



School-Age PQA Plus Extension Performance Report

Prepared for: Frankford 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.

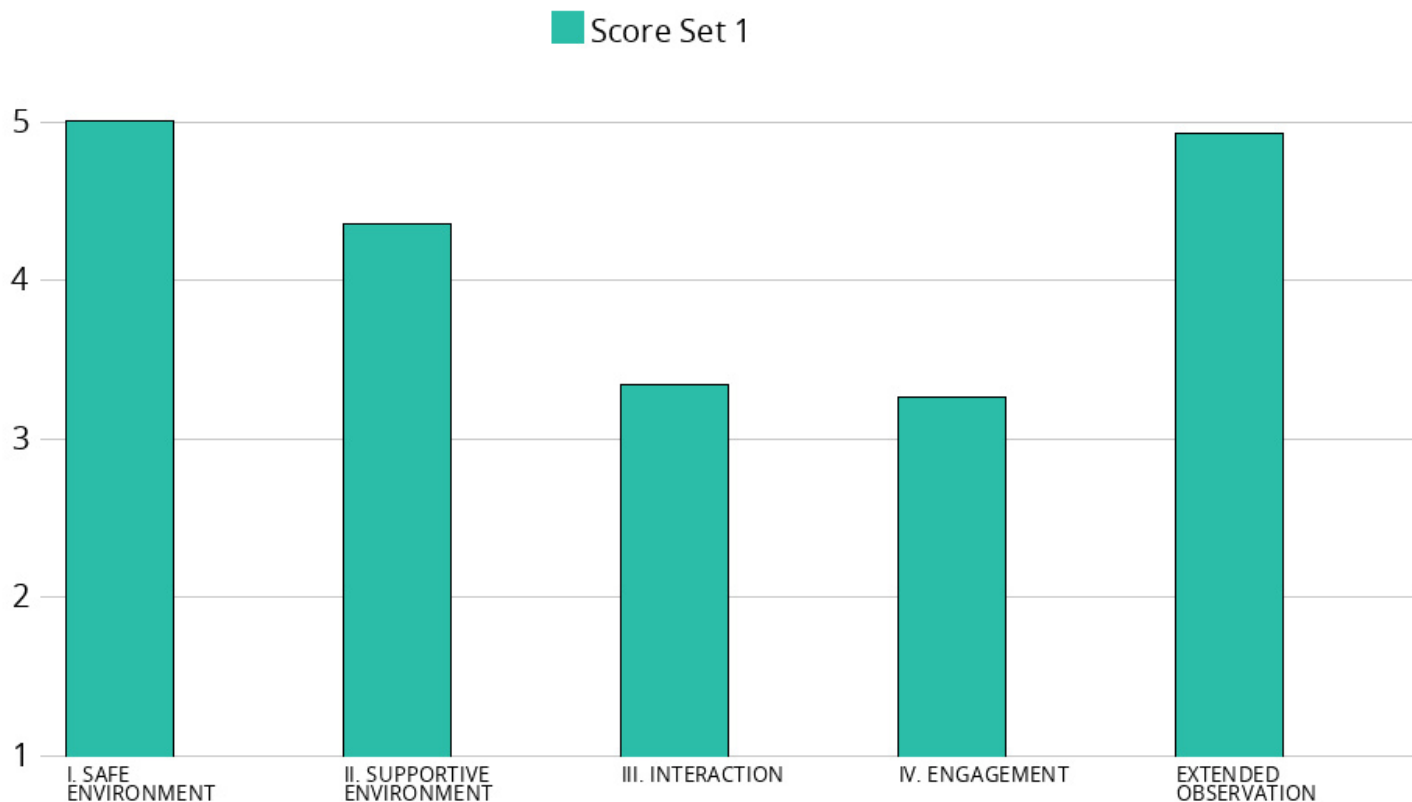
| | |
|----------------------|--|
| Domain Scores | Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used. |
| Scale Scores | Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table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

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 12/06/2024
Forms: 1 form
Offering: Frankford 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

4.34

| | |
|----------------------|------|
| Warm Welcome | 5.00 |
| Session Flow | 5.00 |
| Active Engagement | 4.33 |
| Skill-Building | 2.00 |
| Encouragement | 5.00 |
| Child-Centered Space | 4.71 |

III. INTERACTION

3.33

| | |
|-------------------------|------|
| Manage Feelings | N/A |
| Belonging | 4.00 |
| School-Age Leadership | 1.00 |
| Interaction with Adults | 5.00 |

IV. ENGAGEMENT

3.25

| | |
|---------------------|------|
| School-Age Planning | 2.33 |
| School-Age Choice | 4.00 |
| Reflection | 3.67 |
| Responsibility | 3.00 |

