STRATEGIC PLAN 2014-2019

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

STUDENT GROWTH AND HIGH ACADEMIC ACHIEVEMENT

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

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

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

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

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

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

SAFE & HEALTHY ENVIRONMENTS AND EFFICIENT & EFFECTIVE OPERATIONS

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

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

Transparency ● Excellence ● Joy ● Responsible Risk-Taking
Considerate, Meaningful Communication ● Collaboration
Integrity ● Diversity ● Mutual Trust ● Fairness
Projections of Data Availability

Quarter 1 - July, August & September
Report out - November 2017
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. SI – Advanced Placement & International Baccalaureate programming for 2016-17
2. Goal – Reading @ grade level in grades 3, 5 & 8
   i. PI - Wy-TOPP ELA @ grades 3, 5, 7, 9
   ii. SI - Fall FastBridge Reading K-3
3. Goal – Meet or exceed school accountability on WAEA
   i. SI - WY-TOPP math @ grades 3-10 for 2017-18
   ii. SI - WY-TOPP reading @ grades 4, 6, 8, 10 for 2017-18
   iii. SI - WY-TOPP science @ grades 4, 8, 10 for 2017-18
   iv. SI - Fall FastBridge Math K-3
4. Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2017-18 (1st Quarter)

Quarter 2 - October, November, December
Report out March 2018
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. PI – Federal on-time four (4) year graduation rates @ grade 12 for 2017-18
   ii. SI – Hathaway levels @ grade 12 for 2017-18
   iii. SI – High school and college articulation agreements for 2018-19
   iv. SI – High school certification programs for 2018-19
2. Goal – Reading @ grade level in grades 3, 5 & 8
   i. No Information in this report
3. Goal – Meet or exceed school accountability on WAEA
   i. PI - Wyoming State Accountability Data 2017-18
   ii. SI – Wyoming contents standards update
4. Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2018-19 (2nd Quarter)

Quarter 3 - January, February, March
Report out - May 2018
1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. SI – Predictive four (4) year graduation rates 2018-19 (1st semester)
   ii. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2018-19 (1st semester)
   iii. SI – Non-graduate rates for HS for 2018-19 (1st semester)
2. Goal – Reading @ grade level in grades 3, 5 & 8
   i. No information in this report
3. Goal – Meet or exceed school accountability on WAEA
   i. SI - 1st Semester Common Assessments (1) Math, (2) ELA (Validation year), (3) Health (Validation year)
4. Goal – Stakeholder satisfaction rates @ minimum of 80% from the NCSD climate surveys
   i. SI – CSF Campus customer satisfaction surveys for 2018-19 (3rd Quarter)
Quarter 4 - April, May, June

Report out - August 2018

1. Goal – Four year graduation rate @ minimum of 85% & prepared for college and/or career
   i. SI – Predictive four (4) year graduation rates 2018-19 (2nd semester)
   ii. SI – Credits attempted vs credits earned vs grade point average in grades 9-12 for 2018-19 (2nd semester)
   iii. SI – Non-graduate rates for HS for 2018-19 (2nd semester)

2. Goal – Reading @ grade level in grades 3, 5 & 8
   i. SI - FastBridge Spring Screener

3. Goal – Meet or exceed school accountability on WAEA
   i. SI - 2nd Semester Common Assessments (1) Math, (2) ELA (Validation year), (3) Health (Validation year)
   ii. SI - Wyoming Contents Standards Update

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

*PI – primary indicator **SI – secondary indicator
Executive Summary

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

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

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

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

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

- By 2019, NCSD will increase the four-year graduation rate to 85%. NCSD graduates will be prepared for college or a high-skills career as measured by the NCSD graduate profile.
- By 2019, NCSD will increase the percentage of students proficient in English Language Arts (ELA) in grades 3, 5, 7, and 9 to ____%\(^1\), based on the Wyoming Performance and Content Standards as measured by the state summative assessment.
- By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

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

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

\(^1\) The percentage will be set after the Wyoming Department of Education determines cut scores.
Advanced Placement (AP) & International Baccalaureate (IB) Programme

The Advanced Placement (AP) curriculum, administered by The College Board, consists of standardized high school courses that are roughly equivalent to undergraduate college courses. After completing an AP class, students typically take the AP exam in that subject, which can earn them credits and accelerated placement in college. Certain advanced courses in the high school program are designated Advanced Placement. The Advanced Placement examinations given each May, on a standardized national test day, are scored by the CollegeBoard. Each college decides which AP examination grades it will accept. Some colleges accept grades of 3 or better and give the student credit as if that person had taken one or more basic courses in the subject tested.

