



School-Age PQA Plus Extension Performance Report

Prepared for: Hillview Elementary
[Missouri AfterSchool Network / Neelyville R-IV School District]

Type: External Assessment

Date prepared: 2 / 1 / 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

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.

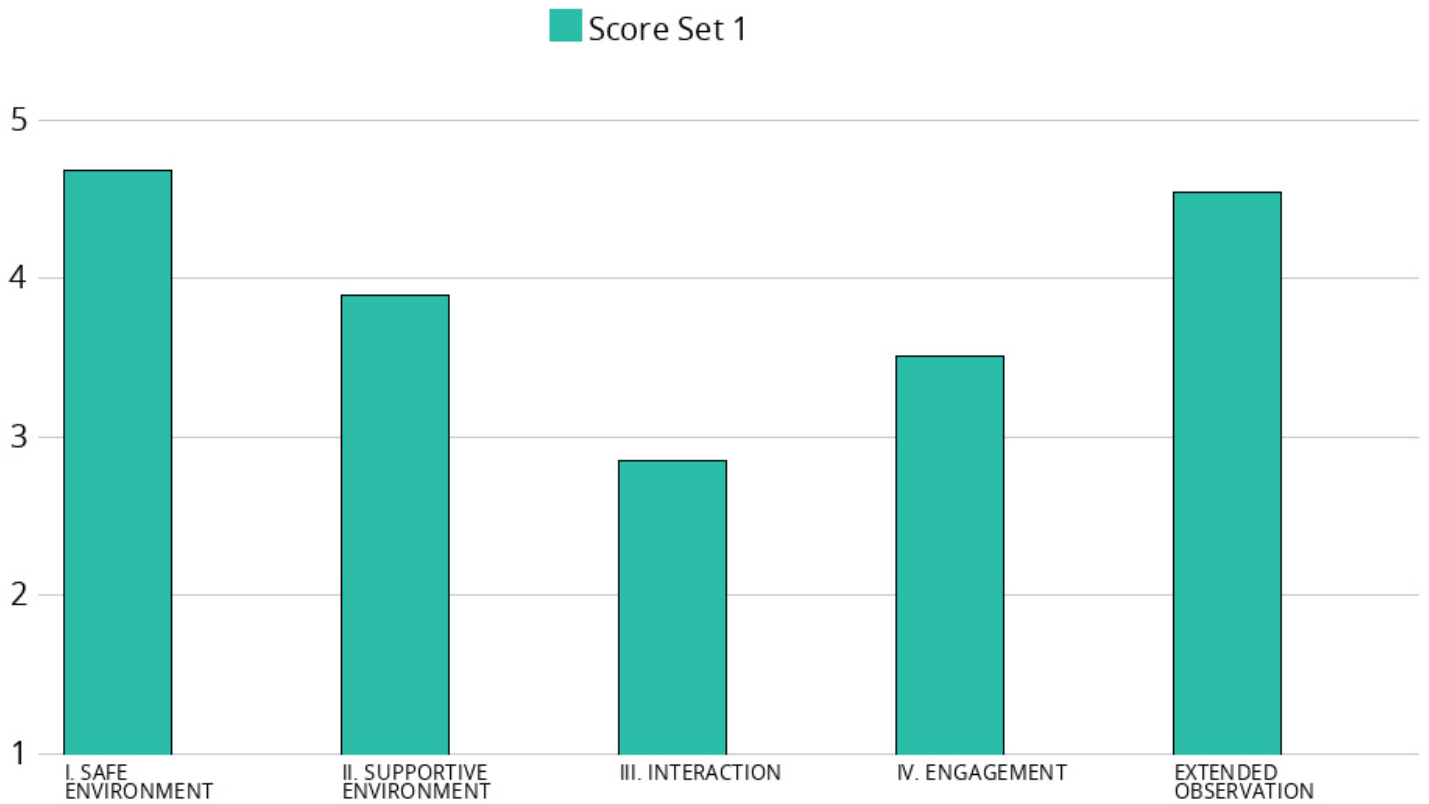
Domain Scores	Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
Scale Scores	Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
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	
Scale	Emotional Safety	Score Set
Item	1 Positive emotional climate	1.00
	2. Lack of bias	3.00

Program Observation Summary



Observation Identification

Score Set # 1

Tags: External
Neelyville R-IV School District

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 01/24/2024
Forms: 1 form
Offering: Dinner Heads Up-7-Up Game
 Homework Free Play in Gym
 Power Hour - Category Letter
 Game Power Hour- Valentine craft

