2025 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

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

Non-public Schools only, indicate application type: [ ] Exemplary High Performing School

[ ] Exemplary Achievement Gap Closing School

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

Official School Name Bishop Mcguinness Catholic High School
(As it should appear in the official records)

School Mailing Address 801 NW 50th St

City Oklahoma City State OK Zip Code+4 (9 digits total) 73118-6001

County Oklahoma

Telephone (405) 842-6638 Fax (405) 848-9550

Web site/URL https://www.bmchs.org/ E-mail janderson@bmchs.org

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

X (formerly Twitter)	Facebook https://www.facebook.com/bmchsokc	Instagram https://www.instagram.com/bmchsokc/
YouTube	Blog	Other Social Media Link

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* Mrs. Laura Schuler E-Mail lschuler@archokc.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Oklahoma City Tel. (405) 709-2701

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 Rev. Rick Stansberry 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.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public and non-public schools must have met the program's academic requirements overseen by each state, public entity, and the Council for American Private Education.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2025 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 2019 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2024.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2020, 2021, 2022, 2023, or 2024.

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 a link to 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.

The U.S. Department of Education also reserves the right to disqualify a school's nomination if that school changes the grades that it serves in the 2025-2026 school year by adding or dropping one or more grades between 3 and 12 such that the school's new grade configuration does not adequately reflect the nature of the school at the time when its qualifying student assessments were administered.

PART II DEMOGRAPHIC DATA

Data should be provided for the current school year (2024-2025) 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):

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 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, 2024 enrolled at each grade level or its equivalent at the school.

Grade	# of Students
PreK*	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	205
10	211
11	179
12 or higher	193
Total Students	788

*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):

4.3 % American Indian or Alaska Native
8.9 % Asian
3.6 % Black or African American
9.9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
67.5 % White
5.8 % 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 2023-2024 school year: 4 %

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.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2023 until the end of the 2023-2024 school year	10
(2) Number of students who transferred ***from*** the school after October 1, 2023 until the end of the 2023-2024 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2023	751
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented by the English Language Learners (ELL) in the school (separate languages by commas): Vietnamese, Spanish, Zomi, Arabic, Russian

Students who are ML/EL: 0 %

Total number ML/EL: 0

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

Total number students who qualify: 54

8. Students receiving special education services with an IEP: 0 %

Total number of students served: 0

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

0 Autism

0 Deafness

0 Multiple Disabilities

0 Orthopedic Impairment

0 Deaf-Blindness

0 Developmental Delay

0 Emotional Disturbance

0 Hearing Impairment

0 Intellectual Disability

0 Other Health Impaired

0 Specific Learning Disability

0 Speech or Language Impairment

0 Traumatic Brain Injury

0 Visual Impairment Including Blindness

9. Students receiving services with a 504 plan: 13 %

Total number of students served: 101

10. Number of years the principal has been in their position at this school: 1

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

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	57
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
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.	4

12. 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 13:1

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

Required Information	2023-2024	2022-2021	2021-2022	2020-2021	2019-2020
Daily student attendance	93%	93%	93%	86%	81%
High school graduation rate	100%	98%	99%	99%	99%

14. **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 2023.

Post-Secondary Status	
Graduating class size	166
Enrolled in a 4-year college or university	91%
Enrolled in a community college	6%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	0%
Other	1%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _ No X

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

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

As a Catholic community of faith, Bishop McGuinness Catholic High School is dedicated to educating and developing the whole person, providing a moral, ethical and Christ centered compass for life. The teachings of the Church permeate the school's spiritual, academic and social life, forming a "Person for Others."

17. Provide a URL link to the school's nondiscrimination policy.

https://www.bmchs.org/student-life/policies

18. **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

In approximately 800 words, introduce your school by providing a narrative snapshot that addresses the following bullets and includes any other interesting information you would like to share.

- Describe the nature and context of the school community, including a description of the school's learning and teaching culture. **Avoid repeating demographic data provided in Part II. This narrative should help the reader understand the character of your school and the students who attend it.**
- Describe the key strategies used within the school that have encouraged and challenged all students to develop their full potential academically, emotionally, physically, socially, and culturally. For instance, strategies could include curriculum, programs, initiatives, student and school supports, and leadership.
- **Describe any creative or innovative techniques/programs the school uses**. These techniques/ programs contribute to your school's unique character. They could be academic, socio- emotional, cultural, or other, but they should be something that sets the school apart.
- Additionally, if your school is a previous recipient of the National Blue Ribbon School award within the last ten years, briefly describe how the recognition has been leveraged or served your school and its community.

Bishop McGuinness Catholic High School (BMCHS) is a co-educational college preparatory institution of the Archdiocese of Oklahoma City, providing a Catholic secondary education for students in grades 9-12. As an extension of the family, the school community is dedicated to following mission: "As a Catholic community of faith, Bishop McGuinness Catholic High School is dedicated to educating and developing the whole person, providing a moral, ethical, and Christ-centered compass for life. The teachings of the Church permeate the school's spiritual, academic, and social life, forming a Person for Others."

Faith and values are integrated into all aspects of learning, living, and service to others in order to stimulate students' spiritual, emotional, intellectual, social and physical growth. By studying both secular and religious matters, the school community applies knowledge toward a deeper acceptance of holiness from God, in accordance with the doctrines and structures of the Catholic Church. A multi-level curriculum provides a variety of educational programs that meet the needs of each student. Bishop McGuinness Catholic High School is available to students regardless of ethnic origin, religious preference or socioeconomic background.

