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

EFFECTIVE & EFFICIENT OPERATIONS

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

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

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

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

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

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

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

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

Transparency ● Excellence ● Joy ● Responsible Risk-Taking
Considerate, Meaningful Communication ● Collaboration
Integrity ● Diversity ● Mutual Trust ● Fairness
Executive Summary

1) Goal – Four year graduation rate at minimum of 85% and prepared for college and/or career
   a) PI* – Four year graduation rates at grade 12 for 2013-14
   i) SI** – Predictive four year graduation rates at grade 12 for 2015-16
   ii) SI – ACT benchmarks at grade 11 for 2014-15
   iii) SI – Hathaway levels at grade 12 for 2014-15
   15 vi) SI – Advanced Placement & International Baccalaureate performance for 2014-15

2) Goal – NWEA Reading at grade level in grades 3, 5 & 8 at minimum of 85%
   a) PI – NWEA spring reading at grades 3, 5 & 8 for 2014-15
   i) SI – NWEA spring reading at grades K, 1, 2, 4, 6 & 7 for 2014-15

3) Goal – Meet or exceed school accountability on WAEA
   a) PI – Wyoming state accountability summary data
   i) SI - PAWS math at grades 3-8 for 2014-15
   ii) SI - PAWS reading at grades 3-8 for 2014-15
   iii) SI - PAWS science at grades 4 & 8 for 2014-15
   iv) SI - NWEA spring math at grades K-8 for 2014-15

4) Goal – Stakeholder satisfaction rates at minimum of 80% from the NCSD climate surveys
   i) SI – CSF Campus customer satisfaction surveys not available due to the fall 2015 deployment

Projections of Data Availability

Appendices

- Graduation Rate Data
- NWEA MAP School Data
- State Accountability Data by Schools
- Summary of Schools’ Strategic Plans
- Schools’ and Departments’ Updated Strategic Plans
- Schools’ and Departments’ Quarterly Reports

*PI – primary indicator
**SI – secondary indicator
EXECUTIVE SUMMARY

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

The purpose of this report is to share information with our stakeholders about Natrona County School District’s (NCSD) current state of performance and the progress we are making toward our strategic plan.

The 2014-2019 Strategic Plan was developed by a group of stakeholders, including the NCSD Board of Trustees, representatives from all employee groups, parents, community members, and students. The NCSD Board of Trustees has officially adopted this strategic plan to guide the District's work.

The Curriculum & Instruction Division is tracking progress towards three of the four goals to impact student growth and high academic achievement:

- **By 2019, NCSD will increase the four-year graduation rate to 85%.** NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.
- **By 2019, NCSD will increase the percentage of students in grades 3, 5, and 8 reading at or above grade level to 85%** as measured by the NWEA reading assessment.
- **By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.**

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

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

## Collective Strategic Approach

<table>
<thead>
<tr>
<th>NCSD’s Four (4) Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raise Graduation Rates</td>
</tr>
<tr>
<td>2. Increase Grade Level Reading</td>
</tr>
<tr>
<td>3. Meet or Exceed the Wyoming School Performance Levels</td>
</tr>
<tr>
<td>4. Establish Stakeholder Satisfaction</td>
</tr>
</tbody>
</table>

## 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
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 standards and summative assessment structures. This work has been broken into numerous stages of deployment assigned to the NCSD C & I Division:

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

Wyoming’s Adoption of Standards

<table>
<thead>
<tr>
<th>Nine (9) Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 - MATH</td>
</tr>
<tr>
<td>2012 - ELA</td>
</tr>
<tr>
<td>2012 - HEALTH</td>
</tr>
<tr>
<td>2013 - FINE &amp; PERFORM ARTS</td>
</tr>
<tr>
<td>2013 - FOREIGN LANGUAGE</td>
</tr>
<tr>
<td>2014 - PHYSICAL ED</td>
</tr>
<tr>
<td>2014 - SOCIAL STUDIES</td>
</tr>
<tr>
<td>2014 - CAREER &amp; VOC ED</td>
</tr>
<tr>
<td>201? - SCIENCE (possibly 2017)</td>
</tr>
</tbody>
</table>

NCSD’s Timeline to begin district work with each set of standards

<table>
<thead>
<tr>
<th>Nine (9) Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14 - MATH</td>
</tr>
<tr>
<td>2014/15 - ELA</td>
</tr>
<tr>
<td>2014/15 - HEALTH</td>
</tr>
<tr>
<td>2015/16 - FINE &amp; PERFORM ARTS</td>
</tr>
<tr>
<td>2015/16 - PHYSICAL ED</td>
</tr>
<tr>
<td>2015/16 - SOCIAL STUDIES</td>
</tr>
<tr>
<td>2016/17 - FOREIGN LANGUAGE</td>
</tr>
<tr>
<td>2017/18 - CAREER &amp; VOC ED</td>
</tr>
<tr>
<td>2017/18 - SCIENCE (possibly 2017)</td>
</tr>
</tbody>
</table>

NCSD’s progression with each set of standards

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

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

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

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

Currently the language arts and health curriculum are in draft stages of application within NCSD. Teachers are working with the identified components and making suggestions to the application of the draft curriculum. In the late spring of 2016 adjustments will provide recommendations for any adjustments before the curriculum moves to a final recommendation for the board of trustees. During the spring of 2016 the process for recommending resources and materials will begin and extend into the 2016-17 school year. During the spring of 2016 the subject area committees will also begin to formulate draft interim assessment designing to align with the components of the standards.

Currently the subject area committees are working with six (6) content areas

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
</tr>
</tbody>
</table>

The math standards-based work: full deployment

- An operational curriculum that has been designed K-12 to align with the expectations of the standards
- Primary resources have been purchased and are being used K-12
- NCSD Staff are in the validation stage of the interim assessments K-12

The ELA and Health Standards-based work: draft curriculum

- Using a draft curriculum that has been designed K-12 to align with the expectations of the standards
Currently all NCSD staff members of ELA and health are utilizing previously designed common assessments with links to the current standards. These assessment structures are not cultivated at the district level; they are utilized within the individual school’s assessment system.

The subject area committees for social studies, physical education, fine and performing arts are meeting this school year to gather curricular input from their partner content teachers. These committees will use their knowledge of the content and their peers to design draft curriculums to deploy in the same manner as ELA and health.

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

Schools have designated and aligned a strategic approach to improving through standards-based instruction. The Natrona County School District’s Curriculum and Instruction Division will be supporting this goal through the standards-based initiative. NCSD will work to establish a guaranteed and viable curriculum throughout all language arts and math classrooms. The work will incorporate vertical and horizontal alignment of the standards K-12, the identification of the primary outcomes, specificity of the supporting content components, the establishment of a district-wide assessment structure, and efforts to align resources.

**The SS, PE, Fine & Performing Arts Standards-based work: developing draft curriculums**

- In the process of developing draft curriculum that will be designed K-12 to align with the expectations of the standards

**A common focus within NCSD to have a guaranteed and viable curriculum**

- Guarantees an equal opportunity for the learning for all students
- Guarantees adequate time for educators to teach content and for students to learn it
- Guarantees that the curriculum being taught is the same curriculum that will be assessed
- Adequate time is ensured to teach all determined essential content
- The curriculum is composed of identified learning components that are the essential learning that students must know or do in order to perform at the mastery level of the identified standard
Over the past four (4) months the NCSD assessment department has been guiding work to review the NCSD district assessment system. That work has focused on an internal audit of the district-wide assessment structures for purpose, alignment to the complexity of the standards and level of rigor. The system is being reviewed for all nine (9) content areas in grades K-12. Questions of alignment and intent are surfacing around early education assessments for preschool, kindergarten screener readiness assessments, early literacy assessments in grades K-3, and the NWEA assessments for rigor and frequency. In the fall of 2015, adjustments were made to the interim math benchmark assessments to correct those assessments to be more responsive to the needs of instruction and teaching.

The NCSD district assessment system

- Currently under an internal audit
- Must align to the complexity of the content standards
- Purpose and intent is to inform instruction

Over the past eight (8) months over half (60%) of the NCSD schools have participated in training to develop and implement professional learning communities (PLCs). This focus on professional development is represented in the individual school’s improvement planning but supported at the district level. Schools within NCSD are embedding collaboration into their master schedules and working to support common instructional planning times. Staff teams are using this time, along with summer work and staff development days, to work systematically to establish a framework for PLCs. School teams are working to ensure equity and a common curriculum that also supports the application of common calibrated assessments. The school teams are beginning to administer assessments according to common timelines and then sitting down with the instructional data to plan for interventions. The teams work to revise the assessments and rubrics where applicable.

Professional development is driven through the individual school’s strategic plan: some common themes across NCSD

- A majority of the schools represent vital work in establishing and supporting a guaranteed and viable curriculum in ELA and Math
- Many of the schools identify professional learning communities as the desired improvement and cultural framework
Strategies:
1. Deploy a system of common assessments that support school improvement plans.
2. Build and cultivate environments that foster 21st Century Learning.
3. Implement Academy Based Learning approaches and principles.

**a. Primary Indicator: Four Year Graduation Rate**

This indicator is a lagging indicator meaning that the data is behind the current academic school year. The 2014-15 school year data is projected to be ready by the Quarter 3 report.

Natrona County School District’s (NCSD) four year graduation rate has shown relatively slow growth over the last three years (Table 1). There was a change in methodology in 2010-11 school year based on the federal government’s mandates to only include four year graduates in the calculation for Annual Yearly Progress (AYP). NSCD has shown growth each year since the 2010-11 school year, in comparison the state levels showed a decline from 2010 through 2013. During the 2013-14 school year the state showed a growth of 1.05% and NCSD showed a growth of 1.26%. There were 991 students in the 2013-14 four-year graduation cohort and 747 students graduated on time.

Each of the district’s high schools also showed an increase in the four year graduation rate from the 2012-13 school year to the 2013-14 school year. The greatest increase was at Midwest School at a 17.54 increase, next was Roosevelt High School with an 8.17 increase, Natrona County High School had a 1.37 increase, and Kelly Walsh High School had a 1.04 increase. Midwest School has the highest 4 year graduation rate at 84% (Appendix I, Figure 6).

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

**ai. Secondary Indicator: Grade Nine Credits**

Credits earned by a cohort 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 to graduate from a Wyoming high school increased from 24.5 to 26.5. The increase in required credits also increased the number of credits a student must earn each year to be considered on track to graduate with their cohort. Tables 1-3 represent the number of credits earned at the end of each academic school year. Therefore, the 9th grade credits earned column in each table does not include the credits that a student may earn during the summer between the 9th and 10th grade year; the 10th grade credits column in each table does not include credits the summer between 10th and 11th grade; and the 11th grade credit does not reflect the credits earned the summer before senior year.

For the 2016 graduating class as a district there is a decrease in the percent of students on track to graduate on time from the 9th grade year to the 11th grade year. This trend was seen at all schools except Roosevelt High School. This cohort of students all saw an increase in the 10th grade year, however, this trend did not continue into the 11th grade year. At the 11th grade year, there are 76% students on track to graduate on time in four years (Table 1, below).

### 2016 Graduation Cohort

<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>Number of Students</td>
<td>Number of Students</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>Earning 6.125 credits or more</td>
<td>on track for 4-year graduation</td>
<td>4-year graduation</td>
</tr>
<tr>
<td>CCA</td>
<td>40</td>
<td>41</td>
<td>98%</td>
</tr>
<tr>
<td>KWHS</td>
<td>314</td>
<td>386</td>
<td>81%</td>
</tr>
<tr>
<td>Midwest</td>
<td>15</td>
<td>18</td>
<td>83%</td>
</tr>
<tr>
<td>NCHS</td>
<td>397</td>
<td>475</td>
<td>84%</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>11</td>
<td>30</td>
<td>37%</td>
</tr>
<tr>
<td>District Total</td>
<td>777</td>
<td>950</td>
<td>82%</td>
</tr>
</tbody>
</table>

Data taken from Infinite Campus
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.

ai. Secondary Indicator: Grade Nine Credits (continued)

For the 2017 graduating class as a district there is a trend of a decreased percentage of students on track to graduate in four years as the students move through each grade level. In the 10th grade year for the 2017 cohort, there are 72% students on track to graduate on time in four years (Table 2, below).

<table>
<thead>
<tr>
<th>2017 Graduation Cohort</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td><strong>Number of Students Earning 6.625 credits or more</strong></td>
</tr>
<tr>
<td><strong>Number of Students Earning 13.25 credits or more</strong></td>
</tr>
<tr>
<td>CCA</td>
</tr>
<tr>
<td>KWHS</td>
</tr>
<tr>
<td>Midwest</td>
</tr>
<tr>
<td>NCHS</td>
</tr>
<tr>
<td>Roosevelt</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
</tr>
</tbody>
</table>

Data taken from Infinite Campus

For the 2018 graduating class in all four high schools there is decrease from previous years at the 9th grade level in the percent of students on track to graduate in 4 years. The differences at each high school range from 2-20%. In the 9th grade year for the 2018 cohort, there are 75% students on track to graduate in four years (Table 3, right). This is four percentage points lower than the previous 9th grade cohort (Table 2 & 3).

<table>
<thead>
<tr>
<th>2018 Graduation Cohort</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of Students Earning 6.625 credits or more</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td><strong>Number of Students Earning 13.25 credits or more</strong></td>
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<td><strong>District Total</strong></td>
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Data taken from Infinite Campus
**Student Growth & High Academic Achievement**

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a1i. Secondary Indicator: ACT

The ACT College Readiness Benchmarks were established by American College Testing, Inc. to identify the minimum ACT college readiness assessment scores required for students to have a high probability of success in credit-bearing college courses or course areas - English composition, social sciences courses, college Algebra, or biology. These courses are the first credit-bearing courses most commonly taken by first-year college students. Course placement data also show that reading achievement is most closely aligned with success in credit-bearing social sciences courses in college. Students who meet a benchmark on the ACT or ACT Compass have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on ACT Explore or ACT Plan are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school.

The ACT at Grade 11 is the assessment that is used in the Wyoming Accountability Education Act (WAEA) as the accountability test for high school. In 2013, the WDE used equipercentile linking to determine proficiency levels. However in 2014, new cut scores were determined by transforming the traditional ACT scale into a 3 digit scale score. The Professional Judgement Panel then used the 3 digit scale scores to determine cut scores for each performance level. A cut score was used to determine the proficiency level in each content. This was a change from the methodology used to determine proficiency levels in 2013.

In Figure 4 (page 8), the percent proficient is determined by the number of students meeting the cut score divided by the total number of students that took the test and received a score that attended the school for the full academic year. The All Tests Combined figures are the average of the four content areas. English/Writing was not identified by performance level during the 2012-13 school year. The data in Figure 4 also represents students at Roosevelt High School that took the ACT. Roosevelt High School (RHS) is not figured in the accountability reports because of their designation as an alternate high school but is included here for a complete picture of all NCSD full academic 11th grade students’ proficiency levels. The addition of student numbers from RHS changed the percent proficient by 1%. Additionally, 13% of the students that attended the same high school for a full academic school year scored at the proficient or advanced level in all four ACT content areas (Appendix I, Figure 9).

When compared to the state levels for 2015, NCSD is performing below the state level. The difference ranges between 4-6%. The state percent’s are as follows:

- All tests Combined: 34%
- Reading: 32%
- Math: 39%
- Science: 32%
- English/Writing: 34%
aii. Secondary Indicator: ACT (continued)

In past quarterly reports, this data has been depicted using the ACT National Benchmark Cut Scores. A change was made in reporting to better inform our performance as it pertains to accountability and proficiency as determined by the State of Wyoming.

Figure 4: Data taken from WDE Fusion Report
aiii. Secondary Indicator: Hathaway Level

This indicator is also a lagging indicator, as it is based on the 2013-14 cohort of students. "Hathaway scholarships are designed to provide an incentive for Wyoming students to prepare for and pursue post-secondary education within the State of Wyoming. The program consists of four separate merit scholarships, each with specific eligibility requirements, and a need-based scholarship for eligible students that supplements the merit awards" (WDE, 2015 http://edu.wyoming.gov/beyond-the-classroom/college-career/scholarships/hathaway/requirements/).

There are four levels of performance: Honors, Performance, Opportunity, and Provisional. The top two levels, Honors and Performance, have the same course requirements:

- Math- 4 years of math and must include Algebra 1 & 2, Geometry and an additional math,
- Language Arts- 4 years of Language Arts,
- Science- 4 years of science,
- Social Studies- 3 years of social studies (five content areas must be covered in 3 years), and
- Foreign Language 2 years of sequenced foreign language (i.e. Spanish 1 and Spanish 2).

However, the GPA and ACT requirement are different. For the Honors Hathaway level, students must have a grade point average (GPA) of 3.5 or above and an ACT score of at least 25. For the Performance Hathaway Level, students must have a GPA of 3.0 or higher and an ACT score of at least 21.

At the Opportunity Hathaway Level, the course requirements are the same as the above two levels with the exception of the Foreign Language requirement. The requirement for the Foreign Language content area is to demonstrate proficiency on the state standards for foreign cultures and languages in the common core of knowledge. Additionally a student must have a GPA of 2.5 or higher and at least a score of 19 on the ACT.

At the Provisional Hathaway Level, students must complete the current high school graduation requirements in Math with two of the three being Algebra 1, Algebra 2, and/or Geometry. In Language Arts, Science, and in Social Studies content areas, students must complete the current high school graduation requirements. The Foreign Language requirement is the same as at the Opportunity Hathaway Level. In addition, students must earn a 2.5 GPA or higher and a 17 ACT score or a 12 on the WorkKeys.

There were 446 students in the 2013-14 cohort in NCSD that were eligible for one of the four Hathaway levels, this accounts for 56% of the students. This figure includes those students that were counted through September 2014 on the WDE 684 collection (Figures 2 & 3).
**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.

**iii. Secondary Indicator: Hathaway Level (continued)**

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**NUMBER OF NCSD STUDENTS AT EACH HATHAWAY ELIGIBILITY LEVEL FOR THE 2013-14 SCHOOL YEAR**

![Bar chart showing the number of NCSD students at each Hathaway eligibility level for the 2013-14 school year.](image1)

*Figure 2: Data taken from WDE Fusion Report*

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**PERCENT OF NCSD STUDENTS AT EACH HATHAWAY LEVEL FOR THE 2013-14 SCHOOL YEAR**

![Bar chart showing the percentage of NCSD students at each Hathaway level for the 2013-14 school year.](image2)

*Figure 3: Data taken from WDE Fusion Report*
Student Growth & High Academic Achievement
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Secondary Indicator: AP/IB Programming
The AP Program is housed at Kelly Walsh High School for the district. Students have the opportunity to enroll in one or multiple AP courses. Throughout the last three years the enrollment in AP classes has been fairly constant. For the 2014-15 school year, there were more students enrolled in multiple courses than the previous four years (Table 4).

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students enrolled in AP Courses</th>
<th>Percentage enrolled in multiple AP courses</th>
<th>Percentage Enrolled in only one AP course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>332</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>2013-14</td>
<td>314</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2012-13</td>
<td>303</td>
<td>27%</td>
<td>73%</td>
</tr>
<tr>
<td>2011-12</td>
<td>410</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>2010-11</td>
<td>388</td>
<td>36%</td>
<td>64%</td>
</tr>
</tbody>
</table>

At the end of an AP course students take a national AP exam. Scores of 3, 4, or 5 on the AP exams can earn students college level credit hours. The score required and accepted is determined by the individual university or college. The University of Wyoming accepts AP scores from 3-5 depending on the course for college credit, from 3 credits to 12 credits, depending on the AP exam and course. The percent of students earning a 3 or above on AP exams has continued to increase each year (Table 5).

Advanced Placement Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students taking AP Exams</th>
<th>Overall Percentage of Students earning a 3 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>142</td>
<td>72%</td>
</tr>
<tr>
<td>2013-14</td>
<td>143</td>
<td>64%</td>
</tr>
<tr>
<td>2012-13</td>
<td>149</td>
<td>59.80%</td>
</tr>
<tr>
<td>2011-12</td>
<td>183</td>
<td>54.90%</td>
</tr>
<tr>
<td>2010-11</td>
<td>202</td>
<td>49.60%</td>
</tr>
</tbody>
</table>
avi. Secondary Indicator: AP/IB Programming (continued)

The IB program is housed at Natrona County High School. As in the AP program, students can choose to enroll in one or multiple IB courses. However, at the end of the IB program students must take tests in several content areas to earn enough points for the IB Diploma. The enrollment has been fairly constant with the exception of the 2013-14 where there was a significant dip of almost 80 students. There was an increase in 2014-15 by almost 100 students that brought the enrollment rate within 20 students of the 2012-13 school year. The percent of students enrolled in multiple IB courses has also remained fairly constant for the last five years (Table 6).

### International Baccalaureate Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students enrolled in IB Courses</th>
<th>Percentage Enrolled in Multiple IB Courses</th>
<th>Percentage Enrolled in a Single IB Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>260</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>2013-14</td>
<td>164</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>2012-13</td>
<td>288</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2011-12</td>
<td>287</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>2010-11</td>
<td>243</td>
<td>63%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Table 6

On the IB exam a score of 4 is considered passing, however, passing one exam is not sufficient to be awarded a diploma. A student must earn a total of 24 points in addition to other requirements. Therefore, a student could be high in one area and low in another and still earn an IB Diploma. More precise information is given in the appendix about the average scores in each course. The percent of students earning a four or better on an exam increased during the 2014-15 school year (Table 7).

### International Baccalaureate Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students taking IB Exams</th>
<th>Overall Percentage of students earning a 4 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>178</td>
<td>78%</td>
</tr>
<tr>
<td>2013-14</td>
<td>188</td>
<td>73%</td>
</tr>
<tr>
<td>2012-13</td>
<td>262</td>
<td>56%</td>
</tr>
<tr>
<td>2011-12</td>
<td>200</td>
<td>67%</td>
</tr>
<tr>
<td>2010-11</td>
<td>133</td>
<td>41%</td>
</tr>
</tbody>
</table>

Table 7
Student Growth & High Academic Achievement

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

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

a. Primary Indicator: NWEA MAP Reading Assessment

The Measure of Academic Progress (MAP) Assessment is a computerized adaptive test. The MAP test is administered district wide to all 1st-8th grade students twice a year in reading and math and once to kindergarten in the spring. The MAP assessment is administered as an interim assessment as part of the District Assessment System. Many schools also administer MAP a third time during the winter testing window as a third interim assessment to inform schools about the progress of students towards the school improvement goals.

The MAP test adapts to each students learning level by adjusting the questions that students receive based on their ability to answer questions. If a student receives a question and does not answer the question incorrectly then the test gives the student a question at a lower level. Likewise, if the student answers a question correctly then the test adapts and present the student with a higher level question. This continues until enough questions are given to a student to determine a RIT scale score. The RIT scale score is then compared and given a percentile in relation to the national norm. NWEA developed new norms in August 2015. These norms began to be used district wide with the fall 2015 testing season. For purposes of this goal any student that scores at the 40th percentile or above is considered to be at or above grade level.

Additionally, the MAP assessment gives information to teachers about strengths and weaknesses individual students have in relation to reading skills. These skills are used to support the Wyoming Content and Performance standards.

This assessment provides assessment data towards the Wyoming Content and Performance standards that are linked specifically to:
*reading strands for literary text
*reading foundational skills
*reading strands for informational text
*vocabulary acquisition and use
Student Growth & High Academic Achievement

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

ai. Secondary Indicator: NWEA MAP Reading Assessment Grades K-8

In August 2015, NWEA released new norms for MAP tests. The RIT scale score from this point forward on all MAP tests will be referenced using the new 2015 norms. Therefore, there was a recalculation of NWEA MAP Spring data from previous years using the 2015 norms so that changes in percentages between years could be compared consistently. Additionally, there was a district decision to use a higher percentile in kindergarten and first grade based on an internal study. The adjustment was made to increase the percentile cut score to mirror the national norm of approximately 23% of students being below the “at grade level” percentile. This decision and study were done with the 2010 norms. Historically, the decision was made to continue the higher cut score practice at kindergarten. However, with the new 2015 norms and the FALL NWEA MAP data complete, the percentile rank of 40th is more consistent with the national norm within NCSD.

The overall percentages by grade level shown in Figure 5, illustrates the variability between grade levels. However, the overall district percentage has remained fairly consistent. For the 2015 Spring test, kindergarten through third grade were near 80% at or above the 40th percentile, however, at fourth grade there was a drop that was evident through seventh grade, and then at eighth grade there was a rebound in the percent of students at or above the 40th percentile.

In figure 5, a cohort of students can be tracked. There is some variability in the percentage of students from year to year. In the previous two years, there has been a decrease in the percent of students that were at or above the 40th percentile in 4th grade to 5th grade. Likewise, in the last four years there has been a decrease from 5th to 6th grade for the same cohort of students. The increase from 7th grade to 8th grade by cohort mirrors the overall trend. Additionally, there was an increase in the percent at or above the 40th percentile in eight grade levels.
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.

**Student Growth & High Academic Achievement**

**ai. Secondary Indicator: NWEA MAP Reading Assessment Grades K-8 (continued)**

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>District Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>88%</td>
<td>79%</td>
<td>79%</td>
<td>80%</td>
<td>77%</td>
<td>79%</td>
<td>71%</td>
<td>71%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>2011-12</td>
<td>85%</td>
<td>83%</td>
<td>79%</td>
<td>81%</td>
<td>80%</td>
<td>81%</td>
<td>73%</td>
<td>71%</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>2012-13</td>
<td>85%</td>
<td>80%</td>
<td>76%</td>
<td>77%</td>
<td>78%</td>
<td>78%</td>
<td>71%</td>
<td>72%</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>2013-14</td>
<td>84%</td>
<td>82%</td>
<td>79%</td>
<td>80%</td>
<td>78%</td>
<td>77%</td>
<td>74%</td>
<td>76%</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>2014-15</td>
<td>84%</td>
<td>81%</td>
<td>81%</td>
<td>81%</td>
<td>80%</td>
<td>77%</td>
<td>75%</td>
<td>70%</td>
<td>81%</td>
<td>78%</td>
</tr>
</tbody>
</table>

*Figure 5 Data taken from NWEA based on 2015 Norms*
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.

a. Primary Indicator: Wyoming Accountability Summary Data
The Wyoming School Accountability system was piloted in 2013 and operationally implemented in 2014. The Wyoming Accountability in Education Act (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. Each school’s performance level determination was based upon the school’s performance on various indicators that were prescribed by statute. The methodology for evaluating each schools performance on the indicators was established in accordance with the January, 2012, Education Accountability Report\(^1\). A professional judgment panel (PJP) composed of Wyoming stakeholders as prescribed by statute engaged in a standard setting process to establish cut-points and other parameters for a school performance rating model (WDE, 2015).

Schools with Grades 3 through 8
The Wyoming School Accountability consists of three indicator categories for schools with grades 3 through 8. Achievement, growth, and equity are the three 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) PAWS tests, divided by the number of students tested within all contents and grades. This calculation is unchanged from the 2013-14 school year. 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 median growth percentile (MPG). This is calculated by the median student growth percentile (SGP) of all students in all grades for the math and reading PAWS 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). This calculation is unchanged from the 2013-14 school year. 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 median growth percentile for a subgroup of students. The subgroup of students is identified by looking at the PAWS scale scores individually in math and reading. Students are only identified for the consolidated subgroup in the content in which the scale score was equal to or less then approximately the 23rd percentile of Wyoming students. Therefore, students could be included in only reading, only math, or both, depending on their PAWS scale score. This is a change to the accountability system.

\(^1\) Marion, S. & Domaleski, C. (2012). The Wyoming Comprehensive Accountability Framework: Phase I. Produced for the Wyoming Select Committee on Statewide Education Accountability
High School Accountability

High Schools were rated on overall readiness and academic performance. There are two readiness indicators, graduation and readiness. There are two pathways to graduation level and three subparts for additional readiness; Hathaway scholarship eligibility level, grade nine credits earned, and tested readiness.

- **Graduation:** The four year on-time graduation and the extended graduation rate.
- **Hathaway scholarship level:** The accountability level assigned to each graduate based on their transcript.
- **Grade nine credits:** The number of grade nine credits earned by full academic year students enrolled at the school at the end of grade nine.
- **Tested readiness:** Based on the composite scores on the Explore, Plan and ACT test. Index point values are given based on the scores at four levels on a tested readiness index developed by the Professional Judgment Panel in 2013.

Academic performance is based on achievement, growth, and equity like schools with grades 3 through 8. However, the tests that were used in these scores for the 2014-15 school year were ACT Explore, ACT Plan, and ACT. A description of the three indicators:

- **Achievement:** The achievement indicator is based on the ACT test given in grade 11. The test consists of the subject areas of reading, math, science, and English/writing. The computation of the achievement indicator is based on the percentage of students that are proficient or above on the ACT divided by the number of students who took the test.

- **Growth:** The high school growth indicator is calculated the same as for grade 3 through 8. However, instead of using the PAWs test, the grade 9 ACT Explore test, the grade 10 ACT Plan test, and the grade 11 ACT test are used. Students must have two consecutive years of testing to measure growth. Growth in tenth grade is measured from the grade 9 ACT Explore test to the grade 10 ACT Plan test. Growth during grade 11 is measured from the Explore and Plan test in grade 9 and 10 to the ACT test in grade 11.

- **Equity:** High school equity is measured in grade eleven. The consolidated subgroup consists of eleventh graders that scored below 17 in math or below 16 in reading. Students are only placed in the consolidated subgroup in which their scores qualify them. Therefore, some students will be in both groups, some will be in one group (reading or math), and some will be in neither. The equity score for high school is the MPG for math and reading combined for the consolidated subgroup.

The academic performance and overall readiness target level are then used to determine the high school performance level assignment based on a decision table developed by the Professional Judgment Panel.

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. The requirement is 95% with a threshold of 90%. All of the NCSD elementary and middle schools exceeded the 95% participation rate on PAWs testing. On the ACT, two high schools met the participation target and one high school did not meet the target.
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.

There are 28 elementary and middle schools and 2 high schools included in this summary for 2014-2015 school performance. Four schools, Alcova Elementary, Powder River Elementary, Red Creek Elementary, and Willow Creek Elementary are under review because they are designated as small schools and the enrollment is not large enough to fulfill the enrollment requirement. Therefore, these schools are not included in the summary. Thus, all schools with the designation of under review are taken out of the analysis at the state level as well. Additionally, Roosevelt High School is not included because it is designated as an alternate high school and is not part of the accountability system for the 2014-15 school year.

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.” These schools typically exceeded target in achievement and at least one other performance indicator – equity or growth- while meeting target on the other indicator” (WDE, 2015).

Natrona County School District (NSCD) has three schools, (10%) earning this performance level; Evansville Elementary, Fort Caspar Elementary, and Sagewood Elementary. Sagewood Elementary earned exceeding target levels in all three categories achievement, growth, and equity.

There were five schools (17%) in NCSD that received the performance level of meeting expectations; Kelly Walsh High School, Oregon Trail Elementary, Paradise Valley Elementary, Park Elementary, and Woods Learning Center.

Schools that receive the meeting expectation level are schools that demonstrate performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity or fell below target on growth an equity while exceeding target on achievement” (WDE, 2015).

Partially Meeting Expectations is the designation for schools that “typically performed below target on the growth and equity performance indicators or were below target on achievement” (WDE, 2015). In NCSD there were thirteen schools (43%) earning this performance level. Some of these schools “met or exceeded state target levels in student growth and/or promoting equity for low-achieving students” (WDE, 2015).

There were nine schools (30%) that were rated as not meeting expectations. These schools had “unacceptable performance on all indicators” (WDE, 2015). These schools had below-target levels of achievement and growth, and showed unacceptable improvement for low-achieving students.
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.

a. Primary Indicator: Wyoming Accountability Summary Data (continued)

2015 and 2014 Natrona County School District Compared to the State Percent of Schools by Performance Rating Category

![Bar chart showing the percentage of schools meeting performance expectations in 2014 and 2015 for the state and district.]

<table>
<thead>
<tr>
<th></th>
<th>Not Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Meeting Expectations</th>
<th>Exceeding Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 State</td>
<td>10%</td>
<td>33%</td>
<td>37%</td>
<td>19%</td>
</tr>
<tr>
<td>2015 State</td>
<td>17%</td>
<td>32%</td>
<td>36%</td>
<td>15%</td>
</tr>
<tr>
<td>2014 District</td>
<td>13%</td>
<td>50%</td>
<td>30%</td>
<td>7%</td>
</tr>
<tr>
<td>2015 District</td>
<td>30%</td>
<td>43%</td>
<td>17%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Data from WDE Fusion
ai-iii. Secondary Indicator: Proficiency Assessments for Wyoming Students (PAWS)

The state saw minimal improvements in both reading and math scores. Similarly, Natrona County School District (NCSD) mirrored these same trends with a few exceptions. Due to the minimal improvement, the comparison data between testing years and with the state will allow a better understanding of NCSD’s overall position in relation to other districts in the state. The state saw an increase of approximately 3 points in 4th grade math and 1 point in 6th grade math in the percentage of advanced and proficient students. In comparison, NCSD scores maintained the same proficiency rate in 6th grade math for the past two years and did not see the same growth as the state, but NCSD did gain 3 points in 4th grade math to maintain the same trend as the state (Figure 7).

In addition, NCSD saw a greater increase in 6th grade reading than the state scores. NCSD’s rate increased 2 points and the state’s decreased 1 point. All other grade levels and contents saw a decrease in the percentage of advanced and proficient students at both the district and state level. The most significant decrease in the percentage proficient was in 8th grade reading for both the state and NCSD, 7 points and 8 points respectively. There were two areas, 7th grade reading and math that did not align as closely with the state trends. In both areas the district scores were 6 points lower than the state scores (Figure 7 & 8). Additionally, NCSD’s 4th grade science percentage decreased 5 points and the state only decreased 1 point (Figure 9). However, it is important to note that overall NCSD data follows the trends of the state scores.
**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.

**ai. Secondary Indicator: PAWS Math**

**NSCD PAWS Math Score Comparisons for 2014-15 and 2013-15 with State Scores**

<table>
<thead>
<tr>
<th></th>
<th>Math 3rd Grade</th>
<th>Math 4th Grade</th>
<th>Math 5th Grade</th>
<th>Math 6th Grade</th>
<th>Math 7th Grade</th>
<th>Math 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 District</td>
<td>52.37%</td>
<td>50.33%</td>
<td>49.39%</td>
<td>41.27%</td>
<td>36.09%</td>
<td>41.06%</td>
</tr>
<tr>
<td>2013-14 District</td>
<td>52.76%</td>
<td>47.01%</td>
<td>50.45%</td>
<td>41.16%</td>
<td>42.16%</td>
<td>45.64%</td>
</tr>
<tr>
<td>2014-15 State</td>
<td>49.48%</td>
<td>50.58%</td>
<td>52.64%</td>
<td>49.47%</td>
<td>43.39%</td>
<td>47.44%</td>
</tr>
<tr>
<td>2013-14 State</td>
<td>50.73%</td>
<td>47.02%</td>
<td>54.25%</td>
<td>48.94%</td>
<td>43.36%</td>
<td>49.69%</td>
</tr>
</tbody>
</table>

*Figure 7*
aii. Secondary Indicator: PAWS Reading

NSCD PAWS Reading Score Comparisons for 2014-15 and 2013-15 with State Scores

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>60.15%</td>
<td>59.94%</td>
<td>60.65%</td>
<td>61.96%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>57.63%</td>
<td>63.76%</td>
<td>60.45%</td>
<td>63.91%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>56.22%</td>
<td>56.80%</td>
<td>58.58%</td>
<td>58.36%</td>
</tr>
<tr>
<td>6th Grade</td>
<td>54.42%</td>
<td>52.38%</td>
<td>56.72%</td>
<td>57.23%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>51.12%</td>
<td>60.21%</td>
<td>56.70%</td>
<td>59.24%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>49.58%</td>
<td>57.34%</td>
<td>51.57%</td>
<td>58.05%</td>
</tr>
</tbody>
</table>

Figure 8
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.

iii. Secondary Indicator: PAWS Science

NSCD PAWS SCIENCE SCORE COMPARISONS FOR 2014-15 AND 2013-15 WITH STATE SCORES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>48.96%</td>
<td>53.05%</td>
<td>58.57%</td>
<td>51.34%</td>
<td>52.87%</td>
<td>57.84%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>38.57%</td>
<td>44.76%</td>
<td>41.48%</td>
<td>41.61%</td>
<td>47.07%</td>
<td>44.13%</td>
</tr>
</tbody>
</table>

Figure 9
aiv. Secondary Indicator: NWEA MAP Spring Math

The 2015 norms were used for the comparison across years in figure 10. The percentage of students at the 40th percentile and higher on the MAP Math test has been fairly constant over the past five years at the district level. From the 2013-14 school year to the 2014-15 there were increases in six grade levels in the range of 1% to 4%. Three grade levels remained the same; first grade, second grade, and fifth grade.

![PERCENT OF STUDENTS AT OR ABOVE 40TH PERCENTILE SPRING MAP MATH ASSESSMENT](image)

**Figure 10**
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.

i. Secondary Indicator: Employee Services Satisfaction Surveys
Timeline: July 2015 - September 2015
Focus this quarter: The revised CSF Customer Services Satisfaction Survey and deployment plan has been completed and approved by Cabinet. The CSF Customer Service Survey was deployed to all administrators on October 7th, 2015. The survey will be deployed to all staff on November 10, 2015. Additionally, the Customer Services Survey link is at the bottom of every email from CSF. This will allow employees to provide ongoing feedback as services are rendered. The first harvest date for this survey will be December 2015 then the data will be harvested on an ongoing quarterly basis. Aggregated data will be included in the Quarter 2 Strategic Update to the Board of Trustees.
Quarter 2 - October, November & December
Report out in February

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

2) Goal – NWEA Reading at grade level in grades 3, 5 & 8 at minimum of 85%

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

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

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

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

2) Goal – NWEA Reading at grade level in grades 3, 5 & 8 at minimum of 85%

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

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

**SI – secondary indicator
Quarter 4 - April, May & June
Report out in August

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

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

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

4) Goal – Stakeholder satisfaction rates at minimum of 80% from the NCSD climate surveys
   a) PI – AdvancED with parent, student & staff satisfaction for 2015-16
      i) SI – CSF Campus customer satisfaction surveys for 2015-16

*PI – primary indicator
**SI – secondary indicator