

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
November 12, 2015 • Compiled by Paul Schlichtman, Chair

**Step 1: Assess Progress Toward Goals**

| Goal                  | Allison-Ampe         | Hayner        | Pierce | Schlichtman          | Starks               | Susse | Thielman             | Overall              |
|-----------------------|----------------------|---------------|--------|----------------------|----------------------|-------|----------------------|----------------------|
| Professional Practice | Significant Progress | Did Not Meet  | Met    | Met                  | Met                  |       | Met                  | Significant Progress |
| Student Learning      | Significant Progress | Did Not Meet  | Met    | Significant Progress | Significant Progress |       | Significant Progress | Significant Progress |
| District Improvement  | Significant Progress | Some Progress | Met    | Significant Progress | Significant Progress |       | Met                  | Significant Progress |

Note: A narrative pertaining to the superintendent’s progress toward goals, written by William Hayner, is included in Appendix 1.

**Step 2: Assess Performance on Standards**

| Standard                                      | Allison-Ampe | Hayner            | Pierce     | Schlichtman | Starks     | Susse      | Thielman   | Overall    |
|---|--------------|-------------------|------------|-------------|------------|------------|------------|------------|
| Standard I: Instructional Leadership          | Proficient   | Unsatisfactory    | Proficient | Proficient  | Proficient | Proficient | Proficient | Proficient |
| Standard II: Management and Operations        | Proficient   | Unsatisfactory    | Proficient | Proficient  | Proficient | Proficient | Exemplary  | Proficient |
| Standard III: Family and Community Engagement | Proficient   | Needs Improvement | Proficient | Proficient  | Proficient | Proficient | Proficient | Proficient |
| Standard IV: Professional Culture             | Proficient   | Needs Improvement | Proficient | Proficient  | Proficient | Proficient | Proficient | Proficient |

**Step 3: Rate Overall Summative Performance**

| Overall Summative   | Allison-Ampe | Hayner         | Pierce     | Schlichtman | Starks     | Susse      | Thielman   | Overall    |
|---------------------|--------------|----------------|------------|-------------|------------|------------|------------|------------|
| Overall Performance | Proficient   | Unsatisfactory | Proficient | Proficient  | Proficient | Proficient | Proficient | Proficient |

**Step 4: Rate Impact on Student Learning**

| Impact on Student Learning | Allison-Ampe | Hayner   | Pierce | Schlichtman | Starks   | Susse    | Thielman | Overall  |
|----------------------------|--------------|----------|--------|-------------|----------|----------|----------|----------|
| Overall Performance        | Moderate     | Moderate | High   | High        | Moderate | Moderate | High     | Moderate |

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**Step 5: Add Evaluator Comments**

| Member             | Comment   |
|--------------------|---|
| Kirsi Allison-Ampe | <p>For another year I commend the Superintendent on her hard work and dedication to our schools. She goes above and beyond to be present for our community, from attending meetings with parents, to school functions, to joint Town-School meetings, and more. She shows her caring by her presence.</p> <p>I feel her collaborative approach to working with our teachers and our unions is seen in a couple of accomplishments: our negotiated contracts that address issues of substance such as increasing elementary teacher professional development, and in the Rennie Center choosing Arlington as one of 4 districts that model early career support for teachers.</p> <p>In my evaluation I do list a number of areas where I think improvement can be made. This is not done out of disrespect, but because I believe our schools deserve the very best possible and I am trying to help this happen.</p> <p><u>In regards to specific goals:</u></p> <p>Professional Practice - it appears some schools did not achieve desired number of meetings, although evaluations were done. I was unable to assess whether any meetings were unannounced. Meeting agendas were not detailed and there was no information about whether better calibration by evaluators was achieved.</p> <p>Student Learning - State has not yet released subgroup MCAS results that would address goals. There is evidence of strong professional development addressing areas of concern during the school year and over the summer and it is my hope that this has translated into improved achievement.</p> <p>District Improvement - Goal 3.4, Space and Enrollment Study, was completed and presented to acclaim in September. This will enable us to move forward in handling our expected increased enrollment, although questions remain about which rooms are counted or not for space usage. Goal 4.3, Website improvements, appears to be underway but we haven't seen results yet. Comments for standards are listed separately.</p> <p><u>Overall assessment:</u></p> <p>If I were basing my evaluation solely on evidence provided, I would have given an overall performance rating of "Needs Improvement." I feel the evidence provided was inadequate and sometimes not applicable to the goals. I also feel an opportunity was lost to provide clear-cut information about our schools, information that would have been helpful for for advocacy and for educating the community about APS accomplishments and needs.</p> <p>However, I feel a rating of "Needs Improvement" would do our school system a disservice. Over the past year in our meetings etc. we have heard of many initiatives and accomplishments. I feel the sum total suggests that our school system is moving in the direction we want to see, and that a good portion of this movement is due to the Superintendent. It is on this that I base my rating of "Proficient."</p> <p>I also feel the School Committee itself needs to have a serious discussion about evaluations, including how evaluations are conducted, the role of evidence in the evaluations, and an examination of the document used for soliciting feedback. We are trying to manage as a group and to ensure our superintendent is doing everything to improve our schools. In my opinion, the current evaluation tool does not adequately capture or convey information needed to facilitate improvement.</p> |
| William Hayner     | <p>My comments are a response to the specific evidence the superintendent provided the committee in support of achieving her goals. They are lengthy therefore I have attached supplemental sheets and reference them throughout this document.</p>   |

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| Member           | Comment  |
|------------------|--|
| Judson Pierce    | <p>Dr. Bodie exhibits strong decision making in hiring those who will improve student learning. So many community members have praised the quality of our teaching staff. MCAS scores show that we are operating with moderate to high student growth. Dr. Bodie is to be commended with the quality and quantity of professional development offerings, professional learning community (PLCs) for our staff, and curriculum initiatives. Dr. Bodie deserves credit that our high school students continue to perform well in AP classes and with their SAT scores as much of her leadership with professional development and curriculum has lead these students to achieve in high school.</p>  |
| Paul Schlichtman | <p>Dr. Bodie is a proficient veteran superintendent, who is respected by her peers, the Arlington community, and the professional staff of the Arlington Public Schools.</p> <p>The superintendent is proficient in the day-to-day work of running the school system. She interacts with the school committee in a respectful and collaborative manner. The administrative staff of the district, as indicated by our evaluative survey, view her as a proficient or exemplary leader.</p> <p>The district is facing many critical issues pertaining to our increasing enrollment and the substantial need to improve our facilities. The success of any initiative to rebuild Arlington High School, and to provide a sufficient number of classrooms at the elementary and middle school level, requires tremendous community outreach. We cannot meet this challenge without a superintendent who has credibility and trust with a diverse group of decision makers, including fiscal leaders in the town government, state officials, and the taxpayers and voters of Arlington.</p> <p>It is essential that our superintendent is able to advance an aggressive building program, involving many schools and stakeholders, while continuing to run a school system that is focused on excellence in teaching and learning. Dr. Bodie has demonstrated her skill and dedication to the children of Arlington, and she will have a lasting, positive influence on our district that will endure long beyond her tenure as superintendent.</p> |
| Cindy Starks     | <p>Dr. Bodie continues to lead and foster a district where teachers love to teach and students love to learn.</p> <p>The collaborative and open way that she leads allows all voices to be heard and fosters a sense of teamwork, where students, teachers, and staff work together to further the learning that goes on in our district.</p> <p>I have seen much growth in the past year in communication out to the community and her work with other arms of the town government.</p>   |
| Jennifer Susse   | <p>For many of these categories we have insufficient evidence on which to evaluate the Superintendent. For categories where I have no access to evidence, but for which I have not heard of any problems, I have given the Superintendent a Proficient Rating.</p> <p>The Superintendent excels in creating a professional culture that values and respects educators and in data-driven decision making. The Superintendent has focused important attention on the social and emotional needs of our students. There is still work to be done in this area, but that is because it is such a hard problem. The Superintendent could do a better job at addressing parental concerns when they emerge, and in creating better processes for decisions that require School Committee oversight. The Superintendent is to be commended for engaging a demographer and architect to start the conversation about the strain that our increasing enrollment is placing on our facilities. The community has some hard decisions to make. We need to ensure that those decisions are made transparently and honestly.</p>   |

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| Member        | Comment   |
|---------------|---|
| Jeff Thielman | <p>Dr. Bodie earns a rating of exemplary on Management and Operations because of her efforts towards addressing the district’s enrollment growth. She hired McKibben and Associates to do a forecast of enrollment growth, hired HMFH to examine solutions to the displacement of students during the rebuild of Stratton, and submitted a high quality Statement of Interest, which was modified with input from the School Committee, to the MSBA for the rebuild of AHS. She has been very strategic in analyzing and planning for the district’s growth and for involving multiple stakeholders – members of the public and the members of all boards in the town – in this discussion. Thanks to Dr. Bodie’s leadership, the School Department has done a good job of educating the community on our space challenges, and she has worked collaboratively with the Town Manager to develop a town-wide Facilities Committee. The way Dr. Bodie has handled the issue of enrollment growth and our facilities needs is a model for other districts.</p> <p>Dr. Bodie’s leadership of the design and implementation of a new elementary schedule, the development of an updated technology plan, the improvement of the Educator Evaluation System, the implementation of the literacy lab initiative, the focus her K-12 Math director on improving instruction at all levels, PLCs, the extensive professional development opportunities, the effort to ensure that teachers complete RETELL training (if they require it), the full implementation of Lucy Calkins Writing in all elementary grades, the introduction of Connected Math at the middle school, the updating of curriculum maps for all disciplines and the expansion of common assessments at the secondary level are examples of the Superintendent’s high impact on learning. She did not do this work alone, of course. It is a collaborative effort, but it is an effort led by Supt. Bodie. In addition, I want to note that Dr. Bodie’s proposal to implement the PARCC exam for 2015-16 had the potential to accelerate the district-wide move to the common core and had the potential to have a high impact on learning.</p> <p>The student learning goal called for high needs students to improve on MCAS in 2015 over the 2014 scores. The data shared showed all high needs students improved slightly over 2014 in Math and ELA, but there were some dips: a) 4<sup>th</sup> grade Math, b) 6<sup>th</sup> grade Math, c) 10<sup>th</sup> Grade Math, d) 6<sup>th</sup> grade ELA, e) 7<sup>th</sup> grade ELA, and f) 10<sup>th</sup> grade ELA.</p> <p>In other areas, communication has been strengthened by the improvements to the district website, the regular, monthly newsletter, and all of the work the Superintendent has done to educate the community about our space needs. I urge the Superintendent to complete work on the Dashboard, which can create even more transparency and community engagement in the district’s work.</p> |

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**Superintendent’s Performance Goals**

| Goal   | Allison-Ampe         | Hayner        | Pierce               | Schlichtman          | Starks               | Susse | Thielman             | Overall              |
|--|----------------------|---------------|----------------------|----------------------|----------------------|-------|----------------------|----------------------|
| 1. In order to effectively supervise and support principals, as well as support high expectations for learning, teacher consistency and common focus on instruction, I will visit each school a minimum of six times between December 2014 and November 2015, that will include a meeting with the principal and classroom or meeting observations. I am continuing this practice goal from last year because of the importance of school visits by the Superintendent to support and ensure a consistent focus on district and school goals, maintain visibility in the district, support principals, and understand first-hand the needs in each school. | Significant Progress | Did Not Meet  | Met                  | Met                  | Met                  |       | Met                  | Met                  |
| 2. Student performance on MCAS 2015 for high need students at all levels and at each grade tested will improve from the MCAS baseline in 2014.   | Significant Progress | Did Not Meet  | Significant Progress | Significant Progress | Significant Progress |       | Significant Progress | Significant Progress |
| 3.4 Develop a plan to address space issues related to enrollment growth anticipated over the next 3 to 5 years to be presented to the School Committee by June 2015.   | Met                  | Some Progress | Significant Progress | Exceeded             | Some Progress        |       | Exceeded             | Significant Progress |
| 4.3 The district website will be analyzed and changes implemented to improve the communication of information to parents and the community by June 2015.   | Significant Progress | Did Not Meet  | Significant Progress | Some Progress        | Some Progress        |       | Met                  | Significant Progress |

Note: A narrative pertaining to the superintendent’s progress toward goals, written by William Hayner, is included in Appendix 1.

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**Standard I: Instructional Leadership**

| Standard                           | Allison-Ampe      | Hayner         | Pierce            | Schlichtman | Starks     | Susse      | Thielman   | Overall    |
|------------------------------------|-------------------|----------------|-------------------|-------------|------------|------------|------------|------------|
| 1-A. Curriculum                    | Proficient        |                | Proficient        | Proficient  | Proficient | Proficient | Exemplary  | Proficient |
| 1-B. Instruction                   | Proficient        |                | Proficient        | Proficient  | Proficient | Proficient | Proficient | Proficient |
| 1-C. Assessment                    | Needs Improvement |                | Proficient        | Proficient  | Proficient | Exemplary  | Proficient | Proficient |
| 1-D. Evaluation                    | Proficient        |                | Needs Improvement | Proficient  |            | Proficient | Proficient | Proficient |
| 1-E. Data-Informed Decision Making | Proficient        |                | Proficient        | Proficient  | Proficient | Exemplary  | Exemplary  | Proficient |
| Overall Rating                     | Proficient        | Unsatisfactory | Proficient        | Proficient  | Proficient | Proficient | Proficient | Proficient |

**Standard I: Evaluator Comments**

| Member             | Comment  |
|--------------------|--|
| Kirsi Allison-Ampe | Comment applies to all Standards: Although evidence supplied did not always speak to requirements, I base my assessment not just on it but also on my observations of material presented in SC meetings etc. I would recommend in the future that significantly better evaluation evidence be provided to enable clear-cut proof of district work; for examples, see DESE provided suggestions. I-C marked as “needs improvement” because we don’t have evidence about this. |

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| Member         | Comment  |
|----------------|--|
| William Hayner | <p>The superintendent provided seven pieces of evidence in support of achieving the standard. The evidence presented did not relate to the statements above therefore I do not feel able to rate the items in an objective manner.</p> <ol style="list-style-type: none"> <li>1. District Goals <ul style="list-style-type: none"> <li>Evidence: A list of the District Goals.</li> <li>I assume that the reader needs to look at prior information that was provided above and rated in evidence on the District Goals</li> </ul> </li> <li>2. Summative Assessment D1,2,3 - D. Evaluation Indicator <ol style="list-style-type: none"> <li>1. Educator Goals</li> <li>2. Observations &amp; Feedback</li> </ol> </li> <li>3. Ratings <ul style="list-style-type: none"> <li>Evidence: <b>Unsatisfactory</b></li> <li>This document is a copy from DESE and does not support how the superintendent accomplishes this.</li> </ul> </li> <li>3. ALICE Spring 2015 A, B, C, D, E <ul style="list-style-type: none"> <li>Evidence: <b>Unsatisfactory</b></li> <li>Schedule of initial roll out of the ALICE program again lacking follow up to show goal has been accomplished by using summary statements of each event.</li> </ul> </li> <li>4. Administrative Team Meeting Agenda's E2 <ul style="list-style-type: none"> <li>Evidence: <b>Unsatisfactory</b></li> <li>Listing of agendas for administrative Team Meetings for the year, <b>lacking follow up to show goal has been accomplished.</b></li> </ul> </li> <li>5. Admin Team Agenda <ul style="list-style-type: none"> <li>Evidence: <b>Unsatisfactory</b></li> <li>Listing of agendas for administrative Team Meetings for the year, <b>lacking follow up to show goal has been accomplished.</b></li> </ul> </li> <li>6. Project Based Learning Conference <ul style="list-style-type: none"> <li>Evidence: <b>Satisfactory</b></li> <li>E-mail to the superintendent inviting teachers to a conference on Project Based Learning.</li> </ul> </li> <li>7. School Visits 2014-2015 <ul style="list-style-type: none"> <li>Evidence: <b>Unsatisfactory</b></li> <li>This is exhibit is chart showing the schedule visits by the superintendent to the schools throughout the year. <b>The superintendent was told last year for this to have any meaning a simple one or two line summary about each visit would show the value of the visit.</b></li> </ul> </li> </ol> |
| Judson Pierce  | <p>I feel that Dr. Bodie has performed proficiently in Standard I: Instructional Leadership. As a parent I have seen the types of curriculum that my children are exposed to. I have learned as a SC member that the systems and frameworks are in place and are utilized to allow for a strong 21<sup>st</sup> Century education for all Arlington's students. I believe because I have witnessed and seen evidence of that Dr. Bodie along with Dr. Chesson use data from DDMs and MCAS results to inform a K-12 educational growth plan and a vision for the district. I remain unsure that evaluations are done timely and this may be due to a lack of hours and resources rather than anything else and therefore I marked I-D as needs improvement.</p>   |

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| Member           | Comment   |
|------------------|---|
| Paul Schlichtman | <p>There is significant evidence of proficiency in the area of instructional leadership. The district's efforts to reorganize the elementary school schedule, in order to provide more professional development and common planning time, is a recognition of the value of this practice in Arlington. It is significant that this realignment of the schedule was supported by the teachers, and union officials also described this change as supporting their efforts to provide quality instruction for our children. Having attended the summer meetings with principals and administrative staff, there is considerable evidence that the superintendent infuses administrative meetings with content that pertains to continuous improvement of curriculum and instruction. Presentations to the school committee by department heads have also shown an understanding of standards, and they work strategically to improve teaching and learning in the district. Professional development in the district is differentiated based on the needs and interests of our teachers, as evidenced by the offerings on our full-day professional development days. 14 of 16 administrators responded in the superintendent's questionnaire that the superintendent is proficient at giving effective and timely supervision and evaluation. Data use, and presentations before the school committee, are adequate for a high performing district.</p> <p>Growth scores still lag in certain schools/grade levels among high needs students, a focus that is being addressed by the superintendent.</p> |
| Cindy Starks     | <p>From everything I have seen and read, Dr. Bodie is strong in her instructional leadership of our district. She has helped our district to grow and enabled better teaching and decision making through the implementation of systems that allow teachers and staff to gather and analyze data to inform their practice.</p> <p>I did not have enough evidence to make a rating on 1-D, Evaluation.</p>   |
| Jennifer Susse   | <p>For two of these categories, Assessment and Data-Informed Decision Making, it is my judgment that the Superintendent's work is Exemplary. The DDMs (District Determined Measures) we have seen are impressive--though I believe that the material in Novus is from the prior evaluation year--the commitment to PLCs (Professional Learning Communities), and the goal of using some of the time afforded by the elementary-level half day for interpreting data shows a clear commitment to data-informed decision making. One area for which I would have liked to see more evidence is on our commitment to Experiential Learning. I know that this is a goal of ours, but the only evidence we have seen that we are committed to this goal is a brief student-directed video about one particular project. In the future I would like to see what we are doing at each grade level.</p> <p>For our summative assessment, the MCAS, Arlington remains a high-achieving district with impressive growth scores. However, we can do more for our high needs students. At only one school (Ottoson) was our median SGPs (Student Growth Percentages) for ELA (English Language Arts) above 50% for our high-needs students. On the other hand, our median SGPs in math for our high-needs students was exemplary, especially at the High School.</p>  |

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| Member        | Comment  |
|---------------|--|
| Jeff Thielman | <p>Fostering an environment in which teachers can reflect on their practice and collaborate with colleagues to improve their teaching has been a hallmark of Dr. Bodie’s Instructional leadership. We have very strong professional development in the Arlington Public Schools, there is a lot of attention to data analysis, DDMs were administered and reviewed at most levels, and schedules were modified to allow more common planning time for teachers. In addition, the staff survey of Dr. Bodie’s work in instructional leadership corroborates her self-reporting in this area. There is good use of data in the district, staff appreciates the scheduling changes, and most of her staff feels that she has created an environment of high expectations and results.</p> <p>While the MCAS results continue to be strong overall, there were some concerns that I encourage the district to address, including SGPs below 50% in ELA in the Bishop 4<sup>th</sup> Grade, Brackett 5<sup>th</sup> Grade, Thompson 5<sup>th</sup> Grade, and in Math in the Hardy 4<sup>th</sup> Grade, Thompson 4<sup>th</sup> Grade, Bracket 5<sup>th</sup> Grade and Stratton 5<sup>th</sup> Grade. In addition, district-wide SGP did not meet 50% for 10<sup>th</sup> graders in ELA. I understand from our last meeting that the Assistant Superintendent is reviewing this data with teachers and principals and that this may lead to changes in instruction. I would caution against over-reacting to this data, but I hope and trust that it is taken into account as we assess ways to improve.</p> |

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**Standard II: Management and Operations**

| Standard   | Allison-Ampe      | Hayner         | Pierce     | Schlichtman       | Starks     | Susse      | Thielman   | Overall    |
|--|-------------------|----------------|------------|-------------------|------------|------------|------------|------------|
| II-A. Environment                                | Needs Improvement |                | Proficient | Proficient        | Proficient | Exemplary  | Proficient | Proficient |
| II-B. Human Resources Management & Development   | Proficient        |                | Proficient | Exemplary         | Proficient | Proficient | Proficient | Proficient |
| II-C Scheduling & Management Information Systems | Exemplary         |                | Proficient | Proficient        | Proficient | Exemplary  | Exemplary  | Proficient |
| II-D Law, Ethics, and Policies                   | Needs Improvement |                | Proficient | Needs Improvement | Proficient | Proficient | Proficient | Proficient |
| II-E. Fiscal Systems                             | Proficient        |                | Proficient | Needs Improvement | Proficient | Proficient | Proficient | Proficient |
| Overall Rating                                   | Proficient        | Unsatisfactory | Proficient | Proficient        | Proficient | Proficient | Proficient | Proficient |

**Standard II: Evaluator Comments**

| Member             | Comment  |
|--------------------|--|
| Kirsi Allison-Ampe | See comment in Standard I. II-A marked NI because of confusing roll out of Stratton renovation rehousing; would have been much preferable to have ALL solutions on table during discussion, also to provide more information why original suggested solution was educationally reasonable and acceptable. II-C marked E because of recommended change to elementary schedule and expected improvements to teacher PD and thus to student learning. |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
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| Member         | Comment  |
|----------------|--|
| William Hayner | <p>The superintendent provided two pieces of evidence in support of achieving the standard. The evidence presented did not relate to the statements above therefore I do not feel able to rate the items in an objective manner.</p> <p>A. Environment Indicator</p> <ol style="list-style-type: none"> <li>1. Plans, Procedures, and Routines</li> <li>2. Operational Systems</li> <li>3. Student Safety, Health, and Social and Emotional Needs</li> </ol> <p>B. Human Resources Management &amp; Development Indicator</p> <ol style="list-style-type: none"> <li>1. Recruitment &amp; Hiring Strategies</li> <li>2. Induction, Professional Development, and Career Growth Strategies</li> </ol> <p>C. Scheduling &amp; Management Information Systems Indicator</p> <ol style="list-style-type: none"> <li>1. Time for Teaching and Learning</li> <li>2. Time for Collaboration</li> </ol> <p>D. Law, Ethics &amp; Policies Indicator</p> <ol style="list-style-type: none"> <li>1. Laws and Policies</li> <li>2. Ethical Behavior</li> </ol> <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> <li>1. Fiscal Systems</li> </ol> <p>1. Executive Summary APS Population &amp; Enrollment Forecasts May 2015<br/>Evidence: <b>Satisfactory/Report Unsatisfactory/Timing</b><br/>Dr. McKibben’ report on enrollment projections. This report was long overdue after relying on figures from a non-professional (CFO) in the area of demography. These projections could have been foreseen by talking to local realtors as members of the committee suggested over the past three years. This last statement was confirmed by Dr. McKibben stating just that.</p> <p>2. ALICE Spring 2015 A, 1, 2, 3<br/>Evidence: <b>Unsatisfactory</b><br/>The exhibit is a copy of the ALICE initial roll out schedule. <b>There are no supporting documents showing anything relating to A, 1, 2, 3, being implemented or plans to do it.</b></p> |
| Judson Pierce  | <p>I am pleased with the negotiations with our many unions and that we were able to complete these satisfactorily within one school year. Dr. Bodie suggested that we move in a collaborative fashion via an IBB approach and it worked to everyone’s liking. I am impressed with Dr. Bodie’s knowledge of the law and her willingness to check with counsel regularly on issues that require legal support. I feel that her grasp on budgetary matters is strong and her cooperation with the CFO works well for the district. The Stratton relocation plan for the remodeling of the school was approved by the SC a few months ago and Dr. Bodie deserves a lot of credit in getting it moving smoothly and quickly. The move to NOVUS for meetings has been successful and helps to eliminate the need for wasteful paper copying. I am pleased with the Superintendent’s goal to make a robust Parent Satisfaction Survey, with the help of the Community Relations Subcommittee. This will inform the District in moving forward with what the community wants to see for its educational system.</p>  |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
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| Member           | Comment   |
|------------------|---|
| Paul Schlichtman | <p>The superintendent’s effort to work with the committee and our collective bargaining units to successfully conclude contract negotiations was exemplary. The use of IBB, in the context of strong relationships and mutual respect, enabled the district to come to a settlement that moves us toward parity with like communities, and with adjustments to the elementary workday. The district provides a substantive orientation program for new teachers. The superintendent works effectively with the school committee, and with the budget subcommittee, as we develop a budget that is aligned with the stated priorities of the school committee. This work is supported by the superintendent’s prior participation in the District Governance program. The superintendent has openly acknowledged errors pertaining to the awarding of stipends, and worked with the committee to include contractual hourly rates into the collective bargaining agreements. Care should be taken to fully comply with district policies, rather than relying on past practice.</p>  |
| Cindy Starks     | <p>Management and operations is a strength of Dr. Bodie’s and I think she does an excellent job of leading by example in this area.</p>   |
| Jennifer Susse   | <p>During this past last year the Superintendent has paid a great deal of attention to safety, health, and emotional and social needs. The roll out and implementation of the ALICE protocol at Bishop, Ottoson and the High School is a welcome step to improving safety at our schools. Our commitment to retaining social workers in our elementary schools, even after the SUCCESS grant money was exhausted, is a reflection of the value we put on the social and emotional needs of our students. Implementation and training in a variety of social-emotional programs, including Open Circle, Positive Reinforcement, Responsive Classroom, and our various Advisory programs is welcome. I think it is worth exploring whether we should adopt a single district-wide social-emotional program so that everyone is speaking the same language.</p> <p>Teachers have opportunities to learn from and collaborate with each other. The new elementary school schedule was explicitly designed to give teachers more time for peer-level interaction and collaboration. Our constrained finances have forced us to look inward for professional development training, which may be more valuable than looking outward to the “experts”. Our approach has the added benefit of creating opportunities for leadership development in our staff.</p> <p>On understanding and complying with laws, agreements, and ethical guidelines the Superintendent, to my knowledge, is doing her job. There are, however, process-level problems when it comes to areas that involve School Committee oversight. Last year several important items were presented to the School Committee for a vote at the last minute, which effectively meant that School Committee’s oversight was bypassed. For example, our district goals ended up not reflecting the thoughts of the committee at our retreat. With no time to talk to each other in an open meeting before our last scheduled meeting, we were forced to adopt only a schematic version of our goals. More egregious, the contracts for the CFO and Assistant Superintendent were negotiated with minimal school committee involvement. Afterward the claim was made that the School Committee had made decisions that were in fact made exclusively by the Superintendent.</p> <p>With regard to fiscal systems we all recognize that our budget is stretched thin. Arlington’s per pupil spending is less than the state average, and less than communities to which we compare ourselves to. I commend the Superintendent’s attempts to save money wherever possible, whether by bringing in Special Education services in house, collaborating with the Town on a joint facilities department, or consolidating financial responsibilities. I also commend the superintendent for depositing money to our Special Education reserve fund last year</p> |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
November 12, 2015 • Compiled by Paul Schlichtman, Chair

| Member        | Comment   |
|---------------|---|
| Jeff Thielman | I applaud the superintendent for hiring substitutes to provide coverage for elementary teachers to participate in data team meetings, for restructuring the middle and high school schedules to allow teachers to meet during departmental common planning time and providing support to data teams to analyze student performance data and to monitor, design and modify lesson plans to support all learners. In addition, mathematics coaches at the elementary level provided in-classroom coaching sessions with classroom teachers with the intent of supporting the transition to the common core. |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
November 12, 2015 • Compiled by Paul Schlichtman, Chair

**Standard III: Family and Community Engagement**

| Standard                      | Allison-Ampe      | Hayner            | Pierce            | Schlichtman | Starks     | Susse             | Thielman   | Overall    |
|-------------------------------|-------------------|-------------------|-------------------|-------------|------------|-------------------|------------|------------|
| III-A. Engagement             | Needs Improvement |                   | Proficient        | Proficient  | Proficient | Proficient        | Exemplary  | Proficient |
| III-B. Sharing Responsibility | Proficient        |                   | Proficient        | Proficient  | Proficient | Proficient        | Proficient | Proficient |
| III-C. Communication          | Proficient        |                   | Proficient        | Proficient  | Proficient | Proficient        | Proficient | Proficient |
| III-D. Family Concerns        | Needs Improvement |                   | Needs Improvement | Proficient  | Proficient | Needs Improvement | Proficient | Proficient |
| Overall Rating                | Proficient        | Needs Improvement | Proficient        | Proficient  | Proficient | Proficient        | Proficient | Proficient |

**Standard III: Evaluator Comments**

| Member             | Comment  |
|--------------------|--|
| Kirsi Allison-Ampe | See comment in Standard I.<br>III-A: I just don't know what was done toward this objective.<br>III-D: I feel some parent concerns (ex: Stratton rebuild/rehousing concerns) were not addressed in timely fashion.  |
| William Hayner     | The superintendent provided ten pieces of evidence in support of achieving the standard. The evidence presented did not relate to the statements above therefore I do not feel able to rate the items in an objective manner.<br><ul style="list-style-type: none"> <li>A. Engagement Indicator <ul style="list-style-type: none"> <li>1. Family Engagement</li> <li>2. Community and Business Engagement</li> </ul> </li> <li>B. Sharing Responsibility Indicator <ul style="list-style-type: none"> <li>1. Student Support</li> <li>2. Family Collaboration</li> </ul> </li> <li>C. Communication Indicator <ul style="list-style-type: none"> <li>1. Two-Way Communication</li> <li>2. Culturally Proficient Communication</li> </ul> </li> <li>D. Family Concerns Indicator <ul style="list-style-type: none"> <li>1. Family Concerns</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>1. ACMI LETTER STANDARD 111<br/>Evidence: <b>Satisfactory</b></li> <li>2. Dates Kathy attended Town Meeting 2015<br/>Evidence: <b>Unsatisfactory</b><br/>Web link to the town web site calendar with town meeting dates. Nothing to show superintendent presence, (I do not doubt she was there). What did you do to meet this goal?</li> <li>3. Superintendent's Newsletter link<br/>Evidence: <b>Satisfactory</b></li> </ol> |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
November 12, 2015 • Compiled by Paul Schlichtman, Chair

| Member        | Comment  |
|---------------|--|
|               | <p>4. Capital Planning calendar 2014-2015<br/>Evidence: <b>Unsatisfactory</b><br/>Web link to the town web site calendar with Capital Planning committee meeting dates. Nothing to show superintendent presence, (I do not doubt she was there). What did you do to meet this goal?</p> <p>5. ALICE Spring 2015 3 A-2, B2, C1, D1<br/>Evidence: <b>Unsatisfactory</b><br/>A copy of the ALICE role out schedule, <b>No statement as to what was done (I cannot assume that the goal was achieved just by seeing a calendar).</b></p> <p>6. Design of Website A C<br/>Evidence: <b>Unsatisfactory</b><br/>This exhibit is a copy of pages from a commercial web page design from the internet, <a href="http://www.schoolpointe.com/design#Stagecoach">http://www.schoolpointe.com/design#Stagecoach</a>, and other pages from this website. <b>What is the intent regard AC?</b></p> <p>7. Website info appendix A<br/>Evidence: <b>Unsatisfactory</b><br/>This document only refers to the School Committee agenda and <b>does not support the goal.</b></p> <p>8. Website appendix A B<br/>Evidence: <b>Unsatisfactory</b><br/>This is the same document as in #7 above. <b>It does not support the goal.</b></p> <p>9. Administration Newsletters link<br/>Evidence: <b>Exemplary</b><br/>Link to the Superintendent’s Newsletter. <b>This is an excellent thing that the communities both public and school benefit from.</b></p> <p>10. Reference Material Website changes<br/>Evidence: <b>Satisfactory</b><br/>Timeline regarding website changes. <b>This is well done but continually refers to notes that should have been attached.</b></p> |
| Judson Pierce | <p>It is most difficult for one single person to “continuously collaborate” but Dr. Bodie does as much as one can reasonably expect of a Superintendent. She meets regularly with the Town Manager, numerous town committees and with SEPAC and attends and participates in all SC meetings and almost all subcommittee meetings. She is often seen at events at schools and sends out monthly newsletters to parents and guardians. Sometimes I wish that she was able to get back to families and community members in a more efficient manner and my suggestion would be to have a Director of Communications that would allow for an immediate response that the query or concern was received and a reasonable period for the Superintendent to get back in touch. That is why I marked a needs improvement in the III-D standard.</p>  |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
November 12, 2015 • Compiled by Paul Schlichtman, Chair

| Member           | Comment  |
|------------------|--|
| Paul Schlichtman | <p>The superintendent has built an infrastructure and expectation for communication with parents and the community. The district uses a phone system and school email lists in order to communicate with families, as well as notifying parents about emergencies or unusual occurrences in the schools. I feel confident that, when I refer a parental or community request to the superintendent, that it will be responded to in a professional and courteous manner. Given the constraints of our budget and facilities, the superintendent is put into a position where she frequently needs to say no to parents, and the superintendent responds with a calm demeanor and a well-reasoned explanation. I will note that one of the superintendent's great strengths is her ability to maintain calm perspective in the midst of a challenging or emotional argument. The superintendent has been proactive in presenting evidence to the community, and key decision makers, pertaining to the intense facility needs being faced by the district.</p>  |
| Cindy Starks     | <p>While I believe that Dr. Bodie is proficient in this area, I would like to see in next year's goals, more work on how to better engage the community in solutions and improving not just getting information out to the community &amp; parents, but collecting it and taking in suggestions.</p> <p>The improvements to the district website now need to filter down to individual schools so that information on each school's website is easily found and parents can easily navigate from one school to another.</p> <p>We need to have more public forums on the schools, the curriculum, and changes in education to educate and bring in parents and community members.</p>  |
| Jennifer Susse   | <p>Communication by the Superintendent has improved in recent years. The Superintendent's monthly newsletter is a valuable source of information for many families. According to a recent survey families feel welcome in their child's classroom and engaged with the community. 89% of parents say that they are "kept up-to-date on school activities and events," 78% say that "school information is communicated effectively", and 85% say that they "know how to get school information when they need it." The Superintendent's effort to better organize the district website and to create visual representations of data through dashboards is laudable.</p> <p>A continuing area of concern is that families do not always receive timely responses to their inquiries. It would be helpful if there were a process to handle routine parental inquiries, which may involve empowering additional staff members to answer on behalf of the Superintendent. As our district grows it will become increasingly difficult for the Superintendent to personally answer all communications from parents.</p> <p>The Superintendent could do more to assuage parental concerns in times of high stress. For example, when Stratton 2<sup>nd</sup> grade parents were worried about housing their to-be 4<sup>th</sup> grade children at Ottoson the Superintendent could have done a better job at listening to their concerns. Parents do understand that hard choices need to be made, even if they do not like those choices. As the public face of the School district, the Superintendent has a responsibility to treat parental concerns seriously and to be honest about our decision-making process.</p> |
| Jeff Thielman    | <p>The Superintendent has created a district-wide culture in which families are welcome in schools and able to contribute to the classroom where appropriate. Communication has improved dramatically in recent years; the monthly newsletter and Dr. Bodie's frequent presence at town-wide events has helped to improve communication between the school district and the community. I urge the Superintendent to hold a forum on the Common Core standards in Math and ELA after the state Board of Education takes its vote on a new test for Massachusetts students. Improvements on the website went a long way towards improving communication, and I look forward to the completion of the district dashboard.</p>   |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
November 12, 2015 • Compiled by Paul Schlichtman, Chair

**Standard IV: Professional Culture**

| Standard                           | Allison-Ampe      | Hayner            | Pierce            | Schlichtman | Starks     | Susse             | Thielman   | Overall    |
|------------------------------------|-------------------|-------------------|-------------------|-------------|------------|-------------------|------------|------------|
| IV-A. Commitment to High Standards | Proficient        |                   | Proficient        | Exemplary   | Proficient | Exemplary         | Exemplary  | Proficient |
| IV-B. Cultural Proficiency         |                   |                   | Proficient        | Proficient  | Proficient | Proficient        | Proficient | Proficient |
| IV-B. Communication                | Needs Improvement |                   | Needs Improvement | Proficient  | Proficient | Proficient        | Proficient | Proficient |
| IV-D. Continuous Learning          | Proficient        |                   | Proficient        | Proficient  | Proficient | Proficient        | Exemplary  | Proficient |
| IV-E. Shared Vision                | Proficient        |                   | Proficient        | Proficient  | Proficient | Needs Improvement | Proficient | Proficient |
| IV-F. Managing Conflict            | Needs Improvement |                   | Proficient        | Proficient  | Proficient | Needs Improvement | Proficient | Proficient |
| Overall Rating                     | Proficient        | Needs Improvement | Proficient        | Proficient  | Proficient | Proficient        | Proficient | Proficient |

**Standard IV: Evaluator Comments**

| Member             | Comment   |
|--------------------|---|
| Kirsi Allison-Ampe | See comment in Standard I.<br>IV-B left blank because I don't know what was done toward this objective.   |
| William Hayner     | The superintendent provided three pieces of evidence in support of achieving the standard. The evidence presented did not relate to the statements above therefore I do not feel able to rate the items in an objective manner.<br>1. ALICE Spring 2015 C1, D1&2, E1<br>Evidence: <b>Unsatisfactory</b><br>A copy of the ALICE role out schedule, <b>No statement as to what was done regarding the standard.</b><br>2. Administrative Team Meeting Agenda's E1<br>Evidence: <b>Unsatisfactory</b><br>Listing the Administrative Team Meeting Agendas. <b>Nothing to support standard.</b><br>3. Professional Culture - Memberships<br>Evidence: <b>Satisfactory</b><br><u>List of organizations and conferences the superintendent belongs to and participates in.</u> |
| Judson Pierce      | I sense and have observed that at times there is a top down approach and a lack of resources/ability to communicate to shareholders. That is why I marked a needs improvement in IV-C. This is improving however as seen recently in the over enrollment meetings and requests for ideas such as forming the PD Committee to allow teachers to have some voice in their own professional development offerings. I have seen first hand her involvement with the Superintendent's Diversity Advisory Committee and participating in their meetings and taking in their recommendations by expanding the Todays Students Tomorrows Teachers program as but one example.   |

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie  
November 12, 2015 • Compiled by Paul Schlichtman, Chair

| Member           | Comment   |
|------------------|---|
| Paul Schlichtman | <p>Through her interactions with the school committee and the professional staff, I see a superintendent who demonstrates a commitment to high standards of teaching and learning, and expects those who work with her to embrace her expectations and strive to meet them. She has worked with the school committee and school leaders to develop goals and strategies that are consistent with the overarching goals of the Arlington Public Schools. The administrative survey indicates that a significant majority of district administrators rate the superintendent as proficient or exemplary on topics covered under the DESE rubric for professional culture.</p>   |
| Cindy Starks     | <p>Dr. Bodie’s strong relationships and open management style have not only helped in managing conflict, but have helped to reduce conflict.</p> <p>Her commitment to high standards and continuous learning for herself foster those ideals in the district and I believe that it is important that she lead by example in these areas.</p> <p>I think that the one area that needs more focus in the years to come is shared vision. I would like to see Dr. Bodie communicating not only through the website and newsletters, but also in forums and meetings with parents and the community about education and learning in our district and the state. As the educational leader of our district, I would like to see her play a more integral role in shaping the vision and importance of education in Arlington.</p>  |
| Jennifer Susse   | <p>On instruction I have seen evidence that we take teacher evaluation and professional development seriously. We have high expectations for our teachers, and we support teachers in achieving these expectations. The Superintendent has listened to and responded to feedback about prior year’s professional development and has worked to improve the value of those programs.</p> <p>The Superintendent has created a professional culture that values and respects educators. Internal communication, to my knowledge, works well. However, communication to parents and the larger community can sometimes be awkward. The Superintendent could do more to successfully engage stakeholders in the creation of a shared educational vision. Two years ago the School Committee asked for a “projection model for long-range, multi-year planning. What we saw instead was a projected budget. Certainly there is some long-range planning details in our technology plan, but I suspect that there are not many people in Arlington who could articulate our educational vision.</p> <p>On our most pressing issue—the strain that our increasing enrollment is placing on our facilities—the Superintendent has showed forward thinking by commissioning a demographic study and engaging an architect to present some options. We are still at the beginning of this process. It is our hope that the decisions will be made in an open and transparent matter, with input from all stakeholders.</p> |
| Jeff Thielman    | <p>The Superintendent Survey provided useful insights into the professional culture the Superintendent is trying to create. Nearly 90% of respondents said the Superintendent was proficient or exemplary in enabling instructional staff to create effective and rigorous units of instruction, ensuring high quality content work for all students, and in ensuring that principals facilitate practices that cause teachers to modify their teaching when students are not learning, and for allowing time for collaboration to better inform teaching and learning in the district.</p>   |

## Superintendent Evaluation

December 2014 – November 2015

### Goal I Student Achievement – UNSATISFACTORY

#### **No evidence was presented to support any part of the goal**

The Arlington Public Schools (APS) will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

1.1 Action plans and outcomes will emphasize inquiry and experiential learning in order to promote student engagement and a deeper understanding of the curriculum.

Evidence: **Unsatisfactory**

1. First is an e-mail from the Science Coordinator regarding PD for staff and a video done by students to implement this.

**DOES NOT INDICATE WHAT THE SUPERINTENDENT DID REGARDING THIS.**

2. The second is another e-mail describing an interview of an author describing the

Battle of Britain (I was not able to retrieve it) **DOES NOT INDICATE WHAT THE SUPERINTENDENT DID REGARDING THIS.**

1.2 Students will receive increased support for their social-emotional needs in recognition of the interconnection between the social-emotional needs of students and the academic challenges of the curriculum.

Evidence: **Unsatisfactory**

1. A description of the SUCCESS grant and the services that are and will be provided for students and staff training. It **does not specifically address the issues** stated in the goal. **DOES NOT INDICATE WHAT THE SUPERINTENDENT DID REGARDING THIS.**

2. A copy of a power point presentation and worksheets from Jessica Minahan's Theory into Practice: Effective Strategies for Students with Anxiety-Related and Oppositional Related Behavior.

**There is no indication how this will be implemented and at what grade level.**

**1.3 District Determined Measures (DDMs) will be completed and piloted in all departments that did not pilot DDMs in 2013-2014 in order to monitor student progress over a school year.**

Evidence: **Unsatisfactory**

1. Statement that the English department **will strive but no evidence** provided that the goal has been achieved.

2. Power Point copy of Math DDM's showed what will or was done in K-5 but not evidence showing the results. It was impressive but lacks the follow through. The last slide states what will be done for grades 6-12. **Failed to complete GOAL**

3. Six power point slides showing one assessment question, a picture of a science symposium relating it to journal writing, a graph showing three 9<sup>th</sup> grade curriculum growth but unclear, a copy of a graph dated June, 2014 showing student growth during 2013-2014 school year. This presentation looks like something that was used in support of an oral presentation one or two years ago. **Not relative to goal.**

Appendix 1: Narrative on Superintendent's Goals by William Hayner

1.4 In an effort to narrow the achievement gap, APS will provide students in subgroups additional support in order to improve their achievement on the state accountability assessments, as measured at each school by an annual or cumulative Progress and Performance Index (PPI) of at least 75 in the aggregate and in the high needs subgroups

Evidence: **Unsatisfactory**

1. The document provided was dated 2013-2014 this was provided to us in a slightly different format last year regarding this goal. There is no evidence showing growth or scores. **The evidence lacks what has been done in 2014-2015.**

1.5 Scores for students in the aggregate at each grade level tested on the state accountability assessments in the areas of Mathematics and English Language Arts will evidence a Student Growth Percentile (SGP) of 51 or higher.

Evidence: **Unsatisfactory**

The evidence presented is for the 2013-2014 year. We were just told that the state has not provided this data. **The evidence provided is not appropriate.**

## **Goal II Staff Excellence and Development - UNSATISFACTORY**

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

2.1 Administrators and teachers will be provided additional professional development in the implementation of the Arlington Effective Educator Development System.

Evidence: **Unsatisfactory**

1. The evidence provided was an overview of the year's observations, follow-up meetings, and evidence teachers would be involved in during the year. There is about the evaluation and nothing that they already have been given in the previous year. **This is a detailed schedule there is absolutely nothing mentioning PD.**
2. This is just defining elements of a summative assessment. **It does not mention PD**

2.2 Administrators and teachers will be provided professional development and planning time to be able to systematically and routinely use data to guide instructional decisions and meet students' learning needs.

Evidence: **NO Evidence provided**

2.3 Teachers will be provided professional development to enhance their capacity to address students' social-emotional needs.

Evidence: **Unsatisfactory**

1. A copy of the Bullying Prevention Plan, September 2014, is presented. Section II Details the Training and Professional Development that will be made available to the staff. I could find only one during this evaluation cycle and it was a summer workshop this year. There was reference to things that have transpired in the past. **It is necessary to have dates, times, number of participants and assessment to make the evaluator confident that the goal has been achieved.**
2. A copy of the New Teachers Handbook. How is this relative the implementation of the goal? Unless the evaluator assumes that by reading it the new teacher will be competent in all that the book contains. **Dates in the exhibit are from last year, not current regarding PD.**
3. Laura's presentation to the committee detailing the weekly early release at the elementary level showing the benefits that this time can be used for PD. This exhibit was to give the School Committee the rational to support this daily schedule change. **It does not address "professional development to enhance their capacity to address students' social-emotional needs"**
4. Head Nurse's Report, when she detailed the increase of Mental Health issues in the district. **This is a report and does not relate to the goal of PD for teachers in dealing with the issues in the report.**

2.4 The District will support its administrators and teachers through professional development opportunities that are aligned to the needs of its staff, including instructional support and content knowledge, coaching, technology competence and ability to differentiate instruction.

Evidence: **Unsatisfactory**

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie

Appendix 1: Narrative on Superintendent's Goals by William Hayner

1. A copy of the summer PD schedule. I requested that when presented with this we would also get a list of how many attended each secession and a copy of the participants evaluations. **There was no PD on stress, bullying, or anxiety.**
2. There was only one secession on anxiety, nothing on bullying being offered.

2.5 One third of the teachers who have been identified by the Department of Elementary and Secondary Education as requiring Sheltered English Immersion (SEI) endorsement will take the RETELL course during the 2014-2015 school year.

Evidence: **No evidence provided – this should have been an easy one.**

### **Goal III - Resources, Infrastructure and Educational Environment - NEEDS IMPROVEMENT**

The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

Evidence: **Satisfactory**

1. Letter detailing work done on APS infrastructure – regular maintenance.
2. Letter from Laura Chesson detailing the new hardware and software that will benefit students and staff

3.1 Evaluate the cleanliness and maintenance of the Arlington Public Schools facilities in order for the Superintendent and Facilities Subcommittee to present budget recommendations for the FY16 Budget by December 1, 2014.

Evidence: **Unsatisfactory**

1. The minutes of January 22, 2015 Facilities Sub-committee. Cleanliness was not mentioned. Maintenance was mentioned only regarding Hardy playground needs. There were no budget recommendations (it would be inappropriate to do so since the December 14, 2014 budget meeting had passed. **There was little to nothing in this exhibit related to the goal.**

3.2 Complete a feasibility study of the Stratton Elementary School that will produce a plan to achieve facility parity with the other elementary schools to be presented to the Capital Planning Committee and School Committee in the fall 2014.

Evidence: **Satisfactory (now dated and many changes – hopefully within same costs)**

1. DRA Stratton School Feasibility study, 8/26/14

3.3 Develop a plan to increase structured common planning time for teachers and implement to the extent possible in 2014-2015. **NOT SURE THIS BELONGS IN THIS GOAL?**

Evidence: No evidence presented

3.4 Develop a plan to address space issues related to enrollment growth anticipated over the next 3 to 5 years to be presented to the School Committee by June 2015.

Evidence: **Unsatisfactory**

1. Copy of SOI submitted to MSBA
2. Copy of enrollment projections
3. McKibben Demographic Research

**All three of the exhibits provide the information to develop a plan. No plan was presented here.**

3.5 Continue to support technology implementation as outlined in the Technology Plan, and expand broadband connectivity within and to all schools

Evidence: **Needs Improvement – Draft document**

1. A copy of Instructional Technology Plan 2014 – 2018 was presented as a **draft** with no information regarding what has been implemented in this exhibit.
2. Letter from Laura Chesson detailing the new hardware and software that will benefit students and staff

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie

Appendix 1: Narrative on Superintendent's Goals by William Hayner

3. Same document as #1 above and which only says it is in line with the Common Core and the Standards but does not offer any proof that this has been done.

## **Goal IV - Operations, Communication and Stakeholder Engagement - UNSATISFACTORY**

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

4.1 APS is dedicated to recruiting, hiring and retaining a diverse staff of outstanding educators. The diversity of the APS staff will increase from the 2013-2014 baseline in order to better reflect the diversity of our student population.

Evidence: **Needs Improvement – Out dated documents**

1. An **outdated outline** of the Today's Students Tomorrow's Teachers. This is a wonderful program that is going through some transitions that will determine its survival. There is some **question in this evaluator's mind that the principal at the high school is involved enough to understand the student involvement. He has publically stated that all the students involved in the program do not like it and would not recommend it to future students.** I have brought this concern to the Superintendent and hope she deals with it appropriately.

2. Another out dated document.

4.2 A dashboard of district metrics will be developed and be made available for all stakeholders by June 2015.

Evidence: **Unsatisfactory**

No evidence presented and this evaluator has not seen any work done related to this goal.

4.3 The district website will be analyzed and changes implemented to improve the communication of information to parents and the community by June 2015.

Evidence: **Unsatisfactory**

1. Minutes of Community Relations sub-committee 5/7/15 detailing suggestions.  
**Has there been follow up on these suggestions?**

2. A letter to the committee from Adam Kurowski dated 6/23/14 stating we would be piloting how to use NOVUS. **This exhibit is prior to the evaluation period and not relevant to this evaluation.**

3. A letter to the Selectmen dated 7/18/13 detailing Public Website Survey Results. The word School was mentioned once 402 people use the Town web page to get information about the schools. **This is not the survey necessary to provide information to develop a Dashboard or Web Page.**

4. Update Arlington Online Communications/ Customer Service Properties, **there is no mention of schools in this document, therefore not a relevant exhibit.**

5. This exhibit is a copy of pages from a commercial web page design from the internet, <http://www.schoolpointe.com/design#Stagecoach>, and other pages from this website.

6. Requests for Proposal RFP is dated 12/20/12 **there is no mention of schools in this document, therefore not a relevant exhibit.**

Arlington School Committee • Superintendent Evaluation for Dr. Kathleen Bodie

Appendix 1: Narrative on Superintendent's Goals by William Hayner

7. The only mention of Schools in this exhibit is related to the School Committee agendas and nothing related to schools. **Therefore it is not a relevant exhibit.**

8. **Not relevant for the reasons stated above.**

9. I assume this a prototype of the Home page of a new web page but there is no information describing why this is better. **It is relevant but lacking.**

4.4 A public forum will be held to communicate information about the Common Core Massachusetts Standards and state assessments no later than February 2015.

Evidence: **Unsatisfactory – Having forums to allow dialogue with the public was brought to the superintendent's attention last year**

1. Excellent presentation by Dr. Chesson
2. Excellent presentation by Matt Coleman
3. Excellent presentation by Matt Coleman

All of these were done during School Committee Meetings that does not allow input from the public.