



# Program Quality Assessment Performance Report

Prepared for: Rocky Creek Youth Ranch K to 12  
(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](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.

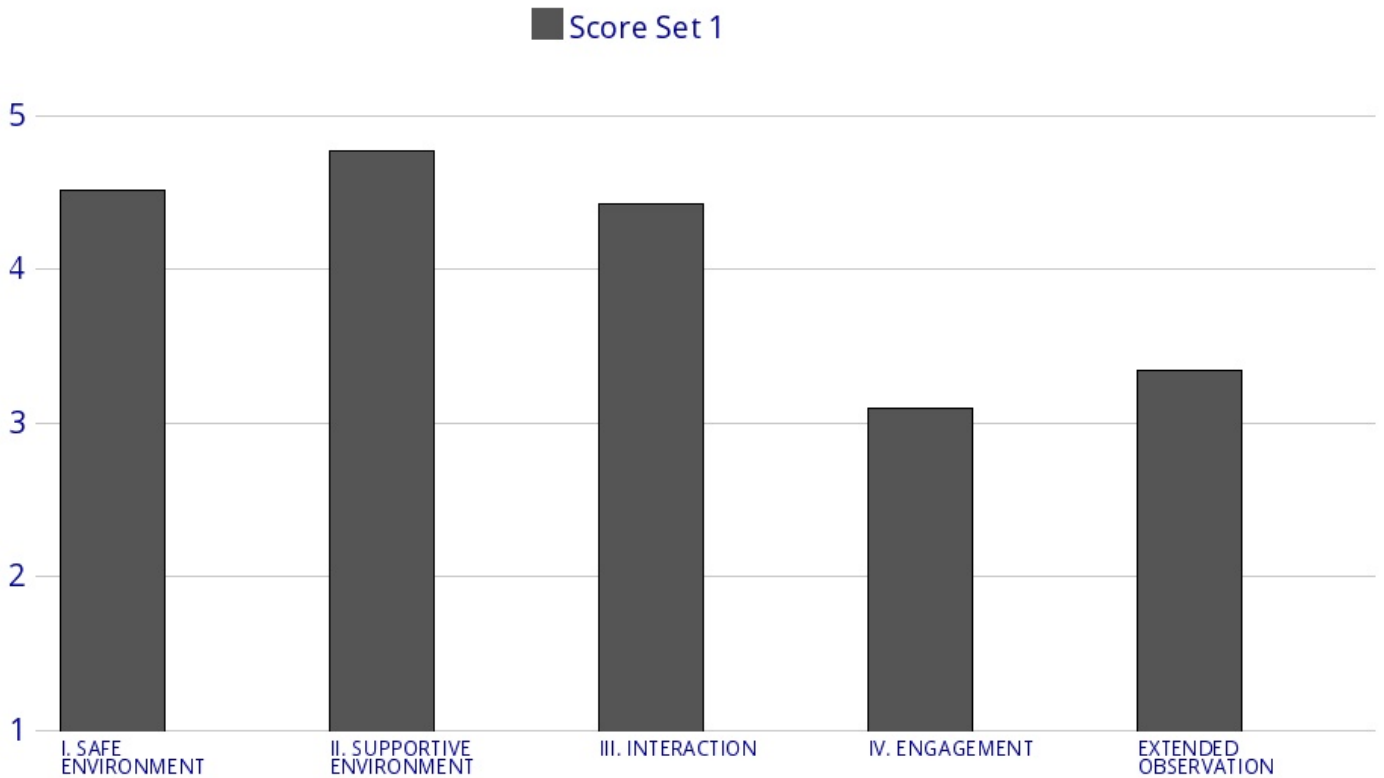
Domain Scores	Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.
Scale Scores	Each scale is composed 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>
Item	1	Positive emotional climate	1.00
	2	Lack of bias	1.00
	<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  
Rocky Creek Youth Ranch K to 12

## Observation Details

Score Set # 1

**PQA:** School-Age PQA Plus Extension  
**Date:** 11/04/2019  
**Forms:** 1 form  
**Offering:** Game Club  
**Staff:** Brighton Talley

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

4.50

Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.50
Accommodating Environment	5.00
Nourishment	3.00

### II. SUPPORTIVE ENVIRONMENT

4.76

Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Skill-Building	5.00
Encouragement	5.00
Child-Centered Space	3.57

### III. INTERACTION

4.42

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

### IV. ENGAGEMENT

3.08

School-Age Planning	4.33
School-Age Choice	4.00
Reflection	1.00
Responsibility	3.00

### EXTENDED OBSERVATION

3.33

Activity Structure	1.67
Homework Help	
Recreation Time	
Transitions	5.00
Departure	

# 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 **4.50**

1	Posted emergency procedures	5.00
2	Accessible fire extinguisher	5.00
3	Visible first-aid kit	3.00
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 **3.00**

