

**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			
<b>Goal 1: Leadership/Management (40%)</b>	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 reimaging 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.	Comments:  See Attachment (1)			
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>			

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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.			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:  See Attachment (2)			
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>				

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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.			2.0	
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments:  See Attachment (3)			
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>				

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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.			2.0	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments:  See Attachment (4)			
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>				

**(Attachment 1)**

## Leadership/Management

During Mr. Runcie's tenure as Superintendent of the Year for Florida he has provided leadership while collaborating with his fellow Superintendents around the state on key issues and developments. Within our District Mr. Runcie makes himself available to a myriad of community stakeholders, key decision makers, while running the 6<sup>th</sup> largest district in the country.

The sheer enormity of Mr. Runcie's obligations in the day to day operations of this district are astounding and having key personnel in all areas of the Organizational Chart is paramount.

I have previously mentioned in Mr. Runcie's September 2014 Annual Evaluation, March 2015 Interim Evaluation, September 2015 Annual Evaluation and March 2016 Interim Evaluation key areas that needed to be remediated. I do not have the authority to evaluate Mr. Runcie's staff so my only recourse is to direct Mr. Runcie through his evaluation to make much needed improvements in those key departments.

I continue to note these areas today that have not be addressed sufficiently:

\*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. Additionally, during Board Meetings key staff, most notably with Strategic Operations, Facilities, Human Resources and Procurement departments continue to be unprepared for questions-even those sent to them or discussed with them prior to meetings. I also have a database that my assistant created for staff unanswered follow-up questions from Workshops, Board Meetings and questions that I need answered before I vote. Full confidence of the Board and the community concerning all information is paramount before any vote or public discussion.

Additionally, I must commend certain departments that not only show up prepared but are also ready to answer follow up questions either immediately or respond back within a very short amount of time. Some of those departments are: OSPA, Academics, Audit, and Finance/Budget to name a few.

I prepare ahead of time so I can discuss with staff my questions, concerns, ideas prior to meetings. The irony is the departments I spend the most time with continue to be the ones who are still having difficulty during meetings with board members, not just me. Mr. Runcie this subpar performance of these departments cannot continue because they are affecting the overall performance of the district as it pertains to timely and effective deployment of the GOB, personnel and procurement matters. I look to you Mr. Runcie to make immediate corrections in these areas so we can move forward effectively.

(Attachment 2)

## High Quality Instruction

In our 3<sup>rd</sup> grade to 10<sup>th</sup> on grade level reading FSA results we increased in grade levels 3, 5, 6, 8 and 9, decreasing in grade levels 4 and 10. A remarkable increase of 2.9% in 3<sup>rd</sup> grade is very encouraging as we as a District put a tremendous amount of effort to make sure all children are reading at grade level by 3<sup>rd</sup> grade.

Looking a little closer into how our at-risk populations are reading at grade level the results are as follows:

Compared to last year our ELL students increased level 3 passing from 17.3% to 19.0%, a gain of 1.7% while their non-ELL peers increased from 56% to 58.5%, a gain of 2.5%. A definite move in the right direction but obviously much needed work must continue to decrease the disparity between all groups.

Our Students with Disabilities (SWD) reading on level 3 or above scored 21.5% last year and this year 21.7%, an increase of 0.2%, compared to their non-disabled peers who scored 56.8% last year and 57.0% this year, a gain of 0.2%. I am looking to the day when the disparity between all groups of our students becomes indistinguishable and all students in all classes, in every school in Broward County are reading on or above grade level.

The graduation rates have not been released by the state as of this date so the current rate is calculated as 2014-2015 at 76%. I will be anxiously reviewing the results as to our overall performance as well as our at-risk populations such as: ELLs, economically disadvantaged, SWD and Blacks. Their last year's graduation rates were as follows: Whites-85.2%, Hispanics-80%, Blacks-67.3% (their highest was 68.8% in 2011-2012), Disabled students-55%, ELLs-59.7, at-risk-50.3% and economically disadvantaged -70.7%.

I am looking for a positive trajectory of sustained growth for ALL students in every classroom in Broward.

(Attachment 3)

### Continuous Improvement

Since the passing of our Smart Bond in November 2014 we have changed Facilities Directors, Procurement Directors, hired our Program Managers and Program Cost Control Managers, changed delivery methods and are still behind on implementing the construction part of the bond. We have had success in putting new computers and musical instruments in our schools early and in some cases under the projected amount. At the meeting discussing our Strategic Plan I asked for a section to be changed when it comes to deploying the Bond in actual percentages of work in Procurement/Design versus actual shovels in the ground construction. The community deserves the actual picture of where we are implementing this BOND in all areas. Yes, we have had successes moving technology and musical instruments forward but we also must admit and correct the trajectory of the actual construction aspect of the GOB.

Additionally, we have had several state and local audits highlighting needed management control corrections in BDSPD, Facilities, as well as other departments like Procurement (not advertising for construction projects, contracts bypassing the Board) that a thorough performance review of all departments is immediately necessary in a more detailed way than the current Performance Management Reviews are occurring.

(Attachment 4)

## Effective Communication

While external communication to our stakeholders has improved, there is still a disconnect with actual receiving of feedback and active listening to our stakeholders as our partners. For example, scheduling advisory meetings in a timely matter for valued input in time to report to the Board is key. This needs to be done way before decisions are voted upon and would go a long way to increase our groups' satisfaction and feeling of being valued partners with us.

Social media, press releases and notices about events have improved. Unfortunately, what hasn't improved is internal communications, decision making processes like the new BCSB logo, a new format for Conversation with the District, those decisions were made without Board input. Additionally, the district website is still woefully not user friendly and to have glitches concerning uploaded agendas and back-up documents. I have already mentioned in previous sections the lack of internal, timely communication to the Board from key staff concerning follow-up questions and relevant information needed to be able to do our jobs effectively as good stewards of taxpayer dollars. These communication areas mentioned need to be addressed immediately.



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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)

*Wendy Rupert*  
\_\_\_\_\_  
Board Member Signature

*9/12/16*  
\_\_\_\_\_  
Date

*Robert M. Runnie*  
\_\_\_\_\_  
Superintendent Signature

*9/17/2016*  
\_\_\_\_\_  
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			
<b>Goal 2: High Quality Instruction (25%)</b>			2.5	1.00
	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>			2.5	0.63
	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>			2	0.40
	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>	2.33			

Board Member Signature:

