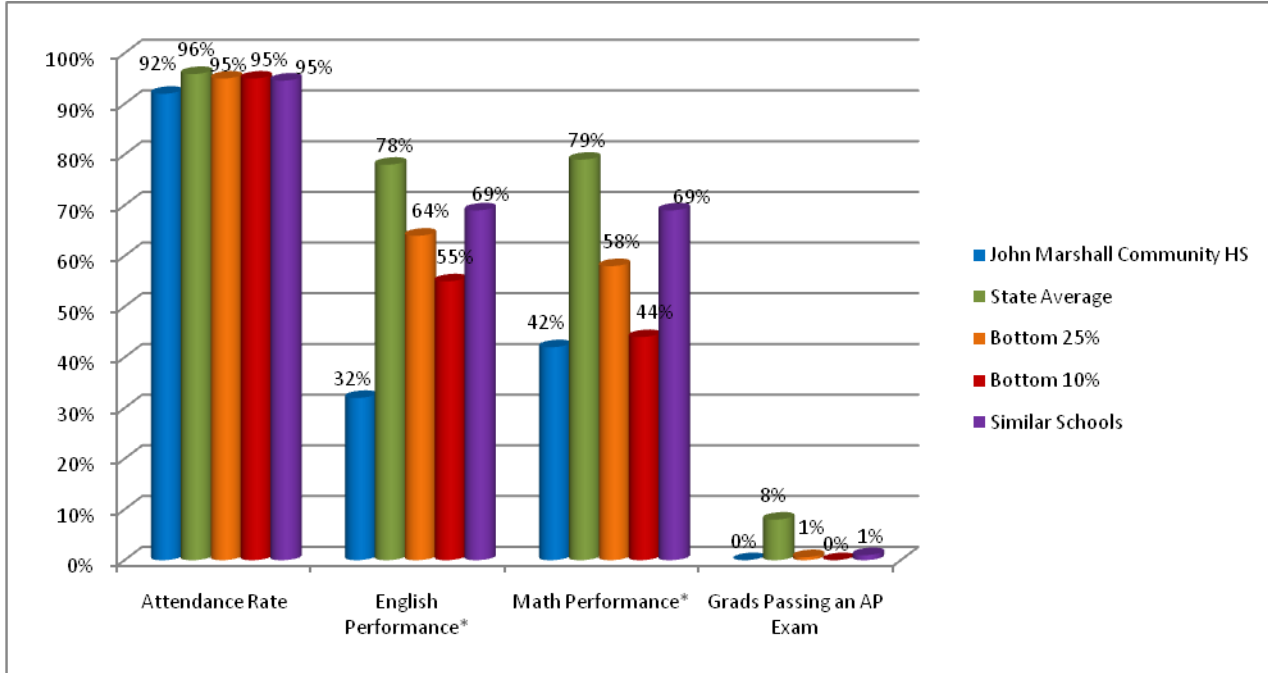


John Marshall Community High School

School Details	
Principal: Mr. Michael Sullivan	Grade Span: 7-12
Address: 10101 East 38 th Street	Enrollment: 615
Indianapolis, IN 46236	Corporation: Indianapolis Public Schools

Overview of John Marshall Community High School's Performance in 2012



*** English/Math Performance:** Percentage of the class of 2014 that passed the English 10 and Algebra I ECAs prior to the end of 10th grade plus the number passed/tested on the 2012 ISTEP+.

State Average: This is the average of all public schools statewide during the 2010-11 school year

Bottom 25% and Bottom 10%: This is the average performance by schools ranked in the bottom 25%/bottom 10% of all public schools in 2011

Similar Schools: This is the average performance of public schools in 2011 that had 60% or more students receive free or reduced priced meals

John Marshall Community High School Performance and Improvement		
	Performance Measures	Improvement while on Probation (2007 to current)
Attendance Rate	92.5%	0.3%
English Passage Rate*	32.3%	-4.4%
Math Passage Rate*	41.8%	4.9%
Grads Taking an AP Exam	11	N/A***
Grads Passing an AP Exam	1	N/A***
Non-Waiver Graduation Rate**	N/A	N/A
% of Grads Receiving Core 40 or Honors Diplomas**	N/A	N/A

** English and Math Passage rates are a combination of the class of 2014 ECA results and the 2012 ISTEP+ results.

Performance Measures: The school's performance is color coded based on whether the school's performance meets/exceeds: the state average (green), the bottom 25% of all schools (yellow), the bottom 10% of all schools (orange), or is below the performance of similar schools (red)

Performance Improvement: The improvement shown represents the five year (unless open fewer than five years) improvement made by the school. The school's improvement is then color coded based on whether the school's improvement ranks in the top 17% of all schools during that time (green), ranks in top 66%-82% of schools (yellow), ranks in the top 50%-66% of schools (orange), or ranks in the bottom 50% of schools in five year improvement (red).

*** John Marshall Community High School had its first graduating cohort during the 2011-2012 school year. The final graduation numbers will not be available until December, 2012.

*** Starting in 2006-2007, John Marshall Community High School did not have students take AP courses prior to the 2010-2011 school year.

John Marshall Community High School Performance and Improvement from 2006 to 2012

ENGLISH PERFORMANCE RATE (percent passing the ISTEP and ECA)							
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>6 Year Change</u>
State Average	68.7%	69.0%	70.1%	70.8%	75.3%	78.1%	9.4%
Bottom 25%	52.5%	52.4%	51.8%	50.9%	58.3%	63.8%	11.3%
Bottom 10%	43.6%	43.8%	43.8%	42.1%	49.2%	54.9%	11.3%
Similar Schools	52.9%	54.7%	55.9%	60.7%	64.8%	68.6%	15.7%
John Marshall HS	36.7%	37.7%	25.3%	28.4%	28.8%	32.3%	-4.4%

MATH PERFORMANCE RATE (percent passing the ISTEP+ and ECA)							
	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>6 Year Change</u>
State Average	70.4%	71.1%	71.6%	71.8%	76.3%	78.6%	8.2%
Bottom 25%	52.0%	52.9%	50.4%	46.3%	53.9%	57.5%	5.5%
Bottom 10%	42.9%	44.5%	41.0%	34.2%	41.3%	44.2%	1.3%
Similar Schools	55.1%	57.4%	58.1%	61.6%	65.8%	69.2%	14.1%
John Marshall HS	36.9%	48.2%	34.2%	28.8%	33.5%	41.8%	4.9%

School performance meets/exceed the 2012 state average

School performance meets/exceed the 2012 bottom 25% of schools

School performance meets/exceed the 2012 bottom 10% of schools

School performance is less than the 2012 similar schools performance

Whichever of the similar schools or bottom 10% is higher will be used as the measure to determine the orange or red categorization

In the instances where the similar schools percentage is higher than the bottom 25%, the categories go: state average, similar schools, then bottom 25%

**Ratings and Descriptions from Evaluations Conducted of John Marshall Community High School in
Years 4 and 5 of Academic Probation**

Recommendations Made by Technical Assistance Team During Year 4 of Academic Probation (2010-2011)	2010-2011	2011-2012	Evidence from Reports and Debriefing Meetings (2011-2012)
Fully institutionalize the principal's vision for JMCHS improvement to promote a wholly-shared understanding and buy-in from all staff.			The school does not yet have a shared vision for the education it should provide and the extent to which the achievement of students must increase.
While expectations for students are high among the leadership team and some teachers, the level of expectations for students, the quality of instruction, and the level of academic rigor are not yet consistently high throughout the school. Ensure that high expectations, high- quality instruction, and academic rigor are present in every classroom.			While the culture of safety and discipline has improved at John Marshall over the past two years, classroom behavioral and academic expectations continue to fall well short of the levels necessary to drive substantive improvement. School-wide rules and procedures are posted, however students are rarely held to that standard. Information gathered during the student focus group and classroom observations illustrate that student behavior in the classroom falls well short of what is expected. While a few "islands of excellence" still exist, rules and routines, accompanied by high-quality instruction, are not consistent across classrooms.
School leadership and teachers admit insufficient instructional collaboration exists for colleague observation and common planning time. Build time into the schedule to allow for these and other professional collaboration opportunities. Furthermore, identify and share best practices in quality instruction that are demonstrated by certain teachers in the school.			School leadership adjusted the schedule to include PLC time every day. Additionally, they created opportunities for teachers to observe each other and share feedback. The impact of these new initiatives was limited given that they were not consistently implemented throughout the year, and the different professional development initiatives were misaligned and working parallel, rather than in conjunction with each other. Additionally, no system exists to facilitate the sharing of best practices school-wide, particularly with Success Period materials, which limits the overall quality and impact of instruction throughout the school.
Continue to improve the quality of learning and teaching by systematically utilizing data, particularly in planning and differentiating instruction based on students' needs.			Although John Marshall implemented the 8 Step Process for data driven instruction, the program has not been executed with fidelity, severely limiting overall impact. Pat Davenport, creator of the 8-Step process, terminated her service contract with JMCHS due to the lack of administrative support for the program. The result was a disjointed data culture where students were tested often, but decisions are not data informed. Success period was often unstructured and no evidenced existed to suggest student progress was effectively being monitored. During the second semester, the school leader did mandate data walls in every classroom, but despite operating the 8-Step process for data driven instruction, these walls ended up being nothing more than an SIS grade print out taped to the wall.
Valuable instructional time is lost to absenteeism and by assignment to the GLC, which is used for in-school detention. Continue with existing efforts to reduce absenteeism, particularly with those who are chronically absent. Identify disincentives for assignment to the GLC and offer meaningful academic activities for students when they are assigned there.			The school has implemented several new routines and procedures this year. All students which arrive late to school are required to be accompanied by an adult. Students who are tardy no longer sit in GLC, rather the infraction is documented and they are sent back to class. Students also shared that student IDs and other mandatory procedures that were not enforced in the past, are now consistently being enforced. Although these new procedures decreased the amount of instructional time lost to attendance, truancy and behavior, the review team still observed 10-15 students sitting in GLC at a given time.
Teacher aides are not consistently used effectively in classroom instruction. Due to the urgency about raising academic achievement, every adult on staff at JMCHS should be used effectively to optimize student outcomes.			The principal developed clear job descriptions for the support staff in the building, however no evidence exists to suggest they have a clear set of performance goals that drive a sense of urgency when it comes to their job. In practice, the delegation of responsibility and authority to the support staff at JMCHS lacks intentionality and alignment.

School Quality Review Indicators		2010-2011	2011-2012	Evidence from Reports and Debriefing Meetings (2011-2012)
1. Readiness to Learn	1.1: Safety Discipline and Engagement			Students, teachers and administrators all acknowledged that JMCHS is a much more secure and safe place than it was in the past. Systems and structures are in place, and routinely enforced, to create a stimulating environment; however inconsistent academic and behavioral expectations continue to inhibit learning in the classroom. An insufficient core instructional program matched with limited high interest enrichment opportunities has led to feelings of apathy and lack of engagement.
	1.2: Action Against Adversity			Administrators recognize challenges faced by students, but the school lacks a systematic and intentional approach to supporting students despite them. Extended day opportunities only include academic programs; no attempt has been made to spark students' interest through non-academic programs/clubs. In the beginning of the year, school leaders outlined plans to create partnerships with New Balance and other organizations in the community, but there was no evidence these partnerships
	1.3: Close Student-Adult Relationships			Student-to-adult relationships are often fragile, lack warmth, and are not respectful. There is minimal evidence that the school has developed strategies specifically designed to promote a sense of connection between students and adults. The lack of respectful student-adult relationships often forces classrooms to have a behavior management focus, rather than an academic focus. Students reported that 65% of teachers "do not care" about them. Intentional/Structured opportunities for students to build relationships with adults are few and far between.
2. Readiness to Teach	2.1: Shared Responsibility for Achievement			The organizational structure at JMCHS is weak and lacks strong accountability for student achievement. Inconsistency and turnover at the administrative level and a failure to invest teachers in a clear vision for success has limited the development of a shared sense of responsibility for improvement.
	2.2: Personalization of Instruction			Although John Marshall implemented the 8 Step Process for data driven instruction, the program has not been executed with fidelity, severely limiting overall impact. Pat Davenport, creator of the 8-Step process, terminated her service contract with JMCHS due to the lack of administrative support for the program. The result was a disjointed data culture where students were tested often, but decisions are not data informed. Success period was often unstructured and no evidenced existed to suggest student progress was effectively being monitored. During the second semester, the school leader did mandate data walls in every classroom, but despite operating the 8-Step process for data driven instruction, these walls ended up being nothing more than an SIS grade print out taped to the wall.
	2.3: Professional Teaching Culture			Although job-embedded professional development opportunities have increased since the 2010-2011 school year, there is little evidence to suggest the professional teaching culture as a whole leads to improved instruction school-wide. New initiatives have been put into place without a plan for how the different systems and structures will interact. Systems for classroom observation and feedback lack coherence, thus efficiency and efficacy of the entire system is poor.
3. Readiness to Act	3.1: Resource Authority			The principal at JMCHS has some freedom to make streamlined, mission-driven decisions to drive improvement, but that freedom is limited and inconsistent. Although the district directs resources to the school differentiated by need, limitations exist which inhibit the principal's ability to drive school improvement.
	3.2: Resource Ingenuity			Minimal evidence exists to suggest the principal is adept at securing additional resources and leveraging partner relationships to improve academic achievement at JMCHS. Although steps were taken to improve community relationships at the beginning of the year, there was little evidence that these relationships continued to grow and develop throughout the year, and often times they dissolved all together.
	3.3 Agility in the Face of Turbulence			The culture at JMCHS has improved over the past two years; however critical gaps in the instructional program continue to limit student achievement. Decisions are often made without rigorous monitoring and evaluation, creating a disjointed and incoherent instructional program at JMCHS. Faced with a continuously changing school environment, the real-time decision-making by the leadership at JMCHS has not effectively led to overall improvement.

Unacceptable <i>No Evidence</i>	Poor <i>Minimal Evidence</i>	Fair <i>Present, though limited and/or inconsistent</i>	Acceptable <i>Routine and consistent</i>

Community Hearing Notes John Marshall Community High School / Indianapolis Public Schools June 11, 2012	<ol style="list-style-type: none"> 1. Merging the school with a nearby school that is in a higher category 2. Assigning a special management team to operate all or part of the school (Turnaround School Operator) 3. Recommendations from the IDOE for improving the school 4. Other options for school improvement expressed at the public hearing, including closing the school 5. Revising the school's plan in the areas of school procedures/operations, professional development, or intervention for individual teachers or administrators
IDOE Attendees: Dr. Tony Bennett, Jim Larson, Jackie Cissell, Dale Chu	
State Board Attendees: Neil Pickett, David Shane	

Name	Representing	Implementation Option	Notes
1. Vernon Johnson	Voyager/Vallas – Lead Partner group	Option 5	The Voyager/Cambium group focuses solely on intervention – to come in and work with teachers and build capacity. Bold proposal to intervene in many feeder schools as well as John Marshall; work with Admin as well as teachers to improve mentalities and teaching practices. Plan will also incorporate fiscal accountability and operations overhaul.
2. Judy Zimny	Voyager/Vallas – Lead Partner group	Option 5	Our plan is about bringing hope and more capacity to a school/district that already has the right intentions.
3. Erin Lizer	Teacher	Not Stated (option 5)	Teachers at the school have put in tireless effort to create a positive culture and stability inside school; what will removing that do for the students to help them become more successful?
4. Jamaal Ware	Student	Not stated (option 5)	Teachers are mentoring students and supporting them to stay in school, do well in their classes. There have been positive changes that aren't being talked about.
5. Hodari Allen	Student	Not stated (option 5)	Teachers at the school go back to help students with lessons they did not understand the first time – they care about the students. Students trust the teachers.
6. Noe Rodriguez	Legislator Student	Option 5	The school has improved, and the teachers care about students – a takeover would be a

			disservice to him and the east side community.
7. Senator Breaux	Legislator	None	There are obviously people who care about JMCHS, any effort to turn the school around needs to incorporate parenting and parenting skills to combat what students face outside the school (unemployment/poverty/stability).
8. Hubert H. Cheney	Security Dad program	None stated	Middle school students being put in the same school as high school age students is an issue.
9. Carole Craig	NAACP	Option 5	The community has come together to create a more comprehensive plan to improve education on the east side. Takeover would halt improvement through causing more teacher/admin turnover and instability.
10. Reggie Jones	NAACP	Option 5	Too much focus on the negative – we don't talk about the good things happening at the schools. We need to focus on IPS, give them a chance, give the money back to the teachers and students.
11. Brian Dinkins	JMCHS (New co-principal)	Option 5	Understand that the success of the school needs to incorporate community – these conversations and partnerships have started – excited about the opportunity to improve the school.
12. Chad Gray	JMCHS (New co-principal)	Option 5	Has seen the change over the past 3 yrs firsthand – excited that Dr. White's plan will incorporate schools that feed into JMCHS. Growth has been seen, in pockets – allowing the district plan will help stability and the growth to be seen more across the board.
13. Diamond Mayberry	Student	Option 5	Have grown to trust the teachers at the school – takeover would cause her to be on the defense.
14. Aaron Sembly	Parent	Option 5	Has seen an improvement with procedures and policies – believes that consistency will help the school continue to improve. Students have trust issues, see people leave all the time, takeover would further the mistrust rather than build stability.
15. Courtney Lee	Student	Not state takeover	There have been positive changes at the school; expectations for students being in class have increased. Teachers at the school

			care about students and mentor them.
16. Shawn Rounds	YMS Ministry/Turning Point Family Center	None stated	Here to advocate for his program wanting to partner with JMCHS to help build the community efforts to help students at the school. Any successful option will need to include these types of services to help the students combat the instability they face at home.
17. Tracy Boyd	New Beginnings Youth Ministry Church	Option 5	Here to advocate for her program wanting to partner with JMCHS. Hopes that the partnerships also focus on academic needs, not just social services.
18. Katrina Kelly Tunstill	Teacher	Option 5	Pointed to discrepancies she saw in the data presented. Option 5 is the right plan with some augmentation to continue on the path of improvement they have started.
19. Kimberly Bostic	Mt. Carmel/FEAC/Café/Pathway	Option 5	Hopes that the community partners that have started the work on the social and community issues will not be left by the wayside in the new plan.
20. Fred Yeakey	Community/IPS Alumni	Option 5	The community needs to be engaged and be an active partner in turning the school around.
21. La Keisha Jackson	Community Leader – Pathway Resource Center, INC.	Option 5	Create a roundtable of community leaders, parent liaisons, and nonprofit organizations to provide family and youth supportive programs
22. Brother Karim	Community Activist	None stated	Labeling of black children as failures needs to stop. These students are dealing with things outside of school but they still come. Need to get the money back to the IPS system.
23. Lonnie Cook	Parent	None stated	We should not interrupt the progress they are making at the school.
24. Michelle Tonne	Parent	Option 5	There has been so much transition and turnover, the teachers care and we need to keep stability for the students at the school.

