



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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ROBERT W. RUNCIE
Superintendent of Schools

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September 2015

Dear School Board Members,

My annual evaluation process is a great opportunity to reflect on how far we have come in the past four years in meeting challenges and delivering on the commitments and expectations of our School Board and community.

Student achievement results continue to show improvement in two-thirds of the reported areas including Grade 10 English Language Arts pass rates, Algebra I, Science, Civics and US History. We have also seen noteworthy outcomes in Advanced Placement (AP). The passing rate (scores of 3 or above) exceeded 50% for the first time in Broward. The improvement in AP achievement is driven by a significant increase in the number of minority students participating in AP as well as a substantial increase in their pass rates, narrowing the achievement gap between Black and White students by more than 5 percentage points.

We have developed a “learning organization” culture where we are more innovative, have the courage to take appropriate risks to move the District forward, and successfully recover and learn from our mistakes. Most importantly, we have maintained our resolve to operate with integrity as our intent is to always do what is best for the children and families of Broward County. Without question, we are in a much better place than where we were several years ago.

Time and time again, we have confronted challenges and delivered results:

- **General Obligation SMART Bond:**

Upon my arrival at the District in October 2011, there were several overarching challenges. Two interrelated issues immediately rose to top of mind that required a long-term focused effort to resolve: 1) improving public trust and confidence in the governance and management of Broward County Public Schools (BCPS) and 2) seriously deteriorating facilities, consisting of 36 million square feet of space, and an outdated technology infrastructure.

Building trust takes time as it is earned through positive relationships, connections and actions. Through our annual tours, consisting of more than 100 hours of community-wide “Conversations with the District”, we provide a unique opportunity for anyone of our 1.7 million Broward County residents to offer their perspective, ideas, and concerns on our public education system. This is culminated in our annual Ed-Talk conference. All of this has been followed up with countless community meetings and events, home and hospital visits, and continuously taking advantage of a variety of media opportunities.

In June 2014, we received approval from the School Board to seek support from our community for a general obligation bond for safe and modern schools. We developed and implemented a multi-faceted communications plan for the general bond initiative. We created a speakers bureau, engaged our principals, and produced a variety of communications templates, videos, and websites for internal and external audiences.

On November 4, 2014, the \$800 million General Obligation Bond was overwhelmingly approved by 74% of Broward voters. This is a significant turning point in the District as we begin to shed the dogmas of the past and now build a bold and hopeful future for all of our students and community. The proceeds of this bond support the District's SMART (Safety, Music/Arts, Athletics, Renovation, Technology) initiative and will be utilized for capital improvements and to purchase technology for teachers and students.

- We were challenged to develop a strategy to turnaround our lowest performing schools, redesign educational opportunities for communities, and achieve better utilization of facilities. **Student Success Opportunity Schools (SSOS)** continues to be a successful strategy for restructuring schools to improve educational opportunities for students. Through community meetings and realignment of resources, instructional programs and support structures, we have repurposed school facilities, created new schools and thematic strands, and piloted K-8 options. Finally, we recently introduced a pilot program to assign our most successful education leaders to some of our most struggling schools (Walker and Park Ridge).
- The onset of the great economic recession, starting in 2008, resulted in more than a \$2 billion reduction in per pupil funding in Broward County. Consequently, we were challenged to maintain the financial health of the District while containing rising operational costs. As responsible stewards of taxpayer dollars, we are continuously improving how we run our business operations and making everyone accountable for results. To this end, we implemented **Performance Management**, through which we have established industry best-in-class benchmarks and set expectations to exceed them. We recently released the District's first Performance Management Outcomes Annual Report.

Our success with Performance Management delivered funds that gave the District the ability to consistently offer our teachers salary increases over the past three years, which exceed what other districts in South Florida have been able to accomplish over the same period. Here are a few of the savings or revenue opportunities realized:

- Space Utilization (\$1.9M)
 - Transportation (\$7M)
 - Healthcare (\$60M)
 - Debt Management (\$52M)
 - BECON (\$80M – over a long multi-year lease)
- We established **Effective Communication** as one of the pillars of our Three-Year Strategic Plan. Since my arrival at the District, we continue to improve communication, both internally and externally. We launched a revamped website and a new mobile app, developed branding and communication standards, and have increased our utilization of social media to connect with our stakeholders. This year, BCPS became the most followed Florida school district when we reached over 25,000 followers. We continue to grow and improve in this space on a daily basis.

- We now face our biggest challenge, which I believe is also our greatest opportunity, ***to consistently deliver high quality instruction that provides a highly personalized and engaging education experience for all students.***

Our core business is providing high quality education experiences that enable our students to achieve their potential. We know that high performing school environments have a culture of strong professional learning communities with high levels of collaboration among teachers and administrators, effective intervention strategies for students and adults, and are adept at building and maintaining strong internal and external relationships centered around the well-being and success of the whole child. This has become the foundation of the District's strategy for improving student outcomes and is referred to as our **"BEST Blueprint."**

In addition to the BEST Blueprint, we have also introduced more high-quality program opportunities to engage students and position them for long-term success. A sampling of these are listed below:

1. The **Digital-5** initiative expanded the blended learning/personalized learning experience, starting with 26 schools and now expanding to 81 schools. This initiative impacted over 8,300 students by providing them with learning tools at home and school, while enhancing collaboration between teachers and students.
2. After becoming the first district in Florida to establish a partnership agreement with Code.org, we expanded **computer science courses** and resources from nine schools to 120 schools, impacting more than 11,500 students. We will now offer computer science courses at all of our high schools in 2015-16.
3. Relevance and connection are important elements of the learning experience. As the District enters its third year of our **Linking Education and Employment Outcomes (LEEO)** initiative, we have grown LEEO from one middle school and high school to over 36 schools, where major businesses partner with our schools to develop project based, experiential learning opportunities. We recently secured a \$135,000 grant from JP Morgan Chase Foundation to support this work.
4. In our fourth year of the **Broward Debate Initiative**, we have expanded to 28 middle schools and all high schools. Broward County Public Schools (BCPS) has become the largest and most successful debate program in the country.
5. In 2014-15, BCPS in partnership with America's Foundation for Chess (AF4C) has expanded the First Move program to include all 2nd and 3rd grade students. Through this initiative, BCPS has the largest implementation of **scholastic chess** in the nation, benefiting more than 34,000 students. The scholastic chess curriculum helps to increase students' critical thinking, problem-solving and social skills, while students have fun learning to play the game. In addition, studies have shown playing chess increases students' math skills, reading aptitude and overall academic achievement
6. The District was one of five school districts selected by The President's Committee on the Arts and the Humanities (PCAH) to expand its successful **Turnaround Arts initiative**. The program successfully helps to turn around low-performing schools, narrow the achievement gap, and increase student engagement through the arts.

7. **Dual Language Programs**, an educational approach in which students learn two languages in an instructional setting, is expanding in the 2015/16 school year to include 26 elementary schools (an increase from 15 schools in 2014/15). The team or co-teaching model involves two teachers. One teacher instructs all subjects in English and the other teacher will teach Language Arts and Social Studies in the target language. The Dual Language Programs promote bilingualism, biliteracy, cross-cultural awareness and high academic achievement.
8. The **"Latinos in Action"** initiative is part of the District's ongoing commitment to meeting the needs of Broward's growing Latino community. The program focuses on providing Latino students with increased opportunities for educational, service, cultural and leadership experiences, while empowering them to complete their high school education and attend a college or university after graduation. This has been incorporated into the White House Initiative on Educational Excellence for Hispanics. The program is being offered as an elective course at the identified high schools. The course includes:
 - High-quality classroom instruction on college readiness, personal development, biculturalism and professionalism
 - Literacy tutoring opportunities at feeder elementary and middle schools
 - Exploration of cultural heritage through literary and performing arts
 - Leadership opportunities through student-led service, social and professional committees
9. We reinstated **middle school athletics** with volleyball and flag football for boys and girls at the middle school level, impacting over 2,600 students.
10. We also expanded **Network for Teaching Entrepreneurship (NFTE)** to 13 schools in 2014-15 to provide students in career and technical programs the opportunity to develop business models for competition and scholarship opportunities. Students in this program develop soft skills, financial literacy, and learn how to run a successful business.

We have to do what is right for all of our children. We must create and promote a culture of doing things differently, taking risks, recovering from failure, and learning how to continuously improve.

We cannot transform our District and boost student achievement on a systemic basis unless we create this culture at all levels in the District. My focus is to work relentlessly to continue moving us in this direction.

Our students deserve nothing less!

Sincerely,



Robert W. Runcie
Superintendent of Schools

The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2014-2015

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a √ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2014-2015 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<div style="border: 1px solid black; padding: 5px;"> Comments: Refer to Accomplishments and Exhibits </div>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

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Goal 2: High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		X		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments:</p> <p>Refer to Accomplishments and Exhibits</p>			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none">• Student Achievement/Performance Data• Implementation plan for Common Core State Standards• Implementation plan for instructional and administrator evaluation systems• Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices• Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students• Utilization of quality assessments and interventions to enhance achievement				

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Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	X			
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments: Refer to Accomplishments and Exhibits			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none">• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan• Development and implementation of a performance management system• Improved budget process incorporating enhanced planning, communication and resource distribution• Development and implementation of innovative and entrepreneurial programs• Analysis and recommendations for improvements to the organizational structure• Redirection of resources to support schools• Use of audits to improve practices and accountability				

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Annual Evaluation of the Superintendent
2014-2015

Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.		X		
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: Refer to Accomplishments and Exhibits			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none">• Climate Surveys• Comprehensive communications plan• Outreach efforts to increase parent input and involvement• Outreach efforts to engage the community and businesses• Outreach efforts and collaboration with municipalities, universities, and legislative groups• Communication tools that enhance communication and customer service• Newsletters and public engagement documents designed to strengthen connections to the community				

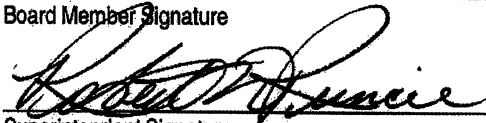
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COMMENTS:

Overall Performance Evaluation Rating:

Circle One:	Highly Effective (3.400-4.000)	Effective (2.450-3.399)	Needs Improvement (1.450-2.449)	Unsatisfactory (1.000-1.449)
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Board Member Signature



Superintendent Signature

Date

August 10, 2015

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2014-2015

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2014-2015 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point	
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				1.60
Goal 2: High Quality Instruction (25%)	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness	3			0.75
Goal 3: Continuous Improvement (20%)	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				0.80
Goal 4: Effective Communication (15%)	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between all facets of the District, community, and the School Board	3			0.45
Overall Performance:					3.60