

ACTION REQUIRED

October 23, 2006

**TO THE ADMINISTRATOR ADDRESSED:**

**SUBJECT:** Coding of LDAA information on Spring 2007 Answer Documents and  
TAKS–Alt Field Test Information

The purpose of this letter is to clarify the coding of TEKS-based locally determined alternate assessment (LDAA) information for students who receive special education services and whose ARD committee has determined that a TEKS-based LDAA is appropriate and provide additional information about the Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt) field test .

In order for the state to meet federal No Child Left Behind (NCLB) requirements, students whose individualized education program (IEP) currently indicates that they will be assessed using a “functional LDAA” because they are significantly cognitively disabled, and who meet the TAKS–Alt participation requirements will be participating in the TAKS–Alt field test in spring 2007. All students who meet the TAKS–Alt participation requirements will be required to participate in the field test for *all* applicable TAKS subject areas for their enrolled grade. Due to the pervasive nature of their disabilities, it is inappropriate for students participating in the TAKS–Alt field test to be assessed in one subject area with TAKS–Alt and in other subject area(s) with another assessment (e.g., State-Developed Alternative Assessment II (SDAA II) for math and TAKS–Alt for reading).

All other students who receive special education services must be assessed using TAKS, TAKS–Inclusive (TAKS–I), SDAA II, TEKS-based LDAA, or a combination of these assessments.

There will be no TAKS–Alt bubble on any answer documents. In addition, the “Functional LDAA” bubble will be removed from all answer documents. The “TEKS–Based LDAA” field will remain on SDAA II and TAKS–I answer documents in February and April, as well as on TAKS exit level retest answer documents. Instructions regarding the coding of the spring 2007 assessment documents will be provided in the 2007 District and Campus Coordinator Manual that will be available to districts in December.

**The ARD Decision-making Process and IEP Documentation**

The decision-making process for students served by special education services remains the same, but the TAKS–Alt field tests have been added as an assessment option. The Texas Education Agency (TEA) has provided updated graphs, flowcharts, and sample

forms on our website to replace those previously published in the 2006–2007 ARD manual. Please ensure that school personnel are aware of these changes.

According to the Individuals with Disabilities Education Act of 2004 (IDEA 2004), parents and district personnel may agree not to convene an ARD committee meeting to make changes to the student's IEP, and instead may develop a written document to amend or modify the child's current IEP. Upon request, however, a parent shall be provided with a revised copy of the IEP with the amendments. IEPs must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the student on statewide assessments. If the ARD committee determines that the student shall take an alternate assessment on a particular statewide assessment of student achievement, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

If you need assistance or clarification regarding the coding of answer documents or the TAKS-Alt field test, please call the TEA Student Assessment Division of at 512-463-9536. If you need assistance or clarification regarding the ARD process or IEP documentation, please contact the TEA Division of IDEA Coordination at 512-463-9414.

Sincerely,

Lisa Chandler  
Director, Student Assessment

cc: District Test Coordinator  
District Special Education Director  
Education Service Center Directors  
Education Service Center Test Coordinator  
Education Service Center Special Education Coordinator