



**New England Association of Schools and Colleges
Commission on Independent Schools**

Report of the Visiting Committee

Cristo Rey Boston

Boston, Massachusetts

September 29-October 2, 2013

Visiting Committee Members

Cristo Rey Boston

September 29-October 2, 2013

William L. Burke III – Chair

Headmaster
St. Sebastian's School
1191 Greendale Avenue
Needham, MA 02492

Linda Brodeur – Assistant Chair

Principal
Bishop Guertin High School
194 Lund Road
Nashua, NH 03060

Candace Anderson-Ek

Senior English Teacher
Catherine McAuley High School
631 Stevens Avenue
Portland, ME 04103

Hugo Chavez

Corporate Work Study Director
Cristo Rey St. Martin High School
501 S. Martin Luther King Jr. Avenue
Waukegan, IL 60085

Richard F. Clark

President
St. Martin de Porres High School
6111 Lausche Avenue
Cleveland, OH 44103

Jack Crowe

Chief Operating Officer & General Counsel
Cristo Rey Network
14 East Jackson Boulevard, Suite 1200
Chicago, IL 60604

Richard Dower

Science Chairman
The Roxbury Latin School
101 St. Theresa Avenue
West Roxbury, MA 02132-3496

Michael Odiotti

Principal
Cristo Rey St. Martin High School
Waukegan, IL 60085

Jan Powers

Mathematics Department Chair
Academy of Our Lady of Mercy-
Lauralton Hall
200 High Street
Milford, CT 06460

SCHOOL DATA SHEET

School Name: Cristo Rey Boston High School

Address: 100 Savin Hill Ave.
Dorchester, MA 02125

Telephone: 617 825-2580

Date of Founding: Founded as St. John's High School in 1921, opened as North Cambridge Catholic in 1951, joined the Cristo Rey Network in 2004.

Total Enrollment (May 15, 2013): 323

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	Totals
Male											57	30	27	16		130
Female											61	65	41	26		193
Day																
Boarding																
Homestay																

International students included in the above table who are not U.S. residents:

Day																0
Boarding																0
Homestay																0

Number of Faculty: 18 full-time; 4 part-time

Number of Administrators: 15 full-time; 3 part-time

Total Enrollment (September 30, 2013): 357.

Here's the breakdown:

Grade 9: 120 (58 Male~62 Female).

Grade 10: 90 (43 Male~47 Female).

Grade 11: 82 (27 Male~55 Female).

Grade 12: 65 (25 Male~40 Female).

Number of Faculty: 20 full-time;* 4 part-time

Number of Administrators: 19 full-time; 7 part-time**

*If you include two Boston College Urban Catholic Teacher Corps members (a math teacher and science teacher), there are 20 full-time teachers. Cristo Rey pays BC a total of \$50,000 for them while they earn their masters, so 20 is an accurate count.

**This includes four van drivers, 2 people in the cafeteria (the school is short one), and the part-time business consultant.

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Cristo Rey Boston High School opened in Dorchester's Savin Hill neighborhood in July of 2010. The Cristo Rey program began in 2004 at the former North Cambridge Catholic High School, which had an 89-year history of providing quality education to working class and immigrant families. The school

educated some of the region's most prominent leaders, including former U.S. House Speaker Thomas P. "Tip" O'Neill.

In the early part of the 21st century, the leaders of North Cambridge Catholic High School discovered the Cristo Rey Network, a rapidly growing association of high schools in which every student worked at entry-level jobs to earn tuition and gain real world corporate experience. The surprisingly simple program motivated students with limited academic preparation to work hard in school and pursue college degrees. The school's leadership conducted an extensive feasibility study to determine if converting to the Cristo Rey model was the correct fit for North Cambridge Catholic.

The new movement's high standards and commitment to serve only families with limited financial resources matched perfectly with North Cambridge Catholic High School's heritage. The school joined the Cristo Rey Network in September of 2004. In order to serve more youth and be closer to the majority of its students, the school relocated to a larger facility in Dorchester on Savin Hill Avenue, and is now known as Cristo Rey Boston High School.

TABLE OF CONTENTS

Section.....	Page
Introduction.....	1
Standard 1 (Mission).....	2
Standard 2 (Governance).....	4
Standard 3 (Enrollment).....	6
Standard 4 (Program).....	8
Standard 5 (Experience of the Students).....	13
Standard 6 (Resources to Support the Program).....	16
Standard 9 (Faculty).....	18
Standard 10 (Administration).....	21
Standard 11 (Evaluation and Assessment).....	23
Standard 12 (Health and Safety).....	26
Standard 13 (Communication).....	28
Standard 14 (Infrastructure).....	31
Standard 15 (The Accreditation Process).....	33
Part II: Reflection, Recommendations, and Issues for Further Discussion.....	35
Major Commendations.....	36
Major Recommendations.....	36
Report on Standards for Accreditation.....	37

INTRODUCTION

Founded in 1885, the New England Association of Schools and Colleges, Inc. (NEASC) is the nation's oldest accrediting agency. Since its inception in 1885, the Association has awarded accreditation to educational institutions in the six New England states that seek voluntary affiliation.

The governing body of NEASC is its Board of Trustees which oversees the work of four Commissions:

- Commission on American and International Schools Abroad
- Commission on Institutions of Higher Education
- Commission on Independent Schools
- Commission on Public Schools

The evaluation program which the schools undergo is a three-fold process: the self-study conducted by the school, the evaluation by the visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study (Part II), and the valid recommendations of the visiting committee and the Commission. The Commission on Independent Schools oversees the entire process.

Each school is evaluated in terms of compliance with the *Standards for Accreditation*, the quality of *Part II: Reflection, Recommendations, and Issues for Further Discussion*, and how well it is serving the needs of its students. Because each school is different, the base that undergirds the evaluation is the school's own statement of mission and core values.

The Visiting Committee thanks the school community for engaging in the self-study phase so thoroughly, for preparing for our visit so thoughtfully, for welcoming us so graciously, and for supporting our efforts so openly and honestly.

The devoted faculty and staff love and support their students and one another most impressively well. The school is clearly an exceptionally well led, truly loving environment focused on doing the Lord's work of serving the underserved. We fast became huge fans and will root for the school forever.

While there is much work to be done, the school has passed every standard. And we have every confidence that the school will respond with alacrity to all recommendations. In fact, we have learned that the PA System was fully repaired within 48 hours of our visit.

THE STANDARDS

Standard 1 (Mission): There is congruence between the school’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1

Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

The Cristo Rey Boston mission statement accurately captures who we are as a school and what we offer our students, and it is aligned with the Mission Effectiveness Standards of the national Cristo Rey Network. We are proud to serve students of limited economic means, and we are confident that our rigorous curriculum and unique work study experience prepare them to succeed in college and beyond. Planning and decision-making are rooted in the mission statement which is prominent in printed materials, meetings, and in classrooms. All major constituencies embrace the mission in word and action, and the mission is embedded in the culture of the school.

The mission of the school is the following:

Cristo Rey Boston is a Catholic high school that educates young people of limited economic means to become men and women of faith, purpose and service. By offering a rigorous curriculum, a unique work-study experience, and the support of an inclusive school community, we prepare our students to succeed in college and beyond with the values essential to a fulfilling life.

Observations

The Visiting Committee found Cristo Rey Boston to be a mission driven school and a very good place for students and adults. Students of limited economic means are being attracted to and enrolled in an inclusive school community of Catholic values with a rigorous college preparatory academic program and a distinctive work-study program. That President Jeff Thielman articulates and advances the mission with dynamic energy and passionate eloquence is a powerfully beautiful, self-evident truth.

Evincing eminent openness and singular responsiveness to constructive criticism, President Thielman sprung to action immediately upon the conclusion of our exit interview. Agreeing with our suggestion that a minor rearrangement of the first few words of the school’s mission statement would add precision and force, he immediately adopted a change in the wording from “Cristo Rey Boston is a Catholic high school that educates...” to “A Catholic high school, Cristo Rey Boston educates...” and he had the new version put up on the school’s website right away.

The Visiting Committee noted that the admissions office takes great pains to assure that each accepted student is of limited economic means. We witnessed the reality of a rigorous curriculum and a unique work-study program. However, a number of faculty and administrators expressed concern that high turnover in the ranks of teachers and work-study staff is having a deleterious impact on academic rigor and on the effectiveness of the work-study program. Faculty, administrators, and work-study staff also reported that the academic and work-study programs are not very well integrated, one with the other.

Crucifixes and Christ-centered paintings and prints adorn the walls of the classrooms, offices, and corridors. Much of the sacred art work is stunningly beautiful. A lovely Chapel occupies a central location. Mass is celebrated daily. During our visit, only a few adults and no students attended Mass. When a Visiting Committee member asked a sophomore what the school's mission was, she replied: "To live a meaningful life." When asked about the place of faith, she explained confidently that faith was part of a meaningful life. Other students expressed their understanding of mission mostly in terms of college preparation and were often less clear about the place of Catholic faith and about the place of faith in general in the school. Some faculty expressed a desire for a more robust faith community.

With no natural site for all school gatherings and with a schedule that has about a quarter of the students out of school on a given day, it is very difficult to articulate and advance the mission and unify the students and faculty through community meetings.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the school: Cristo Rey clearly knows what it is about. Their goals are both pure and lofty. We also concur with these statements in the school's self-study report: *The school needs to address the dignity of work more explicitly...that the school take steps to make the mission more visible.*

Commendations

The Visiting Committee commends Cristo Rey for:

1. Adopting and striving to live a clear important mission.
2. Working hard to enroll students who can benefit from and contribute to the school.
3. Hiring and supporting people who love their students and their school.
4. Creating an Advisory Program through which the mission can be advanced.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Find ways to become more fully and more obviously a Catholic school.
2. Find ways to fully integrate the academic and work-study programs.
3. Find ways to gather in community more frequently.

Standard 2 (Governance): The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1
 Visiting Team's Assessment P2

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's Self-Study Report.)

Cristo Rey Boston has a clear organizational structure with a governing Board of Trustees, a Chief Administrative Officer (President) appointed by the Board, and four positions, including the Principal, Director of Finance and Operations, Vice President of External Relations, and the Director of Corporate Work Study, who report to the President. The school is a member of the Cristo Rey Network and is guided by the Mission Effectiveness Standards developed by the network. The Board has well-documented procedures for ensuring the continuity and stability of the Mission and engages in effective multi-year planning and regular self-evaluation. The Board is continually seeking new ways to ensure the school has the resources, both financial and personnel, to continue its Mission.

As a member of the Network, the School is guided by its Mission Effectiveness Standards, which are revised from time to time by the Board of the Network based on input from member schools. The Mission Effectiveness Standards were most recently revised in July of 2012. The current version of the Mission Effectiveness Standards, as revised through July of 2012, includes ten standards, as follows:

- 1. The School is explicitly Catholic in Mission and enjoys Church approval.*
- 2. The School serves only economically disadvantaged students, and is open to students of various faiths and cultures.*
- 3. The School is family centered and plays an active role in the community.*
- 4. The School seeks to prepare all students to enter and graduate from college.*
- 5. The School requires participation by all students in its work-study program.*
- 6. The School integrates learning in the classroom with its work program and extracurricular activities for the benefit of its student-workers.*
- 7. The School will have an effective administrative and board structure and will comply with all applicable state and federal laws.*
- 8. The School shall be financially sound; at full enrollment, the school will be primarily dependent on revenue from the work-study program to meet operating expenses.*
- 9. The School supports its graduates' efforts to obtain college degrees.*

10. *The School will be an active participant in the Cristo Rey Network.*

Notable weaknesses/needs

The most significant need at the school is a replacement for Fr. Jose Medina, the school's principal, who will be leaving the school on August 1, 2013. The school conducted a thorough and exhaustive search for Fr. Medina's replacement but did not find a suitable candidate. Consequently, during 2013-14, the school will have two Co-Principals, a Principal for Student Life and a Principal for Academics. Both have worked at the school for many years and understand its mission. One has been the Director of Counseling for five years, and the other has been a teacher and Academic Dean. The school plans to restart the search for a principal in the fall of 2013.

Observations

We were pleased to meet with Mr. Tom O'Neill, the longtime Board Chair, and several of his colleagues on the board. Clearly, Mr. O'Neill leads a committed Board comprised chiefly of business leaders along with some religious and educators. The Board appoints a Chief Administrative Officer (known as the President). Jeff Thielman, President since 2009 (with a contract that runs through 2015), works closely with Mr. O'Neill to develop and strengthen the board, which appears to be unified and focused on finding jobs for students and on raising needed funds. The board has established term limits and many other structures of good governance.

Under Jeff Thielman's and the Board's leadership, work study and fundraising revenue has regularly increased over the last few years. The Board has played a key role as it evolves into more of a job-getting and fundraising board. The administration runs its financial operations exceptionally well.

Currently, the Work study program seeks approximately 5-6 paid work study jobs. Fundraising is approximately \$1 million per year. (The Cristo Rey Network average is approximately \$1.6 million per year per school.) The school recognizes that succeeding in its mission will require more work study revenue and greater development funds. Cash reserves are low.

The 2012-2013 search for principal was halted when a strong candidate failed to emerge. Two members of the administrative team have stepped into co-principal roles. One of the co-principals has been working assiduously while on maternity leave and will soon be fully engaged. The school appears to be functioning admirably well under this temporary structure as the faculty and administration focuses their energy on striving to serve the needs of the students with a most admirable *What more can I do* attitude.

Conclusions and Explanation of the Rating

The Visiting Committee found the structures for success to be in place but is concerned by the low level of cash reserves. We encourage the board and the administration to raise the needed funds.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Developing and maintaining a sound financial model and covering 61 percent of operating expenses with revenue from corporate work study.
2. Keeping a tight rein on spending.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Build up its cash reserves.
2. Consider restarting the search for a new principal this fall even as the school evaluates the effectiveness of the co-principal model.

Standard 3 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the school’s mission, and are likely to benefit from their experience at the school.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1
 Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s Self-Study Report.)

The Enrollment committee feels that Cristo Rey Boston High School has passed Standard Three of this report. The core of the Cristo Rey Boston mission is to prepare students of limited economic means to attend and succeed in a four-year college program and beyond. This mission is accomplished through a rigorous college prep curriculum, a unique Corporate Work Study Program, and a community that values community and diversity. We adhere to these standards and are true to our mission. We also acknowledge that there is much work to do in regards to reducing attrition rates within the school.

Observations

The school has an exemplary admissions director in Marcos Enrique. He is mission driven, energetic, and successful in driving admissions in the most competitive city of any Cristo Rey school in the U.S.

The school presents an accurate description of its mission and organization in its public relations materials. The school seeks students who are low income, employable, academically capable (even though many may be years behind grade level in several areas) and aspire to college.

The school holds a "shadow" visit program called "Knight for a Day" so that prospective students can see the school in action. Parents and Guardians are an integral part of the admissions process. Because of the corporate work study program, students must also be legally employable and be able to show evidence of lawful work status.

The school is exemplary in its mission focus on serving only low income students. The average household income for a student with a family of four is approximately \$25,000. This is the second lowest average household income in the Cristo Rey Network of schools, even though Boston is one of highest costs of living in America.

While the stated tuition is \$2,900, the school collects approximately \$1,100 tuition per student, which is near the Cristo Rey Network average and consistent with the mission of the school to serve exclusively the poor. Consistent with the financial model, the school relies primarily on revenue generated by the students through the corporate work-study program.

The student body reflects the diversity present in Boston's minority communities. In 2013-14, the student body is 58% Hispanic, 35% Black, 3% Caucasian, 3% multi-racial, and 1% other. In the class of freshmen that entered the school in the fall of 2013, 67 percent of students are Hispanic, 20 percent are African American, 10 percent are Haitian and 9 percent are Cape Verdean. Approximately half the student body is Catholic.

Each prospective student is interviewed by a member of the school academic and work-study team. The decision of whether to admit a student is made by a team including the Principal, Work Study Director and others. The admissions staff consciously and courageously takes risks on students who have not yet fallen in love with learning.

School enrollment is 357 students. The school is moving towards its full enrollment goal of 400 students, and the facility has been adapted to serve that number of students.

The school has a robust "admissions pipeline," which is necessary given the competitive nature of high school admissions in Boston. Approximately 400 prospective 9th grade students complete applications. The school admits approximately 250 and currently has 120 freshmen enrolled. This is slightly below the number of incoming students needed to be moving towards the full enrollment goal.

The school has a student retention rate of 58 percent between freshman year and graduation. (the Cristo Rey Network average is 55 percent with a goal of 70 percent). To address this issue, the school has created a comprehensive retention plan.

Even though a very large percentage of prospective students live in Spanish speaking homes, the school's admissions materials are written exclusively in English.

Conclusions and Explanation of Rating

The Visiting Committee applauds the dynamic energy and outstanding work of the admissions director, who stays very close to the students and their families throughout the process and well after they're enrolled. We agree that a major focus should be in the area of student retention.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Working tirelessly to enroll students who can benefit from and contribute to the mission of Cristo Rey.
2. Taking risks on underperforming students in the applicant pool.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Continue to work at reducing student attrition
2. Consider creating Spanish versions of all admissions materials

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school’s mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1
 Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s Self-Study Report.)

The Committee believes the program at Cristo Rey Boston warrants a P1 – “Meets Standard” rating for Standard 4 (Program). While there are noted areas for growth, including more appropriately addressing adolescent literacy deficits and demonstrating continuity in curriculum in all departments from year to year, the school recognizes the need to put energy and resources into improving these weaknesses. Further, there are many notable areas of strength within the school which we celebrate including improvements made to the academic program and student learning which have resulted in increased student test scores on standardized tests such as the PSAT and SAT.

Observations

Student Development Program

Cristo Rey Boston’s program is particularly notable for its explicit recognition the difficulties some entering students face and for its efforts to remedy those difficulties. The school’s new two-week Foundations program for incoming students in August and double block freshman classes in Algebra 1 and English Language Arts are fine examples of that effort. The school is laudable for the chances it takes on students from poor families who may lack the usual markers of academic success. Unfortunately, the school faces the need to counsel several freshmen to withdraw before October 1 each year if they have not displayed the character traits of hard work and determination in the face of difficulty necessary to assure success at the school. The decision to make an early decision on freshman retention avoids letting freshmen go in January after the 1st semester when changing their school would be even more socially and academically difficult for such students. The Director of Admissions and others are considering ways to achieve greater retention of matriculating students in order to reduce the number of freshmen students who transfer both before and after September 30th. At the same time they want to advance the mission of the school to serve poor families and take appropriate chances on students who may benefit from the Cristo Rey program.

Once students are engaged with the school’s program, the faculty makes a concerted effort to identify aspects of the program that give students particular difficulty, and they have made alterations to address those difficulties. The increased emphasis on reading and math skills in the early grades with double blocks for English Language Arts and Algebra 1 in freshman year has clearly had a positive effect on students’ SAT performance. The Z block after the normal class day for freshmen and sophomores who are behind in their academic work provides

time and supervision for students to meet academic expectations. Incorporating double blocks for science classes has given adequate time for student lab exercises. The requirement that all students take at least one AP course during their career at Cristo Rey Boston, which was introduced in the 2009-10 school year, gives students a signal of the level of academic performance to which they should aspire. The recently introduced character development curriculum that is being implemented in Advisory group meetings is another laudable indication of the school's determination to identify weaknesses in the program and make changes to address them. The school is aware that success in life is often determined more by character traits and ability to work hard individually and amicably in a group than by competence in specific skills. Transmitting that awareness to students is clearly part of the focus of the school.

The recently adopted conversations about character in the Advisory curriculum and Positive Behavioral Support program consciously help students recognize and develop the life skills appropriate to success in both school and work environments. In one Advisory group, after a conversation about goal setting, the leader asked the question "When have we seen a person happy to be here?" a freshman responded "I think that person is me" and another freshman echoed that statement. The opportunity for self reflection and conversation about desires and feelings in Advisory groups is definitely a positive part of the program. Appropriate behaviors and desirable attitudes are emphasized on lists posted in hallways, classrooms, and other places throughout the school. These help to keep laudable traits constantly in front of teachers and students. The Corporate Work Study Program (CWSP) is clearly a special and fundamental feature of the school's program. The school prepares students for success in professional work settings by emphasizing the importance of standard attire and behavior in the corporate work place. One area of concern is the extent to which the CWSP and the academic side of a student's life at Cristo Rey Boston, perhaps inadvertently, are kept separate. Dave Roberts, the Director of the CWSP, seems a virtual stranger to many academic faculty even though he has been such a substantial part of the program that students experience since this past March.

Teacher Development and Curriculum Programs

Cristo Rey Boston's program for teachers acknowledges the importance of a standard class structure and shared academic approach to the success of students entering from a variety of backgrounds. The school faces the challenge of high faculty turnover in recent years along with the challenge of incorporating several faculty members who are new to teaching. The frequent visits to classes and after-visit comments by teaching colleagues, administrative deans, and others has helped to make conversation about the teaching process a common, and welcome, topic of conversation, particularly for new teachers. Consequently, it has reduced the level of embarrassment felt by a teacher when faced with suggestions for ways to improve his or her teaching and simultaneously increased the likelihood that such suggestions will be tried in practice. The school has fostered a culture of constant improvement for both students and teachers. The mentors from Cristo Rey Boston and from other schools in the area outside Cristo Rey who are paired with new teachers were greatly appreciated by the teachers. An outstandingly positive view of these classroom visits and mentor contacts was expressed by the teachers in the new teachers' meeting with the committee. Their enthusiasm for teaching at Cristo Rey Boston, their support they felt after being incorporated in the Cristo Rey family and their dedication to helping students achieve the high goals set by the school bode well for the success of the school and a future of reduced teacher turnover and student turnover.

Another laudable aspect of the Cristo Rey Boston teacher program is the use of student work days by teachers of a particular course to plan and coordinate teaching topics and tests for the upcoming weeks. This regular planning time leads to coherent and coordinated curriculums for the various courses. The planning time also builds camaraderie and a sense of shared problems and purpose among the faculty.

The academic program is notable for its recent effort to map the curriculum of each course so that faculty members new to the school have a coherent curriculum on which to base their teaching. Such mapping, of course, also helps the faculty who do the mapping to develop and articulate a coherent structure for each course. Unexpected and rapid turnover in the Spanish teaching faculty has led to an ad hoc structure in the Spanish curriculum leading to the current use of the commercial *Rosetta Stone* program for Spanish. While adequate in response to the crisis situation of the past year, work clearly needs to be done to solidify curriculum in Spanish.

One area for additional consideration on the academic side of the program is the limited extent to which students were encouraged to work in pairs or small groups in classes observed. Although an occasional class had students discussing ideas and responses to written questions in groups, much of the teaching observed during our visit was a ping-pong style of teacher question and student fill-in-the-blank answer. Consequently, many of the students not contributing answers seemed disengaged from the process. Skillful use of small groups responding to challenging questions or problems could lead to more student-student conversation and more student engagement in the development of ideas as well as the recitation of facts. Building a repertoire of teaching strategies for new teachers should be an aim of the mentoring program for teachers.

An additional concern, expressed by teachers, was the desire to have more formal training in strategies to develop reading comprehension for younger students, since many students arrive at school behind grade level in their reading skills. Teachers in English and history would like to have a greater repertoire of skills to use in their own classes to supplement the good work done by the reading skills teacher.

Regular academic faculty members teach the Foundations program for incoming freshmen. The advantage of this, in addition to providing an opportunity for extra income for the faculty, is that it helps faculty to be aware of the challenges they will face with each incoming cohort of students. It also helps acquaint faculty with basic aspects of the CWSP and the people involved with that program. More communication between CWSP people and academic faculty is desirable to help each group coordinate their approaches and appreciate the efforts of the other group, to develop mutual trust, and to share a greater sense of responsibility for the totality of a student's experience at Cristo Rey Boston.

Corporate Work Study Program

The CWSP is a defining characteristic of the Cristo Rey school model. Students graduating from the program area acclaimed to be more self-assured, confident, and comfortable in a work environment than students from other programs. Ideally, the character traits of diligence, determination, respect for others, and responsibility that nourish success in academia are also developed and encouraged in the students' work environment. Given the turmoil in the personnel of the CWSP office at Cristo Rey Boston, it is not surprising that the CWSP staff and the academic faculty have grown estranged. Dave Roberts, Director of Corporate Work Study, has worked hard to assemble a program structure that will last beyond his tenure and will provide continuity for the program over time. He and his staff are clearly attuned to the mission of the school and would welcome the opportunity to educate and engage academic faculty in that aspect of student's experience at Cristo Rey Boston.

Activities Program

Given the academic aim to bring students with limited backgrounds to the point of attending college and the lack of athletic facilities on campus, Cristo Rey Boston maintains a modest sports program. There are not enough facilities to realistically expect every student to participate in sports. However, teams in soccer, volleyball, basketball, baseball, and softball are fielded. Students also have opportunities to act as Managers for those teams. Students are expected to participate in a variety of extracurricular activities including sports teams and clubs (*e. g.* Step Team, Cooking Club, Computers Club, and Agape Service Club), or to design Independent Extracurricular Activities (subject to approval by the Director of Student Life) during the year. The Widening Horizons program encourages students to sample the athletic and aesthetic richness of the Boston area with staff-led bicycle rides and visits to museums, among other activities.

Religious Studies Program

As a Catholic school Cristo Rey Boston has a significant religious component to its program with regular morning Mass and required courses in Sacred Scriptures (9th grade), World Religions (11th grade), and Ethics (12th grade). That being said, however, there is the sense among some that the emphasis on Catholic teaching and the importance of service to a fulfilling life has diminished in recent years as the school has struggled to bring up the academic standards of its students.

Aesthetic Program

One notable aspect of Cristo Rey Boston is the quality and quantity of artwork that adorns walls in hallways and classrooms. Clearly, attention has been paid to providing images that provoke student and adult attention. The beauty of the works gives a strong message that someone at school cares for the aesthetic wellbeing of community members. What is missing is a clear sense of the reason for the selection of the particular images displayed. Adults who have sufficient life experience may recognize particular works and/or artists and can construct a rationale for the selection, but adolescent students with much more limited background may acknowledge the beauty of the works but understand little of their significance. Incorporating and investigating of the significance of art works without being overly didactic remains a challenge to Cristo Rey Boston.

Conclusions and Explanation of Rating

Cristo Rey Boston has come a long way since it moved from Cambridge to Boston a few years ago. Though some parts of the program, notably Spanish, are in need of greater stability, the school has shown a willingness to alter its program to accommodate the needs of its students and to help them reach the goals of the school identified in its mission statement. The school is clearly crafting its program to reflect its concern with the many aspects of the lives of its students: academic, emotional, social, athletic, and aesthetic. At the same time, Cristo Rey Boston is focusing on developing the talents and teaching techniques of a relatively young and inexperienced faculty. Those young faculty feel themselves to be part of a caring community in which they help students learn the subject matter of the curriculum and the more experienced faculty help them become more expert and able teachers. The evident camaraderie helps young faculty sustain the pace and intensity of commitment necessary to work effectively at the school.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Its noble mission of serving students from poor families and helping them develop the character attributes necessary for a successful life of individual accomplishment and service to others.
2. Clear recognition of difficulties and deficiencies in its program, its successful efforts to remedy some of them, and its plans to remedy others.
3. Its establishment of a learning community for relatively young and inexperienced teachers and for the supervision and support given to those teachers.
4. The implementation of its Corporate Work Study Program in spite of the recent turmoil in personnel in that area.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Advance the school's recommendation to *increase the literacy efforts in all departments*. Perhaps time could be arranged for the Reading Skills teacher to suggest to other faculty strategies to assist students improve their reading comprehension.
2. Advance the school's recommendation that it *continues to develop the Spanish curriculum*. Achieving a more stable faculty presence in Spanish should help achieve that aim.
3. Advance the school's recommendation to *increase the continuity in the Humanities and Science Departments*. Conversations within departments about the content of individual courses in the sequence that students experience can lead to a greater sense of ways in which individual courses can be made to fit an overall intellectual pattern.
4. Advance the school's recommendation to *broaden its effort to celebrate the cultural diversity of the student body*. Clearly, the school wants to have students from every background feel that they are a significant part of the school community.
5. Advance the school's recommendation to *provide more opportunities for students to be exposed to the art.... specifically ... the art displayed throughout the school building*. Suggestions are noted under the Aesthetic Program heading above.

6. Continue to seek ways to encourage students to embrace a life of service to others in keeping with the Catholic traditions of the school.
7. Integrate the Corporate Work Study Program more fully with the academic side of the school. Students spend one quarter of their school time in their CWSP job placements, yet academic faculty have little knowledge of what they are doing or how those placements were developed. Making the CWSP Director part of the group that plans faculty meetings and expecting CWSP staff to attend be at least some part of faculty meetings would help communication between the two parts of the Cristo Rey Boston program and assist academic faculty and CWSP staff to provide a more coherent experience for students.
8. Continue its commitment to faculty development by assisting young teachers to expand their repertoire of teaching strategies so they may go beyond the teacher-question-student-answer model of teaching and more fully engage and challenge students in the content of their course curricula.

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

While there is room for improvement, the Standard Five committee agrees that Cristo Rey considers individual students and has developed the programs to nurture and support the students in their growth as young men and women of faith. The committee notes that the school is implementing procedures and protocols to assist in reaching this goal, and to assist in establishing a school culture that can be passed down to others that may join the faculty or staff.

CRB has implemented several positions aimed at helping students on a small group or personal level. These academic and counseling support positions and/or roles include:

- *A Reading Instructor, Freshman Proficiency Coordinator plus a tutoring program staffed by outside tutors, school faculty and staff, and peer tutors.*
- *A weekly advisory program has been initiated assigning an adult with the same recurring small group of students to discuss non-cognitive traits and habits that are key to student success.*
- *A three way communication system to address student/faculty conflicts involves direct meetings including the Dean of students, the faculty member and student provides a forum to resolve differences.*
- *The Positive Behavior Reinforcements program celebrates students' behaviors through public acknowledgements of specific behaviors.*

As a direct result of enrollment growth CRB has implemented several programs advancing teacher collaboration:

- *Grade level meetings*
- *Co-planning meetings for all teachers in one class and in one department*
- *The focus of faculty/staff meetings is placed on review of student data points*
- *At the start of the year all staff participate in a half day retreat focused on examining backgrounds and the relationship of their backgrounds to effectively perform their jobs*
- *Discussions with the principals and deans are encouraged to focus on self reflection*
- *Counselors attend professional development centered around maintaining boundaries and developing trust with students.*

Also, procedures are in place to measure student meeting program goals in respect to personal and academic growth

- *Freshmen and sophomores participate in one college counseling session during the year*
- *College counseling starts in the second semester of junior year and college testing classes are regular classroom blocks during students senior year.*
- *All students meet with counselors once a semester in order to evaluate personal goals and need for additional counseling. Additional staff and faculty attention is provided to students flagged as a result of counseling sessions.*
- *Report cards with comments help students and parents understand academic process*
- *Students struggling personally or academically are referred to the Student Support Team*
- *As a last resort students can be placed on performance plans or counseled out of the school.*

Committees consisting of various faculty and staff efforts to insure tighter integration across the various student experiences. Identified committees include:

- *School Team*
- *Integration Committee*
- *Student Life Committee*
- *Grading Committee*
- *Integrated summer training for incoming students*
- *Student Support Team*

As students are identified for additional supports they can take advantage of these programs:

- *After school study program including Z block*
- *Tutoring*

Culturally CRB has implemented an inclusive student framework promoting school-wide positive behavioral interventions and supports (PBIS).

Observations

The faculty and staff have achieved strong gains resulting in the improvement of student experience. Each member of the Visiting Committee spoke with numerous students regarding the clubs, sports programs and academic and work study assistance they experience. Over two days we had unrestricted access to students and collectively believe their feedback was genuine and provided a window to the true experiences from the student perspective.

The numerous student interviews largely corroborated the existence of student support programs and processes in place to help students reach their potential at CRB and beyond. These supports range from the specific cohort of freshmen students who are judged to be at risk academically to the multi-layered supports in place to give various levels of academic tutoring, personal counseling screening and work study supports to the student body at large. Additional topics discussed with students included whether they are aware of and/or participate in non-academic activities such as mandatory counselor screenings, sports teams, clubs and off campus activities.

Virtually every member of the faculty and staff were visited by at least one Visiting Committee member and many individuals and groups of faculty and staff were visited by subgroups of the Visiting Committee. These discussions/meetings were designed to get direct feedback from the responsible parties and other stakeholders.

Faculty and staff interviews provided more detailed insights to the processes underlying these support programs including the student experience measurements they were designed to address. In several cases the faculty and staff have moved unselfishly into new or modified roles to fill the void after the former school principal left the school. The former principal was skilled in areas both wide and deep and his exit at the end of the 2012-2013 school year has forced existing staff and faculty to fill his many roles without hiring a replacement. We heard

from several faculty and staff that they carry with them a “do more with less” attitude that is instrumental to the achievement of the improvement of the student experience.

The visiting committee identified a lack of opportunities for students to experience leadership roles through organizations such as student council and/or grade level offices.

The Corporate Work Study Program provides online, computer based skills training courses for students.

Conclusions and Explanation of Rating

The visiting committee recognizes the strong gains achieved since the 2009 move from the former location in Cambridge, MA to the current location in Dorchester, MA. The school has acknowledged the subsequent high turnover in both students and faculty/staff and has designed and implemented support processes and programs to raise students ability to achieve their potential.

Commendations

The Visiting Committee commends Cristo Rey for:

1. The “do more with less” attitude exhibited by the faculty and staff which keeps the focus on serving the best needs of the students in the face of an ongoing cash shortage.
2. Leaders who shifted roles to fill gaps created upon the former principal’s exit.
3. Frank assessment of strengths and weaknesses.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Integrate more fully the Corporate Work-Study Program educators with the classroom educators through various means such as the planning of faculty meetings.
2. Establish student leadership programs such as student council.

Standard 6 (Resources to Support the Program): Given the school’s mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school’s program.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1
 Visiting Team’s Assessment P2

Brief Narrative summary of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s self-study report.

Overall, the school’s resources are adequate to meet the needs of the students, faculty, and staff and to support the school’s programs and mission. As the school grows to its full capacity of 400 students, assessments of further needs will be vital. Much of this work has already begun, particularly in the area of physical space to accommodate the growth in enrollment.

Observations

The visiting committee was struck by how fully the staff throughout the organization is committed “to do more with less.” In particular, teaching staff reported that they have quality instructional materials to support their students in reaching student learning goals. While there was agreement around the school having adequate resources in instructional program, there were also frequent comments regarding deficiencies in the area of needed IT support and resources. The school, in its self-study, acknowledged this concern, asserting:

The school lacks a formal process to propose, analyze, and implement technology on the department level.

IT servers will need to be upgraded as the school grows. In addition, the vast majority of faculty and staff (81%) indicated that they do not know who to go to for technology issues. The school needs to indentify the individual or individuals who can best serve the needs of the faculty and staff for urgent technology issues.

The Visiting Committee also heard frequent comments about the need for additional human resources, particularly in the areas of counseling and work-study. There was also discussion about the wisdom of hiring a school nurse. This issue should be resolved immediately for the safety of students and staff. Many faculty voiced concern around the lack of adequate space for physical education and athletics.

Conclusions and Explanation of Rating

The school rated themselves P1 for this standard. From observations and interviews, we have rated the school P2. As noted in observations, we commend the school for doing more with less, but ask the institution to think deeply about raising the needed revenue to access important human and physical resources.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Serving students exceptionally well on a very tight and limited budget.
2. Creating and managing a financial aid program that supports the needs of students and families.
3. Establishing an environment and creating a culture in which students can spend several hours a day – from 7:00am to 6:00pm – at school, accessing human support and physical resources such as the library, computers, and quiet study areas.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Considering adding staff in the areas of IT, work study, and health services.
2. Continue to engage in long range planning for sports and physical education facilities.

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers’ skills.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1
 Visiting Team’s Assessment P1

Brief narrative description of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s Self-Study Report.)

The Mission statement of Cristo Rey Boston High School states that the school offers a rigorous curriculum, a unique work-study program, and the support of an inclusive school community as it prepares students to succeed in college and beyond. This mission can only be achieved by having an outstanding, enthusiastic, dedicated faculty who are qualified to do their job well and are eager to help students develop into young men and women of faith, purpose, and service..

Cristo Rey Boston has an established process for recruiting and hiring professional staff. Faculty are strongly encouraged to continue their education through various professional development opportunities available to them.

In 2012, the Academic Deans created a multi-faceted document titled “Best Practices: Effective Teaching at Cristo Rey Boston.” This comprehensive document identifies in detail the various aspects of effective teaching including use of resources, collaborative review and assessment, classroom management skills, and student assessments. The document also addresses use of both conventional white boards as well as electronic Smart Boards; Proficiency Testing of Grade 9 students; an Essay Rubric used by the Humanities Department; and the Audit Program established by faculty and Academic Deans.

The Audit Program is a clear example of the on-going collaboration among faculty. Each faculty member is expected to audit at least eight classes during the academic year. Additionally, teachers meet in departments each month and with one of the Deans each week. The meetings focus on curriculum development, effective teaching skills, classroom management techniques, and development of student assessments.

All faculty and staff receive and sign an employee handbook which outlines the employment policies and procedures of Cristo Rey Boston High School.

Observations

Interviews with the administration and faculty corroborate the hiring process as described in the self study. Faculty described both the hiring and induction (orientation) processes as thorough and appropriate. It is clear that the administration seeks qualified teachers who are energetic and competent. In addition, the school has several teacher “volunteers” through AmeriCorps and the Urban Catholic Teacher Corps.

Members of the school community are concerned about teacher retention. Last year a retention committee was formed to address this issue. The NEASC self study committee recommended the school work towards more clearly articulating the specific traits and characteristics which make a teacher a “better fit” for their school. This is also one of the strategies suggested by the retention committee. Now that the school has completed its transition – both in location and in alignment with the Cristo Rey Network - perhaps it will be better able to articulate those qualities based on history and experience. It is believed that this strategy along with the supportive, collegial mentoring program will help reduce the number of teacher resignations. In addition to the above (target hiring) and fair compensation, the committee made the following recommendation: *The administrative team must continue to monitor the progress of each faculty member, making sure that the demands placed on them are reasonable and appropriate.* Specifically they are referring to student load and teacher preparations.

Comments from the most veteran faculty member to the newest faculty member (at 4 weeks of employment) demonstrate that the school values and models ongoing professional development. It is clear the collective goal is to continue seeking best practices in order to continue improving student performance. Teachers are encouraged to participate in informal (peer observations AKA audits) and formal (courses, workshops) development activities. There is an obvious culture of learners in the building. Teachers report that financial support for professional development is excellent and very helpful to their continued growth.

There is an annual evaluation system in place which the teachers describe as fair and helpful. Currently, the primary evaluator of teachers is the Principal for Academics, supported by the Dean of Curriculum. *With the possibility of a new Principal coming to Cristo Rey Boston, the Committee recognizes the importance of clarifying the roles of the Deans and Principal with respect to supervision and evaluation of faculty and suggests a careful assessment of the relationships between the Principal and faculty members.*

Unfortunately we were not able to meet with parents to determine their perception of the availability, dedication and approachability of faculty. We also noted that survey responses by parents was very low – 24 respondents. The school might explore ways to engage parents and encourage more contact and participation between home and school.

Students did say the faculty challenged and encouraged them. There seems to be a warm rapport between the students and their teachers as witnessed in classroom observations.

Conclusions and Explanation of Rating

The visiting team concurs with the rating of P1. *The faculty of Cristo Rey Boston High School is a dedicated, talented group of professionals committed to the success of the students. Working in a*

*collegial environment, the faculty is challenged, encouraged, and supported by an academic administrative team that strives to bring out the best qualities of teachers, both individually and collectively. Members of the faculty are encouraged to participate in the many varied professional development opportunities made available to them. The faculty operates as a team and is student learning centered. When asked about methodology, curriculum, and assessments, most used the term “we”, indicating a strong professional connection with colleagues and strong buy in to the positive *let me serve them all my days* school culture.*

Faculty goals are designed to make a good academic program better. The learning community is vibrant and enviable.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Varied and frequent professional development opportunities for faculty.
2. Ongoing collaborative approaches to effective teaching by faculty, as exemplified by the Audit Program and Regularly Scheduled Department meetings.
3. Weekly individual meetings of faculty members and Academic Deans.
4. Ongoing curriculum development and evaluation of student assessments.
5. Clear, fair, and helpful evaluation procedure.
6. A comprehensive new-teacher orientation program that introduces school culture, expectations, as well as common pedagogical practices.
7. Creating a culture in which teachers seek each other out for advice, problem solving and assistance

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Identify the characteristics of potential hires that best match characteristics of successful Cristo Rey Boston teachers.
2. Examine compensation, work load, faculty responsibilities, and opportunities for growth in order to minimize undesired faculty attrition.

Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2
 Visiting Team's Assessment P2

Brief Narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's self-study report.)

The school's administrators are highly successful in creating systems to maximize productivity, solicit and integrate feedback from faculty and staff in programmatic decision making and in using data to hold all members of the school community accountable. As an administration, there is alignment and commitment to reaching benchmarks that indicate we are successful in our mission of educating low-income students to so that they may successfully enter and complete college.

Areas for growth include stabilizing the school's academic leadership during our period of growth over the next two years to an enrollment of 400 students, and in raising the expectations of our students as they participate in the school's work-study program.

Observations

The Visiting Committee was struck by unity and coherence of the faculty and administration in articulating the school-wide focus on the issue of student and faculty retention. It was also clear that there was widespread agreement on these plans for addressing this issue: The implementation of PBIS across the school, the structured program in advisory to build stronger relationships, and a reading program to help students with reading skills gaps. In particular, we were all impressed with the consistency with which we witnessed the advisory program being implemented across the nine advisors we observed. Clearly, Cristo Rey is a well run school with clear mandates put into action most successfully.

In the self-study, the school expressed the need to hire a full-time principal for the 2014-2015 school year. It was apparent in conversations with various staff that former principal Father Jose Medina is sorely missed. We applaud the school for developing a creative administrative structure when their search failed to yield a principal. We agree that the school needs to make a concerted effort to hire a full-time principal for the 2014-2015 school year, and we encourage Cristo Rey to use the data collected from the search process last year, including staff input, to drive this important decision, even as they analyze the effectiveness of the administrative structured currently in place.

Besides articulating the need to retain the great teachers the school has in place, members of the faculty and administration expressed a desire to raise salaries in order to compete more successfully with charter, public and private schools for high quality teachers.

Other important recommendations from the self-study concern the Work-Study program. Here are some highlights from the school's self-study document:

Observe and borrow best practices in assessments from the academic program and create standards that define what good work looks like.

Develop coaching and training under these standards to ensure students are prepared to succeed at work.

Develop more opportunities for all faculty and staff to be exposed to the broad range of experiences students enjoy at work.

Conclusions and Explanation of Rating

The school is clearly aware of the need for improvement and is actively engaged in implementing carefully conceived strategies. There is a great deal of alignment in and commitment to reaching benchmarks that will further the Mission of Cristo Rey Boston. Resolving the issues of the principal position, student and faculty retention, and work-study program integration are most important.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Transparency about the challenges the school faces.
2. Developing a clear administrative plan to address the issues.
3. Seeking the input of the greater school staff in decisions impacting the organization.
4. Investing in the professional development of their staff.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Launch the search for principal while evaluating the effectiveness of the current administrative structure.
2. Monitor the impact of the strategies being employed to increase retention.
3. Get buy in, perhaps through a special task force engaging all constituencies, to integrate the work-study program fully into the life the school.

Standard 11 (Evaluation and Assessment): The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2
 Visiting Team's Assessment P2

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's Self-Study Report.)

Cristo Rey Boston High School implements a variety of formal and informal assessments to evaluate faculty and students in order to better fulfill the school's mission of providing a rigorous curriculum, unique work-study experience, and support of an inclusive community to students of limited economic means. The school utilizes test data from College Board to help structure a four-year curriculum focused on the goal of college preparation and acceptance. With this in mind, staff and faculty have created a vibrant environment of self, peer, and supervisor assessment that encourages reflection on practice and concrete strategies for improvement of craft and student learning.

Student data at Cristo Rey Boston is scrutinized and analyzed in order to improve teacher instruction and student performance. Standardized test results are compared to the previous year's data and it is analyzed categorically to help instructors discover what strategies are working in our program and which need improvement. All courses at Cristo Rey Boston are designed around two semester exams: a midterm and a final. This internal data is reviewed to assess student learning and provide teachers with a guideline for revising curriculum and instruction. Students are engaged in standardized testing that promotes college readiness at all grade levels. More recently, Cristo Rey Boston High School has implemented the Gates-MacGinitie Reading Tests. The results of this data have led to the creation of a new reading program for 36 freshmen with reading grade equivalencies between 4.6 (fourth grade, sixth month) and 7.5 (seventh grade, fifth month) according to the Gates-MacGinitie Reading Test. The full battery of standardized tests is the backbone of longitudinal assessment at Cristo Rey. The analysis of data begins in the 9th grade and follows students through to graduation. The freshman proficiency tests represent both a capstone accomplishment and a baseline for longitudinal analysis for all Cristo Rey students. The average student enters Cristo Rey Boston a year and a half below grade level in Math and English, which means they need to remediate skills they should have learned by the end of 8th grade. Consequently, there are three exams that freshmen students are required to pass in order to advance to the 10th grade. These assessments are essential for establishing a baseline from which students are expected to grow as they progress through the grades.

Students who withdraw from the school meet with their families and the Principal prior to their exit, if possible. The school analyzes and keeps track of which students leave and why they leave the school.

This information is shared with the faculty and staff. One notable way that this data has informed program planning is the increased emphasis on the student life experience.

All faculty members participate in an end-of-year exit interview that discusses the successes and struggles of the past year, including a reflection of what supports they would like to see in place. For faculty who do not plan on returning, the exit interview includes a reflection on their experience in the school and what could have improved their experience. For some non-returners, their expectations were simply a mismatch for the experience that Cristo Rey Boston offers, but exit interviews have also identified some factors, like the lack of a solid curriculum in Spanish classes, that may influence poor teacher retention. The whole school has been working over the past two years to establish a curriculum in all subject areas that can be reproducible for new teachers or veteran teachers shifting to new classes. Faculty exit interviews have also led to improved communication between the administration and the faculty and were used to design an intervention plan for struggling teachers. Identified as a concern in the past, the school restructured two years ago with two Academic Deans who assisted with instructional and curriculum support for the faculty.

Cristo Rey Boston promotes an open culture of feedback and evaluation among both peers and supervisors. All administrative staff are evaluated once per year, and the President is evaluated yearly by the Board of Trustees. Deans maintain a policy of openness in regard to informal feedback from peers and faculty. The President of the school is evaluated by board members, all administrators, and selected teachers, and he submits a self-evaluation to a Board member prior to the commencement of his evaluation process. All staff are required to complete self-evaluation as part of their evaluation.

Cristo Rey Boston is aware of the diversity of its population and is working on developing programs that will help strengthen the role of student diversity in the overall character of the school.

The school is always seeking to hire people of color to reflect the population we serve.

The Corporate Work Study Program (CWSP) uses assessments to evaluate student job performance and inform future decisions about student-worker training and placement.

Observations

The school excels in data driven decision making in so many aspects of the school. Using standardized test scores to inform instruction, the curriculum of the math and English department has been revised and the school has created a new reading program for remediation. A meeting that several members of the Visiting Committee held with Beth Degnan, Principal for Student Life, and Jill Crowley, Principal of Academics, left us feeling very confident that the school has made appropriate adjustments and has developed solid plans for the future. The consistency of the vision was reiterated by other members of the school. Interviews with faculty gave the Visiting Committee the strong sense that everyone is on the same team and that the team is poised and ready to take the next step, advancing a consistent plan for improvement that is endorsed by all.

The Visiting Committee believes that the self-study recommendation that data be collected and analyzed using the electronic time card system for the Work Study Program is consistent with the culture of improving and assessing the impact of revised summer training program (Foundations). Using this data to... *develop a profile of successful students* would perhaps help clarify the issue of retention rate of students and corporate sponsors.

The Visiting Committee considers the self-study recommendation to explore alternative assessments in the classroom that match the changing curriculum to be consistent with the school's intent of using assessments (midterms and finals) as a guideline for revisions of the curriculum. Assessing student progress through portfolios or final projects may be more indicative of a student's progress than a high stakes exam.

The Visiting Committee encourages the school to exam the self-study committee's recommendation to *have an open discussion about the role of diversity* and have the committee members making this recommendations determine how this discussion would best begin.

The Visiting Committee member responsible for reporting this standard to the team reviewed the recommendation that the *school needs to develop a unified, explicit document defining how we form our students to be young people of faith, purpose and service, from the point of view of academics, work-study, counseling, student life, campus ministry and all other aspects of our school* with the chair of the committee. He clarified that he did not want a document, but a conscientious examination of the ways the school forms the students and attention paid to the part of the mission statement that addresses *faith, purpose and service*. The Visiting Committee encourages the school to continue to support programs such as Widening Horizons and encourages club moderators to create and continue clubs that support this aspect of the mission.

Conclusions and Explanation of Rating

The Visiting Committee agrees with the rating of the standard committee. Much attention is paid to the appropriate use of student data to adjust the program, and the positive comments from new teachers regarding the evaluation process.

The school President evaluates the Principal for Academics and Principal for Student Life. The Principal for Student Life and Principal for Academics will complete a self-evaluation using the Marshall Principal Evaluation Rubric. The President will ask several faculty and staff to complete the rubric on the two Principals and obtain "360" reviews from other members of the leadership team on their performance in the school. Armed with the self-evaluations, comments and evaluations from faculty and staff, and the 360s from the leadership team, the President will complete a comprehensive evaluation of both Principals.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Its use of standardized tests to modify instruction and create new programs for incoming freshman designed to provide opportunities for success and lower retention rates.
2. Its model of teacher evaluations with input from peers, deans, mentors and self-reflection processes.
3. Its new teachers' openness to suggestions for improved instruction in a supportive interchange.
4. Requiring freshmen to pass three proficiency tests in order to be promoted to sophomore year, a clear policy which verifies that students have benefitted from remedial programs.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Continue to collect data to gain valuable information to advance the school's quest to increase the retention rate of students and business partners.
2. Continue to address the need for greater diversity, especially in hiring.

Standard 12 (Health and Safety): The school is a safe and healthy place for students and faculty.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P2

Visiting Team's Assessment P2

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

The committee assessing the Health and Safety indicator has concluded that Cristo Rey Boston currently meets the requirements of the indicator, but with areas for further reflection and growth. Particular strengths of the school pertaining to Standard 12 include a comprehensive counseling program that includes a unique small group advisory curriculum, along with a requirement that the counseling office meet with every student at least twice per year. An issue warranting further discussion is the continued implementation of the Crisis Response Plan formalized in the winter of 2013.

The school does not have an on-site nurse to immediately address health concerns or to coordinate immediate follow-up with medical concerns and testing.

Observations

Personnel

The faculty is actively engaged in advising students. Counselors and college advisors meet regularly. The Dean of Students functions as a de facto nurse.

Facility

The physical facilities are sufficient to ensure the students' academic, spiritual and work study needs. Artwork that graces the halls is stunningly beautiful. The washrooms would ideally be attended to and cleaned more frequently throughout the day.

The school's response indicates a Crisis Response plan has been created and communicated verbally with students and staff. A completed written plan is targeted for December, 2013. At the time of our visit, the public address system was not functioning, precluding the execution of safety/lockdown or fire drills.

A fully functioning cafeteria provides breakfast and lunch. Serving lines include posted nutritional information. The food service professionals are making progress toward full certification of the food service processes.

Both staff/faculty and student workers from the corporate work-study program supplement the staffing requirements of the cafeteria.

The lack of an athletic facility prevents the school from fully serving the physical needs of the students and works against the school's student recruitment and retention goals.

Inspections/Certifications

The Campus Minister holds responsibility for compliance of the physical facility with local, state and federal regulations. He schedules annual fire marshal inspections, including twice yearly fire extinguisher inspections. There are also unannounced Fire Marshal inspections.

The fire department has also inspected and certified the cafeteria fire system.

The State of Massachusetts conducts annual occupancy inspections of the building and has issued a certificate of occupancy for the current school year.

Compliance with US Department of Labor (DOL) child labor regulations is achieved through the Cristo Rey Network via an annual letter of certification from the DOL covering all schools CWSP programs.

Each student worker is required to complete an I-9 form and appropriate original documents to prove eligibility to work in the United States. All cohorts have not yet been converted from paper I-9 forms to the electronic system, so there is risk of compliance issues.

Compliance with state child labor regulations is the responsibility of the CWSP program; each student worker has a completed labor form filed with the state entity.

Offsite Activities

No one person/committee has responsibility for all off campus events. Responsibility is assigned as follows:

The athletic director oversees the safety aspects of off campus activities involving sports.

- Coaches are required to be trained in first aide and CRP.
- An EMT is present at each home athletic event

Field Trip safety is the responsibility of the staff/faculty person in charge of the event.

Conclusions and Explanation of Rating

The visiting committee affirms the rating of P2 for health and safety. Completion of a written Crisis Response Plan and repair of the public address system require immediate attention.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Dramatically upgrading the facility to support the needs of the students and those who serve them.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Complete the written Crisis Response Plan.
2. Repair the public address.
3. Complete the food service certification with nutritional guidelines.
4. Complete the electronic I-9 system for incoming students and convert existing paper I-9 to an electronic system.
5. Consider hiring a nurse.
6. Attend to cleanliness issues in the washrooms.

School's Self-Asses **Standard 13 (Communication)**: The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P2

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's Self-Study Report.)

Cristo Rey Boston High School maintains effective systems of external and internal communication and record keeping which inform all constituents. We meet the standards with minor plans to increase communication with external parties and that will improve the record keeping process for the school to be more effective in up-to-date information. As a school we have a strong internal communication system among staff and faculty that creates multiple sources for information sharing among all members of the school community. We provide multiple channels for parents/guardians to be informed of student progress and school related information and events, but in order for all channels to be most effective, we need to do more to communicate with our families in multiple languages.

Cristo Rey has a file room that has all the permanent files for students dating back to St. John's High School. All student permanent files are kept under lock and in the file room; access to this room is only available to the Principal, Dean of Students, and Registrar. The Business Office maintains the personnel records for the staff/faculty members of the school. At the time of the self-study, the school was procuring fireproof file cabinets. The majority of the records are retained electronically, e.g., payroll data, benefit forms, etc. It is anticipated that by the end of the 2013-2014 school year the Business Office will be changing files to electronic versions.

All school policies are published in student and faculty handbooks which are available in paper copies and electronically for students, faculty, staff, parents, and any other requesting parties. Handbooks are currently only written in English but are translated at the request of parents in specified language in order to communicate policies effectively and offer explanation when needed. School-wide polices are implemented daily by all staff members within the classroom and school environment. Policies and procedures are reviewed by the administration team at the end of each school year, or if needed more frequently, to ensure effectiveness and

troubleshoot flaws within the designs.

Throughout the school year, the school hosts two parent nights that provide an opportunity for parents to meet with all staff/faculty to discuss concerns that could include programming, academics, attendance, behavior concerns, or financial issues... Parent-teacher nights are organized by the school administration. The schedule for the night is not only communicated to all students, but information is also sent home for the parents. In addition, school wide phone calls are made to families to guarantee awareness of the informative evenings.

Observations

The Visiting Committee is most favorably impressed with the school's Self-Study Report, as it evinces an earnest attempt of stakeholders to express the truth of who they are and a clear and thorough communication of findings. We noted that expressions of love and respect for one another abound. Clearly communicated upon stepping into any classroom are the school policies and expectations. Students must comply with a professional dress code and maintain a business-like decorum. They must come to class fully prepared and ready to work once the bell has rung. Consistent directives colorfully displayed on classroom walls further encourage a common academic language as faculty address expectations that will serve students in the classroom and at job sites.

The school reaches out to its diverse population of prospective and current students and families through various modes of communication. Current parents are gifted with a humble and dedicated faculty and staff who willingly share their email addresses and phone numbers so that parents may contact their children's teachers directly with any and all concerns. Faculty and staff further communicate their devotion to students by making themselves available early in the morning and long into the afternoons, often serving in multiple roles. The school communicates through quarterly progress reports academic and work-study setbacks and accolades ("Shout Outs"). There is concern that communicating solely in English prevents full outreach and clear communication with prospective and current families. Also, not all families have computers in their homes.

Internal communication among faculty and staff is effective. Most evident is the heroic efforts of the faculty and staff to run a quality program, doing much more with significantly less. Faculty has graciously taken on additional roles. Veteran teachers carefully mentor newcomers.

The Visiting Committee felt tension between the emphasis on raising academic performance and the requirements of the Corporate Work-Study Program. The two programs do not appear to be very well integrated. The academic leadership team and the CWSP director should be encouraged to coordinate their efforts through regular meetings with one another and with the entire faculty and staff

Conclusions and Explanation of Rating

The Visiting Committee praises the great spirit of doing more with less and acknowledges the school's self-identified weaknesses. We encourage the implementation of necessary changes.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Communicating guiding principles and academic expectations with clarity.
2. The collegial spirit of the faculty to create a professional culture that encourages collaboration and mentoring.
3. Its readiness to revisit, revise and update policies as needs change.
4. Its purchase of fireproof filing cabinets to ensure the safety of record keeping against fire and theft.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Make all print and electronic information for families available in Spanish as well as English.
2. Find ways to increase parent involvement.
3. More fully integrate the academic and work-study programs. Including the CWSP Director in administrative sessions and full faculty meetings seems like a great step toward integration.

Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P2

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's Self-Study Report.)

Cristo Rey Boston has adequate resources to succeed in its mission to educate students of limited economic means to become men and women of faith, purpose and service. The school's emphasis on planning, equipment and facilities is evident, particularly in the school's move and subsequent capital improvements. The majority of the school's personnel needs are met and well-planned for, although the staffing of the Corporate Work Study Office has not seen similar growth as the rest of the school's staff.

Observations

Cristo Rey Boston is operating in a newly renovated building that had previously served grade school students. The work done on the building has transformed it into a more usable space for the growing student population. The audited statements accurately reflect the financial position of the school. The school's audit was performed and the school received a clean bill of health.

In talking with the business office it became clear that the day to day accounting and bookkeeping is only now being done in such a way that the school's management can have an accurate picture of their immediate and near future economic state. The school is adequately maintained.

The key issue for the school has been and continues to be maintaining adequate financial resources for the needs of the school. The theme of this school year is to build a surplus and the budget calls for \$500,000 reserve at end of fiscal year. Many people wear several hats and are working extremely hard. There has been an issue of hiring and retaining high quality educators. The school is in a highly competitive market for educators working with low income students.

Their strategic vision statement *Equality and Sustainability* is an excellent blueprint for the future. A twenty year capital improvement framework developed by an architectural firm in 2010 envisioned a series of upgrades inside the facility and the acquisition of property to allow for expansion of the school. One of those properties, located next to the school, was for sale in the spring of 2013, but the school did not have the resources to purchase it. The school might consider engaging a realty company to help with methods of acquisition or obtaining an option to buy.

Until recently the focus and energy of the school's management team has been on keeping the school afloat while providing the very best experience for their growing student body. Phase 1 of the 20-year framework developed by the architectural firm, which involved bringing a commercial kitchen into operation, renovating the cafeteria, upgrading classrooms and corridors, and doing heating and ventilation work, has been completed. The school also completed several miscellaneous upgrades outlined in the architect's plan, including adding classrooms and offices throughout the building. There is a need to revisit the architect's framework, however, in light of actual experience.

The actual budget may need to be developed using more input from staff and the chart of accounts may need to be reviewed to more accurately reflect the actual day to day operations of the school. Perhaps the Finance Committee of the Board could help the management team to develop better practices. The school has a clear picture of short and long term development needs and has the plans and organization in place to meet those needs. The school is providing excellent service to an extraordinarily challenged population. There are 26 Cristo Rey schools nationally and Cristo Rey Boston has the second lowest family income!

Conclusions and Explanation of Rating

Fundamentally, Cristo Rey Boston has a good structure and is fulfilling its missions. The central issue is having the financial resources in place to answer some of their immediate needs and to get to a point in the future where their grand vision can be accomplished. Presently, the heroic work of the staff which requires working long hours (often seven days a week) and wearing several hats has kept Cristo Rey Boston on course. There are few serious problems which cannot be solved without more money. By June of 2014, with a large surplus in hand, the school will be poised to move to the next level.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Moving to Boston and completing significant capital improvements to create a rapidly improving learning environment that can support the fast-growing student body.
2. It's clear sense of the capital improvements needed in the coming years to prepare the infrastructure for a larger student body and greater sustainability.
3. The hiring of two full-time staff members – an Assistant Director and a Program Manager – to prepare students for their work-study placements, a positive shift from the past practice of relying on volunteers to fulfill some of the duties of these functions.
4. The high quality and dedication of the staff.
5. Heroically living its mission to provide economically challenged students with a high quality educational experience.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Take steps to ensure consistency in staffing in the work-study department so that student training and coaching steadily improves and corporate relationships are properly supported.
2. Reassess the capital needs of the building after the completion of the current slate of significant improvements, addressing the needs of the building after it can successfully maintain a student body of 400.
3. Hire an in-house IT-Director and develop a technology plan (perhaps using the framework used while filing for E-rate).
4. Significantly increase revenue to address additional staffing needs in CWSP, College Counseling, Admissions and perhaps alumni outreach and to increase faculty salaries.
5. Develop more timely and more accurate financial statements.
6. Get more input from various constituencies in developing the budget.
7. Consider retaining the services of a realty company to help with property acquisition planning.

Standard 15 (The Accreditation Process): The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive self-study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all standards; and participates fully in the peer review process, hosting a visiting committee and sending personnel to serve on visiting committees to other institutions.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1
 Visiting Team's Assessment P1

Brief narrative description of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's Self-Study Report.)

Based on a thorough analysis of the procedures that were carried out by Cristo Rey Boston High School, it has been concluded that the school is fully committed to institutional improvement and to the NEASC accreditation process.... All members of the school faculty and staff participated in the self-study process and the study was conducted in the spirit of full disclosure.

The completed self-study was compiled and distributed by the Steering Committee in February of 2013. All faculty, staff, and administration were required to read, review, and make comments on the self-study in preparation for a Professional Development day devoted to NEASC tasks in March of 2013.... Additionally, all members had the opportunity to assess if the strengths and weaknesses listed accurately represent the school's status, vote on the school assessment ratings, and prioritize items to include in the Reflection, Recommendations, and Issues for Further Discussion section of the report.

In April 2013, a revised draft of the self-study was received by the Self-Study Co-Chairs for final review. At this time, the revised self-study was passed on to the Part II Committee, and later to the Cristo Rey Boston High School Board of Trustees.

.... All stakeholders came to a consensus that the report is an accurate representation of the current status of Cristo Rey Boston High School.

Observations

The Visiting Committee accepts the enthusiastic testimony of faculty and staff that the Self-Study process required their full engagement and that the entire process was well organized, thorough and helpful. Faculty and Professional staff seemed to be quite proud of the final document and agreed whole-heartedly with the commendations and recommendations. When asked for specific examples, faculty and staff evinced great familiarity with the document. It was also clear that all felt that their voices were heard.

Similarly, members of the Board were quite familiar with the report, especially the commendations and recommendations. The report was strongly endorsed by the Board and the school community.

Conclusions and explanation of ratings

The Visiting Committee concurs with the school's top rating but laments that we did not have a chance to meet with parents or alumni.

Commendations

The Visiting Committee commends Cristo Rey for:

1. The efficient, inclusive, reflective process to complete the Self-Study led by well-organized co-chairs.
2. Keeping everyone informed and engaged, even with high faculty and staff turnover

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Encourage more faculty and staff to serve on NEASC visiting committees..
2. Find ways to enhance parent involvement for feedback and for assist in the implementation of their strategic plan and Part II of this report.

Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion

Overview (Part II asks the school to draw together what it has learned from its self-study and prioritize these ideas into a thoughtful, reflective, creative summary of the school's most significant concerns, hopes, and dreams for the future. This may include both action items and discussion items. You may take descriptive paragraphs directly from the *Self-Study Report* if they accurately describe the school's findings.)

...we acknowledge a need to improve the faith and service opportunities...we must continue to work toward a clear understanding of who we serve...we must improve our retention of students, high quality faculty and staff, and Corporate Work Study sponsors...there is a need to draft a document explaining what Cristo Rey Boston High School is today... (Self-Study Report ~ page 126)

Cristo Rey is clearly a good school on the move to becoming better and better. The school's expressed commitment to finding ways to strengthen its Catholic essence, to reduce the attrition of valued people (both young and old), and to express its many virtues and most lofty purpose will prove of inestimable value.

Observations (Include comments on the areas included in Part II, the correspondence to priorities perceived by the visiting committee, the sufficiency of resources to accomplish plans and intentions, and the process in place to monitor progress.)

A vibrant, healthy community of spirit and people, Cristo Rey Boston has all the things that money cannot buy, and it has them in abundance. The school is clearly in business for all the right reasons: attracting, inspiring, and preparing financially needy young men and young women for admission to and success in four year colleges, for success in the work force, and for success in life. The adults in the community love and support their students and love and support one another. At the moment, the school is thriving on the backs of its faculty and staff in the academic and work-study programs. Wearing several hats and living the creed *I shall do more with less* appear to be the order of the day.

The school does, however, need many of the things that money can buy, including higher salaries, additional staff, healthier cash flow, and more and better facilities. The board, which has been strengthened and promises to become stronger still, must remain firmly focused on raising the funds the school deserves and needs.

Conclusions

The school has come a long way. The mission is pure. The leadership is talented and committed. The students and adults are terrific. Just keep doing the next right thing.

Commendations

The Visiting Committee commends Cristo Rey for:

1. Developing a clear and lofty mission.
2. Hiring and supporting a strong President.
3. Developing a strong Board of Trustees.
4. Hiring great people who love their students
5. Creating a culture of academic excellence.
6. Creating a culture of professional development and mutual support.

Recommendations

The Visiting Committee recommends that Cristo Rey:

1. Advance the Catholic mission more comprehensively.
2. Raise needed capital.

3. Recruit and develop more corporate sponsors.
4. Arrive at the best administrative structure for academic leadership.
5. Consider adding staff, especially in the areas of health services, and IT.

MAJOR COMMENDATIONS

1. The Visiting Committee commends Cristo Rey for loving students and calling them to greatness.

MAJOR RECOMMENDATIONS

1. The Visiting Committee recommends that Cristo Rey embrace all of our recommendations in the spirit of loving support in which they have been made.
2. The Visiting Committee recommends that Cristo Rey advance the beauty, truth, and goodness of its mission with clarity and force.
3. The Visiting Committee recommends that Cristo Rey remain firmly focused on raising funds.
4. The Visiting Committee recommends that Cristo Rey focus on integrating the academic and work-study programs.

Report on Standards for Accreditation for {School Name}

The visiting committee must rate the school by placing an X in the appropriate rating box for all applicable standards. For failed ratings (F1 or F2), please also note page references from your report in the *Failed Ratings* column. For any visiting committee's ratings that differ from the school's self-rating, please use the *Differing Ratings* column to note page references.

Standard	Rating				Failed Ratings (List page number)	Differing Ratings (List page number)
	P1	P2	F1	F2		
1 – Mission	X					
2 – Governance		X				P. 5, 6
3 – Enrollment	X					
4 – Program	X					
5 – Experience of the Students	X					
6 – Resources to Support the Program		X				P. 6, 17
7 – Early Childhood Program						
8 – Residential Program and/or Homestay Program						
9 – Faculty	X					
10 – Administration		X				
11 – Evaluation and Assessment		X				
12 – Health and Safety		X				
13 – Communication		X				P. 29, 30
14 – Infrastructure		X				P. 27, 31, 32
15 – The Accreditation Process	X					