



# School-Age PQA Plus Extension Performance Report

Prepared for: St. Stephen's Episcopal Church K to 7  
(SoulFisher Ministries / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 8 / 17 / 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](mailto: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.

<b>Domain Scores</b>	Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
<b>Scale Scores</b>	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.
<b>Item Scores</b>	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.

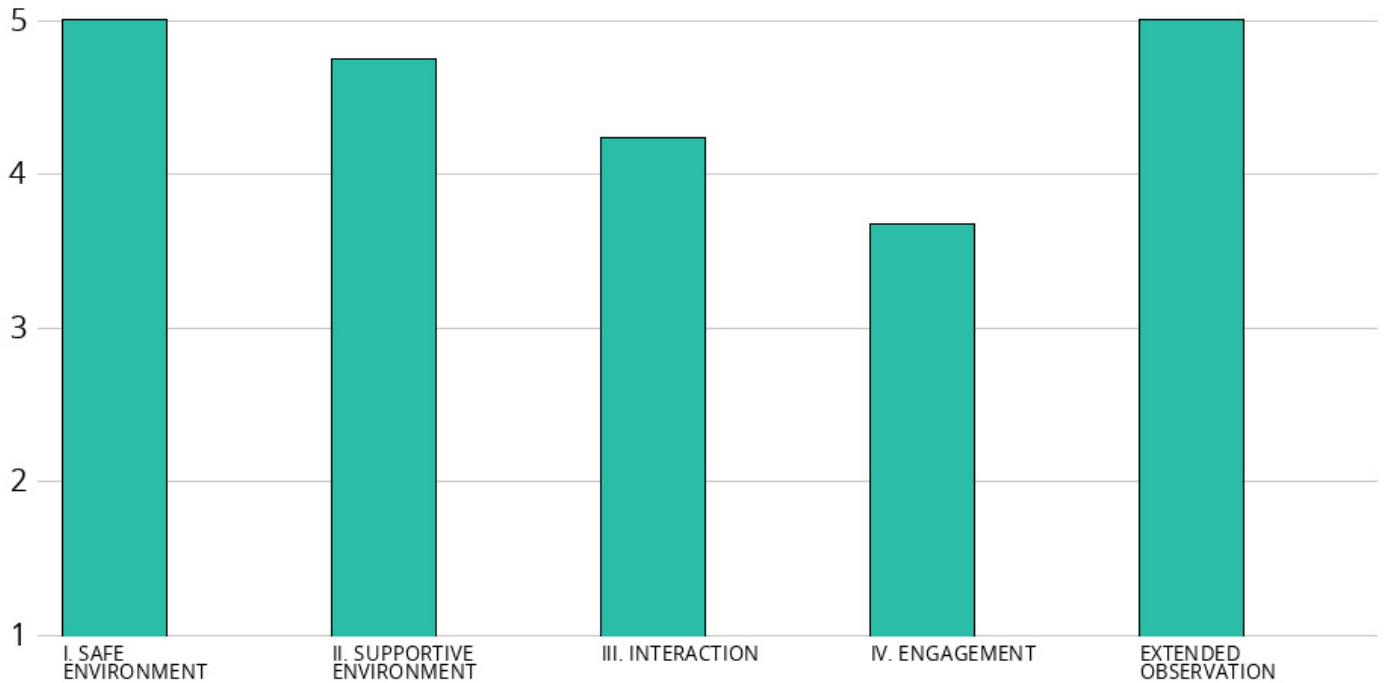
Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain 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	<b>SAFE SPACE</b>	<b>Score Set</b>
Scale	<b>Emotional Safety</b>	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  
St. Stephen's Episcopal Church  
K to 7

## Observation Details

Score Set # 1

**PQA:** School-Age PQA Plus Extension  
**Date:** 07/19/2023  
**Forms:** 1 form  
**Offering:** Math tutoring; reading tutoring;  
You Got a Friend in me; circus  
harmony; chess

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

5.00

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

### II. SUPPORTIVE ENVIRONMENT

4.74

Warm Welcome	5.00
Session Flow	4.20
Active Engagement	5.00
Skill-Building	4.50
Encouragement	5.00
Child-Centered Space	N/A

### III. INTERACTION

4.22

Manage Feelings	N/A
Belonging	4.00
School-Age Leadership	3.67
Interaction with Adults	5.00

### IV. ENGAGEMENT

3.67

School-Age Planning	3.67
School-Age Choice	5.00
Reflection	1.00
Responsibility	5.00

### EXTENDED OBSERVATION

5.00

Activity Structure	5.00
Homework Help	N/A
Recreation Time	5.00
Transitions	5.00
Departure	N/A

# 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 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 4.20

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

#### 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 4.50

1	Learning focus linked to activity	5.00
2	Staff encourages youth to try skills	5.00
3	Staff models skills	3.00
4	Staff breaks down tasks	5.00
5	Support for struggling children	X

#### Encouragement 5.00

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

#### Child-Centered Space N/A

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

## III. INTERACTION

### Score Set 1

#### Manage Feelings N/A

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

#### Belonging 4.00

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

#### School-Age Leadership 3.67

1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	5.00
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 3.67

1	(SA) All children plan	5.00
2	(SA) Multiple planning strategies used	3.00
3	(SA) Share plans in tangible way	3.00

#### School-Age Choice 5.00

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

#### 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	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 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 N/A

1	Organized departure process	5.00
2	Constructive activities while waiting	X
3	Parents acknowledged and updated	X

# Supporting Evidence/Anecdotes

## I. SAFE ENVIRONMENT

### Emotional Safety

#### 1 Positive emotional climate

pleasant, positive tone

#### 2 Lack of bias

no evidence of bias

### Healthy Environment

#### 1 Free of health and safety hazards

space free of hazards

#### 2 Clean and sanitary

space very clean

#### 3 Adequate ventilation and lighting

lighting and ventilation very good

#### 4 Comfortable temperature

children appear comfortable with temperature

### Emergency Preparedness

#### 1 Posted emergency procedures

posted and visible

#### 2 Accessible fire extinguisher

charged, accessible and visible from program area

#### 3 Visible first-aid kit

kits visible on table

#### 5 Supervised indoor entrances

entrance doors locked and supervised

#### 6 Supervised access to outdoors

access supervised during program time

## Accommodating Environment

### 1 Sufficient Space

space allows staff and children to move about freely

### 2 Suitable Space

spaces used are suitable for all activities

### 3 Enough comfortable furniture

there is enough furniture for all children

### 4 Flexible physical environment

space can be modified - tables and chairs were moved for circus flora activity

### 5 (SA) Appropriately sized furniture

all furniture is appropriately sized for the children

## Nourishment

### 1 Available drinking water

water is available and accessible to children

### 2 Plentiful food and drink

food and drink are served; there is plenty and is available to all children

### 3 Nutritious food and drink

food provided is nourishing.

## II. SUPPORTIVE ENVIRONMENT

## Warm Welcome

### 1 Children greeted

at the start of the circus harmony activity, group leaders greet all of the children

### 2 Staff warm and respectful

staff tone with the children is warm and respectful

### 3 Positive staff body language

staff maintain positive body language - smiling, make eye contact and are overall friendly

## Session Flow

### 1 Starts and ends on time

You Got a Friend started on time, ended more than 10 minutes early scheduled start/end time 9:55 - 10:55 actual start/end time 9:55 - 10:30

## **2 Materials ready**

staff has all materials ready for activities

## **3 Sufficient materials**

enough materials for all children

## **4 Explains activities clearly**

staff explains the activities to be done clearly so that children are able to do them correctly

## **5 Appropriate time for activities**

there is an appropriate amount of time for all but one activity - when it end early, all go outside for free play

## **Active Engagement**

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

for the activities, children are actively engaged for more than half the time - discussing how to act out the scenarios; performing the circus flora challenges; receiving chess instructions and playing

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

staff provides all children the opportunity to talk about their scenarios - what it meant and creating the skits they would act out; all children discussed what each scenario meant and what were the ideal outcomes for friends

