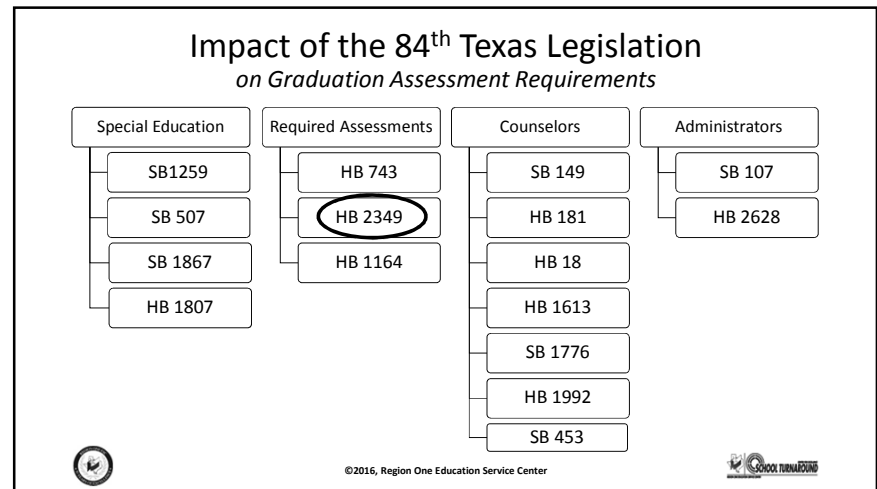


Assessment Overview

<p>Academic Content Area Assessment Instruments Texas Administrative Code §101.3011, §101.3021, §101.3022</p> <p>Graduation Assessment Requirements for Students Receiving Special Education Services Texas Administrative Code §101.3023. Texas Administrative Code §89.1070</p> <p>Assessment Provisions for Graduation for English Language Learners Texas Administrative Code §101.1005 Texas Administrative Code §101.1007</p>	<p>End-of-Course Substitute Assessments Texas Administrative Code §101.4002.</p> <p>Credit by Examination Texas Administrative Code §74.24.</p> <p>Texas Success Initiative-TSI Texas Administrative Code §4.54</p> <p>Senate Bill 149 Texas Administrative Code §101.3022 and §89.1070</p>
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House Bill 2349

Changes to Graduation Assessment Requirements

A student must only pass an EOC for a course in which the student was enrolled and for which an EOC is administered in order to receive a Texas Diploma. (House Bill 2349)

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
English Language Arts	Four credits: • English I • English II • English III • An advanced English course	Four credits: • English I • English II • English III • English IV or approved alternate course	Four credits: • English I • English II • English III • English IV	Four credits: • English I • English II • English III • English IV
Mathematics	Three credits: • Algebra I • Geometry • An advanced math course	Three credits: • Algebra I • Geometry • SBOE approved math course	Four credits: • Algebra I • Algebra II • Geometry • An additional math credit	Four credits: • Algebra I • Algebra II • Geometry • An additional math credit
Science	Three credits: • Biology • IPC of an advanced science course • An advanced science course	Two credits: • Biology • IPC or Chemistry and Physics (one of the two serves as an academic elective)	Four credits: • Biology • Chemistry • Physics • An additional science credit	Four credits: • Biology • Chemistry • Physics • An additional science credit
Social Studies	Three credits: • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit) • World History or World Geography	Three credits: • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) or World Geography (one credit)	Four credits: • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) • World Geography (one credit)	Four credits: • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) • World Geography (one credit)



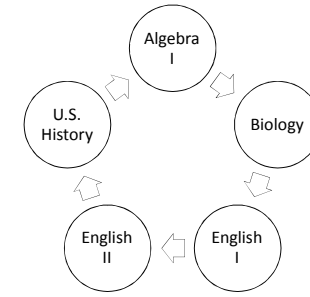
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State Assessments Required for Graduation

Satisfactory Academic Performance

Beginning with students first enrolled in 2011-2012, a student must meet satisfactory performance on each end-of-course assessment except in cases provided by (b), (e) and (f) of TAC §101.3022 in order to be eligible to receive a Texas diploma.



The performance standard in place when students took their first EOC test apply to all five EOC's.

TAC §101.3022. (a).



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State Assessments Required for Graduation

Satisfactory Academic Performance

A student is required to meet EOC assessment graduation requirements to receive a Texas diploma if a student is participating in

- Distance Learning Course
- Correspondence Course
- Dual Credit Course

For which there is and EOC assessment.

TAC §101.3021 (b) (1) (2)



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STAAR End of Course Exceptions

Assessment Not Required

If a student

- earned high school credit for a course for which there is an EOC assessment, prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district,
- or
- completed a course for Texas high school credit in a course for which there is an EOC assessment prior to the 2011-2012 spring administration, **the student is not required to take the corresponding EOC assessment**

TAC §101.3021 (2) (e) amended to be effective September, 2015



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Special Populations Assessment Requirements

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Graduation Requirements Student with Disabilities TAC §89.1070

Requirements	Graduation Program <i>(For Students Who Entered Grade 9 Before 2014-2015)</i>			
	Option One FISP, DAP TAC §89.1070 (g)(1)	Option Two RISP, DAP TAC §89.1070 (g)(2)	Option Three MISP TAC §89.1070 (g)(3)	Option Four MISP TAC §89.1070 (g)(4) (A-D)
Credit and Curriculum	Satisfactorily completes credit and curriculum requirements applicable to students in general education.	Satisfactorily completes credit and curriculum requirements applicable to general education.	Satisfactorily completes credit and curriculum requirements applicable to students in general education.	Satisfactorily complete credit and curriculum requirements applicable to students in general education or curriculum requirements to the extent possible as determined by the student's ABD committee.
State Assessment	Meet state assessment requirements.	Meet state assessment requirements on all but two of the required assessments.	Participates in state assessment requirements.	Participates in state assessment requirements as determined by the ABD committee.
Other		Classified in grades 11 or 12 in 2014-2015, 2015-2016 or 2016-2017 school year may graduate under the recommended or distinguished achievement high school if: The student has taken each of the state assessments required by chapter 101 subchapters CC and DD but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements. (SB 149)	The ARD committee must determine whether satisfactory performance on required assessment shall be required for graduation.	Fulfilling other requirements outlined in the IEP including one of the following: (a) full-time employment and sufficient self-help skills to maintain employment without direct and ongoing support from the school district; (b) demonstration of specific employability and self-help skills that do not require direct ongoing support from the school district; or (c) access to services that are not within the legal responsibility of public education or to employment or educational options for which the student has been prepared by the academic program. (d) The student no longer meets age eligibility requirements and has completed the requirements specified in the student's IEP.

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Graduation Requirements Student with Disabilities TAC §89.1070

Requirements	Graduation Program <i>(For Students Entering Grade 9 in 2014-2015 and Thereafter)</i>			
	Option One FISP TAC §89.1070 (b) (1)	Option Two (Expires September 1, 2017) FISP, FISP-E, FISP-DIA TAC §89.1070 (f)	Option Three FISP TAC §89.1070 (b) (2) (A-D)	Option Four FISP with an Endorsement TAC §89.1070 (c) (1-3)
Credit and Curriculum	Satisfactorily completes credit requirements for graduation under the Foundation High School Program applicable to students in general education.	Satisfactorily completed credit requirements for graduation under the FISP, FISP-E, and FISP-DIA through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education. (See specific plan for additional requirements.)	Satisfactorily completed credit requirements for graduation under the Foundation High School Program One or more of which contain modified curriculum that is aligned to the standards applicable to students in general education.	Satisfactorily completes the requirements for graduation under the Foundation High School Program. The additional credit requirements in mathematics, science, and elective courses with or without modified curriculum.
State Assessment	Satisfactory performance on the required state assessments. Unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.	Satisfactory performance on all but two of the required assessments.	Satisfactory performance on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.	Performs satisfactorily on the required state assessments.
Other Exemptions		Classified in grades 11 or 12 in 2015-2016 or 2016-2017 school year may graduate under the foundation high school program if: The student has taken each of the state assessments required by chapter 101 subchapters CC and DD but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements. (SB 149)	The student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to meeting sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district. (A) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district. (B) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program. (C) The student no longer meets age eligibility requirements.	To use a course to satisfy both a requirement under the Foundation High School Program and a requirement for an endorsement, the student must satisfactorily complete the course without any modified curriculum.

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Participation in State Assessments English Language Learners

The LPAC or ARD committee shall select the appropriate assessment option for each English language learner. An ELL shall participate in grades 3-8 and end-of-course assessments as required by TEC 39.023 (C)

Spanish Speaking ELL Grades 3-5	An ELL in grades 3 or higher	An ELL who receives special education services	An unschooled asylee or refugee first enrolled in U.S. public schools (ELL)	An ELL with a parent denial
May be administered the Spanish version assessment if appropriate	May be administered a linguistically accommodated English version of the math, science, and social studies	As a result of his or her disabling condition may be administered an alternative assessment	May be granted an exemption from an administration of an assessment instrument during their first year of enrollment in U.S. schools.	A student is not eligible for special assessment, accommodation or accountability provisions on the basis of limited English proficiency
	A Spanish version does not exist or is not the most appropriate measure		May be administered a linguistically accommodated English version if the student has been enrolled in U.S. schools for 5 or less years.	
	Has not yet demonstrated English language proficiency in reading.			
	Has been enrolled in U.S. schools for 3 or less years			

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English I Special Provision *English Language Learners*

For ELLs who —

- ❑ have been enrolled in U.S. schools 3 school years or less (5 or less if qualifying unschooled asylee/refugee) and
- ❑ have not yet attained TELPAS advanced high reading rating

When enrolled in English I/ESOL I course, eligible ELL shall not be required to retake assessment each time it is administered if student passes course but does not meet standard.

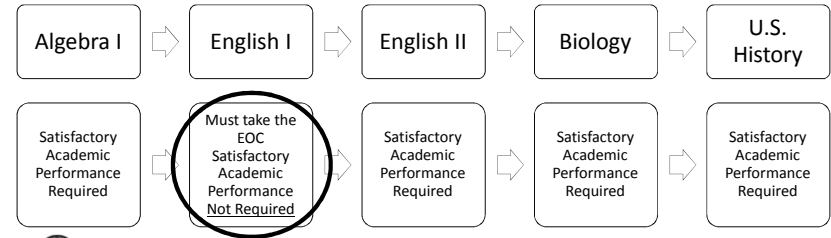
Note:
Students are not exempt from testing while in the course.
Provision does not apply to English II.
Provision is not tied to any particular graduation plan.



EOC Graduation Requirements *English Language Learners*

The STAAR **English II assessment** replaced English III as the English EOC graduation requirement for ELLs who meet the special provisions rule.

ELL students who qualify will still have to take English I EOC but will not have to pass it to meet graduation requirements.



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Substitute Assessments



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Substitute Assessments (TAC §101.4002)

An approved substitute assessment may be used in place of only one specific EOC assessment unless otherwise noted.

Equivalent Course

1. A student was administered an approved substitute assessment for an equivalent course in which the student was enrolled; and
2. A student received a satisfactory score on the substitute assessment.



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TAC §101.4002

End of Course Substitute Assessments TAC §101.4002

May substitute prior to taking an EOC

May use only after having retaken an EOC

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Passing	Passing	Passing	Passing	Passing	Passing	Passing	Passing	Passing	Passing
ACT*	Mathematics	22			Reading	21	Reading	21		
AP			Biology	3	Combined English/Writing	18	Combined English/Writing	18		
IB*					English Language and Composition	3	English Language and Composition	3	U.S. History	3
PLAN	Mathematics	19			Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
PSAT	Mathematics	47								
SAT	Mathematics	500			Critical Reading	500	Critical Reading	500		
					Writing	500	Writing	500		
TSI**	Mathematics	***			Objective Writing/Sentence Skills	350	Objective Writing/Sentence Skills	350		
					Writing	5	Writing	5		

* To use the ACT as a substitute for the STAAR EOC English I or English II assessment, a student must have the national ACT writing assessment and achieve a combined English/writing score of 18.
 ** The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.
 *** The TSI English language arts assessment may only be used to fulfill both the English I EOC and English II EOC requirements in those cases described by subsection (d)(3) of this section. In all other cases, an approved substitute assessment may be used in place of only one specific EOC assessment.
 **** A student must meet the score indicating readiness to enroll in entry-level freshman coursework on the TSI assessment as specified in §4.57(a) of this title (relating to College Ready and Adult Basic Education (ABE) Standards).

Texas Success Initiative-TSI



How to Prepare

Multiple-Choice Section

Essay Section

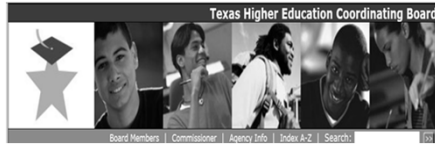
Can I Retake the Test?

For additional information on the TSI Assessment, please contact an administrator at your institution.

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Texas Higher Education Coordinating Board TSI Exemptions

1. TSI Statute and THECB Rules Applying to Testing and Developmental Education
 - TSI Statute
 - THECB Rules
 - Texas College Readiness Assessment and Placement: Improvements and Recommendations
 - TSI Exemptions
 - TSI CE Frequently Asked Questions - June 2013
2. TSI ASSESSMENT Resource Documents
 - TSI ASSESSMENT Approval List Series - April 25, 2013
 - TSI ASSESSMENT Test Content - July 2013
 - TSI ASSESSMENT Background Questions - July 2013
 - TSI ASSESSMENT Sample Test Questions - July 2013
 - TSI ASSESSMENT Writer/Reader Sample Essays - July 2013
 - TSI ASSESSMENT Student Informational Brochure - July 2013
 - TSI ASSESSMENT Integrating Your Score - July 2013
3. 2010-2011 Statewide Developmental Education Plan
4. 2012-2017 Statewide Developmental Education Plan
5. NON-COURSE COMPETENCY-BASED OPTIONS (Rider 59/34)
 - Rider 59 Report
 - Rider 59 FAQ
 - THECB Updates
6. STATE GRANTS AND PROJECT OVERSIGHTS
 - Developmental Education 53 Grant
7. PROMISING INITIATIVES
 - Rider 52 Report
8. PROFESSIONAL DEVELOPMENT
 - Integrated Reading and Writing (IRWI) Calendar of Events
 - Integrated Reading and Writing Kick-Off, February 7-8, 2013
 - Integrated Reading and Writing El Paso, April 12, 2013
 - Integrated Reading and Writing Austin, July 12, 2013



<http://www.thecb.state.tx.us/index.cfm?objectid=233A17D9-F3D3-BFAD-D5A76CDD8AADD1E3>

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Texas Success Initiative Requirements and Exemptions

EXAM	Date of Testing	Writing	Reading	Math
ACT	5 years	19 on English 223 Composite		19 on Math 223 Composite
SAT	5 years	500 on Critical Reading ≥ 1070 Total		500 on Math ≥ 1070 Total
TAAAS	2-years	≥770	89-TH	86-TH
TAKS	5 years	Compositions:3	2200	2200
STAAR End-of-course	5 years	English III Level II		Algebra II Level II
TSI Assessment	2013	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	351	350
TSI Assessment	2017	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	355	356
TSI Assessment	2019	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	359	369

Other exemptions not listed on the chart

Texas Administrative Code

2016.0001
 TITLE 24
 EDUCATION
 CHAPTER 101
 RULES GOVERNING THE TEXAS SUCCESS INITIATIVE
 SUBCHAPTER 101.001
 PURPOSE, SCOPE, AND DEFINITIONS
 §101.001

Source: TAC Chapter 4 Subchapter C §4.54
 For an full inclusive list see THECB

Substitute Assessment

Use of TSI Assessment
Expires September 1, 2017

Enrolled in a College Preparatory Course for ELA and mathematics and receive a satisfactory score (English I, English II and Algebra I)

Not Enrolled in a College Preparatory Course and did not meet satisfactory performance on the Algebra I or English II EOC after retaking the assessment may use the TSI assessment

		Writing	Reading	Mathematics
TSI Assessment	2013	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	351	350
TSI Assessment	2017	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	355	356
TSI Assessment	2019	350 and Essay 5 or 363 and Essay 4 or 350 and ABE Level of 4 and Essay 5	359	369

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Substitute Assessment – TSI

Administered Separate Reading and Writing

Took separate reading and writing for English II

→

Did not meet English II assessment requirements

→

May not substitute the TSI reading and writing assessment for the corresponding English II reading and writing

TAC §101.4002

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Substitute Assessment

Verification of Results

1. A student who is eligible to substitute an approved assessment is responsible for providing to the school district an official copy of his or her scores from that assessment.
2. A school district or charter school must:
 - verify the student's score
 - determine whether the student met the performance standard required to qualify for a public high school diploma in Texas

TAC §101.4005.

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Algebra II and English III

TSI Exemption


- EOC assessments may not be used to determine class rank for any purpose including automatic admission to a Texas college or as a sole criterion for admittance to a Texas teaching institution.
- English III and Algebra II assessments will continue to be developed by the agency but will be district-optional assessments. (May 10 & May 11, 2016)
- TEA will adopt a policy requiring participating school districts to administer the Algebra II and English III assessments to all students enrolled in those courses. The participating districts must report the results to the agency.
- Districts and schools may not administer any kind of benchmark assessment related to these assessments.

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Credit by Examination

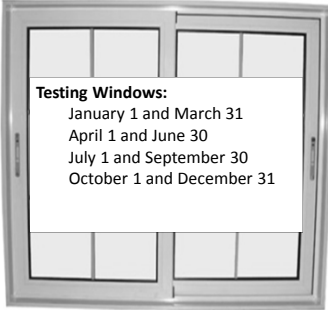


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Credit by Examination

Testing Window




Testing Windows:
 January 1 and March 31
 April 1 and June 30
 July 1 and September 30
 October 1 and December 31

- A student may take a specific examination only once during each window.
- The testing window must be designed to meet the needs of all students.
- The dates must be publicized in the community.
- Must provide opportunities for a student who is homeless or in substitute care who transfers into the district after the start of the year to be administered credit by examination at any point during the year.
- Administer the tests not fewer than four times a year.





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Credit by Exam


Requirements


A school district must:

1. Have the approval of the school district board of trustees to develop its own tests or to purchase examinations that
2. Thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

§74.24. Credit by Examination.




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Credit by Exam

Types of Examinations




School districts approve, to the extent available, **at least four examinations** for acceleration or for credit for each academic subject.


Must satisfy State Board of Education (SBOE) guidelines, and

- Include College Board AP exams and College-Level Examination Program (CLEP) exams.
- May include exams developed by Texas Tech, UT Austin or the district.

HB 2694/SB 1365/SB 453
TAC §74.24



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Credit by Exam

Requirements for District Created

Prior to the administration, the district must certify that the examination:

- Covers all of the TEKS for the course.
- Has not been published and is not publicly available.
- Will be administered in a secure environment.
- Has been externally validated.
- Is equivalent to state EOC exams in terms of content coverage, item difficulty and technical quality.
- Yields comparable results for all subgroups.
- If the course has a state level EOC, the credit by exam needs to be validated against the EOC assessment and make public the test development process and the results of the validation effort.



