

Performance Management Outcomes 2014 Annual Report



Broward County Public Schools
Office Of The Chief Strategy
& Operations Officer





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Message from our Superintendent of Schools

The greatest gift we can give our children is a high-quality education. Our children need to be engaged in a learning process that equips them to deal critically and creatively with life challenges and opportunities, and to contribute toward the transformation of their world. This core value is written into the Constitution of the State of Florida, which promises all children “a uniform, efficient, safe, secure, and high-quality system of free public schools that allow students to obtain a high-quality education.”

Unfortunately, we are not investing in education at the level we would like. The onset of the great economic recession, starting in 2008, has resulted in more than a \$2 billion dollar reduction in per pupil funding in Broward County and another \$1.8 billion dollar loss in capital funding. Although we are seeing positive trends from the recent economic recovery, we must ensure that we are efficient in the expenditure of every dollar in order to maximize our impact on student incomes.

As responsible stewards of taxpayer dollars, we are continuously improving how we run our business operations and making everyone accountable for results. First, over the past two and a half years, the District has worked hard to demonstrate our commitment to spend taxpayer dollars responsibly. We have successfully reduced expenses and increased operational efficiencies, allowing the District to reinvest more than \$35 million back into our classrooms. Second, student achievement is directly impacted by the quality of teaching in classrooms. Our teacher development efforts are focused on ensuring high quality instruction takes place in all of our schools, every day.

To this end, we are establishing industry best-in-class benchmarks and setting expectations to meet and exceed them. Our goal is to achieve the lowest-cost operations possible while improving the quality of services delivered to our schools. This will result in more money available to spend on our classrooms and allow us to better recognize our teachers.

This is a good school district. Let's work together to make it a great school district. Let's give our children the gift that will last a lifetime.

Sincerely,

Robert Runcie
Superintendent of Schools

Message from our Chief Strategy & Operations Officer

Public school districts and non-profits across the nation are experiencing shrinking budgets and increasing demand for services. This, combined with a proliferation of competition for limited funding, has resulted in stakeholders demanding positive (social) returns on their investments. To deliver on these expectations and improve student outcomes, Broward County Public Schools (BCPS) has developed a new strategic plan, has implemented a Performance Management (PM) process to ensure departmental alignment with the District's strategic priorities, and has achieved increased cross-departmental collaboration and accountability.

PM derives its foundation from the District's new Strategic Plan (accessible at [www.http://bcps.browardschools.com/strategicplan/](http://bcps.browardschools.com/strategicplan/)). The core components of the Strategic Plan are: **1) High-Quality Instruction, 2) Continuous Improvement, and 3) Effective Communication**. This plan was created with the "voice" of multiple stakeholders. In developing the plan, Superintendent Robert Runcie conducted listening tours, held public forums, and solicited input and feedback from the community on the vision, mission, and strategic direction of BCPS. The result is a simplified, yet cogent plan with a targeted focus on improving student outcomes for all students.

With the understanding that successful organizations around the world – business, non-profit, educational, political, etc. – contribute much of their success to formal continuous improvement programs, BCPS is institutionalizing PM. PM is a process, not a tool. The process is guided by data and information. A small team of PM specialists work to identify, cleanse, and utilize data to "tell the story" about a department's challenges, opportunities, and successes. Trend analysis and external benchmarking are key elements to the process, as we strive to measure the effectiveness of a department's value-add services. The philosophy is simple... in a non-threatening environment we bring in key decision-makers, from across the organization, to review the data and collectively identify solutions to improve the key performance outcomes of the department being analyzed.

Collaboration and joint problem-solving are significant behavior changes we are noticing through PM. Performance Management starts with a heavy dose of coaching and analysis between the PM specialists and the management team of the department being analyzed. There is a joint review of the data and information while developing the actual presentation for the identified department's PM session. Since most K-12 issues and opportunities are cross-departmental in nature, leadership team members from across multiple disciplines and departments come together in an environment where open and honest dialogue thrives.

The results of the PM process have been outstanding. Not only has this process helped to foster a broader cultural shift, it is allowing us to constantly measure the effectiveness of our processes and value-add services with rigorous benchmarking. We believe that you will appreciate the data, transparency, and accountability provided in this report.

Sincerely,

Maurice L. Woods
Chief Strategy & Operations Officer

Executive Summary

Performance Management Highlights

125 reliable metrics tracked

81% of Operations departments' metrics tracking in positive direction

Food Nutrition Service: Meals per labor hour increased by almost 20%

\$35 million repurposed back into the classroom

Governance process rationalized 128 initiatives down to 5 critical projects

The Performance Management department has introduced new tools and templates to support how projects are managed and work is executed. PM has also been instrumental in increasing the level of accountability throughout the District.

Information Technology: Ratio of students to computers improved by 25%.

Of the 108 Key Action Items, 44% have been completed

From 9 to 137 is the growth in the number of school enlisting the services of the Business Support Center

\$7.5 million in savings realized from Student Transportation department

Performance Management (PM) Overview

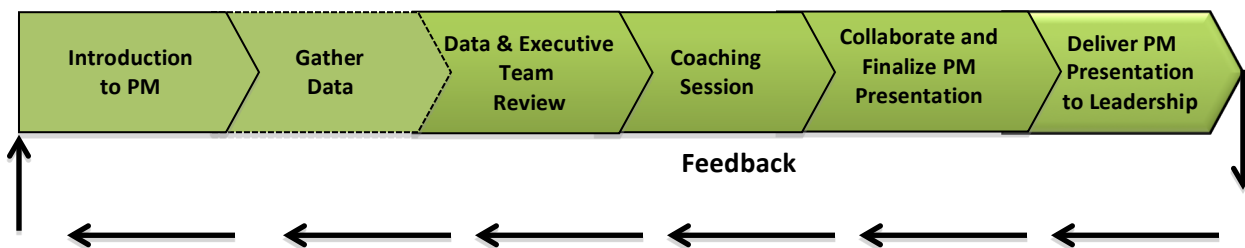
What is Performance Management (PM)?

Performance Management is a rigorous, evidence-based, collaborative problem solving process. The process involves frequent PM reviews to help BCPS align and optimize all school district initiatives and services to the three strategic goals mentioned previously. Guided by data and information, divisions, offices, and departments experience several opportunities to engage in open and honest conversations, during the PM reviews to evaluate each and every unit's value-added services. During the PM reviews, real-time 'Action Items' are identified and assigned to responsible parties. The process is interactive because progress against baseline metrics and assigned Action Items are documented, acted upon, and shared at subsequent PM reviews.

How is Performance Management (PM) Implemented?

Using performance data to drive collaboration, accountability, and strategic alignment is the underlying objective of PM. The PM framework used by BCPS aids departments in performing a rapid performance assessment.

Performance Management (PM) Framework



- **Introduction and Data Gathering:** Specialists from the PM Unit are chiefly responsible for gathering information from the various departments, analyzing it, and disseminating it back to department director and managers, so that it can be used effectively during and after the presentation.
- **Data Team Review and Coaching Session:** The PM Unit, in collaboration with the department being analyzed, is chiefly responsible for assembling and analyzing necessary data. Leveraging the District's research and data analytical capabilities, the joint team incorporates a sophisticated process of verification and oversight to ensure the accuracy of information that is gathered from the department and secondary resources.

Performance Management, as a process, supports our belief in that we must constantly measure the effectiveness of our value-add services, while striving to satisfy the needs of our diverse stakeholder population. It is a process that allows us to improve collaboration, increase knowledge sharing, and leverage the intellectual capital of the entire organization.

Performance Management 1.0 Summary

Theme

The PM 1.0 framework produced some very positive results and began to break down barriers within the organization. District departments learned more about each other's respective business, and we started to see more collaboration between groups than we had in the past.

Presenting Teams

PM 1.0 featured single Department teams (e.g. Portfolio Services) at the presenting table and there was a singular focus on how each respective Division/Department was performing. We saw a range of presentation styles with some teams choosing to have significant impact from Directors, while others chose to have only the Chief of the Division present.

Length of Presentation & Core Elements

PM 1.0 required an intense amount of preparation from a presentation slide standpoint. Each team delivered a two hour presentation which included as many as 60 charts. A couple of the important elements included in the presentation were the organizational charts and identification of value added services. In some cases it was very eye opening to see how certain Divisions/Departments were structured and the utilization of resources. The value-added services brought the story together and gave teams a good sense whether their activities were aligned with the Superintendent's strategic plan. Real-time action items are documented during the PM session to include action person accountable and timeline for completion.

3.0: Compliance to Federal & State laws, CBAs, & District Policies	
Departments	Value Added Service
Instructional Staffing	Monitor compliance data for instructional employees
Non-Instructional Staffing	Oversee compliance of printed and electronic data for employees
Equal Educational Opportunities	Investigate internal/external discrimination charges /complaints for employees/students
Employee & Labor Relations	Administer Collective Bargaining Agreements
BDSPD Police Department	Provide security services to employees / students

Sample Value Added Services Template

Project/Activity/Initiative/Focus	Champion /Owner	Frequency	Measure	Current	2013-14 Target/Benchmark	2014-15 Target/Benchmark
High Quality Workforce Management	Directors of IS & NIS	Annual	Hiring Process Efficiency: Ratio of calendar days of all vacancies to number of employees hired.			
			Teachers	14	12	10
			Classified Staff	21	15	9
			Administrative Staff	21	15	9
<i>Data Source: Managing for Results in America's Great City Schools - October 2012 CGCS Report</i>						
Administration of HR Processes/Programs	Directors of IS & NIS	Annual	Substitute Request Rate: Average daily number of substitute teacher requests by level			
			Elementary	6	5	4
			Middle	9	8	7
			High	10	9	8
			Centers	4	3	2
<i>Data Source: SmartFind Express (Automated Substitute System)</i>						

Sample Metrics Tracking Template

Budget Data & Metrics

As mentioned earlier, PM 1.0 was about learning more about our organization which included more insight to Division/Department budgets and metrics they track to measure success. The PM team learned that many teams present their respective budgets in many forms which our team felt highlighted a disconnect between how budgets are managed and what is preferred by the Chief Financial Officer. The budget data presented was unstructured and didn't focus on specific programs, but was more consistent with the traditional incremental based budgeting methodology present in many Districts across the country.

PM 1.0 also gave the organization a lens into how Divisions/Departments measure themselves with respect to success. This primarily consisted of lagging indicators and many teams presented some of the same measurements at a high level (e.g., graduation rate, readiness data).

Performance Management 1.5 Summary

Theme

Leveraging lessons learned and action items from PM 1.0, the PM 1.5 framework was built to help “move the work forward,” and that happened with the help of some tools and templates we introduced which will be discussed later. The PM Department also led an effort to prioritize projects throughout the district and implemented the Initiative Alignment & Prioritization model.

Presenting Teams

Like the previous framework, PM 1.5 featured single Department teams (e.g., Portfolio Services) at the presenting table with a singular focus on how each respective Division/Department was performing. Although, we continued to see a range of presentation styles, we did see more Divisions/Departments incorporating more staff in the preparation leading up to the session.

Length of Presentation & Core Elements

PM 1.5 required a little less time to prepare from a presentation slide standpoint. Each team delivered a two hour presentation which included as many as 25 charts. A few important elements included in the presentation were the SWOT Analyses, work plans, and cost benefit analyses templates that teams were asked to complete. These new tools and templates were introduced to give teams a more structured way to approach executing projects, so that we could ultimately positively affect student achievement. In some cases, this was the first time team members had seen or used these types of templates, so the learning curve was steep at times. We believe the organization gained a new respect for how we should think about the implementation of well-intentioned projects, and that we must think of the Return on Investment.

Sample Work Plan Template

Sample Cost Benefit Analysis Template

Budget Data & Metrics

As mentioned earlier, PM 1.5 was about moving the work forward, which included the introduction of the cost benefit analysis template. This was also an exercise to get the organization on the same page in terms of how we look at budgeting for programs and how teams present their respective financials. Because budgets were previously presented in incremental based budgeting format, we required each Division/Department to complete a standardized budget sheet with only the line items varying slightly. This was a first step toward the ultimate goal of moving the District towards Performance Based Budgeting.

PM 1.5 also built off the measures of success identified in the previous PM framework, and these metrics were updated or as needed. We did see some slight improvement in our College & Career Readiness

measures and many of our Strategy & Operations units (e.g., Food and Nutrition Services, and Student Transportation & Fleet Services) reported improved data as a result of improved efficiencies.

Performance Management Impact

The Performance Management department has gone through a rapid evolution in its first two years of existence. The department has introduced tools, templates, and concepts that are not traditionally found in education, and senior leadership has had a significant learning curve. Below are some highlights of how Performance Management has positively impacted the District:

Operations

- Transportation: Cost per District operated bus reduced by almost 40%.
- Food and Nutrition Services: Meals per labor hour increased by almost 20%.
- Procurement: P-Card Transactions ratio grew from 27.6% to 33%.
- Information & Technology: Ratio of students to computers improved by 25%.
- Information & Technology: First contact resolution rate improved from 57% to 86%.
- Designed and launched Initiative Alignment & Prioritization framework to help categorize for the first time Critical, High, Medium and Low priority projects.
- Increased usage of new templates (e.g. work plans & cost benefit analyses) within Divisions to help guide and manage workflows.

Academics

- District grade improved from C in 2013 to B in 2014.
- BCPS experienced 3-point increase in reading learning gains.
- BCPS experienced 2-point increase in math learning gains.
- Our lowest 25% students experienced 5-point increase in math learning gains.
- Contributed to a greater data orientation, better organization of data (e.g., Early Childhood Education).
- Influenced significant, new ways of working (e.g., Academics: BEST Blueprint).

*** For Additional highlights, please see APPENDIX E: PM 1.5.**

Performance Management 2.0 Focal Areas

The Performance Management team has been pleased with the impact the department has had on the organization thus far, however we are not satisfied with that and are always striving to get better. We are currently in the early stages of the PM 2.0 launch and we are even more excited about the new tools being introduced during this phase.

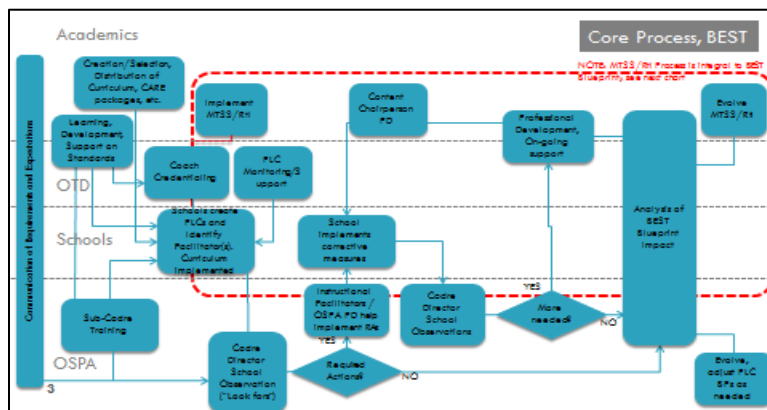
The PM 2.0 Framework was built around the Superintendent's key focal areas that will drive the District's activity over the next year which are 1) BEST/CARE Blueprint, 2) Local Assessments, and 3) Teacher Development. Executing on these specific focal areas will allow the organization to concentrate on driving outcomes and improve student achievement.

The PM planning process and sessions will look quite different and be less focused on individual departments, but promote collaboration between multiple stakeholders within a certain initiative. This will require Divisional Chiefs to be more deliberate with working together, and be more accommodating with scheduling time to participate in planning sessions facilitated by the PM team.

The length of the PM 2.0 sessions will remain at two hours, however the presentation will only consist of 10 to 12 charts on average. Like in previous iterations of PM, the PM team has always introduced new core elements, and the team feels PM 2.0 will introduce tools that will have a significant impact on the organization. More specifically, the PM team has introduced process mapping (see example below) of initiatives with a particular focus on highlighting areas where different Divisions/Departments interconnect. This has already had an impact on the BEST/CARE Blueprint team; the team re-engineered the process to address certain gaps that previously existed.

Finally, the new PM 2.0 Framework continues to highlight measurements of success and the use of data to drive decision making. Presenting teams have been asked to not only track lagging indicators, but to make more of an effort to identify leading indicators with respect to student achievement so the organization can be more proactive and aggressive with remediation efforts.

The PM team looks forward to working with the remaining collaborative teams going forward and expects to continue to have a positive impact on performance.

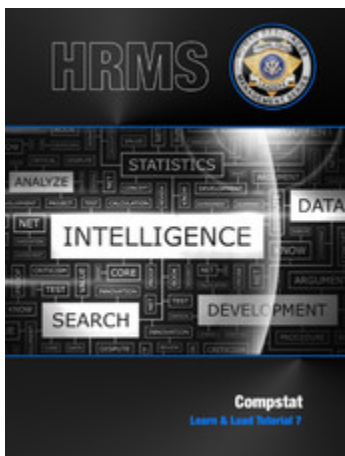


Sample Process Map

APPENDIX A: How We Got Here

A New Beginning- Performance Management at BCPS & CompStat

In September, 2011, a new era began when Robert Runcie was appointed Superintendent for Broward County Public Schools. He had a vision of creating the Office of Strategy & Continuous (OSCI) Improvement under the leadership of Chief Strategy & Operations Officer, Maurice Woods. OSCI was created to bring more accountability measures to the District with respect to performance by leveraging data, research, and best practices. This Performance Management initiative was inspired by the CompStat research report which describes how the New York City Police Department leveraged crime data to bring more accountability to the department.



In 1994, Police Commissioner William Bratton introduced a data-driven management model in the New York City Police Department called CompStat, which has been credited with decreasing crime and increasing quality of life in New York City over the last eighteen years (Bratton, 1998; Kelling & Bratton, 1998; Shane, 2007). Due to its success in New York, CompStat has diffused quickly across the United States and has become a widely embraced management model focused on crime reduction.

The CompStat model is a management process within a performance management framework that synthesizes analysis of crime and disorder data, strategic problem solving, and a clear accountability structure. Ideally, CompStat facilitates accurate and timely analysis of crime and disorder data, which is used to identify crime patterns and problems. Based on this analysis, tailored responses are implemented through rapid deployment of personnel and resources. An accountability structure is critical to ensuring the analysis is acted upon and the responses are implemented correctly as well as assessing whether responses are effective in reducing crime and disorder.

Using the CompStat model as a guide, Mr. Woods began the challenging process of implementing a Performance Management framework in Broward County Public Schools, which began with the Central Office departments. This process was not only about introducing more accountability measures, but there was also a need to bring cultural and behavioral changes in order for performance management to have an impact.

At BCPS, the implementation of our Performance Management (PM) model is a critical process that embodies these seven principles:

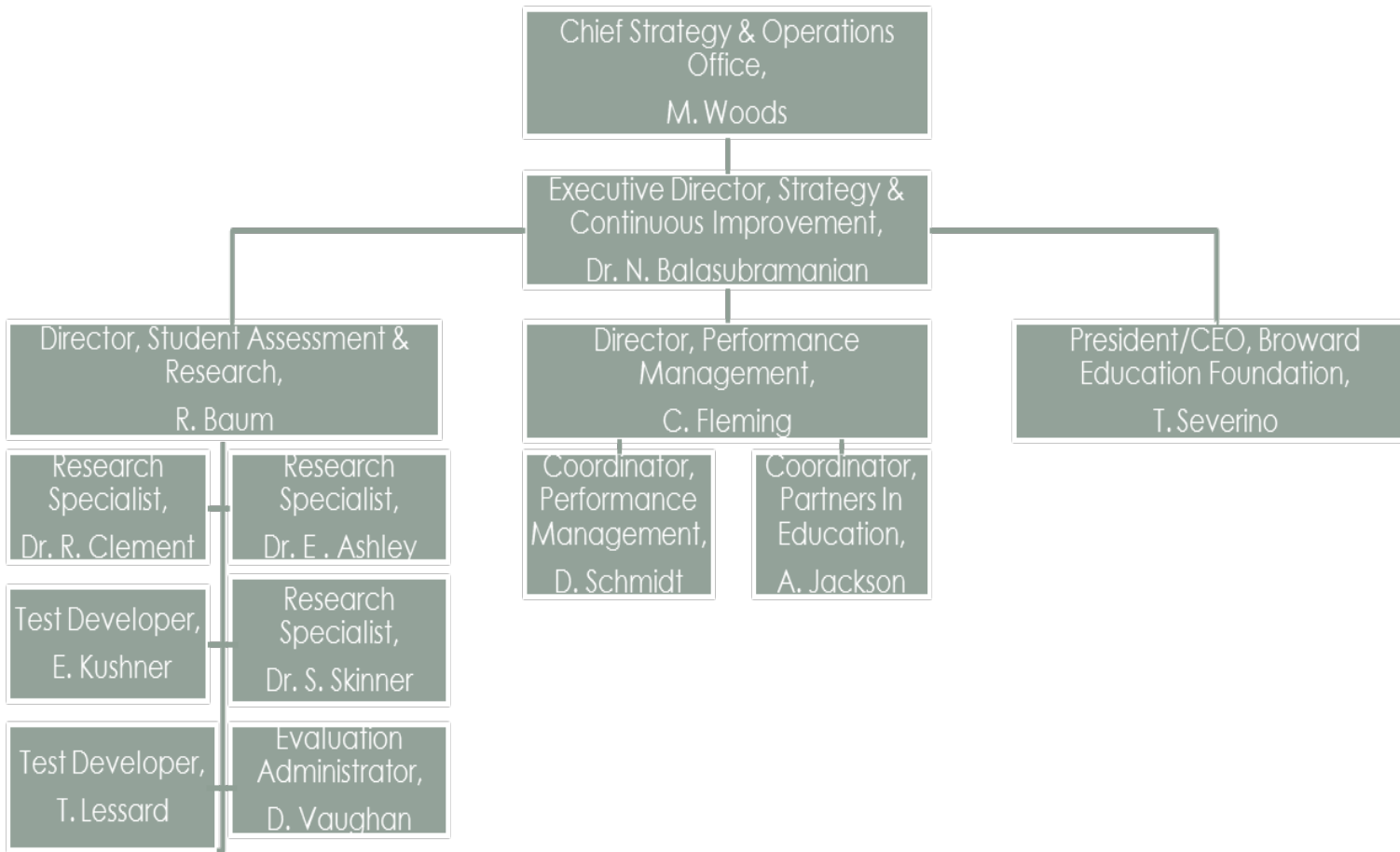
1. Clearly articulate organizational vision/mission
2. Establish a well-defined and cogent strategy
3. Identify SMART goals and objectives
4. Realign organizational structure to meet strategic priorities
5. Identify effective business practices, or in our case value-add services that are tied to key performance indicators
6. Collect accurate and timely information, conduct meaningful data analysis, and disseminate results across all levels of the organization
7. Execute relentlessly, follow up, and assess key performance outcomes

An integral part of the PM model is leveraging the diverse talents and strengths of the various leaders across the organizations. Regularly scheduled PM sessions bring together all senior leaders, within the organization, and draws upon their collective expertise to develop collaborative tactics for addressing challenges or opportunities that will allow a department to improve their value-add service levels. Data is gathered and analyzed, compared to benchmarks, and specific Action Items are developed during the PM sessions. A 45-minute, facilitated presentation provides the setting for a subsequent two-hour open and honest dialogue to address and respond to the myriad challenges, mostly cross-departmental, that BCPS and other K-12 education systems face across the country.

Performance Management has begun to shift the culture of BCPS from a reactive environment to that of a proactive, learning organization. Using external benchmarking and the transfer of knowledge, the organization is learning how to better predict, manage, and adapt successfully to change.

One external resource we have used to benchmark our performance has been the Council of Greater City Schools (CGCS). We have incorporated their top quartile data into our Performance Management department presentations and use it as a target benchmark to measure our success. Mr. Woods and our Chief Financial Officer, Ben Leong, have become more intimate with CGCS in attending their annual conference as both participants and guest speakers highlighting the work BCPS is doing in Performance Management. BCPS will continue to develop a stronger relationship with CGCS and utilize their benchmark data to push our District departments to be the best in the industry.

Office of Strategy & Continuous Improvement Organization Chart



APPENDIX B: PM 1.0 Summary Reports

PM 1.0 Summary Reports

The purpose of this section is to provide a year-end summary report of the Performance Management 1.0 reviews. The report also serves to focus on the core support services, the performance of key priorities, and the efforts being implemented to improve departmental functions. The report is comprised of the following sections:

- **Department Overview:** Provides the reader with a general description about the department and the vision and mission of the department.
- **Value-add Services:** Provides information about the core support services for each department. In the actual PM presentations, departments must identify the primary customer(s) for the services and clearly establish a linkage to the Districts core strategies.
- **Key Performance Metrics & Benchmarks:** Provides the reader with a sample of the key measures that represent the critical functions of the Value-add Services provided by the department. These measures are monitored for efficiency and effectiveness. Information includes current baseline measure, national benchmarks (where available) and a future target for the specific measure. Metrics & benchmarks are tracked and monitored by PM Unit. Additional measures & metrics monitored by individual departments.
- **Areas of Focus:** Identifies action-item or initiatives identified during the actual PM session that will move the department forward in making continual improvements and moving the measures and metrics forward to established targets. Similar to the Key Performance Metrics and Benchmarks, this area is also tracked and monitored to drive accountability for implementation of identified actions.
- **Other Accomplishments:** In addition to departments pursuing goals and monitoring performance on value-add services, this area provides the reader with a snapshot of additional accomplishments that provide service quality to the various stakeholders.
- **PM Survey Feedback:** Provides the reader with real-time feedback captured at the end of each PM session. This information is shared with the presenting department and monitored over time to monitor the "value" of the PM session for that particular department.

