School-Age PQA Plus Extension Performance Report

Prepared for: Boncl Elementary K to 6

(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 11 / 18 / 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.

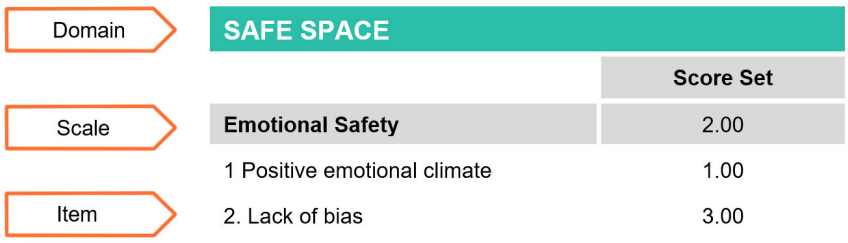
Domain Scores — Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.

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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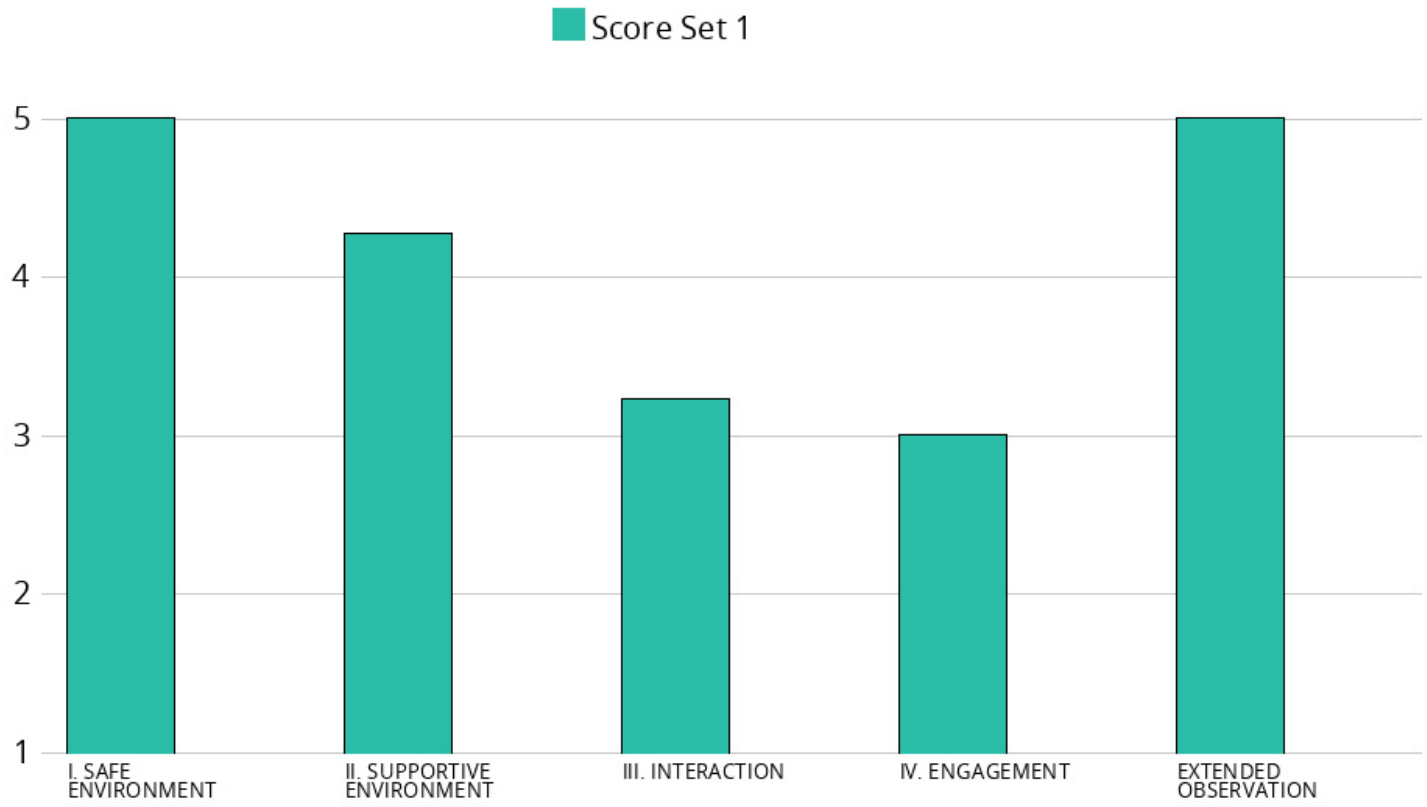
Program Observation Summary



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

Observation Details	
	Score Set # 1
PQA:	School-Age PQA Plus Extension
Date:	11/13/2025
Forms:	1 form
Offering:	Snack, Academic Support, Art, Physical Activity, Free Choice

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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	**4.27**
Warm Welcome	5.00
Session Flow	5.00
Active Engagement	2.33
Skill-Building	4.00
Encouragement	5.00
Child-Centered Space	N/A
III. INTERACTION	**3.22**
Manage Feelings	N/A
Belonging	3.00
School-Age Leadership	1.67
Interaction with Adults	5.00
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		**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

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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		**2.33**
1	Children engage with materials or ideas	5.00
2	Children talk about activities	1.00
3	(SA) Children make connections	1.00
Skill-Building		**4.00**
1	Learning focus linked to activity	1.00
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	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		**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

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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

Did not observe any bias

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

Emergency procedures were posted by doors in the classroom and in the gym.

2 Accessible fire extinguisher

There were several fire extinguishers in the hallway outside of the classroom and the gym. One was visible from the doorway of the room and accessible to staff.

3 Visible first-aid kit

Visible first-aid kits were located in the classroom by the sink and in the office space used by the program.

5 Supervised indoor entrances

Indoor entrances were locked and monitored by staff.

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6 Supervised access to outdoors

The outside entrance was locked. Staff used a key to re-enter the building after the walk outside.

Accommodating Environment

1 Sufficient Space

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

2 Suitable Space

The space was suitable for the program's activities.

3 Enough comfortable furniture

Did not hear any complaints about the furniture being uncomfortable

4 Flexible physical environment

The connected tables and benches can be moved as needed. Tables and chairs can also 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 were a couple water fountains located in the hallway and accessible to children.

2 Plentiful food and drink

All children were offered Goldfish or cheese crackers and milk.

3 Nutritious food and drink

All children were offered Goldfish or cheese crackers and milk.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

The teachers greeted the students individually as they lined up for the program. A teacher said, "How many friends do we have tonight?"

2 Staff warm and respectful

Staff were respectful to the children. They sat with the children and interacted with them positively. Students and staff talked about what they did at school, different foods they like or don't like, and decorating for Christmas.

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3 Positive staff body language

Staff displayed positive body language. They used a warm tone and maintained eye contact as they interacted with the children.

Session Flow

1 Starts and ends on time

Scheduled start time: 3:42 PM Actual start time: 3:42 PM Scheduled end time: 5:57 PM Actual end time: 5:37 PM - All students were picked up from the program.

2 Materials ready

Materials for the activities were ready. The supplies for the landscape activity were set out on a table. The worksheets used for academic support were set out in piles on the table.

3 Sufficient materials

There were sufficient materials for all students to participate.

4 Explains activities clearly

The teacher explained the fall landscape project, "Tonight, our project is art. We're going to draw a landscape. We're going to talk about foreground. Things up close will look close up to you on paper. The background will be farther away." "Draw a line. You can make it straight or wavy. A tree close to me would be bigger; a tree farther away would be smaller. We're going to go for a walk. We'll walk down the sidewalk and back in the other door." As they stood outside, "Look at the fall trees. Some trees have no leaves; some have some leaves. In a minute, you'll get to draw the trees how you want to draw them." Students understood and did not ask clarifying questions.

5 Appropriate time for activities

There was an appropriate amount of time for activities. Children were able to finish their landscape pictures during the session.

Active Engagement

1 Children engage with materials or ideas

Children learned about fall landscape including terms such as foreground, background, and mid ground. They looked around outside the school for inspiration for their landscape drawings.

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 - The teacher said, "We're going to draw a landscape, and we're going to talk about foreground."

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2 Staff encourages youth to try skills

Staff made suggestions about how students could improve their fall landscape drawings: "Once you sketch it out, then you have to decide what to put in your foreground. Do you want flowers, maybe a squirrel?" "You could draw some branches and do some splotches to not have to make as much detail." "Are you going to have any clouds? You could make a sunset with the pretty colors." "Are you going to give your squirrel some ears or some fluff?" After a teacher noticed that a student was drawing a squirrel, she found a book on the shelf with a picture of a squirrel and handed it to him for inspiration. She also found a book with a tree that lost all its leaves to show another student. "You could make a line across if it's farther away to make the pond."

3 Staff models skills

Staff drew a fall landscape with some hills and trees on the board to model some ideas for students to use to draw their landscape pictures.

4 Staff breaks down tasks

Staff gave the directions, "First, you want to draw a line across. If you want hills, you're going to draw some lines that are over the horizon line. Once you sketch it out, then you have to decide what to put in your foreground. Do you want flowers, maybe a squirrel? It's fall, so what did our trees look like? You can pick a jar of colored pencils, markers, crayons or paint sticks."

