



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

SCHOOL COMMITTEE

Adam Freudberg, Chair • Tiffanie Maskell, Vice Chair • Priscila Sousa, Clerk
Jessica Barnhill • Karen Dempsey • Geoffrey Epstein
Beverly Hugo • William LaBarge • Scott Wadland
Yvonne M. Spicer, Mayor

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TO: City of Framingham Stakeholders
FROM: Adam Freudberg, Chair of the School Committee
DATE: Friday June 12, 2020
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 2020 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 returning School Committee Members Ms. Beverly Hugo, Mr. Scott Wadland, Mr. Adam Freudberg, Mr. Geoffrey Epstein, and Ms. Tiffanie Maskell from July 2019 to the present, and the newly elected members Ms. Karen Dempsey, Ms. Priscila Sousa, Ms. Jessica Barnhill, and Mr. William LaBarge from January 2020 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 9 and vote on June 17 has been planned since January of 2020.

There is no contractual option or obligation for performance bonuses or cost of living adjustments as part of this evaluation.

On May 6, 2019 the Committee voted unanimously, and the Superintendent agreed, to use the new Massachusetts Department of Elementary and Secondary Education's End-of-Cycle Summative Evaluation Report template.

Filling Out the Evaluation Report

At multiple meetings between January and June, Dr. Tremblay presented information on topics to be considered by the School Committee as well as status reports on his goals. Between meetings, members had the opportunity to email or have a video or 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 evaluation resources, 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, put on file with the City Clerk, 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: 3.11 out of 4

Superintendent's Performance Goals

- Student Learning Goal: Attendance: Significant Progress: 3.33 out of 5
- Professional Practice Goal: Framingham Public Schools Strategic Plan Development (2020-2023): Met/Significant Progress: 3.67 out of 5
- Enrollment & Facilities Planning Goal: FRAMINGHAM HIGH SCHOOL SPACE UTILIZATION PLAN: Significant Progress: 3.44 out of 5
- Enrollment & Facilities Planning Goal: FRAMINGHAM PUBLIC SCHOOLS LONG-TERM FACILITY PLAN: Met/Significant Progress: 3.67 out of 5
- District Improvement Goal: Pre-School Expansion Research & Implementation Plan: Significant Progress: 3.44 out of 5

Overall Rating for Standard I: Instructional Leadership

- Proficient/Needs Improvement: 2.89 out of 4

Overall Rating for Standard II: Management and Operations

- Proficient: 3.00 out of 4

Overall Rating for Standard III: Family and Community Engagement

- Proficient/Needs Improvement: 2.89 out of 4

Overall Rating for Standard IV: Professional Culture

- Proficient/Needs Improvement: 2.89 out of 4

Past Evaluations/What's New This Year?

To view previous evaluations of Dr. Tremblay, [click here](#).

This is the first year multiple School Committee's including Framingham's are using the newly revised DESE evaluation criteria and template. Additionally, four of the five Framingham School Committee Members are new and did not participate in the 2019 evaluation.

The Next Evaluation of the Superintendent

The School Committee's next annual evaluation will be completed in June of 2021, and will be the first one under the terms of the new Superintendent's contract beginning July 1, 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 fall. Additional criteria and the specific evaluation form to be used for the next evaluation will be determined together by the School Committee and Superintendent in accordance with his contract in the months ahead.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Robert Tremblay

Evaluator: Framingham School Committee Summative Evaluation June 12, 2020

Name **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress 3.44 out of 5	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress 3.11 out of 5	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress 3.33 out of 5	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

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.

Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.00 out of 4	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.11 out	<input type="checkbox"/>

			of 4	
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X 3.22 out of 4	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X 3.00 out of 4	<input type="checkbox"/>



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

**X Proficient:
3.11 out of 4**

Exemplary

Step 4: 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*.

Comments:

Beverly Hugo, District 1 – Superintendent Robert Tremblay is a passionate, optimistic and omnipresent leader. He is well-liked, affable and has immersed himself in the community. He is someone that wants to do the right thing for all kids and families in our district. He constantly tries to improve his practice, listens well, responds to constructive criticism and tackles a voluminous amount of tasks, duties, initiatives in a complex district of almost 10,000 students, of which more than half are in the high needs category. Even in this pandemic, his first priorities and actions were to feed our kids, ensure that they had access to computers, Internet access, their musical instruments and to make sure that they were doing well emotionally. He constantly shows that he loves his work, the districts and our community. He aims to please and sees a vision for our district.

As the purpose of an evaluation is to show strengths, weaknesses, challenges and opportunities for growth so that we may flourish as a district, I offer my humble opinion for methods to improve his performance.

1. More regular communication and discussions with the entire School Committee before decisions are made, specifically decisions that are partly in the purview of the School Committee-budget, long-term planning and vision. Workshops, retreats, matters that members should be aware of during Executive Session etc.
2. More analysis of data, use of problem-solving strategies to achieve consistent and desired results with a sense of urgency to improve student achievement, specifically our chronically underperforming schools.
3. Make it a top priority to ensure that the Stapleton School is safe for all students and staff and to hire an experienced, proven leader that can reverse the negative behavior and transform the school climate and culture.
4. Although an inordinate amount of work has been initiated and implemented by the Office of Equity, more intensive and immediate action needs to take place on engaging our students of poverty, our students of color, our English Learners and other at-risk populations. We must ensure equity, eradicate implicit bias and ensure that all that deal with our students are socially competent. The results of the Equity Audit must be immediately implemented with an “all hands on deck, no excuses mentality”. We must look at a deep data dive to see if all cohorts are accessing the myriad of opportunities that we have in our schools (AP classes, extracurriculars, etc.) and implement more supports so that there will be no inequities in our students' accessing them.
5. SMART goals should be adopted for each goal produced to ensure that we are making adequate progress. So much progress and improvements have been made to our district under Dr. Tremblay's leadership!

He, his staff and the teachers should be commended for their dedication and hard work in educating our students and providing the mentorship to help them thrive. So much has been accomplished in our district during the last year and I look forward to all that will be done in the next few years as we eradicate some of our current challenges and work together to improve the success and futures for all of our students! I thank Dr. Tremblay for giving his all to the Framingham Schools and for the anticipation of continued progress!

Karen Dempsey, District 2 – Overall, I believe Dr. Tremblay has, through the goals he has identified and the strategies he has developed, will help to move the School District forward in a positive way. Over the past few months especially, Dr. Tremblay has demonstrated his ability to make adaptations and changes when necessary with remote learning, budgetary needs, communication and engagement with students and families, faculty and staff. Though progress has been made, Dr. Tremblay must remain aware that many of these goals may need to be readjusted (over the Summer) once we receive the State guidelines from DESE. Also, when students return, Dr. Tremblay and his Administration will face challenges with regard to student learning as well as their social-emotional needs that will have to be addressed by Teachers, Staff and Administration.

Though the school year ended abruptly, the Superintendent and the School Committee must remember and continue to implement the plan outlined for Mary E. Stapleton Elementary School to ensure that teachers can teach and students can learn in a safe environment. Dr. Tremblay, along with his staff, needs to remain committed to ensuring that all students will receive a safe and equitable education at all schools in the District. As a School Committee member, I am confident that Dr. Tremblay and his team, working with the Teachers, students and parents, will navigate the District through these challenging times we face together as a community.

Scott Wadland, District 3 – The 2019-2020 school year has been incredibly challenging in multiple ways. From schedule changes caused by the worst outbreak of Eastern Equine Encephalitis in more than 50 years, to an elementary school (Stapleton) repeatedly disrupted by student behavioral issues, to an outright closure of the schools and switch to remote learning due to the COVID-19 pandemic – the commonly-used word “unprecedented” seems insufficient to describe everything that Dr. Tremblay has had to deal with this year. In retrospect there are several opportunities for improvement as noted later in this document, but given that there is no playbook for many of these challenges I believe that Dr. Tremblay has a good job addressing them and coming up with strategies and plans that keep the needs of students, families and staff in clear focus. Because of the COVID-19 pandemic the future of the City of Framingham and the Framingham Public Schools is more uncertain than ever, but under the leadership of Dr. Tremblay I am confident that we will respond appropriately and do everything we can to prepare our students for whatever path they choose to follow.

Adam Freudberg, District 4 – This year, consistent with DESE guidance for long-term Superintendents, I held Dr. Tremblay to a higher standard in comparison to my previous two years on the School Committee. This is because he is now a Superintendent about to begin year four in Framingham and he is entering the first month of a new long-term contract. It is important to praise as well as professionally encourage and critique the Superintendent. He is our partner in the pursuit of continuous improvement in every corner of our school district so gaps can be identified and critical achievements can be pursued in the months and years ahead.

Overall this has been an extremely difficult year mixed capped off by the pandemic shutting down school. Dr. Tremblay has led throughout this pandemic in a professional, caring, and coordinated way to ensure the schools were providing every service possible for the community during the limitations of being remote from one another. If this evaluation was solely about the COVID-19 era he would receive Exemplary or Proficient scores in all categories.

Before the pandemic, the district was focused on challenges such as enrollment growth, Social-Emotional Behavioral Health needs, aging buildings, funding shortfalls, disagreements over how to implement lesson plans, how to properly support urgent community concerns at Stapleton Elementary School, all mixed into the usual day to day challenges of running a school district.

During the challenging year the Superintendent has shown his strengths in many ways. He is a strong communicator who is dedicated to Framingham. While the community may never fully understand or agree with his decisions, at least they can hopefully feel confident in his professionalism, expertise, and dedication to doing what he believes is right for the entire school system.

This year there have been many accomplishments. Finally after decades of talk about the need to do so, the School Committee accepted his recommendation to pursue the land acquisition in order to build a new elementary school south of Route 9. If we really want to solve the challenges of equity, long bus rides needing extra money, and school choice, then this new school is a must to help that process move forward. We cannot let a pandemic get in the way of progress on what is typically a three-plus year process to build a new school. He has also worked well to support the onboarding of a new School Committee with four new members. He has continued to reform the Central Office to put as much focus on support for school as possible, and has continued to fill previous gaps by supporting team leaders in the area of communications, security infrastructure, curriculum review, equity, and finance. Again, the district’s budget process and book is a transparent, detail oriented, and successful way to advocate and explain the need for every expenditure it takes to run a complex and large school district. He has also focused on building relationships and increasing

communications with other municipal departments to increase efficiencies and create tangible partnerships.

With that said, there are still many areas to improve on. In hindsight the Stapleton situation could have been handled much better, and I elaborate on this throughout. There are also still multiple reports requested by the School Committee on a variety of topics which have not been provided and are needed to provided data for decision makers and the public before votes are taken this year and next.

Priscila Sousa, District 5 – Dr. Tremblay has shown a commitment to steady performance improvement, innovation and educating our students beyond the walls of our classrooms. Despite a challenging academic year beginning with EEE and ending with a pandemic, there has been no shortage of out-of-the box thinking, diplomacy and a willingness to reflect and change course when necessary. He has shown tremendous leadership time and time again, most recently with the radical move to save the district and the city hundreds of thousands of dollars by eliminating a costly lease during the financial recovery of COVID-19 shutdowns. The world is changing around us and the district is no different. If the past few months are any indication, the difficult conversations to address inequity will only increase in quantity and frequency. That being said, I am encouraged at the foundation of meaningful and productive dialogue that Dr. Tremblay has helped establish in the district. I am also encouraged by the progress that has been made in the relationship between the district and some of our most powerful allies, our teachers.

Geoffrey Epstein, District 6 – Overall Dr. Tremblay continues to perform well against goals and standards, whether improving instruction across all schools, ensuring that school buildings meet student and staff needs, creating a budget each year which advances the district and makes the best use of tax payer dollars, or addressing the broad range of challenges which arise when firmly committed to improving a school district.

The obvious challenge this year has been COVID-19, and both prior planning and agility, as the crisis hit, were hallmarks of the superintendent's professional response. The immediate deployment of Chromebooks to families extended the classroom to the home and provided a critical basis for successful management of the period of school closure. Attention to food supply for needy families was just as important and evidenced the whole child approach to education which Framingham schools embrace. The good relationship the Superintendent has forged with the teachers' union also paid off in this difficult time, and we saw a tremendous team effort to continue student education in a totally dislocated environment.

In truth, the Superintendent's response to COVID-19 showed his skill in all critical areas:

1. Instructional Leadership
2. Management & Operations
3. Family and Community Engagement
4. Professional Culture

If one simply looked at the COVID-19 response for all 4 of these standards, Dr. Tremblay would receive an exemplary rating.

This evaluation looks at the entire year and arrives at a proficient rating overall. There have been remarkable achievements, such as the COVID-19 response, but there are also areas to pay more attention to, as one expects in a school district which still has great unrealized potential. We are fortunate to have Dr. Tremblay as our Superintendent and, given the progress made so far, expectations remain high for more great progress in the next year.

Tiffanie Maskell, District 7 – Dr. Tremblay is a great superintendent. This is not easy work, yet he is always up to the task and does it with enthusiasm and positivity. He is not afraid to put in the hard work it requires, for our kids. He is constantly looking to better himself and the district using best practices. I look forward to collaborating and working tirelessly for the success of our kids!

