



**Indiana State Board of Education**  
**Request for Freeway School Accreditation**  
**Board Date: June 5, 2013**

School: Providence Cristo Rey High School

Education Director: Sister Jeanette Hagelskamp

Address: 75 N Belleview Place  
Indianapolis, Indiana

Grade Span: 9-12

Public/Private: Private

Current Enrollment: 88

Targeted Population: Families seeking a faith-based high school education.

Identity: Located in the Haughville area on the near Westside of Indianapolis, the school serves 140 students from families of modest means. The student population is 64% African American, 14% Caucasian, 11% Hispanic, 2% Asian, and 9% other. Our students are 41.4% male and 58.6% female. Statistics regarding religious affiliation are not fully compiled; we estimate that over 85% of our students are not Catholic. Over 78% of the students qualify for free/reduced lunch, and 77% qualify for vouchers.

Curriculum: Providence Cristo Rey has a strong curriculum and is currently working toward meeting the Common Core wherever possible. Students needing upper level courses that are not offered at the school are encouraged to enroll in local colleges for a campus experience and earn the needed credit.

Testing History: The school often admits students who are behind in their academic skills and as a result, initial testing may not be as strong as the school would like. Second-time testing has very strong results, likely due to the curriculum and remediation programs.



**Staffing:** Most teachers are licensed by Indiana. Those who are not are highly qualified in their academic achievements.

**Waiver Requests:** None

**Issues:** None

**Recommendations:** Full Five-Year Freeway Accreditation

**PETITION FOR FREEWAY ACCREDITATION  
PROVIDENCE CRISTO REY HIGH SCHOOL**

**I. Identify the school entity to be declared a freeway school**

Providence Cristo Rey High School, Indianapolis, IN

**II. Identify the demographic data of the school and the community that it serves**

Providence Cristo Rey High School, a Catholic, coed, college-prep secondary school, was founded in 2005 by the Sisters of Providence of Saint Mary-of-the-Woods, IN. The school opened its doors in 2007 and is one of 25 schools nationwide that comprise the Cristo Rey Network.

Located in the Haughville area on the near Westside of Indianapolis, the school serves 140 students from families of modest means. The student population is 64% African American, 14% Caucasian, 11% Hispanic, 2% Asian, and 9% other. Our students are 41.4% male and 58.6% female. Statistics regarding religious affiliation are not fully compiled; we estimate that over 85% of our students are not Catholic. Over 78% of the students qualify for free/reduced lunch, and 77% qualify for vouchers.

According to a recent (2011) SAVI Community Information System report, the area that surrounds the school is 58% African American, 34% Caucasian, and about 8% Hispanic. Over one-third of the residents of the neighborhood do not have a high school diploma. The area surrounding the school has become more depressed with the recent economic downturn. The unemployment rate of the neighborhood near the school is 10.2%, whereas the unemployment rate in Marion County is about 5.4%. Not surprisingly, the crime rate within the neighborhood (mostly crimes against property) is double that of the Indianapolis Metropolitan Police Department patrol area overall. Over 70% of the students in the neighborhood schools qualify for free/reduced lunch.

Our students offer an interesting contrast to this data. Although their parents may be unemployed, every student is employed one full day each week in a professional setting. Over 87% of our graduates begin college immediately after high school, and of those who matriculate, about 94% persist into sophomore year. (Data beyond sophomore is not yet available.)

However, Providence Cristo Rey is not a neighborhood school. Students from Providence Cristo Rey come from across the entire city. Each day the school runs buses throughout the city to pick up students who want to avail themselves of this unique

opportunity.

What sets Providence Cristo Rey apart from other schools in the city is its Corporate Work Study Program. One full day each week, our students go off to work at some of the finest businesses and corporations across the city. Currently, 51 different companies (including law firms, accounting firms, investment firms, hospitals, IT contractors, environmental companies, pharmaceutical corporations, forensics labs, educational institutions, city offices, and so on) employ our students. In return for student services, the companies pay a significant portion of the students' tuition. For our students, however, the benefits far exceed tuition assistance. They have the opportunity to "rub elbows" with professionals and see firsthand what some professions are like.

One of the biggest challenges the school faces is that, because so many of our students come from low-income families, they lack the experiences, family stability, and access to systems that are enjoyed by many other students. Quite a few students have one or both parents incarcerated; several have been in and out of foster homes much of their life; many are being raised by grandparents because their own parents have been victims of addictions. Often, they have come from failing schools with low expectations in terms of academic rigor and classroom behavior. Thus they meet a steep learning curve when they first arrive at Providence Cristo Rey. "Homework", "respect", and "organization" are words of a foreign language. It is with patience and love that we teach them that they can have all sorts of doors open to them in the future, if they are willing to "buy in" to our "program."

Despite these challenges, our students do fairly well on standardized tests. Nearly 80% pass the English ECA on the first try and 100% pass the algebra ECA by end of sophomore year. Their ACT scores also outrank the Cristo Rey Network average and their Cristo Rey ECA exams (given in almost every subject area) were better than many other schools.

**III. Describe how the school's curriculum will comply with the Common Core Standards adopted by the State of Indiana**

Currently, our curriculum is more rigorous and requiring than the Core 40 diploma. We know that we will need to make some instructional shifts in order to shore it up to meet the requirements of Common Core. The Cristo Rey Network has already engaged in discussions about how instructional practice will need to change. While much of the content is already taught at Providence Cristo Rey, we have not included the applications and simulations to the extent that they will be needed in Common Core.

We have done a good job already of working with teachers to include a variety of reading/writing sources in the curriculum. Curriculum is already asking students to read and write about narrative and expository/informational text from a variety of

sources. We have taken “reading and writing in content areas across the curriculum” as one of our school improvement goals because our students generally come to us deficient and struggle so much in these areas. We have sent teachers in various content areas to week-long reading and writing workshops and then used those teachers to “teach the teachers.” With the work we have done and will continue to do in these areas, and as we increase the rigor demanded of the students in writing, our teachers will be on track to deliver the Common Core in English/Language Arts.

The math department has worked this year to focus on the habits of mind that students will need to use in Common Core. Certainly, more rigorous higher-level thinking will be required as students are asked to apply, interpret, and evaluate various mathematical concepts. While we require four years of math (through pre-calculus) for our students, some will really struggle with the level of thinking required of them. Teachers will need to continue to study Common Core methodology and content so that they can continue to adjust their approach to teaching for a level of learning that is more than just solving problems that look like the examples in the book. Their constant probing of “why”, their use of simulations, their application of the material to real life will be critical, and continued professional development will be needed for this to occur.

We upgraded our technology infrastructure last summer. It should be adequate to carry the volume of traffic we will have on a daily basis and at testing time. We intend to move to a 1-to-1 technology platform in 2014-2015, which will allow teachers maximum opportunity to do the kinds of writing, simulations, and modeling that will need to be done to help our students meet the rigors of Common Core.

**IV. Describe the plan allowing students to earn an Indiana Academic Honors diploma where applicable.**

We require all students to take four years of math (beginning with algebra), four years of science, three years of foreign language, and two fine arts courses. We offer AP Calculus AB and will add others as we grow. Our students who want to qualify for an academic honors diploma take classes (from the approved list) at either IUPUI or Marian University, beginning as soon as summer after their sophomore year. Prior to graduating from Providence Cristo Rey, some of our students have finished a semester of college this way.

It is our preference that our students actually go to the campus, rather than have our teachers certified as adjuncts or bring a professor in, for we believe that getting them on campus helps to acclimate them to the college climate in a way that “in house” classes would not. However, we are also considering one or more dual credit classes on site in the future.

**V. Freeway accreditation requires educational benefits for students in the school's attendance rate, student performance on ISTEP+ and End of Course Assessments, and for high schools, an improvement in graduation rates.**

- Describe the school's strategies to meet these improvements in performance.
- Describe any additional measures that will be used to measure student achievement and growth.

Overall, our attendance rate has been about 95%. Historically, we have a few "frequent offenders" who have chronic illnesses, are homeless, who have come to us with attendance issues at other schools, etc. Because of the population we serve, what might be a one- or two-hour trip to a doctor for us becomes an almost all-day wait at a clinic. We try to work with them to change their behavior (or that of their families) when the absence is not illness-related. We have a policy that indicates that we may withhold credit if a student misses more than 10 days of class. Rarely, however, have we invoked this policy. We try instead to get the students to stay after school or come on Saturday to make up work that has been missed. Often this is successful in at least some classes. Any courses that are failed, policy or not, must be made up in summer school.

Although not every student who comes to PCRHS stays here, virtually all who leave go to another accredited school. Our students do not drop out. Moreover, our senior classes have a 100% graduation rate, and 100% are accepted to college (nearly all of them to 4-year colleges/universities). Almost all of them go directly to college (others go after some time off), and their persistence rate to sophomore year and beyond is about 94%.

Our first-time pass rates on ECAs are not where we would like them to be. However, our second-time testers generally do quite well. Often we accept students who are behind grade level and it takes time to get them "caught up." In order to do so, we have implemented a summer bridge for math and reading/language arts (for all incoming students). In addition, we offer math lab (now algebra enrichment) and remedial reading during the academic year for our students who are most skill-deficient. We also offer help after school every day and Saturday study from 8:00 – 12:00 almost every Saturday so that students can come for extra help, work on projects together, get assistance on research papers, and have computer access.

When necessary, we have not renewed contracts for teachers who, in our estimation, were not successful in enabling our students to learn. In some instances, ECA data has been a significant consideration.

In addition to ECAs, we use the Cristo Rey Network ECAs as a measure of success relative to their peers. We capture individual student growth by administering NWEA in math and reading and by using the Educational Planning and Assessment System (EPAS) battery of tests (EXPLORE during freshman year, PLAN during sophomore year, ACT during junior and senior years). We examine this data scrupulously and, when possible,

do item analyses to ascertain what concepts need to be taught/re-taught. We also administer the PSAT.

**VI. Describe the curriculum strategies to address: character education; hygiene; alcohol and drugs; diseases transmitted sexually; honesty; respect and abstinence and restraint.**

Character education, honesty, and respect are addressed in every aspect of the education of our students. Certainly they are addressed in theology classes and in guidance/social work interactions with students. But day in and day out, faculty and staff challenge students to be men and women of love, mercy, and justice who call themselves to bring about a more just and humane society. Hygiene is addressed during corporate work study training and then again in health and physical education classes. Alcohol and drugs, sexually transmitted diseases, and abstinence and restraint are addressed both in health and biology classes.

**VII. Describe how students with special needs will be identified, referred to the local public school for testing and how IEP's for these students will be part of their instruction.**

Teachers identify students that they observe struggling in their classes, potentially because they cannot code words, comprehend what they read, process information, stay on task, remember information, etc.

Teachers are asked to identify the student's strengths and weaknesses. Sometimes all teachers do not have the same problem with the student; the problem is evident in certain subject areas or with certain teaching styles. Teachers often share at a faculty meeting, at a staffing or through emails, when the student seems to have the learning problem and when he/she does not. Sometime teachers share successful teaching strategies that work well with the student and other teachers adapt their style or classrooms.

If several teachers experience the same problems with a student, they report it to the Guidance Counselor who will discuss the situation with the student's parent or guardian. If the parent or guardian is in agreement, the Guidance Counselor asks the parent to contact Indianapolis Public Schools to request testing the student for a possible learning disability.

Once the parent makes that request, IPS Special Education emails a Referral Form to the Guidance Counselor who assembles information from teachers on what RTI strategies were used with the students for how long and with what amount of success. The referral information includes Progress Reports, standardized tests results, behavior reports, physical or mental health assessments, and observations.

This information is sent to IPS Special Education. Their staff reviews the referral information and determines whether they will do testing. IPS Special Education staff has 50 instructional days to complete the testing.

When all assessments are completed, the School Psychologist schedules a case conference with the school, and the parent/guardian to go over their findings. If the student meets special education criteria, the students receive standard accommodations for state testing. That same service plan can be used for all classroom testing. If the student qualifies for additional services such as speech, or assistive technology, the school works with IPS to obtain the needed equipment, books on tape, enlarged print texts, etc. or the family can decide that given the assessment results, the student cannot be served adequately at a private school and can choose to move the student to a public school.

Students who are eligible for services are encouraged to advocate for their accommodations.

Students who do not meet the criteria for special education services, may receive some suggestions for possible learning strategies, but will not be eligible for any LD accommodations.

Currently, we are exploring private testing through Hope Haven Psychological Services and Dr. Bennetta Johnson. This alternative may provide faster testing results, but may not be recognized by IPS Special Education.

We are hopeful that these testing results will provide more teaching strategies that will work with the student.

**VIII. Identify statutes and rules to be suspended as a result of this contract.**

Not all teachers will be required to be certificated, although we will generally expect that they be highly qualified in what they teach. Perhaps our gospel choir teacher is the best example: He does not have a teaching certificate; however, he teaches gospel choir at another private high school and is director of one of the largest, most well-respected gospel choirs in the city.

**IX. Describe how technology will be integrated into student instruction.**

The school currently operates with 6 SMART Boards, 4 sets of SMART Response systems, about 60 laptops, and 30 desktops for use by students. All students in algebra II, geometry, pre-calculus, and calculus have access to graphing calculators both at home and at school. As Common Core curriculum is implemented, it will be necessary for students to have easy access to technology for work with simulations, etc. As the

laptops age, PCRHS plans to increase technology by creating a pilot program to research and implement a 1:1 tablet program. In the 2013-2014 academic year, the school plans to purchase a set of 30 tablet computers to rotate throughout classrooms and instructors to ensure that the school is ready make the transition effectively to 1:1 tablets in the 2014-2015 academic year.

There will be additional instructional shifts across the curriculum to incorporate technology literacy initiatives as suggested by the schools CWS partners.

**X. Describe procedures/plan to ensure a safe and disciplined learning environment.**

The school building has been renovated since we acquired it in 2006. In addition to cosmetic and space renovations, we have installed a camera system for the hallways, a security system for the doors so that they can be locked/monitored at all times, and replaced locks on many of the doors so that rooms could be secured from the inside.

PCRHS has created its own emergency/safety plan (based on Jane's/Safe Havens International plan used by the Archdiocese of Indianapolis and modified for our own facility). Every faculty and staff member has a copy of the plan and it has been reviewed with them. IMPD has also reviewed the plan and worked with us on specific aspects of it.

Safety drills (fire, earthquake, tornado, manmade disasters) are practiced school wide in accordance with state law. We have put an evacuation plan in place that allows for accurate and efficient accounting of students and staff who are present at the time of the drill/disaster. First aid kits are located in the main office, near the science labs, and in the gymnasium. An automatic external defibrillator (AED) is also on site. Training in handling blood-borne pathogens and bodily fluids is done annually. Every staff member is also required to do VIRTUS (Protecting God's Children) training in order to be able to prevent and identify signs of sexual abuse.

Faculty are expected to step into the halls to monitor them between classes. They also supervise before school, at lunch, and after school until the buses depart.

A Positive Behavior and Intervention Support plan has been in place to help students grow into mature young men and women who know how to behave. It is detailed in our Student Handbook. If students are not in compliance, then depending on the level of infraction, a student may be given a warning, a lunch detention, an after-school detention, an in-school suspension, an out-of-school suspension, or an expulsion. Again, we try to work with students to change their behavior before we have to resort to serious consequences.

**XI. Describe plans for continuing professional staff development.**

PCRHS will be re-organizing the school leadership structure to incorporate a teacher leadership role specifically designed to support professional development. The school will add an 'Officer of Studies' role which has the specific responsibility to develop a library of PD resources, support teachers in creating cross-curricular initiatives, and to assist the principal in developing a professional development schedule.

PCRHS will also be forming professional learning communities of faculty to differentiate the professional development offered to faculty. In addition, the school will continue to implement a "train the trainer" method of professional development. For example, last summer several faculty went to Chicago for weeklong in-service on backwards design of unit planning, reading across content areas, and writing across content areas. At faculty meetings this year, those faculty have trained all other faculty in those areas.

**XII. Confirm the school's commitment to Indiana's minimum 180 instructional days for students.**

Providence Cristo Rey exceeds the minimum 180 instructional day requirement. In truth, we exceed 190 days, and freshmen have an even longer year. In addition, our school day begins at 7:30 and ends at 4:40. With the longer school day and longer school year, we hope to make up the deficits which some of our students bring with them.

**XIII. Describe the school's ability to produce and submit all required electronic state student data reports.**

The principal and assistant principal are responsible for submitting state student data reports. When difficulties arise in the filing of the reports, they communicate with DOE personnel to try to resolve the technical difficulties so that the reports can be submitted.

Appendix A: Insert Copy of the Governing Body's Policy Requiring New Employees/Volunteers to Provide a Current Expanded Criminal Background Check.

Note: Although it has been our practice for several years to do expanded background checks, our Board never passed a policy requiring that we do. At our Board meeting on May 14, 2013, a policy was passed. Please see Appendix A attached

Appendix B: Provide A List Of Staff Members, Roles, Teaching Area/Subjects, Indiana Educator License And Confirmation Of Expanded Criminal Background Check.

Please see Appendix B attached

Appendix C: Provide Evidence/Letter Confirming A Successful Inspection Of The School By The Indiana Department Of Health.

Last Inspection 5/1/2013

Appendix D: Provide Evidence/Letter Confirming a Successful Inspection of the School by the Indiana Department of Homeland Security's State Fire Marshall.

Department of Homeland Security did last inspection on 1/14/13;  
State Fire Marshall did last inspection on 4/23/13.

## **APPENDIX A:**

### **POLICY REQUIRING EXPANDED CRIMINAL BACKGROUND CHECK**

PCRHS (hereafter, PCRHS) shall require an expanded criminal background check for individuals who

- (1) apply for:
  - (A) employment with PCRHS; or
  - (B) employment with an entity with which PCRHS contracts for services;
- (2) seek to enter into a contract to provide services to PCRHS; or
- (3) are employed by an entity that seeks to enter into a contract to provide services to PCRHS;

if the individuals are likely to have direct, ongoing contact with children within the scope of the individuals' employment.

This policy shall be administered uniformly for all individuals to whom the policy applies.

Under this policy, PCRHS will conduct an expanded criminal history check concerning each applicant for non-certificated employment or certificated employment before or not later than three (3) months after the applicant's employment by PCRHS. As part of the application process, each individual hired for non-certificated employment or certificated employment may be required to provide a written consent for PCRHS to request an expanded criminal history check concerning the individual before or not later than three (3) months after the individual's employment by PCRHS. PCRHS may require the individual to provide a set of fingerprints and pay any fees required for the expanded criminal history check. Each applicant for non-certificated employment or certificated employment may be required at the time the individual applies to answer questions concerning the individual's expanded criminal history check. Failure to answer honestly questions asked under this subsection is grounds for termination of the employee's employment. PCRHS may require the applicant to assume responsibility for all costs associated with obtaining the expanded criminal history check. PCRHS may not require an applicant to obtain an expanded criminal history check more than one (1) time during a five (5) year period.

All information obtained under this section must be used in accordance with law.

PCRHS or entity described above may use information obtained through the expanded criminal background check as grounds not to employ or contract with the individual if the individual was convicted of one of the following offenses:

- (1) Murder
- (2) Causing suicide
- (3) Assisting suicide
- (4) Voluntary manslaughter
- (5) Reckless homicide

- (6) Battery, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (7) Aggravated battery
- (8) Kidnapping
- (9) Criminal confinement
- (10) A sex offense under
- (11) Carjacking
- (12) Arson, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (13) Incest
- (14) Neglect of a dependent as a Class B felony, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (15) Child selling
- (16) Contributing to the delinquency of a minor, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (17) An offense involving a weapon, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (18) An offense relating to controlled substances, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (19) An offense relating to material or a performance that is harmful to minors or obscene, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (20) An offense relating to operating a motor vehicle while intoxicated, unless five (5) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- (21) An offense that is substantially equivalent to any of the offenses listed in which the judgment of conviction was entered under the law of any other jurisdiction.

An individual employed by PCRHS or an entity described above shall notify the President, if during the course of the individual's employment, the individual is convicted in Indiana or another jurisdiction of an offense described above.

*Passed by the Board of Directors of Providence Cristo Rey High School on May 14, 2013.*

**APPENDIX B: STAFF MEMBERS, ROLES, TEACHING AREA/SUBJECTS, LICENSE,  
AND EXPANDED BACKGROUND CHECK CONFIRMATION**

<b>Last Name</b>	<b>First Name</b>	<b>IN License #</b>	<b>License</b>	<b>Role</b>	<b>Expanded Criminal Bkgd Chk</b>
Heidt	Joseph	1435818 1435819	License: Bldg Level Administrator License: Business Ed, Economics Government	President	yes
Hagelskamp	Jeanette	1073521 1073520	License: Admin & Supervision License: Math, Physics	Principal	yes
Brooks	Michael	10033255 10003845	License: Bldg Level Administrator License: Physical Education, Health	Dean (will be asst. principal in 2013-14)	yes
Lecher	Eric	10057589	License: Bldg Level Administrator (will be principal in 2013-2014)	Theology (not cert) Will be principal in 2013-14	yes
Brown	Matthew	1598596	License: Language Arts	English 11, 12	Yes
Coon	Karen	1528784	License: Math	Algebra I, II & Geometry, Alg Enrichment	yes
Dishman	Andrew	1568930	License: Health, PE, coaching	Health, PE, coach	yes
Divine	Carol	1320504	License: English School Library & AV	School Library & AV	yes
Doty	Brandon	IL 1701437, Type 09	License: Social Studies	US History, Econ	yes
Dreher	Abigail	10033703	License: Life Sciences	Bio, Envir. Sci.	yes
Fallon	Maureen	1338612	License: Chemistry, Math, Physics	Alg I & II, Physics	yes
Guichelaar	John	1609921	License: Math	Alg I & II, Alg Enrichment	yes
Henry	Johanna	1616304	License: Geography, History	USH- H, Geog/Hist Wrld, Current Events	yes

McGinnis	Maryellen	1598279	License: School Counseling	Guidance/ college counselor	yes
Murphy	Caroline	10036854	License: K-6	Art & theology (not cert)	yes
Silins	Renate	finishing certification	Doing license in Spanish	Spanish I, II, III, IV	yes
Sitzmann	Zoe	1613545	License: Language Arts	English 9, 10	yes
Sluka	Anna	10002252	License: Chemistry, Math	Chemistry; ICP, Math – Pre-Calc	yes
Williams	Napoleon	not certified		Gospel choir	yes

## OTHER STAFF

Last Name	First Name	Role	Expanded Criminal Bkgd Chk
Abelein	Kelsey	VISTA Associate for Admissions	yes
Cochran	Rhett	Director of Corporate Work Study	yes
Densborn	Kathryn	VP for Corporate Work Study and Institutional Advancement	yes
Eakman	Adam	Campus Minister	yes
Fagan	Andrea	Director of Communications and Marketing	yes
Lyons	David	Liaison for Institutional Advancement	yes
Matthews	Jenny	Director of Special Events	yes
Sheehan	Maureen	Receptionist	yes
Simon	Yohance	Assoc. Dir. of Admissions	yes
Thompson	Cynthia	Asst to the VP for Corporate Work Study and Institutional Advancement	yes
Thompson- Grady	Deondra	Director of Admissions	yes
Walker	Julie	Director of Finances	yes
Whitley	Kateri	Exec. Asst. to the President	yes