

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

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

## Superintendent's Evaluation submitted by Robin Bartleman

### Leadership – Needs Improvement

The School District recently adopted a new comprehensive strategic plan under Mr. Runcie's leadership. It is now Mr. Runcie's responsibility to ensure that the District's resources and staff are aligned to this plan to ensure that goals and objectives are met.

Under Mr. Runcie's leadership, District staff has been successful in acquiring millions of dollars in grants to provide additional learning opportunities for both students and teachers, including Reimagining Middle Schools and the Magnet Schools Assistance Program Grant to implement Integrated Career and Academic Programs.

Broward School District was recognized as the Cambridge International District of the Year. Mr. Runcie should continue to expand Cambridge Programs to all schools and students. Once a student acquires a Cambridge Diploma, they qualify for a Bright Futures' Scholarship; all students should be afforded this opportunity.

Mr. Runcie has provided leadership in expanding school choice opportunities, creating the Gifted Academy at Plantation High School, and implementing the Entrepreneurship Program at Stranahan High School.

Along with Safe Havens and Mr. Katz, Mr. Runcie has strengthened and enhanced the District's safety and security strategies, including the expansion of video surveillance giving law enforcement live, real-time access to all of the District's cameras. He also migrated all of the District bus and other nonemergency radio traffic off the Broward County's public safety radio system. Mr. Runcie is in the process of upgrading intercom systems. He is also implementing a New Enterprise Risk Management Framework establishing a centralized security organization with career progression accountability. The District also has Safe School Officers (Guardians) to meet statutory requirements. All schools have a completed single point of entry.

Overall, Mr. Runcie needs to improve his performance in the following areas:

- Mr. Runcie has not established a climate that promotes an open dialogue with school administration, teachers, and staff. At numerous workshop presentations and board meetings, the Broward Teachers' Union expressed concerns that they were not contacted or collaborated with. Each time BTU voiced their concerns, Mr. Runcie publically agreed to provide opportunities for more collaboration. Unfortunately, Mr. Runcie has repeatedly not followed through, and at the August 13, 2019 Workshop on the District's Professional Development Plan, the BTU reached its tipping point. Numerous teachers and union representatives voiced their concerns with the lack of meaningful collaboration on their professional development plan. BPAA has also expressed concerns regarding cooperation with the District. At the June 11, 2019 meeting, principals and BPAA representatives attended a board meeting to bring attention to the implementation of the District's ACCEL Program being brought forward in the adoption of a G-3 Item. The discussion lasted over 90 minutes, and the staff was unable to provide accurate

information. HR provided contradictory information regarding the implementation of the program.

- Overall, many employees across the District are uncomfortable voicing their concerns in fear of retaliation. It was also disheartening to see our teachers' hidden faces on a news report discussing their fears of working in our classrooms. The BTU took it upon themselves to survey teachers to find out if they felt safe in our schools; once again, staff members feared retaliation and did not want to go public.
- Mr. Runcie does not delegate appropriate authority to staff and monitor follow-through in an effective manner. There are many examples illustrating Mr. Runcie's failure to monitor follow-through by his staff on the proper implementation of district policies and procedures. A prime example of this is the history of failures within the ESE department.
- A glaring example is his failure to implement ESE Peer Buddy Programs in 100% of our schools. This should have been easy to implement. Five years after the Board's request, this has yet to be accomplished. As of 12/11/18, a chart was presented to the Board showing that of the 207 schools, only 92 had fully implemented programs, and 105 schools had only partially-implemented these programs.
- There have been many issues within the Exceptional Student Education Department that have not been adequately monitored, including failure to meet all of the criteria in the Evergreen Report.
  - Failure to ensure the implementation of School Board policies and program requirements across the District in a consistent manner, including failing to meet modification and accommodation requirements of IEPs at the school level, high student-to-support facilitator ratios, and the failure to provide general education teachers with the supports needed to modify curriculum requirements.
  - The ESE Child Find Program has not conducted educational evaluations in a timely manner.
  - It was also recently brought to the District's attention by an outside agency that parents are waiting for extended periods for return phone calls from Child Find. Early identification is key to ensuring successful outcomes for our students, and this department is instrumental in ensuring students are identified and placed in programs as soon as possible.
  - In 2017-18, our Broward ESE Advisory Council brought forward key recommendations, including meaningful inclusion, peer mentoring programs in every school, ensuring monitoring and accountability of school board policies, accountability through OSPA, manageable caseloads for Support Facilitators, adding a mental health portal, teacher training, and including ACCESS points in textbooks (recommendations are attached to this evaluation). Mr. Runcie has not provided appropriate follow-through in these areas.
  - In 2016, our Autism Parent Committee was concerned about the quality of programming in our Autism Clusters. They formed a committee, and using a rubric, evaluated our schools fairly and consistently based on best practices. This report was submitted to Board Members, Mr. Hickman, Mr. Gohl, and Mr. Runcie. A parent representative met personally with Mr. Gohl and Mr. Hickman voicing concerns about the cluster programs and brought specific concerns up regarding the cluster at Pasadena

Lakes Elementary. This representative emailed Mr. Runcie, sharing the same concerns. This year, allegations of emotional abuse were brought forward after a recording of classroom interactions between staff and students was released. It is incredibly disappointing that this school's deficiencies were not addressed.

- The Auditor General consistently highlights and brings forward repeated multiyear findings that have not been corrected. Some of these findings include school internal funds not being audited and presented to the Board on time as required by law, repeated issues with security controls, salary overpayments, purchasing cards, and IT User access privileges (Auditor General Report dated March 5, 2019). The District has had repeated findings regarding control weaknesses in payroll processing resulting in overpayments. The most recent Auditor General's report noted over \$700,000 in overpayments not repaid for all years. Many of these payments are past the 2-year statutory limit.
- Mr. Runcie has failed to ensure that staff is accurately compensated for overtime while working at his request. One employee was not paid over \$20,000 in overtime. This employee had to hire an attorney and sue the School District to recover the money owed to her. This resulted in a claim against our insurance policy and unnecessary legal expenses; the District settled immediately.
- Mr. Runcie is responsible for accurately evaluating senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures. For multiple years, Mr. Runcie did not conduct staff evaluations. This is evident in his failure to hold the Chief Facility Officer accountable for the implementation of the SMART Bond, which has been delayed for years and is over budget by \$436,000,000. Of the significant capital bond projects, only two have been completed and submitted to the Board for approval. An additional five projects are close to completion. It was only after the Chief Facility Officer resigned from his position, four years after the passage of the bond, that significant modifications to the bond program were made by Mr. Girardi, who assumed responsibility for the bond in September of 2018. Mr. Runcie has not filled the Chief Facility Officer position, and the task-assigned person did not meet minimum qualifications and has since resigned. Mr. Runcie has failed to monitor the implementation of the Smart Bond Program adequately.
- His senior cabinet has been plagued with excessive staff turnover requiring staff members to fill multiple roles for extended periods. Significant staff turnover included the departure of the Chief Human Resources and Equity Officer, the Chief Information Officer, the Chief of SIU, and Chief of Student Support Initiatives. It takes Mr. Runcie an excessive amount of time to fill positions, and he does not effectively distribute the workload. Staff appears overburdened and stressed assuming multiple roles and responsibilities.
- Mr. Runcie has not conclusively established mechanisms for ensuring that procedures and guidelines are implemented at all levels. There were clear procedures and guidelines for staff to follow for conducting threat assessments. It wasn't until after the tragedy at MSD, and the RSM USLL Audit was completed that it was revealed that procedures were not followed consistently. Out of the sample of assessments, 14 cases had no records at all, and only 46 had some paperwork. Threats identified at the high level and medium levels were also missing required documents. Mr. Runcie is responsible for developing check and balance systems for all facets of the District; this is not occurring consistently.

- Mr. Runcie must appropriately interpret and execute the intent of Board policy. One staff member was able to rewrite policies and requirements through the RFP Process without the knowledge of the Board, Mr. Runcie, nor staff.
- Mr. Runcie is responsible for ensuring that board items are accurate and complete before being placed on the agenda. There were many instances throughout this academic year that items were missing information; the most prominent item was the EE-16 SAP Expansion that was brought forward without a contract. The Board was placed in a precarious position; the item had to be approved immediately, and the staff was required to copy back up documentation on the spot forcing the Board to vote on the item without enough time to thoroughly examine the backup materials.
- Mr. Runcie has been made aware on numerous occasions about the Board not meeting Sunshine Law requirements for public meetings, including workshops, agenda planning sessions, and advisory board meetings. This should have been corrected after the first occurrence; however, he did not address it at all levels. There have been multiple instances where various meetings were not advertised for the public; this is unacceptable and jeopardizes the Board.
- Mr. Runcie is expected to monitor his staff's behavior at all times. He should ensure that his staff members follow all policies and procedures and act appropriately; including ensuring that inappropriate comments are not made regarding vendors, RFP's and ensuring that there is no interference with the bidding process. He must ensure that all departments, including the IT Department, competitively bid services when appropriate. He must monitor hiring situations that can be perceived as nepotism, including the hiring of individuals within the District and vendors hiring relatives of employees. Ms. Myrick has been consistently monitoring these situations.
- Board Members should not be forced to play "semantic" games at a public meeting to get answers to questions. For example, I asked on record, at two public board meetings if there were going to be any staff layoffs. Mr. Runcie's cabinet emphatically denied that there were layoffs and stated on record that only one person was being laid off in the budget department. I asked the same question in different variations, using different terms, and staff continued to deny that employees were being removed. It should be noted that employees were informed on June 1, in writing, about their employment status as per our collective bargaining process. These letters were sent out, and Mr. Runcie nor any member of his cabinet, nor any of his staff acknowledged the layoffs at two public board meetings. Before the School Board meeting on June 25, 2019, the Board was given a list of over 20 individuals being laid off. All of these employees had received notice as per the collective bargaining process. Some of the individuals were able to keep their positions due to violations of the collective bargaining process. There were also allegations of nepotism in one department. Staff also could not offer a coherent explanation for layoffs in the printing department.
- Mr. Runcie is responsible for improving public trust and confidence in the institution. The Board was criticized for not expeditiously passing Code Red and Safe Corner policies and updating security position job descriptions by the MSD Commission. Since the MSD tragedy, there have been numerous situations that have eroded public trust, including canceling a parent meeting with the MSD Community in January of 2019. This meeting was previously agreed to by the Superintendent and caused a chain of events that further eroded the community's trust. Subsequently, Mr. Runcie did not allow a Board Member to bring an agenda item mandating

that a community meeting occur. Trust was also further eroded when a staff member accused the MSD community of using unacceptable inflammatory language that further divided the community. There were also numerous issues with the implementation of the intervention plan for the MSD zone. The community was outraged with the lack of continuity of services and lack of communication. This situation reached a tipping point, and the Children's Services Council intervened to ensure the community's needs were met. Mr. Runcie was also criticized publically for excessive travel after the MSD Tragedy.

When evaluating leadership, it is critical to note the escalating tensions and polarization of the community and the Board. A good leader brings people together; the level of tension and animosity needs to be addressed.



2017 - 2018

## Broward ESE Advisory Council Recommendations

### MEANINGFUL INCLUSION

- Placement decisions to strongly consider max inclusion w/parent input re: decision
- Desegregation: location of self contained classrooms within schools to be integrated throughout the facility to promote inclusion
- Peer Mentoring Programs must be implemented with fidelity in every school
  - Use successful program model; provide recommended guidelines
- Field Trip guaranteed participation; invited and supported always
- Aftercare guaranteed participation; invited and supported always
- Extracurricular activities; recruit to participate and support always
- Addition of Cafeteria Rules: No One Sits Alone
- Bullying and marginalizing behaviors must not be conducted or tolerated from staff or students, teach all staff and students about our differences to end fear and misunderstanding

### SCHOOL IMPROVEMENT PLAN (SIP)

- To include Best Practices in Inclusive Education (BPIE) assessment and action steps
- To include list of inclusive practices
- To list name and description of peer mentor program
- SAC to have ESE Parent Representation; parent recruitment; ESE matters to always be included on agenda (based on SIP)
- To include inclusion goals/desegregation plan

### DISTRICT POLICIES AND PROCEDURES

- Policies must be implemented with fidelity and include monitoring and accountability to ensure compliance in all schools. Consistent monitoring of best practices/standards
- Site based management in regard to ESE creates inconsistency/inequality
  - There must be non-negotiable policies in regards to ESE
  - All schools to have Assistant Principal assigned to manage ESE
  - Accountability through OSPA must improve to ensure compliance and those who are doing well should be recognized for their efforts and used as an example to reinforce best practices. We need consistent monitoring of best practices/standards.
- Matriculation Guide; to be followed and implementation monitored

- Support Facilitation Model
  - Support Facilitators must have manageable case loads (refer to Evergreen Committee recommendations)
  - Dedicated planning time for General Ed teachers and Support Facilitators
- Continuum of services to be presented at Matriculation/Transition IEP w/ parent input re: decision
- Ensure that all schools including charter schools are aware, briefed on and actively engaged in the delivery of ESE services and obligations in line with federal requirements.

#### **MENTAL HEALTH**

- Increase number of counselors, social workers, psychologists and mental health counselors/reduce caseloads
- Add "Mental Health Portal" resource page to "Quick Links" on main page of website.
- Provide more opportunities for Youth Mental Health First Aide training

#### **TEACHER SUPPORT**

- Improvements need to be made in providing all teachers (general ed and special ed) with accessible teaching resources; alternative strategies and programs for unique learners.
- There must be incentive for all staff to participate in trainings to ensure adequate qualifications.
- Include Access Points in textbooks to give teachers needed support.

Thank you for the opportunity to serve,  
**2017-2018 Broward ESE Advisory Council Executive Board**

Kelly Busch, Chair  
 Jacqui Luscombe, Recording Secretary  
 Bach Todaro, Corresponding Secretary  
 Wendy Carroll, Board Member  
 Suzanne Sharon Yap, Board Member

Broward ESE Advisory Council  
 browardeseadvisorycouncil.com • ese.chair@gmail.com



## ACE - ASD Special Program Visits 2016-2017

ACE has completed tours of the Special Program Classrooms in Broward County (Autism cluster classrooms) in collaboration with district supervisors to ensure proper classroom placement and consistent standards. The Broward County ASD Program Classroom Standards were used as a guide to conduct our visits. Our data was gathered from a total of 174 classrooms in 39 schools.

We met many professionals who are proud of their programs and were enthusiastic about giving us a tour and getting to know us a bit. Transparency is important to ensure quality and consistency across the district. Our programs should be monitored often to guarantee that best practices are being implemented. We have some great programs that set an excellent example and can serve as a model for all.

A big concern is that our ASD Special Programs lack consistent quality standards across our district. There is no excuse for special program classrooms to have insufficient supports in place for our students with unique learning needs. We found many examples of classrooms that are not following the best practices outlined in the district's own list of "Classroom Standards". In too many cases there is a lack of care taken in providing a pleasing, organized classroom, proper independent student schedules, and clearly labeled areas. We saw a noticeable difference from school to school and sometimes within the same school. This disparity occurs not only from one ASD class to another, but also from the general education setting to the special education setting.

We have also concluded that there are several ASD Special Programs located in separate buildings, wings or hallways which are separated from the general education classrooms. The placement of these classrooms restricts interactions with the general population.

This unlawful discrimination violates Title II of the ADA, does not satisfy our obligations to students pursuant to IDEA, and violates the LRE requirement. Although it is understood that there are structural challenges that can make this shift difficult, such as room sizes, bathroom locations and limited space, decisions regarding the location of special program classrooms can not be an afterthought. Availability of space or administrative convenience can not be a reason why our children are being segregated from their peers.

All students are not being afforded the opportunity to transition to specials with their general education peers; sit at the same table in the cafeteria; play in the same area of the playground at recess or even at the same time as their general education peers. This is a practice that was confirmed by some school principals or staff members who adamantly stood by that decision. We understand that in some cases due to sensory processing difficulties it is the decision of the staff with input from the parents, but it can not be a unilateral decision for students with ASD within our schools.

This is contrary to the goal of meaningful inclusion. There are numerous benefits for inclusive education for all students with and without disabilities and it is our responsibility to use every opportunity to make it work. If schools are having difficulties with successful inclusion practices they need to ask for help. Administrators should plan constructively for desegregation rather than fighting against it. There are many resources available for guidance, one being, The Florida Inclusion Network.

We want to thank our Curriculum Supervisors, Gary Grigull, Janice Koblick, Brian Norris, Beth Williams and Andrea Citotti for taking the time to accompany us on our school visits. We would also like to thank the staff members and administration in each school we visited for welcoming us into the schools and giving us a tour of the ASD Special Program classrooms. We look forward to continuing our advocacy efforts to support our schools and our students and ensure the use of best practices, as well as continuing to promote meaningful inclusion opportunities for all students.

Thank you,

ACE - Autism Committee, ESE Advisory Council, Broward County, Florida

### ACE Special Programs Visits 2016/2017

ACE - Autism Committee, ESE Advisory Council, Broward County, Florida

Name of School	City	Date of Visit	AGE Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms
Atlantic West Elementary	Margate	10/20/16	KB	Janice Koblack	Diane Eagan	Grace Beish	Kristen Langset	6
Classrooms Dispersed Throughout School			X					
Close proximity to grade level				X				
Visible Individual Student Schedules				X				
Evident Classroom Areas				X				
Transition with Gen Ed Peers				X				
Overall Impression of Environment			Very Good	Good	Fair	Poor		
Notes: staff indicated that classes were split according to "intensive, specialized, behavior", poor ESE language used, "lower kids", using systems but needs organization								
Name of School	City	Date of Visit	AGE Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms
Boulevard Heights Elementary	Hollywood	02/07/17	KB	Andrea Clotte	Juan Alajo	Theresa Varga	Deborah Santiago	6
Classrooms Dispersed Throughout School			Yes	Some	No	N/A		
Close proximity to grade level					X			
Visible Individual Student Schedules			X					
Evident Classroom Areas			X					
Transition with Gen Ed Peers			X					
Overall Impression of Environment			Very Good	Good	Fair	Poor		
Notes: nice classrooms and enthusiastic staff, staff indicated that the segregated setting was due to safety, location of office and bathrooms								
Name of School	City	Date of Visit	AGE Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms
Coconut Creek Elementary	Coconut Creek	11/01/16	KB	Janice Koblack	Kathy Good	Barbara Hennessey	Barbara Hennessey	6
Classrooms Dispersed Throughout School			Yes	Some	No	N/A		
Close proximity to grade level					X			





Notes: Very nice classroom environment, enthusiastic teacher, children were engaged		City	Date of Visit	AGE Rep	Supervisor	Principal	ESSE Specialist	Autism Coach	# Classrooms
Name of School		Dania Beach	12/03/16	KB	Andrea Clout	Dr Lewis Jackson	Michelle Katz-DiGiacomo	Petra Cardova/Margaret Mangold	7
Dania Elementary				Yes	Some	No	N/A		
Classrooms Dispersed Throughout School				X					
Close proximity to grade level						X			
Visible Individual Student Schedules				X					
Evident Classroom Areas				X					
Transition with Gen Ed Peers									
Overall Impression of Environment				Very Good	Good	Fair	Poor		
Notes: 3 classrooms located in portables, coach sitting size of rooms will only fit special program classes, small yet organized					X				
Name of School		Deerfield Beach	10/20/16	MH	Gary Grigull	Drew Gerlach	Julie Gull	Mary Beth Williams	5
Deerfield Beach Elementary				Yes	Some	No	N/A		
Classrooms Dispersed Throughout School						X			
Close proximity to grade level						X			
Visible Individual Student Schedules						X			
Evident Classroom Areas				X					
Transition with Gen Ed Peers									
Overall Impression of Environment				Very Good	Good	Fair	Poor		
Notes: some classroom schedules need work, classroom areas were clearly defined, some great visuals					X				
Name of School		Miramar	11/29/16	KB	Beth Williams	Sandra Nelson	Lucy Kitcher	shared/Alicia Palelis	1
Dolphin Bay Elementary				Yes	Some	No	N/A		

Notes: Great Visuals, nice classrooms	City	Date of Visit	AGE Rep	Supervisor	Principal	ESE Specialist	Artist/Coach	# Classrooms
Name of School	Hollywood	02/07/2017	KB	Andea Claitt	Martina Rashid	Ronnie Left	Lisa Pederson	2
Driftwood Elementary			Yes	Some	No	N/A		X
Classrooms Dispersed Throughout School					X			
Close proximity to grade level			X					
Visible Individual Student Schedules			X					
Evident Classroom Areas			X					
Transition with Gen Ed Peers								
Overall Impression of Environment			Very Good	Good	Fair	Good		
Notes: nice classroom environments, not great ESE language these are very difficult children, staff member was unaware of funds available for classrooms			X					
Name of School	Weston	12/12/17	KBMAH	Beh Williams	Ellot Tillingier	Sharon Sierra	Pilar Villagas	5
Everglades Elementary			Yes	Some	No	N/A		
Classrooms Dispersed Throughout School					X			
Close proximity to grade level			X					
Visible Individual Student Schedules			X					
Evident Classroom Areas			X					
Transition with Gen Ed Peers								
Overall Impression of Environment			Very Good	Good	Fair	Good		

Notes: classroom environments are very nice; special program location is segregated in its own hallway

Name of School	City	Date of Visit	AG/REP	Supervisor	Principal	ES/SE Specialist	Autism Coach	# Classrooms
Fairway Elementary	Miramar	02/07/17	KB	Andrea Cioffi	Michelle Enggram-McKnight	Janice Carrey	Suzanne Clark	4

Classrooms Dispersed Throughout School	Yes	Some	No	X				
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Close proximity to grade level				X				
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Visible Individual Student Schedules				X				
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Evident Classroom Areas				X				
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Transition with Gen Ed Peers			Very Good	Good	Fair	Poor		
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Overall Impression of Environment								
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Notes: classrooms felt disorganized, schedules were in binders and when looked at - they were not marked; special program was segregated in separate hallway

Name of School	City	Date of Visit	AG/REP	Supervisor	Principal	ES/SE Specialist	Autism Coach	# Classrooms
Floranda Elementary	Fort Lauderdale	10/04/16	KB/MH	Gary Grigull	John Vetter	Cynthia Groth	Lindsey Way	5

Classrooms Dispersed Throughout School	Yes	Some	No	X				
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Close proximity to grade level				X				
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Visible Individual Student Schedules				X				
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Evident Classroom Areas				X				
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Transition with Gen Ed Peers			Very Good	Good	Fair	Poor		
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Overall Impression of Environment								
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Notes: environments not well organized, felt chaotic, messy, sched./areas not clear; principal was not familiar with classrooms, gen ed Kindergarten classroom locked great

Name of School	City	Date of Visit	AG/REP	Supervisor	Principal	ES/SE Specialist	Autism Coach	# Classrooms
Fox Trail Elementary	Davie	12/12/16	KB/MH	Behn Williams	Lynn Burgess	Debbie White Maynes	Lisa Pinder	5

Classrooms Dispersed Throughout School	Yes	Some	No	X				
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Close proximity to grade level				X				
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Visible Individual Student Schedules				X				
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Classrooms Dispersed Throughout School				Yes	Some	No	N/A		
Classrooms Dispersed Throughout School						X			
Close proximity to grade level						X			
Visible Individual Student Schedules					X				
Evident Classroom Areas				X					
Transition with Gen Ed Peers									
Overall Impression of Environment				Very Good	Good	Fair	Poor		
Notes: Classrooms were unorganized and chaotic; some with no schedules and no defined areas									
Name of School	City	Date of Visit	Age-Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms	
Lauderhill Paul Turner Elementary	Lauderdale Lakes	11/01/16	KB	Janice Koblick	Richard Garrick	Tanya Badden-Reid	Crystal Glover	6	
Classrooms Dispersed Throughout School				Yes	Some	No	N/A		
Close proximity to grade level				X					
Visible Individual Student Schedules				X					
Evident Classroom Areas				X					
Transition with Gen Ed Peers					X				
Overall Impression of Environment				Very Good	Good	Fair	Poor		
Notes: Visual schedules were not located where the students can see them, areas labeled but need improvement - not clear, lacked visuals, some students clearly needed visuals to help keep them stay engaged!									
principal sited reason for no students in special programs transitioning to specials with gen ed was due to violent behaviors, etc.									
Name of School	City	Date of Visit	Age-Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms	
Liberty Elementary	Margate	10/20/16	KB	Janice Koblick	David Lavine	Lisa Nurnio	Jessica Stifel	5	
Classrooms Dispersed Throughout School				Yes	Some	No	N/A		
Close proximity to grade level				X					
Visible Individual Student Schedules				X					
Evident Classroom Areas				X					
Transition with Gen Ed Peers				X					

Overall Impression of Environment	Very Good	Good	Fair	Poor					
Notes: great looking classroom environments, the coach is enthusiastic and has great ESE language, principal was very involved with great attitude, excellent									
Name of School	City	Date of Visit	Age Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms	
Meadowbrook Elementary	Fort Lauderdale	11/09/16	KB	Brian Norris	Mathew Haley	Kristina Taylor	Natalia Moron	6	
Classrooms Dispersed Throughout School				Some	No	N/A			
Close proximity to grade level					X				
Visible Individual Student Schedules			X						
Evident Classroom Areas				X					
Special Program Classes Transition with Gen Ed Peers			X						
Overall Impression of Environment	Very Good		Good	Fair	Poor	X			
Notes: most classrooms had nice environment, some did not have good visuals, some only used number system for transitions from one activity to another and the 4/5 class needed help with the overall environment. Inconsistent									
Name of School	City	Date of Visit	Age Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms	
Mirror Lake Elementary	Plantation	11/09/16	KB	Brian Norris	Maren Veliz	Shelley Lewis	Melissa Smiley	5	
Classrooms Dispersed Throughout School			Yes	Some	No	N/A			
Close proximity to grade level					X				
Visible Individual Student Schedules			X						
Evident Classroom Areas			X						
Transition with Gen Ed Peers			X						
Overall Impression of Environment	Very Good		Good	Fair	Poor				
Notes: Very nice classroom environments, using social thinking program									
Name of School	City	Date of Visit	Age Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms	
Norcrest Elementary	Pompano Beach	10/11/16	KB/MH	Gary Grgull	Kyria Duarte	Kathy Kusinich	Renee Adikoff	6	
Classrooms Dispersed Throughout School			Yes	Some	No	N/A			
Close proximity to grade level					X				



Name of School	City	Date of Visit	AGE Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms
Park Springs	Coral Springs	10/04/16	KB/MH	Gary Grigull	Kate Policastro	Molly Abbot	Meghan Gavagnl	6
Classrooms Dispersed Throughout School			Yes	Some	No	N/A		
Close proximity to grade level			X					
Visible Individual Student Schedules			X					
Evident Classroom Areas			X					
Transition with Gen Ed Peers								
Overall Impression of Environment			Very Good	Good	Fair	Good		
Notes: Very nice classroom environments, friendly staff			X					
Name of School	City	Date of Visit	AGE Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms
Park Trails Elementary	Parkland	12/12/16	KB/MH	Gary Grigull	Russell Schwartz	Kim Davis	Kendra Khalil	5
Classrooms Dispersed Throughout School			Yes	Some	No	N/A		
Close proximity to grade level			X					
Visible Individual Student Schedules			X					
Evident Classroom Areas			X					
Transition with Gen Ed Peers								
Overall Impression of Environment			Very Good	Good	Fair	Good		
Notes: Some of the classes have their own speakers/PE because they need self contained support.			X					
Name of School	City	Date of Visit	AGE Rep	Supervisor	Principal	ESE Specialist	Autism Coach	# Classrooms
Parkside Elementary	Coral Springs	10/20/16	MH	Gary Grigull	Lanea Hall	Corie Lohr	Marie Ritchie	6
Classrooms Dispersed Throughout School			Yes	Some	No	N/A		
Close proximity to grade level			X					
Visible Individual Student Schedules			X					
Evident Classroom Areas			X					



Classrooms Dispersed Throughout School	Yes	Some	No	N/A				
Classrooms Dispersed Throughout School			X					
Close proximity to grade level			X					
Visible Individual Student Schedules	X							
Evident Classroom Areas	X							
Transition with Gen Ed Peers	X							
Overall Impression of Environment	Very Good	Good	X					
Notes: overall classroom environments good; independent schedules; some need work								
Name of School	CITY	Date of Visit	11/09/16	AGE Rep	Supervisor	Principal	ESE Specialist	# Classrooms
Sawgrass Elementary	Sunrise			Kelly Busch	Brian Norris	Trevor Roberts	Carletta Gaudia	4
Classrooms Dispersed Throughout School				Yes	Some	No	N/A	
Close proximity to grade level				X		X		
Visible Individual Student Schedules					X			
Evident Classroom Areas						X		
Transition with Gen Ed Peers						X		
Overall Impression of Environment				Very Good	Good	Fair	Poor	X
Notes: substitute ESE Specialist in place was clearly unqualified, wasn't sure where all of the classrooms were, no coach on staff, standards need a lot of work; insufficient supports								
Name of School	CITY	Date of Visit	02/07/17	AGE Rep	Supervisor	Principal	ESE Specialist	# Classrooms
Sea Castle Elementary	Miramar			KB	Andrea Clotti	Rick Rodriguez	Sheryl Stewart	5
Classrooms Dispersed Throughout School				Yes	Some	No	N/A	
Classrooms Dispersed Throughout School						X		
Close proximity to grade level						X		
Visible Individual Student Schedules				X				
Evident Classroom Areas				X				
Transition with Gen Ed Peers				X				
Overall Impression of Environment	Very Good	Good	Fair	Poor				

Notes: Great use of thinking maps. Inconsistent labeling of areas, great classroom environments									
Name of School	City	Date of Visit	Age/Rep	Supervisor	Principal	ESSE Specialist	Autism Coach	# Classrooms	
Sheridan Park Elementary	Hollywood	02/07/2017	KB	Andrea Clott	Jacqueline Carro	Monica Abello	Juliana Aziz-Preecott	6	
Classrooms Dispersed Throughout School									
Close proximity to grade level									
Visible Individual Student Schedules			X						
Evident Classroom Areas				X					
Transition with Gen Ed Peers			X						
Overall Impression of Environment			Very Good	Good	Fair	Good			
Notes: Great use of thinking maps. Inconsistent labeling of areas, great classroom environments									
Name of School	City	Date of Visit	Age/Rep	Supervisor	Principal	ESSE Specialist	Autism Coach	# Classrooms	
Silver Lakes Elementary	Miramar	11/29/16	KB	Beh Williams	Tammy Gilbert	Delays Navarro	Alicia Aguilar	4	
Classrooms Dispersed Throughout School									
Close proximity to grade level									
Visible Individual Student Schedules			X						
Evident Classroom Areas			X						
Transition with Gen Ed Peers			X						
Overall Impression of Environment			Very Good	Good	Fair	Good			
Name of School	City	Date of Visit	Age/Rep	Supervisor	Principal	ESSE Specialist	Autism Coach	# Classrooms	
Sunset Lakes Elementary	Miramar	11/29/16	KB	Beth Williams	Marc Charpentier	Hope Leonard	shared/Alicia Paleis	2	
Classrooms Dispersed Throughout School									
Close proximity to grade level									
Visible Individual Student Schedules			X						





**Comments relating to Peer Mentoring Programs by:  
School Board Member Laurie Rich-Levinson, Dr. Antoine Hickman,  
Dr. Valerie Wanza and Superintendent Robert Runcie**

At the March 13, 2018 Broward County School Board Workshop.

<https://becon.eduvision.tv/Default.aspx?q=d0F7qPKKlcfzu2JffePz9A%3d%3d>

Comments start at 1:13:30

Mrs. Rich-Levinson:

The other thing I do want to talk about are the peer supports. No one has ever said that those are the answers, but when you talk about kids eating lunch alone, and being alone on playgrounds or eating lunch, there is no doubt that these peer support groups, support that, and to me, it's really important, I brought this up last year, that we have one in every school.

Those are the kids that go and eat with the other kids, who spend time and develop real friendships, and that's ...you know...there's nothing that can take the place of that, and its not one at the expense of the other, it should be all. So I know Dr. Wanza you had mentioned last year when I brought this up that every school was going to have it by this year, so I would like to know where we are with that? Some form, not dictating what type of peer support, but some part...

Dr. Hickman:

We've doubled the number since last year

Mrs. Rich-Levinson:

I know, but it was supposed to be in every school by this year

Dr. Wanza:

Good morning everyone, I'm Chief Performance and Accountability Officer, thank you Mrs. Levinson, so yes, we have done extensive work in every school, some schools are still in their infancy, but the beginnings of them are there.

We have had representatives from just about every organization that organizes this type of thoughtful activity in school in front of principal groups, we're partnering schools for example, I don't want to name schools because I don't want, you know, say ones better than the other, but in our High Schools for example, you'll take a Cooper City High School, we'll partner them with another school that's just beginning, so they can work together. So it is a work in progress, but it is definitely in some form at every school, and we're going to continue to strengthen it.

We have our ESE colleagues at all of our principles meetings ...actually working, working in innovation zones.

So it is something we are committed to.

Mrs. Rich-Levinson:

I appreciate that we are, but it's not in every school, and the kids want to do it. The kids in every school want to do it. So all it takes is a sponsor in the school, so I'm not understanding what the hold up is with having it in every school. The kids love to do it when they get involved making these friendships.

Dr. Wanza:

We've even, um, the Superintendent was gracious enough to do a line item to assist us with funding, so we'll just go back and keep working with every single school

Mrs. Rich-Levinson:

What's the funding?

Dr. Wanza:

So some schools want to do it as a club, and it's like a \$300 cost to it, and some want to do different things, so we are working with them. I agree with your Mrs. Levinson, we can't force stuff on people, we have to improve their mindsets, and actually ensure we have adults working with kids, who actually as you say, want to initiate these type peer activities and we certainly encourage it. So we will continue to work with each and every school, we have come a long way, I'm not going to say we're there 100%, but we have come a long way from where we started and we are not going to give up on it or ignore it.

Mr. Runcie:

What we'll do, and we'll try and get this done by the end of this year, we'll do a report by school on the status, and then you know whatever schools are short or in their infancy as you described it, we will indicate what we'll do starting in the beginning of the next school year to get them on track, but we'll do an inventory of every school, provide a report, summarize that in some form and share with the Board by the end of this year.

Mrs. Rich-Levinson:

If they can't do a program that costs \$300 they can do their own program

Mr. Runcie:

No, no, there's a variety, that was a special piece that was actually initiated by some High School Students who wanted to lead something  
That was like I think a dozen schools, it wasn't a lot, but there's a variety of things out there.  
Again, we'll produce a report to let you know what's going on in each school, it's not the same thing, but we should have similar impact.

Mrs. Rich-Levinson:

We talk about the single biggest factor with any child is feeling connection, feeling connected. These off the bat make kids feel more connected.  
So...to me it's just something we need to really move on, and if someone doesn't understand it, then they should be questioned about why they're in that position, quite frankly



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:

DD-3

MEETING DATE	2019-06-11 10:05 - School Board Operational Meeting
AGENDA ITEM	ITEMS
CATEGORY	DD, OFFICE OF THE CHIEF AUDITOR
DEPARTMENT	Auditing

Special Order Request	<input type="radio"/> Yes <input checked="" type="radio"/> No
Time	
Open Agenda	<input checked="" type="radio"/> Yes <input type="radio"/> No

TITLE: State of Florida Auditor General - Broward County District School Board - Operational Audit for the Fiscal Year Ended June 30, 2018

REQUESTED ACTION: Receive State of Florida Auditor General - Broward County District School Board - Operational Audit for the Fiscal Year Ended June 30, 2018.

SUMMARY EXPLANATION AND BACKGROUND: The Auditor General, State of Florida performed the Broward County District School Board - Operational Audit for the Fiscal Year Ended June 30, 2018. The audit report was provided to the District on April 26, 2019. See Supporting Docs for continuation of Summary Explanation and Background. The Audit Committee reviewed and approved this report for transmittal to the School Board during the Committee's May 2, 2019 meeting.

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

FINANCIAL IMPACT: The source of funds for the Report, which is part of the State of Florida Auditor General performed by the Auditor General, is the General Fund budget allocation for the Office of the Chief Auditor. There is no additional financial impact to the School District.

EXHIBITS: (List) (1) Summary of Explanation and Background (2) Operational Audit

BOARD ACTION: RECEIVED (For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION: Name: Joris Jabouin Phone: 754-321-2400

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA Senior Leader & Title Joris Jabouin - Chief Auditor

Approved In Open Board Meeting On: JUN 11 2019 By: [Signature] School Board Chair

Signature Joris Jabouin 6/3/2019 4:38:14 PM

Report No. 2019-210  
April 2019

**STATE OF FLORIDA AUDITOR GENERAL**

Operational Audit

**BROWARD COUNTY  
DISTRICT SCHOOL BOARD**



Sherrill F. Norman, CPA  
Auditor General

### Board Members and Superintendent

During the 2017-18 fiscal year, Robert W. Runcie served as Superintendent of the Broward County Schools and the following individuals served as School Board Members:

	<u>District No.</u>
Ann Murray	1
Patricia Good	2
Heather P. Brinkworth, Vice Chair from 11-21-17	3
Abby M. Freedman, Chair through 11-20-17	4
Dr. Rosalind Osgood	5
Laurie Rich Levinson	6
Nora Rupert, Chair from 11-21-17, Vice Chair through 11-20-17	7
Donna P. Korn	At-Large, Countywide
Robin Bartleman	At-Large, Countywide

The team leader was Stefanie Johnson, CPA, and the audit was supervised by Diana G. Garza, CPA. Please address inquiries regarding this report to Micah E. Rodgers, CPA, Audit Manager, by e-mail at [micahrodgers@aud.state.fl.us](mailto:micahrodgers@aud.state.fl.us) or by telephone at (850) 412-2905.

This report and other reports prepared by the Auditor General are available at:

[FLAuditor.gov](http://FLAuditor.gov)

Printed copies of our reports may be requested by contacting us at:

**State of Florida Auditor General**

Claude Pepper Building, Suite G74 · 111 West Madison Street · Tallahassee, FL 32399-1450 · (850) 412-2722

# BROWARD COUNTY DISTRICT SCHOOL BOARD

## **SUMMARY**

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This operational audit of the Broward County School District (District) focused on selected District processes and administrative activities and included a follow-up on additional matter findings noted in our report No. 2016-180. Our operational audit disclosed the following:

**Finding 1:** Several employment agreements included a severance pay provision that did not appear to be consistent with State law.

**Finding 2:** According to Florida Department of Education guidance, school districts may pay the employer payroll taxes for Florida Best and Brightest Teacher Scholarship Program and Florida Best and Brightest Principal Scholarship Program awards from the scholarship program funds. Notwithstanding, for the 2017-18 fiscal year, the District paid \$881,000 for those taxes from other resources without Board approval of the use of those resources for that purpose.

**Finding 3:** The Board had not established a date for completion and presentation of the school internal funds' audit reports to the Board. Reports for 187 school internal fund audits for the fiscal year ended June 30, 2017, had not been completed and presented as of September 4, 2018. A similar finding was noted in our report No. 2016-180.

**Finding 4:** The District needs to continue efforts to recover salary overpayments. In addition, District payroll procedures need improvement to prevent future salary overpayments.

**Finding 5:** The District purchasing card program needs enhancement.

**Finding 6:** Some unnecessary information technology (IT) user access privileges existed that increased the risk that unauthorized disclosure of the sensitive personal information of students may occur.

**Finding 7:** Some other inappropriate or unnecessary IT access privileges existed that increased the risk that unauthorized disclosure, modification, or destruction of District data and IT resources may occur.

**Finding 8:** IT security controls related to user authentication continue to need improvement.

## **BACKGROUND**

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The Broward County School District (District) is part of the State system of public education under the general direction of the Florida Department of Education and is governed by State law and State Board of Education rules. Geographic boundaries of the District correspond with those of Broward County. The governing body of the District is the Broward County District School Board (Board), which is composed of seven elected members. The appointed Superintendent of Schools is the Executive Officer of the Board. During the 2017-18 fiscal year, the District operated 226 elementary, middle, high, and specialized schools; sponsored 89 charter schools; and reported 269,334 unweighted full-time equivalent students.

## **FINDINGS AND RECOMMENDATIONS**

### **Finding 1: Severance Pay**

State law<sup>1</sup> provides that, on or after July 1, 2011, a unit of government that enters into an employment agreement that contains a provision for severance pay with an officer, agent, employee, or contractor must include a provision in the employment agreement that precludes severance pay from exceeding 20 weeks of compensation. Our discussions with District personnel and examination of District records indicated that, as of April 2018, there were ten Board-approved employment agreements containing severance pay provisions and we evaluated the propriety of those provisions in all ten agreements.

We found that the severance pay provisions in four employment agreements were contrary to State law as they allowed for severance pay that exceeds 20 weeks of compensation. Specifically:

- The General Counsel agreement dated June 15, 2016, provided that, if terminated without cause during the first 2 years of the agreement, the General Counsel would be paid the balance due through the end of the original term of the agreement or for 6 months, whichever is less.
- On June 13, 2017, the Board amended three employment agreements with two Deputy General Counsels and one Assistant General Counsel to provide that, if terminated in the event of their disability to perform fully their duties, the Board would pay as severance pay and in full satisfaction of the Board's obligations, a lump sum equivalent to the salary remaining payable under the remaining portion of their respective agreements.

In response to our inquiries, District personnel indicated that, for the General Counsel agreement, the severance pay provision only applied to the first 2 years of the contract and expired in June 2018. For the other three employment agreements with the two Deputy General Counsels and one Assistant General Counsel, District personnel agreed that the severance provisions were contrary to State law and, as of January 2019, planned to amend the contracts at an upcoming Board meeting.

**Recommendation:** The Board should take appropriate action to ensure that severance pay provisions in District employment agreements comply with State law.

### **Finding 2: Resource Use**

State Board of Education (SBE) rules<sup>2</sup> require the Board to annually adopt and spread on its minutes salary schedules for District employees. The schedules so adopted are to be the sole instrument used in determining employee compensation. Such salary schedules must clearly show the method of computing employee compensation and individual personnel records for each employee must contain evidence of each factor used in calculating that employee's compensation for the year. According to District personnel, the salary schedule amounts identify employee compensation before payroll taxes are applied and District practice is to pay the employer payroll taxes and net compensation amounts from the same funding source.

<sup>1</sup> Section 215.425(4)(a), Florida Statutes.

<sup>2</sup> SBE Rule 6A-1.052, Florida Administrative Code (FAC).

The Florida Legislature established the Florida Best and Brightest Teacher Scholarship Program<sup>3</sup> to reward classroom teachers who achieved high academic standards during their own education. The Florida Legislature also established the Florida Best and Brightest Principal Scholarship Program<sup>4</sup> to reward school principals who recruit and retain a high percentage of classroom teachers designated as Florida's best and brightest teacher scholars pursuant to State law.

According to guidance contained in a January 2018 FDOE memorandum, each school district may use the applicable portion of funds from the two scholarship programs to pay the applicable employer payroll taxes instead of paying those taxes from other resources. During the 2017-18 fiscal year, the FDOE provided the District a total of \$11.5 million from the two scholarship programs for 11,702 District employees.

Our examination of District records disclosed that, instead of using applicable scholarship program funds to pay the employer payroll taxes, the District paid the taxes from unrestricted resources. For example, for a teacher who received a \$6,000 scholarship award, the District expended \$6,459, including \$6,000 paid to the employee from scholarship program funding and \$459 paid from unrestricted resources for the related employer payroll taxes, instead of following FDOE guidance and using \$6,000 in scholarship program funds to pay both the teacher and the related employer payroll taxes. By using unrestricted resources to pay the employer payroll taxes, District scholarship recipients each received higher payments than they otherwise would have. Collectively, the District disbursed a total of \$881,000 from unrestricted resources for employer payroll taxes associated with the two scholarship programs.

According to District personnel, the Board approved budget amendments for salary increases that included amounts for teachers and principals paid from the respective scholarship programs. Notwithstanding, although we requested, District records were not provided to evidence that the Board approved use of unrestricted resources to pay the employer payroll taxes associated with these scholarships or approved the higher payment amounts to the scholarship recipients on the Board-adopted salary schedule or by other means. Absent Board approval, the authority for using unrestricted resources to pay employer payroll taxes related to the program-funded scholarships and the higher payment amounts is not readily apparent.

In response to our inquiries, District personnel indicated that they received the FDOE memorandum allowing the use of scholarship program funding to pay the applicable employer payroll taxes; however, due to oversights, funding from the two programs was depleted before the District detected the payroll processing errors. District personnel also indicated that, in subsequent years, the employer payroll taxes will be paid from available scholarship program funds. Use of unrestricted resources without prior Board approval not only reduces the amount of those resources for general appropriation and use, but also may result in uses that are inconsistent with Board intentions.

**Recommendation:** The Board should take action to either authorize District use of the \$881,000 in unrestricted resources for employer payroll taxes applicable to the respective scholarship awards or seek and recover from the scholarship recipients the extra amounts paid due to the payroll processing errors. In addition, for future scholarship payments, the District should follow

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<sup>3</sup> Section 1012.731, Florida Statutes.

<sup>4</sup> Section 1012.732, Florida Statutes.

FDOE guidance and use available scholarship program funds to pay both the scholarship awards and employer payroll taxes or seek Board approval to use other resources to pay those taxes.

**Finding 3: Audits – School Internal Funds**

School internal funds provide an accounting for various school club and class activities. The *Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book)*<sup>5</sup> requires the Board to provide for an annual audit of the school internal funds. State law<sup>6</sup> requires the District to provide for an audit of its financial statements to be completed within 9 months after fiscal year-end. As school internal funds are an integral part of the District financial reporting entity, it is important that the school internal funds audits are available for consideration during the District financial statements audit.

The District employs internal auditing staff to audit its school internal funds and the Board established an Audit Committee to receive and evaluate the District school internal funds audits. The Audit Committee consists of 12 members, each appointed by one of the 9 Board members, the Superintendent, the District Advisory Committee, or the Broward County Council of Parent Teacher Association. At June 30, 2017, the District reported school internal funds assets and liabilities of \$16.7 million for the District's 226 schools. However, based on discussions with District personnel, the Board had not established a date for completion and presentation of the school internal funds audit reports to the Board.

As shown in Table 1, our review of school internal funds audit reports for the fiscal year ended June 30, 2017, disclosed that 187 of the 226 school internal fund audit reports had not been completed and presented to the Board as of September 4, 2018, over 14 months after the District's June 30, 2017, fiscal year end.

