

The School Board of Broward County, Florida  
Annual Evaluation of the Superintendent  
2019-2020

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 2019-2020 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
<b>Goal 1: Leadership/Management (40%)</b>	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.		X		
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: <div style="font-size: 1.2em; font-family: cursive;">See attached</div>			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				
<b>Suggested Evidence and Artifacts:</b>	<ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and attainment of partnerships, grants and other resources to support initiatives</li> <li>• Results from outreach and collaboration with employees and their respective union/meet and confer groups</li> <li>• Presentations to internal and external stakeholders</li> <li>• Involvement in state and national organizations to provide input and influence local, state and national policy decisions</li> <li>• Development and refinement of Board Policies</li> <li>• Consistent and regular one-on-one meetings with Board members</li> <li>• Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda</li> </ul>			
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• Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda				

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Goal 2. High Quality Instruction (25%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.		X		
Implement the transition to the Common Core State Standards and academic rigor that focuses on learning and excellence for schools and students.	Comments: <div style="font-size: 1.2em; font-family: cursive;">See attached</div>			
Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process.				
Promote instructional strategies that include cultural diversity and differences in learning styles.				
Implementation of instructional and administrator evaluation systems focused on improving instructional and leadership practice.				
Support a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students.				
Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes.				
Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.				
Improve outcomes for all students while reducing achievement gaps among subgroups, especially young Black male students.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>• Student Achievement/Performance Data</li> <li>• Implementation plan for Common Core State Standards</li> <li>• Implementation plan for instructional and administrator evaluation systems</li> <li>• Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices</li> <li>• Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students</li> <li>• Utilization of quality assessments and interventions to enhance achievement</li> </ul>				

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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:  <div style="font-size: 1.2em; font-family: cursive;">see attached</div>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>• Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan</li> <li>• Development and implementation of a performance management system</li> <li>• Improved budget process incorporating enhanced planning, communication and resource distribution</li> <li>• Development and implementation of innovative and entrepreneurial programs</li> <li>• Analysis and recommendations for improvements to the organizational structure</li> <li>• Redirection of resources to support schools</li> <li>• Use of audits to improve practices and accountability</li> </ul>				

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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.			2.5 X	
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	Comments: <div style="font-size: 1.2em; font-family: cursive;">See attached</div>			
Develop formal and informal techniques to obtain external and internal perceptions of the District by means of surveys, listening tours, and personal contacts.				
Promote and communicate system priorities using a variety of communication tools.				
Design and implement a comprehensive communications plan.				
Solicit opinions/feedback from stakeholder groups and individuals and adjust actions as appropriate.				
Develop and maintain meaningful, respectful and cooperative relationships with the media, municipality, county, community and legislative representatives.				
Provide a visible presence throughout the district and the community.				
<b>Suggested Evidence and Artifacts:</b> <ul style="list-style-type: none"> <li>• Climate Surveys</li> <li>• Comprehensive communications plan</li> <li>• Outreach efforts to increase parent input and involvement</li> <li>• Outreach efforts to engage the community and businesses</li> <li>• Outreach efforts and collaboration with municipalities, universities, and legislative groups</li> <li>• Communication tools that enhance communication and customer service</li> <li>• Newsletters and public engagement documents designed to strengthen connections to the community</li> </ul>				

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COMMENTS:

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Overall Performance Evaluation Rating:

Circle One: Highly Effective  
(3.400-4.000)

Effective  
(2.450-3.399)

Needs Improvement  
(1.450-2.449)

Unsatisfactory  
(1.000-1.449)

*Heather P. Antonelli*

Board Member Signature

*8-24-2020*

Date

*Robert D. Runcie*

Superintendent Signature

*9-29-2020*

Date

The School Board of Broward County, Florida  
 Robert W. Runcle, Superintendent of Schools  
 Superintendent Annual Evaluation Scoring Worksheet  
 2019-2020

Directions: This scoring worksheet will be used to calculate the overall performance rating. Indicate the rating by placing the number of points in the appropriate column. This worksheet will automatically calculate the points times the weight for each section and provide the total points to determine the overall performance rating. The corresponding overall performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) should be indicated on the evaluation form. For descriptions of each rating, please refer to the scoring rubric on the *Guidelines and Timeline for the 2019-2020 Superintendent's Annual Evaluation*.

	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point	
<b>Goal 1: Leadership/Management (40%)</b> Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimaging 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		3 X			0.00
<b>Goal 2: High Quality Instruction (25%)</b> Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness		3 X			0.00
<b>Goal 3: Continuous Improvement (20%)</b> Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes		3			0.00
<b>Goal 4: Effective Communication (15%)</b> Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board		2.5			0.00
<b>Overall Performance:</b>					0.00

Board Member Signature: 

## Leadership/Management

In the 2019-2020 school year Mr. Runcie has led Broward County Public Schools through several difficult challenges. From Hurricane Dorian to begin the school year, through the COVID-19 pandemic, he has responded to these challenges by assigning appropriate staff and leveraging partnerships and District resources. I commend Mr. Runcie and staff on their utilization and distribution of technology devices and learning platforms/programs to successfully transition Broward County Public Schools to eLearning in the spring. Mr. Runcie responded to stakeholder feedback, especially from the ESE Advisory, to prepare for a much improved eLearning experience for the 2020-2021 school year. Additionally, Mr. Runcie and senior leadership responded to Board feedback and direction regarding the transition.

The Superintendent collaborated with the Board and community stakeholders through a thorough evaluation and vetting process led by the District's Strategic Initiative Management Team to review and update the 2024 Strategic Plan. I commend Mr. Runcie for his leadership and vision with regard to creating the strategic plan through a truly iterative process and for recognizing the importance of regular updates to the Board and the public. As outlined in previous evaluations and in multiple requests during Board conversations, it is imperative that progress monitoring of Key Performance Indicators (KPIs) and annual outcomes be available to the Board prior to the Superintendent's annual evaluation. I appreciate draft outcomes being provided last week, and request an alignment of the timeframe for future evaluations. Additionally, I challenge the Superintendent to provide deep dive reviews for specific "areas of focus" identified by the SIM team, for honest discussions on challenges and obstacles. Often areas of concern are not highlighted in staff presentation to the Board. I believe celebrating successes is important but strategic conversations resulting in Board level policy change or budget action are critical, and I see this as an area that needs additional focus.

Mr. Runcie continued to lead on Board supported initiatives to achieve equity, support social emotional well-being for staff, students and their families, and improve safety and security. I applaud Mr. Runcie's leadership on these important issues. Advanced Placement pass rates are significantly improved, over a three year span. Dual enrollment participation among sub groups has increased and the expansion of Cambridge course offerings in high schools across the District and into feeder patterns in elementary and middle levels are results of the equity work. Mental health initiatives expanded for students and staff. Under Mr. Runcie's leadership, the District continues to implement expanded safety and security protocols and leverage the new Enterprise Risk Management Framework. One area of continued concern, as new initiatives are introduced, is the review of programs and initiatives with Board discussion and direction to ensure the District's limited resources are providing the highest ROI. This has been repeatedly requested by the Board and has not been delivered.

Mr. Runcie must work to improve the relationship and communication with employee union/meet and confer groups. This has been an area of concern and continues to need attention. Miscommunications and failure to respond timely were evident in the March impasse hearing with BTU. Communication issues, especially as related to bargaining issues, have resulted in confusion and misinformation.

The 2019-2020 year saw an increased level of grant funding to support District initiatives which is to be celebrated and commended. The caveat to grant funded initiatives remains sustainability plans. As noted in previous evaluations, I continue to encourage the Superintendent to better position the District with sustainable plans to respond to sunseting grants.

Finally, the SMART program progress continues to lag. Areas of concern identified as obstacles to progress, like length of time for permit issuance and especially issues regarding roofing sub-permits have not been addressed with expediency. E-builder full implementation, utilization of checklists at project completion and accountability for staff decisions are some of the areas of most concern. District 3 in particular has projects that are delayed. Although school sites were not occupied by students since mid-March, much of the progress that could have been accomplished was met with obstacles and delays, especially with regard to roofing. I am hopeful the onboarding of a new program manager will provide quick responses to well-outlined concerns. Although district-wide communication regarding SMART projects has improved overall during the 2019-2020 year, there was evidence of lack of adequate communication between school administration and project managers and the Facilities and Construction team this year. Disruption to campuses is a necessary part of school construction and renovation projects, however many issues can be avoided with regular, timely communication. Teams have worked to improve communication and I implore the Superintendent to continue to monitor to ensure appropriate levels of communication continue. Additionally, it is imperative that any changes or delays be communicated immediately to the Board and the community, especially local municipalities.

#### High Quality Instruction-

The District was not able to report data on student achievement as typically measured and utilized to analyze outcomes under this section. I commend Superintendent Runcie for continuing to expand a broad range of academic and enrichment opportunities for all students focused on the development of well-rounded students. I appreciate Superintendent Runcie fully integrating the Strategic Initiative Management Team into all aspect of the District, and I am confident this leadership decision will provide data driven decisions to improve outcomes for students. I applaud the transparency afforded through the use of dashboards to monitor progress in various departments and for the 2024 Strategic Plan goals, especially as they related to improving student achievement.



Literacy rates continue to remain a focus, and incremental progress could be identified through the BAS administration periods completed during the 2019-2020 school year. Despite the universal screening implementation, frequency of assessment and district focus on grade level reading, gaps continue to persist and progress is slow. I encourage Mr. Runcie and staff to continue to focus on, and review, longitudinal cohort data. Feedback from school sites still indicates a lack of District support beyond identification of reading level/deficiencies through assessment. More focus on RTI and providing tools for specific interventions is needed in order to make meaningful progress in this critical area. I continue to be concerned about the lack of focus on closing the gaps that exist for secondary readers and encourage greater attention in this area.

Teacher Retention is listed as a Key Performance Indicator in the 2024 Strategic Plan and outcomes show the 2020 results missed the target, actually falling below the baseline by two percentage points. It is imperative that the District continue to focus on teacher retention rates to ensure investments made in the District's educators provide the greatest return and position the District for long term success with regard to student achievement. I encourage Mr. Runcie to review the data and work with appropriate staff to analyze any trends and create mitigation strategies.

Mr. Runcie continues to provide leadership that affords expanded offerings for students across all grade levels and he is focused on raising academic rigor and preparing students for global competitiveness. The success and expansion of programs like Cambridge, dual language, debate, JROTC and career technical opportunities are evidence of that leadership.

#### Continuous improvement:

The flow of the 2019-2020 year was interrupted with unforeseeable events. I applaud the Superintendent's shift to focus on the response to COVID-19 and his willingness to have staff continue to review and monitor progress on the 2024 Strategic Plan at the direction of the Board. Mr. Runcie continued to allow the SIM team to work collaboratively with departments to review processes for opportunities for operational efficiencies until mid-March, when the work of that department shifted to support planning and implementing work groups to address issues arising from and in response to operating during the pandemic.

According to the draft annual outcomes document provided, out of 23 Primary Metrics with set targets and available data, 57% met or exceeded their Year 1 targets, with 87% showing improvement from baselines. 43% did not meet year 1 targets and 13% did not show improvement from baselines. For operational efficiencies specifically, 56% of the KPIs showed improvement or target met, 33% were affected by the pandemic and thus utilized data reported through January 2020 rather than June 2020. The KPIs associated with continuous improvement with regard to organizational efficiencies will need to be reviewed for long term

impacts as a result of the pandemic and adjusted accordingly in future reviews of the strategic plan. I encourage Mr. Runcie to continue to utilize the expertise of the SIM team in this regard.

As identified under the leadership and management section, and called out here specifically, Mr. Runcie and staff must provide Board level insight into the process for assessing programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.

#### Communication:

District communication with both internal and external continues to be a challenge under Mr. Runcie's leadership. I encourage the Superintendent to focus on achieving high levels of communication locally before focusing on national press opportunities. Understating that national press opportunities were utilized to message the need for funding and support in the wake of COVID-19, it is critical that the laser focus remain on timely and intentional communication with all stakeholders. Although the communications department has seen additional resources added, and customer surveys reveal positive movement toward goals within the strategic plan, the reality remains that communications remain an area of concern. I applaud the intentional focus on regularly delivering messages in multiple languages and the response to COVID-19 with updates communicated through multiple channels. Media and municipal partnerships assisted with the dissemination of information with regard to COVID-19, however contrasting messages from outside entities often complicated and confused communication efforts. I encourage the Superintendent to work to ensure increased partnerships with local media continue beyond pandemic related information sharing. Additionally, I encourage Mr. Runcie to work diligently to provide clear and frequent District messaging to ensure stakeholders are appropriately informed. I encourage the utilization of partnerships with PTA/PTSAs, SAC, SAF and advisory groups to broadly and purposefully deliver the District's messages.

Consistent communication with equity across Board members is paramount, and an area Mr. Runcie should continue to work on.