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<p><b>grade placement</b></p> <p> <b>Policy review required</b></p> <p></p>	<p>The purpose of this letter is to address state requirements for awarding credit and placing students in an appropriate grade. Most importantly, I want to remind school districts and charters of their statutory responsibilities to confer credit and graduate students based on demonstrated mastery of the state curriculum standards. Additionally, <i>I am calling on local school boards and administrators to review existing policies to ensure that students are receiving credit promptly, are only receiving credit for demonstrating mastery of the state curriculum standards, and are taking the appropriate assessments for the courses in which they are enrolled.</i></p> <p><i>Some districts have been investigated by state and federal authorities for a variety of practices that had the effect of deferring some students' promotion from 9th to 11th grade (skipping 10th grade) to avoid accountability for 10th grade test results under the No Child Left Behind Act. Several districts followed local policies that placed all students from foreign countries in ninth grade disregarding credits earned on their foreign transcripts. Schools have also granted students credits through completion of short-term programs with insufficient evidence of whether students have mastered the subject matter.</i></p> <p>It is my intention to provide detailed clarification regarding the issues described above. This clarification will enable district officials to determine whether they have policies or programs that fail to award credit or graduate students based solely on academic considerations and, if needed, to take appropriate action in response to those determinations.</p> <p>State Board of Education rule requires that student transcripts be evaluated and students be placed "promptly in the appropriate grade and/or subjects." There is no excuse for taking an entire semester or school year to award credits to which a new student is entitled.</p> <p>While some students may benefit from a provisional placement to</p>	<p>in place to promptly evaluate credits earned and correctly place a student in the appropriate grade within 30 days of enrollment. School administrators should also determine that no students are misclassified during the 2013-2014 school year due to past practices that unreasonably deferred recognition of transfer credits.</p> <p>School administrators and school boards should also carefully review their credit recovery and other credit award programs that allow students to catch up for lost instruction. These types of programs can be a valuable tool to help some students remain on track to graduate. However, a program that confers credits in a very short period of time with no evidence to demonstrate student learning does not serve the best interest of the student.</p> <p>The state law governing both of these issues is clearly stated in Section</p>	<p>Sups. <b>Board President</b> Board Counselors Grade placement committees Campus admins.</p>	

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	<p>determine whether to accept a credit awarded by an educational system with which the district is not familiar, students do not benefit from deferring a final decision through an entire semester or school year. All districts and charters should be able to evaluate a transcript and appropriately place a student within 30 days of enrollment.</p> <p>Texas educators are asked to take on challenging responsibilities as our education system and overall society have become more complex. The challenge continues as statutes and regulations are added and changed every two years at the state level and at least as frequently at the federal level. Despite those demands and responsibilities, educators and their school boards cannot lose sight of our public schools' core mission to provide each student with the opportunity to learn the state curriculum, receive appropriate credit, and earn a diploma that represents the appropriate education provided for under Texas law.</p> <p>My expectation is that districts and charters will—in keeping with our tradition of local control by an elected school board—resolve locally any identified issues relating to the requirements for awarding credit and appropriate grade placement.</p> <p>I also wish to be clear that the agency will not tolerate attempts to manage student classification or credit award in a manner that circumvents accountability to the state.”</p>	<p>28.021 of the Texas Education Code: “A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.”</p> <p>Recent events have highlighted a need for more active investigation by the Texas Education Agency of district-reported data that are used in a variety of state and federal systems, including accountability, monitoring, and financial systems. I am focusing additional resources to pursue allegations of dishonesty in reporting student data and administering state assessments.</p> <p>The agency is currently analyzing course completion data and State of Texas Assessments of Academic Readiness (STAAR) end-of-course student assessment data as part of 2013 Student Assessment Data Validation to ensure districts are</p>		

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<p>03/06/14</p> <p><b>Re: Assessment and MS Students Taking Alg I</b></p> <p></p> <p></p>	<p><b>Subject: Commissioner Williams provides information on Middle School Students Taking Algebra I (Refer to the TAA letter referenced below to view the total content of the Commissioner’s letter)</b></p> <p>TEA has been in communication with the United States Department of Education regarding the State’s January 27, 2014 application to amend the approved ESEA flexibility request regarding Algebra I end-of-course assessments for middle school students. Although TEA has not received written notification denying the request, the USDE has communicated that a <i>letter of denial</i> is forthcoming given the USDE: (1) has never approved similar waivers from other states and (2) no other mathematics assessment, except Algebra I, exists at the high school level that will meet USDE requirements to assess the State’s required mathematics curriculum standards. TEA is communicating this decision by USDE to school districts in advance of receiving a written denial because the STAAR grade 8 mathematics assessment will be administered by school districts on April 1, 2014.</p> <p>The waiver request was submitted because I do not believe that double testing middle school students is instructionally appropriate nor a valid evaluation of mathematics for Texas middle schools and high schools. Despite the USDE decision on the amendment request, I cannot support testing students on content that does not reflect the instruction the students received that school year and cannot justify arbitrarily assigning a set of prior year test scores to a campus to meet federal accountability requirements given the test scores are not tied to current year instruction on that campus.</p>	<p>TEC §39.053 provides the commissioner of education with the authority to adopt the performance indicators used for state accountability, including the results of state required assessments, and determine how the STAAR performance results will be calculated and used. The Commissioner of Education is also responsible for determining how the State of Texas will meet federal accountability requirements.</p> <p>Current federal accountability requirements specify that students have a mathematics score every year in grades 3–8 as well as a mathematics score in high school. The USDE requires states that offer only one mathematics assessment at the high school level — which can also be taken by middle</p>	<p>Charter and District admins.</p> <p>Curriculum directors</p> <p>Mathematics staff</p> <p>Accountability staff</p> <p>Testing staff</p> <p>Accelerated instruction staff</p>	

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	<p>Therefore, I intend to exercise my authority over state and federal accountability to remove the incentive for a school district to double test a student solely for accountability purposes.</p> <p>For 2014 and 2015 state and federal accountability, if a student takes the STAAR Algebra I end-of-course assessment and a STAAR mathematics grade level assessment, only the results of the Algebra I assessment will be included in the accountability calculations for the campus and the district where the student tested.</p> <p>This policy will be adopted by Commissioner of Education rule in the 2014 and 2015 state accountability manuals and will be included in the 2014 and 2015 federal accountability addendums that the TEA is required to submit to USDE. Further, TEA does not intend to count students who took Algebra I in middle school as non-participants at their high school through the participation safeguard for state or federal accountability purposes. To do so would be inconsistent with a policy of discouraging the double testing of middle school students in mathematics.</p>	<p>school students — to ensure there is a mathematics result that can be attributed to a high school. House Bill 5 passed by the Eighty-third Texas Legislature, Regular Session, 2013, eliminated high school assessments in geometry and Algebra II, thereby permitting a portion of Texas students to complete their mathematics testing requirements for high school graduation prior to entering high school. An additional provision of House Bill 5 permits school districts to double test students on STAAR Algebra I and a STAAR grade level mathematics assessment for federal accountability purposes.</p> <p>Given state and federal testing requirements, USDE denial of the amendment request, and the Texas Legislature’s decision to reduce end-of-course testing to one high school mathematics assessment, I am eliminating incentives for double testing students for accountability purposes.</p>		

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		<p>My primary concern about instituting these accountability policies in 2014 and 2015 is that some school districts may make poor instructional decisions regarding accelerated students. For example, to avoid the dilemma of having these students' scores attributed to a middle school campus instead of the high school campus, some districts might reconsider offering Algebra I at the middle school level. This would seriously disadvantage students who move quickly through the mathematics curriculum in grades K-8 and would benefit from taking advanced coursework in middle school. This stalls students' academic progress and provides them with one less opportunity to take an advanced mathematics course or another relevant upper-division course in high school.</p> <p>Given this concern, <i>Texas Education Agency will be analyzing course</i></p>		

