School-Age PQA Plus Extension Performance Report

Prepared for: Lake Road Elementary
(Boys and Girls Club of Poplar Bluff / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 12 / 4 / 2023

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
	1 Positive emotional climate	1.00
Item ⟩	2. Lack of bias	3.00

Program Observation Summary
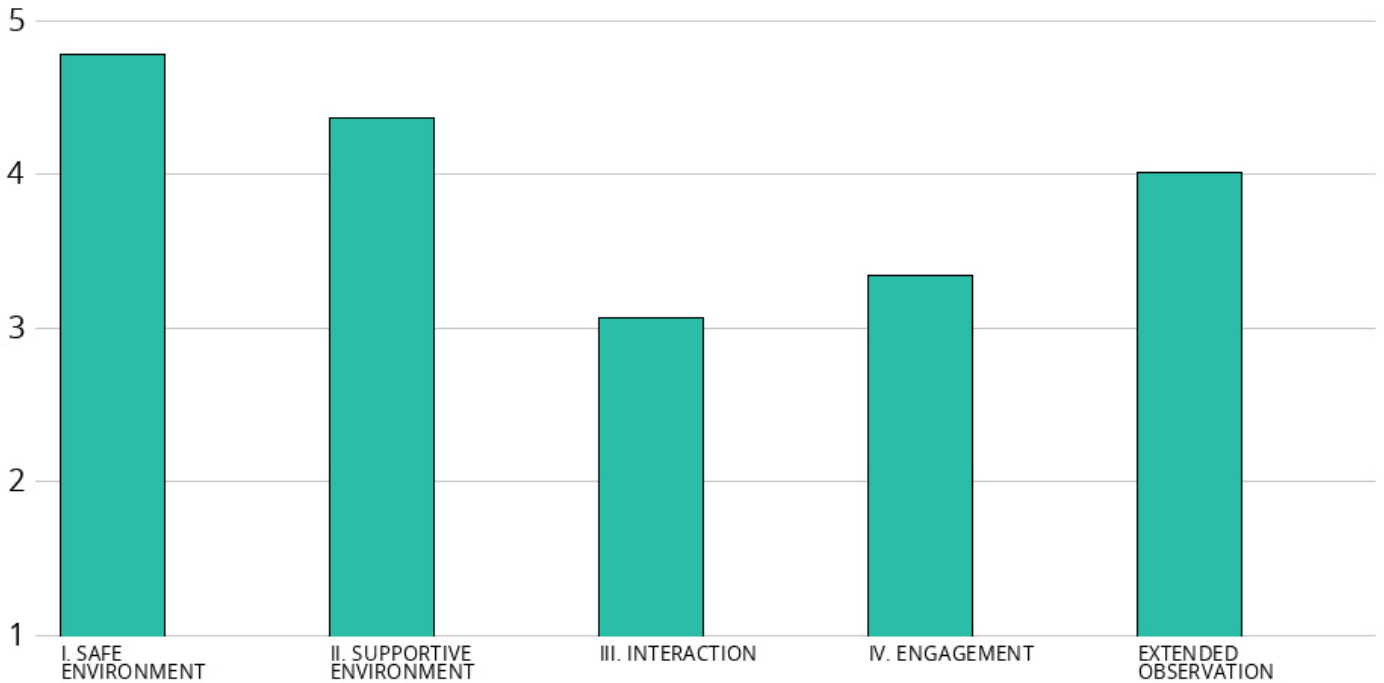
Observation Identification

	Score Set # 1
Tags:	External
	Lake Road Elementary

Observation Details

	Score Set # 1
PQA:	School-Age PQA Plus Extension
Date:	11/29/2023
Forms:	1 form
Offering:	Snack-Dinner Power Hour
	Program Free Play

