

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

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

Name of Principal Mr. Jeffrey R Monday  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Marquette University High School  
(As it should appear in the official records)

School Mailing Address 3401 W. Wisconsin Avenue  
(If address is P.O. Box, also include street address.)

City Milwaukee State WI Zip Code+4 (9 digits total) 53208-3842

County Milwaukee

Telephone (414) 933-7220 Fax (414) 937-8588

Web site/URL https://www.muhs.edu/ E-mail info@muhs.edu

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\* Dr. Kathleen Cepelka E-mail cepelkak@archmil.org  
\_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Milwaukee Tel. (414) 758-2251

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 Mr. Tim Byrne  
(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, leave .blank*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

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Data should be provided for current school year (2020-2021) unless otherwise stated.

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

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

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	219	0	219
10	235	0	235
11	226	0	226
12 or higher	241	0	241
<b>Total Students</b>	921	0	921

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.7 % American Indian or Alaska Native
  - 4.3 % Asian
  - 4.6 % Black or African American
  - 13.8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 71.6 % White
  - 5 % 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 2019 - 2020 school year: ≤1%

If the mobility rate is above 15%, please explain:

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	6
(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, 2019	956
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

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

7. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 89

8. Students receiving special education services: 8 %

71 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>5</u> Autism                  | <u>19</u> Multiple Disabilities                |
| <u>1</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>46</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>2</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	51
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 18:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	96%	96%	97%	98%
High school graduation rate	99%	99%	99%	99%	99%

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 2020.

Post-Secondary Status	
Graduating class size	242
Enrolled in a 4-year college or university	91%
Enrolled in a community college	5%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	3%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 1984

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

Marquette University High School strives to form leaders who are religious, loving, seeking intellectual excellence, committed to justice, and open to growth.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Marquette University High School developed a comprehensive COVID-19 Operations Plan, detailing three different operational methods and a set of health measures to provide a safe and equitable learning and work environment. MUHS opened the 2020-21 school year in a hybrid model, with half the student body attending physically and half attending virtually one day, and then the two groups alternating the following day. All families were offered the choice for their students to attend 100% virtually if they desired through the Hilltopper@Home Program. The parents of 70 students opted to participate in this program at the beginning of the year. Classes are delivered synchronously five days a week to all students through technological and pedagogical adaptations. The school has been successful in offering academics, extracurriculars, and pastoral programming throughout the semester in this hybrid model without interruptions. Further, the school’s mitigation protocols are working as evidenced by no cases of internal spread of COVID-19 due to in-person learning.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Marquette University High School (MUHS) is a Catholic, Jesuit, college preparatory high school for young men. Established in the tradition of St. Ignatius of Loyola, MUHS was founded in 1857 to foster educational excellence in secondary education in the Milwaukee Metropolitan area. The school is located in the heart of urban Milwaukee in the Merrill Park neighborhood. Its mission centers on the development of the “whole person,” educating young men who strive to become “community leaders of intellectual excellence, sincere compassion, and resolute conscience who serve God by serving others.”

MUHS is the largest high school in the Archdiocese of Milwaukee and the largest all-boys school in Wisconsin with an enrollment of 921. The school is accredited by Cognia (formerly AdvancED) and sponsored by the Midwest Province of the Society of Jesus. MUHS is part of a Jesuit network of 86 schools and 28 colleges and universities in the United States. Students apply for admission through an application process based on an entrance exam and previous academic performance. MUHS also participates in the Milwaukee School Choice Program allowing students to enroll through a random selection process. Students matriculate from 161 parochial, private, and public middle schools from throughout the Milwaukee metropolitan area with 28% coming from the city of Milwaukee.

The school seeks to provide a rigorous, college preparatory curriculum including 19 Advanced Placement courses, and 15 dual credit courses through St. Louis University. The learning environment provides state of the art academic facilities recently enhanced through a \$19 million capital investment campaign. Every graduate from the class of 2020 enrolled in at least one advanced, honors level, or dual credit course. 88% of the graduates in the class took at least one AP or dual credit course. The school’s five-year ACT average of the students’ composite score is 27.1, significantly higher than the state of Wisconsin’s average of 20.4. MUHS consistently qualifies students as National Merit Scholars, including an average of five finalists, six semi-finalists, and six commended seniors each year. 98% of MUHS graduates matriculate to a 4-year college or university.

MUHS is highly recognized for its academic achievements. MUHS was rated as the highest value-added school in the state by the Wisconsin Institute for Law and Liberty in 2018 and 2019. The Wisconsin Department of Public Instruction reports that MUHS has earned the highest school rating of “Significantly Exceeds Expectations” for the past three years.

Beyond the academics, MUHS offers robust co-curricular programming including more than 50 different specialty homerooms, competitive academic teams, performing arts activities, and a highly-rated athletic program of 19 varsity-level or club sports. Every student participates in at least one extracurricular activity and nearly 90% of students participate in at least one sport. Unique to MUHS, is a daily activity period when students meet in a homeroom based on students’ interest to provide time to decompress from the academic demands of a school day. MUHS has earned multiple state championships in numerous varsity sports. In fall 2020, the school finished as state runner-up in volleyball and cross country and state champion in soccer. The Milwaukee Journal Sentinel consistently rates MUHS as the top athletic program for boys in Wisconsin.

The most innovative and distinctive elements of student life are retreat and service programs. Students participate in overnight retreat experiences during freshman, sophomore, and senior years. These retreats develop the students’ faith lives, form leaders of character, and enhance the culture of care and compassion for one another. In addition, every student participates in service work during his four years. The Senior Shared Life Project is the capstone of the four-year experience. All seniors complete this project in which they are released from classes for two weeks to work at community service sites, including daycare centers, public schools, and retirement homes. Since the project began in 1972, more than 10,000 students have provided over 500,000 hours of service at more than 70 sites. Graduates often cite the Senior Shared Life Project as their most transformational experience at MUHS providing them formation as “men for others.”

MUHS also maintains an extensive academic and social-emotional support system. In addition to experienced school and college counselors who provide academic and emotional support and assist students

with the college admissions process, every student also has an individual academic advisor. Unique to MUHS, a faculty member, personally selected by the student, helps him with the identification of specific learning needs, and assists him academically, socially, and emotionally.

Amid the COVID-19 pandemic, the school has been successful in providing high-quality education and formational experience for students. Instruction is provided synchronously to students through the dedication and quick adaptation of the faculty and technology infrastructure to support the learning needs of students. In addition to classes, the school provides mission-essential experiences including daily prayer, retreats, extracurriculars, and service projects distinctive of an MUHS education.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

In the Jesuit tradition, Marquette University High School promotes both academic excellence as well as the growth of the whole person in its task of preparing young men for college and subsequent leadership in the community. It challenges and respects each student's talents, needs, and potential with a course of study that reflects the distinguishing markers of a Jesuit education. Guideposts of the MUHS curricula and academic requirements include mastery of basic humanistic and scientific disciplines enabling students to reason reflectively, logically, and critically. Twenty-three credits are required for graduation. Credits are earned in curricular areas, including English, fine arts, social studies, mathematics, theology, science, and technology.

MUHS uses a "Curriculum Review Framework" guided by Ignatian values as well as national and state standards in each of the curricular areas. The evaluation of curricula is framed by the Ignatian Pedagogical Paradigm (IPP), derived from the Spiritual Exercises of St. Ignatius. The five elements central to the IPP include context, experience, reflection, action, and evaluation. These elements inform teaching practices and the continual evaluation and development of the curriculum. Further, the English, Mathematics, Science and Social Studies Departments analyze Pre-ACT, PSAT, and ACT data against national college readiness standards on an annual basis to make curricular adjustments. Department chairs receive training and support to effectively lead this process. Students receive a college preparatory experience in the following core curricular areas:

**English:** The purpose of the MUHS English curriculum is to develop students' critical ability to analyze the quality and purpose of the printed page, to foster an appreciation of the human values woven into the fabric of enduring literature, and to cultivate students' power of expression, both spoken and written. Students take four years of English. The curriculum in the first two years provides a foundation for literary analysis along with the study of grammar and vocabulary. In junior and senior years, students choose from grade-specific electives that require demonstration of critical thinking skills and close examination of both fiction and nonfiction. Students are prepared to exhibit clarity, unity, and coherence in all forms of communication.

**Mathematics:** The mathematics curriculum offers a strong, fundamental preparatory program laying a foundation for college success. 97% of all students take four years of math and enroll in courses based on previous experience and aptitude. Courses range from Algebra 1 to Multivariable Calculus and are offered at differentiated levels to accommodate varying student needs. Mathematics faculty differentiate instruction to ensure student success using technological tools such as MathXL and WebAssign.

**Science:** Students' pursuit of science is essential to understanding and inquiry in the world. Students engage the natural world in the core science disciplines: biology, chemistry, and physics. Students are taught through inquiry-based laboratory work how to gather, collate and interpret data, and form logical and justifiable scientific conclusions. The department offers differentiated courses to address varied needs by offering college prep, honors, and Advanced Placement level courses. Most students opt for a four-year science experience.

**Social Studies:** The Social Studies Department prepares students to become informed, active citizens with knowledge of and respect for their own cultural and historical heritage and an understanding of and respect for other cultures. Courses explore issues of diversity, global awareness, and social justice. The curriculum introduces a variety of subject areas: history, cultural studies, economics, geography, political science, government, psychology, and sociology. Students complete at least three years of course work including World History and US History, where basic research and study skills are emphasized. In addition, students must pass a school developed civics exam reflecting their understanding of the American political system. Students choose from a myriad of other electives, many A.P. level, based upon interest and aptitude.

In 2017-18 MUHS revised its grading system and policies to improve the benchmarking of learner performance against national norms. This movement led to a process for the collaborative work of teachers to determine essential understandings, knowledge and skills, a revised scope and sequence, and common benchmark assessments in courses. A variety of assessment strategies are used in courses to ensure that all

students are evaluated in a consistent manner on the specified course learning targets. The data derived by formative and summative assessments inform instructional practice and curricular adjustments.

MUHS made adaptations in its curriculum, instruction, and assessment in response to the COVID-19 pandemic and the school's operating schedule, focusing on high-priority learning outcomes for each course. The instructional methodology remains focused on the IPP, with particular emphasis on the relational while providing a cognitively demanding work environment and developmentally appropriate scaffolding.

During the period of online synchronous learning, the school continues emphasizing the use of formative assessments to determine student performance against learning targets. Teachers design activities that address the most critical learning outcomes rather than relying on traditional testing. Within the hybrid learning model, teachers incorporate more performance-based and project-based assessments. All assessments, including final semester exams, emphasize the application of skills and course content.

### **1a. For secondary schools (middle and/or high school grades):**

Marquette University High School takes a comprehensive approach to college and career readiness. The College Counseling Department meets with students each year to guide them through the college admissions process. Beginning in freshman year students are provided college and career readiness assessment tools. Counselors offer parents and students resources to guide them in the college search and decision-making processes. In junior year, counselors meet with all students and provide workshops on college planning, admissions testing, first-generation college planning, and college application writing. Juniors and sophomores participate in a career day providing different sessions on various career options. They also participate in personal finance training through SecureFutures enabling them to examine how college, career, and personal finance will impact long-term goals. During the college application process, counselors meet with all seniors and their parents to discuss college choices and decision making. In addition, the school hosts over 120 college visits allowing students to learn more about the institutions to which they plan to apply and enroll.

In 2018 the school launched a new innovative career exploration program called Discover which allows students to learn more about various career fields and provides professional experiences to aid in their self-discovery. Discover provides internships and career shadowing opportunities along with professional training, mentoring, networking, entrepreneurial skill development, and etiquette training to prepare students for careers in the workforce. MUHS also utilizes its active and well-connected alumni network to provide mentoring to current students.

Beyond the college prep curriculum, MUHS offers 19 Advanced Placement courses and a dual credit program through St. Louis University where students can earn college credits through enrollment in 15 college classes offered at MUHS. Credits earned can be transferred to colleges where students matriculate. MUHS is in an agreement with Marquette University where any MUHS student can take a college course at the university for a significantly discounted tuition rate. MUHS and MU have also partnered to provide university scholarships to qualified students and support to first-generation students.

### **1b. For schools that offer preschool for three- and/or four-year old students:**

## **2. Other Curriculum Areas:**

Since educating the whole person is a principal component of Marquette University High School's mission, its curriculum extends to fine arts, health and physical fitness, world languages, information literacy, and theology to create well-rounded learners with a greater world view.

Fine Arts: MUHS strives to prepare students to think critically and creatively. The Fine Arts Department introduces students to a broad range of concepts that promotes aesthetic awareness and emotional expression. All students complete at least one foundational course, applied or visual in Fine Arts. Many opt

to benefit from the array of additional offerings including 2D and 3D Design, Photography, Ceramics, Drawing, Painting, AP Studio Art, Computer Assisted Music, Jazz Laboratory, and Chorus.

**Health and Physical Fitness:** The school endeavors to develop healthy lifestyle choices and a lifelong habit of health and physical fitness. Using a state-of-the-art fitness center, students develop a personalized fitness routine that promotes activity, sound eating habits, and stress reduction. Every freshman participates in a fitness and health program based on his wellness goals and needs. This includes 90 minutes of weekly instruction provided by one of the certified staff.

**World Languages:** An understanding of and appreciation for world cultures through the mastery of another language are the focus of the curriculum provided by the World Languages Department. The school offers German, Latin, and Spanish, providing classes tailored for regular, honors, heritage speakers, and AP students. All students are required to take two consecutive years of the same language, but most elect to take three or four years. Every year, students place at the state and national level on national exams and earn college or study abroad scholarships. Students also benefit from the cultural exchange programs offered by the school.

**Library and Information Technology:** The Library and Technology Departments offer students up-to-date resources and learning applications, technology support, and collaborative workspaces. Research, information technology, and digital citizenship skills are embedded in the school's core curriculum and supported by these departments. Students may take elective courses in computer programming and computer science. MUHS incorporates a 1:1 technology device program where students are required to bring their own devices to enhance their learning.

**Theology:** As a Catholic school, students are required to take eight semesters of theology. Courses focus on a knowledge of the main elements of the Catholic Christian tradition. These courses help students reflect upon and grow in their religious and moral values and beliefs in light of that tradition, encouraging them to become men of character responding to the needs of the world. Courses include Theology 1 (Biblical Literature and Introduction to Catholicism), Moral Decision Making, Sacraments, Church History, Christian Discipleship, Senior Theological Seminar, and other electives.

Teachers have adapted the curriculum during the pandemic, providing unique academic experiences. Using Swivl and Zoom technologies, faculty have maintained student engagement through in-home studio demonstrations, online concerts, on-demand exercises, stress reduction videos, virtual competitions, and other activities.

One who can act as a positive agent of change in the world is the hallmark of a Jesuit education. MUHS's commitment to learning beyond the traditional curriculum provides the ideal balance needed to help young men become agents of change. Throughout the challenges of the pandemic, MUHS has sustained its mission through all areas of the curriculum.

### **3. Academic Supports:**

Marquette University High School identifies and serves the learning needs of all students by providing responsive programs and interventions. The needs of students above grade level are addressed through advanced curricula and partnerships with institutions of higher learning. The school also provides extensive support to those performing below grade level and those with diagnosed learning disabilities. Programs and interventions are provided by talented faculty who work with all levels of the student body. These programs include:

**Summer School:** This program acclimates in-coming freshmen to the school and builds the academic skills of those who may have challenges adjusting to the rigor of MUHS. Students identified for this program have entrance score results demonstrating an achievement gap (more than 10 percentage points compared to the entire class) or through diagnostic test information. The curriculum of the program includes skill development in reading, writing, mathematics, and

science.

STAR: This program provides assistance to those who need additional support in freshman year, offering greater individualized instruction (with class sizes of 15) in the core curricular areas of English and social studies. Student participants also receive tutorial assistance in mathematics and science during a traditional study hall period. STAR students are assimilated into the larger student population in all other academic areas.

The Academic Support Program: This program provides needed support to help students develop academically and socially in the school's college prep environment. Students are placed in the program when they fall below grade expectations (more than 10% below expectation.) In the structured study environment teachers and peer tutors work with students to hone their academic and executive functioning skills. The program utilizes Jesuit Honor Society members to assist with the peer tutoring component.

The 9th Hour program: This program provides homework assistance and monitors select students in academic performance and engagement. This program meets after school for one hour, four days a week. The goals include homework completion, promotion of study habits, and increased student motivation. A faculty member monitors each student's progress and communicates regularly with course instructors and parents.

Evening Enrichment: This program provides support for students by offering a quiet study setting, monitored by teachers, alumni, and volunteers. Students enrolled in the program receive a hot meal and have free time for recreation. The program typically meets three evenings each week.

Special Education: MUHS employs a policy for students with learning differences and special needs to ensure that all students are provided with the same opportunities to learn. MUHS is committed to providing support to students with disabilities or diagnosed learning differences, including temporary conditions. The school addresses the needs of these students through services and adjustments allowing them to thrive in the school's college preparatory curriculum. Academic and testing adjustments are granted based on the student's evaluation and written documentation. New evaluations are reviewed by a team including the Director of Learning Services, Principal, Assistant Principal of Academics, and the Director of Counseling prior to creating an individualized learning plan. Teachers receive detailed communication regarding the needs of students enrolled in their classes at the onset of each semester. The Director of Learning Services manages learning plans for these students and works with teachers to ensure that students receive support and accommodations in the classrooms. The Director also provides professional development that allows teachers to develop strategies for classroom support of these students.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Marquette University High School is committed to providing students with a positive learning environment to support their academic, social, and emotional growth. The school intentionally creates an inclusive school climate. Creating this culture begins with Positive Alternatives for Youth (PAY), a program offered during students' freshman year. PAY acclimates students to the MUHS community, providing an opportunity to meet once a week with peers to discuss issues pertinent to adolescents. Topics include community life, stress, drug and alcohol abuse, learning styles, and high school expectations. In addition, each group is assigned two senior "big brothers," available to mentor younger students. These groups and the student leaders become acquainted at freshman orientation. The relationships that evolve help students to find a place as they begin to establish a base in their class and in the school community.

To give each student the opportunity to grow in Christian self-understanding, the spirit of a community, and the Christian call to service, retreats are offered as an integral part of the MUHS experience. The freshman retreat is a dynamic experience that builds community, particularly at the class level. Upperclassmen lead and plan the retreat, developing their leadership skills through the organization and implementation of this energizing experience. The sophomore retreat, aimed at providing a sense of unity and interdependence, provides students time for reflection and contemplation away from school. The culminating retreat experience of community and brotherhood is Kairos, a peer-led retreat for juniors and seniors, modeled after the Spiritual Exercises of St. Ignatius. This four-day retreat held off-campus is acknowledged as one of the most formidable of a senior's high school career. Friendships are strengthened, students gain a greater awareness of one another, and experience the brotherhood that reflects the MUHS mission.

Beyond these mission essential programs, MUHS recognizes that student participation in extracurricular activities is integral to growth and engagement. The school offers more than 50 different homerooms and after-school clubs, including debate, robotics, Science Olympiad, Key Club, Best Buddies, Esports, and improvisation. Through participation on sports teams, in performing arts, and student organizations, students develop their interests and abilities while engaging in the communal life of the school.

During the pandemic, the school provides experiences of retreats, Masses, service programs, and extracurriculars in a modified format to ensure the safety and health of participants. In lieu of canceled social events, the school offers spirit dress days, virtual gatherings, and contests to enhance student engagement and school spirit. Teachers emphasize student socialization through discussions and project-based learning both in class and homeroom. Advisors provide individualized student care to ensure connection and community involvement, particularly during times of social isolation.

### **2. Engaging Families and Community:**

Parent organizations consistently support and advance the MUHS mission. Mothers Guild and Fathers Club play an important role in supporting activities including the annual used book sale, blood drives, auctions, and the food and toy drive at Christmas. Their work promotes family engagement and community service. The Building Bridges and the Latino family support programs enhance the participation of African-American and Latino parents. These groups meet regularly to discuss ways to assist the school and their sons' experiences. All have provided a presence at gatherings throughout the year, including the Drug Awareness Night (leading individual group discussions), Parent-Teacher Conferences (assisting Spanish speaking parents), Senior Award Night, and assembled presentations to address school-wide concerns.

Reflecting the school's communal spirit, the President and Principal host weekly coffee gatherings with freshman parents in the fall. Last spring, administrators called all MUHS households to check on their concerns and convey the sense that each was part of a larger community. In the fall, faculty and parents made phone calls to welcome freshmen. Consistent communication with parents and students has increased engagement in the learning and teaching model during the pandemic. In response to COVID-19 MUHS hosted webinars for families, a virtual back to school night, and virtual parent-teacher conferences.

MUHS has also partnered with Aurora Health Care to provide a Student Support and Family Assistance Program that assists with mental health needs, financial counseling, parenting strategies, and other services. Student mental health and family services are priorities of the MUHS Strategic Plan. As such, discussions are frequently held with different stakeholders to determine ways to effectively address mental health issues, including stress, family dynamics, gender identification, and drug use.

Given the loss that many seniors felt last spring in surrendering the important events of high school, the administration worked tirelessly to hold a celebration to honor the accomplishments of the senior class. The school offered an in-person graduation ceremony, an event that reflects the spirit and culture of the school. An outside venue was found which allowed parents, faculty, and students to celebrate graduation together and featured videos highlighting each graduate's experiences at MUHS.

The qualitative data and the overall sentiment indicate that the majority of students and parents are pleased with the academics and community experience during the pandemic. Many parents commented that MUHS seems to be several steps ahead of other schools regarding the transition. Overall, students and parents gave MUHS a grade of A/B for the overall online learning experience last spring. 62% of parents and 39% of students give Marquette High an "A" grade. 29% of parents and 45% of students gave MUHS a "B" grade.

### **3. Creating Professional Culture:**

Marquette University High School has sought to provide meaningful, job-embedded professional development that addresses the strategic goals of the school and the professional goals of the faculty. In March 2020, the professional development focus narrowed to offer targeted training and support that would enable faculty to continue holding up rigorous academic standards while inspiring high student engagement. Knowing the wide range of competency in instructional technology, the school employed targeted and multi-pronged professional development for teachers, including large-group training sessions in combination with asynchronous video tutorials and one-on-one support.

In summer 2020, the administration sought teacher input in order to shape instructional schedules, communication protocols, and assessment expectations which were eventually formalized in the school's COVID-19 Master Plan. These guidelines along with technological tools were provided to faculty in early summer to provide teachers adequate time to make additional adjustments prior to the launch of the school year. All classrooms are equipped with Swivl technology to provide synchronous instruction via Zoom. The school leveraged its Title II funding to provide more formal training in the use of these tools and effective online learning through the Arrupe Virtual Learning Institute. Both teaching faculty and non-teaching faculty engaged in online workshops focused on deepening student engagement in virtual settings, employing best practices in online/hybrid instruction, developing meaningful online activities and assessments, and caring for students during challenging times.

At the start of the 2020-21 school year, the technology department trained teachers on the new Swivl technology, which enables the live streaming of classroom lessons. Through a combination of an introductory video, one-on-one hands-on training, and on-demand trouble-shooting in the first two weeks of school, teachers experienced a relatively smooth technological transition to hybrid teaching. Additionally, throughout the first quarter, a professional development column was included in the weekly employee bulletin highlighting one new hybrid teaching or technology tip to ensure that faculty continued to grow into this new learning model.

Teachers repeatedly report that the most important resource in a hybrid teaching model is time - both in planning and in providing students support and feedback. The school has used existing professional time as well as other creative solutions (release days by department where students are given asynchronous tasks in that subject) in order to address this concern.

Students, parents, and administrators have shown their appreciation to employees for their extraordinary work with and care for students during the pandemic. Examples include student delivery of faculty gratitude signs, appreciation luncheons, notes of gratitude, and public acknowledgment.

#### **4. School Leadership:**

The leadership structure aims to advance the school mission and respond to the needs of the students, faculty, and institution. As an apostolate of the Society of Jesus, MUHS is under the authority of Boards of Members and Directors. The Board of Members are Jesuits appointed by the Midwest Province of the Jesuits. The Board of Directors, representing a cross-section of community leaders, carries out the fiduciary functions of the school. Over 110 stakeholders comprise ten Board committees, including Academic Student Life that advises on matters of student achievement.

The President directs a Senior Leadership Team including the Principal, and the VPs of Finance, Marketing, and Development. The President reports to the Board of Directors and oversees fundraising, admissions, development, finances, and mission fidelity. The President hires the Principal who oversees academics and directives established in the Strategic Plan. The Principal works collaboratively with the Academic Administrative Team including the Assistant Principals for Academics and Student Affairs (Dean), and the Director of Instruction. The Principal supervises the faculty, the department chairs, and the directors of campus ministry, counseling, college counseling, athletics, diversity, learning services and technology.

The AP for Academics chairs the Curriculum Committee and is responsible for curriculum development and the optimal academic performance of students. The AP for Student Affairs (Dean) oversees student life, co-curricular programming, discipline, and school safety. The Director of Instruction oversees professional development, evaluation, and mentoring.

The rights and responsibilities of the faculty are described in the Faculty Handbook and reviewed annually in consultation with the Faculty Senate, an elected body that meets quarterly with the administration. Several faculty committees meet on a regular basis, including Curriculum, Diversity, and Student Support. A variety of ad hoc committees address specific issues including mental health, the freshman experience, and race and equity.

The administration and faculty developed a COVID response plan, providing a structure to implement the MUHS mission in a safe way. Administrators created schedules and protocols to migrate to an online learning environment in compliance with the “Stay at Home” mandate. They also worked with department chairs to make curricular, instructional, assessment, and student-life adjustments.

The administration appointed task forces for Teaching and Learning and Health and Safety to develop an operations plan for 2020-21. The responsibilities of academic leaders significantly changed to fully implement this plan. Notably, the Dean emerged as the COVID Coordinator, overseeing all health compliance matters, along with newly hired school nurses. The Director of Instruction continues to provide professional development to effectively deliver instruction in the hybrid model. Throughout the year academic administrators made several plan adjustments to respond to the operational challenges of hybrid learning.

#### **5. Culturally Responsive Teaching and Learning:**

Marquette University High School supports and promotes diversity, equity, and inclusion (DEI) through a variety of programming and co-curricular offerings. The work of DEI aims to further ground students in Catholic, Jesuit values and prepare them to participate in a global community. DEI initiatives also seek to enhance the school culture that calls its members to embrace the dignity of all people regardless of gender, race, socio-economic background, religion, or orientation. The school’s diversity action plan addresses four areas: cultural competency, recruitment of a diverse school community, parent and community engagement, and campus climate and culture.

Equity is achieved by ensuring that students have sufficient resources, including laptops, WiFi hotspots, bus passes, and lunch. The school also provides funding and personnel for an extended

school day program that offers academic and social-emotional support to students.

DEI issues are explored early with freshman students in the orientation process. Freshmen receive cultural competency training through the PAY program. School clubs and homerooms are essential to the culture at MUHS. Groups like the Unity Council, Orgullo Latino (Latino student homeroom), and Pride (African American student homeroom) provide opportunities for discussions on issues of race, culture, and inclusion.

School-wide programs like “Topper Talks” encourage diversity dialogues in safe spaces about challenging issues. Culturally diverse celebrations also allow students to experience a variety of cultures. Each year, the school hosts cultural celebrations honoring the Virgin of Guadalupe and Martin Luther King Jr. The school annually hosts a Diversity Week celebrating different cultures and culminates with a food fair, organized by students, homerooms, and families who prepare food from different cultures.

Embedded in the school day, homerooms meet four times a week to give students the opportunity to engage with peers from different grades and backgrounds. Students gather to decompress, enjoy activities, and discuss topics of interest. This structure encourages the growth of a positive culture that appreciates the diverse interests and experiences of the student body.

The faculty shares the responsibility of fostering an equitable climate that embraces diversity and inclusion. There is ongoing professional development tailored around DEI. The Office of Diversity leads professional programming in areas of diversity and inclusion and provides ongoing support to underrepresented families through parent affinity groups. The school has appointed liaisons to work with and support its African American and Latino families.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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During the uncertain times created by COVID-19, the Jesuit mantra of cura personalis has been needed more than ever. Cura personalis suggests individualized attention to the needs of students with distinct care for their well-being. This core value has been lived out during the pandemic, particularly through the school's advising program.

The advising program is designed to assist students with issues related to academic growth as well as the emotional, pastoral, and social needs that arise in high school. Each student has an advisor who provides care and support. Each student selects an adult faculty member with whom he meets quarterly. This program provides individualized care to students beyond that provided by school counselors.

In March, when MUHS shifted to an online learning environment, teachers met synchronously with their students on a daily basis. This schedule provided two periods every day for teacher office hours, offering time for advisors to meet with students on a regular basis. The implementation of online learning presented significant challenges to students, particularly given the school's emphasis on community and social connection. Thus, in addition to the regular advisor meetings, the school sent out electronic check-in forms to assess students' overall mental health and well-being, as well as their academic self-efficacy. Advisors and counselors received this assessment information to provide students with support and intervention when necessary. In addition, every MUHS household was called during the Wisconsin "Stay at Home" order by school staff to offer additional support to families and students and seek feedback on the effectiveness of the virtual learning program.

Given the clear effectiveness of the advising program in serving students' social and emotional needs, MUHS modified its hybrid learning schedule this year to provide time for weekly meetings between advisors and students. These meetings offer students meaningful connections with caring adults who support them, particularly given the effect of the pandemic on mental health. Group advising sessions also allow students to share their struggles in a safe environment with their peers.

In October 2020 the school conducted a survey to assess student perceptions and experiences during hybrid learning. Over 90% of the students stated that they agree or strongly agree that they have at least one adult to turn to for support. They provided feedback on their overall mental health and emotional state. Students and parents attribute these positive perceptions to the Advising Program as well as other adjustments made by the school during the pandemic.

## **PART VII - NON-PUBLIC SCHOOL INFORMATION**

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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 X      No

3. What is the educational cost per student?      \$22083  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$6000

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      16%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      46%

## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)