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<p>01/02/14</p> <p>Notice of Waiver Request TX Title I SIG Funds</p> <p>\$\$\$ Info about waiver request</p> <p></p> <p> FYI only – deadline for comment has passed</p>	<p>Subject: Request for Waiver Regarding Cycle 3 Texas Title I Priority Schools Grant Program School Improvement Grant (SIG) Funds</p> <p>The U.S. Department of Education has released guidance on the opportunity for the state to request waivers applicable to Section 1003(g) School Improvement Grant funding. This is to notify you of the state’s intent to apply for the waivers listed below on behalf of local education agencies (LEAs) with one or more campuses selected for the Texas Title I Priority Schools, Cycle 3 grant program.</p> <p>Background</p> <p>The Texas Title I Priority Schools (TTIPS) grant program is funded with federal School Improvement Grant funds, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965. These grants, through the Texas Education Agency to LEAs, are for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements published by USDE, these funds are to be focused on the State’s persistently lowest-achieving schools and other schools that meet the federal definition of eligibility. In schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p> <p>The applicable waivers would allow any eligible LEA that receives a TTIPS Cycle 3 grant for an eligible campus to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.</p> <p>The State believes that the following waivers will increase the quality of instruction for students and improve the academic achievement of students in priority schools by enabling an LEA to use more effectively the school improvement funds to implement one of the</p>	<p>Waivers</p> <p>1. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2012 and FY 2013 school improvement funds for the State and all of its eligible LEAs to September 30, 2017.</p> <p>This waiver would extend the “life” of the funds through the full three-year implementation cycle. This will allow the state to combine fiscal year funds and fund the initial grant award and continuation grants to the LEAs on behalf of their selected eligible campuses for the entire intervention period.</p> <p>2. A waiver of the school eligibility requirements under Section I.A.1 SIG final requirements to replace the lists of Tier I, II and III schools with the state list of priority schools that meet the definition of “priority schools” in ESEA Flexibility identified in accordance with the approved request for ESEA flexibility.</p>	<p>LEA and Charter staff involved in receiving Title I SIG funds</p>	<p>01/12/14</p>



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	<p>four school intervention models in its schools.</p> <p>Comment Period Notice of the proposed waivers will be published in the Texas Register in the next few weeks. However, you will be able to provide comments on these proposed waivers until January 12, 2014, by electronic mail to NCLBTTIPS@tea.state.tx.us.</p>	<p>This waiver would allow those campuses identified as priority schools who will begin the planning process during SY 13-14 under the Texas Accountability Intervention System (TAIS) to implement one of the four intervention models to apply for School Improvement Grant funds to support the full and effective implementation of their chosen model for three years beginning in SY 14-15.</p> <p>TEA will aggregate the comments received from LEAs in response to this notice and submit them as part of the state's application for the 1003(g) funds to USDE. Please note that TEA will not respond to any comments or questions received regarding this waiver request but will instead take comments into consideration when finalizing the state's application for Cycle 3 funds to USDE. When TEA receives USDE approval of the waiver requests, additional information will be provided to LEAs on the</p>		




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<p>☐ Completed</p>	<p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: http://www.tea.state.tx.us/index4.aspx?id=25769808765</p>	<p>implementation of the waivers through the Request for Application associated with this grant program. For additional information on the proposed waiver requests, please contact Shayna Sheehan via email at shayna.sheehan@tea.state.tx.us or at (512) 463-2617 or Leticia Govea via email at leticia.govea@tea.state.tx.us or at (512) 463-1427.</p>		
<p>01/09/14</p> <p>PEG (Public Education Grant) List for 2014-15</p> <p>\$\$\$</p> <p> Action required as appropriate</p> <p></p>	<p>Subject: PEG (Public Education Grant) List for 2014-15</p> <p>This TAA letter provides access to a list of campuses with passing rates on TAKS/STAAR that are less than or equal to 50 percent in any two of the preceding three years <u>or</u> were rated <i>Academically Unacceptable</i> in 2011 or rated <i>Improvement Required</i> in 2013 under the new state accountability system.</p> <p>Under the PEG interdistrict transfer provision, a parent of a student enrolled in any of the campuses listed may make an application to attend a campus in any other school district for the 2014-15 school year. A school district chosen by a student's parent under this statute is entitled to accept or reject the application for the student to attend school in that district but may not use criteria that discriminate on the basis of a student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status. Alternatively, a district may accept interdistrict transfers under Section 25.036 of the <i>Texas Education Code</i>.</p> <p>Under the PEG intradistrict transfer provision, a parent of a student enrolled in any of the campuses listed may apply to attend another</p>	<p>Notification of eligibility must be provided by February 1, 2014, to each parent of a student in the district assigned to attend a school on the 2014-15 PEG list. Statute also stipulates that the notice must contain an explanation of the Public Education Grant Program and how the parent may obtain further information about pursuing a transfer. A Frequently Asked Question (FAQ) document is available to assist districts with this explanation and to instruct parents how to pursue a transfer. The FAQ, along with a copy of this letter and the list of PEG-</p>	<p>Listed campus staff of LEA and Charter admins</p> <p>Business office staff</p> <p>The following as appropriate:</p> <ul style="list-style-type: none"> • Board members • Site-based committee members • Parents 	<p>02/01/2014</p> <p>Notification letter to parents (in listed schools) was to have been sent out by this date.</p>

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<p>☐ Completed</p>	<p>campus in the same school district for the 2014-15 school year.</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: http://www.tea.state.tx.us/peg_2014-15/</p>	<p>identified schools, can be found under the “Accountability” application on the Texas Education Agency Secure Environment (TEASE) at: https://sequin.tea.state.tx.us/apps/logon.asp</p> <p>Requirements related to the PEG program concerning the identification criteria, student eligibility, effective dates, notification dates, and funding allotments are summarized in the chart found in the TAA letter.</p>	<ul style="list-style-type: none"> • Public information staff • ESC staff 	
<p>01/06/14</p> <p>Mentorship Survey</p> <p> Survey completion</p> <p></p>	<p>Subject: State Mentorship Survey</p> <p>House Bill (HB) 2012, which passed during the last legislative session, requires the TEA to provide an annual report to the Texas Legislature regarding the effectiveness of school district mentoring programs. Additionally, HB 2012 created a mentorship advisory committee, with members nominated by the Governor, Lieutenant Governor, and Speaker of the House of Representatives.</p> <p>As part of this work, TEA is asking district superintendents and open-enrollment charter school chief executive officers to complete the online survey disseminated on January 15th through Region XIII. The purpose of the survey is to gain a better understanding of which districts are running mentorship programs for new teachers and the components of those programs. The information gathered from this survey will be used to support the mentorship advisory committee as they move through the process of determining recommendations to make to the Governor and the Texas Legislature regarding the alignment of mentorship activities with expectations for new teachers</p>	<p>This 10 - 15 minute survey is to provide critical information needed to make clear and appropriate recommendations and it represents an opportunity for district leadership to provide feedback on the state of teacher mentorship in Texas and TEA encourages districts to participate in this survey. A strong response rate will greatly benefit the quality and accuracy of the feedback provided will greatly benefit from a strong response rate.</p>	<p>LEA and Charter leadership</p>	


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	and with teaching standards. For contact(s) and more detailed information on this topic, see TAA letter indicated below: http://www.tea.state.tx.us/index4.aspx?id=25769808875			
01/21/14 New mileage rates \$\$\$  <input type="checkbox"/> Completed	Subject: Current Travel and Mileage Reimbursement Rates Applicable to State and Federal Grants from the Texas Education Agency The Texas Comptroller of Public Accounts has changed the automobile mileage reimbursement rate. Effective January 1, 2014, the standard rate is 56 cents per mile. The lodging and meal reimbursement rates remain unchanged. For contact(s) and more detailed information on this topic, see TAA letter indicated below: http://www.tea.state.tx.us/index4.aspx?id=25769809046	See the October 9, 2013 , To the Administrator Addressed letter as well as this TAA letter and its attached guidelines for more travel information. If you have any further travel reimbursement questions, please email the Division of Grants Administration at grants@tea.state.tx.us .	All LEA and Charter staff who travel Business office staff	
01/23/14 School Report Cards  Action required 	Subject: 2012-13 School Report Cards The 2012-13 School Report Cards (SRC) for the campuses in your district are now available from the Texas Education Agency's website at: http://ritter.tea.state.tx.us/perfreport/src/2013/campus.srch.html To access, print, or save reports, go to the address shown above and follow the directions. The SRC reports are not mailed to districts. <i>School Report Card</i> – As required by statute, these report cards must be disseminated to the “parent, guardian, conservator, or other person having lawful control of each student at the campus: Distribution to Campuses. The principals of the campuses in your district will be notified by TEA via email that their SRC is available.	If parents have follow-up questions about the information provided, the <i>Glossary</i> produced for the 2012-13 Texas Academic Performance Report (TAPR) contains detailed definitions and sources of data for all the information included in the SRC. The data in the SRC is a subset of that published in the TAPR. The TAPR <i>Glossary</i> can be viewed and/or downloaded from the following website	Charter and LEA Admins Principals Account-ability staff Site-based groups Board members Public information	Notify parents within 6 calendar weeks after notice to LEA or Charter that report card is available.


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	<p>However, it is the district’s responsibility to provide the SRCs to the campuses for distribution to the parents. If requested, the school district is required to provide a copy of a school report card to any other party.</p> <p>Distribution to Parents. The SRC must be disseminated to parents within six calendar weeks after being notified by TEA that it is available. The campus administration may provide the SRC in the same manner it normally transmits official communications to parents and guardians, such as including the SRC in a weekly folder sent home with each student, mailing it to the student’s residence, providing it at a teacher-parent conference, or enclosing it with the student report card. Districts may electronically distribute the School Report Card if the district can ensure that parents and guardians are notified that the School Report Card is available and can access it.</p> <p>The school or district must provide a printed copy to anyone who does not have electronic access. The 2012-13 SRCs are displayed in color; however, schools may provide black and white printed copies for distribution. While schools are required, at a minimum, to provide the report cards to parents and guardians, they are not limited to providing just this information. The school may supplement the SRC with information that highlights other performance. All schools that reported student enrollment in the fall 2012 PEIMS submission will have an SRC, including Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) campuses, and schools paired for accountability rating purposes. Since the SRCs for JJAAP, DAEP, and paired campuses do not have STAAR performance results, districts are not required to distribute the SRC for these campuses, but may do so, if desired.</p> <p>Otherwise, all schools with a TEA-generated SRC are required to distribute a report. Note that schools that are new in 2013-14 will not have a 2012-13 SRC and are not required to distribute a report.</p> <p><i>Sample Cover Letter</i> – A cover letter for the SRC is not required, but</p>	<p>address: http://ritter.tea.state.tx.us/perfreport/tapr/2013/glossary.html The Commissioner of Education rules governing the School Report Card, see 19 TAC §61.1021, located on the agency’s website at: http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61bb.html We this material proves informative and helpful. If, after reviewing the enclosed materials you have questions regarding the SRC, please contact the Division of Performance Reporting at the email address shown below.</p> <p><u>Contact Information</u> Texas Education Agency Department of Assessment and Accountability, Criss Cloudt, Associate Commissioner Division of Performance Reporting, Shannon Housson, Director (512) 463-9704 performance.reporting@tea.state.tx.us</p> <p>The text of this email is posted at the Texas</p>	<p>staff Parents ESC staff</p>	

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<p>☐ Completed</p>	<p>many schools find it useful to provide one. A sample cover letter to parents is available (at the link below) for the school's use (in English and Spanish). <i>Definitions</i> – Brief definitions of the items included in the SRC are also available at the link below. Definitions are not required to be provided to parents, but many schools find it useful to include them with the reports. A Spanish translation of the <i>Definitions</i> will be available soon.</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: http://www.tea.state.tx.us/src_2012-13/</p>	<p>Education Agency Correspondence site. Links below allow for access to the attachments (the sample cover letters and the <i>Definitions</i>) in an electronic format: http://www.tea.state.tx.us/src_2012-13/</p> <p>School Report Card Definitions (English) - a PDF file Definiciones para la Calificación Escolar (Spanish) - a PDF file Sample letter for Parents (English) - a Word document Sample letter for Parents (Spanish) - a Word document</p>		
<p>01/27/14 2013/14 Data Validation Monitoring – Leaver and Discipline  Action</p>	<p>Subject: 2013-2014 Data Validation Monitoring (DVM)-Leaver Staging 2013-2014 Data Validation Monitoring (DVM)-Discipline Staging</p> <p>The purpose of this letter is to provide local education agencies (LEAs) with 2013-2014 interventions staging information for data validation monitoring (DVM) leaver and discipline records.</p> <p>DVM—Leaver Records District-level reports of 2013-2014 leaver records were posted to the TEA Secure Environment (TEASE) Accountability application on November 1, 2013. As in previous years, LEAs were encouraged to</p>	<p>Due Dates Upon accessing the ISAM system, an LEA will be able to determine what, if any, stage of intervention has been assigned in the area of DVM—Leaver Records and DVM—Discipline Records.</p> <p>If an LEA is selected for Stage 1 through Stage 4 interventions, the due date</p>	<p>Charter and LEA admins PEIMS staff Accountability staff ESC staff</p>	<p>If Stage 1 – Stage 4 all activities must be completed by 04/09/14</p> <p>Stage 3 and 4 required activities must be</p>

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<p>required</p> <p></p>	<p>review and analyze those reports to ensure that leaver records reported in the 2013-2014 Public Education Information Management System (PEIMS) fall submission were accurate and reflected the requirements of the <i>2013-2014 PEIMS Data Standards</i>. Interventions staging for DVM—Leaver Records will be made available the week of January 27, 2014 via the Intervention Stage and Activity Manager (ISAM) application on TEASE.</p> <p>DVM—Discipline Records District-level reports of 2013-2014 discipline records were posted to the TEASE Accountability application on December 6, 2013. The reports include a Report Only indicator (Indicator #2) regarding students placed in In-School Suspension (ISS) for 30 or more actual days in a given school year. All LEAs with data reported for that indicator should determine whether any proactive steps need to be taken to address inaccurate data reporting and/or any extended ISS placements as indicated in their report. Interventions staging for DVM—Discipline Records will be made available the week of February 10, 2014. LEAs selected for interventions staging should ensure the discipline records they will submit for the 2013-2014 PEIMS summer submission are accurate and reflect the requirements of the <i>2013-2014 PEIMS Data Standards</i>.</p> <p>Additional Information Data validation interventions are coordinated with performance interventions to the extent possible and tailored to data accuracy concerns. If an LEA staged for interventions in the DVM system also is identified for an on-site program effectiveness review in the PBM system, the on-site review will include a review of data quality and data reporting systems.</p>	<p>for <i>completion</i> of all required activities is April 9, 2014.</p> <p>The due date for <i>submittal</i> of required activities for Stage 3 and Stage 4 is April 9, 2014. LEAs selected for Stages 1 and 2 will submit only upon request by TEA.</p> <p>Resources Information related to the leavers and discipline data validation indicators is available in the <i>2013 Leaver Records Data Validation Manual</i> and the <i>2013 Discipline Data Validation Manual</i> available at http://www.tea.state.tx.us/pbm/DVManuals.aspx. Monitoring documents and tools for conducting the data validation intervention activities will be posted to ISAM and to the TEA website the week of January 27, 2014 (leavers) and February 10, 2014 (discipline). To access DVM resources, go to the Data Validation Monitoring link in the left column of the PMI web page</p>		<p>submitted by 04/09/14</p>




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		<p>at http://www.tea.state.tx.us/pmi.</p> <p>The <i>Data Validation Guidance Document</i> provides detailed information on required intervention activities. LEAs selected for on-site data validation reviews will receive individualized correspondence from the TEA detailing required intervention activities.</p> <p>For questions about the <i>2013 Leaver Records Data Validation Manual</i> or the <i>2013 Discipline Records Data Validation Manual</i>, as well as any of the indicators, please contact Performance-Based Monitoring at (512) 936-6426 or by email at pbm@tea.state.tx.us.</p> <p>For questions about interventions, intervention resources, due dates, or submission extension requests, please contact the Program Monitoring and Interventions Division at (512) 463-5226 or by email at PMIdivision@tea.state.tx.us.</p> <p>Education service center (ESC) contacts will be</p>		




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January 2014

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<p>☐ Completed</p>	<p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: http://www.tea.state.tx.us/index4.aspx?id=25769809108</p>	<p>available as resources as an LEA completes the data reporting and monitoring process. We appreciate your support of data validation monitoring and anticipate that a data-driven, performance-based approach will continue to assist LEAs in their ongoing efforts to improve student achievement and data accuracy.</p>		
<p>01/29//14</p> <p>Charter report of students enrolled and with disabilities receiving special education services</p> <p>\$\$\$</p> <p></p> <p></p>	<p>Subject: Special Charter School Report of Students Enrolled and Students with Disabilities Receiving Special Education Services through Public Law 108-446 (Newly Opened And Significantly Expanded)</p> <p>This letter is to request child count data from charter school officials to determine eligibility for 2014–2015 Individuals with Disabilities Education Act, Part B (IDEA-B) grant funds. This submission is available for a newly opened and/or significantly expanded charter school that provides special education services to eligible students with disabilities based on current Full and Individual Evaluations (FIEs) and Individualized Education Programs (IEPs). The open-enrollment charter school must have both of the following to meet the criteria for significant expansion of enrollment: A minimum student enrollment of 50 Increase in enrollment must be 50% or greater The data report must be submitted by 5:00 p.m. Central Time, February 24, 2014. Student data increases due to a TEA-approved consolidation, merger, or annexation are not a factor when determining signification expansion. Therefore, student data from a merged charter school should not be included. The instructions for this data report are linked here to provide</p>	<p>Newly opened and Significantly expanded charter schools must use the eGrants 2013–2014 Special Education Charter Data Request—Newly Opened/Significantly Expanded form to report basic school information and the number of identified students with disabilities enrolled and receiving special education services as of February 1, 2014. The following sections are available for data collection: Part 3. Eligible Students Served in Special Education Programs is used to report students with disabilities served through Public Law 108-446 (also known as IDEA-B). Each charter</p>	<p>Charter school admins of newly opened or significantly expanded schools</p> <p>Charter special education staff and PEIMS staff</p> <p>ESC staff</p> <p>Staff working with the following applicable federal programs</p>	<p>02/24/14</p>

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	<p>information detailing how to enter, certify, and submit the child counts in the 2013–2014 Special Education Data Request—Newly Opened/Significantly Expanded form in eGrants.</p> <p>Reporting Child Count Data through eGrants The child count data must be reported in the eGrants system, which can be accessed through the Texas Education Agency Secure Environment (TEASE) at https://seguin.tea.state.tx.us/apps/logon.asp.</p> <p><i>TEA is in the process of replacing TEASE with the TEA Login (TEAL). Until the migration to TEAL is complete, eGrants is still accessible through TEASE. Each charter school is assigned a TEASE account through the charter school setup process at the Texas Education Agency. Please email Computer Access at computer.access@tea.state.tx.us for assistance with your security access.</i></p> <p>The reporting system will be available in eGrants from February 3, 2014, through 5:00 p.m. Central Time on February 24, 2014. Child count data must be reported during this period of availability through the eGrants Special Collections, 2013–2014 Special Education Data Request—Newly Opened/Significantly Expanded form. Applicants may locate the eGrants 2013–2014 form as follows:</p> <ul style="list-style-type: none"> • Access eGrants via TEASE • From the drop-down list, select the 2013–2014 Special Education Consolidated Grant Application. • Under Special Collections, select the 2013–2014 Special Education Data Request—Newly Opened/Significantly Expanded. 	<p>school should enter the information utilizing school and student information from that individual charter school. Enrolled students with disabilities receiving services are to be counted only once.</p> <p>Part 4. Supplemental Information is used to report the total number of students enrolled in the charter school, the total number of students eligible for free or reduced-price lunch, the grade levels the charter school is currently teaching, and the actual opening date of the charter school. The counts reported in this section apply to the general population of the individual charter school.</p> <p>Part 5. Report Submission Authorization is used to certify the information reported on the 2013–2014 Special Education Charter Data Request—Newly Opened/Significantly Expanded form. Certification requires the entry of the name of the person preparing the report in addition to the name, email address, and phone</p>	<ul style="list-style-type: none"> • FAR Revenue Code 5929 • IDEA-B Formula: FAR Fund Code 224/313 • CFDA No. 84.027 • IDEA-B Preschool: FAR Fund Code 225/314 • CFDA No. 84.173A 	

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<input type="checkbox"/> Completed	For contact(s) and more detailed information on this topic, see TAA letter indicated below: http://www.tea.state.tx.us/index4.aspx?id=25769809119	number of the person certifying the report. For Further Information For assistance in completing the data collection form, refer to the Report Instructions for the Special Education Charter Data Request, available through eGrants, or contact your regional education service center. If additional assistance is required, contact the Division of Grants Administration at Grants@tea.state.tx.us .		

Special Information and Professional Development Offerings Offered by ESC XIII and Other Entities




01/27/2014 News from the Division of Grants Administration	2013-2014 Reallocation Amounts—Title VI, Part B Rural and Low-Income School Program Reallocation amounts for the 2013-2014 Title VI, Part B Rural and Low-Income School Program are now available on the Division of Grants Administration Federal Entitlements web page. Grantees must start an amendment in eGrants to budget for their reallocation amount. Once the amendment has been initiated, any 2012-2013 carryover will appear in the Actual Carryover line and will also be available to budget on Schedule BS6004—Program Budget Summary and Support.
01/30/14 [PBM-L] New Posting on the Performanc	The 2013 Student Assessment Data Validation Manual is now available at the following link: Texas Education Agency - Data Validation Manuals (PBM pbm@tea.state.tx.us) The 2013 Student Assessment Data Validation district reports are scheduled to be posted to the secure TEASE Accountability

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<p>e-Based Monitoring Web Site</p>	<p>application on Friday, February 21, 2014. Technical Assistance: Performance-Based Monitoring (PBM) contacts are available at each education service center (ESC) to provide technical assistance to school districts. Latest updates to the ESC PBM contacts can be found at http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx, using the Search RESCs function.</p> <p>For questions about the manual or the indicators described in the manual, please contact: Performance-Based Monitoring (512) 936-6426 or pbm@tea.state.tx.us</p> <p>For questions about interventions, please contact: Program Monitoring and Interventions (512) 463-5226 or PMIdivision@tea.state.tx.us</p>			
<p>Agency News 01/21/14</p>	<p><u>Cumulative end-of-course passing rate rises to 76 percent</u></p> <p>The Texas Education Agency announced today that approximately 309,000 students in the Class of 2015 have taken all or most of the end-of-course (EOC) assessments required for graduation. Of that number, approximately 76 percent of students - who are currently in their junior year of high school - have already passed the assessments they have taken and are on track to graduate under requirements set by the Texas Legislature in House Bill 5.</p>			
<p>Agency News 01/23/14</p>	<p><u>2012-13 School Report Cards are now available</u></p> <p>The 2012-13 School Report Cards (SRC) for the campuses in your district are now available from the Texas Education Agency's website Visitors can access, print, or save reports from this page. The SRC reports are not mailed to districts.</p>			
<p>Agency News 01/31/14</p>	<p><u>SBOE gives final approval to new graduation program</u></p> <p>The State Board of Education gave final approval today to the state's new high school graduation program, which gives students added flexibility to follow their academic interests.</p>			
<p>TEA information Math Readiness/ Supporting Standards</p>	<p><u>TEA Identifies Readiness and Supporting Standards for New Math TEKS</u></p> <p>TEA has identified which student expectations are Readiness Standards and which are Supporting Standards. To view these documents click here http://www.tea.state.tx.us/student.assessment/staar/math/ Please remember that the new standards will be implemented during the 2014-2015 school year and during this initial year, STAAR will only be assessing the "over lapping" standards.</p>			

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<p>The SCOOP!!! As always ---- be sure and check the SCOOP frequently for up-to-the-minute information http://www5.esc13.net/thescoop/cc/ There are exciting opportunities to be found on some February opportunities offered at ESC 13</p>				
02/26/14 Math	<p>Do your students struggle with memorizing the basic math facts? To Drill or not to Drill – Fantastic Math Strategy Cards http://www5.esc13.net/thescoop/cc/</p>			
02/15/14 Science	<p>2014 Central Texas mini-CAST (Conference for the Advancement of Science Teaching) (SP1427266) Join us for a day full of learning from science colleagues all over Central Texas! Learn what is working in the classroom and leave with lots of ideas to try in your own class! http://www5.esc13.net/thescoop/cc/</p>			
Universal Design for Learning Video and module	<p>You may have heard the term “Universal Design for Learning” and wanted to know more about it. UDL is an approach that draws inspiration from architectural principles that call for buildings to be made accessible to people of various needs. The idea behind Universal Design for Learning is that students learn best when they are presented with multiple modes of:</p> <ul style="list-style-type: none"> • Representation (the way instruction is delivered) • Expression (the way students show what they know) • Engagement (the way that students are engaged and motivated through a lesson) <p>If you are interested in a more concrete explanation of Universal Design for Learning, the 15-minute video and module on the page below highlights the concepts as they are used in classrooms: http://udlseries.udlcenter.org/presentations/learner_variability.html?plist=explore Finally, click here for a downloadable chart that lays out all of the elements of Universal Design on a one-page display: Universal Design for Learning Guidelines</p>			
ESC 13 Upcoming Events				
02/24/14 ESC 13 Science	<p>DISTINGUISHED SPEAKERS IN SCIENCE: Joanne Billingsley – Outstanding Strategies For Building a Language-Rich Student-Centered Science Classroom Go to http://www4.esc13.net/cc/upcoming-events-cc/</p>			
02/27/14 HB5 Student and Community	<p>House Bill 5: Student and Community Engagement Dialogue - Session 3: Continuing Dialogue http://www4.esc13.net/cc/upcoming-events-cc/ By August 8, 2014, each district is required to make public the ratings (exemplary, recognized, acceptable, or unacceptable) on overall and individual performance on nine criteria.</p>			

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Engagement Dialogue	<p>Come join local district administrators in an open dialogue on approaches and considerations as districts consider design and implementation of this accountability measure.</p> <p>September 5, 2013 - Workshop ID # FA1327889 - Session 1 - Open Dialogue</p> <p>October 31, 2013 - Workshop ID # FA1328036 - Session 2 - Continuing Dialogue</p> <p>February 27, 2014 - Workshop ID # FA1328039 - Session 3 - Continuing Dialogue</p>			
Universal Design for Learning Video and module	<p>You may have heard the term “Universal Design for Learning” and wanted to know more about it. UDL is an approach that draws inspiration from architectural principles that call for buildings to be made accessible to people of various needs.</p> <p>The idea behind Universal Design for Learning is that students learn best when they are presented with multiple modes of:</p> <ul style="list-style-type: none"> • Representation (the way instruction is delivered) • Expression (the way students show what they know) • Engagement (the way that students are engaged and motivated through a lesson) <p>If you are interested in a more concrete explanation of Universal Design for Learning, the 15-minute video and module on the page below highlights the concepts as they are used in classrooms:</p> <p>http://udlseries.udlcenter.org/presentations/learner_variability.html?plist=explore Finally, click here for a downloadable chart that lays out all of the elements of Universal Design on a one-page display: Universal Design for Learning Guidelines</p>			
Texas Citizen Bee 2014!	<p><u>Texas Citizen Bee 2014 – \$1000 Student Scholarship</u></p> <p>The Texas Citizen Bee is a statewide civic education program and competition that offers teachers and high school students (9th-12th grades) an exciting way to reach and study America’s heritage. To prepare for the competition, students can utilize the extensive on-line “Study Guide” program created by the Bill of Rights Institute.</p>			

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