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<p>03/07/14</p> <p><b>Technology Competitive Grant Funding Available</b></p> <p>\$\$\$ RFA</p> <p></p> <p></p>	<p><b>Subject: Request for Application # 701-14-107 2014-2016 Technology Lending Program Grant</b></p> <p>TEA is requesting applications under request for application (RFA) # 701-14-107, 2014-2016 Technology Lending Program Grant</p> <p><b>Eligible Applicants:</b>                      The TEA is requesting applications under Request for Applications (RFA) #701-14-107 from Texas public school districts and open-enrollment charter schools that have (1.) at least 40% economically disadvantaged students at the participating campus(es) as determined using the 2012 Snapshot enrollment data from the Public Education Information Management System (PEIMS) <a href="http://ritter.tea.state.tx.us/perfreport/snapshot/2012/index.html">http://ritter.tea.state.tx.us/perfreport/snapshot/2012/index.html</a>; (2.) an approved district Technology Plan on file with the TEA for the 2013-2014 school year; and (3.) a Texas Campus School Technology and Readiness (STaR) Chart at the Developing Tech Level of Progress or higher for Teaching and Learning and for Educator Preparation and Development for the 2012-2013 school year for participating campus(es).</p> <p><b>Purpose of Program:</b>                      Texas Education Code Section 32.201 authorizes the TEA to</p>	<p>TEA is not obligated to approve an application, provide funds, or endorse any application submitted in response to this RFA. This RFA does not commit TEA to pay any costs before an application is approved. The issuance of this RFA does not obligate TEA to award a grant or pay any costs incurred in preparing a response.</p> <p><b>Information on the following subjects can be found in the TAA letter:</b></p> <ul style="list-style-type: none"> <li>• <b>How to Apply</b></li> <li>• <b>Fingerprinting Requirement</b></li> </ul>	<p>District and Charter admins</p> <p>Technology staff</p>	<p>05/13/14</p>

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	<p>implement the Technology Lending Program Grant. The program awards grants to Texas public school districts and open-enrollment charters to implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. In awarding grants, the TEA will consider the availability of existing equipment to students in the Texas public school district or open-enrollment charter school and other funding available to the school district or open-enrollment charter school. With the Technology Lending Program Grant, districts can move forward with the implementation of electronic instructional materials while ensuring access for students through loaned equipment for learning at school and at home.</p> <p><b>Project Funding:</b> Currently, \$10,000,000 is appropriated for the Technology Lending Program Grant. It is anticipated that approximately 130 grants will be awarded ranging in amounts from \$50,000 to \$100,000.</p> <p><b>Project Period:</b> The 2014-2016 Technology Lending Program Grant will be implemented beginning in the 2014-2015 school year and ending in the 2015-2016 school year. Applicants should plan for a starting date of no earlier than October 1, 2014, and an ending date of no later than August 31, 2016.</p> <p><b>Selection Criteria:</b> Applications will be selected based on the independent reviewers' assessment of each applicant's ability to carry out all requirements contained in the RFA. Reviewers will evaluate applications based on the overall quality and validity of the proposed grant programs and the extent to which the applications address the primary objectives and intent of the project. Applications must address each requirement as specified in the RFA to be considered for funding. TEA reserves the right to select from the highest-ranking applications those that address all requirements in the RFA and that are most advantageous to the project.</p>	<ul style="list-style-type: none"> <li>• <b>Reporting Requirements</b></li> <li>• <b>Deadline for Receipt of Applications</b></li> </ul>		

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<p>☐ Completed</p>	<p><b>For Further Information</b>                      In order to assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any and all questions pertaining to the RFA must be submitted in writing to the TEA contact person listed on the <a href="http://www.tea.state.tx.us/grantopportunities">TEA Grant Opportunities website</a>. In the "Select Search Options" box, select the name of the program/RFA from the drop-down list. Scroll down to "Contact Information."                      Copies of the questions and the written answers thereto will be posted on the <a href="http://www.tea.state.tx.us/grantopportunities">TEA Grant Opportunities website</a> in the format of frequently asked questions (FAQs) at <a href="http://burleson.tea.state.tx.us/GrantOpportunities/forms">http://burleson.tea.state.tx.us/GrantOpportunities/forms</a>. In the "Select Search Options" box, select the name of the program/RFA from the drop-down list. Scroll down to "Application and Support Information" to view all documents that pertain to this RFA.                       For contact(s) and more detailed information on this topic, see TAA letter indicated below:  <a href="http://www.tea.state.tx.us/index4.aspx?id=25769809899">http://www.tea.state.tx.us/index4.aspx?id=25769809899</a></p>			
<p>3/10/14</p> <p><b>Principal Evaluation of TX Ed Prep Prgms.</b></p> <p> Required completion of form</p> <p></p>	<p>Subject: <b>Principal Surveys to Evaluate Texas Educator Preparation Programs</b></p> <p>The purpose of this letter is to provide notice that the Texas Education Agency will be distributing a survey that campus principals across the state will be required to complete. The survey will collect data regarding the performance of beginning teachers and the effectiveness of educator preparation programs in preparing beginning teachers to succeed in the classroom.                      Texas Education Code (TEC) §21.045 and Texas Administrative Code (TAC) Chapter 229, <u>Accountability System for Educator Preparation Programs</u>, require new accountability standards for Texas educator preparation programs. Current State Board for Educator Certification (SBEC) rules require each principal who has first-year teachers on his or her campus to complete a brief survey.                      Thank you for assisting us in meeting these requirements and</p>	<p>Prior to the distribution of the survey, superintendents, principals, human resource directors or staff responsible for personnel will receive additional information and training about how to complete and submit the surveys.</p> <p><b>The TEA will begin the survey collection on Wednesday, April 2, 2014. All surveys must be submitted by Monday,</b></p>	<p>District and Charter admins.  Supers  Principals  HR staff</p>	<p>06/16/14</p>

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<input type="checkbox"/> Completed	preparing future teachers in Texas.  For contact(s) and more detailed information on this topic, see TAA letter indicated below: <a href="http://www.tea.state.tx.us/index4.aspx?id=25769809936">http://www.tea.state.tx.us/index4.aspx?id=25769809936</a>	<b>June 16, 2014.</b>		
03/10/14  <b>Online School FIRST Application Clarification</b>  \$\$\$    <input type="checkbox"/> Completed	<b>Subject: Clarifying Revision to Online School FIRST Application</b>  As you know, each school year the Texas Education Agency issues each school district a financial accountability rating through the School Financial Integrity Rating System of Texas (School FIRST), as required by law. The rating for a particular school year is based on the financial data for the prior year, as specified in Texas Administrative Code rules. For example, the school year 2012–2013 rating is based on the financial data for 2011–2012.  One of the ways in which a school district can view its rating for a particular year is through the online School FIRST application, part of which can be accessed from the <a href="#">FIRST web page</a> . During a comprehensive review of our web pages, we recently became aware that the labeling of the year options in the “FIRST Rating for Fiscal Year” field of that application was causing confusion. In the application, to view the rating for a particular year (for example, school year 2012–2013), a user had to select the prior year (2011–2012) in the “FIRST Rating for Fiscal Year” field. To eliminate confusion, we have <i>revised the application so that users who wish to view the rating for a particular school year can choose that school year in the “FIRST Rating for Fiscal Year” field instead of the prior year (the year from which financial data are being drawn). Also, we have changed the label for the field to read “Rating Year.”</i>  For contact(s) and more detailed information on this topic, see TAA letter indicated below: <a href="http://www.tea.state.tx.us/index4.aspx?id=25769809939">http://www.tea.state.tx.us/index4.aspx?id=25769809939</a>	These changes are for clarification only and do not substantively change School FIRST or any ratings under that system. We hope that the changes will make the School FIRST web pages and application easier to use and understand.  If you have any questions about this letter, please contact the Financial Accountability Division at (512) 463-9238 or <a href="mailto:financialaccountability@tea.state.tx.us">financialaccountability@tea.state.tx.us</a> .	District and Charter admins.  Business office staff	
03/11/14  <b>Commis’</b>	<b>Subject: Adoption of New Commissioner’s Rule, 19 Texas Administrative Code Section 109.3001, and Incorporation of Guidance Handbooks</b>	<b>Indirect Cost Handbook</b>  The updated Indirect Cost	Charter and District admins.	District deadline <b>03/14/14</b>

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<p><b>Rule on MOE Guidance Handbooks (IDEA)</b></p> <p>\$\$\$</p> <p></p> <p></p>	<p>A newly adopted commissioner’s rule became effective February 26, 2014, under 19 Texas Administrative Code Chapter 109, Subchapter CC. Codified as 19 TAC §109.3001, the new rule will be updated annually as needed to align with subsequent updates, modifications, and amendments to the federal statutory authority and USDE guidance.</p> <p>19 TAC §109.3001 adopts into rule the TEA’s IDEA-B LEA Maintenance of Effort (MOE) Guidance Handbook, which provides guidance regarding the MOE requirement under the Individuals with Disabilities Education Act (IDEA). The rule also incorporates the Indirect Cost Handbook, which provides guidance to grantees on how to apply for an indirect cost rate.</p> <p>With their incorporation into the rule, both the IDEA-B LEA Maintenance of Effort (MOE) Guidance Handbook and the Indirect Cost Handbook include guidance changes.</p> <p>IDEA-B LEA Maintenance of Effort (MOE) Guidance Handbook</p> <p>The IDEA-B LEA Maintenance of Effort (MOE) Guidance Handbook has been updated as follows:</p> <ul style="list-style-type: none"> <li>• The federal statutory exception for an “exceptionally costly program” is defined as "an amount greater than the average per pupil expenditure (as defined in section 9101 of the ESEA) in Texas." For example, for FY 2014, this amount is \$8,685.</li> <li>• The School Health and Related Services (SHARS) Medicaid cost share is no longer applicable in the IDEA-B LEA MOE calculations. Thus, the reference to SHARS Medicaid cost share has been removed from Appendix 3: IDEA-B MOE Calculation Methodology.</li> </ul> <p>The Indirect Cost Handbook is available on the Division of Grants Administration <a href="#">Grant Management Resources</a> page of the TEA website.</p>	<p>Handbook provides guidance to independent school districts and open-enrollment charter schools on how to apply for an indirect cost rate.</p> <p>If an ISD did not complete and submit an Exhibit J-2: Schedule for the Computation of Indirect Cost Rates within the ISD’s Annual Financial Report ending FY 2013, and the ISD would like to receive an indirect rate for the 2014–2015 school year, the ISD is directed to <i>follow the steps listed in the TAA letter</i>.</p> <p>For open-enrollment charter schools, the SC5010 (due April 7, 2014) will serve as the charter school’s request for an indirect cost rate and will contain the sending district data used to calculate the indirect cost rate.</p> <p>For Further Information</p> <p>The IDEA-B LEA Maintenance of Effort (MOE) Guidance Handbook is available on the Division</p>	<p>Staff involved with IDEA and MOE</p> <p>Business office</p>	<p>Charter deadline SC5010 04/07/14</p>

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<p>03/19/14</p> <p><b>Instruction'l Mats. Allotment for SY 2014-2015</b></p> <p>\$\$\$ Materials allotment</p> <p>📖</p>	<p>Subject: <b>Instructional Materials Allotment for School Year 2014-2015</b></p> <p>The 2014-2015 IMA allocations for each district and open-enrollment charter school are available at <a href="http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=25769805667">http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=25769805667</a>.</p> <p>The district IMA allocations will be populated in EMAT by <u>April 21, 2014</u>; however, the funding for the 2014-2015 school year will not be available until September 1, 2014.</p> <p>Districts and open enrollment charter schools may use unexpended funds from 2013-2014 for Instructional Materials including continuing contracts, technological equipment, and/or technology services. If unexpended funds are not available, districts and open-enrollment charter schools may participate in the <i>new Delayed Payment Option</i>. A Delayed Payment Option, authorized under TEC, Chapter 31.0215 will allow districts to requisition and receive state-adopted instructional materials before the Instructional Materials Allotment</p>	<p>Due to the large number of products adopted through Proclamation 2014, the Educational Materials (EMAT) system will open later than originally anticipated. For the 2014-2015 school year, EMAT will open on <u>April 21, 2014</u>. Instructional materials for the visually impaired (Braille, Large Type and Audio) remain the property of the state and will not be counted against a district's IMA. Braille, Large Type and Audio instructional materials will continue to be requested through EMAT and returned to the</p>	<p>District and Charter admins.</p> <p>Instructional Materials Staff</p> <p>Campus principals and staff as appropriate</p> <p>Business office staff</p>	

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<p>03/20/14</p> <p><b>Revision of Calculator Policy for STAAR Gr 8 Math</b></p> <p>\$\$\$ Materials</p> 	<p>Subject: Information from Commissioner Williams on <b><u>REVISED Calculator Policy for the State of Texas Assessments of Academic Readiness (STAAR) Grade 8 Mathematics in 2014-2015 School Year</u></b></p> <p>“After extensive feedback from superintendents across our state coupled with conversations with agency staff, I am revising the calculator policy for the State of Texas Assessments of Academic Readiness (STAAR) grade 8 mathematics assessment for the 2014-2015 school year. On February 10, 2014, the Texas Education Agency posted notice that the testing calculator policy requires handheld graphing calculators on the STAAR grade 8 mathematics test beginning in</p>	<p><b><u>“REVISED STAAR Grade 8 Mathematics Calculator Policy</u></b></p> <p>In the 2014–2015 school year, school districts and charters must ensure that each student has a graphing calculator to use when taking the STAAR grade 8 mathematics assessment. On a pilot basis for the 2014-2015</p>	<p>District and Charter admins.</p> <p>Testing coordinators</p> <p>Grade 8 math staff</p> <p>Curriculum staff</p>	

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	<p>Commissioner Williams continues, "While I recognize this revised policy will not address all concerns and may still require some districts to purchase additional technology, I am hopeful this policy will enable us to provide some flexibility. The new K-8 mathematics TEKS your teachers will begin teaching in 2014-2015 are significantly different than prior versions, requiring more advanced concepts to be taught in earlier grades. Accordingly, the STAAR assessments for mathematics will be dramatically different beginning in spring 2015.</p> <p>Thank you for your continued commitment to the success of Texas students and for your meaningful feedback. If you have questions regarding the STAAR program, please call the Student Assessment Division at 512-463-9536. If you have questions regarding the new TEKS for mathematics, call the Curriculum Division at 512-463-9581."</p>	<p>use of smart phones.</p> <ul style="list-style-type: none"> <li>• There are a number of questions remaining about new test security procedures that can be put in place to accommodate devices other than a handheld graphing calculator.</li> <li>• Depending on the success of the pilot (especially as it relates to test security and any confirmed testing irregularities), I will make decisions about either continuing and possibly expanding the use of additional technologies or prohibiting their use moving forward. The future viability of technology like this during state assessments will largely depend on the success, vigilance, and integrity within your districts.</li> <li>• Districts may elect to have students use a graphing calculator application on a tablet or other mobile device during routine classroom instruction and homework, with an actual</li> </ul>		

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March 2014

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<p>☐ Completed</p>	<p>For contact(s) and more detailed information on this topic, see TAA letter indicated below:  <a href="http://www.tea.state.tx.us/index4.aspx?id=25769809877">http://www.tea.state.tx.us/index4.aspx?id=25769809877</a></p>	<p>graphing calculator available for use during the assessment. In these instances, the calculator application should have the same functionality as the calculator to be used on the state assessment to ensure that students are familiar with the calculator. However, students are not required to use the exact same tool during routine class work or homework and the state assessment.</p> <ul style="list-style-type: none"> <li>• Routine classroom instruction should include sufficient time during the school day for a teacher to teach and students to learn the skills required in the TEKS. Instruction should include time for students to become comfortable with the use of a calculator, including the calculator that will be used on the state assessment.”</li> </ul>		
<p>03/23/14  <b>T-STEM Designation</b>  </p>	<p>Subject: <b>Texas Science, Technology, Engineering, and Mathematics (T-STEM) Designation</b></p> <p>The purpose of this letter is to inform school districts and open-enrollment charter schools of an upcoming opportunity to apply to participate in the college and career readiness model: T-STEM</p>	<p>Information regarding T-STEM Designation and timelines for application is provided in the TAA letter along with contact information.</p>	<p>Charter and District admins.  Science, Technology,</p>	<p>05/02/14</p>

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<p>☐ Completed</p>	<p>The purpose of the TTIPS grant program is to provide funding to LEAs for use in Title I schools identified as priority schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to substantially raise the achievement of their students so as to enable the schools to meet the annual measurable objectives and exit priority status.</p> <p><b>Project Funding</b> The number of projects funded will depend on the number of eligible applicants that apply. Each project will receive a maximum of \$6 million for the 2014-2015, 2015-2016, and 2016-2017 project period. The total amount of funding available for this project is approximately \$50 million. This project is funded 100 percent with federal funds.</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: <a href="http://www.tea.state.tx.us/index4.aspx?id=25769810238">http://www.tea.state.tx.us/index4.aspx?id=25769810238</a></p>			
<p>03/25/14</p> <p><b>STAAR Testing Clarification For some Middle School Math Students</b></p> <p>\$\$\$  </p>	<p>Subject: Commissioner Williams provides clarification on <b>State of Texas Assessments of Academic Readiness (STAAR) Testing Requirements for Middle School Students Taking Accelerated Mathematics Instruction Beyond Algebra I</b></p> <p>“I am providing this letter as a clarification to the March 6, 2014, correspondence that school districts received from the Texas Education Agency (TEA) concerning middle school students taking Algebra I. This letter specifically addresses testing requirements for middle school students receiving accelerated mathematics instruction beyond Algebra I (e.g., geometry or Algebra II).</p> <p>Texas Education Code (TEC) §39.023(a) requires students to be assessed in mathematics annually in grades 3–8. Subsection (a-2) provides an exception to this annual grade-level testing requirement for students who are enrolled in a course for high school credit and will be administered a STAAR end-of-course assessment. As a result, accelerated middle school students who are receiving</p>		<p>Charter and District admins.</p> <p>Testing staff</p> <p>Curriculum staff</p> <p>Middle School Admins.</p> <p>Math staff</p>	

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<p>☐ Completed</p>	<p>instruction in Algebra I only need to take the STAAR Algebra I assessment.</p> <p>However, House Bill 5, passed by the 83rd Texas Legislature, Regular Session, 2013, eliminated the STAAR geometry and Algebra II assessments. Since these end-of-course assessments are no longer available to accelerated middle school students receiving instruction in geometry or Algebra II, TEC 39.023(a) requires these students to take their on-grade-level mathematics assessment. TEC §7.056(e)(3)(B) prohibits me from granting a waiver from these grade-level testing requirements because they are part of TEC Chapter 39, Subchapter B.</p> <p>Further, under TEC §28.0211(o)(1) accelerated middle school students receiving instruction in geometry or Algebra II taking the required grade 8 assessment would be subject to the same promotion/retention requirements that are part of the Student Success Initiative (SSI) for grade 8 students taking the on-grade-level mathematics assessment. In this case, TEC §7.056 does allow the commissioner to grant a waiver from TEC Chapter 28 requirements.</p> <p>Therefore, I am choosing to use my statutory authority as the commissioner of education to waive the SSI promotion/retention requirements found in TEC Chapter 28 for these accelerated mathematics students. School districts will not be required to apply to the commissioner for a waiver from these requirements contained in Chapter 28 in order to exempt these middle school students who are taking accelerated mathematics instruction beyond Algebra I from SSI requirements.</p> <p>Although I do not support testing middle school students receiving instruction in geometry or Algebra II on grade level content that does not reflect the instruction the students received that school year, I cannot change or waive the state grade-level testing requirements under TEC §39.023(a).</p>			

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March 2014

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	<p>If you have questions regarding the STAAR program, please call the Student Assessment Division at 512-463-9536. For state and federal accountability questions, please call the Division of Performance Reporting at 512-463-9704.</p> <p>Thank you for your continued commitment to the success of Texas students.”</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below:  <a href="http://www.tea.state.tx.us/index4.aspx?id=25769809877">http://www.tea.state.tx.us/index4.aspx?id=25769809877</a></p>																		
<p>3/25/14</p> <p>English I and English II EOC Performance Standards, etc.</p>  	<p>Subject: <b>English I and English II End-of-Course (EOC) Performance Standards and Performance Standards Rulemaking</b></p> <p>The 83rd Texas Legislature’s passage of House Bill 5 mandates that, beginning in spring 2014, the STAAR and STAAR Modified English I and English II reading and writing assessments may no longer be administered as separate assessments. To reflect the intent of this legislation, the English I and II assessments have been redesigned to combine reading and writing into a single measure with a single test score. Each redesigned English assessment must also be administered on a single day.</p> <p>In January 2014, a standard-setting committee consisting of Texas educators was convened to recommend performance standards for the redesigned STAAR English I and English II assessments. The committee was comprised of a subset of the panelists that established the original standards in spring 2012 and included both K–12 and higher-education representatives. Consistent with previous STAAR standard setting, the phase-in 1, phase-in 2, and final recommended cut scores have been determined for Level II, which indicates satisfactory academic performance. The Level III standard (Advanced Academic Performance) will not be phased in. The following tables show the proposed cut scores for the STAAR and STAAR Modified English assessments.</p> <p>Table 1: STAAR Level II and Level III Cut Scores</p> <table border="1" data-bbox="304 1242 1564 1339"> <thead> <tr> <th>STAAR Assessment</th> <th>Level II Phase-in 1</th> <th>Level II Phase-in 2</th> <th>Level II Recommended</th> <th>Level III</th> </tr> </thead> <tbody> <tr> <td>English I</td> <td>3750</td> <td>3900</td> <td>4000</td> <td>4691</td> </tr> <tr> <td>English II</td> <td>3750</td> <td>3900</td> <td>4000</td> <td>4831</td> </tr> </tbody> </table>	STAAR Assessment	Level II Phase-in 1	Level II Phase-in 2	Level II Recommended	Level III	English I	3750	3900	4000	4691	English II	3750	3900	4000	4831		<p>District and Charter Admins.</p> <p>Curriculum staff</p> <p>Testing staff</p> <p>Secondary ELA staff</p>	
STAAR Assessment	Level II Phase-in 1	Level II Phase-in 2	Level II Recommended	Level III															
English I	3750	3900	4000	4691															
English II	3750	3900	4000	4831															

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<p>☐ Completed</p>	<p>Table 2: STAAR Modified Level II and Level III Cut Scores</p> <table border="1" data-bbox="306 232 1564 354"> <thead> <tr> <th>STAAR Modified Assessment</th> <th>Level II Phase-in 1</th> <th>Level II Phase-in 2</th> <th>Level II Recommended</th> <th>Level III</th> </tr> </thead> <tbody> <tr> <td>English I</td> <td>2800</td> <td>2857</td> <td>3000</td> <td>3359</td> </tr> <tr> <td>English II</td> <td>2800</td> <td>2857</td> <td>3000</td> <td>3302</td> </tr> </tbody> </table> <p>Students not achieving Level II performance are considered to be at Level I: Unsatisfactory Academic Performance.</p> <p>Pass rates for the phase-in 1, phase-in 2, and final recommended cut scores will be reported in the 2014 statewide test reports.</p> <p>Commissioner Rulemaking for Performance Standards</p> <p>TEA has begun the rulemaking process to amend 19 TAC Chapter 101, Assessment, Subchapter CC, Commissioner's Rules Concerning Performance Standards, §101.3041, to implement the new English I and English II performance standards.</p> <p>The proposed rules will also specify the following:</p> <ul style="list-style-type: none"> <li>• the phase-in 1 performance standard remains effective for the 2013–2014 school year for all applicable assessments; and</li> <li>• the performance standard in place when a student first takes an EOC assessment will apply to all five EOC assessments.</li> </ul> <p>For questions related to assessment performance standards, please call the Student Assessment Division at 512-463-9536.</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below:  <a href="http://www.tea.state.tx.us/index4.aspx?id=25769810280">http://www.tea.state.tx.us/index4.aspx?id=25769810280</a></p>	STAAR Modified Assessment	Level II Phase-in 1	Level II Phase-in 2	Level II Recommended	Level III	English I	2800	2857	3000	3359	English II	2800	2857	3000	3302			
STAAR Modified Assessment	Level II Phase-in 1	Level II Phase-in 2	Level II Recommended	Level III															
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English II	2800	2857	3000	3302															
<p>03/27/14</p> <p><b>Educator Leadership and Quality Initiatives</b></p>	<p>Subject: <b>Educator Leadership and Quality initiatives</b></p> <p>This letter highlights several important initiatives relating to teacher quality and effectiveness that will be implemented through the Division of Educator Leadership and Quality. The initiatives identified below require action by school district personnel during the timeline</p>	<p>Texas Education Code (TEC) §21.045 and Texas Administrative Code (TAC) Chapter 229, Accountability System for <b>Educator Preparation Programs,</b></p>	<p>District and Charter staff designees as appropriate to complete surveys</p>	<p><b>Prof Dev Audit Survey due 04/14/14</b></p> <p><b>Teaching</b></p>															

