

**Report of the State Board of Education  
Committee of the Full Board  
Wednesday, June 26, 2024**

The State Board of Education Committee of the Full Board met at 8:31 a.m. on Wednesday, June 26, 2024, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Patricia Hardy; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Melissa Ortega; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young; Aicha Davis

**Public Testimony**

The Committee of the Full Board heard public testimony on agenda items 3 and 6. Information regarding the individuals who presented public testimony is included in the discussion of that item.

**DISCUSSION ITEM**

**1. Commissioner’s Comments**  
(Board agenda page I-19)

Mike Morath, the commissioner of education, discussed with the board the most recent STAAR testing results. He also explained current requirements and the application process for new charter schools. Commissioner Morath also provided a summary of each of the Generation 29 charter applicants to be considered by the State Board of Education as part of a separate item in this agenda.

**ACTION ITEMS**

**2. Permanent School Fund Percentage Distribution Rates Under Consideration for Fiscal Years 2026 and 2027**  
(Board agenda page I-20)  
[Consent agenda item #1]

Mr. Borden summarized the constitutional provisions for distributions from the Permanent School Fund to the Available School Fund with a focus on the process and limits for the spending rate set by the State Board of Education. He discussed the factors impacting the distribution: expected total return, inflation, student growth, expenses, and any contributions including how they influence a sustainable spending rate to meet the needs of current and future students. He also mentioned that the Texas PSF Corporation is preparing its own distribution policy, which is constitutionally limited to \$600 million per year, and should have more information about it to share with the Board as it considers the spending rate at future meetings.

Chair Kinsey asked Rhett Humphreys, partner with NEPC, general investment consultant, to provide input on the topic. Mr. Humphreys explained how they collaborate with Texas PSF Corporation staff to produce and assess the factors leading to a sustainable spending rate.

The Committee took no action but reviewed this item and plans to address it again at the September meeting.

**3. Consideration of the Commissioner of Education's Generation 29 Open-Enrollment Charter School Proposals**  
(Board agenda page I-21)  
[Official agenda item #6]

Invited testimony was provided by the following individuals:

NAME:	Rachel King
AFFILIATION:	Infinite Minds
NAME:	Norie Pride-Womack
AFFILIATION:	Infinite Minds
NAME:	Joel De La Garza
AFFILIATION:	Pathway Academy
NAME:	Dr. Thaddeus McCallister
AFFILIATION:	Pathway Academy
NAME:	Kimberly Cameron
AFFILIATION:	Texas Girls Schools
NAME:	Dana Browning
AFFILIATION:	Texas Girls School
NAME:	Dr. Larry Wallace Jr.
AFFILIATION:	Unparalleled Preparatory Academy
NAME:	Shonqualla West
AFFILIATION:	Unparalleled Preparatory Academy
NAME:	Dr. Sharon Lee
AFFILIATION:	Visionary STEM
NAME:	Dr. Vashunda Warren
AFFILIATION:	Visionary STEM

Public testimony was provided by the following individuals:

NAME:	Amy Horton
AFFILIATION:	Visionary STEM Academy
NAME:	Chris Brady
AFFILIATION:	Visionary STEM Academy
NAME:	Kristi Brown-Griffin
AFFILIATION:	Pathway Academy
NAME:	Alana Carrasco

AFFILIATION: Individual

NAME: Chadwick Caraway  
AFFILIATION: Visionary STEM Academy

NAME: Danny Beesley  
AFFILIATION: IB Labs

NAME: Nicole Seltman  
AFFILIATION: Unparalleled Preparatory Academy

NAME: Madison Warren  
AFFILIATION: Visionary STEM Academy

NAME: Makayla Warren  
AFFILIATION: Visionary STEM Academy

NAME: Bobby Densmore  
AFFILIATION: Visionary STEM Academy

NAME: Georgeanne Warnock  
AFFILIATION: Terrell Independent School District

NAME: Crystal Rios  
AFFILIATION: Texas Public Charter Schools Association

NAME: Erica Hill  
AFFILIATION: Manor Independent School District

NAME: Andreia Reese  
AFFILIATION: Terrell Independent School District

NAME: Damaris Diaz  
AFFILIATION: Visionary STEM Academy

NAME: Tammi Perez-Rice  
AFFILIATION: The Texas Girls School

NAME: Bobby Garcia  
AFFILIATION: Manor Independent School District

NAME: Aide Carrasco  
AFFILIATION: Infinite Minds

NAME: Meca Hill  
AFFILIATION: Infinite Minds

NAME: Audrey Patterson  
AFFILIATION: Individual

NAME: Shandra Johnson

AFFILIATION: Infinite Minds

NAME: Tonya Derrick  
AFFILIATION: Terrell Independent School District

NAME: Tori Lucas  
AFFILIATION: Individual

NAME: Shams Alkamil  
AFFILIATION: The Texas Girls School

NAME: Gabriel Nila  
AFFILIATION: Individual

NAME: Yolanda Parker  
AFFILIATION: Infinite Minds

NAME: Steven Wurtz  
AFFILIATION: Arlington Independent School District

NAME: Justin Chapa  
AFFILIATION: Arlington Independent School District

NAME: Jayla King  
AFFILIATION: Infinite Minds

NAME: Braxton Grant  
AFFILIATION: Infinite Minds

NAME: Alice Brady  
AFFILIATION: Visionary STEM Academy

NAME: Paris Marie Franklin  
AFFILIATION: Visionary STEM Academy

NAME: Scott Emerson  
AFFILIATION: Pathway Academy

NAME: Ruben Baltazar  
AFFILIATION: Pathway Academy

NAME: Starlee Coleman  
AFFILIATION: Texas Public Charter Schools Association

NAME: Adriana Gamez  
AFFILIATION: Unparalleled Preparatory Academy

NAME: Jessica Rolon  
AFFILIATION: Infinite Minds

NAME: Tracy Fisher

AFFILIATION: Individual & Grandparents for Public Schools

NAME: Justin Scott  
AFFILIATION: The Texas Girls School

NAME: Mary Lowe  
AFFILIATION: Families Engaged for Effective Education

NAME: Danny Booth  
AFFILIATION: Terrell Independent School District

NAME: Ana Cortez  
AFFILIATION: Manor Independent School District

NAME: Leslie Winters  
AFFILIATION: Individual

NAME: Hal Richards  
AFFILIATION: Individual

NAME: Rick Camona  
AFFILIATION: Individual

NAME: Sheila Henry  
AFFILIATION: Individual

NAME: Ronnie Snow  
AFFILIATION: Individual

NAME: Abel Clark  
AFFILIATION: Pathway Academy

NAME: Keva Roundtree-Williams  
AFFILIATION: Unparalleled Preparatory Academy

NAME: Suzie Ruel  
AFFILIATION: Visionary STEM

**MOTION:** It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 29 Subchapter D Open-Enrollment Charter School Infinite Minds scheduled to open in the 2025-2026 school year.

**VOTE:** A vote was taken on the motion to review and take no action on Infinite Minds. The motion was not carried with 5 members voting Aye and 7 members voting No.

**MOTION:** It was moved by Member Little to recommend that the State Board of Education veto the proposed Generation 29 Subchapter D Open-Enrollment Charter School Infinite Minds scheduled to open in the 2025-2026 school year.

**VOTE:** A vote was taken on the motion to recommend that the State Board of Education veto Infinite Minds. The motion was carried with 7 members voting Aye and 5 members voting No.

**MOTION:** It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 29 Subchapter D Open-Enrollment Charter School Pathway Academy scheduled to open in the 2025-2026 school year.

**VOTE:** A vote was taken on the motion to review and take no action on Pathway Academy. The motion was carried with 13 members voting Aye and 0 members voting No.

**MOTION:** It was moved by Member Francis to recommend that the State Board of Education take no action on the proposed Generation 29 Subchapter D Open-Enrollment Charter Schools The Texas Girls School scheduled to open in the 2025-2026 school year.

**VOTE:** A vote was taken on the motion to review and take no action on The Texas Girls School. The motion was carried with 11 members voting Aye and 1 member voting No.

**MOTION:** It was moved by Member Maynard to recommend that the State Board of Education take no action on the proposed Generation 29 Subchapter D Open-Enrollment Charter School Unparalleled Preparatory Academy scheduled to open in the 2025-2026 school year.

**VOTE:** A vote was taken on the motion to review and take no action on Unparalleled Preparatory Academy. The motion was carried with 8 members voting Aye and 4 members voting No.

**MOTION:** It was moved by Member Hickman to recommend that the State Board of Education veto the proposed Generation 29 Subchapter D Open-Enrollment Charter School Visionary STEM scheduled to open in the 2025-2026 school year.

**VOTE:** A vote was taken on the motion to recommend that the State Board of Education veto Visionary STEM Academy. The motion was carried with 9 members voting Aye and 3 members voting No.

