



REPORT TO

## STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

# UPDATE REPORT ON THE PILOT PROJECT FOR JUMP MATHEMATICS

*I can do everything through Him who gives me strength*  
*Philippians 4:13*

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## INFORMATION REPORT

### Vision:

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

### Mission:

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*



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## **A. EXECUTIVE SUMMARY**

In January 2015, the JUMP Mathematics Pilot was initiated in 13 elementary schools. At the end of the school year, teachers were invited to offer feedback regarding their experiences with the program. Given the timing, the response rate was limited and most responses were from 5 of the 13 schools. Overall, the perceptions of those who were able to respond suggests promise with regards to the use of the JUMP Math program. However, it is too early to make a determination regarding the merits of the program in servicing TCDSB elementary students and further tracking is needed. Most teachers who responded offered positive ratings of the Teacher Resources and Student Assessment and Practice books, and most used the Student Assessment and Practice book with students regularly. In 2015-2016, professional development will be revised to address any concerns raised and needs that emerged. Furthermore, input will be gathered from participating schools on an ongoing basis beginning early in the school year and to provide greater opportunities to support implementation and learn about strengths and limitations of JUMP Mathematics.

## **B. PURPOSE**

An annual report on the JUMP Mathematics Pilot initiative made available to schools through the Curriculum and Accountability Department to inform planning within the Toronto Catholic District School Board.

## **C. BACKGROUND**

- The Toronto Catholic District School Board initiated a pilot of JUMP Mathematics in 13 elementary schools in January 2015. Teachers from these schools were introduced to the JUMP Mathematics program in six separate sessions. Sessions were offered between January and February 2015 and organized by grades taught. Teachers attended one of the six sessions based on the grade which they taught.
- The content of the sessions included an account of the rationale, philosophy and approach in JUMP Math; an overview of the teaching and student resources; and implementation strategies for a soft launch of JUMP Mathematics.

## D. EVIDENCE/RESEARCH/ANALYSIS

Sources of evidence for this report include (i) feedback gathered by the TCDSB Research Department and (ii) anecdotal observations from the JUMP Mathematics Team.

The patterns that emerge from both these sources of evidence must be interpreted with caution. They are preliminary and serve to promote dialogue and inform further planning and implementation.

### (i) TCDSB Research Department

At the end of May 2015, teachers from all 13 elementary schools that participated in the JUMP Pilot were invited to complete a JUMP Pilot Feedback Form.

#### a) Respondents

- A total of 66 teachers completed the feedback form (10 of the possible 13 schools that participated in the JUMP Pilot); most responses were from staff in 5 schools. This limited response rate requires that the trends reported here are interpreted with caution and considered preliminary.
- Just over half of the respondents who completed a form teach a straight grade class, while the rest teach a combined grade.
- 44% of the respondents reported that 3 to 6 students in each of their classrooms were *likely in need of intervention*; 40% of the respondents reported that there are 1 to 2 ELL students in their class.

#### b) JUMP Math Program

*When did you start using JUMP?*

- 44% of the respondents began the JUMP program during the pilot phase, with a start time ranging from January 2015 to June 2015 and had limited experience with JUMP. A few teachers began earlier.

*Do you use JUMP with all/some/no students?*

- Almost all of the respondents reported using JUMP with all of their students.

#### c) Resources and Materials

*How helpful were the teacher resources, professional development, and Student Assessment and Practice book?*

- Most respondents reported that the teacher resources and Student Assessment and Practice book are “very helpful” or “helpful” (i.e., 71% and 83%, respectively).
- About half of the respondents reported that the professional development (55%) was “very helpful” or “helpful”, and the rest reported that the professional development was “somewhat helpful” or “not helpful.”

*How often did you use the following materials?*

- The Student Assessment and Practice books were most frequently used. 79% of the respondents reported using the books “very often” or “often.”
- Just over half of the respondents reported using the lessons plans and teacher resources “very often” or “often,” while almost 46% of the respondents reported using the JUMP Math SMART board lessons “rarely.”
- 50% of the respondents reported using a math program/material other than JUMP. Most frequently, respondents reported using the Nelson program.

*How would you rate the lesson plans from the Teacher Resources on the following elements?*

- Most respondents (i.e., 72% to 84%) rated the content, clarity, organization and flow of ideas, of the lesson plans as “very good” or “good.”
- 65% of the respondents rated the ease of use of the lesson plans as “very good” or “good.”

*How would you rate the Student Assessment and Practice books?*

- Most respondents (i.e., 84% to 94%) rated the content, clarity, organization, flow of ideas and scaffolding of the Student Assessment and Practice books as “very good” or “good.”
- Most often, respondents reported using these books as a means to offer students opportunities to practice their math, finding the books simple and student-friendly, and thus enabling them to work independently.
- A few minor suggestions were offered with regards to changing the books that included increasing the font size, and allowing for more space for students to respond.

Additional questions were asked of respondents that pertained to the SMARTboard lessons, implementation of JUMP, the fit of JUMP with Ministry of Education objectives, and suitability with specific groups of students however, due to the low response rates nearing the completion of the feedback form, these data are not reliable and thus, not reported.

(ii) JUMP Mathematics Team: Anecdotal Report

In April 2015, each of the principals from the pilot schools were contacted by email to arrange a teacher/school spring check-in. Follow-up visits by the JUMP Mathematics Team were arranged at four schools. Below is a summary of their anecdotal report documenting perceptions and observations noted in four pilot schools.

Perceived challenges:

- Difficulty in transitioning to JUMP Math in February and concern regarding alignment with Nelson.
- Concern about the large number of lessons, getting to the next unit, appropriate pace.
- Many teachers did not download and use SMART Lessons.
- Teachers are not sure how to provide enrichment for Level 4 students.
- Clearer communication is needed to schools regarding duration of the pilot, flexibility of use (as core or supplemental resource).

Perceived affirmations:

- Teachers that are using the lesson plans are seeing an increase in student engagement, confidence and understanding of math.
- Students enjoy JUMP Math, there was positive feedback from parents.
- Teachers and students like the detailed lessons, student books and opportunity for practice.
- Quizzes help for review purposes and assessment.
- Teachers and principals request more professional development.

General observations offered by the JUMP Mathematics Team:

- Few teachers were using the teacher resources, including the lesson plans, curriculum guides, quizzes and unit tests.
- Grouping the teachers in professional development across divisions may not have been optimal for their learning.
- In each of the four schools there was a clear division between those who really liked using JUMP Math and those who wanted to stay with the current program.
- Those using the teaching resources identified the benefits of the program on student performance.
- There needs to be greater clarity about the pilot – how JUMP Math is to be used with respect to Nelson. Some teachers believe Nelson is the

curriculum, so they frame their instructional approach and skill delivery in terms of Nelson.

- Only two principals clearly messaged that the Curriculum is a Ministry document and that JUMP Math is fully aligned to the Ontario Curriculum.
- Once teachers feel secure in their use of JUMP Math, they are more inclined to use it with fidelity.
- Teachers who are willing and keen to try something new, have more success with JUMP.
- Strong principal support/leadership in the pilot leads to increased success.

## **E. METRICS AND ACCOUNTABILITY**

- Gather input from teachers on an ongoing basis during professional learning sessions to help deepen implementation and provide timely feedback to inform planning.
- Monitor and track the achievement and attitudes of students in the JUMP program (focussing on Grade 3 and Grade 6).
- Monitor teacher attitudes and perceptions through the implementation of an annual survey.
- Ensure that schools participating in the program are committed and willing and clarify expectations around the use of JUMP for purposes of the pilot.
- Restructure the format and content to address the needs that emerged (e.g., organization of resources, lesson planning that aligns to the Ontario Curriculum Expectations, differentiating for students, combined grade teaching, ways to supplement JUMP with additional support documents).

## **F. CONCLUDING STATEMENT**

The pilot schools have made a commitment to use JUMP math as their primary numeracy program to meet the curriculum expectations. Further data, over time, will be collected by the research department to determine the effectiveness of the JUMP math program in these pilot schools. Teacher surveys, analysis of EQAO data and classroom assessments will be included within the research to be analysed and will be shared through the annual report to Board.