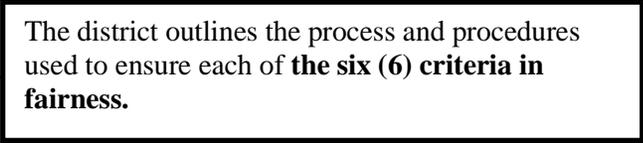


Section 4: Fairness

Overview of Fairness



The district outlines the process and procedures used to ensure each of **the six (6) criteria in fairness.**

The district uses the same approach to meet fairness requirements for language arts, health, and all other content areas. The content area committees that design, construct, and select assessment items are made aware of potential biases with assessment items. All faculty review team members that serve on the content area committees are trained to recognize items tainted by bias and stereotyping.

The district uses training materials for the bias training developed by Hambleton and Rogers at the University of Massachusetts. A checklist is used that requires the committees to evaluate each assessment item for a variety of biases. This checklist is termed a “Fairness Review Form” and is used to record the bias data for each assessment. If bias is suspected in any item, the item is revised or removed from the assessment. In this same manner, each content area committee reviews all the assessments within that area.

To ensure fairness in assessment practices, the district will continue to examine items as the assessment is being constructed or revised, examine the results of the assessment over time, and examine the design and implementation of the entire system. As items are found not to meet “fairness” requirements, the items will be revised to meet the requirements or removed as an assessment item by the content area teachers. The following areas will be addressed in terms of fairness:

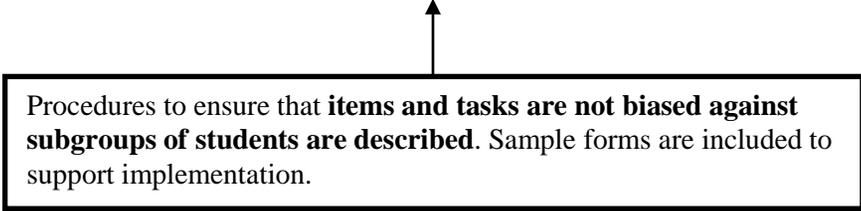
- Procedure to check for non-biased assessment items and tasks
- Use of appropriate accommodations for students
- Provision for multiple assessment opportunities for students
- Inclusion of a variety of assessment formats and strategies for students
- Disaggregation of student assessment results
- Student participation rates of greater than or equal to 95%

4a. Non-biased assessment items and tasks

- Procedures to ensure assessment items not biased

As an assessment is being constructed each item is examined by trained faculty members serving on a fairness review team. These faculty members are trained prior to reviewing assessments in professional development meetings led by the Assistant Superintendent of Curriculum, Assessment, and Data to recognize biased assessment items or tasks.

When looking at each assessment item, the fairness review team members use an established set of criteria reflected on a “Bias Review Form”. Any item or set of items the fairness team finds to be potentially biased are revised or removed from the assessment. A copy of each of the completed Fairness Review Forms for the 5 sample assessments follows this paragraph.



Procedures to ensure that **items and tasks are not biased against subgroups of students are described**. Sample forms are included to support implementation.

FCSD#1 FAIRNESS REVIEW FORM

CONTENT AREA: Language Art (LWTS)

CLASS: LA-11

TEST: 1st Semester, Speed, project (Civic), Reflective Narrative

MEMBERS OF REVIEW PANEL: Thompson, McCant, Scott

DATE OF REVIEW: 13 Oct 08

ITEM NO.	GENDER BIAS		ETHNIC BIAS		DISABILITY BIAS		SES BIAS		USEABLE	USEABLE IF REVISED	DO NOT USE	NOTES
<u>Speech</u> <u>1st Sem</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			<u>Speech</u>
	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>				
<u>1</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			<u>Intro</u>
<u>2</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			<u>body</u>
<u>3</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			<u>conclusion</u>
<u>4</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			<u>Delivery skills</u>
<u>Project</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			<u>"Civic"</u>
<u>Sem 1</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			
<u>1st Sem</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	YES	<u>NO</u>	<input checked="" type="checkbox"/>			
<u>2</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>3</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>4</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>5</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>6</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>7</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>8</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>9</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>10</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>11</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>12</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>13</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>14</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>15</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>16</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>17</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>18</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>19</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>20</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>21</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>22</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>23</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>24</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>25</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>26</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>27</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>28</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>29</u>	YES	NO	YES	NO	YES	NO	YES	NO				
<u>30</u>	YES	NO	YES	NO	YES	NO	YES	NO				