#### **DISCUSSION ITEM**

4. **Public Hearing on Proposed New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards**  
(Board agenda page I-23)

The committee did not receive any public testimony on this item.

#### **ACTION ITEMS**

5. **Proposed New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards**  
**(First Reading and Filing Authorization)**  
(Board agenda page I-25)

[Official agenda item #7]

Shelly Ramos, senior director, curriculum standards and student support division, stated that the final English Language Proficiency Standards (ELPS) work group had completed the final recommendations for the revisions to the ELPS. She also gave an overview of TEA’s efforts to collect feedback regarding the draft recommendations.

Ms. Ramos explained that the proposed new ELPS would be moved to a new subchapter in Chapter 120 to be more visible and easier to find. She explained that the ELPS rule text for both grade bands, Kindergarten-Grade 3 and Grades 4-12, reference figures that address the proficiency level descriptors. She also stated that this item recommends implementation of the revised ELPS beginning in the 2026-2027 school year.

**MOTION:** *It was moved by Mr. Maynard and seconded by Ms. Perez-Diaz to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024.*

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried without objection to recommend that the State Board of Education amend §120.20 and §120.21 to reflect staff recommendations as follows:*

§120.20(c)(1) and §120.21(c)(1)

~~“The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. Student expectations are the knowledge and skills students must demonstrate. Proficiency level descriptors describe behaviors EB students exhibit at different proficiency levels as they acquire English. The ELPS student expectations and proficiency level descriptors are organized across four language domains: listening, speaking, reading, and writing.”~~

§120.20(c)(6) and §120.21(c)(6)

~~“The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. The English language proficiency levels of pre production, beginning, intermediate, high intermediate, and advanced show the progression of language acquisition regardless of a student's grade level. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.”~~

§120.20(c)(7) and §120.21(c)(7)

~~“(7) The ELPS proficiency level descriptors demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with according to 19 Texas Administrative Code §89.1210(b) of this title (relating to Program Content and Design) as follows:~~

~~(A) acknowledge and leverage the exiting funds of knowledge students possess including linguistic repertoire, cultural heritage, and background knowledge;~~

(B) demonstrate ~~targeted and intentional academic language student-focused~~ skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward increasingly complex English ~~students~~ they hear, speak, and are expected to read and write; and

(C) provide an exact and incremental measure of the stages of English language ~~acquisition development and proficiency~~ with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and with appropriate language support to master the required essential knowledge and skills with appropriate language support.”

§120.20(c)(8) and §120.21(c)(8)

“The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors ~~for English language arts and reading, science, mathematics, and social studies.~~ General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.”

§120.20(e)(1) and §120.21(e)(1)

“~~The proficiency level descriptors show the progression of English language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct EB students commensurate with students' linguistic needs.~~ The following five proficiency levels describe students' progress in English language acquisition.”

New §120.20(e)(2)

“(2) The Kindergarten-Grade 3 proficiency level descriptors are described in the figure provided in this subsection.”

“Figure 19 TAC §120.20(e) Attached Graphic: Kindergarten-Grade 3 Proficiency Level Descriptors”

New §120.21(e)(2)

“(2) The Grades 4-12 proficiency level descriptors are described in the figure provided in this subsection.”

“Figure 19 TAC §120.21(e) Attached Graphic: Grades 4-12 Proficiency Level Descriptors”

**MOTION:** *It was moved by Mrs. Brooks and seconded by Dr. Young to recommend that the State Board of Education amend the proposed ELPS as follows:*

Page 7 of the Kindergarten-Grade 3 (K-3) Figure, Speaking – General, Vocabulary, Pre-Production proficiency level and page 8 of the Grades 4-12 Figure, Speaking – General, Vocabulary, Pre-Production proficiency level

“~~repeat or~~ recite modeled content-area words, including cognates”

Page 7 of the K-3 Figure, Speaking – General, Language Structures/Syntax, High Intermediate proficiency level and page 8 of the Grades 4-12 Figure, Speaking – General, Language Structures/Syntax, High Intermediate proficiency level

“speak using high-frequency social and academic language structures encountered in classroom interactions”

Page 8 of the K-3 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level and page 9 of the Grades 4-12 Figure, Speaking – General, Respond to Information, Pre-Production proficiency level

“respond with gestures or mimic simple modeled responses”

Page 10 of the K-3 Figure, Speaking – English Language Arts, Response to Information, Pre-Production proficiency level and page 11 of the Grades 4-12 Figure, Speaking – English Language Arts, Response to Information, Pre-Production proficiency level

“respond by repeating or mimicking high-frequency vocabulary”

Page 11 of the K-3 Figure, Speaking – Mathematics, Register, Pre-Production proficiency level and page 12 of the Grades 4-12 Figure, Speaking – Mathematics, Register, Pre-Production proficiency level

“use nonverbal responses or gestures to communicate mathematical terms”

Page 11 of the K-3 Figure, Speaking – Mathematics, Language Structures/Syntax, Pre-Production proficiency level and page 12 of the Grades 4-12 Figure, Speaking – Mathematics, Language Structures/Syntax, Pre-Production proficiency level

“use nonverbal responses or gestures to communicate mathematical terms”

Page 11 of the K-3 Figure, Speaking – Mathematics, Language Structures/Syntax, Beginning proficiency level and page 12 of the Grades 4-12 Figure, Speaking – Mathematics, Language Structures/Syntax, Beginning proficiency level

“speak using isolated mathematical words with some visuals or gestures”

Page 12 of the K-3 Figure, Speaking – Science, Register, Pre-Production proficiency level and page 13 of the Grades 4-12 Figure, Speaking – Science, Register, Pre-Production proficiency level

“use nonverbal responses or gestures to communicate scientific terms”

Page 12 of the K-3 Figure, Speaking – Science, Discourse, Pre-Production proficiency level and page 13 of the Grades 4-12 Figure, Speaking – Science, Discourse, Pre-Production proficiency level

“communicate scientific ideas through gestures and a few isolated words”

Page 13 of the K-3 Figure, Speaking – Social Studies, Discourse, Pre-Production proficiency level and page 14 of the Grades 4-12 Figure, Speaking – Social Studies, Discourse, Pre-Production proficiency level

“communicate social studies ideas through gestures and a few isolated words”

Page 13 of the K-3 Figure, Speaking – Social Studies, Discourse, Pre-Production proficiency level and page 14 of the Grades 4-12 Figure, Speaking – Social Studies, Discourse, Pre-Production proficiency level

“communicate ideas, feelings, or opinions through gestures or visuals”

Page 14 of the K-3 Figure, Reading – General, Print Concepts, Intermediate, Intermediate High, and Advanced proficiency levels and page 15 of the Grades 4-12 Figure, Reading – General, Print Concepts, Intermediate, Intermediate High, and Advanced proficiency levels

“read a book top to bottom and turn pages left to right independently”

Page 19 of the K-3 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, Beginning proficiency level and page 20 of the Grades 4-12 Figure, Reading - Social Studies, Comprehension: Monitor and Adjust, Beginning proficiency level

“predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational text in shared reading read”

Page 19 of the K-3 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, High Intermediate proficiency level and page 20 of the Grades 4-12 Figure, Reading - Social Studies, Comprehension: Monitor and Adjust, High Intermediate proficiency level

“predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational text texts read or informational text read with increasing accuracy”

Page 20 of the K-3 Figure, Writing – General, Vocabulary, Pre-Production proficiency level and page 21 of the Grades 4-12 Figure, Writing – General, Vocabulary, Pre-Production proficiency level

“illustrate or copy print to show understanding of content-area vocabulary in either primary language or English”

Page 22 of the Grades 4-12 Figure, Writing – General, Discourse, Pre-Production proficiency level

“~~write in primary language or~~ copy English print to show understanding of academic content”

Page 22 of the Grades 4-12 Figure, Writing – General, Discourse, Pre-Production proficiency level

“~~write in primary language or~~ copy English print to show descriptive language”

Page 22 of the K-3 Figure, Writing – English Language Arts, Grammar, Pre-Production proficiency level and page 23 of the Grades 4-12 Figure, Writing – English Language Arts, Grammar, Pre-Production proficiency level

“copy sentences with appropriate capitalization and punctuation conventions”

Page 24 of the Grades 4-12 Figure, Writing – Mathematics, Vocabulary, Beginning proficiency level

“copy common mathematical words and symbols such as *equal*, (=), *plus*, (+), *minus*, (-), *greater than*, (>), (&), (.), and (,) in modeled word problems and their meaning”

Page 23 of the K-3 Figure, Writing – Mathematics, Discourse, and page 24 of the Grades 4-12 Figure, Writing – Mathematics, Discourse

Pre-Production—“illustrate or copy text to show an emerging understanding of mathematics content”

Intermediate—“write simple word problems and explain mathematical thinking and solutions using high frequency mathematical language”

