

# End-of-Cycle Summative Evaluation Report: Superintendent



<b>Superintendent:</b>	Dr. Robert Tremblay		
<b>Evaluator:</b>	Summative Evaluation		06/16/23
	<b>Name</b>	<b>Signature</b>	<b>Date</b>

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

Student Learning Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met - 4.44	<input type="checkbox"/> Exceeded
Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded - 4.78
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded - 4.78

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

<p><b>Unsatisfactory (U)</b> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p><b>Needs Improvement/Developing (NI)</b> = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p> <p><b>Proficient (P)</b> = Proficient practice is understood to be fully satisfactory. <b>This is the rigorous expected level of performance.</b></p> <p><b>Exemplary (E)</b> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>	<b>U</b>	<b>NI</b>	<b>P</b>	<b>E</b>
Standard I: Instructional Leadership - 3.44	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations - 3.56	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement - 3.89	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.*) - 3.67

 Unsatisfactory

 Needs Improvement

 Proficient

 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*.

Beverly Hugo - Dr. Robert Tremblay is a highly-dedicated and tireless leader who is thoroughly devoted and committed to the Framingham Public Schools, our community and public education. He leads with enthusiasm, compassion and the desire to help all students thrive. He is innovative, collaborative and collegial with all. No matter what comes his way, he stays calm, collected and even-keeled. I continue to be impressed with how Dr. Tremblay keeps up with what is happening in each of our schools with his district residencies in order to maintain consistency throughout our schools and programs, to become acquainted with the unique elements of each school and strengthen his relationship with students, families, staff and administrators. His commitment to learning Portuguese with increased proficiency in order to create stronger relationships with our families that we serve is commendable. Understanding the potentially negative impact that early morning start times can have on adolescent students, I applaud Dr. Tremblay's efforts in authorizing a study that will gather the data on later start times in our district as it relates to the impact on student health, behavior and academic achievement.

David Gordon - Under his guidance, Dr. Tremblay's leadership team has demonstrated ownership and understanding of the FPS mission and ensuring it aligns with all the district's educational, operational and fiscal management plans and goals. Under Robert's direction FPS has been able to meet, exceed and create new goals to work on. Dr. Tremblay inspires and challenges everyone in the district. Under his governance FPS continually thrives.

Jennifer Moshe - Dr. Tremblay has done a great job leading our district. There have been some learning curves this year with a few issues. I hope we make our communications, and our safety and securities departments accountable and more vital as we learn from our experiences this past school year. It is under Dr. Tremblay's leadership that will strengthen these two departments to be more in line with the district's needs.

Adam Freudberg - This was a rebuilding year for the Framingham Public Schools. A year to focus on lessons learned and actions to help students and staff recover from the detrimental impacts from the pandemic. A year with a continued focus on equity, fiscal responsibility, and adjusting to the challenges these past years have brought forward. And one with both long-term strategic planning, mixed in with the normal daily activities, and the crises of the week. With all of this during the last school year, having Dr. Tremblay in place as our leader made it all as structured, fair, strategic, calmer, and impactful as possible. Extra credit goes to Dr. Tremblay for the work necessary to plan for the potential bus strike, and to support the high school after the terrible battery alarm incident. Crisis management is hard, and we have a seasoned veteran in place who is ready to adjust to anything with a stakeholder engagement plan, and the well-being of kids and staff at the top of his mind. Dr. Tremblay's long-term commitment to Framingham is unique and important. Therefore, I believe the School Committee should begin discussions on a contract extension to have ready to take effect in 2024 to ensure that this talented leader is secured in place, and that the city is not left

with the double risk of having executive branch and school leadership gaps the same year. This year's evaluation is similar to last year's ratings. Particular opportunities to improve or stay on course were highlighted.

Valerie Ottaviani - Dr. Tremblay is a leader of our school district who invests 110% into his leadership team, the operations of our school system, community engagement and maintains a professional relationship with his staff as well as City officials. The residency program alone speaks volumes about how Dr. Tremblay immersed himself into each school in our district, how he engaged with the staff, the students, bus drivers, custodians etc. His office was mobile for almost a year and was instrumental in the operations and management of the school. His time spent with the students and families showed his dedication to our district, and with that he has been learning how to speak portuguese with the help of a tutor so that he can connect to our non english speaking families. That alone shows his dedication. His leadership is respected throughout the district, with his staff as well as city officials whom he collaborates with in harmony. The senior leadership team he has assembled is proficient and works with him on all levels with respect and professionalism. With Dr. Tremblay leading his team the school system runs smoothly and works in unison with the school committee. Framingham is very lucky to have Dr. Tremblay as our Superintendent.

Tiffanie Maskell - Thank you Dr. Tremblay for your calming presence throughout this year! Not only were we coming back from a Pandemic, with it's own set of challenges, there were many other unique, equally-complex impacts that you faced head on with empathy and optimism. Because of your continued leadership and crisis management skills, the district is recovering. I am looking forward to new initiatives and improvements that will make for safer, stronger schools, improved data, successful students, and appreciated staff. Do not let perfect get in the way of good! Your best work is seen as I walk the halls of any school with you. You shine, as you interact with teachers, staff, and students. Students are excited to see and share their lived school experiences with you. They value the time you take to listen. And more so when you use their voices for change! I appreciate your commitment to our children, the district, and the community at large.

Jessica Barnhill - Dr. Tremblay is a strong advocate for the children of Framingham and learning and growth for all students. He has a strong presence in the community. Under his leadership, important practices and initiatives have been implemented. He consistently performs well in the management and operations component and the communication component. This year there have been many accomplishments. Dr Tremblay has made tremendous efforts to eliminate the disparities in the Framingham community. I commend him on his efforts to increase preschool enrollment opportunities to allow access to high-quality preschool for all of Framingham's four year olds. Dr Tremblay continues to advocate and act to make a much needed and overdue elementary school with a southside location a reality for Framingham. Well done and keep up the great work!

William LaBarge - The Superintendent has done an exemplary job given all the different adversities. There have been various unexpected events which caused emergency evacuation as in the case of a technician accidentally tripping the gun-fire-alert alarm. Superintendent professionally handled the situation bringing stable calm with the students and their parents.

# 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
<p><b>District Improvement Goal - 4.89</b></p>	<p><b>Superintendent Residency &amp; District Strategic Plan Development</b></p>	<p>July 30, 2022 marked the completion of my fifth full year as Superintendent of the Framingham Public Schools and so much has changed in our schools during that time. In an effort to gain a renewed sense of how our schools are working and how the investments that we have made in our programs and staffing have helped to create consistency across our schools and programs, I am preparing to dedicate several months of time to engage in Superintendent Residencies, similar to what I did when I entered the District in April 2017.</p> <p>School-based residencies are week-long intensive school visits that afford me the opportunity to engage with students, families, faculty, staff, and administrators. During my week-long visit to each school in the district beginning September 1, 2022 and lasting through January 20, 2023, I will follow the school schedule and be an active participant in the daytime and evening activities in each respective school community. I will devote my time to being in classrooms, participating in school-based meetings, hosting open office hours for staff and students, attending PTO and/or School Council meetings/events, riding school buses, and generally becoming acquainted with and involved in the vibrancy of each unique school community.</p> <p>This model that I have developed over my career as a Superintendent presents an opportunity for me, especially as I start my 6th full year in the District, to renew my commitment to the work happening directly in our school buildings and to help strengthen my relationship with students, families, staff, and administrators. I look forward to inviting members of the District Leadership Team to join me during each school-based residency so that there is a deep and shared understanding of programs, practices, and needs. Residencies will also afford me and members of the District Leadership Team with the opportunity to get direct input into the development of the next Framingham Public Schools Strategic Plan: 2023-2028.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p><b>Professional Practice Goal - 4.33</b></p>	<p><b>Portuguese Language &amp; Brazilian Cultural Studies</b></p>	<p>As Superintendent of a culturally rich school community, I want to do more to create strong relationships between our families and the schools that serve them. It is my hope that through (1) Portuguese language and cultural studies with a language tutor and (2) the development of a partnership between the Framingham Public Schools and Universidade Federal de Minas Gerais that couples language skill development with a deep understanding of culture that I will be able to use my language skills and cultural competency to be a more effective school district leader.</p> <p>In an effort to better communicate with Framingham families, I will commit to learning Portuguese with increased proficiency. Specifically, by June 1, 2023 I will be able to carry on a basic conversation with families, including caregivers and students, as they arrive at the Framingham Public Schools Welcome Center.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Student Learning Goal - 4.22</b></p>	<p><b>School Start Times Study</b></p>	<p>The National Library of Medicine (2017) cites that “ a number of school systems worldwide have proposed and implemented later school start times as a means of avoiding the potentially negative impacts that early morning schedules can have on adolescent students.” In their study, Later School Start Times for Supporting the Education, Health, and well-being of High School Students, the authors noted that “even mild sleep deprivation has been associated with significant health and educational concerns: increased risk for accidents and injuries, impaired learning, aggression, memory loss, poor self-esteem, and changes in metabolism.”</p> <p>The research is clear that the circadian rhythm of adolescents and need for sleep is not aligned with the current start time of high school in Framingham. Consistent with the goals set forth by the Framingham School Committee specifically to “research different start times for FPS Schools” as it relates to “the impact on student health, behavior, and academic achievement,” this student learning goal aims to be a first step in gathering data about Framingham Public Schools start times, specifically the logistics and impacts of any change to the current model.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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	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
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. - 3.33 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes) - 3.44	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. - 3.37 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. - 3.5 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. - 3.67 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>I-F. Student Learning:</b> 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.	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning.			

<input type="checkbox"/> Focus Indicator (check if yes)	growth, and achievement must be taken into account when determining a performance rating for this Standard.			
<p><b>OVERALL Rating for Standard I: Instructional Leadership - 3.33</b></p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>Beverly Hugo - Dr. Tremblay has gathered input from all in cultivating a shared vision for the success of all of our students by formulating our strategic plan for the next few years.</p> <p>David Gordon - Dr. Tremblay's performance in this area exceeds expectations. Under his leadership, FPS continues to explore new curriculum and surpass historic educational goals. FPS is working successfully to diversify its faculty and has brought on some new amazingly talented colleagues. Dr. Tremblay's leadership cabinet is focused on working to recruit strong hiring pools of diversified educators.</p> <p>Jennifer Moshe - There are two benchmarks here I can not fully answer truthfully. I-C and I-D are personnel-based benchmarks, and I am not privy to the information as it is not in the school committee's purview. While I can assume these benchmarks are met, I can not evaluate these two items.</p> <p>Adam Freudberg - I appreciate the creative steps Dr. Tremblay took to reform the Central Office structure in a cost neutral way to both adjust to the FHS Principal change, and ramp up oversight over special education and student services. The hiring of Courtney Balacco as Executive Director of Student Supports after seeing an opportunity to fill a gap is a perfect example. During the next fiscal year and school year, I would like to see more committee involvement and transparency around the Office of Teaching &amp; Learning's curriculum related work. The committee relies on "professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system." And at the same time we have a role to bring transparency and conversations to "all new courses and substantive revisions in curriculum" as co-leaders together with the Superintendent. With more attention there, I hope to go from proficient to exemplary in this category. With the unveiling of the District's long awaited Data Dashboard, I am hopeful that next year's evaluation can show progress from Proficient to Exemplary in the Assessment and/or Data-Informed Decision Making categories.</p> <p>Tiffanie Maskell - I miss going to data chats and seeing the process, first hand. I know the progress and successes of our children are at the fore-front of every discussion. The district is pivoting away from the reading curriculum, that has been used for decades, and using a new curriculum next year. I am excited to see the data and our students' improved growth with this new initiative. Dr. Tremblay never shys away from having meaningful conversations about the challenges of the district. He skillfully advocates for equity, universal high quality pre-k, food insecurity, South-side schools, and many other complex issues in the district through evaluations and assessments. He is not afraid to spend money to get to the bottom of an issue.</p> <p>Jessica Barnhill - Dr Tremblay 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. I commend Dr Tremblay on his work to learn Portuguese. It is extremely meaningful. It further speaks to his efforts to deepen family connections and strengthen relationships with students. I look forward to hearing about his trip and meetings in Brazil. I am excited to hear of next steps upon his return.</p> <p>William LaBarge - Dr Tremblay has learned Portuguese proficient enough to communicate with students and their parents who don't know English. That is a big plus.</p>				

# 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
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. - 3.44 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. - 3.56 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. - 3.33 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. - 3.78 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. 3.78 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations - 3.44</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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

Beverly Hugo - Dr. Tremblay does an excellent job with the management and operations of our large and complex district. He has rearranged the organizational chart to be more efficient and effective. He works closely with his senior leadership team to understand and help address a full range of needs of the district. New, innovative methods have been adopted by his team to address the shortage of teachers and staff. He is in the process of completely reviewing the district's policies and procedures in order to be in compliance with the law and to enhance the day-to-day operations of the district.

David Gordon - Dr Tremblay exceeded the overall performance goals of budget responsibility and ensured that budget remained aligned with the goals of the district and its strategic plan. Our transition coming out of the pandemic has required an adjustment of focus and timelines. That being said, Dr. Tremblay has navigated this unique situation with exemplary leadership. After two years of limited interaction due to COVID-19, Dr. Tremblay has remained a vibrant figure in the community this year. He is clearly working purposefully to attend meetings and connect with a range of community groups.

Jennifer Moshe - Dr. Tremblay does a great job of managing a district the size of Framingham. Due to many factors, the district is making strides after the pandemic, which resulted in some inefficiencies in our daily environment. Many issues have been addressed and new practices implemented, but there are still areas under benchmark II-A that can be reinforced.

Adam Freudberg - The Fiscal Systems rating was made possible due to the strong leadership shown by Mr. Lincoln Lynch in partnership with Dr. Tremblay, as well as the continued transition and better management by Mayor Sisitsky, CFO Louise Miller, and the Executive Branch. The annual budget development process, working well with the city on both operating and capital planning budgets, the record setting \$4.3 million in cost savings on the Fuller Middle School Project, and the consistent transparency and creativity I see on financial matters are examples of why this received the highest score. HR again receives the highest score, as this past year the office continued to build on their statewide award and has professionally managed an enormous amount of staff onboarding, enhanced recruiting methods, and have supported personnel with daily activities around payroll and healthcare needs. It is still so important (and completely recognized by Dr. Tremblay) that seeking continuous improvement even in exemplary areas is worthy of focus and effort. Going forward I would like to see a more efficient process and larger role for the school district to plan for constant capital needs and the impact city growth has on the school system. Some of this is constrained by the City Charter's requirements that capital project requests be put in six months before funding is approved or declined. This cycle makes it more difficult to plan with the unique schedule of a school district with 18 buildings and limited summer weeks to have construction. When new housing, stores, or other projects are being proposed which impact schools, I would like to see more joint meetings with the Planning Board, or agenda items with Community and Economic Division staff at School Committee Meetings so we can plan together and understand what is going on with all associated topics such as enrollment, crosswalks, public safety, and bus routing. The addition of District analysis each time the Planning Board considers a new project with analysis on school-related impacts is a great new effort. This process should be codified in writing, and each memo with analysis put online on the school district's website. I would also like to see solar and other energy projects planned much earlier in the process. For example, we know the next two school roofs to be repaired or replaced and will likely have the funding allocated for them soon. Let's have the plan to add solar to the buildings developed with plenty of lead time for procurement, construction, and utility process coordination, so the moment roof construction is done the solar can be installed and become operational shortly after. Finally, compliance with fiscal procedures is rightfully a focus and is going well. With new state rules recently made on accepting gifts (including those from PTOs), the District needs to adjust to these new rules by creating improved processes. I believe this effort can result in the expansion of government funded educational activities such as field trips and extracurriculars equally at all nine elementary schools, and at the same time help PTOs reduce the reliance on fundraising for activities they should not be funding.

Tiffanie Maskell - I think Dr. Tremblay is great at delegation. He checks in frequently with his team members in order to keep a pulse on the district. He is not afraid to get into the weeds, if need be. He is a positive leader that sets high expectations for himself and all those around him. He is committed to learning all the policies and making sure they are up to date, equitable, and appropriate.

Jessica Barnhill - Dr Tremblay thoughtfully prepares the budget which aligns with our district goals and strategic plan. This provides for needed expenditures to support our school district. Dr Tremblay understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

William LaBarge - The superintendent is nimble in recommending policies changes and implementing the changes he has authority to make and do it on the fly.

## 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
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. - 3.89 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. - 3.67 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. - 3.56 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.- 3.89 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement 3.89</b> 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Beverly Hugo - Dr. Tremblay is a highly effective and personable district leader. Whether in-district, locally or statewide, he is readily accessible, approachable and personally committed to promoting the learning and growth of our students and the success of our staff. He is a true testament to being part of the community that he leads, as he is omnipresent at community events and meetings. Students and families know him well and feel that they are valued and heard. If he is unable to directly solve an issue or concern, he directs the stakeholders to the proper channels for closure.

David Gordon - Exploring, developing and implementing improved ways of connecting with families is the focus of this goal. Dr. Tremblay clearly welcomes any and all opportunities to reconnect (post COVID-19). Improving and enhancing communication is undoubtedly Dr. Tremblay's mission (his learning of a new language). Dr. Tremblay's visit and stay at each school this year is a clear sign community engagement is at the forefront.

Jennifer Moshe - Dr. Tremblay does an exemplary job with family and community engagement. He is willing to do the extra work to make sure emails are responded to, and he shows up to be a part of the community. He truly is one of our community leaders. The communication district-wide needs to be better. While I understand the nuances of communicating with a large, culturally diverse population, we have access to technology to make this process faster and more efficient. We need to maximize that capability.

Adam Freudberg - Dr. Tremblay's personal attention and commitment to returning calls and emails is an important trait for government leaders to be this responsive. It means a lot that responsiveness continues to be a central attribute of who he is and his leadership style. On another note, the residencies he had this school year were all well worth the time spent. Adding PTO meetings and other engagements connected to the school's events each week were a nice addition too.

Priscila Sousa - Of Dr. Tremblay's many talents, his ability to bring people together is one of the most impressive. I believe it is what makes him a truly exceptional superintendent in a district like Framingham. Families of many different backgrounds are able to connect with him and, more importantly, feel heard and engaged. The effort he has made in the past 6 years to foster this environment here in Framingham is exemplary and we see the fruits of his labor in the PTOs across the district that are recovering in participation rapidly post-COVID and growing in diversity every day.

Tiffanie Maskell - Dr. Tremblay does an amazing job with the community. He is present, listens, and he responds in a timely manner. He can be seen at most events that happen in the city. School to parent communication still needs improvement to effectively have conversations about student learning and performance. Involving the families and community on the school start time will be a critical piece of data to have for making an informed vote.

Jessica Barnhill - Dr. Tremblay demonstrates exemplary communication skills. This was consistently observed throughout the course of the year. The communications observed included communications with a variety of stakeholders including but not limited to state and local elected officials, school professionals, community members, community partners, educational professionals, vendors, families, and students. He demonstrates an openness to engage in dialogue across the community, responsiveness, commitment to follow up, and proactive communication efforts. In addition, Dr. Tremblay is a tireless advocate for our children and families. His presence in the community can be seen daily. He demonstrates a strong commitment to Framingham Public Schools.

William LaBarge - The superintendent does see that parents are notified of different situations happening at the school, well before the press gets a chance to report it. When it comes to various controversial issues, no news is good news. Bad news would come in the form of members of the public raking the schools over the hot coal... such as having the Pride Flag displayed at all of our schools.

## 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
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. - 3.89 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. - 3.78 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. - 3.78 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. - 3.44 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. - 3.67 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. - 3.44 <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture - 3.56</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Beverly Hugo - Dr. Tremblay is exemplary in promoting high expectations, a culture of reflective practice and on-going learning for all staff. He is compassionate, empathetic and leads by example.

David Gordon - Dr. Tremblay has created an authentic connection and effective communication style to faculty. He spends a good amount of time in schools and working with leadership. In regards to faculty it will always be an ongoing effort to create more personalized opportunities for input and connection. That being said, Dr. Tremblay is aware of this and works continually on improvements.

Jennifer Moshe - Dr. Tremblay's is consistent and excellent in this area of professional culture.

Adam Freudberg - The commitment to high standards, communication skills, shared vision, and conflict management with a positive outlook are all fantastic.

Going forward, how can we best support the Superintendent to take our school district to the next level as he leads the implementation of the 2023-2030 Strategic Plan together with the School Committee? A renewed commitment to fix gaps is the first thought that comes to mind. Gaps like a multi-year plan to fix roofs and parking lots are finally in better shape. Studies are underway to add lights at the new Fuller athletic field, and recommend fixes to chronic transportation and cellular and wireless service issues too. What's next? Well there is one top gap tied to so many challenges that we have unanimous consensus on. It is the need to build and open a new PreK-5 Early Childhood Education Center South of Route 9. The chronic challenges across our city on the topics of inequity, imbalance, long bus rides, traffic, school choice, and lack of space for PreK will all be made so much easier if a new school building opens up. Designing and building a new school takes years. Years. We do not have years, as more and more kids each year we do not have this new building open are missing out on better educational experiences. Plus, the longer we wait the more the costs go up. Build now, save money. Build now, save money. More than a decade before Dr. Tremblay started working in Framingham having another school south of Route 9 was a known gap. This is not on him, but he can be a huge piece of the solution. If we aren't moving fast enough as a city I want the Superintendent to be respectfully loud on this. Get the Building Committee operational. Hire an architect. Hire an owner's project manager. Get into the MSBA's process, or if not, move forward no matter what with an alternative funding plan. Let's get moving and take the steps to start designing the school this calendar year no matter what the MSBA says. Together, with this leader, we can build this school. Once open, the positive domino effect across the entire city will be felt. We will have better equity, balance, shorter bus rides, less traffic, less competition for school choice in the north and south, and adequate space for PreK.

Tiffanie Maskell - Dr Tremblay is committed to high standards and is a great example. He understands that FPS is a diverse community and strives to understand and respect all. He is a great communicator. He is quick to respond, effective, respectful, and quick to take action if needed. He models continuous learning as he strives and is committed to learning a new language. The School Committee and Dr. Tremblay have a shared vision for our students.

Jessica Barnhill - Dr. Tremblay is committed to deeping relationships with Framingham's students and families. He has a strong presence in the community. Again, I commend him on his efforts to increase preschool enrollment opportunities to allow access to high-quality preschool for all of Framingham's four year olds. Dr Tremblay continues to act to make a much needed and overdue elementary school with a southside location a reality for Framingham. Well done and keep up the great work!

William LaBarge - The superintendent has the best folks on staff, professionally speaking. When different situations come up, the staff is responsive to the point where I can count on the situations and know it's being professionally handled. The superintendent does set the tone and tenor on professionalism, and that is music to my ears.

