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Exploring the Implications for Educational Leadership: A Case Study of Cristo Rey St. Martin College Preparatory High School

Julie Lynn Frey
Loyola University Chicago

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LOYOLA UNIVERSITY CHICAGO

EXPLORING THE IMPLICATIONS FOR EDUCATIONAL LEADERSHIP:

A CASE STUDY OF CRISTO REY ST. MARTIN

COLLEGE PREPARATORY HIGH SCHOOL

A DISSERTATION SUBMITTED TO

THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION

IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

PROGRAM IN ADMINISTRATION AND SUPERVISION

BY

JULIE L. FREY

CHICAGO, ILLINOIS

MAY 2017

ACKNOWLEDGEMENTS

DEDICATION

To my family… First to my parents, for raising me to believe that I can do anything and for raising me to understand that my place in the world is to do great things in the service of others… To my children, for your continuous encouragement and unending belief in me as a mother, student, and educational leader. You make me proud each and every day. You are my greatest accomplishment…To my sister, for listening, encouraging me, and supporting me without interruption, you are my hero.

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ABSTRACT

This is a case study of Cristo Rey St. Martin High School, member of the Cristo Rey Network. Cristo Rey St. Martin has been able to make gains in closing the gap with regard to student entrance into college for low-income minority students, making it a unique and appropriate case to study. The purpose of this research was to study the formation of the leadership at Cristo Rey St. Martin College Preparatory High School.

The case study consisted of interviews, observations, shadowing of the principal, and document analysis.

Major finding include mission creation explicit to student achievement, a student centric culture, close adherence to a set of standards designed specifically to ensure academic achievement for all students, and close adherence to the Jesuit leadership philosophy known as transformational leadership. It was noted that the Jesuit tradition believes in attending to the most marginalized persons in our society, and that in order for all Jesuit schools to be able to create access, Jesuit high school should look for alternate funding methods such as the work-study program used by Cristo Rey St. Martin.

Implications for schools include the creation of a mission that inspires all stakeholders, creation of a strong student-centered culture, adherence to a set of standards and benchmarks that support the mission, embedding the Jesuit leadership philosophy into daily practice. Implications for Catholic schools include finding alternate funding resources for low-resource students such as the work-study program.

Future research suggestions include the effects of mission and culture building focused on increasing equity and how embedding Jesuit leadership principles affect student achievement.

CHAPTER I

INTRODUCTION AND OVERVIEW

As a country, we have been talking about the achievement gap for a long time.

Back in 1983, "A Nation at Risk" was written by the National Commission on Excellence

in Education. In the report, the commission found that students from the United States

were behind other nations, that 13% of all 17-year-olds in the United States could be

considered functionally illiterate, and that the average standardized test scores for high

school students were decreasing.

This is a serious matter. The *Economic Impact of the Achievement Gap in*

America's Schools reported that "The extent to which a society utilizes its human

potential is among the chief determinants of its prosperity" (McKinsey and Company,

2009, p. 5). For the purposes of this research, human potential describes the academic

and personal success that a child is able to obtain given that the child receives all the

necessary resources and support. For the sake of our nation and world, every child's

potential must count.

According to the United States Department of Education and the National Center

for Educational Statistics, the achievement gap is obtained by finding the difference

between the minority students' average score on a nationally normed metric, and the

average score on nationally normed metrics for all students. Since 2004, the National

Center for Educational Statistics has given reading and math assessments to 4th, 8th, and

12th graders (called the National Assessment of Educational Progress, NAEP). The 12th grade test for mathematics is reported on a scale from 0-300 where a minimum score of 141 indicates a basic level in math, and students should be able to solve mathematical problems that require the direct application of concepts and procedures in familiar situations (NAEP, 2014). The 12th grade test for reading is reported on a scale from 0-500 where a minimum score of 265 is considered basic indicating that students should be able to identify elements of meaning and form and relate them to the overall meaning of the text (NAEP, 2014).

Nationally, in 2014, the achievement gap in math between white and African American students was 21 points and in reading the gap was 20 points. Nationally, the NAEP 2013 mathematics assessment for 12th graders has students scoring an average scale score of 153. Breaking this score down by race, White participants have an average scale score of 162, while Latino students have a scale score of 141 and African American participants have a scale score of 132. This is a 13% difference for Latino students and a 19% difference for African American students. In the same assessment for reading, all of 12th graders averaged a raw score of 288, while Whites scored a 297, Latinos scored a 276, and African Americans scored a 268, a 7% and 10% difference respectively (NAEP, 2015).

Critics will state that this is an issue of income and not race, however *The Economic Impact of the Achievement Gap in America's Schools Report* by McKinsey and Company (2009), states that Latino and African American students perform lower than their White counter parts at each economic level.

Reporting the Achievement Gap in Illinois

Since the 1980's, the country has responded with a long series of requirements for schools regarding norm-referenced testing standards and the transparency of those results. In 1985, Illinois established the school report card. The report card is a measure of school performance and is administered by the Illinois State Board of Education for each public school district.   The report card publishes information about student achievement through standardized test scores. Over the past 10 years, Illinois has used the Prairie State Achievement Exam for high school juniors (PSAE), the Illinois Standards Achievement Test for grade school students (ISAT) , the Partnership for Assessment of Readiness for College and Careers (PARCC), and now the Scholastic Aptitude Test (SAT) (Illinois Report Card, 2016). The report also publishes student demographics including financial status, race, and special needs, as well as school finances. Results from school to school are mixed, but there is one glaring statistic that cannot be ignored. In the State of Illinois, under-resourced, urban, minority districts are performing at a much lower rate than their affluent, suburban, non-minority counter parts on the PSAE (Illinois Report Card, 2014).

The gap persists. According to the 2015 Illinois Interactive Report Card, 54% of all students met or exceeded state standards in the 11th grade in April of 2013. White students met or exceeded at 69%, while Latino students met or exceeded at 40% and African American students met or exceeded at 30%. This is a 29% and 39% difference respectfully (Illinois Interactive Report Card, 2015).

Fortunately, for students entering college, the gap has been narrowing (NAEP, 2016). In 1990, the percent of students immediately entering a two or four year college after high school was 63% for White students, 52% for Latino students and 49% for African American students (NAEP, 2016). This gap has dramatically decreased and in 2014 where the percent of students entering a two or four year college immediately after high school was 68% for White students, 62% for Hispanic students and 63% for African American Students. In relation to college entrance, the gap still exists but is narrowing.

The National Assessment of Educational Progress (NAEP, 2013) also shows that the achievement gap between white students, Latino students, and African American students can be seen in test scores as well as college acceptance rates.

Leadership and the Achievement Gap

The cause of the achievement gap is still being debated. Research cites a wide range of factors outside the school that influence student achievement such as socio-economic status, nutrition, parental resources and the parent's education level to name a few (Anderson, 2010; Barton & Coley, 2010; Simon, Lewis, Uro, Uzzell, Palacios & Casserly, 2011; West Virginia Department of Education, 2010). There are also factors inside the school that account for student achievement, most notably effective teaching and guaranteed and viable curriculum (Barton, 2004; Haycock, 2001). Whatever the cause, it is important that school leaders accept responsibility for eradicating the achievement gap or the gap will persist (Snell, 2003). Educational leaders must hold themselves accountable for improving schools (Barton, 2004). They must address the achievement gap.

Research confirms that leaders influence teaching and student learning in a variety of ways (Isabel, 2012; Klar & Brewer, 2013; Marzano, 2007; Rhodes & Brundrett, 2009). In other words, leaders influence student achievement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010) and leaders affect student outcomes (Isabel, 2012; Klar & Brewer, 2013; Marzano, 2007; Rhodes & Brundrett, 2009). School leaders can and must take a leading role in understanding and interrupting the achievement gap in order to realize each child's potential and improve schools. Yet, very little has been written about school culture, the achievement gap, and its relationship to educational leadership (Horsford, Grosland, & Gunn, 2011).

Cristo Rey St. Martin College Prep High School, part of the Cristo Rey Network, is more successful regarding student achievement than most all other urban public high schools in the Chicagoland area (Cristo Rey Network, 2014; Illinois Report Card, 2016). Furthermore, its stated purpose is to reduce the achievement gap for low socio-economic student of color and to prepare them for college. The Cristo Rey Network works to interrupt the currently unacceptable low academic achievement for minority and underserved students?   The purpose of this case study is to explore these questions.

<center>**Description of the Case**</center>

Waukegan is a city located about 50 miles north of Chicago and sits on Lake Michigan. Waukegan has a population of about 90,000 people, with approximately 22% being White, 53% of the population being Latino, 18% being African American, and the remaining 7% being other ethnicities or mixed (City of Waukegan, 2015). Waukegan is home to one public high school, Waukegan high school. In addition to Waukegan high

school, there exists a small private Catholic high school named Cristo Rey St. Martin

College Prep High School (CRSM). Cristo Rey St. Martin is the case in this study.

Cristo Rey St. Martin was founded in 2004 under the name of St. Martin de

Porres High School and changed its name to Cristo Rey St. Martin in 2012 (Cristo Rey

St. Martin, 2015). Cristo Rey St. Martin is a Catholic college preparatory high school

and is one of the highest achieving urban schools in the Chicago area in terms of college

acceptance and attendance into two- and four-year universities (Cristo Rey St. Martin,

2015). Cristo Rey St. Martin is part of the Cristo Rey Network and plans to grow to over

400 students by 2016 (Cristo Rey St. Martin, 2015). One-hundred percent of Cristo Rey

St. Martin's students have been accepted into two- and four-year colleges over the past

three years (Cristo Rey St. Martin, 2015). The leadership team at Cristo Rey St. Martin

consists of a president, principal, work-study director, and director of development. St.

Martin also employs an assistant principal, a dean of students, a director of campus

ministry, a director of alumni support and college completion, three counselors and 23

staff members (Cristo Rey St. Martin, 2015).

Cristo Rey St. Martin high school is part of the Cristo Rey Network located in

downtown Chicago, Illinois. The Cristo Rey Network and its school model have been in

existence for over 10 years. By working with companies in the Corporate Work Study

Program one day per week, students earn up to three-quarters of their tuition cost while

gaining valuable, life-changing skills and experience. Ninety-eight percent of all

graduates from a Cristo Rey Network school attend a college or university (Cristo Rey

Network, 2015).

The Cristo Rey Network currently educates 6,500 students in 32 school located in 21 states nationwide. Ninety-five percent of the students are of color with 89% being African American or Latino. The average family income for a Cristo Rey family is $36,000. Since parents with limited resources cannot afford this private education, the Cristo Rey Network gets its funding from corporations, foundations, universities, individuals, and the board of directors made up of members from corporations, universities, and foundations. The Gates Foundation has given over 17 million dollars to the Cristo Rey Network since 2009 (Gates Foundation, 2014).

The mission of the Cristo Rey Network is to prepare every student for college success. Using the National Student Clearinghouse, the Cristo Rey Network tracked the classes of 2008 and 2009 and found that 84% of these Cristo Rey Network graduates have enrolled in a two or four year college program, and 37% of the class of 2008 have completed college with a Bachelor's degree (Annual Data Report, 2014). Nationally, 55.7% of African American and 63.9% of Latino students have enrolled in a two- or four-year college during the same time period (NCES, 2017), and graduation rates from college in 2008 was 20.5% and 27.9% for African American and Latino students respectively (NCES, 2017).

In order for the Cristo Rey Network to address the national issue of inequity (evidenced by the achievement gap) and get students "college ready," the Network focuses on curriculum and assessment, teacher effectiveness, and leadership development (Cristo Rey Network, 2012). Nationally, between 40 and 50% of African Americans will enter a four-year college, but only between 10 and 20% will actually graduate (Cristo

Rey Network, 2011). In 2015, the Cristo Rey Network had 85% of its students entering

college (Cristo Rey Network, 2014) compared to a national average of 68% for all

students (NEAP, 2014).

Cristo Rey St. Martin has a total population of 364. The ethnicity breakdown at

Cristo Rey St. Martin consists of 89% percent of the students are Latino, 7% are African

American, and only 4% are Asian and White. Among these students, 86% qualify for the

free or reduced lunch program (Cristo Rey Network, 2014). The only public high school

in the same town as CRSM is Waukegan High School. Its demographics are similar to

Cristo Rey St. Marin. Waukegan High School houses 4,490 student with an ethnicity

breakdown of 74% Latino and 17% African American, and 9% White and other. Fifty-

three percent of these students qualify for free or reduced lunch (Illinois Interactive

Report Card, 2015).

College enrollment into a two- or four-year university for Cristo Rey St. Martin in

2014 was 84%. In contrast, Waukegan High School has a two- or four-year college

enrollment rate of 58% in 2014.

Comparing 2014 figures for the number of Latino, African American, and White

students who met or exceeded benchmarks on the Prairie State Assessment Exam for

Waukegan High School in reading (Illinois Interactive Report Card, 2015), and the

number of Cristo Rey St. Martin students who met or exceeded benchmarks on the ACT

Aspire Exam in reading (ACT, 2016; Odiotti, 2015) are in the chart below. This figure

shows that the students at Cristo Rey St. Martin are slightly outperforming their

counterparts at Waukegan High School for reading.
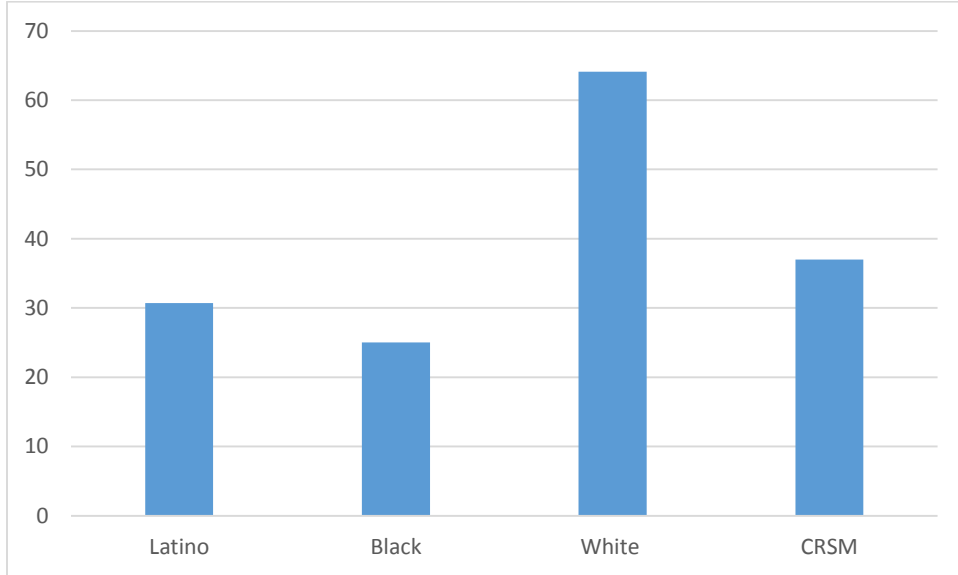
Figure 1. ACT and Aspire Standardized Tests in Reading for Cristo Rey St. Martin and Waukegan High School

Comparing 2014 figures for number of Latino, African American, and White students who met or exceeded benchmarks on the Prairie State Assessment Exam for Waukegan High School in mathematics (Illinois Interactive Report Card, 2015), and the number of Cristo Rey St. Martin students who met or exceeded benchmarks on the ACT Aspire Exam in mathematics (ACT, 2016; Odiotti, 2015) are in the chart below. This figure shows CRSM students scoring even higher than their white counter parts at Waukegan High School.
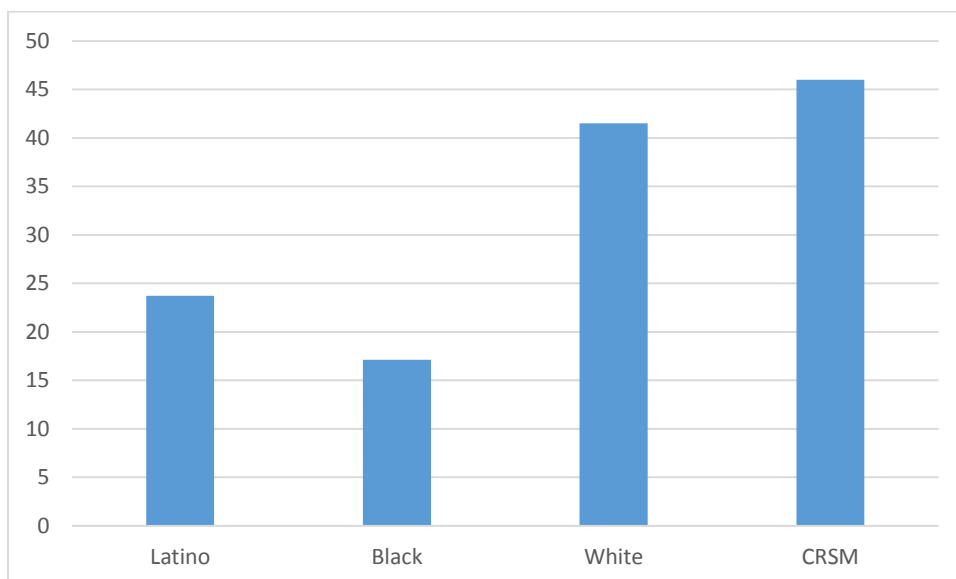
Figure 2. ACT and Aspire Standardized Tests in Math for Cristo Rey St. Martin and Waukegan High School

The Mission Effectiveness Standards

The Cristo Rey Network is rooted in the Jesuit Catholic philosophy. Jesuits are a Roman Catholic order of priests founded by St. Ignatius Loyola, St. Francis Xavier, and others in 1534, to do missionary work (Jesuit.org, 2016). Jesuits are widely known for their colleges, universities and high schools (Jesuits, 2016). The Jesuit philosophy regarding education states that Jesuit schools are called by mission in their partnerships, their accountability to the Society of Jesus and Catholic Church, and in the nourishment and renewal in Jesus (Jesuit Conference, 2011). The Jesuit philosophy also states that Jesuit schools keep students at the center. Jesuit schools foster the development of students and students are encouraged to participate in the communities. Jesuit school reflect a sense of justice and maintains a respect for the rights of its students (Jesuit Conference, 2011).

As a member of the Cristo Rey Network, a school must adopt the Mission Effectiveness Standards, a blueprint which Cristo Rey St. Martin must follow. These standards are based on the book "What Makes a Jesuit School Jesuit?" (Jesuit Conference, 2011) and includes statements about equity, collaboration, and leadership. These Mission Effectiveness Standards are as follows:

As a member of the Cristo Rey Network (Cristo Rey Network, 2013), a school:

- Is explicitly Catholic in mission and enjoys Church approval.

- Serves only economically disadvantaged students. The school is open to students of various faiths and cultures.

- Is family centered and plays an active role in the local community.

- Shall prepare all of its students to enter and graduate from college.

- Requires participation by all students in the work-study program. All students must be 14 years by September 1st.

- Integrates the learning present in its work program, classroom and extracurricular experiences for the fullest benefit of its student workers.

- Has an effective administrative and board structure as well as complies with all applicable state and federal laws.

- Is financially sound and at full enrollment the school is primarily dependent on revenue from the work-study program to meet operating expenses. In addition, the school maintains a comprehensive advancement program to ensure financial stability.

- Supports its graduates' efforts to obtain a college degree.

- Is an active participant in the collaboration, support, and development of the Cristo Rey Network.

These standards come from the common understanding that spirituality in the Cristo Rey Network puts Jesus at the center of the community (Sweas, 2014). These standards speak to the obligation to build a living community that centers on serving each other (Sweas, 2014). Each Mission Effectiveness Standard mentioned above has a detailed description defined by the Cristo Rey Network (see Appendix A).

Catholic Schools National Standards and Benchmarks

In March of 2012, the Catholic Schools Standards Project created *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools.* These standards and benchmarks were designed to ensure that Catholic schools provide an excellent academic program within a faith-filled environment (Ozar & Weitzel-O'Neill, 2012). At its core, these standards and benchmarks state that a Catholic school is characterized by excellence, committed to educating the whole child, prepares the child for a professional life with ethical and social awareness, places an emphasis on school as community, and is accessible to all children (Paraphrased from the Defining Characteristics in Ozar & Weitzel-O'Neill, 2012).

In total, there are 13 standards stated in the Catholic Schools Standards Project. Listed here are the standards that are essential to ensuring the principles and practices of academic excellence within a faith-filled environment and, the standards that speak to the governance and leadership of Catholic education because they are considered to be germane to leadership formation and this research. They are as follows:

Mission and Catholic Identity

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Governance and Leadership

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team of the development and oversight of the school's fidelity to mission, academic excellence, and operational validity.

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Academic Excellence

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make

student performances transparent, and to inform the continuous review of

curriculum and the improvement of instructional practices.

Standard 9: An excellent Catholic school provides programs and services aligned

with the mission to enrich the academic program and support the development of

student and family life (Ozar, Ferguson, Krueckeberg, Schwartz, Weitzel-O'Neill,

2012).

Each of these Standards have several benchmarks describing the Standards in

more observable, measurable terms. Every Benchmark in these Standards has a

designated assessment tool assigned to it in the form of a rubric. The rubrics are

designed to provide concrete descriptions of the policies and procedures present in the

school which has operationalized each benchmark. The rubrics contain four levels with

level 4 being exceeds benchmark to level 1 which indicates the school does not meet the

benchmark (see Appendix B).

Purpose and Research Questions

Cristo Rey St. Martin is successful compared to other high schools in the same

neighborhood (Cristo Rey Network, 2014: Illinois Report Card, 2016) with comparable

student demographics. Leadership is important to student achievement and school

success (Isabel, 2012; Klar & Brewer, 2013; Marzano, 2007; Rhodes & Brundrett, 2009).

In 2008 Cristo Rey St. Martin was looking at the possibility of closing when it hired the

current president and principal. Since that time, the school has gone through a transition

and enrollment for CRSM has gone from 95 in 2004 to 364 in 2014 (Cristo Rey Network,

2014). One-hundred percent of CRSM students are accepted into a two- or four year

college. How is the leadership at Cristo Rey St. Martin making such a difference in addressing the achievement gap when so many other schools are struggling?

The purpose of this research was to study the formation and training of the leadership at Cristo Rey St. Martin College Preparatory High School, part of the Cristo Rey Network, located in Waukegan Illinois, in order to see what Cristo Rey St. Martin was doing. Specifically in regard to leadership, what role did leadership play in order to support the creation of successful, college-bound students? This research was a case study of Cristo Rey St. Martin High School, focused on the administrations' and teachers' holistic approach to leadership and the impact this leadership had on student achievement. While there were many variables that informed this case, this researched focused on leadership, and looked at how the leadership was developed within the school from the administration to the teachers between the years of 2004, the year that Cristo Rey St. Martin was founded, and 2016.

The research questions were as follows:

1. At Cristo Rey St. Martin, how is leadership created and which individuals are developed into leaders?
    a. What specific processes were and are being used to create and foster leadership within the administration of Cristo Rey St. Martin?
    b. What specific processes were and are being used to create and foster leadership within the faculty of Cristo Rey St. Martin?

c. What specific processes were and are being used to create and foster

leadership within the Board of Directors of Cristo Rey St. Martin High

School?

d. How were and are these processes aligned to (or shaped by) the Mission

Effectiveness Standards of the Cristo Rey Network (Jesuit Catholic

influence)?

e. How are the processes now being influenced by the National Standards

and Benchmarks for Effective Catholic Schools (Catholic education

essential characteristics influence)?

2. What are the leadership lessons to be learned from this case in developing

high quality leaders for the purposes of increasing minority student

achievement?

Research Design

A case study is an "in-depth description and analysis of a bounded system"

(Merriam, 2009). This research design was a case study. This case study was

"ethnographic," and focuses on the culture and social regularities that informed the

leadership in the organization (Merriam, 2009). For this research, the bounded system

was the Cristo Rey St. Martin College Prep High School between the years of 2004 and

2016, and the formation of the leadership of the school. This researcher looked at what

influenced the formation of the school's leadership including the Mission Effectiveness

Standards of the Cristo Rey Network. This research also looked at leadership and its

relationship to the more recent National Standards and Benchmarks for Effective

Catholic Schools.

This is an instrumental case study. The researcher intends to provide insight into

the issue of the achievement gap and how it can be reduced (Merriam, 2009). The

researcher of this case has experienced Catholic schools through her children. Both of

the researcher's children attended Catholic schools from kindergarten through high

school. Propositions, as stated by Yin (2009), mean that the analysis of data "will require

that you combine or calculate your case study data as a direct reflection of your initial

study propositions" (p. 34). Yin furthers states that this proposition will shape the data

collection plan (p. 130).

In the book, *The Holy See's Teaching on Catholic Schools*, Archbishop Miller

(2006) lays out five essential marks of Catholic schools. These Five Marks are rooted in

the Catholic identity and include: inspired by a supernatural vision, founded on a

Christian anthropology, animated by communion and community, imbued with a

Catholic world vision, and sustained by Gospel witness. The researcher's personal

experience with having both of her children attend Catholic schools has led her to believe

that Catholic schools care for more than the academic success of a child; Catholic schools

care for the whole child including the child's social, emotional, and physical heath. After

reading *The Holy See's Teaching on Catholic Schools* which speaks to educating "the

whole child" and having a larger purpose than just academic success, this researcher

believed that the philosophy embodied by the Catholic schools that she had been

acquainted with aligns with the Five Marks as defined in *The Holy See's Teaching on*

Catholic Schools. This led the researcher to the proposition that perhaps this philosophy also characterized the successful approach of leadership at CRSM.

This researcher's intent was to define what Cristo Rey St. Martin was doing, specifically in regard to leadership, to make it so successful. More specifically, the researcher had three interests:

1) The first interest of the researcher was to confirm or deny the embedded presence the five essential marks of Catholic schools in the leadership of a Cristo Rey Network high school, specifically Cristo Rey St. Martin College Preparatory High School. The Holy See's Teaching on Catholic Schools made sense to the researcher and aligns with her personal experiences with Catholic education. Learning that the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (NSBECS) (2012) essentially operationalize the Five Marks presented in Archbishop Miller's work, the researcher chose to use NSBECS and its developed rubrics in this study rather than *The Holy See's Teachings on Catholic Educatio*n.

2) The second interest of the researcher was to understand how leadership at Cristo Rey St. Martin is formed, and if the Mission Effectiveness Standards and the National Standards and Benchmarks played a role in this formation.

3) Finally, the researcher looked to see how the leadership of Cristo Rey St. Martin impacts student achievement.

Case Selection Process

During the past 20 years, the researcher had been teaching mostly minority underserved students in the Chicagoland area. During that time, the researcher had an opportunity to observe and interview leadership at the Christ the King Jesuit Preparatory High School on the West Side of Chicago. The researcher observed that results being achieved by schools in the Cristo Rey Network regarding four year college acceptance were much higher than the public schools in the same area. As further research, the researcher interviewed Father John Foley at the Cristo Rey Network office in downtown Chicago. It was at that time that the researcher learned about Cristo Rey St. Martin High School, and their 85% percent acceptance rate into four-year colleges, and a 100% acceptance rate into two- and four-year colleges.

Data Generation Tools

The gathering of data consisted of document review, interviews, and observations. Interviews of the building leadership included the president, principal, assistant principal, and several school directors. Interviews of the counselors, the dean, and a few teacher leaders were also conducted. Several alumni were asked to be interviewed along with members of the Cristo Rey St. Martin board of directors. These interviews were intended to give a sense of the role of the school leadership and what actions were being taken by leadership to boost achievement for the students within the Cristo Rey Network.

Purposeful sampling directly reflects the aforementioned interview classifications for this research (Merriam, 2009). Snowball sampling, also known as chain referral sampling, involves utilizing participants that have been previously identified, and asks

them who else should be interviewed. It is called snowball sampling because this

technique usually increases the number of participants over and over (Merriam, 2009).

While interviewing the principals, teachers, and counselors, recommendations were

requested for additional personnel to be interviewed in order to gain additional pertinent

information.

Documentation analysis of any document containing procedures and policies

specific to student achievement and expectations were viewed and analyzed using a

pattern matching, one of the most desirable techniques to use (Yin, 2009). These patterns

were compared to the school data including test scores, GPA, and college enrollments

after graduation.

Observations and shadowing were conducted to verify knowledge and context

(Merriam, 2009). Professional development sessions with teachers and administrators,

and administrative cabinet meetings were observed. Since the school has both a president

and a principal, the principal was shadowed for two days. A discussion with the principal

and president determined that the principal was the most appropriate leader to shadow at

Cristo Rey St. Martin. The researcher was an observer as participant since the

researcher's observer activities were known to the group, but the observer did not

actively participate in the meetings or professional development (Merriam, 2009).

Data Generation

There was a thorough examination of documentation used and created by Cristo

Rey and the Cristo Rey Network to support student achievement. Documents were

viewed for pattern matching. Documents include those documents that convey the

standards used by the organization, as well as those documents that speak to the organization's leadership creation, structure, and purpose. The Cristo Rey Annual Data Report 2014, Lexington Report, Logic Model, Curriculum Maps and teacher expectation guide were analyzed for reoccurring themes and patterns that speak to the creation of leadership, and how the Mission Effectiveness Standards and NSBECS were used and/or are present in the creation and implementation of leadership that affects student achievement. These documents were considered to gain deeper understanding into the systems that support student achievement. These documents were also used to corroborate and augment evidence from other sources (Yin, 2009). Finally, school statistics were viewed. These statistics included student achievement data and college entrance rates which were analyzed and compared to the Waukegan High School to show the effect of Cristo Rey St. Martin's leadership.

Data Analysis

These data were analyzed for themes and trends present in the school. Pattern matching was done by creating a matrix (Yin, 2009). This matrix contained categories that are informed by the Mission Effectiveness Standards (Cristo Rey Network, 2013), and the Catholic School National Standards and Benchmarks (Ozar & Weitzel-O'Neill, 2012). The matrix categories are the evidence of the presence and clarity of the organization's mission, evidence of leadership as it pertains to overall governance of the school's viability and health, evidence of leadership as it pertains to student achievement, evidence of leadership as it pertains to school improvement, and evidence of leadership as it pertains to the care of the whole student. Tables will be used.

Validity

Since this researcher included a proposition, the researcher took measures to ensure the validity of the research. The proposition is that the researcher believes leadership affects student outcomes, and that the Jesuit Catholic leadership currently being used at Cristo Rey St. Martin and the Cristo Rey Network positively affect student achievement.

To ensure content validity in this case study, multiple sources of evidence were used. Interviews, observations, and document analysis were collected. Interviews included several administrators, teachers, a counselor and a dean. Interviews of board members from Cristo Rey St. Martin were also conducted. All interviews were digitally recorded and transcribed by the researcher (Merriam, 2009). Interview questions were pre-written and consistent. School documents and data were analyzed using the pattern matching previously described. Observations and two days of shadowing were conducted, notes were taken, and these notes were also analyzed for patterns.

Internal validity was acquired by pattern matching using tables. During the data analysis, no new theories presented themselves. A daily journal was used by the researcher, along with a thought partner to limit bias and conjecture.

Strengths and Limitations

A strength of the case is that the complexity of the phenomenon is best explained through the case study (Merriam, 2009). The uniqueness of the case has made the case a good choice, despite that fact that it is an *n* of one. Strength of the case is also found in the willingness of the school administration to have participated in the study. This gave

the researcher the ability to develop a deep and rich understanding of the school and the leadership.

The researcher was very passionate about the case and was concerned about losing objectivity. There was only one researcher conducting interviews and analyzing the data. "Critical self-reflection by the researcher regarding assumptions, worldview, biases, theoretical orientation to the study" (Merriam, 2009, p. 229) may affect the study. Therefore, a reflective journal was used by the researcher to minimize bias. The journal was a place for the researcher to express reaction, opinions, and emotions allowing for facts and greater objectivity in the writing of the research. Additionally, a thought partner was used to challenge thinking and assumptions made by the researcher.

Summary

While the achievement gap persists, it is often stated that this is due to factors from the outside, such as poverty, the home, and the community. While changes in these areas might contribute to the achievement gap, research has shown that schools can do many things to decrease the achievement gap (Barton, 2004; Haycock, 2001; Snell, 2003). Research shows that leadership can have a direct impact on student achievement (Barton, 2004; Haycock, 2001; Horsford et al., 2011; Snell, 2003).

This research is a case study to look at what the leadership in one highly successful school does to reduce the achievement gap and college attendance rates of underserved students of color. The case is Cristo Rey St. Martin during the years of 2004 and 2016. The purpose of the study is to explore the implications to educational leadership regarding the success of the Cristo Rey Network, specifically Cristo Rey St.

Martin College Preparatory High School in relation to addressing the achievement gap

for underserved students of color.

CHAPTER II

LITERATURE REVIEW

Introduction

Operating under the understanding that educational leadership is one factor in student achievement, this research will explore the implications to educational leadership regarding the success of the Cristo Rey Network, specifically Cristo Rey St. Martin College Preparatory High School in Waukegan, Illinois. This research will focus on the administrations' and teachers' holistic approach to leadership and the impact this leadership has on student achievement. It is the intent of this research to look at how the leadership was developed within the school from the board to the administration to the teachers between the years of 2008 and 2016.

The review of relevant literature and research will be focused on the following: leadership and how leadership works in current schools and districts; the achievement gap, its history, who is impacted and why we should care; social justice and the uniqueness of a Catholic education; and, finally the Cristo Rey Network, its history and its impact on the case, Cristo Rey St. Martin.

Leadership

A leader is defined as an individual who significantly affects the thoughts, feelings, and behaviors of others (Gardner, 2014). Educational Leadership is the work that this leader does in a school or one who affects education such as the superintendent

(Meador, 2014; Zepeda, 2007). There is wide recognition that educational leaders influence teaching and student learning (Dufour & Marzano, 2012; Projects in Education Research, 2004; Rhodes & Brundrett, 2009; Syed, 2014; Williams & Johnson, 2013; Zepeda, 2007).

Although leadership has been studied for years, the best way to lead is still up for debate. One major leadership component that does emerge from most research is the idea that leaders must set the direction of the institution (Dufour & Marzano, 2011; Fullan, 2003, 2014; Gray & Streshly, 2008; Leithwood & Jantzi, 2000; Sergiovanni, 1992; Syed, 2014). This is usually done through the mission and goals statement (Fullan, 2003, 2014; Sergiovanni, 1992; William & Johnson, 2013; Zepeda, 2007). The mission is used to inform, motivate, and guide the stakeholders. The mission is also used to drive the actions of the individuals in the institution, including teachers (Gray & Streshly, 2008; Sergiovanni & Starratt, 2007). Teachers create and conduct classroom instruction by using the institution's mission as a guide. Leaders also use the mission to evaluate instruction (Sergiovanni & Starratt, 2007; Zepeda, 2007), and support teachers to grow in their practice. Since classroom instruction has the largest impact on student achievement, an explicit mission that supports the institution's values is imperative (Dufour & Marzano, 2011; Fullan, 2003; Marzano, 2007). It is the responsibility of the leader, with input from all stakeholders, to create and communicate the mission, as well as align all programs and policies to the mission to ensure that the mission is being honored in the activities of the school and its leaders (Fullan, 2003; Marzano, 2007; Zepeda, 2007). The

objective is to have the mission as part of the organization's culture, where all leaders and teachers become a community bound to the same code (Morgan, 2006).

Authority that Informs Leadership

There are several forms of authority in which leaders use. Sergiovanni (1992, 2007, 2013) identifies four categories of authority: bureaucratic authority, psychological authority, professional authority and moral authority are a few.

Bureaucratic is the authority of hierarchy, rules, and regulations. It is common for factories to have leadership that uses bureaucratic authority. This type of leadership demands that employees all follow the rules and commands from the boss. This type of authority works best when tasks are straight-forward and not complex. In educational institutions, this type of authority leads to all stakeholders knowing who will make and communicate all decisions. The line of command is clear and everyone knows their responsibilities within the organization. A negative consequence to this type of authority is diminished performance by teachers through a lack of ownership. Additionally, there can be an erosion of the human spirit and capacity for spontaneous action (Morgan, 2006; Sergiovanni, 1992, 2007, 2013).

In psychological authority a leader uses motivation and interpersonal skills to lead. Psychological authority works under the premise that employees work best when workers achieve rewards based on the tasks they perform (Morgan, 2006; Sergiovanni, 1992, 2007, 2013). According to Sergiovanni (1992, 2013), leaders often barter with teachers so that teachers always get something they want. This authority assumes that employees need more than praise and compensation and will be willing to work for

security, social support, and the opportunity to create and grow as individuals and as a

group (Morgan, 2006; Sergiovanni, 1992, 2007, 2013). Teachers may be willing to work

hard and achieve goals in order to gain the intrinsic rewards described above. However,

this becomes a problem when leaders have nothing to offer the employees or teachers

(Morgan, 2006; Sergiovanni, 1992, 2007, 2013), and motivation may be lost.

Professional authority is employed when knowledge and expertise from and by

the teachers and leaders are used to make institutional decisions (Sergiovanni, 1992).

Managers allow others to make decisions based on their own particular expertise

(Morgan, 2006). When professionals are afforded the opportunity to contribute to the

decisions, they have ownership and motivation. With professional authority, teacher

performance is often enhanced and teachers may become collective in their work. At the

same time, when teachers have fundamentally different understandings of their roles,

clear direction toward a common goal can be lost (Morgan, 2006; Sergiovanni, 1992,

2007, 2013).

The final source of authority is moral authority. Moral authority is employed

when the stakeholders of the institution have a shared purpose and mission. All of the

stakeholders are bound by a common purpose. This type of authority often leads to

collaboration and enhanced performance among peers (Palestini, 2012; Sergiovanni,

1992, 2007, 2013). Moral authority allows for professionalism first and leadership

second (Morgan, 2006; Palestini, 2012; Sergiovanni, 1992, 2007, 2013).

Professionalism is described as competence and virtue. Virtue is defined as "a

commitment to the professional ideal of exemplary practice in the service of valued

social ends" (Sergiovanni, 1992. p. 68). Once professionalism is established, teachers

begin to self-manage. If this self-management has a lens of a shared covenant or mission

which all actions are viewed through, the professional authority becomes moral authority

(Morgan, 2006; Palestini, 2012; Sergiovanni, 1992).

Types of Leadership

The type of authority a leader uses will inform the type of leadership created.

There are many types of leadership. Syed (2014) describes five factors that are essential

for effective school leadership. They are as follows: shape a mission for academic

success; create a climate hospitable to education; cultivate leadership in others; improve

instruction; and manage people data and processes (Syed, 2014). Syed states that the

mission for the school must embody a commitment to high standards and to the success

of all students. There are three types of leadership that embody all of Syed's attributes:

transformational leadership, Catholic Jesuit leadership, and moral leadership.

Transformational leadership. Transformational leadership describes a type of

leadership where leaders work to create capacity, development, and higher levels of

personal commitment to the goals of the organization (Heifetz, Grashow, & Linsky,

2009; Leithwood & Jantzi, 2000). Transformational leaders use charisma to inspire those

that they lead (Palestini, 2004). A transformational leader changes an organization by

developing a mission, communicating the mission, building trust in the mission, and

achieving the mission through motivation of organizational members (Palestini, 2012).

This said, transformational leadership does not have to come from the person in charge,

such as the school principal, but it often does (Heifetz et al., 2009; Leithwood & Jantzi,

2000; Palestini, 2012). Transformational leadership can be used by any person who inspires the commitments of teachers to believe in and act on the common covenant and mission (Leithwood & Jantzi, 2000). A transformational leader will support mastery of the capacity of the teachers to obtain the mission (Leithwood & Jantzi, 2000; Palestini, 2012).

According to Leithwood and Jantzi (2000), transformational leadership has six dimensions: building school mission and goals; providing intellectual stimulation; offering individualized support; modeling professional practices and values; demonstrating high performance expectations; and developing structures to foster participation in school decisions. A transformational leader must motivate teachers to achieve beyond their original expectations (Palestini, 2012). This can be achieved through the six dimensions as described by Leithwood and Jantzi (2000) or the four sources of authority as previously discussed (Morgan, 2006; Palestini, 2012; Sergiovanni, 1992, 2007, 2013).

Catholic Jesuit leadership. The Jesuit contribution to leadership wisdom starts with the four unique values that Jesuits believe create leadership substance and they are: self-awareness, ingenuity, love, and heroism (Lowney, 2003). In other words, Jesuit leaders are leaders who "understand their strengths, weaknesses, values, and worldview, confidently innovate and adapt to embrace a changed world, engage others with a positive, loving attitude, and energize themselves and others through heroic ambitions" (p. 9). Lowney points out several differences between Jesuit leaders and others. First, Jesuit leaders believe that we are all leaders all the time. Jesuit leaders also believe that

leadership springs from within, and that leadership is not an act, it is a way of living. Finally, Jesuit leaders believe that the task of leading is never complete.

Palestini (2004) states that the Ignatian vision for school leaders are informed through five principles that define Ignatian leadership. These principles are: the Ignatian concept of the magis or the "more," the care of the person, the process of inquiry, the development of men and women for others, and the service to the underserved and marginalized. The last principle speaks directly to social justice (Palestini, 2004). The "more" is also referred to as magis or moving away from the status quo to embrace the process of change. Challenging the status quo is to be done through the principle of inquiry. "Ignatius suggests that the ideal disposition for inquiry and discernment is humility" (p. 29). The care of the person also referred to as cura personalis, which means that the need to care for the individual person should never be lost. In the fourth principle, the development of men and women for others is accomplished through leadership by creating a culture of service. The principle of service leads to a notion of "solidarity with the underserved and marginalized and his principle of social justice" (p. 32). It is through these leadership principles that the Jesuits use to create an Ignatian vision for school leadership.

The implications are that Ignatian leaders, or specifically Ignatian school leaders, must be moral leaders or leaders that use purposing to inspire, and their purposes are stated in the Ignatian vision.
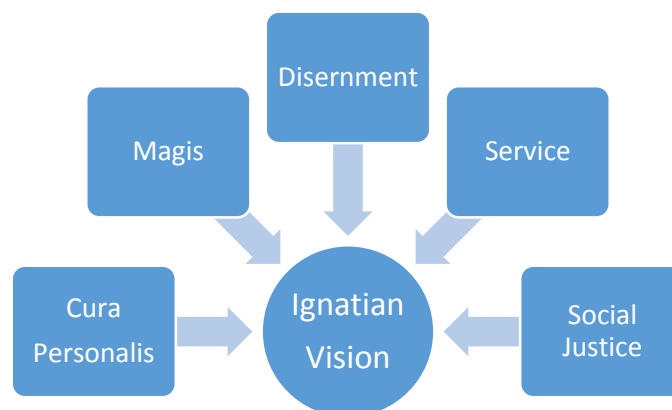
Figure 3. Ignatian Vision for School Leadership

Moral leadership. As with transformational and Catholic Jesuit leadership, moral leadership, which uses moral authority, is leadership through purposing. Purposing can enhance the performance and productivity of both people and organizations as well as provide sense and meaning (Fullan, 2003; Morgan, 2006; Palestini, 2012; Sergiovanni, 1992, 2007, 2013).

Moral leadership starts with the heart, a set of values and beliefs. These values and beliefs inform the creation of goals for the institution. Palestini (2006) recommends a goal such as "All Children Are Achieving" (p. 16). Once the goals have been established, the leadership then creates the plan for achieving the goals. The plan goes from the heart to the head, as in Sergiovanni's (1992, 2007, 2013) metaphor, from heart to head to hand. Finally, leadership puts the plan into motion, completing the metaphor with the hand (Sergiovanni, 1992, 2007, 2013).

The mission sets the direction of the institution. It is intended to motivate the stakeholders (Fullan, 2003; Palestini, 2012). According to Palestini (2012), "The first responsibility of a leader is to define reality through a vision" (p. 20). This means that leaders must have a strong moral compass (Fullan, 2003). Leaders need to remember the fundamental reasons for why they are school leaders and put students at the center of mission (Fullan, 2003; Palestini, 2012). Fullan (2003) explains,

> Moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful citizens and workers in a morality based knowledge society. (p. 29)

Fullan describes four levels of leaders. Level one leaders make a difference in individuals. These leaders spend time making a difference for individual teachers and students. Level two leaders make a difference in the school. This happens when the culture of the school becomes transformed and continuous improvement takes place. Level three mirrors level two but the continuous improvement is at the district level. Finally, level four leaders' impact school leadership and society. This is a leader working with a strong sense of purpose and interacting with other school leaders, broadening their thinking in a way that benefits society.

Leadership and Ethics

The word "moral" is defined as relating to what is right or wrong in human behavior (Webster's Dictionary, 2014). The word "ethic" is defined as rules that are based on what is morally right and wrong (Webster's Dictionary, 2014). Moral

leadership uses morally based rules and ethics as the lens for creating and developing a mission.

Shapiro and Stefkovich (2011) describe lenses or paradigms that leaders can use to make difficult decisions. For the purposes of this research, we will look at the following four lenses: the ethic of justice, the ethic of critique, the ethic of care, and the ethic of profession.

The ethic of justice is grounded in law and freedom as an individual right. The ethic of deontology is generally associated with the philosopher Immanuel Kant. Deontological ethics claims that people act from obligation or duty. This duty is bounded by the highest good, and acting upon the highest good is done for good's own sake. The ethic of utilitarianism is the ethic usually associated with Jeremy Bentham. Bentham taught that what should be done is what benefits the greatest good, or what maximizes pleasure (Shapiro & Stefkovich, 2011; Wagner & Simpson, 2009). The ethic of justice is comprised of both deontology and utilitarianism, promoting a just system that protects the freedoms of individuals for the greatest good, promoting the education of citizens to become free and just (Shapiro & Stefkovich, 2011; Wagner & Simpson, 2009).

The ethic of critique challenges the law, understanding that values and laws become normalized and may be corrupt in nature by privileging some at the expense of others. As the world becomes more and more diverse, it becomes more and more important for educational leaders to be able to make decisions that can "recognize, reflect on, and appreciate differences" (Shapiro & Stefkovich, 2011, p. 4). The ethic of critique challenges social class with the intent of creating a more equitable experience for those

who are traditionally marginalized (Shapiro & Stefkovich, 2011; Wagner & Simpson, 2009).

The ethic of care turns to care and connections to find answers to moral dilemmas. Caring for children is a primary responsibility of any school, making the ethic of care another ethical paradigm that should be considered by school leaders (Bolman & Deal, 2013; Shapiro & Stefkovich, 2011; Wagner & Simpson, 2009).

The ethic of profession is the combination of the ethics of justice, critique and care. The ethic of profession moves beyond the previously discussed ethics, and considers the moral aspects unique to the profession, and asks educational leaders to become more aware of their own personal and professional code of ethics (Shapiro & Stefkovich, 2011; Stefkovich, 2014). This combination means that the ethic of profession must view all dilemmas through the rules and laws that bind the school, through the care for all stakeholders, through the lens of equity, and through the personal code of the leader. Equity is defined as justice in the way people are treated (Webster's Dictionary, 2014). In this case, equity means access to quality education for all students. "The student's best interests are at the center of the ethic of profession" (Stefkovich, 2014, p. 22).

Difficult decisions often require complex analysis and the use of multiple ethical lenses. Ethics has increasingly become a part of educator's pre-service training (Stefkovich, 2014). The Interstate School Leader Licensure Consortium Standards (ISLLC) states in standard 5, "A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical

manner" (National Policy Board for Educational Administration, 2015). The implementation of the multiple ethical lenses to real ethical dilemmas in the school is required by the standards created by the Interstate School Leader Consortium.

Since moral leadership states that leadership should start with a mission (Fullan, 2006; Palestini, 2012; Sergiovanni, 1992), and this mission is to be used as the foundational claim to motivate teachers and set the direction of the organization (Palestini, 2012), the creation of the mission should employ the ethical lenses as a foundation. The ethic of profession "considers the ethics of justice, care, and critique as well as what the profession expects, what happens when personal and professional ethics clash, and how the community influences educators' ethical decision making" (p. 15), making the ethic of profession an optimal lens when creating an institution's mission (Stefkovich, 2014).

Leadership and Student Outcomes

Transformational leaders place students at the center of the goals and mission of the institution (Palestini, 2012). Leaders influence teaching and student learning in a variety of ways (Isabel, 2012; Klar & Brewer, 2013; Marzano, 2007; Rhodes & Brundrett, 2009), most importantly by setting the direction of the entire school through the mission (Klar & Brewer, 2013; Fullan, 2003; Palestini, 2012; Sergiovani, 1992, 2007, 2013) as well as by redesigning the organization, and managing the instructional program (Israel & Kasper, 2004; Klar & Brewer, 2013). In addition, school leaders, such as principals, should focus primarily on the improvement of classroom instruction (Bryk et al., 2010).

The mission is used to ensure that administrators, teachers, students, parents, and the community all understand the desired outcomes for students, and work toward those outcomes (Fullan, 2003; Palestini, 2012; Sergiovani, 1992, 2007, 2013). Research shows that leadership is ranked second to classroom instruction in the influence over student outcomes (Dufour & Marzano, 2011; Isabel, 2012; Marzano, 2007; Sergiovanni, 2013), because the effect of leadership is considered indirect through supervision and mission. Indirect or not, it is clear that leadership does affect student learning and therefore should be considered when looking at student outcomes.

School leaders can also affect student outcomes through a deliberate concentration on curriculum organization, developing quality professional development and professional communities, supporting parents, and creating a culture toward continuous improvement (Bryk et al., 2010).

Student outcomes of achievement can be increased through leadership. For the Catholic school leader, this leadership must always move through love (Lowney, 2003). Increased student achievement must consider the care of the child and social justice should always be present and inform all initiatives that are geared to increase student achievement (Palestini, 2004).

Leadership and School Improvement

A school leader's first priority is to create the mission with all of the stakeholders of the institution. This mission should be centered on students by improving teaching and learning (Marzano, 2007; Pasterini, 2012). Since improving student achievement is what school improvement is designed to do, leadership should contribute dramatically to

the success or failure of school improvement (Bryk et al., 2010; Israel & Kasper, 2004;

Rhodes & Burndrett, 2009), and student outcomes.

Successful school leaders are those who distribute the leadership responsibilities

amongst the staff (Marzano, 2007; Pasterini, 2012; Rhodes & Burndrett, 2009;

Sergiovanni & Starratt, 2013) and create teacher leaders who will work to accomplish the

goals set by the school community (Bryk et al., 2010; Heifetz et al., 2009). A school staff

is more likely to build a capacity for change when they share in the leadership

responsibilities and treat leadership as a moral activity (Marzano, 2007; Pasterini, 2012;

Rhodes & Burndrett, 2009; Sergiovanni & Starratt, 2013).

Teaching and learning standards and expectations should be rigorous and clear,

regardless of the students' circumstances (Bryk et al., 2010). Leaders should engage with

students both inside and outside of school. Engaging students both in and out of school

builds relationships and improves student outcomes (Bryk et al., 2010; Rhodes &

Brundrett, 2009). This engagement should allow students to be known well and be part

of the community (Bryk, 2008). Relationships between students and teachers should be

viewed as a resource accessible to all students (Bryk, 2008). Finally, by engaging the

community, leaders will gain partners in the institution's mission, enhancing the potential

for improving the school and the outcomes of the students (Bryk et al., 2010; Rhodes &

Brundrett, 2009).

In order for Catholic school leaders, specifically Jesuit Catholic leaders to

improve schools, they must do all of the aforementioned while operating within the

Ignatian vision for school leaders. Specific guideposts stated for Jesuit Catholic leaders

include improving rigor, distribution of responsibilities, and engaging the community.

Jesuit leaders must improve rigor while also caring for the student (Bryk et al., 2010;

Palestini, 2004). School leaders must distribute leadership responsibilities to the staff but

must also ensure that the staff operates in the service of others (Marzano, 2007; Pasterini,

2004, 2012; Rhodes & Burndrett, 2009; Sergiovanni & Starratt, 2013). As school

leadership engages the community, they must do so through the service of those members

of the community who are marginalized (Bryk et al., 2010; Palestini, 2004; Rhodes &

Brundrett, 2009). School leaders are obliged to create schools that promote student

success through these Ignatian principles, but other leaders can also use these principles

to increase student achievement (Palestini, 2004).

Leadership and Race

The dictionary defines equitable as just and right (Dictionary.com, 2014) and the

ethic of profession states that care, justice, and critique along with the leader's personal

code of ethics are used in making critical decisions in schools (Shapiro & Stefkovich,

2011; Stefkovich, 2014; Wagner & Simpson, 2009). At the same time, moral leadership

leverages a shared covenant or mission to motivate teachers and employees (Fullan,

2006; Palestini, 2012; Sergiovanni, 1992), and Jesuit Catholic leadership demands that

the whole student is cared for (Palestini, 2004). Both moral and Jesuit leadership demand

a mission that uses the ethic of profession as a lens that will explicitly state equity for

students (Palestini, 2004; Shapiro & Stefkovich, 2011; Sergiovanni, 2007; Wagner &

Simpson, 2009), and have students at the center of decision making.

In order to be just for all students, each student's culture needs to be considered and honored (Armstrong & McMahon, 2013; Childress, Doyle, & Thomas, 2009; Delpit, 2012; Horsford et al., 2011; Singleton, 2013). A cultural divide or mismatch happens when students experience an incompatibility between their school and home cultures (Armstrong & McMahon, 2013; Ford, 2014; Horsford et al., 2011; Singleton, 2013). Race, ethnicity, gender, sexuality, ability, language, social class, and faith tradition are examples of what creates personal and collective culture. As our nation becomes more diverse, there exists a greater need for culturally responsive leadership in our schools (Armstrong & McMahon, 2013; Ford, 2014; Horsford et al., 2011). This reality is magnified due to the fact that our nation is becoming more diverse while our teaching and school administration populations are not (Armstrong & McMahon, 2013). Race is a subject that can be difficult and uncomfortable to talk about. Talking about race is traditionally not part of the culture, specifically for the dominant culture (Douglass Horsford, 2014; Singleton, 2014). The avoidance of conversations about race among the dialog of school leaders is problematic but pragmatic since race is traditionally a difficult topic to discuss (Douglass Horsford, 2014; Singleton, 2013).

Culturally relevant pedagogy supports students academically while affirming their cultural identity (Horsford et al., 2011). Leaders who are blind to color fail to reach their students, parents, teachers, and communities, and fail to assist students and parents to fully utilize community resources (Douglass Horsford, 2014; Singleton, 2013; Vera, Israel, Coyle, Cross, Knight-Lynn, Moallem, Bartucci, & Goldberger, 2012). When leaders do not see color, race is unconsciously used to reproduce inequality and

oppression, and the student's culture is not honored in the classroom (Delpit, 2013; Douglass Horsford, 2014; Singleton, 2013).

In order to overcome this color blindness, the culturally relevant leader puts their personal journey of cultural proficiency between their professional duty and pedagogical approach (Green & Dantley, 2013; Horsford et al., 2011; Zacarian, 2012). The pedagogical approach of culturally relevant and antiracist education is integrated into the daily practice of the leader's professional duty. Horsford et al. (2011) state that the personal journey of the leader is defined as their ability to

> measure and assess their effectiveness in working with student, family, and community populations are directly connected to their willingness to interrogate and acknowledge their deeply held beliefs and assumptions concerning students who represent racial, ethnic, economic, or linguistic backgrounds or life experiences different from their own. (p. 597)

The Achievement Gap

For the purposes of this paper, the term achievement gap will refer to the Black-White achievement gap known as the gap in scores on standardized tests that exists between black and white students (Green & Dantley, 2013; Vanneman, Hamilton, Baldwin Anderson, & Rahman, 2009). The achievement gap is a gap in achievement or performance between minority and disadvantaged students and their white peers (West Virginia Department of Education, 2010). In the book *Savage Inequalities*, the term achievement gap is a kinder way of discussing pervasive racial and socioeconomic disparities in student achievement (Kozol, 1991). In this research case, the term

achievement gap will only pertain to racial disparities between Latino and white, and

African American and white students because this case is looking at predominantly

Latino and African American students' achieving above average outcomes for Latino and

African American students in the Chicago area.

History of the Achievement Gap

Historically, our educational system was set up for white males (Allen, 2008).

According to Glenn Singleton (2013), "The American school system was designed, from

the very beginning to exclude, then marginalize, and then under-educate children of

color" (p. 6). When an institution favors white people it is called institutional racism. In

order to end this racism, schools must be able to accommodate the needs of students who

are culturally diverse, yet little successful progress has been made toward accomplishing

this goal (Allen, 2008; Delpit, 2012; Lindsey, Roberts, & Campbelljones, 2005; Palestini,

2012).

During slavery, many colonies made reading and writing among slaves to be

illegal (Public Broadcasting Service, 2014). However, these laws did not dissuade

African Americans American's from reading, writing, and pursuing education. Phyllis

Wheatley became the first published African American in 1773 (Brown Baby Reads,

2014). In 1836 Alexander Lucius Twilight was elected to the Vermont State

Government, and a year later James McCune Smith became a doctor in Scotland (Brown

Baby Reads, 2014). However, from the beginning of the establishment of schools in

Virginia, schools were segregated (Virginia Historical Society, 2014). At the time,

African Americans were thrilled to have free education, but this education was controlled

by the white government and received far less financial support than white schools (Virginia Historical Society, 2014).

On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation. This document declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free" (National Archives, 2014). Thirty three years later in 1896, a plaintiff named Plessy attempted to sit in an all-white railway carriage car. After refusing to move, Plessy was arrested and found guilty under the "separate but equal" law (lawnix.com, 2014). "Separate but equal" was extended to K-12 education in the *Gong Lum v. Rice* case in 1927 (Russo, 2006). On May 17, 1954, the Supreme Court struck down its previous ruling of *Plessy v. Ferguson*, and stripped away constitutional sanctions for segregation by race, and made equal opportunity in education the law of the land (Russo, 2006; Smithsonian National Museum of American History, 2014). The Supreme Court's decision, Brown v. Board of Education of Topeka, Kansas, (Russo, 2006) was based on campaigning from students, parents, and African American lawyers from Howard University law school as well as the National Association for the Advancement of Colored People (Smithsonian National Museum of American History, 2014). These groups used an array of evidence including photos as the ones below showing the disparities between a typical white classroom and a typical Africa American classroom during the early 1950's.

Source: Smithsonian National Museum of American History (2014). Retrieved on September 15, 2014 from http://americanhistory.si.edu/brown/history/2-battleground/battleground.html

Figure 4. Photo of a White and an African American classroom in America during the 1950s

After Brown v. Board of Education, things began to happen to promote equality in this country. In 1955, Rosa Parks refused to give up her seat on a Montgomery, Alabama bus to a White person. In 1957, the federal government used the military to escort nine African American students into a school in Little Rock, Arkansas. In 1956, the U.S. Supreme court ruled that the segregation of buses in Montgomery was unconstitutional (The Public Broadcasting Service, 2014). Then, in 1963, 200,000 people marched on Washington, D.C. and Martin Luther King Jr. delivered his "I Have a Dream" speech (Public Broadcasting Service, 2014). In 1965 the Elementary and Secondary Education Act (ESEA) was passed (Barton & Coley, 2010). This act focused on the inequity of school resources. In 2001 the No Child Left Behind of 2001 (NCLB) was passed and required that data be disaggregated by race with the intention of holding all schools accountable for the education delivered to their students (Russo, 2006; U.S. Department of Education, 2014). On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) into law. This bipartisan measure reauthorizes ESEA while also building on the previous ESEA and NCLB laws (U.S. Department of Education, 2016). One provision included in the law (ESSA) is intended to advance

equity for high needs and disadvantaged students by upholding critical protections (U. S. Department of Education, 2016).

Trends in the Achievement Gap

While disaggregating data by race has become more common since NCLB, the U.S. Department of Education (2011) reports high school completion rates by race, and has for many years. From 1990 to 2013, dropout rates for all students have declined. However, the dropout rate for Latinos and African Americans has always been higher than for whites (National Center for Educational Statistics, 2015). Interestingly, the gap between white and Hispanic dropout rates narrowed while the gap between white and African American dropout rates remained consistent (National Center for Educational Statistics, 2015).

The achievement gap persists today (National Center for Educational Statistics, 2014; The Nation's Report Card, 2013). Despite this persistence, there have been gains in the percentages of Latino and African American students scoring proficient since 2002 (Center on Educational Policy, 2010; The Nation's Report Card, 2013).

The gap between reading and math scores for Black and White students was smallest around 1990 (Barton & Coley, 2010). Scores grew apart again and then began to move toward each other around 2004 (Barton & Coley, 2010).
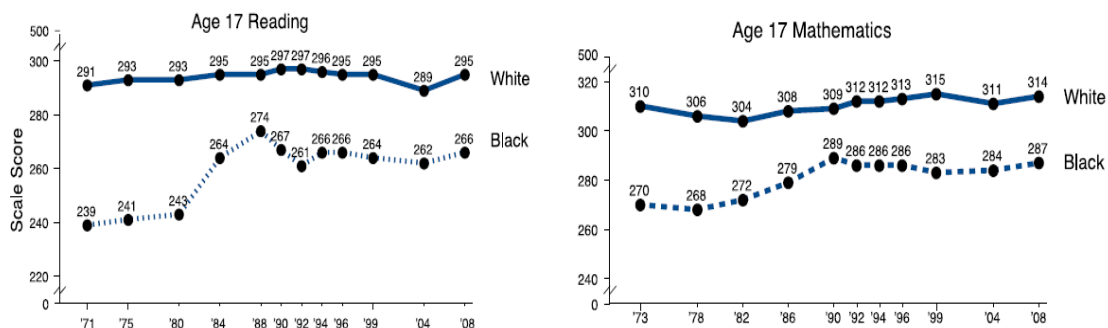
Age 17 Reading / Age 17 Mathematics

Figure 5. Trends in the Achievement Gap between White and African American students from 1971 to 2004 in reading and mathematics

Between the 1970s and 1990s, there was a period of progress where the achievement gap became smaller. Around 1990 progress stopped and the achievement gap has since remained steady for the past 25 years (Barton & Coley, 2010; National Center for Educational Statistics, 2014; The Nation's Report Card, 2013). In tracking the gap between 1971 and 2008, there are four trend periods. From early 1970 to the late 1980s there is a large narrowing of the gap in both reading and mathematics. During the 1990s, the gap narrowing halted and in some cases began to increase. From 1999 to 2004, the gap began to narrow again with the largest reductions in reading. From 2004 to present, there is little change in the gap in math, while there were small gains in the narrowing of the gap in reading (Barton & Coley, 2010; National Center for Education Statistics, 2014).

Currently, White students scored an average of 297 in reading, while Latino students scored an average of 276, and African American students scored an average of

268. This is a gap of 21 and 29 points respectively (National Center for Education

Statistics, 2015). This gap has remained steady since 2004 for math and reading as seen

in the following charts (The Nation's Report Card, 2013).
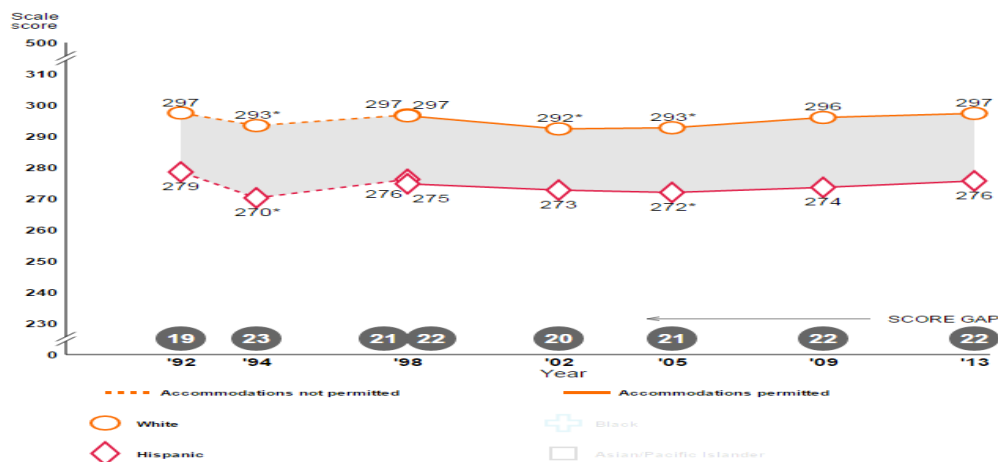
Figure 6. Trends in the Achievement Gap between White and Latino students from 1992
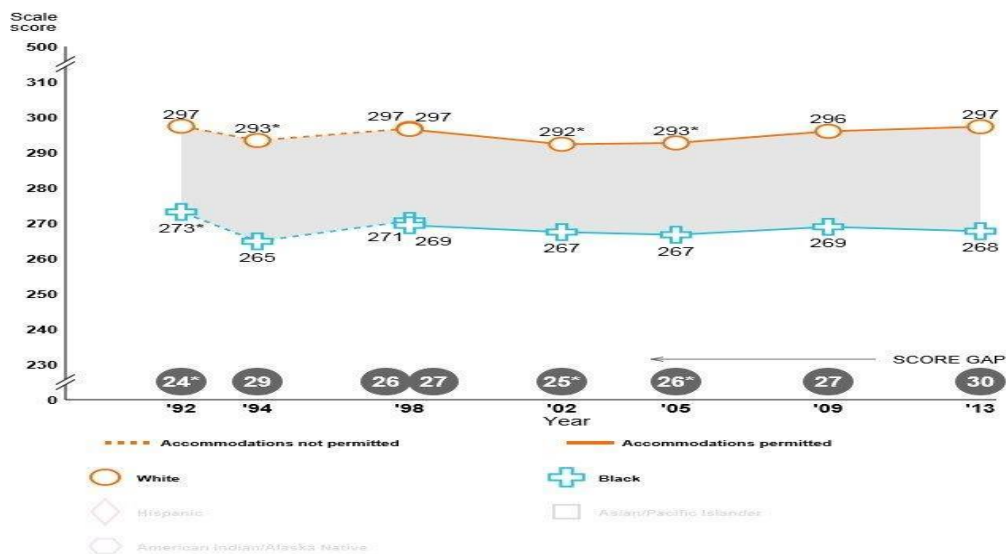
to 2014 in reading

Figure 7. Trends in the Achievement Gap between White and African American students

from 1992 to 2014 in reading

Additionally, white students scored an average of 162 in math white Latino students scored an average of 141 and black students scored an average of 132, or a difference of 21 points and 30 points respectively (National Center for Education Statistics, 2015).
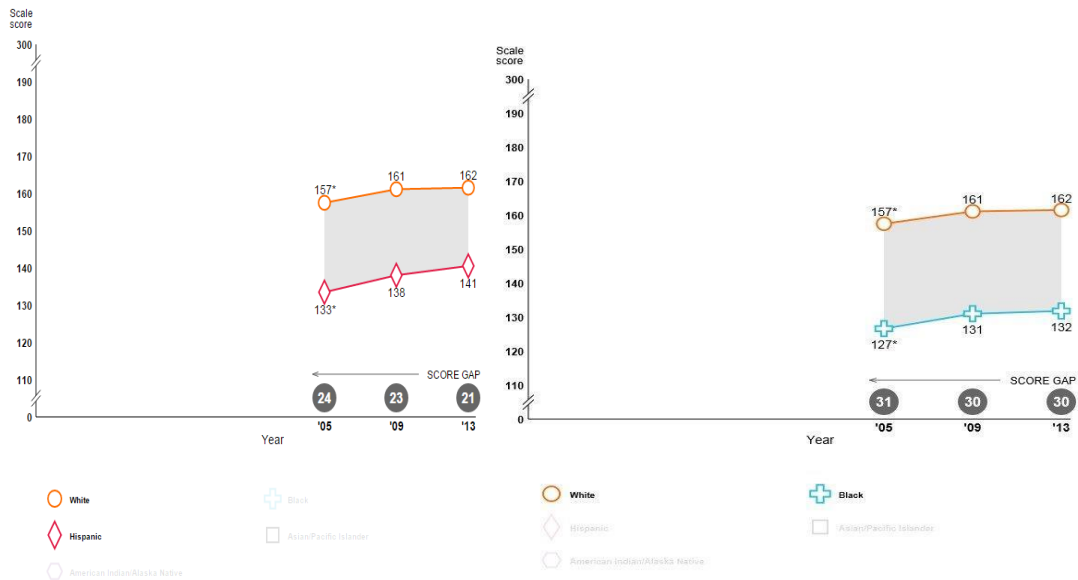
Figure 8. Trends in the Achievement Gap between White, Latino, and African American students from 1992 to 2014 in math

Today, it is estimated that while 84% of white students graduate high school nationally, only 72% of Latino students and 65% of African American students graduate (Sweas, 2014).

Why Did the Gap Narrow?

There are several reasons outside of leadership that have been studied as possibly contributing to the narrowing of the achievement gap from 1945 to around 1990. These reasons include: increased economic opportunities for African Americans (Ferguson, 2008) and changes in family factors such as each parent's educational attainment, family

income, and nutrition, as well as, demographics, monetary contributions made to programs that directly affect African American and language minority children, and structural changes in schools (Allen, 2008; Armor, 2006; Barton & Coley, 2010; Ferguson, 2008).

One reason that the gap decreased in the years up to 1990 may be the substantial economic progress made by Black Americans from 1945 through 1975 (Barton & Coley, 2010; Ferguson, 2008). Another factor may be the family and demographic changes. Research concludes that improvements in the circumstances of minority families relative to white families made "sizable" (p. 8) contributions to the reduction of the achievement gap (Barton & Coley, 2010).

Investments into programs that benefit African American children may or may not be a reason for gap narrowing. In 1965, the Elementary and Secondary Education Act (ESEA) was responsible for making investments into Head Start and Title I. These investments are attributed with contributing to the reduction of the achievement gap for students under the age of 13. However, in the age group of 13 through 17, these gains are erased, and an increase in investments in Head Start and Title I appear to have no affect (Barton & Coley, 2010; National Center for Educational Statistics, 2014; The Nation's Report Card, 2013; West Virginia Department of Education, 2010). In 1968, Title VII of the Elementary and Secondary School Education Act gave federal recognition to education in languages other than English in the form of the Bilingual Education Act (Bell, 1976; Wilson, Shields, & Marder, 1994). A few years later in 1974, the Supreme Court decision of Lau v. Nichols made it illegal to fail to provide adequate instruction to

non-English speaking students (Bell, 1976). These two acts gave greater access to education for minority students. Another factor looked at is the investment in nutrition for students at school. It can be concluded that the impact of this investment does not have a large direct effect on student achievement since the investment from the government has continued to increase, and the achievement gap has both narrowed and increased over this time (Barton & Coley, 2010; National Center for Educational Statistics, 2014; The Nation's Report Card, 2013).

In addition to the above mentioned reasons for improvement in the achievement gap, research cites several reasons for the improvement that are directly related to educational leadership. For example, structural changes to schools may also impact the achievement gap. What courses students take and tracking have been looked at as possible contributors to the narrowing of the achievement gap during the 1970s and 1980s. It should be noted that despite the fact that there has been a sharp increase in students of color taking advanced high school course from 1990 to 2005, the gap has been fairly stagnant during this time. Current discussion as to why the increase in students of color taking advanced high school courses has not led to a narrowing of the achievement gap include the possibility that advanced high school courses are not being taught by highly qualified teachers (Barton & Coley, 2010; Dale, 2010).

Why Does the Gap Persist?

Although the achievement gap has decreased, it still persists (Vanneman et al., 2009). In 2014, between Latino and White students there was a 21 point gap, and between African American and White students there was a 29 point score gap in reading

(Barton & Coley, 2010; National Center for Educational Statistics, 2014; The Nation's Report Card, 2014). In math, there was a 21 (Latino-White) and 30 (African American-White) score gap (Barton & Coley, 2010; National Center for Educational Statistics, 2014; The Nation's Report Card, 2014). In order to understand these data trends, Barton (2004) required two steps for data analysis. First, he identified the life experiences and conditions that research showed were associated with school achievement. Second, he looked for statistics that indicated whether children's experiences with each factor differed on the basis of race/ethnicity and income.

Life experiences and conditions that are associated with school achievement, and how they differ for White and Black children. Infants with low birth weights, lead poisoning, hunger, and malnourishment are known to compromise cognitive development and student achievement. All four of these factors affect minority students more than their white counter-parts (Armor, 2003; Barton, 2004; Ferguson, 2008). Home factors also contribute to achievement. Reading to children increases their vocabulary and school success (Ferguson, 2008). Black and Hispanic children are read to by an adult less often than white children (Armor, 2003; Barton, 2004; Simon et al., 2011). The time watching television and family size can also affect student outcomes. Students who watch too much television, or come from large families tend to do less well in school. Student mobility and parent participation with their child's school also affect student achievement and more adversely affect students of color (Armor, 2003; Barton, 2004; Ferguson, 2008; Simon et al., 2011).

Additionally, factors such as the education level of the mother and father, family income, whether the mother is working, the age of the mother when the child was born, the number of siblings the child has, whether the mother is single or married, and the race of the parents are all factors that may affect achievement of students (Grissmer, Kirby, Berends, & Williamson, 1994; The Nation's Report Card, 2012). That said, even when all of these factors are held constant, a gap between Latino and White student achievement still persists, and a gap between African American and White student achievement still persists.

Finally, stereotype threat is also a factor that contributes to student achievement (Brewester & Stephenson, 2013; Steele, 2010). According to Steele, stereotype threat is "a standard predicament of life" (p. 5). The predicament is pressure felt by the student in every situation where the student fears that a negative stereotype could be applied to them. This pressure then affects performance (Steele, 2010). All of these are life experiences that contribute to the achievement gap. School factors also contribute to the gap.

School factors that may affect the achievement gap. Since this research is focused on educational leadership, it is important to look at school factors. School factors that can affect student outcomes include the rigor of the curriculum, expectations placed upon students by teachers and their educational institution, and the experience and quality of the teachers in the classrooms (Barton, 2004; Dallavis, 2013).

The rigor of the curriculum as well as teacher expectations have clear associations with student achievement and historically have not been equitable for all students. Denis Lawton (1977) explains

> social elitism has survived as a part of the teacher-pupil relationship in which teachers think of certain kinds of children as automatically inferior or in-educable; and in particular this gives rise to teachers and educational decision-makers thinking that it is quite natural for one kind of child to have a different curriculum form another child from a different social group. (p. 15)

Teacher expectations also affect student outcomes and high expectations must be communicated to students by teachers, administrators, and parents in order for them to benefit all students (Dallavis, 2013).

In this research study, Latino and African American students who are performing above average for similar students in the Chicago area are "the case". The information on factors contributing to the achievement gap is germane to the study because it identifies key areas of interest such as resources, teachers and teacher training, curriculum and instruction as well as the student's personal experiences and the community's norms. The researcher intends to learn what specific processes were used to create the leadership in this case, and how the National Standards and Benchmarks, along with the Mission Effectiveness Standards informed those processes.

Why do we Care?

The achievement gap has been looked at since the 1970's (Barton & Coley, 2010; Ferguson, 2008; Vanneman et al., 2009). There are many reasons that this issue

continues to be studied. Equity and social justice, accountability, and democracy are a few of these reasons.

Equity in education is a highly respected value by Americans (Anderson, 2010). Americans expect to have schools provide equitable education to all students. Kenschaft (2014) states that there are three reasons to care about equity in education. The first reason is purely ethical. There is simply no moral justification for favoring one human being over another in the educational setting as an educational leader (Kenshaft, 2014; Noddings, 2003). Second, equity in education will create a country where all people have appropriate work (Collins & Yeskel, 2005). Finally, it appears that people are happier when they are surrounded by a diverse group of people (Kenschaft, 2014; Noddings, 2003).

While social justice has become part of the language in education, it was written about in Catholicism as a religious concept and theory since the 18th century (Burke, 2010). The term social justice was first used in Catholic writing by Luigi Taparelli d'Azeglio in 1843. It was Taparelli's intent to develop a conservative and Catholic theory of society that would be an alternative to the liberal and laissez-faire theories of the day (Burke, 2010). Taparelli questioned whether the existence of an aristocracy was just and fair. In the 1930's, Fernando Vives Del Solar, S. J. started a movement toward social justice in Chile (Burno-Fofre, 2013). Vives' intense social work with workers and young people "articulated a vision of a Christian social order inspired by the Gospel" and grounded in social action (p. 706). To define social justice can be difficult, but Taparelli explains it as justice between man and man. Social justice should raise all men to an

equal level in regards to the rights given with their humanity, since the Creator has equalized them by nature (Burke, 2010).

Social justice in education. Education in the United States started out as a mandate for all citizens. In 1642, Massachusetts passed a law mandating that parents make certain that their children could read and understand the laws of the commonwealth (Clare Boothe Luce Policy Institute, 2014). In 1785, President Jackson stated that all the people must take responsibility for the education of all the people and be willing to pay for it, asserting that education was not the sole responsibility of the parent (Kober, 2007). Boston opened the first public school in 1821 (Clare Boothe Luce Policy Institute, 2014), and education was made compulsory in Massachusetts in 1852. By 1913 all states had compulsory school attendance laws (Clare Boothe Luce Policy Institute, 2014) thus creating our current public school system.

Horace Mann was appointed as Secretary of Massachusetts's Board of Education in 1837 (Clare Boothe Luce Policy Institute, 2014) and is considered to be one of the nation's first school reformers (Nasaw, 1979). Horace Mann believed that hard work was the key to the American dream, and that all citizens could improve their condition through education (Brick, 2005; Nasaw, 1979). In 1838, Horace Mann founded and edited the *Common School Journal* and therein published six principles of education which are as follows: Citizens cannot maintain both ignorance and freedom; this education should be paid for, controlled, and maintained by the public; this education should be provided in schools that embrace children from varying backgrounds; this education must be nonsectarian; this education must be taught using tenets of a free

society; and this education must be provided by well-trained, professional teachers

(Dewey, 1937). Both the first and third tenants speak to why we, as a society, want all of

our children to be educated equitably.

Mann's discussion regarding education and equity was furthered by John Dewey

(Brick, 2005). Dewey argued that human nature was linked with social condition.

Dewey believed that human nature would lead to intelligent judgment and action if the

appropriate conditions were met. In other words, Dewey believed in nurture over nature

(Brick, 2005; Dewey, 1936). Dewey promoted a school system that would serve all

students equally (Brick, 2005; Dewey, 1937).

The No Child Left Behind (NCLB) Act (U.S. Department of Education, 2002),

was a bi-partisan bill co-authored by representatives George Miller and John Boehner,

and Senators Ted Kennedy and Judd Gregg. After passing both the house and senate, the

No Child Left Behind Act was signed into law on January 8, 2002 by President George

W. Bush (Lyttle, 2011). The purpose of the law is to "ensure that all children have a fair,

equal, and significant opportunity to obtain a high-quality education" (20 U. S. Code

§6301, 2002). In this age of accountability, teachers and schools are judged by student

scores on standardized achievement tests (Dallavis, 2013). If any subgroup fails to meet

expectations, the entire school and district will be considered failing. No Child Left

Behind mandated the disaggregation of data by race and socio-economics putting a

spotlight on the achievement gap and equity in education (U. S. Department of

Education, 2002). In December of 2015, the Every Student Succeeds Act (ESSA) was

signed into law by President Obama. Like NCLB, this was a bi-partisan effort intended

to ease some of the unrealistic performance targets set by NCLB (U. S. Department of Education, 2016). ESSA also allows states to identify and develop interventions for the lowest performing school while also dedicating funding for these interventions (U. S. Department of Education, 2016).

Equity and Social Justice in Leadership

Social justice in schools takes many forms. How do we bring up all students inside of school when the playing field for all students is not level outside of school (Marshall & Oliva, 2010; Santamaria, 2014)? Creating an equitable experience for students can be difficult with students of different ethnicities, genders, languages, family structures, socio-economic levels, and gender identities (Marshall & Oliva, 2010; Santamaria, 2014).

If the goal is to increase student outcomes while honoring students as individual and valuable people, then leaders must apply social justice to their work (Armstrong & McMahon, 2013; Childress, Doyle, & Thomas, 2009; Delpit, 2012; Horsford et al., 2011; Singleton, 2013). To be a socially just educational leader one must challenge the status quo and question who is privileged and who is served by our current systems and policies. This leader must also take a hard look at traditional constructs in our schools that are designed to reproduce society by continually disadvantaging the same groups of people (Armstrong & McMahon, 2013; Childress et al., 2009; Delpit, 2012; Horsford et al., 2011; Marshall & Oliva, 2010).

Catholic Education

History of Catholic Education in America

During the colonial period of the United States, Catholics were forbidden to maintain their own schools (Ellis, 1956). In the 1790's when the United States national government was being formed, John Carrol was being consecrated as the first bishop in the United States (Ellis, 1956; Koob & Heller, 1968). This period in time began "without a single [Catholic] educational institution" (Ellis, 1956, p. 52). In 1791, Georgetown College was launched, and St. Mary's Seminary was opened in July of 1791 with the purpose of training priests.
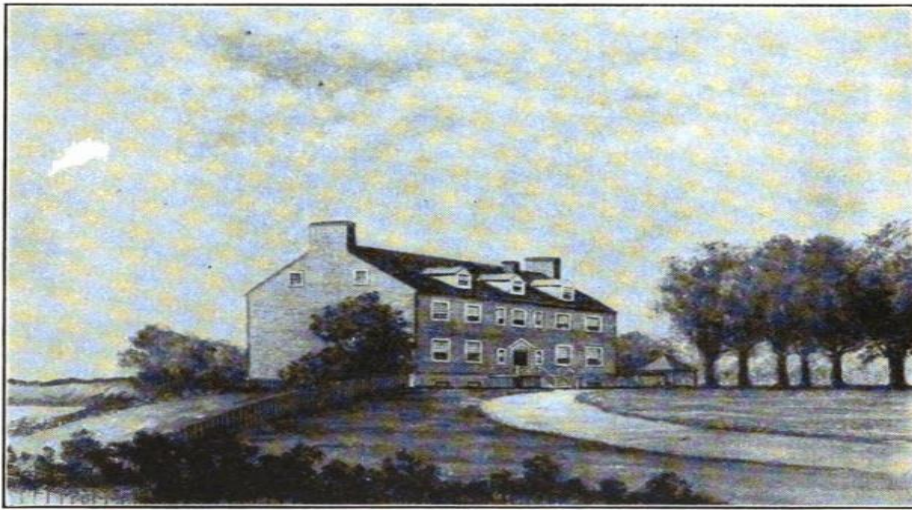
GEORGETOWN UNIVERSITY
Original Building, Erected 1788

Figure 9. Photo of Georgetown University in 1788

In the early 1800's, Catholic immigrants began to pour into the United States as a result of political disturbances in their home countries (Burns & Kohlbrenner, 1937; Koob & Heller, 1958). Additionally, large numbers of Irish Catholics began to immigrate to America as a result of the potato famine in Ireland (Caruso, 2012; Koob &

Heller, 1968). As a result, the American Catholic population went from 195,000 in 1820 to 1.6 million in 1850 (Koob & Heller, 1968).

As the Catholic population grew, the Protestant majority feared that Catholics would see the authority of the Pope above the authority of the United States president. Additionally, the public feared that if Catholics became the majority, Catholics would defer to the Pope's authority and it would interfere with the governance of the country (Caruso, 2012). As a result of this fear and prejudice, public schools began to incorporate more and more of a Protestant influence, and this influence included the reading of the King James Version of the Bible, "a version that was repugnant to immigrant Catholics who fled religious persecution at the hands of oppressive British policies" (p. 10). The increase of the Catholic immigrant population along with the marginalization of Catholics in public schools led to a large increase in the creation of Catholic parochial schools, and by 1840 at least 200 Catholic parochial schools existed (Caruso, 2012; Ellis, 1956; Palestini, 2004).

The increase in demand for Catholic schools created an increased demand for teachers and principals. Additionally, since most of the citizens taking advantage of Catholic schools were poor urban immigrants, resources to pay new teachers and principals were limited (Caruso, 2012; Hunt, Oldenski, & Wallace, 2000; Hunt & Walch, 2010). This need was filled by importing teaching Sisters (Brinig & Garnett, 2014; Caruso, 2012; Hunt et al., 2000; Hunt & Walch, 2010), many of whom came from Europe and worked for very low wages. Since parochial schools were not bound by the same laws as public schools, teacher credentials and certifications were not present in a

majority of Catholic schools during this time (Caruso, 2012; Hunt & Walch, 2010).

However, resources remained limited, so as newer, poorer, and less educated immigrants

came into country, wealthier Catholic communities were tapped to fund the new urban

parochial schools that were created to service these newer and poorer immigrants (Hunt

& Walch, 2010).

After the Civil War, the newly reconstituted public schools of Horace Mann

posed a new threat to Catholics as these schools were secular (Palestini, 2004). These

threats coincided with the swell of Catholic immigrants from Italy and Poland (Caruso,

2012; Palestini, 2004). This new group not only experienced prejudice from old

Americans, but also from settled Catholic families (Caruso, 2012; Hunt & Walch, 2010).

As a result, it was not uncommon for towns to have several Catholic churches and

schools, all speaking different languages (Caruso, 2012; Hunt & Walch, 2010). With a

new demand for teachers, new teaching Sisters were cultivated through the Catholic

population (Caruso, 2012; Hunt & Walch, 2010). Families were very large and

opportunities for women were severely limited influencing many young women to seek

the teaching profession through the Catholic Church (Caruso, 2012).

With Catholic schools steadily increasing, a set of documents were created that

expressed the tenets of Catholic faith and supported a strong commitment to Catholic

schools during this period (Hunt & Walch, 2010; Palestini, 2004). These documents

were created during the Second and Third Plenary Councils of Baltimore in the late

1800's (Hunt & Walch, 2010; Palestini, 2004). The Second Plenary Council of

Baltimore in 1866 was presided over by Archbishop Spalding (New Advent, 2016). The

decrees created by this council were signed by seven archbishops, 39 bishops, and two

abbots (New Advent, 2016). Title IX stated that every parish should erect a school, these

schools should employ teachers belonging to religious congregations whenever possible,

catechism should be instituted in the churches for students who attend public school, and

a strong desire to a Catholic University in the United Stated (New Advent, 2016). The

Third Plenary Council was presided over by Archbishop Gibbons of Baltimore and Title

vi stated that parents must send their children to a Catholic school whenever possible

(New Advent, 2016). During the third provincial council, the concerns over public

hostilities toward Catholics grew and were discussed (Hunt & Walch, 2010; Palestini,

2004). Part of the council discussions included the fact that Catholic leaders were eager

to ensure that all church members had access to a Catholic education (Hunt & Walch,

2010; Palestini, 2004). After the third provincial council, Catholic authorities took the

bold step of mandating that all Catholic churches construct an elementary school as part

of their parish within two years (Hunt & Walch, 2010).

The increased demand for Catholic schools during this time was partially due to

the fact that the Catholic schools were tuition-free (Palestini, 2004). Catholic tuition-free

schools were possible due to the monetary sacrifices of the many Sisters who worked in

the schools (Caruso, 2012). Funding for these tuition-free schools came predominantly

from parishioners' offerings both during mass and at special offerings and wealthier

Catholic communities (Hunt & Walch, 2010).

In the 1920's Catholic schools began to be compared in a negative way to public

schools due to lack of accreditation and certified teachers, most of whom were nuns

(Caruso, 2012; Hunt & Walch, 2010; Palestini, 2004). The National Catholic Educational Association responded by creating its own accreditation parameters that mirrored public schools with the exception of the inclusion of Faith. (Palestini, 2004). During the 1950's the National Sister Formation began to professionalize teacher and principal preparation creating highly educated Sisters before they entered the classroom (Hunt et al., 2000). Between the 1930s and 1960s, enrollment into parochial schools greatly increased, specifically in secondary schools (Hunt & Walch, 2010; Palestini, 2004). In 1962, Pope John XXIII opened Vatican II. Two important changes came out of Vatican II. First, the issue of racial justice was raised (Hunt et al., 2000; Palestini, 2004). Second, the church allowed more active participation of lay people into church affairs. This allowed more teachers, principals, and board members to be lay people (Hunt et al., 2000; Palestini, 2004). In 1972, the Bishops published *To Teach As Jesus Did,* and the book identified a "threefold ministry for Catholic schools: (1) to teach doctrine, the message of hope contained in the gospel; (2) to build community, not simply as a concept to be taught, but as a reality to be lived; and (3) to serve mankind" (Palestini, 2004, p. 7).

The number of Catholic schools in the United States peaked in 1965 served-close to 5.6 million students (Hunt et al., 2000). During the decades of the 1970s through the 1990s, there was a decline in enrollment for Catholic schools of more than one million students (Miller, 2006; Palestini, 2004). By 2003, enrollment had declined by 2.55 million. As white Catholics grew richer, they moved to the suburbs leaving urban neighborhoods and many Catholic schools followed them to the suburbs (Brinig & Garnett, 2014; Hunt & Walch, 2010; Sweas, 2014). This decline of white Catholics

created an array of issues for urban Catholic schools (Hunt & Walch, 2010; Hunt et al., 2000). To begin with, as the richer Catholics moved out, they were replaced with a new set of poor nonwhite immigrants such as African Americans and immigrants from Latin America (Hunt & Walch, 2010; Sweas, 2014). Additionally, White Catholics were not keen on a racially diverse student body in their private schools marginalizing poor minority immigrants even more (Brinig & Garnett, 2014; Hunt et al., 2000). In 1965, there were 3.95 Sisters for every 1,000 Catholics compared to 2002 where there were only 1.16 Sisters for every 1,000 Catholics, leaving the need for higher paid lay persons to fill teaching vacancies (Caruso, 2012; Miller, 2006), creating a financial hardship for Catholic schools. Both of these issues persist today (Palestini, 2004). The figure below shows the decrease in enrollment in Catholic elementary and secondary from 1960 to 2010 (Goldschmidt & Walsh, 2011).
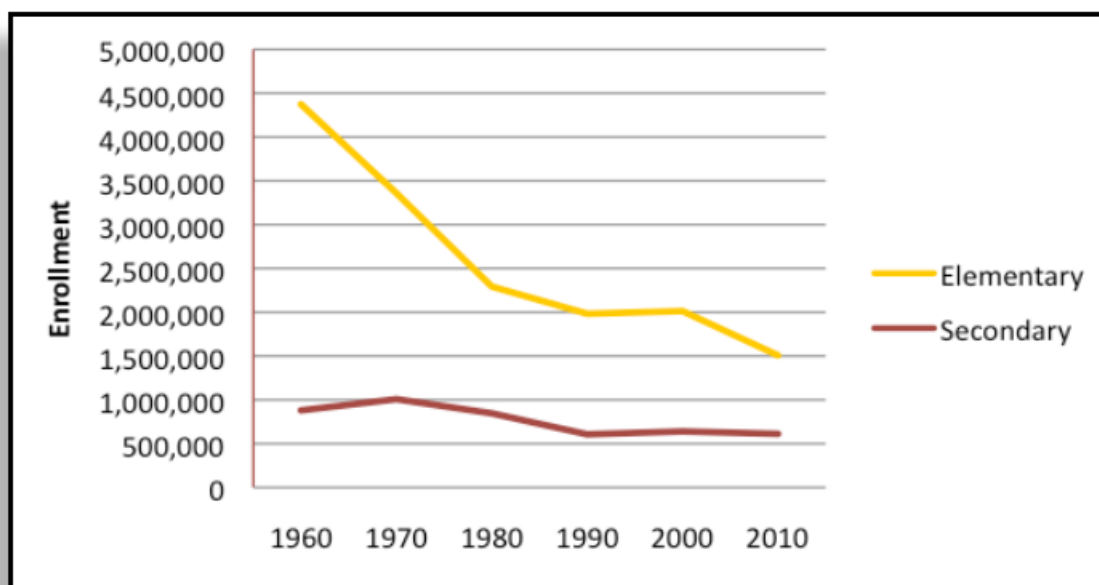
Figure 10. Enrollment in Catholic Elementary and Secondary School from 1960 to 2010

During this time, the church would work to clarify its mission and why Catholic schools were different from their public counter parts (Hunt et al., 2000). This was made more difficult due to the fact that Catholic schools were taught and run by more and more lay persons, some of whom lacked the Catholic understandings and commitments of their predecessors (Hunt et al., 2000).

Financially, urban Catholic schools were beginning to fail and Catholic schools began to close (Brinig & Garnett, 2014; Hunt et al., 2000). Costs continued to increase with the shift in teachers from nuns to lay employees (Hunt & Walch, 2014; Hunt et al., 2000). At the same time, students who had the financial means to pay for the higher price of private schools continued to move out to the suburbs taking their tuition and parish contributions with them (Brinig & Garnett, 2014; Hunt & Walch, 2010; Hunt et al., 2000). The students who remained in the city were predominantly minorities, and by 1990, 23% of the total population was African American, and 64% of them were not Catholic (Hunt et al., 2000). To combat the decreasing enrollment, the Catholic leadership worked to promote Catholic education for all students, including non-Catholics (Brinig & Garnett, 2014; Hunt et al., 2000). In 2006, Catholic elementary and secondary schools in the United Stated enrolled over 2.4 million children, and accounted for almost 30% of the private and religious schools in the country (United States Conference of Catholic Bishops, 2006). However, the creation of charter schools has decreased Catholic school enrollment by giving students and their parents more school choice (Brinig & Garnett, 2014).

Today, a new set of Catholic immigrants are entering the country from Mexico and Latin America. Today, approximately 30% of all Catholics are Latino (Pew Research Center, 2014), and 40% of Catholics today earn less than $30,000 per year. This influx of Latino immigrants comes during the same time that Catholics grapple with the understanding that sexual abuse has been prevalent in the Church (John Jay College of Criminal Justice, 2004).

Looking ahead, Pope Emeritus Benedict challenged the church to "reach new social, cultural and religious frontiers" (Currie, 2013, p. 355). In accepting the challenge, Father General Nicolas states, "All the good work our colleges and university have done and are doing to foster our Jesuit, Catholic identity, and to make come alive the best of Catholic intellectual life and Catholic social teaching, has prepared us for the challenge" (p. 356). He further states "In the strengths we have built in our schools, we have opportunities to participate in transformation, not only of our schools, but our Church, nation, and world" (p. 356).

History of Catholic Education in Chicago

The Brothers of the Congregation of the Holy Cross was founded in 1820 and began teaching at the University of Notre Dame, South Bend, Indiana soon thereafter (Burns & Kohlbrenner, 1937). Eventually the Brothers began to teach in parishes in various cities, including Chicago (Burns & Kohlbrenner, 1937). In 1935 Chicago had its own archdiocese (Burns & Kohlbrenner, 1937).

In 1844, Chicago's first Bishop, William Quarter believed so strongly in Catholic education that he opened the first Catholic college in Chicago twenty-nine days after

arriving (Hunt & Walch, 2010). By 1890, Chicago would have the largest parochial school system in the nation. However, the arrival of the six Sisters from the Sisters of Mercy of Pittsburgh in October 1846 marked the real beginning of parochial education in Chicago (Hunt & Walch, 2010). By 1848 the Sisters of Mercy enrolled more than two hundred girls in school and taught Sunday school in three parishes (Hunt & Walch, 2010).

Due to increasing Catholic immigrant populations, Bishop Anthony O'Regan invited Arnold J. Damen, S. J. to the city to increase access to parochial education to Catholics. In 1857, Damen constructed a church, college, and free school (Hunt & Walch, 2010). Damen also took advantage of the great Chicago fire of 1871 by building neighborhood parochial schools throughout the city to serve a variety of immigrant populations (Hunt & Walch, 2010).

On May 24, 1889, Illinois Governor Joseph W. Fifer singed the Edwards Law. This law stated that all students must attend a public school for six weeks out of each year or their parents would be fined. Children would be exempted from this provision only if their parochial school was approved by the local school board (Hunt & Walch, 2010). Chicago Catholics joined forces with Lutherans to oppose this law. The Catholics' political fight against Edwards Law was grounded in the idea that freedom of worship was linked to freedom of education (Hunt & Walch, 2010). Edwards Law was soon thereafter repealed.

During the nineteenth century in Chicago, ethnic groups held on to the idea that the future of the Catholic Church was dependent upon the school that stood next to the

church (Hunt & Walch, 2010). In 1916, Archbishop George W. Mundelein encouraged the construction of beautiful churches with spacious schools (Hunt & Walch, 2010). Mundelein also moved Chicago's parochial schools to a standardized curriculum with common text books and English as their primary language (Hunt & Walch, 2010). Through the 1920's, Chicago's population grew and so did the number of Catholic elementary and parochial schools.

The end of World War II brought about the baby boom as well as thousands of Catholics moving out of the city and into the suburbs (Hunt & Walch, 2010). In 1958, Chicago's Archbishop Albert Gregory Meyer's largest concern was race (Hunt & Walch, 2010). The "color line" had been challenged (p. 217), and in 1953, 700 students from 88% of the city's Catholic high schools gathered the first Interracial Study Day to discuss racial discrimination. That same year, the Ladies of Loretto announced their intentions to accept African American students as well as White students (Hunt & Walch, 2010). Despite these efforts, most Catholic schools were not as brave as the Ladies of Loretto, and by the late 1950's, few Catholic schools welcomed African American students. By the 1960's, Catholic schools were having trouble recruiting White students in urban areas such as the far south and west sides of Chicago. In September of 1960, Archbishop Meyer made his stance on race clear by declaring that all pastors were forbidden to reject from his school any Catholic African American child (Hunt & Walch, 2010).

Between the 1960's and now, there has been a steady decline in Catholic school enrollment in the city of Chicago (Jaworski, 2012). During the past 50 years, private school enrollment went from 344,000 to about 86,500 (National Center for Education

Statistics, 2015). This decline is attributed to Catholics moving out of the city, the

increase in expense regarding sending students to parochial schools, and the advent of the

charter and magnet school within the city (Jaworski, 2012). It is the hope that the Cristo

Rey schools will reverse this trend as the school in Pilsen has twice as many applicants as

openings (Jaworski, 2012).

Catholic Education Philosophy

While Catholic education struggles in urban cities due to the factors described

above, it strives in the suburbs (Hunt & Walch, 2010) The success of Catholic

institutions in the suburbs may be contributed to the fact that Catholic education is

grounded in ethical leadership that promotes the highest education for all students

(McCloskey, 2011; Palestini, 2012). This educational philosophy was articulated in 1990

by the Catholic Bishops of the United States when they issued the statement *In Support of*

Catholic Elementary and Secondary Schools (United States Conference of Catholic

Bishops, 2006). In this statement they affirm a strong conviction that Catholic

elementary and secondary schools are of great value to the Church and nation. The

bishops affirmed their commitment to Catholic education through the following goals:

> Catholic schools will continue to provide a Gospel-based education of the highest
>
> quality; Catholic schools will be available, accessible, and affordable; The
>
> bishops will launch initiatives in both the private and public sectors to secure
>
> financial assistance for parents, the primary educators of their children, so that
>
> they can better exercise their right to choose the best schools for their children;
>
> and, Catholic schools will be staffed by highly qualified administrators and

teachers who would receive just wages and benefits, as we expressed in our

pastoral letter *Economic Justice for All.* (United States Conference of Catholic

Bishops, 2006, p. 267)

In 2006, *The Holy See's Teaching on Catholic Schools* by Archbishop J. Michael

Miller was published. In this book, Archbishop Miller lays out five essential marks of

Catholic schools. These Five Marks are rooted in the Catholic identity and include:

inspired by a supernatural vision, founded on a Christian anthropology, animated by

communion and community, imbued with a Catholic world vision, and sustained by

Gospel witness.

The first mark, inspired by a supernatural vision, refers to the fact that education

should not only teach children to read and write, but it should also teach children to be

good citizens, to love God and their neighbors, and to enrich society through the Gospel

(Miller, 2006). This first mark states that Catholic education cannot solely be about

seeking knowledge that leads to monetary success, but also about the spirit of a child, and

how Catholic schools nurture and develop the spirits of its children (Miller, 2006).

The second mark, founded on Christian Anthropology, refers to Christ being the

divine way and instrument of teaching. According to Archbishop Miller (2006), this

statement infers that all children are divine and education must bring forth the divinity in

each of them. The second mark is a reminder that students are not clients and Catholic

schools are not assembly lines. Catholic schools are teaching human beings, and the

teaching of Christ must be integrated in every part of a student's education (Miller,

2006).

Animated by communion and community refers to the Catholic school as a community rather than an institution (Miller, 2006). Miller describes this community in four areas:

1. Teamwork would include students, teachers (both religious and lay), and parents in an attempt to reproduce the warmth of a family. Teachers, parents, and school board members need to work together for the common good, the students.

2. Cooperation between educators and the bishops. This cooperation must start with trust which requires dialogue through unbiased listening and acceptance of differences. Bishops are responsible for ensuring that Catholic schools are based on the principles of the Catholic doctrine.

3. Interactions between the students and teachers. Teachers need to ensure that students grow both intellectually and spiritually. First, teachers need to be good Catholic role models living Catholic values. Second, teachers must show genuine care and interest for every student.

4. The school's physical environment is considered to be an extension of the child's home. Additionally, schools should express the Catholic culture through images, symbols, icons, and other objects traditional to Catholic devotion. (p. 15)

Imbued with a Catholic world vision means that understanding and knowledge do not stand apart from faith, culture, and living. Education must take into account the whole child, not just the intellectual child. It is the intention of the Catholic school to

move students to intrinsically strive for the wisdom and truth. The Catholic school also strives for students to integrate their Catholic faith into their everyday lives (Miller, 2006).

Finally, sustained by Gospel witness means that the Christian message is revealed through not only words, but through the actions and culture of the school, it's teachers, and its leaders (Miller, 2006). This can be accomplished only if school leaders hire committed Catholics. Catholic teachers can connect Catholic gospel to all secular disciplines, giving students the context in which to be Catholics in daily life (Miller, 2006).

In 2005, The United States Conference of Catholic Bishops wrote a paper entitled "Renewing our Commitment to Catholic elementary and Secondary schools in the Third Millennium" (Catholic School Standards, 2016). In this document, the Bishops affirm their commitment to Catholic education and to provide young people with schools that are ready to "address their spiritual, moral, and academic needs" (United States Conference of Bishops, 2005). Building on this commitment, the Catholic Education Collaborative Conference was held in October of 2009 (Catholic School Standards, 2016). During this conference, diocesan personnel, school leaders, Catholic educational networks, the National Catholic Educational Association, and Catholic university scholars and leaders knew that a united set of national standards would further serve the commitment to Catholic schools (Catholic School Standards, 2016). Led by Dr. Lorraine Ozar, a collaboration of all stake holders created the National Standards and Benchmarks for Effective Catholic Elementary and secondary Schools in 2012 (Catholic School

Standards, 2016). These standards and benchmarks are intended to be used by school leaders to inform the mission, teaching, and learning of the institution. The leadership standards defined within the National Standards and Benchmarks states that the school leader is responsible for the development, implementation, and oversight of the school's mission, and maintenance of academic excellence.

This case specifically looks at Cristo Rey St. Martin high school in Waukegan, Illinois, a high achieving Catholic high school, and how the National Standards and Benchmarks, as well as the Mission Effectiveness Standards have been used to inform leadership, and how the benchmarks and standards may have influenced student success. The Catholic Jesuit philosophy as previously stated supports the four unique values that Jesuits believe create leadership substance and they are: self-awareness, ingenuity, love, and heroism (Lowney, 2003). Specific to the Ignatian vision for school leaders, the five principles that inform and define Jesuit leadership include: the Ignatian concept of the magis; the care of the person; the process of inquiry; the development for men and women for others; and the service to the underserved and marginalized (Palestini, 2004).

National Catholic School Standards

In 2001, NCLB was passed, and assessment and evaluation results gained a heightened status in public schools (Kallemeyn, 2009). While ESSA allows for states to drive their own performance targets based on multiple measures, annual statewide assessment of all students' learning remains a federal mandate (U. S. Department of Education, 2016). At this time, these mandates do not affect Catholic schools unless the school accepts public money through Title I. However, there does exist a public demand

for Catholic institutions to self-assess (Kallemeyn, 2009). In March of 2012, The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) were published. The idea of the standards first surfaced at a 2009 conference at Loyola University Chicago (Boyle, 2010; Ozar, 2012). The intention of these standards are to provide Catholic school educators and stakeholders with research-based criteria for operation of a "mission-driven, program-effective, well-managed, responsibly governed Catholic school" (Ozar & Weitzel-O'Neil, 2013, p. 157). While creating the standards, the committee knew that acting consistently regarding access for all was a priority, but also recognized the challenges faced by many Catholic schools such as limited resources, time, and personnel (Boyle, 2010; Ozar, 2012).

Implementation of the standards is up to the local authority (Ozar, 2012). The standards simply state the destination, but do not specify the route. The NSBECS offer nine defining characteristics, 13 standards, and 70 benchmarks. The defining characteristics are taken directly from the Holy See's teaching on Catholic schools (Ozar, 2012; Ozar & Weitzel-O'Neil, 2013) and are as follows:

- centered in the person of Jesus Christ;

- contributing to the evangelizing mission of the church;

- distinguished by excellence;

- committed to educate the whole child;

- steeped in a Catholic worldview;

- sustained by Gospel witness;

- shaped by communion and community;

- assessable to all students; and

- established by the expressed authority of the bishop (Ozar & Weitzel-O'Neill, 2012, p. 1 - 3).

The National Standards and Benchmarks for Effective Catholic schools contain a set of criteria for which Catholics schools will hold themselves accountable. This criterion contain four domains: mission and Catholic identity; governance and leadership; academic excellence; and operational vitality. The domain of governance and leadership holds leadership accountable through six benchmarks detailing the governing body's role and obligations (Ozar & Weitzel-O'Neill, 2012). The authority is still held at the local level such as the principal and parish, but there are now objective benchmarks for the school to use determine its success (Ozar & Weitzel-O'Neil, 2013).

> Standard Five states that
>
> an excellent Catholic school has a governing body which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making in collaboration with the leadership team for the development and oversight of the school's fidelity to mission, academic excellence, and operational vitality. (Ozar & Weitzel-O'Neill, 2012, p. 8)

This standard contains six benchmarks. These benchmarks state that the governing body will: represent the diversity of the stakeholders; systematize policies of the schools policies to ensure fidelity to the mission, continuity, and sustainability; maintain a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect; maintain a constructive and beneficial relationship with the

diocesan Education Office consistent with policy; maintain a relationship with the

canonical administration marked by mutual trust, close cooperation, and continuing

dialogue in the case of a parish school; and engage in formation and on-going training

and self-evaluation for itself and the leadership team (Ozar & Weitzel-O'Neill, 2012).

These benchmarks are important to this case because this research seeks to answer how

specific processes are being created to foster leadership, and these processes may be

shaped by the National Standards and Benchmarks.

The sixth standard states that an excellent Catholic school has a qualified

leader/leadership team empowered by the governing body to realize and implement the

school's mission (Ozar & Weitzel-O'Neill, 2012). This standard contains seven

benchmarks. These benchmarks state that the leader/leadership team will: meet national,

state and or diocesan requirements for school leadership preparation and licensing to

serve as the faith and instructional leadership of the school; articulate a clear mission for

the school, and this mission will engage the school community to ensure a school culture

embodies the vision; takes responsibility for the development and oversight of personnel,

including recruitment, professional growth, faith formation, and formal assessment of

faculty and staff in compliance with diocesan policies; establish and support networks of

collaboration at all levels within the school community to advance excellence; direct the

development and continuous improvement of curriculum and instruction, utilizing school

wide data to plan for continued and sustained academic success and growth; work

collaboratively with the governing body to provide and infrastructure of programs and

services that ensures the operational vitality of school; and assume responsibility for communication new initiative and school programs to all constituents.

Moral and Jesuit leadership uses a mission that puts students at the center (Palestini, 2004, 2012; Sergiovanni, 1992). Moral authority is a shared authority among all stakeholders where the leader serves the enterprise or students (Sergiovanni, 1992). The ethic of profession focuses on the best interests of students (Stefkovich, 2014). The ethic of profession not only uses the ethic of justice to inform leadership, but also uses the ethic of critique which considers equity, and those that have been traditionally marginalized (Stefkovich, 2014). NSBECS speak specifically to following the rules of authority, including state and diocesan rules (Ozar & Weitzel-O'Neill, 2012), as well as the development and collaboration of the staff, and the representation of the diversity of the students.

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The Cristo Rey Network

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A Brief History of the Jesuits

In 1540, there were only 10 Jesuits in Rome. Their leader, Ignatius of Loyola, opened schools with the sole purpose of educating new Jesuits (Kearney, 2008). Today Jesuits operate thousands of primary and secondary schools, colleges, and universities all over the world (Kearney, 2008). In 2013, a Jesuit named Jorge Mario Bergoglio was elected Supreme Pontiff and became Pope Francis, the first Jesuit Pope (The Holy See Press Office, 2016).

The History of the Cristo Rey Network

While Fr. Bradley M. Schaeffer, S. J. was the principal of St. Ignatius College Prep "one of Chicago's preeminent educational institutions " (Kearney, 2008, p. 7), he knew he wanted a Jesuit college preparatory school in the Pilsen or Little Village neighborhoods for the Hispanic immigrant children. Father Schaeffer believed that the need was greatest in these neighborhoods (Kearney, 2008). In 1991, Father Schaeffer was named the 13th provincial of the Chicago province of Jesuits, and he began to visit parishes in the Pilsen and Little Village neighborhoods (Kearney, 2008). Father Schaeffer wanted to be with the poorest of the poor, where the needs were the greatest. In 1992, he "penned a letter to Joseph Cardinal Bernardin, leader of the Chicago Archdioceses, asking permission for the Jesuits to assume pastoral care of a parish in a Latino neighborhood (p. 13). Cardinal Bernardin offered M. Schaeffer J. S. two parishes, and in 1992, Schaeffer chose St. Procopius in Pilsen (Kearney, 2008).

Another Jesuit, Father Gartland, S. J. had previously worked in Peru at Cristo Rey Jesuit High School in Tacna, Peru where he believed the needs to be the greatest (Kearney, 2008). During a visit to see Father Gartland by Father Schaeffer, Schaeffer hand-picked Gartland to conduct a long-term feasibility study on Mexican-Americans in the Pilsen and Little Village neighborhoods (Kearny, 2008; St. Procopius, 2015). During the feasibility study in 1993 and 1994, parents in the community communicated to Father Gartland that they wanted to send their children to a safe school that would prepare them for college (Kearney, 2008; Thielman, 2012). Eventually, Father Garland came up with

11 pre-suppositions that would serve as the architecture for the Cristo Rey Network and schools (Kearney, 2008). These 11 pre-suppositions are:

1. The educational center will be Catholic and Jesuit and will have a clearly articulated mission statement.

2. Based on the needs of the students and the parents, the center will strive for academic excellence. The hope is to provide quality education for the people of Pilsen.

3. The goal is not to replace existing parishes and their schools, but rather to work with them.

4. Ongoing collaboration with Catholic high schools will also be important. The goal is simply to provide more families in Pilsen/Little village with the option of a quality Catholic education.

5. The hope is to educate families. Parental involvement will be necessary for the school's success. Adult education and spiritual development will be an integral part of the center.

6. Community involvement in the planning and functioning of this project will be crucial. This center has the opportunity to model a new way for schools to collaborate with communities.

7. The curriculum and atmosphere of the center will be culturally sensitive to the Mexican American community it serves. The model and programs of the center will be different from traditional ways of proceeding. The hope is that the administration, staff, and faculty will be culturally sophisticated in order to

welcome and accommodate the families they serve. This will include encouraging students and their families to appreciate their culture, heritage, language, and traditions while being integrated into the larger society.

8. This project will be for the people of Pilsen/Little village. It will be located in the neighborhood and restricted to residents of the neighborhood.

9. The school will begin by accommodating students at the junior high and high school levels. It could start with a group of seventh graders and grow year by year until it has full junior high and high school enrollment.

10. The principles and objectives will be formulated by an advisory committee that will include parents, educators, community leaders, church leaders, business leaders, and Jesuit personnel.

11. The project will have support of the Chicago Province of Society of Jesus. Support for the proposed endeavor cannot be provided only by the provincial and a few Jesuits.

Father John Foley, S. J. and Father Ted Munz, S. J. joined the project. It was their jobs to make the school affordable, and in time, the work study program was launched (Kearney, 2008). In 1995, John P. Foley, S.J. came home to Chicago after spending 34 years working in education with the poor of Tacna, Peru (Cristo Rey Network, 2014). It was at this time, with other Jesuits, that Father Foley and his team created a plan to open a college preparatory high school in the Pilsen neighborhood of Chicago. This school served mostly Mexican American students. Cristo Rey Jesuit High School opened in 1996.

In 2001, several groups contacted Father Foley wanting to open their own high school modeled after the Cristo Rey School in Pilsen. At this time, Father Foley decided to create the Cristo Rey Network. In 2003, the Network was formally organized as a 501(c)3 organization and schools began to open around the country. During this same year, the Bill and Melinda Gates Foundation, along with venture philanthropists B. J. and Bebe Cassin, provided seed funding to promote the replication of the Cristo Rey schools (Cristo Rey Network, 2014). In 2012, the Walton Family Foundation announced its investment of $1.6 million in the Cristo Rey Network to open another 25 new high schools (Cristo Rey Network, 2014) all in large urban areas.

Cristo Rey's work-study model. The Cristo Rey Network schools are unique due to its work-study program. The idea was to follow a business model where students would work five days a month at entry-level jobs in professional companies (Cristo Rey Network, 2014; Sweas, 2014). This model was designed and implemented by Preston Kendall, a graduate of the Kellogg Graduate School of Business and the first work-study director for Cristo Rey (Sweas, 2014; Thielman, 2012). The companies that the students worked for would in turn underwrite the tuition costs of the students as payment for their work (Cristo Rey Network, 2014). The benefits to the companies are the value added in the real work completed by the students, tax benefits in the form of charitable contributions since tuition is paid in lieu of wages, and the ability for the companies to contribute to urban youth receiving a private college preparatory education.

The benefit to the students is that they will work an equivalent of one year in a professional business by the end of the senior year (Thielman, 2012) and the students will

have most of their tuition paid. Students work in a professional setting such as a bank or hospital (Cristo Rey Network, 2014). The work experience that students gain will not only provide tuition support, but will also reinforce the "thinking strategies" and "lifelong learning behaviors" they learn in the classroom and need to be successful in college.

The chart below shows a sample of a four week schedule of a school sponsor and the students who will work with them (Cristo Rey Network, 2014). Each job is split between four student workers (Sweas, 2014). For example, student A will go to work every Monday and the first Friday. Student A will attend the Cristo Rey School the rest of the time (Cristo Rey Network, 2014).

Table 1

Example of Monthly Student Work Schedule for the Cristo Rey Network

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Student A	Student B	Student C	Student D	Student A
Week 2	Student A	Student B	Student C	Student D	Student B
Week 3	Student A	Student B	Student C	Student D	Student C
Week 4	Student A	Student B	Student C	Student D	Student D

In the Cristo Rey Network of schools, more than 8,000 students earn more than $40 million each year toward their tuition working for 2,000 companies. These companies range from family firms to Fortune 500 companies (Sweas, 2014).

Cristo Rey's guiding principles and mission. The Cristo Rey Network's mission is simple and clear. Cristo Rey is Catholic, serves economically disadvantaged

students, is family and community centered, and prepares all Cristo Rey students for college and work success. As a member of the Cristo Rey Network, a school is expected to follow the Cristo Rey Mission Effectiveness Standards.

The Mission Effectiveness Standards are based on the book "What Makes a Jesuit School Jesuit?" (Jesuit Conference, 2011). This book lays out the relationship between a Jesuit school and the Society of Jesus. The relationship states that there is a call to mission, a partnership to mission, an accountability to mission, and a nourishment and renewal for mission (Jesuit Conference, 2011). The book states 10 distinguishing criteria for verifying the Jesuit nature of a school. The first criteria is First Apostolic Principles which means the school provides service to faith and participates in the total evangelizing mission of the Church. Every Jesuit school must maintain a clear mission statement, an appropriate governing body, and trustees (Jesuit Conference, 2011). The Spiritual dimension of Jesuit Education states that those who attend Jesuit schools must have the opportunity to experience Jesus Christ (Jesuit Conference, 2011). In the criteria, serving the Mission of the Church, the school publicly declares its Catholic identity. For Religious Education and Formation, religious programs must be formative (Jesuit Conference, 2011). In regard to The Criteria Teaching and Acting Justly, the school must clearly reflect a sense of justice and maintain respect for the rights of all (Jesuit Conference, 2011). The Global Dimension of the Education Mission means that the school teaches its students to reflect and analyze contemporary culture with a lens of social justice (Jesuit Conference, 2011). Educational Excellence refers to the academic program and maintains that it be distinguished and challenges students to achieve (Jesuit

Conference, 2011). Cooperation in Mission means that the school is a cooperative

venture (Jesuit Conference, 2011). Spiritual Formation and Outreach means that the

school embodies the Jesuit identity through careful hiring and effective programs.

Finally, the Spiritual Exercises and Jesuit Pedagogy refers to the fact that the school must

afford its members the ability to experience the spiritual exercises of St. Ignatius. (Jesuit

Conference, 2011).

Working from these criteria, the Cristo Rey Mission Effectiveness Standards were

created. These standards state that a school is: explicitly Catholic in mission; enjoys

Church approval; and serves only economically disadvantaged students. The school is

open to students of various faiths and cultures; is family centered and plays an active role

in the local community; shall prepare all of its students to enter and graduate from

college; requires participation by all students in the work-study program; integrates the

learning present in its work program, classroom and extracurricular experiences for the

fullest benefit of its student workers; has an effective administrative and board structure

as well as complies with all applicable state and federal laws; and is financially sound

and at full enrollment the school is primarily dependent on revenue from the work-study

program to meet operating expenses. In addition, the school maintains a comprehensive

advancement program to ensure financial stability; supports its graduates' efforts to

obtain a college degree; and is an active participant in the collaboration, support, and

development of the Cristo Rey Network (Cristo Rey Network, 2014).

In order to make the school work financially, school leadership is split between a

president and a principal. This dual leadership allows the president to focus on fund-

raising and business operations, while the principal can focus on the quality of education (Sweas, 2014).

The Cristo Rey Network also has several programs that are designed to support all students in being successful. The Teach, Learn, and Lead program has developed a standards-based, rigorous college-ready curriculum that focuses on professional development of the schools' principals and teachers. Teachers and school leaders are trained in data-driven decision making in order to maximize student achievement. This training also allows teachers and leaders to connect the students' classroom experiences with their workplace experiences, expanding the students' learning (Cristo Rey Network, 2014).

The mission effectiveness program is designed to optimize the effectiveness of the school's work-study program. The mission effectiveness accomplishes this goal by supporting school members with financial stability, job, and enrollment strategies. This program also works with community members in targeted cities to create more Cristo Rey Network schools.

The College Initiatives program monitors the progress of Cristo Rey graduates while they are in college and works with those colleges and universities that are committed to supporting Cristo Rey students. The students' success in college speaks to their preparation in high school, and high school success is only part of the Cristo Rey goal (Cristo Rey Network, 2014). For students graduating from a Cristo Rey high school in the years 2005 through 2007, 42% have graduated from college. This is nearly twice

the rate of students from similar demographics and economic backgrounds (Cristo Rey Network, 2014).

The professional development program grows current and future leaders at the schools while promoting ongoing spiritual formation. This program also supplies professional development in best practices, finance, strategic planning, and governance. This is of particular interest to this research since this research is looking at specific processes that create leadership in the case.

The advocacy on National Education Reform program allows Cristo Rey leaders to participate in the educational reform movement through meetings, letters, and speaking opportunities. Again this is of particular interest to this research because this reform movement may be used to create and foster leaders and leadership.

For the student, one of the most important aspects of attending a Cristo Rey school is the work program. Students take a full course load of college preparatory courses over four years as well as participate one day each week in a four-year work study program. This work program funds a majority of the students' tuition. Students work in a professional setting such as a bank or hospital (Cristo Rey Network, 2014). The work experience that students gain provides tuition support, and reinforces the "thinking strategies" and "lifelong learning behaviors" they learn in the classroom and need to be successful in college.

The impact of the Cristo Rey School on student outcomes. The impact that a Cristo Rey school has on a student is the promise of getting into and completing college.

College is a ticket out of poverty for many of today's youth (Haycock, 2001; Krenschaft, 2014; McKinsey & Company, 2011).

Below is a chart from the Cristo Rey website illustrating what the current realities are for our current students of color (African American and Latino), and what impacts the Cristo Rey schools have had on these same students (Cristo Rey Network, 2014).

Table 2

Realities of Current Students and the Impact of the Cristo Rey Network

Our Impact	Realities
Preparing Students for College Success For the classes of 2008-2012, 90% of Cristo Rey Network graduates have enrolled in college (source: National Student Clearinghouse). For the classes 2008-2010, 90% have persisted into their sophomore year. This is twice the rate of our students' peers of the same socioeconomic background.	Nationally, for the class of 2006, 61% of *all* high school graduates matriculated in a post-secondary institution after high school graduation. For African American high school graduates, the number was slightly more than 40%, and for Hispanic students the number was slightly under 40%.
Advocating Education Reform All young people deserve a chance at a quality education. The schools in the Cristo Rey Network are proving, through their outcome data, that the most vulnerable and at risk youth in America can and will succeed in college when given a high quality, college preparatory high school educational experience. The Cristo Rey Network is a national voice and leader in the movement of education reform through meetings with elected officials, letters to the media, and prominent speaking opportunities.	Many minority students are being failed by the American educational system. For example, historically, Latinos ages 25 to 29 who actually go to college have an average completion rate of less than 10%. With all the reform movements of the past 25 years, Latinos have increased their college-going rates only slightly and their college completion rates have remained flat. A 2009 report by McKinsey & Company stated that "educational gaps impose on the United States the economic equivalent of a permanent national recession," suggesting that if the achievement gap had been narrowed, gross domestic product in 2008 would have been higher by as much as $525 billion.

Transforming Local Communities Cristo Rey schools increase economic activity, neighborhood stability and growth, employment, city tax base, and community development. Schools enrolling 350-500 students operate on an approximate annual budget of $3-5 million dollars and employ 40-75 individuals (full and part time). With 26 schools in underprivileged neighborhoods lacking employment and economic activities, the Cristo Rey Network is generating a minimum of $78 million for the local economies. The center of this neighborhood is where a Cristo Rey Network school is established, bringing a beacon of new hope, safety, and stability into the community.	Prior to a Cristo Rey school, neighborhoods stricken by decades of serious poverty, crime, and violence on the streets.
Reviving Inner-City Catholic Education Through collaboration with local Catholic dioceses, school systems, and communities of women and men religious, Cristo Rey high schools are not only expanding in enrollment but also opening in new communities across the country.	According to the National Catholic Education Association, U.S. Catholic schools enrolled more than 5.2 million students in almost 13,000 schools across the nation during the early 1960s. By 1990, there were approximately 2.5 million students in 8,700 schools. Most recently, between the 2000 and the 2013 school years, more than 2,000 schools were reported closed or consolidated and the number of students declined by an additional 25%.

Currently there are 8,000 students nationwide attending one of 26 Cristo Rey Network college preparatory high schools. These schools are located in 25 cities in 17 states including the D.C. metropolitan area. Ninety-six percent of the students are student of color with an average family income of $34,000 and 77% of the class of 2017 qualifies the free or reduced-price lunch program (Sweas, 2014). There are 1,700 corporate work study jobs and 46 national university partners. One hundred percent of the graduates are accepted into a two- or four-year college.

Summary

Leadership can greatly impact student achievement. In order to ensure that students have access to high quality teachers, rigorous curriculum, and teaching based on high expectations for all, leadership should be implemented through moral authority and the ethic of profession (Fullan, 2003, 2014; Sergiovanni, 1992; Shapiro & Stefkovich, 2011; Stefkovich, 2014; William & Johnson, 2013; Zepeda, 2007).

Leadership can take on many forms such as transformational leadership, Jesuit Catholic leadership, and moral leadership (Fullan, 2003; Leithwood & Jantzi, 2000; Morgan, 2006; Palestini, 2012; Sergiovanni, 1992, 2007, 2013). Moral leadership is informed through moral authority (Sergiovanni 1992, 2007, 2013). Jesuit Catholic leadership is driven through an imbued sense of love for all mankind (Lowney, 2003) and caring for those most in need attending to the whole being (Palestini, 2004). The Interstate School Leaders Licensure Consortium states that leaders need to be ethical in their practice (Green, 2009). The ethic of profession, which uses the ethic of justice, critique, and care, is a multiple ethical paradigm that puts students at the center of all decision making and therefore is applicable to school leadership (Stefkovich, 2014). Catholic school leadership embodies moral leadership, the ethic of profession, and an acute awareness for the student, the student's culture and community, and the service thereof (Palestini, 2004).

School leadership influences student outcomes (Bryk et al., 2010; Dufour & Marzano, 2011; Isabel, 2012; Marzano, 2007, Sergiovanni, 2013). School leadership is also responsible for school improvement (Bryk et al., 2010; Israel & Kasper, 2004;

Rhodes & Burndrett, 2009), and school improvement has an effect on student outcomes. African American and Latino students often experience a cultural divide when they attend school (Armstrong & McMahon, 2013; Ford, 2014; Hosford et al., 2011; Singleton, 2013), and school leaders are responsible for creating culturally relevant pedagogy and curriculum throughout the school (Douglass Horsford, 2014; Singleton, 2014; Vera et al., 2012). The case in this research is unique because the African American and Latino students in this case are gaining access to four year institutions at a much higher rate than other African American and Latino students from the same neighborhood (Cristo Rey Network, 2014; Illinois Report Card, 2014). What is the leadership of this case doing to create these results, and how is the leadership being developed?

There has been a divide in the academic access provided to white and students of color students since public schooling began and slaves were emancipated (Smithsonian National Museum of American History, 2014). While schools are no longer segregated, an achievement gap between White, Latino, and African American students persist today (National Center for Educational Statistics, 2014; The Nation's Report Card, 2013). Despite the gap's persistence, the case in this research has seen Latino and African American students score far above their counter-parts (Cristo Rey Network, 2013). How is current leadership creating a school where the achievement gap is narrowing, and how is this leadership created and fostered?

Catholic education has a rich history in social justice and academic success for its students (Ellis, 1956; McCloskey, 2011; Palestini, 2012). The National Standards and

Benchmarks for Effective Catholic Elementary and Secondary schools is an attempt by

the Catholic Church to standardize this success and continue its tradition (Ozar &

Weitzel-O'Neil, 2013). The Cristo Rey Network was created in order to open and operate

safe high schools that would prepare underserved students to attend college (Thielman,

2012). This research case is part of the Cristo Rey Network. And so this research asks:

What are the leadership lessons to be learned from this case in developing high quality

leaders for the purposes of increasing minority student achievement?

CHAPTER III

RESEARCH METHOD

Introduction

The achievement gap between white and non-white children has persisted since the Brown vs. The Board of Education case was settled in 1954. "By the time Latino and African-American students hit the age of 17, they have been taught to the same level as 13-year-old White students" (Wilkins, 2006, p. 6). According to the National Center for Educational Statistics, in 2007, White students outscored Latino and African American students on every test. While these gaps have narrowed since 1992, they are still much too large (Vanneman et al., 2009). Despite these dismal statistics, there is evidence that given the right teaching, Latino and African-American children can soar (Wilkins, 2006).

This researcher's intent was to define what Cristo Rey St. Martin was doing, specifically in regard to leadership, to make it so successful. More specifically, the researcher had three interests:

1) The first interest of the researcher was to confirm or deny the embedded presence the five essential marks of Catholic schools in the leadership of a Cristo Rey Network high school, specifically Cristo Rey St. Martin College Preparatory High School. The Holy See's Teaching on Catholic Schools made sense to the researcher and aligns with her personal experiences with Catholic education. Learning that the *National Standards and Benchmarks for*

Effective Catholic Elementary and Secondary Schools (NSBECS) (2012)

essentially operationalize the Five Marks presented in Archbishop Miller's

work, the researcher chose to use NSBECS and its developed rubrics in this

study rather than *The Holy See's Teachings on Catholic Education*.

2) The second interest of the researcher was to understand how leadership at

Cristo Rey St. Martin is formed, and if the Mission Effectiveness Standards

and the National Standards and Benchmarks played a role in this formation.

3) Finally, the researcher looked to see how the leadership of Cristo Rey St.

Martin impacts student achievement.

The purpose of this research was to explore the implications to educational

leadership regarding the success of the Cristo Rey Network, specifically Cristo Rey St.

Martin College Preparatory High School in Waukegan, Illinois. This research intended to

look at how the leadership was developed within the school from the administration to

the teachers between the years of 2004, the year the school opened, and 2016. Through

the use of qualitative case study as the methodology, this research attempted to answer

the following questions:

The research questions were as follows:

1. At Cristo Rey St. Martin, how is leadership created, and which individuals are

developed into leaders?

a. What specific processes were and are being used to create and foster

leadership within the administration of Cristo Rey St. Martin?

    b.   What specific processes were and are being used to create and foster leadership within the faculty of Cristo Rey St. Martin?

    c.   What specific processes were and are being used to create and foster leadership within the Board of Directors of Cristo Rey St. Martin High School?

    d.   How were and are these processes aligned (or shaped by) the Mission Effectiveness Standards of the Cristo Rey Network?

    e.   How are the processes now being influenced by the National Standards and Benchmarks for Effective Catholic Schools?

2.   What are the leadership lessons to be learned from this case in developing high quality leaders for the purposes of increasing minority student achievement?

Research Method and Design

Research is a systematic process designed to increase one's knowledge in order to know more about something than before the research began (Merriam, 2009). Since the goal of this research is to "understand the phenomenon and the meaning it has" (p. 34) in an interpretive way, this research was considered to be qualitative (Merriam, 2009). The phenomenon that was researched is the consistent and pervasive problem of the achievement gap between African American, Latino, and White students, and the remarkable success that has been created for these students through the Cristo Rey Network and Cristo Rey St. Martin High School.

Considering the organization to be studied and questions to be answered, a qualitative study was used. Qualitative inquiry is "all forms of social inquiry that rely primarily on qualitative data" (Schwandt, 2007, p. 248), which include looking at specific processes and how those processes are aligned. Qualitative research is interpretive (Merriam, 2009), and should include multiple sources of influence and expect and accept multiple perspectives (Willis, 2007). Generally, the qualitative researcher is the primary tool used in data collection and analysis (Willis, 2007).

Case Study Approach

"A case-study is an in-depth description and analysis of a bounded system" (Merriam, 2009, p 40). Case studies are used when the research questions are how or why questions, the research has no control over the behavior of events, and the focus is on contemporary as opposed to historical events (Yin, 2009). Cristo Rey St. Martin College Preparatory High School is a bounded system and the unit of analysis for this study. In a case study, in order to construct validity and reliability, the researcher must use multiple sources of evidence, use pattern matching, and use theory (Yin, 2009). In other words, when researching one unit, that unit needs to be a unique example that is somehow different. Because Cristo Rey St. Martin consistently achieves success where comparable schools in location and demographic do not, it was a good choice for a case study. A case study is a strategy for doing social inquiry, and the case is at the center, not the variables (Schwandt, 2007). The case study should catch the complexity of a single case (Stake, 1995), and is of interest when the case is a special study. The researcher

intends to provide insight into an issue making this an instrumental case study (Merriam, 2009).

Participants

The intent of this research was to gather information and insight regarding the creation of leadership for the Cristo Rey Network and Cristo Rey St. Martin High School. The researcher intended to give insight as to how leadership is informed by and aligns with the Mission Effectiveness Standards of the Cristo Rey Network (2014), and National Standards and Benchmarks for Effective Catholic Schools (2012). Finally, the goal of this research was to find tangible lessons that can be used by others to increase minority student achievement.

The case selection was intentionally based upon the positive academic results of its students in comparison to other high schools with similar location and demographics. An intrinsically bounded system is a case (Merriam, 2009). Cristo Rey St. Martin College Preparatory High School was bounded because it is a single school with finite data to be collected (Merriam, 2009). The case study was also bounded by time from the school's opening in 2004 to 2016.

Participants in this study included the president of the Cristo Rey St. Martin College Preparatory High School, the director of the work study program, director of development, principal, assistant principal, director of campus ministries, dean, one counselor, three teachers, two Cristo Rey St. Martin board members and one alumnus.

As a first step, the president of Cristo Rey St. Martin was called to seek consent to cooperate in the research. This consent also allowed the researcher to talk to members of

the administration, staff, board members, and alumni. The president was contacted first

because of his authority to grant permission for the rest of the administration and staff to

be interviewed. The president was asked to assent to participate in this research study

(see Appendix C). A letter of cooperation was sent to the president via email (see

Appendix D). In this letter, the president was also asked to consent for the principal to be

shadowed for a minimum of two days by the researcher and also allow the researcher to

observe professional development sessions.

Once the president agreed and the consent form was received by the researcher,

key administrators including the principal, director of development, director of the work-

study program, director or campus ministries, the vice principal were contacted. In

addition, the dean of students, three teachers, one counselor, and one alumnus as

designated by the principal were each contacted to secure his/and or her agreement to

participate. Finally, per the president, two board members were also contacted for

consent. The contact was through email, and the letters of consent (see Appendices D

and E) were also sent via email. Once the participants agreed and their consent forms

were received by the researcher, the researcher scheduled interviews with each

participant via the president and the principal. Only the interviews with the two board

members and the alumnus was scheduled by the researcher.

The researcher scheduled to observe professional development on November 11,

2015 with the president. The researcher with the principal scheduled two shadow days

for January 19, 2016 and January 22, 2016.

Interviews were recorded via a digital device. The researcher transcribed all of the recordings and coded the evidence into the Mission Effectiveness table and the tables for the National Standards and Benchmarks for Effective Catholic Schools.

All observations and shadowing were documented through notes taken by the researcher. All notes were also coded into the Mission Effectiveness table and the tables for the National Standards and Benchmarks for Effective Catholic Schools. The notes were kept in a locked location at the researcher's home and were destroyed upon completion of the study.

The president was interviewed based on knowledge of the school as a system and his knowledge of the leadership. The president recommended that the researcher also interview the director of the work student program, the director of development, and the director of campus ministries. The president aided the researcher in scheduling these interviews and provided space inside Cristo Rey St. Martin for the interviews. The president also recommended several members of the Cristo Rey St. Martin board to the researcher for interviews. The president first contacted the board members via email copying the researcher on each initial email. The researcher then contacted the board members and scheduled interviews. Two board members were interviewed by phone. The principal and assistant principal were interviewed based on their knowledge of leadership and teacher development. The principal was be asked to recommend two teachers and a counselor to be interviewed, based on their knowledge of leadership development in the building, and how leadership is influenced by the Mission Effectiveness Standards of the Cristo Rey Network (2014), and National Standards and

Benchmarks for Effective Catholic Schools (2012). The principal recommended three teachers, the dean of students, and a counselor. The recommended participants were contacted first by the principal via email. The principal scheduled a time for each interview and provided a space inside of Cristo Rey St. Martin. All participants were sent a consent letter via email (see Appendix E) and participants emailed the signed letter back to the researcher, or brought the signed letter to the interview. All interviewees were asked if there were any other persons who should be interviewed, creating a less limited approach. No further persons were recommended to the researcher to interview.

Finally, the principal recommended one alumnus. The alumnus was contacted first by the principal and then by the researcher. The alumnus was interviewed at a convenient location for the alumnus.

Data Generation Tools

This research was concerned with how leadership was and is being developed, and how the Mission Effectiveness Standards of the Cristo Rey Network (2014), and the National Standards and Benchmarks for Effective Catholic Schools (2012) were being used in that development. Therefore, a variety of data sources were used consisting of interviews, observations, and document review. Each data source was intended to provide evidence on how leadership was developed and how leadership was influenced by the Mission Effectiveness Standards of the Cristo Rey Network and the National Standards and Benchmarks for Effective Catholic Schools. Interviews, observations, principal shadowing, and the documents review were intended to triangulate these data and strengthen the research (Yin, 2009).

All interviews were digitally recorded to ensure the authenticity of the interview and information gleaned from the interview. Interview questions for the president and principal included what their role and title at Cristo Rey St. Martin are; how long they have served in their current role; have they served in a Cristo Rey school previously, and if so how long; what type of training did they receive from the Cristo Rey Network before starting their position; what has been most helpful and supportive in leading Cristo Rey St. Marin; what are stories that speak to the support; what are their beliefs about the success of Cristo Rey; and were they made aware of the Mission Effectiveness Standards or the National Standards and Benchmarks before they started at Cristo Rey St. Martin and how (see Appendix G). Finally, the president and principal were asked if there are any additional individuals who would be able to contribute to the research and should be interviewed. No additional names were given.

Interview questions for teachers, the dean, and the counselor focused on the interviewee's role and title at Cristo Rey St. Martin; how long they have served in their current capacity; have they served in a Cristo Rey school previously and if so, how long; what type of training did they receive from the Cristo Rey Network before starting; what has been most helpful and supportive in leading Cristo Rey St. Martin; stories that speak to the support; their belief about the success of Cristo Rey; were they made aware of the Mission Effectiveness Standards or the National Standards and Benchmarks before they started at Cristo Rey St. Martin and how (see Appendix H).

Members of the board of directors were interviewed. Board member interview questions included their role and title at the Cristo Rey Network; how long they have

served in their current capacity; a brief description of the role and duties as a board member; what type of training did they received from Cristo Rey; have they personally provided training to Cristo Rey school leaders; what has been most helpful or supportive to them as a board member, stories about success; their beliefs about what contributes to the success of Cristo Rey; were they made aware of the Mission Effectiveness Standards or the National Standards and Benchmarks before they started at Cristo Rey St. Martin and how (see Appendix J). Finally board members were asked if there are any other persons who can contribute to this research that should be interviewed.

One alumnus was interviewed. Interview questions for the alumnus focused on how their experiences at Cristo Rey St. Martin informed their own leadership; when they graduated from Cristo Rey St. Martin, what college they attended; what profession they intend to enter; stories about leadership experiences while attending Cristo Rey St. Martin; current relationship with St. Martin students; current leadership experiences at St. Martin; and connections that still exist with Cristo Rey St. Martin and how (see Appendix I).

The purpose of the interview questions were to find out how leadership was created, how leadership continues to be fostered, and if and how the Mission Effectiveness Standards and the National Standards and Benchmarks for Effective Catholic Schools sculpt and influence leadership at Cristo Rey St. Martin. Additionally, the questions intended to seek understanding on how new leadership continues to be developed and sustained within the building.

Observations of administrative team meetings, and professional development were done for the purposes of gleaning how the Mission Effectiveness Standards and National Benchmarks are being implemented and used. The leadership team meetings were observed to understand how policy and procedures are informed by the standards, benchmarks, and the Jesuit philosophy. Professional development was observed in order to understand how the standards and benchmarks influence the teaching and learning of the school.

Documentation analysis included documents that may have influenced leadership creation and student achievement. The documents included the school mission and goals, the Cristo Rey Network mission and goals, the Cristo Rey Network annual data report, the draft Cristo Rey St. Martin logic model, and curriculum maps for language arts, science, math, and history. Additional school data documents included the annual data report and emails received by the researcher from the principal.

Data Collection Procedures

Data was collected within a 12 week period. The following timeline was followed.

Table 3

Data Collection Timeline and Sources

Activity	Data Type	Week in Timeline	Anticipated Time Required	Location
Discuss research with Cristo Rey St. Martin president and receive consent	N/A	1	1 hour	Cristo Rey St. Martin's president's office or phone
Focused interview with president of Cristo Rey St. Martin	Interview	8	1 hours	President's office at Cristo Rey St. Martin
Review and analyze district and school website	Artifacts	1 - 3	2 - 4 hours	N/A
Request documents from interview participants	Artifacts	1 - 4	2 - 6 hours	Cristo Rey St. Martin H.S.
Observe administrative team meetings	Observation	8 - 9	1 - 3 hours each	Cristo Rey St. Martin and other
Observe professional development sessions.	Observation	1 - 8	1 - 4 hours each	Cristo Rey St. Martin
Shadow Cristo Rey St. Martin president for a minimum of two days and receive consent to do so.	Observation	8	12 hours	Cristo Rey St. Martin
Focused interview with principal and assistant principal	Interview	8 - 9	1 - 2 hours each (2 - 4 hours total)	Cristo Rey St. Martin H.S.
Focused interview with teachers, counselor, and dean of students	Interview	8 - 9	1 - 2 hours each (3 - 6 hours total)	Cristo Rey St. Martin H.S.

Focused interview with alumni	Interview	10	1 - 2 hours each (3 - 6 hours total)	Cristo Rey St. Martin H.S.
Review and analyze documents from interview participants	Artifacts	8 - 10	2 - 8	N/A
Review and analyze Illinois school website for data	Artifacts	8 - 10	1-3 hours	N/A
Focused interview with Cristo Rey St. Martin Board Members.	Interview	10 - 14	1 - 2 hours each (3 - 6 hours total)	Cristo Rey St. Martin H.S.
Focused interview with individuals recommended by any participant.	Interview	10 - 14	1-2 hour each (total hours unknown)	Cristo Rey St. Martin and other

Data Analysis and Triangulation

Once all these data had been collected, these data were brought together and put into a case study database (Yin, 2009). To increase reliability of the study, the chain of evidence was maintained. Data was organized by using tables and the research questions were used to guide how relevant the information collected is to the proposition of the case (Yin, 2009).

Triangulation used multiple data sources. The data was compared and cross-checked (Merriam, 2009). The three sources of data were interviews, observations, and document analysis.   The diagram below illustrates what data was collected and how the data was organized.

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                    │ Docmentation │
                    └──────────────┘

        ┌─────────────────────────────────┐
        │    Mission Effectiveness        │
        │  Standards of the Cristo Rey     │
        │          Network                 │
        │            AND                   │
        │   National Standards and         │
        │   Benchmarks for Effective       │
        │       Catholic Schools           │
        └─────────────────────────────────┘

  ┌────────────┐                    ┌──────────────┐
  │ Interviews │                    │ Observations │
  └────────────┘                    └──────────────┘
```
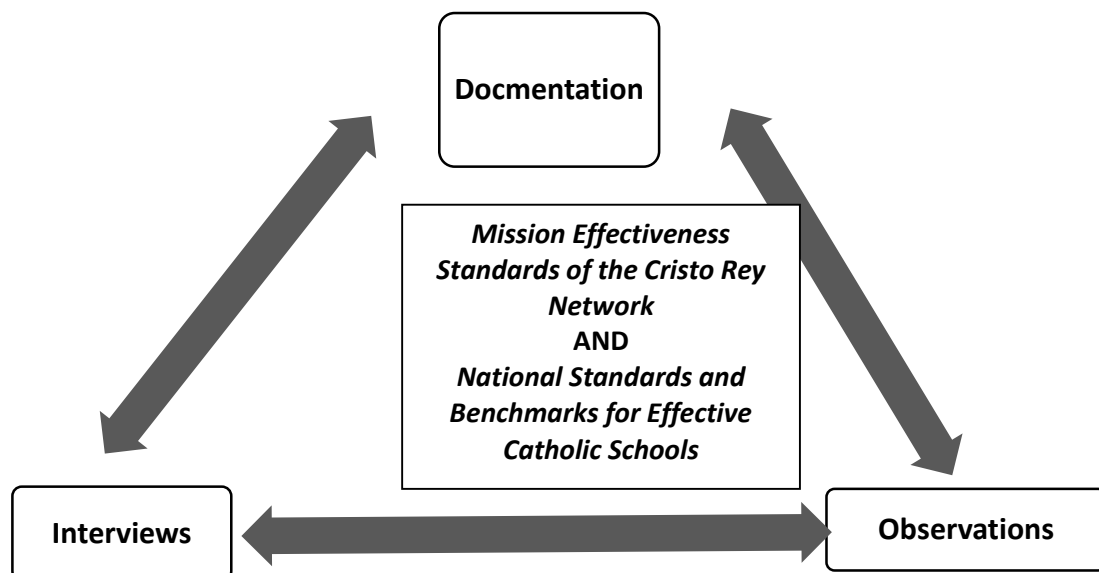
Figure 11. Triangulation of Data Collection Methods

Data Analysis

The researcher used the Mission Effectiveness Standards tables and the tables for

the National Standards and Benchmarks for Effective Catholic Schools as a way to

organize the data. The MES and NSBECS were chosen as appropriate metrics for several

reasons. First, both metrics are specific to Catholic education and this case is a Catholic

institution. Second, the president of Cristo Rey St. Martin co-authored the Mission

Effectiveness Standards. Using the MES allowed the researcher deeper understanding

into what leadership means at CRSM and the expectations for its operations. Once the

data was organized, the researcher then coded the data using the research questions as a

guide. The questions were broken into three primary parts: what processes were being

used to create and foster leadership, how were the processes aligned to the MES and

NSBECS, and what lessons can be learned about creating schools that increase minority

student academic achievement?

Ethical Considerations

The researcher embedded safeguards to protect participants from harm. There

were several letters that will be used as safeguards. The cover letters sent via email

explained the purpose of the research and how the data was collected from each

respondent (see Appendices C, D, E, and F). Respondents clearly understood the intent

of the study and how it will be used. The Letter of Cooperation to Participate in Research

(see Appendix D) and the Consent to Participate in Research (see Appendix F) were tools

used by the researcher to provide a comprehensive explanation of the purpose of the

study, how confidentiality was maintained, and the risks/benefits associated with this

study. The researcher took care in ensuring that these tools were explained to the

participants in detail and that they understand all of the components. Since

confidentiality is a high priority for the researcher, extra precaution was used to maintain

this confidentiality by assigning each respondent an identification number that was used

during data analysis. The researcher refrained from referring to the respondents by name

during the recorded interview and final writing. Audio-digital recordings were stored in a

secure location and no other person had access to any research. All research was

analyzed and transcribed by the researcher. At the conclusion of the study, all raw data

was including interview recordings were destroyed by the researcher.

As stated in the Consent to Participate, respondents could decline to answer any

question during the interview. Prior to the semi-structured interview, the respondents

were provided with a list of questions that was used to guide the interview. Respondents were able to request that the researcher refrain from asking any questions during the interview, respondents were able to withdraw from the study at any time without penalty.

Limitations

Although it was the researcher's goal to create a comprehensive understanding of the study and the case, there were foreseen limitations to this study. For example, most of the respondents in this study were employees of Cristo Rey St. Martin High school and their livelihood is dependent upon their standing and reputation with the organization. There was a possibility that respondent candor was compromised due to obligatory feelings toward the school and organization. The alumnus was interviewed to ensure the presence of students' voices. The alumnus was recommended by the principal and was most likely one of the more successful alumnus.

Finally, the researcher's own bias could have influenced the interpretation of the data. These biases included the researcher's belief that all students have the right to experience the best education regardless of socio-economic status or race; that systemic racism exists in our public school system limiting students of colors' educational experience; and, that the Catholic Jesuit philosophy of education honors students of color and therefore creates a more equitable educational system. Additionally, as a mother of children who attended Catholic schools, the researcher believes that the Five Essential Marks of Catholic schools as laid out by Archbishop Miller created a holistic educational institution where children are placed at the center and therefore experience greater academic success. In order to limit this bias a reflective journal was used. This journal

allowed the researcher to write out emotions, biases, or pre-conceived notions before starting on the analysis of this research. Finally the use of thought partners was used in the journaling process. Thought partners are objective colleagues that assist the researcher by listening to the researcher's opinions and biases and assisting the researcher in seeing past them. Thought partners were the researcher's committee.

Despite the limitations of the study, the research remains important as a unique case where students of color living in poverty are succeeding and attending four-year universities in larger numbers than other student in the same location. This case allowed the researcher to fully research the phenomena of success.

CHAPTER IV

PRESENTATION OF DATA

The purpose of this research was to explore the implications to educational

leadership regarding the success of the Cristo Rey Network, specifically Cristo Rey St.

Martin College Preparatory High School in Waukegan, Illinois. This research was a case

study of Cristo Rey St. Martin, focused on the administrations' and teachers' holistic

Jesuit Catholic approach to leadership, and how this approach to leadership impacts

student achievement. While there were many variables that informed this case, this

researcher intended to focus on leadership through the frameworks of the Mission

Effectiveness Standards and the National Standards and Benchmarks for Effective

Catholic Schools. This research looked at how leadership was developed within Cristo

Rey St. Martin from the administration to the teachers between the years that Cristo Rey

St. Martin was founded in 2004 to 2016.

Physical Description of the Case

To set context for the data, the researcher has included a physical description of the

case. Cristo Rey St. Martin Jesuit Preparatory High School is located in Waukegan,

Illinois. Cristo Rey St. Martin opened in 2004 with 95 students, and the school was

located on the second floor and basement of a one-time Social Security Administration

building at 1 N. Genesee Street (Moran, 2016). Once the enrollment went up to 140, the

school signed a lease with the Archdiocese of Chicago to occupy the St. Joseph's Parish property. This building was originally a grade school that opened in 1925 (Moran, 2015).

The building is very old and in need of many repairs. The classroom building is too small to house all of the students so there are several trailers being used as classrooms. There are several old houses adjacent to the school that are being used as classrooms and administrative offices. Students must walk outside to get from classroom to classroom. Because all buildings are secured with locks, all students have a key card that they use to get into each building.

The principal's office is dark, small, and drafty. The researcher used the office to conduct interviews and needed to wear a coat. The lunch room doubles as a study hall and auditorium. The researcher believes this description is important when considering the success being achieved in this building and the poor conditions of the student's environment.

Figure 12. Picture of Cristo Rey St. Martin

Presentation of Data

The qualitative research presented intended to show how leadership was being created at Cristo Rey St. Martin, and how the leadership fostered the narrowing of the achievement gap. More specifically, the researcher was interested in confirming or

denying the embedded presence the five essential marks of Catholic schools in the
leadership of a Cristo Rey Network high school, specifically Cristo Rey St. Martin
College Preparatory High School. The researcher was also interested in understanding
how leadership at Cristo Rey St. Martin was formed, and if the Mission Effectiveness
Standards and the National Standards and Benchmarks played a role in this formation.
Finally, the researcher looked to see how the leadership of Cristo Rey St. Martin
impacted student achievement.

How is Leadership Created and How Does Leadership Operate?

The first three research questions are as follows:

1. At Cristo Rey St. Martin, how is leadership created and which individuals are
   developed into leaders?
   a. What specific processes were and are being used to create and foster
      leadership within the administration of Cristo Rey St. Martin?
   b. What specific processes were and are being used to create and foster
      leadership within the faculty of Cristo Rey St. Martin?
   c. What specific processes were and are being used to create and foster
      leadership within the Board of Directors of Cristo Rey St. Martin High
      School?

To answer these questions, the researcher asked interview questions that would reveal
how leadership was created. Interviewees revealed information regarding how leadership
operated opposed to how leadership was formed.

Two major themes presented themselves in answering these first three research questions. First, leadership is strong and trusted by all stakeholders, and second leadership used data to make decisions, create goals, and determine success toward stated goals.

This first thematic category is defined by the following:

Strong and Trusted Leadership: The researcher defines this to mean that leadership leads with love through decisive decisions and policies. All members of the institution trust that the actions and decisions are mission driven and are meant to improve success for students. Additionally, the leadership team is engaged in all aspects of the school. Sub-categories of strong and trusted leadership include: leaders are open to and supportive of stakeholders, and leaders collaborate and create fellowship.

Strong and Trusted Leadership

One of the most consistent patterns revealed through pattern matching was strong leadership behavior. Participants who were interviewed referred to behaviors that agree with the definition proposed above. The researcher coded 37 separate statements from all participants that refer to strong and trusted leadership.

Open and supportive leadership. Members of the school community perceive leaders to be open. L1 states that "The president always has an open door and always seeks our input," and "We have a team that listens to each other." T3 states that discussions with administration is a "safe zone and judgment free. Able to admit ignorance. I don't think I ever had feedback that made me feel like a bad teacher."

Finally, T4 says that "Connection and interaction with principal to bounce any questions off of was a big help."

Teachers also see leaders as supportive and they see themselves as part of the team. T1 states that "Administration allows me to be creative in solving problems." T4 states "There is a care that you get here that I never felt at another school." Regarding professional development, teachers also stated they were supported. T2 states "It is built into the administration to encourage professional development, further training, and continual learning and at the same point, I would say for me some of the most beneficial is the informal training that happens on the job," and "The principal is a phenomenal principal in that he is constantly providing opportunities for PD and constantly challenging us as a staff to do better than we have done before." Finally T4 said, "All the PD days we have are phenomenal."

Cristo Rey St. Martin also implemented learning walks to support teachers. As L5 puts it,

> There are learning walks with the AP (Assistant Principal) every week. They are
> very transparent, here is what worked well and here are some things to work on.
> It is always open and honest and we encourage teachers to learn and grow.

L1 spoke about how best practices were influenced by the work study program. L1 states "We (the director of development and the director of the work-study program) were able to bring in best practices from the business world."

The one alumnus interviewed spoke about trust in the Cristo Rey St. Martin leadership. A1 said about the principal, "(The principal) opened my mind to the different

culture we have. Growing up in the Latin community, you always hear that white people don't care about you and (the principal) gave everything for us, it was an eye opener."

Leaders and teachers also talk about being empowered by the leadership in the building. L2 said "The principal's and vice principal's leadership style is very much about empowering staff and giving us responsibilities and a very safe but real sense of accountability," and L6 said, "The president is a mentor and the principal is a partner."

Other evidence emerged through observations and documentation. A weekly staff meeting is held every Friday. Each staff meeting consists of professional development. In addition, the principal continually walks through classrooms, giving feedback when appropriate. An example of feedback given through email from the principal to a teacher communicates areas of strength, and then gives the teacher questions to think about. The email included strengths that stated, "The class was framed by a clear mastery objective. Furthermore, every student I asked was able to articulate what they were learning about. Great job!" In additional feedback included "The teacher integrated students who came late to class from delayed lunch without any disruption to the rest of the class. This was a great example of strong classroom management that optimizes learning time and time on task." And "all students were utilizing resources to respond to the question. Additionally all students were engaged in the task of providing background knowledge around yeast and cellular respiration."

The principal then included questions for the teacher to think about. The principal wrote,

The one recommendation I have is to prime students to listen to their classmates before students share exemplars rather than after. After students read examples, you asked other students to make changes, any additions or edits based on what they heard to their own responses. If this prompt was stated before students shared their examples, I believe it would have focused student attention to their peers' responses in a deeper way. This gets to the bigger picture idea of really being intentional around creating a context so that students listen to one another and not just rely on the teacher when it comes to learning and understanding material.

Collaborative leadership that creates fellowship. Along with being open and supportive, leaders are describes as being collaborative. Among leaders, L6 stated that "The principal absolutely was a partner, and when we came into resistance, he would just take care of the resistance," "Having (the president) there to be able to consult with, talk about different issues, whatever, without a doubt was a huge plus," and L6 recalls, "We wanted to add another person from work study. Received resistance and the principal provided leadership allowing an additional work-study person to be added to the group." Additionally, L5 said "The president supports me".

Another theme that revealed itself around leadership was the fellowship that all leaders feel among each other. Leaders consider themselves as part of the community, not above the community. L2:

We tear down and set-up this multi-purpose space, the president is always here

setting up and folding up chairs. It is such a genuine effort on his part. People

don't see jobs as beneath them but are part of the whole community.

L4 talked about the collaborative nature of the leadership team stating, "You

cannot do this work yourself. Everyone is involved and people are really working

together," "The organization is collaborative. There is no obvious hierarchy," and "We

are in this together. Everybody gets the mission and everyone is really dedicated to the

mission." L1 said, "we all sync-up. We all have the same philosophy," and "We

celebrate each other's successes without feeling jealous." L6 said "We are just bonding

better as an entire staff. The traditional silos just came down," and "The principal,

president, and work-study director always talk as a team creating a "seamless way to

work things out"."

L5 spoke directly to how leadership worked to create cohesion. L5 said: "We

have a very strong culture here." "First you need to get that in place where the adults and

kids know what we are about." As L5 puts it, this leads to "The process of bringing a

team together to build a network wide curriculum. We had seven teachers involved." L1

said "We all sync-up. We all have the same philosophy," and "We celebrate each other's

successes without feeling jealous."

Board members speak broadly about leadership. Board members describe the

leadership as "excellent" and "very good." B1 said "The president and principal are

excellent." And B2 said "They (Cristo Rey St. Martin) have strong leadership, their

principal is really good" as well as

The president has been around a long time and the commitment to the idea, the commitment to the kids, and the commitment to the idea that the kids who attend Cristo Rey have a great academic experience can navigate into the next.

Leadership operates in an open and collaborative way supporting stakeholders. Leadership includes stakeholder voices and creates fellowship that leads to sense of greater purpose and belonging.

Goals and decisions based on data. Another theme that presented itself regarding leader behavior is that leaders are student centered and use student data to make decisions. Leadership uses data to inform instruction and goal setting, and assess goal achievement. This thematic category is defined as:

Data Driven Goals and Decisions: The researcher defines data driven decisions and goals to mean that leadership uses data to guide actions and procedures that affect students and student outcomes. Sub-categories of data that inform goals and decisions include: communicating data to all stakeholders, monitor growth and goal setting, and decision and policy creation.

Cristo Rey St. Martin holds high standards and uses data to set goals and monitor progress. The researcher recorded 11 statement about the use of data. The researcher also viewed student Aspire scores and the 2014 Annual Data Report.

Communicating data. Cristo Rey St. Martin uses data to understand how well the students are achieving academically. As participant L6 puts is "We are no longer going on this gut feel thing, we are going to look at data, we are going to trust the tests." The 2014 Data Annual Report gives statistics on how many students enroll in college,

how many students attended college, student retention and graduation as well as student

nationally normed test scores. The data report also contains several tables including ACT

gains for all students across the Network and how the ACT test scores have gone up over

time.

The principal sends out weekly memos to administrators and staff containing data

on student work-study training, attendance, and discipline incidents. The principal also

sends out data to stakeholders. Below is a graph of Aspire results along with an analysis

from the principal (Odiotti, 2016). This figure shows the number of student who scored in

the top 50th percentile and the number of students who scored in the bottom 50th

percentile nationally.

Growth monitoring and goal setting.   In regard to understanding student

performance at work, participant L5 stated that "There was no formal assessment system

in place, we had to put in assessment pieces to monitor how we are doing." Participant

L3 added that "it is about student performance. Now we are using power school and

report card reports in how students are doing in the work study program." L1 stated "We

have goals and we look to see if we made our goals." Finally, participant L6 said

"success is due to changing the culture of work-study to be data driven."

We recently received our ASPIRE results from ACT. While I do not put a ton of weight on these standardized test results in isolation, they are a data point that paint a picture of how we are doing relative to national norms. I am attaching a couple of data points and graphs that provide an overview of how our sophomores did relative to national growth rates and national norms. In terms of the biggest picture data, we did better than the national norms in all subjects and significantly better in math and reading. This is consistent with our MAP data which shows we do better than national averages in reading and math on the NWEA MAP test. Considering we have 25% less instructional time than most high schools, we should be proud of these ASPIRE results which like the MAP data illustrate we are making marked progress with many of our students.
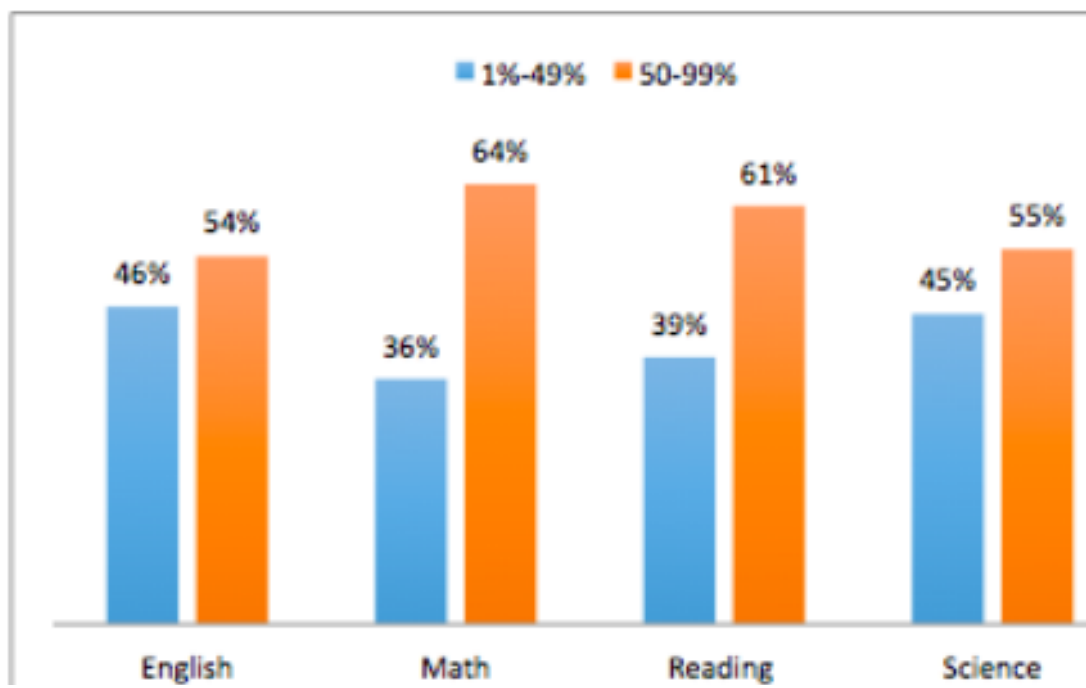
Figure 13. Aspire Results and an Analysis from the Principal

Data to monitor success. Leadership uses data to monitor the institutions success as a whole. Participant L5 states that

Looking at the data, when I came in, less than 4 in 10 kids that started with us graduated. We are now at a point where 88% of the kids that started with us from the class of 2015 graduate. We have really shifted the culture here.

"When I started about 20% of our kids were enrolling in four year schools. Now we are close to 2/3 of kids enrolling in four year schools." "There was no formal assessment system in place, putting in assessment pieces to monitor how we are doing."

Decision and policy creation. Leadership uses data to inform student supports. Participant L2 states that "Students are assigned classes in the bridge program based on scores." In addition to the bridge program, a freshmen retreat is held each summer for incoming freshmen. This has been shown to increase retention. Student supports have been implemented to increase test scores. These programs are fluid so that students can move in and out depending the student's needs. Participant T4 states "There is a writing lab and tutoring center that students can utilize after school."

Data is generated and analyzed by leadership and communicated out to all stakeholders. This data is used to set goals, assess goal, and create instructional policies and programs.

How is Leadership Informed by the Mission Effectiveness Standards and the National Standards and Benchmarks for Effective Catholic Schools?

The next two research questions are as follows:

1. At Cristo Rey St. Martin, how is leadership created and which individuals are developed into leaders?

   d. How were and are these processes aligned to (or shaped by) the Mission Effectiveness Standards of the Cristo Rey Network (Jesuit Catholic influence)?

e. How are the processes now being influenced by the National Standards

and Benchmarks for Effective Catholic Schools (Catholic education

essential characteristics influence)?

The interest of the researcher regarding these questions was to understand how the

Mission Effectiveness Standards and the National Standards and Benchmarks played a

role in the formation of leadership, and how leadership operates. The researcher looked

to see if the MES and NSBECS were present.

MES and NSBECS

The researcher looked at all of the Mission Effectiveness Standards and the

National Standards and Benchmarks for Effective Catholic Schools that were selected

standards for this study, to see if they were present. Since there exists some redundancy

in the MES and the NSBECS, the researcher integrated the data. The researcher used

tables for both the MES and NBSECS. Evidence for each standard was recorded and

coded.

The Mission Effectiveness Standards are explicitly present in the leadership of

Cristo Rey St. Martin. The MES were known to all participants interviewed except one.

The MES were explicitly named 6 times during the interviews. One teacher stated that

they had heard of the National Standards and Benchmarks for Effective Catholic Schools,

but they were not an explicit part of the school's daily practice.

Data present in the MES and NBSECS are organized as follows:

- Explicit Catholic Mission (MES) and Standard 1 (NSBECS) which states

- o "An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service."

- Serves only economically disadvantaged students (MES)

- Family Oriented and participates in the community (MES)

- Prepares students for college (MES)

- Standard 7 (NSBECS) which states

  - o "An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction"

- Standard 8 (NSBECS) which states

  - o "An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices."

- All students participate in the work-study program (MES).

- Integrates the learning of the work-study program into the classrooms (MES).

- Supports Graduates (MES).

- Financially sound (MES).

- Effective Administration and Board (MES), Standard 5 and Standard 6 (NSBECS)

- o Standard 5: "An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team of the development and oversight of the school's fidelity to mission, academic excellence, and operational validity"

  o Standard 6: "An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision."

- Active in the Cristo Rey Network (MES).

- Standard 9 (NSBECS) which states

  o "An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life."

Explicit Catholic mission and Standard 1. The CRSM mission on the website states:

> Cristo Rey St. Martin, a Catholic learning community, empowers young people of limited economic means to become men and women of faith, purpose and service. Through a rigorous college preparatory curriculum, integrated with relevant work study experience, CRSM students graduate ready to succeed in college and life.

This mission is Catholic, however the mission that is posted around the school does not explicitly refer to a Catholic identity.

Every member of the leadership team mentioned the Mission Effectiveness Standards. Additionally, documents show that the president assisted in the writing of the standards, and the principal had created an annual professional development calendar that embedded the MES.

Interviews revealed that the mission is used in all aspects of the school. L3 stated

I hire for mission first. I can teach the ins and outs but I cannot teach them the love of kids and I can't teach them the injustice that has been given to these kids. You can be an expert in your field but if you can't be here for that selfless reasons you do not belong here.

L3 also stated: "The principal and I are looking at the Mission Effectiveness Standards all the time."

L2 said "Our leaders have a great sense of servant leadership and pour in tons of commitment to their parts." He also stated,

Administration has a real commitment to make that mission of getting to and through college our constant focus of what we are about. We are living the mission of preparing our students for college. The mission helps us be successful and our administrators in keeping that (students college ready) the focus.

The mission is explicitly Catholic. Participant L4 stated "It's a Catholic school with a sense that the world is bigger than themselves." Participant T3 stated "A Catholic Identity is that we are part of something. We are going to do our best but we are part of something much much bigger. It is humbling and empowering." Participant B1 stated "God is a part that we cannot omit. Do unto others, this (working with Cristo Rey) is

doing unto." Finally, participant A1 stated, "Our core values come from the Catholic part. It was great having the Catholic part in the school. It makes you feel like everything will be OK." "I talked to troubled youth about the impact the Catholic religion has had in her life. It is such a blessing to have theology classes. It is where our core values come from." All stakeholder groups interviewed mention the Catholic faith explicitly. The mission at Cristo Rey St. Martin is explicitly Catholic.

Serves only economically disadvantaged students. The standard regarding serving economically disadvantaged kids is specific to the Mission Effectiveness Standards and is not mentioned in the National Standards and Benchmarks for Effective Catholic Schools.

The leaders who were interviewed did not speak about this standard specifically. That said, participant T1 said "You have so many families who couldn't believe the opportunities that were here for them. They could never afford to take their kids to other Catholic schools." In addition, participant B1 adds "We are making a difference with low-income kids."

The annual 2014 Data Report states that 86% of the students who attend CRSM qualify for a free or reduced-priced lunch. This is clear evidence that the Cristo Rey St. Martin is actively engaged in ensure that students who attend the school are low-income kids.

Family oriented and participates in the community. Participant L4 speaks directly to CRSM being family centered by stating that she is always working on communicating with parents. "Some of our parents work second and third shift. We

often need a translator. We need to do more to help parents navigate a little bit more the expectations that we have." Participant L5 talked about local community involvement: "We are hiring from the community, people who have graduated here."

Participant L5 states, "We have a weekly assembly where we bring whole community together…a chance to reiterate what we are about, celebrate the successes along those pillars (students are college ready, work prepared, and people for others)." The weekly assembly given on January 19th focused on Martin Luther King and how he contributed to our society. A local minister presented during the assembly.

Cristo Rey St. Martin is actively working to include the community into their daily work. Additionally, CRSM works with families through a variety of means to ensure that they are part of the school community.

The researcher observed members of the community attending the Martin Luther King Jr. assembly. Community members included a Muslim family and a pastor from a local church.

Prepares students for college, Standard 7, and Standard 8. The fourth standard of the MES states "Prepares all of its students to enter and graduate from college." Standard 7 of the NSBECS states "An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards." Finally, Standard 8 of the NSBECS states "An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices." The researcher chose to look at these three

standards together because preparing students for college required rigorous curriculum and continuous reflection on student achievement through assessments and data.

Four of the six leaders, three of the five teachers, and both board member mentioned the mission of getting students into college. Participant L2 said, "Administration has a real commitment to make that mission of getting to and through college our constant focus of we are about." Participant L3 stated "Our goal is to be the best college prep school out there and we cannot do that without the direction of the mission."

Participant L4 stated: "We are constantly looking to get all kids into college. For kids who don't come in as the honors kids, we try and give them the pathway."

Rigorous curriculum aligns with getting students college ready. At Cristo Rey St. Martin, they have developed detailed rigorous curriculum for their core subjects of English, math, science, and social studies. This curriculum includes college ready skills in English such as complex reading strategies including reasoning; constructing arguments; using structure; and expressing regularity. The English curriculum also attends to lifelong learning behaviors such as precision and accuracy; persistence; teamwork and collaboration; initiative and self-direction; and productivity and accountability.

The math curriculum contains high level reasoning skills which include solving problems; reasoning; constructing arguments; modeling; using tools appropriately; attending to precision; using structure; and expressing regularity.

Along with curriculum, the principal of the building actively engages in instructional practices in the building. The principal is also actively engaged in the development of all teachers in the building. As evidence, the principal regularly visits classroom giving feedback to teachers which include both strengths and weaknesses. The principal sends out weekly memos regarding instructional practices. As an example, the principal sent a memo out to staff on September 20, 2015. This memo contained an article from the Harvard Business Review which talked about teachers as effective coaches for student learning. Then again on February 14, 2016 the principal sent an article entitled "The Most Important Factor in a College Student's Success." This article was given to the principal from the president and included information on student mindsets.

The principal also provides weekly professional development as well as opportunities outside of the building.

The use of data is clearly present in the daily operations CRSM. The principal sent an email to the staff containing recent ASPIRE results from ACT. In the email, the principal analyzed the data and stated:

> we did better than the national norms in all subjects and significantly better in math and reading. This is consistent with our MAP data which shows we do better than national averages in reading and math on the NWEA MAP test. Considering we have 25% less instructional time than most high schools, we should be proud of these ASPIRE results which like the MAP data illustrate we are making marked progress with many of our students.

The principal then continued to talk about growth rates stating,

> Another way to slice the data is by decile growth rates. That is what percentage of our students grew at the lowest decile rate (1-10%) though the highest decile rates (90-99%). Nationally, 10% of all students fall in each decile of growth rates. Ideally, as a school, we want to minimize the number of students scoring in the lowest deciles and increase the number of students in the top deciles. In English, the largest decile of the growth of our students (19%) was in the 60%-69% range and we had the smallest percentage (4%) in the lowest decile 1-10%. Again, nationally, 10% of all students taking this test would fall in each decile.

In conclusion, the principal stated, "All this data, paints a picture that most of our students are growing and most are growing at rates that surpass national averages."

The annual data report created by the network consists of the following data for each network school: student enrollment, racial demographics of enrolled students, and retention rates as well as withdrawals and transfer rates. The data report also reports: honor roll rates, PSAT and SAT participation rates, Explore, Plan, and ACT test scores, growth based on the Explore, Plan and ACT, and finally college readiness based on the Explore, Plan, and ACT. Using the above mentioned data, the President set's goals for the upcoming year. These goals include the number of students enrolled and retained by the school, the number of students actively participating in the work-study program, and the number of dollars coming in form sponsors. The principal sets goals regarding student achievement.

The Cristo Rey St. Martin website also contains data. This data includes ethnicity of the students, average household incomes, and number of students who qualify for free and reduced lunch. The Cristo Rey Martin website then states that 275 students are enrolled in Advanced Placement courses, students have completed 2,600 plus hours of community service, 97% of the students meet or exceed the professional expectations of the corporate-work sponsors, 94% of students are accepted into a four-year university and 70% of students enroll in a four-year university.

All students participate in the work-study program. This standard is unique to the Mission Effectiveness Standards. The school's goal is to have 90% of students in paying jobs. CRSM has made the work-study program a graded course. They acquired software to ensure that all students can get to their jobs in the most efficient way. If a student gets fired from a job, they re-train the student and place them in a new position. The president, principal, director of the work-study program and the director development are all involved in making sure that the work-study program works and continues to grow. The president, principal, and director of the work student program meet daily regarding their current status and their goals.

Participant L1 states:

Our mission is to have 90% students in paying jobs. Since only 90 to 93% of paying jobs come back. We are always looking for new jobs. I have to go after corporations too for the business relationship to get student working there and corporate sponsorships for different event or corporate funding from their foundations.

Even when students get fired, there is a commitment to get them back into the work program. Participant L6 states:

> We could take a kid who was fired from a job, and we would put them through a re-training, and if we put them in a new job, a challenging job, even especially not being afraid of putting him with new business partner, because traditionally you want to put your superstars to a new business partner to impress them, we were absolutely confident about putting a previously fired student or an underperformer into a challenging job, and we saw, we learned that we could do it and students would perform well.

The annual data reports states that as of October 1, 2014, Cristo Rey St. Martin had 93% of its students in paid or funded non-paid jobs. The data report also reports that CRSM has a 90% job retention rate. The jobs for CRSM contributes 60% of the total operating cost of the school.

Integrates the learning of the work-study program into the classroom. This standard is unique to the Mission Effectiveness Standards because the work-study program is unique to the Cristo Rey schools.

The freshmen retreat prepares incoming students for the classroom and the work-study. This is a week long program for incoming students. This program is run by the director of campus ministries at St. Mary's College in Minnesota.

Participant L3 talks about the work study program by saying,

For the work (study) director, it is about student performance. Now we are using power school and report card reports in how students are doing in the work study program. When people are living it they find better ways to do it.

"We have a teacher to work day because it's challenging for teachers, especially career teachers who don't understand what we are doing (regarding the work-study program)."

Participant L6 adds: "When I got there in the 2011-2012, the work study program was not a graded course, it was pass fail." "We know that students working at those companies are getting a really good experience and meaningful work, because the leadership at those companies recognizes our program and are champions of the program." "That aspect of being successful in work carried over in terms of student confidence, student worth, it definitely carried over in the academic side. There were students who struggled academically yet could excel at work." "This is particular to Cristo Rey."

Regarding the collaboration between the work-study program and the academic programs, participant L6 said,

If I look back 4 years there were a lot of divides from the work-study program both physical and latitudinal. Those division got blown away. It's much more one school. We are just bonding better as an entire staff. The traditional silos just came down. The student support group always had one member from work-study.

L6: "The principal, president, and work-study director always talk as a team creating a "seamless way to work things out."

Participant L5 stated: "Teachers get see how students behave in the corporate world. We also see when teachers give a shout out during assemblies."

There is a conscious effort for leaders and teachers to understand the work-study program and how it affects students in all areas of their school experience.

Supports graduates. This is another standard that is unique to Cristo Rey. This standard states "Supports its graduates' efforts to obtain a college degree." During the researcher's observation, participant L3 said "Now that we are getting them into college, we are finding that they cannot afford it. Participant B1 said "We are always looking at ways and structures to continue to support students in obtaining their college degree. Getting into college is the easy part." Participant L5 said "We need to be prepared to get our kids to and through college."

The president and principal are currently looking at scholarships to allow CRSM graduates to attend college with large financial burdens. They are looking at alternative programs that will allow students to attend college for free. Specifically, the president and principal are currently in talks with National Lewis University regarding a similar program to the work-study program which would allow students to afford college.

The school currently employs a graduate in attempt to support the graduate obtain a college degree.

The annual data report includes data about the number of students entering college, staying in college, and graduating from college. The data report also gives data regarding the amount of scholarship money that each school as received for its graduates.

In an attempt to increase college success, in the summer of 2014, CRSM had 22 students participate in a pre-college program. Additionally, CRSM's students were awarded more than $324,000 in scholarship money from university partners. Loyola University, through the Cristo Rey Jesuit Scholarship fund gave the largest amount to Cristo Rey St. Martin.

The class of 2008, CRSM had 83% of its student enroll in college. In year 3 of college, 9% of the students graduated. Subsequently, 11% graduated in year 4, 20% graduated in year 5, and 26% graduated in year 6. For the class of 2009, 75% student enrolled in college. Seventeen percent graduated in year 5 and 21% graduate in year 6.

Considering the statements regarding the cost of the college for CRSM students, it appears that the leadership is aware that this is an area of growth for them.

Financially sound. The Mission Effectiveness Standards state "Is financially sound and at full enrollment. Maintains a comprehensive advancement program" as one of its standards. Standard 10 of the NSBECS refers to the financial wellbeing of Catholic schools, however the researcher chose not to look at this standard since it is not related to the research questions of the study.

Cristo Rey St. Martin does not rely on tuition for income, but on corporate sponsorships. Corporate sponsors donate money to CRSM in two ways, first through sponsoring students in the work-study program, and second through donations directly to the school. The director of development creates financial stability through corporate relationships. Corporate funding is key to the financial well of CRSM. There is a continuing and ongoing effort to bring in corporate sponsors from the president, director

of development, and the director of the work study program. Participant L1 talks about the financial situation of CRSM this way "We are on really solid financial footing as the year ends…that means we had enough jobs and we made our numbers in fund raising."

Effective administration and board, Standard 5, and Standard 6. The Mission Effectiveness standard states "Has an effective administrative and board structure and complies with all state and federal laws." The corresponding NSBECS standards are Standard 5 and Standard 6. Standard 5 states

> An excellent Catholic school has a governing body (person or persons) which
> recognizes and respects the role(s) of the appropriate and legitimate authorities,
> and exercises responsible decision making (authoritative, consultative, advisory)
> in collaboration with the leadership team of the development and oversight of the
> school's fidelity to mission, academic excellence, and operational validity.

Standard 6: "An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision."

Cristo Rey St. Martin has a president, principal, vice-principal, chief financial officer, director of development, director of work-study, and a director of campus ministries. These administrators meet weekly on an official basis, but talk with each other frequently. Cristo Rey St. Martin currently has 24 board members.

The leadership team sees itself as a collaborative team. Participant L2 states, "Leadership is very much about empowering staff and giving us responsibilities and a very safe but real sense of accountability." Participant L3 said,

You need a board that does not get overinvolved in the nitty gritty but can get

schools the resources what they need. A skeleton of board expectations. Father

Foley gives board retreats. (The retreat) gets back to the mission of the schools.

Board members are there because they want to do something good and it gets

back to faith values. That's what is feeding their desire to be part of the board.

Participant L4 said, "Leader support team brings all parts of leadership together to really

help the lives of students when a student's situation becomes problematic." Finally,

participant L6 stated that the principal, "absolutely was a partner, and when we came into

resistance, he would just take care of the resistance."

The principal works to ensure fidelity in teaching. While shadowing the

principal, the researcher observed the principal coaching teachers, engaging in small

conversations with teachers, giving teachers small targeted feedback via email, and walk

through classrooms as regular part of his practice. The principal and assistant principal

participate in learning walks every week.

Teachers see the leadership as partners in the work. Participant T3 said

"Leadership feedback is "always very practical and really easy"." In addition, participant

T2 said, "The principal is a phenomenal principal in that he is constantly providing

opportunities for PD and constantly challenging us as a staff to do better than we have

ever done before."

It is our job to find a way to connect with the student even when they don't want

it. The principal challenges us again and again to do better than we have ever

done before. It is a constant theme. He is constantly sending out articles. He is

constantly reminding us that this is what we need to be about.

Active participant of the Cristo Rey Network. This again is a standard that is

unique to the Mission Effectiveness Standards. It states, "Is an active participant in the

collaboration, support, and development of the Cristo Rey Network." Administration

from CRSM regularly attend trainings given by the network. Teachers from CRSM

participated in the writing of common curriculum for the network. The principal recently

spent time at a Cristo Rey high school in Indianapolis, IN.

Standard 9. The researcher only looked at one benchmark of Standard 9.

Benchmark 9.2 reference's the non-academic support programs for students. Standard 9

specifically states "An excellent Catholic school provides programs and services aligned

with the mission to enrich the academic program and support the development of student

and family life." Benchmark 92 states, "Guidance services, wellness programs, behavior

management programs, and ancillary services provide the necessary support for

students."

Cristo Rey St. Martin has one dean and two counselors. These members of the

faculty conduct weekly meetings to ensure struggling students get what they need. It is

always their mission to make sure students stay enrolled and succeed in their academics.

Supports include a seven week summer bridge program. This program is based

on test scores and designed to improve achievement during the school year.

Restorative justice is also provided to students. Participant T1 stated "We do this

thing called restorative justice to reach the whole student."

The school provides a tutoring center and homework help before and after school. There are support classes for literacy and numeracy. All students receive lunch each day as a part of their tuition.

When a student is struggling, a team of administrators, including the dean and a counselor work together to find options to support the student.

Summary

Each piece of the MES was referred to by interview participants. Each piece was also seen through observations. Finally each piece of the MES are visible in the documents the researcher analyzed.

The National Standards and Benchmarks for Effective Catholic School are not explicit in the leadership of Cristo Rey St. Martin. However, the NSBECS do show up in what the leadership is saying and doing.

The Mission Effectiveness Standards are explicitly stated and present in the daily work of all stakeholder at CRSM. While the administrator, teachers, or board members do not explicitly state the NSBECS, they are visibly meeting all of the standards that the researcher looked at during this research.

How is Leadership Behavior Increasing Student Achievement?

There were three major themes found in the final research question. This question states:

2. What are the leadership lessons to be learned from this case in developing high quality leaders for the purposes of increasing minority student achievement?

Three major themes presented themselves in answering this question. First, positive teacher-student relationships are present. Second, students are fully supported with wrap-around services. Finally, students as well as personnel are held to high expectations.

Positive teacher-student relationships. The only alumnus interviewed said, "We are successful because everyone there believes in us, they believe in minorities. It doesn't matter if you have money or not." The alumnus also stated, "School was my first home. All the support that I should have gotten from my family I got from Cristo Rey St. Martin." Students perform better academically when they have positive relationships with their teachers at school (Hattie, 2009; Shepard, Salina, Girtz, Cox, Davenport, & Hillard, 2012; Yonezawa, McClure, & Jones, 2012).

The leadership behaviors support strong personal relationships with students. These behaviors start with freshman who attend a retreat at St. Mary's College in Minnesota. As participant L2 describes, "It can be a turning point for our freshmen. Some come with mixed motives." From that moment on, students are surrounded by caring adults. Participant L4 states: "Leader support team brings all parts of leadership together to really help the lives of students when a student's situation becomes problematic." "Leads the students and the parents toward success. (We) help parents as well as students." Even graduates have continued caring relationships with the adults at CRSM. Again participant L4 hired an alumni to work as an administrative assistant. Participant L4 I told the student "I want you here but I don't want you here." "You really

need to pursue a business degree and we are going to help you get the scholarship you need."

Leaders hold an assembly every Friday. In the words of participant L5, "We have a weekly assembly where we bring whole community together…a chance to reiterate what we are about, celebrate the successes along those pillars: students are college ready, work prepared, and people for others."

Evidence of the relationships with students is most prominent in the interviews with the teachers. Participant T1 states: "Everyone is fighting for students, from the leadership on down." The participant also states: "I enjoy working with students and gain relationships. If I can use prevention to keep the kid here, that is most important."

Participant T2 states: "Our students deal with so much at home that is something that needs to be addressed if we are going to help them be successful." Participant T2 also states that student-teacher relationships must go beyond the traditional.

> Had a few students coming in not having stability at home and, by nature of what we do here, when things are going wrong we pick them up and hold them together and keep moving forward. We have a student who provides for himself and parents himself and you would never know by his success here. He is now looking to get into AP classes next year. He is one example but what we've done is become a parenting presence in their life so that going to college can become a reality in their life.

Finally, participant T2 elaborates on how this relationship building is promoted by the leader by saying "It is our job to find a way to connect with the student even when they don't want it."

Participant T3 addresses relationship building through the Catholic Jesuit philosophy. Participant T3 states:

Catholic education is about forming a whole person. It is about learning how to love and learning how to love God and grow closer to God. If a person is learning to make actual sacrifices to serve other people and seek something that is valuable to them, that is at the bedrock to what it means to be truly educated. The call to love, the call to God.

Participant T3 also talked about his personal experience with student relationship.

In 2014 a couple of seniors failed second semester. They were not going to graduate. I worked with them in the first few weeks of summer. Working with one student until 7 p.m. To see him start to figure it out and start to ask questions. It was really gratifying. We repaired the situation. But also, I could feel like the light bulb go off and I could feel the student connecting to the material. It was inspiring.

Participant T4 also talked about having the students watch the documentary *Undefeated*. "Students wrote that the teachers cared about the student in Memphis, and this is like our school." Participant T4 also states: "Teachers really care about student and student get that." In regarding to caring for the whole student, participant T4 said: "The kids are now seeing that eating right and taking care of yourself physically helps

with the books and helps you focus. There is a care that you get here that I never felt at another school."

Participant T5 elaborates on the culture being about care for students stating "There is a lot of conversation happening. All these things make us feel more invested in our students. It's the culture." Participant T5 also stated: "All across the school, all the staff is more invested. If a student is having trouble, somebody will catch it. Everybody is invested in students. Everybody is looking at students. I find it very individualized." Regarding participants T5 personal experiences: "If I see everyone engaged, asking questions, becoming very excited about (the topic), on top of doing well on a quiz, that is success to me." "To be able to create excitement about physics."

Leadership is integral in supporting teacher-student relationship through strong modeling. The principal models these strong and positive relationship in two ways. First, the principal has positive, open, and collaborative relationships with the teachers. Second, the principal models these relationships in his own relationships with students. The principal is among students during all lunch hours. The principal was observed interacting with students about grades, sports, home, etc. The dialog between the principal and students who equal meaning that students contributed to the conversations as much as the principal did.

Wrap-around student support. Giving students supports for stressors outside of the school increases student performance in school (Shields, Walsh, & Lee-St. John, 2016). Cristo Rey St. Martin is dedicated to supporting students in more than just

academics. As participant L1 put it, "we are always asking what all of us can do to support their (the students) success?"

Academically, the school provides a bridge program. Invitation to this program is based on student test scores. This program is a seven week summer program for incoming students intended to accelerate learning so that students will be successful in their classroom experiences. The school also provides student support programs in reading and numeracy. Participant T4 said "There is a writing lab and tutoring center that students can utilize after school."

Outside of the classroom, support is integrated into the everyday work of the entire staff. As participant T2 puts it: "If we have students coming in who don't have food, clothing, or a safe shelter, to expect them to be learning and getting into college is a big leap. At times we are a social service agency." "Becoming a parenting presence in their life so that going to college can become a reality in their life." Participant T2 also said: "Our students deal with so much at home and that is something that needs to be addressed if we are going to help them be successful in high school as well as college."

Participant T1 elaborates about how students receive support at CRSM by saying:

The mission, the school itself helps students to be the best they can be. It is the overall climate, the overall mission. Each one is pulling in different directions but the overall mission is the same. It helps to get colleagues on the same page. Everyone is fighting for the students.

Participant T2 says: "We are continually brainstorming as an administrative team (principal, assistant principal, dean, corporate work program director) on how to help those kids best."

Supporting students is collaborative. Participant T2 stated:

(We) have a student support meeting – all stakeholders – talk about students who are flagged for concern in an area and work to identify where their struggles are coming from and what are their areas of strength and how do we maximize that. How do we bring out the students strengths and leadership. The focus on success and leadership is built into everything we do.

This support does not stop at high school. Participant B1 stated: "(We are) looking at ways and structures to continue to support students in obtaining their college degree. Getting into college is the easy part."

High expectations. High expectations for students have a positive impact on student achievement (Bui, 2007; Hattie, 2012). Participant T1 said: "We have goals and look to see if we made our goals." High standards are set for all stakeholders at CRSM, not just the students. Participant L3 stated: "Our first step is to be the best Cristo Rey School and the second step is to be the best college prep school out there."

Participant L6 makes the statement: "My number one factor of being a successful school is setting a high bar, high standards." In terms of the students, L6 said: "We set higher standards and provide more support. Fewer students fall through the cracks." "We are pretty good at holding them (students) to the standards at the highest level."

Participant L5 uses data to relay the high standards of the school.

Looking at the data, when I came in, less than 4 in 10 kids that started with us

graduated. We are now at a point where 88% of the kids that started with us from

the class of 2015 graduate. We have really shifted the culture here. When I

started about 20% of our kids were enrolling in four year schools. Now we are

close to 2/3 of kids enrolling in four year schools.

Teachers have committed to high standards for students. Participant T3 stated: "I

make sure I have 100% attention." Participant T5 talked about: "Everyone sat up and

started asking questions."

The Cristo Rey St. Martin expectations are known throughout the building. It is

the explicit mission that all students are accepted into a four-year college. This mission is

visible in the building and on the web-site. There is a plan on the wall of each classroom

which states areas for growth to focus on for the year.

<p style="text-align:center">Conclusion</p>

In answering the research questions, several themes appears. First, the Cristo Rey

St. Martin leadership is trusted and open. The leadership collaborates with all

stakeholders and the leadership creates fellowship shared with teachers and students.

Members of the leadership team along with teachers express a sense of being supported

to be successful. The leadership team also uses data in their daily work. Data is also

communicated to all members of the school. Data is used to create and measure goals.

In looking at how leadership operates through the lens of the Mission

Effectiveness Standards and the National Standards and Benchmarks for Effective

Catholic Schools, evidence indicated that the Mission Effectiveness Standards are an

integral part of how CRSM does business. The MES are known by the staff and all standards are understood by the all of the leaders.

Cristo Rey St. Martin does not explicitly refer to the National Standards and Benchmarks for Effective Catholic Schools. However, the NSBECS can be seen in the daily operations of the school. This is in part due to their close alignment to the MES. Some standards such as Standard 7 regarding curriculum, Standard 8 regarding assessment methods, and Standard 9 regarding programs and services are present in CRSM despite the fact that they are not explicitly stated in the MES.

Finally, there are three things happening at Cristo Rey St. Martin that the researcher can point to regarding student success. There is an intentional effort for all personnel to gain positive relationships with the students; students receive support beyond academics; and expectations are high for all members of CRSM.

CHAPTER V

SYNTHESIS AND IMPLICATIONS OF DATA

Synthesis of data from this case study as presented here reveals four major

implications for all schools and one major finding for Catholic schools. These major

findings bear examining in terms of broader implications for educational leadership in

relation to closing the achievement gap for underserved students of color. The findings

for all schools are mission building, putting students at the center, closely following a set

of standards designed to increase student achievement, and the implicit use of the Jesuit

leadership philosophy. The one major finding for Jesuit Catholic schools is the access to

private education for low-resource students through the work-study program.

All schools can learn four lessons from Cristo Rey St. Martin to close the

achievement gap for underserved students of color. First, the mission of a school informs

school culture. Cristo Rey St. Martin has a mission that explicitly states the elimination

of the achievement gap, the mission is delivered through moral authority, and the mission

is implemented through moral leadership. Second, CRSM puts students at the center of

all actions and policies paving the groundwork which allows for maximum student

achievement. Student needs is the central question being asked and answered. Third,

Cristo Rey St. Martin has a detailed metric in the way of the Mission Effectiveness

Standards. These standards are used to guide leadership, operations, policy creation,

pedagogy, curriculum, etc. Finally, the Jesuit philosophy has been operationalized

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through transformational leadership at Cristo Rey St. Martin. Transformational

leadership as described by the Jesuit philosophy includes a desire to exceed the status quo

in achievement and aspires to serve the most underserved and marginalized students.

This is done through creating teacher capacity and care.

There is one major lesson for Jesuit Catholic schools that can be utilized to reduce

the achievement gap. The last Jesuit leadership principle states service to the

underserved and marginalized (Palestini, 2012). The work-study program allows

students with little or no financial resources to have access to a Catholic education as the

high school level.

Findings for all Schools

Mission

Mission is present in all aspects of Cristo Rey St. Martin, from how leadership

hires administrators and teachers to how students are celebrated and supported. The

mission uses moral authority and employs moral leadership (Fullan, 2003; Sergiovanni,

1992). The mission explicitly names the achievement gap in terms of social-economic

status and college entrance and completion. One major leadership component that

emerges from research is the idea that leaders must set the direction of the institution

(Dufour & Marzano, 2011; Fullan, 2003, 2014; Gray & Streshly, 2008; Leithwood &

Jantzi, 2000; Sergiovanni, 1992; Syed, 2014). This is usually done through the mission

and goals statement (Fullan, 2003, 2014; Sergiovanni, 1992; William & Johnson, 2013;

Zepeda, 2007). The mission is used to inform, motivate, and guide the stakeholders. The

mission is also used to drive the actions of the individuals in the institution, including teachers (Gray and Streshly, 2008, Sergiovanni and Starratt, 2007).

Cristo Rey St. Martin has a mission that is published on the website. The shortened version of the mission reads "college ready, work prepared, and people for others." By creating this short and easy to remember version of the mission means that all members of the staff can recite the mission. In one form or another, the mission is everywhere. The screen saver on school computers has the mission, a poster in the lunch room has the mission. Every member of the school who was interviewed relayed the mission in one form or another. The whole organization understands that the goal of Cristo Rey St. Martin is to get every student into and through college. Weekly student assemblies celebrate student success as measured by the mission. Students are celebrated for academic success, college acceptance, or exemplar performance at work.

Cristo Rey St. Martin uses the mission as their purpose. The mission of the school is the purpose. Purposing enhances the performance and productivity of the organization and the people running the organization (Fullan, 2003). Purpose or mission provides meaning for the work (Fullan, 2003; Palestini, 2012; Sergiovanni, 1992, 2007, 2013). All stakeholders at Cristo Rey St. Martin know the mission and the purpose of their daily work, to get students into and through college.

All members of the Cristo Rey St. Martin staff are on the same page through a shared purpose. Intentional culture building created whole staff committed. The principal precipitated this culture "reset" upon his arrival in 2008. The president and principal both share a strong belief regarding practicing social justice in order to lift-up

underserved citizens. By acting with a common purpose, Cristo Rey St. Martin uses

moral leadership, which starts with the heart or a conviction rooted in social justice.

Moral leadership then creates a plan for achieving the goals created from the heart, and

finally moral leadership puts the plan into motion (Palestini, 2012; Sergiovanni, 1992,

2007, 2013). For Cristo Rey St. Martin, one of the plan's actions was the intentional

hiring for mission, and firing staff who were not being effective with student

achievement. The leadership of the school deliberately set out to change the culture of

the school. Members of the English department were let go and replaced in the first year

of the 2008 principal's tenure. The leadership team intentionally hired teachers whose

belief systems included social justice and a desire to work with Waukegan's most

marginalized students. The leadership also worked to orient teachers in a way that aligned

teacher attitudes and behaviors with the mission, creating a cohesive culture throughout

the organization. This was done through intentional professional development and faith

formation.

What schools can learn about mission. The leadership at Cristo Rey St. Martin

has created a clear, concise mission that all stakeholders believe in. This mission is

communicated so that all members of the school community know and understand the

mission. Cristo Rey St. Martin operates with a common purpose and a laser sharp focus.

Both public and Catholic schools can model this finding by creating a strong mission that

names the elimination of the achievement gap for minority students and students with

low-socio- economic standing. However, creating the mission is not enough. Schools

must also create a culture that supports the mission. This can be done through intentional

hiring practices and a teacher orientation program that deliberately embeds social justice practices for students traditionally underrepresented. The mission must be the culture of the school, the bedrock in which all things hinge, the mantra.

Students at the Center

Cristo Rey St. Martin center everything they do on students and student success. According to research, transformational leaders place students at the center of the goals and mission of the institution (Palestini, 2012). Both moral and Jesuit leadership have students at the center of decision making (Palestini, 2004; Shapiro & Stefkovich, 2011; Sergiovanni, 2007; Wagner & Simpson, 2009), Catholic education should provide young people with schools that are ready to "address their spiritual, moral, and academic needs" (United States Conference of Bishops, 2005).

At Cristo Rey St. Martin, students are celebrated weekly in an assembly attended by whole staff. The principal is out among the students each day during lunch periods talking with students about their studies and goals, modeling supportive teacher-student relationships. The focus stays on students, student needs, and student success.

Cristo Rey St. Martin uses restorative justice as a way to reach the whole student instead of providing student consequences for unwanted behavior. Cristo Rey St. Martin understands that healthy students perform better and have incorporated nutrition and health into the curriculum. Students are given lunch each day as part of their tuition so that no student is hungry at school. If a student is lacking in basic needs such as food or a safe place to sleep, CRSM has a mechanism to address these needs. Students are always given the resources they need to be successful, both in and out of school. Cristo Rey St.

Martin is more than a school for some students, it is also a second home and a safe place filled with caring adults.

When a student is not successful in the work-study program, the student is not taken out of the program but re-trained. The student is then placed with a top sponsor in an effort to show the student that Cristo Rey St. Martin believes in them and is willing to take a risk on them.

What schools can learn about putting students at the center. The leaders at Cristo Rey St. Martin starts every conversation with students. Leaders are continually asking how students are achieving and what do students need. Leaders are focused on ensuring that students are cared for on every level at Cristo Rey St. Martin. This allows students focus on their studies. Ensuring that students' needs are met allows students to be free to pursue their academic dreams by developing the capacity to succeed. Attending to students and student needs before all other distractions can be modeled by all schools. This focus allows students to be students first. Cristo Rey St. Martin is a family to every student and accomplishes this is done s through a caring staff that understands and attends to students' needs within the school and beyond. The staff and leadership work as a team collaborating to ensure all students receiving the care they need to be successful. This care includes but is not limited to food, clothing, and a safe place to sleep at night. Cristo Rey St. Martin understands that when students are safe they are free to be active and successful members of the school and community.

Standards for Leadership

The Mission Effectiveness Standards and the National Standards and Benchmarks for Effective Catholic Schools are intended to be a guide in creating successful students who are productive members of the church and society. Two of the MES's standards state an explicit Catholic mission, and a commitment to serve economically disadvantaged students. These two standards guide the school in creating a mission informed by a Catholic identity and the service to disadvantaged students. These two standards support CRSM in the elimination of the achievement gap.

The president of Cristo Rey St. Martin co-authored the Mission Effectiveness Standards. The president uses the standards to inform his leadership by using the standards to measure the success of the school. The principal uses the Mission Effectiveness Standards as topics for weekly professional development. The president and principal work together using the MES to set goals and inform leadership and practice. For example, MES states that all students are in the work-study program. The Cristo Rey St. Martin leadership team continuously seeks to increase work-study enrollment using this goal as the metric for success.

The National Standards and Benchmarks for Effective Catholic Schools first standard states "An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence, and service." Although the NSBECS does not explicitly state serving students who are marginalized, the Gospel does. While Cristo Rey St. Martin did not intentionally use

these standards, the standards were present in the daily practices of CRSM as well as the daily actions, policies, and programs of CRSM. As an example, the MES does not speak about curriculum but the NSBECS does. Cristo Rey St. Martin has done extensive work in this area. For example, Standard 7 of the NSBECS states that an excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards and 21st century skills. Cristo Rey St. Martin has created curriculum that include skill building such as reasoning, constructing arguments, modeling, attention to precision and accuracy, and research to build and present knowledge. These skills are essential to reducing the achievement gap. According to research rigorous curriculum and teaching based on high expectations for all increases achievement (Fullan, 2003, 2014; Sergiovanni, 1992; William & Johnson, 2013; Zepeda, 2007). Cristo Rey St. Martin has deliberately created rigorous curriculum in an attempt to raise student achievement and thus adheres to Standard 7 of the National Standards and Benchmarks for Effective Catholic Schools.

Standard 1 of the NSBECS states that a Catholic school is committed to academic excellence. Cristo Rey St. Martin holds high standards for its leaders, teachers, and students. Cristo Rey St. Martin's primary commitment is to get all students into and through college. There is an expectation that every member of the institution is working toward this goal every single day.

Student centered supports are both explicit and implied. Student supports are explicitly named in Standard 9 of the NSBECS, but not mentioned in the MES. Regardless of how student supports are formally expressed in the standards, Cristo Rey

St. Martin has created a bridge programs, a tutoring center, and retreats to support

students' academic success. The entire staff works to support students in any way

possible. Teachers are teaching kids how to take care of themselves through nutrition

and exercise. The school offers a host of academic supports including a writing lab,

tutoring center, literacy and numeracy assistance, etc.

Cristo Rey St. Martin is flush with data. The NSBECS states that schools use

assessment methods and practices to document student leaving and program effectiveness

as well as improve instructional practices in Standard 8. Nationally normed data is

collected by both the network and by CRSM, and this data is also freely communicated to

the staff and community through email and the CRSM website. Cristo Rey St. Martin

regularly measures student achievement and growth, college entrance, and college

retention against the goals in the Mission Effectiveness Standards. Beyond achievement

data, Cristo Rey St. Martin continually monitors the financial well-being of the school,

how many students are in the work-study program, and how many active sponsors are

currently supporting the school. Retention rates and discipline issues are also monitored

and analyzed through data in an attempt to continually grow toward the goals set forth in

the MES.

The data shows that the presence of the Mission Effectiveness Standards and the

National Standards and Benchmarks for Effective Catholic Schools inform leadership

actions in order to build a culture in which remarkable student achievements is fostered.

What schools can learn about leadership standards. Leadership standards that

include the importance of mission building and the imperative for equitable curriculum

and policy are essential for institutions consciously seeking to interrupt the predictability of student achievement by race and socio-economics. The Illinois Performance Standards for School Leaders (Illinois State Board of Education, 2012) are the published standards for Illinois school leaders. If used appropriately, these standards can inform programs, policies, and curriculum so that the school's mission can be achieved.

Jesuit Leadership and Philosophy

Teachers at Cristo Rey St. Martin have voice with the leadership team. Teachers are being continuously supported and encouraged in an effort to create teacher capacity. Jesuit leadership embodies transformational leadership (Pasterini, 2012). A transformational leader will support mastery of the capacity of the teachers to obtain the mission (Leithwood & Jantzi, 2000; Palestini, 2012). A school staff is more likely to build a capacity for change when they share in the leadership responsibilities and treat leadership as a moral activity (Marzano, 2007; Pasterini, 2012; Rhodes & Burndrett, 2009; Sergiovanni & Starratt, 2013). Cristo Rey St. Martin has a culture where teachers are continually collaborating and self-reflecting. Teachers are given the authority be problem solvers and student advocates. The leadership has intentionally empowered teachers to be critical members of the mission.

Leaders have empowered teacher and teachers have risen to the challenge. Teachers talk openly about their role in fulfilling the school's mission. Most teachers have a plan on the wall of their classroom detailing goals for the year. This plan communicates school-wide goals to students as well as teachers and leaders. The plan is shared and all stakeholders are working the plan.

The five principles that define Jesuit school leadership are the concept of the magis or the "more," the care of the person, the process of inquiry, the development of men and women for others, and the service to the underserved and marginalized (Palestini, 2004). While all five principles are present in the daily operations of Cristo Rey St. Martin, two of these principles appear to be crucial in the staff's focus on eliminating the achievement gap. These two principles are the magis and the service of the underserved and marginalized.

The concept of magis refers to moving toward change and progress and away from the status quo (Palestini, 2004). Cristo Rey St. Martin's mission is clear, they are determined take underrepresented students and get them into and through college. The fourth standard from the Mission Effectiveness Standards states "prepares all of its students to enter and graduate from college." At the network level, students are tracked to determine college retention and completion among Cristo Rey graduates. The Network's goal is to have 70% of students who graduated from a Cristo Rey school complete a four year college education. Leadership at CRSM knows that getting students into college is only half the battle, paying for college and college retention is as important and more difficult to achieve. To that end, leadership continually monitors student retention and success in college, supplying student support programs before and during college attendance. In an effort to support students in paying for college, the president and principal meet on a regular basis to discuss financial options for students including a work-study program at the college level similar to their own. This is how Cristo Rey St. Martin exhibits magis, this is CRSM moving beyond the status quo.

Cristo Rey's mission speaks directly to serving the underserved and marginalized. When traditional institution systems favor white people it is called institutional racism. In order to end this racism, schools must be able to acknowledge, honor, and accommodate the needs of students who are culturally diverse. Historically, little progress has been made toward eliminating systemic racism in education (Allen, 2008; Delpit, 2012; Lindsey et al., 2005; Palestini, 2012). Cristo Rey's desire to end systemic racism through education is stated in the Mission Effectiveness Standards. The second standard of the MES states "serves only economically disadvantaged students." Cristo Rey St. Martin was intentionally created in the middle of a community that is economically challenged. Low family income is a requirement to be admitted into the school, and eighty-six percent of Cristo Rey St. Martin's students qualify for the free or reduced lunch program. Additionally, 89% percent of the students are Latino and 7% are African American making 96% of the population members of traditionally underserved communities.

What schools can learn about Jesuit leadership and philosophy. The leadership at Cristo Rey St. Martin has created leadership that imbeds a culture of professional growth and excellence. Teachers are empowered to reflect and grow as a part of their daily practice, always keeping the mission of the school as the goal of their work. All schools can model this by creating a culture of reflection and continued growth. This reflection and growth should be the norm, where all members of the school are continually looking for ways to improve practice and student achievement.

The leadership of Cristo Rey St. Martin has embedded the principles of Jesuit leadership. Two of these principles lead directly to behaviors that assist in the elimination of the achievement gap. The principle of magis speaks to moving beyond the status quo. Cristo Rey St. Martin does this by making it obligatory to service students who lack the financial resources for a private Catholic education, and to prioritize college acceptance and retention for all students. The Cristo Rey Network, as a Jesuit institution, aspires to creating equity for underserved citizens through education. Despite the fact that these Jesuit principles were written for Catholic schools, all schools can use these principles to increase student achievement.

Findings for Catholic Schools

The Work-Study Program

The work-study program is a program that allows students from low-socio-economic homes to attend a private Catholic high school. Saint Ignatius College Prep High School in Chicago costs $18,000 per year. Loyola Academy in Wilmette costs $16,250 per year. While both of these institutions offer financial assistance, the cost of attending is still out of reach for some of our communities most marginalized families.

At Cristo Rey St. Martin, most of the students' tuition is paid for through sponsors from the work-study program. Students work and in lieu of pay, instead they receive tuition. Tuition at Cristo Rey St. Martin is $12,500 per year, however the most a family is required to pay is $2,600. Without the work-study program, most of the students who attend Cristo Rey Martin would not be able to afford a private Catholic education. The work-study program makes an excellent Catholic education accessible to underserved

marginalized students. Specifically, Cristo Rey St. Martin's work-study program makes

attending CRSM accessible to students who lack financial resources and traditionally are

our most marginalized citizens.

What schools can learn from the work-study program. If Catholic high

schools are to remain true to the Catholic philosophy, they need to find ways for our most

marginalized students to attend private Catholic schools. The work-study program allows

students access to private education. Additionally, the work-study program gives

students an opportunity to be successful outside of the classroom.

Limitations

The research study intends to understand how school leadership is informed at

Cristo Rey St. Marin. The researcher wanted to know how the MES and NSBECS are

used to inform the leadership, and how this leads to above average academic success for

low-income students of color.

This is a case of one, and while that can be seen as a limitation, in this case it is

not a limitation for several reasons. This is a unique case with unique results making it a

good case to study. Understanding this unique case has contributed to the researchers

understanding on how leadership affects student achievement, specifically for students

who are traditionally underserved. In addition, the researcher was able to fully

understand the complexity of the case and the case's culture through robust observations,

interviews, and document analysis.

Several limitations did existed within the study which included:

1. The sampling of teacher interviews was small. The school has 25 teachers and only three were interviewed. Additionally, the teachers were chosen by the principal. It is possible that only teachers who have a favorable view of the school and leadership were chosen to talk with the researcher.

2. Only one alumnus was interviewed. Additionally, this alumnus was chosen by the principal. It is possible that this one alumnus was chosen by the principal because of the alumnus's positive outlook of the school. It is impossible to make any generalizations about alumni opinions due to the lack of evidence from other alumni voices.

3. The researcher acknowledges a bias toward Catholic education due to the researcher's personal experiences with Catholic schools. While the researcher took steps to reduce bias with a journal and thought partners, bias may still be present in the final analysis of this research.

It is important to state that the researcher never experienced the perception that the principal or any member of the school was trying to hide anything during the research. The researcher also was able to gain understanding regarding the principal's leadership style and priorities through observing how the principal chose participants for interviews.

Future Research

This research is only one case. The case is significant because students are getting into college at a much higher rate than the same population of students from surrounding public schools. This is a direct result of the strong student-centered culture

created in part by the mission. The researcher recommends that further research be done on the effects of mission building and purposing by school leadership. Do mission statements that specifically state equity and the achievement gap have more impact on student achievement than mission statements that do not name the achievement gap? The researcher also recommends more research on the Jesuit leadership principles, how the Jesuit leadership principles center on students and student success, and how the Jesuit leadership principles might affect education in public schools. Finally, the researcher recommends that Jesuit Catholic schools begin to look for alternate funding sources such as the work-study program in an effort to make Jesuit Catholic education assessable to our most underserved and marginalized citizens.

Conclusion

Cristo Rey St. Martin is making dramatic strides toward closing the achievement gap for students who have limited financial resources and are minorities. There are several large lessons that can be taken from the success of Cristo Rey St. Martin that all schools, including public schools can incorporate. All schools can adopt the idea of being mission driven. By creating a mission that explicitly states the desire to close the achievement gap, and by ensuring that the mission informs all aspects of the school, any school can start to create a space where student success leads every conversation and every action. Another important lesson from CRSM is the lesson to make the students the center of everything. Students can be the center of professional development, assemblies, leadership responsibilities and meetings, teachers' collaboration, etc. What if student and their achievement opened every conversation? All schools can use leadership

standards, standards that support the mission of the school, work well to inform daily practices, policies, and programs will provide a road map for leaders to follow and a metric for which leaders can assess attainment of the mission. Finally, the use of the Jesuit leadership philosophy that specially states transformational leadership naturally adheres to improving school for all students, especially those who are marginalized and underserved. The Jesuit leadership philosophy can be adopted by all schools to improve student achievement through intentional practices and policies intended to decrease the achievement gap for underserved students of color. Finally, for Catholic schools, if it truly is Catholic to serve our most marginalized citizens, then the work-study program is a model that allows students with little resources to attend private Catholic school.

APPENDIX A

CRISTO REY MISSION EFFECTIVENESS STANDARDS

Cristo Rey Network Mission Effectiveness Standards

The assessment process serves as a way for the Network to evaluate the progress of each school concerning these Standards as well as a means for Network schools to share expertise and learn from one another. This process must take into account that each school differs from the others and may have alternate ways of addressing these Standards. Also, schools typically participate in the activities of accrediting agencies and are reviewed by sponsoring religious congregations and dioceses. Assessment of these standards is meant to complement this ongoing work on the part of the school rather than duplicate it.

Standard One
A Cristo Rey school is explicitly Catholic in mission and enjoys Church approval.

1. The school meets the requirements of its religious sponsoring body in areas such as religious identity and mission; community atmosphere; faculty, staff, and board formation; and programs of religious education, worship, retreats, and community service.
2. The school incorporates the cultural traditions and customs of the student body into the celebration of faith.
3. The school has in place personnel, processes, and programs such that the school is religiously vibrant, marked by its faith-identity in the various aspects of the school's life.
4. The school relates collegially with surrounding Catholic high schools, parishes, and grade schools.
5. The school incorporates the primary elements of the Cristo Rey Network Faith Formation Document into its religious and faith formation programs.

Standard Two
A Cristo Rey school serves only economically disadvantaged students. The school is open to Students of various faiths and cultures.

1. All accepted applicants to a Cristo Rey school must complete a third-party financial aid process approved by the Network that incorporates their most recently filed tax records, family demographics (e.g., family size) and other relevant financial information. The school annually shares the student income information from the third-party financial aid service with the Network.
2. Through its admissions process, the school continually renews its commitment to the marginalized by aggressively seeking students from economically disadvantaged families and neighborhoods. Specifically, schools recruit students who are eligible for the federal free/reduced lunch program. As a result, each school maintains an admissions policy that considers student income levels and meets one of the following measures for all incoming students:

    a. *the per capita Adjusted Available Family Income for an individual student's family (as determined by a Network-approved third-party financial aid service)* shall not exceed 75% of the per capita Median Household Income (as indicated by the U.S. Census Bureau's most recent American Community Survey) of the city in which the school is located or for the nation, whichever is higher; or

    b. the total Adjusted Available Family Income for an individual student's family (as determined by a Network-approved third-party financial aid service) shall not exceed 75% of the Median Household Income (as indicated by the U.S. Census Bureau's most recent American Community Survey) of the city in which the school is located or for the nation, whichever is higher.

3. Beyond the assistance provided by the work-study program, the school provides financial aid to families who cannot afford the full tuition, while maintaining a policy that every student must pay something.

Standard Three
A Cristo Rey school is family centered and plays an active role in the local community.

1. The school implements a program of communication with parents to help them understand the school's mission, operations, benefits, and challenges of the academic and work-study program during admissions and freshman orientation.
2. The school implements a program of consistent communication with parents to bring them into the process of their student's learning and growth.
3. The school makes a determined effort to fill administrative and faculty positions with qualified people that are sensitive and reflect the make-up the student population (e.g., color and language) and the culture(s) of the families the school serves.
4. Through its outreach, the school establishes itself as an active participant in the improvement of the surrounding community and shares programs, resources, and facilities.

Standard Four
A Cristo Rey school shall prepare all of its students to enter and graduate from college.

1. The comprehensive college-ready curriculum, designed for a high level of student engagement in learning, is sufficiently rigorous to prepare every student for success in college; the faculty is committed to and has planned for systematic implementation of the curriculum.
2. The faculty demonstrates commitment to regular and effective use of evidence-based instructional strategies with a high probability of maximizing student achievement.
3. The school provides students with a variety of intervention structures necessary to succeed in a college preparatory curriculum, e.g. bridge programs, tutorial programs, etc.

4. The faculty strives to meet the individual needs of student learners.
5. A variety of relevant assessments (ACT College and Career Readiness System, curriculum-aligned formative and summative assessments, diagnostic assessments) are used to inform classroom instruction and to plan for improvements in student achievement.
6. The school closely examines student retention data and actively works to increase student retention.
7. The school obtains and maintains accreditation by the recognized regional high school accrediting association and meets the state graduation requirements.

Standard Five
A Cristo Rey school requires participation by all students in the work-study program. All students must be 14 years old by September 1st.

1. The directors of the work-study program conduct the program as a business and are subsequently attentive to the needs and expectations of the school's corporate clients.
2. The work-study program is a separately constituted corporation well integrated into the school.
3. A yearly fee for the student, appropriate to the going market rate for a full-time salary and benefits, is charged to corporate sponsors, representing a business expense, not a charitable contribution to the school.
4. The school contracts with non-profit employers in order to serve the local community and to provide students with exposure to the non-profit world; funds are raised from outside sources to finance these positions. These positions should not exceed 10 percent of the school's total job base when the school is at full capacity.
5. The school properly trains students for the work-study program and provides sufficient guidance and assessment throughout the school year.
6. A dress code appropriate for the corporate community is consistently enforced at school and work.
7. Site supervisors and school staff evaluate students' performance in the work program using a common Cristo Rey Network form, at least twice a year.
8. Directors of the work-study program contribute regularly to the ongoing cross-selling initiatives among work-study directors throughout the country.

Standard Six
A Cristo Rey school integrates the learning present in its work program, classroom and extracurricular experiences for the fullest benefit of its student workers.

1. The school recognizes that its work and academic programs are interdependent and interconnected. At the school's very foundation is the conviction that work and academics enhance one another for the benefit of the students, the sponsors, the teachers and the community.

2. The school makes certain that all employees understand they have a stake in the success of the work program. All strategies and programs related to integration respect the sensitivities of the work situation. The school assumes the added workload and effort necessary to integration.
3. Students receive academic credit for the work-study program, as arranged with the local accrediting agency.
4. Both the Academic and Work-Study staff select and retain and, if necessary, dismiss students based on the student's desire to exert maximum effort in a rigorous college-ready curriculum and on their ability to perform in the work place.

Standard Seven
A Cristo Rey school has an effective administrative and board structure as well as complies with all applicable state and federal laws.

1. The school's Board includes religious, community, business, and educational leaders, is appropriately trained, understands its responsibilities and role in the school, and supports and understands the school's mission and programs.
2. A Cristo Rey school, while always following the requirements of its religious sponsor, has elements of independent governance that promote Board members taking an active role in the school's success.
3. The Governing Board performs a regular self-evaluation.
4. The Governing Board annually evaluates the performance of the President.
5. The school is staffed appropriately to ensure the effective education and formation of the student body – minimally including the following separate positions: President, Principal, Work Study Director and Development Director.
6. The school designs and implements a compensation structure that is supportive of quality performance.
7. The school's internal accounting system is appropriately managed, and the school and work-study program undergo an independent audit each year.
8. The school complies with all applicable state and federal laws, including immigration, labor and not-for-profit tax laws.

Standard Eight
A Cristo Rey school is financially sound. At full enrollment the school is primarily dependent on revenue from the work-study program to meet operating expenses. In addition, the school maintains a comprehensive advancement program to ensure financial stability.

1. At full enrollment, a Cristo Rey school shall have a minimum of 400 students and a maximum of 600 students. A school below 400 students will need to demonstrate how it can be financially sustainable without undue reliance on tuition and fundraising.

2. A Cristo Rey school is not tuition driven. At full enrollment, income from family contributions to tuition should cover approximately 10% of operating expenses.
3. At full enrollment, income from the work-study program should cover at least 60% of operating expenses. As a school works toward full enrollment, the individual school ratio of annual work-study cash revenue to operating expense should be within 10% of the Network average.
4. The school raises money for capital improvements, non-paying non-profit jobs, tuition assistance, and program needs.
5. The school develops a multi-year budget model to anticipate future needs and trends.
6. The school develops materials such as newsletters, brochures, a web site and other communication approaches that effectively tell the school's story and promote the raising of funds from the larger community.
7. The school embarks as quickly as feasible on a campaign to establish an endowment in order to ensure the school's long-term financial stability and to guard against the impact of a national or regional economic downturn.

Standard Nine
A Cristo Rey school supports its graduates' efforts to obtain a college degree.

1. The school faculty and staff actively promote and nurture a college-going culture for all students through school events, traditions, and a comprehensive college-counseling program. The school employs a full-time college counselor hired by its third year.
2. The school collaborates with the Cristo Rey Network to track its alumni through the National Student Clearinghouse and its own alumni tracking platform.
3. The school maintains accurate records of alumni progress from college acceptance through completion of college.
4. The school actively solicits feedback from alumni on how well prepared they were for college, with specific attention given to the school's academic curriculum, college counseling program, and corporate work study experience.
5. The school establishes a robust network of advocates at local colleges to ensure alumni access, available resources and supports.

Standard Ten
A Cristo Rey school is an active participant in the collaboration, support, and development of the Cristo Rey Network.

1. The school is operating in accordance with the results and plans outlined in the Feasibility Study.
2. The school participates in the various conferences and gatherings of the Cristo Rey Network.
3. A Cristo Rey school benchmarks itself against other Network schools, paying particular attention to schools with similar enrollments, demographics, and years of operation.

4. The school shares its learning and expertise with other Network schools.
5. The school participates in the Network support and assessment processes, such as the Mission Effectiveness Review Process and the annual Statistical Directory data collection.

APPENDIX B

NATIONAL BENCHMARK RUBRICS FOR EFFECTIVE CATHOLIC SCHOOLS

Standard 1 : An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Benchmark: 1.1

The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 4 Exceeds Benchmark	The mission statement explicitly and unequivocally proclaims that the school's pervasive commitment is to fostering Catholic identity.
Level 3 Fully Meets Benchmark	The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.
Level 2 Partially Meets Benchmark	The mission statement uses generically Christian language to allude to the school's commitment to Catholic identity.
Level 1 Does Not Meet Benchmark	The mission statement does not communicate commitment to Catholic identity.
Possible Sources of Evidence	• The mission statement contains language that unmistakably identifies the school as Catholic • Source documents for mission development demonstrate commitment to Catholic identity • Brochures, PR materials, websites reflect the mission of the Catholic identity of the school • Teacher and principal orientation materials contain explicit articulation of the commitment to Catholic identity

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Benchmark: 1.2

The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

Level 4 Exceeds Benchmark	The governing body and the leader/leadership team consistently start with the mission statement at the beginning of all planning efforts, and refer to the mission statement frequently during the planning process. The mission statement is used not only as a reference but as the basis for reviewing or adopting policies, procedures, programs, practices and in daily decision making.
Level 3 Fully Meets Benchmark	The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning. Major planning efforts explicitly reference the mission at the beginning of planning and throughout.
Level 2 Partially Meets Benchmark	The governing body and the leader/leadership team occasionally refer to the mission statement during some planning efforts. When policies and procedures are reviewed, connection to mission must be inferred.
Level 1 Does Not Meet Benchmark	The mission statement is not used as a foundation and normative reference for all planning.
Possible Sources of Evidence	• Materials for strategic planning meetings, accreditation meetings and other planning efforts show that such efforts start with the mission statement • School Advisory Board and subcommittee meetings use the mission statement as the underpinning of all policy recommendations • Informative materials regarding new programs, etc., show connection to the mission

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Benchmark: 1.3

The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.

Level 4 Exceeds Benchmark	The school leader/leadership team establishes and maintains a well-communicated process for annually reviewing, clarifying, and renewing the school's mission statement in consultation with the school's various constituencies.
Level 3 Fully Meets Benchmark	The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.
Level 2 Partially Meets Benchmark	The school leader/leadership team includes the school's various constituencies in clarifying, reviewing and renewing the school's mission statement occasionally within several years, usually in preparation for a pending event, such as accreditation.
Level 1 Does Not Meet Benchmark	The school leader/leadership team does not call together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.
Possible Sources of Evidence	• Minutes and dates of meetings with constituents • Minutes and dates of subcommittee meetings concerning mission • Job descriptions of leader/leadership team that includes regular review of mission statement • Surveys from constituents as part of mission statement review process

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Benchmark: 1.4

The mission statement is visible in public places and contained in official documents.

Level 4 Exceeds Benchmark	The mission statement is highly visible throughout the school, appearing in every classroom as well as on written and electronic communications and on the school website, apps, and school social media sites. All constituents can easily and quickly access a visible copy of the mission statement.
Level 3 Fully Meets Benchmark	The mission statement is visible in public places and contained in official documents.
Level 2 Partially Meets Benchmark	The mission statement is only displayed in a few public places and a few official documents.
Level 1 Does Not Meet Benchmark	The mission statement is not visible in public places or on official documents.
Possible Sources of Evidence	• Official stationary and electronic signatures of the leader/leadership team contain the mission statement • The mission statement is posted in the front office and in classrooms. • Event programs display the mission statement • All media in use and all web related documents display the mission statement

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Benchmark: 1.5

All constituents know and understand the mission.

Level 4 Exceeds Benchmark	Virtually everyone in the school community can recite the mission statement, clearly explain the mission of the school, and give concrete examples of how it is implemented in the school.
Level 3 Fully Meets Benchmark	All constituents know and understand the mission. School leaders work to ensure that every group of constituents can articulate and explain the mission.
Level 2 Partially Meets Benchmark	Only some constituents know and understand the mission.
Level 1 Does Not Meet Benchmark	Most constituents do not know or understand the mission.
Possible Sources of Evidence	• The mission statement is recited by the school community at every appropriate gathering (assemblies, awards announcements) • Students, parents, teachers and alumni are able to articulate to prospective parents and community members the mission of the school • Orientation programs for incoming students and families demonstrate proper emphasis on the importance of the school's mission • Open house programs display the mission statement • Other program agendas for parents or alumni display the mission statement

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.1

The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.

Level 4 Exceeds Benchmark	The governing body is formed with intentional outreach to a diverse community of stakeholders . The body works to maintain a balance of representation. The governing body has a state of the art constitution and by-laws and both are posted and shared with the full community. The governing body intentionally monitors itself to ensure consistency of practice as approved by the by-laws.
Level 3 Fully Meets Benchmark	The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.
Level 2 Partially Meets Benchmark	The governing body attempts to represent the diversity of stakeholders, but often is not able to attract such diversity. The governing body appears to function according to its approved constitution and by-laws, but is not held accountable, and the constitution and by-laws are not shared with the community.
Level 1 Does Not Meet Benchmark	The governing body does not represent the diversity of stakeholders and there is no plan to achieve this benchmark. The board does not have a constitution or by- laws, or the current constitution and by-laws are outdated, and therefore, do not direct the behavior of the governing body. And as a result the governing body does not function according to the current constitution and by-laws.

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.2

The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.

Level 4 Exceeds Benchmark	The governing body systematizes and shares the policies of the school's operations, as well as training and accountability measures for successful implementation of policies. This information is provided to all stakeholders on an ongoing basis to ensure fidelity to mission. Continuity and sustainability of policies and programs are ensured through carefully planned and executed leadership successions. These plans for succession apply not only to the governing board but to the school leadership team, and all other leadership associated with school operations, such as advisory boards, parent groups, volunteer groups, affiliated clubs and others.
Level 3 Fully Meets Benchmark	The governing body systematizes the policies of the school's operations, to ensure fidelity to mission, and continuity and sustainability through leadership succession. There are systems in place that ensure the ability of the school to operationalize the policies. There is planning for leadership succession on all levels.
Level 2 Partially Meets Benchmark	The governing body systematizes some of the school's operation however there is clear evidence that not all policies are implemented or accounted for. Leadership succession planning is not a priority and is addressed on an as needed basis.
Level 1 Does Not Meet Benchmark	The governing body does not systematize the policies of the school's operations. There are few guidelines for operations and each operation appears to function independently with little integration. The commitment to ensuring fidelity to mission is not demonstrated, expressed or evident. Leadership succession is not understood or planned for. There is little measurable continuity and sustainability

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.6

The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.

Level 4 Exceeds Benchmark	The governing body engages in continuous formation training and self-evaluation for itself. The governing body visibly supports the leadership team's engagement in continuous formation. Both the governing body and the leadership team have clearly defined accountability measures for the outcomes associated with the execution of their responsibilities. Outcomes are assessed utilizing both formative and summative measures to ensure the faithful execution of their respective responsibilities, with clear follow up, discernment and plans for improvement. Assessments are designed to include all stakeholder groups. Intentional planning is executed to secure representation from the diversity of stakeholders.
Level 3 Fully Meets Benchmark	The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities. Formation and self-evaluation occur on a regular schedule and utilize at least one measure of accountability for each group.
Level 2 Partially Meets Benchmark	The governing body intermittently engages in formation and on-going training and self-evaluation for itself and the leadership team, but with little follow up, accountability for expected outcomes, and planning. Thus, they limit their ability to ensure continuous, faithful execution of their respective responsibilities.
Level 1 Does Not Meet	The governing body does not engage in formation and on-going training and has no process in place to do so. The governing body does not require the leadership team to engage in formation and/or does not hold the team accountable. The governing body does not support the

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.2

The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.

Level 4 Exceeds Benchmark	The leader/leadership team carefully articulates a clear mission and vision for the school and consistently demonstrates the mission and vision are continuously forming the foundation for all decisions. The school community is fully engaged at all levels from the students, to parents, to the larger community in order to ensure a school culture that enlivens and honors the mission and vision.
Level 3 Fully Meets Benchmark	The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision.
Level 2 Partially Meets Benchmark	The leader/leadership team articulates a mission and vision for the school, but it is not broadly shared with the larger community. A small portion of the community is engaged in sharing the mission and vision but is unable to ensure a school culture that embodies the mission and vision.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not articulate a clear mission and vision for the school. The school community is not engaged in expressing the mission and vision. The school culture does not embody the mission and vision.
Possible Sources of Evidence	• Mission and Vision statement postings • School Publications containing mission • Stakeholder groups' charters and by-laws • Documents from public events • Students interviews • Student work products • News articles and community recognitions • Classroom postings

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.3

The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.

Level 4 Exceeds Benchmark	The leader/leadership team adopts and initiates personnel policies as designed and endorsed by the governing board in accordance with the designated overarching personnel policies. Recruitment includes a search process providing access to a diverse population, and new hires are made in collaboration with all on the leadership team. Professional growth plans for all faculty and staff are developed and reviewed at least yearly and delineate the benchmarks for performance appraisals. The planning process and the budget intentionally and visibly support professional development opportunities. Formal assessment is designed to reflect the goals and objectives delineated in the professional development plans. Assessment is both formative and evaluative. Data gathered during the assessments is used to make personnel decisions.
Level 3 Fully Meets Benchmark	The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.
Level 2 Partially Meets Benchmark	The leader/leadership team is not included in the development of processes for the oversight of personnel but is required to exercise oversight for the faculty and staff. Levels of compliance exist but are not measurable, or the leadership team is neither consistent nor uniform in the adoption and application of personnel policies. Formal assessment procedures are in place but are implemented in an inconsistent fashion, or procedures for formal assessments are in place but not for all personnel. Professional development is ad hoc and

6.3 continued

	offered as a choice with no overall plan for professional growth and faith formation.
Level 1 **Does Not Meet Benchmark**	The leaders/leadership team does not assume or is not permitted to assume responsibility for the development and/or the oversight of personnel. Recruitment procedures and policies are not clear and there are no professional development plans for the faculty and staff. Consistent formal assessment policies and procedures do not exist.
Possible Sources of Evidence	• Personnel Policies and updates • Governing body endorsement of personnel policies • Leadership team job descriptions • Recruitment policies and procedures • Diversity recruitment plan • Professional development plans for all administrators, faculty and staff • Faith formation development plans • Yearly appraisal/assessment plans and procedures • Formal yearly, appraisal/assessment documents • Benchmarks and measurement criteria • Assessment data, both formative and evaluative • Budget • Appraisal review protocols

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.4

The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

Level 4 Exceeds Benchmark	The leader/leadership team intentionally includes plans for collaborative networks, at all levels in the school community with clearly delineated goals, objectives, assessment protocols and budgets. All networks are focused on advancing excellence across the school, including academic excellence and excellence in all school community life activity. These networks are established and supported with designated times and places (including online opportunities) for the work of the networks. Networks also share talent and ideas across the school community. The work and outcomes of the networks are shared with the full school community with collaboration at all levels within the school community to advance excellence. Often the concept is shared across a region of schools with networks developed for leaders and teacher leaders across schools.
Level 3 Fully Meets Benchmark	The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence. The leader/leadership team ensures that the school's scheduling, budget and work demands support a culture of community and collaboration.
Level 2 Partially Meets Benchmark	The leader/leadership team provides vocal and other support to those networks created by small faculty groups in the school community but does not take the lead in establishing and sustaining networks. Growth of networks is supported and hoped for but not expected or prevalent throughout the school.

Level 1 Does Not Meet Benchmark	The leader/leadership team does not take the lead in establishing and sustaining networks. No support is provided for those who set out to establish small working group networks. The school scheduling, budget and work demands do not support a culture of community and

6.4 continued

		collaboration.
Possible Sources of Evidence	•	Teacher and administrator collaborative network member lists and documents
	•	Network organizational structure, mission, goals, objectives
	•	Record of public recognition for networks
	•	Budget allocations for networks
	•	School schedule
	•	Space allocation inside school building
	•	Professional development network meeting plans and list of shared experts
	•	Academic programming products of networks
	•	Online network presence (Ning site, etc.)
	•	Professional learning teams minutes, schedules and products etc.
	•	Student outcome goals related to network
	•	Regional network meeting schedule, mission, goals, vision, etc.

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.5

The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

Level 4 Exceeds Benchmark	The leader/leadership team plans and budgets for the development of a standards-based curriculum with a focus on a collaborative process emphasizing school-based vertical integration. Planning for engaging, researched-based instructional strategies accompanies the development of curriculum. A plan for continuous assessment over time is developed, aligned to the curriculum and executed to ensure continuous improvement of curriculum and instruction. The assessment plan delineates the necessity of generating school-wide data measuring change, growth and achievement in accordance with academic goals and objectives. This assessment data is utilized as a school-wide data to plan for continued and sustained academic excellence and growth.
Level 3 Fully Meets Benchmark	The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.
Level 2 Partially Meets Benchmark	The leader/leadership team directs the development of a curriculum-based on standards but with little oversight for the instructional strategies employed and/or for assessment procedures that will ensure continuous improvement of curriculum and instruction, utilizing school-wide data. OR The leader/leadership team adopts a prepackaged curriculum but does not work with the faculty to adjust the curriculum on the basis of ongoing assessment to address the needs of the students. There is limited school-wide data that is useful for faculty and staff or able to be used by the school community to plan for continued and sustained academic excellence and growth.

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.1

The curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

Level 4 Exceeds Benchmark	The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.
Level 3 Fully Meets Benchmark	The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
Level 2 Partially Meets Benchmark	The curriculum identifies standards being addressed throughout the program of studies. Students are required to complete a specified sequence of academic courses, but these courses are not vertically aligned to ensure coherence and rigor.
Level 1 Does Not Meet Benchmark	The school does not have and use a standards-based written curriculum to provide a sequence of academic courses for students.
Possible Sources of Evidence	• Graded course of study • Standardized test scores • National standards • Curriculum maps • Specific notation of Catholic values in the curriculum • Course sequence • Common assessments • Written curriculum

Standard 7:
An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.2

Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

Level 4 Exceeds Benchmark	Rigorous standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in every unit in every subject.
Level 3 Fully Meets Benchmark	Standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
Level 2 Partially Meets Benchmark	Standards are adopted in some areas of the curriculum, and occasionally include integration of the religious, spiritual, moral and ethical dimensions of learning in all subjects.
Level 1 Does Not Meet Benchmark	Standards are not identified throughout the curriculum. Ad hoc curriculum and instruction may occasionally include integration of the religious spiritual, moral and ethical dimensions of learning but without any systematic organization.
Possible Sources of Evidence	• Graded course of study for all subject areas demonstrating noted dimensions • Mission statements • Curriculum standards • National standards • Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age • Sources of standards- ISTE, NCTE, Common Core Standards, etc. • Analytical data for determining rigor • Teacher Course syllabi, curriculum maps, and teacher units and lessons

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.3

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

Level 4 Exceeds Benchmark	Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Evidence of student knowledge, understanding and skills is manifested in innovative projects that are infused with Gospel values and recognized by professional entities (national organizations, academic groups, research scholars, etc.) as exemplary. Students' performance and work products consistently throughout the academic program demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making moral decisions.
Level 3 Fully Meets Benchmark	Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Student performance and work products demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making decisions.
Level 2 Partially Meets Benchmark	Curriculum and instruction for 21^{st} century learning is evident in some subject areas and results in emerging knowledge, understanding and skills for students to become creative, reflective, literate, critical and moral evaluators and/or problem solvers and/or decision makers and/or socially responsible global citizens. Curriculum and instruction for 21^{st} century learning is not an obvious priority.
Level 1 Does Not Meet Benchmark	Curriculum and instruction for 21^{st} century learning is not included. Expectations of providing knowledge, understanding and skills for students to become moral evaluators, problem solvers, decision makers, and/or socially responsible global citizens are not articulated

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark 7.4:

Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

Level 4 Exceeds Benchmark	Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Exemplary digital products created and/or published by students serve the common good of the school, parish or broader community. Student products and performance require students to consistently and regularly be expert users of technology, able to create, publish and critique digital tools in all disciplines and at all levels.
Level 3 Fully Meets Benchmark	Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Student products and performance require students to be expert users of technology, able to create, publish and critique digital tools.
Level 2 Partially Meets Benchmark	Curriculum and instruction for 21st century learning prepares some students to become users of technology, able to create, perhaps publish, and/or critique digital products that reflect their understanding of the content and/or their technological skills.
Level 1 Does Not Meet Benchmark	Few if any students have opportunities to participate in the use and critique of either sophisticated digital products or technological processes to create sophisticated digital products as the curriculum does not demand such.
Possible Sources of Evidence	• Technology plan • Access to hardware and software • ISTE standards • Graded course of study • Curriculum guide for technology • Integration of technology in content areas

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.5

Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

Level 4 Exceeds Benchmark	Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Affective dimensions of learning are sequenced and articulated for all grade levels and/or subject areas and incorporate Gospel values.
Level 3 Fully Meets Benchmark	Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Unit and lesson plans show deliberate attention to such things as perseverance, risk taking, collaboration, self-regulation, initiative, etc. Affective dimensions of learning incorporate Gospel values.
Level 2 Partially Meets Benchmark	Classroom instruction is sometimes designed to address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and/or habits of mind. This occurs on an ad hoc basis dependent on teacher's interest.
Level 1 Does Not Meet Benchmark	There is no expectation that the affective dimensions of learning are intentionally addressed in classroom instruction.
Possible Sources of Evidence	• Lesson plans • Curriculum guides • Graded course of study • Published programs to develop affective dimensions of learning i.e. materials from the Committee for Children • Staff members with expertise in such areas - mental health therapists, school counselors, school psychologists, etc. • Professional development for faculty and staff on topics such as non-academic barriers to learning, social and emotional development of children

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.6

Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully as possible.

Level 4 Exceeds Benchmark	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and fully accommodating students with special needs. An intervention specialist provides services to students with special needs, ensuring required support services are provided. Gifted students participate in course work or programs designed to challenge, motivate, and inspire these students to meet their potential. Teacher coaches assist teachers in designing and delivering instruction to meet the needs of all students.
Level 3 Fully Meets Benchmark	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible. Units and lesson plans give evidence of differentiation.
Level 2 Partially Meets Benchmark	Classroom instruction engages and motivates some students and sometimes addresses the diverse needs and capabilities of students. Students with special needs do not have their needs fully met. Whole group instruction is the dominant methodology. There is some variation in classroom instruction and attempts are made on the part of some teachers to differentiate instruction. There are no school-wide programs that provide a systematic means of meeting the needs of all students.
Level 1 Does Not Meet Benchmark	Whole group instruction is the norm. For the most part students are given the same assignments and expected to complete them within a similar time frame. Accommodations for students with special needs are not available.

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.7

Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

Level 4 Exceeds Benchmark	Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. All or most of the following are present: • Members of the professional learning communities use current best practice to analyze data from, to include but not be limited by, standardized achievement tests, individualized skill tests, and classroom teacher-made assessments. • Data teams and growth/value added data are familiar to the professional learning communities. • In addition, professional learning communities are evidenced for art, music, physical education, technology, and/or elementary level foreign language teachers. These may be within a school or among schools and may be face-to-face gatherings or virtual opportunities.
Level 3 Fully Meets Benchmark	Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
Level 2 Partially Meets Benchmark	There is some collaboration among faculty members. All or some faculty members are part of a professional learning community. Purposes for the professional learning communities are unclear and/or there is little evidence of improvement in effectiveness of the curriculum and/or improvement in student achievement.
Level 1 Does Not Meet Benchmark	Faculty members collaborate little or not at all. Most teachers plan, instruct, and assess without sharing ideas or concepts with faculty members within the school or with faculty members from other schools teaching similar grades and content. Opportunities for collaboration

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.9

Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

Level 4 Exceeds Benchmark	Faculty and professional support staff consistently demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. The school establishes integrated goals for effective instruction, cultural sensitivity, and modeling of Gospel values and can provide evidence of student growth in cultural sensitivity and Gospel values throughout and at the conclusion of school programs. Individual faculty members align professional goals with school goals and intentionally review their own progress and improvement for effective instruction, cultural sensitivity, and modeling of Gospel values. Evidence of these goals is visible in school culture.
Level 3 Fully Meets Benchmark	Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. Annual goal setting includes plans for continuous improvement in effective instruction, cultural sensitivity, and modeling of Gospel values.
Level 2 Partially Meets Benchmark	Some faculty and professional support staff demonstrate and show emerging knowledge and skills needed for effective instruction, cultural sensitivity, and modeling of Gospel values. Some professional development in these areas is provided.
Level 1 Does Not Meet Benchmark	Faculty and professional support staff have minimum or basic knowledge and skill for effective instruction, cultural sensitivity and/or modeling of Gospel values. Observation in the school reveals ineffective instruction and/or insensitivity to cultural differences and/or absence of Gospel values.

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.10

Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

Level 4 Exceeds Benchmark	Faculty and staff deliver and engage in high quality professional development, including religious formation, and are accountable for implementation that supports all student academic learning and growth in faith formation, which are evidenced through targeted assessment. Review of faculty performance includes monitoring of level and effectiveness of implementations. Professional development objectives are tied to student learning needs and mirror the focus of professional development currently in place. Faculty create planning documents for the implementation of professional development, and the assessment of the effects of the implementation are ongoing and frequent.
Level 3 Fully Meets Benchmark	Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. Faculty set goals for improvement and select professional development for growth. The effectiveness of the professional development is measured by student learning growth.
Level 2 Partially Meets Benchmark	Some or all faculty and staff engage in high quality professional development in some subject areas and perhaps religious formation. Implementation of professional development concepts and strategies is inconsistent.
Level 1 Does Not Meet Benchmark	Faculty and staff do not engage or engage minimally in professional development. When professional development occurs there is no accountability for implementation.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark: 8.1

School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

Level 4 Exceeds Benchmark	School-wide and student data generated by a variety of tools including standardized and norm referenced evaluations are used to monitor, review, and evaluate an aligned curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. Faculty members whose students consistently fail to demonstrate appropriate academic growth engage in targeted professional development to improve instructional skills. Teachers of students who consistently demonstrate appropriate academic growth are recognized for their facilitation of student learning. Faculty are engaged in robust assessment of co-curricular programs, including peer and self-assessment.
Level 3 Fully Meets Benchmark	School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
Level 2 Partially Meets Benchmark	School-wide and student data are generated by one or two tools and are sometimes in some subject areas used to monitor, review, and/or evaluate the curriculum and/or co-curricular programs. Student growth is minimally addressed and data is minimally used or not used to monitor or assess faculty performance.
Level 1 Does Not Meet Benchmark	School-wide and student data are not systematically generated or are generated but not used to monitor, review, or evaluate the curriculum. Student growth is not shared and reviewed by faculty and assessment of faculty performance is not contingent upon student data.
Possible Sources of Evidence	• Standardized test data • Classroom assessment data • Student growth data

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark: 8.2

School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

Level 4 Exceeds Benchmark	School-wide and aggregated student data are normed to appropriate populations. This data is consistently shared with all stakeholders in a clear, effective manner to be most transparent.
Level 3 Fully Meets Benchmark	School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
Level 2 Partially Meets Benchmark	School-wide and aggregated student data are sometimes but not consistently normed to appropriate populations or are sometimes but not consistently shared regularly, routinely with all stakeholders.
Level 1 Does Not Meet Benchmark	School-wide and aggregated student data are not normed to appropriate populations and/or are not easily accessible to all stakeholders.
Possible Sources of Evidence	• Newsletters • Standardized test data • Data from similar populations • School website • Communication with families • Communication with parishes • Communication with invested community members and supporters of Catholic schools • Newspaper articles • Information in various forms of media --websites, television, parish bulletins, journals and magazines, etc. • Electronic communications concerning student data

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark: 8.3

Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

Level 4 Exceeds Benchmark	Faculty in all subject areas use a variety of curriculum-based assessments aligned with learning outcomes, curriculum-based instructional practices, and individual student needs to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.
Level 3 Fully Meets Benchmark	Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.
Level 2 Partially Meets Benchmark	Faculty use some variety of assessments although traditional assessments (selected and constructed response) are most prevalent. Faculty do not routinely adjust instructional practices based on data from assessments.
Level 1 Does Not Meet Benchmark	Faculty do not use a full range of varied assessments including formative, summative, authentic performance, and student self-assessment. Or, the assessments are not aligned to the agreed upon curriculum.
Possible Sources of Evidence	• Assessments • Curriculum guides • Crosswalk/Comparative Analysis for assessments and curriculum guides for purposes of alignment • Crosswalk/Comparative Analysis for assessments and instructional practice for purposes of alignment • Faculty analysis of data related to curriculum

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark: 8.4

Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

Level 4 Exceeds Benchmark	Criteria used to evaluate student work and the reporting mechanisms are aligned with curriculum, valid, consistent, transparent, justly administered, easily accessible by students and families, and understood at the outset of assignments. Faculty meet regularly to ensure validity and build inter-rater reliability of assessments. Criteria are based on national best practices and shared with parents/guardians and students.
Level 3 Fully Meets Benchmark	Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. Faculty collaborate to develop school-wide criteria for valid assessment of students. Parents/guardians and students understand the criteria and can easily access reports.
Level 2 Partially Meets Benchmark	Teachers use communicated criteria to evaluate student work. Validity and transparency of criteria and implementation across teachers and classes are inconsistent.
Level 1 Does Not Meet Benchmark	Criteria used to evaluate student work and the reporting mechanisms are inconsistent, not valid, not shared and/or unjustly administered.
Possible Sources of Evidence	• Rubrics • Web-based grade reporting • Assessment aligned to the curriculum • Value added/growth data • Criteria for evaluation distributed when assignments are given • Verification and/or citations for validity of criteria • Professional Learning Community meeting notes

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark: 8.5

Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

Level 4 Exceeds Benchmark	All faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics that results in improved student achievement, revised curriculum, and/or adjusted instructional practice. Professional learning communities set shared goals and objectives for improved student achievement measures. Revision and adjustment for curriculum and instruction are shared with the professional learning community for feedback and comment. At a school-wide meeting each professional learning community engages in school wide sharing of the planning and outcomes associated with each professional learning community.
Level 3 Fully Meets Benchmark	Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics. These learning communities meet frequently and intentionally with defined criteria for goals and objectives guiding their work. Faculty teams meet regularly at scheduled meetings on school time during which goals and benchmarks for improvement based on shared student learning data are revised and adjustments are made to curriculum and instruction to improve student achievement.
Level 2 Partially Meets Benchmark	Faculty collaborate in professional learning communities to monitor student learning.
Level 1 Does Not Meet Benchmark	Faculty do not collaborate in professional learning communities. Student learning is monitored only by individual teachers.

Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Benchmark: 9.2

Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

Level 4 Exceeds Benchmark	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for all students to successfully complete the school program, and include systematic tracking of student data and outcomes for these services and programs. Student data is analyzed and shared appropriately across these services. Frequent communications are in place to take advantage of these resources, so that the full community is aware of the existence of the programs and how to access them.
Level 3 Fully Meets Benchmark	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program. Students and parents/guardians know about and how to access these services.
Level 2 Partially Meets Benchmark	Guidance services, wellness programs, behavior management programs, or ancillary services are available but delivered inconsistently. Communication about accessing these services is limited. Outcomes for these services are sometimes not clearly tied to students' successful completion of the school program.
Level 1 Does Not Meet Benchmark	Guidance services, wellness programs, behavior management programs, or ancillary services are not available or available at very minimal levels for few students.
Possible Sources of Evidence	• Descriptions of guidance services, wellness programs, behavior management programs and/or ancillary services • Number of students receiving services or participating in programs • Outcomes for guidance services, wellness programs, behavior management programs and/or ancillary services • Pre and post testing when services or programs are provided

9.2 continued

	- Data reports for disciplinary referrals - Observation and anecdotal evidence of a peaceful learning environment - Communication of available services to parents/guardians - Plan for securing, analyzing and sharing data

Developed by Center for Catholic School Effectiveness, School of Education, Loyola University Chicago in partnership with Roche Center for Catholic Education, Lynch School of Education, Boston College (2012).

APPENDIX C

PHONE SCRIPT FOR PRESIDENT

Telephone Script to Request Participation in Interview

Hello, my name is Julie Frey. I am a doctoral student in the Educational

Leadership program at Loyola University Chicago. I am interested in researching the

question of how Cristo Rey St. Martin has informed learning through leadership.

Specifically, the purposes of my research are to examine how specific processes

were and are being used to create and foster leadership with Cristo Rey St. Martin

College Prep High School. As the president of the school, I am seeking your consent to

contact the principal, the dean of students, some teachers and alumni (as recommended

by the principal), and two board members (as specified by you) to ask their consent for

an interview of approximately 1 hour in duration. I am also seeking permission to access

pertinent and relevant public documents, to observe staff professional development, to

observe board meetings, and to shadow the principal for two to three days.

There are no foreseeable risks involved in participating in this research beyond

those experienced in everyday life. Everything you say will be held in confidence and

pseudonyms will be used in lieu of actual names when developing the dissertation study.

Are you willing for me to contact your principal, teachers, board members and academic

dean?

If the response is yes:

Thank you. I will send you in the mail the interview questions and a

"Cooperation of Participation in the Study" form. Once you return the

form, I will contact you to schedule a time and place for the interview.

Please email me at jfrey@luc.edu or call me at 219-805-7341 if you have any questions.

Have a good day.

If the response is no:

Thank you for your time. If you change your mind or have any questions regarding this research study, please email me at jfrey@luc.edu or call me at 219-805-7341. Have a good day.

APPENDIX D

LETTER OF COOPERATION

Letter of Cooperation to Participate in Research

Date: September 30, 2015

Project Title: E*xploring the Implications to Educational Leadership regarding the Success of Cristo Rey St. Martin college preparatory high school*
Researcher: Julie Frey
Faculty Sponsor: Dr. Marla Israel

Introduction:
As we discussed previously, you are being invited to participate in a research study being conducted by Julie Frey for her dissertation, under the supervision of Dr. Marla Israel in the School of Education at Loyola University of Chicago.

You are being asked about participating in this study because you are the *president of Cristo Rey St. Martin College Preparatory High School*. Cristo Rey St. Martin High School has been proven to be academically successful for students of color in high poverty areas.

Purpose:
The purpose of this study is to explore the implications to educational leadership regarding the success of the Cristo Rey Network. This study will explore how leadership informs the culture, climate, and instruction within Cristo Rey St. Martin. This research will take a look at factors that influence student success of poor minority children in Waukegan, Illinois, and how those factors are combated to create high degrees of student success.

Please read this form carefully and ask any questions of the researcher you wish before agreeing to participate in this study. You may contact the researcher at 219/805-7341.

Procedure:
If you agree to be in this study, you will be asked to:
- Participate in a 45 to 60 minute interview about how you, your principal, assistant principal, dean of students, teachers, alumni, and board members create leadership within Cristo Rey St. Martin, and what resources you use to inform the leadership.
- Allow the researcher to observe board meetings, professional development sessions, and shadow the school president and/or principal for a minimum of two days.
- Allow the researcher to acquire documents such as achievement data, student and teacher handbooks, and other documents that speak to the formation and continued growth of leadership at the school.

Risk/Benefits:
There are no foreseeable risks involved in participating in this research beyond that experience in everyday life. The name of the school will be identified in the research, but will be removed upon request from you. In order to guarantee that all other information that you provide remains confidential, the interviewer will not refer to the interviewee by name or initials at any time within the research. Instead, the interviewee's name and school will be assigned an alias that will be used to identify subjects throughout the entire study. The interviewer will also share the notes with the interviewee after the notes have been typed. At this time, the interviewee has the right to remove any quotes or comments that they do not want on record or can clarify any statements as needed without any consequences.

There are no direct benefits to you from participation, but the results will serve to add to a body of literature in leadership, education, and the achievement gap. Additionally, it is hoped that the information learned in this study will benefit current and future school leaders.

Confidentiality:
- Research notes and any documents collected will be stored and made available only to the researcher. When not in use, notes and documents will be secured, and upon completion of the research will be destroyed.
- All responses will remain confidential. Each respondent will be assigned a unique identification number. All data will be analyzed and coded using the identification number.
- Individual names will not be mentioned in the final writing.
- Although the researcher will have access to notes and collected documents, other people within your school environment may be aware that you are being interviewed as part of this research assignment; however the researcher will not share the contents of the interview with anyone from your school.
- The digital recordings of the interview will be kept on a secure computer at the researcher's home. Once the final writing of the research is complete, the recordings will be destroyed.

Voluntary Participation:
Participation in this study is voluntary. If you do not wish to participate in this study, you do not have to participate. Even if you do decide to participate, you may elect to not answer a specific question or you may elect to withdraw from participation in the study at any time without penalty.

Contacts and Questions:
If you have questions about this research study, please feel free to contact:
Researcher:
- Julie Frey at jfrey@luc.edu/ (219) 805-7341

The Dissertation Director:
- Dr. Marla Israel at misrael@luc.edu/ (312) 915-6336

If you have questions about your rights as a research participant, you may contact Loyola's Office of Research Services at 773/508-2689.

Statement of Cooperation

I, the president, agree to have the faculty and staff at Cristo Rey St. Martin cooperate in the research to be conducted by Julie Frey, a Loyola Doctoral student. Her project is entitled *Exploring the Implications to Educational Leadership regarding the Success of Cristo Rey St. Martin college preparatory high school*. I understand the purpose of this research and the research protocols associated with this project.

_____   _____

Preston Kendall
School President's signature   Date

_____   _____

Researcher's Signature   Date

APPENDIX E

PHONE SCRIPT FOR PARTICIPANTS

Telephone or Email Script to Request Participation in Interview

Hello, my name is Julie Frey. I am a doctoral student in the Educational

Leadership program at Loyola University Chicago. I am interested in researching the

question of how Cristo Rey St. Martin has informed learning through leadership and I

have been given permission to contact you by Preston Kendall, the president of Cristo

Rey St. Martin.

The purposes of my research are to examine how specific processes are being

used to create and foster leadership within Cristo Rey St. Martin College Prep High

School. I am seeking your consent to participate in an interview of approximately 1 hour

in duration.

There are no foreseeable risks involved in participating in this research beyond

those experienced in everyday life. Everything you say will be held in confidence and

pseudonyms will be used in lieu of actual names when developing the dissertation study.

Are you willing to be interviewed by me?

If the response is yes:

> *Thank you. I can mail you a "Consent of Participation in the Research*
>
> *Study" form with a self-addressed stamped envelope, or I can email the*
>
> *form to you. Once you return the form to me, I will contact you to*
>
> *schedule a time and place for the interview. Please email me at*
>
> *jfrey@luc.edu or call me at 219-805-7341 if you have any questions.*
>
> *Thank you again and have a great day.*

If the response is no:

> *Thank you for your time. If you change your mind or have any questions regarding this research study, please email me at jfrey@luc.edu or call me at 219-805-7341. Have a good day.*

APPENDIX F

CONSENT TO PARTICIPATE IN RESEARCH

Consent to Participate in Research

Date: October 10, 2015

Project Title: *Exploring the Implications to Educational Leadership regarding the Success of Cristo Rey St. Martin college preparatory high school*
Researcher: Julie Frey
Faculty Sponsor: Dr. Marla Israel

Introduction:
You are being invited to participate in a research study being conducted by Julie Frey for her dissertation, under the supervision of Dr. Marla Israel in the School of Education at Loyola University of Chicago.

You are being asked to participate in this study because you are a proven leader at Cristo Rey St. Martin College Prep High School. Cristo Rey St. Martin High School has been proven to be academically successful for students of color in high poverty areas.

<u>Please read this form carefully and feel free to ask questions of the researcher that you may have before deciding whether to participate in this study.</u>

Purpose:
The purpose of this study is to explore the implications to educational leadership regarding the success of the Cristo Rey Network. This study will explore how leadership informs the culture, climate, and instruction within Cristo Rey St. Martin. This research will take a look at factors that influence student success of poor minority children in Waukegan, Illinois, and how those factors are combated to create high degrees of student success.

Procedure:
If you agree to be in this study, you will be asked to:
- Participate in a 45 to 60 minute interview that will be digitally recorded about how you and other members of the leadership team create leadership within Cristo Rey St. Martin, and what resources you use to inform the leadership.
- You will also be asked for additional names of persons to be interviewed. This is strictly voluntary. Any person's name given to the researcher will be contacted in the same manner as yourself.

Risk/Benefits:
There are no foreseeable risks involved in participating in this research beyond that experienced in everyday life. The name of the school will be identified in the research, but will be removed upon request from the president. In order to guarantee that all other

information that you provide remains confidential, the interviewer will not refer to the interviewee by name or initials at any time within the research.   Instead, the interviewee's name and school will be assigned an alias that will be used to identify subjects throughout the entire study. The interviewer will also share the notes with the interviewee after the notes have been typed. At this time, the interviewee has the right to remove any quotes or comments that they do not want on record or can clarify any statements as needed without any consequences.

There are no direct benefits to you from participation, but the results will serve to add to a body of literature in leadership, education, and the achievement gap. Additionally, it is hoped that the information learned in this study will benefit current and future school leaders.

Confidentiality:
- Research notes, digital recordings, and any documents collected will be stored and made available only to the researcher. When not in use, notes and documents will be secured, and upon completion of the research will be destroyed.
- All responses will remain confidential. Each respondent will be assigned a unique identification number. All data will be analyzed and coded using the identification number.
- Individual names will not be mentioned in the final writing.
- Although the researcher will have access to digital recordings, notes, and collected documents, other people within your school environment may be aware that you are being interviewed as part of this research assignment; however the researcher will not share the contents of the interview with anyone from your school.
- The digital recordings of the interview will be kept on a secure computer at the researcher's home. Once the final writing of the research is complete, the recordings will be destroyed.

Voluntary Participation:
Participation in this study is voluntary. If you do not wish to participate in this study, you do not have to participate. Even if you do decide to participate, you may elect to not answer a specific question or you may elect to withdraw from participation in the study at any time without penalty.

Contacts and Questions:
If you have questions about this research study, please feel free to contact:
Researcher:
- Julie Frey at jfrey@luc.edu/ (219) 805-7341

The Dissertation Director:
- Dr. Marla Israel at misrael@luc.edu/ (312) 915-6336

If you have questions about your rights as a research participant, you may contact Loyola's Office of Research Services at 773/508-2689.

Statement of Consent:
Your signature below indicated that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

_____   _____

Participant's Signature   Date

_____   _____

Researcher's Signature   Date

APPENDIX G

LEADERSHIP INTERVIEW QUESTIONS

Interview Questions
For
President/ Principal, and Assistant Principal of Cristo Rey St. Martin High School

The purpose of this study is to explore the implications to educational leadership regarding the success of the Cristo Rey Network. This study will explore how leadership informs the culture, climate, and instruction within Cristo Rey St. Martin. This research will take a look at factors that influence student success students of color in high poverty urban areas, and how those factors are combated to create high degrees of student success.

Background Information Questions

1. Your role/title at Cristo Rey St. Martin?
2. How long have you served in this capacity?
3. Have you served in a Cristo Rey school previously?
     a. If yes, where and for how long?

Leadership Training from the Cristo Rey Network

4. Did you receive training before starting at the Cristo Rey Network?
     a. If yes, what type of training did you receive?

Ongoing leadership support at Cristo Rey St. Martin

5. What has been most helpful/supportive to you as a leader here at Cristo Rey St. Martin?
6. Can you think of a time when you felt most successful as a leader here? Tell me about that time?
7. What do you believe contributes to the success of Cristo Rey? Can you provide a story illustrating this?

If not mentioned by the interviewee:
8. Have you been made aware of the National Standards and Benchmarks for Effective Catholic elementary and Secondary Schools? In what capacity?
9. Have you been made aware of the Mission Effectiveness Standards from the Crist Rey Network? In what capacity?

APPENDIX H

TEACHER/COUNSELOR/DEAN INTERVIEW QUESTIONS

Interview Questions
For
Teachers/Counselors/Deans of Cristo Rey St. Martin High School

The purpose of this study is to explore the implications to educational leadership regarding the success of the Cristo Rey Network. This study will explore how leadership informs the culture, climate, and instruction within Cristo Rey St. Martin. This research will take a look at factors that influence student success students of color in high poverty urban areas, and how those factors are combated to create high degrees of student success.

Background Information Questions

1. Your role/title at Cristo Rey St. Martin?
2. How long have you served in this capacity?
3. Have you served in a Cristo Rey school previously?
    a. If yes, where and for how long?

Leadership Training from the Cristo Rey Network

4. Did you receive training before starting at the Cristo Rey Network?
    b. If yes, what type of training did you receive?

Ongoing leadership support at Cristo Rey St. Martin

5. What has been most helpful/supportive to you as a teacher/dean here at Cristo Rey St. Martin?
6. Can you think of a time when you felt most successful as a teacher/dean here? Tell me about that time?
7. What do you believe contributes to the success of Cristo Rey? Can you provide a story illustrating this?

If not mentioned by the interviewee:
10. Have you been made aware of the National Standards and Benchmarks for Effective Catholic elementary and Secondary Schools? In what capacity?
11. Have you been made aware of the Mission Effectiveness Standards from the Crist Rey Network? In what capacity?

APPENDIX I

ALUMNI INTERVIEW QUESTIONS

Interview Questions
For
Alumni of Cristo Rey St. Martin High School

The purpose of this study is to explore the implications to educational leadership regarding the success of the Cristo Rey Network. This study will explore how leadership informs the culture, climate, and instruction within Cristo Rey St. Martin. This research will take a look at factors that influence student success students of color in high poverty urban areas, and how those factors are combated to create high degrees of student success.

Background Information Questions

1. When did you graduate from Cristo Rey St. Martin?
2. What college did you attend/are you attending?
3. What profession have you entered/hope to enter?

Leadership Experiences as a student at Cristo Rey St. Martin

4. Did you have any leadership experiences while you were at Cristo Rey St. Martin? Can you tell me about those experiences?

5. Do you get to work with current students? In what ways?

5. Do you get to work with the current leadership at St. Martin? In what ways?

6. Tell me about why you are still connected to the school? What draws you back here?

APPENDIX J

BOARD OF DIRECTOR INTERVIEW QUESTIONS

Interview Questions
For
Board of Directors of Cristo Rey St. Martin

The purpose of this study is to explore the implications to educational leadership regarding the success of the Cristo Rey Network. This study will explore how leadership informs the culture, climate, and instruction within Cristo Rey St. Martin. This research will take a look at factors that influence student success students of color in high poverty urban areas, and how those factors are combated to create high degrees of student success.

Background Information Questions

1. Your role/title at the Cristo Rey Network/Cristo Rey St. Marin?
2. How long have you served in this capacity?
3. As a board member, briefly describe your role and duties.

Leadership Training from the Cristo Rey Network

4. As a Board member, did you receive training before starting at the Cristo Rey Network?
   a. If yes, what type of training did you receive?
5. As a board member, have you provided any training to school leaders joining the Cristo Rey family?
   a. If yes, what type of training did you provide?

Ongoing leadership support at Cristo Rey St. Martin

6. What has been most helpful/supportive to you as a leader here at the Cristo Rey Network?
7. Can you think of a time when you experienced great success in this work? Tell me about that time?
8. What do you believe contributes to the success of Cristo Rey? Can you provide a story illustrating this?

   If not mentioned by the interviewee:
9. Have you been made aware of the National Standards and Benchmarks for Effective Catholic elementary and Secondary Schools? In what capacity?
10. Have you been made aware of the Mission Effectiveness Standards from the Crist Rey Network? In what capacity?

APPENDIX K

CONFIDENTIALITY AGREEMENT

Confidentiality Agreement Transcription Services

I, _____transcriptionist, agree to maintain full confidentiality in regards to any and all digital recordings and documentation received from Julie Frey related to her doctoral study: *Exploring the Implications to Educational Leadership regarding the Success of Cristo Rey St. Martin college preparatory high school*

 Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of digitally recorded interviews, or in any associated documents.
2. To not make copies of any digital recordings or computerized files of the transcribed interview texts, unless specifically requested to do so by Julie Frey.
3. To store all study-related digital recordings and materials in a safe, secure location as long as they are in my possession.
4. To delete all electronic files containing study-related documents from my computer hard drive and any back up devices.

I am aware that I can be held legally liable for any breaks of the confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained to the digital recordings and/or files to which I will have access.

Transcriber's name (printed): _____

Transcriber's signature: _____

Date: _____

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VITA

Julie Lynn Wilber Frey is the daughter of Richard and Mary Wilber and was born in Harvey, Illinois on October 18, 1963. She was raised in Glenwood and Homewood Illinois and graduated from Homewood Flossmoor High School in 1981.

Julie attended the University of Illinois Chicago and graduated with a Bachelor Degree of Science in 1998. Julie majored in mathematics and minored in biology. In 2004, Julie graduated from Indiana University Northwest with a Master of Science degree in Urban Education. In 2007, Julie was accepted into the doctoral program in Education Administration and Leadership. Julie earned her Type 75 in 2009 and her superintendent endorsement in 2014.

Julie has been in education since 2000, accepting a position as a provisional math teacher at East Chicago Central High School in East Chicago, Illinois. In 2002, Julie accepted a position at Thornton Fractional North High School in Calumet City, Illinois as a mathematics teacher. In 2008, Julie became the instructional coach for the mathematics department. In 2010, Julie accepted a position as the Division Head of Mathematics at Oak Park and River Forest High School in Oak Park, Illinois. This is Julie's current position.

Julie resides in Oak Park, Illinois. Julie has two grown children and three grand-children.

DISSERTATION COMMITTEE

This dissertation submitted by Julie L. Frey has been read and approved by the following committee:

Lorraine A. Ozar, Ph.D., Director
Clinical Associate Professor, School of Education and
Andrew M. Greeley Endowed Chair in Catholic Education
Loyola University Chicago

Michael Boyle, Ph.D.
Clinical Assistant Professor, School of Education and Director
Andrew M. Greeley Center for Catholic Education
Loyola University Chicago

Leanne Kallemeyn, Ph.D.
Associate Professor, School of Education
Loyola University Chicago