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

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

www.natronaschools.org
STUDENT GROWTH AND HIGH ACADEMIC ACHIEVEMENT

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

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

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

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

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

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

SAFE & HEALTHY ENVIRONMENTS AND EFFICIENT & EFFECTIVE OPERATIONS

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

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

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

1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   a) PI – Four year graduation rates @ grade 12 for 2014-15
   i) SI – Predictive four (4) year graduation rates (Grade Nine Credits)
   ii) SI – Credits attempted vs credits earned and grade point average in grades 9-12 for 2015-16 (1st semester)
   iii) SI – Non-graduates for HS for 2015-16 (1st semester)

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

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

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

Projections of Data Availability

Appendices

- Graduation Rate by School
- Math Interim Performance by School
- Customer Satisfaction Survey by Department - Business and Facilities Division
- Customer Satisfaction Survey by Department - Curriculum and Instruction Division
- Customer Satisfaction Survey by Department - Human Resources Division
- Summary of Schools’ Strategic Plans
- Schools’ and Departments’ Quarterly Reports

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

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

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

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

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

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

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

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
Four-Year Graduation Rate

In today’s down-turned economy with high unemployment rate, prospective employees need all the credentials they can get to compete in a highly competitive job market. Having a high school diploma is no longer optional, as it was several generations ago, but it is necessary. More than 60% of job opportunities in the skilled labor force require a high school diploma. There are also a number of employers who will not even consider hiring a candidate that did not graduate high school. Earning a high school diploma enables someone to pursue a higher education, albeit it vocational school, trade programs, a certified work-program, and/or college. A high school diploma is simply the doorway to even more available long-term career opportunities.

Natrona County School District’s (NCSD) four-year graduation rate has shown relatively consistent growth of 1% over the last two years. In the state of Wyoming, the graduation rate is determined by a methodology based on the federal government’s mandate to include only four-year graduates in the calculation for annual reporting. NCSD has shown growth each year since the 2010-11 school year, in comparison the state levels showed a decline from 2010 through 2013. NCSD continues to close the gap incrementally between the state graduation rate and the district graduation rate.

Credits Earned

The State of Wyoming sets a minimum requirement for high school credits earned (13 credits) in order to graduate and local districts have the authority to increase this expectation. Natrona County School District has recently increased the graduation credit requirement. Starting with the graduating class of 2017 the number of credits required to graduate from a Natrona County School District increased from 24.5 to 26.5. The increase in required credits also increased the number of credits required for NCSD to consider a student on track to graduate with their cohort in four years. Our semester predictive data is mirroring the four (4) year graduation rate data for senior students.

NCSD’s Four (4) Year Graduation Rate is Improving

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>76.54%</td>
</tr>
<tr>
<td>2013-14</td>
<td>75.38%</td>
</tr>
<tr>
<td>2012-13</td>
<td>74.12%</td>
</tr>
<tr>
<td>2011-12</td>
<td>74.08%</td>
</tr>
<tr>
<td>2010-11</td>
<td>71.32%</td>
</tr>
</tbody>
</table>

NCSD Grade Level Predictive Rates for Graduation Through 1st Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>Current 12th Graders</td>
<td>79%</td>
</tr>
<tr>
<td>2015-16</td>
<td>Current 11th Graders</td>
<td>80%</td>
</tr>
<tr>
<td>2015-16</td>
<td>Current 10th Graders</td>
<td>78%</td>
</tr>
<tr>
<td>2015-16</td>
<td>Current 9th Graders</td>
<td>83%</td>
</tr>
</tbody>
</table>
Credits Earned, Grade Point Average, and Non-Graduates

Cumulative GPA is a statistically significant predictor of high school students’ future performance, academic achievement, and success in postsecondary education. High school grade point averages (GPA) are useful for predicting many aspects of students’ college performance. High school GPA has a strong association with their college GPA. High school GPA also has a strong association with college credit accumulation. A student whose high school GPA is one grade higher will accumulate approximately four extra credits per semester. Also, students who perform at or above the ‘B’ threshold (e.g., students who earn a 3.0 GPA or higher) are more likely to be prepared for their college and career pursuits. NCSD grade level cohorts are attempting more credits and earning more credits during their sophomore and junior years with GPA’s averaging close to 2.8 in the lower grades and nearing 3.0 in their junior and senior years.

Students who have discontinued enrollment within NCSD are highest during the months of September and October. Those months average 29 ‘dropped’ students who have qualified as non-graduates. The highest quantities of non-graduates are identified at the 12th grade level. NCSD loses more students during the senior year than all other grade levels combined.

