

**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.			2	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments:  <b>See attached comments.</b>			
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.				
<b>Suggested Evidence and Artifacts:</b>				
<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>				

## Goal 1: Leadership Management

An effective leader inspires others to be the best that they can be, makes every person in the organization feel important, creates a positive climate and is able to identify weaknesses within the organization, take ownership and responsibility for them, and make the necessary adjustments. The morale of our staff and teachers is at a low point, and it is imperative that Mr. Runcie reflect on his organization and find a way to address this issue.

Upon Mr. Runcie's arrival to the District, there was positive momentum and an optimistic feeling among the community, teachers and staff. He worked hard and regained public trust, and along with the Board, helped garner public support for the \$800M Bond. Unfortunately, since that undertaking, there have been many issues involving procurement, the implementation of policies, and the morale of employees that have eroded the support of our District. As stated in my midterm evaluation and previous evaluations, there is a high staff turnover, positions are not filled in a timely manner, and staff has to complete the duties of multiple positions. Across the board, staff is far too extended and the work environment is stressful.

While Mr. Runcie promotes a climate of open dialog with employees; he has individuals in his leadership team that do not. His leadership team members are a reflection of him and accordingly, their actions should reflect his leadership style. Mr. Runcie has been made aware of various actions of his leadership team; however, he does not investigate them thoroughly, speak to directly affected employees or address the issues until they reach a boiling point. Many staff members give up on bringing items to his attention because of the inaction on his part. I also believe staff is reluctant to offer honest feedback. At the September 7, 2016 Capital Budget Hearing, Board Member Ann Murray reported that principals are told not to speak to Board Members. I have heard similar comments. Employees should feel comfortable giving honest feedback to their leaders; a climate of fear has developed in the District and trickles down to the departments, schools, and to the teacher level. It is ironic that Mr. Runcie is so approachable and yet this climate still exists.

Over the last year, the Board and the public identified numerous issues with procurement, including not following the Sunshine Law, adherence to school district and state policies, and failure to advertise RFPs and RFQs. The J-1 Item on the April 5, 2016 School Board meeting agenda is an example of a failure to advertise. Under Mr. Runcie's leadership, the department continued to have issues and deteriorate. He waited too long to replace leadership in this division and by the time he took action, there were already numerous articles in the newspaper and public trust began to erode. This is a failure to accurately evaluate senior staff performance. The impact of this failure is far reaching. Departments in the District state that it takes over 6 months to get an item approved due to legal and procurement issues. These delays have a direct impact on schools and students. At the September 13, 2016 School Board Workshop, it was disclosed that musical instruments were not ordered for our students. Clearly there was a failure by staff to communicate this issue with Mr. Runcie or effectively act on the issue. Bottom line, this failure impacts our students. Mistakes by staff in this department have led to bid rejections further delaying the delivery of services. Information shared at the school board meetings by procurement staff has not been forthcoming.

Mr. Runcie allows some individuals in his leadership team to deteriorate the morale of staff, and fails to act in a timely manner to improve the situation. An example includes leadership staff holding "standing" meetings, and requiring staff to stand even though some had medical issues. I personally heard from multiple individuals who attended these meetings. He also allows some staff members to treat employees negatively. I personally brought the issues occurring in the Special Investigative Unit to his attention months in advance of the eventual "crisis" in the SIU department. During my discussions with Mr. Runcie, he stated there were issues with employees in the department, not his leadership team. The Chief of SIU reported the budget issue to management, and what was occurring within the department to Mr. Runcie months before it became a crisis. This information was documented in the recent audit. Requests had been made for bills to be paid and these requests were denied. Senior management was aware of the outstanding bills. The former budget keeper knew of the issues and reported it; she eventually resigned due to the way she was treated.

The Police Major had numerous meetings with Mr. Runcie regarding the situation in the department as well. The Budget keeper was so concerned about the budget situation and the morale in SIU that she contacted me, and I referred her to Pat Reilly, our Chief Auditor. Subsequently, the Chief and Police Major both resigned. Failure of senior staff to take responsibility for mistakes and finger pointing at subordinates delayed millions of dollars in payments owed to cities. School safety is one of our most important responsibilities. We need to maintain good working relationships with our cities. The climate created by Mr. Runcie's team in this department was incredibly negative and demoralized staff members. After bringing this to his attention, Mr. Runcie commented to me that the problem was the employees not the people in key leadership roles. The employee groups organized among themselves and met to address the issues that were occurring including the BPAA and PBA. All of the confusion and in fighting was brought to light at the May 3, 2016 School Board meeting where his staff was asked who prepared the coversheet for an agenda item regarding the SRO Agreement with Coral Springs. The item had to be tabled so staff could find the answer. Staff reported that the Police Major prepared it and she vehemently denied this in the paper. The acting Police Chief then resigned and shortly thereafter returned. Once again, Mr. Runcie waited too long to address the issues occurring in this department and only reacted once the situation was reported in the newspapers and reached a boiling point.

Mr. Runcie also allows certain staff members to circumvent policies. An employee was allowed to take computers from a school when the employee changed work locations. When school staff tried to stop this from occurring as per policy the employee stated, "Do I need to call Bob?" Subsequently, Mr. Runcie overturned the decision of the school administrators. This statement was said on multiple occasions in various situations by this employee; however, this is the most well documented one. A parent advocate also did something similar in IEP meetings, threatening administrators and teachers with a "phone call to Mr. Runcie". Eventually, there was such a backlash from staff that Mr. Runcie set the record straight. Even if Mr. Runcie had no knowledge of these situations at the time they were occurring, he should be cognizant of how this impacts the perception of him by his employees and do everything in his power to correct the information.

Mr. Runcie did not interpret and execute the intent of Board Policy through his lack of follow through. For over a year, at least five board members reported issues with the compliance of Policy 4.9 which helps guarantee our employees due process. These issues were reported at meetings and Board Workshops. Mr. Runcie was directed to look into the situation by the Board at public meetings and in writing. Mr. Runcie failed to provide any follow up. After a heated discussion at the School Board Workshop on April 26, 2016, Doug Griffin, the District's Labor Relations Attorney, reported to the Board that Policy 4.9 had not been followed appropriately for over a year. Did Mr. Runcie ignore this information or was he not made aware of it by his staff? Either way, he must find a way to get honest information and/or correct staff when policies are not implemented with fidelity.

Mr. Runcie and the public have complained about the length of the meetings. Some meetings and workshops last longer than necessary because information is not readily available, additionally, mistakes are found in contracts and agenda items. At the September 7, 2016 Capital Budget Hearing, the Board requested that more money be allocated to purchase buses and vehicles for the white fleet. Two weeks prior to the Capital Budget Hearing, transportation staff had individual meetings with Board Members to present the need for more money. They had a formal presentation for me and I committed to supporting their effort. Staff knew they had made their case and apparently, the majority of Board Members supported the new allocation. I am not sure if transportation staff communicated with the Capital Budget staff that this was occurring. The Chief Operations Officer oversees both of these departments. During the meeting, the Board was told that other projects needed to be cut in order to generate the necessary revenue. The meeting was prolonged due to discussion by Board Members trying to find projects to cut. Staff could not respond to the most basic questions including what was the Beacon Project listed in the Capital Program, and whether or not there were open purchase orders. A proactive approach should have been taken to address this situation.

In the future, Mr. Runcie must be proactive and address situations in a timely manner. He must improve staff morale, and ensure that he keeps open lines of communication with his stakeholders and investigate situations thoroughly especially where there are conflicting versions of what is occurring. The lack of implementation of Policy 4.9 serves as an example of why it is important to evaluate information more cautiously. Mr. Runcie should continue to work to rebuild his relationships with employee groups.

On a positive note, Mr. Runcie and his staff are working to ensure that students in our District are given expanded learning opportunities, have access to new programming, and focuses on educating the whole child. The District continues to be a leader in eliminating the school house to jail house pipeline, and we have also implemented social emotional learning standards to better meet the needs of our students. The District has expanded our relationship with Code.org and received a 1.249M National Science Foundation grant to develop a model for the integration of STEM and Computer Science in elementary schools.

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<b>Goal 2. High Quality Instruction (25%)</b>	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.		3		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments:  <b>See attached comments.</b>			
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 2: High Quality Instruction

Learning gains and student achievement are overshadowed by the constant negative exposure of problems in other departments throughout the District. Student achievement continues to improve. The District improved its overall graduation rate as well as the graduation rate for all racial subgroups with black students showing the highest gains in closing the achievement gap. Overall, Broward earned a District grade of a B for the third year in a row. Students also continue to show developmental gains. I look forward the implementation of Mr. Gohl's vision for academics and applaud the focus on reading at the primary grades. As a District, we must continue to monitor the progress of our level one and two students across grade levels and provide the support needed to ensure academic progress. The District should continue to strengthen its Response to Intervention Teams; there is still a disparity in the quality of work from these teams. I believe we should provide Universal Screening for Dyslexia like other states, and monitor the number of students entering our alternative high schools, including the numbers of students sent by each school and monitor the racial disparity. Mr. Runcie must also closely monitor the Exceptional Student Education Department and ensure that appropriate resources are allocated at the school level. I look forward to staff utilizing the zero-based budget process in this department. We must also ensure that we provide responsible inclusion and provide the necessary supports for students to be educated in the least restrictive environment. Mr. Runcie continues to focus on providing students with high quality instruction.

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<b>Goal 3. Continuous Improvement (20%)</b>	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	
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:  <b>See attached comments.</b>			
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.				
<b>Suggested Evidence and Artifacts:</b> <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>				

### Goal 3: Continuous Improvement

The School District has a budget over \$3 billion, and even with a budget of this size, the District does not have all of the resources it needs for delivery of services and to pay our employees adequately. Mr. Runcie has worked to redirect resources towards our classrooms through efficiencies in transportation, health insurance and workman's compensation for the last three years. Mr. Runcie must now redirect his attention to other departments to find additional efficiencies. Mr. Runcie must closely monitor the Procurement and Facilities Department as previously stated. The District has made a formal promise to the community regarding the \$800M bond. The District must have transparency and ensure that projects are completed within the given time frame and on budget. Staff has warned us that the project budgets may need to be increased because of the market conditions and cost of services. If this is the case, we must put aside enough money within the Capital Budget to adequately fund all deliverables in the Bond. Heery is making notable improvements to this process. The District must make every effort to restore the public's trust and develop an effective communication plan for disseminating information. Whatever is currently in place is not reaching the masses.

Mr. Runcie must ensure that he has safe guards put in place to prevent situations like what occurred with the SIU Budget from reoccurring. According to the audit, internal controls were not in place, and the situation was not addressed in a timely fashion by senior management. Accountability measures must be put in place across all departments. I am also concerned about the Title One Audit. I have shared the concerns brought to my attention in writing with Mr. Runcie. Mr. Leong has looked into them but did not drill down to the school by school level. Mr. Runcie must monitor the school budget process and ensure that Title I money is not utilized to supplant teaching positions, but will be spent after all of the required positions are funded through the general fund. Title I and the School Performance and Accountability Office must work together to monitor this.

I have additional concerns regarding the general business practices we have in place. At the Sept. 7, 2016, Board meeting, it was stated that we put out an RFI on a software product, and staff stated they "narrowed it down to 2 vendors." RFIs can be followed by a formal RFP to secure the best price and we should not be narrowing down vendors in an RFI process. I also question if we are interpreting state law correctly. Specifically, where it is referring to ALL software including business software like in this case or only educational software. Mr. Runcie should also closely monitor the technology department including purchases for hardware and software.

Another concern I have is the White Fleet. There was a public records request inquiring which employees were assigned cars. Our staff's response was that they are given out across 17 departments and they did not keep that kind of list. I hope that this information is inaccurate; however, the fact that it was given to the press, gives me a reason to pause. I am also looking forward to receiving the audit on the number of employees with secondary positions and how much this costs the District. Mr. Runcie must ensure that items in the Disparity Study and ESE Audit are addressed.



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<b>Goal 4: Effective Communication (15%)</b>	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.	Comments:  <b>See attached comments.</b>			
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.				
<b>Suggested Evidence and Artifacts:</b> <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>				

#### Goal 4: Effective Communication

Communication is vital to the foundation and the success of Broward County Schools. From classroom instruction, to community outreach, to staff responses to the School Board, it is imperative that we have the highest level of success in our communications. Staff communications are a primary concern. There is a feeling among members of the public, and some members of the Board that if a question is not phrased in a certain way, the information being requested will not be conveyed correctly. An example of this was illustrated at a September 13, 2016 School Board Meeting. The question was asked if the candidate for Fire Chief had met the minimum qualifications regarding a certification. Ms. Rupert had to ask the question multiple times, including rephrasing the questions over five times and was still unable to get a yes or no answer. This questioning prolonged the meeting and a yes or no response was not given. A response was finally given after the item was tabled so that staff could research the question. It finally came to light that, "no", the candidate did not meet the minimum qualifications. For the first time in my 12 year tenure on the Board, a unanimous vote occurred rejecting the Superintendent's recommendation based on a candidate's qualifications. It was very uncomfortable, as the gentleman was in the audience waiting to be announced as a new hire.

It is imperative that there is a feedback loop for teachers and administrators to give their opinion on our processes, and we must routinely, survey end users of the products and services we purchase including our software and web site. We did not do an adequate job surveying staff regarding the purchase of millions of dollars for Lenovo computers. Staff only received close to 50 responses from teachers and administrators across the District. Many have voiced their concerns regarding the quality of this product. We should also survey our students regularly regarding Pinnacle, our on-line textbooks, and software. It should be noted that students did not like the format of the new pinnacle system; it did not show the percent of the letter grade (i.e. B+). Students brought it to our staff's attention and they corrected it. We must establish a continuous communication cycle with our teachers, administrators, parents and students. Mr. Runcie is visible throughout our District and community. We continue to have improved relationships with the media, county and municipalities.

There is no question that over the last five years we have implemented programs that have positively impacted the lives of our students. It is unfortunate that as of late, our student success is over shadowed by issues in the business side of the District. I believe Mr. Runcie has the capacity to correct the problems outlined. He has the ability to move the District forward and I look forward to future improvements.

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COMMENTS:

There is no question that over the last five years we have implemented programs that have positively impacted the lives of our students. It is unfortunate that as of late, our student success is over shadowed by issues in the business side of the District. I believe Mr. Runcie has the capacity to correct the problems outlined. He has the ability to move the District forward and I look forward to future improvements.

Overall Performance Evaluation Rating:

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

  
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Board Member Signature

  
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Date

  
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Superintendent Signature

  
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Date

The School Board of Broward County, Florida  
 Robert W. Runcie, Superintendent of Schools  
 Superintendent Annual Evaluation Scoring Worksheet  
 2015-2016

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 2015-2016 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				0.80
<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				0.75
<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				0.40
<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				0.30
<b>Overall Performance:</b>					2.25

Board Member Signature: 