



# Program Quality Assessment Performance Report

Prepared for: Koch Elementary K to 6  
[Missouri AfterSchool Network / SoulFisher Ministries]

Type: External Assessment

Form: School-Age PQA Plus Extension

Date prepared: 12 / 18 / 2019



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](mailto: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**

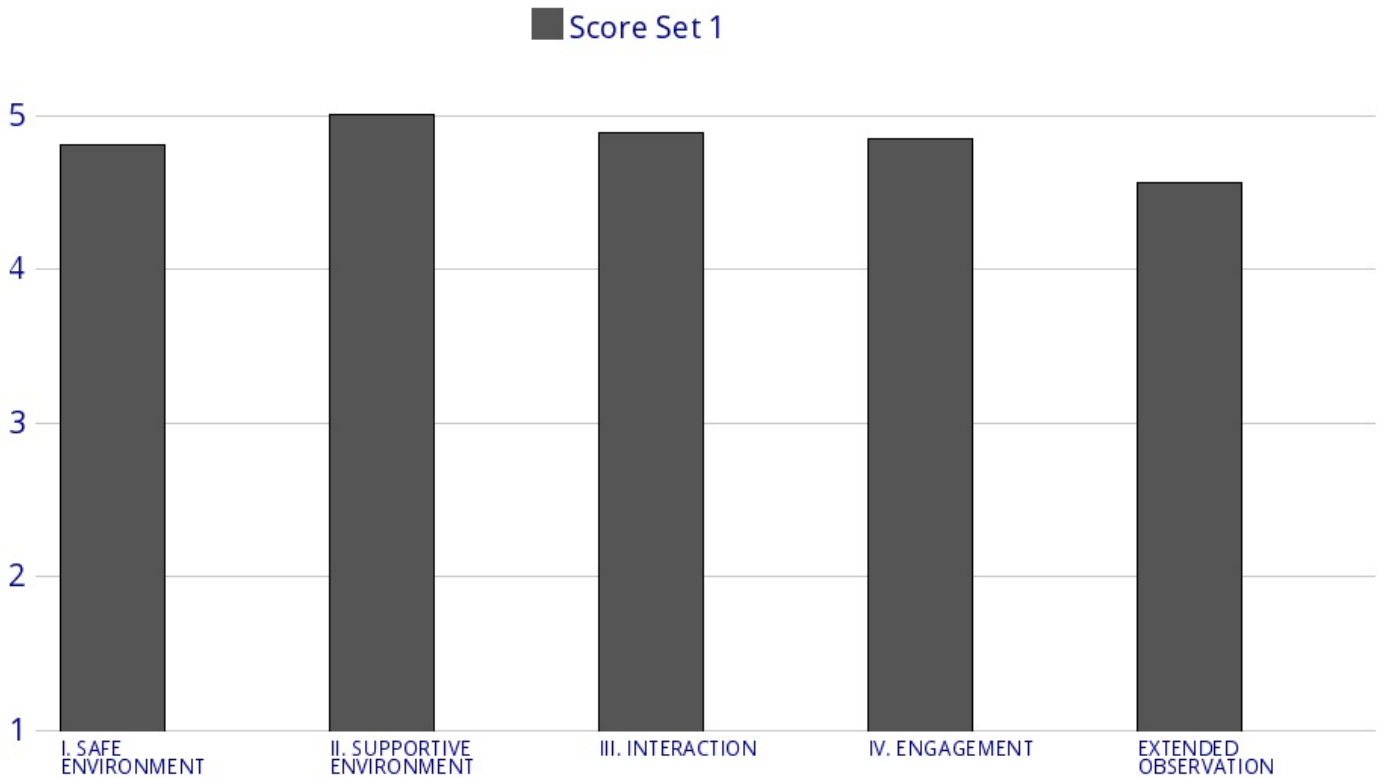
Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

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	<b>I. SAFE ENVIRONMENT</b>		
Scale	<b>Emotional Safety</b>		<b>1.00</b>
	1	Positive emotional climate	1.00
	2	Lack of bias	1.00
Item	<b>Healthy Environment</b>		<b>1.00</b>
	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  
SoulFisher Ministries

## Observation Details

Score Set # 1

**PQA:** School-Age PQA Plus Extension  
**Date:** 12/04/2019  
**Forms:** 1 form  
**Offering:** Engineering, Tutoring, Dance  
**Staff:** Carol, Dana, Jade, Jaye, Ivory, Tommy, Daysia and Zippy

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

4.80

Emotional Safety	4.00
Healthy Environment	5.00
Emergency Preparedness	5.00
Accommodating Environment	5.00
Nourishment	5.00

### II. SUPPORTIVE ENVIRONMENT

5.00

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

### III. INTERACTION

4.88

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

### IV. ENGAGEMENT

4.83

School-Age Planning	5.00
School-Age Choice	5.00
Reflection	4.33
Responsibility	5.00

### EXTENDED OBSERVATION

4.56

Activity Structure	3.67
Homework Help	
Recreation Time	
Transitions	5.00
Departure	5.00

# Detailed Report

## I. SAFE ENVIRONMENT

### Score Set 1

#### Emotional Safety 4.00

1	Positive emotional climate	3.00
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 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 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 1

#### **Manage Feelings** **5.00**

1	(SA) Staff acknowledges feelings	5.00
2	(SA) Staff asks children to explain situation	5.00
3	(SA) Helps children respond appropriately	5.00
4	(SA) Children suggest solutions	5.00

#### **Belonging** **4.50**

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

#### **School-Age Leadership** **5.00**

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

#### **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** **5.00**

1	(SA) All children plan	5.00
2	(SA) Multiple planning strategies used	5.00
3	(SA) Share plans in tangible way	5.00

#### **School-Age Choice** **5.00**

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

#### **Reflection** **4.33**

1	Intentional reflection	5.00
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 3.67

1	Intentional learning activities	5.00
2	Different types of activities	3.00
3	Physical activity	5.00
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 X

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

### Recreation Time X

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

The emotional climate is positive overall; however, there were several incidents of students calling each other names or yelling at each other with no staff intervention.

#### 2 Lack of bias

No bias was observed.

### Healthy Environment

#### 1 Free of health and safety hazards

^ The program environment was clean and free of safety hazards

#### 2 Clean and sanitary

The program space was clean.

#### 3 Adequate ventilation and lighting

Ventilation and lighting was adequate.

#### 4 Comfortable temperature

The temperature appears comfortable for the students. Emergency procedures

### Emergency Preparedness

#### 1 Posted emergency procedures

Emergency procedures are posted.

#### 2 Accessible fire extinguisher

Fire extinguishers were accessible and visible.

#### 3 Visible first-aid kit

The first aid kit was accessible and visible.

#### 5 Supervised indoor entrances

All entrances are supervised.

#### 6 Supervised access to outdoors

Access to outdoor space was locked.

## Accommodating Environment

### 1 Sufficient Space

There was enough program space for activities.

### 2 Suitable Space

The program space was suitable for the activities.

### 3 Enough comfortable furniture

There was enough comfortable furniture for the students.

### 4 Flexible physical environment

Furniture was moved in some of the program spaces.

### 5 (SA) Appropriately sized furniture

The furniture was the appropriate size for students.

## Nourishment

### 1 Available drinking water

There was a water fountain in the cafeteria which was also right outside of the dance space.

### 2 Plentiful food and drink

There was enough food for all students.

### 3 Nutritious food and drink

The food and drinks served were nutritious - Dinner - macaroni and cheese, corn, applesauce, and milk Snack - nachos with cheese and juice

## II. SUPPORTIVE ENVIRONMENT

### Warm Welcome

#### 1 Children greeted

All students were greeted.

#### 2 Staff warm and respectful

Staff usually uses a warm and respectful tone. There were times when reprimands were made, but they were done in a respectful manner.

#### 3 Positive staff body language

The staff was friendly and used positive body language.

### Session Flow

#### 1 Starts and ends on time

Scheduled start time: 3:00 The program started at 3:00 Scheduled end time: 6:00 The students boarded the bus at 6:00.

## **2 Materials ready**

Materials were ready for the activities.

## **3 Sufficient materials**

There were enough materials for the activities.

## **4 Explains activities clearly**

Detailed step by step instructions for activities were given. They were repeated during the activities as well. A few questions were asked for clarification.

## **5 Appropriate time for activities**

Enough time was given for activities.

## **Active Engagement**

### **1 Children engage with materials or ideas**

All students were actively engaged in activities.

### **2 Children talk about activities**

Students talked about the activities while being engaged. they were very excited about building their houses and cheered for each group as they presented and tested their houses for stability.

### **3 (SA) Children make connections**

Students discussed the story of the Three Little Pigs and talked about the types of houses they built and the materials used. They also discussed materials used in various houses today.

## **Skill-Building**

### **1 Learning focus linked to activity**

At the beginning of the engineering activity, the instructor announced, "Today we are going to be doing engineering. We are going to build a house. What are some things that houses have structurally?"

