



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**James Madison High School**

**High School 425**

**3787 Bedford Avenue  
Brooklyn  
NY 11229**

**Principal: Joseph Gogliormella**

**Dates of review: March 3 - 5, 2008**

**Lead Reviewer: Jo Storrs**

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## Part 1: The school context

### Information about the school

James Madison is a high school with 3804 students from grade 9 through grade 12. The school population comprises 27% Black, 15% Hispanic, 42% White, and 16% Asian students. The student body includes 8% English language learners and 9% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2006 - 2007 was 90.5%. The school is not in receipt of Title 1 funding.

The school is 174% over-capacity. Its community includes students from culturally diverse backgrounds. There are 43 languages are represented in the school. The four largest language groups are Russian, Chinese, Spanish and Urdu. The school is housed in an historic building with a wide range of sporting facilities including playing fields and a swimming pool.

## Part 2: Overview

### What the school does well

- The charismatic principal provides inspirational and empowering leadership and is passionate about the school and its students.
- The talented and collaborative cabinet and inquiry team interrogate data minutely to gain a detailed understanding of each student.
- The ambitious goals and carefully designed programs successfully enable students to achieve high standards.
- The clear vision, mission and high expectations are shared by the school community and are visible in the vibrant learning environment.
- The exceptional relationship between students and staff impacts positively on students' education and learning.
- The flexibility and teamwork of teachers to trial new methods and approaches enhances learning for all students.
- A rich, varied and challenging curriculum and an exciting array of out of school activities motivate students, so attendance is high.
- Students of all ages are extremely diligent and focused on their learning in lessons, behave extremely well and move calmly in hallways.
- The expansive range of beneficial links with outside agencies contributes effectively to students' academic and personal development.
- Thorough monitoring of all aspects of the school focuses on continually improving the effectiveness of the school.

### What the school needs to improve

- Continue to train teachers to analyze and use data effectively in all subjects to differentiate plans and instruction to accelerate students' learning.
- Refine periodic assessments to monitor closely class and student progress in meeting goals and further involve students and parents in this process.
- Set specific, short-term targets for English language learners to promote their learning and motivation and share these with parents.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report

### **Overall Evaluation**

#### **This school is well developed.**

The charismatic principal's vision, high expectations and commitment to the school and students underpin his exceptional leadership. He works amicably with the talented cabinet and inquiry team members utilizing data expertly to set ambitious goals and programs closely aligned to students' needs. All teachers use data, but not all minutely differentiate planning and instruction to accelerate learning. Students' academic and personal development benefits from a rich, varied and demanding curriculum, an exciting array of out of school activities and an exceptional range of beneficial links with outside entities. This motivates them to attend school and achieve high standards. Students are diligent and attentive in lessons, behave very well and move calmly in hallways. The school does not set specific, short-term targets for students with language and learning difficulties.

The collegial, dedicated staff members have excellent relationships with students and value the trust of the principal. They have created a keen sense of purpose and a demonstrable nurturing culture. They persist with interventions, even after students and parents appear to have given up, and enjoy trialing new approaches to improve students' personal and academic development successfully. Valuable periodic assessments identify each detail of the progress of classes and students towards goal achievement with students and parents becoming more involved in the process in some subjects. Thorough monitoring procedures are fully aligned to planning and goal setting and keep students' achievements under constant review. They focus on all aspects of the school and ensure the continuing success of this school. The school tackled assiduously the six recommendations of the last review. Gender and ethnic differences are recognized and addressed, teachers share best practice, technology is used as a learning tool, assessment is consistent, parents are more involved with the school and impressive galleries of students' work are presented in hallways. The talented inquiry team plays a significant role in data analysis, goal setting and planning and is proactively improving the programs and achievements of all students.

## **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

**This area of the school's work is well developed.**

Under the principal's firm but sensitive leadership and direction, departments examine every facet of external and internal test data, attendance patterns and pertinent records of students' work, attitudes, behavior and responses to homework. This impressive range of data is summarized and stored in an electronic system installed by the principal and in scrupulously maintained binders. Data is interrogated both by cabinet and inquiry team members in order to glean a detailed and constantly updated understanding of the achievement and progress of every student. It provides an exceptionally clear picture of the progress of the school, each department, class and group of students between each marking period and enables annual and on-going comparisons to be made with City and network schools. All indicators confirm the school's continuing success. Any dips or concerns about the performance of students or departments revealed by data analysis are swiftly investigated and new or revised programs or interventions applied immediately.

All teachers and staff receive relevant class data electronically so they have an accurate picture of each student's needs and achievements. They conscientiously keep grade books and binders, planning but not all use data fully to inform planning or to track students' progress. Departments and staff with responsibility for the progress of English language learners and special education students also access the system and keep additional detailed information focused on the students' individual education plans. The talented inquiry team has already employed the system's data analysis capability to research a wide range of student information. This data derived from tests, assessments and discussions with students and faculty ensures the team understands and proactively improves goal setting, instruction and the progress and performance of all students.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is well developed.**

The focus on the individual student is an exceptional feature of the school, arising from the principal's unwavering demand for the highest standards. These consistently high expectations are visible in the well-maintained, vibrant learning environment and every aspect of school life. These are known and supported by the school community and significantly enhance the students' learning and achievement. Teamwork is epitomized by all teaching staff being fully involved in updating the school's mission and vision of "Excellence through Education" centered on the "Principles of Madison" and in sharing these with students in a number of imaginative activities and competitions.

The clearly articulated vision is underpinned by overarching school goals, prioritized by the cabinet and inquiry team members. The cabinet collaboratively sets measurable, time-bonded goals for themselves and for each department, grade, class and individual

or groups of students. A number of groups extend this process by using all the valuable data to set challenging instructional goals focused on accelerating each student's learning such as for higher achievers. Different groups of students identified by data are targeted according to need; an example is the new science Lab policy that is tied to attendance outreach to improve student eligibility. Within this well-developed process, specific short-term targets are not set to motivate and accelerate learning for students with language and learning difficulties.

The whole community is fully aware of the school's clearly stated vision, mission and goals through multiple methods of communication. Comprehensive documents and the school's website provide all the information needed to understand what the school stands for and expects. Students are constantly encouraged to perform at their best and their achievements are recognized through gaining various awards. Regular meetings and workshops offer other occasions to strengthen links between school and home and to promote the school's goals. Good relationships with supportive and appreciative parents ensure that important information is transferred between them and the school, so that any specific concerns are handled sympathetically and swiftly. However, parents feel that they receive insufficient information of their children's targets in order to support them at home.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school's work is well developed.**

Carefully designed programs and courses including the new literacy course, which is effectively improving the skills of grade 9 students who entered the school with low literacy levels, supplement the mandated curriculum. Extra tutoring as well as the structured credit accumulation program, after school and at lunchtime, offers more support for students to achieve high standards. All subjects provide on-going test, assessment and observational information to track students' progress carefully. Students' horizons are fully extended through a wide-ranging, rich, varied and challenging curriculum including technology, sports, the arts, music, numerous electives and an exciting array of out-of-school teams and activities, such as a school orchestra, a marching band and chorus that perform at school and City events. As a result, behavior is exceptional, all students are extremely diligent, motivated and alert in lessons and attendance is now high.

Talented and committed teachers know they are accountable and enjoy the principal's trust as professionals. They respond willingly and use data to trial innovative methods and approaches to enhance student learning. This challenges and extends the students in these classes and higher achievers, but not all teachers utilize data well. As a result, plans and instruction are not fully differentiated for all students and work is not modified according to levels of English proficiency for English language learners. Students find all leaders and staff helpful and caring. They feel that there are very few issues, but any that arise are soon spotted and resolved swiftly. They are very supportive of each other and the "adopt a freshman" program helps new students quickly integrate into the school. Students are proud to belong to the school. All resources are focused on student achievement and have led to highly creative and successful staffing and scheduling decisions. Through inventive scheduling of classes and the staggering of the

start of school for some students, the school makes the best possible use of time and facilities even with an over-capacity population.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is outstanding.**

