

Office of Superintendent of Schools  
Board Meeting of June 13, 2007

June 12, 2007

Dr. Rudolph F. Crew, Superintendent of Schools

**SUBJECT: REQUEST THAT THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, REVIEW AND ADOPT THE SUPERINTENDENT'S GOALS, PERFORMANCE OBJECTIVES, AND EVALUATION INSTRUMENT FOR THE 2007-2008 YEAR, IN ACCORDANCE WITH THE SUPERINTENDENT'S EMPLOYMENT AGREEMENT**

**COMMITTEE: INNOVATION, EFFICIENCY & GOVERNMENTAL RELATIONS**

**LINK TO DISTRICT STRATEGIC PLAN: IMPLEMENT ACCOUNTABILITY SYSTEMS TO IMPROVE ORGANIZATIONAL EFFECTIVENESS**

In accordance with the Superintendent's Employment Agreement (herein agreement) entered into at the May 17, 2004, Special School Board meeting (and amended by the School Board on December 15, 2004 and again on April 21, 2005), 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 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.

The recommended goals and annual performance objectives for 2007-2008 have been developed and are being proposed by the Superintendent. These performance objectives are reflective of the strategic goals and reform initiatives delineated in the Board-approved District Strategic Plan 2005-2008 (Revised). These documents are attached herein for your consideration as part of this item.

The Superintendent's Performance Incentive Pay will be determined as the Board deems appropriate. Agenda Item A-6 requests that The School Board of Miami Dade County, Florida, and the Superintendent adopt the mutually-agreed upon Superintendent's goals, performance objectives, and evaluation instrument for the 2007-2008 year.

**RECOMMENDED:** That The School Board of Miami-Dade County, Florida, review and adopt the Superintendent's goals, performance objectives, and evaluation instrument for the 2007-2008 year, in accordance with the Superintendent's Employment Agreement.

**Revised  
A-6**

**Superintendent's 2007-2008 Evaluation**

Proposed 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%)
<b>Goal 1: Ensure achievement of high academic standards by all students.</b> <b>Goal 2: Develop students so that they are able to successfully compete in a global economy.</b>				
1. Percentage of students scoring 3 and above on the FCAT increases				
a) Reading				
i) From 64% to 67% for grades 3-5				
ii) From 51% to 54% for grades 6-8				
iii) From 30% to 36% for grades 9-10				
b) Mathematics				
i) From 64% to 67% for grades 3-5				
ii) From 51% to 54% for grades 6-8				
iii) From 54% to 57% for grades 9-10				
2. Performance gap in reading between groups decreases (as measured by the increase in the percentage of students scoring at level 3 or above in reading on the FCAT for each subgroup)				
i) From 37% to 43% for Black subgroup				
ii) From 53% to 56% for Hispanic subgroup				
3. Percentage of students scoring 3 and above on the FCAT Science subtest increases				
i) From 34% to 44% for grade 5				
ii) From 29% to 39% for grade 8				
iii) From 26% to 36% for grade 11				
4. Percentage of students scoring 3 and above on the FCAT Writing+ subtest increases				
i) From 61% to 64% for grades 4				
ii) From 39% to 42% for grades 8				
iii) From 41% to 47% for grades 10				
5. Maintain ninety percent of schools earning an "A," "B", or "C" in school accountability grades.				
Percentage of students retained in grade 3 decreases to 10%.				

**Superintendent's 2007-2008 Evaluation**

Proposed 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%)
<b>7. Percentage of students enrolled in advanced level courses (grades 9-12) increases</b>				
i) From 17.5% to 20.5% for Black subgroup				
ii) From 26.9% to 29.9% for Hispanic subgroup				
<b>8. Number of students with 15 or more cumulative absences decreases by 5 percent (i.e. 3,000 fewer students are truant).</b>				
<b>9. Ratio of serious targeted incidents reported per 1,000 students is maintained below 10.</b>				
<b>10. Expand the number of elementary schools offering Pre-Kindergarten programs that are aligned to the Ready Schools model from 18 to 70.</b>				
<b>11. Number of grade 12 student Career Executive Opportunity (CEO) internships increases from 311 to 750 in years 1 and 2 cohort of 27 Secondary School Reform schools.</b>				
<b>12. Revised secondary school curriculum (grades 6-12) has a global perspective and is Board-approved.</b>				
<b>13. A comprehensive, differentiated high school diploma plan is developed and Board-approved.</b>				
<b>14. One hundred percent of senior high schools will increase Advanced level course offerings that are aligned with SSR Career Academies, the newly-revised global curriculum, and the differentiated high school diploma plan.</b>				
<b>15. Board-approved Alternative Education Program (<i>Highways to Success</i>) is fully implemented and a framework for its evaluation is developed.</b>				
<b>Goal 3: Actively engage family and community members to become our partners in raising and maintaining high student achievement.</b>				
<b>16. Number of education compacts with detailed outcomes increases from 7 to 9 to expand collaborative opportunities between stakeholders and M-DCPS throughout the county.</b>				
<b>17. An Education Council of International Cities (ECIC) is formed and a comprehensive framework is developed and implemented.</b>				
<b>18. Number of Parent Empowerment Course Programs offered by the Parent Academy is expanded from two District-wide sites to one site per region, for a total of six.</b>				

Revised

**Superintendent's 2007-2008 Evaluation**

Proposed 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%)
<b>Goal 4: Reform business practices to ensure efficiency, effectiveness, and ethical standards.</b>				
19. 100% of third-year targets in the five-year Technology Plan/Blueprint are met.				
20. Vision, planning, and design phases of the Enterprise Resource Planning System (ERPS) are completed at 100%.				
21. 100% of third-year targets in the five-year Capital Plan are met.				
22. 100% of facilities maintenance plans are completed.				
<b>Goal 5: Recruit, develop, and retain high-performing, diverse and motivated faculty and staff.</b>				
23. Year 1 of Board-approved, 3-year Teacher Recruitment Plan is implemented.				
24. Re-designed hiring processes for teachers and Managerial Exempt Personnel (MEP) employees are fully implemented.				
25. Performance management evaluation system is fully implemented for all MEP employees.				
26. Mentoring and Induction of New Teachers (MINT) program is implemented and the impact on retention of new teachers is				
i) 90% for new teachers hired from an educational background				
ii) 80% for new teachers hired from a non-traditional background				
27. Knowledge management strategy is expanded to include best practices from school and non-school sites, aligned to reform initiatives, shared on-line, and implemented through Comstat meetings districtwide.				

## Superintendent's 2007-2008 Evaluation

Standards Critical for Achieving Goals	Not Acceptable	Needs Improvement	Good	Excellent
<b><i>Relationship with Board</i></b>				
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				
<b><i>Management of District</i></b>				
<b><i>I) Instructional leadership</i></b>				
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				
<b><i>II) Management of employees</i></b>				
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 2007-2008 Evaluation

Standards Critical for Achieving Goals	Not Acceptable	Needs Improvement	Good	Excellent
<b><i>Relationship with Community</i></b>				
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				
<b><i>Professional/Personal Attributes</i></b>				
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				