

To: Gregory Martineau, Superintendent, The Public Schools of Northborough and Southborough, Northborough School Committee, Southborough School Committee, Northborough-Southborough Regional School Committee, and Superintendency Union #3

From: Joan Frank, Superintendency Union #3 Chairperson and Kathleen Harragan Polutchko, Northborough-Southborough Regional School Committee Chairperson

Date: June 13, 2024

Subject: 2023-2024 Summary of Superintendent Evaluation

Response rate: 85% (17 of 20 members)

Introduction

The end of the school year is a time of review and reflection. One of our primary duties as school committee members is to evaluate the performance of the superintendent. Even though it is the responsibility of the Northborough-Southborough Regional Committee and the Superintendency Union #3 Committee to evaluate the superintendent, the past practice is that all members of the Northborough PreK-8 School Committee and the Southborough PreK-8 School Committee are invited to submit individual evaluations. The evaluation process is provided by the Massachusetts Department of Elementary and Secondary Education (DESE), which includes goal setting and lists the standards and indicators of effective Administrative Leadership Practice: Instructional Leadership; Management and Operations; Family and Community Engagement; and Professional Culture. The composite evaluation rating is presented at the June Combined Open Meeting, read into the record, and then shared with DESE through the End-of-Cycle Summative Evaluation Report: Superintendent (2019): Two-part; Step 1: Assess Progress Toward Goals and Step 2: Assess Performance on Standards state reporting systems. Superintendent Greg Martineau met with the Regional Chair and the Union Chair to set his goals prior to the September 2023 Combined School Committee meeting, at which time those goals were shared and accepted. Superintendent Martineau provided a Mid-Cycle Goals Update at the December 2023 and March 2024 Combined School Committee Meetings.

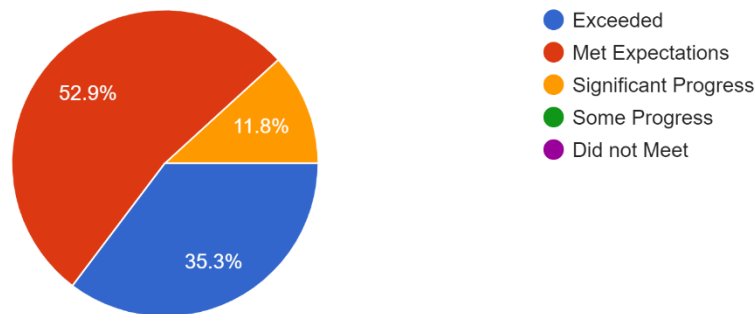
The timing of the superintendent evaluation in this district has evolved over the years. Due to the town elections in May, we often have turnover of a significant number of school committee members. We wanted those school committee members to be able to fully participate before their term expired, so for several years the evaluation process occurred in a March-April timeframe. Over time, members suggested that April was too early - that the committees were not evaluating a full year's performance, so we moved the evaluation date to the month of June which allows members to provide their input in the month of May. This year presented a unique challenge for the evaluation process in that we had an unusual incident happen in one of the three school districts that came to light in early May. It is commonplace for the chairpersons to provide extensions in any year, but in the case of this particular year, the process was re-opened in order to give school committee members more time to add to or change their input. The goal in our districts has always been to give optimal opportunity for everyone on each of the committees to offer their feedback and have their voices heard.

The job of a regional superintendent is difficult and complex, and in our district that workload is multiplied by three. It takes significant effort to make our three school districts look and operate as though they are a single entity- a single “district”. When one evaluates Superintendent Martineau’s performance against almost every goal or any standard, one must measure each objective against the incredible amount of additional work and complexity that is required to run a regional operation, especially a region which includes multiple school districts, multiple towns, and multiple collective bargaining units. There is no doubt this adds a significant degree of difficulty to everything the superintendent does when contrasted with the responsibilities of a superintendent overseeing a single school district. For example, where the superintendent of a single district and their support staff may have to prepare reporting for one monthly school committee meeting, ours must prepare three separate full committee meetings per month, subject to different reporting requirements in each community. Adding to the already complex undertaking of operating three school districts, the unanticipated medical leaves of absence of key Central Office staff further compounded the workload for the superintendent and his assistant superintendents. Also, the recent events in Southborough have certainly demonstrated that there is room for reflection and future improvements in handling complex situations, by the Superintendent, his staff, all of our educators and we, as school committee members.

The following is the school committees’ Summative Evaluation for the 2023-2024 evaluation process.

Strategic Objective 1: Empowering Learners - Work with the Northborough, Algonquin, Southborough Administrative (NASA) team to implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.

Rating
17 responses



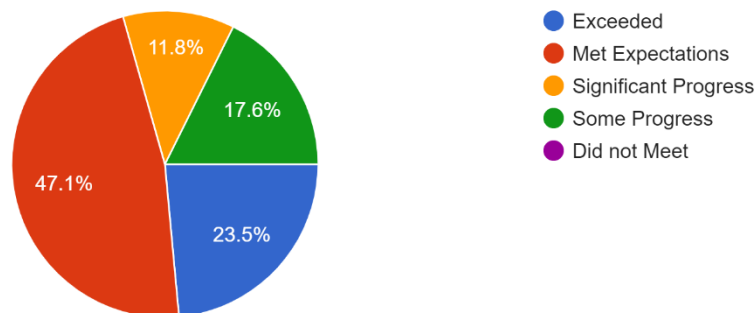
88% of school committee members evaluated Superintendent Martineau as having met or exceeded expectations.

Committee members noted areas of strength including his methodical approach to ensuring he visits each school periodically, including "residencies" and that the progress of the dissemination of UDL, *Wit and Wisdom*, revisions to book selection practices, and putting tools and rubrics in place that have served to unify these practices across the district.

Some suggestions for improvement include that we should ensure that all teachers are being provided with opportunities to develop relevant and efficacious pedagogical practices. There is a need for monitoring, measurement and analysis of feedback mechanisms to determine whether there is a positive impact to faculty, students and parents and if not, we need to create action plans in order to improve our practices.

Strategic Objective 2: Equity of Opportunity - Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.

Rating
17 responses



71% of school committee members evaluated Superintendent Martineau as having met or exceeded expectations.

The superintendent has made progress in this important area, and the action steps that are currently in process due to this multi-year goal are important and necessary. One noted area is the initiative of using Analytic Platform to review all aspects of student data to look for attendance trends. This allows for a tailored approach to support students and meet their needs. In addition, programs such as *Unity Beyond Differences* help advance the learning of staff and students.

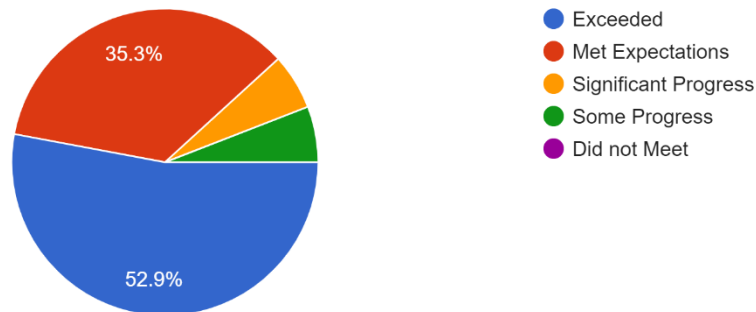
Suggestions for improvement:

- revisit the equity audit from several years ago and report on where we stand
- address the initiative of hiring more diverse staff
- more clearly define the position of Equity Leader
- continue to review curriculum for bias
- focus on professional development

- support social studies and history teachers in how to best educate our students in important areas like slavery and civil rights
- improve the mechanism for sharing complaints or issues from families or faculty

Strategic Objective 3: Healthy and Balanced Learners - Prioritize the social, emotional, and physical well-being of students.

Rating
17 responses



88% of school committee members evaluated Superintendent Martineau as having met or exceeded expectations.

A common theme is that the superintendent continues to be both proactive and responsive to the needs of the students of the school district. Through his leadership and the advocacy of his support staff, the superintendent has demonstrated his ability to direct and implement novel, but research-based programs to enhance the social and emotional well-being of students throughout the district.

Comments of note include positive feedback about:

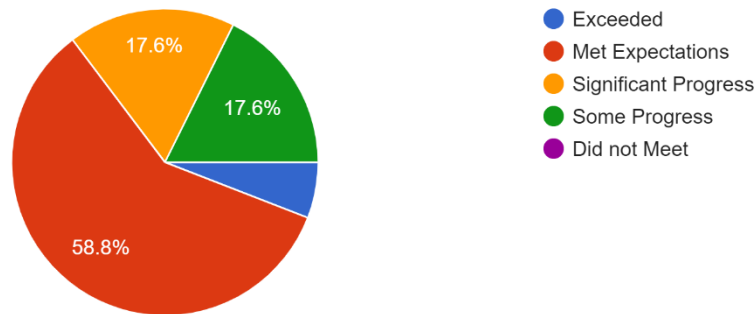
- the *Second Step* program
- *Signs of Suicide* prevention program (specifically how we respond when risk is detected)
- migrating Social Emotional Learning (SEL) efforts from being conducted on a school-by-school basis to following students from one grade and school to the next, building on prior efforts
- a coherent and systematic approach to social and emotional learning to combat the continuing effects of the pandemic
- focusing on analyzing student attendance data to determine attendance trends at the high school
- determining how Wellness Days are implemented so they achieve their intended goal
- adding an additional 0.5 resource for Social and Emotional Learning

Suggestions for improvement focused on Professional Development (PD). Some committee members felt we are lacking in the ability to stretch and ensure there is training that challenges the teachers to have tough, courageous, and productive conversations around teaching students that have historically been underrepresented in the two towns. Professional development provided by individuals of diverse perspectives and backgrounds would better represent the growing population of diverse students and families in our communities

Strategic Objective 4: Educator Learning and Leadership - Demonstrate continual growth through professional collaboration.

Rating

17 responses



65% of school committee members evaluated Superintendent Martineau as having met or exceeded expectations.

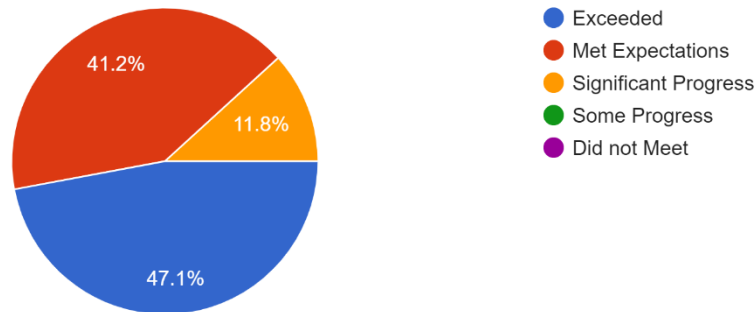
Committee members felt that the superintendent made noteworthy progress in this objective mainly through the professional opportunities regarding *Universal Design for Learning*. Superintendent Martineau acknowledges gaps in several of the action steps, such as retaining staff through providing a culturally proficient organization, expanding the districts' recruitment network, and increasing staff diversity. Superintendent Martineau recommended increasing the number of wellness days to include professional development which shows the commitment from the district to continue to allow educators to grow.

A suggested area for improvement was in the area of delegation of responsibilities to his team. Increasing staff accountability, by empowering his staff to take responsibility for more, would prevent some things from "slipping through the cracks". This could provide the superintendent with more opportunity to tighten up the rare but serious failures in communication that have occurred between Superintendent Martineau and some of his staff - failures that have raised concerns amongst members of our communities.

Strategic Objective 5: Finance and Operations to Support Teaching and Learning - Develop, support and operate sustainable, attractive and well-maintained schools.

Rating

17 responses



88% of school committee members evaluated Superintendent Martineau as having met or exceeded expectations.

It is extremely impressive how Superintendent Martineau and his team consistently manage to provide high quality education and services to our students while maintaining a level service budget during high levels of inflation and increasing special education (SPED), transportation and supply chain costs. This work has resulted in the continued support from the tax paying citizens, and the continued commitment from the employees, in a very challenging economic environment.

Some projects of note include:

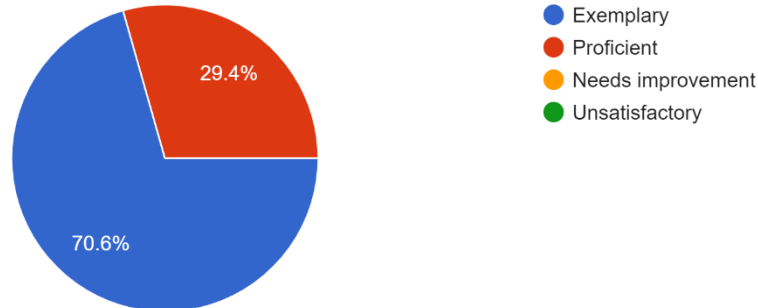
- solar projects
- his hiring, developing and managing a high quality, very capable staff for the District's Finance and Operations department
- general maintenance of our facilities
- leadership in completing the first phase of the ARHS field project
- long-term capital investments that are long overdue for improvement
- engaging with MSBA for core building projects
- the Neary building project committee has had excellent communication methods and flexible offerings for the community to engage
- partnership with the Town police to utilize space in school buildings
- providing good clear communication on the Finn building mold issue, resolution, financial impact and plan for covering the cost, though communication and partnership with the vendor and town select board could have been improved

Performance Standards

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.

Rating
17 responses

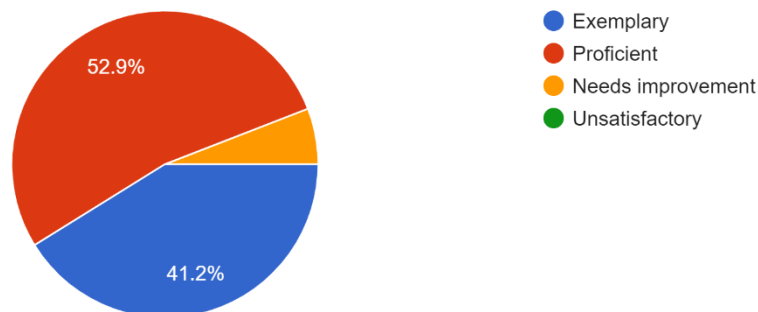


100% of school committee members evaluated Superintendent Martineau as Exemplary or Proficient

It is commonly felt that Superintendent Martineau leads by example. He is humble and gives credit to others, but their success is due to his support, guidance and leadership. The districts' strategic plan is essentially built around the ideas that make up this standard, and that plan drives virtually everything the districts do. From a focus on professional development to data-driven improvement projects, Superintendent Martineau most certainly exemplifies excellence in this area. The superintendent is a strong leader who provides a clear vision for the district. He provides the structures and builds the capacity of the staff to carry out the district vision.

STANDARD II: Management and Operations - 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.

Rating
17 responses



94% of school committee members evaluated Superintendent Martineau as Exemplary or Proficient

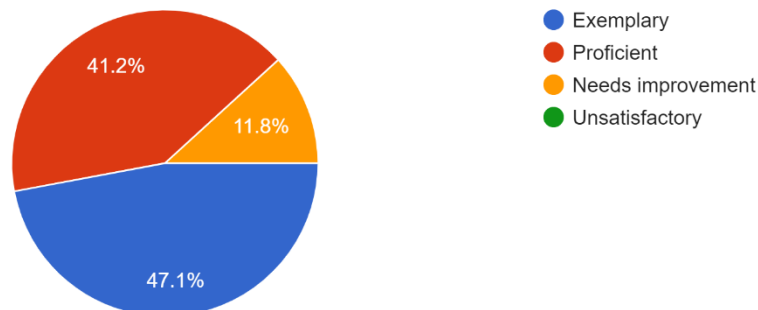
The overall consensus is that Superintendent Martineau is an excellent leader. He is dedicated, even-tempered, experienced, an excellent listener, thoughtful and reacts calmly. He has developed an excellent and capable staff who have confidence in his decisions, and in him as a leader. He is open to feedback about processes and how to continually make improvements for the district.

Suggestions of areas for improvement include:

- rethinking the hiring process and procedures to ensure outside perspectives and applicants are fairly considered
- clarify expectation-setting in regard to classroom behavior
- developing a clear methodology for checking for implicit bias in decision making

Standard III: Family and Community Engagement - 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 school and district.

Rating
17 responses



88% of school committee members evaluated Superintendent Martineau as Exemplary or Proficient

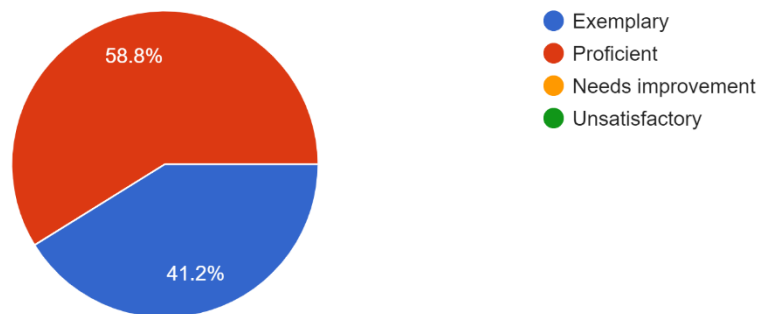
Committee members consistently comment on how Superintendent Martineau is an excellent communicator. He is clear, transparent, provides excellent data and always reinforces the mission of the schools. The superintendent's weekly communications with the community continue to be extensive, thorough, and informative. He continues to meet frequently with community stakeholders and he and his staff have garnered the support of the community to maintain the high standards he has set for the district.

Members who rated Superintendent Martineau as Needs Improvement suggested that:

- though Superintendent Martineau deals with urgent issues with fidelity according to district policy, expectations for how to deal with family and teacher issues is inconsistent among administrators
- there should be increased opportunities for families to meet in person with the superintendent when there are topics of concern to more than one child or family
- there should be a greater focus on Coalition for Equity meetings. The three Coalition-sponsored events were not very well advertised or attended and should have been repurposed in creative ways in order to better share the content with the community

Standard IV: Professional Culture - Promote success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Rating
17 responses



100% of school committee members evaluated Superintendent Martineau as Exemplary or Proficient

One of our district's strengths is the professional culture, strengthened through Superintendent Martineau's leadership. Superintendent Martineau continuously does an impressive job. He is thoughtful, dedicated to students, faculty, staff and community engagement, solution-focused and calm even when others are not. This approach has made him an excellent superintendent whose positive impact on the district since assuming the position is clear. Overall, Superintendent Martineau does a great job in this category. The recent events in Southborough have shown that the system does not work all the time and we need to continuously improve on reinforcing expectations. The success of our students is in no small part due to the professional culture of our educators that is fostered by Superintendent Martineau and his staff

Overall Rating:

A superintendent's overall performance rating is based on an examination of the evidence of the superintendent's performance against the four performance standards, the superintendent's attainment of goals set forth in the Superintendent Goal Plan, and the school committee's professional judgment. The evaluation tool is provided by the Department of Elementary Education (DESE): End-of Cycle Summative Evaluation Report: Superintendent (2019). The overall summative performance that is reported to DESE is based on Step 1 and Step 2 ratings (Step 1: Assess Progress Toward Goals – Exceeded, Met, Significant Progress, Some Progress, Did Not Meet) and Step 2: Assess Performance on Standards – Exemplary, Proficient, Needs Improvement, Unsatisfactory). At this time, based on the level of attainment in each Standard, Superintendent Martineau's rating is at the Exemplary Level. The defining characteristics of overall exemplary performance are consistency, the ability to model highly effective practices and empower others to achieve high expectations. An exemplary rating is a high level with demanding expectations. Superintendent Martineau's work has positively impacted all the staff and students of the three districts he leads. He has handled the most challenging situations he has encountered since being unanimously chosen as superintendent in an utmost exemplary manner. We look forward to having many more years with Superintendent Martineau at the helm of our three districts, continuing to move us forward with concerted and targeted efforts to unify our community of increasingly diverse learners.