School-Age PQA Plus Extension Performance Report

Prepared for: Clopton Elementary K to 6

(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 1 / 5 / 2026

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.

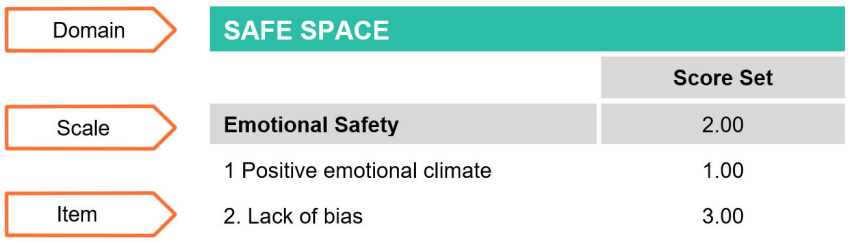
Domain Scores — Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.

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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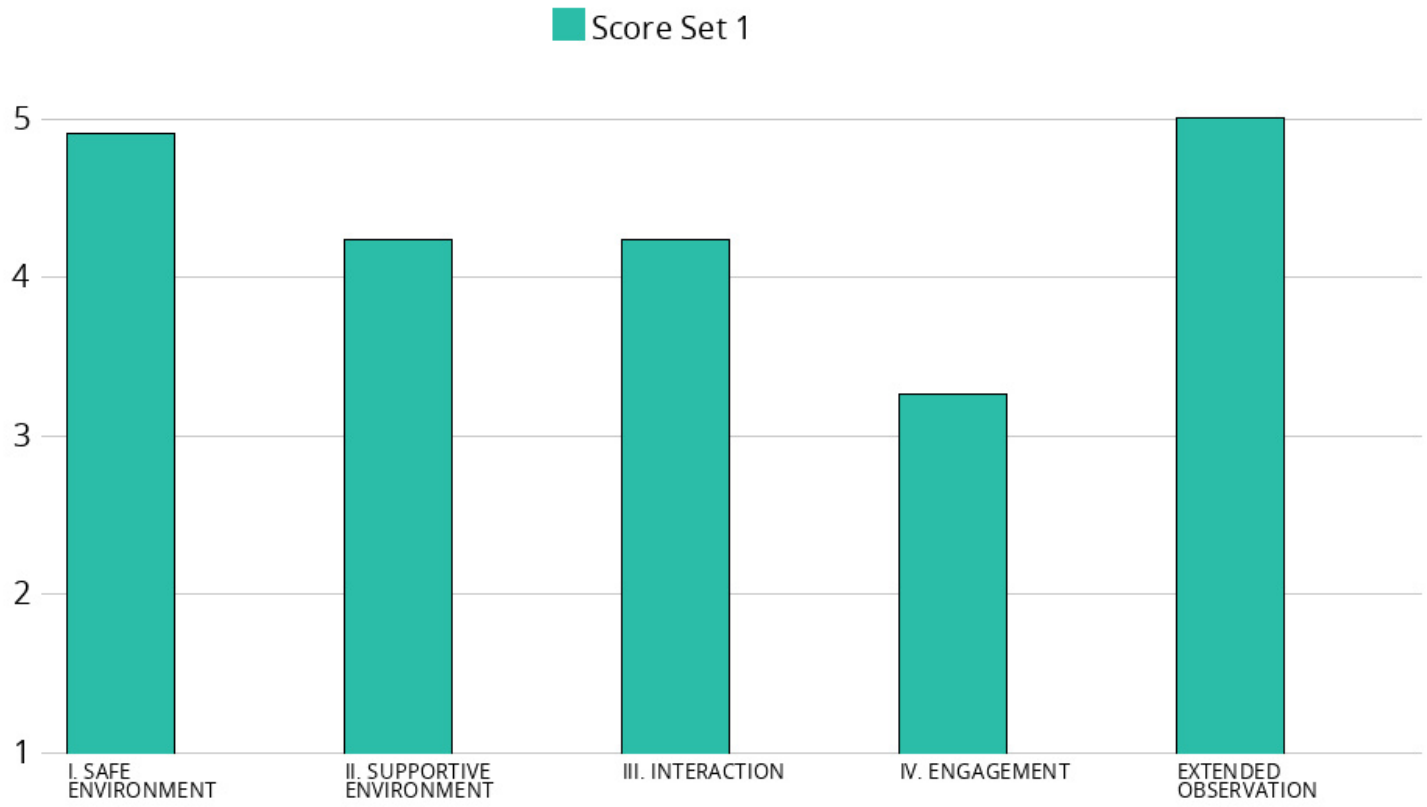
Program Observation Summary



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

Observation Details	
	Score Set # 1
PQA:	School-Age PQA Plus Extension
Date:	12/04/2025
Forms:	1 form
Offering:	Snack, Homework, STEM activity, Choice time

