



Program Quality Assessment Performance Report

Prepared for: Buffalo Soldiers Museum
(Buffalo Soldiers Museum / Buffalo Soldiers Museum / King County / SOWA)

Form: Summer PQA (External)

Date prepared: 10 / 8 / 2019



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. For more information, visit <http://www.cypq.org>

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.
- What is most important are the conversations that you have with your site team regarding improvement efforts.
- Comparisons against other data sets are shown 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. If your report shows a comparison against a large sample, consider: In what areas are you doing comparatively well? In what areas is there room for improvement?
3. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
4. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the appropriate 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 or 734-961-6900.

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 - program self assessment or external assessment. Program self assessment is a team-based process in which managers and staff observe multiple program offerings and together score a single program-wide PQA. In external assessment, a trained, reliable external assessor visits your site to observe a single program offering and score a PQA based on the observation.

During scoring, a rater may mark certain items with an "X", as instructed in the instrument. A mark of an "X" indicates that the item was not applicable to the program offering observed. These items are excluded from the scale and domain averages, so as not to negatively impact the scores. Marking an item with an "X" differs from items scored a "1" for practices not observed during the program offering.

This performance report presents scores at three levels - domain, scale, and item. The descriptions below and Figure 1 will help you understand how the report is organized.

Domain Scores

Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.

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

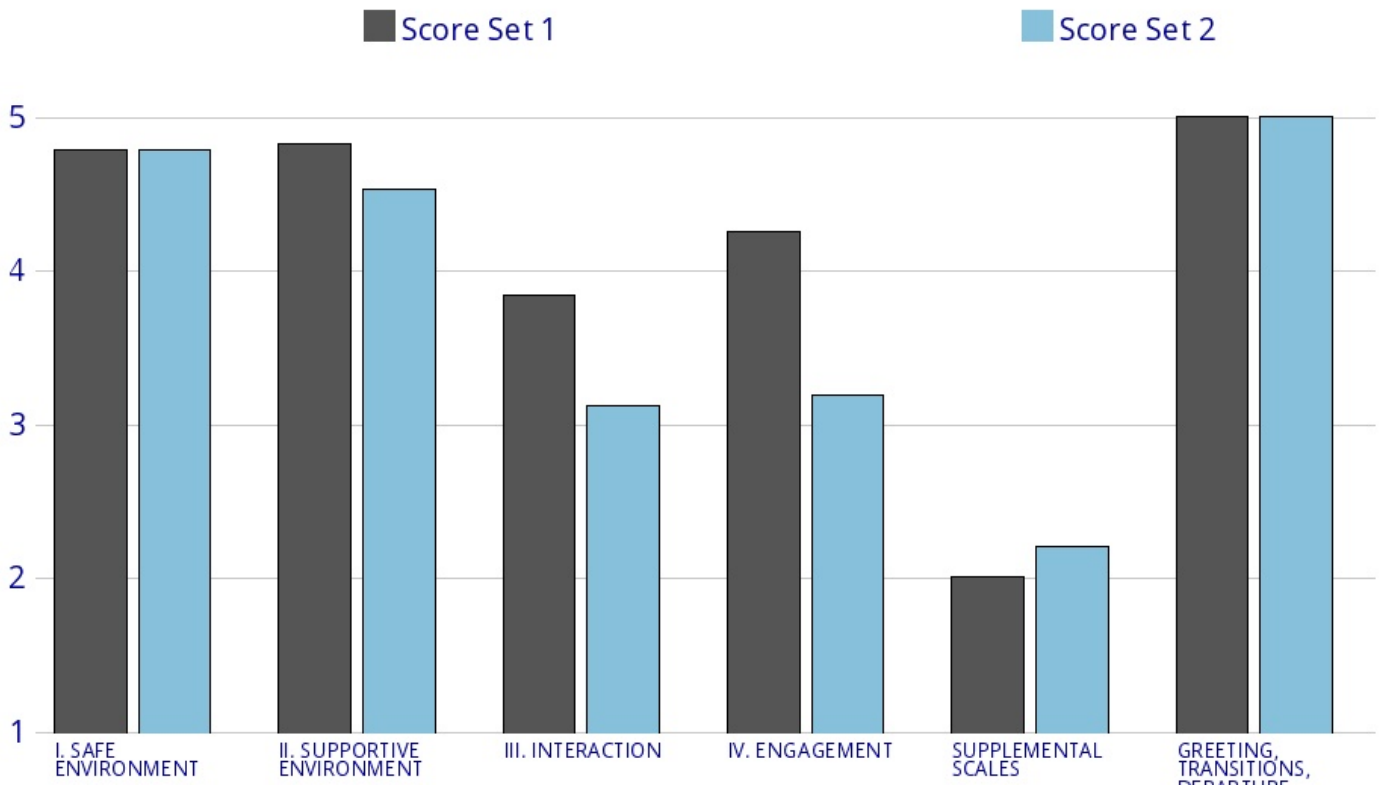
Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality of the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site.

