

**The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2018-2019**

**Lori Alhadeff
School Board Member**

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 2018-2019 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.				1.18
1. Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: -See attached sheet.			
2. Provide vision and strategic direction to district.				
3. Lead in an encouraging, participatory, and team-focused manner.				
4. Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
5. Demonstrate an understanding of organizational and educational leadership.				
6. Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
7. Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
8. Delegate appropriate authority to staff and monitor their follow-through.				
9. Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
10. Respond timely and appropriately when faced with unforeseen events.				
11. Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
12. Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
13. Appropriately interpret and execute the intent of Board policy.				
14. Create and maintain professional working relationship with Board.				
15. Continue collaboration with union and employee groups.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

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Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.			2.0	
1. 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 sheet.			
2. Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
3. Promote instructional strategies that include cultural diversity and differences in learning styles.				
4. Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
5. Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
6. Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
7. Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective				
8. Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
Suggested Evidence and Artifacts:				
<ul style="list-style-type: none"> • Student Achievement/Performance Data • Implementation plan for Common Core State Standards • Implementation plan for instructional and administrator evaluation systems • Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices • Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students • Utilization of quality assessments and interventions to enhance achievement 				

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Goal 3. Continuous Improvement (20%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes.				1.2
1. 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 sheet.			
2. Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
3. Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
4. Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
5. Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
6. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
7. Develop, implement, promote, and monitor continuous improvement processes.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

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Goal 4: Effective Communication (15%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board.				1.23
1. Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: -See attached sheet.			
2. Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal				
3. Promote and communicate system priorities using a variety of communication tools.				
4. Design and implement a comprehensive communications plan.				
5. Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
6. Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
7. 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 				

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COMMENTS:

Overall Performance Evaluation Rating:

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

Unsatisfactory (1.000-1.449)

Lori Alhadef

Board Member Signature

9/9/2019

Date

Robert Runcie

Superintendent Signature

9/13/19

Date

The assertions represented in this evaluation are not reflective of my performance. Moreover, they are inconsistent with the progress that has been made by the hard work of our students, teachers, staff and administrators. I will continue to serve this community to the best of my ability and stay focused on our core mission of educating all students to reach their highest potential and succeed in tomorrow's world.

Robert Runcie

Superintendent Signature

9/13/19

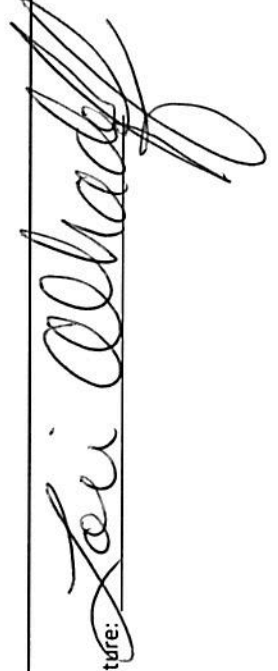
Date

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Annual Evaluation Scoring Worksheet
2018-2019

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 2018-2019 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point	
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				0.47
Goal 2: High Quality Instruction (25%)	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness				1.18
Goal 3: Continuous Improvement (20%)	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				0.50
Goal 4: Effective Communication (15%)	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board				1.2
Overall Performance:					1.23
					1.40

Board Member Signature:



Indicator(s):	Goal 1: Leadership/Management (40%) continued:
3. & 14.	Mr. Runcie verbally states one thing, but his actions reflect another.
7.	On February 13, 2019, Governor DeSantis asked the Grand Jury to investigate the failures in the Marjory Stoneman Douglas High School shooting and other matters. Due to the investigation there is a decrease in public trust and confidence in Broward County Public Schools.
7. & 10.	Mr. Runcie approved a law enforcement officer to protect the portables at Marjory Stoneman Douglas High School, until the new 1200 Building is completed. It is expected to be completed for the 2020/2021 school year. Mr. Runcie needs to stay on top of this so there are no delays!
7.	Delays with the Bond Program are inhibiting the public's trust and confidence in Broward County Public Schools. In 2018/2019 only two (2) projects were completed which were Manatee Bay Elementary School and Indian Ridge Middle School. Many projects are coming in 50% over budget. The Bond is currently projected to be \$436 million over budget according to the risk assessment. Mr. Runcie needs to find more ways to "stop the bleeding" of the SMART Bond by working more efficiently.
7.	A Broward County District comparison chart indicates Broward Schools has the highest number of the "lowest 300 performing elementary schools" when compared to Miami-Dade and Palm Beach County schools. See attached Exhibit "A".
8.	Ticket numbers are provided when a School Board member asks a question. However, numerous ticket numbers do not receive timely responses. A timely

	<p>response as stated by staff for a ticket number is approximately ten (10) business days or two (2) weeks. Currently some responses take more than ten (10) business days.</p> <p>9. 2017/2018 End of Year Evaluations of cabinet members (2018/2019 are not available as of the date of this Evaluation) consisted of:</p> <p style="padding-left: 40px;">Five (5) Chiefs earned a Highly Effective;</p> <p style="padding-left: 40px;">Three (3) Chiefs earned an Effective;</p> <p style="padding-left: 40px;">Three (3) Chiefs no evaluations were completed due to retirement or resignations.</p> <p style="padding-left: 40px;">In addition, on each evaluation no documentation in the comments section on things staff is doing well and opportunities for staff to improve.</p> <p>12. Oftentimes, the Board is last to know (finding out information from the media first) then from Mr. Runcie or staff.</p> <p>13. Needs to continually look to implement suggestions from the Safe Haven's Report. Especially, looking to implement safety changes that does not cost any money. For example, improving student supervision and policy changes of outdated safety policies (Bomb Threat Policy last adoption 1991, Facility Security last update 1998, Special Investigative Unit adopted 1988, Student Records: Transfer, Retention and Disposal last updated 2004, First Aid last updated 2004...) (Development and refinement of Board policies needed).</p> <p>14. Inappropriate and unprofessional behavior by Mr. Runcie, when he requested that I have a private meeting with him in the Marjory Stoneman Douglas High</p>
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School boy's changing room prior to the Marjory Stoneman Douglas Town Hall Safety & Security Meeting. Going forward, he agreed to meet with Mrs. Alhadeff in her School Board office.

Goal 2. High Quality Instruction (25%) continued:

2. Under Mr. Runcie's leadership, Broward County Public Schools has a "B" rating for 2019. However, Miami-Dade and Palm Beach County Public schools manage to uphold an "A" rating. Please see attached Exhibit "B" for the historic ratings during his tenure.
2. In 2018/2019, 40 percent of third grade students did not meet or exceed grade level satisfactory performance, scoring at Level 2 or lower on the ELA assessment.
8. Increase in graduation rate among young black male students, up from 67.7% in 2016/2017 to 73.2% in 2017/2018. Graduation rates only increased 5.5% over last year with 26.8% of young black male students, still not graduating. See Exhibit "C" attached.

Goal 3. Continuous Improvement (20%) continued:

1. Mr. Runcie needs to make certain safety and security measures are implemented with fidelity across the District.
2. More facility, maintenance and bus positions are needed instead of top-heavy, high level positions on the Organizational Chart.
6. Needs to hold HEERY accountable for project managers who are managing SMART Bond projects.
6. Needs to find proactive ways to provide more money for teachers and principals rather than higher District level staff and by reducing redundant programs.
6. Continued improvement in payroll (including overpayments to District staff) and stronger controls are needed with P-Cards to help prevent loss of District dollars.
7. Needs to follow up with requests made during monthly meetings with Mrs. Alhadeff on action items.
7. In 2018, Mr. Runcie traveled thirteen (13) times and was out of the District for thirty-five (35) days. This is equal to seven (7) full weeks (forbes.com). As staff has been asked to reduce their travel, Mr. Runcie should lead by example and travel less to save District dollars.
7. Provide a plan of action outlining how the Promise Program is collaborating with law enforcement, the State Attorney, and the Department of Juvenile Justice to develop a dually shared information system. This way the District is not operating in a silo. In the initial report, the Task Force notes that there

should be a level of communication that ensures coordinated provision of support and interventions while ensuring accountability and supervision.

(Broward County League of Cities' School and Community Public Safety Task Force, June 4, 2018).

7. Mr. Runcie needs to create continuous emphasis with compliance needed with SB7026 and SB7030.
7. A robust safety training for staff needs to be a top priority.
7. Needs to enhance Districtwide customer service at the District and school levels.
7. Continually look to execute with fidelity of the Evergreen Report.
7. Find proactive ways to retain teachers and principals by working collaboratively on improving best practices by working with the Broward Teachers Union ("BTU") and Broward Principals' and Assistants' Association ("BPAA"). BTU continues to attend meetings and claim they have not been collaborated with on teacher related agenda items.
7. Mr. Runcie needs to ensure that the ESE and gifted students' academic needs throughout the District are met appropriately and with fidelity.
7. Need to make sure schools are accountable for reporting in SESIR, the School Environmental Safety Incident Reporting system needs to be completed with fidelity throughout the District so that there is no under-reporting or over-reporting.
7. Mr. Runcie needs to ensure that the Procurement Department is functioning as effectively and efficiently as possible.

