School-Age PQA Plus Extension Performance Report

Prepared for: Louisiana Elementary K to 6

(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 11 / 13 / 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.

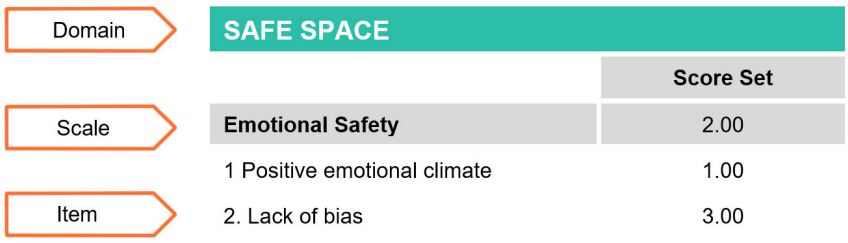
Domain Scores — Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.

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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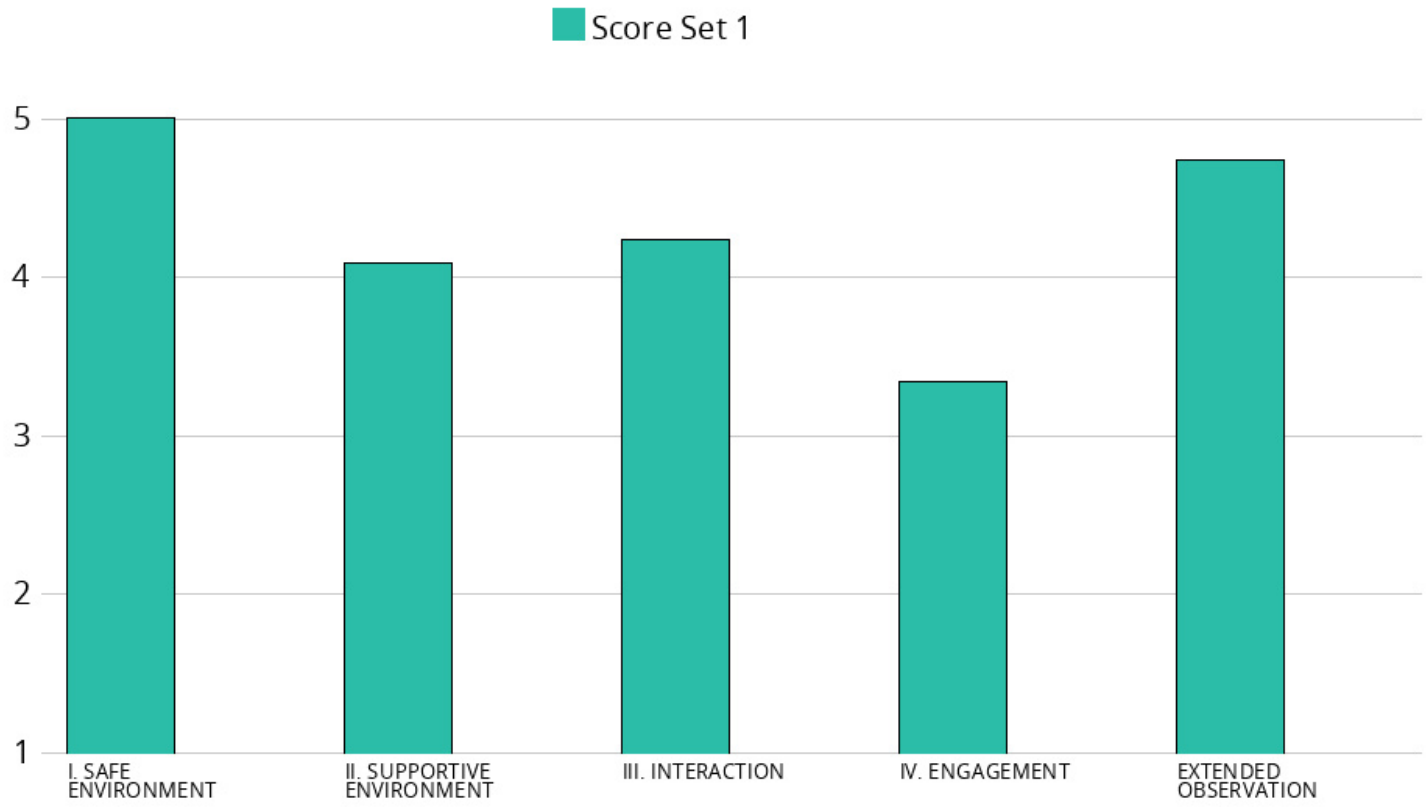
Program Observation Summary



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

Observation Details	
	Score Set # 1
PQA:	School-Age PQA Plus Extension
Date:	11/06/2025
Forms:	1 form
Offering:	Snack, Homework help, Technology, Choice time

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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	**4.08**
Warm Welcome	4.33
Session Flow	5.00
Active Engagement	3.67
Skill-Building	3.40
Encouragement	4.00
Child-Centered Space	N/A
III. INTERACTION	**4.22**
Manage Feelings	N/A
Belonging	4.00
School-Age Leadership	3.67
Interaction with Adults	5.00
IV. ENGAGEMENT	**3.33**
School-Age Planning	1.00
School-Age Choice	5.00
Reflection	2.33
Responsibility	5.00
EXTENDED OBSERVATION	**4.73**
Activity Structure	3.67
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	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		**4.33**
1	Children greeted	3.00
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		**3.67**
1	Children engage with materials or ideas	5.00
2	Children talk about activities	5.00
3	(SA) Children make connections	1.00
Skill-Building		**3.40**
1	Learning focus linked to activity	1.00
2	Staff encourages youth to try skills	5.00
3	Staff models skills	1.00
4	Staff breaks down tasks	5.00
5	Support for struggling children	5.00
Encouragement		**4.00**
1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	3.00
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		**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		**3.67**
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	5.00
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		**2.33**
1	Intentional reflection	3.00
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		**3.67**
1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	1.00
4	Time for free play	5.00
5	Time for physical activity	1.00
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 on the wall of the programming space.

2 Accessible fire extinguisher

A fire extinguisher was visible in the cafeteria. There was also a fire extinguisher in the hallway that was accessible to staff.

3 Visible first-aid kit

A first-aid kit was visible on the desk in the cafeteria and on a shelf in the YMCA classroom.

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

The tables and chairs in the cafeteria and the YMCA classroom could be moved as needed for the program's activities.

5 (SA) Appropriately sized furniture

The furniture was sized appropriately for the students.

Nourishment

1 Available drinking water

There was a water fountain that was visible from the cafeteria. There was a fountain in the hallway that was accessible to children from the YMCA classroom.

2 Plentiful food and drink

All children were offered Goldfish crackers and applesauce.

3 Nutritious food and drink

All children were offered Goldfish crackers and applesauce.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

One staff member greeted most of the children. She typically works the morning and was subbing that day. They had not seen her in a while, so many wanted to give her a hug. Another staff member asked the children to take a seat as they entered.

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

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children.

Session Flow

1 Starts and ends on time

Snack Scheduled start time: 3:30 PM Actual start time: 3:25 PM - A few students passed out napkins and snacks to the other children. Homework help Scheduled start time: 3:45 PM Actual start time: 3:38 PM - Staff tells a group of students that they should focus on their reading and can move to the next table. Technology (ScratchJr Programming) Scheduled start time: 4:00 PM Actual start time: 4:10 - Students moved into the YMCA classroom to start the ScratchJr programming activity. Scheduled end time: 5:30 PM Actual end time: 5:30 - Students were all picked up.

2 Materials ready

Materials for the program were ready before it started. The materials for homework help were on the cart for staff to distribute to students. Staff worked on getting them ready while the students ate their snacks. The tablets for ScratchJr were ready, and a staff member distributed them to students since they needed to have the same one that they used before to continue on their programs.

3 Sufficient materials

There were sufficient materials for all students to participate. Students worked in pairs to have enough tablets for ScratchJr.

4 Explains activities clearly

Staff explained the ScratchJr programming activity, "We are continuing our coding project that we have been working on. You need the exact same computer. We have some littles who were not here last time. They will need to partner with a big to work on them." Students understood and started working on their programs once they had the tablets.

5 Appropriate time for activities

There was an appropriate amount of time for activities. Students were able to make good progress on their ScratchJr programs.

Active Engagement

1 Children engage with materials or ideas

Children engaged with programming their characters on ScratchJr. They designed background and characters. They added motions to their characters to create an animation.

2 Children talk about activities

Children worked in pairs on the ScratchJr programming. They talked about the backgrounds and characters that they would add to their programs.

3 (SA) Children make connections

Did not observe children making connections to previous knowledge or experience

Skill-Building

1 Learning focus linked to activity

Staff said, "We are continuing our coding project that we have been working on." There was not a learning focus connected to an activity to develop skills.

2 Staff encourages youth to try skills

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Staff encouraged the children to add more components to their program. "Did you add motions to your cat?" "Are you going to make it move or what are you going to do?" "Are you adding more to your picture?" Staff shared another way to accomplish a task to a student, "Remember that you can you can change your number over here instead of putting two in. You can change your number over here if you want him to loop around." When a student asked how to perform a task, such as deleting a character or making two items move at once, staff asked a student to share how to do that with the entire group.

3 Staff models skills

A staff member showed the children her ScratchJr program but did not demonstrated or model how to do the programming.

4 Staff breaks down tasks

Staff explained how to start working on a ScratchJr program, "Create a project. You can use the cat or get different animals. To start, bring down the flag. Go to the tools to make the different motions. Up here you can find the background."

5 Support for struggling children

Two staff members sat with the children to help if they had any questions with the programming. The third staff member circulated around the room.

Encouragement

1 Staff uses non-evaluative language

Staff comments made during the Technology (ScratchJr) activity: "Oh wow. Nice dragon." When a student showed the staff a picture he made, she asked, "Are you going to make it move or what are you going to do?" During Choice time, staff said, "You guys like to drive cars." "I hope they turn out to be really great drivers because they love the racing games." As a student showed a staff member his game, she asked, "So it just keeps going back and forth between all of them? Very cool." "What games are you playing?"

2 Staff asks open-ended questions

There was limited use of open-ended questions. When a student shared that he figured out how to duplicate a character, staff asked him, "How did you do it?" "Can you start out with one and show me how you copied it?" "What were you trying to do?"

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Children had informal opportunities to get to know each through the 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

Children worked in pairs on programming ScratchJr. Staff assigned them partners and distributed the tablets they had used before, so they could continue working on their programs.

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School-Age Leadership

1 (SA) Practice group process skills

Children worked in pairs during the programming ScratchJr activity. They practiced their communication skills, shared their ideas with others, and took turns with their partner.

2 (SA) Opportunities to help another child

When students asked a question about programming in ScratchJr, such as how to delete a character or how to make two characters move at one time, staff asked the other youth if they knew how and encouraged them to help the student who asked the question.

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 at the table with the children and one sat on the floor with the older children to help them while they programmed on ScratchJr. A staff member also sat at the table during snack to talk to a student.

2 (SA) Staff works side by side

One staff member designed a ScratchJr program while the students were working. She showed her program to the students as an example. Another staff member worked with a student who did not have a partner and helped him with ScratchJr.

3 (SA) Staff circulates

Staff members circulated during homework time to help students with questions and help to keep them on task. One staff member circulated during the Scratch programming activity while the other two sat with the children.

4 (SA) Staff interacts positively

Staff interacted positively with the children.

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

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1 (SA) Authentic choices

Children made choices about their programming on ScratchJr. They picked the existing characters and backgrounds or made their own. They worked on coding actions for the characters too.

2 (SA) Open-ended choices

Children could deign their ScratchJr programs however they wanted. There were no restrictions put on how they should make their programs. They worked on designing the program with characters and backgrounds and added actions to their characters.

Reflection

1 Intentional reflection

Staff asked the students, "Who learned something new on your coding?" A couple students responded about what they learned. There was not an opportunity for all students to share what they learned.

2 Multiple reflection strategies

Staff used a verbal reflection method.

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 the snack. They put away their materials from homework help. A few youth passed out the snack and napkins. Another youth pushed the cart from the cafeteria to the YMCA classroom.

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 homework help and reading, programming with ScratchJr and choice time on the tablets.

3 Physical activity

Did not observe physical activity

4 Time for free play

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Students had about 30 minutes of choice time on the tablets if they were not picked up before then.

5 Time for physical activity

Did not observe physical activity

6 Communication of schedule and activity choices

"We are continuing our coding project that we have been working on. You need the exact same computer. We have some littles who were not here last time. They will need to partner with a big to work on them." "You may close out of coding. You can have free time on the tablets."

Homework Help

1 Readily available

Staff helped the children with their homework and other educational activities, such as reading a book.

2 Actively support children in learning

Staff supported the youth in their learning. They circulated as the students worked, answered questions and helped to keep them on task.

3 Productive studying and learning environment

There was a productive studying and learning environment. It was fairly quiet and students were able to stay on task with their homework or reading.

Recreation Time

1 Interacting with children

Staff interacted with the children while they had choice time on the tablets to play games. Staff asked what games they were playing. One staff member sat with the children while they played games.

2 Positive supervision

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

Transitions

1 Organized transition

As students finished their snack, staff let them know that they could move over to the next table or the carpet area for homework help. As it was time to prepare to transition, staff told a few students at a time that they could pack up their supplies from homework and reading and line up. Once the students were lined up, the staff led them towards the YMCA classroom. The students sat on the benches outside the classroom during the bathroom break. After they finished the bathroom break, they went inside the YMCA classroom.

2 Procedure communication

Staff told students, "You can start putting your books up." "Start packing up your stuff and line up." After they went to the bathroom, staff told them they could go inside the YMCA classroom.

Departure

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1 Organized departure process

When parents arrived, they rang a doorbell. Staff acknowledged them from the computer and opened the door electronically. Parents came to the cafeteria or YMCA classroom to meet their children. Staff recorded the time that the students were picked 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. Staff greeted them as they waited for their children to meet them near the door. Staff asked several children if they wanted to show their ScratchJr program to their parents and many did.

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