



# Program Quality Assessment Performance Report

Prepared for: Sample Afterschool Site  
[Missouri AfterSchool Network / Sample Afterschool Program]

Type: External Assessment

Form: School-Age PQA Walk-Through

Date prepared: 7 / 8 / 2016



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**

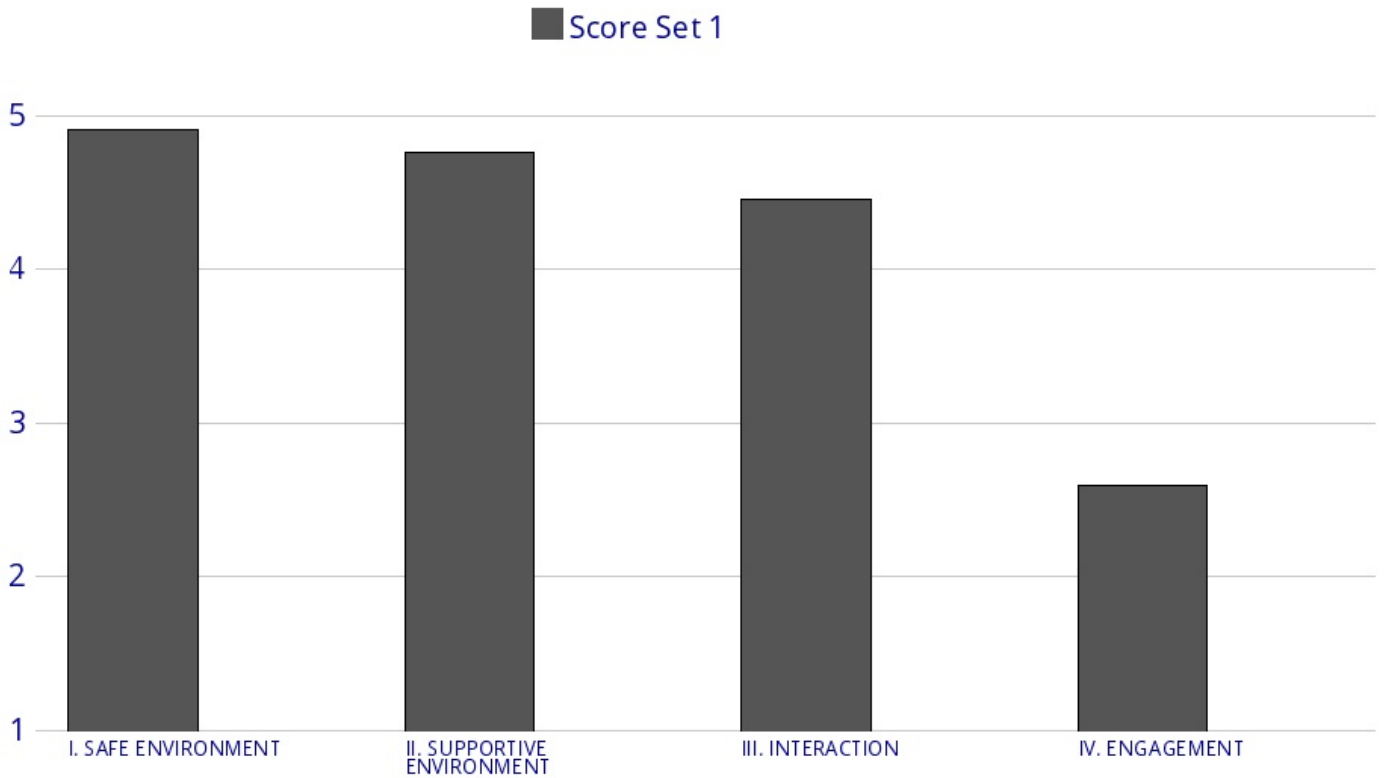
Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

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  
Sample Afterschool Program

## Observation Details

Score Set # 1

**PQA:** School-Age PQA Walk-Through  
**Date:** 01/01/2015  
**Forms:** 1 form  
**Offering:** STEM, Homework, Fun and Fit  
**Staff:** All Staff

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

4.90

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

### II. SUPPORTIVE ENVIRONMENT

4.75

Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Skill-Building	4.50
Encouragement	5.00
Child-Centered Space	4.00

### III. INTERACTION

4.44

Manage Feelings	
Belonging	4.00
School-Age Leadership	4.33
Interaction with Adults	5.00

### IV. ENGAGEMENT

2.58

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

# 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 4.50

1	Posted emergency procedures	5.00
2	Accessible fire extinguisher	3.00
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 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 4.50

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	5.00
5	Support for struggling children	X

#### Encouragement 5.00

1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00

#### Child-Centered Space 4.00

1	(SA) Well-defined interest areas	3.00
2	(SA) Sufficient materials in interest areas	3.00
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	X
5	(SA) Open-ended materials	3.00
6	(SA) Easily accessible materials	5.00
7	(SA) Thirty minutes interest-based activities	5.00

## III. INTERACTION

### Score Set 1

<b>Manage Feelings</b>		<b>X</b>
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
<b>Belonging</b>		<b>4.00</b>
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
<b>School-Age Leadership</b>		<b>4.33</b>
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	3.00
3	(SA) Structured opportunity to lead group	5.00
<b>Interaction with Adults</b>		<b>5.00</b>
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** **1.00**

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

#### **Reflection** **1.00**

1	Intentional reflection	1.00
2	Multiple reflection strategies	1.00
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



## V. OBSERVATIONAL CHECKLIST

### Score Set 1

#### Activity Structure **5.00**

1	(SA) Intentional learning activities	5.00
2	(SA) Variety of activities	5.00
3	(SA) Predominantly free play	NO
4	(SA) Some free play	YES
5	(SA) Activity groups assigned	YES
6	(SA) Whole group orientation	YES
7	(SA) Homework help opportunity	YES

#### Homework Help **X**

1	(SA) Atmosphere conducive to studying	YES
2	(SA) Children are distracted	YES
3	(SA) Staff circulate	YES
4	(SA) Staff ensure organization and engagement	YES
5	(SA) Staff works with children	YES
6	(SA) Staff helps children discover answers	X

#### Recreation Time **X**

1	(SA) Staff organizes activities	YES
2	(SA) Staff interacts with children	YES
3	(SA) Staff participates	YES
4	(SA) Staff supervises children	YES

#### Transitions **X**

1	(SA) Transition times smooth	YES
2	(SA) Transition times chaotic	YES
3	(SA) Staff prepares children for transition	YES
4	(SA) Most children on task	YES
5	(SA) Staff communicates activity choices	YES

#### Departure **X**

1	(SA) Departure process is organized	YES
2	(SA) Departures run smoothly	YES
3	(SA) Children not leaving are constructive	YES
4	(SA) Children not leaving are unattended or unengaged	YES
5	(SA) Staff communicates with families	YES
6	(SA) System ensures children leave with right person	YES