



School-Age PQA Plus Extension Performance Report

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

Type: External Assessment

Date prepared: 10 / 25 / 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.

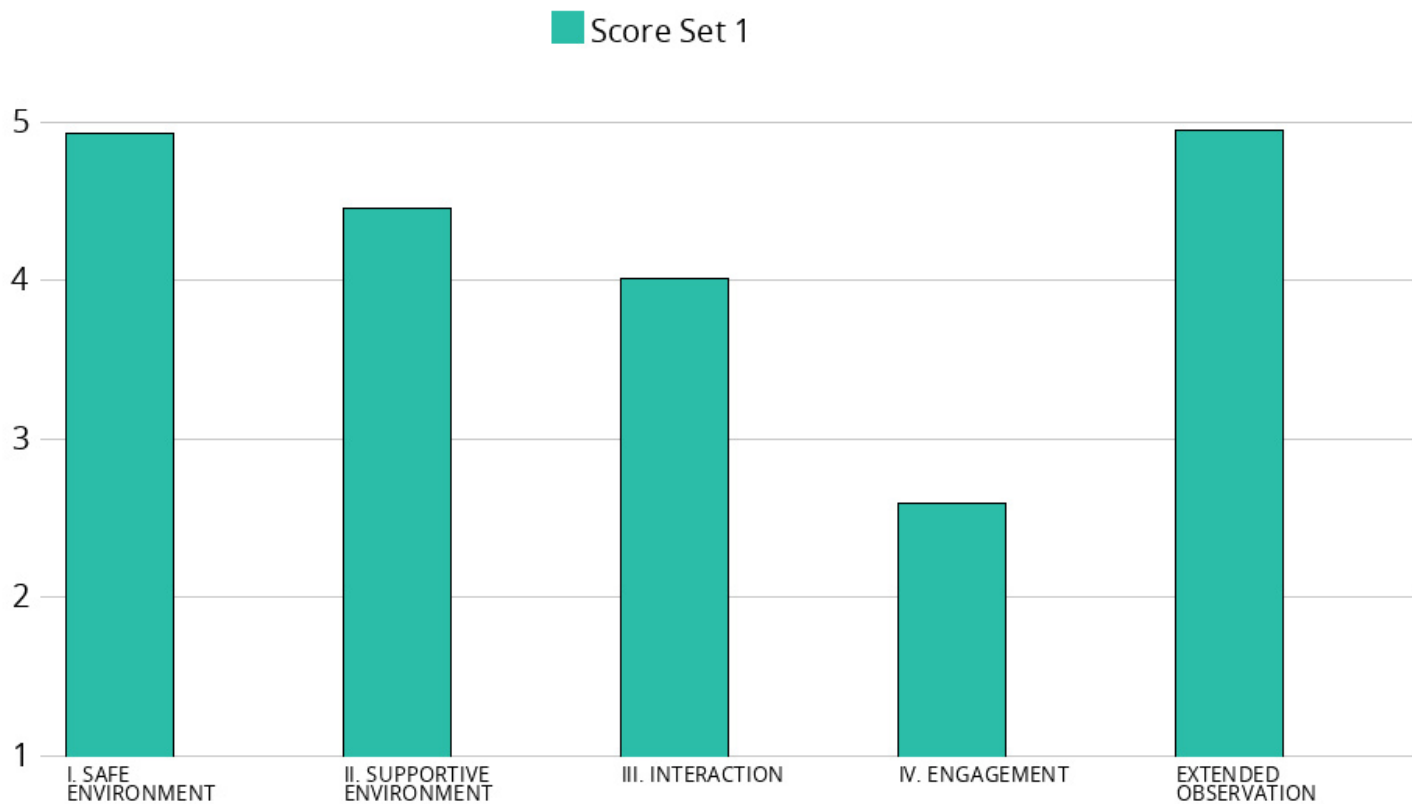
Domain Scores	Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
Scale Scores	Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
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
Boncl Elementary K to 6

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 10/17/2024
Forms: 1 form
Offering: Twin Pike YMCA - Boncl Elem.

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.92

Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.60
Accommodating Environment	5.00
Nourishment	5.00

II. SUPPORTIVE ENVIRONMENT

4.44

Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Skill-Building	N/A
Encouragement	5.00
Child-Centered Space	2.20

III. INTERACTION

4.00

Manage Feelings	N/A
Belonging	4.00
School-Age Leadership	3.00
Interaction with Adults	5.00

IV. ENGAGEMENT

2.58

School-Age Planning	1.00
School-Age Choice	1.00
Reflection	4.33
Responsibility	4.00

EXTENDED OBSERVATION

4.93

Activity Structure	4.67
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		4.60
1	Posted emergency procedures	5.00
2	Accessible fire extinguisher	3.00
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		N/A
1	Learning focus linked to activity	5.00
2	Staff encourages youth to try skills	X
3	Staff models skills	5.00
4	Staff breaks down tasks	X
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		2.20
1	(SA) Well-defined interest areas	3.00
2	(SA) Sufficient materials in interest areas	NS
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	1.00
5	(SA) Open-ended materials	1.00
6	(SA) Easily accessible materials	NS
7	(SA) Thirty minutes interest-based activities	1.00

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		3.00
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	3.00
3	(SA) Structured opportunity to lead group	1.00
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		1.00
1	(SA) All children plan	1.00
2	(SA) Multiple planning strategies used	1.00
3	(SA) Share plans in tangible way	1.00
School-Age Choice		1.00
1	(SA) Authentic choices	1.00
2	(SA) Open-ended choices	1.00
Reflection		4.33
1	Intentional reflection	5.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	5.00
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		4.67
1	Intentional learning activities	5.00
2	Different types of activities	3.00
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

The session has a positive atmosphere, with mutual respect, support, and teamwork.

2 Lack of bias

There is no sign of bias; instead, everyone is treated with respect and included.

Healthy Environment

1 Free of health and safety hazards

The program space is free of health and safety hazards.

2 Clean and sanitary

The program space is clean and sanitary.

3 Adequate ventilation and lighting

Ventilation and lighting are adequate in the program space.

4 Comfortable temperature

The temperature is comfortable for all activities in the program space.

Emergency Preparedness

1 Posted emergency procedures

Written emergency procedures are posted in plain view in each classroom by the door.

2 Accessible fire extinguisher

At least one charged fire extinguisher is accessible (but not plainly 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.

4 Appropriate safety equipment

NS

5 Supervised indoor entrances

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

6 Supervised access to outdoors

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.

2 Suitable Space

Program space is suitable for all activities offered.

3 Enough comfortable furniture

Furniture is comfortable and of sufficient quantity for all children participating in the program offering.

4 Flexible physical environment

The physical environment can be modified to meet the needs of the program offering.

5 (SA) Appropriately sized furniture

Furniture appropriate to children's physical size is available for all children served.

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 had choice of milk and goldfish varieties.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

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

2 Staff warm and respectful

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

3 Positive staff body language

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. Staff instructs students to walk to pre-set up stations- "Photo stations/reading prompts".

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."Sit, take bathroom breaks, snack then we will break into our groups".

5 Appropriate time for activities

There is an appropriate amount of time for all of the activities. Staff began the example STEM project (photosynthesis with leaves) earlier in the day since the development takes time and students could see what their end result could look like.

Active Engagement

1 Children engage with materials or ideas

The activity involved children in engaging with materials (leaves and rubbing alcohol) or ideas (e.g. Chlorophyll) for at least half of the time.

2 Children talk about activities

During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task). Staff observed saying prompts like "What else" "why" and encouraging students to ask each other questions.

3 (SA) Children make connections

À Staff tells children about a connection between the current activity and children's prior knowledge or experience. Staff tells students that they are doing this experiment this week because the leaves are changing colors outside.

Skill-Building

1 Learning focus linked to activity

Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity. Ex) Chlorophyll

2 Staff encourages youth to try skills

Did not observe

3 Staff models skills

Staff models skills for all (tearing leaves, pouring alcohol, using blender). Shares tips on how to use magnifying glass.

4 Staff breaks down tasks

Did not observe.

5 Support for struggling children

Did not observe.

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

2 Staff asks open-ended questions

Staff makes frequent use of open-ended questions

Child-Centered Space

1 (SA) Well-defined interest areas

There are interest areas in or accessible to the program space, but they are not well-defined. Unsure of what is restricted to just classroom use.

2 (SA) Sufficient materials in interest areas

Appears that the program areas inside the classrooms contain sufficient materials so that several children can work with the materials simultaneously, but I am unsure what is part of the program.

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

Children do not participate in selecting items for display or deciding how to arrange them. The teacher said that they put all of the students work up when asked.

5 (SA) Open-ended materials

Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys)

6 (SA) Easily accessible materials

learning materials on shelves in the classroom are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers), but they were not used therefore I am not sure if they were part of the program or not.

7 (SA) Thirty minutes interest-based activities

No time is provided for activities based on children's interests. It appeared that after their prescribed groups they were dismissed to rec time.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).

2 Inclusive relationships

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

3 Children identify with program

Children do not strongly identify with the program offering but do not complain or express dislike. I did observe one student asking "are we doing STEM today".

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

Staff provides multiple or extended opportunities for children to practice group-process skills (

2 (SA) Opportunities to help another child

Staff provides informal or child-initiated 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

Staff does not provide opportunities for children to lead a group or 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 (squatting, bending over when talking to children much shorter than they are).

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

Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads).

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with). All children do leaf activity exactly as set up for them.

2 (SA) Multiple planning strategies used

Staff does not use an identifiable planning strategy to support children's planning.

3 (SA) Share plans in tangible way

Staff does not encourage children to share plans

School-Age Choice

1 (SA) Authentic choices

Staff does not provide opportunities for children to make choices within activities. All do the same leaf activity the same way.

2 (SA) Open-ended choices

Staff does not provide opportunities for children to make choices within activities.

Reflection

1 Intentional reflection

Staff engages all children in an intentional process of reflecting on what they have done during the program session. "Let's review..."

2 Multiple reflection strategies

Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences. Q&A.

3 Structured opportunities to provide feedback

Staff initiates structured opportunities for children to give feedback on the activities

Responsibility

1 (SA) Opportunities for routine tasks

Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks. Asks student helper, Camielle?

2 (SA) Staff do not intervene intrusively

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 (i.e., staff led or staff designed activities with a learning purpose).

2 Different types of activities

The program consists of 2 or 3 different types of activities. STEM and Homework Help.

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 (e.g., usually helps children to discover answers on own rather than telling them the answers, asks questions to check understanding, explains learning strategy, content or concept).

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 (talking to individual children, cheering, directing, participating, instructing or coaching).

2 Positive supervision

Staff consistently supervises children in a positive manner (i.e., actively watches or interacts with children, intervening in a positive manner if needed).

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.