

# ***U.S. Department of Education***

## ***2022 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. Thomas Garrison

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Jesuit College Preparatory School of Dallas

(As it should appear in the official records)

School Mailing Address 12345 Inwood Road

(If address is P.O. Box, also include street address.)

City Dallas \_\_\_\_\_ State TX \_\_\_\_\_ Zip Code+4 (9 digits total) 75244-8024

County Dallas \_\_\_\_\_

Telephone (972) 387-8700 \_\_\_\_\_ Fax (972) 661-9349 \_\_\_\_\_

Web site/URL <https://www.jesuitdallas.org> \_\_\_\_\_ E-mail [connect@jesuitcp.org](mailto:connect@jesuitcp.org) \_\_\_\_\_

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Michael Earsing \_\_\_\_\_ E-mail [mearsing@jesuitcp.org](mailto:mearsing@jesuitcp.org) \_\_\_\_\_

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Dallas \_\_\_\_\_ Tel. (214) 379-2830 \_\_\_\_\_

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Edwin Bell Jr. \_\_\_\_\_

(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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 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. 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for current school year (2021-2022) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. . For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

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

[X] Urban (city or town)

[ ] Suburban

[ ] Rural

3. Number of students in the school as of October 1, 2021 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	273	0	273
10	294	0	294
11	289	0	289
12 or higher	287	0	287
Total Students	1143	0	1143

\*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): 1.5 % American Indian or Alaska Native  
8.4 % Asian  
4 % Black or African American  
21.4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
61.9 % White  
2.8 % 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 2020 - 2021 school year: 2%

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, 2020 until the end of the 2020-2021 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2020	1144
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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: 0 %

Total number students who qualify: 0

8. Students receiving special education services 21 %  
With an IEP or 504: 235 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>117</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>238</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>148</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 11
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	8
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	158
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

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      9:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	99%	99%	99%	99%	98%

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 2021.

Post-Secondary Status	
Graduating class size	272
Enrolled in a 4-year college or university	94%
Enrolled in a community college	4%
Enrolled in career/technical training program	0%
Found employment	0%
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 X      No

If yes, select the year in which your school received the award.      1990

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

Jesuit College Preparatory School of Dallas offers an excellent, Catholic education in the classical Jesuit tradition to form a community of men with high moral principles who are dedicated to serving others. In offering a college preparatory education, Jesuit emphasizes academic excellence and intellectual challenge. The interaction of students and faculty introduces each student to the various fields of human knowledge, invites him to a mastery of particular skills, teaches him how to learn for himself, and encourages him to think critically.

16. Provide a URL link to or text of the school's nondiscrimination policy.

The School does not discriminate in its employment decisions or practices on the basis of gender, age, race, color, marital status, honorably discharged veteran or military status, national and ethnic origin, sexual orientation or any disability which can be reasonably accommodated in the administration of its educational policies and school administered programs.

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

## PART III – SCHOOL OVERVIEW

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Founded in 1942, Jesuit College Preparatory School of Dallas (Jesuit Dallas) is a private Catholic institution for young men that focuses on the development of the whole individual and lays out a clear vision for the spirit every student should embody through its school motto: Men for Others. Jesuit Dallas focuses on developing students into young men who have a growth mindset and who are intellectually competent, committed to justice, spiritual, compassionate, and healthy. Per our school President, "[Jesuit] students are not just called to be the best in the world; they are called to be the best for the world."

Located on a 34-acre campus in North Dallas, the school provides a rigorous, student-centered environment to over 1,100 students in grades 9-12. Jesuit is committed to investing in students and families from a broad set of backgrounds and has been intentional about its approach to diversity and inclusion. Nearly 40% of its student population are people of color, and the Jesuit Dallas school community encompasses families from nearly every religious background, including Muslim, Jewish, Hindu, Protestant, Orthodox, and unaffiliated. Jesuit draws students from a wide range of urban, suburban, and rural environments – in fact, its attendance zone would cover 1,172 square miles.

