



School-Age PQA Plus Extension Performance Report

Prepared for: Bowling Green Elementary K to 6
(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 12 / 12 / 2024



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement.

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- The conversations that you have with your site team regarding improvement efforts are most important.
- Comparisons against other data sets are available to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
3. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality: scoresreporter@cypq.org

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



Score of 1 = The practice is not in place

Score of 3 = The practice is available to a limited extent or in a less advanced form

Score of 5 = The practice is widely available and/or with great frequency

Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.

The scores on your report reflect one of two methods - self assessment or external assessment. Self assessment is a team-based process where multiple program offerings are observed and as a result of a consensus meeting, one set of program-wide scores is submitted. For external assessment, a trained, reliable external assessor will observe a single program offering and score a PQA based on the observation.

To complete the assessment, a rater may decide to mark certain items with an "X" or an "NS", as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g. Reframing Conflict if no conflict situation was observed). Alternatively, a site may decide in advance not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program) and mark with an "NS". Those items are excluded from the scale and domain averages, so as not to negatively impact the scores.

When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Throughout this report, those situations will be identified by N/A.

This performance report presents scores at three levels - domain, scale, and item.

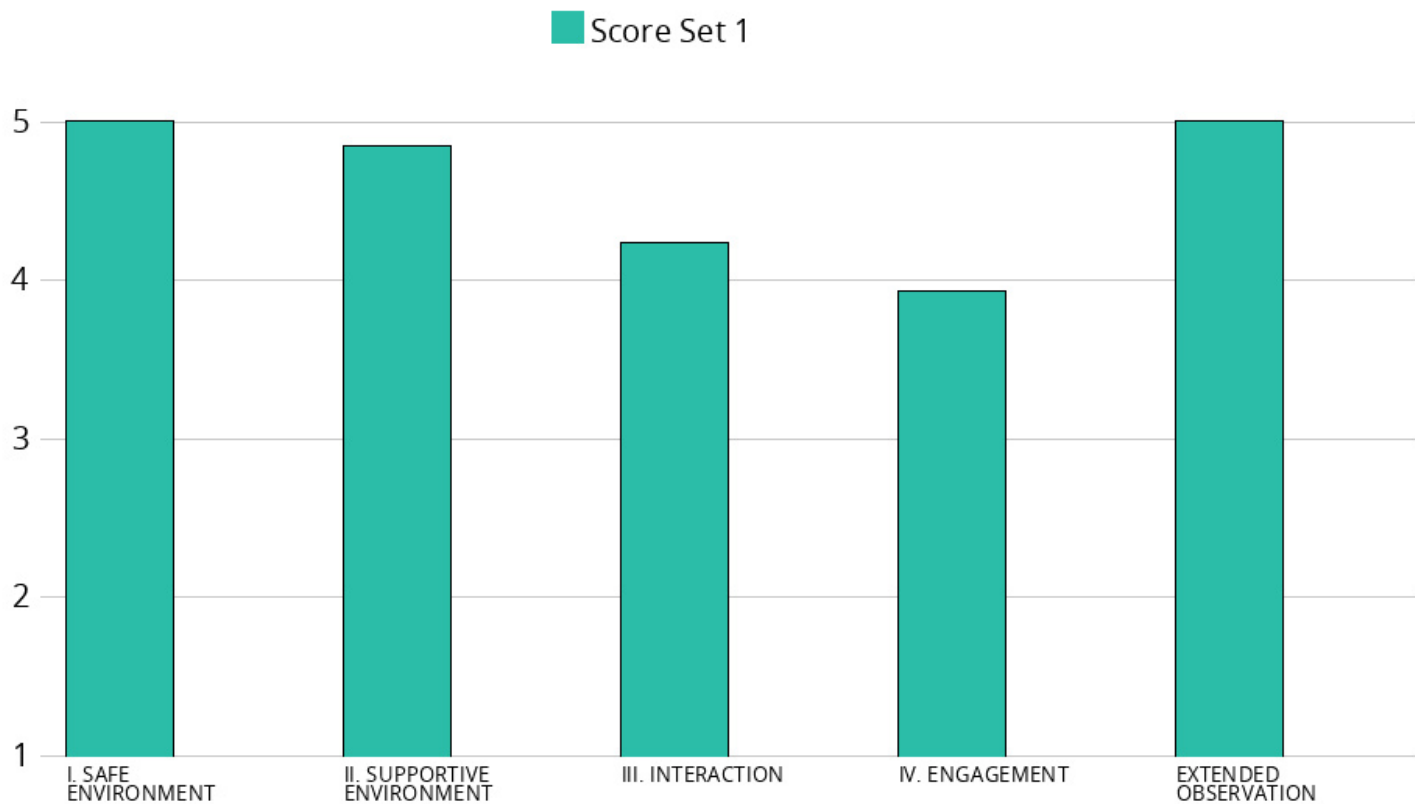
Domain Scores	Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
Scale Scores	Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
Item Scores	Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain scores. For aggregate reports of multiple PQA entries (e.g. a network report), scale scores and domain scores are calculated for each entry separately and then averaged together.

Figure 1. Sample performance report with labels

Domain	SAFE SPACE	Score Set
Scale	Emotional Safety	2.00
Item	1 Positive emotional climate	1.00
	2. Lack of bias	3.00

Program Observation Summary



Observation Identification

Score Set # 1

Tags: External
Bowling Green Elementary K to 6

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 12/05/2024
Forms: 1 form
Offering: Bowling Green Elem.

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

5.00

Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	5.00
Accommodating Environment	5.00
Nourishment	5.00

II. SUPPORTIVE ENVIRONMENT

4.83

Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Skill-Building	4.00
Encouragement	5.00
Child-Centered Space	5.00

III. INTERACTION

4.22

Manage Feelings	N/A
Belonging	4.00
School-Age Leadership	3.67
Interaction with Adults	5.00

IV. ENGAGEMENT

3.92

School-Age Planning	3.00
School-Age Choice	5.00
Reflection	3.67
Responsibility	4.00

EXTENDED OBSERVATION

5.00

Activity Structure	5.00
Homework Help	5.00
Recreation Time	5.00
Transitions	5.00

Detailed Report

I. SAFE ENVIRONMENT

		Score Set 1
Emotional Safety		5.00
1	Positive emotional climate	5.00
2	Lack of bias	5.00
Healthy Environment		5.00
1	Free of health and safety hazards	5.00
2	Clean and sanitary	5.00
3	Adequate ventilation and lighting	5.00
4	Comfortable temperature	5.00
Emergency Preparedness		5.00
1	Posted emergency procedures	5.00
2	Accessible fire extinguisher	5.00
3	Visible first-aid kit	5.00
4	Appropriate safety equipment	X
5	Supervised indoor entrances	5.00
6	Supervised access to outdoors	5.00
Accommodating Environment		5.00
1	Sufficient Space	5.00
2	Suitable Space	5.00
3	Enough comfortable furniture	5.00
4	Flexible physical environment	5.00
5	(SA) Appropriately sized furniture	5.00
Nourishment		5.00
1	Available drinking water	5.00
2	Plentiful food and drink	5.00
3	Nutritious food and drink	5.00

II. SUPPORTIVE ENVIRONMENT

		Score Set 1
Warm Welcome		5.00
1	Children greeted	5.00
2	Staff warm and respectful	5.00
3	Positive staff body language	5.00
Session Flow		5.00
1	Starts and ends on time	5.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	5.00
5	Appropriate time for activities	5.00
Active Engagement		5.00
1	Children engage with materials or ideas	5.00
2	Children talk about activities	5.00
3	(SA) Children make connections	5.00
Skill-Building		4.00
1	Learning focus linked to activity	5.00
2	Staff encourages youth to try skills	5.00
3	Staff models skills	3.00
4	Staff breaks down tasks	3.00
5	Support for struggling children	X
Encouragement		5.00
1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00
Child-Centered Space		5.00
1	(SA) Well-defined interest areas	5.00
2	(SA) Sufficient materials in interest areas	5.00
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	5.00
5	(SA) Open-ended materials	5.00
6	(SA) Easily accessible materials	5.00
7	(SA) Thirty minutes interest-based activities	5.00

III. INTERACTION

		Score Set 1
Manage Feelings		N/A
1	(SA) Staff acknowledges feelings	X
2	(SA) Staff asks children to explain situation	X
3	(SA) Helps children respond appropriately	X
4	(SA) Children suggest solutions	X
Belonging		4.00
1	Opportunities for children to get to know each other	3.00
2	Inclusive relationships	5.00
3	Children identify with program	3.00
4	(SA) Structured small group activities	5.00
School-Age Leadership		3.67
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	3.00
3	(SA) Structured opportunity to lead group	3.00
Interaction with Adults		5.00
1	(SA) Staff at eye level	5.00
2	(SA) Staff works side by side	5.00
3	(SA) Staff circulates	5.00
4	(SA) Staff interacts positively	5.00

IV. ENGAGEMENT

		Score Set 1
School-Age Planning		3.00
1	(SA) All children plan	5.00
2	(SA) Multiple planning strategies used	3.00
3	(SA) Share plans in tangible way	1.00
School-Age Choice		5.00
1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	5.00
Reflection		3.67
1	Intentional reflection	5.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	3.00
Responsibility		4.00
1	(SA) Opportunities for routine tasks	3.00
2	(SA) Staff do not intervene intrusively	5.00