There are three key strategies that have fueled our success: 1) Offering a comprehensive college-preparatory curriculum with a strong Catholic identity, 2) Hiring and retaining excellent faculty members, and 3) Emphasizing the importance of educating the whole person through spiritual opportunities, service learning, and co-curricular and extracurricular activities.

BMCHS recognizes that many students have unique learning needs, and offers a variety of special academic programs to fulfill those needs. We have a thriving Advanced Placement program that allows students to engage with college curriculum and earn college credit while still in high school, and we serve students with educationally-impactful disabilities through a combination of programs such as the Rother Program for students with extensive support needs, REACH (Realizing Excellence, Achieving Competency in High School) for students with diagnosed learning differences, and Accommodation Services. We offer over 150 different courses in 8 different disciplines, with an average student-to-teacher ratio of 13:1.

The faculty at BMCHS are highly-qualified in both their content disciplines and pedagogy. Over 70% of the faculty hold advanced degrees, with approximately 50% holding a degree in their content area coupled with a degree in education. We boast an exceptional teacher retention rate, with our current teacher tenure averaging approximately 16 years. Retaining teachers has been a top priority for the school, and offering competitive pay and benefits is a perennial challenge. Our finance committee and advisory council recognize that our success is intrinsically linked to teacher retention, so special efforts have been made in the last decade to ensure that teacher pay stays commensurate with the region. Teachers who leave the profession often cite lack of mentorship/ continuing education as a contributing cause, as a result in 2012 we instituted an hour-long inservice every Wednesday morning. Our "Late Start Wednesday" meetings allow us to provide targeted instruction over topics such as curriculum design, pedagogical research, data analysis and interpretation, technology use, and classroom management. Financial aid and title money are also made available for teachers to access professional development opportunities and continuing education, such as conferences and university coursework. Furthermore, teachers are recognized for their outstanding contributions to the classroom during school-wide assemblies several times a year.

We are incredibly proud of the excellent work that our students achieve, both in and out of the classroom. Our

robust extracurricular and athletic programs, and emphasis on community involvement, are what make BMCHS a true community. In 2023, 98% of the student body reported that they participated in one or more teams or clubs throughout the year, with over 65% participating in three or more extracurricular or co-curricular activities. Our competitive teams, which include athletic, speech and debate, dance, and academic quiz bowl teams, have enjoyed decades of success at the state and national levels. In 2024, our speech and debate program was named one of the Top 30 programs in the nation by the National Speech and Debate Association. In addition to involvement with school activities, during the 2023-24 school year, our students volunteered over 38,433 hours in Christian service to non-profit organizations in and around the Oklahoma City metro area. Many students are involved with community agencies that work with our most marginalized and at-risk neighbors, such as the Regional Food Bank of Oklahoma, the Homeless Alliance, and Infant Crisis Services. Finally, our campus ministry program is what helps tie all of our other programs together, organizing spiritual retreats, guest speakers, prayer services, bible studies, and spiritual formation opportunities for both students and faculty throughout the year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Provide an overview of your school's approach to curriculum, instruction (including how technology is used for teaching and learning, if applicable), and assessment, which may include an overarching philosophy or approaches common across subject areas (300 words).

The academic program at BMCHS is a college preparatory program that seeks to prepare students to become successful in post-high school endeavors rooted in a strong Catholic identity. Curriculum is locally developed by individual teachers using a backward design philosophy, with a combination of state and national standards framing course outcomes. Other standards and benchmarks used include standards through the National Catholic Education Association and the Cardinal Newman Society. In addition to content mastery, special emphasis is placed on instruction that encourages students to develop higher-level thinking skills such as analysis, synthesis, and evaluation of ideas. Teachers are encouraged to engage in pedagogical research including an active focus on data disaggregation for the purpose of immediate improvements, and changes to curriculum as warranted by student achievement data.

BMCHS became a 1:1 iPad school in 2013. In 2024, we added 120 Chromebooks to our inventory for use in digital testing. Our teachers employ a combination of traditional lecture format, small group activities, project-based learning, performance assessments, and traditional assessment strategies such as tests and quizzes. The iPads are utilized for digital note-taking, collaborative online activities, accessing the Internet, and for productivity such as word processing and data visualization tasks. The iPads have become invaluable tools for teachers who want to familiarize their students with digital testing environments, and also ensure instruction can continue in situations where school is closed such as inclement weather.

Two primary concerns for curriculum development are the improvement of narrative, rhetorical, and technical writing across the curriculum, and to promote number sense and math literacy at all levels. Prior to the pandemic, changes were made to the English curriculum to include academic vocabulary and daily grammar practice. The social studies, theology, and science programs were also overhauled to include more scaffolding and practice in close reading, synthesis and application of information, and opportunities to practice and refine writing. Five-year trend data indicate that these changes have produced positive results in student performance. Addressing deficits in math using data to inform decision making is a current focus. As part of this process, a math interventionist has been employed and has been instrumental in helping us identify students in need of additional support utilizing targeted plans of improvement.

For each of the four core areas: describe the curriculum content; describe the general instructional approaches; and explain, using examples, how the school uses formative and/or summative assessment data to analyze and improve student performance and/or make instructional decisions.

