



Program Quality Assessment Performance Report

Prepared for: West County Elementary K to 5
(West St Francois County R IV School District / Missouri AfterSchool Network)

Type: External Assessment

Form: School-Age PQA Plus Extension

Date prepared: 1 / 6 / 2020



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.

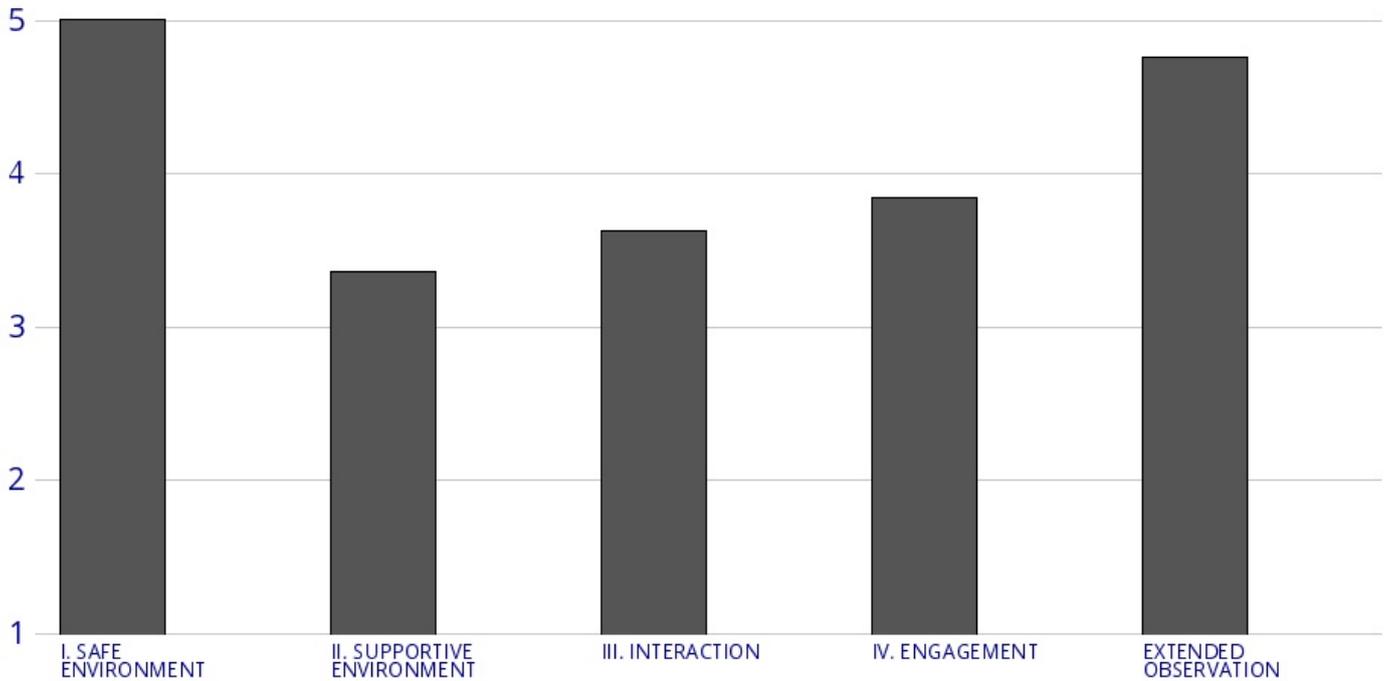
Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; 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

■ Score Set 1



Observation Identification

Score Set # 1

Tags: External
West County Elementary K to 5

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 11/25/2019
Forms: 1 form
Offering: ASAP-Afterschool Achievement Program
Staff: Katie Rawson, Audrey Gibson, Sharon Sherrill, Heather Byars, Lisa Puller, Drew Hartenburger

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

3.35

Warm Welcome	4.33
Session Flow	5.00
Active Engagement	2.33
Skill-Building	2.00
Encouragement	2.00
Child-Centered Space	4.43

III. INTERACTION

3.61

Manage Feelings	
Belonging	3.50
School-Age Leadership	2.33
Interaction with Adults	5.00

IV. ENGAGEMENT

3.83

School-Age Planning	1.67
School-Age Choice	5.00
Reflection	3.67
Responsibility	5.00

EXTENDED OBSERVATION

4.75

Activity Structure	4.67
Homework Help	
Recreation Time	5.00
Transitions	5.00
Departure	4.33

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	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 4.33

1	Children greeted	3.00
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 2.33

1	Children engage with materials or ideas	5.00
2	Children talk about activities	1.00
3	(SA) Children make connections	1.00

Skill-Building 2.00

1	Learning focus linked to activity	1.00
2	Staff encourages youth to try skills	3.00
3	Staff models skills	3.00
4	Staff breaks down tasks	1.00
5	Support for struggling children	X

Encouragement 2.00

1	Staff uses non-evaluative language	3.00
2	Staff asks open-ended questions	1.00

Child-Centered Space 4.43

1	(SA) Well-defined interest areas	5.00
2	(SA) Sufficient materials in interest areas	5.00
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	1.00
5	(SA) Open-ended materials	5.00
6	(SA) Easily accessible materials	5.00
7	(SA) Thirty minutes interest-based activities	5.00

