

John Glenn High School

P.L. 221 Improvement Plan

2017 - 2025



October 1, 2019

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**John Glenn High School
201 John Glenn Drive
Walkerton, Indiana 46574
574-586-3195**

Corporation Number: 7150
School Number: 7453
Grades: 9-12
Enrollment: 648

Christopher Winchell, Superintendent

Dennis Holland, President, Board of School Trustees

Kathy Snyder and Pat Crone, Co-Presidents, Education Association

William Morton, Principal

2019-2020 John Glenn High School Steering/Improvement Team

Mr. William Morton, Principal (Chairperson)
Mr. Jeremy Merrill, Science Instructor (Chairperson)
Mrs. Sarah Rippy, Guidance Counselor
Mrs. Dena McLochlin, Math Instructor
Mr. Andrew Soleim, Science and Social Studies Instructor
Mrs. Karen Thomas, Spanish Instructor
Mr. Joseph Stanley, Engineering Instructor
Mrs. Jennifer Moore, Special Education Instructor
Mrs. Jennifer Carey, English Instructor
Mrs. Jill Hostetler, Choral Instructor

Vision:

John Glenn High School community will provide a positive learning environment where:

- students are actively engaged and motivated to learn, through a varied curriculum.
- mutual respect is shared by students and staff.
- students gain the skills needed to become productive members of society.

Belief Statements:

John Glenn High School believes that . . .

- all students must have an equal opportunity to learn.
- a safe environment is essential to teaching and learning.
- learning is a lifelong process.
- student success requires a partnership of students, parents, teachers, and community.

Mission:

John Glenn High School offers quality learning experiences and effective instruction to promote knowledge, character, and personal success for all students.

Narrative Description of School, Community and Educational Programs

School and Community:

John Glenn High School is part of the John Glenn Community School Corporation. The school corporation, located approximately 20 miles south of South Bend, consists of four small, rural northern Indiana communities: Walkerton, North Liberty, Tyner, and Teegarden. The corporation has one high school, one middle school and two elementary schools and serves students in three counties, covering 125 square miles. The corporation is bordered by Oregon-Davis, LaPorte, South Bend, Union-North and Plymouth school corporations.

John Glenn High School was built in 1968. The school is categorized by the Indiana Department of Education as a rural school. It has a grade structure of 9 through 12 and is staffed by 36 Full-time teachers, 1 Part-time teacher, 7 Instructional aides, 1 Career Aide, 1 Media Specialist, 1 Part-time nurse,

6 ½ Support staff, 2 School counselors, 3 Administrators (1 with Athletic Director duties) and a full staff of kitchen and custodial workers. Student enrollment has increased over the past several years, prompting an addition to the building in 2005-06. This major renovation included modern science and technology labs, a physical education and athletic center and nine classrooms. The media center, auditorium, cafeteria kitchen, vocational and agricultural area, music, administrative and special education facilities all received significant makeovers, as well. In addition, our high school is now considered a 3A school, due to our larger enrollment. Enrollment at the start of the 2018-19 school year was 603. 130 students (92.9% of the members of the class) graduated from John Glenn High School in the spring and summer of 2019.

The current ethnic breakdown for John Glenn High School is 5.5% Hispanic, 0.8% American Indian, 2% Multiracial, 0.2% Black, 0.8% Asian and 90.7% White. Our socio-economic profile is 34% Free or Reduced Lunch students.

While largely an agricultural-based community, Walkerton is also an industrial area, offering approximately 1,000 positions in twenty local industries. The Walkerton Economic Development Association has been active in contributing to industrial growth. The leading employers in the area are primarily small manufacturing and industry, small business and the John Glenn School Corporation. Walkerton has over 100 stores and businesses and over 30 of these are located in downtown Walkerton, some of which are housed in historic, turn-of-the-century buildings. The population of Walkerton is approximately 2,500.

With a population of 1,400, North Liberty is the second largest community in the school corporation. During the past year, a new building housing the North Liberty Branch of the St. Joseph County Public Library opened, providing many activities for patrons of all age groups. With two new subdivisions, North Liberty continues to grow.

Educational Programs:

John Glenn High School has twelve departments which offer both required classes and electives. John Glenn also has a special education department which provides full inclusion services to students. Consultations and resource services are provided as directed by student's' individualized education plans (IEP).

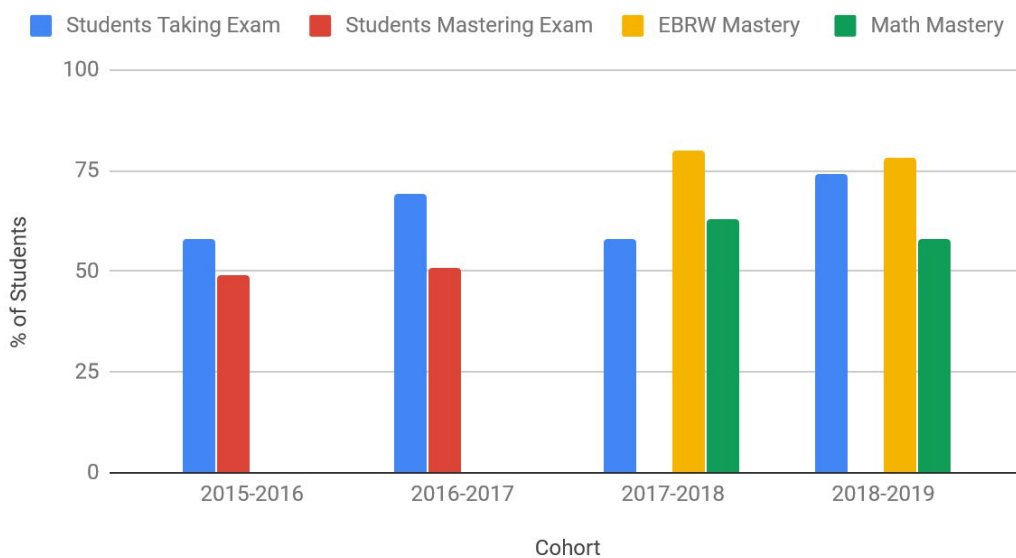
Although the majority of students work toward earning an Indiana State diploma (Designations: Academic Honors, Core 40, Technical Honors or a General Diploma,) a small number (3% or less) of students may earn a certificate of completion as outlined in the IEP. The comparison of post-secondary goals for the classes of 2016-17, 2017-18 and 2018-19 is shown in Table 1.

Table 1 Post-Secondary Goals for JGHS Seniors

| | Senior Cohort (2015-2016) | Senior Cohort (2016-2017) | Senior Cohort (2017-2018) | Senior Cohort (2018-2019) |
|-----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| College (2 or 4 Year) | 64% | 61% | 62% | 60% |
| Vocational/Technical School | 11% | 8% | 7% | 19% |
| Military Service | 4% | 8% | 1% | 6% |
| Employment | 7% | 14% | 31% | 15% |
| Unreported | 14% | 9% | 0% | 0% |
| Total | 100% | 100% | 100% | 100% |

Juniors and Seniors at John Glenn High School considering college commonly take the SAT as a college entrance exam. Graph 1 illustrates the results of the student attempts during the 2015 - 2017 school terms. Majorities of both the class of 2016 (69%) and the class of 2017 (58%) took the SAT. A small number of students also took the ACT. Overall average SAT scores improved from the 43% benchmark during the 2016-2017 term to 54% meeting all benchmarks in 2017. It should be noted that the SAT format and scoring changed in March, 2016. Most members of the class of 2016 took the old SAT and most of the class of 2017 took the new test. For this reason, a direct comparison of the SAT scores of the two classes is not possible.

SAT Mastery Statistics For JGHS



Graph 1: SAT Mastery by John Glenn High School Students

John Glenn High School provides a varied curriculum to meet the needs of students for college preparation, vocational/technical preparation or direct entry into the workforce. For college preparation John Glenn High School offers unique learning opportunities that are appropriate for intrinsically motivated students of excellent to outstanding academic ability. Advanced Placement (AP) and Dual Credit/Concurrent Enrollment courses focus on providing collegiate-level work. AP courses at JGHS include: AP Language and Composition, AP Chemistry, AP Calculus AB, AP Calculus BC, AP Computer Science, AP Language and Literature, AP World History, AP Biology, AP Physics and AP US History. AP courses are taught by high school teachers who follow course guidelines developed and published by the College Board.

Additionally, certain Dual Credit courses are offered during the school day in partnership with Trine University and Ivy Tech College. Students earn one high school credit and up to 3 to 5 College credits per semester course. Trained John Glenn High School teachers instruct these courses. The Dual Credit courses include: English Composition I and II, Introduction to Literature, Effective Speaking, Introduction to Government, General Chemistry, General Biology, Calculus, World Civilization I and II, Agriculture Business, Animal Science, Survey of Horticulture, Plant Science, Natural Resources, Landscape Management, Visual Communications, and Advanced Art, Drawing, and Spanish. These additions were made to meet the needs of students pursuing an Indiana Academic Honors Diploma and Technical Honors Diploma.

Vocational and workforce-bound students have sixteen (16) programs from which to choose. Four of these programs are offered through John Glenn High School. These include Interdisciplinary Cooperative Education (ICE), Building Trades, Project Lead the Way - Engineering, and Project Lead The Way - Biomedical Engineering. Twelve programs are offered at other locations through the North Central Area Vocational Cooperative. An Entrepreneurship program is offered through Start-up Moxie in South Bend.

John Glenn High School operates on a traditional two semester schedule. Each semester is 18 weeks with two 9-week grading periods. There is a seven period day with 48 minute class periods. A SSR (sustained silent reading) period occurs during two weekdays (Tuesday and Thursday) for twenty minutes. An activity/club period meets the remaining days for twenty minutes. JGHS currently requires 45 credits to graduate and 47 credits to earn an Academic Honors Diploma.

The John Glenn High School Counseling Department updates the school profile each year. This provides information on enrollment, graduation requirements, post secondary pursuits, testing trends and a complete list of all courses offered at John Glenn High School.

In the area of extra-curricular activities, John Glenn High School offers students the opportunity to participate in 32 different clubs and activities. There are 9 varsity sports available for boys and 9 varsity sports for girls. Co-curricular activities include those which are tied to academic requirements of the course and performances. These include primarily the various band and choral performance groups.

Description and Location of Curriculum

John Glenn High School has developed a guaranteed and viable curriculum within each department. A variety of instructional strategies and techniques are used to implement the standards in John Glenn's aligned curriculum. Our building level administrators have a copy of the curriculum in the main office. Individual departments keep a copy of the curriculum as well.

The John Glenn High School Course Description Guide is revised annually and made available online to all students for making course selections. It is available on the JGHS Website. This manual includes a description of graduation requirements for each of the diploma types and descriptions of courses by department. Each year departments have the opportunity to update their sections of the course description guide to align with the Indiana State Approved Course Titles and Descriptions.

CURRENT EDUCATIONAL PROGRAMMING

- **Curriculum:**

The John Glenn High School Curriculum is closely tied to and aligned with the academic standards set forth and adopted by the State of Indiana Department of Education. Each department in the high school reviews and selects texts from the state adoption list to ensure that the proposed textbook is also aligned with Indiana's Academic Standards. There is an ongoing effort to ensure that in all courses, students have the opportunity to become proficient in the academic standards set forth by the State of Indiana Department of Education.

- **Instructional Strategies:**

Indiana Academic Standards have been integrated into courses at John Glenn High School. Teachers continue to review and update their curriculum as it applies to the state standards. In addition, power indicators have been identified by individual instructors within all departments. These power indicators assure forward movement toward proficiency of the academic standards.

The teaching staff utilizes a variety of instructional strategies to present the curriculum. These strategies include the use of PowerPoint presentations, collaborative student projects, differentiated instruction, reading, writing, and problem solving across the curriculum, lectures and class discussions. The curriculum is enriched through technology. Furthermore, departmental and interdepartmental discussions are ongoing to identify student achievement gaps and discuss instructional strategies for further improvement. These discussions and varied instructional strategies increase the probability that students will master the academic standards as reflected in the adopted curriculum.

- **Faculty Concerns:**

A 2017 survey of faculty members (65% of the respondents were teachers) indicated that they feel the major issue/reason that students don't perform at their potential could be:

1. Distractions (cell phones and other): 67%
2. Lack of self control or behavioral concerns: 65%
3. Lack of organizational/study/test-taking skills: 56%

Areas that they felt need to be addressed at John Glenn:

1. Organizational/Study/Test-taking skills
2. Stress/Anxiety management
3. Student Academic performance

Academic Honors Diploma and Core 40 including the following:

Provisions are made to encourage all students to earn an Academic Honors Diploma, Technical Honors Diploma or complete the Core 40 curriculum. The class of 2019 graduates earned the following diplomas by percentage: 30% Honors Diploma, 61% Core 40 Diploma, and 9% General Diploma.

- All students begin as freshmen working toward at least a Core 40 diploma and are encouraged to set the highest goals for possible AHD.
- Grade of C- or better acceptable for Academic Honors (adjusted from C or above).
- Added Mathematics Lab to assist students with more challenging math classes.
- Recognition for Core 40 and Academic Honors at senior awards night and at graduation.
- AP and Dual Credit courses are weighted on a 5.0 scale.
- Four year planning with freshmen is geared toward Core 40 as a minimum.
- Students are allowed to audit classes when necessary with grades being averaged.
- Counselors use College Board's AP Potential with students to encourage enrollment in AP courses.
- Counselors use PSAT scores with students to encourage enrollment in AP and Dual Credit courses.

Provisions are made to encourage all students to become eligible to earn the Academic Honors Diploma (AHD) and/or the Technical Honors Diploma (THD).

- English Honors or Regular English courses are acceptable for an Academic Honors Diploma.
- Additional Advanced Placement and Concurrent Enrollment classes have been added in several departments to allow more college-level work as required by the AHD and THD.
- College and Career Pathways have been developed for completion of the THD.
- Integrated Chemistry/Physics meets requirements for Core 40, AHD or THD.
- Finite Mathematics and AP Computer Science is offered as 4th year math alternative.

Parental Participation

Parents may participate in a variety of ways in John Glenn High School. The following are existing programs and opportunities which include parental participation:

- Parent/Teacher conferences are held each year. A parent may meet privately or in a group with teachers in an open forum in the auxiliary gym.
- Annual Case Reviews for each student who qualifies for special education services are held throughout the year.
- Parents serve annually on various textbook adoption committees.
- The Falcon Pride Band Boosters is a group of parents who support music students.
- Parents initiate and organize after-prom activities.

- The *Falcon 500 Club* consists of parents and community members who contribute financially to a fund which helps replace fundraising. Groups and organizations within the school then petition this organization for needed funds.
- Parents serve on technology committees to review student information systems.
- Parents routinely attend or volunteer for events on behalf of students including 8th grade orientation, athletic awards banquets and programs, seniors' financial aid night, senior awards night, the John Glenn top seniors recognition night, dances, field trips, performing arts, and Falloween Fest.
- Parents serve on advisory committees for FACS, Agriculture, and I.C.E.
- After accessing *Harmony*, parents freely contact teachers and administrators via email. Telephone communications are also encouraged.