### **2 Staff encourages youth to try skills**

Although the supplies used for the houses were materials students used, they would not have normally used them for this type of activity. Students had to give serious thought to how they would use the materials. Staff encouraged but did not tell them how to build their houses.

### **3 Staff models skills**

In dance class, the instructor showed students how to do the steps before they tried them.

### **4 Staff breaks down tasks**

In both engineering and dance, instructions were broken down into steps.

### **5 Support for struggling children**

Students who struggled with completing the activities were encouraged by staff to continue trying. They often sat with them for extra encouragement.

## Encouragement

### 1 Staff uses non-evaluative language

"Tell me about your design." "What materials did you use and why?" "Get creative. I want to see those minds working."

### 2 Staff asks open-ended questions

"What do you think?" "What could you do differently to keep the house from moving?"

## III. INTERACTION

### Manage Feelings

#### 1 (SA) Staff acknowledges feelings

There were a few incidents where staff acknowledged the strong feelings of all involved.

#### 2 (SA) Staff asks children to explain situation

When dealing with the conflicts, the staff asks all students involved to explain the situation.

#### 3 (SA) Helps children respond appropriately

The staff listens and asks questions for clarification.

#### 4 (SA) Children suggest solutions

The staff specifically asks students what they think an appropriate response should be. They then talked about how this could happen.

### Belonging

#### 1 Opportunities for children to get to know each other

Students had opportunities to get to know one another better as they worked together in small groups.

#### 2 Inclusive relationships

No exclusion was observed.

#### 3 Children identify with program

Students were excited and talking about performing their dance for their families in their upcoming afterschool performance.

#### 4 (SA) Structured small group activities

The staff created small groups and gave them the task of building a house.

### School-Age Leadership

#### 1 (SA) Practice group process skills

Students spent half of the programming session in small groups communicating with each other to determine how to create their houses. Students were listening, sharing contributing and talking about each other's ideas.

#### 2 (SA) Opportunities to help another child

While working in small groups, students would often help each other while constructing their houses.

### **3 (SA) Structured opportunity to lead group**

The staff created several leadership opportunities. One was when each group had to have a spokesperson address the entire group on how they build their houses.

## **Interaction with Adults**

### **1 (SA) Staff at eye level**

The staff often sat at tables or on the floor with the students while interacting.

### **2 (SA) Staff works side by side**

The staff worked side by side with students at the tables and during danced with them during the dance class.

### **3 (SA) Staff circulates**

The staff circulated amongst students and interacts with all students.

### **4 (SA) Staff interacts positively**

The staff interacted positively with students.

## **IV. ENGAGEMENT**

### **School-Age Planning**

#### **1 (SA) All children plan**

All children participated in small group house building plans.

#### **2 (SA) Multiple planning strategies used**

Groups used various methods during planning. Discussions, drawing, and writing methods were used.

#### **3 (SA) Share plans in tangible way**

Groups shared their plans verbally and they also shared their finished products.

### **School-Age Choice**

#### **1 (SA) Authentic choices**

Students chose the materials used to build their houses. All of the students took part in the selection process.

#### **2 (SA) Open-ended choices**

Students chose the materials used to build their houses. All of the students took part in the selection process.

### **Reflection**

#### **1 Intentional reflection**

All students were asked what they learned about engineering.

## 2 Multiple reflection strategies

All students were given the opportunity to reflect verbally.

## 3 Structured opportunities to provide feedback

The staff asked if they enjoyed building the houses and what they would do differently.

## Responsibility

### 1 (SA) Opportunities for routine tasks

Students cleaned tables, threw away trash, and picked up fallen materials from the floor.

### 2 (SA) Staff do not intervene intrusively

No staff was seen intervening intrusively.

## EXTENDED OBSERVATION

## Activity Structure

### 1 Intentional learning activities

All students participated in structured learning activities.

### 2 Different types of activities

Students participated in Engineering, dance, and tutoring.

### 3 Physical activity

Dance class lasted about 45 minutes.

### 4 Time for free play

Free play was not provided

### 5 Time for physical activity

All students were not in the dance class.

### 6 Communication of schedule and activity choices

An announcement was made at the beginning of the session explaining the schedule.

## Transitions

### 1 Organized transition

Transitions were announced several times before occurring. Students followed the transitioning rules.

### 2 Procedure communication

Transitions were announced several times before occurring.

## Departure

### **1 Organized departure process**

Students were signed out by caregivers or checked off before loading the bus.

### **2 Constructive activities while waiting**

Students were engaged until they loaded the bus.

### **3 Parents acknowledged and updated**

Parents were acknowledged and had conversations with the staff at pick-up.