Exams created by Texas Tech, UT Austin and the district for courses that do not have an EOC assessment shall meet all requirements listed above by 2018-2019 school year.



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Credit by Exam

Other Provisions

General Provisions

- If credit is earned via CBE, student is exempt from end of course assessment requirements
- Only permitted two attempts at earning credit through examination in a given subject.



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Credit by Exam

Acceleration in Grades Kindergarten through Grade 5



1. Must develop procedures for kindergarten acceleration approved by the district board of trustees.
2. In grades 1-5, a student must be accelerated one grade if:
 - A student scores 80% on a criterion-referenced test for the grade level they want to skip in each of following areas: language arts, mathematics, science and social
 - The school district representative recommends that the student be accelerated.
 - The student's parent or guardian gives written approval.



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Credit by Exam

Award of Credit

Required to award credit for a subject if:
(no prior instruction)

- AP=3 or higher
- CLEP =50
- Other=80

Required to award credit for a subject if:
(prior instruction)

- Other=70



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EOC Assessment

An EOC assessment administered under TEC §39.023 (c) cannot be used for the purposes of credit by examination as specified in TAC §74.24



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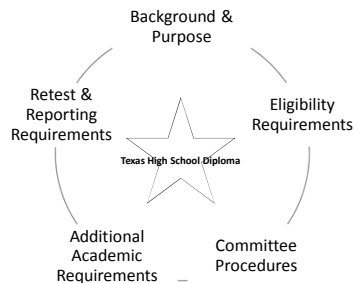
Alternative Methods of Graduation



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Overview of Senate Bill 149 *Alternative Methods to Graduation*



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Background of Senate Bill 149

Sponsored by Senator Kelton Seliger

- Approximately 28,000 students were in jeopardy of not graduating in 2015 due to failure to pass one or more STAAR end of course assessments.
- Senate Bill 149 provides an alternative method for satisfying certain public high school graduation requirements, including the use of an individual graduation committee.
- Senate Bill 149 is modeled after the grade placement committee implemented under the Student Success Initiative.



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Alternative Method Timeline

May 11, 2015	Senate Bill 149 Signed by Governor Greg Abbott
2014-2015 2015-2016 2016-2017	Students eligible to receive an IGC who are 11 or 12 th graders and taken/failed not more than two EOC exams.
2014-2015	School Districts will establish procedures for appointing alternative committee members, procedures and timelines.
2015-2016 2016-2017	Commissioner has proposed rules related to IGC committees, timelines and reporting requirements. Currently up for Public Comment.
September 1, 2017	Provisions related to IGCs and TSI as a substitution for Algebra I or English II EOC test requirements expire.
September 1, 2018	District data reporting requirements expire.

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Senate Bill 149 Guidance Documents

FAQ Updated
October 13,
2015

 <p>Final Version of SB149</p>	 <p>To the Administrator Addressed letter</p>	 <p>TEA Frequently Asked Questions</p>
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Qualified for IGC

High School Diploma Awarded on the Basis of Individual Graduation Committee Review

- Applies only to an **11th and 12th grade students** who have failed to comply with the end of course assessment instrument performance requirements for not more than two courses.
- For each student to who this applies, the school district shall establish an individual graduation committee **at the end of or after the student's 11th grade year** to determine whether the student may qualify to graduate.
- A student **may not qualify to graduate** under this section before the student's 12th grade year.

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Special Considerations

Eligible English Language Learners	<ul style="list-style-type: none"> An ELL student who is exempt from passing English I is eligible for IGC review if the student attempts all other EOCs but fails to achieve a satisfactory score on one additional test.
3 Year Graduates	<ul style="list-style-type: none"> A student may not qualify to graduate based on the IGC determination before the student's 12th grade year. A student must satisfactorily complete the credit requirements for graduation, must be classified as a 12th grade student, must have taken all required EOC assessments and must have been provided an opportunity to retake EOC assessments.
TAKS Graduates	<ul style="list-style-type: none"> TAKS graduates are not eligible to receive a diploma under Senate Bill 149. It is specific to students who have taken and failed to achieve the EOC assessment performance requirements.
MHSP, RHSP or DAP Students	<ul style="list-style-type: none"> To be eligible to graduate based on IGC determination, a student must successfully complete the credit requirements for the foundation high school program or as otherwise provided by the transition plan adopted by the commissioner.
Transfer Students	<ul style="list-style-type: none"> A transfer student is eligible to graduate based on IGC determination, if the student has failed not more than two of the assessments the student has taken.

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Special Considerations

Student Receiving Special Education Services

- The ARD decision makes the determination.
- IGC would not be necessary if the ARD determines that the student is not required to achieve satisfactory performance on the EOC assessments.

Students Receiving Special Education Services

- Students who satisfactorily complete credit requirements for graduation under the BHSP without modifications to content and the student achieved satisfactory performance on at least three EOC assessments, the student may be awarded a diploma.

Students Receiving Special Education Services

- Students who satisfactorily complete the requirements for graduation under the FHSP as well as the additional credit requirements in mathematics, science, and elective courses with or without modified curriculum; satisfactorily completed the courses required for an endorsement without any modified curriculum and the student achieved satisfactory performance on at least three EOC assessments, the student may be awarded a FHSP program diploma.

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Individual Graduation Committee Timeline

Proposed Commissioner Rules

May not establish a IGC after June 1st or before the start of the next school year.

If the IGC makes a decision to award a diploma, it must be before August 31 in the year in which the student meets the requirements.

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Individual Graduation Committee Established

Proposed Commissioner Rules

Original IGC for the that student

Leaves
Receiving district shall request the information from the original IGC

Receiving District shall implement the original IGC recommendations to the extent possible

Eligible Student

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Academic Achievement Record

STATE OF TEXAS
ACADEMIC ACHIEVEMENT RECORD

STUDENT INFORMATION
(Student Full Legal Name)
Student ID Number:
SSN/State ID Number:
Date of Birth:
Sex:
Ethnicity:

STATE ASSESSMENT REQUIREMENTS
English Language Arts (Admin)
Mathematics (Admin)
Science (Ad)
Social Studies (Admin)

END-OF-COURSE EXAMS
ENG I Reading (level) ENG I Writing (level) ALG I (level) BIO (level) W GEO (level)
ENG II Reading (level) ENG II Writing (level) ALG II (level) CHEM (level) W HIST (level)
ENG III Reading (level) ENG III Writing (level) GEOM (level) PHYS (level) US HIST (level)

Document the Level of Performance and Maintain Decision Documentation

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Resources

Texas Education Agency. (December 4, 2015). Proposed Commissioner's Rules Concerning High School Graduation. Chapter §74.1025. Retrieved from: [http://texreg.sos.state.tx.us/public/regviewer\\$ext.RegPage?sl=R&app=1&p_dir=&p_rloc=313345&p_tloc=&p_ploc=&pg=1&p_reg=313345&ti=19&pt=2&ch=74&rl=1025&issue=12/04/2015&z_chk=](http://texreg.sos.state.tx.us/public/regviewer$ext.RegPage?sl=R&app=1&p_dir=&p_rloc=313345&p_tloc=&p_ploc=&pg=1&p_reg=313345&ti=19&pt=2&ch=74&rl=1025&issue=12/04/2015&z_chk=)

84th Texas Legislature. (May 2015). *Senate Bill 149, Enrolled Bill*. Retrieved from: <http://www.capitol.state.tx.us/tlodocs/84R/billtext/pdf/SB001491.pdf>

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