

**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			
<p>Goal 1: Leadership/Management (40%)</p> <p>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.</p>	<p>Highly Effective 4 points</p>	<p>Effective 3 points</p>	<p>Needs Improvement 2 points</p>	<p>Unsatisfactory 1 point</p>
<p>Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.</p> <p>Provide vision and strategic direction to district.</p> <p>Lead in an encouraging, participatory, and team-focused manner.</p> <p>Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.</p> <p>Demonstrate an understanding of organizational and educational leadership.</p> <p>Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.</p> <p>Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.</p> <p>Delegate appropriate authority to staff and monitor their follow-through.</p> <p>Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.</p> <p>Respond timely and appropriately when faced with unforeseen events.</p> <p>Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.</p> <p>Keep Board informed of issues, needs, and operation of the school system in a timely manner.</p> <p>Appropriately interpret and execute the intent of Board policy.</p> <p>Create and maintain professional working relationship with Board.</p> <p>Continue collaboration with union and employee groups.</p>	<p>Comments: Please see attached</p>			
<p>Suggested Evidence and Artifacts:</p> <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 				

Evaluation of Superintendent

Submitted by Robin Bartleman

Goal 1 – Leadership/Management

Mr. Runcie has made some substantial improvements to the District and expanded numerous programs this year including expanding the District's Debate Initiative, increasing the number of Dual Language Programs, and recalibrating the District's Strategic Plan. The District has increased the number of students reading on grade level by two points and significantly decreased the number of "F" schools. It should also be noted that Mr. Runcie welcomes transparency and has authorized numerous audits that have revealed inefficiencies that are now in the process of being corrected.

Mr. Runcie must continue to work on creating a climate of open dialogue with teachers, employees, parents and administrators. The District was able to successfully settle negotiations with all of its employee groups; however, employees continue to be concerned with the implementation of Policy 4.9. There must be a final resolution to this matter.

Last school year, teachers, administrators and employees became increasingly frustrated with district mandates, testing and at times what appeared to be a hostile work environment. Teacher morale was at an all-time low. Although the Board has directed Mr. Runcie to loop information among our parent and employee groups, he has not done so consistently. Recently, Mr. Runcie agreed to send out teacher surveys through the Broward Teachers Union. This allows teachers to answer honestly without fear and will provide the Board and District staff with the information necessary to make decisions. The 2017 school year has started on a positive note and Mr. Runcie has refined the use of Running Records and is working to improve conditions for our teachers.

Mr. Runcie and his staff must continue to ensure a positive working environment for teachers and staff and work to reduce teacher stress levels. Recently, Title Two dollars were cut at the Federal level for teacher professional development. A decision was made by the District to charge teachers \$500 for an alternate certification program. In the past, this program was offered free of charge to this small group of individuals. Currently, there is a shortage of high quality teachers, and staff is working to recruit individuals to the District. As in most Districts, Broward's first year teachers are at the bottom of the salary scale and have historically purchased supplies for their classrooms out of their own pockets. Mandating that these individuals pay \$500 was a substantial financial burden. The District should have taken all of these factors into consideration when making financial decisions that impact teachers. It should also be noted that teachers participating in the TIF grant were not charged this amount. The District reversed its decision and found funds to pay for the program; however, Mr. Runcie should ensure his staff look at every option and select the option that minimizes the impact to our staff and teachers.

According to 2.3.4 of the Superintendent's contract, Mr. Runcie is to ensure the implementation of School Board Policy. As reported in my midyear evaluation, there have been numerous situations where board policy has not be implemented.

- Mr. Runcie did not implement 4.9 with fidelity and repeatedly recommended punishment that exceeded the recommendations of the Professional Standards Committee. Furthermore, the Chief Auditor in his January 17, 2017 Audit of the Special Investigation Unit also found that 4.9 was not followed (page 24).
- In light of the situations encountered in the SIU Department last year, Mr. Runcie must continue to ensure that investigations of personnel are conducted fairly and within appropriate guidelines. He must continue to ensure the veracity of factual information prior to involving outside agencies in personnel matters, as opposed to actual criminal matters. For example, an Office Manager was subjected to a criminal investigation prior to the School District completing a thorough investigation of the matter and following 4.9. After weeks of stress, she was cleared of all allegations after her Principal explained the process to the State Attorney's Office.
- Mr. Runcie must continue to follow up on outstanding investigations conducted during this period. He should work with the School Board Attorney to ensure that employees' rights are protected, review investigations to ensure they are accurate, and that charges and/or discipline are appropriate, and settle any outstanding litigation with families and employees as a result of the operations of the Special Investigation Unit during that period of time.
- After the SIU audit and the findings illustrating the lack of adherence to payroll guidelines and District policies, Mr. Runcie corrected the issues. He must continue to be vigilant and ensure that policies and procedures are adhered to in all departments.
- A recent audit of Asphalt Paving and Athletic Track Maintenance, Resurfacing and Stripping Contracts (DD-3 Board Meeting 6/13/17) revealed that management did not ensure compliance with permitting and inspection requirements and that the District paid excessively for services. The District did not adequately ensure compliance with the terms and conditions of the contract, and did not follow School Board Policy 7003.1. Mr. Runcie authorized this audit and is not afraid to uncover inefficiencies or issues within the District. However, it was disappointing that his staff's response was not adequate. His staff submitted one response to the audit committee and then changed their response prior to the Board meeting. Staff should provide appropriate responses the first time. During the Board meeting, it became apparent that staff was upset about the findings and tried to justify their actions by stating that in the end, the District may have saved money. The School Board has policies in place and they must consistently be followed.
- As discussed in my midterm evaluation, Mr. Runcie is also the custodian of all public records, confidential information and technology/data bases. At no time should confidential employee records and investigations be stored by personnel off of District

worksites. Mr. Runcie must adhere to Board policy when it comes to granting access to personnel records and should not bypass established protocol as it pertains to accessing District servers and emails (see SIU Audit conducted by Chief Auditor). The safety and security of these systems should never be at risk. Mr. Runcie must continue to ensure that safety and security of District servers, financial records and student and personnel files is a top priority.

The Florida Joint Legislative Auditing Committee sent the School Board a letter dated March 13, 2017 outlining its failure to correct audit findings that have been reported in three successive financial or operation audit reports. The Auditor General found that Information Technology – Security Controls – User Authentication and certain security controls needed improvement. This memorandum was quite alarming as this State Committee adopted a motion to direct the School Board to provide a written explanation as to why full corrective actions had not been taken to various audit findings including payroll processing – overpayments and time records, annual facility inspections, and tangible personal property. Mr. Runcie must ensure that corrective action is taken in a timely manner.

Mr. Runcie must also ensure complete compliance with the administration of Title One Funds. In early 2014, it was reported to Mr. Runcie by a consultant hired by Mr. Jose Dotres, that funds were being distributed in an inequitable manner throughout the District. In April 2016, I was made aware of these findings and submitted the information to Mr. Runcie, Mr. Leong, Ms. Myrick and Mr. Riley. At that time there was a Federal Awards audit finding regarding our Title One Program 2015-001 and 2016-180. The finding showed that Title One resources were not properly allocated to schools resulting in questioned costs totaling \$22,992,453. After an extensive review that number was reduced to \$3,125,432.46 and the FDOE acknowledged that the District took appropriate corrective actions. It is imperative that Mr. Runcie ensures the appropriate spending of Title One dollars and guarantees that money is not supplanted. Mr. Runcie must make sure that Title One dollars are not being utilized for class size and other general fund expenditure. Mr. Runcie must be vigilant and provide the utmost scrutiny of the expenditures of these dollars. If information regarding the expenditure of these dollars is brought to the Superintendent's attention, he must immediately investigate the situation and take corrective action if necessary.

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Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
<p>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.</p>		X		
<p>Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.</p>	<p>Comments: Please see attached</p>			
<p>Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.</p>				
<p>Promote instructional strategies that include cultural diversity and differences in learning styles.</p>				
<p>Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.</p>				
<p>Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.</p>				
<p>Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.</p>				
<p>Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.</p>				
<p>Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.</p>				
<p>Suggested Evidence and Artifacts:</p> <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

According to 2.3.13 of the Superintendent’s contract. Mr. Runcie is to provide educational leadership to ensure quality teaching and learning. This year the percentage of students meeting or exceeding grade level proficiency increased by two percentage points. We also have an increased number of students passing the Algebra EOC.

After analyzing the current FSA data, the subgroups with the lowest number of students reading at or above grade level are Black, FRL and ELL students.

THIRD GRADE FSA SCORES

Year	2015	2016	2017
Percent of Black students reading at grade level	36.4%	40.8%	44%
Percent of FRL students reading at grade level	41.4%	44.4%	48%
Percent of ELL students reading at level	36.6%	22.0%	21.7%

Although there are increases in some of these categories including an almost 4 point increase for Black and FRL students, it is disheartening that over 50% of these students are not reading on level.

I am requesting the Superintendent conduct a special study to create clean cohorts for grades 3-5 to illustrate a gap trend by subgroup. This is important because in 2015, 63.6% of our Black students were not reading on level. A clean cohort must be established to see the number of students who began, if any, reading on level in grades 4 or grade 5. Each year we show an increase in the number of students reading on grade level but what has happened to the cohort of students that took the test the previous year? Have they improved? It is equally important to examine the FCAT 2012-2014 trend data by subgroup.

