

Fall River Public Schools
District Determined Measures

Identifying and Selecting DDMs

- A DDM Work Group, consisting of teachers and administrators, will identify or create at least two measures of student growth and learning for each educator.
- The DDM Work Group may consider current district assessments.
- The DDM Work Group may consult with district educators with expertise in certain areas such as English language learners and students with disabilities.
- The DDM Work Group will determine a method of collecting feedback from district educators regarding the quality of DDMs.
- The DDM Work Group will submit DDMs to the Superintendent for review.
- The DDM Work Group will meet yearly to review and improve the district's DDMs.
- The DDM Work Group will make recommendations to the Superintendent for district professional development around DDMs. Any dispute over the appropriateness of a DDM will be brought to the evaluation work group for a final decision.
- Educators participating in the work group shall receive the equivalent of 67.5 PDPs each year

DDM SELECTION CRITERIA

- DDMs must be comparable across grade or subject level district-wide.
- DDMs must include consistent, transparent scoring processes that constitute high, moderate, and low student growth.
- DDMs must be aligned to the Massachusetts Curriculum Frameworks.
- The use of median SGP is required as one DDM for educators of grade 4-8th ELA or Math.

Process

- Educators must be informed of the DDMs that will be used to determine their Student Impact Rating no later than the end of the fourth week of school.
- The Superintendent shall determine the type of professional development required for all educators and evaluators around the Student Impact Rating and DDM implementation and scoring.
- Educators shall have an opportunity to review and confirm the roster of students whose scores will be used in the determination of their impact rating.
- The evaluator will meet with the educator annually to discuss student growth for each DDM for used the previous year. This meeting should take place on or before the date of approval for goals.
- The evaluator and educator will consult to determine the impact rating of high, moderate or low growth.

- Educators with PTS whose overall Summative Performance Rating is exemplary or proficient and whose Student Impact Rating is moderate or high shall be placed on a two-year self-directed growth plan.
- Educators with PTS whose overall Summative Performance Rating is exemplary or proficient and whose Student Impact Rating is low shall be placed on a one-year self-directed growth plan.
 - The educator and the evaluator shall analyze the discrepancy between the Summative Performance Rating and Student Impact Rating to seek to determine the cause of the discrepancy. The evaluator's supervisor may review the overall rating.
 - The Educator Plan may include a goal related to elements of practice that may be contributing to low impact.
 - Evaluators may recommend other changes in instructional practice.
- Evaluators may use evidence of educator performance and impact on student learning in the goal setting and educator plan development processes.

Determining a Student Impact Rating

- To determine whether an educator is having a high, moderate, or low impact on student learning, the evaluator will consider and/or use:
 - professional judgment
 - conversations with educator
 - At least two measures (a statewide growth measure must be used as one measure, where available) in at least two years
 - The educator's student population, size of population, learning context and other relevant factors
- A rating of high indicates that the educator's students demonstrated significantly higher than one year's growth relative to academic peers in the grade or subject.
- A rating of moderate indicates that the educator's students demonstrated one year's growth relative to academic peers in the grade or subject.
- A rating of low indicates that the educator's students demonstrated significantly lower than one year's student learning growth relative to academic peers in the grade or subject.

Student Enrollment and Attendance

- Students entering a year-long class after October 1 or leaving a year-long class before March 1 will not be counted as part of the overall rating of the teacher, unless requested by the teacher.
- Student data for semester-long courses who are not enrolled by the fourth week or leave the course before the end will not be counted as part of the overall rating of the teacher.
- Student data for a student with an attendance rate of less than 93% will not count as part of the impact rating of the teacher.

Initial Reporting of Student Impact Ratings

- The district shall implement DDMs and collect Impact on Student Learning Rating data during the 2014-15 school year. The district will consider this first year as a pilot.
- The district shall implement DDMs and collect the first year of Impact on Student Learning Rating data during the 2015-16 school year.
- The district shall implement DDMs and collect the second year of Impact on Student Learning Rating data during the 2016-17 school year.
- Initial Student Impact Ratings shall be determined based on trends and patterns following the 2016-17 school year and shall be reported to ESE.
- Until a student impact rating can be assigned based on the two-year trend, educators will have no rating.

Other

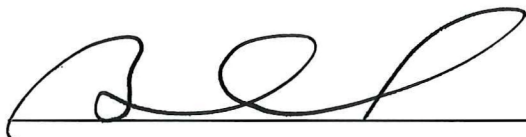
- An educator's Summative Performance Rating is a rating of educator practice and remains independent from the educator's Student Impact Rating, which is a rating of impact on student learning, growth, and achievement



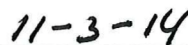
Rebecca Cusick, President of the FREA



Date



Bruce Assad, Attorney for the Fall River School Committee



Date