1	Available drinking water	3.00
2	Plentiful food and drink	X
3	Nutritious food and drink	X

## 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 3.57

1	(SA) Well-defined interest areas	5.00
2	(SA) Sufficient materials in interest areas	5.00
3	(SA) Children's work displayed	3.00
4	(SA) Children select displays	1.00
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** **5.00**

1	(SA) Staff acknowledges feelings	5.00
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** **4.33**

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

#### **School-Age Choice** **4.00**

1	(SA) Authentic choices	5.00
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** **3.00**

1	(SA) Opportunities for routine tasks	3.00
2	(SA) Staff do not intervene intrusively	3.00



## Score Set 1

### Activity Structure 1.67

1	Intentional learning activities	5.00
2	Different types of activities	1.00
3	Physical activity	1.00
4	Time for free play	1.00
5	Time for physical activity	1.00
6	Communication of schedule and activity choices	1.00

### 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 X

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

# 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

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 ventilation and lighting appeared adequate in the program space.

#### 4 Comfortable temperature

The temperature was comfortable for the activity in the program space.

### Emergency Preparedness

#### 1 Posted emergency procedures

The emergency procedures are posted on the wall and in folders that the youth go over when admitted to the facility.

#### 2 Accessible fire extinguisher

The fire extinguisher is located by the door leading outside.

#### 3 Visible first-aid kit

A first aid kit was in the cabinet but not plainly visible.

#### 4 Appropriate safety equipment

No safety equipment needed for the activity.

#### 5 Supervised indoor entrances

There were two doors into the room and both were closed with one teacher supervising.

## 6 Supervised access to outdoors

No outdoor space was observed. I was able to walk into the building where I was to observe there was no security system on the door and it was not locked.

### Accommodating Environment

#### 1 Sufficient Space

The program space allowed the youth to move freely and complete the activity.

#### 2 Suitable Space

The space was suitable for the gaming activity.

#### 3 Enough comfortable furniture

The table and chairs for suitable for the youth participating.

#### 4 Flexible physical environment

The youth were able to move around the chairs in the room to suit them as they played the game.

#### 5 (SA) Appropriately sized furniture

The furniture was the appropriate size for the youth observed.

### Nourishment

#### 1 Available drinking water

The drinking fountain is located down the hall by the kitchen.

#### 2 Plentiful food and drink

Not observed.

#### 3 Nutritious food and drink

Not observed.

## II. SUPPORTIVE ENVIRONMENT

### Warm Welcome

#### 1 Children greeted

The teacher was at the door when the youth came into the room and he said hello to them.

#### 2 Staff warm and respectful

The teacher was always warm and respectful during the activity.

#### 3 Positive staff body language

Â The teacher smiled, used friendly gestures and made eye contact with the youth during the activity.

## Session Flow

### 1 Starts and ends on time

Scheduled start time 3:00, Actual start time 2:58 Scheduled end time 4:00, Actual end time 4:00

### 2 Materials ready

All the materials were ready for the youth when they came into the room.

### 3 Sufficient materials

There were enough materials for all the youth to use to do the activity.

### 4 Explains activities clearly

The teacher continued to explain the steps of the game, meanings of the cards, and strategies of the game throughout the activity. Teacher: So these are the steps that you guys have...

### 5 Appropriate time for activities

The time was appropriate for the activity. The youth appeared to have time to complete the game.

## Active Engagement

### 1 Children engage with materials or ideas

The youth were engaged in the card playing activity in their groups.

### 2 Children talk about activities

The youth were allowed to talk and ask questions throughout the session and were encouraged to do so. Teacher: You may ask me questions at any time about the game you are playing.

### 3 (SA) Children make connections

The teacher continuously would remind the youth of previous times they worked on the activity as he explained additional strategies for the game. Teacher: Do you remember what the first sticker does? Now we can use this one, remember what he can do?

## Skill-Building

### 1 Learning focus linked to activity

The teacher explained that the focus of the activity was to build a deck of cards around a theme by playing the game.

### 2 Staff encourages youth to try skills

The teacher encouraged the youth throughout the activity to try to build their deck and win the game. Teacher: Find cards that go around a theme and make a deck then work around the theme.

### 3 Staff models skills

The teacher played the game on the computer and displayed card moves on a screen for everyone to see, offer suggestions, and be able to participate.

### 4 Staff breaks down tasks

The teacher verbally went through the steps of the game and then later in the activity wrote down the steps on paper for the youth to reference while they played. Teacher: So these are the steps that you guys have...

## 5 Support for struggling children

The teacher was always ready to answer questions about the game from either group. He also went over the steps twice and wrote them down on paper as a reference. Teacher: I'll write down the stages for you.

### Encouragement

#### 1 Staff uses non-evaluative language

The teacher continued to support the youth as they were playing the game together as a group. Teacher: Do we want to keep this hand? It's up to you guys to make all the decisions as to what we keep or not.

#### 2 Staff asks open-ended questions

The teacher asked many questions as they were working through the game. Teacher: Does that make sense? So what would you do out of these? That's where you decide who will attack and what creatures can/can't attack.

### Child-Centered Space

#### 1 (SA) Well-defined interest areas

The space was well-defined between the two groups of youth during the activity. One group played the game together on one side of the table and the other group was on the other side playing online with teacher assistance.

#### 2 (SA) Sufficient materials in interest areas

There were sufficient materials for all the youth. They had what they needed to play the game.

#### 3 (SA) Children's work displayed

Handmade art work was on the window of the room.

#### 4 (SA) Children select displays

Children selecting items for display was not observed.

#### 5 (SA) Open-ended materials

Materials were not open-ended. Game cards were premade and used to play the game.

#### 6 (SA) Easily accessible materials

All materials were accessible to youth on the table they were sitting at and playing the game.

#### 7 (SA) Thirty minutes interest-based activities

The youth worked for an hour on the activity.

## III. INTERACTION

### Manage Feelings

#### 1 (SA) Staff acknowledges feelings

In reference to the activity/game the teacher asked many times if the youth understood the game.

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

Not observed.

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

Not observed.

### **4 (SA) Children suggest solutions**

Not observed.

## **Belonging**

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

Youth informally talked while playing the game. There was no structured opportunity for youth to get to know each other.

### **2 Inclusive relationships**

No exclusion was observed.

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

Youth did not display dislike or complain about the program/activity.

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

The youth were divided into two groups. One group worked with the cards and played the game with others in the group. The other group worked with the teacher to learn the game using the computer/screen.

## **School-Age Leadership**

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

The activity allowed for the youth to process the skills of the game within their group. The teacher would ask questions about the game and the youth would discuss different ways to play. Youth: Can we do that one? Teacher: Exactly, it will make them more powerful.

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

In both groups the youth helped each other with the rules of the game, card explanations, and game strategies.

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

There was no opportunity for the youth to lead a group.

## **Interaction with Adults**

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

The teacher sat at the table with the youth during the entire activity.

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

The teacher worked side by side both groups during the entire activity.

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

The teacher walked between both groups and interacted with all of the youth during the activity.

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

The teacher interacted positively throughout the activity. Teacher: Once you have your cards ready, you can play the game. Does that make sense? Here's what our options are.

## IV. ENGAGEMENT

### School-Age Planning

#### 1 (SA) All children plan

All the youth were given the opportunity to plan how to spend their time in the given activity. They could either begin playing the game with a group if were comfortable playing without teacher assistance or they could work with the teacher to play the game.

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

The teacher used a computer and screen to display the game and talk out how to play the game with the youth. He also wrote out the steps of the game on paper for the group that was playing on their own.

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

Youth shared plans verbally of how to proceed through the game using different cards/strategies. Teacher: Do you want to keep that hand? Youth: How do you make a deck around the same thing? Youth: You build a deck around a theme.

### School-Age Choice

#### 1 (SA) Authentic choices

All youth are given the opportunity through discussion as they are playing the game to make choices about which cards to play and why they should or shouldn't play a particular card. Youth: Can we do that one? We should take it because...

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

Youth are given the opportunity to make choices within the confines of the game. A set of cards is given and only those cards are used for the game.

### Reflection

#### 1 Intentional reflection

There was no intentional process of reflecting on the game.

#### 2 Multiple reflection strategies

Youth were not encouraged to share what they had done or reflect on the activity.

#### 3 Structured opportunities to provide feedback

Youth were not asked to provide feedback on the activity.

### Responsibility

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

The youth gathered up their cards and put them together with rubber bands before they left.

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

Youth were allowed to gather their cards and put rubber bands on them without the teacher intervening.

## EXTENDED OBSERVATION

## Activity Structure

### 1 Intentional learning activities

All youth participated in the game activity either playing the game with peers or playing online with the teacher.

### 2 Different types of activities

The youth were observed participating in one activity.

### 3 Physical activity

The activity observed provided no physical activity. The youth sat and played the game at a table.

### 4 Time for free play

There was no free time observed during the visit.

### 5 Time for physical activity

There was no time allotted for physical activity that was observed.

### 6 Communication of schedule and activity choices

Communication of schedule and activity choices was not observed.

## Homework Help

### 1 Readily available

Not observed.

### 2 Actively support children in learning

Not observed.

### 3 Productive studying and learning environment

Not observed.

## Recreation Time

### 1 Interacting with children

Not observed.

### 2 Positive supervision

Not observed.

## Transitions

### 1 Organized transition

Youth came into the room orderly and quickly and were ready to begin.

### 2 Procedure communication



The youth appeared to understand what they were to do and where they were to go after the activity.

## Departure

### 1 Organized departure process

Youth do not leave this is a residential facility.