



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 • Geoffrey Epstein • Richard Finlay
Beverly Hugo • William LaBarge • Scott Wadland
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TO: City of Framingham Stakeholders
FROM: Adam Freudberg, Chair of the School Committee
DATE: Friday June 18, 2021
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 2021 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 School Committee Members Ms. Beverly Hugo, Mr. Scott Wadland, Mr. Adam Freudberg, Mr. Geoffrey Epstein, and Ms. Tiffanie Maskell from July 2020 to the present, and the newly appointed member Mr. Richard Finlay from March 2021 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 and vote in advance of the second June meeting has been planned since January of 2020.

On May 5, 2021 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. On June 2, 2021, the Superintendent presented [updates on his school year goals](#) and evidence for standards to the School Committee.

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.

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*

- Exemplary/Proficient: 3.67 out of 4

Superintendent's Performance Goals

- Student Learning Goal-Attendance Increasing Access to Advanced Coursework by Students of Color: Significant Progress: 3.44 out of 5
- Professional Practice Goal: AntiRacism: Met: 4 out of 5
- District Improvement Goal: Leading through a Global Pandemic: Exceeded: 4.67 out of 5

Overall Rating for Standard I: Instructional Leadership

- Proficient: 3.44 out of 4

Overall Rating for Standard II: Management and Operations

- Exemplary/Proficient: 3.78 out of 4

Overall Rating for Standard III: Family and Community Engagement

- Exemplary/Proficient: 3.56 out of 4

Overall Rating for Standard IV: Professional Culture

- Proficient: 3.44 out of 4

Past Evaluations

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

The Next Evaluation of the Superintendent

The School Committee's next annual evaluation will be completed in June of 2022. 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: Summative Evaluation June 18, 2021

Name

Date

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

Student Learning Goal	Did Not Meet	Some Progress	X Significant Progress/Met: 3.67 out of 5	Exceeded
Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	X Met: 4.22 out of 5 Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met X Exceeded: 4.67 out of 5

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			X 3.44 out of 4	
Standard II: Management and Operations			X	X 3.78

				out of 4
Standard III: Family and Community Engagement			X	X 3.67 out of 4
Standard IV: Professional Culture			X	X 3.44 out of 4



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
Exemplary/Proficient:
3.67 out of 4

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 - Dr. Tremblay is a passionate, optimistic and omnipresent educational leader who has immersed himself in the Framingham community, the region and the state and has proven to be a highly effective leader! During this unprecedented time in history, he has led with compassion and with a laser-like focus to ensure that our city's students have been fed, have had access to technology and broadband and have been the focus of mitigation efforts to reduce the chance of being exposed to Covid-19. With the myriad of extra issues and challenges that have been present due to the global pandemic, Dr. Tremblay has led with conviction, an even-keeled personality and a common sense approach. His enthusiasm for leading our district is infectious!

Richard Finlay, District 2 - The district is lucky to have such a strong leader. Bob continues to try to improve not only himself but to

move the district forward to meet academic goals and be fiscally responsible and to support all staff. Bob is amazing how he engages staff in getting involved to be part of the decision making to make all feel part of the team. Bob does an excellent job explaining why when decisions are made even if unpopular ones. This past year has been extremely challenging navigating through the never ending changes in the pandemic. Bob did extremely well in these challenging times to make extremely difficult decisions and outreach to keep the student staff and the community safe while navigating through online learning which is totally new to everyone being on zoom and a total new way of learning for everyone.

Scott Wadland, District 3 - Given what has transpired over the past 12 months with respect to the COVID-19 pandemic and its impact on public education, it's challenging to use a tool which was designed for "normal" school years to evaluate superintendent performance during a school year which was anything but. The COVID-19 pandemic forced the Framingham Public Schools staff, under Dr. Tremblay's leadership, to rethink everything they knew about running a school district. Although the journey from March of 2020 to now was not without its share of hiccups, I think that Dr. Tremblay and the entire FPS staff did an exemplary job responding to circumstances which were previously unimaginable and that changed on an almost daily basis – while still maintaining focus on our primary mission of preparing students for whatever path they choose after school. Throughout this time Dr. Tremblay's skill as a leader, facilitator, communicator and diplomat were critically needed and consistently called upon, and he rose to the occasion without the benefit of the hindsight with which we review the past year and his performance. Overall, I would say that we are lucky as a school district to have Dr. Tremblay at the helm, and it has been my great pleasure to work with him for the past 4+ years.

Adam Freudberg, District 4 - Dr. Tremblay continues to be a strong partner of the School Committee and leader in our city as together we strive for the pursuit of continuous improvement in every corner of our school district. This year will be remembered as the pandemic school year. While looking back there would have been things I would have liked to have been done differently if given the chance, the Framingham Public Schools professionally tackled the many challenges of the pandemic. With a focus on student, employee, and community health, Dr. Tremblay oversaw an immense operation to offer constant food security, provide chromebooks and WiFi, and many other supports to our students and staff. This was done while dealing with constant inconsistencies and curveballs thrown often by federal, state, and local government officials. The Back-to-School planning process and regular adjustments and communications was a lost cause for any leader. No matter what decision was made there was often no right decision, only the less of the bad options. Yet looking back, to the best of his ability he kept the detrimental physical health impacts of COVID-19 as far away from our school community as possible with the implementation of public health measures. Overall, Dr. Tremblay was in the right place at the right time to be the crisis manager necessary to manage all of the complexities of the COVID-19 puzzle facing our school district. Now, at the end of the school year, I am hopeful that we can reflect and remember the positives at the hopeful end of the pandemic. The joy we saw when kids finally returned to school buildings consistently. Vaccine clinics for educators and bus drivers. Most recently, vaccines for kids 12 and up. FHS and Thayer's graduation ceremonies with crowds we haven't seen in more than a year! The constant fiscal related shifting needed to deal with Mayor Spicer's six different education based budget reductions, and innovating to never need to lay off educators, never breach a contract obligation, or stop a planned effort for our students due to a strong fiscal management

team and strategic plan aligned with district and School Committee goals. Submitting an application to the state for tens of millions of dollars to finally construct the new school south of Route 9 we know will help solve numerous issues and inequities once opened. And later this year, celebrating the grand opening of the new Fuller Middle School! All of this occurred with him as the leader. Going forward the work continues on. There is an immense challenge to catch up students academically, support their social and emotional needs made dramatically worse by the pandemic, and manage the continuous impact the city's chronic fiscal mismanagement has on the school system. I trust Dr. Tremblay to continue identifying gaps, deal with the daily challenges of running a large district, and continuing to advance on the critical initiatives we have together prioritized for our school community.

Priscila Sousa, District 5 - Despite an incredibly challenging year and being faced with many many decisions that yielded no perfect outcome, I am proud to see that the Framingham school district continued to move forward. It was a far from perfect year, but Dr. Tremblay showed vision, consideration, compassion and leadership through very difficult times. The transition out of a central office space was as seamless as possible and the professional culture remained intact. Families had open channels of communication with the district when frustrations (inevitably) surfaced and an environment of collaboration was diligently fostered with the teachers, despite pandemic-related difficulties.

Geoffrey Epstein, District 6 - This was the most challenging year that I have seen in 10 years of School Committee service. It was managed very well by the Superintendent, with a need for constant, intense engagement, which not only determined educational outcomes for students but affected the very health and safety of their families. At one point there was substantial community pressure to bring all students back in person, when to do that would have been guessing and rolling the dice on student and family health. Fortunately, the Superintendent stood firm and only when we had testing rolled out into the schools, did in person learning accelerate. Data in the pandemic should rule, and it did in this case. In my view that set of actions by the Superintendent took a lot of backbone. Well done. Overall, in such an extreme year the normal measures of progress do not apply well, so the only reasonable outcome in my view is to settle for a Proficient rating, although there were incredible feats achieved in a number of critical areas. My detailed comments follow in the sections below, but I am impressed that the student voice remains on its rising trajectory, and that is very encouraging. We have a Superintendent who is committed to that and his energy and devotion invested in that cause is evident, and uncommon across the state. The battle on local educational financing remains front and center, and it is remarkable how the Superintendent and his staff have kept at the coal face on this problem. At present the biggest threat to the school district is that it is being forced to draw down its Special Education Reserve, which guards against volatility in out of district placement tuitions, in order to balance the annual budget. The school district has reduced its special education reserves by \$3 million in the FY22 budget and this accelerates a trend which started with \$0.5 million in FY20, then \$1.5 million in FY21. The Superintendent is not a miracle worker but has done a remarkable job of dealing with this growing crisis. It is up to the city to start dealing with this and addressing the shortfall in its tax payer funded local contribution to the school district budget. It is totally remarkable that as the school district painfully draws down its reserves, the city rainy day fund: The Stabilization Fund, has not been drawn down at all. It is time to re-examine many things about cityside government, especially those which affect the entire viability of the educational effort and its supporting infrastructure.

The city and the community must get informed and act to protect a very capable Superintendent, his staff and indeed the entire educational effort.

Tiffanie Maskell, District 7 - Dr. Tremblay did an incredible job, under the circumstances. He and his team have worked an incredible amount of hours and under unfathomable conditions. I am grateful for his leadership and vision. I look forward to getting back to some normalcy and to where the district is headed under his leadership! Thank you Dr. Tremblay!

Jessica Barnhill, District 8 - *See the following sections for all submitted comments.*

William LaBarge, District 9 - Under Dr. Tremblay's leadership, I have seen excellence in managing the COVID situation for the best of health and wellness of all who come into the schools. He saw that the students, especially those who would end up doing without due to economic handicap, to have cyber technology to continue education and making the unpopular decisions to shutter the schools and going gingerly with reopening the schools.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	Increasing Access to Advanced Coursework by Students of Color	Framingham High School (FHS) offers a comprehensive Program of Studies that provides students with a wide variety of subjects and courses to match their interests and abilities, yet we need to do more in order to improve our systems to provide more of our African American/Black students access to advanced classes. Access to advanced or accelerated courses begins with pre-high school preparation. With direction and support from the Office of Teaching and Learning, the middle school curriculum is undergoing an extensive review to ensure alignment with the Massachusetts Curriculum Frameworks and consistency of pacing, sequence, and resources across the three schools. By September 2021, the percent of African American/Black 11th and 12th grade students enrolled in advanced coursework will increase from 52% (2019 data) to 75%. Advanced coursework is defined by the Department of Elementary and Secondary Education (DESE) as “courses that are considered advanced includ[ing] Advanced Placement, International Baccalaureate, dual enrollment, and other challenging classes in a variety of subjects.”			X 3.44 out of 5		
Professional Practice Goal	AntiRacism	The AntiRacist Table was created in response to the racial reckoning in America, as a way to bring antiracism into daily life as a daily practice. Educating Americans about African American history and the Black experience, along with rehumanizing Black people and motivating action to help create an AntiRacist America are the goals of this program. Through my participation in the self-guided AntiRacist Table, I am committing to the dismantling of racism personally, within my family, and within our school district. By January 2021, I will have participated in the 30-lesson series of the self-guided program (including lessons, videos, readings, reflections, meditation, and other disciplines). In addition, by January 2021, I will have				X 4.00 out of 5	

		engaged a team of leaders who individually volunteered to participate in the program while taking time to share their discoveries as a study team. As provided in the program literature, the journey to cultivating a life committed to being AntiRacist is a lifelong pursuit. The Challenge will push me to unlearn, reflect, self-educate, and develop awareness of existing oppression, racial beliefs, biases, and privileges.					
District Improvement Goal 1	Leading through a Global Pandemic	In my role as Superintendent of the Framingham Public Schools, I have been working with my dedicated team to imagine, design, reimagine, and implement a plan in order for our students and staff to “Return to Learn” in what seems like an endless cycle since the decision was made to close the doors to our schools last March. We continue to learn about COVID-19 and work through the layers of impacts to our students, families, staff, and greater Framingham community. The work has been and continues to be exhausting and has proven to be among the most complicated undertakings of my professional career. It therefore stands to reason that Leading through a Global Pandemic could not be a more important District Improvement Goal.					X 4.67 out of 5

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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			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 well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)			X 3.44 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)			X	X 3.56 out of 4
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)			X 3.44 out of 4	
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)			X 3.33 out of 4	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)			X 3.44 out of 4	
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.			X 3.44	

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

Beverly Hugo, District 1 - Dr. Tremblay has involved all stakeholders in a long term strategic plan that has the education and well-being of all students at the core. He is immersed in providing an inclusive and anti-racist environment, where diversity is valued and all students feel a sense of belonging and respect. The newly enacted disciplinary policy, the Code of Character and Support, is a groundbreaking idea to change negative behavior patterns without a punitive approach and leads to better outcomes for our marginalized populations. He has greatly increased access to advanced coursework by our historically underserved populations. The new curriculum that has just been established in the middle schools and the high school that produces projects in Civics Education is exemplary!

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

Scott Wadland, District 3 - Dr. Tremblay continues to set a clear and high standard with respect to instructional leadership, which is critical if we are going to continue moving forward as a district and ensure that every student has the opportunity to excel. Over the past year he has remained faithful to his vision, even in the face of constantly evolving teaching practices because of COVID-19 as well as criticism from those who favor the status quo.

Adam Freudberg, District 4 - The hybrid model of teaching and learning was an immense challenge. Dr. Tremblay did all he could to work with his senior staff, the FTA, and other employees to provide the technology, professional development, and resources to implement the delivery of services in this new way. Renegotiating employee contracts was a massive and difficult process he was committed to navigating. Additional data on student performance using a variety of factors (testing and non-testing) will be helpful in the near future to monitor the strategic plan and the impact the pandemic had on students. I continue to be impressed by the rigorous curriculum reviews led by the Office of Teaching and Learning, inclusive of their equity lens. One top example of this is the work at FHS including the Library to diversity book offerings and curriculum offerings throughout the building's many departments.

Priscila Sousa, District 5 - The district has come a long way in implementing standards and high expectations for performance in the district and ensuring evaluations are performed more consistently across the board. While conflicts indicate there is room for improvement in communication, I am optimistic about the direction the district is headed.

Geoffrey Epstein, District 6 - This was an extremely difficult year and the Superintendent guided the school district through it very well. To maintain all systems running and navigate through this crisis was a remarkable achievement for everyone involved. In many ways, it was hard to make progress in a normal way on all of the measures, and we know there is still much to be done. Thus the rating of proficient, which appeals to me as the best way to report that we came through this well, and now can address the educational damage inflicted by the pandemic.

Tiffanie Maskell, District 7 - Throughout this pandemic, Dr. Tremblay has done a great job (to the point of extreme exhaustion) identifying areas and ways that the Framingham Public Schools must evolve to meet the needs of the students, staff and the community. He continues to work at developing relationships with faculty, staff, and stakeholders. I appreciate the extraordinary amount of time, effort, enthusiasm, and commitment he has given to this district. I look forward to seeing growth and equity being consistent across all of our schools.

Jessica Barnhill, District 8 - I commend Dr Tremblay for his thoughtful communications on antiracism and applaud the work he has done to date. Significant efforts and successes have been noted which include but are not limited to the code of conduct development, curriculum review, and completion of anti-racist trainings. I look forward to year 2 of Dr. Tremblay’s antiracist goal. I would like to also commend Dr. Tremblay for the efforts that have been intentionally implemented to improve equity of access to high quality curriculum and instruction throughout middle school so that students entering 9th grade are prepared for high level and rigorous coursework.

William LaBarge, District 9 - First thing I want to say is that we do not have a choice of the students who come into the schools. Our responsibility is to educate those who come into our schools. It seems like we have many who need an education that may not be available in many smaller school systems. Dr. Tremblay has seen that we have an excellent educational infrastructure that meets the educational needs of that will bring them into the mainstream of this American society as themselves and have adequate ability to be prosperous.

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)			X	X 3.67 out of 4

<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			X 3.22 out of 4	
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			X 3.22 out of 4	
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			X	X 3.67 out of 4
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>				X 3.89 out of 4
<p>OVERALL Rating for Standard II: Management & Operations</p> <p>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.</p>				
			X	X 3.78 out of 4
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p><u>Beverly Hugo, District 1</u> - Dr. Tremblay has hired our esteemed CFO, Lincoln Lynch, and has overseen our financial management operations, worked well with the municipal side and has conferred and collaborated with all stakeholders. Our budget is thoughtful, transparent and addresses challenges in our district. Dr. Tremblay works well with our delegation and statewide organizations to advocate for necessary funding to adequately address the needs of our school district. He has overseen the process of building the Fuller Middle School and, even under global pandemic conditions, has been part of the team that has ensured that it will open as scheduled this September. All decisions are made with the best interests of children at the core.</p> <p><u>Richard Finlay, District 2</u> - Bob continues to challenge staff to be the best that they can be and to strive and make sure the district is achieving its goals. He holds staff accountable and his greatest strength is his communication with staff, parents, and constituents.</p>				

Scott Wadland, District 3 - The past 15 months since the COVID-19 pandemic began have required extraordinary focus, creativity and flexibility when it comes to managing everything that the district does. Ever-shifting infection rates, guidance and regulations from external groups, and unpredictable state and federal aid required Dr. Tremblay and his entire senior team to rethink everything they knew about how to run a school district on an ongoing basis. In retrospect, as with any unprecedented shift there are lessons to be learned and plenty of fodder for the critics and the “Monday morning quarterbacks”. However, as someone who has a front-row seat to what Dr. Tremblay and his team have had to contend with I think that they did an exemplary job.

Adam Freudberg, District 4 - I cannot say enough about the Finance & Operations Office. I am so glad the Director Mr. Lincoln Lynch was recognized for his fiscal management and received a statewide award. He is able to thrive in his role due to his working relationship and management structure led by Dr. Tremblay. When things go wrong, Dr. Tremblay is committed to drop everything to manage a crisis. Pooled testing was an essential component of returning every student who wished to return in person. When the data reporting was not as robust as committee members hoped for, he stepped in and directed the staff to create new online portals for 24/7 access to data. And when the pool testing vendor and FPS COVID-19 team had a challenge and pooled testing was originally cancelled for the week, Dr. Tremblay found out and immediately jumped into action. Late night and weekend meetings reversed that decision because he pushed the team to find a way forward. Restoring this week of testing not only ensured the district complied with contractual obligations to test, but allowed our community to continue on with the level of confidence knowing that students were being tested and the monitoring of the level of virus in buildings would be transparent. I bet those reading this document do not know that Dr. Tremblay paused a major family commitment with a child to tour colleges and worked all weekend to make this important offering a reality.

Priscila Sousa, District 5 - Morale among district staff is a testament to Dr. Tremblay’s effective and passionate leadership. There is plenty of innovation in the district, however, systems and plans lean more towards experimental than effective. That being said, it is still refreshing to see departments implement new ideas.

Geoffrey Epstein, District 6 - In a most difficult year, the areas of management and operations were especially critical. A remarkable effort was applied for the duration of the pandemic, which merits the exemplary rating. One could not imagine execution being better.

Tiffanie Maskell, District 7 - Dr. Tremblay did a great job overall, especially in dealing with the pandemic. This has been quite the year! One area where I would like to see improvement is the turnover rates, particularly principals and new hires. I would also like to see budget presentations to the school committee done more effectively, with less higher looks and more in-depth understanding. The improved budget book has helped, but having leaders talk with us about their needs is much more helpful than a high overview slideshow. While the recovery of space at Barbieri for the Tech Department is great for 2 classrooms and 2 office spaces at the high

school, there has still been no move on fixing the lunch issue at Barberi. It has been 3.5 years since the issue was raised and it has not been made a priority for the kids.

Jessica Barnhill, District 8 - Items and outcomes to note in this category include but are not limited to Dr Tremblay's efforts in negotiating agreements with bargaining units, implementing a phased relocation of central office personnel, the new lease with MassBay Community College, prioritizing ADA Compliance, SOI submissions, capital improvement projects, and alternative energy projects. Dr Tremblay has inherited the significant challenge of dealing with aging buildings and expensive upcoming improvement costs. I look forward to his leadership with these matters. I hope the City of Framingham finance department follows suit and exercises fiscal responsibility that includes collaboration and transparency. Certain projects need to not be deferred.

William LaBarge, District 9 - Dr. Tremblay has been effective in making efficient use of limited resources to see kids get educated in a healthy and safe environment. He, in a positive manner, does get and retain suitable teachers and other support professionals to see even the neediest kids get the education they need and deserve. Dr. Tremblay and his team has done their homework in making their case for wanting the School Committee to make decisions in ranging from COVID policies to raising welcoming flags honoring LBGTQ+ people and celebrating Juneteenth.

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
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>				<p>X</p> <p>4.00</p> <p>out of</p> <p>4</p>
<p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			<p>X</p> <p>3.44</p> <p>out of</p> <p>4</p>	
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			<p>X</p>	<p>X</p> <p>3.56</p> <p>out of</p>

				4
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)			X	X 3.56 out of 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.			X	X 3.56 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 - Dr. Tremblay is omnipresent at school, community and neighborhood events. He immerses himself in all things Framingham. He is extremely approachable, empathetic and well-respected. During this pandemic, he has been calm under pressure but does lead with a sense of urgency and commitment. He hears about issues and challenges and does his utmost best to solve them with a common-sense and collaborative approach.

Richard Finlay, District 2 - Bob takes this role seriously and his greatest strength is getting back to families to listen to their concerns and make the necessary changes if they are warranted. He is truly engaged in trying to make the district better and make sure that each student is successful and that the staff needs are met to make sure that they are successful.

Scott Wadland, District 3 - Under Dr. Tremblay's leadership, family and community engagement evolved significantly over the past year. Communication advances such as expanded use of real-time translation for Spanish, Portuguese and American Sign Language made it easier for families to access information and keep abreast of what was going on during a very fluid school year. Additionally, efforts such as meal distribution, rapid deployment of Chromebooks and internet hotspots, and distribution of learning materials and school supplies helped ensure that families had what they needed and reinforced the critical role that schools play in supporting many families across the city.

Adam Freudberg, District 4 - Creating the night school option at FHS was a brilliant move aimed at helping the students and families most in need of additional support. The new Welcome Center and call center is also a tremendous new offering to the community. For years we have heard that customer service in certain departments was inconsistent. This is a direct response to helping those we serve with better options to get answers to their needs - in whatever language or technology method they are most comfortable with. It is even more impressive that through creative fiscal management these new offerings have minimal fiscal impact to the city operating

budget. I would like to see more regular reporting to the School Committee and public on the implementation plan since the independent equity audit was submitted last summer. There has been progress, we just need to analyze it further and dig into areas needing additional funding and focus. I hope federal funding provided to the district for COVID-19 specific recovery efforts can be used as a way to innovatively implement recommendations from the equity audit by partnering with relevant non-profits and offering new services to our community. I expect Dr. Tremblay to convene his team once the school year ends and jump start a focused and strategic effort to propose meaningful ways to spend this federal grant.

Priscila Sousa, District 5 - The district has implemented a variety of communication methods to find families where they are. Cultural, linguistic and socioeconomic factors are taken into account when establishing forms of communication, as to create the most effective channels of communication possible.

Geoffrey Epstein, District 6 - The high point was clearly the renaming of Woodrow Wilson to Harmony Grove. One could not imagine a more inclusive, thoughtful process, nor a better outcome. This was a direct result of the whole atmosphere which the Superintendent has created to foster forward progress in engaging all of the right parties in key decisions. This was a great example of family and community engagement in the context of a major school decision. In the area of communications, although much progress was made due to remote education bringing families into the educational loop, there is still much to be done. It is clear that staff are monitoring individual student progress, but the information from that is not being communicated well to parents. Parents remain a key underutilized resource for improvement of students' educational performance. They should know on a weekly basis, through digital means: email, intranet, phone app, the progress being made: test scores, homework outcomes, areas of weakness to focus on, areas of positive progress to reinforce ..., plus know what lies ahead regarding due dates for projects etc. There is a yawning information gap here. Parents should receive alerts when students are struggling, with steps to follow to help their student(s). They should know the subject matter being covered in class. They should, in short, be totally in the educational loop. Giving parents a report card several times a year, is having them fly blind through a fog which only lifts occasionally. This is a state wide problem, but my fervent hope is that Framingham could make a breakthrough in this area given its newly implemented digital education framework and its obvious technical support staff ability to arrange for parent's to really see how their students are doing. Finally, the city needs to address the fact that a substantial sector of the community has less than acceptable internet access. Framingham needs to address this and the Superintendent has all of the ability to hold up his end on any citywide effort. This is not a criticism of the Superintendent, rather a call to action for the city and its community to fix a glaring inequity which damages its students and families. Only then can we have exemplary family and community engagement.

Tiffanie Maskell, District 7 - Dr. Tremblay's style is to engage people. He is very approachable. This year was particularly difficult for engagement, yet there were so many creative ways that engagement was done virtually. He has used multiple formats for district-wide messages with multiple translations. It has been super exciting to see the engagement and the voices of change that have come from our kids this year. We have seen the renaming of a school, a homework policy instituted, and basketball hoops installed all lead by

student voice! The Media & Communications department has been such an asset to FPS, yet the responsibilities of the office are so much larger than one person. I look forward to the communications department getting some much needed support and build out of this critical office. Consistent communication between schools seems to need some attention.

Jessica Barnhill, District 8 - This past year came with continuous challenges and at times seemed to be an impossible year. The ever-changing climate in education during the COVID 19 pandemic and navigating a return to school was no small task. Dr. Tremblay's commitment and leadership during this global pandemic deserves recognition. Intensive outreach and family support were regularly observed. Public relations efforts were consistent, multiple platforms were used to communicate, and concerns were addressed in an equitable and efficient manner. In addition, Dr Tremblay's leadership and dedication to the entire framingham public school system was inspiring.

William LaBarge, District 9 - Dr. Tremblay has been effective in being diplomatic in his ways of explaining the decisions he made in regard to COVID, and more recently, having a string of 90 degrees temperatures. He is well liked by many children, parents, and school staff.

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>			X	X 3.78 out of 4
<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>			X 3.22 out of 4	
<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>			X	X 3.78 out of

			4
<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>			X 3.33 out of 4
<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>			X 3.44 out of 4
<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>			X 3.33 out of 4
<p>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.</p>			X 3.44 out of 4
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p><u>Beverly Hugo, District 1</u> - Dr. Tremblay does engage all stakeholders with a shared educational vision for our district. He is supportive, personable and calm under pressure. He ensures that all are reflective in their practice while keeping the well-being and education of each student at heart. With his future vision of establishing medical clinics, providing an in-district dental hygienist, establishing the expansion of pre-school education, building a school in the southside, Dr. Tremblay is a visionary, as well as an exemplary educational leader. Watching him courageously lead during this unprecedented time in history has convinced this member that Dr. Tremblay is the perfect fit for the Framingham Public Schools, our students and our families.</p> <p><u>Richard Finlay, District 2</u> - Bob continues to strive and bring the leadership and staff to the next level. He is constantly engaging with them and involving them in decision making process to make the district better. Bob constantly seeks all stakeholders input to continually align with the district's goals and curriculum.</p> <p><u>Scott Wadland, District 3</u> - As noted above, Dr. Tremblay has continued to maintain a commitment to high standards, high</p>			

expectations for student achievement, and expectations that staff members practice continuous learning. Additionally, my earlier comments regarding family and community engagement speak to Dr. Tremblay's focus on cultural proficiency and communication.

Adam Freudberg, District 4 - Dr. Tremblay is a skilled communicator. It is one of his best professional traits. I know he can keep that up, while also continuing to realize he does not manage every department or school building's communication plan so he needs to keep focusing on their efforts to ensure as much alignment and consistency as possible to what the Central Office's intent is. Compared to before he established the Media & Communications Office, the level of information being provided is night and day. Yet a major focus and keeping the rising trajectory on improvising communications to families is necessary. Overall, Dr. Tremblay has demonstrated his immense commitment to Framingham. He has thrown himself into getting to know history, people, rules, practices, and expectations. The unique nature of our still new city form of government, and the bureaucratic hurdles the city, state, and federal governments push at him make this role challenging. Extremely challenging. He has led with good intentions, and the ability to apologize when needed and importantly also when it is not his fault. He has overseen our school system during the biggest long-term shake up and crisis of our lifetime. Thank you Dr. Tremblay for choosing to work here and remain in Framingham after everything this last year put you through personally and professionally.

Priscila Sousa, District 5 - *See previous sections for all submitted comments.*

Geoffrey Epstein, District 6 - All remains in good shape in this area.

Tiffanie Maskell, District 7 - Dr. Tremblay shows his steadfast commitment to student growth through curriculum reviews, looking at data, and creating an office of Teaching and Learning. He is working with the Policy subcommittee to make sure that ALL FPS policies are up-to-date, relevant, and equitable. And he is great at communication and ALWAYS makes himself available to the school committee. He also models expectations, like taking antiracism training.

Jessica Barnhill, District 8 - Dr Tremblay has proven to be a tremendous advocate for universal pre-k in the City of Framingham. Dr. Tremblay's efforts and vision for universal pre-k and a southside elementary school are noted and very much appreciated.

William LaBarge, District 9 - As we know, a given 'high standard' does get stale, hence we expect that improvement in the high standard to be expected, but can't call that proficient, but rather call it exemplary. Even adapting in cultural proficiency is meeting high standards. Dr. Tremblay has been effective in making BLOCKS school work for we're expecting to see that program expanded and incorporated into our public school system. I believe Dr. Tremblay shares our vision of excellent education for all including the least one of our children.

FRAMINGHAM SCHOOL COMMITTEE - SUPERINTENDENT'S EVALUATION SCORING - June 18, 2021	Beverly Hugo District 1	Richard Finlay 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 2021
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	Exceeded - 5	Exceeded - 5	Significant Progress - 3	Met - 4	Met - 4	Exceeded - 5	Significant Progress - 3	Met - 4	Exceeded - 5	Met: 4.22 out of 5
Student Learning Goal	Exceeded - 5	Exceeded - 5	Some Progress - 2	Significant Progress - 3	Significant Progress - 3	Significant Progress - 3	Significant Progress - 3	Met - 4	Exceeded - 5	Significant Progress/Met: 3.67 out of 5
District Improvement Goals	Exceeded - 5	Exceeded - 5	Exceeded - 5	Exceeded - 5	Met - 4	Exceeded - 5	Significant Progress - 3	Exceeded - 5	Exceeded - 5	Exceeded: 4.67 out of 5
Step 2 - Assess Performance on Standards										
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
Instructional Leadership	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.44 out of 4
Management and Operations	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary/Proficient: 3.78 out of 4
Family and Community Engagement	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary/Proficient: 3.67 out of 4
Professional Culture	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.44 out of 4
Step 3: Rate Overall Summative Performance	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Exemplary/Proficient: 3.67 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: Increasing Access to Advanced Coursework by Students of Color	Exceeded - 5	Met - 4	Some Progress - 2	Significant Progress - 3	Significant Progress - 3	Significant Progress - 3	Significant Progress - 3	Significant Progress - 3	Exceeded - 5	Significant Progress: 3.44 out of 5
Professional Practice Goal: AntiRacism	Exceeded - 5	Met - 4	Significant Progress - 3	Met - 4	Significant Progress - 3	Exceeded - 5	Significant Progress - 3	Met - 4	Exceeded - 5	Met: 4 out of 5
District Improvement Goal: Leading through a Global Pandemic	Exceeded - 5	Exceeded - 5	Exceeded - 5	Exceeded - 5	Met - 4	Exceeded - 5	Significant Progress - 3	Exceeded - 5	Exceeded - 5	Exceeded: 4.67 out of 5
Overall Rating for Standard I: Instructional Leadership	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.44 out of 4
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
I-A Curriculum	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.44 out of 4
I-B Instruction	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary/Proficient: 3.56 out of 4
I-C Assessment	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.44 out of 4
I-D Evaluation	Proficient - 3	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.33 out of 4
I-E Data Informed Decision Making	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Needs Improvement - 2	Proficient - 3	Proficient - 3	Exemplary - 4	Exemplary - 4	Proficient: 3.44 out of 4
Overall Rating for Standard II: Management and Operations	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Proficient - 3	Exemplary - 4	Proficient - 3	Exemplary - 4	Exemplary - 4	Exemplary/Proficient: 3.78 out of 4
<i>Exemplary-4, Proficient-3, Needs Improvement-2, Unsatisfactory-1</i>										
II-A Environment	Exemplary - 4	Proficient - 3	Exemplary - 4	Exemplary - 4	Needs Improvement - 2	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary - 4	Exemplary/Proficient: 3.67 out of 4
II-B Human Resources Management and Development	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.22 out of 4
II-C Scheduling and Management Information Systems	Exemplary - 4	Proficient - 3	Proficient - 3	Proficient - 3	Needs Improvement - 2	Exemplary - 4	Proficient - 3	Proficient - 3	Exemplary - 4	Proficient: 3.22 out of 4