NCSD Cumulative Credits Attempted vs Credits Earned and GPA through 1st Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade Level</th>
<th>Attempted</th>
<th>Earned</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>Current 12th graders</td>
<td>3.3</td>
<td>3.2</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>Current 11th graders</td>
<td>3.9</td>
<td>3.7</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>Current 10th graders</td>
<td>4.0</td>
<td>3.7</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>Current 9th graders</td>
<td>3.8</td>
<td>3.5</td>
<td>2.8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade Level</th>
<th>Non-Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>Current 12th graders</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Current 11th graders</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Current 10th graders</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Current 9th graders</td>
<td>9</td>
</tr>
</tbody>
</table>
Math Benchmark (Interim) Assessments

Interim assessments drive rigor and inform instruction so teachers can make actionable changes to their instruction. Interim assessments enable educators to adapt instruction and curriculum to better meet student needs. These formative assessments serve an evaluative purpose while providing information to make changes at the programmatic level to improve instruction and, ultimately, student performance. Finally, these assessments serve a predictive purpose to assist in predicting each student’s likelihood of meeting the identified criterion on the end-of-year summative assessments that are aligned to the critical components of the outcomes within the content standards. NCSD students are mirroring the Wyoming summative assessment results from PAWS. Students at the lower grade levels are experiencing greater success with an understanding of the assessed math concepts. NCSD students experience the greatest challenges towards meeting expectations in middle level and specifically seventh (7th) grade and eighth (8th) grade. In high school, students see the greatest success in geometry. Algebra II is identified as the minimum math goal for the Wyoming content standards. Twenty two (22) percent of the students enrolled in Algebra II are meeting those expectations by the end of the first semester.

Benchmark Math Assessments through Semester One (1)

<table>
<thead>
<tr>
<th>Grades K-2</th>
<th>82% Meeting expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>61% Meeting expectations</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>33% Meeting expectations</td>
</tr>
<tr>
<td>Algebra I (9th typically)</td>
<td>54% Meeting expectations</td>
</tr>
<tr>
<td>Geometry (10th typically)</td>
<td>67% Meeting expectations</td>
</tr>
<tr>
<td>Algebra II (11th typically)</td>
<td>22% Meeting expectations</td>
</tr>
</tbody>
</table>
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 (SBS). In addition, NCSD was void an instructional model for developing and maintaining district-wide processes around curriculum, instruction, and assessment.

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, English language arts (ELA), health, social studies, physical education, and fine and performing arts.

Currently the language arts and health curriculums are in final stages of revisions within NCSD. NCSD teachers have identified critical components and contributed to the development of the proposed curriculum. During the summer 2016 the curriculum moves to a final recommendation from the board of trustees. During the fall of 2016 the subject area committees will also begin to formulate draft interim assessments designed to align with the components 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. During the spring of 2017 the process for recommending resources and materials will begin and extend into the 2017-18 school year.

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

Currently the Subject-Area Committees are Working in Six (6) Content Areas

- Math
- English Language Arts
- Health
- Social Studies
- Physical
- Fine & Performing Arts

ELA and Health Standards-Based Work: Recommended Curriculums

- Recommended curriculum has been designed K-12 by NCSD teachers to align with the expectations of the standards

Social Studies, Physical Education, and Fine & Performing Arts Standards-Based Work: Developed Draft Curriculums

- Draft curriculums have been designed K-12 by NCSD teachers to align with the expectations of the standards
CSF Campus Customer Satisfaction Surveys

Natrona County School District #1 deployed a customer satisfaction survey during the second quarter of the 2015-16 school year. The survey will remain open throughout the year but data will be harvested quarterly at approximately the third Friday of the last month of each quarter. During the fourth quarter, there will be quarterly data and year long data available. Being new, the survey will only provide the district a snapshot of the level of customer satisfaction, as trend data is not yet available.

The data included in this report reflects responses on the Customer Satisfaction Survey from December 19, 2015 through March 18, 2016. There were 250 responses during this time period, this was an increase of 59 responses over the second quarter. However, this is only the count of log-ins to the survey. Only 198 responses recorded information other than demographic, which is an increase of 7 responses. There was a separate survey for 26 departments within the district. However, each survey asked the same three questions.

1. Are you satisfied with the services provided by (insert department)? (yes or no)
2. Please provide feedback on the following statements
   (Rate strongly disagree, disagree, neutral, agree, strongly agree)
   a. This department or office communicated effectively.
   b. I received courteous service.
   c. The service I received was timely.
   d. I received a quality product and/or service.
3. Comments:
   a. What are we doing well?
   b. How can we improve?

