Program Quality Assessment Performance Report

Prepared for: West County Middle 6 to 8
(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.

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.

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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
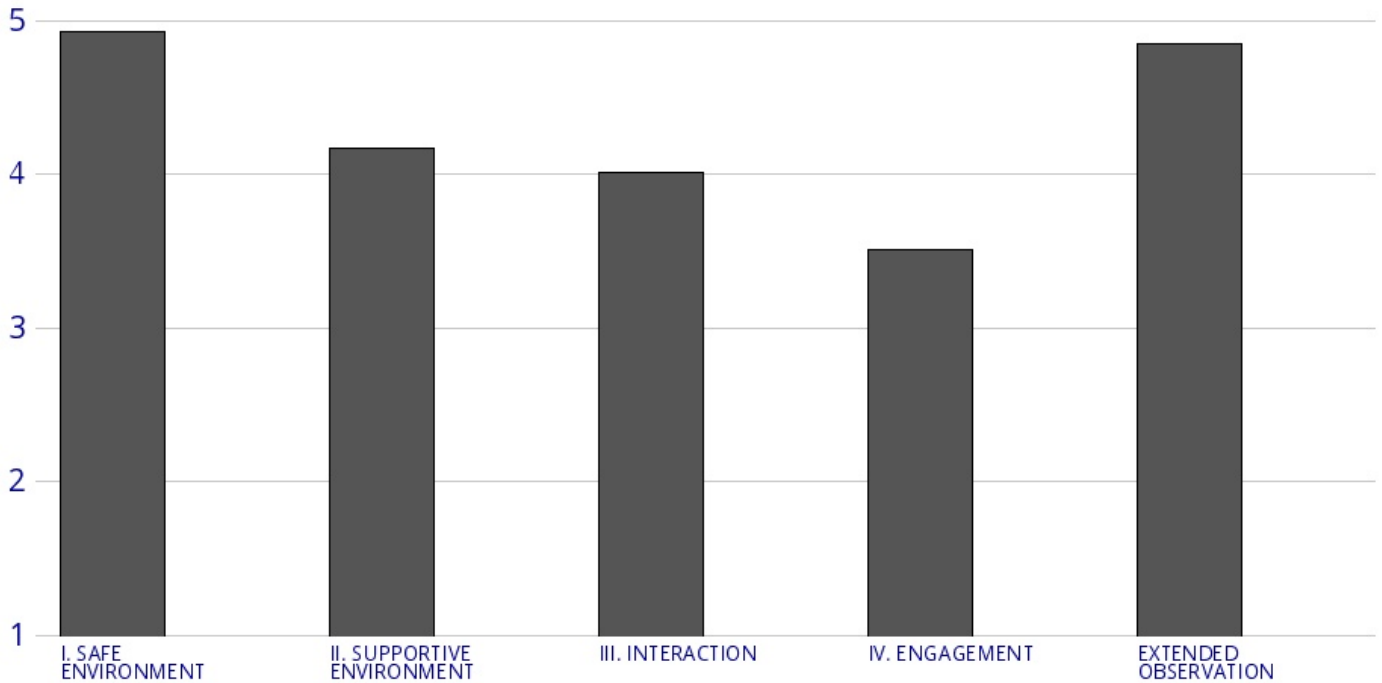
Observation Identification	
Score Set # 1	
Tags:	External
	West County Middle 6 to 8

Observation Details	
Score Set # 1	
PQA:	School-Age PQA Plus Extension
Date:	12/02/2019
Forms:	1 form
Offering:	ASAP-Afterschool Achievement Program
Staff:	Maria Sansoucie, Tucker Wagner, Katie Rawson, Tiffany Bungenstock

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.92**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.60
Accommodating Environment	5.00
Nourishment	5.00
II. SUPPORTIVE ENVIRONMENT	**4.16**
Warm Welcome	4.33
Session Flow	4.60
Active Engagement	3.67
Skill-Building	5.00
Encouragement	3.00
Child-Centered Space	4.33
III. INTERACTION	**4.00**
Manage Feelings	
Belonging	4.00
School-Age Leadership	3.00
Interaction with Adults	5.00
IV. ENGAGEMENT	**3.50**
School-Age Planning	5.00
School-Age Choice	3.00
Reflection	1.00
Responsibility	5.00
EXTENDED OBSERVATION	**4.83**
Activity Structure	4.33
Homework Help	5.00
Recreation Time	
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	**4.60**
1 Posted emergency procedures	5.00
2 Accessible fire extinguisher	5.00
3 Visible first-aid kit	3.00
4 Appropriate safety equipment	5.00
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

		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		**4.60**
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	5.00
Active Engagement		**3.67**
1	Children engage with materials or ideas	5.00
2	Children talk about activities	5.00
3	(SA) Children make connections	1.00
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	X
Encouragement		**3.00**
1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	1.00
Child-Centered Space		**4.33**
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	X
5	(SA) Open-ended materials	1.00
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		**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		**3.00**
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	3.00
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

		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		**3.00**
1	(SA) Authentic choices	3.00
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		**4.33**
1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	5.00
4	Time for free play	1.00
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		**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 of the session was predominately positive.

2 Lack of bias

These 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

There was adequate lighting and ventilation in the program space.

4 Comfortable temperature

The temperature was comfortable in the program space.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures are posted inside all classroom doors.

2 Accessible fire extinguisher

Fire extinguishers were accessible in the halls and in the cooking classroom.

3 Visible first-aid kit

The teacher in the cooking classroom indicated there was a first aid kit in the cabinet. A visible first-aid kit was not observed in the program space.

4 Appropriate safety equipment

In the cooking classroom the students wore aprons and rubber gloves to protect their clothes from ingredients and food coloring.

5 Supervised indoor entrances

All indoor entrances are supervised during program hours.

6 Supervised access to outdoors

No outside program space was 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 program space is suitable for all activities offered.

3 Enough comfortable furniture

The furniture is comfortable and there was enough for all children who were participating in the program.

4 Flexible physical environment

The physical environment is flexible and furniture can be moved if necessary.

5 (SA) Appropriately sized furniture

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

Nourishment

1 Available drinking water

Drinking fountains are available in the hallways and in the fitness center.

2 Plentiful food and drink

Dinner was served from 4:00-4:25.

3 Nutritious food and drink

Dinner included: Pizza, ranch dressing, peas, peaches, and milk.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Some students were greeted by some staff as they came into the cafeteria before they went to their classrooms.

2 Staff warm and respectful

The staff always used a warm tone and respectful language when talking to the students.

3 Positive staff body language

The staff generally smiles, uses friendly gestures, and make eye contact with the students.

Session Flow

1 Starts and ends on time

Scheduled start time: 3:10 Scheduled end time: 5:10 Actual start time: 3:00 Actual end time: 4:45 students packed up to meet the bus

2 Materials ready

All materials were ready for students to begin activities.

3 Sufficient materials

There were enough materials for all students to use while cooking in the life skills session. The girl's club had enough exercise equipment for the girls to use during the session.

4 Explains activities clearly

In the life skills/cooking session the teacher explained the cooking activity clearly to the students. Teacher: Sign in and grab a pancake worksheet. So you guys are going to get some writing utensils and come up with a design you want to create on the back of the recipe worksheet. Include the colors you want to use. When you have your design created come over to the kitchen.

5 Appropriate time for activities

The amount of time appeared to be appropriate for the students to finish the activities.

Active Engagement

1 Children engage with materials or ideas

During the life skills/cooking session the students were designing and creating a pancake for more than half of the session.

2 Children talk about activities

During the life skills/cooking activity students talked about their designs, colors they would use, and the process of making the pancake batter. In the girl's club/fitness center the girls talked in pairs about the equipment and the exercises they were attempting.

3 (SA) Children make connections

No structured connections between current activities and prior experiences was observed.

Skill-Building

1 Learning focus linked to activity

Students in the life skills/cooking session worked on designing, creating, cooking, and enjoying their recipe during the session for more than half the scheduled time.

2 Staff encourages youth to try skills

During the life skills/cooking session the students were involved in making the recipe and cooking the pancakes. Students discussed the activity throughout the process. Teacher: Put blue and red together to make purple, start with one drop each. Student: It looks like a milkshake when we mix it. Teacher: Squeeze yellow and orange to make red. Are you ready to pour it in? Student: Would you like me to put this in pink?

3 Staff models skills

In both the life skills/cooking session and girl's club/fitness center the teachers modeled skills for students. The girl's club teacher would show the girls how to properly use the equipment and demonstrated when necessary. Teacher: Whenever you do this your arms should be like this.

4 Staff breaks down tasks

In both the life skills/cooking session and girl's club/fitness center the teachers broke down the skills for the students. A recipe was provided for the cooking session and in the fitness center there were instructions on the wall for different exercises that the girls could follow as they carried out the task.

Encouragement

1 Staff uses non-evaluative language

In the fitness center the teacher continuously acknowledged the girls and their efforts. Teacher: Stay on 1 it's all right. You want to do the incline? When you go back up, go all the way. I want you to try it again. You should go every other day.

2 Staff asks open-ended questions

Open-ended questioning was not observed.

Child-Centered Space

1 (SA) Well-defined interest areas

Activities match the space in which they occur. Life skills/cooking in the FACS classroom, girl's club/fitness in the fitness center, tutoring in the library.

2 (SA) Sufficient materials in interest areas

There were sufficient materials in all areas for all the students to use and be able to work simultaneously.

3 (SA) Children's work displayed

Children's work was evident throughout the building.

4 (SA) Children select displays

Not observed.

5 (SA) Open-ended materials

Materials were not open-ended. Pancake recipe/specific ingredients, exercise equipment.

6 (SA) Easily accessible materials

All materials were easily accessible for students to obtain.

7 (SA) Thirty minutes interest-based activities

All sessions are scheduled for more than 30 minutes of activities.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

In all sessions observed the students were allowed informal opportunities to engage in conversation as they carried out the activity.

2 Inclusive relationships

No exclusion observed. During dinner a boy was sitting by himself at a table. At the next table there were a group of 4 boys, one of boys invited the boy sitting by himself to join them and he did.

3 Children identify with program

Students appear to enjoy the program no complaining or expression of dislike of the program was observed.

4 (SA) Structured small group activities

The girls in the girl's club/fitness center appeared to be working in pairs as they went through the exercises on the machines.

School-Age Leadership

1 (SA) Practice group process skills

The students worked together to cook the pancakes on the griddle. Teacher: We are going to go in turns when it comes to making the pancakes. Make one pancake and then the next person will go and then the next person go.

2 (SA) Opportunities to help another child

In the tutoring session the teacher asked a boy to help a girl with her work. He stayed at her table and helped her the entire session. Teacher: Will you help her with that one?

3 (SA) Structured opportunity to lead group

A structured opportunity for a student to lead a group was not observed.

Interaction with Adults

1 (SA) Staff at eye level

All staff worked at eye level with students when they were in the kitchen cooking, on the machines in the fitness center, and during tutoring in the library.

2 (SA) Staff works side by side

In all sessions observed the staff worked side by side with the students.

3 (SA) Staff circulates

In all sessions observed the staff circulated the room and interacted with all students at some point during the program.

4 (SA) Staff interacts positively

All staff interacted positively with students consistently throughout the sessions. Teacher: Yes, please. Hold strong. Good job. Keep going. If you are working on something, keep working I'll get to you.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

In the life skills/cooking session all students designed their pancake creation and how they were going to make their pancake.

2 (SA) Multiple planning strategies used

Multiple planning strategies observed: pancake creation utube video, recipe, exercise signs.

3 (SA) Share plans in tangible way

In the life skills/cooking session students drew pancake designs and then shared with the group the colors they needed as they were making the pancake batter. They would share colors while they cooked the pancakes.

School-Age Choice

1 (SA) Authentic choices

In the life skills/cooking session the students were able to design and cook a pancake of their design.

2 (SA) Open-ended choices

Students made choices within a set of options in both sessions observed. All students made pancakes of their own design. All girls worked on exercises from signs in the fitness center.

Reflection

1 Intentional reflection

Intentional reflection by students of activities initiated by staff was not observed.

2 Multiple reflection strategies

Not observed.

3 Structured opportunities to provide feedback

Not observed.

Responsibility

1 (SA) Opportunities for routine tasks

Routine tasks observed: wash hands, clean kitchen cooking area, put on apron/rubber gloves, stir mixture, add food coloring, squeeze batter on the griddle, clean off tables, push in chairs.

2 (SA) Staff do not intervene intrusively

Staff allowed students to complete tasks and did not intervene.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All students participated in intentional learning activities led by staff.

2 Different types of activities

Life skills/cooking, girl's club/fitness center, tutoring

3 Physical activity

The girl's club/fitness center allowed for more than 30 minutes of physical activity.

4 Time for free play

Not observed.

5 Time for physical activity

The girl's club/fitness center allowed for intentional time for physical activity.

6 Communication of schedule and activity choices

Students appear to understand the schedule and their option of activities.

Homework Help

1 Readily available

Staff worked with students during the entire time of tutoring.

2 Actively support children in learning

The staff supported the students in their learning by checking their work, encouraging them to go back and recheck work, asking them to try a couple of problems first and then check back in with the teacher.

3 Productive studying and learning environment

The tutoring session consistently maintained a productive studying and learning environment for students. All students were working on their own, asking for help when needed, and it was quiet in the library.

Transitions

1 Organized transition

All transition times observed were smooth and quick.

2 Procedure communication

All staff communicates clearly to students as to what they are to do and where they are to go.

Departure

1 Organized departure process

Students are called to meet their parents on a walkie talkie and parents sign their student out before leaving.

2 Constructive activities while waiting

Students are in their classroom activities until they are called to meet their parents. Also, many children are bussed home.

3 Parents acknowledged and updated

The parents who come to pick up their children are greeted and acknowledged when they arrive.