School-Age PQA Plus Extension
Performance Report

Prepared for: Kindergarten Center
(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

Score Set 1
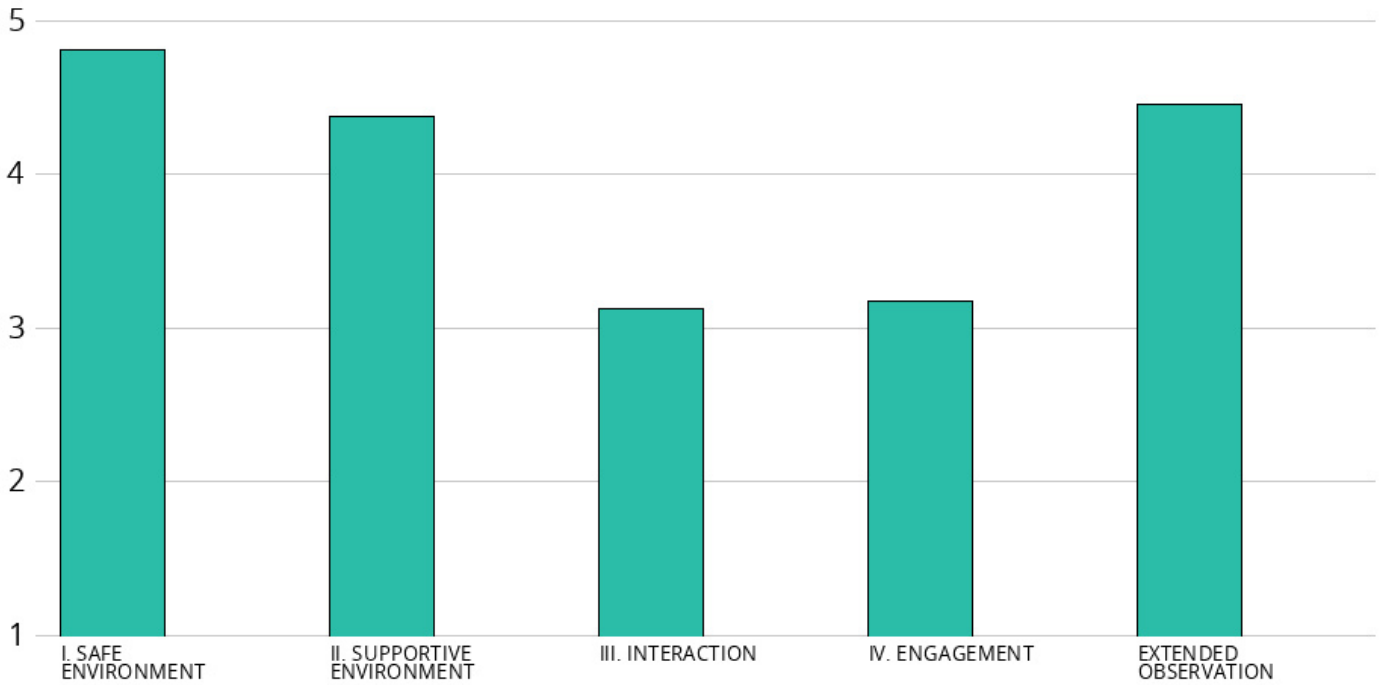
Observation Identification	
Score Set # 1	
Tags:	External
	Kindergarten Center

Observation Details	
Score Set # 1	
PQA:	School-Age PQA Plus Extension
Date:	11/27/2023
Forms:	1 form
Offering:	Dinner Power Hour Program- Good Character and Leadership Noodles Video

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.80**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.00
Accommodating Environment	5.00
Nourishment	5.00
II. SUPPORTIVE ENVIRONMENT	**4.37**
Warm Welcome	4.33
Session Flow	4.50
Active Engagement	5.00
Skill-Building	3.00
Encouragement	5.00
Child-Centered Space	N/A
III. INTERACTION	**3.11**
Manage Feelings	N/A
Belonging	2.50
School-Age Leadership	2.33
Interaction with Adults	4.50
IV. ENGAGEMENT	**3.17**
School-Age Planning	1.00
School-Age Choice	3.00
Reflection	3.67
Responsibility	5.00
EXTENDED OBSERVATION	**4.44**
Activity Structure	3.33
Homework Help	N/A
Recreation Time	N/A
Transitions	5.00
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		**4.00**
1	Posted emergency procedures	5.00
2	Accessible fire extinguisher	3.00
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		**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		**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		**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		**3.00**
1	Learning focus linked to activity	1.00
2	Staff encourages youth to try skills	3.00
3	Staff models skills	5.00
4	Staff breaks down tasks	3.00
5	Support for struggling children	X
Encouragement		**5.00**
1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00
Child-Centered Space		**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	**2.50**
1 Opportunities for children to get to know each other	1.00
2 Inclusive relationships	5.00
3 Children identify with program	3.00
4 (SA) Structured small group activities	1.00
School-Age Leadership	**2.33**
1 (SA) Practice group process skills	5.00
2 (SA) Opportunities to help another child	1.00
3 (SA) Structured opportunity to lead group	1.00
Interaction with Adults	**4.50**
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	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		**3.00**
1	(SA) Authentic choices	3.00
2	(SA) Open-ended choices	3.00
Reflection		**3.67**
1	Intentional reflection	3.00
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	**3.33**
1 Intentional learning activities	5.00
2 Different types of activities	3.00
3 Physical activity	3.00
4 Time for free play	1.00
5 Time for physical activity	3.00
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	**N/A**
1 Interacting with children	X
2 Positive supervision	X
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

Overall climate was positive. There was little opportunity for children to interact with one another. Children were respectful to adults and seemed to get along with each other. Although staff spoke in pleasant voices to children there was very little tolerance for not being quiet, sitting quietly, or following rules exactly. A child was removed from activities -told to sit on carpet for crawling under the table to return to chair instead of walking around to sit down. A couple of times children were told they would need to leave activities if they did not stay totally focused.

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

School emergency procedures were posted in classrooms. Program emergency policies and procedures kept at table where family members pick-up children.

2 Accessible fire extinguisher

A fully charged fire extinguisher was accessible in the hallway but not visible from the program space. Last inspection August, 2023.

3 Visible first-aid kit

First aid kit is visible on table in hallway where families pick-up and is accessible but not visible from all program spaces.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

Door where families come to pick-up is left unlocked. A program staff member is always at the table by this door.

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 space was suitable for the program offerings. Children arrive in the gym, eat dinner in the cafeteria and program activities take place in classrooms.

3 Enough comfortable furniture

There was enough furniture for the children in all program offering and the children appeared to be comfortable.

4 Flexible physical environment

The tables and chairs can be moved if needed.

5 (SA) Appropriately sized furniture

The furniture was appropriately sized for the children who participated in the program sessions.

Nourishment

1 Available drinking water

There were water fountains in the halls.

2 Plentiful food and drink

There was enough food and drink for all children.

3 Nutritious food and drink

The dinner served to youth was nutritious and children were not observed eating food other than what was provided by the program. Dinner included a hamburger, mixed fruit, carrots, and milk.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Most, but not all, children received a high-five as they entered the program space. There was not usually a verbal greeting.

2 Staff warm and respectful

Staff spoke respectfully to children and tone of voice was always pleasant.

3 Positive staff body language

Staff smiled at children, spoke to children at their level, looked children in the eye when speaking to them, gave high-fives.

Session Flow

1 Starts and ends on time

Program is scheduled from 3:40 - 6:30. Program began at 3:42 by staff person talking with large group of children about what they had to eat for Thanksgiving. Marked X because I left at 6:00 and program does not end until 6:30.

2 Materials ready

Materials were ready for activities to begin in all observed sessions.

3 Sufficient materials

There were enough materials for all children to participate in activities.

4 Explains activities clearly

All observed activities except one were explained clearly. In one of the leadership-boss activities it was not clear to the children the difference between leadership and boss that the activity was designed to teach. People identified as boss included the program Site Coordinator, teachers, and parents and all were identified in positive ways. In the other group, a staff person explained that some bosses were very good leaders but that they were looking at boss when the person was not a good leader and just "bossed" people. The other activities observed i.e., math games, and the H worksheet were explained, children understood and staff were actively involved in helping children participate in the activities.

5 Appropriate time for activities

All children did the activities together and if an activity ended early, the staff provided another activity. For example when the children were done sorting and discussing the items in the leadership-boss activity, the staff moved the children in a group to another activity i.e., a noodle dance video.

Active Engagement

1 Children engage with materials or ideas

The children were engaged with materials or ideas in all observed program sessions. The power hour group activity that was learning about the letter H completed a worksheet but staff engaged in conversation about the worksheet to help the children learn the sound of H and complete the worksheet.

2 Children talk about activities

Staff provided all children a structured opportunity to share what they ate for Thanksgiving and to guess about what a staff person had eaten for Thanksgiving. In one of the Leadership-Boss activity groups, all children explained why they thought a sentence describe leadership or boss.

3 (SA) Children make connections

A staff person asked children what they had to eat for Thanksgiving and she would reinforce the connection by saying what she had, or others had to eat for Thanksgiving. A staff person asked children " What's a leader?" and a child shared what she did as a line leader. The staff person said, "that's a good example, a leader stops when they are supposed to and is a good model."

Skill-Building

1 Learning focus linked to activity

Staff told children what they were going to do e.g., complete the H worksheet and how to do each item on the worksheet,

but I did not observe staff mention a specific learning or skill-building focus.

2 Staff encourages youth to try skills

All children were encouraged to participate in the activities. It was not clear if these were new skills and I did not observe all children being encouraged to attempt higher levels of performance. In the math activities group, a staff person encouraged two children who were drawing a picture showing " Can we be friends" to think about their drawings and how they could improve them. For example. she asked a child who had drawn a stick figure to look at her arms and think about how she could make the drawing look more like her arm. Both children were encouraged to find a crayon that was close to their hair color.