The analysis in this report was around question numbers one and two at the district and division level. The projection is to have data per department by the end of the year. Likewise, after implementation of the survey over the next three years, there will be trend data available to gauge customer satisfaction over time. Question three will not be a part of this analysis as these were comments for specific departments. However, the comments will be shared with the leader of each division.
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. Natrona County School District's (NCSD) four-year graduation rate has shown relatively consistent growth of 1% over the last two years (Figure 1). Graduation rate is determined by the methodology based on the federal government’s mandate to include only four-year graduates in the calculation for Annual Yearly Progress (AYP). NCSD 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 2014-15 school year, the state showed a growth of .79% and NCSD showed a growth of 1.16%. There were 976 students in the 2014-15 four-year graduation cohort and 747 students graduated on time. NCSD continues to close the gap incrementally between the state graduation rate and the district graduation rate.

Natrona County High School saw the largest increase in graduation rate with a 4% increase. Kelly Walsh High School saw a slight decline but actually graduated forty more students in the 2014-15 school year because of an increase in enrollment in the graduate cohort. Therefore, this slight decline is not significant. Midwest School and Roosevelt saw declines in graduation rate but also saw declines in enrollment resulting in a smaller n size. There were 14 less students in the graduating cohort of these two schools for the 2014-15 school year. (Appendix I, Figure 12).

Figure 1 Data from [http://edu.wyoming.gov/data/graduation-rates/](http://edu.wyoming.gov/data/graduation-rates/)
i. 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 an NCSD high school increased from 24.5 to 26.5. The increase in required credits also increased the number of credits required for NCSD to consider a student on track to graduate with their cohort in four years. Tables 1-4 represent the number of credits earned at the end of the first semester of the 2015-16 school year for each graduating cohort. The credits earned at the end of the semester reflect summer credits gained through summer study between two academic school years.

For the 2016 graduating class as a district, there is a 3% increase in the percent of students on track to graduate on time from the end of their 11th grade year to the end of the semester of their 12th grade year. All schools saw this upward trend and it could be due to credits earned during the summer before senior year. Fortunately, the trend shows an upturn into the 11th grade year making up for some of the decline in the 10th grade year. At the end of the semester of the 12th grade year, there are 79% students on track to graduate on time in four years (Table 1).

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 moved into the 10th grade, however, the cohort recovered those points during the first semester of 11th grade. In the first semester of the 11th grade year for the 2017 cohort, there are 80% students on track to graduate on time in four years (Table 2).

For the 2018 graduating class in all four high schools there is a decrease from previous cohorts at the 9th grade level in the percent of students on track to graduate in four years. The differences at each high school ranged from 2-20%. In the first semester of the 10th grade year for the 2018 cohort, there are 78% students on track to graduate in four years (Table 3).

In their first semester of high school, the 2019 graduating class had 83% of the students on track to graduate on time (Table 4). If this rate continues through the end of the 9th grade year, this cohort will have the highest percentage of 9th graders on time to graduate of the four classes currently enrolled in high school.
### Student Growth & High Academic Achievement

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

#### i. Secondary Indicator: Grade Nine Credits (continued)

#### 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>
<th>12th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Percentage of Students on track for 4-year graduation</td>
<td>Number of Students</td>
<td>Percentage of Students on track for 4-year graduation</td>
</tr>
<tr>
<td>CCA</td>
<td>40</td>
<td>98%</td>
<td>352</td>
<td>86%</td>
</tr>
<tr>
<td>KWHS</td>
<td>314</td>
<td>81%</td>
<td>475</td>
<td>86%</td>
</tr>
<tr>
<td>Midwest</td>
<td>15</td>
<td>83%</td>
<td>20</td>
<td>85%</td>
</tr>
<tr>
<td>NCHS</td>
<td>397</td>
<td>84%</td>
<td>46</td>
<td>52%</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>11</td>
<td>37%</td>
<td>24</td>
<td>52%</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
<td><strong>777</strong></td>
<td><strong>82%</strong></td>
<td><strong>803</strong></td>
<td><strong>84%</strong></td>
</tr>
</tbody>
</table>

*Table 1 Data taken from Infinite Campus*

#### 2017 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>
<th>12th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Percentage of Students on track for 4-year graduation</td>
<td>Number of Students</td>
<td>Percentage of Students on track for 4-year graduation</td>
</tr>
<tr>
<td>CCA</td>
<td>36</td>
<td>88%</td>
<td>383</td>
<td>78%</td>
</tr>
<tr>
<td>KWHS</td>
<td>374</td>
<td>78%</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>Midwest</td>
<td>15</td>
<td>100%</td>
<td>19</td>
<td>73%</td>
</tr>
<tr>
<td>NCHS</td>
<td>346</td>
<td>81%</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>12</td>
<td>41%</td>
<td>24</td>
<td>72%</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
<td><strong>783</strong></td>
<td><strong>79%</strong></td>
<td><strong>727</strong></td>
<td><strong>72%</strong></td>
</tr>
</tbody>
</table>

*Table 2 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.

i. Secondary Indicator: Grade Nine Credits (continued)