**Table 1  
School Internal Funds Audit Reports  
Not Timely Presented to the Board  
For the Fiscal Year Ended June 30, 2017**

Type of School	Audit Reports Presented to Board on 9/5/2018	Audit Reports Not Presented to the Board as of 9/6/2018
Elementary	13	134
Middle	6	22
High	3	1
Other	1	16
<b>Totals</b>	<b><u>15</u></b>	<b><u>172</u></b>

Source: District records.

In response to our inquiry, District personnel indicated that there were several reasons why the audits were not timely completed and presented. For example:

<sup>5</sup> Chapter 8, Section 4.2, *Red Book*.

<sup>6</sup> Section 218.39, Florida Statutes.

- Hurricane Irma caused the District to be closed for 7 school days in September 2017, interrupting work flow and requiring the September 7, 2017, Audit Committee meeting to be canceled.
- The Chief Auditor and Office Manager both retired mid-year, requiring the Internal Funds Audit Manager to be assigned Chief Auditor duties for 5 months.
- Following February 14, 2018, the District's focus was the Marjory Stoneman Douglas High School tragedy.
- The scheduled March 22, 2018, Audit Committee meeting was canceled.
- The scheduled June 21, 2018, Audit Committee meeting was canceled and rescheduled to August 9, 2018, to give the new Chief Auditor, who started in June 2018, time to write an Audit Plan to present to the Audit Committee and the Board near the beginning of the school year.

Notwithstanding the reasons provided for delays, school internal funds audit reports timely presented to the Board enhance the relevance and usefulness of the reports for evaluating internal controls over school internal funds and District compliance with laws, rules, and Board policies relating to school internal funds. Timely completed and presented reports also allow for consideration of the audits during the District financial statements audit. A similar finding was noted in our report No. 2016-180.

**Recommendation:** The Board should establish a date for presenting school internal funds audit reports to the Board. In doing so, the Board should consider the benefits of completing the school internal funds audits within a time frame that:

- Enhances the relevance and usefulness of the audits for evaluating internal controls over school internal funds and District compliance with laws, rules, and Board policies relating to school internal funds.
- Allows for consideration of the audits during the District financial statements audit.

#### **Finding 4: Salary Overpayments**

During the 2017-18 fiscal year, the District incurred \$1.9 billion in salary expenditures. In connection with our examination of District records supporting those salary expenditures, we noted that the District had identified several salary overpayments totaling \$893,035. In response to our inquiries, District personnel indicated that most of the overpayments occurred due to errors associated with employment separations, changes in pay, pay supplements, and employee leave or absences. For example, the three largest salary overpayments from the 2017-18 fiscal year were for:

- An individual who separated from District employment in January 2018, but the District inappropriately continued to pay through April 2018, resulting in overpayments totaling \$14,303. In response to our inquiry, District personnel indicated that the overpayments occurred because the Office Manager untimely notified the HR Department 3 months after the employment separation. According to District personnel, as of February 2019, the District had not recovered the overpayments.
- An individual who separated from District employment in August 2017, but the District inappropriately continued to pay through October 2017, resulting in overpayments totaling \$8,260. According to District personnel, the overpayments occurred because the Office Manager untimely notified the HR Department a month after the employment separation and the HR Department took an additional month to change the individual's status in the payroll system. According to District personnel, as of February 2019, the overpayments had not been recovered.

- An employee who earned a \$1,302 supplement payable for 1 month, but the supplement was not properly entered into the payroll system, causing the supplement to be paid in each paycheck until the error was detected and corrected months later. District records indicated that the overpayments totaling \$9,114 had been recovered from the employee as of February 2019.

District records tracked the salary overpayments and related recovery efforts for the 2015-16, 2016-17, and 2017-18 fiscal years. Table 2 displays the total District-identified salary overpayments by type of error and fiscal year.

**Table 2**  
**Salary Overpayments by Error Type**  
**and Overpayments Recovered**

During the 2015-16, 2016-17, and 2017-18 Fiscal Years

Overpayment Error Type	2015-16	2016-17	2017-18
Employee Separations	\$153,060	\$191,636	\$165,745
Changes in Pay	91,429	117,387	179,897
Pay Supplements	103,726	119,647	76,089
Employee Leave/Absence	267,198	229,507	312,961
Deletion of Hours	91,237	76,240	30,074
Other	153,060	65,316	76,994
<b>Overpayment Totals</b>	<b><u>\$853,727</u></b>	<b><u>\$799,733</u></b>	<b><u>\$893,035</u></b>
<b>Overpayments Recovered</b>	<b><u>\$768,734</u></b>	<b><u>\$785,862</u></b>	<b><u>\$721,127</u></b>

Source: District records.

According to District records, the total outstanding salary overpayment balance as of June 30, 2018, for all fiscal years was \$712,968, which excluded amounts considered uncollectible according to the 2-year statutory limitation.<sup>7</sup>

Notwithstanding the District recovery process and efforts, the instances of overpayments are indicative of control weaknesses in District payroll processing procedures. For example, our discussions with District personnel disclosed that District procedures require approvers to review and approve the employee time management reports within 3 days after the pay period ends. However, our examination of District records supporting four pay periods for 30 selected employees disclosed that the time management reports were not timely reviewed and approved by the employee's supervisor for 10 salary payments totaling \$40,821. District records indicated that the review and approval for these payroll reports were 3 to 45 days late, or an average of 11 days late; all of which were after the employee had been compensated. Although we requested, District records were not provided to justify why supervisors did not promptly review and approve the payroll reports.

Without prompt supervisory review and approval of time management reports, there is an increased risk that employees may be incorrectly compensated, leave balances may not be accurate, and District records may not be sufficiently detailed in the event of a salary or leave dispute. Similar findings were noted in our report Nos. 2013-160 and 2016-180.

<sup>7</sup> Section 95.11(4)(c), Florida Statutes.

**Recommendation:** The District should ensure that, prior to payment, salary payments are appropriate, accurate, properly documented and supported, and timely reviewed and approved by supervisory personnel. The District should also continue efforts to timely recover uncollected salary overpayments.

### Finding 5: Purchasing Cards

The District established a Purchasing Card (P-card) program, which gives employees the convenience of purchasing items without using the standard purchase order process. P-cards are designed to provide a cost-effective, convenient, and decentralized method for individuals to make certain business purchases on behalf of the District. P-card purchases are subject to the same rules and regulations that apply to other District purchases.

The District designated a Program Administrator to oversee the P-card program and developed a comprehensive *Purchasing Card Program Policies and Procedures Manual (P-Card Manual)* that addresses management controls over the issuance, use, and deactivation of P-cards. The *P-Card Manual* provides, for example, that all purchases must be approved by a principal, department director, or immediate supervisor. All cardholder statements must be returned to the Program Administrator with both the cardholder's and their immediate supervisor's signatures. In addition, the cardholder must obtain a receipt or invoice for all transactions, reconcile the monthly statement to the receipts, and submit the reconciled statement with attached receipts to their principal, department head, or designee. The principal, department head, or designee must review the cardholder statement and receipts and provide approval by signing the cardholder statement and sending to the Program Administrator by the 15th day of the month. The *P-Card Manual* also provides that the District department will notify the Program Administrator within 2 weeks for any employee that has transferred, retired, or is no longer with the District so the card can be canceled.

To determine the reasonableness of P-card monthly total transaction dollar limits for the period July 1, 2017, through April 10, 2018, we inquired of District personnel and examined District records supporting the limits for 830 P-cards issued to 524 District employees or departments<sup>8</sup> with monthly purchasing limits of \$20,000 to \$900,000. We found that 177 P-cards issued to 91 employees or departments with limits of \$20,000 to \$500,000 incurred no activity and 631 P-cards issued to 457 employees or departments had total monthly dollar expenditures that were 0.01 percent to 48 percent of the respective monthly purchasing limit.

In response to our inquiry, District personnel indicated that the District-assigned cardholder profiles are based on cardholder requests and each department monitors expenditures, including P-card expenditures, based on the department budget. However, District procedures had not been established for monitoring the P-card purchasing limits and, although we requested, District records were not provided to evidence such monitoring. Absent effective procedures for monitoring P-card purchasing limits, there is an increased risk of P-card misuse.

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<sup>8</sup> Employees and departments may have more than one P-card assigned based on their purchasing responsibilities.

P-card expenditures totaled \$24.5 million, for the period July 1, 2017, through April 10, 2018, and, as of April 10, 2018, 963 District P-cards were in use. Our examination of District records supporting 30 selected P-card expenditures totaling \$219,533 disclosed that:

- District records did not identify the District purpose for 5 charges totaling \$5,905. For example, a \$4,999 charge was for a second deposit to a vendor for an event named "Broward Schools (before and after school)" and the cardholder was the before and after school director. The cardholder statements were signed by the school director and the director's supervisor to evidence approval; however, no other records existed to justify the purpose for expenditure.
- 4 expenditures totaling \$37,051 were supported by cardholder statements signed by the cardholder but the cardholder's supervisor did not sign the statements.
- 3 expenditures totaling \$4,601 were supported by cardholder statements that were not signed by the cardholder or the cardholder's supervisor.
- 1 expenditure totaling \$1,400 was not supported by a receipt or other documentation to demonstrate the authorized District purpose.

Adherence to the *P-Card Manual* purchasing restrictions would help ensure that, prior to acceptance of P-card charges, District records identify cardholder acceptance of the charges and evidence appropriate supervisory review and approval of the purchases. In addition, enforcement of the *P-Card Manual* requirements would help provide assurance that P-cards are used exclusively for authorized District purposes.

During the 2017-18 fiscal year, 21 cardholders separated from District employment. We examined District records to evaluate the timeliness of P-card cancellations and found that 14 P-cards were not timely canceled, including 11 P-cards canceled before our inquiry and 3 P-cards canceled after our inquiry. The cancellations were 20 to 413 days, or an average of 103 days, after the cardholders' employment separation dates.

In response to our inquiries, District personnel indicated that the untimely cancellations occurred primarily because departments did not timely inform the P-card Administrator of the employment separations. While the financial institution that administers the District P-card program allows 60 days from the close of the cycle in which the transaction is posted to dispute the transaction, untimely cancellation of P-card privileges increases the risk that such privileges could be misused by former employees or others and may limit the District's ability to satisfactorily resolve disputed charges.

**Recommendation: The District should:**

- **Establish procedures that require and ensure that each cardholder's total monthly P-card purchasing limits are periodically evaluated, based on the cardholder's District spending activity and needs, and adjusted based on the evaluation results.**
- **Enhance P-card procedures to ensure that District records are maintained to effectively restrict P-card purchases to purposes authorized in the *P-Card Manual*.**
- **Ensure P-card privileges are promptly canceled upon a cardholder's separation from District employment.**

**Finding 6: Information Technology User Access Privileges – Sensitive Personal Student Information**

The Legislature has recognized in State law<sup>9</sup> that social security numbers (SSNs) can be used to acquire sensitive personal information, the release of which could result in fraud against individuals or cause other financial or personal harm. Therefore, public entities are required to provide extra care in maintaining the confidential status of such information. Effective controls restrict individuals from accessing information unnecessary for their assigned job responsibilities and provide for documented, periodic evaluations of employee access privileges to help prevent personnel from accessing sensitive personal information of students inconsistent with their responsibilities.

Pursuant to State law,<sup>10</sup> the District identified each student using a Florida education identification number obtained from the FDOE. While the District does not require SSNs from students, the District's student registration form includes an optional field for the student SSN and, if provided, the SSNs are maintained within the District Student Information System (SIS). District personnel indicated that IT user access privileges are controlled by security profiles and a form must be completed and approved by authorized personnel before access is granted.

As of December 2018, the District SIS contained the sensitive personal information of 1,169,288 former students and 25,404 current students. However, although we requested, District records were not readily available to identify the individuals who needed or had access to this information and, according to District personnel, periodic evaluations of such access were not performed.

District personnel indicated that the District SIS had a mechanism to mask SSNs; however, the mechanism had not been used as of the date of our inquiry in August 2018. Absent documented identification and evaluation of the individuals who have access to sensitive personal information of students, there is an increased risk of unauthorized disclosure of that information and the possibility that such information may be used to commit a fraud against District students or others.

**Recommendation:** To ensure access to the sensitive personal information of students is properly safeguarded, the District should consider masking student SSNs in the District SIS. The District should also identify the individuals who have access privileges to the sensitive personal information of students, document periodic evaluations of those individuals' need for the access privileges, and timely remove any unnecessary access privileges detected. If an individual only requires occasional access to the information, the privileges should be granted only for the time needed.

**Finding 7: Information Technology User Access Privileges – Human Resource, Payroll, and Finance Applications**

Effective access controls to human resource (HR), payroll, and finance applications include granting IT user access privileges to these resources based on demonstrated need to view, change, or delete data and restrict individuals from performing incompatible functions or functions outside their areas of

<sup>9</sup> Section 119.071(5)(a), Florida Statutes.  
<sup>10</sup> Section 1008.386, Florida Statutes.

responsibility. Effective access controls also provide for documented, periodic evaluations of these privileges to help prevent individuals from performing unauthorized or fraudulent transactions.

As part of our audit procedures, we examined District records supporting the District's documented, periodic evaluations of IT user access privileges and evaluated the IT user access privileges to District HR, Payroll, and Finance modules. We identified 143 individuals with update access to the HR and Payroll modules and 97 individuals with update access to the Finance module. However, we found that 17 of these individuals had access privileges that were unnecessary or permitted the performance of incompatible functions. Specifically:

- 7 IT Department employees, who were part of a systems, applications, and products (SAP) programming team, had update access privileges to the HR and Payroll modules. While the team managed and maintained the SAP applications, we found that these employees could also change personnel actions, employee information, and time data; create payrolls and warrants; and record payments in the accounting records. District personnel believed the SAP programming team needed to continue these access privileges because they maintain the SAP application code. However, although we requested, District records were not provided to demonstrate why such privileges should be continuously provided to these employees.
- 6 other IT Department employees had update access privileges to the HR and Payroll modules that provided the unnecessary update access privileges granted to the SAP programming team. These 6 IT users also had unnecessary access privileges to the Finance module and could create and change vendors, purchase orders, invoices, warrants, and journal entries. According to District personnel, the 6 IT employees provided functional support to users when system issues occurred to help continue processing after resolution of the issues. Subsequent to our inquiry, in November 2018, the District deleted these access privileges for the 6 IT employees.
- 4 Payroll Department employees had update access privileges to the HR and Payroll modules that allowed them to change personnel actions and employee information, which is appropriate only for HR Department personnel. According to District personnel, these 4 employees execute, monitor, and report on all payroll-related functions, including processing paychecks and direct deposits. When payroll discrepancies are identified, team members are required to contact affected staff members, inform them of the discrepancy, and expeditiously update HR information to avoid potential payroll issues. Notwithstanding, District personnel indicated that they will review the access of these 4 employees and modify their access privileges as appropriate.

**Recommendation:** The District should ensure that IT user access privileges are necessary for the users' assigned job responsibilities and enforce an appropriate separation of duties.

#### **Finding 8: Information Technology – Security Controls – User Authentication**

Security controls are intended to protect the confidentiality, integrity, and availability of District data and IT resources. Our audit procedures disclosed certain District security controls related to user authentication need improvement. We are not disclosing specific details of the issues in this report to avoid the possibility of compromising District data and IT resources. However, we have notified appropriate District management of the specific issues.

Without adequate security controls related to user authentication, the risk is increased that the confidentiality, integrity, and availability of District data and IT resources may be compromised. Similar findings were noted in our report Nos. 2013-160 and 2016-180.

**Recommendation:** The District should improve security controls related to user authentication to ensure the continued confidentiality, integrity, and availability of District data and IT resources.

## **PRIOR AUDIT FOLLOW-UP**

The District had taken corrective actions for applicable findings included in our report No. 2016-180 except as noted in Findings 3, 4, and 8 as shown in Table 3.

**Table 3**  
**Findings Also Noted in Previous Audit Reports**

Finding	2014-15 Fiscal Year	2011-12 Fiscal Year
	Audit Report	Audit Report
	No. 2016-180, Finding	No. 2013-160, Finding
3	5	Not Applicable
4	2	
8	12	14

## **OBJECTIVES, SCOPE, AND METHODOLOGY**

The Auditor General conducts operational audits of governmental entities to provide the Legislature, Florida's citizens, public entity management, and other stakeholders unbiased, timely, and relevant information for use in promoting government accountability and stewardship and improving government operations.

We conducted this operational audit from February 2018 to February 2019 in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The objectives of this operational audit were to:

- Evaluate management's performance in establishing and maintaining internal controls, including controls designed to prevent and detect fraud, waste, and abuse, and in administering assigned responsibilities in accordance with applicable laws, rules, regulations, contracts, grant agreements, and other guidelines.
- Examine internal controls designed and placed in operation to promote and encourage the achievement of management's control objectives in the categories of compliance, economic and efficient operations, reliability of records and reports, and safeguarding of assets, and identify weaknesses in those controls.
- Determine whether management had taken corrective actions for additional matter findings included in our report No. 2016-180.
- Identify statutory and fiscal changes that may be recommended to the Legislature pursuant to Section 11.45(7)(h), Florida Statutes.

This audit was designed to identify, for those programs, activities, or functions included within the scope of the audit, weaknesses in management's internal controls, instances of noncompliance with applicable

laws, rules, regulations, contracts, grant agreements, and other guidelines; and instances of inefficient or ineffective operational policies, procedures, or practices. The focus of this audit was to identify problems so that they may be corrected in such a way as to improve government accountability and efficiency and the stewardship of management. Professional judgment has been used in determining significance and audit risk and in selecting the particular transactions, legal compliance matters, records, and controls considered.

As described in more detail below, for those programs, activities, and functions included within the scope of our audit, our audit work included, but was not limited to, communicating to management and those charged with governance the scope, objectives, timing, overall methodology, and reporting of our audit; obtaining an understanding of the program, activity, or function; exercising professional judgment in considering significance and audit risk in the design and execution of the research, interviews, tests, analyses, and other procedures included in the audit methodology; obtaining reasonable assurance of the overall sufficiency and appropriateness of the evidence gathered in support of our audit findings and conclusions; and reporting on the results of the audit as required by governing laws and auditing standards.

Our audit included transactions, as well as events and conditions, occurring during the 2017-18 fiscal year audit period, and selected District actions taken prior and subsequent thereto. Unless otherwise indicated in this report, these records and transactions were not selected with the intent of statistically projecting the results, although we have presented for perspective, where practicable, information concerning relevant population value or size and quantifications relative to the items selected for examination.

An audit by its nature does not include a review of all records and actions of management, staff, and vendors, and as a consequence, cannot be relied upon to identify all instances of noncompliance, fraud, waste, abuse, or inefficiency.

In conducting our audit, we:

- Reviewed District information technology (IT) policies and procedures to determine whether the policies and procedures addressed certain important IT control functions, such as security, systems development and maintenance, network configuration management, system backups, and disaster recovery.
- Evaluated District procedures for maintaining and reviewing employee access to IT data and resources. We examined selected access privileges to the District enterprise resource planning (ERP) system finance and human resources (HR) applications to determine the appropriateness and necessity of the access based on employees' job duties and user account functions and whether the access prevented the performance of incompatible duties. Specifically, we:
  - Examined District records supporting IT user access privileges to District Finance, Payroll, and HR modules and identified a total of 143 employees and contractors with access to at least one critical function within the HR and Payroll modules and a total of 97 employees and contractors with access to at least one critical function within the Finance modules.
  - Tested the 20 roles that allowed update access privileges to selected critical ERP system finance application functions resulting in the review of the appropriateness of access privileges granted for 28 accounts.

- Tested the 12 roles that allowed update access privileges to selected critical ERP system HR application functions resulting in the review of the appropriateness of access privileges granted for 43 accounts.
- Evaluated Board security policies and District procedures governing the classification, management, and protection of sensitive and confidential information.
- Determined whether a comprehensive IT disaster recovery plan was in place, designed properly, operating effectively, and had been recently tested.
- Examined selected operating system, database, network, and application security settings to determine whether authentication controls were configured and enforced in accordance with IT best practices.
- Evaluated IT procedures for requesting, testing, approving, and implementing changes to the District business system.
- Evaluated the adequacy of District procedures related to security incident response and reporting.
- Evaluated the District data center's physical access controls to determine whether vulnerabilities existed.
- Determined whether a fire suppression system had been installed in the District data center.
- Interviewed District personnel and reviewed supporting documentation to evaluate whether the District effectively monitored charter schools.
- Analyzed the District's General Fund total unassigned and assigned fund balances at June 30, 2018, to determine whether the total was less than 3 percent of the fund's revenues, as specified in Section 1011.051, Florida Statutes. We also performed analytical procedures to evaluate the District's ability to make future debt service payments.
- From the population of expenditures totaling \$142.4 million and transfers totaling \$264.2 million during the audit period from nonvoted capital outlay tax levy proceeds, Public Education Capital Outlay funds, and other restricted capital project funds, examined documentation supporting selected expenditures and transfers totaling \$9.6 million and \$52.8 million, respectively, to determine District compliance with the restrictions imposed on the use of these resources. We also performed a separate review of impact fees and the capital maintenance transfer.
- Analyzed workforce development funds expenditures totaling \$79.1 million during the audit period to determine whether the District used the funds for authorized purposes (i.e., not used to support K-12 programs or District K-12 administrative costs).
- From the population of 952 industry certifications eligible for the 2016-17 fiscal year performance funding, examined supporting documentation for 30 selected students to determine whether the District maintained documentation for student attainment of the industry certifications.
- From the population of 7,035,184 contact hours for 27,716 adult general education instructional students during the audit period, examined District records supporting 3,908 reported contact hours for 30 selected students to determine whether the District reported the instructional contact hours in accordance with State Board of Education (SBE) Rule 6A 10.0381, Florida Administrative Code (FAC).
- Evaluated District procedures for protecting the sensitive personal information of students including social security numbers.
- Examined the District Web site to determine whether the 2017-18 fiscal year proposed, tentative, and official budgets were prominently posted pursuant to Section 1011.035(2), Florida Statutes.

- Examined District records to determine whether the District established an audit committee and followed prescribed procedures to contract for audit services pursuant to Section 218.391, Florida Statutes, for the 2015-16 and 2016-17 fiscal years.
- Examined District records to determine whether required internal funds audits for the 2016-17 fiscal year were timely performed pursuant to Chapter 8 – School Internal Funds, *Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book)*, and whether the audit reports were presented to the Board.
- Reviewed organizational charts, audit plans, and audit agendas for the audit period to determine whether the internal auditor reported directly to the Board or its designee as required by Section 1001.42(12)(l), Florida Statutes. We also determined whether the internal auditor developed audit work plans based on annual risk assessments considering input from other finance and administrative management.
- Evaluated payments totaling \$165,735 made during the audit period to District employees who worked exclusively for the Broward Education Foundation. We also examined District records supporting the amount outstanding totaling \$226,403, as of June 30, 2018, from the Foundation.
- Examined documentation supporting the District's annual tangible personal property (TPP) physical inventory process to determine whether an annual physical inventory of TPP was performed and the inventory results were reconciled to the property records, appropriate follow-up was made for any missing items, and law enforcement was timely notified for any items that could not be located and considered stolen.
- Evaluated severance pay provisions in all ten applicable employment agreements to determine whether the provisions complied with Section 215.425(4), Florida Statutes.
- From the compensation payments totaling \$1.9 billion to 33,069 employees during the audit period, examined District records supporting compensation payments totaling \$109,628 to 30 selected employees to determine whether the rate of pay was accurate and supervisory personnel reviewed and approved the employees' reports of time worked. In addition, we evaluated District efforts to prevent and detect salary overpayments and to recover salary overpayments when they occur.
- From the population of overtime payments totaling \$12.7 million to 7,210 employees during the audit period, examined District records supporting overtime payments totaling \$19,731 to 19 selected employees to determine whether Board policies and District procedures were adequate, and the supporting documentation evidenced the approval of, and necessity for, the overtime payments.
- Examined District records for the audit period for 15 employees and 15 contractor workers selected from the population of 25,735 employees and 342 contractor workers to assess whether individuals who had direct contact with students were subjected to the required fingerprinting and background screening.
- Examined District records supporting the eligibility of 28 selected District recipients and 2 charter school recipients of the Florida Best and Brightest Teacher Scholarship Program awards from the population of 11,681 District teachers and 1,679 charter school teachers who received scholarship awards totaling \$14.1 million during the audit period.
- Evaluated District procedures to implement the Florida Best and Brightest Principal Scholarship Program pursuant to Section 1012.732, Florida Statutes. In addition, we examined District records to determine whether the District submitted to the FDOE accurate information about the number of classroom teachers and the list of principals, as required by Section 1012.731(4), Florida Statutes, and whether the District timely awarded the correct amount to each eligible principal. We also examined District records supporting eligibility of 6 recipients (4 District and 2 charter school recipients) of the Florida Best and Brightest Principal Scholarship Program

awards from the population of 21 District principals and 7 charter school principals who received scholarships awards totaling \$131,191.

- Determined whether the District followed the January 2018 FDOE guidance to use the applicable portion of funds from the Florida Best and Brightest Teacher Scholarship Program and Florida Best and Brightest Principal Scholarship Program awards to pay the employer payroll taxes related to those awards.
- Evaluated District procedures for informing the District's health insurance program third-party administrator of the eligibility of employee and dependent participants.
- Evaluated Board policies and District procedures to ensure health insurance was provided only to eligible employees, retirees, and dependents and that, upon an employee's separation from District employment, insurance benefits were timely canceled as appropriate based on the policies and procedures. We also determined whether the District had procedures for reconciling health insurance costs to employee, retiree, and Board-approved contributions.
- From the population of payments totaling \$1.1 million through March 2018 for new software applications, examined documentation supporting one selected payment totaling \$950,193 to determine whether the District evaluated the effectiveness and suitability of the software applications prior to purchase, the purchases were made through the competitive vendor selection process, and deliverables met the contract terms and conditions.
- For the 48 significant construction projects with expenditures totaling \$154.6 million and in progress during the audit period, examined documentation for project expenditures of \$40.4 million to determine compliance with Board policies and District procedures and provisions of State laws and rules. Also, for the construction management contract with a guaranteed maximum price (GMP) of \$24.7 million, we:
  - Examined District records to determine whether the construction manager (or contractors) and subcontractors were properly selected.
  - Evaluated District procedures for monitoring subcontractor selection and licensure and examined District records to determine whether the District ensured subcontractors were properly selected and licensed.
  - Examined District records to determine whether architects were properly selected and adequately insured.
  - Determined whether the Board established appropriate policies and District procedures addressing negotiation and monitoring of general conditions costs.
  - Examined District records supporting 19 selected payments totaling \$7.8 million to determine whether District procedures for monitoring payments were adequate and payments were sufficiently supported.
  - Examined District records to determine whether projects progressed as planned and were cost effective and consistent with established benchmarks, and whether District records supported that the contractors performed as expected.
- Examined copies of the most recent annual fire safety, casualty safety, and sanitation inspection reports. We selected 30 reports with 5,150 noted deficiencies and examined documentation to determine whether the deficiencies had continued from previous years without timely correction.
- From the population of purchasing card (P-card) transactions totaling \$24,487,242 during the period July 1, 2017, through April 10, 2018, examined documentation supporting 30 selected transactions totaling \$219,533 to determine whether P-cards were administered in accordance with Board policies and District procedures. We also determined whether the District timely canceled P-cards for the 21 cardholders who separated from District employment during the audit period. From the listing of cardholders as of April 1, 2018, we reviewed the reasonableness of all

830 P-cards issued to 524 District employees or departments with monthly purchasing limits of \$20,000 or more.

- For the 52 District employees issued 72 P-cards with purchasing limits greater than \$20,000, and therefore required to file statements of financial interests in accordance with Section 112.3145(1)(a)3, Florida Statutes, we reviewed Florida Department of State, Division of Corporation, records to determine whether the statements of financial interests were filed.
- For the 20 charter schools that were not renewed or were terminated in the 2017-18 or the 2 preceding fiscal years, evaluated District procedures to determine whether applicable funds and property appropriately reverted to the District, whether the District did not assume debts of the school, except as previously agreed upon by the District, and whether the required audits were timely performed.
- Evaluated the sufficiency of District procedures to determine whether District charter schools were required to be subjected to an expedited review pursuant to Section 1002.345, Florida Statutes. For the 5 schools subjected to an expedited review, we examined records to determine whether the District timely notified the applicable governing board pursuant to Section 1002.345(1)(b), Florida Statutes, and whether the District, along with the governing board, timely developed and filed a corrective action plan with the COE pursuant to Section 1002.345(1)(c), Florida Statutes.
- Examined District records and evaluated District procedures to determine whether the District distributed the correct amount of local capital improvement funds to its eligible charter schools by February 1, 2018, pursuant to Section 1013.62(3), Florida Statutes.
- Evaluated District procedures for identifying facility maintenance needs and establishing resources to address those needs. We reviewed inspection reports for compliance with Federal and State inspection requirements, evaluated District efforts to timely resolve any deficiencies identified during inspections, and reviewed the work order system for appropriate tracking of maintenance jobs.
- Evaluated District procedures for determining maintenance department staffing needs. We also determined whether such procedures included consideration of appropriate factors and performance measures that were supported by factual information.
- Determined whether the District used supplemental academic instruction and research-based reading instruction allocations to provide, to the applicable schools, pursuant to Section 1011.62(9), Florida Statutes, an additional hour of intensive reading instruction to students every day, schoolwide during the audit period. Also, we reviewed District records to determine whether the District appropriately reported to the FDOE, pursuant to the 2017 General Appropriations Act (Chapter 2017-234, Laws of Florida), the funding sources, expenditures, and student outcomes for each participating school.
- Evaluated the adequacy of District Virtual Instruction Program (VIP) policies and procedures.
- Examined District records for the audit period to determine whether the District properly informed parents and students about students' rights to participate in a VIP and the VIP enrollment periods as required by Section 1002.45(1)(b) and (10), Florida Statutes.
- Examined the contract document for the FDOE-approved VIP provider to determine whether the contracts contained required statutory provisions. Also, we examined the contract documents to determine whether provisions were included to address compliance with contract terms, the confidentiality of student records, and monitoring of the providers' quality of virtual instruction and data quality.
- Communicated on an interim basis with applicable officials to ensure the timely resolution of issues involving controls and noncompliance.

- Performed various other auditing procedures, including analytical procedures, as necessary, to accomplish the objectives of the audit.
- Prepared and submitted for management response the findings and recommendations that are included in this report and which describe the matters requiring corrective actions. Management's response is included in this report under the heading **MANAGEMENT'S RESPONSE**.

## **AUTHORITY**

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Pursuant to the provisions of Section 11.45, Florida Statutes, I have directed that this report be prepared to present the results of our operational audit.



Sherrill F. Norman, CPA  
Auditor General

# MANAGEMENT'S RESPONSE



**ROBERT W. RUNCIE**  
*Superintendent of Schools*

April 3, 2019

Ms. Sherrill F. Norman, CPA  
Auditor General, State of Florida  
Claude Denson Pepper Building, Suite G74  
111 West Madison Street  
Tallahassee, Florida 32399-1450

Dear Ms. Norman:

Please find below the School Board of Broward County's (the District) responses to the list of preliminary and tentative audit findings and recommendations that were provided to the District on March 5, 2019 regarding the State of Florida Auditor General's operational audit of the Broward County District School Board.

## Finding No. 1: Severance Pay

The District and its Office of the General Counsel agree with Finding 1.

Pursuant to Fla. Stat. § 215.425 (4), all employment agreements written after July 1, 2011, must contain a provision that severance pay may not exceed an amount greater than 20 weeks of compensation. For all attorneys in the General Counsel's Office that were hired after July 1, 2011, their individual contracts conform to the requirements of Fla. Stat. § 215.425 (4).

The three individuals noted in the finding, two Deputy General Counsels and an Assistant General Counsel, were all initially hired prior to July 1, 2011. Although the employment contracts for these three individuals had been amended for compensation purposes, provision 5A regarding severance pay had not been updated.

In the future, the Office of the General Counsel will annually monitor changes the Legislature makes to the Florida Statutes to ensure agenda items coming from the Office of the General Counsel are current and adhere to statutes.

The School Board approved revised contracts with severance pay provisions that comply with State law on February 5, 2019, for the two Deputy General Counsels and one Assistant General Counsel. Thus, the District now considers this issue closed.

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*Educating Today's Students to Succeed in Tomorrow's World*  
Broward County Public Schools is an Equal Opportunity/Equal Access Employer

Report No. 2019-210  
April 2019

### **Finding No. 2: Resource Use**

This District and its Office of the Chief Financial Officer agree with Finding 2.

The overpayment of teachers was caused by staff that initiated the payments misinterpreting the allocation of funds by the Department of Education. For example, the allocation for a highly effective teacher was \$1,200 per teacher, including the employer's share of payroll tax deductions. Employees received \$1,200 as their gross rather than the amount after employer taxes of \$1,108. The overpayment impacted over 11,000 teachers and was less than \$100 per teacher. The Chief Financial Officer became aware of the overpayment when payroll posted to the general ledger and overdrew the account. Staff that initiated the payments have met with the Finance Staff and corrected the process going forward to avoid overpayments in this area.

The District has upgraded to a more current version of the payroll software. As a next step in significantly improving the payroll process, Finance Staff has undertaken a large-scale review and redesign of the District's payroll processes to align with industry-wide best practices and utilize the full power of SAP. The new process will significantly limit the number of employees who create payroll actions (outside of time and attendance), create a larger bank of reports to review prior to the processing of payroll, and utilize the payroll control center within SAP that was not previously available under the older version of SAP in place until June 30, 2018.

The Chief Financial Officer did include the impact of the overpayment in the second budget amendment to the School Board. The Chief Financial Officer agrees with the Auditor General that the overpayment was not clearly communicated to the School Board as the amendment did not specifically point out the overpayment. Any similar payroll items will be clearly disclosed in Board amendments to the budget going forward. Staff will create processes to minimize overpayments, although for an organization with a payroll that exceeds \$1.4B, they will periodically occur. In the event they occur outside the normal course of business and are material, they will be communicated to the School Board.

On March 29, 2019, the District processed the fiscal 2018-2019 Best and Brightest payments in accordance with the proper employer tax withholding. Thus, the District now considers this issue closed.

### **Finding No. 3: Audits – School Internal Funds**

The District and its Office of the Chief Auditor agree with Finding 3.

The District has hired a new Chief Auditor who has implemented a new strategy for the completion of outstanding school internal fund audit reports from prior years and for the timely completion of school internal fund audits going forward.

The District is committed to the Office of the Chief Auditor and has now better empowered the new Chief Auditor with an increased budget, approval for the use of external auditors, a commitment to the new Chief Auditor's risk approach, and the elevation of the audit function to the Superintendent's Cabinet.

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Although the backlog is a function of limited resources, the occurrence of significant adverse community events, and turnover, the upgraded Office of the Chief Auditor will be positioned to overcome these types of challenges going forward.

As part of the Office of the Chief Auditor strategy:

- (1) the new Chief Auditor obtained School Board approval to engage an external audit firm to assist in completing the outstanding school internal fund audits;
- (2) the Office of the Chief Auditor will hire 4 new additional field auditors; and
- (3) the school internal funds audit program was streamlined for efficiency.

To date, the Office of the Chief Auditor's new strategy has now completed 149 of the 172 of the outstanding school internal funds noted. Since the remaining 23 internal funds audits have been assigned to an outsider audit firm with an expected completion date of June 30, 2019, the District now considers this finding to be substantially closed.

#### **Finding No. 4: Salary Overpayments**

This District and its Office of the Chief Financial Officer agree with Finding 4.

The District will continue its efforts to actively recover uncollected salary overpayments.

The District has also upgraded to a more current version of the software for payroll. As a next step in significantly improving the processing of payroll, Finance Staff has undertaken a large-scale review and redesign of the District's overall payroll processes to align with industry-wide best practices and the utilization of the full power of SAP. The new process will significantly limit the number of employees who create payroll actions (outside of time and attendance), create a larger bank of reports to review prior to the processing of payroll, and utilize the payroll control center within SAP that was not previously available under the older version of SAP in place until June 30, 2018.

Additionally, the payroll redesign team is reviewing the business rules implemented at the initial design of SAP and has numerous recommendations around the processing of payroll that will significantly reduce payroll overpayments. These recommendations will be implemented with approval of the necessary funding from the School Board.

Staff will create processes and conduct training to minimize overpayments, although for an organization with a payroll that exceeds \$1.4B, they will occur and cannot be completely eliminated.

#### **Finding No. 5: Purchasing Cards**

The District and its Office of Strategy and Operations agree with Finding 5.

The District is committed to the implementation of an overall improvement strategy for the maintenance and management of Purchasing Card (P-Card) Program.

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The P-Card Program is a sub-division within the Procurement & Warehousing Services (PWS) Department. The P-Card Program Coordinator retired in June 2018, and the position is pending fulfillment. The P-Card Program has since been moved under the umbrella of the PWS Operations & Compliance sub-division to allow for greater oversight, improved operations, and heightened levels of visibility and control for all aspects of the program.

### **Limits/Activity**

Currently, cardholders are assigned to a Card Profile within the Bank of America WORKS system. The profile defines the monthly cumulative and single transaction limits for each card. Although the profile is not directly linked to the actual budget available to the cardholder, it allows for flexibility up to the limits of the assigned profile.

As part of the overall improvement strategy, historical P-Card usage for active cardholders is under review to determine if; current Card Profile limits are appropriately assigned, Card Profile limits need to be reduced, and/or cardholder status needs to remain active. Cardholders who have not demonstrated a need for the \$20,000 or more limits will be reassigned to Card Profiles below this threshold. Cardholders with a demonstrated need will maintain the assigned Card Profile but will be directed to complete and submit the Statement of Financial Interest form as required by Section 112.3145(1)(a)3, Florida Statutes. Cardholders with no activity within a fiscal year will be deactivated based on an annual usage review to be performed in June of each fiscal year.

### **Transactions**

Each transaction for each cardholder should be reconciled with monthly statements and supported by receipts, packing slips, and/or other supporting documentation. Additionally, reconciled statements should be signed by the cardholder and approved by the immediate supervisor. Signed statements should be submitted to the P-Card Program staff (PWS) on or before the 15<sup>th</sup> of each month. With the exception of District maintenance related purchases, documentation for each purchase should also be sent. Regarding P-Cards funded by internal funds, signed statements and the respective backup documentation should be sent to Business Support Center – internal funds staff.

An interim solution to support transactional tracking is currently in development for rapid deployment in order to address findings as soon as possible. The interim solution will use existing reports and a tracking database to monitor transactional behavior and identify areas for improvement. The intention of the solution is to document the collection of signed statements and documentation from each active cardholder. Therefore, the interim solution will document that a supervisor approved each transaction, guaranteeing that said purchases are made for a public purpose.

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April 3, 2019  
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Additionally, to identify and remedy any taxes included on transactions, a three-pronged approach is in design. First, the continuous education of cardholders and approvers on District Tax-Exemption status. Furthermore, the Federal Tax exemption ID number is printed on each individual Purchasing card, readily available for communication with suppliers or merchants. This training material will include program requirements, but also accountability measures for repeat non-compliance. Second, through monthly system reports and statements received, identify transactions where taxes were charged, and communicate transaction details and instructions to each cardholder affected and their direct supervisor informing them how to work with suppliers to obtain credits for taxes paid. Finally, if repeat non-compliance is identified and efforts to assist and prevent deactivation have been made with no change in behavior, a recommendation to Cabinet for deactivation of the card will be made. Upon approval, subsequent cardholder deactivation activities will be carried out.

Upon fulfillment of the P-Card Program Coordinator position, and the implementation of available capabilities within the Bank of America WORKS system, the long-term solution will be implemented to gather, store, review, and address any transactional discoveries that do not align with District P-Card Program requirements through the online system increasing accountability and significantly reducing risk.

### **Cancellations**

A manual process is currently in place to address the active or inactive status of P-Card accounts associated with terminated or transferred cardholders. Account status is changed to inactive by P-Card Program staff upon notification of cardholder termination/transfer by cardholder department or through District Board Meetings. Accounts may also be deactivated based on fraud alerts or if cards are reported as lost or stolen. In each case, deactivation of accounts is critical.

To ensure prompt deactivation of terminated/transferred cardholder accounts, an automated method tying P-Card system information to District ERP employee profiles is currently in development. This will operate on a two-fold basis: cardholders will be identified as such in District employee profiles, and changes to employee profiles will automatically notify P-Card Program staff of necessary action on cardholder accounts. If cards are identified as being lost or stolen, either through the P-Card system or by the cardholder, immediate deactivation of the account is completed and documentation for taking this action is digitally stored for future reference.

The new structure of the P-Card program within the Operations & Compliance subdivision of Procurement & Warehousing services has already proven to be a valuable migration. The improvements outlined herein will be documented and communicated to all cardholders before and upon implementation. When fully staffed with the implementation of program enhancements mentioned herein, the District will surely benefit from the results of the ongoing and continuous improvement efforts.

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April 3, 2019  
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**Finding No. 6: Information Technology User Access Privileges – Sensitive Personal Student Information**

The District and its Office of the Chief Information Officer agree with Finding 6.

The District understands the importance of security over information. The District maintains a process for securing sensitive personal student information.

All staff who access student data are approved and have acknowledged the District's policy 5306 – School and District Technology Usage, which speaks directly to the need for staff to protect the personally identifiable information of students. The issues noted were extremely limited and only included a small number of District employees and were not accessed by outsiders and only pertained to TERMS.

When TERMS was first delivered back in the late 1990's, the State of Florida required school districts to collect social security numbers for students. Over the years, that requirement was removed, but the State never removed the social security number as a field that could be reported to them. Most recently, we only see social security numbers being entered for high school students, particularly those in the 11th and 12th grades. Having the social security number for those students seems to help the student with college applications, enabling the colleges to match up the transcripts we send with the student application they have on file. Having the social security number also seems to help the State's Bright Futures Program match students.

Effective with the start of the 2019-20 school year, we have plans to implement programming changes to TERMS that will mask the student Social Security number. At that time, only the select staff at the school who have the responsibility to enter/update the social security number for students will see the entire number. All other TERMS users will only see the last 4 of the student's social security number, representing a drastic reduction of the number of users who can see the entire number today.

**Finding No. 7: Information Technology User Access Privileges – Human Resources, Payroll, and Finance Applications**

The District and its Office of the Chief Information Officer agree with Finding 7.

The District understands the importance of proper internal controls over user access.

During our project to upgrade and migrate our SAP ERP system to the cloud, we did engage with a hosting company for the use of their consultants to manage the process. Those consultants were provided with access we felt was consistent with the work they needed to perform. Additionally, there are members of the IT staff and of the Payroll Department that have access to employee information we believe is appropriate to responsibilities.

IT Security personnel conduct a yearly review of user access of all employees with access to SAP systems, with a focus on employees with the highest level of access. The activity

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of those employees is reviewed at that time to determine whether their access is consistent with their responsibilities and changes are made as necessary.

**Finding No. 8: Information Technology Security Controls**

The District and its Office of the Chief Information Officer agree with Finding 8.

The District recognizes the importance of security controls to protect confidentiality and integrity while also providing data availability for our IT resources to perform their critical responsibilities. We will review our significant data security controls to ensure a proper environment that provides the highest level of security for all District data.

If you have any questions or concerns regarding any of the findings, please contact Joris Jabouin, Chief Auditor, at (754) 321-2400.

Sincerely,



Robert W. Runcie  
Superintendent of Schools

RWR/JJ:mm

C: School Board Members  
Superintendent's Cabinet

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## SUMMARY EXPLANATION AND BACKGROUND

The State of Florida Auditor General prepared an Operational Audit report.

The Auditor General focused on selected Broward County District School Board (District) processes and administrative activities and included a follow-up on additional matter findings noted in the Auditor General's prior 2019 report.

The report disclosed eight findings/recommendations. Two of the eight current findings/recommendations are already closed, and one of the current eight findings/recommendation is substantially closed/in-process and scheduled to close on June 30, 2019. The remaining five current open findings/recommendations have management action plans to address them and will be tracked by the Office of the Chief Auditor. The findings/recommendations are summarized as follows:

No.	Finding/Recommendation	Status
1	Severance Pay	Closed
2	Resource Use	Closed
3	School Internal Funds	In Process (full closure expected on June 30).
4	Salary Overpayments	Open
5	Purchasing Cards	Open
6	IT User Access Privileges – Sensitive Personal Student Information	Open
7	IT User Access Privileges – Human Resource, Payroll, and Finance Applications	Open
8	IT – Security Controls – User Authentication	Open

The overall result of the audit is an improvement from the prior 2016 Operational Audit which disclosed twelve findings.



# AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:  
**DD-3.**

MEETING DATE	2019-06-11 10:05 - School Board Operational Meeting
AGENDA ITEM	ITEMS
CATEGORY	DD. OFFICE OF THE CHIEF AUDITOR
DEPARTMENT	Auditing

<b>Special Order Request</b>	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
<b>Time</b>	
<b>Open Agenda</b>	
<input checked="" type="radio"/> Yes	<input type="radio"/> No

**TITLE:**  
State of Florida Auditor General – Broward County District School Board – Operational Audit for the Fiscal Year Ended June 30, 2018

**REQUESTED ACTION:**  
Receive State of Florida Auditor General – Broward County District School Board – Operational Audit for the Fiscal Year Ended June 30, 2018.

**SUMMARY EXPLANATION AND BACKGROUND:**  
The Auditor General, State of Florida performed the Broward County District School Board – Operational Audit for the Fiscal Year Ended June 30, 2018. The audit report was provided to the District on April 26, 2019.  
See Supporting Docs for continuation of Summary Explanation and Background.  
The Audit Committee reviewed and approved this report for transmittal to the School Board during the Committee's May 2, 2019 meeting.

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

**FINANCIAL IMPACT:**  
The source of funds for the Report, which is part of the State of Florida Auditor General performed by the Auditor General, is the General Fund budget allocation for the Office of the Chief Auditor. There is no additional financial impact to the School District.

**EXHIBITS: (List)**  
(1) Summary of Explanation and Background (2) Operational Audit

**BOARD ACTION:**  
(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:	
Name: Joris Jabouin	Phone: 754-321-2400
Name:	Phone:

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
Senior Leader & Title  
Joris Jabouin - Chief Auditor

Approved In Open Board Meeting On: \_\_\_\_\_  
By: \_\_\_\_\_  
School Board Chair

Signature  
*Joris Jabouin*  
6/3/2019, 4:38:14 PM

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

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.		X		
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.				
<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>				

## High-Quality Instruction – Effective

When Mr. Runcie came to Broward County, the District Grade was an A. Although it has not been an A since, this year it came close, missing by only one point. Still, it must be noted that both the Miami Dade and Palm Beach County School Districts received an A.

School test scores improved in many cases. There are no F schools this year. The school staff, students, and parents at North Side Elementary deserve to be recognized for raising their grade from an F to a C.

About one-third of Broward's traditional schools received an A for 2018-19, reflecting an increase over the prior year of nearly 6%. We must celebrate the teachers and principals as well as Mr. Runcie for this significant increase. However, we must recognize that student performance is the goal and that the District must focus on individual test scores to determine how many of our students are not performing on grade level. For example:

- The scores in English Language Arts and Mathematics show those scoring a Level 3 and above, not only improved over the 2018 scores but exceeded state averages. Mr. Runcie, his senior staff, principals, teachers, students, and parents should be congratulated for these results. However, the scores show that a significant number of students remain below Level 3. In 60 of the District's traditional elementary schools, less than 50% of third-graders scored a Level 3 or above. There are schools in our county where less than a quarter of the third-grade students are reading at grade level. We must not just look at the average but seek to ensure that every child can perform on grade level. We must find strategies that help students not just to make learning gains but learn to read on grade level.
  - For example, only 30% of students in all tested grade levels are reading on grade level at Deerfield Park Elementary, 34% at Dillard Elementary, only 20% at Larkdale Elementary, and 30% North Fork Elementary (Appendices attached to the memorandum dated July 11, 2019, from Dan Gohl, Chief Academic Officer regarding Florida School Grades, Based on 2018-2019 Assessment Data).
  - Furthermore, if the data is looked at individual grade levels, the results show there is still much more academic work that needs to be done. Only 18% of all 3rd grades were reading on level at North Fork Elementary, only 25% at Larkdale Elementary, 26% at Walker Elementary, and 28% at North Side Elementary. At the 9th grade level, only 24% of the students demonstrated the ability to read on-level at Boyd Anderson High School, 24% of all 9th grade students read on-level at Hallandale High School, and only 32% of 9th grade students read on grade level at Blanche Ely (charts from State Website are attached).
- Data should also be disaggregated by subgroups and analyzed to ensure we continue to close the achievement gaps. In grade 3, only 44% of our Black students are reading on grade level, while 61% of our Hispanic students and 75% of our White students are reading on level. At the 10th grade, only 38% of our Black students are reading on grade level, 55% of our Hispanic students and 71% of our White students are (charts attached). Mr. Runcie must continue to focus on implementing strategies to ensure the success of all students.
- Science scores dropped for both Grade 5 and Grade 8. Only 49% in Grade 5 and 40% in Grade 8 are performing at Level 3 or above.

- While two-thirds of those tested scored a Level 3 or above on the end of course test for US History, we fall slightly below the State average. Forty-five school districts scored higher on this test.
- The District's graduation rates have risen steadily since 2013-2014, and the District boasts an 84.3% graduation rate; however, the District's graduation rate has consistently remained below the state-wide average for all of these years.

As mentioned above, with a laser focus on early childhood and reading instruction, the District is moving in the right direction. We must continue to ensure that ALL students read on grade level and graduate.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
OFFICE OF THE SUPERINTENDENT

ROBERT W. RUNCIE  
SUPERINTENDENT OF SCHOOLS

*Signatures on File*

July 11, 2019

TO: School Board Members

FROM: Daniel F. Gohl  
Chief Academic Officer

VIA: Robert W. Runcie  
Superintendent of Schools

SUBJECT: **FLORIDA SCHOOL GRADES, BASED ON 2018-19 ASSESSMENT DATA**

This memorandum summarizes the school grade results released today by the Florida Department of Education at the school, district, and state levels.

Review of the 2019 school grades revealed the following:

- Sixty-nine (33%) of Broward's traditional schools earned an "A" grade in 2018-19.
- Fifty-one schools (24%) improved their grade from 2017-18.
- Twenty-two schools (10%) decreased their grade from 2017-18.
- Four schools increased by two or more letter grades:
  - North Side Elementary School increased from a "F" to a "C"
  - Nova Blanche Forman Elementary School increased from a "C" to an "A"
  - Silver Shores Elementary School increased from a "C" to an "A"
  - Wilton Manors Elementary School increased from a "C" to an "A"
- Three school decreased by two letter grades:
  - Fairway Elementary School decreased from an "B" to a "D"
  - Nob Hill Elementary School decreased from an "A" to a "C"
  - Sunshine Elementary School decreased from an "A" to a "C"
- Nine out of ten of Broward's traditional schools who received a "D" or "F" in 2017-18, improved to a "C" grade in 2018-19.
- For the first time since the state adopted the new school grade model in 2014-15, Broward has **no traditional schools who received an "F" grade.**
- Overall, **Broward earned a District grade of "B" (61%),** narrowly missing an "A" ( $\geq 62\%$ ) by one percentage point. The District has improved overall from 56% to 61% (five percentage points) since 2015-16.

**FLORIDA SCHOOL GRADES, 2018-19**

July 11, 2019

Page 2

The 2018-19 school grades, with charter schools, were computed following the rules adopted by the Florida Board of Education at its January 17, 2018 meeting. Detailed information on the computation of the school grades is available on the Florida Department of Education website at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades/index.stml>.

Table 1 shows the state’s overall school grade percentage scale.

Table 1. *School Grade Scale, 2018-19*

	A	B	C	D	F
Percentage of Total Possible Points	≥ 62%	54% to 61%	41% to 53%	32% to 40%	≤ 31%

School grade distributions for the five largest Florida school districts and the state overall, are displayed in Table 2.

Table 2A. *School Grade Percentage Distributions for the Five Largest School Districts in Florida, 2018-19\**

	A (%)		B (%)		C (%)		D (%)		F (%)	
	2019	Chg**								
Broward	36	+6	24	0	35	-4	5	-2	0	0
Hillsborough	26	+1	23	+4	38	-4	10	-1	3	0
Miami-Dade	47	0	30	+2	22	-2	1	-1	0	0
Orange	35	+5	24	0	35	-3	5	-2	0	-1
Palm Beach	45	+3	23	+1	30	-3	2	-1	0	-1
State	36	+5	27	+1	32	-4	5	-1	0	-1

\* Elementary, middle, high, combination, and charter schools are included.

\*\* Change in percentage points from 2018 to 2019 (latest 2018 school grades spreadsheet downloaded from schoolgrades.fldoe.org on 7/10/19).

Table 2B. *School Grade Count Distributions for the Five Largest School Districts in Florida, 2018-19\**

	A (Count)		B (Count)		C (Count)		D (Count)		F (Count)	
	2019	Chg**								
Broward	105	+18	68	-3	101	-13	13	-6	1	0
Hillsborough	68	+3	59	+11	99	-10	27	-2	8	+1
Miami-Dade	203	-1	129	+7	97	-6	6	-2	0	-1
Orange	75	+12	52	+2	75	-6	11	-3	0	-3
Palm Beach	89	+6	45	+1	59	-6	4	-1	0	-1
State	1172	129	902	41	1054	-128	157	-38	15	-20

\* Elementary, middle, high, combination, and charter schools are included.

\*\* Change in count from 2018 to 2019 (latest 2018 school grades spreadsheet downloaded from schoolgrades.fldoe.org on 7/10/19).

**FLORIDA SCHOOL GRADES, 2018-19**

July 11, 2019

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Table 3 provides a more detailed examination of the change in grades for Broward's traditional, non-charter schools.

Table 3. *Changes in School Grades for Traditional (Non-Charter Schools), 2018-19 (percentages will not add to 100 percent, see \* & \*\*)*

	2019		Change % Points***
	Count	Percent	
Schools Receiving an "A" *	69	32.7	+5.8
Schools Maintaining the Same Grade From Prior Year **	138	65.4	-4.3
Schools Improving Grade From Prior Year **	51	24.2	+9.5
Schools Decreasing in Grade From Prior Year **	22	10.4	-5.7
Schools Receiving an "F" *	0	0.0	0
Schools Receiving an "I" Grade	1	0.0	0

\* Out of all schools that received a grade in the indicated year.

\*\* Out of schools that received grades in both 2018 and 2019 (211 schools).

\*\*\* Change in percentage points from 2018 to 2019.

Table 4 (next page) provides a breakdown of school grades for all of Broward's schools receiving a grade.

RWR/DG/RGB:rs

cc: Senior Leadership Team  
 Directors, School Performance & Accountability  
 All Traditional and Charter School Principals

Table 4. School Grade Distributions for BCPS, 2018-19

Grade	Elementary			Middle			High			Combination			Total		
	n	%	Chg % Points*	n	%	Chg % Points*	n	%	Chg % Points*	n	%	Chg % Points*	n	%	Chg % Points*
Traditional and Charter Schools															
A	57	34	+8	17	35	+1	16	43	+6	15	44	+11	105	36	+6
B	45	27	+1	13	27	-1	4	11	-1	6	18	-6	68	24	0
C	54	32	-7	19	39	+5	16	43	-3	12	35	-1	101	35	-4
D	12	7	-1	0	0	-4	0	0	-5	1	3	-3	13	5	-2
F	0	0	-1	0	0	0	1	3	3	0	0	0	1	0	0
Total	168			49			37			34			288		
Traditional Schools															
A	44	33	+9	9	26	-3	14	45	+4	2	20	0	69	33	+6
B	37	27	0	11	31	+2	3	10	+4	3	30	+10	54	26	+2
C	47	35	-6	15	43	0	14	45	-8	4	40	-20	80	38	-6
D	7	5	-2	0	0	0	0	0	0	1	10	10	8	4	0
F	0	0	-1	0	0	0	0	0	0	0	0	0	0	0	0
Total	135			35			31			10			211		
Charter Schools															
A	13	39	+3	8	57	+10	2	33	+11	13	54	+15	36	47	+9
B	8	24	+3	2	14	-13	1	17	-16	3	13	-13	14	18	-7
C	7	21	-9	4	29	+16	2	33	+11	8	33	+7	21	27	+2
D	5	15	+3	0	0	-13	0	0	-22	0	0	-9	5	6	-7
F	0	0	0	0	0	0	1	17	+17	0	0	0	1	1	+1
Total	33			14			6			24			77		

\* Change in percentage points from 2018 to 2019. Note 4 schools received an Incomplete and are not included in the table above.









### 2018-19 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination  
 Additional information is available in the School Grades calculations guide at <http://www.flode.org/accountability/accountability-reporting/school-grades/>.  
 Green highlight indicates an increase in letter grade from the prior year, red highlight indicates a decrease in letter grade from the prior year.

District	School Name	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Dist 7 Rupert	Cadre ES 4, King	2511	LANTANIC WEST ELEMENTARY SCHOOL	C	C	C	C	C	C	38	48	42	42	49	49	36	32				
Dist 5 Osgood	Cadre ES 2, Eckhardt	2001	BANVAN ELEMENTARY SCHOOL	A	A	A	A	A	A	90	76	81	89	84	82	77					
Dist 3 Brinkworth	Cadre ES 5, Strauss M	0641	BANVIEW ELEMENTARY SCHOOL	C	C	C	C	C	C	46	56	55	49	66	48	33					
Dist 3 Brinkworth	Cadre ES 5, Strauss M	0201	BENNETT ELEMENTARY SCHOOL	C	C	C	C	C	C	36	59	64	54	54	59	33					
Dist 1 Murray	Cadre ES 8, Hayward	0341	BETHUNE MARY M ELEMENTARY SCHOOL	C	C	C	C	C	C	58	57	52	63	60	50	40					
Dist 1 Murray	Cadre ES 9, Shipman	0971	BOULEVARD HEIGHTS ELEMENTARY SCHOOL	C	C	C	C	C	C	52	62	56	60	66	72	33					
Dist 1 Murray	Cadre ES 6, Lozano	0811	BROADVIEW ELEMENTARY SCHOOL	C	C	C	C	C	C	41	52	69	53	52	54	16					
Dist 5 Osgood	Cadre ES 7, Fulton	0501	BROWARD ESTATES ELEMENTARY SCHOOL	C	C	C	C	C	C	34	55	53	63	63	54	59					
Dist 5 Osgood	Cadre ES 6, Lozano	1461	CASTLE HILL ELEMENTARY SCHOOL	A	A	A	A	A	A	76	69	69	81	83	72	59					
Dist 6 Levinson	Cadre ES 2, Eckhardt	2641	CENTRAL PARK ELEMENTARY SCHOOL	C	C	C	C	C	C	64	66	59	72	76	54	48					
Dist 4 Alhadeff	Cadre ES 1, Hollingsworth	3771	CHALLENGER ELEMENTARY SCHOOL	A	A	A	A	A	A	81	72	59	83	79	50	82					
Dist 2 Good	Cadre ES 10, Hail	2961	CHARL TRAIL ELEMENTARY SCHOOL	A	A	A	A	A	A	34	44	31	42	47	31	36					
Dist 7 Rupert	Cadre ES 8, Hayward	3221	CHARLES DREW ELEMENTARY SCHOOL	C	C	C	C	C	C	57	60	55	62	64	45	41					
Dist 7 Rupert	Cadre ES 4, King	1421	COCONUT GREEK ELEMENTARY SCHOOL	C	C	C	C	C	C	55	55	39	56	53	55	35					
Dist 2 Good	Cadre ES 6, Lozano	3741	COCONUT PALM ELEMENTARY SCHOOL	C	C	C	C	C	C	45	50	48	56	56	57	22					
Dist 1 Murray	Cadre ES 8, Hayward	0231	COLBERT ELEMENTARY SCHOOL	C	C	C	C	C	C	39	34	25	57	61	57	22					
Dist 1 Murray	Cadre ES 4, King	0331	COLLINS ELEMENTARY SCHOOL	A	A	A	A	A	A	76	69	50	78	78	55	64					
Dist 1 Murray	Cadre ES 5, Strauss M	1211	COOPER CITY ELEMENTARY SCHOOL	A	A	A	A	A	A	68	63	35	77	70	50	64					
Dist 6 Levinson	Cadre ES 6, Lozano	2011	CORAL COVE ELEMENTARY SCHOOL	B	B	B	B	B	B	69	62	48	74	75	50	64					
Dist 2 Good	Cadre ES 9, Shipman	3041	CORAL PARK ELEMENTARY SCHOOL	A	A	A	A	A	A	75	88	59	76	77	63	63					
Dist 4 Alhadeff	Cadre ES 1, Hollingsworth	3111	COUNTRY HILLS ELEMENTARY SCHOOL	A	A	A	A	A	A	78	70	64	80	79	59	69					
Dist 6 Levinson	Cadre ES 9, Shipman	2981	COUNTRY ISLES ELEMENTARY SCHOOL	C	C	C	C	C	C	44	51	49	53	63	51	30					
Dist 7 Rupert	Cadre ES 3, Narkier	0901	CRESTHAVEN ELEMENTARY SCHOOL	C	C	C	C	C	C	48	58	46	57	63	51	36					
Dist 3 Brinkworth	Cadre ES 5, Strauss M	0221	CROSSANT PARK ELEMENTARY SCHOOL	C	C	C	C	C	C	42	59	53	60	71	60	36					
Dist 3 Brinkworth	Cadre ES 3, Narkier	1781	CYRESS ELEMENTARY SCHOOL	A	A	A	A	A	A	59	56	51	76	87	72	55					
Dist 3 Brinkworth	Cadre ES 4, King	0101	DANIA ELEMENTARY SCHOOL	C	C	C	C	C	C	52	58	48	56	66	44	39					
Dist 6 Levinson	Cadre ES 1, Hollingsworth	2801	DAVE ELEMENTARY SCHOOL	C	C	C	C	C	C	51	66	58	54	60	41	31					
Dist 6 Levinson	Cadre ES 3, Narkier	0011	DEERFIELD BEACH ELEMENTARY SCHOOL	C	C	C	C	C	C	30	41	49	63	62	49	22					
Dist 7 Rupert	Cadre ES 8, Hayward	0991	DEERFIELD PARK ELEMENTARY SCHOOL	C	C	C	C	C	C	34	58	88	59	62	49	22					
Dist 5 Osgood	Cadre ES 7, Fulton	0271	DILLARD ELEMENTARY SCHOOL	C	C	C	C	C	C	61	60	44	72	70	60	63					
Dist 5 Osgood	Cadre ES 6, Lozano	3961	DISCOVERY ELEMENTARY SCHOOL	A	A	A	A	A	A	71	68	52	84	79	62	63					
Dist 2 Good	Cadre ES 6, Lozano	3751	DOLPHIN BAY ELEMENTARY SCHOOL	C	C	C	C	C	C	33	58	64	49	54	48	16					
Dist 5 Osgood	Cadre ES 7, Fulton	1611	DR. MARTIN LUTHER KING MONTESORI ACADEMY	C	C	C	C	C	C	56	70	74	56	66	63	38					
Dist 5 Osgood	Cadre ES 6, Lozano	0721	DRIFTWOOD ELEMENTARY SCHOOL	A	A	A	A	A	A	81	69	54	84	74	63	68					
Dist 1 Murray	Cadre ES 1, Hollingsworth	3461	FEAGLE POINT ELEMENTARY SCHOOL	A	A	A	A	A	A	76	62	51	81	81	54	68					
Dist 6 Levinson	Cadre ES 1, Hollingsworth	3441	FEAGLE RIDGE ELEMENTARY SCHOOL	A	A	A	A	A	A	82	71	61	85	85	66	71					
Dist 4 Alhadeff	Cadre ES 5, Strauss M	3191	EMBASSY CREEK ELEMENTARY SCHOOL	C	C	C	C	C	C	32	32	32	36	36	36	36					
Dist 6 Levinson	Cadre ES 3, Narkier	3301	EMBAVOUR PRIMARY LEARNING CENTER	A	A	A	A	A	A	85	85	74	88	80	75	74					
Dist 5 Osgood	Cadre ES 9, Shipman	2941	EVERGLADES ELEMENTARY SCHOOL	A	A	A	A	A	A	85	77	74	88	80	75	74					

Dist	Officer	Station	Grade	Year	Score	Rank														
Dist 2	Good	Cadre ES 6, Lozano	1641	FAIRWAY ELEMENTARY SCHOOL	C	C	48	38	38	53	46	34	26							
Dist 6	Levinson	Cadre ES 3, Narkier	2541	FLAMINGO ELEMENTARY SCHOOL	B	B	60	58	55	67	68	60	57							
Dist 3	Brinkworth	Cadre ES 5, Strauss M	0851	FLORIANADA ELEMENTARY SCHOOL	B	C	76	71	64	82	74	68	62							
Dist 4	Alhadeff	Cadre ES 9, Shipman	2631	FOREST HILLS ELEMENTARY SCHOOL	B	C	59	76	70	65	79	73	41							
Dist 6	Levinson	Cadre ES 3, Narkier	3531	FOX TRAIL ELEMENTARY SCHOOL	B	B	70	66	52	75	74	49	66							
Dist 6	Levinson	Cadre ES 9, Shipman	3642	GATOR RUN ELEMENTARY SCHOOL	A	A	87	75	68	89	84	76	76							
Dist 6	Levinson	Cadre ES 5, Strauss M	2851	GRIFFIN ELEMENTARY SCHOOL	A	A	77	62	54	82	73	58	64							
Dist 3	Brinkworth	Cadre ES 5, Strauss M	0491	HARBORDALE ELEMENTARY SCHOOL	A	B	82	71	75	79	79	62	58							
Dist 2	Good	Cadre ES 10, Hall	3131	HAWKES BLUFF ELEMENTARY SCHOOL	A	A	77	69	45	80	73	52	58							
Dist 4	Alhadeff	Cadre ES 1, Hollingsworth	3961	HERON HEIGHTS ELEMENTARY SCHOOL	C	C	48	82	54	82	70	32	31							
Dist 1	Murray	Cadre ES 4, King	0121	HOLLYWOOD CENTRAL ELEMENTARY SCHOOL	C	C	68	55	46	71	66	44	55							
Dist 1	Murray	Cadre ES 4, King	0111	HOLLYWOOD HILLS ELEMENTARY SCHOOL	C	C	57	59	49	69	71	38	40							
Dist 1	Murray	Cadre ES 9, Shipman	1761	HOLLYWOOD PARK ELEMENTARY SCHOOL	C	C	61	63	51	62	58	30	35							
Dist 5	Osgood	Cadre ES 2, Eckhardt	2531	HORIZON ELEMENTARY SCHOOL	A	B	79	72	55	85	76	53	67							
Dist 6	Levinson	Cadre ES 9, Shipman	1811	INDIAN TRACE ELEMENTARY SCHOOL	C	B	54	59	59	68	68	64	41							
Dist 5	Osgood	Cadre ES 9, Shipman	1971	JAMES S. HUNT ELEMENTARY SCHOOL	C	D	45	49	49	49	59	50	41							
Dist 1	Murray	Cadre ES 8, Haywood	0831	LAKE FOREST ELEMENTARY SCHOOL	A	A	75	69	61	77	70	51	58							
Dist 2	Good	Cadre ES 10, Hall	3591	LAKESIDE ELEMENTARY SCHOOL	D	C	20	39	32	41	71	57	13							
Dist 5	Osgood	Cadre ES 6, Lozano	0621	LARDALE ELEMENTARY SCHOOL	C	D	42	48	41	66	77	61	35							
Dist 5	Osgood	Cadre ES 6, Lozano	1381	LARDERHILL PAUL TURNER ELEMENTARY SCHOOL	C	C	58	65	52	58	54	33	46							
Dist 7	Rupert	Cadre ES 4, King	3821	LIBERTY ELEMENTARY SCHOOL	C	C	45	50	50	59	57	50	38							
Dist 3	Brinkworth	Cadre ES 5, Strauss M	1091	LLOYD ESTATES ELEMENTARY SCHOOL	A	A	86	75	68	88	79	69	76							
Dist 6	Levinson	Cadre ES 9, Shipman	3843	MANATEE BAY ELEMENTARY SCHOOL	B	C	60	61	53	62	55	41	52							
Dist 4	Alhadeff	Cadre ES 1, Hollingsworth	2742	MAPLEWOOD ELEMENTARY SCHOOL	C	C	55	77	54	49	67	77	64	53						
Dist 7	Rupert	Cadre ES 4, King	1161	MARGATE ELEMENTARY SCHOOL	C	C	71	69	72	72	77	61	48							
Dist 3	Brinkworth	Cadre ES 3, Narkier	0841	MACNAH ELEMENTARY SCHOOL	C	B	46	49	39	60	58	42	36							
Dist 3	Brinkworth	Cadre ES 2, Eckhardt	0761	MEADOWBROOK ELEMENTARY SCHOOL	C	C	47	55	44	61	62	57	42							
Dist 1	Murray	Cadre ES 6, Lozano	0531	MIRAMAR ELEMENTARY SCHOOL	B	C	55	58	56	55	68	55	55							
Dist 5	Osgood	Cadre ES 2, Eckhardt	1841	MIRROR LAKE ELEMENTARY SCHOOL	C	C	42	37	48	42	42	55	30							
Dist 4	Alhadeff	Cadre ES 8, Haywood	2691	MORROW ELEMENTARY SCHOOL	C	B	60	63	34	65	57	38	54							
Dist 6	Levinson	Cadre ES 2, Eckhardt	2671	NOB HILL ELEMENTARY SCHOOL	C	C	47	56	48	57	63	51	49							
Dist 7	Rupert	Cadre ES 3, Narkier	0561	NORCREST ELEMENTARY SCHOOL	B	B	63	65	55	65	69	57	45							
Dist 3	Brinkworth	Cadre ES 3, Narkier	0521	NORTH ANDREWS GARDENS ELEMENTARY SCHOOL	C	C	30	45	50	46	57	42	45							
Dist 5	Osgood	Cadre ES 5, Strauss M	1191	NORTH FORK ELEMENTARY SCHOOL	D	D	39	60	59	53	69	38	31							
Dist 3	Brinkworth	Cadre ES 8, Haywood	0041	NORTH SIDE ELEMENTARY SCHOOL	B	B	68	73	54	66	76	70	53							
Dist 6	Levinson	Cadre ES 10, Hall	1282	NOVA BLANCHE FORMAN ELEMENTARY	C	B	50	51	36	67	59	26	49							
Dist 6	Levinson	Cadre ES 10, Hall	1271	NOVA DWIGHT D. EISENHOWER ELEM	C	B	50	67	80	41	51	48	18							
Dist 3	Brinkworth	Cadre ES 7, Fulton	0031	OAKLAND PARK ELEMENTARY SCHOOL	C	C	40	57	38	56	60	30	17							
Dist 1	Murray	Cadre ES 4, King	0461	OAKRIDGE ELEMENTARY SCHOOL	C	C	39	47	38	48	48	46	28							
Dist 1	Murray	Cadre ES 9, Shipman	0711	ORANGE BROOK ELEMENTARY SCHOOL	C	D	36	43	50	48	48	46	28							
Dist 5	Osgood	Cadre ES 7, Fulton	1831	ORACLE ELEMENTARY SCHOOL	C	C	60	71	73	59	59	60	49							
Dist 2	Good	Cadre ES 10, Hall	3311	PALM COVE ELEMENTARY SCHOOL	C	C	54	54	52	73	59	60	49							
Dist 7	Rupert	Cadre ES 3, Narkier	1131	PALMVIEW ELEMENTARY SCHOOL	C	C	54	54	52	59	59	57	25							



Grade	Teacher	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Grade 4	1621 VILLAGE ELEMENTARY SCHOOL																					
Grade 5	Cadre ES 7, Fulton	A	A	A	A	D	79	69	63	49	34	83	83	29	71	67	20					
Grade 5	Cadre ES 5, Strauss M					F	25	38	51	25	39	28	18									
Grade 5	Cadre ES 3, Narkler					D	53	65	61	59	73	56	36									
Grade 5	Cadre ES 8, Hayward	B	B			C	63	62	51	74	72	54	54									
Grade 5	Cadre ES 2, Eckhardt	C	C	C	C	C	41	53	48	52	55	37	41									
Grade 5	Cadre ES 9, Shipman	A				B	74	70	54	75	71	48	69									
Grade 5	Cadre ES 4, King					D	35	56	60	54	49	43	33									
Grade 5	Cadre ES 7, Fulton					C	59	66	58	68	72	69	46									
Grade 5	Cadre ES 5, Strauss M	B				B	68	66	47	72	71	49	56									
Grade 5	Cadre ES 4, King	B				C	52	53	40	52	48	44	51									
Grade 5	Cadre ES 3, Narkler	B				C	47	52	45	47	51	49	43									
Grade 5	Cadre ES 2, Eckhardt	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre ES 1, Semisch	B				C	64	58	43	64	87	59	42									
Grade 5	Cadre MS 1, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 2, Fleming	B				C	64	58	43	64	87	59	42									
Grade 5	Cadre MS 3, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 4, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 5, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 6, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 7, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 8, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 9, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 10, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 11, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 12, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 13, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 14, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 15, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 16, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 17, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 18, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 19, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 20, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 21, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 22, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 23, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 24, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 25, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 26, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 27, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 28, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 29, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 30, Fleming	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 31, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 32, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 33, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 34, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 35, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 36, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 37, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 38, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 39, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 40, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 41, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 42, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 43, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 44, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 45, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 46, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 47, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 48, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 49, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 50, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 51, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 52, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 53, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 54, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 55, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 56, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 57, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 58, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 59, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 60, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 61, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 62, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 63, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 64, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 65, Semisch	B				C	49	51	43	53	50	43	44									
Grade 5	Cadre MS 66, Semisch	B				C	49	51	43	53	50	43	44		</							







Spring 2019 Florida Standards Assessments  
English Language Arts Grade 3  
School Results

Notes: (1) For ungrouped meaningful results and protect the privacy of individual students, data are not reported when the total number of students in the results is less than 10 or when all students in a group are in the same category. (2) All in the same achievement level. An asterisk (\*) appears when data are suppressed. (3) Percentages may not add to 100 due to rounding.

State	State Totals	School Number	Grade	School Name	Grade	Number of Students												
06	0000	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
06	BROWARD	1631	03	ANNABEL C. PERRY PK-8	03	85	293	46	31	24	28	11	7					
06	BROWARD	2511	03	ATLANTIC WEST ELEMENTARY SCHL	03	117	293	39	38	22	25	9	6					
06	BROWARD	2001	03	BANYAN ELEMENTARY SCHOOL	03	104	300	53	22	25	28	22	3					
06	BROWARD	0641	03	BAYVIEW ELEMENTARY SCHOOL	03	100	316	85	2	13	31	33	21					
06	BROWARD	2041	03	BEACHSIDE MONTESSORI VILLAGE	03	76	321	92	0	8	20	49	24					
06	BROWARD	0201	03	BENNETT ELEMENTARY SCHOOL	03	47	300	51	21	28	28	19	4					
06	BROWARD	0341	03	BETHUNE MARY M ELEMENTARY SCHOOL	03	71	292	32	39	28	20	13	0					
06	BROWARD	0971	03	BOULEVARD HEIGHTS ELEMENTARY	03	109	302	59	14	28	30	23	6					
06	BROWARD	0811	03	BROADVIEW ELEMENTARY SCHOOL	03	119	295	45	29	27	32	13	0					
06	BROWARD	0501	03	BROWARD ESTATES ELEMENTARY SCHOOL	03	59	287	34	47	19	20	8	5					
06	BROWARD	1461	03	CASTLE HILL ELEMENTARY SCHOOL	03	90	292	33	34	32	21	11	1					
06	BROWARD	2641	03	CENTRAL PARK ELEMENTARY SCHOOL	03	144	311	71	8	21	25	26	20					
06	BROWARD	3771	03	CHALLENGER ELEMENTARY SCHOOL	03	150	302	60	13	27	33	23	5					
06	BROWARD	2961	03	CHAPEL TRAIL ELEMENTARY SCHOOL	03	120	312	78	11	11	27	34	18					
06	BROWARD	3221	03	CHARLES DREW ELEMENTARY SCHOOL	03	80	292	39	31	30	29	10	0					
06	BROWARD	1421	03	COCONUT CREEK ELEMENTARY SCHL	03	81	304	60	19	21	27	26	7					
06	BROWARD	3741	03	COCONUT PALM ELEMENTARY SCHOOL	03	145	297	43	31	26	15	19	9					
06	BROWARD	0231	03	COLBERT ELEMENTARY SCHOOL	03	112	292	43	33	24	29	10	4					
06	BROWARD	0931	03	COLLINS ELEMENTARY SCHOOL	03	54	291	33	31	35	28	4	2					
06	BROWARD	1211	03	COOPER CITY ELEMENTARY SCHOOL	03	123	311	78	5	17	37	29	12					
06	BROWARD	2011	03	CORAL COVE ELEMENTARY SCHOOL	03	111	305	65	18	17	25	30	10					
06	BROWARD	3041	03	CORAL PARK ELEMENTARY SCHOOL	03	116	306	70	15	16	32	28	10					
06	BROWARD	2551	03	CORAL SPRINGS PK-8	03	93	293	45	34	20	27	15	3					
06	BROWARD	3111	03	COUNTRY HILLS ELEMENTARY SCHL	03	144	308	71	7	22	32	31	8					
06	BROWARD	2981	03	COUNTRY ISLES ELEMENTARY SCHL	03	168	308	71	15	14	32	26	13					
06	BROWARD	0901	03	CRESTHAVEN ELEMENTARY SCHOOL	03	89	288	31	39	29	27	4	0					
06	BROWARD	0221	03	CROSSANT PARK ELEMENTARY SCHOOL	03	128	297	47	23	30	28	15	4					
06	BROWARD	3222	03	CROSS CREEK SCHOOL	03	5	*	*	*	*	*	*	*					

06	BROWARD	1781	CYPRESS ELEMENTARY SCHOOL	03	127	289	32	40	28	23	7	2
06	BROWARD	0101	DANIA ELEMENTARY SCHOOL	03	69	298	48	20	32	29	14	4
06	BROWARD	2801	DAVIE ELEMENTARY SCHOOL	03	131	297	48	25	27	30	14	5
06	BROWARD	0011	DEERFIELD BEACH ELEMENTARY SCHOOL	03	99	293	37	34	28	21	14	2
06	BROWARD	0391	DEERFIELD PARK ELEMENTARY SCHL	03	105	289	28	33	39	17	10	1
06	BROWARD	0271	DEERFIELD PARK ELEMENTARY SCHOOL	03	150	291	36	34	30	23	10	3
06	BROWARD	3962	DILLARD ELEMENTARY SCHOOL	03	132	306	67	13	20	30	32	5
06	BROWARD	3751	DISCOVERY ELEMENTARY SCHOOL	03	114	311	75	8	18	25	36	14
06	BROWARD	1611	DOLPHIN BAY ELEMENTARY SCHOOL	03	67	290	30	43	27	15	12	3
06	BROWARD	0721	DR. MARTIN LUTHER KING MONTESSORI ACADEMY	03	102	300	50	18	32	31	15	4
06	BROWARD	3461	DRIFTWOOD ELEMENTARY SCHOOL	03	255	313	78	7	15	28	31	20
06	BROWARD	3441	EAGLE POINT ELEMENTARY SCHOOL	03	133	313	83	5	12	35	35	14
06	BROWARD	3191	EAGLE RIDGE ELEMENTARY SCHOOL	03	213	313	82	6	12	30	40	12
06	BROWARD	3301	EMBASSY GREEK ELEMENTARY SCHOOL	03	81	290	32	42	26	17	10	5
06	BROWARD	2942	ENDEAVOUR PRIMARY LEARNING CENTER	03	179	316	83	7	10	22	39	22
06	BROWARD	1641	EVERGLADES ELEMENTARY SCHOOL	03	101	301	56	18	26	38	16	3
06	BROWARD	2541	FAIRWAY ELEMENTARY SCHOOL	03	125	304	63	22	15	30	25	9
06	BROWARD	0851	FLAMINGO ELEMENTARY SCHOOL	03	109	309	78	6	16	42	28	7
06	BROWARD	2631	FLORANADA ELEMENTARY SCHOOL	03	112	294	38	33	29	18	14	6
06	BROWARD	3531	FOREST HILLS ELEMENTARY SCHOOL	03	207	310	72	10	18	28	32	13
06	BROWARD	3642	FOREST HILLS ELEMENTARY SCHOOL	03	229	312	79	9	12	31	32	16
06	BROWARD	2851	FOX TRAIL ELEMENTARY SCHOOL	03	107	310	80	6	14	37	35	8
06	BROWARD	0131	GATOR RUN ELEMENTARY SCHOOL	03	151	296	50	26	24	34	12	4
06	BROWARD	0491	GRIFFIN ELEMENTARY SCHOOL	03	91	314	78	2	20	32	26	20
06	BROWARD	3131	GULFSTREAM ACADEMY OF HALLANDALE BEACH	03	149	312	79	3	19	33	32	13
06	BROWARD	3961	HARBORDALE ELEMENTARY SCHOOL	03	190	315	85	4	11	32	36	17
06	BROWARD	0121	HAWKES BLUFF ELEMENTARY SCHOOL	03	78	291	37	37	26	23	13	1
06	BROWARD	0111	HERON HEIGHTS ELEMENTARY SCHOOL	03	127	310	76	5	19	37	28	11
06	BROWARD	1761	HOLLYWOOD CENTRAL ELEM. SCHOOL	03	72	302	56	18	26	29	21	6
06	BROWARD	2531	HOLLYWOOD HILLS ELEM. SCHOOL	03	76	301	57	20	24	30	20	7
06	BROWARD	3181	HORIZON ELEMENTARY SCHOOL	03	125	314	84	6	10	30	42	12
06	BROWARD	1971	INDIAN TRACE ELEMENTARY SCHOOL	03	102	298	46	22	32	25	17	5
06	BROWARD	0831	JAMES S. HUNT ELEMENTARY SCHOOL	03	100	296	47	24	29	25	19	3
06	BROWARD	3591	LAKE FOREST ELEMENTARY SCHOOL	03	142	310	77	6	18	30	36	11
06	BROWARD	0621	LAKE FOREST ELEMENTARY SCHOOL	03	63	284	25	44	30	21	3	2
06	BROWARD	1381	LAKESIDE ELEMENTARY SCHOOL	03	101	291	33	34	34	25	7	1
06	BROWARD		LARKDALE ELEMENTARY SCHOOL	03								
06	BROWARD		LAUDERHILL PAUL TURNER ELEM.	03								

Grade	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage of Students Above State Average	1	2	3	4	5
06	BROWARD	3821	LIBERTY ELEMENTARY SCHOOL	03	153	299	52	22	26	27	21	4
06	BROWARD	1091	LLOYD ESTATES ELEMENTARY SCHL	03	92	298	51	25	24	35	12	4
06	BROWARD	3841	MANATEE BAY ELEMENTARY SCHOOL	03	213	316	84	4	12	26	35	23
06	BROWARD	2741	MAPLEWOOD ELEMENTARY SCHOOL	03	111	304	59	15	26	26	23	9
06	BROWARD	1161	MARGATE ELEMENTARY SCHOOL	03	165	299	53	19	28	33	18	2
06	BROWARD	0841	MCNAB ELEMENTARY SCHOOL	03	94	309	73	12	15	34	24	15
06	BROWARD	0761	MEADOWBROOK ELEMENTARY SCHOOL	03	117	294	43	32	25	24	13	6
06	BROWARD	0531	MIRAMAR ELEMENTARY SCHOOL	03	77	296	40	26	34	27	8	5
06	BROWARD	1841	MIRROR LAKE ELEMENTARY SCHOOL	03	94	298	44	27	30	19	21	3
06	BROWARD	2691	MORROW ELEMENTARY SCHOOL	03	66	293	42	41	17	27	14	2
06	BROWARD	2671	NOB HILL ELEMENTARY SCHOOL	03	89	302	53	20	27	24	22	7
06	BROWARD	0561	NORCREST ELEMENTARY SCHOOL	03	125	295	44	30	26	22	16	6
06	BROWARD	0521	NORTH ANDREWS GARDENS ELEM.	03	141	306	69	13	18	30	35	4
06	BROWARD	1191	NORTH FORK ELEMENTARY SCHOOL	03	51	287	18	37	45	14	4	0
06	BROWARD	2231	NORTH LAUDERDALE PK-8	03	106	285	24	54	23	13	8	2
06	BROWARD	0041	NORTH SIDE ELEMENTARY SCHOOL	03	57	286	28	46	26	23	5	0
06	BROWARD	1282	NOVA BLANCHE FORMAN ELEMENTARY	03	125	305	66	18	17	29	30	7
06	BROWARD	1271	NOVA DWIGHT D. EISENHOWER ELEM	03	128	310	74	10	16	27	35	12
06	BROWARD	0031	OAKLAND PARK ELEMENTARY SCHOOL	03	91	301	64	23	13	31	30	3
06	BROWARD	0461	OAKRIDGE ELEMENTARY SCHOOL	03	80	291	34	44	23	23	15	4
06	BROWARD	0711	ORANGE BROOK ELEMENTARY SCHOOL	03	108	293	38	35	27	19	11	7
06	BROWARD	1831	ORIOLE ELEMENTARY SCHOOL	03	112	290	31	38	31	24	7	0
06	BROWARD	3311	PALM COVE ELEMENTARY SCHOOL	03	94	301	57	18	24	31	19	7
06	BROWARD	1131	PALMVIEW ELEMENTARY SCHOOL	03	98	295	50	33	17	28	15	7
06	BROWARD	3571	PANTHER RUN ELEMENTARY SCHOOL	03	89	304	64	24	12	31	21	11
06	BROWARD	3761	PARK LAKES ELEMENTARY SCHOOL	03	160	295	47	29	24	31	13	3
06	BROWARD	1951	PARK RIDGE ELEMENTARY SCHOOL	03	87	287	30	44	26	26	15	2
06	BROWARD	3171	PARK SPRINGS ELEMENTARY SCHOOL	03	163	307	70	12	18	34	29	7
06	BROWARD	3781	PARK TRAILS ELEMENTARY SCHOOL	03	204	314	80	9	11	24	33	23
06	BROWARD	3631	PARKSIDE ELEMENTARY SCHOOL	03	138	305	63	17	20	28	25	10
06	BROWARD	0701	PARKWAY MIDDLE SCHOOL	03	13	328	100	0	0	15	38	46
06	BROWARD	2071	PASADENA LAKES ELEMENTARY SCHL	03	79	305	66	15	19	38	18	10
06	BROWARD	2661	PEMBROKE LAKES ELEMENTARY SCHL	03	125	310	78	8	14	37	30	10
06	BROWARD	1221	PEMBROKE PINES ELEMENTARY SCHL	03	88	301	56	23	22	27	24	5
06	BROWARD	0931	PETERS ELEMENTARY SCHOOL	03	89	295	45	29	26	25	16	4
06	BROWARD	0653	PINE RIDGE ALTERNATIVE CENTER	03	10	272	0	90	10	0	0	0

Division	District Name	School Name	Grade	Number of Students	Mean Scale Score	Percentage of Students Above	1	2	3	4	5	
06	BROWARD	2861 PINES LAKES ELEMENTARY SCHOOL	03	72	296	44	24	32	29	21	11	4
06	BROWARD	2811 PINWOOD ELEMENTARY SCHOOL	03	95	297	45	25	29	21	21	3	
06	BROWARD	0941 PLANTATION ELEMENTARY SCHOOL	03	89	296	45	33	22	26	13	6	
06	BROWARD	1251 PLANTATION PARK ELEMENTARY	03	95	310	69	5	25	32	26	12	
06	BROWARD	0751 POMPANO BEACH ELEMENTARY SCHOOL	03	64	294	34	34	31	22	9	3	
06	BROWARD	3121 QUIET WATERS ELEMENTARY SCHOOL	03	179	301	57	26	17	27	20	9	
06	BROWARD	2721 RAMBLEWOOD ELEMENTARY SCHOOL	03	136	302	52	13	35	26	21	5	
06	BROWARD	2891 RIVERGLADES ELEMENTARY SCHOOL	03	185	315	83	5	12	30	34	19	
06	BROWARD	0151 RIVERLAND ELEMENTARY SCHOOL	03	87	295	47	26	26	30	15	2	
06	BROWARD	3031 RIVERSIDE ELEMENTARY SCHOOL	03	134	309	69	13	17	24	24	13	
06	BROWARD	1671 ROBERT C. MARKHAM ELEMENTARY	03	91	292	33	35	32	23	8	2	
06	BROWARD	3701 ROCK ISLAND ELEMENTARY SCHOOL	03	100	292	33	31	36	27	6	0	
06	BROWARD	1851 ROYAL PALM ELEMENTARY SCHOOL	03	95	296	38	21	41	21	15	2	
06	BROWARD	0891 SANDERS PARK ELEMENTARY SCHOOL	03	66	295	42	26	32	30	9	3	
06	BROWARD	3061 SANDPIPER ELEMENTARY SCHOOL	03	79	299	49	25	25	24	19	6	
06	BROWARD	3401 SAWGRASS ELEMENTARY SCHOOL	03	168	310	77	10	13	30	30	16	
06	BROWARD	2871 SEA CASTLE ELEMENTARY SCHOOL	03	126	301	58	18	24	33	18	7	
06	BROWARD	1811 SHERIDAN HILLS ELEMENTARY SCHL	03	75	301	52	23	25	27	20	5	
06	BROWARD	1321 SHERIDAN PARK ELEMENTARY SCHL	03	119	302	61	18	22	34	19	7	
06	BROWARD	3371 SILVER LAKES ELEMENTARY SCHOOL	03	66	310	74	8	18	35	32	8	
06	BROWARD	3491 SILVER PALMS ELEMENTARY SCHOOL	03	105	309	69	12	19	28	25	16	
06	BROWARD	3081 SILVER RIDGE ELEMENTARY SCHOOL	03	158	311	78	5	16	37	30	12	
06	BROWARD	3581 SILVER SHORES ELEMENTARY SCHL	03	44	311	75	5	20	36	23	16	
06	BROWARD	0921 STEPHEN FOSTER ELEMENTARY SCHL	03	128	289	32	41	27	19	11	2	
06	BROWARD	0691 STIRLING ELEMENTARY SCHOOL	03	88	299	56	17	27	36	16	3	
06	BROWARD	0611 SUNLAND PARK ACADEMY	03	68	297	56	34	10	34	16	6	
06	BROWARD	3661 SUNSET LAKES ELEMENTARY SCHOOL	03	155	315	83	6	12	30	32	20	
06	BROWARD	1171 SUNSHINE ELEMENTARY SCHOOL	03	111	295	52	26	22	37	12	4	
06	BROWARD	2621 TAMARAC ELEMENTARY SCHOOL	03	120	295	44	24	32	26	14	4	
06	BROWARD	0571 TEDDER ELEMENTARY SCHOOL	03	99	287	28	39	32	17	11	0	
06	BROWARD	3291 THURGOOD MARSHALL ELEM. SCHOOL	03	61	289	34	41	25	23	8	3	
06	BROWARD	3481 TRADEWINDS ELEMENTARY SCHOOL	03	203	302	62	18	21	33	20	8	
06	BROWARD	0731 TROPICAL ELEMENTARY SCHOOL	03	161	309	73	9	17	32	27	14	
06	BROWARD	1621 VILLAGE ELEMENTARY SCHOOL	03	115	290	29	34	37	20	6	3	
06	BROWARD	3321 VIRGINIA SHUMAN-YOUNG ELEM	03	101	313	74	8	18	23	36	16	
06	BROWARD	0321 WALKER ELEMENTARY (MAGNET)	03	117	289	26	39	34	17	9	1	

Grade	Number of Schools	Mean Scale Score	Percentage in Level or Above	Percentage in Level Achievement Level								
06	BROWARD	0511	WATKINS ELEMENTARY SCHOOL	03	77	296	45	19	35	34	6	5
06	BROWARD	2881	WELLEBY ELEMENTARY SCHOOL	03	140	304	61	16	23	25	27	9
06	BROWARD	0161	WEST HOLLYWOOD ELEMENTARY SCHOOL	03	68	289	34	38	28	25	7	1
06	BROWARD	2681	WEST CHESTER ELEMENTARY SCHOOL	03	192	307	71	11	18	36	25	10
06	BROWARD	0631	WESTWOOD HEIGHTS ELEMENTARY	03	105	292	34	35	30	24	10	0
06	BROWARD	1752	WHISPERING PINES EXCEPTIONAL EDUCATION CENTER	03	13	274	0	54	46	0	0	0
06	BROWARD	0191	WILTON MANORS ELEMENTARY SCHOOL	03	92	304	63	14	23	29	25	9
06	BROWARD	3091	WINSTON PARK ELEMENTARY SCHOOL	03	201	304	65	13	22	37	23	5
06	BROWARD	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS	03	39	310	82	0	18	49	21	13
06	BROWARD	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE	03	78	295	49	29	22	33	13	3
06	BROWARD	5004	SOMERSET VILLAGE ACADEMY	03	43	293	40	26	35	26	14	0
06	BROWARD	5010	FRANKLIN ACADEMY SUNRISE	03	176	309	76	9	15	39	31	6
06	BROWARD	5012	FRANKLIN ACADEMY PEMBROKE PINES	03	140	313	84	7	9	33	34	17
06	BROWARD	5015	AVANT GARDE ACADEMY K-8 BROWARD	03	168	303	63	15	21	30	26	7
06	BROWARD	5020	RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS	03	180	305	64	12	23	29	28	7
06	BROWARD	5021	SOMERSET NEIGHBORHOOD SCHOOL	03	89	314	90	3	7	40	39	10
06	BROWARD	5023	RENAISSANCE CHARTER SCHOOL AT PLANTATION	03	95	295	43	25	32	23	18	2
06	BROWARD	5024	IMAGINE SCHOOLS AT BROWARD	03	110	312	82	3	15	41	26	15
06	BROWARD	5029	ATLANTIC MONTESSORI CHARTER SCHOOL	03	22	300	45	23	32	18	27	0
06	BROWARD	5030	SOMERSET PINES ACADEMY	03	69	300	55	20	25	35	20	0
06	BROWARD	5031	CHARTER SCHOOL OF EXCELLENCE	03	47	298	45	19	36	28	15	2
06	BROWARD	5037	FRANKLIN ACADEMY COOPER CITY	03	147	310	73	10	17	32	29	13
06	BROWARD	5038	BROWARD MATH AND SCIENCE SCHOOLS	03	37	310	73	11	16	22	35	16
06	BROWARD	5041	CENTRAL CHARTER SCHOOL	03	154	295	39	29	32	25	11	3
06	BROWARD	5044	IMAGINE SCHOOLS PLANTATION CAMPUS	03	36	308	78	14	8	44	28	6
06	BROWARD	5048	RENAISSANCE CHARTER SCHOOL AT UNIVERSITY	03	153	304	63	8	29	37	19	7
06	BROWARD	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY	03	134	314	83	4	13	33	34	16
06	BROWARD	5051	PEMBROKE PINES CHARTER ELEMENTARY SCHOOL	03	324	318	88	2	11	27	38	23
06	BROWARD	5052	WEST BROWARD ACADEMY	03	46	300	54	17	28	41	11	2
06	BROWARD	5054	SOMERSET ACADEMY MIRAMAR SOUTH	03	27	334	100	0	0	7	33	59
06	BROWARD	5111	IMAGINE CHARTER SCHOOL AT WESTON	03	109	317	91	1	8	34	45	12
06	BROWARD	5116	BRIDGEPREP ACADEMY OF HOLLYWOOD HILLS	03	45	303	56	22	22	18	31	7
06	BROWARD	5130	GREENTREE PREPARATORY CHARTER SCHOOL	03	33	311	76	6	18	30	39	6
06	BROWARD	5141	SOMERSET ACADEMY	03	154	313	84	5	11	35	41	8
06	BROWARD	5161	NORTH BROWARD ACADEMY OF EXCEL	03	120	302	52	23	25	21	23	8
06	BROWARD	5164	ATLANTIC MONTESSORI CHARTER WEST CAMPUS	03	19	312	79	0	21	42	21	16

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5
06	BROWARD	5171	IMAGINE CHARTER SCHOOL AT N LAUDERDALE ELEM	03	102	285	24	45	31	18	4	2
06	BROWARD	5177	INNOVATION CHARTER SCHOOL	03	73	293	45	34	21	37	8	0
06	BROWARD	5211	SOMERSET ACADEMY DAVIE CHARTER SCHOOL	03	22	318	86	0	14	32	18	36
06	BROWARD	5234	SOMERSET ACADEMY WEST BROWARD	03	34	291	26	35	38	15	12	0
06	BROWARD	5238	BRIDGEPREP ACADEMY BROWARD COUNTY	03	40	296	38	20	43	33	3	3
06	BROWARD	5271	CHARTER SCHOOL OF EXCELLENCE AT DAVIE	03	46	309	74	2	24	43	24	7
06	BROWARD	5325	HOLLYWOOD ACAD OF ARTS & SCIEN	03	188	311	77	3	20	33	31	13
06	BROWARD	5355	EAGLES NEST CHARTER ACADEMY	03	36	301	53	22	25	22	28	3
06	BROWARD	5361	CHAMPIONSHIP ACADEMY OF DISTINCTION HOLLYWOOD	03	81	300	57	21	22	38	15	4
06	BROWARD	5387	SOMERSET ACADEMY RIVERSIDE	03	17	299	47	24	29	18	24	6
06	BROWARD	5388	SOMERSET ACADEMY POMPANO (K-5)	03	23	298	35	4	61	26	9	0
06	BROWARD	5391	SOMERSET ACADEMY EAST PREPARATORY	03	40	306	60	15	25	20	35	5
06	BROWARD	5392	BEN GAMLA CHARTER SCHOOL SOUTH BROWARD	03	40	302	55	18	28	28	25	3
06	BROWARD	5393	EXCELSIOR CHARTER OF BROWARD	03	25	300	68	24	8	52	12	4
06	BROWARD	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL	03	55	303	58	15	27	24	29	5
06	BROWARD	5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)	03	81	311	78	6	16	40	23	15
06	BROWARD	5409	KIDZ CHOICE CHARTER SCHOOL	03	37	298	43	27	30	19	14	11
06	BROWARD	5410	BEN GAMLA CHARTER SCHOOL	03	54	305	61	9	30	33	22	6
06	BROWARD	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY	03	33	303	58	12	30	36	18	3
06	BROWARD	5421	ALPHA INTERNATIONAL ACADEMY	03	14	300	36	21	43	7	14	14
06	BROWARD	5422	CHAMPIONSHIP ACADEMY OF DISTINCTION AT DAVIE	03	67	306	69	7	24	31	33	4
06	BROWARD	5710	RENAISSANCE CHARTER SCHOOLS AT PINES	03	159	305	66	12	22	34	25	7
06	BROWARD	5717	SOUTH BROWARD MONTESSORI CHARTER SCHOOL	03	23	302	61	22	17	35	22	4
06	BROWARD	5801	PANACEA PREP CHARTER SCHOOL	03	26	302	58	12	31	35	15	8
06	BROWARD	5852	NEW LIFE CHARTER ACADEMY	03	29	289	21	31	48	21	0	0
06	BROWARD	7001	BROWARD VIRTUAL INSTRUCTION PROGRAM	03	7	*	*	*	*	*	*	*



FLORIDA DEPARTMENT OF  
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Spring 2019 Florida Standards Assessments  
English Language Arts Grade 6  
School Results



Standards Assessments

Notes: (1) To provide meaningful results and preserve the privacy of individual students, data are not reported when the total number of students in a category is less than 10 or when all students in a category are in the same category (e.g., all in the same achievement level). An asterisk (\*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percent of Students at or Above Level	Percent of Students at Each Achievement Level									
								1	2	3	4	5					
06	STATE TOTALS	0000	GRADE 06	06	79	316	35	35	29	22	22	11	3				
06	BROWARD	1631	ANNABEL C. PERRY PK-8	06	496	325	50	22	28	20	21	9					
06	BROWARD	1791	APOLLO MIDDLE SCHOOL	06	267	322	48	25	27	19	23	6					
06	BROWARD	0343	ATTUCKS MIDDLE SCHOOL	06	277	321	43	25	31	19	16	8					
06	BROWARD	2611	BAIR MIDDLE SCHOOL	06	82	345	88	1	11	24	34	29					
06	BROWARD	2041	BEACHSIDE MONTESSORI VILLAGE	06	365	330	60	15	24	25	21	14					
06	BROWARD	2561	CORAL SPRINGS MIDDLE SCHOOL	06	41	311	24	39	37	12	12	0					
06	BROWARD	2551	CORAL SPRINGS PK-8	06	12	295	8	75	17	8	0	0					
06	BROWARD	3722	CROSS CREEK SCHOOL	06	465	316	40	37	22	17	18	6					
06	BROWARD	1871	CRYSTAL LAKE MIDDLE SCHOOL	06	389	317	38	35	26	16	14	8					
06	BROWARD	0911	DEERFIELD BEACH MIDDLE SCHOOL	06	130	309	30	45	25	20	8	2					
06	BROWARD	0371	DILLARD 6-12	06	429	325	54	24	22	23	24	7					
06	BROWARD	0861	DRIFTWOOD MIDDLE SCHOOL	06	757	343	81	6	13	18	35	28					
06	BROWARD	3622	FALCON COVE MIDDLE SCHOOL	06	446	327	62	21	17	22	28	12					
06	BROWARD	3051	FOREST GLEN MIDDLE SCHOOL	06	449	335	67	10	23	19	29	19					
06	BROWARD	2021	GLADES MIDDLE SCHOOL	06	150	321	47	29	24	20	20	7					
06	BROWARD	0131	GULFSTREAM ACADEMY OF HALLANDALE BEACH	06	666	333	66	14	20	23	27	16					
06	BROWARD	3471	INDIAN RIDGE MIDDLE SCHOOL	06	306	313	32	38	30	18	12	2					
06	BROWARD	2121	JAMES S. RICKARDS MIDDLE SCHOOL	06	266	314	35	42	23	19	12	5					
06	BROWARD	1701	LAUDERDALE LAKES MIDDLE SCHOOL	06	224	310	31	42	27	15	14	3					
06	BROWARD	1391	LAUDERHILL 6-12	06	630	327	57	17	26	23	22	11					
06	BROWARD	3101	LYONS CREEK MIDDLE SCHOOL	06	403	322	46	26	28	19	22	5					
06	BROWARD	0581	MARGATE MIDDLE SCHOOL	06	237	319	39	30	32	22	13	5					
06	BROWARD	0481	MCNICOL MIDDLE SCHOOL	06	441	325	51	24	25	20	22	9					
06	BROWARD	4772	MILLENNIUM 6-12 COLLEGIATE ACADEMY	06	366	317	40	34	26	23	13	4					
06	BROWARD	3911	NEW RENAISSANCE MIDDLE SCHOOL	06	528	320	46	27	27	21	20	5					
06	BROWARD	0881	NEW RIVER MIDDLE SCHOOL	06	1	*	*	*	*	*	*	*					
06	BROWARD	0561	NORCREST ELEMENTARY SCHOOL	06	50	304	18	56	26	10	8	0					
06	BROWARD	2231	NORTH LAUDERDALE PK-8	06	445	331	63	17	20	24	29	11					
06	BROWARD	1311	NOVA MIDDLE SCHOOL	06	181	312	33	39	28	21	11	1					
06	BROWARD	0471	OLSEN MIDDLE SCHOOL	06													

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean State Score	Percentile in Level or Above	10	20	30	40	50
06	BROWARD	0701	PARKWAY MIDDLE SCHOOL	06	399	316	39	37	24	19	14	6
06	BROWARD	0653	PINE RIDGE ALTERNATIVE CENTER	06	17	292	6	71	24	0	6	0
06	BROWARD	1881	PINES MIDDLE SCHOOL	06	261	322	50	25	25	27	17	6
06	BROWARD	2571	PIONEER MIDDLE SCHOOL	06	481	397	74	6	19	27	32	16
06	BROWARD	0551	PLANTATION MIDDLE SCHOOL	06	225	322	49	25	26	25	19	5
06	BROWARD	0021	POMPAHO BEACH MIDDLE SCHOOL	06	350	318	44	35	21	20	17	7
06	BROWARD	2711	RAMBLEWOOD MIDDLE SCHOOL	06	369	326	54	20	25	24	22	8
06	BROWARD	3431	SAWGRASS SPRINGS MIDDLE SCHOOL	06	368	328	60	17	22	26	25	10
06	BROWARD	1891	SEMINOLE MIDDLE SCHOOL	06	372	329	59	20	20	22	22	16
06	BROWARD	2971	SILVER LAKES MIDDLE SCHOOL	06	214	315	36	36	28	18	14	3
06	BROWARD	3331	SILVER TRAIL MIDDLE SCHOOL	06	467	337	71	7	21	23	29	20
06	BROWARD	0251	SUNRISE MIDDLE SCHOOL	06	443	327	59	23	19	24	23	12
06	BROWARD	3151	TEQUESTA TRACE MIDDLE SCHOOL	06	554	334	70	13	17	22	30	18
06	BROWARD	3001	WALTER C. YOUNG MIDDLE SCHOOL	06	343	332	65	14	22	24	29	11
06	BROWARD	3871	WESTGLADES MIDDLE SCHOOL	06	588	340	81	5	14	27	32	22
06	BROWARD	2052	WESTPINE MIDDLE SCHOOL	06	325	327	57	19	24	29	20	9
06	BROWARD	1752	WHISPERING PINES EXCEPTIONAL EDUCATION CENTER	06	16	309	25	50	25	13	13	0
06	BROWARD	1071	WILLIAM DANDY MIDDLE SCHOOL	06	279	312	35	43	22	18	14	4
06	BROWARD	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS	06	3	*	*	*	*	*	*	*
06	BROWARD	5002	SOMERSET ACADEMY VILLAGE CHARTER MIDDLE	06	54	322	43	20	37	15	24	4
06	BROWARD	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE	06	102	318	35	26	38	25	7	3
06	BROWARD	5010	FRANKLIN ACADEMY SUNRISE	06	167	333	66	6	28	27	29	11
06	BROWARD	5012	FRANKLIN ACADEMY PEMBROKE PINES	06	167	338	76	6	18	27	31	19
06	BROWARD	5014	RENAISSANCE CHARTER MIDDLE SCHOOL AT PINES	06	170	328	55	15	31	22	24	8
06	BROWARD	5015	AVANT GARDE ACADEMY K-8 BROWARD	06	176	324	53	22	25	27	20	6
06	BROWARD	5020	RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS	06	150	334	67	7	26	25	30	11
06	BROWARD	5023	RENAISSANCE CHARTER SCHOOL AT PLANTATION	06	91	321	44	31	25	19	19	7
06	BROWARD	5024	IMAGINE SCHOOLS AT BROWARD	06	91	337	75	1	24	27	34	13
06	BROWARD	5037	FRANKLIN ACADEMY COOPER CITY	06	156	339	79	3	18	28	36	16
06	BROWARD	5038	BROWARD MATH AND SCIENCE SCHOOLS	06	31	325	58	16	26	45	10	3
06	BROWARD	5041	CENTRAL CHARTER SCHOOL	06	87	322	39	24	37	15	17	7
06	BROWARD	5044	IMAGINE SCHOOLS PLANTATION CAMPUS	06	43	333	67	7	26	23	37	7
06	BROWARD	5046	FRANKLIN ACADEMY F	06	140	322	46	28	26	22	17	6
06	BROWARD	5048	RENAISSANCE CHARTER SCHOOL AT UNIVERSITY	06	150	334	68	7	25	27	32	9
06	BROWARD	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY	06	132	342	82	5	14	22	36	24
06	BROWARD	5052	WEST BROWARD ACADEMY	06	83	319	39	28	34	23	12	4
06	BROWARD	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL	06	455	342	82	4	14	20	38	23

Percentile in Level or Above





FLORIDA DEPARTMENT OF  
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Spring 2019 Florida Standards Assessments  
English Language Arts Grade 9  
School Results

**Florida**  
Standards Assessments

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same category. (2) All data in this table are preliminary. (3) Percentages may not equal 100% due to rounding.

District	State Totals	Grade	Total Score	Number of Students	Percentage	Percentage of Students Meeting or Exceeding Standard											
						1	2	3	4	5	6	7	8	9	10	11	12
06	BROWARD	09	155	361	95	0	5	21	53	21	4						
06	BROWARD	09	517	329	32	43	25	18	10	4							
06	BROWARD	09	450	325	24	51	25	17	6	1							
06	BROWARD	09	588	347	63	18	19	22	27	14							
06	BROWARD	09	393	327	29	46	25	19	10	1							
06	BROWARD	09	580	353	72	10	17	24	31	18							
06	BROWARD	09	612	342	54	24	22	25	21	8							
06	BROWARD	09	660	336	45	34	21	22	17	6							
06	BROWARD	09	6	*	*	*	*	*	*	*							
06	BROWARD	09	1,211	359	83	5	12	21	32	29							
06	BROWARD	09	30	320	17	60	23	13	3	0							
06	BROWARD	09	25	311	0	80	20	0	0	0							
06	BROWARD	09	575	334	40	38	22	16	17	7							
06	BROWARD	09	477	333	35	37	27	18	14	4							
06	BROWARD	09	508	348	65	18	17	24	24	17							
06	BROWARD	09	651	349	66	16	18	21	28	17							
06	BROWARD	09	276	327	24	48	28	12	10	2							
06	BROWARD	09	456	336	43	32	26	19	18	5							
06	BROWARD	09	664	340	47	23	31	24	18	5							
06	BROWARD	09	28	335	36	46	18	11	21	4							
06	BROWARD	09	32	351	78	3	19	41	28	9							
06	BROWARD	09	811	353	75	9	15	25	30	20							
06	BROWARD	09	451	335	39	33	28	19	14	6							
06	BROWARD	09	76	368	97	0	3	13	41	43							
06	BROWARD	09	545	336	39	33	28	19	13	7							
06	BROWARD	09	629	342	52	22	26	24	20	8							
06	BROWARD	09	353	333	37	35	28	20	12	5							
06	BROWARD	09	599	351	70	12	17	24	31	15							
06	BROWARD	09	503	337	42	31	27	19	17	6							
06	BROWARD	09	436	336	43	36	21	18	18	7							

06	BROWARD	0185	POMPAÑO BEACH INSTITUTE INTERNATIONAL STUDIES	09	338	362	94	0	6	20	48	27
06	BROWARD	0601	SEAGULL SCHOOL	09	4	*	*	*	*	*	*	*
06	BROWARD	1051	SHERIDAN TECHNICAL COLLEGE	09	145	366	97	0	3	14	44	39
06	BROWARD	0171	SOUTH BROWARD HIGH SCHOOL	09	532	342	56	26	18	23	23	10
06	BROWARD	2351	SOUTH PLANTATION HIGH SCHOOL	09	582	340	50	30	20	19	20	10
06	BROWARD	0211	STRANAHAN HIGH SCHOOL	09	341	332	39	36	25	21	14	4
06	BROWARD	3971	WEST BROWARD HIGH SCHOOL	09	596	355	76	9	15	20	32	23
06	BROWARD	2831	WESTERN HIGH SCHOOL	09	824	350	68	13	19	23	26	19
06	BROWARD	0452	WHIDDON RODGERS ED. CENTER	09	39	293	0	95	5	0	0	0
06	BROWARD	1752	WHISPERING PINES EXCEPTIONAL EDUCATION CENTER	09	15	326	33	47	20	7	27	0
06	BROWARD	1291	WILLIAM T. MCFATTER TECHNICAL COLLEGE	09	142	367	97	0	3	20	32	46
06	BROWARD	5006	SOMERSET PREP ACADEMY HIGH AT N LAUDERDALE	09	93	333	39	37	25	22	17	0
06	BROWARD	5007	SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR	09	82	346	57	17	26	22	23	12
06	BROWARD	5009	ANDREWS HIGH SCHOOL	09	21	306	19	81	0	0	10	10
06	BROWARD	5028	ACADEMIC SOLUTIONS HIGH SCHOOL	09	15	305	13	67	20	13	0	0
06	BROWARD	5060	SUNRISE HIGH SCHOOL	09	12	316	8	58	33	8	0	0
06	BROWARD	5091	CORAL SPRINGS CHARTER SCHOOL	09	235	351	70	9	21	24	32	14
06	BROWARD	5121	CITY/PEMBROKE PINES CHARTER HS	09	486	359	86	3	12	25	33	28
06	BROWARD	5142	FRANKLIN ACADEMY PEMBROKE PINES HIGH SCHOOL	09	287	346	58	16	26	23	24	11
06	BROWARD	5182	THE BEN GAMLA PREPARATORY ACADEMY	09	88	343	57	24	19	20	27	9
06	BROWARD	5209	ASCEND CAREER ACADEMY	09	19	319	26	68	5	21	0	5
06	BROWARD	5219	CHAMPIONSHIP ACADEMY OF DISTINCTION HIGH	09	35	327	23	43	34	14	6	3
06	BROWARD	5221	SOMERSET ACADEMY CHARTER HIGH	09	351	355	78	6	16	26	30	22
06	BROWARD	5224	SOMERSET ACADEMY KEY CHARTER HIGH SCHOOL	09	64	334	39	31	30	27	11	2
06	BROWARD	5233	ACADEMIC SOLUTIONS ACADEMY A	09	11	319	9	73	18	9	0	0
06	BROWARD	5396	SOMERSET ARTS CONSERVATORY	09	42	364	88	7	5	10	36	43
06	BROWARD	5416	INTERNATIONAL SCHOOL OF BROWARD	09	14	342	50	36	14	14	21	14
06	BROWARD	5481	SUNRISE HIGH SCHOOL	09	12	316	0	67	33	0	0	0
06	BROWARD	5791	AVANT GARDE ACADEMY OF BROWARD	09	108	343	56	23	21	20	24	11
06	BROWARD	5861	SUNED HIGH SCHOOL OF NORTH BROWARD	09	12	309	17	75	8	8	0	8
06	BROWARD	6501	HENRY D PERRY EDUCATIONAL CENTER	09	20	308	10	75	15	5	5	0
06	BROWARD	7004	BROWARD VIRTUAL FRANCHISE	09	38	360	82	3	16	18	32	32

Year	ELA Achievement Level Percent					Level 3 and Above
	1	2	3	4	5	
Grade Level 3						
2015	26%	25%	26%	17%	7%	50%
2016	24%	23%	27%	18%	8%	53%
2017	21%	23%	27%	21%	8%	56%
2018	20%	23%	28%	20%	9%	57%
2019	20%	22%	28%	22%	8%	58%
Grade Level 4						
2015	25%	24%	25%	18%	8%	51%
2016	30%	21%	24%	18%	7%	49%
2017	23%	22%	26%	20%	9%	55%
2018	21%	22%	26%	21%	9%	56%
2019	19%	21%	27%	23%	11%	61%
Grade Level 5						
2015	23%	28%	24%	18%	7%	49%
2016	24%	25%	25%	19%	7%	51%
2017	25%	23%	24%	19%	9%	52%
2018	22%	24%	25%	20%	9%	54%
2019	19%	23%	27%	22%	9%	57%
Grade Level 6						
2015	26%	25%	21%	20%	8%	49%
2016	23%	26%	21%	21%	10%	52%
2017	25%	23%	21%	22%	9%	52%
2018	26%	23%	20%	21%	11%	51%
2019	22%	23%	22%	22%	11%	55%
Grade Level 7						
2015	26%	23%	23%	17%	11%	51%
2016	29%	23%	21%	17%	10%	48%
2017	26%	22%	20%	19%	12%	51%
2018	27%	22%	22%	18%	12%	52%
2019	28%	20%	21%	19%	12%	52%
Grade Level 8						
2015	23%	21%	26%	18%	12%	56%
2016	22%	22%	25%	19%	12%	56%
2017	24%	21%	24%	18%	12%	55%
2018	23%	20%	25%	19%	14%	57%
2019	25%	20%	25%	18%	12%	56%
Grade Level 9						
2015	23%	23%	21%	21%	11%	53%
2016	24%	22%	22%	21%	11%	54%
2017	24%	21%	22%	21%	12%	54%
2018	24%	21%	22%	22%	11%	54%
2019	24%	20%	21%	22%	13%	56%

Year	Math Achievement Level Percent					Level 3 and Above
	1	2	3	4	5	
Grade Level 3						
2015	24%	20%	26%	20%	10%	56%
2016	21%	19%	29%	21%	10%	60%
2017	20%	20%	27%	22%	10%	60%
2018	19%	20%	29%	23%	10%	62%
2019	18%	17%	27%	25%	13%	65%
Grade Level 4						
2015	24%	17%	27%	19%	13%	59%
2016	27%	17%	24%	19%	13%	57%
2017	21%	15%	25%	22%	15%	63%
2018	22%	15%	26%	22%	15%	63%
2019	19%	14%	26%	24%	17%	67%
Grade Level 5						
2015	22%	22%	24%	19%	13%	56%
2016	23%	20%	23%	20%	14%	57%
2017	22%	19%	23%	21%	15%	59%
2018	20%	18%	24%	22%	16%	61%
2019	19%	17%	23%	23%	18%	64%
Grade Level 6						
2015	29%	22%	20%	17%	11%	49%
2016	27%	23%	21%	18%	11%	50%
2017	26%	21%	23%	19%	11%	53%
2018	27%	21%	21%	20%	11%	52%
2019	24%	21%	23%	20%	12%	56%
Grade Level 7						
2015	29%	21%	26%	15%	9%	50%
2016	30%	21%	25%	16%	8%	49%
2017	28%	20%	24%	16%	11%	52%
2018	29%	19%	24%	16%	11%	52%
2019	31%	19%	24%	17%	10%	51%
Grade Level 8						
2015	29%	22%	25%	13%	11%	49%
2016	29%	21%	25%	13%	13%	50%
2017	34%	22%	23%	12%	10%	45%
2018	34%	23%	24%	12%	8%	44%
2019	37%	21%	22%	11%	9%	42%

Grade Level 10						
2015	23%	25%	22%	20%	9%	51%
2016	24%	27%	22%	20%	9%	50%
2017	23%	24%	21%	21%	11%	53%
2018	23%	24%	22%	21%	10%	53%
2019	23%	24%	21%	22%	10%	53%

ELA Achievement Level Percent						Level 3 and Above	Math Achievement Level Percent					Level 3 and Above	
Year	1	2	3	4	5		Year	1	2	3	4		5
Grade Level 3							Grade Level 3						
2015							2015						
BLACK	37%	28%	22%	10%	3%	34%	BLACK	36%	23%	24%	13%	4%	41%
HISPANIC	23%	26%	26%	19%	6%	51%	HISPANIC	22%	20%	28%	21%	10%	58%
WHITE	12%	18%	31%	26%	13%	70%	WHITE	11%	15%	28%	29%	16%	74%
2016							2016						
BLACK	34%	27%	24%	11%	4%	39%	BLACK	29%	22%	29%	15%	4%	48%
HISPANIC	24%	23%	28%	18%	7%	53%	HISPANIC	20%	19%	31%	21%	9%	61%
WHITE	11%	17%	29%	27%	15%	71%	WHITE	11%	15%	29%	29%	17%	74%
2017							2017						
BLACK	29%	29%	25%	13%	4%	42%	BLACK	28%	23%	27%	17%	5%	49%
HISPANIC	21%	23%	28%	21%	7%	56%	HISPANIC	20%	19%	28%	23%	10%	61%
WHITE	9%	15%	30%	30%	15%	75%	WHITE	11%	16%	28%	29%	17%	73%
2018							2018						
BLACK	27%	28%	27%	14%	4%	45%	BLACK	26%	24%	28%	17%	6%	51%
HISPANIC	20%	22%	29%	21%	9%	58%	HISPANIC	18%	19%	30%	23%	10%	63%
WHITE	9%	16%	30%	30%	15%	74%	WHITE	10%	14%	29%	32%	15%	76%
2019							2019						
BLACK	28%	28%	25%	15%	4%	44%	BLACK	25%	21%	28%	20%	7%	54%
HISPANIC	20%	20%	29%	23%	9%	61%	HISPANIC	18%	17%	28%	25%	13%	66%
WHITE	9%	16%	30%	31%	14%	75%	WHITE	9%	14%	27%	31%	19%	77%
Grade Level 4							Grade Level 4						
2015							2015						
BLACK	36%	28%	23%	10%	3%	36%	BLACK	36%	21%	26%	12%	5%	43%
HISPANIC	24%	24%	27%	18%	7%	52%	HISPANIC	22%	18%	28%	19%	13%	60%
WHITE	13%	19%	27%	27%	14%	68%	WHITE	11%	12%	27%	28%	22%	77%
2016							2016						
BLACK	41%	25%	21%	10%	3%	34%	BLACK	40%	20%	23%	12%	5%	41%
HISPANIC	28%	21%	26%	19%	7%	51%	HISPANIC	24%	17%	26%	21%	12%	59%
WHITE	15%	17%	28%	28%	12%	67%	WHITE	12%	13%	24%	28%	23%	75%
2017							2017						
BLACK	33%	26%	23%	13%	4%	41%	BLACK	32%	19%	25%	16%	7%	49%
HISPANIC	22%	23%	27%	20%	8%	54%	HISPANIC	20%	16%	26%	24%	15%	65%
WHITE	11%	16%	29%	28%	16%	72%	WHITE	9%	10%	26%	28%	25%	80%
2018							2018						
BLACK	31%	27%	24%	14%	4%	42%	BLACK	32%	19%	26%	17%	7%	50%
HISPANIC	20%	22%	27%	23%	9%	58%	HISPANIC	20%	16%	27%	23%	14%	64%
WHITE	11%	17%	29%	29%	14%	72%	WHITE	11%	11%	27%	29%	23%	79%
2019							2019						
BLACK	25%	26%	26%	17%	5%	49%	BLACK	27%	17%	27%	19%	9%	56%
HISPANIC	19%	20%	28%	23%	11%	61%	HISPANIC	18%	14%	25%	25%	17%	68%
WHITE	8%	15%	28%	31%	17%	77%	WHITE	9%	10%	25%	29%	27%	81%

Grade Level 5							Grade Level 5						
2015							2015						
BLACK	33%	33%	21%	11%	3%	34%	BLACK	33%	28%	22%	12%	5%	39%
HISPANIC	22%	27%	26%	18%	7%	50%	HISPANIC	20%	21%	25%	21%	12%	59%
WHITE	12%	22%	26%	27%	13%	66%	WHITE	11%	15%	25%	27%	22%	74%
2016							2016						
BLACK	34%	30%	22%	11%	3%	37%	BLACK	34%	24%	22%	14%	6%	42%
HISPANIC	24%	24%	26%	20%	6%	52%	HISPANIC	21%	21%	23%	22%	13%	58%
WHITE	12%	20%	29%	27%	11%	67%	WHITE	11%	15%	25%	27%	22%	74%
2017							2017						
BLACK	35%	27%	21%	13%	4%	38%	BLACK	31%	23%	22%	16%	7%	46%
HISPANIC	24%	24%	25%	19%	8%	52%	HISPANIC	21%	18%	24%	21%	16%	61%
WHITE	13%	18%	26%	28%	15%	69%	WHITE	11%	14%	23%	28%	24%	74%
2018							2018						
BLACK	31%	29%	23%	13%	4%	41%	BLACK	28%	22%	25%	17%	8%	50%
HISPANIC	21%	24%	27%	20%	8%	55%	HISPANIC	20%	19%	24%	23%	15%	62%
WHITE	11%	18%	27%	27%	18%	72%	WHITE	11%	13%	23%	27%	25%	76%
2019							2019						
BLACK	28%	29%	25%	14%	4%	43%	BLACK	27%	22%	23%	19%	9%	51%
HISPANIC	19%	23%	27%	23%	8%	58%	HISPANIC	19%	17%	23%	24%	18%	65%
WHITE	10%	16%	28%	31%	15%	75%	WHITE	10%	12%	22%	28%	28%	78%
Grade Level 6							Grade Level 6						
2015							2015						
BLACK	37%	30%	18%	12%	3%	33%	BLACK	42%	26%	18%	10%	4%	32%
HISPANIC	24%	25%	23%	21%	7%	51%	HISPANIC	26%	23%	22%	18%	11%	51%
WHITE	13%	19%	24%	30%	14%	68%	WHITE	15%	17%	23%	25%	20%	69%
2016							2016						
BLACK	34%	32%	19%	12%	3%	35%	BLACK	41%	26%	19%	11%	3%	33%
HISPANIC	21%	25%	23%	22%	9%	54%	HISPANIC	24%	23%	22%	19%	11%	52%
WHITE	10%	19%	23%	30%	17%	71%	WHITE	13%	17%	21%	27%	21%	70%
2017							2017						
BLACK	35%	28%	19%	14%	4%	37%	BLACK	37%	26%	21%	12%	4%	37%
HISPANIC	24%	23%	22%	22%	9%	53%	HISPANIC	25%	21%	24%	20%	10%	54%
WHITE	12%	17%	25%	31%	15%	71%	WHITE	11%	16%	26%	28%	18%	72%
2018							2018						
BLACK	36%	26%	19%	14%	5%	38%	BLACK	40%	23%	21%	13%	4%	38%
HISPANIC	26%	22%	21%	21%	10%	53%	HISPANIC	25%	22%	22%	21%	11%	54%
WHITE	12%	19%	21%	28%	19%	69%	WHITE	13%	17%	22%	28%	20%	71%
2019							2019						
BLACK	32%	27%	20%	16%	5%	41%	BLACK	36%	24%	22%	14%	5%	40%
HISPANIC	21%	22%	23%	23%	10%	57%	HISPANIC	21%	21%	25%	22%	11%	58%
WHITE	10%	18%	23%	30%	19%	72%	WHITE	10%	16%	23%	29%	21%	74%

Grade Level 7							Grade Level 7						
2015							2015						
BLACK	38%	27%	19%	11%	5%	35%	BLACK	43%	24%	22%	8%	2%	33%
HISPANIC	23%	23%	24%	19%	12%	55%	HISPANIC	25%	20%	28%	18%	9%	55%
WHITE	13%	19%	27%	25%	17%	68%	WHITE	12%	17%	30%	24%	18%	71%
2016							2016						
BLACK	40%	26%	18%	11%	4%	33%	BLACK	45%	24%	21%	8%	2%	31%
HISPANIC	27%	23%	22%	18%	10%	50%	HISPANIC	25%	21%	27%	18%	9%	54%
WHITE	15%	20%	25%	24%	17%	66%	WHITE	13%	17%	28%	26%	16%	70%
2017							2017						
BLACK	37%	27%	19%	12%	5%	36%	BLACK	41%	25%	21%	9%	3%	34%
HISPANIC	26%	22%	21%	19%	13%	53%	HISPANIC	24%	19%	27%	18%	11%	57%
WHITE	13%	17%	22%	26%	21%	70%	WHITE	12%	14%	26%	26%	22%	73%
2018							2018						
BLACK	37%	25%	20%	12%	6%	38%	BLACK	42%	23%	22%	9%	3%	35%
HISPANIC	26%	21%	22%	18%	12%	52%	HISPANIC	26%	19%	26%	18%	12%	55%
WHITE	13%	18%	25%	25%	20%	69%	WHITE	12%	13%	26%	26%	23%	75%
2019							2019						
BLACK	39%	24%	19%	13%	5%	37%	BLACK	44%	21%	21%	10%	3%	34%
HISPANIC	27%	20%	22%	20%	12%	54%	HISPANIC	27%	19%	25%	19%	11%	54%
WHITE	13%	16%	23%	28%	20%	71%	WHITE	13%	14%	26%	26%	21%	73%
Grade Level 8							Grade Level 8						
2015							2015						
BLACK	34%	26%	23%	11%	5%	39%	BLACK	40%	25%	23%	8%	4%	35%
HISPANIC	21%	20%	27%	21%	12%	60%	HISPANIC	22%	20%	27%	16%	15%	57%
WHITE	10%	16%	29%	24%	20%	74%	WHITE	15%	21%	26%	20%	18%	64%
2016							2016						
BLACK	33%	26%	23%	13%	5%	41%	BLACK	41%	23%	22%	9%	5%	36%
HISPANIC	20%	20%	26%	21%	13%	60%	HISPANIC	23%	20%	25%	14%	17%	57%
WHITE	11%	17%	28%	26%	18%	72%	WHITE	16%	16%	29%	18%	21%	68%
2017							2017						
BLACK	35%	25%	22%	12%	5%	40%	BLACK	45%	24%	20%	8%	3%	31%
HISPANIC	23%	20%	25%	19%	13%	57%	HISPANIC	28%	21%	25%	13%	13%	50%
WHITE	12%	15%	28%	26%	20%	73%	WHITE	18%	18%	29%	18%	17%	65%
2018							2018						
BLACK	33%	25%	24%	13%	6%	42%	BLACK	46%	25%	19%	7%	3%	29%
HISPANIC	21%	19%	26%	20%	14%	59%	HISPANIC	27%	22%	26%	14%	11%	51%
WHITE	10%	14%	26%	26%	23%	76%	WHITE	18%	19%	30%	17%	16%	63%
2019							2019						
BLACK	34%	23%	24%	13%	5%	43%	BLACK	51%	24%	19%	5%	2%	26%
HISPANIC	24%	20%	25%	19%	12%	56%	HISPANIC	31%	20%	24%	13%	12%	49%
WHITE	12%	15%	28%	25%	20%	73%	WHITE	17%	18%	28%	20%	17%	65%

Grade Level 9						
2015						
BLACK	35%	28%	19%	14%	5%	37%
HISPANIC	21%	22%	23%	22%	11%	56%
WHITE	11%	18%	24%	29%	19%	71%
2016						
BLACK	33%	27%	21%	14%	5%	40%
HISPANIC	22%	21%	22%	23%	11%	57%
WHITE	12%	17%	24%	28%	19%	71%
2017						
BLACK	35%	26%	21%	14%	5%	39%
HISPANIC	23%	20%	22%	22%	13%	57%
WHITE	12%	16%	24%	29%	19%	72%
2018						
BLACK	34%	25%	20%	15%	5%	40%
HISPANIC	23%	20%	23%	23%	11%	57%
WHITE	12%	16%	24%	30%	18%	72%
2019						
BLACK	34%	24%	20%	16%	6%	42%
HISPANIC	22%	20%	21%	23%	13%	58%
WHITE	11%	16%	21%	31%	21%	73%
Grade Level 10						
2015						
BLACK	34%	31%	19%	12%	3%	35%
HISPANIC	21%	24%	24%	22%	9%	55%
WHITE	10%	21%	26%	28%	15%	70%
2016						
BLACK	34%	32%	18%	13%	3%	34%
HISPANIC	22%	26%	23%	21%	9%	52%
WHITE	10%	21%	26%	28%	15%	68%
2017						
BLACK	33%	29%	20%	14%	4%	38%
HISPANIC	23%	23%	21%	21%	12%	54%
WHITE	11%	19%	24%	29%	18%	71%
2018						
BLACK	32%	28%	20%	15%	4%	40%
HISPANIC	22%	22%	23%	23%	11%	56%
WHITE	11%	20%	24%	30%	16%	70%
2019						
BLACK	32%	30%	19%	14%	5%	38%
HISPANIC	21%	23%	23%	23%	10%	55%
WHITE	11%	19%	24%	31%	16%	71%

Year	ELA Achievement Level Percent					Level 3 and Above	Year	Math Achievement Level Percent					Level 3 and Above
	1	2	3	4	5			1	2	3	4	5	
Grade Level 3							Grade Level 3						
2015							2015						
ELL	49%	32%	15%	3%	0%	19%	ELL	44%	25%	22%	8%	2%	32%
Non-ELL	22%	23%	27%	19%	8%	54%	Non-ELL	21%	19%	27%	22%	11%	60%
2016							2016						
ELL	53%	26%	16%	4%	1%	21%	ELL	40%	24%	25%	9%	2%	36%
Non-ELL	19%	22%	29%	21%	9%	59%	Non-ELL	18%	18%	30%	23%	11%	65%
2017							2017						
ELL	38%	31%	22%	9%	1%	32%	ELL	30%	23%	26%	17%	4%	47%
Non-ELL	17%	21%	29%	24%	10%	62%	Non-ELL	17%	19%	28%	24%	12%	64%
2018							2018						
ELL	39%	31%	22%	6%	2%	30%	ELL	31%	26%	27%	12%	3%	43%
Non-ELL	16%	21%	29%	23%	11%	63%	Non-ELL	16%	18%	29%	25%	12%	66%
2019							2019						
ELL	39%	29%	24%	7%	1%	32%	ELL	31%	22%	27%	15%	4%	47%
Non-ELL	16%	21%	29%	25%	10%	64%	Non-ELL	15%	16%	27%	27%	15%	69%
Grade Level 4							Grade Level 4						
2015							2015						
ELL	56%	28%	13%	3%	0%	16%	ELL	48%	22%	20%	6%	3%	30%
Non-ELL	21%	24%	27%	19%	9%	55%	Non-ELL	21%	17%	28%	21%	14%	62%
2016							2016						
ELL	56%	23%	16%	5%	1%	21%	ELL	47%	21%	20%	9%	3%	33%
Non-ELL	25%	21%	26%	20%	8%	54%	Non-ELL	24%	16%	25%	21%	15%	60%
2017							2017						
ELL	53%	29%	14%	4%	1%	18%	ELL	41%	22%	22%	11%	4%	37%
Non-ELL	19%	21%	28%	22%	10%	60%	Non-ELL	18%	14%	26%	24%	17%	67%
2018							2018						
ELL	43%	30%	20%	6%	1%	27%	ELL	38%	21%	24%	13%	4%	41%
Non-ELL	17%	21%	27%	24%	10%	62%	Non-ELL	19%	14%	26%	24%	17%	67%
2019							2019						
ELL	42%	30%	22%	6%	1%	29%	ELL	36%	20%	25%	14%	5%	44%
Non-ELL	15%	19%	28%	26%	13%	66%	Non-ELL	16%	13%	26%	26%	20%	71%

Grade Level 5							Grade Level 5						
2015						8%	2015						
ELL	62%	29%	7%	2%		8%	ELL	52%	26%	15%	5%	2%	22%
Non-ELL	21%	28%	25%	19%	8%	52%	Non-ELL	20%	21%	24%	20%	13%	58%
2016							2016						
ELL	53%	28%	13%	5%	1%	19%	ELL	40%	25%	19%	11%	4%	34%
Non-ELL	21%	25%	27%	21%	8%	55%	Non-ELL	20%	20%	23%	22%	15%	60%
2017							2017						
ELL	59%	27%	12%	3%	0%	14%	ELL	42%	24%	21%	9%	4%	34%
Non-ELL	20%	23%	25%	21%	10%	57%	Non-ELL	19%	18%	23%	23%	17%	63%
2018							2018						
ELL	55%	28%	13%	3%	0%	16%	ELL	43%	25%	21%	10%	3%	33%
Non-ELL	17%	23%	27%	22%	10%	59%	Non-ELL	18%	18%	24%	23%	17%	65%
2019							2019						
ELL	47%	32%	17%	4%	0%	21%	ELL	39%	23%	21%	13%	5%	38%
Non-ELL	15%	22%	28%	24%	10%	62%	Non-ELL	16%	16%	23%	24%	20%	67%
Grade Level 6							Grade Level 6						
2015						9%	2015						
ELL	70%	21%	7%	1%	0%	9%	ELL	60%	21%	13%	5%	1%	19%
Non-ELL	23%	25%	22%	21%	8%	51%	Non-ELL	27%	22%	21%	18%	12%	51%
2016							2016						
ELL	60%	24%	11%	4%	1%	16%	ELL	55%	24%	12%	6%	2%	21%
Non-ELL	20%	26%	22%	22%	10%	54%	Non-ELL	25%	23%	21%	19%	12%	52%
2017							2017						
ELL	62%	21%	11%	6%	0%	17%	ELL	52%	21%	16%	9%	2%	27%
Non-ELL	21%	23%	22%	23%	10%	56%	Non-ELL	23%	21%	24%	20%	12%	56%
2018							2018						
ELL	66%	22%	8%	4%	1%	12%	ELL	54%	22%	15%	7%	2%	24%
Non-ELL	22%	23%	21%	22%	12%	55%	Non-ELL	25%	20%	22%	21%	12%	55%
2019							2019						
ELL	65%	23%	9%	3%	0%	12%	ELL	51%	25%	15%	8%	1%	24%
Non-ELL	19%	23%	23%	24%	12%	59%	Non-ELL	21%	20%	24%	22%	13%	58%

Grade Level 7							Grade Level 7						
2015							2015						
ELL	76%	16%	7%	1%	1%	9%	ELL	65%	16%	12%	5%	2%	19%
Non-ELL	23%	24%	24%	18%	11%	53%	Non-ELL	27%	22%	27%	16%	9%	52%
2016							2016						
ELL	67%	20%	8%	4%	1%	13%	ELL	55%	19%	16%	7%	3%	26%
Non-ELL	26%	23%	22%	18%	11%	51%	Non-ELL	28%	21%	26%	17%	9%	51%
2017							2017						
ELL	66%	19%	10%	5%	1%	15%	ELL	53%	18%	19%	7%	4%	29%
Non-ELL	22%	23%	21%	20%	14%	55%	Non-ELL	25%	20%	25%	17%	12%	54%
2018							2018						
ELL	66%	20%	10%	3%	1%	14%	ELL	52%	20%	17%	7%	4%	29%
Non-ELL	23%	22%	23%	19%	13%	55%	Non-ELL	27%	19%	25%	17%	12%	54%
2019							2019						
ELL	66%	21%	9%	4%	1%	13%	ELL	56%	20%	14%	6%	3%	23%
Non-ELL	25%	20%	22%	20%	13%	55%	Non-ELL	28%	19%	25%	18%	11%	53%
Grade Level 8							Grade Level 8						
2015							2015						
ELL	75%	15%	8%	2%	0%	10%	ELL	52%	17%	14%	10%	6%	30%
Non-ELL	20%	22%	27%	19%	13%	58%	Non-ELL	27%	23%	26%	14%	11%	50%
2016							2016						
ELL	62%	21%	12%	4%	1%	17%	ELL	45%	18%	17%	9%	10%	37%
Non-ELL	20%	22%	26%	20%	13%	59%	Non-ELL	27%	21%	25%	13%	13%	51%
2017							2017						
ELL	62%	18%	13%	5%	2%	20%	ELL	48%	19%	16%	8%	8%	33%
Non-ELL	21%	21%	25%	19%	13%	58%	Non-ELL	32%	22%	24%	12%	10%	47%
2018							2018						
ELL	63%	21%	10%	5%	1%	16%	ELL	45%	21%	19%	9%	5%	34%
Non-ELL	19%	20%	26%	20%	15%	61%	Non-ELL	32%	23%	24%	12%	9%	45%
2019							2019						
ELL	66%	18%	11%	3%	1%	15%	ELL	50%	20%	15%	9%	6%	31%
Non-ELL	21%	20%	26%	20%	13%	59%	Non-ELL	35%	22%	23%	11%	9%	43%

Grade Level 9						
2015						
ELL	71%	20%	7%	2%	0%	10%
Non-ELL	21%	24%	22%	22%	12%	56%
2016						
ELL	68%	19%	8%	4%	1%	13%
Non-ELL	20%	22%	23%	23%	12%	57%
2017						
ELL	71%	16%	8%	4%	1%	13%
Non-ELL	21%	22%	23%	22%	12%	57%
2018						
ELL	69%	16%	9%	5%	1%	15%
Non-ELL	21%	22%	23%	23%	12%	58%
2019						
ELL	71%	18%	9%	3%	0%	12%
Non-ELL	20%	21%	22%	24%	14%	59%
Grade Level 10						
2015						
ELL	80%	15%	4%	1%	0%	6%
Non-ELL	20%	26%	23%	21%	9%	54%
2016						
ELL	67%	20%	9%	4%	0%	13%
Non-ELL	21%	27%	22%	21%	9%	52%
2017						
ELL	73%	19%	6%	2%	0%	8%
Non-ELL	20%	25%	22%	22%	12%	56%
2018						
ELL	74%	17%	6%	3%	0%	9%
Non-ELL	19%	25%	23%	23%	11%	56%
2019						
ELL	72%	17%	8%	3%	0%	11%
Non-ELL	19%	25%	23%	23%	11%	56%

Year	ELA Achievement Level Percent					Level 3 and Above	Year	Math Achievement Level Percent					Level 3 and Above
	1	2	3	4	5			1	2	3	4	5	
Grade Level 3							Grade Level 3						
2015							2015						
Non-SWD	20%	24%	28%	20%	8%	56%	Non-SWD	19%	19%	28%	23%	11%	62%
SWD	56%	25%	13%	5%	1%	19%	SWD	52%	21%	17%	8%	2%	26%
2016							2016						
Non-SWD	20%	23%	29%	20%	9%	58%	Non-SWD	17%	18%	31%	23%	11%	65%
SWD	52%	23%	15%	8%	2%	25%	SWD	46%	22%	20%	9%	3%	32%
2017							2017						
Non-SWD	17%	22%	29%	23%	9%	61%	Non-SWD	16%	19%	29%	25%	12%	65%
SWD	44%	29%	17%	8%	2%	27%	SWD	45%	21%	21%	10%	3%	34%
2018							2018						
Non-SWD	16%	22%	30%	22%	10%	62%	Non-SWD	14%	19%	30%	25%	11%	67%
SWD	45%	26%	19%	8%	2%	29%	SWD	43%	24%	20%	10%	4%	34%
2019							2019						
Non-SWD	15%	21%	30%	24%	10%	64%	Non-SWD	13%	16%	28%	27%	14%	70%
SWD	42%	27%	20%	9%	2%	31%	SWD	40%	22%	22%	12%	4%	38%
Grade Level 4							Grade Level 4						
2015							2015						
Non-SWD	19%	24%	28%	20%	9%	57%	Non-SWD	18%	17%	29%	21%	15%	65%
SWD	54%	26%	14%	5%	1%	19%	SWD	53%	20%	16%	8%	3%	27%
2016							2016						
Non-SWD	23%	22%	27%	20%	8%	55%	Non-SWD	21%	16%	26%	22%	15%	62%
SWD	62%	19%	12%	6%	1%	19%	SWD	55%	17%	16%	8%	3%	27%
2017							2017						
Non-SWD	19%	22%	28%	22%	10%	59%	Non-SWD	17%	15%	27%	24%	17%	68%
SWD	52%	23%	15%	7%	2%	24%	SWD	49%	18%	19%	9%	5%	33%
2018							2018						
Non-SWD	17%	22%	28%	24%	10%	62%	Non-SWD	17%	15%	28%	24%	17%	68%
SWD	48%	26%	16%	8%	2%	26%	SWD	49%	19%	18%	10%	5%	32%
2019							2019						
Non-SWD	13%	20%	29%	25%	12%	67%	Non-SWD	14%	13%	27%	26%	20%	72%
SWD	46%	25%	18%	9%	2%	29%	SWD	43%	18%	21%	12%	6%	39%

Grade Level 5							Grade Level 5						
2015							2015						
Non-SWD	18%	28%	26%	20%	8%	54%	Non-SWD	17%	21%	25%	22%	14%	61%
SWD	58%	26%	10%	4%	1%	15%	SWD	54%	24%	13%	7%	3%	23%
2016							2016						
Non-SWD	18%	25%	28%	21%	8%	57%	Non-SWD	17%	20%	25%	23%	16%	63%
SWD	58%	25%	12%	5%	1%	17%	SWD	54%	23%	13%	7%	3%	23%
2017							2017						
Non-SWD	18%	23%	26%	22%	11%	58%	Non-SWD	16%	18%	24%	24%	18%	65%
SWD	60%	23%	12%	4%	1%	17%	SWD	54%	20%	14%	8%	3%	26%
2018							2018						
Non-SWD	17%	24%	27%	22%	11%	60%	Non-SWD	15%	18%	25%	24%	17%	67%
SWD	53%	26%	13%	7%	1%	21%	SWD	51%	21%	16%	8%	4%	29%
2019							2019						
Non-SWD	14%	22%	29%	24%	11%	63%	Non-SWD	14%	16%	24%	25%	21%	70%
SWD	46%	30%	16%	7%	2%	25%	SWD	46%	22%	17%	10%	5%	32%
Grade Level 6							Grade Level 6						
2015							2015						
Non-SWD	21%	25%	23%	22%	9%	54%	Non-SWD	24%	22%	22%	19%	13%	54%
SWD	61%	25%	9%	5%	1%	15%	SWD	63%	21%	9%	5%	2%	16%
2016							2016						
Non-SWD	18%	25%	23%	23%	11%	56%	Non-SWD	23%	23%	22%	20%	13%	55%
SWD	54%	28%	11%	6%	2%	18%	SWD	60%	23%	10%	5%	3%	18%
2017							2017						
Non-SWD	20%	23%	23%	24%	10%	57%	Non-SWD	21%	21%	25%	21%	12%	58%
SWD	58%	24%	12%	5%	2%	19%	SWD	59%	22%	12%	5%	2%	19%
2018							2018						
Non-SWD	20%	23%	21%	23%	12%	57%	Non-SWD	22%	20%	23%	22%	13%	58%
SWD	60%	23%	11%	5%	1%	17%	SWD	60%	21%	12%	6%	2%	19%
2019							2019						
Non-SWD	17%	22%	23%	25%	12%	60%	Non-SWD	19%	20%	25%	23%	13%	61%
SWD	54%	26%	12%	7%	1%	20%	SWD	55%	24%	14%	6%	2%	22%

Grade Level 7							Grade Level 7						
2015							2015						
Non-SWD	22%	23%	24%	19%	12%	55%	Non-SWD	25%	21%	28%	17%	10%	54%
SWD	63%	21%	10%	4%	2%	16%	SWD	59%	21%	14%	5%	2%	21%
2016							2016						
Non-SWD	24%	23%	23%	18%	11%	53%	Non-SWD	26%	21%	27%	18%	9%	53%
SWD	63%	21%	10%	5%	1%	16%	SWD	61%	20%	13%	5%	1%	19%
2017							2017						
Non-SWD	22%	22%	22%	20%	14%	56%	Non-SWD	24%	20%	26%	18%	12%	56%
SWD	57%	23%	12%	6%	3%	20%	SWD	55%	21%	15%	6%	3%	24%
2018							2018						
Non-SWD	22%	22%	23%	20%	14%	56%	Non-SWD	24%	19%	26%	18%	13%	57%
SWD	60%	21%	12%	5%	2%	19%	SWD	58%	20%	14%	5%	3%	21%
2019							2019						
Non-SWD	23%	20%	22%	21%	13%	57%	Non-SWD	26%	19%	26%	19%	12%	56%
SWD	61%	20%	12%	5%	2%	19%	SWD	60%	19%	13%	6%	2%	22%
Grade Level 8							Grade Level 8						
2015							2015						
Non-SWD	19%	21%	27%	20%	13%	60%	Non-SWD	25%	22%	26%	14%	12%	52%
SWD	57%	23%	14%	4%	2%	21%	SWD	51%	23%	17%	6%	3%	26%
2016							2016						
Non-SWD	19%	21%	26%	20%	13%	60%	Non-SWD	25%	21%	26%	14%	14%	54%
SWD	55%	23%	15%	5%	2%	22%	SWD	54%	21%	16%	5%	4%	25%
2017							2017						
Non-SWD	21%	20%	26%	20%	13%	59%	Non-SWD	30%	22%	25%	13%	11%	49%
SWD	56%	23%	13%	6%	2%	21%	SWD	56%	20%	16%	5%	2%	23%
2018							2018						
Non-SWD	19%	20%	26%	20%	15%	61%	Non-SWD	30%	23%	25%	13%	9%	47%
SWD	54%	23%	15%	6%	2%	23%	SWD	54%	22%	17%	5%	3%	24%
2019							2019						
Non-SWD	20%	20%	27%	20%	14%	60%	Non-SWD	33%	21%	24%	12%	10%	46%
SWD	56%	21%	15%	5%	2%	22%	SWD	58%	21%	15%	4%	3%	21%

Grade Level 9						
2015						
Non-SWD	20%	23%	22%	22%	12%	56%
SWD	57%	23%	12%	6%	1%	19%
2016						
Non-SWD	20%	22%	23%	23%	12%	58%
SWD	57%	24%	11%	7%	2%	19%
2017						
Non-SWD	21%	21%	23%	22%	12%	58%
SWD	57%	22%	12%	7%	2%	21%
2018						
Non-SWD	21%	21%	23%	23%	12%	58%
SWD	57%	22%	12%	7%	2%	21%
2019						
Non-SWD	20%	20%	22%	24%	14%	60%
SWD	55%	22%	13%	9%	2%	24%
Grade Level 10						
2015						
Non-SWD	20%	25%	23%	22%	10%	54%
SWD	54%	27%	13%	5%	1%	19%
2016						
Non-SWD	21%	27%	22%	21%	9%	52%
SWD	54%	27%	13%	6%	1%	19%
2017						
Non-SWD	20%	24%	22%	22%	12%	56%
SWD	54%	27%	12%	6%	2%	19%
2018						
Non-SWD	20%	24%	23%	23%	11%	56%
SWD	55%	25%	12%	7%	1%	20%
2019						
Non-SWD	20%	24%	22%	23%	11%	56%
SWD	55%	25%	13%	6%	1%	20%

Year	Algebra Achievement Level Percent					Level 3 and Above
	1	2	3	4	5	
Grade Level 7						
2015	2%	3%	19%	26%	51%	95%
2016	3%	3%	14%	23%	56%	94%
2017	1%	1%	13%	21%	64%	98%
2018	1%	1%	14%	22%	62%	98%
2019	2%	2%	16%	24%	56%	96%
Grade Level 8						
2015	5%	7%	35%	26%	27%	87%
2016	5%	5%	31%	30%	29%	90%
2017	3%	6%	31%	29%	32%	92%
2018	4%	4%	28%	30%	34%	92%
2019	6%	7%	34%	26%	28%	87%
Grade Level 9						
2015	39%	16%	32%	10%	4%	46%
2016	38%	18%	32%	9%	4%	45%
2017	23%	16%	40%	15%	6%	61%
2018	27%	16%	36%	14%	6%	57%
2019	30%	15%	35%	14%	6%	55%
Grade Level 10						
2015	66%	16%	16%	2%	1%	18%
2016	73%	15%	10%	2%	1%	13%
2017	69%	14%	15%	1%	1%	17%
2018	67%	16%	14%	2%	1%	17%
2019	69%	14%	15%	2%	1%	17%

Year	Algebra Achievement Level Percent					Level 3 and Above
	1	2	3	4	5	
Grade Level 7						
2015						
BLACK	6%	6%	34%	28%	26%	88%
HISPANIC	1%	2%	17%	27%	54%	97%
WHITE	0%	1%	12%	23%	63%	98%
2016						
BLACK	9%	8%	26%	26%	30%	83%
HISPANIC	2%	3%	13%	25%	58%	95%
WHITE	0%	1%	9%	20%	70%	99%
2017						
BLACK	2%	4%	28%	30%	36%	94%
HISPANIC	0%	1%	10%	20%	69%	99%
WHITE	0%	0%	9%	17%	74%	99%
2018						
BLACK	2%	2%	29%	30%	37%	96%
HISPANIC	1%	1%	11%	20%	67%	98%
WHITE	0%	0%	9%	21%	70%	100%
2019						
BLACK	4%	5%	28%	31%	32%	91%
HISPANIC	2%	2%	15%	24%	58%	97%
WHITE	1%	1%	9%	21%	69%	99%
Grade Level 8						
2015						
BLACK	9%	11%	46%	22%	12%	80%
HISPANIC	6%	7%	32%	27%	29%	87%
WHITE	2%	4%	30%	27%	36%	93%
2016						
BLACK	11%	8%	41%	28%	12%	81%
HISPANIC	3%	4%	30%	31%	32%	93%
WHITE	2%	3%	24%	30%	41%	95%
2017						
BLACK	4%	8%	41%	28%	19%	88%
HISPANIC	3%	6%	32%	27%	33%	91%
WHITE	1%	4%	25%	30%	40%	95%
2018						
BLACK	7%	7%	39%	30%	17%	87%
HISPANIC	3%	4%	27%	31%	35%	93%
WHITE	2%	3%	18%	32%	46%	96%
2019						
BLACK	9%	11%	43%	25%	12%	80%
HISPANIC	6%	6%	30%	28%	30%	88%
WHITE	3%	3%	28%	27%	39%	94%

Grade Level 9						
2015						
BLACK	48%	18%	27%	6%	1%	34%
HISPANIC	36%	14%	34%	12%	5%	50%
WHITE	26%	14%	36%	16%	7%	59%
2016						
BLACK	50%	19%	26%	5%	1%	32%
HISPANIC	34%	18%	33%	11%	5%	48%
WHITE	24%	15%	40%	14%	6%	61%
2017						
BLACK	30%	19%	39%	10%	2%	51%
HISPANIC	21%	14%	39%	17%	9%	65%
WHITE	15%	13%	44%	20%	8%	72%
2018						
BLACK	35%	19%	36%	9%	2%	46%
HISPANIC	25%	15%	36%	16%	8%	60%
WHITE	19%	13%	39%	20%	9%	69%
2019						
BLACK	40%	18%	33%	8%	1%	42%
HISPANIC	25%	12%	38%	16%	8%	62%
WHITE	20%	14%	35%	22%	9%	66%
Grade Level 10						
2015						
BLACK	71%	15%	13%	1%	0%	14%
HISPANIC	65%	15%	17%	3%	0%	20%
WHITE	51%	18%	24%	4%	3%	31%
2016						
BLACK	79%	13%	7%	1%	0%	7%
HISPANIC	67%	15%	13%	4%	1%	17%
WHITE	56%	21%	17%	3%	3%	23%
2017						
BLACK	74%	14%	11%	1%	0%	12%
HISPANIC	66%	12%	16%	3%	2%	22%
WHITE	57%	13%	27%	1%	2%	30%
2018						
BLACK	71%	15%	13%	1%	0%	14%
HISPANIC	64%	17%	16%	2%	1%	19%
WHITE	60%	16%	19%	3%	2%	23%
2019						
BLACK	72%	15%	12%	1%	0%	13%
HISPANIC	67%	12%	18%	3%	1%	21%
WHITE	59%	15%	22%	2%	1%	25%

Year	Algebra Achievement Level Percent					Level 3 and Above
	1	2	3	4	5	
Grade Level 7						
2015						
Non-ELL	2%	3%	19%	26%	51%	95%
2016						
ELL	9%	9%	27%	27%	27%	82%
Non-ELL	3%	3%	14%	23%	57%	94%
2017						
ELL					100%	100%
Non-ELL	1%	1%	13%	21%	64%	98%
2018						
ELL				25%	75%	100%
Non-ELL	1%	1%	14%	22%	62%	98%
2019						
ELL			33%	25%	42%	100%
Non-ELL	2%	2%	16%	24%	56%	96%
Grade Level 8						
2015						
ELL	20%	5%	30%	35%	10%	75%
Non-ELL	5%	7%	35%	26%	27%	87%
2016						
ELL	23%	12%	23%	23%	19%	65%
Non-ELL	5%	5%	31%	30%	29%	90%
2017						
ELL	4%	1%	19%	30%	46%	94%
Non-ELL	3%	6%	32%	29%	32%	92%
2018						
ELL	6%	7%	28%	27%	31%	87%
Non-ELL	4%	4%	28%	30%	34%	92%
2019						
ELL	9%	6%	27%	29%	30%	86%
Non-ELL	6%	7%	34%	26%	28%	87%

Grade Level 9						
2015						
ELL	54%	13%	22%	8%	4%	33%
Non-ELL	37%	16%	32%	11%	4%	47%
2016						
ELL	54%	12%	23%	7%	4%	33%
Non-ELL	36%	18%	33%	9%	4%	46%
2017						
ELL	33%	12%	32%	14%	9%	55%
Non-ELL	22%	16%	40%	15%	6%	62%
2018						
ELL	39%	12%	27%	13%	8%	49%
Non-ELL	26%	16%	37%	14%	6%	58%
2019						
ELL	40%	11%	31%	13%	5%	49%
Non-ELL	29%	15%	35%	14%	6%	56%
Grade Level 10						
2015						
ELL	67%	10%	17%	3%	4%	23%
Non-ELL	66%	17%	15%	2%	1%	18%
2016						
ELL	72%	15%	8%	4%	2%	14%
Non-ELL	73%	15%	10%	1%	1%	12%
2017						
ELL	69%	8%	15%	4%	4%	22%
Non-ELL	69%	15%	15%	1%	0%	16%
2018						
ELL	70%	14%	12%	3%	1%	16%
Non-ELL	67%	17%	15%	1%	1%	17%
2019						
ELL	72%	10%	15%	3%	1%	18%
Non-ELL	68%	15%	15%	2%	1%	17%

Year	Algebra Achievement Level Percent					Level 3 and Above
	1	2	3	4	5	
Grade Level 7						
2015						
Non-SWD	2%	3%	19%	26%	51%	95%
SWD	3%		10%	23%	63%	97%
2016						
Non-SWD	3%	3%	14%	23%	56%	94%
SWD	10%	3%	15%	15%	58%	88%
2017						
Non-SWD	1%	1%	13%	21%	64%	98%
SWD		3%	14%	31%	53%	97%
2018						
Non-SWD	1%	1%	14%	23%	62%	98%
SWD	3%	3%	7%	20%	67%	93%
2019						
Non-SWD	2%	2%	16%	24%	56%	96%
SWD	6%		19%	29%	45%	94%
Grade Level 8						
2015						
Non-SWD	5%	7%	35%	26%	27%	87%
SWD	6%	10%	40%	21%	22%	84%
2016						
Non-SWD	4%	5%	31%	30%	30%	91%
SWD	28%	6%	25%	24%	17%	66%
2017						
Non-SWD	2%	5%	31%	29%	32%	92%
SWD	10%	12%	34%	18%	26%	78%
2018						
Non-SWD	3%	4%	28%	30%	34%	92%
SWD	14%	3%	26%	29%	28%	83%
2019						
Non-SWD	5%	6%	34%	26%	28%	88%
SWD	19%	10%	32%	20%	20%	72%

Grade Level 9						
2015						
Non-SWD	36%	16%	33%	11%	4%	48%
SWD	63%	13%	18%	5%	1%	24%
2016						
Non-SWD	35%	18%	34%	10%	4%	47%
SWD	59%	17%	19%	5%	1%	24%
2017						
Non-SWD	22%	16%	41%	16%	6%	63%
SWD	39%	18%	28%	11%	3%	43%
2018						
Non-SWD	26%	16%	37%	15%	7%	59%
SWD	46%	15%	32%	7%	2%	40%
2019						
Non-SWD	28%	15%	36%	15%	6%	57%
SWD	49%	17%	24%	7%	3%	34%
Grade Level 10						
2015						
Non-SWD	64%	16%	17%	2%	1%	20%
SWD	76%	12%	10%	1%	1%	12%
2016						
Non-SWD	70%	16%	11%	2%	1%	14%
SWD	86%	9%	5%	1%		5%
2017						
Non-SWD	68%	14%	16%	2%	1%	18%
SWD	75%	13%	11%	1%	0%	12%
2018						
Non-SWD	65%	17%	16%	2%	1%	18%
SWD	80%	11%	8%	0%	0%	8%
2019						
Non-SWD	66%	14%	16%	2%	1%	19%
SWD	81%	12%	7%	0%	0%	8%

	Graduation Rates for Traditional and Center Schools					
	2013	2014	2015	2016	2017	2018
TOTAL	79	79	81	82	85	88
BLACK	73	72	74	76	81	84
HISPANIC	80	81	83	84	85	88
WHITE	84	86	88	88	90	92
Non-ELL	80	81	83	84	87	89
ELL	67	62	64	68	72	78
Non-SWD	81	81	83	84	87	88
SWD	55	57	60	62	68	81

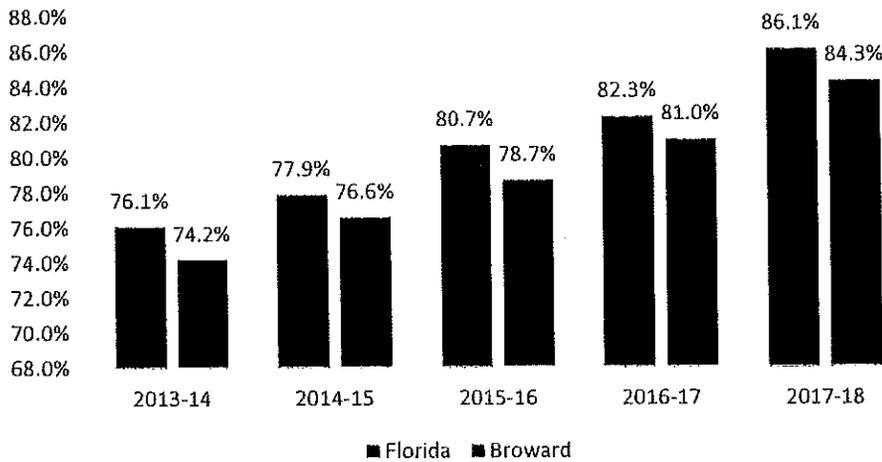
## PERFORMANCE ACCOMPLISHMENTS

### Graduation Rate

BCPS' 2017-18 graduation rate was 84.3 percent. The graduation rates for the past five years for both BCPS and the State is illustrated below. Graduation rates for 2018-19 are expected to be released by the Florida Department of Education in December of 2019. The graduation rate is calculated using the Federal Graduation Rate, which includes all on-time graduates who earn a standard diploma and excludes both special diplomas and GEDs. The graduation rate calculation is as follows:

$$[\text{On-time graduates in year } x] / [(\text{first-time entering 9}^{\text{th}} \text{ graders in year } x-4) + (\text{transfers in}) - (\text{transfers out})]$$

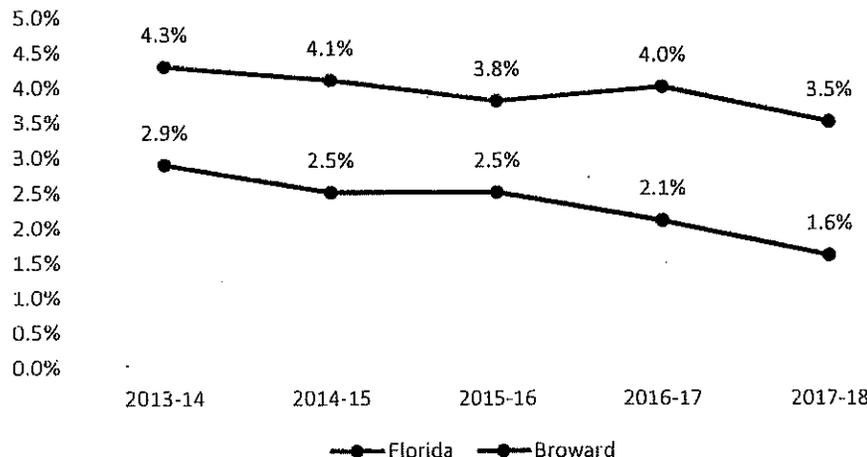
### Graduation Rate Comparison of District to State



### Dropout Rate

The cohort dropout rate is the percentage of students who drop out of school within four years of their first enrollment in ninth grade. Deceased students and students who transfer out after enrollment are removed from the calculation. Students transferring in are included in the rate. A dropout is defined as a student who withdraws from school for any of several reasons without transferring to another school, home education program, or adult education program.

### COHORT BASED DROPOUT RATES



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

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

### Continuous Improvement – needs improvement

Mr. Runcie has not effectively established an ongoing improvement process with staff to monitor all facets of the District, including the implementation of all policies and procedures.

- As previously stated, Mr. Runcie has ineffectively managed the implementation of the SMART Bond, a clear organizational goal and promise to the community.
  - The public was promised that every planned facility renovation project would begin within five years and be completed within seven. Tax Watch, the organization brought on by Mr. Runcie to monitor the bond has acknowledged that the District's goals are no longer realistic. In their Q3 2018-2019 report they stated "Of greater concern is the issue of financial risk . . . This projected \$413 million cost overrun is based on actual pricing data for only 12% of the SMART Program Projects." Tax Watch also reports that roofing projects have a projected cost overrun of 300%. TaxWatch considers "controlling project costs and mitigating the additional financial risk to be the greatest challenge facing the District as the SMART project implementation moves forward." (pages 26-27).
  - The District is planning to utilize future capital dollars to address the budget shortfall within the SMART Program; however, this will create a larger problem by deferring maintenance of other projects that were not identified for the SMART Program. For example, HVAC systems and roofs that were not identified initially but will require repair in future years.
  - At key points in the planning and implementation of the SMART Program, there was a lack of transparency including Mr. Runcie's failure to acknowledge deficits within the program, including a public document from Atkins regarding budget increases/overruns and the acknowledgment of a flawed needs assessment and analysis process (document attached). Over the last few years, Board Members have brought forward numerous issues regarding the bond program at board meetings and workshops. A recent third-party audit of Program Management validated their concerns, including statements regarding staff slowing down work and the failure to utilize e-builder. These issues are now being addressed (see audit).
  - Mr. Runcie must continue to have all projects analyzed from the needs assessment. He should be commended for the review process he put in place for Stranahan, Northeast, and McArthur. However, at the time of the workshop, while reviewing the renovations at Planation High School, staff's presentation asked the Board to reroof an 8,000 square foot roof on a building used for an automotive program that has not been in existence for years, and the building was being used for storage. As previously stated, roofing projects are projected to cost the District 300% more than they originally anticipated; a huge financial risk for the District. There must be open lines of communication between facilities and school-based staff. The staff is currently reviewing the use of this building.
  - The District must ensure that contracted vendors are fulfilling their commitments in a timely fashion. It was widely reported that the building department was delaying work. Employees in this department felt this was unfair criticism and constructed a spreadsheet of the entire review process for each project. It was clear after reviewing the backup documentation that architects and engineers were not resubmitting plans in

- a timely fashion and in fact, were taking months to correct errors. This should have been identified and corrected sooner. Vendors who fail to complete their contractual requirements should be identified immediately, and corrective action must take place. Limco, a company with no experience in Florida school construction, was awarded several projects. They failed to deliver projects and it took an extended amount of time to terminate the contracts causing further delays to the timeline. The District left one contract in place for Western High School, and there are still outstanding issues.
- There continue to be issues with the "Big 3" projects. The timeline was slowed down when the Board revisited the projects to ensure the District was spending the budget dollars wisely; however, Stranahan had issues with a stop-work order, Ely had a work stoppage issue, and the contractor on Northeast High School was eventually terminated.
  - Mr. Runcie needs to improve his oversight of the District's budget and financial processes. This year, the budget process was much more comprehensive, and the Chief Financial Officer should be commended for her level of detail. Mr. Runcie is responsible for ensuring all departments stay within their budget guidelines. State law prohibits the District's fund balance from falling below 3%, and if it does, the District will face penalties and the State will provide oversight.
    - It was very disappointing and surprising to find out in June that the ESE Department failed to pay many of its contracted vendors since February, including pre-k providers and other service providers. Once I was made aware of the situation on June 19, 2019, I contacted Mr. Runcie immediately. He contacted staff and informed me that an EE item passed on 6/11/19 was the item that corrected this issue. I immediately sent the EE item to Mr. Runcie and informed him that the items on the agenda were contracts for the 2019-2020 school year and had nothing to do with unpaid invoices. I was then given contradictory information at a subsequent Board meeting regarding the failure to pay these outstanding invoices, including that no one ever contacted the District to inform them of the unpaid invoices; this statement is false. I was also told that the invoices were sent to the wrong department and that no one knew about the missing invoices. A follow-up explanation was also offered to inform the Board that a significant number of invoices were going to departments instead of accounts payable. Mr. Runcie also told me that one of the clerks was not inputting invoices. This explanation was alarming because the providers were being paid and payments stopped after February; what was the breakdown?
    - The next explanation was that there was not enough FTE money and the K-1 general fund amendment of 5/21/19 included funding for the shortfall. This item moved \$12.3 million for costs that were not known at the time of the original budget from the general fund to ESE. This year, Mr. Runcie should review fund transfers from previous years to ascertain potential budget issues in ESE. This transfer should have resolved the budget issue but did not address why vendors were not paid in a timely fashion. These agencies cannot be expected to float the District's budget shortfalls. It should also be noted that there are provisions in the vendors' contracts to collect late payments with interest. One vendor was owed upwards of \$600,000. Luckily, the vendors viewed us as partners and did not exercise this right. In June, there was also speculation that the District was waiting for the next budget year to pay the invoices because of the IDEA

budget shortfall (this should have been corrected with the K-1 item on 5/21/19). If the staff was waiting for the next budget year to pay bills, this would have repeated the inappropriate business practice cited in the 2016 SIU Audit, where the staff was creating a budget shortfall by paying invoices with future budget year dollars. I voiced my concerns at a board meeting, spoke with both the Chief Auditor and Mr. Runcie. They did not feel a need to look into this situation nor review the internal controls over the accounts payable process. The Office of the Inspector General has corresponded with the District and has asked for an explanation.

- At the 9/4/19 School Board Meeting, it was revealed in item K-1, that there was an additional budget shortfall in IDEA of \$817,540. The money had to be transferred from reserve to cover the cost to close out the school year. Mr. Runcie characterized this as "not a big deal, the money went to children, and the invoices that were missing were found and paid." Mr. Runcie has the fiduciary duty to monitor the District's Budget and budget processes. Many grants like IDEA and Title 1 go directly to help students; our school budgets are also used to pay direct costs for students. It is unacceptable to minimize budget overruns and shortfalls. As previously mentioned, the State requires our reserves to be at 3%, at the 9/4/19 meeting, the CFO reported that our reserves were at 3.2%. This leaves a minimal margin for error. The \$817,540 removed from reserves will not be available for the 2019-2020 budget year. It is anticipated that this year will have limited dollars and the Board has prioritized teacher raises. This budget transfer will also impact future years as the Federal Government requires a level of maintenance.
- Part of a robust continuous improvement process includes soliciting feedback from end-users. Mr. Runcie has not established a consistent process to verify that the programs and technology purchased are being utilized to their fullest extent. The students, staff and teachers are not given opportunities to voice their concerns or suggestions.
- Canvas and Naviance are examples of why a continuous feedback process should be in place. Each program costs the District millions of dollars, and each program is not being utilized to its fullest extent. At one board meeting, I asked how we communicate with teachers about Canvas. I was informed that a newsletter goes out; this is not enough; there must be avenues for suggestions and feedback. I asked a handful of teachers through emails and word of mouth what improvements or suggestions they had for Canvas, and their input was truly constructive.
- The AdvancedED Survey should include more specific questions, including questions about Canvas and Naviance. It should also ask direct questions about student safety, bullying, and if students are able to access assistance when they are struggling with a subject or a personal issue. The current survey only has general questions aligned to the SIP Plans. Based on current results, it is clear that middle and high school students, parents, and staff have a lower level of satisfaction with their BCPS experience.
- Mr. Runcie must have a clear, documented plan and procedure for ensuring that all safety measures and policies are implemented with fidelity on all campuses, at all times. At a public meeting with Sheriff Bob Gualtieri, Chairman of the MSD Commission, he informed the Board that his county's Code Red Drills are not simply locking the students down in a room, as is BCPS' policy. He stated that they utilize a curriculum and conduct situational drills. I have received

numerous complaints from parents that the Code Red Drills are traumatizing their children, especially at the elementary level. Schools are not consistently informing their parents of when a Code Red Drill occurs so that they can follow up at home with their children. We must recognize the psychological impact this "new world" has on our students and at the same time, address the stress and mental health issues that arise due to these drills.

Florida  
**TaxWatch**



# Monitoring and Oversight of General Obligation Bonds to Improve Broward County Schools:

*SMART Program Quarterly Report Review  
for the Quarter Ended March 31, 2019*

Presented to the Broward County Bond Oversight Committee  
June 10, 2019

**Q3**  
2018-19



106 North Bronough Street, Tallahassee, FL 32301    floridatxwatch.org    o: 850.222.5052    f: 850.222.7476

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Senator Pat Neal  
Chairman of the Board of Trustees

Dominic M. Calabro  
President & Chief Executive Officer

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 be 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.

Still, significant improvements have been made as a result of SMART Program funding. All planned computer devices have been ordered and received, all traditional 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, arts, and theater equipment continues, with all planned projects accelerated and underway, and more than 57,000 pieces of musical equipment have been delivered to Broward public schools. More than 120 kilns have been ordered and theater equipment has been ordered and is being delivered to the 37 schools with theater programs.

All 15 planned track resurfacing projects have been completed and 29 of the 30 weight room projects have been completed. The District continues its efforts to ensure participation in the SMART Program by Minority/Women Business Enterprises, ethnic-owned business enterprises, and small business enterprises that provide commodities (supplies), construction, professional services, and business services to District schools. Almost \$100 million has been committed to these historically underutilized businesses.

Of paramount importance to school safety are the Single Point-of-Entry projects, which limit access to the schools through one entrance point during school hours. The District has stepped up its commitment to completing these projects and expects to complete all remaining Single Point-of-Entry projects before students return to school in the Fall.

I am pleased to present the following report, which includes the TaxWatch review of the SMART Program quarterly report for the quarter ending March 31, 2019. TaxWatch staff will be available to present our findings and recommendations at the Committee's June 10, 2019 meeting.

Sincerely,

Dominic M. Calabro

President & CEO

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## INTRODUCTION

On May 28, 2019, Florida TaxWatch received the *Bond Oversight Committee Quarterly Report for the Quarter Ended March 31, 2019 ("Quarterly Report")*. This single 714-page report provides updated information on the implementation of the District's SMART Program and the use of general obligation bond funds to purchase and install technology upgrades, purchase music and arts equipment, improve safety, upgrade athletic facilities, and renovate educational facilities..

The Quarterly Report consists of an Introduction and the following eight sections:

- Section 1 ---Technology School Board Broward County (SBBC) Schools;
- Section 2 --- Technology Charter Schools;
- Section 3 --- Music & Art Equipment;
- Section 4 --- Athletics;
- Section 5 --- Facilities;
- Section 6 --- Budget Activity;
- Section 7 --- Supplier Diversity Outreach Program; and
- Section 8 --- Communications.

The School Board of Broward County has provided guidance to the Bond Oversight Committee in Section 4 of Resolution 15-106 (as amended). In reviewing quarterly reports prepared by District staff, the Committee is charged with:

- Verifying the effective use of bond proceeds and compliance with the purposes set forth in the bond programs as approved by the Board;
- Ensuring that bond revenues are expended for the purpose set forth in the bond programs as approved by the Board;
- Ensuring that any deferred proposals or changes of plans are executed after appropriate approval of the Board;
- Validating that no bond funds are used for any teacher or administrative salaries or other school operating expense; and
- Reviewing efforts by District staff to maximize bond revenues by balancing best value, quality, and efficiency in meeting the bond programs as approved by the Board.

To encourage greater accountability, transparency, public support, and confidence in the use of the general obligation bond funds, Florida TaxWatch has reviewed this report against the most recent SMART Program budget. TaxWatch is pleased to present the following report and recommendations.

## TECHNOLOGY

The SMART Program allocates \$80.9 million for Technology (computer devices and hardware) for SBBC schools (\$68.9 million) and charter schools (\$12.0 million), all of which is programmed to be spent in Years 1-3. As of June 30, 2018, the planned SMART technology deployment has been fully completed for all 230 schools.

The SMART Program also includes a \$12.0 million allocation for "SMART Charter School Technology from General Obligation Bonds" which is to be allocated based on charter school enrollment. The District reports that all planned charter school SMART Program technology projects were completed as of the end of the quarter ended March 31, 2017.

Table 1 provides a final summary of the SMART Program technology deployment.

TABLE 1.  
FINAL SMART PROGRAM TECHNOLOGY UPGRADE SUMMARY

	SBBC Schools	Charter Schools	Total
Student Laptops	64,455	5,086	69,541
Teacher Laptops	13,333	1,417	14,750
Desktops	5,051	1,712	6,763
Tablets	523	3,099	3,622
Computer Carts Trays	1,066	316	1,382
Wireless Access Points	13,166	0	13,166
Category 6 Cable Drops	12,738	0	12,738
Digital Classrooms	0	1,347	1,347
Accessories & Peripherals	0	3,394	3,394

The District reports that all SBBC schools now comply with the District's standard of 1 computer for every 3.5 students. With the additional computers purchased with SMART Program funds, the District-wide average ratio of students to computers is now 2:1. As shown in Table 2, 150 (65 percent) SBBC schools have student-to-computer ratios of 2:1 or better. Student-to-computer ratios range from 0.9:1 (Hollywood Central Elementary School, Larkdale Elementary School, Oakridge Elementary School, Palmview Elementary School, and the Quest Center) to 3.5:1 (Coral Park Elementary School).

TABLE 2.  
FINAL STUDENT-TO-COMPUTER RATIOS - SBBC SCHOOLS

Range	Number	Percentage
0.0 - 1.0	11	4.8%
1.1 - 2.0	150	65.2%
2.1 - 3.0	45	19.6%
3.1 - 3.5	4	1.7%
Met Standard*	20	8.7%
<b>Total</b>	<b>230</b>	<b>100%</b>

\* Twenty schools met the 3.5:1 ratio standard prior to any action under this program, and were not required to purchase additional equipment.

The SMART Program allocates \$11 million to the Technology and Support Services Center (TSSC) to purchase infrastructure to support upgrades for school networks and computer expansion. The District reports that greatly increased demand for network capacity and reliability has required either the replacement or implementation of systems that provide:

- Improved network security perimeter defense and traffic management;
- Load balancing of Internet and internal network traffic;
- IP address management and Domain Name Systems (DNS) operations;
- Core network capacity and speed; and
- Back-up and recovery.

To meet this demand, the District has spent or encumbered \$9.52 million to:

- Implement a new "Next Generation Firewall" at the District's Internet perimeter (\$1,519,323);
- Improve the speed and capacity of the systems that manage and balance the Internet traffic pattern and load distribution (\$564,591);
- Upgrade the application-specific load balancing system (\$31,497);
- Improve the reliability of critical network services and systems (\$905,556);
- Improve the speed and capacity of the core network (\$806,481);
- Replace the out-of-service tape back-up system with a virtual back-up tape solution (\$393,593);
- Replace the existing automatic call distribution system with one that will be integrated into the District's current voice application system (\$386,313);
- Relocate and build storage for offsite disaster recovery (\$221,488);
- Replace disk storage that supports the Enterprise Resource Planning (ERP) system (\$212,881);
- Implement enhanced content filters (\$1,354,141);
- Build firewall internet capacity (\$1,395,356);
- Update data network infrastructure (\$385,070);
- Address the immediate need for additional storage space (\$596,425);

- 
- Upgrade systems that support the Student Information System and Data Warehouse (\$334,372); and
  - Provide additional capacity to support Internet growth and security requirements (\$357,193).

The District reports that all of the above projects have been completed. The District reports that the remaining \$1.48 million will be used for projects that:

- Increase network bandwidth and reliability;
- Improve network traffic management and reporting;
- Enhance IT security and identity management systems;
- Increase systems storage capacity;
- Expand and refresh the District's virtualized server environment; and
- Extend and enhance core telecommunications routing and applications systems.

To meet this demand, the District identified four projects totaling \$1.48 million. None of these projects has begun.

#### **RECOMMENDATION 1**

**TaxWatch recommends that, beginning with the Q4 2018-19 Report, the Chief Information Officer provide a schedule for the implementation of the Server Blade Growth, Network Security/Capacity Upgrades, Enterprise Back-up, and UPS/Support projects.**

# MUSIC, ART, AND THEATRE EQUIPMENT

## MUSIC EQUIPMENT

The District has recommended amounts of \$300,000 for high schools, \$100,000 for middle schools, and \$50,000 for elementary schools to permit schools to address their most critical music equipment needs. The total amount of SMART Program funding allocated to purchase new music instruments and equipment is \$19.2 million.

Deployment of music equipment is based upon the results of gap analyses and priority lists of needed equipment for each school. The District reports that an additional 1,672 pieces of music equipment were delivered during Q3 2018-19. Overall, more than 59,000 pieces of musical equipment have been ordered. Of that total, 57,305 (96 percent) have been delivered. The status of music equipment orders is shown in Table 3.

TABLE 3.  
MUSIC EQUIPMENT DEPLOYMENT STATUS - SCHOOLS WITH MUSIC PROGRAMS

	Q3 2018-19		Q2 2018-19	
	Number	Percent	Number	Percent
In Process	1	0.5%	1	0.5%
Ordering	0	0.0%	0	0.0%
Closing Out	5	2.3%	12	5.5%
Closed	186	85.3%	179	82.1%
No Program	26	11.9%	26	11.9%
<b>Total</b>	<b>218</b>	<b>100%</b>	<b>218</b>	<b>100%</b>

Approximately \$17.35 million has been spent or encumbered on music equipment as of March 31, 2019. Music and art equipment has been purchased from 13 vendors (see Table 4). Of the approximately \$17.35 million spent on replacement music and art equipment, approximately \$10.78 million (62.2 percent) has been spent with one vendor, All County Music.

TABLE 4.  
Q3 2018-19 MUSIC & ART VENDOR PAYMENTS (CUMULATIVE)

Vendor	Amount	Percentage
All County Music	\$10,782,013	62.2%
Cascio Interstate Music	\$3,228	0.0%
Enabling Devices	\$8,284	0.0%
JW Pepper	\$3,383	0.0%
Malmark	\$6,372	0.0%
Music Arts Enterprises	\$3,593,650	20.7%
Music Man	\$1,276,009	7.4%
Romeo Music	\$440,549	2.5%
School Specialty	\$63,231	0.4%
Summer Arts Sessions	\$9,600	0.1%
Summer Hays Music	\$11,964	0.1%
Vista Pan Steel Instruments	\$5,036	0.0%
Wenger	\$1,142,700	6.6%
<b>Total</b>	<b>\$17,346,018</b>	<b>100.0%</b>

## ART EQUIPMENT

The SMART Program allocates \$313,600 for replacement kilns. Kilns are ordered on an "as needed" basis subject to the process for kiln evaluation/repair/orders. The District reports that 18 new kilns were ordered during Q3 2018-19, bringing the total number ordered or delivered to 123 (see Table 5).

TABLE 5.  
KILN STATUS (Q3 2018-19)

Location	Number
Ordered	27
Delivered to Warehouse	13
Delivered to School	83
<b>Total</b>	<b>123</b>

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## THEATER EQUIPMENT

The District reports that SMART funding will be made available to schools to upgrade and/or add to their sound, lighting, and stage equipment. The District reports that \$1,008,000 million will be allocated to 37 schools over the term of the SMART Program:

- Elementary schools with theater programs (3) will each receive \$7,000;
- Middle schools with full programs (7) will each receive \$14,000;
- Middle schools with partial programs (3) will each receive \$7,000;
- High schools with full programs (19) will each receive \$42,000; and
- High schools with partial programs (5) will each receive \$14,000.

The District reports that all orders have been submitted and equipment is in the process of being delivered to the 37 schools. Approximately \$945,000 of the \$1,008,000 (93.7 percent) has been spent or encumbered.

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## **ATHLETICS**

### **TRACK PROJECTS**

The SMART Program allocates \$3.81 million for new tracks at three middle schools and 12 high schools. The District reports that the 15 planned track resurfacing projects at the 3 middle schools and 12 high schools have been completed.

### **WEIGHT ROOMS**

The SMART Program allocates \$3.63 million for new weight rooms at each of the 30 high schools. The District reports that weight room projects have been completed at 29 of the 30 high schools. Of the 1 remaining high school (Northeast High School), the weight room project is currently in the Design Phase. A request for re-design has pushed the planned completion date for the Northeast High School weight room project back to Q3 2019 (September 30, 2019).

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## **FACILITIES**

### **CONSTRUCTION SCHEDULE**

For the second time since the beginning of construction activities, the District has revised the schedule for the completion of SMART Program construction projects. The revised construction schedule is designed to ease the flow of projects moving through the Design Phase; avoid an overabundance of projects being initiated simultaneously; and lighten the demand on an oversaturated construction and labor market.

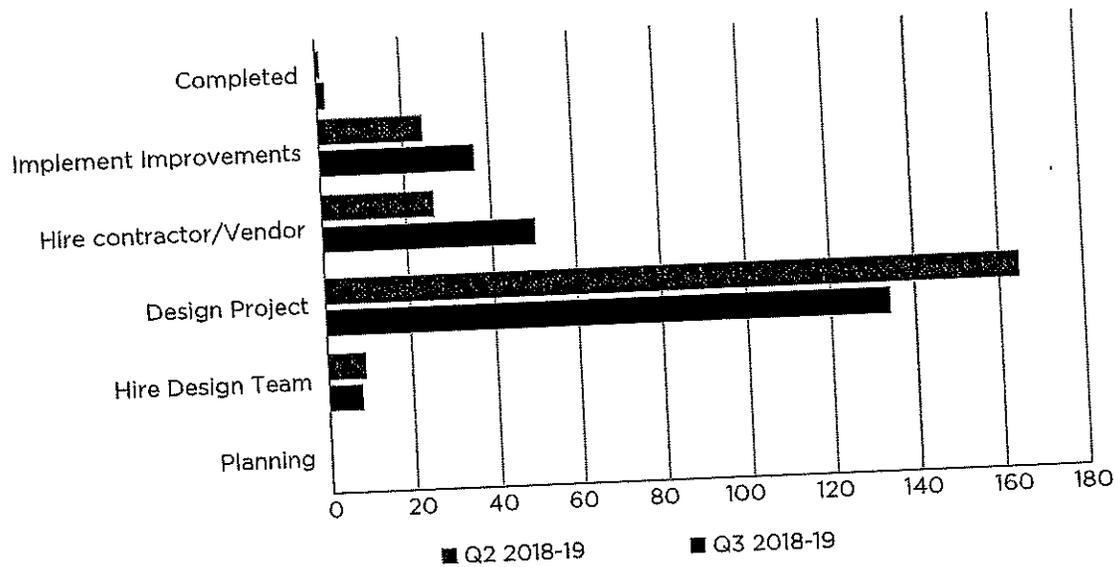
The revised construction schedule reflects a reevaluation based upon market conditions, availability of contractors, school enrollment, cash flow, lead times, end user coordination requirements, and building access. The newly-revised construction schedule:

- Recognizes that the District's original commitment to start every project within 5 years and complete every project within 7 years is no longer realistic;
- Increases the length of the Design Phase for each project by an average of 282 days;
- Increases the length of the Construction Phase for each project by an average of 125 days;
- Recognizes that the market will not support bidding 30-40 construction projects each month, as reflected in the previous schedule;
- Reflects bidding 8-12 construction projects each month;
- Pushes the scheduled completion date for 26 projects back to calendar year 2022; and
- Pushes the scheduled completion date for 3 projects back to the first quarter of calendar year 2023.

### **PRIMARY RENOVATION PROJECTS**

The District reports that Primary Renovation projects are either underway or complete at 234 Broward County schools. This represents an increase of 5 schools from Q2 2018-19. The status of the Primary Renovation projects is shown in Figure 1.

FIG. 1 - PRIMARY RENOVATION PROJECT STATUS: Q3 2018-19  
NUMBER OF PROJECTS



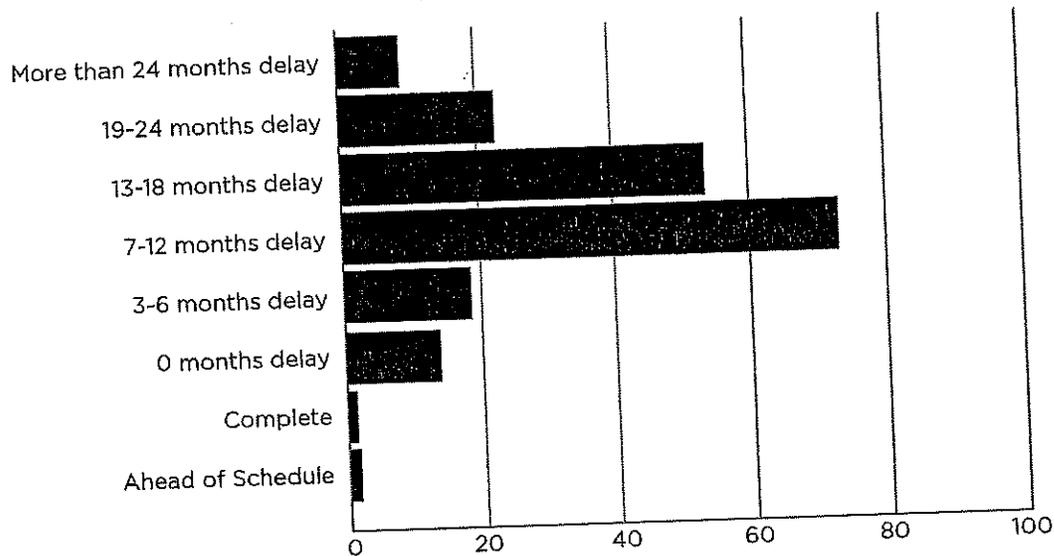
As in previous quarters, the majority (58 percent) of the 234 active Primary Renovation projects are in the Design phase; however, Figure 1 shows a decrease in the number of active Primary Renovation Projects in the Design Phase and an increase in the number of active Primary Renovation Projects in the Hire Contractor/Vendor Phase and in the Implement Improvements Phase. Florida TaxWatch considers this to be a good sign, as it shows projects transitioning out of the Design Phase, where bottlenecks have occurred.

**RECOMMENDATION 2**

**TaxWatch recommends that, beginning with the Q4 2018-19 Report, the Task Assigned Executive Director, Capital Programs, include the status of all planned Primary Renovation projects, including the number of those that have not yet started.**

TaxWatch compared the "new planned" and "planned" schedules on each school's School Spotlight to better understand the additional delays reflected in the new project schedules. As shown in Figure 2, when compared to the 2017 schedule's planned completion dates, the completion of Primary Renovation projects has been pushed back by more than one year at almost one-half (45 percent) of the schools.

FIG. 2 - PRIMARY RENOVATION PROJECTS:  
COMPARISON OF "PLANNED" AND "NEW PLANNED" SCHEDULES  
NUMBER OF PROJECTS



### SINGLE POINT-OF-ENTRY PROJECTS

The tragic and senseless shootings at Marjory Stoneman Douglas High School have focused attention on school safety and security. In response, the District's Facilities Report highlights the District's efforts to ensure the safety and security of Broward County students, including the acceleration of all Single Point-of-Entry projects (which limit access to the school through one entrance point during school hours). The School Board is to be commended for accelerating the release of funds so Single Point-of-Entry projects can be initiated ahead of schedule. Additional safety improvements include fire sprinklers, fire alarms, emergency exit signage/lighting improvements, fencing, and door hardware.

The District has changed the way it reports the status of Single Point-of-Entry projects. For safety reasons, the District no longer includes details about active Single Point-of-Entry projects on the *School Spotlight* for each school. In the Q2 2018-19 Report, the District reported that, since the last quarter, the number of schools with Single Point-of-Entry projects that have either been completed or meet the District's standards had increased to 179, leaving 50 schools with active Single Point-of-Entry projects. The District affirmed its commitment to complete the remaining 50 Single Point-of-Entry projects as quickly as possible. More than one-half (26) of these projects are scheduled for completion in the first quarter of calendar year 2019, and all the projects were scheduled for completion by March 31, 2019.

The Q3 2018-19 Report moves up the timing for completing the remaining Single Point-of-Entry projects, committing to complete all of the remaining Single Point-of-Entry projects before students return to school in the Fall. The District has expressed its intent to no longer include details or summary reports about the status of Single Point-of-Entry projects.

Florida TaxWatch understands the sensitive nature of these projects and appreciates the District's reluctance to include details about the status of Single Point-of-Entry projects; however, the public has a right to know, at a minimum, whether these projects have been completed. No longer including even a summary report of the status of Single Point-of-Entry projects does not serve the public's right-to-know.

**RECOMMENDATION 3**

**TaxWatch recommends that, beginning with the Q4 2018-19 Report, the Task Assigned Executive Director, Capital Programs, provide (at a minimum) a summary report of the status of the Single Point-of-Entry projects.**

Over the life of the SMART Program, the School Board has increased SMART Program funds budgeted for safety and security improvements from \$134.1 million to \$138.2 million, an increase of \$4.1 million. During Q3 2018-19, the District spent a total of \$20.02 million on safety and security projects, an increase of \$3.18 million over Q2 2018-19. Table 6 provides a summary of expenditures for safety and security projects since SMART Program inception.

TABLE 6.  
SMART PROGRAM SAFETY AND SECURITY PROJECT EXPENDITURES  
(THROUGH MARCH 31, 2019)

	Prior Year Expenditures	Commitments	Current Year Expenditures	Total
<b>Financially Active</b>				
GOB Funds	\$6,955,109	\$12,620,897	\$5,212,397	\$24,788,403
Non-GOB Funds	\$1,787,325	\$9,870,873	\$2,832,571	\$14,490,769
<b>Completed/Meets Standards</b>				
GOB Funds	\$1,958,833	\$259,143	\$928,052	\$3,146,028
Non-GOB Funds	\$205,331	\$2,213	\$143,316	\$350,860
<b>Total</b>	<b>\$10,906,598</b>	<b>\$22,753,126</b>	<b>\$9,116,336</b>	<b>\$42,776,060</b>

As shown in Table 6, the District has spent or committed more than \$42.77 million for school safety improvements since SMART Program inception.

## SCHOOL CHOICE ENHANCEMENT PROGRAM

The District reports that the remaining 58 schools have initiated their School Choice Enhancement Program (SCEP) projects and are now ready to begin the process of voting on their enhancements.

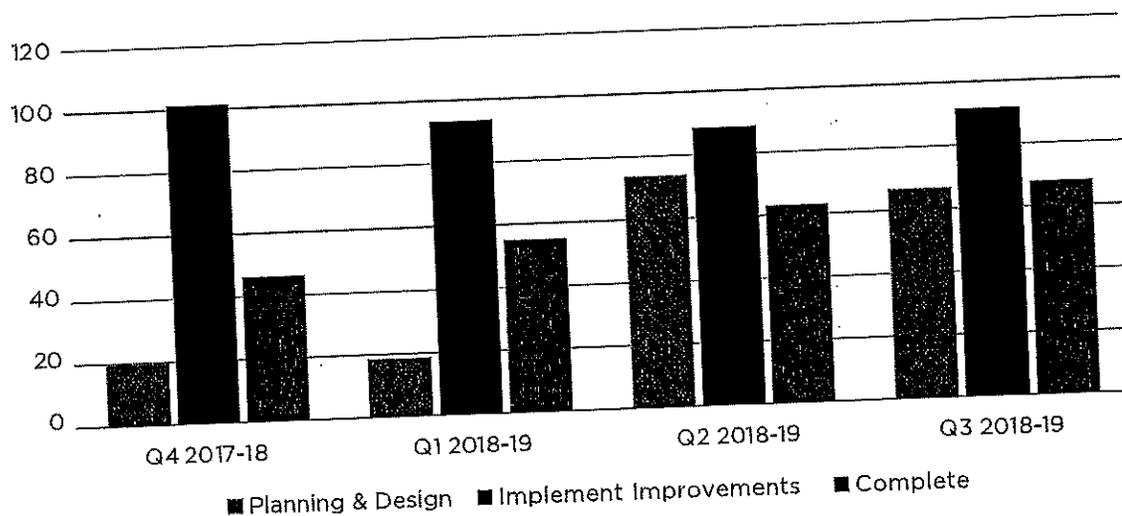
SCEP projects are budgeted at \$100,000; the scope of the capital project (e.g., electronic marquees, shade structures, playgrounds, etc.) is determined by a vote of the teachers, staff, and parents of students at the school. The status of the SCEP projects is shown in Table 7.

TABLE 7.  
SCHOOL CHOICE ENHANCEMENT PROJECT (SCEP) STATUS

Project Phase	Q3 2018-19		Q2 2018-19	
	Number	Percentage	Number	Percentage
Planning/Design	68	29.6%	75	32.8%
Implement Improvements	93	40.4%	90	39.3%
Improvements Complete	69	30.0%	64	27.9%
<b>Total</b>	<b>230</b>	<b>100%</b>	<b>229</b>	<b>100%</b>

The District is making considerable progress implementing the SCEP Program projects. As shown in Figure 3, the number of SCEP projects that have begun the Planning and Design Phase and the number of Completed projects have increased over the past four quarters.

FIG. 3 - SCHOOL CHOICE ENHANCEMENT PROJECT STATUS  
NUMBER OF PROJECTS



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## FLAGGED SCHOOLS AND PROJECTS

In previous reports TaxWatch has identified schools and projects that were “flagged” for either schedule or budget issues.

- Schedule issues reflect an actual or potential inability to meet the planned milestone date for progressing to the next phase in the process. Schedule flags are removed once the project has regained the time and is back on its planned schedule.
- Budget issues reflect a need for School Board approval of an increase in funding based on bid and/or change order results. When the School Board approves the necessary budget increase, the Budget flags are removed and replaced with an “Additional Funding” notation in the project’s scope of work on the school’s School Spotlight.

Despite resetting the planned completion dates for Primary Renovations and other major projects, the District Facilities Construction Report identifies 98 projects flagged during Q3 2018-19. Of this total, 68 are SCEP projects flagged for Schedule issues. Of those remaining, 1 Fire Alarm project (Forest Hills Elementary School), 1 New Classroom Addition (Cypress bay High School), and 1 Weight Room project (Northeast High School), were flagged for Schedule issues. One Fire Sprinkler project (Nova Middle School) was flagged for Budget issues.

The remaining 26 flagged projects are Primary Renovation projects. Of these 26, 16 were flagged for Schedule issues, 8 were flagged for Budget issues, and 2 were flagged for both Schedule and Budget issues. All but 1 of the flagged Primary Renovations are projected to be delayed by 1 quarter. The Primary Renovations project at Falcon Cove Middle School is projected to be delayed 2 quarters.

The Budget flags represent more than \$32 million in additional funding that will be needed to complete these 10 projects. When the SBBC approves the necessary budget increases for these projects, the Budget flags will be removed and replaced with an “Additional Funding” notation in the project’s scope of work on the school’s *School Spotlight*. A review of the *School Spotlight* for each school identifies Primary Renovations projects at 34 schools where additional funding totaling more than \$87.3 million has been approved by the SBBC (see Table 8).

TABLE 8  
 ADDITIONAL PRIMARY PROJECT FUNDING APPROVED BY SBBC (CUMULATIVE)

School	Additional \$\$\$	Current Status
Anabel C. Perry Pre K-8	\$1,950,037	Construction
Atlantic Technical, Arthur Ashe Jr., Campus	\$1,836,449	Construction
Banyan Elementary School	\$962,979	Construction
Bayview Elementary School	\$946,739	Construction
Blanche Ely High School	\$7,310,000	Construction
Castle Hill Elementary School	\$1,567,030	Construction
Charles W. Flanagan High School	\$6,793,361	Construction
Coconut Creek Elementary School	\$517,143	Construction
Colbert Museum Magnet	\$834,903	Hire Contractor
Cypress Elementary School	\$452,897	Construction
Eagle Ridge Elementary School	\$1,047,383	Construction
Forest Hills Elementary School	\$1,083,601	Construction
Griffin Elementary School	\$1,868,208	Construction
Hollywood Hills High School	\$7,154,351	Hire Contractor
Indin Ridge Middle School	\$945,102	Complete
Lake Forest Elementary School	\$1,202,142	Hire Contractor
Manatee Bay Elementary School	\$625,661	Complete
McNab Elementary School	\$1,915,437	Construction
Miramar Elementary School	\$2,286,935	Construction
Nova High School	\$11,993,745	Hire Contractor
Oakridge Elementary School	\$1,473,860	Construction
Palm Cove Elementary School	\$1,318,659	Construction
Pompano Beach Elementary School	\$1,390,551	Construction
Pompano Beach Middle School	\$4,787,180	Construction
Quiet Waters Elementary School	\$1,576,000	Construction
Ramblewood Elementary School	\$1,353,158	Construction
Rock Island Elementary School	\$1,072,944	Hire Contractor
Sandpiper Elementary School	\$452,942	Construction
Seagull Alternative High School	\$1,131,082	Hire Contractor
Silver Lakes Elementary School	\$1,505,741	Hire Contractor
Silver Shores Elementary School	\$1,231,560	Construction
Silver Trail Middle School	\$1,781,150	Construction
Stranahan High School	\$13,710,000	Construction
West Hollywood Elementary School	\$1,231,160	Construction
<b>TOTAL</b>	<b>\$87,310,090</b>	

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The District reports that 90 Primary Renovation projects have successfully transitioned from the Design Phase in to the Hire Contractor, Construction, or Project Complete phases. As shown in Table 8, 34 of these Primary Renovation projects (38 percent) have transitioned from the Design Phase with cost overruns. This is of concern because the District identifies 136 Primary Renovation projects currently in the Design Phase.

## **PSA AMENDMENTS, BIDS, AND CHANGE ORDERS**

The following is a summary of actions taken by the SBBC during Q3 2018-19:

- Authorized 3 schools to advertise for bids;
- Approved bid recommendations from contractors at 6 schools;
- Approved 1 Construction Manager At-Risk (CMAR) contract for new addition at Northeast High School;
- Approved additional funding in the amount of \$1.93 million at Colbert Museum Magnet and Seagull Alternative High School;
- Approved Guaranteed Maximum Prices for projects at Cypress Bay High School, Hollywood Hills High School, and Nova High School;
- Approved modifications to the original scope and/or fees for Professional Service Agreements (PSAs) at Cypress Bay High School and Stranahan High School; and
- Approved change orders for projects at Plantation High School.

## **THE "BIG 3" SCHOOLS**

As previously recommended by Florida TaxWatch, the District has provided a more balanced and accurate "snapshot" of the status of facilities renovation projects at the Big 3 schools. The status of the Primary Renovation and other projects is identified, and key milestones and their target completion dates are identified. The planned dates for "substantial completion" of Primary Renovation projects are as follow:

- Blanche Ely High School Primary Renovation --- Q3 calendar year 2020;
  - Northeast High School Primary Renovation (Phases 1 & 2) --- Q3 calendar year 2021; and
  - Stranahan High School Primary Renovation --- Q3 calendar year 2021.
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## BUDGET ACTIVITY

### EXPENDITURES

The SMART Program Budget Activity Quarterly Report provides expenditure information for financially active projects as well as projects that have been completed. The SMART Program total budget for years 1-5 has increased from \$1.032 billion to \$1.065 billion. This includes the \$800 million in general obligation bond (GOB) funding and \$264.8 million in non-GOB capital project funding (capital millage and impact fees). This represents an increase of about \$80.8 million over the original budget of \$987.4 million (\$800 million GOB funds plus \$187.4 million in existing capital resources).

SMART Program expenditures increased from \$214,280,809 to \$230,673,109, an increase of about \$16.4 million during Q3 2018-19. The Chief Financial Officer reports a SMART Program balance of \$666,619,321 at the end of Q3 2018-19. The Chief Financial Officer reports that a second series of the General Obligation Bonds was issued in February 2019 to ensure projects have available funds in line with the projected construction delivery timeframes.

During Q3 2018-19, the SBBC approved the following funding increases:

- Atlantic Technical College, Arthur Ashe, Jr. Campus --- Approved recommendation to award Construction Agreement (\$1,836,449);
  - Pompano Beach Elementary School --- Approved recommendation to award Construction Agreement (\$1,390,551);
  - Banyan Elementary School --- Approved recommendation to award Construction Agreement (\$962,979);
  - Lake Forest Elementary School --- Approved recommendation to award Construction Agreement (\$1,202,142);
  - Nova High School --- Approved Guaranteed Maximum Price amendment to Construction Services Agreement (\$11,993,745);
  - Oakridge Elementary School --- Approved recommendation to award Construction Agreement (\$1,473,860);
  - Colbert Museum Magnet --- Approved additional funds for SMART Program renovations (\$834,903);
  - Seagull Alternative High School --- Approved additional funds for SMART Program renovations (\$1,100,000);
  - Pompano Beach Middle School --- Lake Forest Elementary School --- Approved recommendation to award Construction Agreement (\$4,787,180);
-

- 
- Hollywood Hills High School --- Approved Guaranteed Maximum Price amendment to Construction Services Agreement (\$7,154,351); and
  - Northeast High School --- Approved Professional Services Agreement (\$1,156,000).

Since inception of the SMART Program, the School Board has approved net increases/decreases of \$77,382,297.

## ASSESSMENT OF FINANCIAL RISK

At the October 8, 2018 BOC meeting, Superintendent Runcie made it clear that the planned renovation projects will cost more than what is currently budgeted. Higher rates of inflation, higher roofing and mechanical/electrical/fire protection costs, and items that were excluded from the original scopes of work will undoubtedly increase the costs. As previously recommended by Florida TaxWatch, the District's Facilities Report now includes the latest assessment of financial risk.

The latest SMART Program financial risk assessment (issued January 31, 2019) by Atkins North America, Inc., estimates that the total cost of SMART Program facility improvements is expected to increase by 46 percent (\$413 million) over the original budget. This represents an increase of \$111 million (37 percent) since the last (September 2018) financial risk assessment, which estimated \$302 million in additional costs.

This projected \$413 million cost overrun is based on actual pricing data for only 12 percent of SMART Program projects. These actual pricing data on costs-to-date show that projects that have been bid or negotiated (excluding cost increases at the Big 3 high schools) are near 40 percent above the initial budgets. When the budget increases for renovations at Blanche Ely, Northeast, and Stranahan high schools are included, the projected costs exceed the initial budgets by about 50 percent.

Since the September 2018 risk assessment by Atkins, the District has briefed both the SBBC and the Bond Oversight Committee on projected increases for roofing projects. The average cost per square foot for roofing projects that was included in the District's 2014 assessment, upon which initial SMART project budgets were based, was \$6.80 per square foot. Compared to the original estimates, the current cost for roofing projects is about \$19 per square foot, or about 300 percent of the original estimated cost. The District projects a potential impact on SMART Program reserves of up to \$280 million.

The District has set aside \$225 million (reserve) to mitigate potential funding risks in the SMART Program. The District began Q1 2018-19 with a reserve balance of \$58.9 million. Approved increases for facility renovation projects reduced this amount to \$45.6 million. The School Board added \$59.8 million to the reserve for FY 2019-20 and \$69.8 million to the reserve for FY 2020-21, bringing the reserve balance up to \$175.2 million at the end of Q1 2018-19. During Q2 2018-19, approved increases for facility renovation

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projects (\$27.7 million) reduced the reserve balance to \$147.5 million. Due to approved School Board approvals through the end of Q3 2018-19, the SMART Program reserve balance is currently \$115.3 million. Given the dramatic increase in financial risk, it is unclear whether this reserve will be sufficient to mitigate the projected \$413 million assessed risk.

#### **RECOMMENDATION 4**

**Florida TaxWatch recommends that the Chief Financial Officer brief the Bond Oversight Committee on the District's contingency plan for additional reserve funds needed to address the potential impacts of the updated \$413 million risk assessment on the current SMART Program budget.**

#### **HARD COSTS VERSUS SOFT COSTS**

Bond Oversight Committee members have, on more than one occasion, requested a breakdown of "hard costs" versus "soft costs" of SMART projects. "Hard costs" include tangible expenses that are directly related to the physical construction or implementation of the project's scope, and include such costs as materials, equipment, labor and supervision, etc. "Soft costs" include expenses that are indirectly related to the physical construction or implementation of the project's scope, and include such costs as architect and engineering fees, program management fees, furniture and fixtures, general and administrative costs, etc. The District reports (reference June 7 memorandum from Atkins to Bond Oversight Committee members) that typically, hard costs make up 65-75 percent of total budget, and soft costs typically make up 30-35 percent of total budget.

As previously recommended by Florida TaxWatch, the District's Facilities Report includes a breakdown of hard and soft costs; however, information is provided for only the following two fully-complete schools:

- Manatee Bay Elementary School
  - Hard costs --- 88 percent; and
  - Soft costs --- 12 percent.
- Indian Ridge Middle School
  - Hard costs --- 87 percent; and
  - Soft costs --- 13 percent.

For both of the schools for which a breakdown is provided, the percentage of hard costs is 17 to 23 percent higher than the percentage that typically makes up the total budget. The percentage of soft costs is significantly lower than what one would typically expect. No explanation is provided.

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**RECOMMENDATION 5**

TaxWatch recommends that the Task Assigned Executive Director, Capital Programs, brief the Bond Oversight Committee on the reasons why the hard and soft costs for the two fully-complete schools fall outside the ranges that would typically be expected for these projects.

**RECOMMENDATION 6**

Beginning with the Q4 2018-19 Report, the Task Assigned Executive Director, Capital Programs, should include an updated and more inclusive report of actual hard and soft costs for SMART Program facility construction projects.

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## SUPPLIER DIVERSITY & OUTREACH

The Supplier Diversity Outreach Program Report includes data specific to the participation of and committed funding to Minority/Women Business Enterprises (M/WBE), ethnic-owned business enterprises (EBEs) and small business enterprises (SBEs). This permits the reporting of historically underutilized businesses, in addition to M/WBEs, as previously recommended by TaxWatch.

The Chief Strategy & Operations Officer reports that, as of the end of Q3 2018-19, there were 731 active E/S/M/WBE certified companies that provide commodities (supplies), construction, professional services, and business services to District schools, 12 more than were reported in Q2 2018-19.

Of these 731 E/S/M/WBEs:

- 67 (9.2 percent) are SBE certified companies;
- 312 (42.7 percent) are MBE certified companies;
- 227 (31.0 percent) are M/WBE certified companies; and
- 125 (17.1 percent) are WBE certified companies.

Procurement activity increased significantly during Q3 2018-19, from \$5.2 million to \$70.2 million. The Chief Strategy & Operations Officer reports as part of its Contract Compliance Metrics an E/S/M/WBE commitment of \$31.8 million during Q3 2018-19. This represents about 45 percent of the total \$70.2 million in contracts awarded during the quarter.

Through March 31, 2019, the District has issued purchase orders to E/S/M/WBEs totaling \$99.3 million. This represents a cumulative E/S/M/WBE prime commitment of 26.8 percent. Of this \$99.3 million E/S/M/WBE commitment:

- \$5.96 million has been awarded to E/S/M/WBE firms for Safety projects;
- \$0 has been awarded to E/S/M/WBE firms for Music and Arts projects;
- \$10,700 has been awarded to E/S/M/WBE firms for Athletics projects;
- \$93.3 million has been awarded to E/S/M/WBE firms for Renovation projects; and
- \$0 has been awarded to E/S/M/WBE firms for Technology projects.

As previously recommended by TaxWatch, the Q3 2018-19 Supplier Diversity Outreach Program Report includes information on contracts awarded to or purchases made from E/S/M/WBEs and historically underutilized businesses for safety projects, music and arts equipment, athletics projects, and technology upgrades. This permits the extent to which the District is utilizing M/WBEs and historically underutilized businesses for technology upgrades, replacement musical equipment, and replacement kilns to be determined. No E/S/M/WBEs have received any of the bond money for Music and Art equipment or for Technology improvements.

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In terms of the total SMART Program minority spend (per ethnicity):

- 16.0 percent has been awarded to African American-owned companies;
- 65.3 percent has been awarded to Hispanic American-owned companies;
- 7.7 percent has been awarded to Asian American-owned companies; and
- 11.0 percent has been awarded to White Female-owned companies.

As previously recommended by TaxWatch, the District has stepped up its efforts to award SMART Program purchase orders to women-owned companies. Almost one-fourth (21.8 percent) of the total minority spend was awarded to women-owned companies.

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## COMMUNICATIONS

The Q3 2018-19 Report highlights the District's continued efforts to promote the SMART Program.

When the School Board approves a new phase of a SMART project, the Office of Facilities and Construction sends a memo to the principal of the school explaining the Board's decision and the timetable for going forward. This is designed to help school administrators speak more knowledgeably about ongoing improvements that affect their facilities. During Q3 2018-19, 10 of these principal letters were distributed.

Other outreach efforts include:

- 44 public meetings were held to promote transparency between all involved parties and stakeholders;
- 19 outreach events were conducted at schools, community, and business forums;
- 25 project charter meetings to communicate and build relationships with community members; and
- Continued use of Twitter and social media to "spotlight" SMART Program accomplishments.

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## LOOKING AHEAD

The District continues to make progress in implementing the \$1.065 billion SMART Program. SMART Program expenditures and commitments now exceed \$398.1 million. 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, arts, and theater equipment continues, with all planned projects accelerated and underway, and more than 57,000 pieces of musical equipment have been delivered to Broward public schools. More than 120 kilns have been ordered, with 96 delivered, and theater equipment has been ordered and is being delivered to the 37 schools with theater programs.

All 15 planned track resurfacing projects have been completed and 29 of the 30 weight room projects have been completed. The District continues its efforts to ensure participation by Minority/Women Business Enterprises (M/WBE), ethnic-owned business enterprises (EBEs) and small business enterprises (SBEs) that provide commodities (supplies), construction, professional services, and business services to District schools

For safety reasons, the District no longer includes summaries or details regarding Single Point of Entry Projects. The District has affirmed its commitment to complete the remaining Single Point of Entry projects before students return to school. Florida TaxWatch understands the sensitive nature of these projects and appreciates the District's reluctance to include details about the status of Single Point-of-Entry projects; however, the public has a right to know, at a minimum, whether these projects have been completed. No longer including even a summary report of the status of Single Point-of-Entry projects does not serve the public's right-to-know.

For the second time since the beginning of construction activities, the District has revised the schedule for the completion of SMART Program construction projects. The new construction schedule pushes the planned completion date for 26 projects back to calendar year 2022 and pushes the scheduled completion date for 3 projects back to the first quarter of calendar year 2023. The planned completion dates for Primary Renovations projects at more than 100 schools have been pushed back by more than one year. Despite the additional time built into the new construction schedule, TaxWatch finds the fact that Primary Renovations projects at 18 schools have already been flagged for Schedule issues of great concern.

Of greater concern is the issue of financial risk. Primary Renovations projects at 10 schools were flagged for Budget issues during Q3 2018-19. More than \$32 million in additional funding is required to complete

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these projects. Since inception, the School Board has approved more than \$77.3 million in additional funds for SMART construction projects.

Higher rates of inflation, higher roofing and mechanical/electrical/fire protection costs, and items that were excluded from the original scopes of work will undoubtedly continue to increase project costs. By how much is unknown, but Atkins North America, Inc., estimates that the total cost of SMART Program facility improvements could now increase by about \$413 million. This represents a significant increase over the last (September 2018) financial risk assessment, which projected SMART Program cost increases of \$302 million.

This projected \$413 million cost overrun is based on actual pricing data for only 12 percent of SMART Program projects. These actual pricing data on costs-to-date show that projects that have been bid or negotiated exceed the initial budgets by more than 50 percent. The projected cost overruns (300 percent) for roofing projects could add an additional \$280 million in financial risk. TaxWatch considers controlling project costs and mitigating the additional financial risk to be the greatest challenge facing the District as SMART project implementation moves forward.

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.

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## ABOUT FLORIDA TAXWATCH

As an independent, nonpartisan, nonprofit taxpayer research institute and government watchdog, it is the mission of Florida TaxWatch to provide the citizens of Florida and public officials with high quality, independent research and analysis of issues related to state and local government taxation, expenditures, policies, and programs. Florida TaxWatch works to improve the productivity and accountability of Florida government. Its research recommends productivity enhancements and explains the statewide impact of fiscal and economic policies and practices on citizens and businesses.

Florida TaxWatch is supported by voluntary, tax-deductible donations and private grants, and does not accept government funding. Donations provide a solid, lasting foundation that has enabled Florida TaxWatch to bring about a more effective, responsive government that is accountable to the citizens it serves since 1979.

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Robert Weissert, Esq.	Exec. VP & General Counsel
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Robert E. Weissert	Exec. VP & General Counsel	
Robert G. Nave	VP of Research	<i>Lead Researcher &amp; Author</i>
Chris Barry	Director of Comms. & External Affairs	<i>Design, Layout, Publication</i>

All Florida TaxWatch research done under the direction of Dominic M. Calabro, President, CEO, Publisher & Editor.

FOR MORE INFORMATION: [WWW.FLORIDATAXWATCH.ORG](http://WWW.FLORIDATAXWATCH.ORG)

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The findings in this Report are based on the data and sources referenced. Florida TaxWatch research is conducted with every reasonable attempt to verify the accuracy and reliability of the data, and the calculations and assumptions made herein. Please feel free to contact us if you feel that this paper is factually inaccurate.

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Atkins North America, Inc.  
2001 Northwest 107th Avenue  
Miami, Florida 33172-2507  
Telephone: +1.305.592.7275  
[www.atkinsglobal.com/northamerica](http://www.atkinsglobal.com/northamerica)

January 10, 2017

Mr. Leo Bobadilla  
Chief Facilities Officer  
Broward County Public Schools  
600 Southeast 3rd Avenue  
Fort Lauderdale, FL 33301

Re: **December 2016 Construction Market Conditions**

Dear Mr. Bobadilla,

The following is information on the current market conditions in South Florida and how we predict they will apply to construction costs for the BCPS SMART program implementation.

**1. Market Conditions for Construction Inflation**

Atkins has reviewed the South Florida construction market and has concluded that a **5% year over year inflation factor** should be included in the plan for the SMART Program for the near future.

This 5% factor is in comparison to the 3% inflation factor that was utilized in the 2014 SMART plan projections used for the Bond Issue (ADEFP: Adopted District Educational Facilities Plan). This delta, already realized for 2014 through 2016, **could have a significant impact on construction costs** if it continues through the program. It is important to note that Atkins opinion is that the 3% used in 2014 was a reasonable projection at the time, as the construction industry in South Florida and the U.S. was still on a steady climb from the recession, which continued to impact the construction industry beyond the general recovery. The largest increases in volume of construction and construction costs have been since 2014.

Reasons for the recommendation to continue the 5% cost inflation for future years are the following:

- **Continued increase in Volume of construction** in the U.S. of over 8% in 2016
- **Continued major programs in progress and upcoming in South Florida** in addition to BCPS SMART Program; Miami-Dade Water and Sewer: \$13.5 Billion; Miami-Dade Schools Bond Program completion; Jackson Hospital: over \$1 Billion; continued FDOT Programs, including I-395/I-95 of \$7 Billion; continued investment in Higher Ed. Construction (FIU, UM, FAU); Bond passed in Palm Beach County to support infrastructure and schools; increase in retail construction (malls and multi-use); port construction at PortMiami and Port Everglades; Miami International Airport continued expansion and improvement
- **Continued demand for construction labor in South Florida**: South Florida construction labor increased approximately 9% in 2016. However, this increase was all from January through July, with the labor work force stabilizing since July. As the programs above begin higher construction volume in 2017/2018, this labor force is expected to continue to increase.

Page 2 of 2: Mr. Leo Bobadilla; January 10, 2017

- **Expected increase in labor costs in 2017** for workman's compensation insurance, health insurance and Department of Labor rules related to salary exempt minimal wage (lower wage salaried personnel will have to move to hourly wage and paid overtime). This has the potential be an additional overall increase of up to 2% (on top of the 5%) in the near term.

Atkins is consistently monitoring the above factors and other construction cost escalation factors related to labor, materials and equipment. Our estimating team has confirmed that they are experiencing increases consistent with our predictions.

## 2. Trends of Construction Cost Estimates of projects under design

Sixteen (16) RFQ projects have been estimated to-date at the scope validation stage or beyond. This account for close to \$76.9 million (~ 9%) of the SMART program budget. In evaluating these estimates of the projects under design and comparing them to the budget allocated for construction has resulted in an approximate average increase of ~ 25% (increase beyond the approximate 10% of unused line items and contingencies within the total project budget). This increase includes the following factors:

- Cumulative impact of higher inflation than budgeted since 2014
- Current estimates for roofing costs exceeding established budgets
- Current estimates for HVAC equipment costs exceeding established budgets
- Scope unquantified in the ADEFP that has been identified during design development (i.e. added fire main required when adding fire sprinkler systems to buildings)

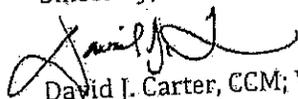
## 3. Potential impact of items 1 (Market Conditions) and 2 (Trends of Construction Cost Estimates)

The SMART Program currently has \$75 million in additional capital (SMART) reserve funds dedicated by the Board related to the potential increases in construction costs to meet the intended scope of the SMART Program for the first 3 years of the program (approximately \$500 million budgeted). This relates to a program reserve in the range of 15%.

Since there have not been enough projects priced by contractors to confirm the true impact of construction cost increases, there is a potential range of variance that could occur when future projects are bid for construction. With the uncertainties of the South Florida market, current program estimates on the near 9% of the program in design being ~25% above budget, and the risks of continued escalating prices and continued, **it is recommended that the District continue to place new revenues into the unassigned reserve funds to support the SMART program until the program cost impacts are better identified.**

Please contact me if you have any questions or if you require additional information.

Sincerely,



David J. Carter, CCM; Vice President

C: Frank Girardi (BCPS); Shelley Meloni (BCPS); Adrian Viera (Atkins); Rob Chomiak (Heery)



# AGENDA REQUEST FORM

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:  
**K-1.**

MEETING DATE: 2019-05-21 10:05 - Regular School Board Meeting

AGENDA ITEM: ITEMS

CATEGORY: K. OFFICE OF FINANCIAL MANAGEMENT

DEPARTMENT: Budget

Special Order Request  
 Yes  No

Time

Open Agenda  
 Yes  No

TITLE:  
General Fund Amendment as of April 30, 2019.

REQUESTED ACTION:  
Approve the attached General Fund Amendment as of April 30, 2019.

SUMMARY EXPLANATION AND BACKGROUND:  
 General Fund Amendment is submitted to the School Board pursuant to State Board Administrative Rule 6A-1.006. This Amendment is for the purpose of updating the Broward County School District Budget for the estimated revenue and appropriation changes in the General Fund. Amendment includes information for the month of April 2019.

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

FINANCIAL IMPACT:  
 The amendment reconciles the budget to the Florida Education Finance Program (FEFP) 4th calculation and the April 30, 2019 projections.

EXHIBITS: (List)  
 (1) Executive Summary (2) April 2019 General Fund Amendment

BOARD ACTION: <b>APPROVED</b> <small>(For Official School Board Records Office Only)</small>	SOURCE OF ADDITIONAL INFORMATION:	
	Name: Oleg Gorokhovskiy	Phone: 754-321-2248
	Name:	Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
 Senior Leader & Title  
 Judith M. Marte - Chief Financial Officer

Approved in Open Board Meeting On: **MAY 21 2019**  
 By: *Judith M. Marte*  
 School Board Chair

Signature: *Judith M. Marte*  
 5/14/2019, 11:05:28 AM

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

<b>ESTIMATED REVENUES</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
<b>LOCAL SOURCES</b>			
	\$ 941,129,116		\$ 941,129,116
Ad valorem taxes - Current year	4,000,000		4,000,000
Interest on Investments	19,200,000		19,200,000
Child Care Fees (Before & After School Care)	11,279,490		11,279,490
Course Fees	-		-
Gifts, Grants, Bequests	11,400,000		11,400,000
Indirect Cost (Grants & Food Service)	1,500,000		1,500,000
Rental Income	3,500,000		3,500,000
E-Rate Rebate	15,517,646		15,517,646
Other			
	<u>1,007,526,252</u>	<u>-</u>	<u>1,007,526,252</u>
<b>Total Local Sources</b>			
<b>STATE SOURCES</b>			
Florida Education Finance Program (FEFP)	451,931,035	452,864	452,383,899 (A)
FEFP	6,026,661	5,650	6,032,311 (A)
Mental Health Assistance Allocation	101,018,076	272,196	101,290,272 (A)
ESE Guaranteed Allocation	3,865,845	3,058	3,868,903 (A)
Digital Classroom Allocation	14,319,135	9,450	14,328,585 (A)
Safe Schools	59,522,129	15,220	59,537,349 (A)
Supplemental Academic Instruction	11,853,279	1,128	11,854,407 (A)
Reading Allocation	5,209,320		5,209,320
Teachers Classroom Supply Assistance	21,564,113	(63,333)	21,500,780 (A)
Instructional Materials Allocation	34,235,916	(470,957)	33,764,959 (A)
Transportation	426,535	(15,254)	411,281 (A)
DJJ Supplemental Funding			
	<u>709,972,044</u>	<u>210,022</u>	<u>710,182,066</u>
<b>Subtotal - FEFP</b>			
Workforce Development Education	73,976,965		73,976,965
Workforce Development	600,000		600,000
Workforce Educ. Perf. Incentive			
	<u>74,576,965</u>	<u>-</u>	<u>74,576,965</u>
<b>Subtotal - Workforce Dev. Education</b>			
Adults With Disabilities	800,000		800,000
Discretionary Lottery Funds	952,632	91	952,723 (A)
Class Size Reduction	304,323,006		304,323,006
State License Tax	300,000		300,000
Sales Tax Distribution	446,500		446,500
School Recognition Funds	12,365,000		12,365,000
Other (VPK, CO&DS, etc.)	2,479,564		2,479,564
	<u>1,106,215,711</u>	<u>210,113</u>	<u>1,106,425,824 (A)</u>
<b>Total State Sources</b>			

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

<b>ESTIMATED REVENUES</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
<b>FEDERAL SOURCES</b>			2,000,000
Reserve Officer Training Corps (ROTC)	2,000,000		18,450,000
Medicaid Claims & Fees	18,450,000		2,000,000
<b>Total Federal Sources</b>	<u>20,450,000</u>	<u>-</u>	<u>20,450,000</u>
<b>OTHER FINANCING SOURCES</b>			1,200,000
Transfer from Special Revenue Funds	1,200,000		115,139,450 (B)
Transfer from Capital Project-Funds	109,139,450	6,000,000	116,339,450
<b>Total Other Financing Sources</b>	<u>110,339,450</u>	<u>6,000,000</u>	<u>116,339,450</u>
<b>ESTIMATED REVENUES &amp; OTHER FINANCING SOURCES</b>	2,244,531,413	6,210,113	2,250,741,526
<b>BEGINNING FUND BALANCE</b>	160,568,000	-	160,568,000
<b>TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, &amp; BEGINNING FUND BALANCE</b>	<u>\$ 2,405,099,413</u>	<u>\$ 6,210,113</u>	<u>\$ 2,411,309,526</u>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

<b>APPROPRIATIONS</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>	
<b>INSTRUCTIONAL SERVICES</b>				
District Instructional Services	\$ 1,133,775,830	\$ 2,430,695	\$ 1,136,206,525	(1)
Charter Schools Instructional Services	340,605,029	-	340,605,029	
<b>Total Instructional Services</b>	<u>1,474,380,859</u>	<u>2,430,695</u>	<u>1,476,811,554</u>	
<b>SUPPORT SERVICES</b>				
Student Support Services	125,065,170	1,000,000	126,065,170	(2)
Instructional Media Services	22,458,012	48,906	22,506,918	(3)
Instructional & Curriculum Development	27,871,766	306,824	28,178,590	(4)
Instructional Staff Training	9,635,061	84,937	9,719,998	(5)
Instruction Related Technology	24,516,921	-	24,516,921	
Board of Education	4,534,949	-	4,534,949	
General Administration	9,770,249	-	9,770,249	
School Administration	137,365,421	-	137,365,421	
Facilities Acquisition and Construction	2,864	-	2,864	
Fiscal Services	10,189,193	35,017	10,224,210	(6)
Central Services	67,769,311	1,010,500	68,779,811	(7)
Transportation Services	83,654,563	-	83,654,563	
Operation of Plant	177,750,356	1,500,000	179,250,356	(8)
Maintenance of Plant	62,589,951	6,000,000	68,589,951	(9)
Administrative Technology Services	3,970,083	-	3,970,083	
Community Services	16,037,758	49,000	16,086,758	(10)
Debt Service	1,480,417	-	1,480,417	
<b>Total Support Services</b>	<u>784,662,045</u>	<u>10,035,184</u>	<u>794,697,229</u>	
<b>OTHER FINANCING USES</b>				
To Special Revenue Funds	40,000	-	40,000	
<b>Total Other Financing Uses</b>	<u>40,000</u>	<u>-</u>	<u>40,000</u>	
<b>TOTAL APPROPRIATIONS &amp; OTHER FINANCING USES</b>	<u>\$ 2,259,082,904</u>	<u>\$ 12,465,879</u>	<u>\$ 2,271,548,783</u>	
<b>ENDING FUND BALANCE</b>	<u>\$ 146,016,509</u>	<u>\$ (6,255,766)</u>	<u>\$ 139,760,743</u>	
<b>TOTAL APPROPRIATIONS, OTHER FINANCING USES, &amp; ENDING FUND BALANCE</b>	<u><u>\$ 2,405,099,413</u></u>	<u><u>\$ 6,210,113</u></u>	<u><u>\$ 2,411,309,526</u></u>	

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

<b>ENDING FUND BALANCE</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
Nonspendable Fund Balance	\$ 20,050,000	\$ -	\$ 20,050,000
Inventory	2,150,000	-	2,150,000
Restricted Fund Balance	54,320,000	-	54,320,000
Committed Fund Balance			
Includes Health Insurance, Workers Compensation, & General Liability	36,917,584	-	36,917,584
Assigned Fund Balance	32,578,925	(6,255,766)	26,323,159
Unassigned Fund Balance	\$ 146,016,509	\$ (6,255,766)	\$ 139,760,743
<b>Total Ending Fund Balance</b>			

<b>FUND BALANCE CHANGES</b>	<b>INCREASE/ (DECREASE)</b>	<b>FUND BALANCE</b>
Beginning Fund Balance as of December 31, 2018		\$ 146,016,509
Impact of this Amendment on Fund Balance	\$ (6,255,766)	
Ending Fund Balance as of April 30, 2019		<u>\$ 139,760,743</u>

**Fund Balance Percentage**

As a percentage of projected General Fund revenue excluding  
charter schools revenue less administrative fees.

3.48%

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**  
**Explanation Summary**

Comparison of April 2019 Amendment information to the December 2018 Amendment.

	INCREASE/ (DECREASE)
<b><u>CHANGES IN ESTIMATED REVENUES</u></b>	<b>210,113</b>
(A) <b>Florida Education Finance Program (FEFP)</b>	
The District received adjustments to its funding from the FDOE resulting from the February FTE count (4th calculation). Adjustments are listed below:	
<b>Florida Education Finance Program (FEFP)</b> (Includes declining enrollment and prior year adjustments)	452,864
<b>Mental Health Assistance Allocation</b>	5,650
<b>ESE Guaranteed Allocation</b>	272,196
<b>Digital Classrooms Allocation</b>	3,058
<b>Safe Schools</b>	9,450
<b>Supplemental Academic Instruction</b>	15,220
<b>Reading Allocation</b>	1,128
<b>Instructional Materials Allocation</b>	(63,333)
<b>Transportation</b>	(470,957)
<b>DJJ Supplemental Funding (District Schools)</b>	(15,254)
<b>Discretionary Lottery</b>	91
(B) <b>Transfer from Capital Project Funds</b>	<b>6,000,000</b>
Additional Capital transfer for PPO Maintenance costs for FY 2019.	6,000,000

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**  
**Explanation Summary**

<u>CHANGES IN APPROPRIATIONS</u>	<u>INCREASE/ (DECREASE)</u>
	\$ 2,430,695
<b>(1) District Instructional Services</b>	
(i) Reduction to Instructional Materials funding resulting from the February FTE count (4th calculation). Funds were reserved at the beginning of the year in anticipation of this reduction.	(63,333)
(ii) Reduction to DJJ Supplemental funding resulting from the February FTE count (4th calculation).	(15,254)
(iii) Funds added to Student Activities department for FY 2019 graduation rental agreements.	72,427
(iv) General Fund funding of Best & Brightest payments for the Pre-K teachers.	342,825
(v) General Fund funding of Best & Brightest payments for Adult Workforce Education teachers.	179,835
(vi) Reduction in Workforce program development allocation to cover Best & Brightest payments for Adult Workforce Education teachers.	(179,835)
(vii) Funds added to Exceptional Student Education department for:	
Hospital homebound services, beyond contract hours to make up sessions for students eligible for this service.	66,000
Salaries of Preschool evaluation staff performing required Pre-K assessments during the summer to ensure compliance with Federal Law and FDOE regulations.	30,000
Mileage	50,030
Speech Services (Hospital Homebound, District-wide, ESY).	1,485,000
Occupational & Physical Therapy (OT/PT) Services (including compensatory and ESY).	463,000
	<b>1,000,000</b>
<b>(2) Student Support Services</b>	
Funds added to Exceptional Student Education (ESE) department for nursing services.	1,000,000
	<b>48,906</b>
<b>(3) Instructional Media Services</b>	
Funds added to BECON department for costs associated with closed captioning for all school-based websites and IPTV integration.	48,906

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**  
**Explanation Summary**  
**(Continued)**

<u>CHANGES IN APPROPRIATIONS</u>	<u>INCREASE/ (DECREASE)</u>	<u>306,824</u>
(4) <b>Instructional &amp; Curriculum Development</b>	201,619	
(i) Funding to support three positions, in the Early Learning/Language Acquisition department. The positions were funded previously by Roads to Outcome grant which ended last year.		
(ii) Funds added to Exceptional Student Learning Support department Due Process/Compensatory Services.	105,205	84,937
(5) <b>Instructional Staff Training</b>	84,937	
Funds added to Strategic Initiative Management department for consulting services that will assist in building a roadmap for District's long term improvements (e.g. PD, teacher focus), as part of the 2019-24 Strategic Planning Process.		35,017
(6) <b>Fiscal Services</b>	35,017	
Funds added to the Chief Auditor department to pay for RSM invoice.		1,010,500
(7) <b>Central Services</b>	10,500	
(i) Funds added to EEO/ADA Compliance department for Diversity Training required by the Armed Safe Officers (Guardian) Training Program.		
(ii) Funds added to Risk Management department to increase Worker's Compensation self-insured fund to cover additional settlements/expenses through June 2019.	1,000,000	1,500,000
(8) <b>Operation of Plant</b>	300,000	
(i) Funds added to Special Investigative Unit (SIU) to cover additional needs through the end of the fiscal year, including SIU overtime, supplies and physicals for detectives, and other costs related to the Guardian program.		
(ii) Funds added to Risk Management department for General and Automobile Liability self-insured fund to cover additional settlements/expenses through June 2019.	1,200,000	6,000,000
(9) <b>Maintenance of Plant</b>	6,000,000	
Additional Capital transfer for PPO Maintenance costs.		49,000
(10) <b>Community Services</b>	49,000	
Funds added to Legislative Affairs department for consulting services to assist with the Board's legislative priorities in Tallahassee.		

**May 21, 2019, Regular School Board Meeting**  
**K-1 General Fund Amendment as of April 30, 2019**  
**Executive Summary**

General Fund Amendment is submitted to the School Board pursuant to State Board Administrative Rule 6A-1.006. This Amendment is for the purpose of updating the Broward County School District Budget for estimated revenues and appropriation changes in the General Fund.

This amendment incorporates several important changes:

1. February FTE 4th calculation count, received from the State on April 24, 2019, and funding changes as a result of this count. Based on the State information received for the February FTE, the District's overall student count had a marginal increase of 68.5 student FTEs compared to the October FTE 3<sup>rd</sup> calculation, previously presented to the Board on February 5, 2019.
2. This amendment also incorporates an increase of \$6.0 million for additional Physical Plant Operations maintenance costs. Funds will be moved from Capital Reserve through the Capital transfer.
3. Upon approval of this amendment, the Board will have added nearly \$12.3 million of funding for costs that were not known at the time the original budget was approved on September 5, 2018. The majority of these costs are due to a shift in student population from Basic categories to ESE. Since weighted categories are capped, the District only received basic funding for students who need significantly more services. Funds were also increased to support nursing services, speech services, and OT/PT needs. In addition, funds were added to cover textbook purchases, dual enrollment costs, and increases in liability insurance and workers compensation.



# AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:  
K-1.

MEETING DATE: 2019-05-21 10:05 - Regular School Board Meeting

AGENDA ITEM: ITEMS

CATEGORY: K. OFFICE OF FINANCIAL MANAGEMENT

DEPARTMENT: Budget

Special Order Request  
 Yes  No

Time

Open Agenda  
 Yes  No

TITLE:  
General Fund Amendment as of April 30, 2019

REQUESTED ACTION:  
Approve the attached General Fund Amendment as of April 30, 2019.

SUMMARY EXPLANATION AND BACKGROUND:  
General Fund Amendment is submitted to the School Board pursuant to State Board Administrative Rule 6A-1.006. This Amendment is for the purpose of updating the Broward County School District Budget for the estimated revenue and appropriation changes in the General Fund. Amendment includes information for the month of April 2019.

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

FINANCIAL IMPACT:  
The amendment reconciles the budget to the Florida Education Finance Program (FEFP) 4th calculation and the April 30, 2019 projections.

EXHIBITS: (List)  
(1) Executive Summary (2) April 2019 General Fund Amendment

BOARD ACTION:  (For Official School Board Records Office Only)	SOURCE OF ADDITIONAL INFORMATION:	
	Name: Oleg Gorokhovsky	Phone: 754-321-2248
	Name:	Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Senior Leader & Title  
Judith M. Marte - Chief Financial Officer

Signature: *Judith M. Marte*  
5/14/2019, 11:05:28 AM

Approved In Open Board Meeting On: \_\_\_\_\_  
By: \_\_\_\_\_  
School Board Chair



# AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:  
K-1.

MEETING DATE	2019-09-04 10:05 - School Board Operational Meeting
AGENDA ITEM	ITEMS
CATEGORY	K. OFFICE OF FINANCIAL MANAGEMENT
DEPARTMENT	Budget

Special Order Request	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
Time	
Open Agenda	
<input type="radio"/> Yes	<input checked="" type="radio"/> No

**TITLE:**  
Final General Fund Amendment as of June 30, 2019

**REQUESTED ACTION:**  
Approve the attached Final General Fund Amendment as June 30, 2019.

**SUMMARY EXPLANATION AND BACKGROUND:**  
General Fund Amendment is submitted to the School Board pursuant to State Board Administrative Rule 6A-1.006. This Amendment is for the purpose of updating the Broward County School District Budget for estimated revenues and appropriation changes in the General Fund. Amendment includes information for the month of June 2019.

**SCHOOL BOARD GOALS:**  
 Goal 1: High Quality Instruction  
  Goal 2: Safe & Supportive Environment  
  Goal 3: Effective Communication

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

**EXHIBITS: (List)**  
(1) Executive Summary (2) Final General Fund Amendment as of June 30 2019

**BOARD ACTION:**  
(For Official School Board Records Office Only)

<b>SOURCE OF ADDITIONAL INFORMATION:</b>	
Name: Oleg Gorokhovsky	Phone: 754-321-2248
Name:	Phone:

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

Judith M. Marte - Chief Financial Officer

Signature  
Judith M. Marte  
8/27/2019, 11:16:32 AM

Electronic Signature

Approved In Open Board Meeting On: \_\_\_\_\_  
By: \_\_\_\_\_  
School Board Chair

**September 4, 2019, Regular School Board Meeting**  
**K-1 General Fund Amendment #3 - Final**  
**As of June 30, 2019**  
**Executive Summary**

General Fund Amendment is submitted to the School Board pursuant to State Board Administrative Rule 6A-1.006. This Amendment is for the purpose of updating the Broward County School District Budget for estimated revenues and appropriation changes in the General Fund.

This amendment incorporates several important changes:

1. Completion of the year end closing adjustments, reconciling salary lapses, terminal pay outs such as sick leave buy back, vacation, and DROP payments for each functional group. Also, performed reconciliation of all operating costs.
2. This amendment also incorporates realignment of salary and fringe increases from the set aside funds in the assigned fund balance to various functional lines.
3. Finally, the 2018-19 Collective Bargaining for salary settlement was completed late in the year. The General Fund amendment # 3 incorporates realignment of available balances to cover School Board approved raises.

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

ESTIMATED REVENUES	PREVIOUS BUDGET	INCREASE/ (DECREASE)	REVISED BUDGET
<b>LOCAL SOURCES</b>			
Ad valorem taxes - Current year	\$ 941,129,116	\$	\$ 941,129,116
Interest on Investments	4,000,000		4,000,000
Child Care Fees (Before & After School Care)	19,200,000		19,200,000
Course Fees	11,279,490		11,279,490
Gifts, Grants, Bequests	-		-
Indirect Cost (Grants & Food Service)	11,400,000		11,400,000
Rental Income	1,500,000		1,500,000
E-Rate Rebate	3,500,000		3,500,000
Other	15,517,646		15,517,646
<b>Total Local Sources</b>	<b>1,007,526,252</b>	<b>-</b>	<b>1,007,526,252</b>
<b>STATE SOURCES</b>			
Florida Education Finance Program (FEFP)	451,931,035	452,864	452,383,899 (A)
FEFP	6,026,661	5,650	6,032,311 (A)
Mental Health Assistance Allocation	101,018,076	272,196	101,290,272 (A)
ESE Guaranteed Allocation	3,865,845	3,058	3,868,903 (A)
Digital Classroom Allocation	14,319,135	9,450	14,328,585 (A)
Safe Schools	59,522,129	15,220	59,537,349 (A)
Supplemental Academic Instruction	11,853,279	1,128	11,854,407 (A)
Reading Allocation	5,209,320		5,209,320
Teachers Classroom Supply Assistance	21,564,113	(63,333)	21,500,780 (A)
Instructional Materials Allocation	34,235,916	(470,957)	33,764,959 (A)
Transportation	426,535	(15,254)	411,281 (A)
DJJ Supplemental Funding	709,972,044	210,022	710,182,066
<b>Subtotal - FEFP</b>	<b>709,972,044</b>	<b>210,022</b>	<b>710,182,066</b>
Workforce Development Education	73,976,965		73,976,965
Workforce Development	600,000		600,000
Workforce Educ. Perf. Incentive	74,576,965	-	74,576,965
<b>Subtotal - Workforce Dev. Education</b>	<b>74,576,965</b>	<b>-</b>	<b>74,576,965</b>
Adults With Disabilities	800,000		800,000
Discretionary Lottery Funds	952,632	91	952,723 (A)
Class Size Reduction	304,323,006		304,323,006
State License Tax	300,000		300,000
Sales Tax Distribution	446,500		446,500
School Recognition Funds	12,365,000		12,365,000
Other (VPK, CO&DS, etc.)	2,479,564		2,479,564
<b>Total State Sources</b>	<b>1,106,215,711</b>	<b>210,113</b>	<b>1,106,425,824 (A)</b>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

<b>ESTIMATED REVENUES</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
<b>FEDERAL SOURCES</b>			
Reserve Officer Training Corps (ROTC)	2,000,000		2,000,000
Medicaid Claims & Fees	18,450,000		18,450,000
<b>Total Federal Sources</b>	<b>20,450,000</b>	<b>-</b>	<b>20,450,000</b>
<b>OTHER FINANCING SOURCES</b>			
Transfer from Special Revenue Funds	1,200,000		1,200,000
Transfer from Capital Project Funds	109,139,450	6,000,000	115,139,450 (B)
<b>Total Other Financing Sources</b>	<b>110,339,450</b>	<b>6,000,000</b>	<b>116,339,450</b>
<b>ESTIMATED REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>2,244,531,413</b>	<b>6,210,113</b>	<b>2,250,741,526</b>
<b>BEGINNING FUND BALANCE</b>	<b>160,568,000</b>	<b>-</b>	<b>160,568,000</b>
<b>TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, &amp; BEGINNING FUND BALANCE</b>	<b>\$ 2,405,099,413</b>	<b>\$ 6,210,113</b>	<b>\$ 2,411,309,526</b>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

APPROPRIATIONS	PREVIOUS BUDGET	INCREASE/ (DECREASE)	REVISED BUDGET	
<b>INSTRUCTIONAL SERVICES</b>				
District Instructional Services	\$ 1,133,775,830	\$ 2,430,695	\$ 1,136,206,525	(1)
Charter Schools Instructional Services	340,605,029	-	340,605,029	
<b>Total Instructional Services</b>	<u>1,474,380,859</u>	<u>2,430,695</u>	<u>1,476,811,554</u>	
<b>SUPPORT SERVICES</b>				
Student Support Services	125,065,170	1,000,000	126,065,170	(2)
Instructional Media Services	22,458,012	48,906	22,506,918	(3)
Instructional & Curriculum Development	27,871,766	306,824	28,178,590	(4)
Instructional Staff Training	9,635,061	84,937	9,719,998	(5)
Instruction Related Technology	24,516,921	-	24,516,921	
Board of Education	4,534,949	-	4,534,949	
General Administration	9,770,249	-	9,770,249	
School Administration	137,365,421	-	137,365,421	
Facilities Acquisition and Construction	2,864	-	2,864	
Fiscal Services	10,189,193	35,017	10,224,210	(6)
Central Services	67,769,311	1,010,500	68,779,811	(7)
Transportation Services	83,654,563	-	83,654,563	
Operation of Plant	177,750,356	1,500,000	179,250,356	(8)
Maintenance of Plant	62,589,951	6,000,000	68,589,951	(9)
Administrative Technology Services	3,970,083	-	3,970,083	
Community Services	16,037,758	49,000	16,086,758	(10)
Debt Service	1,480,417	-	1,480,417	
<b>Total Support Services</b>	<u>784,662,045</u>	<u>10,035,184</u>	<u>794,697,229</u>	
<b>OTHER FINANCING USES</b>				
To Special Revenue Funds	40,000	-	40,000	
<b>Total Other Financing Uses</b>	<u>40,000</u>	<u>-</u>	<u>40,000</u>	
<b>TOTAL APPROPRIATIONS &amp; OTHER FINANCING USES</b>	<u>\$ 2,259,082,904</u>	<u>\$ 12,465,879</u>	<u>\$ 2,271,548,783</u>	
<b>ENDING FUND BALANCE</b>	<u>\$ 146,016,509</u>	<u>\$ (6,255,766)</u>	<u>\$ 139,760,743</u>	
<b>TOTAL APPROPRIATIONS, OTHER FINANCING USES, &amp; ENDING FUND BALANCE</b>	<u>\$ 2,405,099,413</u>	<u>\$ 6,210,113</u>	<u>\$ 2,411,309,526</u>	

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**

<b>ENDING FUND BALANCE</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
Nonspendable Fund Balance	\$ 20,050,000	\$ -	\$ 20,050,000
Inventory			2,150,000
Restricted Fund Balance	2,150,000	-	54,320,000
Committed Fund Balance	54,320,000	-	
Includes Health Insurance, Workers Compensation, & General Liability			
Assigned Fund Balance	36,917,584	-	36,917,584
Unassigned Fund Balance	32,578,925	(6,255,766)	26,323,159
<b>Total Ending Fund Balance</b>	<b>\$ 146,016,509</b>	<b>\$ (6,255,766)</b>	<b>\$ 139,760,743</b>

<b>FUND BALANCE CHANGES</b>	<b>INCREASE/ (DECREASE)</b>	<b>FUND BALANCE</b>
Beginning Fund Balance as of December 31, 2018		\$ 146,016,509
Impact of this Amendment on Fund Balance	\$ (6,255,766)	
<b>Ending Fund Balance as of April 30, 2019</b>		<b>\$ 139,760,743</b>
<b>Fund Balance Percentage</b>		
As a percentage of projected General Fund revenue excluding charter schools revenue less administrative fees.		3.48%

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**  
**Explanation Summary**

**Comparison of April 2019 Amendment information to the December 2018 Amendment.**

<u>CHANGES IN ESTIMATED REVENUES</u>	<u>INCREASE/ (DECREASE)</u>
(A) <b>Florida Education Finance Program (FEFP)</b>	<b>210,113</b>
<p>The District received adjustments to its funding from the FDOE resulting from the February FTE count (4th calculation). Adjustments are listed below:</p>	
Florida Education Finance Program (FEFP) (Includes declining enrollment and prior year adjustments)	452,864
Mental Health Assistance Allocation	5,650
ESE Guaranteed Allocation	272,196
Digital Classrooms Allocation	3,058
Safe Schools	9,450
Supplemental Academic Instruction	15,220
Reading Allocation	1,128
Instructional Materials Allocation	(63,333)
Transportation	(470,957)
DJJ Supplemental Funding (District Schools)	(15,254)
Discretionary Lottery	91
(B) <b>Transfer from Capital Project Funds</b>	<b>6,000,000</b>
Additional Capital transfer for PPO Maintenance costs for FY 2019.	6,000,000

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**  
**Explanation Summary**

<u>CHANGES IN APPROPRIATIONS</u>	<u>INCREASE/ (DECREASE)</u>
<b>(1) District Instructional Services</b>	<b>\$ 2,430,695</b>
(i) Reduction to Instructional Materials funding resulting from the February FTE count (4th calculation). Funds were reserved at the beginning of the year in anticipation of this reduction.	(63,333)
(ii) Reduction to DJJ Supplemental funding resulting from the February FTE count (4th calculation).	(15,254)
(iii) Funds added to Student Activities department for FY 2019 graduation rental agreements.	72,427
(iv) General Fund funding of Best & Brightest payments for the Pre-K teachers.	342,825
(v) General Fund funding of Best & Brightest payments for Adult Workforce Education teachers.	179,835
(vi) Reduction in Workforce program development allocation to cover Best & Brightest payments for Adult Workforce Education teachers.	(179,835)
(vii) Funds added to Exceptional Student Education department for:	
Hospital homebound services, beyond contract hours to make up sessions for students eligible for this service.	66,000
Salaries of Preschool evaluation staff performing required Pre-K assessments during the summer to ensure compliance with Federal Law and FDOE regulations.	30,000
Mileage	50,030
Speech Services (Hospital Homebound, District-wide, ESY).	1,485,000
Occupational & Physical Therapy (OT/PT) Services (including compensatory and ESY).	463,000
<b>(2) Student Support Services</b>	<b>1,000,000</b>
Funds added to Exceptional Student Education (ESE) department for nursing services.	1,000,000
<b>(3) Instructional Media Services</b>	<b>48,906</b>
Funds added to BECON department for costs associated with closed captioning for all school-based websites and IPTV integration.	48,906

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment**  
**As of April 30, 2019**  
**Explanation Summary**  
**(Continued)**

<u>CHANGES IN APPROPRIATIONS</u>	<u>INCREASE/ (DECREASE)</u>
<b>(4) Instructional &amp; Curriculum Development</b>	<b>306,824</b>
(i) Funding to support three positions, in the Early Learning/Language Acquisition department. The positions were funded previously by Roads to Outcome grant which ended last year.	201,619
(ii) Funds added to Exceptional Student Learning Support department Due Process/Compensatory Services.	105,205
<b>(5) Instructional Staff Training</b>	<b>84,937</b>
Funds added to Strategic Initiative Management department for consulting services that will assist in building a roadmap for District's long term improvements (e.g. PD, teacher focus), as part of the 2019-24 Strategic Planning Process.	84,937
<b>(6) Fiscal Services</b>	<b>35,017</b>
Funds added to the Chief Auditor department to pay for RSM invoice.	35,017
<b>(7) Central Services</b>	<b>1,010,500</b>
(i) Funds added to EEO/ADA Compliance department for Diversity Training required by the Armed Safe Officers (Guardian) Training Program.	10,500
(ii) Funds added to Risk Management department to increase Worker's Compensation self-insured fund to cover additional settlements/expenses through June 2019.	1,000,000
<b>(8) Operation of Plant</b>	<b>1,500,000</b>
(i) Funds added to Special Investigative Unit (SIU) to cover additional needs through the end of the fiscal year, including SIU overtime, supplies and physicals for detectives, and other costs related to the Guardian program.	300,000
(ii) Funds added to Risk Management department for General and Automobile Liability self-insured fund to cover additional settlements/expenses through June 2019.	1,200,000
<b>(9) Maintenance of Plant</b>	<b>6,000,000</b>
Additional Capital transfer for PPO Maintenance costs.	6,000,000
<b>(10) Community Services</b>	<b>49,000</b>
Funds added to Legislative Affairs department for consulting services to assist with the Board's legislative priorities in Tallahassee.	49,000

**May 21, 2019, Regular School Board Meeting**  
**K-1 General Fund Amendment as of April 30, 2019**  
**Executive Summary**

General Fund Amendment is submitted to the School Board pursuant to State Board Administrative Rule 6A-1.006. This Amendment is for the purpose of updating the Broward County School District Budget for estimated revenues and appropriation changes in the General Fund.

This amendment incorporates several important changes:

1. February FTE 4th calculation count, received from the State on April 24, 2019, and funding changes as a result of this count. Based on the State information received for the February FTE, the District's overall student count had a marginal increase of 68.5 student FTEs compared to the October FTE 3<sup>rd</sup> calculation, previously presented to the Board on February 5, 2019.
2. This amendment also incorporates an increase of \$6.0 million for additional Physical Plant Operations maintenance costs. Funds will be moved from Capital Reserve through the Capital transfer.
3. Upon approval of this amendment, the Board will have added nearly \$12.3 million of funding for costs that were not known at the time the original budget was approved on September 5, 2018. The majority of these costs are due to a shift in student population from Basic categories to ESE. Since weighted categories are capped, the District only received basic funding for students who need significantly more services. Funds were also increased to support nursing services, speech services, and OT/PT needs. In addition, funds were added to cover textbook purchases, dual enrollment costs, and increases in liability insurance and workers compensation.

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**

<b>ESTIMATED REVENUES</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
<b>LOCAL SOURCES</b>			
Ad valorem taxes - Current year	\$ 941,129,116	\$ (4,763,400)	\$ 936,365,716 (A)
Interest on Investments	4,000,000	8,006,383	12,006,383 (B)
Child Care Fees (Before & After School Care)	19,200,000	4,266,165	23,466,165 (C)
Course Fees	11,279,490	(802,186)	10,477,304 (D)
Gifts, Grants, Bequests	-	13,887	13,887
Indirect Cost (Grants & Food Service)	11,400,000	(817,540)	10,582,460 (E)
Rental Income	1,500,000	312,562	1,812,562 (F)
E-Rate Rebate	3,500,000	47,972	3,547,972
Other	15,517,646	3,139,175	18,656,821 (G)
<b>Total Local Sources</b>	<b>1,007,526,252</b>	<b>9,403,018</b>	<b>1,016,929,270</b>
<b>STATE SOURCES</b>			
Florida Education Finance Program (FEFP)			
FEFP	452,383,899	142	452,384,041
Mental Health Assistance Allocation	6,032,311		6,032,311
ESE Guaranteed Allocation	101,290,272		101,290,272
Digital Classroom Allocation	3,868,903		3,868,903
Safe Schools	14,328,585		14,328,585
Supplemental Academic Instruction	59,537,349		59,537,349
Reading Allocation	11,854,407		11,854,407
Teachers Classroom Supply Assistance	5,209,320		5,209,320
Instructional Materials Allocation	21,500,780		21,500,780
Transportation	33,764,959		33,764,959
DJJ Supplemental Funding	411,281		411,281
Subtotal - FEFP	710,182,066	142	710,182,208
Workforce Development Education			
Workforce Development	73,976,965		73,976,965
Workforce Educ. Perf. Incentive	600,000	47,286	647,286
Subtotal - Workforce Dev. Education	74,576,965	47,286	74,624,251
Adults With Disabilities	800,000	239,998	1,039,998 (H)
Discretionary Lottery Funds	952,723		952,723
Class Size Reduction	304,323,006	1,163	304,324,169
State License Tax	300,000	(7,355)	292,645
Sales Tax Distribution	446,500		446,500
School Recognition Funds	12,365,000		12,365,000
Other (VPK, CO&DS, etc.)	2,479,564	1,172,930	3,652,494 (I)
<b>Total State Sources</b>	<b>1,106,425,824</b>	<b>1,454,164</b>	<b>1,107,879,988</b>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**

<b>ESTIMATED REVENUES</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
<b>FEDERAL SOURCES</b>			
Reserve Officer Training Corps (ROTC)	2,000,000	536,687	2,536,687 (J)
Medicaid Claims & Fees	18,450,000	3,742,141	22,192,141 (K)
Emergency Impact Aide for Displaced Students	-	4,405,081	4,405,081 (L)
<b>Total Federal Sources</b>	<b>20,450,000</b>	<b>8,683,909</b>	<b>29,133,909</b>
<b>OTHER FINANCING SOURCES</b>			
Transfer from Special Revenue Funds	1,200,000	5,185,000	6,385,000 (M)
Transfer from Capital Project Funds	115,139,450	1,977,204	117,116,654 (N)
<b>Total Other Financing Sources</b>	<b>116,339,450</b>	<b>7,162,204</b>	<b>123,501,654</b>
<b>ESTIMATED REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>2,250,741,526</b>	<b>26,703,295</b>	<b>2,277,444,821</b>
<b>BEGINNING FUND BALANCE</b>	<b>160,568,000</b>	-	<b>160,568,000</b>
<b>TOTAL ESTIMATED REVENUES, OTHER FINANCING SOURCES, &amp; BEGINNING FUND BALANCE</b>	<b>\$ 2,411,309,526</b>	<b>\$ 26,703,295</b>	<b>\$ 2,438,012,821</b>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**

<b>APPROPRIATIONS</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>	
<b>INSTRUCTIONAL SERVICES</b>				
District Instructional Services	\$ 1,136,206,525	\$ (20,852,789)	\$ 1,115,353,736	(1)
Charter Schools Instructional Services	340,605,029	(592,489)	340,012,540	(2)
<b>Total Instructional Services</b>	<b>1,476,811,554</b>	<b>(21,445,278)</b>	<b>1,455,366,276</b>	
<b>SUPPORT SERVICES</b>				
Student Support Services	126,065,170	(2,438,187)	123,626,983	(3)
Instructional Media Services	22,506,918	66,922	22,573,840	
Instruction & Curriculum Development	28,178,590	2,326,951	30,505,541	(4)
Instructional Staff Training	9,719,998	(3,348,233)	6,371,765	(5)
Instruction Related Technology	24,516,921	1,559,504	26,076,425	(6)
Board of Education	4,534,949	99,195	4,634,144	
General Administration	9,770,249	(1,993,115)	7,777,134	(7)
School Administration	137,365,421	5,284,422	142,649,843	(8)
Facilities Acquisition and Construction	2,864	6,403,602	6,406,466	(9)
Fiscal Services	10,224,210	245,762	10,469,972	(10)
Central Services	68,779,811	(1,203,729)	67,576,082	(11)
Transportation Services	83,654,563	8,330,657	91,985,220	(12)
Operation of Plant	179,250,356	8,011,849	187,262,205	(13)
Maintenance of Plant	68,589,951	12,939,729	81,529,680	(14)
Administrative Technology Services	3,970,083	(178,348)	3,791,735	
Community Services	16,086,758	7,149,581	23,236,339	(15)
Debt Service	1,480,417	321,616	1,802,033	(16)
<b>Total Support Services</b>	<b>794,697,229</b>	<b>43,578,178</b>	<b>838,275,407</b>	
<b>OTHER FINANCING USES</b>				
To Special Revenue Funds	40,000	-	40,000	
<b>Total Other Financing Uses</b>	<b>40,000</b>	<b>-</b>	<b>40,000</b>	
<b>TOTAL APPROPRIATIONS &amp; OTHER FINANCING USES</b>	<b>\$ 2,271,548,783</b>	<b>\$ 22,132,900</b>	<b>\$ 2,293,681,683</b>	
<b>ENDING FUND BALANCE</b>	<b>\$ 139,760,743</b>	<b>\$ 4,570,395</b>	<b>\$ 144,331,138</b>	
<b>TOTAL APPROPRIATIONS, OTHER FINANCING USES, &amp; ENDING FUND BALANCE</b>	<b>\$ 2,411,309,526</b>	<b>\$ 26,703,295</b>	<b>\$ 2,438,012,821</b>	

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**

<b>ENDING FUND BALANCE</b>	<b>PREVIOUS BUDGET</b>	<b>INCREASE/ (DECREASE)</b>	<b>REVISED BUDGET</b>
Nonspendable Fund Balance	\$ 20,050,000	\$ 1,049,000	\$ 21,099,000
Inventory			
Restricted Fund Balance	2,150,000	7,362,000	9,512,000
Committed Fund Balance	54,320,000	7,000	54,327,000
Includes Health Insurance, Workers Compensation, & General Liability			
Assigned/Unassigned Fund Balance	63,240,743	(3,847,605)	59,393,138
<b>Total Ending Fund Balance</b>	<b>\$ 139,760,743</b>	<b>\$ 4,570,395</b>	<b>\$ 144,331,138</b>

<b>FUND BALANCE CHANGES</b>	<b>INCREASE/ (DECREASE)</b>	<b>FUND BALANCE</b>
<b>Beginning Fund Balance as of April 30, 2019</b>		<b>\$ 139,760,743</b>
<b>Impact of this Amendment on Fund Balance</b>	<b>\$ 4,570,395</b>	
<b>Ending Fund Balance as of June 30, 2019</b>		<b>\$ 144,331,138</b>
<b>Fund Balance Percentage</b>		
As a percentage of projected General Fund revenue excluding charter schools revenue less administrative fees.		3.23%

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**  
**Explanation Summary**

Comparison of June 2019 Amendment information to the April 2019 Amendment.

<u>CHANGES IN ESTIMATED REVENUES</u>	<u>INCREASE/ (DECREASE)</u>
(A) <b>Ad valorem taxes - Current year</b>	\$ (4,763,400)
Adjustment for taxes collected compared to originally levied for FY 2019, including prior year taxes. District collected less than the 96% rate that statute requires we budget for.	(4,763,400)
(B) <b>Interest on Investments</b>	8,006,383
Adjustment for additional interest revenue earned compared to estimates at the beginning of the year.	8,006,383
(C) <b>Child Care Fees</b>	4,266,165
Increase in child care fees due to the expansion of the before and aftercare elementary and middle school programs.	4,266,165
(D) <b>Course Fees</b>	(802,186)
Adjustment to revenue collected from testing fees and preschool program fees.	(802,186)
(E) <b>Indirect Cost (Grants &amp; Food Service)</b>	(817,540)
Revenue decrease in General Fund in order to offset deficits in FY 2019 IDEA grant. District was unable to charge grant full indirect cost rate.	(817,540)
(F) <b>Rental Income</b>	312,562
Rental income as of June 2019 was greater than projected at the beginning of the year.	312,562
(G) <b>Other (Local Sources)</b>	3,139,175
Increase in revenues generated from local sources, such as p-card rebates, prior year vendors refunds, and commercial food program.	3,139,175
(H) <b>Adults with Disabilities</b>	239,998
Remaining FY 2018 Adults with Disabilities funds received in FY 2019 from FDOE and not accrued at FY 2018 year end.	239,998

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**  
**Explanation Summary**  
**(Continued)**

<u>CHANGES IN ESTIMATED REVENUES</u>	<u>INCREASE/ (DECREASE)</u>
<p>(I) <b>Other (VPK, CO&amp;DS, etc.)</b>            Increase is due to additional funds received from the Voluntary Prekindergarten Program and Capital Outlay &amp; Debt Service (CO&amp;DS) revenue recorded based on the State's provided information.</p>	<p style="text-align: right;"><b>1,172,930</b></p> <p style="text-align: right;">1,172,930</p>
<p>(J) <b>Reserve Officer Training Corps (ROTC)</b>            Additional funds for ROTC program received in FY 2019.</p>	<p style="text-align: right;"><b>536,687</b></p> <p style="text-align: right;">536,687</p>
<p>(K) <b>Medicaid Claims &amp; Fees</b>            Additional federal funds generated by Medicaid reimbursements.</p>	<p style="text-align: right;"><b>3,742,141</b></p> <p style="text-align: right;">3,742,141</p>
<p>(L) <b>Emergency Impact Aide for Displaced Students</b>            Federal funds received from the State in order to assist the District with costs of education and support services to students displaced by Hurricanes Harvey, Irma or Maria.</p>	<p style="text-align: right;"><b>4,405,081</b></p> <p style="text-align: right;">4,405,081</p>
<p>(M) <b>Transfer from Special Revenue Funds</b>            Effective FY 2019, Miscellaneous Special Revenue fund balance will be transferred to the General Fund as a recommended better accounting practice and supported by the Association of School Business Officials (ASBO).</p>	<p style="text-align: right;"><b>5,185,000</b></p> <p style="text-align: right;">5,185,000</p>
<p>(N) <b>Transfer from Capital Project Funds</b>            Additional Capital Transfer to General Fund to cover PPO expenditures based on the year-end reconciliation of work-order system.</p>	<p style="text-align: right;"><b>1,977,204</b></p> <p style="text-align: right;">1,977,204</p>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**  
**Explanation Summary**

<b>CHANGES IN APPROPRIATIONS</b>	<b>INCREASE/ (DECREASE)</b>
	<b>\$ (20,852,789)</b>
<b>(1) District Instructional Services</b>	
Year-end distribution of originally budgeted salary lapse into correct functions. Benefits and fringe cost reductions related to lapse.	(20,852,789)
Distribution of sick leave payouts and related fringes.	
<b>(2) Charter Schools Instructional Services</b>	<b>(592,489)</b>
Adjustment for actual charter schools funding based on the year end FTE information.	(592,489)
<b>(3) Student Support Services</b>	<b>(2,438,187)</b>
Year-end distribution of originally budgeted salary lapse into correct functions. Benefits and fringe cost reductions related to lapse.	(2,438,187)
Distribution of sick leave payouts and related fringes.	
<b>(4) Instruction &amp; Curriculum Development</b>	<b>2,326,951</b>
Increase is primarily due to additional funds added to ESE department to cover 2019 ESE invoices. Invoices all paid in June 2019.	2,326,951
<b>(5) Instructional Staff Training</b>	<b>(3,348,233)</b>
Decrease is due primarily to a funding realignment for the Community Foundation of Broward grant matching costs, as well as a portion of Professional Development costs being covered by the Title II-A grant funding.	(3,348,233)
<b>(6) Instruction Related Technology</b>	<b>1,559,504</b>
Increase is primarily due to FY 2018-19 increase in salaries, fringe benefits, and additional DROP payments within this functional area.	1,559,504
<b>(7) General Administration</b>	<b>9,694,909</b>
Decrease is primarily due to realignment of funding of athletic facility maintenance equipment and repair to the maintenance of plant function for the projects.	(1,993,115)
<b>(8) School Administration</b>	<b>5,284,422</b>
Increase is primarily due to increased salaries and fringe benefits, BOOST merit pay, and terminal payouts such as sick leave, vacation, and DROP payments; as well as funds added to various schools for school scheduling funding and year-end distribution of originally budgeted salary lapse into correct functions.	5,284,422

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**  
**(Continued)**

<u>CHANGES IN APPROPRIATIONS</u>	<u>INCREASE/ (DECREASE)</u>
(9) <b>Facilities Acquisition and Construction</b>	6,403,602
Increase is due to the allocation of the Capital Transfer funding for capital improvement projects, such as HVAC replacements, fencing, coil cleaning, major electrical repairs, etc. to this function as requested by PPO department.	6,403,602
(10) <b>Fiscal Services</b>	245,762
Year-end distribution of originally budgeted salary lapse into correct functions. Benefits and fringe cost increases related to lapse. Distribution of sick leave payouts and related fringes.	245,762
(11) <b>Central Services</b>	(1,203,729)
Decrease is primarily due to a portion of Professional Development costs being covered by the Title II-A grant funding and year-end distribution of originally budgeted salary lapse into correct functions. Benefits and fringe cost increases related to lapse. Distribution of sick leave payouts	(1,203,729)
(12) <b>Transportation Services</b>	8,330,657
Increase is due primarily to the realignment of fuel cost from Maintenance of Plant to Transportation Services function, as well as increase in salaries and fringe benefits, terminal payouts such as sick leave, vacation, and DROP payments.	8,330,657
(13) <b>Operation of Plant</b>	8,011,849
Increase is due primarily to FY 2018-19 increase in salaries and fringe benefits, and year-end distribution of originally budgeted salary lapse into correct functions, as well as additional funding added to Special Investigative Unit (SIU) for School Resource Officers' (SRO) overtime and additional cost of hiring and training Armed Safe Schools Officers (Guardians).	8,011,849
(14) <b>Maintenance of Plant</b>	12,939,729
Increase is due primarily to the inclusion of other capital outlay equipment expenditures from instructional functions that are accounted for in the maintenance function. Additionally, approximately \$3.7 million is related to including more annual maintenance category items together with expenditures from the Environmental Health & Safety and Athletics departments that were supported by the capital maintenance transfer.	12,939,729

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**2018-19 General Fund Amendment #3 - Final**  
**As of June 30, 2019**  
**(Continued)**

<u>CHANGES IN APPROPRIATIONS</u>	<u>INCREASE/ (DECREASE)</u>
<b>(15) Community Services</b>	<b>7,149,581</b>
Increase is due primarily to a funding realignment for the Community Foundation of Broward grant matching costs, increase in salaries and fringe benefits for the before and aftercare elementary and middle school programs, and year-end distribution of originally budgeted salary lapse into correct functions.	7,149,581
<b>(16) Debt Service</b>	<b>321,616</b>
Increase in cost of issuance of Tax Anticipation Notes.	321,616



# AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:  
**DD-6.**

MEETING DATE	2019-09-04 10:05 - School Board Operational Meeting
AGENDA ITEM	ITEMS
CATEGORY	DD. OFFICE OF THE CHIEF AUDITOR
DEPARTMENT	Auditing

<b>Special Order Request</b>	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
<b>Time</b>	
<b>Open Agenda</b>	
<input checked="" type="radio"/> Yes	<input type="radio"/> No

**TITLE:**  
RSM Report -SMART Bond Program Management

**REQUESTED ACTION:**  
Received - RSM Report - SMART Bond Program Management.

**SUMMARY EXPLANATION AND BACKGROUND:**  
The Office of the Chief Auditor (OCA) engages RSM to perform the quality assurance testing of the SMART Bond owner representative and program manager under a scope determined by the OCA. The report noted 4 findings. Management responses to the findings are included in the report. Follow-up will be performed by both RSM and the OCA.  
See Supporting Docs for continuation of Summary Explanation and Background.  
The Audit Committee reviewed and approved this report for transmittal to the School Board during the Committee's August 8, 2019 meeting but requested that Office of Facilities and Construction's Capital Programs department augment their response with additional information. The addendums to the responses are included as Exhibits A and B.

**SCHOOL BOARD GOALS:**  
 Goal 1: High Quality Instruction   
 Goal 2: Safe & Supportive Environment   
 Goal 3: Effective Communication

**FINANCIAL IMPACT:**  
The source of funds to perform the Internal Audit Report was the General Fund budget allocation for the Office of the Chief Auditor. There is no additional financial impact to the School District.

**EXHIBITS: (List)**  
(1) Summary Explanation and Background RSM (2) RSM Report (3) Exhibit A (4) Exhibit B

<b>BOARD ACTION:</b>  <small>(For Official School Board Records Office Only)</small>	<b>SOURCE OF ADDITIONAL INFORMATION:</b>	
	Name: Joris Jabouin	Phone: 754-321-2400
	Name:	Phone:

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
Senior Leader & Title  
Joris Jabouin - Chief Auditor

Signature  
*Joris Jabouin*  
8/20/2019, 9:25:17 AM

Approved In Open Board Meeting On: \_\_\_\_\_  
By: \_\_\_\_\_  
School Board Chair

## SUMMARY EXPLANATION AND BACKGROUND

The Office of the Chief Auditor (OCA) engages RSM to perform the quality assurance testing of the SMART Bond owner representative and program manager under a scope determined by the OCA. The current report is one of several to be presented in fiscal year 2020 and noted 4 findings. Management responses to the findings are included in the report. Follow-up will be performed by both RSM and the OCA.

The Audit Committee reviewed and approved this report for transmittal to the School Board during the Committee's August 8, 2019 meeting but requested that Office of Facilities and Construction's Capital Programs department augment their response with additional information. The addendums to the responses that are in the report are included as Exhibits A (for finding 2) and B (for finding 3).



Established 1915

**BROWARD**  
County Public Schools

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# Internal Audit of Program Management FY19 Q3

June 12, 2019





Program Management – FY19 Q3  
Internal Audit Report  
Issued: June 12, 2019

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Program Management – FY19 Q3  
 Internal Audit Report  
 Issued: June 12, 2019

**TRANSMITTAL LETTER**

June 12, 2019

Joris Jabouin, Chief Auditor  
 Broward County Public Schools  
 600 SE 3rd Avenue, 8th Floor  
 Fort Lauderdale, Florida 33301

Pursuant to the approved internal audit scoping letter submitted January 22, 2019, we hereby submit our FY19 Q3 internal audit report of the Program Management function. We will be presenting this report to the Audit Committee at the next scheduled meeting on June 20, 2019.

Our report is organized in the following sections:

<b>Executive Summary</b>	This section provides a brief background and a summary of the observations related to our internal audit of the Contract Administration function.
<b>Detailed Observations</b>	This section presents descriptions of the items noted during our internal audit and recommended actions as well as summarized responses from Atkins and CBRE Heery and estimated completion dates.
<b>Objectives and Approach</b>	The internal audit objectives and focus are expanded upon in this section as well as a review of our approach.
<b>Appendices</b>	This section provides full Atkins and CBRE Heery's responses to RSM's recommendations.

We would like to thank all those involved in assisting the Internal Auditors in connection with the FY19 Q3 internal audit of the Program Management function at Broward County Public Schools.

Respectfully Submitted,

[RSM US LLP]





## EXECUTIVE SUMMARY

### Background, Objectives and Scope

RSM has provided various operational and construction auditing services through agreement with District's Office of the Chief Auditor ("OCA") since 2013. In March of 2017, RSM began providing quarterly evaluation reports of the District's Program Management team directly to the District's Office of Facilities and Construction ("OFC"). During our engagement we worked closely with OFC and members of the ATKINS and CBRE-HEERY Program Management team to improve the District's design and construction control environment, and encourage transparency and accuracy in reporting. In November 2018, RSM was notified that the District intended to shift the contractual oversight and management of our work from OFC, back to the OCA. In January 2019, RSM worked with OCA to define an audit plan for the calendar year 2019, and began conducting fieldwork shortly thereafter.

The objective of our current engagement is to verify that the District's Program Management Consultant ("PM" - Atkins) and Owner's Representative ("OR" - CBRE-HEERY) are providing deliverables and services in conformance with the terms and conditions of their respective agreements / RFP. Our procedures included testing of PM/OR compliance with District standard operating procedures and industry leading practices. Our scope included activities performed during the period January – March 2019.

### Observations

The observations identified during our assessment are summarized on the following page, and include management action plans with estimated completion dates.

During our work we noted that with the exception of RFI aging reports, the PM team is in compliance with the reporting requirements of their agreement, but the OR team's agreement will need to be modified to reflect current reporting practice. Further, we noted e-Builder work flows for invoice and RFI reviews were recently implemented (February 2019), but have not been mandated for use by OFC. Lastly, we identified instances of non-compliance with the standard operating procedure for Design; these include departure from the standard design review schedule, as well as missed or combined design review phases.

### Approach

Our audit approach consisted of the following:

#### Program Manager (Atkins)

- Obtained and reviewed deliverables submitted in accordance with PM monthly reporting requirements derived from RFP Article 6.4.2.6.
- Reviewed Atkins monthly invoicing for contractual compliance, proper supporting documentation, and mathematical accuracy
- Followed up on prior findings, including e-Builder utilization and workflow rollout

#### Owner's Representative (CBRE-Heery)

- Obtained and reviewed deliverables submitted in accordance with PM monthly reporting requirements derived from RFP Article 6.4.3.10.
- Selected a sample of project(s) for control assessment and testing
- Tested the sample projects for compliance with District Standard Operating Procedure and best practices. In-Scope processes for this period included:
  - Design procurement
  - Design schedule management

- Review CBRE-HEERY monthly invoicing for contractual compliance, proper supporting documentation, and mathematical accuracy

#### Reporting

At the conclusion of our procedures, we summarized our findings related to the Contract Administration process. We have reviewed the results of our testing with OCA, OFC, the PM/OR team, and incorporated management's response into our report.





## EXECUTIVE SUMMARY - CONTINUED

Summary of Observations  
Following is a summary of observations that were identified. Further details of each item are included within the Detailed Observations section of this report.

Observations
<p><b>1. PM/OR Compliance with Reporting Requirements</b> During our testing of reporting packages provided by the PM/OR team for the in-scope period, we noted that in some instances reports were provided for the first time in the January 2019 package, and that some reports have still not been provided by the PM/OR team.</p>
<p><b>2. Delay in Execution of the Authorization to Proceed</b> Through our detailed testing related to the Design Procurement Standard Operating Procedure ("SOP"), we noted non-compliance with the SOP for 5 of 5 projects sampled, with significant delays in the execution of the consultant's Authorization to Proceed ("ATP") after Board approval of the Professional Service Agreements ("PSA") for 4 out of 5 projects sampled.</p>
<p><b>3. PM/OR Adherence to Design Phase Timeline</b> Through our detailed testing related to the Design Phase Standard Operating Procedure ("SOP"), we noted instances of non-compliance with the SOP in effect at the time of our testing.</p>
<p><b>4. e-Builder Workflow Implementation &amp; Document Retention</b> Although the Request for Information ("RFI") / Architect Supplemental Instruction, Consultant's Invoicing, and GC Invoicing e-Builder workflows relevant to capital projects were listed as "live" in monthly reporting, we noted that workflows are not yet widely utilized. The PM/OR team noted that although the workflows were live and training was provided, a directive was not issued to Project Managers instructing them to utilize e-Builder workflows for all invoicing and RFIs. Through our detailed SOP testing, we also noted that several supporting documents were not uploaded to e-Builder, including copies of the advertisement for design procurement and design review logs.</p>



**DETAILED OBSERVATIONS**

**INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3**

OBSERVATION	1. PM/OR Compliance with Reporting Requirements	Provided Fall 2019	Provided Feb 2019																																																						
DETAIL	<p>In August 2018 RSM conducted a facilitated session with representatives from Broward OFC, CBRE-Heery, and Atkins to discuss PM/OR compliance with deliverable requirements as outlined in each vendor's contract documents. This facilitated session was intended to establish a baseline for reports to be provided by the PM/OR team going forward. In this meeting, we collectively identified reporting previously provided to OFC (reporting available from the PM/OR team) and reporting to be provided to OFC for future periods. We then reconciled the current/future reporting to the requirements outlined in each vendor's contract documents to verify that reporting in future periods would align with specified requirements. As a result of this reconciliation, we noted that Atkins planned future reporting conformed with requirements, but that CBRE-Heery's RFP requirements would require amendment to align with planned future deliverables. For reporting to sufficiently meet OFC's needs, the contract may require modification as the planned reporting varied from that specified in the CBRE-Heery contract.</p> <p>The reports listed in the table below were identified as the agreed-upon package to be provided for the periods ending September 2018 and beyond. The table summarizes the results of our testing.</p>	<table border="1"> <thead> <tr> <th>Responsible Vendor</th> <th>Provided Fall 2019</th> <th>Provided Feb 2019</th> </tr> </thead> <tbody> <tr> <td>CBRE-Heery</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>CBRE-Heery</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Atkins</td> <td>YES</td> <td>YES</td> </tr> </tbody> </table>	Responsible Vendor	Provided Fall 2019	Provided Feb 2019	CBRE-Heery	YES	YES	CBRE-Heery	YES	YES	Atkins	YES	YES	<table border="1"> <thead> <tr> <th>Responsible Vendor</th> <th>Provided Fall 2019</th> <th>Provided Feb 2019</th> </tr> </thead> <tbody> <tr> <td>CBRE-Heery</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>CBRE-Heery</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Atkins</td> <td>YES</td> <td>YES</td> </tr> </tbody> </table>	Responsible Vendor	Provided Fall 2019	Provided Feb 2019	CBRE-Heery	YES	YES	CBRE-Heery	YES	YES	Atkins	YES	YES																														
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	<p>Monthly Report</p> <p>Project schedule updates</p> <p>Milestone Baseline Schedule</p> <p>Monthly report of schedule delays / slippage at both program and project level</p> <p>Monthly cash flow report – actual vs projected</p> <p>Monthly RFI aging and reporting by project</p> <p>Monthly change order reporting – project &amp; program level</p> <p>Vendor performance monitoring reports</p> <p>Post project completion reporting</p> <p>Project quality reporting – design process revise &amp; resubmits, inspection results</p>																																																								

Through review of the Milestone Baseline Schedule, we noted that only one project is listed as complete (Manatee Bay ES-P-001759, complete December 18, 2018).





