



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 Southeast Third Avenue • Fort Lauderdale, Florida 33301 • Office: 754-321-2600 • Fax: 754-321-2701

**ROBERT W. RUNCIE**  
*Superintendent of Schools*

The School Board of  
Broward County, Florida

Abby M. Freedman, Chair  
Nora Rupert, Vice Chair

Robin Bartleman  
Heather P. Brinkworth  
Patricia Good  
Donna P. Korn  
Laurie Rich Levinson  
Ann Murray  
Nora Rupert  
Dr. Rosalind Osgood

July 31, 2017

Dear School Board Members,

*“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.” – (Benjamin Franklin)*

The 2016/17 school year marked another successful chapter for Broward County Public Schools (BCPS), watching our students grow and excel and maintaining our focus as we continue *“Moving Forward on the Right Path.”* We began the 2016/17 school year by introducing a new publication, *What’s New*, to showcase and promote initiatives and programs to our community. Some of the initiatives highlighted in this year’s volumes included information such as:

- Expanding the District’s Debate Initiative;
- Increasing the number of schools offering Dual Language Programs;
- Launching new opportunities for students to participate in LEEO programs, Advanced Placement Digital Edge programs and Virtual Enterprise International programs; and
- Partnering with Celebrity Chef Rudy Poindexter to develop new, tasty menu items for students to enjoy in our school cafeterias.

The District also reaffirmed its commitment this year to the three core components of the Strategic Plan: High-Quality Instruction, Continuous Improvement, and Effective Communication. We did this by recalibrating the existing Strategic Plan through the 2018-2019 school year and pivoting in 2016/17 from strategy formulation to Strategic Plan implementation.

The recalibrated Strategic Plan focuses on improving the instructional core while leveraging the input of collaborative teams, which included our administrators, teachers, students and stakeholders. The District also utilized its EdTalk forum in advancement of this strategic work, engaging participants in discussions to develop and update the District’s educational strategies.

The Strategic Plan now articulates specific goals and describes the action steps and resources needed to accomplish them. It reflects a proactive approach to managing current performance; while the introduction of planning horizons provide the ability to respond to internal and external changes on an annual basis.

### ***High-Quality Instruction***

This year’s planning horizon placed a laser focus on *Literacy and Early Learning*. The District leveraged the new Strategic Initiative Management (SIM) capability to monitor execution of three key tactics in this domain:

- Assign the most highly skilled teachers in literacy acquisition to early grades;

- Refine the use of Running Records to standardize tools, measures and implementation; and
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.

This was the first year deploying these tactics – ultimately success will be determined by sustained increases in student achievement. However, the results for third grade students on the Florida Standards Assessment (FSA) English Language Arts demonstrated continued improvements. Among the many highlights:

- The percentage of students meeting or exceeding grade level proficiency (achievement levels 3-5), increased by two percentage points to 57 percent, compared to 55 percent in 2016, and are up five percentage points from 2015 (52 percent).
- The percentage of students scoring at level one has consistently decreased over the past three years. In 2017, 20 percent of students received a level 1, which is down three percentage points since 2016, and four percentage points since 2015.
- Sixty percent of BCPS traditional elementary schools showed increases in the percent of third grade students meeting or exceeding grade level proficiency.
- Twenty-four BCPS schools increased the percentage of students scoring at or above grade level proficiency by 10 or more percentage points.

The District also saw significant improvements in the other tested areas (subjects and grade levels) of the 2017 FSA and End of Course (EOC) exams. The results showed BCPS either maintained or increased the percentage of students scoring level 3 or higher on 18 of the 22 tested areas. Results for all math EOC's showed the following significant increases in the percentage of students scoring level 3 or higher: Algebra I (up 8 percentage points), Algebra 2 (up 8 percentage points) and Geometry (up 7 percentage points).

