Grantees are to report information about each section/class of each language supported by FLAP funding during the reporting year using the FLAP LEA Grantee Performance Report- B1 Excel file. A completed electronic copy of this file should be submitted along with the Annual Performance Report (APR), Complete Data Report (CDR), and Final Performance Report.

For the APR, grantees are to report target data for each section/class of each language expected to be supported by FLAP funding during the reporting year. Grantees should report this information in the table in the TARGET DATA worksheet in this Excel file.

For the CDR and Final Performance Report, grantees are to report actual data for each section/class of each language that was supported by FLAP funding during the reporting year. Grantees should report this information in the table in the ACTUAL DATA worksheet in this Excel file.

A section/class is defined as a separate group of students receiving instruction. Specifically, grantees will report for each section/class:
the school name;
the course taught and for the secondary education level (the language level--e.g., Spanish I, Spanish II, AP Spanish);
the grade level of students in the section/class;
the number of sections/classes, which equals 1 unless sections/classes are combined following the directions below;
the total number of students in the section/class;
the number of minutes of instruction per week for the section/class (e.g., 150 minutes, 250 minutes);
the number of weeks each section/class meets per year (e.g., 36 weeks);
the instructional approach for the specific section/class (use the instructional approaches identified in the Grantee Performance Report form); and the test used to measure foreign language proficiency for students in the section/class.

Combining sections/classes for data reporting. A grantee may combine reporting information for more than one section/class of a given language if the sections/classes use the same instructional approach, use the same test to measure foreign language proficiency, meet for the same number of minutes per week, and meet the same number of weeks per year. When combining sections/classes, the grantee should report the grade level of students in the combined sections/classes, the total number of sections/classes combined, and the total number of students across the combined sections/classes. The grantee should report the number of minutes per week and weeks per year each section/class meets. That is, do not sum the minutes per week and weeks per year across sections/classes.

Grantees providing distance education classes. A distance learning class should be considered one class regardless of the number of schools served.

Grantees with more than one grade level and/or school with languages supported by FLAP funding should complete a separate row for each grade level and/or school. However, if a single section/class includes students in multiple grade levels, a grantee may combine all information about the section/class in one row and identify all grade levels of the students in the section/class.

## Explanation of Progress

Grantees are to report information about the data reported for B1 in the Explanation of Progress spreadsheets provided in the FLAP LEA Grantee Performance Report B1 file. There is a separate Explanation of Progress spreadsheet for the APR, CDR, and Final Performance Report. The following information should be provided for the APR, CDR, and Final Performance Report:

- Assessment(s) used and timelines.
- Any information that would help to explain the information reported in the spreadsheet for B1 such as data discrepancies between expected and actual number of sections/classes, languages, and instructional minutes, etc.
- An explanation if your project's instructional approach does not align with one listed in the definitions table.
- An explanation if progress was not made and steps for addressing the issue.
- Activities completed during the reporting period, such as: program expansion of students, grade levels, languages, schools, or minutes of instruction.
- How data and information were used to make improvements in the project.

| Paperwork Burden Statement |
| :--- |
| According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid |
| OMB control number. Public reporting burden for this collection of information is estimated to average 11 hours for the Annual Performance Report and 10 |
| hours for the Complete Data Report, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, |
| and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education |
| Department General Administrative Regulations (EDGAR), 34 CFR 75.253). Send comments regarding the burden estimate or any other aspect of this |
| collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC |
| 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed grantee |
| performance report to this address. |

Example B1.1a. Grantee A will offer classes in three languages: Spanish, French, and Italian in Red Lake Elementary School.
One class of Spanish in grade 1 for 250 minutes a week for 32 weeks, with a total of 20 students;
One class of Spanish in grade 2 for 250 minutes a week for 32 weeks, with a total of 15 students;
Two classes of French in grade 4 for 150 minutes a week for 30 weeks, with a total of 30 students ( 16 in one class and 14 in the other); and
One class of Italian in grade 5 for 200 minutes a week for 15 weeks, with a total of 20 students.
All classes will use the Content-based FLES instructional approach and the SOPA test for proficiency.
For the APR, the grantee would complete the target data table as follows:

| School | Language \& for the secondary level, language leve | Grade level | $\left\|\begin{array}{c} \text { No. of } \\ \text { sections/cl } \\ \text { asses } \end{array}\right\|$ | Total no. of students | Minutes of instruction per week for each section/class | Weeks per year each section/clas met | Instructional approach used | Test used to measure foreign language proficiency |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { RedLLake } \\ & \text { ES } \end{aligned}$ | Spanish | 1 | 1 | 20 | 250 | 32 | Content-based FLES | SOPA |
| $\begin{aligned} & \text { Red Lake } \\ & \text { ES } \end{aligned}$ | Spanish | 2 | 1 | 15 | 250 | 32 | Content-based FLES | SOPA |
| $\begin{aligned} & \text { Red Lake } \\ & \text { ES } \end{aligned}$ | French | 4 | 2 | 30 | 150 | 30 | $\begin{gathered} \text { Content-based } \\ \text { FLES } \end{gathered}$ | SOPA |
| $\begin{aligned} & \text { Red Lake } \\ & \text { ES } \end{aligned}$ | Italian | 5 | 1 | 20 | 200 | 15 | Content-based FLES | SOPA |

Example B1.1b. Grantee A actually offers classes in three languages: Spanish, French, and Italian in Red Lake Elementary School.
One class of Spanish in grade 1 for 200 minutes a week for 32 weeks, with a total of 10 students;
One class of Spanish in grade 2 for 200 minutes a week for 32 weeks, with a total of 17 students,
Two classes of French in grade 4 for 150 minutes a week for 30 weeks, with a total of 25 students ( 12 in one class and 13 in the other); and
One class of Italian in grade 5 for 200 minutes a week for 15 weeks, with a total of 19 students.
All classes use the Content-based FLES instructional approach and the SOPA test for proficiency.
For the CDR, the grantee would complete the actual data table as follows:

| School Name | $\left\|\begin{array}{l} \text { Language \& for } \\ \text { the secondary } \\ \text { teducation } \\ \text { level, lañuage } \\ \text { level } \end{array}\right\|$ | Grade level | $\left\|\begin{array}{c} \text { No. of } \\ \text { sections } / \mathrm{cl} \\ \text { asses } \end{array}\right\|$ | Total no. of students | Minutes of instruction per week for each section/class | $\begin{gathered} \text { Weeks per year } \\ \text { each } \\ \text { sectionlclass } \\ \text { met } \end{gathered}$ | $\begin{gathered} \text { Instructional } \\ \text { approach } \\ \text { used } \end{gathered}$ | $\left.\begin{gathered} \text { Test used } \\ \text { to measure } \\ \text { foreign } \\ \text { language } \\ \text { proficiency } \end{gathered} \right\rvert\,$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Red Lake } \\ & \text { ES } \end{aligned}$ | Spanish | 1 | 1 | 10 | 200 | 32 | Content-based FLES | SOPA |
| $\begin{array}{\|l} \hline \text { Red Lake } \\ \text { ES } \end{array}$ | Spanish | 2 | 1 | 17 | 200 | 32 | $\begin{array}{\|c\|} \hline \text { Content-based } \\ \text { FLES } \end{array}$ | SOPA |
| ES | French | 4 | 2 | 25 | 150 | 30 | $\begin{array}{\|c} \text { Content-based } \\ \text { FLES } \end{array}$ | SOPA |
| $\begin{aligned} & \text { Red Lake } \\ & \text { ES } \\ & \hline \text { ES } \end{aligned}$ | tralian | 5 | 1 | 19 | 200 | 15 | $\begin{gathered} \text { Content-based } \\ \text { FLES } \end{gathered}$ | SOPA |

Explanation of Progress for Example B1.1. The SOPA test for proficiency was administered in May to students in grades 1, 2, 4, and 5 . The enrollment for students in the three language Classes was slightly lower than originally anticipated due to lack of student interest. Red Lake plans on hosting several cultural events to pique student and parent interest in the languages. The minutes eact section meets for
this type of instructional approach.

Example B1.2a. Grantee B will offer one class of Spanish using partial immersion for each grade level 1-5 in Mason Evans Elementary school.
Spanish in grades $1,2,3,4$, \& 5 for 1,200 minutes a week for 36 weeks for each grade level. A total of 30 students in each class will receive instruction. All students will be tested with the SOPA for proficiency.

For the APR, the grantee would complete the target data table as follows:

| School name | $\left\|\begin{array}{c} \text { Language } \& \text { for } \\ \text { the secendary } \\ \text { evuction } \\ \text { level, language } \\ \text { level } \end{array}\right\|$ | Grade level | $\left\lvert\, \begin{gathered} \text { No. of } \\ \text { sections } / \mathrm{Cl} \\ \text { asses } \end{gathered}\right.$ | Total no. of students | Minutes of instruction per week for each section/class | $\begin{array}{\|c} \begin{array}{c} \text { Weeks per year } \\ \text { each } \\ \text { sectionclclass } \\ \text { met } \end{array} \\ \hline \end{array}$ | Instructional approach used | $\left\|\begin{array}{c} \text { Test used } \\ \text { to measure } \\ \text { foreign } \\ \text { language } \\ \text { proficiency } \end{array}\right\|$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{\|l\|l} \hline \text { Mason } \\ \text { Evans ES } \end{array}$ | Spanish | 1 | 1 | 30 | 1,200 | 36 | Partial | SOPA |
| $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Mason } \\ \text { Evans ES } \end{array} \\ \hline \end{array}$ | Spanish | 2 | 1 | 30 | 1,200 | 36 | $\begin{aligned} & \text { Partial } \\ & \text { immersion } \end{aligned}$ | SOP |
| $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Mason_ } \\ \text { Evans ES } \end{array} \\ \hline \end{array}$ | Spanish | 3 | 1 | 30 | 1,200 | 36 | $\begin{gathered} \text { Partial } \\ \text { immersion } \end{gathered}$ | SOPA |
| $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Mason } \\ \text { Evans ES } \end{array} \\ \hline \end{array}$ | Spanish | 4 | 1 | 30 | 1,200 | 36 | $\begin{gathered} \text { Partial } \\ \text { immersion } \end{gathered}$ | SOPA |
| $\begin{array}{\|l\|} \hline \text { Mason } \\ \text { Evans ES } \end{array}$ | Spanish | 5 | 1 | 30 | 1,200 | 36 | $\begin{aligned} & \text { Partial } \\ & \text { immersion } \end{aligned}$ | SOPA |

Example B1.2b. Grantee B actually offers one class of Spanish using partial immersion for each grade level 1-5 in Mason Evans Elementary school.
Spanish in grades $1,2,3,4, \& 5$ for 1,150 minutes a week for 36 weeks for each grade level. A total of 30 students in each class receive instruction.
All students are tested with the SOPA for proficiency.
For the $\mathbf{C D R}$, the grantee would complete the actual data table as follows:

| School name |  | Grade level | $\left\lvert\, \begin{gathered} \text { No. of } \\ \text { sections/cl } \\ \text { asses } \end{gathered}\right.$ | Total no. of students | Minutes of instruction per section/class | $\begin{array}{\|c\|c\|} \text { Weeks per year } \\ \text { each } \\ \text { section/class } \end{array}$ met | Instructional approach used | $\left\|\begin{array}{c} \text { Test used } \\ \text { to measure } \\ \text { foreign } \\ \text { tanguage } \\ \text { proficiency } \end{array}\right\|$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{\|l\|l\|} \hline \text { Mason } \\ \text { Evans } \end{array}$ | Spanish | 1 | 1 | 30 | 1,150 | 36 | Partial immersion | SOPA |
| Mason <br> Evans | Spanish | 2 | 1 | 30 | 1,150 | 36 | $\begin{gathered} \text { Partial } \\ \text { immersion } \end{gathered}$ | SOPA |
| $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Mason } \\ \text { Evans ES } \end{array} \\ \hline \end{array}$ | Spanish | 3 | 1 | 30 | 1,150 | 36 | $\begin{gathered} \text { Partial } \\ \text { immersion } \end{gathered}$ | SOPA |
| $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Mason } \\ \text { Evans ES } \end{array} \\ \hline \end{array}$ | Spanish | 4 | 1 | 30 | 1,150 | 36 | $\begin{gathered} \text { Partial } \\ \text { immersion } \end{gathered}$ | SOPA |
| Mason Evans ES | Spanish | 5 | 1 | 30 | 1,150 | 36 | Partial immersion | SOPA |

Explanation of Progress for Example B1.2. The SOPA test for proficiency was administered in April to students in grades $1-5$. The instructional minutes were reduced by 50 minutes per week due to a change in the start of the school day

Example B1.3a. Grantee C will offer one distance learning class in Beginning Arabic in grade 9 for five schools.
There will be 100 students across the five schools who meet for 250 minutes per week for 36 weeks.
All students will be tested with a teacher developed assessment for proficiency. The teacher will use a Sequential Foreign Language approach
Even though there will be students from five schools, this is considered one section/class. There is no need to report separately by school.
For the APR, the grantee would complete the target data table as follows:


Example B1.3b. Grantee C actually offers one distance learning class in Beginning Arabic in grade 9 for five schools.
There are 50 students across the five schools who met for 250 minutes per week for 36 week
All students are tested with a teacher developed assessment for proficiency. The teacher uses a Sequential Foreign Language approach.
Even though there are students from five schools, this is considered one section/class. There is no need to report separately by school.
For the CDR, the grantee would complete the actual data table as follows:

| $\begin{aligned} & \text { School } \\ & \text { namee } \end{aligned}$ |  | Grade level | $\left\lvert\, \begin{gathered} \text { No. of } \\ \text { sections } / \mathrm{cl} \\ \text { asses } \end{gathered}\right.$ | $\left\|\begin{array}{c} \text { Total no. of } \\ \text { students } \end{array}\right\|$ | Minutes of instruction per week for each section/class | $\begin{array}{\|c} \text { Weeks per year } \\ \text { each } \\ \text { sectionlclass } \\ \text { met } \end{array}$ | Instructional used | $\begin{gathered} \text { Test used } \\ \text { to measure } \\ \text { foreign } \\ \text { language } \\ \text { proficiency } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schools for one section/clas | $\begin{array}{\|l} \hline \text { Beginning } \\ \text { Arabic } \end{array}$ | 9 | 1 | 50 | 250 | G | $\begin{aligned} & \hline \text { Sequential } \\ & \text { Foreieing } \\ & \text { Language } \\ & \text { Program } \end{aligned}$ | $\begin{gathered} \text { Teacher } \\ \text { developed } \\ \text { assessment } \\ \mathrm{s} \end{gathered}$ |

Explanation of Progress for Example B1.3. Teacher developed assessments were administered to 9 9th grade students in the Beginning Arabic distance learning class in March. The enrollment for students in the Arabic course was lower than originally anticipated due to a conflict in student schedules in one of the five schools. That school has since changed the class schedule so more students can attend the class next year.

Example B1.4a. Grantee D will have two Spanish teachers who will teach classes funded by FLAP in Sandy Springs High School.

Teacher A will teach two sections/classes of Spanish I and two sections/classes of Spanish II. Each section/class will run 250 minutes per class each week for 18 weeks. There will be a total of 80 students in Spanish I, grade 9 ( 45 in one section and 35 in the other) and 60 students in Spanish II, grade 10 ( 27 in one section and 33 in the other). Students will be taugh through the Sequential Foreign Language Program and will take the SOPA test for proficiency,

Teacher B will teach one section/Class of AP Spanish with a total of 40 students in the grades 11 and 12. The section/class will run for 150 minutes each week for 36 weeks. Students wil be taught through the Advanced Placement Program and will take the Advanced Placement test for proficiency.

For the APR, the grantee would complete the target data table as follows:

| School | Language \& for the secondary level, language level | Grade level | $\left\|\begin{array}{c} \text { No. of } \\ \text { sections }\|c\| \\ \text { asses } \end{array}\right\|$ | Total no. of students | Minutes of instruction per section/class | Weeks per year each sectionclas met | Instructional approach used | $\begin{gathered} \text { Test used } \\ \text { to measure } \\ \text { foreign } \\ \text { tanguage } \\ \text { proficiency } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Sandy } \\ & \hline \text { Springs } \end{aligned}$ | Spanish I | 9 | 2 | 80 | 250 | 18 | $\begin{aligned} & \text { Sequential } \\ & \text { Forerign } \\ & \text { Langage } \\ & \text { Program } \end{aligned}$ | SOPA |
| $\begin{aligned} & \text { Sandy } \\ & \text { Springs } \end{aligned}$ | Spanish III | 10 | 2 | 60 | 250 | 18 | $\begin{aligned} & \text { Sequential } \begin{array}{c} \text { Foreign } \\ \text { Language } \\ \text { Prograg } \end{array} \end{aligned}$ | SOPA |
| $\begin{aligned} & \hline \text { Sandy } \\ & \text { Springs } \end{aligned}$ | AP Spanish | $11 \& 12$ | 1 | 40 | 150 | 36 | Advanced <br> Placement |  |

Example B1.4b. Grantee D actually has two Spanish teachers who teach classes funded by FLAP in Sandy Springs High School.

Teacher A teaches two sections/classes of Spanish I and two sections/Classes of Spanish II. Each section/class runs 275 minutes per week for 18 weeks. There are a total of 80 students in spanish I, grade 9 ( 45 in one section and 35 in the other) and 60 students in Spanish II, grade 10 ( 27 in one section and 33 in the other). Students are taught through the Sequential Foreign Language Program and take the SOA test for proficiency

Teacher B teaches one combined section/class of AP Spanish with a total of 30 students in the grades 11 and 12 . The section/class runs for 165 minutes each week for 36 weeks. Students are taught through the Advanced Placement Program and take the Advanced Placement test for proficiency

For the CDR, the grantee would complete the actual data table as follows:

| School name | $\begin{array}{\|l\|l\|} \hline \text { Language \& for } \\ \text { the secondary } \\ \text { edduation } \\ \text { evel, language } \\ \text { level } \end{array}$ | Grade level | $\left\|\begin{array}{c} \text { No. of } \\ \text { sections/cl } \\ \text { asses } \end{array}\right\|$ | Total no. of students | Minutes of instruction per week for each section/clas | $\begin{array}{\|l\|l} \text { Weeks per year } \\ \text { each } \\ \text { section/class } \\ \text { met } \end{array}$ | $\begin{aligned} & \text { Instructional } \\ & \text { appraach } \\ & \text { used } \end{aligned}$ | $\left\|\begin{array}{c} \text { Test used } \\ \text { to measure } \\ \text { foreign } \\ \text { fanguage } \\ \text { proficiency } \end{array}\right\|$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Sandy } \\ & \text { Springs } \end{aligned}$ | Spanish I | 9 | 2 | 80 | 275 | 18 | Sequential Fariein Language Program Program | SOPA |
| $\begin{aligned} & \text { Sandy } \\ & \text { Springs } \end{aligned}$ | Spanish III | 10 | 2 | 60 | 275 | 18 | $\begin{aligned} & \text { Sequential } \\ & \text { Foreigng } \\ & \text { Language } \\ & \text { Program } \end{aligned}$ | SOPA |
| $\begin{aligned} & \text { Sandy } \\ & \text { Springs } \end{aligned}$ | AP Spanish | 11 \& 12 | 1 | 30 | 165 | 36 | Advanced Placement | Advanced Placement |

Explanation of Progress for Example B1.4. The SOPA test for proficiency was administered in April to students in grades 9 and 10 . The Advanced Placement test was administered in June in grades 11 and 12 . The instructional minutes were increased by 25 minutes per week for Spanish I and II and 15 minutes per week for AP Spanish because adjustments had been made by the district on allowable minutes of instruction. The AP Spanish enrollment decreased due to lack of student interest.

TARGET (for APR reporting only)

| School name | Language \& for the secondary education level, language level | Grade level | No. of sections/classes | Total no. of | Minutes of instruction per week for each section/class | Weeks per year each section/class met | Instructional approach used |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

$\left.\begin{array}{l}\text { Test used to measure foreign language } \\ \text { proficiency }\end{array}\right]$

| School name | Language \& for the secondary education level, language leve | Grade level | No. of sections/classes | Total no. of students | Minutes of instruction per week for each section/class | Weeks per year each section/class met | Instructional approach used |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |



Explanation of Progress for the APR

Explanation of Progress for the CDR

Explanation of Progress for the Final Performance Report

