Guidance about Shared Attribution

An optional student growth measure
within the Ohio Teacher 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 evaluation. 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 new evaluation system is to capture the truest picture of an individual teacher's impact on his or her student population.

Local education agencies face at least three decisions when considering the use of shared attribution. Decision points include:

1. Is the district going to use shared attribution as an option for one of its local measures?
2. Which *single* shared attribution measure will the district apply to the teachers in each building or to the entire district?
3. How much weight will the district assign to shared attribution? When using shared attribution, ODE recommends 5-10 percent. Districts opting to use a higher percentage are advised to remain below 25 percent.

Local options for shared attribution

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

1. The building or district Value-Added rating is recommended if available;
   Value-Added overall progress letter grade as noted on the building or district report card (A=5, B=4, C=3, D=2, F=1).

2. Content-area and specialized- area building teams may utilize a math, reading or subgroup Value-Added progress score from the building or district report card:

   - 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

3. Building-based or district-based student learning objectives.

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, ODE strongly recommends multiple data points whenever possible. All student growth measures should represent a reflection 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 quality 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 at 5 percent. In this example, many teachers within the district did not directly teach reading. Nevertheless, because Ohio's New 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 but chose to weight all measures at the district designated weight of 10 percent for shared attribution. 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.

   c. District C chose to use shared attribution and designated 5 percent to the measure. Each building within the district wrote a building-level student learning objective focused on reading. However, the elementary building, with district

approval, increased the shared attribution weight to 10 percent and the middle school and high school maintained the district identified weight of 5 percent.

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 A1 and A2 teachers as indicated on the Student Growth Measures graphic online. This graphic is available at education.ohio.gov by searching for *student growth measures*.

When using shared attribution, ODE recommends 5-10 percent. Districts opting to use a higher percentage are advised to remain below 25 percent. Using shared attribution for all of a teacher's student growth measure is not recommended because it has limited relevance for the purpose intended, to identify the strengths or weaknesses of a teacher with regard to the learning of specific subject matter for a particular set of students.

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 masks the performance of individual teachers with the performance of others. The student growth measure component of the evaluation system should pick up the variability in teacher effects by differentiating performance among teachers to provide for comprehensive input regarding student growth.

- 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. Using shared attribution at a high percentage, however, can inhibit the growth of that team spirit, counteracting the original intent of the shared attribution measure.

- For those teachers who are not teaching Value-Added grades and subjects, consider using and more heavily weighting other local measures that more directly reflect the teacher's impact on learning for those students for whom she or he provides instruction.

- 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.

Summary

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. Therefore, choosing to use shared attribution at any level should not be taken lightly. Districts may choose initially to use shared attribution at a slightly higher weight as a preliminary step in a future direction toward having a more enhanced, broad spectrum of measures in place (e.g. student learning objectives). The decision to use shared attribution should involve close consideration of the factors identified above, along with individual district factors that may influence decisions.