Jessica Barnhill, District 8 – Dr. Tremblay's professional practice goal and student learning goal have been met. In addition to meeting his district improvement goal, his efforts toward achieving universal Pre-K in Framingham deserve to be recognized. In part, Dr. Tremblay has demonstrated extensive collaboration with stakeholders and community partners. He has recruited and organized a leadership team, various subcommittees, and task forces who share his vision and passion for this extremely important work. Significant progress has been observed throughout his employment with the Framingham Public Schools.

Throughout the evaluation process, Dr. Tremblay was extremely transparent. All materials and reports requests were provided. In addition, thank you to those who provided feedback. Information from but not limited to community partners, teachers, parents, members of the leadership team, residents and a variety of stakeholders was of value throughout this process. In addition, many pieces of evidence, data, and reports were consulted throughout this evaluation.

Any evaluation comments or remarks based on personal observations reflect the time period of Jan 1, 2020 to June 9, 2020. Feedback, data, and reports consulted however, extend before this time period.

William LaBarge, District 9 – I'll start with where improvement is needed. The situation at Stapleton School has been at the level where many parents feel that the environment is toxic to the children at Stapleton School. Even teachers have complained about getting assaulted by the kids. I recognize that changes have been made with staff members and the leadership team. The COVID-19 situation has forced a responsible shutdown of the schools last March. With the shutdown of the schools, there is great opportunity to do even major tweaking with how the disruptive students AND have a 'solution' for the problem before Stapleton School is reopened this coming August. Yes, there will be disruptive students in schools and that will not change. The staff are the adults and should have better control over the situations. In all fairness, I recognize that the situation at Stapleton predates the tenure of the Superintendent. At the same time, I expect that the Superintendent will be able to change so the disruptive students are not hurting their fellow students nor are they hurting the teachers. If the Superintendent is able to solve this situation, that demonstrates he is worth every penny that he is paid.

Now, I'll speak on where the Superintendent is proficient in. He has a team of people who make sound decisions in the day to day operations. Examples: Taking steps in protecting the children from the EEE virus by having children take their recess indoors. We had issues with the school buses keeping their schedule, but I do not hold the Superintendent accountable for that situation.

Where the Superintendent is exemplary is how he and his team had to pull several rabbits out of the hat over the COVID-19 situation.

When a parent tested positive for that virus, the affected school was dismissed early and following day, schools shuttered. I recognize making such a decision is one of those darned if one does and darned when one does not. COVID-19 is not something to take a chance with. Furthermore, he had his team get internet and Chromebooks into the households that were without so their children can go and get online lessons in lieu of education in the classroom. At the same time, I'm impressed over having the bus drivers delivering breakfast and lunch to the kids during the school shut down. He and his team are constantly working on how to educate the children in this new world and to do it safely. I give him kudos for suggesting that we not renew the lease at the Perini building given the financial pressure that COVID-19 placed on all of us in the City of Framingham. This is an excellent way of making drastic cuts without directly impacting the children in a negative manner.

Overall, I find the superintendent is highly professional, personable, and very much goal-orientated in giving our children the best education. He's also highly respected by his peers and subordinates.

Superintendent's Performance Goals

Goals with Hyperlinks for Additional Background	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	Student Learning Goal: Attendance - Chronic absenteeism in the Framingham Public Schools is defined as missing ten percent or more of days enrolled for any reason, including excused and unexcused absences. Based on a 180-day school year, a student enrolled for the entire year who misses 18 days or more is chronically absent In the Framingham Public Schools, our principals are held accountable to meeting specific absenteeism thresholds for each of their schools. Similarly, the Commonwealth of Massachusetts sets targets for school districts as part of the accountability rating for schools and districts. For the 2019-2020 school year, 90% of Framingham Public School students (K-12) will attend school more than 90% of their days enrolled during the academic year. This goal exceeds the current targets set by the Massachusetts Department of Elementary and Secondary Education and, if realized, would ensure that our students are afforded increased engagement opportunities with their teachers which would reasonably lead to improved performance outcomes for our district.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.33 out of 5	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	Professional Practice Goal: Framingham Public Schools Strategic Plan Development (2020-2023) - The Framingham Public Schools district leadership team will be using the Massachusetts Planning and Implementation Framework (Planning for Success) model with facilitated training beginning at our Summer 2019 Leadership Team Retreat and into the 2019-2020 school year to develop the next iteration of the Framingham Public Schools multi-year Strategic Plan. Planning for Success (PFS) is an inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support. This goal directly impacts both student learning and my own professional practice as I will be a learner in this work along with my colleagues with the support of our Planning For Success consultant.	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.67 out of 5	<input type="checkbox"/>
District Improvement Goal 1	Enrollment & Facilities Planning: FRAMINGHAM HIGH SCHOOL SPACE UTILIZATION PLAN - Following the enrollment forecasting and space study that was conducted during the 2018-2019 school year as part of the enrollment and facilities planning goal, work this year will focus more narrowly on maximizing the utilization of space at Framingham High School in order to meet the needs of the forecasted enrollment increase at the high school over the next several years.	<input type="checkbox"/>	<input type="checkbox"/>	X 3.44 out of 5	<input type="checkbox"/>	<input type="checkbox"/>

District Improvement Goal 2	Enrollment & Facilities Planning: FRAMINGHAM PUBLIC SCHOOLS LONG-TERM FACILITY PLAN - The Framingham Public Schools long-term Capital Plan is reviewed and prioritized each year. The need for facility planning has been and continues to be a critical element of that plan. Given the previously identified school building priorities as part of the Capital Plan, changes to application guidelines for projects seeking funding from the Massachusetts School Building Authority (MSBA), the comprehensive demographic forecast that was completed during the 2018-2019 school year, and consideration of new housing developments in the community, increasing challenges with the existing inter-district school choice model, and an increasing interest in the City of Framingham as a residential destination, a longer-term school facility plan must be prepared in partnership with City officials.	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.67 out of 5	<input type="checkbox"/>
District Improvement Goal 3	District Improvement Goal: Pre-School Expansion Research & Implementation Plan - Recognizing that an investment in tuition-free, early (pre-Kindergarten) education will address opportunity gaps for children and families in our community while yielding improved long-term performance outcomes for students, I will continue my exploration of Pre-Kindergarten/Kindergarten Early Childhood Centers for the City of Framingham with consideration of the following elements as they relate to the overall educational and facility needs of the Framingham Public Schools (see Framingham Public Schools Long-Term Facility Plan): 1. Existing and forecasted enrollment projections and the need for additional space at each of the district's elementary schools without having to use modular units for instruction and support services 2. Available property in the City of Framingham (collaborative effort with SIFOC and the City's Community & Economic Development Division) 3. Potential for expanded partnerships (cost-sharing and instructional) with local post-secondary institutions that provide courses of study for aspiring teachers 4. Potential for partnerships with local non-profit organizations that provide support for expanded early childhood education	<input type="checkbox"/>	<input type="checkbox"/>	X	3.44 out of 5	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of	<input type="checkbox"/>	X	X	<input type="checkbox"/>

well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)			2.67 out of 4	
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X 3.00 out of 4	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X	X 2.88 out of 4	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 4	<input type="checkbox"/>
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 out of 4	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership 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.	<input type="checkbox"/>	X	X Proficient/ Needs Improvement: 2.89 out of 4	<input type="checkbox"/>

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

Beverly Hugo, District 1 – Inconsistent district performance with many schools showing a lack of adequate progress, especially for specific groups of students.

Karen Dempsey, District 2 – Dr. Tremblay has shown his knowledge of the data and statistics accumulated and uses his organizational skills to present in-depth analysis and use that information to help guide him to make decisions based on facts, while also taking into account other factors that may affect a student's ability to learn. He speaks of how all the data and facts are pieces of a puzzle and how he envisions fitting all these important pieces together to ensure a quality education for every student. He also believes this sometimes takes “out of the box thinking” to meet the abilities and needs of each individual student.

Scott Wadland, District 3 – Dr. Tremblay is a strong advocate for learning and growth for all students, and under his direction and leadership strong practices have taken hold including those for assessment, evaluation and data-informed decision making. However, it is unclear to what extent there is a “shared vision” among the instructional staff, particularly in the area of “well-structured lessons with measureable outcomes”.

Adam Freudberg, District 4 – I have seen great progress in having consistency in these categories across the nine elementary schools and three middle schools in comparison to the pre-Dr. Tremblay era. This includes the district wide curriculum reviews which were previously inconsistent. That is a major culture and operational shift and deserves credit. FPS now has two years in a row of documented iReady and MCAS improvements. Testing is by no means the only indicator of success. Yet these indicators do reflect real progress in multiple areas such as first through eighth grade math and reading. The continued integration and expansion of the Sage Gifted program, as well as Science, Technology, Engineering, Arts, and Math initiatives are two other academic areas I am impressed with year to year progress.

Priscila Sousa, District 5 – Earlier this year, I had the opportunity to learn and observe the implementation of these standards in some of our schools. It is incredibly encouraging to see progress being made, data being collected, instructors and school principals being held accountable and care to differentiate where children need to be at the beginning/middle/end of their grade. It did give me pause, however, that the tools being used are somewhat rigid and narrow. Our heavy reliance on iReady (which among its limitations, includes the fact that it is not available in Portuguese) could indicate we are only measuring certain types of progress in very specific ways. The development of our students is much more dynamic than what we may be looking at. I had the opportunity to see children using the program and, while I understand it is only a small amount of their classroom time, it does create the opportunity for children who cannot perform well with that medium to be left behind.

Geoffrey Epstein, District 6 – Instructional leadership continues to be strong, with excellent engagement across all the schools.

During the year, I was especially impressed at the effort going into realigning literacy content and practice to the new standards, which bring non-fiction back into the picture to reinforce evidence-based argument and development of real world knowledge. Additionally, the reinvigoration of the Sage program, with new staff and new approaches designed to enable universal screening, was a very

significant step forward.

But, of course, the capstone to the year’s instructional leadership was the shift to remote education under COVID-19 attack. This was an enormously difficult shift in the entire educational dynamic and was executed as well as anyone could wish. Great advantage accrued from the sound working relationship the Superintendent has fashioned with the teachers’ union. Instructional leadership was tested in the cauldron of real crisis and came through with flying colors.

Tiffanie Maskell, District 7 – Dr. Tremblay has set high expectations for himself and the work of the leadership team, teachers, and staff. With great enthusiasm, he promotes the growth and success of all students and staff. He has cultivated a strategic plan that is focused on student achievement and has aligned time in the teachers’ contract to focus on student learning. Through the Offices of Teaching and Learning, we now have common language and data to make decisions. I appreciate his invitation to observe this data driven work. I would like to see more data shared to the committee through a real time, accessible dashboard.

Jessica Barnhill, District 8 – I-A/B: Dr. Tremblay organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes. He somewhat ensures lesson development with elements of appropriate student engagement strategies, pacing, sequence and activities. Dr. Tremblay often uses these findings to adjust practice and identify and/or implement appropriate interventions. However, Regarding standard I-A, a lower rating was earned based on the idea that more growth and reflection in this category seems needed. More reflection, system review and engagement with teachers could be beneficial for the district, particularly at the elementary level.

I-C-Not observed/Unknown at this time

I-E-Dr. Tremblay organizes and analyzes results from a somewhat comprehensive system of assessments to determine progress toward intended outcomes. He often uses these findings to adjust practice and identify and/or implement appropriate interventions.

William LaBarge, District 9 – *See the first section for all submitted comments*

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X 2.44 out of	<input type="checkbox"/>	<input type="checkbox"/>

		4		
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X 3.00 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X	X 2.89 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	X 3.67 out of 4
OVERALL Rating for Standard II: Management & Operations 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.	<input type="checkbox"/>	<input type="checkbox"/>	X Proficient: 3.00 out of 4	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): <u>Beverly Hugo, District 1</u> – Busing and transportation issues have taken several months to overcome, incurring lost time on learning, family frustration and safety issues with our students. Some groups of families have brought issues to our attention consistently and are frustrated that amelioration efforts are too slow or not enough to fix the issues. School climate, culture and safety issues continue to come to our attention at various schools. More proactive measures need to be taken, continually followed up on and ensured that the issues have been resolved. <u>Karen Dempsey, District 2</u> – As part of his leadership abilities, Dr. Tremblay hires qualified, knowledgeable, and competent staff who assist him with ensuring the FPS are in compliance with applicable State and Federal Laws. Dr. Tremblay is knowledgeable about the FPS budget issues the District faces and will work cooperatively with Municipal leaders. He is willing to listen to ideas and suggestions from the Municipality and residents to have a budget that will allow for the best quality education while being fiscally responsible. Dr. Tremblay is aware, especially now, during this COVID19 time of uncertainty, as he works on the current and future PS budget.				

Scott Wadland, District 3 – Dr. Tremblay has continued to perform well in the area of Management & Operations, particularly in the area of budgeting. Under his leadership, the district has continued its strict and rigorous “zero-based” budgeting practices, which has led to the identification of numerous efficiencies across the district. Most recently, Dr. Tremblay has demonstrated great creativity in coming up with a revised FY21 budget request under dire circumstances which avoids the elimination of instructional staff positions.

