Program Quality Assessment Performance Report

Prepared for: Westview Middle 6 to 8
[Missouri AfterSchool Network / SoulFisher Ministries]

Type: External Assessment

Form: School-Age PQA Plus Extension

Date prepared: 12 / 18 / 2019

> 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.

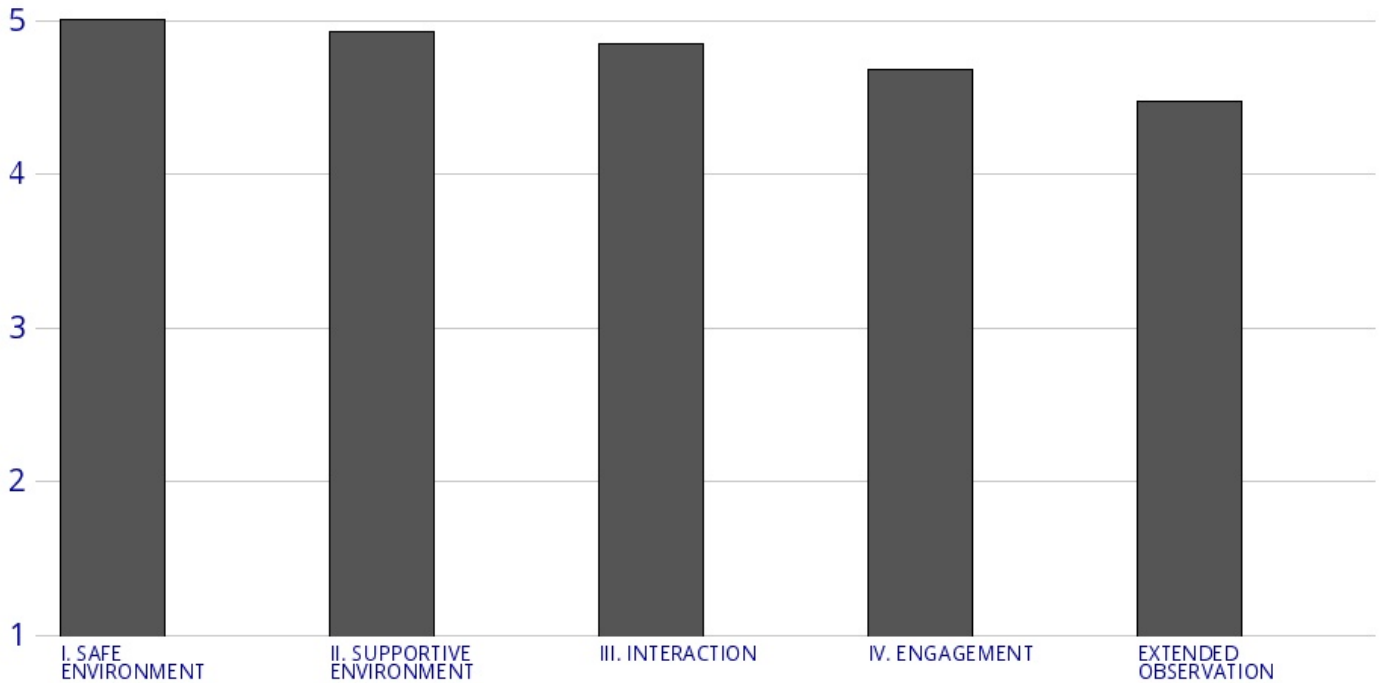|	
Domain Scores	Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.
Scale Scores	Each scale is 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*

Program Observation Summary

Score Set 1

Observation Identification	
Score Set # 1	
Tags:	External
	SoulFisher Ministries

Observation Details	
Score Set # 1	
PQA:	School-Age PQA Plus Extension
Date:	11/13/2019
Forms:	1 form
Offering:	ELA - Language, Math
	Homework Help Free Play
Staff:	Cara, Dana, Arissa, Jimire,Kayla,
	Joe, Amber, Nakia, Shawntelle

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	4.92
Warm Welcome	5.00
Session Flow	4.60
Active Engagement	5.00
Skill-Building	5.00
Encouragement	5.00
Child-Centered Space	
III. INTERACTION	4.83
Manage Feelings	
Belonging	4.50
School-Age Leadership	5.00
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	4.47
Activity Structure	4.33
Homework Help	5.00
Recreation Time	5.00
Transitions	3.00
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	**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	**4.60**
1 Starts and ends on time	5.00
2 Materials ready	3.00
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	**X**
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

	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	**4.50**
1 Opportunities for children to get to know each other	3.00
2 Inclusive relationships	5.00
3 Children identify with program	5.00
4 (SA) Structured small group activities	5.00
School-Age Leadership	**5.00**
1 (SA) Practice group process skills	5.00
2 (SA) Opportunities to help another child	5.00
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		**4.33**
1	Intentional learning activities	5.00
2	Different types of activities	3.00
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		**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		**5.00**
1	Interacting with children	5.00
2	Positive supervision	5.00
Transitions		**3.00**
1	Organized transition	3.00
2	Procedure communication	3.00
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

Students share aren't afraid to take risks and learning occurs. There is respect among all present.

2 Lack of bias

No bias is observed.

Healthy Environment

1 Free of health and safety hazards

The program space is clean and free of hazards.

2 Clean and sanitary

The programming space is clean.

3 Adequate ventilation and lighting

There are no student complaints about the ventilation or lighting.

4 Comfortable temperature

Students do not complain about room temperatures.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures are posted in the program spaces either on the wall or on portable bulletin boards.

2 Accessible fire extinguisher

Fire extinguishers are visible and accessible.

3 Visible first-aid kit

First aid kits are portable and visible.

5 Supervised indoor entrances

Indoor entrances are supervised.

6 Supervised access to outdoors

The doors to access outdoors are locked.

Accommodating Environment

1 Sufficient Space

There is plenty of space for comfortable movement.

2 Suitable Space

The space used is good for the activities.

3 Enough comfortable furniture

there is enough comfortable furniture for programming.

4 Flexible physical environment

The furniture and materials were moved as needed.

5 (SA) Appropriately sized furniture

Tables, desks, and chairs are appropriately sized for the students.

Nourishment

1 Available drinking water

Water fountains are in the hallways outside of programming spaces.

2 Plentiful food and drink

There were enough food items and drinks for all students.

3 Nutritious food and drink

The food was nutritious - Dinner - Hot dogs, corn, milk Snack - Nachos, cheese, 100% juice

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Children are greeted as a group in all sessions.

2 Staff warm and respectful

Staff is respectful and speak warmly to students.

3 Positive staff body language

Staff body language is positive.

Session Flow

1 Starts and ends on time

Scheduled program starting time: 4:00 The program begins at 4:00 Scheduled program ending time 7:00 All students are gone at 7:00

2 Materials ready

Materials were usually ready. In one session, a student had to wait for staff to go get her materials while everyone else started working.

3 Sufficient materials

There were enough materials for all students.

4 Explains activities clearly

Directions are clear. Students asked a few clarifying questions.

5 Appropriate time for activities

Activities were completed by students.

Active Engagement

1 Children engage with materials or ideas

Al students are engaged and actively participating.

2 Children talk about activities

Students talk about their progress and enjoy creating their stories using identifying parts of speech.

3 (SA) Children make connections

Students are heard talking about how they remember learning previously some of the concepts in language.

Skill-Building

1 Learning focus linked to activity

During math skill-building, students were reminded to do their best because the goal was to complete each section and get as many correct as possible so they could move to the next section.

2 Staff encourages youth to try skills

Youth who were reluctant to try the language activity were encouraged to be the leaders and be in the front.

3 Staff models skills

Staff showed students how to do the activities by first doing them and having them watch.

4 Staff breaks down tasks

When giving directions, the staff would tell students how to do the activity in steps. They would then ask if anyone had questions.

5 Support for struggling children

When students would state that they couldn't do something or they weren't smart enough , staff replied with: "Yes, you are! Everybody in here is." "Don't get frustrated. Stay focused." "Everyone can finish this one. Music to my ears."

Encouragement

1 Staff uses non-evaluative language

"How many got further than the first time you did this?'

2 Staff asks open-ended questions

"What descriptive word would you like to use?" "Why doesn't that make sense to you?"

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Students had informal opportunities to talk to one another when divided into groups for language.

2 Inclusive relationships

No exclusion was observed.

3 Children identify with program

Students were heard discussing parents coming to an upcoming parent meeting and participating in the Old Newsboy event.

4 (SA) Structured small group activities

Staff set up groups and they had to make choices about the language exercise.

School-Age Leadership

1 (SA) Practice group process skills

While working on the language exercise in small groups, all students had the opportunity to contribute.

2 (SA) Opportunities to help another child

Students were encouraged to help others choose correct answers.

3 (SA) Structured opportunity to lead group

All students were given the opportunity to lead the language activity.

Interaction with Adults

1 (SA) Staff at eye level

Staff would squat or sit next to students who were sitting.

2 (SA) Staff works side by side

Staff would work alongside the students.

3 (SA) Staff circulates

The staff circulates and interacts with all students.

4 (SA) Staff interacts positively

The staff was enthusiastic and positive.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Students had the opportunity to choose which stories to use for language and then they completed them as a group.

2 (SA) Multiple planning strategies used

Students had a discussion about their plan.

3 (SA) Share plans in tangible way

Students verbally shared how to execute their plan.

School-Age Choice

1 (SA) Authentic choices

All students voted on story choices.

2 (SA) Open-ended choices

Students chose words to create the stories so the end result represented their choices.

Reflection

1 Intentional reflection

Staff asked students how they felt about the activity.

2 Multiple reflection strategies

All students were given the opportunity to respond verbally.

3 Structured opportunities to provide feedback

Staff specifically asked what they thought about the activity.

Responsibility

1 (SA) Opportunities for routine tasks

Students had the opportunity to dispose of their dishes after eating, clean up after free play, and pass out papers.

2 (SA) Staff do not intervene intrusively

The staff does not intervene intrusively.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All students participated in the intentional learning actiivities.

2 Different types of activities

There were three types of activities: Free play Intentional learning - ELA Homework help

3 Physical activity

10 minutes were provided for physical activity in the gym. More time would have been provided but the gym was locked and the custodian had to be found.

4 Time for free play

All students had time for free play.

5 Time for physical activity

All students had time for physical activity.

6 Communication of schedule and activity choices

Staff announces the schedule for the day with the option of free play.

Homework Help

1 Readily available

Staff is available to work with students and works with those needing help.

2 Actively support children in learning

Staff encouraged students by asking them questions that would enable them to find answers.

3 Productive studying and learning environment

The environment was conducive for studying and learning.

Recreation Time

1 Interacting with children

Staff interacted with students by instructing or encouraging.

2 Positive supervision

Supervision was positive.

Transitions

1 Organized transition

Most transitions were smooth. The transition from snack to free play was very chaotic. Students just got up and ran out, some leaving their snacks on the table. Some students were in the gym before the staff could get there.

2 Procedure communication

Most transitions were clearly communicated. The transition from snack to free play was not because it was not anticipated. As soon as the students saw the custodian unlock the gym they got up and ran.

Departure

1 Organized departure process

Parents had to sign their children out. Students who rode the bus were checked off and allowed to board.

2 Constructive activities while waiting

Students were actively engaged until they left.

3 Parents acknowledged and updated

Staff greeted parents and had conversations about upcoming events.