



Summative Evaluation Report for Dr. Joseph M. Sawyer (June 2016)

Evaluator: 2015-2016 School Committee

June 13, 2016

Name

Signature

Date

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

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

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

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. *For new superintendents, performance is on track to achieve proficiency within three years.*

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<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.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (~~Check only one.~~) N/A in 2015-2016

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
---------------------------------	--------------------------------------	----------------------------------

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Overall rating: Between Proficient and Exemplary.

Dr. Sawyer continues to be an outstanding superintendent. Student driven and educator focused, he leads the district with a clear vision of the high quality of education that students need to be prepared for their futures. He is forward thinking, fiscally responsible, and always focused on the best interests of our community and students. He is a gifted communicator, and encourages a professional culture where educators are empowered and part of the decision making process. Exceptional results, which have been recognized at the state and national level, continue to be achieved due to Dr. Sawyer's leadership, guidance and collaborative style.

Dr. Sawyer's work with the fiscal 2017 budget was exemplary. Immediately recognizing that the town would not have the resources to fund the initial budget request, Dr. Sawyer worked tirelessly, thoughtfully and strategically with administration, the leadership team and staff to recommend a budget to be able to carry forward the existing program with as minimal damage as possible to the academic program. In addition to budget planning, Dr. Sawyer also charged his staff with driving key operational improvements and efficiencies that will improve our district for years to come. Dr. Sawyer's community outreach was exceptional, sharing the successes and challenges of the school district appropriately while using every communication vehicle available to him – general meetings, Town Meeting, emails, social media & public access TV.

Dr. Sawyer and his team have established a rigorous, collaborative and successful hiring process. As a result, Shrewsbury is a highly sought after district and attracts educators and other professional staff. His work with HR Director, Ms. Barb Malone, is indicative of a strong working relationship that benefits the district. Additionally, his appointment of Mr. Patrick Collins has stabilized one of the most critical positions in the district and provided immediate results during the fiscal 2017 budget process (able to creatively carry-forward the program with limited resources) and with respect to the Beal building project (being selected for the eligibility phase by the MSBA), and Spring and Paton capital projects.

Dr. Sawyer continues to successfully implement our district's strategic priorities. In August 2015, the last phase of the 1:1 technology program was rolled out to the high school, and by all accounts, including that from the student advisory committee, successful. Students continue to serve our community well, with over 80,000 hours of community service being performed. Members of the committee look forward to work commencing on the next set of strategic priorities.

In summary, Dr. Sawyer is the consummate professional - well respected amongst educators and sets the tone for driving high educational standards within our school district.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	By April 2016, the superintendent will provide evidence of 1) creating multiple communications and resources designed to increase SPS staff members' understanding of key leadership concepts, and 2) developing a multi-year plan to build leadership capacity among SPS staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	By April 2016, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	See District Goals Update Report in June 8, 2016 School Committee Meeting Book for specific progress on District Goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Shrewsbury continues to be a strong, successful district that values its educators and is student driven. Dr. Sawyer's leadership in the area of teaching and learning is one of his significant strengths. He sets the tone of high expectations, of professionalism, of focus on student learning, and he is quick to celebrate student and educator successes and is responsive to issues that impede those successes.

Dr. Sawyer has been very forward-thinking in empowering his team to look at project-based learning and other innovative approaches employed by thriving institutions.

Dr. Sawyer and his team are very transparent and continue to make the community aware of issues related to student performance and district needs through ongoing reporting of data on test results (including student growth), enrollment and class size.

Examples of evidence superintendent might provide:

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
--	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Dr. Sawyer continues to successfully implement our district's strategic priorities. In August 2015, the last phase of the 1:1 technology program was rolled out to the high school, and by all accounts, including that from the student advisory committee, successful.

Dr. Sawyer and members of his staff have been pro-active in the areas of school safety and security, buildings and grounds, and water testing. This team works collaboratively with local safety personnel and appears to have protocols in place and resources at hand to best ensure the safety of all students and efficient operations in the district.

Areas of improvement this year included being selected for the eligibility phase by MSBA for the Beal project and facilities improvements to Paton and Spring schools, as well as improvements to school safety procedures and on-line payment process/system.

Dr. Sawyer and his team have established a rigorous, collaborative and successful hiring process. As a result, Shrewsbury is a highly sought after district and attracts educators and other professional staff. His work with HR Director, Ms. Barb Malone, is indicative of a strong working relationship that benefits the district. Additionally, his appointment of Mr. Patrick Collins has stabilized one of the most critical positions in the district and provided immediate results during the fiscal 2017 budget process (able to creatively carry-forward the program with limited resources) and with respect to the Beal building project (being selected for the eligibility phase by the MSBA).

