



School-Age PQA Plus Extension Performance Report

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

Type: External Assessment

Date prepared: 11 / 5 / 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.

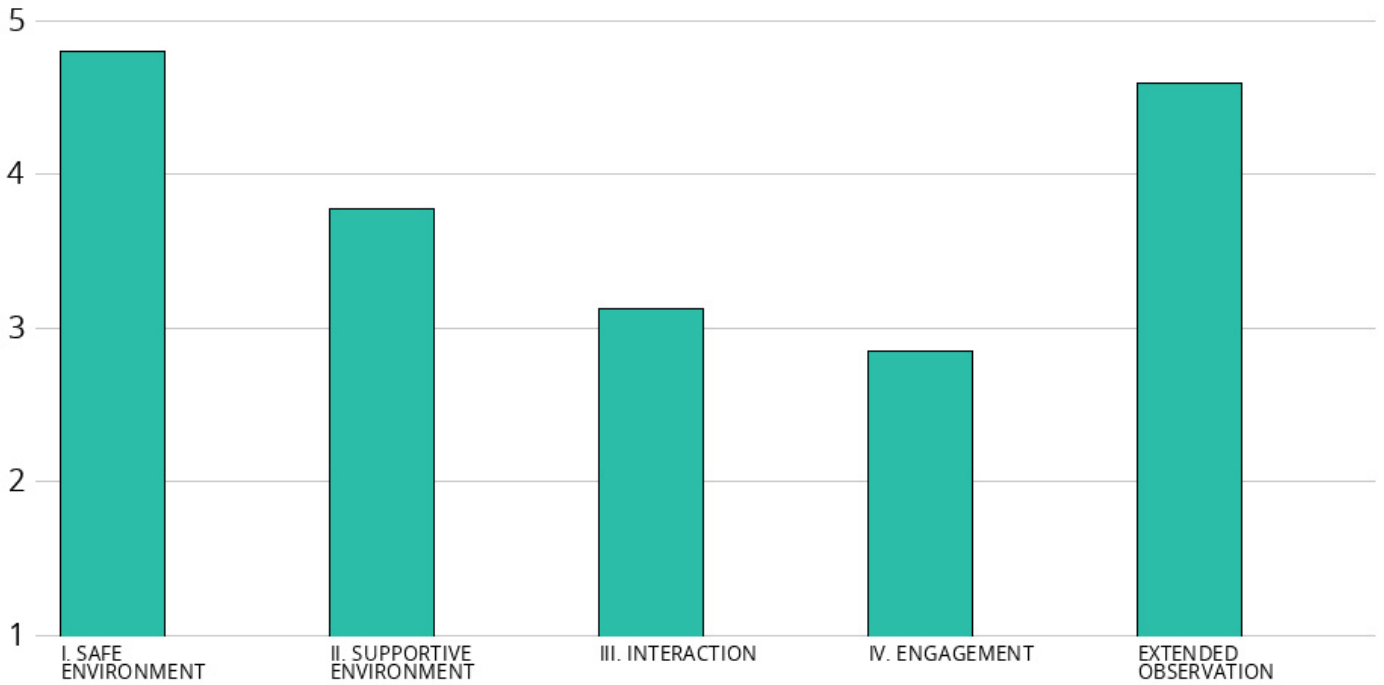
Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain 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
Eugene Field Elementary

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 11/01/2023
Forms: 1 form
Offering: Free play (outside), Snack, Building a Bridge Enrichment, Supper, Christmas Carols or Open Gym Activities

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.79

Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.60
Accommodating Environment	5.00
Nourishment	4.33

II. SUPPORTIVE ENVIRONMENT

3.76

Warm Welcome	5.00
Session Flow	3.80
Active Engagement	3.00
Skill-Building	3.00
Encouragement	4.00
Child-Centered Space	N/A

III. INTERACTION

3.11

Manage Feelings	N/A
Belonging	4.50
School-Age Leadership	2.33
Interaction with Adults	2.50

IV. ENGAGEMENT

2.83

School-Age Planning	1.00
School-Age Choice	3.00
Reflection	2.33
Responsibility	5.00

EXTENDED OBSERVATION

4.58

Activity Structure	4.33
Homework Help	N/A
Recreation Time	4.00
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 **4.60**

1	Posted emergency procedures	3.00
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 **4.33**

1	Available drinking water	3.00
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 3.80

1	Starts and ends on time	5.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	1.00
5	Appropriate time for activities	3.00

Active Engagement 3.00

1	Children engage with materials or ideas	3.00
2	Children talk about activities	5.00
3	(SA) Children make connections	1.00

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	3.00
4	Staff breaks down tasks	3.00
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 4.50

1	Opportunities for children to get to know each other	5.00
2	Inclusive relationships	5.00
3	Children identify with program	3.00
4	(SA) Structured small group activities	5.00

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 2.50

1	(SA) Staff at eye level	1.00
2	(SA) Staff works side by side	3.00
3	(SA) Staff circulates	3.00
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 3.00

1	(SA) Authentic choices	3.00
2	(SA) Open-ended choices	3.00

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

Score Set 1

Activity Structure 4.33

1	Intentional learning activities	1.00
2	Different types of activities	5.00
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 4.00

1	Interacting with children	3.00
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	X

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

The overall climate was positive. Staff were respectful to students and students were respectful to one other. Several times staff said "please and thank you". Staff knew students names and always addressed them by name. Staff smiled and seemed to enjoy activities with students. Students worked well together and were kind (helping to get another student's coat on, helping another student pick up a Goldfish cracker spill, complimenting one another, etc.)

2 Lack of bias

No bias was observed.

Healthy Environment

1 Free of health and safety hazards

There were no health and safety hazards observed. The building that the Boys and Girls Club is held in is an empty space during the school day. It is an older building but seems well maintained by program staff.

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 children or staff.

4 Comfortable temperature

The temperature appears comfortable for the children. There were no complaints from the children or staff about the temperature. While outside, all children were required to put their coats on.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedure were not posted by the exit door. There were emergency procedures in one of the two rooms used for the program, but not visible by all students. Staff were able to located the emergency procedures. Additional, emergency procedures are also in the Boys and Girls Club Handbook, which is near the teacher/staff desk.

2 Accessible fire extinguisher

At least one charged fire extinguisher (inspected August 2023) is accessible and visible from the program space. Several were located throughout the main building, to include one in the gym.

3 Visible first-aid kit

Each room has its own complete first-aid kit.and is accessible and visible from the program space. During open gym, the first aid kit is located with the door monitor and is easily accessible by staff.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

All exterior doors are locked. Parents ring a bell (camera is located at the door) and are then buzzed into the building by office staff. After school hours, the staff person stationed at the door will answer the door and then make a walkie-talkie call to program staff for the child who is being picked up by the parent/guardian. A parent signs the student out of the program.

6 Supervised access to outdoors

Outside space was used at the beginning of the program. Students were allowed to play on the playground prior to the beginning of the program. Staff supervised the children during this time.

Accommodating Environment

1 Sufficient Space

There was sufficient space for all program activities.

2 Suitable Space

The space was suitable for the program offerings. Snack and supper were eaten in the BGC program space. ESSR tutoring was held in classrooms in the main building and led by regular school day teachers (students had snack in the classrooms). Teachers walked students to supper (in the program space) after the ESSR tutoring session was over. The BGC program space was suitable for the creative arts activity and the snack/supper program. Free play recreation was held in the gym.

3 Enough comfortable furniture

There were enough tables and chairs for all participants. The children appeared to be comfortable. No complaints were noted.

4 Flexible physical environment

The tables and chairs could be moved, if needed.

5 (SA) Appropriately sized furniture

The furniture was appropriately sized for the children in this program.

Nourishment

1 Available drinking water

Drinking water is available but not easily accessible. The water fountains are in the main building. The BGC is located in an annex next door to the main building.

2 Plentiful food and drink

All students are served a snack (Goldfish crackers and orange juice) at the beginning of the program. Students are served supper at 5:00 pm. Supper consisted of a Club Wrap, carrots and Ranch dressing, fresh strawberries, and milk. There was plenty of food and drink for all children.

3 Nutritious food and drink

The snack and supper are both considered credible, nutritious food selections.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

All children were greeted by staff members on their way to the playground at the beginning of the program.

2 Staff warm and respectful

Staff predominantly uses a warm tone of voice and respectful language with students. Disrespectful language was not used, even when redirecting students.

3 Positive staff body language

Staff generally smiles, nods, and makes eye contact with children.

Session Flow

1 Starts and ends on time

Program time is from 3:55 - 6:30. Program began at 3:55 with students having free-play on playground, followed by snack at 4:10. Students picked up their snack and were escorted to the program space. While having snack, students volunteered to share their experiences about Halloween) from the night before. The first activity began within 10 minutes. Supper was served at the scheduled time (5:00 pm). Students were allowed to vote for either Christmas Song Practice or Taco Workout (open gym). Students' voted for Taco Workout and were escorted by program staff and reported to the gym. Students engaged in Free Play while waiting for the staff person (leading the activity) to arrive. The program begins and ends on time (within 10 minutes). Students are check-out by parents throughout the program.

2 Materials ready

Snack and dinner were available for all youth. The materials needed for the Skeleton Bridge (q-tips, rubber bands, tape) were passed out to each table of students. The activity sheets and pencils were available for the Taco Workout (open gym activity).

3 Sufficient materials

There were sufficient materials but games were not structured in a way to engage all children in active participation.

4 Explains activities clearly

Staff directions seemed clear to me; however, students seem somewhat confused about creating a group plan/drawing and then next steps for building a bridge. There was no modeling for this activity. Youth struggled with this activity. The staff only repeated directions in the same way and the children still did not seem to understand. In the open gym activity, Taco Workout, staff directions did not seem clear to me. Students did not know all of the exercises. Staff also seemed unclear about exercises (plank, burpee, etc.) The staff leader modeled a few exercises but not all. Other staff finally joined the group but did not participate with the students.

5 Appropriate time for activities

During the Skeleton Bridge activity, none of the students completed their bridge. This did not allow time to see how many markers the bridge would hold. Many students appeared to be working independently instead of with their group. Staff stated, "the bridges just did not turn out". During the Taco Workout (gym activity), many students did not participate. The activity needed structure to engage all students.

Active Engagement

1 Children engage with materials or ideas

Children did have the opportunity to problem solve and communicate during the Skeleton Bridge activity. During the Taco Workout, students completed a Taco workout worksheet, by selecting ingredients (represented by physical activities) and completing the exercises. Not all students participated in the exercises.

2 Children talk about activities

In the Skeleton Bridge activity, staff provides an opportunity for students to work in small groups and the group works on the shared task of building a bridge. The staff circulates but does not provide structured opportunities for all children to talk about what they are doing and thinking about during that activity.

3 (SA) Children make connections

Staff does not provide explicit opportunities for children to make connections between the activities offered and any prior experience and/or knowledge.

Skill-Building

1 Learning focus linked to activity

The staff stated, "today we are going to build a Skeleton Bridge in a group to see how many markers it could hold". However, there is no mention of what they are learning through this activity. Additionally, in the Taco Workout, the staff stated, "we are going to build a Taco" and as staff gave each choice (ie. hard shell or soft shell), she would state the exercise representing each type. Again, there is no mention of what they are learning through this activity.

2 Staff encourages youth to try skills

Staff encourages some students to "work together with your group" or "build this with your team". However, children are struggling with the activity and needed modeling and/or additional assistance. In the Taco Workout activity, the staff models some of the exercise choices but not others (staff admitted to not knowing all of the exercises). Most students were not attempting the exercises. The observer did not note any examples of staff encouraging youth.

3 Staff models skills

The staff did not model skills needed to construct a bridge and/or provide a model for the Skeleton Bridge activity. The staff gave verbal directions, but that does not "show" the children. Some exercises were modeled for the children in the Taco Workout, but not all. Children did not seem to understand the activity. Additional staff could have been used to work with groups of students.

4 Staff breaks down tasks

Staff stated, "first we are going to draw a bridge design together in our groups and then we will construct a bridge"; however, children had great difficulty in this activity and needed additional assistance.

5 Support for struggling children

Staff observes students struggling with the Skeleton Bridge activity, staff responds "work together", "work as a team". Staff does not respond harshly to any student.

Encouragement

1 Staff uses non-evaluative language

Staff uses subjective or evaluative comments, such as "Good job!" Non-evaluative comments were not observed.

2 Staff asks open-ended questions

Staff asked open-ended questions after the Skeleton Bridge activity, "What did you learn about your team?", "What are other materials we could use?" During snack time, staff asked students "How was your Halloween?"

Child-Centered Space

1 (SA) Well-defined interest areas

This was not compatible with the program design.

2 (SA) Sufficient materials in interest areas

This was not compatible with the program design.

3 (SA) Children's work displayed

This was not compatible with the program design.

4 (SA) Children select displays

This was not compatible with the program design.

5 (SA) Open-ended materials

This was not compatible with the program design.

6 (SA) Easily accessible materials

This was not compatible with the program design.

7 (SA) Thirty minutes interest-based activities

This was not compatible with the program design.

III. INTERACTION

Manage Feelings

1 (SA) Staff acknowledges feelings

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

2 (SA) Staff asks children to explain situation

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

3 (SA) Helps children respond appropriately

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

4 (SA) Children suggest solutions

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

Belonging

1 Opportunities for children to get to know each other

Discussion during Snack Time ("What did you do for Halloween?"), and the Skeleton Bridge activity which involved working together in small groups were both opportunities for children to get to know each other.

2 Inclusive relationships

The children appear to know and like each other. There are no examples of exclusivity observed.

3 Children identify with program

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

4 (SA) Structured small group activities

The staff created a Skeleton Bridge activity in which the students were in groups of three or four. Staff encouraged children to "work as a team", "work together".

School-Age Leadership

1 (SA) Practice group process skills

Children were observed listening to students responses to "What did you do on Halloween?" and had opportunities to contribute to the discussion. Children were also observed taking turns and raising hands in both the small-group and whole-group activities.

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

No structured opportunities for students to lead the group were observed.

Interaction with Adults

1 (SA) Staff at eye level

Staff never lowers their body so that their eyes are at the children's eye level during the Skeleton Bridge activity. The staff stands when talking to the children or when giving directions in both activities.

2 (SA) Staff works side by side

During the Taco Workout, the staff intermittently worked side by side with the children, doing a few exercises with the children.

3 (SA) Staff circulates

The staff circulates during the activity. In both activities, staff interacted with some of the children, but not all.

4 (SA) Staff interacts positively

Most of the time the staff relates to the children with warmth and enthusiasm, but at several times during the session staff addresses misbehaviors without providing reasons and/or limits. "I have told you multiple times, and now I will have to put it up." "You can not hear me if you are talking to your group." "Stay off the board. Stay off the board." "Lower your voice."

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

No opportunities for students to plan were observed.

2 (SA) Multiple planning strategies used

No opportunities for students to plan were observed.

3 (SA) Share plans in tangible way

No opportunities for students to plan were observed.

School-Age Choice

1 (SA) Authentic choices

Both activities observed gave children opportunities to make choices about how they were going to perform the activities (plan and create your bridge and building your taco with your own individual ingredients. Children do have the opportunity to make choices on the design, but choices are limited.

2 (SA) Open-ended choices

Students were given discrete choices (Q-tips, rubber bands, tape) but were also given the freedom to plan and create how they were going to carry out the activity (Skeleton Bridge). Additionally, the second activity provided discrete choices for each part of the taco; however, the children had their own choices of how they were going to carry out the activity.

Reflection

1 Intentional reflection

Staff engages some children in an intentional process of reflecting on what they have done in the Skeleton Bridge activity. A child responds, "team work makes the dream work". Another child responded, "maybe next time we can use blocks".

2 Multiple reflection strategies

Staff asks the question "What did you learn about your team?" A child responds, "team work makes the dream work". Another child responded, "maybe next time we can use blocks".

3 Structured opportunities to provide feedback

Did not observe opportunities for children to provide feedback on activities.

Responsibility

1 (SA) Opportunities for routine tasks

Children put their snacks on their desks and put backpacks/items away on the counter at the front of the program space. Students took their seats and listened attentively to the staff. Students' listened respectfully to other students when they were asked "What did you do on Halloween?" Students' raised their hand to share or when they wanted to comment. During the Skeleton Bridge activity, students were respectful and waited until all materials were handed out. As students were called to leave the program or when students left for the gym, all students retrieved their backpacks and lined up together.

2 (SA) Staff do not intervene intrusively

Staff allowed children to complete these tasks without intervening intrusively.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All youth participated in activities but a learning goal or purpose was not specifically stated and/or observed.

2 Different types of activities

Several activities were offered: Outdoor Play, Snack, Skeleton Bridges, Supper, Open Gym (Taco Workout). Tutoring also is included but is funded through ESSR and is provided by regular school-day teachers.

3 Physical activity

All youth engaged in outdoor play at the beginning of the program (15 min.) and all participating students spend the last

hour of the program in open gym (Taco Workout). The program provides at least 30 minutes of physical activity. 3:55 - 4:10 and 6:00 - 6:30.

4 Time for free play

All children have intentional time for free play. 3:55-4:10 children play on the playground, weather permitting. From 6:00-6:30, all children have open gym (free play).

5 Time for physical activity

Outside play and activities in the gym.

6 Communication of schedule and activity choices

Staff clearly communicates the schedule and available activity choices and/or it is clear that children are aware of their schedule and their activity options.

Homework Help

1 Readily available

Not observed.

2 Actively support children in learning

Not observed.

3 Productive studying and learning environment

Not observed.

Recreation Time

1 Interacting with children

The majority of the time, staff is "supervising" children.

2 Positive supervision

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

Transitions

1 Organized transition

All transitions were very well organized and went smoothly. Students' were observed gathering their belongings in an orderly fashion, lining up for transition, and following staff to their next area of programming.

2 Procedure communication

Staff reminds children of what is to be done during each transition, but the children appeared to know exactly what to do without much explanation.

Departure

1 Organized departure process

There is an organized departure process. Parents enter through the main entrance which is locked but supervised by a staff member. The staff person uses a walkie-talkie to call for the child (all staff have walkie-talkies). The parent signs the child out of the program.

2 Constructive activities while waiting

All students are actively engaged in Open Recreation from 6:00 -6:30, while waiting for parent pick-up.

3 Parents acknowledged and updated

Not observed at this site visit.