FCSD#1 FAIRNESS REVIEW FORM

CONTENT AREA: Language Arts (PP)

CLASS: LA 11

TEST: 2nd Semester exam, Paper, Speed, Comprehension (Words to Live by)

MEMBERS OF REVIEW PANEL: Thompson, Scott, McCarty

DATE OF REVIEW: 13 Oct 08

ITEM NO.	GENDER BIAS		ETHNIC BIAS		DISABILITY BIAS		SES BIAS		USEABLE	USEABLE IF REVISED	DO NOT USE	NOTES
1	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
2	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
3	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
4	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
5	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
6	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
7	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
8	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
9	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
10	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
11	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
12	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
13	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
14	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
15	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
16	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
17	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
18	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
19	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
20	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
21	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
22	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
23	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
24	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
25	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
26	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
27	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
28	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			
29	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	YES	<input checked="" type="radio"/> NO	✓			

Project #1

FCSD#1 FAIRNESS REVIEW FORM
 CONTENT AREA: HEALTH ASSES #1
 CLASS: HEALTH
 TEST: HEALTH EDUCATION ASSESSMENT 1 (Feeling Fit)
 MEMBERS OF REVIEW PANEL: S Chief House, Rachael Bergstrom, D Vinko-jaugh
 DATE OF REVIEW: 10/13/08

ITEM NO.	GENDER BIAS		ETHNIC BIAS		DISABILITY BIAS		SES BIAS		USEABLE	USEABLE IF REVISED	DO NOT USE	NOTES
1	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			Procedures
2	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
3	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
4	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
5	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
6	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
7	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			Student Checklist Teacher Guide
8	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
9	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
10	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
11	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
12	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
13	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
15	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
13	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
10	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
7	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
4	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
1	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	YES	<input type="radio"/> NO	yes			
	YES	NO	YES	NO	YES	NO	YES	NO				

need to present model
 need to present model

4b. Appropriate accommodations

- Uses accommodation appropriately

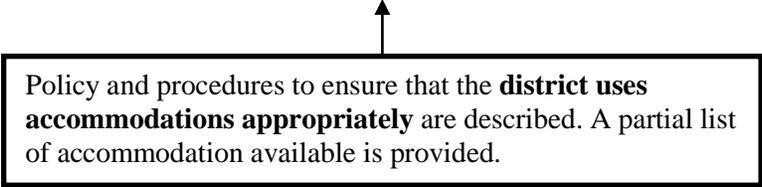
Fremont County School District 1 does not discriminate on the basis of race, color, national origin, gender, age, religion or disability in admission to, access to, or in treatment in its education programs or activities. All students in the district are guaranteed due process. If a student is in danger of not graduating or receiving a lower endorsement than he feels entitled to, he may file an appeal to the Board of Appeals. The Board of Appeals will utilize the following procedures. A Board of Appeals shall hear appeals from students who have not met desired levels of performance on the Body of Evidence. The Board shall consist of an administrator and four representatives from the content areas, two of whom shall come from the impacted content area. The representatives shall be selected by the principal.

The goal of the appeals process is to provide students one additional opportunity to demonstrate a higher level of performance. An adult of the student's choosing shall act as an advocate throughout the appeals process. This adult could be a parent, counselor, social worker, etc. It is the responsibility of the student and advocate to request an appeal. That request shall be sent in writing to the principal. The appeals panel shall convene within 10 working days of an appeal being filed and deliver a decision in a timely manner.

The Board of Appeals shall have authority to design an individualized program. This can include interviewing the student and involved faculty members, watching a demonstration of the student's knowledge and skills, reviewing additional assessment information, examining any pertinent records of student performance, requesting the student take additional assessments or any other activity that the Board feels will provide the student an additional opportunity to demonstrate knowledge and skills.

The decision of this Board of Appeals shall be subject to review by the Superintendent and Board of Education. The student may request a hearing with the Superintendent and Board of Education.

All students are given the appropriate assessment accommodations in accordance with the guidelines provided by the Wyoming Department of Education. The district follows the 2008 Standard Accommodations published by the Wyoming Department of Education. A brief listing of the accommodations available to students follows, but the entire document is found at www.k12.wy.us. Each student who needs accommodations is assigned a case manager who has the responsibility to work with all teachers to ensure the accommodations are being consistently provided. The details of each student's use of the accommodations may be found in their IEP or 504 files.



Policy and procedures to ensure that the **district uses accommodations appropriately** are described. A partial list of accommodation available is provided.

Partial List of Accommodations

1. Student uses large print edition of the test.
2. Student uses magnification devices.
3. Student uses color overlays to reduce glare or enhance text.
4. Student uses templates to reduce the amount of visible print.
5. Student uses a computer monitor screen cover.
6. Sign language interpreter signs directions.
7. Sign language interpreter signs test questions.
8. Student uses Braille Special Test Form.
9. Student uses tactile graphics.
10. A certified staff member or access assistant reads directions.
11. A certified staff member or access assistant reads and can re-read test questions.
12. Student may ask for clarification of directions.
13. Student uses audio amplification devices including and/or in addition to hearing aids to increase clarity.
14. A certified staff member or access assistant provides the use of an amplification system.
15. Student uses a screen reader.
16. Student uses text to speech software.
17. A certified staff member or access assistant provides visual cues to students who are deaf or hard of hearing.
18. Student uses assistive technology or an augmentative device.
19. A certified staff member or access assistant scribes or writes what a student dictates through an assistive communication device, pointing, sign language or speech.
20. A student types responses using a word processor.
21. Student uses speech-to-text conversion or voice recognition.
22. Student uses a Braille.
23. Student uses a tape recorder to record test responses rather than writing on a paper.
24. Student writes directly on a copy of the multiple-choice portion of any test instead of on answer sheets.
25. A certified staff member or access assistant monitors the placement of student responses.
26. Student uses visual organizers including graph paper, highlighters, place markers, and templates.

27. Student takes the test in a different location in the building, in a small group, or in an individual location, monitored by a teacher or qualified person. Changes may also be made to a student's location within a room to reduce distractions to the student or to other students.
28. Student takes the test in a different location to increase physical access or enable the use of special equipment, monitored by a teacher or access assistant.
29. Student is provided with extended time to complete the assessment.
30. Student is provided with multiple, individual breaks as needed, monitored by a teacher or access assistant.
31. Student takes the tests at the time of day when he or she is most likely to demonstrate peak performance.

4c. Multiple assessment opportunities

- Students have multiple assessment opportunities

The district provides a process to ensure **multiple assessment opportunities**. The Assessment Matrix is presented as evidence of implementation.

The Assessment Matrices shown on the next page indicate the use of multiple opportunities in different formats that each assessment provides to students. Additionally, the aggregation rules provide opportunities for students to utilize their best scores and drop the lowest ones, thus giving the students opportunities to show performance in a format most suited to display the students knowledge and skills.

Columns 4, 5, and 6 show evidence of multiple assessment opportunities for students to meet the required state standards in language arts.

4d. Variety of assessment formats and strategies

- Variety of assessment formats and strategies in the system

The district describes a process to provide a **variety of assessment formats and strategies** to the students. The Assessment Matrix is presented as evidence of implementation.

The Assessment Matrices shown on the next page indicate the use of a variety of assessment formats and strategies to assess student knowledge and skills.

Columns 2 and 3 show evidence of a variety of assessment formats and strategies for students. Column 2 is labeled “Assessment Name” and Column 3 is labeled “Assessment Type”. Column 3 also shows coding for the variety of formats and strategies.

In addition, to provide multiple opportunities for student assessment using different formats and strategies, the district curriculum, assessment, and data office will review the entire assessment system for each content area annually. This review will look for multiple student opportunities to demonstrate knowledge and skill in a variety of formats and strategies as student’s progress through the content curriculum. If a content area shows evidence of a lack of multiple student assessment opportunities in a variety of formats and strategies, a bias team committee will be convened to review the content area. Committee recommendations will then be implemented to improve opportunities and formatting.

