

**Arts in Education (AIE)**

**Professional Development for Arts Educators (PDAE)**

PDAE Grantee Report Guidance | Contract #: ED-Oii-17-C-0055

March 2019

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*Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.*

# Overview of Annual Performance Report and Ad Hoc

These guidelines have been developed for AIE principal investigators to assist in completing the annual performance reports (APR), submitted in May, and the ad hoc APR, submitted in November. The APR covers the performance period of October through April, whereas the ad hoc report covers October through September.

Grantees are strongly encouraged to include their evaluators in the reporting process. The guidelines presented here cover all sections of the report, including a supplement with detailed instructions for completing the population served and GPRA summary tables (Sections A and B of the report). Please read all guidelines before you begin preparing your responses to the report. It may be useful to prepare your responses ahead of time in a separate document and copy them into the appropriate text boxes in the report.

The report includes seven sections:

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3. Section A: Population Served
4. Section B: Performance Objectives Information and Related Performance Measures Data
5. Section C: Non-Construction Programs: Budget Summary
6. Section D: Budget Narrative
7. Section E: Additional Information

* Project Overview
* Professional Development
* Assessment Tools Used
* Key Resources Developed
* Evaluation
* Dissemination
* Partnerships
* Other Key Activities
* Priorities

# Cover Page

|  |  |
| --- | --- |
| Report Question | Guidance |
| Report Type (Annual Performance Report or Final Performance Report) | Indicate report type by checking appropriate box. |
| Year Type (Planning Year or Implementation Year) | Indicate year type by checking appropriate box. |
| 1. PR/Award # | Enter award number for the AIE grant. |
| 1. Grantee NCES ID # | Enter NCES ID number. |
| 1. Project Title | Enter project title for the AIE grant. |
| 1. Grantee Name | Enter name of organization that was awarded the AIE grant. |
| 1. Grantee Address | Enter organization’s address. |
| 1. Project Director | Provide name of **current** project director for the AIE grant. If your project director has changed since you received the award, make sure that your program officer has approved the change. |
| 1. Reporting Period | For APRs: October through April  For ad hoc reports: October through September |
| 1. Budget Expenditures | Enter federal and non-federal grant funds for previous and current budget periods. If you are completing your final performance report, also enter this information for the entire project period. |
| 1. Indirect Costs | To be completed by your business office. |
| 1. Human Subjects | Indicate whether IRB approval is attached to the report. |
| 1. Performance Measures Status and Certification | Indicate whether complete data on performance measures for the current budget period are included in the report. |
| 1. Signature |  |

# Executive Summary

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| Report Question | Guidance |
| General | Address each item in the Executive Summary, but do not exceed two pages for the entire Executive Summary. |
| Project highlights | Describe, in general, your project’s implementation and the successes and challenges you have experienced. |
| Extent to which the expected outcomes and performance measures were achieved | Summarize the progress your project has made towards your individual performance measures and expected outcomes. |
| Briefly summarize contributions the project has made to research, knowledge, practice, and/or policy in professional development for arts educators | Describe *field-wide* contributions to research, knowledge, practice, and/or policy in professional development for arts educators **beyond** specific project activities and outcomes. This may include publications, best practices, changes to curricula that extend beyond your project, etc. |
| Progress Toward Meeting Program Level Goals | |
| Based on your current evaluation efforts, what evidence do you have that the project is leading to the creation of improved and/or innovative instructional methods and/or assessment tools? | Describe in detail the progress your project has made toward meeting PDAE program goals by answering each question completely. Provide as much detail as possible given the stage of your project.  This is your opportunity to explain how your project aligns with the program level goals. This section is particularly important if your GPRA and performance measure data are not yet available. |
| Based on your current evaluation efforts, what evidence do you have that the project is changing classroom practice? |
| How will the work conducted under this project be sustained beyond the life of the grant? | Describe if and how the work conducted for your grant will be sustained beyond the grant period (e.g., through other funding, through teachers continuing curricula, through sharing of resources, etc.). |

# Section A: Population Served

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| Report Question | Guidance |
| Population Served Table | See supplement (beginning on page 12) for detailed instructions on completing the Population Served table.  General notes:   * Enter all schools for the **current budget** period. You may add rows if necessary. * PDAE grantees are only required to enter information for % of Students Eligible for Free or Reduced Meals, Number of Participating Teachers and Number of New Participating Teachers in Current Reporting Period. All other columns are optional. * For % of Students Eligible for Free or Reduced Meals, enter **percentage**. Do not enter number. * For Number of Participating Teachers in Current Reporting Period and Number of New Participating Teachers in Current Reporting Period, enter **numbers**. Do not enter percentages. * If data are not available, enter **N/A** and explain why data are not available. |

# Section B: Performance Objectives Information and Related Performance Measures Data

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| Report Question | Guidance |
| GPRA Measure 1 | See supplement (beginning on page 12) for detailed instructions on completing the GPRA tables.  General notes:   * For rows 1 and 2, enter **dates**. * For rows 3-5 and rows 6-9 column 1, enter **numbers**. Do not enter percentages. * For rows 6-9 column 2, enter **percentages**. Do not enter numbers. * Indicate status of progress. Do not leave blank. * Provide details on progress made toward the GPRA measure and any lessons learned. |
| GPRA Measure 2 | See supplement (beginning on page 12) for detailed instructions on completing the GPRA tables.  General notes:   * For rows 1 and 2, enter **dates**. * For rows 3-5 and 7-8, enter **numbers**. Do not enter percentages. * Indicate status of progress. Do not leave blank. * Provide details on progress made toward the GPRA measure and any lessons learned. |
| Project Objective and Performance Measure Table | Enter only one project objective and one project performance measure per table. The template includes six tables; you may add more if necessary. The project objective is a targeted statement that specifies how a project goal will be met, whereas the project performance measure is the metric used to gauge progress toward a project goal. A well-written performance measure includes five components:   1. Written in clear and specific language 2. Measures only one thing, not multiple 3. Realistic and achievable 4. Aligned with project goals and objectives 5. Specifies a timeframe for success   For Target Raw Number, Target Ratio, Actual Raw Number, and Actual Ratio, enter **numbers**. Do not enter percentages.  For Target % and Actual %, enter **percentages**. Do not enter numbers. |
| Explanation of Progress | Indicate status of progress. Do not leave blank.  Provide detailed information on progress, including challenges faced and lessons learned. |

# Section C: Non-Construction Programs: Budget Summary

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| Report Question | Guidance |
| General | Review instructions at the beginning of Section C in the report template.  Complete budget summary table fully and answer questions 1-6. |

# Section D: Budget Narrative

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| Report Question | Guidance |
| General | Review instructions at the beginning of Section D in the report template.  Following instructions, provide budget narrative. |

# Section E: Additional Information

| Report Question | Guidance |
| --- | --- |
| Project Overview | |
| 1. Overview of the professional development approach/model | Briefly describe the professional development model you are using. |
| 1. Description of key components of the professional development approach/model necessary for successful implementation | Response should include descriptions of   * the role of learning communities and school leaders, * the use of resources and the use of data, * the use of research-based learning designs and research on teacher change, and * alignment with standards. |
| 1. Description of innovative instructional methods used | Describe any innovative instructional methods your project used. |
| 1. Arts Focus | Select all arts content areas included in your project. |
| 1. Core Content Focus | Describe all core content areas included in your project. |
| 1. Project Focus | Select all that apply. |
| 1. Has your state developed standards for Arts Education? | Select yes or no. If yes, enter name of standards. |
| 1. The model is aligned to: | Select yes or no for National Standards and State Standards. |
| 1. Please indicate how your implementation of the professional development approach or model has changed over the past year (if applicable). | Provide detailed information on changes made to your project’s implementation in the **current budget period**. |
| Description of Project Implementation | |
| 1. Professional Development | For 9a, enter all professional development activities, as well as the purpose of the activity, description of participants in the activity (number and type of participants), approximate number of hours devoted to the activity, and completion date.  For 9b and 9c, describe any changes to proposed professional development activities, as well as any professional development activities added and why.  If the same professional development activity was offered multiple times, you can enter it once and note how many times it occurred. |
| 1. Assessment Tools Used | For 8a, enter all assessment tools being **used** in this project—enter name and description of the tool, how it will be or has been administered, outcome being measured by the tool, associated performance measure (enter number or text), and completion date. In name and description, please describe **how** the tool was developed or **where** the tool was obtained from.  For 8b and 8c, describe any changes to proposed assessment tools, as well as any assessment tools added and why. |
| 1. Key Resources Developed | For 10a, enter all key resources **developed** through the project—enter name of the resource, description of the resource and how it will be used, arts focus and core content focus of the resource, and completion date.  For 10b and 10c, describe any changes to proposed resources, as well as any resources added and why.  You may include things like lesson plans, websites, teacher curriculum guides, etc. |
| 1. Evaluation | For 11a, enter all evaluation activities, as well as the key findings, how findings were or will be used, associated performance measure (enter number or text), and completion date.  For 11b and 11c, describe any changes to proposed evaluation activities, as well as any evaluation activities added and why.  For 11d, select the primary evaluation methodology being used. Note that:   * Experimental studies include a comparison group and use random assignment. Quasi-experimental studies include a comparison group but not random assignment. * Experimental and quasi-experimental studies must include both a treatment group and a comparison group.   For 11e, indicate whether your study will meet WWC standards—without reservations, with reservations, or not at all. Note that:   * Only random assignment studies can meet WWC standards without reservations. * You should consult with your evaluator to determine if and how your study will meet WWC standards. |
| 1. Dissemination | For 13a, indicate whether dissemination is scheduled for the current year. If no, explain why. In the table, enter the dissemination topic, dissemination method, scheduled completion, and actual completion.  For 13b, indicate whether dissemination is scheduled for the next program year. If no, explain why. In the table, enter the dissemination topic, dissemination method, scheduled completion, and actual completion.  You may include things like publications, conference or public presentations, blogs, etc. |
| 1. Partnerships | For 12a, enter all partners of the project—enter the partner’s name, the partner’s role and activities, whether they are a current partner, and whether the partner is a key decision maker.  For 12b, describe any changes to proposed partners.  You may include partners like external evaluators, arts organizations, universities, etc. |
| 1. Other Activities | For 14a, describe any other activities that occurred in the **current budget period** not already addressed in the report.  For 14b and 14c. describe any changes to proposed other key activities, as well as any other key activities added and why. |
| Progress Towards Meeting Program Level Priorities | |
| 1. How many Priorities did you address in your application? Complete the table below for each priority addressed. | Enter the **number** of priorities you proposed to address in your application. Enter all proposed priorities in the table and describe your progress toward meeting them.  Enter the correct absolute priority for the PDAE program (if applicable) and describe progress:  *The absolute priority of the PDAE program is the use of evidence-based innovative instructional methods that support the development, enhancement, or expansion of standards-based arts education; or the integration of standards-based arts instruction with other core academic area content. (Note: This priority does not apply to FY 2017 grantees.)*  Enter the correct competitive and invitational priorities (if applicable) and describe progress toward meeting them:   * *Competitive Priority: Leverage technology to* support instructional practice and professional development projects. * *Invitational Priority: Promote STEM education.* |

## Supplement

### PDAE GPRA Worksheets and Examples

*Prepared for the Office of Innovation and Improvement, U.S. Department of Education by Westat, April 2012*

*Updated by Applied Engineering Management and ICF International, March 2016*

*Updated by 2M Research, October 2018 and March 2019 under Contract # ED-OII-17-C-0055*

## Introduction

This supplement is intended to assist the PDAE grantees in providing data the Program Office requires for Government Performance Results Act (GPRA) performance reporting. Under GPRA, Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. The PDAE program has two GPRA performance measures:

**Measure 1: The percentage of teachers[[1]](#footnote-2) participating in the PDAE Program who receive professional development that is sustained and intensive.**

**Measure 2: The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.**

Grantees provide data for reporting on the GPRA performance measures through the Annual Performance Report (APR) and ad hoc APR, Section B.

## Data Collection, Analysis and Reporting on PDAE GPRA Measure 1

**Measure 1: The percentage of teachers participating in the PDAE Program who receive professional development that is sustained and intensive**.

### Data Collection

Grantees will need to develop a system for tracking the number of hours of professional development received and the dates on which those hours were received for each teacher participating in the PDAE project. An example of such a system can be found on page 26. The professional development data (i.e., hours and dates) should be collected for all teachers who participate in the PDAE project.

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| --- |
| **A teacher is considered to be “participating” in the PDAE program during a given reporting period if he/she receives any professional development offered through a PDAE project during that reporting period.** |

### Analysis

Data on hours of professional development should be analyzed for all teachers who participated in the PDAE project during a reporting period (i.e., October 1 - September 30). The example spreadsheet in the Appendix is designed to calculate whether the professional development that a teacher receives meets the definition for “sustained and intensive” professional development established by the Program Office for GPRA Measure 1.

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| **A participating teacher is considered to have received “sustained and intensive” professional development during a reporting period when he/she has:**   * completed 40 hours or more of the professional development hours offered by the PDAE project during the reporting period, * completed 75% of the total number of professional development hours offered by the PDAE project during the reporting period, AND * completed these professional development hours over at least a 6-month period during the reporting period. |

### Reporting

This section provides instructions and examples on how to report performance data for GPRA Measure I on the APR. All grantees need to report these data in the same format in the APR so that results are comparable across grantees and can be added together for program reporting. The table in Section A is to be completed for each participating school with teachers receiving grant funded arts professional development. Please note that the only **required** data are School Name (Column 1), % of students eligible for Free or Reduced Meals (Column 5), Number of participating teachers in current reporting period (Column 9), and Number of new participating teachers in current reporting period. All other columns are optional.

### Section A – Population Served

| Column # | Column Name | Description |
| --- | --- | --- |
| Column 1 | School Name **(REQUIRED)** | Enter the school name |
| Column 2 | Title I **(OPTIONAL)** | Indicate whether the school is a Title I school.  **Select “Yes” or “No”** |
| Column 3 | SIG Tier **(OPTIONAL)** | If the school is a recipient of a School Improvement Grant (SIG) indicate the school’s SIG tier – **Select 1, 2, or 3**.  If the school is not a recipient of a SIG grant select – **Select 0** |
| Column 4 | In SIG Competitive Priority? **(OPTIONAL)** | **Select “Yes” or “No”** to indicate whether the school was included in your application as a part of your response to the SIG Competitive Preference Priority. Schools included in this priority are those on the list referenced in the application notice (also available at (http://www2.ed.gov/programs/sif/index.html) |
| Column 5 | % of students eligible for Free and Reduced Price Meals **(REQUIRED)** | Enter the percentage of students eligible for Free or Reduced Price Meals in the school during the current reporting period. |
| Column 6 | % Female **(OPTIONAL)** | Enter the percentage of female students in the school during the current reporting period. |
| Column 7 | Project part of a School Improvement Plan? **(OPTIONAL)** | **Select “Yes” or “No”** to indicate if this PDAE grant is part of a school improvement plan. |
| Column 8 | Number of participating teachers in current reporting period **(REQUIRED)** | Enter the number of teachers at each school participating in the project during the current reporting period. |
| Column 9 | Number of new participating teachers in current reporting period **(REQUIRED)** | Enter the number of teachers who first participated in the program during the current reporting period. This should be less than or equal to the total number participating during this reporting period. |

*Note: Enter all data for each school listed in the table.*

### Section B - Performance Objectives Information and Related Performance Measures Data,

### GPRA Measure 1

**GPRA Measure 1 Target:** This number is established by ED. Contact your project officer.

| Row# Column# | Row Name | Description |
| --- | --- | --- |
| Row 1 | Professional development start date | Enter the first date of professional development activity for the current reporting period, in mm/dd/year format. |
| Row 2 | Professional development end date | Enter the last date of professional development activity for the current reporting period, in mm/dd/year format. |
| Row 3 | Number of professional development hours offered by the project during the current reporting period | Enter the total number of professional development hours offered to teachers participating in the program during the current reporting period. |
| Row 4 | Projected number of participating teachers | Enter the total number of teachers you projected would participate in professional development at the start of the current reporting period. |
| Row 5 | Actual number of participating teachers | Enter the total number of teachers participating during the reporting period. Use this number as the denominator to calculate “% of Participating Teachers Meeting Criteria.” |
| Row 6 Column 1 | (Criteria 1) Total # of Participating Teachers Meeting Criteria | Enter the total number of teachers who completed at least 40 of the professional development hours offered by the project during the current reporting period. |
| Row 6  Column 2 | (Criteria 1) % of Participating Teachers Meeting Criteria | Enter the percentage of teachers who met Criteria 1. Calculate this as follows: Total # of Participating Teachers Meeting Criteria 1/ Actual number of participating teachers\*100. |
| Row 7  Column 1 | (Criteria 2) Total # of Participating Teachers Meeting Criteria | Enter the total number of teachers who completed 75% of the total number of professional development hours offered by the project during the current reporting period. |
| Row 7  Column 2 | (Criteria 2) % of Participating Teachers Meeting Criteria | Enter the percentage of teachers who meet Criteria 2. Calculate this as follows: Total # of Participating Teachers Meeting Criteria 2/ Actual number of participating teachers\*100. |
| Row 8  Column 1 | (Criteria 3)Total # of Participating Teachers Meeting Criteria | Enter the total number of teachers who completed their professional development over at least a 6 month period during the current reporting period. |
| Row 8  Column 2 | (Criteria 3) % of Participating Teachers Meeting Criteria | Enter the percentage of teachers who met Criteria 3. Calculate this as follows: Total # of Participating Teachers Meeting Criteria 3/ Actual number of participating teachers\*100. |
| Row 9  Column 1 | (GPRA Measure 1 Actual) Total # of Participating Teachers Meeting Criteria 1, 2 and 3 above | Enter the total number of teachers participating who have met Criteria 1, 2, and 3, concurrently. |
| Row 9  Column 2 | (GPRA Measure 1 Actual) % of Participating Teachers Meeting Criteria | Enter the percentage of teachers who met Criteria 1, 2, and 3, concurrently. Calculate this as follows: Total # of Participating Teachers Meeting Criteria 1, 2 and 3 / Actual number of participating teachers\*100. |

### Explanation of Progress

1. **Status of progress:** Select only one box.
   * If the percentage in Row 9, Column 2 (GPRA Measure 1 Actual) is greater than or equal to “GPRA Measure 1 Target”, select **Met**.
   * If the percentage in Row 9, Column 2 (GPRA Measure 1 Actual) is greater than or equal to “GPRA Measure 1 Target” AND the current reporting period has not ended (before September 30), select **In Progress**.
   * If the percentage in Row 9, Column 2 (GPRA Measure 1 Actual) is less than “GPRA Measure 1 Target” AND the current report period has ended (after September 30), select **Not Met**.
2. **Description of progress (include challenges faced, if any):** 
   * Describe the professional development provided during the reporting period.
   * Describe any changes to planned activities, any challenges encountered, and how challenges (if any) were resolved.
   * Provide explanations for any missing data or data concerns.
   * Provide any other information relevant to this GPRA measure that you believe to be of importance.
3. **If Measure was “Not Met,” describe how and when the measure will be met, and any lessons learned.** 
   * Describe the efforts being made to meet the targets established for this measure in the future.

### Sample Section B of APR/ad hoc report (GPRA Measure 1)

**GPRA Measure 1:** The percentage of teachers participating in the PDAE Program who receive professional development that is sustained and intensive

**Program GPRA Measure 1 Target** *(established by ED)*: 80%

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| --- | --- | --- |
| Professional development start date  *(first day of initial professional development activity)* | 10/10/2013 | |
| Professional development end date  *(last day of final professional development activity)* | 4/30/2014 | |
| Number of professional development hours offered by the project during the current reporting period | 80 | |
| Projected number of participating teachers | 25 | |
| Actual number of participating teachers | 24 | |
|  | Total # of Participating Teachers Meeting Criteria | % of Participating Teachers Meeting Criteria |
| **Criteria 1:** Participating teachers who completed 40 hours or more of the professional development hours offered by the project during the current reporting period | 22 | 92% |
| **Criteria 2:** Participating teachers who completed 75% of the total number of professional development hours offered by the project during the current reporting period | 22 | 92% |
| **Criteria 3:** Participating teachers who completed professional development hours over at least a 6 month period during the current reporting period | 24 | 100% |
| **GPRA Measure 1 Actual:**  Participating teachers who met Criteria 1, 2, AND, 3 above | 18 | 75% |

**Explanation of Progress**

1. **Status of progress:**

|  |  |  |
| --- | --- | --- |
| Met | Not Met | In Progress *(only applicable to measures with completion dates that fall after the end of the reporting period. In Progress measures must be updated in the ad hoc report )* |

1. **Description of progress (include challenges faced, if any):**

As shown above, our target was for 25 teachers to participate in the project this reporting period. A total of 80 hours of professional development were offered over 7 months. Hours were documented by having teachers sign in before each professional development session. The project coordinator collected the sign-in forms and had the data entered into a tracking form created in Excel.

Overall, 24 out of the 25 teachers received some professional development during the reporting period; one teacher dropped out of the project before receiving any professional development due to personal reasons. Of the remaining 24, 18 or 75% completed 40 or more hours of professional development and 75% of all the professional development hours offered over 6 months and therefore met the requirements for having received sustained and intensive professional development.

1. **If Measure was “Not Met,” describe how and when the measure will be met, and any lessons learned.**

It appears the main reason that a few teachers did not meet the requirements for sustained and intensive professional development was because they did not obtain enough hours due to the times during the week at which some of the professional development was offered. Next year, we plan to offer more professional development on Saturdays, which appears to be the day that works the best for all teachers.

## Data Collection and Reporting on PDAE GPRA Measure 2

**Measure 2: The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.**

Grantees should note that the term “statistically significant” is included in GPRA Measure 2. Higher performance of teachers on a posttest as compared to their performance on a pretest alone does not necessarily meet the requirements of Measure 2. Rather, the average for teachers on the posttest must be statistically significantly higher than the average for teachers on the pretest. The requirement to meet the threshold of statistical significance reduces the likelihood of a positive finding having occurred merely by chance.[[2]](#footnote-3) The term “content knowledge in the arts” includes any content knowledge area in the arts that the PDAE project aims to improve or increase.

To facilitate consistent grantee analysis and reporting for GPRA Measure 2, the PDAE Program Office requests that grantees use the PDAE Excel file, provided by the PDAE Program Office, to analyze teacher pretest and posttest data. Step-by-step instructions on how to use the PDAE Excel file can be found in the professional development for Arts Educators (PDAE) Program: User’s Guide for the GPRA Measure 2 Excel File—i.e., the User’s Guide.

### Data Collection

Grantees will select their own assessment instrument to report on this measure. This instrument may differ across reporting periods if the content knowledge on which a grantee is focusing also changes (e.g., music is the focus of the first reporting period, theatre is the focus of the second reporting period, arts integration is focus for third reporting period). Grantees should select assessment instruments that meet all five criteria in the table below.

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| --- | --- |
| 1. Be aligned with the content knowledge to be delivered through the professional development | The term “content knowledge in the arts” includes any content knowledge area in the arts that the PDAE project aims to improve or increase. |
| 1. Contain items requiring teachers to demonstrate (NOT self-assess) their knowledge of the content being assessed | The instrument should be designed to *assess* teachers’ content knowledge. It should not ask teachers to self-report their abilities, knowledge, or classroom practices. |
| 1. Contain a minimum of 20 items | Item types may include (but are not limited to) multiple choice, matching, or open-ended responses. |

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| 1. Be constructed such that a total score can be calculated for each participant | If the instrument includes open-ended responses, the grantee should submit a detailed *rubric* describing how points will be allocated for each open-ended response. |
| 1. Have evidence supporting its reliability and validity.\* | **Reliability** is the degree to which an assessment tool produces stable and consistent results.[[3]](#footnote-4)    All grantees must submit evidence of internal consistency reliability (e.g., Kuder-Richardson Formula 20 coefficient, or Cronbach’s alpha coefficient).    If the instrument includes open-ended responses, the grantee must also describe the process for scoring the open-ended items and include inter-rater or intra-rater reliability[[4]](#footnote-5) (e.g., Cohen’s Kappa coefficient, Fleiss’ Kappa, joint probability of agreement, percent agreement). |
| **Validity** is the extent to which a test measures what it is supposed to measure (e.g., content knowledge in music).  All grantees must submit evidence of content validity (the extent to which the instrument is measuring the appropriate content for its purpose). |

\* If grantees develop their own assessment instrument, it is recommended that grantees use sub-scales and/or items from other assessment instruments that have evidence as to their reliability and validity.

If grantees are not able to identify such an instrument and therefore must develop their own, it is recommended that grantees use sub-scales and/or items from instruments that have evidence as to their reliability and validity. While this method does not ensure that the instruments developed by the grantee will be reliable and valid, it does help ensure that the sub-scales and items used to develop the instruments have been evaluated.

**All GPRA 2 instruments must be approved by the program officer prior to use. The instrument should be submitted along with the information in the list above to the ED project officer for review and approval. If any changes are made to the instrument, it must be resubmitted for approval.**

Grantees should administer both a pre- and post-content knowledge test to all participating teachers to assess the changes in their content knowledge during a reporting period. A teacher is considered to be “participating” in the PDAE Program during a given reporting period if he/she receives any professional development offered through a PDAE project during that reporting period. Grantees must use the same assessment instrument during a reporting period for both the pre- and posttest unless an alternate version (i.e., equivalent form) of the test is available.

Ideally, the pretest should be administered to teachers at the beginning of the reporting year before teachers begin any PDAE-supported professional development activities. If this is not possible, the pre-test should be administered before 20% of the total professional development hours planned to be offered through the project during the reporting year has been conducted. The posttest should be administered to teachers in the last week that professional development activities are conducted (or as close to the end of the project year as possible). Grantees will need to have a teacher identifier that enables them to match a teacher’s pre- and posttest score (e.g., teacher’s identification number for the school or district).

### Data Analysis

**Grantees are requested to analyze their data using the PDAE Excel file provided by the PDAE Program Office for GPRA Measure 2. Grantees are asked not to report findings for Measure 2 using results from any other analysis in this section. Please review the User’s Guide and follow the step-by-step instructions provided in the guide to analyze your data.**

### Reporting

This section provides instructions and examples on how to report performance data for GPRA Measure II on the APR. Grantees should be guided by the information presented in this section as well as by the information presented in the User’s Guide and the “PDAE Results” tab of the PDAE Excel file to report on GPRA Measure 2.

### Section B - Performance Objectives Information and Related Performance Measures Data

### GPRA Measure 2

**GPRA Measure 2 Target:** There is a statistically significant increase in teacher content knowledge in the arts.

| Row # | Column Name | Description |
| --- | --- | --- |
| Row 1 | Date pretest administered | Enter the date the pretest was administered to teachers participating in the program during the current reporting period. |
| Row 2 | Date posttest administered | Enter the date the posttest was administered to teachers participating in the program during the current reporting period. |
| Row 3 | Actual number of participating teachers | Enter the total number of teachers participating during the current reporting period. |
| Row 4 | Number of participating teachers with both pretest and posttest scores used in the analysis | Enter the number of participating teachers who completed both the pretest and the posttest and whose scores were used in the analysis. Only include participating teachers. Do not include other participants such as artists in residence, trainers, etc. |
| Row 5 | Number of participating teachers with posttest scores greater than their pretest score | Report the number of teachers whose posttest score is higher than their pretest score. |
| Row 6 | Statistical test *(Paired Sample t-test or Wilcoxon)* | Report the type of statistical test done (i.e., t-test or Wilcoxon) using the spreadsheet. |
| Row 7 | Test statistic (t) | Report the test-statistic from the PDAE Excel file’s “PDAE Results” tab. Do not round. (See pages 19-20 of the User’s Guide) |
| Row 8 | p-value from the statistical test | Report the p-value from the PDAE Excel file’s “PDAE Results” tab. Do not round. (See pages 19-20 of the User’s Guide) |
| Row 9 | GPRA Measure 2 Actual | Select “Yes” if there was a statistically significant increase in teacher content knowledge, based on the PDAE Excel file’s “PDAE Results” tab or “No” if there was no statistically significant increase. (See pages 19-20 of the User’s Guide). If the answer is not applicable, please explain why the question is not applicable (e.g., could not conduct analysis due to insufficient sample size) in the description of progress. **[[5]](#footnote-6)** |

*Note: Information for this table can be calculated using the PDAE GPRA 2 Excel Tool.*

### Explanation of Progress

1. **Status of progress:** Select only one box.
   * If the answer to “Statistically significant increase in posttest scores?” on the “PDAE Results” tab is yes, select **Met.**
   * If the posttest has not yet been administered AND the current reporting period has not ended (before September 30), select **In Progress**.
   * If the answer to “Statistically significant increase in posttest scores?” on the “PDAE Results” tab is no, select **Not Met**.
2. **Description of progress (include challenges faced, if any):** 
   * Describe the process of development or selection of the instrument used to assess teacher content knowledge in the arts.
   * Provide information about when the pre- and posttest were administered to teachers (e.g., before any professional development started, after all professional development ended).
   * Discuss data issues such as why all teachers do not have pre- and post-test scores, and challenges with data collection and how challenges (if any) were resolved.
   * Provide any other information relevant to this GPRA measure that you believe to be of importance.
3. **If Measure was “Not Met,” describe how and when the measure will be met, and any lessons learned.** 
   * Describe the efforts being made to meet the targets established for this measure in the future.

### Sample Section B of APR/ad hoc report (GPRA Measure 2)

**GPRA Measure 2:** The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.

**GPRA Measure 2 Target** *There is a statistically significant difference between mean scores on the pretest and posttest.*

|  |  |
| --- | --- |
| Testing**\*** |  |
| Date pretest administered | 10/15/2013 |
| Date posttest administered | 4/25/2014 |
| Number of participating teachers | 24 |
| Number of teacher participants with both pretest and posttest scores used in the analysis | 22 |
| Number of teacher participants with posttest scores greater than their pretest score | 19 |
| Statistical test *(Paired Sample t-test or Wilcoxon)* | Paired-samples t-test |
| Test statistic (t) | 2.8704 |
| p-value from the statistical test | .008043012 |
| **GPRA Measure 2 Actual:**  Did teachers who participated in the PDAE project demonstrate a statistically significant increase in their content knowledge, based on pre- and posttest data? | Yes |

*Note: \*Information for this table can be calculated using the PDAE GPRA 2 Excel Tool*

**Explanation of Progress**

1. Status of progress:

|  |  |  |
| --- | --- | --- |
| Met | Not Met | In Progress *(only applicable to measures with completion dates that fall after the end of the reporting period. In Progress measures must be updated in the ad hoc report)* |

1. Description of progress (include challenges faced, if any)

The instrument was developed by the project evaluator in collaboration with two arts experts. About two-thirds of the questions were developed by this team but the remaining questions were from state tests. The pretest was administered prior to the start of the professional development. The same instrument was used for both pre and posttests. Of the 24 teachers who participated in the program, 22 took the pretest and the same 22 also took the posttest.

1. If Measure was “Not Met,” describe how and when the measure will be met, and any lessons learned.

## Example Tracking System for GPRA Measure 1

This section presents a sample tracking system for GPRA Measure 1 and provides instructions for how to use the Excel file. The PDAE Measure 1 Excel file, shown in Exhibit 1 and described below, is designed to calculate whether participating teachers have met the criteria for sustained and intensive professional development for GPRA Measure 1. The Excel file is best suited for those projects that have a series of professional development activities that each participating teacher is expected to complete. Grantees may use this tracking system or develop their own for the purposes of reporting on GPRA Measure 1, but grantees should not submit individual teacher results to ED.

### Instructions for Operating the Excel File

The major steps you will take when operating the Measure 1 Excel file are:

* enabling the macros;
* entering teacher data;
* conducting the calculations; and
* correcting data entry errors, if any.

### 1. Opening the File and Enabling Macros

When you open the Measure 1 Excel file, you will see a security warning at the top of the spreadsheet: “Macros have been disabled.” Click “Enable this content” to allow the spreadsheet features to function.

### 2. Entering Teacher Data

After enabling the macros in the Measure 1 Excel file, you can proceed with data entry.

The Excel file is designed to record information about teachers participating in PDAE professional development activities. The Excel file allows for up to 20 professional development activities to be entered. If your project offers fewer than 20 professional development activities, leave the remaining professional development columns empty. Data must be entered into the following fields in order to perform the calculations for GPRA Measure 1:

* **Total Hours Offered** (cells J3, M3, etc.)—enter the total number of hours for each professional development activity that was offered as part of the project
* **Teacher ID** (Column A)—enter a unique teacher identifier for each teacher who participated in the project
* **Start Date** (Columns H, K, etc.)—enter the date for the day that each teacher began a professional development activity (leave the Start Date cell empty for teachers who did not participate in a professional development activity)
* **End Date** (Columns I, L, etc.)—enter the date for the day that each teacher ended a professional development activity (leave the End Date cell empty for teachers who did not participate in a professional development activity)
* **Hours Completed** (Columns J, M, etc.)—enter the number of hours that each teacher who participated in a professional development activity completed (leave the Hours Completed cell empty for teachers who did not participate in a professional development activity)

The following information may be useful in tracking information for participating teachers but these fields are not required for the calculations:

* **Name of PD** (Cells J2, M2, etc.)—enter the name of the professional development activity
* **School Name** (Column B)—enter the school of the participating teacher
* **Grade Level** (Column C)—enter the participating teacher’s grade level

When entering data into the spreadsheet please remember to:

* Enter a unique teacher ID for every row that contains data,
* Leave the Start Date, End Date, and Hours Completed cells for a professional development activity empty if a teacher did not participate in that professional development activity, and
* Delete any blank rows between rows of data.

After you have successfully entered the information described above, save the Measure 1 Excel file.

### 3. Conducting the Calculations

After saving the spreadsheet, the next step is to command the Measure 1 Excel file to perform the calculations on the data entered. First, hold down the "Control" (or "Ctrl") key on your keyboard, then press the "h" key. Excel will automatically calculate numbers for each teacher in the following columns:

* **Total PD Hours Completed** (Column D)—this is calculated by summing the Hours Completed across all professional development activities in which a teacher has participated
* **Hours Completed/Hours Offered (%)** (Column E)—this is calculated by dividing Total PD Hours Completed by the sum of the Total Hours Offered across all of the professional development activities
* **Time Period of PD** (Column F)—this is calculated by subtracting the latest End Date from the earliest Start Date, across all professional development activities in which a teacher has participated
* **Met Outcome?** (Column G)—in this column, a “Yes” or “No” is generated based on whether a teacher has met the criteria for sustained and intensive professional development as defined for GPRA Measure 1

### 4. Correcting Data Entry Errors

The Excel file was programmed to automatically perform certain checks on the data entered to help ensure data are entered correctly and appear in the format necessary for the Excel calculations to run. The table below lists the Excel checks that are conducted and the associated messages that will occur if an error is suspected.

| Data Check | Error Message |
| --- | --- |
| Missing teacher IDs or blank rows between rows of data. | Please enter teacher IDs for all rows with data, and do not leave any blank rows between rows of data. |
| Total Hours Offered is missing for a professional development activity where participant data was entered. | Please enter the total number of hours offered for professional development activity [#]. |
| Start Date or End Date is missing for a professional development activity. | Please enter both a start date and an end date for each activity entry. |
| End Date entered for a professional development activity occurs before the Start Date entered for the professional development activity. | End date should not be before start date. |
| Number of Hours Completed is not entered for a professional development activity that has a Start Date and End Date. | Please enter hours completed for each activity with a start and end date. |
| Hours Completed for a professional development activity exceeds the Total Hours Offered for the professional development activity. | Hours completed should not exceed total hours offered. |
| Time Period of PD exceeds 12 months. | The total time period of professional development should be 12 months or less. |

After entering the correct data and saving the file again, the results can be recalculated by holding down the "Control" (or "Ctrl") key and pressing the "h" key.

After reviewing the results, you should save the spreadsheet again.

### 5. Reporting your Results

Use the results for reporting to the PDAE Program Office as instructed on page 14 of this document.

### Sample Tracking System for GPRA Measure 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | | **I** | | **J** | | **K** | | **L** | | **M** | | **N** | | **K** | | **L** |
|  |  |  |  |  |  |  | Professional development activity 1 | | | | | Professional development activity 2 | | | | | | Professional development activity 3 | | | | | |
| Teacher ID | School Name | Grade Level | Total PD Hours Com-pleted | Hours Com-pleted/ Hours Offered (%) | Time Period of PD | Met Outcome? | Name of PD:  Total Hours Offered: | | | | | Name of PD:  Total Hours Offered: | | | | | | Name of PD:  Total Hours Offered: | | | | | |
| Start Date | End Date | | Hours Com-pleted | | Start Date | | End Date | | Hours Com-pleted | | Start Date | | End Date | | Hours Com-pleted | |
|  |  |  |  |  |  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |

1. In this guidance document, “teachers” is synonymous with “arts educators” as defined in the Federal Register notice inviting applications: “Arts educator means a teacher who works in music, dance, theater, media arts, or visual arts, including folk arts.” [↑](#footnote-ref-2)
2. The PDAE Program User’s Guide for the GPRA Measure 2 Excel File contains detailed information about the statistical tests used for analyzing content knowledge test data. [↑](#footnote-ref-3)
3. Phelan, C. & Wren, J. (2005-06). Exploring reliability in academic assessment. Retrieved from: [https://www.uni.edu/chfasoa/reliabilityandvalidity.htm.](https://www.uni.edu/chfasoa/reliabilityandvalidity.htm)  [↑](#footnote-ref-4)
4. Inter-rater reliability is the degree of agreement between raters. Intra-rater reliability is the degree of agreement by a single rater. [↑](#footnote-ref-5)
5. Grantees who have an insufficient sample size will receive an alert message from the PDAE Excel file saying they are unable to report due to an insufficient sample size. [↑](#footnote-ref-6)