

Superintendent’s Performance Goals and End-of- Cycle Summative Evaluation Report: Superintendent
2019-2020 School Year



End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Kathleen Bodie, Ed.D.

Evaluator: Jane Morgan

Jane P. Morgan

12/17/2020

Name

Signature

Date

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

Professional Practice Goal	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	Met	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"/>	7	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	4	3
Standard III: Family and Community Engagement	<input type="checkbox"/>	1	5	1
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	4	3

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; circle one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning: (Check only one.)

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

[Morgan] It is fitting that I am writing this narrative on the same day that I drove down Massachusetts Avenue and saw the steel beams of the new Arlington High School begin to outline the building’s skeleton. Dr. Bodie has guided and led this project from an ethereal idea to a place where it is literally rising from the dirt. While the ribbon cutting will happen under the tenure of a new Superintendent, this building is something that she will always share with the Arlington community and we should be deeply grateful to her for her stewardship of it through many iterations and phases. There is no one who has been more faithful than Dr. Bodie that this building will come to fruition for our students. It is fitting that we are able to evaluate her for her work on the high school project as her professional practice goal for the last year.

As Chair, over the last six months, I have had the opportunity to work closely with Dr. Bodie on a number of issues including the fall reopening. When I think back on her leadership throughout the summer and into the fall the word that comes to mind is *resolute*. Dr. Bodie approached a September reopening with an analytical mind and was not distracted by the persistent anxiety both in and outside of the APS community. She moved the schools toward a hybrid plan that struck a balance between what we knew at the time about staff and student safety and a critical need to provide many students with the opportunity to come back to school in person. I credit her leadership for bringing preK-8th grade back in person and for keeping students in classrooms throughout the fall and into the winter. I think when we look back on her tenure in APS that her leadership during extraordinary disruption over the final seventeen months of her term will be remembered as one of her greatest accomplishments.

[Hayner] Dr. Bodie has hired and supported a highly performing staff that has created an innovative atmosphere resulting in students who enjoy learning while excelling. This would be something remarkable, but it was done during the pandemic with all the restrictions that schools are under.

Dr. Bodie’s direction and support of her administrative and teaching staff in creating programs to meet the student needs at all levels is to be commended.

Dr. Bodie has tried to respond to parents at all levels even when the facilities have impeded implementation of requested programs and maintained a professional attitude is to be commended.

Dr. Bodie continues to make herself available to parents, administrators, and members of the community and school committee members not just during school hours but 24/7. She takes an active role in all the schools but also serves on several town committees that she could designate someone else providing a visible presence that is not often seen in a top administrator.

Thank you Dr. Bodie.

[Schlichtman] In many ways, this is a bittersweet evaluation to write, as Dr. Bodie is now in her last year as our superintendent. It has also been a difficult year, as the pandemic has required an extraordinary effort to keep up with a virus and state standards for responding to it.

Dr. Bodie's leadership, working with superintendents from neighboring districts, was decisive and correct when she decided to close the schools before the state made the decision for the rest of the state. In retrospect, we learned that the February Biogen conference at the Marriot Long Wharf was a superspreader event. This resulted in the virus entering Arlington significantly earlier than it did in most places in the United States, and I credit the work of Superintendent Bodie, her colleagues in surrounding districts, and the town's health officials for their leadership in March.

The pandemic challenges traditional methods of evaluating student performance; MCAS data is unavailable and many initiatives ground to a halt when schools were closed. While hard data is unavailable, the district's work has been thoughtful and deliberate.

Work on the new high school has been commendable. Going forward, students will feel Superintendent Bodie's influence throughout the building for the next half century. The new high school will be the capstone of a career in which Dr. Bodie is leaving the district in a much better position than she found it.

[Thielman] The 2019-20 school year was an extraordinary one. It marked the first time in 100 years in which schools had to close because of a pandemic. I don't think any public school district was prepared for such a challenge, and in March, when we went remote, Dr. Bodie kept her cool, stayed on top of the impact of the pandemic, served as a leader among a group of superintendents trying to figure the direction to take, and ultimately kept our kids and staff safe. She listened to multiple ideas from stakeholders about how to proceed, and found ways to create the best online experience possible for our kids between March and June of 2020. The evidence in her report to the School Committee shows that she and the district met to goal of identifying, diagnosing, and intervening early and effectively with elementary students not reading at benchmark at the end of grade 3.

