

FAIRNESS

Mission

Recall that the fundamental mission of Big Horn County School District #1 is *to equip ALL students with the knowledge, skills, and attitudes necessary for success*. A fundamental corollary is that all students, regardless of background, ethnicity or socio-economic status, achieve and perform better where circumstances and expectations are clearly defined and articulated. As all assessments are developed, bias issues are considered. The curriculum committee addresses fairness through looking at individual assessments, assessment items, and results of assessments.

Bias Checks

Bias review guidelines and checklist are utilized to facilitate this process. (See pages 3-10 of this section.) Data is disaggregated in order to assure that the assessment does not show bias such as a disproportionate high number of students in a particular subgroup performing poorly. Our data is disaggregated by different subgroups including SES, special population, gender, migrant, and ethnicity. (See samples at the end of this section on pages 11-24.) This data is reviewed by content teams, school improvement teams, advisory teams, and the curriculum board. Any identified concerns for subgroups are discussed. Further analysis is made and goals for improvement are developed.

Appropriate accommodations are employed so students with disabilities and Limited English Proficient students have a fair opportunity to demonstrate what they know. The Individual Education Plan team identifies the necessary accommodations according to the *Wyoming Accommodations Manual for Instruction and Assessment* distributed by the Wyoming Department of Education. The district maintains a minimum of a 95% participation rate of all subgroups on all district assessments.

Data Review

Participation rates are tracked on each assessment as results are recorded.

Accommodations

Participation Rate

Building Intervention Teams address the needs of the Limited English Proficient student as well as other at-risk students. If necessary, appropriate accommodations are recommended by the BIT team.

The district describes the processes and procedures used to ensure that **assessment items/tasks** are not **based** against any subgroups of students. Supporting documentation is referenced.

The district provides evidence that **disaggregated assessment results are used to search for potential bias** in the assessment system.

The district outlines the process to ensure **accommodations are used appropriately**.

Relevant district data is presented to document that **participation rates** are at least 95% for all subgroups

Policies to ensure **fair participation of all students** in the system are included.

District policy reflects the notion that ALL students are eligible to participate to the fullest extent possible in the district assessment system (See pages 25-26 of this section.).

Multiple Opportunities

The district provides evidence that the district's system provides students with **multiple opportunities, using different formats and strategies** to demonstrate their knowledge and skills.

Multiple opportunities are provided for students in our district in several ways. We use different assessment formats on our common assessments. The assessment blueprints and matrices in the alignment section highlight these formats. Standards are covered in several courses which allow students to learn them multiple times. It also provides students the opportunity to increase proficiency over time. A student who was proficient in math based on algebra I and geometry could become advanced based on standard work in algebra II and precalculus since the standards are taught in these courses also. Remediation is possible for every assessment with opportunity to be assessed again in order to demonstrate proficiency levels.

Fairness & Bias Assessment Review Checklist

Please complete the checklist and return it with any notes or proposed changes to the curriculum director.

Assessment Title: _____

Type of Assessment: _____

Grade Levels: _____

Standards/Benchmarks Assessed: _____

- Is the assessment free of stereotypes and may it be completed by all students regardless of gender, ethnicity, economic status, and/or disability unless exempted?
- Are necessary accommodations to be used for students on 504 Plans, IEPs, or Limited English Proficient students?
- Does the assessment provide ample time for students to finish so that results reflect capability rather than test-taking skills?
- Does the assessment tap the knowledge and skills students have had an adequate opportunity to acquire during classroom instruction?
- Is the assessment free of tasks, situations, or vocabulary more familiar to students of one background or gender?
- Does the assessment use a scoring process applied without bias?
- Does the assessment avoid unnecessarily difficult language when assessing content from the standards?
- Does the assessment enable all students to demonstrate what they know and can do in the areas being assessed?
- Disaggregated data for this test has been examined for potential bias.
- Are the results influenced by error due to raters?

Notes: