

End-of-Cycle Summative Evaluation Report: Superintendent - Compilation of Ratings



Some rating #'s are followed by an asterisk. This means that not all members rated this item.

Superintendent: Kathleen Bodie D.Ed.

2017-2018

Evaluator: School Committee Compilation by
Kirsi Allison-Ampe, Chair

11/15/18

Name

Signature

Date

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

Professional Practice Goal(s)	Did Not Meet	Some Progress	1 Significant Progress	6 Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	1 Significant Progress	5 Met	1 Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	1 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"/>	3	4	<input type="checkbox"/>



End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

7 Proficient

Exemplary

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

(not all evaluators included this information)

Low <input type="checkbox"/>	Moderate 3	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*.

See end of document for compilation of evaluator summative comments.

Rating marked with an asterisk (*) indicates a member did not feel that he or she had sufficient information to give a rating.

To determine final evaluation ratings for the compilation, all members ratings were counted and the overall rating was assigned to correspond to the major grouping.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Visit each school a minimum of three times between 9/17 & 6/18, including meeting with the principal and classroom walk-throughs.	<input type="checkbox"/>	<input type="checkbox"/>	1	6	<input type="checkbox"/>
Student Learning						
2	Oversee the development of a plan for the Gibbs School for curriculum, operations, scheduling, and culture to be completed in June 2018.	<input type="checkbox"/>	<input type="checkbox"/>	1	5	1
District Improvement						
3	<p>Taken from District Goal 3:</p> <p>3.1 Complete the schematic and constructions plans for the six-classroom addition for the Hardy Elementary School for opening in September 2018.</p> <p>3.2 Complete the schematic and constructions plans and renovation of the Gibbs Middle School for opening in September 2018.</p> <p>3.3 Open the new six classroom addition at the Thompson Elementary School in September 2017.</p> <p>3.4 Develop a space use reconfiguration plan for the Ottoson Middle School in preparation for the sixth grade moving to the Gibbs School in September 2018. Report to the School Committee by March 1, 2018.</p>	<input type="checkbox"/>	<input type="checkbox"/>	1	5	1

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	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"/>	6	1
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"/>	3	3	1
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"/>	1	4*	1
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	1	5*	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	3	2*	1

Overall Rating for Standard I (Check one.)	<ul style="list-style-type: none"> Evidence, including standardized test scores, of the progress the district has made in closing the academic achievement gap in the Arlington Public Schools. Report of the District's work to further the growth of personalized learning in grades K-12 in Arlington. Report on the academic plan for the Gibbs School.
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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*):

* Rating with an asterisk indicates a member did not feel that he or she had sufficient information to give a rating.

W. Hayner: There was no indication of specific evaluation, again not specific details but enough to identify practice(s) not commenting on evaluation, (1-D) or examples of artifacts (1-B). Without this information it is not possible to apply the rubric that the superintendent gave the committee to grade and it is for this reason I have rated these two areas Needs Improvement.

L. 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 a part-time data coach, this is an area where there is a significant amount of

room for improvement. While we are in the first year of the new system, the poor accountability report for Arlington High School requires research and attention. Little progress if any has been made in closing the academic achievement gap or improving science scores.

J. Morgan (for “Needs Improvement” rating): I encourage the Superintendent to continue to be heavily involved in the work at the Gibbs to make sure that the decisions made there line up well with our elementary fifth grades and the 7th grade at the Ottoson. The Gibbs School is a huge opportunity to rethink a pivotal educational year for Arlington’s students and the Superintendent’s firm hand and guidance will be needed in order to make sure that it continues to be successful. The launch has been successful and there remains a lot of work to be done there. Please read the notes in the general comments section about the Gibbs, specifically.

The evidence provided to support furthering individualized learning largely focuses on the investment in technology which seems like a good place to start. That said, personalized learning will require more than the purchase of Chromebooks, the implementation of infrequent “project blocks” and the availability of maker spaces. Reaching both struggling and excelling learners is an area of growth for the district as a whole and will require continued attention from the Superintendent.