Dr. Sawyer is collaborative in his approach to the budget process in order to ensure that the outcome is one that will best serve students, teachers and taxpayers, and his work with the fiscal 2017 budget was exemplary. Immediately recognizing that the town would not have the resources to fund the initial budget request, Dr. Sawyer worked tirelessly, thoughtfully and strategically with administration, the leadership team and staff to recommend a budget to be able to carry forward the existing program with minimized harm. He has strong working relationships with other town departments, and those partnerships result in safe and effective working environments for teachers and for students.

Dr. Sawyer's work with the calendar committee was exemplary and cited as one of the most collaborative teams that a committee member has participated in.

Going forward, it is absolutely critical that the administration and school committee prepare long-term budget projections so that the community will understand future school department resources required to provide the educational experience for our students that community members expect. These type of projections have been a standing request from the school committee, but not achieved.

Examples of evidence superintendent might provide:

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in effective communication with families, community stakeholders, and the media about key district issues, including student achievement, district needs, and best practices in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Dr. Sawyer continues to shine in this area. He is mindful of the importance of listening to others and respectfully considers their suggestions and opinions. He is actively involved in the community, is well-known and well respected by many stakeholders, and continues to find ways to be the most effective communicator that he can be. The use of his Superintendent's Updates, his blog, social media, the creation of the Annual Report, are all ways he highlights achievements, concerns, and visions that he has for the district.

The district continues to benefit from the Coordinator of Volunteer Activities positions. The end of 2015 Colonial Fund direct giving campaign resulted in significant year-over-year growth and further strengthened the brand for giving efforts for the high school athletic facility.

Dr. Sawyer maintains a strong relationship with Mr. Morgado, which was essential during the fiscal 2017 budget process; he keeps other Boards informed about budgetary matters and regulatory trends/issues that can impact our town. He did an excellent job preparing the fiscal 2017 budget materials for the annual presentation and presenting to the finance committee on March 5th.

Dr. Sawyer also maintains a strong relationship with Senator Moore and Representative Kane, which will be essential particularly going-forward as the Commonwealth grapples with educational funding generally, and the charter school cap and funding formula issues.

Communication with the school committee improved this year. Dr. Sawyer is encouraged to continue to work on timely communication with all school committee members and to

ensure that all documentation is provided in a timely manner. He is also encouraged to make sure all members receive information on outstanding issues or concerns so that everyone has an up to date understanding of the current status of issues/situations.

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV <i>(Check one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
--	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p> <p>From the "Opening Day" event, Dr. Sawyer set the tone for a shared vision of academic excellence amongst his direct reports, educators, faculty, and staff.</p> <p>Dr. Sawyer is committed to high standards, leads by example and expects the same from others, so that all of our students receive an excellent educational experience that our community expects. He also promotes a professional culture of continued advancement and learning that incorporates the voices and opinions of all stakeholders.</p> <p>Dr. Sawyer encourages and fosters the skills and talents of fellow administrators and educators. As part of the Innovation in Learning Study Group, a committee member has often heard other team members (who are educators in the district) speak about how unusual it is to have a sense of empowerment about the direction the district is heading, and how powerful it is to have a voice in the process. Additionally, the Assistant Superintendent, who is leading this group, has often affirmed that same message, that the decision-making process is a we, not a they. This inclusive mentality is indicative of the trust and confidence that Dr. Sawyer has for his colleagues, and demonstrates the type of culture he is continuing to create.</p> <p>Dr. Sawyer is extremely well skilled at building consensus. He maintains an open line of communication with the community and the leadership team. He has also continued to</p>

maintain strong lines of communication with employee groups, meeting with the officers of the Shrewsbury Education Association and the Shrewsbury Paraprofessional Association on a monthly basis. This proactive and open dialogue has allowed us to maintain a positive culture and climate overall.

Dr. Sawyer continues to do an excellent job communicating with all outside stakeholders. This year marked an improvement with respect to communication with the school committee. Better advance time has been given to review most meeting materials, but delivery of a complete set of materials was inconsistent. School committee briefings were delivered more formally in memo format during the first half of the 2015-2016 school year, more *ad hoc* during the second half of the year; my only suggestion is that we have a discussion to agree upon the most effective mode and frequency of communication going forward.

Examples of evidence superintendent might provide:

- | | | |
|---|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Samples of principal/administrator practice goals | |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> School committee meeting agendas/materials | |
| <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> Sample of leadership team(s) agendas and materials | |