III. INTERACTION

Score Set 1

Manage Feelings		X
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		3.50
1	Opportunities for children to get to know each other	1.00
2	Inclusive relationships	5.00
3	Children identify with program	3.00
4	(SA) Structured small group activities	5.00
School-Age Leadership		2.33
1	(SA) Practice group process skills	1.00
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 **1.67**

1	(SA) All children plan	1.00
2	(SA) Multiple planning strategies used	3.00
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 **3.67**

1	Intentional reflection	5.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	3.00

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 **4.67**

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

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 **4.33**

1	Organized departure process	5.00
2	Constructive activities while waiting	5.00
3	Parents acknowledged and updated	3.00

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

The emotional climate of the sessions was predominately positive.

2 Lack of bias

There was no evidence of bias.

Healthy Environment

1 Free of health and safety hazards

The program space was free of health and safety hazards.

2 Clean and sanitary

The program space was clean and sanitary.

3 Adequate ventilation and lighting

The program space had adequate ventilation and lighting.

4 Comfortable temperature

The temperature was comfortable in the program space.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures are posted in every classroom by the door.

2 Accessible fire extinguisher

Accessible fire extinguishers are located throughout the building: Kitchen, janitor closet, major halls, nurses station, ramp to the gym, 2nd/3rd grade hall to the playground.

3 Visible first-aid kit

First aid kits are visible and accessible in the ASAP office, library, nurses office, main office.

5 Supervised indoor entrances

All indoor entrances were supervised during program hours. There is a buzzer system to get into the building.

6 Supervised access to outdoors

Not observed.

Accommodating Environment

1 Sufficient Space

The program space is sufficient and allows staff and students to move freely while carrying out activities.

2 Suitable Space

The space is suitable for all activities observed.

3 Enough comfortable furniture

The furniture appeared comfortable and there was enough for all students.

4 Flexible physical environment

The furniture appeared flexible and could be move around if needed.

5 (SA) Appropriately sized furniture

The furniture was appropriate size for the age of the students.

Nourishment

1 Available drinking water

Three water fountains were available in the halls.

2 Plentiful food and drink

Dinner was served in the cafeteria from 4:10-4:40.

3 Nutritious food and drink

Calzone, corn, peaches, and milk was served for dinner.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Some children are greeted when they come into the cafeteria. Teachers then take students to the classrooms for activities. Students were not formally greeting in the classroom I observed.

2 Staff warm and respectful

All staff uses a warm tone and respectful language.

3 Positive staff body language

All staff use positive body language, smile, and makes eye contact with students.

Session Flow

1 Starts and ends on time

2 Materials ready

Materials and supplies were ready for students in the classrooms.

3 Sufficient materials

There appeared to be enough materials and supplies for all children during the activities.

4 Explains activities clearly

Students appeared to know what to do in the technology session. Teacher: Boys and girls I'm going to get you a computer. If you have trouble logging on we will come around and help. If you need headphones or a mouse I will hand them out after I give out the computers.

5 Appropriate time for activities

The time length of the sessions appeared to be appropriate. Students were able to complete tasks and did not appear rushed.

Active Engagement

1 Children engage with materials or ideas

Students were actively engaged with materials and ideas during the session time. While in the technology session, students work on computers. During creative play, students played in different stations: role playing/exploring.

2 Children talk about activities

No opportunities were observed where staff provided students a structured opportunity to talk about what they were doing or thinking about to others.

3 (SA) Children make connections

There was no explicit opportunities observed for students to make connections between current activities and prior experiences or knowledge.

Skill-Building

1 Learning focus linked to activity

Staff mentioning a specific learning or skill-building focus for the sessions/activities was not observed.

2 Staff encourages youth to try skills

In the technology session the teacher encourage the students to keep improving on the keyboarding game. Teacher: That's a good skill to have. You have to keep practicing to get better. See if you can beat that score.

3 Staff models skills

During the technology session, the teacher modeled where to put your fingers on the keyboard for a student who was working on the keyboarding program. Teacher: Here I'll show you, fingers here, thumbs on the spacebar.

4 Staff breaks down tasks

Staff breaking down difficult tasks into smaller, simpler steps for students was not observed.

Encouragement

1 Staff uses non-evaluative language

Teacher: Awesome. Very good. That's ok. That's still really good. That's a good skill to have.

2 Staff asks open-ended questions

No open-ended questions asked by staff to students was observed.

Child-Centered Space

1 (SA) Well-defined interest areas

In the creative play session, there were several stations for students to go to throughout the classroom.

2 (SA) Sufficient materials in interest areas

In the creative play session, there were sufficient materials in each station for students to play with while in the center.

3 (SA) Children's work displayed

The hallway TV monitor displays a powerpoint with updates for the ASAP program. In the hallway student artwork is displayed. In the office was a school sign ready to be hung in the hallway.

4 (SA) Children select displays

The participation of children selecting items for display was not observed.

5 (SA) Open-ended materials

In the creative play session, most of the available materials are open-ended: magnetic pieces, wooden blocks, kitchen.

6 (SA) Easily accessible materials

All materials were easily accessible on tables that were appropriate size for the ages of the students as was the size of the kitchen/materials.

7 (SA) Thirty minutes interest-based activities

All sessions were 60 minutes.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

There was no structured opportunities by staff for students to get to know each other that was observed.

2 Inclusive relationships

No exclusion was observed.

3 Children identify with program

Students do not complain or express dislike about the program.

4 (SA) Structured small group activities

Students were in small groups during the creative play session. It appeared students were free to move between centers whenever they chose to do so.

School-Age Leadership

1 (SA) Practice group process skills

Opportunities for students to practice-group processing skills was not observed.

2 (SA) Opportunities to help another child

Structured opportunities for students to help another child by demonstrating or explaining a task was not observed.

3 (SA) Structured opportunity to lead group

In the musical group, some students were given the opportunity for a speaking part and/or solo as part of the play.

Interaction with Adults

1 (SA) Staff at eye level

In the technology and creative play sessions staff sat or squatted to be at student's eye level while talking with them and helping them.

2 (SA) Staff works side by side

In the creative play session the teacher sat with the students and played checkers and worked with them creating with the magnetic pieces.

3 (SA) Staff circulates

In the technology and creative play sessions staff circulated and interacted with all students during the sessions.

4 (SA) Staff interacts positively

Staff consistently interacted positively with students in all sessions observed.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Opportunities created by staff for students to plan was not observed.

2 (SA) Multiple planning strategies used

In the creative play session, students would talk with the teacher and other students about what they were doing.

3 (SA) Share plans in tangible way

The sharing and representing of plans with others was not observed.

School-Age Choice

1 (SA) Authentic choices

In the technology session students were able to pick a game on the computer they wanted to work on. In the creative play session students were able to pick the center they wanted to explore. In both sessions students could also change games/centers if they wanted to do so.

2 (SA) Open-ended choices

In the creative play session, the students were able to make open-ended choices through the centers. Within the center the students could play and create what they wanted.

Reflection

1 Intentional reflection

The teacher led a discussion at the end of the creative play session about what they liked today and what they might like to do next time.

2 Multiple reflection strategies

In the creative play session the teacher lead a discussion at the end of the session. Teacher: I want you to think, no one speak yet, about what you played today and what you might play next time. What did you enjoy? Students: I liked the computer and the magnets. Color the pictures and magnets, maybe bingo next time. Checkers and next time color. We want to draw again, play in the kitchen.

3 Structured opportunities to provide feedback

Staff was receptive to feedback from students and did not ignore it but did not initiate structured opportunities for children to give extensive/deeper feedback on activities.

Responsibility

1 (SA) Opportunities for routine tasks

In the creative play session the students were instructed to clean up the centers before leaving. Several times in the musical session students were to move props and parts of the stage to get ready for the next scene. Teacher: Balcony scene with a few changes, pull that out, guards you should be helping with changing right there, flip it around so we can see the front, once you flip it go off stage then bring table, it goes there.

2 (SA) Staff do not intervene intrusively

In the creative play session, the teacher assisted but did not interfere with the children as they cleaned up the centers. During the musical session, students did all of the changing of the scenery on the stage.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

During the musical, the students ran lines, sang solos, and sang group songs with the intention of performing the musical to an audience in January.

2 Different types of activities

Activities in the program, as indicated on the schedule, include: technology, creative play, makerspace, homework help, 4-H, musical, tutoring, evening library,

3 Physical activity

Physical activity was not observed, but I was informed that students were outside at recess for part of the time.

4 Time for free play

Students were given intentional time for free play during the creative space session and during the recess time outside.

5 Time for physical activity

Recess time is built into the schedule. Schedule: 4:10-4:40 Dinner/recess

6 Communication of schedule and activity choices

A printed schedule was given to me and discussed with me upon arrival. All students appeared to know what to do in the sessions, during dinner and transitions.

Homework Help

1 Readily available

The homework session was not observed but time for Homework Help is indicated on the schedule.

Recreation Time

1 Interacting with children

During the creative play session, the teacher constantly circled the room talking with students. She also sat with students and played with the magnetic pieces and played checkers. Teacher: We will have to play again because you will beat me. Can you guys make a star for me for my Christmas tree?

2 Positive supervision

All staff acted in a positive manner with students. Teacher: You beat me do you want to play again? Thank you girls, we'll work on it. It's ok, we'll work on it.

Transitions

1 Organized transition

All transitions were smooth and quick.

2 Procedure communication

The musical group walked from the cafeteria to the gym to resume practice. Staff used 3-2-1 and clapping strategies to get attention and inform of the next transition.

Departure

1 Organized departure process

Parents came into the library to sign out students. A Data Collector was calling students using a walkie talkie to come up to the library and meet their parents.

2 Constructive activities while waiting

One student was in the library with the Data Collector and I was informed the other students were outside.

3 Parents acknowledged and updated

All parents were greeted when they signed out their child from the program. No updates for parents was observed.