P. Schlichtman: I repeat my commendation for the accountability scores for grades 3-8, and my concern for the lowest performing students at the high school level.

K. Allison-Ampe: I-B – I continue to be concerned about our high needs students, including Special Education and ELL, and our low achieving students. I feel improvements can be made in their education.

I-E – I feel data could be better used to improve our school system.

Examples of evidence superintendent might provide:

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

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



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

	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"/>	4	3
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"/>	3	3	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"/>		6	1
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"/>	1	6	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)	<ul style="list-style-type: none"> Superintendent's budget and Town Meeting report. Reports on the progress of building projects. Summary of District's safety protocols, including schedule of safety drills and health protocols.
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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*):

* Rating with an asterisk indicates a member did not feel that he or she had sufficient information to give a rating.

L. Kardon: While the Superintendent is a competent manager and has had a great deal on her plate the last few years, there is need for improvement in some key areas. Although perhaps hindered by a lack of information technology advisors and transitions in the data management staff, I don't believe we are fully making use of the management information systems we have or should have access to. The LABBB special education report showed a number of areas requiring improvement yet the Superintendent has directed little attention to improving special education services in the District. There continues to be a need for additional long range planning and a focus on implementing multi-year objectives.

J. Morgan: The expectations for the Superintendent over the last few years in terms of management and operations have been significant. The Superintendent is actively engaged in the myriad building projects and decisions that are happening in our schools. Improvement is needed in terms of leveraging our current informational systems to make reflective and data-drive decisions about students and programming.

P. Schlichtman: Arlington is a well-run district that makes effective use of its limited resources. We provide an above average product with below average funding. I specifically note the positive environment, and the collegial and respectful climate, as we negotiated the AEA and Unit B contracts during the last school year. It is obvious that Dr. Bodie has the respect of the employees, and has built an excellent working relationship and a positive climate with our employees.

J. Susse (for "Exemplary" rating): The Superintendent has developed a cohesive, comprehensive and fair approach to recruiting and hiring. This is a role that she takes seriously. She also takes seriously her obligation to ensure that legal mandates, laws and policies are met. We are lucky to have someone so experienced in these matters. The Superintendent has created a culture that encourages multiple avenues for professional growth and leadership. When teachers or administrators come to the superintendent with ideas they freedom to innovate and given opportunities for leadership. Harder are cases where an individual may need more direction.

K. Allison-Ampe: II-B – the Superintendent's collaborative approach creates a climate that attracts great people and helps them grow.

II-C – Schedules continue to be an issue in many schools, as does information management.

W. Hayner: II-B. Human Resources Management and Development: The superintendent does an excellent job in recruiting and hiring

considering the restraints put on her with limited financial resources. The induction program is copied by other districts.

Examples of evidence superintendent might provide:

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

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



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

Overall Rating for Standard III (Check one.)	<ul style="list-style-type: none"> Schedule of workshops for parents sponsored by the district, including Community Education. Schedule of parent forums for the High School and Gibbs School projects. Expanded district metrics on the district dashboard from those created in 2016-2017.
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Unsatisfactory

3 Needs Improvement

4 Proficient

Exemplary

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

J. Morgan (for “Needs Improvement” rating): The Superintendent works hard to schedule meetings with parents and community stake-holders. However, at times, those meetings and committees aren’t an opportunity for actual parent and stakeholder input. If the decisions have already been made then the committee or meeting are only useful as a mechanism to disseminate predetermined decisions. The content of the Superintendent’s emails often conveys the minimum of information and leave it up to the recipient to continue to probe and ask questions which gives rise to concerns about transparency. In addition, the materials available to families about standards and curriculum are insufficient for them to be able to participate fully in a conversation about their child’s learning.

P. Schlichtman: I am impressed by the opportunities afforded to parents, and members of the community, to learn about our district, to participate in events (such as concerts, plays), as well as the efforts to make the high school planning a transparent and open process.

I note with a sense of frustration that we haven’t been able to address the problem of conflicts between major school events and school committee meetings, despite our repeated direction to coordinate calendars to avoid conflicts.

J. Susse: The Superintendent does a good job at communicating learning goals and objectives internally, however the general public knows less about the work being done at the district. One example is the focus on student as learner and global citizen, for which the community knows little. The newsletter does a good job at showcasing student and educator accomplishments, but it is not able to create a narrative around educational vision and goals. The community is hungry for a robust conversation about our vision for education in the 21st century. We need to recognize and feed that hunger and to see the community as a source of strength in this process.

K. Allison-Ampe (for “Needs Improvement” rating): I gave the rating I did because of the continued promotion of reactive culture that occurs because of inadequate communication. Parents and community need to feel the school system is going to do the right thing for students without having to be chivvied into it. Ultimately, this promotes distrust of the entire system. Communication also includes identifying situations and preemptively giving out information so concerns do not arise (examples include Gibbs library, kindergarten aides).

W. Hayner (for “Needs Improvement” rating): I have had many conversations with the superintendent throughout the evaluation period regarding “Engagement, Communication and Family”. I have brought specific instances to her attention and we both agreed that the bottom line it may be a matter of “PERCEPTION” on the part of the person who has brought the concern. This has been on going and does not seem to be a priority with the superintendent.

L. Kardon: While the Superintendent held several community forums regarding Gibbs planning and other matters, some parents still report frustration with the timeliness and relevance of communication from the District and the Superintendent in particular.

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture

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

	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"/>	3	4
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"/>	1	3	3
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"/>	3	4	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	1	6	<input type="checkbox"/>

Overall Rating for Standard IV
(C h e c k o n e .)

- Written summary of the cultural competency professional development provided to administrators and teachers.
- Any and all communication, written and oral, by the Superintendent, including newsletters, memo, the budget presentation to Town Meeting, and any report associated with building and other projects.
- Log of meetings scheduled with the AEA President, the Superintendent's Teacher Advisory Committee and the with AEA representatives to collaboratively discuss and work through issues of mutual interest as part of the negotiation process.

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):

P. Schlichtman: I repeat my previous comment, commending the superintendent for the positive environment, and the collegial and respectful climate, as we negotiated the AEA and Unit B contracts during the last school year. It is obvious that Dr. Bodie has the respect of the employees, and has built an excellent working relationship and a positive climate with our employees.

J. Susse (for "Exemplary" rating): It is clear that the importance of training in cultural competency/proficiency is currently being taken seriously by the district.

K. Allison-Ampe: IV-A – the Superintendent has done an excellent job at fostering a commitment to high standards of performance.

IV-B – the ongoing work in cultural competency is improving the experience for our students and adding to the knowledge of our teachers.

W. Hayner (for “Needs Improvement” rating): I have brought the following to the superintendent several times and we discussed it in detail.

Staff and parents have spoken to me about, how their concerns are treated, ignored or have been put off, that they are the only ones who have these concerns. Some have indicated that they felt that if they continued that they or their children may be retaliated against. Once more I will agree that it may only be a perception on the part of the complainant but either real or perceived it is a problem that continues.

L. 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. While she 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.

J. Morgan: The Superintendent worked diligently this year to secure a new teacher contract and should be commended for her efforts in doing so. She is committed to high standards across the district, however, at times, when those standards are not upheld by others there is confusion and delay about how to respond. The educational vision of the schools is often weakly articulated and focuses on what has been done well historically as opposed to being forward-looking. This makes it difficult to engage with faculty and stakeholders and makes those interactions more of a “read out” as opposed to a conversation about a collective vision.

Examples of evidence superintendent might provide:

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

Compilation of Summative Remarks

Jeff Thielman:

Between July 1, 2017 and June 30, 2018, as enrollment in the Arlington Public Schools continued to rise, Dr. Bodie did an excellent job of leading a high performing school district that is committed to continuous improvement. As she always does, Dr. Bodie focused on improving teaching and learning and on ensuring that our kids are receiving the social and emotional support they need. She hired two experienced and strong instructional leaders to be the principals of the Gibbs and Ottoson schools. Hiring is always the most important duty of a Superintendent, and Dr. Bodie utilized her years of experience to make sure she filled those key positions with the right people.

In addition to managing the day-to-day life of the district, Dr. Bodie oversaw the completion of the Thompson classroom expansion project, the successful renovation of the Gibbs School, and the final plans for the expansion of the Hardy School. Dr. Bodie also played a leading role on the Arlington High School Building Committee. No detail of the project escapes her attention. She successfully completed all documentation required for the Preliminary Design Program and Preferred Schematic Design Report, she meets regularly with the design team and with town officials interfacing with the project, and she has unique insights on the needs of the building from her years of experience in the district. Her wisdom and perspective are invaluable as the building committee makes decisions about the future design of the school.

Dr. Bodie has done a great job of creating a district culture that respects and values teachers and administrators. In the past year under her leadership, the district concluded successful negotiations with the Arlington Education Association (AEA) and Arlington Administrators Association (AAA). She is recognized as a leader among her peers as evidenced by her recent election as the Chair of the EDCO Board of Directors. The respect she has among her fellow superintendents helps her and the district to attract talented teachers and administrators, and her experience gives her the perspective she needs to make sound decisions.

One of Dr. Bodie's most significant achievements in the past year was the launch of the new 6th grade school, which is being received enthusiastically by parents, students, and teachers. Dr. Bodie's vision was to create a supportive and caring environment that made learning fun and exciting for 6th graders, and the faculty and staff of the Gibbs are carrying forth this vision. At the Superintendent's direction and with the Superintendent's guidance, the principal and staff completed the academic and extracurricular plan for the new school, drafted a mission statement, and took part in responsive classroom professional development that is helping to form a positive culture at Gibbs. The new school has the potential to have a profoundly positive influence on our children and to lay the groundwork for their future success.

I believe Dr. Bodie met her professional practice, student learning and district improvement goals in Fiscal Year 2018. Her instructional leadership was exemplary as evidenced by the

overall achievement of the district. Dr. Bodie is leading a school system in which teachers and administrators are staying current in their practice and studying new ways to educate students.

Dr. Bodie has created an exemplary professional culture, and her communication with parents and stakeholders was very strong in the past year on important issues. There were several forums about the Gibbs School, and the high school building committee has held numerous public events. Dr. Bodie was present at each forum and meeting, and she was always willing to answer questions from the public. Her monthly newsletter is filled with detailed information that parents appreciate, and the superintendent is visible and accessible at nearly all community events.

In summary, I feel we are fortunate to have Dr. Bodie's leadership during this period in our district's history. As enrollment grows, she is driving the expansion of our physical spaces, and she is leading a school system that continues to improve in order to meet the needs of 21st century learners.

Paul Schlichtman:

Kathleen Bodie continues to succeed for Arlington as a veteran superintendent. At a critical time for the district, Dr. Bodie is leading us through significant building projects, and building community support for excellence in our schools. We have completed the renovation of the Gibbs School, we are progressing through the MSBA steps toward a new Arlington High School, and we are well under way toward the opening of an expansion at the Hardy School.

She continues to work strategically to address the challenges of the surging enrollment in the district. She has done her best to meet the impossible challenge of managing student enrollment across the seven elementary schools. Arlington High's master schedule continues to offer a broad choice of high-quality, challenging courses that engage our students.

It needs to be noted that the superintendent has partnered with the Superintendent's Diversity Advisory Committee, and we are making progress with our desire to be a welcoming school district that displays cultural competence in meeting the expectation of all families. This is of critical importance, as the demographics of the district are changing, and we have an increasingly more diverse school community.

The state has introduced a new accountability system, one that calculates scores at a school and district level. This is the first year of the system, and the baseline scores are less reliable as they only have one year of data available for the calculation of accountability targets. With this in mind, the scores for grades 3-8 meet or exceed targets across the board. The low scores for the bottom quartile students at the high school level is a source for concern, and I would expect the district to present a strategic approach to ensuring success for our lowest performing students.

Jennifer Susse:

This past year has had its challenges, with the opening of a dedicated 6th grade at Gibbs, construction at Hardy, important decisions on the High School Building project, continued school population growth, challenges in the community, new leadership at Ottoson and Hardy, and a

new Assistant Superintendent and CFO. Throughout it all, the Superintendent continues to be a competent and effective administrator who has created a supportive and welcoming community for both staff and students.

On student achievement we are making progress. I am particularly heartened by the growth scores for our high needs population. We need to better understand what is going on in areas still needing attention—specifically, 7th grade ELA and Math, science, and differences among the elementary schools, but I am confident that the work will be done. Important progress has been made on the vision of students as learners and global citizens, though work has been slower than originally planned and some of the details still need to be fleshed out. I urge the Superintendent to continue to think boldly and innovatively about this vital blueprint for a 21st century education.

On Gibbs. As a School Committee member, I would have liked to have seen a comprehensive educational plan for Gibbs. I know that the community was also occasionally frustrated that there was not more information available about the educational vision. I understand that much of delay was due to the schedule being more difficult than originally anticipated.

I am glad to see that the Superintendent is engaged in a robust schedule of school visits and conversations with educational leaders.

On communication and changes (e.g., online forms) I urge the Superintendent to see the School Committee as a resource who can sometimes (though likely not always) catch issues before implementation.

I am particularly excited by the focus that we have given to the social and emotional health of our students. I hope that we continue to prioritize this issues. Without a foundation of emotional health student learning is difficult, if not impossible. I would urge that we continue to look at our suspension rates in light of research that shows how devastating suspensions are for students for whom school may be the most stable part of their lives. I also urge us to learn from the Arlington Police department, and others, about the benefits of restorative justice and to work to integrate restorative justice practices into our schools.

Jane Morgan:

The Superintendent continues to have a strong and visible presence in Arlington and in our schools. Her participation in activities, meetings, town and school events is commendable and appreciated. The Superintendent continues to be stretched thin by the various ongoing building projects and the significant needs of the high school building project. Even with all of the demands of accommodating increased enrollment and concurrent building projects, the Superintendent continues to lead a high performing and award-winning school department.

The Superintendent has met the three goals agreed upon with the School Committee for the last year.

Professional Practice Goal: The Superintendent has been out to each of our schools three times during the last school year (with the exception of Brackett where two visits were reported) and

has provided some very brief notes on what was discussed during those visits. I hope that this coming year the Superintendent will provide the Committee with more details about her interactions with and involvement in each of our schools. Of particular interest are our different elementary schools that present as having different challenges, diverging performance and diverse leadership.

Student Learning Goal: The student learning goals related to the opening of the Gibbs school were met. The opening of the Gibbs School has been, largely, successful, especially for typical students. However, the information presented to parents and the community over the year before opening changed frequently and without notice. The schedule was poorly rolled out with students getting classroom and learning center adjustments well into the first week of school. This was particularly impactful to students with special needs and learning accommodations. Having incomplete schedules made understanding pull-out and push-in as well as reading support impossible, and prevented parents from being effective advocates for their children. The 6th grade schedule is so full with responsive classroom, every possible elective as well as core learning community classes that critical courses like art and music have been cut short with students getting art for only a third of the year and music only one day out of six. This was a decision that could have been made differently during the planning process and other things were prioritized. Avoidable confusion about funding for the Gibbs library caused unnecessary anxiety and sent the wrong message to the community about school department support for the new building. The Superintendent should be commended for her diligent work to get the school up and running and will, no doubt, engage with the administration, staff and community about areas for improvement going into the second school year.

District Improvement: While two of the three building projects were held up and did not open on time, arguably the most critical project, the opening of the Gibbs School, happened on time. The Superintendent should be commended for her strong leadership to make that deadline and to be as ready as possible for students.

