



# School-Age PQA Plus Extension Performance Report

Prepared for: First Presbyterian Church of Ferguson  
(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.

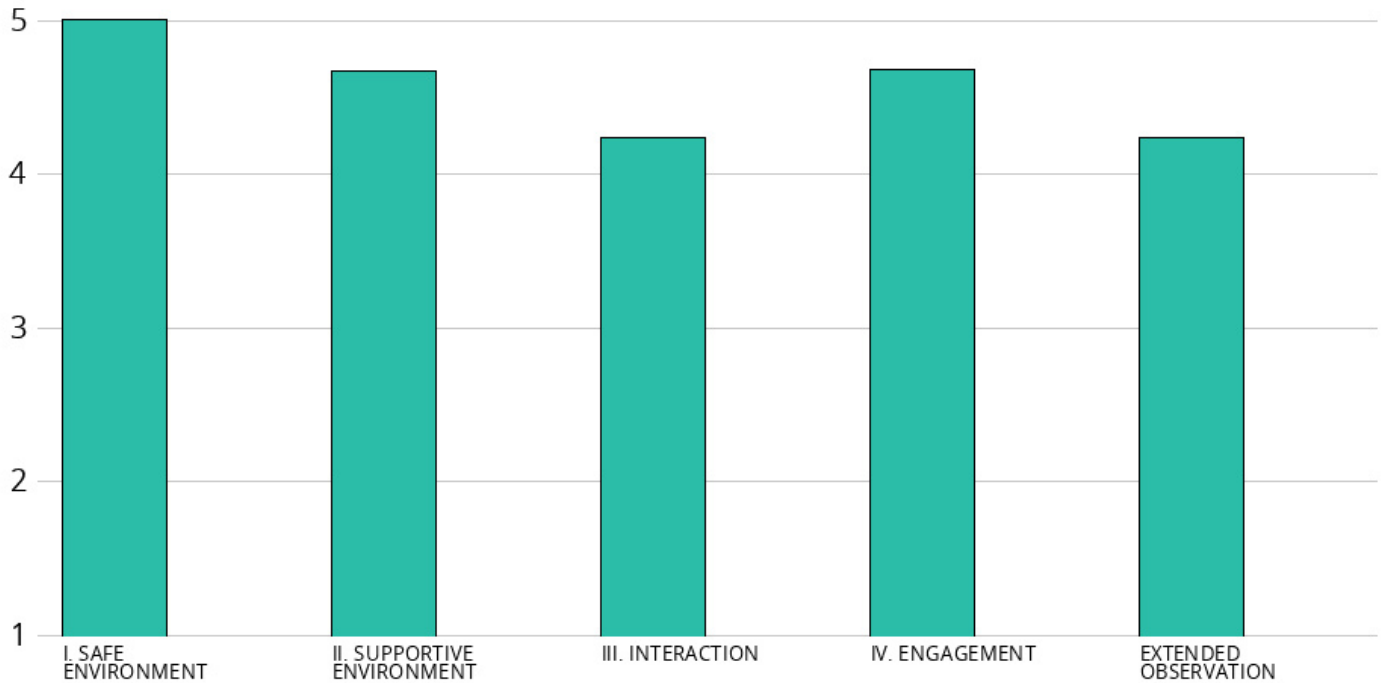
Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain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

## Observation Details

Score Set # 1

**PQA:** School-Age PQA Plus Extension  
**Date:** 07/26/2023  
**Forms:** 1 form  
**Offering:** My Emoji Bricks We Do Mad  
Science Reading tutoring Math tutoring

# 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

4.66

Warm Welcome	5.00
Session Flow	3.80
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

4.67

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

### EXTENDED OBSERVATION

4.22

Activity Structure	3.67
Homework Help	N/A
Recreation Time	5.00
Transitions	4.00
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 3.80

1	Starts and ends on time	3.00
2	Materials ready	3.00
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	3.00
3	Staff models skills	5.00
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	1.00
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

4.33

1	(SA) All children plan	5.00
2	(SA) Multiple planning strategies used	3.00
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	5.00
3	Physical activity	1.00
4	Time for free play	5.00
5	Time for physical activity	1.00
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	X
2	Positive supervision	5.00

### Transitions 4.00

1	Organized transition	3.00
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

emotional tone of the sessions was very positive

#### 2 Lack of bias

no evidence of bias

### Healthy Environment

#### 1 Free of health and safety hazards

spaces free of health and safety hazards

#### 2 Clean and sanitary

program areas clean

#### 3 Adequate ventilation and lighting

rooms well lit and with good ventilation

#### 4 Comfortable temperature

temperature comfortable

### Emergency Preparedness

#### 1 Posted emergency procedures

written procedures are in plain view

#### 2 Accessible fire extinguisher

fire extinguisher visible from program areas

#### 3 Visible first-aid kit

complete first aid kits, accessible and visible

#### 5 Supervised indoor entrances

all entrances supervised; doors locked

#### 6 Supervised access to outdoors

access to outdoors is supervised during program hours

## Accommodating Environment

### 1 Sufficient Space

there is sufficient space for staff and children to move freely

### 2 Suitable Space

program space is suitable for activities offered.