**DETAILED OBSERVATIONS**

**INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3**

OBSERVATION	OBSERVATION
<p><b>RECOMMENDATION</b></p>	<p><b>1. PIM/OR Compliance with Reporting Requirements (continued)</b></p> <p>As identified in the August 2018 facilitated session, to comply with section 6.4.2.6 of the Program Manager RFP, we recommend the Program Manager report on post project stakeholder satisfaction. If stakeholder satisfaction assessments are not currently solicited, we recommend OFC and Atkins co-develop a survey for distribution to stakeholders as part of the project closeout process.</p> <p>In addition, we recommend OFC issue an addendum memorandum of understanding, or similar to the CBRE-Heery contract specifying that reporting requirements have been modified to include project specific schedule reporting, as a replacement to the program level reporting specified in section 6.4.3.10 of the Owner's Representative RFP.</p>
<p><b>MANAGEMENT'S RESPONSE</b>          (REFER TO APPENDIX A FOR FULL TEXT)</p>	<p><b>Response:</b> The post project completion report has been drafted by [Capital and Program Controls Management] (CPCM) for review by OFC and the CRPM. Upon approval the report will be submitted in the CPCM monthly reporting. The January 2019 REI report has since been provided to OFC and the office of the Chief Auditor.</p> <p><b>Estimated Completion Date:</b> July 2019</p>





## DETAILED OBSERVATIONS – CONTINUED

### INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3

#### 2. Delay in Execution of the Authorization to Proceed

Through our detailed testing related to the Design Procurement Standard Operating Procedure (SOP), we noted non-compliance with the SOP for 5 of 5 projects sampled, with significant delays in the execution of the consultant's Authorization to Proceed (ATP) after Board approval of the Professional Service Agreements (PSA) for 4 out of 5 projects sampled. SOP 10.20, as effective during the design and design procurement phases of our sampled projects, states that the Project Manager shall prepare the ATP 1 week prior to the SBBC meeting, and that the Architect must return the ATP by the day of the Board meeting.

In further discussions, the OR noted that Project Managers are often not assigned to projects until after Board approval of the PSA. As such, the ATP is not completed until after the PSA is executed, and then must route through the various OR and OFC approvals prior to execution. Refer to the table below, which summarizes the timeline between Board approval of the PSA and execution of the ATP for each of our sampled projects:

Project	Board Approval of PSA	ATP Document Date	Days Elapsed	OR Approval of ATP	ATP Delivery to OR	ATP Delivery to OR (Days Elapsed)	ATP Delivery to OR (Days Elapsed)	Total Days Elapsed from Board Approval
Cooper City HS (P-002138)	05/08/2018	07/05/2018	-58	07/11/2018	7/24/2018	-6	-13	-77
Sanders Park ES (P-002132)	04/24/2018	06/14/2018	-51	07/02/2018	7/12/2018	-18	-10	-79
May M. Bethune ES (P-002125)	05/08/2018	07/20/2018	-73	07/30/2018	8/10/2018	-10	-11	-94
Westglades MS (P-002131)	06/12/2018	06/17/2018	-5	07/02/2018	7/12/2018	-15	-10	-30
Sawgrass ES (P-002127)	05/08/2018	07/23/2018	-76	07/30/2018	8/10/2018	-7	-11	-94

\*Includes review, approval and assignment of project number by Capital Payments, receipt by OR, distribution to Design Professional. Note that an SOP has since been created for the ATP process as SOP 10.25 (effective 03/05/2019). The timeline related to the preparation of the ATP remained the same as noted in the prior SOP 10.20.

We recommend the OFC and PM/OR team review the SOP to determine whether the timeline established for execution of the ATP is practical and reasonable. If the analysis reveals that the timeline should be modified, we recommend the SOP be updated to reflect an attainable schedule. If the timeline is reasonable as currently written, we recommend the OR assign project managers prior to the Board meeting date for approval of the PSA, and work to complete ATPs in accordance with the timeline specified in the SOP.

#### RECOMMENDATION





## DETAILED OBSERVATIONS – CONTINUED

### INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3

OBSERVATION	2. Delay in Execution of the Authorization to Proceed (continued)
MANAGEMENT'S RESPONSE (REFER TO APPENDIX A FOR FULL TEXT)	<p>Response: Based upon the SMART Project assignment of AEs being nearly complete, the future issuance of ATPs is limited to eleven (11) projects. It is the CR, PM and GPCM recommendation not to change the SOP 10.25 since that practice is sound. In addition, the assignment of PMs to the projects have also now been completed. Going forward, assignment of PMs prior to A/E selection continues to be best practice. As a practical application, PMs were not always assigned ahead of time due to the manner in which PM staffing was increased during the course of the project. Until this year, PMs were not always in place prior to the inception of RFP/Q process.</p> <p>There were eight (8) year (5) projects where designers had been selected and given approved PSAs. At that time a conscious effort was made to smooth out the number of projects in the work flow, (design-bid-build). In the case of the three (3) designers involved in these eight (8) projects, all had an existing workload with prior year projects.</p> <p>This purposeful delay was aimed at effecting the following:</p> <ul style="list-style-type: none"> <li>• Reduce a logjam of design and design review</li> <li>• Focus on Year 1-2-3 projects</li> <li>• Recognize that Year 4 and Year 5 projects are being managed on schedule and with the new milestone schedule, this delay smooths out the curve from design through cash flow. (The designers included in this group are Laura M. Perez and Assoc., DLFC Architectural, CES Consultants.)</li> </ul> <p>Estimated Completion Date: N/A</p>



## DETAILED OBSERVATIONS – CONTINUED

### INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3

#### 3. PM/OR Adherence to Design Phase Timeline

Through our detailed testing related to the Design Phase Standard Operating Procedure ("SOP"), we noted instances of non-compliance with the SOP in effect at the time of our testing. SOP 3.3 details the procedures for completing design reviews at each major design milestone (Scope Validation, 30%, 50%, 90% and 100%), and established the following timeline of procedures to be performed prior to each milestone's design review meetings:

- Designer submits required documentation 2 weeks prior to design review meeting
  - Design reviewers submit Design Comment Sheets to Design Coordinator 5-10 days prior to design review meeting (depending on complexity of project)
  - Designer submits responses 2 days prior to design review meeting
  - In general, the design review process should be completed within a 3-week period
- The timeline noted above was originally developed to provide structure and efficiency to the design review process. Through discussions with the OR team, we noted that they did not track or maintain evidence of compliance with the timeline detailed in the SOP. We reviewed supporting documentation to validate completion of the various Design reviews noted in the SOP, and identified the following:
- The OR noted that design schedules are developed on a project by project basis, and listed in the designer's Authorization to Proceed Zero(0) of 5 projects sampled included reviews at all design milestones noted in the SOP (SV, 30%, 50%, 90% and 100%). In one instance, a Scope Validation design review was not performed, although the review was noted in the ATP.
  - The architect did not submit responses prior to the design meeting as required in the SOP for 21 of 24 milestones reviewed.

Through further discussions with the PM/OR team, we noted that SOP 3.3 was recently updated (effective 02/21/2019) to remove reference to the timeline described in prior versions of the SOP, and to clarify that review timelines are dependent on those listed in the executed PSA. Refer to the table below that summarizes dates of key design milestones reviews and total time between each milestone noted for each of our sampled projects:

Project	ATP		SV		30%		50%		90%		100%	
	Complete	Days	Complete	Days	Complete	Days	Complete	Days	Complete	Days	Complete	Days
Nova HS (P: 001817)	X	X	6/26/17	118	9/28/17	94	1/3/18	97	4/7/18	94	7/15/18	113
Hollywood Hills HS (P: 001806)			6/20/17	105	10/18/17	110	1/18/18	92	3/14/18**	65	3/23/18	42
Sygrass Spgs MS (P: 001841)			8/23/17	78	11/11/17	70	2/9/18	100			5/23/18	156
Forest Glen MS (P: 001865)			8/22/17	54	12/18/17	118	12/18/17	0			5/7/18	119
Gulfstream Acad. (P: 001822)			9/19/17	61	11/17/17	65	1/8/18	52				

\* Aggregating to the Authorization to Proceed portion of the design review was not required based on the design schedule  
 \*\* Not specified in ATP, but was performed





## DETAILED OBSERVATIONS – CONTINUED

### INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3

#### 3. PM/OR Adherence to Design Phase Timeline (continued)

The table below summarizes the variance in days from the original schedule noted in each project's ATP.

Projects	Spa															
	ATP Day	Validation														
Nova HS (P-001817)	14	X	84	X	118	-34	154	212	231	309	-76	299	403	-110		
Hollywood Hills HS (P-001809)			84		105	-21	154	215	231	307	-76	293	485	-192		
Sycross Spgs MS (P-001841)	66	41	25	5	119	5	189	189	0	268	-21	347	331	16		
Forest Glen MS (P-001865)	96	29	7	9	83	9	148	201	53	231	30	315	357	-42		
Gulfstream Acad. (P-001822)	42	51	105	-7	112	-7	161	177	16	224	-5	275	348	-73		

X: Validation was not performed by the Design Review Team

\* According to the Authorization to Proceed, this portion of the design review was not required based on the design schedule

\*\* Phases completed at same time, instead of separate as specified in ATP

In addition to the reviews performed by the OR team, the Districts Building Department also conducts a review of each project at 50% and 100% documents. As noted in our recommendation below, in the next quarter RSM will meet with the Building Department to understand their process, and conduct further analysis of the review timeline.

Given the design delays identified for the 5 projects we sampled, we recommend the PM/OR develop an approach to identifying and addressing design phase schedule delays as they arise.

In addition, we noted that for 5 of 5 projects sampled, the PSA contained an option for the District to pursue damages for unexcused delay caused by the design consultant. As such, we further recommend the OFC analyze each project within the program to determine whether (1) damages for delay were included in each PSA, and (2) whether delays from the established design schedule existed. For variances noted between the timeline established in the PSA and/or accompanying NTP, the District should perform an analysis to identify the cause(s) of delay, and whether pursuit of damages is warranted.

Considering the Building Department's review of 100% documents occurs after the OR Atlanta Team's review, RSM intends to interview the Building Department during our next quarter's audit procedures in an effort to identify the full review timeline, and more clearly define the root cause(s) of noted delays.

#### RECOMMENDATIONS & NEXT STEPS





**DETAILED OBSERVATIONS – CONTINUED**

**INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3**

OBSERVATION	3. PM/OR Adherence to Design Phase Timeline (continued)
MANAGEMENT'S RESPONSE (REFER TO APPENDIX A FOR FULL TEXT)	<p>Response: Regarding the monitoring of deliverables, every design phase project is managed by the PM per deliverable. We will now be utilizing the language of the PSA to assess delay charges at \$100/day. Notice was given to the consultants initially in December 2018. In addition, the PSA language allows for assessment of damages on plan reviews past (2) cycles. This will be enacted and these charges will go back to January 1, 2019 and be assessed going forward.</p> <p>We have reports that are used to track the status of Revise/Re-submit cycles which the PM will use to initiate notice of assessment. Regarding analysis of delay causes, there is on-going review of delay cause action. There has been a significant learning curve for all parties. The OR-PM team is working closely with the OFC and the Building Department to continually identify issues and determine subsequent improvements.</p> <p>As an example, a study of common issues that were surfacing during design reviews resulted in a document that was shared with all designers in December 2018 in order to pre-empt repetitive mistakes.</p> <p>Estimated Completion Date: N/A</p>





**DETAILED OBSERVATIONS – CONTINUED**

**INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3**

OBSERVATION	OBSERVATION
<p><b>4. e-Builder Workflow Implementation &amp; Document Retention</b></p> <p>Although the Request for Information ("RFI")/ Architect Supplemental Instruction, Consultant's Invoicing, and GC Invoicing e-Builder workflows relevant to capital projects were listed as "live" in monthly reporting, we noted that workflows are not yet widely utilized. An e-Builder Summit was hosted by Atkins in January 2019 to discuss the scope and timeline of the e-Builder workflow implementation. Representatives from Atkins, CBRE-Heery, and OFC were present for the discussion, and deadlines for "go-live" dates were agreed upon. The PM/OR team noted that although the workflows were live and training was provided, a directive was not issued to Project Managers, instructing them to utilize e-Builder workflows for all invoicing and RFIs.</p> <p>Through our detailed SOP testing, we also noted that several supporting documents were not uploaded to e-Builder. To conduct our testing of SOP compliance, we first reviewed documents available on e-Builder, and followed up with PM/OR and District personnel to obtain those documents which were not originally uploaded. All documentation requested was provided, and uploaded to the appropriate location in e-Builder after our request; however, the following documents were consistently missing from e-Builder:</p> <ul style="list-style-type: none"> <li>• A copy of the advertisement for Design Procurement</li> <li>• All Design Review logs</li> </ul> <p>As e-Builder is the District's central repository of information related to projects, all relevant project and program documents should be uploaded in a timely manner.</p>	<p>We recommend the OR team begin utilizing the established workflows for all invoicing and RFIs going forward. Vendors should also be informed that invoicing submitted outside of e-Builder will not be processed unless a corresponding invoice issued through the workflow has also been generated.</p> <p>We further recommend the PM/OR team establish a process to verify that all documents are uploaded to e-Builder in accordance with the established SOP.</p>
<p><b>RECOMMENDATION</b></p>	<p><b>Response:</b> All letter has been prepared for District approval instructing external vendors to utilize electronic workflows as of a certain cut-off date. With regards to the timeline for issuance of the e-Builder utilization letter, as there are still some contracts to amend with e-Builder language, the issuance of the letter has been postponed to the end of June.</p> <p>With respect to a tool that is to be used to ensure that all pertinent project documents are archived in e-Builder, a template has been created by project. This template will be used once fully vetted to track and record documentation to be loaded and placed in e-Builder. By virtue of this tool, project by project monitoring will be able to be accomplished through the ORPM Document Control staff. (continued on following page)</p>
<p><b>MANAGEMENT'S RESPONSE</b>        (REFER TO APPENDIX A FOR FULL TEXT)</p>	





**DETAILED OBSERVATIONS – CONTINUED**

**INTERNAL AUDIT – PROGRAM MANAGEMENT FY19 Q3**

OBSERVATION	4. e-Builder Workflow Implementation & Document Retention (continued)
<p>MANAGEMENT'S RESPONSE            (REFER TO APPENDIX A FOR FULL TEXT)</p>	<p>The archival template is already being used by Document Control. The first phase is to retro-actively review and ensure that closed-out projects have all archives of project records in e-Builder. The Template is being vetted and will be finalized for full roll-out by mid-June 2019. Internal training of PM's/APM's/Admins will occur (by July 1st) relative to use of the Template. The next level of review, once completed projects have been reconciled, will begin in July with the oldest projects in construction being the first area of focus. Regarding the Design Review Logs, the Atlanta Design Review team has now completed loading all past reviews to e-Builder. They will be responsible for this task throughout all remaining design phases. Added Staff: A Coordinator is to be hired by July 1st whose job will include daily monitoring of progress of archival in e-Builder according to the template. The next major checkpoint should be September 2019 to determine the gap in records in e-Builder and an action plan to reconcile the same.</p> <p><b>Estimated Completion Date: September 2019</b></p>





## OBJECTIVES AND APPROACH

### Objectives

The objective of our work was to verify that the District's Program Management Consultant ("PM" - Atkins) and Owner's Representative ("OR" - CBRE-HEERY) are providing deliverables and services in conformance with the terms and conditions of their respective agreements / RFP. Further, our procedures included testing of PMOR compliance with District standard operating procedures and industry leading practices.

### Approach

Our audit approach consisted of the following:

#### Program Manager (Atkins)

Our audit approach consisted of the following: Program Manager (Atkins) monthly reporting requirements derived from RFP Article 6.4.2.6 including:

- Obtained and reviewed deliverables submitted in accordance with PM monthly reporting requirements derived from RFP Article 6.4.2.6 including:
  - Monthly schedule delays / slippage at both program and project level
  - Cash flow – actual vs projected
  - RFI aging and reporting by project
  - Change order reporting – project & program level
  - Vendor performance monitoring
  - Post project completion reporting
  - Project quality – design process revise & resubmits, inspection results
- Reviewed Atkins monthly invoicing for contractual compliance, proper supporting documentation, and mathematical accuracy
- Followed up on prior findings, including eBuilder utilization and workflow rollout

#### Owner's Representative (CBRE-Heery)

Our audit approach consisted of the following: Owner's Representative (CBRE-Heery) monthly reporting requirements derived from RFP Article 6.4.3.10 including:

- Obtained and reviewed deliverables submitted in accordance with PM monthly reporting requirements derived from RFP Article 6.4.3.10 including:
  - Updated project schedules – all projects
  - 6 phases report
- Selected a sample of project(s) for control assessment and testing
- Tested the sample projects for compliance with District Standard Operating Procedure and best practices. In-Scope processes for this period included:
  - Design procurement
  - Design schedule management
- Review CBRE-HEERY monthly invoicing for contractual compliance, proper supporting documentation, and mathematical accuracy

### Reporting

At the conclusion of our procedures, we summarized our findings related to the Contract Administration process. We have reviewed the results of our testing with Internal Audit, OFC, the PM/OR team, and incorporated management's response into our report.





## APPENDIX A

### Observation 1 Response

Observation: PM/OR Compliance with Reporting Requirements. #1 Post Project Stakeholders satisfaction assessment.

The OR-PM agrees with the concept and utilization of Post-occupancy assessments. The challenge to implementing such a process in the SMART Program is the nature of the vast majority of work are renovations including roofing, building envelope, HVAC and Life Safety systems. As such, in order to develop the assessment surveys, it is suggested that the following be jointly defined by District, OR-PM, and CPCM staff:

1. Stakeholders - determine the survey audience. Is it the same for every project?

Additions may be different from renovation.

- School Based Staff
- District Level Staff

2. Focus of Survey

- Additions Only?

- Renovations – if yes - sampling or all?

- Media Centers, STEM Labs, Music, Art Projects as separate survey?

3. Assessment focus on all or part of listed groups below

- OR-PM and OR-PC

- Professional Consultants

- CM or CMAR Project

- Contractors

4. Who will receive the results and how will they be reported?

### **Outcome**

As OR-PM we suggest that the most significant benefit of a Post-Occupancy assessment is to be utilized to identify opportunities for improvement in the efficacy of future capital projects as well as to confirm practices and procedures that should be continued.

### **Summary**

The results of post-occupancy assessments will be reviewed as they are received for improvement opportunities. As more data is collected, analysis can identify trends and commonalities which indicate the greatest opportunity for improvement. The post project completion report has been drafted by CPCM for review by OFC and the ORPM. Upon approval the report will be submitted in the CPCM monthly reporting. (**Appendix B**)

### **Recommendation**

To include modification to reporting requirements (project in next contract renewal amendment) (anticipated July 2019)

### **Post Project Completion Financial Report**

Regarding reporting of project completion, please see attached example of report.





## APPENDIX A - CONTINUED

### Observation 2 Response

Delay in Execution of the Authorization to Proceed (ATP)

The OR-PM has used an ATP Log (*Appendix C*) to track the time it takes to deliver the fully executed ATP to the designer. This log, has been used since 2016 to track, monitor and adjust processes where and if needed. The earliest ATP's issued starting in mid-year 2016 ranged from 35 to 69 days in cycle time. In 2017, cycle times were reduced dramatically and ranged from 9 to 62 days. The outliers that were in excess of 30 days were almost all CMAR delivery and the CM's ATP.

ATP cycle times began to shift again in 2018. These were driven by the assignment of the new baseline schedule and sequencing the work such that as designs are commenced the flow through the permitting and bidding processes are systematic and set-up to prevent pinch points/bottlenecks in the work flow.

Finally in the past six months, there has been strategic direction wherein projects in late 2018 and early 2019 are being held as consideration is given to modifying delivery methods.

With respect to the reference to SO P's 10.20 and 10.25 we still would maintain the target of issuing an ATP to the consultant prior to the action taken by the SBBC Board is a sound practice. The decision on when to issue the fully executed ATP is being made on a project by project basis as noted above.

The projects sampled in this report are all year 4 or 5 projects and as such the issuance of ATPs were varied based upon the new schedule and the flow of obtaining LORs which determines the flow of bidding.

**Summary**  
Based upon the SMART Project assignment of A/Es being nearly complete, the future issuance of ATPs is limited to eleven (11) projects. It is the OR-PM and CPCM recommendation not to change the SOP 10.25 since that practice is sound. In addition, the assignment of PMs to the projects have also now been completed. Going forward assignment of PMs prior to A/E selection continues to be best practice. As a practical application, PMs were not always assigned ahead of time due to the manner in which PM staffing was increased during the course of the project. Until this year, PMs were not always in place prior to the inception of RFQ process.



## **APPENDIX A – CONTINUED**

### Observation 3 Response

PM/OR Adherence to Design Phase Timeline.

The design phase schedule has always been dictated by what is included in the SBBC Board approved Professional Service Agreement (PSA). This is true whether or not the Delivery Method is an Invitation to Bid (Hard Bid) or a Construction Management at Risk (CMAR) project. The PSA determines the reviews and the deliverables that are required as well as the duration provided for the designer and the owner. (Attached is a copy of the PSA Schedule) (*Appendix D*) \*\*

The SOP as correctly noted has been modified to match actual practice. Original schedules were not based upon actual working processes, but estimates of the same. The new milestone baseline schedule was built using experience from the first 2-3 years of the program.

Currently, the deliverable schedules are tracked against and as part of the milestone schedule. All of the Design Review Team comments for each phase of their review are now in e-Builder.

Regarding the monitoring of deliverables, every design phase project is managed by the PM per deliverable. We will now be utilizing the language of the PSA to assess delay charges at \$100/day. Notice was given to the consultant initially in December 2018. (Attached is a copy of the December letter, letter of Notice and Cost Tracking table) (*Appendix D*)

In addition, the PSA language allows for assessment of damages on plan reviews past (2) cycles. This will be enacted and these charges will go back to January 1, 2019 and be assessed going forward. (Attached is a copy of the letter and Cost Tracking table)

We have reports that are used to track the status of Revise/Re-submit cycles which the PM will use to initiate notice of assessment.

Regarding analysis of delay causes, there is on-going review of delay cause action. There has been a significant learning curve for all parties. The OR-PM team is working closely with the OFC and the Building Department to continually identify issues and determine subsequent improvements.

As an example, a study of common issues that were surfacing during design reviews resulted in a document that was shared with all designers in December 2018 in order to pre-empt repetitive mistakes.



## **APPENDIX A – CONTINUED**

### Observation 4 Response

The need to ensure that e-Builder is the authoritative archival source for all project related documentation is clear and the OR-PM in conjunction with CPCMC are working diligently to this end result.

With respect to a tool that is to be used to ensure that all pertinent project documents are archived in e-Builder, a template has been created by project. This template (**Appendix E**) will be used once fully vetted to track and record documentation to be loaded and placed into eBuilder. By virtue of this tool, project by project monitoring will be able to be accomplished through the OR-PM Document Control staff.

Regarding the Design Review Logs, the Atlanta Design Review team has now completed loading all past reviews to e-Builder. They will be responsible for this task throughout all remaining design phases. Regarding the advertisement for Design Procurement, after the initial tranche of projects went to design, there was a process change whereby the Board allowed advertisement for design without Board approval. Therefore, any subsequent project will not have Board item for approval to advertise design.

As far as utilization of the e-Builder workflows, we are providing the following data since the go-line date of February 15th for your reference:

- A/E Invoicing: 102 total invoices with 17 different vendors
- G/C Invoicing: 38 total invoices with 13 different vendors
- RFIs: 133 total records (13 G/Cs and 10 A/E)

A letter has been prepared for District approval instructing external vendors to utilize electronic workflows as of a certain cut off date.

**APPENDIX B**



# Broward County Public Schools

## MARCH 31, 2019 - Post Project Completion Financial Report

Project Name	Project Number	Original Budget	Current Budget	Current Commitments	Actuals Paid	SUBSTANTIAL COMPLETION (PR: 5) Finish	END OF CONSTRUCTION (FINALLY) (PR: 7) Finish	Warranty Phase (Contract Date)	Actual/Current Budget %	Amounts Reimbursed Smart Reserves
David Anderson HS - Media Ctr Remodeling	P.001950	2,016,340.00	2,016,340.00	1,477,026.34	1,471,963.57	03.06.2017	05.18.2017	03.06.2018		73 Pending
Boy/Junior High - Media Ctr Remodeling	P.001950	2,016,340.00	2,016,340.00	1,477,026.34	1,471,963.57	03.06.2017	05.18.2017	03.06.2018		73 Pending
Indian Ridge MS - GDBS Renovations	P.001746	5,115,000.00	6,060,102.00	5,284,051.01	5,233,757.01	01.10.2018	02.22.2018	01.10.2020		88 Pending
Indian Ridge MS - GDBS Renovations	P.001746	5,115,000.00	6,060,102.00	5,284,051.01	5,233,757.01	01.10.2018	02.22.2018	01.10.2020		88 Pending
Maratee Bay ES - SMART Program Renovations	P.001759	1,750,000.00	2,364,861.00	2,252,776.36	2,284,055.13	11.02.2018	11.02.2018	11.02.2018		94 Pending
Maratee Bay ES - SMART Program Renovations	P.001759	1,750,000.00	2,364,861.00	2,252,776.36	2,284,055.13	11.02.2018	11.02.2018	11.02.2018		94 Pending

## APPENDIX C







Item No.	Quantity	Unit	Description	Manufacturer	Part No.	Order No.	Order Date	Order Qty	Order Unit	Order Price	Order Total	Order Status	Order Date	Order Qty	Order Unit	Order Price	Order Total	Order Status	
2	1	EA	2004/08	Production Enclosure	McKee	EEI Control Unit	31/07/06	1	EA	31/07/06	31/07/06	1	EA	1	EA	31/07/06	31/07/06	1	EA
4	1	EA	2004/08	Power On Switch	McKee	EEI Control Unit	31/07/06	1	EA	31/07/06	31/07/06	1	EA	1	EA	31/07/06	31/07/06	1	EA
2	1	EA	2004/08	Power On Switch	McKee	EEI Control Unit	31/07/06	1	EA	31/07/06	31/07/06	1	EA	1	EA	31/07/06	31/07/06	1	EA
3	1	EA	2004/08	Power On Switch	McKee	EEI Control Unit	31/07/06	1	EA	31/07/06	31/07/06	1	EA	1	EA	31/07/06	31/07/06	1	EA
3	1	EA	2004/08	Power On Switch	McKee	EEI Control Unit	31/07/06	1	EA	31/07/06	31/07/06	1	EA	1	EA	31/07/06	31/07/06	1	EA

McKee

## APPENDIX D



# CBRE | HEERY

2301 NW 26<sup>th</sup> Street  
Building 7  
Oakland Park, Florida 33311

+1 754 321 4850 Tel  
www.heery.com

November 13, 2018

«First\_Name» «Last\_Name»  
«Company\_Name»  
«Contact\_Address», «Suite»  
«Contact\_City», «Contact\_State» «Contact\_Zip»

- RE: SMART Program Renovations – Professional Services
1. Proper Submittal of Invoices
  2. Basic Service Fee Impact due to Non-Conforming Design Documents
  3. Basic Service Fee Impact due to delay in Performance of Deliverables

Dear First Name,

This letter is intended to provide clarification and notice with respect to the three (3) topics listed above.

**Item 1:**

Submittal of invoices enhances the ability for pay requests to be processed in a timely fashion. It has come to our attention that invoices received by Broward County Public Schools (BCPS) for payment to consultants for services rendered have not always included all required documents such as updated project schedules. This requirement is specifically identified in Article 2.2.6.5 of the Professional Service Agreement (PSA) (Note: similar language is found in the PSA's for CMAR delivery). Article 6.1.7 specifies that no payment shall be due unless and until all material, forms and documents required by the PSA have been provided by the Project Consultant and its sub-consultants.

With respect to the above, effective December \_\_, 2018, invoices will be rejected and returned if the appropriate documents are not attached. Also, for immediate action, consultant must include a copy of this memo when submitting their invoice as acknowledgement of their understanding of these requirements.

**Item 2:**

Deduction of Basic Fee for costs due to Non-Conforming Design Documents. As of this memorandum, the District (BCPS) will be applying the effects of Article 2.1.7.2. (Note: This language is in all PSA's except the 2015 versions).

2.1.7.2 (Excerpt)

Penalty for Non-Conforming Design Document. The cost, as solely determined by the Owner, of all subsequent reviews after the second review for that phase shall be borne by the Project Consultant and the Owner will deduct such costs from the Project Consultants Basic Fee.

**Item 3:**

Deduction of Basic Fee for Performance Delay. As of the memorandum, the District (BCPS) will be applying the effective Article 10.1.3.

10.1.3 (Excerpt)

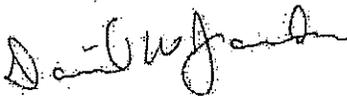
The consultant agrees that the Owner is entitled to recover no less than \$100 per consecutive calendar day of unexcused delay caused by the Consultants failure to comply with the times set forth in the fully executed ATP. Owner shall have the right to deduct such amount from payments due and owing to the Consultant.

Regarding items 2 and 3, a notice will be sent to the Consultant from the Project Manager detailing the event that has occurred, and the amount of the deduction. The subsequent pay application shall reflect the deductions as specified in the notice.

The application and consequences of these items will be enforced from this point. It is not the intent to apply any actions to previously incurred conditions that may have fallen under any of these three PSA driven terms.

For questions regarding matters presented herein, please contact Mike Bobby at Michael.Bobby@CBRE.com.

Sincerely,



Daniel Jardine  
Project Manager  
CBRE | Heery

Acknowledge By:

Firm Name: \_\_\_\_\_

Representative Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# CBRE | HEERY

2301 NW 26<sup>th</sup> Street  
Building 7  
Oakland Park, Florida 33311

+1 754 321 4850 Tel  
www.heery.com

Month Day, 2018

Mr./Ms. First and Last Name  
Firm Name  
Firm Address  
City, State, Zip Code

**RE: SMART Program Renovations – Non-Conforming Design Documents and Delay of Deliverables**

Dear Mr./Ms. Last Name:

This letter serves to provide notice and clarification regarding the enforcement of specific terms of the Professional Service Agreement ("PSA") addressing the above-referenced topics.

You will recall a letter dated November 30, 2018 and a meeting for all designers on December 3<sup>rd</sup>, 2018 at which time the letter was distributed to all in attendance. In addition for those firms not in attendance, the letter was sent out as a follow-up to the meeting.

This letter and meeting of December 3<sup>rd</sup>, 2018 was to provide notice of three actions that will be required going forward.

1. Invoicing – These instructions relative to proper submittals of invoices went in to effect December 10<sup>th</sup>, 2018. A follow-up letter was sent specific to these invoicing requirements (see attached).

The next two items for action were first, application of charges for Non-Conforming Design Documents and second, application of charges for Delay in Performance of Contractually obligated deliverables.

This letter further serves to notify that action on Non-Conforming Documents (these requiring more than two (2) submittals and/or Delays on Deliverables will be in effect as stated in items I and II below.

## **I. NON-CONFORMING DESIGN DOCUMENTS**

If the Building Department, Design Services Department, Peer Plan Review Consultant (and/or other plan review authority) deem the submittal of any drawings, plans, specifications or other documents or materials ("Deliverable") to be unacceptable as defined by the terms "Revise and Resubmit," *all costs -- as solely determined by the SBBC -- for reviews after the second review of the applicable Phase Deliverable will be deducted from the Project Consultant's Basic Services Fee. See Art. 2.1.7.2.*

**Example:** A 100% Construction Design Document Deliverable is submitted, reviewed (the **First Review**) and returned to the Project Consultant as "Revise and Resubmit." The Project Consultant revises and re-submits the Phase I Deliverable which is reviewed (the **Second Review**) and again returned to the Project Consultant as "Revise and Resubmit." The Project Consultant revises and re-submits the Phase I Deliverable which is reviewed (the **Third Review**)

and returned to the Project Consultant as "Approved with Comments" (or similar). In this example, all costs associated with the Third Review will be deducted from the Project Consultant's Basic Services Fee.

**NOTE:** Effective January 1<sup>st</sup>, 2019, the District shall enforce the terms of Article 2.1.7.2 of the PSA. The assigned Project Manager shall provide notice detailing the event that has occurred and the amount of the deduction. The applicable invoice shall reflect the deductions as specified in the notice. **[Note: This language is in all PSA's except the 2015 versions]**

The costs to be incurred are illustrated on the attached Non-Confirming Design Documents Table of Charges.

**II. DELAY:**

If the Project Consultant fails to comply with the schedule set forth in the fully-executed ATP, the SBBC shall deduct and withhold \$100, for each calendar day of unexcused delay, from payments due and owing to the Project Consultant. See Art. 10.1.3.

Example: A Phase I Deliverable is due on December 4, 2018. Project Consultant submits its Phase I Deliverable on January 5, 2019. The Phase I Deliverable is considered to be thirty two (32) days late. The delay clock stops at the delivery date. The submittal is then reviewed. It may be returned to the Project Consultant as "Approved and the delay charges will be calculated on (32) days. If returned and not accepted the delay clock continues until acceptance."

**NOTE:** Effective April 15<sup>th</sup>, 2019 the District shall enforce the terms of Article 2.1.7.2 of the PSA. The assigned Project Manager shall provide notice detailing the event that has occurred and the amount of the deduction. The applicable invoice shall reflect the deductions as specified in the notice.

For questions regarding matters presented herein, please contact Mike Bobby at [Michael.Bobby@CBRE.com](mailto:Michael.Bobby@CBRE.com).

Sincerely,

Daniel Jardine  
Program Director  
CBRE | Heery

DJ:mq

Page 3

Receipt and Content Acknowledge By:

Firm Name: \_\_\_\_\_

Representative Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**REVISE AND RE-SUBMIT FEE DEDUCTIONS  
BASIC SERVICE FEE – DEDUCTION TABLE**

Project Name: \_\_\_\_\_

Purchase Order #: \_\_\_\_\_

Project #: \_\_\_\_\_

RR #:		Original Basic Service Fee:	\$
Date #:		Deduction:	\$
Phase:			
Description:			
RR #:		Original Basic Service Fee:	\$
Date #:		Deduction:	\$
Phase:			
Description:			
RR #:		Original Basic Service Fee:	\$
Date #:		Deduction:	\$
RR #:		Original Basic Service Fee:	\$
Date #:		Deduction:	\$

Adjusted Basic Service Fee: \$ \_\_\_\_\_



**BASIC SERVICE FEE - DEDUCTION TABLE**

Project Name: \_\_\_\_\_ Purchase Order #: \_\_\_\_\_

Project #: \_\_\_\_\_

RR #:		Original Basic Service Fee:	\$
Date:		Deduction:	\$
Description:			
RR #:		Original Basic Service Fee:	\$
Date:		Deduction:	\$
Description:			
RR #:		Original Basic Service Fee:	\$
Date:		Deduction:	\$
Description:			
RR #:		Original Basic Service Fee:	\$
Date:		Deduction:	\$
Description:			

Adjusted Basic Service Fee: \$ \_\_\_\_\_

**APPENDIX E**

**PROJECT DOCUMENTS LOG**

Construction Phase  
 NAME OF SCHOOL,  
 SMART Program Renovations  
 Project No. P.00

**CONSTRUCTION DOCUMENTS:**

Document Type:	e-Builder File Location:	Date Uploaded:
Pre-Con Meeting Minutes		
Progress Meeting Minutes		
Schedules		
Field Progress Report		
Submittal Logs		
RFI Logs		
ASI Logs		
Inspections		
Testing Reports		
Surveys		
Change Order Log		



**CBRE | HEERY**

2301 NW 26<sup>th</sup> Street  
Building 7  
Oakland Park, FL 33311  
+1 754.321.4850 Tel  
www.heery.com

- 4.1.12 **e-Builder.** The Project Consultant shall be required to use Owner's Project Management Software, e-Builder. One (1) license will be distributed to Design Professional, at cost to Owner, which will allow access into e-Builder for one of multiple projects as awarded by Owner. Usage of this license will be provided throughout the duration of the project(s). Based on availability, additional licenses may be provided as needed.

In order to further delineate how e-Builder will be utilized to manage your project(s) we are providing the following:

1. **e-Builder.** The Project Consultant shall use the Owner's Project Management software, e-Builder, as a conduit for all project management tasks, including, but not limited to: communications to, from and between Owner, Project Consultant and CM; pay applications/invoicing; request for change orders and change orders; materials, equipment and systems submittals; requests for information; Architect's Supplemental Instructions; SMWBE Monthly Utilization Reporting; Weekly Progress Reports and meeting minutes

Licenses shall be provided to Project Consultant to permit access and use of e-Builder for all projects awarded by Owner. Such license(s) shall be valid throughout the duration of the project(s). See Item 1.5 below for license request instructions.

- 1.1. **Forms Module.** The e-Builder Forms Module shall be used as the exclusive method to create Action Items that require a response from another Project Construction Team member. The required use of the Forms Module includes ALL e-mailed communications.
- 1.2. **Work Flows.** Any and all responses or required response to an open Action Item or to an initiated Work Flow process shall be input and managed through e-Builder. Work Flow processes that will be executed through e-Builder include but are not limited to those processes identified in Item # 1 above.
- 1.3. **Calendar Module.** The identification of Project events and required deliverables shall be input and maintained in the Calendar Module. At a minimum, such events include bi-weekly design meetings (while in design), weekly construction meetings, public meetings for the project (ex. Project Charter Meetings, Big Three Monthly Updates, etc.) and other design and/or construction milestones and deadlines.
- 1.4. **Meetings.** Information to be input into e-Agenda related to any meeting includes, but is not limited to an agenda, a reminder of the meeting (which must occur a minimum of two (2) days prior to the meeting), meeting minutes (using the approved meeting minutes template) and confirmation of actual meeting attendees.
- 1.5. **Access to e-Builder and Licensing.** Vendor shall designate and identify the employee(s) that shall personally access e-Builder, the projects to which the employee(s) is assigned, and the employee(s)'s duties and responsibilities as it relates to e-Builder.

This information together with a request for licensing shall be sent to Colette Jones, Program Controls Support, telephone number (754) 321-1537, colette.jones@browardschools.com. Upon receipt, review and acceptance of the request, access information and logins shall be provided to Vendor.

Training shall be coordinated, scheduled and provided to those provided access and licenses by Colette Jones. Additional training may be provided based on availability.

Please notice that licenses are now unlimited and as such the Project Consultant may request the number of licenses deemed necessary to meet your commitment herein under your current PSA's.

If you have any questions please contact Mike Bobby, (754) 321-4865, Michael.Bobby@cbre.com

Please sign your receipt of this notice. Scan and email it Colette Jones.

Firm Name: \_\_\_\_\_

Representative Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

RSM US LLP

100 NE 3<sup>rd</sup> Avenue, Suite 300

Fort Lauderdale, FL 33301

954.462.6351

[www.rsmus.com](http://www.rsmus.com)

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
OFFICE OF FACILITIES & CONSTRUCTION

FRANK GIRARDI  
EXECUTIVE DIRECTOR, CAPITAL PROGRAMS

Telephone: (754) 321-1525

Facsimile: (754) 321-1501

August 19, 2010

TO: Joris Jabquin  
Chief Auditor

FROM: Frank Girardi, Executive Director  
Office of Facilities & Construction

SUBJECT: **AUDIT OBSERVATION 2 (DELAY IN EXECUTION OF THE  
AUTHORIZATION TO PROCEED) – ADDENDUM TO RESPONSE**

In analyzing the root causes of delays during the design phase of multiple projects, there were a number of factors that are outlined below that had an impact on the progress of projects. In addition, the delay in issuing Authorizations to Proceed on eight projects took into consideration these factors and resulted in a purposeful attempt to minimize logjams in the program schedule and to implement a more consistent execution.

Multiple projects were issued within a short timeframe and with the pool of Architects and Engineers not fully broadened. In addition, the initial pool of consultants was mostly comprised of firms that had little or no familiarity or experience with District processes, procedures or requirements. This became evident during the first two years since the first and second year projects were more complex, complicated projects that would require a more in-depth understanding of how to address renovations within existing facilities. The scopes of work and budgets were not sufficiently clear in the Needs Assessment leading to a significant amount of time devoted to the Scope Validation process that extended beyond the scheduled time in the consultant contracts. In many cases, a re-evaluation of the scope was required before the project could proceed to the Design Development phase. Staff from the Office of Facilities and Construction, the Building Department, the Owner's Representative and the Cost and Program Controls Manager devoted considerable time with consultants to bring clarity to the project scopes and budgets and to make decisions on how best to proceed.

The original schedules were overly aggressive in comparison to the level of work that was required for the types of projects. Most projects were originally conceived as deferred maintenance projects but evolved into more extensive renovations. As a result, two re-baselined schedules were implemented subsequent to the originally approved schedules; the most recent

**SUBJECT: AUDIT OBSERVATION 2 (DELAY IN EXECUTION OF THE  
AUTHORIZATION TO PROCEED) – ADDENDUM TO RESPONSE  
August 15, 2019  
Page 2**

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occurring in November 2018. This allowed for more realistic schedules and prioritization of funding years 1 through 3 projects for efficient flow from the design phases through bidding and construction.

As projects progressed through the Design Development and Construction Documents phases, changes in the Florida Building Code and select sections of the District's Design & Material Standards resulted in some projects requiring redesign of certain elements. Contract Amendments had to be approved by the Board for many projects in order to address scope/fee changes and to provide clarification for Professional Services Agreement language. The OR-PM team is working closely with OFC and the Building Department to mitigate any further delays.



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
OFFICE OF FACILITIES & CONSTRUCTION

FRANK GIRARDI  
EXECUTIVE DIRECTOR, CAPITAL PROGRAMS

Telephone: (754) 321-1525

Facsimile: (754) 321-1501

August 19, 2019

TO: Joris Jabouin  
Chief Auditor

FROM: Frank Girardi, Executive Director  
Office of Facilities & Construction

SUBJECT: AUDIT OBSERVATION 3 (PM/OR ADHERENCE TO DESIGN  
PHASE TIMELINE) - ADDENDUM TO RESPONSE

Regarding analysis of delay causes, there is on-going review of delay cause action. Between 2010 and 2013, the Office of Facilities & Construction (OFC) had been reorganized from approximately two hundred (200) staff down to approximately twelve (12) because of the recession. In late 2014 the Bond passed, but the OR-PM and CPOM did not come on Board until Fall 2015. With the loss of so many direct staff also came the loss of organizational process asset experience and historical knowledge of the District.

This and the delay issues listed in the response to Audit Observation 2 has led to a significant learning curve for all parties. A study of common issues that were surfacing during design reviews resulted in a document that was shared with all designers in December 2018 in order to pre-empt repetitive mistakes. The OR-PM team is working closely with OFC and the Building Department to continually identify issues and determine subsequent improvements.

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

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.			X	
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.				
<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>				

## Effective Communication – needs improvement

There have been very few improvements made in this area. The Public Information Office is still more reactive than proactive, especially with communication with the MSD Community.

- The Public Information Office appears to be more focused on representing the Superintendent as an individual, as opposed to the District as a whole. Press releases and social media links consistently have his image as opposed to students, teachers, staff, or even our logo. The Chairperson, as the elected representative of the Board, should also be included in media releases and messaging to the community.
- The PIO should solicit feedback from our stakeholders and parents continuously. After years of complaining, the District Advisory Council was so frustrated with the District's website, and individual school web sites that they conducted their own survey and produced a document of suggestions for making them more user-friendly.
- Mr. Runcie should work on improving the District's relationship with the local paper. The District failed to retract information properly on a public document. The Sun Sentinel released the document and our response was to ask them to be held in contempt of court, in spite of the District's failure. Recently, the Public Information Officer offered to have the Superintendent sit down every month with a newspaper reporter. This was a step in the right direction; however, there was no follow up.
- I have received numerous complaints regarding the public and media's inability to access public records, such as an excessive amount of wait time for information and not receiving accurate information, including a simple request for copies of invoices.
- A follow-up report to the May 3, 2018 BECON audit states that some observations will not be addressed completely until the spring of 2020, raising serious questions about the District's response time. For example, job descriptions that were to be revised by December of 2018 will not be completed until March 2020.

Mr. Runcie must improve upon the District's public information plan.

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

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)  
*2.25*

Unsatisfactory  
(1.000-1.449)

*Rob Bats*  
Board Member Signature

*9/9/19*  
Date

*Robert D. 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 D. Runcie*  
Superintendent Signature

*9/13/19*  
Date