

The School Board of Broward County, Florida
Interim Evaluation of the Superintendent
2014-2015

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 2014-2015 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 2.0 | 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. | | | | |
| 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. | | | | |
| 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 planDevelopment and attainment of partnerships, grants and other resources to support initiativesResults from outreach and collaboration with employees and their respective union/meet and confer groupsPresentations to internal and external stakeholdersInvolvement in state and national organizations to provide input and influence local, state and national policy decisionsDevelopment and refinement of Board PoliciesConsistent and regular one-on-one meetings with Board membersConsistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda | | | | |

Goals/Indicators

During the Superintendent's Annual Evaluation I wrote: "Mr. Runcie has the capacity to make revolutionary improvements to our educational system but has unfortunately refused to hold staff accountable for missteps, blatant overspending that has cost the District millions of dollars. Mr. Runcie needs to make much needed accountability decisions now, not later."

Unfortunately, 5 months have passed since this assessment, and there has been no progress in this area. Sadly, tune into any Board Meeting and one will witness blatant disregard for Board policy and direction in the areas of procurement, spending authority, and employee hirings, firings, and disciplinary actions.

Board Member's questions that are submitted prior to meetings, along with questions from the Dais need to be answered. There should never be a response of "I don't know" from the Director of the targeted department, with little regard to actually researching and providing the answer in a timely manner. It should never happen more than once, let alone happen during every meeting.

The Key areas that need improvement are:

- Delegate appropriate authority to staff, and monitor follow-through
- Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures
- Appropriately interpret and execute the intent of Board policy.

As a Leader, Mr. Runcie, how your key staff performs is a reflection on your leadership skills and I am afraid that some of your key staff are not performing to the level of the 6th largest school district, and to a level that I know you and the county expect of them.

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| Goal 2. High Quality Instruction (25%) | Highly Effective 4 points | Effective 3 points | Needs Improvement 2 points | Unsatisfactory 1 point |
|--|-------------------------------|-----------------------|-------------------------------|---------------------------|
| Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness. | | | 2.0 | |
| 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. | | | | |
| Suggested Evidence and Artifacts: <ul style="list-style-type: none">• Student Achievement/Performance Data• Implementation plan for Common Core State Standards• Implementation plan for instructional and administrator evaluation systems• Development and implementation of professional learning opportunities, plans and support systems to improve instruction and implement Common Core State Standards and Marzano instructional practices• Development and implementation of initiatives/programs that support a well-rounded education that meet the social, cultural, and academic needs of students• Utilization of quality assessments and interventions to enhance achievement | | | | |

High Quality Instruction

Our core mission is to educate all of our students and to make sure that each child receives the tools to be successful, life-long learners. Sadly, we are failing our young students on both accounts.

While I appreciate the new roll-out of "The Best Blueprint" I must, once again, ask these questions (which I did during the January 27th, 2015 Workshop):

How did we as a District in three years go from an A rated, Highly Performing and multiple Broad Finalist, to a C, now B District with only 59% of all students reading on grade level?

Of most concern to me is the District Reading Scores for our young Blacks-44%, ELL's-37%, SWD-32% and economically disadvantaged-48%. These are our most vulnerable group and weigh heavily into the current 4000 student figure who have not passed reading requirements and will not receive a Diploma in June.

With the passing of the new ACT DAY for our 11th and 12th graders we are taking a step in the right direction, but simply a baby step.

This area is what it is ALL about and, quite frankly, if we as a District continue to not reach ALL students, in ALL schools, ALL of the time, we are failing a generation.

Mr. Runcie, I look for immediate improvement in this area and a close examination of programs and staffing decisions, especially in the downtown Curriculum Department, that were accomplishing great learning gains just 2-3 short years ago. We need to know how we got here (schedule change, state mandates, etc) in order to bravely fight our way back to the top of the state's Academically High Performing District for our children's sake.

