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 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. PL - 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. PL – 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 20178-19

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. PL - 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 HS for 2018-19 (1st semester)
   i. No information in this report

3. Goal – Meet or exceed school accountability on WAEA
   i. No information in this report

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 - District Assessments System
   ii. SI - Wyoming Contents Standards Update

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

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

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

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

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

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

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

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

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

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

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1 The percentage will be set after the Wyoming Department of Education determines cut scores.

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
Predictive Graduation Rate

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

At the end of first semester, the number of credits earned by grade twelve (12) students represented that 87% of the students were on track to accumulate at least 26.5 credits within four (4) years. This is @ percentage points higher than the 2018 graduating class. The 2020 graduating class is 3 percentage points lower than last year’s juniors. The sophomore class (2021) is equal to where last year’s sophomore class was (2020).

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

<table>
<thead>
<tr>
<th>NCSD Predictive Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019 Graduating Class</strong></td>
</tr>
<tr>
<td>Grade 9 - 79%</td>
</tr>
<tr>
<td>Grade 10 - 76%</td>
</tr>
<tr>
<td>Grade 11 - 84%</td>
</tr>
<tr>
<td>Grade 12/S1 - 87%</td>
</tr>
<tr>
<td><strong>2020 Graduating Class</strong></td>
</tr>
<tr>
<td>Grade 9 - 76%</td>
</tr>
<tr>
<td>Grade 10 - 80%</td>
</tr>
<tr>
<td>Grade 11/S1 - 84%</td>
</tr>
<tr>
<td><strong>2021 Graduating Class</strong></td>
</tr>
<tr>
<td>Grade 9 - 83%</td>
</tr>
<tr>
<td>Grade 10/S1 - 82%</td>
</tr>
<tr>
<td><strong>2022 Graduating Class</strong></td>
</tr>
<tr>
<td>Grade 9/S1 - 87%</td>
</tr>
</tbody>
</table>
CSF Campus Customer Satisfaction Surveys
The data included in this report reflects responses on the Customer Satisfaction Survey from December 15, 2018 through March 15, 2019. There were 33 logins during this time period, however, only 29 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. There is a decline in satisfaction rate this quarter, however, there were only 33 logins compared to 77 at this time last year.

<table>
<thead>
<tr>
<th>Overall District Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 3</td>
</tr>
<tr>
<td>2016-17 90%</td>
</tr>
<tr>
<td>2017-18 99%</td>
</tr>
<tr>
<td>2018-19 86%</td>
</tr>
</tbody>
</table>
Goal 1

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

Secondary Indicator: Predictive Graduation Rate

Credits earned by a graduating class of students each year is a secondary indicator for on-time graduation rate. Starting with the graduating class of 2017 the number of credits required graduating from high school increased from 24.5 to 26.5. The increase in required credits also increased the number of credits required for NCSD to consider a student on track to graduate with their cohort in four years. Tables 1-4 represent the number of credits earned at the end of the first semester of the 2018-19 school year for each graduating class. This calculation used real-time data for students currently enrolled in each of the NCSD high schools and does not take into account the students that have left the school. The calculation for credits earned is simply the quantity of credits and does not ensure that the credits meet all of the required coursework for graduation. These tables are also based on the class designation of grade 9, 10, 11, and 12. It does not use the federal designation of cohort.

For the 2019 graduating class in all four high schools, there was a decrease in the percent of students on track to graduate in four years from grade 9 to grade 10. There was an upward trend for the 2019 graduating class as they moved from grade 10 to grade 11, and then to first semester of grade 12. At the end of the grade 10 year for the 2019 class, there were 76% students on track to graduate in four years. There was an increase of 8% at the end of the grade 11 year (Table 1). At the end of the first semester of the senior year the predictive rate was at 87% Overall, the predictive rate of graduation was two points higher than the 2018 graduating class at the end of semester 1 of their senior year.

In their first semester of high school, the 2020 graduating class had 76% of the students on track to graduate on time (Table 2). This rate was lower than the 2019 graduating class at grade 9. There was a 4% increase from the end of grade 9 to the end of grade 10 (Table 2). The trend continued into the first semester of grade 11 with another increase of 4%. Currently this class has a predictive rate of 84%.

For the 2021 graduating class in 2017-18, 83% of students were on track to graduate in four years. The predictive rate at the end of semester one for grade 10 is 82%, which is close to the same percentage as at the end of grade 9 (Table 3).

