New York State EDUCATION DEPARTMENT
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Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

Final Report

Leadership and Systems

Curriculum

Instruction

Social-Emotional Learning

Family Engagement

BEDS Code	572702040002
School Name	Jasper-Troupsburg Junior/Senior High School
School Address	3769 NY-417, Jasper, NY 14855
District Name	Jasper-Troupsburg Central School District
Principal	Mr. Christopher Parker
Dates of Visit	May 21-23, 2019

Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school's commitment to improvement.

The report provides a critical lens to help the school best focus its efforts.

School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: http://www.nysed.gov/accountability/essa-accountability-designation-materials

The most recent results for the "All Students" group at the school are as follows:

Elementary/Middle School Performance Indicators

Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level
2	1	1	--	1	4

High School Performance Indicators

4 Yr Grad. Rate <67%	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic, Readiness (CCCR) Level
No	3	4	3	--	3	4	4

Jasper-Troupsburg Junior/Senior High School serves 212 students in grades seven through twelve.

Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a district consultant.
- The team visited a total of 25 classrooms during the visit.
- The OEE visited five classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- In advance of the visit, 19 staff members (79 percent) completed a DTSDE pre-visit survey conducted by NYSED.

Successes Within The School That The School Should Build Upon:

1. The school offers an Accelerated College Education (ACE) program that allows students to earn junior college credits for courses such as business math, accounting, chemistry, Spanish, and English. In 2018-19, the school added new course offerings, including a class entitled First Year Experience which acclimates students to college life, skills, and expectations. This year, participation in the ACE program increased to 73 students compared to 45 students in 2017-18.

2. In 2018-19, the principal has reiterated his expectations for staff attendance and the importance of being at the school each day. As a result, staff attendance increased to 93 percent this year compared to 90 percent in 2017-18. Staff stated that they like being at the school, and many described the school as a family atmosphere.

3. Recognizing the link between participation in after-school activities and increased student attendance, the principal reached out to families to encourage them to have their children participate in after-school activities. As a result, the percentage of students who are involved in after-school activities increased from 52 percent in 2017-18 to 57 percent in 2018-19. The principal also noted that student attendance is at 96 percent this school year in part because of the increased participation in after-school activities. Interviewed students stated that participating in after-school activities make them more motivated to come to school.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **The principal should regularly communicate schoolwide goals and develop action plans to achieve the goals.** The IIT's discussions with teachers and students revealed that schoolwide goals have not been clearly communicated to stakeholders. For example, the principal stated that based on the results of New York State assessments, one of the school's goals is to improve student writing skills. However, interviewed teachers and students were not aware of this goal. In addition, the IIT found that an action plan has not been developed to achieve this goal, and teachers have not received feedback or professional development on strategies to improve student writing skills.
- **The principal should collect and analyze teacher practice data to inform school improvement efforts.** The principal stated that he visits classrooms regularly and provides feedback to teachers, and he shared the notes that he had generated from these visits with the IIT. However, there is currently no system in place to collect and analyze teacher practice data. As a result, school leaders do not have the information necessary to develop a clear understanding of teachers' instructional strengths and areas of need to inform the development of the School Comprehensive Education Plan (SCEP) and the school's professional development (PD) plan.

Leadership and Organization at the School

- **The principal should regularly provide formative and actionable feedback to teachers after he conducts informal classroom visits.** The principal regularly visits classrooms and provides feedback to teachers after his visits. However, interviewed teachers stated that most of the feedback they receive is not specific or actionable. The principal and the IIT reviewed written feedback together and found that most feedback was descriptive and did not include specific suggestions to improve teacher practice. For example, the principal's

feedback to one teacher stated that the teacher did a nice job of asking questions to students but did not include suggestions for improving the questions to elicit greater student engagement. Most teachers stated that they would welcome feedback that included actionable next steps for improving their practice.

Learning at the School

- **Teachers need to make the lesson content relevant to students in order to increase student engagement.** In most lessons visited, the IIT observed few strategies to make the curriculum and instruction relevant to students. Most lessons were teacher-led, and students worked on academic tasks primarily for the purpose of preparing to take assessments. The IIT observed few connections being made between the lesson and real-world situations. For example, in one class, the teacher reviewed the questions and answers for an upcoming assessment, but students were not asked to elaborate on why these questions were important or how this knowledge would help them to better understand the world around them. Many interviewed students stated that they are often bored in class as they do not see a connection between the lesson content and their personal lives.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Parents would like to receive their child's assessment results.** Interviewed parents told the team that they had not received their child's iReady or Northwest Evaluation Association (NWEA) assessment results this school year. Parents stated that they would like to know their child's assessment scores so that they can track their progress and know what they can do at home to help their child be successful.
- **Students would like to better understand their assessment scores and what they can do to improve.** Students interviewed by the team stated that they had not received their iReady scores and although they had received their NWEA scores, teachers did not explain what the scores mean or what they need to do to improve their scores throughout the school year.
- **Parents would like access to their child's current grades and would like teachers to provide them with information about how they can help their child at home.** Although the school uses the Parent Portal to allow parents to view their child's grades online, interviewed parents stated that grades are not up to date for all classes. Parents also said that while some teachers reach out to parents if their child's grades go down during the quarter, many do not. All parents interviewed by the team stated that at one time during their child's high school career, they were surprised by a low grade that their child received on a report card. Parents added that they would like teachers to regularly share strategies that they can use at home to help their child improve academically.