### 2018 Graduation Cohort

<table>
<thead>
<tr>
<th></th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Number of Students</td>
<td>Percentage of Students on track for 4-year graduation</td>
</tr>
<tr>
<td><strong>CCA</strong></td>
<td>14</td>
<td>17</td>
<td>82%</td>
</tr>
<tr>
<td><strong>KWHS</strong></td>
<td>335</td>
<td>443</td>
<td>76%</td>
</tr>
<tr>
<td><strong>Midwest</strong></td>
<td>12</td>
<td>15</td>
<td>80%</td>
</tr>
<tr>
<td><strong>NCHS</strong></td>
<td>381</td>
<td>489</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Roosevelt</strong></td>
<td>12</td>
<td>35</td>
<td>34%</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
<td>754</td>
<td>999</td>
<td>75%</td>
</tr>
</tbody>
</table>

Table 3

### 2019 Graduation Cohort

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students Earning 3.06 credits or more</th>
<th>Number of Students</th>
<th>Percentage of Students on track for 4-year graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCA</strong></td>
<td>27</td>
<td>34</td>
<td>79%</td>
</tr>
<tr>
<td><strong>KWHS</strong></td>
<td>395</td>
<td>486</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Midwest</strong></td>
<td>15</td>
<td>17</td>
<td>88%</td>
</tr>
<tr>
<td><strong>NCHS</strong></td>
<td>346</td>
<td>393</td>
<td>88%</td>
</tr>
<tr>
<td><strong>Roosevelt</strong></td>
<td>15</td>
<td>31</td>
<td>48%</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
<td>798</td>
<td>961</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table 4
Student Growth & High Academic Achievement

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

**ii. Secondary Indicator: Credits attempted vs. credit earned and GPA in grades 9-12 for the 1st Semester 2015-16**

Figures 2-5 illustrate the average number of credits attempted, average number of credits earned, and average GPA by NCSD high school students for the first semester of the 2015-16 school year. These averages only take into account semester one 2015-16 and are not cumulative. They only show the per semester average, to illustrate the performance per semester versus cumulative. Averages illustrate an overall picture, but it is important to note that outliers (high or low) can skew the data.

The 2016 graduating cohort (Figure 2) needs to earn 24.5 credits in order to graduate, which means that each student needs to earn at least 6.125 credits each year, which is a little more than three credits a semester. Figure 2 shows that on average, seniors at two high schools are earning the average number of credits per semester to complete 24.5 credits over the course of their high school career. The district average of credits earned for this cohort in semester one of 2015-16 is 2.86 with a GPA of 2.91, which is higher than the 2.7 average GPA during their 11th grade year. However, those seniors that are not earning at least three credits may have earned more credits in a previous semester. Therefore, it does not necessarily mean that those students are not on track to graduate on time.

The 2017-2019 graduating cohorts need to earn 26.5 credits in order to graduate, which means that each student needs to earn at least 6.625 credits each year, which is approximately 3-4 credits per semester.

The 2017 graduating cohort (Figure 3) in the first semester of the 11th grade year has earned a district average of 3.64 credits during the 2015-16 school year. The four high schools are within tenths of points of each other. The cohort district average for GPA is 2.88, which is greater than a C average and higher than their 10th grade year with an average GPA of 2.53.

The 2018 graduating cohort (Figure 4) had a district average GPA of 2.74, above a C average. This GPA is a tenth of a point higher than the 2.63 GPA during the 2014-15 school year of their ninth grade year. During the 10th grade year, this cohort is averaging 3.62 credits per semester and is on track as a cohort in credits earned.

The 2019 graduating cohort (Figure 5) had a district average GPA of 2.81 and 3.69 of credits earned.

The 9th, 10th, and 11th grade cohorts are all on average earning enough credits this semester to be on track to graduate. The 12th grade students are a bit below on the average number of credits, however, many seniors may have earned more than the needed credits in previous semesters.
By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.

Student Growth & High Academic Achievement

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

ii. Secondary Indicator: Credits attempted vs. credit earned and GPA in grades 9-12 for the 1st Semester 2015-16 (continued)

![Graph 1](image1.png)

**2016 Graduating Cohort**
**12th Grade Credits Attempted vs. Earned**
**AND GPA**
**1ST SEMESTER 2015-16**

![Graph 2](image2.png)

**2017 Graduating Cohort**
**11th Grade Credits Attempted vs. Earned**
**AND GPA**
**1ST SEMESTER 2015-16**

Figure 2 Data from Infinite Campus

Figure 3 Data from Infinite Campus
ii. Secondary Indicator: Credits attempted vs. credit earned and GPA in grades 9-12 for the 1st Semester 2015-16 (continued)

![Graph 1: 2018 Graduating Cohort 10th Grade Credits Attempted vs Earned and GPA 1st Semester 2015-16](image1)

Figure 4 Data from Infinite Campus

![Graph 2: 2019 Graduating Cohort 9th Grade Credits Attempted vs Earned and GPA 1st Semester 2015-16](image2)

Figure 5 Data from Infinite Campus
iii. Secondary Indicator: Non-Graduates for 1st Semester 2015-16

The data in figures 6-8 was extracted from Infinite Campus, the NCSD management system, and gives real time data. The data is contingent upon data entry at the school level, and gives trend data to inform the district towards the graduation rate.

Throughout last year, NCSD experienced an increase in the number of non-graduates as the year progressed. Currently we are not seeing that same trend for the 2015-16 school year. By March 2015, there were 165 students who exited NCSD schools as non-graduates; comparatively by March 2016, there are 143 students. This is a decrease of 22 students from the same point last school year (Figure 6-8). These figures fluctuate due to the mobility of students in and out of the school district throughout the year.

![Graph showing NCSD Current Non-Graduate Students by Month 2015-16](image)

Figure 6
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: Non-Graduates for 1st Semester 2015-16 (continued)

**MONTHLY NON-GRADUATE RATES 2014-2015 AND 2015-2016**

<table>
<thead>
<tr>
<th></th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>16</td>
<td>35</td>
<td>16</td>
<td>18</td>
<td>25</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>2015-16</td>
<td>24</td>
<td>34</td>
<td>17</td>
<td>16</td>
<td>21</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>

Figure 7

**NUMBER OF NON-GRADUATES BY GRADE AND BY SCHOOL FOR SEPTEMBER THROUGH MARCH 2015-16**

<table>
<thead>
<tr>
<th>School</th>
<th>12th</th>
<th>11th</th>
<th>10th</th>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCSD</td>
<td>79</td>
<td>35</td>
<td>20</td>
<td>9</td>
</tr>
</tbody>
</table>

Figure 8
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.

No new information in this report.
Strategies:
1. Deploy a system of common assessments that support school improvement plans.
2. Engage students in learning aligned to Wyoming’s content-area standards.

**i. Secondary Indicator: District Math Assessments**

The Math Interim Assessments are a part of the District Assessment System (DAS) to inform instruction. The assessments measure mastery towards the standards for each quarter (Elementary and Middle) and by semester (High School) in mathematics. The Math Interim Assessments are intended to be a formative checkpoint for classroom teachers to inform instructional decisions in the classroom and a summative check at the district level.

There were assessments delivered using three platforms: ConnectEd, MasteryConnect, and Paper/Pencil. The Research and Assessment Department recognizes the need for a common platform for district-wide use to meet the dual purposes of timely, formative data for classroom teachers, and harvesting district-wide data to monitor our district strategic plan.

**ConnectEd**

The majority of classroom teachers administered the assessment through the ConnectEd e-assessment program. Teachers had immediate access to student level performance, and item analysis through their ConnectEd account for the class that they were the teacher of record. Kindergarten teachers administered their assessment individually as was done in previous years.

The Research and Assessment Department no longer can harvest district-wide item analysis data and mastery levels at the standard level because of the change in deployment to allow teachers the flexibility to assign the assessment. However, using a Google form, the department collected district-wide data.

**MasteryConnect**

Three elementary schools piloted the Math Interim Assessments using MasteryConnect. These schools made a site-based decision to purchase MasteryConnect as a program to facilitate Professional Learning Communities (PLC) work and common formative assessments. MasteryConnect has the ability to deploy district-wide assessments, giving the district access to deploy the math interims in this platform. MasteryConnect has the ability to provide real time data at the classroom, school, and district level simultaneously; therefore, teachers using MasteryConnect did not have to self-report data using the Google form.

**Paper/Pencil**

NCSD granted one elementary school a waiver in the 2014-15 school year from MyMath and ConnectEd, therefore, did not have the ability to take the math interim assessments online. Additionally several programs did not have access to ConnectEd due to location or technology. These sites gave the assessment using paper/pencil, graded the assessment by hand, and then entered the data into the Google form. There is a difference in the number of items on the paper/pencil versus computer test because of the technology-enhanced items. The technology-enhanced items cannot be transferred to paper/pencil format.
Administration Windows

The windows for administering the Math Interim Assessments were flexible. The Research and Assessment Department shared the assessments via ConnectEd or MasteryConnect on the Window Share Dates. Classroom teachers administered the assessments by the end of the testing window date and then entered the data into the Google form via the link on the instruction page shared via staff news with teachers. School leadership teams in conjunction with classroom teachers determined within the testing window when students would take the assessments. Thus, the instructional pacing drove when each school gave the assessment.

Overall Participation

The overall percentages count all students that participated in each of the categories as seen in Tables 5 and 6. However, in the school level report (Appendix II), schools that had less than ten students in a grade level were not individually reported, following the Wyoming Department of Education (WDE) recommendation of n size.

Another factor effecting reporting were technical difficulties experienced at some school sites. These technical difficulties included but were not limited to technology connectivity issues, and/or incorrect tests assigned to students. In Appendix II, in the school level reports those schools that experienced technical difficulties are noted.

Additionally if teachers reported data inconsistently in the Google form, and it could not be verified, it was taken out of the overall and individual calculations.
### Student Growth & High Academic Achievement

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

#### i. Secondary Indicator: District Math Assessments (continued)

#### Student Participation Numbers for Assessment 1

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students Tested</th>
<th>Number of Students Meeting Expectations</th>
<th>Number of Students Partially Meeting Expectations</th>
<th>Number of Students Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>1027</td>
<td>770</td>
<td>149</td>
<td>112</td>
</tr>
<tr>
<td>Grade 1</td>
<td>823</td>
<td>751</td>
<td>51</td>
<td>21</td>
</tr>
<tr>
<td>Grade 2</td>
<td>966</td>
<td>782</td>
<td>164</td>
<td>21</td>
</tr>
<tr>
<td>Grade 3</td>
<td>974</td>
<td>632</td>
<td>227</td>
<td>113</td>
</tr>
<tr>
<td>Grade 4</td>
<td>944</td>
<td>637</td>
<td>232</td>
<td>70</td>
</tr>
<tr>
<td>Grade 5</td>
<td>936</td>
<td>555</td>
<td>251</td>
<td>130</td>
</tr>
<tr>
<td>Grade 6</td>
<td>897</td>
<td>449</td>
<td>278</td>
<td>171</td>
</tr>
<tr>
<td>Grade 7</td>
<td>679</td>
<td>176</td>
<td>274</td>
<td>229</td>
</tr>
<tr>
<td>Grade 7 Accelerated</td>
<td>167</td>
<td>75</td>
<td>33</td>
<td>9</td>
</tr>
<tr>
<td>Grade 8</td>
<td>635</td>
<td>125</td>
<td>250</td>
<td>260</td>
</tr>
<tr>
<td>Algebra I</td>
<td>644</td>
<td>347</td>
<td>230</td>
<td>67</td>
</tr>
<tr>
<td>Algebra II</td>
<td>339</td>
<td>91</td>
<td>129</td>
<td>119</td>
</tr>
<tr>
<td>Geometry</td>
<td>426</td>
<td>285</td>
<td>87</td>
<td>54</td>
</tr>
</tbody>
</table>

*Table 5*

#### Student Participation Numbers for Assessment 2

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students Tested</th>
<th>Number of Students Meeting Expectations</th>
<th>Number of Students Partially Meeting Expectations</th>
<th>Number of Students Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>958</td>
<td>794</td>
<td>98</td>
<td>66</td>
</tr>
<tr>
<td>Grade 1</td>
<td>869</td>
<td>811</td>
<td>48</td>
<td>10</td>
</tr>
<tr>
<td>Grade 2</td>
<td>935</td>
<td>648</td>
<td>228</td>
<td>59</td>
</tr>
<tr>
<td>Grade 3</td>
<td>992</td>
<td>740</td>
<td>201</td>
<td>51</td>
</tr>
<tr>
<td>Grade 4</td>
<td>917</td>
<td>488</td>
<td>299</td>
<td>140</td>
</tr>
<tr>
<td>Grade 5</td>
<td>862</td>
<td>406</td>
<td>336</td>
<td>120</td>
</tr>
<tr>
<td>Grade 6</td>
<td>783</td>
<td>347</td>
<td>273</td>
<td>163</td>
</tr>
<tr>
<td>Grade 7</td>
<td>695</td>
<td>99</td>
<td>283</td>
<td>313</td>
</tr>
<tr>
<td>Grade 7 Accelerated</td>
<td>213</td>
<td>98</td>
<td>92</td>
<td>23</td>
</tr>
<tr>
<td>Grade 8</td>
<td>573</td>
<td>111</td>
<td>224</td>
<td>238</td>
</tr>
</tbody>
</table>

*Table 6*
i. Secondary Indicator: District Math Assessments (continued)

Performance Level

The overall score on the assessment determined the performance level based on the cut scores as seen in Appendix II Tables 9 and 10. The cut score for meeting expectation was set at 70%; however, due to the number of items on the assessment this percentage was adjusted. The adjustment was made so that students did not have to score over a 70% on the assessment to be considered meeting expectations.

Individual teachers reported data on performance levels for their math class via a Google form. This caused some limitations to the data. The data was contingent upon accurate reporting by individuals. In some cases if the data was inaccurate and unable to be confirmed, it was removed from the final analysis.