Goal 4: Effective Communication (15%):

1, 2, 3, 4, 5,
6 & 7.

To say that the word “communication” summarizes the 2018-2019 school year and that there was “seamless communication” to all stakeholders being essential is a fabrication of the truth. There still needs work to be done to be more proactive then reactive at multiple levels. Communication has not been “seamless” to all stakeholders but agree it is essential.

2. Mr. Runcie executed a press conference with SaferWatch. He worked with Broward Sheriff’s Office to provide a live video feed with Broward County Public School cameras.
3. Orally agrees to do something, then will change his mind in writing sometimes. On our website, browardschools.com, when you click on the SaferWatch link it says, “Using the SaferWatch App, individuals can report incidents and receive real-time safety alerts directly from Broward County Public Schools and local law enforcement.” Currently, Broward County Public Schools are not using the App to communicate information to key stakeholders. We are only receiving tips. The SaferWatch App is another “variety of communication tools” that we have but are not using.
3. Work is needed to expand the District’s social media and digital marketing.
3. There needs to be more communication of the positive things that are happening in the District. Security communication, written and verbal, needs to be discussed with Brian Katz first before communicated.
4. Mr. Runcie needs to add a signature block to his emails. A signature block provides accountability for his words.

5.	Needs to silence cell phone during one-on-one meetings with Mrs. Alhadeff and be fully engaged during same.
5.	When not presented with a script, there are long pauses. His communication lacks a sense of urgency when speaking. For example, "I need to get with staff on that".
5.	Needs to make sure the District's decisions are made in an unbiased manner and not made out of feelings and already established relationships.
5.	The PROMISE program was reviewed and updated, 6/11/2019. There needs to be communication to all stakeholders of what changes were made this year. There should be a Promise Program Update Workshop for parents and community members in order for them to understand the changes that were made and for them to have the opportunity to ask questions.
6.	Mr. Runcie needs to work on a meaningful relationship with the Sun-Sentinel or Scott Travis who covers all of Broward County Public Schools. Proactive monthly meetings would help to foster that communication.
6.	Inconsistent communication regarding the completion date of the investigations of the Marjory Stoneman Douglas staff during the February 14, 2018 tragedy.
6. & 7.	On February 1, 2019, the Sun-Sentinel sued over the School District's closed-door Marjory Stoneman Douglas High School meetings. These meetings should have been in the sunshine to allow all nine (9) School Board Members who make decisions for the District to be a part of the discussion to hear from the community who wanted answers about the safety and security changes and to express personal fears and concerns. However, the meetings were not

in the sunshine because Mr. Runcie was trying to “control the conversation”, by not permitting media coverage. This led to the decrease in the public’s trust and confidence in Mr. Runcie.

Inconsistent communication regarding the completion date of the investigations of the Marjory Stoneman Douglas staff during the February 14, 2018 tragedy.

Due to the inconsistency, this created a decrease in the effectiveness of all communications with stakeholders which is not improving the District’s image.



2018-2019 Lowest 300 Performing Elementary Schools

The lowest-performing 300 elementary schools are determined based on a three year average of the English language arts achievement and learning gains points each school earns in the school grades model. Specifically, the points for English language arts achievement and for English language arts learning gains for all three years were summed and then averaged for each elementary school; then the schools were ranked from lowest to highest based on the average points.

