

## Guidance about Shared Attribution

2019-2020 Impacted by COVID-19

*An optional student growth measure within the Ohio Teacher (OTES 1.0) and Principal Evaluation Systems*

Shared attribution is defined as a student growth measure that can be attributed to a group. This measure can be used to encourage collaborative goals and may be used as data in the student growth component of teacher and principal evaluations. The Ohio Department of Education (ODE) recommends careful consideration and collaboration regarding the use of shared attribution data for teachers of kindergarten through grade 12, as the intent of the evaluation system is to capture the truest picture of an individual teacher's impact on his or her student population.

Below are some considerations to assist in the decision-making process around the use of shared attribution.

1. Is the district going to use shared attribution as an option for one of its local measures?
2. There are two local options for shared attribution (see below). Which *single* measure will the district apply to educators in each building or the district?
3. How much weight will the district assign to shared attribution?

### Local Options for Shared Attribution

The Ohio Department of Education has identified two types of shared attribution measures. Districts choosing to include shared attribution as a local measure can apply *only one* of the following measures to an educator:

#### 1. Data options from the Local Report Card include:

- The school or district overall letter grade;
- The Progress Component Grade;
- A math, reading or subgroup score for content-area and specialized-area building teams.

Convert the progress score to a 1-5 rating using the following table:		
Rating	Grade	Progress Score
5	A	2.0 and up
4	B	1.0 to 1.9
3	C	-1.0 to 0.9

2	D	-2.0 to -1.1
1	F	Below -2.0

**2. Building-based or district-based student learning objectives.**

**Additional Considerations for Districts Opting to Use Shared Attribution as a Local Measure**

Shared attribution can be used effectively if applied with consideration of all influencing factors for each district. Some of the considerations include collaboration, consistency and the weight of the shared attribution.

**1. Collaboration**

Shared attribution measures should be used to encourage collaboration, shared responsibility and shared accountability. As a component of the dialogue surrounding shared attribution, the Department recommends multiple data points whenever possible. All student growth measures should be reflective of each individual teacher’s impact on student learning for his or her particular student population. Therefore, the decision to use shared attribution should be the result of collaborative discussions regarding individual district factors.

**2. Consistency**

It is recommended that the local student growth measure plan be as consistent as possible among teachers. Districts may apply *only one* shared attribution measure to each teacher. Therefore, districts should aim to use the same measure for all teachers within the district or, at minimum, maintain consistency within buildings. Some examples are provided below to aid districts in considering possible options.

**Examples**

a. District A chose to use the district Value-Added Progress Score in reading as noted on their School Report Card as shared attribution and applied that measure equally to all teachers in the district. In this example, many teachers within the district did not directly teach reading. Nevertheless, because Ohio’s Learning Standards stress the importance of all content areas teaching reading, District A believed this to be an appropriate measure for shared attribution for all teachers within the district.

b. District B used a different shared attribution measure for each building. For example, the elementary building used the district Value-Added Progress Score in reading; the middle school used the district overall Value-Added Progress Measure (the reading and

math composite); and the high school wrote a building-level student learning objective focused on reading.

### 3. Weight

According to the Ohio Revised Code, after consultation with teachers, the local school board is to approve the final weighted percentages for each category of teachers. Districts can choose to apply a shared attribution measure but must identify the designated weight in the district student growth measure plan. The weight attributed to shared attribution, however, is limited for category A2 teachers as indicated on the [Student Growth Measures graphic](#). Category A1 teachers cannot use shared attribution as they are required to use their own value-added score for the full student growth measure.

Important points to consider when determining the weight to assign to a shared attribution measure follow:

- Using a shared attribution measure at a high percentage provides little useful data to the district to improve instruction and student learning because it is not reflective of an individual teacher's impact on their own student population.
- Shared attribution is included as a local measures option to allow districts to create a team atmosphere, which reinforces the fact that all teachers within a building or district are working toward common goals.
- Districts should take into account past value-added data, review available trend information and reflect on the effect of a shared attribution measure on individual teachers within the group as related to their direct impact on student learning.

#### **Shared Attribution as a Locally Determined Student Growth Measure**

Ultimately, the use of a shared attribution measure, including the percentage of weight designated, is a district decision. Student growth measures should collectively represent each individual teacher's impact on student learning for his or her particular student population when possible. The decision to use shared attribution should involve close consideration of the factors identified above, along with individual district factors that may influence decisions.