



# 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  
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**TO: City of Framingham Stakeholders**  
**FROM: Adam Freudberg, Chair of the School Committee**  
**DATE: Friday June 15, 2018**  
**RE: Superintendent's Summative Evaluation Cover Memo**

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### **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 2018 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. 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's was discussed at three public School Committee meetings. At one of these meetings the Committee and 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 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 past meeting materials. This drive provided members with evidence on:

- Superintendent’s Performance Goals
  - Stakeholder Communication
  - Strategic Plan Development
  - Zero-Based Budget Development
  - School Improvement Planning
  - Fuller Middle School Building Project
- Standard I: Instructional Leadership
- Standard II: Management and Operations
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

### **State Guidance on How to Evaluate New Superintendents**

Dr. Tremblay was evaluated based on his efforts with the current School Committee from January 2018 to present. His work during the months of January through March of this year was completed during his first year in Framingham, as he reached a year of service here in April. The state advises School Committee members with guidance on how to consider scoring Superintendents who are new to a district, “Ratings of Exemplary performance will not be commonplace. They are reserved for performance on Standards or Indicators that exceed Proficient and are worthy of serving as a model for others. Proficient performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they superintendents, principals, or teachers—are expected to be Proficient on every indicator or even every standard in their first years of practice. For that reason, the Needs Improvement level of performance has a particular meaning for educators new to the role of teacher, principal, or superintendent. In these cases, Needs Improvement has the meaning of developing. It means that the educator’s practice on a standard or indicator is not yet Proficient, but the educator appears to be “on track” to achieve proficiency within three years.” -*The Massachusetts Model System for Educator Evaluation - Part VI: Implementation Guide for Superintendent Evaluation, page H-1*

### **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.” Additionally DESE writes, “The chair, or designee, compiles the individual ratings and drafts the End-of-Cycle Summative Evaluation Report to present to the superintendent and school committee in advance of a public meeting. When compiling individual members’ evaluation reports, the chair is encouraged to consider

discounting individual End-of-Cycle Summative Evaluation Reports that rate the superintendent's performance as Unsatisfactory, Needs Improvement or Exemplary without written comments that explain the rating. Please note that both the individual and committee evaluations are public documents under Massachusetts law." -*The Massachusetts Model System for Educator Evaluation - Part VI: Implementation Guide for Superintendent Evaluation, pages 15 and E-2*

While one member did not provide "written comments that explain the rating" in some areas as the form requires, I still decided to count the corresponding ratings as part of the overall evaluation. As a first time chair, with a very new School Committee I decided to draft the summative evaluation while including every member's inputs without cutting anything. I did this in order to be inclusive, transparent, and not have to pick and choose which comments or ratings to include or delete.

### **Transparency**

To be fully transparent, all member responses are public in three ways with two 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

### **Group Accomplishments: January-May, 2018**

Together the Framingham School Committee is responsible for exercising co-leadership with the Superintendent Dr. Robert Tremblay in the vision, planning, policy making, evaluation, and advocacy for the mission of continuous improvement of student achievement in the district.

As a new School Committee brought together from the new city's nine districts, we joined Dr. Tremblay and have accomplished so much together to benefit the district in our first 5+ months from January 2018 to present. Together we:

- Submitted FPS Capital and Operating budgets on time to the Mayor with unanimous votes so she could review it and send it on schedule to the City Council. Both budgets have since been approved
- Eliminated Athletic Fees
- Completed required Massachusetts Association of School Committees *Charting the Course Training* and participated in multiple professional development sessions
- Passed multiple new policies, including an athletic inclusion policy and food policy to ensure all students are fed
- Hired an Administrative Assistant for the School Committee

- Supported the FPS Strategic Plan and Central Office Reorganization with a unanimous vote
- Drafted a comprehensive report to govern how we operate and created seven subcommittees in key focus areas
- And many more!

### **Key Evaluation Data Summary**

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

#### **Overall Summative Performance - Based on Progress Toward Goals and Performance on Standards**

- Proficient/3 out of 4

#### **Overall Rating for Standard I: Instructional Leadership**

- Proficient/3 out of 4

#### **Overall Rating for Standard II: Management and Operations**

- Proficient/3 out of 4

#### **Overall Rating for Standard III: Family and Community Engagement**

- Proficient/3 out of 4

#### **Overall Rating for Standard IV: Professional Culture**

- Proficient/3.2 out of 4

#### **Rate Impact on Student Learning**

- Moderate/2.33 out of 3

#### **Superintendent's Performance Goals**

- Stakeholder Communication: Met/4 out of 5
- Strategic Plan Development: Met/4.11 out of 5
- Zero-Based Budget Development: Significant Progress/3.88 out of 5
- School Improvement Planning: Met/4 out of 5
- Fuller Middle School Building Project: Met/4 out of 5

### **The Next Evaluation of the Superintendent**

Our next annual evaluation will be completed in June of 2019. This evaluation will be based on additional goals and areas of focus Dr. Tremblay plans to share with us and the public this summer, currently scheduled for our August 1st, 2018 meeting. Additional criteria and the

evaluation form to be used for the next evaluation will be determined by the School Committee in the months ahead.

# 1. End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Robert A. Tremblay

**Evaluator:** Framingham School Committee Summative Evaluation June 20, 2018

**Name** **Date**

**Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)**

*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	<b>X Significant Progress</b> <b>3.67 out of 5</b>	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<b>X Met</b> <b>4 out of 5</b>	<input type="checkbox"/> Exceeded
District Improvement Goals	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<b>X Significant Progress</b> <b>3.88 out of 5</b>	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

**Step 2: 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*

Indicators		Unsa tisfa ctory	Need s Impr ove ment	Pro fici ent	Exe mpla ry
<p><b>Unsatisfactory</b> = 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><b>Needs Improvement/Developing</b> = 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. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i></p> <p><b>Proficient</b> = <b>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</b></p> <p><b>Exemplary</b> = 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>		<input type="checkbox"/>	<b>X</b> <b>2.8</b> <b>out</b> <b>of 4</b>	<input type="checkbox"/>	<input type="checkbox"/>
Standard I: Instructional Leadership					

Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>3</b> <b>out</b> <b>of 4</b>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>3</b> <b>out</b> <b>of 4</b>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>3.22</b> <b>out</b> <b>of 4</b>	<input type="checkbox"/>



## 2. End-of-Cycle Summative Evaluation Report: Superintendent

**Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)**

Unsatisfactory

Needs Improvement

**Proficient**  
3 out of 4

Exemplary

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

*High-3, Moderate-2, Low-1*

Low <input type="checkbox"/>	Moderate <b>X</b> 2.33 out of 3	High <input type="checkbox"/>
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### Step 5: 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** - I am quite pleased with the work and the drive of Dr. Tremblay! He is an enthusiastic educational leader who strives to make Framingham a most educationally successful district for all students. Although, like any other district, there are challenges to be undertaken, Dr. Tremblay has taken the initiative in trying to tackle them-from underperforming and overcrowded schools, to lack of diversity in staff, to the inequities of school choice and feeder schools, to inadequate state and federal funding etc. He is a humble, appreciative, well-liked and respected man who does not shy away from hard work in order to obtain the results that are needed in the Framingham Public Schools.

**Richard Finlay, District 2** - Bob has done a tremendous job in his first year to work to align the student and the staff to align curriculum.

**Scott Wadland, District 3** - In his first year as Superintendent of Schools, Dr. Tremblay has done an exemplary job of setting clear and challenging expectations around professional culture and instructional practice, has developed a comprehensive multi-year strategic plan which informs School Improvement Plans and is supported by a zero-based budget, and has restructured his leadership team to effectively carry out the work of the district. All of this work was done in an open and transparent manner which provides for community participation, and took place during an historic period as the governing structure of Framingham (including the School Committee) went through transformational changes. From the time that Dr. Tremblay was hired through the end of 2017, it was clear that he had the unwavering support of all members of the School Committee. From January of 2018 until now it has appeared at times that his support is still present but less unified, so although it is more challenging with a nine-member body Dr. Tremblay is advised to work with School Committee members individually to make sure that all input is taken into account and all members have a chance to be heard.

**Adam Freudberg, District 4** - Dr. Tremblay used the final months of town government strategically to prepare for the first few months of city government. While many decisions were put on hold in 2017, Dr. Tremblay spent that time planning and was ready to launch when we began in January so the new city leaders could work with him to make decisions. These last few months have been extremely productive. I believe the work done in 2018 has built on past successes in the FPS and has set a framework this school district has never seen before. We now have a capital and operating budget crafted in a new, thoughtful, detail oriented way. We have a three year strategic plan. We have made changes to how the FPS and School Committee operates to focus on equity, innovation, and career readiness. We added multiple tangible steps to be extremely transparent in all that we do. And together we created five new subcommittees to add to Finance and Policy in order to tackle key areas the community has made clear they want to see improvements: Accountability & Student Achievement, Communications, Digital Infrastructure, Facilities, and Racial Equity. I believe the public can be confident in all the Framingham Public Schools leadership has done to date in 2018 -

and that begins with Dr. Tremblay. I'm so pleased he chose to apply here and is clearly so committed to success. Moving forward, we have much work to do. We still have underperforming schools, achievement gaps, rising enrollment, aging facilities, and high populations of students who need extra supports. Yet with each specific challenge comes specific opportunities to chip away and make transformational change. It's hard to imagine tackling each of these challenges without Dr. Tremblay leading the district. While there is still work to do, I gave Dr. Tremblay *Exemplary* or *Proficient* scores in almost every category because of how thoughtfully aggressive, transformative, and future thinking his actions in 2018 have been. I have high hopes that the work we did collectively with him in these first few months have already and will continue to make tangible differences in the lives of our students, staff, and city. We must keep up the pace to meet these hopes and those outlined in our three year strategic plan.

**Noval Alexander, District 5** - This past year, Dr. Tremblay has established a clear set of high academic goals and is now in the midst of executing them starting with the strategic goals and the specific turnaround plans for our lower performing schools. This is backed up with a budgetary philosophy that seeks to engage all stakeholders during the process, streamlines some purchasing in an effort to provide equity across the district in allocation of equipment and materials. In the wake of several school shooting tragedies Dr. Tremblay has also focused on addressing socio-emotional well being of our students which has emerged as an equally significant factor in producing high academic achievement. We now look forward to seeing the fruits of these initiatives in the coming academic year. As a member of this School Committee I encourage Dr. Tremblay to closely monitor and provide reports in order to track what's proven to be successful and conversely to quickly recognize and analyze what's not working in terms of the strategic and turnaround plans. I also encourage Dr. Tremblay to continue to think "outside the box" in regards to attracting & recruiting highly qualified minorities to our district as well as his bilateral communications with parents and community stakeholders. Finally, in the coming school year I would like to see Dr. Tremblay cultivate and encourage more student leadership opportunities, expand our technology capacity by 1:1 pairing of laptops/chromebooks for all schools and students and develop a plan to provide air conditioning in the capital budget to outfit the entire Framingham High School campus.

**Geoffrey Epstein, District 6** - When Robert Tremblay took on the job of Superintendent, no one said it was going to be easy. In fact, that is exactly why he wanted the job. There were many obvious challenges: years of revolving door superintendents; schools each going their own way, with no common standards, no standardized resourcing and no accountability; a School Committee subject to infighting; a municipality in transition from a town to a city; obvious disparities in the delivery of education to students with different economic and demographic backgrounds. In the first weeks, there was a Title 1 crisis due to the prior administration mismanaging that grant and then in the summer the surprise surplus of \$3.3 million popped out of nowhere. One could only say that the incoming superintendent has shown remarkable fortitude and optimism as he set about the fundamental planning and staff reorganization necessary to repair the damage to a school system which had been drifting downwards for 7 years. The goals

achieved and the performance ratings below attest to the remarkable progress which has been made in just one year. After residencies at each school to gather on the ground facts, a detailed strategic plan was fashioned with extensive input from all stakeholders. There has been strong engagement with staff at all levels and the community in figuring the path forward. Further, the superintendent has shown remarkable facility in reshaping the key instructional and operational leadership in central administration and at each school to ensure that we have the right team in place to drive the school system forwards. There has been a real culture shift where we operate from first principles, with common sense and a common vision. There has been real progress in ensuring that all schools are properly resourced and teaching to the same standards. The one thing which deserves more attention is real two way engagement of student families to make much better use of families as an asset to improve their children's experience and performance at school. The transition from town to city has brought a unified School Committee which now much more broadly represents the community and that has been an asset for the Superintendent as he addresses inequities in the school system. However, on the budget front, the town/city transition meant that the budget process for the city was very rushed and the fact the Superintendent and the school system as a whole had engaged in a comprehensive, lengthy planning operation and zero-based budgeting was somewhat lost in the rush. The budget allocation for the schools was essentially set at the end of 2017 and the rush in 2018 allowed for no revision. In simple terms, with staff contracts running at 2% annual increases and the student population expanding at 4% annually, the budget increase should have settled at 6%, but the Superintendent got 4.4% due to the defects in this process and dutifully took one for the team and cut roughly \$2 million from his budget. Adjusting to adverse circumstances and keeping one's cool are qualities the Superintendent surely has. But it should be recognized that the FY19 budget outcome will slow the pace of improvement which we all would like in the schools. Further in dealing with the FY19 budget and managing the FY18 budget, the superintendent had to contend with the fact the finance & operations support was not what it should have been. One should expect that the FY19 budget management and the FY20 budget process will be much improved and will benefit from the leadership change the Superintendent has made in finance & operations. Finally, the Fuller Middle School project is on track and has been well handled by the Superintendent. That is a big plus. The school system has seen real changes in its whole approach and the expectation for the next year is that we shall begin to see the results which should flow from that. Key objectives include: the real use of data to constantly manage student improvement; improved community engagement around student academic progress; better technology integration in the classroom; keeping all staff on track with the mission and constantly improving; long and short range school system capacity planning and genuine policy collaboration with the city to ensure that we have the budget and facilities to accommodate a burgeoning student population. There are many more which could be detailed. But this School Committee member is impressed by the progress so far. Applause to the Superintendent for the first round of changes and improvements. Let's go even faster and better in the year ahead.

**Tiffanie Maskell, District 7** - Dr. Tremblay has come into a system with deep cultural roots and challenges. There are many areas for which improvement must be made. He has shown a willingness to listen to constructive feedback. I believe he can

tackle the enormous challenges our district faces. Our district is fortunate to have him and I look forward to seeing improved student achievement in our district.

**Gloria Pascual, District 8 -**

Positive:

- Hire communication position, video technology and expanded access to information through different media sources
- Protocol for school visits
- Public forums

Opportunities for improvement:

- The need for analysis of communications coming into the district office
- Access to student achievement data
- Analysis of staff feedback
- Analysis of student feedback
- Analysis of staff evaluation data
- School Committee communication as a collective Measurable goal needed
- Culturally proficient communication needed for all schools
- Create a two way communication tool for school and parents

**Tracey Bryant, District 9 -** Dr. Tremblay has been in Framingham as Superintendent of Framingham Public Schools a little over a year. There is much to be done. His performance is generally on track to achieve proficiency within three years.

- Superintendent Tremblay promotes the learning and growth of all students and the success of staff, but funding and programming needs to be more strategically & directly targeted to effect the learning and growth of all students and schools.
- Dr. Tremblay promotes the success of staff and is very protective of the District (which is good), but will have to be careful not to let that derail nor delay his goal of consistency in the education process, and his goal of two-way communication and partnership with the community, especially parents of students.
- The Pre-KK program needs to be implemented asap at Wilson Elementary School, McCarthy Elementary School and Barbieri Elementary School; where the program can make the biggest impact on future achievement. (Based upon data Dr. Tremblay has relayed.)
- Budget Process & Data. The two budget workshops for the School Committee were not really budget workshops. They were really a time for the heads of each department to introduce themselves to the School Committee, explain the work their departments do & explain/justify their budget requests. It was more a budget presentation, rather than a workshop. The final budget data needed multiple updates and had too many moving pieces and partial replacements too close to the

approval date. Although Dr. Tremblay tried to increase the Committee’s comfort level by offering to review the budget individually with SC members that had questions, it also was too close to the approval-needed date. In general, delivery of important data needs to be better timed, delineated and labeled; and separated from idle data.



### 3. Superintendent’s Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.

Check one box for each goal.

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
<b>Professional Practice</b>						
1	<p><b>Stakeholder Communication</b></p> <p>Work with the Framingham School Committee, District and City Leaders, and Key Communications Staff to Strengthen Internal &amp; External Communication within the Framingham Public Schools and the City of Framingham and to leverage and strengthen community and business partnerships with the school district.</p> <p><i>*see <a href="#">FPS District Goal/Initiative Forecasting &amp; Progress Monitoring (January-June 2018)</a></i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X 4 out of 5	<input type="checkbox"/>
<b>Student Learning</b>						
2	<p><b>Strategic Plan Development</b></p> <p>Incorporation of broad community feedback from Educational Visioning Community Forum Events, public comment periods, and presentation to the Framingham School Committee.</p> <p><i>*see <a href="#">FPS District Goal/Initiative Forecasting &amp; Progress Monitoring (January-June 2018)</a></i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X 4.11 out of 5	<input type="checkbox"/>
<b>District Improvement</b>						
3	<p><b>Zero-Based Budget Development</b></p> <p>Work with Senior Leaders, Principals, the District Financial Team, and the School Committee to develop a responsible budget that addresses funding and programming inequities across the district for presentation to the Mayor and Framingham City Council.</p> <p><i>*see <a href="#">FPS District Goal/Initiative Forecasting &amp; Progress Monitoring (January-June 2018)</a></i></p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3.88 out of 5	<input type="checkbox"/>	<input type="checkbox"/>
4	<p><b>School Improvement Planning</b></p> <p>Work with Principals to guide the implementation of a new School Improvement Plan template (and School Committee presentation template) to help with budget prioritization and overall articulation of school improvement planning that is in alignment with the district Strategic Plan and aimed at improved teaching and learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X 4 out of 5	<input type="checkbox"/>

	*see <a href="#">FPS District Goal/Initiative Forecasting &amp; Progress Monitoring (January-June 2018)</a>					
5	<b>Fuller Middle School Building Project</b> Work with School Building Committee (and relevant subcommittees) in order to submit the Preferred Design Plan to the Massachusetts School Building Authority (MSBA) May 9, 2018 to advance a new Fuller Middle School project. *see <a href="#">FPS District Goal/Initiative Forecasting &amp; Progress Monitoring (January-June 2018)</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>4.22</b> <b>out</b> <b>of 5</b>	<input type="checkbox"/>



## 4. Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.            Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>				
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>3 out of 4</b>	<input type="checkbox"/>
<b>I-B. Instruction:</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>3 out of 4</b>	<input type="checkbox"/>
<b>I-C. Assessment:</b> 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.	<input type="checkbox"/>	<b>X</b> <b>2.88 out of 4</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>3 out of 4</b>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> 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"/>	<b>X</b> <b>2.67 out of 4</b>	<input type="checkbox"/>	<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.

Unsatisfactory

Needs Improvement

**x Proficient**

3 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** - SMART goals need to be enhanced to ensure measurable outcomes. All students must be accommodated for their diverse learning styles so that all are experiencing adequate yearly growth. This section is an area that needs intensive work. I am confident that Dr. Tremblay is up to the task of ensuring substantial growth as a district and for each cohort of students.

**Richard Finlay, District 2** - Bob has proven himself not to make any changes or decisions without gathering all the facts. He gathers all team leaders and stakeholders as well as the community.

**Scott Wadland, District 3** - Working through the Assistant Superintendents for Elementary and Secondary Education, Dr. Tremblay has done an exemplary job of bringing instructional leadership and practice to the forefront and positioning the district for continued growth in this area. The only indicator which is not as evident to me as a School Committee member is the degree to which we are fully leveraging all of the academic data at our disposal.

**Adam Freudberg, District 4** - Dr. Tremblay has done an excellent job setting the tone and making it clear to all staff that each elementary school must have a shared understanding of high quality instruction, including content and instructional strategies. His creation of the Office of Teaching and Learning, followed by choosing talented Assistant Superintendents for Elementary and Secondary Education, along with collaborative relations with unions, and ramping up efforts to support underperforming schools has put this district on the right path. I look forward to seeing the state, district, and school assessment results we expect next school year so we can measure progress. I expect we would use those reports as pieces of the total package we need along with other non testing related measurable results to have insight in order to react, adjust, and work with Dr. Tremblay to invest where needed in FY19 and beyond.

**Noval Alexander, District 5** - I believe Dr Tremblay's focus on restructuring the central office, developing and implementing his strategic academic plan to include targeted initiatives to address our 3 underperforming schools are solid examples of his desire to improve academic outcomes and reduce significant achievement gaps in our district.

**Geoffrey Epstein, District 6** - A key problem facing the superintendent on arrival last April, was a school system with no tangible standards for school resourcing, school budget management, principal practice, common assessments or student performance data management. Each school went its own way, with no common purpose or vision. In some sense, this was like walking into an overgrown garden which needed some very basic maintenance after years of inconsistent and disparate management. The superintendent has proven up to the task and done an outstanding job of establishing better practices in all areas. There is however much more still to do to ensure that, with those better practices in place, progress is monitored with all of the necessary data gathered, analyzed and turned into useful information at all levels. He needs to ensure that each student, each class, each grade and each school is constantly improving. A key challenge for the next year is to see real improvements in data-informed instructional decision making and to make sure that we have the right staff resources on board to make sure that happens. It is expected that in the next year, there will be a dramatic improvement in the quality and utility of reporting the School Committee sees on student achievement. This is one of the most important changes the School Committee looks forward to: effective written reporting and associated presentations focused on student and school improvement. One further observation is that there seems to be a significant inconsistency in technology policy. Technology needs should be driven by instructional leadership coming from both central administration and the school principals. Yet one finds consistently under deployment of Chromebooks in the school system. The technology department appears to be a drag on deployment, based on an argument that use of deployed devices is low. But that does not take into account the basic fact that if devices are not 100% available, teachers cannot integrate them fully into their teaching and so their use is much less than they would like. When principals say they need more Chromebooks and that we see islands of 1-1 deployment pushing education into the modern age, we should act. Instructional leadership should prevail in the scale of Chromebook (and other device) deployment. Further, although one can see the 1-1 wave rising in the elementary and (to a lesser degree) in the middle schools, there seems to be a complete absence of a 1-1 plan for the high school. The voice of teachers and principals needs to have more power in the domain of technology integration in the classroom and the associated resource allocation to classroom technology, and we expect to see that shift occur as rapidly as possible. It may be that a real challenge for the superintendent is to shift the outlook and practice of the technology department to better serve best practices in instruction.

**Tiffanie Maskell, District 7** - Dr. Tremblay has many aspects of the district being evaluated and reviewed. I believe he is headed in the right direction by having directors of Elementary and Secondary Education. Some observations: we continue to have many families upset with the Summit program and no plans to continue this style of learning at the HS level; We still have no director for the

Sage program; and our underperforming schools have still not made progress. For me to evaluate all standards listed in this section, I must have data and actual reports.

**Gloria Pascual, District 8 -**

Opportunities for improvement: Data is needed in the following areas for assessment:

- Analysis of classroom walk-through data
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of district assessment data
- Analysis of leadership team(s) agendas and/or feedback

**Tracey Bryant, District 9 -**

Positives:

- Dr. Tremblay has articulated the goal of equity and consistency of educational opportunities and practices throughout the schools & the need to implement best practices, but implementation efforts are just beginning - too early to rate success.

Negatives:

- The School Committee needs more data-based information, reports and assessments in a timely manner, far in advance of action-needed dates.
- In general, delivery of important data needs to be better timed, delineated and labeled; and separated from the daily barrage of notifications and info., many of which do not pertain to the School Committee at all. We get reports just in time to vote on them, but not enough time to really delve into them. The process could be more efficient.

Examples of evidence superintendent might provide:

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

## 5. Superintendent's Performance Rating for Standard II: Management and Operations

	Unsat isfact ory	Needs Impro veme nt	Profi cient	Exem plary
<p><i>Check one box for each indicator and indicate the overall standard rating below. Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i></p> <p><b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3 out of 4	<input type="checkbox"/>
<p><b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 4	<input type="checkbox"/>
<p><b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3 out of 4	<input type="checkbox"/>
<p><b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</p>	<input type="checkbox"/>	X 2.88 out of 4	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>II-E. Fiscal Systems:</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 4	<input type="checkbox"/>

<b>Overall Rating for Standard II</b> <b>(Check one.)</b>	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.
--	--

 Unsatisfactory

 Needs Improvement

**x Proficient**
**3 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 continued progress in the use of data-driven research to inform decisions. School Committee needs to be provided with written monthly reports and to be a part of the shared responsibility for strategic decisions. The management chart and responsibilities could stand for updating and efficiencies.

**Richard Finlay, District 2** - Bob knows clearly how to run a large district with such complex diversity. He takes a team approach to everything by including all his leadership team and utilizing their skills and talents as well to make the district successful.

**Scott Wadland, District 3** - Dr. Tremblay has done an exemplary job in restructuring the Business Office in the face of several key retirements, and under his leadership the district's hiring practices have been successfully revamped to be more task-based. These improved hiring practices have led to the successful completion of several principal and administrator searches. Now that these HR practices are in place and we have hired a new Business Manager, attention should be focused on Scheduling and Management Information Systems so that we can reduce inequities in schedules between schools and also make sure that we have close alignment between our strategic plan and the information systems strategy which supports it.

**Adam Freudberg, District 4** - Dr. Tremblay is a strong leader and manager. He empowers his staff to represent him and stays in touch in order to appropriately communicate their efforts to stakeholders. In his first year on the job he has made a tremendous amount of reforms to support necessary improvements at both the Central Office and at schools. He also has a strategic eye to see where gaps existed or may be in the future. For example, after much study he decided to merge certain positions in the business office, bring on a Communications and Media Manager to support family engagements, create the Office of Teaching and Learning, elevate the topics of diversity and equity to the Assistant Superintendent level, and advertise for a Director of Safety and Security to coordinate across the district in this critical area. All of these Central Office realignments not only filled gaps, but reduced the overall budget by \$90,000. Dr. Tremblay inherited more than 300 School Committee policies, many of which have been in existence for decades. Progress has been made and more is on the way. In the months and year ahead I would like to get more of his inputs, as well as his staff, on what policies may need updating, or even consolidated so staff, families, and other stakeholders clearly

understand what is expected on each topic and reforms are made to move the district forward. I was impressed with the FY19 budget process. It means a lot that the School Committee, Mayor, and a City Council representative all participated in months of budget planning sessions before enacting the budget. Before the unanimous vote by the School Committee and City Council on the FPS budget, Dr. Tremblay and staff spent more than 1600 hours of budget meetings going line by line, school by school over each proposed expenditure. Three in-depth budget workshops and individual meetings with members allowed School Committee members to ask questions, offer suggestions, and have a say before the recommended budget was submitted to the committee. This allowed me to feel like my inputs were heard and my questions were answered early on in the process so I felt very comfortable moving it forward when it was time for our deliberations and vote. With the FY19 budget now enacted, I look forward to monitoring it closely in the year ahead. I expect we will see projections and regularly hear about how our collective investments are hopefully delivering for our students and staff in support of equity based student achievement.

**Noval Alexander, District 5** - The Framingham Public Schools are very fortunate to have Dr. Tremblay as its leader. In the wake of the Parkland, Florida and Santa Fe, Texas school shootings he effectively communicated his desire to focus more on the socio-emotional needs of our students and staff. In addition, he's demonstrated a commitment to diversifying the administrative leadership which we hope will attract well qualified minorities into our educator ranks. One area of concern is that stakeholders need better monetary reporting on a regular basis and as the new CFO comes on board that will be a highlighted area of focus and oversight by Dr. Tremblay.

**Geoffrey Epstein, District 6** - A substantial challenge for the superintendent has been putting together the right leadership team to drive the school system to improved performance, establishing a completely new culture of constant improvement built on best practices. Much has been achieved in this direction, especially with the new central administration leadership in academics, finance & operations, community engagement and the hiring of multiple new capable principals. Further, from close contact with the hiring process, it is clear that we have in place a high quality hiring operation which is critical to school system improvement. There have been problems in the fiscal management area this year, both in managing the FY18 budget, with no evident budget forecasting capability, and in putting together the FY19 budget where there were basic misfires even at the level of identifying key budget drivers, or in folding in necessary budget book improvements in the final edit cycle. However, these problems were recognized and addressed with the hiring of new Executive Director of Finance & Operations. In the next year, we expect to see professional management practices return to fiscal and operations management, with the monthly written updates required by voted policy. Further, although the management of data within the fiscal and operations end of things is expected to substantially improve, the data management approaches employed there are expected to expand to academic progress reporting as well. The School Committee expects to see for the first time in the fall, a fully professional enrolment analysis to support budget management and both short and long term school system capacity planning, as well as standard report on MCAS. Both of these reports were

missing in the fall of 2017, but should become standard practice going forward. The Superintendent has solved as many problems in the last year as one could humanly expect, but these are still some of the central problems needing to be solved in the coming year. Further, with new thinking and financial expertise on board, we might finally be able to solve the problem of finally getting air conditioning installed in the high school, which has proven to be a problem Framingham has been unable to solve for more than a decade, leaving our students and staff in our flagship school with unacceptable working conditions for two months of most years.

**Tiffanie Maskell, District 7** - Considering all that is going on in our educational systems, safety and social/emotional health is paramount. Dr. Tremblay has taken important steps in that direction. I would like to see the actual response plan for our district as well as incident reports. I am encouraged to see equity and diversity front and center. I expect that Dr Tremblay will continue to broaden our diversity in the HR process. Dr. Tremblay has not held directors accountable for the reports that the committee requires. I am optimistic that our new hire, Mr. Lynch, will have monthly communication about how we are trending, and the raw data needed, in order for the School Committee to do its fiduciary responsibility. Again, for me to evaluate all standards listed in this section, I must have data and actual reports.

**Gloria Pascual, District 8** -

Opportunities for improvement: Data is needed in the following areas for assessment:

- 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
- Analysis and/or samples of leadership team(s) schedule/agendas/materials

Tracey Bryant, District 9 - Dr. Tremblay has the capability to achieve proficiency in all these standards, but:

- Due to the level of delegation (wide-spread, which is good), his level of competence and proficiency, and his vision and mandates in these areas doesn't always translate fully into the product presented to the School Committee and District. His staff does well, but improvement is needed.
- Not enough data - reports, documents, data analysis, research, etc. provided regularly in a timely manner to really determine the level of proficiency his staff has in these areas.

- Delegates well. Empowers staff. Rewards staff. Supports and defends staff.
- More oversight & review of staff work is needed, or a higher standard needs to be communicated and supported more rigorously. Many reports and documents presented to the School Committee for approval had not been fully reviewed by the presenters and/ or were not actually ready for approval/acceptance, but approval/acceptance was requested anyway.
- He developed a budget that supports the district's vision, mission and goals, but he needs to ensure that the money will be so used. Less money should be diverted from academics to increase high-level salaries, at this critical time for Framingham Public Schools. Should not be making or intending to make unnecessary salary expenditures; while reducing staff for programs with proven success.

**Examples of evidence superintendent might provide:**

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

## 6. Superintendent's Performance Rating for Standard III: Family and Community Engagement



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and indicate the overall standard rating below. Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i></p> <p><b>III-A. Engagement:</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b> <b>3.11</b> <b>out</b> <b>of 4</b>	<input type="checkbox"/>
<p><b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

		2.88 out of 4		
<b>III-C. Communication:</b> 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 out of 4	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.13 out of 4	<input type="checkbox"/>

<b>Overall Rating for Standard III</b> (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.
--	--

Unsatisfactory

Needs Improvement

**x Proficient**

3 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** - Proficient Rating given in this category, no comments required

**Richard Finlay, District 2** - Bob takes the family and community very seriously. He engages himself in the community. He shows up at almost all the community events. He listens to the parents and the stakeholders and is willing to meet with people to hear their concerns. He is very passionate about his job and the community.

**Scott Wadland, District 3** - In the 12 months that Dr. Tremblay has been in Framingham he has taken great strides to develop effective partnerships throughout the community. Going forward, it is suggested that Dr. Tremblay work with his staff within the Office of the Superintendent to make sure that direct communication to him from families is addressed in a consistent and timely manner

**Adam Freudberg, District 4** - Dr. Tremblay has the ability to see all aspects of a challenge and work with stakeholders to find mutual paths forward. I've seen him work with parents and community members on tough situations requiring uncomfortable conversations. He is able to think critically and communicate well by using facts and staying positive. It is nice to have someone with

a glass half full mindset leading our district. Moving forward, I see his use of social media and video messages ramping up as a way to both communicate directly to stakeholders on key topics, as well as promoting the successes of our students and staff. Dr. Tremblay also spends a lot of time cultivating partnerships with key regional organizations. I appreciate how open he has been to my suggestions and those of others asking that he look into new partnership concepts the FPS may have never considered before. I expect some of these will come together in the months and year ahead. He ensures that his schedule dedicates time to the Framingham business community, non-profits, and even neighborhood/community groups who may not be directly involved in schools. He spends time speaking or emailing with people even if they don't have children in the schools, and he told me it's because all taxpayers need to understand FPS and know they have a voice too. That's an important trait for a leader to have.

**Noval Alexander, District 5** - Since arriving in Framingham Dr Tremblay has gone above and beyond in this category. His desire to be out of the central office and in residence at all our schools was an early example of his leadership style. Quickly surmising that cohesive communications was sorely lacking; Dr. Tremblay created a director of communications which would focus on creative ways to communicate within and outside the district amongst all stakeholders. Dr. Tremblay is acutely aware that cultivating effective communications at all levels will promote increased community involvement and in turn can increase student academic achievement.

**Geoffrey Epstein, District 6** - Communications is a key element in a superintendent's repertoire and our superintendent puts a great deal of effort into this, with press releases, emails, personal appearances, connection to the community around the strategic plan and using tools such as Facebook streaming to reach larger audiences. Nonetheless there has been no explicit action on the 2015 communications report generated by a capable task force. In particular, development of the school system and school websites appears to have made little progress this year and two way communication with families on student progress on academic and other matters has also seen little change. These two areas are critical to school improvement and are squarely in the family and communication engagement domain. One suspects, as with data management, that there is a need for more staff resources both to build out these elements of communications and to maintain them. The technology plan which should underpin family and community engagement is invisible and deserves to see the light of day. Hiring a new director for communications is an important step forward, but it is time to recognize with some certainty that the only way to improve family and community engagement is to devote serious resources to building and deploying the tools which deliver it. That means that we should have the equivalent of what businesses call a chief information officer. That goes beyond the basics of technology and handles all of the key components of information generation, utilization and deployment in the school system. We are in a digital age but the means by which we communicate remain somewhat calcified. When might we expect greatly improved websites and deployment of meaningful mobile phone apps to inform families on a weekly basis how their children are doing and the community on the progress which is being made to improve the school system?

**Tiffanie Maskell, District 7 -**

- Dr. Tremblay has done a great job at actively engaging stakeholders. He is very visible and welcoming to the community.
- Sharing responsibility with families requires communication. The two-way communication is vital to student success. Parents are frustrated with the inconsistencies in which the district communicates and what information they do share. Parents cannot share responsibility when they do not find out issues until report cards are issued. While Dr. Tremblay inherited these issues, it continues to be a problem.
- It came to my attention, through the SIP presentations, that not all schools are translating information into Spanish and Portuguese. This is crucial in communicating to our diverse community.
- Community members have stated that emails and phone calls to Central Office have not been returned or have not been in a timely manner. Letters have been sent stamped with Dr. Tremblay's signature, not reflecting his service friendly attitude.
- Dr. Tremblay has done a great job reaching out to create partnerships within the community. I look forward to seeing the outcomes of the connections he has fostered.
- Again, for me to evaluate all standards listed in this section, I must have data and actual reports.

**Gloria Pascual, District 8 -**

Positive:

- Public forums

Opportunities for improvement:

- The need for specific measurable and smart goals
- The need for Culturally proficient language needed

**Tracey Bryant, District 9 -**

Forward Movement:

- New superintendent - performance is on track to achieve proficiency within three years.
- Superintendent Submission of Evidence in this area, along with having attended the Coalition of Schools for the Education of Boys of Color (COSEBOC) Conference with some of his senior staff and key school committee members.
- D. Family Concerns: Tracking of family and community concerns has begun, as the first step in better addressing concerns in an equitable, effective and efficient manner.
- Has greatly improved the electronic communication from the District to families, community stakeholders, etc., i.e., the evidence he provided and with the School District website and the hiring of a Communications Officer.
- A-C will need more time to be fully met.

**Improvement Needed:**

- III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.
  - To make all families feel equally welcomed in the classroom and school community. Responsive behaviors, attitudes and measures must remain consistent and courteous district-wide.
  - Across the District in consistency, equity and cultural proficiency in the application of communication and discipline policies. In acknowledging, including and respecting parental rights in the resolution of matters concerning their children.

**Examples of evidence superintendent might provide:**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals progress report</li> <li><input type="checkbox"/> Participation rates and other data about school and district family engagement activities</li> <li><input type="checkbox"/> Evidence of community support and/or engagement</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample district and school newsletters and/or other communications</li> <li><input type="checkbox"/> Analysis of school improvement goals/reports</li> <li><input type="checkbox"/> Community organization membership/participation/contributions</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders</li> <li><input type="checkbox"/> Relevant school committee presentations and minutes</li> <li><input type="checkbox"/> Other: _____</li> </ul> |
|--|--|--|

## 7. Superintendent’s Performance Rating for Standard IV: Professional Culture



*Check one box for each indicator and indicate the overall standard rating below.  
Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> 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"/>	<b>X</b> 3.33 out of 4	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> 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"/>	<b>X</b> 2.88 out of 4	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>

			<b>3.44 out of 4</b>	
<b>IV-D. Continuous Learning:</b> 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"/>	<b>X 2.67 out of 4</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> 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"/>	<b>X 3.22 out of 4</b>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> 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"/>	<b>X 3 out of 4</b>	<input type="checkbox"/>

<b>Overall Rating for Standard IV</b> <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.
--	---

Unsatisfactory

Needs Improvement

**x Proficient**

**3 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 a compassionate and tireless educational leader who has made a significant and positive impact on the Framingham Public Schools. He is omnipresent in the schools and in the community and has tried to tackle a great deal of challenges. He truly wants the best for each student, staff member and family. I look forward to seeing how his leadership will translate into improving our accountability status and to seeing the continued rigorous and differentiation practices for all students.

**Richard Finlay, District 2** - Bob does extremely well in all these areas. This is what makes him so successful and respected throughout the district and community.

**Scott Wadland, District 3** - Dr. Tremblay has done an exemplary job of setting clear and high expectations for Professional Culture in the district, and while he has provided much of the “thought leadership” himself he has also done this in a reflective and collaborative manner. He has also done a great job in handling conflicts, and going forward I expect fewer of these conflicts to arise as a culture of mutual respect and trust is re-established with staff at all levels.

**Adam Freudberg, District 4** - Dr. Tremblay’s leadership is making the Framingham Public Schools an even more desirable place for employees to apply for jobs. It is my hope that our diverse and welcoming community will result in additional hires to more closely mirror our student population. The HR department is well run and is on the right track to bring in new talent when vacancies arise. Overall, Dr. Tremblay’s management style and the fact that he genuinely cares about each employee and what goes on in each school makes him an ideal leader. He is setting the tone from the top on the type of professional culture I want our students, staff, and community to see in action.

**Noval Alexander, District 5** - Dr. Tremblay has consistently demonstrated to all students, educators, administrators and staff that high academic achievement for all our students is tantamount. He has continually sought ways to instill this new culture at all levels, to include promoting and recruiting competent and highly qualified people that are committed to his vision. In addition he actively engages and listens to all community stakeholders to create a sense that we are all in this endeavor together.

**Geoffrey Epstein, District 6** - The superintendent’s professional culture is impressive. He is rebuilding the school system in a systematic fashion, based on high standards, accountability and true common sense and best practices. He is engaging and adaptable and seeks input in an impressive manner. Reshaping Framingham Public Schools is a truly challenging task and he has proven very effective in this first year. One reason I am inspired to do better is because he is there working the problem every day. He also seeks out advice, listens and adapts. One area that saw adjustment was in reporting to the School Committee where after some discussion, the Superintendent updates are now provide as documents which are much easier to manage informationally than oral or video records. This now sets a good example for all other reporting done going forward. To achieve the change we need in the school system, we need real leadership and we are fortunate to have that in good measure with our superintendent. Good things lie ahead.

**Tiffanie Maskell, District 7** - *Proficient Rating given in this category, no comments required*

**Gloria Pascual, District 8** -

Opportunities for improvement: Data is needed in the following areas:

- The need for Culturally proficient language needed
- Staff attendance and other data
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals

**Tracey Bryant, District 9 -**

- Superintendent Tremblay nurtures high expectations and continuous learning for staff and students. Work is needed in the area of reflective practice, which should include internal and external assessments and/or evaluations. There seems to be a professional culture of urgency in task completion that impedes genuine reflective practice. When a balance is achieved between reflective practice, high expectations and continuous learning for staff, accuracy, efficiency and effectiveness should increase.
- The Superintendent needs to ensure that there is a district-wide understanding and commitment to cultural proficiency. The current cultural proficiency goals and action steps listed in the individual school Strategic Improvement Plans range from vague and ineffective, to non-existent. The Diversity Hiring goal for HR unnecessarily delays any measurable progress beyond the 3-year end date of the Plan. I believe he intends to rectify these deficiencies and quite possibly use the equity audit as an integral part of the work to strengthen the SIP's and HR goals within the District's Improvement Plan. He and some of his senior staff attended The Coalition of Schools for the Education of Boys of Color Conference, as did three school committee members. He offered it to all.

**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: \_\_\_\_\_