

21st Century Program Evaluation – June 2021



Floyd Elementary SAFE Program Evaluation 2020-2021 School Year Executive Summary

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Introduction:

The Floyd SAFE team has a well-established program that implements the 21st Century program in alignment with the requirements set forth by the Nevada Department of Education. Despite the challenges set forth due to COVID 19, staff provided high-quality experiences for the students. As noted in the program strengths above, they established safe and effective routines for implementing the program. They divided student services between academic support and enrichment activities. They effectively addressed check-in & check-out procedures and worked closely with their advisory board to continue implementing the program. Finally, SAFE staff continually worked with students to build relationships and support students to meet their academic responsibilities.

Program location and supervision:

The SAFE Program was a school-based program facilitated by the NyE Communities Coalition in coordination with the Nye County School District (NCSD). The daily program operation was facilitated by site coordinator Pamela Smith and assistant site coordinators Mariah Delgadillo. The program director was Jeff Hammar, the Director of Wellness/SAFE Elementary Program for the Nye Communities Coalition.

- Program location:
Floyd Elementary School
6181 Jane Ave
Pahrump, NV 89061

- Supervisory Organization

NyE Communities Coalition
120 E. Wilson Rd.
Pahrump, NV, 89048

The NyE Communities Coalition supervised the project and served as the fiscal agent.

Program Terms:

Morning program:

- Morning start-up - 7:30 AM to 8:30 AM: Students begin arriving at the program at 7:30 AM, where they sign in and move into the multipurpose room where the SAFE staff greets them. Students spend the first ten minutes working on handwriting and grammar. This work includes the use of story prompts, journaling, and alphabet practice.

- Outdoor time 8:30 AM to 8:45 AM: This time begins with a lap around the field. Students then move to a mix of free play and structured physical activities, such as kickball, basketball, soccer, and other similar activities.

- Outdoor cool down 8:45 AM to 8:55 AM: Students finish the outdoor time with stretching, yoga, and breathing activities.
- Exit morning program 9:00 AM: Students transition into their classrooms and begin their regular school day.

Throughout the morning session, staff coordinates student activities while maintaining close supervision while working in learning centers and whole-group activities. Students remain highly engaged throughout the process.

Afternoon Program:

- Afternoon check-in: 2:45 PM to 3:15 PM: Students check into the program at the multipurpose room, gather their snacks, and have some time to eat their snacks with others before transitioning into the program.
- 3:15 PM to 3:30 PM: Students move outside to participate in recess activities, where SAFE staff supervises them in general outdoor movement experiences. The time is spent in the outside activity area, including play structures and athletic fields.
- 3:30 PM to 4:30 PM: Students meet with their grade level teacher and focus on Math, Reading, and Phonics. This is a time for students to expand their academic skills and includes the following activities:
 - Math
 - Reading and Writing
 - Science and Social Studies
- Preferred Enrichment Activities - 4:30 PM to 5:15 PM: Students move to preferred enrichment activities which include Art Lessons, Physical Education, Coding, Space Camp, Zumba, Pick-a-better snack, reading club, science exploration, STEAM, Lego Robotics, 4-H, and Red Rover.
- 5:15 PM to 5:30 PM Check out closing the Program: Students check out with their parents from the multipurpose room. Staff closely supervise the check-out process making sure students safely exit the program.

As in the morning sessions, staff closely monitor student activities, keeping them engaged through each of the afternoon's experiences.

Student performance data:

- Student grades: SAFE participants demonstrated improvement in math and ELA grades earned across the school year. In math, 52% of the students increased their scores, with the greatest improvement occurring between quarters III & IV. In ELA, 39% of students demonstrated increased scores, with the greatest improvement coming between quarters I & IV.

- Student performance on the MAP assessment: The SAFE participants at Floyd Elementary performed slightly above the national norm in students meeting their growth targets on the MAP assessment. Schools should expect to see at least 50% of participating students meet or exceed their growth targets. Approximately 60% met or exceeded their growth targets in math and 48% in ELA.

Many factors can impact student growth scores on the MAP assessment, including the quality of instruction in the classroom, student connectedness to the learning experiences, and support students received in the SAFE program. Therefore, if students meet or fail to meet their RIT growth targets, we cannot attribute that success to the SAFE program alone. However, we could say that the SAFE program may have contributed to student success on the MAP assessment.

Program strengths:

The SAFE Program implemented the 21st Century model with fidelity. Staff met program requirements and provided opportunities for students to receive academic support and participate in enrichment activities that expanded their horizons.

- Creating a positive and supportive environment
 - Applying safe, efficient check-in and check-out
 - Greeting students warmly, connecting to students throughout the program
 - Developing an environment that promoted a sense of belonging
- Connecting students to classroom work through the use of the Canvas learning management system
 - Teachers connecting with students when they arrive at each academic session
 - Providing effective support and guidance to students as they work through their assignments
- Providing an appropriate combination of homework help and enrichment opportunities
 - Facilitating strong enrichment activities that are of high interest and, in many cases, build upon academic work
 - Staff kept students actively engaged in both homework and enrichment sessions
- Procedures and transitions:
 - Students were clear about expectations and moved through appropriate activities requiring limited guidance
- Documentation Procedures:
 - The SAFE staff has established routines to collect the required information and post the required data in CAYEN. They are also working with the Nye County School District office of accountability to have required data imported into the CAYEN system.

Program challenges:

- Instructional scaffolding:
 - One of the challenges identified in this program is that much of the support is focused on homework help. Although the homework help model will assist students in completing an assignment, it may not be enough to master an essential skill. There are cases where students may require additional scaffolding and experiences to master specific knowledge or skill.
 - Along this same line, the MAP assessment can be used to define specific skillsets for students. Utilizing this information, SAFE staff can develop specific intervention experiences that can be used to develop student skills for the long term. This MAP-related targeted intervention could be used along with the homework help model to allow students to develop essential skills and improve their overall performance in the classroom and on state standardized tests.
 - If SAFE Staff decide to include the MAP component, they may want to consider dividing their program into three separate elements: homework help, enrichment, and academic enrichment. The academic enrichment would serve as a connection to the MAP component. Students would work with teachers during the academic enrichment time to build the skills identified on the NWEA RIT to Concept Tool. This three-pronged approach may provide the opportunity for students to receive direct interventions on skills that they will need moving forward. By retaining experiences that support homework help and enrichment opportunities and adding support with skills identified on the MAP, staff could increase the academic potential of each student that it serves.
 - If SAFE staff move to add this third component, they should also use a targeted selection process for participating students. The selection process may lead to identifying students who may be low performing but also fall within specific RIT performance ranges. This process would allow the school to identify the students who have the highest academic need and use the MAP information to group students so that the interventions could be more aligned to the skill sets of the participating students. If staff proceeds with this change, it is recommended that the school use data from the fall, winter, and spring administrations of the MAP assessment.
- Students leaving the program early:
 - An additional challenge is parents picking students up early from the after-school portion of the program. This early exit does not allow staff to provide the services they have planned for students. In the coming year, the staff anticipates setting up a policy and working with parents to encourage students to attend the full program each day.
- Connecting the SAFE Program to the School Performance Plan (SPP)
 - There is not a clear connection between the SAFE Program and the school performance plan. School staff has not identified clear performance targets for students being served by the SAFE program. Also, there are no definitions of how the SAFE program can be used to address school performance with the support of the SAFE program. If the school is able to serve over a hundred students, as it typically does in a non-covid year, and the interventions provided

during the SAFE program are combined with success in the classroom, then RIT scores on the MAP will go up. This improvement is likely to help elevate the school's performance rating on the Nevada School Performance Framework, which is used to measure school performance in Nevada.

Recommendations:

As noted throughout the report, SAFE staff built and implemented a strong program falling within the framework set forth by the Nevada Department of Education. The SAFE team should continue implementing the program addressing academic support and enrichment opportunities for the students they serve.

In order to improve the program site leadership should consider the following:

- Connect the SAFE program to the School Improvement Planning process. This should include addressing specific student performance goals for the SAFE program. It should also identify how the SAFE Program can support school performance initiatives as specified on the School Performance Plan.
 - Once goals are set, site staff should set specific benchmarks, timelines for gathering data, and methods for reporting SAFE program results to key stakeholders over time.
- Consider building opportunities to use MAP data to identify specific student skills and plan for interventions to improve student performance over time on classroom and state assessments.
- Follow through on the plan to encourage full session attendance during the after-school portion of the program.

Finally, I would like to recognize the SAFE staff for the ongoing support of the students that they serve. They continue to create a system that leads to increased academic performance and expands student learning opportunities through the use of high-leverage enrichment experiences.

The full evaluation report can be viewed at:

<https://nyecc.org/wp-content/uploads/Floyd-Elementary-SAFE-Evaluation-20-21.pdf>