information in this report
3. Goal – Meet or exceed school accountability on WAEA
   i. PI - Wyoming State Accountability Data 2017-18
   ii. 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)

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 2018-19 (1st semester)
   ii. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2018-19 (1st semester)
   iii. SI – Non-graduate rates for HS for 2018-19 (1st semester)
2. Goal – Reading @ grade level in grades 3, 5 & 8
   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 2018-19 (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 2018-19 (2nd semester)
   ii. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2018-19 (2nd semester)
   iii. SI – Non-graduate rates for HS for 2018-19 (2nd semester)

2. Goal – Reading @ grade level in grades 3, 5 & 8
   i. SI - FastBridge Spring 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
   i. SI – CSF Campus customer satisfaction surveys for 2018-19 (4th Quarter)
   ii. SI – CSF Campus customer satisfaction surveys for 2018-19 (Full year)

*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.

In June 2018, the Board of Trustees revised goal two to align with the change in the assessment structure at state level.

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 proficient in English Language Arts (ELA) in grades 3, 5, 7, and 9 to ____%, based on the Wyoming Performance and Content Standards as measured by the state summative assessment.
- By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

The Human Resources Division is assessing progress of the goal in the area of safe and healthy environments and efficient and effective operations:

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

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Collective Strategic Approach NCSD’s Four (4) Goals

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

Strategies to Support Goals

- Systems of Common Assessments
- 21st Century Learning
- Academy Based Learning
- Aligned ELA Standards
- Aligned to Wyoming Content Standards
- Physically & Mentally Safe Environments
- Efficient & Effective Operations
- Recognize & Celebrate
- Processes for Input & Communication

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1 The percentage will be set after the Wyoming Department of Education determines cut scores.
On-Time Four-Year Graduation Rate

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

Natrona County School District’s (NCSD) four-year graduation rate has shown relatively consistent growth over the last six (6) years. The trend of growth occurred even with an increase in required credits from 24.5 to 26.5 during the 2016-17 school year.

The two largest high schools saw 4-year on time graduation rates of over 80%. Midwest High School has the most fluctuation due to lower enrollment numbers.

<table>
<thead>
<tr>
<th>NCSD Four (4) Year Federal Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td>77.98%</td>
</tr>
<tr>
<td>2016-17</td>
</tr>
<tr>
<td>79.34%</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>76.58%</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>76.54%</td>
</tr>
<tr>
<td>2013-14</td>
</tr>
<tr>
<td>75.38%</td>
</tr>
<tr>
<td>2012-13</td>
</tr>
<tr>
<td>74.12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School On-Time Graduation Rates from 2012 to 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kelly Walsh High School</strong></td>
</tr>
<tr>
<td>2018 - 80.62%</td>
</tr>
<tr>
<td>2017 - 83.33%</td>
</tr>
<tr>
<td>2016 - 75.96%</td>
</tr>
<tr>
<td>2012 - 79.12%</td>
</tr>
<tr>
<td><strong>Midwest High School</strong></td>
</tr>
<tr>
<td>2018 - 64.29%</td>
</tr>
<tr>
<td>2017 - 100.00%</td>
</tr>
<tr>
<td>2016 - 84.62%</td>
</tr>
<tr>
<td>2012 - 77.78%</td>
</tr>
<tr>
<td><strong>Natrona County High School</strong></td>
</tr>
<tr>
<td>2018 - 84.04%</td>
</tr>
<tr>
<td>2017 - 81.77%</td>
</tr>
<tr>
<td>2016 - 80.79%</td>
</tr>
<tr>
<td>2012 - 74.78%</td>
</tr>
<tr>
<td><strong>Roosevelt High School</strong></td>
</tr>
<tr>
<td>2018 - 35.37%</td>
</tr>
<tr>
<td>2017 - 45.56%</td>
</tr>
<tr>
<td>2016 - 47.37%</td>
</tr>
<tr>
<td>2012 - 38.03%</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.

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 Welding 1 (4 welding processes)</td>
<td>● ProSTART</td>
<td>● None</td>
<td>● Certified Nursing Assistant</td>
<td>● CISCO @ NC &amp; KW</td>
</tr>
<tr>
<td>● ASE Auto (5 Certifications</td>
<td>● ServSafe</td>
<td></td>
<td>● First Aid/CPR</td>
<td></td>
</tr>
<tr>
<td>● Heavy Equipment Operator</td>
<td></td>
<td></td>
<td>● Basic Life Support</td>
<td></td>
</tr>
<tr>
<td>● OSHA 10-Hr Authorizations</td>
<td></td>
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</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.
Wyoming State Accountability Summary

Wyoming is held accountable at both the state and federal level. State accountability is defined in the Wyoming Accountability in Education Act (WAEA), of 2013. This law takes into account measures specifically related to educational goals in Wyoming.

Federal accountability is transitioning from the requirements of No Child Left Behind (NCLB) to a locally controlled Wyoming accountability system that meets federal guidelines defined in the recently passed Every Student Succeeds Act (ESSA).

The WAEA established a requirement to develop procedures for assigning all Wyoming public schools to one of four performance level categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.

The WAEA system was redefined for the 2017-18 school performance ratings in order to align with the ESSA federal requirements. Therefore, it could be considered a new baseline year.

There are 27 elementary and middle schools included in this summary on the 2017-18 school performance. Three schools, Alcova Elementary, Powder River Elementary, and Red Creek Elementary are under review because they are designated as small schools and the enrollment is not large enough to fulfill the n requirement. Therefore, these schools are not included in the summary.

**NCSD 3-8 Trend Data for WAEA**

<table>
<thead>
<tr>
<th>Year</th>
<th>Meeting &amp; Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD 2018</td>
<td>37%</td>
</tr>
<tr>
<td>NCSD 2017</td>
<td>46%</td>
</tr>
<tr>
<td>NCSD 2016</td>
<td>46%</td>
</tr>
<tr>
<td>NCSD 2014</td>
<td>22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Meeting &amp; Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>WY 2018</td>
<td>47%</td>
</tr>
<tr>
<td>WY 2017</td>
<td>60%</td>
</tr>
<tr>
<td>WY 2016</td>
<td>57%</td>
</tr>
<tr>
<td>WY 2014</td>
<td>51%</td>
</tr>
</tbody>
</table>

**NCSD Schools Exceeding Expectations**

**Evansville**

The highest performance level for schools is Exceeding Expectations. A school that receives the performance level of exceeding is a school that is considered to be a model of performance. Evansville has been an exceeding school four years in a row.
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

Standards Based Curriculum and Assessment

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
advise 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.

CSF Campus Customer Satisfaction Surveys
The data included in this report reflects responses on the Customer Satisfaction Survey from September 15, 2018 through December 14, 2018. There were 151 logins during this time period, however, only 114 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.

<table>
<thead>
<tr>
<th>Overall District Satisfaction Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17  94%</td>
</tr>
<tr>
<td>2017-18  94%</td>
</tr>
<tr>
<td>2018-19  86%</td>
</tr>
</tbody>
</table>
Primary Indicator: Four-year on-time graduation rates @ grade 12 for 2017-18

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 2017-18 four-year on-time graduation rate for Natrona County Schools is 77.98%. There were 940 students in the cohort and 733 students graduated on-time. This rate was a decrease of 1.36 points from the 2016-17 school year. The state 2017-18 four-year on-time graduation rate for Wyoming was 81.70%, a slight increase for the fifth (5th) consecutive year (Figure 1).

The two largest high schools had rates of over 80%. Kelly Walsh High School’s four-year on-time graduation rate was 80.62%, a 2.68 decrease. Natrona County High School saw an increase of almost three points for a graduation rate of 84.04%. Midwest School had a graduation rate of 64.29%. Midwest School experienced the greatest fluctuation in graduation rate due to the small enrollment size. Roosevelt High School, an alternative high school, had a graduation rate of 35.37%, this was a ten point decrease from the previous school year (Figure 2).
Figure 1

Four Year Graduation Rate
Figure 2

NCSD High School Four Year Graduation Rate

- KWHS
- Midwest
- NCHS
- RHS
Secondary Indicator: High School and College Articulation Agreements for 2018-19

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 2018-19, there are thirty-seven (37) NCSD and Casper College articulated courses, the same number as in 2015-16, 2016-17, and 2017-18.

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.

In February of 2015, the Central Wyoming BOCES began applying criteria when awarding graduate degree 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.
<table>
<thead>
<tr>
<th>NCSD Course</th>
<th>Casper College Course</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language I</td>
<td>Beginning Sign Language ASL 1200</td>
<td>KW</td>
</tr>
<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>PIC</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 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>Chemistry</td>
<td>CHEM 1025 and 1028</td>
<td>KW</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>
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<td>Computer Programming III Honors</td>
<td>Programming in Java COSC 2406</td>
<td>KW</td>
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<td>English Language Arts IV A</td>
<td>English I: Composition ENGL 1010</td>
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<td>Fire Science</td>
<td>First Responder FIRE 1670</td>
<td>RHS</td>
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<tr>
<td>French II</td>
<td>First Year French I FREN 1010</td>
<td>KW, NC</td>
</tr>
<tr>
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<td>Chemistry I CHEM 1025, CHEM 1028</td>
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<tr>
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<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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<td>Precalculus/Algebra and Trigonometry Honors</td>
<td>Math 1450</td>
<td>KW, NC, MW</td>
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<td>Particular Topics in Biology I/II</td>
<td>Intro to Health Care and Services HLTK 1500</td>
<td>NC</td>
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<td>Robotics Electronic/Electricity</td>
<td>Basic AC/DC Electronics ELTR 1515</td>
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<td>Spanish II</td>
<td>SPAN 1010</td>
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<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>
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<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>

**Table 1**
Secondary Indicator: High School Certifications for 2018-19

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)

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.
Goal 2:

By 2019, NCSD will increase the percentage of students proficient in English Language Arts (ELA) in grades 3, 5, 7, and 9 to __% based on the Wyoming Performance and Content Standards as measured by the state summative assessment. *The percentage will be set after the Wyoming Department of Education determines WYTOP Cut Scores and the data is released.*

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 data this quarter
Goal 3:

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

G3a Primary Indicator: Wyoming Accountability Summary Data

This year marks a new baseline year the Wyoming School Accountability system with the implementation of new WY-TOPP assessment in grades 3-10 and a new indicator around English Language Learners. The model for the WAEA was revised to meet the federal law titled Every Student Succeeds Act (ESSA). The WAEA established a requirement to develop procedures for assigning all Wyoming public schools to one of four performance level categories: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. ESSA required that schools be identified in three categories; unclassified, comprehensive support and improvement (CSI), or targeted support and improvement (TSI). When the reports are released you will see measurements for both the state and federal requirements.

Schools with Grades 3 through 8

The Wyoming School Accountability consists of four indicator categories for schools with grades 3 through 8. Achievement, growth, equity, and English language proficiency are the four indicators used to classify schools.

Achievement: Achievement is calculated as one overall school achievement score for a school. The school achievement score is based on the number of students proficient/advanced on the Math (3-8), Reading (3-8), and Science (4, 8) WY-TOPP tests, divided by the number of students tested within all contents and grades. Achievement scores are then placed into a target level based on the cut scores set by the Professional Judgment Panel.

Growth: School Level Growth is the school’s mean growth percentile (MPG). This is calculated by the mean student growth percentile (SGP) of all students in all grades for the math and reading WY-TOPP tests. The SGP is calculated for students that have at least two consecutive years of data. Growth is calculated by comparing student’s growth with the growth of students in the same grade with similar test score history (academic peer group). Growth scores are then placed into a target level based on the cut scores set by the Professional Judgment Panel.

Equity: The equity indicator is designed to assist schools in minimizing achievement gaps. The equity indicator is computed through the school’s mean growth percentile for a subgroup of students. The subgroup of students is identified by looking at the scale scores individually in math and reading. Therefore, students could be included in only reading, only math, or both, depending on their scale score. The equity indicator was changed in order to align the WAEA indicator for grades three through eight with the required provisions of ESSA. The change involved using a weighted MGP that includes SGPs of all students attending a school. The MGP for the consolidated subgroup is weighted at 80% and the MGP for all students not in the consolidated subgroup is weighted at 20%.

English Language Proficiency: The ELP indicator measures whether or not English learners are making expected progress toward becoming English proficient within a time frame suggested by research to be reasonable. Research suggests that learning English should take about 6 years for a student who enters an English-speaking school with little or no English contingent on factors such as previous educational experience and first language.
Participation rates are important to the overall accountability system so that the performance level is representative of all students that are receiving instruction at a school. Both WAEA and ESSA include a 95% participation rate requirement on the state achievement test. Participation rate is computed for all students enrolled in the school during the testing window including all full academic year (FAY) students. The denominator on the achievement indicator must be at least 95% of FAY students attending the school (expanded standards students are not excluded). Not tested students in excess of 5% of all FAY students are counted as not proficient on achievement indicator.

There are 27 elementary and middle schools included in this summary on the 2017-18 school performance. Three schools, Alcova Elementary, Powder River Elementary, and Red Creek Elementary are under review because they are designated as small schools and the enrollment is not large enough to fulfill the \( n \) requirement. Therefore, these schools are not included in the summary.

The highest performance level for schools serving grades 3 through 8 is Exceeding Expectations. Natrona County School District (NSCD) has one school (4%) earning this performance level; Evansville Elementary. Evansville Elementary has earned the exceeding expectation status four years in a row.

There are nine schools (33%) in NCSD that received the performance level of meeting expectations. The schools are Casper Classical Academy, Centennial Middle School, CY Middle School, Crest Hill Elementary, Park Elementary, Sagewood Elementary, Verda James Elementary, University Park Elementary, and Woods Learning Center.

In NCSD there are seven schools (26%) earning performance level of partially meeting. The schools are Fort Caspar Academy, Lincoln Elementary, Manor Heights Elementary, Midwest School, Paradise Valley Elementary, Southridge Elementary, and Summit Elementary.

There are ten schools (37%) that were rated as not meeting expectations. These schools are Bar Nunn Elementary, Cottonwood Elementary, Dean Morgan Middle School, Frontier Middle School, Journey Elementary, Mountain View Elementary, Pineview Elementary, Poison Spider School, Oregon Trail Elementary, and Willard Elementary.
As shown in Table 1, there were four schools (15%) that showed an increase in performance level, ten schools (37%) that showed a decrease in performance level, and thirteen schools (48%) that remained the same.

**Figure 3**

**High School Accountability**

High Schools were rated on the same four indicators as schools with grades 3-8 with the addition of readiness indicators. The readiness indicators are graduation rate, post secondary readiness, and grade 9 credits,

As shown in Table 2, two of three high schools are partially meeting expectations. Two high schools maintained the same level of performance from the 2016-17 school year.

Roosevelt High School received a rating of partially meeting expectations under a different accountability system for alternative schools.
Figure 4: Trends in 9-12 School Performance Rating Categories for NCSD Compared to Wyoming.
G3i 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.

Math - Math curriculum, assessment, and resource adoption are fully operational for the 2018-19 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. In 2018, Math Content and Performance Standards were changed. Beginning in the Fall of 2019, Math will go through its second NCSD cycle focusing on a guaranteed and viable curriculum with the 2018 State Standards. The Math Articulation Committee continues to meet quarterly for continued feedback.

English Language Arts - The ELA curriculum, assessment, and resource adoption are fully operational for the 2018-19 school year. 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. In 2017-18 the validation stage of the assessments took place, in which the committee received continuous improvement feedback from teachers across the system. The ELA Subject Area Committee used the feedback to make revisions to the assessments in June 2018 prior to them being fully operational. The resources adoption process for ELA was completed in December 2018. The ELA Articulation Committee continues to meet quarterly for continued feedback.

Health - The Health curriculum, assessment, and resource adoption are fully operational for the 2018-19 school year. The Health Curriculum was approved by the Board of Trustees in February 2017. The Health Subject Area Committee wrote grade band assessments, evaluated them for reliability, validity, and fairness. The assessments were deployed September 2017. In 2017-18 the validation stage of the assessments took place, in which the committee received continuous improvement feedback from teachers across the system. The Health Subject Area Committee used the feedback to make revisions to the assessments in June 2018 prior to them being fully operational. The resources adoption process for Health was completed in December 2018. The Health Articulation Committee continues to meet quarterly for continued feedback.

Physical Education - The PE Curriculum was approved by the Board of Trustees in February 2017. The PE Subject Area Committee wrote grade band assessments, evaluated them for reliability, validity, and fairness. The assessments went out in draft form during the 2018-19 school year for validation feedback. In the current school year (2018-19) the assessments will go through the validation stage, in which the committee will receive continuous improvement feedback from teachers across the system. Resources were approved by the Board of Trustees in May 2018 and schools will use a collaborative process to adopt materials. The PE Articulation Committee continues to meet quarterly for continued feedback.

Fine and Performing Arts – The Fine and Performing Arts (FPA) Curriculum was approved by the Board of Trustees in February 2017. The FPA Subject Area Committee wrote grade level assessments, evaluated them for reliability, validity, and fairness. The assessments went out in draft form during the 2018-19 school year for validation feedback. In the current school year (2018-19) the assessments will go through the validation stage, in which the committee will receive continuous improvement feedback from teachers across the system. Resources were approved by the Board of Trustees in May 2018 and schools will use a collaborative process to adopt materials. The Fine and Performing Arts Articulation Committee continues to meet quarterly for continued feedback.

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 met in Spring 2018 to review the feedback from validation, revisions will be made as needed, and the proposed curriculum went before the Board of Trustees in June 2018. In August 2018, the State put in additional standards for Indian Education For All. In the Fall of 2018, the Social Studies Subject Area Committee put the additions into the NCSD Curriculum where appropriate. The NCSD curriculum with the additions was sent to stakeholders for feedback in the Fall of 2018. The additions will go to the Associate Superintendent of Curriculum and Instruction for approval in Spring of 2019. In the Fall of 2018, the Subject Area Committee met and wrote draft proficiency scales and assessments. The assessments will be piloted within committee members’ classrooms in Spring 2019. The Social Studies Articulation Committee reviewed resources for Board approval in Spring 2019. The Social Studies Articulation Committee continues to meet quarterly for continued feedback.

Foreign Language - During the 2017-18 school year, the Foreign Language Curriculum was in a draft year. Stakeholders were asked to give feedback on the implementation and content of the curriculum through the
validation survey. The Subject Area Committee met 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. In the Fall of 2018, the Subject Area Committee met and wrote draft proficiency scales and assessments. The assessments will be piloted within committee members’ classrooms in Spring 2019. The Subject Area Committee reviewed resources for Board approval in Spring 2019. The Foreign Language Articulation Committee continues to meet quarterly for continued feedback.

Career Vocational Education - During the 2017-18 school year, the Career Vocation Education Curriculum was in a draft year. Stakeholders are asked to give feedback on the implementation and content of the curriculum through the validation survey. The Subject Area Committee met 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. In the Fall of 2018, the Subject Area Committee met and wrote draft proficiency scales and assessments. The assessments will be piloted within committee members’ classrooms in Spring 2019. The Subject Area Committee reviewed resources for Board approval in Spring 2019. The Career and Vocational Education Articulation Committee continues to meet quarterly for continued feedback.

Science - During the 2017-18 school year, the Science Subject Area developed the draft science curriculum. The committee met six times first semester, including two days of staff development. In Spring 2018, the Science Subject Area Committee will met four additional days to complete the Science draft curriculum by June 2018. In August 2018, The Science Draft Curriculum was presented to K-12 science teachers. The curriculum is open for validation and feedback from Stakeholders. The Subject Area Committee met for the first time to review feedback in January 2019. The Science Articulation Committee continues to meet quarterly for continued feedback.
Goal 4

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

Secondary Indicator - Customer Satisfaction Survey Quarter 2

**Overview**
The data included in this report reflects responses on the Customer Satisfaction Survey from September 15, 2018 through December 14, 2018. There were 151 logins during this time period, however, only 114 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.

**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, 86% 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 2.
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 2018-19 were for Curriculum & Instruction was 99%, and for Human Resources & District Services was 62% (Figure 5 & 6). Of the 114 respondents, the majority came from within the organization in the roles of certified staff and classified staff. The overall satisfaction rate of 86% by role was certified staff 54%, administrators 11%, classified staff 19%, and the other roles 2% 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 7). 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 98% were satisfied with the Curriculum & Instruction Division and 67% with the Human Resources & District Services Division. Of the classified staff, 100% were satisfied with Curriculum & Instruction and 85% were satisfied with Human Resources & District Services. There were not at least 10 administrators in each division that responded, so that data is not reported during this quarter (Figure 8).

<table>
<thead>
<tr>
<th>List of Departments and Services within each Division</th>
<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>
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<tr>
<td>Differentiation &amp; Early Childhood</td>
<td>Accounting</td>
<td></td>
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<tr>
<td>District Athletics and Activities Department</td>
<td>Central Services Main Entry Services</td>
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<tr>
<td>Grant Management</td>
<td>Compensations and Benefits Services</td>
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</tr>
<tr>
<td>Special Education Department</td>
<td>Enrollment Office</td>
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<tr>
<td>Student Support Services</td>
<td>Facilities Department</td>
<td></td>
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<tr>
<td>Teaching and Learning Department</td>
<td>Food Services Department</td>
<td></td>
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<tr>
<td>Grounds</td>
<td>HR Generalist Services</td>
<td></td>
</tr>
<tr>
<td>Informational Technology Department</td>
<td>Maintenance Department</td>
<td></td>
</tr>
<tr>
<td>Media &amp; Public Relations Department</td>
<td>Professional Development</td>
<td></td>
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<tr>
<td>Risk Management Services</td>
<td>Substitute Services</td>
<td></td>
</tr>
<tr>
<td>Transportation Services</td>
<td>Warehouse Services</td>
<td></td>
</tr>
</tbody>
</table>

Table 2
Figure 5

Percent Satisfied 2018-19 Second Quarter

- Curriculum and Instruction: 99%
- Human Resources & District Services: 62%

Figure 6 *Contains only division specific data

Participants in 2018-19 Second Quarter Customer Satisfaction Survey

- Curriculum & Instruction: 75
- Human Resources & District Services: 39

Legend:
- # Satisfied
- # Not Satisfied
- Total #
Participants in 2018-19 Second Quarter Customer Satisfaction Survey by Role

Number of Participants

Role

# Satisfied  # Not Satisfied  Total #

Administrator  12  
Certified Staff  66  
Classified Staff  24  

Figure 7: Contains all data
Figure 8* 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 9, the ratings on the four areas were closely related to the overall satisfaction at the district level. The largest difference was 9%.

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 10.

![Percent Agree and Strongly Agree in Four Specific Areas at the District Level 2018-19 Second Quarter](image)

Figure 9
Percent that are Satisfied in Four Specific Areas at the Division Level
2018-19 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>92%</td>
<td>64%</td>
</tr>
<tr>
<td>Courteous Service</td>
<td>92%</td>
<td>51%</td>
</tr>
<tr>
<td>Timely Service</td>
<td>92%</td>
<td>76%</td>
</tr>
<tr>
<td>Quality Product/Service</td>
<td>92%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Figure 10