Instructions for End-of Year Report, Part 2

Question 1:   Enter the LEA Name.

Question 2:   Enter the Name of the campus that received Cycle 2 funding under the Texas Title I Priority Schools (TTIPS) grant.

Question 3:   Enter the 9-digit County-District-Campus number.

Question 4:   Not Applicable for Cycle 1 Grantees; data was collected in August 2011.

Question 5:   Use the dropdown list to indicate whether the reporting period for the 2011-2012 data is the regular school year or the regular school year plus the summer session.

Question 6:   Enter the contact information for the person to whom questions related to this report should be directed.

Question 7:   Enter the e-mail address for the contact person.

Question 8:   Enter the telephone number for the contact person.

Question 9:   For school year 2011-2012, enter the total minutes that all students were required to be at school, as well as any additional learning time for which all students had the opportunity to participate. This should be the total number of minutes that a student who was enrolled for the entire school year would have been required to be at school.

If an after school program program is available only to a subset of students in the school, such as those who are failing a course, the minutes for that program would NOT be included.

Example: The regular school year for Campus A included 176 full school days and 4 half school days that all students were required to attend.
- The campus is in an LEA where a full day is 390 minutes, and a half day is 195 minutes.

- The campus also provided 80 days of additional learning time for which all students had the opportunity to participate. This additional learning time lasted 90 minutes per day.

The total minutes for this LEA would be 76,620, calculated as follows:
- 176 days multiplied by 390 minutes = 68,640 minutes;
- 4 days multiplied by 195 minutes = 780 minutes;
- 80 days multiplied by 90 minutes = 7,200 minutes;
- Add the results: 68,640 + 780 +7,200 = 76,620 minutes.

Question 10:   For school year 2011-2012, use the dropdown list to indicate whether the campus increased the amount of learning time provided to students, as compared to the previous school year. For example, if the campus provided more learning time in 2011-2012 than it did in 2010-2011, the campus would answer "Yes" for 2011-2012.

Questions 11-16:   If the campus answered "Yes" to Question 10, use the dropdown lists for Questions 11-16 to indicate which types of increased learning time the campus provided. If the campus answered "No" to Question 10, leave Questions 11-16 blank.

Question 17:   If the campus answered "Yes" to Question 16, use the space provided to specify the type of "other" increased learning time the campus provided.

Question 18:   Enter the number of high school students (Grades 9-12) who completed advanced coursework, such as Advanced Placement, International Baccalaureate, or advanced mathematics courses. If the campus had no students in Grades 9-12, enter "0."

Advanced Mathematics includes the following: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probablilty and statistics, and pre-calculus.

Advanced Placement is a program sponsored by the College Board through which high school students can earn college credit and advanced college placement. The list of courses identified by the College Board as preparation for AP tests is available at: http://www.collegeboard.com/student/testing/ap/about.html.

International Baccalaureate classes.   The IB Diploma Programme, sponsored by the International Bacalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university an dlife beyond. The program is normally taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from groups 6, or the sutdent may choose another subject from groups 1 to 5. Additionally, IB Diploma students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.

Question 19:   Enter the number of high school students (Grades 9-12) who completed at least one class in a postsecondary institution. If the campus had no students in Grades 9-12, enter "0."

Question 20:   Advanced Coursework AND Dual Enrollment classes. Enter the number of high school students (Grades 9-12) who completed advanced coursework completed at least one class in a postsecondary institution. If the campus had no students in Grades 9-12, enter "0."

Question 21:   Enter the total number of students who graduated with a regular high school diploma.

Question 22.:   Enter the number of students from Question 21 who are known to have enrolled in an institution of higher education within 16 months of graduation.

Question 23:   Enter the number of students from Question 21 who are known NOT to have enrolled in an institution of higher education within 16 months of graduation.

Question 24:   Enter the number of students from Question 21 for whom the LEA has no information with regard to Post-secondary enrollment.

Question 25:   The amount calculated for the total displayed should equal the number of students entered for Question 21.

Question 26:   The number of Full-Time Equivalent Days that teachers worked should include full-time and part-time teachers. For example: Campus Y has 40 full-time (FTE= 1.0) and 10 half-time teachers (FTE = 0.5) or 45 FTE teachers. The 40 full-time teachers worked a total of 7,120 days. The 10 half-time teachers worked 1,760 days. In this example, the number of FTE Days Teachers Worked is calculated as follows:

- 7,120 days (7,120 days multiplied by 1.0 FTE) plus 880 days (1,760 days multiplied by 0.5 FTE) = 8,000 FTE Days Teachers Worked.

Question 27:   Continuing the example started in Question 26, if the number of teacher work days for Campus Y is 180, the maximum number of FTE Teacher Work Days would be calculated as follows:

- 45 FTEs multiplied by 180 teacher working days = 8,100

Question 28:   **Teacher Attendance Rate**: This field is programmed to calculate the Teacher Attendance Rate as follows: Number of FTE Days Teachers Worked (amount entered for Question 26) divided by the Maximum FTE Teacher Work Days (amount entered for Question 27).

Question 29:   **Supplemental Educational Services**: Select "Yes" or "No" from the dropdown list to indicate whether the campus either implemented or expanded Supplemental Educational Services as part of the TTIPS grant. If "Yes," also answer Questions 30-34.

Question 30:   Briefly explain how the campus expanded SES services on the campus through the TTIPS grant.

Question 31:   Provide the date on which parents were notified of available SES services.

Question 32:   Enter the total number of students offered services under the TTIPS SES.

Question 33:   Enter the total number of students served under the TTIPS SES.

Question 34:   Enter the beginning and ending dates of TTIPS SES services.

Question 35:   **Certification Statement**. By uploading the End-of-Year Report, Part 2 through NCLB Reports, the person submitting is assuring that the data contained in the report are true an dcorrect, to the best of his/her knowledge and belief.

Submission Instructions: Upload the completed spreadsheet through the NCLB Reports application on the TEA Secure Environment. The due date for this submission is **October 1, 2012.**

If you have questions concerning the report, please contact a TTIPS specialist in the Division of School Improvement and Support, via e-mail at NCLBTTIPS@tea.state.tx.us