Please note, instructional interventions should **not** be addressed in this question. They should be addressed under Question 3, Academic Supports.

1b. Reading/English language arts core curriculum content (what is taught), instruction (how it is taught), and assessment (500 words total)

In 9th grade, students are enrolled in either English 1 or Honors English 1, followed by English 2 or Honors English 2 in 10th grade. In 11th grade, students may choose between American Literature or AP English Language and Composition, while 12th graders may choose between English Literature or AP English Literature and Composition. In all of our courses, formative assessments include class discussions, Socratic circles, cultural activities, peer reviews of writing, quizzes and timed writings.. Summative assessments include research papers, essays, and unit exams. Performance data is also gathered from standardized tests such as the PSAT, ACT, and AP exams.

English 1 and Honors English 1 are both literature-based courses that emphasize elements of writing, including developing claims and supporting claims with evidence. Language development, grammar components, and critical reading techniques are also emphasized. Both levels include elements of writing, including developing claims and supporting claims with evidence, language development, grammar components, including parts of speech, sentence parts, phrases, clauses, punctuation, sentence diagramming, and critical reading and thinking techniques. English 2 and Honors English 2 continue building on the skills acquired freshman year, with more emphasis placed on enhancing students' literary background, and introducing basic rhetorical strategies into their writing.

American Literature taken in the 11th grade, and English Literature taken in the 12th grade, are comprehensive survey courses that integrate critical thinking and writing, with an emphasis on critique, analysis, and synthesis. Both courses are taught in chronological order and are reading-intensive courses in which students use a wide range of strategies to interpret, analyze, evaluate, respond to, and synthesize a variety of texts. Resources used are fiction and non-fiction. American Literature begins with indigenous writing and continues through Modernism, while English Literature ranges from Anglo-Saxon period through Modernism. In both courses, students continue their study of vocabulary and grammar in an effort to enhance their knowledge of language and to integrate these skills in formal and informal writing.

AP English Language and Composition and AP English Literature and Composition are both college-level courses. AP English Language and Composition is a college-level course that deviates from the traditional literary analysis experienced in the freshman and sophomore English courses, utilizing nonfiction texts as a means to explore the Rhetorical Situation. Heavy emphasis is placed on writing full rhetorical analyses. AP English Literature and Composition focuses on critical analysis of literary short stories, novels, plays, and poetry, with emphasis placed on diction and stylistic devices used by authors to develop themes and pleasure for the reader. In both courses, students read with a critical eye to identify nuance and details in writing, and write rhetorical, literary, or poetry analyses within both timed and extended timeframes.

1c. Mathematics core curriculum content (what is taught), instruction (how it is taught), and assessment (500 words total)

All students must complete four full years of math, including one Geometry course and one Algebra 2 course. BMCHS offers courses from Applied Algebra 1 through AP Calculus BC. Initial course placements are based on teacher recommendations from middle school teachers, a standardized high school placement test, and further internal testing. Students can begin their freshman year in Applied Algebra 1, Algebra 1, Honors Algebra 1, Honors Geometry, or Honors Algebra 2. In all cases, Honors math courses differ from on-level courses in pacing, depth of problem solving, and complexity of algorithmic application.

Algebra 1 courses begin with a review of basic operations and properties of algebra. Topics covered include the structure of the real number system, solving linear and quadratic equations, solving linear inequalities, solving and graphing systems of equations and inequalities in two variables, exponents, radicals, polynomials and factoring. Students in Applied Algebra 1 will cover these topics over the course of two full school years, while students in Algebra 1 and Honors Algebra 1 will cover them in one school year.

Students in Geometry and Honors Geometry study plane and coordinate geometry based on postulates and theorems employed by the Greek mathematician, Euclid. Both courses include the development of logical proofs, geometric constructions, and geometric transformations.

Algebra 2 and Honors Algebra 2 continue concepts first developed in Algebra 1 and applied in Geometry, with an emphasis on problem solving and graphing. Topics include an introduction to the complex number system, a study of polynomial functions and rational functions, systems of equations, matrices, logarithmic functions, and conic sections.

Post-Algebra 2 course offerings include Trigonometry, Algebra 3, AP Precalculus, AP Statistics, AP Calculus AB, and AP Calculus BC. With the exception of AP Statistics, these advanced courses continue the study of various functions, including circular, polynomial, rational, irrational, exponential, and logarithmic functions. AP Statistics covers fundamental concepts of data analysis such as acceptance sampling, statistical process control, reliability, and design of experiments.

Students who matriculate out of the math curriculum offered by BMCHS are given the option to concurrently enroll in college level courses through Harvard Extension. This impacts one or two students annually. Through Harvard Extension students have the opportunity to take courses such as Calculus 3, Linear Algebra, and Differential Equations that are nationally recognized for credit across the nation.

The majority of our math courses offer a hybrid of online homework and in-class paper and pencil assessments. Formative assessment primarily features homework, manipulative activities, and quizzes. Summative assessments include unit tests and/or performance assessments. Additional data are gathered from standardized tests, primarily the PSAT, pre-ACT, and ACT. AP exams in Statistics and Calculus also inform curriculum decisions.

1d. Science core curriculum content (what is taught), instruction (how it is taught), and assessment (300 words total)

All students must complete three full credits of laboratory science, including one credit of Biology and one credit of Chemistry. All of our science courses are lab-based, and students are expected to maintain working laboratory notebooks throughout their courses. A minimum of 25% of class time is devoted to lab investigations

in each course.

Our freshman courses, Methods of Science and Honors Methods of Science, are introductory qualitative and quantitative research methods courses designed to increase data fluency and data literacy in both social and hard science disciplines. The course content is continually revised in response to data collected from standardized test scores, including the ACT, PSAT, the STS High School Placement Test, and AP tests. Feedback provided by alumni and information gained from national conferences further inform the Methods of Science curriculum. The current curriculum includes organization and interpretation of both quantitative and qualitative data, data visualization, descriptive statistics, and communicating scientifically with mathematics.

Following Methods of Science, students can take Biology or Honors Biology, which explore life processes from the cellular to ecosystem levels. Chemistry or Honors Chemistry courses follow Biology, which focus on interactions between matter at both the microscopic and macroscopic levels. Although students complete their minimum graduation requirements with Chemistry, more than 85% of our students choose to take a fourth year of science and/or double up in science courses their junior and senior years. Post-Chemistry course offerings include AP Biology, AP Chemistry, AP Physics 1, AP Physics C: Mechanics, AP Environmental Science, Physics, Anatomy/Physiology, and Principles of Engineering.

Formative assessments include discussions, laboratory investigations, quizzes, and homework. Summative assessments include lab reports, unit exams, and AP exams. Chemistry and physics courses use a hybrid of online homework and quizzes coupled with in-class paper and pencil assessments. Additional data primarily come from the science reasoning subsection of the pre-ACT and ACT.

1e. Social studies/history/civic learning core curriculum content (what is taught), instruction (how it is taught), and assessment (300 words total)

Students are required to take Oklahoma History, World History, US History, US Government, and Personal Finance. As upperclassmen, students can also take several social studies electives, including Current Events, Global Issues, Psychology, AP Psychology, Sociology, AP Art History, and AP Macroeconomics.

Oklahoma History is taken in the 9th grade and covers the state's history from the early Native American tribes to the present.

World History and AP World History: Modern are general survey courses taken by 10th grade students. World History courses focus on the political, social, cultural, and economic changes in human history and how those changes impact our present world. Students develop their critical thinking and essay-writing skills, as well as learn to analyze primary and secondary sources for bias and point-of-view.

United States History and AP United States History span from the pre-Columbian era to the present day. These courses are lecture-based, with a focus on the interpretation of primary documents via critical thinking, analysis, class discussions, and debates. In the second semester, special attention is given to twentieth century history, with a study of how major events of this time period shape the position of the United States in the world today.

Senior students are enrolled in Personal Finance, and US Government or AP US Government. Personal Finance introduces young adults to the realities of personal financial issues encountered in their post-high school lives, including money management, scholarship, careers, taxes, charitable giving, retirement planning, savings, insurance, home ownership, and debt. US Government and AP US Government examine the Constitutional foundations of American government and the civil rights and liberties outlined therein. Students also explore political ideology and participation, branches of government, and the public policy process.

Formative assessments include discussions, debates, quizzes, timed writings, and homework. Summative assessments include timed writings, unit exams, and performance assessments/projects. Although the ACT and PSAT do not specifically test social studies content/skills, we use the reading comprehension and written expression data from these tests to inform social studies curriculum decisions.

1f. For any school that serve grades 7 and higher: In approximately 300 words, describe how the curriculum supports college and career readiness (e.g., dual credit courses, college prep classes, Career Technical Education (CTE), apprenticeship or pre-apprenticeship opportunities, industry-recognized credentials). This may also include student leadership, community and civic responsibilities, entrepreneurship skills, or work-based learning opportunities that align with essential or emerging careers. If a school does not have secondary grades, this section should be left blank.

Ninety-nine percent of our students matriculate to a two-year or four-year college for post-secondary studies, so it is imperative that our curriculum is truly college preparatory. Our students have been accepted into prestigious institutions such as Princeton, Yale, Notre Dame, Rice, and Vanderbilt, military academies such as West Point and the Naval Academy, and specialized programs such as the Savannah School of Art and Design and the musical theatre program at Michigan. Additionally, approximately 15 student-athletes a year are recruited

to play at Division I, Division II, and NAIA programs. We maintain relationships with nearby college and university admissions offices to ensure that our curriculum and instruction reflect the expectations of these institutions for incoming freshmen. Critical thinking, problem solving, and skills needed to be a successful student are included in all curricula.

BMCHS earned the Gold award on the 2023 and 2024 AP School Honor Roll, and also received the AP Access Award for the last two years highlighting our continued commitment to providing all learners with quality content and instruction. Seventy-five percent of the Class of 2024 took at least one AP course before graduation, with 65% of those students earning three or more hours of college credit.

Our counseling department consists of four guidance counselors – three of whom also specialize in social-emotional wellness – and one college and career specialist. Students start exploring their college and career options upon admission to the school, and continue the process through graduation. All counselors meet one-on-one with every student at least once a year, with most students seeking/receiving guidance counseling services multiple times a year. Representatives from colleges and universities across the nation visit our school regularly, and students are also allowed to take several college visit days throughout 10th-12th grades. A college night in March is attended by over 50 universities and colleges from around the nation and is a requirement for all 11th grade students and their parents.

1g. For schools that offer preschool for three- and/or four-year old students: In approximately 300 words describe:

1. the core curriculum areas provided;
2. the alignment of early childhood and K-Grade 3 academic standards; and
3. any indicators of the impact of early education on school readiness and success in the primary grades.

2. Other Curriculum Areas: For each of the school's other curriculum areas, describe: 1) how they support students' acquisition of essential skills and knowledge, 2) which grades participate, and 3) how often students or grades participate. If the school does not offer a particular curriculum, write NA.

2a. Arts (may include visual arts, music, theater, dance, etc.) (200 words)

Education of the whole person necessitates a robust and vibrant visual and performing arts curriculum. BMCHS offers over 25 fine arts courses in speech and theatre arts, instrumental and vocal music, dance, and 2D- and 3D art, including three AP visual art classes. All students are required to take at least two semesters of fine arts courses, with the majority of students taking 4 or more semesters. Our speech and debate program is particularly successful. Entry level courses in speech and debate provide the foundation for Debate and Competitive Speech classes and Advanced Debate and Competitive Speech classes. Annually the school places individuals at state and has won multiple team championships in both disciplines. Many students receive qualification to the NSDA championships and the school has been designated nationally as a Top 30 school.

2b. Physical education/health/nutrition (200 words)

Students are required to take a semester of Health and Wellness and a semester of another physical education course. Our physical education course offerings include Sports and Fitness, Weight Training and Advanced Weight Training, and Tai Chi. Our athletic programs, which have seen decades of success at the regional and state levels, include fast pitch softball, volleyball, cross country, football, cheer, pom, wrestling, swimming, basketball, golf, tennis, track and field, soccer, baseball, and bowling. Over 90% of our students will participate in at least one sport by the time they graduate, with 10-15 students earning letters in four or more varsity sports each year. Our students have been recruited to compete at many Division I, Division II, and NAIA schools, including Oklahoma, Oklahoma State, Dartmouth, Georgia, Baylor, and Washington University in St. Louis.

2c. Foreign language(s) (200 words)

Becoming a Person for Others, which is our driving mission, requires immersion in the worlds of others. To that end, students are required to take a minimum of two consecutive years of a world language. BMCHS currently offers courses in Spanish, French, and Latin, spanning from Level 1 to AP. All of the language courses use national standards from the American Council on the Teaching of Foreign Languages (ACTFL), and focus instruction on the four strands of reading, writing, speaking, and listening. Courses move from scaffolded immersion in levels 1 and 2, to full immersion courses by level 3. The world language department has many

cultural and honor society clubs, including Spanish, French and Latin clubs, Spanish National Honor Society, and the Junior Classical League. Students can earn a state Seal of Biliteracy on their high school diploma by taking nationally normed tests such as AP Exams, the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), and the National Spanish, French, or Latin Exams. Finally, although it does not fulfill the graduation requirement for world language, we are blessed to offer a course in Chinese language and culture, which is a perennial favorite course among our students.

2d. Technology/library/media (200 words)

One area of curriculum growth for BMCHS has been our project-based technology program. In response to surveys conducted during our last accreditation cycle, we have added Java-based Computer Programming 1 and 2, AP Computer Science Principles, and AP Computer Science A to our course catalog in the last five years. We have also integrated technology use in many of our communications courses such as Media Studies, Yearbook, Newspaper, Video Productions, and Broadcasting. In all of these courses, students work individually and in small teams to create new products through a variety of computer applications.

2e. Any other interesting or innovative programs, practices, initiatives, or curriculum areas you would like to share (200 words).

Catholic education cannot succeed without an extensive and inclusive theology program. The theology program at BMCHS is the cornerstone of the academic program, imploring students to joyfully witness our Catholic faith and to go make disciples. Courses such as Natural Theology, Covenantal Theology, Liturgy and the Sacraments, Catholic Ethics, Church History I and II, Discipleship, Spiritual Leadership, Catholic Social Teaching, Abrahamic Faiths, Sacred Art and Music, and The Catholic Imagination help students cultivate ongoing relationship with God. We teach our students that faith and reason are necessary means to attain knowledge, how to judge the morality of an action, and how to continually witness to the faith in an environment that recognizes Christ as the ultimate teacher. The model of Christ as teacher shows us love and a relationship with God, it also shows us a guide to the hope of salvation.

In addition to coursework, our campus ministry program offers students a pathway to experience their faith in different ways. Student clubs such as CAMINO (Spanish for "The Way," but also an acronym for Campus Ministry Organization), Irish-4-Life, Fellowship of Christian Athletes, and our annual mission trip to Piura, Peru allow students to live their mission to be a person for others. Students can also join the faculty in other spiritual opportunities, such as Kairos retreats, daily Masses, Liturgy of the Hours, praying the Rosary and Divine Chaplet, and serving as Extraordinary Ministers of Holy Communion.

Finally, all students are required to put their faith into action through acts of Christian service to the poor and marginalized in our community. Students must complete a minimum of 90 hours of service to a non-profit organization by their senior year. By graduation more than 60% of students complete 300 or more hours by the time they leave McGuinness. Many alumni continue to serve the community after graduation, joining advisory boards and philanthropic organizations as adults.

3. Academic Supports: Describe how the school tailors interventions and supports to meet the diverse and individual needs of various student populations, including examples. If there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of any student group, describe what the school is doing to close this achievement gap. Responses should address:

3a. Students performing below grade level (300 words)

Students performing below grade level need significant academic and social-emotional support, including frequent repetition of foundational information, smaller class sizes, increased tutorial time, and continual monitoring. All students have the capacity to learn and to be successful. We strive to meet students where they are by creating individual plans of improvement for each student. Some English, math, and science courses have smaller teacher-to-student ratios and modified curricula that allow for slower pacing, more individual work time with a teacher present, and frequent feedback from teachers. Students are closely monitored by counselors, teachers, and administrators. When data indicate that a student is struggling, counselors modify their plan of improvement to get back on track.

When students have mastered necessary skills, they can move to on-level, or even honors and AP classes, when appropriate. For example, students who enter Applied Algebra 1 are part of a two-year math program, which identifies students in need of additional support in math. They are assigned an instructor who will teach them for both Applied Algebra 1 (freshman year) and Algebra 1 (sophomore year). The retention of the same teacher,

coupled with a required summer remediation program prior to their freshman year and a summer element prior to their sophomore year, prevents the need for reteaching while promoting retention and content mastery. Students who experience success in the summer programs can be recommended to move out of the two-year math program and into our on-level program.

Students who continue to struggle are recommended for psychometric testing to determine if an educationally-impactful disability exists and if accommodations are appropriate. They are added to our REACH and Accommodation Services program and provided with increased one-on-one tutoring time in our resource room. Self-advocacy and self-efficacy are essential components of our REACH and Accommodation Services curriculum, so these students are provided with targeted intervention and strategies that enable them to become independent learners. By the time they are seniors, the majority of these students matriculate out of the program and are able to remain successful on their own.

3b. Students performing above grade level (300 words)

BMCHS strives to provide a curriculum that appropriately challenges students and encourages academic risk taking and growth. Students performing above grade level have access to 12 honors and 26 Advanced Placement (AP) courses. College Board research, and our own institutional evidence, suggests that students who take an AP course, even if they do not take or do not pass the exam, experience greater success in post-secondary studies. Therefore, our AP program is diverse, open, and accessible to all students. Through the use of tools such as AP Potential, ACT scores, and teacher recommendations, we strive to identify and encourage students to take AP courses who might not otherwise consider them. These efforts have resulted in more than 75% of students taking at least one AP course prior to graduation. Furthermore, our AP program boasts an incredible 5-year average exam pass rate of 83%, resulting in thousands of hours of college credit awarded.

In addition to academic support, all students have a wide variety of co-curricular activities available to further support their academic growth. Students are encouraged to step outside the classroom environment by participating in groups such as National Honor Society, National Spanish and French Honor Society, Junior Classical League (Latin Honor Society), Women in Science, the McGuinness Engineering and Science Society, Math Club, Health Occupations Students of America - Future Health Professionals, the academic quiz bowl team, the speech and debate team, Politics Club, and Economics Club. These groups offer programming such as guest speakers, career shadowing, academic competitions, information about college degree programs, peer tutoring, and other activities that augment traditional classroom learning.

3c. Students with disabilities (300 words)

BMCHS offers three unique programs to serve the needs of students with disabilities: REACH, Accommodation Services, and the Rother Program. We are currently serving more than 100 students across these three programs.

The REACH (Realizing Excellence - Achieving Competency in High School) and Accommodation Services program offers support, guidance, and additional instruction to students diagnosed with learning differences. REACH students are expected to complete on-level general education coursework using the same textbooks and materials as their peers. Each student receives an individualized student service plan tailored to address the unique learning needs identified in psychoeducational testing. Students also have daily access to instruction and academic skill-building activities during the REACH class period. Weekly progress monitoring, increased student/parent/teacher collaboration, and a separate monitored testing room are also provided. Students who participate in Accommodation Services do not receive additional instruction or academic skill building activities, but otherwise receive the same benefits as REACH students.

The ultimate goal of REACH is to foster academic growth and independence, so a review of student progress is conducted during the Spring semester of each year. Student GPA, classroom performance, and participation in REACH instructional activities are considered in determining appropriate placement for the following school year. Students who no longer need the full REACH benefits have the opportunity to transition to Accommodation Services.

The Rother Program, established in 2024, offers students who would receive Tier 3 services in the public schools a certification that can be used to enter transitional services at a college or university. Rother students have designated peer mentors who accompany them to each class and serve as liaisons between the Rother students, teachers, and non-Rother classmates. The goal of this program is two-fold: 1) to provide access to a quality Catholic education and inclusive high school experience for a traditionally underserved population, and 2) to meet our mission of creating students who seek to be a Person for Others.

3d. Multilingual earners/English Learners. If the school does not have an ML/EL-specific intervention, write NA. (300 words)

NA

3e. Other populations (migrant, homeless, etc.) if a special program or intervention is offered. If none, write NA. (300 words)

NA

PART V – SCHOOL CULTURE AND CLIMATE

1. **Engaging and Supporting Students:** In approximately 500 words, describe how your school supports students' cognitive, behavioral, and emotional engagement. How are programs and services aligned to the unique needs of your student population, academically and culturally?

Stakeholders have fully embraced our mission to educate the whole person – spiritually, emotionally, physically, and academically – forming a Person for Others. Recent surveys indicate that parents, students, and faculty/staff feel like the mission is well-integrated into the fabric of the school and that programs, practices, and decisions are closely aligned with the stated goals of the school. BMCHS consistently offers experiences in the arts, athletics, and other extracurricular and service opportunities that contribute to the education of the whole child. Student investment in the mission is evidenced by participation in extracurricular activities that connect them to the community. Full support for each other in their endeavors is evidenced by robust student attendance at fine arts nights, theatre performances, dance recitals, and athletic competitions.

The counseling department engages students in the college-preparatory nature of the school by organizing college visits during the school day, family college nights, college admissions process seminars, and "Understanding College Finances" events. The counselors also meet with students one-on-one to develop comprehensive graduation plans that include goals for coursework, standardized tests, co-curricular and extracurricular activities, athletics, career paths, and post-secondary studies. These plans are revised yearly in order to adapt to inevitable changes in student interests and goals. Our counseling department offers social-emotional and counseling in addition to college and career guidance counseling. We have recently added a third counselor who has a background in social-emotional counseling to further serve the mental health needs of our students. In response to parents who felt overwhelmed with the complex mental health needs of teens, we have also entered into a partnership with a local Catholic hospital to advise and support families who need more intense, on-going care, as well as forging relationships to access counseling services for our families and faculty through our local Catholic Charities office.

We have always had a no cell phone policy, but during the pandemic we drifted away from enforcing it as student health and safety became our primary focus. Almost five years removed from the initial lockdowns, our students are no strangers to the detrimental social and academic effects of unfettered cell phone access in the classroom. This year we have made concerted efforts to limit cell phone access throughout the school day by requiring students to place their phones in designated areas during class time. Teachers and students both are reporting significant improvement in student content mastery, engagement with material and with each other, and decreased social issues such as bullying and hazing.

Finally, engaging students in faith formation is a unique part of our mission. Students regularly share their time, talent, and treasure with the school. Last year, more than 80% of the student body donated to a canned food drive that benefits the Oklahoma Regional Food Bank. The canned food drive raised more than 32,000 pounds of cans and brought in more than $15,000 in cash donations, totalling more than 87,500 meals served to hungry Oklahomans. Each year our entire senior class plans and executes a Halloween carnival for hundreds of children who attend the local Boys and Girls Club. Over the last ten years, our students have accumulated over 300,000 individual hours of Christian service to local nonprofits, with approximately 40 students a year performing in excess of 300 total hours by graduation.

2. **Engaging Families and Community**: In approximately 400 words, describe the strategies the school has found most successful in working with family and community members for student success and school improvement. What, if any, community partnerships have been formed to address student and/or family needs? Community can include non-profits, institutes of higher education, and businesses and industry partners, etc.

BMCHS is blessed to have active parental and alumni involvement in many areas of student life, including the School Advisory Council (SAC), Booster Club, the Parent-Teacher-Student Organization (PTSO), Parents in Prayer, and the Alumni Board.

The School Advisory Council (SAC) is a volunteer organization which provides for the progress and welfare of the school. SAC members consist of current parents, former parents, alumni, and other local political, community, and business leaders with significant connections in the greater Oklahoma City community. Their invaluable insight and dedication to our mission places us among the elite educational leaders in our city.

The Booster Club operates to promote the growth and involvement of the Irish family in the athletic experience. As such, each athletic team has at least one parent volunteer representing its interests at Booster Club meetings. The Booster Club's influence and financial support benefit both athletic and extracurricular programs and events.

The PTSO is the primary support organization for matters involving teacher and student appreciation efforts. Among other activities, the PTSO works closely with our student council to ensure that student cultural events such as dances, field day, our canned food drive, and student assemblies have the support that they need to be successful. The PTSO also helps our teachers feel valued and supported by providing monthly snacks and soft drinks in the teacher's lounge, organizing appreciation breakfasts, and providing gift cards and tickets to local events such as OKC Thunder or OU football games for monthly drawings.

Parents in Prayer helps support the spiritual needs of our community by meeting weekly in our chapel for community prayer and bible studies. They pray over our students and for the specific needs of our students and faculty.

Finally, the Alumni Organization sponsors activities to increase communication between the school and its alumni. An executive committee meets monthly to plan and implement the goals of this organization. Catholic schools cannot operate without the continued financial support of the community, so cultivating a forever-home for our alumni is an essential part of long-term operational viability.

3. **Creating Professional Culture:** In approximately 400 words, describe how your school creates an environment where teachers feel valued and supported. This should include, but should not be limited to, the school's professional development approach and its impact on the capacity of teachers and other school staff. Include examples of how teachers and other school staff are supported.

Classroom teachers are given considerable autonomy to design their own courses of study, with the expectation that they use state and national standards to frame their course objectives. Leadership gives teachers the autonomy to set their own courses of study for two major reasons: 1) Teachers know that they are trusted, valued professionals who are experts in their discipline area, and 2) Immediate and appropriate revision of curriculum and instruction can be implemented when necessary based on quantitative and qualitative data. Teachers are given agency to choose classroom resources and materials to support learning objectives. Administrative support for classroom resources are rarely denied and teachers have demonstrated year after year good stewardship of resources.

BMCHS has had a professional development program called Late-Start Wednesday for over a decade. Each Wednesday, the school day starts thirty minutes later to allow for the faculty to meet from 7:30-8:20 am. One day a month is reserved for a regular faculty meeting, but the other days are rotated between technology, faith-formation, pedagogy, and other issues such as student safety, student mental health, and student substance abuse. Monthly department meetings take place to address issues and brainstorm solutions specific to their disciplines in accordance with institutional goals. While there is not a formal structure in place, many teachers also meet throughout the year to discuss cross-curricular initiatives, particularly within grade levels. In the teacher feedback surveys, over 70% of teachers reported meeting at least regularly to collaborate with peers.

While the majority of teachers report that they have ample financial resources available to meet the needs of their students, more than half indicated in recent surveys that they would like increased access to mentoring and coaching programs beyond the first 2-3 years of teaching. A majority report that they have received little formal training in the interpretation and use of student assessment data, and that they are not involved in any formal processes to verify the success of programs at school. In response to these needs, we have added an administrator whose primary focus is teacher professional development. The Curriculum Coordinator position is concerned with the development of academic programs, instructional coaching, data analysis and interpretation, and formal and informal classroom observations. The Curriculum Coordinator works closely with the Principal, Assistant Principal-Student Life, and counselors to support teachers in the classroom, while simultaneously ensuring the students are supported as well.

4. **School Leadership:** In approximately 400 words, describe the leadership philosophy and structure in the school, along with the roles of the principal, other school leaders, and stakeholders. Illustrate, through examples, how the school's leadership ensures that policies, programs, relationships, and resources focus on student achievement. **Please refer to school leaders by their roles, rather than by their names.**

BMCHS is an Archdiocesan school in the Roman Catholic Archdiocese of Oklahoma City. It operates on a Principal/President model where the President and Principal work together to manage both the administrative and academic aspects of the school. The president is primarily responsible for outward-facing matters, such as public relations, fundraising, operational vitality, alumni outreach, and community involvement. The principal is the head-of-school and handles day-to-day operations involving students, parents, faculty, staff, and building operations. BMCHS also has a non-governing School Advisory Council composed of 12 members, that provides consultation and supports the progress and welfare of the school.

BMCHS leadership consistently demonstrates unwavering support for and trust in their professional staff. Furthermore, over the last five years, the advisory council and finance committee have made competitive teacher compensation a major priority. Budget models that focus on teacher retention have allowed for 3-5% annual pay raises for returning faculty, and for starting salaries that are commensurate with local private and public schools. Leadership encourages teachers to engage in continuing education, and provides time during contracted hours to engage in regular professional development opportunities with peers. The school financially supports professional development/continuing education opportunities through a combination of federal Title II funds and budgeted funds for costs not covered by Title II.

Leadership is receptive to teacher input regarding student achievement, and is active in developing solutions that enhance learning. For example, prior to the pandemic, our math teachers identified a growing trend of students entering BMCHS with math deficiencies equivalent to 4-5 years below grade level. In 2018, we added an academic pathway in our math department to serve students with the most significant learning gaps. The success of this math program has led to consideration for expansion into other areas such as cross-curricular initiatives in English and social studies, and continued refinement in science and technology courses responsive to student needs identified by data.

Leadership's proactive approach to student mental health is also an area of strength. The demands on students' lives are more numerous, and more serious, than have been historically seen, and it is a strength of the school that it proactively seeks to meet these needs. For over a decade, there was one counselor who specialized in socioemotional health and wellness. It became clear during the pandemic that our students had a need for more frequent access to mental health services. A second health and wellness counselor was added in 2022, and a third added in 2024.

PART VI - STRATEGY FOR EXCELLENCE

National Blue Ribbon Schools are held up as educational models, and as such are often called upon to explain what makes them so successful. While excellent schools employ multiple strategies, please describe, in approximately 400 words, the **ONE** practice —that has been the **most instrumental** to the school's success.

Bishop McGuinness Catholic High School is committed to "living out the mission of educating and developing the whole person and providing a moral, ethical and Christ centered for compass life." This mission is a strength of the school as students focus on core pillars of spirituality, academics, and a social life that feeds the student to be a Person for Others. This focus on faith and formation of students creates a sense of community and ownership in students promoting a culture that values human dignity and serves all students. However, the one practice that has been the most instrumental in our success is a dedication to sustained, incremental, data-driven improvement.

Systematic data collection and analysis enables school leaders to create a comprehensive academic framework and individualized path to post-secondary studies. This curriculum is delivered to students by highly qualified classroom instructors who are responsive to student needs and have investment in their courses. These instructors cultivate a culture of continuous improvement by engaging in action research, curriculum revisions, and numerous professional development opportunities that support not just the academic growth of students, but also their unique individuality made in the image of God.

Our students are supported by a counseling staff available to serve the diverse academic and socioemotional demands on their lives, and are further supported by dependable and consistent administrators who are stakeholders in a culture of familiarity that puts students first. These administrators recognize and value that mental health and wellness is paramount for achieving academic excellence. Furthermore, extracurricular activities are an intrinsic part of the identity of the school and demonstrate the inclusive nature of the community. Finally, the School Advisory Committee and Finance Committee provide expert assistance in governing the school and providing counsel for an educational environment that is rapidly changing.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes [X] No [ ]

3. What is the educational cost per student? $14793
   (School budget divided by enrollment)

4. What is the average financial aid per student? $3487
   (Total amount of financial aid divided by number of students receiving aid.)

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 29%