The International Baccalaureate (IB) Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepare students for success at the university level. The programme is normally taught over two years. Students take written examinations at the end of the programme, which are marked by external IB examiners. Students can choose to complete one or more of the subject (Group) areas and test for an IB Certificate in that subject (Group) area, if the full diploma combination does meet their individual needs or circumstances.

### AP Enrollment & Performance Levels 2018
- 219 w/58% in one AP course
- 164 students taking exams
- 72% of students earning 3 ≥ 2017

### IB Enrollment & Performance Levels 2018
- 252 w/51% in one IB course
- 174 exams taken
- 74% of students earning 4 ≥ 2017
- 286 w/38% in one IB course
- 173 exams taken
- 79% of students earning 4 ≥ 2016
- 265 w/37% in one IB course
- 236 exams taken
- 72% of students earning 4 ≥ 2015
- 260 w/39% in one IB course
- 178 exams taken
- 78% of students earning 4 ≥
FastBridge Reading Screening Data
The 2017-18 school year was the first year for the implementation of the FastBridge Screening System. The screener for kindergarten and first grade is called early reading, it is an individual assessment given to a student one on one by the teacher. The screener for second and third grades is an adaptive computer assessment.

When looking at the data from Spring 2018 to Fall 2019, you can look at cohorts of students. Each cohort of students had at least the same percentage of students on or above benchmark.

<table>
<thead>
<tr>
<th>K-3 FastBridge Reading Data</th>
<th>% On or Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2018-19</strong></td>
<td></td>
</tr>
<tr>
<td>Grade K - 43%</td>
<td></td>
</tr>
<tr>
<td>Grade 1 - 53%</td>
<td></td>
</tr>
<tr>
<td>Grade 2 - 57%</td>
<td></td>
</tr>
<tr>
<td>Grade 3 - 74%</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2017-18</strong></td>
<td></td>
</tr>
<tr>
<td>Grade K - 53%</td>
<td></td>
</tr>
<tr>
<td>Grade 1 - 49%</td>
<td></td>
</tr>
<tr>
<td>Grade 2 - 74%</td>
<td></td>
</tr>
<tr>
<td>Grade 3 - 67%</td>
<td></td>
</tr>
</tbody>
</table>
Wyoming Test of Proficiency and Progress (WY-TOPP)
The WY-TOPP assessment is a measurement of student performance on Wyoming Content and Performance Standards. It is an adaptable, interactive, online assessment that can be used to inform instruction.

The 2017-18 school year was the first time the new Wyoming Test of Proficiency and Progress (WY-TOPP) was administered to students in grades 3 - 10. The assessments are administered online in ELA, math, and science. ELA and math are given in grades 3-10 while science is only given to students in grades 4, 8, 10. There are four performance levels for WY-TOPP - Below Basic, Basic, Proficient, and Advanced.

WY-TOPP ELA/Math
ELA was assessed in grades 3-10. The ELA test includes writing in grades 3, 5, 7, and 9. Math was assessed in grades 3-10. Spring 2018 was the first year of implementation and serves as the baseline year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA WY-TOPP 2018 Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>48%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>47%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>55%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>55%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>54%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>58%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>43%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>47%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math WY-TOPP 2018 Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>49%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>48%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>51%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>45%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>46%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>40%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>38%</td>
</tr>
</tbody>
</table>
CSF Campus Customer Satisfaction Surveys
The data included in this report reflects responses on the Customer Satisfaction Survey from June 16, 2018 through September 14, 2018 for quarter. There were 106 logins during quarter 1, however, only 86 responses recorded information other than demographic. All departments/services were identified to inform the overall district satisfaction level. The overall satisfaction level for quarter 1 was 93%.

<table>
<thead>
<tr>
<th>Overall District Satisfaction Quarter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 88%</td>
</tr>
<tr>
<td>2017-18 93%</td>
</tr>
<tr>
<td>2018-19 93%</td>
</tr>
</tbody>
</table>
Secondary Indicator: AP/IB Programming

The AP Program is overseen at Kelly Walsh High School for the district. Students have the opportunity to enroll in one or multiple AP courses. The enrollment in AP classes had a drop of 11 students from the previous year (Table 1). There was a decline in the enrollment of 12 students in the 2016-17 school year. The number of AP exams taken decreased by 21 in the 2017-18 school year.

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. Individual universities and colleges determine the score required and accepted to count for credit bearing. The University of Wyoming accepts AP scores from 3-5 depending on the course for college credit. The percent of students earning a 3 or above on AP exams has increased each year with a 9 point increase in 2017-18 from the previous year. (Table 2).

The IB program is supervised at Natrona County High School. 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 decreased by 34 students from 2016-17. The percent of students enrolled in multiple IB courses decreased by 13 percentage points while the percent of students enrolled in one IB course increased by the same amount from the 2016-17 school year (Table 3).

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. Information that is more precise is given in the appendix about the average scores in each course. While the number of students who took IB exams stayed constant, the percent of students earning a four or better on an exam decreased by four points during the 2017-18 school year (Table 4).

<table>
<thead>
<tr>
<th>Advanced Placement Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students enrolled in AP Courses</td>
</tr>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td>2016-17</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2013-14</td>
</tr>
</tbody>
</table>
Table 1

<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>2017-18</td>
<td>164</td>
<td>72%</td>
</tr>
<tr>
<td>2016-17</td>
<td>185</td>
<td>63%</td>
</tr>
<tr>
<td>2015-16</td>
<td>139</td>
<td>59%</td>
</tr>
<tr>
<td>2014-15</td>
<td>103</td>
<td>61%</td>
</tr>
<tr>
<td>2013-14</td>
<td>94</td>
<td>64%</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students enrolled in IB Courses</th>
<th>Percentage Students enrolled in multiple IB courses</th>
<th>Percentage Students enrolled in 1 IB Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>252</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>2016-17</td>
<td>286</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>2015-16</td>
<td>265</td>
<td>63%</td>
<td>37%</td>
</tr>
<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>
</tbody>
</table>

Table 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of IB Exams Taken</th>
<th>Overall Percentage of students earning a 4 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>174</td>
<td>75%</td>
</tr>
<tr>
<td>2016-17</td>
<td>173</td>
<td>79%</td>
</tr>
<tr>
<td>2015-16</td>
<td>236</td>
<td>72%</td>
</tr>
<tr>
<td>2014-15</td>
<td>178</td>
<td>78%</td>
</tr>
<tr>
<td>2013-14</td>
<td>188</td>
<td>73%</td>
</tr>
</tbody>
</table>
Goal 2:

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

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

Primary Indicator: Wy-TOPP ELA 3, 5, 7, 9

The 2017-18 school year was the first time the new Wyoming Test of Proficiency and Progress (WY-TOPP) was administered to students in grades 3 - 10. The assessments are administered online in ELA, math, and science. The ELA assessment for Grades 3, 5, 7, and 9 includes writing. This will be the new primary indicator for goal 2. There are four performance levels for WY-TOPP - Below Basic, Basic, Proficient, and Advanced.

Secondary Indicator: FastBridge Screening

Universal screening is the process of regularly checking every student’s performance periodically during the school year. This helps to identify students who are on track and responding well to core (tier 1) instruction and those who may need more targeted instruction or intensive support. Students in Grade K through Grade 3 participated in the FastBridge Universal Screener in reading in the fall of the 2018-19 school year. Benchmark
scores were used to indicate each student’s level of risk for not meeting the end of year goal. Students fell into one of two categories as depicted in Figure 1, which are At Risk or On or Above Grade Level. Of the 1,046 students who took the screener this Fall in kindergarten, 43% were considered On or Above Grade Level. Grade 1 screened 935 students with 53% On or Above Grade Level. Grade 2 had 57% and Grade 3 had the highest percentage of students reaching the On or Above Grade Level category at 74%.
Goal 3:

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

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

Secondary Indicator – Wyoming Test of Proficiency and Progress (Wy-TOPP)

The 2017-18 school year was the first time the new Wyoming Test of Proficiency and Progress (WY-TOPP) was administered to students in grades 3 - 10. The assessments are administered online in ELA, math, and science. ELA and math are given in grades 3-10 while science is only given to students in grades 4, 8, 10. There are four performance levels for WY-TOPP - Below Basic, Basic, Proficient, and Advanced.

Math
In the performance levels for math, grade 4 had the largest number of students advanced at 22.40%. Grade 6 had the largest combined percentage of students scoring in the proficient and advanced levels at 50.79%. Grades 5 and 6 had the highest number of students scoring proficient and advanced (Figure 2). In comparison to the state math scores, all grades performed below the state average. Grade 6 math scored the closest to the state average with a 1.15 point difference. The largest gap between the district and state was seen in grade 8 with a 5.53 point difference. Grades 9 and 10 had the lowest percent of students scoring in the proficient and advance which followed the state trend (Figures 2 & 3).

