

---

Model 5:  
Broward County Public Schools

---



# BROWARD COUNTY PUBLIC SCHOOLS



## *Superintendent's Annual Evaluation* *2002 ~ 2003*

DR. FRANK TILL  
*Superintendent of Schools*

<i>Chairperson</i>	DR. ROBERT D. PARKS
<i>Vice Chairperson</i>	JUDIE S. BUDNICK
	CAROLE L. ANDREWS
	DARLA L. CARTER
	PAUL D. EICHNER, ESQ.
	BEVERLY A. GALLAGHER
	STEPHANIE ARMA KRAFT, ESQ.
	LOIS WEXLER
	BENJAMIN J. WILLIAMS

### **NONDISCRIMINATION POLICY STATEMENT**

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (HEREINAFTER REFERRED TO AS "THE BOARD") SHALL NOT DISCRIMINATE AGAINST STUDENTS, PARENTS OR GUARDIANS OF STUDENTS, EMPLOYEES, APPLICANTS, CONTRACTORS, OR INDIVIDUALS PARTICIPATING IN SCHOOL BOARD SPONSORED ACTIVITIES. THE SCHOOL BOARD IS COMMITTED TO THE PROVISION OF EQUAL ACCESS IN ALL STUDENT, EMPLOYMENT, AND BUSINESS PROGRAMS, ACTIVITIES, SERVICES, AND OPERATIONS THAT ARE OPERATED OR PROVIDED DIRECTLY BY THE BOARD, AS WELL AS THOSE OPERATED OR PROVIDED BY ANOTHER ENTITY ON BEHALF OF THE BOARD UNDER CONTRACTUAL OR OTHER ARRANGEMENTS. THIS POLICY IS ESTABLISHED TO PROVIDE AN ENVIRONMENT FREE FROM DISCRIMINATION AND HARASSMENT BASED UPON AGE, RACE, COLOR, DISABILITY, GENDER, MARITAL STATUS, NATIONAL ORIGIN, RELIGION, OR SEXUAL ORIENTATION.

IT IS THE INTENT OF THIS POLICY, AND RESPECTIVE PROCEDURES, TO SUPPORT AND IMPLEMENT PROTECTIONS AGAINST DISCRIMINATION AND HARASSMENT AS PROHIBITED BY THE CONSTITUTION, FEDERAL AND STATE STATUTES, COUNTY ORDINANCE, AND ALL OTHER APPLICABLE LAWS OR REGULATIONS.

**AUTHORITY: F.S. 230.22(1)(2) & The Federal Americans with Disability Act**

**Policy Adopted 9/5/74 Policy Amended: 7/22/75; 3/4/82; 7/14/87; 5/18/93 Amended Policy Approved 3/18/97 4001.1**





## Table of Contents

Overview.....	2
History .....	3
Instructions.....	5
<b><u>Part I</u></b>	
Leadership Standards .....	6
Strategic Planning Standards .....	10
Customer & Market Focus Standards.....	13
Information & Analysis Standards .....	16
Human Resource Focus Standards.....	19
Process Management Standards .....	23
<b><u>Part II</u></b>	
District Outcomes Objectives and Strategies .....	28
Summary Score Sheet .....	46





## Overview

Part I and Part II each carry a weight of 50% towards the Superintendent's evaluation score. To determine the Superintendent's performance pay, the evaluation scores will be averaged across the nine Board Members.

### Part I measures were based on:

- Superintendent's Contract
- Job Description
- Florida State Statutes
- OLA (Organizational Leadership Assessment developed by James Laub)
- APPAS (Administrative Performance Planning and Appraisal System) developed by the School Board of Broward County for evaluation of district administration
- AASA (American Association of School Administrators) Professional Standards for the Superintendency
- Sterling Criteria for Organizational Performance Excellence

Part I measures Leadership, Strategic Planning, Customer and Market Focus, Information and Analysis, Human Resource Focus, and Process Management.

Part II measures the Sterling category of District Outcomes and includes 2002-03 objectives designed to meet the District's Strategic Plan.

50%

50%

### An evaluation tool that:

- provides diagnostic feedback
- facilitates communication
- aids in determining performance pay



## Superintendent Evaluation 2003

1. Thirty-nine superintendent evaluation instruments from across the nation provided by the Council of the Great City Schools were reviewed for format and content. A complete listing of materials used in creation of this document may be found on the following page.
2. In order to align the Superintendent's Evaluation with the needs of our district and with the format of other large urban districts, standards from the following publications were incorporated into the evaluation instrument:
  - a. American Association of School Administrators (AASA) Standards for the Superintendency
  - b. Organizational Leadership Assessment developed by James Laub (OLA)
  - c. Administrative Performance Planning and Appraisal System developed by the School Board of Broward County for evaluation of district administration (APPAS)
  - d. Sterling Criteria for Organizational Performance Excellence
3. To fulfill the conditions for evaluation set forth by the Superintendent's contract, standards and objectives from the following documents were also included:
  - a. Superintendent's contract
  - b. Superintendent's job description
  - c. Florida State Statutes regarding Superintendent duties and responsibilities
  - d. Superintendent's 2002-03 objectives designed to meet the district's Strategic Plan
4. The standards and objectives were edited to eliminate duplication, to provide consistent wording, and to consolidate them into a manageable number. Further editing was guided by Board Member and Senior Management feedback.
5. All items, with the exception of the 2002-03 objectives from the Strategic Plan were grouped according to the Sterling categories of Leadership, Strategic Planning, Customer and Market Focus, Information and Analysis, Human Resource Focus, and Process Management. This comprises Part I of the evaluation instrument. The Strategic Plan objectives for 2002-03 stand alone in the Sterling category of District Outcomes, comprising Part II of the evaluation instrument.
6. Scoring for the Superintendent's evaluation was determined as follows: The Part I Sterling categories of Leadership, Strategic Planning, Customer and Market Focus, Information and Analysis, Human Resource Focus, and Process Management are weighted equally (16.7% for each) to provide a Part I evaluation score. The objectives from the 2002-03 Strategic Plan are weighted equally to provide a Part II score. Part I and Part II evaluation scores are to be averaged to provide an overall evaluation score. Finally, overall scores will be averaged across Board Members to determine performance pay.





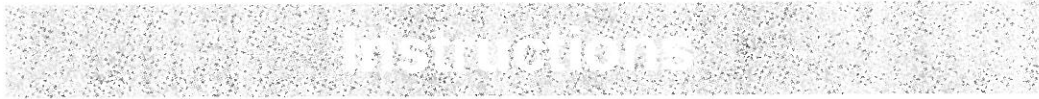
## Source Materials Superintendent Evaluation 2003

Superintendent evaluation instruments from the following sites were reviewed:

Atlanta, Georgia	Mesa, Arizona
Birmingham, Alabama	Milwaukee, Wisconsin
Boston, Massachusetts	Nashville, Tennessee
Colorado Association of School Boards	National Evaluation Institute
Columbus, Ohio	New Orleans, Louisiana
Dade County, Florida	Norfolk, Virginia
Dallas, Texas	Oklahoma City, Oklahoma
Dayton, Ohio	Omaha, Nebraska
Fairfax County, Virginia	Orange County, California
Fort Bend, Texas	Palm Beach County, Florida
Fort Worth, Texas	Providence, Rhode Island
Fresno, California	Richmond, Virginia
Georgia State Department of Education	Sacramento, California
Houston, Texas	Salt Lake City, Utah
Jefferson County, Kentucky	San Diego, California
Manatee County, Florida	Seattle, Washington
Memphis, Tennessee	Toledo, Ohio

### Supplemental Materials:

- Administrative Performance Planning and Appraisal System developed by the School Board of Broward County for evaluation of district administration (APPAS)
- American Association of School Administrators (AASA) Standards for the Superintendency
- Center for Research on Education Accountability and Teacher Evaluation
- Florida State Statutes (regarding Superintendent duties and responsibilities)
- Organizational Leadership Assessment developed by James Laub (OLA)
- Broward County Public Schools (BCPS) Strategic Plan
- BCPS Superintendent's Contract
- BCPS Superintendent's Job Description
- Sterling Criteria for Organizational Performance Excellence



## Superintendent Evaluation 2003

The Superintendent's Evaluation is divided into two parts. Part I consists of standards for performance excellence grouped into the Sterling categories of Leadership, Strategic Planning, Customer and Market Focus, Information and Analysis, Human Resource Focus, and Process Management. Each section differentiates between national standards for excellence (derived from the sources described in the History section of this document) and standards the Superintendent is contractually obligated to meet. Part II is comprised of the Sterling category of District Outcomes and consists of 2002-03 objectives designed to meet the district Strategic Plan. Part I and Part II each carry a weight of 50% towards the Superintendent's overall evaluation score. To determine the Superintendent's performance pay, the overall evaluation scores will be averaged across the nine Board Members.

**Scoring:** Because Part I of the evaluation instrument consists of standards and Part II consists of objectives designed to meet the Strategic Plan, the framework for assessing a score differs slightly.

### Part I: Standards

On a category by category basis:

- Read the standards to form a frame of reference regarding the Sterling category you will be assessing.
- Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale table below. Do not assess scores below 1 or above 5. Enter the score in the box provided at the end of each category.
- Provide specific comments regarding strengths and areas requiring additional focus in the designated area at the end of each category.

### Part II: District Outcomes Objectives

- Review the objectives and the supporting documentation for each objective that indicates whether the objective was attained or not attained.
- Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale table below. Do not assess scores below 1 or above 5. Enter the score in the box provided at the end of the District Outcomes section.
- Provide specific comments regarding strengths and areas requiring additional focus in the designated area at the end of Part II.

### Determining Overall Score (to be performed by Research Services)

1. Average the scores for each of the six Sterling categories from Part I.
2. Average the Part II score with the average score from Part I (above).
3. Average scores across nine Board Members to determine performance pay according to the performance pay table below.

### Evaluation Scale and Performance Pay

Evaluation Scale	Percentage of Performance Pay Earned for Score
5 = Exemplary	4.61 – 5.00 ⇨ 100% (\$43,750)
4 = More Than Acceptable	4.21 – 4.60 ⇨ 80% (\$35,000)
3 = Acceptable	3.81 – 4.20 ⇨ 60% (\$26,250)
2 = Less Than Acceptable	3.41 – 3.80 ⇨ 40% (\$17,500)
1 = Unacceptable	3.01 – 3.40 ⇨ 20% (\$ 8,750)



# Leadership

To form a frame of reference for assigning a 1 to 5 evaluation score for the Sterling category of Leadership, consider the following Standards for Excellence and Contractual Obligations:

**Standards for Excellence:**

- 1 Fulfills public responsibilities and encourages, supports, and practices good citizenship.
- 2 Acknowledges personal limitations and errors and willingly considers criticism.
- 3 Provides leadership to involve the district in quality initiatives.
- 4 Promotes rigor and excellence for staff and students.
- 5 Demonstrates conflict mediation and consensus building skills

**Contractual Obligations:**

- 6 Exhibits a high level of cognitive skills and analysis.
- 7 Works effectively under pressure.
- 8 Demonstrates knowledge of national trends in the area of participatory decision-making and is decisive.
- 9 Demonstrates administrative abilities that show vision and leadership.
- 10 Motivates and inspires others.
- 11 Maintains integrity and credibility.
- 12 Effectively delegates authority and responsibility and holds subordinates accountable.
- 13 Develops and maintains a spirit of cooperation and teamwork with the Board and in every manner practicable to the end that the district school system may continuously be improved.
- 14 Demonstrates high internal work standards and devotes his full time, skill, labor, and attention to the performance of his official duties.
- 15 Shows interest in and works cooperatively with all government agencies.
- 16 Communicates well: openly, systematically, and in a timely manner with the Board, district staff, and the community and promptly informs the Board of critical issues or incidents.
- 17 Represents the interests of the Board and the school district in day-to-day contact with parents, other citizens, the community, and other governmental agencies.
- 18 Calls and conducts institutes and conferences with employees of the school district, school patrons, and other interested citizens.
- 19 Provides educational leadership to ensure quality teaching and learning.
- 20 Maintains and improves professional competency by all available means including, without limitation, reading appropriate periodicals and joining and/or participating in appropriate professional associations and their activities.

---

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.





# Strategic Planning

To form a frame of reference for assigning a 1 to 5 evaluation score for the Sterling category of Strategic Planning, consider the following Standards for Excellence and Contractual Obligations:

## Standards for Excellence:

- 1 Ensures the development of formal and informal techniques to gain external perception of the district by means of surveys, advisory groups, and personal contact and incorporates input in a systematic process in district plans.
- 2 Employs an improvement cycle of Plan, Do, Study, Act (PDSA) and utilizes the principles of Sterling quality management to establish and achieve the district's mission and goals.

## Contractual Obligations

- 3 Recommends plans for cooperating with, and, on the basis of approved plans, cooperates with federal, state, county, and municipal agencies in the enforcement of laws and rules pertaining to all matters relating to education and child welfare.
- 4 Recommends plans for cooperating with, and, on the basis of approved plans, cooperates with federal, state, county, and municipal agencies in the enforcement of laws and rules pertaining to all matters relating to education and child welfare.

---

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



# Strategic Planning

**Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# Customer & Market Focus

To form a frame of reference for assigning a 1 to 5 evaluation score for the Sterling category of Customer & Market Focus, consider the following Standards for Excellence and Contractual Obligations:

**Standards for Excellence:**

- 1 Builds customer relationships and determines customer satisfaction with the aim of acquiring new customers, retaining existing customers, and developing new market opportunities.
- 2 Keeps pace with international issues, marketplace changes, technological advances, as well as changing ways of doing business.

**Contractual Obligations:**

- 3 Establishes and maintains an effective community relations program including effective relationships with the media.
- 4 Successfully works with urban/suburban, multiracial, multiethnic, and diverse socioeconomic populations.
- 5 Promotes interest in education and improving the school conditions of the district by visiting schools, observing management and instruction, consulting with all stakeholders, and giving suggestions for improvement.
- 6 Assists patrons and people generally in acquiring knowledge of the aims, services, and needs of the schools and has the to involve all segments of the community to build support and confidence in the public schools.

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



# Customer & Market Focus

**Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





# Information & Analysis

To form a frame of reference for assigning a 1 to 5 evaluation score for the Sterling category of Information & Analysis, consider the following Standards for Excellence and Contractual Obligations:

**Standards for Excellence:**

- 1 Ensures the development of systems that provide high quality timely data and information for employees, suppliers/partners, and customers.
- 2 Uses system and staff evaluation data for personnel policy and decision-making.
- 3 Promotes the use of and utilizes data and information for performance measurement and analysis in support of organizational planning, informed decision-making, performance improvement; and demonstrates the utilization of ~~uses~~ benchmarks and comparison data in the analysis of results.
- 4 Ensures development of systems for monitoring, assessing, reporting, and evaluating student achievement, and staff development.
- 5 Demonstrates knowledge and understanding of educational issues related to student achievement and school improvement.

**Contractual Obligations:**

- 6 Sponsors studies and surveys essential to the development of a planned school program and recommends such a program to the Board.
- 7 Reports information and analyses regularly to the Board regarding student achievement and test scores.
- 8 Requires that all employees keep accurately all records and makes promptly in proper form all reports required by the school code or by rules of the State Board; recommends the keeping of such additional records and the making of such additional reports as may be deemed necessary to provide data essential for the operation of the school system; and prepares such forms and blanks as may be required and sees that these records and reports are properly prepared.

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



## Information & Analysis

**Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# Human Resource Focus

To form a frame of reference for assigning a 1 to 5 evaluation score for the Sterling category of Human Resource Focus, consider the following Standards for Excellence and Contractual Obligations:

## Standards for Excellence:

- 1 Encourages mentoring relationships to assist with professional development.
- 2 Supports education, training, and on-the-job reinforcement of knowledge and skills to employees in a manner that is aligned with the School Board's Strategic Plan.
- 3 Is open to learning from all colleagues and stakeholders.
- 4 Contributes to positive staff morale through flexibility, support, and recognition of groups and individuals working toward department/school improvement.
- 5 Promotes and encourages a cooperative team approach to solving problems and improving processes and provides frequent feedback to those involved.
- 6 Utilizes the collective bargaining process to monitor satisfaction of and make recommendations for improvement to alternative benefit packages and employee benefits packages, and brings to School Board for review.
- 7 Appoints and promotes quality personnel to leadership positions (organizational chart)

## Contractual Obligations:

- 8 Recommends to the Board duties and responsibilities which need to be performed and positions which need to be filled, recommends minimum qualifications of personnel for these positions, and nominates in writing persons to fill such positions.
- 9 Demonstrates an understanding of the collective bargaining process, recommends to the Board terms for contracting with employees, prepares such contracts as approved, and prepares and recommends for adoption, a salary schedule or salary schedules.
- 10 Recommends employees for transfer and transfers any employees during any emergency and reports the transfer to the Board at the next meeting.
- 11 Suspends members of the instructional staff and other school employees during emergencies for a period extending to and including the day of the next regular or special meeting of the Board and notifies the Board immediately of such suspension. When authorized to do so, serves notice on the suspended member of the instructional staff of charges made against him or her and of the date of hearing. Recommends employees for dismissal under the terms prescribed herein.
- 12 Evaluates employees directly accountable to the Superintendent and oversees the evaluation of other employees in accordance with Florida law, State Board of Education rules, and the policies adopted by the Board.
- 13 Demonstrates an understanding of effective employee relations.
- 14 Demonstrates a philosophy of decentralization.
- 15 Encourages the professional development of staff through the organization and direction of study and extension courses for employees
- 16 Directs or arranges for the proper direction and improvement, under regulations of the Board, of the work of all members of the instructional staff and other employees of the district school system and supervises or arranges, under rules of the Board, for the supervision of instruction in the district and takes such steps as are necessary to bring about continuous improvement.

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



# Human Resource Focus

**Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# Process Management

To form a frame of reference for assigning a 1 to 5 evaluation score for the Sterling category of Process Management, consider the following Standards for Excellence and Contractual Obligations:

## Standards for Excellence:

- 1 Promotes the use of technological applications to enhance administration of business and support systems.
- 2 Ensures the development of a process for systematic renewal of the curriculum to ensure appropriate scope, sequence, and content.
- 3 Recommends and, under Board direction, implements proposals for financial management practices that reduce cost and improve efficiency (i.e., e-purchasing).

## Contractual Obligations:

- 4 Serves as the Chief Executive Officer of the school district performing all duties, responsibilities, and functions as assigned or required by the Board, law, or rules of the State Board or of the commissioner.
- 5 Provides leadership and direction in planning and financing the maintenance of existing schools and to meet the growth needs of Broward County with new schools.
- 6 Advises and makes recommendations regarding possible sources of funds that may be available to implement present or contemplated district programs.
- 7 Recommends plans and procedures for holding and supervising all school district millage elections, and recommends, for inclusion on the ballot at each district millage election, the amount of district school tax levy necessary to provide the district school funds needed.
- 8 Recommends policies, which will provide for maximum yield investment of school funds that are not needed for immediate expenditures and implements these policies when appropriate.
- 9 When appropriate, recommends the amount of bonds to be issued in the district and assists in the preparation of the necessary papers for an election; when bond issues are approved by the electors, recommends plans for the sale of bonds and for the proper expenditure of the funds derived from them.
- 10 Determines and recommends district funds necessary (in addition to state funds) to provide for at least a 180-day school term (or the equivalent according to the rules of the State Board of Education); recommends plans for ensuring the operation of all schools for the term authorized by the Board.
- 11 Recommends programs and procedures necessary to protect the school system adequately against loss or damage to school property or against loss resulting from any liability for which the Board or its officers, agents, or employees may be responsible under law.
- 12 Recommends financial actions in response to changing economic conditions and adjusts the school budget accordingly, submitting to the Board for adoption a balanced budget; ensures accurate and effective annual budgeting at the school and department level.
- 13 Prepares, after consulting with the principals of the various schools, tentative annual budgets for the expenditure of district funds for the benefit of public school pupils of the district.
- 14 Ensures accurate record keeping of all financial transactions, funds, and accounts due; ensures required periodic reports are filed with the Department of Education and all other agencies as required by law; reports any delinquencies or delays that occur in making available any funds that should be available for school purposes.
- 15 After studying the feasibility of contractual services with industry, recommends the desirable terms, conditions, and specifications for contracts for supplies,



# Process Management

- materials, or services; sees that materials, supplies, or services are provided according to contract.
- 16 Recommends plans regarding all phases of the school plant program and sees that approved plans are executed.
- 17 Ascertains which pupils are entitled to transportation, determines the most effective arrangement of transportation routes to accommodate these pupils, recommends such routing to the Board; recommends plans and procedures for providing facilities for the economical and safe transportation of pupils; recommends rules and regulations as necessary and sees that all rules and regulations relating to the transportation of pupils approved by the Board are properly executed.
- 18 Recommends the establishment, organization, and operation of schools, classes, and services needed to provide adequate educational opportunities for all children in the district.
- 19 Recommends plans for improving, providing, distributing, accounting for, and caring for all District property and recommends programs and procedures necessary to protect the school system adequately against loss or damage to school property or against loss resulting from any liability for which the Board or its officers, agents, or employees may be responsible under law.
- 20 Recommends plans to the Board for the proper accounting for all children of school age, for the attendance and control of pupils at school, for the proper attention to health, safety, and other matters which will best promote the welfare of children.
- 21 Recommends procedures for implementing and maintaining a system of school improvement and education accountability.
- 22 Requires that all laws and rules of the State Board, as well as supplementary rules of the Board, are properly observed and reports to the Board any violation that the superintendent does not succeed in having corrected.
- 23 Provides leadership, guidelines, and directions to ensure implementation of the Board's policies relating to facilities, curriculum, instruction, student services, personnel, budget, and business affairs.
- 24 Reviews all policies adopted by the Board, ensuring they meet state and federal regulations and requirements, and makes appropriate recommendations for revisions, additions, deletions, and modifications to such policies.
- 25 Cooperates with district administrators of the Department of Children and Family Services and with administrators of other local public and private agencies to achieve the first state education goal, readiness to start school.
- 26 Advises the Board of the appropriate evaluation timelines and schedules the meetings required to complete the evaluation process in a timely manner and develops with the Board an evaluation format and evaluation form at the time the Board establishes the Superintendent's performance objectives for the upcoming year.

---

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



# Process Management

**Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# District Outcomes

## STUDENT ACHIEVEMENT

**Goal 1: All students will achieve at their highest potential.**

Objective 1: By June 2005, all students will read by the 4th grade and 80% of all students tested will score Level 2 and above on FCAT Reading.

1. 76% of all 3rd, 4th, & 5th graders, 76% of all 6th, 7th, & 8th graders, and 67% of all 9th & 10th graders will score Level 2 and above on FCAT Reading during the 2002-03 school year. <sup>1</sup>
2. An increase in percentage points will be evidenced regarding the number of students in each FCAT performance category for the 2002-03 school year, when compared to the 2001-02 school year. <sup>1</sup>

### Grade three-

- Reading 3.0 and above up 2 from 62.2% to 64.2%
- Reading 4.0 and above up 2 from 28.3% to 30.3%
- Math 3.0 and above up 2 from 82.9% to 84.9%
- Math 4.0 and above up 2 from 65.4% to 67.4%

### Grade four-

- Reading 3.0 and above up 2 from 58.1% to 60.1%
- Reading 4.0 and above up 2 from 28.6% to 30.6%
- Math 3.0 and above up 2 from 56.7% to 58.7%
- Math 4.0 and above up 2 from 23.7% to 25.7%
- Writing 3.0 and above up 2 from 85.8% to 87.5%
- Writing 3.5 and above up 2 from 57.1% to 59.1%

### Grade five-

- Reading 3.0 and above up 2 from 54.3% to 56.3%
- Reading 4.0 and above up 2 from 23.2% to 25.2%
- Math 3.0 and above up 2 from 55.0% to 57.0%
- Math 4.0 and above up 2 from 32.0% to 34.0%

### Grade six-

- Reading 3.0 and above up 3 from 56.1% to 59.1%
- Reading 4.0 and above up 3 from 26.6% to 29.6%
- Math 3.0 and above up 3 from 50.7% to 53.7%
- Math 4.0 and above up 3 from 24.3% to 27.3%

### Grade seven-

- Reading 3.0 and above up 3 from 52.1% to 55.1%
- Reading 4.0 and above up 3 from 21.7% to 24.7%
- Math 3.0 and above up 3 from 52.6% to 55.6%
- Math 4.0 and above up 3 from 26.0% to 29.0%





## District Outcomes

### Grade eight-

- Reading 3.0 and above up 3 from 47.9% to 50.9%
- Reading 4.0 and above up 3 from 17.7% to 20.7%
- Math 3.0 and above up 3 from 55.1% to 58.1%
- Math 4.0 and above up 3 from 24.9% to 27.9%
- Writing 3.0 and above up 2 from 90.9% to 92.9%
- Writing 3.5 and above up 2 from 75.8% to 77.8%

### Grade nine-

- Reading 3.0 and above up 3 from 28.9% to 31.9%
- Reading 4.0 and above up 3 from 11.6% to 14.6%
- Math 3.0 and above up 3 from 47.7% to 50.7%
- Math 4.0 and above up 3 from 21.9% to 24.9%

### Grade ten-

- Reading 3.0 and above up 3 from 27.7% to 30.7%
- Reading 4.0 and above up 3 from 10.8% to 13.8%
- Math 3.0 and above up 3 from 51.1% to 54.1%
- Math 4.0 and above up 3 from 28.0% to 31.0%
- Writing 3.0 and above up 2 from 92.4% to 94.4%
- Writing 3.5 and above up 2 from 80.5% to 82.5%

<sup>1</sup> The Strategic Plan objective 1.1 listed above was determined when the Department of Education set Level 2 as the minimum. As the 2002-03 minimum is now Level 3 and as students in grades 3-10 are now tested, both objectives 1.1 and 1.2 have been modified to reflect these changes.

3. For the 2002-03 school year, districtwide high school enrollment of students in advanced placement (AP), dual enrollment, International Baccalaureate (IB), and honors classes will increase by one percentage point, overall, and two percentage points for Black and Hispanic students, when compared to the 2001-02 school year.
4. For the 2002-03 school year, graduation rates will increase by one percentage point, overall, and two percentage points for Black and Hispanic students, when compared to the 2001-02 school year.
5. For the 2002-03 school year, districtwide enrollment in upper level mathematics and science courses (combined) will increase by one percentage point, overall, and two percentage points for Black and Hispanic students, when compared to the 2001-02 school year.



## District Outcomes

Objective 2: By August 2004, all classes, K-1 will have an average class size of 18 students; all classes 2-3 will have an average class size of 20 students to enhance the teaching and learning environment.

1. During the 2002-03 school year, fiscal resources will be realigned and redirected to decrease class sizes.

Objective 3: By June 2004, all schools will receive a grade of C or better on the Florida School Performance Grade Category Designations.

1. For the 2002-03 school year, 94% of elementary schools, 96% of middle schools, and 95% of high schools will receive a grade of C or better on the Florida School Performance Grade Category Dimensions.<sup>2</sup>
2. For the 2002-03 school year, 70% of elementary schools, 76% of middle schools, and 34% of high schools will receive a grade of B or better on the Florida School Performance Grade Category Dimensions.
3. Identify major "No Child Left Behind" and "A+ Plan" related issues impacting Broward County Public Schools. Develop a plan that specifies actions to meet local, state, and federal mandates of legislation.

<sup>2</sup> Charter schools have not been included in the objective.

---

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable

Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



## District Outcomes

### STUDENT ACHIEVEMENT

#### **Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

#### **Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# District Outcomes

## EQUITABLE RESOURCES

**Goal 2: All schools will have equitable resources.**

Objective 4: By August 2004, all students will attend a school that is safe, secure, and conducive to student health and well-being.

1. For the 2002-03 school year, the percentage of students receiving multiple suspensions will decline, overall, but decrease for Black students by one percentage point in addition to the decline registered for all students.
2. Building construction, including Indoor Environmental Quality (IEQ) and American Disability Act (ADA) projects, will operate in a cost-efficient, timely manner as evidenced by 80% of the managed projects meeting designated completion dates for those projects identified for funding in the Adopted District Facilities Work Program (ADFWP).

Objective 5: By August 2004, reorganize and align the essential student support systems, school operations, and technology to maximize student achievement.

1. The Maintenance Subcommittee will submit a report to the Board with proposed recommendations during the 2002-03 school year.
2. For the 2002-03 school year, the percentage of teachers, staff, and administrators who use technology applications to:
  - a. evaluate instructional practice,
  - b. provide assistance in diagnosing and evaluating student learning,
  - c. and support for data-driven planning efforts and decisions

will increase by 10 percentage points from 2001-02 levels as evidenced by two indicators - 1. the number of BrioQuery/Data Warehouse/web-based queries and online reports that are accessed, and 2. the number of new user identification numbers that are issued.

3. For the 2002-03 school year, the percentage of teachers, staff, and administrators who use technology applications for communications within the schools and the broader community will increase by 10 percentage points relative to 2001-02 as evidenced the number of "hits" to district- and school-based websites.
4. Educational Technology Services (ETS) will present a business plan, including development/implementation timelines, to be shared with the Board that addresses:
  - i. integration of technology into the curriculum,
  - ii. technology usage in instructional practice,



## District Outcomes

- iii. technology applications that assist in evaluating and diagnosing student learning,
- iv. technology-based systems for communication within the schools and to the broader community,
- v. technology tools to support data-driven planning and decision-making, and
- vi. Human Resource Management System (HRMS) and Systems, Applications and Processes in Data Processing (SAP) usage and problem resolution.

5. Ensures implementation of an online system that supports an online application for employment process and modifications by employees to health benefit enrollment options.

Objective 6: By August 2003, every student will have a competent, qualified teacher.

1. Increase the number of highly qualified teachers in Broward classrooms in 2002-03 as compared with 2001-02 as evidenced by:
  - decreases in the number of classes without a contract teacher by 10%,
  - decreases the number of teachers teaching out of field,
  - increases in the size of the substitute teacher pool,
  - increases in the number of alternative certification teachers,
  - expansion of the Teacher Directed Action Research Project, and
  - providing independent study and web-based training delivery methods, and
  - implement an online application process to augment the existing application process for instructional personnel.

---

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



**District Outcomes**

**EQUITABLE RESOURCES**

**Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## District Outcomes

### RESOURCE ALIGNMENT

**Goal 3: All operations of the school system will align with student achievement and needs.**

Objective 7: By August 2004, reorganize and align all resources from all administrative divisions, including personnel, budget, facilities, etc., to support student achievement.

1. For the 2002-03 school year, complete the realignments that began last year among area offices to include all area offices, Educational Technology Services, Personnel, and Facilities.
2. To review the five largest local categoricals to determine the possible realignment of funds to assist in achieving the strategic plan goal of class size reduction.
3. During the 2002-03 school year, a Request for Proposal (RFP) will be initiated to select a consultant to assist in the selection of an appropriate financial reporting and management system.
  - conduct a needs assessment for the financial management and reporting system.
4. For the 2002-03 school year, by June 2003, Management/Facility Audits will follow-up on District Maintenance and Facilities and Construction Management audit recommendations identified in the 2001-02 audits.
5. Reduce audit exceptions from 2001-02 to 2002-03:
  - internal audit exceptions,
  - property exceptions, and
  - payroll exceptions by 10 percent.
6. By June 2003, support the deployment of further Sterling training with drill down completed in facilities, ETS, Office of the Superintendent, and at least a minimum of three schools.
7. Develop and implement a plan to reduce the District's Workers' Compensation indemnity expenses for fiscal year 2002-03.
8. In a timely and effective manner, develop and implement a plan to replace key management individuals retiring through DROP.
9. Develop and implement a plan to reorganize and align all resources of Design Services to increase staff efficiency by 50% for design, plan, review, and scheduling/production of in-house design projects through the use of Prolog.



## District Outcomes

10. Complete 90% of all capital projects according to completion dates listed in the Adopted District Facilities Work Plan (ADFWP).
11. Beginning October 2002, implement the new change order and dispute resolution process immediately and review with industry representatives at the quarterly meetings with Association of Builders and Contractors, Inc. (ABC)/Association of General Contractors (AGC)/American Institute of Architects (AIA).
12. Develop a 10-year long-range facilities master planning process that will define and cost-out the district's facilities needs as well as delineate the annual planning process.
13. By October 2002, identify district priorities and complete planning for all administrative divisions, including personnel, budget, facilities, etc., to support student achievement for the 2002-03 school year.
14. By February 2003, District Maintenance will initiate a Planning, Estimating and Scheduling Pilot, and the recommendations from this pilot will be brought forward as part of the Superintendent's Organizational Chart.
15. By June 30, 2003, District Maintenance will go through a comprehensive review and gap analysis by utilizing an RFP process.

---

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.





# District Outcomes

## RESOURCE ALIGNMENT

### Strengths:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Areas Requiring Additional Focus:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## District Outcomes

### STAKEHOLDER COLLABORATION

**Goal 4: All stakeholders will work together to build a better school system.**

Objective 8: By Spring 2005, customer satisfaction with Broward County Public Schools will have increased to an average of 90% as measured by surveys of students, parents, teachers, and community groups.

1. When responding to the 2002-03 Customer Survey, 90% of responding students, parents, and teachers will grade the job their local public school is doing as C, B, or A.

Objective 9: By September 2001, there will be a fully developed and implemented communication infrastructure to enhance effective and positive internal and external communication.

1. Improve internal and external communications through continuous enhancements to the district's website, BECON TV and radio (WKPX), electronic public relations, and development of a speaker's bureau.
  - For the 2002-03 school year, staff will plan for the move of radio station WKPX to BECON and realign programming to better suit district and community needs.
  - For the 2002-03 school year, BECON CH 63 will be broadcast via all Broward cable stations in the "must carry" status with programming from 8am-11pm on Monday through Friday.

---

Score:

5 = Exemplary    4 = More Than Acceptable    3 = Acceptable    2 = Less Than Acceptable    1 = Unacceptable  
Assess a score from 1 to 5 (fractions such as 3.5 are permitted) according to the evaluation scale above.



# District Outcomes

## STAKEHOLDER COLLABORATION

**Strengths:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Areas Requiring Additional Focus:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



# EVALUATION SCALE SUMMARY

	Leadership	Strategic Planning	Customer & Market Focus	Information & Analysis	Human Resource Focus	Process Management	Part I Average	Student Achievement	EQUITABLE RESOURCES	RESOURCE ALIGNMENT	STAKEHOLDER COLLABORATION	Part II District Outcomes Average	Part I & Part II Average
Board Members	Evaluation Score												
Carole L. Andrews District 1													
Beverly A. Gallagher District 2													
Judie S. Budnick Vice-Chairperson, District 3													
Stephanie Arma Kraft, Esq. District 4													
Benjamin J. Williams District 5													
Paul D. Eichner, Esq. District 6													
Dr. Robert D. Parks Chairperson, District 7													
Darla L. Carter (At Large)													
Lois Wexler (At Large)													
Average													

To determine the overall rating for the Superintendent:

1. Enter the scores from the six Sterling categories in Part I for each Board Member.
2. Enter the scores from each Board Member for each section of Part II.
3. Average the scores from the six Sterling categories in Part I and Part II.
4. Average the Part I average with the Part II average to determine overall score for each Board Member.
5. Average overall scores for each Board Member to determine overall Superintendent rating.

