



# BISHOP DWENGER HIGH SCHOOL

## **School Improvement Plan 2019-2020 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.

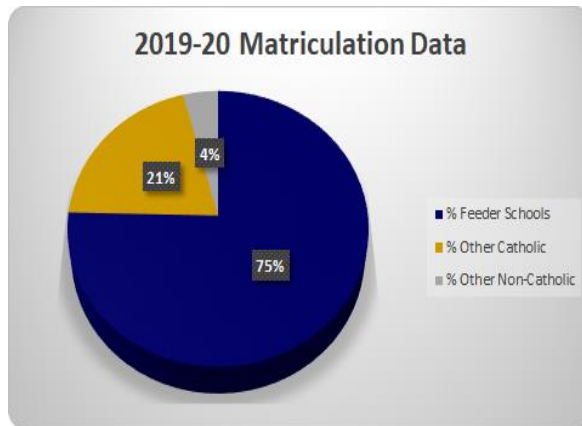
Bishop Dwenger is a diocesan Catholic high school. As to the authority structure, Bishop Rhoades has appointed the Catholic Schools Office and the Secretariat of Education to establish direction for its schools, similar to what public schools refer to as its central or corporate office. The term, Diocesan, also describes the very essence of Bishop Dwenger's existence. 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



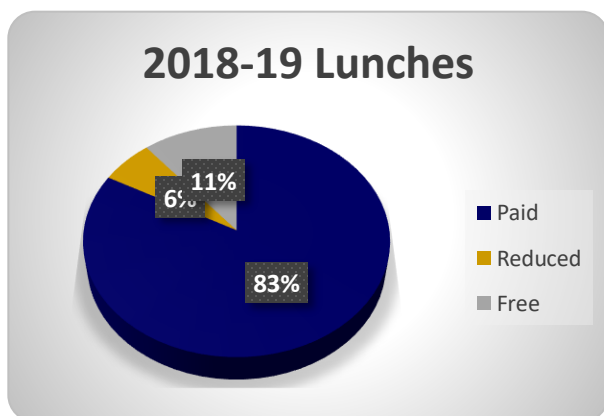
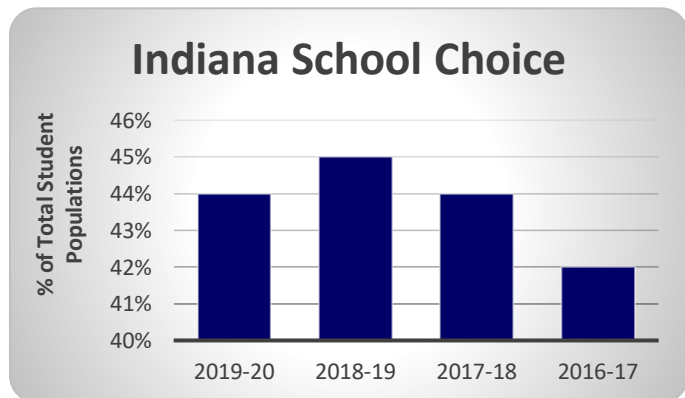
## IV. School Narrative

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. This once rural school is now urban and located at the corner of Clinton and East Washington Center Roads in Fort Wayne's 46825 zip code.

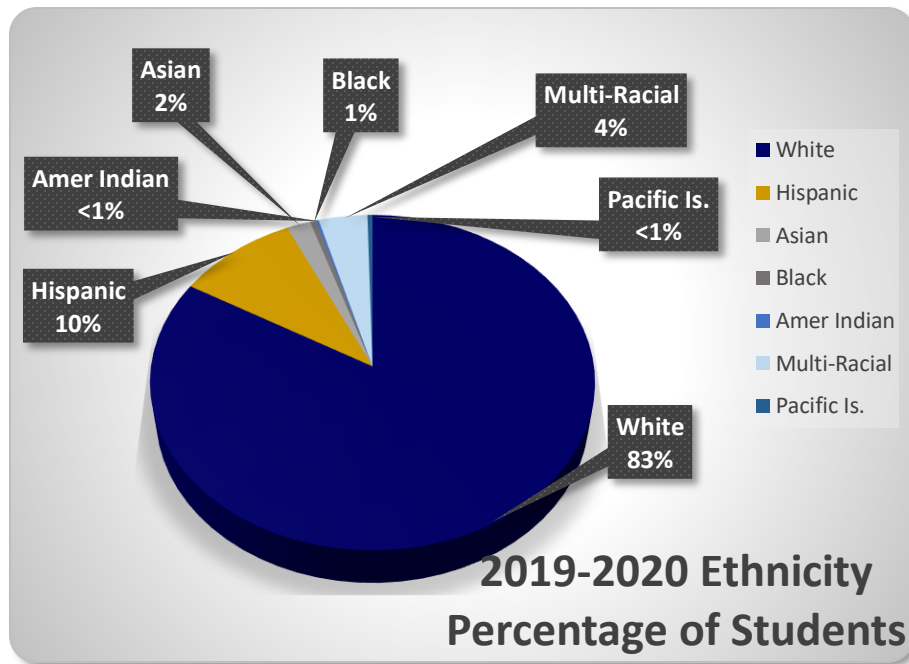


Seventy-five percent of the students come from its seven feeder schools. The percent of freshmen from Bishop Dwenger feeder schools has remained steady in the past year. The percent of students from other area Catholic schools has steadily remained right around 20% as well. Last year, the percentage of students from other schools (public, other private and homeschool) stayed consistent as well at 4%. Over 98% percent of the student body is Catholic, as is the majority (83%) of the faculty.

Consistently, over forty percent of the students are receiving a School Choice voucher with additional students qualifying for other forms of financial assistance. Likewise, seventeen percent of Bishop Dwenger's students are enrolled in the Free-/Reduced Lunch program. This number remains steady over the years.



The school currently has 1,015 students with a maximum enrollment of 1,100. There are five full-time school administrators, two chaplains, 68 teachers, and many support staff. Bishop Dwenger is a college preparatory high school, with approximately 94% of the graduates advancing to higher education at the college and university level.



Bishop Dwenger's student body is comprised of 83.7% 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 9.7%, up from 5.6% in 2011-12. The Black population has slightly decreased in the past year, currently at 0.5%, while other ethnicities have remained constant over 8 years. [See chart below.]

The school is accredited by AdvancED and is a member of the Indiana High School Athletic Association (IHSAA) with participation in the 20 boys' and girls' sports and five 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 six 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 teacher's workroom space were additions that enhanced the campus footprint and ethos. Over the past few years, the original classrooms were renovated and connected to the HVAC system in phases. The summer of 2018 saw the administrative offices and main lobby renovated with student security and limited building accessibility the main priority. The summer of 2019 saw the completion of a stadium around Shields Field on the front property of the school's campus.

## V. Environmental Scan Data

The U.S. Census Bureau (2017), approximates Fort Wayne as the second largest city in the state with 265,904 residents. 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.

Fort Wayne's unemployment rate is 3.1%, well below the national average of 4.6% (Bureau of Labor & Statistics, 2018). The average annual wage, is \$45,232 in Allen County, \$52,232 in Indiana and \$57,617 in the US.



In the past four years, Fort Wayne has experienced an increase in 6,345 new jobs and in increase of \$271 million in annual payroll. (Greater Fort Wayne, Inc. 2018)  
According to U.S. News & World Report (2017):

*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, 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 (Kolmar, 2018)

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

In Indiana, of the nearly 1.1 million job vacancies projected for the current decade, 60 percent will require some postsecondary education, with 38 percent requiring an associate degree or more. The Alliance for Science and Technology Research in America (ASTRA) reported that Indiana will have demand for 123,000 STEM-related jobs by 2018, and the National Skills Coalition projects Indiana to have a total of 550,000 middle-skill job openings (half of all openings) by 2020 (Hall & Rogers, 2014)

Similarly, hospital administrators report increasing reliance on technical specialties. The pressure to operate more efficiently in an environment of declining reimbursements forces hospitals and other health care facilities to focus more on technology-based procedures, in both patient care and administration, to improve financial performance (Hagel, Brown & Samoylova, 2015). These technical skills, termed “hard” skills, are just one piece of the puzzle, however; employers are also looking for “soft” skills—abilities in areas such as communication, problem solving, professionalism, interpersonal interaction, work flexibility and adaptability, as well as overall work ethic, attitude, and reliability (Hall & Rogers, 2014).

In fact, among manufacturing firms, the most serious skills deficiencies were ranked as inadequate problem solving skills, followed by a lack of basic technical/vocational training, with inadequate basic employability skills in third place. The ideal employee would be a “renaissance technician” with well-developed critical thinking and problem-solving skills, strong familiarity with several technical disciplines (developed in an applications framework) and the decision-making skills to optimize production in a complex industrial environment (Hall & Rogers, 2014).



## 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 striking chapel, to the papal flag on the front lawn to hallway murals/paintings to the classroom crucifixes accompanied by pictures of the Pope and local bishop. Each support office and public space also displays a minimum of one symbol/statue that denotes the school's Catholic roots.

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-school Mass is celebrated at least once per month. Students also participate in all-school Reconciliation services, bi-annual rosary recitations, and the Stations of the Cross during Lent.

Teachers are expected to integrate Catholic teachings into the curriculum in every subject. Every class begins with prayer. One of the greatest testaments to the faith at Bishop Dwenger is the manner in which 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.

All students are required to complete a minimum of twenty hours of community service each year. To assist students in this endeavor, 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 throughout the week.

Bishop Dwenger was named a platinum-level school with Catholic Relief Service (CRS) for dedication to service and helping those in need. The school was also selected to lead the annual National Right for Life March in Washington D.C. in January 2019.

Implemented during the 2019-2020 school year was a New Saints Program. This program works hand-in-hand with the Sports Leader program of virtues. Each new 9th grade student and transfer student meet with mentors on a weekly basis to study the virtue, acclimate them to high school and the many Bishop Dwenger traditions.

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.

### B. Pillar: Academics

Second only to Faith-formation, academics are of the utmost importance at Bishop Dwenger High School. In addition to college 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 caters

to the needs of all students. Before and after school, the resource room is open to assist all students with study tables.

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 2017, Bishop Dwenger was ranked 28 out of 453 schools by Fort Wayne Journal Gazette, based upon the percentage of students who passed both portions of the ISTEP.

Bishop Dwenger was named a Blue Ribbon School (2004) by the Federal Department of Education, an honor only given to fifty U.S. Catholic schools per year; has attained high ratings by the Indiana State Board of Education and the North Central Association (2005). The school was named one of the Top 50 Catholic High Schools in America (2006) and earned the status as a “Light House” school (2006) by Education Testing Service (ETS) for successful and exemplary implementation of the Criterion online writing program.

Bishop Dwenger consistently receives an “A” in the A-F accountability rating by the Indiana Department of Education. Additionally, this government agency conferred the status of “High Achieving” on the school and is regularly listed as a four-star school. As is evident in these honors, Bishop Dwenger has a strong tradition of excellence.

When one examines the curricular offerings, tradition of strong test performance and commitment to each child in the classroom, it is evident that Bishop Dwenger holds 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 a minimum of 20 hours of community service per year. Ten hours are fulfilled at pre-approved locations designated to serve the poor and indigent. 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 was created to recognize those students serving beyond 40 hours in a given year.

In addition to individual service, Bishop Dwenger is a platinum-level high school for Catholic Relief Services (CRS). Students participate in school-wide programs and activities directed to this end. These include an all-school rosary for the poor, Rice Bowl collections, and a Fair-Trade Coffee House. As part of the platinum level for schools, trips to third-world countries have allotted some staff to witness first-hand the benefits CRS provides.

### **D. Pillar: Activities**

As one of the pillars, activities are important for helping students to grow in their ability to develop relationships with others and to have a well-rounded high school experience. 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 this 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, hockey, rifle, dance, cheerleading, and rugby.

**Performing Arts:**

Students who enjoy the arts may participate in show choir, plays, pep band, jazz band, winter color guard, winter percussion, stage musicals and marching band

**Faith & Service:**

Those who are committed to learning more about and growing in their faith may take part in the Decade Club, the Linus Club (making blankets for the homeless), SEAS Club (environmental action club), Peer Ministry, tutoring at a center for the underprivileged, Students Against Destructive Decisions, Social Justice Club, serve as BD Ambassadors to the school and Keys Club. They may also act as liturgical ministers, participate in the liturgical choir/ensemble, join the Apologetics Club, Rosary Club, Saints for Life or the Spiritual Book Club.

**Journalism:**

For those students with a desire to advance their writing skills, two organizations that produce the BDHS publications – The Aureate yearbook and The Golden Trumpet newspaper – are available.

**Academics:**

Students interested in furthering their academic development take part in Spell Bowl, Academic Super Bowl, 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, Table Tennis Club, and Video 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.



To this end, the Saint Raphael Student Assistance Program was introduced at the start of the 2018-2019 school year. The mission of this program is to empower students to reach their God-given potential by removing barriers to their spiritual, academic, social, and emotional growth.

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. The Student Assistance Program is a non-disciplinary intervention program aimed to assist families without the student having the penalty of punitive consequences. 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.

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."

Bishop Dwenger High School's concern for the student does not end at graduation. The school has recently become involved in the Cardinal Newman Connection which helps transition students from their local parish and school to Catholic churches and clubs at the collegiate level. This alliance serves to support the continued spiritual growth when, many times, it is most at risk.

Additionally, the school's Development Office makes extensive efforts to maintain communication with its alumni via publications, texts, its website, etc. These exertions prove fruitful in the number of legacy students (second and third generations) who enroll as well as the number of alumni who serve as volunteers, School Board members and return as faculty/staff.

Bishop Dwenger is truly dedicated to developing "Citizens of Two Worlds".

## **F. Stakeholder Survey**

In the Spring and Fall of 2019, the Bishop Dwenger High School Steering Committee began to update the school's Strategic Plan. This was initiated by providing an electronic survey to faculty/staff, parents and all students. Survey questions were based on the AdvancED Performance Standards. AdvancED is a non-profit, non-partisan organization that conducts rigorous, on-site reviews of a variety of educational institutions and systems to ensure that all learners realize their full potential (2019). These standards are a powerful tool for transcending compliance, driving institutional transformation and accelerating improvement.

It should be noted that parents and faculty scored the school no less than a 3.5/5.0 with parents citing their child's experience at Bishop Dwenger as over a 4.0/5.0.

### **a. Assets**

- 36% prioritize Faith-formation
- 17% prioritize Academics
- 16% prioritize Teachers
- 13% cite the environment

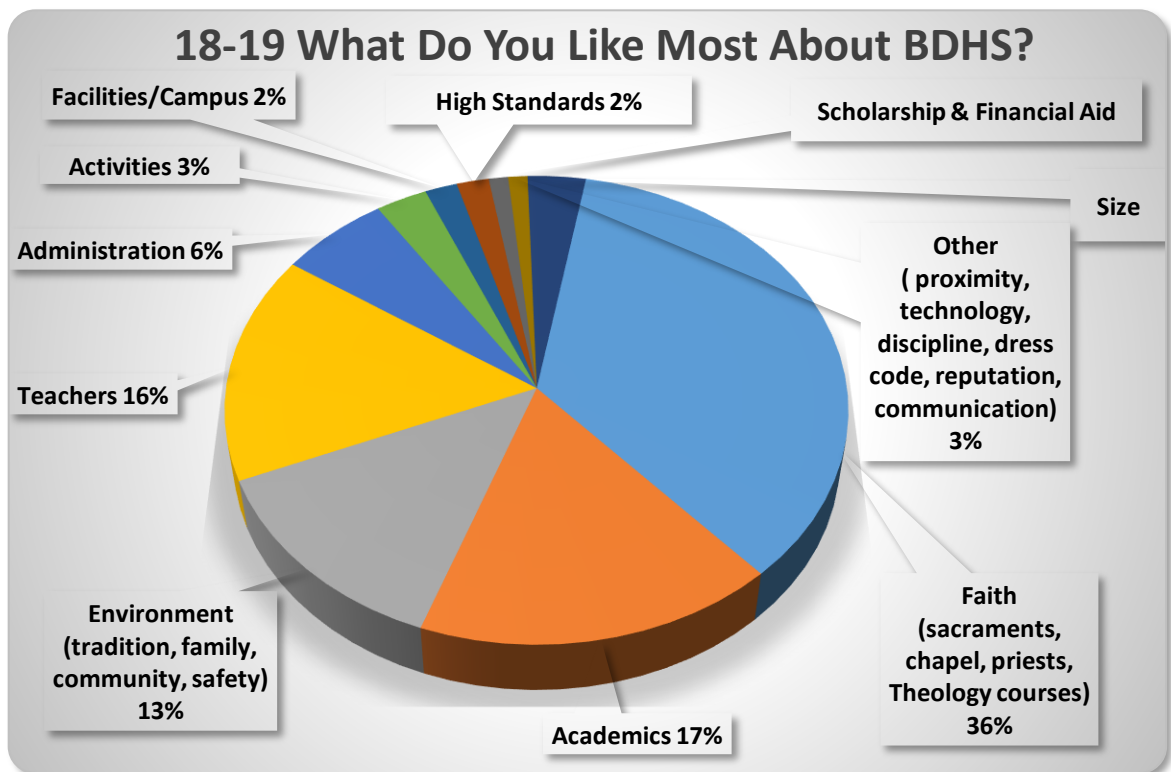
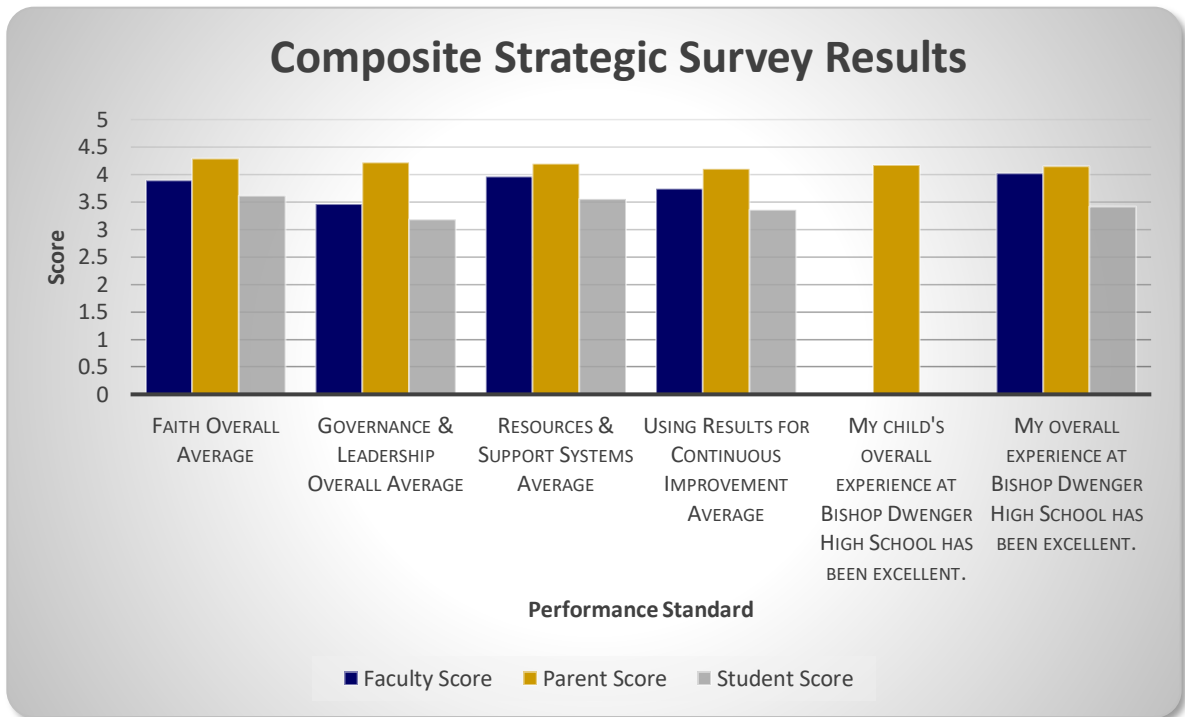
### **b. Opportunities for Improvement**

- 15% cited a wide diversity of topics including more masses, IT, facilities, lack of advancement in pedagogy, racism, size, lack of differentiation, lack of opportunity, reputation, parent diversity of values, inconsistent schedule, homework load, homogenous, administration, curriculum, pay, attendance policy
- 10% Teacher/Administration Communication



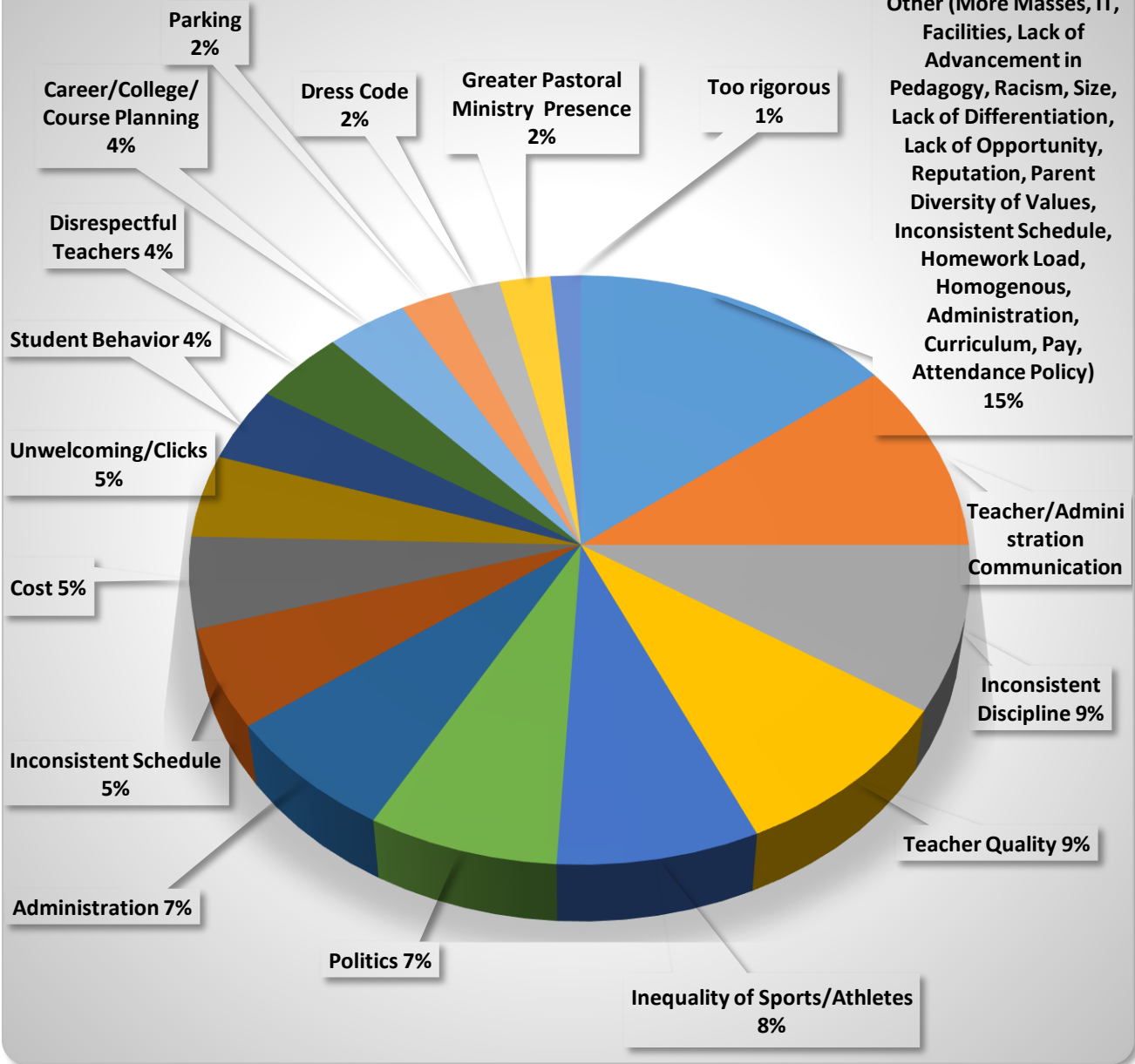
[It should be noted that Bishop Dwenger is the largest Catholic school in the diocese. With such size, comes great diversity of values and viewpoints – thus, the large category of “Other”. Likewise, a parochial school involves three values in which stakeholders are passionate – faith, finances and family.]

Open-ended questions were asked of the 168 respondents. These were read and grouped as seen in the graphs below:





## 18-19 What Do You Like Least About BDHS?





## VII. Teaching and Learning

### A. Unified Goals & Standards-Based Curriculum

In order to create a state of unity across all diocesan schools, systematic approaches have been implemented. Bishop 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:

Started 2018	Curricular conformity to IDOE's diploma Pathways
Started 2016	Diocesan-Wide Special Education Documentation Implementation, including RTI (Response to Intervention) and ELL (English Language Learners)
Started 2016	1:1 Technology/Blended Learning Initiative Adoption by the School
Started 2015	Adoption of CANVAS (LMS management system) and eLearning Days
Started 2014	Exploration of Diocesan-Wide Accreditation with AdvancED
Started 2010	ACE Collaborative Curriculum Initiative through the University of Notre Dame

Bishop Dwenger has implemented a standards-based curriculum and is currently designing and reviewing a diocesan-wide curriculum that originated in the ACE Collaborative through the University of Notre Dame.

While course descriptions are updated annually in the Bishop Dwenger Curriculum Guide, each teacher is expected to possess the 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.

Throughout the development of the curriculum, each teacher is expected to retain in the classroom a copy of their lesson plans and objectives. A hard copy of all lessons aligned with the standards can also be found with the Administration. It is the responsibility of each teacher to revise and edit the lessons each year. Department Chairs maintain a copy of the statistical analysis and improvement plans that are completed annually.

For each of the past five years, Bishop Dwenger received an "A" rating on the State's Accountability Factor. Comprising components of this rating are based upon performance on the English/Language Arts and Mathematics portion of the graduation qualifying exam, student growth, graduation rate, and college and career readiness indicators. This provides witness to the faculty, parents, administration, and staff in their desire to aid students in reaching their full potential.

Traditionally, Bishop Dwenger has been known in the greater community as a college preparatory school, thus, its 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.

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 ten advanced placement classes with four additional courses in which dual credit through Purdue Fort Wayne, Ivy Tech, or The University of St. Francis is available. In addition, students may earn dual credit for classes in which they enroll at local colleges.

## **B. Professional Development**

To address the needs of all students, recent staff development included and continues on right brain/left brain research as well as differentiated instruction. Such training has greatly impacted pedagogy which is expected to lead to improved reading comprehension and critical thinking skills.

Yet, the greater impact for Bishop Dwenger staff is the evolving perspective as to how to meet holistic student needs. It becomes evident how this affects each professional Catholic educator's identity and mission. 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 so as 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 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).

To this end and beginning in 2014-2015, All-Staff Professional Development days were built into the school calendar to allocate time for teachers to develop skills in the newly adopted Learning Management System, Canvas, and how to convert traditional lessons into those that would employ technology and higher critical thinking skills. These days evolved to incorporate Bishop Dwenger teachers leading sessions to share with their colleagues the digital skills and information they have acquired.

These Professional Development days continue to the present school year. Likewise, the continued practice of a delayed start two days per month in order to collaborate and grow as professionals occurs.

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 monies totaling over \$40,000.

In addition to professional development aimed at pedagogy, teachers attend one day of enrichment in Catholic Identity through the All-Diocesan Catholic Schools Mission Day, as well as attending two local faculty retreats.



## C. Using Technology to Educate, Enrich, Assess, and Communicate:

### 1. Blended Learning and the 1:1 Initiative

Bishop Dwenger High School, historically, holds a prominent place at the local and state levels as providing an exceptional, traditional education based in Catholic teaching. Yet, the modern university and work place – even personal lives – have experienced a definitive paradigm shift that makes technology vital and fundamental to operative daily effectiveness. Therefore, as an exemplary school and leader in high school education, Bishop Dwenger High School is committed to improve student and staff digital literacy while adhering to traditional pedagogy.

Bishop Dwenger High School is devoted to a positive transformation of teaching and learning that brings digital resources, access, expertise, and skills to its historical success and development of its Twenty-First Century Learners. Therefore, the school recognizes the need to prepare students for modern, applicable, Catholic living. Stakeholders of Bishop Dwenger initiated a study and later determined the validity, value and feasibility of making the school one that utilizes Blended Learning.

Many of the students are currently immersed in technology, yet lack the skills to utilize it to the benefit of education or in the workforce. Rapid technological evolution is changing how students learn. As the world embraces the digital age, the delivery and focus of education is evolving to better equip learners with Twenty-First Century competencies. Colleges and employers expect digitally-proficient problem solvers that utilize critical thinking skills, creativity, collaboration, and communication. To prepare students for ever-evolving technology in college and the workforce, a school must continually adjust the curriculum and instruction to meet current needs.

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 purchased laptop computers starting in the 2016-2017 school year in order 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 and to take with them the skills to learn online and how to work in collaboration online. Furthermore, these technologies allow a rigor and relevance that supersedes the campus and allows for real-world learning experiences. Such opportunities are essential for Dwenger students whose future includes a highly-competitive, highly-digital college and workforce environment.

As stated earlier, professional development on the chosen learning management system, Canvas, and blended learning pedagogy was conducted with all faculty during the 2015-2016 year in preparation for the official adoption of the 1:1 model the following year. Because teachers are encouraged to continually employ and grow in their use of classroom technology, a full-time Technology Integration position (now an administrative position) was created to coach and support teacher growth to this end. This position developed an extensive badging system in which



teachers may choose a pedagogical and often technology-related topic to research, utilize and earn Professional Growth Points.

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.

Using technology as an instrument for better pedagogy and communication has been the main impetus for the dramatic changes that have occurred upon the adoption of the 1:1 blended learning technology curriculum.

## 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 and it serves as the home to the Technology Help Desk.

Subject-specific software is continually reviewed by departments and purchased as warranted.

## 3. Accountability

Each year all staff and students are required to sign a Technology Acceptable Usage Policy regarding the internet and proper use of it. 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 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.

All new staff and volunteers are required to acknowledge, via signature, the social media policies adopted by the diocese in the fall of 2013.





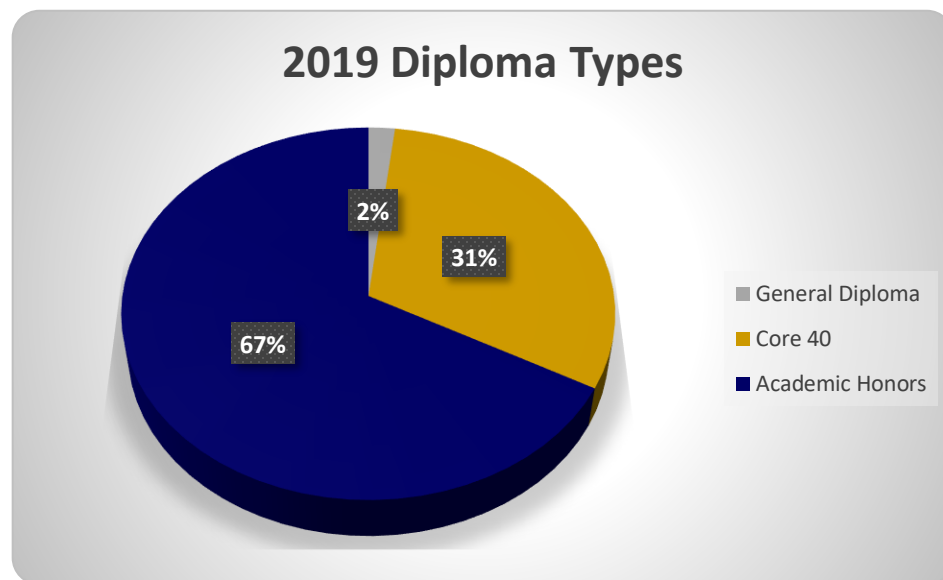
## VIII. School Data

### 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 End of Course exams. Overall SAT and ACT, composite scores continue to stay high each year, above the state and national averages. Bishop Dwenger offers several honors classes and ten Advanced Placement classes. The number of students receiving college credit for the latter is on a gradual rise and enrollment continues to be strong in these courses.

