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

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Day: Male: 61, Female: 61
Boarding: Male: 30, Female: 65
Homestay: Male: 27, Female: 41

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

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

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

Brief statement of school’s history, mission, and culture – what makes this school unique?

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.
Today the Cristo Rey Network is a thriving association of 26 high schools that utilize the innovative work-study program to provide affordable, Catholic education to more than 8,000 students nationwide. As a member of the Network, Cristo Rey Boston High School exclusively serves families with limited financial resources. Since moving to Dorchester, approximately 82% of the school’s students qualify for the federal free/reduced lunch program, and the average family income of entering 9th graders has averaged $26,000. Cristo Rey Boston High School consistently ranks in the bottom quartile in the Cristo Rey Network in the household income of the families it serves, and the school has the second lowest concentration of free/reduced students in Boston, second only to the Boston Day and Evening Academy.

Like our colleagues in the Cristo Rey Network, every one of our students works five full days per month at more than 100 companies in Greater Boston to pay for most of the cost of their education and to gain professional experience. By working, students learn about the corporate world, connect academic coursework to the work they do at their corporate placements, and gain skills that will serve them beyond high school. During 2012-13, the students of Cristo Rey Boston High School covered 60% of the operating costs of the school by working in corporate Boston, 30% of operating costs were covered by fundraising, and family share tuition accounted for 10% of expenses.

Our mission is to educate young people to become men and women of faith, purpose and service. We provide our students with the opportunity to develop faith in God and to understand that there is a purpose to their life. Through their four-year experience at Cristo Rey Boston, our students discover their unique gifts and talents, and a host of service learning opportunities teach them the value of contributing to a better world. We believe we are called to contribute to a better world, to serve others, and to be on the side of those who are left behind. Everything we do is based on these values.

We offer a rigorous, supportive, college preparatory curriculum that prepares every one of our students to enter and graduate from college. The average student enters Cristo Rey Boston High School a grade-and-a-half below level academically, about at the 7th grade level in Math and English Language Arts (ELA). The majority of students entering from public and charter schools – about 75% of our first year students – are not proficient in Math and ELA. We offer double blocks of core courses, tutoring and remediation for students who need it, a reading intervention program for approximately 20% of the 9th grade class, mandatory Advanced Placement classes during senior year, an intense college counseling program that helps students select the right college, and a range of extracurricular and athletic programs. As a result of this year, for four consecutive years (classes of 2010 through 2013), 100% of our graduates have been accepted to four-year colleges and universities, and 92% have directly enrolled in these institutions in the fall semester after high school.

Person(s) completing this form: Annemarie Grimaldi and Carrie Wagner            Date: 6/12/2013
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**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.

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<td><strong>Failing</strong> <em>(The students’ experience is compromised.)</em></td>
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<td>P1. __ x __ Meets Standard: may have minor plans/recommendations or issues for reflection.</td>
<td>F1. ___ Fails Standard: aware and plans remediation.</td>
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<td>P2. ___ Meets Standard: does have significant plans/recommendations and issues for reflection.</td>
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**Brief narrative description of the school’s position with regard to this standard**

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.

**Self-study committee membership, meeting schedule, and procedures**

Committee members:
- Sylvia Simmons (chair), Member of the Board of Trustees
- Fr. José Medina, Principal
- Marianne MacDonald, Member of the Board of Trustees, CWSP sponsor
- Mike Kauffmann, English Teacher
- Carrie Wagner, Dean of Curriculum

The committee first met on April 12, 2011 to reflect on the Mission and discuss the indicators. Each member was assigned to observe one or more groups connected to the school to determine if the group demonstrated a commitment to implementing the Mission. Committee members observed physical signs related to the Mission, verbal discussions demonstrating an awareness of the Mission, and decisions made that did or did not reflect the Mission. Committee members brought their observations of the faculty, classroom, CWSP check in, leadership team, students, alumni, admissions, volunteers, Board members, sponsors, and parents to the second committee meeting, held on May 30, 2011. Committee members also examined printed materials including the student and employee Handbooks, admissions materials and acceptance letters, tuition bills, tuition collection letters, development materials, corporate work study materials, school dashboard, Board orientation materials, and Board nominating practices. The committee evaluated whether the materials reflected a commitment to implementing the Mission of the school.
Committee members drafted written comments of their observations over the summer and submitted them to Sylvia. Carrie and Sylvia met on October 2, 2012 to plan the last steps of the process and to draft the report. The entire committee met for the last time on November 6, 2012. At this meeting, committee members discussed the draft, made revisions, and discussed recommendations. Carrie completed the draft which was approved by the committee at the end of November. All members contributed to and approved revisions made in April 2013.

List of background materials reviewed and people interviewed

- x Parent survey
- x Faculty survey
- x Student survey
- ___Alumni/ae survey
- x Department and major program reports
- x Publications (list) - the student and employee Handbooks, development materials, corporate work study materials, school dashboard
- x Other (list) - admissions materials and acceptance letters, tuition bills, tuition collection letters, Board orientation materials, and Board nominating practices

Comments regarding suggested indicators

1.a. The mission of the school is stated clearly.

The mission of the school is the following:

\textit{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.}

The clarity of the mission is demonstrated by the consensus of the constituents of the school around the meaning of each phrase. As President, Jeff Thielman reinforces each component in a presentation and/or written materials for new faculty, staff, students, and members of the Board. The Admissions Office ensures that incoming students understand each component of the mission, and the Corporate Work Study Office does this work in presenting the school to prospective sponsors.

Jeff Thielman explains the various components of the mission in a PowerPoint presentation to incoming freshmen, articulating the school’s understanding of its own mission. Being a Catholic school means that Cristo Rey Boston is sponsored by the Roman Catholic Archdiocese of Boston, serves students of various faiths, has monthly community-wide Masses, requires retreats for all grades, encourages students to engage in community service activities, has a Campus Ministry team, and integrates Catholic values into the classroom. Educating students of limited economic means leads Cristo Rey Boston to educate young people who cannot afford traditional college prep schools, to target families who qualify for the free and reduced lunch program, and to exclude students with many other resources. Becoming men and women of faith, purpose, and service means students have the opportunity to develop faith in God and faith in themselves; see meaning in their lives as the school helps them discover their unique gifts and talents in order to fulfill their purpose in life; and contribute to a better world, serve others,
and be on the side of those who are left behind. Having a *rigorous curriculum* means that students take double block classes and Advanced Placement classes, are prepared to enter and graduate from a four-year college, and have a longer school day and year compared to public and some private schools. The *unique work study experience* means that 115 employers in Greater Boston employ students, Cristo Rey Boston is the only school in Boston with this program, students have the chance to know and understand the corporate world, and students are motivated to achieve at higher levels in school as a result of experiencing a work culture that is different than school. An *inclusive school community* means that a variety of faiths and racial backgrounds are represented and all racial, ethnic and religious backgrounds are respected. Succeeding in college and beyond with the *values essential to a fulfilling life* means that students graduate from high school with values to guide them for the rest of their lives.

1.b. The mission of the school is embraced by all constituencies and linked to all aspects of school operations.

The first step toward widespread understanding of, and buy in to, the mission is to ensure that the mission is communicated regularly to the major constituencies of the school. In fact, the mission figures prominently in the work of the Board of Trustees, faculty and staff, parents, students, and Corporate Work Study sponsors and drives the experience of the students both in the classroom and in the Corporate Work Study experience. In the survey data from November of 2012, 87% of students agree or strongly agree that the mission is clear and well publicized, and 68% agree or strongly agree that the mission is matched by what is happening in the school. 93% of faculty and 100% of staff agree or strongly agree that the mission is matched by what is happening in the school.

**Trustees:** The Trustee Manual or On-Boarding Notebook clearly states the mission of the School and describes in detail the meaning of each component of the mission. The on-boarding materials, comprised of processes and programs related to the school, demonstrates the centrality of the mission in planning and decision making and includes the standards for mission effectiveness. The on-boarding session with each new individual Trustee ensures their understanding of the mission of the school and the values that guide decisions.

**Faculty and Staff:** The faculty and staff carry out the mission of the school on a daily basis. In the hiring process, finding mission-driven candidates is a top priority. Job postings include the mission statement, and commitment to the mission is a crucial component of hiring decisions. Hiring mission-driven faculty and staff is a primary means by which the culture and life of the school are sustained. The President, who is charged with ensuring that all employees are supportive of our mission, is the final say on all hires.

The Principal and President regularly remind faculty and staff of the centrality of the mission in all that we do. At the beginning of each school year, the President presents the mission of the school and of the network to all new faculty and staff. This orientation now also includes a reflection on the turnaround article in *Catholic Education: A Journal of Practice and Inquiry*, which includes an overview of the school’s transformation from North Cambridge Catholic to Cristo Rey Boston as well as the history of the Cristo Rey movement. Furthermore, most faculty and staff meetings begin with a PowerPoint slide that includes the mission. These slides often highlight particular words or phrases that explain our focus for that particular meeting and return to these phrases repeatedly throughout the discussion.

Cristo Rey Boston employs four or five full time volunteers who live out the mission of the school by volunteering a year of service and demonstrating through their presence what it means to live with
purpose and faith. As part of the AmeriCorps program, they contribute enormously to the life of the school and carrying out the mission. In addition, the school has employed one or two Urban Catholic Teacher Corps volunteers consistently for the past nine years as well as a Jesuit Volunteer Corps volunteer for the past four years. These individuals choose to volunteer with us because they desire to serve our mission statement, and their dedication to an intentional, faith-centered, community and simple living reflect that mission.

Parents: During the 2011-12 academic year, Boston College conducted a study of parent engagement in Cristo Rey Boston. A manuscript of the study has been submitted for publication. Of 310 parents eligible to participate, 119 completed surveys. In addition, four focus groups, two conducted in English and two conducted in Spanish, were held at the school with approximately 25 parents in attendance. The study suggests that parents understand the mission of the school related to college success and a rigorous curriculum. More needs to be done so that parents understand the mission of faith, purpose and service. The study recommends that parent engagement be part of the core mission of the school and that parent involvement be integrated within the culture of the school. Administrators, staff and faculty, guided by the study, are taking steps to involve parents in the life of the school. In particular, one of the long-term goals for Advisory is that parent groups mirror the student groups that already exist. This would create communities of 8-10 families with one specific faculty or staff advisor to turn to for primary communication.

Students: Students start learning about the mission of the school as soon as they step into the building for the first time. The mission is stated in materials sent to prospective students and families, verbally recited to prospective students when the Director of Admissions visits middle schools, posted in the main office and in all classrooms, and presented to students and their families during the Freshman Family Conferences which are designed around the mission statement. Students continue to see the mission statement throughout their high school career in their classrooms, the State of the School address by the president, and frequent reminders from the principal, faculty, and staff about particular phrases in the mission statement, particularly “faith, purpose, and service”, “rigorous curriculum”, and “unique work study experience.” Banners bearing key phrases from the mission statement and placed near the entrance to the school and in the hallways and cafeteria would further enhance the visibility and prominence of the mission.

The handbook was rewritten in the spring and summer of 2011 and currently reflects the school’s desire to frame expectations in positive terms rather than as mere rules with consequences. The focus is on Cristo Rey Boston students being honest, present, prepared, and respectful. These characteristics help students learn and grow so that they become college ready and have the values needed to build a fulfilling life, two important aspects of the school’s mission. The handbook affirms Cristo Rey Boston as a mission-driven school. Students are honored at the end of the year awards ceremonies for excellence in academics, athletics, and the work place. College book awards also honor good citizenship and service to others.

The Student Life Office provides opportunities for the school to grow as a community of faith, purpose, and service throughout the year. The three community days are organized around Advisory groups which meet every week and promote reflection, team-building, and shared purpose for the entire faculty, staff, and student body. All three community days include a talk and small group reflection and the focus either on service or community building. In addition, the Student Life Office leads retreats, service trips, and extracurricular activities to support students in their growth as men and women of faith, purpose, and service.
**Corporate Work Study:** Companies approached to consider hiring Cristo Rey Boston students are intrigued by the mission and impressed by the school’s success in achieving that mission in terms of the high college acceptance rate. Staff in the companies that interact with the students are proud to be part of supporting the mission, and staff that work directly with the students want to be part of supporting the students’ success because they believe in the mission.

The Director of Corporate Work Study is charged with communicating the mission to sponsors, and the Corporate Work Study Program Director and Assistant Program Director ensure that the mission is part of the day to day operation of the program. This work begins with the Foundations Program for incoming freshmen in August before the start of the school year. Students are immersed in the culture of the school and learn the hard and soft skills that set them up for success both in the work place and classroom. The importance of the mission of the school in this work is particularly evident in the integration of academics and work study preparation during these two weeks. Teachers are invited to teach Foundations courses based on their demonstrated effectiveness in the classroom, and the planning is shared by Corporate Work Study staff, the principal, faculty, and student support staff.

Like each first period class, morning check-in for Corporate Work Study includes a prayer, announcements, and a dress code check. Students are then dismissed to go to work, either by train or van. This unique work-study experience is a part of every student’s week, and the presence of several members of the CWSP Office reinforces the importance of this aspect of the Cristo Rey Boston experience. The desire of the CSWP staff to enforce school rules and a culture that is consistent with the rest of the school is evident in the staff’s enforcement of policies and practices consistent with teacher classroom routines. During the 2012-13 school year, a restructuring of the program led by Principal Father José Medina and Director of External Relations Emily Smalley refocused the CWSP on the mission of the school. This has increased a mission-centered approach and increased student accountability to tightened school policies around attendance and job performance.

**Classroom:** The mission is an integral part of the experience of being in the school, particularly in the classrooms. The Mission Effectiveness Standards and crucifix remind us of who we are and what we’re a part of, and our mission derives from that identity.

First period begins with prayer, announcements, and a dress code check, reinforcing the faith aspect of the school mission as well as a sense of community. All classes begin with a Do Now activity, and the agenda, objectives, and homework are posted in a place where students can see them throughout the period. This promotes college readiness by creating a consistent classroom culture that fosters student achievement and by providing information so that students can take ownership of it. Teachers communicate that each lesson, and in fact each minute, has a purpose.

Teachers strive to meet the needs of individual students through differentiated instruction, questioning strategies such as cold call that involve all students, and varied methods of teaching including independent and collaborative work. These things build an inclusive community with a strong college prep culture.

1.c. The mission statement is reviewed regularly, using a process that involves representatives of major constituencies of the school, as appropriate.
The Trustees revisit the statement periodically to determine if changes should be made to the mission. In the summer of 2010, prior to the opening of the school year in our new facility in Dorchester, the Board and a team of staff members revised the mission statement. and made changes to reflect the school's designation as a Cristo Rey School and member of the Cristo Rey Network.


Mission Statement for Cristo Rey Boston High School (revised 2010):

_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._

Mission Statement for North Cambridge Catholic High School (revised 2004):

_North Cambridge Catholic High School is a co-educational Catholic school, offering students of multicultural backgrounds and limited economic means a rigorous college preparatory program in a safe, nurturing environment._

_Through a comprehensive curriculum, the Corporate Work Study Program, and a close partnership with families, the School prepares its graduates to become exceptional community leaders and persons of strong moral character._

_The School embraces the cultural, ethnic, and religious diversity of the student body, enabling each student to develop a unique sense of personal responsibility, global awareness, and spiritual growth._

The Trustees plan to schedule a review in three years, or sooner if necessary, to determine if changes are needed and include the appropriate constituencies. A more formalized process would help ensure that this work is done systematically.

1.d. The school community is engaged in reflecting on ways to enrich the application of the mission in all aspects of the program.

The centrality of the mission in all aspects of school life is evident in the deliberate efforts of the Board and administration to lead with the mission at the forefront. As a result, the various constituencies of the school reflect on the mission as they carry out their work. The Admissions Office includes the mission as a primary component of the sales pitch to prospective students and families and of the introduction to the school upon admission. The Corporate Work Study Program puts the mission before sponsors as the core identity of the school. The president and principal are explicit in making the mission the starting point for all decisions and initiatives undertaken by the school.

One example of how reflection on the mission drives enrichment of our program is the creation of the Student Life Office in preparation for the 2012-13 school year. After spending several years restructuring the academic program to increase the rigor of the curriculum (through the introduction of
double-block classes, a freshman proficiency program, and AP courses), the need for refocusing on faith
and service led to the hiring of a full-time Campus Minister and the creation of a three-person Student
Life team. The importance of this work derives directly from the mission of the school, and action in this
direction was a clear result of reflection on ways to enrich the mission.

There may be a need to formalize the process for reflecting on the mission in other areas of the school,
and an effort led by the Trustees could facilitate such a process.

1.e. The school’s climate and culture support an effective education program, consistent with its
stated mission.

A variety of data points confirm the effectiveness of Cristo Rey Boston’s education program including
the increase in PSAT and SAT scores over the past four years; the admission of Cristo Rey Boston seniors
into selective colleges and universities including Holy Cross, MIT, Boston College, and Georgetown
University; and the percentage of Cristo Rey Boston students on track to graduate from college in 5
years or less. The ways in which the climate and culture of the school support the program are best
articulated in the turnaround article in Jeff Thielman’s article in Catholic Education: A Journal of Practice
and Inquiry. As Thielman writes, Principal Father José Medina made a presentation to faculty in
November of 2007 in which he “called for consistent grading policies, consistent expectations of what
good work looks like, scaffolding in which the teacher models the desired learning strategy and then
shifts responsibility to students, and common assessments.”1 This presentation sparked a turnaround in
the educational program that was made possible by a shift in the climate and culture of the school. As
the school embraced data-driven change, teacher collaboration around curriculum and common
assessments, regular unannounced observations by peers and administrators, and professional
development to build a consistent classroom culture, the educational program improved and students
experienced dramatic gains in PSAT and SAT scores. The readiness to embrace change in order to
improve student outcomes has been crucial in the turnaround effort and remains central to the school’s
effectiveness in carrying out the mission of the school.

1.f. Requirements and expectations of students, parents, faculty, trustees, and employees clearly
reflect the values and mission of the school.

By the time that students and parents/guardians register for matriculation at Cristo Rey Boston, they
have been part of many conversations related to requirements and expectations, including the Knight
for a Day interviews and Freshmen Family Conferences, as well as one-on-one conversations with
Admissions and the Business Office. Students and their families understand the values and mission of
the school and agree to adhere to them.

Trustees learn and agree to the values and mission of the school through a carefully thought-out on-
boarding process which ensures that they understand the mission as a whole as well as their particular
role in the mission.

Faculty and staff learn about the values and mission of the school during the hiring process which
includes a conversation with the President around interest in and dedication to the mission.

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1 Thielman, Jeff. “School Turnaround: Cristo Rey Boston High School Case Study. Catholic Education: A Journal of
Inquiry and Practice, Vol. 16, No. 1, September 2012, p. 130.
1.g. The culture of the school reflects a commitment to implementing the mission of the school.

The successful turnaround from an underperforming school in Cambridge that was seeing less than a full year of growth each year to an innovative, well-respected, and data-driven school successfully bringing students to college readiness is evidence of the school’s commitment to implementing the mission with vision and vigor. As Thielman writes: “Cristo Rey Boston High School’s turnaround was not driven by a standardized test requirement, state regulations, or the potential loss of state or federal funding. No one came from the outside and mandated a turnaround. The Cristo Rey Boston turnaround was about fulfilling a mission deeply embedded in the school community, rather than an effort by outsiders with a lofty but detached vision. Change came because the principal and eventually the faculty came to a better understanding of the effective practices associated with successful schools.” The school has proven itself to be committed to growth even when the next steps require facing hard facts and making difficult decisions. The mission that Cristo Rey Boston has chosen is hard work, and the various constituencies are aware of the challenges involved in educating low-income students so they may grow as people of faith, purpose, and service. These challenges unite the Cristo Rey Boston community in a belief that the difficult work is also important, rewarding work. The culture of the school is a reflection of this awareness and allows the various members of the community to implement the mission with dedication and faith.

Notable strengths of the school in this area

The school staff has done an outstanding job of developing and implementing a rigorous curriculum, and that aspect of the mission is evident throughout the school and its community. The mission is stated clearly and posted in every classroom, and the mission is incorporated in all documents for Trustees, faculty, students, staff and corporate partners.

In the 2012-13 school year, the mission is being strengthened by a new School Life team that includes a Campus Minister, several community days added to the school calendar, and a new positive behavior system which shifts the emphasis away from punitive rules and celebrates student successes instead.

The school environment and the commitment of the Trustees to support and carry out the mission ensure that recommendations relating to the mission will be adopted quickly.

Notable weaknesses/needs

The school community, through the leadership of the Principal and President, has purposefully focused on developing the academic rigor of the school, and student data demonstrates that student learning has increased significantly. After many years without full-time leadership of the school’s spiritual life, a full-time campus minister was hired for the 2012-13 school year. As the next step in our turnaround, the school community is poised to focus the attention on further strengthening the faith and service aspects of our mission.

There is also work to be done to help students and families understand how the Corporate Work Study Program fits our mission. Students understand that the Corporate Work Study component is an essential part of the school’s financial sustainability, and they have pride in the responsibility they take in providing for their own education. Students are not as aware of how the Corporate Work Study

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2 Thielman, 142.
program supports their growth as people of faith, purpose, and service. The school needs to address the dignity of work more explicitly so that students and families are able to articulate how the work component ties to building students who can lead fulfilling lives.

Parents have not been engaged in the mission as much as we would like them to be. The admissions process is centered heavily on the mission, but once students matriculate, parents are not often engaged in a dialogue about the mission and what it means. The school is in the midst of efforts to increase parent engagement with the life of the school.

Aspects warranting attention

We need to make a greater effort to ensure that parents understand the mission and its connection to the work study program and have real opportunities to engage in the life of the school.

Recommendations for school improvement and issues for further discussion

- That the school continue to develop the faith and service components of the mission through the ongoing work of the Student Life Office and Campus Ministry
- That the Board review the mission statement every three years to determine if any changes should be considered and that the Board members be reminded at the beginning of Board meetings of the mission of the school so that all Board decisions will be informed by it
- That the school take steps to make the mission more visible by putting up banners in the halls and giving student awards for faith and service
- That the school revise the Student Handbook to put a larger emphasis on faith and service and to include more language about who we are as a loving, faith-filled community
- That the school create a Cristo Rey Boston prayer, included in the handbook, morning announcements, and in the hallway outside the main office as another way of emphasizing the core values of faith, purpose, and service
- That the school, as it continues to develop a strong alumnae association and reaches out to past alumnae, focuses on the new mission statement and emphasizes, in communications and at meetings, the values that are an integral part of Cristo Rey Boston
- That the school reach out to parents to make sure they understand the mission and its connection to the Corporate Work Study program and have opportunities to engage in the life of the school
**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.

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

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 Eternal 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.

**Self-study committee membership, meeting schedule, and procedures**

**Membership**
Cornelius (Con) Chapman, Chair, Member of the Board of Trustees
Jeff Thielman, President
Emily Smalley, Vice President of Eternal Relations
Susan Hunt, Director of Finance and Operations
Nick Trapani, Humanities Teacher

**Meeting Schedule**
June 15, 2012: Review the charge, identify the School’s various constituencies (parents, students, faculty, staff, work-study sponsors and donors), review the indicators of successful governance listed in 2.a of Standard 2, and discuss the School’s financial model.
October 10, 2012: Circulate working draft of report.
October 15, 2012: Committee meeting by conference call.
November 2, 2012: Present a second draft of the report.
November 7, 2012: Committee meeting by conference call.
November 16, 2012: Verbal report of Governance Committee to board.
November 19, 2012: Committee meeting by conference call.
November 30, 2012: Circulate board self-evaluation questionnaire.
December 7, 2012: Self-evaluation questionnaires returned to Governance Committee.

Procedures
Meetings of the committee took place in person or via conference call as indicated above. One member would act as secretary, recording items for follow-up. Drafts of the committee narrative were circulated via email for input from all members.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list) Board Survey

Background Materials Reviewed
1. CRB Organization Chart, 2012-13 (Academic)
2. Legal and Organizational Structure Chart
4. 2012 Board Self-Evaluation
5. 2012-13 Employee Handbook
6. Long Range Plan
7. Monthly Dashboard
8. Membership Agreement dated August 14, 2008
10. Memorandum to Governance Committee dated May 1, 2012 from Carrie Wagner, Dean of Curriculum and Annemarie Grimaldi, English Teacher
11. Principal Profile/Job Description
15. Consent in Lieu of Special Meeting of Members of School, December 23, 2011.

Interviews
Jeff Thielman, President

Comments regarding suggested indicators

Cristo Rey Boston High School, Inc. (the “School”) is a Massachusetts charitable corporation. Under the School’s Bylaws, its “members”--the non-profit equivalent of stockholders--are the Chairman (ex officio), the Secretary of Education of the Archdiocese of Boston (ex officio) and “such other persons as may from time to time be appointed by the Chairman,” Bylaws Article II, Section 1. The Chairman of the Corporation is the Roman Catholic Archbishop of Boston, ex officio, Bylaws Article IV, Section 1.
The current members of the school are accordingly Sean Cardinal O’Malley, the Roman Catholic Archbishop of Boston and Mary Grassa O’Neill, the Secretary of Education/Superintendent of Schools for the Archdiocese of Boston, in each case ex officio, and John E. Straub, Chancellor of the Archdiocese of Boston (collectively, the “Members”).

The Board of Trustees is the governing body of the School (the “Board”). The Board consists of the President (ex officio), the Vice-President (ex officio), the Secretary or the designee of the Secretary (ex officio), and up to twenty-one other persons elected by the Members. The President and Vice President are elected by the Members of the School from the Board; Bylaws Article IV, Section 1. The current President is Thomas P. O’Neill, III and the current Vice President is Elizabeth Cahill Lempres.

The Chief Administrative Officer of the School (sometimes referred to as the “President” of the School) is appointed by the Members of the School, Bylaws Article VI, Section 1. The Chief Administrative Officer of the School is responsible for “carrying out in the administration of the School all policies established by the Members or the Board of Trustees,” Bylaws Article VI, Section 3. The Chief Administrative Officer’s contract is approved by the Board of Trustees and the counterparty is the School.

Four positions report directly to the Chief Administrative Officer: the School’s Principal; the Director of Finance and Operations; the Vice President of Eternal Relations; and the Director of Corporate Work Study.

Six positions report directly to the Principal: Dean of Instruction & Student Life; Dean of Curriculum; Director of Campus Ministry & Student Life; Director of Admissions; Director of Counseling; and Registrar and Athletic Director.

The faculty report to the Principal through the Dean of Instruction & Student Life and the Dean of Curriculum.

Cristo Rey Boston Corporate Work Study Program, Inc. (the “Corporate Work Study Program”) is a Massachusetts charitable corporation with the same Members, Board of Trustees, and governance structure as the School. The Chief Executive Officer of the Corporate Work Study Program is appointed by the Members of the Corporation per Article VI, Section 1 of the Bylaws of the Corporate Work Study Program. The Chief Executive Officer is also the School President or the school’s Chief Administrative Officer.

Mission Documents

The School is a member of the Cristo Rey Network, an Illinois charitable corporation (the “Network”), pursuant to a Membership Agreement dated August 14, 2008. This Agreement is renewed on an annual basis unless terminated by either party. Pursuant to this Membership Agreement, the School agrees to pay the Network an annual membership fee and to “conduct itself in accordance with the Network Vision, Mission and Means Statement [of the Network]”; in exchange, the School is granted a non-exclusive, royalty-free, non-transferable license to use the licensed trademarks “The Cristo Rey Network” and “Transforming Urban America One Student at a Time.”

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. Mission Effectiveness Standard 1
2. Mission Effectiveness Standard 2
3. Mission Effectiveness Standard 3
4. Mission Effectiveness Standard 4
5. Mission Effectiveness Standard 5
7. Mission Effectiveness Standard 7
8. Mission Effectiveness Standard 8
10. Mission Effectiveness Standard 10
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.

The Network’s Mission Effectiveness Standards serve as a baseline standard by which member schools must operate, and each School is free to adopt its own mission statement so long as it is consistent with the Network’s Mission Effectiveness Standards. The School’s Mission Statement, most recently revised in 2010, is as follows:

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.

2.a The governance of the School is clearly defined, understood by all constituents, and provides for:

Continuity of Mission

The School introduces new Trustees, the members of its governing body, to the School’s mission through a process referred to as “On-Boarding.” Each prospective Trustee meets with the School’s Chief Administrative Officer, who reviews the School’s current Board of Trustees Manual with the individual. The Trustees Manual sets out basic information about the Board, including a schedule of meetings and the expectations of members of the Board. There are fifteen categories of expectations, including a responsibility to understand and support the School’s and the Network’s mission, attend and prepare for Board meetings, make a personally meaningful donation to the School in each fiscal year, share professional expertise, and be an ambassador for the School.

The On-Boarding process and the Board of Trustees Manual are two fundamental tools that enable the Board, the School’s governing body, to ensure that the School continues to pursue its mission.

Stability and Ethical Process in Transitions of Leadership

Board of Trustees: The School makes clear to prospective members of the Board that they are expected to serve a minimum three-year term and a maximum of two full terms. This minimum time commitment makes members of the School’s governing body aware of the School’s need for stability
and continuity, and requires prospective Trustees to make a long-range personal commitment to the School before agreeing to become part of the Board. The School makes it clear to prospective Trustees that membership on the board is not merely an honorary status; they will be expected to work and contribute to the School’s future with time, money, effort and expertise.

The President of the School is an ex officio member of the Board of Trustees and functions as the Chairman of the Board; the current President, Thomas P. O’Neill, III, serves in this role at-will of the Board of Members. His term end date is yet to be determined. He has been the chair since 2004. The Board is aware of the need to identify, develop, and cultivate one or more successors. This is a reasonable task for the Nominating and Governance Committee.

The mechanics for selection of Mr. O’Neill’s successor are as follows: The Board’s Nominating and Governance Committee will identify potential candidates for the position either from current Board members or new appointees. Any new appointee must first be approved as a Trustee by the Members pursuant to the By-Laws after being nominated as a Trustee by a current Trustee and submitting recommendations.

The Nominating Committee’s recommendation would be submitted to the full Board of Trustees for approval. If approved by the Board of Trustees, the nomination is submitted to the Members for their approval.

**Administration:** At the administrative level, the CAO (school President), Jeff Thielman, has a three-year contract that runs from July 1, 2012 to June 30, 2015. The written agreement was approved by the Board of Trustees in the spring of 2012. Mr. Thielman has been the President of the school since 2009; this is his second three-year contract. The contract with the school president may vary in length by agreement between the president and the Board.

When vacancies arise within the Leadership Team, management either conducts a search on its own or employs a search firm. As a part of this process, a tool called “Predictive Index” is incorporated to facilitate the search. The School has a conflict of interest policy that applies not only to Board members and to officers, but also to all employees of the School who make purchasing decisions, all who might be considered “management personnel” of the School, and all who have access to proprietary information concerning the School.

Any transition in leadership would be subject to the School’s Conflict of Interest policy, which requires disclosure of potential conflicts in a timely manner so that the School or the Board can determine whether a conflict exists; if a conflict exists, whether it is material; and if material, whether it is necessarily adverse to the interests of the School.

**A Comprehensive, Multi-Year Planning Process**

The school’s Leadership Team engaged in a multi-year planning process beginning in 2010, establishing revenue and expense targets for a five-year period for growth at the school as enrollment is expected to rise to approximately 400 students in 2014-15. The Long Range Plan that derives from this process takes into account the following variables to allow the school to map its expected growth and chart the resources needed to accommodate that growth:

- Enrollment
- Revenue from tuition and fees, Corporate Work Study, Development, Government sources and investment income
• Personnel costs
• Non-personnel operating expenses

In addition, a multi-year plan for the capital needs of the school has been developed, and informs yearly revenue targets for capital fundraising.

Assurance of Adequate Financial Resources

At each quarterly Board meeting, the Board reviews the status of all accounts at the school and the balance sheet, profit/loss statement and budget to ensure that the school has adequate financial resources to operate. The school conducts a yearly third-party audit and the results of the audit are shared with the school’s Finance Committee in September of each year, and approved by vote of the Board at the following quarterly Board meeting.

Institutional Advancement and Development

Development efforts are spearheaded by the President and the Vice President of Eternal Relations and supported by the Development Committee of the Board of Trustees. Progress to date on revenue targets for Development, which include revenue from grants, major gifts, annual appeals, events and other individual donations are reviewed at each quarterly Board meeting, as well as reviewed by the Development Committee chair and Vice President of Eternal Relations in monthly calls.

Evaluation of and Support of the Professional Growth of the Head of School

The President is subject to a yearly review by the entire Board, with one member, currently Elizabeth Lempres, responsible for representing the views of the Board. The Board member responsible for coordinating the review incorporates input from Board members, the school’s Leadership Team (Principal, Director of Finance and Operations, Work Study Director, and Vice President of Eternal Relations), and selected teachers and administrators. The President is expected to write a reflection on his performance over the previous year to prepare for the evaluation. For professional development, the CAO attends a yearly management training program sponsored by the Cristo Rey Network at the Kellogg Graduate School of Business, the annual meeting, in April, of all leaders of the Cristo Rey Network schools, and any management trainings, including trainings offered each year on finance and board governance, offered by the Roman Catholic Archdiocese of Boston, the school’s religious sponsor. Each year, the President is also asked to perform a two-day visit of another school, within the network, where the Mission Effectiveness Standards are evaluated. This is an opportunity for him to study best practices at other Cristo Rey schools.

A Model of Inclusive Behavior and Integrity for the School Community

Cristo Rey Boston High School strives to be an inclusive school community that welcomes students, staff, faculty and board members from all races, religions, ethnicities and orientations.

The School has a Whistleblower Protection Policy, which encourages Trustees, committee members and staff to report fraudulent or dishonest conduct. The School undertakes to use its best efforts to protect “whistleblowers” who report suspected violations from retaliation.

Establishing and Monitoring Needed School Policies


Each year, the Board votes to approve the school’s Employee Handbook, including such policies as holiday schedules, vacation and sick time, maternity leave and benefits. In addition, these policies are subject to input from all levels of staffing at the school, to be reviewed by the Leadership Team prior to submission to the Board for vote.

**Self-Evaluation of Individuals and Groups With Governance Responsibilities**

In January 2012, the Board of Trustees conducted a retreat to explore how the Board could most effectively serve the needs of the school as enrollment grows to 400 students by the 2014-15 school year. A self-evaluation exercise was conducted at that time, and board members were asked to reflect on their participation on the board including areas of strength in their contributions and areas for growth. Board members were also asked to report on their impressions of the effectiveness of the board as a whole. The board determined to hold a retreat semi-annually. The next retreat will take place in January 2014.

To support the accreditation process, the Board conducted another self-evaluation in December 2012. The findings revealed a general consensus that the Board is active and effective, comprised of individuals with varied degrees of specialization and interests. Areas for improvement included more expertise in fundraising at the Board level and the need for specific direction from the school administration on how to maximize their time and talents.

**Defined Orientation and Evaluation Procedures**

Like Board members, each new administrative staff member and faculty member undergoes a thorough onboarding process, designed to familiarize them with the policies and procedures of the school as well as orient them to Cristo Rey’s history, mission and values. In the case of administrative staff, this onboarding is conducted by the President or by the employee’s supervisor. New faculty members are orientated over the summer in both one-on-one and group settings with the Principal, Deans and other faculty.

At the administrative level, the Director of Corporate Work Study, the Principal, the Director of Finance and Operations, and the Vice President of Eternal Relations are subject to an “ Administrative Staff Evaluation,” performed by the President, with input from a “360 evaluation” offered by the other members of the team. Administrators are evaluated twice a year. The mid-year evaluation is intended to measure the extent to which personal goals are met, whereas the end-of-year evaluation establishes goals for the following year. Both require a self-reflection. The principal’s mid-year and end-of-year reviews are done by the CAO using the “Marshall Rubric for Principals.” The CAO solicits input from the school’s two academic deans, other administrators who report to him, and some teaching faculty before finalizing the rubric. The principal completes a self-evaluation using the Marshall Rubric in preparation for the formal review with the CAO.

2.b The governing body demonstrates and clearly communicates its commitment to the mission.

Beginning at the advent of membership on the Board, each member commits to the following expectations, which demonstrate their alignment and commitment to our mission:

1. Understand and support the school’s and the Cristo Rey Network’s mission.

2. Participate in the “On-Boarding” program to help new board members become oriented to the mission and practices of the school.
3. Attend and prepare for Board meetings.

4. Serve a minimum of one three-year term and a maximum of two full terms.

5. Read and understand the basic legal and policy responsibilities (Bylaws, Articles of Organization, other supporting documents) of Cristo Rey Boston High School.

6. Make a personally meaningful personal donation to the school each fiscal year.

7. Assist the school in finding jobs for students, including making every effort to secure a job at the Board member’s place of employment.

8. Work with the school’s Development Office to solicit donations each year from individuals, corporations and philanthropies.

9. Share contact information of personal and professional colleagues who may want to receive information about Cristo Rey Boston (e.g., newsletters, invitations to events, etc.).

10. Be an ambassador for the school – introducing Cristo Rey to greater Boston business and civic leaders, bringing prospective employers and donors to the monthly “Meet and Greets,” etc.

11. Share professional expertise.

12. Make sound informed decisions, acting in good faith and in the best interest of the organization.


14. Advise the Board of any potential conflicts of interests.

15. Be prepared and willing to lead the Board or a committee.

16. Attend school events (e.g., the annual Spring Gala, Christmas Open House) and other activities.

Board membership is reviewed by the Governance Committee, which assesses the commitment of each potential board member and approves their membership based on their belief that the member will adhere to these expectations.

2.c Provision is made for participation of all constituencies in the policy-making process, as appropriate.

In November 2012, the school completed a survey of faculty and staff. 83.3% of Faculty and 84.6% of Staff chose “Agree” or “Strongly Agree” to the statement: “I am given an opportunity to participate in the decision making process.” 91.6% of Faculty and 92.3% of Staff chose “Agree” or “Strongly Agree” to the statement: “Policies are administered fairly and reflect the core values of the school.”

In 2012-13 the School began a new advisory program. One of the goals of the program is to better engage parents. A multi-year goal is for advisories to engage with the parents of their advisees. The School hopes to involve parents of students in the policy-making process through the advisory model by
creating parent groups that mirror the student advisory groups. These parent advisory groups will serve as a forum for communication in the parent community and between families and the school.

Parents of students at the school are disproportionately working single mothers with childcare and work-life issues that make large-scale night-time parent-teacher organization meetings impractical. It is for this reason that the School intends to use small-group sessions that facilitate participation by parents who might find it difficult to attend a larger, school-wide conference held after school hours on the assumption that evening meetings are most convenient for the largest number of parents.

2.d The School engages in multi-year planning.

Multi-year planning addressed above.

2.e There is an understood delegation of decision-making that gives the head of school the capacity to exercise effective educational leadership.

At Cristo Rey Boston High School, the President strives to maximize efficiency through delegation. While the President has the ultimate veto power, decisions on day-to-day management of the academics are delegated to the Principal, and each member of the Leadership Team is empowered to make budgetary, staffing and programmatic decisions with consultation from the President as needed. This delegation system is strengthened through the school’s culture of transparency, whereby each week, each member of the Leadership Team reviews progress to date on each goal set forth at the beginning of each fiscal year for their departments, and each month, a “dashboard” is distributed to all stakeholders for review containing financial and programmatic updates for the prior month.

The dashboard includes a number of indicators of the school’s current academic performance and financial condition, including admissions; student academic achievement and proficiency scores; revenue, expenses and cash flow; fundraising for operations and corporate work-study placements.

This delegation and culture of transparency frees the President to focus on raising the profile of the school to increase donations and jobs, recruit board members and reinforce the mission of the school.

Notable strengths of the school in this area

The School’s mission is inculcated in new members of its governing body, the Board, through the On-Boarding process.

Through a self-evaluation process the Board feels as though they are active and effective in governing the school, and prepared and supported through their experience.

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.
Recommendations for school improvement and issues for further discussion

The December 2012 Board self-evaluation revealed several needs and areas for improvement in the coming two to three years of the school, primarily:

- The need for a replacement principal for the school’s current principal, Fr. Jose Medina, who is leaving the school on August 1, 2013 after six years of service
- Additional expertise in fundraising on the Board
- Succession planning for Jeff Thielman, the school’s President
- Development of a transition protocol for all departing employees
- Leveraging the advisory program to develop stronger relationships with students and parents
- Being mindful of the mission as we grow to 400 students and engaging in broader discussion of our student population
- Greater representation from our corporate partners on the Board
**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.

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

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.

**Self-study committee membership, meeting schedule, and procedures**

This committee was composed of Christina Searby (Chair, Math Teacher), Marcos Enrique (Director of Admissions), Celia Williams (Business Manager), David Paskind (Science Teacher), and Rosa Casasola (Parent). During the first committee meeting in the spring of 2012, indicators were discussed with particular attention to who would need to be interviewed and where resources might be located. The committee discussed whether the school met each indicator. A draft of the report was then written in conjunction with research and interviews, which the chairperson brought before the committee during the second meeting in the fall of 2012 in order to revise and discuss any further documentation needed. The committee was then emailed a copy of the draft, which was revised by each member based on experience and expertise and finalized during a meeting before winter break of 2012.

**List of background materials reviewed and people interviewed**

- Public Relations Materials
- Application Materials
- Cristo Rey Standards
- Family Conference Pamphlets
- Tuition Letters
- Dashboards
- Proficiency Examinations
- Orientation Curriculum
- Student Handbook
Interviews with Principal, Director of Admissions, Director of Academic Support, and Reading Specialist

Comments regarding suggested indicators

Standard 3.a. The school in its public relations materials presents an accurate description of its mission, organization, staff, program, and facilities.

All of the school’s public relations materials including the application, Corporate Work Study Program information, development materials, web posts, and news releases present an accurate description of its mission, organization, staff, program, and facilities. In conjunction with the Corporate Work Study Office, the Academic Affairs Director, and the Administration team as a whole, the Admissions team works to make sure that all material presented to families provides a complete depiction of the life of students at Cristo Rey Boston.

In order to effectively communicate these details, the student shadow invitations are sent to prospective students and the schools to which many of the prospective students attend. These materials include the packets that prospective students are given when they come to shadow current students. The information contained within these materials describes the academic, student life, and the corporate work study aspect of the school in a concise manner. Through these forms, students, their families, and their current teachers are informed of the specific program details. In particular, students come for the Knight for a Day program where they are able to go to classes with current students, which gives them the most accurate view possible of the facilities, faculty, staff, and even the work study program, as they are given a folder containing all of these materials. Also, included in the public relations materials that are given to prospective feeder schools, is a complete description of the partnership between the academic aspect (rigorous curriculum) and the work-study placement (including the lengthened day, work permit, placements, and evaluations).

Standard 3.b. The mission of the school is reviewed with prospective families.

Family involvement is considered essential to the success of a potential student. Upon acceptance, students along with a parent/guardian are required to attend a family conference in which the student/family meets with a faculty/staff member to discuss the major aspects of Cristo Rey Boston as set forth by the mission including but not limited to academics, the work study program, and school life. Summer training schedules, the longer school and work day and longer school year all necessitate parental cooperation, hence the family conference requirement. In addition, the Admissions Director meets with each family to reiterate the key points of the mission and how it applies to them upon initial contact with the school.

Standard 3.c. The school has clearly stated procedures for the admission of students, which are developmentally appropriate at different levels.

To be considered for admission into Cristo Rey Boston, students must first participate in the Knight for a Day program (started in 2010-11) and must also meet the age requirements (14 years old by September 1 of the admitting year). The admissions application process includes evaluations based on a rubric including the following areas of examination: MCAS test results, Stanford 10 test results, Catholic High School Placement Tests, seventh and eighth grade grades, student and family interviews, recommendations, application, and a placement test. The student must also be deemed economically
disadvantaged in order to gain admittance into the school. Per Standard Two of the Mission Effectiveness Standards of the Cristo Rey Network, the school obtains each family’s per-capita income by examining tax returns and other financial information such as paystubs and W-2 forms. According to the standard, which requires Cristo Rey schools to *exclusively* serve low-income students, the school cannot admit students whose family income is greater than 75% of the median household income of the city of Boston. Most students accepted to Cristo Rey Boston High School fall well-below this threshold.

The Cristo Rey Standard #5 requires that all students enrolled in a Cristo Rey school participate in the Corporate Work Study Program and be 14 years of age by September 1, per Department of Labor regulations. It is thus uniquely possible that a student be academically acceptable for admission but be denied based on age or workplace compatibility. As part of the interview process, the interviewer (a staff or faculty member) inquires about the students’ previous school experiences, motivations and goals, and ability to effectively function in a professional adult environment. While rare, it could happen that a student be judged to be not employable, in which case, the student would be denied admission. Another concern that comes up in conjunction with the workplace compatibility is a careful examination of the applicant’s attendance records. If an applicant has multiple absences or tardiness concerns, he/she may be waitlisted until the supplementary application materials (including final transcript) are received.

**Standard 3.d. The school has developed a profile of its student body that defines the range and type of students suitable for admission.**

The school has developed a profile of its student body that defines the range and type of students suitable for admissions. With this, it is important to note that because of the unique profile and school culture, the Cristo Rey Boston transfer acceptance rate averages 5-7 students per academic year. These students are required to complete the same orientation process/summer training as the incoming freshmen. In terms of academic promise, applicants are required to submit middle school teacher and counselor recommendations and a middle school transcript so that the Admissions committee can evaluate whether the student has the potential to be successful at Cristo Rey Boston. IEP and ELL information is also included in this application process, as one of the goals of the Admissions team is to ensure that all incoming students are able to have their IEP and ELL needs met. There is an awareness within the Admissions committee that the school does not currently have the resources to support all IEPs; therefore, it is the role of the Admissions committee, specifically the teaching faculty on this committee, to honestly speak to whether the accommodations can be adequately provided to fulfill student needs.

It is especially important to reiterate the unique qualities that are required of the Cristo Rey Boston student body with regards to the work study program. Students must not only meet the age requirement but must also be legally eligible to work in the United States and must also be judged capable of being trained to work suitably in an adult work environment. These qualities are evaluated by the Admissions Director, the interviewing faculty/staff member, and the Work Study department representative on the Admissions Committee. They are also evaluated through the written sample provided by the student within the application. The dual need of academic promise and maturity for the work force makes Cristo Rey Boston’s admissions work unique.

**Standard 3.e. If tuition assistance is offered, there are clearly stated policies and procedures for the application for and award of grants which are consistent with the mission of the school.**
Cristo Rey Boston’s affordable tuition compared to area private schools is promoted in community advertising, school literature, development materials, and admissions materials. Cristo Rey Boston’s commitment to educating those of limited financial means was borne out by the figures stating that during the 2012-13 academic year, 82% qualify for the federal free-reduced lunch program, and the average family income for incoming 9th graders was $25,238.

Admitted students must be below the per capita family income maximum defined in Cristo Rey Network Standard Two and described above. Cristo Rey Boston assesses tuition by a formula it developed after studying how the U.S. Department of Housing and Urban Development (HUD) assesses what families can pay for Section 8 or subsidized housing. Accordingly, once a family’s per capita income is verified through an examination of tax returns, paystubs, and W-2 forms, the family’s “contribution to tuition” is determined as follows:

- For families who qualify for the federal free lunch program (130% of the federal poverty level or below), the school charges a family share tuition of 13.3% of per capita income for a family of two and 16.6% of a per capita income for a family of three or more
- For families of two (one parent or guardian and a student) who are above 130% of the federal poverty level (reduced lunch range is 131 to 185% of poverty), the school charges a family share tuition of 16.6% of per capita income
- For families of three or more above 130% of the federal poverty level, the school charges a family share tuition of 18% of per capita income

Family income for all new families is verified by the submission of tax returns and paystubs or W-2 forms to a third-party financial aid service called FACTS. This is done as a requirement of the Cristo Rey Network. The school may look at FACTS reports when families raise questions about their family share tuition.

At freshman family conferences each spring, families are told what their family share tuition is for the coming year based on the formulas described above. Families learn about all aspects of the school at these meetings, including finances. The packet includes a chart showing that 60% of the total cost to educate their children is funded by the work-study program, 30% by fundraising, and approximately 10% by what the families pay collectively for tuition. During the conference, a faculty or staff member explains that the family’s tuition is set based on their ability to pay. In 2012-13, the average family share tuition was $1,050.

During the conferences, it is communicated to these families that tuition adjustments will be made if financial situations alter throughout the course of the academic year. These situations are dealt with on an individual student basis so that no student is ever asked to leave the school based on financial difficulties. In addition, all admitted students have the opportunity to meet with a member of the business office to review financial information and discuss possibilities for updating information so that the tuition collected most closely reflects the level of need of the particular student.

**Standard 3.f. The school uses information concerning the performance of students and graduates in evaluating admissions procedures.**

In order to ensure that matriculating students are able to perform at the college level, struggling students are referred to the Student Support Team (Dean of Students, Director of Counseling, College Counselor, Assistant Director of CWSP). At this point, students are put on an academic monitoring level,
in which they meet with one of the members of the Student Support Team, based on the reasons for the academic challenges. Depending on the severity of the academic struggle, families and/or particular teachers may be involved in these meetings. Progress of these students may also be discussed at level meetings, during which teachers attempt to develop a plan based on how the student responds negatively or positively to particular learning situations. In addition, Cristo Rey Boston recognizes the need for improved literacy, especially among 9th grade students. In response to this need, the position of the Reading Specialist was created in the 2012-13 academic year. This position is charged with developing a support system to bring all students to a proficient reading/writing competency. The school is in the process of further developing the response to struggling students so that the Admissions team can continue to bring in the students with a great need. Also, through the Student Support Team and Level Meetings, concerns from faculty and staff are brought to the table so that the Admissions team can become aware of these concerns and use them to further assess the needs of the students whom we admit into the school.

Students are also evaluated based on their performance at work. These evaluations are then compared to interviews and applications submitted by students in order to evaluate the effectiveness of the admissions process. Through this comparison, the Admissions team is able to better predict how students will perform in the work environment based on their application and interview. For this reason, more questions have been added to the interview outline in order to better evaluate student potential to perform effectively within an adult work environment. In addition, the Admissions team has a goal of working more closely with the Corporate Work Study team to adjust admissions policies based on evaluation data from previous years. Specifically, the Admissions team has an idea of the possible placements and the students needed to fulfill the needs of each corporate environment.

**Standard 3.g. The school undertakes an analysis of the reasons students depart prior to graduation and uses the results to inform admissions procedures and program revisions.**

In the past three years, Cristo Rey Boston has worked carefully to ensure that its accepted students meet the admissions requirements and are prepared to succeed at the school. This process has undergone various changes starting in 2010-11 when the school relocated from Cambridge, MA to Dorchester, MA, a change that was deemed advantageous for students of limited economic means. With this move, the School Leadership team accepted the fact that a high attrition rate was inevitable for the year of relocation. Before the relocation, the average four-year retention rate of the school was 45%. For the class of 2014 (the first class to undergo all four years in the Boston location), the retention rate is projected to be 58%. This is still lower than the Boston Public Schools graduation rate (63%), the network goal (70%), and the Catholic schools graduation rate (85%). With this said, the school has set a goal of 70% four-year retention for the class of 2014 in order to match the network goal.

Starting in 2010-11, the goal became more focused to accept students of limited economic means, better serving the Dorchester community in particular, and to decrease the attrition rate. Historically, the reason for 3-5 transfers in a given year was due to students moving out of the area and being unable to commute. Generally speaking, additional reasons for the high attrition rate include students not being able to meet the academic standards at Cristo Rey Boston. With these goals in mind, Cristo Rey Boston revised its admissions standards this year, and beginning with the class of 2015 employs a rubric for which standardized tests scores, grades, teacher evaluations, and interviews account for the admissions decision.
Throughout each year, the school leadership team meets and discusses the reasons students depart prior to graduation with the idea of improving this rate constantly in mind.

It is also important to mention that the high attrition rate has a clear relationship to the academic rigor and behavioral expectations set forth by the school with 35% of transfers being for personal reasons, 29% for academic reasons, 21% for behavioral concerns, and 15% retained with academic concerns in the 2011-12 school year. In response to this, the school implemented a multi-faceted plan that includes improved teacher professional development, an advisory program that includes a character education curriculum, a new Positive Behavior Intervention Support program designed to replace a more traditional approach to discipline, a comprehensive counseling program, a proficiency program, improved parent outreach program, and a pilot reading program implemented in the 2012-13 academic year.

Standard 3.h. Those responsible for admissions communicate with those responsible for the program of the school to assure that necessary resources are available to meet the needs of individual students who are admitted.

Cristo Rey Boston High School is actively working through the resources that we have available to see to it that all students who are admitted will be able to function successfully. In order to do this, students are given a math placement test, on which they must minimally score a 12/30, and if this requirement is not meant, then students are given the math proficiency exam and required to score at least a 40%. In addition, students submit an application essay, which is evaluated so that the admissions team is fully aware of a student’s writing ability level when making admissions decisions. Individual tutoring is also available for students who are struggling academically. This tutoring comes in the form of peer tutoring, one-on-one sessions with volunteer or faculty/staff tutors, and small group sessions with the Director of Proficiency.

The Admissions Committee is comprised of a group of faculty and staff within the school so that all admissions decisions are made with the program of the school in mind. Specifically, at least one member of the teaching faculty, counseling department, admissions, and administration team are involved in making application decisions so that the admissions team can obtain firsthand information about whether a student’s needs can be met or not.

Standard 3.i. The admissions staff communicates regularly with the teaching faculty about the specific talents/strengths/skills/needs of newly enrolled students.

The Admissions Director meets with newly admitted students periodically throughout the year to assess their academic and social growth. The Admissions Director periodically attends student retreats and participates in faculty, level, and school leadership meetings to ensure that all newly admitted students are supported academically, socially, behaviorally, and in the workplace. Any freshmen academic concerns are brought to the Student Support Team. This attention includes IEPs, low MCAS test scores, or grade fluctuations. The Student Support Team also monitors student progress with regards to passing the grammar, essay, and math proficiency exams. All students are required to take a version of each of the three exams once a month from August through June of the admittance year until they achieve 90% on grammar and math and a score of 17 on the essay based on the rubric. For students who score in the lowest third, tutoring and/or review sessions are required. As many faculty members are involved in this tutoring, they are regularly informed of
student progress. The data the admissions team gathers when considering applicants is not explicitly communicated to teaching faculty at this time but is available upon request.

In addition, student progress is monitored within the Corporate Work Study Program in a similar manner. If any students are experiencing difficulty within their work placement, the school team, including the Admissions Director, meets to discuss possible strategies to improve the performance and satisfaction of the student. These focus meetings may come about because of concerns voiced by the student’s supervisor or by the student him/herself. The process by which this occurs is through the Corporate Work Study office but is in conjunction with the Admissions office, as they monitor the students through self-evaluations and supervisor evaluations turned in to the Corporate Work Study team on a weekly basis. Through this system, admissions staff are able to better develop the profile of the ideal Cristo Rey Boston student.

Notable strengths of the school in this area

- Ability to serve students and families with limited financial means
- Use of an admissions committee and rubric in order to evaluate candidates
- Communication with families throughout the admissions process

Notable weaknesses/needs

- Attrition rate from grade 9 admittance to graduation
- Lack of communication and support for IEP students

Recommendations for school improvement and issues for further discussion

- Create a better profile of a student who can be successful here
- Ensure that the Student Support Team is fully aware of the academic, emotional, and social needs of each student as they were made known to the Admissions Team
- Improve communication and follow up with the Admissions team, CWSP, and faculty about which students have IEPs and how they are being accommodated
**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.

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<th>School Assessment (check one)</th>
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<td><strong>Passing</strong> (<strong>The students’ experience is supported.</strong>)</td>
<td><strong>Failing</strong> (<strong>The students’ experience is compromised.</strong>)</td>
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<td>P1. ___Meets Standard: may have minor plans/recommendations or issues for reflection.</td>
<td>F1. ___Fails Standard: aware and plans remediation.</td>
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<td>P2. ___Meets Standard: does have significant plans/recommendations and issues for reflection.</td>
<td>F2. ___Fails Standard: aware, but plan of remediation is uncertain.</td>
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Brief narrative description of the school’s position with regard to this standard

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.

**Self-study committee membership, meeting schedule, and procedures**

- **Committee Members:**
  - Beth Degnan, Director of Counseling & Wellness
  - Christine Sweeney, English Teacher
  - Carrie Wagner, Dean of Curriculum

- **Meeting Schedule & Procedures:**
  - FIRST MEETING --- May 31, 2012
    - Assigned Indicators to committee members.
  - SECOND MEETING --- June 19, 2012
    - Discussed the data each committee member planned to collect and brainstormed where this data could be found.
  - THIRD MEETING --- September 20, 2012
    - Shared data collected for indicators A, B and C and completed the Indicator Checklist for Indicators A, B and C.
  - FOURTH MEETING --- October 4, 2012
    - Shared data collected for Indicators D, E, F and G; completed the Indicator Checklist for Indicators D, E, F and G; and produced drafts for Indicators A, B and C.
  - ALL DRAFTED INDICATORS DUE --- October 18, 2012
  - FIFTH MEETING --- November 1, 2012
- Complied all drafted indicators into one document and assigned final tasks necessary for committee completion.

The Committee met in person on five occasions and corresponded via email through the process. During the first meeting, duties were assigned to each committee member. From there all members collected data on assigned indicators and drafted reports. The reports were then brought together and the committee reviewed each indicator and assessed compliance.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

4.a. Professional development time is used for faculty to research, study, and discuss issues of teaching and learning and the capacities students will need to develop.

The school administration places a high priority on professional development of the faculty, and this priority is evident in the creation of the two Dean positions, Dean of Curriculum and Dean of Instruction and Student Life; funding of summer institutes and workshops; collaborative opportunities with the Harvard Graduate School of Education, Boston Collegiate, and the Burke High School; and in the school calendar which sets aside time for professional development throughout the year.

Faculty spend approximately 8 hours a month doing professional development. This occurs in meetings with the Deans (2 hours), Faculty Meetings (3 hours), Level and Department Meetings (2 hours), and Curriculum Planning Meetings (1 hour). In addition, faculty have five days of professional development in August, and three full days during the year (one each in November, January, and March).

New teacher orientation occurs over four days in August and includes role-play, training in Uncommon Schools techniques, curriculum planning focused on assessments and unit calendars, and demo lessons on topics from the Effective Teaching document. Orientation for the full faculty occurs over five days in August and topics vary depending on the focus of the year. In August 2011, topics included Understanding by Design, Curriculum Mapping, and Classroom Structure. In August 2012, topics included Behavior Management, Grading, Unit Planning, and the Uncommon Schools techniques Cold Call, Wait Time, and No Opt Out.

Various meetings provide opportunities for professional development. Level meetings provide an opportunity to address academic and behavioral concerns with specific students by having them meet with their teachers and a member of the Student Support Team. Department meetings allow teachers to work in departments on Common Core alignment and department goals set in August.
The professional development focus for 2011-12 faculty meetings and professional development days was on planning quality lessons and units. One goal was to train and support teachers in using specific routines (Do Now, Black Board Configuration with Agenda and Objectives, Summary, Uncommon Schools Techniques of Strong Voice, 100%, Positive Framing) in order to build a consistent classroom culture throughout the school. The second goal was to develop a curriculum map for each course in order to increase the quality of courses and solidify the scope and sequence of the curriculum. The focus for 2012-13 is on the delivery of high quality lessons and includes asking questions that promote higher order thinking and soliciting high quality responses from students.

Teachers have also participated in a variety of summer workshops to enhance their own professional development. The following is a sample of summer programs teachers have attended, fully funded by the school: Taft and St. Johnsbury Prep AP Institutes (11 teachers), ASCD Conference (4 teachers), Debate Program (1 teacher), Laying the Foundation (1 teacher). In addition, a faculty member of the Harvard Graduate School of Education offered a three day mini-course in June 2012 on Reading and Writing in the Content Areas which 15 teachers attended.

An important avenue for professional development also takes place through the creation of new programs in the school. During the summer of 2012, six teachers worked closely with the school administration and Corporate Work Study office to create a two week orientation program for incoming freshmen. The new program, called Foundations, solidified teacher practices around classroom culture and school values and served as invaluable professional development for those involved.

Two years ago, the positions of Deans were created, and since then the Deans have worked on teacher and curriculum coaching with all teachers. In 2011-12, all teachers met with the Dean of Instruction and the Dean of Curriculum once a month. With the Dean of Instruction, they focused on setting goals and tracking them with data throughout the year. With the Dean of Curriculum, they mapped the curriculum of their courses by writing understanding goals and proofs of understanding for each unit. In addition, each teacher was observed at least twice a month and received a rubric and comments from the observer.

In 2012-13, all teachers are meeting with the Dean of Instruction and Dean of Curriculum twice a month. The Dean of Instruction works with teachers to improve the delivery of lessons by observing every two weeks, identifying one or two key levers for the teacher to work on, and tracking improvement on those levers throughout the year. The Dean of Curriculum works with teachers to improve the quality of the curriculum by comparing the calendar, curriculum map, and assessments for each unit and also analyzing assessment data and incorporating re-teaching where necessary.

The school administration also recognizes the importance of creating professional development opportunities for school staff. Before unrolling the new positive behavior support approach, which was adopted school-wide during the 2012-13 school year, the Dean of Students attended a three-day Positive Behavioral Interventions and Supports (PBIS) conference to assist in the creation of our school’s new behavioral system. The Dean of Students will attend another professional development conference in June of 2013 which will also focus on discipline practices in schools.

The counseling staff at Cristo Rey Boston also attend various workshops and conferences for professional development. During the 2011-12 school year, the College Counselor attended both the National Association for College Admission Counseling (NACAC) and the New England Association for College Admission Counseling (NEACAC) conferences and plans to again attend the NEACAC conference.
being held in the spring of 2013. The college counselor also participates in monthly webinars hosted by the Cristo Rey Network, which support the professional development of all Network college counselors. The Director of Counseling has also attended NACAC and NEACAC conferences in year’s past and during the 2012-13 school year will attend a training on the use of the Predictive Index (PI), a behavioral assessment which is used to predict workplace behavior.

The Cristo Rey Network also offers training for Corporate Work Study staff members. During the 2012-13 school year, the Network offered a training for new work-study directors which, in the absence of a Director, was attended by the department’s Program Manager. The two-day training provides an orientation to the Network and to the work-study director position. In addition to the training for new directors, there is an annual meeting of the CWSP directors, which takes place every April. Having now filled the Director position, the April 2013 Network conference was attended by our current Corporate Work Study Director. Finally, there is also a schedule of webinars and conference calls hosted by the Network to support the continued professional development of CWSP staff.

4.b. The school programs demonstrate consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.

The school places considerable emphasis on supporting the multi-faceted development of all Cristo Rey Boston students. During the 2012-13 school year, Cristo Rey Boston students were surveyed and asked how strongly they agreed or disagreed with the following statement about school: “The school provides a comprehensive program of intellectual, aesthetic, and physical activities that meets my needs.” Seventy percent of students who responded answered either “Agree” or “Strongly Agree.”

Appropriate development is fostered through programming and through faculty and staff support. The intellectual development of students begins with a structured freshman academic curriculum and is supplemented with a proficiency program that addresses any necessary remediation of students’ skills in math, grammar, and writing as well as a reading intervention for students reading at or below a sixth grade reading level. This intellectual development continues throughout the grade levels through a carefully laid out academic course sequence.

The high priority that the school places on the intellectual development of students is evident in the creation of a new position for the 2012-13 school year, Director of Proficiency and Literacy. The Director of Proficiency and Literacy manages remediation, tutoring, and literacy support for students who are not at grade-level proficiency. Due to the sudden resignation of this person for family reasons, the school hired a Reading Instructor to take on many but not all of the responsibilities of that position. The school also staffs a Proficiency Coordinator to help freshmen students access the support necessary to pass proficiency exams. Further, the Academic Program of the school as a whole is designed to support the appropriate intellectual development of all students.

The school also offers many enrichment opportunities to students which foster healthy intellectual development. Three years ago, the school entered into a partnership with Harvard School of Education which gives students access to summer enrichment courses, free of charge. This past summer approximately eighty Cristo Rey Boston students took advantage of this opportunity through the Cambridge Harvard Summer Academy. Students had the opportunity to take a variety of courses, ranging from the traditional (math, ELA) to courses developed with Cristo Rey Boston students in mind (literacy courses entitled The Ties That Bind Us and The Literature and Film of the Rebel and Nonconformist).
Other enrichment opportunities students have participated in include the following: dual enrollment courses at Roxbury Community College, Harvard Crimson Summer Academy, Fairfield University Cristo Rey Summer Program, Georgetown University Cristo Rey Summer Program, Summer@Brown, Johns Hopkins Center for Talented Youth Bizcamp, and People to People Ambassador Programs.

Appropriate intellectual development of students is also fostered through the school’s Corporate Work Study Program in which students work five full days per month at more than 100 companies in Greater Boston to pay for most of the cost of their education and to gain professional experience. By working, students learn about the corporate world, connect academic coursework to the work they do at their corporate placements, and gain skills that will serve them beyond high school.

The social and emotional development of students is encouraged through several staff dedicated to providing students with the support necessary to nurture appropriate development. The Student Support Team (SST) focuses its efforts on the healthy social and emotional development of students. The SST includes the Director of Counseling & Wellness, the College Counselor, the Dean of Students, and the Assistant Director of Corporate Work Study.

The school’s student support program is designed to respond to the individual personal, academic, and family needs of each of our students. We know our students face enormous challenges that can impede their learning and growth, and we are focused on helping students overcome any obstacles they face during their four years at our school.

The SST meets bi-weekly to identify and discuss students of concern and how to best support and monitor the progress of these students’ growth. The SST addresses challenges that may arise in school, at home, or in the community. Developmentally-appropriate supports are put into place to encourage the healthy development of students as they grow and progress through their high school years. The SST helps students and families facing stress, guides every student through their high school experience including the transition into high school and the transitions of promotion year-to-year through their successful entry into college, and ensures that social, personal and academic support is provided to all students in need.

Cristo Rey Boston has also recently introduced character development into weekly advisory groups. Advisory, where groups of 8 to 11 students meet weekly with a faculty or staff member, provides a space for students to reflect on their everyday life experiences (at work, in class and at home) and identify areas for growth. Students are given a common vocabulary and learn ways to develop specific character traits. Additionally, students implicitly learn key character traits through the work study program. Authentic work experiences and relationships with adult supervisors, along with regular feedback, teach students the importance of deadlines, attention to detail, and how to add value to the workplace. Over the next two years, Cristo Rey Boston will develop a four-year advisory curriculum that formalizes the way in which students develop these character traits at work, in class and at home.

Lastly, the school supports appropriate social and emotional development of students through different programming opportunities presented by Harbor Health Services, Inc. This year, the Harbor Health prevention team will present programming to students on bullying awareness and education, sex education, and substance abuse awareness.
In order to facilitate the appropriate ethical development of students, the school staffs the Director of Campus Ministry and Student Life who is responsible for all faith activities of our students and for ensuring the participation of students in quality extracurricular programming. The Director of Campus Ministry is responsible for the design and implementation of a yearly program of retreats, masses, spiritual direction, and other activities of faith. Further, the school supports students who wish to participate in the Rite of Christian Initiation of Adults (RCIA) program. The school ensures that each member of the student body takes part in activities and reflections designed to help them become “young men and women of faith, purpose and service.” Students are also invited to participate in service opportunities and programming through the school’s Agape Service Club.

Social and physical development of students is supported through the school’s athletic and extracurricular programs. Cristo Rey Boston High School athletics educate our students to foster a fundamental drive towards continual personal improvement. It cultivates a strong inclusive team atmosphere that works together to achieve a goal. The students learn respect in both victory and defeat. Athletics also bring the whole school community together in a unique way. The school supports the following athletic offerings: Boys Soccer (Varsity), Girls Soccer (Varsity), Girls Volleyball (JV & Varsity), Boys Basketball (JV & Varsity), Girls Basketball (JV & Varsity), and Boys Baseball (Varsity) and Girls Softball (Varsity).

Extracurricular clubs at the school give each student involved a sense of purpose by challenging the participants to plan, create, and carry out whatever it is that club is focused on. Similar to athletics, by bringing together students from all grade levels, clubs are uniquely positioned to foster stronger community ties throughout the school as a whole. They create bonds between students that may otherwise not intermingle and promote a healthy diversification of each student’s social interactions. Clubs currently offered include a Step Team, Cooking Club, Computers Club, and the Agape Service Club.

Finally, the appropriate aesthetic development of students is encouraged through a clear appreciation for beauty, as demonstrated by the paintings framed and displayed throughout the school building. The school has also recently finished construction on a “teaching chapel.” In this new chapel, selected works of art assist in educating students and visitors to the chapel about the life and works of Christ.

This appreciation for art and beauty is further evident through the school’s art department. The fine arts curriculum gives students the freedom to express themselves as individuals and instills the skills needed to succeed in the arts beyond high school. Students are also invited to join the school’s art club to further develop these artistic skills. From an education in the arts students improve cognitive capacities such as symbolic understanding and critical thinking and have been shown to develop such habits of mind as achievement, motivation and resilience.

Cristo Rey Boston’s Mural Project highlights the school’s focus on the aesthetic development of its students. The mural project is a collaborative effort between students in the school and local artist, James Hobin. Artwork created by our young men and women, and arranged by Hobin, depict the life of Christ as it would take place in modern day Dorchester. The mural will be placed on the Tuttle Street side of the school, replicating the look of a stained glass window and featuring the final product of work from the students and artist.

The school’s consideration for the aesthetic development of students is also demonstrated through our student dress code. This attention to dress ensures that every student not only learns to dress in a professional, modest manner but also that students gain an appreciation for their outward presentation.
It has been observed many times that the more seriously a person dresses, the more seriously the person performs and the more seriously they will be received. This message becomes clear to students through their adherence to the dress code both at school and at work.

4.c. The curriculum demonstrates continuity from year to year.

Academic departments meet monthly, and part of their meeting includes vertical alignment and working to develop consistency across grade levels regarding curriculum. No one course is developed in isolation from another, and grade level continuity is considered in each department. In particular, teachers review assessments, rubrics, and common terminology in order to promote continuity for students and staff.

Some of the departments address continuity thematically, while others address continuity in specific curriculum topics. Below is a brief description of curriculum continuity within each department:

- The Art Department has a freshman curriculum that centers on the skills of drawing and observation. The students build on this foundational knowledge and add more complex techniques and mediums as they advance through the curriculum into AP Art.
- The English Department builds continuity by sharing common essay rubrics and scaffolding reading, writing, and grammar skills. At all levels students learn to actively engage with texts through the use of annotation and metacognitive markers. They approach analytical writing using either the beginner or advanced rubric as they progress from freshmen year to senior year. Teachers also scaffold rhetorical analysis skills throughout the freshman, sophomore, and junior years in order to prepare students who choose to take AP Language and Composition in the senior year.
- The Humanities Department demonstrates continuity between grades through a thematic focus on faith. In particular, the Humanities Department has been helping to promote continuity between grade levels by focusing on assessments, including Document-Based Questions, and common writing rubrics across all humanities courses as well as pre-reading strategies for challenging texts.
- The Math Department approaches content alignment across grade levels in a rigorous fashion. They share resources, calibrate grading for unit assessments, and review mid-terms and final exams for consistency and appropriate scaffolding.
- The Spanish Department has continuity built upon cumulative grammar structure, beginning from the fundamentals to pre-AP vocabulary and structures. The Spanish Department is in a process of building greater continuity from Spanish 9 to Spanish 10 and 11 and in the pre-AP and AP courses in the Spanish Heritage track.
- The Science Department ensures that all grade levels have consistency in writing lab reports, using the scientific method, and utilizing the same methods for the units of conversions.
- Lastly, the Corporate Work Study Program is developing and implementing the curriculum for a weekly freshmen CWSP class. The Corporate Work Study Program may consider extending the curriculum to other grade levels over the next couple of years as they build out the program.

While the curriculum does indeed have continuity across grade levels, there are self-admitted areas of improvement. Some departments are stronger than others when it comes to promoting continuity across grade levels. The English and Math Departments are noticeably strong. They both use the College
Board Springboard Curriculum which helps ensure continuity. The Spanish Department is at an earlier stage of development for several reasons including turnover of staff, the small size of the department, the challenges of developing separate tracks for heritage and non-heritage speakers, and the challenges of having half-year courses at the freshman and junior levels.

Several strategies are in place for continually improving continuity between grade levels. Before the start of the 2012-13 school year, each department chose a task for the year, and several departments chose areas of growth to promote continuity between grade levels. For example, the English Department is focusing on solidifying the teaching of grammar across the grade levels. The Humanities Department is focusing on increasing the use of texts in class and developing pre-reading strategies to support students’ capacity for reading and understanding these texts. Monthly Department meetings and meetings with the Dean of Curriculum also provide a time and place for the further discussion and practice of continuity. Departments are also spending the 2012-13 school year aligning the curriculum with Common Core math, ELA, and literacy standards. Faculty have moved curriculum maps from Microsoft Word to Excel so that it is possible to do vertical alignment, Common Core alignment, and revision for gaps and redundancies using the filter function.

4.d. The school has a policy for regularly reviewing the academic program and has completed a recent, written curriculum plan outlining desirable and/or necessary improvements.

During the 2011-12 school year, Cristo Rey Boston completed a curriculum mapping process in all academic departments. The process for reviewing the academic program includes the creation of curriculum maps which articulate the essential questions, understanding goals, proofs of understanding, and assessments for each unit. During the 2011-12 school year, each faculty member met with the Dean of Curriculum on a monthly or bi-weekly basis in order to create and revise these curriculum maps with student learning goals in mind. At the end of the year, the curriculum maps were merged and converted to a PDF of the entire curriculum which serves as a record of the curriculum for the year. The Dean also used the maps to create yearlong calendars for each grade level which are posted in the hallway and in many classrooms. 75% of courses were mapped in the 2011-12 school year. The curriculum mapping process will be completed in the 2012-13 school year as Chemistry, Environmental Science, Intro to Art, Advanced Art, and the Spanish courses are documented in curriculum maps.

During the 2012-13 school year faculty meet with the Dean of Curriculum on a bi-weekly basis in Curriculum Planning Meetings where together they revise the map if necessary and compare it to the unit calendar and assessment to check for alignment between learning goals in the course and skills evaluated on assessments. The Dean tracks how many days are spent on each understanding goal and how many points on the assessment are allocated to that goal. After the assessment, the Dean and teacher analyze the data to identify what may need to be retaught and where in the upcoming unit the re-teaching will occur.

In effort to become a more data driven and standards aligned school, the academic departments are aligning existing curriculum maps with the Common Core standards during the 2012-13 school year. Cristo Rey Boston has decided to map course curriculum standards to the Common Core because these standards are defined externally and therefore provide a benchmark against which we can measure curriculum decisions. The College Board, which defines the Springboard standards used in the Math and English Departments, has endorsed the Common Core and reports strong alignment with standards for college success. Common Core mapping will help us as a school to examine vertical alignment, identify overlaps or gaps in learning, and assess whether our curriculum adequately prepares students for
authentic performance tasks. Cristo Rey Boston will not be adopting the Common Core in its entirety but will use it as a tool for thoughtful and critical reflection. Faculty will keep records of which standards are not met in order to determine whether or not they should be addressed in the curriculum. This process is expected to take most of the 2012-13 academic year.

4.e. Attention is paid to transitions between grade levels and/or divisions of the school so as to facilitate passage of students from one level/division to another.

The school pays considerable attention to the transitions students make as students at Cristo Rey Boston. This attention begins with a considerable emphasis on facilitating a healthy transition into the school through our comprehensive admissions approach. At Cristo Rey Boston, the admissions process is initiated when an eighth grade student demonstrates interest in the school. Prospective students are invited to participate in our Knight For A Day Program (KFAD). Through participation in the KFAD Program, prospective students shadow students, attend classes, complete a math assessment, write an essay, and participate in an interview conducted by a Cristo Rey faculty or staff member. This experience provides prospective students with a comprehensive glance into the daily routines and expectations of Cristo Rey.

Once a student is accepted to Cristo Rey Boston, the next step in the admissions process occurs during the month of May, prior to a student entering their freshman year. At this point, accepted students who plan to enroll at Cristo Rey are invited to participate in our Freshman Family Conferences (FFCs). FFCs are one-on-one meetings between a family and a Cristo Rey faculty/staff member. Each conference lasts 30-45 minutes, and the purpose of the FFC is to inform the family of what it means to be a Cristo Rey family including sharing and discussing our school’s mission, expectations, rules and regulations. These FFCs serve as another step in easing the transition for both students and their families into Cristo Rey.

All freshmen who enter Cristo Rey Boston participate in an intensive, two-week orientation program called Foundations. Each day, students attend classes, which have included the following: Culture & Success, Communications & First Impression, Sending a Professional Message, Managing your Life, Learning to Learn, and Learning the Systems. Through participation in these courses, students are equipped with the knowledge and tools necessary for a successful transition into the school. With the exception of a comprehensive computers course taught by trained technology staff, all Foundations classes are taught by Cristo Rey teachers, and the orientation period gives freshmen the opportunity to get to know each other and some of their teachers prior to the start of academic classes. During these two weeks, all incoming students participate in a one-on-one counseling check-in which also helps ease the transition from middle school to high school.

Once students matriculate into Cristo Rey, considerable attention is paid to their successful academic transition from year to year. The school has a well-defined promotion policy and an academic support program which monitors whether students gain adequate knowledge and show sufficient academic growth each year. Students who fail more than 2.5 credits in one academic year are not eligible for promotion. Further, students who fail any credits are required to make up those credits in summer school in order to be eligible to return to the school.

The school also maintains strong relationships with many feeder middle schools. Middle school graduate support staff are welcome to visit their graduates here at Cristo Rey and check-in regularly with Cristo Rey support staff to monitor the progress of their graduates. Cristo Rey support staff regularly provide
updates on student grades and work performance to middle school graduate support staff, and we collaborate as necessary to support student success.

With regards to classroom structure, there are several supports present in freshmen and sophomore classrooms that are scaffolded so that by junior and senior year students take increased ownership of their learning. Many of these strategies, such as the mandated use of one-inch binders and “CRB Notes” in the freshman year to the use of Z-Block and beginning and advanced writing rubrics, facilitate successful transition from grade level to grade level.

The counseling department at Cristo Rey Boston pays particular attention to facilitating positive transitions for Cristo Rey students from year to year. Counseling programming opportunities are designed by grade level to address issues which are most developmentally appropriate. The counseling department focuses on a specific theme each year when planning the universal supports which are offered to all students at a given grade level. Freshmen year, focus is paid to developing healthy relationships; sophomore year, students work to build self-awareness and intrinsic motivation; junior year students work to increase their anger, stress and time management; and senior year, the focus moves towards problem solving and decision making.

Finally, Cristo Rey Boston pays considerable attention to the successful transition of our students out of high school with particular attention paid to students’ successful transition into college. This process is facilitated through our college counseling. While there are college counseling-related activities in both the freshmen and sophomore years at Cristo Rey, the college process intensifies during the second semester of junior year. At this time, all students begin participating in a college counseling class. This class, which meets for one period per week, continues into senior year until all college applications have been submitted. Through participation in this class and through individualized support provided by the counseling staff, students and families are accompanied through every step of the college process. Our college counselor also works to build and sustain relationships with admission representatives at colleges and universities. This support continues into college, as we track our graduates’ persistence in college through the use of the National Student Clearinghouse and our Alumni Support volunteer.

4f. The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.

Profile of School Ethnicity: Cristo Rey Boston’s student population is 44% black/African American and 49% Hispanic. The student population is diverse and multicultural in its composition. Cristo Rey Boston’s student population represents many nations, and there are significant Dominican, Puerto Rican, Cape Verdean, and Haitian populations. For almost half of our students, English is not the primary language spoken at home. As a school, we are culturally responsive to the ethnic makeup of our student body. During all Freshmen Family Conferences and Report Card Nights there are Spanish speaking, and when possible Cape Verdean and Haitian Creole speaking, faculty, staff and volunteer translators available to communicate to families and students.

During the 2012-13 school year, Cristo Rey Boston students were surveyed and asked how strongly they agreed or disagreed with the following statement about school: “The school engages me in a variety of experiences that reflect the diversity of the student body and the multicultural nature of society.” Sixty-two percent of students who responded answered either “Agree” or “Strongly Agree.”
Multiculturalism in Curriculum: The curriculum in several departments at Cristo Rey offers cultural experiences that reflect the multicultural nature of the region, country, and world. The inclusion of world literature in the English classes has been deliberate and thoughtful when building curriculum units. Within the English Department 9th, 11th, and 12th graders have a literature circles unit that includes a diverse selection of fiction and non-fiction multicultural novels such as *Paper Daughter, The Chosen, The Kite Runner, How the Garcia Girls Lost Their Accents, Angela’s Ashes, and A Long Way Gone*. Cristo Rey students also choose one book to read from an approved summer reading list. These choices include multicultural selections such as *In the Time of the Butterflies, The Alchemist, and The Autobiography of Malcolm X*. The novels studied in class also expose students to diverse nations and traditions. For example, freshmen study the historical background of the Holocaust and Jewish tradition as they analyze Elie Wiesel’s memoir *Night*, and seniors learn about the cultural traditions and colonial history of Nigeria in Chinua Achebe’s *Things Fall Apart*.

The Humanities Department also encourages multiculturalism through the course offerings and curriculum in Sacred Scriptures, World History, and World Religions. World History, taught at the sophomore level, has many skills that are aligned to the College Board AP sequence which requires students to focus on the development and interaction of cultures. Students analyze primary source documents from a variety of cultures in order to craft historical arguments in response to document based questions. As freshmen and juniors, students are exposed to varying perspectives on the Divine and are asked to evaluate their sense of purpose by being challenged by the beliefs and unfamiliar cosmology of others. The primary challenge, as juniors, is to make a clear connection between these varying cultures and Christianity through the careful analysis of texts.

All Cristo Rey Boston students have a two year Spanish language requirement. From freshmen year on students study Spanish-speaking cultures from Mexico, Central and South America, Spain, and Spanish-speaking Caribbean Islands. Through language instruction the department employs a rigorous curriculum to foster inter-cultural communication while embracing heritage languages and promoting a commitment to becoming a more inclusive school community. The curriculum materials have been supplemented with texts and activities from global newspapers, Nobel Prize winning novels, short stories, Latin American poetry, art, and film. By aligning authentic sources with textbook structures the Spanish Department has sought to connect students to a reality outside of the classroom. The literature at the AP level includes multicultural works such as, *Caperucita Roja en Manhattan* (Little Red Riding Hood in Manhattan) by Carmen Gaite, *Cien Años de Soledad (100 Years of Solitude)* by Gabriel Garcia Marquez, *La Casa de los Espíritus (The House of Spirits)* by Isabel Allende, *Los de Abajo (The Underdogs)* by Mariano Azuela, and *La Breve y Maravillosa Vida de Oscar Wao (The Brief and Wondrous Life of Oscar Wao)* by Junot Diaz.

Multiculturalism Outside of School: Outside of the classroom Cristo Rey Boston offers cultural experiences to reflect the diversity of students enrolled. Students have gone on service trips to El Salvador, Maryland, New Jersey, Pennsylvania, and Louisiana in the past, and Father Franco Soma is leading a ten-day trip with juniors and seniors to a mission in Nairobi, Kenya in the summer of 2013. Additionally, there are field trips designed to expose students to culture beyond their immediate environs. The freshmen take a field trip to the Museum of Fine Arts and view culturally diverse collections. Seniors have a spring vacation trip to our nation’s capital where they are exposed to cultural sites such as the Smithsonian Museums, monuments and memorials, the Library of Congress, and the Holocaust Museum.
Cristo Rey Boston is conscious of the fact that we could do more to offer cultural experiences outside the classroom to celebrate our diversity. This year, the Student Life Office has created several community days, and one celebrated the ethnic diversity at Cristo Rey. On this day, all students participated in activities geared toward celebrating multiculturalism and diversity in the school. Ethnic food, dance, clothing, and film were available for all students and staff to enjoy and share. Many of the activities and cultural displays were directed and organized by the students themselves. This is a tradition that we hope to carry on each year as we continue considering how best to offer a variety of cultural experiences that reflect the diversity of students enrolled at Cristo Rey and the multicultural nature of the region, country and world.

4.g. The school recognizes developmental levels of children and takes them into consideration in planning programs and teaching methodologies.

The developmental levels of our students are accounted for in various ways throughout the academic program. During the 2012-13 school year, Cristo Rey Boston faculty members were surveyed and asked how strongly they agreed or disagreed with the following statement about school: “In my teaching, I take into consideration the individual needs, learning styles, and characteristics of students by providing developmentally appropriate programs and activities to help students achieve their potential.” Over eighty-five percent of faculty members who responded answered either “Agree” or “Strongly Agree.”

Freshmen are required to organize their materials in a one-inch binder for each class with dividers for Do Nows, class notes, handouts, homework, and tests/quizzes. They are graded on organization at least twice a term in each class. All freshmen use “CRB Notes” with a column on the right for teacher-generated material, a column on the left for student-generated material, and a section at the bottom for the summary. Freshmen are encouraged to master one particular study strategy for each class. Sophomore teachers encourage, and in some cases insist, that students continue to use the binder, notes, and study strategies learned in the freshman year. Freshmen and sophomores are also required to attend Z-Block, a mandated afterschool homework period, any time they miss a week’s worth of homework or a major assignment in any class. Z-block can be assigned by any freshman or sophomore teacher and is held immediately after school. These elements of classroom structure are scaffolded so that by junior year, students take increased ownership of their own learning. Juniors and seniors have greater freedom to choose the organizational and study strategies they want to use. Instead of attending Z-Block, these students use the after school time to take initiative in seeking out teachers and peers for extra help. In addition, seniors have certain privileges that are not available to other students. Their study periods are at the beginning and end of the day, so they are free to arrive late or leave early if they do not need to spend that study time at school.

Freshmen are required to pass three proficiency tests in order to advance to sophomore year. They have an opportunity to take the grammar and math tests once a month until they pass with a 90%. These tests assess 8th grade level skills including multiplication, division, fractions, and decimals for math and subject/verb agreement, verb tense, and pronoun usage for grammar. The proficiency tests allow freshmen teachers, the Proficiency Coordinator and the Student Support Team to identify students in need of additional academic support and arrange tutoring and small group sessions accordingly. The reading program, which provides one block a day of targeted reading strategies to students reading three years or more below grade level, similarly aims to bring students up to grade level by the end of freshman year. One full-time Cristo Rey volunteer is dedicated to proficiency support, and the college counselor provides academic counseling and support to the juniors and seniors in the context of the college process.
Our scope and sequence also addresses developmental needs of the students. In the English Department, freshmen learn specific strategies for reading comprehension including annotating the text, chunking, and SQ3R. Freshmen also have a series of writing workshops to address each element of the essay rubric including the hook, thesis, evidence, analysis, conclusion, and transitions. During the sophomore year, students gradually transition to the advanced version of the essay rubric which looks for more sophisticated vocabulary and sentence structure, innovative ideas, and more complex and compelling evidence. By junior year, students demonstrate mastery of the advanced rubric, and in the senior year, students perfect the elements of writing in argument, synthesis, and rhetorical analysis essays.

In the Humanities Department, students learn the research process in their sophomore year as part of their double block World History course. They learn to gather sources, write notecards, engage in dialectical journaling, use citations, and outline a paper, and at the end of the year, they produce their first research paper. In the junior year, students write a research paper in American Literature and History, and at this level they are expected to write a more sophisticated concession thesis supported by evidence and refutations of counterarguments. In the senior year, students write a research paper in their Language and Composition class. This paper is a complex analysis of contemporary sources around an issue in the media. Students are expected to do more of the work independently, including generating and developing an original thesis.

In the Science Department, students learn a process for completing lab reports that is similarly scaffolded. Students do formal lab reports in small chunks and put all of the pieces together for a formal lab report at least once a term. The level of analysis and amount of student generated data increases from Physics to Biology to Chemistry.

In the Math Department, students learn to use graphing calculators, how to problem solve, and how to take increasing ownership of asking questions and getting help. In problem solving, questions become increasingly complex, and students do increasingly sophisticated inquiry to derive mathematical proofs and formulas.

In English, Math, Humanities, Spanish, and Art an AP course completes the sequence. We plan to add an AP course to the Science Department in 2013-14. At that point, every academic department course sequence will culminate in an Advanced Placement, college level class.

The Corporate Work Study Program also meets the varying needs of students at different grade levels. Freshmen have two weeks of orientation before the start of the school year, and they take a Corporate Work Study class once a week throughout the freshman year. In the work place, students benefit from their own work experiences as they move from one grade level to the next and take on increasing responsibilities as they demonstrate that they are able to handle them.

**Notable strengths of the school in this area**

The school’s academic program is strong, and the improvements in student learning have been demonstrated by increasing student test scores on standardized tests such as the PSAT and SAT. The faculty work together in monthly department and weekly curriculum planning meetings as well as bimonthly meetings with the Dean of Curriculum in ongoing efforts to develop and align curricula. The curriculum maps and yearlong calendars have proved to be invaluable tools in facilitating conversations,
building accountability, and solidifying courses. The school regularly benchmarks success and growth to outside measures, including Readistep, SATs, PSATs, APS and curriculum from other schools and programs. Additionally, the school uses these outside measures in a unique way, for example, incorporating PSAT and SAT questions into daily Do Nows.

The school has supported faculty and staff with many opportunities for professional development during the school year and over the summer, using resources within the school and resources outside. Professional development has been generously funded.

The school has built a comprehensive counseling program which supports the needs of our students. All students in the school meet with counseling staff at minimum twice per school year. Further, the college counseling program ensures that all students have the support and guidance necessary to navigate the college process successfully.

In the past few years, the school has improved its program by creating a Student Support Team, developing a proficiency program, and funding a Campus Minister and Reading Instructor. These supports ensure that students find the academic and emotional support they need.

**Notable weaknesses/needs**

The school is continuing to learn how to address adolescent literacy deficits. While departments are working hard to teach reading comprehension strategies and the Reading Instructor is implementing a new reading intervention this year, much work remains particularly to develop consistent reading strategies and literacy efforts across all departments and all four years.

Some departments, such as the Math and English Departments, are at a more advanced stage of development in terms of their curriculum and level of collaboration. Due to turnover and a variety of other challenges, the Spanish curriculum is still in a process of being documented, and the school must continue to search for ways to meet the needs of a student population that includes native and non-native speakers. In addition, the Humanities and Science Departments are building greater continuity between the courses and need to continue that work.

The school needs to continue to broaden its effort to celebrate the cultural diversity of the student body. The Student Life Office and the newly implemented advisory program have begun to introduce events such as community days and needs to continue to provide community events that include students and their families.

**Aspects warranting attention**

There are no areas warranting urgent attention, though all recommendations below should be implemented in a timely manner.

**Recommendations for school improvement and issues for further discussion**

- The school should continue to develop the reading program for students who start freshman year several years below grade level and should continue to increase literacy efforts in all departments
• The school should continue to develop the Spanish curriculum and increase continuity in the Humanities and Science Departments
• The school should continue to broaden its effort to celebrate the cultural diversity of the student body through the Student Life Office and the Advisory Program
• The school should work to provide more opportunities for students to be exposed to the arts. For example, community outlets providing students with the opportunity to further explore the areas of dance or education in art history – specifically on the art displayed throughout the school building.
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.

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<th>School Assessment (check one)</th>
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<td><strong>Passing</strong> <em>(The students' experience is supported.</em>)</td>
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<td>P1. <em>x</em> Meets Standard: may have minor plans/recommendations or issues for reflection.</td>
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<td>P2. ___ Meets Standard: does have significant plans/recommendations and issues for reflection.</td>
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Brief narrative description of the school's position with regard to this standard

The Experience of the Students committee feels that Cristo Rey Boston High School has passed Standard Five of this report. Overall, the committee sees the school as one that is ultimately successful at creating an environment that meets students where they are and helps them develop into the people they are meant to become. 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. 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.

Self-study committee membership, meeting schedule, and procedures

This committee, chaired by Annemarie Grimaldi (English and Humanities Teacher), included Lauren Johnson (English Teacher), Maria Theodorakakis (College Counselor), Colleen Cull (Dean of Discipline), and Christina Searby (Math Teacher). We met in the Spring of 2012 to break up the task of writing descriptions of each indicator. We each chose an equal amount of indicators to work on independently. Our second meeting happened in the Fall of 2012 where we shared our questions and concerns about each indicator. We then put all of our writing on a Google Doc so we could each review each other’s work at our own convenience. We met a final time before Christmas break to review the final product before submission.

List of background materials reviewed and people interviewed

- School website
- Counseling Intern Handbook
- Counseling calendars and documents
- Student Handbook
- Interviews with Director of Counseling, Dean of Student Life, College Counselor, Dean of Students
- Student Support Team Meeting Minutes
• Initial Student Assessment Form (Counseling)
• Behavior Referral Forms

Comments regarding suggested indicators

5.a. The school recognizes differences within the student body such as gender, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious practice, and actively responds to students' and adults' positive or negative experiences.

Cristo Rey Boston High School focuses on creating a learning environment where students are looked at as individuals from different backgrounds and experiences. The school recognizes that a student’s background contributes largely to how he or she approaches learning in the classroom, and we have a number of policies and procedures in place to ensure that a student’s background is part of their identity at CRB.

The school has a Reading Instructor who teaches a reading intervention class called Points of View, and a Freshman Proficiency Coordinator who focuses on getting all Freshmen up to grade level through grammar, essay, and math proficiency tests and coordinating tutoring for students who are struggling with proficiency. The tutoring program includes outside tutors, school faculty and staff, and peer tutors. Originally, a Director of Academic Proficiency was hired to create the reading program and oversee several programs, including the proficiency program as well as support for students with IEPs. This position replaced the Director of Academic Support based on the idea that with such a high percentage of students requiring academic support, the bulk of this work needed to happen in the classrooms and through counseling. When the Director of Academic Proficiency resigned suddenly in the fall (for family reasons), we hired a Reading Instructor who took on many but not all of the responsibilities of that position. The Dean of Curriculum coordinated some of the accommodations for students with IEPs, but that responsibility needs a more permanent owner in the long term.

The differences among students are addressed and celebrated through the school’s Counseling Department, which provides tailored emotional, academic, and college-related support services to all students. These counseling services are mindful of student differences with respect to gender, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious affiliation. Counseling services are provided on an individual basis and through a school-wide advisory program. The details of the counseling program are explained in standards 5i and 5j. The school utilizes an Advisory system where each student is paired with one adult in the building. Students meet in small groups with their assigned Advisor throughout the year to discuss character traits as well as grades, goals, Corporate Work Study, and life as a high school student. These Advisory periods help our school learn about who our students are as individuals so that we can more adequately teach and propel students forward. We are in the process of developing a formal written curriculum for this Advisory period.

Our Director of Admissions take many steps to ensure attention is being paid to our students’ differing socio-economic statuses. During the admissions process the students work very closely with the Director of Admissions to determine the appropriate amount of tuition that each student should pay based on family income. No family is ever turned away because of an inability to pay. Throughout a student’s four years at the school, the Business Office works diligently to respond to each family’s need and create a tuition expectation that is reasonable. In addition, once a student is admitted to the school there are resources to help support those with special needs. Students who are unable to afford clothing that fits
into the dress code standards are referred to our school Counselor, who assists the student and the student’s family in obtaining proper clothing. We also have a clothing closet located in the Main Office. Typically, we send students who are out of dress code to find something in the closet that they can wear for the day.

Cristo Rey Boston is a Catholic institution, but we recognize that many of our students practice another faith tradition. For the 2012-13 school year, 180 students are Catholic (52%), 151 are Christian/non-Catholic (43%), and 17 (5%) are non-Christian. We hold a monthly mass or service to celebrate our Catholic faith. Our Humanities Department aims to incorporate the study of all religions in the curriculum. Freshmen year students take Sacred Scriptures, where they are introduced to Monotheism and the Old Testament. Junior year students take World Religions, where they are introduced to Primal Religions, Hinduism, Buddhism, Indian Religions, Chinese Religions, and Islam. Senior year students take Ethics, where they are asked to grapple with many different perspectives on Religion and life. In this course, students have an opportunity to share their individual faith and respond to how it can serve them as they move through life.

Cristo Rey Boston works hard to maintain communication with students and families about their experiences as they progress through the school. Our school uses a “three-way” system anytime there is an academic or behavioral conflict. When a conflict arises between two students or between a student and a teacher, the Dean of Students schedules a “three-way,” a meeting in which the conflicted parties are present with the Dean to discuss the issue, and creates steps to solving the problem. This system proves to be an effective forum for students who get off track to vent their frustrations and learn how to be problem solvers to fix the issue at hand. In addition, every teacher is expected to call home at least every quarter to students who are struggling in class. Often, the Dean of Students will also schedule meetings with families and teachers when a student is really struggling in class.

We have many systems in place to address concerns with and from students, but communicating positive feedback is an area of improvement for CRB. The school implemented a new initiative during the 2011-12 academic year called: “Dream Big, Be Mindful of the Little Things” which prioritized following up on seemingly small details such as being on time and in dress code. This has been followed up in the 2012-13 school year with an emphasis on Positive Behavior Reinforcement which clearly communicates positive expectations and celebrates victories, small and large, that students achieve. Faculty and staff give “shout outs” to students whom they see doing something positive. These shout outs boost the morale among students and establish a culture of praise and affirmation.

**Standard 5.b. Time is made available on a regular basis for teachers to plan together and to discuss students (both individuals and groups).**

As the enrollment of Cristo Rey Boston increases, administrators recognize the need to provide adequate opportunities for teachers to collaborate and problem solve with one another. Grade level meetings give teachers and support staff an opportunity to communicate with parents in a structured manner. Beyond level meetings, co-planning time is required for all teachers within one class and also for departments as a whole. These meetings are purposeful in ensuring cohesion not only between teachers of the same class but also between teachers who are vertically aligned with one another. The co-planning meetings provide multiple opportunities to discuss student progress over time and to share best practices. Additionally, assessment data is examined in order to provide concrete evidence of growth and/or deficiencies.
On a larger scale, faculty meetings are regularly focused on the examination of student data. The focus of these studies is to provide teachers with an opportunity to look at the facts and to generate ideas for improving instruction to both individuals and groups of students. During these faculty meetings, support staff are also present in order to provide non-academic perspectives on students if necessary.

**Standard 5.c. Time is made available on a regular basis for teachers to learn ways in which their backgrounds help and/or hinder their ability to work with students, parents, and other adults in the community.**

Cristo Rey Boston faculty and staff recognize the importance of understanding the influence of their own backgrounds on the ability to effectively serve the students. At the start of the year, all faculty and staff participate in a half day retreat that focuses on examining individual backgrounds in order to better identify how these individualities help and/or hinder the ability for each person to best do the job. Further, teachers are consistently encouraged to reflect individually and through scheduled conversations with the Principal, Dean of Instruction, and Dean of Curriculum. Without being invasive, these discussions are focused on the underlying reasons why teachers perform as they do within the classroom. This level of examination is set as a norm at the beginning of the year during teacher training in which teachers are required to try new techniques, role play, and examine ways in which they may be able to step outside their own comfort zones in order to better serve the students. This time to debrief and mentally examine one’s own preconceptions is explicitly planned within teacher training and evaluation meetings in order to ensure that all teachers are self-aware in their practices.

The counseling department also undergoes professional development at the beginning of the year centered around maintaining boundaries and developing trust with students. This is especially important to create a safe space for our students to develop emotionally as they progress through high school.

In addition, Cristo Rey Boston uses a system of audits to evaluate and better understand how we approach students in the classroom. Each teacher is expected to audit eight classrooms throughout the year. An audit consists of a 10-15 minute observation of any other classroom in the building, followed by an e-mail to the teacher observed giving at least one commendation and one recommendation. These audits typically spark deeper discussion and reflection about each teacher’s practice, and offer a ways to learn from each other about the ways in which we interact with the students.

**Standard 5.d. There is a procedure in place to assess and report on how individual students are meeting the goals of the program with regard to both personal and academic growth.**

Level meetings provide teachers and support staff with an opportunity to discuss the progress of individual students with respect to meeting the goals of Cristo Rey Boston as stated in the mission statement. Additionally, all students meet with a counseling staff member at least once a semester in order to provide an opportunity for personal assessment and to evaluate whether further counseling sessions are needed throughout the semester. Students of concern are placed on a higher level in order to ensure that individual progress is explicitly discussed by teachers and support staff.

With regards to academic growth, progress reports with grades and individual comments written by all teachers are issued approximately four weeks into each term, and report card grades along with comments are issued at the end of each term. Throughout the term, teachers enter grades into the online system each week so that grade dashboards can be generated and distributed to all faculty/staff to be examined on an individual basis and also discussed during monthly faculty meetings in order to
promote conversations about student academic growth. Students of concern are referred to the Student Support Team so that they can have individual meetings to develop a plan in order to improve in areas of concern. Most often the parents/guardians of these students are also asked to meet with the Student Support Team and/or the teachers so that support is provided on every level.

At the end of the year, the Student Support Team gather cumulative data about all students and flag students of concern based on academic and behavioral data. Then, the SST meets with relevant faculty to assess the students of concerns. Sometimes, in these meetings an individual plan is created for a particular student, and other times the decision is made that CRB isn’t the right fit for the student. Students are notified of these decisions by the Principal and the Dean of Students.

5.e. There is a process in place to see how the school’s programs need to change to reflect the diversity of cultural experiences and to identify adults and/or students who will need additional support to function effectively in a pluralistic environment.

Cristo Rey Boston prides itself on its reflective and responsive attitude toward change for the betterment of the school. Our School Team (Assistant Director of Corporate Work Study, Dean of Students, Athletic Director and Registrar, Dean of Instruction, Dean of Curriculum, Front Desk Manager, Director of Admissions, College Counselor, Librarian, Director of Counseling, and Principal) meets monthly to discuss the day-to-day details of the school and the changes that are needed to serve our students better. Last year, the School Team implemented three committees: the Integration Committee, dealing with the integration of the academic side of CRB and the Corporate Work Study department; the Student Life Committee, focused on improving the student experience at CRB; and the Grading Committee, focused on clarifying and creating consistency around grading policy. The purpose of creating these committees was to address necessary changes needed to reflect and better support our student body. As a result of the work of these committees, we now have an integrated Summer Training called The Foundations Program, a revised Advisory Program with set curriculum, and a clear and defined grading policy. While the School Team is both reflective and responsive to our school’s diverse needs and can, as they have last year, implement various committees in order to better support our student body when deemed necessary, there is not a formal, documented process in place for our school to see how our school’s programs need to change. However, in addition to the jurisdiction of our School Team, Cristo Rey Boston has made various decisions, including the decision to create the positions of Dean of Curriculum and Dean of Instruction as well as the decision to establish a Hiring and Retention Committee, in order to both better reflect the diversity of cultural experiences and better identify adults and/or students who will need additional support to function effectively in a pluralistic environment.

Our school also takes pride in consistent professional development throughout the year. We’ve created specific systems of support, specifically for faculty, to ensure they are all able to function effectively. Before the 2011-12 school year we created the position of Dean of Curriculum and Dean of Instruction. The Deans meet with each faculty member once a month, and observe each faculty member once a month as well. This ensures that if a member of the faculty is struggling the problem is addressed immediately. This system also allows teachers a forum in which they can reach out for specific help, as well as allowing leaders of the school to immediately recognize when a teacher is in need of further support.

During the 2012-13 school year a Hiring and Retention Committee was established to assess the way in which we obtain and retain qualified, driven, and passionate faculty and staff. As of this writing, this
committee has met only once.

5.f. Resources are available to faculty (in-school or through outside consultants) to assist in identifying and meeting the needs of individual students.

Faculty at Cristo Rey Boston High School encourage the partnership with in-school and outside of school consultants who assist in ways to better meet the needs of individual students. Faculty are offered numerous professional development programs that target areas of differentiated instruction, positive behavioral support and Uncommon Schools techniques. For faculty, professional development provides an opportunity to learn and engage in trainings that improve our relationship with students and our ability to meet their needs appropriately. Educational and community consults provide faculty with ways to implement a variety of assessments and strategies to target particular needs of the students. One particular need the school faces is the identification of ELL students. Although the faculty recognizes this as an area in which we need to improve, the use of student middle school transcripts, scores, and recommendations helps place these students on the radar of the teachers so that progress be tracked throughout their careers at Cristo Rey. Faculty can also gain access to resources through a referral system between the Dean of Students and/or Director of Counseling. New faculty also receive a copy of Doug Lemov’s book *Teach Like a Champion* and the *Effective Teaching* document.

5.g. There is a process in place to identify students who might benefit from a modification of the program, 504 plans and IEPs reviewed at intake, to assess ability to accommodate that need modifications.

When students apply to Cristo Rey Boston High School, all educational and personal information is gathered through an extensive intake process conducted by the Director of Admissions. During intake, students are asked of any special educational accommodations that may include 504 plans or IEPs. Sending schools and/or families of students are requested to provide copies of the current up-to-date plans, as well as any additional accommodations provided by previous schools.

Upon collection of intake materials, the administration evaluates our current level of support compared with level requested in a specific plan. Students with IEPs are tagged in the online grading system, and all staff/faculty have access to IEP’s and 504 plans through a central database to allow for collaboration of accommodations within classrooms. Staff and faculty are expected to make the necessary accommodations for the students who are flagged in the online grading system. This can be challenging, especially when a student presents with multiple areas of need. For students who need additional support, tutoring is available during study blocks and after school. In addition, many teachers offer support during the required Z Block period for those with missing assignments.

Students not previously identified to receive accommodations may be recommended for testing while attending Cristo Rey Boston, and in that case, testing is done through the Boston Public School system. For students with extensive needs that include speech therapy, occupational therapy, and technology assistance, students may be referred to outside programs to accommodate the needs of those students since within the school we do not have the capacity to accommodate extensive services beyond the educational modifications.

5.h. There is a process in place to identify students for whom the school is inappropriate and a supportive process for counseling those students.
Cristo Rey Boston High School has established school-wide expectations and a positive behavioral system that provides support for students within a three-tiered structure that includes a universal, targeted, and individual level. We believe that all students should follow the set of expectations in all areas of the CRB community. The expectations are taught to all students and displayed throughout the school, and when students consistently meet and exceed the expectations, they will be recognized in a positive way. When students are unable to meet the expectations, faculty use planned consequences to assist them in re-learning the expectations.

Students who meet and exceed the expectations at the universal level receive daily support through academic programs, access to counseling, and behavioral supports that are currently implemented. Students who struggle at the universal level are often identified through data collection of attendance, grades, and discipline infractions. When students are identified to be struggling in one or more of the three areas, faculty and staff utilize a referral system that is reviewed upon receipt by the members of the Student Support Team (Directors of Counseling and Dean of Students). The SST evaluates and assesses individual referrals in each department, and moves students into a target level of support. The target level allows for students to gain access to supports that are created for groups of students with similar educational difficulties. Such groups include weekly reading groups, peer tutoring, and group counseling. If students do not demonstrate significant growth when receiving targeted support, student are re-evaluated and referred for individual support.

Individual support includes creating and implementing behavioral intervention plans, counseling plans, and academic progress plans that are specific to the students and are frequently monitored. In some cases, the individual support includes additional services for the student from outside specialists that work in conjunction with Cristo Rey Boston’s SST, faculty, and staff.

We believe in providing any level of support possible in order for our students to succeed and continue onto the college bound path. Students who do not respond to our three-tiered level system are supported through transition and beyond to identify an educational environment that is appropriate for the student to be educationally successful.

5.i. Counseling, advising, and guidance procedures and personnel address the needs of the students.

Cristo Rey Boston High School’s Counseling and Student Support program is designed to respond to the individual personal, academic, and family needs of each of our students. We know our students face enormous challenges that can impede their learning and growth, and we are focused on helping students overcome any obstacles they face during their four years at our school.

The Student Support Team (SST) is made up of counselors, the Dean of Students, and academic support personnel. The SST meets bi-weekly to identify and discuss students of concern and how to best support and monitor the progress of these students’ growth. The SST addresses challenges that may arise in school, at home, or in the community. Developmentally-appropriate supports are put into place to encourage the healthy development of students as they grow and progress through their high school years. The SST helps students and families facing stress, guides every student through their high school experience including the transition into high school and the transitions of promotion year-to-year through their successful entry into college, and ensures that social, personal and academic support is provided to all students in need.

The overall goals of the Student Support Team are to provide quality emotional, behavioral and
academic support to students and families and to help educate families about parenting issues and problems which may arise between the student and his/her family. The SST also aims to provide students with an environment which is supportive of the whole range of human functioning – intellect, emotional, behavioral, physical and spiritual. It is the belief of the SST that the students in turn will attend to each of these dimensions in the lives of their families, friends and the larger community. Throughout the academic year, the SST networks services with other professionals and agencies in the community to further develop and expand our ability to provide the necessary resources to our students and families. The utilization of community resources not only provides additional support services to students and families, it enhances the knowledge base and professional development of the SST. Finally, the SST helps each student become familiar with available resources and enables each to become fully self-supporting.

The SST coaches students to develop attitudes and behaviors that will lead to successful learning with the goal of assisting students in the mastery of time-management and task-management skills that will enable them to improve learning and to develop an ability to work independently and to act cooperatively with others. The SST aims for students to understand that work is an important and satisfying means of personal expression and an opportunity to set personal and professional goals for themselves. Students learn to understand the relationship between educational achievement and career success. Upon exiting Cristo Rey Boston, the SST’s goal is that students are ready for college and thinking about what they want to do after college. Finally, the SST aims to teach students to apply effective problem-solving and decision-making skills to make safe and healthy choices. The SST helps students to develop effective coping skills, a positive attitude toward self as a unique and worthy person, and an appreciation of the unique and diverse personalities of others.

While the SST at Cristo Rey Boston High School has grown tremendously over the past few years, there is still room for growth and improvement. The SST identifies a need to build and strengthen our universal and targeted supports. A strictly individualized focus limits our impact and slows the possibility of school-wide, sustained change. Further, there is a need for stronger program evaluation within Student Support, as we must develop measures to assess program effectiveness and identify areas of growth. While this year allowed for the strengthening of systems within Student Support, moving forward the focus needs to shift to strengthening the services provided to students. With systems in place, we now must be able to define the growth we wish to see in our students over their four year with us and track progress, flagging and supporting students struggling to successfully transition from one stage of development to the next.

5.j. College or school placement counseling, as applicable, addresses the needs of the students.

The overall aim of the College Counseling program at Cristo Rey Boston High School is to create a college-going culture within the school and equip students with the necessary skills to self-regulate the college process. Taking into consideration the reality that many Cristo Rey Boston students are first-generation to college, the College Counseling program is designed to ensure that all students, across grade levels, believe college is an option and take the necessary steps to be college-ready upon graduation. With the support of classroom teachers, the College Counseling staff educates students on the importance of grades, the meaning of a GPA and what colleges are looking for in a strong applicant.

At the freshman and sophomore levels, all students participate in at least one college guidance seminar throughout the school year. This seminar is focused on important background information on college planning that will prepare students for their experience as seniors. Freshmen and sophomores
participate in a Summit PSAT testing day in February in order to familiarize themselves with the format, content, and scoring of the exam. This programming continues at the junior and senior levels, with considerable added support. In the second semester of their junior year, students participate in intensive college guidance, worked into their weekly schedule. This guidance follows students through graduation, and includes support with every aspect of the application and decision processes. Beginning Junior year, students are guided through activities such as creating a college list, participating in college visits, drafting a college essay and resume, completing and submitting applications to appropriate colleges, including all supporting documents, submitting scholarship applications and financial aid applications, making a final college decision, and enrolling in college.

Over four years of high school, students develop the necessary skills to self-regulate the college application process. Ultimately, this ensures that they are adequately prepared for success in college and beyond. This includes adhering to deadlines for individual application components, and counseling appointments, as well as taking initiative with respect to contacting college admissions and financial aid offices. For the last three years, one-hundred percent of Cristo Rey Boston High School seniors have been accepted to a four-year college. The students of the most recent graduating class were accepted to ninety-five colleges and universities across the country and received approximately $1.5 million in grant and scholarship aid.

5.k. Information is systematically gathered regarding students’ experience at the school and is used to inform program planning.

Information regarding students’ experiences at the school is gathered twice a year in check-ins that students are required to attend with the school’s Counseling Office. At the beginning of the year, students answer questions on a continuum (1-5) about their feelings about school and the school community (i.e. I feel close to people at this school), their feelings about teachers and other adults in the building (i.e. At my school, there is a teacher or some other adult who really cares about me), and their feelings and experiences outside of school (i.e. In my home, there is a parent or some other adult who is interested in my school work). These first two groups of questions reflect the student’s perception of their experience at school and, during the second check-in held during the middle of the year, students have the opportunity to reflect back on their feelings and experiences in the beginning of the year to indicate progress and/or changes.

The responses gathered from students during these check-ins has informed program planning; specifically, it has been a catalyst for major changes this year in our advisory program. For example, as a result of student responses, advisory groups are now determined by grade level; all students in an advisory group are in the same grade. The intention behind this change was, in part, to increase students’ reported feelings of solidarity with their class and with other students at this school. Other modifications to advisory, including advisors meeting with their advisories every week and advisories creating and working towards common behavioral and/or academic goals, are efforts to respond and proactively increase students’ feelings of adult support at this school.

This information has also been used to modify the Student Life programming. More specifically, the Student Life Office was restructured in the 2012-13 academic year in order to bring more of the focus to creating a sense of unity within the entire school community. The recently hired Chaplain/Director of Student Life is charged with planning student retreats, community days, religious activities, and spirit week events so that all students feel a sense of belonging at the school. This is intended to alleviate some of the difficult transitions that new students face when entering into Cristo Rey Boston from
various middle schools. The events focus primarily on building new relationships and strengthening those that the students already have with one another and with the adults in the building. In addition, the Athletic Director now works closely with the Student Life Office so that students are able to see the value that the school places on developing them not only academically but also physically and spiritually.

5.1. The school promotes an equitable, just, and inclusive community that inspires students to respect and value diversity and to be active and responsible citizens and has ways to insure that this objective is met.

Cristo Rey Boston High School promotes an equitable, just, and inclusive school community that inspires students to respect and value diversity and to be active and responsible citizens. To promote this kind of community, we rely primarily on school-wide positive behavioral interventions and supports framework (PBIS). Through this framework, the school community has dedicated itself to being “ready, responsible, and respectful,” a mantra, commonly referred to as the 3 R’s, that sets forward clear expectations for students in classrooms, hallways, and common school spaces. Posters reminding students of these expectations, as well as the behaviors that indicate respect, readiness, and responsibility, are hung in every classroom as well as throughout the school building. Incoming students have brainstormed what kinds of behaviors and attitudes are expected at Cristo Rey Boston. Examples and expectations surrounding this code of conduct are also detailed in the student handbook. Staff and faculty distribute Shout Outs in an effort to affirm student demonstration of our school-wide expectations. Students can earn Shout Outs when observed meeting and/or exceeding school expectations and, those who earn a Shout Out, are recognized during morning announcements. When students are unable to meet these expectations, staff and faculty will use planned consequences to assist them in re-learning the expectations.

Additionally, Cristo Rey Boston High School is a school that inspires students to be active and responsible citizens because we believe that participation in extra-curricular activities is a valuable and wholesome educational experience for our students. Therefore, in order to successfully complete their year, Sophomores, Juniors, and Seniors must fulfill the Extracurricular Credit (EC). Students must commit to and participate in a Cristo Rey Boston sanctioned extracurricular activity for the duration of that activity. In order to fulfill the EC, students must fill out their EC survey with their adviser in September and, furthermore, must obtain appropriate signatures upon the completion of the activity. In the early fall, current club and sports leaders and advisers host a Club Fair, during which students can identify the extracurricular activities offered, meet those already involved, and receive information about schedules and upcoming meetings and dates. Students who do not sign up for a club or sport meet with a member of the Student Life Office so that they can be directed towards joining an extracurricular activity that fits both their interest and schedule. Currently, Cristo Rey Boston High School offers students’ possible participation in Step Team, Cooking Club, Yearbook, Dance Committee, Choir, Agape Club, Running Club, and Art Club. We also offer a National Honor Society to those students who meet those national standards. In addition to these clubs, we offer a variety of sports to both young men and women, including Basketball, Baseball, Soccer, Softball, and Volleyball.

As a Catholic high school, we also have a particular interest in educating students to become, as our mission statement states, “men and women of faith, purpose, and service.” To further promote a just and inclusive school community that inspires students to value diversity and be active, responsible citizens, we engage in a variety of service programs throughout the year. All students, for example, are able to participate in a canned food drive that is organized by the Agape Club. Three times throughout the year, Cristo Rey Boston hosts community days, in which all students gather for intentional reflection,
community building, and a small service project. In the past, students have written letters to soldiers, reflected on the meaning and purpose of service, and offered intentions together in prayer. Through these community days, as well as through the consistent efforts of the Agape Club to promote intentional reflection on and engagement in service, Cristo Rey Boston is able to promote an equitable, just, and inclusive community that inspires students to respect and value diversity and to be active and responsible citizens.

In addition, the Corporate Work Study Program helps our students to continue along the journey of becoming “men and women of faith, purpose and service.” During check-in, check-out, and individual meetings with Corporate Work Study staff students are constantly guided to understand that a large component of being successful as a young employee is to develop an attitude of service. We discuss with students the intrinsic value that work has. Students are constantly challenged by Corporate Work Study staff to view their work placements as opportunities to become service minded.

5.m. The school assures that, if students take or the school offers online courses, the design and delivery of the online courses meet the needs of the students and support student-to-student and student-to-faculty interaction.

As of this writing, our school does not offer or provide resources for any online courses for the students either during the school year or during the summer.

Notable strengths of the school in this area

- Individual support for students
- Consistent evaluation of programs
- Systematic protocol for student support academically and within the Counseling Department
- Efficiency with delegation for different levels of student support
- Faculty and Staff genuinely care for students and this shows in their work
- College application and enrollment process has been streamlined and is effective

Notable weaknesses/needs

- Lack of ethnic/racial diversity of faculty and staff
- Obstacle of meeting future goals related to student experience is lack of staff to carry out all components of program:
  - We could more effectively carry out IEP accommodations at CRB if we had a Special Education Coordinator and an additional Counselor
- The school lacks a formal process of program review

Recommendations for school improvement and issues for further discussion

- The Hiring and Retention Committee (created in 2012-13 school year) should continue its work in evaluating our hiring and retention, and share its findings with the faculty and staff
- A formal process of reviewing our current programs should be established and enacted at the end of each school year
**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.

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<th>School Assessment (check one)</th>
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<tr>
<td><strong>Passing</strong> <em>(The students’ experience is supported.)</em></td>
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<td>P1. <strong>x</strong> Meets Standard: may have minor plans/recommendations or issues for reflection.</td>
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<td>P2. <strong>_</strong> Meets Standard: does have significant plans/recommendations and issues for reflection.</td>
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Brief narrative description of the school’s position with regard to this standard

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.

Self-study committee membership, meeting schedule, and procedures

**Committee Membership**
Meghan Karasin, Librarian (Chair)
Derek Scott, Humanities Teacher
Jessica Edwards, Art Teacher
William Brown, CRB Volunteer

**Meeting Schedule**
6/6/2012 – initial meeting, assignment of tasks and indicators
9/20/2012 – re-assignment of some indicators
10/25/2012 – check in on progress
11/1/12 – initial draft of indicators due
11/8/12 – final draft of indicators due

**List of background materials reviewed and people interviewed**

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
  - CRB Technology Plan
  - Acceptable Use Policy
  - Organizational Chart & Job Descriptions 2012-13
Other (list)

Interviews:
Jeff Thielman, President
Marcos Enrique, Director of Admissions
Elizabeth Degnan, Director of Counseling
Susan Hunt, Director of Finance and Operations
Marcela Ochoa, Registrar & Athletic Director
Fr. Franco Soma, Director of Campus Ministry and Student Life
Colleen Cull, Dean of Students
Michael Kauffmann, English Faculty & Volunteer Coordinator
Laura Capasso, CWS Eternal Relations Coordinator

Comments regarding suggested indicators

6.a. Instructional facilities (including space, furnishings, and play/recreation areas) are adequate for the instructional program and are age appropriate.

The school moved to its current building in July of 2010, in part because a larger facility was necessary in order to grow enrollment. Since acquiring the building in the summer of 2010, the school has spent over $2 million on extensive renovation to many areas:

- A new kitchen has been completed, and the school hired a chef to prepare hot breakfast and lunch for the students.
- New office space has been constructed in the main office (a former classroom) and in the library balcony (now a conference room and business office).
- The library has been renovated – water damage to walls repaired, new windows and a sound system installed.
- All classrooms have been painted and SmartBoards have been installed.
- The cafeteria has been renovated, with new flooring and tables.
- Tiles have been pulled up throughout the hallways, exposing hardwood floors, and the hallways and stairwells have been repaired and painted.
- The parking lot has been regraded and repaved.
- Three science labs have been built, and the ventilation system has been upgraded.
- The fire alarm system has been upgraded and security cameras installed.
- Outside of the building, extensive landscaping has been completed, including installing benches in the front yard.
- The Chapel was constructed in an unused stairwell on the first floor of the school.

Not all teachers have their own classrooms. However, the building has adequate space for the current enrollment of 350 students. With the expected growth to 400 students next year, we will need an additional 2-3 classrooms. The current long range plan accomplishes this by converting what are currently the Counseling Office and the Chapel into classrooms and constructing additional office space. The Principal is working on a schedule for the 2013-14 school year to determine if 2 or 3 full classrooms will be needed and the long range plan will be adjusted accordingly. Capital fundraising for these projects is ongoing and grants are being submitted.
6b. There are instructional materials and equipment in sufficient quality, quantity, and variety to give effective support to the aims and methods of the program.

Cristo Rey Boston High School supplies all teachers and students with textbooks and other appropriate equipment and classroom materials. In the 2012 NEASC Department and Program Area Reports, each department answered questions in regards to classroom resources. All departments, except for the Art Department, have at least one textbook used for their classes. The Math and English departments also incorporate Kaplan SAT Prep books to prepare students for taking the SATs. The Math and English departments’ other main source of instructional materials is the Springboard series, produced by Collegeboard. These books help prepare students to apply their learning to new situations. The Humanities, English, and Spanish departments also incorporate modern periodicals, novels, and borrowed texts into their curriculum.

The Science department at Cristo Rey Boston utilizes outside programs such as The Boston College Women in Science and Technology Program and Boston University’s SET (Science, Engineering, and Technology) in the City and City Lab as a source for student enrichment activities. The Science department states the need for additional lab equipment and additional support material to be used with texts to effectively support the aims and methods of the Science curriculum.

In response to a faculty-wide survey conducted in the Fall of 2012, 81.3% of CRB faculty agree that there are adequate amounts of instructional material for their classes. In regards to the quality of instructional materials, 100% agree that quality instructional material is available to meet the goals of their curriculum. 93.8% of faculty feel that they utilize a variety of instructional materials in their classroom. 81.3% of faculty feel that new instructional materials for their classes are easily obtained. In response to the survey question asking how often is the implementation of new instructional materials discussed in department meetings, 6.3% responded “often”, 81.3% responded “sometimes”, 6.3% responded “rarely”, and 6.3% responded “never”.

6c. The school has a library plan which is integrated with the curriculum and which provides students with age appropriate experiences in research and reading and supports the broad purposes of the educational program.

The CRB library aims to support the school’s coursework, including instruction in research, and to foster and promote lifelong reading in students. The library is staffed by a full-time librarian with a Masters in Library and Information Science. The library now serves as the location for all study periods, under the supervision of the librarian. The library’s annual budget is sufficient to meet the current needs of the school.

The library is open daily, from 7am until 6pm, and serves as a place for students to do quiet study, reading, and academic work on computers. Many of our students do not have access to computers at home and use the library as their primary venue for completing school projects. The library is equipped with a full computer lab (24 student computers plus one teacher computer), which students can access during their study periods and before and after school, and which faculty can sign out for use with their classes. The library currently houses over 6000 books and has access to 37 electronic databases. Future plans include expanding the periodicals and audiobooks collections, as well as continued updating of the general collection.
The school’s research program begins in sophomore year, when all students take a World History class with a research component. Through this class, students learn the research process step-by-step, including how to access books in the library and how to complete research using internet and database sources. The class is complemented by the school’s research manual, a document created and updated by the Dean of Curriculum, which is included in all student planners. Sophomores complete a variety of research projects through their World History class. These projects, and in particular the repetition of the research process, prepare students for a more in-depth US History project (currently focused on US Imperialism) in their junior year, and a senior English project focusing on media and society.

The school’s librarian supports the research program by providing direct instruction in using the library catalog and electronic databases, working directly with students throughout the research process, and purchasing materials explicitly for research projects.

In addition to the school’s research program, the library supports the school and the curriculum in the following ways:

- All freshmen are given an orientation to the library during their Freshmen Foundations program.
- Faculty and staff are encouraged to request the purchase of new material.
- A periodicals collection was established in Fall 2012 to provide additional reading material to the student body, as well as support the curriculum. Faculty are asked for feedback as to which periodicals they would like to see in the library.
- Audiobooks have been purchased, as requested by faculty, to aid in students’ comprehension of course material.
- Noting the financial difficulties of our families, the library now manages a collection of Freshmen summer reading novels, to be loaned to incoming students.
- A small, but growing, professional development collection was begun in the summer of 2012, with the aim of providing resources for faculty and staff in a variety of areas, including instruction, curriculum, and working with adolescents.

The library aims to promote leisure reading among the student body. To this end, a variety of initiatives are planned or have begun for the 2012-13 school year:

- All students completed a library survey at the beginning of the school year, where data was collected on their reading habits and interests
- Updating of the fiction and nonfiction collection to reflect student interest is ongoing
- Students are asked to submit requests for books and these are purchased when funds are available
- Reading promotion activities, such as book displays, and celebrations of events such as Banned Books Week are planned for the school year.
- Efforts will be made to have at least one young adult author visit the school per year

6d. The school has an academic technology plan, developed by teachers and academic leaders, covering the integration of technology into the various components of the program and providing for the professional development of teachers in the implementation of this plan.

Cristo Rey Boston High School does have a Technology Plan. However, teachers were not actively involved in the development of the plan and the plan does not explicitly address integration of technology into academic and non-academic programs.
The school expects all faculty and staff to be adept at using technology with the goal of promoting student achievement. Each of the 16 classrooms is equipped with interactive SmartBoards. Computers are accessible for students in the computer lab and library and all faculty and staff have notebooks and/or desktop computers. Parents, students, teachers and administrators have access to online grades and disciplinary reports through MMS, an online grading system. Within the school, all internal documents are shared electronically. Computer programs are also used to evaluate ACT, PSAT, and SAT scores. Cristo Rey Boston secured a $200,000 grant for professional development in the 2010-11 school year. Technology training for faculty was included as a part of this professional development program.

Teachers use technology day to day as a resource for developing their curriculum. The Math department’s textbooks are offered online. A software program called KUTA is also used in Math classes to tailor worksheets to the needs of students. Each Math teacher also has the TI-Smartview program on their computers so they can use the SmartBoards to teach students how to use graphing calculators, which are supplied to all students in the school. The Science department uses virtual lab activities on their SmartBoards but feel a need for additional laptops to be used for the collection and analysis of data in lab activities. In the 2012 NEASC Department and Program Area Reports, the Spanish Department stated the need for audiovisual language lab software in the computer lab, which is a requirement for the AP Language course.

Cristo Rey Boston’s Technology Plan Report for academic years 2011-2014 states the need for upgrades made to school servers to accommodate the growing student population. In response to an instructional materials and technology survey, 87.5% of teachers have access to the technology needed to meet the goals of their curriculum. 6.3% of teachers state that the implementation of technology is often discussed in their department meetings, 56.3% stated that it is sometimes discussed, 31.3% state that it is rarely discussed, and 6.3% say it is never discussed. The majority of teachers at Cristo Rey Boston believe that technology is adequately integrated into their curriculum. However, in response to the statement, “There is someone I can go to when technology issues arise”, 0% strongly agreed, 18.8% agreed, and 81.3% disagreed. Upgraded servers and IT support within the school are the main technology needs for Cristo Rey Boston High School.

6.e. The school has in place an acceptable use policy of which students and families are informed and the school provides information to students and families on the appropriate and ethical use of technology.

The technology acceptable use polices are clearly communicated in the student handbook. Hard copies of the handbook are provided to students at the beginning of the year. The policies enclosed therein include definitions of inappropriate internet content, rationale and regulations for use of social networking sites, guidelines for safe use of the internet, privacy issues related to use of electronic communication, and directions for how to avoid violations of the policy itself. Disciplinary consequences include: suspension of student personal accounts from internet, school suspension and possible expulsion for repeated offenses, and the possibility of intervention by law enforcement agencies if illegal activities are engaged in through the use of Cristo Rey Boston internet sources.

6.f. There are procedures in place to assure that teachers have a leading role in planning the use of technology in their teaching.
This indicator was addressed by our committee with respect to the faculty perspective as to how much influence each individual instructor has over the planning and implementation of formal technology plans in their own classrooms. Based on department reports and a follow-up faculty survey, teachers feel as though they have influence over the planning and implementation of technology, but there is no formal process in place to ensure that this is the case. On the faculty survey question asking, "To what degree are decisions regarding the implementation of technology in the classroom made by teachers?", 37.5% responded, “Very High”, 37.5% responded, “High”, and 25% responded, “Low”. The degree of decision making and implementation was determined by the level of administrative involvement, with “Very High” meaning the administration allows teachers full control over implementation, while “Very Low” means that the administration controls all implementation. As the data demonstrates, there is a wide range of departmental self-assessment in regards to the degree with which technology is implemented by teachers on the classroom level. This same theme can be seen in formal department reports, as individual departments (Math, Science, and Spanish, in particular) outlined detailed plans for the implementation of technology on the classroom level, while other departments simply outlined needs or gaps in technology use. While the year-end department reports serve as an outlet to identify technological needs and to discuss plans for implementation, there is no additional process used exclusively for teacher-driven technology planning.

In the absence of a formal process for proposing, analyzing, and implementing technology plans on the department level, some departments have outlined their own, while others feel as though this is a role played more by the administration.

6.g. Non-academic programs, if available, are consistent with the school’s mission and are well organized, supplied, and staffed.

Cristo Rey Boston has seven primary non-academic programs: Athletics, Student Life, Counseling, Advisory, Corporate Work Study, Behavioral Support by the Dean of Students, and the Cristo Rey Boston Volunteer Program.

Athletics supports the mission of the school by fostering an inclusive school community and teaching life skills that are essential to success in college and beyond. The program is staffed by the Athletic Director who takes care of scheduling, administrative decisions, and the management of coaches for all seven of CRB’s sports teams. The director is assisted by one Cristo Rey Boston Volunteer. Both of these individuals also have additional responsibilities at the school (the AD also serves as the Registrar and both the CRB volunteer and the Athletic Director work in the Student Life office). Each sport has a single part-time coach that handles the management of all aspects of the team, including coaching JV and Varsity. The sports teams have no home facilities, and as such rely on the community for space to practice and play games. Uniforms are replaced on a tri-yearly basis and equipment is replaced every other year.

Student Life supports the mission of the school by not only speaking directly to the Catholic identity of this institution through campus ministry, but also by fostering an inclusive school community that orients students towards becoming men and women of faith, purpose, and service. This first year department consists of the Director of Student Life, the Athletic Director and a Student Life Coordinator, who is a CRB volunteer. The Student Life department receives adequate funding and resources to pursue its vision for retreats, community days/events, and clubs/athletics. Beyond the Director, AD, and coordinator, the Student Life department is able to rely on the entire faculty and staff for support in such roles as small group leaders and club moderators.
Counseling supports the mission of the school by preparing students to succeed in high school, college and beyond by contributing to the growth of students on a personal level. Through its college counseling arm, the Counseling Department provides an individualized path for each student to be accepted to a college that meets their academic and financial needs. The Counseling Department is staffed by the Director of Counseling and the College Counselor. Additionally, four students from local Social Work graduate programs support the program as interns. An Ignatian Volunteer works with the College counselor on graduate tracking and a uAspire Representative works with seniors and their families one day per week on managing the college financial aid process. Most requests for supplies are made by the college counseling arm of the department and those that are made are met.

Advisory supports the mission of the school by preparing students with the non-academic skills required to succeed in college and beyond. It also fosters an inclusive school community by offering an avenue through which meaningful relationships between students and faculty/staff can form. The advisory program falls under the temporary purview of the Director of Counseling, but plans exist to transition oversight of the program to a committee of qualified staff, faculty, students, and parents. The program requires few material resources, but requests for necessary supplies like portfolios and journals have been met.

The Corporate Work Study Program provides the unique work-study experience that is essential to the school’s mission of preparing students to succeed in college and beyond. The department is staffed by a Director, Assistant Director, Program Coordinator, External Relations Coordinator (a CRB Volunteer), and a team of van drivers. The Director joined the program in March of 2013 and it is expected that as the year progresses he will formally assess issues related to the program’s organization, logistics, staffing, and resource needs.

Behavioral Support by the Dean of Students complements the mission of the school by supporting students through teaching consistent consequences. The program aims to influence student behavior through the use of Positive Behavior Supports and proactive intervention, rather than traditional models of reactive and punitive measures. The program is run by the Dean of Students and supported through the actions of all faculty and staff of the school. Current needs for supplies are minimal, and take the form of professional development requests that have been met. As the program advances through its planned stages of implementation, more resources may be needed. However, it is expected that these needs will be met.

The Cristo Rey Boston Volunteer program supports the mission of the school by bringing recent college graduates who are men and women of faith, purpose, and service to the school in order to facilitate their personal and spiritual development while at the same time acting as models for the students. The program is in its third year and takes a pragmatic approach towards organization that sees it realigning to fill the needs of the school at every possible juncture. It operates under a clear hierarchy, with each volunteer having a direct supervisor and a Volunteer Coordinator to manage community life. It has adequate budget to pursue its vision, and funding is available for retreats and the living expenses of the volunteers. The program has four volunteers as of December 2012 with housing space to reasonably accommodate six.

6.h. The schedule is planned by day and year to provide for the total program.
Due to the nature of the Corporate Work Study Program, our students attend classes approximately 15 days a month. This amounts to 4 days per week, with one week per month students attending classes only 3 days. To make up for this lost classroom time, both our school day and school year are longer than traditional schools. The school year runs from approximately the last week of August until the 3rd week of June, and our school day runs from 7:40am to 3:05pm.

The daily schedule includes eight periods per day. For students, this amounts to seven periods of academic classes and one study period. This study period was instituted three years ago and has become invaluable, both to students as a time to work quietly on their homework, and to faculty and staff who use this time for extra instruction and programming. Students in grades 9 through 11 spend one study period a week in a science lab, 9th grade students spend one study period a week in a Corporate Work Study Class, counseling programming and individual meetings take place during this time, and students receive extra tutoring and remediation on basic skills during study period.

The daily schedule allows for all students to have 2 double block classes:

- Freshmen year: Math and English
- Sophomore year: Math and World History
- Junior year: Math and American Studies (US History & Literature)
- Senior year: English and AP course

By providing twice as much time in these areas, students are able to get additional instruction in core content areas and skills.

Each Monday is an early release day, where classes are shortened and school is let out 45 minutes early. This time is used primarily for meetings – full faculty and staff meetings, faculty meetings, student support meetings, or department meetings. In addition, we use this time to hold masses for the school community.

The yearly calendar is planned in the spring and early summer for the following year. When possible, the dates of all events are to be set a year in advance in order to be included on this yearly calendar. Staff members and representatives from academics (primarily the Deans of Instruction and Curriculum) are asked to contribute events and dates. Meetings are then held to calendar these events, discuss the flow of the calendar and make adjustments as needed. This calendar is distributed to faculty and staff, as well as students and their families in late summer.

6.i The school interacts with the community in which it is located and avails itself of community resources.

Since moving to the building in 2010, the school has availed itself of many community resources. As we do not have athletic facilities of our own, our athletic program makes extensive use of available community spaces, including a gym at the Burke High School and, in the past, the Boys & Girls Club and the Kroc Center for our basketball teams; the local municipal field for our baseball and soccer teams; the Boston College High School field for our soccer team; and Pope John Paul II school for our volleyball team. Our Campus Ministry program utilizes the Blessed Mother Theresa of Calcutta Church for masses and the Kroc Center for our retreats. In addition to the use of their soccer field, BC High has also allowed our Freshmen Foundations Program (an orientation program for incoming students) to use their computer lab facilities. We hold graduation ceremonies at the Strand Theatre in nearby Upham’s Corner.
Our Counseling Department has formed an association with Harbor Health Inc., whereby Harbor Health provides programming to our students multiple times per year, currently in the areas of Bullying, Sexual Education, and Substance Abuse Education. In addition, Harbor Health nurses have worked with our Corporate Work Study program to administer and read TB tests for our students, something that is required for students employed at hospitals. Partnerships with area universities, such as Boston College and Wheelock, bring approximately 4-5 social work or school counseling interns to our school each year.

Our College Counselor has partnered with a few organizations to help our students with the application process. Boston Advocates for Catholic Education (BACE) and Georgetown University Alumni provide annual college prep/essay writing nights for our students. The Sumeria Group provided mentoring to the Class of 2013 and a representative from uAspire comes to our school weekly to help our seniors and their families navigate the financial aid process.

The school is also a member of One Dorchester, a three-year partnership funded by a grant from the Lynch Foundation. The collaboration, between Cristo Rey Boston High School, Boston Collegiate Charter School, and the Jeremiah Burke High School, brings the administrators and Math & English Faculty of these 3 local high schools together to develop formative and summative assessments aligned to the Common Core Standards.

Our largest interaction with the community is through the Corporate Work Study Program, whereby all of our students work in area businesses earning money for their tuition. Currently we have over 105 corporate sponsors throughout the greater Boston area. Our students provide entry-level support to these businesses and organizations – filing, answering phones, data entry, records upkeep, etc. – allowing the businesses to forgo some of the costs associated with hiring a full time employee.

In addition to the organizations with which we have formal partnerships, many individuals also help to support the work of the school. Our 9th grade remediation program makes extensive use of tutors, many from the surrounding neighborhood as well as from corporate sponsors. Volunteers also assist with our college counseling, reading essays and working with students on applications. Finally, over 500 volunteers from local businesses and organizations have come through our building to paint classrooms and hallways, landscape the outside of the building, and help with other “home improvement” projects.

6.j. The school strives to be a positive member of the community in which it exists, is sensitive to the interests of its neighbors, and takes appropriate advantage of the character of its setting.

The school strives to be a positive and contributing member of the community. Our school draws students primarily from the local areas (approximately 44% come from Dorchester). Earthen Vessels, a local tutoring organization, uses our classrooms three times a week for their program. Neighborhood groups, such as the Columbia-Savin Hill Civic Association use our building for events and meetings, and the school is involved in their activities, serving on their Business Development Committee. The school serves as a polling place for all elections and has offered its grounds for neighborhood yard sales and children’s Halloween celebrations.

Whenever possible, the school uses local vendors for school functions and activities. Three neighborhood businesses – McKenna’s Café, Savin Scoop, and Venice Pizza – have been the primary recipients of our patronage. James Hobin, a local artist, has been commissioned to develop a mural for the outside of the building and has been working with our art classes on a weekly basis to create content for this mural.
6.k. The financial aid resources committed to students and their families reflect the goals and mission of the school.

The mission of the school is to serve low income students, and as such, the manner of assessing tuition and resources devoted to financial aid reflect this mission. Cristo Rey Boston High School does not use a traditional financial aid model for students. Our school is committed to educating only low income students so we speak in terms of need based tuition, not financial aid. The cost of educating a student at CRB is approximately $10,500. About 60% of this cost is earned by students through the Corporate Work Study Program. An additional 30% is raised through our Development Office. The remaining 10% is the responsibility of families.

Over the past 4-5 years, we have seen a dramatic change in the financial situations of our families. For example, the average income of a family of four in our Senior and Junior classes (Class of 2013 & 2014) is $36,000. For our Sophomore and Freshmen classes (Class of 2015 & 2016) the average family income for a family of four is $25,000. Seeing this change on the horizon, the school, under the leadership of the Principal and the Director of Admissions, revised the process of setting tuition to a need-based model. Prior to this, families were assessed a tuition ranging from $800 to $2800. Each family is now asked to pay what they can afford to pay, with a minimum of $100 and a maximum of $3,600. Families of incoming students are assessed twice – once on the previous year’s taxes, and again on the current year’s taxes. Families of students qualifying for the Federal Free and Reduced Lunch Program are asked to pay 13.3% of per capita income for a family of 2 and 16.6% of per capita income for a family of 3 or more. Families of students who do not qualify for the Federal Free and Reduced Lunch Program are assessed a tuition of 16.6% of per capita income for a family of 2 and 18% of per capita income for a family of 3 or more. Families are offered the option of paying tuition in installments over ten months, or in one payment at the beginning of the year.

After tuition is assessed, families are able to request reconsideration, either by the Director of Admissions (for incoming students) or the Business Office (returning students). If at any time during the year a family’s financial situation changes, they are encouraged to request a reassessment by the Business Office. No student is ever turned away from the school for inability to pay tuition.

Notable strengths of the school in this area

- Teachers feel that their needs for instructional resources are met and that they are involved in the process of identifying resources and implementing new technology into their classrooms.
- The student handbook is distributed to each student at the beginning of the year. The acceptable use policies detail not only regulations and consequences, but also strategies for avoiding violations of the policy.
- Departmental control of technology plans is evident and the school administration is receptive to the identification of, and recommendations for, technology needs.
- The building is open for student use from 7:00 am to 6:00 pm, with students having access to quiet study areas and computers.
- Because of the Cristo Rey Boston Volunteer Program and the flexibility of all faculty and staff, the school is in a place where it can fill operational needs during times of transition.
The schedule allows for a full year of academic courses, along with community events and the corporate work study program.

The financial aid process accurately reflects the needs of our students and their families.

**Notable weaknesses/needs**

- The Science and Spanish departments noted a desire for increased resources, particularly in the area of technology.
- The school lacks a formal library plan.
- The school lacks a formal process to propose, analyze, and implement technology on the departmental level. While requests for technology are often met, a more formal process would provide equity across all departments.
- 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 identify the individual or individuals who can best serve the needs the faculty and staff for urgent technology issues.
- The student handbook could be made more accessible by publishing it online. Additionally, a thematic breakdown of behaviors listed as violations of the acceptable use policy would help draw attention to the rationale behind the classification of behaviors as “unacceptable.”
- The lack of athletic facilities hampers the school’s ability to grow its athletic program. The athletic program would benefit from the ability to hire assistant coaches.

**Aspects warranting attention**

- A plan is in place for building and space changes needed to accommodate the expected enrollment of 400 students. However, the school needs to assess the technology and staffing needs in order to support this enrollment.
- As the school grows, other departments will need to catch up with the Math and English departments in terms of curriculum and technology planning. With this, a need may exist for additional resources to be devoted to these departments.

**Recommendations for school improvement and issues for further discussion**

- Establish technology proposal process to ensure departmental and administrative participation with regards to technology needs and implementation.
- Publish student handbook online. Organize breaches of acceptable use policy by the type of offense to clarify rationale.
- Formalize current processes, such as requests for technology, curriculum collaboration between the library and faculty, etc.
- Develop a formal collection development policy and long-term plan for the library and build relationships with the local branches of the Boston Public Library.
**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.

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<tr>
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<td><strong>Failing</strong> <em>(The students’ experience is compromised.)</em></td>
</tr>
<tr>
<td>P1. <em>x</em> Meets Standard: may have minor plans/recommendations or issues for reflection.</td>
<td>F1. ___ Fails Standard: aware and plans remediation.</td>
</tr>
<tr>
<td>P2. ___ Meets Standard: does have significant plans/recommendations and issues for reflection.</td>
<td>F2. ___ Fails Standard: aware, but plan of remediation is uncertain.</td>
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**Brief narrative description of the school’s position with regard to this standard**

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. Faculty develop methods and programs to challenge and support each student, providing them with the strong academic foundation for success in college and beyond. Faculty members work closely with the academic administrative team to develop detailed curriculum maps for each subject and align the curriculum maps with national standards. There certainly are high expectations for excellence among the faculty members. 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. Communication between the faculty and all members of the academic administrative team must be regular and consistent so as to fully support each faculty member in their pursuit of excellence.

**Self-study committee membership, meeting schedule, and procedures**

The members of the committee for this standard met in June, 2012 to review the indicators of Standard 9 and to identify the information that needed to be obtained with regard to this standard.

Communication among the committee members was mostly via email during the Fall of 2012. The committee chair monitored the progress of the information gathered and used results of a faculty survey as well to write this section of the report. Additional meetings in January and April 2013 allowed the committee to finalize a draft of the section report.

**Self-Study Committee Membership**

David Paskind, Science Department Head, Committee Chair
Jill Crowley, Academic Dean and Math Teacher
Carolina Brito, Spanish and Humanities Teacher
Jill Mayorga, Science Teacher

**List of background materials reviewed and people interviewed**
9.a. The school has a procedure for recruiting professional staff who are the best available for the tasks to be performed and for the mission of the school; and also has a procedure for screening and interviewing candidates and providing them with necessary background information about the school.

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. In a survey of faculty conducted in the fall of 2012, 100% of faculty surveyed agree that the school’s mission is matched by what is actually happening in the program and the school does what it says it does.

Cristo Rey Boston has an established process for recruiting and hiring professional staff. Job descriptions are posted on the school’s website, the Cristo Rey Network site, and various local university schools of education. Cristo Rey Boston also participates in local recruitment fairs. When a faculty opening occurs, a multi-step process is initiated. The Academic Deans read all resumes and identify the top candidates for a preliminary interview over the telephone with a Dean. If that step is successful, the candidate is invited to the school for a formal interview with one Dean and one teacher from that department. Information about the school and its mission is made available to the candidate. If the first interview is successful, the candidate is asked to plan a sample lesson and conduct it in front of a class. The candidate also meets with the other Dean, the Principal, and the President. If the Principal and President recommend the candidate for hire, the Principal will make a formal offer of employment and discuss specifics with regard to a contract. Hiring within the Corporate Work Study Program follows a similar procedure, with the Director of Work Study and the President most directly involved in the review of resumes and interviews.

9.b. Academic personnel are qualified by education, training, or experience in the areas to which they are assigned.

Faculty are qualified by level of education achieved, training in the subject area that they teach, and professional certification obtained. Faculty are strongly encouraged to continue their education through various professional development opportunities available to them. In nearly all of these opportunities, the school is able to fund the entire cost of the professional development programs attended by faculty. All faculty responding to the survey indicated that they are given adequate opportunities for professional development.

9.c. Academic personnel are regularly trained in the areas of skills, content, and the context of a multicultural society.
All faculty have been trained educationally in their area of academic expertise. Many of the faculty have also achieved certification status in their subject area. The list of those educational accomplishments follows:

**Cristo Rey Boston High School Faculty Educational Degrees Earned**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Certification</th>
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<tbody>
<tr>
<td>Carolina Brito</td>
<td>BA</td>
<td></td>
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<tr>
<td>Michael Kauffmann</td>
<td>MA</td>
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<tr>
<td>David Paskind</td>
<td>MA</td>
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<tr>
<td>Fr. Stefano Colombo</td>
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<tr>
<td>Fr. Paolo Cumin</td>
<td>MA</td>
<td></td>
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<tr>
<td>Jessica Edwards</td>
<td>BA</td>
<td></td>
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<tr>
<td>Rebeca Enrique</td>
<td>BA</td>
<td>***</td>
</tr>
<tr>
<td>Jill Mayorga</td>
<td>MA</td>
<td>***</td>
</tr>
<tr>
<td>Annemarie Grimaldi</td>
<td>MA</td>
<td>***</td>
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<tr>
<td>Derek Scott</td>
<td>MA</td>
<td>***</td>
</tr>
<tr>
<td>Christine Sweeney</td>
<td>MA</td>
<td>***</td>
</tr>
<tr>
<td>Christina Searby</td>
<td>BA</td>
<td>***</td>
</tr>
<tr>
<td>Nick Trapani</td>
<td>BA</td>
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<tr>
<td>Meghan Karasin</td>
<td>MA</td>
<td>***</td>
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<tr>
<td>Lauren Johnson</td>
<td>BA</td>
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<tr>
<td>James Elliott</td>
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<td>Fr. Franco Soma</td>
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<td>Carrie Wagner</td>
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<tr>
<td>Jill Crowley</td>
<td>MA</td>
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</tr>
<tr>
<td>Fr. Jose Medina</td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>June Cuomo</td>
<td>MA</td>
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9.d. The school has a shared understanding of teaching excellence.

