

TEACHER – STUDENT ATTRIBUTION: HOW STUDENTS IN STUDENT LEARNING OBJECTIVES ARE RECOMMENDED FOR INCLUSION IN LEAP STUDENT GROWTH

Student Learning Objectives (SLOs) are a framework to monitor student progress across a learning progression towards critical learning outcomes. Student growth, when using SLOs, is determined by comparing a student’s readiness for content at the beginning of the course (preparedness level) with his/her mastery of content at the end of a course (expectation level).

What is Teacher – Student Attribution?

Key Idea: For a student to be included in the student growth component of LEAP, the student and teacher should both be present for a significant majority of the course (greater than or equal to 80%).

By having course objectives, a learning progression, and a body of evidence explicitly focused on the content, standards and instruction of the grade/course, SLOs provide an intimate connection between effective instruction and each students’ individual and unique learning.

In order for students’ growth to be used for accountability purposes, it’s important to identify the students a teacher has had sufficient opportunity to instruct. This is called “Attribution”. This ensures that teachers’ evaluations are linked only to students with which they have worked with for a significant amount of time. In alignment with attribution for LEAP State Growth, only students who were with a teacher for at least 80% of a course should be included in SLO scoring for the purpose of accountability (i.e., LEAP).

Attribution is different than a student’s attendance percentage shown in other systems (such as Infinite Campus or the portals). Attribution takes into account student attendance (including starting a course late or leaving a course early) and teachers’ long-term leave.

Example Attribution Calculation Scenarios¹

Example 1: The course lasts 100 days. The student leaves 10 days before the end of the course and is absent six days.

Teacher: 100 days		
Student: Enrolled 90 days. Also has 6 absences.		Student not enrolled
Course: 100 days Percentage of Shared Time = $84/100 = 84\%$		Student not enrolled

Example 2: The course lasts 100 days. The teacher was on leave and is not the teacher of record for the first 10 days. The student leaves 10 days before the end of the course and is absent 6 days.

Teacher not assigned	Teacher - 90 days	
Student - Enrolled 90 days. Also has 6 absences (during teacher assignment)		Student not enrolled
Teacher not assigned	Course - 100 days Percentage of Shared Time = $74/100 = 74\%$	Student not enrolled

Example 3: The course lasts 100 days. The student begins the year in one section of the course, but then transfers to another section (of the same course with the same teacher) that is not originally included in the SLO.

Teacher: 100 days		
Student: Enrolled 10 days.		
Course: 100 days Percentage of Shared Time = $100/100 = 100\%$		

¹ For simplicity, all examples show instructional days. In reality, attribution uses the number of minutes of a course and accounts for a multitude of unique master scheduling practices. Teachers will generally enter expectation levels before the end of the course; attribution is calculated weekly up to the date when teachers submit end-of-course expectation levels.

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Attribution Display in the SLO Application

In the SLO Application, teachers are shown attribution data for each student. If there are multiple sections included in the SLO and the student is in both sections, an overall weighted average of attribution is shown. You can hover over the data shown to see the attribution for each section.

For secondary schools, year-long courses are actually entered in IC as two semester-long courses. Both course sections, semester one and two, should be included in the SLO. If they are not, attribution will only display for the semester included in the SLO.

Why is an Error Sign Displayed Instead of an Attribution Percentage?

In a small number of instances, the SLO Application will not display attribution information. This is usually the result of one of two issues:

1. The student is not in a section that was added to the SLO.
 - a. For elementary schools: is an ELA course added to the SLO instead of the homeroom or literacy course? Usually, not all homeroom students are in the ELA course.
2. A school has renamed or renumbered the course and/or section since you created your SLO.
 - a. Is the course and section name and number in the SLO Application exactly the same as information in IC? If not, your school scheduler probably made changes to the master schedule. You can re-add the newly named course/sections in the SLO Application by clicking on the button 'Add Section(s)'.

Other scheduling irregularities may result in errors, such as a student not being scheduled to a teacher's roster, scheduling a student into two overlapping courses, or incorrectly recording when a student transfers in or out of a course. Talk with the master scheduler at your school; if they don't know of any unusual circumstances, DoTS can troubleshoot.

Can I Override the Application's Recommendation to Include or Exclude a Student?

Key Idea: The SLO Application uses IC data to calculate attribution and to make a recommendation on including or excluding a student from LEAP student growth. A teacher may override this recommendation if they know IC data is inaccurate and have documented evidence.

If a student has an attribution of greater than or equal to 80%, the application will recommend the student be included in SLO scoring for LEAP. If the attribution is less than 80%, the application will recommend the student be excluded.

Attribution uses attendance data from IC. If IC data is inaccurate, attribution will not be accurate. For elementary schools, where attendance is only taken once per school day, that same attendance is applied to all classes that happen on that day (including BCC courses, specials, electives, etc.).

As teachers will enter end-of-course expectation levels before the end of the year, the recommendation to include/exclude a student in SLO scoring for LEAP is based on the attribution calculated on the 'as of' date shown in the SLO Application in the attribution column header. Attribution is re-calculated every weekend.

Teachers may override the recommendation to include/exclude a student if they have documented evidence that the student's attendance from IC is incorrect. Teachers may also override the recommendation and include students, if they believe they have had enough time with the students to have a meaningful impact on their learning. Inclusion of students with low attribution must be applied uniformly. (I.e. a teacher should not include one student and exclude another that both have an accurate attribution of 60%).

Attribution locked on Submission

Once a teacher submits end-of-course expectation levels for an SLO, the attribution date is locked. If an evaluator returns the SLO for revisions, the attribution as-of date will not change.

Still Have Questions?

Please e-mail the SLO help line: slohelp@dpsk12.org