Program Quality Assessment
Performance Report

Prepared for: Koch Elementary K to 6
(SoulFisher Ministries / Missouri AfterSchool Network)

Type: External Assessment

Form: School-Age PQA Plus Extension

Date prepared: 5 / 1 / 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.

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.

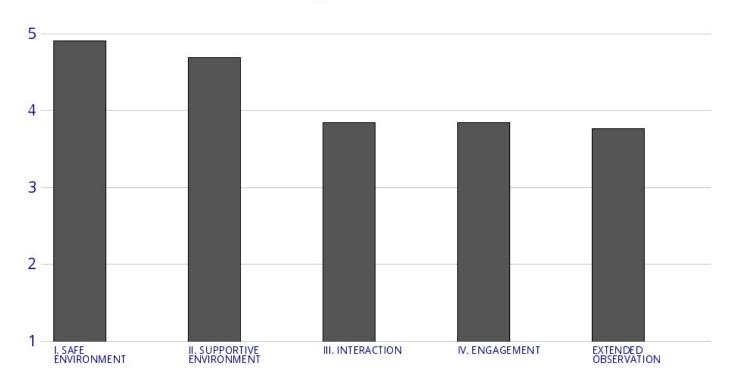|	
Domain Scores	Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.
Scale Scores	Each scale is 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 Koch Elementary K to 6

Observation Details	
Score Set # 1	
PQA:	School-Age PQA Plus Extension
Date:	04/23/2019
Forms:	1 form
Offering:	Dinner Enrichment English Language Acquisition (ELA) Snack Free play in gym
Staff:	Shawntelle Fisher Hannah Lewenczvk Blair Stephenson Joshua Grant Anlyah Easter Nicholas Baskin Jelisa Bremmery Adrian Hill (Practicum Student)

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.90**
Emotional Safety	5.00
Healthy Environment	4.50
Emergency Preparedness	5.00
Accommodating Environment	5.00
Nourishment	5.00
II. SUPPORTIVE ENVIRONMENT	**4.68**
Warm Welcome	5.00
Session Flow	4.20
Active Engagement	5.00
Skill-Building	4.20
Encouragement	5.00
Child-Centered Space	
III. INTERACTION	**3.83**
Manage Feelings	
Belonging	4.00
School-Age Leadership	3.00
Interaction with Adults	4.50
IV. ENGAGEMENT	**3.83**
School-Age Planning	1.00
School-Age Choice	5.00
Reflection	4.33
Responsibility	5.00
EXTENDED OBSERVATION	**3.75**
Activity Structure	4.00
Homework Help	
Recreation Time	4.00
Transitions	2.00
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		**4.50**
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	3.00
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	**5.00**
1 Children greeted	5.00
2 Staff warm and respectful	5.00
3 Positive staff body language	5.00
Session Flow	**4.20**
1 Starts and ends on time	5.00
2 Materials ready	3.00
3 Sufficient materials	3.00
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	**4.20**
1 Learning focus linked to activity	5.00
2 Staff encourages youth to try skills	5.00
3 Staff models skills	3.00
4 Staff breaks down tasks	3.00
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		**4.00**
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	3.00
2	(SA) Opportunities to help another child	5.00
3	(SA) Structured opportunity to lead group	1.00
Interaction with Adults		**4.50**
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	3.00

		Score Set 1
School-Age Planning		**1.00**
1	(SA) All children plan	1.00
2	(SA) Multiple planning strategies used	1.00
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		**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		**4.00**
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	3.00
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		**4.00**
1	Interacting with children	3.00
2	Positive supervision	5.00
Transitions		**2.00**
1	Organized transition	1.00
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

The emotional environment is primarily positive. Did not hear negative comments from youth to each other, but did hear staff say to youth a couple of times, that what the youth said was not OK and then the staff member mediated as needed or the youth acknowledged what the staff said.

2 Lack of bias

There was no evidence of bias observed.

Healthy Environment

1 Free of health and safety hazards

There were no health or safety hazards observed.

2 Clean and sanitary

The program space was clean and sanitary.

3 Adequate ventilation and lighting

Ventilation and lighting were both adequate and there were no complaints from the youth.

