

**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.			2.5	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<div>Comments</div> <p>In both the Superintendent's September 2014 annual evaluation and March 2015 mid-term evaluations I highlighted areas that needed immediate improvement. Those key areas were:</p> <p>*Delegate appropriate authority to staff and monitor follow-through, accurately evaluate Senior Staff's performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures, appropriately interpret and execute the intent of Board Policy. I also commented that how key staff perform is a direct reflection on the Superintendent's leadership skills and that some key staff are underperforming. In the 6 months since the mid-term evaluation the above mentioned referenced areas have grown increasingly worse.</p> <p>During Board Meetings key staff, most notably with the Strategic Operations, Procurement, Facilities and Human Resources departments are not prepared for questions, even some that are sent ahead of time, and will also contradict themselves in key areas concerning items. Full confidence of the Board and the community concerning all information is paramount before any vote or discussion.</p> <p>Additionally, we continue to lose high performing employees in key positions. While turn-over is expected, these employees have referenced too few resources/ support or an unsatisfactory work climate as reasons for leaving. Mr. Runcie needs to make sure our key staff have the resources and support they need to be successful leaders.</p>			
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> <ul style="list-style-type: none"><li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li><li>• Development and attainment of partnerships, grants and other resources to support initiatives</li><li>• Results from outreach and collaboration with employees and their respective union/meet and confer groups</li><li>• Presentations to internal and external stakeholders</li><li>• Involvement in state and national organizations to provide input and influence local, state and national policy decisions</li><li>• Development and refinement of Board Policies</li><li>• Consistent and regular one-on-one meetings with Board members</li><li>• Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda</li></ul>				

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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.			2.0	
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments  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.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"><li>• Student Achievement/Performance Data</li><li>• Implementation plan for Common Core State Standards</li><li>• Implementation plan for instructional and administrator evaluation systems</li><li>• Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices</li><li>• Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students</li><li>• Utilization of quality assessments and interventions to enhance achievement</li></ul>				

## Goal Two - High Quality Instruction

Although progress has been made concerning the 110 recommendations from The Evergreen ESE Report, it is not nearly fast enough. With only 26 of 110 completed, 52 in progress and 32 still awaiting action, we have room for improvement. I am encouraged with our new CAO Dan Gohl and his philosophy of educational opportunities for all and look forward to much needed improvement within this area.

According to our most recent data of student achievement from FLDOE (via memo from Maurice Woods, June 15, 2015), in several key areas we are NOT matching the state performance, let alone perform to the standard that Broward has always achieved. These areas of concern are below:

- \*50% of Grade 5 FCAT 2.0 Science takers in Broward met/exceeded proficiency, compared to 53% state.

- \*46% of Grade 8 FCAT 2.0 Science takers in Broward met/exceeded proficiency, compared to 48% state.

- \*64% of first time US History takers met/exceeded proficiency in Broward, compared to 66% state.

In the science areas, Palm Beach County Schools is outperforming Broward a full five points or more, and four points in US History.

On the Biology EOC grades 10, 11, 12 fell behind the state by 5%, 18% and 17% respectively. Grade 9 US History EOC results were 35% below the state, 12<sup>th</sup> grade fell 18% behind.

We have much needed work to do in this area and it begins with valuing our teachers, increasing morale and trust, and true professional development that values our teachers as the professionals in the classroom.

Additionally, a full evaluation along the line of The Evergreen Report needs to be initiated for our schools that fall under the SSOS Umbrella which would include such areas as increasing student achievement results, ROI, community satisfaction with the SSOS process, stumbling blocks, recommendations for change, enrollment impacts, lessons learned, future plans, etc. There has been some amazing accomplishments with this process, most notably in District 5, and we need to benchmark these successes to the other SSOS schools.

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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.			2.0	
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments:</p> <p>According to The Board Meeting analysis of 9 random board meetings, Strategic Operations Department had 95 items of which 49 were discussed, five with difficulty, Human Resources had 52 items, 25 discussed, two with difficulty, Facilities had 31 items, and 11 were discussed. In a nutshell, in almost ½ of Operations agenda items there was Board Member clarifying questions, same with Human Resources, and a third of Facilities items. In more recent board meetings, this trend continued to worsen, especially relating to Procurement and Human Resources.</p> <p>Since the agenda items are the Superintendent's and SLT recommendations, Mr. Runcie should be able to explain to the Board why these items are needed, and as his approval is required prior to submittal, why items continue to come with errors, inaccurate updates, and incomplete backup. Since these items are vetted through the Superintendent's Office and SLT meetings, perhaps another plan of review or protocol is sorely needed.</p> <p>Merging the ADEFP and The SMART Bond for construction management provided some difficulties that I will continue to monitor and direct the Superintendent to make corrections with staff and promote total adherence to policy and transparency.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <ul style="list-style-type: none"><li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li><li>• Development and implementation of a performance management system</li><li>• Improved budget process incorporating enhanced planning, communication and resource distribution</li><li>• Development and implementation of innovative and entrepreneurial programs</li><li>• Analysis and recommendations for improvements to the organizational structure</li><li>• Redirection of resources to support schools</li><li>• Use of audits to improve practices and accountability</li></ul>				

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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.			2.5	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<p>Comments: We still have enormous untapped potential when it comes to effectively communicating with our staff, students, parents and community members.</p> <p>The Superintendent must do a better job in communicating with true transparency, in all areas, but especially with our community members. When key staff appear as the Superintendent's designee, their word is perceived as that of the Superintendent and all assurances made must be accurate and implemented with fidelity. A promise to a community needs to be kept (Stranahan) and when a process starts and community input is solicited – it must be valued and truly be a part of the process, not just for show (Park Ridge).</p> <p>While I must commend staff for increasing their effort to reach out to the Board as soon as possible when situations occur, I would encourage continued improvement in this area so we can get where we need to be.</p> <p>Additionally, our website continues to be non-user friendly with navigation and our search engine is so frustrating. The District needs to be able to integrate our sites for usability so our community can access much needed information. I look forward to Mr. Hunter working with the PIO for these improvements.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <ul style="list-style-type: none"><li>• Climate Surveys</li><li>• Comprehensive communications plan</li><li>• Outreach efforts to increase parent input and involvement</li><li>• Outreach efforts to engage the community and businesses</li><li>• Outreach efforts and collaboration with municipalities, universities, and legislative groups</li><li>• Communication tools that enhance communication and customer service</li><li>• Newsletters and public engagement documents designed to strengthen connections to the community</li></ul>				

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COMMENTS:

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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)

*Waa Rupa*

Board Member Signature

Date

*8/27/15*

*Robert R. Rame*

Superintendent Signature

Date

*9/8/2015*

**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
<b>Goal 1: Leadership/Management (40%)</b>	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			
<b>Goal 2: High Quality Instruction (25%)</b>	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			
<b>Goal 3: Continuous Improvement (20%)</b>	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			
<b>Goal 4: Effective Communication (15%)</b>	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			
<b>Overall Performance:</b>				
			2.5	1.00
			2	0.50
			2	0.40
			2.5	0.38
				2.28

Board Member Signature:

