U.S. Department of Education
2016 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal <u>Dr. Frank W. O'Linn</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>St. Edward High School</u>
(As it should appear in the official records)

School Mailing Address <u>13500 Detroit Avenue</u>
(If address is P.O. Box, also include street address.)

City <u>Lakewood</u>   State <u>OH</u>   Zip Code+4 (9 digits total) <u>44107-4602</u>

County <u>Cuyahoga</u>

Telephone <u>(216) 221-3776</u>   Fax <u>(216) 221-4609</u>

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Twitter Handle <u>https://twitter.com/wearesteds</u>
Facebook Page <u>https://www.facebook.com/ WeAreStEds</u>   Google+
YouTube/URL <u>https://www.youtube.com/user/weares teds/videos</u>   Blog   Other Social Media Link <u>http://instagram.com/wearesteds_IB</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*<u>Mr. Christopher Knight</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
E-mail <u>cknight@dioceseofcleveland.org</u>

District Name <u>Catholic Diocese of Cleveland</u>   Tel. <u>(216) 696-6525</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Daniel Geib</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   0 Elementary schools (includes K-8)
    (per district designation):   0 Middle/Junior high schools
                                            0 High schools
                                            0 K-12 schools

                                            0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [X] Suburban with characteristics typical of an urban area
    [ ] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	232	0	232
10	240	0	240
11	237	0	237
12 or higher	237	0	237
Total Students	946	0	946

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school: 2 % Asian
                                     7 % Black or African American
                                     4 % Hispanic or Latino
                                     0 % Native Hawaiian or Other Pacific Islander
                                     84 % White
                                     3 % Two or more races
                                     100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2014	946
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0 %
                                                      4 Total number ELL

   Specify each non-English language represented in the school (separate languages by commas):
   Albanian, Italian, Korean, Serbian (0.4% of students)

7. Students eligible for free/reduced-priced meals: 13 %

   Total number students who qualify: 127

8.   Students receiving special education services: 5 %
                                                        47 Total number of students served

      Indicate below the number of students with disabilities according to conditions designated in the
      Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that
      students may be classified in more than one condition.

      | 7 Autism | 0 Orthopedic Impairment |
      | 1 Deafness | 7 Other Health Impaired |
      | 0 Deaf-Blindness | 24 Specific Learning Disability |
      | 1 Emotional Disturbance | 8 Speech or Language Impairment |
      | 0 Hearing Impairment | 0 Traumatic Brain Injury |
      | 0 Mental Retardation | 0 Visual Impairment Including Blindness |
      | 0 Multiple Disabilities | 0 Developmentally Delayed |

9.   Number of years the principal has been in her/his position at this school: 3

10.   Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school
      staff in each of the categories below:

	Number of Staff
Administrators	10
Classroom teachers	67
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	16

11.   Average student-classroom teacher ratio, that is, the number of students in the
      school divided by the FTE of classroom teachers, e.g., 22:1   14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	100%	99%	99%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	225
Enrolled in a 4-year college or university	91%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No

    If yes, select the year in which your school received the award. <u>1996</u>

15. In a couple of sentences, provide the school's mission or vision statement.

St. Edward educates the minds and hearts of young men to have the competence to see and the courage to act as men of faith.

PART III – SUMMARY

St. Edward High School in Lakewood Ohio is an all-boys' Catholic school sponsored by the Brothers of Holy Cross of the Midwest Province at Notre Dame, IN. Located in the Diocese of Cleveland, the school has an established reputation for excellence in academics, arts and athletics locally and nationally since its founding in 1949. Though the school was once operated exclusively by Holy Cross Brothers, the mission and charisms of the Congregation are now upheld by a dedicated faculty of lay men and women committed to a holistic education of mind, body, and spirit. In the words of the congregation's founder, Fr. Basil Moreau, "the mind will not be cultivated at the expense of the heart. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for heaven."

than any school in Ohio, and the performing arts consistently garner superior ratings. While winning is certainly valued, the emphasis is on participation and every student's opportunity to improve by challenging himself, with 12 of the 17 sports programs featuring open participation (no cuts), and all fielding varsity and sub-varsity teams.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Accredited by both AdvancEd and the Ohio Catholic School Accreditation Association (OCSAA), St. Edward High School falls under the authority of the state of Ohio, the Diocese of Cleveland, the College Board for AP courses, and the International Baccalaureate Organization for IB courses.

The St. Edward curriculum is student-centered. From 2008 through 2011 the school revised its curriculum, utilizing backward design to articulate every content area according to the Understanding by Design (UbD) framework. The curriculum transitioned from the disparate standards of the relevant authorities to desired outcomes that represent those standards. Clear targets were set, and the delivery of curriculum hinges on teachers setting high expectations, providing personalized support and feedback to help all students meet those expectations, and empowering students to take ownership of their learning.

St. Edward became an authorized IB World School in spring of 2012 and began offering Diploma Programme courses that fall. The IB program built on the successes of the curriculum recently strengthened by the UbD revision process. Thus the numerous diverse classes, including 16 Advanced Placement courses, expanded to include an additional 20 IB courses. As an IB World School and member of the worldwide Congregation of Holy Cross, St. Edward provides an education that prepares students for a global future. Students are required to learn not only a second language, but also to learn about other cultures in order to understand their own in the context of the world.

An emphasis on engagement and authenticity is palpable throughout the core subjects. Students are readers, writers and speakers of English when they read a variety of prose and poetry at and beyond their current level of comfortable comprehension. They analyze the authors' purposes and the literary techniques that convey them, formulate their opinions and defend them in both written and oral commentary, and discuss with peers in literature circles and structured Socratic seminars. They write persuasively about the literature they study, and they develop and share their own creative pieces on paper, online, and in performance.

Students engage as mathematicians by exploring mathematical theory and applying concepts to real world problems. Mathematical modeling is embraced as both a tool and a skill to understand the world, and technology tools are utilized to explore and illustrate connections between the mathematical formulae and the constructs they represent. Numerous course levels enable instruction to meet students at their current ability and permit them to grow by challenging themselves, one reason that 49% of current seniors are enrolled in AP or IB mathematics. Such fluid tracking has proven results: all 26 of last year's BC Calculus students scored a 5 on the AP exam.

In science, students learn through an intentional focus on laboratory exploration. They acquire foundational skills through a combination of exploration, guided inquiry, and lecture, including through the "flipped" classroom, as they progress through the required sequence of three units of biology, chemistry and physics laboratory sciences, with IB Diploma candidates taking four units. Eschewing "cookbook" labs for their own inquiry, students create research questions, design methods, and perform analyses. Some of the most important learning, then, takes place in students' reflections on their facility in applying the scientific method.

Social studies students engage as historians through an emphasis on primary sources, which they analyze and synthesize to draw their own conclusions about historical events and relationships. Viewing history through the lens of authenticity requires students to assume the role of leader, political scientist, economist, judge, and the like. From these perspectives, students develop an authentic appreciation for history and social science as well as an ability to write and discuss persuasively.

Students live their theology in all facets of life, including relationships, service, and study. In classes, students learn the theology and teaching of the church and apply them to situations in the world around them. Service learning is integrated into theology all four years, and junior and senior students undertake a

12-month project in which they identify a need according to Catholic social teaching, craft a project to address the need, and then carry it out. The learning is complete when students obtain feedback from stakeholders and reflect on their projects' effects. All faiths are welcome, yet all study theology and are expected to understand and live according to shared values.

College readiness is ingrained in the culture of rigorous academic, social, and spiritual preparation. Dedicated college counselors join school counselors as major supports. In grades 9 and 10, counselors meet with groups and individuals to deliver a curriculum that challenges students to explore their learning and preferences. College counselors (3.5 FTE) coordinate with students and families individually in grades 11 and 12. College is an expectation; language about college is not "if" but "where," even for first generation students, and not merely how to gain admission, but how to persist and succeed.

2. Other Curriculum Areas:

To support the holistic formation of students at St. Edward, robust curricular options of rigorous study are available beyond the traditional core, and the aforementioned emphasis on authentic learning has been the impetus for the development of innovative courses creating the maximum opportunity for students to challenge themselves.

Since 2001, St. Edward has been bolstering the STEM pipeline by teaching pre-engineering. Though the discipline integrates math and science for authentic problem solving, the school learned early on that merely mixing engineering activities into core courses was of limited effectiveness. What began as a standalone elective has evolved into a seven-course sequence including Robotics, Circuits, Design, and two levels of IB Design Technology, currently available in only five schools in North America. Nearly half of students have taken one or more pre-engineering course or participated in the multiple extracurricular robotics teams.

Elective courses in introductory and advanced Business & Entrepreneurship teach upwards of 150 students annually who apply fundamental business concepts to large group or all-class business projects. Outside the classroom, student teams are paired with mentors to advise teams in iterating, launching, and preparing for the student business competition where $20,000 of college scholarships, known as the Ken Layden Prize in Entrepreneurship, are awarded annually.

Now in its third year, Data Science has grown to enroll 40 seniors in a cutting-edge, problem-based elective focused on the use of analytics to understand and predict. Developed in conjunction with analytics professionals, the course features simulations and analysis of authentic data sets in partnership with Precision Dialogue, a local analytics firm, Moen Corp., an international manufacturer headquartered nearby, and the Cleveland Cavaliers analytics unit.

St. Edward became a 1:1 learning community last year, with students bringing their own computing devices. To prepare, the school worked for two years to push the integration of technology into the academic core. The technology department offers electives in programming, computer science, and IB Global Technology, though the school's technology approach is truly integrated. Two faculty split teaching with an instructional technologist role (1.0 FTE) to ensure that fundamental computing skills are utilized in academic subjects for the discovery, analysis, and synthesis of knowledge.

St. Edward requires all graduates to complete two years of one foreign language, and three years beginning with the class of 2018. Four-year sequences are offered in Latin, Spanish, French and Mandarin Chinese, and dozens of students have earned credit over the years through a dual enrollment Intensive Italian program with Lorain County Community College. St. Edward High School is in compliance with the CAPE BRS foreign language requirements.

The arts have long been symbols of excellence at the school. The performing arts department provides jazz, choral, and string ensembles along with music theory and music technology electives during school. Larger performing groups include girls from sister Catholic high schools and meet after school, contributing to the diversity and robustness of marching band, concert band, and dramatic or musical theater. Visual arts are also extensive, with Sports Art providing an appealing entree to figure drawing; the 2D and 3D studios,

which include painting, drawing, pottery, sculpture, and digital art, have produced local and regional award winners. Both visual and performing arts combine in the school's burgeoning film development program. In introductory and advanced courses as well as two IB levels, students practice the art of writing, directing, and producing in this modern medium. Film Development has garnered regional and national acclaim for students' synthesis of their visual medium skills including, writing, directing, filming, editing and producing short films for school and community audiences in Intro and IB Film courses.

Approximately 85% of students fulfill their physical education requirement through their widespread extracurricular participation since Ohio permits exemptions from PE for students in marching band, cheerleading, or athletics. The rest take a curriculum focused on activity and wellness.

All 9th graders take Health, which is an essential component of the school's wellness strategy. Beyond standard topics, the program developed its own unit on Mindsets, based on the work of Stanford researcher Carol Dweck, framed around the school's Holy Cross identity. This is another example of the holistic approach, also reflected in the four-year portfolio organized around the four pillars of the mission, begun with last year's freshmen, that requires students to document and reflect upon their own progress toward these outcomes.

3. Instructional Methods and Interventions:

St. Edward teachers understand that authentic engagement is the key to durable learning. Socratic seminars, inquiry-based labs, and project-based or problem-based learning are prevalent throughout the school, with the GRASPS framework (Goal, Role, Audience, Situation, Product/Performance, Standards) popularly used to articulate expectations. Such authenticity expands the audience beyond just the teacher, motivating boys to take ownership of their learning and performance. Students and teachers alike reference Bloom's Taxonomy of Educational Objectives, posters of which hang in every room, and students are known to challenge teachers if they feel too much tacit knowledge, in the form of regurgitation, is assessed. All delivery is guided by the same instructional philosophy: for students to achieve, they must be held to high expectations and be provided individualized support to meet those high expectations.

True to its founding, the school educates a broad range of learners, so support is deep-seated in the culture. Curricular interventions for struggling learners include yearlong courses in Reading Development and/or Pre-Algebra in grade 9. Reading is a blended learning course that combines individualized and small group instruction with the computer-based, adaptive Fast ForWord series by Scientific Learning. Similarly, struggling math students in Pre-Algebra experience small-group instruction, a conceptual approach, and repetition designed to reinforce successful habits. As students progress, core academic courses beyond these remedial offerings are grouped by ability, featuring AP/IB, honors, and college preparatory levels. Teachers provide the first line of support in person, which is extended via the Haiku online platform, home to assignments and online resources where notes and materials shared as accommodations for some learners become potential benefits for all.

Four school counselors develop relationships with all of the approximately 210-240 students whom they counsel for all four years. Weekly Student Support Team meetings identify students struggling academically or otherwise, and then counselors coordinate a collaborative approach among teachers, families, and support staff to assist each student in overcoming challenges. Three intervention specialists work with students, including those with IEPs and service plans, in designated support periods. Additional supports include tutors in reading/English, mathematics, and science as well as a robust peer tutoring program put on by students and their faculty moderators. A school psychologist and nurse are available during school hours to assist with care, including testing.

These carefully designed expectations and supports engender self-monitoring and empower student ownership of learning so that students develop the lifelong skill of learning.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

An ongoing professional emphasis has been to distinguish between assessment OF learning (summative) and assessment FOR learning (formative). Because of the careful work to align course outcomes with relevant standards (Ohio, AP, IB), the highest leverage assessments for student improvement are locally created, authentic performance tasks. A recent emphasis was for teachers in professional learning teams to review student performances on collaboratively created authentic assessments to examine the degree to which they achieved the learning objectives.

Faculty collaborate on units as well as semester exams under the leadership of department chairs. Teachers of common course sections deploy at least a portion of each exam, a percentage determined by chairs, common with fellow teachers. Following grading, faculty share feedback on student performance to facilitate faculty learning and maintain high standards for student achievement.

Summative assessments, in the form of nationally normed tests, also inform student improvement, especially for college readiness: students take the PSAT9 or PSAT/NMSQT in grades 9-11 in preparation for the SAT and/or ACT before graduation. In 2012-13 began an effort to unpack the PSAT scores and test expectations in the English and Mathematics departments. Based on Harvard's DataWise process, teachers dug into data, exploring the assessments and their relationships with the school's standards. Teachers utilized the Summary of Answers and Skills, and are currently learning the College Board's new online analysis tools, to identify shortcomings in performance, craft targeted lessons, and deploy local assessments to measure mastery. Student growth has been encouraging, and we continue to learn the practice of analysis and intentional instruction with an eye toward improvement. Similarly, all teachers of AP or IB courses perform analyses of the previous year's test results early in the new school year to improve future student outcomes.

International Baccalaureate assessments are checked for validity with samples of student work randomly chosen for external moderation by IB. Following each year's testing, teachers review moderator feedback and revise offerings accordingly, creating a feedback loop to improve instruction for future learners.

Overall, standardized tests provide both valuable formative information, which counselors review individually with students and families, and summative information that is summarized on the school's profile. Locally created assessments remain most essential to ongoing student growth, and the reflective practice of faculty and timely feedback to students are essential to continued student improvement. This ongoing internal reflection, coupled with external benchmarking and communication, ensures clear targets for high student achievement.

1. **School Climate/Culture:**

Reflecting the charisms of Holy Cross, St. Edward's climate is one of hospitality and humility; students describe it is a place where they can be themselves and feel like they belong. Just as the classroom is centered on the student experience, so too is the culture, which encourages young men to be innovative and have fun by providing increasing liberties of time and technology.

The culture is buoyed by four pillars that support the mission statement: faith, excellence, relationships, and servant leadership, and rotating annual themes delve deeper to ensure that each is explored during a student's journey. The pillar of "faith" was represented with the theme "the courage to act as men of faith," quoting the mission to exhort people to move beyond a private practice of faith to a lived expression. Similarly the pillar of "excellence" referenced scripture to implore community members to be "Worthy of the Call" from God. Thus excellence is not about being first or best, but doing one's best. Teachers explored research on mindsets and grit and implemented lessons to encourage these qualities in students, teaching them to embrace failure on the way to growth. "Relationships" were represented in a familiar Holy Cross phrase, "Brothers in Unity" reminding folks of the familial atmosphere and spurring efforts to support one another. Finally, "servant leadership" gained momentum behind the theme "To Lead You Must Serve," defining the culture of leadership at St. Edward as neither the elected nor the anointed, but the ones who recognize others' needs and have the conviction to see that they are fulfilled. This theme launched a voluntary retreat series that has been attended by nearly a quarter of the school's population.

The standard-bearers of culture are the faculty who model it, so school leaders encourage continuous faculty growth by empowering teacher leadership. Faculty are encouraged when pitching new courses and clubs, pursuing professional development, or experimenting with new methods. Teachers are supported by a professional learning strategy that is job-embedded, focused on teachers' reported needs, and delivered together with faculty. A faculty Instructional Leadership Committee informs the overall strategy, and ad hoc committees on technology integration, writing with sources, and culture and community have emerged to provide specific supports to faculty delivered by valued teacher-leaders. Thus teachers are validated by recognition of their ideas and by investment in their development. St. Edward has been named a Northeast Ohio Top Workplace the last 3 years.

2. **Engaging Families and Community:**

At this Catholic, Holy Cross institution, faculty educate in partnership with parents and guardians to develop young men of character and intellect. Parental engagement is high due to numerous contact points, starting with a personalized enrollment meeting for families to welcome new students in spring. A required August parent meeting introduces incoming families not only to the school's operations but also opportunities such as the Mothers' Club, Fathers' Club, and IB Parent Association to name a few.

St. Edward puts its mission into action in the neighborhood, hosting a monthly community meal for people in need, supporting the food supply with over 25,000 items in the annual food drive, and helping dozens of families through a Christmas giving campaign. Arguably the most important community partners are the more than 30 area non-profit organizations where students serve. The required service experience is rooted in Catholic Social Teaching, and students rise to the challenge to be stewards of creation, defenders of life, advocates for the life and dignity of others, and more, in a variety of different settings.

St. Edward is strengthened by the wider community of family, alumni, and regional partners who are invested in students, enriching the myriad opportunities for engaged learning. The Ken Layden Entrepreneurship Program matches student teams with local professionals to mentor them through the business planning process and competition. Students also develop long-term relationships working side-by-side with volunteer attorneys in Mock Trial, analysts in Data Science, and engineers in Robotics. Numerous distinguished alumni and local university guests partner with faculty to present as guest lecturers or assess authentic work, and the Greater Cleveland Film Commission has become a trusted partner of the school's

film program, welcoming volunteers and interns. St. Edward also partners with its network of Holy Cross schools, including several in the Midwest, and one in Haiti, as featured in students' recent documentary "Tributaries" that won acclaim at the 2015 White House Student Film Festival.

The next evolution of traditional career days, the Connections Program mobilizes alumni to create ongoing opportunities for student-alumni learning around career exploration, mentorship, and resume and interview skill building. The popular "Pizza and a Profession" brings groups of engaged alumni to meet students monthly or more. And several students annually are welcomed into internship opportunities in engineering, business, film, and research reserved for St. Edward students, in addition to many outside competitive internships for which all students vie.

3. Professional Development:

Because educators are the most essential drivers of student achievement, St. Edward's professional learning strategy is to build the capacity of each professional in the community. Faculty and staff are supported in meeting the school's goals as well as exploring their own passions to further student engagement and learning. The closer the professional learning is to a professional's practice, the more valuable it is to student learning. Thus, the most effective professional development is job-embedded. As leaders of learning, chairs develop plans specific to their departments, such as training on the Next Generation Science Standards, Making Thinking Visible, or lesson study, to name a few. They are supported with time, resources, and expertise from school leadership.

All-school professional development is organized around broad themes to advance foundational areas of professional practice. For example, the push for authenticity began in 2010-11 by emphasizing Socratic seminars across content areas, and a recent mandate for every teacher was to collaborate with one or more teacher from another department on any interdisciplinary, collaborative, performance-based project for a complete cycle of planning, instruction and assessment. All-faculty professional meetings supported these themes by featuring best practices of teacher-leaders demonstrating exemplars for their peers. When outside experts do deliver professional development, as they did last year with Making Thinking Visible from Harvard's Project Zero, their purpose must be clearly connected to the school's efforts, in this case the push to individualize student feedback for better differentiation.

St. Edward became an IB World School because its educational philosophy and that of the Congregation of Holy Cross overlapped nicely with IB's approach. IB has become a trusted professional development partner because, beyond simply preparing teachers for IB curricula, IB trainings model and emphasize student-centered, engaged instruction. Over three quarters of St. Edward's teachers and administrators have participated in IB Diploma trainings, an investment of over $250,000 to date, and all faculty are currently undergoing Middle Years Program (MYP) training. St. Edward has partnered with nearby Lakewood Catholic Academy to launch the first U.S. multi-campus partnership between Catholic schools, creating a grade 6-10 MYP continuum.

Finally, teachers enjoy some latitude in their own pursuits thanks to the Kahl Fund, a generous endowment that supports their ability to earn graduate degrees. Currently 85% hold master's degrees or higher, and those yet without include mainly the newer teachers who have yet to pursue advanced study. When they do, they know they will be supported professionally and financially.

4. School Leadership:

The school leadership philosophy is to model servant leadership, with Jesus Christ as the example. The goal of leadership is to ensure that every decision is made in the best interest of students.

The organizational structure is a variation on the familiar president-principal model, here called a president-cabinet model. The President, who works closely with the Board of Trustees, and the Executive Vice President oversee strategy and operations together with a cabinet that includes major department heads: Vice Presidents of Mission Effectiveness, Admission & Retention, Institutional Advancement, Finance, and the Principal. Student learning functions are led by the Principal in concert with the relevant Vice

Presidents and three separate Deans of Academics, Student Life & Leadership, and Discipline. Academic department chairs are responsible for curriculum, instruction, and assessment in their respective departments as well as cross-curricular collaboration. The counseling department includes both school counseling and college counseling and is an integral piece of student support. Led by the Vice President of Mission Effectiveness, the mission team permeates all parts of the organization, as the Dean for Student Life, Director of Campus Ministry and Director of Service interact with every faculty member and student in school-wide mission initiatives.

The cabinet is a highly collaborative group that maintains a strategic plan, updated biennially, assigning each leader accountability for specific goals. To inform decision making, the cabinet also maintains a dashboard that tracks not only academic progress, including the usual grades and test scores, but all areas of the mission, such as academic engagement, participation in service learning, and growth in faith.

To be servant leaders, school leadership must listen, observe, and respond. For example, four years ago school leaders identified the distribution of time and resources as a barrier to authentic learning. While promoting problem-based, authentic learning in all classes, they recognized that some of the most performance-based experiences were relegated to after-school hours and competed with one another for student involvement. Through careful planning, the school was able to roll out a new academic schedule that added time to the day and year to enable an additional daily academic period. Through the leadership of department chairs and teachers, many of the authentic learning experiences found homes in elective courses such as robotics, entrepreneurship, film, music technology, and pre-engineering, and traditional after-school activities such as mock trial, drama, and the literary magazine were able to thrive.

PART VI * INDICATORS OF ACADEMIC SUCESS

In the words of Holy Cross founder Blessed Basil Moreau, "Society has a greater need for people of values than it has for scholars. Knowledge itself does not bring about positive values, but positive values do influence knowledge and put it to a good use." St. Edward cherishes its academic successes, but its mission compels the holistic formation of men of character and faith, who are Christ-like servant leaders in the world. Emphasizing servant leadership has been transformational for the school's culture and the graduates it produces.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): __Catholic__

    Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes <u>X</u>   No

3. What is the educational cost per student? $<u>16600</u>
    (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>5280</u>

5. What percentage of the annual budget is devoted to   <u>20</u>%
    scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   <u>71</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** ACT Mathematics
Grade: 12	**Edition/Publication Year:** N/A
Publisher: ACT	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Jun
SCHOOL SCORES	
Average Score	24.4
Number of students tested	215
Percent of total students tested	95.5
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Disadvantaged Background (Free or Reduced-Price meal eligible)	
Average Score	23.94
Number of students tested	18
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: ACT scaled scores represent multiple testing dates for the class of 2015.

Subject: Reading/ELA	**Test:** ACT Reading	
Grade: 12	**Edition/Publication Year:** N/A	
Publisher: ACT	**Scores are reported here as:** Scaled scores	

School Year	2014-2015
Testing month	Jun
SCHOOL SCORES	
Average Score	25.7
Number of students tested	215
Percent of total students tested	95.5
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Disadvantaged Background (Free or Reduced-Price meal eligible)	
Average Score	25.5
Number of students tested	18
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: ACT scaled scores represent multiple testing dates for the class of 2015.