District Name	School Number	School Name	English Language Arts Learning Gains 2019	English Language Arts Learning Gains 2018	English Language Arts Learning Gains 2017	English Language Arts Learning Gains 2019	English Language Arts Learning Gains 2018	English Language Arts Learning Gains 2017	Grade 2019	Grade 2018	Grade 2017	Charter School	School Type	Percent of Economically Disadvantaged Students	Percent of Minority Students	3 Year Average Sum of English Language Arts Achievement and Learning Gains	
06 BROWARD	0041	NORTH SIDE ELEMENTARY SCHOOL	39	60	28	33	26	34	C	F	D	NO	01	97.1	98.4	YES N	73
06 BROWARD	0271	DILLARD ELEMENTARY SCHOOL	34	58	32	50	18	44	C	C	D	NO	01	97.8	99.5	YES N	79
06 BROWARD	0321	WALKER ELEMENTARY SCHOOL (MAGNET)	25	38	28	45	19	42	D	C	D	NO	01	97.5	96.7	YES N	66
06 BROWARD	0341	BETHUNE MARY M ELEMENTARY SCHOOL	36	59	30	37	40	59	C	D	C	NO	01	96.2	95.3	YES N	87
06 BROWARD	0391	DEERFIELD PARK ELEMENTARY SCHOOL	30	41	38	46	31	53	C	C	B	NO	01	93.5	98.6	YES N	80
06 BROWARD	0461	OAKRIDGE ELEMENTARY SCHOOL	40	53	33	52	35	47	C	D	C	NO	01	92.7	92.5	YES N	87
06 BROWARD	0501	BROWARD ESTATES ELEMENTARY SCHOOL	41	52	36	50	30	53	B	C	C	NO	01	97.6	98	YES N	87
06 BROWARD	0621	LARKDALE ELEMENTARY SCHOOL	20	39	19	39	16	35	D	D	F	NO	01	97.6	100	YES N	56
06 BROWARD	0751	POMPANO BEACH ELEMENTARY SCHOOL	37	60	30	42	27	58	C	C	C	NO	01	95.4	91.7	YES N	85
06 BROWARD	1191	NORTH FORK ELEMENTARY SCHOOL	30	45	32	53	24	41	C	C	D	NO	01	98.9	99.1	YES N	75
06 BROWARD	1461	CASTLE HILL ELEMENTARY SCHOOL	34	55	30	42	34	63	C	D	C	NO	01	95.6	99.7	YES N	86
06 BROWARD	1611	DR. MARTIN LUTHER KING MONTESSORI ACADEMY	33	58	27	35	22	40	C	C	F	NO	01	96.7	98.6	YES N	72
06 BROWARD	1621	VILLAGE ELEMENTARY SCHOOL	36	45	39	53	36	46	D	C	C	NO	01	95.4	97.3	YES N	85
06 BROWARD	1671	ROBERT C. MARKHAM ELEMENTARY	35	64	31	43	21	39	C	C	D	NO	01	95.1	99.3	YES N	78
06 BROWARD	1831	ORIOLE ELEMENTARY SCHOOL	36	43	40	34	38	52	C	D	C	NO	01	97.1	97.9	YES N	81
06 BROWARD	1851	ROYAL PALM ELEMENTARY SCHOOL	40	51	36	41	31	47	C	C	C	NO	01	96.6	98.6	YES N	82
06 BROWARD	1951	PARK RIDGE ELEMENTARY SCHOOL	32	47	33	44	31	56	C	C	C	NO	01	94.9	97.1	YES N	81
06 BROWARD	2511	ATLANTIC WEST ELEMENTARY SCHOOL	38	48	33	49	40	51	C	C	C	NO	01	85.3	91.5	YES N	86
06 BROWARD	2691	MORROW ELEMENTARY SCHOOL	37	48	40	40	38	61	C	D	C	NO	01	92.1	97.5	YES N	88
06 BROWARD	3221	CHARLES DREW ELEMENTARY SCHOOL	34	44	25	37	29	50	D	C	C	NO	01	95.6	97.3	YES N	73
06 BROWARD	3291	THURGOOD MARSHALL ELEMENTARY SCHOOL	37	52	34	48	28	48	D	C	C	NO	01	96.4	98.8	YES N	82
06 BROWARD	3701	ROCK ISLAND ELEMENTARY SCHOOL	37	56	25	30	30	51	C	D	C	NO	01	96.2	99.7	YES N	76
13 MIAMI-DADE	0081	LENORA BRAYNON SMITH ELEMENTARY	35	42	43	54	41	49	C	C	D	NO	01	98.2	99.6	YES N	88
13 MIAMI-DADE	0111	MAYA ANGELOU ELEMENTARY SCHOOL	36	45	41	54	36	52	C	B	C	NO	01	94.6	98.7	YES N	88
13 MIAMI-DADE	0311	GOULDS ELEMENTARY SCHOOL	39	57	32	51	33	45	C	D	C	NO	01	94	98.3	YES N	86
13 MIAMI-DADE	1561	EARLINGTON HEIGHTS ELEMENTARY SCHOOL	41	41	37	50	29	63	D	A	B	NO	01	97.8	99.6	YES N	87
13 MIAMI-DADE	2161	GOLDEN GLADES ELEMENTARY SCHOOL	45	43	39	61	24	48	B	C	C	NO	01	99.5	100	YES N	87
13 MIAMI-DADE	2501	HOLMES ELEMENTARY SCHOOL	30	50	22	40	21	46	C	D	C	NO	01	99.5	99.1	YES N	70
13 MIAMI-DADE	2941	LAURA C. SAUNDERS ELEMENTARY SCHOOL	31	43	32	48	30	55	C	C	B	NO	01	97.5	99.2	YES N	80
13 MIAMI-DADE	2981	LIBERTY CITY ELEMENTARY SCHOOL	34	64	34	46	26	49	C	C	C	NO	01	99.2	99	YES N	84
13 MIAMI-DADE	3051	TOUSSAINT L'OUVERTURE ELEMENTARY	49	66	35	50	25	38	A	B	D	NO	01	95.2	97.9	YES N	88
13 MIAMI-DADE	3541	ROBERT RUSSA MOTON ELEMENTARY SCHOOL	29	49	36	63	31	52	C	C	C	NO	01	98.7	98.4	YES N	87
13 MIAMI-DADE	4071	AGENORIA S PASCHAL/OLINDA ELEMENTARY SCHOOL	41	48	43	53	35	42	C	C	C	NO	01	95.8	99	YES N	87
13 MIAMI-DADE	4121	DR. ROBERT B. INGRAM ELEMENTARY SCHOOL	31	42	32	52	36	60	C	C	C	NO	01	99.2	99.7	YES N	84
13 MIAMI-DADE	4171	ORCHARD VILLA ELEMENTARY SCHOOL	32	37	42	54	33	60	C	C	C	NO	01	98	99.5	YES N	86
13 MIAMI-DADE	4461	PINE VILLA ELEMENTARY SCHOOL	26	41	32	60	23	38	C	B	D	NO	01	98.7	99.7	YES N	73

