

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 Consolidated Grant (CG) projects. The data relates to the scope and objectives established in the approved CG application and any approved revisions. In accordance with 34 CFR § 76.132(a)(5), Insular Areas are required to “submit an annual report to the Secretary containing information covering the program or programs for which the grant is used and administered, including the financial and program performance information required under 2 CFR 200.327 and 200.328.”¹

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.

¹ The current cites to the financial and program performance reporting requirements are 2 CFR 200.328 and 200.329.

**Rural, Insular, and Native Achievement Programs
Consolidated Grant to the Insular Areas
Annual Performance Report Cover Sheet
Reporting Period Information: July 1, 2022 – September 30, 2023**

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

1. Grantee Agency Name CNMI Public School System

2. Address P.O. Box 501370

City, State, Zip Saipan, MP 96950

3. Grantee Identification: PR # S403A 220001

4. Federal Grant Director:

Name: Jacqueline Che

Title: Federal Programs Officer

Tel: (670) 237-3065 Fax: (670) 664-3837

E-mail: jacqueline.che@cnmipss.org

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

Name: Donna Flores

Title: Interim Commissioner of Education

Tel: (670) 237-3061 Fax: (670) 664-3845

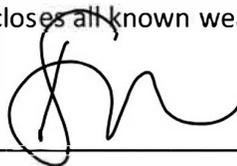
E-mail: pss.coe@cnmipss.org

Certification

■ To the best of my knowledge and belief, as the authorized representative of this entity, all data in this Annual Performance Report are true and correct.

■ The Annual Performance Report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Signature of Authorized Representative: _____



Title: Interim Commissioner of Education

Date: 12/29/2023

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

The APR is divided into two sections. Section 1 collects program budget information and Section 2 collects project-specific performance data.

Section 1: The following section collects program budget information specific to the grant reporting 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 2022)

A. Consolidated Grant Amount Obligated	\$1,801,430.32
B. Total Amount Expended	\$13,540,922.58
C. Funds Remaining	\$3,647,511.00
D. % of Funds Remaining	19%

E. Provide an explanation for the remaining funds: *(Please provide an explanation of how funds will be spent or why these funds have not been spent.)*

The remaining FY 2022 Consolidated Grant funds in the amount of \$3,647,511.00 will be used to complete the following project activities under the approved FY 2022 Consolidated Grant Application:

- **Assessment** (contractual). Due to the high cost of the Smarter Balanced platform, PSS will continue to build and enhance its Assessment platform and add the Math end-of-year and end-of-course assessments.
- **Technology** - The evaluation for the District Wide Classroom and Student Technology Invitation for Bid (IFB) has been completed. Two items have been approved, and the remaining items are still being evaluated.
- **Early Literacy** - The Multi-tiered Systems of Support (MTSS) work is underway and will continue to the next School Year. Implementing a *unified* MTSS Framework is a huge undertaking. District leaders have struggled to set a foundation for MTSS, but there is a concerted effort and vision to implement it with fidelity in Spring 2024. The district is going back to the foundational pieces of MTSS, bringing evidence-based practices together and sustaining professional development to support implementation.

CNMI PSS will continue to monitor project implementation, track delivery of services and goods tied to unliquidated open obligations.

Note: FY21 carryover of \$400,000 for Athletics is not included in this FY22 Annual Performance Report.

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted US Department of Education	2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A220001	Page of 1 pages
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3. Recipient Organization (Name and complete address including Zip code)
CNMI PUBLIC SCHOOL SYSTEM; P.O. BOX 501370; SAIPAN, MP 96950

4a. UEI P1AVLPF9XSA3	4b. EIN 660446193	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 2300-2320	6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual
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8. Project/Grant Period (Month, Day, Year) From: 07/1/2022 To: 9/30/2024	9. Reporting Period End Date (Month, Day, Year) 9/30/23
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10. Transactions Cumulative

(Use lines a-c for single or multiple grant reporting)
Federal Cash (To report multiple grants, also use FFR Attachment):

a. Cash Receipts	
b. Cash Disbursements	
c. Cash on Hand (line a minus b)	

(Use lines d-o for single grant reporting)
Federal Expenditures and Unobligated Balance:

d. Total Federal funds authorized	18,989,864.00
e. Federal share of expenditures	13,540,922.58
f. Federal share of unliquidated obligations	1,801,430.32
g. Total Federal share (sum of lines e and f)	15,342,352.90
h. Unobligated balance of Federal funds (line d minus g)	3,647,511.10

Recipient Share:

i. Total recipient share required	0.00
j. Recipient share of expenditures	0.00
k. Remaining recipient share to be provided (line i minus j)	0.00

Program Income:

l. Total Federal program income earned	
m. Program income expended in accordance with the deduction alternative	
n. Program income expended in accordance with the addition alternative	
o. Unexpended program income (line l minus line m or line n)	

11. Indirect Expense	a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
	Provisional	3.80%	10/01/21	9/30/22	1,273,323.18	48,386.28	48,386.28
	Provisional	3.80%	10/01/22	9/30/23	\$10,649,562.92	\$404,883.39	\$404,683.39
	g. Totals:				\$11,922,886.10	\$453,069.67	\$453,069.67

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Typed or Printed Name and Title of Authorized Certifying Official Donna M. Flores, M.S. - Interim Commissioner of Education 	c. Telephone (Area code, number, and extension) (670) 237-3061 d. Email Address pss.coe@cnmipss.org e. Date Report Submitted (Month, Day, Year) October 30, 2023
b. Signature of Authorized Certifying Official	14. Agency Use Only

Standard Form 425 - Revised 6/28/2010
 OMB Approval Number: 0348-0061
 Expiration Date: 10/31/2011

Paperwork Burden Statement
 According to the Paperwork Reduction Act as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0061), Washington, DC 20503.

CNMI Consolidated Grant
Annual Performance Report FY 2022

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Assessment			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title I, Part B - State Assessment Grants (Title I-B): Funds are used as allowable activities under ESSA Section 1201 (a) (2) (A), (B), (D), (F), and (K) for administering assessments and evaluating student academic achievement.		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served									
Allocated	Expended	% Expended	Students Served			Staff Served						
Public	Public	63%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
\$1,755,503.00	\$1,110,830.41			9,140	9,290	464	463	43	43			
Private	Private			Group: [Grade Level(s)]								
\$0	\$0		Group: [Grade Level(s)]									
Total Population Served					9,290				506			

Consolidated Grant Annual Performance Report FY 2022 Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVES MET: 3/6			<i>Baseline Data</i>				
OBJECTIVE 1: By 2023, CNMI PSS will increase the STAR Reading assessments scores by at least 3% and above by cohort.	Implement and collect data from the Renaissance Assessment program and WIDA assessments to inform instruction and interventions.	Percentage of students at or above proficiency level	TARGET: SY 22-23 Reading: 3rd: 41% 4th: 40% 5th: 38% 6th: 38% 7th: 41% 8th: 35% 9th: 34% 10th: 40% ACTUAL: SY 22-23 Reading: 3rd: 32% 4th: 39% 5th: 34% 6th: 33% 7th: 32% 8th: 32% 9th: 27%	TARGET: SY 22-23 Reading: 3rd: 42% 4th: 41% 5th: 39% 6th: 39% 7th: 42% 8th: 36% 9th: 35% 10th: 41% ACTUAL: SY 22-23 Reading: 3rd: 37% 4th: 44% 5th: 38% 6th: 32% 7th: 30% 8th: 33% 9th: 28%	TARGET: SY 22-23 Reading: 3rd: 43% 4th: 42% 5th: 40% 6th: 40% 7th: 43% 8th: 37% 9th: 36% 10th: 42% ACTUAL: SY 22-23 Reading: 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33%	TARGET: SY 22-23 Reading: 3rd: 43% 4th: 42% 5th: 40% 6th: 40% 7th: 43% 8th: 37% 9th: 36% 10th: 42% ACTUAL: SY 22-23 Reading: 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33%	OBJECTIVE MET: NO The Reading Assessment for the following grade levels was not met: 6th: 34% 7th: 33% 8th: 35% 9th: 33% 10th: 34%. Students are still struggling to regain proficiency in Reading after super typhoon Yutu and the lack of instructional time caused by the pandemic. Students at Hopwood Middle School are still in the double session, which limits their access to full instructional time.

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			10th: 23%	10th: 33%	10th: 34%	10th: 34%	
OBJECTIVE 2: By 2023, CNMI PSS will increase the STAR Math assessments scores by at least 3% and above by cohort.	Implement and collect data from the Renaissance Assessment program and WIDA assessments to inform instruction and interventions.	Percentage of students at or above proficiency level	TARGET: SY 22-23 Math: 3rd: 30% 4th: 31% 5th: 35% 6th: 39% 7th: 39% 8th: 36% 9th: 45% 10th: 65% ACTUAL: SY 22-23 Math: 3rd: 42% 4th: 38% 5th: 36% 6th: 31% 7th: 28% 8th: 33% 9th: 36% 10th: 48%	TARGET: SY 22-23 Math: 3rd: 31% 4th: 32% 5th: 36% 6th: 40% 7th: 40% 8th: 37% 9th: 46% 10th: 66% ACTUAL: SY 22-23 Math: 3rd: 44% 4th: 49% 5th: 42% 6th: 31% 7th: 30% 8th: 32% 9th: 32% 10th: 37%	TARGET: SY 22-23 Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67% ACTUAL: SY 22-23 Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%	TARGET: SY 22-23 Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67% ACTUAL: SY 22-23 Math: 3rd: 48% 4th: 59% 5th: 45% 6th: 33% 7th: 34% 8th: 38% 9th: 41% 10th: 57%	OBJECTIVE MET: NO The Math Assessment for the following grade levels was not met: 6th: 33% 7th: 34% 9th: 41% 10th: 57%. Students are still struggling to regain proficiency in Math after super typhoon Yutu and the lack of instructional time caused by the pandemic. Students at Hopwood Middle School are still in the double session, which limits their access to full instructional time.
OBJECTIVE 3: By 2023, CNMI PSS will increase the STAR Early Literacy assessments scores by at least 3% and above by cohort.	Implement and collect data from the Renaissance Assessment program and WIDA assessments to inform instruction and interventions.	Percentage of students at or above proficiency level	TARGET: SY 22-23 Early Lit: K: 43% 1st: 40% 2nd: 46% ACTUAL: SY 22-23 Early Lit: K: 34% 1st: 42% 2nd: 51%	TARGET: SY 22-23 Early Lit: K: 44% 1st: 41% 2nd: 47% ACTUAL: SY 22-23 Early Lit: K: 62% 1st: 46% 2nd: 50%	TARGET: SY 22-23 Early Lit: K: 45% 1st: 42% 2nd: 48% ACTUAL: SY 22-23 Early Lit: K: 74% 1st: 53% 2nd: 58%	TARGET: SY 22-23 Early Lit: K: 45% 1st: 42% 2nd: 48% ACTUAL: SY 22-23 Early Lit: K: 74% 1st: 53% 2nd: 58%	OBJECTIVE MET: YES Renewed focus on early literacy.

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<p>OBJECTIVE 4: By 2023, CNMI PSS will increase the End of Year assessments scores by at least 3% and above by cohort.</p>	<p>Implement and collect data from Smarter Balanced and End of Year online assessments to inform instruction and interventions.</p>	<p>Percentage of benchmarks that meet proficient and advanced.</p>	<p>TARGET: SY 22-23 NMI History: 10th: 42%</p> <p>ACTUAL: SY 22-23 NMI History: 10th: 21%</p>	<p>TARGET: SY 22-23 NMI History: 10th: 42%</p> <p>ACTUAL: SY 22-23 NMI History: 10th: 21%</p>	<p>TARGET: SY 22-23 NMI History: 10th: 42%</p> <p>ACTUAL: SY 22-23 NMI History: 10th: 21%</p>	<p>TARGET: SY 22-23 NMI History: 10th: 42%</p> <p>ACTUAL: SY 22-23 NMI History: 10th: 21%</p>	<p>OBJECTIVE MET: NO</p> <p>Students are still recovering from disruptions in teaching and learning caused by super typhoon Yutu and the pandemic.</p>
<p>OBJECTIVE 5: By 2023, CNMI PSS will increase the percentage of students who will pass the AP Exam by at least 4% from 35% to 39%.</p>	<p>Implement and collect data from AP Exams</p>	<p>Percentage of students who pass AP Exams</p>	<p>TARGET: SY 22-23 AP Exams: 39%</p> <p>ACTUAL: SY 22-23 AP Exams: 44%</p>	<p>OBJECTIVE MET: YES</p>			
<p>OBJECTIVE 6: By 2023, student passing rate of 9th grade students will increase from 57% to 65%</p>	<p>Increase data dialogue and collaboration using assessment data between middle schools and high schools to increase passing rates of students in the 9th grade</p>	<p>Percentage of students who completed their credits</p>	<p>TARGET: SY 22-23 Passing Rate: 9th: 65%</p> <p>ACTUAL: SY 22-23 Passing Rate: 9th: 86%</p>	<p>TARGET: SY 22-23 Passing Rate: 9th: 65%</p> <p>ACTUAL: SY 22-23 Passing Rate: 9th: 86%</p>	<p>TARGET: SY 22-23 Passing Rate: 9th: 65%</p> <p>ACTUAL: SY 22-23 Passing Rate: 9th: 86%</p>	<p>TARGET: SY 22-23 Passing Rate: 9th: 65%</p> <p>ACTUAL: SY 22-23 Passing Rate: 9th: 86%</p>	<p>OBJECTIVE MET: YES</p>

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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.)

Please add more bullet points if necessary.

- Reading assessment scores have increased in grades: 3rd: 46%, 4th: 52%, and 5th: 45%
- Math assessment scores have increased in grades: 3rd: 48%, 4th: 59%, 5th: 45%, 8th: 38%
- The STAR Early Literacy assessment scores in grades K-2nd (Met)
- The percentage of students who passed Advanced Placement Exams increased from 39% to 44% (Met)
- The percentage of 9th students who completed their credits increased from 65% to 86% (Met)
- The Student Academic Achievement Report is used to guide the development of the continuous improvement Schoolwide Plan (SWP) for the SY 2023-2024
- Met at least 54% of the target goals

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. STAR Assessment and End of Course Assessment were administered during Screener 1 in September 2022, Screener 2 in February 2023, and Outcome Screener in May 2023.
2. Data dialogues and middle Schools-High school transition meetings were held on the islands of Saipan on March 27 and Rota on April 20, 2023.
3. The Smarter Balanced Assessment (SBA) was administered from May 8-12, 2023.
4. Advanced Placement (AP) Exams and WIDA English Proficiency Assessment were conducted between April and May 2023.
5. STAR Data Literacy and Data Dialogue training sessions were also held in October and April 2023. Five presenters from Renaissance STAR helped facilitate the process and helped schools unpack their data and learn how to read and interpret it.
6. The assessment results were used in the Schoolwide Improvement planning session held in May 2023.

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

1. NMI History outcome did not meet target scores.
2. Some grade-level Math and reading targets were not met.
3. PSS could not adopt the Smarter Balanced assessments due to the high cost of the Smarter Balanced platform. PSS decided to continue to build up the PSS Assessment platform and add the Math end-of-year and end-of-course assessments.

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.**

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- 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.

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Annual Performance Report FY 2022 Template

Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			State Administration			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title V, Part B, Subpart 2 - Rural and Low-Income School		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served									
Allocated	Expended	% Expended	Students Served			Staff Served						
Public	Public	67%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
\$120,474.00	\$80,893.93		Group: [Grade Level(s)]	9,140	9,140	464	463	43	43			
Private	Private		Group: [Grade Level(s)]									
Total Population Served						9,140		506				

Consolidated Grant

Annual Performance Report FY 2022 Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:	
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met	
			<i>Baseline Data</i>					
OBJECTIVES MET: 3/3								
By the end of SY22-23, the number of schools indicating satisfactory technical assistance services will increase to 20, or a 5% increase per year.	Administer the School Satisfaction Survey on Training and Technical Assistance Supports provided to schools. Data on the following: 1) Overall Satisfaction with Training and Technical Assistance Supports, 2) Access to Technology, Online Courses, 3) Professional Development	Number of schools at least "somewhat satisfied" with the training and technical assistance support provided to them.	19	Target: N/A Actual: N/A	Target: N/A Actual: N/A	Target: N/A Actual: N/A	Target: 20 (5% increase) Actual: 20 (5.26% increase)	OBJECTIVE MET: YES

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<p>By the end of SY22-23, the Accreditation Index of Education Quality (IEQ) rating will increase from the current 256 to 269 or a 5% increase per year.</p>	<p>Cognia accreditation site visit and IEQ rating</p>	<p>Percentage increase in the Index of Education Quality</p>	<p>256</p>	<p>Target: N/A</p> <p>Actual: N/A</p>	<p>Target: N/A</p> <p>Actual: N/A</p>	<p>Target: N/A</p> <p>Actual: N/A</p>	<p>Target: 269 IEQ (5% Increase)</p> <p>Actual: 288 IEQ (7.81% increase)</p>	<p>OBJECTIVE MET: YES</p>
<p>By the end of SY22-23, the number of CNMI PSS project outcomes will increase to 12 of 12 outcomes achieved, or a 17% increase per year.</p>	<p>Monitor implementation of projects and activities.</p>	<p>Percent of all consolidated grant project objectives met.</p>	<p>50%</p>	<p>Target: N/A</p> <p>Actual: N/A</p>	<p>Target: N/A</p> <p>Actual: N/A</p>	<p>Target: N/A</p> <p>Actual: N/A</p>	<p>Target: 67% (17% increase)</p> <p>Actual: 67%</p>	<p>OBJECTIVE MET: YES</p>

Consolidated Grant

Annual Performance Report FY 2022 Template

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.)

Please add more bullet points if necessary.

- Objective #1 for the School Year 2022-2023 was successfully met. We aimed to increase the number of schools indicating satisfactory technical assistance services to 20, targeting a 5% annual increase. Impressively, we not only reached but slightly exceeded our target, achieving a 5.26% increase with an actual count of 20 schools. This accomplishment is further underscored by the positive feedback from the administrators of the twenty public schools in the CNMI PSS. Out of these, ten administrators reported being "highly satisfied" with the services, eight expressed being "satisfied," and two indicated they were "somewhat satisfied." This collective response underscores the effectiveness and impact of our technical assistance services and marks a significant milestone in our continuous effort to enhance educational support in the CNMI PSS.
- Objective #2 for the School Year 2022-2023 has been successfully achieved, surpassing the set expectations. The target was to elevate the Accreditation Index of Education Quality (IEQ) from the existing score of 256 to 269, aiming for a 5% yearly increase. Remarkably, the actual outcome exceeded our goal, with the IEQ reaching 288, representing a 7.81% increase. Cognia uses this metric as a comprehensive measure of overall performance based on detailed standards and review criteria. As of December 20, 2023, the CNMI PSS was informed that our IEQ rating stood at 290 out of a possible 400, which is 21 points higher than our targeted goal. This achievement is particularly noteworthy as, according to Cognia, an IEQ of 275 or above is indicative of a district that is not only performing well but is also engaged in impactful practices deeply embedded in a culture of systemic excellence. Our attainment of an IEQ of 290 underscores our commitment to high-quality education and continuous improvement in the CNMI PSS.
- Objective #3 for the School Year 2022-2023 has been successfully achieved and significantly surpassed. Our goal was to increase the number of CNMI PSS Consolidated Grant project objectives marked as "met" to 55%, aiming for a steady annual growth of 5%. Impressively, we have exceeded our target, achieving a 67% success rate, which translates to a remarkable 12% increase from our original goal. As of December 2023, we have successfully met 30 out of the 45 set objectives, demonstrating a significant stride in our commitment to educational excellence and effective project implementation.
- Monitoring and Technical Assistance support established, with State Leads supporting Project Leads in the implementation of Consolidated Grant projects.
- Established Reporting Calendar. Ongoing consultation and technical assistance provided by the Federal Programs Office.
- Consolidated Grant project activities are included in the Strategic Performance Management (SPM) platform system to streamline project success reporting, but also permits quarterly updates available to the Board of Education for their review.
- Cross-departmental attendance in Feldesman Tucker Leifer Fidell (FTLF) Federal Funding Academy, National ESEA Conference, and USDOE Insular Areas Meeting.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Hold stakeholder workshops, work sessions, and guidance offered: Schoolwide Improvement Plan, Internal controls and practices to ensure the allowability, allocability and reasonableness in the administration and implementation of Consolidated Grant funded activities. These include: Evaluation, Travel Activities, Equitable Services for Non-Public School Students and Teachers, Allowable Uses of Funds, and Period of Availability.

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2. Conduct quarterly/annual monitoring (fiscal/programmatic) through on-site meetings, observations, reports and compliance review of project implementation requests. Reviews provide the Federal Program Office and Project Leads with the information necessary to make corrections, continue what is working and adjust as needed to meet goals and objectives.

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 project objectives) were not met, if appropriate.*

Please add more numbers if necessary.

Challenges:

1. Rising costs due to inflation, including shipping challenges and delays in the delivery of these goods and cancellation of orders.
2. Teacher shortage continues to be an issue for both public and private, non-public schools. Filling vacancies for Special Education, Science and Math content areas. There is also a notable decrease in public and private, non-public student enrollment.

Observations:

1. More synergy in cross-departmental shared projects and initiatives that are funded by the Consolidated Grant. There is a renewed focus in putting Students First in how we allocate resources and monitor project implementation with a focus on student outcomes.

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.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Schoolwide Plan (SWP)			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		ESEA Title V, Part B, Subpart 2 Use of RLIS funds under ESSA Title 1 Section 1114 (b) (7) (A) (i) (ii) (iii) (I-V) for programs that meet the needs of all children, particularly those at-risk of meeting challenging State academic standards.		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served									
Allocated	Expended	% Expended	Students Served			Staff Served						
Public	Public	91%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
\$6,630,159.00	\$6,037,745.90		Group: [Grade Level(s)]	9,140	9,290	464	463	43	43			
Private	Private		Group: [Grade Level(s)]									
\$0	\$0											
Total Population Served					9,290					506		

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Project Objective(s) <i>Add additional rows for each separate project objective.</i> OBJECTIVES MET: 0/3	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
			Quarter 1 Performance Target <i>Baseline Data</i>	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 22-23, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.	Administer the STAR assessments during the following: Screener 1 (Fall), Screener 2 (Winter), Screener 3 (Outcome).	Percentage of students at or above proficiency scores.	TARGET: SY 22-23 <u>Reading:</u> 3rd: 41% 4th: 40% 5th: 38% 6th: 38% 7th: 41% 8th: 35% 9th: 34% 10th: 40% ACTUAL: SY 22-23 <u>Reading:</u> 3rd: 32% 4th: 39% 5th: 34% 6th: 33% 7th: 32% 8th: 32% 9th: 27%	TARGET: SY 22-23 <u>Reading:</u> 3rd: 42% 4th: 41% 5th: 39% 6th: 39% 7th: 42% 8th: 36% 9th: 35% 10th: 41% ACTUAL: SY 22-23 <u>Reading:</u> 3rd: 37% 4th: 44% 5th: 38% 6th: 32% 7th: 30% 8th: 33% 9th: 28%	TARGET: SY 22-23 <u>Reading:</u> 3rd: 43% 4th: 42% 5th: 40% 6th: 40% 7th: 43% 8th: 37% 9th: 36% 10th: 42% ACTUAL: SY 22-23 <u>Reading:</u> 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33%	TARGET: SY 22-23 <u>Reading:</u> 3rd: 43% 4th: 42% 5th: 40% 6th: 40% 7th: 43% 8th: 37% 9th: 36% 10th: 42% ACTUAL: SY 22-23 <u>Reading:</u> 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33%	OBJECTIVE MET: NO The Reading Assessment for the following grade levels was not met: 6th: 34% 7th: 33% 8th: 35% 9th: 33% 10th: 34%. Students are still struggling to regain proficiency in Reading after super typhoon Yutu and the lack of instructional time caused by the pandemic. Students at Hopwood Middle School are still in the double

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			<p>10th: 23%</p> <p>TARGET: SY 22-23</p> <p>Math: 3rd: 30% 4th: 31% 5th: 35% 6th: 39% 7th: 39% 8th: 36% 9th: 45% 10th: 65%</p> <p>ACTUAL: Math 3rd: 42% 4th: 38% 5th: 36% 6th: 31% 7th: 28% 8th: 33% 9th: 36% 10th: 48%</p> <p>TARGET: SY 22-23</p> <p>Early Lit: K: 43% 1st: 40% 2nd: 46%</p> <p>ACTUAL: SY 22-23 Early Lit: K: 34% 1st: 42% 2nd: 51%</p>	<p>10th: 33%</p> <p>TARGET: SY 22-23</p> <p>Math: 3rd: 31% 4th: 32% 5th: 36% 6th: 40% 7th: 40% 8th: 37% 9th: 46% 10th: 66%</p> <p>ACTUAL: Math 3rd: 44% 4th: 49% 5th: 42% 6th: 31% 7th: 30% 8th: 32% 9th: 32% 10th: 37%</p> <p>TARGET: SY 22-23</p> <p>Early Lit: K: 44% 1st: 41% 2nd: 47%</p> <p>ACTUAL: SY 22-23 Early Lit: K: 62% 1st: 46% 2nd: 50%</p>	<p>10th: 34%</p> <p>TARGET: SY 22-23</p> <p>Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>ACTUAL: Math 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>TARGET: SY 22-23</p> <p>Early Lit: K: 45% 1st: 42% 2nd: 48%</p> <p>ACTUAL: SY 22-23 Early Lit: K: 74% 1st: 53% 2nd: 58%</p>	<p>10th: 34%</p> <p>TARGET: SY 22-23</p> <p>Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>ACTUAL: Math 3rd: 48% 4th: 59% 5th: 45% 6th: 33% 7th: 34% 8th: 38% 9th: 41% 10th: 57%</p> <p>TARGET: SY 22-23</p> <p>Early Lit: K: 45% 1st: 42% 2nd: 48%</p> <p>ACTUAL: SY 22-23 Early Lit: K: 74% 1st: 53% 2nd: 58%</p>	<p>session, which limits their access to full instructional time.</p> <p>The Math Assessment for the following grade levels was not met:</p> <p>6th: 33% 7th: 34% 9th: 41% 10th: 57%.</p> <p>Students are still recovering from disruptions in teaching and learning caused by super typhoon Yutu and the pandemic.</p> <p>Note: The Early Literacy Assessment scores were met for grades K to 2.</p>
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<p>OBJECTIVE 2: By the end of SY 22-23, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.</p>	<p>Conduct data dialogue with schools to unpack STAR data and use the data to inform instructions</p>	<p>Percentage of students at or above proficiency scores.</p>	<p>TARGET: SY 22-23 Reading: 3rd: 41% 4th: 40% 5th: 38% 6th: 38% 7th: 41% 8th: 35% 9th: 34% 10th: 40%</p> <p>ACTUAL: SY 22-23 Reading: 3rd: 32% 4th: 39% 5th: 34% 6th: 33% 7th: 32% 8th: 32% 9th: 27% 10th: 23%</p> <p>TARGET: SY 22-23 Math: 3rd: 30% 4th: 31% 5th: 35% 6th: 39% 7th: 39% 8th: 36% 9th: 45% 10th: 65%</p> <p>ACTUAL: Math 3rd: 42%</p>	<p>TARGET: SY 22-23 Reading: 3rd: 42% 4th: 41% 5th: 39% 6th: 39% 7th: 42% 8th: 36% 9th: 35% 10th: 41%</p> <p>ACTUAL: SY 22-23 Reading: 3rd: 37% 4th: 44% 5th: 38% 6th: 32% 7th: 30% 8th: 33% 9th: 28% 10th: 33%</p> <p>TARGET: SY 22-23 Math: 3rd: 31% 4th: 32% 5th: 36% 6th: 40% 7th: 40% 8th: 37% 9th: 46% 10th: 66%</p> <p>ACTUAL: Math 3rd: 44%</p>	<p>TARGET: SY 22-23 Reading: 3rd: 43% 4th: 42% 5th: 40% 6th: 40% 7th: 43% 8th: 37% 9th: 36% 10th: 42%</p> <p>ACTUAL: SY 22-23 Reading: 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33% 10th: 34%</p> <p>TARGET: SY 22-23 Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>ACTUAL: Math 3rd: 32%</p>	<p>TARGET: SY 22-23 Reading: 3rd: 43% 4th: 42% 5th: 40% 6th: 40% 7th: 43% 8th: 37% 9th: 36% 10th: 42%</p> <p>ACTUAL: SY 22-23 Reading: 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33% 10th: 34%</p> <p>TARGET: SY 22-23 Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p>	<p>OBJECTIVE MET: NO</p> <p>The Reading Assessment for the following grade levels was not met:</p> <p>6th: 34% 7th: 33% 8th: 35% 9th: 33% 10th: 34%.</p> <p>Students are still struggling to regain proficiency in Reading after super typhoon Yutu and the lack of instructional time caused by the pandemic. Students at Hopwood Middle School are still in the double session, which limits their access to full instructional time.</p> <p>The Math Assessment for the following grade levels was not met:</p> <p>6th: 33% 7th: 34% 9th: 41% 10th: 57%.</p>
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			<p>4th: 38%</p> <p>5th: 36%</p> <p>6th: 31%</p> <p>7th: 28%</p> <p>8th: 33%</p> <p>9th: 36%</p> <p>10th: 48%</p> <p> </p> <p> </p> <p>TARGET: SY 22-23 Early Lit: K: 43%</p> <p>1st: 40%</p> <p>2nd: 46%</p> <p> </p> <p>ACTUAL: SY 22-23 Early Lit: K: 34%</p> <p>1st: 42%</p> <p>2nd: 51%</p> <p> </p> <p> </p>	<p>4th: 49%</p> <p>5th: 42%</p> <p>6th: 31%</p> <p>7th: 30%</p> <p>8th: 32%</p> <p>9th: 32%</p> <p>10th: 37%</p> <p> </p> <p>TARGET: SY 22-23 Early Lit: K: 44%</p> <p>1st: 41%</p> <p>2nd: 47%</p> <p> </p> <p>ACTUAL: SY 22-23 Early Lit: K: 62%</p> <p>1st: 46%</p> <p>2nd: 50%</p> <p> </p> <p> </p>	<p>4th: 33%</p> <p>5th: 37%</p> <p>6th: 41%</p> <p>7th: 41%</p> <p>8th: 38%</p> <p>9th: 47%</p> <p>10th: 67%</p> <p> </p> <p>TARGET: SY 22-23 Early Lit: K: 45%</p> <p>1st: 42%</p> <p>2nd: 48%</p> <p> </p> <p>ACTUAL: SY 22-23 Early Lit: K: 74%</p> <p>1st: 53%</p> <p>2nd: 58%</p> <p> </p> <p> </p>	<p>ACTUAL: Math 3rd: 48%</p> <p>4th: 59%</p> <p>5th: 45%</p> <p>6th: 33%</p> <p>7th: 34%</p> <p>8th: 38%</p> <p>9th: 41%</p> <p>10th: 57%</p> <p> </p> <p>TARGET: SY 22-23 Early Lit: K: 45%</p> <p>1st: 42%</p> <p>2nd: 48%</p> <p> </p> <p>ACTUAL: SY 22-23 Early Lit: K: 74%</p> <p>1st: 53%</p> <p>2nd: 58%</p> <p> </p> <p> </p>	<p>Students are still recovering from disruptions in teaching and learning caused by super typhoon Yutu and the pandemic.</p> <p>Note: The Early Literacy Assessment scores were met for grades K to 2.</p>
<p>OBJECTIVE 3: By 2023, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.</p>	<p>Provide all schools with supplemental materials to improve instructions, address learning loss and achieve goals.</p>	<p>Percentage of students at or above proficiency scores.</p>	<p>TARGET: SY 22-23 Reading: 3rd: 41%</p> <p>4th: 40%</p> <p>5th: 38%</p> <p>6th: 38%</p> <p>7th: 41%</p> <p>8th: 35%</p> <p>9th: 34%</p> <p>10th: 40%</p> <p> </p> <p>ACTUAL:</p>	<p>TARGET: SY 22-23 Reading: 3rd: 42%</p> <p>4th: 41%</p> <p>5th: 39%</p> <p>6th: 39%</p> <p>7th: 42%</p> <p>8th: 36%</p> <p>9th: 35%</p> <p>10th: 41%</p> <p> </p> <p>ACTUAL:</p>	<p>TARGET: SY 22-23 Reading: 3rd: 43%</p> <p>4th: 42%</p> <p>5th: 40%</p> <p>6th: 40%</p> <p>7th: 43%</p> <p>8th: 37%</p> <p>9th: 36%</p> <p>10th: 42%</p> <p> </p> <p>ACTUAL:</p>	<p>TARGET: SY 22-23 Reading: 3rd: 43%</p> <p>4th: 42%</p> <p>5th: 40%</p> <p>6th: 40%</p> <p>7th: 43%</p> <p>8th: 37%</p> <p>9th: 36%</p> <p>10th: 42%</p> <p> </p> <p>ACTUAL:</p>	<p>OBJECTIVE MET: NO</p> <p>The Reading Assessment for the following grade levels was not met:</p> <p>6th: 34%</p> <p>7th: 33%</p> <p>8th: 35%</p> <p>9th: 33%</p> <p>10th: 34%.</p> <p>Students are still</p>

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			<p>SY 22-23 Reading: 3rd: 32% 4th: 39% 5th: 34% 6th: 33% 7th: 32% 8th: 32% 9th: 27% 10th: 23%</p> <p>TARGET: SY 22-23 Math: 3rd: 30% 4th: 31% 5th: 35% 6th: 39% 7th: 39% 8th: 36% 9th: 45% 10th: 65%</p> <p>ACTUAL: Math 3rd: 42% 4th: 38% 5th: 36% 6th: 31% 7th: 28% 8th: 33% 9th: 36% 10th: 48%</p> <p>TARGET: SY 22-23 Early Lit: K: 43% 1st: 40% 2nd: 46%</p>	<p>SY 22-23 Reading: 3rd: 37% 4th: 44% 5th: 38% 6th: 32% 7th: 30% 8th: 33% 9th: 28% 10th: 33%</p> <p>TARGET: SY 22-23 Math: 3rd: 31% 4th: 32% 5th: 36% 6th: 40% 7th: 40% 8th: 37% 9th: 46% 10th: 66%</p> <p>ACTUAL: Math 3rd: 44% 4th: 49% 5th: 42% 6th: 31% 7th: 30% 8th: 32% 9th: 32% 10th: 37%</p> <p>TARGET: SY 22-23 Early Lit: K: 44% 1st: 41% 2nd: 47%</p>	<p>SY 22-23 Reading: 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33% 10th: 34%</p> <p>TARGET: SY 22-23 Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>ACTUAL: Math 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>TARGET: SY 22-23 Early Lit: K: 45% 1st: 42% 2nd: 48%</p>	<p>SY 22-23 Reading: 3rd: 46% 4th: 52% 5th: 45% 6th: 34% 7th: 33% 8th: 35% 9th: 33% 10th: 34%</p> <p>TARGET: SY 22-23 Math: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>ACTUAL: Math 3rd: 48% 4th: 59% 5th: 45% 6th: 33% 7th: 34% 8th: 38% 9th: 41% 10th: 57%</p> <p>TARGET: SY 22-23 Early Lit: K: 45% 1st: 42% 2nd: 48%</p>	<p>struggling to regain proficiency in Reading after super typhoon Yutu and the lack of instructional time caused by the pandemic. Students at Hopwood Middle School are still in the double session, which limits their access to full instructional time.</p> <p>The Math Assessment for the following grade levels was not met:</p> <p>6th: 33% 7th: 34% 9th: 41% 10th: 57%.</p> <p>Students are still recovering from disruptions in teaching and learning caused by super typhoon Yutu and the pandemic.</p> <p>Note: The Early Literacy Assessment scores were met for grades K to 2.</p>
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			ACTUAL: SY 22-23 Early Lit: K: 34% 1st: 42% 2nd: 51%	ACTUAL: SY 22-23 Early Lit: K: 62% 1st: 46% 2nd: 50%	ACTUAL: SY 22-23 Early Lit: K: 74% 1st: 53% 2nd: 58%	ACTUAL: SY 22-23 Early Lit: K: 74% 1st: 53% 2nd: 58%	
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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.)

Please add more bullet points if necessary.

- Reading assessment scores have increased in grades: 3rd: 46%, 4th: 52%, and 5th: 45%
- Math assessment scores have increased in grades: 3rd: 48%, 4th: 59%, 5th: 45%, 8th: 38%
- The STAR Early Literacy assessment scores in grades K-2nd (Met)
- The Student Academic Achievement Report is used to guide the development of the continuous improvement Schoolwide Plan (SWP) for the SY 2023-2024
- All elementary schools met the district goal of 50% and above in STAR Early Literacy
- Nine out of 20 schools met the district goal of 50% and above in STAR Reading
- Ten out of 20 schools met the district goal of 50% and above in STAR Math
- Out of 252 Schoolwide Improvement (SWP) initiatives and objectives from 20 schools, 199 are on track, 36 are lagging, and 17 are at-risk of not being met in SY 2022-2023.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. STAR Assessment and End of Course Assessment were conducted during Screener 1 in September, Screener 2 in February 2023, and Outcome Screener in May 2023.
2. PSS conducted data dialogue and middle schools-high school transition meetings in Saipan on March 27 and in Rota on April 20, 2023.
3. STAR Data Literacy and Data Dialogue Training was conducted in October and April 2023. Five presenters from Renaissance STAR helped the schools unpack and understand their data. The assessment results were used in the schoolwide planning in May 2023.
4. Teachers at DMS were provided professional development opportunities in Project-Based Learning and Project Lead the Way to assist with increasing student performance. Teachers also used the PSS board-adopted High Quality Instructional Materials (HQIM) and provided rigorous grade-level content.

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5. Da'ok Academy, the district's alternative education, focused on Project Based Learning (PBL) this School Year 2022-2023. Stakeholder engagement goals were met. Students explored outreach programs, listened to presentations, and engaged in service-learning opportunities throughout the year from different government/private sectors. These opportunities were particularly planned to empower students to become productive members of their communities and allowed them to work outside the regular classroom settings. Students received Social Emotional Learning lessons focusing on all five components on half-day Mondays: College Preparation, Career Pathways, community engagement and involvement, and traditional/out-of-classroom learning experiences.
6. GES implemented personalized learning programs to increase student engagement through After School Tutorial and Saturday Program and Progress Monitor student achievement results throughout the school year. GES also invested in supplemental learning programs and materials to personalize student learning for all students and subgroups. Teachers and staff procured classroom supplemental resources for their classrooms. Teachers and staff were provided program support and training for professional learning. GES increased stakeholder communication of student progress through parent conferences.
7. HMS invested in instructional resources, staff training, extracurricular activities, and extended learning opportunities. There is a growth in the overall student Math level from 5.8 to 6.5 and in Reading from 5.7 to 6.5 based on the STAR Assessment and an increase in student daily attendance from 94% in the first semester to 97% in the 2nd semester. HMS promoted parent engagement by conducting one PTSA Meeting per quarter, one family literacy, and other family activities.
8. At KagES, to address learning success, students were provided school supplies to maximize learning experience, personalized student planners & Early Warning System (EWS) log books, and opportunities to participate in on and off-island competitions such as the regional spelling bee and Chamorro language competition on Guam. KagES utilized the Response to Intervention and Early Warning System process to provide effective instruction and Social emotional learning (SEL) interventions to increase student readiness & participation, as measured by the STAR Assessments. To support this initiative, the school renewed supplemental programs such as Lexia Core5, Goalbook, and IXL. Finally, books supported by the Renaissance Accelerated Reader program were purchased for the school library. To support a high-performing system, KagES provided activities and opportunities for teachers and staff to develop skills needed for effective instruction and professional growth. Lastly, KAGES continues to 1) provide a safe and caring learning environment, various professional development and certification opportunities for teachers and staff; 2) utilize the EWS data monitoring tool; 3) encourage digital intervention programs to address student needs; and 4) the push for increased parent involvement. Through these efforts, student academic progress for SY 22-23 reflected a positive trend, in which all grade levels from K-5 met or surpassed the district-level outcome expectations, as measured by STAR EL, Reading, and Math data.
9. For TINES, there is progress in implementing the SEL curriculum which reflects the school's commitment to students' social and emotional growth, which can positively impact their academic performance and overall life skills. TINES held activities such as cultural day, family literacy & numeracy day, 4th-grade mental health retreat, 6th-grade Life Skills camp out, and many others were conducted to promote and strengthen students' social-emotional learning. By the end of the school year, there were ONLY a total of 8 Behavior Office Referrals. Students' academics were on the right track at the beginning and middle of the school year. TINES' school counselor, administration staff, and teachers work together to promote students' social and emotional well-being and support their development. Programs such as PATTS, Positive Actions, and classroom guidance were implemented to ensure our students and staff's ongoing positive mental health and well-being.

Detailed activities from other schools can be found here: [W FPO CG-SWP Quarter 4 Update .docx](#)

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

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1. Some grade-level Math and reading targets were not met.
2. The schools continue to adjust to face-to-face instruction. Student absenteeism is a common trend across the district.
3. HMS still lacks classrooms due to Typhoon Yutu. The district has requested support from the USDOE in leveraging other federal funding sources (non Consolidated Grant) to procure modular classrooms for HMS.

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.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Technology		Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS): Funds are utilized under ESSA Title IV-A Section 4109 (a) (1) (D) and (2) (B) for the effective use of technology.		Federal Programs Oversight:	Jacqueline Che		
Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	62%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>
\$3,057,960.00	\$1,890,729.89		Group: K-12	9,140	8,856	596	596	43	43
Private	Private	9%	Group: [Grade Level(s)]		110		87		2
\$1,437,678.00	\$127,856.63								
Total Population Served				8,996			728		

Consolidated Grant Annual Performance Report FY 2022 Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:	
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target		
OBJECTIVES MET: 9/10			<i>Baseline Data</i>				1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met	
OBJECTIVE 1: By the end of SY 22-23 the CNMI PSS will increase its digital learning environment score as measured by the Effective Learning Environment Observation (ELEOT) classroom observation tool from an average rating of 2.36 to 2.38.	Activity 1: 21st Century Classroom Resources and Teacher Observations	CNMI PSS average score on DLE (Digital Learning Environment) ELEOT Tool	2.36 DLE ELEOT SCORE	TARGET: 2.365 ACTUAL: N/A	TARGET: 2.37 ACTUAL: N/A	TARGET: 2.375 ACTUAL: 2.47	TARGET: 2.38 ACTUAL: 2.56	OBJECTIVE MET: YES
OBJECTIVE 2: By the end of SY 2022-2023: 2,350 students will be annually enrolled in Student Portal Program online courses as measured by registration data.	Activity 2: Student Portal Program online course offerings for high school and middle school students.	Total # of students enrolled in the Student Portal Term.	1,900 students enrolled in SY 2021-2022	TARGET: 783 Fall 2022 ACTUAL: 1277 Fall 2022	TARGET: 783 Spring 2023 ACTUAL: 979 Spring 2023	TARGET: 784 Summer 2023 ACTUAL: 1132 Summer 2023	TARGET: 2350 (Combined across all terms) ACTUAL: 3388 (Combined across all terms)	OBJECTIVE MET: YES

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<p>OBJECTIVE 3: By the end of SY 2022-2023 students enrolled in the digital skills course will increase the percentage of scoring “approaching proficiency” on the digital skills assessment by 5%.</p>	<p>Activity 3: Digital Skills course for middle school students</p>	<p>Percent of increase in the number of students enrolled in digital skills course scoring “approaching proficiency” (50% or above) on the Digital Skills Assessment.</p>	<p>63% of students enrolled in digital skills courses scored “approaching proficiency”</p>	<p>TARGET: 1.25% increase (64.25 % scoring approaching proficiency) ACTUAL: N/A</p>	<p>TARGET: 2.50% increase (65.5 % scoring approaching proficiency) ACTUAL: N/A</p>	<p>TARGET: 3.75% increase (66.75 % scoring approaching proficiency) ACTUAL: N/A</p>	<p>TARGET: 5.00% increase (68.00% scoring approaching proficiency) ACTUAL: 17.00% increase (80.00% scoring approaching proficiency)</p>	<p>OBJECTIVE MET: YES</p>
<p>OBJECTIVE 4: By the end of SY 2022-2023: 400 educators will enroll annually in certification courses as measured by Professional Portal/EdTech enrollment data.</p>	<p>Activity 4: Professional Portal and Ed Tech Program Course Offerings to support teacher and staff retention and equip educators with education technology knowledge and skills</p>	<p>Total # of educators enrolled in certification and ed tech. courses</p>	<p>370 Educators enrolled in certification and ed tech courses in SY 2021-2022</p>	<p>TARGET: 133 ACTUAL: 120</p>	<p>TARGET: 133 ACTUAL: 188</p>	<p>TARGET: 133 ACTUAL: 118</p>	<p>TARGET: 400 (Combined across all terms) ACTUAL: 426 (combined across all terms)</p>	<p>OBJECTIVE MET: YES</p>
<p>OBJECTIVE 5: By the end of SY 2022-2023, 100% (or 20) of all CNMI PSS schools will maintain 85% connectivity in an electronic document sharing network as measured by IT office log.</p>	<p>Activity 5: Improved infrastructure hardware activity provides technological resources and access to multimedia equipment such as printers, scanners, and other electronic sharing to support 21st-century learning.</p>	<p>Percentage of schools maintaining 85% connectivity on the electronic document sharing network</p>	<p>20 public schools connected to an electronic document sharing network</p>	<p>TARGET: N/A ACTUAL: N/A</p>	<p>TARGET: N/A ACTUAL: N/A</p>	<p>TARGET: N/A ACTUAL: N/A</p>	<p>TARGET: 100% (20 schools) ACTUAL: 100% (20 schools)</p>	<p>OBJECTIVE MET: YES</p>

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<p>OBJECTIVE 6: By the end of SY 2022-2023 CNMI PSS network infrastructure downtime job tickets will decrease by 5% as measured by IT Mojo ticket records.</p>	<p>Activity 6: The Infrastructure Technology activity aims to improve network speeds and reduce downtime of the network to ensure a robust and connected system of infrastructure technology in schools.</p>	<p>Average percent of network downtime reported</p>	<p>Average of 11 network job related tickets reported per month in SY 2021-2022</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 5% decrease in network downtime</p> <p>ACTUAL: 5% decrease in network downtime</p>	<p>OBJECTIVE MET: YES</p>
<p>OBJECTIVE 7: By the end of SY 2022-2023, ITDE Students and Stakeholder Satellite Use Survey will indicate 85% overall satisfaction rating as measured by users' perception survey.</p>	<p>Activity 7: ITDE Satellite centers will provide student support services and access to technological resources for students and staff enrolled in online learning.</p>	<p>Percentage of satellite users reporting overall satisfaction rating as measured by users' perception survey provided at the ITDE satellite centers.</p>	<p>No baseline data</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 85% of users</p> <p>ACTUAL: 96% of users</p>	<p>OBJECTIVE MET: YES</p>
<p>OBJECTIVE 8: By the end of SY 2022-2023, the CNMI PSS will increase its number of online AP course offerings from 3 courses to 5 courses as measured by its course offering data.</p>	<p>Activity 8: Expansion of Online AP Course Offerings</p>	<p># of total online AP courses offered</p>	<p>3 online AP courses offered via the Student Portal Program in SY 2021-2022</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 5 Courses</p> <p>ACTUAL: 5 Courses</p>	<p>OBJECTIVE MET: YES</p>
<p>OBJECTIVE 9: By the end of SY 2022-2023, CORE day teacher participants will report a 5% positive change in knowledge and attitude on</p>	<p>Activity 9: Instructional Design Support</p>	<p>Percentage of positive change in knowledge and attitude on the topic of instructional</p>	<p>No baseline data</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 5%</p> <p>ACTUAL: 58.8%</p>	<p>OBJECTIVE MET: YES</p>

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the topic of instructional design as measured by end of course evaluations.		design by teachers as measured by end of course evaluations						
<p>OBJECTIVE 10: By the end of SY 2022- 2023, CNMI PSS will secure 3000 endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job ticket logs.</p>	<p>Activity 10: Network Security enhancements for CNMI PSS Infrastructure Technology Network</p>	<p>Total # of endpoint devices with improved security measures installed</p>	<p>No baseline data</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 3000</p> <p>ACTUAL: 2601</p>	<p>OBJECTIVE MET: NO</p> <p>At the end of the project period, a total of 2,601 endpoint devices were secured, which is 87% of the goal. While the goal of 3000 was not met, the State Infrastructure Technology (SIT) department has made tremendous strides in endpoint security of a significant number of devices across the district. The SIT department is in the process of procuring an additional 1000 licenses for endpoint security and will continue to install the solution on identified PSS devices.</p>

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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.)

Please add more bullet points if necessary.

- The average score for the CNMI PSS Digital Learning Environment increased from 2.36 in the 2021-2022 school year (SY 21-22) to 2.56 in the 2022-2023 school year (SY 22-23), as evaluated by the ELEOT Classroom Observation Tool.
- There was a 78% increase in student enrollment in online courses through the Student Portal Program, rising from 1,900 in SY 21-22 to 3,388 in SY 22-23, according to online course enrollment data.
- Additionally, there was a 23% rise in the percentage of students scoring at least “approaching proficiency,” from 63% in SY 21-22 to 80% in SY 22-23, as measured by the digital skills assessment.
- There was also a 15% increase in the number of educators enrolling in online certification courses through the Professional Portal Program and Ed Tech Program, growing from 370 participants in SY 21-22 to 426 in SY 22-23, as indicated by certification course enrollment data.
- According to the ITDE Center User Perception Survey, 96% of students reported a satisfaction rating of at least “satisfied.”
- The PSS network monitor achieved 100% connectivity during SY 22-23 with no intentional downtime. Furthermore, all PSS schools maintained a connection to an electronic document sharing network.
- Finally, a total of 2,601 PSS endpoint devices have been secured to protect against malware, ransomware, and other cyber threats, as recorded in the job ticket logs."

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. **Supporting Digital Learning Environment Growth:** To support the increase in the CNMI PSS Digital Learning Environment Score, an increased number of professional development offerings focused on instructional technology integration was provided to teachers and school administrators. A total of 2,204 participants attended 52 professional development sessions during the project period. Highly requested professional development sessions were “Gamifying Your Lessons,” “Techy Ways to Make Class More Engaging,” and “Digital Citizenship.” Additionally, the ITDE department has continued to provide webinars to maximize the use of district-wide instructional technology tools such as Nearpod, Brainpop, and Achieve 3000. Nearpod is an interactive educational platform that allows teachers to create engaging lessons with multimedia content and assessments for students. BrainPOP is an educational website featuring animated videos and interactive quizzes covering a wide range of subjects, designed to support classroom learning. Achieve 3000 is an adaptive literacy platform that provides differentiated reading materials and assessments tailored to individual students' reading levels.
2. **Increased Access to High Quality Online Instruction for Students:** The Student Portal Program provides online core curricular, elective, and Advanced Placement coursework for both public and private schools students on all three islands. There was an increase in enrollment in SY22-23 for a total of 3,388 students enrolled. For SY 22-23 the program collected 1,817 course evaluation responses with an average response rate of 95% of students rating the quality of online course content as “Good” to “Excellent” and 91% of students rating the quality of the eTeacher’s course facilitation as “Good” to “Excellent”. The improved access also includes an increase in the number of Advanced Placement courses provided through an online course offering. A

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total of 5 AP courses were offered to online students during SY 22-23 (AP Japanese, AP English Language, AP English Literature, AP Statistics, and AP US Government). This meets the target of expanding online AP course offerings from 3 courses (baseline) to 5 courses.

3. **Increased Access to High Quality Online Professional Development:** The Professional Portal provides learning opportunities for educators from both private and public institutions across the CNMI, offering a large range of BOE Certification and Licensure courses for professional development. Online certification course offerings include courses such as Principles of Online Learning, Computer Technology, and Instructional Strategies & Classroom Management. The Professional Portal saw a 17% increase in enrollment for the Spring 2023 and Summer 2023 sessions for a total of 344 participants. The program collected 239 course evaluation responses with an average response rate of 97% of the quality of the online course content as “Good” to “Excellent” and a 98% of participants that reported on the quality of the instructor’s course facilitation as “Good” to “Excellent.” Additionally, the Educational Technology Training Program provided educators the opportunity to enroll in a year-long training program designed to bridge the gap between teachers’ knowledge and current technological skills essential for all 21st-century educators. In SY 2022-2023, the program saw a completion rate of 105 participants. A new course, Instructional Design with Technology, was designed for the program. Based on course evaluation data, 98% of survey respondents reported satisfied to very satisfied when asked for overall satisfaction with the new course.
4. **Equipping Distance Education Centers:** Despite initial challenges with technology procurement, the distance education centers are now fully equipped to serve students at the identified satellite centers. According to user perception data, 96% of users reported a satisfied or very satisfied rating for the overall services and resources provided by the Distance Education Centers. Additionally, 48% of users reported using the distance education centers several times per week with another 29% of users using the centers daily.
5. **Improved Infrastructure Technology Network Stability:** The PSS network monitor system has reported consistent connectivity for the majority of SY22-23. There has been 0% of intentional downtime reported. Connectivity has been at 100% and the only network issues faced were due to unexpected power outages beyond the State Infrastructure Technology (SIT) department's control. During these power outages, the SIT team successfully powered down network systems to avoid any hardware damages that may be caused by the sudden shutdown of these systems.

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 project objectives) were not met, if appropriate.*

Please add more numbers if necessary.

1. **Decreased Enrollment in Middle School Digital Skills Courses:** The project team has found it challenging to recruit students to enroll in the middle school digital skills courses (activity related to Objective 3). The number of students enrolled in the middle school courses has declined each term. The number of students enrolled in high school digital skills courses, however, have remained steady indicating continued student interest in these courses. To address the declining enrollment in online middle school courses, recruitment efforts will be made to ensure middle school students are well aware of the opportunity to participate in enrichment courses to improve their digital skills.
2. **Delivery of Procured Technology Equipment to DE Centers:** The project team was challenged with ensuring the timely delivery of procured DE center equipment (laptops, desktops, technology carts) to the Rota DE center. Despite securing a vendor for delivery, the delivery date was pushed back several times due to various shipping challenges beyond the project team’s control. To date, the equipment for the Rota DE center has been delivered, however, the actual delivery time of equipment to the island of Rota took much longer than anticipated.
3. **Securing End-Point Devices:** The State Infrastructure Technology (SIT) department was able to secure a large number of endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job ticket logs. A total of 2,601 of endpoint devices have been

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secured, which is 87% of the annual goal. While the goal of 3000 was not met, the SIT department has made tremendous strides in securing a large amount of devices across the district. The SIT department is in the process of procuring an additional 1000 licenses for endpoint security and will continue to install the solution on identified PSS devices. An additional challenge is producing the proper reporting for the endpoint security devices. SIT team members are currently working with the vendor to help build customized reports for the CNMI PSS.

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.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Title 1 Reading Tutorial for Private, Non-Public Schools			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title V-B Subpart 2, - Rural and Low Income Schools (RLIS) Allowable Use(s) of Funds Title I-A		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served									
Allocated	Expended	% Expended	Students Served				Staff Served					
Public	Public	87%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
\$0	\$0		Group: [Grade Level(s)]									
Private	Private		Group: [Grade Level(s)]	3rd grade students: 83	3rd grade students: 26	10	4					
\$475,500.00	\$416,493.00											
Total Population Served							26				3	

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Project Objective(s) <i>Add additional rows for each separate project objective.</i> OBJECTIVES MET: 1/1	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
			Quarter 1 Performance Target <i>Baseline Data</i>	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY22-23, the percentage of 3rd grade students enrolled in the Title 1 Program who are performing “at or above proficiency” levels will increase from 10% to 13% in STAR Reading.	Administer the STAR Reading Assessment during the following: Screener 1 (Fall); Screener 2 (Winter); Screener 3 (Spring); Screener 4 (Outcome)	Percentage of students enrolled in the 3rd grade Title 1 Program who are performing “at or above” proficiency levels in Reading.	10% TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: 13% ACTUAL: 35%	OBJECTIVE MET: YES

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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.)

Please add more bullet points if necessary.

The percentage of 3rd grade students in the Title I program performing “at or above proficiency” level increased from 10% to 35%, above the targeted 13%.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Attendance in school-level and statewide Professional Development activities, including Achieve 3000, Into Math, and Into Reading. Use of accelerated reading programs.
2. Implement effective reading strategies for increasing reading comprehension level. This includes push-in/pull-out methods, developing students’ ability to decode words, modeling reading fluency, setting fluency goals and using progress monitoring data to inform instruction and interventions.
3. Increased demand for hard-copy and digital books to students’ reading habits change.

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

Third grade is the turning point in which students who do not reach proficiency by the end of that year may fall behind and struggle to catch up to their peers. No challenge at the moment with implementing this project. Teachers continue to use data-informed strategies, learning tools, and technology to improve performance in reading and writing.

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.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Class Size Reduction (CSR)			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title I, Part A - LEA Grants (Title I-A) Title V, Part B, Subpart A, Rural and Low-Income School Program (Title V-B or RLIS)		Federal Programs Oversight:		Jacqueline Che	
Project Budget			Population Served										
Allocated	Expended	% Expended	Students Served			Staff Served							
Public	Public	100.5% (Salary adjustment due to certification)	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators				
\$1,946,811.00	\$1,956,779.00		Group: [Grade Level(s)]	700	875	35	35	0	0				
Private \$0	Private \$0		Group: [Grade Level(s)]	0	0	0	0	0	0				
Total Population Served										875		35	

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Project Objective(s) <i>Add additional rows for each separate project objective.</i> OBJECTIVES MET: 0/5	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
			Quarter 1 Performance Target <i>Baseline Data</i>	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 22-23, 3,411 or 80% of 3rd-8th grade students will score at the ready level in Reading as measured by the STAR Reading Assessment.	Administer the STAR Assessment during the following: Screener 1 (Fall) Screener 2 (Winter) Screener 3 (Spring) Screener 4 (Outcome)	Percent of students scoring at the ready level as measured by the STAR Reading Assessment	TARGET: 2,558 or 60% of students score at the ready level. ACTUAL: 33.7% of students scored at the ready level.	TARGET: 2,771 or 65% of students score at the ready level. ACTUAL: 35.7% of students scored at the ready level.	TARGET: 2,985 or 70% of students score at the ready level. ACTUAL: 40.8% of students scored at the ready level.	TARGET: 3,411 or 80% of students score at the ready level. ACTUAL: 41.0% of students scored at the ready level.	OBJECTIVE MET: NO While the goal of “80% of 3rd-8th grade students will score at the ready level in Reading” was not met, schools continue to make tremendous strides in providing evidence-based academic recovery strategies, including High Dosage Tutoring, after-school and expanded learning programs.