### 3 Enough comfortable furniture

there is enough furniture for all children

### 4 Flexible physical environment

tables and chairs are able to be moved/modified

### 5 (SA) Appropriately sized furniture

furniture is appropriate to the size of the children

## Nourishment

### 1 Available drinking water

drinking water is accessible and available to all children

### 2 Plentiful food and drink

there is plenty food during lunch service - available to all children at the appropriate time

### 3 Nutritious food and drink

meal is healthy - peaches, mixed veggies, chicken, bread & milk

## II. SUPPORTIVE ENVIRONMENT

## Warm Welcome

### 1 Children greeted

at the start of the Bricks We Do activity, Ms. Love extends a warm greeting to all the children

### 2 Staff warm and respectful

staff use warm tones, respectful language and friendly voice

### 3 Positive staff body language

staff generally smile when interacting with the children; make eye contact when communicating

## Session Flow

### 1 Starts and ends on time

## 2 Materials ready

staff in Bricks We Do has all materials ready children needed to wait for Mad Scientist to finish getting all materials ready

## 3 Sufficient materials

there is enough materials and supplies for all children

## 4 Explains activities clearly

staff consistently explained all activities - reading/math, emoji, mad science and Bricks We Do; when applicable, staff clearly explain sequences

## 5 Appropriate time for activities

there is an appropriate amount of time for all activities except one - Emoji; everyone finished the activity early

## Active Engagement

### 1 Children engage with materials or ideas

Emoji For the most of the time, the children were actively engaged - discussing thoughts, sharing ideas, creating rough and final drafts

### 2 Children talk about activities

Emoji The activity started with the staff asking the children what they thought it would take to create an emoji. Several children replied. During the activity the staff moved around, talking with each child about their design. The children also talked with each other about their designs

### 3 (SA) Children make connections

Bricks We Do The group assembled electric mixers. At the beginning of the session, Ms. Love showed the group a pic of an electric mixer and asked if they knew what it was. Responded yes and identified what it was, how it was used and who used it. Some of the children had used one at home. Ms. Love asked the group what people used before they had electric mixers. They responded - a big spoon or the old time mixer; replied that the electric mixer is faster and easier to use

## Skill-Building

### 1 Learning focus linked to activity

Mad Science Staff asked the group if they have hear of PH. She explains they will learn about ph levels, acid, basic and neutral. For their activity, they mixed ingredients and saw how they reacted when interacting with different ph levels

### 2 Staff encourages youth to try skills

staff circulated to some buy not all children

### 3 Staff models skills

staff demonstrated/modeled each step the children were doing

### 4 Staff breaks down tasks

Brick We Do Ms. Love has each step written down for each child; she has them go through one step at a time and circulated to each group checking as they are working on each step

## Encouragement

## 1 Staff uses non-evaluative language

staff support efforts and contributions; primarily use evaluative comments but also includes non evaluative - "that's a good idea"; "you got it right" "I love the creativity"; "way to use your imagination"

## 2 Staff asks open-ended questions

"is there something you can add to make it look different?" "what do you think it takes to become an emoji?"

# III. INTERACTION

## Belonging

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

there are no "get to know you" activities; children appear to know one another; informal opportunities to get to know each other during small group activities

### 2 Inclusive relationships

children did not exclude others

### 3 Children identify with program

children appear to enjoy the program but do not use language demonstrating strong identity with the program

### 4 (SA) Structured small group activities

staff sets up small groups to work on emoji activity

## School-Age Leadership

### 1 (SA) Practice group process skills

children work together with partner or small group - each has opportunity to share ideas, listen, take turns, give feedback

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

staff does not provide opportunity for one child to help another

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

Ms. Olivia calls one student, Jackson to the front to lead a game - A night at the museum

## Interaction with Adults

### 1 (SA) Staff at eye level

staff generally sit at the tables with the children or lean/stoop down beside them

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

staff work side by side with the children - during tutoring, emoji activity, bricks we do

### 3 (SA) Staff circulates

staff move around and interact with all children; talking with them about what they were doing

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

staff interactions are consistently positive - talking asking them about their ideas, offering feedback and encouragement

## **IV. ENGAGEMENT**

### **School-Age Planning**

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

Emoji The children initially work in small groups to brainstorm and discuss their designs; they then create their designs

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

children discuss their ideas

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

each child brings their creation to the front and explains it

### **School-Age Choice**

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

all children were designing emojis with options of colors, markers, crayons ; each one had free choice in the design - each one was completely different

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

all children were designing emojis with options of colors, markers, crayons ; each one had free choice in the design - each one was completely different

### **Reflection**

#### **1 Intentional reflection**

Emoji staff asks how they would feel if their design were selected by Apple; children replied orally staff ask them why staff asked them to rate the activity - thumbs up, down, sideways

#### **2 Multiple reflection strategies**

use of discussion as the reflection method

#### **3 Structured opportunities to provide feedback**

staff asks for feedback - thumbs up, down, or sideways

### **Responsibility**

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

children collect papers and pencils/crayons/markers; help with trash; wipe down tables

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

staff do not intervene while children help with chores

## **EXTENDED OBSERVATION**

## Activity Structure

### 1 Intentional learning activities

the children all participated in activities with intentional learning component

### 2 Different types of activities

tutoring reading tutoring math science (2 different - Mad Science, Bricks WE Do) emoji

### 3 Physical activity

no physical activity

### 4 Time for free play

children played Night at the Museum

### 5 Time for physical activity

no physical activity

### 6 Communication of schedule and activity choices

staff communicated the day's schedule and activities

## Recreation Time

### 2 Positive supervision

staff consistently provide positive supervision

## Transitions

### 1 Organized transition

transitions primarily smooth and quick; at one point the group was told to be seated due to excessive playing and laughing

### 2 Procedure communication

staff communicate the before to explain where they are going and what they will do; children appear familiar with the process

## Departure

### 1 Organized departure process

children line up at the end of the day and board bus