



Program Quality Assessment Performance Report

Prepared for: Highland Elementary School (Riverview Gardens)
(Boys and Girls Club of Greater St. Louis / Missouri AfterSchool Network)

Type: External Assessment

Form: School-Age PQA Plus Extension

Date prepared: 4 / 20 / 2017



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. For more information, visit <http://www.cypq.org>

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.
- What is most important are the conversations that you have with your site team regarding improvement efforts.
- Comparisons against other data sets are shown 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. If your report shows a comparison against a large sample, consider: In what areas are you doing comparatively well? In what areas is there room for improvement?
3. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
4. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the appropriate 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 or 734-961-6900.

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 - program self assessment or external assessment. Program self assessment is a team-based process in which managers and staff observe multiple program offerings and together score a single program-wide PQA. In external assessment, a trained, reliable external assessor visits your site to observe a single program offering and score a PQA based on the observation.

During scoring, a rater may mark certain items with an "X", as instructed in the instrument. A mark of an "X" indicates that the item was not applicable to the program offering observed. These items are excluded from the scale and domain averages, so as not to negatively impact the scores. Marking an item with an "X" differs from items scored a "1" for practices not observed during the program offering.

This performance report presents scores at three levels - domain, scale, and item. The descriptions below and Figure 1 will help you understand how the report is organized.

Domain Scores

Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.

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

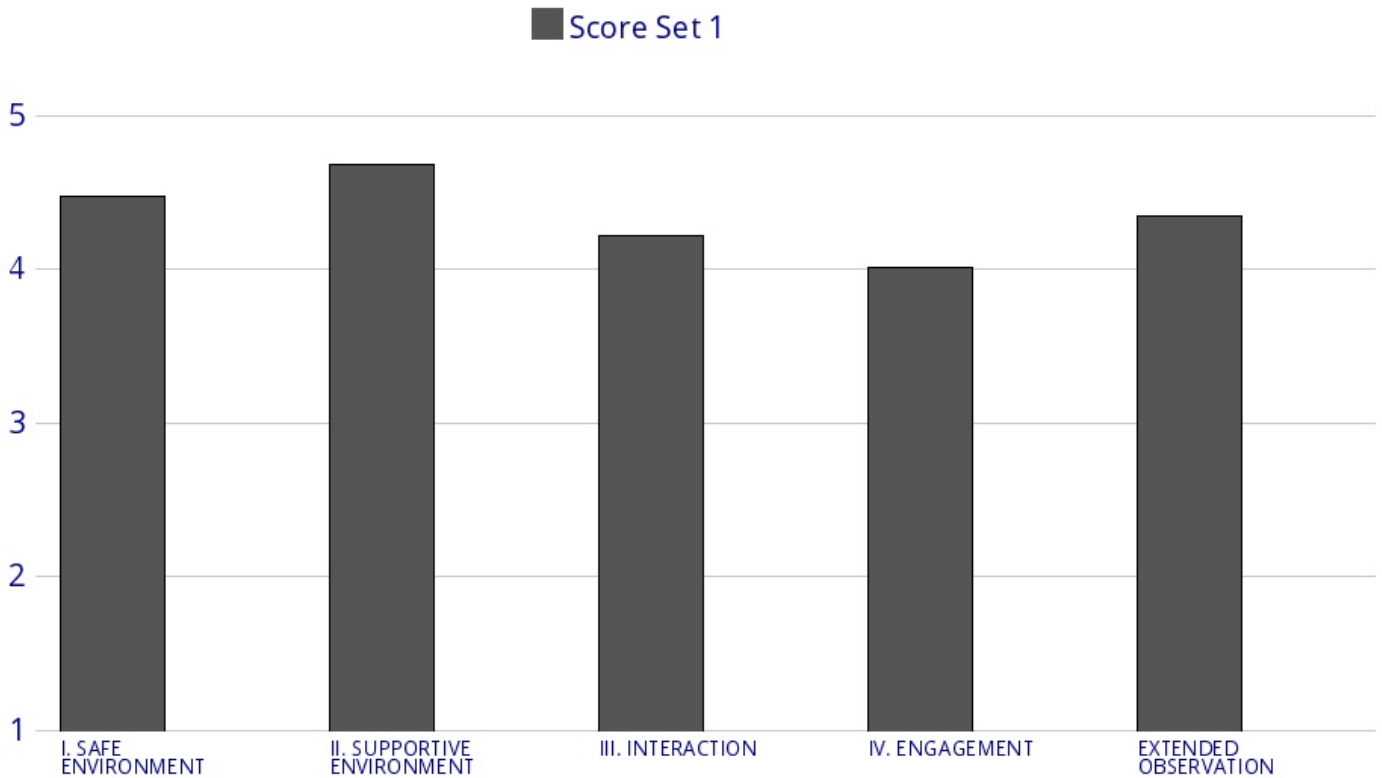
Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality of the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site.

Figure 1. Sample performance report with labels

| | | | |
|--------|----------------------------|-----------------------------------|-------------|
| Domain | I. SAFE ENVIRONMENT | | |
| Scale | Emotional Safety | | 1.00 |
| Item | 1 | Positive emotional climate | 1.00 |
| | 2 | Lack of bias | 1.00 |
| | Healthy Environment | | 1.00 |
| | 1 | Free of health and safety hazards | 1.00 |
| | 2 | Clean and sanitary | 1.00 |

Program Observation Summary



Observation Identification

Score Set # 1

Tags: External
Highland Elementary School
(Riverview Gardens)

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 04/04/2017
Forms: 1 form
Offering: Power Hour SMART Girls
 Passport to Manhood DIY STEM
 STRIDE Recess SMART Moves
Staff: Ms. Tracie Ms. Jasmine Mr.
 Spoon Ms. Terri Ms. Sharda Ms.
 Mercedes Ms. Kim Ms. Marnice
 Ms. Marla Mr. Patrick

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.47

| | |
|---------------------------|------|
| Emotional Safety | 3.00 |
| Healthy Environment | 5.00 |
| Emergency Preparedness | 5.00 |
| Accommodating Environment | 5.00 |
| Nourishment | 4.33 |

II. SUPPORTIVE ENVIRONMENT

4.67

| | |
|----------------------|------|
| Warm Welcome | 5.00 |
| Session Flow | 4.00 |
| Active Engagement | 4.33 |
| Skill-Building | 5.00 |
| Encouragement | 5.00 |
| Child-Centered Space | |

III. INTERACTION

4.21

| | |
|-------------------------|------|
| Manage Feelings | 3.00 |
| Belonging | 4.50 |
| School-Age Leadership | 4.33 |
| Interaction with Adults | 5.00 |

IV. ENGAGEMENT

4.00

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

EXTENDED OBSERVATION

4.33

| | |
|--------------------|------|
| Activity Structure | 4.67 |
| Homework Help | 5.00 |
| Recreation Time | 4.00 |
| Transitions | 3.00 |
| Departure | 5.00 |

Detailed Report

I. SAFE ENVIRONMENT

Score Set

Emotional Safety **3.00**

| | | |
|---|----------------------------|------|
| 1 | Positive emotional climate | 1.00 |
| 2 | Lack of bias | 5.00 |

Healthy Environment **5.00**

| | | |
|---|-----------------------------------|------|
| 1 | Free of health and safety hazards | 5.00 |
| 2 | Clean and sanitary | 5.00 |
| 3 | Adequate ventilation and lighting | 5.00 |
| 4 | Comfortable temperature | 5.00 |

Emergency Preparedness **5.00**

| | | |
|---|-------------------------------|------|
| 1 | Posted emergency procedures | 5.00 |
| 2 | Accessible fire extinguisher | 5.00 |
| 3 | Visible first-aid kit | 5.00 |
| 4 | Appropriate safety equipment | X |
| 5 | Supervised indoor entrances | 5.00 |
| 6 | Supervised access to outdoors | 5.00 |

Accommodating Environment **5.00**

| | | |
|---|------------------------------------|------|
| 1 | Sufficient Space | 5.00 |
| 2 | Suitable Space | 5.00 |
| 3 | Enough comfortable furniture | 5.00 |
| 4 | Flexible physical environment | 5.00 |
| 5 | (SA) Appropriately sized furniture | 5.00 |

Nourishment **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 |
|-----------------------------|---|-------------|
| 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 | | 4.00 |
| 1 | Starts and ends on time | X |
| 2 | Materials ready | 5.00 |
| 3 | Sufficient materials | 5.00 |
| 4 | Explains activities clearly | 1.00 |
| 5 | Appropriate time for activities | 5.00 |
| Active Engagement | | 4.33 |
| 1 | Children engage with materials or ideas | 3.00 |
| 2 | Children talk about activities | 5.00 |
| 3 | (SA) Children make connections | 5.00 |
| Skill-Building | | 5.00 |
| 1 | Learning focus linked to activity | 5.00 |
| 2 | Staff encourages youth to try skills | 5.00 |
| 3 | Staff models skills | 5.00 |
| 4 | Staff breaks down tasks | 5.00 |
| 5 | Support for struggling children | 5.00 |
| Encouragement | | 5.00 |
| 1 | Staff uses non-evaluative language | 5.00 |
| 2 | Staff asks open-ended questions | 5.00 |
| Child-Centered Space | | X |
| 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

Manage Feelings **3.00**

| | | |
|---|---|------|
| 1 | (SA) Staff acknowledges feelings | 3.00 |
| 2 | (SA) Staff asks children to explain situation | 3.00 |
| 3 | (SA) Helps children respond appropriately | 3.00 |
| 4 | (SA) Children suggest solutions | 3.00 |

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 **4.33**

| | | |
|---|---|------|
| 1 | (SA) Practice group process skills | 5.00 |
| 2 | (SA) Opportunities to help another child | 5.00 |
| 3 | (SA) Structured opportunity to lead group | 3.00 |

Interaction with Adults **5.00**

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

IV. ENGAGEMENT

Score Set

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

5.00

| | | |
|---|--|------|
| 1 | Intentional reflection | 5.00 |
| 2 | Multiple reflection strategies | 5.00 |
| 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 |

EXTENDED OBSERVATION

Score Set

Activity Structure **4.67**

| | | |
|---|--|------|
| 1 | Intentional learning activities | 5.00 |
| 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 | 3.00 |

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 **4.00**

| | | |
|---|---------------------------|------|
| 1 | Interacting with children | 5.00 |
| 2 | Positive supervision | 3.00 |

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 | X |
| 3 | Parents acknowledged and updated | 5.00 |

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

The climate is mostly positive but some of the children called other names. Some of it was addressed with "That's not nice," and at other times it was ignored.

2 Lack of bias

No bias was observed.

Healthy Environment

1 Free of health and safety hazards

The program space is free of health and safety hazards.

2 Clean and sanitary

Floors were messy. but the janitor cleans after the program is over.

3 Adequate ventilation and lighting

There was adequate lighting and ventilation.

4 Comfortable temperature

No one is heard complaining about the temperature.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures are posted in the classrooms next to the doors.

2 Accessible fire extinguisher

There are accessible and visible fire extinguishers in the cafeteria.

3 Visible first-aid kit

The portable first-aid kit is located in the director's office and there is also one in the main office.

5 Supervised indoor entrances

Indoor entrances are supervised by staff.

6 Supervised access to outdoors

Access to the outdoor space is supervised by staff members.

Accommodating Environment

1 Sufficient Space

There is enough space for free movement of all.

2 Suitable Space

The program space is a good fit for the activities.

3 Enough comfortable furniture

There is enough comfortable furniture.

4 Flexible physical environment

Furniture is moved in some rooms.

5 (SA) Appropriately sized furniture

The furniture size is appropriate for the children.

Nourishment

1 Available drinking water

Drinking fountains are available in the hallways outside of the program areas.

2 Plentiful food and drink

There is enough food and drink for the children.

3 Nutritious food and drink

Nutritious food and drinks are provided, but several children take chips, soda, and/or candy out of their book bags and eat it.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Children are greeted individually as they check in upon arrival.

2 Staff warm and respectful

Staff mainly use a warm tone and are respectful.

3 Positive staff body language

Staff smile often and are friendly.

Session Flow

1 Starts and ends on time

The program was scheduled to begin at 3:00 and it started at 3:00. The program was scheduled to end at 7:00. I was not there for the end of the program.

2 Materials ready

Staff had materials ready.

3 Sufficient materials

There were enough materials for all children.

4 Explains activities clearly

During the STEM activity, the children were confused and asked many questions. The directions were repeated and a student then explained to everyone what they were to do.

5 Appropriate time for activities

Children are engaged throughout the activity times.

Active Engagement

1 Children engage with materials or ideas

There is some limited engagement with ideas, but some of the activities involved worksheets.

2 Children talk about activities

Children were encouraged and allowed to share . This was evident in the SMART Girls , STEM, and P2M sessions.

3 (SA) Children make connections

STEM allowed the children to use previous knowledge to complete the activity.

Skill-Building

1 Learning focus linked to activity

In one of the sessions, children were told that they were going to use beads to make jewelry. Each bead was equivalent to one cent, so they were expected to tell everyone how much their jewelry was worth based upon the number of beads.

2 Staff encourages youth to try skills

STRIDE - Children were encouraged to improve their performance by reaching a higher skill level.

3 Staff models skills

Children were trying to play tug of war but didn't know how to do it correctly. A staff member shows them how to do it and then does it with them.

4 Staff breaks down tasks

During the bead activity, staff gives instructions in sequential steps.

5 Support for struggling children

Children who struggled with the bead project were given information on how to make adjustments so they could complete the task.

Encouragement

1 Staff uses non-evaluative language

In the SMART Girls session, after viewing a video on bullying, all children were encouraged to draw and describe their pictures. The staff says to one girl, "Good for you! I understand why you drew this and this makes sense."

2 Staff asks open-ended questions

"Why did you choose to draw a broken heart?" "What would you like to be when you get older?"

III. INTERACTION

Manage Feelings

1 (SA) Staff acknowledges feelings

Staff addresses most situations, but some are not addressed. One child hits another and one begins crying. There is a staff member standing there who does not address it so the child goes to another staff person. When she proceeds to tell the staff person what happened, staff says, "Come on, it's time to go inside." The issue is never addressed.

2 (SA) Staff asks children to explain situation

Staff addresses most situations, but some are not addressed. One child hits another and one begins crying. There is a staff member standing there who does not address it so the child goes to another staff person. When she proceeds to tell the staff person what happened, staff says, "Come on, it's time to go inside." The issue is never addressed.

3 (SA) Helps children respond appropriately

Staff addresses most situations, but some are not addressed. One child hits another and one begins crying. There is a staff member standing there who does not address it so the child goes to another staff person. When she proceeds to tell the staff person what happened, staff says, "Come on, it's time to go inside." The issue is never addressed.

4 (SA) Children suggest solutions

Some children were name calling. Staff would sometimes correct them and ask what the proper thing was for them to do.

Belonging

1 Opportunities for children to get to know each other

Children were encouraged to work together in STEM and share their thoughts in SMART Girls and P2M.

2 Inclusive relationships

No exclusion was observed.

3 Children identify with program

No complaints were heard.

4 (SA) Structured small group activities

STEM intentionally created small group activities.

School-Age Leadership

1 (SA) Practice group process skills

Children were provided many opportunities to contribute ideas.

2 (SA) Opportunities to help another child

In the STEM activity, opportunities were provided for children to work in small groups to help each other.

3 (SA) Structured opportunity to lead group

Children lead groups when it was time for outdoor recess. They decided what they wanted to play and got their groups together.

Interaction with Adults

1 (SA) Staff at eye level

Staff were frequently at eye level with children.

2 (SA) Staff works side by side

Staff frequently work side by side with the children. They listen and ask questions.

3 (SA) Staff circulates

Staff circulates and interacts with all children.

4 (SA) Staff interacts positively

Staff is usually positive and warm.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

There were no opportunities for children to plan.

2 (SA) Multiple planning strategies used

There were no opportunities for children to plan.

3 (SA) Share plans in tangible way

There were no opportunities for children to plan.

School-Age Choice

1 (SA) Authentic choices

Children in SMART GIRLS chose what they wanted to draw based on the video that they had watched. They also chose the materials used.

2 (SA) Open-ended choices

Children in SMART GIRLS chose what they wanted to draw based on the video that they had watched. They also chose the materials used.

Reflection

1 Intentional reflection

At the end of the bead activity, children were asked what they learned.

2 Multiple reflection strategies

Children reflected on the video through discussion and then they drew pictures about it.

3 Structured opportunities to provide feedback

Staff asks, "What did you think about the video?"

Responsibility

1 (SA) Opportunities for routine tasks

Staff provided opportunities for routine tasks - cleaning up after eating, taking equipment containers outside, passing out materials, delivering messages to other staff, etc.

2 (SA) Staff do not intervene intrusively

Staff did not intervene intrusively. Children were allowed to complete routine tasks.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All children participated in learning activities.

2 Different types of activities

P2M and SMART Girls - Character education, self-esteem building STEM Physical Activity - recess Math/Craft - bead activity STRIDE - Language arts and math Homework help

3 Physical activity

More than 30 minutes of recess was provided.

4 Time for free play

Free play was provided for all during recess.

5 Time for physical activity

More than 30 minutes of recess was provided.

6 Communication of schedule and activity choices

Children are told if asked what the schedule is. They are also told right before switching activities.

Homework Help

1 Readily available

Staff spends all of the homework help time working with children.

2 Actively support children in learning

Staff helps children to discover answers on their own. They ask questions, ask them to explain, etc.

3 Productive studying and learning environment

The learning environment is organized and conducive for learning.

Recreation Time

1 Interacting with children

Staff interact with children during the entire recess time. They are talking to them, playing with them, etc.

2 Positive supervision

Staff supervises children in a positive manner but they are not always able to see everything going on. One student went behind the staff person and was playing in the brush (which is very high and dangerous). She never saw him behind her.

Transitions

1 Organized transition

Some transitions were smooth and others were slow and loud.

2 Procedure communication

Children do not always seem to know that a transition is occurring.

Departure

1 Organized departure process

Parents sign children out and children are called to the front by intercom or walkie talkie.

2 Constructive activities while waiting

Unable to observe.

3 Parents acknowledged and updated

Parents have conversations with the site director regarding progress.