

Alabama 2009 Accommodations Survey
Preliminary Report Observations

The findings from the Alabama 2009 survey preliminary report revealed various trends in regard to the selection of instructional and assessment accommodations for students with disabilities. These results will provide insight on how IEP teams select accommodations for use within the classroom and on state-mandated assessments. Some areas of interest are as follows:

- Considerations reported by respondents as most important in making instructional accommodations decisions ranked *student characteristics* as the most important factor and *student performance in the classroom* as the least important factor. Additionally, student input is usually not taken into consideration.
- The two principal accommodations that IEP teams consistently employ on assessments are *small group/individual administration* and by *student special education teacher*. Additionally, administering the assessment in the *special education classroom* is frequently or always used.
- Only one out of 10 respondents marked *student needs impede success in the classroom* and *student performance in the classroom* when considering accommodation use on state assessments. The respondents are more inclined to consider *student characteristics* rather than *student needs* when determining accommodation use.
- Survey results proved that high school teachers are more apt to choose an assessment accommodation that will *improve the student's chances*. Equally across all grade spans, teachers are prone to choose accommodations that mirror what is used for instruction and on classroom tests.
- The survey results did not show any statistical significance when looking at geographic settings of the respondent's school district location (urban, rural, or suburban).

These findings will allow us to provide technical assistance to local education agencies in the identification, determination, and use of instructional and assessment accommodations for students with disabilities.