EXTENDED OBSERVATION

		Score Set 1
Activity Structure		5.00
1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	5.00
4	Time for free play	5.00
5	Time for physical activity	5.00
6	Communication of schedule and activity choices	5.00
Homework Help		5.00
1	Readily available	5.00
2	Actively support children in learning	5.00
3	Productive studying and learning environment	5.00
Recreation Time		5.00
1	Interacting with children	5.00
2	Positive supervision	5.00
Transitions		5.00
1	Organized transition	5.00
2	Procedure communication	5.00
Departure		5.00
1	Organized departure process	5.00
2	Constructive activities while waiting	5.00
3	Parents acknowledged and updated	5.00

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

Â The emotional climate of the session is predominantly positive. There are a lot of helpers, and they used calming techniques like clapping versus yelling "quiet".

2 Lack of bias

There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.

Healthy Environment

1 Free of health and safety hazards

The program space is free of health and safety hazards. The program takes place in a school classroom.

2 Clean and sanitary

The program space is clean and sanitary. The program takes place in a school classroom.

3 Adequate ventilation and lighting

Â Ventilation and lighting are adequate in the program space. The program takes place in a school classroom.

4 Comfortable temperature

The temperature is comfortable for all activities in the program space. The program takes place in a school classroom.

Emergency Preparedness

1 Posted emergency procedures

Written emergency procedures are posted in plain view.

2 Accessible fire extinguisher

At least one charged fire extinguisher is accessible and visible from the program space.

3 Visible first-aid kit

At least one complete first-aid kit is accessible and visible from the program space.

5 Supervised indoor entrances

All entrances to the indoor program space are supervised for security during program hours.

6 Supervised access to outdoors

Â Access to outdoor program space is supervised during program hours.

Accommodating Environment

1 Sufficient Space

Program space allows children and staff to move freely while carrying out activities. The program space takes place in the classroom.

2 Suitable Space

5 Program space is suitable for all activities offered. The program space takes place in the classroom.

3 Enough comfortable furniture

Â Furniture is comfortable and of sufficient quantity for all children participating in the program offering. The program space takes place in the classroom.

4 Flexible physical environment

The physical environment can be modified to meet the needs of the program offering. The program space takes place in the classroom.

5 (SA) Appropriately sized furniture

Â Furniture appropriate to children's physical size is available for all children served. The program space takes place in the classroom.

Nourishment

1 Available drinking water

Drinking water is available and easily accessible to all children.

2 Plentiful food and drink

Food and drinks are plentiful and available at appropriate times for all children.

3 Nutritious food and drink

Available food and drink is healthy. They served apple juice and string cheese.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Â All children are greeted by staff as they arrive or at the start of the program day by Mrs. Denise.

2 Staff warm and respectful

Staff mainly uses a warm tone of voice and respectful language.

3 Positive staff body language

Â Staff generally smiles, uses friendly gestures and makes eye contact.

Session Flow

1 Starts and ends on time

Staff starts and ends program day within 10 minutes of scheduled time.

2 Materials ready

Staff has all materials and supplies ready to begin all activities (lego/brain flake/log tables prepped).

3 Sufficient materials

There are enough materials and supplies prepared for all children to begin activities.

4 Explains activities clearly

Staff explains all activities clearly.

5 Appropriate time for activities

There is an appropriate amount of time for all of the activities.

Active Engagement

1 Children engage with materials or ideas

The activities involve children in engaging with materials or ideas for at least half of the time.

2 Children talk about activities

Â During activities, staff provides all children a structured opportunity to talk about what they are doing and what they are thinking about to others when they engage in small table conversation over legos, logs or flakes. Each child had the opportunity to contribute out loud what they might want to add to their city structures.

3 (SA) Children make connections

Staff has children make a connection between the current activity and the children's prior knowledge or experience. Mrs. Denise said "Let's build a city, what do you see in a city? What do you see in our city?" Students responded with car wash, park, etc.

Skill-Building

1 Learning focus linked to activity

Staff tells children a specific learning or skill-building focus for the session or activity. Students were encouraged to think about parts of their world (City) that they engage in every day, and part of cities that they can imagine (like sky scrapers).

2 Staff encourages youth to try skills

Staff encourages all children to try skills or attempt higher levels of performance. Mrs. Denise said "Lets make our goal to be that each of our creations can stand alone".

3 Staff models skills

Staff models skills for some children when they need it.

4 Staff breaks down tasks

Staff breaks difficult task(s) into smaller, simpler steps for some children but only because not all students needed help.

Encouragement

1 Staff uses non-evaluative language

Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language. "I like your color choices, using red and green for Christmas."

2 Staff asks open-ended questions

Staff makes frequent use of open-ended questions. "How can we make that more sturdy?" "I wonder if.."

Child-Centered Space

1 (SA) Well-defined interest areas

There are well-defined interest areas in or accessible to the program space (tubs/carts).

2 (SA) Sufficient materials in interest areas

Each interest area contains sufficient materials so that several children can work with the materials simultaneously.

3 (SA) Children's work displayed

Children's individual work and projects make up most of wall, bulletin board, and other displays.

4 (SA) Children select displays

Unsure how it was selected but there are dedicated bulletin boards in the school for YMCA and it appears that all students work is displayed. Some students took great pride in showing me their art work on the board.

5 (SA) Open-ended materials

Most of the available materials are open-ended.

6 (SA) Easily accessible materials

Most learning materials are easily accessible to children.

7 (SA) Thirty minutes interest-based activities

Thirty minutes or more are provided in a session for children to be involved in activities based on their interests during recess and homework help.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Â Staff provides informal opportunities for children to get to know each other. Difficult to do because its a small program and all the children know each other and have spent the school day together.

2 Inclusive relationships

Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs.

3 Children identify with program

Â Children do not strongly identify with the program offering but do not complain or express dislike.

4 (SA) Structured small group activities

Staff provides structured small group activities as part of the program routine.

School-Age Leadership

1 (SA) Practice group process skills

Â Staff provides multiple or extended opportunities for children to practice group process skills. Observed a student saying "Blue table, let's work together.. you make the roads and I'll make the water tower".

2 (SA) Opportunities to help another child

Staff provides informal or childinitiated opportunities for a child to help another child by demonstrating or explaining a task or part of a task.

3 (SA) Structured opportunity to lead group

Â Staff provides opportunities for one or more children to informally or spontaneously exercise leadership.

Interaction with Adults

1 (SA) Staff at eye level

Staff often lowers their bodies so their eyes are at children's eye level.

2 (SA) Staff works side by side

Staff consistently works side by side with children.

3 (SA) Staff circulates

Staff circulates and interacts with every child at some point during the program session.

4 (SA) Staff interacts positively

5 Staff consistently interacts with children in positive ways.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Â Staff creates an opportunity for all children (individual or group) to make plans by allowing students to choose their partner and choose which medium they want to work with.

2 (SA) Multiple planning strategies used

Â Staff uses at least one identifiable planning strategy to support children's planning by instructing students to either use an inspiration card/design or use their imagination.

3 (SA) Share plans in tangible way

Did not observe staff encouraging children to share plans.

School-Age Choice

1 (SA) Authentic choices

Staff provides opportunities for all children to make authentic choices within activities.

2 (SA) Open-ended choices

Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them.

Reflection

1 Intentional reflection

Â Staff engages all children in an intentional process of reflecting on what they have done during the program session. Mrs. Denise asks the students if they think they could be lego engineers one day using skills they are learning during an open group discussion.

2 Multiple reflection strategies

Â Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (group discussion).

3 Structured opportunities to provide feedback

Staff is receptive to feedback initiated by children on the activities but does not solicit it.

Responsibility

1 (SA) Opportunities for routine tasks

Â Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks. Mrs. Denise instructs students to clean up under their table, but to leave the table top alone because a new group of student will be coming in.

2 (SA) Staff do not intervene intrusively

Â Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All children participate in intentional learning activities.

2 Different types of activities

The program consists of more than 3 types of activities.

3 Physical activity

The program provides at least 30 minutes of physical activity.

4 Time for free play

All children have intentional time for free play.

5 Time for physical activity

All children have intentional time for physical activity.

6 Communication of schedule and activity choices

Staff clearly communicates schedule and available activity choices or it is clear that children are aware of the schedule and their activity options.

Homework Help

1 Readily available

Staff spends most of the homework session working with the children or being readily available to help the children succeed.

2 Actively support children in learning

Staff actively supports children in learning.

3 Productive studying and learning environment

Staff consistently maintains an environment conducive to productive studying and learning.

Recreation Time

1 Interacting with children

The majority of the time staff is interacting with children.

2 Positive supervision

Staff consistently supervises children in a positive manner.

Transitions

1 Organized transition

All transition times are smooth and quick.

2 Procedure communication

Staff always clearly communicates to the children how the transition is to occur or the children appear to already know the procedures without explanation.

Departure

1 Organized departure process

There is an organized departure process and all staff follow it carefully

2 Constructive activities while waiting

Children who are not leaving always have constructive activities to do while they wait.

3 Parents acknowledged and updated

Staff greets or acknowledges all the parents/guardians or others that pick up children AND touch base or provide updates to at least some.