District Name	School Number	School Name	English Language Arts Learning Achievement 2019	English Language Arts Learning Gains 2019	English Language Arts Learning Achievement 2018	English Language Arts Learning Gains 2018	English Language Arts Learning Achievement 2017	English Language Arts Learning Gains 2017	Grade 2019	Grade 2018	Grade 2017	Charter School	School Type	Percent of Economically Disadvantaged Students	Percent of Minority Students	Table 1	Alternative/ESL Center School	3 Year Average Sum of English Language Arts Achievement and Learning Gains
13 MIAMI-DADE	4541	RAINBOW PARK ELEMENTARY SCHOOL	48	46	40	46	33	48	C	C	C	NO	01	95.3	99.3	YES	N	87
13 MIAMI-DADE	4841	SANTA CLARA ELEMENTARY SCHOOL	43	45	39	43	34	51	C	C	B	NO	01	98.9	98.9	YES	N	85
13 MIAMI-DADE	4961	SHADOWLAWN ELEMENTARY SCHOOL	39	56	35	56	28	35	C	C	D	NO	01	98.2	98.6	YES	N	83
50 PALM BEACH	0211	LINCOLN ELEMENTARY SCHOOL	35	48	29	45	25	54	C	C	C	NO	01	93.8	96.8	YES	N	79
50 PALM BEACH	0341	ROOSEVELT ELEMENTARY SCHOOL	28	51	35	56	23	56	C	B	C	NO	01	96.1	97.1	YES	N	83
50 PALM BEACH	0671	HIGHLAND ELEMENTARY SCHOOL	34	55	35	61	25	43	C	C	C	NO	01	97.9	96	YES	N	84
50 PALM BEACH	0741	BARTON ELEMENTARY SCHOOL	33	51	30	56	25	37	C	C	D	NO	01	99.5	94.9	YES	N	77
50 PALM BEACH	0751	LANTANA ELEMENTARY SCHOOL	41	53	31	43	36	58	C	C	C	NO	01	92	84	YES	N	87
50 PALM BEACH	0771	STARLIGHT COVE ELEMENTARY SCHOOL	34	43	36	59	34	51	C	C	C	NO	01	94.8	89.2	YES	N	86
50 PALM BEACH	0781	ROLLING GREEN ELEMENTARY SCHOOL	33	57	27	47	22	47	C	D	C	NO	01	99.2	98.2	YES	N	78
50 PALM BEACH	1101	PAHOKEE ELEMENTARY SCHOOL	37	58	27	47	26	50	C	C	C	NO	01	98.7	97.4	YES	N	82
50 PALM BEACH	1241	GOVE ELEMENTARY SCHOOL	39	51	39	53	30	46	C	C	D	NO	01	96.3	96.6	YES	N	86
50 PALM BEACH	1251	GLADE VIEW ELEMENTARY SCHOOL	29	55	25	29	42	74	C	F	C	NO	01	98.4	99.6	YES	N	85
50 PALM BEACH	1321	ROSENWALD ELEMENTARY SCHOOL	30	55	27	53	32	51	C	C	C	NO	01	96.2	98.6	YES	N	83
50 PALM BEACH	1401	WEST RIVIERA ELEMENTARY SCHOOL	39	46	34	61	23	38	C	B	D	NO	01	98.4	98	YES	N	80
50 PALM BEACH	1861	INDIAN PINES ELEMENTARY SCHOOL	36	41	36	46	38	55	D	C	B	NO	01	95.9	94.7	YES	N	84
50 PALM BEACH	2401	BELLE GLADE ELEMENTARY SCHOOL	27	61	25	44	27	49	C	D	C	NO	01	97.9	91.5	YES	N	78
50 PALM BEACH	2431	SOUTH GRADE ELEMENTARY SCHOOL	32	55	29	51	23	42	C	C	D	NO	01	98.6	96.7	YES	N	77
50 PALM BEACH	2491	DR. MARY MCLEOD BETHUNE ELEMENTARY	35	45	29	54	26	58	C	C	C	NO	01	96.5	98.6	YES	N	82
50 PALM BEACH	2591	PLEASANT CITY ELEMENTARY SCHOOL	41	62	30	46	30	39	B	C	C	NO	01	99.1	97.5	YES	N	83



2018-19 District Grades

District Number	District Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Achievement	Accorration	Graduation Rate 2017-18	College and Career Accorration 2017-18	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2019	Grade 2018	Grade 2017	Grade 2016	Informational Baseline	Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010
06	BROWARD	60	57	45	61	59	45	55	72	70	84	63	671	11	61	98	B	B	B	B	B	B	B	C	B	B	A	A
13	MIAMI-DADE	61	58	47	62	58	47	58	74	78	85	70	698	11	63	99	A	A	B	B	B	B	B	B	B	B	B	B
50	PALM BEACH	59	57	47	63	60	46	59	73	78	87	68	697	11	63	99	A	A	B	B	B	B	A	B	B	A	A	A

Exhibit "B"

06-BROWARD

District Graduation Rates by Subgroup

Applied filters: None

Race Gender > 3-Black

% District Graduates

100.0% -

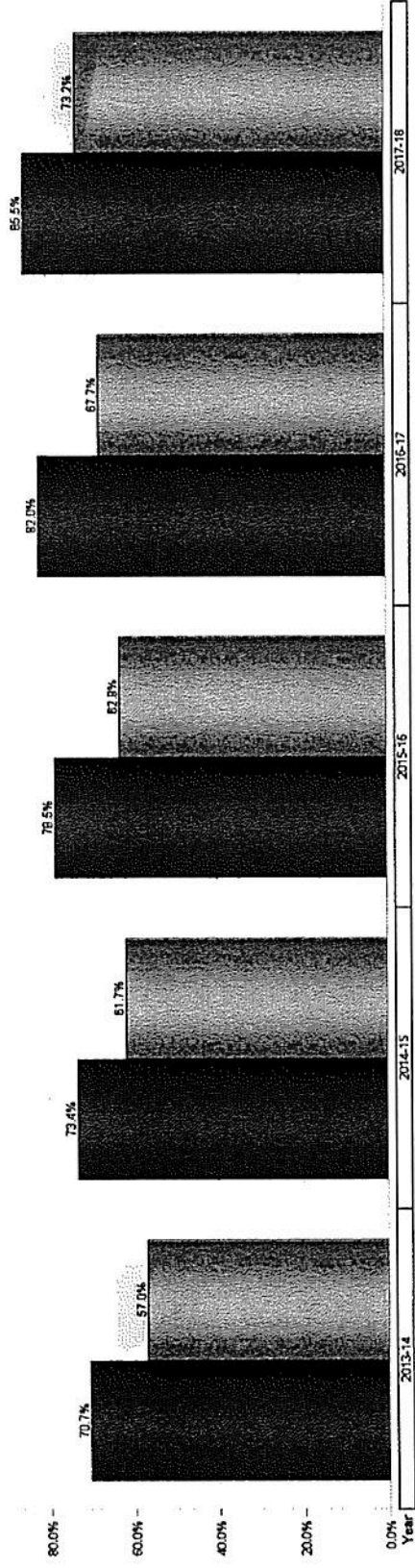


Exhibit "C"