

## Rules Guiding the Use of Selected APR Items

This document summarizes important notes and rules guiding the use of selected Annual Performance Report (APR) items that are most commonly misreported. For each section of the APR included in this document, the relevant APR items are listed along with important notes to keep in mind when entering data for these items and rules guiding the relationships across items. Project- and state-level staff should review the rules guiding the use each of these items carefully prior to submitting any new APRs.

You can download a full copy of the APR on the MSP website [www.ed-msp.net](http://www.ed-msp.net) under the Resources menu. If you have additional questions about how to complete your APR, please contact your state coordinator or [msphelp@abtssoc.com](mailto:msphelp@abtssoc.com).

### Section IV: Professional Development

#### Total Counts of Participants

- C.1 Total number of participants (teachers and/or administrators) receiving direct professional development in math or science
- D.1 Total number of elementary school teachers
- E.1 Total number of middle school teachers
- F.1 Total number of high school teachers
- G.1 Total number of administrators

#### Important Notes for these Items:

- Count each teacher only once in their primary area of responsibility and school level.
- Count all participants who received direct professional development. Projects with the goal of training teacher leaders should only include teachers who directly participated in professional development. They should NOT include teachers who were taught by the teacher leaders who participated in professional development.
- All participants listed in Section VIII.A as receiving professional development in math or science should also be included in Section IV (see Section VIII.A on page 5 below).

#### Logic Checks (Please check that these are always true):

- The total number of elementary, middle, and high school teachers and administrators should equal the total number of participants receiving professional development.
  - $IV.D.1 + IV.E.1 + IV.F.1 + IV.G.1 = IV.C.1$
- The total number of participants receiving professional development should be greater than or equal to the number of participants receiving professional development in math or in science.
  - $IV.D.1 + IV.E.1 + IV.F.1 + IV.G.1 \geq VIII.A.i$  (VIII.A.ii)

## Section IV: Professional Development (continued)

### Counts of Participants Who Work Primarily in High-Need Schools

- D.2 Total number of elementary school teachers who primarily work in high-need schools
- E.2 Total number of middle school teachers who primarily work in high-need schools
- F.2 Total number of high school teachers who primarily work in high-need schools

*Logic Checks (Please check that these are always true):*

- The number of elementary, middle, or high school teachers who primarily work in high-need schools cannot exceed the total number of elementary, middle, or high school teachers, respectively.
  - **$IV.D.2 \leq IV.D.1$ ;  $IV.E.2 \leq IV.E.1$ ;  $IV.F.2 \leq IV.F.1$**

### Counts of Students

- H.1 Number of elementary school students taught by participating teachers
- H.2 Number of middle school students in math and/or science classes taught by participating teachers
- H.3 Number of high school students in math and/or science classes taught by participating teachers

*Important Notes for these Items:*

- All students of participating teachers should be included in these counts. Please note that even if the students are not affected during the performance period by their teachers' professional development (which may occur after the school year ends), we would like this section to reflect all students of participating teachers. For teacher leader models, count all students who were affected by teacher leaders. For example, if a teacher leader works with teachers in a general subject, such as math, and all students in the school are affected by this work, then please count all students in the school. If, on the other hand, the teacher leader works with teachers in a specific subject area, such as algebra, and only algebra students are affected, then please count algebra students only.
- All students listed in Section VIII.B as being taught math or science by participating educators should be included in Section IV.H (see Section VIII.B on page 6 below).

*Logic Checks (Please check that these are always true):*

- If participants received professional development, then their students should be included.
  - **If  $IV.D+IV.E+ IV.F + IV.G > 0$ , then  $IV.H.1 + IV.H.2 + IV.H.3 > 0$**
- The total number of students should be greater than or equal to the number of students taught by participating math or science teachers.
  - **$IV.H.1 + IV.H.2 + IV.H.3 \geq VIII.B.1$  (VIII.B.5)**

## Section V: Professional Development Models

### Contact Hours and Professional Development Models

- A. Total professional development contact hours
- B. Type of professional development model:
  - *Summer Institute only* – defined by the MSP legislation as consisting of at least 2 full-time work weeks or 60 hours during the summer.
  - *Summer Institute plus follow up* – in addition to Summer Institute, projects should offer additional professional development activities during the school year.
  - *Models that do not include Summer Institutes* – may include summer professional development totaling less than 60 hours.
- B(i).1 Total duration of Summer Institute, in hours per participant (for projects with Summer Institutes, with or without follow up)
- B(ii).1 Total duration of additional professional development, in hours per participant (for projects with Summer Institutes plus follow up)

#### *Important Notes for these Items:*

- Total contact hours of professional development refers to the hours *offered* in the average participant course load during the 12-month reporting period. Include all components of professional development the average teacher attended. If your program offered multiple professional development courses, the number of courses to include in the total contact hours calculation should be based on the number of courses the average participant attended. For example, if the program offered ten 12-hour courses, but the average teacher participated in three courses, report 36 hours (three 12-hour classes). The hours per course should be based on the number of hours the course was designed to take. For example, if a summer institute was designed to take 80 hours, report 80 hours even if the average participant only attended 72 hours.

#### *Logic Checks (Please check that these are always true):*

- If Summer Institute or Summer Institute plus follow up are selected then the total duration of summer institute hours should be greater than or equal to sixty.
  - **If Summer Institute or Summer Institute plus follow up selected, then  $V.B(i).1 \geq 60$**
- If Summer Institute plus follow-up is selected then the total duration of professional development follow-up hours should be greater than zero.
  - **If Summer Institute plus follow-up selected, then  $V.B(ii).1 > 0$**
- If Summer Institute Only is selected then the total hours of professional development should equal the total duration of the summer institute
  - **If Summer Institute only selected, then  $V.A.1 = V.B(i).1$**
- If Summer Institute plus follow-up is selected then the total hours of professional development should equal the sum of the total hours of summer institute and the total hours of additional professional development
  - **If Summer Institute plus follow-up selected, then  $V.A.1 = V.B(i).1 + V.B(ii).1$**

## Section VI: Professional Development Content and Practices

### Mathematics and Science Content and Practices

- A.1 Did your MSP project provide training in Mathematics content or processes?
- A.2 Indicate the major content, topics, or practices in mathematics
- B.1 Did your MSP project provide training in Science content or processes?
- B.2 Indicate the major content, topics, or practices in science

#### *Important Notes for these Items:*

- If project checked A.1 and/or B.1, one or more topics in A.2 and/or B.2 should be selected.

#### *Logic Checks (Please check that these are always true):*

- If project indicated that they provided training in math or science, the number of teachers receiving professional development in math or science should be listed in Section VIII (see Section VIII below).
  - **If VI.A.1 (VI.B.1) = Yes, then VIII.A.i (VIII.A.ii) > 0**

## Section VIII: Government Performance & Results Act (GPRA)

### Teacher Mathematics and Science Counts and Gains in Content Knowledge

- A.i. Total number of participants receiving professional development in math
- A.ii. Total number of participants receiving professional development in science

#### *Mathematics*

- A.1. Number of participants receiving professional development in all math courses
- A.2. Number of participants with both pretest and posttest scores in math content knowledge
- A.3. Number of participants who showed significant gains in math content knowledge

#### *Science*

- A.4. Number of participants receiving professional development in all science courses
- A.5. Number of participants with both pretest and posttest scores in science content knowledge
- A.6. Number of participants who showed significant gains in science content knowledge

#### *Important Notes for these Items:*

- All participants counted in Section IV.D-G should also be counted in Section VIII.A.
- For VIII A.i and A.ii, count the total number of participants who receive professional development in math or science. *Count each participant only once.*
- For VIII A.1 and A.4, if a participant enrolls in multiple professional development courses, *count the participants separately for each course they participate in.* For example, if a participant enrolled in both an algebra and geometry course, that participant would be counted twice in these items.

#### *Logic Checks (Please check that these are always true):*

- The total number of participants receiving professional development in math (science), counted once, must be less than or equal to the number of participants receiving professional development in math (science), counted for each course.
  - **VIII.A.i (VIII.A.ii)  $\leq$  VIII.A.1 (VIII.A.4)**
- The number of participants with both pretest and posttest scores in math (science) content knowledge must be less than or equal to the number of participants receiving professional development in math (science).
  - **VIII.A.2 (VIII.A.5)  $\leq$  VIII.A.1 (VIII.A.4)**
- The number of participants with significant gains in math (science) content knowledge must be less than or equal to the number of teachers with pretest and posttest.
  - **VIII.A.3 (VIII.A.6)  $\leq$  VIII.A.2 (VIII.A.5)**

## Section VIII: Government Performance & Results Act (GPRA) (continued)

### Student Mathematics and Science Counts and Proficiency on State Assessments

#### Mathematics

- B.1. Number of students taught math by participating educators or affected by teacher-leaders
- B.2. Number of students from B.1 with state assessment data
- B.3. Number of students from B.2 who scored at basic or below in math
- B.4. Number of students from B.2 who scored at proficient or above in math

#### Science

- B.5. Number of students taught science by participating educators or affected by teacher-leaders
- B.6. Number of students from B.5 with state assessment data
- B.7. Number of students from B.6 who scored at basic or below in science
- B.8. Number of students from B.6 who scored at proficient or above in science

#### Important Notes for these Items:

- All students counted in Section IV. H should also be counted in Section VIII.B, unless the students were taught by teachers who did not have the opportunity to teach the students *after* receiving the professional development.
- Projects whose goal is to train teacher leaders should report student achievement data for those students of participants affected by the teacher leader. (See example in notes under [Section IV.H](#)).
- Projects whose goal is to increase teacher content knowledge should provide student achievement data for the students in classrooms of teachers participating in the MSP program, if classroom data are available.

#### Logic Checks (Please check that these are always true):

- The number of students with state assessment data in math (science) must be less than or equal to the number of students taught math (science) by participating teachers.
  - **VIII.B.2 (VIII.B.6) ≤ VIII.B.1 (VIII.B.5)**
- The number of students with state assessment data in math (science) must be equal to the number of students who scored at basic or below, plus the number of students who scored at proficient or above in math (science).
  - **VIII.B.2 (VIII.B.6) = VIII.B.3 + VIII.B.4 (VIII.B.7 + VIII.B.8)**