I gave Dr. Bodie a rating of rating of "exceeded" on her professional practice goal because that goal involved meeting with teachers, administrators, and other stakeholders to address all issues related to the construction of our new high school. Dr. Bodie worked nights, weekends, and throughout the day on this project. She set the strategy that led to the pre-school opening in September at the Parmenter School, ensured the site was safe for students and staff, and played a hugely important role in guiding the Building Committee as we wrestled with a value engineering process that was made all the more difficult by unforeseen challenges with the site, including the inability to use geothermal heat. Time and time again the Building Committee and design team looked to Dr. Bodie for guidance on seemingly minute details of the project, and she responded under deadline and pressure with measured and reasoned solutions. Quite simply, the project would not be where it is today – very close to on time, under budget, and a well-informed community – without Dr. Bodie's leadership. One of her many legacies in Arlington will be our new high school.

[Allison-Ampe] I would like to commend the Superintendent on a year of superlative effort under extremely difficult conditions. For the purposes of this evaluation, I am including the first few months of the 20-21 school year in addition to 19-20. And these past 12 months have been some of the most difficult times for our schools and our community. The Superintendent has worked diligently to ensure a safe, equitable education for our students despite the ongoing pandemic and its associated challenges. The fact that we were able to reach an understanding with our teachers union this fall without strikes or votes of no confidence is a testament to the strong, collaborative relationship with our staff which she has fostered over the past 10 years. Although there are things over the past year that could have been improved, I feel they have already been noted and work done towards their solution. The effects of her hard work are also seen in the Arlington High School Building Project, which continues forward on time and under budget despite the pandemic.

Again I commend the Superintendent for continuously driving our district toward excellence by her personal example of hard work, dedication and care for our children and staff.

[Kardon] During the past year, the Superintendent has continued to lead the District to another year of overall high performance, interrupted of course by closure of schools due to the pandemic. There were many achievements, including key principal hires and further development of a strong administrative team as well as a continued focus on culturally responsive teaching.

Pandemic learning was bumpy everywhere and Arlington was no different. I know the staff and administrative team worked tirelessly under difficult circumstances, but the result was still a program that was seen as inadequate by many parents. Planning for the 2020-21 school year began later than some of our peer districts and the reopening team was, in hindsight, not broad enough to make sure all perspectives were heard in the planning. Communication during this time from the Superintendent to families was not sufficient in content, clarity and frequency and two-way engagement with families by the administrative team was also insufficient.

Professional Practice Goal – Plans for the first phase of the building project seem to be in place for in person learning at AHS had there not been the pandemic.

Student Learning Goal – I am pleased with the progress made on identifying and intervening with young students who are not reading a benchmark, although more strategic communication about this initiative would be helpful.

[Exton] The 2019-2020 school year was an exciting and busy one. While the COVID pandemic took over much of the focus in the public schools this spring, it would be remiss not to acknowledge the timely ground-breaking of the new Arlington High School. This work continued throughout the spring school closure, and continues to progress on time.

Dr. Bodie leads a strong administrative team who work collaboratively together, and who had to work thoughtfully and creatively to create and implement new learning plans during the spring school closure. While there were many challenges, and constantly changing expectations from the DESE throughout the spring, Dr. Bodie worked to supervise and collaborate with administrators and instructional coaches to provide remote instruction for students.

Dr. Bodie continues to carefully budget for our schools, and works with district and town finances to support the Arlington Public schools. More recently, she worked cooperatively with the Town Manager, Department of Health, facilities, and other town services to oversee the district's response to COVID, and to develop safety plans for the re-opening of schools in September 2020. One of Dr. Bodie's greatest strengths is her strong working relationship with the AEA, and her supportive approach to teachers' professional expertise and experiences. She is also involved in the broader educational community as Chair of the EDCO Board, and a member of various other regional boards and committees.

One area of growth would be to see the superintendent improve engagement with the families and community. While she is a visible presence at school events and meetings, and attends all meetings related to the AHS building project and the COVID re-opening response, I would have liked to have seen Dr. Bodie as a more proactive and inclusive communicator, particularly during the beginning of the school closure, and during the planning process for a return to school. It is important to be available to hear the input of the community, and be able to engage in a dialogue so that all voices are heard. The re-opening of schools this fall was an extraordinary undertaking and could have benefited from greater community involvement.



Superintendent's Performance Goals

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice	To work with the HMFH architects, Skanska OPM and Consigli contractor teams, as well as district administrators and teachers to develop transition and phasing plans to ensure that the physical and educational conditions for staff and students continue to maintain a positive learning environment during the 2019-2020 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	5

Student Learning	Improve the District's ability to identify, diagnose, and Intervene early and effectively with elementary students who are not reading at benchmark in grades K-2 in order that all students are reading at benchmark at the end of grade 3 in the next five years.	<input type="checkbox"/>	<input type="checkbox"/>	1	6	<input type="checkbox"/>
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