

Composite Summative Evaluation Report: Superintendent
2018-2019 School Year



End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Kathleen Bodie, Ed.D.

Evaluator: COMPOSITE

11/14/2019

Due 11/8/2019
 Report out on 11/14/2019

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	2 Some Progress	2 Significant Progress	2 Met	1 Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	7 Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	5 Met	1 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"/>	1	5	1
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	6	1
Standard III: Family and Community Engagement	<input type="checkbox"/>	2	3	2
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	5	2

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

5
Proficient

2
Exemplary

The composite overall summative performance rating for the Superintendent is Proficient.

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

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

Step 5: Add Evaluator Comments:

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

Comments: See comments attached as Exhibit I.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice	In order to effectively supervise and support principals, as well as support high expectations for teaching and learning, and consistency and common focus on instruction, I will visit each school a minimum of three times between September 2018 and June 2019, which will include a meeting with the principal and classroom visits.					
1	<p>Key Actions:</p> <ol style="list-style-type: none"> Schedule school visits in my calendar with sufficient time to meet with the principal and visit classrooms and/or observe meetings. Keep a log of visits with general notes on the focus of conversations and file any artifacts, if any, from each visit. <p>Benchmarks:</p> <ol style="list-style-type: none"> Calendar will show schedule and time of each visit. School visit log will provide general notes on the focus of each school visit. 	<input type="checkbox"/>	2	2	2	1

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning	Ensure the development and implementation of a Preschool-12 approach to social and emotional (SEL) with an emphasis on culturally responsive teaching.					
2	<p>Key Actions 2018-19:</p> <ol style="list-style-type: none"> 1. Establish a district diversity team to be a resource and planning group to focus on cultural competency district and school goals 2. Establish Safe and Supportive School teams at the district and school level 3. Identify SEL resources and where already embedded in the curriculum. 4. Provide at least eight hours of cultural competency professional learning for all teachers. 5. Provide SEL learning opportunities for teachers and administrators. <p>Evidence of Success:</p> <ol style="list-style-type: none"> 1. Membership list and meeting dates for the district diversity planning team along with key actions 2. Membership, meeting dates and key actions of the Safe and Supportive School teams 3. Map of SEL resources and curriculum 4. Summary of cultural competency professional learning programs offered in the district. 5. Summary of SEL learning programs for teachers and administrators. 	□	□	□	6	□
District Improvement	Resources, Infrastructure and Educational Environment					
	The School Committee only adopted Professional Practice and Student Learning goals for the Superintendent for 2018-2019. However, District Goal 3 covers resources, infrastructure and educational environment.	□	□	□	4	1

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	5	2
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	2	5	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	4	2
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	4	1
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	1	4	2

Overall Rating for Standard I (Circle one.)	
---	--

Unsatisfactory

1
Needs Improvement

5
Proficient

1
Exemplary

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

Bill Hayner

I am not able to sufficiently evaluate item 1-C because the evidence presented was a schedule of meetings with principals as a group and there was no evidence presented that any of the programs or discussions were reflected on a one to one basis that would have been evident in a general description between the superintendent and the individual principal (Visit Log)

I am not able to sufficiently evaluate item 1-D because there was no objective evidence beyond the statistical data presented by the DESE regarding evaluations of staff.

Len Kardon

The Superintendent and her team do a great job overall in Instructional Leadership. While we have made progress in data-informed decision making and are poised to make more with the addition of the databank, there remains room for improvement. I remain concerned with the lack of attention focused on implementation of the strategies recommended by the LABBB inclusion report. Relatedly, little if any progress has been made in closing the academic achievement gap.

Paul Schlichtman

Evidence, including the presentations to the school committee, reflect a district that is focused on excellence. However, the superintendent should focus on improving the quality of the presentations, as they should reflect the high quality of instruction in our classrooms.

Jeff Thielman

The Superintendent provided evidence of improvements in curriculum, instruction, assessment, evaluation and data-informed decision making throughout the district. My understanding is that to earn an exemplary rating in any category, the Superintendent must be able to model each element of any indicator. Admittedly, this is a subjective conclusion since I have not interviewed faculty or staff to determine which elements Dr. Bodie can model. But, based on my knowledge of her expertise in curriculum and instruction, I believe she can model elements of nearly every indicator here.

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	6	1
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	3	4
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	6	1
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	6	1

Overall Rating for Standard II (Circle one.)	
--	--

Unsatisfactory

Needs Improvement

6
Proficient

1
Exemplary

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

Bill Hayner

Item II-B The superintendent and the Human Resource Director are to be commended in their new hires and continued effort to hire qualified minorities.

Item II-D I do not feel that there was any evidence presented to evaluate.

Item II-E - The superintendent and the CFO are to be commended on the budget and process. It is my individual issue that we, the committee and the superintendent, do not advocate for the best Educational Budget rather than the best fiscal budget.

Len Kardon

I am pleased that we were able to complete the five year budget plan. There continues to be a need for additional long range planning and a focus on implementing multi-year objectives.

Paul Schlichtman

This is a well-run district, and the community's support for the debt exclusion and operating override is a reflection of the management of the district. Special mention to the work of Michael Mason; as our new Chief Financial Officer he has shown a command of the district's finances and the ability to make credible presentations to the committee and community.

Jeff Thielman

I think our district runs efficiently and effectively, with fewer resources than many other competing districts. The Superintendent is very experienced, and I'm sure her superintendent colleagues around the state contact her and her staff for advice about human resources, scheduling, policies and fiscal systems. I think the district is proficient in this area and may be exemplary in some of these indicators.

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



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	1	5	1
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	1	6	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	2	3	2
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	1	4	2

Overall Rating for Standard III (Circle one.)	
---	--

Unsatisfactory

2
Needs Improvement

3
Proficient

2
Exemplary

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

Bill Hayner
The superintendent has provided an abundance of evidence regarding engagement and communication with families and deserves a rating of exemplary. I am sorry to say that I have to rely on anecdotal evidence in the other area. That being said, I still feel an overall rating of exemplary is still appropriate.

Len Kardon
While the Superintendent helped with several community forums regarding the AHS building project and other matters, some parents still report frustration with the timeliness, clarity, and relevance of communication from the District and the Superintendent in particular. Across the district, administrators need to think more strategically about what information is needed by parents and how it can be communicated clearly to them, and the Superintendent needs to lead this both by example and by providing more attention to this in her meetings with her administrative team. While the Superintendent frequently engages with stakeholders, lack of clarity about the process for stakeholder engagement and the results of such engagement had led to some frustration with the stakeholder engagement process.

Jane Morgan

Given the evidence that the Superintendent selected for this standard, she has demonstrated proficiency in this area. However, communication from the top all of the way down through the schools continues to be a major stumbling block for the Arlington Public Schools and in an ever-more-connected world will continue to cause unnecessary frustration for community stakeholders and parents in the future unless it is addressed by the Superintendent through her leadership team. An area where I think the Superintendent, specifically, could improve communication significantly is around the elementary facilities. Parent concerns around equity, capacity and planning could be significantly alleviated with a clear facilities communication plan from the Superintendent's office.

Jeff Thielman

The combination of the regular newsletter, her attendance at nearly every public activity in town, her participation in multiple public forums about budgets and buildings, and her record of handling requests from parents and community members in an equitable way for 11 years warrants an exemplary rating.

Superintendent's Performance Rating for Standard IV: Professional Culture



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	2	5
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	5	2
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	2	4	1
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	5	2
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	2	3	2
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>

Overall Rating for Standard IV (Circle one.)	
---	--

Unsatisfactory
Needs Improvement
6
Proficient
1
Exemplary

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

Bill Hayner

Items IV-B through IV-F can only be evaluated on the evidence presented by the superintendent because the law prohibits any direct and professional interaction of school committee members with staff at any level. This being said and relying on the evidence presented I believe the superintendent has earned the rating proficient.

Len Kardon

The Superintendent fosters a highly professional culture focused on maintaining the district as a highly performing one. Her vision though is not always clearly articulated and is often obscured by day to day or short term management issues.

Jane Morgan

This is an area of strength for the Superintendent and she should be commended for her strong relationships with staff and faculty.

Jeff Thielman

I observe a healthy and collegial spirit within the school district. Credit for this positive professional culture lies with the Superintendent. There has been a notable emphasis on cultural competence over the past several years, led by the Superintendent and Assistant Superintendent. I applaud them for this work.

Exhibit 1 – Summary Comments by each School Committee Member

Kirsi Allison-Ampe

I again commend the Superintendent on another year full of accomplishments. I greatly appreciated working with her during my time as Chair, and from that perspective she continues to impress me as one of the hardest working people in the district. I commend her on the successful first year of the Gibbs, on the continued forward movement for the new AHS, on the continued work on cultural competency, and on a successful initial contract negotiation with our new Paraprofessional Union. These accomplishments are indicative of the excellent school system that Arlington enjoys, and she has helped make them possible.

I also commend the Superintendent for her work on the following items. My brevity here is because it is difficult for me to write right now because of an injury, but I feel these are all impressive:

- The AHS project, including the successful debt exclusion. The resulting new school will make a significant difference to every student and Dr Bodie has worked hard to keep the school both educationally progressive and fiscally conservative.
- The APS multi-year plan, which is a first attempt at outlining the system's true needs.
- Improving afterschool opportunities (though there remains work to be done).

Additionally, because these evaluations are an appropriate time to take stock of all that is being done, I would like to offer some areas that could use improvement:

- Student achievement – I continue to be concerned that the achievement and growth of our high needs students, including our Special Education students and students of lower economic status, is not increasing as we would wish.
- Multi-year plan – as the schools multi-year plan was developed I felt that Dr Bodie's desire to keep costs down at times interfered with the true outlining of APS needs. While it is commendable to minimize costs, if we avoid acknowledging or communicating true needs, we will also be unable to fund them.
- Staff training and family communication regarding worrisome incidents – the incident at Stratton last year revealed a need for additional clarity regarding training and communications that I am not sure has been fully met.
- Evaluating student enrollment trends, including buffer zones – I feel that this has not been the priority it needs to be given the current growth of our population. I would hope that it is given more attention in the year to come.
- Higher level analysis of new initiatives – I again request seeing more higher level analysis of new programs or positions. Beforehand, I would like to see what metrics will be assessed, and the timing and methodology. Afterwards I would like to see the results, as well as an assessment of whether the program achieved the desired goals.

Regarding the evaluation itself, if I did not mark an item it was because I did not feel I had adequate information. Also, I marked the Professional Practice goal as “some progress” because an actual log of topics discussed (as outlined in the goal’s description) would have been very helpful, allowing me to understand how the Superintendent addresses issues throughout the year. District Improvement receives an “Exceeded” because of the work done on the AHS Building Project and the successful opening of the Gibbs.

Again, I commend the Superintendent on her hard work, and offer these suggestions because I want to see Arlington schools become even better, for all our students.

Bill Hayner

Professional Practice Goal 1 The evidence presented, calendars, shows that the superintendent visited the high school 7 times, Ottoson 8 times, Gibbs 10 times, Dallin, Hardy, Stratton 4 times, Bishop, Brackett, Peirce, Thompson 3 times. This inconsistency of visits could be explained if a log had been maintained but the evaluator is left to speculate because no log was presented.

By the superintendent’s own admission, she still lacks the evidence asked for regarding notes of visits. This is an issue that has been long standing. There was a great deal of discussion regarding how to do this and the need to maintain confidentiality. The discussion ended with the superintendent agreeing that she could do this by speaking in broad terms. If these visits were on going throughout the year and the superintendent realized that there was a problem she should have come to the committee. It gives one the impression that there never was any intent to do what was agree to.

Len Kardon

During the past year, the Superintendent has continued to lead the District to another year of overall high performance. Much was accomplished. In particular, the AHS building project advanced to the design stage and the debt exclusion was passed overwhelmingly by the voters. A five year budget plan was developed and helped inform a four year financial plan for the town which included significant additional resources for the school department and the override to fund the plan was also approved. The first year of the Gibbs School went smoothly overall and the new CFO and OMS and Hardy principals were incorporated into the management team. I also applaud the Superintendent for all the work she put in negotiating the first contract with our paraprofessional, bringing them the professional status they deserve. There remains room for additional improvement. The district administration still seems to lack focus on strategic goals and suffers from issues with the clarity and timeliness of communications with parents and the internal school community. Little attention seems to have been paid to implementing the recommendations of the the LABBB special education report. The District has made little or no progress in closing the achievement gap as measured by test scores.

I have provided specific comments on the three District Goals below. Overall, the Superintendent made significant progress on or fully met these goals. The Superintendent is proficient on three of the four performance standards, although Family and Community Engagement overall needs improvement and further improvement is needed on some of the indicators in the other areas. The Superintendent needs improve the use of management information systems, improve special education programs and service delivery, implement additional long range planning and focus on implementing multi-year objectives.

With regard to the specific goals:

Professional Practice Goal – As noted by Superintendent Bodie, she did not keep a log of the school visit and meeting goal at the level intended. While I appreciate the Superintendent meeting with the principals as required by this goal, it is difficult to determine how productive those meetings were without more than general information about what was discussed. Such a log is also helpful to the Superintendent to ensure that she is covering the full range of issues and strategic priorities across her three meetings per school. For example, if the first meeting focuses on integrating new staff and specific student issues, the Superintendent might have sought to focus one of the other meetings on how the principal is delivering on her strategic priorities.

Student Learning Goal – I am pleased with the progress made on social and emotional learning and culturally responsive teaching but believe there could be better communication and internal and external marketing about the great things happening.

District Improvement Goal – I am pleased with the roll out of the APS databank and hope to hear more about teachers are beginning to use it.

Jane Morgan

The 2018-19 school year was a very busy one for Arlington Public Schools. The Superintendent's engagement in the process around securing funding (and planning) for the new high school was exemplary and it is too bad that couldn't have been better reflected in this evaluation. Her commitment, dedication, patience and stewardship directly contributed to strong community support concurrently for a district-changing high school building and a more moderately impactful operating override to support student learning.

For the Superintendent's performance goals there was significant evidence presented for the student learning goal around social and emotional learning which, although very broad, demonstrated proficiency in this area. Unfortunately, for the first

professional practice goal (three meetings at each school) the calendar showed visits to five schools on September 5th, 2018 and I find it very hard to believe that meetings with principals, classroom visits and meeting observations (or some combination there of) occurred at all of those schools on the same school day. In addition, no notes on the focus of the visit were provided. This is disappointing evidence for one of two specific performance goals since it seems it would have been relatively easy to pull together.

The evidence provided by curriculum leaders (the majority of the evidence provided to support the standards) is impressive and comprehensive. What is lacking across all departments and across the district in general are any actual measurable outcomes so it makes is hard to evaluate whether or not these departments are impacting student learning other than in a broad “feel good” way. We are consistently provided with the levers that are being pulled but we are rarely given the actual metrics that are being evaluated (and shared). This is a cultural challenge within the school department as a whole and could be mitigated substantially with increased attention from the Superintendent.

Jennifer Susse

Dr. Bodie continues to be an attentive and competent administrator of the Arlington Public Schools. She excels at creating a professional culture that fosters a shared commitment to high standards of teaching and learning. The Superintendent’s *servant leadership* style works well at APS, given our many devoted and visionary employees--many of whom have been hired under her tenure. I commend the administration for rolling out a thoughtful onboarding and mentoring process for new teachers, as reflected in the new Teacher’s Handbook. While this was a multi-year initiative, it is great to see it all coming together.

I commend Dr. Bodie for prioritizing frequent contact with staff and administrators, as reflected in the log of site visits and individual meetings. A lot can be learned from being ‘in the room’ and talking face to face with those on the ground. Such outreach gives Dr. Bodie a good understanding of the issues and concerns of our district

I commend the Superintendent for continuing to focus attention on the social and emotional needs of our students. This is a really hard problem, but it is a critical one. Students with social and emotional stressors are not in a position to fully learn and grow. I am excited that we have Safe and Supportive School Teams at each school to identify issues/solutions (thank you AEF!), and that we continue to roll out Responsive Classroom training. I remain worried that having so many different SEL(Social and Emotional Learning) approaches in the district (responsive classroom, open circle, etc.) makes it difficult to have a shared language around these issues. I also wonder whether schools that claim to be implementing multiple approaches are really implementing each approach fully. As a final note, the district would benefit by being clearer about the language we are using and the distinctions between e.g., cultural competency, social and emotional learning, and mental health first aid.

I commend the administration for beginning the process of analyzing and mitigating cultural deficits in the district by looking closely at curriculum materials and practices. I am especially excited by the work that is happening in the history curriculum. The administration should continue to work out a sustainable model for integrating the school-based DIGs (Diversity Inclusion Groups) into these efforts in a way that feels positive and productive for all around.

This year's community outreach and engagement centered almost exclusively on the High School, which is unfortunate because there is a lot of great things going on in the district. The newsletter is effective at showcasing exemplary accomplishments and individual initiatives, but is less effective at communicating larger or multi-year initiatives. Ideally, the district goals would offer this vision. Unfortunate, many of the district goals reflect things that we need to do (e.g., accord with state standards) rather than things that we want to do (e.g., ensure that all 3rd grade students are reading at, or exceeding, grade level). We need to continue the work that was started with the five-year financial plan to look closely at where we want to end up in the next three to five years, and how we want to get there.

