



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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ROBERT W. RUNCIE
Superintendent of Schools

SCHOOL BOARD

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August 2, 2016

Dear School Board Members,

“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.” - (John F. Kennedy)

As I reflect on the 2015-16 school year, there is much to celebrate as the District recognized its Centennial year. I am proud of the diverse educational opportunities we provide our children and families in Broward County, through dedicated teamwork, a shared passion, and a common sense of purpose. We have worked collaboratively over the last several years to provide high-quality learning environments for our students to *develop their greatest abilities* and reach their highest potential. This past year was no different. In 2015-16, we:

- Maintained our strong focus on early learning and literacy to ensure children have the skills they need to start school. We have strengthened our collaboration with families, communities and early child care providers to support a solid academic foundation for our youngest learners;
- Provided opportunities for students to think critically, apply their knowledge and skills to projects and solve problems;
- Created a career-ready and college-bound culture that ensures our students are academically prepared, emotionally resilient and have the life-skills to succeed after high school;
- Worked with our parents and stakeholders to redesign our processes and invest additional resources to improve and personalize ESE services to our students with special abilities;
- Expanded participation in debate to over 10,000 middle and high school students, making the District's debate program the largest in the nation; and
- Increased the number of BCPS students participating in computer science courses and curriculum from 240 students in 2013 to more than 38,000 elementary, middle and high school students in 2015-16, as part of our partnership with Code.org.

As a result:

- 26 of our high schools were recognized as “America’s Most Challenging” by The Washington Post, and 16 high schools were ranked among the best in the nation by U.S. News and World Report;
- 10 of our magnet programs earned the prestigious National Merit Awards from Magnet Schools of America;
- The District’s overall Advanced Placement pass rate increased by another 2% and is the highest in more than a decade;
- Our graduation rate is the highest it’s been in 5 years; and
- Our technical college students earned the most industry certifications in the state.

We also worked this year to recalibrate the District’s Strategic Plan. To accomplish this task, the District employed a bottom-up approach, formulating seven groups of diverse stakeholders to develop theories of action on how to move the District from its current state to a desired future state. The 2016-19 Strategic Plan will continue to focus on High Quality Instruction, Continuous Improvement, and Effective Communication; while utilizing shorter planning horizons with an emphasis on execution, monitoring, and reporting.

Our 2016-19 Strategic Plan will sequence resource utilization, budget development, and staffing model(s) over these shorter planning horizons to enable more frequent reviews and course corrections. Each year, I intend to recommend changes to better align existing resources (human and financial) within the District to improve execution of the Strategic Plan goals. This year, the recommended changes better position the District to deliver on its strategic focus. Highlights of the organizational changes include:

- Realignment of the Academics Division to improve its focus on early learning and language acquisition, deploy its curriculum specialist resources in alignment with the District’s “level” structure, and infuse new resources to support critical District initiatives;
- Formulation of a Strategy Implementation and Accountability Unit to enhance strategic plan implementation. This centralized strategy management department will provide central guidance, coordination and tracking, and monitoring of prioritized initiatives to improve execution. This new capability leveraged resources currently within the Performance Management and Project Management

area and will build capabilities that are better aligned with the 2016-19 Strategic Plan; and

- Realignment of Talent Development and Student Assessment & Research Departments within the Office of School and Performance Accountability and the Office of Academics. This will improve the execution of the District's BEST Blueprint initiative and better align professional development opportunities for teachers and school-based leaders, while reducing opportunities for the "silo" effect by infusing these critical resources within the two primary division delivering core support services to our schools and teachers.

The Strategic Plan and its three primary goals continue to embody the focus of this District and its staff. Through strategic collaboration, we continue to confront the challenges facing public education and BCPS, find practical and effective solutions, and better position the District to deliver services to our students and families. Through our collaborative efforts this year:

- We continued to make progress with the SMART initiative. We have more than 345 Facilities projects in progress and projects valued at more than \$223 Million in the procurement process. SMART Technology projects are also moving forward, with approximately 50-thousand computer devices already installed and ready for students this year....with more on the way;
- BCPS advocated the State Legislature for the restoration of funding for our educational services for Adults with Disabilities (AWD). This resulted in more than \$800,000 being appropriated for the District's AWD programs. Additionally, BCPS was a model for the new Principal Autonomy Pilot Program Initiative (PAPPI) legislation that passed this year. This initiative provides the principal of a participating school with increased autonomy regarding allocation of resources and staffing to improve student achievement and school management. Seven school districts, including Broward, were selected to participate in PAPPI. As a result, BCPS will receive an additional \$100,000 for professional development, along with a \$10,000 supplement per school;
- The District continued to make improvements in reaching parents and the community as we increased our presence on social media and created opportunities for public engagement. Specific examples include: Ed Talk, Conversations with the District, Twitter Chats, Targeted Marketing Initiatives, the Gifted & Talented Symposium, Title I Annual Parent Seminar, Above the Influence March, and the Parent Engagement Conference;
- We continued to improve our compliance rate with the Class Size Requirement and for the second year have not received any penalties; and

- Student enrollment increased for the first time in five years, and it is anticipated this is only going to increase with the new choices we are offering in several communities throughout the District for 2016-17.

Our student achievement results in the State of Florida's accountability system also show improvement, with increases in 20% of the indicators. Also achievement scores were maintained for 60% of the indicators. Specifically, BCPS:

- Increased by three percentage points the percent of students scoring at level 3 or higher on the ELA for grades 3 and 6, Mathematics grade 3 and on the Civics EOC;
- Increased scores by two percentage points for students younger than high school age in Algebra I, with 91 percent of students scoring level 3 or higher;
- Increased one percentage point in grades 3-5 ELA, Algebra 2 EOC, and grades 3-5 FSA Mathematics combined; and
- Increased one percentage point in grades 6-8 FA Mathematics and EOC exams combined.

Among the five largest districts in Florida, BCPS:

- Has the highest percentage of students scoring level 3 and above and the largest increase from 2015 to 2016 on the FSA ELA for grades 3, 6, and 9, and on the Algebra I EOC; and
- Earned the largest increase in scores from 2015 to 2016 on the grade 5 ELA, grade 6 Mathematics, and the Biology EOC exam.

These results were also reflected in 2016 school grades as well. In Broward:

- 36 (17%) of Broward's traditional schools maintained an "A" grade from 2014/15 to 2015/16 and one school, Discovery Elementary School, increased from a "B" to an "A.";
- Seven schools increased by two letter grades. Sanders Park Elementary increased to a "B" while Endeavour Primary Learning Center, Larkdale Elementary School, Morrow Elementary School, North Fork Elementary School, Plantation Elementary School and Sunland Park Academy all improved to a "C.";
- Among the traditional schools, the number and percent of "F" grades decreased from 22 (10%) to 8 (4%). This represents a 64% improvement; and

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- Overall, Broward earned a District grade of “B” for the third year in a row.

And there is so much more that is possible, as long as we are willing to do what it takes and always stay true to our guiding principle... of doing what is right for our students. I feel extremely privileged and blessed to have the opportunity to work every day with a tremendous Board and with wonderful educators and staff who are driven to help our students succeed. Together we will achieve our vision of “*Educating Today’s Students to Succeed in Tomorrow’s World.*”

Sincerely,



Robert W. Runcie
Superintendent of Schools

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2015-2016**

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 2015-2016 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.	Comments: Refer to Accomplishments and Exhibits			
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.	Comments: Refer to Accomplishments and Exhibits			
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 				

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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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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)

Board Member Signature

Date


Superintendent Signature