For the 2022 graduating class, the predictive graduation rate for semester one is 87% (Table 4).
### 2019 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
<th>11th Cumulative Credits Earned</th>
<th>12th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 6.6+ Credits</td>
<td># of students</td>
<td>% of Students on track for 4-yr grad</td>
<td># of students with 13.2+ Credits</td>
</tr>
<tr>
<td>CCA</td>
<td>26</td>
<td>35</td>
<td>74%</td>
<td>392</td>
</tr>
<tr>
<td>KWHS</td>
<td>398</td>
<td>492</td>
<td>81%</td>
<td>13</td>
</tr>
<tr>
<td>Midwest</td>
<td>15</td>
<td>17</td>
<td>88%</td>
<td>318</td>
</tr>
<tr>
<td>NCHS</td>
<td>319</td>
<td>400</td>
<td>80%</td>
<td>14</td>
</tr>
<tr>
<td>RHS</td>
<td>11</td>
<td>34</td>
<td>32%</td>
<td>769</td>
</tr>
</tbody>
</table>

Table 1

### 2020 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
<th>11th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 6.6+ Credits</td>
<td># of students</td>
<td>% of Students on track for 4-yr grad</td>
</tr>
<tr>
<td>CCA</td>
<td>15</td>
<td>17</td>
<td>88%</td>
</tr>
<tr>
<td>KWHS</td>
<td>355</td>
<td>445</td>
<td>80%</td>
</tr>
<tr>
<td>Midwest</td>
<td>11</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>NCHS</td>
<td>338</td>
<td>441</td>
<td>77%</td>
</tr>
<tr>
<td>RHS</td>
<td>739</td>
<td>970</td>
<td>76%</td>
</tr>
</tbody>
</table>

Table 2
## 2021 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
<th>10th Cumulative Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 6.6+ Credits</td>
<td>% of Students on track for 4-yr grad</td>
</tr>
<tr>
<td>KWHS</td>
<td>449</td>
<td>90%</td>
</tr>
<tr>
<td>Midwest</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>NCHS</td>
<td>373</td>
<td>79%</td>
</tr>
<tr>
<td>RHS</td>
<td>33</td>
<td>62%</td>
</tr>
<tr>
<td>District</td>
<td>864</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table 3

## 2022 Graduating Class

<table>
<thead>
<tr>
<th>School</th>
<th>9th Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students with 3.3+ Credits</td>
</tr>
<tr>
<td>KWHS</td>
<td>440</td>
</tr>
<tr>
<td>Midwest</td>
<td>18</td>
</tr>
<tr>
<td>NCHS</td>
<td>357</td>
</tr>
<tr>
<td>RHS</td>
<td>35</td>
</tr>
<tr>
<td>District</td>
<td>850</td>
</tr>
</tbody>
</table>

Table 4
G1iv. Secondary Indicator: Credits attempted vs credits earned vs GPA

Figures 1-6 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 2018-19 school year. These averages only take into account Semester 1 2018-19 and are not cumulative. Averages illustrate an overall picture, but it is important to note that outliers (high or low) can skew the data.

To graduate from Natrona County School District a student must earn 26.5 credits, which means that each student needs to earn at least 6.625 credits each year, which is a little more than three credits a semester. Figure 1 shows that on average, seniors at all NCSD high schools are earning the average number of credits per semester to complete 26.5 credits over the course of their high school career. This figure does not indicate which courses the credits have been earned in, nor that the courses are the correct courses required for graduation.

The district average of credits earned for the 2019 cohort in semester one of 2018-19 is 3.85 with a GPA of 2.85, which is lower than the 2.89 average GPA during their 11th grade year. This cohort of students’ GPA has fluctuated each year since their Grade 10 year. However, those Grade 12 students 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 2020 graduating cohort (Figure 2) had a district average GPA of 2.60, which is .11 lower than this time last year during their grade 10 year. On average this cohort has earned an average of 4.03 credits during the first semester.

The 2021 graduating cohort (Figure 3) had a district average GPA of 2.42 and 3.97 credits earned. Although there was an increase in the credits earned there was a decrease in the average GPA from the grade 9 year.

The 2022 graduating cohort (Figure 4) had a district average GPA of 2.50 and average credits earned of 4.03 for their first semester of high school. These averages are higher than the 2020 cohort during their grade 9 first semester.

All four cohorts currently enrolled in high school are on average earning enough credits this semester to be on track to graduate.
2019 Graduating Cohort

Grade 12 2018-19 First Semester Credit Analysis and GPA

![Bar chart showing average credits, credits earned, and GPA for schools KWHS, Midwest, NCHS, RHS, NCSD.]

Figure 1

2020 Graduating Cohort

Grade 11 First Semester Credit Analysis and GPA

![Bar chart showing average credits, credits earned, and GPA for schools KWHS, Midwest, NCHS, RHS, NCSD.]

Figure 2
2021 Graduating Cohort
Grade 10 2018-19 Credit Analysis and GPA

![Bar chart showing average credits attempted, earned, and GPA for schools KWHS, Midwest, NCHS, RHS, and NCSD.](Image)

Figure 3

2022 Graduating Cohort
Grade 9 First Semester Credit Analysis and GPA

![Bar chart showing average credits attempted, earned, and GPA for schools KWHS, Midwest, NCHS, RHS, and NCSD.](Image)

Figure 4
G1v. Secondary Indicator: Non-graduate rates for HS

The data in Figures 5-6 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.

Last year, NCSD had 108 students coded as non-graduates for September-January. Currently we are 39 students more than last year with 147 students coded as non-graduates. These figures fluctuate due to the mobility of students in and out of the school district throughout the year. There is also some fluctuation due to procedure and coding in Infinite Campus at the school level. For example, if a student has not been in school for 10 consecutive days, he/she is coded in the system as a dropout. NCSD schools work to verify this with the student's family, in some cases the student has moved to another district and when that request is received the code is changed in Infinite Campus to reflect the move to another district.

The numbers for previous years on Figure 5 are the final numbers from Infinite Campus with all coding corrections. The numbers for the current school year are dynamic and will most likely become lower, as coding is corrected and transfer information is received.
When looking at the number of students that dropout in relation to the Federal Four Year Cohort Graduation Rate, NCSD has reduced the numbers of dropouts by twenty-two (22) students from the 2015-16 to 2017-18 school year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>207 Students</td>
</tr>
<tr>
<td>2016-17</td>
<td>193 Students</td>
</tr>
<tr>
<td>2015-16</td>
<td>215 Students</td>
</tr>
<tr>
<td>2014-15</td>
<td>229 Students</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-TEPP Cut Scores and the data is released.**

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

No data this quarter

Goal 3:

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

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

No data this quarter
Goal 4

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

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

Secondary Indicator - Customer Satisfaction Survey Quarter 3

Overview
The data included in this report reflects responses on the Customer Satisfaction Survey from December 15, 2018 through March 15, 2019. There were 33 logins during this time period, however, only 29 responses recorded information other than demographic. There are twenty-five departments/services identified to inform the overall district satisfaction level within two divisions; Curriculum & Instruction and Human Resources & District Services.

Overall District Satisfaction Level
Question number one of the survey asked customers to determine if he/she was satisfied by services provided by answering yes or no. This gave customers only two choices and he/she stated their overall satisfaction level with an answer of yes or no. This decision was made purposefully so that a customer did not have a neutral choice. Based on this question, 86% of those customers that took the survey answered that, “Yes, he/she was overall satisfied by the service provided by one of the departments in the district.”

To determine the satisfaction of each of divisions within the district, the department and service data was aggregated to one total. The departments that make up each of the divisions is seen in table 5.
### List of Departments and Services within each Division

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

Table 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. Due to the low response rate there were not at least 10 responses (the \( n \) size) in the Curriculum & Instruction in order to report a satisfaction rate for the division. There were 22 responses for the Human Resources & District Services with a satisfaction rate of 91%. Of the 29 respondents, the majority came from within the organization in the roles of certified staff and classified staff. The overall satisfaction rate of 86% by role was certified staff 24%, administrators 24%, classified staff 31%, and the other roles 7% for the district as a whole. There are different totals for participation rates for the indicators 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.

**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 7, the ratings on the four areas were closely related to the overall satisfaction at the district level. The largest difference was 4%.

Feedback on the specific areas is only reported for the Human Resources & District Services division because the Curriculum & Instruction Division did not meet the \( n \) size of 10.
At the division level there was some variance between the overall division satisfaction level and satisfaction level in each of the specific areas as seen in Figure 10.

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

Figure 7
Percent that are Satisfied in Four Specific Areas at the Division Level 2018-19 Third Quarter

- Effective Communication: 86%
- Courteous Service: 86%
- Timely Service: 91%
- Quality Product/Service: 86%

Figure 8