

Quality Review Report 2012-2013

Medgar Evers College Preparatory School

Secondary School 17K590

**1186 CARROLL STREET
BROOKLYN, NY 11225**

Principal: Dr. Michael A. Wiltshire

**Dates of review: Nov 13, 2012
Lead Reviewer: Karen Watts**

Part 1: The school context

Information about the school

Medgar Evers College Preparatory School is a Secondary School with 1104 students from grade 6 through grade 12. The school population comprises 96% Black, 3% Hispanic, 0% White, and 1% Asian students. The student body includes 0% English language learners and 1% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2011 - 2012 was 93.6%.

Overall Evaluation

This school is proficient.

What the school does well

- The school's comprehensive curriculum that is aligned to National Standards closes the achievement gap and rigorously develops college and career ready well-rounded students. (1.1)
 - Medgar Evers Preparatory High School has the distinction of offering the most Advanced Placement (AP) courses to its students in all of New York State. Students take AP courses as early as middle school. The school's curriculum is aligned to the College Boards and is highly correlated to the Common Core and New York State Standards. Additionally, since the school is an Early College school, its goal is to have students graduate with Associate Degrees and fifteen students are now on track to graduate with that honor. In all grades, students are exposed to challenging academic tasks that include analysis and evaluation of complex text that promote the development of high level thinking skills so that students respond appropriately to literature and solve complex math problems. Forty-five smart scholars have completed high school by the 10th grade so the number of students graduating with associate degrees will continue to increase in the coming years. Students have also been accepted to and attend Ivy League schools and other competitive colleges and universities. The average Scholastic Aptitude Test (SAT) score of a Medgar Evers graduate is 1446 which surpasses the New York City (NYC) average of 1310 and greatly contributes to closing the achievement gap State-wide. As a result of the extensive curriculum offerings that the students are exposed to, they develop mastery of content and academic habits that prepare them for success in college and beyond.
- The school's organizational decisions result in effective use of teacher and student time to support the school's instructional goals that promote academic excellence. (1.3)
 - The school's instructional goals are to close the achievement gap of the students on AP, SAT, ACT, and Preliminary Scholastic Aptitude Test (PSAT) exams that are linked to National Standards to ensure that students will exceed all State standards and City expectations. The school's resources are strategically used to achieve this overarching goal. For example, teachers are held accountable for the students' performance outcomes on Regents and AP exams. In addition, teachers teach only three classes so that they can have a smaller caseload of students to be responsible for. The school provides a Saturday Kaplan SAT preparation program including SAT writing and has seen the average SAT score for its students increase by 100 points to an average of 1446 points. Middle school students attend three hours of tutoring in reading including an hour of Drop Everything and Read (DEAR), an hour of vocabulary and hour on vocabulary specific to the (SAT). This has resulted in students performing well on the PSATs and becoming eligible to take AP courses. In addition, the school provides a math lab for the 311 students enrolled in Algebra II and Trigonometry course to ensure that they are successful on the Regents exam and provides exam preparation sessions for all Regents exams and AP exams to meet the goal that every student will pass at least one AP exam before they graduate. These practices have resulted in 158 students passing one or more AP exams at a grade of three or better last school year.

- The principal maintains a strong college going culture and a safe and inclusive learning environment where students' voices are heard and students feel supported as they strive for academic excellence. (1.4)
 - The college going culture is fostered starting in the sixth grade with students who enter aspiring to attend Ivy League colleges and universities and the school supports their aspirations by ensuring that they receive good grades, pass difficult exams and develop good academic and personal behaviors. It culminates in a dedicated focus in the twelfth grade to help students with the college application process through a series of informational nights, a comprehensive college calendar, a wealth of information on the school's website and college fairs to ensure that these students enter a college or university of their choice. The school also has a strong student government and students are active participants on the school leadership team (SLT). Students have been instrumental in lobbying for more college classes and have taken ownership for activities such as the annual service day, community cleanup day, breast cancer, human immunodeficiency virus (HIV) and March of Dimes walks, blood drives and even for building a green house. The students actively participate in peer mediation and teachers enforce a zero tolerance against students' misbehavior to ensure a safe environment. Students provide peer tutoring and are active participants in male and female empowerment classes where students develop excellent leadership skills. All students are assigned to a grade advisor and meet regularly in advisories where their concerns are heard and consequently, they feel supported to learn resulting in students who consistently achieve at the highest levels as evidence in their mastery of Regents' examinations with many students scoring at 85% or better and many students passing the more difficult AP examinations every school year.
- School faculty partner with parents to communicate high expectations for all students that promote post-secondary readiness and hold students accountable for their learning resulting in high levels of mastery in all subject areas. (3.4)
 - . All teachers are trained to be AP teachers who can deliver high quality content rich curricula and they are supported to do so effectively through participation on grade and subject teams, attendance at professional development workshops through the College Board and they are mentored if necessary to ensure that their students perform well and the desired academic outcomes are achieved. Parents and students are exposed to the high expectations during the recruitment process, during orientation to Medgar Evers and throughout the students' enrollment at the school. Information is shared with parents and students at various town hall meetings, open houses, informational nights, advisories, parent/teacher conferences and through frequent letters and emails. Parents and students are encouraged to meet individually with their guidance counselor/college advisor, grade advisor, administrator and teachers who all maintain open door policies. Students who receive less than 85% on Regents exams are encouraged to re-take them to attain mastery of the subject. These practices have created a culture of learning at the highest levels among the student body resulting in students striving for academic excellence.

What the school needs to improve

- Strengthen the alignment of pedagogy to a coherent set of beliefs of how students learn best so that student work products and discussions reflect higher order thinking and participation leading to improvements in students' academic success. (1.2)
 - The school focuses on reading and writing across the curriculum and teachers and students use technology resources where appropriate. The school believes that this method has allowed its high functioning students to quickly gain content knowledge resulting in the development of students who perform well on State and National exams. However, the lessons are all teacher-centered. Classroom discussions are teacher- dominated where the teachers ask questions to the class as a whole and students participate by listening and/or responding to the teacher. There are no attempts to determine which students understand or not. The assumption is that all students are getting the content as the lessons progress. There is no differentiation of the lessons to meet the needs of diverse learners in each classroom. The school has only recently exposed teachers to the Danielson Framework for Teaching and will be using it to inform instructional practices. The current instructional practices result in students who are compliant with teacher expectations rather than being engaged because the work meets students 'learning needs. This negatively affects the quality of students' discussions and their written work products hindering further acceleration of student learning and limiting some students' academic success.
- Enhance assessment practices to include formative assessments, ongoing checks for understanding and students' self-assessments so that timely instructional adjustments can be made to meet students' diverse learning needs. (2.2)
 - . Teachers frequently administer mock AP and Regent Exams that are graded with the AP and Regent exams rubrics so that they know what they need to re-teach to ensure student mastery. Some classroom assignments are graded by peers. Teachers move among students as they write or call on students to answer questions so they can assess how they are learning however, they are no formal structures in place for teachers to check that students are learning and whether or not they have to make adjustments to their instruction to meet students' learning needs at any given point during their lessons. Also, students do not routinely use rubrics to self-assess resulting in students who are dependent on their teachers for feedback which adversely affects students taking ownership for their own learning. (abc)

Part 3: School Quality Criteria 2012-2013

School name: Medgar Evers College Preparatory School	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards?				X			
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?			X				
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?			X				
School Culture							
<i>To what extent does the school...?</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?				X			
Systems for Improvement							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?				X			
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?				X			
4.1 Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed