<p style="text-align:center">Student Removal from Achievement Data
Student Removal from Student Achievement and Growth Data: Attendance and Enrollment</p>

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+

- Rosters will be provided to teachers. The rosters will include students that are currently assigned to the teacher in the IDOE database.
- Teachers will be given the opportunity to review their roster
- 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

- 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

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 did not meet the criteria of being continuously enrolled in a teacher's classroom on or before the twentieth (20) student day
- 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.)

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:
  1. The student is an ENL Level 1 or 2 and;
  2. 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;
  3. 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.

(See below for examples)

Examples:

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

In addition to the above criteria, 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 did not meet the criteria of being continuously enrolled in a teacher's classroom on or before the twentieth (20) student day
- 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.
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