The greatest testimony to Bishop Dwenger's excellence are the achievements of its students. This degree of excellence is reflected in the high graduation rate (96%) 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. Ninety-eight percent of the student body consistently graduates with a Core 40 diploma or Core 40 Honors diploma as they are encouraged and advised by their Guidance Counselor. The curriculum of

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. In 2013, the department added a Special Education Coordinator who oversees the Resource Room, the aides, and the ISP students, as well as the English Language Learners (ELL), and students on a CAP (Catholic Accommodation Plan), which is the Catholic Schools equivalent of a 504 Plan.



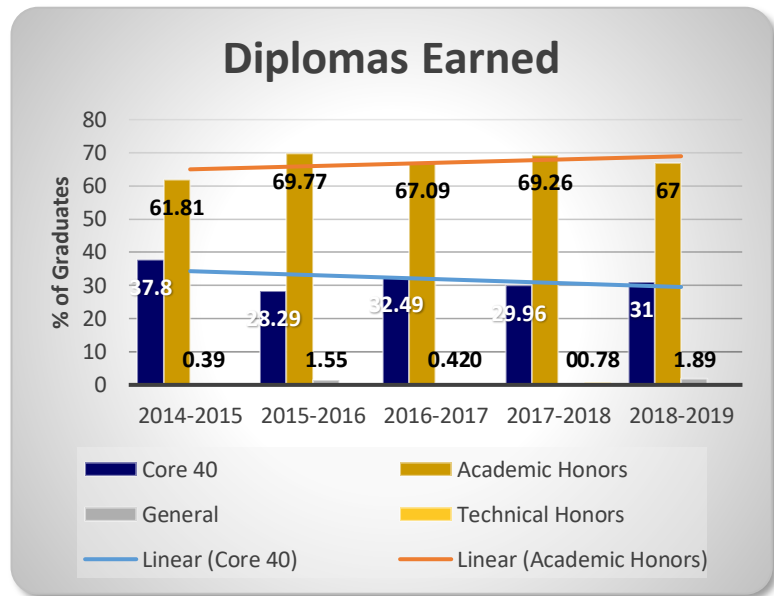
#### 1. Data

Over ninety-eight percent of Bishop Dwenger Students earn a Core 40 or Academic Honors diploma in the Class of 2019. Only five students earned the General Diploma, while no Technical Honors Diplomas or Certificates of Attendance were awarded.



Over the past few years, the percentage trend of Dwenger students earning an Academic Honors diploma has demonstrated consistency between 67 to almost 70 percent in a slight upward trend, while Core 40 diplomas have decreased slightly. General and Technical Honors diploma percentages are negligible.

Bishop Dwenger graduation rates have remained consistently high (above 96%) over the course of the last five years, hovering near and, at times, achieving 100%.



## 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-eight percent of students in the 2019 graduating class earned either a CORE 40 or Academic Honors Diploma.
- Sixty-seven percent of the graduates received an Academic Honors Diploma.

### b. Opportunities for Improvement

- Continue to work with special needs and struggling learners to achieve at least a CORE 40 diploma.

## 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), theology 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 the State’s Pathways initiative.

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

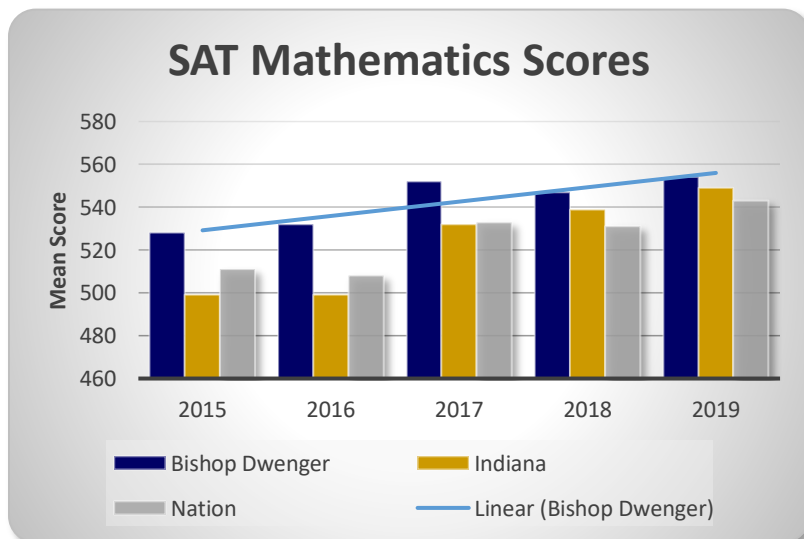
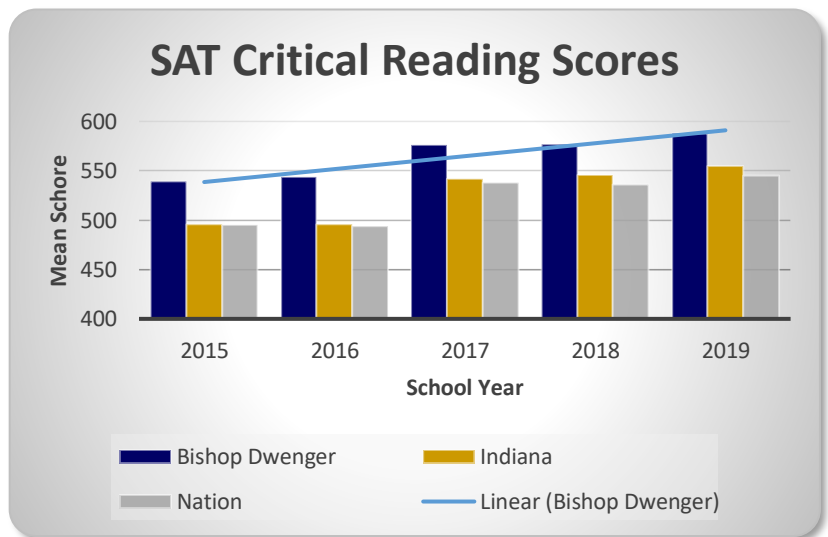
The SAT and SAT Subject Tests are tools made to assess a student’s academic readiness for college. The exams give opportunities for financial support and scholarships in a way that is fair to all. The SAT keeps pace with what colleges are looking for today, measuring skills required for success in the 21<sup>st</sup> century. (College Board, 2018.) In the state of Indiana, the SAT appears to be the standardized test most-preferred by higher education.

Scores for 2019 are based upon the new SAT test (any old SAT scores were converted to new SAT scores for the Class of 2019) which reports only two main scores: Evidence-based Reading and Writing and Mathematics. There is no longer a separate Writing score and the essay component is now optional.

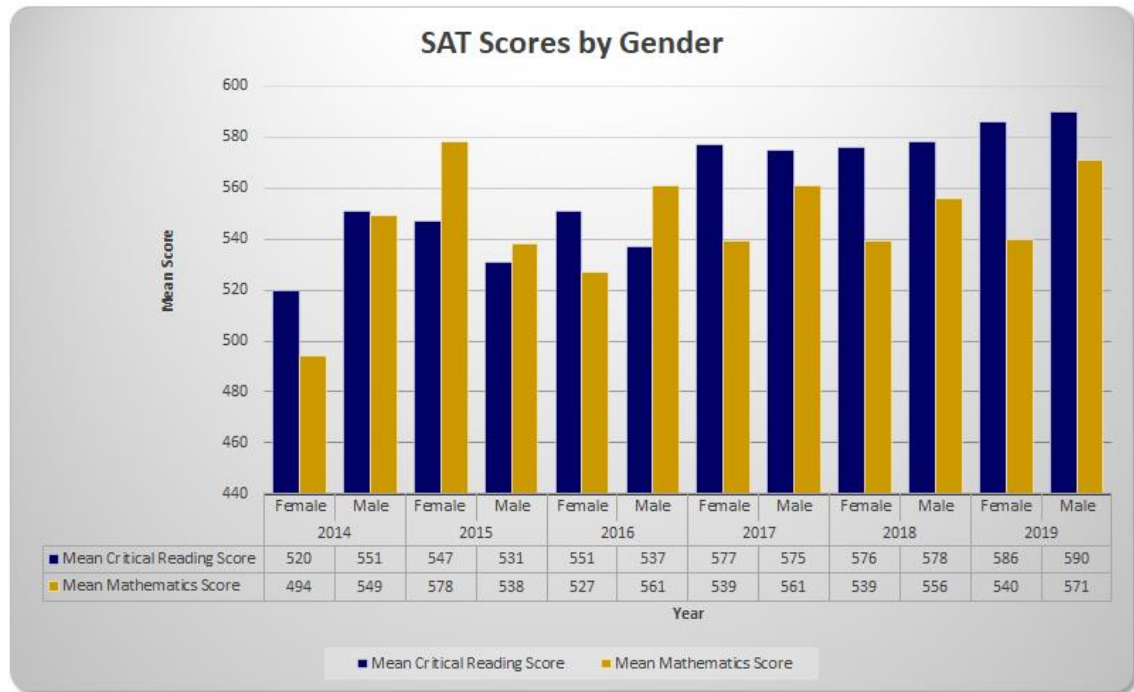
Eighty-nine percent (235 students) of the Bishop Dwenger Class of 2019 took the SAT.

### 1. Data

Over the past 6 years, Bishop Dwenger students’ mean SAT Critical Reading score has been significantly higher than that of Indiana and the nation. Bishop Dwenger’s trendline is that of an upward slope.



Likewise, Bishop Dwenger students’ SAT math scores have out-distanced those of Indiana and the nation over the last six years. Yet it should be noted, that while the Bishop Dwenger scores are trending with a positive slope, so too are those of the state and nation. These latter categories are, in fact, narrowing the gap between them and Bishop Dwenger students.



Looking at the past six years of gender-related data, Critical Reading SAT scores have shown a general improvement for females. Still, females scored slightly lower than males in recent years. Likewise, in five of the past six years, the males have outscored the females in mathematics by an average of 26 points. Yet, the overall trend, across both genders, is improvement.

## 2. Implications

Bishop Dwenger consistently outscores the state and national averages. In 2018 and 2019, female and male scores were close, with only a two- and four-point difference in Reading, respectively. However, males outscore females in math by an average of 26 points across six years.

### a. Assets

- The average for Bishop Dwenger students was higher than the state and national averages. This is a consistent trend over the years.
- The mean score average on Critical Reading/Writing has risen consistently over the past several years.
- Math scores have shown a positive trend over the past five years.

### b. Opportunity for Improvement

- Math scores for females were lower than their male counterparts.
- The gap between Bishop Dwenger scores and the state and national scores has consistently narrowed in the past few years.



### 3. Action Steps

Bishop Dwenger High School is committed to helping students find success on the SAT exam by incorporating SAT questions in classroom instruction and offering the SAT preparation class. Many teachers, especially in the junior and senior year, have incorporated SAT-style questions and preparatory work into class studies and exams.

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.

Beginning in 2017, grades 9-12 took the PSAT and sophomores and juniors took the pre-ACT. By providing students with additional opportunities to practice for standardized tests, student readiness for these tests should increase, resulting in an increased scores.

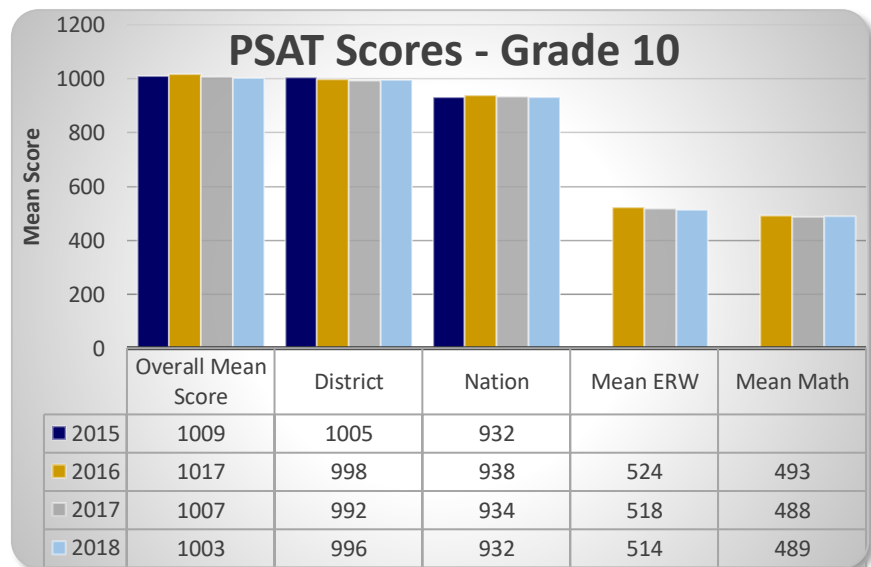
### C. Data Collection Instrument #3: New Preliminary Scholastic Aptitude Test (PSAT)

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.”*

Due to the SAT exam being revamped in 2015, the PSAT was also then revamped to align with the newly designed SAT. Therefore, baseline data was taken in the Fall of 2015 for this new exam. Students are tested in two sub-categories, Evidenced-Based Reading and Writing and Math.

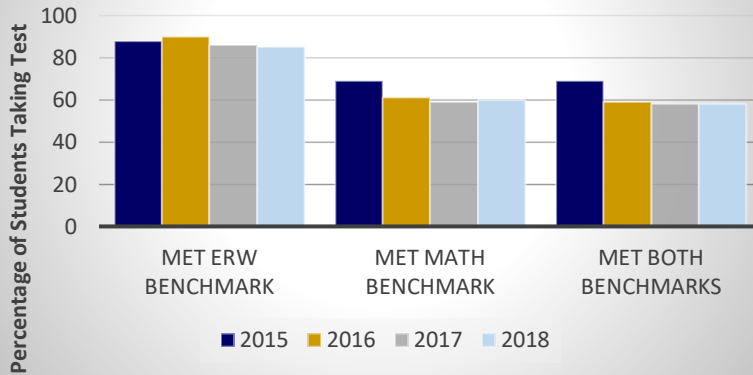
#### 1. Data

Bishop Dwenger’s average 10<sup>th</sup> grade scores on the PSAT in 2018 were higher than the national scores. However, the scores were lower than the school’s 2017 scores in the overall category, as well as the Evidence-Based Reading and





## Met PSAT Benchmarks - Grade 10

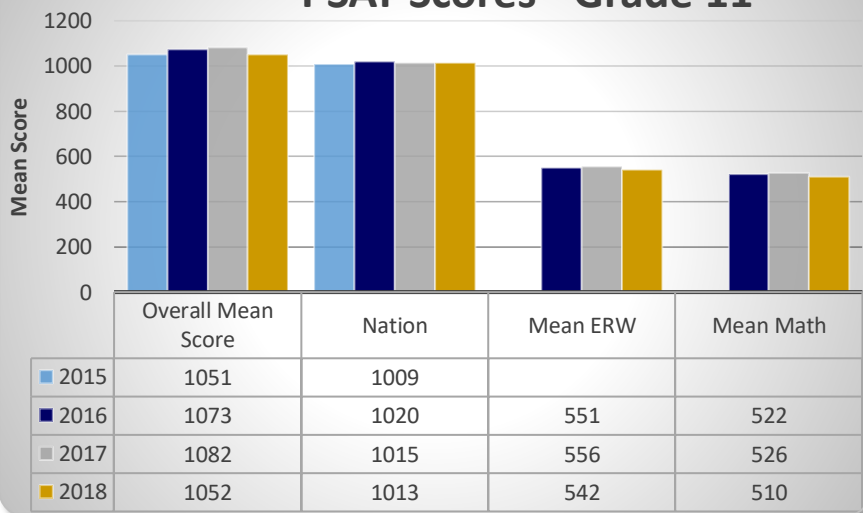


Writing. Math scores were virtually the same as those in 2017 with a mean score of 489.

Tenth grade Bishop Dwenger students remained steady in meeting benchmarks for the combined math and reading/writing scores. A slight decrease in meeting the reading/writing benchmark occurred, but this was countered by a slight increase in the math benchmark.

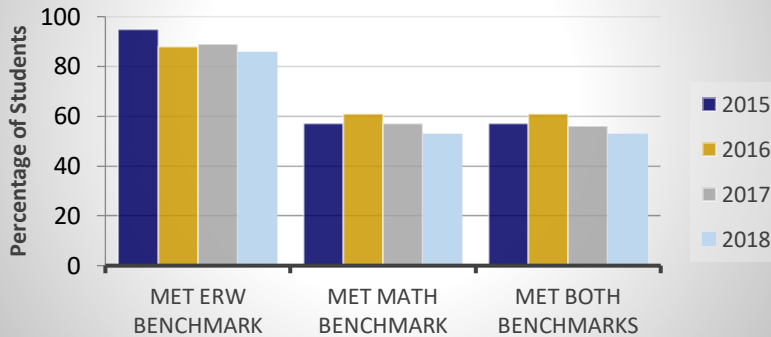
In 2018, the Bishop Dwenger 11<sup>th</sup> grade PSAT overall average score decreased by 30 points. This score matched that of the District but remained higher than that of the nation. It should be noted that the gap between Bishop Dwenger, the District and nation has narrowed significantly. The decrease in scores was divided evenly among the reading/writing test and math test, with a 14- and 16-point decrease, respectively.

## PSAT Scores - Grade 11





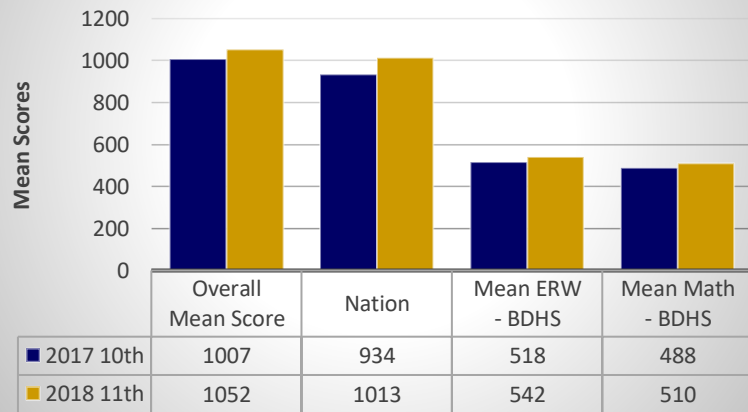
## Met PSAT Grade 11 Benchmarks



The 2018 Bishop Dwenger 11<sup>th</sup> grade PSAT benchmarks showed slight decreases. The percentage of BD students meeting the English and Writing benchmark decreased by 3 points, while the math score decreased by 4 points.

In consecutive years, Bishop Dwenger Class of 2020's overall and subject-specific PSAT scores improved by no less than 22 points. When compared to similar students across the district, Dwenger students scored equally, while Dwenger was 39 points higher than the national average.

## Class of 2020 PSAT Scores - Cohort Data

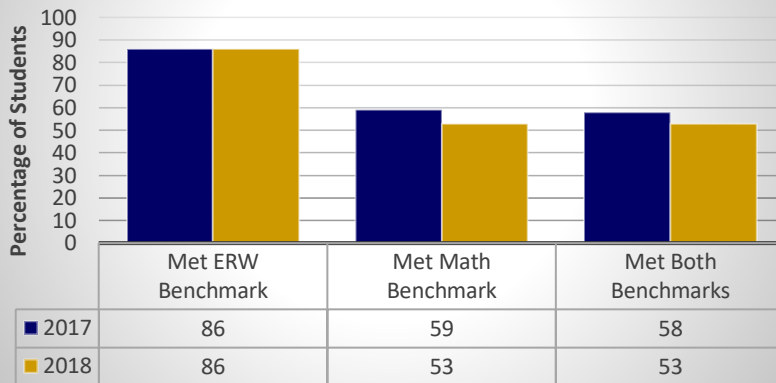


The Bishop Dwenger Class of 2020 saw decreased numbers of students who met the benchmark in math. This may be indicative of the increased benchmark standard for juniors over sophomores.

Cohort data demonstrated neither an increase nor decrease in English/Writing scores.



## Class of 2020 PSAT Benchmark Cohort Scores



## 2. Interpretation

In comparison, the school performed well, meeting district and surpassing national PSAT standards. Math scores, while significantly higher than the national scores, have been an area of concern. In the past few years the scores have decreased or remained steady.

### a. Assets

- Both grades outperformed the district and national averages.
- The percentage of students meeting ERW Benchmarks was above 85% for both grades.
- The mean PSAT cohort scores for the Class of 2020 increased from their sophomore to junior years.

### b. Opportunity for Improvement

- Grade 10 and 11 overall mean scores were lower in 2018 than in 2017
- The percentage of students meeting ERW Benchmarks was lower in 2018 than in 2017 for both grades
- The percentage of students meeting Math Benchmarks was virtually the same or lower for both grades
- The mean PSAT cohort scores for the Class of 2020 increased, but at a lesser rate than that of the nation.
- Fewer students in the Class of 2020 cohort study reached benchmark scores in the second year.
- The percentage of students meeting PSAT benchmarks in both areas were 58% for sophomores and 53% for juniors.
- The percentage of students meeting Math Benchmarks was lower than desired, falling consistently below 70%.

## 3. Action Steps

The Administration, Mathematics, and English Departments need to reflect on the scores above. Are the decreased scores an anomaly of the Classes of 2020 and 2021 or a reflection of the curriculum/pedagogy?

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.





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

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

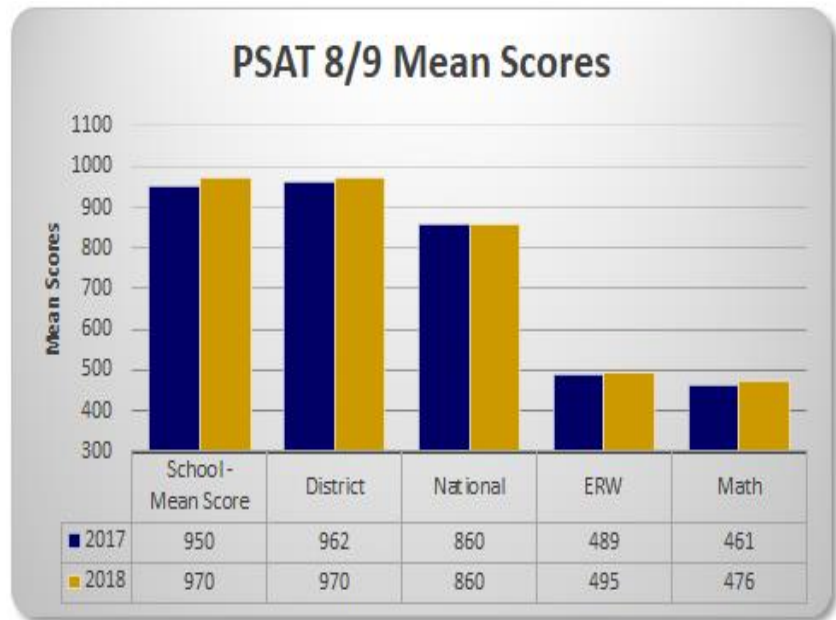
The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school. It's a way for students to practice for the PSAT 10, the PSAT/NMSQT, and the SAT (Lindsay, 2018). Like the test and its subsequent tests, it has three testing areas: 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 – Reading, Writing, and Math – that range from 6-36 each. 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, feeder 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.

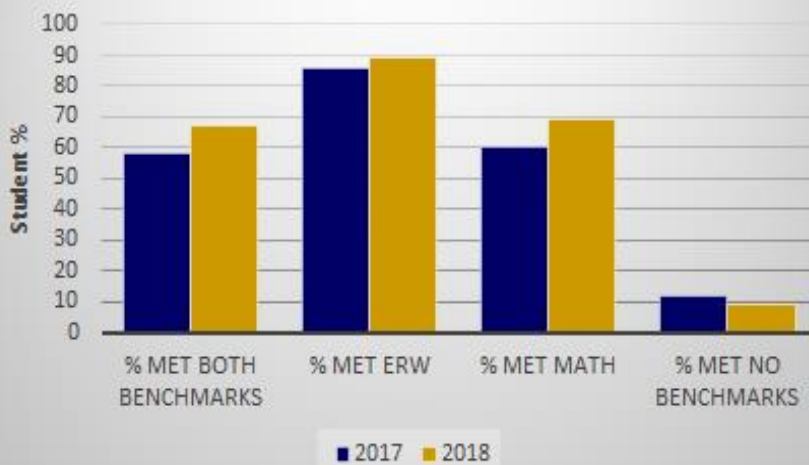
##### 1. Data

The average Bishop Dwenger freshmen score was 110 points higher than National test-takers. The Bishop Dwenger mean score increased by 20 points. The Reading/Writing scores improved by 6 points while the math scores improved by 15 points.





## 2018 PSAT 8/9 - Benchmarks

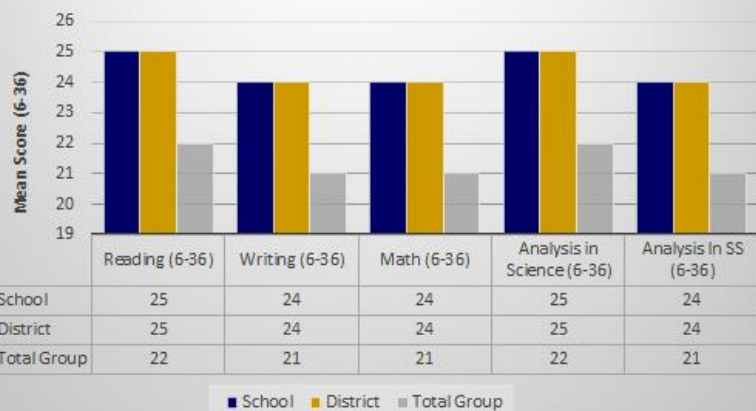


In 2018, sixty-seven percent of Bishop Dwenger freshmen met PSAT benchmarks in math and English [89% in English and 69% in math.] Math saw a 9 percent increase from the previous year, while English saw a three percent increase in the number of students meeting benchmarks.

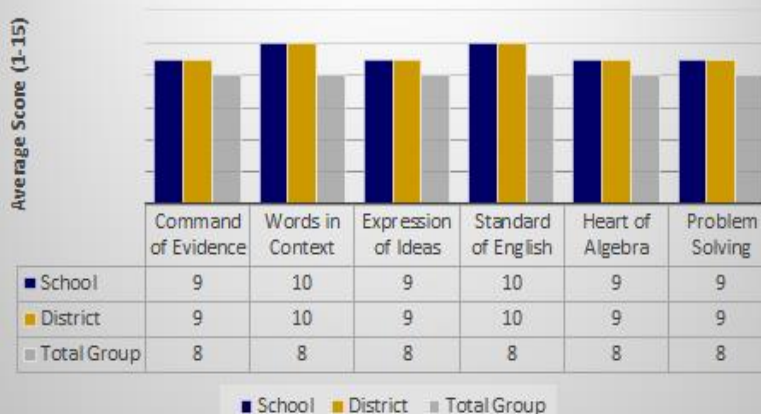
The number of Bishop Dwenger students meeting no benchmarks decreased from 12% to 9%

In all Reading/Writing subscore areas, Bishop Dwenger freshmen scored higher than the total group of test-takers but the same as district test-takers.

## 2018 PSAT 8/9 - Reading/Writing Subscores



## 2018 PSAT 8/9 - Math Subscores



In all Mathematic subscore areas, Bishop Dwenger freshmen scored higher than the total group of test-takers.



## 2. Implications

Bishop Dwenger freshmen appear competitive in PSAT 8/9 scores are significantly ahead of the scores for all participating in this standardized exam.

### a. Assets

- In all PSAT 8/9 categories, Bishop Dwenger students scored higher than the average of the total group.
- In all PSAT 8/9 categories (Math, English & both), Bishop Dwenger students saw improvement in the percentage of meeting benchmarks.
- The percentage of Bishop Dwenger freshmen not meeting any of the college readiness benchmarks of the PSAT 8/9 test decreased and was well below the same percentage for the total group.

### b. Opportunity for Improvement

- Though improved, the percentage of students meeting Math Benchmarks was lower than desired, falling consistently below 70%.

## 3. Action Steps

This test provides baseline data for college and career readiness as students transition to high school 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 fairly 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?

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.

## E. Data Collection Instrument #5: American College Testing (ACT)

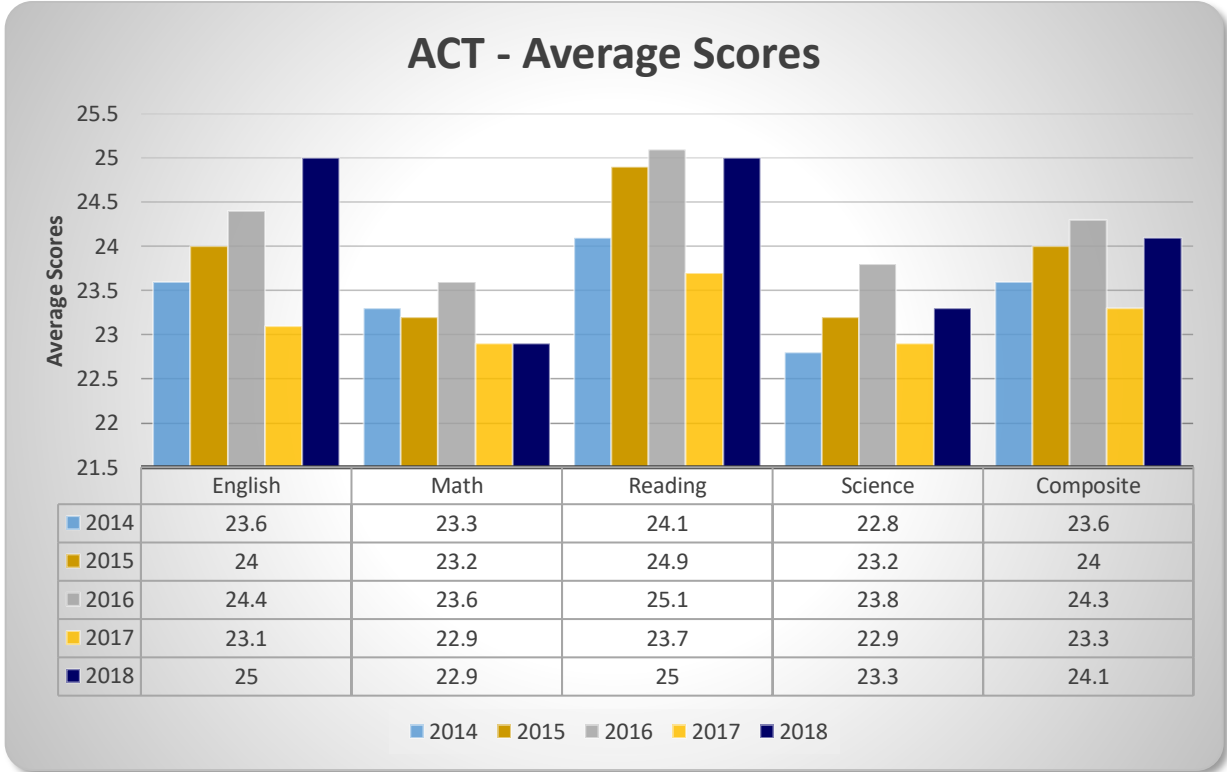
The ACT is a curriculum-based test that measures a student's college readiness. Benchmark scores are set to determine the minimum score needed in a subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. It is comprised of four components: English, Mathematics, Reading, and Science reasoning. The ACT composite score is an average of the four sub-scores, with the highest composite score being a 36.

Beginning in 2017, the test includes a comprehensive set of reporting categories aligned with College and Career Readiness Standards and other standards that target college and career readiness. This change will allow for deeper insight into students' performance and better understanding of strengths and areas for improvement in each subject.



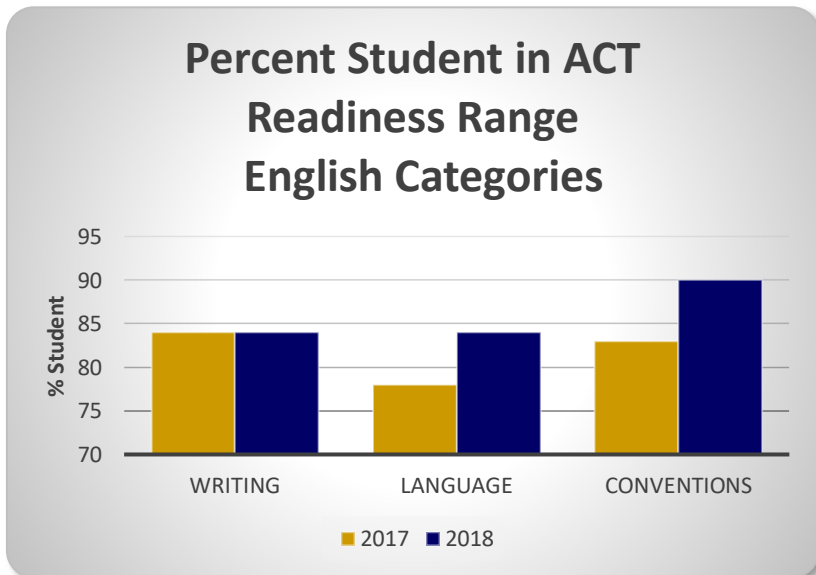
1. Data

In 2018, Bishop Dwenger students' ACT scores saw a general trend of improvement or stability across all subjects. [See below.]



Comparison over 2017 to 2018 all average scores increased except math which remained steady. In fact, over the past 5 years general increase in all areas.

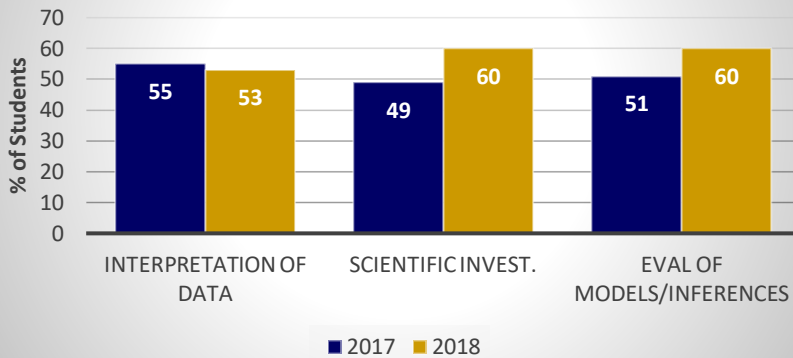
Noted that this is concurrent with previous data presented in this report (PSAT, PSAT 8/9, PreACT and SAT).



The English portion of the ACT saw the percentage of students scoring at the same in writing, but at a higher level in language and conventions when compared with last year.

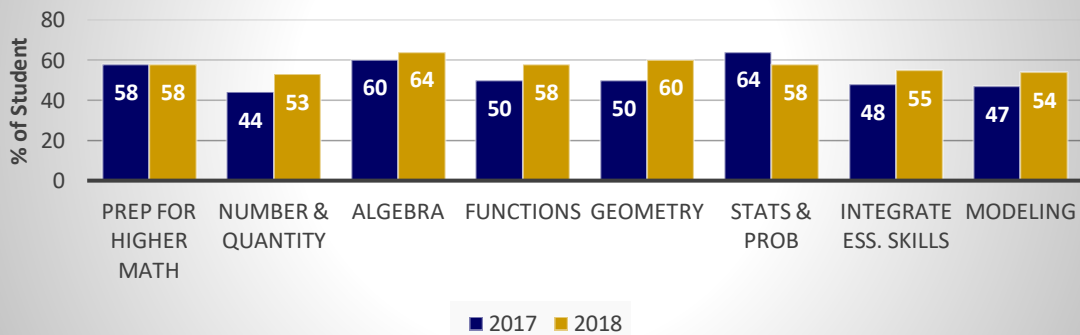


## ACT College Readiness Science Categories



The percentage of students exhibiting ACT college readiness in scientific investigations and evaluation of models/inferences saw an increase compared to last year. However, the percentage of college-ready students able to interpret data decreased from 2017 to 2018.

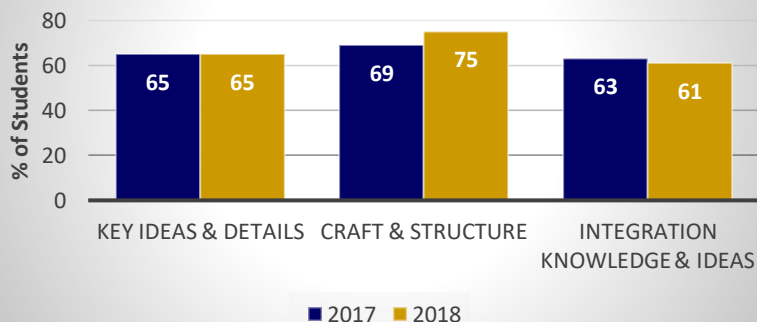
## ACT College Readiness Math Categories



In the mathematics portion of the ACT college-readiness, all subcategories saw student percentages increase or remain steady, except for Statistics and Probability.

The percentage of students with college skills in Reading's Craft and Structure increased by six from 2017 to 2018. Integration of Knowledge and Ideas decreased slightly, while Key Ideas and Details remained the same.

## ACT College Readiness Reading Categories





## 2. Implications

Overall, Bishop Dwenger performed above the state average in nearly all testing categories. In 2018, math ACT scores were the lowest area overall, with science ACT scores following closely. 2017 saw a significant decrease across all disciplines, suggesting an anomaly of that particular class. Yet, it appears that each discipline shows recovery in 2018. English scores have climbed steadily over recent years (barring the 2017 anomaly) and are consistently above other areas in terms of the percentage of students meeting college readiness benchmarks. Math and Science continue to be the subjects with fewer students reaching benchmark readiness.

### a. Assets

- Language & Conventions saw significant increases (6% more students & 7%, respectively)
- Bishop Dwenger outscored the state in all categories by a minimum of 5%.
- There was an increased percentage of students in Craft and Structure of Reading (analyzing text and points of view)
- There was an increase in Editing and Understanding English text.
- Science increased in both Scientific Investigation (interpreting experiments) and Evaluation of Models (formulating conclusions from valid data)
- Math subcategories increased in all areas with the exception of Statistics and Probability

### b. Opportunity for Improvement

- The percentage of students with college skills in writing remained the same
- The percentage of students with college skills in Reading's Knowledge and Ideas decreased by 2% in integration.
- Math's Statistics and Probability saw its percentage of college-ready students decrease by 6% of students
- Interpretation of Data from Science's subcategories saw a 2% decrease in college-ready students.

## 3. Action Steps

The Steering Committee should exam how all curricular areas can contribute to student improvement in ACT scores. While all faculty across the curriculum should analyze the use of writing and composition in their subject area. These same faculty to use data and graphs as prompts to student-composed narrative to explain the concepts presented in those.

Additionally, the school will provide ACT/SAT Question of the Day on All Student Canvas course and TV Kiosks in the building. Teachers can utilize this as springboards or bell work.

All departments will be adjusting their curriculum to better incorporate key ACT questions and strategies, just as has been done for the SAT. Each teacher will continue to look at and analyze test data. All departments need to make a strong effort to focus more heavily on test taking skills, cross-curricular writing and analyzing graphs and charts to better help students perform on the ACT.

## F. 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."

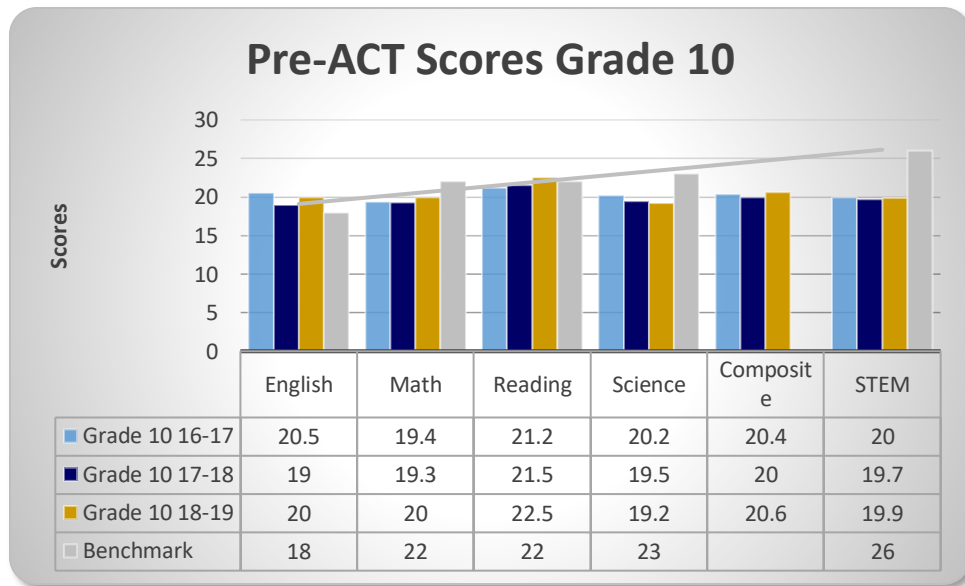


ACT scores at or above the benchmark indicate that a student has at least a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in specific first-year college courses in the corresponding area. The PreACT is a shorter test, thus a score of 35 is the maximum score on the PreACT.

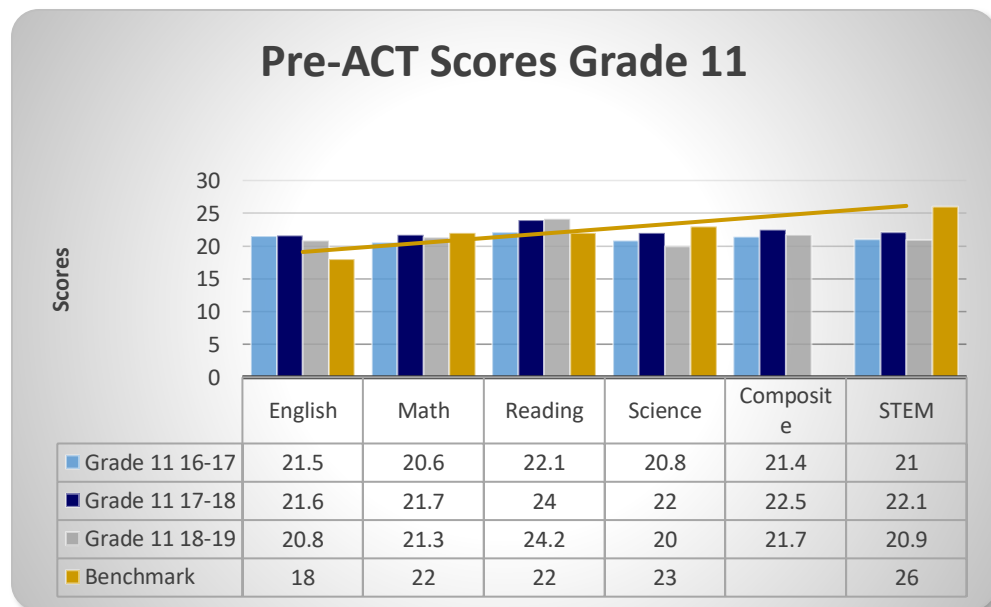
Benchmarks for each area including Math, Science, STEM, English and Reading are provided to predict overall college readiness.

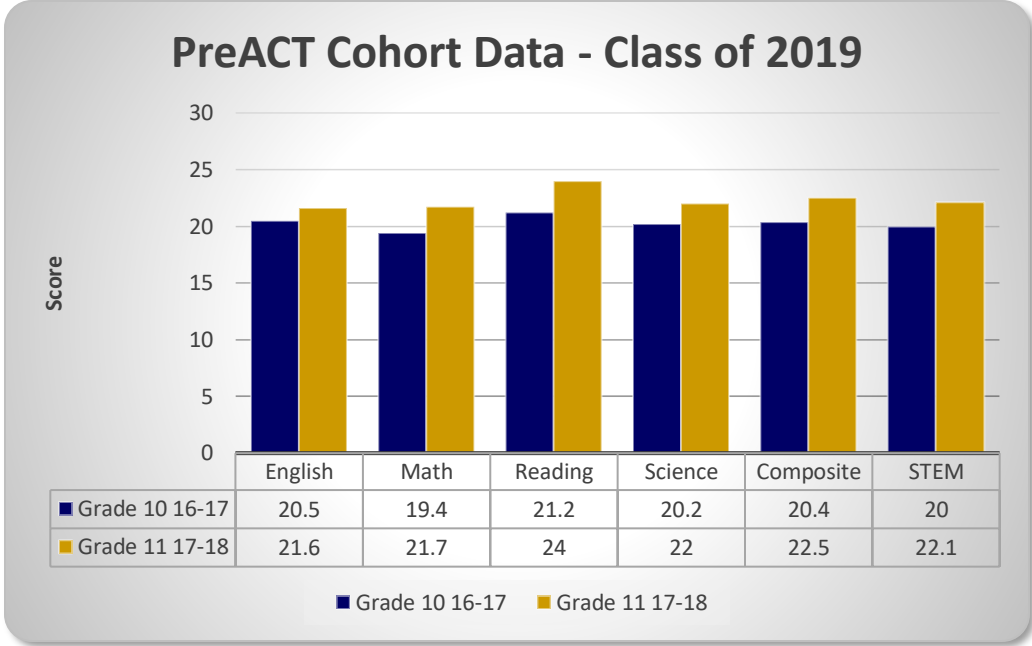
The 2016-17 school year was the first time the PreACT was given at Bishop Dwenger High School.

1. Data

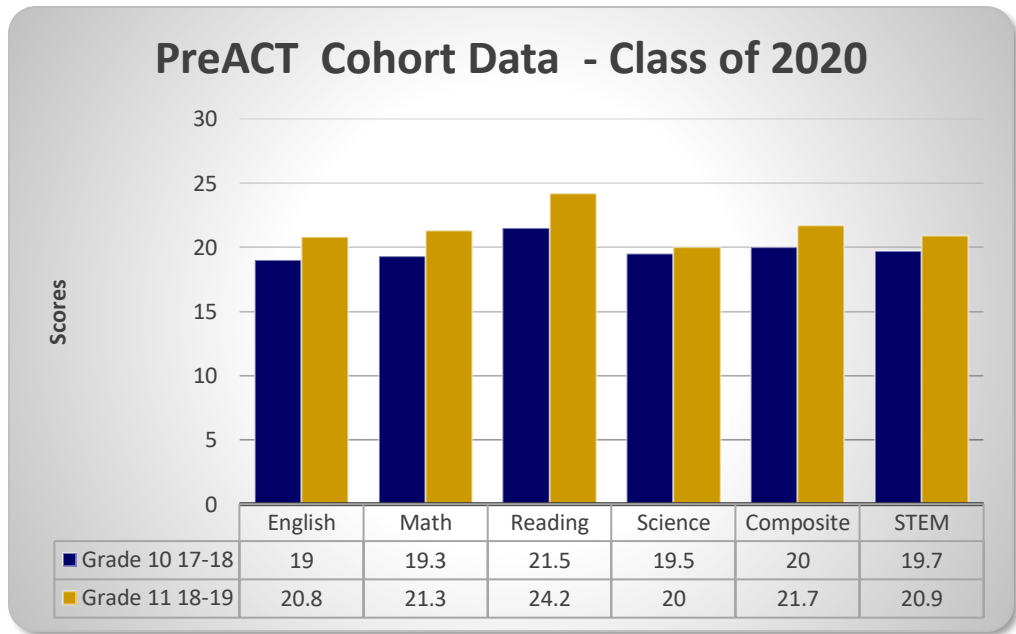


Each year, BD sophomores failed to reach the benchmark for college readiness in Math, Science and STEM. This past school year, the benchmark was first met in Reading, however, English benchmarks have always been surpassed.





Similar college-readiness results were seen with the BD Juniors meeting benchmarks in English and Reading only. It should be noted that math, science and STEM decreased the gap between student scores and the benchmark.



The BD class of 2019 experienced an increase in PreACT scores from their sophomore to junior year and across all subject areas, as did the Class of 2020.





## 2. Implications:

At the conclusion of their junior year, Bishop Dwenger students are expected to do well in college-level English and Reading. Although the scores are below the benchmark in all other areas, students will continue the growth seen from their sophomore to junior years by the time they take the ACT their senior year.

### a. Assets

- Students in all grades scored above the PreACT college readiness benchmark in English.
- Both testing years, juniors scored above the PreACT college readiness benchmark in Reading.
- PreACT cohort studies indicate that juniors scored higher than sophomores signaling that students' knowledge and skills improve from sophomore to junior year.

### b. Opportunity for Improvement

- Students in all grades scored below PreACT college readiness benchmarks in Math, Science, and STEM.

## 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 five points below the benchmark indicates a need to consider how STEM is being addressed. As we work to prepare students for the 21<sup>st</sup> Century workplace, we need to examine more opportunities for STEM classes, such as those in Project Lead the Way.

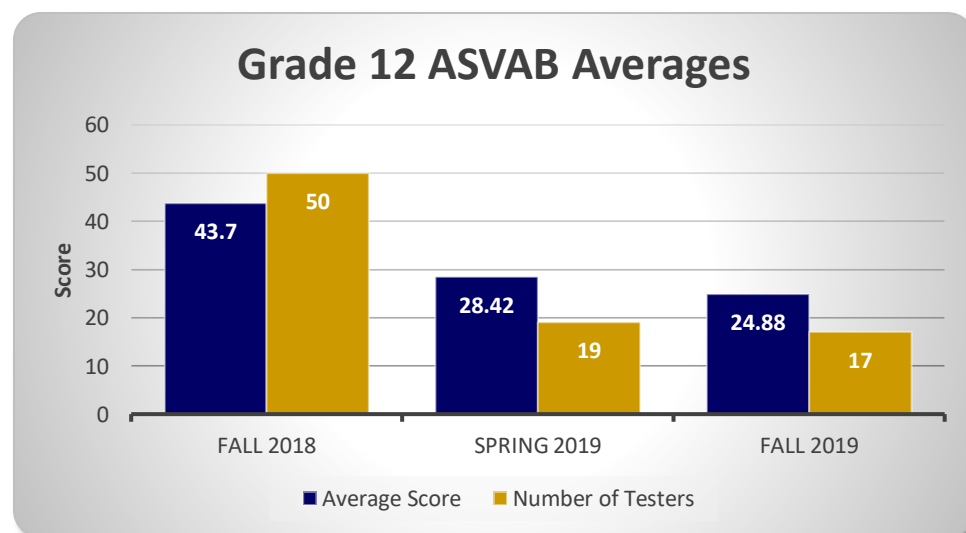
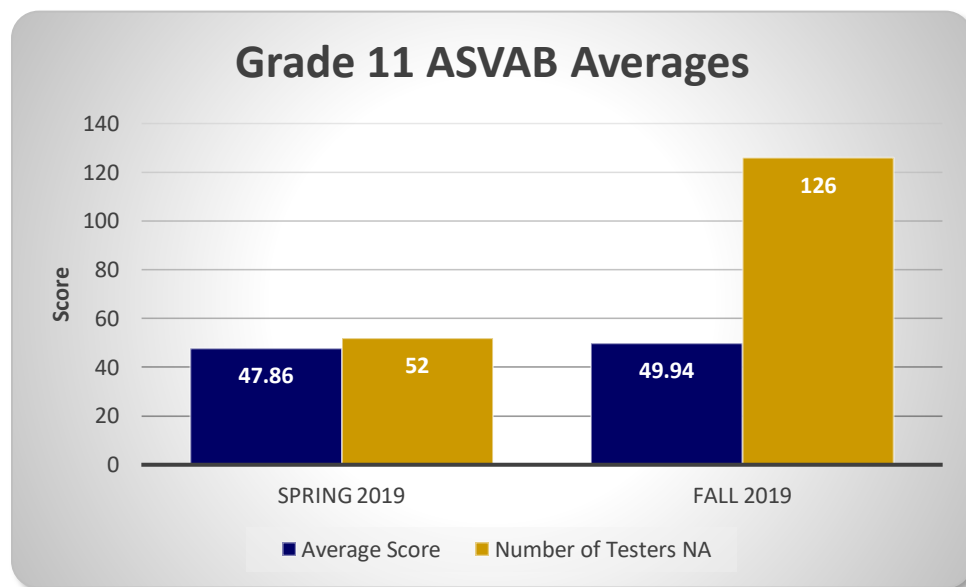
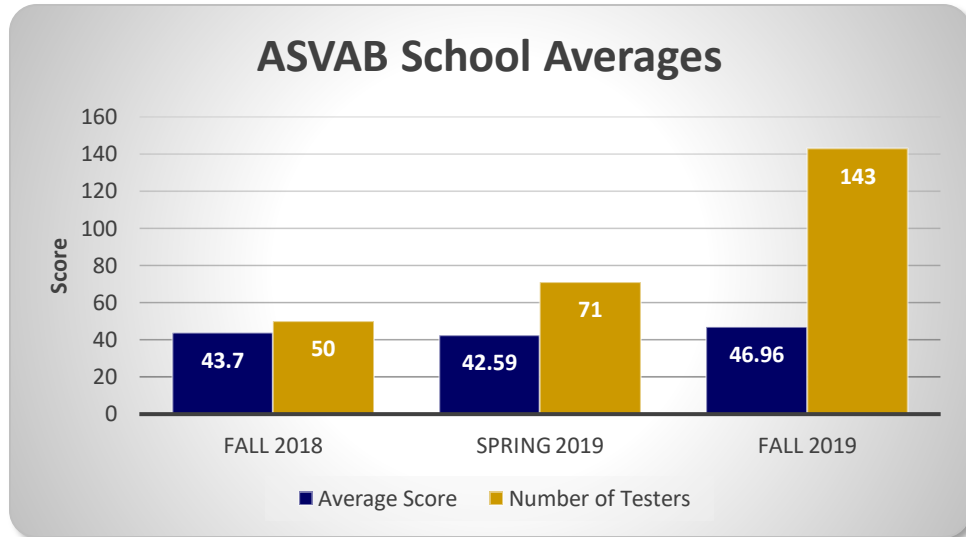
## G. Data Collection Instrument #7: Armed Service Vocational Aptitude Battery (ASVAB)

The ASVAB is a test started by the Department of Defense. It measures a young adult's strengths and potential success in military training. It is now used to meet the standardized test requirement for the Indiana Diploma track as well. A passing score on this exam is a 31 in the state of Indiana. The test is measured on a 1-99 percentile scale.

At Bishop Dwenger, only Juniors and Seniors who have not yet passed the ISTEP+ exam are tested using the ASVAB. The first year, it was given in the Fall of 2018 to Seniors who had not passed ISTEP+, the following Spring 2019, it was given to both Juniors and Seniors who had not yet passed the ISTEP+ exam. Given this information, only a select group of students take the exam and are typically students who do not do well on standardized assessments and struggle academically. This should be kept in mind when looking at the data.



1. Data





- a. Assets
  - The Fall of 2019 saw the overall pass rate in the three testing periods for the ASVAB exam with a school average of 46.96.
  - Out of the 146 testers, 111 passed the exam, thus meeting that qualification for their diploma.
  - Typically the Juniors, the larger testing group, has the higher average on the exam and the more test takers. Looking at the data by grade, gives a clearer picture of the testing groups.
  - The 11th grade average has risen slightly over the two-year testing window, while the 12th average has slightly decreased in each testing window.
- b. Areas of Improvement
  - Decrease the number of students needing to utilize the ASVAB for graduation

## 2. Implications

Given that only a select group of students, who traditionally struggle with academics or standardized tests are taking the exam, the scores are skewed to the lower end due to the demographic of student taking it. Given that information, the passing rate for the exam is fairly high. Out of the 143 testers in the most recent testing cycle, 111 testers passed, so 77.6% passed the test, which is a high pass rate. Since those students who did not pass on previous attempts, they will have another chance to pass. Familiarity with the exam should help with future attempts for re-testers. It is imperative for students to have this testing opportunity in order to meet the graduation pathways requirements. By participating in this test, it allows Bishop Dwenger students another avenue by which to meet the diploma requirements.

## 3. Action Steps

Since the majority of the students taking this exam need it in order to fulfill their graduation pathway requirements, preparation beforehand will be a component to add to the preparation for the exam. There are many ideas, strategies, and sample questions on the ASVAB website (<https://www.todaysmilitary.com/how-to-join/asvab-test>) that can be shared with families of students needing to take the exam. This can be shared through the informational email that Guidance sends out to the parents.

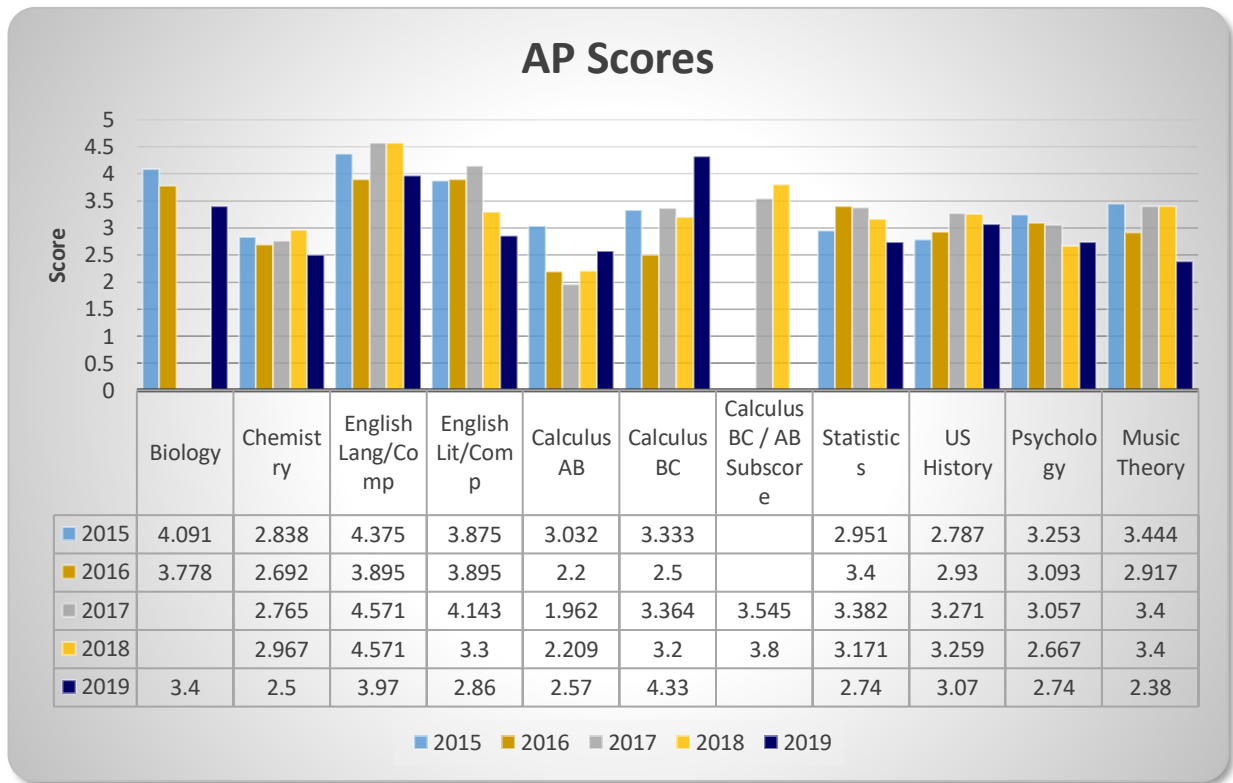
## H. Data Collection Instrument #7: Advanced Placement (AP) Exams

There are a multitude of Advanced Placement Courses offered at Bishop Dwenger: AP Calculus AB, AP Calculus BD, AP Literature and Language, AP Statistics, AP Chemistry, AP Biology, AP US History, AP Music Theory, 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 major factor when determining the minimum score necessary to earn college credit. The maximum AP score is a 5.



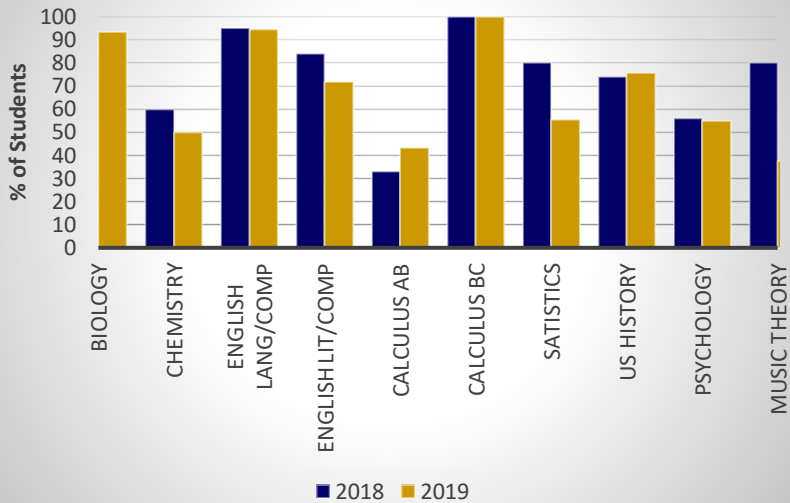
1.Data



The percentage of Bishop Dwenger students earning a 3.0 score on the respective AP exams are reflected above. AP Calculus BC saw the highest percentage of students pass the exam at 100%, with all 6 students passing the exam. English Language/Composition scores followed with a ninety-four percent passing rate. Biology, which was not given the past 2 years, saw positive results with a 93% pass rate. US History followed with a 75% rate. Music Theory was the lowest pass rate at just 37.5%, but only 5 students took the exam.



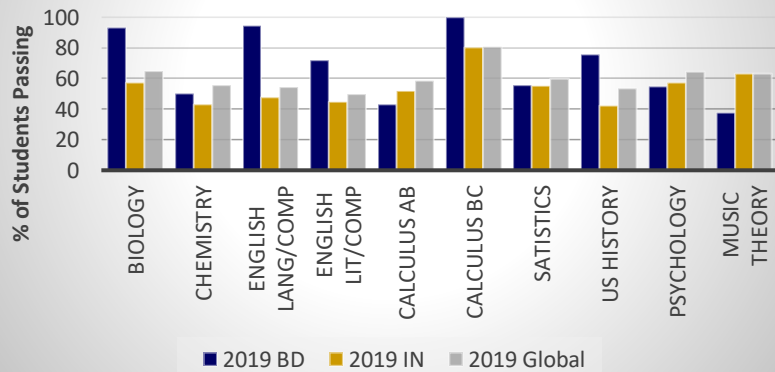
## Number of Students Passing



No significant changes (up or down) have occurred in AP scores over the past two years.

## % of Students Passing AP Exam Bishop Dwenger vs. Indiana & Global

Bishop Dwenger outscores the state in the majority of the testing areas, with the exception of Chemistry, Calculus AB, Psychology and Statistics.





#### a. Assets

- English Language/Composition and English Literature/Composition consistently show a high average.
- A high average of 4.33 in Calculus BC and an increase of .3 in the Calculus AB scores.
- AP Chemistry reveals a steady increase over the past five years, despite its historically lower scores.
- AP Psychology demonstrated a 0.1 increase this past year.
- Music Theory saw a larger increase of 1.1 this past year.

#### b. Opportunities for Improvement

- AP US History scores have with a slight decrease of .2 points last year.

### 2. Implications

Both AP Chemistry and US History are typically taken as in the 11<sup>th</sup> grade which is the first time most students have experienced this caliber of an exam. The AP Chemistry exam is widely known to be difficult, so when coupled with a younger student, this may account for the lower scores.

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

### 3. Action Steps

The number of available Bishop Dwenger Advanced Placement classes supports and encourages student achievement and motivation. Current procedures which support Honors 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.

English Literature and Psychology see the highest level of enrollment, which translates into the widest range of test-takers influencing the scores. This trend may continue, yet the exposure to such Advanced Placement academic standards can be considered irreplaceable for even those earning lower scores. As stated earlier, there are more students enrolled in the AP courses to meet the new Indiana Graduation Pathways, which may be a factor in the majority of the scores declining in 2019.

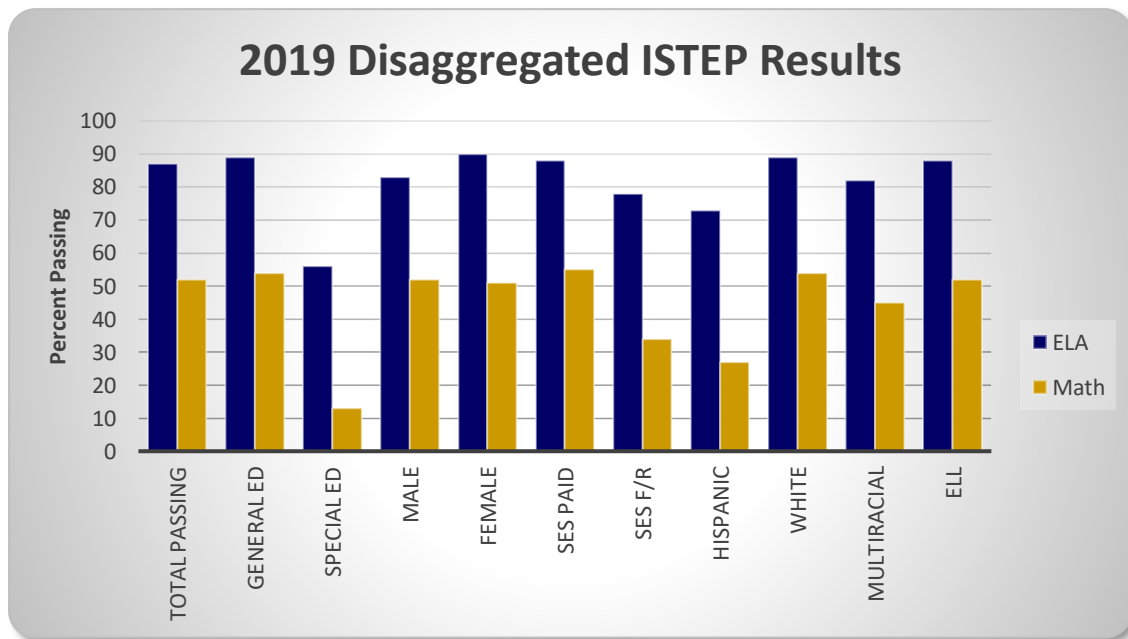


**I. Data Collection Instrument #8: Indiana Statewide Testing for Educational Progress for Math and English/Language Arts (ISTEP+ Grade 10)**

According to the Indiana Department of Education (2018):

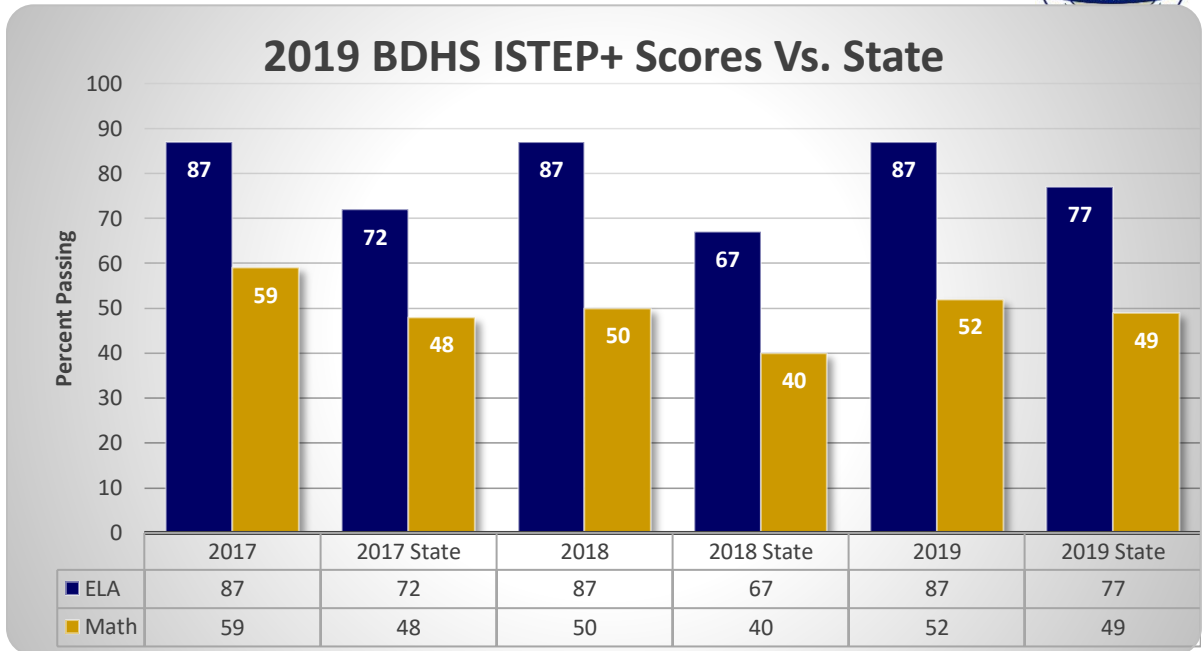
*The purpose of the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) Grade 10 program is to measure student achievement in the subject areas of English/Language Arts, Mathematics and Science. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted by the Indiana State Board of Education. The assessments are administered in two parts: Part 1 consists of applied skills (open-ended) items, and Part 2 includes multiple-choice and technology-enhanced items. Both Part 1 and Part 2 are required components of the ISTEP+ program and are used to measure student mastery of the Indiana Academic Standards.*

The ISTEP+ Grade 10 is Indiana's High School accountability measure through the year 2019-2020, impacting students through the graduating class of 2022. So, this current school year is the last year that this exam will be given. Each subsequent year, it will only be given to those who haven't passed yet.

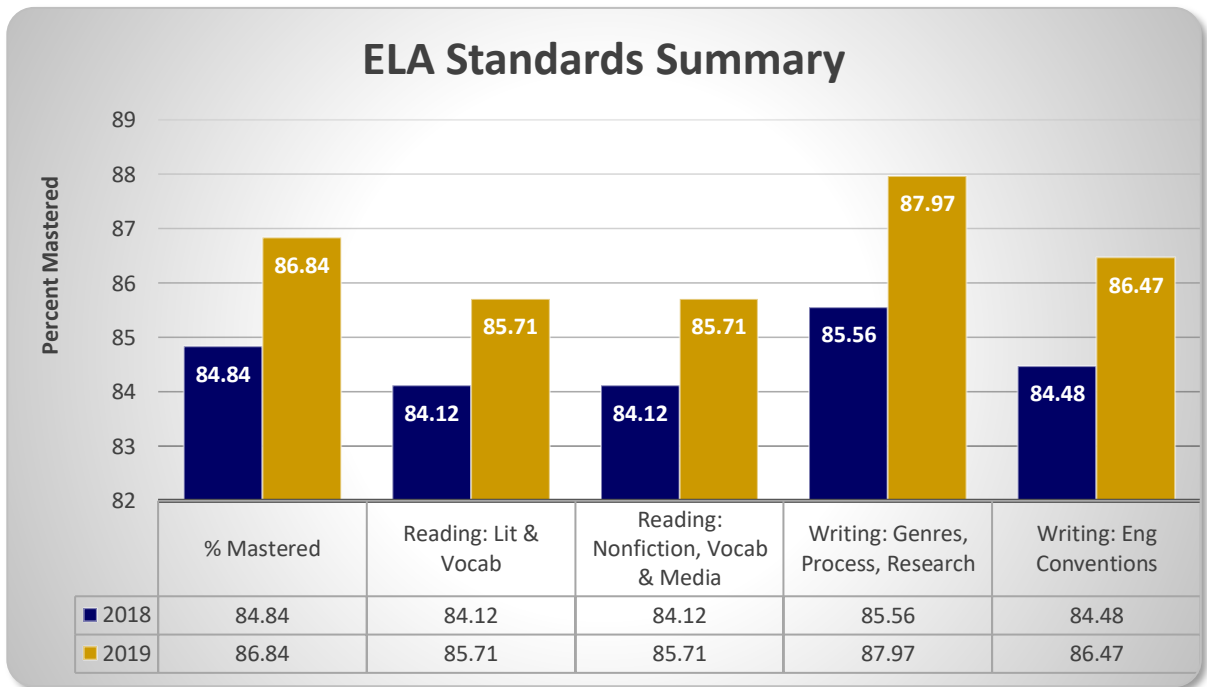


1. Data

ISTEP+ Grade 10 scores for first-time test takers shows a consistent pass rate pattern in the English/Language Arts exam with an 87% pass rate. The percentage of students passing in math has stayed consistent in the 50 percentiles, with a 2% increase in 2019. Science was last given in the ISTEP format in the 2018 school year. The new Biology exam switched in 2019 to the ILEARN. Disaggregated data for the ISTEP+ shows the general education population scoring above special education in both testing areas, as would be expected. The females outscored the males by 7 points in ELA, but both males and females had only a 1-point difference for Math. Ethnicity appears to not be a factor that affected passing rate.



Scores were all higher than the state averages with the percentage of students passing ELA at 10 percentage points higher than the state, math at 3 percentage points higher than the state and science at 11 percentage points higher than the state averages. The state averages have risen each year, while the Bishop Dwenger scores have remained consistent.

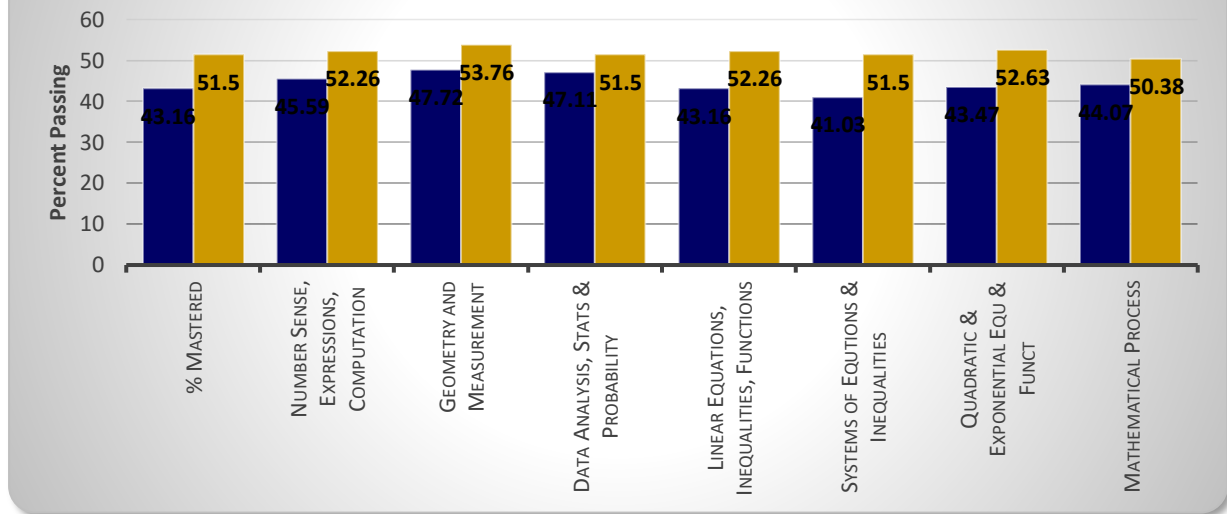


When broken down by standards, students taking the ELA test shows that all the subscores are in the 80 percentile range for all testing areas. The highest area, with a score of 87%, is Writing: Genres, Process, and Research. Overall the ISTEP+ English scores were high.





## ISTEP Math Standards Summary First Time & Retesters



Analysis of the Math Standards indicated that the greatest percentage of students passed the Geometry & Measurement standard at 53.76%. The percent of students passing the ISTEP+ Math exam is up 9 points from the 2018 exam to the 2019 exam. The standard scores have remained consistent. Overall, Math is an area of concern.

### 2. Implications

Overall, the scores were above the state average, but that gap is closing between the state and school. Scores within the school have remained consistent over the past 3 years. The school wants to continually see as many students as possible pass the exam given the requirement of the Indiana Graduation Pathways.

### 3. Action Steps

During the 2018-19 school year, teachers have taken part in professional development on differentiated instruction and will continue to work at collecting and analyzing classroom data for maximum student growth. The curriculum committee can be used to analyze the sequence of courses and possible avenues by which continue improvement can be accomplished. Consideration of possible solutions to lower scores in sub-groups of testers needs to take place. There needs to be continued conversation about ISTEP+ remediation and the best way to meet the needs of students as they prepare to retake the tests. Current remediation is completed outside the school day and the process is determined by each department.

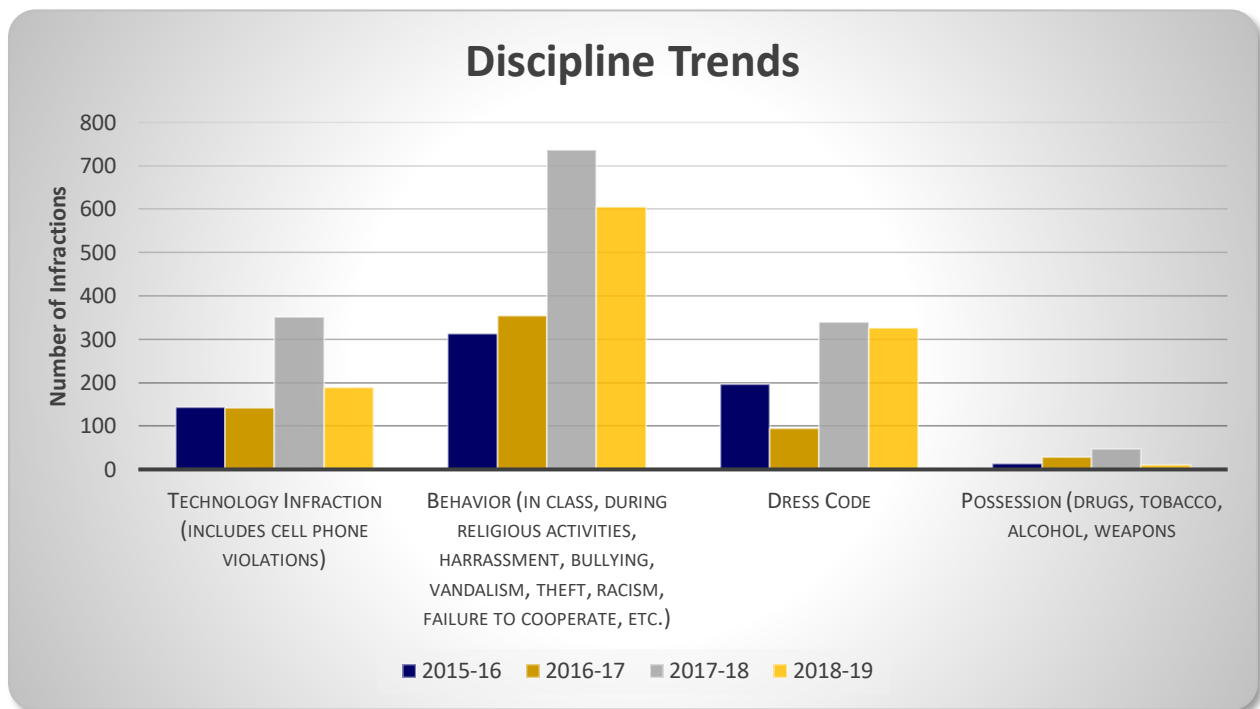


## J. Data Collection Instrument #9: Discipline Trends

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. All discipline and situations are determined at the discretion of the principal.

### 1. Data



Classroom behavior continues to be the highest cause for referrals. This would tend to be the case, since this is also the broadest category with causes that fall under it (as noted in the chart above). A concerted effort to streamline and more strongly enforce the dress code in the last few years also attribute to the rise in dress code referrals.

#### a. Assets

- Possession of drugs, alcohol, and weapons remains low, however in recent years we have seen an increase in the use of vaping.
- Acceptable Technology Usage Policy violations continue to increase.
- Overall, the number of disciplinary problems is low compared to other schools. Students at Bishop Dwenger are generally respectful and compliant with rules.

#### b. Opportunities for Improvement

- 605 referrals were for classroom disruptions which is down from the previous year of 736 referrals, however this is still an area of concern.



- The technology referrals are high, but there is still improvement in the areas of cell phone usage.
- As noted in the analysis of data in 2016, faculty and staff are not always consistent in how discipline is enforced in the classroom. Discussion and guidance on consistency of discipline may help alleviate inconsistencies.

## 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.

Transgressions relative to Bishop Dwenger High School's rules and expectations outlined in the Student Handbook surged in most areas. Most likely, this is due to the addition to the Administration and more accountability to the students to follow the rules and guidelines. The handbook was revised and consequences were revamped to be more stringent.

"Substance Abuse/Possession" exhibited a small increase, however, based on the start of the 2019-2020 school year's vaping plague, this number is destined to change drastically.

## 3. Action Steps

Across many categories, there is a significant increase in occurrences. This may be genuinely true or faculty and staff are reporting more issues. 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.

## K. 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. In addition to refining procedures and consequences for attendance violations, communication with parents on the benefits of



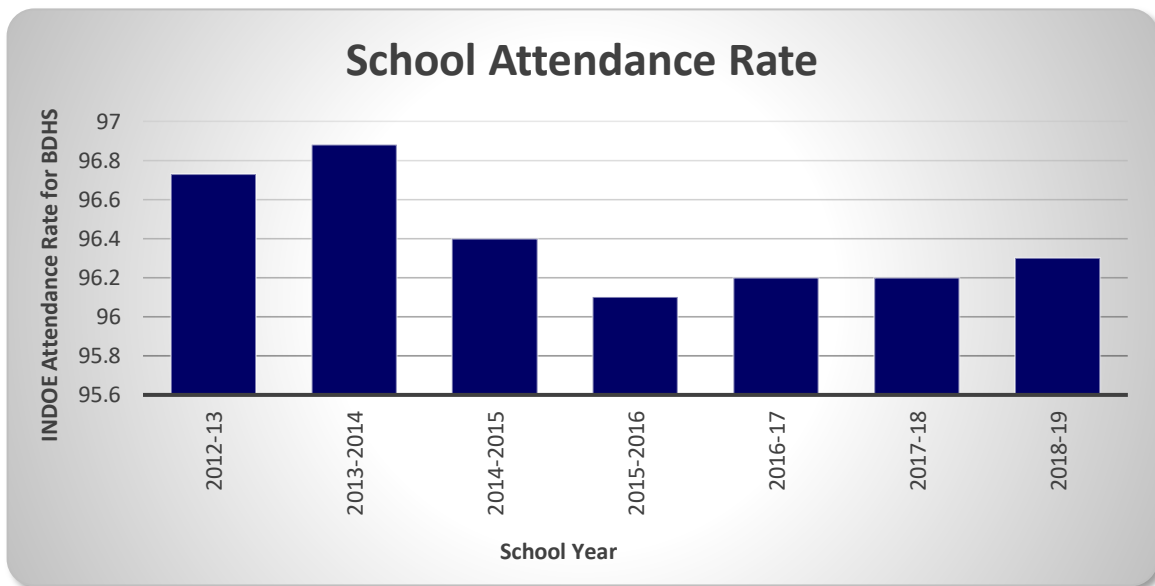
regular attendance and the negative impact of poor attendance will occur regularly. Articles and research will be shared through the Halo, the weekly newsletter emailed to parents. In addition, information from

“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).

The revised policy per school year is (BD Student/Parent Handbook, 2019):

- Up to 6 absences verified by a parent/guardian note per semester for illness, medical or legal appointments.
- Absences beyond 6, but limited to a total of 20 (with a completed Chronic Illness Form) require a Physician’s note.
- Not meeting either of the above, taking a family vacation or failing to turn in eLearning assignments warrant an unexcused absence.
- Additional reasons that fall within absence categories, such as those that are exempt are defined in the Student/Parent Handbook).

#### 1. Data

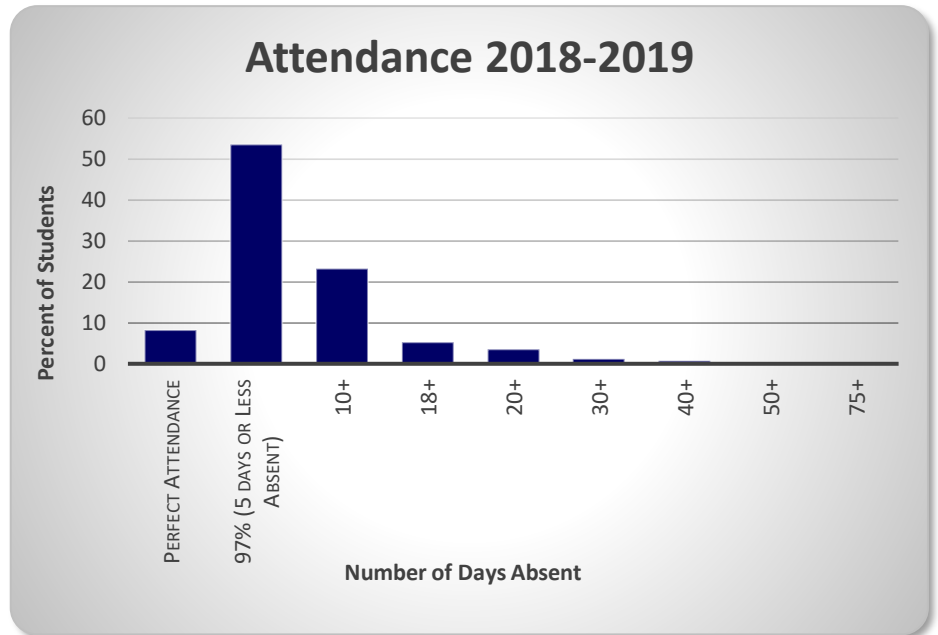


Bishop Dwenger’s Student Body attendance rate remains consistently above 96 percent, which is approximately 2% above the state averages for Grades 9-12.

Last school year, 46.4% of Bishop Dwenger students missed fewer than 5 days in a school year, with



8.2% achieving perfect attendance. Twenty-three percent of students missed ten or more days, with 5.3% reaching the critical cutoff for chronic absenteeism, as defined by the State of Indiana. The 3.6% reaching at or above 20 days will be given special consideration during the 2019-2020 school year; it is at 20 days in a school year that students may be eligible for homebound instruction through their public school district. An Attendance Review Board will be held at 20 absences to determine whether these students, most of whom exhibit chronic illnesses, would be better served through homebound instruction.



## 2. Implications

Bishop Dwenger strives to maintain 97% attendance, it is noted that the state attendance rate does not penalize for excused absences. Only 53.6% of students achieved an actual attendance rate of 97% per student. The attendance rate published by the INDOE has consistently been in the 96<sup>th</sup> percentile.

### a. Assets

- Eight percent of students achieved perfect attendance.
- Fifty-four percent of students achieved 97% attendance.

### b. Opportunity for Improvement

- Twenty-three percent of students were absent ten or more days.
- Over 5% of students were absent 18 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. Reallocation of duties occurred in administration and additional training with the attendance staff during the summer of 2019 should allow for consistency in follow-through as students incur absences.



## IX. Triangulation of Data

### A. Data Points

Data Point #1:	SAT
Data Point #2:	PSAT
Data Point #3:	PSAT 8/9
Data Point #4	ACT
Data Point #5	PreACT
Data Point #6	ISTEP

### B. Goal

All students will improve their math skills as demonstrated by standardized assessments and classroom data.

### C. Analysis & Conclusion

Based upon the SAT, PSAT, PSAT 8/9, ACT, PreACT and ISTEP data presented earlier in this document, Bishop Dwenger High School needs to examine and adjust its math curriculum in order to improve these skills, especially those demanded of these tests,

This need is validated by research and when considering the mathematic skill-set required for the future job demand in Indiana. "While strong mathematics skills are increasingly essential for success in our high tech economy, mathematics presents a significant challenge to many high school students across the nation. High school seniors rank below "basic" on the mathematics National Assessment of Educational Progress. And, 22 percent of college freshmen are identified as needing remedial coursework in mathematics" (Schmanke & Morana, 2018).

Improvement in mathematics' scores will be a key component to improving overall scores and to escalate Bishop Dwenger High School's status when compared to other local and Indiana schools.

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 usage of appropriate mathematical vocabulary.

Additionally, other demographics exhibiting lower mean mathematic scores or a lower percentage of those reaching college-readiness mathematics benchmark standards -- females, Hispanics and Special Education Students in the Free/Reduced Lunch Program -- should be monitored for improvement.

The Bishop Dwenger Steering Committee, Special Education Department, Curriculum Administration and department chairs 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, and/or expert speaker(s) in the area of Differentiated Instruction

From this, teachers will plan lessons that include intentional tiering and continual formative assessment 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.



## X. Action Plan

### School Improvement Action Plan | Bishop Dwenger High School

<b>Goal:</b> All students will improve their math skills as demonstrated by standardized assessments and classroom data.					
<b>Support Data:</b> 1. Teacher Survey 2. Student Survey 3. Curriculum Committee	<b>Standardized Assessment:</b> 1. PSAT 2. SAT 3. Pre-ACT 4. ACT 5. ISTEP+ Grade 10	<b>Local Assessments:</b> 1. Math Grades (on Report Cards) 2. Classroom Observations			
<b>Intervention #1</b> – Students will improve in mathematics related skills within each content area.		<b>Research/Best Practice Sources:</b> <ul style="list-style-type: none"> <li>• Dean, Ceri &amp; Brookhart, Susan. “Mathematical Practices for Deep Understanding.”</li> <li>• ACE Instructional Strategies</li> <li>• Wormeli, Rick – <u>Fair Isn’t Always Equal</u>.</li> <li>• Marzano – Classroom Instruction that Works</li> </ul>			
<u>Activities to Implement the Intervention</u>	<u>Person(s) Accountable</u>	<u>Timeline</u>		<u>Resources</u>	<u>Monitoring Activities</u>
		Beginning	End		
1.1 Within each department, teachers will identify math-related activities that they will intentionally include in lessons. <ul style="list-style-type: none"> <li>• Identifying problems and planning steps for solutions</li> <li>• Interpreting graphs/charts</li> <li>• Making inferences</li> <li>• Performing mathematical calculations with appropriate units/labels included.</li> <li>• Using mathematical vocabulary when applicable</li> </ul>	Classroom teachers (especially Math Department)  Intervention Leaders: Department Chairs	March, 2018	Ongoing	Textbook support materials  Additional support materials found in teacher resources in library  Saints Database: U Drive  Weekly	Lesson Plans  Collaboration within subjects and across the disciplines  Observations





## School Improvement Action Plan | Bishop Dwenger High School

<b>Goal:</b> All students will improve their math skills as demonstrated by standardized assessments and classroom data.					
<b>Support Data:</b> 1. Teacher Survey 2. Student Survey 3. Curriculum Committee	<b>Standardized Assessment:</b> 1. PSAT 2. SAT 3. Pre-ACT 4. ACT 5. ISTEP+ Grade 10	<b>Local Assessments:</b> 1. Math Grades (on Report Cards)  2. Classroom Observations			
<b>Intervention #2</b> – Data will be used to find and intervene in areas in which students struggle.		<b>Research/Best Practice Sources:</b> <ul style="list-style-type: none"> <li>Dean, Ceri &amp; Brookhart, Susan. “Mathematical Practices for Deep Understanding.”</li> <li>ACE Instructional Strategies</li> <li>Wormeli, Rick – <u>Fair Isn’t Always Equal</u>.</li> <li>Marzano – Classroom Instruction that Works</li> </ul>			
<u>Activities to Implement the Intervention</u>	<u>Person(s) Accountable</u>	<u>Timeline</u>		<u>Resources</u>	<u>Monitoring Activities</u>
		Beginning	End		
<p>2.1 Teachers will use test data and of standardized test data to determine areas in which students need additional help.</p> <p>2.2 Teachers will analyze classroom formative and summative assessment data to intervene in areas in which students struggled.</p>	<p>2.1 – Guidance Department and Classroom Teachers— especially those who teach Math</p> <p>2.2 - All teachers</p> <p>Intervention Leaders: Guidance Department Special Education Department Chairs Administration</p>	<p>March, 2018</p>	<p>Ongoing</p>	<p>Textbook support materials</p> <p>Khan Academy / Related</p> <p>Additional support materials found in teacher resources in library</p> <p>Saints Database: U Drive</p>	<p>Lesson Plans</p> <p>Collaboration within subjects and across the disciplines</p> <p>Observations</p>



## School Improvement Action Plan | Bishop Dwenger High School

<b>Goal:</b> All students will improve their math skills as demonstrated by standardized assessments and classroom data.					
<b>Support Data:</b> 1. Teacher Survey 2. Student Survey 3. Curriculum Committee	<b>Standardized Assessment:</b> 1. PSAT 2. SAT 3. Pre-ACT 4. ACT 5. ISTEP+ Grade 10	<b>Local Assessments:</b> 1. Math Grades (on Report Cards) 2. Classroom Observations			
<b>Intervention #3</b> – Students will be exposed to differentiated lessons/curriculum that will allow them to encounter math related concepts at tiered levels related to their understanding and skills.		<b>Research/Best Practice Sources:</b> <ul style="list-style-type: none"> <li>Dean, Ceri &amp; Brookhart, Susan. “Mathematical Practices for Deep Understanding.”</li> <li>ACE Instructional Strategies</li> <li>Wormeli, Rick – <u>Fair Isn’t Always Equal.</u></li> <li>Marzano – <u>Classroom Instruction that Works</u></li> </ul>			
<u>Activities to Implement the Intervention</u>	<u>Person(s) Accountable</u>	<u>Timeline</u>		<u>Resources</u>	<u>Monitoring Activities</u>
		Beginning	End		
<p>3.1 – Teachers will be provided with training on Differentiated Instruction / Universal Design to enhance lessons for inclusion of tiered activities.</p> <p>3.2 – Teachers will plan lessons that include intentional tiering.</p> <p>3.3 – Students will be assessed, formatively after each lesson to help guide teacher understanding of student understanding for planning of follow-up lessons.</p>	Classroom Teachers Department Chairs Administration Guidance Department	Fall, 2018	Ongoing	Textbook support materials  Khan Academy / Related supports online  Additional support materials found in teacher resources in library  Saints Database: U Drive	Lesson Plans  Collaboration within subjects and across the disciplines  Observations



## School Improvement Action Plan | Bishop Dwenger High School

<b>Goal:</b> All students will improve their math skills as demonstrated by standardized assessments and classroom data.					
<b>Support Data:</b> 1. Teacher Survey 2. Student Survey 3. Curriculum Committee	<b>Standardized Assessment:</b> 1. PSAT 2. SAT 3. Pre-ACT 4. ACT 5. ISTEP+ Grade 10	<b>Local Assessments:</b> 1. Math Grades (on Report Cards)  2. Classroom Observations			
<b>Intervention #4</b> – Students who fail ISTEP+ Grade 10 or who are performing below projected benchmarks will have the opportunity for remediation.		<b>Research/Best Practice Sources:</b> <ul style="list-style-type: none"> <li>Dean, Ceri &amp; Brookhart, Susan. “Mathematical Practices for Deep Understanding.”</li> <li>ACE Instructional Strategies</li> <li>Wormeli, Rick – <u>Fair Isn’t Always Equal</u>.</li> <li>Marzano – <u>Classroom Instruction that Works</u></li> </ul>			
<u>Activities to Implement the Intervention</u>	<u>Person(s) Accountable</u>	<u>Timeline</u>		<u>Resources</u>	<u>Monitoring Activities</u>
4.1 Students who fail ISTEP+ Grade 10 or who fall below determined benchmarks will be provided with the opportunity to receive before/after school remediation.  4.2 Students with significant gaps will be provided the opportunity to enroll in a CCR Bridge class, Basic Skills or Lab class that will focus on identified learning gaps.	Guidance Department  Administration  Classroom Teachers  Special Ed. Department	Beginning  Fall, 2018	End  Ongoing	Materials for interpreting standardized tests.    NWEA Training / Resources for Intervention (Khan Academy, etc.)   Curriculum Guide	Student Test Data   Student Schedules



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