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

staff asks everyone what a friend is; the characteristics of a friend; staff asks had anyone been in a play before - children shared the different plays they had been in or had seen before

## **Skill-Building**

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

Friend - while introducing the activity staff tell the group they will have fun and are to talk through what a friend would do in the scenario they are given

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

circus harmony - staff give the group physical and verbal queues to perform exercises correctly - "raise your arms, lift your hips, turn your hand placement"

### **3 Staff models skills**

during outdoor time, Ms. Raven asks some of the children if they know what a bounce pass; she shows them and has that group practice throwing bounce passes to each other and her reading - child is working on blends and staff makes the "ch" sound to help differentiate and select the correct words

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

circus harmony staff break down the standing pyramids into steps; staff has the groups go step by step, having them make corrections and adjustment in order to hold the pyramids

## **Encouragement**

### **1 Staff uses non-evaluative language**

staff are supportive and encouraging - "the more you do something, the better you get"; "keep pushing yourself"; "you're almost there"

## **2 Staff asks open-ended questions**

staff frequently ask open-ended questions - "what are the characteristics of a friend?"; "during each play, what did you see?" "why do you think she had crumbs on her face?"; "what would have been a better way to handle it?"

# **III. INTERACTION**

## **Belonging**

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

there are no structured "get to know you" activities; children have been together for several weeks and appear to know one another; working together in groups does provide them with informal opportunities to share and know one another

### **2 Inclusive relationships**

no exclusive behaviors

### **3 Children identify with program**

children do not voice a strong identity with the group, but all appear to enjoy the program

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

staff provides opportunities for children to work together in small groups

## **School-Age Leadership**

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

Friend Children spend time in groups - discussing ideas and performing their skits circus harmony Children spend time in groups - working together to create the standing pyramids

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

older children help younger children during tutoring

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

opportunity to lead not provided

## **Interaction with Adults**

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

staff generally sat with children or leaned down to eye level

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

chess staff consistently side by side working with children

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

staff circulates and interacts with all children - Ms. Raven and chess instructor

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

staff consistently interacts positively with children

## IV. ENGAGEMENT

### School-Age Planning

#### 1 (SA) All children plan

children work in small groups, each group discusses, plans and presents their skit to the full group

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

staff has each group talk about their plans amongst themselves

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

staff has each group talk about their plans amongst themselves

### School-Age Choice

#### 1 (SA) Authentic choices

each group is given a scenario. They then create skits to act out the scenario an solution

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

each group is given a scenario. They then create skits to act out the scenario an solution

### Reflection

#### 1 Intentional reflection

no intentional reflection

#### 2 Multiple reflection strategies

no intentional reflection

#### 3 Structured opportunities to provide feedback

no intentional reflection

### Responsibility

#### 1 (SA) Opportunities for routine tasks

children help with tasks - wiping down tables, throwing away trash, moving tables and chairs

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

staff do not intervene

## EXTENDED OBSERVATION

### Activity Structure

## **1 Intentional learning activities**

all children participate in intentional learning activities

## **2 Different types of activities**

more than 3 activities - You got a friend, math, reading, chess, circus harmony

## **3 Physical activity**

30 minutes of outdoor physical activity provided

## **4 Time for free play**

all children had time for free play

## **5 Time for physical activity**

all children had time for physical activity

## **6 Communication of schedule and activity choices**

staff clearly communicated schedule and activities both verbally and in writing

## **Recreation Time**

### **1 Interacting with children**

staff interact with children for the majority of program time - staff instruct, encourage, applaud, all children

### **2 Positive supervision**

staff consistently provide positive supervision - working alongside, playing with, monitoring all children

## **Transitions**

### **1 Organized transition**

all transitions are smooth, quick and orderly

### **2 Procedure communication**

staff clearly communicates to the group how each transition will occur and when; children appear very familiar with the routine

## **Departure**

### **1 Organized departure process**

organized departure - all children line up and staff escort them to the bus for drop off