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<p> Staff leadership completion required</p> <p></p>	<p>indicated for each.</p> <p><b>Professional Development Audit</b>                      Directed by House Bill 2012 (83rd Regular Session) the Professional Development Audit will inform agency action in seeking to eliminate conflicting and consolidate duplicative requirements by either taking administrative action, encouraging school districts to make appropriate changes to district policies, or by recommending statutory changes to the state legislature. The audit also will inform the agency in assessing the quality of professional development offerings accessible to the state’s educators. The TEA will begin the survey collection on Monday, March 31, 2014. All surveys must be submitted by Monday, April 14, 2014.</p> <p><b>Principal Survey to Evaluate Texas Educator Preparation Programs</b>                      The Texas Education Agency will be distributing a survey that campus principals will be required to complete. The survey will collect data regarding the performance of beginning teachers and the effectiveness of educator preparation programs in preparing beginning teachers to succeed in the classroom.</p> <p><b>Teaching and Learning Conditions Survey</b>                      Directed by House Bill 2012 (83rd Regular Session) the Teaching and Learning Conditions Survey may inform school and district efforts to review and revise, as appropriate, district-level or campus-level improvement plans. The survey may also inform agency efforts to develop, review, and revise agency professional development offerings, agency initiatives aimed at teacher retention, and standards for principals and superintendents. The TEA will begin the survey collection on Monday, April 7, 2014. The survey will close on Monday, May 5, 2014.</p> <p>If you have further questions regarding these initiatives or timelines, please feel free to contact the Division of Educator Leadership and Quality, at (512) 936-9831.</p>	<p>require new accountability standards for Texas educator preparation programs. Current State Board for Educator Certification (SBEC) rules require each principal who has first-year teachers on his or her campus to complete a brief survey. Prior to the distribution of the survey, superintendents, principals, human resource directors or staff responsible for personnel will receive additional information and training about how to complete and submit the surveys. The TEA will begin the survey collection on Wednesday, April 2, 2014. All surveys must be submitted by Monday, June 16, 2014.</p>		<p><b>and Learning Conditions Survey due 05/05/14</b></p> <p><b>Ed Prep Survey due 06/16/14</b></p>

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<p>☐ Completed</p>	<p>For contact(s) and more detailed information on this topic, see TAA letter indicated below:  <a href="http://www.tea.state.tx.us/index4.aspx?id=25769810391">http://www.tea.state.tx.us/index4.aspx?id=25769810391</a></p>			
<p>04/28/14</p> <p>Compliance Rpt Non-profit School Participation</p> <p>\$\$\$</p> <p> Staff complete as indicated</p> <p></p>	<p>Subject: <b>Compliance Report—PR7000 Private Nonprofit School Participation for School Year 2013-2014</b></p> <p>The PR7000 – Private Nonprofit School Participation Compliance Report for school year 2013–2014 is now available in eGrants. The submission deadline date is May 12, 2014.</p> <p>The PR7000 compliance report collects the following information from school districts for all of the applicable NCLB federal programs listed at the top of this letter:</p> <ul style="list-style-type: none"> <li>• Number of private nonprofit schools within school district boundaries</li> <li>• Number of eligible private nonprofit schools out of school district boundaries attended by eligible school district students</li> <li>• Number of private nonprofit schools participating</li> <li>• Number of eligible students enrolled in participating private nonprofit schools                         <ul style="list-style-type: none"> <li>• Number of students enrolled in participating private nonprofit schools identified as limited English proficient (LEP) for schools participating in Title III, Part A, LEP (used for funding)</li> <li>• Number of students enrolled in participating private nonprofit schools identified as immigrant for schools participating in Title III, Part A, Immigrant (based only on immigrant status as defined under Title III of the No Child Left Behind Act of 2001) (used for funding)</li> </ul> </li> </ul> <p>The school district is required to submit the PR7000 even if no private nonprofit schools chose to participate and even if there were no private nonprofit schools located within the boundaries of the school district.</p> <p>The PR7000 can be located through the school district’s Grantee</p>	<p>Charter and District staff involved in the following Federal Programs need to be notified:</p> <p>FAR Revenue Code 5929 Title I, Part A: FAR Fund Code 211/300</p> <p>CFDA No. 84.010A Title I, Part C: FAR Fund Code 212/301</p> <p>CFDA No. 84.011A Title II, Part A: FAR Fund Code 255/342</p> <p>CFDA No. 84.367A Title III, Part A—LEP: FAR Fund Code 263/350</p> <p>CFDA No. 84.365A Title III, Part A—Immigrant: FAR Fund Code 263/350 CFDA No. 84.365A</p>	<p>District and Charter admins</p> <p>Applicable NCLB Federal Programs staff as noted at left</p>	<p>05/12/14</p>

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<p>☐ Completed</p>	<p>Profile in eGrants. To locate the compliance report and instructions, select the 2013-2014 NCLB Consolidated Federal Grant Application from the drop-down list of Available Grant Programs in eGrants. School districts are encouraged to review the PR7000 instructions prior to completing the compliance report to ensure accurate reporting of private nonprofit data.</p> <p>The PR7000 does not pertain to the following: open-enrollment charter schools, South Texas ISD, Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, or Windham School District.</p> <p>Failure to complete the form and submit it to TEA by the May 12, 2014, deadline may cause the school district to be identified as a high-risk grantee pursuant to Title 34 of the Code of Federal Regulations (CFR), Section 80.12.</p> <p>If you have any questions regarding the PR7000, please contact the Division of Grants Administration by telephone at 512-463-8525 or via email at <a href="mailto:Grants@tea.state.tx.us">Grants@tea.state.tx.us</a>.</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: <a href="http://www.tea.state.tx.us/index4.aspx?id=25769810408">http://www.tea.state.tx.us/index4.aspx?id=25769810408</a></p>			
<p>03/31/14</p> <p><b>AEA Ratings</b></p> <p>\$\$\$</p> <p> </p>	<p>Subject: <b>AEA Campus Registration for 2014 Accountability Ratings</b></p> <p><b>The 2013-14 alternative education accountability (AEA) campus registration process is open from April 1–April 15, 2014, 12:00 p.m. (noon).</b></p> <p>This notice provides information on the 2013-14 AEA campus registration process; how to access the Texas Education Agency Secure Environment (TEASE) Accountability website; AEA criteria for at-risk and grades 6-12 enrollment; and the <i>2014 Final AEA Campus List</i> and <i>2014 Final AEA Charter List</i>.</p>	<p>Districts can monitor the approval status of registrations and/or rescissions using the <b>AEA Campus Registration Status Report</b> on the TEASE Accountability website. <b>The 2013-14 AEA campus registration process closes at 12:00 p.m. (noon) central time on</b></p>	<p>Charter and District Admins.</p> <p>Alt. ed staff</p> <p>At-risk staff</p> <p>Accountability staff</p>	<p>04/15/14</p>

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	<p>Please note that alternative education campuses (AECs) evaluated by AEA provisions are ineligible for distinction designations (Texas Education Code (TEC) §39.201).</p> <p><b>Refer to the TAA letter for information on the 2013-14 AEA Campus Registration Process</b></p> <p><b>AEA Criteria</b>  <b>At-Risk Enrollment</b>                      In order to be evaluated by 2014 AEA provisions, each registered AEC must have at least 75 percent at-risk student enrollment, as verified through 2013-14 PEIMS fall enrollment data. The <i>Prior-Year PEIMS At-Risk Safeguard</i> is applied for AECs not meeting this criterion. <b>AECs that do not have 75 percent at-risk enrollment or benefit from the safeguard are removed from the 2014 Pre-Registered AEC List.</b></p> <p><b>Grades 6-12 Enrollment</b>                      In order to be evaluated by 2014 AEA provisions, each registered AEC must have at least 50 percent of its students enrolled in grades 6-12, as verified through 2013-14 PEIMS fall enrollment data. <b>AECs that do not have 50 percent grades 6-12 enrollment are removed from the 2014 Pre-Registered AEC List.</b></p> <p><b>Dropout Recovery Schools (DRS)</b>                      In accordance with TEC §39.0545(a), an AEC is designated as a DRS if at least 50 percent of the students enrolled are 17 years of age or older as of September 1, 2013.</p> <p><b>2014 Final AEA Campus List</b>                      The <i>2014 Final AEA Campus List</i> will be available in May 2014. This list will contain AECs on the <i>2014 Pre-Registered AEC List</i> and AECs that registered during the 2014 AEA registration process. AECs that e-file a rescission form are removed from the <i>2014 Final</i></p>	<p><b>April 15, 2014.</b>  <b>Rescissions and new registrations will not be processed after this time.</b></p> <p>Charters that operate both non-AEA campuses and registered AECs, if at least 50 percent of the students are enrolled at registered AECs, as verified through 2013-14 PEIMS fall enrollment data.</p> <p>Charters that operate both non-AEA campuses and registered AECs with fewer than 50 percent of the students enrolled at registered AECs do not qualify for evaluation by AEA provisions.</p> <p><b>Contact</b>                      If you have questions regarding the AEA campus registration process, please contact the Division of Performance Reporting at (512) 463-9704 or <a href="mailto:performance.reporting@tea.state.tx.us">performance.reporting@tea.state.tx.us</a>.</p>		

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<p>☐ Completed</p>	<p><i>AEA Campus List.</i></p> <p><b>2014 Final AEA Charter List</b> The 2014 AEA Final Charter List will be available in May 2014. The following charter operators will be evaluated by 2014 AEA provisions: Charters that operate only registered AECs; and</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: <a href="http://www.tea.state.tx.us/index4.aspx?id=25769810464">http://www.tea.state.tx.us/index4.aspx?id=25769810464</a></p>			
<p>04/04/14</p> <p><b>Comp Ed Provision for Child Nutrition Programs</b></p> <p>\$\$\$</p> <p></p> <p></p>	<p>Subject: <b>2015–2016 State Compensatory Education Funding and Implementation of the Community Eligibility Provision</b></p> <p>The State of Texas will be implementing what is known as the Community Eligibility Provision (CEP) beginning with the 2014–2015 school year. The CEP is related to child nutrition programs and has been created to:</p> <ul style="list-style-type: none"> <li>• Improve access to free school meals in eligible high-poverty local education agencies and schools and</li> <li>• Eliminate the administrative burden of collecting household applications for free and reduced-price meals (these applications are not collected for participating campuses).</li> </ul> <p>If your school district or charter school decides to use the CEP in the 2014–2015 school year, the CEP data your district or school reports to the Texas Department of Agriculture (TDA) will impact state compensatory education (SCE) funding for the 2015–2016 school year. The Texas Education Agency will use the count of students eligible for meals fully reimbursed by the TDA in the calculation of students eligible for SCE funding. Students whose meals are reimbursed at the “paid rate” will not be counted. For campuses not using the CEP, we will continue to determine SCE funding using TDA-provided prior-year counts of students eligible for free or reduced-price lunches, and counts from districts and charter schools using alternative reporting methods such as alternative basic monthly</p>	<p>If you have questions about reporting of CEP information, contact the TDA at 877-TEX-MEAL or <a href="mailto:Squaremeals@TexasAgriculture.gov">Squaremeals@TexasAgriculture.gov</a>. If you have questions about the CEP as it relates to SCE funding, please contact Ashley Behnke at (512) 463-4834 or <a href="mailto:Ashley.Behnke@tea.state.tx.us">Ashley.Behnke@tea.state.tx.us</a>.</p>	<p>District and Charter admins.</p> <p>State Comp Ed staff</p> <p>Nutrition staff</p> <p>Business office staff</p>	

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<p>☐ Completed</p>	<p>claims.</p> <p>You can find more information about the CEP on the TDA website at <a href="http://squaremeals.com/Programs/NationalSchoolLunchProgram/CommunityEligibilityProvision.aspx">http://squaremeals.com/Programs/NationalSchoolLunchProgram/CommunityEligibilityProvision.aspx</a>. A <a href="#">CEP Frequently Asked Questions</a> document can also be accessed at that web page.</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: <a href="http://www.tea.state.tx.us/index4.aspx?id=25769810571">http://www.tea.state.tx.us/index4.aspx?id=25769810571</a></p>			
<p>04/04/14</p> <p><b>RF Tracker Data Collection Timelines</b></p> <p>\$\$\$</p> <p> Required as appropriate</p> <p></p>	<p>Subject: <b>Required RF Tracker Data Collection for Local Education Agencies with Residential Care and Treatment Facilities within Their Geographic Boundaries and/or Jurisdiction</b></p> <p>The purpose of this letter is to notify local education agencies (LEAs) of timelines related to the required collection of data for students with disabilities, who reside in residential care and treatment facilities (RFs) within the geographic boundaries or jurisdiction of an LEA. In a Texas Education Agency (TEA) letter dated September 18, 2013, LEAs were informed that, during the 2013-2014 program year, LEAs would continue to use the <i>RF Tracker</i> data collection system to enter data from RF LEAs. <b>LEAs must complete the 2013-2014 data collection no later than <u>June 6, 2013</u>.</b></p> <p>LEAs that are required to complete the data collection can access <i>RF Tracker</i> through the Texas Education Agency Secure Environment (TEASE) under the <i>RF Tracker</i> link. It is recommended that LEAs submit an on-line request for access by following the instructions on the TEA website at <a href="http://www.tea.state.tx.us/index2.aspx?id=2728">http://www.tea.state.tx.us/index2.aspx?id=2728</a>.</p> <p>However, LEA users who work within a shared services arrangement (SSA) and who need access to the application on behalf of more than one LEA still must use the paper TEASE access request form located at <a href="http://www.tea.state.tx.us/index2.aspx?id=2684">http://www.tea.state.tx.us/index2.aspx?id=2684</a>. LEAs that</p>	<p>If you have questions regarding the content of this letter, please contact Judy Struve in the Division of Program Monitoring and Interventions at (512) 463-5226 or by e-mail at <a href="mailto:spedmon@tea.state.tx.us">spedmon@tea.state.tx.us</a>.</p>	<p>Charter and District admins.</p>	<p>05/16/14 Or 06/06/14 as appropriate</p>

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<p>☐ Completed</p>	<p>need additional information about TEASE access can contact their education service center (ESC) monitoring contact and/or may review a list of frequently asked questions on the TEA website at <a href="http://www.tea.state.tx.us/index2.aspx?id=2147505234">http://www.tea.state.tx.us/index2.aspx?id=2147505234</a>. Once TEASE access has been established, the <i>RF Tracker</i> application can be accessed at the following link: <a href="http://www.tea.state.tx.us/index4.aspx?id=2684">http://www.tea.state.tx.us/index4.aspx?id=2684</a>.</p> <p>For those LEAs with residential care and treatment facilities within their boundaries or jurisdiction, in which students with disabilities have resided during the 2013-2014 school year, the due date for the completion of the <i>RF Tracker</i> data collection is <b>June 6, 2014</b>. However, the due date for LEAs reporting that students with disabilities reside in an RF is <b>on or before May 16, 2014</b>. Additional guidance regarding completion of the <i>RF Tracker</i> data collection, including an <i>RF Tracker Guidance Document</i> and a <i>Helpful Hints</i> document that provides information on data documentation, data definitions, and use of the system, is available under the Special Education-Residential Facilities Monitoring website at <a href="http://www.tea.state.tx.us/pmi/SPEDRFmonitoring/">http://www.tea.state.tx.us/pmi/SPEDRFmonitoring/</a>. If you need assistance completing the <i>RF Tracker</i> data collection, please communicate with your ESC monitoring or special education contact at the phone numbers available from the TEA website at <a href="http://www.tea.state.tx.us/regional_services/esc/">http://www.tea.state.tx.us/regional_services/esc/</a>, or you may contact the Division of Program Monitoring and Interventions at <a href="mailto:pmidivision@tea.state.tx.us">pmidivision@tea.state.tx.us</a> or (512) 463-5226.</p> <p>For contact(s) and more detailed information on this topic, see TAA letter indicated below: <a href="http://www.tea.state.tx.us/index4.aspx?id=25769810574">http://www.tea.state.tx.us/index4.aspx?id=25769810574</a></p>			

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<p><b>Special Information and Professional Development Offerings Offered by ESC XIII and Other Entities</b></p>				
<p><b>The SCOOP!!!</b>  <b>As always ---- be sure and check the SCOOP frequently for up-to-the-minute information</b>  <a href="http://www5.esc13.net/thescoop/cc/">http://www5.esc13.net/thescoop/cc/</a>  <b>Helpful topics as well as current information on future offerings from ESC 13</b></p>				
<p>Info/Demo about</p> <p><b>Digital Storytelling</b></p>	<p><b>Digital Storytelling</b> What is Digital Storytelling?</p> <p>In its simplest form, digital storytelling is the process of telling a story through a digital medium. Students creating a digital story go through the same processes of creating a paper and pencil story. There is brainstorming, identifying a central theme, fleshing out main ideas and details that support the theme, organizing ideas for clarity, and choosing colorful language to engage the audience.</p> <p><a href="http://www5.esc13.net/thescoop/library-media-services/2014/04/01/digital-storytelling/">http://www5.esc13.net/thescoop/library-media-services/2014/04/01/digital-storytelling/</a></p>			
<p>SS Meeting</p> <p>04/09/14</p> <p>9-12</p> <p><b>SS Leadership (Open to SS interested parties)</b></p>	<p><b>R13 SS Leadership Meeting/TCSS Grants &amp; Scholarships</b></p> <p>The spring Region 13 Social Studies Leadership meeting is scheduled for next Wednesday, April 9, 2014, from 9 am to noon. This meeting is a twice yearly meeting (fall and spring) for any interested Region 13 Social Studies curriculum coordinators, Social Studies department chairs, principals or teachers.</p> <p>Mini-grant and scholarship opportunities will also be discussed</p> <p>Register via e-campus with session ID: SP1427051</p> <p>For more information:  <a href="http://www5.esc13.net/thescoop/socialstudies/2014/04/01/r13-ss-leadership-meetingtcss-grants-scholarships/">http://www5.esc13.net/thescoop/socialstudies/2014/04/01/r13-ss-leadership-meetingtcss-grants-scholarships/</a></p>			
<p><b>SS Mini-grants and student scholarships</b></p>	<p>The TCSS Student Scholarships are two \$2000 awards for graduating high school or college students intent on a career teaching social studies. In order to qualify for the scholarship, applicants' major field of study must be related to social studies education. The application deadline for mini-grants and student scholarships is <b>April 15, 2014</b>. For more information, go to the <a href="http://txcss.org/">Texas Council for the Social Studies</a> webpage and click on Awards.</p> <p><a href="http://txcss.org/">http://txcss.org/</a></p>			
<p><b>MSTAR/</b></p>	<p><b>MSTAR Universal Screener and ESTAR Diagnostic Assessments Pilots</b></p> <p>The ESTAR/MSTAR development team is seeking teachers, schools, and districts to participate in the MSTAR Universal</p>			

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<b>ESTAR Pilots</b>	<p> Screener (*Revised) Pilot and ESTAR Diagnostic Assessments Pilot and is specifically requesting volunteers from grades 2-8 for either or both pilots.</p> <p> The MSTAR Universal Screener (Revised) and the new ESTAR Diagnostic Assessments are scheduled to go live statewide in 2014-15. As part of the development of the assessment tools, the TEA is inviting teachers and their students to take part in pilots scheduled for April 28-June 6, 2014. If your students have not taken the ESTAR/MSTAR assessments, you are still invited to take part in this critical step in launching and validating the tools.</p> <p> Participating students will need to complete 25-36 questions in an online format. Most students will require one class period to complete the assessment, but they may complete it in multiple sessions.</p> <p> <i>Please contact Region 10 Education Service Center at <a href="mailto:universalscreener@region10.org">universalscreener@region10.org</a> by <b>April 11</b> to participate.</i></p> <p> <a href="http://www5.esc13.net/thescoop/math/2014/04/02/mstar-universal-screener-and-estar-diagnostic-assessments-pilots/">http://www5.esc13.net/thescoop/math/2014/04/02/mstar-universal-screener-and-estar-diagnostic-assessments-pilots/</a></p>			
<p>Save the Dates!</p> <p><b>504 Coords, SpEd Dirs, and Bilingual Coords</b> 04/15/14</p> <p><b>Title III Symposium</b> 07/29-30/14</p>	<p>Region 13 is proud to host an audio conference addressing the topic of <b>servicing English language learners with disabilities and the compliance issues surrounding this group of students</b>. This free event is scheduled for <b>April 15</b> and is specifically for 504 Coordinators, Special Education Directors, and Bilingual Coordinators. Please review the link below for registration information.</p> <p><a href="http://www5.esc13.net/thescoop/ell/files/2014/04/Serving-ELLs-with-Disabilities-Compliance-Solutions.pdf">http://www5.esc13.net/thescoop/ell/files/2014/04/Serving-ELLs-with-Disabilities-Compliance-Solutions.pdf</a></p> <p>Please <b>save the date</b> for the <b>2014 Title III Symposium</b>. This event will be held at the Austin Convention Center on July 29-30th. Information regarding early registration can be found at the link below.</p> <p><a href="http://www5.esc13.net/thescoop/ell/files/2014/04/2014-Title-III-Symposium-Save-the-Date.pdf">http://www5.esc13.net/thescoop/ell/files/2014/04/2014-Title-III-Symposium-Save-the-Date.pdf</a></p>			
<p>Information</p> <p><b>Diverse Learners</b></p>	<p><b>Academic Conversations for Diverse Learners: The First Steps</b> <b>Eight Language Program Models: Four Linguistic Roads</b></p> <p>We use language to represent our thinking and, in turn, the act of producing language, through speaking or writing, itself helps us both process and retain information. Given this, it seems natural we would want classrooms to be filled with talking students since we want them to be thinking about the content we are teaching (Fisher et al. 2008).</p> <p>Click on the link below to view the full article.</p> <p><a href="http://www5.esc13.net/thescoop/ell/2014/03/31/academic-conversations-for-diverse-learners-the-first-steps/">http://www5.esc13.net/thescoop/ell/2014/03/31/academic-conversations-for-diverse-learners-the-first-steps/</a></p>			
<p>Information</p> <p><b>ELL</b></p>	<p><b>Changes to calculating years in U.S. Schools, ELL Progress Measure Updates</b></p> <p>In the past month, TEA has shared some updates pertaining to the process of calculating years in U.S. schools for ELL students. In order to assist districts in better understanding the new process, the ESC's bilingual department has made a short</p>			

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<b>Progress Measure Updates</b>	<p>video explaining the new calculations. Please copy and paste the link into your browser in order to watch the video.  <a href="http://bcove.me/2pm7c7km">http://bcove.me/2pm7c7km</a></p> <p>In addition, new information has been released pertaining to the <b>ELL Progress Measure</b>. Below are the latest documents we will address at the Bilingual/ESL Directors Meeting on April 9th.</p> <p>Calculating the Texas ELL Progress Measure  <a href="http://www5.esc13.net/thescoop/ell/files/2014/03/Calculating-Texas-ELL-Progress-Measures_revised1.pdf">http://www5.esc13.net/thescoop/ell/files/2014/03/Calculating-Texas-ELL-Progress-Measures_revised1.pdf</a></p> <p>Texas ELL Progress Measure Expectations  <a href="http://www5.esc13.net/thescoop/ell/files/2014/03/ELL-Progress-Measure-Expectations_Final1.pdf">http://www5.esc13.net/thescoop/ell/files/2014/03/ELL-Progress-Measure-Expectations_Final1.pdf</a></p> <p>Texas ELL Progress Measure Questions and Answers  <a href="http://www5.esc13.net/thescoop/ell/files/2014/03/ELL-Progress-Measure-Long-QA_revised.pdf">http://www5.esc13.net/thescoop/ell/files/2014/03/ELL-Progress-Measure-Long-QA_revised.pdf</a></p> <p><b>See the following page if other links do not work.</b> <a href="http://www5.esc13.net/thescoop/ell/2014/03/28/changes-to-calculating-years-in-u-s-schools-ell-progress-measure-updates/">http://www5.esc13.net/thescoop/ell/2014/03/28/changes-to-calculating-years-in-u-s-schools-ell-progress-measure-updates/</a></p>			
Information <b>ELL</b>	<p><b>Eight Language Program Models: Four Linguistic Roads</b></p> <p>English language learners can travel on four linguistic roads constructed in various ways from state to state, district to district and school to school. The author created a table to compare and contrast 8 language program models and categorized them into 4 groups. While examining this table, the author will explain the advantages/disadvantages of each program and why some models are chosen over others.</p> <p>Click on the link to view the article:  <a href="http://www5.esc13.net/thescoop/ell/2014/04/04/eight-language-program-models-four-linguistic-roads/">http://www5.esc13.net/thescoop/ell/2014/04/04/eight-language-program-models-four-linguistic-roads/</a></p>			
Information <b>Project Share Courses</b>  <b>Math Profess. Devel.</b>	<p><b>Project Share Courses</b></p> <p>You can find a list of all of the courses that are available in Project Share by clicking on the link. These courses are self-paced and free of charge for all Texas educators. Each course has a link in which an individual can simply click and join by following a few steps. If assistance is needed with a Project Share account or with enrolling in a course, please contact <a href="mailto:projectshare@tea.state.tx.us">projectshare@tea.state.tx.us</a>. Please see link below to preview the courses available.</p> <p><a href="http://www5.esc13.net/thescoop/ell/files/2014/03/PS-Courses-Feb-2014.pdf">http://www5.esc13.net/thescoop/ell/files/2014/03/PS-Courses-Feb-2014.pdf</a></p>			
Information <b>A new look</b>	<p><b>Flipped PD? You Decide (Information shared through The Scoop)</b></p> <p>In the past year I have read multiple articles, blogs and stories about teaching and learning in the “Flipped Classroom”. A few weeks ago I came across a blog regarding Flipped Professional Development. The information in the blog was amazing!</p>			

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<b>at Profess. Devel.</b>	<p>This author gave example after example of how and why a campus leader might flip professional development in such a way that benefits teachers where they are at any given point in time.                      Is Flipped PD right for you? You Decide.  <a href="http://plpnetwork.com/2014/03/03/flip-pd-extra-flexibility-support/">http://plpnetwork.com/2014/03/03/flip-pd-extra-flexibility-support/</a></p>			
<p><b>Grade 6 SS Workshop</b>                      04/16/14                      Register by April 9</p> <p>Hemisphere                      May 7</p>	<p><b>Digital Storytelling...Grade 6 Social Studies Workshop...Travel to Brussels</b>                      (Region 13 Workshop) Digital Storytelling Across the Curriculum Workshop April 16, 2014 (Deadline to register: April 9th) Cost: \$75.00 Register on Region 13's e-campus with workshop ID: SP1428804 The process of digital storytelling allows students to make meaning and build stronger, longer-lasting connections with curriculum.</p> <p><b>Hemispheres (Region 13 Workshop)</b>                      Bringing the World to your Classroom: Resources and Strategies for 6th Grade Social Studies                      May 7, 2014 Cost: \$15.00 (That's right, only \$15.00)                      Register on Region 13's <a href="#">e-campus</a> with workshop ID: SP1429578                      For information on both 6<sup>th</sup> grade SS workshops, see  <a href="http://www5.esc13.net/thescoop/socialstudies/2014/04/04/digital-storytelling-grade-6-social-studies-workshop-travel-to-brussels/">http://www5.esc13.net/thescoop/socialstudies/2014/04/04/digital-storytelling-grade-6-social-studies-workshop-travel-to-brussels/</a></p>			
<p>Prof. Dev. workshop</p> <p>Independent Research Through Epidemiology</p> <p>May 21-22</p>	<p><b>How can you use epidemiology to teach student independent research?</b></p> <p>Join us May 21-22, 2014 for a 2-Day training on how to use the protocols for a case-control study to conduct independent research. All the TEKS of Scientific Research and Design can be covered through the lens of epidemiology. Discounts are available for participants in the TSTEM Academies.</p> <p>Click here to download the flyer <a href="http://www5.esc13.net/thescoop/science/files/2014/04/Epidemiology-flyer_11.pdf">http://www5.esc13.net/thescoop/science/files/2014/04/Epidemiology-flyer_11.pdf</a></p>			
<b>ESC 13 Upcoming Events—Conferences--Professional Development Opportunities</b>				
<p>06/12/14</p> <p><b>Elementary Topics Energize, Learn, and</b></p>	<p><b>Elementary Extravaganza 2014</b>                      Through this innovative, interactive menu-based experience, participants are able to spend their day with other elementary educators experiencing practical topics and connections, generating ideas, and gaining insight  <b>June 12, 2014</b>                      Register now for <b>Early Bird Discount</b></p>			

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Connect!	<a href="http://www4.esc13.net/emailblast/extravaganza/">http://www4.esc13.net/emailblast/extravaganza/</a>			
08/11/14 <b>Library and Literacy Summit</b>	<p><b>2014 Library and Literacy Summit</b> August 11, 2014</p> <p>The Library and Literacy Summit 2014 is a collaborative conference designed for librarians, media specialists, literacy educators, classroom teachers, literacy specialists and beyond. Participants can choose from a variety of breakout sessions designed to give educators engaging and helpful new ideas to help promote reading as well as information literacy. Some sessions are library specific, some sessions are literacy specific, and some sessions are built to encourage collaboration between the two. Lunch will be provided.</p> <p>We are very excited to announce that Donalyn Miller, the Bookwhisperer, will be presenting the keynote address!</p> <p><a href="http://ecampus.esc13.net/show_class_info.html?classid=26132">http://ecampus.esc13.net/show_class_info.html?classid=26132</a></p>			
<b>Texas Education Agency News</b>				
04/01/14 <b>Public School Enrollment Climbs</b>	<p><b>Texas Public School Enrollment Climbs</b></p> <p>Enrollment in Texas public schools continues to surge, growing by 820,019 students or more than 19 percent over the past decade, a new report released today by the Texas Education Agency found. The 2012-2013 school year marked the first time that statewide enrollment officially topped 5 million.</p> <p>The growth is even more pronounced over a 25-year period. Between the 1987-1988 school year and the 2012-2013 school year, enrollment grew 57.4 percent or about 1.85 million students.</p> <p>For more information on this topic see: <a href="http://www.tea.state.tx.us/index.aspx">http://www.tea.state.tx.us/index.aspx</a></p>			
03/21/14 <b>Expanded Learning Opportunity Council members named</b>	<p><b>Thirteen named to Expanded Learning Opportunities Council</b></p> <p>Commissioner of Education Michael Williams has announced the names of 13 individuals to serve as the first members of the Expanded Learning Opportunities Council to study issues related to expanded learning opportunities (such as implementing an extended school day or school year) and review structured programs outside of the regular school day (such as before- and after-school programs and summer programs). <i>See link below for names of individuals.</i></p> <p>Members will develop a comprehensive statewide action plan that focuses on innovative, hands-on learning approaches to complement current school curriculum. The council will meet at least three times a year and must submit a report by Nov. 1 of each even-numbered year to the Governor, both chambers of the Legislature and the Texas Education Agency.</p> <p>For more information on this topic see: <a href="http://www.tea.state.tx.us/index.aspx">http://www.tea.state.tx.us/index.aspx</a></p>			
Grade Placement Committee	<p><b>Grade Placement Committee (GPC) Requirements Training: April 9th</b></p> <p>The new Student Success Initiative Manual is available on the Texas Education Agency website - <a href="http://www.tea.state.tx.us/index3.aspx?id=3230&amp;menu_id=793">http://www.tea.state.tx.us/index3.aspx?id=3230&amp;menu_id=793</a>. Below is information regarding a session to assist in understanding the requirements of SSI.</p>			

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Requirements Training: <span style="color: red;">April 9</span>	SP1429523 – Grade Placement Committee (GPC) Requirements Training: April 9 1:30-3:30 SP1429524 – Grade Placement Committee (GPC) Requirements Training (LIVE STREAM): April 9 1:30 – 3:30 If participants sign up for the Livestream materials will be sent electronically that day. “The goal of the Student Success initiative is to ensure that all students receive the instruction and support they need to be academically successful in mathematics and reading. This workshop will assist districts as they navigate the requirements of promotion under Texas Education Code (TEC), 28.021 (d).”			
Commiss. Rules on Community and Student Engagement	<p><b>Commissioner's Rules on Community and Student Engagement</b></p> <p>Proposed New 19 TAC Chapter 61, School Districts, Subchapter BB, Commissioner's Rules on Reporting Requirements, §61.1023, Community and Student Engagement                      Summary: The proposed new rule would establish procedures for each school district to report performance ratings that the district has assigned to itself and to each of its campuses for the new community and student engagement [...]</p> <p>You may view the latest post at  <a href="http://www5.esc13.net/thescoop/cc/2014/04/02/commissioners-rules-on-community-and-student-engagement/">http://www5.esc13.net/thescoop/cc/2014/04/02/commissioners-rules-on-community-and-student-engagement/</a></p>			
<p><b>Other News</b></p>				
Disseminate Federal Report Cards Rules	<p>News from the Division of Federal and State Education Policy – ESEA Unit                      2013 Federal Report Cards are now available</p> <p>Federal Report Cards for the state, the district, and each of the district's campuses are now available on the Texas Education Agency's (TEA) website at <a href="http://www.tea.state.tx.us/index4.aspx?id=4638&amp;menu_id=2147483742">http://www.tea.state.tx.us/index4.aspx?id=4638&amp;menu_id=2147483742</a>.</p> <p>Although TEA received an ESEA Flexibility Waiver on September 30, 2013 waiving various ESEA requirements, <b>the requirement of disseminating a federal card was not included in the waiver.</b></p> <p>Each LEA that receives Title I, Part A funding is responsible for disseminating the State, LEA and campus-level report cards to 1) all LEA campuses, 2) to parents of all enrolled students, and 3) to make the information widely available through public means such as posting on the Internet, distribution to the media, or distribution through public agencies.                      At a minimum, the LEA must—</p> <ul style="list-style-type: none"> <li>· post direct links to the State, LEA, and campus report cards on its web site,</li> <li>· make hard copies available to parents on request,</li> <li>· make hard copies available for viewing in public locations, and</li> <li>· notify parents of ALL students about the availability of the report cards and the options for obtaining them.</li> </ul> <p>LEAs must make the federal report card information readily accessible to the public, and parents must be notified of the availability of the federal report card</p>			

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March 2014

To the Administrator Addressed Digest

Posted	Description	Information	Route to	Deadline
	information no later than the <a href="#">Thursday, May 1, 2014</a> .			

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March 2014