



School-Age PQA Plus Extension Performance Report

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

Type: External Assessment

Date prepared: 3 / 2 / 2022



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.

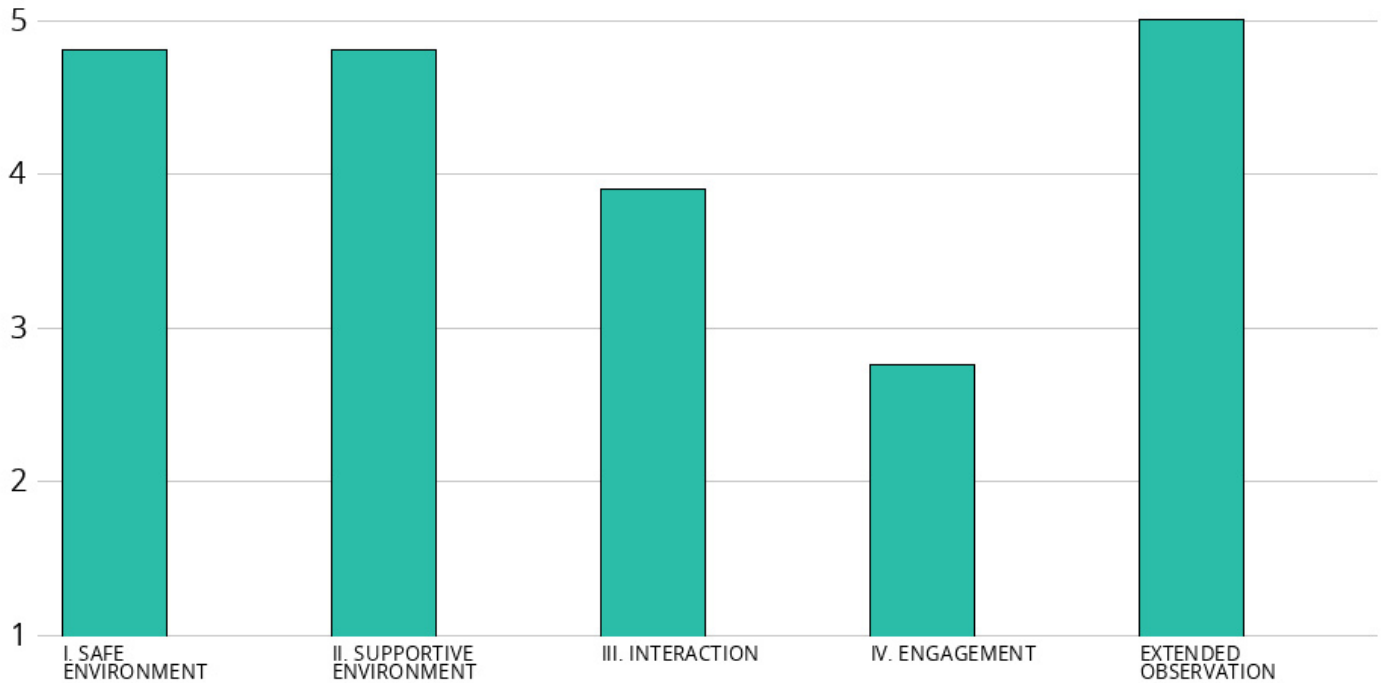
Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain 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
Item	1 Positive emotional climate	1.00
	2. Lack of bias	3.00

Program Observation Summary

Score Set 1



Observation Identification

Score Set # 1

Tags: External
Highland Elementary School
(Riverview Gardens)

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 02/23/2022
Forms: 1 form
Offering: Recess Homework Power Hour
Career Launch-Money Matters

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

4.80

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

III. INTERACTION

3.89

Manage Feelings	N/A
Belonging	5.00
School-Age Leadership	1.67
Interaction with Adults	5.00

IV. ENGAGEMENT

2.75

School-Age Planning	1.00
School-Age Choice	4.00
Reflection	1.00
Responsibility	5.00

EXTENDED OBSERVATION

5.00

Activity Structure	5.00
Homework Help	5.00
Recreation Time	5.00
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 **4.00**

1	Posted emergency procedures	3.00
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 **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 5.00

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

Session Flow 5.00

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

Active Engagement 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 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 4.00

1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	3.00

Child-Centered Space N/A

1	(SA) Well-defined interest areas	X
2	(SA) Sufficient materials in interest areas	X
3	(SA) Children's work displayed	X
4	(SA) Children select displays	X
5	(SA) Open-ended materials	X
6	(SA) Easily accessible materials	X
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 5.00

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

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 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 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 4.00

1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	3.00

Reflection 1.00

1	Intentional reflection	1.00
2	Multiple reflection strategies	1.00
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 5.00

1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	5.00
4	Time for free play	NS
5	Time for physical activity	5.00
6	Communication of schedule and activity choices	5.00

Homework Help 5.00

1	Readily available	5.00
2	Actively support children in learning	5.00
3	Productive studying and learning environment	5.00

Recreation Time 5.00

1	Interacting with children	5.00
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	5.00

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

Youth and staff spoke respectfully to each other as did youth to youth and the overall climate was positive. The staff and youth seemed to enjoy being with each other.

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

Building evacuation maps were posted. Program policies and procedures were in program office.

2 Accessible fire extinguisher

There was a visible, accessible, and charged fire extinguisher (12-21) in the program spaces.

3 Visible first-aid kit

First-aid kit was available in program office.

4 Appropriate safety equipment

There were no activities observed that required special safety equipment.

5 Supervised indoor entrances

All school doors are locked. The program coordinator is at front door and calls on walkie talkie or intercom when families arrive to pick up children.

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 all activities.

2 Suitable Space

All spaces were suitable for program activities. Homework was in the library. Power Hour, Career Launch, Money Matters, and dinner were in the cafeteria. The gym was used for recess.

3 Enough comfortable furniture

There were tables and chairs in the library and tables with attached benches in the cafeteria. The youth appeared to be comfortable.

4 Flexible physical environment

Tables and chairs in the library could be moved and tables in cafeteria would be moved if needed.

5 (SA) Appropriately sized furniture

The furniture was appropriately sized for the participating youth.

Nourishment

1 Available drinking water

Youth could use own water bottles and there were cups that youth could use to get water from water fountains in the hall.

2 Plentiful food and drink

There was enough food and drink for all youth and all youth were offered seconds on all food components.

3 Nutritious food and drink

Program meal was nutritious and youth were not observed eating anything other than the food offered by the program. Dinner included: turkey and cheese sandwich, fruit cup, gogurt, cheese stick, a healthy chip.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Each child was greeted as he/she/they entered the program space. Children were usually welcomed by name and a question about the child's day.

2 Staff warm and respectful

All staff were observed to be warm and respectful to all children. Staff frequently used please and thank you when asking youth to do something or help with a task.

3 Positive staff body language

Staff frequently smiled and laughed with the youth. Staff did high fives, fist bumps, and hugs appropriately with you. Staff looked at youth when talking with them.

Session Flow

1 Starts and ends on time

The program is scheduled from 3:00 - 7:00. Schedule was changed to 3:00 - 6:00 because of inclement weather. Physical activity with youth started within 10 minutes of starting time and youth were remaining were asked to clean up at 5:55.

2 Materials ready

Supplies and materials needed for the Black History Jeopardy game and the career launch-money matters activity. Youth had their homework and pencils were provided as needed. No materials were needed for the observed "recess".

3 Sufficient materials

There were sufficient materials for all sessions.

4 Explains activities clearly

Activities were explained clearly. Staff member checked with youth for understanding and added further explanations as needed.

5 Appropriate time for activities

Staff told youth before they started the making of body scrub activity that if they did not have time to finish they would be able to finish the next time the met.

Active Engagement

1 Children engage with materials or ideas

The youth were actively engaged physically during recess and with materials or ideas at all other observed sessions.

2 Children talk about activities

The staff divide children into teams for the Black History Jeopardy and encourage the youth to discuss together what they think the answer is to the Jeopardy answer.

3 (SA) Children make connections

Staff asked children what did we watch and talk about yesterday to help them remember they learned about Madame Walker and she asked what Madame Walker was famous for. The staff connected the hair products that Madame Walker made for African American women to the body scrub they would be making today. The staff person also helped the youth recall how much money Madame Walker made per day and compared that to what the average person made per day at that time.

Skill-Building

1 Learning focus linked to activity

Staff stated that the objective for the Black History Jeopardy game was to see what they knew about Black History and learn facts about Black History and to have fun.

2 Staff encourages youth to try skills

Staff explained how Jeopardy answers needed to be stated in a question format. All youth were encouraged to state the answers in this format. All teams were encouraged to come up with an answer even if they were not sure of their answer.

3 Staff models skills

The staff modeled how to state the answer to a fact in a question format for the whole group. When making the body scrub, a staff member showed the youth how they could use their hands to mix the sugar and the coconut oil.

4 Staff breaks down tasks

The staff broke down the steps for the Jeopardy game explaining how to first select a category and then an amount (explained that the higher the amount the harder the question). They were told the team would have one minute to discuss and write down their answer to the question and then read the answer. If the answer was write, they got the amount added to their team score. If the answer was wrong, another team had the opportunity to answer the question. The making of the body scrub was also broken down into steps.

5 Support for struggling children

When children asked for help with making the body scrub, staff told them or showed them what they needed to do and encouraged them to keep going until the ingredients all came together. A staff member sat with and helped youth who were struggling with knowing answers to the Black History Jeopardy game. When a child accidentally knocked some of the equipment/materials on the floor, a staff person said, that's OK we all make mistakes. It can be picked up.

Encouragement

1 Staff uses non-evaluative language

Staff say "good job" and "you're so smart" and also use non-evaluative language. In the Black History Jeopardy game, when the team stated the correct answer, the staff person said, "Yes, correct, and repeated the answer e.g., "Yes, Rosa Parks is right." When a child completed his body scrub and said, " My hands are soft", the staff person said, " Your hands feel soft from mixing it up."

2 Staff asks open-ended questions

Staff sometimes asked open-ended questions. For example: "What do you think body scrub does for your body?" " Why do you think we need a body scrub?"

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

The staff taught the children how to play a game where each person is to use an adjective that begins with the letter of their first name to describe themselves, state their name, and do an action. The next person was to repeat all of the people before them and then add their adjective, name, and action. The staff person provided an example with herself i.e., Marvelous Melody. There was a necessity to change the schedule, so all the children did not get to play this game.

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

Staff divided the children into four teams for the Black History Jeopardy game.

School-Age Leadership

1 (SA) Practice group process skills

The staff divided children into teams for the Black History Jeopardy game and talked with the teams about how they needed to work together to come up with their team's answer.

2 (SA) Opportunities to help another child

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

3 (SA) Structured opportunity to lead group

Did not observe staff providing an opportunity for children to lead a group or exercise leadership.

Interaction with Adults

1 (SA) Staff at eye level

Staff usually spoke with youth at eye level. Staff would lean over and also sit next to youth to speak at eye level.

2 (SA) Staff works side by side

Staff worked side by side with children during the body scrub making activity.

3 (SA) Staff circulates

All staff circulated and interacted with and helped children as needed. Staff interacted one on one at least once during the program session.

4 (SA) Staff interacts positively

All staff interacted with children in positive ways. Staff usually gave a reason for a rule/request. For example, " Don't swing that, I don't want you to hit nobody. " " If I give you a pencil, please give it back at the end of the session so I can return it.

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

The children teams got to pick the category and amount of the jeopardy answer they wanted to select. During the body scrub activity, the youth could pick the color they wanted to make the body scrub, how they wanted to put the body scrubs in the jar (the brown sugar mixture or the colored sugar mixture) and what color ribbon they wanted to put on the jar.

2 (SA) Open-ended choices

The choices as described above and listed again below were discrete choices. The children teams got to pick the category and amount of the jeopardy answer they wanted to select. During the body scrub activity, the youth could pick the color they wanted to make the body scrub, how they wanted to put the body scrubs in the jar (the brown sugar mixture or the colored sugar mixture) and what color ribbon they wanted to put on the jar.

Reflection

1 Intentional reflection

There was no intentional reflection process observed

2 Multiple reflection strategies

There was no intentional reflection process 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

Staff asked youth to assist - Child was asked to help wheel the schedule into the gym. - Child brought a chair to a staff member. - Child got cups to staff member so children could get water. - Children cleaned up after dinner - Children was asked to wipe a table after dinner - Children helped to clean up materials and tables after the body scrub making activity.

2 (SA) Staff do not intervene intrusively

Staff thanked youth for their assistance.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All youth participated in the Black History Jeopardy game and in the body scrub activity.

2 Different types of activities

Physical activity Homework Assistance Jeopardy game Making body scrub connected to learning about entrepreneur Madam Walker

3 Physical activity

There was at least 30 minutes of physical activity.

4 Time for free play

Although I did not observe any intentional time for free play, the schedule includes a social-recreational time from 6- 7 P.m. each day. The program ended at 6 during the observation because of implement weather.

5 Time for physical activity

There is intentional time for physical activity included in the daily schedule at the beginning of the program session.

6 Communication of schedule and activity choices

Staff clearly communicated the schedule and although there were necessary changes to the schedule the youth seemed to be aware of how things were to be done.

Homework Help

1 Readily available

The staff person with the children who had homework told children she was available to help and she circulated to check in with children and assist children as needed.

2 Actively support children in learning

Helped a child figure out what was expected on her homework and to figure out how to find the answers to the questions about the story.

3 Productive studying and learning environment

Homework was completed in the library which was a quiet learning environment.

Recreation Time

1 Interacting with children

Staff explained games and facilitated children's participation.

2 Positive supervision

Staff actively watched and interacted with children in positive ways throughout the physical activity time.

Transitions

1 Organized transition

All observed transitions were smooth and done in a timely fashion.

2 Procedure communication

Staff told children the reason for the transition and what was expected. Children did as expected and seemed to understand the transition process.

Departure

1 Organized departure process

There is an organized process. The Site Coordinator was by the door and used a walkie talkie or the intercom to let staff know it was time to send a child to be picked up to go home.

2 Constructive activities while waiting

Children were engaged in constructive activities until the authorized person arrived to pick them up.

3 Parents acknowledged and updated

Because of COVID, families do not come into the building to pick-up. However, the coordinator was available at the door and could speak by phone if anything needed to be shared.