

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

**Ann Murray
School Board Member**

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a ✓ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2019-2020 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 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.	X			
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments: See comments on page 6.			
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.				
Suggested Evidence and Artifacts: <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and attainment of partnerships, grants and other resources to support initiatives • Results from outreach and collaboration with employees and their respective union/meet and confer groups • Presentations to internal and external stakeholders • Involvement in state and national organizations to provide input and influence local, state and national policy decisions • Development and refinement of Board Policies • Consistent and regular one-on-one meetings with Board members • Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda 				

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

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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.	<p>Comments:</p> <p>See comments on page 10.</p>			
Assess programs and organizational functions to redirect resources to maximize school improvement and focus on critical functions.				
Continue a quality strategic planning process that will forge critical partnerships, community and District relationships, translating the strategic plan into reality.				
Implement appropriate leadership and performance management techniques to define roles, assign functions, and to determine accountability for attaining organizational goals.				
Work collaboratively with the Board and appropriate staff to determine priorities for balancing the budget and for effective allocation of resources.				
Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring.				
Develop, implement, promote, and monitor continuous improvement processes.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan • Development and implementation of a performance management system • Improved budget process incorporating enhanced planning, communication and resource distribution • Development and implementation of innovative and entrepreneurial programs • Analysis and recommendations for improvements to the organizational structure • Redirection of resources to support schools • Use of audits to improve practices and accountability 				

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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.	X			
Promote stakeholder involvement while establishing a communication system that effectively conveys District successes.	<p>Comments:</p> <p>See comments on page 11.</p>			
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.				
<p>Suggested Evidence and Artifacts:</p> <ul style="list-style-type: none"> • Climate Surveys • Comprehensive communications plan • Outreach efforts to increase parent input and involvement • Outreach efforts to engage the community and businesses • Outreach efforts and collaboration with municipalities, universities, and legislative groups • Communication tools that enhance communication and customer service • Newsletters and public engagement documents designed to strengthen connections to the community 				

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COMMENTS:

Overall, you earned a highly effective rating for the 2019 – 2020 school year. See additional comments on page 12.

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)

Cyan Murray
Board Member Signature

9/14/20
Date

Robert Rennie
Superintendent Signature

9/14/20
Date

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Goal 1: Leadership/Management (40%)

Comments:

I want to congratulate you on a successful virtual school opening for the 2020-21 school year. As a leader you have provided vision and strategic direction to the district, improved public trust and confidence, strengthened the focus on our core mission which is student achievement, and responded timely and appropriately when faced with unforeseen events such as Hurricane Dorian and the global pandemic.

On March 13th when we announced the closing of our school campuses, you lead an immediate moral obligation and responsibility to put several things in place as our schools became the lifeline for many in our community that include:

- to distribute food from our local school sites and served over 2.6 million meals to students and families since mid-March.
- addressed digital inequities by distributing more than 100,000 laptop computers to any student who needed one, connected families with discounted internet services, and provided free mobile hotspots to students with housing instability.
- through our Home Library Initiative for Pre-K through 2nd grade students, distributed 48,000 Book Packs - where each Book Pack included 5 books, a family guide, and a student journal, totaling 240,000 books that were delivered to the homes of our students and families in May and June.
- District staff have continued to provide services to our students and since March 30th our
 - o Family Counseling Program therapists provided **4,353** hours of therapy via telehealth,
 - o School Social Workers received **34,453** referrals and provided **159,417** interventions, and
 - o Staff implemented a COVID-19 Call Center where nurses were assigned to answer phone calls specifically regarding coronavirus to support schools, departments and community.

BCPS initiated technology support for eLearning by creating a centralized Technical Support Phone Service hotline (known as the Virtual Call Center), serving approximately 400 individuals per day, in the wake of the Covid-19 pandemic. Since its start on April 20th, the Virtual Call Center (VCC), a centralized online HelpDesk apparatus, has answered over 15,000 technical support calls. BCPS provided home internet access by acquiring and provisioning 2,000 additional hotspots and phones to support eLearning and partnered with major telecommunications companies to enhance the accessibility of low-cost home broadband internet in the wake of the pandemic.

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PPO Facility Support Services, in collaboration with IT, put laptop computers into the hands of 100 additional mechanics and provided emergency training to facilitate working and training from home. The PPO Office Managers in all five business groups collaborated with Leadership Non-Instructional Development, and Environmental Health & Services to provide an extensive library of training opportunities for PPO staff. Thousands of classes were taken by staff working remotely. PPO continued to support schools by responding to urgent work orders: e.g. school-wide power outages, A/C failures, broken utilities, or break-ins.

In collaboration with Risk Management, PPO's Administrative Site Custodial Staff, and District-wide Custodial Supervisors, have disinfected numerous sites at an ever-increasing rate after being notified by Risk Management of a positive COVID-19 diagnosis at a site, often disinfecting the site within 24 hours.

The District continued to strengthen and enhance its safety and security strategies, procedures, and protocols during 2019-20. The 24/7 District Security Operations Center (DSOC) has been launched in an enhanced location. Additional staff have been hired to focus on alarm and video monitoring, training roll out, onboarding and establishing SOPs and standards for the staff. The DSOC has had several "saves" this year identifying crimes in progress on our sites and leading to multiple apprehensions. BCPS continues to enhance our single points of entry to make them more secure and user friendly for visitors and the schools.

The SMART renovation program has made great strides this past year considering our continued charge with overcoming some persistent challenges and barriers impacting the program. The SMART team has remained diligent about moving projects forward while working collaboratively with community, business and other stakeholders to find solutions to challenges like building capacity of labor and contractors to perform the expansive roofing projects and other work on the program. A third of all SMART-funded schools now have renovations in progress – with 77 projects representing \$493 million invested into the enhancement of BCPS campuses. Currently 16 projects have been completed and more are on the way, showing a noteworthy increase in momentum from the 3 projects that had reached the finish line the same time last year.

For the sixth consecutive year, the District has remained 100% in compliance with Class Size Reduction requirements, with no financial penalties from the State. The District received \$5,873 in additional funding from the State for meeting Class Size Reduction requirements and effectively managed accurate class size data reporting for 318 schools and eliminated the need for the District to file class size appeals due to data errors.

The district successfully negotiated MOUs with labor groups in order to move to an eLearning model for the last quarter of the school year and successfully closed all labor contracts and provided a salary increase for all employees.

For the 25th consecutive year, BCPS received the Meritorious Budget Award from the Association of School Business Officials International (ASBO) for its 2019-20 annual budget. The award represents a significant achievement by the District and reflects the commitment to meeting the highest standards of school budgeting. In May 2020, the District issued new money Certificates of Participation (COPs), Series 2020A in the amount of \$250 million to supplement the SMART program project list.

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Goal 2. High Quality Instruction (25%)

Comments:

BCPS successfully transitioned Third Grade Summer Academy to a centralized operation, provided teacher training for virtual instruction, transitioned 5 weeks of reading curriculum to Canvas, and used Teams Video conferencing with our students who struggle the most.

The Advanced Placement pass rate increased by 10.3% over 3 years.

• 2016 - 2017	• 54.5%	
• 2017 - 2018	• 57.7%	• + 3.2%
• 2018 - 2019	• 59.2%	• + 1.5%
• 2019 - 2020	• 64.8%	• +5.6%

Dual Enrollment participation and pass rates have continued to increase:

- 2013-14 to 2018-19 Hispanic student participation increased 5% from 30% to 35%
- 2013-14 to 2018-19 Black student participation increased 11% from 19% to 30%
- Credit Hours from DE courses taken on a BCPS HS campus increased from 5,939 credit hours in 2014-15 to 10,540 on 2018-19. - increase of 77.4%
- # of BCPS teachers serving as BC adjuncts has increased from 35 in 2014-2015 to 60 in 2018-19
- # of BCPS high schools offering on campus DE courses has increased from 21 in 2014-15 to 32 in 2018-19.

BCPS developed Elementary Content in Canvas during school closure and by the second week of closure had 9,565 courses and 8,592 modules (8,088 grade level modules; 504 Social Studies modules) downloaded for a total of 18,157 downloads by March 28, 2020. 12,867 downloads took place between March 24 - 28, 2020.

Staff created and facilitated two-way collaboration between the District and Teachers in the Microsoft platform (Yammer) to support, answer questions, provide professional learning opportunities, receive input/feedback, and provide critical and timely information. Membership and participation increased from <100 to 3,936 teachers.

The CTACE School Adoption Program provided real world connections with industry business partners and selected culinary and hospitality programs. The program provided job shadowing, site field trips, as well as assisted with community engagement events. The program has grown from 4 partnerships to 15 partnerships. These partnerships have resulted in multiple

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engagement in community events including Danto's 6th Annual Big Bad BBQ Bash, Margaritaville Job Fair, Coconut Creek casino competition, Riverside Hotel Holiday Competition, and the FRLA (Florida Restaurant and Lodging Association) fundraiser annual event.

BCPS is the first K-12 district to work directly with AutoDesk, an industry leader in CAD and CAM software, to collaborate and learn from each other around creating a K-12 design and make pathway for students.

BCPS is now home to 11 Distinguished & Model NAF (National Academy Foundation) Career-themed Academies. The NAF program includes 2,014 students enrolled in 23 career-themed academies across district high schools. The academies are part of 138 total distinguished academies across the United States.

Every student, teacher and staff member in BCPS now has a license for MinecraftEdu. To date, over 300 teachers are joining their students in building collaborative MinecraftEdu worlds while applying knowledge, skills, and social-emotional learning. Additionally, students participated in MinecraftEdu challenges in response to CoVID-19 (such as building their ideal "stay at home" home) and sea level rise (designing and building resilient communities able to withstand effects of sea level rise due to climate change).

BCPS has 6 District high schools that earned the Advanced Placement (AP) Computer Science Female Diversity Award. This award is presented by the College Board and recognizes schools for increasing participation among female students in rigorous AP computer science courses. To receive the award, more than 50% of students taking the AP Computer Science Principles exams at a school must be female. The recognized BCPS schools were:

- Atlantic Technical High School
- Hollywood Hills High School
- McArthur High School
- Monarch High School
- Sheridan Technical High School
- Stranahan High School

BCPS provides the largest JROTC student program in the nation, with a program in every high school providing leadership training and character development for more than 6,500 participants. The graduating class of 2020 earned over \$70M in scholarships and educational benefits, a graduation rate of 99.5% and a college attendance rate of 70% for cadets that remain in the program for four years. The academic, extracurricular and individual achievements in national level accomplishments are some of the highest results among our elective programs, enabling students to pursue both college and career vocations. We continue to set the standard by hosting the only JROTC STEM Summer Camp in the world, where students may earn college credits upon completion.

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Student Enrichment in the Arts (SEAS) serves as a national model for arts-in-education. By integrating music, dance and drama, our program provides all students the opportunity to acquire a strong appreciation for the arts through a visual style of learning. Due to the success of the on-line seat request system implemented last year, SEAS proudly provided educational performances produced by professional companies to 39,265 students spanning grade levels K-12. These theatrical experiences took place not only in the theaters at the Broward center for the Performing Arts, but also on several school campuses across the District throughout the school year.

Goal 3. Continuous Improvement (20%)

Comments:

District-wide energy conservation measures and the shut-down of a large portion of District buildings contributed to \$8 million dollars of energy savings compared to the prior year.

BCPS has seen a 67% increase in the number of schools earning National Magnet Schools of America Merit Awards.

- EXCELLENCE AWARD WINNERS
 - Pompano Beach International Affairs with Information Technology High
 - Sunrise Montessori Middle
 - Beachside Montessori Elementary
 - Atlantic West Sprouting STEAM Elementary

- DISTINCTION AWARD WINNERS
 - Hallandale Entrepreneurship, Multi-Media Technology, & S.T.E.M. High
 - Colbert Museum Elementary
 - Fort Lauderdale Pre- Law and Public Affairs
 - Fort Lauderdale Cambridge Magnet Program
 - South Plantation Environmental Science & Everglades Restoration High
 - Virginia Shuman Young Montessori Elementary
 - New River Marine Science Middle
 - Sheridan Technical College and High School
 - South Broward Maritime/Marine Science & Technology
 - Apollo STEM Middle
 - McNicol Middle Magnet and STEM
 - Margate STEM Magnet Middle
 - Attucks Cambridge & Global Communications Middle
 - Bair Montessori Middle
 - Dillard Center for the Arts, Performing & Visual Arts High
 - Northeast Industrial Biotechnology High

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Transportation technology enhancements included:

- Added Wi-Fi to all terminals
- Decommissioned all obsolete physical servers.
- Upgraded 20 Servers to latest version. Windows Server 2019
- Upgraded 42 FileMaker databases to FileMaker 17
- Upgraded 5 SQL Servers to latest version. SQL 2019
- PTWEB - Web server & code optimization. Faster page loading.
- Power BI Reports / Dashboards to monitor Computer Warranties, age, and inventory.
- Upgraded All Terminals Dispatchers in GPS workstation to 3 large 32" monitors.

Goal 4: Effective Communication (15%)

Comments:

Communication with all school communities has continued to see marked evolution.

- Twitter: 123K followers; 564 tweets; 6.5 million impressions, 109,582 media engagements
- Facebook: 32,124 followers (26.5% increase)
- Mobile App: 195,215 users, 80 posts viewed more than 17.7 million times
- **BCPS Website:** The District's most popular and accessible communication is updated daily and has 5,047,425 Annual users annual, Page views 33,691,046 with 4,888,599 New users
- Broward Teen News works with 5 schools/ approx. 750 students
- School Duel had 69 schools register and compete online for a total of 276 students. 100 moved on to compete in the "televised" tournament at BECON.
 - "Special Black History Month" School Duel edition involves approx. 10 schools and 60 students.

The SMART Team has expanded the availability and consistency of up-to-date information regarding the program as a whole and at the individual school level. There are now a diverse range of methods and materials to further our goal of total transparency and inclusivity, including standard Bond Oversight Committee reporting, email newsletters, Countywide and District-specific pamphlets, social media content, and other digital and print materials.

You continue to be an outspoken leader in the South Florida community and nationally. With consistent exposure on national television (CNN, FOX News, MSNBC) and print (The Washington Post, New York Times, Wall Street Journal, Forbes, Newsweek) as well as local television (ABC, CBS, NBS, FOX, UNIVISION), radio (NPR, WLRN, WIOD) and print (Sun-Sentinel, Miami Herald) the public recognizes Broward County Public Schools as leading the conversation about K-12 education, safety and security, and recently – what it takes to safely open a school during a pandemic. You are frequently invited to be a national and local speaker and that continues to position BCPS as an innovative leader in education. **Good Morning America**, the #1 morning show with 3.96 million viewers, highlighted in a segment on our very own Parent University!

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442 messages were distributed (email, text, robocall and Mobile app) to approximately 315,000 parents and 32,000 employees per message. BCPS expanded our social media presence, increased use of videos, engaged audiences, and shared messaging in four languages. The number of translations has increased by 60% over last year as our diverse BCPS population wants and receives information in their own spoken language.

- All communications are translated from English into Spanish, Haitian Creole, and Portuguese.
 - 1,142 translations were provided this year.
- NEW is a choice of closed captions for videos produced by BECON-TV in English, Spanish and Haitian Creole.
- Interpreters (3 Spanish, 3 Haitian Creole, 1 Portuguese, and 1 Arabic) provide services at District meetings.
- During the months of March – August, interpreters were vital in helping non-English speaking families navigate Learning Never Closes, CANVAS and Clever.
 - 210 requests for assistance were received from parents and teachers.

Overall Performance

Comments:

As a leader, you have faced incredible challenges during this year. Near the start of the year you prepared for Hurricane Dorian. South Florida was spared the worst, but our friends in the Bahamas were devastated. You directed BCPS as we welcomed hundreds of families into our schools with resources, school supplies, clothing, food and more to help them recover and rebuild their lives.

Then, just a few short months later, came the worldwide coronavirus pandemic and the immediate transition to distance learning. The pandemic presented an unprecedented challenge to school districts across the country. Due to the transition to virtual learning all remaining assessments for school readiness, voluntary prekindergarten and K-12 assessments were cancelled for the 2019-2020 school year. Additionally, K-12 school grades were not calculated for 2019-2020.

However, the Florida Department of Education released graduation rates for the 2018-2019 school year. The federal graduation rate for BCPS (includes traditional high schools, centers and charter schools) rose to 86.2%, which is nearly 15 percentage points higher than in 2012 when you began. The graduation rate for traditional district high schools only (excludes centers and charter schools) maintained its highest level from 2017 to 2018 at 95.1%.

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Thank you, Mr. Runcie, for all you have accomplished and the leadership you demonstrated through this unexpected crisis. The pandemic has created disruption, but it is also created new opportunities for BCPS to offer improved learning experiences for our students and transform our public education system for the better.

I'm proud of you and what BCPS accomplished this school year, and that we are the leader in virtual learning during this crisis. There is no playbook for this moment we are in, but as a leader, you continue to blaze a trail that will help our students, our teachers and the community recover from the challenges of COVID-19.

The School Board of Broward County, Florida
 Robert W. Runcie, 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						
Goal 1: Leadership/Management (40%)	Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century				4					
Goal 2: High Quality Instruction (25%)	Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness				4					1.60
Goal 3: Continuous Improvement (20%)	Align resources and develop an organizational structure that supports operational effectiveness and efficiency to implement the District priorities focused on improving student achievement and business processes				4					1.00
Goal 4: Effective Communication (15%)	Increase the effectiveness of internal and external communication with stakeholders to improve the District's image, as well as marketing initiatives that will lead to greater understanding and trust among and between, all facets of the District, community, and the School Board				4					0.80
Overall Performance:										4.00

Board Member Signature: _____