The school is fortunate in having a principal who provides inspirational and empowering leadership and talented cabinet and inquiry members determined to assist each student to succeed. Exceptional relationships between leaders, staff and students and decisively recognized procedures ensure the school operates smoothly and efficiently. The atmosphere is so tranquil that it is difficult to believe so many students are in the building. The principal and cabinet have consistent and highly effective improvement strategies for all aspects of school life using relevant data from the inquiry team. They agree on goals priorities for formal and informal observations with staff. They give teachers positive, focused feedback to celebrate strengths and provide suitable training if necessary. These observations keep the principal constantly updated about the quality of instruction, programs and students' progress, which inform scheduling decisions. Professional development is comprehensive and differentiated according to individual, department and school need. Teachers are reflective and view observation, intervisitations and collaborative planning as positive ways to evaluate and sharpen instruction to the considerable benefit of the students. Those new to the profession or school benefit from highly effective mentors and the wider support from colleagues.

An extensive range of support for students further enhances their academic and personal development. Using the "House Model", assistant principals and guidance counselors, working closely with the faculty, give substantial expert help and provide valuable intervention programs in areas of need. They offer all possible assistance to enable every student to take full advantage of all the school has to offer and persist with interventions to reach successful conclusions, even after students and parents appear to have given up. A range of imaginative structures have reduced suspension rates including using the "Citizenship Center" that supports students to learn positive behaviors and stay in school. The school has developed an impressive range of partnerships to enhance students' achievement, provide them with counseling and give them work and life experiences outside the classroom. These include the Jewish Board of Family and Children's Services, Inc. and Arthur Ashe Health Science Academy.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is well developed.**

The seamless link between planning, goal setting and monitoring procedures enables the school to measure its success and adjust its programs when required. These systems, developed by the school leaders and faculty, are wide ranging. Every department thoroughly monitors student progress and achievement against stated goals. Detailed knowledge of the students, gained through data analysis, scrutiny of their work and observation of their behavior and attitudes, ensures that programs are appropriate and effective. In addition, some departments have designed valuable periodic

assessments to closely track and analyze the progress of each class and student towards goal achievement. These increase the involvement of teachers, students and their parents in learning, but are not fully developed across the school.

The principal has high expectations of himself and his staff, whom he empowers to do their job and to be part of the monitoring regime. The gifted cabinet and loyal, dedicated teachers and staff are fully aware of their personal accountability. They appreciate that monitoring activities and classroom observations by administration constantly evaluate their effectiveness. Many teachers make optimum use of the information they gain to gauge the impact of their instruction and to revise plans accordingly. In the context of this professional approach, leaders and faculty are striving forward positively and confidently for the benefit of their students. The clearly and concisely expressed vision has the full support of the whole school community. The rigorous monitoring procedures aimed at achieving this vision ensure the continual improvement of this successful school

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: James Madison High School</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>				X	

### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?					X
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?					X
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?					X
1.6 a measurement of performance and progress based on comparisons with similar schools?					X
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
<b>Overall score for Quality Statement 1</b>				X	

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?				X	
2.3 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?					X
2.5 convey consistently high expectations to students and their parents/caregivers?					X
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
<b>Overall score for Quality Statement 2</b>				X	

### Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?					X
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?					X
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
<b>Overall score for Quality Statement 3</b>				X	

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?					<b>X</b>
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?					<b>X</b>
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?					<b>X</b>
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?					<b>X</b>
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?					<b>X</b>
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?					<b>X</b>
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?					<b>X</b>
<b>Overall score for Quality Statement 4</b>					<b>X</b>

<b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				<b>X</b>	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?					<b>X</b>
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				<b>X</b>	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				<b>X</b>	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?					<b>X</b>
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?					<b>X</b>
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?					<b>X</b>
<b>Overall score for Quality Statement 5</b>					<b>X</b>

<b>◇</b>	<b>Outstanding</b>
<b>+</b>	<b>Well Developed</b>
<b>✓</b>	<b>Proficient</b>
<b>➤</b>	<b>Underdeveloped with Proficient Features</b>
<b>Δ</b>	<b>Underdeveloped</b>