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<p>OBJECTIVE 2: By the end of SY 22-23, 861 or 48% of 9th & 10th grade students will score at the ready level in Reading as measured by the STAR Reading Assessment.</p>	<p>Administer the STAR Assessment during the following: Screener 1 (Fall) Screener 2 (Winter) Screener 3 (Spring) Screener 4 (Outcome)</p>	<p>Percent of students scoring at the ready level as measured by the STAR Reading Assessment</p>	<p>TARGET: 610 or 34% of students score at the ready level. ACTUAL: 25% of students scored at the ready level.</p>	<p>TARGET: 753 or 42% of students score at the ready level. ACTUAL: 30.5% of students scored at the ready level.</p>	<p>TARGET: 807 or 45% of students score at the ready level. ACTUAL: 33.5% of students scored at the ready level.</p>	<p>TARGET: 861 or 48% of students score at the ready level. ACTUAL: 33.5% of students scored at the ready level.</p>	<p>OBJECTIVE MET: NO While the goal of “ 48% 9th-10th grade students will score at the ready level in Reading” was not met, schools continue to make tremendous strides in providing evidence-based academic recovery strategies, including High Dosage Tutoring, after-school and expanded learning programs.</p>
<p>OBJECTIVE 3: By the end of SY 22-23, our 35 class size reduction teachers will demonstrate 6 out of 6 effective teaching practices as evidenced by power walkthrough ELEOT McRel teacher evaluation data.</p>	<p>CSR Teachers will demonstrate Effective Teaching Practices. Conduct power walkthroughs in the classrooms.</p>	<p>Number of effective practices evidenced in the Power Walkthrough Tool</p>	<p>TARGET: At least 3 effective practices evidenced in PWT reviews. ACTUAL: Power WalkThrough (PWT) was discontinued by the district.</p>	<p>TARGET: At least 3 effective practices evidenced in PWT reviews. ACTUAL: Power WalkThrough (PWT) was discontinued by the district.</p>	<p>TARGET: At least 3 effective practices evidenced in PWT reviews. ACTUAL: Power WalkThrough (PWT) was discontinued by the district.</p>	<p>TARGET: At least 3 effective practices evidenced in PWT reviews. ACTUAL: Power WalkThrough (PWT) was discontinued by the district.</p>	<p>OBJECTIVE MET: NO Power WalkThrough (PWT) was discontinued by the district.</p>

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<p>OBJECTIVE 4: By the end of SY 22-23, 100% of elementary schools will have a 20:1 or smaller student to teacher ratio.</p>	<p>CSR Teacher placement in public schools.</p>	<p>Number of elementary schools who have a 20:1 student teacher ratio</p>	<p>TARGET: All 9 elementary schools will have a 20:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 9 elementary schools at 20:1 student teacher ratio.</p>	<p>TARGET: All 9 elementary schools will have a 20:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 9 elementary schools at 20:1 student teacher ratio.</p>	<p>TARGET: All 9 elementary schools will have a 20:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 9 elementary schools at 20:1 student teacher ratio.</p>	<p>TARGET: All 9 elementary schools will have a 20:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 9 elementary schools at 20:1 student teacher ratio.</p>	<p>OBJECTIVE MET: NO</p> <p>While the goal of “all 9 elementary schools will have a 20:1 student teacher ratio” was not met, challenges were noted such as logistical issues in identifying adequate classroom space to implement the CSR project. Cost is another challenge for the project. While all 35 CSR positions were filled, there are additional requests for more CSR teachers.</p>
<p>OBJECTIVE 5: By the end of SY 22-23, 100% of secondary schools will have at least a 25:1 or smaller student to teacher ratio.</p>	<p>CSR Teacher placement in public schools.</p>	<p>Number of secondary schools who have a 20:1 student teacher ratio</p>	<p>TARGET: All 11 secondary schools will have 25:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 11 secondary schools at 25:1 student teacher ratio.</p>	<p>TARGET: All 11 secondary schools will have 25:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 11 secondary schools at 25:1 student teacher ratio.</p>	<p>TARGET: All 11 secondary schools will have 25:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 11 secondary schools at 25:1 student teacher ratio.</p>	<p>TARGET: All 11 secondary schools will have 25:1 student teacher ratio.</p> <p>ACTUAL: 8 out of 11 secondary schools at 25:1 student teacher ratio.</p>	<p>OBJECTIVE MET: NO</p> <p>While the goal of “all 11 secondary schools will have 25:1 student teacher ratio” was not met, challenges were noted such as logistical issues in identifying adequate classroom space to implement the CSR project. Cost is another challenge for the project. While all 35 CSR positions were filled, there are additional requests for more CSR teachers.</p>

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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.)

Please add more bullet points if necessary.

- **Closing the gap in Reading level:**
 - Reading assessment scores have increased in grades: 3rd: 46%, 4th: 52%, and 5th: 45%
 - Math assessment scores have increased in grades: 3rd: 48%, 4th: 59%, 5th: 45%, 8th: 38%
- **Implementation of High Quality Instructional Materials (HQIM) and Professional Development.**

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Professional Development

District wide professional development on best practices throughout the school year.

- **HQIM roll out:** Professional Development conducted for teachers on June 7-9 and 12-13, 2023 and August 14-18, 2023.
- **Teacher Mentoring Program Activities:** The teacher mentoring program ensures that new teachers between 0 to 2 years of experience are provided guidance e by a seasoned veteran to better understand the critical teaching roles and responsibilities as well as to develop pedagogically sound classroom instructional, behavioral, and socio-emotional practices that promote the highest level of student achievement.
- **Aspiring Leaders Program Activities:** The Aspiring Leaders Program provided a total of four leadership courses to participants: Intro to School Leadership, Facilitative Leadership, School Law, and Technology for School Leaders. Each course was equivalent to 45 hours of professional development. In addition, participants completed a summer leadership internship with mentor school leaders. As a result of the internship, ALP participants were able to partake in key summer leadership activities such as the Balanced Leadership Institute, the Strategic Performance Management Workshops, and School-Wide Planning sessions.
- **Instructional Coaching Initiative Activities:** The instructional coaching initiative provides a framework for instructional support for teachers throughout the CNMI PSS. Data collected drives improvement, coinciding with coaching support to bridge instructional gaps for each teacher through evidence-based instructional practices.

2. Community of Learners

- **Professional Learning Communities for Teachers Activities** - The professional learning community creates an educator coalition within the content areas to continually share best practices, work collectively to mitigate and address subject-specific issues and collaboratively innovate in the application of the science and art of teaching and learning
- ELA training on HQIM, including Into Reading, My Perspectives (virtual), and Into Literature, was conducted on April 3-4, 2023 for Instructional Leaders and April 5-6, 2023 for schools' lead teams or Training of Trainers (TOT). The training focused on Implementation Roadmap to Success and the potential of HQIM to support student success grounded in the Science of Reading, evidence-based strategies, progress monitoring, and differentiation/scaffolding.

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- Into Math and Into AGA (Algebra 1, Geometry, Algebra 2) training was conducted in April 2023 for Instructional Leaders and Training of Trainers.

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 project objectives) were not met, if appropriate.*

Please add more numbers if necessary.

1. Logistical issues such as finding adequate classroom space at particular schools.
2. There may be a need to increase the 35 budgeted CSR positions due to the additional requests from school administrators; however, the district is currently evaluating the effectiveness of the CSR in improving student achievement. There is an aim to improve teacher quality, not quantity. This can be done by developing meaningful teacher tests and alternative certification programs, continuing to invest in HQIM and professional development, and recruiting qualified teachers.

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.**

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Annual Performance Report FY 2022 Template

Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			K-2 Literacy			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.			Title I, Part A and Title V-B, Subpart 2 (Rural and Low-Income School Program)		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served										
Allocated	Expended	% Expended	Students Served			Staff Served							
Public	Public	17%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators				
\$1,308,534.00	\$220,647.40		Group: [Grade Level(s)] K-2	1,741	1,740	43	43	18	18				
Private	Private		Group: [Grade Level(s)]										
\$0	\$0												
Total Population Served			1,740			61							

Consolidated Grant

Annual Performance Report FY 2022 Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
OBJECTIVES MET: 4/6			<i>Baseline Data</i>				1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of 2022-2023, 75% of teachers will self-report feeling “confident” or “very confident” in explaining a student’s academic standing in a clear and understandable manner to parents.	PARENT COMMUNICATION: Pilot School K-2 teachers will utilize the Parent Engagement Checklist for parent/teacher conferences.	% of teachers who will self-report feeling “confident” or “very confident” in explaining a student’s academic standing in a clear and understandable manner to parents.	TARGET: 50.0%	TARGET: N/A	TARGET: N/A	TARGET: 75.0%	OBJECTIVE MET: YES
			ACTUAL: N/A	ACTUAL: N/A	ACTUAL: N/A	ACTUAL: 95.8%	
						Very Confident: 62.9%	
						Confident: 32.9%	

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<p>OBJECTIVE 5: By the end of 2022-2023, 75% K-2 instructional staff will self-report feeling “confident” or “very confident” in integrating literacy practices across all content areas.</p>	<p>LITERACY SKILLS INTEGRATION K-2 teachers (early adopter)training on integrating literacy practices across all content areas.</p>	<p>gap. % of K-2 instructional staff who will self-report feeling “confident” or “very confident” in integrating literacy practices across all content areas</p>		<p>TARGET: 50.0%</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 75.0%</p> <p>ACTUAL: 81.4%</p> <p>Very Confident: 11.4% Confident: 70.0%</p>	<p>OBJECTIVE MET: YES</p>
<p>OBJECTIVE 6: By the end of SY 2022-2023, current student scores at or above the district benchmark in Kindergarten will increase from 39% to 54%, 1st grade will increase from 36% to 51%, and 2nd grade will increase from 42% to 57% in STAR Early Literacy assessment.</p>	<p>Increasing district benchmark in K-2 STAR Early Literacy assessment.</p>	<p>% of students who will score above the district benchmark in the Renaissance STAR Early Literacy Assessment.</p>	<p>On the Screener #3 for SY 2021-22, the percent of students above the district benchmark is: Kinder = 48% 1st grade = 47% 2nd grade = 14%</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: Kinder- 54% Grade 1- 51% Grade 2- 57%</p> <p>ACTUAL: Kinder- 74% Grade 1- 53% Grade 2- 58%</p>	<p>OBJECTIVE MET: YES</p>

Consolidated Grant Annual Performance Report FY 2022 Template

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.)

Please add more bullet points if necessary.

- Target goal for K-2 Early Literacy assessment (Met)
- Five out of 6 target goals (Met)
- Five out of 6 activities in the plan were implemented

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Continued partnership with REL Pacific in the development of the Multi-tiered Systems of Support (MTSS) Framework for the CNMI Public School System. The MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS). The CNMI PSS Key management and school administrators worked collaboratively to complete the MTSS Framework on June 13, 2023.
2. MTSS and Early Warning System Summer training on July 24-28, 2023 was provided to the following: Key Management and School Administrators, Teacher Leaders, Counselors, Title 1 teachers, High Dosage Tutors, ELL teachers, and SPED teachers and aides
3. The Office of Accountability, Research and Evaluation (ARE) met with the school administrators on August 31, 2023 for the full implementation of the Early Warning System for all elementary schools. The Early Warning System platform is now accessible to all elementary schools and building up for the secondary schools. All teachers and instructional staff received training on High-Quality Instructional Materials (HQIM).

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

Initially, there were challenges in the development of the MTSS Framework. Given that the MTSS helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differential support for students based on their needs, it took a concerted effort to engage in this project as a cross-departmental project. Given the impact of the COVID-19 pandemic, the district understands the critical need to provide both academic and social-emotional support to all students. There is slow and steady progress with implementing the MTSS and ensuring buy-in at the school level.

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.

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Annual Performance Report FY 2022 Template

Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Career and Technical Education / Co-operative Education & Training Program		Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Use of funds as permitted under ESSA Section 1114 (b) (7) (A) (iii) (II) preparing students for the workforce through CTE programs		Federal Programs Oversight:	Jacqueline Che		
Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public \$984,930.00	Public \$852,587.87	86%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>
Private \$200,00.00	Private \$44,934.54	22%	Group: [Grade Level(s)]	Co-Op: 10-12th = 665	Co-Op: 10 -12th = 796	0	0	0	0
			Group: [Grade Level(s)]	CTE: 6th-12th grade	CTE: 6th-12th grade	40	40	0	0
Total Population Served								40	

Consolidated Grant

Annual Performance Report FY 2022 Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:	
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met	
OBJECTIVES MET: 2/2			<i>Baseline Data</i>					
OBJECTIVE 1: By the end of SY 2023, the number of students participating in work-based learning and then securing jobs in our tourism-based economy will increase from 500 in SY 19-20 to 665 in SY 22-23.	The Cooperative Education Program will increase the number of students participating in the Co-Op Certification Program.	Number of students participating in Co-op Education	665 Student in SY 19-20	TARGET: N/A ACTUAL: N/A	TARGET: 330 Students enrolled in Co-Op Sem. 1 ACTUAL: 356 Students enrolled in Co-Op Sem. 1	TARGET: N/A ACTUAL: N/A	TARGET: 665 Students Enrolled Across All Terms (335 students enrolled in Sem. 2) ACTUAL: 796 Students Enrolled Across All Terms (440 Students enrolled in Sem. 2)	OBJECTIVE MET: YES

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<p>OBJECTIVE 2: By the end of SY 2022-2023, at least one high school will be ready to pilot one career pathway.</p>	<p>The CTE Programs will expand the number of career pathways offered in SY 2022-2023.</p>	<p>Number of career pathways offered to students in the CNMI PSS high schools</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 1 Career Pathway</p> <p>ACTUAL: 1 Career Pathway</p>	<p>OBJECTIVE MET: YES</p>
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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.)

Please add more bullet points if necessary.

- In School Year 2022-2023, the Cooperative Education Program (Co-Op):
 - Partnered with 82 companies and agencies on all three islands to offer on-the-job training to our students.
 - Partnered with Northern Marianas Technical Institute to offer nationally recognized Hospitality Certification Courses to 146 students, of which, roughly 86% passed and received the certification.
- There is a renewed focus on Career and Technical Education. CTE programs expanded in SY 2022-2023.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Cooperative Education (Co-Op):

- Successfully conducted 2 Job Fairs that included approximately 30 on-island companies and over 60 company representatives that interacted, interviewed and hired Cooperative Education students for on the job training.
- Provided Performance Stipend payments to students on all three-islands, who completed on or around 180 hours of on-the-job training hours at various training sites.
- Completed 1 semester of Hospitality Certification courses at 3 high schools on the island of Saipan.

2. Career and Technical Education (CTE):

- New cohorts for the Merchant Marine Program at Saipan Southern High School, Dr. RHI Junior Senior High School, and Tinian Middle and High School. Cohorts continue at Daok Academy and Kagman High School;
- Entrepreneurship Program continues at Daok Academy to include internships for students from last year and a new cohort was created;
- Eight new Teacher Academy students taking Dual Enrollment course at NMC SOE (students were from Teacher Academy Summer Program cohort);
- Nurse Assistant Summer Program students took their CNA exams (currently awaiting results);

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- Movie Making in the Marianas films were showcased to schools at the American Memorial Park Theater (student filmmakers were able to showcase their films to their peers and PSS);
- Construction students from last year's middle school program are now continuing at Kagman High School;
- Currently working on a proposal to provide professional development and training for PSS schools on developing and implementing school-level career pathways and to improve CTE instruction and programs;
- Plans are in place to initiate an Information Technology certification program for high school students and continue the internship program with Saipan Chamber of Commerce.

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

1. Cooperative Education (Co-Op):

- Challenge: Because of the shortened schedules in Spring 2023, students needed to complete their training hours within a shorter window and Co-Op teachers needed to rush the processing of timesheets to meet deadlines.
- Challenge: Our inability to disclose confidential student information, especially students that require special accommodations as a result of their Individual Education Programs (IEP) or 504 program. Oftentimes, these students receive lower performance scores because their workplaces are unaware that accommodations are needed for these students.

2. Career and Technical Education Program (CTE):

- Currently working on systemizing CTE program's processes and procedures and a marketing approach to build momentum around CTE.
- Destigmatizing CTE in skilled trades. More students and parents are showing an interest in CTE opportunities.

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.

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Annual Performance Report FY 2022 Template

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Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Athletics Programs			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.			Title V, Part B, Subpart 2 - Rural and Low-income School Program (Title V-B or RLIS) Allowable Use(s) of Funds: Title IV-A		Federal Programs Oversight:		Jacqueline Che	
Project Budget			Population Served											
Allocated	Expended	% Expended	Students Served			Staff Served								
Public	Public	100%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators					
FY21 % \$214,776.00	\$214,776.00		Group: [Grade Level(s)]	PSS Elem: 675 Middle: 875 High: 725	PSS Elem: 845 Middle: 858 High: 751	PSS Elem: 90 Middle: 126 High: 100	PSS Elem: 82 Middle: 104 High: 76	3	3					
Private	Private	100%	Group: [Grade Level(s)]	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators					
FY21 % \$185,224.00	\$185,224.00		PNP Elem: 450 Middle: 625 High: 580	PNP Elem: 348 Middle: 407 High: 463	PNP Elem: 60 Middle: 90 High: 80	PNP Elem: 46 Middle: 64 High: 56	Public/Private K-12	Public/Private K-12						
Total Population Served						3,672		431						

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Annual Performance Report FY 2022 Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:	
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target		
OBJECTIVES MET: 0/2			<i>Baseline Data</i>				1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met	
OBJECTIVE 1: By the end of SY 2022-2023, the PSS Athletics Program will report a 85% participation rate of sporting opportunities as measured by the athletics semester report.	CNMI PSS will implement the Athletics program to increase the percentage of school teams that will participate in an athletics event.	Percentage of school teams that will participate in an athletics event	52.59% of schools participated in all sports activities offered in SY21-22	TARGET: 85.00% ACTUAL: 87.00%	TARGET: 85.00% ACTUAL: 75.92%	TARGET: 85.00% (Averaged across all terms) ACTUAL: 86.67%	TARGET: 85.00% (Averaged across all terms) ACTUAL: 83.20% (Averaged across all terms)	OBJECTIVE MET: NO 83.20% of schools participated in all sports activities offered in SY22-23 1. We struggle to have consistent numbers of participating schools across all sport programs offered due to many of our non-public schools having small student populations and the inability to form teams or at times, multiple sport teams. 2. School participation rate did not meet the targeted 85% objective. Typically, this was due to our Rota and Tinian

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								schools not participating and/or the small population sizes of our non-public schools inability to form teams in ALL sports offered.
<p>OBJECTIVE 2: By the end of SY 2022-2023, 85% of all sports activities provided by the PSS Athletics Program will include participation from all three islands as measured by the coach evaluation survey.</p>	<p>CNMI PSS will implement the Athletics program to increase all three (3) islands' participation in all sports activities that the CNMI PSS makes available.</p>	<p>Percentage of all three islands' participation in sport activities with the CNMI PSS.</p>	<p>61.67 of all three islands' participation in all sports activities offered in SY21-22.</p>	<p>TARGET: 85.00%</p> <p>ACTUAL: 72.20%</p>	<p>TARGET: 85.00%</p> <p>ACTUAL: 70.00%</p>	<p>TARGET: 85.00%</p> <p>ACTUAL: 72.20%</p>	<p>TARGET: 85.00% (Averaged across all terms)</p> <p>ACTUAL: 71.47% (Averaged across all terms)</p>	<p>OBJECTIVE MET: NO</p> <p>71.47% participation from all three islands in all sport activities offered in SY 22-23</p> <ol style="list-style-type: none"> 1. Tinian and Rota teams lack the infrastructure and required equipment to fully support the implementation of sports such as soccer and outrigger. 2. Participation rate across all three islands did not meet the targeted 85% objective.

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Annual Performance Report FY 2022 Template

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.)

Please add more bullet points if necessary.

- **Basketball - 851 students** (Coed Elem: 238 participants; Middle School: 119 girls/209 boys; High School: 102 girls/ 183 boys; five (5) leagues per school year)
- **Volleyball - 941 students** (Coed Elem: 227 participants; Middle School 178 girls/173 boys; High School: 197 girls/166 boys; five (5) leagues per school year)
- **Badminton - 194 students** (Middle School: 39 girls/43 boys; High School: 53 girls/59 boys; two (2) co-ed seasons per school year)
- **Soccer - 468 students** (Coed Elem: 185 participants; Middle School: 83 girls/99 boys; High School: 39 girls/62 boys; five (5) leagues per school year)
- **Cross Country - 458 students** (Elem: 96 girls/130 boys; Middle School: 48 girls/72 boys; High School: 46 girls/66 boys; one (1) co-ed season per school year)
- **Outrigger - 75 students** (High School: 38 girls/37 boys; one (1) co-ed season per school year)
- **Athletics - 685 students** (Coed Elem: 119 girls/198 boys; Middle School: 99 girls/103 boys; High School: 70 girls/96 boys; one (1) co-ed season per school year)
- **Rota Commutes SY22-23: 294 Total** (Students, Coaches, Chaperones)
- **Tinian Commutes SY22-23: 483 Total** (Students, Coaches, Chaperones)

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. All Schools Cross Country 2. Girls Middle School Basketball 3. Co-ed Elementary Soccer 4. Girls High School Volleyball 5. Boys Middle School Soccer 6. Co-ed Middle School Badminton 7. Co-ed High School Badminton 8. Co-ed Elementary Volleyball 9. Co-ed High School Va'a (Outrigger paddling) | <ol style="list-style-type: none"> 10. Girls Middle School Volleyball 11. Girls High School Basketball 12. Boys High School Basketball 13. Co-ed Elementary Basketball 14. Middle School Boys Basketball 15. Girls Middle School Soccer 16. High School Boys Volleyball 17. Girls high School Soccer 18. All Schools Athletics (Track & Field) |
|--|---|

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

1. Lack of appropriate venues for schools to conduct practice (No Gyms or covered courts)
2. The "Community Coaching" Program has assisted schools with identifying Coaches for every sport offered, but the Schools are still reporting difficulties in recruiting / retaining coaches with sport specific knowledge
3. Commutes (inter-island travel) continue to use the lion's share of the funding combined with the lack of flights to support Rota students forcing us to fly them earlier and later than required for participation in Athletic Program events, increasing the total amount of funding expenditures.
4. Currently, there is only one airline (Star Marianas) servicing our commute needs with limited daily flights.
5. Lack of Sport Federation Partner to implement fastpitch softball

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Annual Performance Report FY 2022 Template

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.

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Professional Development			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS): Funds are used as allowable activities under ESSA Section 2103 (b) (3) (B) (iii), (iv), and (v) for teacher professional development, induction of new teachers and school leaders, mentoring, and training for school leaders, coaches, and teachers on differentiating instruction and providing useful feedback.		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served									
Allocated	Expended	% Expended	Students Served			Staff Served						
Public	Public	100%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
\$171,719.00	\$171,719.00		Group: [Grade Level(s)]	9,140	8,856	424	463	43	43			
Private	Private	50%	Group: [Grade Level(s)]	1,766	1,690		127		28			
\$279,247.00	\$140,059.20											
Total Population Served						10,546				506		

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
OBJECTIVES MET: 4/4			<i>Baseline Data</i>				1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
OBJECTIVE 1: By the end of SY 22-23, 95% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the Mentoring Program Evaluation.	Coaching and training on instructional strategies to Mentoring Program participants (mentees). Administer Mentoring Program Evaluation.	% of mentees who self-report “satisfactory” experience from the Mentor Program.	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: 95% ACTUAL: 100%	OBJECTIVE MET: YES
OBJECTIVE 2: By the end of SY 22-23, 90% of Aspiring Leaders Program participants will report an overall program rating of “satisfactory” as measured by course evaluations.	Professional development, certification coursework, and internships for PSS personnel that aspire to serve in an instructional leadership role. Administer Mentoring Program Evaluation.	% of participants who self report “satisfactory” experience from the Aspiring Leaders Program.	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: 90% ACTUAL: 100%	OBJECTIVE MET: YES
OBJECTIVE 3: By the end of SY 22-23, CNMI PSS will increase its average rating in each learning environment of the ELEOT by 0.05 as an indicator of the success of the Instructional	Continue Instructional Coaching Initiative. Conduct observations in classrooms and/or other learning venues.	% of increase in annual average ELEOT observation data in each learning environment.	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: 0.05 increase ACTUAL: 0.11 increase	OBJECTIVE MET: YES

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Coaching Initiative.								
OBJECTIVE 4: By the end of SY 22-23, 96% of CNMI PSS content/grade-level teachers will report an overall rating of "satisfactory" as measured by the PLC Evaluation.	Teachers will work in recurring cycles of collective inquiry, team teaching, and action research to improve student learning and achieve better results for students. Administer PLC Program Evaluation.	% of participants who self report "satisfactory" experience in Professional Learning Communities	TARGET: N/A	TARGET: N/A	TARGET: N/A	TARGET: 96%	OBJECTIVE MET: YES	
			ACTUAL: N/A	ACTUAL: N/A	ACTUAL: N/A	ACTUAL: 100%		

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.)

Please add more bullet points if necessary.

- **Teacher Mentoring Program:** In the Mentoring Program, the objective of having at least 95% of teachers report a "satisfactory" rating was surpassed, with 100% of participants rating it as such by the end of SY 22-23.
- **Aspiring Leaders Program:** The Aspiring Leaders Program exceeded its objective, with 100% of participants reporting a "satisfactory" rating, surpassing the targeted 90% by the end of SY 22-23.
- **Instructional Coaching Initiative:** The goal to increase the average ELEOT rating by 0.05 was exceeded in the Instructional Coaching Initiative, with an actual increase of 0.11 by the end of SY 22-23.
- **Professional Learning Communities for Teachers:** For the Professional Learning Communities program, 100% of content/grade-level teachers reported a "satisfactory" rating, exceeding the target of 96% by the end of SY 22-23.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. **Teacher Mentoring Program Activities:** The teacher mentoring program ensures that new teachers between 0 to 2 years of experience are provided guidance e by a seasoned veteran to better understand the critical teaching roles and responsibilities as well as to develop pedagogically sound classroom instructional, behavioral, and socio-emotional practices that promote the highest level of student achievement.
2. **Aspiring Leaders Program Activities:** The Aspiring Leaders Program provided a total of four leadership courses to participants: Intro to School Leadership, Facilitative Leadership, School Law, and Technology for School Leaders. Each course was equivalent to 45 hours of professional development. In addition, participants completed a summer leadership internship with mentor school leaders. As a result of the internship, ALP participants were able to partake in key summer leadership activities such as the Balanced Leadership Institute, the Strategic Performance Management Workshops, and School-Wide Planning sessions.

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3. **Instructional Coaching Initiative Activities:** The instructional coaching initiative provides a framework for instructional support for teachers throughout the CNMI PSS. Data collected drives improvement, coinciding with coaching support to bridge instructional gaps for each teacher through evidence-based instructional practices.
4. **Professional Learning Communities for Teachers Activities -** The professional learning community creates an educator coalition within the content areas to continually share best practices, work collectively to mitigate and address subject-specific issues and collaboratively innovate in the application of the science and art of teaching and learning.

The following activities in each quarter encompass the four major activities described above. A summary of related activities per activity is reflected below.

- **Quarter 1 (December 1, 2022)**
 - **Math Program:** Continuous monitoring and ongoing professional development focused on the use of Primary Instructional Materials.
 - **Science Program:** Conducted a Secondary Science Standard-Based Assessment Workshop for Secondary High School Science Assessment. Implemented Project Based Learning Inflatable Learning Outreach for K-5 Elementary Teachers. Received Board Approval for K-12 Science Curriculum Recommendations.
 - **Social Studies Program:** Completion of the Teacher Edition for Northern Mariana Islands History Teachers.
 - **Physical Education/Health Program:** Completion of professional development for all elementary school teachers.
 - **CCLHS Program:** Provided commute support for Rota and Tinian CCLHS teachers to attend the Science of Reading education day and the UOG graduation for 17 teachers on Saipan.
 - **Career and Technical Education Program:** Implementation of Southern Regional Education Board CTE Powerful Instructional Strategies Training and eDynamic Learning Orientation for New Teachers.
 - **Others:** Adoption of High-Quality Instructional Materials for K-12 academic content. Development of a Professional Development plan involving Publishers, Administrators, and Teachers. Provided access to online resources for teachers and students.
- **Quarter 2 (March 1, 2023)**
 - **English Language Arts (ELA) Program:** ELA Board of Education-approved High-Quality Instructional Materials (HQIM) have been procured. We are now working collaboratively with the publishing vendor to align professional development for Years 1 and 2. All 20 Principals and Vice-Principals have been given digital access. Currently, virtual technical assistance is being provided individually to school leaders, focusing on the Amira component and other "Getting Started" components. The PD plan is set to roll out from March 2023 to August 2026.
 - **Math Program:** The Board has approved High-Quality Primary Instructional Materials; a Professional Development Plan for the Into Math Curriculum is in place. Communication with schools has been initiated to explain how the new High-Quality Primary Instructional Materials (HQPIM) will be implemented for administrators. In-person math coaching was provided for 29 elementary teachers in January.
 - **Science Program:** Adoption of High-Quality Instructional Materials for K-12 academic content has been completed. We are providing professional development planning with Publishers, Administrators, and PLC science teachers. Activities include conducting and coordinating PLC meetings with K-12 science teachers, lab training with secondary science teachers, and organizing School Level STEM Fairs. Access to online resources for teachers and students is available. Eleven teachers have been nominated and two have completed applications in the PAEMST program for the

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SY22-23. Two high school teachers have successfully received grants

[https://drive.google.com/drive/folders/1eWktH_YI6_ljYtBlrV0C9hLo6zUXug64?usp=share_link].