ELA
In ELA, grade 8 had the highest number of students scoring proficient and advanced combine at 57.86%. Grade 9 had the greatest number of students in the below basic and basic levels with 56.62% (Figure 4). Grades 5, 6, and 8 had the highest number of students scoring proficient and advanced. In comparison to the state ELA scores, all grades performed below the state average except grade 7 which scored slightly above by 0.15. The largest gap between the district and state was seen in grade 10 with a 3.56 point difference. NCSD had the lowest percent of students in grade 9 scoring proficient and advanced at 43.38% which followed the state trend (Figure 4 & 5).

Science
Science is administered to students in grades 4, 8, and 10. The science assessment is called the Science Legacy Assessment because it is aligned to the 2008 Science Standards. The science assessment was given in an online platform but there were not changes made to item content or type. The State of Wyoming adopted new Science standards in 2016 and the expected timeline for full alignment of the WY-TOPP assessment and new standards is 2021. Grade 4 had the highest percent of students scoring proficient and advanced with 48.90%. Grade 8 had the largest percent of students performing at the basic level compared to grades 4 and 10. Grade 10 had the highest number of students scoring in both the advanced proficient and below basic levels compared to the other grade levels (Figure 6). In comparison to the state science scores, grades 4 and 10 were within 2 points of the state average. Grade 8 scored slightly above with a 0.8 point difference (Figure 7).
Figure 2

2018 WY-TOPP Math

% of Students

Below Basic  | Basic  | Proficient  | Advanced
--- | --- | --- | ---
Grade 3 | 23.97% | 26.86% | 30.06% | 19.11%
Grade 4 | 23.98% | 27.95% | 25.67% | 22.40%
Grade 5 | 24.18% | 25.87% | 32.17% | 17.78%
Grade 6 | 23.21% | 25.99% | 31.05% | 19.74%
Grade 7 | 30.20% | 25.10% | 23.88% | 20.82%
Grade 8 | 27.36% | 26.52% | 27.46% | 18.66%
Grade 9 | 30.92% | 28.84% | 29.34% | 10.90%
Grade 10 | 38.38% | 23.68% | 26.15% | 11.78%

Figure 3

Baseline Comparison for WY-TOPP Math Scores for NCSD and Wyoming

% of Students Proficient or Advanced

Grade 3 | 51.31% | 49.17%
Grade 4 | 50.87% | 48.07%
Grade 5 | 53.03% | 49.95%
Grade 6 | 51.94% | 50.79%
Grade 7 | 49.20% | 44.69%
Grade 8 | 51.65% | 46.12%
Grade 9 | 41.55% | 40.24%
Grade 10 | 42.90% | 37.93%
2018 WY-TOPP ELA

Figure 4

Baseline Comparison for WY-TOPP ELA Scores for NCSD and Wyoming

Figure 5
Figure 6

2018 WY-TOPP Science

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 8</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>Basic</td>
<td>Proficient</td>
</tr>
<tr>
<td>13.27%</td>
<td>31.78%</td>
<td>36.53%</td>
</tr>
<tr>
<td>9.44%</td>
<td>35.15%</td>
<td>38.20%</td>
</tr>
<tr>
<td>15.30%</td>
<td>24.86%</td>
<td>29.02%</td>
</tr>
</tbody>
</table>

Figure 7

Baseline Comparison for WY-TOPP Science Scores for NCSD and Wyoming

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 8</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Proficient or Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCSD 2017-18 District</td>
<td>NCSD 2017-18 State</td>
<td></td>
</tr>
<tr>
<td>49.80%</td>
<td>51.83%</td>
<td>47.64%</td>
</tr>
</tbody>
</table>
Secondary Indicator: FastBridge Math Screening

Universal screening is the process of regularly checking every student’s performance periodically during the school year. This helps to identify students who are on track and responding well to core instruction and those who may need more support. Students in Grades K through Grades 3 participated in the FastBridge Universal Screener for math in the fall of the 2018-19 school year. Benchmark scores were used to indicate each student’s level of risk for not meeting the end of year goal. Students fell into one of two categories as depicted in Figure 8, which are At Risk or On or Above Grade Level. Of the 1,048 students who took the screener this fall in kindergarten, 53% were considered On or Above Grade Level. Grade 1 screened 934 students with 60% On or Above Grade Level. Grade 2 had 69% reaching the On or Above Grade Level category and Grade 3 had the highest percentage of students at 83%.

Figure 8
Secondary Indicator - Customer Satisfaction Survey Quarter 1

Overview
The data included in this report reflects responses on the Customer Satisfaction Survey from June 16, 2018 through September 14, 2018. There were 106 logins during this time period, however, only 89 responses recorded information other than demographic. There are twenty-five departments/services identified to inform the overall district satisfaction level within two divisions; Curriculum & Instruction and Human Resources & District Services.

Overall District Satisfaction Level
Question number one of the survey asked customers to determine if he/she was satisfied by services provided by answering yes or no. This gave customers only two choices and he/she stated their overall satisfaction level with an answer of yes or no. This decision was made purposefully so that a customer did not have a neutral choice. Based on this question, 93% of those customers that took the survey answered that, “Yes, he/she was overall satisfied by the service provided by one of the departments in the district.”

To determine the satisfaction of each of divisions within the district, the department and service data was aggregated to one total. The departments that make up each of the divisions is seen in table 5.
Each of the divisions had different participation rates. The percent of satisfied customers per division was calculated by the number of customers who answered yes to question one divided by the number of respondents within each of the divisions. The customer satisfaction rates within each division for quarter one of 2018-19 were for Curriculum & Instruction was 100%, and for Human Resources & District Services was 91% (Figure 9 & 10). Of the 89 respondents, the majority came from within the organization in the roles of certified staff and classified staff. The overall satisfaction rate of 93% by role was certified staff 60%, administrators 12%, classified staff 15%, and the other roles 6% for the district as a whole. There are different totals for participation rates depending on the analysis due to the responses of the participants. Data was included in the analysis as long as there was data other than demographic. Therefore, not all questions were answered by all participants.

There were differences in the participation numbers within the roles at each division (Figure 11). There was limited data due to the *n size* of 10 to report satisfaction level by role and division. Of the certified staff that responded to the survey a 100% were satisfied with the Curriculum & Instruction Division and 95% with the Human Resources & District Services Division. Of the classified staff, 100% were satisfied with Curriculum & Instruction and 91% were satisfied with Human Resources & District Services. Of the administrators 100% were satisfied with Curriculum & Instruction and 67% with Human Resources & District Services (Figure 12).
Figure 9

Percent Satisfied 2018-19 First Quarter

- Curriculum and Instruction: 100.00%
- Human Resources & District Services: 90.80%

Figure 10 *Contains only division specific data

Participants in 2018-19 First Quarter Customer Satisfaction Survey

- Curriculum & Instruction: 23 satisfied, 65 total
- Human Resources & District Services: 65 total (includes satisfied and not satisfied)
Participants in 2018-19 First Quarter Customer Satisfaction Survey by Role

- Administrator: 12 (Satisfied), 0 (Not Satisfied), 12 (Total)
- Certified Staff: 55 (Satisfied), 0 (Not Satisfied), 55 (Total)
- Classified Staff: 14 (Satisfied), 0 (Not Satisfied), 14 (Total)

*Figure 11: Contains all data*
Figure 12* Contains only Division Specific data. Only data of ten or more was reported.
Specific Feedback

The division sought feedback in four specific areas through question two on the survey. The four areas were effective communication, courteous service, timely service, and quality product and/or service. Each respondent was asked to rate the statements in each area as strongly disagree, disagree, neutral, agree, and strongly agree. For the purposes of this analysis the two ratings of agree and strongly agree were seen as satisfied. As seen in Figure 13, the ratings on the four areas were closely related to the overall satisfaction at the district level. The largest difference was 7%.

At the division level there was some variance between the overall division satisfaction level and satisfaction level in each of the specific areas as seen in Figure 14.

Figure 13

Percent Agree and Strongly Agree in Four Specific Areas at the District Level 2018-19 First Quarter

<table>
<thead>
<tr>
<th>Topic Area from Survey</th>
<th>% Agree</th>
<th>% Strongly Agree</th>
<th>% Total Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Courteous Service</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Timely Service</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Quality Service/Product</td>
<td>87%</td>
<td>87%</td>
<td>87%</td>
</tr>
</tbody>
</table>
Percent that are Satisfied in Four Specific Areas at the Division Level
2018-19 First Quarter

Figure 14