

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

**Nora Rupert  
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			
<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.				1
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments:  See attached Document.			
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		
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 Document & Chart.			
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.			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:  See attached Document.			
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	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments:  See attached Document.			
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>				

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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)

Nora Rupert  
Board Member Signature

8-28-19  
Date

Robert Duncie  
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 Duncie  
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	
<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				0.40
<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>					<b>1.85</b>

*Noah Runcie*

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

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

Since the last evaluation, September 2018, the District has pushed forward amidst a Grand Jury investigation and the MSD High School Public Safety Commission Report. Both of these investigations are tied not only to the tragedy at MSD, but also to daily operation decisions of this District.

While Mr. Runcie, in his role as Superintendent, has worked hard to handle situations as they occur, it is apparent that hiring key chiefs and holding them responsible for actions and/or ability to get the job done on time and within budget, was woefully inadequate. In the space of a year, Mr. Runcie lost six key chief cabinet members: Chief Facility Officer (two of them), Chief Human Resources and Equity Officer, Chief of Police, Chief Student Support Services, Chief Fire Official and Chief Information Officer. The constant changing of Mr. Runcie's cabinet is having a two-fold effect on this District: affecting his ability to get the job done in a promised timeframe and budget, as well as reducing employee morale.

Although there has been a concentrated effort up to this point from Mr. Runcie and BTU to work amicably, the relationship has deteriorated amid negotiations and the results of an employee survey that highlighted teacher injuries. I look forward to improved communication between Mr. Runcie and his team with all our employee groups, and hope to see marked improvement within 30-60 days.

Mr. Runcie needs to show that he can hire appropriate professionals who have the ability to execute a plan to move this District forward.

Superintendent Runcie still struggles to promote the core mission of the Broward County School Board amidst the continuing decline of public trust, who doubts that he can finish the General Obligation Bond in a timely fashion and deploy the Referendum as promised. I will write in more detail about this topic under the Continuous Improvement section.

Another area of needed improvement is "Keep Board informed of issues, needs, and operation of the school system in a timely manner." I have included this key indicator for years now, and it continues to be a major problem that Board Members are so frequently informed of events after the fact. I will expound upon this under the Communications section.

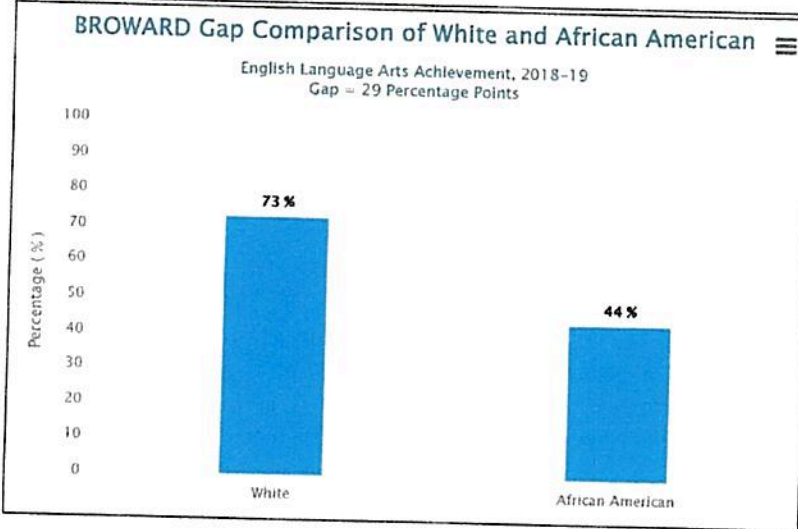
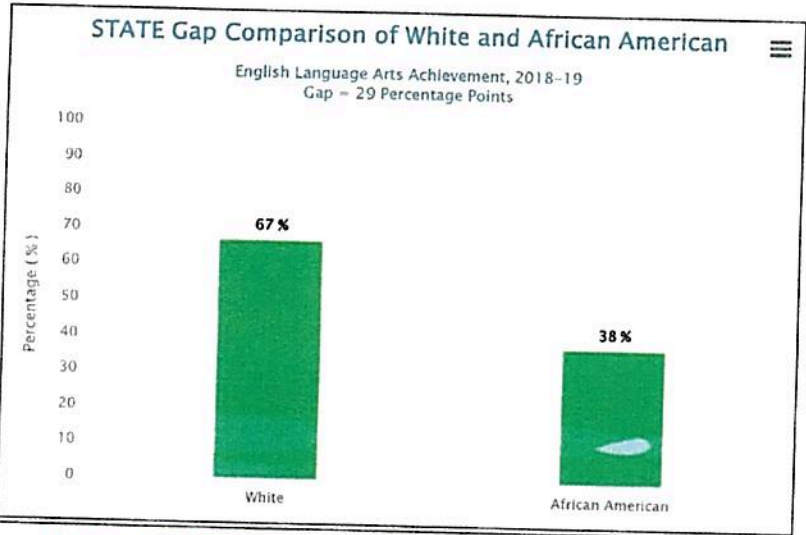
## Section 2: High Quality Instruction

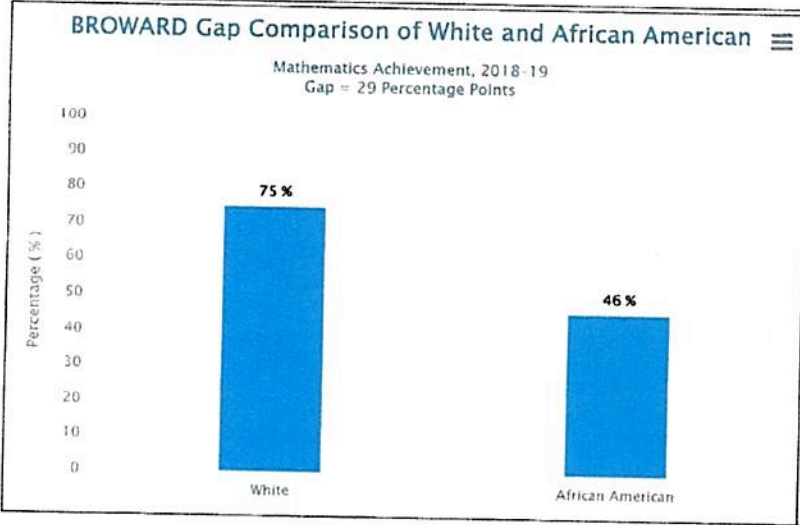
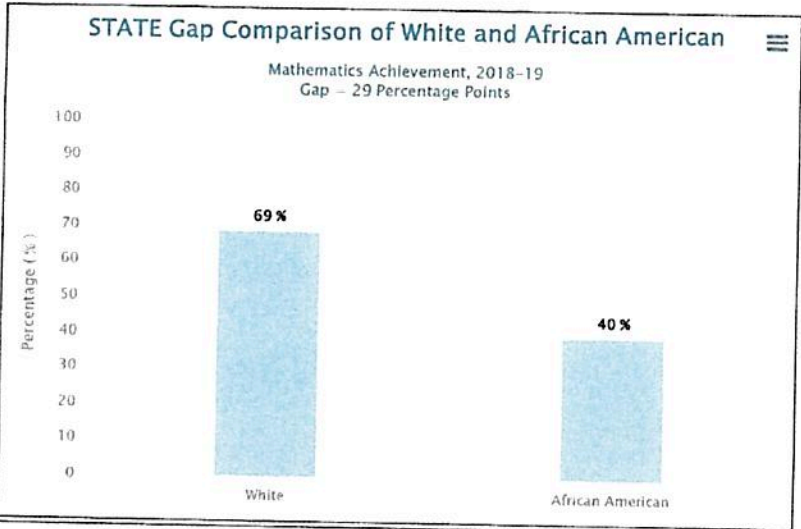
Since a 52% Achievement Level in 2014-2015, Broward has increased its students passing with a level 3-5 to 60% in 2018-2019. Additionally, the percentage of elementary students who scored at level one decreased from 24 % to 18%. Fifty percent (70 out of 141) of Broward's traditional elementary schools showed increases in the percentage of third grade students scoring at or above grade level satisfactory performance on FSA-ELA. Our teachers and staff are doing a terrific job working with our students, and it shows. However, we need to always benchmark and analyze our academic progress by subgroups as well, so that ALL of our students show academic improvement and learning gains.

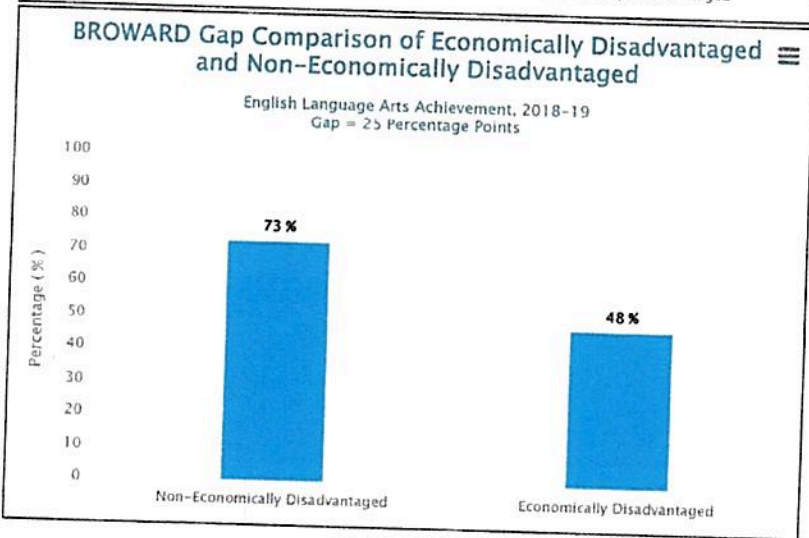
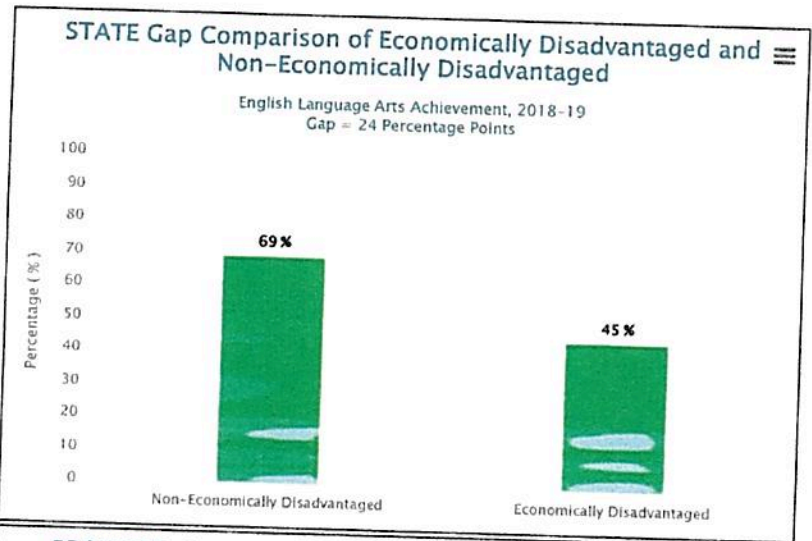
FDOE instructed all Districts that they should match or exceed State Board goals for increasing FSA-ELA achievement by 6% points, increasing the percentage of students making learning gains by 7% points, and reducing the achievement gap for identified subgroups on FSA-ELA by at least one third by 2020, according to our 2018-2019 K-12 Comprehensive Research-Based Reading plan. The good news for the first goal, to match or exceed State Board results for increasing achievement by 6% points, is the district met that goal. The second goal of increasing percentage of students making learning gains by 7%; the district did not meet that goal, it only increased by 4% points, and in the last four years it has been stagnant at 57% or 58%. The third goal is to reduce our achievement gaps among our identified groups by a third by 2020. I am sad to say the district has not met the goals from 2015 through 2019, and will have to reduce these numbers dramatically to meet the 1/3 goal. Our subgroup achievement gaps are as follows: White/African American- 73% White, 44% African American with 29% Achievement Gap. Economically Disadvantaged and Non-Economically Disadvantaged 73% Non-Economically Disadvantaged, 48% Economically Disadvantaged with a 25% Achievement Gap. Non-ELLs (English Language Learners) 62%, ELLs 39% with a 23% Achievement Gap. Students with Disabilities 26% and Students without Disabilities 62%, with an Achievement Gap of 36% points. I will be attaching the graphs with the data from DOE in chart form.

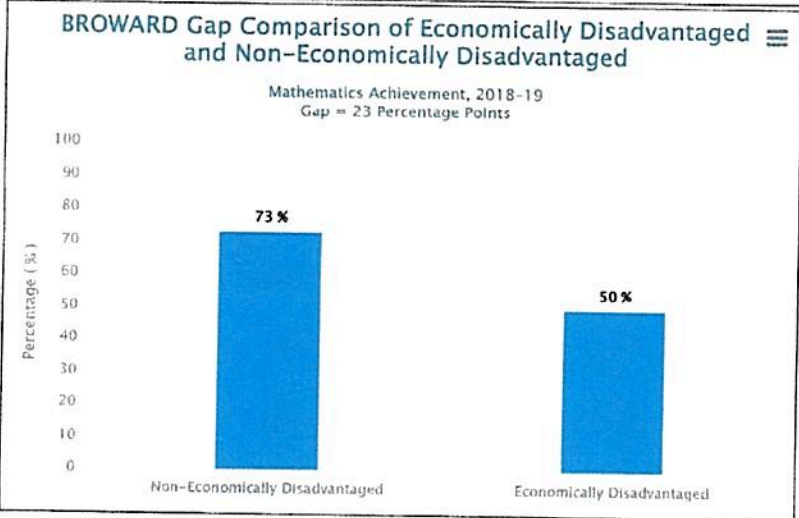
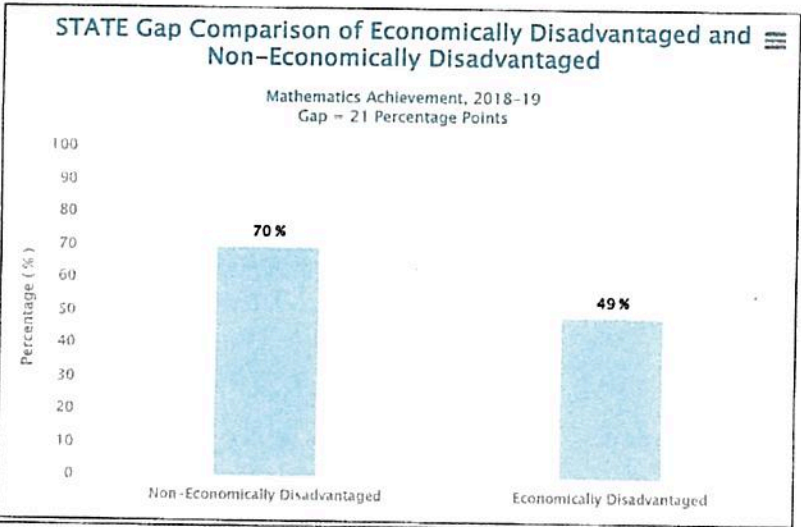
I encourage the Superintendent and staff to collaborate with our unions, as well as meet & confer representatives of all employees to share with them this data, and promote the idea that All employees: from teachers to ESPs, bus drivers to computer analysts, administrators to security officers, and everyone can be a force for good with our students. Spending five minutes in a positive interaction with a child everyday could make a difference in the life of that child.

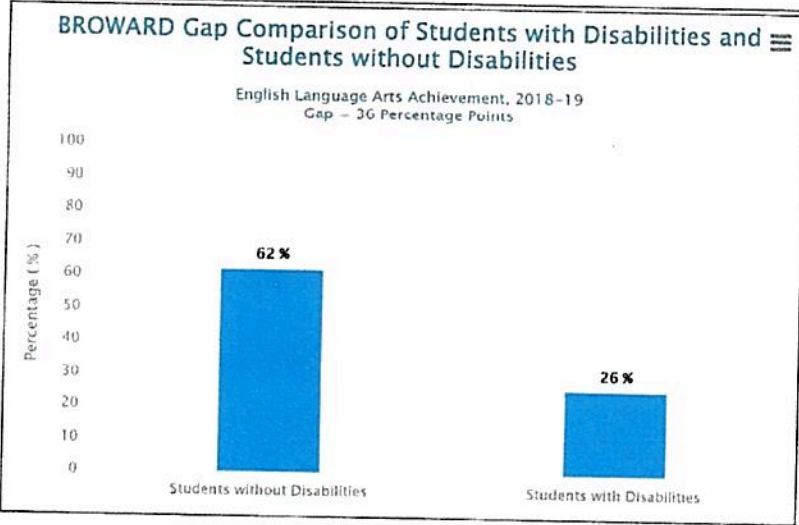
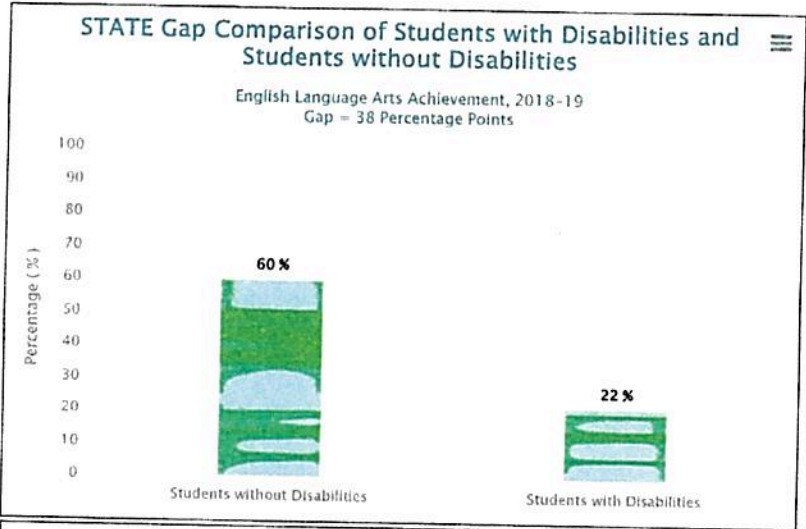


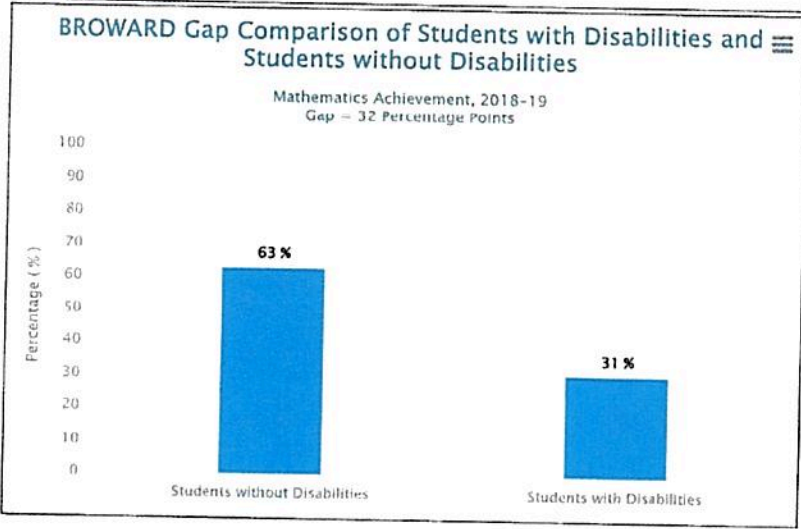
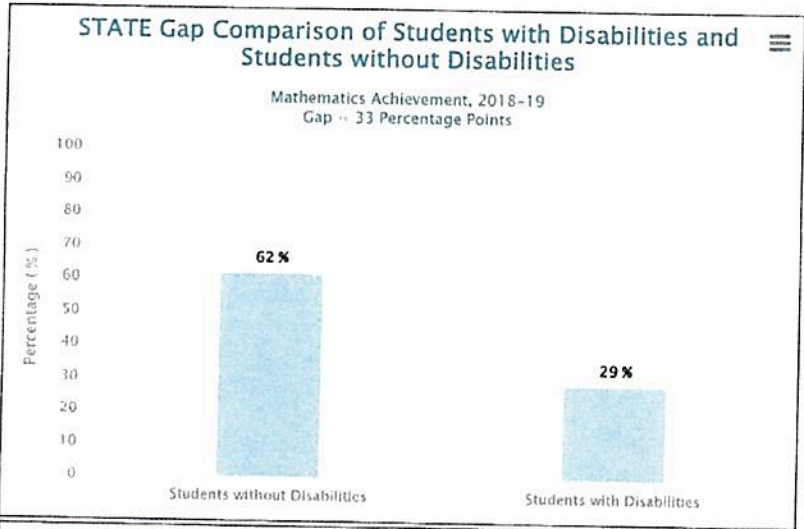


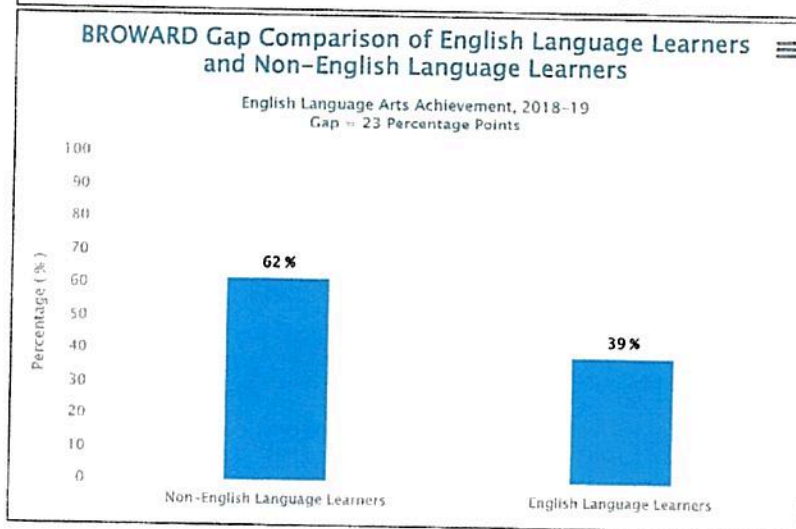
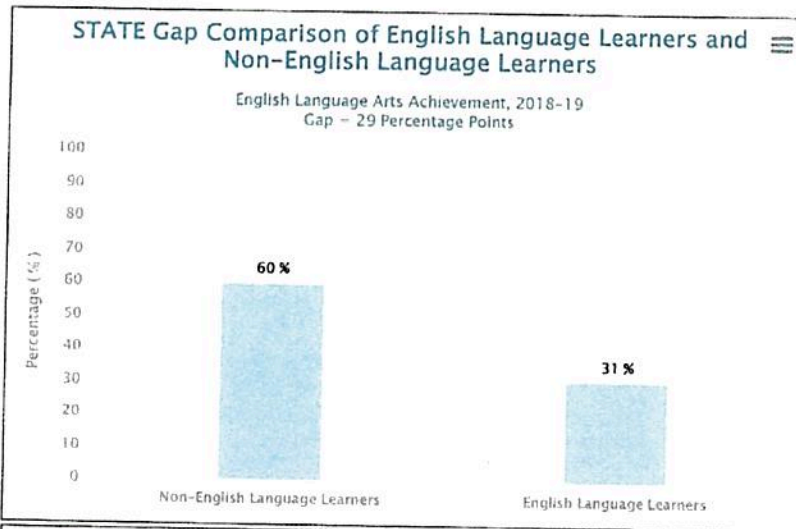


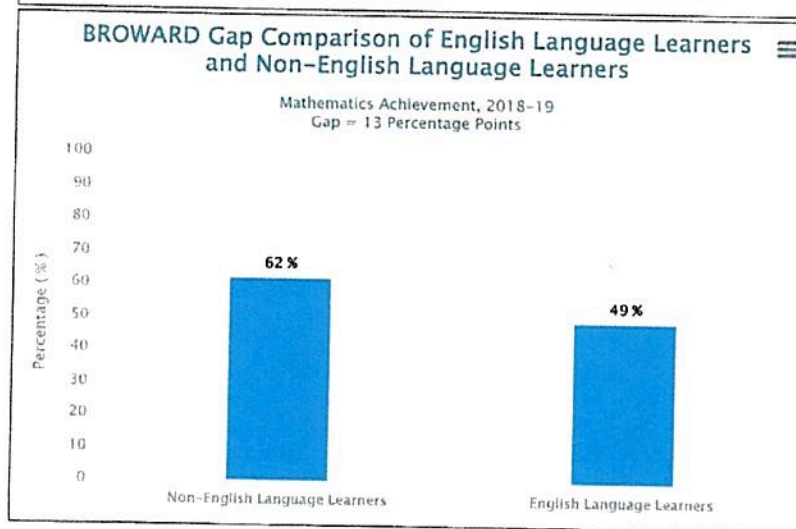
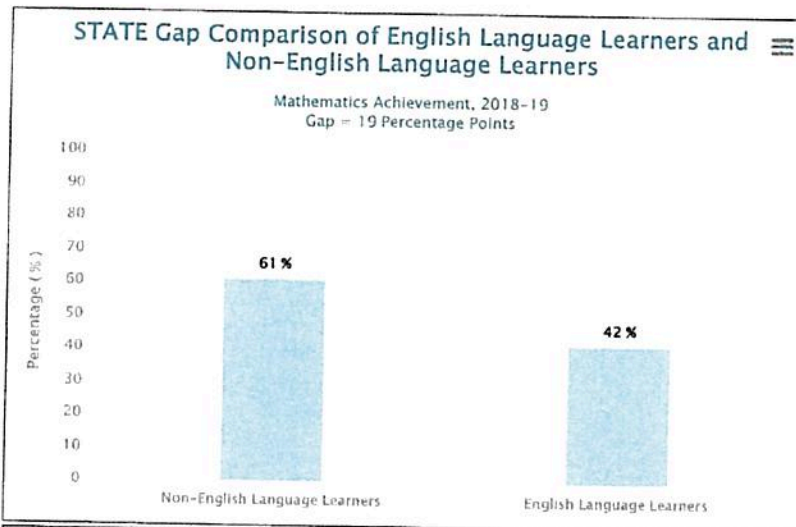














### **Goal 3: Continuous Improvement**

The Q3 2018-2019 Bond Oversight Report stated:

“Dear Fellow Taxpayer,

The end of the 2018-19 school year marks the end of Year 5 of the SMART Program. This is significant considering the District’s original commitment that every planned facility renovation project would begin within five years and completed within seven --- a commitment that is no longer realistic. It is going to take longer than expected to complete the planned renovations and the costs are projected to be significantly higher. This is not in dispute.”

Facilities Chiefs have come and gone in rapid succession, and yet the Bond is still woefully behind and outrageously over-budget, in excess of \$400 million. What makes this debacle extremely upsetting is that Board Members were questioning the expenses, timelines, project status updates, and were met with some Academy Award performance stonewalling. Mr. Runcie, the buck stops with you. You need to take control of your staff and be responsible for total accountability and create a plan moving forward that emphasizes transparency and open communication to all Board Members and stakeholders.

## **Goal 4: Effective Communication**

Internal communications, as well as external communications, need much improvement. Parents are still complaining about the poor user-friendliness of our District webpage – a concern that has yet to be resolved after several years. I acknowledge that there have been unfilled vacancies, however, that should not absolve the chief of the department from the responsibility to fulfill the required duties of the job. Since the onboarding of the new Chief Communications Officer, the number of positive District stories has increased slightly, which is hopeful. Nevertheless, it goes much deeper than that. Communications is the very lifeblood of this district. When employees do not feel they have a voice in the process, or our committee members and our stakeholders feel disengaged, this affects morale.

Mr. Runcie, you cannot do it all yourself, nor can we as Board Members, but certainly the communications team can be tasked to answer media requests the same day; Public Records Requests need to be respected and completed in an expedited manner as well.

Finally, I am beyond annoyed at the frequency which Board Members find out about District incidents and events from outside contacts, watching the news, or local print media. This practice must cease. The BCSB corporate should receive alerts about issues as you become aware of them, so that we can provide clear direction for you to follow. Two shining teams regarding communication that are functioning well are Governmental Relations, and Mr. Katz and his Safety Team. Both teams are responsive, articulate and happy to answer questions both internally and externally. Perhaps they can share their Best Practice examples with other staff.

Mr. Runcie, I expect to see considerable improvement in timely communication to the Board within 30-60 days. Please submit a communications plan flowchart and timeline for completion with action steps for successful improvement by September 16<sup>th</sup>.