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| <p>Members: Nancy Dunnam, Chair David McKamie, Vice Chair Diane Borreson Belinda Dyer Dara Fuller Cathleen Freeman Adrian Garcia Keitha Ivey Debbie Largent Kim O'Leary Brenda Padalecki Linda Roska Nancy Smith Judi Sparks Janet Spurgin Patty Streat Peggy Sullivan</p> |  <h2 style="margin: 0;">Information Task Force (ITF) Meeting Minutes</h2> <h3 style="margin: 0;">April 7, 2015</h3> <p style="margin: 0;">10:00 AM to 2:00 PM William B Travis Bldg. 1701 N. Congress Ave. Austin, Texas 78701 Hosted from Room G-100, PDC7</p> | |
| <p>Members attending:</p> <p>Members attending via Webinar:</p> <p>Alternates Attending via GoToMeeting:</p> <p>Others Attending:</p> <p>Others Attending via GoToMeeting:</p> | <p><i>Nancy Dunnam, Keitha Ivey, David McKamie, Brenda Padalecki, Linda Roska, Judi Sparks, Patty Streat</i></p> <p><i>Diane Borreson, Cathleen Freeman, Dara Fuller, Adrian Garcia, Keitha Ivey, Debbie Largent, Kim O'Leary, Peggy Sullivan</i></p> <p><i>Scott Lewis for Janet Spurgin, Lynn Heatherly for Judi Sparks</i></p> <p><i>Stacey Avery, Amanda Callinan, Laura Gaines, Fernando Garcia, Terri Hanson, Barbara James (THEO), Kelly Kravitz, Spring Lee, Patrick Lopez (THEO), Melody Parrish, Jason Ramirez, Jessica Snyder, Nina Taylor, Bryce Templeton</i></p> <p><i>Jeanine Helms (TEA), Glenn Shelton (TEA)</i></p> | |
| <p>Call the Meeting to Order:</p> <p>Nancy Dunnam called the meeting to order at 10:00 AM.</p> | <p>Nancy Dunnam, ITF Chair</p> | |
| <p>Approval of the January 20, 2015 ITF Meeting Minutes</p> <p>Nancy Dunnam introduced the meeting minutes from January 20, 2015 and asked for comments and corrections. No corrections or changes were offered.</p> <p>Dara Fuller made a motion to approve the meeting minutes from the January 20, 2015 ITF meeting. Adrian Garcia seconded the motion and the motion passed unanimously.</p> | <p>Action Item</p> | |
| <p>Early College High School Indicator</p> <p>Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools:</p> <ul style="list-style-type: none"> • provide dual credit at no cost to students • offer rigorous instruction and accelerated courses • provide academic and social support services to help students succeed • increase college readiness • reduce barriers to college access <p>TEA is required to evaluate the ECHS program, but there is not currently a way to identify the students that participate in the ECHS programs.</p> <p>Under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091, the TEA developed a designation process for Early College High Schools. The designation process ensures that districts and colleges operating ECHS campuses maintain the</p> | <p>Action Item</p> | |

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| <p>integrity of the model, which was researched and designed to target and serve students who might not otherwise attend college.</p> <p>Fernando Garcia presented a TSDS-Legacy PEIMS proposal for the collection of a new Early College High School Indicator data element in the 2015-2016 school year. He explained that the Early College High Schools are innovative high schools that allow students less likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. He mentioned that TEA is required to evaluate the ECHS program, but that currently there is not a way to identify the students participating in the ECHS programs. This new data element (E1560 ECHS-INDICATOR-CODE) would be collected in the Fall, Summer, and Extended Year Submissions. The proposed Legacy-PEIMS implementation would be to add this new data element to the 102 STUDENT DATA DEMOGRAPHIC record, while the TSDS-PEIMS implementation would be to add the new data element to the TX-StudentCharacteristicsExtension Complex Type.</p> <p><u>ITF Discussion</u></p> <p>The ITF members asked further questions regarding the nature of the Early College High School (ECHS) program. Laura Gaines, TEA Curriculum Division explained that the ECHS program started as a grant program. Eventually the grant funds ran out. Without the grant program and the integrated data reporting that was associated with the ECHS grant program, the TEA does not have the ability to track the schools that are participating in the program due to lack of grant fund controls that previously existed. However, the legislative requirement to evaluate the program still exists.</p> <p>Local Education Agencies (LEA) can operate an ECHS program as either a stand-alone campus, or as a program within another campus that is not dedicated to the ECHS program. Therefore, it is necessary to add a student level identifier to the PEIMS and TSDS data collection systems to identify the students regardless of the campus arrangement within a LEA in order to evaluate the performance of the program.</p> <p>Nancy Dunnam asked about the timeline for implementing this data element and specifically asked the PEIMS software vendor ITF members if this request was doable within their development timeline for the 2015-2016 school year. Lynn Heatherly (ESC 20) stated that this change would not be a big impact for the TxEIS system and that the software would be ready for the 2015-2016 school year.</p> <p>Glenn Shelton asked if this information would be applicable to the TREx system. The Curriculum staff present did not support the ECHS data indicator being added to the TREx system.</p> <p>ITF Action</p> <p>Adrian Garcia made a motion to approve the collection of the new student level E1560 ECHS-INDICATOR-CODE data element for the 2015-2016 (and subsequent) school years. The ITF motion applies to both the Legacy and TSDS PEIMS implementation proposals. Cathleen Freeman seconded the motion and the motion passed unanimously</p> | |
| <p>T-STEM Indicator Code</p> <p>Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies are rigorous secondary schools focusing on improving instruction and academic performance in science and mathematics-related subjects and increasing the number of students who study and enter T-STEM careers. T-STEM Academies are demonstration schools and learning labs that develop innovative methods to improve science and mathematics instruction.</p> <p>The TEA is required to evaluate the T-STEM program, but there is not currently a way to identify the students that participate in the T-STEM program.</p> <p>There is a single pathway that a campus can take to become designated as a T-STEM Academy. In accordance with the Texas Administrative Code §102.1093, a campus must submit an application to the Texas Education Agency during the annual T-STEM designation process. The T-STEM designation application is based on the T-STEM Blueprint.</p> <p>Once a campus is designated, professional development and technical assistance are provided to designated T-STEM academies to serve as demonstration schools and learning labs to showcase innovative instruction methods which integrate technology and engineering into science and mathematics instruction. Designated campuses serve either grades 6-12 or 9-12.</p> | <p>Action Item</p> |

Fernando Garcia presented the TSDS-Legacy PEIMS proposal for the collection of a new E1559 STEM- INDICATOR-CODE data element. He explained that Texas Science, Technology, Engineering, and Mathematics (T-STEM) Academies are rigorous secondary schools focusing on improving instruction and academic performance in science and mathematics-related subjects and increasing the number of students who study and enter T-STEM careers. T-STEM Academies are demonstration schools and learning labs that develop innovative methods to improve science and mathematics instruction.

Fernando stated that the TEA is required to evaluate the T-STEM program, but there is not currently away to identify the students that participate in the T-STEM program.

This new data element (E1559 STEM-INDICATOR-CODE) would be collected in the Fall, Summer, and Extended Year submissions. The proposed Legacy-PEIMS implementation would be to add this new data element to the 102 STUDENT DATA DEMOGRAPHIC record, while the TSDS-PEIMS implementation would be to add the new data element to the TX-StudentCharacteristicsExtension Complex Type.

ITF Discussion

ITF members asked about how many campuses were currently participating in the T-STEM program. Stacey Avery, TEA Federal and State Education Policy division, stated that there are about 91 campuses currently offering the program and that TEA expects as many as 150 campuses to participate in the 2015-2016 school year. Stacey also clarified for the ITF members that the T-STEM program was not directly related to the STEM Endorsement option that is available to the students pursuing the Foundation High School Program.

Nancy Dunnam asked about the timeline for implementing this data element and specifically asked the PEIMS software vendor ITF members if this request was doable within their development timeline for the 2015-2016 school year. Judi Sparks stated that this change would not be a big impact for the TxEIS system and that the software would be ready for the 2015-2016 school year.

Glenn Shelton asked if this information would be applicable to the TREx system. The Curriculum staff present did not support the T-STEM data being added to the TREx system.

ITF Recommendation

Dara Fuller made a motion to approve the collection of the new student level E1560 STEM-INDICATOR-CODE data element for the 2015-2016 (and subsequent) school years. The recommendation to approve applies to both the Legacy and TSDS PEIMS implementation proposals. Patty Streat seconded the motion and the motion passed unanimously.

Homeless Status Code and Unaccompanied Youth Code Reporting Changes

Kelly Kravitz, Barbara James, and Patrick Lopez presented changes that are needed to align the data in the Unaccompanied Homeless Youth subgroup with three other subgroups [Migratory Children/Youth, Children with Disabilities (IDEA), and Limited English Proficient (LEP) students] for federal reporting purposes.

