

Shrewsbury School Committee's Evaluation of the Superintendent of Schools		May 2019 through June 2020
	Rating	
<p>Student Learning Goal By the end of 2019, the Superintendent of Schools will have worked with the leadership team to create new or enhanced partnerships with businesses, institutes of higher education, and/or community organizations in order to provide opportunities to students for experiential learning, career awareness, and well-being.</p>	Met	<p>Comment: Dr. Sawyer, in collaboration with Ms. Clouter and Dr. Lizotte, advanced the district's work in creating new and enhanced partnerships with businesses through the creation of the Colonial Connections Advisory Board with the goal of increasing project-based learning opportunities for students. Partnership with WPI and their "Strategic STEM Integration Program" has increased project based opportunities for students. The district should continue to look for ways to engage our local businesses and institutes of higher education so students can have real world exploration of educational and career interests. It is unfortunate that this Colonial Connections work my have to take a back seat this coming year due to Dr. Lizotte's interim position at Paton School; however, the committee believes a strong foundation has been built for this work to continue in some fashion. The Mindfulness Director Initiative (MDI) was hampered by the exit of the first director. Given the concern of the School Committee regarding this project, it will be important for the committee to receive timely reports that included metrics so the effectiveness of this endeavor can be assessed for future budget consideration.</p>
<p>Professional Practice Goal By the end of 2019, the Superintendent of Schools will have developed and implemented enhanced communications practices with various constituencies, including the School Committee.</p>	Significant progress	<p>Comment: Communication from the Superintendent has increased in quantity, and quality, both to the School Committee and to the school community. Dr. Sawyer has been more consistent with weekly briefings, a critical tool for School Committee members to understand his day-to-day workload and engagement with the school community. The School Committee encourages Dr. Sawyer to continue this level of communication as it helps expand our knowledge of his role and the challenges he experiences. The COVID-19 pandemic created unforeseen challenges for our school district and Dr. Sawyer provided regular and detailed information, through a variety of media tools, including video messaging which shows his adaptability in message delivery style and a genuine desire to explain what is going on to the school community. Survey results from June 2020 show a high degree of satisfaction with Dr. Sawyer's communication from parents/community and staff. June 2020 results show a significant improvement over fall of 2019.</p>
<p>Progress toward District Goals</p>	Significant progress	<p>Comment: Significant progress has been made on the district's goals due to Dr. Sawyer's leadership. Areas of success/strong progress include continued success of the new Beal School; the establishment of guiding principles for the redistricting of elementary attendance zones and the establishment of the Redistricting Committee; implementing resources in FY20 that addressed social and emotional learning and mental and behavioral health; continued growth in implementing inclusive practices, especially co-teaching; Implementation and expansion of the Unified Program at SHS, the middle school level, as well as implementation of the Unified Hour of Play at Beal; engaged the Assabet Valley Collaborative to complete an equity audit to provide feedback regarding perceptions and practices related to equity; established a taskforce to review and make recommendations for homework policy and practice updates; preparing for changes needed due to state curriculum changes, especially science and civics; implementation of a major business partnership with the Shrewsbury Federal Credit Union to establish the Colonial Connections program to promote both connected learning and SEL; building career awareness and connections to businesses; and through the School Wellness Advisory Committee, the district published a well-being guide with comprehensive information on supports for students regarding suicide awareness, stress and anxiety, vaping awareness, and marijuana awareness. Areas of progress that have been delayed, include school start time initiative, which the committee has asked be completed in parallel with the elementary redistricting and opening of the new Beal School in the fall of 2021; the facility needs report, which will be completed by the Beal project architectural firm; further work in the area of professional development in inclusive practices and culturally proficient practices, which will be critically important due to the national crisis regarding racism. The COVID-19 pandemic created a need to shift to remote learning and the budget crisis; the district will need to look at current strategic priorities and goals to determine what is realistic to move forward in the year ahead.</p>
<p>Link to District Goals 2018-2020</p>		
<p>Standard I: Instructional Leadership</p>		
<p>I-A. Curriculum:Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</p>	Proficient	
<p>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.</p>	Proficient	
<p>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.</p>	Proficient	
<p>I-D. Evaluation:Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</p>	Proficient	

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.	Proficient	
Overall Rating for Standard I: Instructional Leadership	Proficient	Dr. Sawyer has assembled a strong leadership team that continually strives to improve the quality of educational instruction in the Shrewsbury Public Schools. Our community expects high quality education for all students and the collaborative leadership model fostered by Dr. Sawyer produces excellent results. Dr. Sawyer's leadership in terms of instructional quality is impressive and comprehensive. This year has been changed by the management issues and educational challenges caused by the COVID-19 pandemic and frequently changing directives at the state level. Adaptation to all of these changes was effective in making the best of a compromised situation. Dr. Sawyer consistently provides the committee with a variety of reports from multiple sources to aid in our decision making.
Standard II: Management & Operations		
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.	Exemplary	
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.	Exemplary	
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.	Exemplary	
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.	Exemplary	
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.	Exemplary	
Overall Rating for Standard II: Management & Operations	Exemplary	Dr. Sawyer's leadership and management of the district is probably his most impressive characteristic. He is thoughtful, disciplined, effective, fair and compassionate in making important decisions and executing with his team. Hiring policies and procedures are exceptional and result in high quality, devoted staff. Dr. Sawyer's leadership results in a first class operation for the Shrewsbury Public Schools. His planning is thorough and comprehensive. Dr. Sawyer's deep knowledge of policy, state and federal law and mandates help lead a transparent, efficient school operation; always doing more with less. Dr. Sawyer's exemplary management of the Shrewsbury Public Schools was never more apparent than during the current COVID-19 pandemic crisis. The district was able to quickly adapt to remote learning due to the strong foundation that was already in place. Dr. Sawyer's initiative to explore Interest Based Bargaining (IBB) with the Shrewsbury Education Association (SEA) resulted in a successful outcome, with many previously unresolved issues that were lingering from previous negotiations resolved. Dr. Sawyer's involvement in the negotiation process provides valuable insight and appreciation of what transpires during negotiations. The annual school budget process is a daunting task in light of increased demands and expenses. Dr. Sawyer and staff continually look for ways to provide level services to students with the least amount of disruption to staffing levels and programs. This includes procuring outside funding to help address budget needs. Implementation of the Clear Gov platform is a great improvement in the district's ability to make budget information available to the public. Recommendations from the April 2019 Collins Center report should be considered for implementation, including adoption of finance information systems.
Standard III: Family & Community Engagement		
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.	Exemplary	
III-B. Sharing Responsibility:Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	Exemplary	

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.	Exemplary	
III-D. Family Concerns:Addresses family and community concerns in an equitable, effective, and efficient manner.	Exemplary	
Overall Rating for Standard III: Family & Community Engagement	Exemplary	Parent/Community feedback for Dr. Sawyer rates him as a highly effective communicator. Dr. Sawyer is well spoken, thoughtful, thorough and a timely communicator. He fosters transparency during discussions and remains calm, no matter how difficult the discussion. Dr. Sawyer displays exemplary communication and engagement with families and the Shrewsbury community. His work in this area is exceptional and this is nowhere better demonstrated than the communications management surrounding the COVID-19 pandemic and how the school department will address concerns regarding racism. It is during times of crisis that true leaders demonstrate their worth and skills. Dr. Sawyer's communication this year reflected continuing improvement, and have shone amid the backdrop of COVID-19. Dr. Sawyer's use of informational email updates and brief videos have been well-received by an anxious and concerned parent and staff community. Dr. Sawyer's public-facing communications have done much to make the community feel connected to the Shrewsbury Public Schools at a time when connections are most strained due to social distancing.
Standard IV: Professional Culture		
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.	Exemplary	
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.	Proficient	
IV-C. Communication:Demonstrates strong interpersonal, written, and verbal communication skills.	Exemplary	
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.	Exemplary	
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.	Exemplary	
IV-F. Managing Conflict:Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	Exemplary	
Overall Rating for Standard IV: Professional Culture	Exemplary	The commitment to high standards starts at the top and both by example and policy, Dr. Sawyer sets a high standard. The success of the Shrewsbury Public Schools and notoriety it has gained as being one of the best public school systems in the state is a result of Dr. Sawyer's leadership and the professional culture he has built. The district's Portrait of a Shrewsbury Graduate and our strategic priorities and goals represents the shared vision of our stakeholders. Dr. Sawyer's leadership, work ethic and passion for learning sets the tone for the culture and vision of SPS. Educators are drawn to strong school districts that value them as professionals and includes them in decision making. Dr. Sawyer encourages all staff to be reflective about their work and to speak up with questions, concerns and suggestions. SPS performs strongly as a district, in spite of severely constrained financial resources, because of the quality of staff and their consistently stellar work; this culture is set at the top. Dr. Sawyer inspires a large team to continuously strive to grow and achieve great results for our students; even during remote learning, which has brought unprecedented difficulties, staff have risen to the occasion due in no small part to the culture created by leadership. The committee respects Dr. Sawyer's leadership in acknowledging the additional reflection and work needed regarding culture proficiency, a category where continuous introspection is warranted.
Overall Summative Performance Rating	Exemplary	