EXTENDED OBSERVATION

4.92

| | |
|--------------------|------|
| Activity Structure | 4.67 |
| Homework Help | N/A |
| 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 | | 4.33 |
| 1 | Children engage with materials or ideas | 3.00 |
| 2 | Children talk about activities | 5.00 |
| 3 | (SA) Children make connections | 5.00 |
| Skill-Building | | 2.00 |
| 1 | Learning focus linked to activity | 5.00 |
| 2 | Staff encourages youth to try skills | 1.00 |
| 3 | Staff models skills | 1.00 |
| 4 | Staff breaks down tasks | 1.00 |
| 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 | | 4.71 |
| 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 | 3.00 |
| 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 | | 1.00 |
| 1 | (SA) Practice group process skills | 1.00 |
| 2 | (SA) Opportunities to help another child | 1.00 |
| 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 | | 2.33 |
| 1 | (SA) All children plan | 5.00 |
| 2 | (SA) Multiple planning strategies used | 1.00 |
| 3 | (SA) Share plans in tangible way | 1.00 |
| School-Age Choice | | 4.00 |
| 1 | (SA) Authentic choices | 5.00 |
| 2 | (SA) Open-ended choices | 3.00 |
| Reflection | | 3.67 |
| 1 | Intentional reflection | 5.00 |
| 2 | Multiple reflection strategies | 3.00 |
| 3 | Structured opportunities to provide feedback | 3.00 |
| Responsibility | | 3.00 |
| 1 | (SA) Opportunities for routine tasks | 3.00 |
| 2 | (SA) Staff do not intervene intrusively | 3.00 |

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 | | N/A |
| 1 | Readily available | X |
| 2 | Actively support children in learning | X |
| 3 | Productive studying and learning environment | X |
| 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 emotional climate of the session is predominantly positive.

2 Lack of bias

Â 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 space occurs in a classroom or school gym/cafe.

2 Clean and sanitary

The program space is clean and sanitary. The program space occurs in a classroom or school gym/cafe.

3 Adequate ventilation and lighting

Ventilation and lighting are adequate in the program space. The program space occurs in a classroom or school gym/cafe.

4 Comfortable temperature

The temperature is comfortable for all activities in the program space. The program space occurs in a classroom or school gym/cafe.

Emergency Preparedness

1 Posted emergency procedures

Written emergency procedures are posted in plain view.

2 Accessible fire extinguisher

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

3 Visible first-aid kit

Â 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

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 occurs in a classroom or school gym/cafe.

2 Suitable Space

Program space is suitable for all activities offered. The program space occurs in a classroom or school gym/cafe.

3 Enough comfortable furniture

À Furniture is comfortable and of sufficient quantity for all children participating in the program offering. The program space occurs in a classroom or school gym/cafe.

4 Flexible physical environment

The physical environment can be modified to meet the needs of the program offering. The program space occurs in a classroom or school gym/cafe.

5 (SA) Appropriately sized furniture

Furniture appropriate to children's physical size is available for all children served. The program space occurs in a classroom or school gym/cafe.

Nourishment

1 Available drinking water

À Drinking water is available and easily accessible to all children.

2 Plentiful food and drink

À Food and drinks are plentiful and available at appropriate times for all children. Student had granola bars, milk, fruit chews.

3 Nutritious food and drink

Available food and drink is healthy.

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

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

Session Flow

1 Starts and ends on time

Â 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. Book and light bulb activity.

3 Sufficient materials

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

4 Explains activities clearly

Â 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

Â The activities provide opportunities for children to engage with materials or ideas for less than half of the time. Children sit and listen to the video of a book being read and the get instructions to write down ways to be kind.

2 Children talk about activities

Â During activities, staff provides all children a structured opportunity to talk about what they think it means to be kind in large group.

3 (SA) Children make connections

Staff has children make a connection between the current activity and the children's prior knowledge or experience (ways they have been kind).

Skill-Building

1 Learning focus linked to activity

Staff tells children a specific learning or skill-building focus for the session or activity (being kind).

2 Staff encourages youth to try skills

Did not observe staff encouraging children to try skills or attempt higher levels of performance.

3 Staff models skills

Did not observe staff modeling the skill or making their own.

4 Staff breaks down tasks

Did not observe staff breaking down tasks into smaller steps, the activity was pretty straight forward (responding to a writing prompt).

Encouragement

1 Staff uses non-evaluative language

Â Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (Mrs. Chamberlain talks with a student about helping with an Aldi quarter at the grocery store).

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 well-defined interest areas in or accessible to the program space (classroom).

2 (SA) Sufficient materials in interest areas

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

3 (SA) Children's work displayed

Â Children's individual work and projects make up most of wall, bulletin board, and other displays on a ymca dedicated board.

4 (SA) Children select displays

Unsure how selection occurs but all students work is displayed.

5 (SA) Open-ended materials

Some open-ended materials are available (not much opportunity, indoor recess or writing activity).

6 (SA) Easily accessible materials

Most learning materials are easily accessible to children.

7 (SA) Thirty minutes interest-based activities

Â Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.

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, students have been together in the school all day.

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.

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

Did not observe staff providing opportunities for children to practice group-process skills.

2 (SA) Opportunities to help another child

Did not observe staff providing opportunities for a child to help another child during the book activity.

3 (SA) Structured opportunity to lead group

Did not observe staff providing opportunities for children to lead a group or exercise leadership during the book activity.

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

Staff consistently interacts with children in positive ways.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Staff creates an opportunity for all children (individual or group) to make plans (during indoor recess).

2 (SA) Multiple planning strategies used

Staff does not use an identifiable planning strategy to support children's planning (did not observe).

3 (SA) Share plans in tangible way

Staff does not encourage 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 discrete choices between set options within activities. Student could choose what to write and what colors to color with.

Reflection

1 Intentional reflection

Staff engages all children in an intentional process of reflecting on what they have done during the program session

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 with a 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.

2 (SA) Staff do not intervene intrusively

Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All children participate in intentional learning activities

2 Different types of activities

The program consists of 2 or 3 different 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 during indoor recess.

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.

Recreation Time

1 Interacting with children

The majority of the time staff is interacting with children

2 Positive supervision

Â 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

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