Instructions for the FLAP LEA Grantee Performance Report-B1 Excel File

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

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 name	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Red Lake ES	Spanish	1	1	20	250	32	Content-based FLES	SOPA
Red Lake ES	Spanish	2	1	15	250	32	Content-based FLES	SOPA
Red Lake ES	French	4	2	30	150	30	Content-based FLES	SOPA
Red Lake ES	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	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Red Lake ES	Spanish	1	1	10	200	32	Content-based FLES	SOPA
Red Lake ES	Spanish	2	1	17	200	32	Content-based FLES	SOPA
Red Lake ES	French	4	2	25	150	30	Content-based FLES	SOPA
Red Lake ES	Italian	5	1	19	200	15	Content-based FLES	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 each section meets for grades 1 and 2 was lower than originally expected due to a change in scheduling. Students were still able to get the minimum instructional minutes 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	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Mason Evans ES	Spanish	1	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	2	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	3	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	4	1	30	1,200	36	Partial immersion	SOPA
Mason Evans ES	Spanish	5	1	30	1,200	36	Partial immersion	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 **CDR**, the grantee would complete the **actual** data table as follows:

School name	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Mason Evans ES	Spanish	1	1	30	1,150	36	Partial immersion	SOPA
Mason Evans ES	Spanish	2	1	30	1,150	36	Partial immersion	SOPA
Mason Evans ES	Spanish	3	1	30	1,150	36	Partial immersion	SOPA
Mason Evans ES	Spanish	4	1	30	1,150	36	Partial immersion	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:

School name	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Schools combined for one section/class	Beginning Arabic	9	1	100	250	36	Sequential Foreign Language Program	Teacher developed assessments

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 weeks.
   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:

School name	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Schools combined for one section/class	Beginning Arabic	9	1	50	250	36	Sequential Foreign Language Program	Teacher developed assessments

Explanation of Progress for Example B1.3. Teacher developed assessments were administered to 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.

Examples

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 taught 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 will 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 name	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Sandy Springs	Spanish I	9	2	80	250	18	Sequential Foreign Language Program	SOPA
Sandy Springs	Spanish II	10	2	60	250	18	Sequential Foreign Language Program	SOPA
Sandy Springs	AP Spanish	11 & 12	1	40	150	36	Advanced Placement	Advanced 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 SOPA 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	Language & for the secondary education level, language level	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	Test used to measure foreign language proficiency
Sandy Springs	Spanish I	9	2	80	275	18	Sequential Foreign Language Program	SOPA
Sandy Springs	Spanish II	10	2	60	275	18	Sequential Foreign Language Program	SOPA
Sandy Springs	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 students	Minutes of instruction per week for each section/class	Weeks per year each section/class met	Instructional approach used

Test used to measure foreign language proficiency

ACTUAL Data

ACTUAL (for CDR and Final Performance reporting only)

School name	Language & for the secondary education level, language level	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

ACTUAL Data

Test used to measure foreign language proficiency

Explanation of Progress for the APR

Explanation of Progress for the CDR

Explanation of Progress for the Final Performance Report