3 Staff models skills

A staff person in the group learning about the letter H. showed all of the children how to complete each item on the worksheet. A staff person in the math activities group, show the children playing the game with her how to place the cubes on the numbers to build a pyramid.

4 Staff breaks down tasks

Staff broke down tasks for individual children who needed additional help in doing an activity.

5 Support for struggling children

Did not observe children struggling with imperfect results. Staff were always responsive to children when they had a question.

Encouragement

1 Staff uses non-evaluative language

Staff frequently said "good job". The following is an example of when a staff person used non-evaluative language. A staff person asked children " What's a leader?" and a child shared what she did as a line leader. The staff person said, "that's a good example, a leader stops when they are supposed to and is a good model."

2 Staff asks open-ended questions

Staff frequently asks open-ended questions. Following are examples of open-ended questions from staff. " What did you have to eat at Thanksgiving?" " What do you think I had to eat for Thanksgiving?" " What color do you think he'd want his pants to be?" " Who are you drawing?" " What's a leader?" " What's a boss?" " What do you want to be when you grow up?"

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

Did not observe staff provide opportunities for children to get to know each other. Children are not allowed to talk to each other at dinner and no opportunity provided by staff for children to get to know each other during Power Hour or the program time was observed.

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 create opportunities for children to work or play in small groups. Children were primarily in a large group or working on individual items when in a small group like the letter H worksheets. Children were in three small groups in the math activity group however, the children cutting and pasting numbers and drawing pictures showing friends were working individually, as were the children pushing staff members phone die and placing unit cubes on same number on their pyramid. The teacher facilitated the interactions in the game that included individuals earning crystals as they moved their pieces around the game board.

School-Age Leadership

1 (SA) Practice group process skills

In the discussions that took place before dinner and in the leadership-boss activity all youth had the opportunity to share their thinking and listen to the contributions of others.

2 (SA) Opportunities to help another child

Did not observe staff provide an opportunity for a child to help another child.

3 (SA) Structured opportunity to lead group

Did not observe staff provide opportunities for children to lead a group or exercise leadership. This may occur at other times as the child talked about the responsibilities of being a line leader in the leadership-boss activity.

Interaction with Adults

1 (SA) Staff at eye level

Staff usually spoke with children at their eye level.

2 (SA) Staff works side by side

Staff usually interacted with children in the role of instructor giving directions/advice. Staff sometimes worked side by side with children. For example, a staff person completed the same H worksheet as the children and staff danced with children during the noodle video.

3 (SA) Staff circulates

During arrival time, dinner, and the H worksheet activity staff circulated and interacted with each child at some time during the program.

4 (SA) Staff interacts positively

All staff were observed to interact in positive ways with children throughout the observation.

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

There were not many authentic choices available for children to make. Three children in the math activity had the choice of what to draw to show "Can we be friends?" Children playing the math games either moved a player the number on the die or placed a cube on the pyramid space with the same number.

2 (SA) Open-ended choices

Most children had discrete choices. For example, the children completing the H worksheet were allowed to select three crayons with which to draw/color.

Reflection

1 Intentional reflection

The staff person in the leadership-boss activity engaged the children in her group in an intentional reflection process. She asked, " What were we just doing?" What's the difference between a boss and a leader?" "How could you be a leader?"

2 Multiple reflection strategies

Only a verbal reflection strategy was observed.

3 Structured opportunities to provide feedback

The staff person in the leadership-boss activity asked the children " What did you think about the activity?"

Responsibility

1 (SA) Opportunities for routine tasks

Children pick up dinner. Children throw away dinner plates after dinner. Children carry their back-packs from area to area. Children helped to clean up at the end of the Power House activities.

2 (SA) Staff do not intervene intrusively

Staff allowed and supported children in completing the activities/tasks listed in 1. above.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All children participated in the Power House and Leadership-Boss learning activities led by staff.

2 Different types of activities

Children were observed participating in the following activities: Power Hour activities Leadership-Boss activity Noodle dance activity

3 Physical activity

For the children still at the program there was physical activity in the Noodle Dancing activity.

4 Time for free play

Did not observe intentional free play.

5 Time for physical activity

6:00 - 6:30 is on the schedule as Open Recreation. I left at 6:00. There were two children still in attendance.

6 Communication of schedule and activity choices

Staff clearly communicated the schedule and what children could do in the activities.

Homework Help

1 Readily available

No homework time was observed.

2 Actively support children in learning

No homework time was observed.

3 Productive studying and learning environment

No homework time was observed.

Recreation Time

1 Interacting with children

Did not observe recreation time.

2 Positive supervision

Did not observe recreation time.

Transitions

1 Organized transition

Transitions were smooth and quick.

2 Procedure communication

Staff clearly communicated transition expectations and procedures and the children seemed to know what to do.

Departure

1 Organized departure process

There was an organized departure process that was followed. Families came through the door where staff person had table and the staff person used the walkie talkie to let staff know which child's family was here. Child would get backpack and coat and would go to table to leave with family.

2 Constructive activities while waiting

All children were engaged in program activities until it was time to leave.

3 Parents acknowledged and updated

Families were greeted by staff person at door. Information was exchanged as needed.