School-Age PQA Plus Extension Performance Report

Prepared for: Bowling Green Elementary K to 6

(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 10 / 9 / 2025

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.

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.
- The conversations that you have with your site team regarding improvement efforts are most important.
- Comparisons against other data sets are available 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. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
3. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the 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

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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 - self assessment or external assessment. Self assessment is a team-based process where multiple program offerings are observed and as a result of a consensus meeting, one set of program-wide scores is submitted. For external assessment, a trained, reliable external assessor will observe a single program offering and score a PQA based on the observation.

To complete the assessment, a rater may decide to mark certain items with an "X" or an "NS", as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g. Reframing Conflict if no conflict situation was observed). Alternatively, a site may decide in advance not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program) and mark with an "NS". Those items are excluded from the scale and domain averages, so as not to negatively impact the scores.

When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Throughout this report, those situations will be identified by N/A.

This performance report presents scores at three levels - domain, scale, and item.

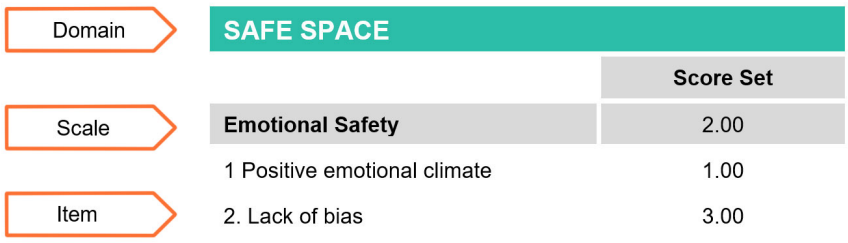
Domain Scores — Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.

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 calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain scores. For aggregate reports of multiple PQA entries (e.g. a network report), scale scores and domain scores are calculated for each entry separately and then averaged together.

Figure 1. Sample performance report with labels



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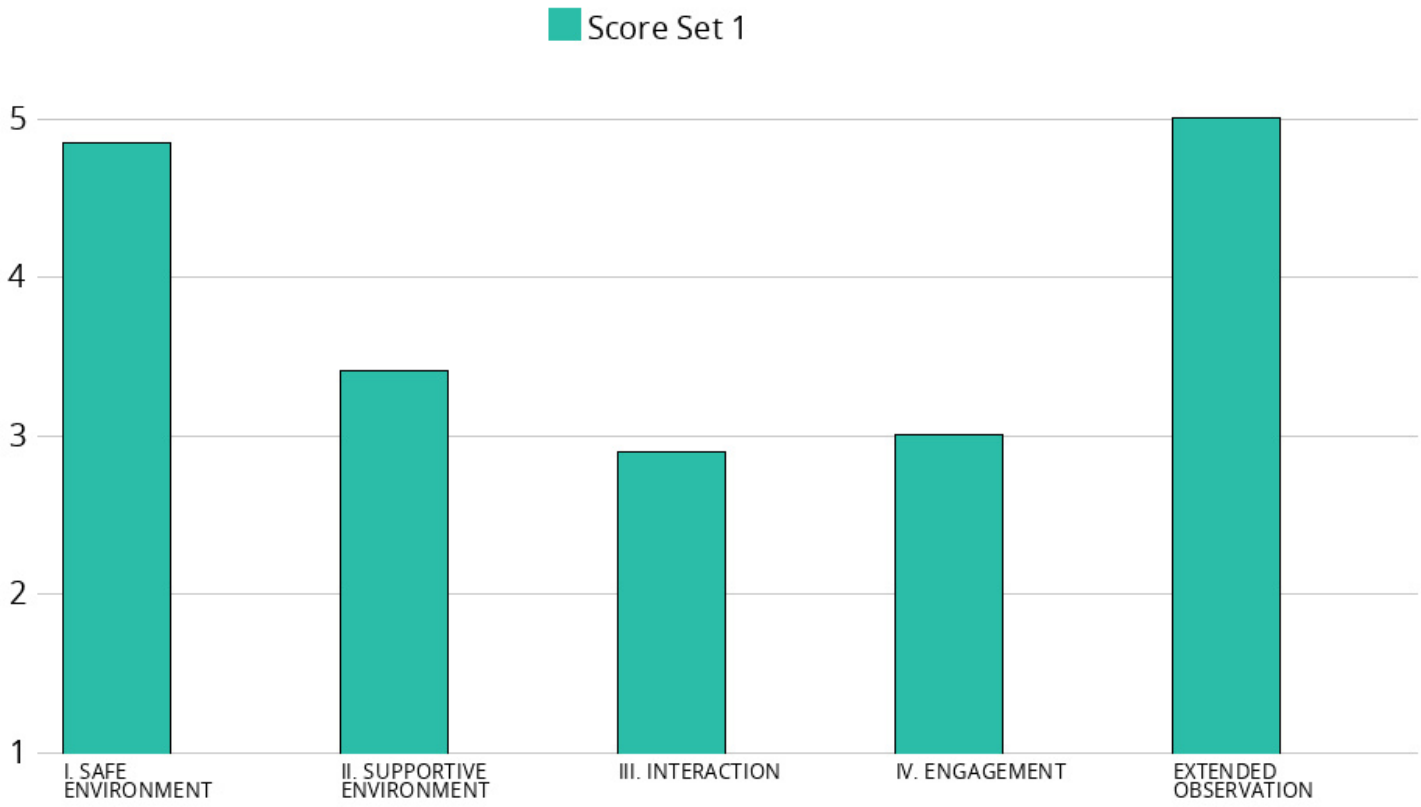
Program Observation Summary



Observation Identification	
	Score Set # 1
Tags:	External Bowling Green Elementary K to 6

Observation Details	
	Score Set # 1
PQA:	School-Age PQA Plus Extension
Date:	10/01/2025
Forms:	1 form
Offering:	STEM, Homework, Recreation, Snack

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Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.84**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.20
Accommodating Environment	5.00
Nourishment	5.00
II. SUPPORTIVE ENVIRONMENT	**3.40**
Warm Welcome	5.00
Session Flow	5.00
Active Engagement	1.00
Skill-Building	1.00
Encouragement	5.00
Child-Centered Space	N/A
III. INTERACTION	**2.89**
Manage Feelings	N/A
Belonging	3.00
School-Age Leadership	1.67
Interaction with Adults	4.00
IV. ENGAGEMENT	**3.00**
School-Age Planning	1.00
School-Age Choice	5.00
Reflection	1.00
Responsibility	5.00
EXTENDED OBSERVATION	**5.00**
Activity Structure	5.00
Homework Help	5.00
Recreation Time	5.00
Transitions	5.00

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Departure	5.00

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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		**4.20**
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	3.00
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

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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		**1.00**
1	Children engage with materials or ideas	1.00
2	Children talk about activities	1.00
3	(SA) Children make connections	1.00
Skill-Building		**1.00**
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	X
Encouragement		**5.00**
1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00
Child-Centered Space		**N/A**
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

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III. INTERACTION

		Score Set 1
Manage Feelings		**N/A**
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		**3.00**
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	1.00
School-Age Leadership		**1.67**
1	(SA) Practice group process skills	3.00
2	(SA) Opportunities to help another child	1.00
3	(SA) Structured opportunity to lead group	1.00
Interaction with Adults		**4.00**
1	(SA) Staff at eye level	5.00
2	(SA) Staff works side by side	1.00
3	(SA) Staff circulates	5.00
4	(SA) Staff interacts positively	5.00

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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		**5.00**
1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	5.00
Reflection		**1.00**
1	Intentional reflection	1.00
2	Multiple reflection strategies	1.00
3	Structured opportunities to provide feedback	1.00
Responsibility		**5.00**
1	(SA) Opportunities for routine tasks	5.00
2	(SA) Staff do not intervene intrusively	5.00

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EXTENDED OBSERVATION

		Score Set 1
Activity Structure		**5.00**
1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	5.00
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		**5.00**
1	Organized transition	5.00
2	Procedure communication	5.00
Departure		**5.00**
1	Organized departure process	5.00
2	Constructive activities while waiting	5.00
3	Parents acknowledged and updated	5.00

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Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

There was a positive emotional climate. Staff were warm and kind to the students, while students interacted positively towards each other and staff.

2 Lack of bias

No bias observed

Healthy Environment

1 Free of health and safety hazards

The programming space was free of health and safety hazards.

2 Clean and sanitary

The programming space was clean and sanitary.

3 Adequate ventilation and lighting

There was adequate ventilation and lighting in the programming space. No complaints were observed.

4 Comfortable temperature

The programming space was at a comfortable temperature. No complaints were observed.

Emergency Preparedness

1 Posted emergency procedures

The emergency procedures were posted by each classroom door.

2 Accessible fire extinguisher

The fire extinguisher was located in the hallway near the classrooms used by the program. It was accessible but not visible from the classroom.

3 Visible first-aid kit

First-aid kits were visible on the top of the carts that staff pushed around the classrooms. There was also a kit in the YMCA office.

5 Supervised indoor entrances

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Indoor entrances were locked and monitored by staff.

6 Supervised access to outdoors

The door to the playground was propped open so students could enter and exit when called for pickup. Staff could see the door but it was not actively monitored at all times as staff supervised the children.

Accommodating Environment

1 Sufficient Space

There is sufficient space for the program to do their activities.

2 Suitable Space

The space is suitable for the program's activities.

3 Enough comfortable furniture

Did not hear any complaints about the furniture being uncomfortable

4 Flexible physical environment

Tables, desks, and chairs can be moved around to accommodate the program's needs.

5 (SA) Appropriately sized furniture

The furniture is sized appropriately for the students.

Nourishment

1 Available drinking water

There was a water fountain located in the hallway and accessible to children.

2 Plentiful food and drink

All children were offered orange juice or water and a cheese stick.

3 Nutritious food and drink

All children were offered orange juice or water and a cheese stick.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Staff greeted the children as they entered the programming space, put their backpacks away and lined up in their groups.

2 Staff warm and respectful

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Staff were respectful to the children. They used a warm tone and respectful language as they interacted with the children.

3 Positive staff body language

Staff displayed positive body language as they interacted with the children.

Session Flow

1 Starts and ends on time

STEM session - green and orange Scheduled start time: 3:40 PM Actual start time: 3:37 Homework - red and blue Scheduled start time: 4:20 PM Actual start time: 4:24 PM Recreation - yellow and purple Scheduled start time: 5:00 PM Actual start time: 5:03 PM

2 Materials ready

Materials for the acids and bases with secret messages activity were ready and sitting on a cart to be distributed to the students to use.

3 Sufficient materials

There were sufficient materials for all students to participate.

4 Explains activities clearly

The staff explained the activity clearly. A staff member gave instructions for the acids and bases activity: "We're going to do two different kinds: lemon juice and grape juice. The heat will decode them. Two of them you'll do now. The other one you can take home to show mom and dad. Put your name on it somewhere little and lemon or grape. We'll use q-tips to write it and paint brushes to paint it so it won't take as long." Students understood the directions and started making their messages.

5 Appropriate time for activities

There was an appropriate amount of time for activities. For some children, they were picked up before they could finish the activity, but the activities were long enough for them to be completed.

Active Engagement

1 Children engage with materials or ideas

Did not observe children engaging with the materials (i.e. role play, projects, experiments, writing and illustrating stories, outside exploration)

2 Children talk about activities

Did not observe a structured opportunity for children to talk about what they are doing or describe their experiences

3 (SA) Children make connections

Did not observe children making connections to previous knowledge or experience

Skill-Building

1 Learning focus linked to activity

Did not observe a learning focus connected to an activity to develop skills

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2 Staff encourages youth to try skills

Did not observe staff encouraging youth to try skills

3 Staff models skills

Did not observe staff modeling skills

4 Staff breaks down tasks

Did not observe staff breaking down the tasks

Encouragement

1 Staff uses non-evaluative language

Staff comments: "You're being quiet, and I so appreciate it." "You're doing a good job. Thank you for sitting quietly." A student said, "No, thank you." Staff responded, "I like your manners." A staff commented, "Good job" after a student grabbed some paper towels to clean his table. When a student drew a drone in his picture, a staff member commented, "That's really creative. Good job."

2 Staff asks open-ended questions

Questions a staff member asked the students during the acids and bases: secret messages activity: "When would a time have been when they could have used this?"(the secret message with hidden ink) "What are some foods that you can eat or drink that are an acid?" "Do you know what baking soda does when used for cooking?" "What does 'saturation' mean?" "Do you think that fruit can be flammable? What does that mean?" "What do people use an iron them for?"

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Children had informal opportunities to get to know each through play and activities.

2 Inclusive relationships

Children played well together, and no exclusion behavior was observed.

3 Children identify with program

Children did not identify with program but also did not make any complaints about it

4 (SA) Structured small group activities

Did not observe children participate in structured small group activities

School-Age Leadership

1 (SA) Practice group process skills

Staff asked the students questions during the acids and bases activity and waited for a few students to answer.

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2 (SA) Opportunities to help another child

Did not observe children having opportunities to help other children

3 (SA) Structured opportunity to lead group

Did not observe children having structured opportunities to lead the group

Interaction with Adults

1 (SA) Staff at eye level

One staff member sat with a child while she read to the staff member. Another staff member sat with a student while he worked on a word search. She also sat with a couple students who were working on math facts.

2 (SA) Staff works side by side

Did not observe staff working side by side with the students

3 (SA) Staff circulates

Staff circulated during the STEM activity, homework, recreation and snack, interacting and checking in with children.

4 (SA) Staff interacts positively

Staff interacted positively with the children. Staff calmly reminded the children about how to walk in the hallways during the transitions.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Did not observe children planning

2 (SA) Multiple planning strategies used

Did not observe children planning

3 (SA) Share plans in tangible way

Did not observe children sharing plans

School-Age Choice

1 (SA) Authentic choices

All children were able to write or draw whatever they wanted for the secret messages.

2 (SA) Open-ended choices

Children were able to write or draw whatever they wanted for the secret messages. Their finished products after decoding the messages looked different.

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Reflection

1 Intentional reflection

Did not observe a reflection

2 Multiple reflection strategies

Did not observe a reflection

3 Structured opportunities to provide feedback

Did not observe structured opportunities for children to provide feedback

Responsibility

1 (SA) Opportunities for routine tasks

Children had opportunities for routine tasks such as throwing away their trash from snack. A couple children moved the trash can closer to the tables. One child grabbed some wipes to clean up the table. A few children held the door open for the rest of the group.

2 (SA) Staff do not intervene intrusively

Staff did not intervene while students were completing the tasks.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

Staff facilitated intentional learning activities to teach the students about acids and bases by making and decoding the secret messages. Students worked on homework, read books, and worked on math facts.

2 Different types of activities

The program involved a variety of different activities, including making and decoding messages, playing outside, and working on homework and educational activities.

3 Physical activity

Students participated in physical activity outside during recreation.

4 Time for free play

Each group had free play during recreation time outside on the playground. Students also had free play for the last session of the program before they were picked up.

5 Time for physical activity

Each group of students had a scheduled time for physical activity outside at the playground.

6 Communication of schedule and activity choices

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Staff communicated to the children when it was time to move from one room to another for a different activity. A staff member told her group, "Time to clean up to go to Ms. Martin's for STEM."

Homework Help

1 Readily available

Staff helped the children with homework. Others worked on educational activities such as reading or working on math facts.

2 Actively support children in learning

Staff supported the children as they worked on homework and educational activities. One staff listened while a child read to her. Another staff member gave the students math facts to practice.

3 Productive studying and learning environment

It was a productive studying and learning environment. Staff reminded children to focus on reading and encouraged them to keep working.

Recreation Time

1 Interacting with children

Staff interacted with the children during recreation time.

2 Positive supervision

Staff provided positive supervision while the children played during recreation time.

Transitions

1 Organized transition

Transitions were organized. Staff asked the children to line up in their group. Staff reminded them about how they should walk through the hallways quietly.

2 Procedure communication

Staff communicated to the children when it was time to move from one activity to another. A staff member said, "Time to clean up to go to Ms. Martin's for STEM."

Departure

1 Organized departure process

The departure process was organized. Parents arrived and were greeted by staff in the office. Staff notified each other by walkie talkies to send the children to the office for pick up.

2 Constructive activities while waiting

Children participated in activities until they were picked up.

3 Parents acknowledged and updated

Parents were acknowledged and updated when they arrived to pick up their children.

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