**Consolidated Grants to the Insular Areas**

**CFDA Number: 84.403A**

**Formula Grant**

**Annual Performance Report (APR)**





**Background:** The Annual Performance Report (APR) provides data on the status of the funded projects. The data relates to the scope and objectives established in the approved Consolidated Grant Application and any approved revisions. In accordance with 34 CFR § 76.132(a)(5)**,** the report must provide, for each of the programs for which funds received under the Consolidated Grant are being used, the most current performance and financial information required under 2 CFR § 200.327-328.

Information provided in the APR will be used by the Insular Areas Team to evaluate whether the grantee has demonstrated substantial progress toward meeting the program’s established project objectives and performance measures.

**Office of School Support and Rural Education**

**Consolidated Grant to the Insular Areas**

**Annual Performance Report Cover Sheet**

**Reporting Period Information: July 1, 201\_ – September 30, 201\_**

**Instructions**: Complete the Annual Performance Report Cover Sheet with the appropriate information.

**1. Grantee Agency Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Address** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City, State, Zip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Grantee Identification:** PR # S403A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Federal Grant Director:**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Authorized Representative of the Grantee (e.g., Commissioner; Director; Superintendent):**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Complete the below tables with the appropriate information. The Fiscal Year (FY) and School Year (SY) must align with the APR’s period of performance.

The Annual Performance Report is divided into four sections. Section 1 includes three tables designed to collect State[[1]](#footnote-2) assessment data; Section 2 collects additional academic achievement and college- and career-readiness data; Section 3 collects program budget information; and Section 4 collects project-specific data.

**Section 1:** The following section collects data on student academic achievement on the State’s assessments in the areas of:

* Mathematics (Table 1.1)
* Reading (Table 1.2)
* Science (Table 1.3)

These assessments refer only to State academic assessments that will be used as the primary means of determining the yearly performance of the State in enabling all children to meet the State's challenging academic achievement standards.

Please include the “Assessment Name” at the top of each Table.

If State assessments did not exist during this time, enter “ND” in the appropriate cells. If the data are currently not available, but there were assessments in place, enter “NA” in the appropriate cells. Use the “Additional detail” section to explain the lack of data or access to reliable data.

**Table 1.1. State Assessment Data – Mathematics (SY\_-\_); Assessment Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Total # of Students Assessed** | **# of Students Below Proficient** | **% of Students Below Proficient** | **# of Students Proficient** | **% of Students Proficient** | **# of Students Above Proficient** | **% of Students Above Proficient** |
| **Pre-K** |  |  |  |  |  |  |  |
| **K** |  |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |
| **What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?** | | | | | | | |
| **Additional detail:** | | | | | | | |

**Table 1.2. State Assessment Data – Reading/Language Arts (SY\_-\_); Assessment Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Total # of Students Assessed** | **# of Students Below Proficient** | **% of Students Below Proficient** | **# of Students Proficient** | **% of Students Proficient** | **# of Students Above Proficient** | **% of Students Above Proficient** |
| **Pre-K** |  |  |  |  |  |  |  |
| **K** |  |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |
| **What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?** | | | | | | | |
| **Additional detail:** | | | | | | | |

**Table 1.3. State Assessment Data – Science (SY\_-\_); Assessment Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Total # of Students Assessed** | **# of Students Below Proficient** | **% of Students Below Proficient** | **# of Students Proficient** | **% of Students Proficient** | **# of Students Above Proficient** | **% of Students Above Proficient** |
| **Pre-K** |  |  |  |  |  |  |  |
| **K** |  |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |
| **Additional detail:** | | | | | | | |

**Section 2:** The following section collects additional student outcome data, specific to academic achievement and college- and career-readiness indicators. Table 2.1. includes:

* 2.1.A – For the purpose of this table, “early education program” is defined as State and/or Federally funded learning programs for children before they enter kindergarten who are typically 4-years old. Enter the requested data for students served in an early education program, such as pre-kindergarten, preschool, Head Start.
* 2.1.B – Enter the requested data for students in grades 7-12 who failed one or more academic subjects during the school year aligned to the performance report.
* 2.1.C – Enter the calculation of the number of students in grades 7-12 who failed one or more core academic subjects, divided by the total number of students in grades 7-12.
* 2.1.D – Enter the graduation rate[[2]](#footnote-3).
* 2.1.D.2 – As an alternative, if the State is unable to calculate the graduation rate (2.1.D), it may enter the number of 12th grade students who graduated high school during the performance period by the number of students who began the 12th grade during the same performance period.

If the data did not exist during this time, place “ND” in the appropriate cells and provide a brief explanation. If the data is currently not available, use “NA” and provide a brief explanation.

**Table 2.1. Additional Data Points (SY\_-\_)**

|  |  |
| --- | --- |
| 1. **# of students served in an early education program (e.g., pre-kindergarten, preschool, Head Start)** |  |
| 1. **# of students in grades 7-12 who failed one or more academic subjects[[3]](#footnote-4)** |  |
| 1. **% of students in grades 7-12 who failed one or more academic subjects** |  |
| 1. **Graduation Rate (SY \_-\_)**   **D.2 # of students eligible to graduate high school.** |  |
| **Additional detail:** | | |

**Section 3:** The following section collects program budget information specific to the grant performance period. Table 3.1. includes:

* 3.1.A – Enter the amount of funds consolidated within the Consolidated Grant.
* 3.1.B – Enter the amount of funds expended during the Consolidated Grant performance period.
* 3.1.C – Enter the amount of funds remaining within the Consolidated Grant.
* 3.1.D – Enter the calculation of the total amount of funds consolidated within the Consolidated Grant, divided by the amount of funds remaining within the Consolidated Grant.
* 3.1.E – Provide an explanation for why the remaining funds were not expended during the grant performance period.

**Table 3.1. Program Budget Information (Fiscal Year\_-\_)**

|  |  |
| --- | --- |
| 1. **Consolidated Grant Amount Obligated** |  |
| 1. **Total Amount Expended** |  |
| 1. **Funds Remaining** |  |
| 1. **% of Funds Remaining** |  |
| 1. **Provide an explanation for the remaining funds:** | | |

**Certification**

* To the best of my knowledge and belief, as the authorized representative of this entity, all data in this performance report are true and correct.
* The report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Signature of Authorized Representative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Complete the table with the appropriate information. One table per project.

**Section 4.** The following section collects project specific data for each of the approved projects in the Consolidated Grant application.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project Title(Federal Program Name):** | |  | | | | **Project Lead:** |  | | **Federal Programs Oversight:** | |  | |
| **Project Budget** | | | **Population Served** | | | | | | | | | |
| **Allocated** | **Expended** | | **Students Served** | | | | **Staff Served** | | | | | |
|  |  | | **Grade Level(s)** | **Projected Number** | | **Actual Number** | **Projected Number of Teachers** | **Projected Number of Administrators** | | **Actual Number of Teachers** | | **Actual Number of Administrators** |
| **Group:** *[Grade Level(s)]* |  | |  |  |  | |  | |  |
| **Group:** *[Grade Level(s)]* |  | |  |  |  | |  | |  |
| **Total Population Served** | | | |  | |  |  |  | |  | | |
| **Project Objective(s)**  *List the project’s objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).* | | | | | **Performance Measure(s)**  *List the metrics used to track and assess the project(s) performance.* | | | | | | | |
|  | | | | | **1.**  **2.**  **3.**  **4.** | | | | | | | |
| **Evidence of Success/ Progress** *(bullet points)*  *List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)* | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Activities**  *List the major activities that were implemented within this project.* | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Observations and/or Challenges**  *List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.* | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| ***Insular Areas Team Program Staff Only***  **Quality of Project Implementation:**   * **Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.** * **Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.** * **Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.** * **Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.** * **Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.** | | | | | | | | | | | | |

1. The term “State” refers to the State Education Agency (SEA). [↑](#footnote-ref-2)
2. 34 C.F.R. §200.19(b)(1)(i)-(iv), defines the four-year adjusted cohort graduation rate (or “the four-year graduation rate”) as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that will be “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, etc.

   However, if the standard number of years in a high school is less than four (i.e., high schools with grades 10-12) or even two years (high schools with grades 11-12), then an adjusted cohort graduation rate could be calculated. [↑](#footnote-ref-3)
3. For the purposes of this table “academic subjects” are considered English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. [↑](#footnote-ref-4)