Technology as a Learning Tool

John Glenn High School has many sources for technology as a learning tool. These include:

- 1:1 Computer initiative
- Permanent LCD projectors and screens in each classroom
- Portable LCD Projectors
- VCR/DVD capabilities in classroom
- Sets of E-Instruction “clickers”
- Sets of wireless laptop computers
- Robotics Laboratory for applicable PLTW engineering courses
- Broadcasting Lab
- Digital cameras
- Distance learning for students (AP Calculus BC)
- Cardio Machines with computerized display boards
- Sets of Graphing Calculators
- Promethean Whiteboards
- Edmentum
- Canvas
- Harmony
- Mindplay (RAPS 360)

School Safety

John Glenn High School implements several procedures, instruments and programs to ensure that students and staff feel safe. The student handbook is reviewed and adapted to current changes in the law each year and is given to each student or parent upon registration. The rules stated in the handbook are enforced throughout the entire school year. The John Glenn School Corporation Crisis Response Manual was written during the 2013-2014 school year and covers many safety features, from threats and abduction to chemical release and severe weather. This manual is also reviewed and updated each year.

John Glenn High School operates under a “closed campus” policy. All doors are locked after the start of school and visitors must enter through the main doors. They must then be admitted into the school by the secretary. Upon entry into the school building, all guests must display a visitor’s badge. A certified School Safety Specialist is present in the John Glenn School Corporation.

The following are procedures, instruments and programs in place related to school safety:

- All outside doors are locked.
- Students are not allowed to carry backpacks during the school day or into classrooms. All backpacks must be left in students' lockers.
- 35 cameras are placed through various hallways in the school to survey and tape activity in the halls. The school is currently looking into increasing the number of cameras in the building. Cameras continually survey and tape about $\frac{3}{4}$ of the school parking lots.
- Visitors' procedures are in place, outlined in the student handbook and signs are posted on all entrance doors.
- A hand-held metal detector is kept in the administration office.
- "Notice of Surveillance" and "No Smoking" signs are posted on campus.
- The Dog Interdiction Program is implemented at least once per year.
- Parents are contacted for all student discipline referrals.
- The school coordinates with the two local police departments. The police are consulted or contacted for assistance for every situation related to school safety.
- The school has hired a police officer to be present at all home varsity football and basketball contests.
- The high school utilizes a Walkerton Police Officer as a part time School Resource Officer.
- Student interventions include clear procedures for counseling and discipline referrals and these are discussed at staff meetings.
- Teachers share the responsibility of supervising the school parking lots after school.
- In-Service time is used for corporation wide safety training.
- Teachers monitor the school's hallways and restrooms during passing periods.
- Administrative presence is at all after-school events.
- Emergency drills are held and documented.
- Color-coded evacuation plans are posted in each classroom.
- Safety concerns are communicated to members of the school community as needed.

John Glenn High School Improvement Goal and Plan

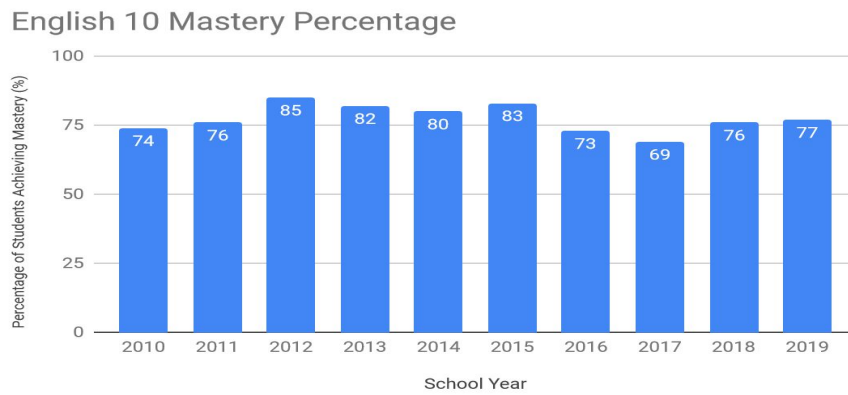
The improvement goal is that all John Glenn High School students will improve their reading comprehension and written communication skills. Students will have their writing assessed in all school courses by the *Simple 6 Writing Rubric*.

Goal:

All students will improve their reading comprehension and written communication skills. Reading and writing will occur across the curriculum. John Glenn High School students will be assessed by the *Simple 6 Writing Rubric* and comprehension of informational texts.

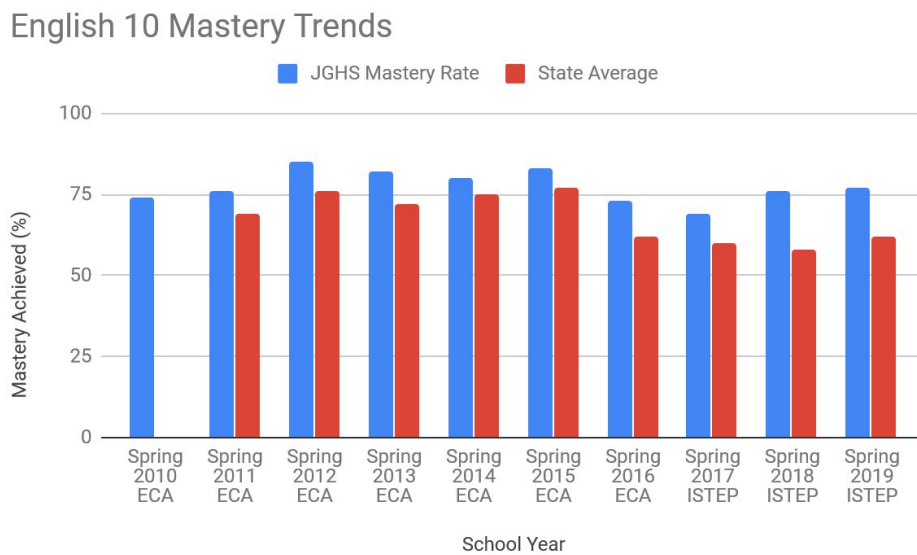
Support Data:

The Spring 2019 ISTEP+ ELA 10 resulted in 77% of JGHS 10th grade students achieving mastery, which is illustrated in Graph 2, which is shown below. The state average was 62.4%. At John Glenn 71% of the male students achieved mastery, whereas 84% of female students achieved mastery.



Graph 2: English 10 Mastery

In addition to the current 2017-2019 ISTEP+ data shown in Graph 2, the graph also indicates the historical ECA trend data from the school years 2010 - 2016. It is noted, however, that the test has been changed from the End of Course Assessment (ECA) to the ISTEP+ method, which negates direct correlation of the improvement made during this period. If the ISTEP+ data is not considered, steady growth by students has been made in the period of 2010 - 2015, which is shown in Graph 3. The full analysis of student mastery is shown in Table 2.



Graph 3: English 10 Historical Test Mastery Results

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|
| Students Achieving Mastery (%) | 74 | 76 | 85 | 82 | 80 | 83 | 73 |
| State Average (%) | 63 | 70 | 77 | 73 | 76 | 78 | 63 |
| Percent Improvement of State Results (%) | 11 | 6 | 8 | 9 | 4 | 5 | 10 |
| Male Students Achieving Mastery (%) | | | | | | | |
| | 72 | 72 | 83 | 84 | 78 | 84 | 67 |
| Female Students Achieving Mastery (%) | | | | | | | |
| | 77 | 82 | 88 | 80 | 82 | 83 | 79 |
| Special Education Students Achieving Mastery (%) | | | | | | | |
| | 33 | 55 | | 80 | 33 | 36 | 14 |

Table 2: English 10 ECA Historical Data Trends

JGHS's writing- across- the - curriculum activities will help students to improve and practice the specific writing weakness of answering questions from content reading using specific examples for support.

Triangular, Base Assessments:

- Standardized Testing – ECA spring (10th grade), PSAT (Oct.) (10th grade), Pivot-Inspect Formative Assessment system from FiveStar
- Local Assessment: Simple 6 Essay writing will be administered in all English classes (grades 9-12) at the beginning and end of the school year. The English Department will expand the reporting of the Simple 6 test scores from just a final total to a breakdown by the 6 standards. School Improvement Committees will then draw data from the following:
 - ✓ Overall % of students (grades 9 -12) passing (score 4 or above).
 - ✓ % of students passing in each grade level.
 - ✓ % of students passing each of the 6 *Simple 6* standards.
 - ✓ Disaggregating subgroup breakdowns.

From this resulting data, teachers and students will be informed of the specific areas requiring improvement and intervention. Strength and weakness areas will be identified and become the focus for all John Glenn High School teachers. English teachers will specifically provide instruction and

intervention in those areas for the end-of-year writing sample and the May ECA testing. In this way, data will be used to drive the focus, the instruction, and the interventions in the classroom.

Writing Across the Curriculum Assessments- Intervention, local assessment writings, will be rubric scored by all teachers across the curriculum and given once to twice per year.

- **English Classes-** In September, English teachers will first review the Simple 6 data from the previous year. This will result in data-driven instruction in the writing weakness area(s). All English teachers will then give a writing sample to be Simple Six scored by the end of the first five weeks of school. This sample will be used as a baseline and problem area indicator.
- **Across the Curriculum-** Prior to the end of the first semester, all teachers will give some type of writing assignment to be rubric scored according to the Simple 6. The writings will range from a solid paragraph to an essay, to be done **in class**. Students will either write or type these writings, at the discretion of each individual teacher, as language conventions are not being evaluated by the rubric. The questions will be content specific to each teacher's course. The questions will be related to text material in the teacher's subject area.

Communicating Data-

- Data boards for each English class show and measure Simple Six writing achievement by grade level/cohort over their high school careers.
- Data is available to staff.

Professional Development-

The Faculty of John Glenn High School takes part in a variety of professional development activities. These include, but are not limited to the following:

- In-Service workshops
- Publication subscriptions
- Continuing Education
- Conferences

School Improvement Goal Benchmark For Progress

The new ISTEP/ECA College and Career-Ready Indiana Academic Standards (CCRIAS) mean a greater emphasis on planning and teaching skills with a greater depth of knowledge. Teachers are to integrate informational text as well as conduct more problem solving/critical thinking/analysis. This caused us to adjust our school wide Simple 6 Writing goal and move toward a school-wide emphasis on reading and applying informational texts to problem solving situations.

As teachers continue to analyze student data, they have been given the task to integrate CCRIAS-based activities into the classroom.