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.67

Emotional Safety	4.00
Healthy Environment	5.00
Emergency Preparedness	5.00
Accommodating Environment	5.00
Nourishment	4.33

II. SUPPORTIVE ENVIRONMENT

3.88

Warm Welcome	4.33
Session Flow	5.00
Active Engagement	3.67
Skill-Building	3.40
Encouragement	3.00
Child-Centered Space	N/A

III. INTERACTION

2.83

Manage Feelings	N/A
Belonging	3.50
School-Age Leadership	1.00
Interaction with Adults	4.00

IV. ENGAGEMENT

3.50

School-Age Planning	1.00
School-Age Choice	5.00
Reflection	3.00
Responsibility	5.00

EXTENDED OBSERVATION

4.53

Activity Structure	4.67
Homework Help	5.00
Recreation Time	3.00
Transitions	5.00

Detailed Report

I. SAFE ENVIRONMENT

Score Set 1

Emotional Safety **4.00**

1	Positive emotional climate	3.00
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	X

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 **4.33**

1	Available drinking water	5.00
2	Plentiful food and drink	5.00
3	Nutritious food and drink	3.00

II. SUPPORTIVE ENVIRONMENT

Score Set 1

Warm Welcome 4.33

1	Children greeted	5.00
2	Staff warm and respectful	3.00
3	Positive staff body language	5.00

Session Flow 5.00

1	Starts and ends on time	X
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 3.67

1	Children engage with materials or ideas	5.00
2	Children talk about activities	1.00
3	(SA) Children make connections	5.00

Skill-Building 3.40

1	Learning focus linked to activity	1.00
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	5.00

Encouragement 3.00

1	Staff uses non-evaluative language	3.00
2	Staff asks open-ended questions	3.00

Child-Centered Space N/A

1	(SA) Well-defined interest areas	X
2	(SA) Sufficient materials in interest areas	X
3	(SA) Children's work displayed	X
4	(SA) Children select displays	X
5	(SA) Open-ended materials	X
6	(SA) Easily accessible materials	X

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 **3.50**

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	3.00

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 **4.00**

1	(SA) Staff at eye level	5.00
2	(SA) Staff works side by side	3.00
3	(SA) Staff circulates	5.00
4	(SA) Staff interacts positively	3.00

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 **5.00**

1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	5.00

Reflection **3.00**

1	Intentional reflection	1.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	5.00

Responsibility **5.00**

1	(SA) Opportunities for routine tasks	5.00
2	(SA) Staff do not intervene intrusively	5.00

Score Set 1

Activity Structure **4.67**

1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	3.00
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 **3.00**

1	Interacting with children	3.00
2	Positive supervision	3.00

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

Most observed sessions had a positive emotional climate. Emotional climate in Heads Up 7 Up session and at the beginning of the Valentine Craft session was characterized by positive and negative behaviors. Staff response to minor non-compliance and over exuberance was to on several occasions tell children that they would lose their gym time.

2 Lack of bias

There was no evidence of bias observed.

Healthy Environment

1 Free of health and safety hazards

There were no health or safety hazards observed.

2 Clean and sanitary

The program space was clean and sanitary.

3 Adequate ventilation and lighting

Ventilation and lighting were both adequate and there were no complaints from the youth.

4 Comfortable temperature

The temperature appears comfortable for youth and there were no complaints from the youth about the temperature.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures were posted within the program space and additional program policies and procedures were in notebook in file cabinet within the program space.

2 Accessible fire extinguisher

A fully charged fire extinguisher was within the program space. Last inspection was 11/14/23.

3 Visible first-aid kit

Each staff person had a first aid kit that was taken to program space. A large first aid kit was in file cabinet in the cafeteria.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

School doors are locked. A staff person is by door where parents drive-up to pick up children and lets people in as needed.

6 Supervised access to outdoors

No outside space was used during the visit.

Accommodating Environment

1 Sufficient Space

There was sufficient space for staff and youth to comfortably participate in the activities.

2 Suitable Space

The spaces were suitable for the program offerings. Dinner was held in the cafeteria. The gym was used for physical free play. The library and classrooms were used for homework, power hour activities, and Heads Up 7 Up game.

3 Enough comfortable furniture

There was enough furniture for the youth and staff present at all program offering and the youth appeared to be comfortable.

4 Flexible physical environment

The tables and chairs can be moved if needed.

5 (SA) Appropriately sized furniture

There were enough appropriately sized chairs for all youth in attendance.

Nourishment

1 Available drinking water

There were drinking fountains in the hallways and youth were allowed to get water.

2 Plentiful food and drink

There was enough food and drink at dinner for all students.

3 Nutritious food and drink

Dinner provided by the program was nutritious. Dinner consisted of a hot dog, french fries, raisons, and milk. A couple of children were observed eating candy and lollipops they brought to the program.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

First group of children were greeted by a staff person at one of the two entrance doors as they entered the cafeteria.

2 Staff warm and respectful

For the most part staff were warm and respectful with children. Several "threats" of loosing gym time were used instead of positively telling children expectations.

3 Positive staff body language

Staff generally smiled , used friendly gestures, and made eye contact with children when talking with them.

Session Flow

1 Starts and ends on time

Program is scheduled from 3:30 - 6:30. I observed until 6:45 so did not see the end of the program. Dinner was served within 5 minutes of children entering the cafeteria.

2 Materials ready

Materials, if needed, were available in all observed program sessions.

3 Sufficient materials

There were sufficient materials in all observed program sessions. There were additional valentine box crafts so when a couple of children cut out the box incorrectly there were additional crafts for them to cut.

4 Explains activities clearly

Children knew how to play Heads Up 7 Up. Staff explained how to play the alphabet category game. Initially staff did not clearly explain how to do the valentine craft but additional staff came to assist and support individual children who needed additional help.

5 Appropriate time for activities

Children were allowed to stay until they had finished their homework. Children were able to play several of the alphabet category rounds and were still interested (had completed a round) when it was time to transition to the next activity. I did not stay to see the end of the Valentine box craft but all youth were still engaged in making the boxes when I left and it seemed like the children could continue in the session until they had completed the activity.

Active Engagement

1 Children engage with materials or ideas

Children were engaged with materials or ideas in all observed program sessions.

2 Children talk about activities

Did not observe staff provide children with a structured opportunity to talk about what they were doing or thinking about to others.

3 (SA) Children make connections

The category alphabet activity the staff provided for children had children make connections to what they knew about a category e.g., sports, animals, food, household items, that began with the alphabet letter they were given.

Skill-Building

1 Learning focus linked to activity

Staff explained how the category alphabet game was played but I did not observe staff explain what the children would be learning or what skill they would be using/building by playing the game.

2 Staff encourages youth to try skills

A staff person encouraged all youth to try to think of an item in ten seconds in the category that began with the letter they were given. All children in the valentine box activity were encouraged to cut out the box (which was challenging for some) and put the box together.

3 Staff models skills

A staff person in the valentine box activity modeled for one child how to put two strips of paper together to create a "spring" for the frog that went inside the valentine box.

4 Staff breaks down tasks

A staff person in the valentine box activity broke down that steps involved in cutting out the box and how to cut out the strips for the "spring" to a couple of children.

5 Support for struggling children

Staff supported children by showing them how to cut out the valentine box and when a couple of children cut the box incorrectly (so that a box could not be made), they were given another box and shown where to cut.

Encouragement

1 Staff uses non-evaluative language

Did not observe staff use any non-evaluative language. Some staff gave a child a high-five and said "good job." Occasionally in the alphabet category game, the staff person would say " that's a good one" when a child came up with an item in the category that began with the letter the child had been given.

2 Staff asks open-ended questions

Heard one open-ended question. " What did you like the best?" The alphabet category game could be considered to be a continual open-ended question. For example, what sport, animal, food, household item can you think of that begins with " A-Z"

Child-Centered Space

1 (SA) Well-defined interest areas

This is not compatible with the program design.

2 (SA) Sufficient materials in interest areas

This is not compatible with the program design.

3 (SA) Children's work displayed

This is not compatible with the program design.

4 (SA) Children select displays

This is not compatible with the program design.

5 (SA) Open-ended materials

This is not compatible with the program design.

6 (SA) Easily accessible materials

This is not compatible with the program design.

7 (SA) Thirty minutes interest-based activities

This is not compatible with the program design.

III. INTERACTION

Manage Feelings

1 (SA) Staff acknowledges feelings

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

2 (SA) Staff asks children to explain situation

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

3 (SA) Helps children respond appropriately

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

4 (SA) Children suggest solutions

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

Belonging

1 Opportunities for children to get to know each other

There are no formal get-to-know-you activities. Children had the opportunity to get to know each other informally as they are eating dinner and during free play in the gym.

2 Inclusive relationships

The youth appear to know each other and there was no evidence of being exclusive.

3 Children identify with program

Children were engaged in activities and seemed to like each other but there was no evidence of program ownership from the youth.