4 Comfortable temperature

The cafeteria space was somewhat cold and was commented on by a couple of staff members and youth. Staff and youth adjusted to the temperature by putting back on light jackets.

Emergency Preparedness

1 Posted emergency procedures

There was a board with program information and emergency exit plans. Additional written policies and procedures were available in the program area.

2 Accessible fire extinguisher

A fully charged fire extinguisher was within the program space.

3 Visible first-aid kit

There was a first-aid kit visible within the program space.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

All school doors were locked during the program session. A program staff member is available at the front door or is called/texted by parents coming to pick-up and this person opens the front door.

6 Supervised access to outdoors

No outside space was used during the visit.

Accommodating Environment

1 Sufficient Space

There was sufficient space for all program activities. During the ELA session, the youth sat close together at tables but there was sufficient space for youth to have moved to other tables.

2 Suitable Space

The cafeteria was used for the Enrichment and ELA sessions and the space was suitable for these activities.

3 Enough comfortable furniture

There were enough cafeteria tables with attached seats for all of the youth present and the youth appeared to be comfortable.

4 Flexible physical environment

The cafeteria tables with attached seats are moveable and could be rearranged if needed.

5 (SA) Appropriately sized furniture

The cafeteria tables with attached seats were all the same size, but accommodated appropriately the -5th grade youth in attendance.

Nourishment

1 Available drinking water

Drinking fountains are available and easily accessible.

2 Plentiful food and drink

There was enough food and drink provided and a "share table" is created for food that children do not want to eat and others may take additional food from this table.

3 Nutritious food and drink

All food and drink provided by the program were nutritious and the youth were not observed eating food other than what was served by the program. Dinner: Pizza, green beans, apples, and milk Snack: Bananas and cheez-its

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Each child was greeted by a staff member as they entered the program space. A staff member greets each child and marks the attendance sheet as the children enter the program space. It was the first day of work for a new staff member, and the site coordinator explained the procedure of greeting each child.

2 Staff warm and respectful

Staff mainly use a warm tone of voice and speak respectfully to the youth. One staff member on a couple of occasions used a loud and somewhat harsh tone of voice saying, "2nd and 3rd graders you are too loud-be quiet." "Kindergartners and first graders, sit down on your butts now." Another staff member said to a youth, " I'm about to call your mom." The behavior that was concerning the staff member was not observed.

3 Positive staff body language

Staff generally appeared to enjoy being with the youth as evidenced by smiling, making eye contact with youth when speaking with them, nodding approval, and other friendly gestures.

Session Flow

1 Starts and ends on time

The program is scheduled from 3:00 - 5:30. Lunch was served at 3:02 and the youth who took the bus home were involved in free play until 5:30 when they loaded the bus.

2 Materials ready

The materials were ready for the energy activity. The ELA materials were in the program area but had not yet been organized for all of the children when it was time to begin the session.

3 Sufficient materials

There were sufficient materials for all of the pairs of youth to participate in the energy activity. Several children had to wait for materials to be prepared in order to begin the ELA session. There was one ball and approximately 30 youth in the gym during the free play session.

4 Explains activities clearly

The youth leaders and the youth did not initially understand what they were to do to experiment with the marbles. The staff member leading the activity provided additional information to the youth leaders and engaged other staff to help explain the activity to the youth who needed additional information. All youth then participated in the activity. The ELA session procedure was familiar to the children and they knew that they were to work on the packets or worksheets they had been given. However, many children did not seem to understand how to do the packet/worksheet activities. Children frequently asked staff for assistance and staff explained to the youth what to do and/or asked the youth questions to help them figure out what they were to do. The youth at tables where a staff person stayed at the table, providing assistance as needed, seemed to stay more focused on completing the packets, than youth that did not have a staff person consistently at the table.

5 Appropriate time for activities

There appeared to be an appropriate amount of time for the energy activity as all youth were engaged in moving the marbles until the staff person asked the youth to put the marbles away and discuss the activity. The ELA session is ongoing as youth are given additional packets at the next level once they have accurately completed all of the problems in a current level packet. So although this activity may be scheduled for an appropriate amount of time, about half of the youth are off task for at least half of the program session. These children are talking to each other at the tables and not working on their packets, and several children are moving and sometimes running around the room.

Active Engagement

1 Children engage with materials or ideas

The children were engaged in a discussion about energy and then actively engaged in experimenting with moving marbles on a ruler track. In the ELA session, youth are expected to complete worksheets but are provided with some guidance and instruction from staff about the concepts and skills the worksheets are designed to teach.

2 Children talk about activities

All of the youth worked in pairs to experiment with the marbles and the youth in pairs discussed with each other how they wanted to try to make the marbles move.

3 (SA) Children make connections

A staff members asked the youth if they could tell her what energy is. Several youth shared they thought energy was about running, moving, riding a bike and the staff person accepted what each youth said repeating, expanding, and reinforcing the connection that the youth made. For example, the staff person said, so energy is what you use to run and what you use to exercise.

Skill-Building

1 Learning focus linked to activity

The staff member told the youth that they were going to do an experiment with energy and learn about kinetic energy as they use marbles to make energy move from one marble to another. The children experimented with ways to make the marbles move back and forth on the ruler ramp. A group of children decided to blow the marbles, and learned that whomever blew harder was able to move his/her partner's marbles off the ruler ramp. In the discussion following the activity, children shared that they learned that when the marbles bumped into each other, the marbles moved.

2 Staff encourages youth to try skills

The ELA session is designed to help youth learn new skills. Staff support youth in figuring out the answer to a question in the packet and to explain why they think they have selected the correct answer.

3 Staff models skills

Staff modeled for some children ways that they could move their marbles and staff modeled for some children how to do a specific problem in the ELA packet.

4 Staff breaks down tasks

Staff broke down the tasks for some children during the ELA session as they helped them figure out what they were to do and how to go about doing it.

5 Support for struggling children

Staff were supportive of all children who needed or asked for help when working on their ELA packets. When staff was checking an ELA packet and the youth had an incorrect answer, the staff person helped the youth to figure out why the answer was wrong and come up with the correct answer.

Encouragement

1 Staff uses non-evaluative language

A staff person said to the youth who had decided to blow the marbles, " You came up with a creative way to move the marbles."

2 Staff asks open-ended questions

Staff frequently asked open-ended questions. For example: What did we learn about energy? What happened when one person blew? What do you like about it? What do you want to write about?

Child-Centered Space

1 (SA) Well-defined interest areas

This is not compatible with the program design.

2 (SA) Sufficient materials in interest areas

This is not compatible with the program design.

3 (SA) Children's work displayed

This is not compatible with the program design.

4 (SA) Children select displays

This is not compatible with the program design.

5 (SA) Open-ended materials

This is not compatible with the program design.

6 (SA) Easily accessible materials

This is not compatible with the program design.

7 (SA) Thirty minutes interest-based activities

This is not compatible with the program design.

III. INTERACTION

Manage Feelings

1 (SA) Staff acknowledges feelings

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

2 (SA) Staff asks children to explain situation

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

3 (SA) Helps children respond appropriately

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

4 (SA) Children suggest solutions

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

Belonging

1 Opportunities for children to get to know each other

There are no formal get-to-know-you activities but children have the opportunity to get to know each other as they worked in pairs on the energy activity, during free play, and at dinner and snack.

2 Inclusive relationships

The youth appear to know each other and there was no evidence of being exclusive.

3 Children identify with program

Children were engaged in activities and seemed to like each other but there was no evidence of program ownership from the youth.

4 (SA) Structured small group activities

Staff structured youth to work in pairs to complete the energy activity.

School-Age Leadership

1 (SA) Practice group process skills

Staff provides youth with the opportunity to practice group process skills in the large group discussion of the energy activity and the children work in pairs to complete the energy activity.

2 (SA) Opportunities to help another child

The staff selected several older children who were asked to help the younger children perform the energy experiment with marbles.

3 (SA) Structured opportunity to lead group

No opportunities provided by staff for a child to lead a group or exercise leadership was observed. Although the youth who helped the pairs of younger children to do the marble experiment were called youth leaders, their role was to assist the youth and not to lead the activity.

Interaction with Adults

1 (SA) Staff at eye level

Staff usually spoke with youth at eye level, either bending over or sitting down next to the youth.