All classroom teachers will work to implement reading strategies of choice related to an informational text assignment. These strategies were the topics of professional development activities. Teachers will document the integration of informational text into their course work

Percentage of JGHS students mastering the English Department’s Final Simple 6 Assessment

- JGHS will maintain a percentage \geq 75% of students achieving a score of 4 out of 6 or better on the English Department’s Simple 6 Assessment.
- JGHS continues to make this goal during the 2019-2020 school year, as it has in previous years.
- Simple six results from previous years are available in Table 3 and Table 4

Table 3 : Percentage of Students achieving a 4 or better on Simple Six Assessment

| Cohort | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 12th Grade | 93% | 73% | 90% | 77% | 86% | 73% | 75% |
| 11th Grade | 82% | 75% | 75% | 74% | 77% | 78% | 79% |
| 10th Grade | 80% | 76% | 79% | 81% | 78% | 85% | 86% |
| 9th Grade | 57% | 33% | 46% | 58% | 59% | 63% | 55% |
| School Total | 78% | 64% | 72.5% | 72.5% | 75% | 75% | 74% |

Table 4: Strengths and Weaknesses 2018-2019

| Grade | Focus on Topic | Logical Order | Vocabulary | Sentence Pattern | Details | Audience |
|--------------|-----------------------|----------------------|-------------------|-------------------------|----------------|-----------------|
| 12th | 100% | 100% | 60% | 64% | 70% | 39% |
| 11th | 100% | 100% | 47% | 53% | 70% | 57% |
| 10th | 96% | 85% | 55% | 45% | 83% | 97% |
| 9th | 93% | 73% | 47% | 55% | 56% | 50% |
| School Total | 97% | 90% | 52% | 54% | 70% | 61% |

Standardized Testing Data

The ISTEP+ Math 10 and English 10 are the graduation qualifying exams for high school students graduating through to 2022. John Glenn High School strives to prepare its students for the high stakes exams. John Glenn High School participates in two testing windows including the ISTEP+ Early Winter window in December, and the ISTEP+ Spring Retest window and the ISTEP+ Spring (new testers) window in February/April. The ECAs have been repealed and the State of Indiana is transitioning to the nationally recognized college entrance exam starting with the Class of 2023. A transition to Graduation Pathways is also being implemented starting with the class of 2023.

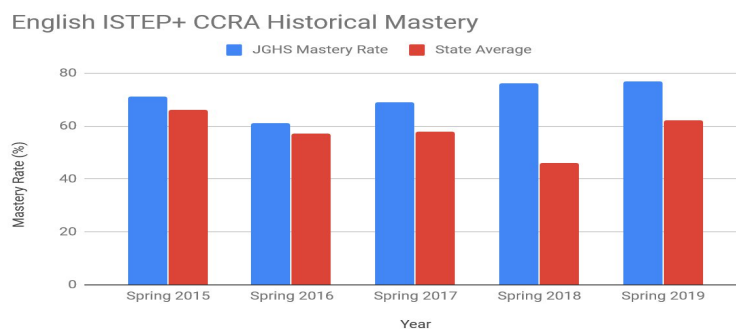
Some areas needing improvement from last year's ISTEP+ school data (2018-19) include large gaps in Special Education student performance on the English 10 exam. 45% of Special Education students passed the English 10 ECA exam compared to 77% pass rate for general education students. The gap between male and female is also an area for concern. 71% males passed vs. 84% of females. The gap between paid and free/reduced lunches still exists with 82% vs. 66% respectively.

This year's (2018-19) Mathematics statistics indicate that special education students and general education students have significant gaps with 27% vs. 62%. Free/reduced lunch students and full pay students showed gaps with 46% vs. 64% respectively. Females continued to outperform the males in ISTEP+ Mathematics with 68% vs. 51% respectively.

Our students have performed satisfactorily on the English 10 with 77% passing and ISTEP+ Math with 59% passing (State pass rate ELA - 62%; Math - 35%). Our goal is to continue to improve the percentage of students demonstrating mastery, and to continue to reduce the gap in performance between General Education and Special Education students along with the gaps with Free/Reduced lunch, and Male vs. Female performance.

Percentage of JGHS students mastering the CORE 40 English 10 ECA

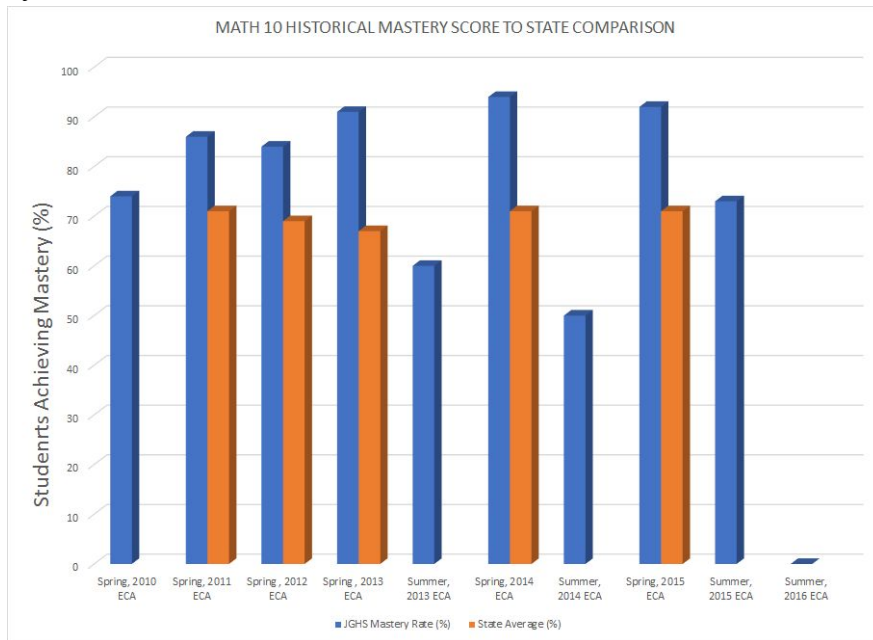
Graph 4 compares the results of students taking the CORE40 English 10 ECA to the state average. The graph indicates that historically, the results of the ECA have been above the state average. It must be noted that the 2017 results of 70% on the new ISTEP+ test have also exceeded the reported state average.



Graph 4: ISTEP+ English 10 CCRA Mastery Results

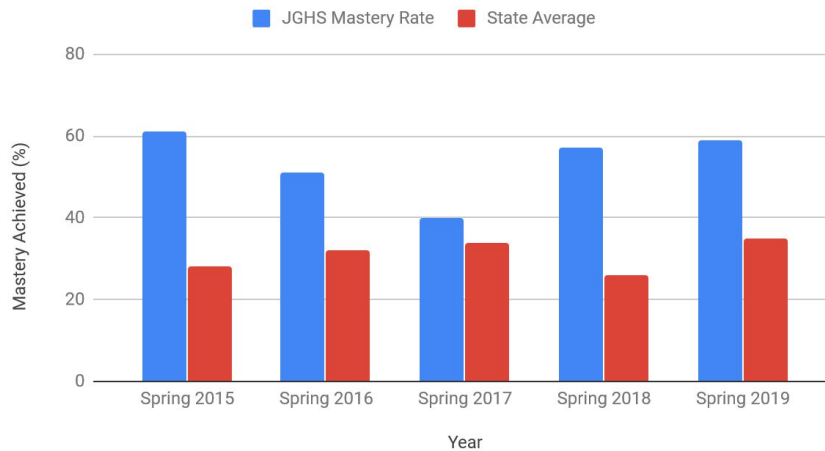
Percentage of JGHS students mastering the CORE 40 Algebra ECA (Prior to 2016):

Graph 5 compares the results of the Math 10 Core 40 Algebra ECA to those reported by the IDOE. Historically, JGHS students have excelled on the Math 10 ECA, achieving scores exceeding 90%. After 2016, the state adopted the ISTEP+: Algebra I CCRA, which has seen a notable decrease in the overall achievement score. On the 2015 Algebra I ECA, the results were 92% of students achieving mastery, whereas the 2016 ISTEP+: Algebra I CCRA had a mastery rate of 45.7%. This percentage of achievement was nearly equal between male and female students, as it varied approximately 2% from the reported mastery rate.



Graph 5: Math 10 Historical ECA Results

Algebra I ISTEP Historical Results



Graph 6: ISTEP+: Algebra I ISTEP Mastery Results

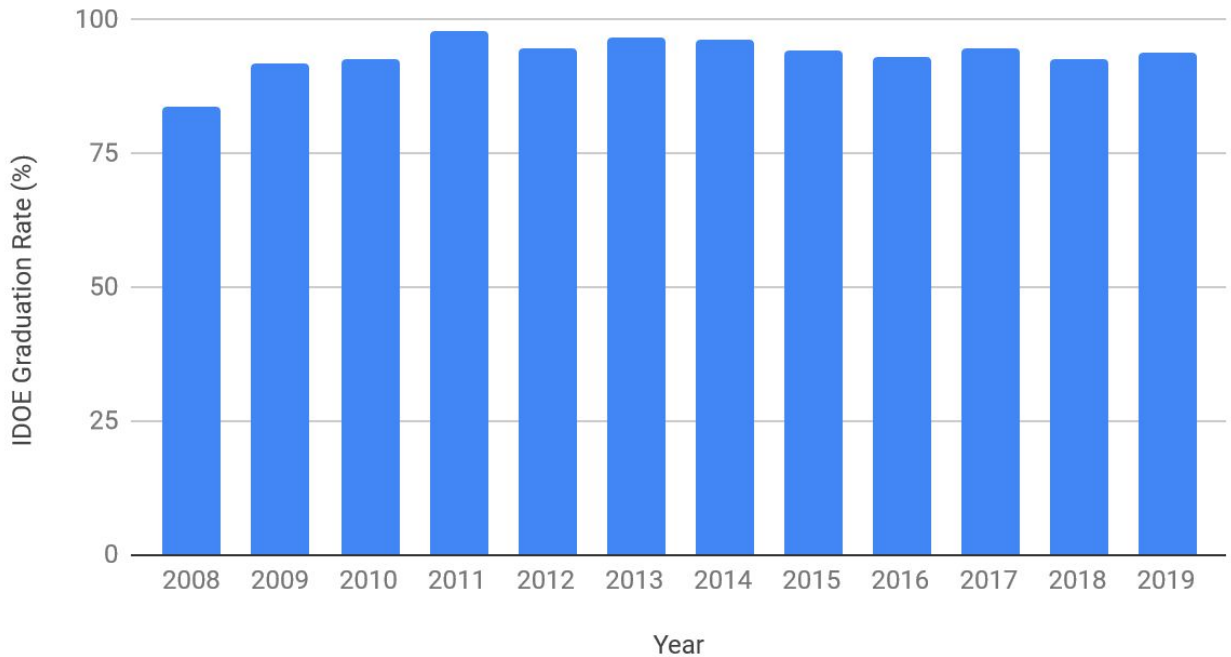
**Other John Glenn High School Performance Data -
Graduation Rate:**

The Indiana Department of Education reports that the 2019 Graduation Rate was 92.94%. These results are a noticeable improvement from the 2008 results. Graph 8 shows the trend over the past eight years. The individualized results of each year’s IDOE graduation rates are shown in Table 5.

Table 5 JGHS IDOE Graduation Rate

| Year | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| IDOE Graduation Rate | 83.3% | 91.8% | 92.8% | 97.9% | 94.9% | 96.6% | 96.5% | 94.2% | 92.94% | 94.87% | 92.86% | 92.94% |

JGHS Graduation Rate (per IDOE)



Graph 7: John Glenn High School IDOE Graduation Rates

Advanced Placement (AP) Course Results:

John Glenn has increased its AP course offerings from two courses to the eleven different courses currently offered. Although the number of students taking the AP exams has decreased, the percentage of students taking multiple exams has remained the same. In general, scores declined through 2018. They increased in 2019. The results are shown in Table 6 below.

Table 6: Advanced Placement Mastery Score Trend 2013-2019

| <u>Year</u> | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|------|------|------|------|------|------|------|
| <u>Total AP Students</u> | 83 | 105 | 111 | 120 | 102 | 107 | 90 |
| <u>Total AP Exams Taken</u> | 117 | 190 | 182 | 171 | 155 | 173 | 146 |
| <u>Number of Students with a 3 or better</u> | 59 | 69 | 51 | 48 | 34 | 37 | 32 |
| <u>% of Students with a 3 or better</u> | 71% | 66% | 46% | 41% | 33% | 35% | 36% |
| <u>% of Exams with a 3 or better</u> | 72% | 63% | 48% | 44% | 39% | 28% | 32% |

Some reasons seen for this decline include the following:

1. More of a variety of students are taking AP classes. It is no longer just the top % of students taking them. We are encouraging these students to take these classes to challenge themselves and to prepare themselves for college. Studies show that students who take an AP class are more successful in college even if they do not pass an exam with a 3 or better.
2. Most of our AP classes have some type of introduction course that the students are required to take. US History does not which may account for lower scoring.
3. Not all of the students in the AP class take the exam. This can impact scores both ways. If the upper kids choose not to take the exam, the scores go down. If the lower kid choose not to take the exam, the scores can go up. Some students opt out of the exam if there is a dual credit option for that class. 78 students earned dual credit from Trine University in a class that is also an AP class. Many students earned credit in more than one class.
4. It takes a few years to master teaching an AP class. We have had many new teachers take over teaching these AP classes. Scores tend to get better as the teacher gains more experience teaching the class.

5. Each year it is different students taking the exam. This makes it difficult to compare the percentages of passing scores. Some classes have better students than others.
6. AP exams are national exams and given on specific days in May. Starting school earlier would give teachers and students more time to prepare for the exam.

One thing that may help for the upcoming school year are the resources developed by the College Board. All AP classes now have a large bank of questions and resources to use.

Specific Areas Where Improvement is Needed Immediately

- Encourage professional development for all staff members regarding the College and Career Readiness Standards and the student growth model.
- Maintain and continue to improve cross-curricular involvement and ownership of ongoing school improvement.

Interventions

- The *Simple 6* (Writing Across the Curriculum) was posted on the John Glenn website, in the Guidance Departmental/Principal's newsletters, in the student handbook and all classrooms. (2009 through 2014).
- Introduce and review the Simple-6 in Language Arts instruction. (2010-Current)
- Throughout each semester, each teacher will submit two sample assignments utilizing the CCRIAS standards on non-fiction reading. (2015-Current)
- The Learning Center is open to all general and special education students and is under the supervision of a licensed teacher and/or instructional aide. Peer tutors are also available in the Learning Center to assist in all capacities to help all students. Learning Center services include homework help, remediation, modification of tests and the test-taking environment, monitoring of grades, and test/quizzes make-up after an absence. (2010-Current).
- The Language Arts Remediation Lab classes were utilized to help students improve reading and writing skills. The course emphasized the Simple-6 writing strategies, individual ISTEP+/ECA preparation, and independent reading. More reading led to better student writing. (2010 – 2019).
- The mathematics course Math 10 will be utilized to help students who have not passed the ISTEP+ Math Exam.
- Summer school will be encouraged not only for credit recovery but also to help open student schedules for electives. (2011-Current).
- The English Department led the creation of individual writing portfolios as a self-assessment tool to evaluate writing skills and tracking the progress of the *Simple 6* Writings. (2010 – 2013).
- The school will use the RAPS Assessment and Mindplay to evaluate students in grades 9 and 10.
- Some students may use Grad Pathways as an alternative to passing the ISTEP.
- Credit recovery is offered to students online.