William Hayner:

The superintendent is a hardworking, involved educator, who cares deeply for the students, staff and the community. This is seen in the time and effort she puts forth in all that she does.

I am concerned that there has been a large turnover in staff especially in the Special Education department. I realize that salary is an issue but it does not equate to staff leaving during the year.

I am also concerned with how special education plans are processed, how special education parents are treated in meetings and what staff, are told to do regarding implementation of education plans.

I have relayed all these concerns to the superintendent as soon as they have been made known to me.

I continue to believe that the goals that this committee and superintendent set for the superintendent are not the caliber that reflects what we expect from all the other staff in the

Arlington School System. I also believe that this superintendent is capable of achieving any goal we set no matter how rigorous.

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, progress was made on a multitude of building projects and the new Assistant Superintendent, Chief Financial Officer and others administrators were smoothly integrated into the management team. There remains of course room for additional improvement. The LABBB special education report showed a number of areas requiring improvement. The District has made little or no progress in closing the achievement gap as measured by test scores or in improving science test scores which remain lower than comparable districts.

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 the four performance standards, although further improvement is needed on some of the indicators. 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 meet the school visit and meeting goal at the level intended. While I appreciate the competing demands on the Superintendent's attention, I believe she could have more effectively delegated other tasks to enable her to more robustly meet this important goal..

Student Learning Goal – The plan for the Gibbs school was substantially completed. Parent meetings and emails from Principal Defrancisco kept parents informed about the progress although certain items were left to be resolved during the summer and as the school opened. There was some disappointment in the amount of parent feedback and the lack of attention paid to parent feedback in making certain choices.

District Improvement Goal – The goals relating to the various school facilities projects were met.

Kirsi Allison-Ampe:

I commend the Superintendent on another year of hard work and accomplishments. Most notably, I commend her on the opening of the Gibbs, on the forward movement for the new AHS, on the continued work on cultural competency, and on successful contract negotiations with our unions. These accomplishments are indicative of the excellent school system that Arlington enjoys, and her contributions have been large.

But my main purpose in writing an evaluation is to discuss what I would hope to see improved in the next year. These items fall into three categories.

First, I continue to be concerned about education for our students with high needs and/or low performance. To be a truly great school system we need to educate all of our students to their full potential.

Specific areas of concern include the following:

- for our special education students, from the Coordinated Program Review report in September, it felt like many of the items mentioned are neither new, different, nor complicated. The items mentioned echo criticisms I hear from parents. I ask again, why are we still making these mistakes? I am also concerned about achievement for these students.
- for our ELL students, I am concerned about achievement, and whether we are best meeting their needs. I would hope we will hear more soon about how their needs are being met beyond SEI instruction as this did not sound like it was enough.
- finally, for our lower performing students, I am concerned about reports from the PISA test about poor classroom engagement. I would like to hear more about how these classes are being improved.

Second, I am concerned about the continued promotion of reactive culture that occurs because of inadequate or poorly timed communication. Two examples of this over the past year were the community dialogue about kindergarten aides, and funding for the Gibbs Library. With the kindergarten aide discussion last year, there were many complaints and concerns heard from parents, but very, very little information put out by the schools. Inaccurate concerns were left unchallenged. With the Gibbs, a funding need was identified early, as was a potential funding source, but it was never communicated widely and parents were left with the impression that there would not be adequate funding for books and supplies.

Parents and community need to feel the school system is going to do the right thing for students without having to be chivvied into it. Ultimately, this "approach" promotes distrust of the entire system. Communication also includes identifying situations and preemptively giving out information so concerns are abated even as they arise.

Finally, 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. An example of the current lack is seen in the addition of assistant principals in our elementary schools; we still have little information that we can talk about in terms of how this initiative has improved our schools. Other areas that I would hope we would follow are the effects of increasing cultural competency and its relation to achievement. Analysis like this would help inform whether these measures are adequate or whether additional interventions are needed. We are not able to "continuously improve" if we are not evaluating results of new approaches.

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.