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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. | | | 2.0 | |
| 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>I am still not sold on the Performance Management Sessions that are supposed to help, and this is just one example; we need to redirect resources to support schools.</p> <p>As an illustration of the need to redirect resources, I have a high school in my district that cannot afford to keep their bathrooms clean, their media center open and staffed, or security personnel to deter students from jumping the fence during the school day. This is a high school that is allocated extra money, and yet it remains a sad place to house our students.</p> <p>We need to make sure that the very basics of cleanliness, along with a welcoming environment for our students, are a basic tenet for every school in Broward County</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 | | | | |

The School Board of Broward County, Florida
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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 | |
| 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. | | | | |
| Suggested Evidence and Artifacts: | | | | |
| <ul style="list-style-type: none">• Climate Surveys• Comprehensive communications plan• Outreach efforts to increase parent input and involvement• Outreach efforts to engage the community and businesses• Outreach efforts and collaboration with municipalities, universities, and legislative groups• Communication tools that enhance communication and customer service• Newsletters and public engagement documents designed to strengthen connections to the community | | | | |

Effective Communication

Effective Communication is an area which needs tremendous improvement.

Although I increased the score from a 2.0 to a 2.5, I do not wish in any way that this be interpreted as a glowing report for this area.

It was my intention to reflect the tremendous, 150% communication effort that was a giant, concentrated campaign to pass the SMART Bond. Everyone was on the same page, receiving the same message, and all groups were included. That is an example of effective communication.

Mr. Runcie, this is the level of participatory communication that we need at Broward County Public Schools at all times to all stakeholders.

I'm looking forward to seeing positive changes globally in this area.

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COMMENTS:

Overall Interim 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)

Now Runcie

Board Member Signature

Date

2/24/15

Superintendent Signature

Date

Please see the attached response from Superintendent Runcie.

Response to Nora Rupert's Interim Evaluation of the Superintendent 2014-15

Upon reviewing Nora Rupert's evaluation, I am providing this response to address some statements and comments regarding District operations, which can be misleading, such as "blatant overspending that has cost the District millions of dollars."

Within the last year the School Board changed a practice set forth by prior Boards that allowed expenditures to exceed the original contract estimates as long as departments and schools operated within the spending authority of their approved budgets. To address any concerns of overspending, this Board and management no longer allows spending to exceed the original contract amount. Since that policy change, we have worked aggressively to align legacy contracts with the new policies.

Additionally, over the past two and a half years, I have worked hard to demonstrate our commitment to spend taxpayer dollars responsibly. As a result, we have successfully reduced expenses and increased operational efficiencies, allowing the District to reinvest more than \$35 million back into our classrooms. This work has included:

- Ending our lease of privately owned office space and moving our employees into district owned facilities;
- Reducing healthcare costs by more than \$18 million by moving to a self-insured model and competitively bidding our healthcare contracts to reduce administrative costs;
- Improving Transportation Services by implementing more efficient operational logistics and routing strategies, reducing overtime, and introducing energy efficient and eco-friendly propane buses; and
- Reducing the cost of senior-level administrative staff positions by 15%.

These efforts and others have resulted in the State recognizing Broward County Public Schools for having the lowest administrative cost among all 67 school districts.

Moreover, I have delivered on my promise to work to improve public trust and confidence in our school system. The recent overwhelming approval of the much needed \$800 million General Obligation Bond Referendum for investing in safe and modern schools, demonstrates that.

These facts, the progress we have made in this District in a short period of time, and the numerous accolades we have received both locally and nationally (e.g., PROMISE, Code.org, Debate, Scholastic Chess, etc.) are things we can be proud of.

I will continue to work to address all concerns raised by School Board Members as we make progress and take this school district from "good" to "great".


Superintendent Robert Runcie

3/3/2015
Date

The School Board of Broward County, Florida
Robert W. Runcie, Superintendent of Schools
Superintendent Interim Evaluation Scoring Worksheet
2014-2015

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 2014-2015 Superintendent's Interim 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 | | | 2 | | 0.80 |
| 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 | | | 2 | | 0.50 |
| 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 | | | 2 | | 0.40 |
| 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 | | | 2.5 | | 0.38 |
| Overall Performance: | | | | | | 2.08 |

Board Member Signature:

