

**The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2017-2018**

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 2017-2018 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.			2.0	
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments:  See Page 1			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
<b>Suggested Evidence and Artifacts:</b>				
<ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and attainment of partnerships, grants and other resources to support initiatives</li> <li>• Results from outreach and collaboration with employees and their respective union/meet and confer groups</li> <li>• Presentations to internal and external stakeholders</li> <li>• Involvement in state and national organizations to provide input and influence local, state and national policy decisions</li> <li>• Development and refinement of Board Policies</li> <li>• Consistent and regular one-on-one meetings with Board members</li> <li>• Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda</li> </ul>				

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<b>Goal 2. High Quality Instruction (25%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		3.0		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments:  See Page 2.			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>• Student Achievement/Performance Data</li> <li>• Implementation plan for Common Core State Standards</li> <li>• Implementation plan for instructional and administrator evaluation systems</li> <li>• Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices</li> <li>• Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students</li> <li>• Utilization of quality assessments and interventions to enhance achievement</li> </ul>				



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<b>Goal 3. Continuous Improvement (20%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.			<b>2.0</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:  See Pages 3, 4, 5 & 6			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and implementation of a performance management system</li> <li>• Improved budget process incorporating enhanced planning, communication and resource distribution</li> <li>• Development and implementation of innovative and entrepreneurial programs</li> <li>• Analysis and recommendations for improvements to the organizational structure</li> <li>• Redirection of resources to support schools</li> <li>• Use of audits to improve practices and accountability</li> </ul>				

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<b>Goal 4: Effective Communication (15%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.			2.0	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<p>Comments:</p> <p>The District's communication has been subpar for a long time and adding the tremendous strain of the MSD tragedy it was a challenge getting through each day. I applaud Mr. Runcie for commencing the succession plan for our next PIO and look forward to working with the new PIO.</p> <p>Some areas of needed improvement: a communication plan that brings the Board information before it becomes public, and the implementation of a communications plan that is proactive instead of reactionary. Additionally, in dealings within our own organization and external community we need to respond to requests for information in a timely matter and with respect.</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>				

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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)

  
Board Member Signature

10-9-18  
Date

  
Superintendent Signature

10-9-18  
Date



## **Goal 1: Leadership/Management**

“I love when people that have been through hell walk out of the flames carrying buckets of water for those still consumed by the fire.” *Stephanie Sparkles*

On February 14, 2018, the unimaginable happened to our students, employees, and our BCSB community. 17 lives lost, 17 injured, the MSD community of collective hearts, broken. There simply was no playbook on how to move forward to healing and a positive change to make our students and staff safe.

When I read the quote above, I immediately thought about our MSD students and their amazing bravery and fortitude to work through shock and grief and actually implement a plan to save future lives.

I am awaiting the MSD High School Public Safety Commission Report, due for release in January, 2019, which I expect to be used to improve campus security protocols, and hold identified staff accountable for their actions.

Mr. Runcie, as well as the board, positioned front and center to discuss issues, procedures, best practices, solutions and policy changes. Looking through the lens of tragedy amplified some of the districts problems that existed in our organizational system. While I must commend Mr. Runcie for his never-ending fortitude to be everywhere and his effort to be all things to all people, in the end the buck stops with Mr. Runcie’s department chiefs. The department chiefs are responsible for the effective management of their departments. Several departments have had departmental leadership problems for a long time; mainly Communications and Facilities. I applaud Mr. Runcie for commencing the search for a new Chief Public Information Officer and look forward to onboarding this new person. The other department that is struggling is our Facilities department, mainly concerning the delivery of the 2014 GOB on time and within budget parameters. I will address the 2014 Bond further under Continuing Improvement section.

## **Goal 2: High Quality Instruction**

Research shows that effective teachers are the most important factor contributing to student achievement. In the 2017/2018 school year: 96% of innovative public schools earned an "A", "B", or "C".

84% of innovative district schools maintained or increased their letter grade. Since 2015, BCSB has reduced their Level 1 FSA 3<sup>rd</sup> grade levels by 5% and increased Level 3 by 7 points.

According to our most recent data from FLDOE, our at-risk students who scored satisfactory are as follows: Students with disabilities (SWD) stayed the same this year at 25%, or 1 in 4 passed. Therefore, the GAP between non-SWD and SWD is 35% points. Our English Language Learners (ELL) for two years in a row remained static at 34% passing and a GAP between non-ELL and ELL is 26% points. Our Hispanic students increased from 56% to 59%, returning back to 2 years ago levels. The GAP is 13% points, down from last year's 19%. Our Black students increased their performance to 43% passing, an increase of 5% points and the GAP was 29% points decreased by 8% points. A terrific outcome and I hope that this path continues. We need a continued focus on sustained growth for ALL our students in Broward County.

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

I am very happy that our new Office of Strategic Initiative Management has benchmarked goals and focused on improvements with KPIs (Key Performance Indicators) for the district. They will be instrumental in implementing our Strategic Plan.

Year four of the GOB and I remain extremely concerned with the slow progress on the SMART construction projects.

Following is the latest report from TAXWATCH:

“The District continues to make progress in implementing the \$1.010 billion SMART Program. SMART Program expenditures and commitments now exceed \$240 million, and there are more than 2,100 financially active projects, more than 1,500 of which are facilities projects. All planned computer devices have been ordered and received, all SBBC schools now comply with the District’s standard of 1 computer for every 3.5 students, and all technology projects planned for charter schools have been completed.

The replacement of music and arts equipment continues, with all planned projects accelerated and underway. All planned track-resurfacing projects have been completed and 13 of the 30 weight room projects have been completed. Facility renovation and construction activities have begun, and in some cases completed, at numerous SBBC schools. Most importantly, a schedule for implementing planned facility renovations is in place.

**The number of schools that are experiencing delays in implementing planned facility renovation projects has increased from 128 to 152 during Q4 2017-18. TaxWatch identified 238 projects that have been “flagged” for scheduling issues and 7 projects that have been flagged for budget issues. The majority of these project delays are occurring in the Design Phase. The District has outlined measures to mitigate these delays; however, the number of delayed projects continues to increase.**



In its last report, TaxWatch noted the large number of projects in the Design Phase that had been flagged for delays and recommended that the Bond Oversight Committee and the District “engage in a candid discussion about what can reasonably be done to minimize the number of projects that experience schedule issues when they enter the Design Phase, and to keep projects moving throughout the process.” Some readers took this to mean the District had not, up to this point, been candid with the Committee. This misinterpretation is unfortunate and not at all what TaxWatch was suggesting. The recommendation to “engage in a candid discussion” was intended solely to underscore the importance of understanding why this problem was occurring and finding a timely and reasonable solution.

Since then, the District has conducted a more thorough analysis to better understand how far along in the Design Phase these delayed projects are. On pages 79-80 of the District’s Q4 2017-18 Report, the District provides a summary of that analysis. TaxWatch conducted its own analysis and found that, of the 116 projects that were delayed in the Design Phase, 80 projects were more than 90 percent through the Design Phase. There is every reason to believe that most if not all of these projects will have transitioned into the Hire Vendor Phase when the District issues its Q1 2018-19 Report in November.

Florida TaxWatch acknowledges and appreciates the District’s continued efforts to increase transparency in SMART Program reporting. In response to previous Florida TaxWatch recommendations, the District’s quarterly SMART Program reports:

- Include a revised School Spotlight template that now includes more project-specific information on construction activities at SBBC schools;
- Include summary information that makes it much easier to monitor the District’s progress in upgrading music and art equipment;
- Include summary information that makes it much easier to monitor the District’s progress in upgrading athletic facilities;

- Identify construction projects that are experiencing budget and scheduling issues;
- Include information on contracts awarded to and purchase orders issued to M/WBE firms for all SMART Program categories; and
- Include a section in the Budget Activity Report that identifies projects that have been completed and that meet standards.

As a result, the District now does a much better job explaining to the taxpayer actions that have been taken and how SMART Program funds are being spent. TaxWatch acknowledges the District's efforts in the Q4 2017-18 Report to provide the taxpayer a better explanation of why these actions are necessary. The taxpayer doesn't know whether the scopes of the projects are being revised, whether funding levels for the projects have changed, or whether the schedules for the projects are being pushed back. It is incumbent upon the District to help taxpayers understand how and why their tax dollars are being spent.

The tragedy at Marjory Stoneman Douglas High School has placed school safety and security under the microscope and it is unlikely that this focus will diminish going forward. More than 200 Single Point of Entry projects will, when completed, limit entry to the schools during normal school hours. The District continues to make considerable progress implementing the Single Point of Entry projects. Since the end of the last quarter, fewer projects are in the Design and Implementation phases and the number of Completed projects has more than doubled, increasing from 66 to 135.

In this report, Florida TaxWatch has offered recommendations to help guide the Bond Oversight Committee in its oversight of the implementation of the SMART Program, and to ensure that public's right-to-know how the taxpayer-approved General Obligation Bond funds are being spent is well served. Florida TaxWatch looks forward to presenting the results of its review to the Committee and the public, and to providing continued support and guidance as the Bond Oversight Committee continues its effective oversight of SMART Program implementation."

This past August the voters of Broward County resoundingly supported a BCSB referendum. We have to garner and maintain the public's confidence in our public schools and show them that we can and will get the GOB done on time and follow through on the promises made for the Referendum.



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 2017-2018 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				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				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				0.40
<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				0.30
<b>Overall Performance:</b>					2.25

Board Member Signature: 