



School-Age PQA Plus Extension Performance Report

Prepared for: Frankford Elementary K to 6
(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 10 / 28 / 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

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.

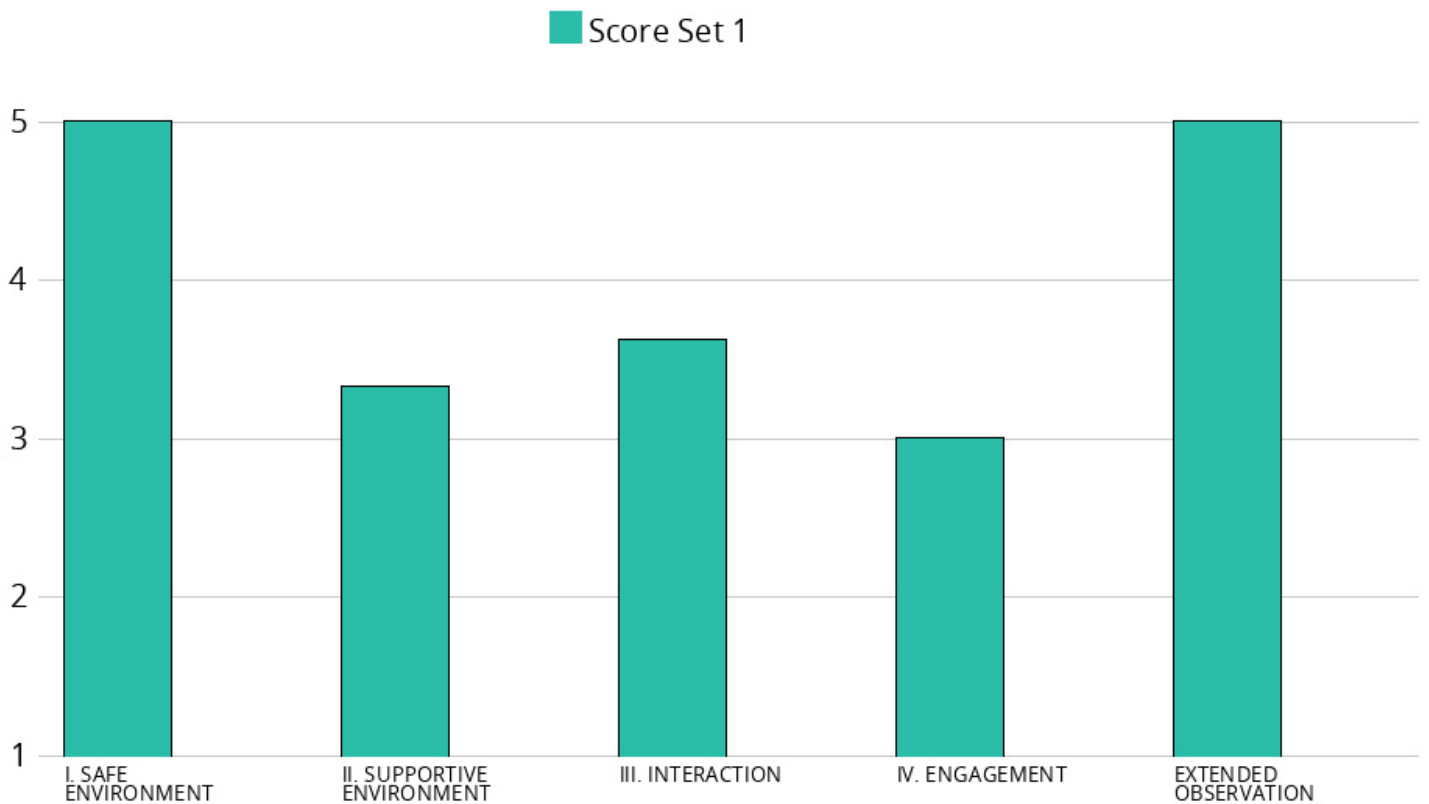
| | |
|----------------------|--|
| Domain Scores | Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used. |
| Scale Scores | Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table 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

| | | |
|--------|------------------------------|------------------|
| Domain | SAFE SPACE | |
| | | Score Set |
| Scale | Emotional Safety | 2.00 |
| | 1 Positive emotional climate | 1.00 |
| Item | 2. Lack of bias | 3.00 |

Program Observation Summary



Observation Identification

Score Set # 1

Tags: External
Frankford Elementary K to 6

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 10/21/2025
Forms: 1 form
Offering: Snack, Homework Help, Outdoor Recess, Art

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

3.32

| | |
|----------------------|------|
| Warm Welcome | 5.00 |
| Session Flow | 4.60 |
| Active Engagement | 1.00 |
| Skill-Building | 1.00 |
| Encouragement | 5.00 |
| Child-Centered Space | N/A |

III. INTERACTION

3.61

| | |
|-------------------------|------|
| Manage Feelings | N/A |
| Belonging | 4.50 |
| School-Age Leadership | 2.33 |
| 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 |

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 |

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 | | 4.60 |
| 1 | Starts and ends on time | 3.00 |
| 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 |

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 | | 4.50 |
| 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 | 5.00 |
| School-Age Leadership | | 2.33 |
| 1 | (SA) Practice group process skills | 5.00 |
| 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 |

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 |

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 |

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

The emergency procedures were posted on the door of the cafeteria.

2 Accessible fire extinguisher

A fire extinguisher was visible and accessible in the corner of the cafeteria.

3 Visible first-aid kit

Two first-aid kits were visible and accessible on the cart. A larger first-aid kit was visible in the office on top of the refrigerator.

5 Supervised indoor entrances

Indoor entrances are locked and monitored by staff.

6 Supervised access to outdoors

The outside entrance to the playground was locked. Staff had a key to reenter the building.

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

The connected tables and benches can be moved as needed.

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. It was visible from the door of the programming space.

2 Plentiful food and drink

All children were offered a yogurt.

3 Nutritious food and drink

All children were offered a yogurt.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

A staff member greeted every child by name and talked with them as they entered the programming space.

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.

Session Flow

1 Starts and ends on time

Program start Scheduled start time: 3:10 PM Actual start time: 3:05 PM - One student arrived in the cafeteria. More students started to arrive after that. 2nd session Scheduled start time: 3:30 PM Actual start time: 3:35 PM - Staff started reading a Halloween book to the students. 3rd session Scheduled start time: 4:00 PM Actual start time: 4:11 PM - Students started to transition to homework help. 4th session - Outdoor recess Scheduled start time: 4:30 PM Actual start time: 4:45 PM

2 Materials ready

Most of the materials were in the room and staff could easily grab them for the activity. One staff member left to grab the black paper. Students were able to continue working on their haunted house pictures and were not waiting for the paper. Some of the supplies were on a cart that was pulled out of the office.

3 Sufficient materials

There were sufficient materials for all students to participate.

4 Explains activities clearly

Students were given an orange piece of paper. Staff instructed, "The first thing you're going to do is trace your hand. Do the one you don't write with. Put your hand on your paper. Keep your fingers spread out. Go slow. It doesn't have to be perfect. Then we'll draw a line under your hand that the house sits on. You'll add triangles on your fingers to make the roof. You can add windows. Then you can add some scenery, maybe a scary cat." The students understood and did not ask clarifying questions.

5 Appropriate time for activities

There was an appropriate amount of time for activities. Children had enough time to finish their haunted house pictures before moving on to homework help.

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

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

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

Comments made by staff while students worked on their haunted house pictures: "Yours looks like a spooky hill." "You did pretty good. That's a good hand. Looks great." "What are you making?" "I love that. What do you have outside your house? Very good." "I like your ghost. I love it. I see your witch and your broom. Where did you come up with that? Is it a road? I like that." When children showed staff their pictures, they said, "Beautiful." "You did good." When staff helped a few students with their homework and they read their stories, staff said, "I like it. That's a fun project." "Good job so far."

