

Student Removal from Achievement Data

Student Removal from Student Achievement and Growth Data: Attendance and Enrollment

Each teacher guidebook page outlines the general terms of student eligibility for inclusion individual achievement or growth data to be counted for the Student Achievement and Growth Component of the evaluation.

Student attendance and enrollment definitions and circumstances are varied and often complex. Creating a one size fits all application to attendance and enrollment does not account for the unique student situations, variations in the length of courses, days available to deliver instruction, and unusual and extraordinary circumstances that can impact students' lives.

The sections below will serve as guidance and attempts to provide some level of consistency in the application of Student Achievement Data.

State Mandated Tests

The IDOE will provide teacher ratings of 1 through 4 based on student achievement/growth on ISTEP+ for teachers in grades 4-8 in the subjects of English/Language Arts and Mathematics.

ISTEP+

- Students enrolled in a teacher's classroom for a 90% of the year (as determined by enrollment date) up to the ISTEP + window will be counted in the teacher's effectiveness rating.
- Teachers will be given the opportunity to review their roster of students as provided to the MSDWT from the IDOE.
- The teacher will be given the opportunity to request students' removal from the effectiveness rating data. Primary evaluators must approve all requests for student data removal.

In order for a student to be considered for removal from the data, the teacher must show compelling evidence to the evaluator that the student should be removed. Some examples of potential considerations include:

- Student was assigned to Opportunity School for 9 weeks
- Student was shared with another teacher (due to instructional needs) resulting in the student's presence in the teacher's classroom for less than the minimum number of days – however the student continued to remain on one teacher's roster for the duration of the course, school year or semester.
- Student missed significant number of days and the teacher provided numerous opportunities for make-up work, worked with the parents, counselors, administrators in meetings to create a plan to assist the student
- Teacher followed up with student in before-and-after-school settings to tutor, provided opportunity for make-up work, communicated with home, etc.
- Student experienced a traumatic situation on or during the testing time (ex. fire in the home, DCS intervention in the home, parents incarcerated, etc.)

Local Assessments (Secondary Level)

- Refer to subject/grade level guidance (grade level page in Student Achievement Guidebook) for student enrollment/attendance and use of data
- Teachers will be responsible for maintaining accurate student attendance data
- Teacher should retain records and verification of student attendance if the record is other than data maintained in Skyward
- See your evaluator for questions

Local Assessments (Elementary Level)

- Refer to subject/grade level guidance (grade level page in Student Achievement Guidebook) for student enrollment/attendance and use of data
- See your evaluator for questions

ELL Levels, Special Needs Students and Data

ENL teachers and **Special Education** teachers should refer to their specific Student Achievement Measures guidance to determine student eligibility.

- General Education** teachers may request the *exclusion* data for ELL's when the following conditions exist:
 - The student is an ENL Level 1 or 2 and;
 - The student was enrolled in a US school after August 15 of the school year preceding the current school year's fall assessment – (Example: A Level 1 or 2 student enrolled in a US school on August 30, 2014, may be eligible for removal from teacher evaluation data for a 2015 fall standardized test) or;
 - The student was enrolled in a US school after January 1 of the school year preceding the current school year's spring assessment - (Example: A Level 1 or 2 student enrolled in a US school on January 6, 2015 may be eligible for removal from teacher evaluation data for the 2016 spring standardized test).
- The teacher will be responsible for gathering enrollment information on each ELL on the class roster.
- The teacher will be responsible for providing the evaluator the relevant documentation.

Examples:

Assessment Timeframe	Student ENL Level	Student Enrollment Date in US	Teacher May Request Removal from Data
Fall Semester (2015)	1 or 2	Prior to August 15, 2014	N
Fall Semester (2015)	1 or 2	On or after August 15, 2014	Y
Fall Semester (2015)	3, 4, or 5		N
Spring Semester (2015)	1 or 2	Prior to January 1, 2015	N
Spring Semester (2015)	1 or 2	On or after January 1, 2015	Y

All ELL's in Levels 1 through 4 should be given proper accommodations according to the students' Individual Learning Plan (ILP) for all assessments used in determining teachers' Primary or Secondary Measure.

- Prior to removal of any ELL, the primary evaluator must approve the removal.**
- General Education** teachers shall *include* data for *all* ELL's when the measure is a growth measure (i.e. NWEA, STAR Reading, STAR Math, Pre/Post Tests).

It is assumed that students with disabilities are included and will count in the data. Appropriate testing accommodations are identified by a case conference committee and put in place to enable the students to access and participate in state and local assessments as appropriate.

- **General Education** teachers should assume all student data for students with an IEP who participate in ISTEP will be included in ALL student achievement and growth data used for teacher evaluation. Data for these students will be included in all Primary and Secondary Student Achievement Measures. Prior to removal of any student data for evaluation purposed, the teacher must consult the primary evaluator.
- Student Achievement and Growth Data may be removed for those students participating in ISTAR. Prior to removal of any student data for evaluation purposes, the teacher must consult the primary evaluator.

All questions regarding inclusion of Special Needs student data should be directed to the teacher's primary evaluator. The primary evaluator will consult with the Director of Special Services. The decision by the Director of Special Services regarding the inclusion or exclusion of Special Needs student data will be final.

Most important is the dialog between the general education teacher, special education teacher of record, and the evaluator.