



Framingham Public Schools

Robert A. Tremblay Ed.D., Superintendent of Schools

SCHOOL COMMITTEE

Adam Freudberg, Chair • Gloria Pascual, Vice Chair • Tracey Bryant, Clerk
Noval Alexander • Geoffrey Epstein • Richard A. Finlay
Beverly Hugo • Tiffanie Maskell • Scott Wadland
Yvonne M. Spicer, Mayor

73 Mount Wayte Avenue, Second Floor, Framingham, MA 01702

Telephone: 508-626-9121 Fax: 508-877-4240

TO: City of Framingham Stakeholders
FROM: Adam Freudberg, Chair of the School Committee
DATE: Friday June 14, 2019
RE: Superintendent's Summative Evaluation Cover Memo

Overview

As part of our many roles outlined in state law, and consistent with the Superintendent's contract, the School Committee is required to complete an annual evaluation of the Superintendent. Along with this memo, I am pleased to submit the 2019 Superintendent's Summative Evaluation for Dr. Robert Tremblay. This evaluation includes School Committee member feedback and ratings from every voting member integrated into one document. Dr. Tremblay was evaluated based on his efforts with the current School Committee from July 2018 to the present. All ratings were averaged out based on responses in each category, and all member feedback was copied and pasted with no material changes beyond formatting.

The process to evaluate the Superintendent was discussed at multiple public School Committee meetings. The timing for member submission on June 11 and vote on June 19 has been planned since January of 2019. Based on member requests for additional time, the final deadline was extended to June 13 at 5:30 p.m.

On May 1, 2019 the Committee voted unanimously, and the Superintendent agreed to use the Massachusetts Department of Elementary and Secondary Education's End-of-Cycle Summative Evaluation Report template.

Filling Out the Evaluation Report

Between meetings, members had the opportunity to meet, email, or have a phone call with the Superintendent if they had any questions or needed more data while filling out the evaluation form. Additionally, Dr. Tremblay added evidence to be evaluated onto the shared drive all members have access to, and referred them to recent and past meeting materials and communications for reference.

A very special thank you to the School Committee's Executive Assistant Joanna Hastry for the tremendous effort she put into every aspect of this process.

Guidance on How to Evaluate Superintendents

Members had access to the MA Department of Elementary and Secondary Education's guide: *The Massachusetts Model System for Educator Evaluation - Part VI: Implementation Guide for Superintendent Evaluation*, as well as guidance from the Massachusetts Association of School Committee's to utilize.

Summative Evaluation Drafted by the Chair

According to the Massachusetts Department of Elementary and Secondary Education (DESE), "The school committee chair compiles the End-of-Cycle Evaluation Reports compiled by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings."

Transparency

To be fully transparent, all member responses are public in three ways with attachments to this memo.

1. Exact comments by each member copied and pasted into summative evaluation
2. Exact form filled out by each member provided
3. Spreadsheet of all data

Consistent with the MA Open Meeting Law, regulations, and court rulings, the summative evaluation was released online to the public first, and then submitted to School Committee members hours later.

Key Evaluation Data Summary

The number is based on the average of all member ratings in the respective section

Overall Summative Performance of the Superintendent - Based on Progress Toward Goals and Performance on Standards

- Proficient: 3.44 out of 4

Overall Rating for Standard I: Instructional Leadership

- Proficient: 3.44 out of 4

Overall Rating for Standard II: Management and Operations

- Proficient: 3.44 out of 4

Overall Rating for Standard III: Family and Community Engagement

- Proficient: 3.44 out of 4

Overall Rating for Standard IV: Professional Culture

- Proficient: 3.44 out of 4

Rate Impact on Student Learning

- High: 2.78 out of 3

Superintendent's Performance Goals

- Portuguese Language Acquisition: Significant Progress: 3.11 out of 5
- Improved Academic Performance & Equity of Opportunity for Students: Met/Significant Progress: 3.78 out of 5
- FPS Action Civics Commission: Met/Significant Progress: 3.89 out of 5
- FPS Enrollment & Facilities Planning: Met/Significant Progress: 3.89 out of 5

Year to Year Analysis

The overall summative score increased + 0.44 from 3.0 in 2018 to 3.44 in 2019.

The far right column of the spreadsheet shows the gains and one loss between last year's June 2018 evaluation and this one. Of the 29 unique categories, Dr. Tremblay's scores increased year to year in 27 of them, remained the same in one, and decreased slightly in another.

The top gains were in:

- Continuous Learning + 1.0

- Data Informed Decision Making + 0.77
- Instructional Leadership + 0.68
- Assessment + 0.56
- Sharing Responsibility + 0.56
- Law, Ethics, and Policies + 0.56
- Rate Impact on Student Learning + 0.55
- Fiscal Systems + 0.45
- All other categories with gains increased between +0.11 and +0.44

The score remained the same in:

- Human Resources Management and Development

The score decreased in:

- Family Concerns - .02

The Next Evaluation of the Superintendent

The School Committee's next annual evaluation will be completed in June of 2020. This evaluation will be based on additional goals and areas of focus Dr. Tremblay plans to share with the committee and the public this summer. Additional criteria and the evaluation form to be used for the next evaluation will be determined by the School Committee in the months ahead.

FRAMINGHAM SCHOOL COMMITTEE - SUPERINTENDENT'S EVALUATION SCORING - June 19, 2019	Beverly Hugo District 1	Richard Finlay District 2	Scott Wadland District 3	Adam Freudberg District 4	Noval Alexander District 5	Geoffrey Epstein District 6	Tiffanie Maskell District 7	Gloria Pascual District 8	Tracey Bryant District 9	Overall Average Final Score 2019	Year to Year Final Score Difference (2018 to 2019)
Step 1 - Assess Progress Towards Goals											
<i>Exceeded-5, Met-4, Significant Progress-3, Some Progress-2, Did Not Meet-1</i>											
Professional Practice Goal	Met - 4	Exceeded - 5	Some Progress - 2	Significant Progress - 3	Met - 4	Met - 4	Met - 4	Some Progress - 2	Met - 4	Significant Progress/Met: 3.56 out of 5	N/A - Goals are Different
Student Learning Goal	Significant Progress - 3	Exceeded - 5	Met - 4	Met - 4	Met - 4	Met - 4	Met - 4	Some Progress - 2	Exceeded - 5	Met/Significant Progress: 3.89 out of 5	N/A - Goals are Different
District Improvement Goals	Met - 4	Exceeded - 5	Significant Progress - 3	Met - 4	Exceeded - 5	Met - 4	Met - 4	Some Progress - 2	Met - 4	Met/Significant Progress: 3.89 out of 5	N/A - Goals are Different
Step 2 - Assess Performance on Standards											
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>											
Instructional Leadership	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Exemplary - 4	Exemplary/Proficient: 3.56 out of 4	(+) 0.68
Management and Operations	Proficient - 3	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.44 out of 4	(+) 0.44
Family and Community Engagement	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.44 out of 4	(+) 0.44
Professional Culture	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.44 out of 4	(+) 0.22
Step 3: Rate Overall Summative Performance											
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>											
	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.44 out of 4	(+) 0.44
Step 4: Rate Impact on Student Learning											
<i>High-3, Moderate-2, Low-1</i>											
	Moderate - 2	High - 3	High - 3	High - 3	High - 3	High - 3	High - 3	Moderate-2	High - 3	High: 2.78 out of 3	(+) 0.45
Superintendent's Performance Goals											
<i>Exceeded-5, Met-4, Significant Progress-3, Some Progress-2, Did Not Meet-1</i>											
Portuguese Language Acquisition	Met - 4	Met - 4	Some Progress - 2	Significant Progress - 3	Met - 4	Significant Progress - 3	Met - 4	Some Progress - 2	Some Progress - 2	Significant Progress: 3.11 out of 5	N/A - Goals are Different
Improved Academic Performance & Equity of Opportunity for Students	Met - 4	Exceeded - 5	Met - 4	Met - 4	Met - 4	Met - 4	Met - 4	Some Progress - 2	Significant Progress - 3	Met/Significant Progress: 3.78 out of 5	N/A - Goals are Different
FPS Action Civics Commission	Met - 4	Exceeded - 5	Some Progress - 2	Exceeded - 5	Exceeded - 5	Met - 4	Met - 4	Some Progress - 2	Met - 4	Met/Significant Progress: 3.89 out of 5	N/A - Goals are Different
FPS Enrollment & Facilities Planning	Met - 4	Exceeded - 5	Significant Progress - 3	Met - 4	Met - 4	Met - 4	Met - 4	Some Progress - 2	Exceeded - 5	Met/Significant Progress: 3.89 out of 5	N/A - Goals are Different
Overall Rating for Standard I: Instructional Leadership											
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>											
I-A Curriculum	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Needs Improvement - 2	Proficient: 3.22 out of 4	(+) 0.22
I-B Instruction	Needs Improvement - 2	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.33 out of 4	(+) 0.33
I-C Assessment	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.44 out of 4	(+) 0.56
I-D Evaluation	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.11 out of 4	(+) 0.11
I-E Data Informed Decision Making	Needs Improvement - 2	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Exemplary - 4	Proficient: 3.44 out of 4	(+) 0.77
Overall Rating for Standard II: Management and Operations											
	Proficient - 3	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Needs Improvement - 2	Proficient - 3	Proficient: 3.44 out of 4	

End-of-Cycle Summative Evaluation Report (2018-2019)

Superintendent of Schools



Superintendent: Robert A. Tremblay
 Framingham School Committee

Evaluator: Summative Evaluation

June 19, 2019

Name **Date**

Assess Progress Toward Goals (Complete page 3 first, then check one for each set of goals)

Exceeded-5, Met-4, Significant Progress-3, Some Progress-2, Did Not Meet-1

Professional Practice Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress/Met: 3.56 out of 5	<input type="checkbox"/> Exceeded
Student Learning Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Met/Significant Progress: 3.89 out of 5	<input type="checkbox"/> Exceeded
District Improvement Goals	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Met/Significant Progress: 3.89 out of 5	<input type="checkbox"/> Exceeded

Assess Performance on Standards (Complete pages 4–7 first, then check one box for each standard)

Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1

<p>Indicators</p> <p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Standard I: Instructional Leadership	Exemplary/Proficient	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.56 out of 4
Standard II: Management and Operations		<input type="checkbox"/>	<input type="checkbox"/>	X	3.44 out of 4
Standard III: Family and Community Engagement		<input type="checkbox"/>	<input type="checkbox"/>	X	3.44 out of 4
Standard IV: Professional Culture		<input type="checkbox"/>	<input type="checkbox"/>	X	3.44 out of 4

End-of-Cycle Summative Evaluation Report: Superintendent

Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

**X Proficient:
3.44 out of 4**

Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low

Moderate

X High: 2.875 out of 3

High-3, Moderate-2, Low-1

Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Beverly Hugo, District 1 - Dr. Tremblay is an outstanding superintendent who has endeared himself to our community and is passionate about making the Framingham Public Schools the best that they can be. He is visible throughout the community and has brought many new initiatives and best practices to our district. He is kind, collegial, highly respected and easily approachable. A tireless advocate for our schools, he can be seen reading to a class in Portuguese, playing the trumpet in the Flag Day parade and attending plays and other community events. He consistently attends seminars, trainings, conferences and workshops to improve his leadership and to bring best practices to the Framingham Public Schools.

More collaboration with wider stakeholder input would be desirable to build consensus and support.

Increased student achievement for all cohorts should be the focus this next year with SMART goals. Without a way to measure progress, we are remiss in monitoring progress and providing strategic supports to each child.

Differentiation should be given a priority in professional development this next year so that the needs of all learners can be optimally addressed by all teachers and staff.

We are a diverse community with complex needs and challenges. Although we have much to be proud of with our many accomplishments, more emphasis needs to be placed on ensuring that each child is making at least adequate annual growth.

Richard Finlay, District 2 - The district is lucky to have such a strong leader. Bob continues to try to improve not only himself but to move the district forward to meet academic goals and be fiscally responsible and to support all staff. Bob is amazing how he engages staff in getting involved to be part of the decision making to make all feel part of the team. Bob does an excellent job explaining why when decisions are made even if unpopular ones.

Scott Wadland, District 3 - Dr. Tremblay has had a great year with respect to the four standards of practice. There is still some work to be done towards his Portuguese language acquisition, but notable progress has been made. There is also further work to be done regarding Facilities Planning, but armed with the recent McKibben demographic report this effort is well-positioned to continue next year. Overall, Dr. Tremblay has continued to prove himself as a valuable asset to the Framingham Public Schools.

Adam Freudberg, District 4 - The last year has been one with tremendous progress in the areas of student achievement, ramping up employee recruitment and retention efforts, long-term planning, communications, stakeholder engagements, data collection, bilingual expansion, technology enhancements, increased transparency, zero-based budgeting, and fixes to longstanding challenges. We also saw the successful result of a six year process to secure funds to replace the aging Fuller Middle School and address a major inequity in our community. Multiple new multi-year contracts were agreed to with our union partners in collaborative fashion to support and benefit both the district and FPS workforce. And we continue to do this all in year two as a toddler aged city still learning our new form of government after 317 years as a town. All of these areas of improvement would not have been made possible without the remarkable leadership of our Superintendent Dr. Tremblay. He has made the role of improving and leading the day-to-day operations of the Framingham Public Schools his daily mission. This is a large school district with challenges across our 15 school locations, and it is not an easy task. I am confident we have the right leader for this job and am pleased that Dr. Tremblay has indicated time and time again his continued wish to remain in Framingham. As I referenced in last year's evaluation we still have underperforming schools, achievement gaps, rising enrollment, aging facilities, and high populations of students who need extra supports. However, due to the actions taken in recent months I am much more comfortable with the Superintendent's progress in each of these areas because there is a plan being implemented, managed, tracked, funded, and evaluated on a regular basis with a strong leadership team. Going into year three of the District's three year strategic plan, I could not imagine how the city would be primed for both continuity and additional successes if not for both the daily actions required of a Superintendent, as well as the forthcoming extension of the next strategic plan. With Dr. Tremblay's steady, thoughtful, and detail oriented leadership I believe that Framingham's youth, FPS staff, and our community can have strong confidence in the leadership of the Framingham Public Schools.

Noval Alexander, District 5 - During this rating period Dr. Tremblay has made significant strides in multiple areas in an effort to make Framingham Public Schools a beacon of high academic achievement for all students. He has done this through utilizing data, employing various instructional methodologies, periodic visits to schools, peer feedback and collaboration to change the environment inside the schools and more importantly inside the classrooms. Under Dr. Tremblay's leadership the district has gone through a positive shift in change of culture. This has been done by engaging more parents, maintaining visibility and accessibility through events in the community, public meetings and through social media. Pursuing higher academic achievement has also been demonstrated through the districts' attempts to recruit and hire highly competent and professional staff who shares Dr. Tremblay's vision and goals. Lastly; through the development of the budget Dr. Tremblay has demonstrated sound and responsible spending. For example, he has targeted high priority initiatives such as expanding two-way bilingual literacy programs in key elementary schools. Another area of note is the increased ability to forecast expenditures during the fiscal year which allows the School Committee to properly track and receive more accurate data for planning purposes. Altogether this paints a broad narrative that despite many significant challenges in multiple areas and many more obstacles to overcome Dr. Tremblay is by and large

continuing to move the district forward in a very positive manner while positioning our students to maximize their potential and higher pillars of academic achievement. Dr. Tremblay has become an integral part of the fabric of Framingham. He not only brings great credit to himself through his tireless and selfless service but brings great credit to the reputation and spirit of the Framingham Public Schools.

Geoffrey Epstein, District 6 - This has been a year of real progress, in which a solid foundation has been laid, in ensuring that we have the right staffing and resources in place for each school.

The strategic plan continues to drive school system progress, and the budget development cycle was immensely impressive. Collaboration was central, and the time devoted to ensuring we have the best financial and educational FY20 budget plan in place has paid off. That planning resulted in a budget book which by far the best ever, and conveys both in summary and in detail every part of the FPS operational plan for FY20. This was a key asset in dealing with the Mayor's office unexpected lack of both support for and understanding of, the educational and fiscal turnaround which has been playing out in the school system. The Superintendent has shown remarkable skill and forbearance in dealing with this highly unusual and dismaying circumstance.

Over the last year, the relationship of the School Committee with the Superintendent and staff has been outstanding and there is a genuine bond established which has served us well in all decision making. The atmosphere in the school system is one which supports good communications and forthright tackling of all of the challenges which are part and parcel of a school system which is on the rise.

I, personally, have not experienced a better environment to operate in, and appreciate the efforts made by everyone in the school system team. Such a situation does not spontaneously occur, so the Superintendent deserves great credit for being the driving force behind this. It gives me great confidence that, although we have much to achieve and much to improve in the next year, we are in a very good position to expect substantial progress.

Tiffany Maskell, District 7 - Dr. Tremblay has done a great job with evaluating and identifying areas and ways that the Framingham Public Schools must continue to grow and evolve. He has worked hard developing relationships with faculty, staff, and stakeholders. I appreciate the extraordinary amount of time, effort, enthusiasm, and commitment he has given to this district. I look forward to working with him for years to come!

Gloria Pascual, District 8 - Dr. Tremblay and I have worked together for over a year and a half now, he has made positive progress in all areas nevertheless the job of running a school district is extremely complicated. It is essential that he continues to bring together stakeholders, staff, students and individuals with different perspectives to ensure positive progress in the development of all areas of our district.

Dr. Tremblay and I worked on several projects and areas together such as curriculum, professional development, hiring diversity and policy examining them in greater depth and contracting expertise as needed to analyze our district from an objective point of view from all sides in order to continue to make progress. The following are some of the projects we worked on together to make positive progress:

- Created and hired an Equity, Diversity and Community Engagement Assistant Superintendent to address oversee the equity across the district
- Supported the Racial Equity Subcommittee and an Equity Audit of the district
- Listened and supported the students at FHS (BSU, SIM and GSA)
- Attended a diversity forum given by the students to hear from the students
- Visited schools to observe the climate and organizational cultures
- Supported and created a course for professional development for the high school teachers on Racial Equity
- MCAS workshop for school committee members to review and understand the results
- Protocol for school visits
- Public forums

Opportunities for improvement:

- The district needs to perform data collection and analysis of all our programs
- Create a system to evaluate programs, staff and student progress that is measurable.
- Require staff to have measurable goals, and monitor staff evaluation data for accountability.
- Communicate on how our district evaluates our student's achievement to the families.
- Request and compile data of staff exit interviews and feedback to create a plan to address the concerns and celebrate the successes.
- Create a system and timeframe that allows for you to evaluate all of the bargaining contracts well in advance and working with School Committee to ensure we are holding everyone accountable to the agreement and advocate for more accountability measures that rewards those that perform well.
- Ensure that all schools have resources and can provide Bi-lingual and Culturally proficient communication as needed.

- Create a two-way communication tool for the staff and parents to communicate with the district openly.
- Create a safe place such as an ombudsman position for all students, staff, families and stakeholders to communicate genuine concerns to the district that can be evaluated and addressed without fear of retaliation.
- Fiscal responsibility is crucial to the development and progress of the district. Our budget must be transparent and accountable. (For example, if we create systems to measure our progress in all our major areas then we should be able to run reports and review analyses of the data to state our case on whether we can support the line items in our budget.) Anyone should be able to understand our budget and where our dollars are being spent. We should be able to tell the story of the impact of the millions of dollars we spend in the district.
- The district needs to create an organizational culture of respect that represents our core values as a district.
- Create a clear policy and process for our school choice assignment process.
- Create a process that ensures that our ESL students are not being segregated in anyway but that they are integrated with everyone in the building.
- As the Superintendent and leader of our schools it is a must that you lead in speaking out publicly against any discrimination that occurs in our schools and community that affects our students, staff and families.
- Create a regular process for reviewing all our school policies on a regular basis with an equity lenses and creating a system for updating policies when Laws change or are added and process changes in the district.
- Create a process for communication with all members of the school committee about serious incidents that occur in the district.
- Create a data dashboard for students, staff, families and administration to retrieve data that applies to them as needed.
- Create a checks and balance for accountability with the warrant signing of members of the school committee.
- Create an accountability plan to address the busing crisis we have in our district
- Create a process that addresses Title 9 violations/concerns in the district with a sense of urgency and collaboratively.
- Ensure that all the questions from the public and/or from the committee at our school committee meetings are followed up on and addressed in timely manner.
- Take the initiative to invite other members of the school committee, staff, students and families to directly work alongside you on specific projects given expertise or interest.

Tracey Bryant, District 9 - I feel Dr. Tremblay is exemplary.

Superintendent's Performance Goals

Exceeded-5, Met-4,
Significant Progress-3,
Some Progress-2, Did Not
Meet-1

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>Portuguese Language Acquisition In order to better communicate and engage with families in the Framingham Public Schools, I will begin a course of study to become conversant in the Portuguese language.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 5	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	<p>Improved Academic Performance & Equity of Opportunity for Students Using a district-developed data dashboard to drive conversations between district level and school building leaders, the Framingham Public Schools will focus on addressing the opportunity gap while simultaneously raising an awareness within the school leadership team around school belonging and matters of equity and inclusion for all Framingham students.</p> <p>Met/Significant Progress</p>	<input type="checkbox"/>	<input type="checkbox"/>	X X	X 3.78 out of 5	<input type="checkbox"/>
District Improvement						
3	<p>Framingham Public Schools Action Civics Commission (ACC) The Framingham Public Schools Action Civics Commission has been established to lift student voice as we work collaboratively to improve the educational experience across the Framingham Public Schools based on input from our most important stakeholders.</p> <p>Met/Significant Progress</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.89 out of 5	<input type="checkbox"/>

4	<p>Framingham Public Schools Enrollment & Facilities Planning Enrollment in the Framingham Public Schools continues to grow at a rate that has outpaced the capacity of the district to provide equitable educational programming through the allocation of quality instructional space. To address this need, the Framingham School Committee, together with the Superintendent of Schools and his Senior Leadership Team, will prioritize the development of its budget and appropriately align policies to ensure that all Framingham students are afforded the opportunity to learn in school buildings that are conducive to supporting 21st century learning.</p> <p>Met/Significant Progress</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.89 out of 5	<input type="checkbox"/>
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Superintendent's Performance Rating for Standard I: Instructional Leadership

U=Unsatisfactory; **NI**=Needs Improvement; **P**=Proficient; **E**=Exemplary

Check one box for each indicator and indicate the overall standard rating below.

	U	NI	P	E
<p>I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3.22 out of 4	<input type="checkbox"/>
<p>I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3.33 out of 4	<input type="checkbox"/>
<p>I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3.44 out of 4	<input type="checkbox"/>
<p>I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

			3.11 out of 4	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.44 out of 4	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

**X Proficient:
3.44 out of 4**

Exemplary

<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p><u>Beverly Hugo, District 1</u> - Although there are a multitude of best and updated practices throughout the district, there needs to be a consistency of these successful ideas in all the schools. I fail to see a consistent analysis of student achievement data and mitigation methods. Student achievement for all students and cohorts should be first and foremost on every agenda and every annual budget should account for the diverse needs of our students. This should be a shared vision and a shared process. Although the social and emotional well-being of each child is of the utmost importance and the key to being able to successfully access the curriculum, without clear and measurable goals, complete with timelines. it is difficult to determine whether the district is making true and substantial educational progress.</p> <p><u>Richard Finlay, District 2</u> - Bob continues to strive and bring the leadership to the next level. He is constantly engaging with them and involving them in decision making process to make the district better.</p> <p><u>Scott Wadland, District 3</u> - Dr. Tremblay and his leadership team have done a great job of maintaining rigor in Instructional Leadership over the past year.</p> <p><u>Adam Freudberg, District 4</u> - Dr. Tremblay is successful at empowering administrators to lead, while always being mindful of the goals and actions on instructional leadership in the district's strategic plan. He sets and models high expectations. His actions have</p>
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changed the culture of the district, and continues to do so by recognizing hard work as well as by holding people accountable. I have visited schools with Dr. Tremblay and have been constantly impressed. In his conversations with FPS staff he is always focused on improvement in any and all areas, recognizing successes, and providing feedback and ideas on challenges and opportunities. iReady and a new data dashboard was recently utilized to measure student learning, growth, and understanding. This data, together with the new MCAS data process with DESE helps the district adjust course and focus attention and resources where the data proves it is necessary. This is a major positive shift from recent years where this did not happen. Reviewing every school's improvement plan and data this past spring was a worthwhile use of the Committee's time because it showed us how well the strategic plan and FY19 budget is working, and where we need to continue to prioritize time and resources. Finally, after years of chronic underperforming and a lack of data, we have promising data across the district showing tremendous progress, especially in 3rd and 8th grade math and reading scores. And we finally have a district wide Science, Technology, Engineering, Arts, and Mathematics (STEAM) plan in the process of being expanded to all schools, not just a select few. A return on an education investment, just like any other investment, requires both time and patience. I feel that we are moving in the right direction in each respective professional learning community across the district. Credit to the Superintendent, and the Offices of Teaching and Learning; Grants and Title I; Human Resources; Equity, Diversity and Community Development; and Health and Wellness for their total collaborative effort to strive for consistent instructional leadership in every school.

Noval Alexander, District 5 - Through this category, Dr. Tremblay has in my view continued to set the bar higher in virtually all areas of instruction to place the Framingham Public Schools on a trajectory of higher academic achievement. He has not only demonstrated this in multiple ways but he has an exceptional instructional leadership team which shares his vision and goals of higher academic achievement. Equally important the senior leadership including school principals down through the staff and students have been able to encourage and sustain a renewed sense of purpose in every school building. During the next year we hope to see more evidence of constructive feedback from staff and students. Feedback through the use of surveys for example, would be helpful to ensure the district is on track and if not corrective measures can be developed in a collaborative manner to address shortcomings.

Geoffrey Epstein, District 6 - We are on target for progress in instructional leadership. Staff development to support this has been excellent and there is continuous follow through with on the ground engagement at a high level in each school. I could not be happier with the achievements so far, but this is a work in progress and we have a lot of territory ahead to cover to get all of our students where they need to be in their educational and personal development.

Tiffanie Maskell, District 7 - I have had the opportunity to witness these standards implemented through school tours. Dr. Tremblay and his team are constantly reviewing data, both formal and informal, relevant to each school. He leads the team in classroom walkthroughs, then they discuss observations and evaluate. He has enhanced professional development throughout the district with data-driven resource allocation and a commitment to moving the district forward.

Gloria Pascual, District 8 - See the first section for all submitted comments

Tracey Bryant, District 9 - Dr. Tremblay has been exemplary in promoting the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. He has made great strides expeditiously in some very important areas.

I-A. He has done some great work in this area, but the words “ensures” and “all” are so exacting that I can only say that he is moving the District in the right direction. I do not believe we have the tools in place, yet, to proactively identify a misstep in this area. He has set the standards, now comes the assessments of whether “all” instructional staff have met them, and then corrective measures to “ensure” “that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.” In short, this takes time. Nevertheless, he’s moving so quickly in this area, that an “exemplary” might be in order next year. I feel like he has been exemplary or proficient, but the District currently needs improvement.

I-B, I-C & I-D: I would have preferred “works to ensure that...all” over the absolute of “ensures...all”.

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

Superintendent’s Performance Rating for Standard II: Management and Operations

U=Unsatisfactory; **NI**=Needs Improvement; **P**=Proficient; **E**=Exemplary

U	NI	P	E
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Check one box for each indicator and indicate the overall standard rating below.

II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.22 out of 4	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 4	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.33 out of 4	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.44 out of 4	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.56 out of 4
Exemplary/Proficient				

Overall Rating for Standard II <i>(Check one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

X Proficient:
3.44 out of 4

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Beverly Hugo, District 1 - I would like to see the regular use of data to inform instruction and increase achievement. With several schools needing state intervention supports, the importance of SMART goals to improve our schools' accountability levels cannot be over-emphasized.

We need to ensure that services and supports are available to access by all students so that they can succeed and improve their performance in an optimal learning environment and experience.

Richard Finlay, District 2 - Bob continues to implement policies and procedures that align with the curriculum. His model of zero based budgeting has proven to work and better find the needs of the district and to be financially responsible and understanding the need to collaborate with city councilors and the mayor.

Scott Wadland, District 3 - Dr. Tremblay has continued his great work in developing a budget that ties directly back to the FPS Strategic Plan, and in nurturing a positive professional culture.

Adam Freudberg, District 4 - Strong leadership and oversight was displayed during challenging situations including chronic late buses due to an underperforming contracted vender, personnel and legal issues, responding to a hate crime at Hemenway Elementary School, and bad weather. Dr. Tremblay has also continued to build relationships, common practices, and processes with other municipal departments in a way to properly coordinate across all aspects of local government. He has built up and overseen a strong team in critical areas such as Finance & Operations, Teaching and Learning, and Buildings & Grounds.

This year's zero-based budgeting development process was an improvement over last year's as each expense line and each individual position was reviewed to ensure that the number of staff in the budget aligned with class sizes at each school. Credit to the Superintendent for overseeing this multi-month transparent process to dive into the real need and balance the request with the fiscal realities within the city, state, and federal budgets the district accesses. I also saw him work closely with city leadership on a variety of long-term planning and current FY budget discussions. During both positive and difficult situations, he was able to be professional, present the realistic needs and budget drivers in the district, explain metrics, impact of cuts, and cost-benefit analysis, and ultimately advocate in order to benefit students, staff, and the city.

The revised organizational chart proposed by the Superintendent and approved by the School Committee last year has paid off. The new sorely needed focus on equity and diversity hiring, and support for the Assistant Superintendent for Equity, Diversity, and Community Development is a transformative step forward.

There has been strong progress in the very important area of Social Emotional Behavioral Health. A new state grant is forthcoming, and would not be coming if it wasn't for Dr. Tremblay's public policy and government affairs strategies. This effort cannot lose momentum as it is a chronic problem and is essential for all student's career readiness and life skills. There must be a greater focus next school year on vaping. I say that without criticism of the current focus and attention. Yet this is a public health crisis and the amount of education, technology (such as vaping detectors), and youth to youth and educator/medical professional to youth guidance can never be high enough.

A more thorough review of district policies is necessary. As the Superintendent and Central Office are responsible for the implementation and interpretation of policies, I would like to see a more aggressive focus and review of existing policies and bring ideas forward for School Committee action. The Superintendent's idea to create an Action Civics Commission and the tremendous work of FHS students working with staff to present a new homework policy idea was a great start.

The reason I did not provide an Exemplary mark under the Enrollment & Facilities Planning goal, as well as this overall section was because the district has not moved quickly enough in two areas. First, the planning for a new elementary school south of Route 9. I understand things take time, especially after we only just received the new demographic study in February. And there was concern we could not ask for too much when the Fuller project was the next new school priority. Yet students are spending way too much time on buses, we have wait lists at multiple schools due to the lack of neighborhood options on the south side of Route 9, and as a city we have not moved quickly enough to purchase the appropriate piece of land for a future south side elementary school. We needed that land years ago in order to become eligible for state funding. This is not the Superintendent's fault as much of this preceded his time in Framingham. I expect now that we have the new demographic data, and a new cycle of state grant opportunities for new schools, we will soon focus on this topic more in the coming months and make a final decision on the path forward. Second, energy efficiency and renewables for our 16 school owned buildings. I would like to know in greater detail exactly why each site is or is not eligible for solar panels and/or other energy efficient technology. The district has begun to explore this more in coordination with the new Sustainability Coordinator. Yet that push to discuss this keeps coming from the School Committee. I'd like to see the push come more from the district and make this a critical focus area for future operating investments where the payback analysis shows value. With each of these clean energy opportunities there is a realistic curriculum tie in and state grants to

support new energy related learning opportunities for our students. I'd like to see this become a major focus area of the district's strategic planning in the near future.

Noval Alexander, District 5 - Dr. Tremblay has continued to spearhead efforts in the areas of fiscal forecasting and management, recruiting and retention of highly qualified educators while holding himself and others under his charge to high ethical and legal standards. The usage of data to guide decision making, planning, fiscal budgeting and forecasting has greatly improved many facets of district operations. Despite these successes I believe improvements can be made in addressing the on-time performance of school buses. In addition, more attention and immediate action is needed toward finding ways in continuing to reduce the districts' carbon footprint.

Geoffrey Epstein, District 6 - Achievement in this domain has been outstanding. The atmosphere created by the superintendent encourages open and constructive interactions. Recruiting has been impressive, including the restructuring of central administration. The use of data to inform decisions is progressing well. Collective bargaining was carried out well, and general compliance with all of the requirements place on our educational system is solid. Development of the FY20 budget was outstanding and the associated budget book is as, one council member put it, light years ahead of where we were. There have been substantial difficulties dealing with the executive branch of government: Mayor, Chief Financial Officer, ..., but the superintendent has handled very well the unexpected road blocks thrown in up our way, which include a perceived lack of resolve on the part of the Mayor to properly fund negotiated contracts, and an ongoing drum beat that the school system is fiscally unsustainable, when in fact the opposite is true. These particular circumstances would try the patience of a saint, but Dr Tremblay has displayed an unusually impressive ability to stay calm and take appropriate action in the face of such adversity. This is a key factor in the exemplary rating assigned.

Tiffanie Maskell, District 7 - Dr. Tremblay did a great job this year with dealing with the budget process. He worked well with both his administrative team and the School Committee to talk about district needs and how to prioritize those needs considering our budget constraints. His budget presentations and advocacy on behalf of the schools was much appreciated. The improved budget book has helped all stakeholders have more confidence in the school department. He has also made some excellent hires to the district.

Gloria Pascual, District 8 - *See the first section for all submitted comments*

Tracey Bryant, District 9 - II-A. I think we could be more proactive and robust in our responses to issues when they arise. For example: It shouldn't have taken parents continually coming before the School Committee for the bus transportation issues to be

acknowledged and worked on. Some incidents of children not being picked up, terminal lateness disrupting and diminishing student learning time continuing unacknowledged/glossed over so long, could have resulted in lawsuits. There has been employee-on-employee micro-aggressions accusations and filings, but the resolution process seems muddy to the employee filing.

II-B. Some of the approaches to hiring do not promote high-quality and effective practices. Generally, there is a good procedural format used for hiring, but it is riddled with, and marred by biased, objectivity-hindering practices, sometimes bordering on, or leading to nepotism; and can lead to uneven, long-term results and consequences for the District. It has been coined The Friends and Family Hiring Plan by some.

The Human Resources section of the Improvement Plan had a lackadaisical approach and timeline for diversity hiring, and focused almost exclusively on teachers. Even the presentation to the School Committee only referenced teachers. Several opportunities to diversify the pool of candidates was ignored or missed last year. They seem to be moving actively now on that front with plans and strategies and I commend them for that. I expect to be able to rate them at “Proficient” at the very least, by next year. Additionally, the contract for the Executive Director of Finance and Operations was sent and signed by the incoming director and the superintendent, even though the first paragraph had part of another director’s increased position in it, and other mistakes in the document. It was simply a matter of the contract not having been proofed before sending it out to be signed. I have found that throughout the District, there is too little emphasis on the protocol of proof-reading. It is also true for the world at large now-a-days, but I’m calling it out as bad practice in the world and in the District.

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting
- agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Superintendent’s Performance Rating for Standard III: Family and Community Engagement

U=Unsatisfactory; **NI**=Needs Improvement; **P**=Proficient; **E**=Exemplary

Check one box for each indicator and indicate the overall standard rating below.

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

			3.44 out of 4	
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.44 out of 4	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.33 out of 4	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 4	<input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory
 Needs Improvement
 **Proficient:
3.44 out of 4**
 Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Beverly Hugo, District 1 - Dr. Tremblay is an omnipresent educational leader who regularly is seen in the classroom, the schools and in the community. He constantly engages with our students, families, community members and business partners. He is approachable, compassionate and eager to support the district and ensure that students and families feel valued and welcomed. His enthusiasm and positive outlook is infectious. A multitude of new initiatives and programs have been implemented under his administration to support our youngsters and their families.

Richard Finlay, District 2 - Bob continues to be actively engaged in the community and an asset to the community and the school district. He is always at school events day and night and shows up at city event as well. He is truly committed to make the district and the community the best that it can be.

Scott Wadland, District 3 - Dr. Tremblay has continued to be more engaged in the community than any Superintendent in recent history. One growth opportunity in this area, however, is to make sure that communication with families and community stakeholders is truly two-way by actively soliciting input on a regular basis.

Adam Freudberg, District 4 - The district is lucky to have so many tremendous partners in Framingham. Somehow, Dr. Tremblay has been able to expand upon previous partnerships, create new ones, and often bring in other people's money to benefit our district. His work in the areas of media and communications, the new Be Heard listening tour, new FHS Alumni Association, and stakeholder engagement has really set a new tone for customer service like efforts for the district's parents, guardians, students, staff, residents, and community partners. The Media & Communications Office as well as the Parent Information Center have both been incredibly valuable resources for the entire district. Efforts need to continue at this level to maximize partnerships as well as not lose sight of the need for consistent, strategic, and thoughtful communications and family outreach. Rapid translations are a continuing challenge, and I encourage the Superintendent to focus on that area in the next school year to help our district meet the needs of the 72 different languages spoken in our schools and in homes.

Noval Alexander, District 5 - During this rating period there has been notable improvements in this category. Under Dr. Tremblay's leadership the district has increased its outreach capabilities with home visits, launched dual enrollment with MassBay and FSU, promoted and encouraged family time during the school year and debuted the FPS back to school picnic. On the other hand at times communications between the district and parents continues to be an issue. In addition, I would encourage Dr. Tremblay to focus on improving two-way communications with parents particularly during emergency situations.

Geoffrey Epstein, District 6 - Progress on all fronts has been solid, but we are coming up the curve on communications. A proficient rating is given as an overall assessment, because although on occasion there have been communication problems, action has been taken to make the right fixes. Rome was not built in a day, and it is acknowledged that there are improvements needed and there is much ahead to keep the Superintendent occupied. We expect progress to continue and retain this area as a key focus for the Superintendent in the year ahead.

Tiffanie Maskell, District 7 - Dr. Tremblay's style is to engage people. He is very approachable. He has done a great job of engaging all stakeholders. He can be seen at school activities and various city meetings/activities that prove he is fully engaged in the community. He has used multiple formats for district-wide messages with translation. His hiring of Rochelle Santos as the Media & Communications Manager has been such an asset in communicating effectively with families.

Gloria Pascual, District 8 - *See the first section for all submitted comments*

Tracey Bryant, District 9 - I wanted to give the superintendent an “Exemplary” rating, even though the individual ratings do not add up to an exemplary. He, himself has worked diligently on all these goals, but, he does not do the work alone. He is responsible for what his staff does also - the good, the bad, ... While he has some amazing people on staff, who are helping to push the work forward, everything is in the beginning stages; and it will take a little time to get everyone acclimated to the new consistency and the new normal.

III-A. Although Dr. Tremblay is trumpeting this message, it will take time to turn around the damage and uneven results that have occurred in the past. I hope and believe that he is making it very clear that anything less than the III.A Engagement Goal is unacceptable. There needs to be consequences and an attachment to job performance evaluations (like it is for him). Once a standardized format with a standardized protocol and tracking is created to enact this goal, we will begin to see rapid results.

III-B. Dr. Tremblay has created the atmosphere and the mandate for this to occur. I would caution that in our efforts to reach large numbers of students and families, that we do not isolate, nor neglect those children who do not belong to a populous subset or a subset identified as a current priority.

III-C. I gave Dr. Tremblay a “Proficient” in this goal although it is not an actuality yet. Even though the communication, heretofore, has been primarily one-way, and not yet culturally proficient, Dr. Tremblay has begun laying the foundation to get us there. Additionally, I prefer the terms “culturally aware” and “culturally sensitive”. I know what is meant by the term “culturally proficient”, but I find it both clinical/cold in referring to something so central and vital to peoples’ identities, and subjective in terms of determining “proficiency”. Unless the determination of “proficiency” uses very clear and very defined factors, the label bestowed will almost always be an over-reach.

III-D. When Dr. Tremblay gets involved, concerns get addressed more equitably, more effectively and more efficiently; but it hasn't always been easy for families to get information or responses or a productive dialogue. It is getting better because of measures and protocols being put into place. I expect to give an "exemplary" rating next year.

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

U=Unsatisfactory; NI=Needs Improvement; P=Proficient; E=Exemplary

Check one box for each indicator and indicate the overall standard rating below.

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.44 out of 4	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	X 3 out of 4	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.78 out of 4
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.67 out of 4
Exemplary/Proficient				
Exemplary/Proficient				

IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.44 out of 4	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 4	<input type="checkbox"/>

Overall Rating for Standard IV <i>(Check one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory
 Needs Improvement
 X Proficient:
3.44 out of 4
 Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Beverly Hugo, District 1 - With input from his senior leadership team, Dr, Tremblay produces many reports, goals and visions. I would like to see the School Committee and other stakeholders be part of the process in producing the budget and setting the goals and vision for the district in a shared, collaborative manner. Periodic workshops where all voices are heard and ideas are discussed throughout the process would feel more inclusive than seeing the final report and being given a short amount of time to give input.

Richard Finlay, District 2 - Bob continues to excel in this area. He has such great skills in communicating with staff, teachers, school committee and the community. He always responds to questions and needs no matter who you are. He values input from all stakeholders and is not afraid to hold staff accountable to move the district ahead.

Scott Wadland, District 3 - Dr. Tremblay has continued to encourage and support a strong professional culture across the district.

Adam Freudberg, District 4 - Dr. Tremblay makes it known often that he wishes our district to be one where students are excited to go to school and employees are excited to go to work. He is skilled at communications, stakeholder engagement strategies and

bringing the right people together to tackle a challenge or partnership opportunity. And at times when there is no easy solution, he is able to do his best to be proactive, compromise, and even apologize when necessary. I appreciate the fact that he recognizes that rarely anything or anyone is ever perfect. With his good intentions, a positive outlook, and a strong team around him, our Superintendent is committed to the highest standards, ethics, and best practices to support our community.

Noval Alexander, District 5 - Dr. Tremblay has continued to raise the bar in this category. He has high personal expectations and standards and demands the same for the administration staff as well as educators and students alike. At present there's a culture of lifetime learning, accountability to oneself and others throughout the school environment.

Geoffrey Epstein, District 6 - Professional culture is a strong point for the Superintendent, across all areas. Open communication and engagement is grist for the educational mill and we are progressing very well in this area. There are always challenges, but the degree to which the Superintendent engages and reaches out to embrace and solve problems is very impressive.

Tiffanie Maskell, District 7 - Dr. Tremblay shows his steadfast commitment to student growth through his non-stop work with students and teachers, the leadership team, the School Committee, staff, parents/guardians, City officials, and the community.

Gloria Pascual, District 8 - *See the first section for all submitted comments*

Tracey Bryant, District 9 - IV-A. I would have given Dr. Tremblay an "Exemplary" rating because he does foster a shared commitment to high standards of teaching, and learning with high expectations for achievement for all, but I do not believe he has been able to focus on fostering a shared commitment to high standards of service quite as much. It may be a bigger rock to push uphill in a school district as large as Framingham. It's a high/low issue, with some exemplary work and service and some unsatisfactory or needs improvement work being done. The proficient and exemplary work throughout the district impacts the educational process much more than the cases of needs improvement or unsatisfactory service.

IV-B. We're working on it, particularly through the Asst. Superintendent of Equity, Diversity and Community Development!

IV-C. Dr. Tremblay demonstrates exemplary interpersonal, written, and verbal communication skills. Contact with Dr. Tremblay leaves constituents feeling confident of his support.

IV-D. Framingham's Superintendent of Schools models continuous learning honestly and earnestly. He has made it an integral and ongoing part of Framingham's curriculum and professional culture.

IV-E. I don't think anyone can doubt that he is fully committed to this and works tirelessly on it.

IV-F. Some strategies are good, some are not. We will need to employ consistent win/win strategies that are employed throughout the district. In some cases, I want to say, stop trying to resolve an issue by bringing the mountain to Mohammed, and in other cases, it's a hardline, cut off access of dissenters to the School Committee. It may not be the Superintendent's doing, but it's happening.

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: _____