FSA SCORES FOR 9TH AND 10TH GRADERS

Year	2015	2016	2017
Percent of Black students reading at grade level in 9 th grade	37.2%	39.9%	40%
Percent of Black students reading at grade level in 10 th grade	34%	34.2%	37.5%
Percent of FRL students reading at level in 9 th grade	42.8%	44.9%	44.6%
Percent of FRL students reading at level in 10 th grade	39.8%	39%	42%

Again there are some increases year to year; however, these are different cohorts of students and the data collected is not a clean cohort. It is imperative that we increase the number of students reading on level and at the SAME TIME help the students not reading on level to catch up. Data must be gathered in order to ensure that we are not leaving students behind. The ESE cohort on the State website included Gifted students, all of this data should be desegregated.

Mr. Runcie must involve school based leaders and teachers on the front end when making decisions regarding policy, initiatives, and academic programs. Not doing so, results in failed initiatives and wasted resources. As stated in the midterm evaluation, programs in this District have been at times perceived as a burden, not a resource. I-Ready is an example of a program that cannot be used as it was intended and to its potential due to the fact that teachers and students have limited access to computer labs. Typically, students take 5-10 minutes to log in and get settled. This reduces the time the student has to complete the lesson to approximately 20-25 minutes. This is generally not enough time to finish a lesson. Consequently, students will see the same lesson the next time they visit the computer lab which is on a weekly basis. I-Ready also shuts down periodically. It is unclear whether this is a software issue or a Lenovo issue (see discussion at December 6, 2016 School Board Meeting with staff).

Teachers continuously complain about not having time to teach. Mr. Runcie and his staff have committed to correcting this problem in the 2017-2018 school year. It should also be noted that the District utilized funds to create book rooms in our Title One schools. Only 13% of our Title One schools had complete book rooms as of April 24, 2017 and 98% of teachers felt like their classroom libraries did not have enough books. It is hard to commend the District for this purchase. It is alarming that this many schools did not have a Title One book room. How did this

happen and over what period of time? Studies have always shown that access to literature and books is integral to a student's ability to read. This should have been monitored along with the condition of the District's classroom libraries.

Mr. Runcie must also continue to monitor the Response to Intervention Process. There are a small number of schools that show no students participating in the RTI process. This was identified by District Staff and the Cadre Directors. Staff should continuously monitor these numbers as well as the quality of these interventions and implementation of these plans.

The District has also increased the number of students taking AP classes. 29.6% of 11th and 12th grade students took an Advanced Placement class and 52.6% passed the tests. We are closing the achievement gap.

The District has increased the proportions of "A" grades from 23% in 2016 to 31% in 2017 and decreased the proportions of "D" grades from 13% to 4% and "F" grades from 5% to 2%.

Last year, the District continued to move students at risk of failure from traditional high schools to alternative high schools. The high school graduation rates at our traditional high schools have increased; however, the graduation rates at these alternative high schools are dismal. This data must continue to be analyzed student by student and school by school to ensure that we are not leaving students behind. Staff must also continue to monitor the coding of these students.

Mr. Runcie should be applauded for the implementation of SAT participation on school days. By offering the SAT during the school day, the participation gap has been eliminated and one third of all students that took the SAT were able to achieve concordance scores for graduation requirements.

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Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.			X	
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	Comments: Please 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.				
<p>Suggested Evidence and Artifacts:</p> <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

According to the Superintendent's Contract 2.3.9, Mr. Runcie should advise and make recommendations to SBBC regarding possible sources of funds that may be available to implement present and contemplated District programs. Mr. Runcie must ensure fiscal responsibility and that all departments are run efficiently so that our limited funds can be directed towards the classroom. In the past, Mr. Runcie has utilized a continuous improvement process to identify inefficiencies within the District. Mr. Runcie is transparent and is not afraid to examine and audit the operations of the District.

Audits this year, showed the District's failure to pay invoices in a timely manner and the inadequate documentation of pay roll records and leave. The audit of the Special Investigation Unit identified numerous problems within that department including lack of a timely response to identified issues. As stated in the midterm, Chief Williams identified a shortfall in the SIU budget in June of 2015 and submitted a budget request. His request was denied with no explanation. Subsequent requests for additional funding were made from September 2015 through January 2016. These requests were approved by a cabinet member but denied by the budget department. Mr. Runcie should have intervened earlier to correct this problem which resulted in the District "failing to meet its obligations to pay twenty-three municipalities in accordance with the terms of the SRO Agreements." Mr. Runcie has corrected the SRO contract and budget issues identified by this audit and hired a new Chief of Police who has established protocol to ensure this is not repeated.

An Internal Audit Report presented to the School Board on January 20, 2016 on Procurement and Warehousing Services' and Purchasing Card Services clearly demonstrated the need for more accountability. Eleven of twenty-three purchasing card purchases made by PPO exceeded the single purchase credit limit. The District did not consistently comply with policies and procedures for the cancellation of Purchasing Cards. At the April 24, 2017 Agenda Planning session, more than a year later, while discussing item DD-2, a Board member asked who was responsible for collecting p-cards and terminating email access when an employee leaves the District. There was no clear response from staff as to the check and balance system that should be in place.

As stated in my midterm evaluation and I am reiterating it again, I am very concerned about the implementation of the Bond and the accuracy of the Needs Assessment.

1. Jacobs' contract clearly states that a Building Condition Assessment would be completed, (Section 5.0) and that Jacobs would "provide four assessors with architectural expertise in support of District assessment teams." Jacob's provided 5, 3

person teams of its own employees to our 6, 3 person teams to conduct the needs assessment. This begs the question as to how there can be such egregious errors in the needs assessment, including a re-roofing project at Northeast High School on a building that does not exist. The explanation for this is not relevant as to how we proceed from this point forward. Heery and Atkins have assured the Board that they are monitoring this.

2. The Tax Watch Report issued June 30, 2017 showed the District had made significant improvements and was more transparent. Many projects including the big three are behind schedule. It is imperative that the District meets its revised timelines. The District now has over 700 active M/WBE firms and issued purchase orders totaling \$30.6 million. Finding 34 stated that 58% of the purchase orders were issued to Hispanic-owned firms and less than 1% were issued to women-owned firms

There also continues to be scheduling issues in more than 100 schools involving School Choice Funds. Mr. Runcie has committed to looking into why schools without playgrounds did not utilize the funds to purchase them, including Orange Brook Elementary. Finding 21 found that 89 of the 109 projects were experiencing scheduling issues with the most frequent reason being “due to re-evaluation with input from the school community.” Finding 23 asked why so many schools utilized school enhancement funds to purchase technology and musical instruments and in recommendation 9, Tax Watch asked the District to explain the use of SCEP funds to purchase items that are also being purchased with other SMART funds. These findings mirror the issues at Orange Brook. Dollars were spent for additional technology and other items while teachers and the community have continuously requested a playground.

Tax Watch also found various discrepancies regarding budget and scheduling. The District has made significant improvement since the issuance of the last report.

The Sun Sentinel and the Miami Herald each printed stories on the mold and mildew problems within the District. At the last town hall meeting at Northeast High, it was evident that stop gap measures were not successfully put in place to minimize the mold issue at that school. In these stories, the District’s Staff acknowledged issues with the work order system and the closing of work orders. How does the District know what jobs need to be done and what has been completed? Mr. Runcie must address this issue head on along with the time it takes to repair roof leaks and remediate mold issues. This impacts the health of students and employees and must be a top priority.

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

Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
<p>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.</p>		3		
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p>Comments:</p>			
<p>Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.</p>				
<p>Promote and communicate system priorities using a variety of communication tools.</p>				
<p>Design and implement a comprehensive communications plan.</p>				
<p>Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.</p>				
<p>Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.</p>				
<p>Provide a visible presence throughout the district and the community.</p>				
<p>Suggested Evidence and Artifacts:</p> <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 4 – Effective Communication

There has been marked improvements in the communication between staff and Board members since the midterm evaluation.

One of the most egregious events that happened this past year, was at the January 24, 2017 workshop, when I asked Atkins, the Facilities' staff, and Mr. Runcie to discuss a school by school list of bond projects that was passed out at the Superintendent's Bond Meeting. The staff, Mr. Runcie and Atkins repeatedly denied that this list existed. I, subsequently, emailed the list (that was denied to be in existence) to all of Board Members and the Superintendent. This was truly unacceptable and is worthy of being noted in the final evaluation for the year.

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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)

Pat Baitle

Board Member Signature

September 05/2017

Date

Kedrick Runcie

Superintendent Signature

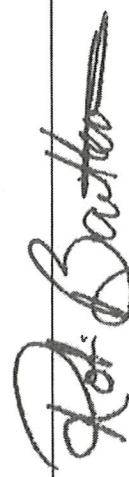
9/19/2017

Date

The School Board of Broward County, Florida
 Robert W. Runcie, Superintendent of Schools
 Superintendent Annual Evaluation Scoring Worksheet
 2016-2017

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 2016-2017 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point		
Goal 1: Leadership/Management (40%)	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	0.80
Goal 2: High Quality Instruction (25%)	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	0.75
Goal 3: Continuous Improvement (20%)	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					
Goal 4: Effective Communication (15%)	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	0.40
Overall Performance:					3	0.45
					2.40	


 Board Member Signature: _____