In July, 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 observes a colleague’s classroom during a brief visit (5 – 15 minutes). The visiting teacher communicates through email to the teacher observed at least one commendation and one recommendation based on the observations made. An Academic Dean also receives a copy of this email communication. 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. Meetings are preceded by a brief classroom visit by the Deans, with observations and comments to be reviewed during the meetings.
9.e. The school has a defined program for the evaluation and supervision of teachers.

Formal evaluation of faculty takes place twice a year. In January, all faculty complete a self-evaluation using a comprehensive rubric. The Teacher Evaluation Rubric was developed by Kim Marshall and adapted for Cristo Rey Boston by the Academic Deans. These rubrics are organized around six domains covering all aspects of a teacher’s job performance. These domains include Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment and Follow-up; Family and Community Outreach; and Professional Responsibilities. Within each domain, there is a four-level rating scale with the following labels: Highly Effective; Effective; Improvement Necessary; and Does Not Meet Standards. This is followed by a face-to-face meeting with the teacher, Principal, and one of the Academic Deans. The meeting compares the self-evaluation with that of the Academic Administrators. Areas of individual strengths and weaknesses are identified at this meeting. The Academic Deans use their bi-weekly observations of teachers as a primary basis of the evaluation. In June, each faculty member meets with both Deans to reflect on the year and set goals for the following academic year. In a survey of faculty conducted in the Fall of 2012, 93% of faculty surveyed indicated that they felt the evaluation process is clear, fair, and helpful. During the 2012-13 academic year, the Deans took on the major responsibility of supervision and evaluation of teachers. While the Principal of the school had oversight of the entire evaluation and supervision process, he delegated most of this direct responsibility to the Deans. 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.

9.f. Personnel practices provide ethical treatment among all faculty, administration, and staff with respect to compensation, workloads, and working conditions.

In the fall of 2012, the Cristo Rey Boston Faculty Retention Committee met. The main focus of this meeting was to begin examining how the school can successfully retain highly effective teachers. The school administration will analyze the salary scale of similar schools as a basis for modification of the Cristo Rey Boston compensation scale to be competitive with other schools. The committee will establish a standard of typical teacher work load, looking at number of teaching blocks, number of academic preparations, and total number of students taught. The committee additionally identifies areas where teachers go above and beyond the baseline expectations, both in the areas of quality of effective teaching and involvement in other school programs and activities outside of the traditional classroom structure. The committee then will make recommendations to administration regarding how additional compensation can be associated with specifically identified additional professional responsibilities effectively undertaken. Presently, the teachers at Cristo Rey Boston have an average of 2 preparations, an average of 5.77 blocks taught, and an average of 92 total number of students.

9.g. The school demonstrates a commitment to staff development by providing opportunity for and expecting participation in professional growth and development.

Professional development is an integral part of the development of all faculty and staff. Newly hired teachers attend a one week training and orientation workshop at the school. This is followed by a week-long orientation for all faculty prior to the start of each new academic year. This orientation workshop includes introduction to the Uncommon Schools techniques and methods adopted by the Cristo Rey Boston faculty, student assessment topics, curriculum development, scheduling, and classroom
management. Additional faculty-wide professional development continues regularly during the school year as part of weekly faculty meetings. Additional Uncommon Schools techniques are presented at faculty meetings throughout the school year. Many members of the faculty take part in professional development workshops at various sites during the summer to enhance their own professional development. The following is a sample of summer programs teachers have attended, fully funded by the school: Taft and St. Johnsbury Prep Advanced Placement Institutes, ASCD Conference, Debate Program, and Massachusetts Math Science Initiative.

9.h. The faculty are treated with respect and the school sets clear expectations for their professional behavior.

All faculty and staff receive an employee handbook which outlines the employment policies and procedures of Cristo Rey Boston High School. In a survey of faculty conducted in the Fall of 2012, 93% of faculty surveyed stated that they are treated with respect by their colleagues and school leaders and that the policies are administered fairly and reflect the core values of the school. All faculty and staff sign an annual contract which outlines in detail the expectations and responsibilities and compensation.

Notable strengths of the school in this area

- Varied and frequent professional development opportunities for faculty
- Ongoing collaborative approach to effective teaching by faculty, as exemplified by the Audit Program and Regularly Scheduled Department meetings
- Weekly individual meetings of faculty members and Academic Deans
- Ongoing curriculum development and evaluation of student assessments
- Clear, fair, and helpful evaluation procedure
- Comprehensive new-teacher orientation program that introduces school culture, expectations, as well as common pedagogical practices

Notable weaknesses/needs

- Need to identify what characteristics of potential hires best match characteristics of successful Cristo Rey Boston teachers and examine compensation, work load, faculty responsibilities, and opportunities for growth in order to maximize retention of faculty.

Recommendations for school improvement and issues for further discussion

- Strengthen hiring process to identify character traits and openness to professional growth and alignment of potential candidates with the school mission
- Continue the work of the Retention Committee to examine and make recommendations to administration with regard to compensation, work load, faculty responsibilities, and opportunities for growth
**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.

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

**Self-study committee membership, meeting schedule, and procedures**
Members of the committee: Susan Hunt (chair), Director of Finances and Operations; Marcela Ochoa, Registrar and Athletic Director; Franco Soma, Director of Student Life. Sue Marble Cuthbert, Former Director of Corporate Work Study, also contributed. Emily Smalley, VP of Eternal Relations, created the final draft of the narrative.

The committee met in person on June 15, September 28, October 18, and November 9. In the initial committee meetings, members determined the definition of the standard and the indicators. In subsequent committee meetings, members discussed the standards and each member took responsibility for at least two indicators. We interviewed two faculty members, Nick Trapani and Derek Scott, to gather information from the faculty perspective of involvement, and to confirm the processes used by the academic administration. Committee members prepared a draft of their assigned indicators and submitted their drafts to the chair. The chair created the draft report, and the committee members and interviewed faculty members reviewed it before submission. In May 2013, Emily Smalley revised the report based on feedback from the staff and faculty.

**List of background materials reviewed and people interviewed**

| ___ | Parent survey |
| ___ | Faculty survey (Nick Trapani and Derek Scott) |
| ___ | Student survey |
| ___ | Alumni/ae survey |
x  Department and major program reports (Leadership Team weekly reports and minutes; Monday memos from academic administration)
___ Publications (list)
___ Other (list)

Comments regarding suggested indicators

10.a. The administration is effective in carrying out the program of the school and the policies established by the governing body or school board.

The school’s administrative Leadership Team includes the President, Principal, Vice President of Eternal Relations, Corporate Work Study Program Director, and Director of Finance and Operations. The Leadership Team meets weekly to review progress across all departments, review policies and procedures, establish and enforce the school’s annual budget and review the school’s financial position.

The school’s Leadership Team is charged with ensuring that the school adheres to the 10 Mission Effectiveness Standards set by the Cristo Rey Network and the by-laws of the school and Corporate Work Study Program. In addition, the Leadership Team uses data and feedback from all members of the school’s faculty and staff to make decisions regarding programs, policies and procedures.

Additional administrative staff who report to the Leadership Team include: the Director of Admissions, the Deans of Curriculum and Instruction, Director of Student Life, Registrar & Director of Athletics, and College Counselor who all report to the Principal; the Dean of Students who reports to the Dean of Instruction; the Librarian and Director of Academic Resources who reports to the Dean of Curriculum; the Front Desk Manager and Business Manager who report to the Director of Finance and Operations; the Assistant Director of Corporate Work Study and the Program Coordinator of Corporate Work Study who report to the Director of Corporate Work Study; and the Grant Writer/Marketing Coordinator who reports to the VP of Eternal Relations.

The administration of the school has been effective in carrying out both the academic and work-study programs of the school, and has been transparent and forthright in identifying areas for growth and improvement. Highlights include:

- The development and distribution of a monthly “dashboard” by the school’s administration, which catalogs year-to-date data such as enrollment, development income, work-study jobs and finances, has helped to create a culture of transparency at the school, whereby all constituents can review and monitor the school’s progress toward goals.
- In order to better integrate the work-study program and the school, six teachers serve as instructors in our summer training program for new students, called Foundations. The Foundations program is a combination of work-study preparation and preparation for the culture of our classrooms.
- Despite turnover in the Work Study Director position in recent years and a slowly rebounding economy, the work-study program is generating more than $2.2M in revenue this year and will generate more than $2.6M next year, representing nearly 60% of our operating revenue. Revenue from the work-study program has increased by 103% since the 2008-09 school year, and in 2012-13, revenue from the work-study program covered 61% of school’s operating costs. The Cristo Rey Network minimum goal is that 60% of operating costs are covered by revenue from the Corporate Work Study Program.
Our school’s academic turnaround, led by members of our current administration, was chronicled for *Catholic Education: A Journal of Inquiry and Practice* in September 2012. The journal is a widely-used scholarly resource for Catholic school educators.

A retention study was recently completed by the administration in order to better understand why students leave our school and to help guide the implementation of several new strategies to increase our four-year retention from 58% to 70%, the Cristo Rey Network standard.

One of the abovementioned strategies of retention, our Advisory Program focused on character education, was featured in the January/February 2013 edition of the *Harvard Education Letter*.

The administration has convened a retention committee of faculty and staff to address our salary and benefits scale and how we can become more competitive for high-performing employees.

10.b. Administrative personnel and support staff are qualified by education, training or experience to serve in the areas to which they are assigned.

Cristo Rey’s hiring process assures that all personnel are qualified. All faculty and staff job postings include guidelines for qualification, ranging from education level to years of experience to certifications. Additionally, all job postings provide an in-depth overview of our school, our culture, and a profile of the ideal candidate for the position. Candidates who are invited for interviews for faculty positions must provide college transcripts, letters of reference and conduct a demonstration lesson.

Resumes are reviewed by the appropriate administrators and only those who are fully qualified by education, training, or experience are interviewed. A multi-step interview is typically conducted, and references are checked. In addition, the school utilizes a tool called Predictive Index – a scientifically validated behavioral assessment – for all applicants for staff and volunteer positions at the school.

10.c. The administration assures review and evaluation of the educational program and provides that a current curriculum plan is in place.

In the 2011-12 academic year, Cristo Rey Boston moved away from a departmental structure that splits staff by subject matter and instead hired our two most successful department heads as Dean of Curriculum and Dean of Instruction & Student Life. The two Academic Deans, Carrie Wagner and Jill Crowley, were the heads of the Humanities and Math departments, respectively, through the years Cristo Rey Boston made significant improvements to the academic program chronicled in *Catholic Education: A Journal of Inquiry and Practice*.

The two Academic Deans now oversee all aspects of curriculum and instruction throughout each course in the school. Throughout the year, each teacher meets with the Dean of Curriculum to develop curriculum maps for the courses they teach, continually assessing the issue of *depth versus breadth*. In order to educate low-income students who enter high school behind grade level Cristo Rey Boston must thoroughly engage students to ensure the skills will be retained in the future, even if educational resources surrounding them may be lacking. While addressing this significant *depth* of skills, schools serving low-income students are also tasked with addressing a greater *breadth* of material to cover. Because the students we actively recruit are an average of a year to a year-and-a-half behind grade level, there is a difficult balance to strike between providing in-depth skills and covering a wide variety of subjects in a limited amount of time. Assessing a proper balance is essential when designing curriculum and formatting of uniform teaching strategies for students of limited economic resources.
The Dean of Curriculum is able to provide input on the alignment of courses and properly adjust lesson planning as needed, while curriculum mapping discussed in these sessions provides educational baselines to build off for the years to come.

In order to improve teacher quality through oversight, each faculty member has monthly one-on-one meetings with the Dean of Instruction to implement classroom structure and improve management. Uncommon Schools learning strategies taught in the professional development seminars at the beginning of the year were made common among all classrooms, with priorities set school-wide as opposed to department-wide. This structure provides students with goals, identifies the purpose of all classroom activities, and maps how those goals and activities are informed by the desired final outcome of the year. With consistent oversight from the Dean of Instruction & Student Life, every student has a similar experience in each classroom they enter, regardless of the subject, grade level, or instructor.

In addition, under the guidance of the Dean of Curriculum and the Dean of Instruction & Student Life, Cristo Rey Boston has produced two documents unifying the curriculum and teaching practices. After several years of consulting with our colleagues in high performing charter schools, Cristo Rey Boston is confident it has found the best format and process to create comprehensive documents that lay out each individual course for all grades.

- All of courses have a curriculum map with essential questions, understanding goals, and proofs of understanding for each unit. All curriculum maps have been aligned with Common Core.
- The Deans have written a document entitled “Effective Teaching at Cristo Rey Boston,” created from our experience with Uncommon Schools techniques in conjunction with a SpringBoard aligned curriculum. Several new chapters will be developed per year with the continued learning experiences of the school’s administration.

It is important to also view the administration’s effectiveness in reviewing and evaluating the work-study program. The administration has taken significant steps to improve the preparedness and effectiveness of our students for the workplace as well as deepen our knowledge of and improve our customer service to our corporate sponsors, the two primary factors in our sponsor retention rate.

During the 2011-12 school year, the school retained approximately 90% of its corporate partners from the previous year, and due to the growing enrollment, was able to secure enough new work-study positions that 90% of students were in paid positions, the Network standard. However, only 76% of those sponsors returned for the 2012-13 school year, which put significant strain on the school’s leadership and work-study team to recruit new corporate sponsors.

The administration realized that our business model could not remain viable with such high turnover. As a result, a thorough study was conducted of the companies that did not return. Through conversations with staff and leadership at the companies and through interviews with many of the students who worked at the firms that did not renew their contracts with the school, we concluded that there were two primary factors in our poor retention: lack of knowledge of company needs and low expectations placed on our students by work-study staff.

Although many students were ranked “Meets Expectations” by their supervisors on their timecards, the primary measure of student performance was whether a company renewed their contract with the school for the following year. During our study of the work-study program, we discovered that there was a lack of clarity around the definition of what good work looks like and what can be expected of our students. We also discovered that though many of our companies “liked” the model and believed in our
mission to help urban young people, we were viewed primarily as a charity and not a business, which made us more susceptible to being cut when budget decisions were made. Finally, there was a lack of depth of relationships with people at all levels of the companies.

The school has spent the 2012-13 school year identifying and beginning to address two core issues to improve the quality of our work-study program and subsequently, our retention rate. These are discussed in the “Recommended for School Improvement” section below.

10.d. The administration involves faculty in decision-making about the program of the school.

The administration involves faculty in decision-making about the school’s programs. Monthly faculty meetings take place at the school whereby academic performance data is reviewed and strategies are created to address identified challenges. On a department level, there are regular meetings of teachers in each department to assess curriculum and lesson plans and generate feedback for academic administrators. The faculty is involved in creating and revising syllabi for their disciplines. On an individual level, the one-on-one meetings with the Dean of Instruction that punctuate the observation and feedback protocol described above are also a platform for faculty to provide input on the overall academic program. Finally, integrating the school and work-study program, members of the administration, faculty and work-study staff meet bi-weekly to discuss and address students of concern and other programmatic issues.

10.e. The School demonstrates a commitment to administrator development by providing opportunity for and expecting participation in professional growth and development.

Listed below are examples of professional development opportunities offered to Cristo Rey Boston High School administrators. In addition to those listed, any administrator may present a proposal to their supervisor requesting permission to participate in an additional professional development opportunity, pending budget availability.

School President:
- The school President attends a yearly management training program sponsored by the Cristo Rey Network at the Kellogg Graduate School of Business, the annual meeting in April of all leaders of the Cristo Rey Network schools, and management trainings offered by the Roman Catholic Archdiocese of Boston, the school’s religious sponsor.
- For the past two years, the President participated in two-day Mission Effectiveness visits to other Cristo Rey Network schools (in Portland, Oregon and Denver, Colorado) to evaluate these schools’ adherence to the standards of the Cristo Rey Network. This is also an opportunity for him to glean best practices of other Cristo Rey schools.

Corporate Work Study Director:
- The Work Study Director attends trainings offered by the Cristo Rey Network and participates in monthly webinars and phone calls for work-study staff sponsored by the Network office.
- He attended the spring 2013 Cristo Rey Network annual meeting in Minneapolis, which was an opportunity to learn from directors at other schools and Network staff.

Principal:
• The Principal participated in a summer professional development workshop for administrators at the Harvard Graduate School of Education called “Enhancing Teacher Effectiveness in Urban High Schools.”
• In 2012-13, the new Assistant Principals will receive coaching from retired Boston Public School principal, Elliot Stern, who is contracted to support principals by the Cristo Rey Network.

**Vice President of Eternal Relations:**
• The Vice President of Eternal Relations attends an annual Development Director conference offered by the Cristo Rey Network, participates in monthly conference calls for development staff across the Network, and attends a yearly management-training program at the Kellogg Graduate School of Business.

**Director of Finance and Operations:**
• The Director of Finance and Operations is a member of the Massachusetts Society of CPAs and the American Institute of Certified Public Accountants. As a member of the MSCPA, the director is on the Nonprofit Committee and regularly attends meetings.
• The Director also attends the annual Nonprofit Conference, generally held in January. In addition, the Director takes part in Cristo Rey Network programs, including the Kellogg Graduate School of Business management training program, and the Cristo Rey Network Finance Cohort Conference.
• In the spring of 2013, she attended a training of Chief Financial Officers of Catholic schools in the Roman Catholic Archdiocese of Boston.

**College Counselor:**
• The College Counselor attended the NACAC (National Association of College Admissions Counselors) conference last fall in New Orleans.
• The College Counselor also attended the NEACAC (New England Association of College Admissions Counselors) conference in the spring at New England College.

**Dean of Instruction and Student Life and Dean of Curriculum:**
• The Deans have attended Harvard Graduate School of Education’s “Enhancing Teacher Effectiveness in Urban High Schools” and the ASCD Summer Conference on Differentiated Instruction, Understanding by Design, What Works in Schools, and Curriculum Mapping.
• The Deans are currently in a partnership with the Jeremiah Burke High School and Boston Collegiate Charter School called “One Dorchester,” aimed at developing common assessments and aligning curriculum to the new Common Core standards. The partnership enables them to learn and share best practices with educators who teach students with similar backgrounds to the young people attending Cristo Rey Boston High School.
• The Deans have attended several Uncommon Schools workshops to learn strategies and acquire materials for professional development in Doug Lemov’s taxonomy of effective teaching practices.

10. f. The school has a defined program for the evaluation and supervision of administrators.

Cristo Rey Boston administrators have evaluations once per year. The Principal, Vice President of Eternal Relations, the Director of Finance and Operations, and the Corporate Work Study Director are evaluated by the President and participate in a 360 evaluation process, whereby each Leadership Team member
evaluates all other Leadership Team members. The Principal is evaluated based on the Marshall Rubric for Principal Evaluation.

Each year the Principal evaluates the remaining members of the school administration. The Board of Trustees evaluates the President yearly. The Board solicits feedback from the President’s direct reports, administrators and faculty.

**Notable strengths of the school in this area**
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.

In addition, the school has benefitted from a depth of understanding of the work-study program as many administrators have stepped in to run the program during multiple transitions this year. Despite the challenges that come with staffing changes, more people than ever before (six teachers who participated in the Foundations training and the four administrators who oversaw the program during transitions) understand the work-study program and its demands, more than any other school in the Network. Also, the interim approach allowed us to develop systems and policies that have enabled a new Work-Study Director, hired in April 2013, to smoothly transition into the role.

**Aspects warranting attention**
Fr. José Medina, the school’s Principal from 2007 through 2013, is stepping down from his role in July 2013 to take a new role assigned to him by his religious superiors. During the 2012-13 school year, Cristo Rey Boston conducted a search for his successor but was not successful in finding a candidate who was both an instructional leader and able to connect with our families and students, traits the faculty and staff identified as essential. All faculty and staff were surveyed about what they felt were the strengths and weaknesses of the outgoing principal, what the school’s challenges were in the years ahead, and what was needed in a new principal. The school developed a profile of the principal based on the faculty/staff survey and a tool called “Predictive Index.” A faculty screening committee interviewed eight candidates who, according to their resumes, letters of recommendation, transcripts, and answers to essay questions, had the potential to lead our school. The screening committee used a rubric to evaluate each candidate, but none of these candidates met our criteria.

Consequently, the school announced an interim academic leadership structure for the 2013-14 school year in which the Principal’s duties will be divided between a Principal for Academics and a Principal for Student Life. The two staff filling these roles are our current Dean of Instruction and Student Life, who has worked at Cristo Rey since 2004, and the Director of Counseling and Wellness, who has been on our staff for seven years. The Director of Counseling and Wellness will be the Principal for Student Life, and the Dean of Instruction & Student Life will be the Principal for Academics. While we believe the interim structure will allow the school to maintain a high-quality of teaching and learning, this interim structure may strain the school’s capacity to maintain the consistent level of observation, feedback and coaching that our faculty has enjoyed the past two years. The school will commence a search for a principal starting in the fall of 2013, with the goal of hiring someone who can take the role for the 2014-15 school year.

**Recommendations for school improvement and issues for further discussion**
School:
- Hire a full-time Principal for the 2014-15 academic year
- Develop a retention strategy for high-performing faculty and staff

Work-Study Program:
- Observe and borrow best practices in assessment 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.
**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.

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<th>School Assessment (check one)</th>
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<td><strong>Passing</strong> <em>(The students’ experience is supported.)</em></td>
<td><strong>Failing</strong> <em>(The students’ experience is compromised.)</em></td>
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**Brief narrative description of the school’s position with regard to this standard**

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.

**Self-study committee membership, meeting schedule, and procedures**

Committee members are:
- Michael Kauffmann (chair), English Teacher
- Rebeca Enrique, Math Teacher
- James Elliot, Physics Teacher

The first committee met on 3/20/2012 to review the possible indicators and comment on the school’s current level of fulfillment for each one. Each committee member created a list of assessments used by departments throughout the school. At the next meeting, on 6/1/2012, group members reviewed relevant materials from previous faculty meetings to determine how standardized tests were being used to inform instruction, what rubrics were being used for faculty evaluation, and how leadership was being evaluated.

At the committee’s third meeting on 10/2/12, new member James Elliot was integrated into the team. All members were given indicator checklists and asked to write brief comments to the best of their ability about each indicator in the school. At the final meeting, on 11/18/12, committee members submitted their checklists and brief write-ups, and Michael Kauffmann prepared the report to be reviewed by other members of the team before final submission.
After revisions were suggested by the school, James Elliot and Michael Kauffmann conducted follow-up interviews with support staff and the principal in April 2013, and integrated these findings into the final draft.

**List of background materials reviewed and people interviewed**

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Collegeboard Data
- Other (list)
- Two interviews with principal
- Interviews with deans
- Interview with alumni support personnel

**Comments regarding suggested indicators**

11.a. The school conducts annual program review and revision based on assessments of student performance

Student data at Cristo Rey Boston is scrutinized and analyzed in order to improve teacher instruction and student performance. Each year, standardized test results are compared to the previous year’s in a faculty meeting where data 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. An effort is made to keep exams consistent from one year to another in order to track the growth of students within a particular course. When revisions to an exam are proposed, the teachers first meet with deans to discuss the rationale for changes. Increasing the alignment between the work done within units and the material tested on these semester exams is the primary reason for revision.

Students are engaged in standardized testing that promotes college readiness at all grade levels. Cristo Rey Boston relies on these external measures to compare data across grade levels and within sections for different teachers. During the 9th grade, students take the ReadiStep test and the ExPLORE test, preparing them for the SAT and the ACT, respectively. Students in the 10th grade likewise prepare for the SAT and the ACT through the PSAT and the PLAN tests. In the 11th grade, students take another PSAT and their first SAT and ACT. Students in the 10th, 11th, and 12th grades may also take SAT subject tests. Finally, in the 12th grade, students take both the SAT and ACT, as well as AP exams. Cristo Rey Boston’s work with the ACT is primarily used to compare data for schools within the Cristo Rey Network. At Cristo Rey Boston, data from the SAT is used to directly impact the development and revision of curriculum and instruction.
More recently, Cristo Rey Boston High School has implemented the Gates-MacGinitie Reading Tests to assess student levels. The results of this data have led to the creation of a new reading program for 30 freshmen students who are reading at or below the 6th grade level. The students are pulled out of class each day in groups of ten for intensive instruction. The program is still in the earliest stages, having just been implemented in December of 2012 with the hiring of a full-time reading instructor. The program will operate over a full academic year during the 2013-14 school year.

Cristo Rey Boston’s utilization of assessment data led to a collaboration with Boston Collegiate Charter School in which both schools used a common consultant to analyze PSAT data and share best practices for helping students raise scores. Questions from the PSAT are incorporated into classroom practice at both schools. One immediate change from this collaboration was the adoption of SAT vocabulary and question stems in internal assessments.

11.b. The school uses some form of longitudinal assessment of student performance (such as portfolio assessment)

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. PSAT data is used to predict Advanced Placement (AP) results, with these results then used to measure whether or not a student grew sufficiently in his or her academics over a full high school career.

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; the first two, math and grammar, test eighth grade skills in these subjects, while the third, the essay, demonstrates a student’s ability to compose an argument at a 9th grade level. These assessments are essential for establishing a baseline from which students are expected to grow as they progress through the grades. In keeping with the focus on SAT tests, the grammar proficiency test was explicitly designed to test for the same skills identified on the ReadiStep.

Students receive tutoring in study halls and after school in order to gain the skills they need to pass the three proficiency exams, and all 9th graders take double-block classes in Math and English, allowing them the time to go deeper into the subject matter of these core courses.

Internally, portfolio assessments are at this time used by the English Department and the Art Department to help students reflect on their growth during the year.

11.c. The school conducts exit interviews of students and faculty and uses the data to inform admissions and program planning.

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. They provide a reason for leaving that the school categorizes as “Personal”, “Behavioral”, “Academic Contract”, “Attendance Contract”, or “Corporate Work Study Program”. This information is shared with the faculty and staff in the weekly Monday Memo.
One notable way that this data has informed program planning is the increased emphasis on the student life experience. This information has helped the school build a stronger student life program including clubs, sports, and retreats, while implementing positive behavior intervention system (PBIS) to help create an environment conducive to greater retention. Students have the option to join clubs or form their own clubs with a faculty sponsor. All students sophomore year and above are required to participate in at least one extracurricular.

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. Identified as a concern in the past, the administration has been restructured with two Deans who have assisted with the delegation of responsibilities throughout the school as well as acting as point people for most faculty concerns. The information from these interviews has also been used to help design an intervention plan for struggling teachers. In this plan, the teacher and one of the Deans work closely during a six-week period.

11.d. The school has procedures to follow-up on the experiences of alumni/ae and uses the data to inform admissions and program planning.

Cristo Rey Boston subscribes to the National Student Clearing House to track alumni and keep track of how many are still enrolled in college, as well as tracking where they are enrolled. Since the 2011-12 school year, an Ignatian volunteer has been collecting information about our graduates’ college GPA, their overall experience in college, and the degree to which Cristo Rey Boston has prepared them for college. He has gathered information on which colleges and universities provide the best support to our students and which alumni are leaving college early and the reasons for doing so. Alumni from the class of 2008 forward are contacted at least twice a year and interviewed about their successes and challenges while in college. Alumni are asked about their general happiness in college, but more explicitly about how prepared they feel for work in the Humanities and the Sciences. This process allows the school to determine which students are having success in college, and also at which colleges Cristo Rey Boston students are experiencing the most success. This data is shared with the Principal, President, and Counseling Department.

This data has not explicitly affected admissions at this point, but academically it has influenced some changes. Because of the data collected we now have labs in the Science classes, and we are implementing AP Biology for the 2013-14 school year. In a broader sense, it has helped Cristo Rey Boston develop a profile of a successful student. Recognizing that it is often character traits, such as resiliency, that are leading to success, an Advisory Program has been implemented to help students learn about developing these traits in themselves. Data about how prepared students feel for college is available upon request, but not explicitly distributed to teachers.
11.e. The school brings in consultants and/or visitors from other schools to participate in the periodic evaluation of programs.

Cristo Rey Boston High School has invited several professionals and visitors to observe and evaluate the school. Between 2010 and 2012, Jay Brown, a consultant, and Rich Clark, the President of St. Martin de Porres, the Cristo Rey Network school in Cleveland, conducted a visit and made several suggestions about the Corporate Work Study Program, the workload of the Principal, and the school’s organizational structure. These suggestions led to changes in the CWSP office and the creation of two new positions, the Dean of Curriculum and the Dean of Instruction. Jay Brown has since made two follow-up visits to evaluate the academic program and provide professional development.

As a Cristo Rey Network school, Cristo Rey Boston participates in a Mission Effectiveness visit program, which, like NEASC, includes a self-study culminating in a visit from members of other Cristo Rey schools. This year, we are combining the NEASC reaccreditation and the Cristo Rey Network Mission Effectiveness review. Members of the Cristo Rey Network will sit on the NEASC team and carve out time during the visit to complete a review of our school’s progress on the Network’s Ten Mission Effectiveness Standards. We are eager to receive the feedback of these school leaders and look forward to learning from them.

Likewise, staff and faculty from Cristo Rey Boston have participated in Mission Effectiveness Visits at other CRN schools, including the Principal, a Dean, the President, Admissions Director, and a teacher. The visits have allowed our staff to observe best practices at other schools. In addition, apart from the formal Mission Effectiveness Visits, our staff members have visited other Cristo Rey schools to learn about admissions, the work-study program, academic assistance, counseling, campus ministry, and development.