- **Social Studies:** Social Studies teachers have received Professional Development on Literacy Strategies, including sensory, interactive, and graphic forms of scaffolding; thought organizers; compelling questions; and a focus on higher tiers of Bloom's Taxonomy. Social Studies Teachers are collaborating with the US Department of Interior to enable around thirteen students to attend the Close Up Program in Washington D.C. This place-based program allows students to learn more about the CNMI and the United States Government.
- **Physical Education/Health Program:** We have partnered with the CDC and WeStat to complete a school health survey, identifying professional development priorities in health education. Professional development for Middle School Health teachers has been completed.
- **CCLHS Program:** We have proposed Summer Training and work sessions on K-5 Curriculum Development, reviewing Standard vs Priority Standards for feedback, and integrating digital resources with PLCs.
- **Career and Technical Education Program:** Engaged with several partners to provide updates and plan next steps for various programs:
 - Island Training Solutions (Entrepreneurship Program): Currently hosted at RHI, more than half of the 8 students have passed their Small Business certification course and exam. A new cohort of 10 students will begin in March 2023 at Daok Academy.
 - Guam Marianas Training Center (Nurse Assistant Program): One student is employed at the CHCC Rota site, and 17 students have taken the board CNA exam and are awaiting results.
 - Northern Marianas College (Teacher Academy): Four students are currently taking their third course, Intro to Teaching, at NMC School of Education.
 - Western Pacific Maritime Academy (Midshipman Program): Ten students at KHS and eight students have applied for their credentials. Additionally, a cohort of 10 students will start at Daok Academy.
 - Northern Marianas Technical Institute (Construction Program): Twenty students from TMS and eight from Daok Academy are taking the first course, CORE, at NMTEch.
 - Additionally, CTE, in partnership with NMTEch, hosted an event for PSS CTE students featuring guest speakers and presenters from industry to strengthen the partnership with industry partners and our leaders who continue to support CTE programs. Professional development plans are in progress, including a presentation on Financial Literacy from Guam ACTE, as well as a visit from Southern Regional Education Board in April to provide instructional coaching and career pathways support for CTE. Discussions are also underway with CTE partners and the Saipan Chamber of Commerce regarding summer program plans.
- **Quarter 3 (June 30, 2023)**
 - **English Language Arts (ELA) Program:**
 - A Professional Learning (PL) needs assessment survey was conducted from March 20 to April 7 to gather input from stakeholders, especially teachers, regarding PL needs and priorities. The survey results were shared with all school leaders in early May. A PL plan focusing on three-year professional learning support for teachers, interventionists, and instructional leaders was developed.
 - Amira training for K-5 instructional leaders and school teams was provided, including data discussion on what Amira assesses and reflects, such as the Science of Reading.
 - ELA training on high-quality instructional materials (HQIM), including Into Reading, My Perspectives (virtual), and Into Literature, was conducted on April 3-4 for Instructional Leaders and April 5-6 for schools' lead teams or Training of Trainers (TOT). The training focused on

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Implementation Roadmap to Success and the potential of HQIM to support student success grounded in the Science of Reading, evidence-based strategies, progress monitoring, and differentiation/scaffolding.

- Collaboration with REL Pacific and Comprehensive Center #18 on early literacy, embedded data literacy, and Multi-tiered System of Support (MTSS) development.
- Transition Reconvening from elementary to secondary focused on data use for intervention in Reading. Professional Development planning includes Kindergarten Readiness for Stepping Stones, a 5-week Summer Program focusing on norms, Reading/Literacy, and social-emotional learning.
- PD on HQIM and MTSS with a focus on data literacy was conducted for teachers, leaders, ELL, and Title 1 teachers.
- **Math Program:**
 - Into Math and AGA (Algebra 1, Geometry, and Algebra 2) training was conducted in April for Instructional Leaders and Training of Trainers.
 - A Math Professional Development needs assessment survey was conducted in late March to determine PL needs and priorities for SY 2023 - 2024. Houghton Mifflin Harcourt developed a three-year PL plan for SY 2023 - 2025.
 - Completion of Standards-Based Assessment questions based on Math priority standards for grades 6 - 12. Additional funding support is needed for the Math Professional Learning Community and teachers, especially in pedagogy and technology integration.
- **Science:**
 - Completion of the Island-Wide Science Fair on March 11, 2023. Participation in the National Science Teacher Association Conference for collaboration, networking, and professional development sessions aligned with CNMI PSS science program initiatives.
- **Social Studies:**
 - Professional Development Training for Into Social Studies Elementary Teachers and HMH Social Studies Professional Development.
- **PE / Health:**
 - Five PE teachers were sent to the National SHAPE America/SPARK Professional Development training in Seattle, WA. Completion of Professional Development for all Elementary Teachers in the SPARK curriculum.
- **CCLHS Program:**
 - Support provided to CCLHS/Immersion teachers commuting from Rota and Tinian to Saipan for the district Statewide PD on K-5 curriculum development.
- **Career and Technical Education Program:**
 - Mr. Scott Warren from the Southern Regional Education Board completed his onsite visit and provided recommendations for improving the CTE program and implementing career pathways.
 - We are currently collaborating with TJSHS on their career pathways, which include Culinary, Nursing, and Teacher Academy.
 - Achievements in career pathways:
 - Entrepreneurship: At RHI, 8 students have been certified; at Daok, 10 students are in the first cohort.
 - Nurse Assistant: 19 students have achieved CNA certification.
 - Construction: At NMTech, 10 middle school students are in the first cohort, and 8 high school students are also in the first cohort.
 - Teacher Academy: 4 students are enrolled in the Dual Enrollment School of Education at NMC.
 - Merchant Marine: 10 high school students have been certified.
 - Upcoming programs:

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- NMTech Summer Tech Sessions: Scheduled for June 26 to July 27, 2023, from 8:30 am to 11:30 am at NMTech Campus. Limited slots are available for PSS middle and high school students.
- Saipan Chamber of Commerce Career Exploration Summer Internship: This program runs from June 12 to July 18, 2023, from 8 am to 4 pm, and is targeted at 16-18 year-olds.
- Nurse Assistant Summer Program and Teacher Academy Summer Program are also planned.
- **English Language Learners (ELL) Program**
 - TESOL training provided to ELL teachers in April.
- **Quarter 4 (September 30, 2023)**
 - HQIM PD for teachers was conducted on June 7-9 and June 12-13, 2023 and August 14-18, 2023.
 - Aspiring Leaders Program:
 - Participant Satisfaction: In the end-of-course evaluations, 100% of participants rated their overall satisfaction with the course as "satisfied" to "very satisfied."
 - Summer Internship: ALP participants successfully completed their summer internship, gaining exposure to key leadership activities including School Wide Program planning, Strategic Performance Management activities, and the Balanced Leadership Institute.
 - Multi-Tiered Systems of Support Training: In late July, a four-day training was completed for Elementary Tutors, Secondary Tutors, Counselors, and Administrators. This training focused on how to support students with Tier 1, Tier 2, and Tier 3 academic interventions.
 - High-Quality Instructional Materials Training: A training session was held for all teachers and administrators on the newly BOE-approved High-Quality Instructional Materials, which teachers will utilize over the next six years.
 - Mentee Feedback: 100% of participating mentees surveyed the program as "helpful and useful."
 - Recommendations for Future Mentor/Mentee Discussions: The majority of recommendations for future discussions included topics such as Curriculum fidelity, Classroom management support, Providing feedback and support to students, Navigating digital/physical curriculum implementation, Using data to inform instruction, Progress monitoring of student performance/behavior, Planning instruction (including UbD, Instructional framework, Evidence-based practices, etc.), and Building relationships with parents.

The table below consolidates quarterly activities and relates them to the major grant activities:

Quarter	Activity	Major Activity
1	Social Studies, CTE, PE/Health and CCLHS activities related to professional learning communities	Professional Learning Community
1	Math, Science, Adoption of instructional materials activities	Instructional Coaching Initiative
1	CCLHS teacher support	Teacher Mentoring Program
2	Math, ELA, Science instructional materials and training	Instructional Coaching Initiative

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Student Competitions			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS). Allowable Use of Funds under Title IV-A.		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served									
Allocated	Expended	% Expended	Students Served			Staff Served						
Public	Public	108%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
\$87,449.00	\$94,553.84	(Travel cost increase; additional funds to support this project came from the participating student's School SWP funding)	Group: K-12	300	44	12	12	0	0			
Private	Private	91%	Group: [Grade Level(s)]	100	76	25	25	0	0			
\$90,900.00	\$82,707.50											
Total Population Served					120					37		

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:	
			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target		
OBJECTIVES MET: 2/2			<i>Baseline Data</i>				1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met	
OBJECTIVE 1: By the end of SY 2022-2023, the CNMI PSS will increase the access for students (Public & PNP) to compete in National Level Competitions to 8 out of 12 district identified national level competitions as measured by official Travel Authorization Forms as approved by the Commissioner of Education.	The CNMI PSS To will increase equitable representation in US recognized national student competitions amongst other US Schools and to provide facilitated challenging learning environments catered to all students inclusive to high performing and/or gifted students.	Number of National Competitions attended as measured by the COE approved Travel Authorization Forms	SY 21-22 5 out of 12	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: 8 out of 12 ACTUAL: 11 out of 12	TARGET: 8 out of 12 ACTUAL: 10 out of 12	OBJECTIVE MET: YES
OBJECTIVE 2: By the end of SY 2022-2023, the CNMI PSS will increase the percentage of students (Public & PNP) competing at the national level who “agree” or “strongly agree” to 80% in regards to enhancing interpersonal development in terms of motivation, nurturing	The CNMI PSS will enhance interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling.	Percentage of students agreeing or strongly agreeing on a Likert scaled survey	SY 21-22 75%	TARGET: N/A ACTUAL: N/A	TARGET: N/A ACTUAL: N/A	TARGET: 80% ACTUAL: 88%	TARGET: 80% ACTUAL: 88%	OBJECTIVE MET: YES

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a healthy self concept, coping with subjectivity, soft competition, and role modeling as measured by the Likert-scale Survey.							
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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.)

Please add more bullet points if necessary.

- 2 out of 2 end of year objectives met.
- We significantly increased our involvement in district-identified national competitions, participating in 10 out of 12, a notable improvement from the previous 5 out of 12. Our goal was 8, and we surpassed it. The method we used to track this was through official Travel Authorization Forms, which were approved by the Commissioner of Education.
 1. National Scripps Spelling Bee Competition (Stateside) - Did not compete, winning school was from the Republic of Palau
 2. National Real World Design Challenge (Stateside) - Did not compete, submission was not completed
 3. National Speech and Debate Association (Stateside) - Competed
 4. National Jr. Speech and Debate Association (Stateside) - Competed
 5. Mathleague National Championship - Elementary (Stateside) - Competed
 6. Mathleague National Championship - Middle School (Stateside) - Competed
 7. Mathleague National Championship - High School (Stateside) - Competed
 8. National High School Mock Trial (Stateside) - Competed
 9. International Junior Thespian Society Festival National Competition (Stateside) - Competed
 10. International Thespian Society Festival National Competition (Stateside) - Competed
 11. Intel Science and Engineering Fair National Competition (Stateside) - Competed
 12. Academic Challenge Bowl - Middle School National Championship Tournament (Stateside) - Competed
- There was a remarkable increase in student development at the national level, with an 88% average agreement rate on improved interpersonal skills, up from the earlier 75% particularly in the areas of motivation, developing a healthy self concept, coping with subjectivity, soft competition, and role modeling. We assessed this through Likert-scale surveys, which provided us with detailed feedback on student growth. See results below.
 1. Motivation: Studying with my coaches and teammates throughout the school year helped me improve my skills and feel excited about the national level competition. (98% of students agreed to strongly agreed)
 2. Developing a healthy self-concept: Studying with my coaches and teammates throughout the school year helped me feel good about myself and believe in my abilities to compete at the national level. (87% of students who agreed to strongly agreed)
 3. Coping with subjectivity: Competing at the national level made me feel more confident and able to handle tough situations. (82% of students who agreed to strongly agreed)
 4. Soft competition: Competing at the national level felt fair and friendly. (76% of students who agreed to strongly agreed)

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5. Role modeling: Seeing other students or coaches at the national level competition inspired me to become a better student and person. (96% of students who agreed to strongly agreed)
- Below are a few responses from students as collected and reflected in the Likert Scale:
 1. What did you like most about the national level competition you participated in?
 - "I've joined speech and debate for 7 years now... It gives underrepresented students... a chance to have a voice... testing the strengths of my persuasion, writing, and speaking abilities, but also socially by building personal and team skills."
 - "What I love about ITF is that it's a one-day, one-time competition... Not only was it a week filled with various opportunities to develop personal skills, but also chances to meet inspirations in the industry."
 - "The workshops they provided gave me more of an understanding of how to improve certain skills and the main stage plays gave me more of an understanding on the international level of acting and singing."
 - "We were able to meet different people during our competition... This also gave me an experience of how intense this competition was and being able to do better at the next national competition."
 - "I learned skills in my expertise that I hadn't known before... I am confident I'll be able to do better next year."
 2. What was your least favorite aspect(s) of the national level competition you participated in?
 - "Due to the various opinions a judge(s) may have on a competitor's performance, a competitor may feel it was judged unfairly. Additionally, because there are no standard set on how one should perform, fellow competitors' performances may differ, causing judges to judge based on opinion."
 - "I didn't appreciate how there was barely any support from my own school when we won in our film categories."
 - "I felt it was a disadvantage to our team, since we didn't have certain resources other teams from the mainland US may have had."
 - "Not as diverse as I would have liked to see."
 - "It was pressuring with all the people, but that's what a competition is and that's what makes it fun."
 3. If you would like to share anything else about your experience (highlights, feedback, challenges, or concerns), use this space to do so. You can skip this part if you like.
 - "The president of MHS Mock Trial, as well as the vice president, really helped the team along. They gave tips and continued to motivate us... being very friendly and considerate."
 - "The Mathleague competition... Despite only having a short time to prepare... The lessons I had with Team CNMI... helped me further expand my math knowledge."
 - "I hope NSDA continues to thrive on island. It's a club I hold dearly, and I can only wish for every student to get the chance to experience the thrill of competing and representing."
 - "As someone who has been on multiple school trips for competition, I highly appreciated the effort put in to ensure that the mock trial team was taken care of and stayed at a designated competition hotel."
 - "Competing and meeting new people to share the passion and experience of competing was the best part."
 - Faced with budget constraints due to rising travel costs, we leveraged SWP funds to ensure our students from that particular school could participate in these competitions. This was monitored through careful financial reporting and budget tracking.
 - We successfully navigated the shift from virtual to in-person competitions, maintaining seamless student participation. This required us to review and adjust our event formats and budgets accordingly.

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- Due to some challenges we faced, we revised our Student/Chaperone Forms. This involved gathering input from key management and school administrators and getting these forms approved by PSS to ensure they meet current needs.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. **Communication Coordination:** Maintained regular contact with coordinators of national student competitions for effective in-person event preparation.
2. **Financial Management:** Leveraged funds for a smooth transition from virtual to in-person national competitions.
3. **Travel Authorization Management:** Record keeping of all Travel Authorization forms as part of national competition logistics and goal tracking.
4. **Travel Requirement Revisions:** Initiated changes to the Student & Chaperone Travel requirements, including visa approval and mandatory orientations.
5. **Student Development Survey:** Implemented a Likert-scale survey to understand and enhance students' interpersonal development in alignment to the project's goals and objectives.
6. **SOP Development for Travel Requirements:** In response to various challenges, we formulated several SOPs, including:
 - On-Site Supervision Reinforcement: Reenforced effective on-site student supervision for better safety and oversight.
 - Post-Trip Feedback Process: Implemented post-trip surveys to gather student feedback for future improvements.
 - Daily Activity Documentation: Encouraged chaperones to make students to document their daily activities in after-trip reports.
 - Dress Code Enforcement: Re-enforced the dress code to maintain a professional image during competitions.
 - Travel Uniform Suggestion: Suggested colored matching T-shirts for easy identification during travel.
 - Chaperone Policy Prioritization: Prioritized school employees as chaperones to address liability issues.
 - LGBTQ Accommodation SOPs: Created specific SOPs for accommodating students who identify as LGBTQ.
 - Post-Competition Side Trip Regulation: Established regulations and SOPs for managing student side trips post-competitions.

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

1. **Unexpected Budget Shortfall for In-Person Events:** We were challenged by an unexpected return to in-person competitions, which led to a budget shortfall and necessitated leveraging funds from the SWP. Schools embedded “well-rounded” student objectives into their plans.
2. **Securing and Leveraging Additional Funding:** We encountered the challenge of needing additional funds to cover the higher costs of in-person competition participation, requiring outreach to the Federal Programs Officer.
3. **Handling Unanticipated Funding Requests:** We faced the challenge of managing funding requests from private schools and external agencies for competitions that were not initially included in our budget.
4. **Student/Chaperone Travel Policy Gaps:** We faced several challenges due to the absence of specific policies and procedures in Student/Chaperone Travel:
 - Lack of Travel Requirements SOP: We needed to address the lack of specific requirements in SOPs for travel essentials like visa approval and orientations.
 - Absence of Post-Trip Feedback Mechanism: The lack of post-trip surveys to collect student feedback for future improvements posed a challenge.

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- No System for Student Activity Documentation: We struggled with the absence of a procedure for students to record their activities in after-trip reports for accountability.
- Unenforced Dress Code: The absence of a dress code enforcement policy presented a challenge in ensuring appropriate attire during competitions.
- Chaperone Selection Policy Deficit: We were challenged by the lack of a policy to prefer school employees as chaperones for liability reasons.
- LGBTQ Student Accommodation Needs: Addressing the lack of SOPs for LGBTQ student accommodations was a significant challenge.
- Regulating Post-Competition Student Side Trips: We faced the challenge of the absence of rules and SOPs for managing student side trips after competitions for safety and compliance.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):			Mental Health Services			Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) as permitted by Title IV, Part A – Student Support and Academic Enrichment Grants, Section 4108(5)(B) – School-based mental health services		Federal Programs Oversight:		Jacqueline Che
Project Budget			Population Served									
Allocated	Expended	% Expended	Students Served			Staff Served						
Public	Public	100%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
\$185,685.00	\$185,685.00		Group: [Grade Level(s)]	Total K-12: 9,140	Total K-12: 8,856	n/a	463	n/a	43 (principals/ vice principals), 38 School Counselors , 300 crisis response teams (est. 15/school,			
Private	Private	13%		[K-5: 3,834; 6-8: 2,182, 9-12: 3,124]	[K-5: 3631; 6-8: 2,117, 9-12: 3,108]							
\$100,001.00	\$12,993.11											

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<p>screening for mental health issues, as measured by monthly reports and quarterly data review.</p>								
<p>OBJECTIVE 2: By the end of SY 22-23, 80% of identified school-level staff will increase their ability to recognize mental health crisis and response using trauma-informed and evidenced-based practices as measured by successful completion of the training.</p>	<p>PSS mental health services will train identified school level staff in mental health awareness, crisis response and trauma informed crisis intervention practices.</p>	<p>Percentage of ID staff will complete mental health awareness, crisis response and trauma informed crisis intervention training.</p> <p>Data Sources: CNMI PSS Mental Health Program Professional Development Evaluation Form</p>	<p><i>On 8/31/22 a total of 264 or 65% of identified teachers/staff reported not knowing how to use evidence based strategies to support trauma in their schools based on TIS-MTSS CS.</i></p> <p><i>In SY 21-22 a total of 9 or 28% of identified teachers/staff reported not knowing how to use evidence-based strategies to support trauma in their schools based on TIS-MTSS CS.</i></p>	<p>TARGET: 50%</p> <p>ACTUAL: 60%</p>	<p>TARGET: 60%</p> <p>ACTUAL: 72%</p>	<p>TARGET: 70%</p> <p>ACTUAL: 76%</p>	<p>TARGET: 80%</p> <p>ACTUAL: 82%</p>	<p>OBJECTIVE MET: YES</p>

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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.)

Please add more bullet points if necessary.

- All 20 schools were offered training in Psychological Safety Crisis Response (PREPaRE, crisis protocols, and others) with a total of 82 school level crisis response team members in attendance.
- 3 staff received advanced training in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), a specialized therapeutic approach for children and adolescents affected by trauma, as indicated on certificates of completion from the Washburn Center for Children's Online Training Institute.
- Staff facilitated trauma-informed training on Psychological Safety Crisis Response Interventions, PREPaRE Workshops 1 and 2 for 82 school-level crisis teams on best practices to improve immediate mental health crisis responsiveness and trauma-informed practices to reduce trauma exposure.
- The mental health services rendered to all three islands (Saipan, Tinian, and Rota) were estimated at:
 - 69 crisis responses,
 - 106 clinical group encounters,
 - 90 family encounters,
 - 359 individual encounters,
 - 135 Sources of Strength mental health support encounters,
 - 104 Grief Recovery Method encounters, and
 - 388 targeted interventions for students.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Universal screening continued to be extended to all students and their guardians during the school registration process with the option to opt out to help identify students and families in need of follow up, check-ins, and early screening for mental health interventions.
2. Students screened through early identification were flagged for continuous monitoring at the school level or referred into appropriate evidence-based services (direct individual or group interventions), immediate crisis counseling support and consultation for school counselors, admin, and educators, and/or assistance with coordinated referrals to partner agencies. Crisis response themes included school-level response in grief literacy for the

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sudden death of a staff, suicidal ideation or attempt of a student, district-wide response for community violence threats, and supports in district level protocol disaster/crisis response. Additional support included the district level preparedness and planning.

3. Mental health staff were instrumental in developing and implementing the summer mental health internship program (18 interns overall), as well as providing supervision to program interns (8 interns under supervision for CG staff). The mental health internship program expanded access to social-emotional learning activities for students in extended year programs and summer school (about 1,850 students).
4. Prevention activities to enhance mental health awareness and literacy such as the summer mental health internship program. Other prevention activities include outreach supports to partner agencies' awareness events that included Teen Dating Violence, Mental Health Awareness Month, Childhood Sexual Abuse Awareness Month, Domestic Violence Awareness Month, Suicide Prevention month, and Pride Month for LGBTQIA+ youth awareness.
5. Youth-based prevention activities included classroom guidance presentations to TJSHS students addressing copings with difficult feelings and ways to ask for help.
6. Direct services and interventions facilitated included services for students, their families and identified staff in need of mental health support through the use and adaptation of different evidenced-based programs. These include the Healthy Relationships Plus Program (HRPP), Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Bounce Back – Elementary School Intervention for Childhood Trauma, Peaceful Alternatives to Tough Situations (PATTS), Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), and Traumatic Grief CBT (TG-CBT) as direct interventions for individual students and families. The program provided the Grief Recovery Method for identified PSS staff, mental health support for Sources of Strength student participants, crisis response for all schools (including grief support for sudden death of students and sudden death of staff), and assisted with coordinated referrals to higher levels of care to community mental health agencies and partners.
7. Program staff continue to participate in professional development aimed at best practices for interventions and to address the needs of special populations to improve services to students. These trainings include the AFFIRMative Cognitive Behavioural Therapy Training Workshop (AFFIRM), Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Traumatic Grief Cognitive Behavioral Therapy (TG-CBT), Assessing and Managing Suicide Risk (AMSR), Reducing Vaping in Youth, American Association for Marriage and Family Therapy (AAMFT) supervision course, PREPaRE school crisis response, multiple self-paced trainings through PESI (including Dialectical Behavior Therapy), and on-demand virtual learning sessions through MHTTC. Program staff also participated in the International Summit on Preventing, Assessing, and Treating Trauma Across the Lifespan through the Institute on Violence, Abuse, and Trauma. Finally, program staff also received professional development opportunities on accreditation, leadership and learning, and support to learners, training on confidentiality and protection of data, 42 CFR Part 2 and connected with community agencies on Guam through participation in Cultivating Indigenous Centered Culturally Sensitive Mental Health Approaches in the Marianas.
8. Program staff provided training to district and community members on a number of different topics. These include Youth Mental Health First Aid to provide adults with skills to use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide, the Community Referral Pathways (strengthening referrals to community agencies), Reducing Vaping in Youth (addressing the issue of vaping in youth through the use of MI and classroom guidance for school administrators and counselors), Connect Postvention (best practices following completed

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suicide for school counselors), PREPaRE Workshops 1 and 2 (strengthening school crisis response protocols), School Counselor Professional Development (brief interventions, counselors' tier 2 workshop, etc.), Rethinking Our Working Lives in Challenging Times (burnout prevention), and Family Systems.

9. Program staff provided supports to multiple initiatives: Sources of Strength Leadership Summit, Pride Month Activities, Camp Maga'Lahi, CNMI Suicide Prevention Program Stakeholder meeting, CNMI Tsunami Drill (as a Mental Health Crisis Response Team), consultation meetings with high school counselors, joint efforts in cultural competent practices/standards to enhance district wide mental health responses, and participation in updates on policy and training of identified staff on Child Abuse and Neglect policies and procedures.
10. Plans and services are underway for private, non-public schools in SY 2023-2024.

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

1. At the beginning of SY 2022-2023, the Mental Health Team underwent a transition, consolidating its pioneering work as the newest department in the district. This involved adopting a multi-tiered, evidence-based system of support that ranged from promotion and outreach to group intervention, and then to direct services. This significant effort also included shifts in professional development. As a result, while the overarching goals of the Consolidated Grant remained unaffected, Objective 2 was refined to provide more clarity and direction. This refinement emphasized psychological safety, preparedness, and trauma-informed crisis intervention for identified school staff. In the first quarter (Q1), program staff successfully trained personnel in several schools, achieving a substantial portion of the quarterly target for training the identified staff. Given the various competing priorities and transitions, this effort is commendable. The second quarter (Q2) saw further progress, with training extended to additional schools and a significant portion of the identified staff, meeting the objective. The dedicated effort to align with the target benchmark was crucial in this quarter. Training in mental health awareness, crisis response, and trauma-informed crisis intervention practices continued in schools. In the third quarter (Q3), program staff extended outreach to more schools, achieving a notable part of the quarterly target. The Psychological Safety Crisis Response Training was conducted for school counselors and administrators from all district schools. Q3 posed challenges due to numerous district-level competing priorities, from curricular rollouts to other grant initiatives, which complicated securing commitments from the identified staff. Nonetheless, training sessions continued in schools, focusing on mental health awareness, crisis response, and trauma-informed crisis intervention practices. Despite these challenges, the program maintained its trajectory toward meeting the annual objective. By the fourth quarter (Q4), the program achieved 82% of the goal to train 80% of the identified staff. Program staff conducted the Psychological Safety Crisis Response Training for school counselors and administrators across all schools in the district. The program faces an ongoing challenge of juggling various priorities, while

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emphasizing the importance of mental health initiatives. Program staff continued to advocate for their recognition as pivotal for the district's overall well-being, success, and the holistic education of students.

Insular Areas Team Program Staff Only

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Annual Performance Report FY 2022 Template

Section 2. The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

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Project Title: (Federal Program Name):	Community & Family Engagement		Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	Title 1, Part A - LEA Grants (Title 1-A) Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)		Federal Programs Oversight:	Jacqueline Che		
Project Budget			Population Served						
Allocated	Expended	% Expended	Students Served			Staff Served			
Public	Public	72%	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>
\$157,315.00	\$113,706.36		Group: [Grade Level(s)]	9,140	8,856	424	463	43	43
Private	Private		Group: [Grade Level(s)]						
\$0	\$0								
Total Population Served				8,856				506	

Consolidated Grant

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<p>Project Objective(s) <i>Add additional rows for each separate project objective.</i></p> <p>OBJECTIVES MET: 1/1</p>	<p>Project Activity <i>(Each project activity should be connected project objective in the previous column)</i></p>	<p>Performance Measures (i.e. metric) <i>Enter the unit of measurement</i></p>	<p>Quarterly Performance Targets</p>				<p>Was this project objective met? Please indicate: Yes or No. If no, please explain below:</p>
			<p>Quarter 1 Performance Target</p> <p><i>Baseline Data</i></p>	<p>Quarter 2 Performance Target</p>	<p>Quarter 3 Performance Target</p>	<p>Quarter 4 Performance Target</p>	<p>1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met</p>
<p>OBJECTIVE 1: By the end of SY 22-23, the CNMI PSS aims to boost community awareness and parent engagement by 5% compared to the data from the previous school year. The institution employs social media accounts to inform families about various events, as evaluated through the Cognia Family Engagement Survey.</p>	<p>The institution will administer the Cognia Family Engagement Survey during the 2022-2023 school year. This is to gather data on using social media accounts for spreading awareness and enhancing parental engagement. To engage parents, we will conduct Parent Summits, PTSA meetings, and collaborative work sessions.</p>	<p>Percent of increase compared to last SY as measured by the Cognia Family Engagement Survey</p>	<p>86% During SY21-22</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: N/A</p> <p>ACTUAL: N/A</p>	<p>TARGET: 5% Increase (91% Cognia Survey Score)</p> <p>ACTUAL: 5% Increase (91% Cognia Survey Score)</p>	<p>OBJECTIVE MET: YES</p>

Consolidated Grant Annual Performance Report FY 2022 Template

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.)

Please add more bullet points if necessary.

- Ensured consistency in district/school social media posts, covering relevant information, events, activities, successes, and challenges at both the district and school levels.
- Steady increase in the number of viewers, likes, shares, etc., on PSS social media platforms.
- Consistent and transparent dissemination of communication through various channels, including emails, social media platforms, newsletters, Board of Education meetings, Parent Advisory Council meetings, etc.
- Implemented a schedule for the execution of quarterly Parent Advisory Council (PAC) meetings, annual parent summits, and monthly/bi-monthly PTSA meetings.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Administered the Cognia Family Engagement Survey district-wide for the 2022-2023 school year.
2. Maintained consistency in informational broadcasts using email, social media posts, and publication of monthly Students First Newsletters.
3. Planned and conducted annual Parent Summits and Parent Engagement activities/training at school sites, in collaboration with PAC and PTSA officers across the district.
4. Increased engagement in community partnerships.

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 project objectives) were not met, if appropriate.

Please add more numbers if necessary.

1. There is a continuous need to adopt an evidence-based Family Engagement Framework for implementation at the school district.
2. Additional training support will be offered to families and schools on various ways to increase involvement and support student academic improvement.
3. Additional resources will be provided to support the 21 school PTSAs and the state Parent Advisory Council (PAC) in meeting their annual goals.
4. The district is being proactive with addressing concerns that might impede parent involvement in schools. These include lack of resources, such as transportation or internet access, which can hinder participating in school events or accessing information; cultural or socioeconomic differences; language differences between parents and staff; lack of parent education to help with schoolwork; and other concerns.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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