4 (SA) Structured small group activities

Did not observe staff set up small group activities. Some children played in small groups that developed informally during the gym free play.

School-Age Leadership

1 (SA) Practice group process skills

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

2 (SA) Opportunities to help another child

No opportunities provided by staff for a child to help another child was observed.

3 (SA) Structured opportunity to lead group

No opportunities provided by staff for a child to lead a group or exercise leadership was observed.

Interaction with Adults

1 (SA) Staff at eye level

Staff usually spoke with children at eye level by either sitting at a table with them, bending over to talk, or leaning down.

2 (SA) Staff works side by side

A couple of staff played with children during the gym free play session. A staff person in the Valentine box activity session was making a box along side of the children.

3 (SA) Staff circulates

Staff circulated and were engaged with children in all observed program sessions.

4 (SA) Staff interacts positively

Staff usually interacted with youth in positive ways. As previously stated some children were told on several occasions that they would lose gym time instead of being supported in complying with program expectations.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

No planning or planning strategies were observed.

2 (SA) Multiple planning strategies used

No planning or planning strategies were observed.

3 (SA) Share plans in tangible way

No planning or planning strategies were observed.

School-Age Choice

1 (SA) Authentic choices

All children had an opportunity to make authentic choices at some time during the free play gym session. There was authentic choice for children who played the Heads Up 7 up game, and in coming up with a word in the alphabet category

game. The valentine box craft session did not provide an authentic choice.

2 (SA) Open-ended choices

The Valentine session initially provided the youth with 3 discrete choices of which valentine craft they wanted to create. All children had open-ended choices in the gym free play and there were open-ended choices in Heads Up 7 up and in the alphabet category game.

Reflection

1 Intentional reflection

There was no intentional reflection process observed.

2 Multiple reflection strategies

A staff person at the end of the alphabet category game asked the youth what they liked best about the game and if they would change it in anyway. I did not observe any intentional reflection process in any other program session.

3 Structured opportunities to provide feedback

A staff person at the end of the alphabet category game asked the youth what they liked best about the game and if they would change it in anyway. During the session one of the youth spontaneously said, " This is a fun game!"

Responsibility

1 (SA) Opportunities for routine tasks

Children participate in completing routine tasks. Children pick up dinner. Children clean up from dinner. Children push chairs in when it is time to leave to go to another session. Children help put away gym materials. Children help clean up trash from valentine box craft. Children put away alphabet cards used in alphabet category game.

2 (SA) Staff do not intervene intrusively

Staff sometimes reminded youth to complete a routine task but did not interfere with the youth completing the task.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All children participated in an intentional learning activity during power hour.

2 Different types of activities

Free play in gym homework alphabet category game valentine craft activity or cooking activity

3 Physical activity

There was 15 minutes of free play in the gym.

4 Time for free play

There was 15 minutes of free play for all children in the gym.

5 Time for physical activity

All children had 15 minutes of free play time in the gym.

6 Communication of schedule and activity choices

Children appeared to be aware of the schedule and their activity choices. Staff clearly communicated when it was time for children who had homework to come to room for assistance with homework.

Homework Help

1 Readily available

The staff person was readily available to assist children during the homework session.

2 Actively support children in learning

The staff person asked questions and supported children in discovering answers to homework problems.

3 Productive studying and learning environment

The staff person maintained an environment that was quiet and conducive to completing homework.

Recreation Time

1 Interacting with children

Two of the 5 staff in the gym were actively engaged with youth during the free play recreation session.

2 Positive supervision

There were five staff present in the gym. One staff person helped a child who was upset because no one was playing dodge ball with him to become actively engaged with a staff person who was playing ball with a small group of children. Another staff person was playing with 2-3 children. Did not observe staff who were actively supervising the play taking place in the gym. There was no harshness observed.

Transitions

1 Organized transition

The transitions that were observed went smoothly and in a timely manner.

2 Procedure communication

Staff communicated how the transition was to occur and the children seemed familiar with and followed the procedure.

Departure

1 Organized departure process

There was an organized departure process that was followed. A staff person sits by the door where parents drive up to pick up their children. Parents have a card with their child's name that they hold up and the staff person uses the walkie talkie to let that child and staff know it is time for the child to go home. This staff person signs the child out. If the staff person does not know the pick-up person, she goes out to the car to check identification to confirm person is on the authorized pick-up

list.

2 Constructive activities while waiting

Youth are engaged in activities until they are picked-up.

3 Parents acknowledged and updated

Departure process is not structured for parents to come in but parents are acknowledge and staff person would go out to the car to share information as needed.