

August 17, 2005

Mr. Frank J. Bolaños, Chair
Dr. Rudolph F. Crew, Superintendent of Schools

SUBJECT: REQUEST THAT THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, AND THE SUPERINTENDENT DISCUSS AND ADOPT THE MUTUALLY AGREED UPON PERFORMANCE OBJECTIVES FOR THE 2005-2006 YEAR

COMMITTEE: INNOVATION, EFFICIENCY, AND GOVERNMENTAL RELATIONS

In accordance with the Employment Agreement (hereafter agreement) entered into at the May 17, 2004, Special Board meeting, the School Board and Superintendent must develop and adopt mutually-agreed upon goals and annual performance objectives.

Additionally, the agreement provides that the School Board and Superintendent must develop and adopt a mutually-agreed upon standard of measurement for the achievement of goals and performance objectives and the evaluation as to whether the goals and objectives have been achieved satisfactorily.

At the July 13, 2005 School Board meeting, the School Board voted to 1) adopt the *Superintendent's 2005-06 Evaluation* and 2) to hold a Board Workshop to discuss only the following specific issues related to the Superintendent's goals, performance objectives, and evaluation instrument for the 2005-2006 year:

1. Item 5 – Graduation rate increases
2. Item 6 – Longitudinal dropout rate decreases
3. Item 7b – Gap decreases in dropout rate (Performance gap between White and Black student decreases)
4. Item 8b – Gap decreases in dropout rate (Performance gap between White and Hispanic student decreases)
5. Gifted Education – increases in percentage of students participating
6. Limited English Proficiency – increase percentage of students participating in gifted education

A Board Workshop was conducted on August 17, 2005, to discuss the abovementioned items. The feedback from the Workshop has been incorporated into the Superintendent's 2005-2006 Evaluation. }

REVISED

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A-8**

Agenda Item A-8 requests that The School Board of Miami-Dade County, Florida, and the Superintendent discuss and adopt mutually-agreed upon performance objectives for the 2005-2006 year as it relates to the following:

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**ACTION PROPOSED
BY CHAIR FRANK J. BOLAÑOS
AND SUPERINTENDENT
RUDOLPH F. CREW:**

That The School Board of Miami-Dade County, Florida, and the Superintendent discuss and adopt mutually-agreed upon performance objectives for the 2005-2006 year as it relates to:

1. Item 4 - Percentage of students participating in Gifted Programs increases from 3.7% to 5% for Black students, from 6.8% to 7.2% for Hispanic students, and from 0.6% to 1.5% for LEP students
2. Item 5 - A gifted referral exists at each school in the system
3. Item 6 - The gifted education program is revamped, Board-approved, and ready for implementation for the 2006-2007 school year
4. Item 7 - Percentage of students enrolled in Advanced Level courses (Grades 9-12) increases from 13.5% to 15.5% for Black students and from 22.6% to 25.5% for Hispanic students
5. Item 8 - Longitudinal graduation rate increases from 56.9% to 60%
6. Item 9 - Longitudinal dropout rate decreases from 14.5% to 13%
7. Item 10b - Gap decreases in dropout rate (Performance gap between White and Black student decreases) from 1.9% to 1%
8. Item 11b - Gap decreases in dropout rate (Performance gap between White and Hispanic student decreases) from 1.3% to 0.5%

REVISED)

Revised
Superintendent's 2005-2006 Evaluation

Agreed-upon Performance Objectives	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
Percent of objective met	(0%)	(1-50%)	(51-99%)	(100%)
Goal 1: Ensure achievement of high academic standards by all students.				
Goal 2: Develop students so that they are able to successfully compete in a global economy.				
1. Percentage of students scoring 3 and above on the FCAT increases				
a) From 45% to 49% in overall reading				
i) From 64% to 68% for grades 3-5				
ii) From 40% to 44% for grades 6-8				
iii) From 26% to 30% for grades 9-10				
b) From 52% to 56% in overall math				
i) From 61% to 65% for grades 3-5				
ii) From 44% to 48% for grades 6-8				
iii) From 51% to 55% for grades 9-10				
2. Number of students retained in the 3rd grade decreases from 17% to 15%				
3. Number of schools meeting Adequate Yearly Progress (AYP) increases from 45% to 50%				
4. Percentage of students participating in Gifted Programs increases				
a) From 3.7% to 5.0% for Black students				
b) From 6.8% to 7.2% for Hispanic students				
c) From 0.6% to 1.5% for LEP students				
5. A gifted referral exists at each school in the system				
6. The gifted education program is revamped, Board-approved, and ready for implementation for the 2006-2007 school year				
7. Percentage of students enrolled in Advanced Level courses (Grades 9-12) increases				
a) From 13.5% to 15.5% for Black students				
b) From 22.6% to 25.5% for Hispanic students				
8. Graduation rate increases from 56.9% to 60%				
9. Longitudinal dropout rate decreases from 14.5% to 13%				

Revised

**Revised
Superintendent's 2005-2006 Evaluation**

Agreed-upon Performance Objectives	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
Percent of objective met	(0%)	(1-50%)	(51-99%)	(100%)
10. Performance gap between White and Black students decreases				
a) Gap decreases from 34% to 30% in Reading				
b) Gap decreases in dropout rate from 1.9% to 1%				
11. Performance gap between White and Hispanic students decreases				
a) Gap decreases from 19% to 15% in Reading				
b) Gap decreases in dropout rate from 1.3% to 0.5%				
12. Performance gains in Zone and STELLAR schools				
a) 100% of Zone schools show performance gains				
b) Number of "A", "B", and "C" Zone schools increases from 13 to 23 schools				
c) 100% of STELLAR schools show performance gains				
d) Number of "A", "B", and "C" STELLAR schools increases from 20 to 25 schools				
13. Ratio of violent incidents reported per 1000 students decreases from 15.66 to 13				
14. Percentage of students who report 'feel safe in school' on the School Climate Survey increases				
a) From 84% to 90% Elementary schools				
b) From 60% to 65% Middle schools				
c) From 71% to 76% Senior High schools				
Goal 3: Actively engage family and community members to become our partners in raising and maintaining high student achievement.				
15. 10,000 certificates of completion are issued by Parent Academy				
16. 100% of current business and community partnerships are assessed and explicitly aligned with strategic priorities				
17. Plan for engaging business and community partners in support of secondary school reform is created				
18. Number of facilities use agreements increases from 836 per year to 1045 per year				

Revised
Revised

**Revised
Superintendent's 2005-2006 Evaluation**

Agreed-upon Performance Objectives	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
Percent of objective met	(0%)	(1-50%)	(51-99%)	(100%)
Goal 4: Reform business practices to ensure efficiency, effectiveness, and ethical standards.				
19. 100% of first-year targets in the 5-year Construction Plan are met (first-year runs from July 1, 2005 to June 30, 2006)				
20. Zero-based budgeting is implemented in 100% of departments for 2006-2007 budget cycle				
21. 2.25% contingency reserve is maintained				
22. 100% of school-maintenance plans are completed				
23. New procedures to streamline authority management processes aimed at eliminating paperwork redundancy are 100% designed				
Goal 5: Recruit, develop, and retain high-performing, diverse and motivated faculty and staff.				
24. Percentage of staff scoring 4.0 and above on staff satisfaction items on the Performance Improvement Index Self Assessment Survey increases from 61% to 65%				
25. New incentive pay structure for MEP employees is 100% designed				
26. New salary structure for teachers is 100% designed				
27. New evaluation system for MEP employees and PACES is 100% designed				

Superintendent's 2005-2006 Evaluation

Standards Critical for Achieving Goals	Not Acceptable	Needs Improvement	Good	Excellent
Relationship with Board				
1. Keeps Board informed on issues, needs, and operation of school system in a timely manner				
2. Makes appropriate recommendations, based on thorough study/analysis				
3. Appropriately interprets and executes the intent of Board policy				
4. Supports Board policy and actions when interacting with public and staff				
5. Creates and maintains professional working relationship with Board				
6. Accepts responsibility for his recommendations				
7. Takes leadership role in maintaining appropriate relationships between Board and district's employees				
Management of District				
I) Instructional leadership				
1. Provides vision and strategic direction to district				
2. Visits school sites and communicates effectively with teachers, students and staff				
3. Implements a strong staff development program for all employees				
4. Encourages the implementation of continuous improvement in academics				
II) Management of employees				
5. Delegates appropriate authority to senior staff; monitors their follow-through				
6. Accurately evaluates senior staff performance – to include ongoing commendations and constructive suggestions				
7. Treats all personnel fairly and impartially				
8. Works to improve good employee morale and loyalty to the organization				
9. Inspires employees to work toward the highest standards				
10. Develops/Improves measures/tools for gathering feedback from employees.				

Superintendent's 2005-2006 Evaluation

Standards Critical for Achieving Goals	Not Acceptable	Needs Improvement	Good	Excellent
Relationship with Community				
1. Maintains respect of community in the course of conducting school district business				
2. Solicits opinions/feedback from community groups and individuals and adjusts actions, as appropriate				
3. Responds in an appropriate and timely way to issues brought by members of the community				
4. Develops and maintains meaningful, respectful and cooperative media and legislative relationships				
5. Engages community in the work of the school system, as appropriate				
Professional/Personal Attributes				
1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters				
2. Demonstrates tact and diplomacy in working with individuals and groups				
3. Responds appropriately when faced with unforeseen events				