



BISHOP DWENGER HIGH SCHOOL

School Improvement Plan 2023-2024 School Year

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I. Mission Statement

Bishop Dwenger, a Diocesan Catholic high school founded in the life and teachings of Jesus Christ, provides a faith-centered community dedicated to academic excellence, growth in the spiritual life, a Christ-centered active life outside of class and a Christian life of service to community.

II. Vision

The Bishop Dwenger community assists students in becoming “Citizens of Two Worlds.”

III. Belief Statement

As a Catholic institution, the Bishop Dwenger community believes:

1. Parents are the primary educators.
2. A safe, loving Dwenger community free from violence, drugs and immorality will be provided for all.
3. All faiths will be respected and treated with dignity.
4. Cultural diversity increases student understanding and respect of different peoples and cultures.
5. Community service is an important aspect of individual development.
6. Each student will be respected as an individual.
7. All students can learn.
8. All students will be encouraged to achieve his or her full potential through instruction and example.
9. Each student will be educated intellectually, socially, physically, and spiritually.
10. Each student will be prepared for the challenges of an ever-changing world.
11. Students learn, utilizing different styles, and will be given opportunity for appropriate avenues of success.
12. Each student will develop strengths and become aware of areas for growth.
13. Co-curricular activities are an important part of student growth.

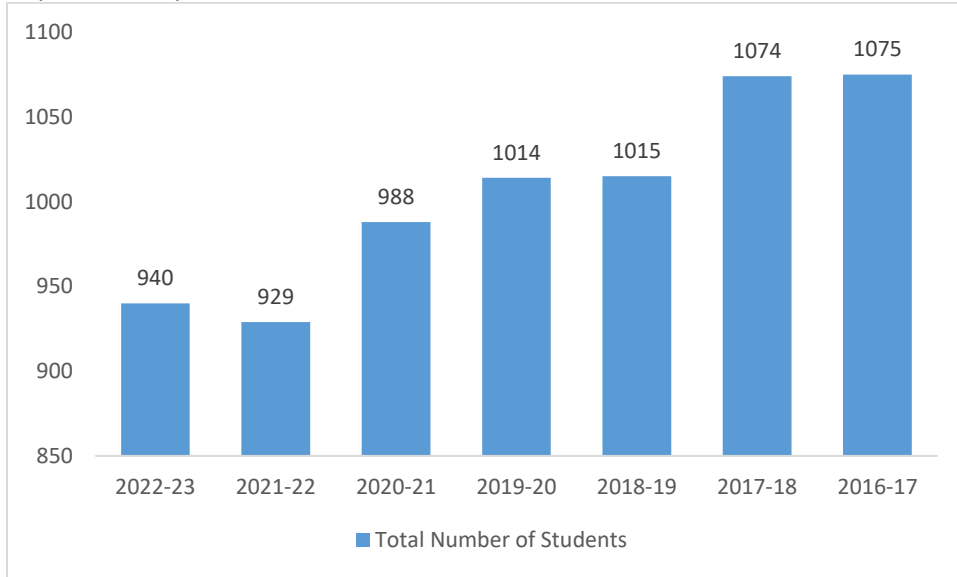
Bishop Dwenger is an educational institution which attempts to instill in its students what the apostle Paul wrote to the Corinthians:

“I urge you, brothers, in the name of our Lord Jesus Christ, that all of you agree in what you say, and that there be no divisions among you, but that you be united in the same mind and in the same purpose.”

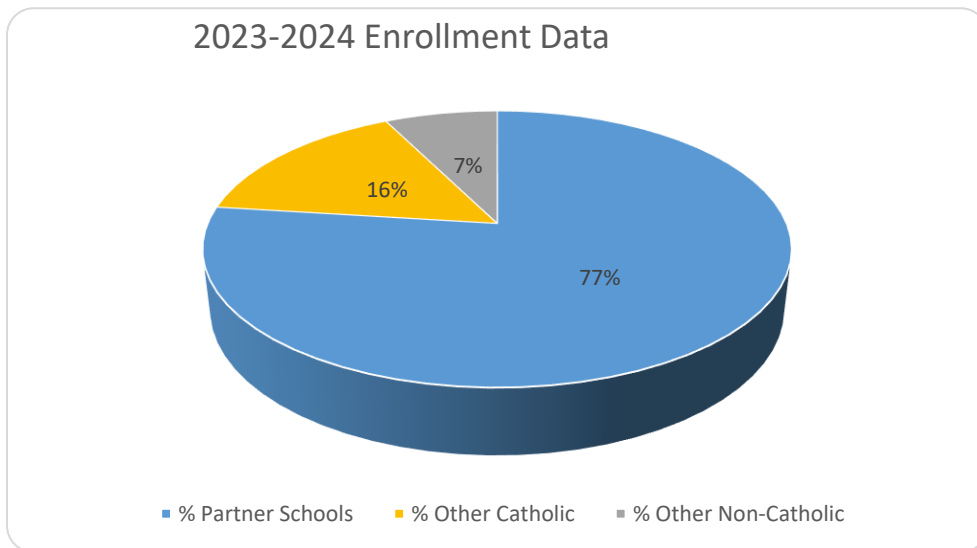
I Corinthians 1:10

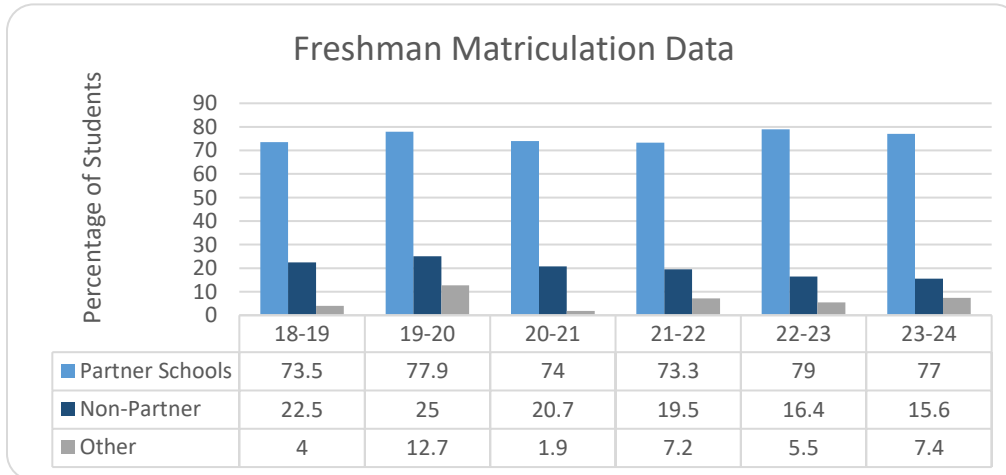
IV. School Narrative

Bishop Dwenger High School (BDHS) is one of four diocesan high schools in the Diocese of Fort Wayne-South Bend. It is located on the Northeast side of Fort Wayne, Indiana. The school is in the heart of the north end of Fort Wayne, located at the corner of Clinton and East Washington Center Roads in the city’s 46825 zip code.

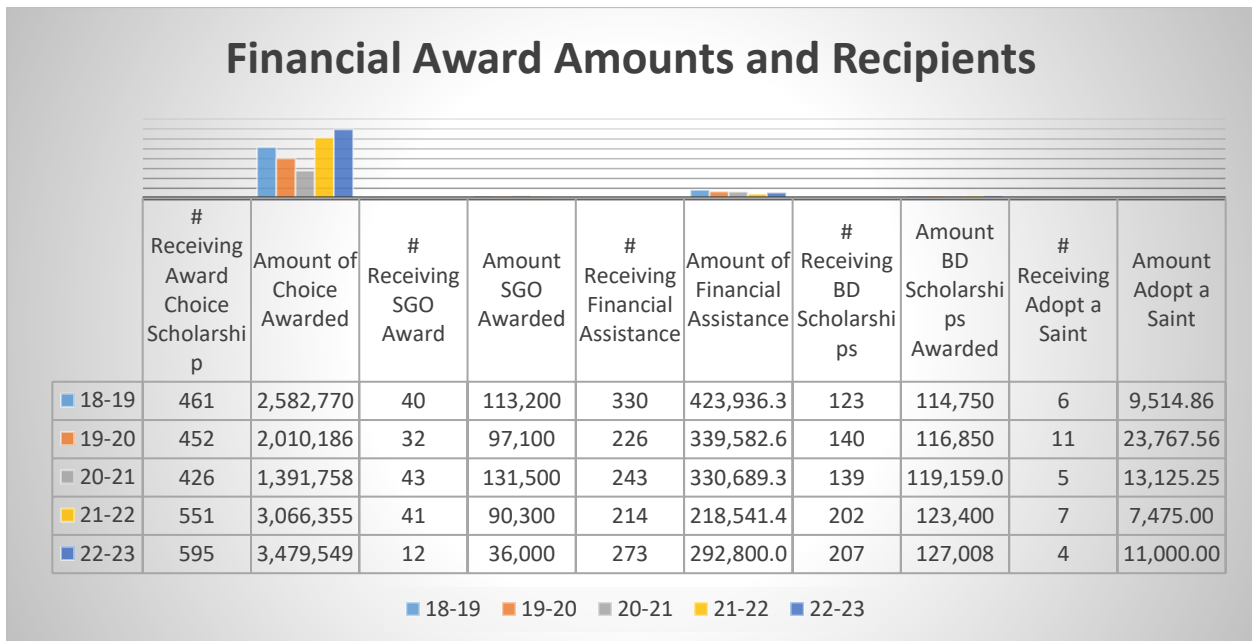


Over the past several years, there has been a decline in the total enrollment due to more options available for parents to choose for their students’ education, as well as a decline in the number of students in the partner schools.



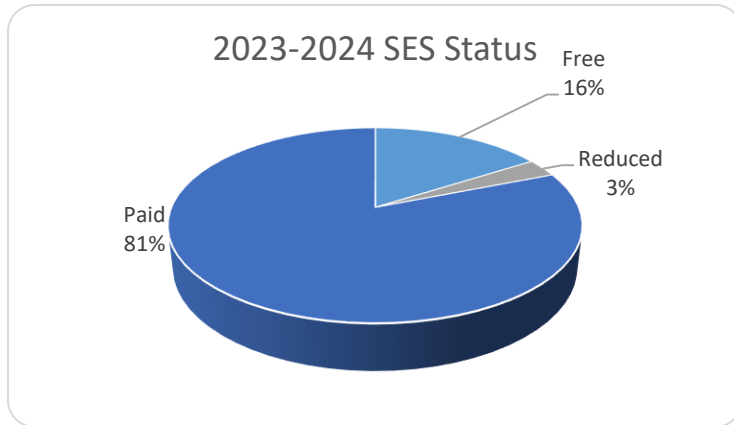


Seventy-seven percent of the incoming students come from its seven partner schools; this is down 1% from last year. The percent of students from other area Catholic schools has remained somewhat steady. Currently, 15.6% come from Catholic, non-partner schools and 7.4% come from other schools, including area public schools. St. Vincent had 91% of their 8th grade enter Bishop Dwenger as freshmen. This is the highest among the partner schools.



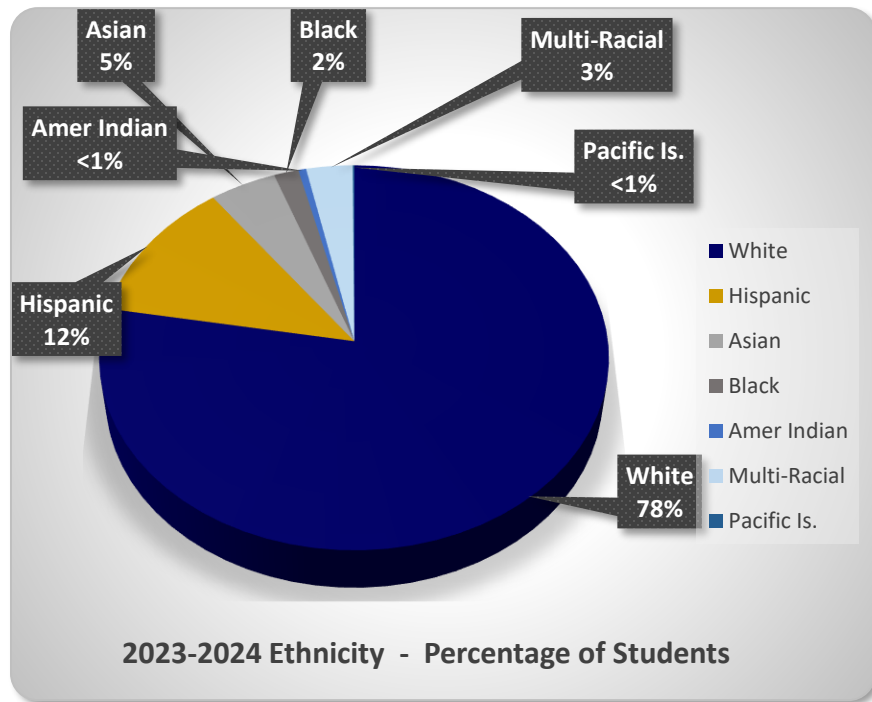
As evident in the graph above, the majority of students receive some type of financial assistance. Sixty-three percent of the students received a School Choice Scholarship from the State of Indiana in 2022-2023. With recent changes in the choice scholarship at the state level, more students qualified to receive an award. Including Choice Scholarships, plus other forms of financial assistance, a total of \$3,946,357.09 was awarded in 2022-2023.

The SGO is available for qualifying families within certain income limits, allowing a future pathway to the Choice Scholarship. The school has always given a sizable amount of financial assistance as determined by FACTS applications in addition to school awarded scholarships. Many families have additional assistance to offset the cost of private education.



The SES (socio-economic status) of the enrollment shows that 81% of students are on the paid lunch program, while 16% qualify for free lunches, and 3% qualify for reduced lunches.

Bishop Dwenger’s student body is comprised of 78% white students, which has decreased slightly each year from 90% in 2011-12. The largest growing ethnicity has been the Hispanic population, which is at 12% from 5.6% in 2011-12. Based on self-reporting from families, the Black population is only at 2% and multi-racial is at 3%. Asian students comprise 5% of the student body for 2023-2024. Native American and Pacific Islander students comprise less than 1% each.



The school currently has 918 students (as of 9/18/23), which is a decrease from 1015 in 2019-2020. With the onset of COVID, several students withdrew to pursue homeschool/virtual educational options; not all these students have returned with the diminishing COVID effects. In addition, the number of students enrolled in partner schools has declined over the past several years.

There are three full-time school administrators, two part-time chaplains, 62 faculty members, and many support staff.

Bishop Dwenger is a college preparatory high school, with approximately 88% of the graduates advancing to higher education at the college and university level. Eleven percent of the 2023 graduating class went directly into the workforce.

The school is accredited by Cognia and is a member of the Indiana High School Athletic Association (IHSAA) with participation in twenty boys' and girls' sports and four additional club sports. There are also a wide variety of other extra-curricular clubs and organizations for students to join. The activities in which students may participate incorporate all aspects of the schools' mission with clubs that encompass athletics, academics, service, and faith formation.

The school has grown from its original size in 1963, with the addition of seven new classrooms, a fine arts wing, additional space for the advancement offices and an additional gymnasium. In 2014, the original gymnasium was renovated, a cardio room, new weight room, and a multi-purpose room were added. In 2016, the completion of a new chapel, Pastoral Ministry offices; and teachers' workroom space were additions that enhanced the campus footprint. Over the past few years, the original classrooms were renovated and connected to the new HVAC system in phases. The summer of 2018 saw the administrative offices and main lobby renovated with student security and limited building accessibility as the main priorities. In 2019, a new football stadium was built on the campus. In the summer of 2020, a new moderate needs special education room was added. Bishop Dwenger continues to grow and transform to meet the current needs of students and the Bishop Dwenger community. In 2022, a building (previously a theater) was acquired at North Crest Shopping Center. Fundraising for renovation of the St Joseph the Worker Career Center is under way. This is a collaborative effort that will provide a new vocational center for the diocese.

V. Environmental Scan Data

The U.S. Census Bureau (2020) approximates Fort Wayne as the second largest city in the state and is ranked 77th nationally with 265,926 residents as of July, 2022. It sits in Allen County, Indiana's third most populous county, and has grown over the past few years with more large corporations and companies moving into the city. The southwest and northwest areas have grown with the development of new neighborhoods and businesses.

Allen County's unemployment rate was 3.1% as of June, 2022; this is compared to 3.6% for the national average. These figures are down from 2020, when more people found themselves unemployed due to COVID. With the improvement in the unemployment rate, the number of families who can adequately budget for a Bishop Dwenger education should be increasing. In addition, changes in School Choice scholarships have made it more affordable for more families to seek a Catholic education.

One of Fort Wayne's primary industries is manufacturing. Automotive and defense manufacturing have a large presence in the area, with General Motors, BF Goodrich, BAE Systems and Harris Corporation being some of the most prominent companies. Steel Dynamics is a leading steel manufacturer in the region.

Fort Wayne's economy has diversified from manufacturing into other sectors, including health care. Parkview Regional Medical Center and Lutheran Hospital of Indiana (part of the Park Health Systems and Lutheran Health Network, two of the area's largest employers) are located on the north and southwest sides of the metro area, respectively. Those in the education sector can find work at institutions like Indiana University, Purdue University Fort Wayne, Indiana Institute of Technology, the University of Saint Francis and Ivy Tech Community College. Jobs in communications, transportation and financial services are also available in the area.

The fastest growing jobs in Indiana are (Zippia, 2022)

1. Occupational Therapy Assistant
2. Biomedical Engineer
3. Home Health Aid
4. Web Developer
5. Physical Therapist Assistant
6. Nurse Practitioner
7. Operations Analyst
8. Music Therapist
9. Physician Assistant
10. Physical Therapist

VI. Unique Local Insights

Bishop Dwenger High School's Mission is based upon four pillars: faith, academics, service to others and activities. The mission serves to address the needs of the whole child and to do so from a faith-based perspective.

A. Pillar: Faith

The faith portion of the mission is addressed in a variety of ways. When on campus, Catholicism is evident from the prominent 'front and center' recently constructed chapel, to the papal flag on the front lawn, hallway murals/paintings, classroom crucifixes, and pictures of the Pope and local bishop. In the fall of 2020, a large crucifix was added in the stadium, highlighting an additional means by which our Catholic Identity is integrated with extra-curricular activities. Each support office and public space also displays a minimum of one symbol/statue that denotes the school's Catholic roots and culture.

Students have opportunities to practice their faith with prayer time in the chapel, daily rosary through the Decade Club, class and team chapel Masses, monthly Eucharistic Adoration and frequent opportunities for the Sacrament of Reconciliation. In addition, all student celebrate Mass is celebrated at least twice per month. Students also participate in all-school Reconciliation services, May Crowning, Feast of the Rosary, and Stations of the Cross during Lent.

Teachers are expected to integrate Catholic teachings into the curriculum in every subject, as highlighted in the Diocesan Curriculum. Every class begins with prayer. One of the greatest testaments to the faith at Bishop Dwenger is the way students treat each other and the respect they show for others. Stakeholder feedback confirms that a "family" atmosphere is one of the greatest assets at Bishop Dwenger.

To assist students in living out this pillar, a full-time service coordinator is on staff along with a pastoral minister and life-skills counselor. Two chaplains are assigned by the bishop and are present and visible approximately four days per week.

Students and staff are provided with opportunities for retreats, as well as exposure to weekly virtues through the Virtues=Strength program. Whether in the classroom, on the sports field, or through club involvement; students have opportunities to build their relationship with Christ and practice their faith on a daily basis.

Bishop Dwenger was selected to lead the annual and National Right for Life March in Washington D.C. in January, 2019. With this plethora of pastoral supports, coupled with teachers and staff, students are surrounded by adults who and events that provide “authentic witnesses” to the Faith. Every teacher hired in the diocese, must read, and acknowledge the importance of and their commitment as an exemplary role model and witness to an active faith life.

Beginning in the 2021-2022 school year, an annual theme was selected to guide in integration of faith into the everyday lives of Bishop Dwenger *Saints*. The theme in 2021 was “He will Make Right Your Path.” The theme selected for 2022 was “One God, One Family, One Love.” “Sixty Years Strong” is the theme for the 2023-2024 school year.

B. Pillar: Academics

Second only to faith formation, academics are of utmost importance at Bishop Dwenger High School. Bishop Dwenger is unique in its willingness to accept virtually any college course as dual credit. In addition to courses that students may take on campus, several dual credit and nine advanced placement courses are taught at Bishop Dwenger. Students on the other end of the spectrum also have great opportunities with an outstanding special education department that meets the needs of all students. The resource room is not just for students in special education, but for all.

Bishop Dwenger continues to expand educational opportunities, as evidenced by the addition of a moderate needs’ special education classroom (2020). Additional courses in Spanish for Heritage Speakers, and Film & Literature were also added to the curriculum in 2020. In 2021, a Student Media class was added. In 2022, a new special education teacher was hired, opening a second resource room to assist students who struggle.

The academic excellence that has become a tradition at Bishop Dwenger is a key distinguishing factor for the high school. This is evident in the school being ranked in the top 10% of all Indiana schools. In 2006 and 2020, Bishop Dwenger was named as one of the top Catholic High Schools by the Cardinal Newman Society. Bishop Dwenger consistently receives an “A” in the A-F Accountability rating by the Indiana Department of Education. As is evident in these honors, Bishop Dwenger has a strong tradition of excellence.

As one examines the curricular offerings, the tradition of strong test performance, and commitment to each child in the classroom, it is evident that Bishop Dwenger maintains strong academic programs.

C. Pillar: Service to Others

Bishop Dwenger students accrue hundreds of hours of service to the community. Each student is required to complete 20 hours of service per year. Ten hours are fulfilled at pre-approved locations designated to serve the poor, indigent, and needy. The remaining ten “flex” hours may be served to the benefit of family, neighbors, the school, etc. Many students complete well beyond their required twenty hours. In fact, the St. Mother Teresa Award is given for 35+ hours of service, provided all requirements have been met.

In addition to individual service, Bishop Dwenger is active in CRS (Catholic Relief Services). Students participate in school-wide programs and activities toward global and local efforts, such as Rice Bowl

Collections, collections for Catholic Charities, the Women’s Care Center, weekly Euell Wilson tutoring, and support of a Mother’s Hope (homeless shelter for expectant moms), and more.

D. Pillar: Activities

As one of the pillars, activities are important for helping students to grow in their ability to develop relationships with others. Through involvement in team or club activities, students learn how to blend complementary strengths, build trust, resolve conflicts, promote a sense of ownership, and have confidence in healthy risk-taking (Matteson, 2015).

If activity occurs in the form of a sport or physical activity, students reduce the risk of stress, depression, and other mental health issues. Physical activity also helps teenagers maintain a positive body image because physical activity is so beneficial to the human body (About Our Kids, 2015). Thus, an active life is seen, not just as extracurricular, but as a key component of the Bishop Dwenger experience.

At Bishop Dwenger, there are activities as varied as the students’ interests:

- **Athletics**
In addition to 20 state-sanctioned varsity sports, Bishop Dwenger offers additional competition club sports including lacrosse, bowling, rifle, dance, cheerleading and rugby.
- **Fine Arts:**
Students who enjoy the arts may participate in show choir, plays, pep band, jazz band, winter color guard, winter percussion, and marching band. In addition to performing arts, students may also participate in Art Club.
- **Faith & Service:**
Those who are committed to learning more about and growing in their faith may take part in the Decade Club, St. Mother Teresa Club, tutoring at the center for the underprivileged, Students Against Destructive Decisions, serve as BD Ambassadors to the school and Keys Club. They may also act as liturgical ministers, participate in the liturgical choir/ensemble, St Joseph Men’s Club, St Gemma Women’s Club, Rosary Club, Apologetics, or Saints for Life. CRS Club, and Saints for All – a club focusing on diversity.
- **Academics:**
Students interested in furthering their academic development take part in Spell Bowl, Academic Super Bowl, Robotics, a variety of foreign language clubs, and National Honor Society.
- **Other:**
To best serve a wider variety of student interests, a diverse set of other clubs are offered. These include Scrabble Club, Spirit Club, Table Tennis Club, Philomena’s Friends (crochet and knitting club), Medical Club, Cooking Saints, PAWS and Game Club.

E. Citizens of Two Worlds

As students participate in the afore-mentioned faith experiences, academic pursuits, service to others and an active life, they develop skills that will serve them well into adulthood while making evident the benefits of a balanced, well-rounded life.

As a Catholic high school, it is important to prepare students for the inevitable temptations, controversies, and assaults on their faith and way of life presented by the secular or “real” world. It is imperative that students are equipped to actively participate, contribute to and help affect change in

the secular world. They must be able to do this while holding fast to the doctrinal teachings of the Catholic Church. They must learn to integrate their faith lives with their secular lives in a seamless manner that includes ethical practices in all they do. In essence, they become “*Citizens of Two Worlds.*” In collaboration with the Bishop Dwenger community, families will be provided with an opportunity for a network of support for all children. As a collaborative partner, the school offers students and families a system of intervention and support when concerns arise about a student. Any parent, student, teacher, or staff member may refer a student for whom they have concerns, which may include social, emotional, health, drug/alcohol abuse, or self-harm. The school employs a full-time life skills counselor who is available to help any student who is struggling in any area.

As stated by the Second Vatican Council, “Holy Mother Church must be concerned with the whole of man's life, even the secular part of it insofar as it has a bearing on his heavenly calling.” Essentially, all faithful must be *Citizens of Two Worlds.*

II. Teaching and Learning

A. Unified Goals & Standards-Based Curriculum

Dwenger High School has put into action the following initiatives, some of which are required by the diocesan Catholic Schools Office.

Current School Initiatives in Progress:

- Spring 2022 Diocesan Curriculum Initiative
- Started 2020 Expanded use of virtual/remote synchronous learning.
- Started 2020 Revamping of Diocesan Wide Curriculum Project.
- Started 2018 Conformity to IDOE’s Diploma Pathways.

While course descriptions are updated annually in the Bishop Dwenger Curriculum Guide, each teacher is expected to possess the current standards established by the State of Indiana for College and Career Readiness. Teachers are to align their lessons with the standards and diocesan outcomes. It must be understood that the state standards and outcomes in the curriculum are merely the base. All teachers are expected to surpass the standards to enrich and enhance instruction. In addition to state standards, the expectation is that all teachers will integrate Catholic Identity into the curriculum through inclusion of elements of “Truth, Beauty, and Goodness.”

Throughout the development of the curriculum, each teacher is expected to retain, in the classroom, a copy of lesson plans and objectives. It is the responsibility of each teacher to revise and edit the lessons each year. In 2022, a diocesan website was established to post curriculum frameworks and resources. This will allow sharing of resources across all four high schools within the diocese. Teachers will have better access to current curricular materials, and new teachers will have access to curriculum that meets diocesan standards.

Bishop Dwenger consistently receives an “A” rating on the State’s Accountability system. Components of this rating are based upon performance on the English/Language Arts and mathematics portion of the graduation qualifying exam (now the SAT), student growth, graduation rate, and college and career readiness indicators.

Traditionally, Bishop Dwenger has been known in the greater community as a college preparatory school; thus, the curriculum is directed to this end. However, there are course selections for students at all levels of learning, with basic courses becoming more numerous in the wake of the local bishop's initiative to make Catholic education more inclusive to all learners. Anthis Career Center, through Fort Wayne Community Schools, also provides a wide range of vocational courses in which students from Bishop Dwenger may enroll. In addition, a robust work-based learning program is in place.

In 2020, the St. Mother Teresa program was introduced in special education. This program works with moderate needs students. The program started with two freshman students in 2020-2021 and expanded to five students in 2021-2022. All five students remain enrolled to date. As of the 2023-2024 school year, there are seven students enrolled.

Teachers of academic level courses maintain high expectations and prepare students for college, while courses are available in most subjects for students who seek additional challenge and preparation for college. Honors courses are given an additional weight value as incentive for students to challenge themselves academically.

Dual credit and advanced placement courses are available in nearly every content area and are weighted beyond the honors courses. Bishop Dwenger offers nine advanced placement classes with eight additional courses in which dual credit is issued through Purdue Fort Wayne, Ivy Tech, or Indiana Tech. Additional dual credit and/or advanced placement classes are reviewed annually.

To address the needs of all students, recent staff development included differentiated instruction, special education, standards-based instruction, incorporation of Catholic Identity into the curriculum, improvement in math standardized scores, SAT prep, and school safety. Current initiatives are inclusion of math/problem-solving techniques throughout the curriculum, as well as review and revision of the Diocesan curriculum.

An area for greater impact for Bishop Dwenger staff is the evolving perspective as to how to meet holistic student needs. To aid in the formation of the previously mentioned "Citizens of Two Worlds," it becomes evident that each educator must engage in effective pedagogy to reach all ranges of student ability. Education remains critically important in the formation of the human person by teaching how to live well now to be able to live with God for all eternity (USCCB, 2018), but to do so, teachers must understand the differences and similarities among students and use this information to plan effective, growth-minded instruction (Robb,2008). When practicing in such a way, Catholic schools serve both the faith community and society by educating children, young people and adults to contribute to the common good by becoming active and caring members of the communities, cities, and nation in which they live (USCCB, 2018).

In 2021, a one-hour delay, one to two times monthly, was added to the calendar. In 2022, the hour delay days were extended to every Wednesday. Teachers will have opportunities to meet as a department, receive training in safety, special education, Catholic Identity, and curriculum best practices. In addition, they will be able to collaborate as they work on updating curriculum for each course.

To permit specificity of individual interests, each staff member is granted two professional development days per school year to enrich and grow in his/her discipline. This is afforded by the federal Title IIA grant with Bishop Dwenger's allocation.

In addition to professional development in the local school calendar, teachers attend one day of enrichment in Catholic Identity through the All-Diocesan Catholic Schools Mission Day, and Curriculum Day, as well as attending faculty retreats.

B. Using Technology to Educate, Enrich, Assess, and Communicate:

1. Blended Learning and the 1:1 Initiative

Blended learning is literal. It blends the best of the traditional classroom with technology augmentation. It does not replace the teacher. It supplements and many times places the responsibility of learning on the student. Students are held accountable.

A 1:1 blended learning environment refers to each student using a digital device, specifically a laptop computer, to enhance and enrich their learning experience. This allows for learning to occur beyond the school's walls and beyond the traditional day. It balances a schedule that allows for synchronous (teacher and student in the same room or teacher and student on-line at the same time) and asynchronous (teacher and students on-line at different times but still communicating, e.g. message boards, blogs, etc.) interactions. Bishop Dwenger students started using 1:1 laptop computers in the 2016-2017 school year to enhance instruction and better prepare students for life after high school.

It is the desire at Bishop Dwenger for this to be a positive opportunity for students. They are to take with them the skills to learn online and to work in collaboration online. Furthermore, these technologies allow a rigor and relevance that supersedes the campus and allows for real-world learning experiences. In the 2020 calendar year, more synchronous learning was added to virtual learning days. Teachers and students began using Zoom, Canvas Conferencing, and Microsoft Teams as means by which students and teachers can connect live. Such opportunities are essential for Bishop Dwenger students whose future includes a highly competitive, highly digital college and workforce environment.

Professional development continues to be offered in technology integration. Because teachers are encouraged to continually employ and grow in their use of classroom technology, a Technology Integration position was created to coach and support teacher growth to this end. This is now a full-time position. An extensive badging system, in which teachers can earn PGP points, is available. Topics included in the badges include best practices, Catholic Identity, and technology related professional development.

Bishop Dwenger supported technology integration in the classroom via expansion of its technology department to include an additional full-time position, conversion of classrooms to multi-media rooms that include LCD projectors and a readily accessible Help Desk open before school, after school and during the students' lunch hour. Additionally, internet bandwidth increased with participation in a local group of four public school districts known as ACENet. This allows shared resources that could not have been utilized before, such as video conferencing that can send instructional videos to the classroom on almost any topic of interest.

2. Database Support and Software

Long before a 1:1 curriculum was considered; PowerSchool served as the database software and continues to do so. It operates as the attendance tracking system, demographic information containment, and online grade book. This robust program is supervised by a full-time on-campus

position in the technology department. Teachers, parents, and students can access information and real-time grades.

Additionally, the 'library' is evolving to a more digital footprint equipped with a Media Specialist, a STEM Maker Space Lab and 3-D printers purchased through Title funds. Announcements are broadcast daily into rooms by BDHS Productions.

Subject-specific software is continually reviewed by departments and purchased as warranted. Teachers make use of numerous applications, such as Snagit, Microsoft Teams, Zoom, EduPuzzle, Quizziz, Kahoot, online textbooks, Alex, online Scholastic magazines, and numerous others.

3. Accountability

Each year all staff and students are required to sign a handbook acknowledgement form stating they know school (and Diocesan) policies and procedures, including the Technology Acceptable Usage Policy regarding proper use of the internet. These are kept on file for the given school year.

Likewise, all freshman and transfer students must complete and earn an 80% on an online Digital Citizenship quiz. The information on the quiz is based on a series of self-paced videos and review of several topical documents that address social media, copyright laws, sharing, targeting, tracking, basic terms, and the school's Acceptable Usage Policy. Those who fail compliance by the due date are denied internet access while on the Bishop Dwenger campus.

As part of Safe Environment training, students are taught how to conduct themselves online, as well as how to recognize when others may be grooming or acting inappropriately. Students are accountable for their online conduct, even at home, when it impacts other students, staff, or the reputation of the school.

VIII. School Data

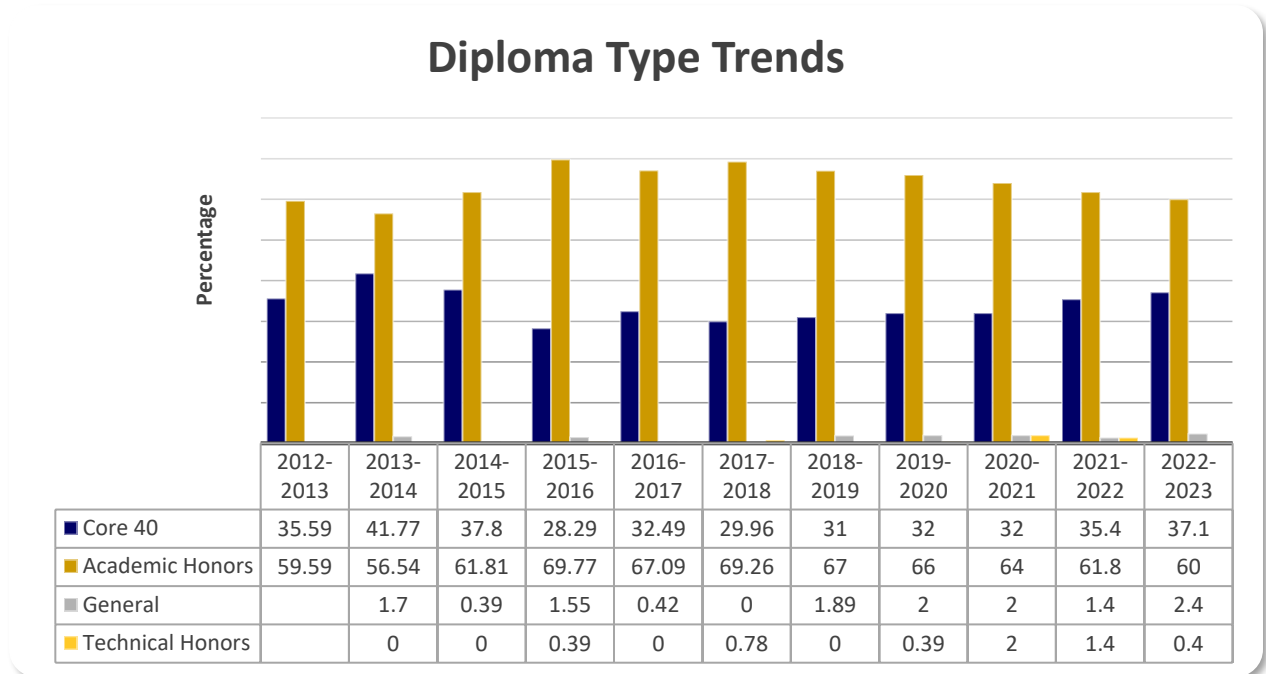
A. Data Collection Instrument #1: Graduation Rate and Diplomas Awarded

Bishop Dwenger maintains high performance numbers through various methods. At-risk students are identified early and assisted in preparing for their coursework and exams. Overall SAT and ACT, composite scores continue to stay high and consistent each year, generally above the state and national averages. The number of students receiving college credit has shown a gradual increase, and enrollment continues to be strong in advanced placement and dual credit courses.

The greatest testimonies to Bishop Dwenger's excellence are the achievements of its students. This degree of excellence is reflected in the high graduation rate (100% in 2021, 2022, and 2023) and the large number of students who graduate with an honors diploma. All students are encouraged to earn a Core 40 diploma by meeting the requirements set forth by the state of Indiana. In addition to the state requirements, each student is required to take and pass eight credits in Theology, a course in Personal Finance, as well as Economics. Around ninety-seven percent of the student body consistently graduates with a Core 40 diploma or Core 40 Academic Honors diploma as they are encouraged and advised by their Guidance Counselors.

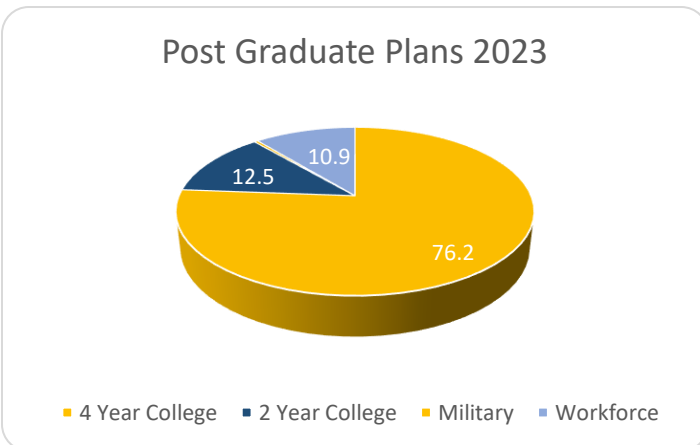
Bishop Dwenger High School strives to give every student the opportunity to obtain a diploma in the four years of high school, which will allow for more opportunities and choices beyond secondary education.

1. Data



Ninety-seven percent of Bishop Dwenger Students earned a Core 40 or Academic Honors diploma in the Class of 2023. Only 6 students earned the General Diploma, one also earned a Technical Honors Diploma.

Over 60% of students consistently earn an Academic Honors Diploma, with the majority of the remaining students earning a CORE 40 Diploma. Only 2.4% of students earned a General Diploma. One hundred percent of the Class of 2023 graduated with a diploma.



The graduating class of 2023 reinforces that Bishop Dwenger is indeed a college preparatory school, as self-reported. Nearly 76% are pursuing a 4-year degree, 12% are working towards a 2-year degree. Eleven percent are going directly into the workforce. One student reported going into the military in the Class of 2023.

2. Implications

The greatest testimony to Bishop Dwenger High School's excellence is the achievements of its students. This degree of excellence is reflected in the high graduation rate as well as the percentage of students receiving an Academic Honors Diploma. Bishop Dwenger regularly surpasses the state average on students achieving the Core 40 Academic Honors diploma. This has extra requirements attached to it, some include taking Advanced Placement classes, dual credit classes, scoring high on the SAT or ACT standardized exams, while maintaining class averages of a C- or higher in all core classes.

a. Assets

- Ninety-seven percent of students in the 2023 graduating class earned either a CORE 40 or Academic Honors Diploma.
- Sixty percent of the graduates received an Academic Honors Diploma, meeting the more rigorous requirements.

b. Opportunities for Improvement

- Continue to work with special needs and struggling learners to achieve at least a CORE 40 diploma.
- Continue communication with the Bishop Dwenger partner schools to ensure that students are well-prepared when entering Bishop Dwenger, and to improve vertical alignment.
- Work with 8th grade teachers teaching high school level courses, such as Spanish and Algebra I.

3. Action Steps

Teachers and administration will continue to monitor, evaluate, and modify curriculum to ensure that all students are successful at Bishop Dwenger High School. Continuing to offer a challenging curriculum, with accommodations in place for students who need additional help is a priority. Having such a high percentage of students earning academic honors diplomas is a testament to the successful programs in place at Bishop Dwenger.

Current curricular additions include basic level literacy (English), and math courses. Bishop Dwenger High School will continue to expand and revise current and future courses such as these, as well as the exploration of additional opportunities to meet the state's pathways initiative.

Teachers and administrators will meet with partner-school teachers and administrators to enhance the vertical alignment of curriculum. Bishop Dwenger administration will continue to work on providing partner schools with data analysis of their student's placement and success in high school.

B. Data Collection Instrument #2: Scholastic Aptitude Test (SAT)

As required by state legislation, the school administers the SAT to all juniors. The first administration at Bishop Dwenger was in the spring of 2022.

The SAT, provided by College Board, is a nationally recognized assessment that allows students to meet graduation pathway requirements while simultaneously increasing access to college and career readiness tests. The assessment taken by all grade 11 students consisted of the SAT Evidence-Based Reading and Writing Test and the SAT Math Test. The SAT was state funded for all students. The

assessment was conducted digitally during a single school day. Indiana is one of ten states that administers the SAT statewide as the high school accountability exam.

The proficiency benchmarks were established by the SAT Content Standard Setting Committee, which is composed of educators representing English and mathematics content, teachers, instructional coaches, administrators, special education, and English learners. Once established, they were approved by the SAT Policy committee and the Indiana Commission for Higher Education.

The SAT Policy Committee established three Performance Level Descriptors:

- Level 1: Below College-Ready Benchmark Students meeting the level one benchmark demonstrate limited knowledge, application, and analytical skills that may require significant support for college readiness.
- Level 2: Approaching College-Ready Benchmark Students meeting the level two benchmark nearly demonstrate essential knowledge, application, and analytical skills and may require additional support for college readiness.
- Level 3: At College-Ready Benchmark Students meeting the level three benchmark demonstrate the essential knowledge, application, and analytical skills for college readiness.

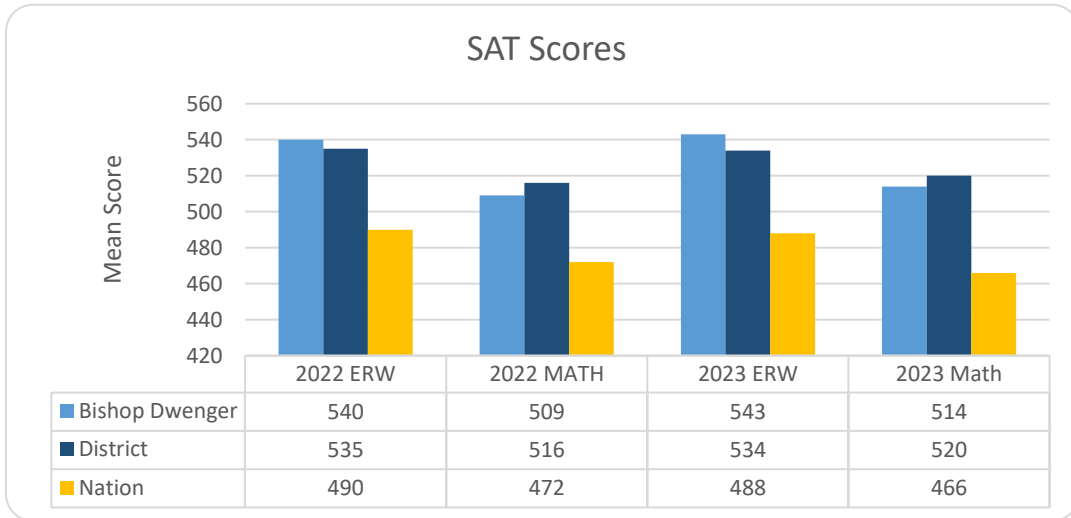
The Content Standard Setting Committee determined proficiency cut scores for each content-area assessment:

Content Area	Below Benchmark	Approaching Benchmark	At College-Ready Benchmark
Mathematics	200-450	460-520	530-800
ERW	200-440	450-470	480-800

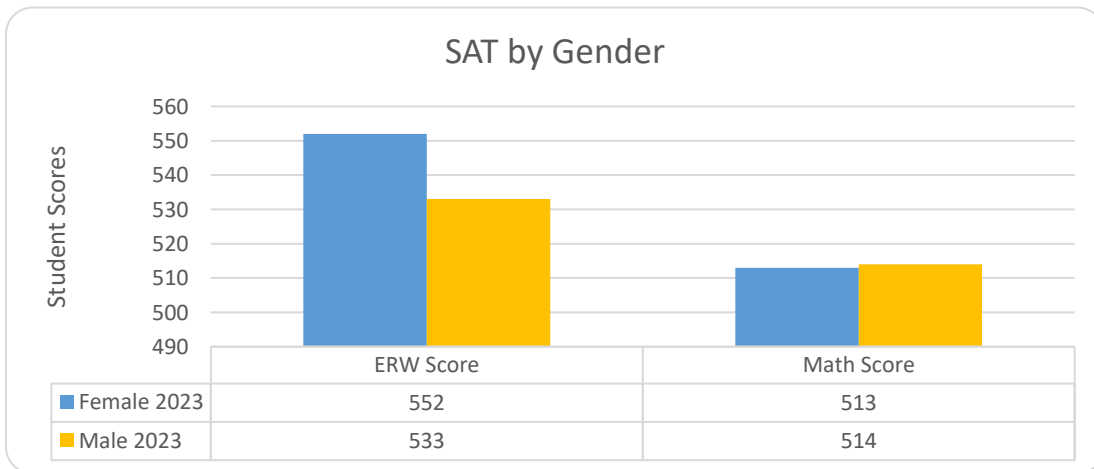
The College-Ready Benchmarks match that of College Board’s established national college ready benchmark.

Throughout the process, the SAT Content Standard Setting Committee reviewed impact data based on cut score discussions. The results for the first year of SAT administration (Spring, 2022) for all grade 11 students in Indiana was reviewed. In previous years, Indiana students opted into the SAT on a voluntary basis. For example, in spring 2021, 22,886 students participated, compared to nearly 77,000 in spring 2022. Due to the differences in sample size, 2022 results should not be compared to SAT data in previous years, as these 2022 results present a new baseline in Indiana. Additionally, at the school level, 2022 scores are served as a new baseline as comparison with scores from previous years does not include the same demographic population.

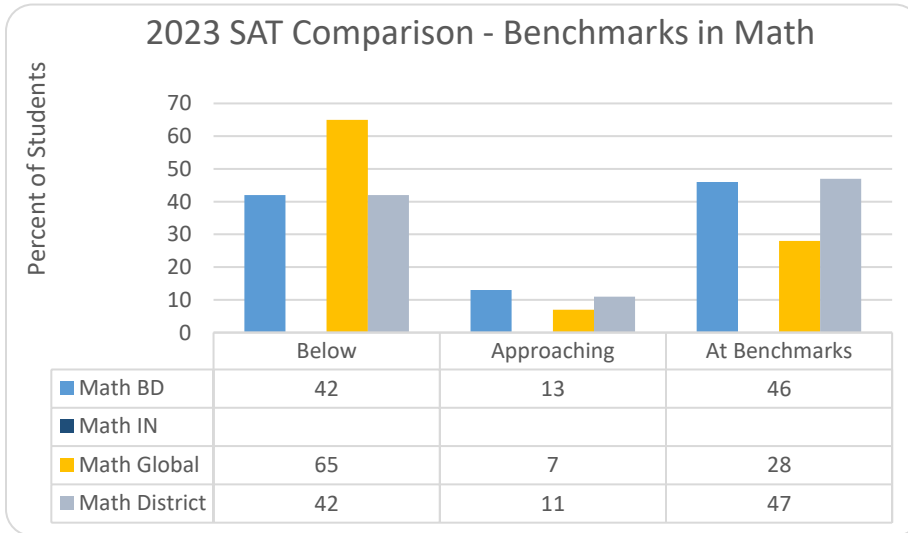
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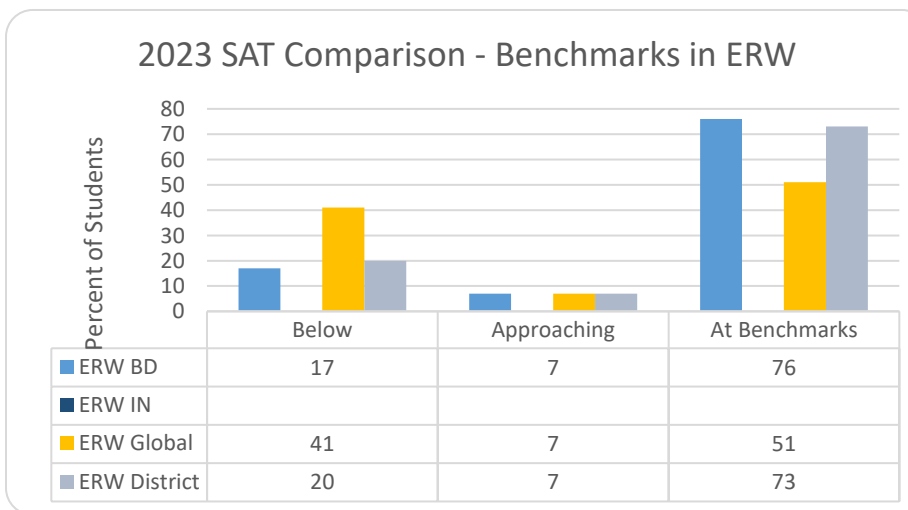
SAT scores for Bishop Dwenger indicate that students are more proficient in the ERW portion than in the math portion. In ERW, Bishop Dwenger students scored higher than national group. However, in math, Bishop Dwenger students scored lower than the district. BD students scored significantly higher than the national group in math. Scored from 2022 to 2023 declined in ERW, but rose in math. The district represents students from all four diocesan high schools.



Female students outscored males in ERW, and males outscored females in math, by one point.

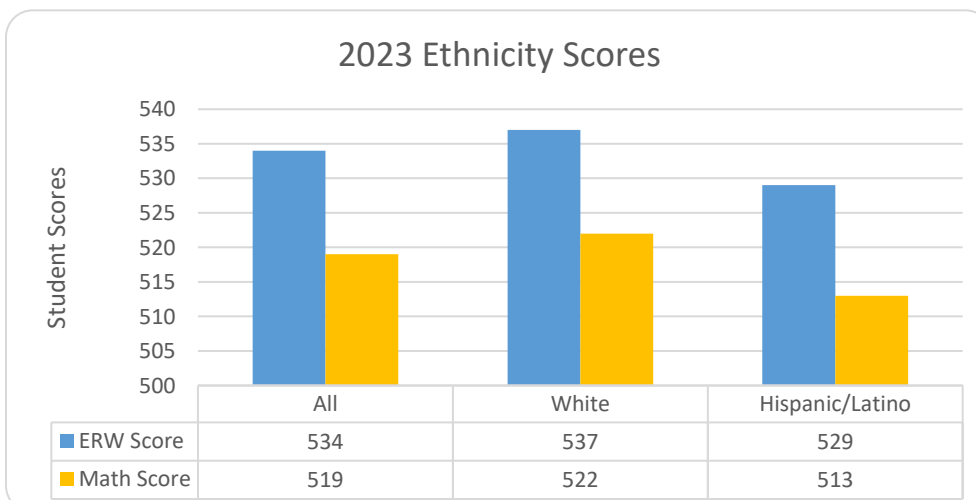


When examining math, 46% of students met benchmarks in math, while 42% were below benchmarks. This was an improvement over 2022 scores in which only 43% of students met benchmarks. When comparing to the district, the percentage of BD students meeting benchmarks was slightly lower. Indiana Scores were not available.



A greater percentage of Bishop Dwenger students met ERW benchmarks than the district and national groups. Indiana scores were not available. The 2023 scores for BD students showed a greater percentage meeting benchmarks than in 2022 (74%).

Although sample sizes were fairly small, evidence suggests that attention needs to be kept on minority students to achieve success. The percent of students reaching benchmarks was significantly higher for white students than for Latino. The number of students in other ethnic/race groupings was too small to report.

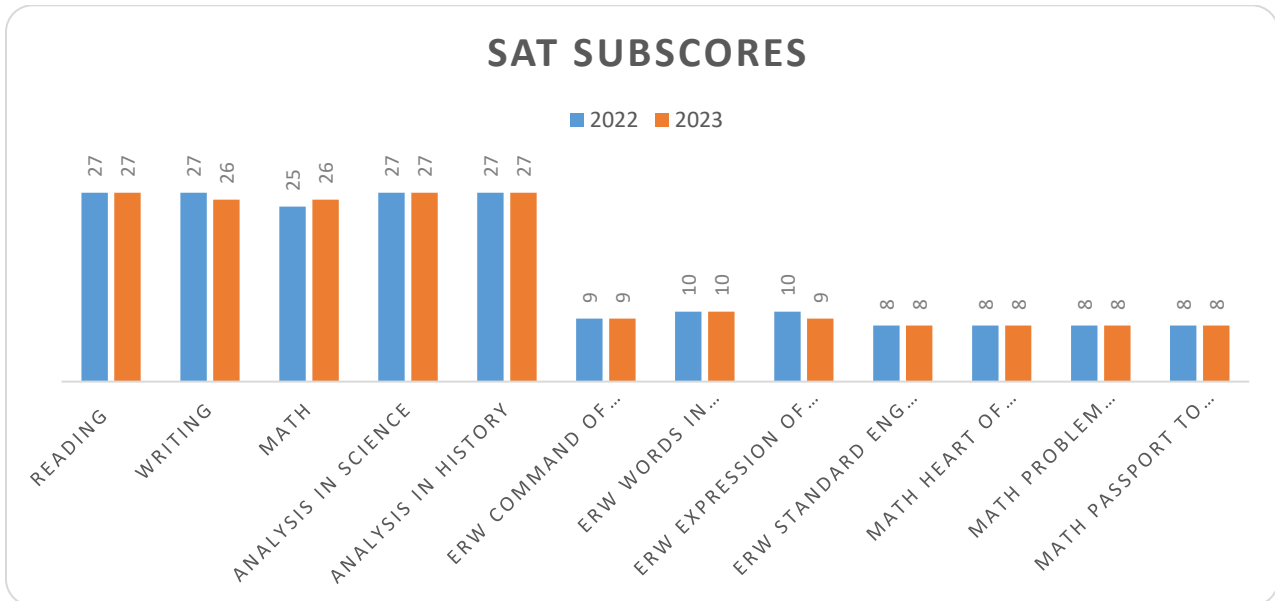


The SAT is broken down into sub-scores for instructional planning purposes. Each sub-category is described below:

- **Reading:** This component of the SAT focuses on the assessment of students' comprehension and reasoning skills in relation to appropriately challenging prose passages (sometimes paired or associated with one or more informational graphics) across a range of content areas. The Reading Test score is the number of questions you answered correctly converted to a scale score.
- **Writing & Language:** This component of the SAT focuses on the assessment of students' revising and editing skills in the context of appropriately challenging multi-paragraph prose passages (sometimes associated with one or more informational graphics) across a range of content areas. The Writing and Language Test score is the number of questions you answered correctly converted to a scale score.
- **Math:** This component of the SAT focuses on the assessment of students' skills using linear relationships, ratios, percentages, proportional relationships, data analysis, and non-linear equations and functions. The Math Test score is the Math Section score divided by 20.
- **Analysis in Science:** This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in science contexts. This component is based on selected questions from the Reading Test, Writing and Language Test, and Math Test. The Analysis in Science score is the number of questions you answered correctly converted to a scale score.
- **Analysis in History/Social Studies:** This component of the SAT focuses on the assessment of students' ability to apply reading, writing, language, and math skills to answer questions in history and social studies contexts. This component is based on selected questions from the Reading Test, Writing and Language Test, and Math Test. The Analysis in History/Social Studies score is the number of questions you answered correctly converted to a scale score.
- **Command of Evidence:** This component of the SAT focuses on the assessment of students' ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like). This component is based on selected questions from the Reading Test and Writing and Language Test. The Command of Evidence score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- **Words in Context:** This component of the SAT focuses on the assessment of students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing. This component is based on selected questions from the Reading Test and the Writing and Language Test. The Words in Context score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and cannot be computed from other scores.
- **Expression of Ideas:** This component of the SAT focuses on the assessment of students' ability to revise multi-paragraph texts for development, organization, and rhetorically effective language use. The Expression of Ideas score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- **Standard English Conventions:** This component of the SAT focuses on the assessment of students' ability to edit multi-paragraph texts to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation. The Standard English Conventions score is the

number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.

- Heart of Algebra: This component of the SAT focuses on the assessment of students' skills with linear equations and systems of linear equations. The Heart of Algebra score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- Problem-Solving & Data Analysis This component of the SAT focuses on the assessment of students' ability to use ratios, percentages, and proportional reasoning, as well as describe graphical relationships and analyze data. The Problem Solving and Data Analysis score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.
- Passport to Math This component of the SAT focuses on the assessment of students' skills with analyzing, manipulating, and rewriting expressions, interpreting and building functions, as well as reasoning with more complex equations. The Passport to Advanced Math score is the number of questions you answered correctly converted to a scale score. It is a separately scaled score and is not used to compute other scores.



The sub-scores in Reading, Writing, Math, and Analysis in Science & Social Studies are scored from 10-40. In the sub-categories of these, scores are scored from 1-15. As with overall scores, these will serve as new baselines. Students scored higher in subcategories related to ERW than in math.

2. Implications

Bishop Dwenger students typically score higher on the SAT than Indiana and national groups. Students are consistently scoring higher in ERW than in math, indicating a need for continued growth and school improvement efforts in mathematics. However, from 2022 to 2023, student scores did increase in math, while they decreased slightly in ERW.

a. Assets

- Bishop Dwenger students score higher than students in the global groups in both ERW and math.

- Higher sub-scores were reported in Writing, Analysis in science, Reading, and Analysis in Social Studies (27/40) as compared with math (26/40). ERW was consistent with 2022 while 2023 showed an increase from 25 to 26 for math.

b. Opportunity for Improvement

- The percentage of students meeting math is still significantly lower than ERW.
- Scores in ERW decreased from 2022 to 2023.
- Student scores for minority students should be monitored, and interventions should be considered.

3. Action Steps

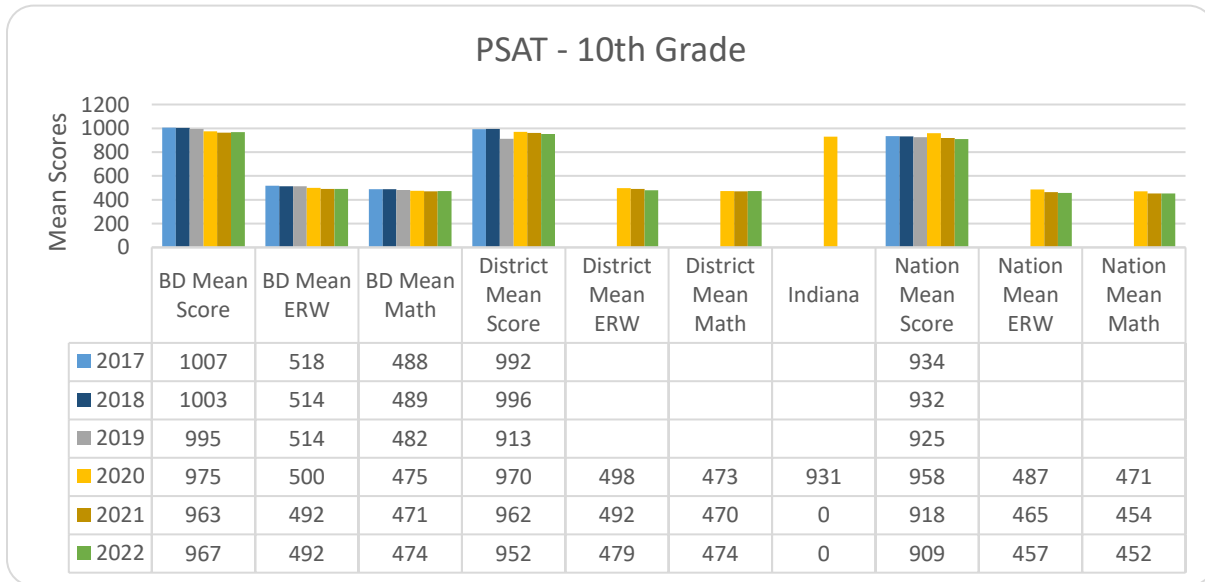
Bishop Dwenger High School is committed to helping students find success on the SAT exam by incorporating SAT questions in all classroom instruction across the curriculum. An SAT preparation class will continue to be offered for those who wish to take it. Many teachers, especially in the junior and senior year, have incorporated SAT-style questions and preparatory work into class studies and exams. This will continue throughout the 2022 school year with consideration given to incorporating such questions into all grade levels.

Current pedagogy has produced well-prepared, college-ready students; however Bishop Dwenger can always improve and explore new ways to raise SAT scores and improve SAT preparation within the classroom. Continuation of high-level scores that surpasses the state and national averages is expected as the minimum goal. The administration and Mathematics Department must continually review its methods and modalities, while analyzing their effectiveness. As teachers analyze student success in the classroom, additional opportunities for differentiation with re-teaching for retention of enduring understandings. Additional professional development will be provided so that all math teachers can better prepare students for standardized tests, especially the SAT, which is now state-required.

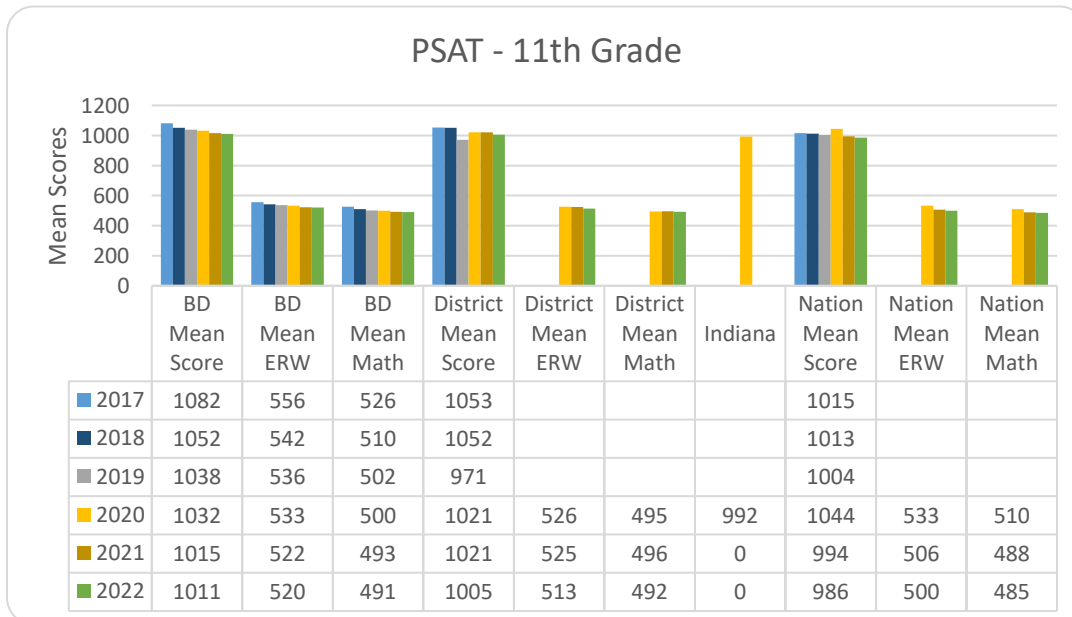
C. Data Collection Instrument #3: New Preliminary Scholastic Aptitude Test (PSAT)

The PSAT Diagnostic is given to sophomore and junior students. According to the College Board site: *“The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is administered for the College Board and NMSC by Educational Testing Service (ETS). The PSAT/NMSQT measures the knowledge and skills that research shows are most essential for college and career readiness and success. The assessment includes the Reading Test, the Writing and Language Test, and the Math Test. A student’s scores on the Reading Test and the Writing and Language Test are combined to arrive at a section score for Evidence-Based Reading and Writing. The Math Test score is also reported as a second section score.”* Students are tested in two sub-categories, Evidenced-Based Reading and Writing and Math.

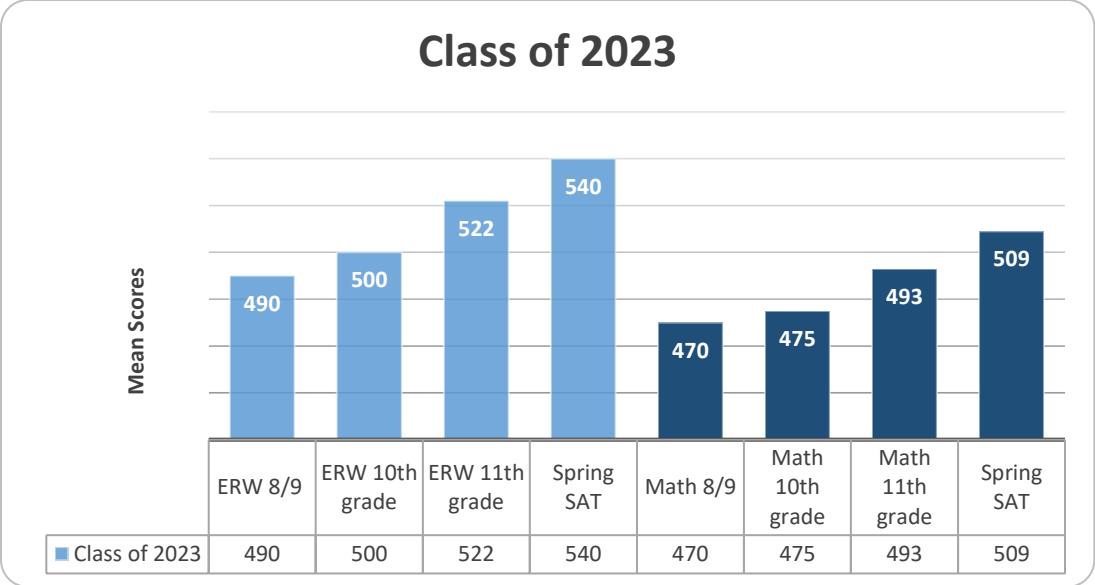
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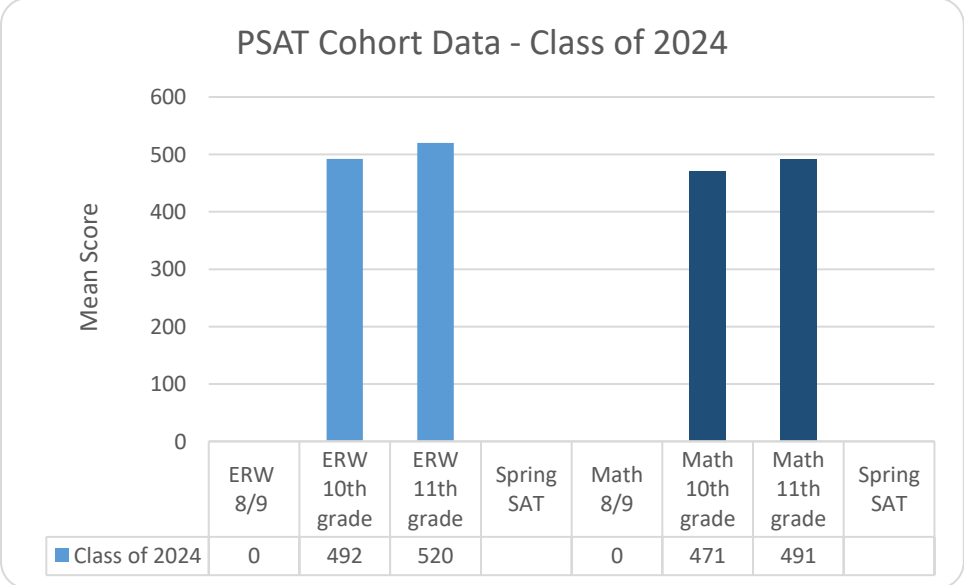
In 2020-2021, students were at school, in person, two days per week for much of the school year. When not in person, they were learning via synchronous virtual learning. It was thought that the decline in scores in 2020 was due to the alterations in schedules during COVID; however, even with school back in session full time, scores in 2021 showed yet another decline in both 10th and 11th grades. Overall scores rose in 2022 with ERW remaining at 402 and math up to 474 from 471.



Bishop Dwenger's 11th grade PSAT scores were lower than the four prior years in both math and ERW. They were higher than district scores with the exception of math. BD scores were higher than global averages in all areas. State scores were not available.



In consecutive years, Bishop Dwenger Class of 2023’s overall and subject-specific PSAT scores have shown small but consistent improvement. It is notable that the scores for this class do not represent the exact same cohort, but grade progression for those students taking the test from year to year. Scores for ERW increased by 50 points from 9th to 12th grade. In math, scores increased by 39. Despite lower scores from year to year in each grade, cohort data does support growth for our students as they progress through their courses. It should be noted that the cohort growth for the class of 2023 showed smaller gains than previous cohorts.



The class of 2024 has shown growth in ERW and math when comparing test scores beginning with the PSAT their sophomore year. Due to COVID, this cohort did not take the PSAT 8/9. A gain of 28 in the mean score was achieved in ERW and math scores rose 20 points.

2. Implications

Bishop Dwenger students typically score well, achieving scores above national and state averages, and comparable to district averages.

a. Assets

- Both grades outperformed the national averages.
- The mean PSAT/SAT scores increased as students progressed from their freshman to senior year.

b. Opportunity for Improvement

- Scores in both ERW and math are lower than desired, and lower than in the previous several years.
- Math scores remain lower than ERW scores.
- Additional opportunities for SAT focused professional development for all staff can improve.
- Further incorporation of SAT skills across the curriculum should be included in the writing of the new curriculum framework.

3. Action Steps

The Administration, Mathematics, English Department, and other content areas, need to reflect on the scores above. Do curricular changes need to be made to improve scores? One question that has arisen over the past couple of years is whether a change in the sequence of courses in mathematics would make a difference in how students are scoring on standardized tests.

Special care should be taken to analyze those topics upon which the PSAT focuses and how they are addressed in the curriculum. For math, this includes algebra, problem-solving, data analysis and limited geometry, trigonometry and pre-calculus. The Reading and Writing focus is on reading, finding mistakes/weaknesses and fixing them. Students need to practice the skills of context, analysis, expression and standard English conventions. Further professional development would be beneficial.

Additionally, the faculty and administration need to convey to the home the importance of the PSAT and student preparation for this suite of assessments.

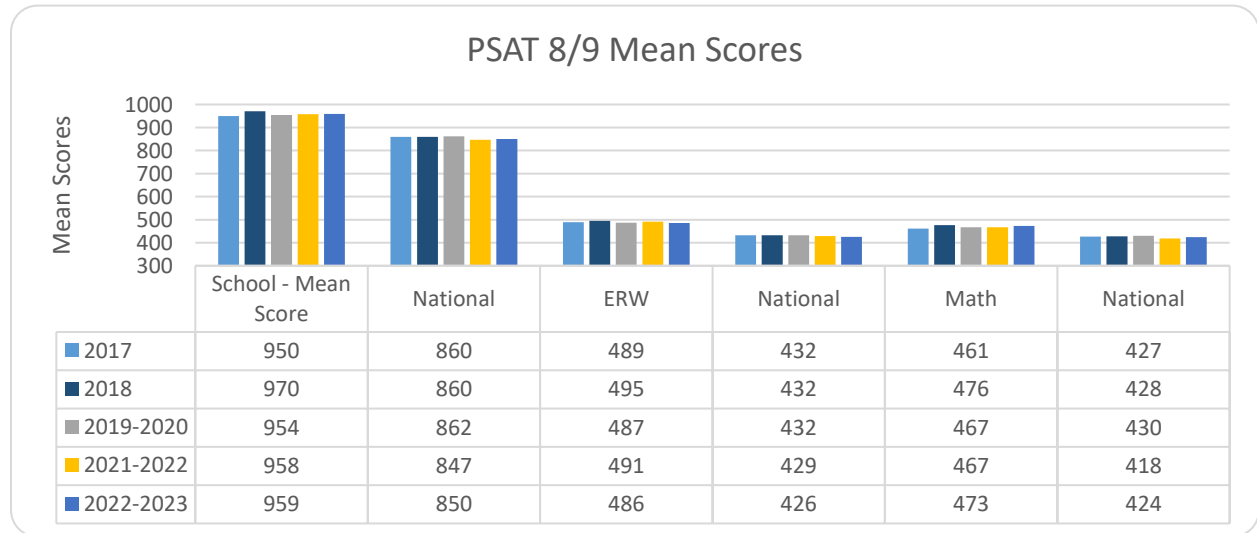
D. Data Collection Instrument #4: Preliminary Scholastic Aptitude Test (PSAT) 8/9

The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school. It helps to provide a test that measures skills and knowledge at the level of content and skill appropriate for the eighth and ninth grades. It allows students, parents and schools, when taken in conjunction with the other tests in the SAT suite of assessments, to measure growth and readiness levels for college level work. It's a way for students to practice for the PSAT 10, the PSAT/NMSQT, and the SAT (Lindsay, 2018). Like the test and its subsequent tests, it has three testing areas: Reading, Writing, and Math. The Reading and Writing subject areas are combined for an Evidence-Based Reading and Writing section score. Math has its own separate section score.

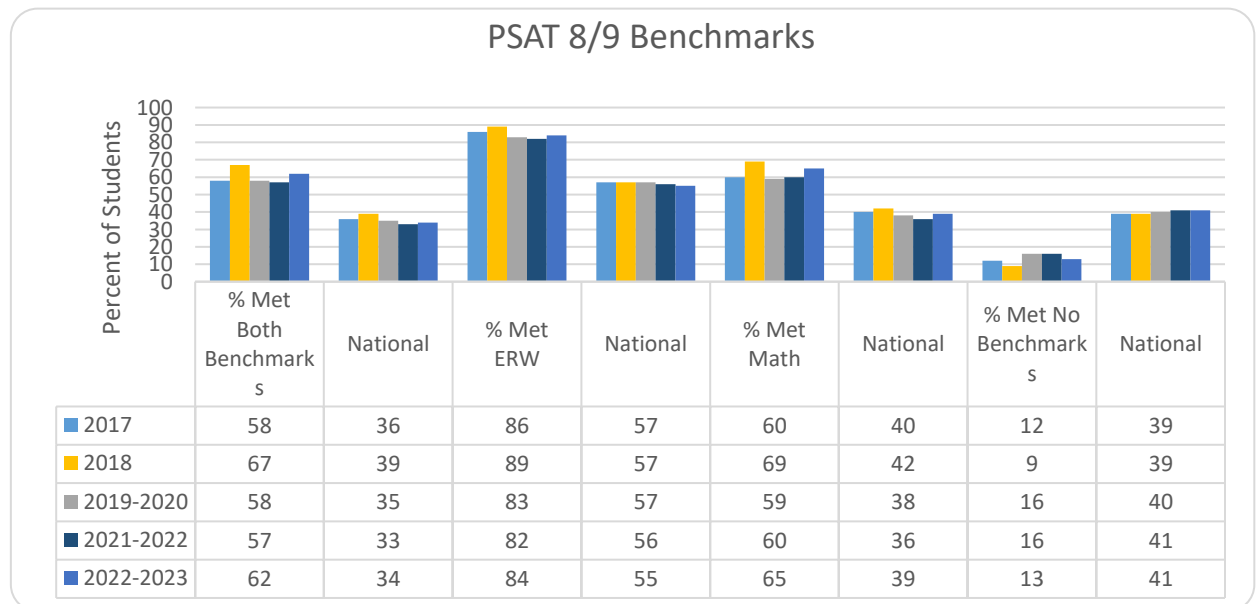
Students receive test scores for each area. Overall math and ERW section scores are scored from 120 to 720. Test scores are given in reading, writing and math and range from 6-36, and subscores range from 1-15. Additionally, students receive cross-test scores which analyze questions across three subject areas and separate them into a score for Analysis in History/Social Studies and a score for Analysis in Science.

Bishop Dwenger freshmen began taking the PSAT 8/9 in the 2017-2018 school year. Few, if any, Partner Schools administer the PSAT, so it should be noted that this is the first exposure that many students have to the suite of SAT exams.

1. Data

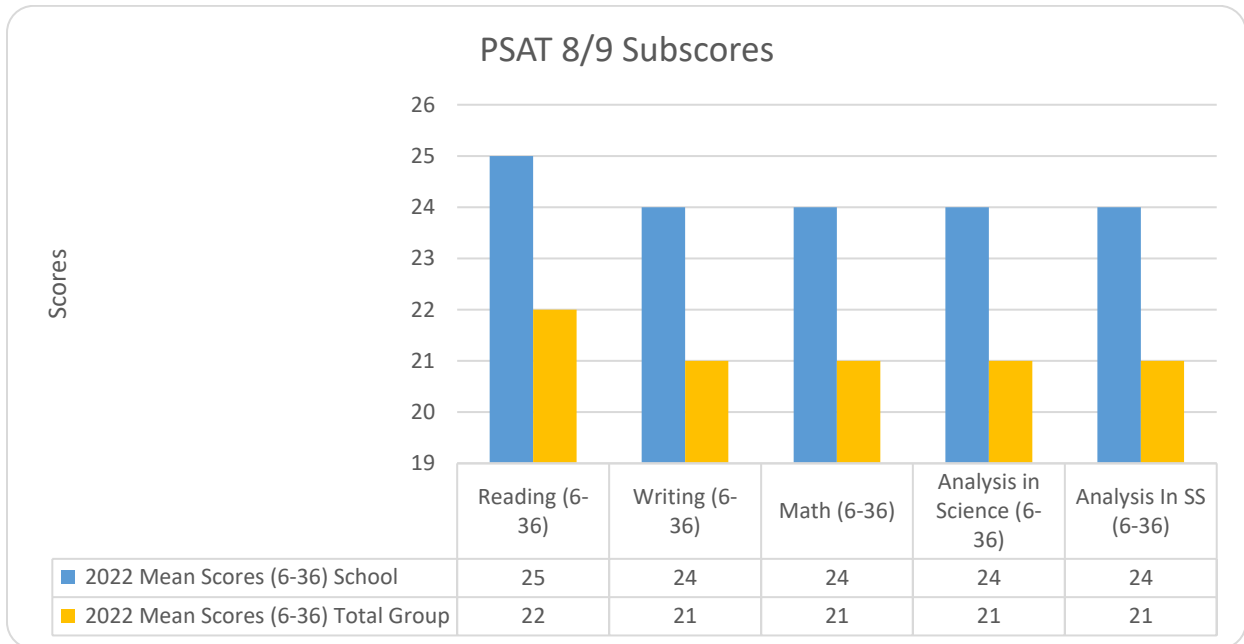


The Bishop Dwenger mean score increased by 1 points from the 2021-2022 score with a 959 composite score in 2022. This was 119 points higher than National test-takers. The test was not given in 2020 due

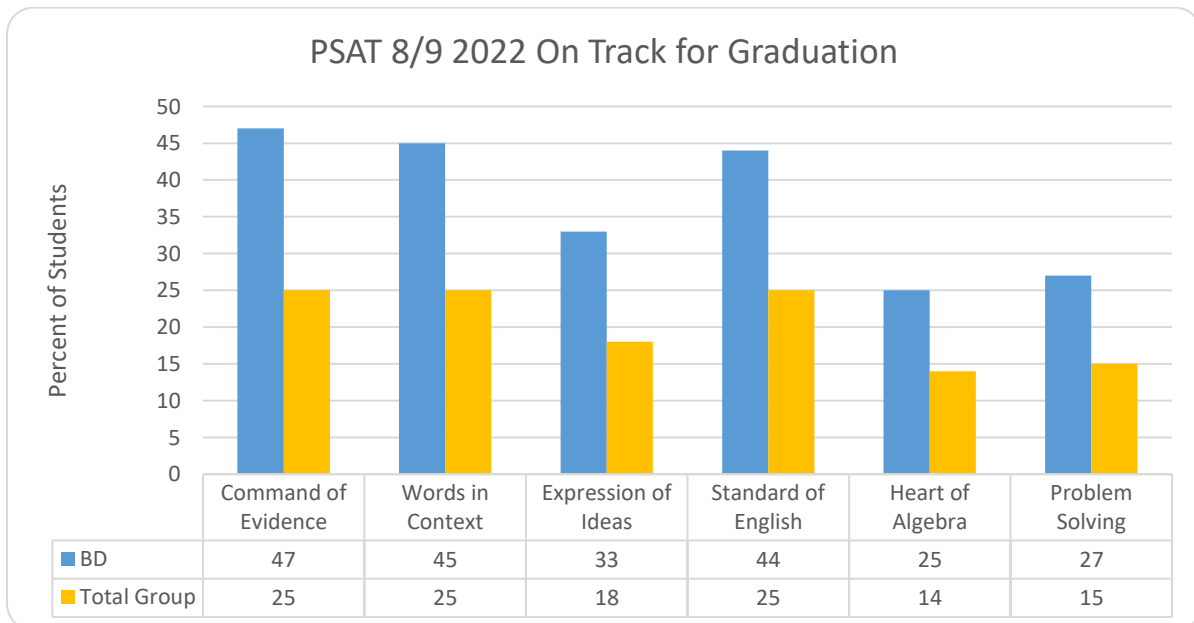


to the altered schedule during COVID. The Reading/Writing scores decreased by 5 points and the math scores increased by 6 points. ERW was 60 points higher than the national average and math was 49 points higher than the national average.

In 2022, 62% of students met both ERW and math benchmarks; this was an increase of 5 percentage points from 2021. Eighty-four percent met the ERW benchmarks (up 2%) and 65% met the math benchmarks (up 5%). These values are well above the national percentage of students who met the benchmarks. The percentage of students meeting no benchmarks was 13%, whereas nationally, 41% did not meet any benchmarks. This was 3% lower than 2021 for Bishop Dwenger Students.



When examining the section scores, Bishop Dwenger students scored higher than the national average. The percent of Bishop Dwenger students on track for College in reading was 46% in 2021, but fell to 37% in 2022. This compares to 22% for the national group. The percentage of students on track in writing remained constant in 2022 with 39% on track compared to 21% in the total group.



Section Scores show the percentage of Bishop Dwenger students on track for college substantially higher than the national averages with the highest percentage of students on track for college in reading and the lowest in math. Sub-scores withing ERW and math also show a greater percent of Bishop Dwenger students on track for college. The greatest percentage of students on track in the ERW sub-scores was in Standards of English, Words in Context, and Command of Evidence. Expression of Ideas was the lowest area. Problem Solving was the highest percent of students on track with Heart of Algebra 2% lower than Problem-Solving. Although higher than the national percentage of students on track, the percent of students on track in math sub-categories is lower than in the ERW sub-categories.

2. Implications

Although Bishop Dwenger students are scoring higher than the national averages, there is ample room for growth as students progress from their freshman year to their junior all-school SAT/GQE exam.

a. Assets

- In all PSAT 8/9 categories, Bishop Dwenger students scored higher than the average of the total group.
- The percentage of students who are on track for college readiness is above the national figures.
- Given the current reporting on students losing academic ground during COVID, it is an asset that students' scores did not show a significant drop from the last test prior to COVID.

b. Opportunity for Improvement

- The percentage of students achieving "on track for college readiness," and thus meeting benchmarks is below desired levels.
- Student scores in math are lower than in ERW, thus indicating a need to focus on math.

3. Action Steps:

This test provides baseline data for college and career readiness and should be continued to provide students practice in preparing for the PSAT and SAT. It is evident when looking at the PSAT and SAT scores, Bishop Dwenger students are well-prepared. The addition of this test (if not disruptive to the flow of curriculum) should continue, while monitoring PSAT and SAT scores for further improvement.

The Mathematics Department and Administration need to reflect on the scores above. Are the scores a reflection of the curriculum/pedagogy? Does the high school math curriculum need further vertical articulation with the junior high math curriculum? Should there be growth in the implementation of the existing curriculum?

Special care should be taken to analyze those topics upon which the PSAT focuses and how they are addressed in the curriculum. For math, this includes algebra, problem solving, data analysis and limited geometry, trigonometry and pre-calculus. The Reading and Writing focus is on reading, finding mistakes/weaknesses and fixing them. Students need to practice the skills of context, analysis, expression and standard English conventions.

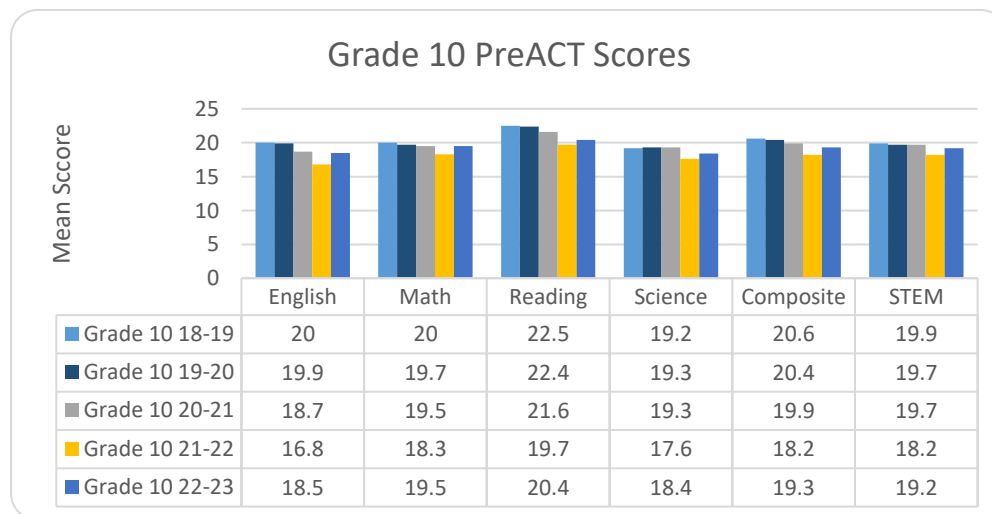
Including all departments on professional development and asking all teachers to help prepare students in the areas of ERW and math is a focus. An SAT problem of the day is posted on the kiosks, and teachers are working together to collaborate on ways they can take ownership for student success on standardized testing in all content areas.

E. Data Collection Instrument #6: Preliminary American College Testing (PreACT)

The PreACT test was administered to all Bishop Dwenger sophomore and junior students as a precursor to the ACT test. According to the ACT website (2018), “Results predict future success on the ACT test, and provide both current achievement and projected future ACT test scores on the familiar 1-36 ACT score scale.”

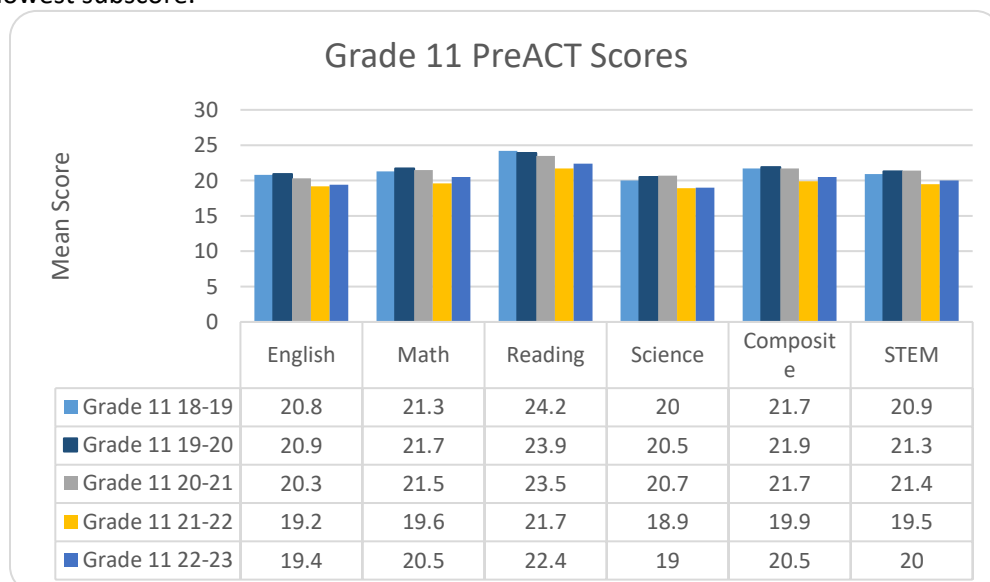
ACT scores at or above the benchmark indicate that a student has at least a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in specific first-year college courses in the corresponding area. The PreACT is a shorter test, thus a score of 35 is the maximum score on the PreACT. Benchmarks for each area including Math, Science, STEM, English and Reading are provided to predict overall college readiness.

1. Data

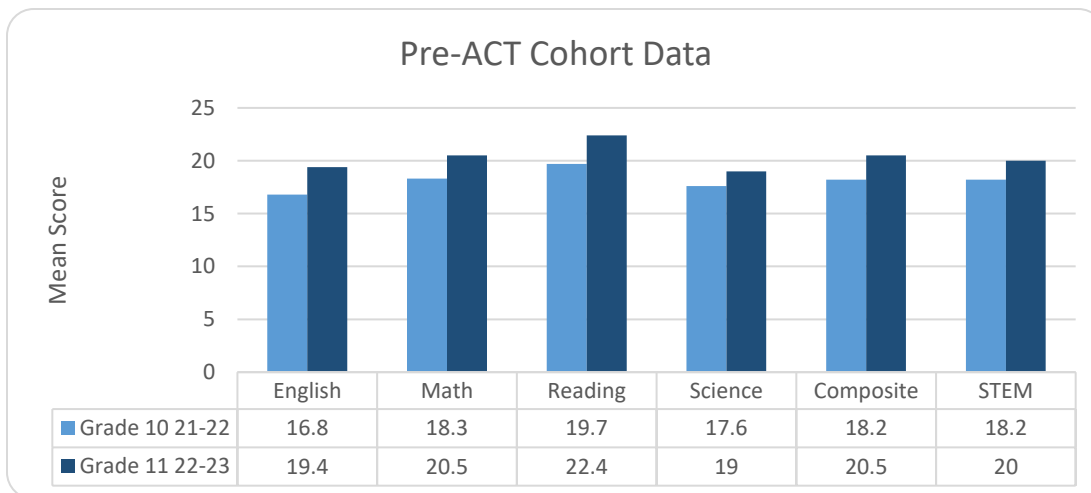


Sophomore students take the PreACT for the first time in the Fall of 10th grade. As evident in the graph above, the scores for the 22-23 school year are slightly higher than the 21-22 school year, but are still below the 20-21 school year with the exception of

Math, which was equal to the 20-21 score. Reading was the highest subscore, and science was the lowest subscore.



Grade 11 scores for 2023 were slightly higher than the 21-22 scores, but were still below the 20-21 scores. Reading was the highest subscore with science showing the lowest subscore.



PreAct cohort data shows some improvement in all areas. Despite the small improvement on the graph, the scale has a narrow range – greater improvement is desired when considering a year of academic growth should have occurred between 10th and 11th grades. The areas with the greatest improvement were English and Reading.

2. Implications

At the conclusion of their junior year, Bishop Dwenger students are expected to do well in college-level English and Reading. Scores were below benchmarks in all but English for both grades. In examination of scores, inconsistencies have been noted between different standardized tests. While scores on the PreACT are generally falling below benchmarks and are lower than desired, these scores are inconsistent with the SAT suite of tests, which show students scoring above benchmarks.

a. Assets

- Students in all grades scored above the PreACT college readiness benchmark in English.
- Throughout the years of testing, composite scores remain steady, only increasing or decreasing by a minuscule amount.

b. Opportunity for Improvement

- Students in all grades scored below PreACT college readiness benchmarks in Math, Science, and STEM
- Looking for ways to incorporate more test prep or problems in these areas would be beneficial.

3. Action Steps

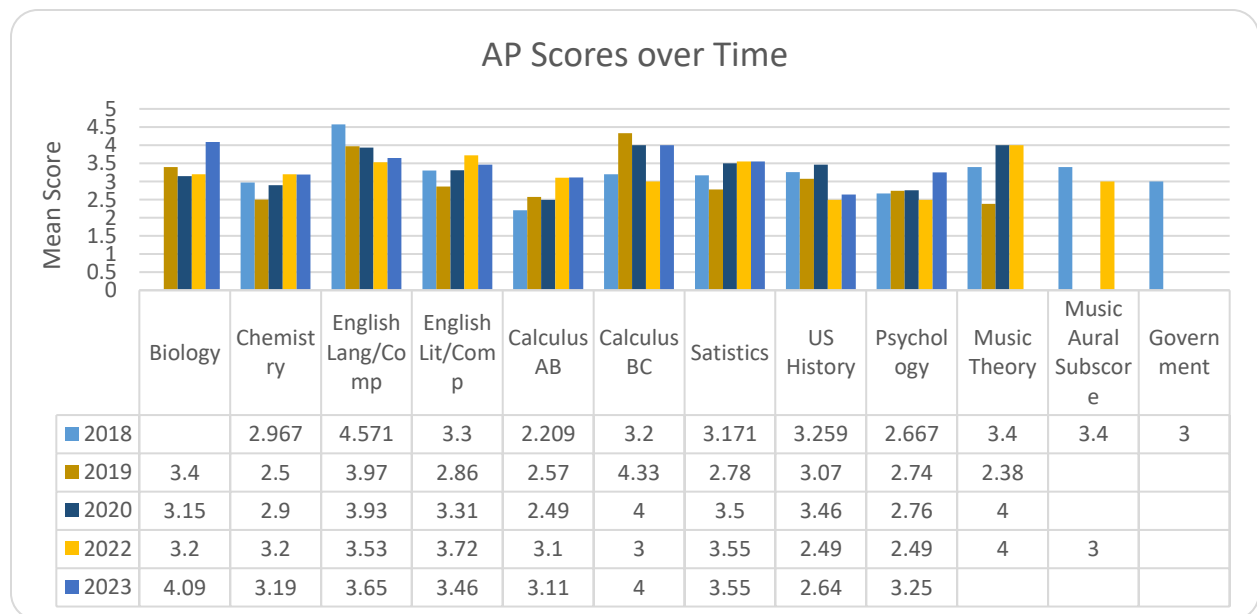
It will be important to continue to strive to move above benchmarks to ensure that students are well-prepared for college. The STEM area in which students averaged 6 points below the benchmark indicates a need to consider how STEM is being addressed. As we work to prepare students for the 21st Century workplace, we need to examine more opportunities for STEM incorporation into the curriculum. The school also needs to keep a watch on Math and Science, especially since Math is a goal area.

F. Data Collection Instrument #7: Advanced Placement (AP) Exams

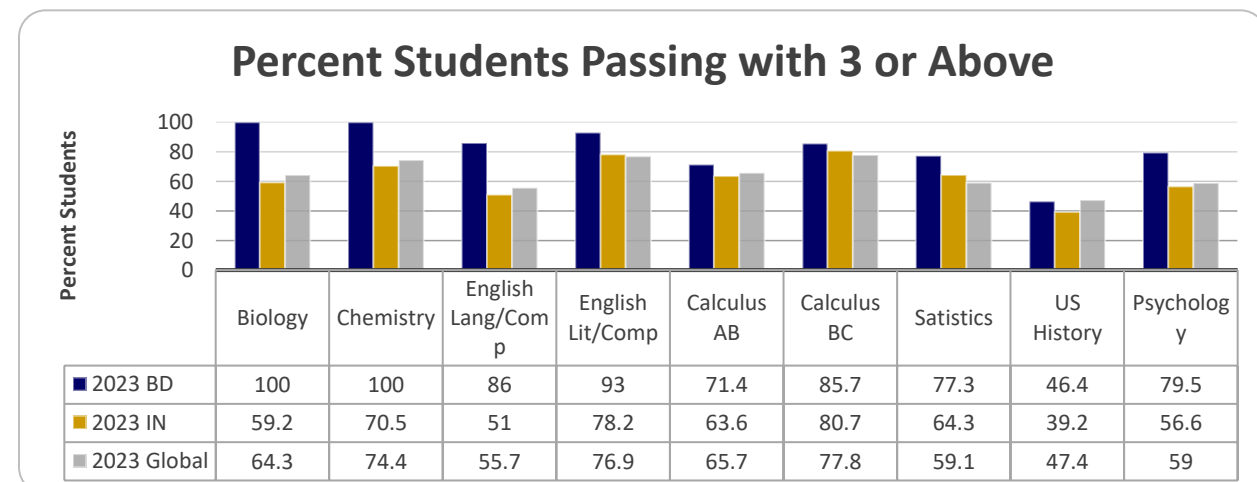
There are a multitude of Advanced Placement Courses offered at Bishop Dwenger: AP Calculus AB, AP Calculus BC, AP Literature and Language, AP Statistics, AP Chemistry, AP Biology, AP US History, AP Language and Composition, and AP Psychology.

In May of each year; students who participate in these courses take the corresponding AP exam for the course. Students who earn a score of 3 or higher may earn college credit. Credits awarded are determined by the college or university the student plans to attend. The student’s intended major is a factor when determining the minimum score necessary to earn college credit. The maximum AP score is a 5.

1.Data

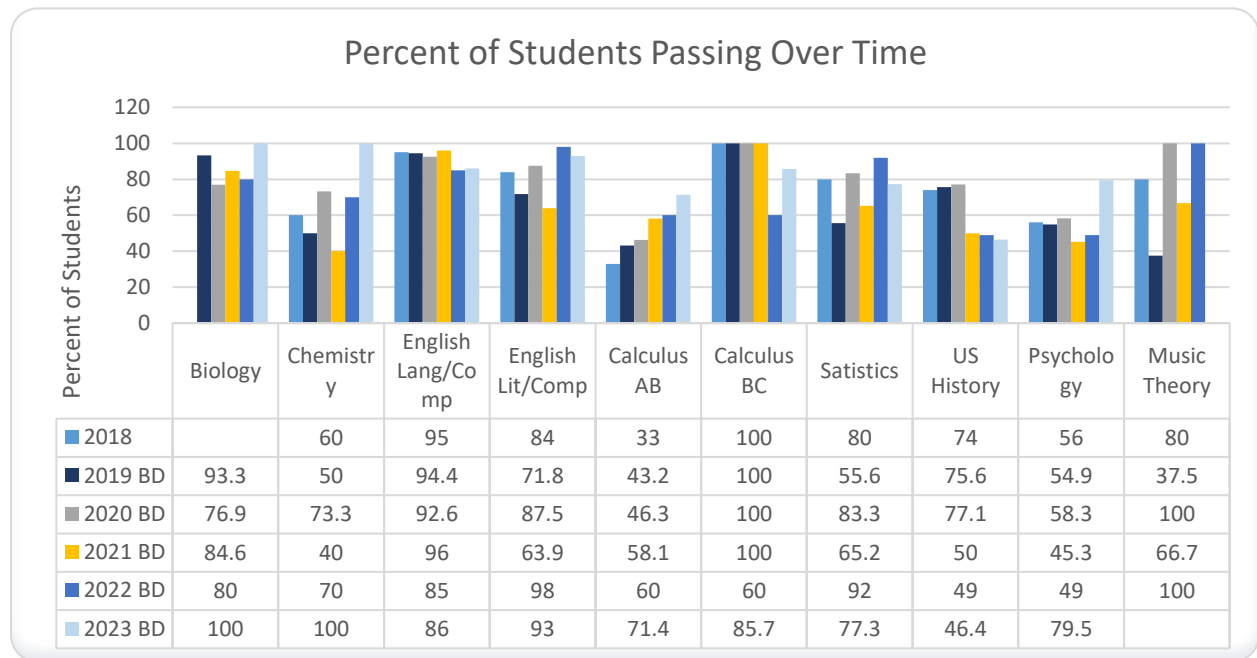


The average scores for each of the AP exams are shown above. Student scores were higher than in 2022 for Biology, English Language/Composition, Calculus B/C, US History, and Psychology. Despite the



chemistry average score being lower than in 2022, 100% of students passed the chemistry exam, which was up from 70% in 2022. Biology students also showed an improvement from 80% to 100% passing in 2023.

The percentage of Bishop Dwenger students earning a 3.0 score on the respective AP exams are reflected above. The courses in which improvement was noted were Biology, Chemistry, English Language/Composition, Calculus A/B and B/C, and Psychology. Students still seem to be struggling in AP US History.



Percent of Students Passing w 3 or Higher	2018	2019 BD	2020 BD	2021 BD	2022 BD	2023 BD
Biology		93.3	76.9	84.6	80	100
Chemistry	60	50	73.3	40	70	100
English Lang/Comp	95	94.4	92.6	96	85	86
English Lit/Comp	84	71.8	87.5	63.9	98	93
Calculus AB	33	43.2	46.3	58.1	60	71.4
Calculus BC	100	100	100	100	60	85.7
Statistics	80	55.6	83.3	65.2	92	77.3
US History	74	75.6	77.1	50	49	46.4
Psychology	56	54.9	58.3	45.3	49	79.5
Music Theory	80	37.5	100	66.7	100	
Music Aural	80			66.7	100	

2. Implications

AP Chemistry, AP English Language and Composition, and US History are typically taken in the 11th grade, which is the first time most students have experienced this caliber of an exam. Scores also may have been affected in 2021 due to the hybrid nature of educating students during COVID. In 2022, school was back in session full time so the increases in students passing is not surprising. AP Psychology and AP US History had a new teacher leading the course in 2022, which may account for the lower scores. However, AP Psychology showed a significant improvement in the percentage of students passing in 2023.

It must be noted, with the State of Indiana's new graduation pathways, more students are enrolled in the AP courses now, to meet the new diploma track requirements. This could be attributed to the overall dip in scores from previous years in some subjects, as more students of ranging abilities are enrolled in the class and therefore taking the exam.

a. Assets

- English Language/Composition consistently show a high average.
- There has been a notable increase in scores in Statistics, Chemistry, and AP Lit/Comp scores from 2021 to 2023.

b. Opportunities for Improvement

- US History and Statistics are areas in which improvement should be seen. The percentage of students passing these areas decreased significantly over the past couple of years.

3. Action Steps

The number of available Bishop Dwenger Advanced Placement classes supports and encourages student achievement and motivation. Current procedures which support Honors, Dual Credit, and Advanced Placement offerings are to be maintained. This provides the school with a pool of academic tutors and many role models for setting academic priorities. In general, the ethos of the student body is shifted to meet the academic challenges afforded a rich AP curriculum.

Teachers are available to Bishop Dwenger AP students before and after school for additional help. Annually, departments evaluate how and who they enroll in the AP courses that demand a student with determination and a certain level of independence to succeed. This permits the student average score earned a 3.0 or higher on the exams.

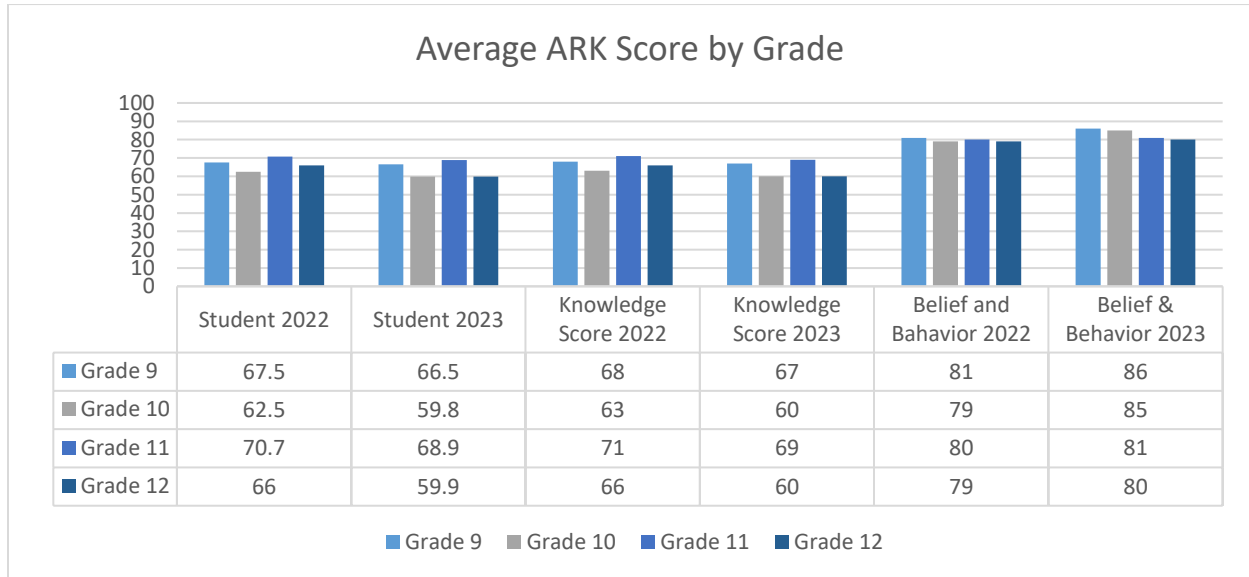
In order to meet AYP, students passing AP classes and earning college credit through dual credit courses is measured. Looking at opportunities for additional offerings may be helpful. Each academic department has been asked to consider additional offerings in their areas.

G. Data Collection Instrument #8: ARK--Assessment of Religious Knowledge

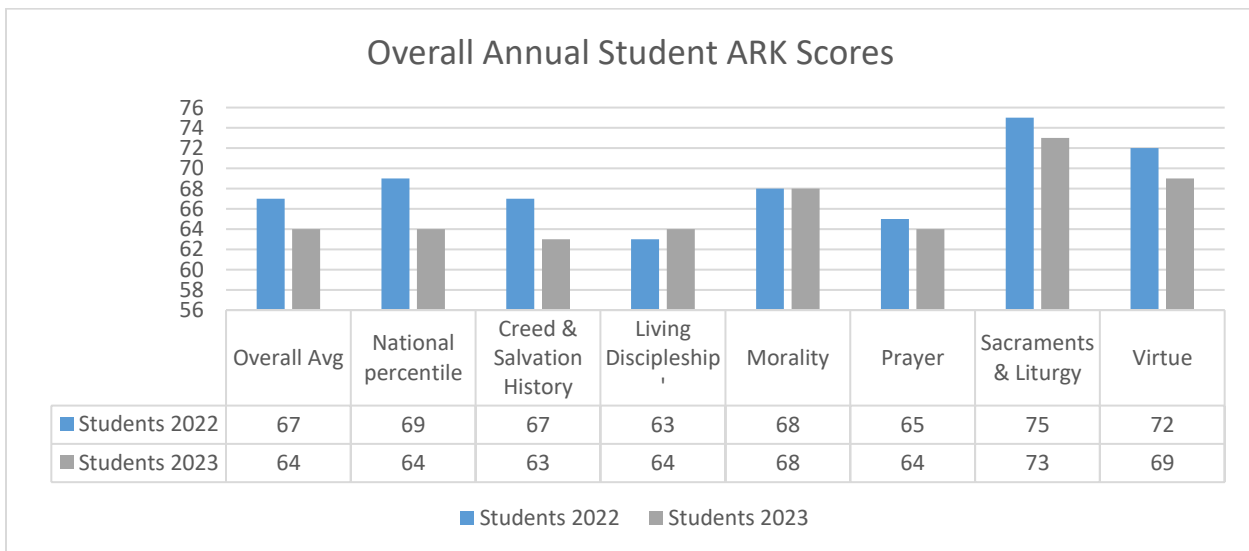
Each year, Bishop Dwenger High School participates in the diocesan-wide ARK Assessment. ARK (Assessment of Religious Knowledge) tests the religious knowledge of students in Catholic schools in grades 2-12. The test is broken down into two domains of Knowledge and Belief and Behaviors. These two domains have subcategories that include Creed and Salvation History, Living Discipleship, Morality, Prayer, Sacraments and Liturgy, and Virtue. Each student in the high school, including teachers, take this assessment in the Spring. The baseline data for this assessment was collected in the spring of 2022.

As a school the overall Catholic Identity Score in 2023, which is a combination of student and staff scores is a 74, putting the school in the high average range. The strongest score overall was in Sacrament and Liturgy and the need to focus on area was Creed and Salvation History.

1. Data



The overall students’ scores went down from 2022 to 2023 testing in each grade level. Grade 12 (seniors) saw the biggest drop in scores from 66 overall average in 2022 to an average of 59.9 in 2023. However, in the graph below, the students in 2023 did score in line with the national percentile. Of the sub-categories, the strongest in both testing years overall was Sacraments and Liturgy, followed by high scores in Virtue. The lowest overall area was Creed and Salvation History, which aligns with our overall Catholic Identity score that needs improvement.



2. Implications

The data from the years will be shared with all staff since all staff are required to infuse Catholicity into all curricular areas. This highlights the areas that are needed for growth, allowing all staff to work on those areas within his/her classroom.

3. Action Steps

Theology teachers can utilize this data to improve classroom instruction within the curricular structure of the courses. Knowing strengths and weaknesses will assist in focus areas and essential questions within the classroom. Emphasis on the importance of this one-time a year test should also be stressed and explained to the students so they do try their very best. Informing all faculty on the categories tested will allow the focus in the classroom in all curricular areas.

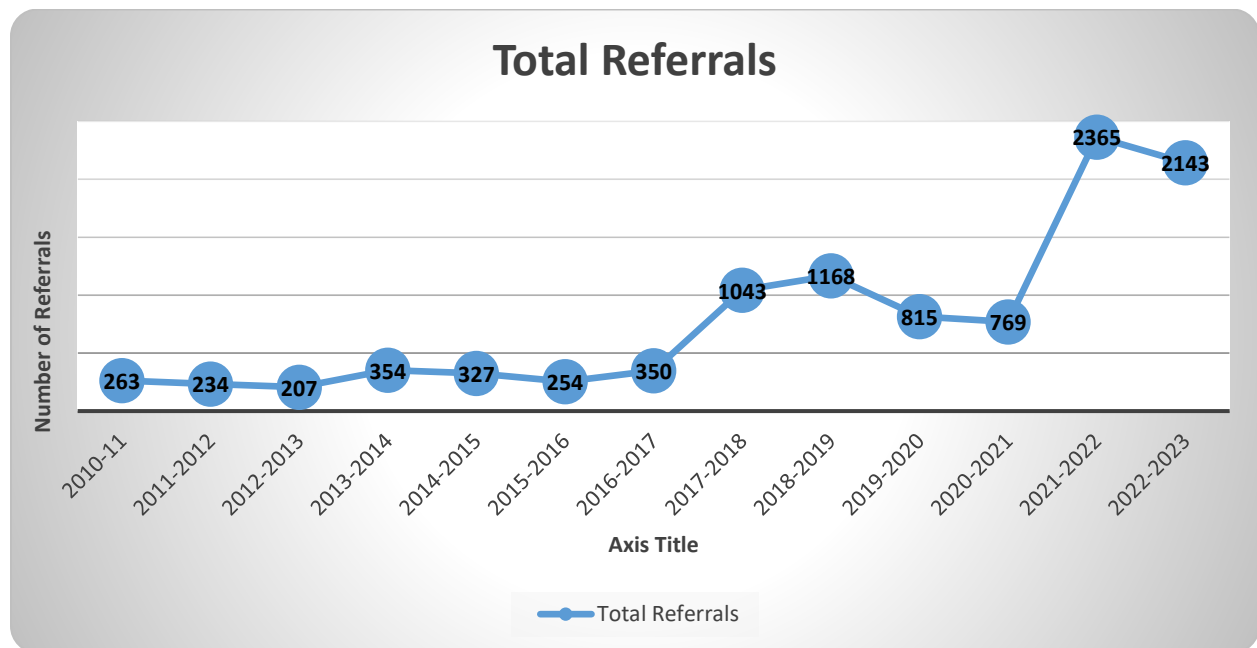
I. Data Collection Instrument #9: Discipline Trends

Annually, the Bishop Dwenger High School Administration comprises a report showing the discipline trends for the year. Each referral is recorded and charted. Data is included for common and more serious offenses.

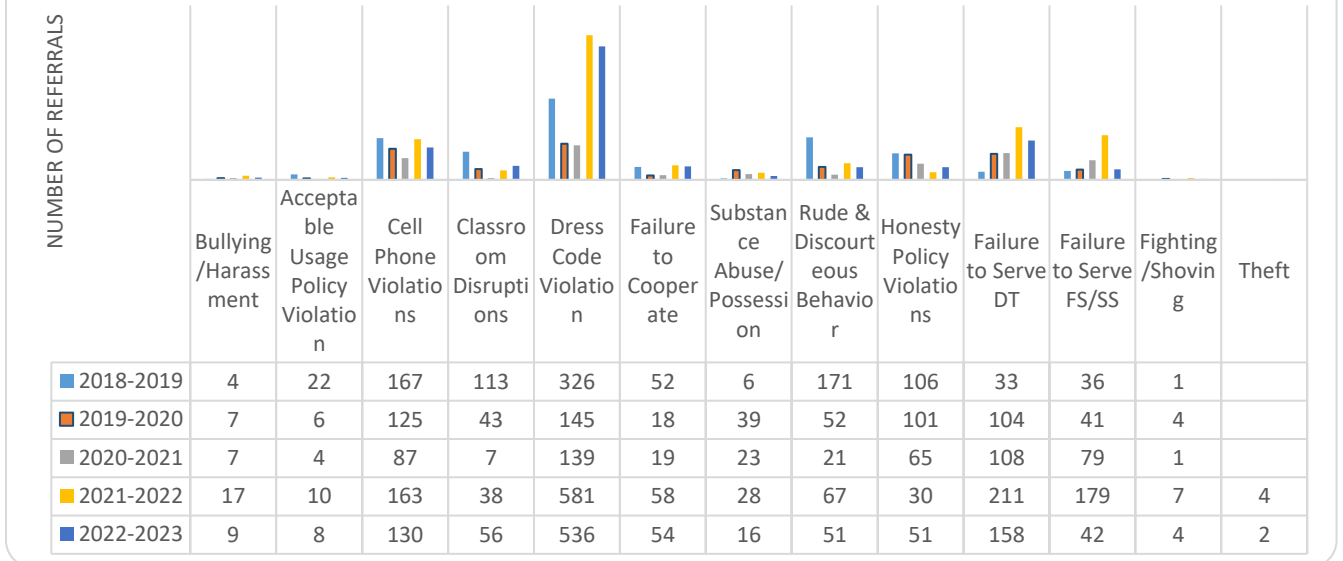
The Bishop Dwenger High School Student Handbook (revised annually) provides detailed expectations and consequences when those expectations are not met. A copy of the handbook can be found on the school website. However, it must be noted, that as a Christ-centered school, each student and their extenuating circumstances are considered along with the safety of the remaining student body.

When examining Power School log entries for the 2022-2023 school year, it is important to note that the data is not comparable as we were virtual throughout the entire 4th quarter of the 2019-2020 school year, and in MODE 2 (hybrid attendance) for much of the 2020-2021 school year.

1. Data



DISCIPLINE DATA



The areas in which we see the highest number of referrals are with dress code violations, cell phone violations, and failure to serve prior consequences. The number of students referred for honesty policy violations decreased substantially in 2021-2022, but rose again in 2022-2023. The introduction of AI (Artificial Intelligence) accounted for several of the referrals. The data prior to 2019-2020 was entered in a different manner, as there was a change in administrative personnel handling and entering discipline. The increase in dress code violations can be attributed to more consistency with follow-through from teachers and all-school dress code checks. These constitute much of the overall higher number of referrals.

a. Assets

- Possession of drugs, alcohol, and weapons remains relatively low.
- Overall, the number of disciplinary problems is low compared to other schools. Students at Bishop Dwenger are generally respectful and compliant with rules.
- Parents are generally supportive when working with the school on discipline issues.

b. Opportunities for Improvement

- Students who are assigned consequences have become noncompliant with serving their time.
- With the quarter off in 2019, and the hybrid schedule in 2020, students have become lax with dress code and general compliance with some of the rules.

2. Implications

In addition to data compiled by the Administration, discipline data is entered into PowerSchool. Student discipline may be analyzed for individual students as well as a larger school-wide view. Students who have excessive or more serious discipline entries may be dismissed from Bishop Dwenger or may be required to sign a probation agreement and/or go in front of the Review Board.

To help deter the more common disciplinary violations, research on more effective discipline techniques and revision of detentions, Friday Schools, and suspensions may be beneficial.

3. Action Steps

It must be remembered that discipline is a very subjective matter. Not all faculty and staff write referrals at the same frequency for the same reasons. Some teachers may report/write a referral for something (reporting to the Administration) versus a teacher who may choose to handle it in class or simply not notice an infraction to write the referral.

Starting in the 2019-2020 school year, a new system for tracking and logging the referrals was started using Power School the SIS system for the school. This will allow for more accurate records going forward. A return to daily attendance in 2021-2022 will allow for a more accurate reflection of referral frequency for infractions of the Code of Conduct.

A new Policy Committee was formed in 2021-2022. The committee has taken an active role in advising administration as new policies are considered. Revisions to the way consequences are managed is planned for the 2022-2023 school year. Students will be required to take a more reflective role as they serve consequences. Since the onset of more choice of when they can serve detentions, the number of “failure to serve” referrals have increased. In 2022, students will be assigned a specific day in which they will serve their consequences.

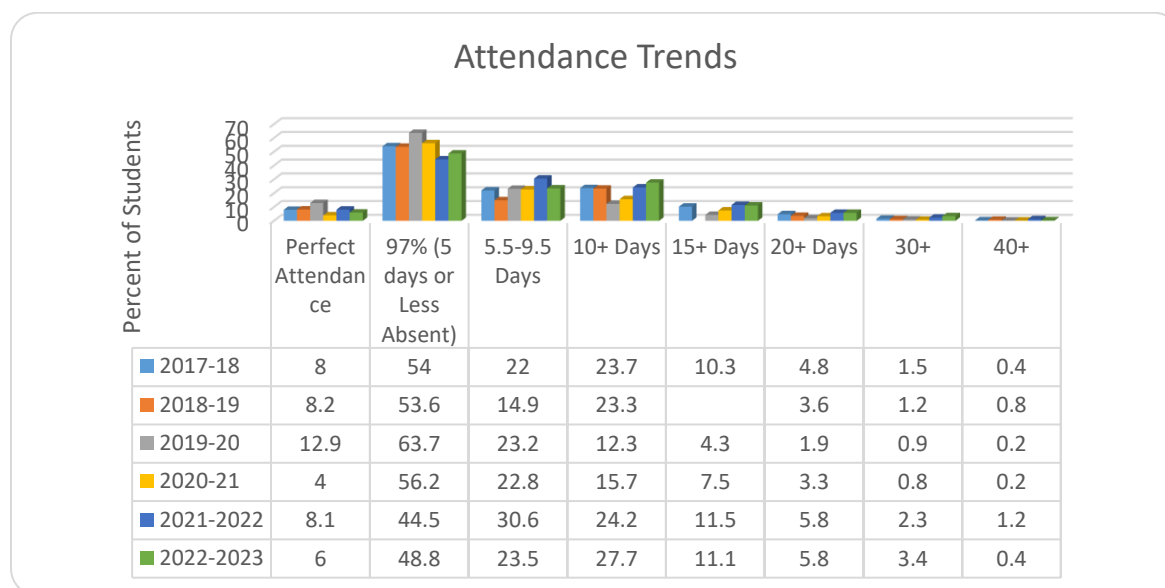
A discipline point system was enacted for 2022-2023 to track students who are non-cooperative as evidenced by accumulating too many referrals. Detentions are issued one point, Friday schools – 2 points, ISS – 3 points, and OSS – 4 points. At thresholds, interventions were put into place. The year ended with 78 students reaching 6 points, 45 at 10 points, 30 at 15 points, and 9 with 20 or more points.

H. Data Collection Instrument #10: Attendance

Prior to the 2018-2019 school year, the attendance policy at Bishop Dwenger was very liberal with absences excused merely when parent notified the school on the day of the absence and followed up with a note on the day the student returns. Absences for reasons other than illness were not typically counted as unexcused. Students received no penalty until 15 absences were obtained. At 18 absences, a Saturday School was issued, while at 20 absences, the policy stated that a review board would convene. However, significant changes to the Attendance Policy were made during the 2018-2019 school year. Despite changes, there was inconsistent follow-through on the new policy. During the summer of 2019, additional training was provided for the Attendance Office staff, and revisions on tracking and follow-up were made.

Attendance continues to be an area in which there is room for improvement. Procedures have been refined and referrals have more clear consequences posted for parents to see. In addition, information from “Attendance Works” will be provided at benchmark absences through the mail. It is important that families understand that “Research shows that educational achievement is directly related to attendance. A student who misses a day of school misses a day of education that cannot be retrieved in its entirety” (Bishop Dwenger Parent/Student Handbook).

1. Data



Bishop Dwenger students showed an increase in the percentage of students with perfect attendance in 21-22; however, the percent of students achieving 97% attendance declined. In 2022-2023, the percentage of students with perfect attendance fell slightly, but the students maintaining 97% rose slightly. With students forced to miss more days when ill with COVID, and the varied schedules in 2019 and 2020, data does not reliably reflect a similar set of circumstances. In 2021, students who showed symptoms or tested positive for COVID were asked to stay home for an extended time. The percentage of students missing over 15, 20, 30, 40 (and even higher) days increased. This is partly due to the COVID absences, but also reflects an increase that we have seen in anxiety as a result of two years of varied schedules. More students are struggling with the everyday demands of in-person school.

	2018-19	2019-20	2020-21	2021-2022	2022-2023
Tardy Periods	4497	2763	3960	3809	4063
Tardies/Student	4.31	2.64	4	4.1	4.3
Number of Periods in ISS	405	322	703	1336	236
Number of Students in ISS	87	39	52	96	32
Number of Periods in OSS	164	370	534	842	116
Number of Students in OSS	27	29	28	71	11

Despite returning to an every-day in person schedule, the number of tardies decrease in 2021-2022, but rose again in 2022-2023. The 2020 data included virtual tardiness, which may have caused variation from the normal trend. The number of students in ISS and OSS decreased substantially, as did the number of days assigned.

2. Implications

Bishop Dwenger strives to maintain 97% attendance; it is noted that the state attendance rate does not penalize for excused absences. Only 48.8% of students achieved an actual attendance rate of 97% per student. The attendance rate published by the IDOE has consistently been in the 96th percentile.

a. Assets

- Six percent of students achieved perfect attendance.
- Forty-eight percent of students achieved 97% attendance.

b. Opportunity for Improvement

- Twenty-eight percent of students were absent ten or more days.

3. Action Steps

Bishop Dwenger High School will strive to maintain an attendance rate of 97% or higher. Teachers have expressed concern over the number of days students miss class. This, coupled with the number of students missing ten or more days, led to attendance policy revisions over the past two years. Monitoring of attendance and communication with families will continue.

To achieve a true 97% attendance rate, all students should be held accountable for their attendance and thus, as stated above, the policy has been revised and updated to reflect current guidelines from the Indiana Department of Education and a nationwide concern over chronic absenteeism.

IX. Triangulation of Data

A. Data Points

- Data Point #1: SAT
- Data Point #2: PSAT
- Data Point #4: PreACT

B. GoalAll students will improve their math and ERW test scores 2% points per year for five years.

C. Analysis & Conclusion

Based upon the SAT, PSAT, and PreACT data presented earlier in this document, Bishop Dwenger High School needs to continue to monitor and work on math. However, the goal of raising scores 2% per year was achieved in math in 2022-2023. The PreACT saw an increase of 1.2, while the SAT saw a score increase of +10, and the PSAT a score increase of +3. English/Reading (ERW) scores did not improve this much. SAT scores dropped from 2022 to 2023; PSAT remained constant, and the PreACT saw slight increases (<2).

Improvement in mathematics' scores will be a key component to improving overall standardized test scores and to escalate Bishop Dwenger High School's status when compared to other local and Indiana schools. In addition, these skills represent what will be encountered in college and careers.

The Bishop Dwenger High School classroom teacher needs to deliberately include mathematic activities regardless of subject. These should incorporate problem-solving, interpretation of graphs/charts, inferences, performance of calculations with appropriate units/labels and use of appropriate mathematical vocabulary.

Although scores in ERW areas are generally higher than in math, scores in standardized tests have not risen substantially, and in some cases have shown a decline over the past several years. Moving from a focus simply on math to a focus in ERW along with math should result in a rise in overall standardized test scores.

Teachers in all subjects should incorporate written work with proper grammar and writing conventions, as well as literary analysis, evidence based writing, and higher-level thinking skills incorporated into their writing. Through content related articles and texts, additional literacy and writing skills can be emphasized in all content areas.

The Bishop Dwenger Curriculum Committee, Special Education Department, and Administration will work with teachers and emphasize the need for differentiated lessons that expose students to mathematic-related concepts. Resources may include textbooks and their ancillary materials, specially purchased Best Practice publications, Khan Academy lessons, information shared through the weekly bulletin, Professional Development in the school's local badging system, delayed starts, and/or expert speaker(s) in Differentiated Instruction

From this, teachers will plan lessons that include intentional tiering and continual formative assessments as a class progresses through the curriculum. With deliberate and well-planned goals, that translate to teacher lesson plans crafted to the specific mathematical needs of each Bishop Dwenger High School student, student scores should rise.

X. Action Plan

School Improvement Action Plan / Bishop Dwenger High School

GOAL: All students will improve their math and ERW test scores by 2% per year for five years.					
Support Data:		Standardized Assessment:		Local Assessments:	
<ul style="list-style-type: none"> Written Curriculum Feedback from teachers/Curriculum Committee 		<ul style="list-style-type: none"> PSAT SAT Pre-ACT 		<ul style="list-style-type: none"> Math & English Grades (Report Cards) Classroom Observations (Chair & Administration) Formative/Summative Assessments 	
Intervention #1: Students will improve in math and ERW related skills within each content area.					
Research/Best Practices Sources:					
<ul style="list-style-type: none"> Dean, Ceri, 7 Bookhart, Susan. "Mathematical Practices for Deep Understanding." Wormeli, Rick – <i>Fair Isn't Always Equal</i> Marzano – <i>Classroom Instruction that Works</i> Diocesan High School Curriculum Initiative 					
Activities to Implement:	Person(s) Accountable:	Timeline (Beginning):	Timeline (Ending):	Resources:	Monitoring Activities:
1.1 Gather information about mathematical SAT prep and vocabulary to train teachers. 1.2 Within each department, teachers will identify math-related activities that they will intentionally include in lessons <ul style="list-style-type: none"> Identifying problems & planning steps for solutions Interpreting graphs / charts Making inferences Performing mathematical calculations with appropriate units / labels included Using mathematical vocabulary when applicable 1.3 Within each department, teachers will identify ERW-related activities that they will intentionally include in lessons. <ul style="list-style-type: none"> Bell-ringer articles in which students are asked to complete ERW skills Making inferences from reading Providing textual evidence to support an argument in writing Annotating as students read 	Curriculum Committee All Teachers Administration	August, 2022	Ongoing	Textbook Ancillary Resources Additional support materials found in teacher resources in Media Center Weekly Bulletin to share information and PD Canvas-All Staff Page & Badges for PD SAT Prep professional development workshops	Lesson Plans / Activities Assessments on staff shared drive Collaboration within subjects and across disciplines Diocesan Curriculum Frameworks Classroom Observations

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Support Data:		Standardized Assessment:		Local Assessments:	
<ul style="list-style-type: none"> Written Curriculum Feedback from teachers/Curriculum Committee 		<ul style="list-style-type: none"> PSAT SAT Pre-ACT 		<ul style="list-style-type: none"> Math & English Grades (Report Cards) Classroom Observations (Chair & Administration) Formative/Summative Assessments 	
Intervention #2: Student data will be used to identify interventions in areas in which students struggle.					
Research/Best Practices Sources:					
<ul style="list-style-type: none"> Dean, Ceri, 7 Bookhart, Susan. "Mathematical Practices for Deep Understanding." Wormeli, Rick – <u>Fair Isn't Always Equal</u> Marzano – <u>Classroom Instruction that Works</u> Diocesan High School Curriculum Initiative 					
Activities to Implement:	Person(s) Accountable:	Timeline (Beginning):	Timeline (Ending):	Resources:	Monitoring Activities:
1.1 A test analysis tool will be used on unit tests.	Curriculum Committee	August, 2022	Ongoing	Textbook Ancillary Resources	Lesson Plans / Activities
1.2 Teachers will use classroom test data and standardized test data to determine areas / skills in which students need additional help.	All Teachers Administration			Khan Academy	Assessment analysis tools
1.3 Teachers will analyze classroom formative and summative assessment data to intervene in areas in which students struggle	Special Education			Additional support materials found in teacher resources in Media Center Weekly Bulleting to share information and PD Canvas-All Staff Page & Badges for PD SAT Prep professional development workshops	Collaboration within subjects and across disciplines Diocesan Curriculum Frameworks Classroom Observations

GOAL: All students will improve their math and ERW test scores by 2% per year for five years.					
Support Data:		Standardized Assessment:		Local Assessments:	
<ul style="list-style-type: none"> Written Curriculum Feedback from teachers/Curriculum Committee 		<ul style="list-style-type: none"> PSAT SAT Pre-ACT 		<ul style="list-style-type: none"> Math & English Grades (Report Cards) Classroom Observations (Chair & Administration) Formative/Summative Assessments 	
Intervention #3: Students will be actively engaged in differentiated lessons/curriculum that will allow them to encounter ERW & math related concepts at tiered levels related to their understanding and skills.					
Research/Best Practices Sources:					
<ul style="list-style-type: none"> Dean, Ceri, 7 Bookhart, Susan. "Mathematical Practices for Deep Understanding." Wormeli, Rick – <u>Fair Isn't Always Equal</u> Marzano – <u>Classroom Instruction that Works</u> Diocesan High School Curriculum Initiative 					
Activities to Implement:	Person(s) Accountable:	Timeline (Beginning):	Timeline (Ending):	Resources:	Monitoring Activities:
3.1 Administration will develop a professional development plan for all teachers.	Curriculum Committee	August, 2022	Ongoing	Textbook Ancillary Resources	Lesson Plans / Activities
3.2 – Teachers will plan lessons that include meeting the needs of all students; state standards; and Beauty, Truth & Goodness.	All Teachers Administration			Additional support materials found in teacher resources in Media Center	Assessment analysis tools Collaboration within subjects and across disciplines
3.3 – Students will be assessed, formatively after each lesson to help guide teacher of student understanding for planning of follow-up lessons.	Special Education			Weekly Bulleting to share information and PD Canvas-All Staff Page & Badges for PD SAT Prep professional development workshops	Diocesan Curriculum Frameworks Classroom Observations