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.77**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.50
Accommodating Environment	5.00
Nourishment	4.33
II. SUPPORTIVE ENVIRONMENT	**4.35**
Warm Welcome	4.33
Session Flow	4.50
Active Engagement	4.33
Skill-Building	4.60
Encouragement	4.00
Child-Centered Space	N/A
III. INTERACTION	**3.06**
Manage Feelings	N/A
Belonging	3.50
School-Age Leadership	1.67
Interaction with Adults	4.00
IV. ENGAGEMENT	**3.33**
School-Age Planning	1.00
School-Age Choice	5.00
Reflection	2.33
Responsibility	5.00
EXTENDED OBSERVATION	**4.00**
Activity Structure	4.00
Homework Help	N/A
Recreation Time	N/A
Transitions	3.00
Departure	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	**4.50**
1 Posted emergency procedures	5.00
2 Accessible fire extinguisher	5.00
3 Visible first-aid kit	3.00
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	3.00
2	Staff warm and respectful	5.00
3	Positive staff body language	5.00
Session Flow		**4.50**
1	Starts and ends on time	X
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	3.00
5	Appropriate time for activities	5.00
Active Engagement		**4.33**
1	Children engage with materials or ideas	5.00
2	Children talk about activities	3.00
3	(SA) Children make connections	5.00
Skill-Building		**4.60**
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	5.00
5	Support for struggling children	5.00
Encouragement		**4.00**
1	Staff uses non-evaluative language	3.00
2	Staff asks open-ended questions	5.00
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
7	(SA) Thirty minutes interest-based activities	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	**1.67**
1 (SA) Practice group process skills	3.00
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	3.00
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		**5.00**
1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	5.00
Reflection		**2.33**
1	Intentional reflection	3.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	1.00
Responsibility		**5.00**
1	(SA) Opportunities for routine tasks	5.00
2	(SA) Staff do not intervene intrusively	5.00

EXTENDED OBSERVATION

		Score Set 1
Activity Structure		**4.00**
1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	5.00
4	Time for free play	3.00
5	Time for physical activity	3.00
6	Communication of schedule and activity choices	3.00
Homework Help		**N/A**
1	Readily available	X
2	Actively support children in learning	X
3	Productive studying and learning environment	X
Recreation Time		**N/A**
1	Interacting with children	X
2	Positive supervision	X
Transitions		**3.00**
1	Organized transition	3.00
2	Procedure communication	3.00
Departure		**5.00**
1	Organized departure process	5.00
2	Constructive activities while waiting	5.00
3	Parents acknowledged and updated	X

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

Overall climate was positive. Children interacted with each other and with staff in positive ways. Staff were respectful and interacted regularly with the children.

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 spaces and in notebook at the entrance-exit table.

2 Accessible fire extinguisher

A fully charged fire extinguisher was accessible but not visible from the program space. Fire extinguishers were in most hallways.

3 Visible first-aid kit

There was a first-aid kit accessible but not visible from the program space. First aid-kit is kept at entrance-exit table.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

All school doors are locked. A staff person sits at the entrance-exit table and parents pull up in car with a card that can

be held up identifying who is being picked up. The staff person would let people in to the building if needed.

6 Supervised access to outdoors

No outside space was used during the visit.

Accommodating Environment

1 Sufficient Space

There was sufficient space for all observed program activities.

2 Suitable Space

The spaces were suitable for the observed program activities. Snack-dinner was held in the cafeteria-gym. Some power hour activities were held in classrooms and one group met at the tables in the cafeteria-gym. The program activity and free play was held in the cafeteria-gym.

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. In the cafeteria, there were tables with attached benches. In the classrooms there are small group and individual tables/desks and chairs.

4 Flexible physical environment

Furniture can be moved if needed.

5 (SA) Appropriately sized furniture

The furniture was appropriately sized for the various ages and sizes of the youth who participated in the program sessions.

Nourishment

1 Available drinking water

There were drinking fountains in the hallways.

2 Plentiful food and drink

There was enough food and drink for all children. The program uses a share table where children put food items they do not way and other children can take from the share table.

3 Nutritious food and drink

The food and drink served by the program was nutritious. Snack was a nutri-grain bar and a choice of fruit punch, apple, or orange juice. Dinner was mini-corn dogs, corn, raisins, and milk. One child was observed eating a candy cane that she brought to the program.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Some, but not all, children were greeted when sitting in line on the floor waiting for the program to begin. There was no greeting to all children at the beginning of the program. Each child's name was called and the child said hear and got up to get their snack and dinner.

2 Staff warm and respectful

All staff were warm and spoke respectfully to the children. Staff spoke to children in regular tone of voices.

3 Positive staff body language

Staff frequently smiled at youth, some gave high fives, and were attentive when watching and talking with children. Staff made eye contact with children when talking with them.

Session Flow

1 Starts and ends on time

The program is scheduled from 3:50 - 6:30. Children's names were called and program began with children getting snack and dinner by 4:00. I left a 6:00 and the remaining 5 children were engaged with drawing and getting ready for free choice in the gym.

2 Materials ready

Materials were ready so that children could begin activity at the start of all observed sessions.

3 Sufficient materials

There were sufficient materials for all children to participate in planned activities.

4 Explains activities clearly

Initial directions in the "Movie of Thanksgiving vacation" and How Christmas is celebrated in Germany were not clear, but children asked questions and staff answered questions and provided individual assistance which youth understood. Children were given two choices for the program session. The staff said the children could vote between Artic fox and How Christmas is celebrated in Germany. Several children asked "What is Artic fox" Each time the a staff person responded it's about artic foxes or foxes who live in the artic and a few children wanted to know more about what they would be doing, and the response remained learn about Artic foxes. It was not clear to many children what they would do if they chose Artic Fox instead of How Christmas is celebrated in Germany.

5 Appropriate time for activities

When children finished the "Movie of Thanksgiving vacation" activity, they were allowed to play with legos. Children who needed more time were allowed to continue working on their project. Children who finished coloring the How Christmas is celebrated in Germany were allowed to play with legos, use blank paper to draw, play draw a person game, or continue to work on the book or coloring the pickle picture.

Active Engagement

1 Children engage with materials or ideas

Children were engaged with materials or ideas throughout the program sessions. As described above, there were alternative activities for children who finished the session projects before the end of the session.

2 Children talk about activities

Children were observed to work individually on the " Movie of Thanksgiving vacation" and the How Christmas is celebrated in Germany activity. Staff did ask individually some children to share with them about what they were drawing or what they thought about some of the Christmas traditions described in the "book" each child was given.

3 (SA) Children make connections

A staff person asked the children what was one thing in the book that people do at Christmas in Germany that we do in the United States. Several children responded that "we have Christmas trees".

Skill-Building

1 Learning focus linked to activity

For the program activity, the children were told that they were going to learn " What Christmas is like in Germany." The activity book and discussions between children and staff focused on the children learning about what Christmas is like in Germany. Staff facilitated a discussion on what things were similar and what things were different in Germany from what we do in America.

2 Staff encourages youth to try skills

All youth in the Power Hour " Making a movie of Thanksgiving vacation" were encouraged to think about what they did and draw and write what they did to the best of their ability.

3 Staff models skills

Â A staff person modeled (for two children) by being the person who came up with the words, recorded letters in the correct space when the children guessed correctly, recorded the letter and drew a part of the person when the children guessed a letter that was not in the words.

4 Staff breaks down tasks

A staff person broke down steps involved in " Making a movie of Thanksgiving vacation" when children did not know how to begin. The staff person said: " What did you do on the first day?" "Draw that here." "Write down what you did here." " What else did you do? "Draw that here." "Write down what you did here."

5 Support for struggling children

Staff encouraged children to keep trying when they indicated they were having a difficult time. For example a child said," I can't draw this". A staff person said, " It's your best try- that's all one can do." In the math session, after the staff person said, "that's been one minute", a child put down his pencil in defeat and said," I might as well just stop" and the staff person said, "Keep going, always keep going." The child picked up his pencil and continued to work on the problems.

Encouragement

1 Staff uses non-evaluative language

Staff frequently used evaluative language to support youth. For example, " Good job", " That looks really good." " You just came up with it, you're so smart". " I love your song" " I love the color". I did not hear staff use non-evaluative language to support youth.

2 Staff asks open-ended questions

Staff frequently asked open-ended questions. For example: "What are some of the things you ate for Thanksgiving?" " What did you do on the first day?" " What else did you do?" " Tell me about what you are making?" " Tell me how to make a person"

Child-Centered Space

1 (SA) Well-defined interest areas

This scale is not compatible with the program design.

2 (SA) Sufficient materials in interest areas

This scale is not compatible with the program design.

3 (SA) Children's work displayed

This scale is not compatible with the program design.

4 (SA) Children select displays

This scale is not compatible with the program design.

5 (SA) Open-ended materials

This scale is not compatible with the program design.

6 (SA) Easily accessible materials

This scale is not compatible with the program design.

7 (SA) Thirty minutes interest-based activities

This scale 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 as they are eating snack-dinner, as they worked next to each other and talked informally with each other about what they were doing in the How Christmas is celebrated in Germany activity and as they played together during free play times that followed structured activities before it was time to go to the next activity.

2 Inclusive relationships

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

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 provide small group activities as part of the program routine. Children did play in small groups that developed informally during free play times that followed Power Hour and Program activities.

School-Age Leadership

1 (SA) Practice group process skills

Children had the opportunity to answer questions and listen to the responses of others to questions asked by a staff member during the transition from Power Hour to the Program session.

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 and frequently sat down next to children to watch and talk with them about what they were doing.

2 (SA) Staff works side by side

A staff member in the "Movie of Thanksgiving vacation" activity sat and built with legos side by side with children during the free play time for children who had finished the activity.

3 (SA) Staff circulates

Staff did circulate and interacted with children during activity sessions but I do not know if all children received an individual interaction during the program time.

4 (SA) Staff interacts positively

All staff were observed to interact positively with children.

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

Children had authentic choices within the Movie of Thanksgiving vacation, and How Christmas is celebrated in Germany. In the Movie of Thanksgiving vacation, the children were able to draw and write about whatever they wanted to include about their Thanksgiving vacation. In the How Christmas is celebrated in Germany, the children could color the pictures as they desired, and they could color and modify the pickle pictures as they they wanted.

2 (SA) Open-ended choices

What and how children chose to complete the Movie of Thanksgiving vacation and the How Christmas is celebrated in Germany was open-ended.

Reflection

1 Intentional reflection

A staff person asked some children (It was addressed to the group- but most children were involved in what they were doing and were talking with each other and did not hear or choose to participate in answering the questions the staff person asked.) " What's one thing in the book that we do in America?" "What's one thing they do in Germany that we do not do in America?"

2 Multiple reflection strategies

Only an oral reflection strategy was observed.

3 Structured opportunities to provide feedback

There were no structured opportunities for feedback or spontaneous feedback observed.

Responsibility

1 (SA) Opportunities for routine tasks

Get snack and dinner Throw away trash from dinner Swept and picked up trash that accidentally fell from a trash can Helped put away legos after free play.

2 (SA) Staff do not intervene intrusively

Staff assisted when needed but did not intrusively intervene in tasks that were being completed by youth.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All children participated in a staff designed and let Power Hour activity and Program activity.

2 Different types of activities

Schedule includes three activities and free play was observed for children who completed activities before the end of the program session. A Power Hour Activity Program activity Free play activity Open play in gym from 6:00 - 6:30 -- Did not observe

3 Physical activity

The program has scheduled recreation from 6:00 - 6:30

4 Time for free play

Children who finished activities before the end of a program session had time for free play.

5 Time for physical activity

There were five children still in attendance when I left at 6:00. These are the only children that had some intentional time for physical activity.

6 Communication of schedule and activity choices

The choice between the Artic Fox and What Christmas is like in Germany was not clearly communicated. It was not initially clear to children what they were to do in the Movie of Thanksgiving Vacation or What Christmas is like in

Germany.

Homework Help

1 Readily available

Homework help time was not observed.

2 Actively support children in learning

Homework help time was not observed.

3 Productive studying and learning environment

Homework help time was not observed.

Recreation Time

1 Interacting with children

Did not observe this time.

2 Positive supervision

Did not observe this time.

Transitions

1 Organized transition

The transition from arrival to snack and dinner was smooth and quick. The transition from Power Hour to Program time was somewhat chaotic as a staff person asked questions and called on children to answer but sometimes did not actually listen to response because other children were coming in to sit on the floor.

2 Procedure communication

Did not observe staff clearly communicate to children that it was time for Power Hour or how the transition was to occur. The children seemed to know what they were supposed to do to get from one place to another.

Departure

1 Organized departure process

There was an organized departure process that staff seemed to follow. The person at the entrance-exit desk would observe the family who pulled up outside to pick-up, would announce on the walkie talkie who was to go home. The child would get things to take home and walk to the entrance-exit desk and the staff person at the desk would sign the child out and the child would walk out to the waiting car.

2 Constructive activities while waiting

All children were actively engaged in activities until they were picked-up.

3 Parents acknowledged and updated

Staff person stated that parents do not come in to pick-up children.