2 Staff asks open-ended questions

Questions asked during the discussion where each student shared their favorite Halloween book: "What's your favorite Halloween story?" "What happens after winter comes?" "What happens at the end of the story when he walks back out to the garden? What does he find?" "What was that story?" Questions asked while the director read a Halloween book to the students: "What does the 'sliver of the moon' mean?" "Why do you think she's walking faster?" "What do you think she saw?" "What do you think she whispered to the pumpkin head?" Questions staff asked while helping a student with his story for his homework assignment, "What are your ghost and zombie doing?"

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Each child shared their favorite Halloween book to the group and talked about what happened in the book.

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

Staff instructs a pair of students to read the same book together. Another pair is asked to work on math facts together by rolling die to add or subtract the numbers.

School-Age Leadership

1 (SA) Practice group process skills

The children practiced listening to others and taking their turns as each child shared their favorite Halloween book in a large group discussion.

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

Staff sat with the students multiple times at eye level. One staff member sat with the youngest students while they worked on matching up the alphabet using magnet letters and naming the letters. Another staff member sat with a student while he read his book to her. A staff member bent over to be at eye level with a student while he read his story to her. On another occasion, a staff member sat with a couple students while they rolled the die and added or subtracted the numbers.

2 (SA) Staff works side by side

Did not observe staff working side by side with the children on their own project

3 (SA) Staff circulates

Staff circulated during homework help and art. They helped the youngest students to trace their hands for the haunted house pictures. Two staff members circulated during homework help, and both helped to support the students and see how they were doing with their work.

4 (SA) Staff interacts positively

Staff interacted positively with the children. They asked about their day and students shared their excitement about watching movies at school the next day. Staff supported their learning and provided homework help in an encouraging manner.

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

Students traced their hands and made them into haunted houses. Staff encouraged them, "Then you can add some scenery." Students drew a variety of different items around their houses, such as a spooky hill, a road, and a ghost. One student drew his mom in his picture. The pictures looked different, since students were encouraged to be creative in drawing the scenery around their houses.

2 (SA) Open-ended choices

Students had access to different colored crayons to use on their haunted house pictures. They could draw whatever they wanted around their haunted houses.

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

Children threw away their trash from snack. Each child cleaned their area of the table with a wipe. The children helped to clean up after homework help.

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

The staff facilitated intentional learning activities, such as homework help and educational activities. Students worked on the alphabet and naming them, adding and subtracting numbers, reading a book and writing stories.

2 Different types of activities

The program involved a variety of different activities, including homework help, an art haunted house picture, and outdoor recess.

3 Physical activity

Children participated in physical activity during outside recess.

4 Time for free play

Children had time for free play during outside recess.

5 Time for physical activity

Children had about 35 minutes or until they were picked up for physical activity during outside recess.

6 Communication of schedule and activity choices

As the children finished the art haunted house, staff transitioned them over to work on homework or an educational activity. When a couple students finished, staff gave them both a copy of the same book and instructed them to read together. When it was time to transition to outdoor recess, staff told the students they had about 3 minutes until it was time to start cleaning up.

Homework Help

1 Readily available

Homework help was available to the students. Staff helped them with their project to write a story and reading a book. Other students worked on educational activities with staff.

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

1 Interacting with children

Staff interacted with the children during recreation time. A staff member ran around with the students. Staff talked with the children about the upcoming movies they were going to watch at school the next day and the activities that they liked to do.

2 Positive supervision

Staff provided positive supervision while the children played during outdoor recess. They talked with the children and made sure they were aware when cars arrived to be sure they were out of the way.

Transitions

1 Organized transition

Transitions were organized. Staff communicated when it was time for the students to switch to the next table or to line up to go outside.

2 Procedure communication

Staff communicated with the students about what they should do in the transition. After students arrived, staff asked them to sit on the floor, "Make a circle." Staff communicated when it was time for the students to get ready for snack. "You're going to line up quietly." Staff called a few students at a time to go to the bathroom to wash their hands, and then they walked back through the kitchen to get their snack. They sat at the tables to eat. When snack was over, the staff asked them to sit back in a circle on the floor.

Departure

1 Organized departure process

The departure process was organized. Parents rang the bell when they arrived. Staff greeted them and let the students know they were being picked up. Children gathered their backpacks and left with their parents. Parents signed out their children.

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.