

**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			
<p>Goal 1: Leadership/Management (40%)</p> <p>Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.</p>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
<p>Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.</p>	Comments: See Attached			
<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>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

Superintendent's Evaluation

Robin Bartleman

Leadership/Management

Strengths:

Shortly after the school year began, South Florida was hit by Hurricane Irma. Mr. Runcie provided strong leadership; he worked closely with the county while our facilities were utilized for shelters and he was able to reopen schools as soon as possible. He also assisted our community by ensuring access to food, water, and other necessities. So many of our families face food insecurity on a daily basis, and after the hurricane, the District assisted with providing these resources.

On February 14, 2018, Broward County Schools faced its most horrific tragedy in history: the shooting at Marjory Stoneman Douglas High School. Mr. Runcie engaged national experts to assist the District in planning the recovery process for MSD. Immediately following the tragedy, resource centers were set up for our employees, students, and community. These centers were operational seven days a week with crisis counselors. Staff also worked with national trauma experts and have established two Wellness Centers at MSD with confidential space for the students and staff members to receive counseling. Additional counselors and social workers have also been assigned to the Zone Schools. Mr. Runcie also reached out to the Broward Education Foundation to set up a fund for victims and their families. The reopening of MSD was an incredibly difficult day but thanks to our staff, social workers, school counselors, crisis counselors from across the state, and service dogs, students and staff were able to make the transition. Mr. Runcie also reached out to the Legislature and Governor to visit MSD, and to secure money to demolish and rebuild the freshman building. In addition, Mr. Runcie acquired a nationally recognized school security firm, which has been conducting a needs assessment of each school and our District's operational policies to help us provide a safe learning environment for all students. He expedited the remainder of all single point of entry projects and also ensured that MSD had 34 modular units in place for the beginning of the school year, constructed additional fencing, created a full-time security position to watch the surveillance cameras and he doubled the size of the security team. I also applaud Mr. Runcie for avoiding knee-jerk reactions and hiring experts to assist the District with short and long range planning for security. There was intense pressure to install donated security items and utilize different security measures; however, Mr. Runcie ensured that the District created and implemented a well thought out plan. Mr. Runcie also had a third party examine school discipline practices, including the number of referrals, suspensions, and expulsions. It was quite clear upon precursory review that a disproportionate amount of Black students receive referrals for disruptive behavior, a very ambiguous category. Once again I applauded Mr. Runcie for being proactive in addressing potential issues. Mr. Runcie also recognized the need for a long-range

plan for recovery. He reorganized his leadership chart and created new positions to ensure that the MSD community will receive services in the years to come. No one can be fully prepared for a tragedy of this magnitude. Mr. Runcie provided strong leadership and kept our District moving forward while providing the resources needed for our community. This year was marked with the tragedy at MSD and the devastation of Hurricane Irma, yet Mr. Runcie continued to ensure our school system focused on instruction and learning as witnessed by an increase in test scores and graduation rates.

Concerns:

Leadership with Staff:

1. Mr. Runcie must find a clear path to resolving longstanding issues with the Broward Principal and Assistants' Association and the Broward Teachers Union. This situation has snowballed out of control, and there are myriad videos on social media of our BTU leadership being led off school grounds by police officers. It has been argued that this was appropriate action based on the situation and the breaches in security; however, this has tremendously impacted staff morale and if not corrected will have long-term consequences for our District. It is my understanding that Mr. Runcie recently met with BTU and is working on taking measures to address this situation. Access to high quality instruction is the most important factor to student learning. Many of our teachers feel overworked and unsupported due to lack the appropriate resources and time.
2. In regards to policy implementation Mr. Runcie must create an accountability system for his staff when it comes to business operations. There were numerous issues with contracts this year. Additionally, a high-level staff person was given a salary adjustment outside of District Policy without any review by the School Board and Superintendent. Mr. Runcie corrected the issue once he found out about it. It is concerning, however, that changes of this magnitude can occur without any oversight. Mr. Runcie should ensure that no other salary adjustments are made without his approval or knowledge and that of the Board when required by policy and/or law.
3. Another issue that needs to continue to be addresses is the schools' lack of reporting when it comes to discipline and crimes occurring on campus. Underreporting is not unique to Broward; however, the fact that a report was submitted listing zero-bullying incidents at some schools is unacceptable. There are also claims that felony acts were not reported at the school level. If this has occurred it is a blatant disregard of District policy. Mr. Runcie has issued a directive to school based administrators and he must follow up and ensure compliance. Mr. Runcie must also build an accountability system within his leadership team to ensure fidelity of implementation of all reporting, policies, and programs.

Furthermore, the MSD tragedy highlighted implementation issues with our Promise Program. It also highlighted the District's issues with classroom discipline. Many staff members did not understand Promise nor the discipline matrix. Many teachers feel they are not supported, and

clearly there needs to be professional development for classroom management at the teacher and administrator level.

4. There have been numerous issues with the implementation of the Bond Program which will be discussed in the Continuous Improvement section of this evaluation. Mr. Runcie has provided weak leadership in this area. After four years, he has finally appointed a new person to oversee the bond program.

5. Marjory Stoneman Douglas:

In the wake of any tragedy there are always missteps and processes that can be improved upon. For several years, multiple board members have cited deficiencies in our Public Information Office and its inability to provide proactive, effective communication. The best public relations firm would have had difficulty navigating this situation, and our staff worked tirelessly. Nonetheless the District was consistently criticized for lack of effective communication.

The District did not have all of the information regarding Cruz and the Promise Program, a lapse which occurred due to the use of disparate reporting systems and the incomplete review of disciplinary records. After reading the PIO's response to this situation, I found some of the verbiage very ambiguous.

It was not until victims' family members came forward that I was informed that the District had, in fact, not conducted its own internal investigation of employees. As a board member I was under the impression that we were looking into the District's actions immediately following the tragedy and was concerned to hear that the same security staff was in place without any internal investigation occurring. Shortly thereafter, Mr. Runcie announced the hiring of Secret Service Agent Wexler to investigate our staffs' actions, but the District had to abandon this plan at the behest of the MSD Commission.

Mr. Runcie should continue to review discipline processes and procedures to ensure fidelity of implementation, and should consider amending his operational procedures to make him the sole authority over disciplinary recommendations that are contrary to the Professional Standards Committee.

As a board member I was also disappointed in the timing of the announcement regarding the installation of metal detectors at MSD, a week before school started. It was reported to the MSD community that metal detectors would be utilized when in fact, as of July, metal detectors had not been ordered. At the August 14th Board Meeting Safe Haven reported that a discussion had occurred on July 23 with the administration that they had serious concerns about the utilization of metal detectors. This information was not new to the District, and communication should have been sent immediately to the community. It would have been ideal if the District

communicated with Safe Haven before making any announcement regarding metal detectors. Mr. Runcie must continue to be proactive in this regard. During the Board meeting, it was discovered that Safe Haven had not been consulted during the development of the job description for guardians. Mr. Runcie must ensure the implementation of Safe Haven's recommendations and a conversation must occur with the board and municipalities about repeaters and the communication system.

Although Mr. Runcie hired a third-party consultant to review Cruz's educational records, he has not followed up with the board regarding any corrective action that should be taken regarding our employees or board policies, including not allowing staff to draft formal revocations on a student's behalf, and transition students back into Exceptional Student Education. Was a risk assessment completed on Cruz, and if so, what was the quality of that product?

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

High-Quality Instruction

Strengths:

Our schools continue to make progress. 96% of our schools received an A, B or C. 84% of our schools maintained or increased by a letter grade. Two schools, Sunshine Elementary, and Dr. Martin Luther King Jr Montessori Academy increased by two letter grades. Only one school received a letter grade of an F.

We also continue to see student growth and learning gains. Students in grades 3,4,5, and 8 increased by two or more percentage points in the ELA and Mathematics assessments. Since the first administration of the FSE, BCPS has decreased the number of level 1 students by 5 points and increased levels 3-5 by 7 points. This is a consistent. Our graduation rates continue to move upward reaching 85.2% in 2017. Graduation rates are trending upward among all subgroups. In addition, our Black male graduation rate improved from 69% in 2016 to 75% in 2017.

Concerns:

We must continue to analyze academic progress by subgroups. For example, only 34.1% of Black students entered 9th grade ready for high school while 53.1% of Hispanic students and 69.7% of white students entered 9th grade ready to learn based on the 8th grade FSA, and Algebra 1, Geometry and Algebra 2 EOCs. This demonstrates a **35.6 %** learning gap. Even though our graduation rates are up and our FSA test scores are displaying positive growth, **65.9%** of Black students do not enter high school with the necessary requirements. Additionally, **97%** of our English Language Learners and **82.7%** of our students with disabilities do NOT enter 9th grade ready for high school. Mr. Runcie focus on closing our achievement gaps.

When the four year FSA trend for Black students is analyzed, there is limited progress for level one Black students. The number of students on level one fluctuates 1-2% points in either direction depending on the year. The four-year trend also shows similar results. In 2018, 56% of our students with disabilities were at a level one on the FSA ELA. Mr. Runcie must disaggregate the data in order to ensure that the District is meeting the needs of all subgroups.

Mr. Runcie must continue to monitor those students scoring level 1 in the 3rd grade. Of the students who score level 1 on the FSA ELA in 3rd grade, two thirds of them remain on level 1 in the 4th grade. The District must provide additional and different instructional services to this cohort of students.

Mr. Runcie must also continue to improve the services offered to our students with disabilities. He must realign resources and ensure that staff is being utilized appropriately to provide services to students as required on their Individualized Education Plan. As pointed out in previous evaluations, students are transitioned from a self-contained classroom in elementary

school to full inclusion in middle school. Our Support Facilitator to student ratio is unsatisfactory. Both Miami Dade and Palm Beach County have reduced ratios than Broward. This demonstrates that it is not a funding issue, but rather an issue with how Broward chooses to allocate funds.

General Education teachers need professional development to provide tiered instruction and a UDL environment. They also need support facilitators who plan and participate in classroom instruction. This is impossible at our current ratios. Palm Beach County implemented a policy requiring all curriculum and textbooks that are purchased to have Access Points to assist teachers in providing individualized instruction. We are just starting to do this.

Mr. Runcie must also evaluate our Due Process cases to look for trends and areas that need improvement. We have lost Due Process hearings due to falsification of records on the part of the staff and neglecting to provide required services listed on the IEP to name a few. Mr. Runcie must create a system of accountability, especially as it pertains to the LEAs at each school. An administrator or the LEA must be held responsible for ensuring the implementation of all adaptations and strategies listed on students' IEPs in the classroom setting.

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

Continuous Improvement

Strengths:

Mr. Runcie continues to provide leadership in keeping our District focused on the Strategic Plan. The Strategic Initiative Management Department completed 49 Performance reviews of 25 departments ensuring that best practices are utilized and finding areas for process improvement. The Grants Administration Team is outstanding and continues to secure funds for our students and staff including coordinating the Project SERV Grant in response to the MSD tragedy. The budget process has changed dramatically and Board Members received all of the necessary information early in the budget cycle. School site budgeting has also been realigned to ensure equity of resources, and provisions have been put in place to ensure that Title One dollars are not supplanted (class size reduction). Mr. Runcie also ensured enhancements were made to our Facilities and Construction's Plant Operations and to the Facility Service Program. The District was losing outstanding employees due to the FSP Basic Assessment. The assessment is now offered in multiple languages, and employees are given two-day hands-on training.

I also applaud Mr. Runcie's leadership on the modifications made to the renovations at North East and Stranahan High Schools. Mr. Runcie ensured that staff looked into every possible scenario in an effort to spend bond dollars wisely. The changes made to these projects will provide the best possible outcomes for students and staff. Mr. Runcie fulfilled his promise to make sure that after an initial project analysis, staff would be directed to ensure the best use of the dollars based on the existing condition of the facilities.

Concerns:

In order to execute a continuous improvement process, there must be accountability, and business processes and policies must be implemented with fidelity. This continues to be a weakness.

Bond Project

As previously mentioned in this evaluation and numerous others, I have several concerns with the implementation of our Bond Program and the lack of strong leadership in this area.

1. Inadequate Needs Assessment:

Numerous issues are only now becoming apparent with the Needs Assessment. District staff led this project, and the errors, omissions, and quality of this work project are disappointing. The most blatant error in our project budgets was the discovery that hallways, bathrooms, and corridors were not calculated into the square footage of classroom additions. This resulted in tremendous budget increases. Cypress Bay High School's addition increased by 10 million dollars. Due to a change in market conditions, all of our projects are expected to increase 10-

40% above the District's projected budget. The Board and the public has been assured that funds that will be utilized for the budget shortfall from capital reserves. It should be noted that capital reserve funds are also used for computers and school buses, and every dollar earmarked for bond reserves inhibits the District's ability to refresh computers, purchase new buses, and fund new facility needs.