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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	**4.22**
Warm Welcome	5.00
Session Flow	5.00
Active Engagement	4.33
Skill-Building	1.00
Encouragement	5.00
Child-Centered Space	5.00
III. INTERACTION	**4.22**
Manage Feelings	N/A
Belonging	4.00
School-Age Leadership	3.67
Interaction with Adults	5.00
IV. ENGAGEMENT	**3.25**
School-Age Planning	1.00
School-Age Choice	4.00
Reflection	3.00
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		**4.50**
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

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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		**4.33**
1	Children engage with materials or ideas	5.00
2	Children talk about activities	3.00
3	(SA) Children make connections	5.00
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		**5.00**
1	(SA) Well-defined interest areas	5.00
2	(SA) Sufficient materials in interest areas	5.00
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	5.00
5	(SA) Open-ended materials	5.00
6	(SA) Easily accessible materials	5.00
7	(SA) Thirty minutes interest-based activities	5.00

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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		**4.00**
1	Opportunities for children to get to know each other	5.00
2	Inclusive relationships	5.00
3	Children identify with program	3.00
4	(SA) Structured small group activities	3.00
School-Age Leadership		**3.67**
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	1.00
3	(SA) Structured opportunity to lead group	5.00
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		**4.00**
1	(SA) Authentic choices	3.00
2	(SA) Open-ended choices	5.00
Reflection		**3.00**
1	Intentional reflection	5.00
2	Multiple reflection strategies	3.00
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 the doors of the programming space.

2 Accessible fire extinguisher

A fire extinguisher was located in the hallway. While it was not visible from each classroom, it was accessible to staff.

3 Visible first-aid kit

The first-aid kit was visible on the top of the cabinet.

5 Supervised indoor entrances

Indoor entrances are locked and monitored by staff.

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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

Tables 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 pretzels, a cheese stick, and Capri Sun juice.

3 Nutritious food and drink

All children were offered pretzels, a cheese stick, and Capri Sun juice.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Staff greeted the children as they entered the programming space. One staff member said their names as they took attendance. A staff member said, "Hi, friends" as the students entered. As a group of boys entered, the staff said, "Hi, boys."

2 Staff warm and respectful

Staff were respectful to the children. They sat with the children and interacted with them positively.

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.

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Session Flow

1 Starts and ends on time

Scheduled start time: 3:39 PM Actual start time: 3:36 PM - Children walked into the cafeteria. STEM Activity Scheduled start time: 4:00 PM Actual start time: 4:03 PM Scheduled end time: 5:24 PM Actual end time: 5:23 PM

2 Materials ready

Materials for the STEM activity were ready. The teacher retrieved the ice during snack time so it could be carried over during the transition time between snack and the STEM activity. The cups and items to test were ready to be used when the experiment started.

3 Sufficient materials

There were sufficient materials for all children to participate.

4 Explains activities clearly

The teacher explained the STEM activity, "We're going to do an experiment today. For our experiment, this is called an ice melt challenge. We are going to figure out what is going to melt the ice the fastest. I went into my STEM cabinet and found some different things: baking powder, dry yeast, sugar, baking soda, and salt. What do we know about experimenting?" The students understood the activity and did not ask clarifying questions.

5 Appropriate time for activities

There was an appropriate amount of time for activities. There was enough time for the experiment to be conducted, and students finished their homework.

Active Engagement

1 Children engage with materials or ideas

Children were engaged in an experiment to test which item melted ice the fastest.

2 Children talk about activities

During the STEM activity, the teacher asked the students about their hypothesis, and they talked about the experiment as it was happening. Several students shared which item they thought would melt the ice the fastest.

3 (SA) Children make connections

The teacher asked the students, "What do we know about experimenting?" A few students responded. "The experiment should have a hypothesis." "It's doing research." "It should be under adult supervision." Another student mentioned other experiments he had done in the past.

Skill-Building

1 Learning focus linked to activity

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

2 Staff encourages youth to try skills

Did not observe staff encouraging youth to try to do something new, improve their performance in some way, or do their best

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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

As a student carried the ice over to the other building, the teacher said, "He's very strong. He's a good helper." "You're pretty good at math. I'm so proud of you." After the STEM activity, the teacher said, "Good job, guys. Thank you so very much." "I'm glad you enjoyed the experiment." A staff member said to the teen leader for the STEM activity, "(Name), thank you for your help."

2 Staff asks open-ended questions

The teacher asked a few students, "Can you explain TAPS to me?" "What do we know about experimenting?" "What else do I need when I'm experimenting?" "What was our hypothesis?" "Why would I have one that is nothing but plain ice?" "Why would they need to be the same amount of ice?" "Look at my cups. What do you notice?"

Child-Centered Space

1 (SA) Well-defined interest areas

There was a bookcase filled with books near a rug where children could sit and read. The art supplies were organized on shelves where students could access them. Games were kept along the wall for children to use them. Balls and other equipment for physical activity were located in a corner of the room. In the other classroom, there was comfortable seating in a corner for students to sit. There were tables, chairs and desks in the room as well.

2 (SA) Sufficient materials in interest areas

There were enough materials and space to accommodate several children at one time in the interest areas.

3 (SA) Children's work displayed

Children's art work was displayed on the cabinet doors. A bulletin board in the hallway was decorated with the glitter stockings that the children made.

4 (SA) Children select displays

The site director said that the children decide if they want to hang their work on the cabinets.

5 (SA) Open-ended materials

Children have access to a wide variety of art supplies, building materials, and balls that they can design with and play.

6 (SA) Easily accessible materials

Children used the iPads and were able to easily access them. The supplies on the shelves were easily accessible to the students.

7 (SA) Thirty minutes interest-based activities

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The students were given time for free choice where they could pick what they wanted to do.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Staff asked the children, "Tell your neighbor what is something you purchased at the holiday shop." A few children shared out what their partner purchased.

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 participating in structured small group activities - The children informally formed groups while they worked on homework and had free choice.

School-Age Leadership

1 (SA) Practice group process skills

All students were asked to briefly tell their neighbor what they purchased at the holiday show that day at school. Students raised their hands as the teacher picked a few students to share what their partner purchased with the whole group. The students worked in a small group for the STEM activity where they helped to conduct the experiment to determine which item melted ice faster. They participated in a discussion about the experiment.

2 (SA) Opportunities to help another child

Did not observe children having opportunities to show or demonstrate to another child one-on-one how to do something

3 (SA) Structured opportunity to lead group

A teen wanted to help to lead the STEM activity with the teacher for the group of younger students. The teacher asked a student to help lead the exercises that the group did before the STEM activity started.

Interaction with Adults

1 (SA) Staff at eye level

A teacher sat with the students and showed them pictures from the STEM activity. When the staff talked with the children, they frequently bent over to speak with them at eye level. A staff member sat at the table with the children while they made their glitter ornaments.

2 (SA) Staff works side by side

A staff member sat at the table with the children while they made their glitter ornaments.

3 (SA) Staff circulates

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Staff circulated during snack, STEM activity, homework help and free choice. They moved around the room and interacted with the students.

4 (SA) Staff interacts positively

Staff interacted positively with the children. Staff took an interest in what they were doing and asked them questions, such as what songs they will be singing at the upcoming concert.

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

The children were given cut-outs of ornaments and they decorated them with glitter.

2 (SA) Open-ended choices

The children choose the color of glitter and how they wanted to use it to decorate their ornaments.

Reflection

1 Intentional reflection

After the STEM activity, the teacher led a reflection with the students. She asked them what they thought they could improve on the experiment.

2 Multiple reflection strategies

The reflection strategy was a verbal reflection.

3 Structured opportunities to provide feedback

Did not observe structured opportunities for children to provide feedback

Responsibility

1 (SA) Opportunities for routine tasks

All children threw away their trash from snack. A teacher asked a student to carry the ice over to the programming space. A student held the door for the group as they transitioned to the programming space. Some children helped to clean up the

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supplies used for the STEM activity. Students returned the iPads to the case after they were finished using them.

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 where students learned through play and activities.

2 Different types of activities

The program involved a variety of different activities, including a STEM activity, homework help, educational activities, and choice time.

3 Physical activity

Some children played a game that involved physical activity. One child looked away while the other children moved around over a rug with different colors. When a staff member said to stop, the children stopped on a colored circle. The child who was turned away called a color. The child who was standing on that color took a turn to guess the color.

4 Time for free play

Children had time for free play during choice time. They played a game with colored circles, played on an ipad, and made glitter ornaments.

5 Time for physical activity

Children had time for physical activity while they played the game with the colored circles since it involved moving around the rug.

6 Communication of schedule and activity choices

After snack ended, the teachers called the students by grade levels to line up. Then they walked from the cafeteria to the programming space. As the STEM activity began for the older students, the teacher said, "Stand on silver line facing me. We are going to get our mind stimulated by doing some exercising." When the STEM activity ended and it was time to transition, the teacher said, "Bus riders need to line up. Get coats and line up at the next door. Other kids can play."

Homework Help

1 Readily available

The staff helped the students with their homework and other educational activities, such as practicing math facts.

2 Actively support children in learning

Staff actively supported children in learning. They helped them with any questions.

3 Productive studying and learning environment

It was a productive studying and learning environment. Students were focused on their tasks.

Recreation Time

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1 Interacting with children

Staff interacted with the children during recreation time. They talked with them while they played the circle game and games on the iPad.

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 and walk through the hallways over to the other building.

2 Procedure communication

Staff communicated with the students about what they should do in the transition. Staff instructed them to stay on the sidewalk and avoid the ice while they walked outside to the other building.

Departure

1 Organized departure process

The departure process was organized. Parents arrived and were greeted by staff. They came inside the programming space and signed out their children on the clipboard. Staff notified the children that their parents were there to pick them up. Children gathered their backpacks and met their parents to leave.

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 greeted them as they waited for their children to meet them.

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