Figure 1. Sample performance report with labels

Domain	I. SAFE ENVIRONMENT		
Scale	Emotional Safety		1.00
Item	1	Positive emotional climate	1.00
	2	Lack of bias	1.00
	Healthy Environment		1.00
	1	Free of health and safety hazards	1.00
	2	Clean and sanitary	1.00

Program Observation Summary



Observation Identification

	Score Set # 1	Score Set # 2
Tags:	External AM Buffalo Soldiers Museum	External PM Buffalo Soldiers Museum

Observation Details

	Score Set # 1	Score Set # 2
PQA:	Summer PQA (External)	Summer PQA (External)
Date:	08/23/2019	08/23/2019
Forms:	1 form	1 form
Offering:	SEED Program	SEED Program
Staff:	Jennifer, John, Joseph	Jennifer, John, Joseph

Summary Report

	Score Set 1	Score Set 2
I. SAFE ENVIRONMENT	4.78	4.78
Emotional Safety	5.00	5.00
Healthy Environment	5.00	5.00
Emergency Preparedness	4.60	4.60
Health and Nutrition	4.50	4.50
II. SUPPORTIVE ENVIRONMENT	4.82	4.53
Warm Welcome	5.00	5.00
Program Flow	4.60	4.60
Active Learning	5.00	4.50
Skill-Building and Encouragement	4.67	4.00
Reframing Conflict		
Manage Feelings		
III. INTERACTION	3.83	3.11
Belonging	4.00	3.00
Collaboration and Leadership	2.50	2.00
Adult Partners	5.00	4.33
IV. ENGAGEMENT	4.24	3.18
Planning, Choice, Reflection	3.40	2.20
Learning Strategies	4.33	3.00
Higher Order Thinking	5.00	4.33
SUPPLEMENTAL SCALES	2.00	2.20
Math	1.00	1.40
Literacy	3.00	3.00
GREETING, TRANSITIONS, DEPARTURE	5.00	5.00
Greeting Time	5.00	
Transitions	5.00	5.00
Departure		

Detailed Report

I. SAFE ENVIRONMENT

	Score Set 1	Score Set 2
Emotional Safety	5.00	5.00
1 Positive emotional climate	5.00	5.00
2 Lack of bias	5.00	5.00
3 Inclusive relationships	5.00	5.00
Healthy Environment	5.00	5.00
1 Free of health and safety hazards	5.00	5.00
2 Clean and sanitary	5.00	5.00
3 Suitable Space	5.00	5.00
Emergency Preparedness	4.60	4.60
1 Posted emergency procedures	5.00	5.00
2 Accessible fire extinguisher	5.00	5.00
3 Visible first-aid kit	3.00	3.00
4 Appropriate safety equipment	X	X
5 Supervised indoor entrances	5.00	5.00
6 Supervised access to outdoors	5.00	5.00
Health and Nutrition	4.50	4.50
1 Available drinking water	5.00	5.00
2 Plentiful food and drink	5.00	5.00
3 Nutritious food and drink	3.00	3.00
4 (SL) Dedicated physical activity	5.00	5.00

II. SUPPORTIVE ENVIRONMENT

		Score Set 1	Score Set 2
Warm Welcome		5.00	5.00
1	Youth greeted	5.00	5.00
2	Staff warm and respectful	5.00	5.00
3	Positive staff body language	5.00	5.00
Program Flow		4.60	4.60
1	Sufficient materials	5.00	5.00
2	Explains activities clearly	5.00	5.00
3	Appropriate time for activities	5.00	5.00
4	(SL) Multiple types of activities	5.00	5.00
5	(SL) Consistent routines and guidelines	3.00	3.00
Active Learning		5.00	4.50
1	Youth engage with materials or ideas	5.00	5.00
2	Youth talk about activities	5.00	3.00
3	(Y) Balance concrete and abstract	5.00	5.00
4	(Y) Tangible products or performances	5.00	5.00
Skill-Building and Encouragement		4.67	4.00
1	Learning focus linked to activity	5.00	5.00
2	Staff encourages youth to try skills	5.00	5.00
3	Staff models skills	3.00	5.00
4	Staff breaks down tasks	5.00	1.00
5	(A) Staff monitors the level of challenge	5.00	5.00
6	(SL) Staff guide initiative in learning	5.00	3.00
Reframing Conflict		X	X
1	(Y) Staff approaches calmly	X	X
2	(Y) Staff seeks youth input	X	X
3	(Y) Youth examine actions and consequences	X	X
4	(Y) Staff acknowledges and follows up	X	X
Manage Feelings		X	X
1	(SA) Staff acknowledges feelings	X	X
2	(SA) Staff asks children to explain situation	X	X
3	(SA) Helps children respond appropriately	X	X
4	(SA) Children suggest solutions	X	X

III. INTERACTION

		Score Set 1	Score Set 2
Belonging		4.00	3.00
1	Opportunities for youth to get to know each other	3.00	1.00
2	(SL) Values communicated and integrated	5.00	5.00
Collaboration and Leadership		2.50	2.00
1	(Y) Interdependent roles	3.00	1.00
2	(Y) Practice group process skills	3.00	3.00
3	(SA) Opportunities to help another child	3.00	3.00
4	(Y) All youth lead group	1.00	1.00
Adult Partners		5.00	4.33
1	(Y) Staff shares control with youth	5.00	5.00
2	(Y) Staff actively involved	5.00	5.00
3	(SL) Staff and youth accountable to expectations	X	3.00
4	(SL) Positive behavior management style	X	X

IV. ENGAGEMENT

		Score Set 1	Score Set 2
Planning, Choice, Reflection		3.40	2.20
1	(Y) Opportunities to make plans	5.00	3.00
2	(Y) Content alternatives	1.00	1.00
3	(Y) Process alternatives	3.00	3.00
4	Intentional reflection	5.00	3.00
5	Structured opportunities to provide feedback	3.00	1.00
Learning Strategies		4.33	3.00
1	(A) Staff guides youth in correcting errors	5.00	3.00
2	(A) Staff has youth identify learning strategy	3.00	3.00
3	(A) Staff attributes success to effort	5.00	3.00
Higher Order Thinking		5.00	4.33
1	(A) Staff encourages youth to extend or deepen knowledge	5.00	5.00
2	(A) Staff has youth make connections	5.00	3.00
3	(A) Staff encourages youth in using creativity	5.00	5.00

SUPPLEMENTAL SCALES

	Score Set 1	Score Set 2
Math	1.00	1.40
1 Participate in problem solving	1.00	1.00
2 Opportunities to apply knowledge and skills	1.00	1.00
3 Use reasoning to evaluate	1.00	1.00
4 Linking concrete examples	1.00	3.00
5 Support the conveying of concepts	1.00	1.00
Literacy	3.00	3.00
1 Participate in literacy activities	1.00	1.00
2 Opportunities to read in multiple settings	1.00	1.00
3 Staff encourage expression in writing	5.00	5.00
4 Vocabulary discussed	5.00	5.00
5 Available materials and reading environment	1.00	1.00
6 Multiple reading and writing activities	5.00	5.00

GREETING, TRANSITIONS, DEPARTURE

		Score Set 1	Score Set 2
Greeting Time		5.00	X
1	Youth greeted by staff	5.00	X
2	Staff provides routine	5.00	X
3	Welcoming activity	5.00	X
Transitions		5.00	5.00
1	Transition time organization	5.00	5.00
2	Staff communicate procedures	5.00	5.00
Departure		X	X
1	Departure procedure	X	X
2	Constructive activities while waiting	X	X
3	Staff greet or acknowledge parents/guardians	X	X