2 (SA) Staff works side by side

During the marble experiment, staff sat or kneeled beside youth pairs to comment on what they were doing and to ask open-ended questions. A couple staff play with youth with the one ball that was available during free time.

3 (SA) Staff circulates

Staff circulated and at least one staff person spoke with each child during the program session.

4 (SA) Staff interacts positively

One staff member on a couple of occasions used a loud and somewhat harsh tone of voice saying, "2nd and 3rd graders you are too loud-be quiet." "Kindergartners and first graders, sit down on your butts now." Another staff member said to a youth, " I'm about to call your mom." The behavior that was concerning the staff member was not observed. Staff frequently raise their voices above the noise level of the room to tell children what they need to do. For example: Line up, sit down, don't run, do not play in the bathroom. On only one occasion was staff heard to provide an explanation for a rule. The staff person said, " We are not going to talk when someone else is talking so that we can hear them. This shows we respect them."

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

No planning or planning strategies were observed.

2 (SA) Multiple planning strategies used

No planning or planning strategies were observed.

3 (SA) Share plans in tangible way

No planning or planning strategies were observed.

School-Age Choice

1 (SA) Authentic choices

All youth had the opportunity to decide how to make the marbles move.

2 (SA) Open-ended choices

All youth had the opportunity to decide how to make the marbles move and how many marbles to use each time.

Reflection

1 Intentional reflection

All of the children were asked what they did during the marble activity and what they learned from what they did.

2 Multiple reflection strategies

Only an oral reflection strategy was used.

3 Structured opportunities to provide feedback

Staff asked the youth to rate their experience of the marble activity by giving a thumbs up, thumbs down, or thumbs to the side. A few youth did a thumbs down and a few youth did thumbs to the side. The staff member verbally said I see thumbs up and some thumbs down and some to the side but there was no follow-up questions to hear what those who had voted thumbs up liked about the activity, what those who voted thumbs down did not like about the activity, and what those who voted thumbs to the side liked or did not like about the activity.

Responsibility

1 (SA) Opportunities for routine tasks

Staff provide several opportunities for youth to take care of practical needs and accomplish routine tasks during the program session. For example: Youth put their backpacks, coats, and things in a crate when they enter the program space Youth pick up their own food and clean up their space when they are finished eating Youth help wipe the tables with a wipe Youth helped to take the tape that was holding the rulers during the marble activity off the table and pick up the rulers One child helped to carry in the snack box of cheez-its One child passed out pencils for the ELA session

2 (SA) Staff do not intervene intrusively

Staff were supportive of youth completing routine tasks and assisting with tasks as requested.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All children participated in staff designed learning activities.

2 Different types of activities

The program consisted of an enrichment activity, an academic support activity (ELA), and free play in the gym.

3 Physical activity

There was 15 minutes of free play in the gym at the end of the program session.

4 Time for free play

There was 15 minutes of free play in the gym at the end of the program session.

5 Time for physical activity

The children who ride the bus home or get picked up after 5:15 have up to 15 minutes of physical activity.

6 Communication of schedule and activity choices

Staff clearly called the names of the children who were to participate in the program activities that were not observed i.e., ARISE and Global Hack. Staff announced the schedule throughout the program session.

Homework Help

1 Readily available

This was not provided.

2 Actively support children in learning

This was not provided.

3 Productive studying and learning environment

This was not provided.

Recreation Time

1 Interacting with children

Three of the five staff in the gym interacted for some of the time with the youth in the gym.

2 Positive supervision

All of the staff present were involved in active positive supervision.

Transitions

1 Organized transition

Transitions were usually somewhat disorganized as there was nothing for children to do when they finished one activity and it was not clear what the children were to do. Children often ran around the room and the noise level became loud.

2 Procedure communication

When it is time to start the next activity, staff announced what the children were to do e.g., line up, sit at a specific table. It is primarily the time between the ending of one activity and the start of the next activity that children do not appear to know what do do or follow expectations.

Departure

1 Organized departure process

Parents who picked up children came into the room and signed their child out and the child got his/her belongs and left with the parent.

2 Constructive activities while waiting

Children who were bused home or get picked up after 5:15 had free play in the gym.

3 Parents acknowledged and updated

At least one staff person interacted with each parent who picked up their child.