



SOCIETY OF JESUS

CHICAGO-DETROIT PROVINCE

IGNATIAN IDENTITY REVIEW

SAINT IGNATIUS HIGH SCHOOL

Cleveland, Ohio

October 16-18, 2016

Visiting Team:

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2016 TEAM REPORT

The following report reflects the general observations of the bi-province visiting team after meeting with the Saint Ignatius High School stakeholders during our visit October 16-18, 2016.

The school Self-Study Committee had prepared a thorough self-study based on the new Jesuit Schools Network document *Our Way of Proceeding: Standards and Benchmarks for Jesuit Schools in the 21st Century*. This is the first time in the Jesuit Schools Network that this document has been used as a basis for the Jesuit Identity visit process, and our visiting team thanks Saint Ignatius for their careful use of the document as well as their feedback that will help other schools who will be using this in the future.

The Self-Study was completed by a team of 12 from the various departments of the school. It provides in detail examples of the school's achieving Standards and Benchmarks as indicated in the JSN document. The visiting team saw and heard verification of the examples provided through interviews with various groups and individuals.

The team reviewed the recommendations from the 2011 team report and the school's progress on those areas. We met with stakeholder groups of teachers, department chairs, students, parents, administrators, counselors, staff, board, campus ministers/social justice/adult spirituality personnel, and staff. We also visited classes, walked the buildings and campus, and met with some individuals as follow-up before the writing of this report.

The entire school community was helpful and open to us, inviting scrutiny and suggestions while at the same time celebrating their ongoing commitment to mission and excellence in all areas. Some areas are works in progress, but all are pointed in the direction of continuing the strong traditions at Saint Ignatius while making decisions that encourage continuous improvement.

Each group spoke of loyalty to the school and the mission, of being pleased with the direction of the school, and of looking to the future of the school. The Self-Study with documentation and examples provided throughout was an excellent basis for our commendations and recommendations.

Commendations

1. St. Ignatius High School is a gift to the city of Cleveland, as one of its longest-standing and most revered educational institutions. In its people and its programs, St. Ignatius High School carries out the Ignatian mission, lives the Jesuit charism, and spreads the Gospel with a seriousness of purpose and with great effectiveness to a large student body and to an entire region. We saw a school that refuses to rest on its laurels, that is constantly seeking to serve the broader community, which inspires generations to send their sons and grandsons to benefit from the formation they receive there, and which draws dozens of alumni back to serve the school and the community. It is truly a beacon, a flagship, and a model for Jesuit education in many ways.
2. The school took seriously the 2011 Ignatian Identity Review Recommendations. The document prepared by the school to report on the recommendations is included as an appendix to this report. Our commendations and recommendations will comment on these recommendations.
3. The transition to a new president has worked smoothly and well. Fr. Guiao's leadership is well-supported by all members of the community, and he has an effective and well-qualified team in place which speaks with one voice about the direction and priorities for the school.
4. The school clearly takes the recommendations on diversity seriously. Admissions policies and student recruitment, the staffing of both a Director and an Assistant Director of diversity, and student and faculty programs such as the "bridge" Magis Program reflect this commitment. The prioritization of the diversity efforts are being led by the President, as appropriate, but does not appear to be only a "top-down" initiative – we heard broad buy-in on the diversity goals among the entire community.
5. We wish to particularly commend St. Ignatius High School for its commitment to the formation of its faculty, staff, and parent community, which has led to a deeply and broadly shared understanding of what it means to be a part of the Jesuit educational mission.
6. Formalizing the 5-year onboarding formation program for new employees has supported mission in a structured and specific manner. The creation of a pre-service formational retreat for all faculty and staff starts things off with a great tone. The school then works the teaching schedules around common time for these cohorts to meet during each of the first five years, communicating the significance of the program by carving out time in the school day. For faculty & staff beyond the first five years, the Spirituality Program for Adults (SPA) continues to be a model for Jesuit schools. The numerous additional opportunities for adults, including parents, include spiritual direction, Ignatian exercises, and other retreat and service opportunities.
7. The Board of Regents includes participation in a formation program as a requirement for continuing into a second three-year term. Board members participate in a 6-session Monday morning program, and response is positive. We were gratified to hear numerous Board members speak about the role that Ignatian discernment plays in the group's decision-making.
8. The school's commitment to service for all is outstanding and is well supported. The Sophomore Service course continues to be a model program which leads students to experience the Gospel in action. Following that requirement, an impressive number of opportunities are available to students through the Christian Action Team (CAT), and this structure has grown into a key program for the school, with a huge participation rate and measureable impact on the

community. Moving all CAT programs to be coordinated by John Gill (Executive Director of the Arrupe Neighborhood Partnership) has been a positive move. In addition, the Apostolic Objectives Committee of the Board of Regents has instituted policy that supports and ensures continuity of these programs.

9. Concern for the needs of those within the St. Ignatius community is apparent as well. Commitment to financial aid is very strong, with \$5.5 M provided each year. Half of the students receive some financial aid. Policies are in place that support families and respond to specific needs. All groups understand that helping students, families and faculty/staff with needs is a priority of the school. To be commended is the new Cardoner Fund established by contributions of employees to help employees whose families experience need.
10. Faculty and staff reported that they feel well-compensated and supported with all of the resources needed to accomplish the goals of the school. Compensation levels are competitive and tracked closely with local market benchmarks for both faculty and staff. There are a number of generous benefits, including tuition remission, funds for spiritual growth and continuing education, sabbatical opportunities, and a fully-funded Wellness program. Opportunities for professional development are provided within the school with a fair and generous system of a \$2000 allocation per faculty member every two years, and this funding is often used for travel to other schools and programs throughout the Jesuit network and beyond. Examples of collaboration with other schools are abundant, and the team recognizes the progress made in this area since 2011. Numerous references to appreciation for all of these programs came from the entire adult community.
11. Communication among the various groups in the school and between the school and families appears to be very thoughtful and thorough. The various groups reported that they are well-informed about what is happening in the school and that they receive good information about what is coming up. Processes work smoothly.
12. Saint Ignatius is well-staffed to support the wide breadth of programs that are offered. The Board recognizes this as an investment in mission rather than an additional expense. The school is blessed with substantial resources, and it manages them with prudence and with mission-based decision-making about where investments will be made. The allocation of funds from the current capital campaign reflects this well.
13. Continued academic support for all students is improving. The Walton Center with a state-funded intervention specialist has a tracked and scheduled tutoring plan to meet the needs of students for specific intervention. This has replaced a more “drop in” approach that was previously in place. Parent groups especially noted that teachers go above and beyond to be available and helpful to students and families.

Recommendations, Concerns, and Questions

1. Continue to address diversity throughout the school community, noting that a diverse community benefits everyone. Diversity and inclusion in its many forms are areas that the school has rightly adopted as key goals.
 - Continue to develop specific targets and procedures that will bring in more students of color. Metro Cleveland is 28% of color. This might be a good target for Saint Ignatius as it wants to represent the Cleveland community.
 - Continue to celebrate and live the Catholic identity of the school, while at the same time looking at policies and procedures that can ensure that all feel welcomed. A wider latitude for acceptance of Catholic students from public schools is recommended. While it is commendable that St. Ignatius historically has supported the local Catholic grade schools by prioritizing their applicants, we also need to ensure that the school does not put itself in a position to turn away large numbers of qualified Catholic students whose families have chosen other good schooling options for them.
 - Move the discussion of an Academy forward. We commend the school for its first steps to investigate this possibility; we think that it might be an outstanding way to provide even greater service to the Cleveland community as well as providing accessibility to more and more students from diverse backgrounds. Engage faculty and the school community in the investigation soon, so that they understand the goals and can get behind it in a unified manner.
 - Develop specific targets and procedures to hold yourselves accountable for bringing in more faculty and board members of color. Some other schools in the province could provide some advice on this, based on their experience.
 - While there have been significant strides made in educating students for a commitment to social justice, we encourage the school community to continue to dig deeper, looking at systemic racism and good social analysis. Planning to more purposefully connect service (Sophomore Service, CAT, Pallbearers, Labre, etc.) with campus ministry and theology departments has begun, and we encourage you take your students to the next level. They understand helping others, but they are also very capable of engaging in study as to why there are homeless, why there are rich and poor, etc. This type of social analysis can occur across the curriculum.
 - Continue to work on issues of inclusivity, be they attitudes toward women (by some adults and students), LGBTQ people, or any who are in a “different” category. As an all-boys school with a largely male faculty and administration, and with deep traditions and a strong culture, there is a danger of having a culture that feels closed, and we heard this experience reported from a number of students and adults.
 - Provide specific professional development for faculty and staff on issues and approaches to diversity and inclusion in the classroom and throughout school programs.

2. While students are doing well with a traditional method of teaching and learning, those across all levels would benefit from continually updated methods. Technology is available to everyone,

but could be used more effectively. Continue to develop BYOT. Again, professional development can be helpful.

3. Moving toward more common assessments within departments and within courses that have multiple teachers is recommended. Students note that two students taking the same course from two teachers might have totally different expectations of homework, topics covered, etc. The newly instated common departmental free periods provides time for collaboration among teachers that we encourage in all areas. Recent cross-curricular projects seem to be working well, and we encourage ongoing interdepartmental programming.
4. We suggest more professional development on learning differences and mental health. This is a growing issue among young people everywhere, and St. Ignatius feels like it is still in the beginning stages of considering how to best support its students in these areas.
5. Continue to look at the school schedule that could provide time and space for the curriculum additions that have occurred over the last 20 years.
6. Regarding the concerns about methods used by some in the Theology Department, our team referred to the 2011 review report which in turn referred to the 2006 report. We noted that there have been changes in the Theology Department that have positively addressed some of the issues presented in those reports. Expanding the teaching staff in the department, realigning the curriculum, and reassigning teachers to different classes are examples. However, in our judgment, the concerns have still not been adequately resolved. We believe that these issues lie with a small number of Theology faculty members, but they are significant, not merely matters of style and/or pedagogy, but matters of substance. The issue needs to be resolved.

Recommendation to Fr. Provincial

Based on the self-study report submitted by the administration and on our findings during the site visit on October 16-18, 2016, we recommend to the Provincial that he reaffirm Saint Ignatius High School as an apostolate of the Society of Jesus.

The visiting team wishes to further commend to Fr. Provincial its gratitude for the Saint Ignatius community's welcome, warmth, hospitality, and most importantly, its generous and proud sharing of its special mission within the school and beyond.