2. The most recent Tax Watch Report referred to our backlog of projects as the "Pig in the Python." Tax Watch cited numerous concerns with our construction process. There appears to be a lot of finger-pointing and a lack of accountability and strong leadership. Many of our projects are stuck in the Building Department. This occurs because architects and engineers do not make corrections in a timely fashion. For example, it took 265 days for the plans for Griffin Elementary to get permitted. This particular project was returned five times for corrections. This is unacceptable. It should be noted that this is not an issue with our inspectors, but our leadership's inability to hold engineers and contractors accountable.

3. Mr. Runcie must hold the management and consultants responsible for providing accurate information to the Board. They should not play a "semantics game" with board members when they are being asked for information.

4. Mr. Runcie must build into contracts a means to hold consultants, architects, and engineers accountable. He must also manage the distribution and awarding of work. Poor architects and contractors should not be assigned additional work if they can not satisfy their current workload.

5. Leadership did not oversee Heery's management of the E-Builder Program, which was purchased specifically for the Bond Program. Information was not being entered into this program as it would have shown delays in real time. This was only addressed after I brought it up at a board meeting.

Budget Process

1. Mr. Runcie must continue to ensure that Title One dollars and resources are spent appropriately and investigate all concerns brought to his attention.

2. The Board continues to direct Mr. Runcie to fund priorities and eliminate spending in other areas. This does not happen consistently and the Board is continuously asked to approve multi-year contracts in operational areas.

Technology

1. I have voiced my concerns with single source contracts on numerous occasions. For example, iCloud storage should have been purchased through a bid process instead it was decided to enter into a single source contract. It was stated on the record that one of the

reasons why this vendor was selected was because they were located in Weston; this is unacceptable.

2. Mr. Runcie must reexamine the procurement processes in this department and ensure the best quality for the lowest price.

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

Effective Communication

Strengths:

Mr. Runcie has effectively garnered the support of the community in several instances and has had them participate in board meetings. He also ensures that there is a consistent presence on Facebook, Twitter, and other social media sites. Recently, Mr. Runcie has also added additional positions and realigned this department. I look forward to this department working more effectively and efficiently.

Concerns:

As previously stated, the District continues to struggle with communicating effectively. The District Advisory Council recently passed a motion with recommendations for improving our website. The District recently invested money in revamping our web site, yet the community, parents, and staff find the new version difficult to navigate. The District should have reached out to our parents before contracting services to revamp this site.

Furthermore, parents and students are not utilizing software and web-based programs purchased by the District, including Naviance. Also, the District is not implementing its looping process with our School Advisory Committees with fidelity. Mr. Runcie must ensure timely and accurate dissemination of information.

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COMMENTS:

Mr. Runcie has improved in many areas where I previously gave him a "needs improvement" rating. He has demonstrated leadership in providing support to the MSD community and in identifying and securing resources to upgrade security and keep all of our students safe. He also provided outstanding leadership in the aftermath of Hurricane Irma. There are still areas of concern including teacher morale, staff oversight and the implementation of policies and programs; but his leadership has been effective in providing high quality instruction.

One area of great concern has been the administration of the bond program. It has experienced an unacceptable and lengthy delay. Runcie must provide the leadership needed to fulfill our promises to the community. Another area requiring immediate attention and leadership is communication: it continues to be ineffective and he must restructure the Public Information Office.

Contractually, while at this time, I had to evaluate Mr. Runcie, I felt I needed to wait to finalize his evaluation until I receive the MSD Commissions' Final Report. This third party evaluation is also looking at the systems and policies of the school district and the report will be released in January. The MSD tragedy is so consequential that I felt strongly it must be a part of what I consider in Mr. Runcie's overall evaluation.

While I need more information to finalize this evaluation, I appreciate that Mr. Runcie takes the Board's evaluations seriously and his efforts to improve in certain areas since my last evaluation.

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

10/8/18

Date

Superintendent Signature

Date