In order to develop a stronger counseling program at Cristo Rey Boston High School, Beth Degnan, Director of Counseling and Wellness, visited Cristo Rey Jesuit High School in Chicago and Cristo Rey New York High School and has received periodic evaluations from Kathleen Bishop, Dean of the School of Social Work at Wheelock College. Additionally, Boston College provides interns for the counseling program, who also have the opportunity to provide feedback on effectiveness.

In the past year, Nate Levenson, a former Superintendent of Schools in Massachusetts and a consultant with the District Management Council and Professor Thomas Hehir of the Harvard Graduate School of Education visited the school to provide suggestions and guidance for the creation of a new reading program which was designed based on their recommendations.

11.f. The vitality/influence of the mission in the life of the school is assessed.

As a member of the Cristo Rey Network, Cristo Rey Boston High School is subject to a periodic review of mission effectiveness conducted by the Network. At this time, the school is combining its NEASC accreditation with its Cristo Rey Mission Effectiveness Review. Four members of the NEASC team are CRN members who will also be assessing the school based on the standards set by the Cristo Rey Network.

In addition, on an annual basis the school sets goals that support its mission of providing a high quality, Catholic education that prepares urban young people to enter and graduate from college. By contract, the President must submit yearly goals on academics, student life, development, finances, and work-
study to the Board of Trustees by August 1st. The goals are set by the leadership team and the President, after consultation with faculty and staff. The process of setting goals includes a reflection on the mission, a healthy and critical self-evaluation of what went well and what did not go well in the previous year, and a review of how our school is living the school’s mission. The process includes a dialogue with the school’s Board of Trustees, which allows for further and deeper reflection on the school’s fealty to its mission as a Cristo Rey school.

11.g. The school participates in state sponsored learning results activities, as appropriate.

Not applicable.

11.h. The school carries out programs for supervision and evaluation of all personnel that are understood by all concerned.

Cristo Rey Boston promotes an open culture of feedback and evaluation among both peers and supervisors. Classroom audits, brief 5-10 minute drop-ins by teachers, are highly encouraged and followed up by an email from the visiting teacher to the instructor teacher containing affirmations and suggestions. Both Deans observe every teacher each month and follow-up with written feedback and a face-to-face meeting with the teacher. The Deans have developed a rubric for observation that was first explained to teachers and then revised based on their input and suggestions. Teachers also undergo a semi-annual evaluation with the Principal and a Dean that begins with a self-evaluation based on the rubric designed by Kim Marshall. Recent research demonstrating the value of certain student evaluations has led the school to design a student evaluation for faculty that focuses on the student’s assessment of the classroom working environment. This data is collected and synthesized for teachers to reflect on.

All administrative staff are evaluated once per year, and the President is evaluated yearly by the Board of Trustees.

11.i. Those responsible for leadership engage in periodic self-evaluation of their performance.

The Principal at Cristo Rey Boston evaluates himself, is evaluated by other faculty and staff through a 360 evaluation, and receives two formal evaluations each year from the school President. 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.

11.j. The school develops and publishes a policy and plan on diversity and difference, derived from its mission and core values, that it uses to evaluate the status of the school in this regard and to guide planning to achieve goals.

The student body is 93% minority, and in 2012-13, fifteen of the 52 staff members of the school (29%) were racial minorities, but the school does not publish a policy and plan on diversity and difference. Cristo Rey Boston is aware of the diversity of its population and is working on developing programs, like Community Days, that will help strengthen the role of student diversity in the overall character of the school. Each year the school has three Community Days and a Spirit Week designed to bring together faculty, staff, and students in enjoyable activities that strengthen our students’ connections to the
school and to one another. In the fall of 2012, one Community Day focused on the school’s diversity and concluded with food from the various countries represented in our student body prepared by our parents. Food from the Dominican Republic, Haiti, Cape Verde, Mexico, Columbia, and many other countries was shared on this day.

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

11.k. If applicable, the school’s plans for developing, sustaining, and expanding online courses are integrated into the overall planning and evaluation procedures of the school.

Not applicable.

Comments regarding alternative indicators proposed by the school

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

After each work day, students submit electronic time cards with a self-evaluation and summary of their accomplishments for the day. This time card is first checked by the supervisor, who provides his or her own score and comments, and then sends it to the Corporate Work Study Office.

CWSP also implements a work-readiness assessment before freshmen students are assigned to the work place and engages in structured retraining to readmit students who have been fired into the work place.

Supervisor comments and evaluations led to a major overhaul of the incoming freshmen summer training program, now called Foundations. Originally a series of disconnected workshops on basic business skills taught by volunteers, the Foundations program, in its first year, featured a series of interconnected classes focusing on building hard and soft business skills and was taught by Cristo Rey Boston faculty using standard systems and procedures from the school’s academic program. The day was structured like a normal academic school day, so the program had the added feature of introducing students to the rhythms and expectations of the school day, helping to smooth the transition from middle school into high school.

Notable strengths of the school in this area

Cristo Rey Boston can be very proud of its use of standardized tests to inform instruction. All faculty are committed to the use of this data to promote instruction, which has led to the adoption of more SAT and ACT language and question stems on formal assessments, as well as collaboration with other schools.

Teacher evaluation is particular area of strength for Cristo Rey Boston. Reinforcing audits and observations with timely feedback has improved the effectiveness of these programs while also promoting a teaching environment that is simultaneously reflective and progressive.

Notable weaknesses/needs

Cristo Rey Boston defines success by its students almost strictly through academics with a goal of ensuring that every senior gains acceptance to a four-year college or university, an achievement that has
been realized for four consecutive school years. However, the mission states that the goal is to create young men and women of “faith, purpose, and service”. The school does not have a formal way of assessing the degree to which our graduates are people of “faith, purpose and service,” and outside of the Campus Ministry/Student Life team at the school, very little discussion and reflection has taken place about the total formation, academic, spiritual, work-study, and personal, of our students.

Although an extremely diverse school with 29% of faculty and staff who are racial minorities, diversity is rarely discussed in explicit terms at Cristo Rey Boston.

Aspects warranting attention

The alumni support program, which is led by a volunteer, struggles to keep an updated contact list, which is critical to our ability to gather data that can help guide our academic program. The school should investigate what other options, like social media or campus visits, might be available to increase the data acquired from alumni.

Recommendations for school improvement and issues for further discussion

- With the new electronic time card system in place, the Corporate Work Study Program should look to engage in data analysis that can pair the results of current assessments, like the work readiness assessment, with effectiveness at work. This data can also be used to track successful students and develop a profile of successful students.
- As the curriculum at Cristo Rey Boston continues to develop in definition, it could be worthwhile to explore assessments that take into account the totality of a student’s experience during his or her four years in school in the form of a portfolio, senior project, or other longitudinal assessment.
- Cristo Rey Boston should have an open discussion about the role of diversity in the school’s identity and the lives of the students. A statement on diversity that explains its value to the school and its students should be developed.
- 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.
Standard 12 (Health and Safety): The school is a safe and healthy place for students and faculty.

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<tr>
<th>School Assessment (check one)</th>
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<tr>
<td><strong>Passing</strong> <em>(The students’ experience is supported.)</em></td>
<td><strong>Failing</strong> <em>(The students’ experience is compromised.)</em></td>
</tr>
<tr>
<td>P1. ____ Meets Standard: may have minor plans/recommendations or issues for reflection.</td>
<td>F1. ____ Fails Standard: aware and plans remediation.</td>
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<tr>
<td>P2. <strong>x</strong> Meets Standard: does have significant plans/recommendations and issues for reflection.</td>
<td>F2. ____ Fails Standard: aware, but plan of remediation is uncertain.</td>
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Brief narrative description of the school’s position with regard to this standard

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.

Self-study committee membership, meeting schedule, and procedures

To assess our performance in this indicator, the Health and Safety committee conducted interviews, collected data from school surveys and reports, and met on three occasions to review research, compose summaries of findings, and to assess our indicator based on completed research reports. The interviews conducted were with staff and administration representatives who coordinate activities pertaining to each indicator, and the surveys sampled were from year-end student, faculty, and staff questionnaires. Reports used to find data pertaining to the indicators were from year-end departmental reports organized and administered by the school leadership team.

Members of the Committee:
Derek Scott (Chair), Humanities Teacher
Fr. Stefano Columbo, Humanities Teacher
Beth Degnan, Director of Counseling and Wellness
Elizabeth Ortiz, Parent and Front Desk Manager

List of background materials reviewed and people interviewed

__Parent survey
_x_ Faculty survey
_x_ Student survey
__Alumni/ae survey
_x_ Department and major program reports
__Publications (list)
_x_ Other (list)
• Interviews with administration and staff

Comments regarding suggested indicators

12.a. The school has a comprehensive written crisis response plan that is clearly understood by faculty, staff, students, and parents and is communicated to local authorities as appropriate.

Criso Rey Boston’s Crisis Response Plan was developed by the Archdiocese of Boston. The plan was implemented by explaining the protocol to staff and faculty at a formal meeting, and was explained to students as a part of the weekly advisory curriculum, allowing each student to ask clarifying questions about the plan in a small-group setting. The School Safety Team (Colleen Cull (Dean of Students), Sean Pierce (Assistant Director of Corporate Work Study), Will Brown (Criso Rey Boston Volunteer), and Jill Crowley (Dean of Instruction)) conducted an audit on building safety during the week of 2/5-2/8, and further drills were conducted during the year in cooperation with local authorities.

The plan itself is a multi-step “lockdown procedure.” In the situation that there is an intruder or unidentified person in the building, a lockdown is activated when there are three consecutive bell rings, and an announcement is first made by an administrator over the PA system. The official announcement for a lockdown is authoritative, and direct, stating, “This is (name of administrator). This is a lockdown for the entire school. Go to nearest classroom or office.” Upon hearing the bells and announcement, students, teachers, and faculty are asked to go to the closest classroom or office, lock the doors, turn off the lights, pull down the shades, and remain out of the hallway sight-lines. All occupants of offices and classrooms during a lockdown remain silent and out of sight until an administrator or police officer ends the lockdown over the PA system, and personally unlocks the door to the classroom or office.

In terms of safety response procedures in the case of a fire, all staff and faculty have been provided with maps of the building which indicate the closest fire exit to each classroom. In the case of a fire, staff and faculty are asked to gather students and walk with them to the closest fire exit. Students, staff, and faculty are then asked to congregate on the Tuttle Street side of the building, keeping a safe distance from the building, and clearing the entrance to the parking lot for city fire trucks and support personnel.

While both procedures have been presented to the staff and faculty, a comprehensive written procedural plan along with more frequent drills and assessment of staff, faculty, and student adherence to the policies are going to be needed.

12.b. The physical facilities and staffing for health care are adequate to meet the needs of the student body, whether residential or day.

Five Cristo Rey Boston staff members are First Aid and CPR trained, and the school is equipped with an AED device, with two staff members being AED trained through a daylong workshop during the 2011-12 school year. Further, all athletic coaches are required to be First Aid and CPR trained and an EMT is employed to attend all home athletic events, with the exception of baseball games, which do not require an EMT unless it is a playoff event per MIAA regulations.

Cristo Rey Boston has an outlined medical protocol for all students with noted medical concerns (allergies necessitating potential use on an EpiPen, epileptic students, etc.). Additionally, the school has a designated staff member (Colleen Cull, Dean of Students) to administer prescription medication. Only prescriptions in the original bottle, dated, with doctor’s administration instructions are given at school.
While Cristo Rey Boston does not currently staff a school nurse, the school has developed a close relationship with our neighborhood health center, Harbor Health Services, Inc. With two locations in close proximity to the school, both the Geiger Gibson Health Center and the Neponset Health Center have provided support to our students, including administering and reading PPD skin tests (tuberculosis screenings) to students who require such testing for their Corporate Work Study placements. While students receive services outside of the building, this makes coordinating necessary medical testing for Corporate Work Study placements and other medical follow-up more difficult.

12.c. Facilities and staff for food services are adequate and the quality of the food meets reasonable nutritional requirements.

The Cristo Rey Boston food services program is run in tandem by Ed McPherson (Food Services Director) and Patty Quiroga (Assistant Food Services Director). The program is also staffed by servers and Cristo Rey Boston volunteers under the supervision of the Food Services Director. The program serves breakfast and lunch five days a week. The Assistant Food Services Director is responsible for ensuring that the program menu meets all Department of Nutrition mandates, and the program is routinely assessed twice per year, at random, by state health inspectors. While food service management is ultimately under the purview of the Principal, all reimbursement applications under the state’s free and reduced price lunch program are coordinated by the Business Office.

12.d. The school has necessary support services and programs to meet the emotional needs of students.

Cristo Rey Boston High School’s Counseling and Student Support program is designed to respond to the individual, personal, academic and family needs of each of our students. The school knows that our students face enormous challenges that can impede their learning and growth, and we are committed to providing the necessary support services and programs to meet the emotional needs of students so that they may overcome any obstacles they may face during their time at the school.

The school’s Student Support Team (SST) is made up of counselors, the Dean of Students, academic support personnel as well as a representative from the Corporate Work Study Program. The SST meets bi-weekly to identify and discuss students of concern and how to best support and monitor the progress of these students’ growth.

The SST addresses challenges that may arise in school, at home or in the community. Developmentally-appropriate supports are put into place to encourage the healthy development of students as they grow and progress through their high school years. The SST helps students and families facing stress and guides every student through their high school experience, ensuring that support services are provided to meet the emotional needs of students.

Cristo Rey Boston High School employs two full-time, licensed school counselors as well as a chaplain who is responsible for all faith activities of our students. Additionally, the school serves as a field placement site for social work graduate students from both Boston College and Wheelock College. The school currently utilizes the services of four clinical social work interns and one macro social work intern.

Cristo Rey Boston has also recently introduced character development into weekly advisory groups. Advisory, where groups of 8 to 11 students meet weekly with a faculty or staff member, provides a
space for students to reflect on their everyday life experiences (at work, in class and at home) and identify areas for growth. Students are given a common vocabulary and learn ways to develop specific character traits. Additionally, students implicitly learn key character traits through the work study program. Authentic work experiences and relationships with adult supervisors, along with regular feedback, teach students the meaning of deadline, attention to detail, and how to add value to the workplace. Over the next two years, Cristo Rey Boston will develop a four-year advisory curriculum that formalizes the way in which students develop these character traits at work, in class and at home.

Finally, Cristo Rey Boston High School collaborates with Harbor Health Services, Inc. to deliver programming opportunities to support students. The Harbor Health Prevention Team has presented workshops on the following topics: bullying awareness and education, substance abuse awareness and sexual education.

12. e. The school periodically conducts a safety audit of its facilities.

Cristo Rey Boston High School is audited with respect to local building code protocols, occupancy permits, fire extinguisher preparedness, and fire system maintenance. The building code inspections are annual and coordinated by the President, Business Manager, and Principal. The occupancy permit is renewed once a year contingent on inspection coordinated by the President and Business Manager. The fire extinguisher inspection is carried out through a third party, happens twice a year, and is coordinated by the business manager and principal. The fire system is subject to approval by the Boston Fire Department, and is carried out annually through coordination by the Principal and business Manager.

12. f. There is a procedure in place to identify and monitor compliance with applicable local, state, and federal regulations.

The areas in which Cristo Rey Boston must be in compliance with local, state, and federal regulations pertain to health permits for the Food Service Program, building code permits, and labor regulations for the Corporate Work Study Program.

The Cristo Rey Boston Food Service Program must be in compliance with health protocols for the kitchen and certification for the service’s staff. The kitchen undergoes random biannual health inspections, and the Food Service Staff employs three Serve-Safe certified staff so that there is at least one certified server on site for every meal.

The building code permits encompass structural inspections and fire extinguisher compliance. Inspection processes for both are detailed in indicator 12.e.

The Corporate Work Study Program operates in compliance with 29 CFR (Code of Federal Regulations), Section 570.37, which permits 14 and 15 year old students to enroll in “a school-supervised and school-administered work-study program” (29 CFR 570.37 (a)). The national network certifies that in every member institution, under the applicable Code of Federal Regulations:

- Every year each student shall receive “at least the minimum number of hours of classroom instruction, as required by the State Educational Agency responsible for establishing such standards, to complete a fully-accredited college preparatory curriculum. Such classroom instruction shall include, every year the youth participates in the work-study program,
training in workplace safety and state and federal child labor provisions and rules” (29 CFR 570.37 (3) (iii)).

- The Work Study Director and work-study staff of each school (called “teacher coordinator” in the federal regulations) “shall generally supervise and coordinate the work and educational aspects of the program and make regularly scheduled visits to the workplaces of the participating students to confirm that minors participating in the work-study program are employed in compliance with all applicable provisions of this part and section 6 of the Fair Labor Standards Act” (29 CFR 570.37 (3) (iii)).

- No student shall participate in the work-study program “until there has been made a written agreement signed by the teacher-coordinator, the employer, and the student. The agreement shall also be signed or otherwise consented to by the student’s parent or guardian. The agreement shall detail the objectives of the work-study program; describe the specific job duties to be performed by the participating minor as well as the number of hours and times of day that the minor will be employed each week; affirm that the participant will receive the minimum hours of classroom instruction as required by the State Educational Agency for the completion of a fully-accredited college preparatory curriculum; and affirm that the employment of the minor will be in compliance with the child labor provisions of both this part and the laws of the state where work will be performed, and the applicable minimum wage provisions contained in Section 6 of the FLSA (Fair Labor Standards Act)” (29 CFR 570.37 (3) (iv)).

- Students can only work in occupations permitted by 29 CFR 570.34, which include office and clerical work, artistically creative work, cooking but not over an open flame, cashiering, price marking, bagging, clean-up work, food prep and kitchen clean-up work, and loading vehicles.

- “A copy of the written agreement for each student participating in the work-study program shall be kept by both the employer and the school supervising and administering the program for a period of three years from the date of the student’s enrollment in the program. Such agreements shall be made available upon request to the representatives of the Administrator of the Wage and Hour Division for inspection, transcription, and/or photocopying” (29 CFR 570.37 (4) (ii).”

- No student shall not work more than 18 hours per week when school is in session, a portion of which may be during school hours. (29 CFR 570.37 (4) (c).

In addition to these federal regulations, each student must be verified as eligible to work in a Corporate Work Study Placement by completing an I9 form. Completed I9 forms must be kept on file in the school at all times. The program itself must also be in compliance with 501 (c) (3) as a non-profit institution in the IRS Code.

While Cristo Rey Boston is currently in compliance with all relevant federal, state, and local regulations pertaining to building, food service, and Corporate Work Study operations, there is no formal written process in place to monitor compliance in these areas. All compliance audits are currently overseen by the Cristo Rey Boston school leadership team, and implemented by the Business Office, Principal, and President as needed, but no system is currently in place to standardize their practice.
12.g. There is a person or committee with responsibility for reviewing safety provisions for any off-campus activity, including field trips, athletic events, wilderness expeditions, etc.

The person responsible for reviewing safety provisions for off-campus and extra-curricular activities is the Athletic Director. The role of the Athletic Director with regard to the indicator is to coordinate transportation to and from facilities where extracurricular activities take place, ensure equipment is appropriate and functional for all extracurricular activities, and to ensure that all coaches and advisors of activities are First Aid-certified. In terms of coordinating responses to safety concerns or incidents, the athletic director also serves as the point for communication to parents, and coordinates EMTs for onsite preparedness. Parent permission for involvement in extra-curricular activities is obtained through a release form, which is signed and collected at the beginning of the academic year.

For overnight retreats and student trips, all medications, allergy information, and related medical materials are collected by the supervisor before leaving. The primary responsibility for this process resides in the supervisor for the particular event. Student luggage is also collected and inspected by administrative representatives before leaving.

While monitoring safety provisions for off-campus activities happens and personnel are assigned to the task, there is no written process or system in place to formalize the procedures.

12.h. The school has a reporting procedure in place to record and follow-up on any incidents regarding the health and safety of students or staff.

In the event of incidents regarding the health and safety of staff, reporting goes to the staff member’s supervisor. In the case of teachers and office personnel, the point of contact is the Principal. In the case of custodians and food service, the point of contact is the Business Manager. After an incident occurs, a worker’s comp form is filled out, and the case is then referred to the Archdiocese which submits the incident to the school’s insurance provider.

For students, reporting of incidents is directed to the Dean of Students. After an incident is reported, the Dean of Students becomes the point of contact for communication with families. The incident is then entered in the OneNote system, and tracked by the Dean of Students and the Counseling Department. Concerning incidents at CWSP placements, the CWSP administration follows up with the students, employers, families, and then submits a report to the business office.

Although the procedure is in place, it is not formalized in a written procedural guide.

12.i. The school is a safe, clean, well-organized place that nurtures learning and mutual understanding among students and faculty. Concerns for safety include physical and emotional well-being.

Cristo Rey Boston High School employs two full-time maintenance staff who report directly to the Director of Finance and Operations. The maintenance staff is responsible for the general upkeep of all mechanical equipment and cleanliness of the building. Essential duties and responsibilities include performing routine cleaning, extensive preventative maintenance and repair procedures on the building, and upkeep of mechanical equipment and utility systems. Weekly checklists and tasks with regards to cleaning and upkeep are mapped out in collaboration with the principal and Director of Finance and Operations.
During the fall of 2012, all returning students were asked how strongly they agreed or disagreed (on a 0-8 scale with 0 indicating “strongly disagree” and 8 indicating “strongly agree”) with the following statement about the school: “I feel safe at my school.” Cristo Rey Boston students’ average response was 6.44, falling between agree and strongly agree. The scale below illustrates this average response:

<table>
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<tr>
<th>Strongly Disagree</th>
<th>Disagree A Little</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree A Little</th>
<th>Strongly Agree</th>
</tr>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
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Over the summer of 2012, school security measures were updated with the installment of a new alarm and video monitoring system. The alarm system is activated by motion detectors, and immediately contacts the Boston Police when it is triggered. In addition, the video monitoring system was installed in the cafeteria and along the hallways, entrances, parking lots, and Savin Hill Avenue in front of the school. The video feed from the system is automatically downloaded onto the school server, so even in the case of a lost hard copy of a DVD recorded event, there are still accessible video records. Although the alarm system has been updated and is fully operational, personal codes still need to be distributed to faculty and staff.

Aside from pure safety measures, the school has also taken the opportunity to create a welcoming and professional aesthetic environment. June Cuomo (current volunteer and benefactor) has donated an extensive collection of framed art works that encompass a wide scope of styles, cultures, and historical relevancy. The works have been carefully curated, and have added a cultural depth and beauty to the halls and offices of the Cristo Rey Boston building. In addition to the art lining the halls of the school, a project is currently underway to paint a mural on the outside of our recently constructed chapel along Tuttle Street. The effort is being coordinated by local artist James Hobin and will be painted by Cristo Rey Boston students.

Notable strengths of the school in this area

- Comprehensive counseling program that meets with every student in the entire school at least twice per year
- Small-group advisory curriculum to promote healthy mental approach to academic challenges and rigor
- Donated and student-generated artwork to develop aesthetic beauty and contribute to the learning environment

Notable weaknesses/needs

- The school lacks written processes to formalize procedures that monitor compliance, the regulatory framework, and changes in school systems and routines.
- 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.
- The school must conduct more frequent lock down and fire drills.

Recommendations for school improvement and issues for further discussion
- In coordination with the school leadership team, develop formal written processes for monitoring compliance and outlining essential institutional routines, systems, and protocols
- Revisit the programming and resources required to implement an onsite nurse
- Publish and distribute lock down and fire safety protocol to students and families, and build more frequent drills into the school calendar
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.

School Assessment (check one)

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<th>Passing</th>
<th>Failing</th>
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<tr>
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<td>F2. ___ Fails Standard: aware, but plan of remediation is uncertain.</td>
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</table>

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

Cristo Rey Boston High School maintains effective systems of external and internal communication and record keeping that 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/guardian 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.

Self-study committee membership, meeting schedule, and procedures
Committee members establish three meeting dates for approximately one hour to review the materials, distribute tasks, and discuss concerns and issues with Standard 13. Committee members included:

Colleen Cull (chair)—Dean of Students
Marcela Ochoa—Athletic Director
Paolo Cumin—Math Teacher
Celia Williams—Business Manager
Doug McNicol—CRB Volunteer, English Teacher

Meeting One: June 5, 2012 3:30-4:30
- review school documents that may be relevant to the standard
- review and comment on possible indicators and alternatives
- identify issues for further inquiry

Committee members were directed between the first and third meeting to:
- conduct research through surveys, focus groups, interviews, and observations

Meeting Two: October 24, 2012 1:00-2:00
- review information gathered
rate the degree of compliance with the standard and compile all information into a draft document

Meeting Three: December 11, 2012 3:30-4:30
- review final report and document compliance with the standard and make recommendations related to the standard that would enhance the students’ experience and foster school improvement

List of background materials reviewed and people interviewed
Principal, Dean of Students, Dean of Student Life, Director of Admissions, Registrar, Chief Financial Officer, Business Manager, Admissions Files, School Database MMS System, Staff Handbook, Student Handbook, School Team Meeting Minutes.

Comments regarding suggested indicators

13.a. The school maintains complete and accurate records for both current and former students that are protected against loss by fire or theft and are available only to authorized persons.

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.

13.b. The school publishes current school policies and procedures in handbooks or makes them readily available in other forms to the affected constituencies, and effectively implements the policies as published.

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 policies are implemented daily by all staff members within the classroom and school environment. Policies are taught to all staff members prior to the start of each school year and the location and contact person of such policies. The Principal, Dean of Student Life, Dean of Instruction, and Dean of Students ensure implementation of policies for discipline, emergency situations, and personal concerns and coach faculty dealing with policies and procedures. 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.

13.c. The school has a mechanism in place for input from staff into decision-making regarding personnel policies, budget preparation, and other areas, as appropriate.

The Leadership team which consists of the Principal, President, Vice-President of Eternal Relations, Chief Financial Officer, and Director of Corporate Work Study Program meet weekly to discuss personnel policies, budget preparation and additional areas of concern. Information is shared through weekly, monthly, and yearly dashboards created by the members of the Leadership Team and distributed to all staff/faculty via email. In addition, the Retention Committee, which consists of school administration and teaching staff, has been established to provide faculty and staff with an avenue for input on such
issues as salary and budget related issues within the school. The committee is voluntary, but allows for contributions from individuals that are directly affected by decisions. If staff and faculty have questions or concerns about budget or budget relates issues, they may turn to their supervisor, and if the supervisor is unable to address the concerns, he/she will be referred to the Business Office.

13.d. Information regarding the financial responsibilities of the parent/guardian or student to the institution is clearly stated in writing and is made available prior to enrollment.

The financial responsibilities are indicated in writing in the acceptance letter and during the Freshman Family Conferences held with incoming students in the spring of the upcoming school year. Admission materials are available to parent/guardians and students prior to enrollment and include policies and procedures for tuitions, fees, and any additional financial responsibilities.

13.e. There is a procedure for determining equitable adjustments in tuition and other financial obligations existing between the parent/guardian and the institution.

There is an adjustment process for tuition and other financial obligations. If a parent or guardian becomes unemployed, loses a source of income, or cannot meet tuition obligations, they may contact the Business Office. The Business Office requires the parent/guardian to bring proof of their unemployment or adjusted documentation of other income, which may include SSI, food stamps, unemployment payments, or child support. The Business Office collects the new adjusted income, inputs the information into the tuition calculation worksheet and a new adjusted tuition is established. After each family is assessed a letter and tuition agreement, a form is sent from the Business Office to the family stating their financial obligations.

13.f. Appropriate channels are available for parents to reflect their concerns and interests to school personnel.

Parents have a variety of channels to reflect concerns and interests to any member of the school faculty. Teachers do not have their own phone lines; it is encouraged for parents to email the teachers/staff members. Email addresses for all staff/faculty are given to parents/guardians at the start of each school year through school-wide mailings. Parents/guardians may schedule meetings with teachers, outside of the twice yearly parent-teacher nights, by contacting the teachers directly via e-mail.

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 nights are separated by class to provide a focus on the particular needs of the students. Sophomore and Freshman Parent night include meeting with individual teachers to discuss concerns and plans of support for students struggling in particular areas. Juniors and Senior parents meet with the College Counselor to focus on the college process and offer support for each step along the way. 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.

13.g. Student progress is reported regularly to parents in a clear and comprehensive manner.
All staff/faculty are encouraged to communicate student progress as needed. Staff/faculty are encouraged to email and or call parents/guardians of students concerns. Parents receive progress reports and report cards once every four weeks. Progress reports and reports cards include the following information: grades, specific comments from teachers, attendance, behavioral infractions, and notes on the student’s Corporate Work Study Performance. Quarterly report cards, mailed every 8 weeks, contain all of the above information plus the student’s current GPA and class rank. Parents have real-time access to students’ grades and attendance via the MMS student management system online. At the start of the school year, parents are given log in access to the online system.

13.h. The school structures ways to work with parents/guardians proactively. The school is aware of the ways in which families from diverse background and socio-economic status are affected by school policies and programs.

Cristo Rey Boston High School enjoys a diverse school community. For example, the Class of 2016 is 58% Hispanic, 19% African-American, and 10% Cape Verdean, a microcosm of the entire Cristo Rey Boston community. As a Cristo Rey Network school we are committed to educating students with limited means. 85% of our freshmen qualify for the Federal Free/ Reduced lunch program, with an average family income of $25,178 for a family of four. Cristo Rey strives to maintain constant contact with the students and their families. We are proactively reaching out to freshmen with freshman family conference and college days for upperclassmen.

The faculty and staff rely on a school management system, “MMS for Schools”, to ensure that all parties are in contact with one another, including teachers, students, and parents. However, while this system has its advantages, Cristo Rey struggles to sustain MMS as a proper form of communication within the community and is migrating to a new system, Power School, for the 2013-14 school year. Due to financial restraints for some families, accessing computers from home presents an issue. Information gathered can often become inaccurate due to families moving or phones being disconnected. This is illustrated by incorrect data (phone numbers, addresses, etc.), difficult accessibility for families, and lack of translation into other languages.

Maintaining this information is critical as MMS is used daily to communicate with parents. Teachers call to talk about students’ grades, the Corporate Work Study Program needs the information to call absent students in the morning and the afternoon, and the Business Office uses it to call about tuition. These are just a few examples how the Cristo Rey community utilizes MMS. Discovering inaccurate and insufficient data at a time when it’s expected to be accurate makes communication very difficult.

Cristo Rey Boston also only publishes MMS in English. As noted, 58% of the Class of 2016 is Hispanic. With many of our families preferring to communicate in a language other than English, they find it hard to navigate the information in MMS. Cristo Rey needs to develop ways to communicate student updates and school-wide expectations in other languages.

13.i. The school maintains complete and accurate records for staff and faculty members that are available only to authorized persons and are protected against loss by fire or theft.

The Business Office maintains the personnel records for the staff/faculty members of the school. The Business Office, which is staffed by the Chief Financial Officer and the Business Manager, does not have fireproof file cabinets and is currently in the process of securing such documents. The majority of the
records are retained electronically, e.g., payroll data, benefit forms, etc. It is anticipated that by the end of the 2013-1014 school year the Business Office will be changing files to electronic versions.

13.j. There is an internal communication system to distribute minutes of meetings, give notice of decisions, and inform the school community of events and other news.

We have an internal system to communicate to all members of the school community. Staff and faculty members receive weekly updates through a Monday Memo that includes information on school news, meetings, events, activities, enrollment, and data analysis. Monthly data is presented to staff/faculty with the distribution of the President’s dashboard that compiles information on retention, budget, Corporate Work Study sponsors, and grade distribution. All faculty/staff have access to Microsoft Outlook and calendars as an additional form of internal communication. Daily announcements to staff and students occur in the morning at the start of the school day as well as a copy emailed to the rest of the school community. The school utilizes both DropBox, an online collection of files and currents, and a public drive on all computers within the school. The information can be uploaded and shared to specific folders by each member of the school community to store documents and data regarding academics, curriculum, transcripts, meeting minutes, grade and attendance dashboards, faculty meeting agendas and other relevant material. All faculty and staff have access to these files.

Notable strengths of the school in this area

- Internal communication systems among staff/faculty are consistent and effective.
- Parents have a variety of options regarding communication and additional events to support student progress and increase parent engagement.
- School policies and procedures are frequently updated, easily accessible, and communicated to parents/guardians, staff, and CWSP.
- Creation and implementation of such polices are consistent throughout Cristo Rey Boston with staff/faculty.

Notable weaknesses/needs

- Literature and the MMS information system is available to parents currently in English and some Spanish; multiple languages need to be included in creation of such documents and online system.
- Parent/student information should be regularly updated and communication systems should allow such to occur.
- System of record keeping by business office to endure loss against fire or theft.

Aspects warranting attention

- Current data system needs to be updated more frequently to ensure the most effective communication with families.
- Creation of Parent Council for parent concerns to be presented and addressed.

Recommendations for school improvement and issues for further discussion

- Literature that is sent home and on the website should be translated over the summer months into Spanish and be available in other languages when requested by families.
- Each term when report cards are distributed, information should be collected on parent contacts and addresses via parent night or through advisory meetings and inputted each quarter to eliminate inaccurate information.
- Prior to start of school year, creation of Parent Council organized by Student Life Office as a forum for parents to meet every other month to discuss issues or concerns to be brought to School Team Meetings.
- Procedures need to be developed that allow for files to be maintained, updated, viewed, and audited throughout a school year.
**Standard 14 (Infrastructure):** There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

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

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.

**Self-study committee membership, meeting schedule, and procedures**

Sean Harris (Chair) – Grant Writer and Marketing Director  
Susan Hunt – Director of Finance and Operations  
Rose Miola – Full-time Volunteer and Admissions Officer

The committee met in April 2012 to discuss indicators, allowing members to develop what information needed to be gathered. The committee met in October and November 2012 to discuss findings and share comments.

**List of background materials reviewed and people interviewed**

- ___Parent survey  
- ___Faculty survey  
- ___Student survey  
- ___Alumni/ae survey  
- x ___Department and major program reports  
- x ___Publications (list) – Development materials, School Dashboards  
- x ___Other (list) Sustainability Reports, Architectural 20 Year Plan Proposal, Internal Long Range Plan

**Comments regarding suggested indicators**

**14.a Accounting and Auditing:** The school has appropriate procedures for accounting and for auditing the accounts of the school.
The school maintains a general ledger and reconciles all accounts monthly. We have established procedures for approval and recording expenses and associated cash disbursements, and for revenue recognition and collection.

The school’s books are audited annually by an independent accounting firm.

14.b Financial Resources: The school has adequate financial resources for the needs of the school.

The school relies heavily on the budget process and frequent review of both revenue and expenses against budget. If it appears that any revenue target will not be met, or in the event of unforeseen expenses, the leadership team revises the budget mid-year in order to insure a stable financial base for the organization. In addition, the school’s cash flow is projected for a minimum of twelve months into the future and monitored by the business office, with reports to the leadership team and to the Board.

For three consecutive years the school has operated under a modest surplus. Our long range plan shows student growth to our maximum capacity of 400 students by 2015. Our plan includes provision for both academic and support staffing and operating expenses to support this growth.

Our budget goal is to have operating expenses of no more than the prior year’s revenue. While in a growth mode, this allows for conservative budgeting and insurance that expenses will not grow faster than revenue projections during the growth period.

Our goal is to reach six months of operating cash reserves which should be achieved in 2017. The 2013 budget provides for operating cash reserves of 2.4 months.

14.c Insurance Coverage: The school has adequate provision for insurance coverage.

The school carries its corporate insurance through a consortia arrangement with the Roman Catholic Archdiocese of Boston (RCAB). Since we lease our school building on a long-term lease from the RCAB, the RCAB has interest in the school building and in properly insuring the school and its property from any damage or liability. In addition, the purpose of Cristo Rey, according to our Articles of Organization, is to fulfill the educational mission of the Archdiocese of Boston, and because our employees are eligible to participate in the employee benefit program of the RCAB, Cristo Rey carries Workers’ Compensation insurance and all other employee related insurances through the Catholic Benefits Connection of the Roman Catholic Archdiocese of Boston Benefit Trust.

14.d Physical Plant: The physical facilities of the school are appropriately maintained.

In order to maximize the number of students who could benefit from our mission, the school relocated from Cambridge to a larger facility in Boston in July 2010. The new facility has the capacity for 400 students – a drastic increase from the 260 students enrolled in the school’s final year in Cambridge. In the move to Dorchester, Cristo Rey Boston maintained its rigorous college preparatory curriculum, the unique Corporate Work Study Program, and its inclusive learning environment.

The former parochial elementary school building was last used in 2007 before Cristo Rey Boston entered in July 2010. Upkeep of the building was minimal after St. William’s Elementary School closed in 2007,
and $1.5 million in renovations prepared the building for the 2010-11 academic year. During the 2010-11 academic year, the school received more than $400,000 of support to build a commercial kitchen, improve the school’s heating and ventilation systems on the ground floor, and reconfigure office space to make room for the increase in staff that results from a growing student body. This past summer we completed a fire safety system installation to bring our building up to code. These upgrades allowed us to enroll our largest freshman class to date – 125 students in 2011-12 – and the following year’s enrollment of 130 freshmen brought us to a student body of more than 340 students.

14.e Facilities Plan: There is a recent facilities plan covering future needs, improvements, and additions.

While $1.5 million in renovations prepared the building for the 2010-11 academic year, further improvements were identified to maximize space, efficiency and safety for the many years to follow. Working with a team of architects and contractors, the school established a five-phase plan for capital renovations that would be needed for the school to reach its optimal capacity of 400 students by the 2014-15 school year, as well as continue to improve the building for future years.

Not only will these improvements make the building safe, efficient and comfortable for a growing student body, but they will, in fact, help facilitate the growing enrollment. With an improved facility, the school is more marketable and competitive in admissions to residents of Greater Boston, allowing us to grow our enrollment and secure more Corporate Work Study positions for our students.

In order to accommodate our growth in enrollment next year, we are faced with several major projects that must take place this year in order to house the nearly 390 students who are projected to attend our school in the fall of 2013. These include new office space and new classrooms, among others, for a total cost of almost $600,000.

First and foremost is classroom space, which is necessitated by the growth from 12 sections of students to 16 sections of students, the maximum number of sections we will have at the school. Therefore, the reconfiguration to accommodate classroom space will be a one-time, permanent change incurring no additional costs in the future. We have identified three spaces ideal for reconfiguration into classrooms: our current chapel and storage room (1), our existing computer lab, which we have cut in half rather than eliminate completely (2), and the office space now utilized by the Counseling Office (3).

Displacing the Counseling Office and chapel requires creatively reconfiguring existing storage space in the cafeteria to build 6 to 8 new offices for use by the counseling department (including college counseling, one of our signature services that will ensure our college-acceptance rate remains 100% year after year).

As a Catholic school, it is vitally important that we have a chapel at the school available for daily Mass and quiet reflection and prayer, and to serve as the spiritual center of the school. The chapel will be relocated to an unused stairwell at the school, again maximizing the use of all available space to accommodate our growth. It will feature a beautifully restored stained glass window of the first apparition.

There are ancillary needs that accompany these proposed changes: office furniture, SmartBoards for the classrooms, desks and chairs, and 60 laptops on two carts to replace the computers from the labs.
14.f Strategic Plan: The school has a clear picture of its long and short-term development needs and the plans, organization, and staffing to meet those needs.

Sustainability has been the ultimate goal of our school since we joined the Cristo Rey Network in 2004. Embedded in our culture is a commitment to systematically evaluating our progress within our own triple bottom line framework of people, performance and prosperity.

The Corporate Work Study Program provides the financial model for the school’s sustainability. In addition to teaching students lessons of the professional world, it also makes them the greatest benefactor to their own education. In FY12, 58% of operating revenue was generated by Corporate Work Study contracts. Approximately 12% was generated by tuition, and 30% was raised by the school’s development office. As enrollment increases to 400 students -- a goal the school is planning to meet by 2013-14 -- the school will cover 70% of costs with work-study revenue, 20% from development, and only 10% will need to be collected from family-share tuition. This translates not only into a sustainable financial model, but an opportunity for us to change the landscape of education in Greater Boston by providing 400 of the highest-quality seats in the city.

Sustainability will be reached when Cristo Rey Boston High School has an enrollment of 400 students and is meeting revenue targets in the work-study program and in fundraising. At an enrollment of 400 students and the proven annual fundraising level of approximately $1 million per year, the school becomes self-sustaining with minimal tuition contribution from students.

Cristo Rey Boston High School operates under the same financial model that has made the Cristo Rey Network grow and thrive. Unlike many non-profits, we do not rely primarily on fundraising to sustain ourselves. In fact, there is no one majority stakeholder; rather, there are more than 100 companies, hundreds of individuals and foundations and our students and their families who are invested in seeing our model remain strong.

Since FY ’09, the school has seen modest, pre-depreciation surpluses each fiscal year. While there has been a 20% reduction in tuition revenue as a result of the declining financial health of our students, there has been a 32% increase in development revenue over the past two years, and work study revenue has increased by 70% since 2009.

As a disciplined and efficient operation, we intend to operate the school on a budget that will result in a minimum surplus of $180,000 per year. By FY ’15, Corporate Work Study Program fees will cover almost 70% of operating expenses with an annual target of $2.95M. At this moment, the school will reach the benchmark of stability, as set by the Cristo Rey Network.

We need three types of financial resources to prosper: income from the Corporate Work Study Jobs, development revenue, and tuition.

**Resource One: Corporate Work Study Jobs**

Cristo Rey Boston aims to annually retain more than 90% of our corporate partners. We intend to do this by focusing the majority of our effort on a customer-focused relationship with corporate sponsors, and on training and coaching students. We are also implementing a new fact finder that identifies a company’s administrative needs and a new site visit rubric that indicates the degree to which our students are adding value to a company.
The Corporate Work Study staff has had a significant turnover during the past three years. In 2012-13, the school hired an Assistant Director and Program Manager to oversee the training and coaching of our student workers, but was unable to employ a Director of the program, who is responsible for relationships with corporate sponsors and with securing new placements. The Vice President for External Relations, whose primary responsibility is fundraising, took over management of the program and together with a consultant managed relationships with corporate sponsors. The school hired a Director of the program in April 2013. In addition, the program has been staffed by a Jesuit Volunteer and a Cristo Rey Boston Volunteer as well as four part-time van drivers who transport students to jobs that are not accessible by public transportation.

Resource Two: Development Revenue
Development has also seen a steady growth since 2010 and given the increase in revenue from the Corporate Work Study Program, fundraising targets will remain fairly even over the next five years. FY ‘13, however, represents our largest fundraising target yet, as we are not at full enrollment.

We are also heavily reliant on foundation grants for our operating revenue, which is not sustainable, and have set a goal to diversify our streams of support by building a renewable annual cash flow from individual donors (both existing and new) through a multi-year pledge program.

A multi-year pledge program provides a vehicle to secure longer-term commitments from the large pool of donors who gave to us for the first time last year. It enables us to secure commitments (possibly increased ones) in advance from our current pool of longer-term individual donors, creating a steady stream of cash over the next three years. The multi-year pledge program gives us the ability to leverage gifts from “challenge” donors to encourage other donors to give, as we will be a more stable and sustainable organization and thus more attractive to donors.

Resource Three: Tuition
Because of our commitment to serve the lowest income students in the city of Boston, tuition revenue at Cristo Rey Boston has been on the decline since 2010, and we will only see a modest increase in the coming years. Each year, the family income of our students has dropped dramatically. In the 2009-10 school year, just 51% of our incoming students qualified for the Federal free and reduced lunch program, and this year, 85% qualify.

While the stated tuition of the school this year is $2,800 per student, the average assessed tuition is just $1,100, with many students and families paying far less. True to our mission, we will continue to serve exclusively low-income families, and have factored this reality into our sustainability projections.

14. The school has an institutional technology plan that provides for the coordination of academic and administrative functions, defines the technological services available, projects needs and directions, and describes the management system.

We provide our students with accessibility to technology and integrate technology into teaching and learning. Exposure to technology is critical because the majority of our students do not have a computer at home. Cristo Rey Boston has 140 computers, of which sixty are in two computer labs, twenty are used by staff, thirty are IBM laptops, and another thirty are on a Dell laptop cart. We have seventeen SmartBoards and access to thirty android tablets. Our server is a Windows 2008R, our desktop platform is Windows 7, and our internet access is T1. Every teacher incorporates Smart Board and other technology into the curriculum.
Most of our software is Microsoft. Our staff uses Microsoft Office 2010, and all students are trained and use Microsoft Excel and Word in class and at work. Incoming students are trained in Microsoft Office every summer to ensure that they have the appropriate skills to be an asset to their corporate placements. The training is currently handled by representatives of corporate partners, faculty, and outside professionals. The school has access to the Microsoft Developer Network (MSDN).

The school uses an exchange server environment to operate the internet and computers throughout the building, and we have a dedicated T-1 line that brings data in and out. We work with a company called Wave for all our internet troubleshooting problems.

Our technological needs include both hardware and software. Our Corporate Work Study Department has been looking for a more efficient means of training our incoming freshmen on software use, especially Microsoft Word and Excel. The current system leaves many students somewhat underprepared for computer tasks.

We are currently exploring options for having a more permanent, in-house position that would serve as tech support, as well as options for better computers and training for our students. Wave offers external support, and will travel to us if there is a technology issue, but our long term goal is to have someone in-house to provide these services. In addition, we are in search of a better way to train our students for the demands they are facing at their 21st century jobs—many of which involve heavy use of technology the students may not be used to.

**Notable strengths of the school in this area**

The school has successfully prioritized the physical plant in relation to the growth needed for sustainability. By moving to Boston and completing significant capital improvements, the school has created a rapidly improving learning environment that can support the fast-growing student body. Additionally, the school has a clear sense of the capital improvements needed in the coming years to prepare the infrastructure for a larger student body and greater sustainability.

The hiring of two full-time staff members — an Assistant Director and a Program Manager — to prepare students for their work-study placements was a positive shift from the past practice of relying heavily on volunteers for these functions.

**Notable weaknesses/needs**

The school needs improved technology resources as well as someone in-house to help manage the technology system.

**Aspects warranting attention**

It is critical that the school retain staff in the Corporate Work Study department for multiple years to strengthen relationships with corporate partners and deepen relationships with students. Corporate partners often comment on the high turnover in staffing in recent years, and students are trained and managed by different work-study teams each year.
Recommendations for school improvement and issues for further discussion

- The school leadership needs to 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.
- The school needs to 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.
- Continue the search for better technology resources for our students, and a person who could serve as an in-house IT-Director.
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.

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

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. The school successfully completed an inclusive self-study and has put appropriate follow-up plans in place. 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.

Self-study committee membership, meeting schedule, and procedures

This committee, chaired by Maria Theodorakakis (College Counselor), included David Paskind (Science Teacher) and Christine Sweeney (English Teacher). An additional member who contributed was Magalie Rowe (Former Spanish Teacher).

The committee met on May 24, 2012, September 25, 2012, March 4, 2013, and March 21, 2013. In the first two meetings, the committee reflected on the plans in place and distributed the necessary tasks. In the remaining two meetings, the committee reported back on individual findings for each member’s assigned standards and revised the rough draft of the standard write-up.

List of background materials reviewed and people interviewed

___ Parent survey
___ x Faculty survey
___ Student survey
___ Alumni/ae survey
___ Department and major program reports
___ Publications (list)
___ x Other (list)
- Cristo Rey Boston NEASC Self-Study Report
- Interview with Jeffrey Thielman, President
Comments regarding suggested indicators

15. a. The school has completed a through self-study in accordance with NEASC policies, including Part II: Reflections, Recommendations, and Issues for Further Discussion.

In the spring of 2012 the administration, faculty, and staff gathered during a whole school meeting to first discuss the upcoming accreditation process and next write and establish Department and Program Area Reports. Each department addressed the five focus questions below:

1. How does your department contribute to the mission of the school?
2. How do you create continuity from one grade level to the next?
3. What classroom and grading practices are consistent throughout the department, and how do you achieve consensus on them?
4. What resources do you use to achieve your goals, and are they adequate?
5. How can your department be strengthened?

These thorough reports were compiled into one document, “Department and Program Area Reports”, which was used as a vital resource for each self-study committee. Also during May of 2012 the faculty, staff, and administration were organized into 15 committees, each committee being responsible for a NEASC standard. Committees were comprised of 3-5 members, with each committee spearheaded by a chair.

The self-study was co-chaired by two faculty members, Carrie Wagner and Annemarie Grimaldi. On September 25, 2012, a Co-Chair of the Self Study attended a NEASC Self-Study workshop at the Betania II Marian Center in Medway, Massachusetts.

In November of 2012 NEASC faculty and staff surveys were distributed and the results compiled in a central location. This resource was used in analysis and findings throughout the various committee reports. Between May of 2012 and February 2013 all committees met between 3-7 times. Committee members analyzed the standards and indicators, examined pertinent documentation, created additional surveys when necessary, interviewed relevant parties, and drafted reports for their assigned individual standard that reflected the school’s level of compliance with each standard and indicator.

As committees crafted their drafts, each report followed the NEASC recommended organization structure:

a. Brief narrative description of the school’s position with regard to this standard
b. Self-study committee membership, meeting schedule, and procedures,
c. List of background materials review and people interviewed
d. Comments regarding suggested indicators
e. Notable strengths of the school in this area
f. Notable weaknesses/needs
g. Recommendations for school improvement and issues for further discussion

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. At this meeting the drafts of each standard were reviewed, so that inaccuracies or omissions could be
addressed. 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.

15. b. Administration, professional staff and those with governance responsibilities have actively participated in and are familiar with the self-study and its findings.

Members from all program areas, including administration, professional staff and those with governance responsibilities were active participants in the self-study. Members of the 15 committees included members of the Board of Trustees, the Principal, the President of the school, Deans, Business office staff, Corporate Work Study staff, Admissions staff, Student Life staff, Development staff, Finance and Operations staff, faculty, Volunteers, parents, and Counseling staff. The self-study was truly an inclusive endeavor at Cristo Rey Boston. The self-study was distributed to all staff and faculty members in February of 2013 and all constituents were made aware of the study’s findings. All stakeholders came to a consensus that the report is an accurate representation of the current status of Cristo Rey Boston High School.

Staff or faculty members who joined the school after November 2013 did not join a committee; however, all new staff members were invited to participate in the revision process in March 2013.

The self-study was shared with the Board of Trustees at the conclusion of the revision process in June 2013. It should be noted the Board of Trustees and administration staff had a vested interest in the self-study process for the additional reason that at this time, the school is combining its NEASC accreditation with its Cristo Rey Mission Effectiveness Review. Four members of the NEASC team are CRN members who will also be assessing the school based on the standards set by the Cristo Rey Network.

15. c. The school has in place a procedure for follow-up on plans and strategies found in its own self-study and on recommendations in the Visiting Committee Report and to integrate improvement plans resulting from the self-study into the school’s multi-year plan.

The school has assembled a Self-Study Part II Committee, comprised of four members (including the President, Director of Counseling, Vice President of Eternal Relations, and a Self-Study Co-Chair). This Part II committee will produce a 1-3 page report that summarizes the self-study, prioritizes recommendations, and lays out the action steps and timeline.

There are plans in place to share both the self-study and Visiting Committee Report with the Board of Trustees. In collaboration with the Board, which will guide the reflection, school faculty and staff members will begin to determine necessary improvements to implement. This will be done through small-group meetings among school leaders, as well as whole-school meetings including all faculty and staff. At the conclusion of the accreditation committee’s visit, a distinction will be made between improvements and changes that must immediately be implemented for the 2013-14 school year and those that will be gradually implemented over the next two school years.
This September will mark the school’s fourth year in the Dorchester building, and the enrollment goal is 370 students for FY ’14 and 400 students for FY ’15. According to the President of the school, one major question that will result from the self-study and Visiting Committee Report is - what has to happen to properly accommodate 400 students in our school? The school’s multiyear plan to address this question includes an examination of hiring and retention with respect to staff and faculty, growth and improvement of the physical plant, and enhanced student support services – including an emphasis on proficiency, reading, and IEP accommodations.

Additional improvement efforts that will be incorporated into the school’s multiyear plan include the hiring of a new principal who will develop a personal vision for the school. Ideally, this principal will spend a period of time observing and familiarizing him or herself with the school, followed by the creation of a three-year plan and a subsequent two-year plan.

15. d. The school participates in the Association’s peer based accreditation process and is represented on visiting committees to other schools.

North Cambridge Catholic High School, the prior name of Cristo Rey Boston High School, has been a full participant in the accreditation process of the New England Association of Schools and Colleges. Two present staff members of Cristo Rey Boston High School have served as members of visiting committees to schools seeking accreditation by the NEASC. David Paskind (Science Department Head) has served on two visiting committees, in 2007 and 2011. Carrie Wagner (Dean of Curriculum) has served on one visiting committee, in 2008.

Notable strengths of the school in this area

One notable strength of the school is the efficient procedure that was followed in order to complete the self-study. The self-study co-chairs were extremely organized and moved the process along in an orderly and effective way. Additionally, the process was very inclusive (all staff and faculty members hired prior to November 2012 participated), thorough, and reflective.

Notable weaknesses/needs

Due to staff turnover, several committees were asked to redistribute assignments in order to accommodate for committee members who were not longer employed by the school. Additionally, staff members who were hired after November 2012 were not able to fully participate in the process because the majority of the self-study had already been completed.

Aspects warranting attention

Not applicable.

Recommendations for school improvement and issues for further discussion

Not applicable.
In reflecting on the recommendations made through Cristo Rey Boston’s NEASC self-study committee reports, three clear themes emerged. First, the school must remain committed to our mission of preparing low-income, urban students to enter and graduate from college. In doing so, we acknowledge a need to improve the faith and service opportunities available to our students, and we realize that we must continue to work toward a clear definition of who we serve. Second, we recognize the importance of our transition into the next phase of the school’s growth. As part of this transition, we must improve our retention of students, high quality faculty and staff and Corporate Work Study sponsors, we must stay current with the trends in education, and we must deliver a high quality product to those that we serve. Third, the school has undergone rapid changes in the past six years – a new academic program, the move from Cambridge to Boston, changes in the Work Study Program, a new campus ministry and student life program that did not exist in its current form in Cambridge, a new Advisory system, a new approach to the 9th grade academic experience, a reading intervention program, and a positive behavior intervention system (PBIS) that was initiated during the 2012-13 school year. Because so many changes have been initiated so quickly, there is a need to draft a document explaining what Cristo Rey Boston High School is today, how we do what we do with our students, and why we do what we do with the students we serve. We see the drafting of this document as a natural outcome of the fall 2013 NEASC visit.

The mission of Cristo Rey Boston states that we educate “young people of limited economic means to become men and women of faith, purpose and service.” As explained by the school’s president, Jeff Thielman, becoming men and women of faith, purpose and service means that students have the opportunity to develop faith in God and faith in themselves; see meaning in their lives as the school helps them discover their unique gifts and talents in order to fulfill their purpose in life; and are called to contribute to a better world, to serve others, and to be on the side of those who are left behind. While reflecting on the recommendations made through our NEASC self-study committee reports, the school recognizes a need to further develop the faith and service components of our mission through the continued work of the Campus Ministry and Student Life office.

The newly designed Campus Ministry and Student Life office organized several opportunities throughout the 2012-13 school year that addressed this specific need. Newly implemented community days and improved retreats and service opportunities have begun to allow the school to grow as a community of faith, purpose and service. Continued work in these areas as well as further development of our extracurricular offerings will better support students in their growth as men and women of faith, purpose and service.

The school also recognizes a need to further define who we serve, and therefore identify more clearly the supports necessary to allow our students to realize success. With a clear definition of who we are able to serve, and our service limitations, we must then create and implement the system of supports necessary to ensure the success of our students in the classroom, in the workplace and in our community as a whole.

When students express interest in attending Cristo Rey Boston, education and personal information is gathered through the admissions office. During this process, prospective students are asked of any special educational accommodations that they receive, including 504 Plans and IEPs. The Admissions Committee then determines if the school is able to make the necessary accommodations to support the student. While this process has been proven effective in the past, the school recognizes a need to create
a written document of the services we can provide and accommodations we are able to make for students with learning difficulties which can be shared with current and prospective families.

Once students matriculate into the school, students with IEPS or other educational plans are tagged in our online system, and faculty and staff are provided access to the plans through a shared database. While this process has allowed for teachers to make classroom accommodations, we believe we could more effectively carry out all necessary IEP accommodations if we had a Special Education Coordinator and/or an additional counselor to serve as the point person for this work. Immediately, the school does have the capacity to better support students with IEPs through an improved system of shared ownership between our Dean of Students, Reading Instructor and counseling interns which needs to be created and implemented for the 2013-14 school year.

While the school has realized tremendous growth over the last several years, we recognize that we are now transitioning into the next phase of growth. With our school’s principal ending his tenure at the close of the 2012-13 school year, the school opened a search to recruit the school’s next academic leader. While this search did not result in a principal hire for the 2013-14 school year, the school did create a strong vetting process for potential applicants, which will be used when we re-open the search next year. We have also created an interim structure of academic leadership for the 2013-14 school year, which utilizes internal capacity to cover responsibilities. Moving forward, it will be critical for the school to hire a strong principal who is able to provide the big picture thinking of our past leader in order to continue to school’s academic growth trajectory.

Another component of our transition comes from an identified need to improve retention in several areas – retention of students, retention of high quality faculty and staff and retention of Corporate Work Study sponsors. While our rigorous curriculum and corporate work study experience have shown promising results for students who persist all four years in the school, many students transfer before graduating. With no discernible difference in the capacity to learn between students who graduate from Cristo Rey Boston and those who transfer, the school has determined that the issue of student retention needs to be addressed by developing a comprehensive character development program which is delivered through an advisory structure and by implementing a student-centered positive behavior support system. Both the advisory and the PBIS (Positive Behavior Interventions and Supports) programs were piloted during the 2012-13 school year and need continued work and attention over the next couple years in order to realize our goal of improved student retention.

With regards to improved retention of high quality faculty and staff, the school continues to improve supports given to faculty and staff, including individual coaching as well as departmental support for all teachers. Further, the school has developed a long-term plan to increase salaries of faculty and staff to become more competitive with local charter and Catholic high schools, making Cristo Rey Boston a more attractive institution for highly qualified and motivated faculty and staff.

Finally, our retention improvement plan includes increased retention of Corporate Work Study sponsors. As school enrollment has increased significantly over the past few years, the need for additional corporate sponsors has growth as well. Therefore, knowing the school needs to recruit new corporate sponsors each year to keep up with our growing enrollment, we identify improved retention of current sponsors as critical. In order to do so, the Corporate Work Study team recognizes the need to build depth in our relationships with corporate sponsors and work sites. The Corporate Work Study team has begun meeting with individuals at all levels of decision making at our companies with the expectation
that improved and wider-reaching relationships will result not only in improved retention but also in increased sponsorship over time.

By remaining committed to our mission and by defining explicitly the “what, how and why” of our school now that we are three years removed from our original home in Cambridge, Cristo Rey Boston will continue to improve the educational experience and positive outcomes for our students and ensure that there is alignment around our mission on the part of all faculty, staff, students, parents, and other stakeholders. Further, in thoughtfully working to improve the school’s retention on all fronts, we will continue to become a stronger institution delivering a high quality product to students, families and corporate sponsors.