



# Program Quality Assessment Performance Report

Prepared for: Southeast Middle

[Missouri AfterSchool Network / Boys and Girls Club of Greater St. Louis]

Type: External Assessment

Form: School-Age PQA Plus Extension

Date prepared: 4 / 5 / 2018



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.

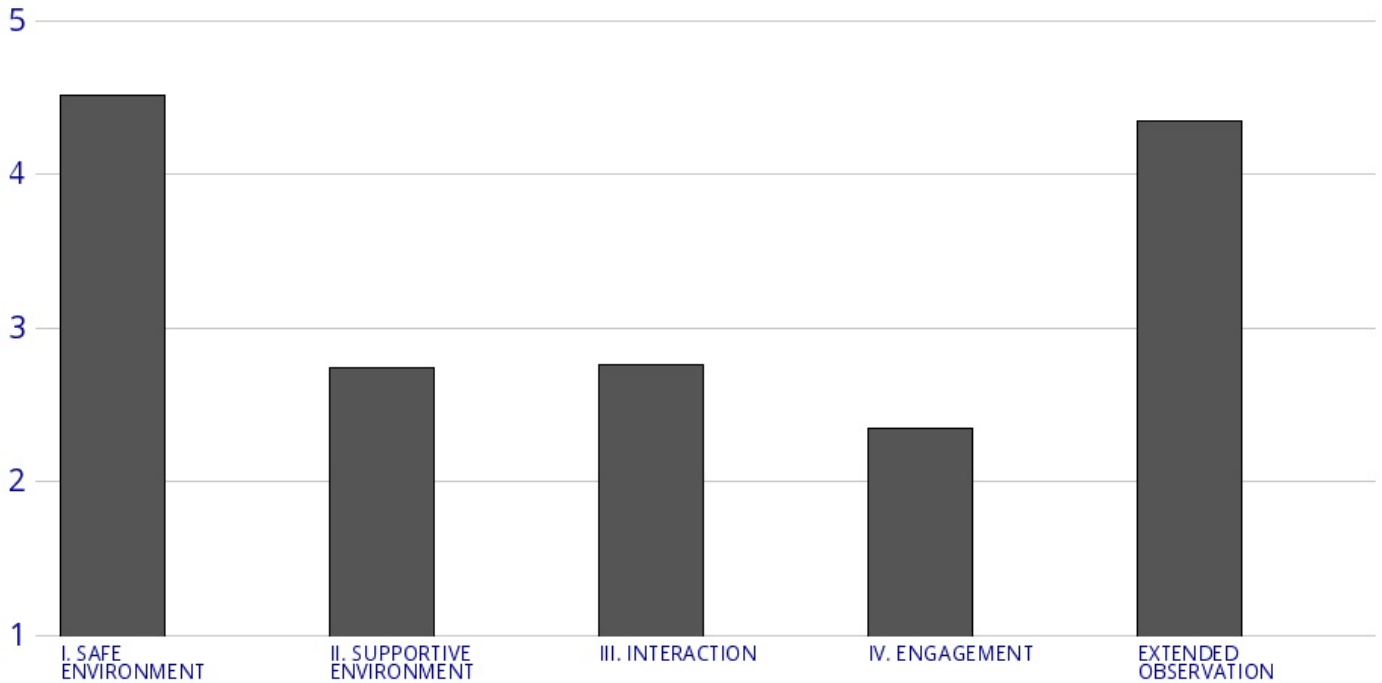
Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment;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

■ Score Set 1



## Observation Identification

Score Set # 1

**Tags:** External  
Boys and Girls Club of Greater  
St. Louis

## Observation Details

Score Set # 1

**PQA:** School-Age PQA Plus Extension  
**Date:** 03/28/2018  
**Forms:** 1 form  
**Offering:** PowerHour, STRIDE,  
Diploma2Degree/Career Launch  
**Staff:** Mr. Tevin, Roxanne, Mr. Trey

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

4.50

Emotional Safety	4.00
Healthy Environment	5.00
Emergency Preparedness	3.50
Accommodating Environment	5.00
Nourishment	5.00

