

# Jordan School District

## Programmatic Monitoring Report May and June 2023

### Overview

The Utah State Board of Education Title IV, part A staff monitored Jordan School District's programmatic use of funds in June 2023. This report outlines the observations, evidence, and any findings or recommendations from that site visit.

Jordan School District is utilizing funds to support multi-tiered layers of support for mathematics educators; approximately 100 educators are participating in grades 4-8. In addition, funds are used for a clinical support specialist during the summer PreFreshman Engineering Program (PREP).

The monitoring visit was conducted on two separate days to accommodate the educators involved. The mathematics team met together in May, at the end of the school year, to discuss the outcomes from the 2022-23 school year. PREP is a summer program for students, so monitoring was done in June to meet with that team. This report will summarize each visit.

### Goals

Jordan School District is utilizing Title IV, part A funds to support the three categories of Well-Rounded Educational Opportunities, Safe and Healthy Students, and Effective Use of Technology, as outlined below.

**Well-Rounded Educational Opportunities:** Increase students' achievement in mathematics by creating a professional vision for high-quality Tier I instruction, designing a positive discourse-rich environment, and noticing and reflecting on videos of students' mathematical thinking.

**Safe and Healthy Students:** Increase the number of students served by Jordan PREP and expand the safe and healthy students initiatives by increasing the number of hours available for counseling and student wellness group activities,

lowering the teacher-student ratio, developing comprehensive training for staff to address the health and safety needs of students, and expanding social-emotional learning for Jordan PREP students from across the district.

**Effective Use of Technology:** Increase student achievement by engaging with video technology collection platforms to assist in enhancing and advancing teachers' abilities to notice, reflect, and collaboratively refine their practice.

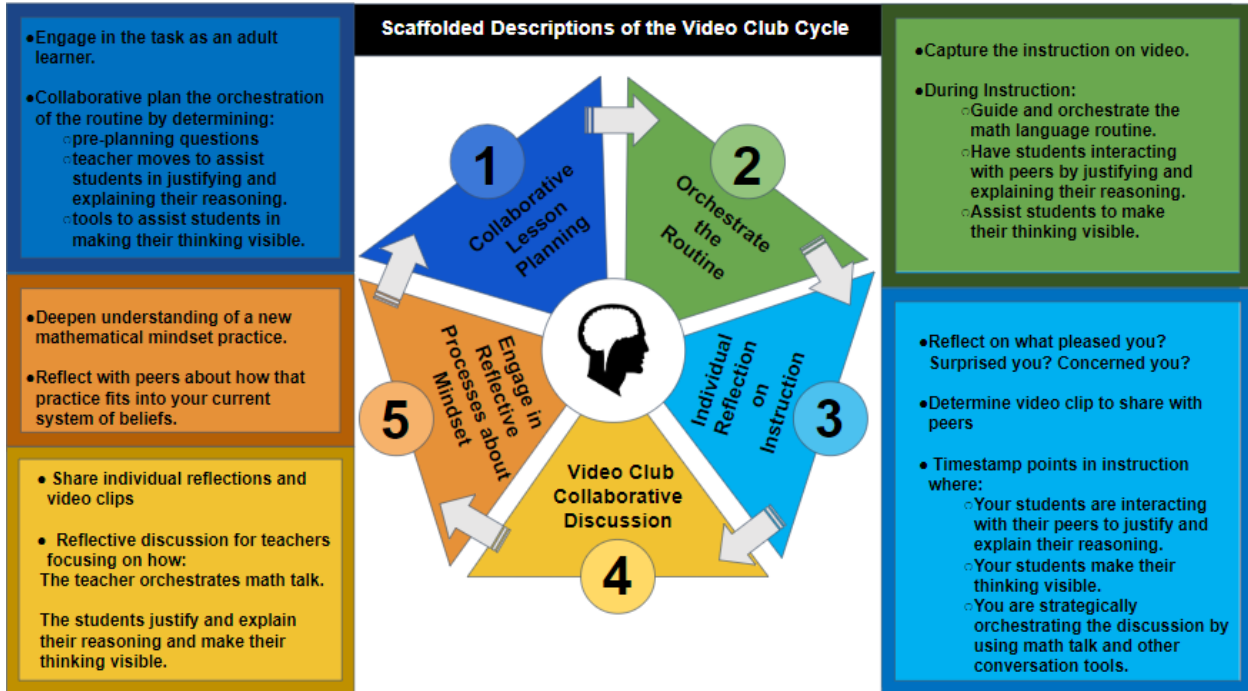
In short, Jordan School District's goals are:

1. Incorporate the use of content-specific instructional coaches to strengthen Tier I instruction in mathematics in three ways at the secondary level:
  - a. incorporate content-specific coaches
  - b. increase grade level collaboration district-wide
  - c. use technology to provide immediate feedback on mathematical discourse
2. Strategically designed means to increase the district's ability to meet the social and emotional needs of students during the summer months.

## Mathematics Highlights

Jordan School District determined mathematics at the secondary level to be a critical area for improvement as a result of the comprehensive needs assessment. The district used data and evidence-based practices to implement a coaching program and professional learning focused on mathematics. The participating educators, 100 in grades 4-8, engage in mathematics themselves through professional learning communities (PLC). The educators film themselves, analyze the video and complete a reflection with what is called Video Club. There is also peer and coach review of the videos. They utilize technology with dual platforms that assist with recording and feedback. Each school in the district has a mathematics coach, which significantly helped the success of this project.

The educators participating in Video Club committed to filming themselves and honestly reflecting on their instructional practices. The below image describes the process and cycle of the video club.



Data from the recordings is private and can only be shared if the educator chooses to do so. They choose when they are recorded as well. It also cannot be shared with anyone that the educator did not directly share it with (cannot be re-shared). When they do use the Teacher Talk technology to record, there is feedback and analysis of the talk ratio readily available for reflection. See the sample below.

TeachFX Record Upload Get help Debra

All Class Reports / Debra Russell (TeachFX) / TeachFX Demo Lesson: Analyzing "The Dinosaur"  
 Fri December 15 3:12 PM 34 min

OVERVIEW  
 talk ratios  
 lesson design  
 word clouds

STUDENT TALK  
 student voice  
 equity of voice

TEACHER TALK  
 teacher voice  
 closed-ended questioning  
 open-ended questioning  
 building on student contributions

THINK TIME  
 after I spoke ("wait time 1")  
 after students spoke ("wait time 2")

EXTRAS  
 my goals  
 transcript

**Here's your talk ratio again, visualized as a timeline.**

Category	Percentage	Duration
Teacher	38%	13 min
Student	50%	17 min
Silence	10%	3 min
Group	2%	<1 min

**REFLECT** Do you recognize your lesson plan in the timeline above?

- By reflecting on your timeline<sup>[1]</sup>, you can see when students were most (and least) engaged.
- Comparing your timeline to your lesson plan<sup>[2]</sup> can be valuable way to gain clarity about how your lesson plans can serve the student experience you'd like to create in your classroom.<sup>[3][4]</sup>



The results from the educators participating in Video Club are clear. There is a clear improvement in time spent focusing on students (36% to 59%) and student thinking (28% to 45%). See the graph below.

Percentages of Focus in 2021-22 Video Club Professional Development					
	Beginning School-Based Video Club Session #1	Short Video Club in Session Reflection #2	Middle School-Based Video Club Session #3	Short Video Club in Session Reflection #4	Ending School-Based Video Club Session
# of Meaningful Chunks	1285	768	1220	497	1039
<b>1<sup>st</sup> Dimension: ACTOR</b>					
Student	36%	34%	53%	61%	59%
Teachers	30%	54%	23%	23%	20%
PD	0%	0%	0%	0%	0%
Self	23%	4%	3%	4%	3%
<b>2<sup>nd</sup> Dimension: TOPIC</b>					
Management	2%	12%	0%	1%	0%
Climate	2%	3%	4%	1%	11%
Student Thinking	28%	14%	28%	32%	45%
Pedagogy	34%	59%	38%	51%	23%
Mindset	18%	1%	9%	1%	2%
Technology	4%	1%	1%	1%	1%
<b>3<sup>rd</sup> Dimension: ANALYTIC APPROACH</b>					
Describe	47%	27%	26%	16%	18%
Evaluate	27%	36%	30%	39%	49%
Interpret	12%	27%	21%	33%	17%

**1<sup>st</sup> Dimension**  
**ACTOR**

- Increased focus on **Students** 36% to 59%
- Decreased focus on **Self** 23% to 3%

**2<sup>nd</sup> Dimension**  
**TOPIC**

Increased focus on **Students Thinking** 28% to 45%

Decreased focus on **Pedagogy** 34% to 23%,  
**Mindset** 18% to 2%

**3<sup>rd</sup> Dimension**  
**ANALYTIC**  
**APPROACH**

Increased focus on **Evaluate** 27% to 49%

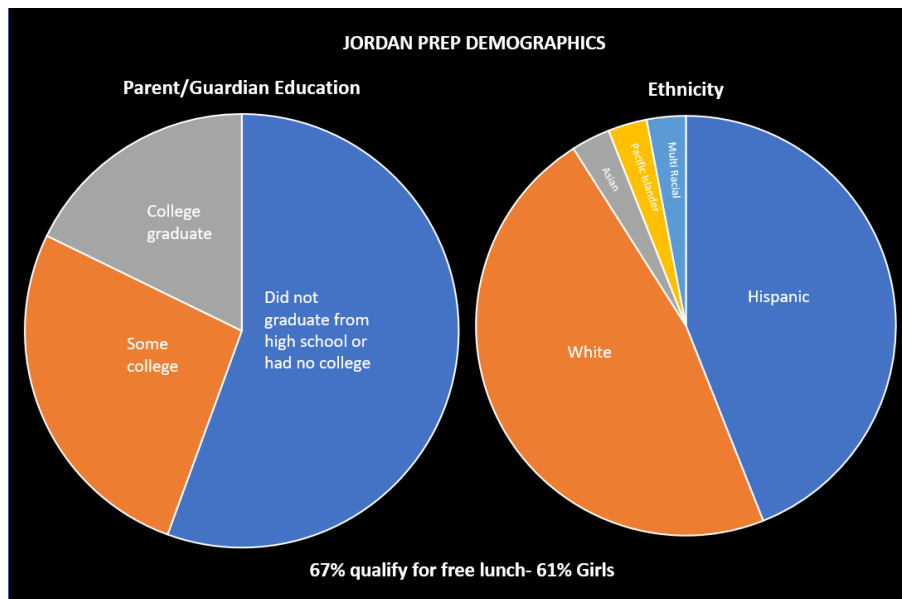
Decreased focus on **Describe** 47% to 18%

Many educators have decided to continue Video Club on their own. They found the analysis and reflection of their teaching practices beneficial and believe there is a clear value for students. Title IV, part A funds allowed Jordan School District to provide rich professional development opportunities to mathematics educators. Students have more negative dispositions about math than any other subject. Improving the instruction of mathematics helps students find success in the STEM field.

## Jordan PREP Program Highlights

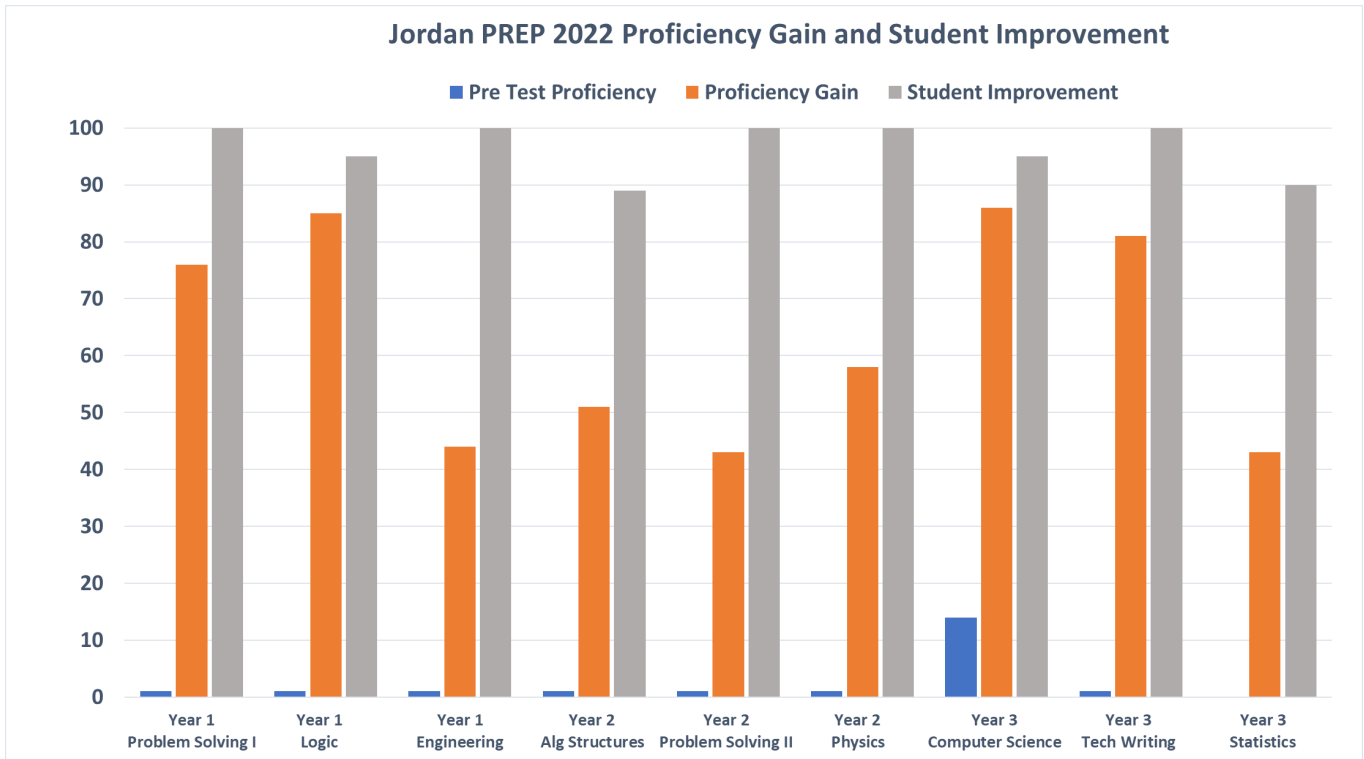
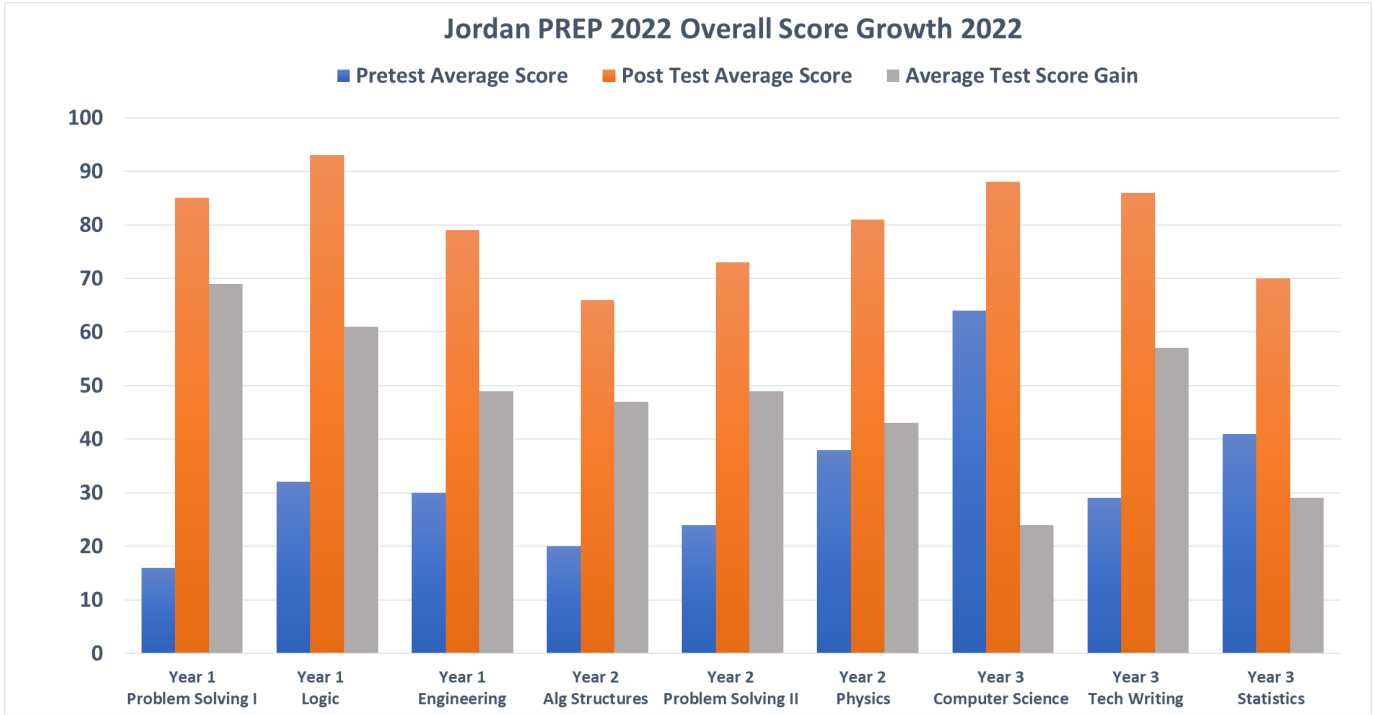
PreFreshman Engineering Program (PREP) has been extended to a seven-year program in Jordan School District. Jordan PREP targets underrepresented students from the Title 1 schools in the Jordan School District, specifically women, minorities, and students with parents who did not graduate from high school. The total number of students that attended Jordan PREP this year was 155. Of these students, 71% are students who have parents that did not graduate from high school, 78% are low-income, over 50% are minority students, and over 50% are

female. The demographics did not significantly change this year. See graph below on demographics.



Academic gains increased 3% from 2021. The National Summer Learning Association says that by the ninth grade, “summer learning loss during elementary school accounts for two-thirds of the achievement gap in between low-income children and their middle-income peers.” Jordan PREP students gained an average of 48% growth in their summer classes. Non-participant students without academic activities decreased knowledge and skills during the summer, while PREP students expanded their academic achievement. The following graph shows additional detail on students’ growth from the pretest to the posttest in each class.

Proficiency gains are shown below. This measure indicates that students aren’t just increasing their scores between the pretest and posttest; they are becoming proficient in their STEM classes. Students who traditionally show a decline in math and science skills over the summer are elevating above their peers. Summer academic growth allows Jordan PREP Students to become leaders in the classroom, builds their confidence, and raises their probability of succeeding in STEM higher education pathways. The average number of students that showed improvement in their classes was 97%, with 100 percent of the students improving in 5 of the 9 classes.



Jordan PREP utilized Title IV, part A funds for Safe and Healthy Students by providing participating students access to a Clinical Support Specialist. During the six-week program, students are able to have mental health support as well as summer learning. The Clinical Support Specialist works at a school during the school year, so is able to make connections with the students' schools to continue supporting the student during the school year. In addition, they are able to make connections with community centers, with 17 partners through the Mental Health Access Program. The Jordan PREP students benefit from having access to mental health services.

In addition to having access to mental health services, students are provided healthy meals and participate in Mindful Movement to support their health and wellness.

The monitoring team was able to talk with a group of fourth-year Jordan PREP students. Each used their agency to create different STEM projects to benefit their communities, for example, mosquito control, arthritis care application, skateboard locks, and study habits. We asked the students what they liked best and what benefits they had as a result of participating in Jordan PREP. They told us they are "more well-rounded, they like the freedom to choose, and they were exposed to opportunities they wouldn't know about otherwise." One student confessed they would likely "be getting into trouble without the program to keep them motivated, focussed, and busy." Another said this is the "biggest and most interesting thing they have ever worked on." The students are brilliant and motivated to spend their summer learning.

## Findings and Recommendations

Funds are being used appropriately and are aligned with Jordan School District's Title IV, part A grant application. The USBE staff recommends the mathematics team aggregate data to compare student achievement in the classroom with educators participating in Video Club to those not participating. This will better assess the effectiveness for students. Currently, the data is a reflection of the impact on educators, and it is inferred that students are benefiting from the instructional practices. Student outcome data will give a more complete picture of success.

In addition; we recommend students be given a voice in the instructional practices. Add student surveys to ask for their insights on how the elements such as think-time, movement, and collaboration impact their mathematical outcomes. The survey does not need to be about the teacher but rather the instructional practices.

## Next Steps

Jordan School District will continue utilizing Title IV, part A funds as outlined above for the next school year. They also will conduct a new comprehensive needs assessment before the next application cycle, which may alter the goals in the 2024-25 school year. Jordan School District is dedicated to supporting students with a strong focus on building supportive relationships between all students, parents, and educators.