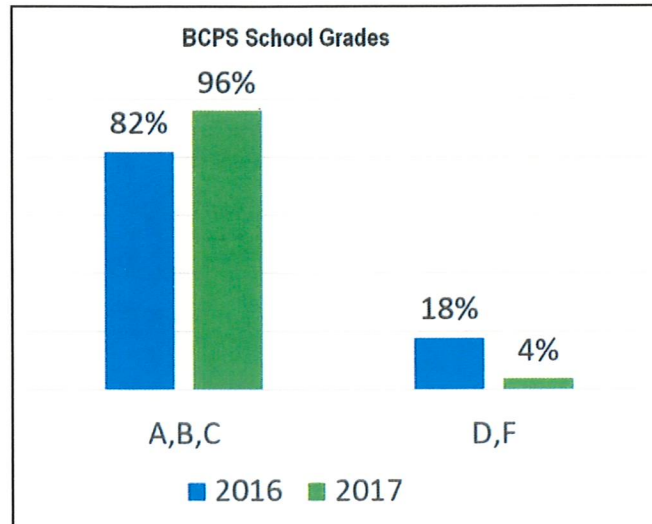
Additional Districtwide highlights included:

- ELA results for grades 4, 7 and 10 showed an increase of three or more percentage points for students scoring level 3 or higher.
- Mathematics results for grades 4, 6, and 7 showed an increase of three or more percentage points for students scoring level 3 or higher.
- Civics EOC results show an increase of three or more percentage points for students scoring level 3 or higher.

Our students' success on the FSA then translated into similar improvements in the 2017 school grades. BCPS results show continued improvements across the District. Among the highlights in the 2017 results:



- 96 percent of innovative District schools earned an “A,” “B” or “C.”
- 95 percent of innovative District schools maintained or increased their letter grade.
- 59 innovative District schools earned an “A”, an increase from 41 in 2016. Of these schools, 39 maintained their “A” from 2016.
- 13 innovative District schools increased by two or more letter grades.
  - Silver Lakes Elementary School increased three letter grades from a “D” to an “A.”
  - Mary Bethune Elementary School, Oakland Park Elementary School, Park Lakes Elementary School and Park Ridge Elementary School increased from an “F” to “C.”
- BCPS reduced the number of District schools earning a “D” or “F.” Only two District schools earned an “F,” compared to 10 in 2016. Six schools earned a “D,” compared to 29 the prior year.
- Overall, BCPS earned a District grade of “B” for the fourth year in a row.



### Continuous Improvement

There were also many accomplishments to celebrate this past year advancing the District’s efforts to improve its operational capabilities. Most notably, the District received full accreditation for five more years (through June 30, 2022) after going through the rigorous re-accreditation process. A 55-member team, from AdvancEd, visited the District in fall 2016 to assess the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the organization optimizes its use of available resources to facilitate and support student success. Powerful Practices, Opportunities for Improvement, and Improvement Priorities were identified through the examination of artifacts, school visits and focus group meetings with various employee and community stakeholder groups. This feedback aligns to the District’s philosophy on continuous improvement and will assist the District in fulfilling its core mission.

### Management Process

#### Budget

BCPS was honored to be the only school district in Florida – and the only large urban District in the nation – to receive a new Teacher Incentive Fund (TIF) grant from the U.S. Department of Education. The grant funding, totaling \$53,808,909, will be paid over five years. BCPS was selected for the competitive grant from applications from school districts across the country. The TIF grant funding supports the District’s use of performance-based compensation and other strategies to increase students’ access to effective educators in high-need schools. BCPS has identified 32 schools to participate in the TIF program, based on having 50 percent or more of their student populations qualifying for free or reduced price lunches. The 32 schools include 21 elementary schools, seven middle schools and four high schools.

The grant-identified priorities for the District's TIF program include:

- Improved life outcomes for students in poverty/students of color;
- Vibrant, thriving learning communities of highly effective educators in high-need schools; and
- Fully-aligned and well-functioning Human Capital Management System.

Maintaining our laser focus on early learning and literacy, BCPS and the Children's Literacy Initiative also announced an exciting partnership and grant funding to support early literacy development in kindergarten through third grade students. BCPS is one of four school districts in the nation chosen to participate in this initiative as part of the U.S. Department of Education i3 Scale-up grant award.

Thirteen BCPS middle schools received a \$1 million grant, from the Community Foundation of Broward, for the School is Cool 2.0 initiative. The funding supports school day programs for struggling middle school students to improve their attendance, behavior and course performance.

Other financial accomplishments in 2016/17 included:

- Successful award of the final year funding for the Wallace Foundation Principal Supervisor Initiative;
- Negotiating a \$14M technology lease with Dell Financial Services at 0% interest;
- Refinancing two COPs (2017A and 2014A) for a savings of \$812,441;
- Saving \$10M in technology device and infrastructure savings to reinvest in SMART program; and
- Receiving no audit findings for the single audit and Comprehensive Annual Financial Report (CAFR).

## People

When I think about what truly makes our organization special, I immediately think about our dedicated staff. Our continued investments in staff through the offering of competitive salaries and providing professional development opportunities is a direct factor in the success we experience as an organization. Demonstrating this commitment to our people, the District successfully negotiated the highest salary increases in South Florida for its employees in 2016/17.

Specifically with regard to our teachers, BCPS made an investment of \$30.8 million for teacher compensation/salaries, and overall increases of 3.5 percent (increases vary depending on applicable teacher salary schedule). Additional highlights of the new agreement include the teacher performance appraisal system with an emphasis on professional development and teacher support, and increasing the number of teacher preplanning days from four to five, with two of the five days dedicated to planning only. The agreement also includes the creation of a new joint committee that will continue to address areas such as teacher workload and daily planning/preparation time.

Key details of the new agreement are listed below:

- The new agreement was retroactive to the start of the 2016/17 school year.
- Teachers on the grandfathered salary schedule received salary increases ranging from 3 percent to 5 percent. Teachers on steps T and U also received a \$2,000 increase to their base salaries.
- Teachers on the pay for performance salary schedule received the following increases:
  - Teachers rated Highly Effective in 2015/16 received a 5.1 percent increase
  - Teachers rated Effective in 2015/16 received a 3 percent increase



The District's ongoing investment and support in its instructional professionals was clearly a catalyst for the District being named as a Great District for Great Teachers by the National Council on Teacher Quality (NCTQ), a national nonprofit organization committed to ensuring all children have effective teachers and every teacher has the opportunity to become effective. The Great Districts for Great Teachers initiative recognizes school districts for exceptional success at creating and implementing policies and practices that nurture, value and support great teaching. To be named a Great District for Great Teachers, districts underwent a thorough evaluation process, which included analysis of data, policies and programs, as well as teacher surveys, focus groups and district leadership interviews. BCPS is one of only eight districts nationwide selected for this honor, out of 123 districts that participated.

Last year, the District also introduced two new and exciting initiatives to foster career growth opportunities.

- BCPS, working with Palm Beach and St. Lucie Counties, created a university-district partnership with Florida Atlantic University (FAU) to create and refine three professional development programs that lead to state certification as assistant principals and principals. The University Principal Preparation Initiative will serve to both ensure that the programs are targeted to the needs of local schools and to develop and embed within them research-based professional learning components that lead to improved student learning and highly-effective schools. FAU's partnership with BCPS will provide an opportunity to enhance the assistant principal preparation program, Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL), which began in 2011.
- BCPS in partnership with Broward College, launched a new Para-to-Teacher Program for paraprofessionals who are working in high-need or underserved schools to earn their bachelor's degree through the Broward College Teacher Education Program (TEP). The program is funded through the Teacher Incentive Fund (TIF) project sponsored by the U.S. Department of Education.

This District's support for professional and leadership development also extends to its students. This year BCPS hosted the first Latinos in Action Leadership Conference, in Florida. The conference, in partnership with the nationwide organization, included more than 1,000 Latinos in Action (LiA) students from 35 middle and high schools across Broward, Palm Beach and Orange Counties.

With the support of the White House Initiative on Educational Excellence for Hispanics, BCPS launched the LiA classroom initiative last year as part of the District's ongoing commitment to meeting the needs of Broward's growing Latino community. The course and program focuses on providing Latino students with increased opportunities for educational, service, cultural and leadership experiences, while empowering them to complete their high school education and attend a college or university after graduation. LiA is currently offered at 16 BCPS high schools, and will expand to 32 schools for the 2017/18 school year.



There were also marked improvements in the District's processes to attract, source, and retain high-quality teachers and support staff last year. Some of the key improvement metrics in these processes are identified below.

- Efficiencies were realized in the recruiting and sourcing of non-instructional positions within the District last year, as evidenced by the following performance metrics for 2016/17:

- Non-instructional school based vacancies increased 76%, while the days-to-fill these vacancies decreased 5.8%.
- Non-instructional non-school based vacancies increased 2.3%, while the days-to-fill these vacancies decreased 14.2%.
- A successful campaign was initiated to reduce FTE certification penalties by getting teachers in compliance. In August 2016, 933, teachers were not in compliance. By June 2017, this number was reduced to 55 (6%).
- Universities and colleges have seen a 30% decline in graduates from their education programs, this has decreased the talent pipeline the District relies on to assist in filling its vacancies. In an effort to fill the District's vacancies, the District has expanded its recruitment efforts; specifically, the You Too Can Teach Campaign. This campaign targets non-teacher trained graduates to become teachers. This campaign increased the number of candidates in the talent pool. For the 2015/16 school year, 23% of new hires were alternative certification candidates. This number increased to 30% for the 2016/17 school year.
- Developed and delivered the "Effective Employee Management for Administrators" training. To date, 350+ administrators have participated in this professional development opportunity focused on enhancing administrator's awareness of resolving collective bargaining issues.
- The 2016/17 school year marked the third year in a row with no increase to employee contributions for the self-funded health plan.
- The Salary Handbook for meet & confer groups was revised through a series of meetings and workshops. The changes to this document provide needed clarification over HR transactions for employees and will assist to address any compensation disparity regarding sourcing of external candidates and internal promotion of our dedicated employees.

### **Operational Efficiencies**

The District continues to benchmark key metrics for K-12 school operations (based on Council of Great City Schools report), while establishing the goal to increase the percentage of metrics within top-quartile of performance. For 2016/17:

- 70% of key metrics show positive trend, exceeding the 2016/17 target. The 2019 Strategic Plan target is that a minimum of 80% of all metrics show positive trending; and
- 40% of key metrics within range for top quartile performers exceeded the 2016/17. The 2019 target is that a minimum of 40% of department and/or metrics will be within range for top quartile.

The Strategy & Operations Division also continued to implement the existing Procurement Turnaround Plan increasing service levels to all departments with a focus on SMART and BEST.

- Revised all major department policies and documented Standard Operating Procedures (SOPs):
  - Policy 7003 - Qualification Selection Evaluation Committee (QSEC) on October 18, 2016;
  - Policy 3330 - Supplier Diversity Outreach Program (SDOP) on January 18, 2017; and
  - Policy 3320 - Purchasing. Previously approved.
- Support 2016/17 prioritized Strategic Plan tactics with effective and efficient procurement of resources
  - Contract Aging Reports and Contract Tracker data consolidated from disparate systems and shared with departments to provide inventory of existing contracts and to proactively manage contracts.



- Procurement 101 Training has been conducted with sixty (60) heavy users to educate multiple stakeholders on the procurement process.
- Prioritized procurement system update (e.g., Central Bidder Registrations (CBR) tool for Budget Performance Management project.