### II. SUPPORTIVE ENVIRONMENT

2.73

Warm Welcome	4.33
Session Flow	2.60
Active Engagement	2.33
Skill-Building	1.40
Encouragement	3.00
Child-Centered Space	

### III. INTERACTION

2.75

Manage Feelings	1.50
Belonging	4.00
School-Age Leadership	1.00
Interaction with Adults	4.50

### IV. ENGAGEMENT

2.33

School-Age Planning	1.00
School-Age Choice	2.00
Reflection	2.33
Responsibility	4.00

### EXTENDED OBSERVATION

4.33

Activity Structure	4.67
Homework Help	3.67
Recreation Time	5.00
Transitions	4.00
Departure	

# Detailed Report

## I. SAFE ENVIRONMENT

### Score Set 1

#### Emotional Safety **4.00**

1	Positive emotional climate	3.00
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 **3.50**

1	Posted emergency procedures	3.00
2	Accessible fire extinguisher	5.00
3	Visible first-aid kit	3.00
4	Appropriate safety equipment	X
5	Supervised indoor entrances	3.00
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 2.60

1	Starts and ends on time	1.00
2	Materials ready	5.00
3	Sufficient materials	1.00
4	Explains activities clearly	3.00
5	Appropriate time for activities	3.00

#### Active Engagement 2.33

1	Children engage with materials or ideas	3.00
2	Children talk about activities	3.00
3	(SA) Children make connections	1.00

#### Skill-Building 1.40

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

#### Encouragement 3.00

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

#### 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

## III. INTERACTION

### Score Set 1

#### **Manage Feelings 1.50**

1	(SA) Staff acknowledges feelings	1.00
2	(SA) Staff asks children to explain situation	1.00
3	(SA) Helps children respond appropriately	3.00
4	(SA) Children suggest solutions	1.00

#### **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 1.00**

1	(SA) Practice group process skills	1.00
2	(SA) Opportunities to help another child	1.00
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

## IV. ENGAGEMENT

### 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** **2.00**

1	(SA) Authentic choices	3.00
2	(SA) Open-ended choices	1.00

#### **Reflection** **2.33**

1	Intentional reflection	3.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	1.00

#### **Responsibility** **4.00**

1	(SA) Opportunities for routine tasks	3.00
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	5.00
4	Time for free play	3.00
5	Time for physical activity	5.00
6	Communication of schedule and activity choices	5.00

### Homework Help **3.67**

1	Readily available	5.00
2	Actively support children in learning	3.00
3	Productive studying and learning environment	3.00

### Recreation Time **5.00**

1	Interacting with children	5.00
2	Positive supervision	5.00

### Transitions **4.00**

1	Organized transition	3.00
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

Most of the youth seem comfortable with each other and interact positively. Some youth did get into arguments. Two girls started having words with each other. Staff separated them (one in the office). They took another girl out of the room. They came back and got the other girl from the office to sit at another table. "If I go down that way, I will hurt her." During the Diploma2Career session: Between kids: "I'll put you in the trash can." Staff : "Why are you so violent?" Kids: "Girl, if you would have hit me, I would have dragged you down the hallway."

#### 2 Lack of bias

I did not observe any evidence of bias.

### Healthy Environment

#### 1 Free of health and safety hazards

Program space was free from health and safety hazards.

#### 2 Clean and sanitary

Space was clean.

#### 3 Adequate ventilation and lighting

I did not observe any complaints of lighting or ventilation.

#### 4 Comfortable temperature

I did not observe any complaints of temperature. Some kids wore a sweatshirt or jacket.

### Emergency Preparedness

#### 1 Posted emergency procedures

Emergency procedures are kept in a binder in a cart in the cafeteria.

#### 2 Accessible fire extinguisher

Fire Extinguishers are located in cafeteria and other places around the school.

#### 3 Visible first-aid kit

First aid kit is kept in a backpack in the staff office. Sometimes it is on the cart in the program space.

#### 5 Supervised indoor entrances

Entrances to the cafeteria are locked but not supervised.

### Accommodating Environment

## **1 Sufficient Space**

Adequate space for activities

## **2 Suitable Space**

Program space is suitable for the activities observed.

## **3 Enough comfortable furniture**

I did not hear any complaints about uncomfortable furniture.

## **4 Flexible physical environment**

Tables and chairs can be moved as needed.

## **5 (SA) Appropriately sized furniture**

Furniture was appropriately sized for the youth.

## **Nourishment**

### **1 Available drinking water**

Water Fountain in the hallway.

### **2 Plentiful food and drink**

Dinner is served each day.

### **3 Nutritious food and drink**

Meal - fruit, milk, hot dog, green beans

## **II. SUPPORTIVE ENVIRONMENT**

### **Warm Welcome**

#### **1 Children greeted**

Some children were greeted as they entered the cafeteria. They were all asked to check in with the staff for attendance.

#### **2 Staff warm and respectful**

Staff were respectful towards the youth.

#### **3 Positive staff body language**

Staff were friendly towards the youth and showed positive body language.

### **Session Flow**

#### **1 Starts and ends on time**

Diploma2Degree/Career Launch Scheduled start time: 4:40 PM Actual starting time: 4:55 PM Scheduled end time: 5:40 PM Actual end time: 5:58 PM

## 2 Materials ready

Materials were ready for the sessions.

## 3 Sufficient materials

Playing pool at one pool table, playing hangman at one board, and using a handful of laptops did not provide enough supplies for all the kids to participate in the activities.

## 4 Explains activities clearly

"You have three options - play pool or hang with Mr. Trey (play hangman) or STRIDE, which is always an option."

## 5 Appropriate time for activities

Many youth had quit their activity choice well before the session was over. They sat at tables in smaller groups and talked or looked out the windows.

## Active Engagement

### 1 Children engage with materials or ideas

Some youth were engaged with the hangman, pool, or laptop activities. Others were not involved in the activities. For the College Launch session, most of the kids were engaged but a few were not. In the middle of the session, one youth asked if she could leave.

### 2 Children talk about activities

After talking about the meaning of perseverance and watching a video clip, youth were asked, "How did he persevere?" and "What does perseverance mean to you?"

### 3 (SA) Children make connections

There was not a connection made to their previous sessions or prior knowledge.

## Skill-Building

### 1 Learning focus linked to activity

Staff did not mention the objective for the session.

### 2 Staff encourages youth to try skills

The youth discussed perseverance. Youth were not encouraged to try new skills.

### 3 Staff models skills

I did not observe staff modeling skills for the youth.

### 4 Staff breaks down tasks

There were no tasks that needed to be broken down into smaller steps.

### 5 Support for struggling children

Staff: "Another thing that goes with perseverance is self-control. You have to tell yourself that you can keep going. Stay focused. We are here to help you with being focused."

## Encouragement

## 1 Staff uses non-evaluative language

Staff supports the students' accomplishments.

## 2 Staff asks open-ended questions

After watching video clips on perseverance, the staff asked questions such as, "How did he persevere?", "What happened there?", and "What does perseverance mean to you?"

# III. INTERACTION

## Manage Feelings

### 1 (SA) Staff acknowledges feelings

During the Career Launch, a student asked, "Can I go now?" Staff: "That was rude. It's not cool that you are talking while I am talking. With that being said, I want you to keep this quote in your head." Staff to student sitting in the second row and not the first as asked to do: "What are you doing?" Student: "I didn't want to sit in the front." Staff: "Do you want to go home? He wants attention." (to other staff and kids) Staff continued with lesson without addressing student's feelings.

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

Staff did not ask the youth to explain the situation. Student: "He's bothering me. He's always bothering me." Staff: "You can be quiet." Staff sat between them to solve the issue.

### 3 (SA) Helps children respond appropriately

Staff would encourage students to stop the behavior without shaming, scolding, or punishing them.

### 4 (SA) Children suggest solutions

Two girls started having words with each other. Staff separated them (one in the office) at first. Roxanne met with them in the staff office so I'm not sure how it was handled. When youth argued or insulted each other, staff would intervene to ask them to stop talking during the session.

## Belonging

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

Youth had informal opportunities to get to know each other. Many of them were talking during the time that they were to choose an activity from the three choices.

### 2 Inclusive relationships

I did not observe exclusion among the students.

### 3 Children identify with program

While I did not observe a youth take ownership of the group, I did not observe any complaint or dislike about the group either.

### 4 (SA) Structured small group activities

Youth were in smaller groups for the pool, hangman, and STRIDE time. They were also in smaller groups for the Career Launch and other activities.

## School-Age Leadership

### 1 (SA) Practice group process skills

I did not observe an opportunity for students to practice group-process skills.

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

There was not an activity where a youth could provide help to another youth.

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

I did not observe an opportunity for a youth to lead the group.

### **Interaction with Adults**

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

During the powerhour in the cafeteria, staff sat with the youth and interacted with them while they did their activities. One staff also sat with the youth during the Career Launch session.

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

Staff led the pool game, hangman game, and STRIDE activities with the youth. Staff also facilitated the discussion during the College Launch session.

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

Staff was located around the room and would move around throughout the cafeteria. During the Career Launch session, one staff stayed at the front while the other sat with the kids.

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

Staff had to remind students several times to stop talking while he was leading the Career Launch session. "Are you going to talk while I talk?" "Are you done talking?"

## **IV. ENGAGEMENT**

### **School-Age Planning**

#### **1 (SA) All children plan**

There was not an opportunity for the youth to plan.

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

I did not observe the youth planning.

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

I did not observe the youth planning.

### **School-Age Choice**

#### **1 (SA) Authentic choices**

Some students that were playing pool could choose to spell a word or solve a math problem before they took a shot. Other kids playing hangman did not have a choice as part of the activity.

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

Students did not make open-ended choices within the activities.

### **Reflection**

## 1 Intentional reflection

What does perseverance mean to you? What do you do that you want to stop but you keep going because it will help you later?

## 2 Multiple reflection strategies

During the College Launch, staff asked youth to share one thing they learned today.

## 3 Structured opportunities to provide feedback

The staff asked for reflection but did not ask for feedback.

## Responsibility

### 1 (SA) Opportunities for routine tasks

The staff provided opportunities for students to accomplish routine tasks. All students threw away their trash after dinner. Two youth stayed after to clean the cafeteria after dinner.

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

Staff did not intervene during the tasks.

## EXTENDED OBSERVATION

### Activity Structure

#### 1 Intentional learning activities

Staff provided opportunities for students to learn.

#### 2 Different types of activities

Youth had a variety of activities from games to discussion (Career Launch) to physical activities.

#### 3 Physical activity

Basketball practice and Rhythm and Movement classes were on the schedule.

#### 4 Time for free play

Peer interaction was on the schedule before check out.

#### 5 Time for physical activity

Basketball practice and Rhythm and Movement classes were on the schedule for an hour.

#### 6 Communication of schedule and activity choices

There was a board in the front that listed the schedule and included the activity choices for the students.

## Homework Help

### 1 Readily available

Staff circulated the cafeteria to ask if anyone wanted homework help.

## **2 Actively support children in learning**

Staff worked with youth who were working on STRIDE. All the kids turned down homework help in the cafeteria. A couple youth wanted help during the following session so they were taken to another staff member to get help.

## **3 Productive studying and learning environment**

Youth were encouraged to work on homework but there were not many who did.

## **Recreation Time**

### **1 Interacting with children**

Staff did interact with the students through games and talking with them in smaller groups during PowerHour. Staff sat with them while they worked on their activities.

### **2 Positive supervision**

Staff supervised the youth in a positive manner.

## **Transitions**

### **1 Organized transition**

Students were asked to line up at the door to transition to sessions. Many of them lingered in the cafeteria. Their names were called on the microphone to ask them to line up. As the College Launch session was starting, there were kids still coming in from the cafeteria.

### **2 Procedure communication**

The staff had a microphone in the cafeteria to communicate with the youth.