The summary of the changes are as follows:

PEIMS Code Table C192 Unaccompanied Youth Status Code

| Code Table ID | Name | Date Issued | Date Updated |
|---------------|---------------------------------|-------------|--------------|
| C192 | UNACCOMPANIED-YOUTH-STATUS-CODE | 03/01/12 | 08/01/12 |

| Code | Translation |
|------|--|
| 0 | Homeless student is not unaccompanied at any time during the current |

Action Item

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| | school year Deleted | | |
| 4 | Homeless student is unaccompanied (i.e., is not in the physical custody of a parent or legal guardian) and received services under the McKinney-Vento program at any time during the current school year Deleted | | |
| 2 | Homeless student is unaccompanied (i.e., is not in the physical custody of a parent or legal guardian) and did NOT receive services under the McKinney-Vento program at any time during the current school year Deleted | | |
| 3 | Homeless Student <u>is in</u> the physical custody of a parent or legal guardian (i.e., homeless student is not unaccompanied) for the entire school year. (NEW) | | |
| 4 | Homeless Student <u>is not</u> in the physical custody of a parent or legal guardian (i.e., homeless student is not unaccompanied) at any time during the school year. (NEW) | | |

This revision simplifies the Unaccompanied Youth Status code table to indicate that the homeless student was not an unaccompanied homeless youth (Code 3) or was an unaccompanied homeless youth (Code 4). The field is left blank for non-homeless students.

PEIMS Code Table C189 Homeless Status Code revisions

| Code Table ID | Name | Date Issued | Date Updated |
|---------------|----------------------|-------------|--------------|
| C189 | HOMELESS-STATUS-CODE | 03/01/12 | |

| Code | Translation |
|------|--|
| 0 | Student is not homeless at any time during current school year |
| 1 | <p>Student lives in a shelter, transitional housing, or is awaiting foster care at any time during current school year</p> <p>Shelters are defined as supervised publicly or privately operated facilities designed to provide temporary living accommodations. The shelters category for homeless students includes emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster care. The shelters category for homeless students does not include residential treatment facilities, Title I Neglected or Delinquent facilities, or Texas Youth Commission TJD facilities.</p> |
| 2 | <p>Student lives temporarily doubled-up (sharing residence with a family or individual) at any time during current school year</p> <p>Doubled-Up (e.g., living with another family) is defined as sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. This classification requires a case-by-case determination.</p> |
| 3 | <p>Student is unsheltered (i.e., lives on the street, lives in cars, parks, campgrounds, temporary trailers [including FEMA trailers], or abandoned buildings) at any time during current school year</p> <p>Unsheltered is defined as a nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if they live there because they lack an alternative accommodation), temporary trailers (if they live there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence."</p> |
| 4 | <p>Student lives in motel or hotel at any time during current school year</p> <p>Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a "fixed, regular, and adequate nighttime residence."</p> |

Homeless Reporting Business Rules modifications

HOMELESS-STATUS-CODE (E1082) As defined by NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths"

1. means individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 103(a)(1)]; and
2. includes:
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 103(a)(2)(C)];

~~The four categories are: Shelters, Doubled-Up, Unsheltered, and Motels/Hotels.~~

- ~~● Shelters: Supervised publicly or privately operated facilities designed to provide temporary living accommodations. Included are emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster care. The shelters category for homeless students does not include residential treatment facilities, Title I Neglected or Delinquent facilities, or TJJD facilities.~~
 - ~~● Doubled-Up: Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (e.g., living with another family). This classification requires a case-by-case determination.~~
 - ~~● Unsheltered: A nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. It includes such places as cars, parks, campgrounds (if living there because they lack an alternative accommodation), temporary trailers (if living there because they lack an alternative accommodation), abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is a "fixed, regular, and adequate nighttime residence."~~
 - ~~● Motels/Hotels: Students who stay at a motel or hotel are considered homeless if they reside there because they have lost their housing, lack an alternative accommodation, and do not have a "fixed, regular, and adequate nighttime residence."~~
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purpose of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

HOMELESS-STATUS-CODE is to be used by all districts for reporting whether or not a student is homeless and, if homeless, what their primary nighttime residence is at the time of identification. There are only four categories of homeless primary nighttime residence, and if a student is homeless, their nighttime residence must be in one of these four categories.

~~The four categories are: Shelters, Doubled-Up, Unsheltered, and Motels/Hotels.~~

1. ~~Shelters: Supervised publicly or privately operated facilities designed to provide temporary living accommodations. These include but are not limited to emergency shelters, family shelters, domestic violence shelters, youth shelters, transitional housing programs, and temporary placements while awaiting foster~~

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| <p><u>ITF Discussion</u></p> <p>Dara Fuller asked the TEA staff why the code table could not maintain the use of codes 0 and 1. TEA staff explained that when the meaning of codes are changed, that it is not possible to continue the use of those codes due to the problems that are created with the use of longitudinal data studies. For example, it is not sound data development practice for the same code to have different meanings across multiple school years. If this is done, the longitudinal value of the data is lost.</p> <p>Judi Sparks stated that the software systems could be programmed to use 0 and 1 for the data entry codes and then crosswalk the values to the correct codes upon creating the extract for TEA submission.</p> <p><u>ITF Recommendation</u></p> <p>Brenda Padalecki made a motion to approve the changes that would modify PEIMS code table C192 Unaccompanied Youth Code to eliminate codes 0, 1, and 2 and replace with new codes 3 and 4 and modify the Homeless Status Code table C189 code 1 to change the reference from Texas Youth Commission (TYC) to Texas Juvenile Justice Department (TJJD). Cathleen Freeman seconded the motion and the motion passed unanimously.</p> | |
| <p>TREx System Modifications</p> <p>House Bill 5, 83rd Texas Legislature, Regular Session, 2013, established the Foundation High School Program for all students entering grade 9 in the 2014-2015 school year.</p> <p>Under the authority of Texas Education Code, §28.025(a), the State Board of Education (SBOE), by rule, shall determine curriculum requirements for the Foundation High School Program. The SBOE adopted rules for the Foundation High School Program in January 2014. Beginning with the 2014-2015 school year, all students entering the 9th grade are required to pursue a high school graduation plan under the Foundation High School Program.</p> <p>Under the authority of Texas Education Code, §28.025(e), each school district shall report the academic achievement record (AAR) of students who have completed a high school program on transcript forms adopted by the State Board of Education (SBOE).</p> <p>This proposal would add data elements to the Texas Records Exchange System (TREx) to report new requirements and course options for students graduating on the Foundation High School Program.</p> <p><i>The words academic achievement record and transcript are interchangeable.</i></p> <p><u>Part 1</u></p> <p><u>Summary:</u></p> <p>Texas Administrative Code, §74.11(a), requires that a student graduating on the Foundation High School Program demonstrate proficiency, as determined by the district in which the student is enrolled, in</p> <ul style="list-style-type: none"> • delivering clear verbal messages; • choosing effective nonverbal behaviors; • listening for desired results; • applying valid critical-thinking and problem-solving processes; and • identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. <p>As a result of the new graduation program requirement and for the purpose of the academic achievement record (AAR)/high school transcript, TEA is proposing for the 2015-2016 school year the following TREx data element to indicate that a student has completed the speech requirement.</p> <p>New Data Element for SPEECH-REQUIREMENT-MET-DATE.</p> | <p>Action Item</p> |

| Common Name | | XML Name | Complex Type |
|--|---------------|-----------|--------------------------------|
| SPEECH-REQUIREMENT-MET-DATE | | MetDate | AcademicStatusType |
| Definition | | | |
| <p>SPEECH-REQUIREMENT-MET-DATE is the date (month and year) the student met the speech requirement for the Foundation High School Program.</p> <p>To receive a high school diploma on the Foundation High School Program, a student must demonstrate proficiency, as determined by the school district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations (TAC §74.11(a)(3)).</p> | | | |
| Special Instructions | | | |
| SPEECH-REQUIREMENT-MET-DATE must be present if GRADUATION-DATE is present and Grad Type Code=34. | | | |
| Data Specifications | | | |
| Element ID | Code Table ID | Required? | Domain of Values |
| TE116 | | No | yyyy = 1957-2052 mm = 01-12 |
| Applicable Record | Length | Type | Pattern |
| Student Record AAR-Transcript | 7 | DATE | yyyy-mm |

Part 2

Summary:

Special Explanation Code is a description authorized by TEA as a means to document on the AAR/transcript specific information regarding the course to which the code is associated. Examples include explanation codes for course credit earned in middle school or at a college-level. The use of the "A" code for courses included in an articulated agreement is required. The use of the "D" code for dual credit courses is required. The use of all other existing codes is optional.

TEA is proposing the addition of the following special explanation codes for course options available to students on the Foundation High School Program.

| Common Name | | XML Name | Complex Type |
|---|--|-------------|--------------|
| SPECIAL-EXPLANATION-CODE | | Explanation | CourseType |
| Definition | | | |
| <p>SPECIAL-EXPLANATION-CODE is a description authorized by TEA as a means to document on the transcript (AAR) specific information regarding the course to which the code is associated. Examples include explanation codes for course credit earned in middle school or at a college-level.</p> | | | |
| Special Instructions | | | |
| <p>More than one SPECIAL EXPLANATION CODE may be included with a Course Type. For example, if a student earns credit for Algebra I in middle school as an honors course, codes H and J may be included as special explanations for that course.</p> <p>Note: The Special Explanation Codes will be expanded to allow a length of two characters starting with the 2010–2011 school year.</p> | | | |
| Data Specifications | | | |

| Element ID | Code Table ID | Required? | Domain of Values |
|-------------------|---------------|-----------|------------------|
| TE070 | TC19 | No | |
| Applicable Record | Length | Type | Pattern |
| AAR-Transcript | 2 | CODED | * |

New Special Explanation Codes

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| <u>6</u> | <u>A course for which credit is awarded based on the district's evaluation of a student's proficiency in the Texas Essential Knowledge and Skills (TEKS) for the course (19 TAC §74.24)</u> |
| <u>7</u> | <u>A TEKS-based course that includes 100 minutes of moderate to vigorous physical activity per five-day school week taken to satisfy the physical education requirement on the Foundation High School Program (19 TAC §74.12(b)(6)(B).)</u> |
| <u>8</u> | <u>A course other than a languages other than English (LOTE) course taken to satisfy the LOTE requirement on the Foundation High School Program (19 TAC §74.12(b)(5)(B) or (D).)</u> |
| <u>9</u> | <u>A course taken by a student with written permission from the student's parent/guardian to satisfy the fourth science requirement for the arts and humanities endorsement on the Foundation High School Program (19 TAC §74.13(e)(5)(EE).)</u> |
| <u>10</u> | <u>A course taken as a part of a Foundation High School Program endorsement.</u> |
| <u>LD</u> | <u>A locally developed course created and provided in partnership with public or private institution of higher education and local business, labor, and community leaders.(TEC §28.002 (g-1).)</u> |
| <u>CP</u> | <u>A college preparatory course developed and provided by a district in partnership with at least one institution of higher education (TEC §28.014.)</u> |

Part 3

Summary:

TEXAS-GRANT-INDICATOR definition will be modified to indicate the element is only reported for students on track to graduate under the Minimum/Recommended/Distinguished High School Programs. The TEXAS-GRANT-INDICATOR will not be reported for the Foundation High School Program.

TEA proposes removing the TEXAS-GRANT-INDICATOR from Foundation High School Program (Graduation Type Code 34) student records and transcripts.

| Common Name | XML Name | Complex Type |
|---|------------|--------------------|
| TEXAS-GRANT-INDICATOR | TexasGrant | AcademicStatusType |
| Definition | | |
| The TEXAS-GRANT-INDICATOR code is used to show that a student on the Minimum/ Recommended/ Distinguished/ High School Program is on track to graduate by completing the requirements of the State Board of Education-approved Minimum/ Recommended/ Distinguished/ High School Program. | | |
| Special Instructions | | |

The TEXAS-GRANT-INDICATOR will not be reported for the Foundation High School Program.

This designation is made before the end of the student's junior year (Grade 11).

The Texas Legislature established the TEXAS (Towards Excellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

Data Specifications

| Element ID | Code Table ID | Required? | Domain of Values |
|--------------------------|----------------------|------------------|-------------------------|
| TE073 | TC21 | No | |
| Applicable Record | Length | Type | Pattern |
| AAR-Transcript | 1 | CODED | # |

ITF Discussion

ITF members asked about the applicability of SPEECH-REQUIREMENT-MET-DATE data element. Glenn Shelton stated that the data element was only applicable if the student was a Foundation High School Program graduate (Graduation Type Code 34).

Adrian Garcia asked about the status of a TREx indicator for College Preparatory Math and English. Glenn Shelton stated that the TEA would not be able to add this information to the TREx system for the 2015-2016 school year.

ITF members asked about the Texas Grant Indicator Code and how the TREx system would validate the information in a TREx transmission. Glenn Shelton stated that the TREx system does not allow the Texas Grant Indicator Code and the Foundation High School Program Indicators to both be reported in a TREx file. Schools will get a load error if both elements are reported as "yes".

ITF Recommendation

Adrian Garcia made a motion to add the Speech Requirement Met Date (TE116), add Special Explanation Codes 6, 7, 8, 9, 10, LD and CP to the TE070 data element code table TC19, and remove the Texas Grant Indicator Code (TE073) from the TREx system for the 2015-2016 school year TREX Data Standards. Diane Borreson seconded the motion and the motion passed unanimously

Adjournment

The ITF Meeting adjourned at 11:15 AM.

Upcoming ITF Meetings for the 2014-2015 School Year

May 12, 2015