Candidates for admission are considered solely on the merits of their academic ability and character. Guided by the principle that admitted students should be able to attend regardless of their financial ability, in 2021-2022, Jesuit Dallas granted more than \$3.3 million in financial assistance to 28% of the student body, with an average grant covering 50.4% of tuition.

With a 9:1 student-teacher ratio, Jesuit Dallas faculty includes 130 professionals, 67% of which hold an advanced degree. The school offers 147 academic courses, including 26 College Board Advanced Placement (AP) courses and 22 dual-credit courses through Saint Louis University (SLU). Last year, over 1,100 college credits were earned through the dual-credit program and 684 AP tests were administered with over 75% of students earning college credit by scoring a 3 or higher. Jesuit Dallas also offers Global Education Programs (GEP) with travel components in areas such as government, Marine Biology, the History of Rome, History of China, and Social Justice. Social Justice GEP include service trips to Guatemala; Ecuador; Peru; Mexico; Los Angeles, CA; and Waco, TX. In addition, Jesuit facilitates a Hosting/Exchange program with Jesuit high schools in Milan, Italy; Guadalajara, Mexico; Lima, Peru; and, Toulouse, France.

With such a large and diverse student body, Jesuit Dallas provides counseling and guidance programs designed to support the academic, spiritual, and social/emotional development of each student, including a Diversity and Inclusion Office with a full-time director for student counseling and programming. Jesuit Dallas also recently implemented a series of schedule changes and new services such as later start time, longer class times, community time for extracurricular activities, and extended teacher office hours to foster improvements in learning and engagement. Each academic department has daily, planned meetings to discuss curricular trends, assessment outcomes, and pedagogical frameworks. Additionally, Jesuit Dallas's Academic Leadership Team (ALT), composed of administrators and department chairs, meets weekly to collaborate on opportunities for professional development, faculty formation, and school policy. These structures help Jesuit offer a cohesive program focused on student academic and social/emotional growth.

Jesuit Dallas prioritizes building a strong community of support among its students and families and provides numerous family outreach programs in addition to regular family and grade-level meetings. Recently, Jesuit Dallas partnered with the Grant Halliburton Foundation to provide resources to students, teachers, and parents. These resources are centered in mental health awareness and include parent evenings, student presentations, faculty meetings, and the opportunity for individual assessments. Along the same lines, in December 2020, Jesuit launched its Hope Squad, a peer-to-peer support program on campus whose mission is to reduce youth suicide and the negative stigma around mental illness and increase the likelihood that a student will seek help.

During the pandemic, Jesuit Dallas made sure all students had the opportunity to continue their academic growth while providing resources to meet their physical and emotional needs. A committee of teachers and administrators devised a plan to provide our community with a structure to move between all possible

learning environments while maintaining our commitment to offering educational excellence and faith development in-person when possible. In all learning environments, students were offered support through the Math Lab, Learning Resource Center, Counseling Department, and individual virtual meetings with teachers. Financial priorities shifted to focus on a HVAC filtration upgrades for a healthy environment, new technologies to allow students to learn in a blended environment, and additional financial aid for students who were in a difficult financial situation.

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

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

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

The school's mission statement guides the overall philosophy of the school: "Jesuit Dallas offers an excellent, Catholic education in the classical Jesuit tradition to form a community of men with high moral principles who are dedicated to serving others".

The school aims for robust inter- and intra-departmental collaboration so students are provided a thorough and consistent program. In 2020-2021, the academic and non-academic departments started a process of revisiting departmental visions (i.e., their aim for graduates at and after graduation) through an evaluation of curricular standards, pedagogical practices, and assessment methods. This school-wide initiative is intended to ensure students are exposed to a guaranteed and viable curriculum that is grounded in the mission. An expectation of the process is reviewing student outcomes through reflections of standardized test results, teacher observations of student achievement, and objective summative and formative assessments. Furthermore, it is an expectation that teachers across departments share data, experiences, and goals so the scope and sequence of the entire academic experience is defined as unified, cohesive, and intentional by both students and faculty.

The ALT is leading this process and, through a review of teacher feedback and experiences in the process, is recommending school-wide and individualized professional development plans. For example, as a result of feedback, the school enlisted the guidance of Dr. Robert Marzano and Rick Wormeli to facilitate reflections on pedagogy and assessment. In the spring, Becky Peppler will be addressing the faculty on assessment and development of course standards.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The English Department designs its curriculum around a core principle of Jesuit education: to help each student to become an independent learner [and] to assume the responsibility for his or her own education. Our vertically-aligned instruction—motivated by the Ignatian principle of showing students how to be life-long learners —provides all of our students guided instruction in reading and writing techniques that develop mastery and thus serve as the foundation for lifelong learning. Student writing is a process that includes original drafts, self and peer edits, writing conferences with the teacher and final revisions. Assessment is focused on writing as a process which has proven to help students focus on their understanding and growth.

Jesuit Dallas prides itself on forming excellent writers through their four years of English courses. Students have the opportunity to challenge themselves through honors and Advanced Placement courses. Students can also pursue their interests through studies in courses such as Modern American, Non-Fiction, World, or Southwest Literature. A typical graduate will have produced over 20 major essays; internalized strategies for written unity, coherence, and syntax; studied English grammar for enrichment of his writing style, incorporated increasingly sophisticated English vocabulary; and read and analyzed challenging classical texts of all forms—poetry, drama, the epic, the novel, and the essay. He will have experienced how the classics tell stories of the salient moral struggles of civilization—narratives where both men and women are heroes and heroines, victims and victimizers, judges and the judged; where various creatures function figuratively; where the enslaved provide moral guidance; where class distinctions are grappled with; where young men and women become entrapped by the world's temptations; where leaders can abuse their powers or wield them beneficially; where evil clearly exists and good must confront it; where mentors guide the young toward redemption and forgiveness.

As it relates to standardized testing, 99% of the class of 2021 who took the SAT met the College Board benchmarks for English based on their SAT scores. Moreover, almost the entire class of 2021 was projected

to earn a 75% or higher in a college-level English course. The national average of students making the benchmark, per College Board, was 67%.

For high achieving students, Jesuit offers AP Literature and AP Language courses. In 2020-2021, Jesuit partnered with SLU to offer dual-credit courses in English; teachers collaborated with college professors for curricular and rigor alignment purposes.

#### **1c. Mathematics curriculum content, instruction, and assessment:**

The Mathematics Department at Jesuit Dallas encourages curiosity and appreciation for the beauty and practice of mathematics by leading students in their encounters with and exploration of eternal truths. We provide tools that facilitate a transformation of mathematical thinking from procedural to theoretical and practical. Students at every level are empowered to become active learners and critical thinkers who are able to examine the needs of our world and respond with confidence and competence. To achieve this end, we work with students as individuals, taking them from their current level of understanding through a rigorous four-year curriculum designed to challenge each student to reach his potential. All students take a minimum of four years of math, ranging from Algebra 1 to Multivariable Calculus. Each course has differentiated levels (college preparatory, honors, and/or AP). Approximately half of Jesuit Dallas students complete at least one AP course in Math.

As it relates to standardized testing, 81% of the class of 2021 met the College Board benchmarks for Math based on their SAT scores. Moreover, 81% of the graduating seniors were projected to earn a 75% or higher in a college-level Math course. The national average of students making the benchmark, per College Board, was 49%.

In addition to AP courses, in 2020-2021, Jesuit Dallas partnered with SLU to offer dual-credit courses in Precalculus and Creighton University to offer Multivariable Calculus.

#### **1d. Science curriculum content, instruction, and assessment:**

The goal of the science courses at Jesuit is to create a framework through which every student develops his ability to gain reliable knowledge about the world around him, to draw rational conclusions using evidence, to test his ideas, to learn from failure, to be humble in his successes, to improve in self-discipline, to work as a member of a team, and to effectively communicate his findings.

In 2020-2021, the science department implemented Standards Referenced assessments. This was researched over the course of two years, with multiple consults with outside agencies (e.g., Marzano Institute) and department members attended several retreats to define standards and an overall departmental philosophy. Modeling was also implemented as a common pedagogical practice to achieve the aforementioned goals. These changes allowed for inquiry-based learning to be complemented with intrinsic motivation tools, thereby strengthening the practices for curriculum, assessments and pedagogy.

All students are required to complete four full years of science courses. All students complete at minimum, one level of biology, chemistry, and physics. Each course has differentiated levels (college preparatory, honors, and/or AP). Special interest courses are offered in Marine Biology, Forensic Science, Engineering, Astronomy, Microbiology, and Geology.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The Social Studies curriculum focuses on developing students who understand historical and contemporary institutions and structures. All courses develop the skills of reasoned and evidence-based argumentation and analysis of multiple perspectives. Teachers utilize a variety of instructional methods including lecture, research, problem-based learning, group assignments, and student-led presentations.

All students complete 4 full years of Social Studies courses. The core courses, in order of progression, are Rhetoric and Civics, World History, US History, Macroeconomics, and United States Government. The

department also offers a variety of elective choices, including Social Justice and Public Policy; Psychology; Historical Concepts of War; Rise of Modern China; History of Rome; International Relations; Slavery, Civil War, and Reconstruction; and Mass Media and Culture. Each course, with the exception of some electives, have differentiated levels (college preparatory, honors, and/or AP). Intentional discussions about alignment occur so students have foundational knowledge and skills for subsequent courses regardless of the difference in content. For example, the World History and US History teams collaborated on writing rubrics to ensure consistent language and skills.

#### **1f. For secondary schools:**

In addition to research projects, field trips, lab tours, participation in competitions, special projects, and extracurricular opportunities, Jesuit Dallas has a counseling and college readiness program that is guided by 12 grade-specific counselors, 2 college counselors, and 2 learning specialists. Students are assigned a counselor each year for academic and personal guidance. All counselors have expertise in grade level expectations, psychosocial development, and the pre-college needs. Through family meetings, student presentations and workshops, college visits on-campus, an in-house college fair with over 300 colleges, financial aid workshops, and individualized support, families have the resources to achieve their college goals.

In addition to the college preparatory curriculum, Jesuit started a dual-credit partnership with SLU in 2020-2021 for 22 courses. These students take courses with minimal curricular adjustments and earn SLU credit. In addition to dual-credit, Jesuit offered 26 AP courses in 2020-2021. With over 75% of students earning a passing score on the end of course AP assessments, many students entered college with one or two semesters of coursework satisfied. Jesuit also works with Johns Hopkins University (JHU) Center for Talented Youth, One School House, Creighton University, and local community colleges to provide advanced courses (e.g., Linear Algebra, Advanced Mandarin, Multivariable Calculus) to high achieving students.

While no formal apprenticeship program exists, many extracurricular activities are designed to provide opportunities to explore career interests. Some examples include the Medical Society which places students in health care environments for shadowing and connects students to researchers at UT Southwestern, the Entrepreneurship Club which goes through the process of product development, and the Robotics Team which hosts engineers for fabrication guidance.

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

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

Music, Theater, Film, and Visual Arts: One year of fine arts is required. Students choose to participate in music, theater, film and/or visual arts. Many take additional arts credits, often taking four full years in Band or Orchestra. Other courses in music include Music Appreciation, Music Film Scoring, Music Theory, and Introduction to Jazz History and Improvisation. Courses in theater include Stagecraft, Theater Arts, Directing, and Stage and Film Writing. Courses in the visual arts include Photography, Drawing, 2D Design and Ceramics. Students may pursue a specific medium through AP Studio Art or higher-level courses in each area. Extracurricular opportunities allow students to pursue their passions in the arts outside scheduled classes.

Physical Education, Health, Nutrition: All students are required to complete one full year of physical education. Physical Education credits are often earned through participation in athletics. Jesuit proudly offers 24 different sports, competing at the highest level of athletics (UIL 6A) in the state of Texas with both cut and no cut sports. Coaches work with the Director of Athletic Performance to design programs that build strength while avoiding injury. A Health class is required of all students and covers topics including nutrition, social/emotional wellness, stress, drugs and alcohol, communication, technology, and conflict resolution.

**Foreign Language:** Three years of foreign language study are required, beginning freshman year. Spanish, French, Latin, and Mandarin are offered, with honors and AP language courses available. Incoming students with prior experience demonstrate their proficiency through a placement test. Heritage Speaker classes are also available to native speakers of Spanish to provide focused writing, reading, and spelling skills. All classes emphasize practice, and ultimately assess students' proficiency in communication skills and in intercultural understandings.

**Technology:** All students complete a minimum of one year of Computer Programming. These courses include Introduction to Programming, Web Design, Game Design, Advanced Java, and AP Computer Science. All courses focus on logic and problem solving to challenge students to move beyond seeing themselves as users of technology to creators of technology. Students learn how to deconstruct a complex task into smaller, more manageable, pieces. Critical thinking skills are used to solve problems and better understand the world in which they live. While a programming language may be course specific, the acquired reasoning skills are transferable across all disciplines.

**Theology:** Students complete four full years of Theology courses. These courses focus specifically on three areas of the Profile of the Graduate at Graduation: loving, religious, and academically competent. The theology courses follow the curriculum set forth by the United States Conference of Catholic Bishops (USCCB) and include Scripture and Jesus, Mission and the Church, Sacraments, Morality and Justice, Christian Relationships, Interreligious Dialogue, History of the Catholic Church, Economic Justice, Environmental Justice, and Peace and Conflict.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Support services for students learning below grade level are implemented in collaboration with the student, his family, an academic Guidance Counselor, the Assistant Principal (AP) of Student Academics, and the Learning Specialists. The team works to design a plan specific to the student's needs and goals. Depending on the need, teachers may be incorporated into the team. Incoming freshmen who are performing below grade level begin with learning support that includes training in executive functioning skills as well as summer enrichment in content.

A Learning Resource Center (LRC) is open daily from 7:30 a.m. to 4:30 p.m. and is staffed by Learning Specialists and an English teacher. Although the space is open to all students for academic support, small group study, or as a quiet place to study, intervention for low performing students may include having a time scheduled into their days when they are required to attend the LRC with the learning specialist. This allows students to receive individualized academic support based on the student needs and may focus on areas such as organizational skills, study skills, time management skills, or self-advocacy. Peer tutoring is also available in the LRC.

A Math Lab is open daily from 7:30 a.m. to 4:30 p. m. and is staffed by a math teacher. The Math Lab provides students with consistent access to math support from a teacher. Students can make appointments or walk-in. Students struggling in math may be scheduled into the Math Lab for a short period of time to ensure they are doing their work with the support of a teacher.

The schedule incorporates time for students to meet with teachers; students and teachers have free periods and scheduled personal responsibility time during the day and teachers have personal office space.

#### **3b. Students performing above grade level:**

Jesuit Dallas offers opportunities for students who are performing above grade level, including differentiated instruction with 26 College Board AP courses and 22 dual-credit courses. These courses allow students an opportunity to both challenge themselves academically and earn college credit. Students who advance beyond our course offerings are provided venues to take advanced courses off-campus in various modalities,

including in-person at local community colleges and remotely through Creighton University and One School House.

Jesuit maintains dual-credit relationships with SLU and JHU. SLU courses are taught at Jesuit and JHU courses are offered virtually by JHU faculty. As a result of the multiple partnerships, students are able to earn college credit in every department.

Students are encouraged to challenge themselves through extracurricular programs to learn application of content and skills. A hallmark program of our science program is the UT Southwestern Medical Center STARS program. STARS is a research-based experience wherein students actively research state-of-the-art topics, including medical treatments. Students work alongside researchers to publish their work as the first author; many matriculate to medical or graduate school after college. Students are also encouraged to take advantage of travel opportunities for service, social justice, exchange programs, and course work. For example, students taking Marine Biology become certified in scuba diving before traveling to a dive site in the British Virgin Islands, Bahamas, or Florida Keys to study the marine life they have been learning about in class. The Debate program is nationally recognized and competes around the country; many advanced students take advantage of the program to refine rhetorical analysis skills in preparation for a career in politics or law.

**3c. Special education:**

Jesuit offers learning services, including accommodations and support for students with documented learning differences which affect their classroom performance. These accommodations allow all students to have the same opportunities to learn. The learning specialists meet with all parents of students with accommodations to outline a plan to meet their individual needs. Often these meetings include the entire academic resource team of learning specialists, counselors and the AP of Student Academics. Teachers receive communication about individual learning plans from the learning specialists and have access to the plans in the learning management system. Services offered in a typical classroom include; preferential seating, extended time, and use of computers for any written assessment. The learning specialists currently manage learning plans for 245 students.

**3d. English Language Learners, if a special program or intervention is offered:**

Jesuit students enter with a proficient level of English. Jesuit students who came to English as their second language are already comfortable with the language and have completed middle school in English. Jesuit does have an active Interpreters and Translators for Others program that helps non-English speaking parents navigate everything from high school admissions to college finance. The group, composed of parents, faculty members, and administrators, provides translators for parent teacher conferences, translates materials when needed, and creates a network of support for the families.

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

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

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

Jesuit provides an engaging and motivating environment by hiring and developing faculty role models and dedicating resources to facilities and student programs. With community being an important part of our identity, student extracurricular and athletic involvements are cornerstones of the student experience with all students participating in at least one. The Director of Student Formation oversees over 100 student organizations and their moderators. Organizations are wide ranging in interests, ranging from academic programs like debate and robotics to special interests like Aviation Club and BBQ club. All clubs are student-led and moderated by a faculty member. With the goal of providing a diverse range of options for students, the Athletic Director coordinates 24 athletic sports that range from traditional sports like football and baseball to sports such as bowling, water polo, and crew.

Social and emotional growth is targeted by teachers and specific counseling programs, including mentoring and retreats. Big Brothers, a mentoring program led by seniors, teaches freshmen about traditions, community, respect, integrity, and love. A Freshmen Retreat builds brotherhood and trust among the class. The Sophomores Midpoint Retreat deepens intra-class relationships and discovers leadership potential. An off-campus Junior retreat introduces them to independence and their responsibility to maintain the mission of the school in their senior year. Seniors have two overnight retreats: Community Days that focuses on brotherhood and love and a peer-led Kairos retreat. The Kairos retreat is often considered the capstone of the student experience; it focuses on self, others, and faith. Complementing all counseling initiatives is our D&I Program which helps students share their talents as members of a larger, diverse community, which can include race/ethnicity, religion, gender, age, ability, geography and socioeconomic status.

In 2020-2021, Jesuit remained open to in-person attendance; we provided in-person and optional remote learning all year through MSTEams and no class time was lost. All classes, clubs, and communications were hosted in our Blackbaud OnCampus LMS/SIS to create a single and consistent hub for students. A single calendar was created with all student involvement opportunities so students could inquire about opportunities. Various modalities were used to maintain a focus on community during different stages of the pandemic response, such as virtual Open Mic sessions and outdoor retreat presentations.

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

Student success depends on the time, talent, and treasure of parents, businesses/agencies, and neighbors. Upon their sons being accepted, parents are invited into the Mentor Network, a community of parents and counselors who share insights into the family experience through meetings, emails, and social media platforms. Families are divided by zip code so summer and fall family gatherings can occur easily. Our Translators for Others, a group of parents who translate documents and presentations, connects with non-English speaking parents and arranges language specific meetings. In 2020-2021, The RangerReport, a weekly student/parent newsletter, was created to enhance communication and is published in a format that auto-translates for all families.

Throughout the year, parents are invited to the campus for various events, including semester grade-level parent meetings and Parent Teacher Conferences. Parents moderate JPATS (Jesuit Parents Appreciating Teachers and Staff), a group that quarterly hosts events to celebrate teachers, in addition to parent prayer networks and extracurricular booster clubs.

Several major fundraising events, such as an annual golf tournament and auction, are organized by our VP of Advancement to allow businesses and parents to support financial aid and capital projects. Over 90% of current families provide support beyond tuition. Alumni remain connected to Jesuit through the active Alumni Association, overseen by an Alumni Director.

Jesuit values mental health and partners with local hospitals, specifically SPARC suicide prevention at Children's Hospital, to provide quick access to students and parents on the importance of being proactive

and reactive to concerns. Speakers have addressed parents, students, and faculty on these topics.

Partnering with hundreds of organizations, Jesuit Dallas supports one of the largest high school community service departments in the State of Texas and one of the most comprehensive programs nationwide. The school conducts urban and poverty immersion missions locally and abroad, including mission trips to Guatemala, Mexico, Peru, Ecuador, and Los Angeles. During their senior year, seniors spend four hours each Wednesday at a focused site, building relationships and connecting empathy with action.

The Higher Achievement Program (HAP) is an academic enrichment camp held at Jesuit every June for rising 6th, 7th, and 8th grade boys. This program provides students foundational academic skills to prepare them for success in high school.

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

The academic leadership, specifically the AP of Faculty Development and Director of Faculty Formation, oversees professional development and formation programs that aim to make faculty feel valued and supported as they continue to grow. Faculty and staff are expected to understand and practice the Ignatian Paradigm of education, a framework that centers on forming the whole student through intentional interactions. This is accomplished through a five-year orientation program. The first year includes a three-day orientation with an assigned mentor, along with monthly meetings to discuss pedagogy and best practices. The second year examines the Profile of the Ignatian Educator to refine the first-year material. Teachers participate in a book study of Maryellen Weimer's "Learner-Centered Teaching: Five Key Changes to Practice" during the third and fourth years. Finally, fifth year teachers learn about tools for Ignatian decision making and practice using them on current school issues.

In addition to the orientation program, all faculty participate in nine professional development days throughout the year. In 2020-2021, much of the work was focused on teaching during the pandemic in addition to self-care. In spring of 2021, topics included grading practices and departmental visions and principles. Faculty also participate in Ignatian Days of Reflection, which are opportunities for faculty and staff to gather as a community for shared prayer and reflection centered on the mission.

Communication is an important part of maintaining a supportive environment. A weekly digest is published to keep faculty apprised of school happenings and professional development resources. Teachers have a daily 'collaboration' period with their course-level peers that gives time for sharing of best practices and working on curricular goals.

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

Under the direction of the Society of Jesus and Central and Southern Province, the leadership strives to actualize the mission by supporting faculty and serving the formative processes of each student. The Board of Trustees (BOT) and various Foundation/Finance boards serve as the senior leadership and are composed of stakeholders actively engaged in the mission, including community members, Jesuit clergy, academic leaders, parents, and alumni.

The President, appointed by the BOT, oversees the Senior Cabinet, which includes the following: Vice President (VP) of Advancement, VP of Operations, Athletic Director, Principal, Chief Technology Officer, and Director of Communication. Each member oversees others who execute a department's respective role. The principal, for example, oversees the academic leadership, including the following: AP of Academics who creates student schedules and monitors academic progress; AP of Curriculum who oversees the LMS/SIS, graduation plans, and alignment; AP of Faculty Support who manages professional development initiatives and department chairs; Director of Faculty Formation who facilitates new teacher programs and teacher development; Director of Student Life who manages student engagement opportunities; and Dean of Students who monitors attendance and conduct.

Between 2019-2021, changes evolved in the academic leadership to enhance student achievement and engagement. The AP Curriculum position was created to work on curriculum alignment and meeting college

benchmarks; previously a director level position focused on the SIS and personnel. The Director of Student Life position was created to increase student engagement and leadership. A nurse was added to support student health and accountability. In 2020-2021, the structure and purpose of the ALT was re-envisioned to better oversee school wide initiatives and provide recommendations for senior leadership, such as the current review of curriculum. The aforementioned changes allowed bandwidth to be returned to other positions so more students could be supported. All leadership teams meet weekly to review initiatives and ensure the mission is being carried out by all levels.

In 2020, a COVID-19 Task Force, composed of on-campus stakeholders and outside medical experts, was created to navigate the pandemic and formulate response plans and protocols. The physical and mental health of faculty, students, and families enhanced academic excellence. Professional development, classroom instruction, and family meetings remained in full-force during the pandemic, often in a hybrid of in-person and virtual on MSTEams.

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

Jesuit Dallas helps students discover the magis (the more) in themselves and in others of their diverse community, those with similar and different races, religions, genders, ages, abilities, geography and socioeconomic statuses. The primary framework is the Universal Apostolic Preferences (UAP) of the Jesuit Order: Showing the way to God, Walking with the Excluded, Journeying with Youth, and Caring for our Common Home.

Led by the Community Service and Social Justice Office and D&I programming, members of the community have many opportunities to engage their cultural awareness and competency. Cultural clubs, including the Multicultural Society, are present to increase awareness of cultures and support retention. Annually, students travel to Washington, D.C. to participate in the Ignatian Teach-In, a conference focused on issues related to love, inclusion, and diversity. The D&I also oversees celebrations of cultures throughout the year through displays, school assemblies, or after school events. A family translator/interpreter program is managed by D&I so families have full access to information and school support.

The Community Service and Social Justice department is one of the largest independent high school community service departments in the State of Texas. All students participate in service activities each year and each student totals over 150 hours during his time at Jesuit. The school works closely with several hundred Catholic outreach organizations, schools, hospitals, special education centers, elderly living facilities, language centers and environmental programs. Connecting students with various facets of society allows them to develop empathy for others as they engage in the world. All-school prayer services are hosted by student groups 3 times per month on topics such as respecting marginalized populations, protecting creation, and being empathetic.

To further develop cultural competence, all students take three years of a foreign language that roots its curriculum in culture. An expansive Global Education Program includes trips to domestic and international locations where students learn about the cultures, languages, and interconnectedness of the world. These trips were modified in 2020-2021 to be virtual encounters but they are on-track to resume fully in 2021-2022.

Professional development is undergirded by the expectation teachers have in providing equitable opportunities to all students, regardless of any differences. The counseling department, including D&I, communicates specific needs of students and families to teachers so they can respectfully support the unique circumstance/s.

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

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In 2018, in response to growing concerns about mental wellness of adolescents, the principal created a committee to review student life to examine what initiatives could make the student experience more reflective of the mission of Jesuit education. The committee was asked to examine the student/faculty experience as it relates to our desired graduate profile: Intellectually Competent, Religious, Loving, Physically Fit, Committed to Working for Justice, and Open to Growth. To be empathetic to all stakeholders, student, parent, faculty, and peer school feedback (e.g., interviews, surveys, and shadowing) were utilized. As a result of the evaluation, a change to our daily schedule was recommended to allow the students to have better balance within their academic and personal experiences, in addition to getting adequate time for sleep and rest.

In the new schedule, students attend 5 of 7 classes per cycle day for 55 minutes and all 7 classes for 30 minutes on Wednesday. The school day is 8:50am to 3:30pm. The schedule has time built in for students to engage in academic, athletic, co-curricular and spiritual enrichment in the form of non-academic alpha and omega periods (45 minutes before and after school), Personal Responsibility Time (30 minutes daily), Community Time (30 minutes, 4 days per week), and prayer services or masses on Wednesdays. Additionally, all seniors volunteer at a service agency in Dallas every Wednesday from 9:00am to 1:00pm.

To evaluate the impact of the new schedule, student, parent, and faculty surveys were conducted in the planning stages and after implementation. Survey results in Spring 2021 reflected a positive impact towards the goal of providing better balance for students. As part of the survey, students were asked to reflect on if they believe they have enough time for school work, extracurriculars, outside responsibilities, and sleep. During the Fall of 2019, 40.5% of respondents indicated they did not have enough time. In contrast, when the survey was administered in the Spring of 2021, 12.3% of respondents indicated they did not have enough time to complete their responsibilities. Similar results were seen in the parent surveys.

While the educational responsibilities of educators have changed as a result of COVID-19, our new bell schedule has provided students and teachers more balance in their experiences, thereby enhancing their abilities to find success, community, and well-being. The school will continue evaluating the schedule to determine if additional changes are necessary.

## **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? \$22781  
(School budget divided by enrollment)
4. What is the average financial aid per student? \$10552
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 28%

## 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)