ASSESSMENT MATRIX
CONTENT AREA: HEALTH

Selected Response - SR, Performance Assessment - PA, Portfolio - PO, Short constructed-response - CR, Writing Prompt - WP, Extended Project - EP, Structured Observation - OB, Journals - JO

Grade/Course	Assessment Name	Assessment Type	Health Promotion and Disease Prevention									Access Health Information, Products, and Services	Self Management			Influence of Culture, Media, and Technology			Interpersonal Communication			Goal-Setting and Decision-Making Skills			Advocating for Health											
			1	2	3	4	5	6	7	8	9		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4								
Health	Feeling Fit #1	EP									x	x			x										x											
	Nutrition Analysis #2	EP										x	x												x											
	Jay's Friend #3	WP																																x		
	Welcome to Health High #4	WP	x																						x				x	x						
	Tyrone's Father #5	WP									x	x																								
	Public Service Announcement #6	EP																																x		
	Party Weekend #7	WP																																x		
	Final Exam pt 1	SR, CR	x	x	x			x	x	x	x				x	x		x							x				x	x						
	Final Exam pt 2	SR	x	x	x	x	x	x	x	x	x	x						x			x															x
	Chap 1-3 Test 1	SR, CR		x		x									x										x									x		
	Chap 4-6 Test 2	SR, CR			x		x		x				x	x																						
	Chap 8-10 Test 3	SR, CR							x																											
	Chap 11-13 Test 4	SR, CR		x	x				x		x		x	x		x						x	x	x												
	Chap 14, 23, 24 Test 5	SR, CR	x	x	x	x		x	x	x	x		x					x				x		x												
	Chap 25-27 Test 6	SR, CR	x	x					x		x		x		x			x																		
	Chap 28, 31, 32 Test 7	SR, CR		x																					x											
	Chap 33-35 Test 8	SR, CR	x					x				x													x								x	x		
	Chap 19, 20, 21, 22, 29, 30 Test 9	SR, CR	x	x	x	x	x	x	x	x	x											x	x	x								x	x			

4e. Disaggregation of assessment results

The district describes the procedures for the **disaggregation of assessment results** and how they are used to **search for bias**.

- Disaggregation of assessment results (ethnicity, gender, socio-economic status)
- Results are used to search for possible bias

A standard practice in Fremont County School District #1 is the disaggregation of all assessment results by socioeconomic status, gender, race/ethnicity, and students with disabilities. The participation rates as well as the results from each assessment are collected and reviewed. If a district assessment has an unusual profile that may indicate some bias, then it will be reviewed. Appropriate adjustments will then be made to the assessment.

An example of how disaggregated results are reported to the faculty and community is given in the following chart. This displays the disaggregated BOE results for the graduating class of 2008 at the content area level for Language Arts and Health.

Percent Advanced/Proficient	White	Native American	Paid Lunch	F/R Lunch	Male	Female	RegEd	SpEd
Language Arts	89%	79%	88%	73%	84%	92%	88%	75%
Health	98%	86%	97%	100%	97%	100%	95%	100%

This small sample of our disaggregated data reveal the same patterns of performance that we see in ACT and PAWS assessment results. Our Native American, low socio-economic status, male and special education students tend to under-perform their counterparts. This news is both good and bad. The results are a good indication that our system is fair, because we see the same results in large scale assessments. The bad news is that we continue to see the achievement gap between majority and minority groups.

4f. Participation rates

The district describes the procedures to document and ensure acceptable **participation rates**.

Data is provided to support the implementation of the stated procedures for **disaggregating assessment results**.

- 95% participation rate is documented for all subgroups

A distinct advantage of the district's Version 2 BOE system, a course-based common assessment approach, is the high rates of participation. Because the assessments are used to produce both course letter grades and BOE performance level determinations, the teachers and most students do not see the BOE requirements as extra work. BOE requirements are merely a part of what the teachers and students already do. Thus, participation rates in the course assessments are simply not an issue. Every student who takes a course takes the assessments for that course. The district has a very small percentage of students who drop out before completing course assessments or who have other issues affecting student participation rates. The table below provides evidence of participation rates of 95% or greater for language arts and health assessments for the entire population and sub-groups. This sample comes from the fall semester of 2008.

Content Area	Indicator Class	Students in Class(es)	Students completing assessments	Participation Rate
Language Arts	LA 11	37	37	100%
	LA12	46	44	95.6%
	Honors English 11	22	22	100%
Health	Health	47	45	95.7%

Sub-Group Participation Rates in %	Indicator Classes	All	White	Native American	ELL	F/R Lunch	IEP
Language Arts	LA 11	100%	100%	100%	100%	100%	100%
	LA12	95.6%	98%	100%	n/a	95%	100%
	Honors English 11	100%	100%	100%	100%	100%	100%
Health	Health	95.7%	95.1%	99%	n/a	98%	100%

↑

The district provides data documenting **participation rates for the content area assessments** submitted. The district also documents that the **participation rates** are **95%** or higher.