Adam Freudberg, District 4 – Dr. Tremblay is respected by his senior staff and is appropriately focused on compliance and fiscal management. This year’s challenging budget process is frustrating, scary, detrimental to students, staff, and the community, and damaging to the long-term strategic plan previously being implemented well and on track until the pandemic began. Even with the budget challenges, he has stepped up and shifted the zero-based budgeting process developed pre-COVID, and immediately shifted all of that detailed analysis into a COVID world. With all of the unknowns, he has been able to work well with Lincoln Lynch, in order to craft a responsible plan to reduce Central Office operating expenses, while also ensuring there is balance. I almost dropped my cell phone when he called me to request that I schedule a meeting to ask the School Committee to vote to no longer have a Central Office in order to save \$512,000 per year. It turned out to be a brilliant concept sorely needed during a crisis to stop layoffs impacting our schools. That is one example of the type of dynamic fiscal related leadership I saw this year.

Another tough situation managed by Dr. Tremblay was busing. It was a very difficult situation all fall with so many drivers not showing up to work, and the contractor not filling job vacancies fast enough. By bringing the contractor to a public forum and putting them on the spot to promise better service and better treatment of their staff, it led to direct results for families. Before the pandemic shutdown, the on time performance of busing had been back to normal and the level of late bus complaints had dropped to almost non-existent levels. As plans are now being developed for return to school scenarios, it is important that the district pursues a multi-pronged approach to keep busing service at high levels. The School Committee and public are also still anticipating a report on the actual cost impacts of switching from an in-house busing system to contractor provided. It is essential that the committee receive that overdue report this year before the next contract document is sent out to bid so all stakeholders are aware of the options and costs of each scenario before a future bus contract is considered.

FPS is also awaiting the results of items such as a three year Strategic Plan document (an excellent report with student voice factored in was presented at a recent committee meeting), Title IX audit, and Code of Conduct. It is normal for staff with their daily responsibilities and the reliance on others to need time for audits and reports to be completed. To the best of the Superintendent’s ability, I encourage quicker timelines on those lingering issues which have been talked about for a long time, yet final action has not been able to fully occur to date.

Dr. Tremblay has put a great deal of effort into the Health & Wellness Department and Social-Emotional Behavioral Health (SEBH) initiatives. Moving forward there requires increases in the number of positions per school for counselors and support staff, additional professional development, and a code of conduct. I gave a lower score in category II-A Environment because the code of conduct efforts are connected to the district wide operational system needed. The code of conduct work is under development, yet is not expected to be ready until the start of the 2021 school year. I encourage that this timeline be sped up if possible in order to start making additional progress in a very difficult challenge.

Priscila Sousa, District 5 – Based on observations made since the beginning of the newly elected School Committee's term, there appears to be significant diplomatic progress made in the existing tensions with staff. Constructive interactions have increased and our most recent budget process has been proof of that. I have seen Dr. Tremblay foster cooperation with staff at all levels in order to put together a budget that required tremendous innovation, given the financial constraints COVID-19 has created. He has been a tireless advocate for our schools and all stakeholders in our children's education.

Geoffrey Epstein, District 6 – Management & operations remains a strong suit for the Superintendent.

Management of the multiple versions of the FY21 budget, while seeing yet another leap forward in the quality and scope of the budget book, was a tour de force. Further, the insight to figure that central administration could go remote and save \$512,000 by not executing a new Perini building lease, was totally remarkable, totally innovative, totally outside the box thinking.

It is also amazing how the Superintendent continues to drive the school district forward when there has been so little financial support from the city. Under the final 5 years of town rule, the average annual increase to the taxpayer funded portion of the budget was \$3.3 million. In the first year of city rule, FY19, that plummeted to \$430,000, and only after a unanimous Council addition of \$700,000 to the Mayor's school district FY20 budget did the following year see a \$2.1 million increase. So pre-COVID-19, the schools had a structural funding deficit of around \$4.1 million judged by town standards, but the deficit was actually larger because of a surging student population. Only heroic financial management has allowed the district to meet that enormous challenge and with the added pressure of COVID-19 financial hurdles, we still should make it through FY21 intact, but there will be a reckoning in FY22 where the city will have to make good on its duty to properly fund our children's education. That is the landscape the Superintendent has to contend with, and there are further moves afoot to cut the FY21 budget. There also comes the persistent, annual, ill-informed commentary from one quarter that central administration is top heavy, while the plain fact of the matter is that the Superintendent from the start imposed high standards on his key staff, moved out folks who were not up to the mark and fashioned a highly functional administration which proved its worth entirely in the COVID-19 heroic realignment of the educational system, while being rendered homeless by the unorthodox and brilliant abandonment of the Perini building. All the unwarranted criticism, and lack of city fiscal support, would try the patience of a saint. And yet he persists.

Further, the Superintendent is hard at work ensuring that the high school has enough expanded capacity to handle the 500 student surge heading its way and is also taking the first real steps towards realizing a southside school by planning action on the Bethany property.

There was also the resolution of the Durham busing problem, which was finally settled with sound data gathering and analysis in a team effort by central administration and the School Committee. The whole process took longer than one would have liked but worked well, with the Executive Director for Finance & Operations playing a key negotiating role, with the Superintendent's support.

We remain blessed to have a Superintendent of such imagination and such good humor, backed by pure grit and mettle.

Tiffanie Maskell, District 7 – Dr. Tremblay is an excellent manager overall. He has a great leadership team to back him. We have had

a hard year with more than our fair share of issues. The district has had principal turnover, upset teachers and staff, upset parents, racial incidents, physical incidents, not enough substitutes, the pandemic, remote learning, etc. Our children and staff deserve safe learning and working environments, which is an issue. Dr. Tremblay is always willing to hit a problem head on and take responsibility, but I do not think our families have felt a sense of urgency or reassurance from him, despite making changes. I would like to see him dive deeper into the weeds of departments, to understand root problems. I appreciate his eager participation in a policy review (in order to be familiar and current with all of them). He and the finance team have been very creative in the fiscal realm. Their combined efforts, during this budget season, have saved us from cutting direct services to our children.

Jessica Barnhill, District 8 – Fiscal system review and budget matters have been collaborative and transparent. Dr. Tremblay displays a sound understanding of state and federal laws, mandates and policies, contracts and guidelines. He uses a variety of objective data collection tools. More teacher feedback would be helpful moving forward. Regarding standard II-C (Scheduling and Management Information Systems), there is an opportunity growth. More reflection, system review and engagement with teachers could be beneficial for the district.

William LaBarge, District 9 – See the first section for all submitted comments

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X	X 2.78 out of 4	<input type="checkbox"/>
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X 3.22 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X 3.11 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X 2.33 out of 4	<input type="checkbox"/>	<input type="checkbox"/>

		4		
OVERALL Rating for Standard III: Family & Community Engagement				
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.				
<input type="checkbox"/>	X	X	Proficient/ Needs Improvement: 2.89 out of 4	<input type="checkbox"/>

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

Beverly Hugo, District 1 – A supportive and personable cheerleader for the Framingham Public Schools and its students, Dr. Tremblay always attends school and community events, performances, professional meetings and a variety of stakeholder meetings. Our students know him and are quite fond of him and his personable style. As for family concerns, some are handled to satisfaction. However, family concerns about the inadequate busing services this year, the bullying and safety concerns at the Stapleton School and the High School equity issues have not been addressed in a timely way and, except for the busing issue, have not been resolved. With a drastically reduced 2021 budget, I do hope and encourage the Superintendent to ensure that all the planned new positions at the Stapleton school and resources and supports to ensure equity at Framingham High School are still going to be put in place.

Karen Dempsey, District 2 – Dr. Tremblay has done a great job with communicating effectively to FPS families, the community, and other stakeholders who have an interest in FPS. In an effort to be transparent Dr. Tremblay, his staff and/ or administration communicate through various methods such as email, voice mail, website, Facebook, etc. During the first 3 months of 2020 he attended many meetings and community events as a way to gather feedback and concerns from students, parents, Teachers, community leaders, etc. During the pandemic he has continued this outreach on a virtual basis. During the pandemic he has maintained a positive attitude and outlook often saying at SC meetings, “We will get through this”. He is also aware of the community’s diverse make up and cultural differences and is striving to ensure an equitable education for all students.

Scott Wadland, District 3 – Generally Dr. Tremblay has continued to demonstrate proficiency in Family and Community Engagement, however there has been ongoing concern from the Stapleton Elementary School community around communication and addressing family concerns. Particularly in the area of communication there is an opportunity for the district to communicate more frequently to the School Committee (and therefore to the broader community) about things that effect student experience and performance such as attendance, conduct and discipline. From personal discussions with Dr. Tremblay I believe that he recognizes this opportunity and will act on it in the upcoming year.

Adam Freudberg, District 4 – If this evaluation was solely during the March to present COVID-19 era, I would give all categories Exemplary or Proficient. The communication, translations, empathy, and dedication to all students during the pandemic shutdown have

been Exemplary. Ensuring the district fulfilled its moral obligation to provide food to students even while school was closed (at zero cost to the city due to federal grants), as well as distribute chromebooks and hot spots to students, was a major logistical hurdle overcome early on. In comparison to so many other school districts, the Framingham model led the way.

Yet this is a full year evaluation, and the Stapleton Elementary School situation cannot get out of my head, and as a standalone topic greatly lowers all ratings in this category. The November forum was a massive problem created by the school district. The fact that so many students and their parents/guardians no longer felt safe at this specific school at the time of this forum was a huge unknown and looking back, should have received constant attention. After that forum, the Superintendent did understand this must be a priority. I credit him for cancelling his schedule and going to Stapleton all day that week, and then often afterwards. I do still share the frustration by many that it took too long to at least put initial measures in place. While action in government takes time, and what schools do don't often show results ASAP, or be immediately known by parents/guardians, there could have been more immediate moves made in December specifically on safety versus the January, February, and March changes. In hindsight, he has rightfully acknowledged that he trusted the former Principal too much and did not push her for comprehensive data and communication changes until after that forum. While the moderator at this forum did a nice job in the heat of the moment, the district panel was caught off guard and did not connect well with the overwhelming sentiment in the room that immediate action was needed. I do acknowledge the major reform efforts and investments underway in 2020 pre-COVID including eight new staffers, a new Principal, an audit, and professional development and other changes requested by the incredible staff of educators in this building.

The pandemic ceased all progress in the middle of this better path for Stapleton. This has not been forgotten by the Superintendent thanks to his understanding of the seriousness of the challenge, as well as the pushes from the parents/guardians, staff, and School Committee. The SEBH issues and needs noted earlier in a previous section are felt across the district, but most commonly raised by the Stapleton Elementary School community. A great deal of attention and at least eight new positions had been placed there pre-pandemic. It is essential that those positions remain in place, that the School Improvement Plan be consistently monitored and pushed for improvements, that the independent special education audit of the school mentioned last winter be made public, and that any lingering unknowns, concerns, and safety challenges be clearly communicated and planned for. If done properly, the Stapleton community would ideally have confidence in the Principal, educators, and school specific learning and safety plan before sending their children back to school.

Relating to other schools, I have found very good leadership and direct engagements with staff and students in the categories in this section. FHS as our only high school is overall on the right path and shines in so many ways, but also needs more administrative attention in areas such as infrastructure, safety, and strategic communications to students, parents, and guardians.

Priscila Sousa, District 5 – While there has been continuous improvement in communication with families and stakeholders, there are still too many families that fall through the cracks. The encouragement for new creative ways to reach families is appreciated, but as long as each school is communicating with parents in a different set of ways, the unnecessary learning curve for new parents will continue to create barriers for meaningful engagement. Additionally, if there is anything we have learned from the Stapleton Elementary School community earlier this year is that there is ample room for improvement when it comes to making parents feel heard.

Geoffrey Epstein, District 6 – The Superintendent puts a great deal of effort into family and community engagement, likely more so than most Superintendents. Good progress has been made, but there remains much still to do. Including families more effectively in the educational loop should be a priority, but requires that student data management be taken to the next level. Framingham is not alone in this. Most school districts across the Commonwealth could improve a great deal in this area. The challenge is a combination of culture change and much stronger embrace of an education approach which takes full advantage of digital tools and resources. COVID-19 has shown the necessity of acceleration in this direction and we should take heed and speed up our rate of progress. We have the advantage now of a creative and resourceful Director of Technology, another great hire on the Superintendent's watch, so we are well positioned to forge ahead in the near term.

Note: There were concerns around community engagement in how the Stapleton issues were handled. They are touched on in the next section, as they have more to do with professional culture in my view.

Tiffanie Maskell, District 7 – Dr. Tremblay has made a practice of always engaging our families and community, no matter how difficult it might be. When the new visitor procedures were rolled out, it seemed to discourage certain populations from engaging in the schools. I believe we needed to have a larger community conversation and education before rushing into it. I would also like to see data to determine what kind of impact, if any, it had on volunteerism at the elementary level. The Office of Equity, Diversity, and Community Development has played a huge role in supporting our parents, understanding their needs and those of the community, the pulse of the community, and its culture to help promote student achievement. Communication has been amazing at the district level, now we need to work on consistent messaging from the schools level. Rochelle has been key, but she needs support for continued success. I love all of the creative ways that Dr. Tremblay has used to reach out to the students, staff, and community. Your communication has been exceptional during this pandemic. I was sad to first hear about the issues at Stapleton from parents. The heightened level it rose to, before we knew about it, was terrible. When such serious issues arise, it is imperative that we be informed by the administration. I was not prepared for the meeting. It was upsetting and a horrific experience for me. One that I would have hoped, would have been resolved quickly. Unfortunately, parents left that meeting feeling more helpless than relieved. We need to do better by our kids. NO child should have to endure what has been happening. I am frustrated and pained for the kids and families at Stapleton.

Jessica Barnhill, District 8 – Dr. Tremblay regularly updates staff, students, parents and stakeholders throughout the year. He regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. In addition he always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values.

William LaBarge, District 9 – *See the first section for all submitted comments*

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>X 3.33 out of 4</p>	<input type="checkbox"/>
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>X 3.00 out of 4</p>	<input type="checkbox"/>
<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>X 3.44 out of 4</p>	<input type="checkbox"/>
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>X 3.11 out of 4</p>	<input type="checkbox"/>
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	X	<p>X 2.89 out of 4</p>	<input type="checkbox"/>
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<p>X 2.44 out of 4</p>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL Rating for Standard IV: Professional Culture

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.

X

X
Proficient/Needs Improvement:
2.89
out of
4

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

Beverly Hugo, District 1 – There has not been adequate progress with certain subgroups and within certain schools in achieving improved results. The issue of Equity in our district does not seem to be adequately addressed. Targeted, strategic, laser-focused plans need to be implemented with SMART goals to ensure that we are making significant progress that will improve our student and family satisfaction with the Framingham Public Schools.

Karen Dempsey, District 2 – Dr. Tremblay exhibits strong, interpersonal skills and effective communication with his staff, administration and Professional Consultants. He is open to hearing their thoughts, concerns and ideas. He will make himself available for one on one conversation or having group meetings. He will always listen and wants to receive feedback on his goals and make changes when needed.

Scott Wadland, District 3 – Since coming to Framingham Dr. Tremblay has worked diligently on developing a professional culture that will best prepare our students for whatever path they choose to pursue after graduation. However, as noted it is somewhat unclear to what extent his vision is shared across the instructional staff. Additionally, I think that there is opportunity to improve on how the district identifies, communicates and addresses conflict within individual schools such as at Stapleton.

Adam Freudberg, District 4 – The category of IV-F Managing Conflict received Needs Improvement as I have not yet seen enough progress addressing the concerns raised by some residents as well as FFREE. During the next school year we will have the results of the Equity Audit. I have advocated for funding to be reserved to fulfill the recommendations of the audit. During the fiscal crisis, the School Committee and Superintendent have advocated for federal, state, and local funds to support equity. It is essential that we fulfill this obligation when those funds arrive. And if those funds do not arrive, we must consider everything the audit says and work to prioritize our spending plans to continue the drive towards equity across all schools. With that said, the fact that the district has an equity audit and an Assistant Superintendent for Equity, Diversity, and Community Resource Development is an important topic to recognize. Proposed by Dr. Tremblay in 2018, the creation of this office is still one of his largest Framingham accomplishments. I see that move as a building block so the infrastructure is now in place for what is next.

Dr. Tremblay's commitment to high standards and his vision for how to keep Framingham moving forward is exemplary. What steps we take to get there and how the pandemic continues to harm people's health and mess up our way of life are still a total unknown. I know there are challenges outlined in this report, as well as great progress. I am glad to have someone with Dr. Tremblay's commitment, expertise, good heart, and skills leading the district for whatever is next.

Priscila Sousa, District 5 – While walking the halls of our schools, it is clear that there is a strong commitment to making sure every child feels welcome and feels a sense of belonging, whatever their cultural background may be. It is a testament to the tone set by district leadership and the space given for instructors and building professionals to embrace cultural nuances, learning opportunities based on the children's backgrounds, and create inclusive spaces. While we await the results of the Equity Audit to provide further guidance on our blind spots, I am confident in Dr. Tremblay's and the district's abilities to work effectively in closing our gaps.

Geoffrey Epstein, District 6 – By and large the professional culture the Superintendent has grown is very positive. There is an openness and simplicity of approach which remains refreshing. Especially notable is his elevation of students' input at every opportunity.

However, there is more work to be done, simply because school districts across the Commonwealth, and likely across the nation, tend to somewhat shy with performance data, especially as in many communities, there often seem to be some folks who, operating with a blissful ignorance of the facts, simply love to take pot shots at school district leadership. A small band of such denizens quite obviously inhabits Framingham. However, bold forthrightness about how we are doing is essential and progress made so far in that direction must be amplified.

The Stapleton situation provides some valuable insight. It could have been better handled with more forthright data tracking and publication. This, however, requires a culture change in the district, so that we get used to uncomfortable data and include families in the loop much better. The Stapleton case, has some complexity, due to the history of the school, the unexpected replacement of the principal, other ancillary staff problems, the possibly problematic nature of some inclusion practices, the siting of a large special needs program at one small school, and the fundamental data shyness alluded to earlier. Further, remedial measures which were deployed, did not have time to play out due to COVID-19 school closure.

Independent of that, the fundamental problem of data tracking and publication, with full embrace of the community with sound communications must be addressed. And we should know how each school in the district reports out on the data profile put together for Stapleton. Such an approach would ensure that we see problems as they develop in any school, deploy the right counter measures, communicate well with families, and review strategic practices as a result.

One of the central problems is that there seems to be no code of conduct for students. Such a code needs to be developed and teachers and other staff need to be on the same page in ensuring students adhere to it. Only with such a code in place will it be possible to develop consistent data within each school and across all schools to provide reliable measures of progress and early indicators of possible problems.

The Stapleton problem was an outlier in the Superintendent's performance spectrum, but it points to needed change. To a great degree, that change is one which is necessary across the whole Commonwealth, not just in Framingham, so the rating the Superintendent received in this assessment, needs improvement, is one which, in truth, applies to most school districts, and should be taken in that spirit.

Tiffanie Maskell, District 7 – There is no doubt that Dr. Tremblay holds this district to high standards. He had been faced with uphill challenges, from the beginning. He has done tremendous work to align our schools. He is responsive and a great overall communicator. He models continuous learning in his interactions with students and staff. I would like to have more of a shared vision with Dr. Tremblay. I look forward to a goals workshop and others to promote a shared vision.

Jessica Barnhill, District 8 – Dr Tremblay exhibits strong public relations abilities. He consistently engages stakeholders including but not limited to students, families, community members, school committee members, and business partners. He consistently fulfills all professional responsibilities to high standards, demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Individually and with colleagues, he has worked to develop strategies and action steps that contribute to the learning and productive behavior of all students at the school. Dr. Tremblay responded to most conflicts promptly and appropriately. He has demonstrated being reflective in his practice, evaluating and making changes when needed.

William LaBarge, District 9 – *See the first section for all submitted comments*

SCALE	
3.8-4.0	Exemplary
3.5-3.79	Exemplary/Proficient
3-3.49	Proficient
2.5-2.99	Proficient/Needs Improvement
2.0-2.49	Needs Improvement
1.5-1.99	Needs Improvement/Unsatisfactory
0-1.5	Unsatisfactory

FRAMINGHAM SCHOOL COMMITTEE - SUPERINTENDENT'S EVALUATION SCORING - June 12, 2020	Beverly Hugo District 1	Karen Dempsey District 2	Scott Wadland District 3	Adam Freudberg District 4	Priscila Sousa District 5	Geoffrey Epstein District 6	Tiffanie Maskell District 7	Jessica Barnhill District 8	William LaBarge District 9	Overall Average Final Score 2020
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	Significant Progress - 3	Significant Progress - 3	Significant Progress - 3	Met - 4	Significant Progress - 3	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Significant Progress: 3.44 out of 5
Student Learning Goal	Significant Progress - 3	Significant Progress - 3	Did Not Meet - 1	Significant Progress - 3	Significant Progress - 3	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Significant Progress: 3.11 out of 5
District Improvement Goals	Significant Progress - 3	Met - 4	Some Progress - 2	Significant Progress - 3	Significant Progress - 3	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Significant Progress: 3.33 out of 5
Step 2 - Assess Performance on Standards										
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
Instructional Leadership	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3 out of 4
Management and Operations	Needs Improvement - 2	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.11 out of 4
Family and Community Engagement	Exemplary - 4	Exemplary - 4	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.22 out of 4
Professional Culture	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3 out of 4
Step 3: Rate Overall Summative Performance	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.11 out of 4
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
Superintendent's Performance Goals										
<i>Exceeded-5, Met-4, Significant Progress-3, Some Progress-2, Did Not Meet-1</i>										
Student Learning Goal: Attendance	Significant Progress - 3	Exceeded - 5	Did Not Meet - 1	Significant Progress - 3	Significant Progress - 3	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Significant Progress: 3.33 out of 5
Professional Practice Goal: Framingham Public Schools Strategic Plan Development (2020-2023)	Significant Progress - 3	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Met/Significant Progress: 3.67 out of 5
Enrollment & Facilities Planning: FRAMINGHAM HIGH SCHOOL SPACE UTILIZATION PLAN	Significant Progress - 3	Met - 4	Some Progress - 2	Significant Progress - 3	Met - 4	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Significant Progress: 3.44 out of 5
Enrollment & Facilities Planning: FRAMINGHAM PUBLIC SCHOOLS LONG-TERM FACILITY PLAN	Significant Progress - 3	Met - 4	Some Progress - 2	Exceeded - 5	Met - 4	Met - 4	Significant Progress - 3	Met - 4	Met - 4	Met/Significant Progress: 3.67 out of 5
District Improvement Goal: Pre-School Expansion Research & Implementation Plan	Significant Progress - 3	Met - 4	Some Progress - 2	Significant Progress - 3	Significant Progress - 3	Met - 4	Significant Progress - 3	Exceeded - 5	Met - 4	Significant Progress: 3.44 out of 5
Overall Rating for Standard I: Instructional Leadership	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient/Needs Improvement: 2.89 out of 4
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
I-A Curriculum	Needs Improvement - 2	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient/Needs Improvement: 2.67 out of 4
I-B Instruction	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3 out of 4
I-C Assessment	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	N/A	Proficient - 3	Proficient/Needs Improvement: 2.88 out of 4
I-D Evaluation	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3.11 out of 4

I-E Data Informed Decision Making	Needs Improvement - 2	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.11 out of 4
Overall Rating for Standard II: Management and Operations	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3 out of 4
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
II-A Environment	Needs Improvement - 2	Needs Improvement - 2	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient - 3	Needs Improvement - 2	Proficient - 3	Needs Improvement - 2	Needs Improvement: 2.44
II-B Human Resources Management and Development	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3 out of 4
II-C Scheduling and Management Information Systems	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient/Needs Improvement: 2.89 out of 4
II-D Law, Ethics, and Policies	Needs Improvement - 2	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3.11 out of 4
II-E Fiscal Systems	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary/Proficient: 3.67 out of 4
Overall Rating for Standard III: Family and Community Engagement	Proficient - 3	Proficient - 3	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient/Needs Improvement: 2.89 out of 4
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
III-A Engagement	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient/Needs Improvement: 2.78 out of 4
III-B Sharing Responsibility	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient: 3.22 out of 4
III-C Communication	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Needs Improvement - 2	Proficient - 3	Proficient - 3	Exemplary - 4	Exemplary - 4	Proficient - 3	Proficient: 3.11 out of 4
III-D Family Concerns	Needs Improvement - 2	Proficient - 3	Needs Improvement - 2	Needs Improvement - 2	Needs Improvement - 2	Needs Improvement - 2	Needs Improvement - 2	Proficient - 3	Proficient - 3	Needs Improvement: 2.33
Overall Rating for Standard IV: Professional Culture	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient/Needs Improvement: 2.89 out of 4
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
IV-A Commitment to High Standards	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient: 3.33 out of 4
IV-B Cultural Proficiency	Needs Improvement - 2	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3 out of 4
IV-C Communication	Exemplary - 4	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Needs Improvement - 2	Exemplary - 4	Exemplary - 4	Proficient - 3	Proficient: 3.44 out of 4
IV-D Continuous Learning	Needs Improvement - 2	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient: 3.11 out of 4
IV-E Shared Vision	Needs Improvement - 2	Proficient - 3	Needs Improvement - 2	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient/Needs Improvement: 2.89 out of 4
IV-F Managing Conflict	Needs Improvement - 2	Proficient - 3	Needs Improvement - 2	Needs Improvement - 2	Proficient - 3	Needs Improvement - 2	Needs Improvement - 2	Proficient - 3	Proficient - 3	Needs Improvement: 2.44
	SCALE									
	3.8-4.0	Exemplary								
	3.5-3.79	Exemplary/Proficient								
	3-3.49	Proficient								