High Intermediate—“write simple word problems and explain or justify mathematical thinking and solutions using high frequency mathematical language with relevant details”

Advanced—“write word problems and explain or justify mathematical thinking and solutions using precise mathematical language with relevant and accurate details”

**MOTION AND VOTE:** *It was moved by Mr. Hickman, seconded by Dr. Young, and carried without objection to recommend that the State Board of Education amend page 19 of the K-3 Figure, Reading – Social Studies, Comprehension: Monitor and Adjust, High Intermediate proficiency level and page*

20 of the Grades 4-12 Figure, Reading - Social Studies, Comprehension: Monitor and Adjust, High Intermediate proficiency level as follows:

“predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational ~~texts~~ ~~text~~ read with increasing accuracy”

**VOTE:** A vote was taken on Mrs. Brooks’s original motion to recommend that the State Board of Education amend the proposed ELPS as amended. The motion carried.

**MOTION AND VOTE:** It was moved by Mr. Hickman, seconded by Ms. Hardy, and carried without objection to recommend that the State Board of Education amend page 8 of the K-3 Figure, Speaking – General, Discourse, and page 9 of the Grades 4-12 Figure, Speaking – General, Discourse, to strike duplicate proficiency level descriptors.

**MOTION AND VOTE:** It was moved by Mrs. Brooks, seconded by Mr. Maynard, and carried without objection to permit Texas Education Agency staff to make technical edits to the proposed ELPS and to present the technical edits to the State Board of Education at the general meeting on Friday, June 28, 2024 for approval.

**VOTE:** A vote was taken on the main motion to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards, §120.20, English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, as amended. The motion carried unanimously.

(Ms. Childs, Dr. Ortega, and Ms. Pickren were absent for the vote.)

6. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements (Second Reading and Final Adoption)**  
(Board agenda page I-29)  
[Consent agenda item #2]

Public testimony was provided by the following individual:

NAME: Mark Bosher  
AFFILIATION: Career and Technical Association of Texas

Monica Martinez, associate commissioner, standards and programs, explained that the proposed amendments would update titles of courses and career and technical education (CTE) career clusters, align all CTE programs of study with endorsements, and make technical edits.

**MOTION:** It was moved by Mr. Maynard and seconded by Ms. Hardy to recommend that the State Board of Education approve for second reading and final adoption proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements; and

*Make an affirmative finding that immediate adoption of proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, is necessary and shall have an effective date of August 1, 2024.*

**MOTION:** *It was moved by Mr. Maynard and seconded by Ms. Perez-Diaz, to recommend that the State Board of Education amend §74.13(f)(6)(D) to read:*

*“in addition to Algebra II, chemistry, and physics, one additional mathematics course listed in subsection (e)(2) of this section for which Algebra II is a prerequisite and one additional science course listed in subsection (e)(6) of this section ~~a coherent sequence of three additional credits from no more than two of the categories or disciplines represented by subparagraphs (A), (B), and (C) of this paragraph.~~”*

**MOTION AND VOTE:** *It was moved by Mr. Hickman and carried to amend the motion to list Algebra II after chemistry and physics as follows:*

*“in addition to chemistry, physics, and Algebra II, one additional mathematics course listed in subsection (e)(2) of this section for which Algebra II is a prerequisite and one additional science course listed in subsection (e)(6) of this section”*

**VOTE:** *A vote was taken on the motion to recommend that the State Board of Education amend §74.13(f)(6)(D), as amended to read:*

*“in addition to chemistry, physics, and Algebra II, one additional mathematics course listed in subsection (e)(2) of this section for which Algebra II is a prerequisite and one additional science course listed in subsection (e)(6) of this section”*

*The motion carried.*

**MOTION AND VOTE:** *It was moved by Mr. Maynard, seconded by Dr. Young, and carried without objection to recommend that the State Board of Education strike §74.13(f)(7)(D).*

**VOTE:** *A vote was taken on the main motion to recommend that the State Board of Education approve for second reading and final adoption proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, as amended; and*

*Make an affirmative finding that immediate adoption of proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, is necessary and shall have an effective date of August 1, 2024.*

*The motion carried unanimously.*

*(Mrs. Brooks, Ms. Childs, Dr. Ortega, and Ms. Pickren were absent for the vote.)*

## **DISCUSSION ITEM**

### **7. Discussion of Pending Litigation** (Board agenda page I-40)

The committee did not discuss pending litigation; therefore, no executive session was held.

Chairman Kinsey adjourned the meeting at 10:14 p.m.