**Departments**  
**Portfolio Services**

The recalibrated strategic plan recognizes no school model is right for every child, and opportunities to provide enhanced educational programs are created by aligning resources, creating efficiencies in space allocation and reinvesting in our schools and communities. As such, the contributions of the Portfolio Services Division serve to link data, needs and resources to provide school options and innovative programs to students and their families. 2016-2017 highlights from Portfolio Services include:

- Creating school efficiencies by repurposing two middle schools into the Gulfstream Early Learning Center of Excellence and the HD Perry Education Center. These two new education centers propel Broward County as the leader in preparing our youngest literacy learners as well as re-engages more students to continue their education in a new, welcoming and supportive environment.
- Meeting Class Size Reduction at 100% School Wide Average and generating new funds returned from the state to the District.
- Increasing the support to charter school students through provided services by 36% without any adverse impact on District staff or the budget.
- Successfully closing ten under-achieving charter schools.
- Efficiently managing real estate assets to create revenue through contracted sales agreement for over \$11.6 million (Edgewood, Rock Island, and New River Circle Site).
- Increasing District enrollment with support from school choice opportunities. An increase of over 9% of the district applications for choice have come from brand new students to the District providing the ability to attend a school of their choice within the district portfolio.

**Facilities and Construction/SMART**

The SMART bond program continues to move forward with deliberate speed. While we acknowledge there were initial delays and challenges as we embarked on this journey, I have consistently stated it is imperative to take the time to develop the right team to oversee this important work (all department leadership roles [director vacancies] including the role of Chief Fire Official were sourced in 2016/17); improve our business processes to ensure transparency in how projects are awarded; and make certain the District is getting the best prices and quality results.

There are currently more than 1,000 school facilities projects in one of the six phases of the design and construction process.



The District is positioned to fulfill its original promise to our community to complete this work within 5 to 7 years. While this work continues the District's Physical Plant Operations (PPO) Department continues to support our schools and administrative sites, responding to facility needs and providing preventive maintenance. Last year, our PPO team successfully responded to over 70,000 work orders.

There is even more to celebrate in other areas of the SMART program including:

- The District has successfully completed the deployment of more than 83,000 new computer devices and the installation of infrastructure upgrades to 178 schools. It is also important to note this was accomplished ahead of the original schedule promised to our community.
- The School Choice Enhancement Program (SCEP) continued its steady progress last year. More than 140 school SCEP have been initiated, with many of these completed. These projects include playground enhancements, digital marquees, and other instructional equipment.
- There was also significant progress in advancing SMART work in athletics. Nine of the 15 schools, slated to receive new tracks, saw that work completed including: Apollo Middle, Pioneer Middle, Seminole Middle, Flanagan High, Hallandale High, Hollywood Hills High, Pompano Beach High, Stranahan High, and Western High. Additionally, the weight room enhancements have also been initiated at 10 high schools: Coconut Creek, Coral Springs, Cypress Bay, Dillard, Ely, Hollywood Hills, Northeast, Nova, Piper, and Stranahan.
- The District also accelerated the SMART funding for musical instruments and equipment, making it possible to meet schools' needs in a shorter time frame than originally planned. To date, more than 30,000 new musical items have been purchased and delivered to schools, and are being used by students to enhance their education and experiences, with an additional 27,000 items already ordered and pending delivery.

### **Strategic Initiative Management**

We know our Strategic Plan is simply a map, with a starting point (current environmental and internal conditions) and an ending point (BCPS vision and mission). The area in the middle—evaluation and execution of the strategy—is the challenging part. This year, the Strategic Initiative Management (SIM) capability was introduced within the Operations Division to enable central guidance, coordination and tracking, and monitoring of prioritized initiatives to improve execution. Outlined below are key milestones related to this new capability.

- 100% of all priority tactics were formally tracked and reviewed with Strategic Initiative Management by June 2017.
- Five SIM-PM reviews for strategic initiatives were conducted prior to June 2017:
  - Early Literacy (Interim Review) 11/3/16
  - Early Literacy (1.0 Review) 11/10/16
  - Early Literacy (1.0 Review with Boyd Anderson and Dillard iZones) 12/8/16
  - Performance Budgeting (1.0 Review) 2/23/17
  - Reimagining Middle Grades (1.0 Review) 3/23/17
- Two SIM Board workshops were conducted that focused on Literacy and Early Learning. Staff just presented a third workshop on July 25th.

### **Effective Communication**

As a District, we remain focused on enhancing our communication and engagement internally and externally.



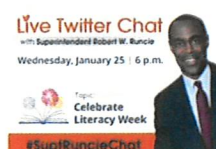
The Public Information Office continued to leverage multiple communications vehicles geared toward promoting and showcasing the tremendous work of the District and enhancing awareness among our many stakeholders of various accomplishments, initiatives and events.

In 2016/17, the PIO issued three volumes of the *On the Right Track* publication. Each volume highlighted District accomplishments, important initiatives and events, such as the Digital Classrooms expansion, the Claim Your Future Career Fair for students, the Tech Gateway mobile app challenge, Ed Talk, the 411 Parent Engagement Conference, and Read for the Record.



Through collaboration with multiple departments, we addressed issues and concerns with letters, op-eds in local print media, numerous media (radio and television) appearances discussing topics such as the social and emotional well-being of BCPS students, the importance of reading to young children in the community, re-affirming the District's commitment to providing a high-quality education for all students in safe and secure learning environments, and valuing and respecting the diversity of the Broward community.

The PIO also continued to leverage Twitter Chats and the Superintendent Podcast to provide the community with updates and progress reports regarding District initiatives. The January 25, 2017 Twitter Chat, which highlighted the community partnership to improve literacy and included participation from Children's Services Council, the United Way and many more – this Chat was the second highest trending topic on Twitter.



The District also launched the Next Gen Engage forums, student-led town hall style meetings. The forums provided the District with input and feedback directly from students. Seven forums were held in the 2016/17 school year.



In addition, the PIO worked with local media to promote and showcase students, teachers, administrators, high-quality educational options across BCPS schools with features in Brag About Our Schools, Students Working At Greatness and Superheroes in Our Schools.

The PIO and Information & Technology teams have partnered on two initiatives to reimagine the District's online presence by launching a staff intranet geared toward improving internal communication and restructuring the District's website to improve the user experience.

### **Supporting Our Students and Families**

- BCPS also expanded its Aftercare Supper Program to include six additional school sites, for a total of 104 schools serving nutritious meals to students. The supper meals ensure that more than 14,000 students participating in regularly scheduled after-school educational or enrichment activity programs receive the nutrition they need to learn and grow.
- The BCPS Title I, Migrant & Special Programs, Title III (Bilingual/ESOL) and Head Start departments hosted their annual Parent Seminar at the Signature Grand on Saturday, January 28, 2017. The theme was: "Family Engagement: Full Steam Ahead!" Over 500 parents attended, and 30 community business partners donated over 80 gifts for door prizes. Keynote speakers and sessions focused on developing forward-thinking students who are

ready to compete in a global society, and how parents can help their children succeed in their education.

- BCPS students in the Mentoring Tomorrow's Leaders (MTL) program continue to excel. For example, two MTL students were recipients of the MLK Trailblazer Award, as students who are making an impact in the community. In addition, several MTL seniors were offered scholarships at the College and Career Summit on January 26, 2017; and eleven MTL students were selected to participate in Broward Days at the state capital (Rally to Tally) event which took place March 13-15, 2017. These students joined other students as lobbyists for the District; and the number of MTL sites has increased to 21 District elementary, middle and high schools.
- BCPS worked to provide a structured forum for students' young voices through the #YoungVoicesMatter initiative. The goal was to enable our students to use their voice to understand, to listen, and to promote positive change in our communities. Social and emotional support services for students were provided to make all parts of this dialogue educational and engaging in a safe environment.

### ***Awards/Recognitions and Other Significant Accomplishments***

The tremendous success of our students, combined with the passion and commitment of our teachers and staff, often lead to the District receiving national acclaim and recognition. School year 2016/17 saw several such recognitions including:

- BCPS being spotlighted by the White House for its focus on expanding access to computer science in schools. BCPS was recognized for its commitment to expand #BrowardCodes in 2016/17 to positively impact more than 50,000 students with computer science offerings at all 236 BCPS K-12 schools. In addition, through its Professional Learning Partnership with [Code.org](http://Code.org), the District has built a cohort of 20 master teacher trainers and has increased the number of computer science trained K-12 teachers to over 1,000. Eight middle schools also now offer the Exploring Computer Science course, and 2,000 high school students are enrolled in computer science courses at the college level through Advanced Placement or college dual enrollment.
- On October 5, 2016, the School Board of Broward County, Florida and its community partners resigned the Collaborative Agreement on School Discipline. This ceremonial signing was an effort to renew the commitment to eliminating the schoolhouse to jailhouse pipeline.
- Magnet Schools of America, a national organization of magnet and theme-based schools, announced several 2017 National Merit Awards for Broward County Public Schools (BCPS). Nine BCPS magnet schools received the Magnet Schools of Excellence Award, the top merit award given to a select group of magnet schools; and Magnet Schools of Distinction Award, the second highest award of recognition. These magnet schools and programs are recognized for their commitment to high academic standards, school diversity, specialized curricula and instruction, family engagement, and community partnerships that enhance the school's magnet theme.
- Three Broward County Public Schools (BCPS), Discovery Elementary School, Forest Glen Middle School and Lyons Creek Middle School, were selected as Exceeding Expectations





Award Schools by the East Coast Technical Assistance Center (ECTAC). The Exceeding Expectations project identifies and recognizes high performing Title I schools in the state of Florida. In the fifth year of this project, ECTAC selected Discovery Elementary, Forest Glen Middle and Lyons Creek Middle to participate in the project based on achievements in English, math and science reflected in the results of the Florida Department of Education 2016 School Grade data.

While there were many accomplishments to celebrate as a District, the year was not without its challenges as well, particularly the passage of HB 7069. HB 7069 forces BCPS to share nearly 10 percent of available millage each year with charter schools. This totals nearly \$100 million over five years. Moreover, this millage sharing could have serious implications on the District's bond rating and effect the interest to be paid on the remaining SMART bond issuances. This legislation also directs needed resources to charter schools through the Schools of Hope provisions that would be better served to increase per-student funding and strengthen the District's ability to provide emotional and social services support for our students and their families; and there are still other impacts of HB 7069 impacting Title I programs and the District's ability to negotiate with charter schools.

I am proud of the leadership we have exuded as a district to fight for our students and public education. Every child has a right to a high-quality education and this battle is the social justice cause of our time. Our decision to challenge the constitutionality of HB 7069 demonstrates our commitment to public education, and the support of other school districts across the state to join our challenge signifies the leadership position Broward has taken in the K-12 public education space. All of us must serve as relentless advocates to ensure all children have equal access to a high-quality education.

I am thankful for the opportunity to serve Broward as its Superintendent; and I remain committed to working with the Board, our educators and staff, families, and the community to fulfill our mission to educate all students to reach their highest potential. I am #BCPSProud!

Yours in service,



Robert W. Runcie

**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2016-2017**

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 2016-2017 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.	<b>X</b>			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: Please refer to accomplishments and progress outlined in attached correspondence.			
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>				



**The School Board of Broward County, Florida**  
**Annual Evaluation of the Superintendent**  
**2016-2017**

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.	<b>X</b>			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: Please refer to accomplishments and progress outlined in attached correspondence.			
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>				

**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2016-2017**

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.		<b>X</b>		
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 refer to accomplishments and progress outlined in attached correspondence.			
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>				



**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2016-2017**

<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.		<b>X</b>		
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: Please refer to accomplishments and progress outlined in attached correspondence.			
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>				

The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2016-2017

COMMENTS:

---

---

---

---

---

---

---

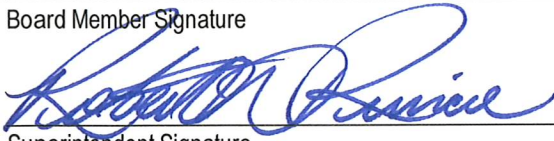
---

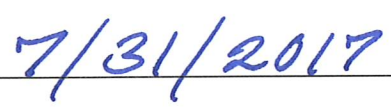
Overall Performance Evaluation Rating:

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

  
Date