Finally, I want to express a frustration about how the initiative to move to an 8:30 start time was communicated to teachers and administrators. The Superintendent made it clear to the School Committee over four years ago that this was a direction she wanted to go in. We had two surveys asking parents and teachers for their thoughts, and we solicited parent and community feedback via a public forum and email. Yet the administrators who came to the School Committee meeting seemed surprised that the initiative was underway. That teachers and administrators would have concerns that weren't previously articulated once the decision became real is entirely predictable. Two years ago, I repeatedly asked about the status of the Superintendent's committee to study this issue and was told that no teacher wanted to participate, but that teachers were generally onboard (as evidenced by the survey results). We should not have let this critical outreach slide. Robust outreach at the front end takes a tremendous amount of time, but ultimately it saves time later on, as well as stress and anxiety. This is a lesson we've had to learn many times.

Paul Schlichtman

Once again, I am pleased to commend Dr. Kathleen Bodie, a very successful veteran superintendent. The children of Arlington are fortunate to have her leading their schools, and we made two key gains over the past year. The success we had over the past year, with a successful debt exclusion for the high school and a successful operating override, is a testimony to the hard work and partnership with the school committee. Community confidence in our leadership is high, as we presented a credible plan, solid support documentation, and a convincing argument for gaining community support for our schools.

In my opinion, the most consequential work of the superintendent (at this time) is the planning for the new high school. This is an immense task, and I continue to encourage the superintendent to focus on a project that will define education in Arlington for several decades

Jeff Thielman

Having worked closely with Dr. Bodie on many issues during her long and successful tenure as our superintendent, I have witnessed her work ethic, broad and deep expertise in teaching and learning, and her deep commitment to the district. In the past three years, we have served together as Chair and Vice Chair of AHS building committee, and I have continued to see her attention to detail, her ability to descend into the particulars of a complex project, and her commitment to ensuring we build the best school possible for our town. She has played a role in every aspect of the high school project, including cost and design decisions, communication strategy, construction manager selection, and much more. Kathy has attended every public meeting regarding this project, met with nearly every committee in town to explain our work and progress, interfaced with the MSBA, and actively lobbied to ensure that the committee is listening to the public. For her tireless efforts on the AHS project on the building committee alone, she deserves an exemplary rating. I'm particularly grateful that she has agreed to remain as our superintendent until June of 2021, when the phase one of the project should be well underway.

In addition to the high school building project, which gained the support of 76% of voters in the spring 2019 referendum, Dr. Bodie spent 2018-19 overseeing the completion of the Hardy addition and cafeteria, overseeing the first year of the new Gibbs 6th grade school, developing both the FY19 budget and five-year budget, hiring and mentoring a new Chief Financial Officer, negotiating the district's first contract with paraprofessionals, and mentoring the Ottoson Middle School and Hardy School principals during their first year in the Arlington Public Schools. Both hires, along with the new CFO, are very strong and are a testament to Dr. Bodie's ability to attract talent to APS.

Regarding the performance goals, the evidence shows that Dr. Bodie has met each of these goals:

1. Professional Practice Goal: Dr. Bodie's professional practice goal in FY19 was to visit each school in the district at least three times during the year, including principal and classroom visits. Dr. Bodie completed this goal, which allowed her to effectively supervise and support principals and schools. Everything I have seen this year and in past years indicates that Dr. Bodie knows her principals well and is able to coach and manage them effectively. My observation of her interactions with many of the principals is that she is very familiar with what is happening in their buildings, understands each principal's strengths and areas of growth, and is well-aware of where and how each school needs to make improvements.
2. Student Learning Goal: Dr. Bodie's student learning goal in FY19 was to establish a district diversity team that focused on cultural competency, establish Safe and Supportive School teams, identify and embed social emotional learning resources into the curriculum, and provide cultural competency and SEL professional development opportunities for faculty and staff. Dr. Bodie presented evidence that this goal was met. She established the diversity and Safe and Supportive school teams, identified SEL resources and hired a Yale University professor to conduct a curriculum audit in FY20, and provided SEL and cultural competency training in FY19. The superintendent presented ample evidence of the achievement of this goal to the School Committee.

3. District Improvement Goal: Overarching APS Goal No. 3 covers resources, infrastructure, and educational environment. The deliverables or objectives to meet this goal in FY19 included researching and implementing a platform to collect, aggregate, analyze and share student data; complete the schematic designs of the high school; and develop a multi-year plan for the Arlington Public Schools. Each of these objectives were met in FY19. The multi-year plan provided enough data to convince the public to support an operating override, which led to additional funds for our schools, and the schematic design for APS led to the passage of the debt exclusion to fund the new high school. As I indicated earlier, Dr. Bodie was involved in every aspect of the development of the schematic design.