Encouragement

1 Staff uses non-evaluative language

"You guys are really good on your sight words." As a teacher worked on sight words with a student, she said, "You're pretty smart. You could win them all." "You got them all!" When two students played good fish with their sight words and asked very politely if the other student had the words they needed, a teacher said, "Good manners." "I like how he separated them so you can see your matches." Comments about the fall landscape: "You're doing some 3-D. You're making things more fun. What are you going to put in your picture? That sounds cool." "I like your road. That looks really cool." "Are you going to have any clouds? You could make a sunset with the pretty colors." "What are you drawing now?"

2 Staff asks open-ended questions

Questions a teacher asked a student about his book: "Why was Phil not ready to sing?" "Why couldn't he drink the milk?" "What did he do with the pebbles?" The teacher asked the other two younger children about their book as well. As the students looked around outside, a teacher asked, "What's close up?" "It's fall, so what do our trees look like?" "What are you making?"

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.

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4 (SA) Structured small group activities

Did not observe children participating in structured small group activities

School-Age Leadership

1 (SA) Practice group process skills

Staff asked the children about what they saw around them while they walked outside to talk about fall landscape. Children responded about what they saw around them and shared ideas about what they could put on their landscape drawings.

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

The teachers sat at eye level with the students during snack, homework help, and art. They sat at the tables with the children while they worked on homework and colored their fall landscapes.

2 (SA) Staff works side by side

One teacher played a math game with a student. The other teacher sat with the younger students while they played go fish with their sight words and read books to her.

3 (SA) Staff circulates

Staff circulated during physical activity and art. They looked at the children's drawings and asked them questions about them.

4 (SA) Staff interacts positively

The staff interacted positively with the students.

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

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School-Age Choice

1 (SA) Authentic choices

Students drew a fall landscape. All students chose what to add to their landscape, such as trees, a pond, birds, the sky and more.

2 (SA) Open-ended choices

Students colored the fall landscapes they designed using different colors of crayons, colored pencils, markers or paint sticks. Staff told a student, "You can do it however you want. You've had more art classes."

Reflection

1 Intentional reflection

Did not observe a reflection where youth shared about what an activity meant to them and what they can learn from it

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

Students threw away their trash from snack. After they colored their fall landscape, students used a Clorox wipe to clean off the table. A student helped to clean the board where the teacher had drawn the fall landscape ideas. Another student helped put the chairs back under the tables. They picked up the cars before they left the program.

2 (SA) Staff do not intervene intrusively

Staff did not intervene intrusively.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

Staff facilitated intentional learning activities where students learned through play and activities.

2 Different types of activities

The program involved a variety of different activities, including homework help, go fish with sight words, drawing and coloring a landscape picture, and playing with cars.

3 Physical activity

Students participated in physical activity while running around the gym and playing scooter tag. They also took a walk outside to look at their surroundings for ideas for their fall landscape.

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4 Time for free play

Students had free time to play cars until they were picked up.

5 Time for physical activity

Students had about 25 minutes for physical activity.

6 Communication of schedule and activity choices

Staff communicated the schedule and their activity choices to the students. After a student finished his homework, the teacher asked if he wanted to do a crossword puzzle, word search, or math game. "We're going for a walk. We'll walk down the sidewalk and back in the other door." "It looks dark for going outside. We're going to go to the gym. Then at free choice, you can finish your picture if you want." "So we're going to head back to room."

Homework Help

1 Readily available

Staff helped the students with their homework. Students read books to the teachers who asked them questions and signed off on their book to verify that the students read the books.

2 Actively support children in learning

The teachers worked with the children and actively supported their learning. The students read books to them, and staff asked them questions about the stories.

3 Productive studying and learning environment

It was a productive studying and learning environment. Noise was kept to a minimum, and the teachers helped to keep the students on task.

Recreation Time

1 Interacting with children

Staff interacted with the children during free time. They talked to the children about the tracks and how they could be set up.

2 Positive supervision

Staff provided positive supervision during the free time.

Transitions

1 Organized transition

Transitions were organized. Teachers asked the group to line up and then they walked between the gym and the classroom.

2 Procedure communication

Transitions were organized. Staff communicated when it was time for the students to switch from the gym to the classroom. "We're going to go to the gym." "Line up on the red line. It looks like you could use a drink of water on the way. We're going to head back to the room."

Departure

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1 Organized departure process

A parent called the office when they arrived to pick up their child. The teacher received a message over the walkie talkies. She told the student that he were leaving, and he gathered his belongings. The teacher supervised as the student walked down the hallway towards the exit to meet his parent.

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. Staff talked to parents when they called to let them know that they were there to pick up their children.

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