Figures 9-10 illustrate the overall district percentages for meeting expectations, partially meeting expectations, and not meeting expectations for K-8 math based on the cut scores in Appendix II. There was great variability between the different grade level assessments. A single or multiple factors such as level of rigor, alignment, pacing, and validity of the questions could cause the variability between the percentages of students meeting expectations seen between grade levels. These would require further analysis to draw conclusions.

![Graph showing percentages of students meeting, partially meeting, and not meeting expectations](image-url)
**Student Growth & High Academic Achievement**

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

---

### i. Secondary Indicator: District Math Assessments (continued)

#### 2015-16 NCSD Math Interim Assessment 2

![Graph showing the percentage of students meeting expectations in different grades.](image)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Not Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>83%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>1st</td>
<td>93%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>2nd</td>
<td>69%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>3rd</td>
<td>75%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>4th</td>
<td>53%</td>
<td>32%</td>
<td>15%</td>
</tr>
<tr>
<td>5th</td>
<td>46%</td>
<td>40%</td>
<td>14%</td>
</tr>
<tr>
<td>6th</td>
<td>44%</td>
<td>35%</td>
<td>21%</td>
</tr>
<tr>
<td>7th</td>
<td>14%</td>
<td>41%</td>
<td>45%</td>
</tr>
<tr>
<td>7th Acc.</td>
<td>46%</td>
<td>43%</td>
<td>11%</td>
</tr>
<tr>
<td>8th</td>
<td>19%</td>
<td>39%</td>
<td>42%</td>
</tr>
</tbody>
</table>

The goal of the math interim was to develop somewhat of a predictive measure towards the PAWS state summative test. The district will be unable to determine predictive measures of the NCSD math interims towards the summative PAWS test until several cycles of the math interim assessments are given and the 2016 PAWS data is received. Table 7 (pg. 24) illustrates the percent of students meeting expectations on both assessment 1 and 2. The math interims do allow for schools and classrooms to gather feedback on mastery towards the standards in regards to the NCSD math curriculum.
By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

i. Secondary Indicator: District Math Assessments (continued)

### 2015-16 NCSD Math Interim 1 and NCSD Math Interim 2 Results

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>NCSD Math Interim 1 Percent Students Meeting Expectations</th>
<th>NCSD Interim 2 Percent Students Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>67%</td>
<td>53%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>59%</td>
<td>46%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>20%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Table 7

Figure 11 illustrates the results for the first assessment for end of course high school math classes (Algebra 1, Algebra 2, and Geometry). Due to the different master schedules at the high school level, this quarterly report only reports the first assessment data. Kelly Walsh High School and Roosevelt High School utilize an accelerated block schedule and complete a full year’s course in a semester; therefore, they have administered the second assessment to their first semester classes but not their second semester classes. Midwest School and Natrona County High School’s courses span the entire academic school year, so they have not administered the second assessment. The fourth quarterly report will include the data for the second assessment. The high school data shows the same variability as the elementary and middle school data. There is no trend data available at this time to draw conclusions.
Strategies:
1. Ensure environments are physically and mentally safe and healthy for everyone.
2. Improve efficiency and effectiveness of operations at all levels.
3. Recognize and celebrate student, parent, community and employee contributions.
4. Design and implement effective processes for all stakeholders that include providing information, gathering input, sharing results and taking action based upon feedback.

i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16

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, 80% 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.” The satisfaction rate is up 14% from the second quarter.

To determine the satisfaction of each of divisions within the district, the department and service data was aggregated to one total. The departments that make up each of the divisions is seen in table 1.

<table>
<thead>
<tr>
<th>Business and Facilities Division</th>
<th>Curriculum and Instruction Division</th>
<th>Human Resources Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>Assessment and Research Department</td>
<td>Community Relations Department</td>
</tr>
<tr>
<td>Accounting</td>
<td>District Athletics and Activities Department</td>
<td>Compensations and Benefits Services</td>
</tr>
<tr>
<td>Facilities Department</td>
<td>Enrollment Office</td>
<td>Discover Program</td>
</tr>
<tr>
<td>Food Services Department</td>
<td>Special Education Department</td>
<td>HR Clerical Services</td>
</tr>
<tr>
<td>Informational Technology</td>
<td>Student Support Services</td>
<td>HR Generalist Services</td>
</tr>
<tr>
<td>Department</td>
<td>Teaching and Learning Department</td>
<td>Multimedia Department</td>
</tr>
<tr>
<td>Maintenance Department</td>
<td>Title I</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Payroll</td>
<td></td>
<td>Risk Management Services</td>
</tr>
<tr>
<td>Purchasing Services</td>
<td></td>
<td>Substitute Services</td>
</tr>
<tr>
<td>Transportation Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warehouse Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1

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.
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 were all higher during the third quarter; Business and Facilities 70% (+7%), Curriculum and Instruction 84% (+16), and Human Resources 83% (+15) (Figure 1 & 2). Of the 198 respondents, the majority came from within the organization in the roles of administrators, certified staff, and classified staff. The overall satisfaction rate of 80% by role was administrators 11%, certified staff 40%, classified staff 22%, and the other three roles (community, parents, student, other) 7% for the district as a whole.

There were slight differences in the participation numbers within the roles at each division (Figure 4). The only roles reported out by division were administrators, certified staff, and classified staff due to the low number of participants within the roles of community, parent, student, and other. There was some variance within each of the divisions for the rate of satisfaction within each role. The percents were calculated for each division by the number of participants answering yes to question one divided by the total number of participants within the role at the division level. For example, of the administrators that participated in the survey 88% of them were satisfied with the services within the Human Resources Department (Figure 5). The satisfaction rates in each of the roles per division went up from quarter 2. The increases ranged from 5% to 35%.
Safe & Healthy Environments and Efficient & Effective Operations

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

i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16 (continued)

![Graph showing participants in 2015-16 third quarter customer satisfaction survey](image1)

**Figure 2**

![Graph showing participants in 2015-16 second quarter customer satisfaction survey by role](image2)

**Figure 3**
i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16 (continued)

**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.

**Participants in 2015-16 Third Quarter Customer Satisfaction Survey by Division**

![Bar chart showing participants in the 2015-16 third quarter customer satisfaction survey by division.](Figure 4)

**Percent of Participants Satisfied by Division and Role 2015-16 Third Quarter**

![Bar chart showing the percent of participants satisfied by division and role in the 2015-16 third quarter.](Figure 5)
i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16
(continued)
Specific Feedback

The division sought feedback in four specific areas through question two on the survey. The four areas were effective communication, courteous service, timely service, and quality product and/or service. Each respondent was asked to rate the statements in each area as strongly disagree, disagree, neutral, agree, and strongly agree. For the purposes of this analysis the two ratings of agree and strongly agree were seen as satisfied. As seen in Figure 6, the ratings on the four areas closely related to the overall satisfaction at the district level; however, it is slightly higher in the areas of effective communication (+1%), courteous service (+4%), and timely service (+5%).

At the division level there was variance between the overall satisfaction level and the satisfaction level in each of the specific areas. In the Business and Facilities Division the overall satisfaction was 70% however, the satisfaction in the specific areas ranged from 67-75%, two were slightly lower and two were higher than the overall. In the Curriculum and Instruction Division, two specific areas (courteous and timely service) were higher and two areas (effective communication and quality service/product) were slightly lower than the overall satisfaction level of 84%. In the Human Resources Division, all four areas were very close to the satisfaction rate of 83% (Figure 7).
**-safe & healthy environments and efficient & effective operations**

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

---

**i. Secondary Indicator: CSF Campus Customer Satisfaction Surveys for 2015-16 (continued)**

---

**Percent that are satisfied in four specific areas at the division level 2015-16 third quarter**

![Bar chart showing satisfaction levels in different areas](image)

- Effective Communication
- Courteous Service
- Timely Service
- Quality Product/Service

---

*Figure 7*
1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i) SI – Predictive four year graduation rates @ grade 12 for 2015-16
   ii) SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2015-16
   (2nd Semester & Year)
   iii) SI – Non-graduate rates for HS for 2015-16 (2nd Semester & Year)
   iv) SI – Advanced Placement & International Baccalaureate performance for 2015-16
   v) SI – Student pathway designations for the 2016-17 school year

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

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

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

Quarter 1 - July, August & September
Report out in November 2016

1) Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i) SI – Predictive four year graduation rates @ grade 12 for 2016-17
   ii) SI – ACT benchmarks @ grade 11 for 2015-16
   iii) SI – Hathaway levels @ grade 12 for 2015-16
   iv) SI – Advanced Placement & International Baccalaureate performance for 2015-16

2) Goal – Meet or exceed school accountability on WAEA
   a) PI – Wyoming state accountability summary data
      i) SI - PAWS math @ grades 3-8 for 2015-16
      ii) SI - PAWS reading @ grades 3-8 for 2015-16
      iii) SI - PAWS science @ grades 4 & 8 for 2015-16

3) Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i) SI – CSF Campus customer satisfaction surveys
PROJECTIONS OF DATA AVAILABILITY (cont.)
(Updated in May 2016)

Quarter 2 - October, November & December
Report out - March 2017

1) Goal – Four year graduation rate @ 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 @ grade level in grades 3, 5 & 8 @ minimum of 85% -
   i)   No information in this report

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

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

*PI – primary indicator
**SI – secondary indicator