

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.			2	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<div>Comments:</div> <div>PLEASE SEE ATTACHED.</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.				
<div>Suggested Evidence and Artifacts:</div> <div><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</div>				

Goal 1: Leadership/Management

Superintendent Runcie's cabinet structure and PM sessions are designed to provide an organizational structure through which the strategic plan goals can be accomplished. While the structure is organized, several key issues need attention departmental leadership and transition plans, a culture and climate to foster trust, an expectation of accountability within ALL levels of the organization, and timely communication and/or follow-up with the board.

In my interim evaluation I included the following and it bears repeating, "Decisions and actions at the senior staff level carry great weight in driving the mission, vision and direction of the district, . . . The culture created within an organization is directly related to the success of that organization. It is the role and duty of the Superintendent to create a culture and climate to foster trust and an expectation of accountability. There is need for significant improvement in this area and within ALL levels of the organization. All levels of the organization need to operate under the premise that actions have consequences and all levels need to work collaboratively to foster trust, collaboration and creativity to move the district closer to achieving strategic goals." Superintendent Runcie MUST ensure district staff, school based administrators, teachers and support staff adhere to the policies and procedures, and require that evaluations, investigations and consequences be consistent with those policies and procedures.

Several leadership positions are either currently vacant or have recently turned over. Although the superintendent indicated work plans are in place for each department, as a board member these work plans and continued progress toward goals are not evident to me. During a recent meeting staff indicated a lack of progress in a particular department, without key leadership. Transition periods should not result in a lapse in service. Specific examples follow: During the time the district was without a CIO, the plan for moving to managed print services did not move forward, this resulted in multiple questions from the board with regard to an RFP regarding printers. Staff indicated the issue was complicated by not moving to managed print services, which had been the work plan before the CIO left. Now that the CIO has returned the intention of the department is to move forward. The Office of Academics, ESE and HR have suffered from turnover and/or unfilled leadership positions and as a result progress has stalled. Superintendent Runcie must seek exceptional candidates for leadership positions, who are willing to dedicate fully to Broward County Public Schools.

Superintendent Runcie must ensure staff follow-through is monitored more closely. Requests for information to the board have repeatedly gone unanswered, especially, with regard to the DEFP this year. Similarly, follow up to board member questions is not timely, with most answers coming well after the two week timeframe. As mentioned in previous evaluations a certain decorum and respect for the board is important. During the boundary process this year miscommunications or lack of information about meetings with constituents created difficulties for my office that could have easily been avoided through more effective communication. Immediately following my conversation with the Superintendent regarding concerns, the

communication with the particular department improved, however communication issues with other departments still exist. The fact that I was not contacted regarding the community meeting organized by the Facilities Department in District 3 at Stranahan High School is unacceptable. The egregious nature of this incident is exacerbated by the fact that staff communicated to the Chair that I had been contacted, and that I gave direction to proceed with the meeting without me. This is simply NOT true and is both disrespectful and unacceptable. I continue to be concerned about the culture of the organization, and I encourage the superintendent to be proactive in conveying the message of the importance of accurate and timely communication with board members.

I appreciate the recent initiative to track agenda items and specific metrics with regard to board meetings, and I look forward to increased efficiency. According to the data presented only 5% of the agenda items approved did not have unanimous support of the Board. I respectfully remind the Superintendent that often board members preface their vote with a comment to indicate the reason why they are supporting an item that may have otherwise received a no vote. In most cases it is a result of poor timing in the presentation of an item that would result in loss of service for students or staff. That statistic may be misleading. I am hopeful the information gleaned in the Board Meeting Review will be utilized to increase the efficiency for the Superintendent, staff and the Board.

It is the duty of the Superintendent to strengthen the focus on our core mission – student achievement. I applaud Superintendent Runcie's efforts to implement structure to create operational efficiencies, however it is paramount that this district expend more time and energy on student achievement.

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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.			2.5	
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: PLEASE SEE ATTACHED.			
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.				
Suggested Evidence and Artifacts: <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				

Goal 2: High Quality Instruction

The Superintendent provided for the implementation of several enrichment opportunities for the 14-15 school year and has expanded some of those opportunities for the year ahead. Debate, chess, Digital 5 and coding are several district-wide initiatives launched that are touted as successes for the district. These learning/enrichment opportunities must be implemented with fidelity, and the objectives for and measurable successes of the initiatives should be shared with the Board.

The Student Success Opportunity Schools Initiative continues to implement programs to turn around student achievement in struggling schools. I commend the Superintendent for his efforts on this front, but remain frustrated by the lack of reporting of measurable outcomes to establish ROI. Attendance and student achievement data, as well as stakeholder survey results would provide a measure for success, and I encourage the Superintendent to share such data with the Board.

It is imperative that an analysis of available instructional resources, their cost and effectiveness be a focus for the district. Millions of dollars are spent on instructional resources and little to no information reaches the board with regard to ROI. Student achievement has not had a marked increase over the past three years. The three year trend in grade 3 ELA pass rates indicates a 2 point decrease, while the three year trend in grade 10 ELA pass rates indicates a 2 point increase. Science pass rates for both 5th and 8th grades remain flat or nearly flat over the three years, and Biology pass rates have declined by 2 points. Algebra I, Civics, and US History pass rates have improved. AP passing rates show an increase from 49.4 to 50.9 over the three years, however the number of students enrolled in AP classes has declined which could explain the increase in pass rates. The most recent graduation rates showed a decrease from 12/13 to 13/14. There is no clear indication that significant improvements are being made with regard to student achievement. I encourage the Superintendent to focus on the core mission of Broward County Public Schools.

I encourage the Superintendent to utilize data and engage the departments in a conversation about impacting student achievement, to share with the board with a focus on the goals of the strategic plan.

As indicated in my previous evaluation, I encourage the Superintendent to provide an update with regard to the successes and/or challenges with the BEST Blueprint and CARE packages. The information included in the self-evaluation as evidence, mentions the goal, but does not mention progress toward the goal.

I encourage the superintendent to review the RTI process and the district's reading plan to ensure fidelity of implementation. I look forward to the opportunity for the board to review student achievement data and discuss data driven decisions to progress toward our goals.

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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.			2.5	
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: PLEASE SEE ATTACHED.			
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				

Goal 3: Continuous Improvement

The Superintendent has spent significant time and resources on continuous improvement for operational efficiencies. Unfortunately issues continue in procurement and facilities. The District has completed a minimal amount of projects, as the facilities department has been reorganized and workloads have been shifted to outside entities over the past year. Outside agencies hired to complete projects are behind schedule according to the URS June 2015 quarterly report. It is imperative that procurement and facilities staff work seamlessly together in order for the successful completion of the projects outlined in the DEFP and the SMART initiative. A concerted effort has been made to streamline policies and procedures for departmental efficiency, and it is incumbent upon the Superintendent to implement and monitor those policies and procedures. I encourage the Superintendent to work with the departments collaboratively to address any processes that still lack functionality. Procedures that have been discussed as a need but have not been fully implemented should be addressed. (i.e.: flagging for contracts that are approaching the last 25% of spend authority)

With regard to budget and effective allocation of resources, the Superintendent did not bring recommendations from staff to the board in a workshop format for discussion this year. The board **MUST** have the opportunity to work collaboratively with the Superintendent to determine effective allocation of resources with regard to the strategic plan. Silos still exist where departments should be working collaboratively. The strategic plan has not been revisited since I have been on the Board. I encourage the Superintendent to include regular review of goals and outcomes. This type of review allows for strategic allocation of resources and course adjustment if necessary.

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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.			2	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<div>Comments:</div> <div>PLEASE SEE ATTACHED.</div>			
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.				
<div>Suggested Evidence and Artifacts:</div> <div><ul style="list-style-type: none">Climate SurveysComprehensive communications planOutreach efforts to increase parent input and involvementOutreach efforts to engage the community and businessesOutreach efforts and collaboration with municipalities, universities, and legislative groupsCommunication tools that enhance communication and customer serviceNewsletters and public engagement documents designed to strengthen connections to the community</div>				

Goal 4: Effective Communication

Effective communication is key critical to the success of the District. While great gains have been made with regard to social media usage, and the Superintendent continues to be very visible in the community, there is still room for improvement in other important areas.

Effective communication requires all district staff, at the direction of the Superintendent, to provide reliable and honest information to stakeholders, to engage internal and external stakeholders, and to solicit feedback and adjust actions as necessary. As was evident in the campaign to pass the bond, Broward County Public Schools is capable of making a concerted communications effort with one message delivered to all stakeholders. The Superintendent should consider this success when developing communication plans for all district initiatives. As the District transitions from convincing stakeholders to support the bond initiative, to executing the work, it is imperative that communication about progress is ongoing. Communications with community stakeholders must set appropriate expectations, celebrate successes and admit opportunities for improvement.

District-wide surveys are completed annually by stakeholders, but as a board member, I have no evidence of how these survey results are utilized to drive decision making. I continue to encourage the Superintendent to utilize surveys to inform decisions and then share stories of how survey data is used, so stakeholders better understand that their input is valued.

One missed opportunity for building community capacity occurred with community stakeholders with regard to the principal selection process for Walker ES and Park Ridge ES. The Superintendent decided to make a bold move to impact both schools by selecting principals to appoint, unfortunately staff did not set appropriate expectations with the community about the process. Instead of celebrating a bold decision, the community felt their voices were ignored.

Clear communication benefits everyone. When board members are invited to attend a press conference it is important for staff to relay the purpose prior to the actual press conference. Board members are often asked for their opinion by members of the media and not sharing the nature of the announcement is not good communication.

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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)

Heath P. Brinkman

Board Member Signature

9/8/2015

Date

Robert Runcie

Superintendent Signature

9/8/2015

Date

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		2		2.00
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		2.5		2.50
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		2.5		2.50
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		2		2.00
Overall Performance:					2.25

Board Member Signature:

