

**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.			2.5	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>encourage the Superintendent to continue to work with staff to address stakeholder concerns regarding effective leadership throughout all levels of the organization, and include the community and elected officials to be a valued part of the conversation. Too often, they feel left out of the communication of meetings, principal changes, and other important decisions concerning their local schools. If we truly value their partnership within our schools than we need to value their input as well.</p> <p>Year three of the GOB and I remain extremely concerned with the slow progress on the SMART construction projects, as well as School Choice projects. The district is still figuring out how to complete the School Choice projects, especially the playgrounds. One of my elementary schools started their playground process in August 2015 and is still awaiting any significant progress successfully maneuvering the bidding process now in August 2017. The delays range from lightning protection omissions, playground cover size changes, ADA accessibility concerns, permitting, etc. This is how a project as simple as a playground is delayed as much as one year. This is unacceptable and indicative of a much larger problem-failure to plan adequately and the ability to bounce back with solutions and quickly counteract any delays with full transparency and ownership of the delays.</p>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

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Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.			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: <ul style="list-style-type: none"> ● See Attached 			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> ● Student Achievement/Performance Data ● Implementation plan for Common Core State Standards ● Implementation plan for instructional and administrator evaluation systems ● Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices ● Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students ● Utilization of quality assessments and interventions to enhance achievement 				

Goal 2: High Quality Instruction

“Although the District has experienced some success, we continue to face our greatest challenge which is to achieve consistent, steady and sustainable district-wide improvement in Teaching and Learning while closing achievement gaps.”

Maurice Woods

According to our most recent data via FLDOE, Broward’s English Language Arts Annual Measureable Objectives highlighted that all students scoring satisfactory or higher was 57%, an increase of 2% from 2016. Our subgroups of students who scored satisfactory are as follows: Blacks 38% decrease of 1% from last year, but the gap between Blacks and Whites increased by 6% points from a gap of 31% to a gap of 37%. This is unacceptable. Hispanics 56% decrease of 3% from 59% to 56% and the gap increased from 11% to 19%. This is unacceptable. Students with disabilities increased from 22% to 25% but these are still very dismal numbers when you realize that only one of four SWDs are passing. This is unacceptable. ELLs (English Language Learners) remained static at 34% passing. This is unacceptable. Board Members have expressed concerns about our students and their achievement levels in connection with being solid 21st Century Learners and the lack of a specific plan of action to address the academic achievement of not only our sub groups of children, but our high achievers as well. I am looking for a positive trajectory of sustained growth for ALL students in every classroom in Broward County.

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Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.			2	
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: <ul style="list-style-type: none"> ● See Attached 			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> ● Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan ● Development and implementation of a performance management system ● Improved budget process incorporating enhanced planning, communication and resource distribution ● Development and implementation of innovative and entrepreneurial programs ● Analysis and recommendations for improvements to the organizational structure ● Redirection of resources to support schools ● Use of audits to improve practices and accountability 				

Goal 3: Continuous Improvement

“Promises made, promises kept.” Miami Dade Public Schools is using this as a very smart slogan to remind the public that they are following through on the promises of their construction bond in 2012. MDPS approved a 1.2 Billion in 2012 and just two years later an October 2014 MDPS report states, “300 projects were being built (in construction) or completed.” The public approved BCPS Bond in 2014 and almost three years later the Big Three projects are not in construction phase yet, and as for actual construction on Health and Safety, HVAC, Building Envelope renovations, no significant progress has occurred, no promises kept.

In the most recent Bond Oversight Committee report, “the delays for major roofing, electric and A/C repairs at 100 schools are delayed from 3 months to 12 months. The reasons cited for the delays: bidding problems, architectural design, district’s inexperience managing major construction programs.”

Blanche Ely High School’s major construction was originally slated to begin the summer of 2015 and be completed by end of 2016. Now, construction is starting early 2018 and finishing by mid-2019. At this rate, students who were high school freshmen will graduate before construction projects can begin at their schools. Middle school children will move on to high school before projects will commence at their current schools. Elementary school children who were Kindergartners in 2014 will hopefully see construction start before they matriculate to middle school. The point I am making is that our students, teachers, staff and volunteers are at these schools day-in and day-out with leaking roofs, HVAC issues and deteriorating buildings yet still they focus on preparing our children for a wonderful 21st Century education. The shining stars of the Bond Program are the procurement of technology and musical instruments, both providing much needed enrichment for all our students.

Finally, *Taxwatch* recommends that “the District step up its efforts to award purchase orders to women owned businesses (receiving just 1% currently) and its efforts to recruit and retain qualified M/WBEs for all SMART Program categories. “

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Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.			2	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: <ul style="list-style-type: none"> ● See Attached 			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> ● Climate Surveys ● Comprehensive communications plan ● Outreach efforts to increase parent input and involvement ● Outreach efforts to engage the community and businesses ● Outreach efforts and collaboration with municipalities, universities, and legislative groups ● Communication tools that enhance communication and customer service ● Newsletters and public engagement documents designed to strengthen connections to the community 				

Goal Four: Communications

There is improvement with internal communications within the Kathleen C. Wright building, but I still see apparent disconnect with district-wide rollouts, especially those that affect the classroom environment.

Additionally, the Bond Oversight Committee report of Quarter 4 outlines, “District’s efforts to develop and implement a comprehensive communications strategy to inform constituents of progress made in implementing the SMART Program.” What was omitted was “what role, if any, the District wants the BOC to play in the district’s outreach and public education efforts regarding SMART program implementation.” Additionally left out of scheduled municipality meetings were School Board Members who represent the community. Communication to school communities and with their respective elected officials are also inconsistent, most notably when a decision from downtown administration through Mr. Runcie is made abruptly and neither the community, nor the School Board Member, is included in this process.

Mr. Runcie has an obligation to the public, as well as to the Board, to ensure that the Board’s vision and strategic direction are communicated and monitored thoroughly and consistently. The Superintendent must communicate the Board’s direction and monitor staff adherence to Board direction, and relay that information back to the Board with progress/or delay updates. It is not the job of the Board to spend countless hours perusing documents to cull through data for important information; it is the job of the Superintendent, as well as all staff, to be forthright in assessing progress towards Strategic Plan initiatives and School Board vision.

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COMMENTS:

Overall Performance Evaluation Rating:

Circle One: **Highly Effective**
(3.400-4.000)

Effective
(2.450-3.399)

Needs Improvement
(1.450-2.449)

Unsatisfactory
(1.000-1.449)

Mona Rupert
Board Member Signature

August 29, 2017
Date

Robert Runcie
Superintendent Signature

9/19/2017
Date

