



# AGENDA REQUEST FORM

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

<b>MEETING DATE</b>	2017-09-26 10:05 - THE SCHOOL BOARD OF BROWARD CO	<b>Special Order Request</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>ITEM No.:</b>	<b>AGENDA ITEM</b>	<b>Time</b>	
B-1.	ITEMS		
	<b>CATEGORY</b>	<b>Open Agenda</b>	
	B. BOARD MEMBERS	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	<b>DEPARTMENT</b>		
	Office of Chief of Staff		

**TITLE:**  
Annual Evaluation of the Superintendent of Schools

**REQUESTED ACTION:**  
Receive the School Board Member annual evaluation ratings of the Superintendent of Schools.

**SUMMARY EXPLANATION AND BACKGROUND:**  
The School Board and the Superintendent recognize the importance of a formalized process to review the Superintendent's performance. The evaluation process is intended to communicate clear goals and expectations for the Superintendent's performance. The process is conducted, a minimum, twice a year and used for the School Board and the Superintendent to acknowledge achievements and provide opportunities for constructive dialogue and feedback. To that end, Section 9 of the Superintendent's Employment Agreement outlines the evaluation procedures. In accordance with the Agreement, the School Board shall evaluate the performance of the Superintendent using the agreed upon form, format, and process by September 30th of each year. The 2016-2017 Annual Evaluation of the Superintendent is being submitted to the School Board pursuant to the Agreement. The Agenda Request Form has been reviewed and approved by the Board Chair.

**SCHOOL BOARD GOALS:**  
 Goal 1: High Quality Instruction  
  Goal 2: Continuous Improvement  
  Goal 3: Effective Communication

**FINANCIAL IMPACT:**  
There is no financial impact to the District.

**EXHIBITS: (List)**  
(1) Superintendents Correspondence-Self Evaluation (2) Superintendent Annual Evaluation Rating Summary (3) Rating by Mrs Freedman (4) Rating by Mrs Rupert (5) Rating by Mrs Bartleman (6) Rating by Mrs Brinkworth (7) Rating by Mrs Good (8) Rating by Mrs Korn (9) Rating by Mrs Levinson (10) Rating by Mrs Murray (11) Rating by Dr Osgood

**BOARD ACTION:**  
**RECEIVED AS AMENDED**  
(See Amendment Attached)  
(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:	
Name: Jeffrey S. Moquin	Phone: 754 321-2650
Name: Abby Freedman	Phone: 754 321-2004

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
Senior Leader & Title

Jeffrey S. Moquin - Chief of Staff

Signature  
Jeffrey S. Moquin  
9/19/2017 4:20:11 PM

Approved In Open Board Meeting On: SEP 26 2017  
By: Abby M. Freedman  
School Board Chair

**B-1 Amendment September 26, 2017 Special Meeting**

Motion to Amend (Carried)

Motion was made by Mrs. Bartleman, seconded by Mrs. Brinkworth and carried, to amend the percentages for "ELL students reading at level" under Goal 2 - High Quality Instruction, Third Grade FSA Scores, to read as follows:

2015	2016	2017
<u>21.7%</u> <del>36.6%</del>	22.0%	<u>36.6%</u> <del>21.7%</del>



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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**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.

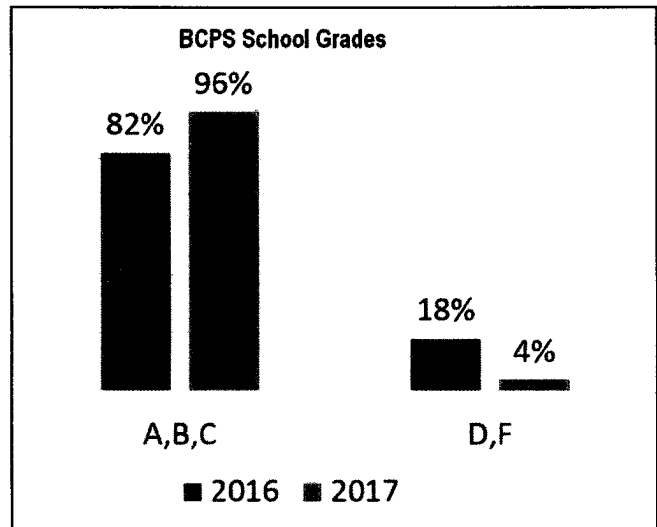
The District also saw significant improvements in the other tested areas (subjects and grade levels) of the 2017 FSA and End of Course (EOC) exams. The results showed BCPS either maintained or increased the percentage of students scoring level 3 or higher on 18 of the 22 tested areas. Results for all 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:

## School Board Members

July 31, 2017

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- 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**

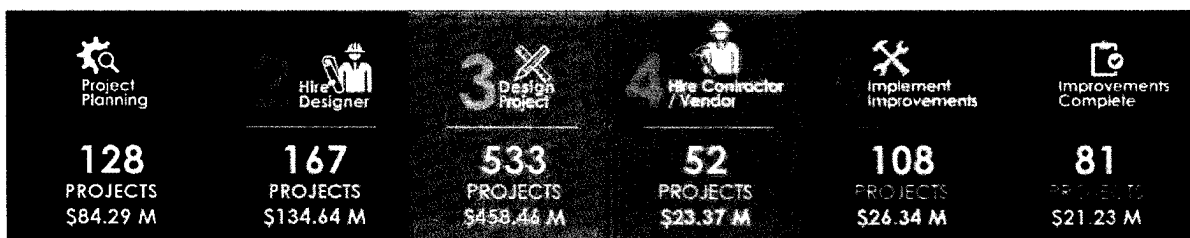
The recalibrated strategic plan recognizes no school model is right for every child, and opportunities to provide enhanced educational programs are created by aligning resources, creating efficiencies in space allocation and reinvesting in our schools and communities. As such, the contributions of the 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.

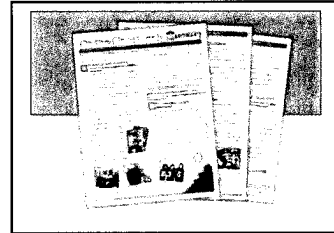
- 100% of all priority tactics were formally tracked and reviewed with Strategic Initiative Management by June 2017.
- Five SIM-PM reviews for strategic initiatives were conducted prior to June 2017:
  - Early Literacy (Interim Review) 11/3/16
  - Early Literacy (1.0 Review) 11/10/16
  - Early Literacy (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.

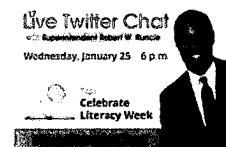
The Public Information Office continued to leverage multiple communications vehicles geared toward promoting and showcasing the tremendous work of the District and enhancing awareness among our many stakeholders of various accomplishments, initiatives and events.

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.

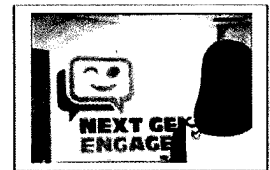


Through collaboration with multiple departments, we addressed issues and concerns with letters, op-eds in local print media, numerous media (radio and television) appearances discussing topics such as the social and emotional well-being of BCPS students, the importance of reading to young children in 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 reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	<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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	<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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.	4 points	3 points	2 points	1 point
		<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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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:

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**Overall Performance Evaluation Rating:**

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

Board Member Signature

  
Superintendent Signature

Date

  
Date

The School Board of Broward County, Florida

Annual Evaluation  
Robert W. Runcie, Superintendent of Schools  
Rating Summary

Special School Board Meeting  
Tuesday, September 26, 2017

This summary represents the total number of ratings of each performance goal as reported by each of the nine School Board members. Additional comments can be found on the enclosed Annual Evaluation forms submitted by each School Board member.

	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<b>Goal 1:</b> <b>Leadership/Management</b> Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	5	1 (3.5)* 1	1 (2.5)* 1	0
<b>Goal 2:</b> <b>High Quality Instruction</b> Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	4	1 (3.5)* 2	1 (2.5)* 1	0
<b>Goal 3:</b> <b>Continuous Improvement</b> Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	5	2	2	0
<b>Goal 4:</b> <b>Effective Communication</b> Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.	0	7	1 (2.5)* 1	0
<b>Overall Annual Performance Rating:</b>	6	1	2	0

\* Board Member(s) adjusted the rating scale.

**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  $\checkmark$  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			
<b>Goal 1: Leadership/Management (40%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically 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.	4			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>Mr. Runcie has taken aggressive and courageous positions on major issues confronting the district. An example is his work concerning HB7069.</p> <p>He has also exhibited leadership at the state and national levels including:</p> <ul style="list-style-type: none"> <li>• President of Florida Association of District School Superintendents (FADSS)</li> </ul> <p>Participation on boards and organizations driving educational policy nationally including:</p> <ul style="list-style-type: none"> <li>• Code.org (Computer Science)</li> <li>• Chiefs for Change (National Education Leaders)</li> <li>• Aspen Institute Program on Education &amp; Society</li> </ul> <p>The Superintendent continues to attract talent to fill key leadership positions to ensure that the district continues to improve and execute our strategic priorities.</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.				
<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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	<b>4</b>			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments:</p> <p>The district continues to see improvement in academic outcomes. Some examples:</p> <ul style="list-style-type: none"> <li>• 60% of elementary schools showed increase in the percent of third grade students meeting or exceeding proficiency.</li> <li>• The number of "F" rated schools have been reduced from 22 in 2015 to 2 in 2017</li> <li>• Progress has been made in closing the achievement gaps. An impressive example is that in Broward County Public Schools more African – American students took AP Computer Science exams this year than in the entire state of Florida last year.</li> </ul>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	4			
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments:</p> <p>We have seen a marked improvement in the management and monitoring of responses to board member inquiries. There have also been improvements in the quality and preparation of board agenda items.</p> <p>Key department functions such as purchasing and SMART Bond management have demonstrated significant progress in process improvement and quality of work.</p>			
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><b>Suggested Evidence and Artifacts:</b></p> <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> 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.	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<p>Comments:</p> <p>Although we have seen continued progress in this area, we need to execute our plan to redesign the District and school websites, on a common platform, that is compelling for parents and community engagement.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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:

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Overall Performance Evaluation Rating:

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

Abby M. Freedman  
Board Member Signature

8/22/17  
Date

Robert M. Runcie  
Superintendent Signature

8/22/2017  
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		
<b>Goal 1: Leadership/Management (40%)</b>	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				4	1.60
<b>Goal 2: High Quality Instruction (25%)</b>	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness				4	1.00
<b>Goal 3: Continuous Improvement (20%)</b>	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				4	0.80
<b>Goal 4: Effective Communication (15%)</b>	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board				3	0.45
<b>Overall Performance:</b>						3.85

Board Member Signature: Abby M. Freedman

**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			
<b>Goal 1: Leadership/Management (40%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically 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>2.5</b>	
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.	4 points	3 points	2 points	1 point
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students. 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.	Comments:  <ul style="list-style-type: none"> <li>● See Attached</li> </ul>			
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>● Student Achievement/Performance Data</li> <li>● Implementation plan for Common Core State Standards</li> <li>● Implementation plan for instructional and administrator evaluation systems</li> <li>● Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices</li> <li>● Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students</li> <li>● Utilization of quality assessments and interventions to enhance achievement</li> </ul>				

## Goal 2: High Quality Instruction

“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 21<sup>st</sup> 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.

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

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

### **Goal 3: Continuous Improvement**

“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 21<sup>st</sup> 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. “

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

<b>Goal 4: Effective Communication (15%)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<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>	4 points	3 points	2 points	1 point
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• See Attached</li> </ul>			
<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><b>Suggested Evidence and Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Climate Surveys</li> <li>• Comprehensive communications plan</li> <li>• Outreach efforts to increase parent input and involvement</li> <li>• Outreach efforts to engage the community and businesses</li> <li>• Outreach efforts and collaboration with municipalities, universities, and legislative groups</li> <li>• Communication tools that enhance communication and customer service</li> <li>• Newsletters and public engagement documents designed to strengthen connections to the community</li> </ul>				

## **Goal 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.



The School Board of Broward County, Florida  
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COMMENTS:

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**Overall Performance Evaluation Rating:**

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

**Effective**  
(2.450-3.399)

**Needs Improvement**  
(1.450-2.449)

**Unsatisfactory**  
(1.000-1.449)

*Mona Rupert*  
Board Member Signature

*August 29, 2017*  
Date

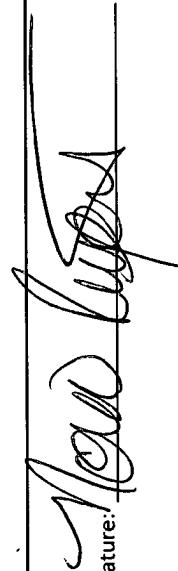
*Robert W. Runcie*  
Superintendent Signature

*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	
<b>Goal 1: Leadership/Management (40%)</b>	<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>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>				1.00
<b>Goal 2: High Quality Instruction (25%)</b>			2.5		0.63
<b>Goal 3: Continuous Improvement (20%)</b>			2		0.40
<b>Goal 4: Effective Communication (15%)</b>			2		0.30
<b>Overall Performance:</b>					2.33

Board Member Signature: 

**The School Board of Broward County, Florida  
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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><b>Goal 1: Leadership/Management (40%)</b></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><b>Suggested Evidence and Artifacts:</b></p> <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>				

## 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.

**The School Board of Broward County, Florida  
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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			
<b>Goal 1: Leadership/Management (40%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.			X	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments Please see attached			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
<b>Suggested Evidence and Artifacts:</b>				
<ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and attainment of partnerships, grants and other resources to support initiatives</li> <li>• Results from outreach and collaboration with employees and their respective union/meet and confer groups</li> <li>• Presentations to internal and external stakeholders</li> <li>• Involvement in state and national organizations to provide input and influence local, state and national policy decisions</li> <li>• Development and refinement of Board Policies</li> <li>• Consistent and regular one-on-one meetings with Board members</li> <li>• Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda</li> </ul>				

## Goal 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	<del>36.6%</del> 21.7%	22.0%	<del>21.7%</del> 36.6%

BB

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 9<sup>TH</sup> AND 10<sup>TH</sup> GRADERS

Year	2015	2016	2017
Percent of Black students reading at grade level in 9 <sup>th</sup> grade	37.2%	39.9%	40%
Percent of Black students reading at grade level in 10 <sup>th</sup> grade	34%	34.2%	37.5%
Percent of FRL students reading at level in 9 <sup>th</sup> grade	42.8%	44.9%	44.6%
Percent of FRL students reading at level in 10 <sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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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<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.			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				
<b>Suggested Evidence and Artifacts:</b>				
<ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and implementation of a performance management system</li> <li>• Improved budget process incorporating enhanced planning, communication and resource distribution</li> <li>• Development and implementation of innovative and entrepreneurial programs</li> <li>• Analysis and recommendations for improvements to the organizational structure</li> <li>• Redirection of resources to support schools</li> <li>• Use of audits to improve practices and accountability</li> </ul>				

### Goal 3 – Continuous Improvement

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  
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2016-2017**

<b>Goal 4: Effective Communication (15%)</b>	<b>Highly Effective 4 points</b>	<b>Effective 3 points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory 1 point</b>
<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><b>Suggested Evidence and Artifacts:</b></p> <ul style="list-style-type: none"> <li>• Climate Surveys</li> <li>• Comprehensive communications plan</li> <li>• Outreach efforts to increase parent input and involvement</li> <li>• Outreach efforts to engage the community and businesses</li> <li>• Outreach efforts and collaboration with municipalities, universities, and legislative groups</li> <li>• Communication tools that enhance communication and customer service</li> <li>• Newsletters and public engagement documents designed to strengthen connections to the community</li> </ul>				

#### Goal 4 – Effective Communication

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.

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

COMMENTS:

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Overall Performance Evaluation Rating:

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

**Effective**  
(2.450-3.399)

**Needs Improvement**  
(1.450-2.449)

**Unsatisfactory**  
(1.000-1.449)

  
Board Member Signature

September 05/2017  
Date

  
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		
<b>Goal 1: Leadership/Management (40%)</b>	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				2	0.80
<b>Goal 2: High Quality Instruction (25%)</b>	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness				3	0.75
<b>Goal 3: Continuous Improvement (20%)</b>	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				2	0.40
<b>Goal 4: Effective Communication (15%)</b>	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board				3	0.45
<b>Overall Performance:</b>						2.40

*Robert Runcie*

Board Member Signature: \_\_\_\_\_

**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.		3.0		
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>I appreciate Mr. Runcie's work across the organization to align board agenda items to the Strategic Plan goals. Mr. Runcie and staff have provided opportunity for the Board to review progress toward Strategic Plan goals in a workshop format. As expressed in the workshop, KPIs that serve to measure progress under each goal of the Strategic Plan should also be monitored in a way that is transparent to both the Board and all community stakeholders. This year's agenda items and budget cycle decisions came to the Board annotated with impact toward achieving the Strategic Plan goals, and I look forward to regular review of progress and return on investment.</p> <p><b>Please see attached 2016-2017 Superintendent's Eval: Leadership/Management continued.</b></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.				
<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>			

## **2016-2017 Superintendent's Evaluation**

### **Leadership/ Management (40%) continued:**

In last year's evaluation, and in the 2017 mid-year evaluation, I included the following quote, "I am still looking forward to a comprehensive review of resources and programs used throughout the District to ensure alignment to the Strategic Plan. This review has been discussed for some time, but it is not apparent to me as a board member that the review and subsequent reduction has occurred. During several recent budget discussions, the Board has requested clear communication of department and general fund expenditures that are being reduced or eliminated as new requests are granted." Mr. Runcie has publicly indicated this comprehensive review is forthcoming, and I look forward to the opportunity for board discussion and direction as it relates to the budget.

I applaud the Superintendent for actively seeking initiatives and opportunities for the District to achieve the Strategic Plan goals through leveraging grants. I am however concerned that this District must ensure sustainability plans, as we cannot continue to depend on subsequent grants to move this work forward. I encourage the Superintendent to work diligently to that end, as we have seen significant improvement within schools across the District supported by various grant opportunities and initiatives. It is imperative that the positive impacts are maintained.

I applaud the Superintendent for the creation of the SMART Futures web pages that are available online. From a view on a single school site, to a sort by municipality, to a district-wide comprehensive view, these pages allow our stakeholders to easily view each project. Mr. Runcie must ensure staff relays any changes in status with consistency and clarity. The District is still working to be better positioned to complete the school choice small projects, and I remain concerned about the slow progress on the SMART projects overall, but have seen a significant increase in the amount of projects moving into design phase over the past year. It is imperative that the Superintendent continues to monitor the progress and capacity of the Facilities Department, program manager, District staff and vendors to ensure the push to complete projects does not overload the capacity of any group or entity.

Over the past year, senior staff has met with representatives from employee groups to begin to address stakeholder concerns over Policy 4.9. I appreciate the collaboration that has occurred, but we are still awaiting the updated policy returning to the Board. It is my understanding Policy 4.9 should be before the Board in early to mid-October, and I expect to see it then, as the updates are long overdue.

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

<b>Goal 2. High Quality Instruction (25%)</b>	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>		3.0		
<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:</p> <p>As mentioned in previous evaluations, I appreciate the District's shift to a uniform reading assessment in primary grades and look forward to continued updates on improved processes and student growth. As a board member, I applaud and appreciate the various dashboards tracking many of the outcomes on student achievement. I look forward to regular updates on how this data is driving District-wide initiatives, site-based administrative decisions, and classroom instruction.</p> <p>Mr. Runcie encourages staff to seek and provide expanded initiatives and opportunities focused on the development of well-rounded students. As additional initiatives are added it is imperative that professional development and District support is provided to ensure implementation with fidelity.</p> <p>As mentioned in many previous evaluations, I look forward to a full-scale usage of Naviance, LEAPS, and other procured curriculum and technology tools which have still only been minimally utilized.</p> <p><b>Please see attached 2016-2017 Superintendent's Eval:</b></p> <p><b>High Quality Instruction (25%) continued.</b></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><b>Suggested Evidence and Artifacts:</b></p> <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>				

## ***2016-2017 Superintendent's Evaluation***

### ***High Quality Instruction (25%) continued:***

Mr. Runcie must ensure all students and staff are aware of the tools, receive proper training, and truly integrate them into the educational experience. I encourage Mr. Runcie to provide usage reports to the Board that accurately depict usage, rather than a single log in to any particular program. As the District incorporates Canvas as the learning management system, it is incumbent upon the Superintendent to work collaboratively with employee groups to ensure appropriate and timely professional development is provided.

As the District expands initiatives and educational programs, reducing teacher workload and assessments for students are critical considerations. I encourage Mr. Runcie to continue pushing staff to look at ways of further reducing both, and improving communication around this effort.

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

<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.		3.0		
Update and implement the District vision, mission, priorities and strategic plan that will serve as a system framework focused on comprehensive outcomes and measures.	<p>Comments:</p> <p>Mr. Runcie is committed to the District vision, mission, priorities and strategic plan. I appreciate the annual review, and look forward to the recalibration of goals. I encourage the Superintendent to introduce specific KPIs in support of the plan to ensure resources are directed to provide the best return on investment.</p> <p>The District dashboards serve as a means for various levels of the organization to dissect and disaggregate data, and I encourage the Superintendent to provide information on how the dashboard insight drives decision making.</p> <p>Mr. Runcie utilizes audits and regular review of organizational processes to continue to improve efficiency within the organization.</p> <p>I commend the Superintendent and staff for ongoing efforts to support struggling schools, and introduce innovative programs.</p> <p><b>Please see attached 2016-2017 Superintendent's Eval: Continuous Improvement continued.</b></p>			
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><b>Suggested Evidence and Artifacts:</b></p> <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>				

## ***2016-2017 Superintendent's Evaluation***

### ***Continuous Improvement (20%) continued:***

These efforts have proven effective in raising student achievement numbers overall, however I remain concerned that there are significant gaps in progress for some groups. The Superintendent and staff have worked to ensure a laser focus on early learning and increasing levels of reading proficiency by grade three, and I look forward to continued conversations about progress in this area. As the District shifts the laser focus to reimagining middle school, I encourage the Superintendent to ensure District resources are aligned to fully support the shift, while continuing the ongoing work. I continue to be interested in a conversation with the Board to determine ROI of investments in technology and innovative programs.

As the District moves to single sign on and Canvas as a learning management system it is imperative that all stakeholders are part of the training and communication.

I continue to encourage Mr. Runcie to ensure all departments work together and communicate regularly as the volume of SMART projects moves from design phase to construction. Mr. Runcie and staff have worked to improve Bond Oversight Committee reports, and have provided updates to communities in D3 with regard to specific projects. It is imperative that any schedule changes, project concerns and/or budget concerns be communicated timely.

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

<b>Goal 4: Effective Communication (15%)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<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>	4 points	3 points	2 points	1 point
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p>Comments:</p> <p>Mr. Runcie continues to be a visible presence in the community, and utilizes multiple avenues of engagement with stakeholders. I commend Mr. Runcie's efforts to engage the business community in support of both initiatives and advocacy. As the District continues to advocate for legislative support for public education, I encourage Mr. Runcie to provide additional opportunities for stakeholders and the larger Broward County community to be informed and involved.</p> <p>Mr. Runcie and district staff continue to provide updates to stakeholders on facility projects through the SMART initiatives. Staff continues to provide information to municipalities and/or community groups as requested. Mr. Runcie must ensure these regular updates clearly show progress (even if incremental), as many in the D3 community are anxious for progress.</p> <p><b>Please see attached 2016-2017 Superintendent's Eval:</b></p> <p><b>Effective Communication continued.</b></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><b>Suggested Evidence and Artifacts:</b></p>				
<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>				



## ***2016-2017 Superintendent's Evaluation***

### ***Effective Communication (15%) continued:***

I commend Mr. Runcie and staff working to improve the SMART Futures web pages, and look forward to continued efforts to improve communication.

I continue to encourage Mr. Runcie to keep clear and open lines of communication with employee group leaders, as the District looks to improve working conditions and professional development for employees, as well as student achievement.

Mr. Runcie must ensure the Board's vision and strategic direction are clearly communicated and monitored. In order for the Strategic Plan to impact our students as we intend, every employee must clearly understand how their work is tied to the plan goals. Board direction comes through the Superintendent to staff, monitoring of staff adherence to Board direction, and relaying information back to the Board on progress and/or obstacles are also the direct responsibility of the Superintendent. Staff follow-up to Board questions or requests for information is greatly improved. I applaud Mr. Runcie and staff on ensuring timely feedback and improved agenda preparation. The majority of board agenda items include all the relevant and pertinent information. While efforts are ongoing, internal communication regarding District level roll out of initiatives continues to need additional attention.

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

COMMENTS:

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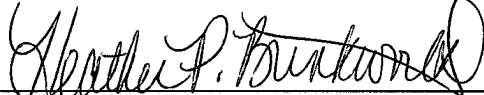
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**Overall Performance Evaluation Rating:**

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

  
Board Member Signature

9/6/2017  
Date


  
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				
<b>Goal 1: Leadership/Management (40%)</b>	<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>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>				3			1.20
<b>Goal 2: High Quality Instruction (25%)</b>	<p>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</p>				3			0.75
<b>Goal 3: Continuous Improvement (20%)</b>	<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			0.60
<b>Goal 4: Effective Communication (15%)</b>					2.5			0.38
<b>Overall Performance:</b>								2.93

Board Member Signature: 

**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  $\checkmark$  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**

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
<p><b>Goal 1: Leadership/Management (40%)</b></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>	4	3	2	1
<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 style="text-align: center;">3.5</p> <p>Comments:</p> <p>The Superintendent continues to exhibit a leadership style that benefits the District's core mission of providing a quality education for all students. His collaborative management style has led to departmental efficiencies and increased opportunities for students to be exposed to innovative learning.</p> <p>The Superintendent needs to continue to oversee staff to ensure proper guidelines and procedures are consistently being followed throughout the District.</p>			
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	<b>4</b>			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments:</p> <p>The Superintendent has continued to implement a variety of measures to improve overall student achievement. Programs such as LEEO, Debate, Chess, Latinos in Action, Dual Language and Coding have greatly benefited our students. Expansion of innovative programs throughout the District has afforded families a broader range of educational opportunities. Additionally, Initiatives and mentoring programs such as Latinos in Action and Mentoring Tomorrow's Leaders have led to improved outcomes for our students.</p> <p>The Superintendent needs to continue to implement measures to further improve overall student achievement. Additionally, the Superintendent must continue to address issues that can better assist our ESE students. A District-wide effort must be taken to ensure all schools promote programs of mutual respect and students are consistently included in school activities.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 3. Continuous Improvement (20%)</b>	<b>Highly Effective 4 points</b>	<b>Effective 3 points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory 1 point</b>
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.		<b>3</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.	<p><b>Comments:</b></p> <p>The Superintendent has worked diligently with the Board to update the District's Strategic Plan including measurable goals. In addition, Reports such as the Disparity Study and the Evergreen Report have provided important recommendations that have led to critical policy and procedure changes.</p> <p>Although resources are limited, the Superintendent must continue to analyze the most appropriate measures to ensure equity of educational programs throughout the District are achieved. Although significant improvements have occurred, District operations can benefit by further development of quality control measures. Additionally, the Superintendent must make certain staff properly monitors and completes all functions related to the SMART Program to ensure the timely completion of all projects district-wide.</p>			
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><b>Suggested Evidence and Artifacts:</b></p> <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
<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>		<b>3</b>		
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p><b>Comments:</b></p> <p>The Superintendent is a visible presence in the community. He routinely interacts with employees and students in a variety of District activities. He continuously reaches out to stakeholders to involve them in the development of District programs and potential policy/procedural changes. Additionally, his visibility on a national and state level has impacted the District in a positive manner and has led to legislative changes benefitting the District.</p> <p>Improvements have been made to properly communicate the progress of the SMART Program in a transparent manner. Communication through a variety of measures must continue to occur to ensure information, such as timeline and budgetary changes, are consistently shared with the Board and the public.</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><b>Suggested Evidence and Artifacts:</b></p> <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:

I am confident the Superintendent will continue to have a strong leadership role in the creation of initiatives that will further improve student achievement and move the District forward in a positive manner.

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**Overall Performance Evaluation Rating:**

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

  
Board Member Signature

8/28/17  
Date

  
Superintendent Signature

8/30/17  
Date



**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.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Comments:</p> <p>Mr. Runcie's continuous advancement of programs throughout the District reflects his ability to provide strong leadership. His leadership team is a critical component to allow him to implement and grow these programs. Mr. Runcie continues to demonstrate a positive, supportive approach with Senior Staff, the Board, school-based staff and our students and families. There is a cohesive direction in senior management's approach to expanding programs such as debate, CTACE, and our dual language. Additionally, a dramatic change in how we approach middle school education also requires a strong leadership approach to undertake such a significant education delivery method. He provides senior staff flexibility as well as support. The key element to successful schools is found in strong school leadership, principals, and the model Mr. Runcie has implemented to support our principals continues to allow positive change at our schools.</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.				
<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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		X		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments:</p> <p>The Board continues to challenge Mr. Runcie to improve educational opportunities that are already in place as well as establish new ones. This focus has resulted in improved testing for our students, at all grade levels, across the District. Mr. Runcie is strategically focused on reaching each student where they are in order to effectuate the best educational approach for individual learning styles by focusing on evaluating student achievement throughout the school year and differentiating educational delivery. Constant improvements in the Professional Development that the District offers has been important and needs to continue to develop.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	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.	<p>Comments:</p> <p>Mr. Runcie continues to stay on-point as he remains focused on the District's vision, mission and priorities, as he expands new programs and introduces new educational opportunities. Many of the issues the District faced, regarding implementing the Bond projects, have been addressed and continuous program is being made to improve delivery of the Bond promises. Single source access, for students and parents, has been a strong area of improvement as navigating all of the educational opportunities and information are accessed.</p> <p>Monitoring and maintaining accurate records of Bond dollars needs to continue and working with the oversight committee is critical in this capacity. It will remain critical that we monitor rising construction costs and explore every opportunity to achieve cost avoidance. Transparency of how and where funds are being used has continued to improve under Mr. Runcie's leadership.</p>			
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><b>Suggested Evidence and Artifacts:</b></p> <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
<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>		X		
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p>Comments:</p> <p>Communication has improved significantly in many areas of the District. Mr. Runcie and his senior staff's visibility at school sites has resulted in positive impressions as our schools. Social media has been a strong focus and has also been successful. Multiple forms of communication is key to the highest level of effectively reaching our families and students. Communication is always a challenge and one that we should continue to be exploring with each department looking at their unique opportunities to engage our stakeholders. Communication with our staff continues to be an area that we can see improvement. We need to make sure information is disseminated timely and to all staff. A standard school website platform is a step forward, but delays in resources such as Pinnacle continues to create issues as it relates to communicating effectively.</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><b>Suggested Evidence and Artifacts:</b></p> <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:

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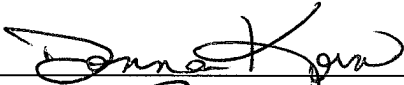
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**Overall Performance Evaluation Rating:**

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

  
\_\_\_\_\_  
Board Member Signature

9/5/2017  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent Signature

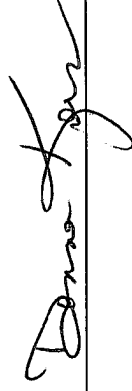
7/19/2017  
\_\_\_\_\_  
Date

**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	
<b>Goal 1: Leadership/Management (40%)</b>	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				1.60
<b>Goal 2: High Quality Instruction (25%)</b>	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness	3			0.75
<b>Goal 3: Continuous Improvement (20%)</b>	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				0.80
<b>Goal 4: Effective Communication (15%)</b>	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board	3			0.45
<b>Overall Performance:</b>					3.60

Board Member Signature: \_\_\_\_\_



**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			
<b>Goal 1: Leadership/Management (40%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	<p>Mr. Runcie demonstrates strong organizational and educational leadership, and has most definitely improved public trust and confidence in Broward County Public Schools (BCPS), while strengthening the focus on student achievement. He leads in a participatory manner, encouraging open dialog with administrators, teachers, students, and staff on issues of teaching and learning.</p> <p>Mr. Runcie collaborates exceptionally well with external stakeholders to develop and attain partnerships which provide resources to support educational initiatives. He also maintains a collaborative relationship with the Board, carrying out the District's vision and strategic direction. Mr. Runcie delegates appropriate authority to staff, but still needs to monitor follow-through more closely to achieve collective goals.</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.				
<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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.	4 points	3 points	2 points	1 point
		<b>3.5</b>		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Mr. Runcie has moved student performance and outcomes in BCPS by focusing on learning and excellence for students. He strongly supports academic and enrichment opportunities for all students in order to provide a well-rounded education that meets their social, cultural, and academic needs. This year the District placed a laser focus on literacy and early learning. The percentage of third grade students meeting or exceeding grade level proficiency increased from 55% to 57% in 2017, and is up five percentage points from 2015. The percentage of students scoring at level one is down 3% this year. In addition, proficient performance on math EOCs showed significant increases: Algebra 1 was up 8%, Algebra 2 was up 8%, and Geometry was up 7%. On the 2017 FSA and EOC exams, BCPS either maintained or increased the percentage of students scoring level 3 or higher on 18 of the 22 tested areas. Although, there is certainly much room for growth and improvement, student performance is moving in a positive direction and our teachers, administrators, and staff are preparing students to be college and career ready under Mr. Runcie's leadership. It is essential that the District develop and offer meaningful professional learning opportunities to continue to raise the bar.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	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.	<p>Mr. Runcie continues to enhance operational efficiency for BCPS. The Strategic Plan has been updated and implemented, focusing on comprehensive outcomes and measures. BCPS shows a positive trend in 70% of the Council of the Great City Schools key performance indicators for K-12 school operations.</p> <p>Mr. Runcie continues to improve Purchasing by implementing the Procurement Turnaround Plan, increasing service levels to all departments, with a focus on SMART and BEST. The Supplier Diversity Outreach Program has been updated and improved, as well. He provides enhanced educational programs by aligning resources, creating space allocation efficiencies, and reinvesting in our schools and communities. He must continue to provide school options and innovative educational opportunities by working collaboratively with the Board to determine priorities and redirect resources focusing on improving student achievement.</p>			
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><b>Suggested Evidence and Artifacts:</b></p> <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.	<p>Mr. Runcie has enhanced communication internally and externally. He provides a visible presence, and has developed and maintained meaningful relationships throughout the District and community. His team works diligently to increase the effectiveness of external communication with stakeholders by using tools such as the On the Right Track publication, Twitter Chats, and the Superintendent Podcast to highlight priorities, accomplishments, initiatives, and events.</p> <p>Mr. Runcie has developed successful outreach efforts with municipalities, universities, and legislators; however, BCPS must increase its external communication effectiveness with the media to receive positive coverage regarding all the District's wonderful stories and accomplishments. Internal stakeholder communication has improved with initial focus on a new system and procedures, but much work still remains in this area, as well.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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:

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**Overall Performance Evaluation Rating:**

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

*Lanue Rich Levinson*  
Board Member Signature

*9/18/17*  
Date

*Robert D. Durie*  
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	
<b>Goal 1: Leadership/Management (40%)</b>	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				1.60
<b>Goal 2: High Quality Instruction (25%)</b>	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness	3.5			0.88
<b>Goal 3: Continuous Improvement (20%)</b>	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				0.80
<b>Goal 4: Effective Communication (15%)</b>	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board	3			0.45
<b>Overall Performance:</b>					3.73

Board Member Signature:



**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 reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments:  Mr. Runcie has shown effective leadership and management for Broward County Public Schools (BCPS). He fosters an open door environment for all stakeholders and has focused on student achievement through superior instruction and streamlined operations.			
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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	X			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	<p>Comments:</p> <p>Mr. Runcie has worked to close the gap of graduation rates among the different ethnicities and BCPS is moving in the right direction. Mr. Runcie's focus has been student achievement and that is evident in the release of our improved school grades.</p>			
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.				
<p><b>Suggested Evidence and Artifacts:</b></p> <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**

<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	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.	<p>Comments:</p> <p>Mr. Runcie strives for continuous improvement within BCPS operations, student achievement, and communication to reach our strategic goals.</p>			
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><b>Suggested Evidence and Artifacts:</b></p> <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.		X		
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments:  Mr. Runcie has worked well with all stakeholders in the area of communication. He maintains his accessibility and is visible to the community and staff through events and speaking engagements.			
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, Mr. Runcie has earned an highly effective rating for the 2016 – 2017 annual evaluation.

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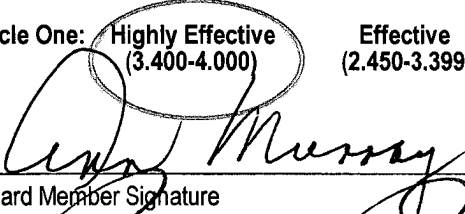
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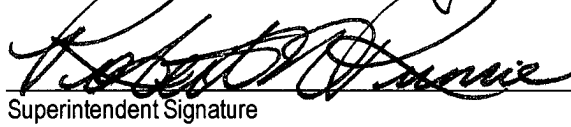
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Overall Performance Evaluation Rating:

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

  
Board Member Signature

8/28/17  
Date

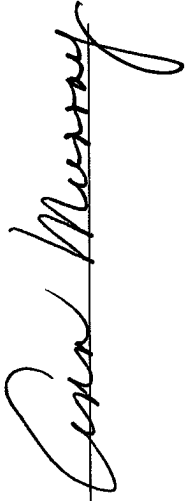
  
Superintendent Signature

8/28/17  
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	
<b>Goal 1: Leadership/Management (40%)</b>	4				1.60
<b>Goal 2: High Quality Instruction (25%)</b>	4				1.00
<b>Goal 3: Continuous Improvement (20%)</b>	4				0.80
<b>Goal 4: Effective Communication (15%)</b>		3			0.45
<b>Overall Performance:</b>					3.85

Board Member Signature: 

**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 reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: PLEASE SEE COMMENTS BELOW			
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**

<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.	X			
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: PLEASE SEE COMMENTS BELOW			
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**

<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.	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 COMMENTS BELOW			
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><b>Suggested Evidence and Artifacts:</b></p> <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
<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>		X		
<p>Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.</p>	<p>Comments: PLEASE SEE COMMENTS BELOW</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><b>Suggested Evidence and Artifacts:</b></p> <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:

Mr. Runcie continues to provide leadership that is changing the culture of Education in Broward County. He has done a tremendous job building partnerships with the business, faith, and LGBT Communities.

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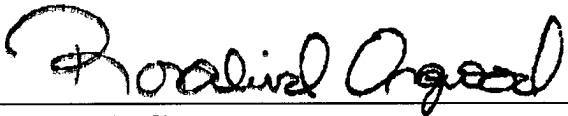
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Overall Performance Evaluation Rating:


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



Board Member Signature

September 18, 2017

Date



Superintendent Signature

9/19/2017

Date

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

**Goal 1: Leadership/Management**

Congratulations to Mr. Runcie for being chosen as the 2016-2017 Superintendent of the Year by the National Alliance of Black School Educators. Mr. Runcie continues to be an outstanding, influential leader and has recently been elected to serve as the President of the Florida Association of District School Superintendents (FADSS).

Mr. Runcie's leadership has ensured the financial stability of the District while offering salary increases for teachers and staff. The District saved \$812,000 by refinancing two COPs and \$10MM in technology devices and infrastructure under the SMART bond program.

Mr. Runcie has worked very hard to create a collaborative working environment with BTU Leadership. This collaboration has resulted in improved working relationships across the District. Modifications are to include changes in our teacher performance appraisal system, an increase number of teacher preplanning days, and investment of almost \$30 million to restructure high school schedules to give teachers more planning time, and the development of a strategy in response to the Board's directive to increase ESP and teacher salaries - resulting in an investment of over \$31 million for teacher and ESP salary increases.

Mr. Runcie continues to leverage talent across the District and attract qualified professionals. He recently hired a highly qualified Chief Financial Officer candidate in a short period of time, allowing for a smooth transition with our retiring CFO. Departments continue to perform and meet expectations. For example, the Technology Department has completed the deployment of more than 83,000 new computers months ahead of schedule and millions of dollars under budget. The phenomenal talent in our Coaching and Induction Department earned the District the Teacher Incentive Fund (TIF) Grant in the amount of \$54 million over five years. Broward was the only large Urban District in the Nation to receive this grant, which will help the District better place and compensate effective teachers in 32 Title-I schools. The new leadership in the Exceptional Student Learning Support Division has addressed all 110 recommendations outlined in the 2013-2014 Evergreen Independent Review and will continue to work on improving ESLS services and experiences for our students including launching a new Parent Friendly ESLS website, closing all seclusion rooms in Broward County Public Schools and updating the Matriculation Guide.

Mr. Runcie has also aggressively addressed the findings of the Districts Disparity Study. From 2014/2015, the annual number of SBBC Certified M/WBE Business Enterprise firms increased from 507 to 730. The Districts spend with SBBC Certified M/WBE Firms increased from \$2.6MM in 2008-2013 to \$33.8MM in 2017.

Mr. Runcie has been very responsive to Board Members' concerns. He continues to direct internal audits, challenge his staff and build public trust. The District received no audit findings for the single audit and comprehensive Annual Financial Report.

Finally, Mr. Runcie continues to take public positions at the local, state and national level in support of children and aligned with School Board priorities.



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

**Goal 2: High Quality Instruction**

During the 2016-2017 school year, the District continued to see improvement in High Quality Instructions. 60% of our Elementary students showed increases in the percentage of third grade students exceeding or meeting grade level proficiency. EOC's Math scores increased by 8 percentage points for both Algebra 1 and Algebra 2. We increased the number of students enrolled in computer science from a few hundred students three years ago to over 50,000 this year. Also, we only had 60 students sitting for AP Computer Science three years ago and this past May we had over 1,000 students taking the exam. When it comes to closing the achievement, Broward had more African-American students taking the AP Computer Science exam this year than the entire rest of the state of Florida combined. In addition, we tripled the number of Hispanic students taking computer science.

96% of Broward Schools earned a grade of A, B, or C. One District school increased by three letter grades while another dozen schools increased by two letter grades. The number of schools earning an A grade improved by 18 schools to 59 District schools earning an A grade (41 in 2016 to 59 in 2017).

During this evaluation period, Mr. Runcie continued to create and expand opportunities for our students to shine. More schools offered Dual Language Programs, the number of schools participating in Debate increased to include elementary schools and a new program was started to enhance learning experiences for our Latino Students.

Finally, an analysis of subgroups and achievement gaps shows signs of progress. A cohort gap analysis based on FSA data shows that the District has improved in 35 of the 49 comparisons and had an increase in the performance gap in 14 of the 49 comparison groups.

**Goal 3: Continuous Improvement**

Mr. Runcie continues to demonstrate year after year, his willingness to taking on the challenge of transforming departments for the better. The Procurement department has undergone a complete transformation and continues to add value in overseeing the District's procurement activities. The great work of this department has improved efficiency, facilitated an improved bid process and enhanced customer service.

The SMART bond program for facilities renovation got off to a slow start but has worked hard to get back on schedule. The program has now initiated more than 1,000 projects (more than 70% of the work). The District has established new policies, procedures and more delivery methods to improve the implementation of the needed improvements. On Friday, August 21, we celebrate the Ribbon Cutting for the New Boyd H. Anderson High School New Cobra Research Center.

The "zero-based budget" initiative in ESE, resulted in a new organizational design and realignment of resources to deliver better services and address recommendations raised in the Evergreen Report and ESE Advisory Committee.

The District has improved its monitoring and tracking of our Strategic Plan goals. Mr. Runcie has held staff accountable and focused, resulting in the District being on track to meet three-year targets and has already achieved one of the goals in the three-year Strategic Plan.

Finally, Mr. Runcie has responded to the School Board's desire to see improvements in the preparation of agenda items, tracking and responding to inquiries, and restructuring board meetings to run more efficiently. Mr. Runcie and his team has delivered in these areas which have seen significant improvement.

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

**Goal 4 : Effective Communication**

Mr. Runcie does an excellent job in representing the District, communicating strategic priorities and accomplishments, and effectively collaborating with a wide-range of local community, state and national organizations and individuals.

The Communications department has improved its ability to source media stories showcasing the great programs and activities going on in the District.