Department: Food and Nutrition Services

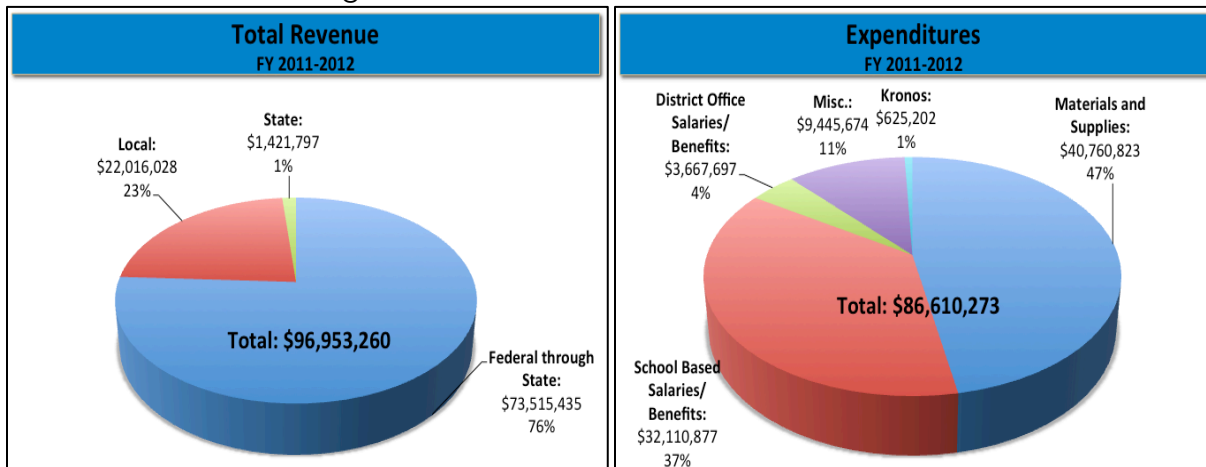
Overview

- **General Description:** Administer the National Lunch Breakfast Program; provide nutritious meals; create nutritional educational learning opportunities, etc.
- **Vision:** Efficiently operate high quality child nutrition programs and provide appealing meals to students and staff in a financially and socially responsible manner while using the latest technology.
- **Mission:** Provide nourishing meals to support student achievement and lifelong healthy life styles.

Food and Nutrition Services At-a-Glance

Measure	Last Year	This Year
Lunch Per Meal Cost	\$2.49	\$2.66
Breakfast Per Meal Cost	\$1.65	\$1.76
Snack Per Meal Cost	\$0.82	\$0.88
Meals-Per-Labor Hr (MPLH) Elementary	24.33	26.04
Meals-Per-Labor Hr (MPLH) Middle	24.50	25.99
Meals-Per-Labor Hr (MPLH) High	17.98	19.31
Meals-Per-Labor Hr (MPLH) Charter	14.13	22.73
Total Students Approved Free (not including Direct Certified)	53,743	49,015
Total students Approved Reduced	20,306	19,074
Total Direct Certified	60,752	66,597
Total Number of Eligible Students	134,801	134,686

Food and Nutrition Services Budget



Value-add Services

- Increase efficiency in Meal Benefits Application process.
- Secure additional Federal funding to decrease cost associated with expanded Meal Guidelines.
- Provide technology enhancements in reducing manual processes.

Key Performance Metrics and Benchmarks ⁽²⁾

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Expansion of breakfast meal service utilizing Point-of-Sale/ Breakfast Participation Rate	Total number of breakfasts served daily divided by average daily attendance for each required school day.	BCPS 22% Dade 21%	Median: 30% High: 76%
Expansion of alternative Point-of sales utilizing reimbursable vending machines/ Lunch Participation Rate	Total number of lunches served daily divided by average daily attendance for each required school day.	BCPS 61% Dade 53%	Median: 68% High: 93%
Expansion of breakfast meal service utilizing Point-of-Sale/ Percent Increase in Breakfast Per Wireless POS Site	Calculated at certain periods.	13%	July 2013 50%

Continuous Improvement

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Increase efficiency in Meal preparation/ Meals Per Labor Hour	(Meal total x meal equivalence factor) divided by number of labor hours.	Elem: 24 Middle: 25 High: 19	E: 24 25 M: 25 27 H: 18 20

Effective Communication

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Utilize online meal application as the primary source document for Meal Benefits/ Online meal application as percent of total applications	Number on online meal applications divided by the total number of applications received.	95%	95%

Areas-of-Focus

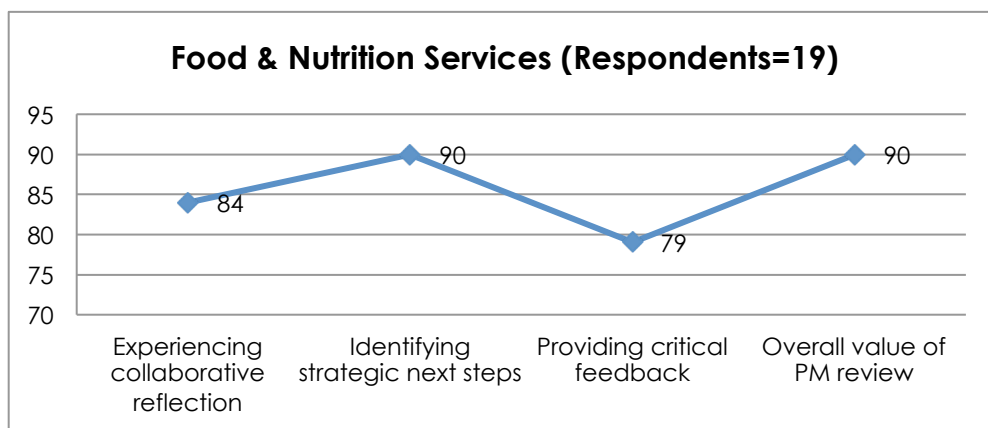
Key Action	Measures/ Metrics Impacted	Rationale
Organizational Structure Review	<ul style="list-style-type: none"> Breakfast Participation Rate Lunch Participation Rate 	Organizational structure revisions will realign work and allow staff members to provide more pilots, student food tastings, promotions, vendor taste testing for managers and manager technical support.
Evaluate Schools Based on Productivity of Staff – Meals Per Labor Hour	Meals Per Labor Hour	Increased productivity will improve the meals per labor hour metrics. Identify Top-10 schools and share Best Practices with low performing schools.
Conduct High School Analysis of Meal Line Wait Times	<ul style="list-style-type: none"> Secondary Breakfast Participation Rate Secondary Lunch Participation Rate 	Share results of analysis with Principals to help reduce the amount of time students are waiting in line versus eating.
Address Digital Divide	Online meal application as percent of total applications	Summarizing online applications to meal participation.
Develop Touch Points for MCS/SAP Integration	Percent increase in breakfast per wireless POS site	Alternate technology will provide additional Points-of-Sale for students.

Accomplishments

- Implementation of USDA new meal guidelines and regulations. Meal validation of \$0.06 increase per meal approved; total approximately \$1.2 million.
- U.S.D.A. Fresh Fruit Vegetable Program Grant approval for the 2013-2014 School Year of \$491,600.
- Expansion of the Universal Breakfast Program with the implementation of three pilot middle schools: "Breakfast in the Loop".

Food and Nutrition Services PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.

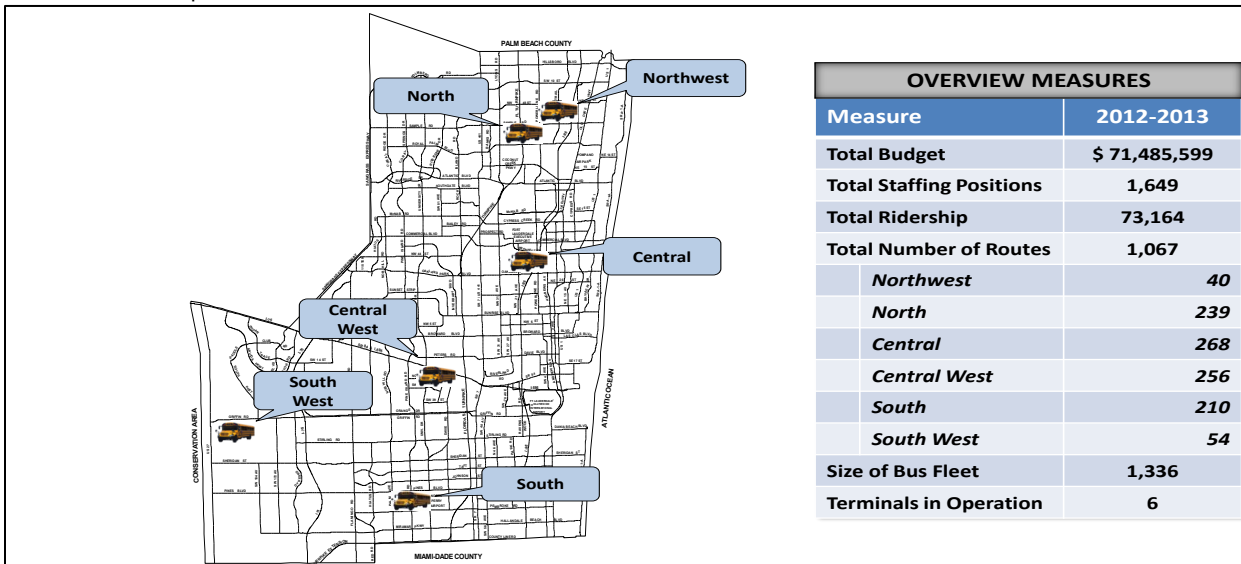


Department: Student Transportation & Fleet Services

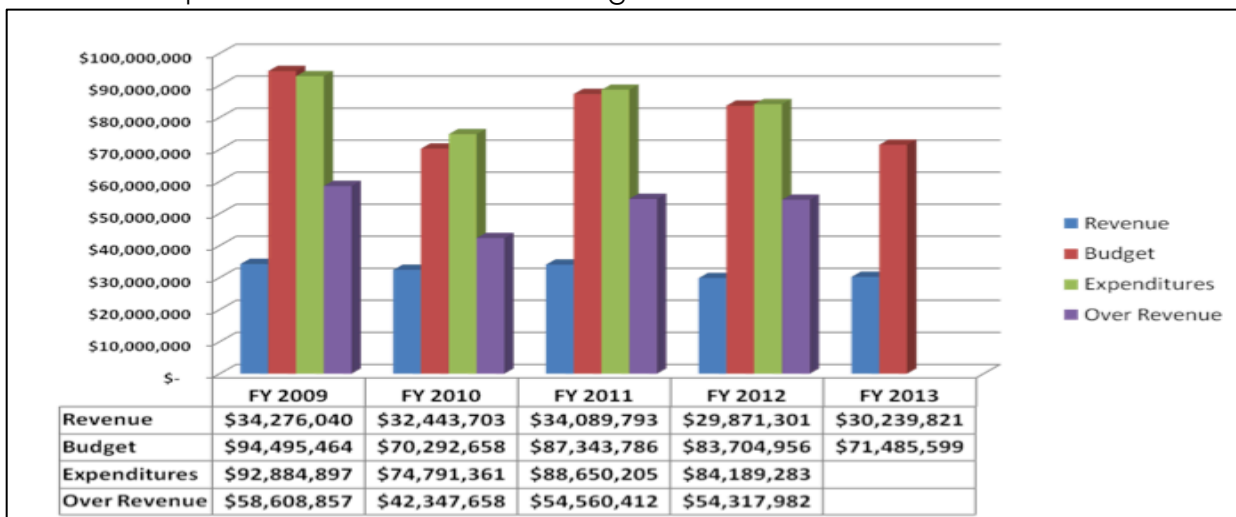
Overview

- **General Description:** Safe and effective transportation of all eligible students, including pupil services and special activities; vehicle maintenance, etc.
- **Vision:** Providing safe and efficient services in a professional manner when transporting our most valuable asset – the students of Broward County.
- **Mission:** Student Transportation & Fleet Services Department is committed to the safe and efficient transportation of all eligible Broward County Public Schools' students in compliance with federal, state, and local guidelines.

Student Transportation & Fleet Services At-a-Glance



Student Transportation & Fleet Services Budget



Value-add Services

- Safely transport more than 75,000 students to and from Broward County Public Schools.
- Maintain the District's buses and county trucks and vehicles (including the white fleet vehicles).
- Provide supplementary transportation services to internal and external stakeholders (i.e. extra-curricular trips, charter schools, municipalities).
- Other: Augment management team and increase the use of technology (e.g., Kronos and GPS).

Key Performance Metrics and Benchmarks ⁽¹⁾

Continuous Improvement

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Fleet In Service/ Centralized Parts	Number of fleet in service at each terminal divided by the total number of fleet available per terminal.	Overall: 87.1% North: 87.1% Central: 91.0% Cent W: 82.6% South: 70.7% South W: 88.9%	Overall: 91.84% N: 90.7% C: 94.0% CW: 88.0% S: 79.3% SW: 92.6%
Number of Routes	Calculated at certain periods.	1,063	1,050
Cost per Rider	All transportation expenditures divided by total students transported.	\$1,151	Median: \$988.75 High: \$465.60
Total Duration of Routes	Calculated at certain periods.	7,730 hrs./day	7,441 hrs./day
Cost Per Total Mile	Total expenditures divided by total annual miles.	BCPS \$4.85 Dade \$3.56	Median: \$4.31 High: \$1.84

Effective Communication

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Development of Customer Satisfaction Survey/ Parent & Teacher (PT) Concerns Open	Calculated at certain periods.	Dec: 294 Apr: 221	171

1) Metrics & benchmarks above tracked and monitored by PM Unit. Additional measures & metrics monitored by individual departments.

Areas-of-Focus

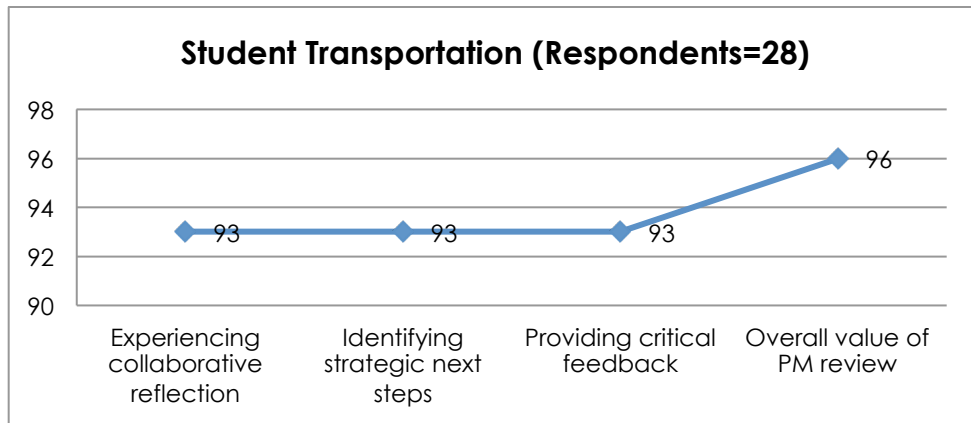
Key Action	Measures/ Metrics Impacted	Rationale
SAP & Centralized Parts Technology Integration	Fleet In Service	Acquiring the ability to process part orders quicker will improve fleet out of service time.
Review Bell Times	<ul style="list-style-type: none"> Number of Routes Total Duration of Routes 	Reduce the number of routes while increasing number of tiers through the modification of bell schedules.
Increase Work Day Schedule	Total Duration of Routes	Successfully negotiate to allow management the ability to level out route times and minimize run times.
Forward Purchasing of Fuel at Static Price	<ul style="list-style-type: none"> Cost Per Total Mile District Fuel Costs as a % of Retail – diesel 	Exploring alternative strategies for fuel purchasing has the potential to reduce long-term fuel costs.
Improve Data on Late Arrival Times	PT Concern Reduction	Monitoring data on late arrivals facilitates the delivery of on-time service to schools.
Review Number of Routes with 10 or Less Students	Cost Per Rider	Identify routes with underutilized transportation capacity in an effort to maximize ridership.
Tires: Improve the Tracking and Monitoring of Data	Cost Per Total Mile	Review data associated with current tire retreading contract to ensure utilization guarantees are being satisfied.
Monitor Fuel Transport and Usage for Comparisons of Planned versus Actuals	<ul style="list-style-type: none"> Cost per Rider Cost per Total Mile 	Develop control measures to ensure fuel consumption is consistent with Planned vs Actual route miles.

Accomplishments

- Realized efficiencies of over \$6.0 million since the end of the 2011-12 school year.
- Implemented KRONOS Time & Attendance System recognizing an immediate \$68,000 savings from the first full two weeks of implementation.
- Purchased a "turn-key" GPS School Bus Tracking system with integrated student tracking for all school buses. Complete implementation during the 2013-2014 School Year.
- Other: Returned approximately \$200,000 to the District's Capital Budget from Vehicle Auctions and increased Medicaid reimbursement; restructured the transportation management team; procured fifty new school buses.

Student Transportation & Fleet Services PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Department: Procurement & Warehousing Services

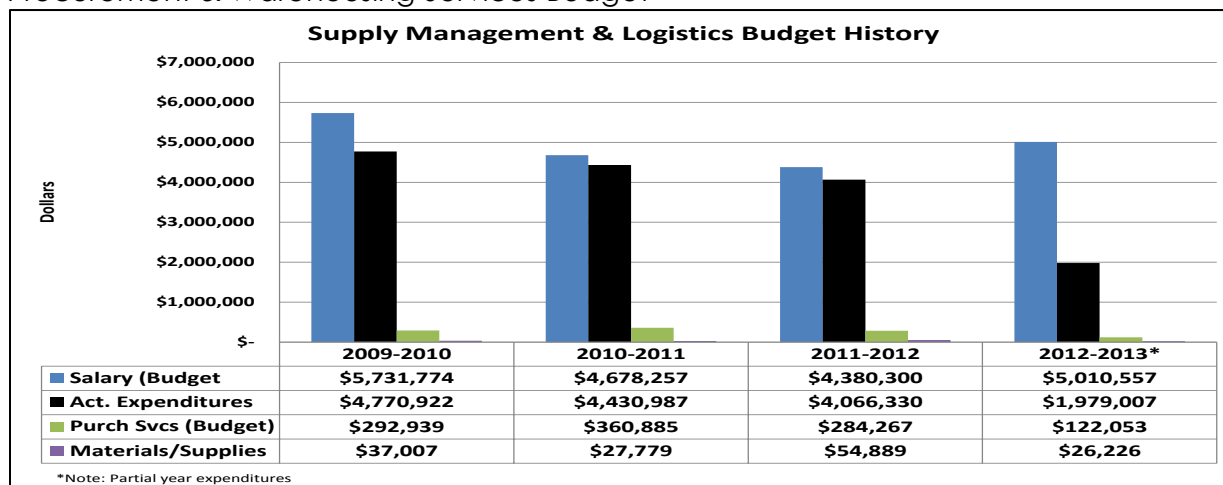
Overview

- **General Description:** Procurement arm for the district; internal consultants for district on RFPs, contracts, agreements, etc.
- **Vision:** To provide schools and departments efficient and cost effective Procurement and Warehousing services and processes in a professional manner to support the learning environment and achievement of our students.
- **Mission:** The mission is to provide responsive, responsible, and efficient procurement services to the District while maintaining the highest level of professional ethics and integrity.

Procurement & Warehousing Services versus Private Sector Services

Supply Terminology	Private	SBBC
Contract Administration	X	
Vendor Management	X	
Risk Management	X	
Vendor Selection	X	
Supplier Performance Management	X	
Market Competition (Pricing)	X	
Purchase of Goods and Services	X	X
Logistics - Inventory Management	X	X
Supplier Relationship Management	X	X

Procurement & Warehousing Services Budget



Value-add Services

- Purchasing of goods and services for Broward County Public Schools that support School and District operations.
- Align the flow of resources to school priorities, District initiatives and the development of a positive learning environment.
- Vendor development, administration and management: Communication, Education and Cost Containment for Procurements for Schools and Departments and Vendors.
- Other: Supplier Diversity & Outreach Program (formally known as M/WBE).

Key Performance Metrics and Benchmarks

Continuous Improvement

Initiative/ Program /Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Purchasing Department Costs Per Procurement Dollar Spent	Total expenditures (excluding warehouse operations) divided by total procurement dollars spent by District including P-Card (excluding construction).	BCPS 0.20% Dade 0.67%	Median: 0.50% High: 0.08%
Cost Per Purchase Order	Purchasing expenditures divided by number of total procurement transactions.	BCPS \$29.81 Dade \$111.57	Median: \$46.33 High: \$244.30
Procurement Savings Ratio	The sum of savings or cost avoidance for formal bids, formal proposals, and informal quotes divided by the sum of total procurement dollars, including construction, but excluding P-Card spending.	BCPS 1.41% Dade 1.12%	Median: 1.69% High: 11.81%
P-Card Purchasing Ratio	Total dollars spent by the District using P-Cards divided by total procurement dollars spent by the district including P-Card.	BCPS 1.18% Dade 2.72%	Median: 2.36% High: 15.24%
P-Card Transaction Ratio	Total number of P-Card transactions divided by the sum of the total number of procurement transactions plus the number of P-Card transactions plus the number of construction contracts awarded.	BCPS 27.63% Dade 61.39%	Median: 58.80% High: 94.26%
Procurement Administrative Lead Time – Formal Proposal in (Days)	The average time (in days) from receipt of requisition to issuance of formal request for proposal (RFP) solicitation, plus the average RFP advertising time (in days), plus the average time (in days) to award after proposals were closed (received).	BCPS 90 Dade 160	Median: 64 High: 10
Procurement Administrative Lead Time – Formal Sealed Bids (Days)	The average time (in days) from receipt of requisition to issuance of formal Invitation for Bid (IFB), plus the average IFB advertising time (in days), plus the average time (in days) to award after bid opening.	BCPS 120-135 Dade 160	Median: 43 High: 9
Procurement	The average time (in days) from receipt	BCPS 17	Median: 11.5

Administrative Lead Time – Informal Proposal (Days)	of requisition to issuance of an informal solicitation, plus advertising time, plus time to award after closing date.	Dade 19	High: 85
Certified Professional Procurement Staff Ratio	Number of professional procurement staff with certifications divided by the total number of procurement staff.	BCPS 66.7% Dade 87.5%	Median: 33.3% High: 100%

Areas-of-Focus

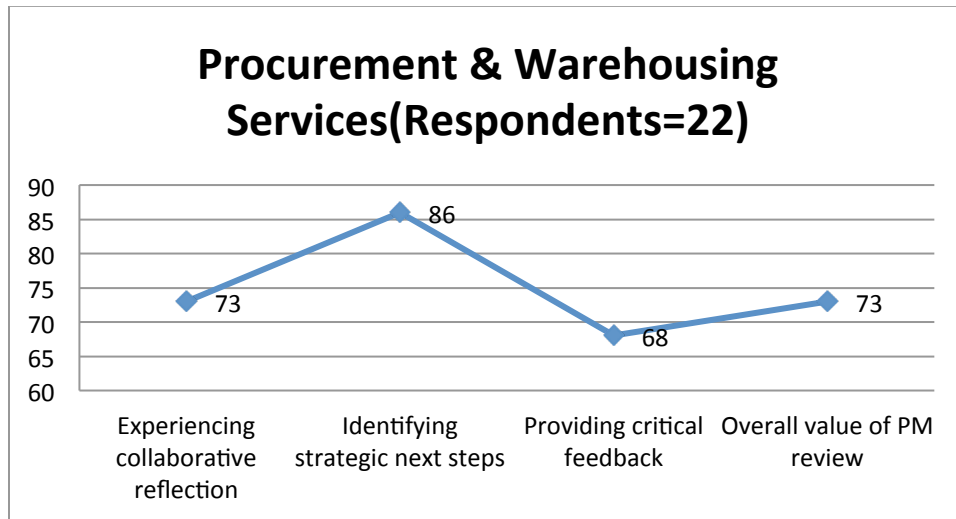
Key Action	Measures/ Metrics Impacted	Rationale
More Aggressive Contract Renewal/Rebid Negotiations	Procurement Savings Ratio	When renewing contracts, negotiate for favorable pricing or initiate new bid (under certain circumstances).
Employ a “contract optimization” plan to renegotiate large dollar volume contracts	Procurement Savings Ratio	Identify best practices strategies from other districts used to negotiate % discounts off of existing contract pricing; Benchmark other districts contracts for large vendors to assess pricing discrepancies.
Implement the Declining P-Card for Schools	P-Card Purchasing Ratio Purchasing Department Costs per Procurement Dollar Spent	Expanding effective use of P-Cards will further reduce the amount of purchase orders and invoices manually processed.
Review, Revise and Make Improvement Recommendations for Board Policy 3320: Purchasing Policies	Procurement Administrative Lead Time – Formal Sealed Bids (Days) Procurement Administrative Lead Time – Informal Proposal (Days)	Utilize a Board Workshop to address changes to the policy that might have a positive impact streamline processes to shorten time needed for competitive procurements.

Accomplishments

- Expanded the use of the P-Card to a Declining Balance Model to improve the efficiency of schools and departments for low-value, high-volume purchases.
- Improved the financial position of the District through cost savings, cost avoidances, reallocation of funds, and revenue generation through various methods. One example is revenue generation using B Stock sales, auctions, etc.) netted the District \$261,388.

Procurement & Warehousing Services PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.

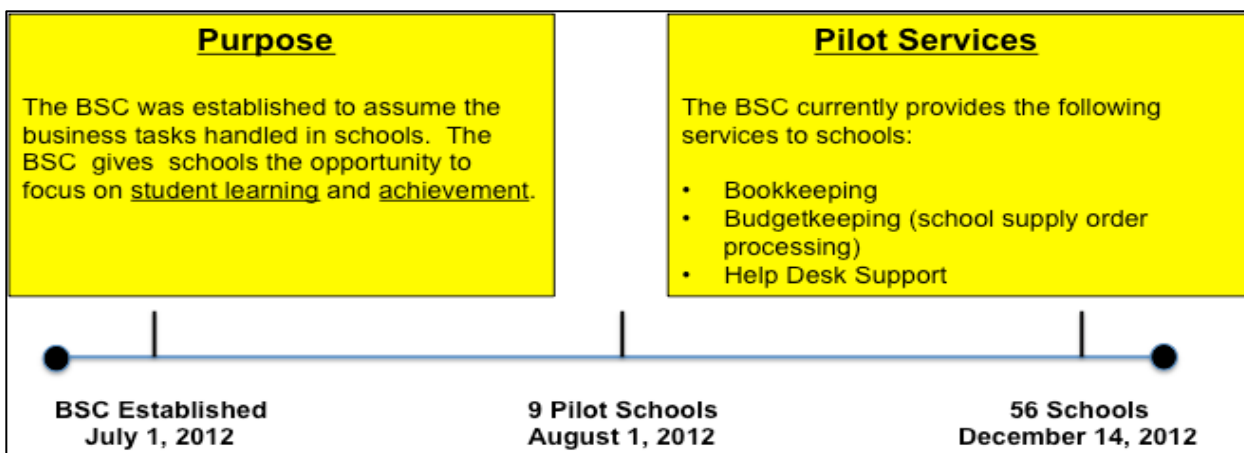


Department: Business Support Center

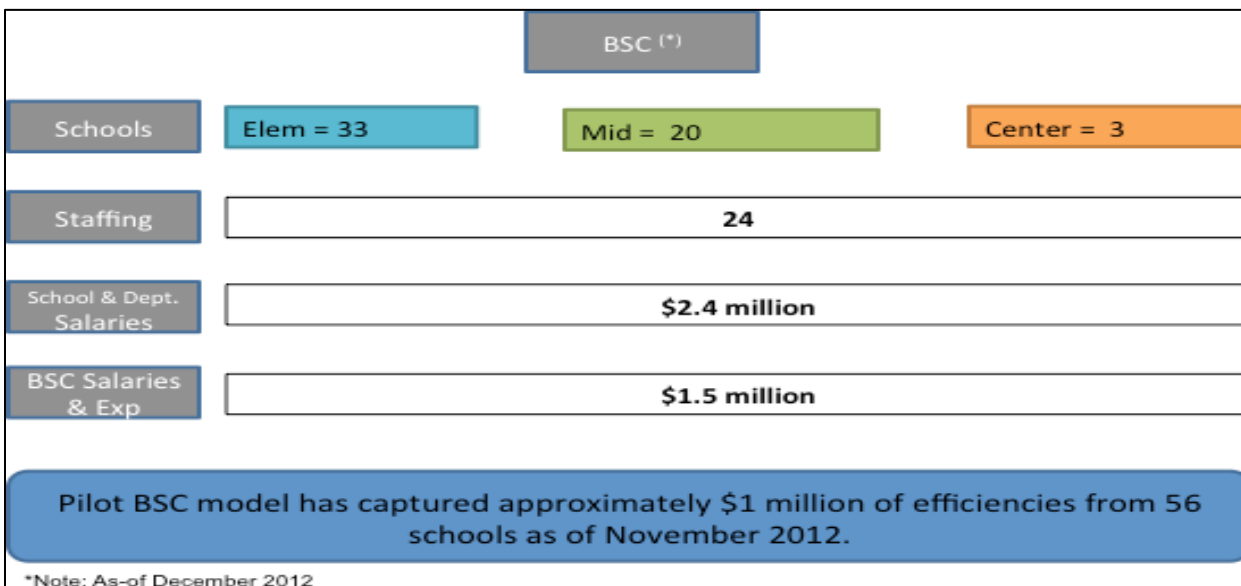
Overview

- **General Description:** Bookkeeping internal accounts; budgetary transactions; support to all bookkeepers, etc.
- **Vision:** Provide quality business services to schools. The Business Support Center will allow school staff the opportunity to focus on student learning and achievement.
- **Mission:** The Business Support Center (BSC) is committed to providing quality business services to all schools in a professional, efficient, and customer friendly manner.

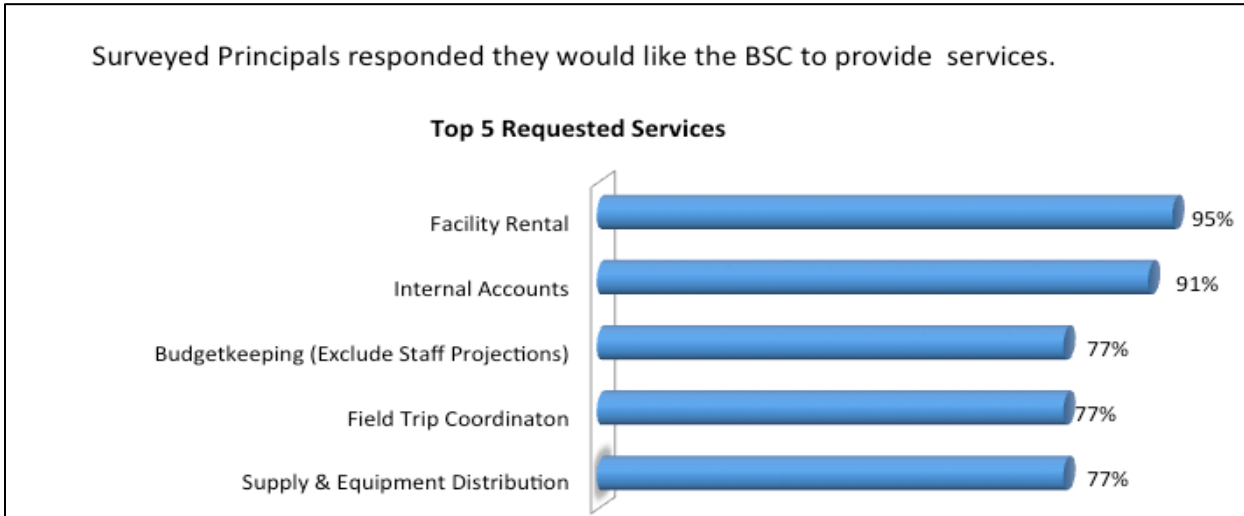
History of the Business Support Center



Business Support Center At-a-Glance



Principal Interest in Additional Services ⁽¹⁾



1) High schools are currently excluded from BSC.

Value-add Services

- Analyze the current pilot to determine how the BSC is meeting its initial objectives of creating a Business Support Center concept.
- Continuously improve BSC services through effective communication with current and future BSC customers and stakeholders.

Key Performance Metrics and Benchmarks ⁽²⁾

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Increase awareness of services provided	Determined by survey results.	73%	100%
Increase Online sales % of total Internal Account receipts	Calculated at certain periods.	21% \$7M/\$33M	40%

Continuous Improvement

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Incorporate feedback from surveys into a Continuous Improvement cycle	Determined by survey results.	58% Met or Exceeds expectations	90% Met or Exceeds Expectations
Increase # of schools that join the BSC	Calculated at certain periods.	Elem: 39 Mid: 21 Centers: 3	E: 59 M: 32 C: 5
Improve Internal Accounts	Calculated at certain periods.	75% of schools	85% of

training and procedures		No 2011 audit exceptions	schools- No 2012 audit exceptions
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Effective Communication

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Reduce the number of help desk calls received in the BSC	Calculated at certain periods.	1,300	Explore other helpdesk (CRM systems) that could be used to serve customers of the BSC.

2) Metrics & benchmarks above tracked and monitored by PM Unit. Additional measures & metrics monitored by individual departments.

Areas-of-Focus

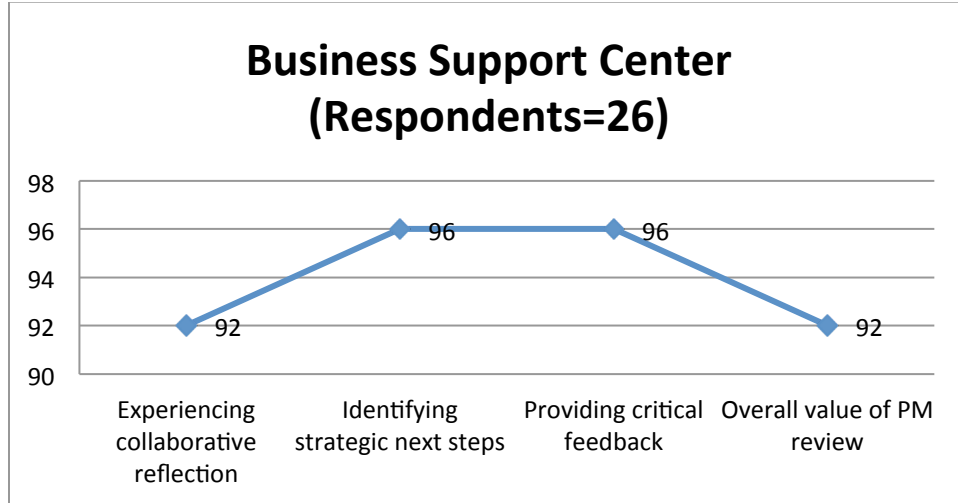
Key Action	Measures/ Metrics Impacted	Rationale
Expand Marketing Opportunities	<ul style="list-style-type: none"> Increase awareness of services provided Increase # of schools that join the BSC 	Identify and market services to internal and external customers utilizing various forms of media.
Participate in school Sub-Cadre meeting	<ul style="list-style-type: none"> Increase awareness of services provided Incorporate feedback from surveys into a Continuous Improvement cycle 	Attend Sub-Cadre meeting and communicate with school stakeholders regarding BSC updates and information.
Explore other help desk (CRM systems) that could be used to serve customers of the BSC	Reduce the number of help desk calls received in the BSC	Automate Customer Relationship Management process to provide better service and capture better data.
Expand training services offered by BSC	Reduce the number of help desk calls received in the BSC	Work with Talent Development, Budget and Internal Accounts to improve book/budgetkeeping training for Principals and school-based staff.

Accomplishments

- Established a Business Plan of operation for the District's Business Support Center; Piloted procedures established for the Business Support Center beginning with nine schools and expanding to sixty-three schools by early 2013.
- Saved the District approximately \$900,000 due to streamlined and efficient service delivery of book/budget keeping function.
- Utilized surveys as a primary tool to communicate with and gather critical feedback from school principals and other potential BSC customers.
- Increased BSC enrollment by 48%, from sixty-three schools in the 2012-13 school year to ninety-three schools scheduled to participate in the 2013-14 school year.

Business Support Center PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Department: Charter Schools Support

Overview

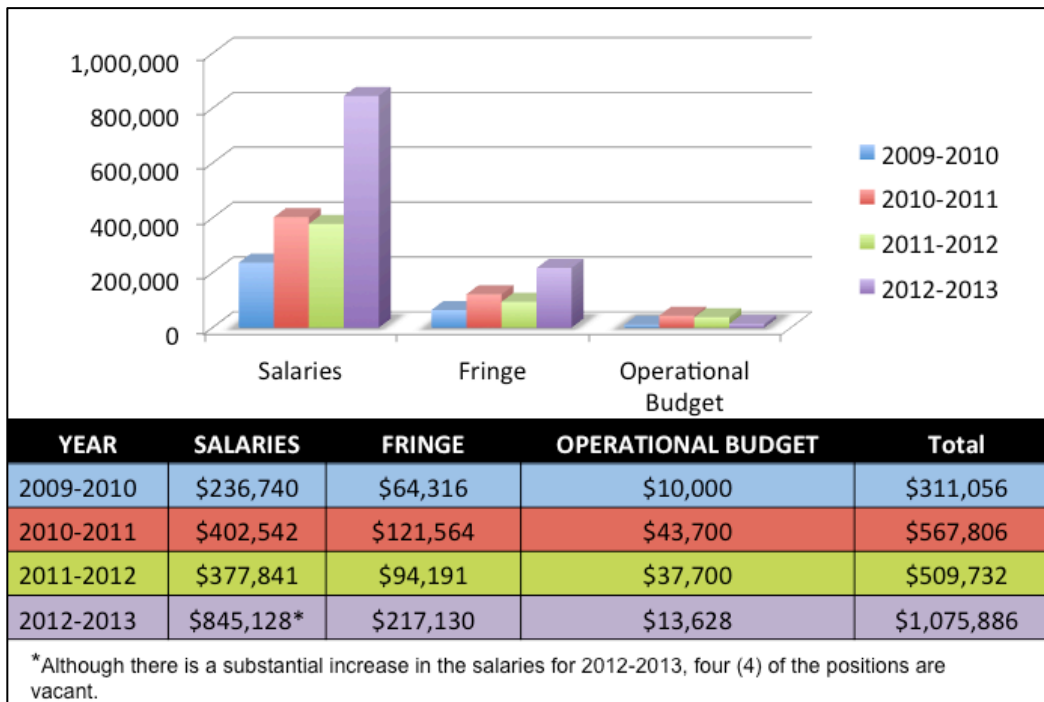
- **General Description:** Compliance and monitoring; implement a comprehensive Charter school application process; negotiate Charter contract, etc.
- **Vision:** Serve as a conduit to provide information and to monitor compliance with federal, state and local requirements in collaboration with other district departments for internal and external stakeholders.
- **Mission:** The role of the Charter Schools Support Department is to ensure that The School Board of Broward County, Florida, meets its obligations, relative to charter schools, as outlined in Section 1002.33, Florida Statutes and School Board Policy 1163.

Charter Schools Support At-a-Glance

Measure	2009-2010	2010-2011	2011-2012	2012-2013
Budget	311,056	567,806	509,732	1,075,886
Staff	3.4	6	6	13 / 8*
# of Schools	56	68	76	83

*Note: Although there was an increase in staff during 2012-13, four (4) positions are vacant.

Charter School Support Budget



Value-add Services

- Monitoring and Compliance
- Collaboration and Oversight
- Evaluation of Charter Schools

Key Performance Metrics and Benchmarks ⁽¹⁾

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Distribution of charter school grades	Calculated at certain periods.	47% - A 20% - B 25% - C 5% - D 3% - F	District 51% - A 21% - B 21% - C 6% - D 2% - F
College and Career Readiness	Based on Federal Graduation Rate Criteria.	Charter 69% District 67%	74%
Graduation Success	Graduation rates are computed according to the Federal Graduation Rate formula as currently used for accountability purposes.	Charter 51% District 76%	57%
High School Readiness (8th Grade)	Calculated at certain periods.	Charter 46% District 41%	55%
Middle School Readiness (5th Grade)	Calculated at certain periods.	Charter 45% District 43%	56%
Elementary School Readiness (3rd Grade)	Calculated at certain periods.	Charter 57% District 52%	71%

Continuous Improvement

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Number of charter schools that opened to the number of schools that applied	Total number of Charter schools opening during current school year divided by total number of Charter schools that applied.	28% (15 opened/ 53 applied)	Dependent upon external variables (TBD)

Effective Communication

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Percent of charter schools to District schools	Total number of Charter schools divided by total number of District schools.	26% 83/315	Miami-Dade: 120/490 = 24.5% Palm Beach: 40/217 = 18.4% Hillsborough:

			43/274 = 15.7% Orange: 32/184 = 17.4%
Percent of charter student population to District student population	Total number of Charter students divided by total number of District students (excluding adult programs).	13% 33,279/ 260,796	Miami-Dade: 15.9% Palm Beach: 6.5% Hillsborough: 5.7% Orange: 4.2%
Number of applications approved to number of applications received	Total number of Charter applications approved divided by total number of Charter applications received.	51% 21/41	Miami-Dade: 16% Palm Beach: 19% Hillsborough: 27% Orange: 10%

1) Metrics & benchmarks above tracked and monitored by PM Unit. Additional measures & metrics monitored by individual departments.

Areas-of-Focus

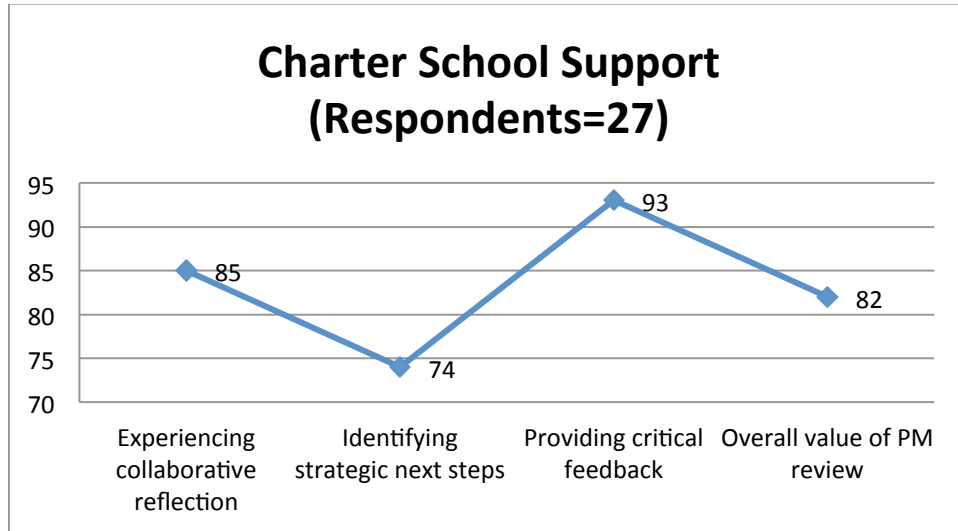
Key Action	Measures/ Metrics Impacted	Rationale
Benchmark peer Districts to compare and contrast application process (e.g., Denial process)	Number of applications approved to number of applications received	Request processes, procedures, timelines, and committee composition information from comparative districts.
Tracking of Students that come back into traditional schools; Identify Top 10 schools (Middle) students returning from Charters	Percent of charter student population to district student population	Obtain a better understanding of the timeframe for returning students in conjunction with FTE survey dates.
Marketing Based on Research: Create a compelling marketing plan on why students/families should stay in BCPS schools.	<ul style="list-style-type: none"> Percent of charter schools to District schools Number of applications approved to number of applications received Percent of charter student population to District student population 	Data Driven Marketing: What are parents looking for?

Accomplishments

- Established and piloted the programmatic review process to monitor the on-site academic programs in charter schools. This new process will be rolled out to a larger audience in the fall.
- Established the process and procedures in the implementation of the new State Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans. This resulted in the multi-divisional collaboration in presenting charter schools' School Improvement Plans to The Board.
- Created the first virtual charter school contract in Broward County.

Charter Schools Support PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Department: Chief Building Department

Overview

- **General Description:** Code interpretations; permits for instructional projects; Issue occupancy for all projects, etc.
- **Vision:** That all of the schools and facilities in the Broward County Public School system be safe, code compliant, free of hazards and any other condition that may directly or indirectly pose a threat to the well-being of the students, staff and the general public.
- **Mission:** To provide professional plan review, permitting and building inspection services for all Broward County Public Schools facilities and ensure compliance with the Florida Building Codes, State Requirements for Educational Facilities, all other applicable building codes, and District standards, which result in a safe, code compliant and productive learning environment.

Chief Building Department Staff & Workload Comparison

School District	Schools	Staff	Inspections	Plan Reviews
Miami-Dade	372	22	5095	1122
Broward	262	16	5971	416
Palm Beach	200	16	3058	200
Hillsborough	260	9	no data	120
Duval	168	11	3500	430

Chief Building Department External and Internal Staff Counts

Year	Inspections	External Staff*	Internal Staff	Total Avg. Staff
2005-2006	12,788	9	25	34
2006-2007	14,943	7	23	30
2007-2008	18,835	7	21	28
2008-2009	16,529	17	23	40
2009-2010	14,852	4	23	27
2010-2011	9,938	2	20	22
2011-2012	5,971	0	16	16

*Employee count for 3rd party vendors fluctuated based upon workload demand driven by the phase and fluidity of construction.

Value-add Services

- Issue Construction Permits
- Accept Requests and Perform Construction Inspections/Certificate of Occupancy

Key Performance Metrics and Benchmarks ⁽¹⁾

Continuous Improvement

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
% of Physical Plant Operations (PPO) work orders Inspected	Total number of PPO work orders divided by total number of PPO work orders inspected	11-12: Q1-2% Q2-3% Q3-2% Q4-3%	4%
Inspection Failure Rate	Calculated at certain periods.	18%	10%

Effective Communication

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Number of Inspections of Capital Projects	Calculated at certain periods.	5971	3884 State Avg.
Number of Permits (Plan Review) for Capital Projects	Calculated at certain periods.	416	468 State Avg.

1) Metrics & benchmarks above tracked and monitored by PM Unit. Additional measures & metrics monitored by individual departments.

Areas-of-Focus

Key Action	Measure/ Metric Impacted	Rationale
Create a Best Practices checklist for common inspection items	Number of inspections of Capital Projects	A policy of Best Practices can be one source of reducing failed inspections through the development of better communication between the inspector and the contractor's representative.
Create process for capturing inspection failure rate per inspector	Inspection Failure Rate	An unusually high failure rate for some inspectors would be indicative of one of two items: 1) The inspector is overzealous; or 2) The discipline has a high rate of failure.
Improve the work order process results for Physical Plant Operations (PPO)	Increase the quantity and analyze the type of PPO work orders inspected	To improve the scope, quality control, and assist PPO in raising the level of their performance.
Develop metrics for Building	Accumulate data to track plan reviewer's and	Will be able to track performance on a year over

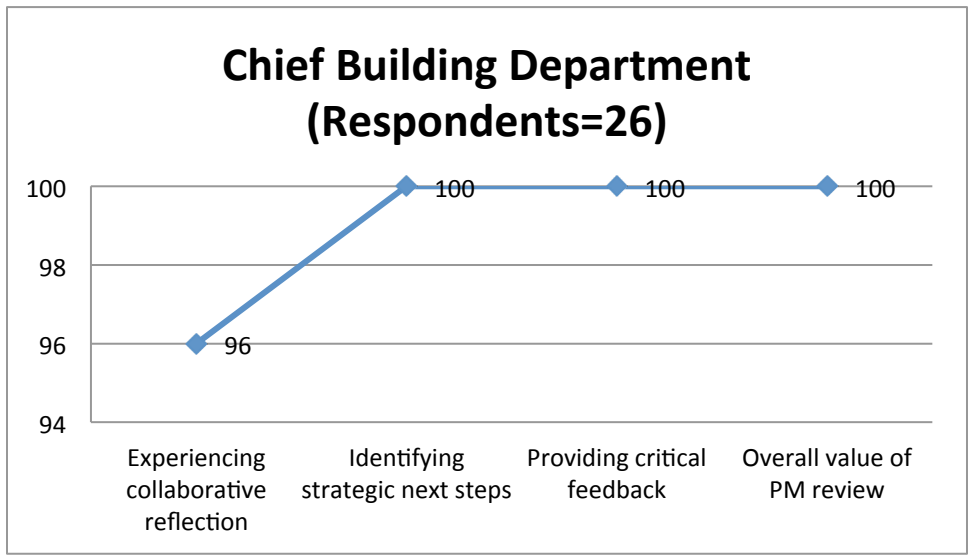
Department functions	inspector's workload and associated costs	year basis.
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Accomplishments

- Participation in the Portable Disposition Review Committee and the placing of “insignias” signifying legal occupancy on over 1200 portables.
- The Business Practice Bulletin O-102 was conceived for a more consistent and accountable Physical Plant Operations inspection protocol. This has allowed the Building Department to position itself to evaluate excessive failure rates in specific zones, disciplines, and supervisors so that improvements in the quality of work may be addressed.
- Produced spreadsheets to 3 departments annually regarding occupancy and permit expiration status. These spreadsheets hold Information & Technology Services, Physical Plant Operations, and Facilities and Construction Management accountable to the District for the close out of all construction projects regardless of size as mandated by State statute.

Chief Building Department PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.

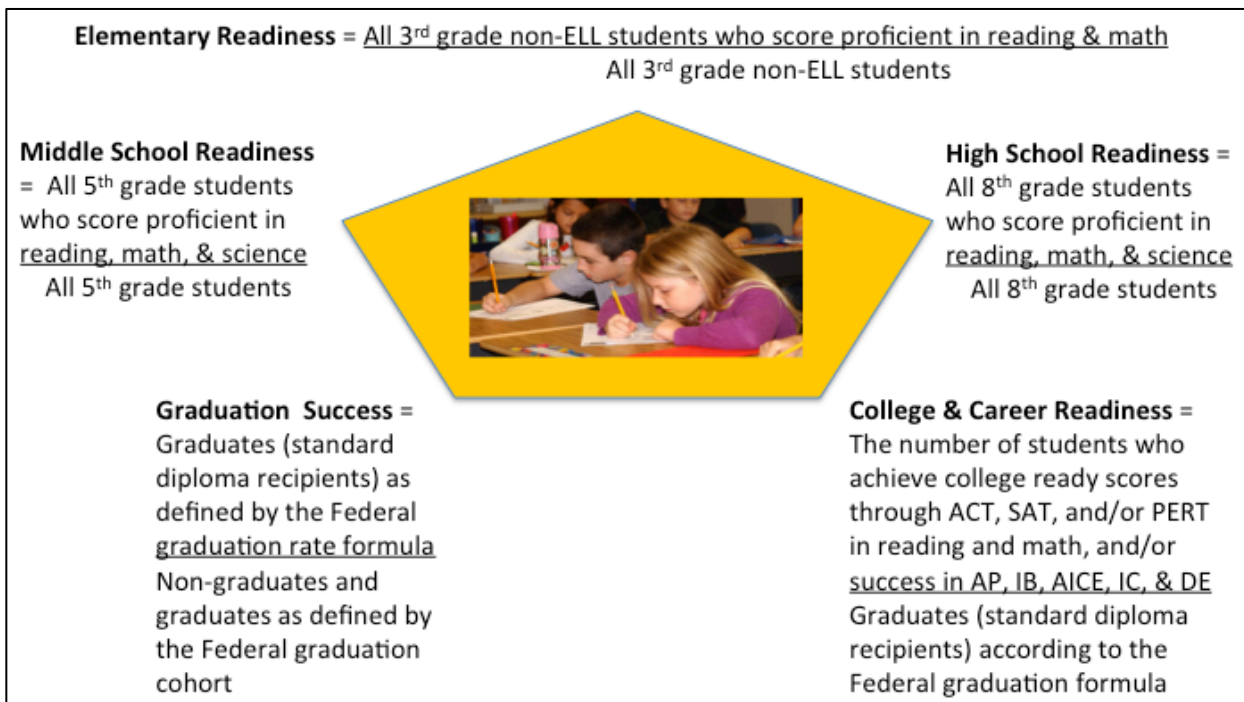


Department: Strategy & Continuous Improvement

Overview

- **General Description:** Leverage data/resources; optimize system-wide learning; enhance District analytics capabilities and partnerships, etc.
- **Vision:** To achieve equity and excellence in student outcomes.
- **Mission:** Support, improve, and optimize system-wide learning and knowledge.

Defining the High-Quality Instruction Strategic Objectives



Value-add Services

- Leveraging data to effectively execute the District's strategic plan and guide District initiatives with actionable information.
- Leveraging available resources (people, capital, and tools in particular) and securing additional resources to implement the District's strategic plan and guide the strategic priorities.
- Improving and optimizing system-wide learning and knowledge to achieve the goals in the District's strategic plan.

Key Performance Metrics and Benchmarks ⁽¹⁾

High-Quality Instruction

Initiative/ Program	Measure/ Metric	Definition/ Calculation	Current Baseline	Benchmark / Target
Leveraging data to effectively execute the District's strategic plan and guide District initiatives with actionable information.	Elementary Readiness	3 rd grade student proficiency in reading and math	52%	2012-13 = 64% 23% of schools ≥ target
	Middle School Readiness	5 th grade student proficiency in reading, math, and science.	43%	2012-13 = 52% 26% of schools ≥ target
	High School Readiness	8 th grade student proficiency in reading, math, and science	41%	2012-13 = 46% 24% of schools ≥ target
	College Readiness (Combined)	Students with college ready scores through ACT, SAT, PERT, AP, IB, AICE, IC and/or DE	67%	2012-13 = 71% 36% of schools ≥ target
	Graduation Success	Ratio of graduates, per Federal Graduation Rate formula to non-graduates and graduates per Federal graduation cohort	76%	2012-13 = 81% 60% of schools ≥ target
Advanced Placement (AP) Performance	AP Success	AP Pass Rate (≥ 3)	BCPS 50% FL 48%	National 2011-12 = 59% 21% of schools ≥ target

Continuous Improvement

Initiative/ Program	Measure/ Metric	Definition/ Calculation	Current Baseline	Benchmark / Target
Leveraging available resources (people, capital, and tools in particular) to implement the District's Strategic Plan and guide the strategic priorities.	Elementary Ready (Gr 3 BAT nonELL)	3 rd grade student proficiency in reading and math	52%	64%
	Middle School Ready (Gr 5 BAT)	5 th grade student proficiency in reading, math, and science	44%	52%
	High School	8 th grade student	37%	46%

	Ready (Gr 8 BAT)	proficiency in reading, math, and science		
	Grants Fund Balance on 6/30 each year	Calculated annually	86% 2010-11	95%

1) Metrics & benchmarks above tracked and monitored by PM Unit. Additional measures & metrics monitored by individual departments.

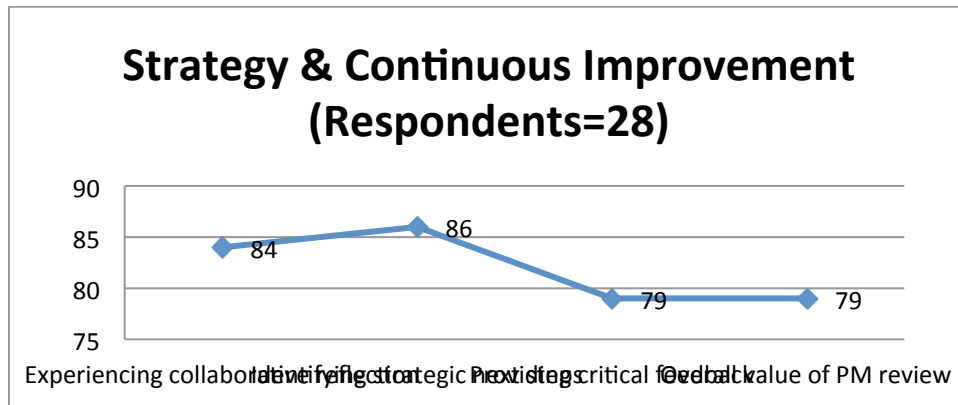
Areas-of-Focus

Key Action	Measures/ Metrics Impacted	Rationale
Execute the District's commitments on the 13 Race to the Top (RTTT) MOU's to meet/exceed State & Federal key performance measures	RTTT and Grant Fund Balance Track Quarterly Lost Grant Funds Per \$1M Grant Revenue (\$10,808)	Monitoring of grant budget and tracking progress toward key performance objectives will help the District benchmark and scale up best practices through knowledge management.
Break down test data at the school and classroom level	Elementary School Readiness Middle School Readiness High School Readiness Graduation Success College and Career Readiness	Articulating critical Strategic Plan objectives at the school and classroom level will provide increased accountability.
Ensure that exemplars are captured and shared internally, as well as with the community	Principal Effectiveness Teacher Effectiveness	Great teachers and leaders are integral to providing a world-class education to every student in BCPS.

Accomplishments

- Used compelling analytics to drill down and articulate the "High-Quality Instruction" objectives in the District Strategic Plan for actionable goals that will move us from good to great.
- Designed, developed, and continue to regularly execute a thorough, evidence-based, collaborative problem-solving process using a seven-step protocol (we fondly call 'PM,' for Performance Management) at the District level across various divisions for increased alignment, collaboration, and accountability.
- Captured the voice of Principals of the District's traditional schools using a Principal Survey Instrument to assess the relevance, value, and quality of services offered by the eighty-seven organizational units in the District.

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.

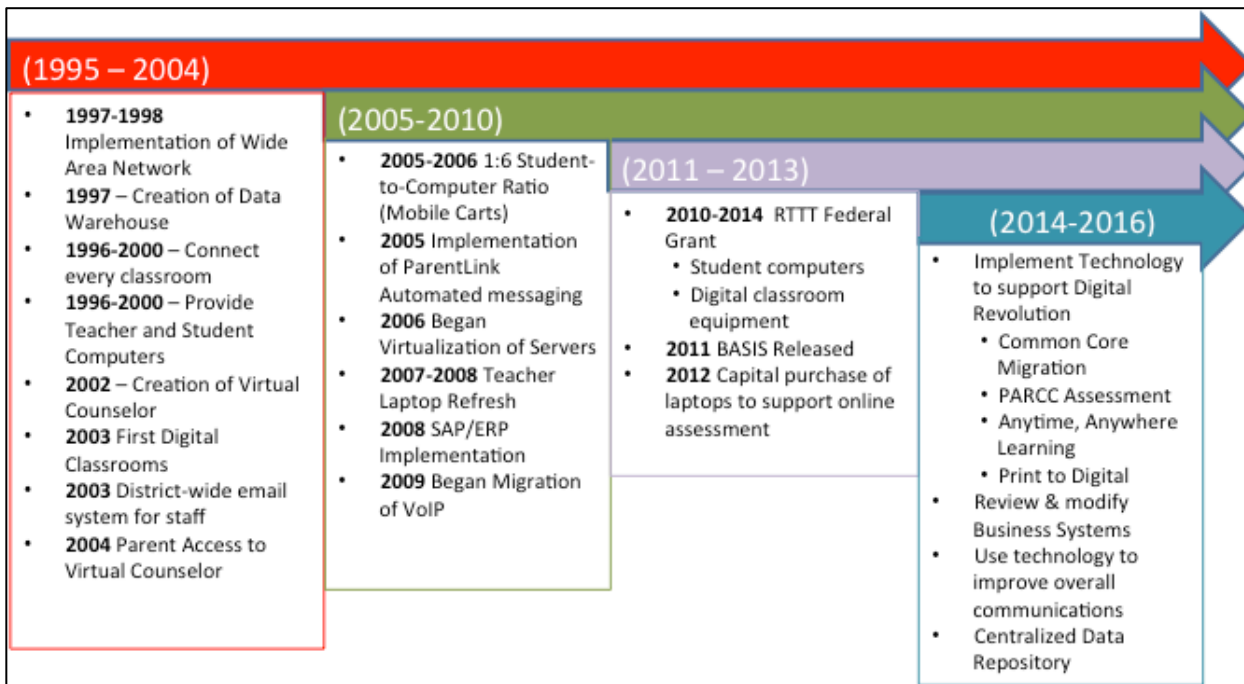


Department: Information & Technology

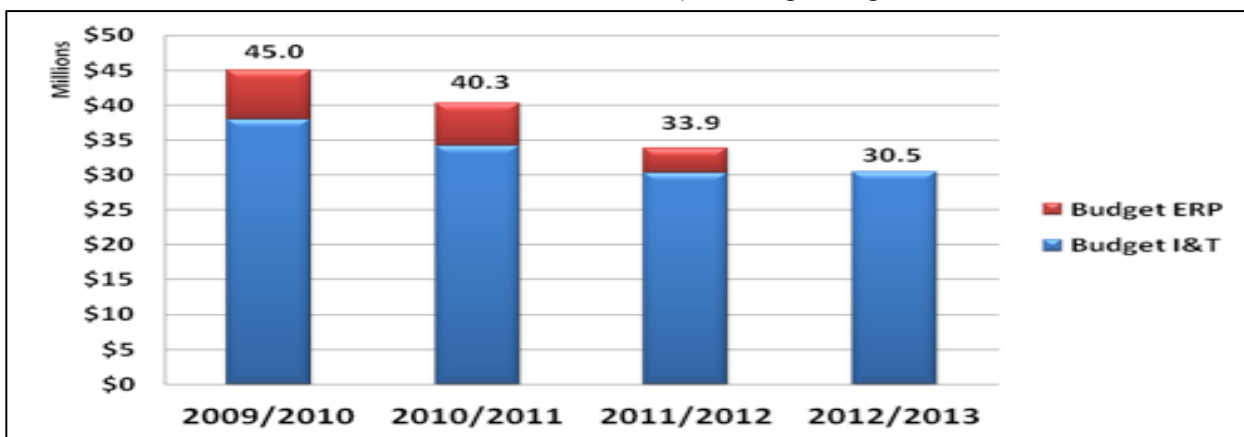
Overview

- **General Description:** Enterprise Resource Planning; technology support; student systems; business systems; network and infrastructure; telecommunications; business applications; technology financial services; centralized data center, etc.
- **Vision:** Technology, enhancing learning – anytime, anyplace.
- **Mission:** The mission of Information & Technology (IT) is to deliver customer-focused technical support and services to all schools and District departments.

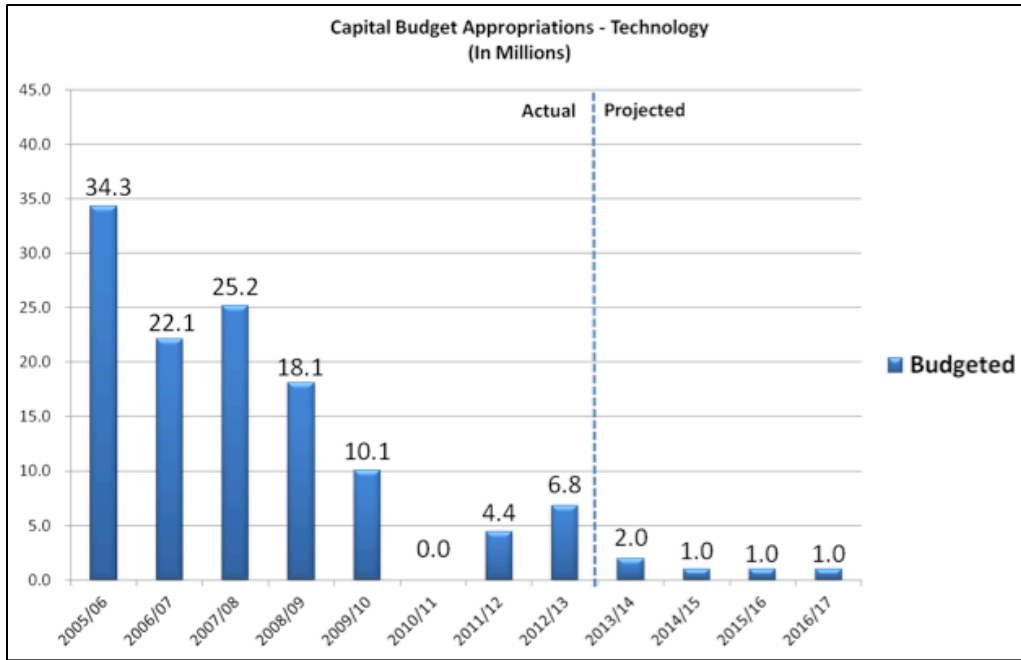
Information & Technology Department Major Milestones



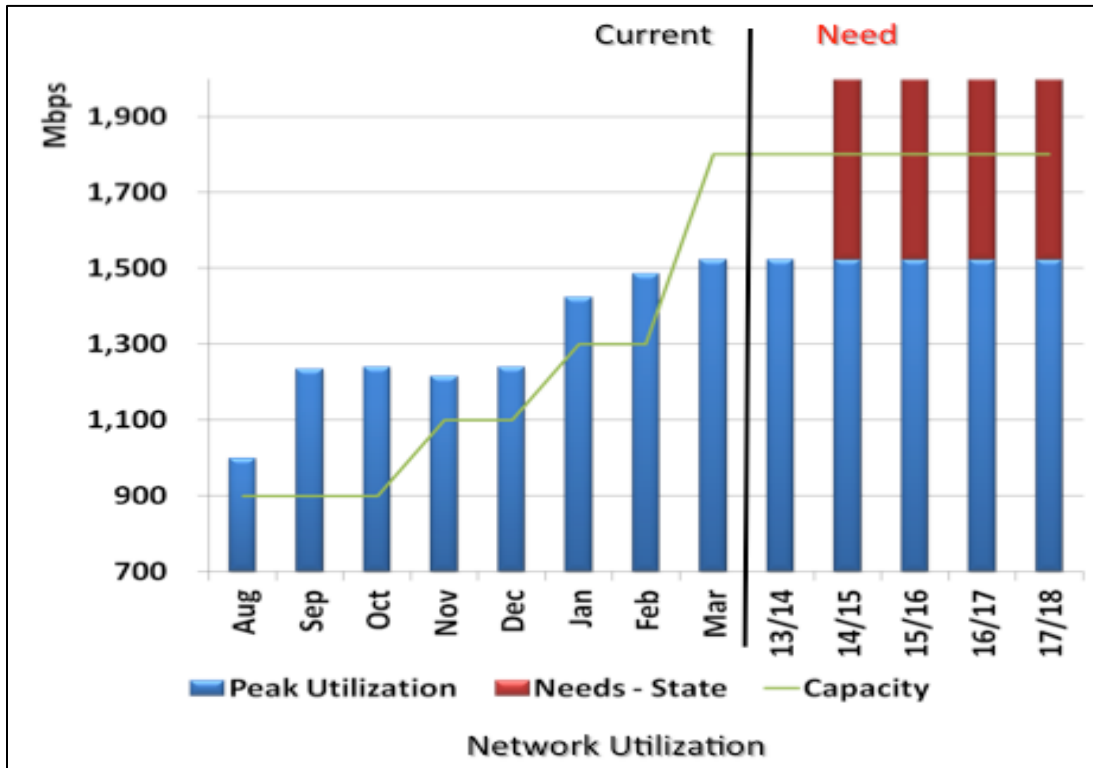
Historical Operating Budgets



Historical Capital Appropriations



Network Capabilities to Meet Anticipated Educational Requirements



Value-add Services

- Provide an infrastructure that meets the District's strategic demands for superior educational outcomes through increased operational efficiencies.
- Develop and implement applications that respond to the District's strategic demands for superior educational outcomes through increased operational efficiencies.
- Ensure that the District's strategic demands are met for superior educational outcomes through continued support and customer focus.

Key Performance Metrics and Benchmarks ⁽¹⁾

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Ratio of students to computers	Total number of students in the District divided by computer totals from all schools.	BCPS 2.1 to 1 Dade 2.6 to 1	Median: 2.1 to 1 High: 0.8 to 1

Continuous Improvement

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Service Desk – First Contact Resolution Rate	Percentage of user-initiated contacts to the help desk that generate a ticket and are resolved without escalation.	Broward 56.6% Dade 72.0%	Median: 56.5% High: 96.6%
IT Expenditure per student	Total amount of IT expenditures divided by the total number of students in the District.	BCPS \$121.23 Dade \$126.13	Median: \$146.56 High: \$819.15
Average age of computer	Weighted average of all District computers	BCPS 5.1yrs Dade 4.5yrs	Median: 3.8yrs High: 1.4yrs

1) Metrics & benchmarks above tracked and monitored by PM Unit. Additional measures & metrics monitored by individual departments.

Areas-of-Focus

Key Action	Measures/ Metrics Impacted	Rationale
Reassess E-Rate program to expand network capabilities and ensure optimal usage of funding	IT Expenditure per student	Identify opportunities to leverage dollars from past e-Rate initiatives.
Address Common Core Technology Needs/Gaps	<ul style="list-style-type: none"> • Average age of computer • Ratio of students to computers 	Prepare classrooms for digital requirements; identify alternative funding resources (e.g., business partnerships, grants, etc.).
Research and conduct cost-benefit analysis of Mainframes versus Cloud computing	<ul style="list-style-type: none"> • IT Expenditure per student • Network (WAN) Cost per Student 	Analysis may help in identifying opportunities for reducing maintenance and networking costs.
Realign IT staff resources	<ul style="list-style-type: none"> • IT Expenditure per student • Network (WAN) 	Evaluate best practices from other districts; improve

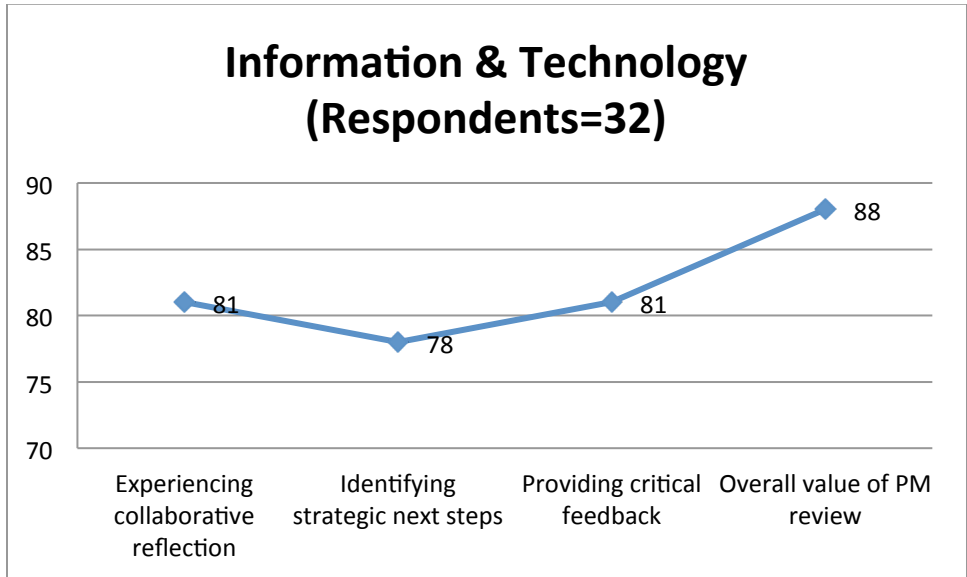
	• Service Desk – First Call Resolution	communications with and effectiveness of IT school-based staff.
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Accomplishments

- Enterprise Resource Planning (ERP) Enhancements: For the 2012-2013 school year, the ERP support team applied several thousand program fixes to the SAP business systems and tested these fixes to insure no disruption to the District's business systems.
- Behavioral & Academic Support Information System (BASIS): BASIS is focused on providing school-level management information to the administrators via a user-friendly dashboard.
- P3 Eco-Challenge Application System: Successfully developed the application process and system for schools, administrators, teachers, students, and volunteers to apply on-line for recognition and awards for their efforts, as well as, learn about and implement environmentally sustainable measures, and green initiatives within their schools and communities.

Information & Technology PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Division: Academics

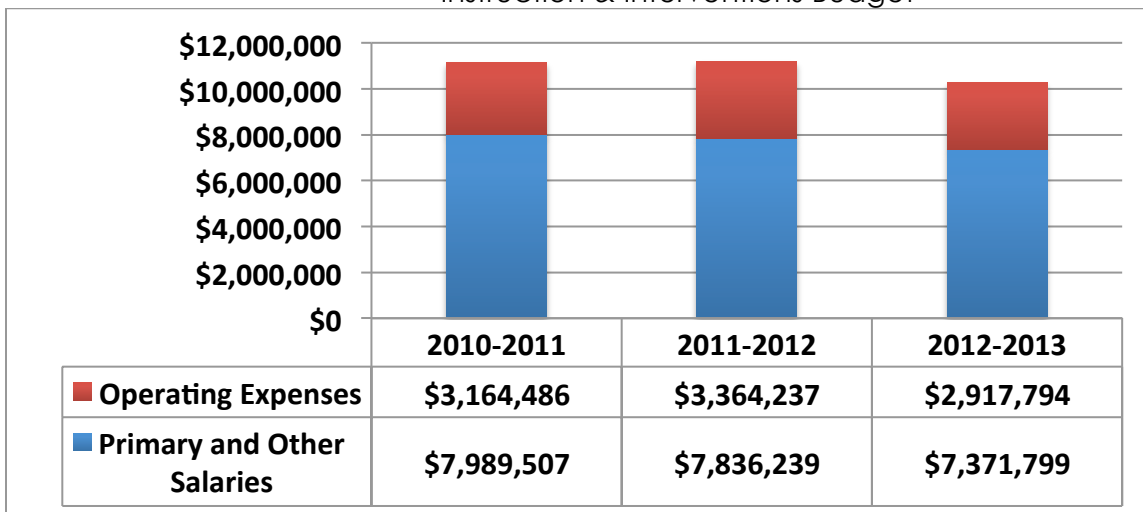
- **General Description:** Provide leadership and collaboration with schools to ensure students receive High Quality Instruction.
- **Vision:** The Division of Academics will be recognized nationally for building the capacity of educators to deliver High Quality Instruction and provide a solid foundation of student support services for all students.
- **Mission/Goal:** The Division of Academics is committed to supporting High Quality Instruction and providing comprehensive student support services that ensures success for students of all ages resulting in responsible and productive life-long learners.

Office: Instruction & Interventions

Overview

- **General Description:** Lead Common Core Standards implementation
- **Vision:** BCPS will be recognized for its equity and excellence in developing college and career ready Pre-K to 20 students that become productive citizens in a hyper-connected global society.
- **Mission:** The Instruction and Interventions Department will develop a comprehensive, innovative, educational infrastructure that supports collegiality and personalization resulting in Broward students' successful attainment of post-secondary degrees and industry credentials.

Instruction & Interventions Budget



Note: Instruction & Intervention Total Budget Does Not Reflect Instructional Resources

Common Core State Standards encompasses all of Broward County Public Schools but is spearheaded by the Instruction & Interventions Department.

Common Core State Standards Implementation		
Data Category	Data Area	Data
Defining the Core Website (November 2012 to June 2013)	Unique Site Visits	137,760
	Average Time on Site	4:02
	New/Returning Visitors	52.1% new visitors 47.9% returning visitors
CCSS Presentations/Workshops (January 2012 to June 2013)	Number of Teachers in Attendance	3,800
	Number of Administrators in Attendance	2,100
	Number of Community Participants	1,667
CCSS Literacy Webinars (September 2012 to June 2013)	Total Views	10, 050+
	Total View Time	159, 607+ hours
	Average Time Viewed per Webinar	16 minutes, 38 seconds

Department: STEM (Science, Technology, Engineering & Mathematics)

Overview

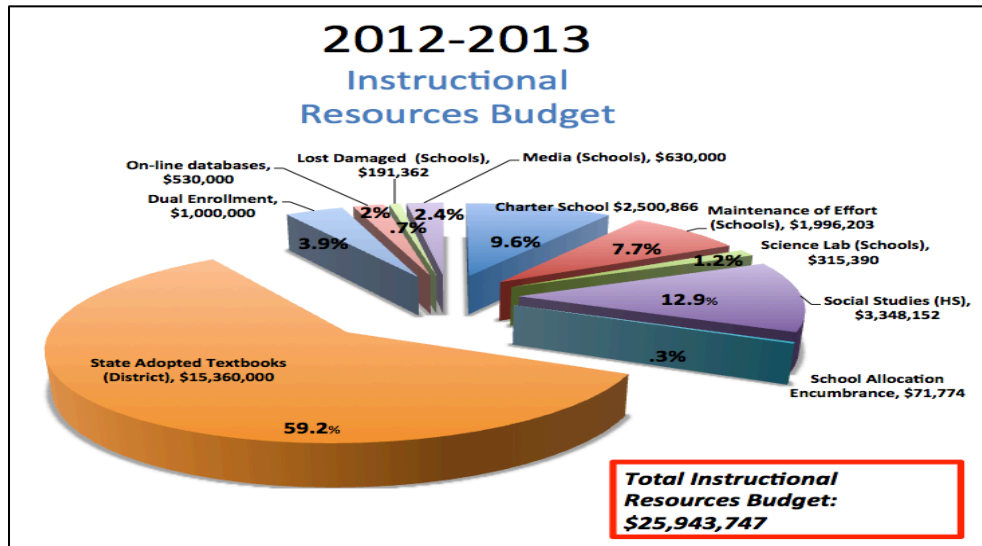
- **General Description:** Implementing innovations and educational reforms to better prepare our students for 21st century STEM college and career paths.
- **Vision:** Educating today's students to succeed through innovative STEM programs that leverage digital instructional resources to provide a personalized learning experience.
- **Mission/Goal:** STEM and Instructional Resources will create, align, support and communicate exemplary instructional practices and tools through an academic infrastructure that is focused on connecting STEM education to global economic needs and that propels students to high achievement levels

STEM Services At-a-Glance

Blended Learning	Instructional Resources	STEM Science	STEM Math
Staff - 3	Staff - 5	Staff - 5	Staff - 5
Budget: 20.5%	Budget: 27.5%	Budget: 25.5%	Budget: 26.5%
Key Services	Key Services	Key Services	Key Services
<ul style="list-style-type: none"> • Moodle LMS Course Creation • Moodle System Administration • Blackboard System Support-Teachers • Special Project Support (Military Academy) • Instructional Resource review • Online/Blended Learning • Digital Learning Tools • Digital Pilots (Amplify, Maplewood) 	<ul style="list-style-type: none"> • Instructional resources adoption, procurement, delivery, tracking • BEEP Coordination • Transition from Print to Digital Project • Instructional Resource Management • Special Project Support, (LEEO, SSOS) • Professional Learning 	<ul style="list-style-type: none"> • CCSS Integration (Literacy and Math) • EOC Support (Biology) • STEM Partnerships and Grants • P3 Eco Challenge • STEM Competitions • NGSSS Science Curriculum Support • Professional Learning • Problem based, inquiry-oriented unit development 	<ul style="list-style-type: none"> • CCSS Implementation • EOC Support • Algebra Readiness • GEM • Language in Math • Advanced Placement Support • Math Wiki and Defining the Core Resources • Communications • Professional Learning

Note: Additional staff members include a Director and three clerical positions that work with all four departments.

STEM Budget



Value-add Services

- Create a solid infrastructure of instructional resources for every curriculum area; and a high quality STEM curriculum to guide instruction and increase student learning.
- Implementing innovations and educational reforms to better prepare our students for 21st century STEM college and career paths.
- Collaborate and communicate with schools, district departments and community partners to guide instruction and decision-making.

Key Performance Metrics and Benchmarks

High-Quality Instruction

Initiative/ Program/ Metric	Measure	2011-2012 Baseline	2012-2013 Target/Actual	2013-2014 Target
Create a solid infrastructure of rigorous, relevant instructional resources for every curriculum area; and a personalized, innovative, high quality STEM curriculum to guide instruction and increase student learning	Math Proficiency Elementary Middle	E - 62% M - 61%	E - 69% / 60% M - 65% / 59%	E - 82% M - 74%
	Science Proficiency Elementary Middle	E - 49% M - 45%	E - 57% / 50% M - 50% / 48%	E - 72% M - 59%
	Math Mastery (2) Elementary Middle	E - 3.4 M - 3.4	E - 3.6 / 3.4 M - 3.6 / 3.3	E - 4.0 M - 4.1

	Science Mastery (2) Elementary Middle	E - 2.7 M - 2.9	E – 3.1 / 3.1 M – 3.2 / 3.1	E – 3.9 M – 3.6
	Math Year's Growth in a Year's Time Elementary Middle	NA	E – 48% / NA M – 49%/ NA	NA

Note: Color Coding is based on Actual vs Target Performance

Initiative/ Program/ Metric	Measure	2011-2012 Baseline		2014-15 MCPS Target
		Passing %	Participation	Passing %
AP STEM Participation & Performance	Calculus AB	68.6%	(1,077)	78.6%
	Calculus BC	87.4%	(547)	91.5%
	Computer Science A (6 schools 2013)	50.0%	(128)	75.2%
	Statistics	44.9%	(1,061)	70.9%
	Biology	35.4%	(895)	70.0%
	Chemistry	40.8%	(611)	81.7%
	Environmental Science	38.0%	(1,420)	62.1%
	Physics B	50.3%	(600)	NR
	Physics C: Electricity and Magnetism	72.1%	(104)	NR
	Physics C: Mechanics	64.7%	(167)	75.8%

Note: Color Coding is based on Gap Analysis Between Baseline and MCPS Target (+10 Red, +5-10 Yellow, +1-5 Green)

Areas-of-Focus

Key Action	Measures/ Metrics Impacted	Rationale
Classroom Evaluations (Grades) Connected to Standards and Possible Standardized Test Scores Pinnacle: Standards Based Grading	<ul style="list-style-type: none"> Math Proficiency Elementary/Middle Science Proficiency Elementary/Middle Math Mastery Elementary/Middle Science Mastery Elementary/Middle Math Year's Growth in a year's time Elementary/Middle 	This key action and resulting deliverables will give STEM a more realistic indicator of math and science proficiency leading to more efficient data-driven strategies for impacting both proficiency and mastery. Schools can use the data to align best practices in grading policies and Pinnacle use and as a result the gaps in grading and standardized test scores.
Examination of Local Assessments for Science and How you Collect and use the Data	<ul style="list-style-type: none"> Math Proficiency Elementary/Middle Science Proficiency Elementary/Middle Math Mastery 	The action plan developed will result in accountability for K-8 math and science instruction. Action plan implementation will result in more efficient data-

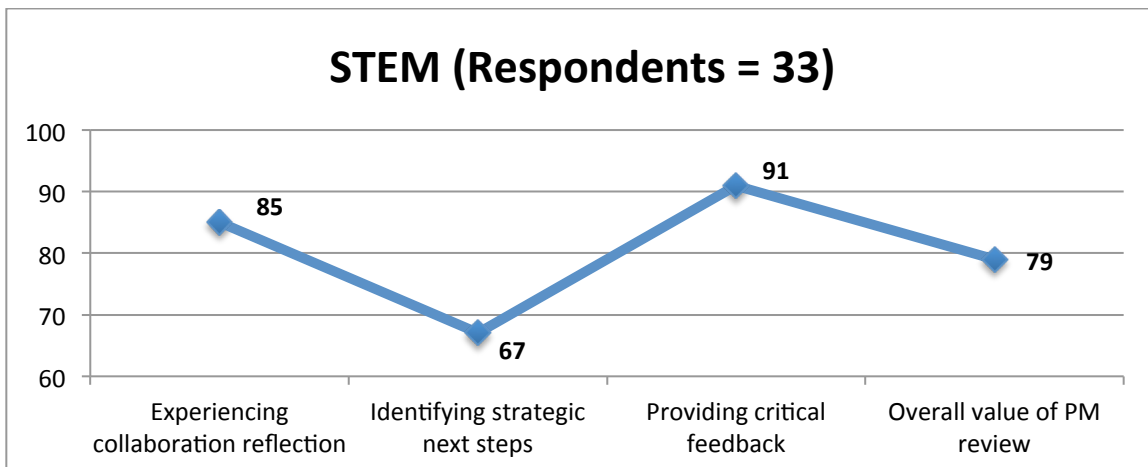
	Elementary/Middle • Science Mastery Elementary/Middle • Math Year's Growth in a year's time Elementary/Middle	driven strategies leading to science proficiency and mastery. Targeted professional learning can be delivered to assist in filling achievement gaps when the appropriate science assessments are available.
STEM Collaboration with the CADRE/OSPA for Increased Participation in STEM	• AP STEM Access: District-Wide	Increasing participation in current STEM programs and school based development of STEM programs that meet individual student needs will lead to increased enrollment in accelerated STEM coursework.

Accomplishments

- Adopted Common Core State Standards (CCSS) aligned K-5 reading and mathematics instructional materials in both digital and print formats for the nearly 100,000 elementary students in the district and made digital versions available to students and teachers via the BEEP Portal. Provided professional learning to 6,000 K-5 teachers aligned to the integration of these newly adopted materials.
- A model program for creating personalized learning environments on one grade level, fifth grade, called **Digital 5** was created, developed and funded in 2012-2013 and is being piloted in 2013-2014 at 32 elementary schools with over 3,500 fifth grade students and 160 fifth grade teachers.
- Created the **P3 Eco-Challenge** environmental stewardship recognition program in partnership with district departments, Broward County Natural Resources and Planning Department, and the Broward Environmental Education Council.

STEM PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.

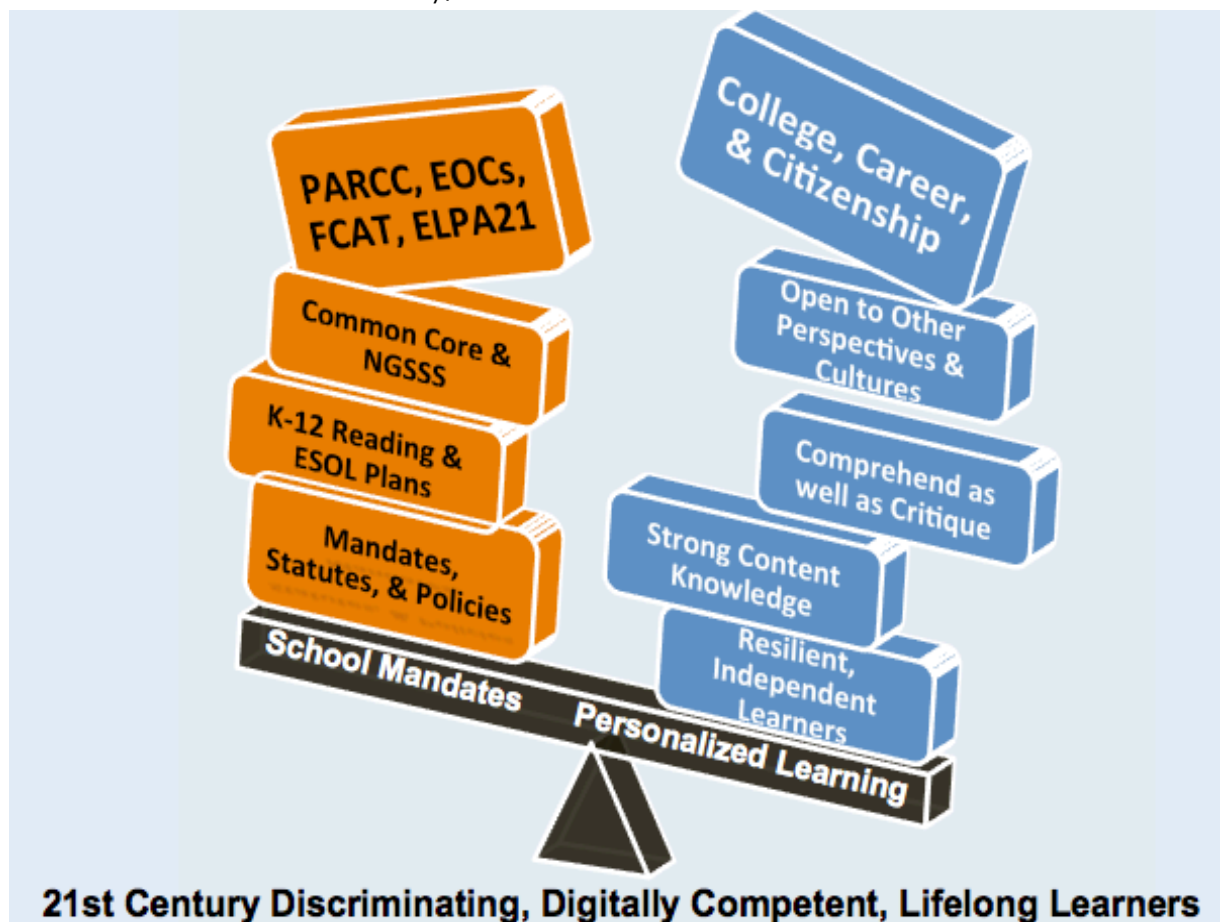


Department: Literacy/ESOL

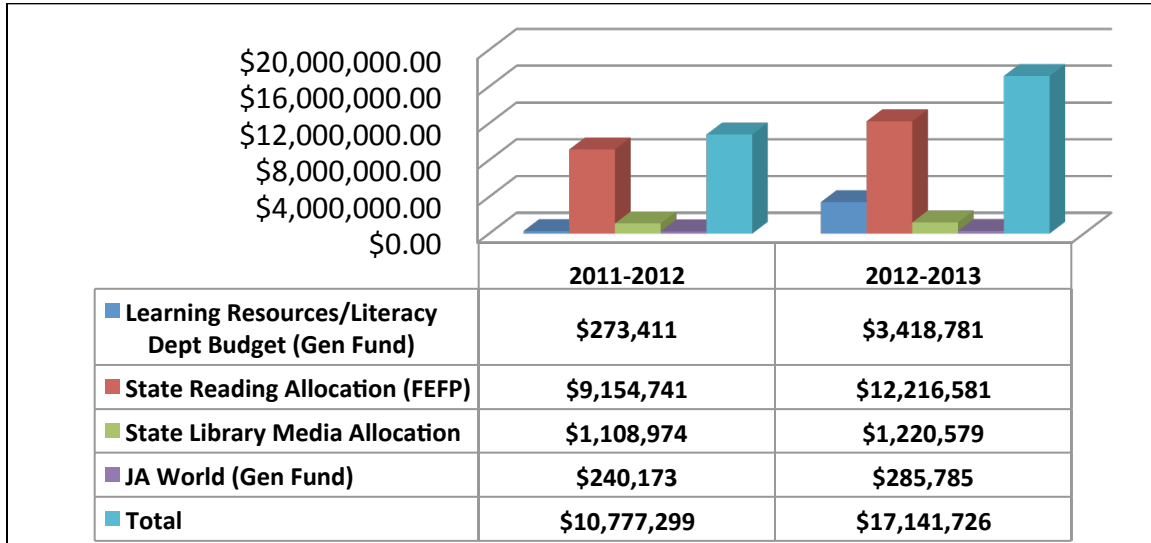
Overview

- **General Description:** The departments of Literacy and ESOL are service-driven departments that require collaboration and problem-solving across the entire district for everyone - students, teachers, schools and the district - to be successful.
- **Vision:** Educating and supporting a diverse population to become literate, independent, life-long learners able to compete in a global workforce.
- **Mission:** The ESOL department provides rigorous academics, promotes community involvement, and delivers quality services to English Language Learners, multilingual families, schools, and district offices.

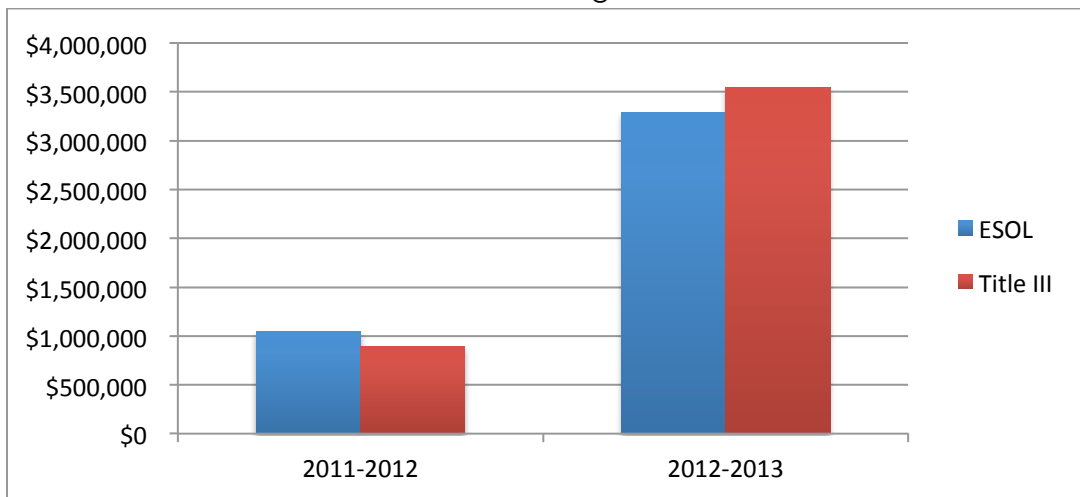
Literacy/ESOL At-a-Glance



Literacy Budget



ESOL Budget



Category	2011-2012	2012-2013
ESOL	\$1,047,670	\$893,735
Title III	\$3,289,123	\$3,547,415
Total	\$4,336,793	\$4,441,150

Value-add Services

- Develop, implement, and support high quality instruction through a rigorous, relevant, and engaging curriculum to improve student achievement for college and career readiness.
- Facilitate continuous improvement through data-driven professional development, Common Core aligned curriculum, instruction, and assessment.
- Engage internal and external stakeholders to strengthen communication and foster ongoing partnerships to support students and families for the Common Core.

Key Performance Metrics and Benchmarks

High Quality Instruction

Initiative/Program /Metric	Measure	2011-12 Baseline / Current	2012-13 Target	2014-15 Target	
Common Core Implementation Plan Build district-wide capacity for implementing high quality literacy instruction aligned with the Common Core State Standards for ELA and Literacy and the instructional shifts for College and Career Readiness	Elementary Ready	DISTRICT	52%	64%	84%
		ELL/Non-ELL	19%/52%	37%/64%	68%/84%
		FRL/Non-FRL	39%/71%	53%/80%	78%/93%
		Black/White	35%/66%	50%/75%	75%/91%
		Hispanic/White	58%/66%	69%/75%	87%/91%
		Male/Female	50%/54%	62%/66%	83%/85%
	Middle Ready	DISTRICT	43%	52%	69%
		ELL/Non-ELL	11%/46%	25%/55%	53%/71%
		FRL/Non-FRL	30%/62%	42%/68%	63%/78%
		Black/White	26%/60%	38%/66%	60%/77%
		Hispanic/White	47%/60%	55%/66%	71%/77%
		Male/Female	43%/43%	52%/52%	69%/69%
	High Ready	DISTRICT	41%	46%	57%
		ELL/Non-ELL	8%/44%	18%/49%	40%/59%
		FRL/Non-FRL	29%/57%	36%/60%	51%/65%
		Black/White	25%/56%	33%/59%	49%/65%
		Hispanic/White	44%/56%	48%/59%	58%/65%
		Male/Female	41%/41%	46%/46%	57%/57%
	Graduation Rate	DISTRICT	76%	81%	90%
		ELL/Non-ELL	43%/77%	53%/82%	73%/91%
		FRL/Non-FRL	68%/82%	74%/86%	86%/93%
		Black/White	68%/84%	74%/87%	86%/94%
		Hispanic/White	78%/84%	83%/87%	91%/94%
		Male/Female	72%/81%	77%/85%	88%/93%
	College Career Ready	DISTRICT	67%	71%	80%
ELL/Non-ELL		46%/68%	54%/72%	69%/79%	
FRL/Non-FRL		57%/72%	62%/76%	74%/82%	
Black/White		53%/77%	59%/79%	72%/84%	
Hispanic/White		69%/77%	72%/79%	80%/84%	
Male/Female		65%/68%	70%/72%	78%/79%	

Note: Color Coding is based on Gap Analysis Between Demographic Groups (+10 Red, +5-10 Yellow, +1-5 Green)

Initiative/Program/Metric	Measure	Current Baseline	Target/ External Benchmark
<p>K-12 Comprehensive Reading Plan Implementation</p> <p>A comprehensive literacy plan for improving K-12 student literacy achievement and learning for all students which reflects College and Career Readiness (CCR) as defined by the Common Core.</p>	<p>Primary Reading Assessment (Passing rate)</p> <p>FCAT 2.0 Reading (Level 3 & above)</p> <p>FCAT 2.0 Writing (Level 3.5 & above)</p>	<p>Primary Reading Test (NGSSS-2012): Gr 1: 86.7 % Gr 2: 85.6 %</p> <p>FCAT 2.0 Reading (BCPS 2012/2013): Gr 3: 56% Gr 4: 62% Gr 5: 61% Gr 6: 58% Gr 7: 60% Gr 8: 57% Gr 9: 51% Gr 10: 49%</p> <p>FCAT 2.0 Writing: (BCPS 2012/2013): Gr 4: 54% / 64% Gr 8: 60% / 60% Gr 10: 65% / 70%</p>	<p>Primary Reading Test (CCSS-2013): Gr 1: N/A Gr 2: N/A</p> <p>FCAT 2.0 Reading 2012 (State/Big 10 High): Gr 3: 56% / 65% (Brevard) Gr 4: 62% / 70% (Brevard) Gr 5: 61% / 66% (Brevard) Gr 6: 57% / 72% (Brevard) Gr 7: 58% / 69% (Brevard) Gr 8: 55% / 64% (Brevard) Gr 9: 52% / 66% (Brevard) Gr 10: 50% / 64% (Brevard)</p> <p>FCAT 2.0 Writing 2013: (State/Big 10 High): 4: 57% / 67% (Palm Beach) 8: 54% / 66% (Hillsborough) 10: 62% / 77% (Palm Beach)</p>

Initiative/Program/Metric	Measure	Baseline/ Current	Target/ External Benchmark
<p>Literacy & ESOL Outreach</p> <p>Collaborate with schools, district departments and community partners on the Common Core State Standards for Literacy and other Literacy related initiatives to guide instruction and decision making.</p>	<p>Customer Survey Data</p> <p>1. I am familiar with NGSSS</p> <p>2. I am familiar with CCSS</p>	<p>1. S: 65.9%; T: 92.5%; P: 50.9%</p> <p>2.S: 43.3%; T: 88.7%; P: 50.8%</p>	<p>1. S: 70%; T: 95%; P: 55%</p> <p>2. S: 60%; T: 95%; P: 55%</p>

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Areas-of-Focus

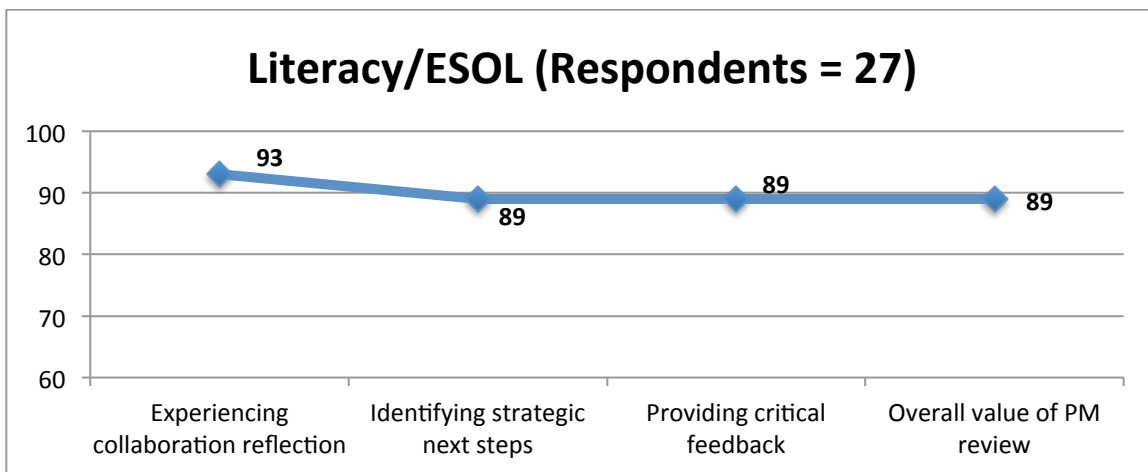
Key Action	Measures/ Metrics Impacted	Rationale
Aligning PK-12 Literacy Assessments	<ul style="list-style-type: none"> Elementary Ready Middle Ready High Ready Graduation Rate College and Career Ready 	Develop a comprehensive, unified, literacy assessment plan aligned with the goals of the District Strategic Plan and K-12 Comprehensive Reading Plan to better inform all stakeholders for increased student achievement.
Centralized Distribution of Reading Coaches	<ul style="list-style-type: none"> Primary Reading Assessment (Passing Rate) FCAT 2.0 Reading (Level 3 & above) FCAT 2.0 Writing (Level 3 & above) 	Prioritize distribution of literacy coaching services to meet the varying needs of schools while maintaining fidelity of defined roles, responsibilities and level of services to improve student achievement.
Collaboration with Public Information Office	<ul style="list-style-type: none"> Customer Survey Data (Common Core) Principal Survey Customer Survey Perceived Interaction 	Expand awareness of literacy initiatives, common core implementation, and ability to respond to stakeholders with increased efficiency and effectiveness. Collaboration with PIO to expand district website and modes of communication in multiple languages, including robo-calls and on-hold messages that will then be answered by multilingual operators.

Accomplishments

- Developed and deployed District-wide CCSS Implementation plan specific to each grade level and each shift in teaching pedagogy.
- Redesigned Third Grade Summer Reading Camp to increase 3rd grade promotion success rate and Broward County Public Schools' Return on Investment. This summer twice as many students were promoted compared to last year.
- Community Outreach for non-English Speaking families through monthly ESOL Parent Leadership Meetings; Parent Link emails; Annual Bilingual Parent Institute; hiring of three Bilingual Community Liaisons, and opening of two Bilingual Parent Outreach Centers.

Literacy/ESOL PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.

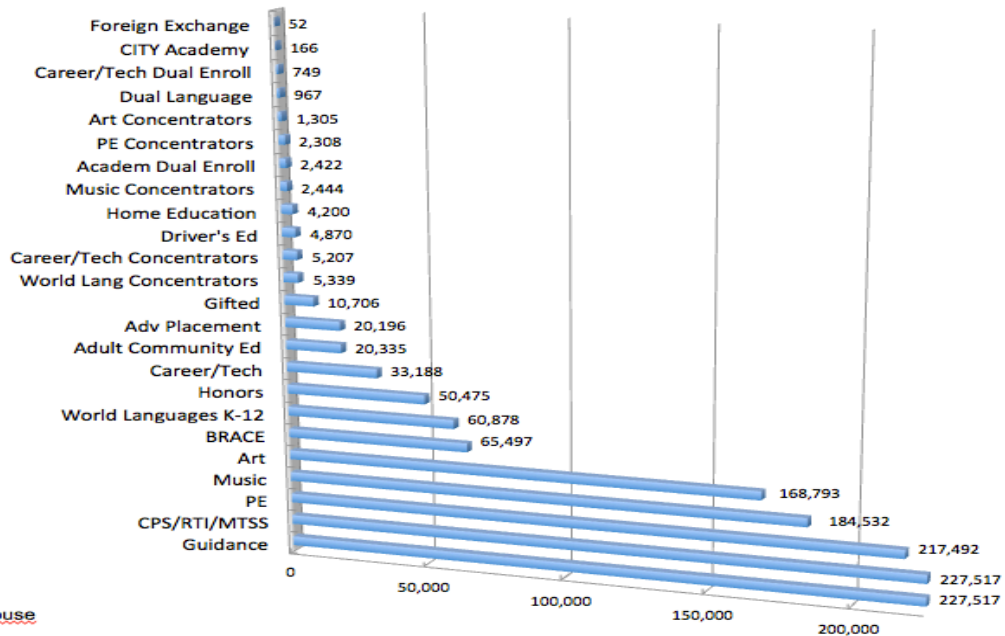


Department: College & Career Readiness/CTACE

Overview

- **General Description:** Connect via Deep Learning and Transfer: Understand an idea in its abstraction and deliberately use that idea in new situations
- **Vision:** Our students will learn deeply and transfer learning successfully into new contents and contexts of the real world.
- **Mission:** We are an organized agent of change that prepares students for success with authentic real-world learning transferred across multiple contexts.

College & Career Readiness/CTACE Services At-a-Glance



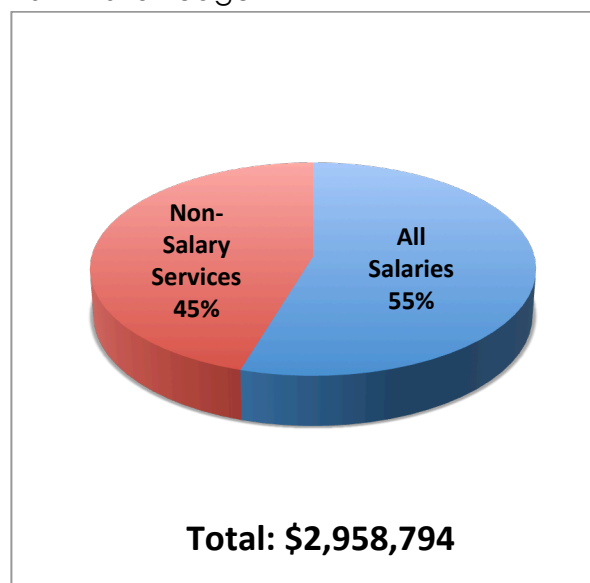
2012-13, [DataWarehouse](#)

Note: Chart

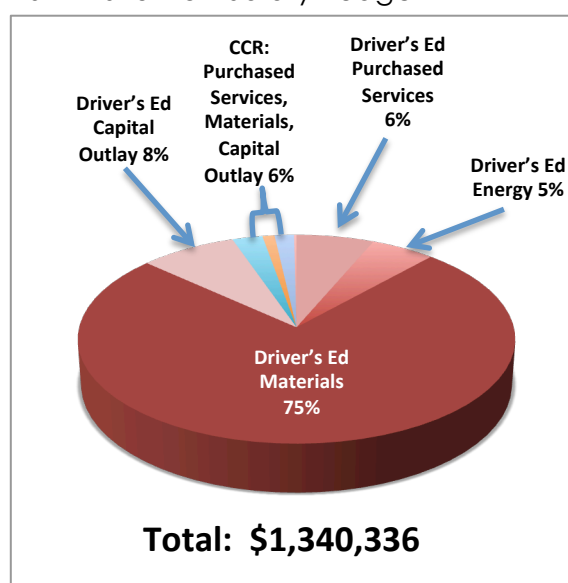
captures the amount of students enrolled in each program district-wide.

College & Career Readiness Budget

2012-2013 Budget

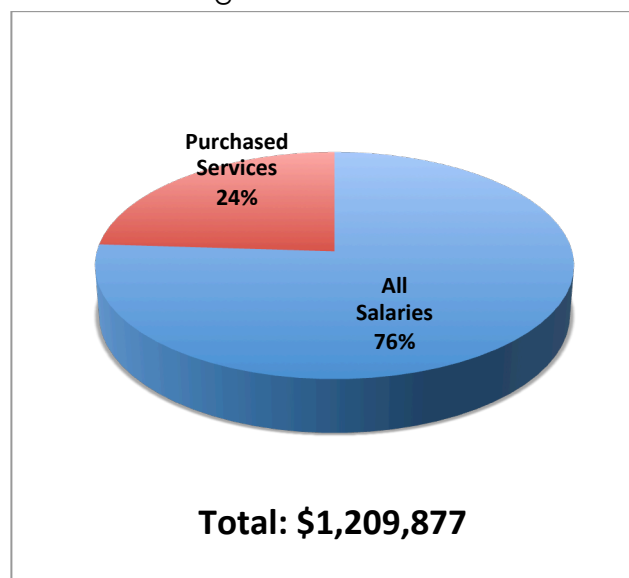


2012-2013 Non-Salary Budget

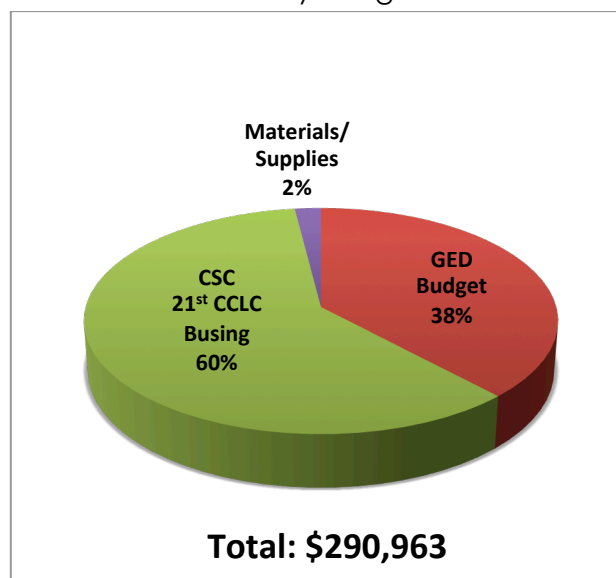


CTACE Budget

2012-2013 Budget



2012-2013 Non-Salary Budget



Value-add Services

- Develop systems that support student achievement and the ability to vertically and horizontally transfer skills and learning across content and context.
- Expand student access to RTI, Gifted & Talented, and CTACE programs to increase participation in underrepresented demographic and geographic subgroup.
- Ensure a seamless reporting, monitoring, and communication system of student progression towards graduation/college and career readiness and interventions K-20. Align outreach to targeted subgroups to "end game" of College and Career Readiness.

Key Performance Metrics and Benchmarks

High Quality Instruction

Initiative/Program/Metric	Measure	Current Baseline					
		Broward				Nation	2012
Develop systems that support student achievement Increase the ability to vertically and horizontally transfer skills and learning across content and context.	PSAT Mean Score	Year	Reading	Math	Writing	Reading	43
		2010	40	42	39	Math	43
		2011	40	42	38	Writing	41
		2012	41	41	38		
	AP Pass Rate	BCPS: 50%		FL: 48%		59%	75%
	College Readiness (Combined)	67%				71%	80%
	Graduation Rate	76%				81%	90%
		Florida: 74.5% MDPS: 76.0% PBPS: 77.0% HCPS:72.6% OCPS: 73.9%					

Note: Color Coding is based on Current Baseline vs Nation 2012 Results

Initiative/Program/Metric	Measure	Current Baseline	2012-13 Target	2014-15 Target
Expand student access to RtI, Gifted & Talented, and CTACE programs and extracurricular activities to increase participation in underrepresented demographic and geographic subgroup.	Students earn industry certifications, and articulated credit.	6,781 Industry Certifications	+5%	+12%
	The number of students served through CTE grants.	43,251 Enrollments	* -23%	+15%
	Student Participation	38% of HS seniors enrolled at 31 sites.	42%	47%

Areas-of-Focus

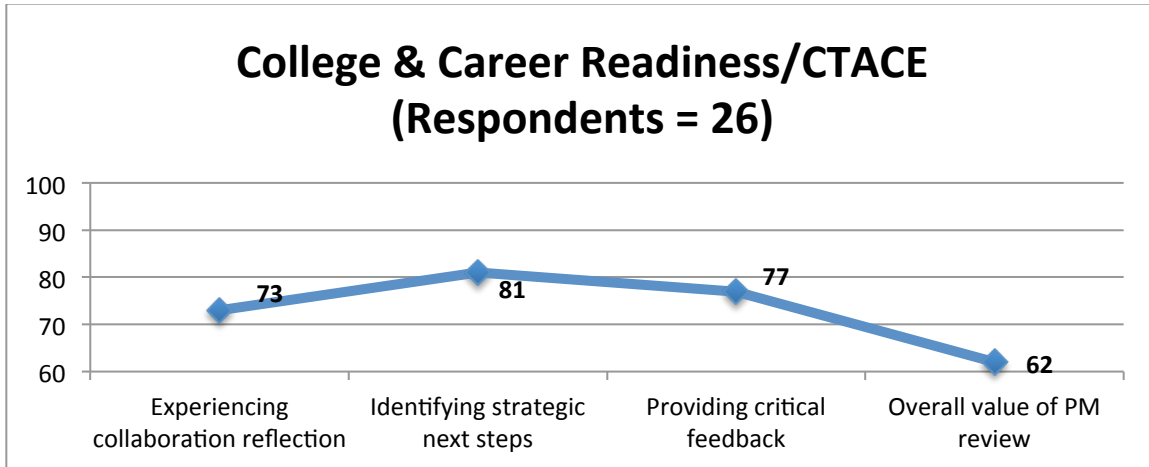
Key Action	Measures/ Metrics Impacted	Rationale
PSAT Results	<ul style="list-style-type: none"> • PSAT Mean Score • AP Pass Rate • College Readiness (Combined) • Graduation Rate 	Appropriate alignment of instruction to college and career ready standards will increase mean performance on these test scores.
Integrating RtI into PLC's	<ul style="list-style-type: none"> • Graduation Rate • Referral Rate • Suspension Rate • Number of Retentions 	Appropriate implementation by schools of the RtI process will impact these rates.
Metrics for CTACE Programs	<ul style="list-style-type: none"> • Students earn industry certs, and articulated credit. • The number of students served through CTE grants. • Student Participation (Completers) 	Appropriate alignment and offerings of instruction and curriculum within career pathways will increase participation and certification rates.

Accomplishments

- CogAT testing for the 2012-2013 school year resulted in 467 students in our underrepresented groups being identified as needing further evaluation, compared to 359 students identified in 2011-2012. This has resulted in an increase in students eligible for gifted services. The Department of College and Career Readiness has continued its commitment to increasing underrepresented populations in our Gifted and Talented program through revisions of our screening instruments and increased training opportunities.
- During FY 2012-13, 9,429 middle and high school students were reported as having completed Industry Certification exams. In SY 2011-12, 6,781 students completed Industry Certification exams. This represents a 39% increase between the 2011-12 and 2012-13 school years, in the total number of students taking Industry Certification exams.
- Achieved 100% expenditure of \$8,069,226 awarded through Secondary/Post-secondary Carl D. Perkins Grants, Adults with Disabilities Grant, Adult General Education Grant, and the English Literacy & Civics Education Grant. Grant expenditures were aligned to the District's goals and FLDOE performance targets to increase school and student achievement. Ninety percent (90%) of all grant funds were allocated directly to middle schools, high schools, adult centers and technical centers

College & Career Readiness/CTACE PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Office: Early Childhood Education

Overview

- **General Description:** Provides support to ensure high-quality early childhood education, continuous improvement, and effective communication takes place among all stakeholders.
- **Vision:** Laying the foundation for college and careers in early childhood.
- **Mission:** The Early Childhood Education Department is committed to providing high quality education and comprehensive care services for birth through third grade students and their families.

Early Childhood Education At-a-Glance

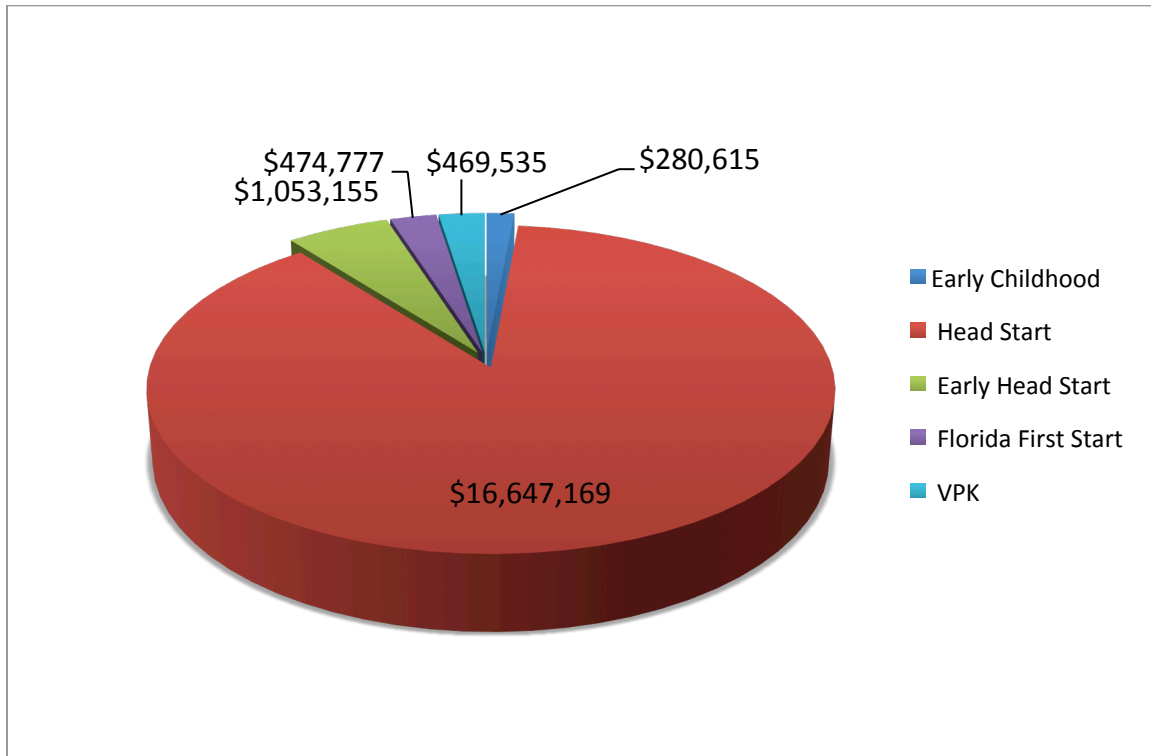
Head Start	
Initiation Year	1976
Ages Served	Ages 3 to 5
Number of Schools	60
Number of Classes	110
Number of Students	2040
Number of Teachers	110
Number of Teacher Assistants	110
Number of Head Start Total Staff	314
Total Budget 2012-2013	\$16,647,169

Early Head Start	
Initiation Year	1997
Ages Served	Birth to Age 2
Number of Children Served	80
Number of Schools	3
Number of School-Based Classes	7
Number of Home-Based Support Groups	2
Number of Early Care Givers	14
Number of Parent Educators	3
Total Budget 2012-2013	\$1,053,155

Florida First Start	
Initiation Year	1991
Ages Served	Birth to Age 5
Number of Families	210
Number of Staff	10
Total Budget 2012-2013	\$474,777

VPK	
Initiation Year	2005
Ages Served	Age 4
Number of VPK Staff (Full Time and Part Time)	53
Number of VPK Students	360
Total VPK Budget 2012-2013	\$469,535

Early Childhood Education 2012-2013 Budget



Value-add Services

- Coordinate the implementation of High Quality Early Care and Education.
- Promote and Coordinate Collaboration between Early Learning Stakeholders throughout Broward County
- Expand Opportunities for High Quality Care and Education for All Children throughout Broward County

Key Performance Metrics and Benchmarks

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline		Benchmark/ Target	
Birth to 3 rd Grade Alignment	Combined Reading and Math Proficiency	2011-2012 FCAT		2012-13 FCAT	2014-15 FCAT
		52%		64%	84%
Teacher Quality	Classroom Assessment Scoring System (CLASS)		Fall 2011	Fall 2012	Fall 2013
		Emotional Support	5.6	5.5	5.9
		Classroom Organization	5.3	4.9	5.4
		Instructional Support	2.9	3.7	4.0
High Schools, Technical	Number of High School	0		10	

Centers, Colleges and Universities	and College Early Learning Teachers Attending ECE Professional Development		
Collaboration with Internal and External Stakeholders	Principal Survey	Overall 3.2 Impact 65%	Overall 3.3 Impact: 67%
	Number of Participants in External/Internal Collaboration		

Note: Color Coding is Based on Gap Analysis Between Current Baseline vs 2012-2013 Target (+10 Red, +5-10 Yellow, +1-5 Green)

Areas-of-Focus

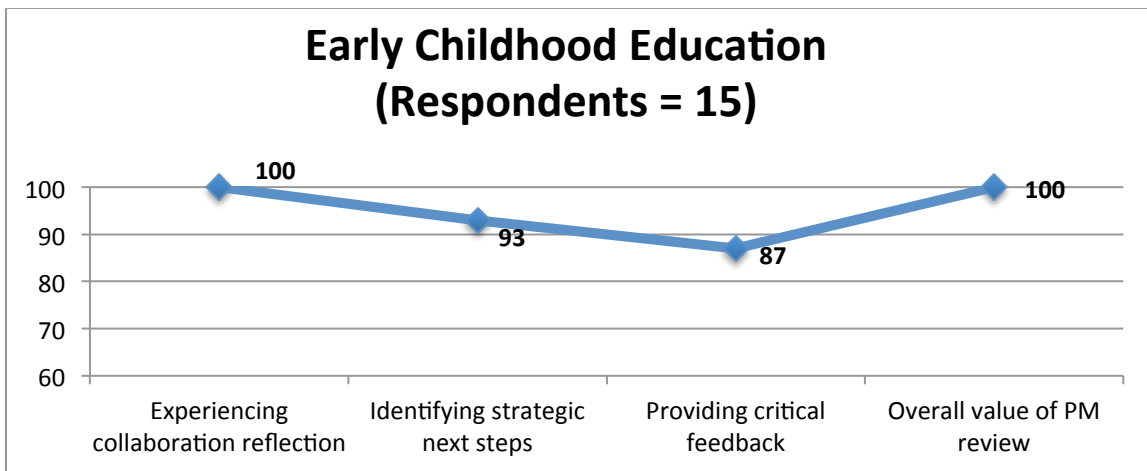
Key Action	Measures/ Metrics Impacted	Rationale
Expand Common Core and ECE Framework Principal Cadre Training to Teachers Pre-K-3	<ul style="list-style-type: none"> Combined Reading and Math Proficiency Florida Kindergarten Readiness Screener (FLKRS) 	<ul style="list-style-type: none"> The continuation of Developmentally Appropriate Practices across all developmental domains in the primary grades will promote successful transitions throughout school and prevent the fading effects of preschool intervention.
Pre-K to Third Grade Improving Quality Instruction	<ul style="list-style-type: none"> Florida Kindergarten Readiness Screener (FLKRS) Classroom Assessment Scoring System (CLASS) for Pre-K 	<ul style="list-style-type: none"> Improving linkages between community-based early childhood providers and feeder elementary schools will improve the quality and continuity of practice across early care settings and systems so that children and families experience smooth, effective transitions and thrive in the early elementary years.
Support for School-Based Pre-K Programs	<ul style="list-style-type: none"> Number of High School and College Early Learning Teachers Attending ECE Professional Development Number of Participants in External/Internal Collaboration 	<ul style="list-style-type: none"> The Early Childhood Education Department will provide support to ensure high-quality education is provided throughout all Pre-K programs in the district, provide guidance in building strong relationships with families, and foster school readiness and the collection of data prior to kindergarten.

Accomplishments

- The Early Childhood Education Department was awarded the Road to Child Outcomes grant (approximately \$1 million per year for five years) that will provide direct services to approximately 70 ECE community childcare classrooms impacting over 900 children focusing on high quality care and education.
- The Early Childhood Education (ECE) Department worked with multiple District departments to create a Business Practice Bulletin providing guidelines for School-Based ECE programs. The bulletin outlines criteria for opening a program, accounting and financial management, operational guidelines, and quality assurance.
- In partnership with Teacher Development and the University of Florida (UF) Lastinger Center, the Early Childhood Education Department will support the “Striving for Excellence in Early Childhood Education” Teacher Fellow initiative at ten elementary schools during the 2013-2014 school year. Two teachers from each of the ten targeted schools will become Teacher Fellow facilitators and lead cohorts of teachers from their schools to support individual/team inquiry projects focused on a data-driven question relevant to teacher practice and student learning.

Early Childhood Education PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting ‘valuable,’ the highest 4.0 rating.



Office: Student Support Initiatives

Overview

- **General Description:** Educating the whole child by providing services that assist with social, emotional, health and behavioral needs.
- **Vision:** We envision strong, resilient students who are academically, behaviorally, physically, and social-emotionally prepared to succeed in tomorrow's world.
- **Mission:** We strive to support the success of our students and families by addressing their social, emotional, health, and behavioral needs through prevention, intervention and intensive support services.

Student Support Initiatives At-a-Glance

Expulsion Abeyance	Title I	Student Services	Diversity, Cultural Outreach & Prevention	Health Education Services
Staff - 3	Staff- 29.5	Staff - 142	Staff - 23	Staff - 20
Budget -\$223,843	Budget - \$69,784	Budget - \$6,042,218	Budget - \$879,235	Budget -\$866,730
Key Services <ul style="list-style-type: none"> • Pre-Expulsion Services • Expulsion Abeyance Programs • Transition Services • District & School-Based Trainings • Daily Consultations with School Staff 	Key Services <ul style="list-style-type: none"> • Educational Services to Economically Disadvantaged • Homeless/Migrant Education • Incarcerated Youths/DJJ • Extended Learning... Opportunities/SES Tutoring • College/Career Readiness 	Key Services <ul style="list-style-type: none"> • Family Counseling • Social Work Services • Homeless • Child Abuse & Neglect • Crisis Intervention • Substance Abuse Services • Strategic Student Placement • Foster Care Service • Incarcerated Youths/ DJJ • Truancy • Mentoring/Black Male Success • High School Graduation/College & Career Readiness • Transition Services 	Key Services <ul style="list-style-type: none"> • Diversity & Educational Equity • Conflict Mediation • Social Emotional Support • PROMISE • Bullying Management • Violence Prevention • Black Male Success • BASIS • Peer Counseling • Dropout Prevention • Positive Behavior Intervention/RTI • Disproportional Minority ... Representation • Youth Risk Behaviors • Character Education 	Key Services <ul style="list-style-type: none"> • School Health Services • Chronic Health Case Management • Health Crisis & Communicable Disease Management • AED/CPR/First Aid • Health Consultations/ Trainings

Student Support Initiatives Budget

2012-2013 2012-2013			
Object	Allocated Amount	% of Budget	Expenditures
Salaries	7,844,114	90.4%	7,642,170
Other Salaries	57,508	0.7%	55,972
Purchased Services (Obj. 300)	358,637	4.1%	205,448
Materials & Supplies (Obj. 500)	410,276	4.7%	43,441
Capital (Obj. 600)	3,470	0.04%	3,025
Other Expenses (Obj. 700)	6,949	0.06%	6,854
TOTAL	\$8,680,954	100%	7,956,910

Value-add Services

- Increase District Average Daily Attendance Rate
- Aligning student support services for strategic planning and efficiency in service delivery
- Leveraging resources for youth and families for effective collaboration and communication.

Key Performance Metrics and Benchmarks

High-Quality Instruction

Initiative/Program/Metric	Measure	2011-12 Baseline	2012-13 Target	2013-14 Target	
Leverage Title I Funding & Student Support Initiatives to Support Strategic Plan Objectives.	Elementary Ready	DISTRICT	52%	64%	84%
		FRL/Non-FRL	39%/71%	53%/80%	78%/93%
		Black/White	35%/66%	50%/75%	75%/91%
		Hispanic/White	58%/66%	69%/75%	87%/91%
		Male/Female	50%/54%	62%/66%	83%/85%
	Middle Ready	DISTRICT	43%	52%	69%
		FRL/Non-FRL	30%/62%	42%/68%	63%/78%
		Black/White	26%/60%	38%/66%	60%/77%
		Hispanic/White	47%/60%	55%/66%	71%/77%
		Male/Female	43%/43%	52%/52%	69%/69%
	High Ready	DISTRICT	41%	46%	57%
		FRL/Non-FRL	29%/57%	36%/60%	51%/65%
		Black/White	25%/56%	33%/59%	49%/65%
		Hispanic/White	44%/56%	48%/59%	58%/65%
		Male/Female	41%/41%	46%/46%	57%/57%
	Graduation Rate	DISTRICT	76%	81%	90%
		FRL/Non-FRL	68%/82%	74%/86%	86%/93%
		Black/White	68%/84%	74%/87%	86%/94%
		Hispanic/White	78%/84%	83%/87%	91%/94%
		Male/Female	72%/81%	77%/85%	88%/93%
College Career Ready	DISTRICT	67%	71%	80%	
	FRL/Non-FRL	57%/72%	62%/76%	74%/82%	
	Black/White	53%/77%	59%/79%	72%/84%	
	Hispanic/White	69%/77%	72%/79%	80%/84%	
	Male/Female	65%/68%	70%/72%	78%/79%	

Note: Color Coding is based on Gap Analysis Between Demographic Groups (+10 Red, +5-10 Yellow, +1-5 Green)

Continuous Improvement

Initiative/Program/Metric	Measure	2011-12 Baseline	2012-13 Target	2014-15 Target
Increase district average daily attendance rate	Average daily attendance reports	Broward- 93.8% Miami-Dade- 94.7% Palm Beach- 95.9% Hillsborough- 94.1% Orange- 94.1% Florida- 94.5%	94.5%	96%
Implement targeted positive behavior intervention programs to support increased academic achievement	Incident Rate by Ethnicity	Total- 43,544 (16.4%) Black- 24,442 (23.6%) Hispanic- 9,854 (12.9%) White- 7,627 (11.3%)	T-15% B-22.1% H-11.5% W-9.8%	T-12.2% B-19% H-8.6% W-6.7%
Leveraging resources for youth and families for effective collaboration	BASIS (Percent referrals accepted within 9 school days)	na	40%	45%

Note: Color Coding is based on Baseline vs 2014-2015 Target

Areas-of-Focus

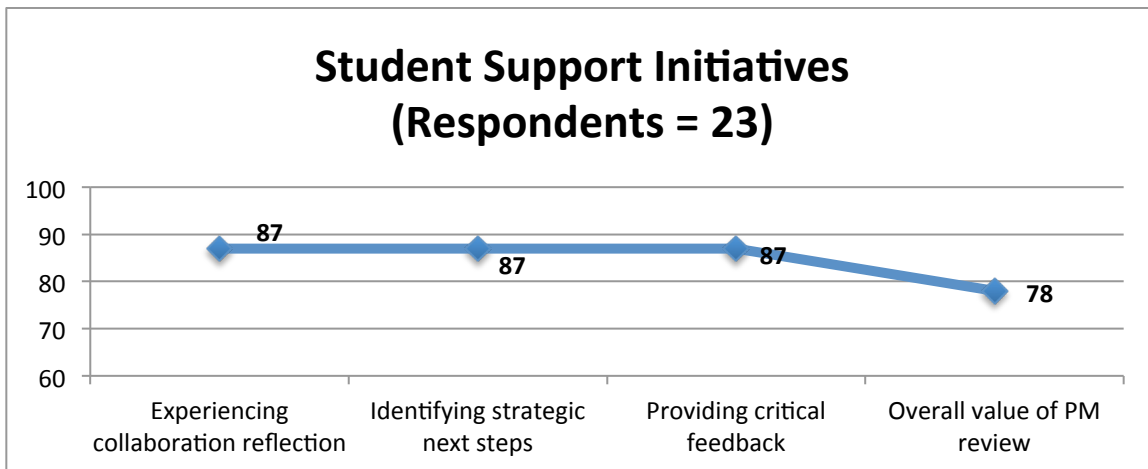
Key Action	Measures/ Metrics Impacted	Rationale
Look at FRL Students in both Title I and Non-Title I Schools	<ul style="list-style-type: none"> Elementary Ready Middle Ready High Ready Graduation Rate College and Career Ready 	Determining the return on investment will inform the Division's decisions to assign and/or realign resources
SSI: Create Tiered Personnel/Budget Matrix	<ul style="list-style-type: none"> SSI Survey of Primary Customers 	Surveying the customer's needs will allow the Division to assign and/or realign resources to most effectively meet the academic needs of students
Plans for Additional Grants/Money Sources	<ul style="list-style-type: none"> Percent of proposals approved for funding Percent of increase in funds to each department's budget 	Securing funds will increase the Division's capacity to efficiently and effectively provide services and eliminate identified gaps

Accomplishments

- Made comprehensive revisions to the Code of Student Conduct policy and the Expulsion policy. These revisions will help to reverse the high student out-of-school suspension, expulsion and arrest trends we see in Broward, and encourage schools to engage in more positive behavior intervention practices that boost school attendance, raise academic achievement and graduation rates.
- Student Support Initiatives and the department of Student Assessment and Research collaborated in the development of health and social indicators of need data. This data was used to determine placement of school health, social work, and family counseling support staff and to plan for Innovation Zone wraparound services.
- Student Support Initiatives worked to leverage Title 1 funds to support district priorities and the Strategic Plan.

Student Support Initiatives PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Office: Exceptional Student Education

Overview

- **General Description:** Provide assistance and resources for our disabled student population.
- **Vision:** Students with disabilities will achieve to their highest potential.
- **Mission:** To create a framework upon which schools and families build a collaborative support structure that promotes academic achievement and personal growth.

Exceptional Student Education At-a-Glance

EXCEPTIONAL STUDENT EDUCATION & SUPPORT SERVICES	
EXCEPTIONAL STUDENT EDUCATION	SUPPORT SERVICES
<ul style="list-style-type: none"> • Curriculum and Instruction • Accommodations • Alternative Assessments • Assistive Technology • Discipline/ Behavior • Extended School Year • Individuals with Disabilities Education Act Grant • Itinerant Services • Preschool • Private School Services • School based support • Transition Services 	<ul style="list-style-type: none"> • Evaluations • Professional Development • Related Services • Compliance (including Charter Schools) • Crisis Support • Dispute Resolution • Florida Diagnostic and Learning Resources System • Florida Inclusion Network • McKay • Medicaid • Psychological Services • Section 504 • Severely Emotionally Disturbed Network

Exceptional Student Education Budget

Funding Sources	
Department Budget	– General Fund
MOE	– General Fund
Grants	– IDEA/FDLRS



YEAR	POS	SALARIES	OPERATIONAL BUDGET	TOTAL
2010-2011	10	\$ 562,117	\$5,140,926	\$5,703,043
2011-2012	70	\$4,043,010	\$4,818,880	\$8,861,890
2012-2013	66	\$3,819,910	\$7,172,838	\$10,992,748

Value-add Services

- Locate and identify children who are suspected of or have a disability.
- Support and assist schools in developing individualized educational plans to address Exceptional Student educational needs.
- Provide program models and standards for a continuum of services in schools to implement consistent high quality instruction for students with disabilities (SWD).

Key Performance Metrics and Benchmarks

High Quality Instruction

Initiative/Program/Metric	Measure		2011-12 Baseline	2012-13 Target/Benchmark	2014-15 Target/Benchmark
Increase student achievement for students with disabilities (SWD)	Elementary Readiness	SWD	30%	46%/24%	73%
		Non-SWD	53%	65%/52%	85%
	Middle School Readiness	SWD	22%	34%/19%	58%
		Non-SWD	43%	52%/39%	69%
	High School Readiness	SWD	19%	28%/16%	46%
		Non-SWD	40%	45%/39%	56%
	Graduation Rate	SWD	51%	61%/--	78%
		Non-SWD	78%	82%/--	91%
	College Readiness (Combined)	SWD	35%	44%/--	63%
		Non-SWD	66%	70%/--	79%
AP Pass Rate	SWD	36%		MCPS 2011-12, 65%	
	Non-SWD	50%		MCPS 2011-12, 75%	

Effective Communication

Initiative/Program/Metric	Measure & Department	2012-13 Baseline		2013-14 Target/Benchmark	
Customer Service	2012-13 Principal Survey				
	Perceived Interaction		Customer Service Score		
	ESE & Support Services		98%	3.1	3.2
	ESE Instruction		95%	3.1	3.2
	ESE Operations & Support		94%	3.1	3.2
	Cadre Directors		100%	3.5	3.6
	District Mean		78%	3.0	3.1
	Transportation	99%	2.3	2.4	

Areas-of-Focus

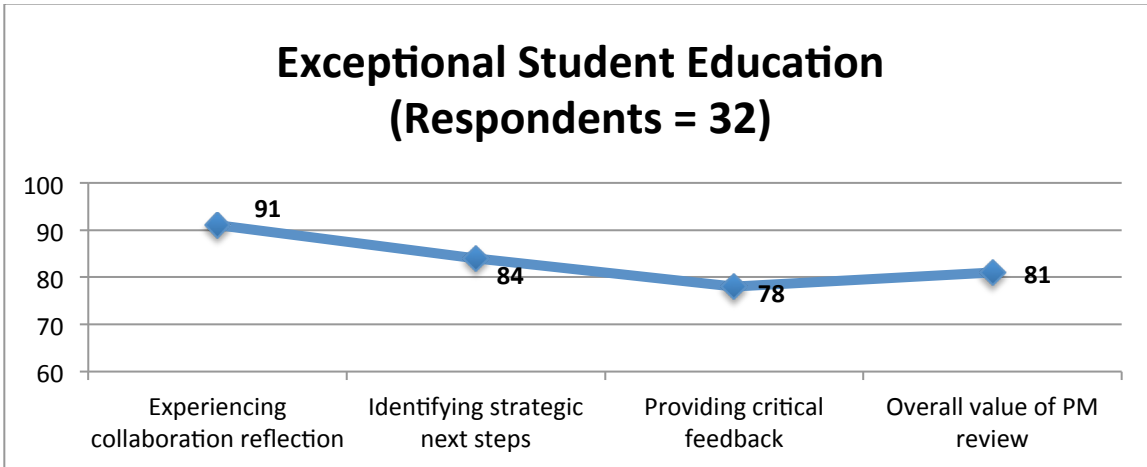
Key Action	Measure/ Metric Impacted	Rationale
Dual Certification	<ul style="list-style-type: none"> • Elementary Readiness • Middle School Readiness • High School Readiness • Graduation Rate • College Readiness (Combined) • AP Pass Rate (SWD & Non-SWD) 	Dually Certified teachers provide more rigorous and effective delivery of content area instruction and curriculum as well as evidence / research based instruction for students with disabilities (SWD's).
Connect Marzano and Informal Classroom Observations to Student Achievement	<ul style="list-style-type: none"> • ASD Cluster Standards • EBD Cluster Standards • InD Cluster Standards • Middle School SVE Standards • High School SVE Standards • PASS/Transition Standards • Support Facilitation Standards 	The ASD, EBD and InD Clusters, Middle and High School SVE, Transition and Support Facilitation Standards are directly correlated to Common Core Standards (CCS) or Access Points to ensure the teaching framework is directly aligned to Marzano.
Targeted Training for ESE Teachers	<ul style="list-style-type: none"> • Principal Survey 	Professional learning will be prioritized and delivered based on principal requests, targeted needs as identified by school support team leaders, and scheduled activities as determined by grant initiatives.

Accomplishments

- Consolidation of the ESE center schools – yielding a \$1.7 million dollar savings for the EBD sites.
- Department alignment of services – Aligned staff and functions in two areas of curriculum / instruction and support services.
- Centralization of Child-find and Pre-K screening and evaluation process.

Exceptional Student Education PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Division: School Performance & Accountability

Overview

- **General Description:** The Office of School Performance and Accountability's primary focus is student achievement. The Division is comprised of a Chief Officer, eleven Cadre Directors, the Offices of Service Quality, and Strategic Achievement.
- **Vision:** Ensuring superior leadership in all schools to enhance student performance
- **Mission/Goal:** Office of School Performance and Accountability (OSPA) is committed to cultivating exceptional leadership in every school to positively impact student learning

School Performance & Accountability Structure At-a-Glance

School System	# of Students	Structure
Orange County Public Schools	175,000	5 Area Superintendents 33-37 Schools Each
Palm Beach County Public Schools	176,000	5 Area Superintendents with 5 Area Directors Area 5 is Transformation Schools
Hillsborough County Public Schools	205,000	8 Area Directors (K-Adult)
Broward County Public Schools	261,000	1 Chief Officer, 6 Elementary Cadres, 2 Middle, 2 High, 1 Center
Miami Dade Public Schools	345,000	3 Regions (North, Central, South) and Education Transformation Office 19 schools

School Performance & Accountability Budget

School Performance and Accountability (includes OSPA, OSQ, OSA) 2012-2013		
General Fund Budget		
Current & Estimated Expenses	Expenses	% of General Fund Budget
Primary Salaries	2,906,468.00	94.8%
PT Salaries	187.25	<1%
Purchased Services	84,326.39	2.8%
Material & Supplies	12,052.32	<1%
Capital	33,935.46	1.1%
Misc. (Reg fees, etc.)	11,535.00	<1%
Mileage	8,121.00	<1%
Unspent	9675.73	<1%
TOTAL Budget	3,066,301.15	100%

Grant Fund Budget		
Current & Estimated Expenses	Expenses	% of Grant Budget
SIG		
Salaries	627,202.97	38%
Non Salary	126,964.00	8%
Title I		
Salaries	683,963.56	42%
Title IIA		
Salaries	200,826.00	12%
Total Grant Budget	1,638,956.53	100%
Total OSPA Budget		
	4,705,257.68	

Value-add Services

- Ensuring superior leadership to positively impact adult and student learning.
- School improvement planning and processes to enhance teaching and learning.
- To effectively monitor schools to positively impact their educational and operational capacity.

Key Performance Metrics and Benchmarks

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	% of Schools ≥ 2012-13 Target	Benchmark/ Target
School Improvement Planning and Processes to Enhance Teaching and Learning	Elementary Readiness	64%	23%	84%
	Middle School Readiness	52%	26%	69%
	High School Readiness	46%	24%	57%
	College Readiness (Combined)	71%	36%	79%
	Graduation Rate	76%	60%	90%

Areas-of-Focus

Key Action	Measures/ Metrics Impacted	Rationale
Research Teams to Work with Struggling Teachers: Lessons Learned/Best Practices	<ul style="list-style-type: none"> • College Readiness • Graduation Rate • High School Readiness • Middle School Readiness • Elementary School Readiness 	Research-based practitioners to work with struggling teachers provide them with innovations in curricula, pedagogy and the development of digital resources for effective

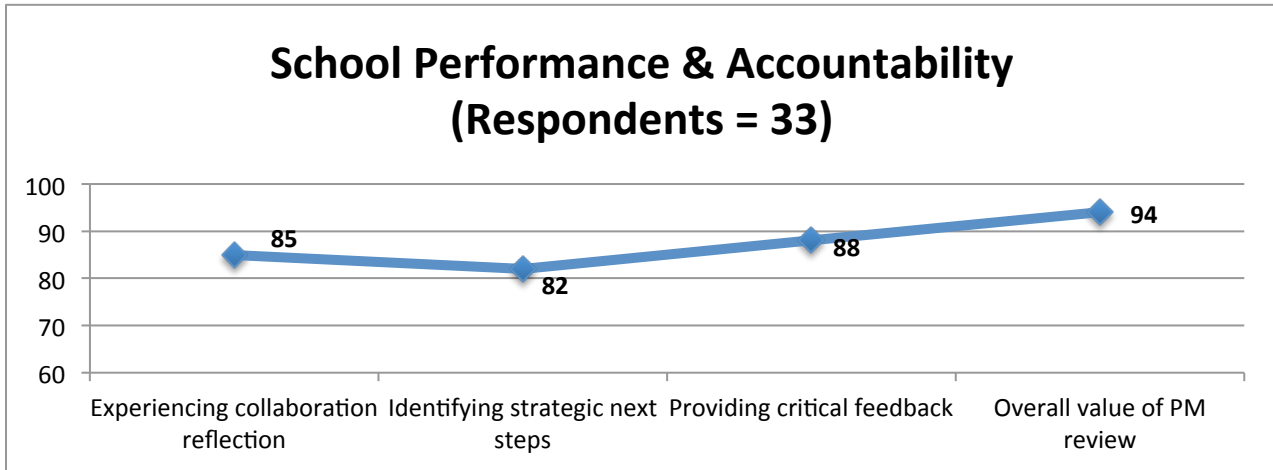
		learning in the 21 st century.
Examine Evaluation Tools: Principals & School Evaluation Instruments	<ul style="list-style-type: none"> • College Readiness • Graduation Rate • High School Readiness • Middle School Readiness 	To leverage the application and use of the BASA Instrument as a development tool to increase general Principal knowledge, identify opportunities for customized Principal learning, and employ school (and classroom) visits for the purpose of Principal growth and development.
Formal Integration Process (OSPA/Talent Development/Instruction & Intervention)	<ul style="list-style-type: none"> • College Readiness • Graduation Rate • High School Readiness • Middle School Readiness • Elementary School Readiness 	The ongoing collaboration of these departments will ensure that the necessary support and framework is provided to schools to eliminate barriers and misconceptions as the district segues to a more rigorous curriculum and delivery.

Accomplishments

- Cadres and Sub-cadres were developed and implemented to provide differentiated learning and support for schools. Cadres are heterogeneously aligned by level for the purpose of organization, management, supervision and support to schools. Sub-cadres are also heterogeneously aligned by level for the specific purpose of learning and principal development. Small PLCs, school walk-throughs, and Principal collaboration are fostered for the purpose of Principal growth and school improvement.
- The Student Success Opportunity Schools model was developed as a multifaceted response to address the students whose school may no longer meet their needs. The district has been working in cross-functional teams to provide recommendations and implementation to restructure the design of schools based on community needs.
- The School Improvement Plan (SIP) was developed as a collaborative effort with multiple departments and stakeholder's district-wide to ensure the alignment of Strategic Plan and AdvancED Accreditation Standards.

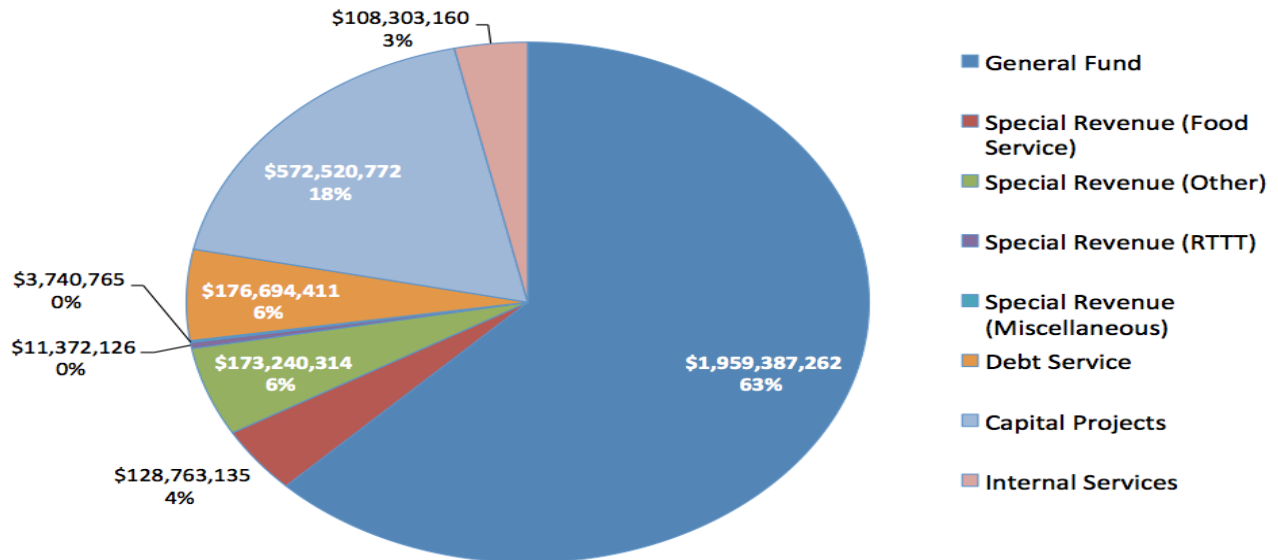
School Performance & Accountability PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Division: Office of Chief Financial Officer

District Budget
2012-2013
Total Budget = \$2,902,447,818*



*After Transfers Out of \$231,574,127 from the \$3,134,021,945 Budget in the Pie Chart above

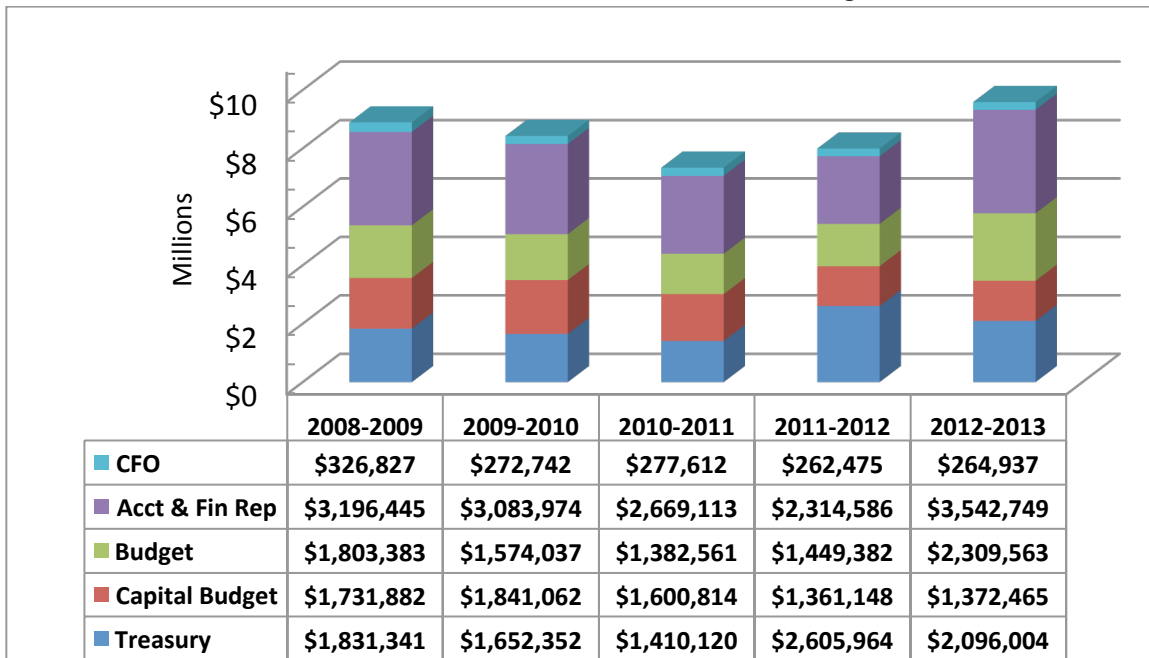
Overview of Division

- **General Description:** Align all financial resources to support student achievement.
- **Vision:** The Financial Management Division is the trusted Financial Advisor for the School Board, Superintendent, Senior Leadership Team, Departments, and Schools through adequate internal controls and financial planning.
- **Mission/Goal:** To implement the District's mission by effectively managing the district's financial resources, equitably align funds to meet the needs of schools, and maintain public confidence and satisfaction.

Office of Chief Financial Officer At-a-Glance

Accounting & Financial Reporting	Budget Office	Capital Budget Department	Treasury Department
Staff - 53	Staff - 27	Staff - 16	Staff - 28
Budget: 36.9%	Budget: 24.1%	Budget: 14.3%	Budget: 21.9%
Key Services	Key Services	Key Services	Key Services
<ul style="list-style-type: none"> • Monitor & Report District's Fund Balance • Accounts Payable Review and Processing • Annual/Monthly Financial Statements & Reports • Represent District During Financial Audits • Cost Accounting & Reporting • Capital Assets Data Management 	<ul style="list-style-type: none"> • Compile the District's Budget for All Funds • Property Tax Levy and Millage Rates • DOE Budget Submissions • Budget & Monitor Funds for Schools & Departments • Budget Guidelines • FTE & Financial Impact Analysis • ESE Financial Support • Support Grant Administrators with Financial Transactions 	<ul style="list-style-type: none"> • Develop 5-Year District Educational Facilities Plan (DEFP) • Manage and Monitor Capital Outlay Reserves • Long Range Revenue Projections • Capital Budget Oversight • Capital Outlay Funds Management • Capital Payments to Construction Vendors 	<ul style="list-style-type: none"> • Provide Investment Options to Schools • Assist Business Support Center's Financial Needs • District's Depository & Cash Management • Maintain & Monitor Investment of District Funds • Issue Bonds • Debt Management • Communicate with Financial Advisory Team

Office of Chief Financial Officer Budget



Value-add Services

- Financial planning and management is critical to aligning limited financial resources to the District's objectives.
- Monitoring appropriate usage of funds is vital to complying with Federal, State and Local rules and protects District resources.
- Delivering important financial information advises stakeholders, sustains transparency and builds public trust.

Key Performance Metrics and Benchmarks

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline 2011-2012	Benchmark/ Target
Budget Planning & Monitoring	Revenue Efficiency 1: General Fund Revenues Efficiency (Final Amended Budget as a Percent of Actual)	105.3%	103.3%
	Expenditure Efficiency 1: General Fund Expenditures Efficiency (Final Amended Budget as a Percent of Actual)	104.5%	102.5%
	Revenue Efficiency 2: General Fund Revenues Efficiency (Adopted/Approved Budget as a Percent of Actual)	106.1%	104.1%
	Expenditure Efficiency 2: General Fund Expenditures Efficiency (Adopted/Approved Budget as a Percent of Actual)	103.9%	101.9%
	Operational Efficiency Administrative Cost per Total Funds per FTE	6.6% (\$410) Florida:7.9%(\$492) OCPS:6.8%(\$420),PBPS:7.1%(\$458) HCPS:7.7%(\$479),MDPS:7.8%(\$410)	5.0%

Initiative/ Program/ Metric	Definition/ Calculation	Current	Benchmark/ Target
Accounts Payable Processing	AP Operations: Cost per Invoice	\$2.95	High:\$1.80 Median:\$5.59 Low:\$22.62

Areas-of-Focus

Key Action	Measures/ Metrics Impacted	Rationale
Results Based Budgeting	<ul style="list-style-type: none"> • Revenue Efficiency 1 • Revenue Efficiency 2 • Expenditure Efficiency 1 • Expenditure Efficiency 2 	Results based budgeting will permit the District to align its limited resources to its top priorities.
Formal Budget Prioritization	<ul style="list-style-type: none"> • Revenue Efficiency 1 • Revenue Efficiency 2 • Expenditure Efficiency 1 • Expenditure Efficiency 2 	A formal budget prioritization process will limit unplanned initiatives and better enable the District to meet its goals with limited resources.
Initial & Ongoing Principal Training	<ul style="list-style-type: none"> • Revenue Efficiency 1 • Revenue Efficiency 2 • Expenditure Efficiency 1 • Expenditure Efficiency 2 	Providing ongoing training to Principals will assist the District in budget planning and the effective utilization of resources.

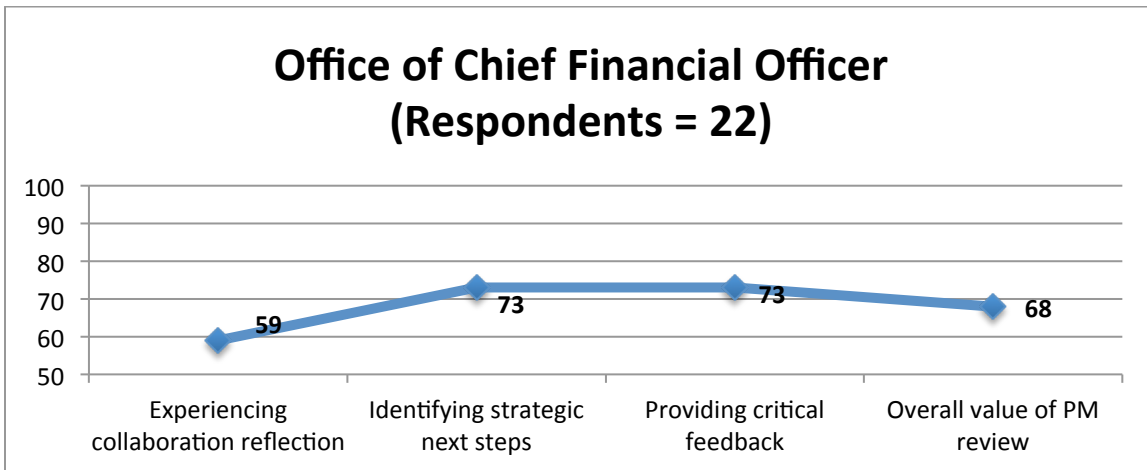
Accomplishments

- Working with Cadre Directors to identify 10 schools for Priority Budgeting. The model has been established based upon Taravella High School.
- The Capital Budget process engaged the Board to prioritize limited funding and adopt the 5-year District Educational Facilities Plan 2013-14
- To date, staff have provided three training sessions for Intern Principals. Meetings were held with Talent Development and OSPA. Three different types of trainings have been identified for Principals:
 - 1) Legislative Updates
 - 2) Freshman Principals
 - 3) OSPA Recommended Principals

In addition, senior Principals assisting with the training have been identified.

Office of Chief Financial Officer PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.

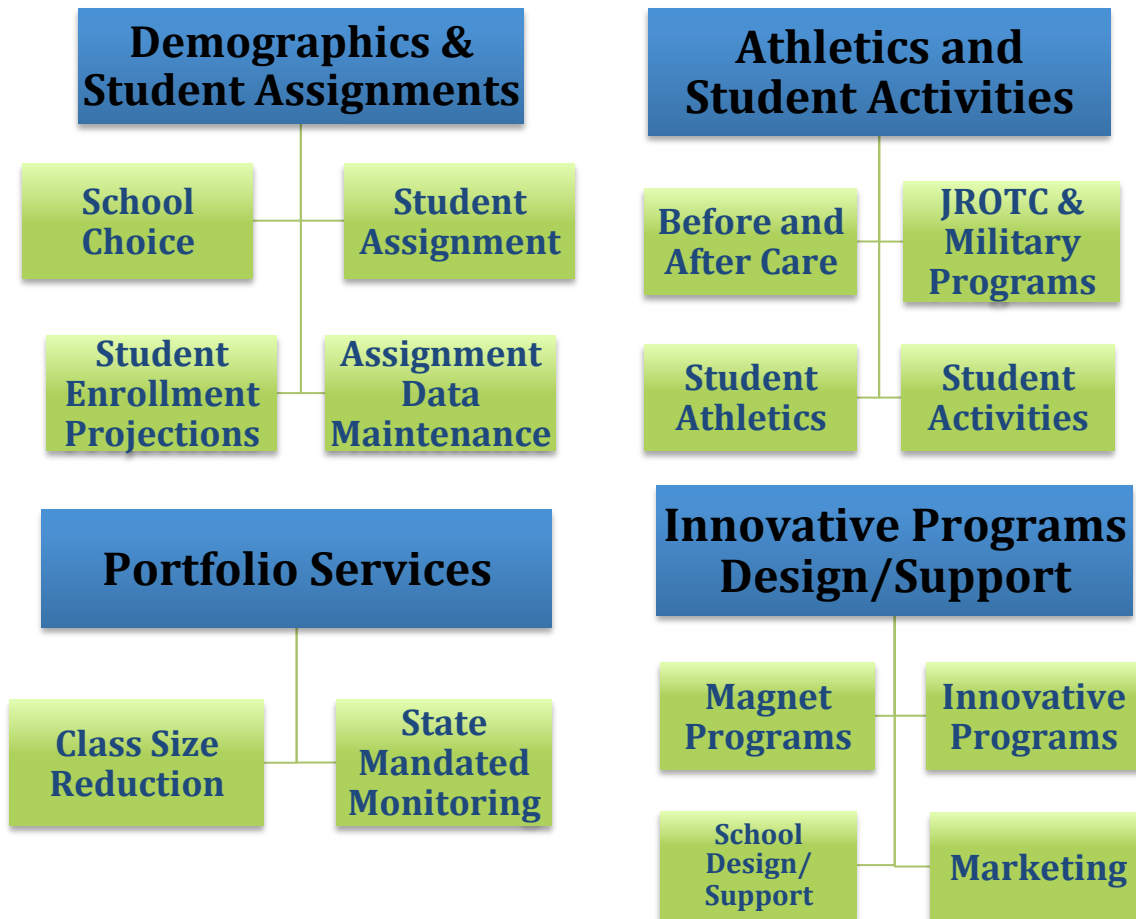


Division: Portfolio Services

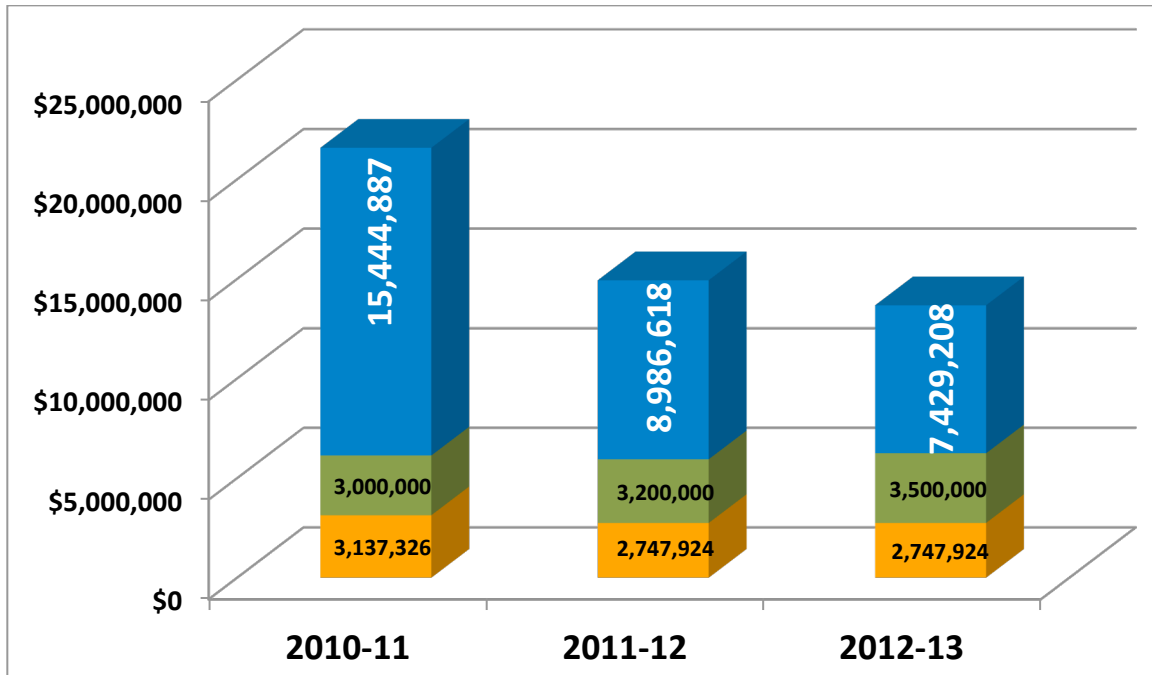
Overview

- **General Description:** Portfolio Services offers a portfolio of choices to parents, schools, and communities that support quality school options, innovation in schools, educational programs and activities, student enrollment, before & after school child care, as well as, monitoring and managing more efficient solutions for class size reduction and facility usage.
- **Vision:** Implement a portfolio of educational programs, data analysis processes and services that promote choice, equity and student success.
- **Mission:** Ensuring that every student has access to high quality educational program options and ensure fair and equitable access for all families.

Portfolio Services At a Glance



Portfolio Services Budget



Key:	Fund	2010-11	2011-12	2012-13
	Portfolio Services Division General Fund	15,444,887	8,986,618	7,429,208
	U.S. Armed Forces	3,000,000	3,200,000	3,500,000
	Magnet Schools Assistance Program Grant	3,137,326	2,747,924	2,747,924
	Totals:	\$21,582,213	\$14,934,542	\$13,677,132

Value-add Services

- Provide choice opportunities to all students and parents.
- Implementation Assistance: To guide the District in the implementation of a portfolio of services and procedures that align with the Strategic Plan and support local and state mandates.
- Data Analysis: Provide and analyze data in order to identify student enrollment as well as effective planning processes for school and district operations.

Key Performance Metrics and Benchmarks

High Quality Instruction

Objective	School	2011-12 Participati on (N)	2011-12 Performanc e (%)	Target 2012-13 (%)	Target 2013-14 (%)
1-College and Career Readiness	Non-Magnet	11,050	67	72	76
	Charter	809	69	74	80
	Magnet	3,170	68	72	76
2-Graduation Success	Non-Magnet	14,548	78	81	84
	Charter	1,709	51	57	59
	Magnet	3,446	92	94	95
3-High School Readiness	Non-Magnet	12,985	43	48	54
	Charter	1,822	46	55	64
	Magnet	4,852	37	42	47
4-Middle School Readiness	Non-Magnet	16,358	44	53	61
	Charter	2,090	45	56	67
	Magnet	1,769	38	47	57
5-Elementary Schools Readiness	Non-Magnet	14,617	53	65	76
	Charter	2,196	57	71	82
	Magnet	1,643	43	56	68

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Review nationally recognized ² magnet themes to determine demand of parent options	Magnet Application Trends	Percentage of applications (Top 5 Magnet Programs)	<p>Increase Applications By 3%</p> <p>Montessori: 18.8 % Performing & Visual Arts: 9.3%</p> <p>International Affairs w/Informational Technology: 8%</p>

			STEM: 7.8% Technical: 7.5%
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Areas-of-Focus

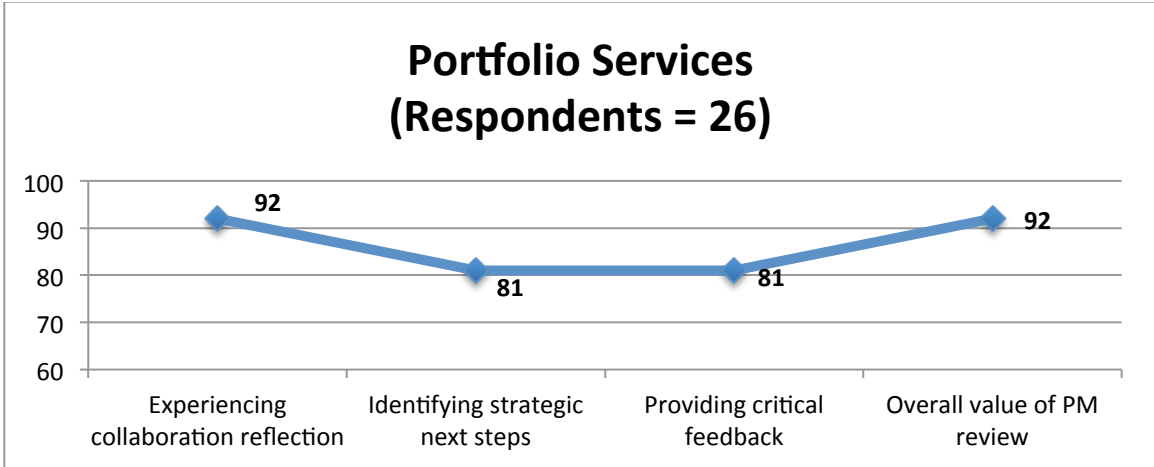
Key Action	Measures/ Metrics Impacted	Rationale
Tracking of Charter school students returning to the Public School System: Concentration on Elementary Schools	<ul style="list-style-type: none"> Once data is pulled and analyzed a metric will be developed 	Will enable data analysis that will help identify student enrollment trends in charter and district schools
Magnet Themes/Innovative Programs Alignment and Program Adjustments	<ul style="list-style-type: none"> College & Career Readiness Graduation Success High School Readiness Middle School Readiness Elementary School Magnet Offerings 	Alignment of District Goals to Magnet/IP themes and program adjustments
Alignment and tracking of all school facility leases/usage in one system	<ul style="list-style-type: none"> Magnet Application Theme Trends Revisions to Policy 1341 Integrated processes and procedures 	Create consistency and alignment with District procedures and goals

Accomplishments

- Merged the State process for Turnaround Schools with the District's desire to align resources with student and community needs
- Utilized the School Performance Framework (SPF) process to identify five (5) underperforming schools in Broward and restructured them into Student Success Opportunity Schools (SSOS) to better serve students and the community
- Applied for and was one of 24 districts in the nation to receive a three-year Magnet Schools Assistance Program (MSAP) grant for 12 million dollars

Portfolio Services PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Division: Talent Development

Overview

- **General Description:** Compliance to Engagement: Professional learning, the cornerstone of continuous improvement in engaging our workforce to perform at their highest potential
- **Vision:** Developing employees to improve performance.
- **Mission/Goal:** Providing professional learning structures that develop workforce effectiveness.

Talent Development At-a-Glance*

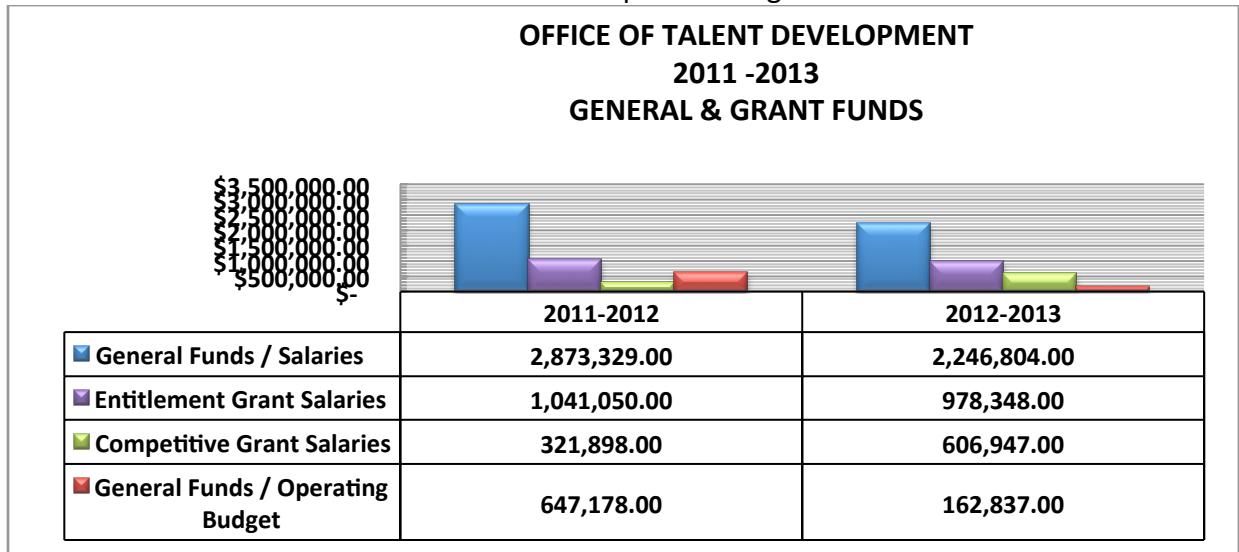
Professional Development Support	Leadership Development	Teacher Development	Non-Instructional Development
Staff – 14**	Staff – 8.5**	Staff – 18**	Staff – 3.5**
Budget: 28% ***	Budget: 22% ***	Budget: 33.4% ***	Budget: 6.8% ***
Key Services	Key Services	Key Services	Key Services
<ul style="list-style-type: none"> • PD System • PD Records (Inservice) • Professional Development Coordinating Council (PDCC) • Broward Virtual University (BVU) • iObservation System • PD provider support • School PD support (PLC and Inservice Facilitators) 	<ul style="list-style-type: none"> • LEAD • Interim Assistant Principal • Intern Principal • First Year Principal • Principal Applicant • PROPEL • Mentoring *** • Corezano • BASA • Leadership Week • Leadership Colloquium • NGA 	<ul style="list-style-type: none"> Pre-service <ul style="list-style-type: none"> • Field Experience • Clinical Educator • Student Teaching • UA/UTAP New Educator <ul style="list-style-type: none"> • New Teacher Orientation • New Teacher Academy • Alternative Certification Teacher Leader <ul style="list-style-type: none"> • Mentoring /Coaching • National Board • Broward County Recognition Program Marzano Teaching Framework 	<ul style="list-style-type: none"> Programs <ul style="list-style-type: none"> • Office Support • Software Application • Facilities Servicepersons Support <ul style="list-style-type: none"> • NIPDCC • NIPD Support • CAP Leadership Development <ul style="list-style-type: none"> • NILDP Higher Education <ul style="list-style-type: none"> • NI College Partnership

*Budget % based on total allocations for above Departments from 2013 Grants and General Fund salaries and General Operating Funds for OTD.

**Table only shows 44 FTE and not total Division FTE of 48. Chart is not showing 4 Division wide staff including Chief of Talent Development Officer.

***9.8% of budget not shown here includes 4 FTE's that are allocated across the Division.

Talent Development Budget



Value-add Services

- High Quality Workforce
- High Quality Professional Learning
- High Quality Professional Development System

Key Performance Metrics and Benchmarks

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline			Benchmark/ Target
		Number of Sustained hours	% of PLCs		
Professional Development that is rigorous and sustained leading to high fidelity of implementation	Percentage of PLC per sustained learning hours as reported in the PLC database. (SAMPLE size 22 - derived from state selected protocol) 2012-13 Yr.	20-29	80%		10% at >49 sustained hours
		30-39	8%		
		40-49	5%		
		> 49	7%		
Assess the level of high-fidelity implementation of Professional Learning	Course participant appraisal ratings on power indicators based on Likert scale 1-5	Course Title	Provided information I can use immediately	New knowledge will be shared via PLC	≥ 4.0
		Leaders of Learning (n=783)	4.4	4.4	
		Supervision/ Domains 2-4 (n=882)	3.7	3.6	
		iObservation (n=864)	4.3	4.3	
		Inter-rater Reliability (n=314)	4.4	4.4	

Assess the level of high-fidelity implementation of Professional Learning	Implementation of iObservation	% of Staff			100%	
		98.3%				
Evaluating the effectiveness of professional learning based on changes in practice and student outcomes.	Elementary Readiness	2011-12 Baseline	2012-13 Target/Benchmark	% of Schools ≥ 2012-13 Target	2014-15 Target/Benchmark	
		52%	64%	23%	84%	
	Middle School Readiness	43%	52%	26%	69%	
	High School Readiness	41%	46%	24%	57%	
Employ formative and summative measures to assess the impact of professional learning.	Method for determining professional development effectiveness as it relates to staff learning 2011-2012 FLDOE Survey 5 Categories	Methods of Impact Measurement reported by Program Managers	% Reported 2011-12	% of Actual Evidence 2011-12	2014-15 Target/Benchmark	
		Changes in classroom practice	78.1	< 1%	84%	
		Changes in Instructional Leadership Practices	6.5	< 1%		

Florida DOE Professional Development System Evaluation Protocol - District Report
Broward County Review, January 23-27, 2012

DISTRICT	RATING	State Avg.	SCHOOL	RATING	State Avg.	EDUCATOR	RATING	State Avg.
3.1.1. District Needs Assessment	4.0	3.7	2.1.1. School Needs Assessment	3.1	3.6	1.1.1. Individual Needs Assessment	3.5	3.6
3.1.2. Generating a District-wide Professional Development System	4.0	3.7	2.1.2. Reviewing Professional Development Plans	3.5	3.6	1.1.2. Administrator Review	3.4	3.5
3.1.3. Research/Evidence Basis	4.0	4.0	2.1.3. Reviewing Annual Performance Appraisal Data	2.9	3.3			
3.1.4. Content Standards for Student Outcomes	4.0	3.9	2.1.4. Generating a School-wide PD System	3.1	3.4			
3.1.5. Integration of Initiatives	4.0	3.9	2.1.5. Individual Leadership Development Plan	2.5	2.7	1.1.3. Individual Professional Development Plan	3.1	3.2
3.1.6. Leadership Development	4.0	2.8						
3.1.7. Non-instructional Staff	4.0	3.4						
3.1.8. Professional Learning Facilitators	4.0	3.3						
3.2.1. Learning Communities	4.0	3.4	2.2.1. Learning Communities	3.4	3.3	1.2.1. Learning Communities	3.1	2.9
3.2.2. Content Focused	4.0	4.0	2.2.2. Content Focused	3.8	3.8	1.2.2. Content Focused	3.8	3.7
3.2.3. Learning Strategies	4.0	3.5	2.2.3. Learning Strategies	3.2	3.4	1.2.3. Learning Strategies	3.0	3.1
3.2.4. Sustained Professional Learning	4.0	3.5	2.2.4. Sustained Professional Learning	3.1	3.2	1.2.4. Sustained Professional Learning	2.8	3.1
3.2.5. Use of Technology	4.0	3.7	2.2.5. Use of Technology	3.3	3.4	1.2.5. Use of Technology	3.0	3.1
3.2.6. Time Resources	3.0	3.4	2.2.6. Time Resources	3.0	3.5	1.2.6. Time Resources	3.2	3.5
3.2.7. Coordinated Records	4.0	3.9	2.2.7. Coordinated Records	3.6	3.3	1.2.7. Coordinated Records	3.9	3.9
3.2.8. District Support	4.0	3.9						
3.2.9. Learning Organization	4.0	3.6						
3.3.1. Implementation of Learning	4.0	3.4	2.3.1. Implementation of Learning	3.1	3.4	1.3.1. Implementation of Learning	3.4	3.4
3.3.2. Coaching and Mentoring	3.0	3.2	2.3.2. Coaching and Mentoring	2.6	2.8	1.3.2. Coaching and Mentoring	2.1	2.6
3.3.3. Web-based Resources and Assistance	4.0	3.2	2.3.3. Web-based Resources and Assistance	3.0	2.8	1.3.3. Web-based Resources and Assistance	2.6	2.5
3.4.1. Implementing the System	4.0	3.3	2.4.1. Implementing the Plan	2.6	3.0	1.4.1. Implementing the Plan	3.1	3.1
3.4.2. Implementation of Learning	2	3.1	2.4.2. Changes in Educator Practice	2.8	3.0	1.4.2. Changes in Educator Practice	2.8	2.8
3.4.3. Changes in Students	2	2.9	2.4.3. Changes in Students	2.7	2.8	1.4.3. Changes in Students	2.8	2.8
3.4.4. Evaluation Measures	2	3.1	2.4.4. Evaluation Methods	2.8	3.1	1.4.4. Evaluation Methods	2.9	2.9
3.4.5. Use of Results	2	3.1	2.4.5. Use of Results	2.4	3.0	1.4.5. Use of Results	2.5	2.9
3.4.6. Fiscal Resources	3	3.1						
3.4.7. Student Gains	4.0	3.1						
Total above 3.5	20 (77%)		Total above 3.5	3 (15%)		Total above 3.5	3 (17%)	
Average	3.6		Average	3.0		Average	3.1	

Overall Average: 3.3

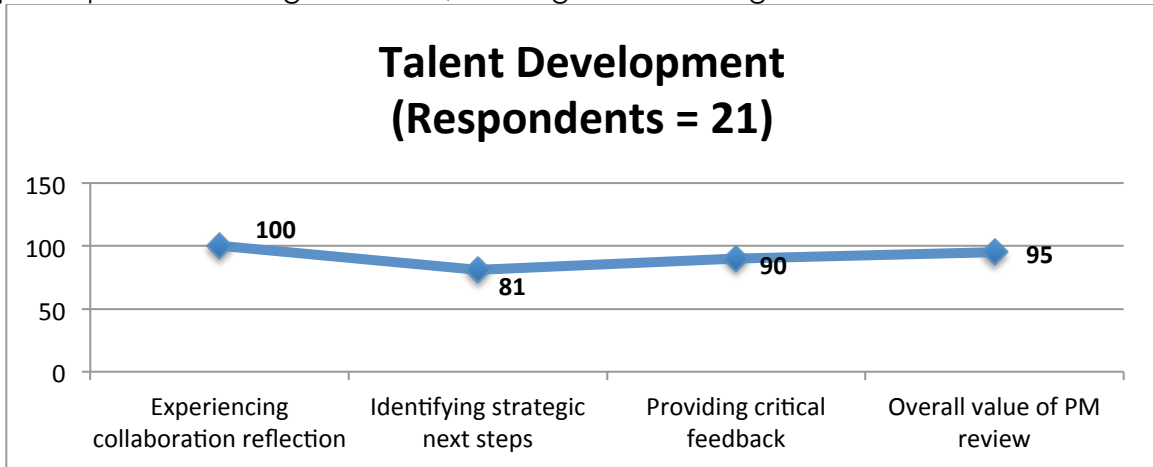
Key Action	Measures/ Metrics Impacted	Rationale
PLC's	<ul style="list-style-type: none"> • % of PLC's per Sustained Learning Hours as Reported in the PLC Database • Course Participation Appraisal Ratings on Power Indicators 	Professional learning communities are designed to increase educator effectiveness, focus on results for all students and be committed to continuous improvement, collective responsibility and goal alignment of individual, team, school, and District.
Total Professional Development Dollars Spent Annually	<ul style="list-style-type: none"> • Elementary School Readiness • Middle School Readiness • High School Readiness • FLDOE Survey 5 	Identifying a centralized process by which to capture and track the expenditures related to professional learning will enable our District to leverage resources effectively and efficiently to ensure a Return On Investment (ROI).
Master Scheduling Support/Training	<ul style="list-style-type: none"> • Elementary School Readiness • Middle School Readiness • High School Readiness 	Effective Master Scheduling is constructed collaboratively and ensures each student is placed optimally for rigor and individual learning; supports curricula and instructional objectives, maximizing use of time, staff, budget and space.

Accomplishments

- Broward County Public Schools through the Office of Talent Development was among three sites selected for the \$14.726 million federal i3 Validation grant allowing New Teacher Center (NTC) to expand its successful new teacher and school leader effectiveness work. NTC's comprehensive coaching model is designed to measurably increase effectiveness and retention of new teachers and achievement of students.
- Through collaboration with other district departments the professional development (PD) system was redesigned to focus support for improved performance of individuals and schools on fidelity of implementation of priority initiatives and practices that are revealed by contemporary research to positively impact educator performance and student achievement.
- An iForm was created by which payments to individuals can be processed and directly linked to the professional development course or cluster of courses and the funding source for payment. Using this newly created iForm will facilitate data collection and allow for more efficient and robust reporting.

Talent Development PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Division: Human Resources

Overview

- **General Description:** Human Resources provide services to inform human capital management decisions that align to the District's Strategic Plan.
- **Vision:** Human Resources serves as a collaborative business partner to implement the District's strategic plan.
- **Mission/Goal:** Human Resources will attract and retain a qualified workforce to support a world-class educational system.

Human Resources At-a-Glance

Police Department	Employee & Labor Relations	Non-Instructional Staffing	Instructional Staffing	Benefits & EEO Compliance
Staff - 36	Staff - 10	Staff - 37	Staff - 24	Staff - 29
Budget: 51%	Budget: 5%	Budget: 14%	Budget: 16 %	Budget: 14%
Key Services	Key Services	Key Services	Key Services	Key Services
<ul style="list-style-type: none"> Investigation of Misconduct Security Clearance/Fingerprinting School Safety and Incident Response School Safety Plans & Drills STAR Visitor Management Burglar Alarm Responses Camera Surveillance 24 Hour Tip Line Monitoring 	<ul style="list-style-type: none"> Negotiate Collective Bargaining Agreements (CBA's) Annually Conduct Labor Management Meetings Administer Grievance Procedures Participate in Arbitration Proceedings Coach Administrators on Employee Relations Matters Conduct Job Evaluations Create/Revise Job Description 	<ul style="list-style-type: none"> Recruit & Select District/School Staff Oversee School Calendar Design Oversee Employment Actions at Hire & Separation Schedule Employee Clearance Maintain Employee Personnel File Process SAP Employment Actions Conduct Employment Verification 	<ul style="list-style-type: none"> Recruitment & Selection Coordinating Onboarding Monitor Certification Compliance Substitute Teacher Process Maintain HRIS Maintain HRIS Platform Activity Administer Select Employee Incentives 	<ul style="list-style-type: none"> Coordinate Educational Equity Act Plan Investigate Harassment/Discrimination Complaints Provide Accommodations to Staff ***** Administer Employee Benefits

Human Resources Office Budget

Budget Allocations	2011-12	2012-13	2013-2014
Salary, Fringe & Other Salary*	\$ 10,418,723	\$ 10,658,385	\$ 10,978,775
School Resource Officer (SRO) Elementary		\$ 2,543,854	\$ 2,583,451
Purchased Services & Equip Rental	\$ 1,295,737	\$ 424,331 67% ↓	\$ 382,197 10% ↓
Materials and Supplies	\$ 114,391	\$ 162,656 42% ↑	\$ 186,087 14% ↑
Advertising & Recruitment**	\$ 72,186	\$ 77,642	\$ 74,388
Printing	\$ 53,437	\$ 39,820 25% ↓	\$ 38,206
Travel/Mileage	\$ 39,952	\$ 32,751	\$ 20,908 37% ↓
Teacher Directed Improvement Fund (TDIF)			\$ 1,537,404
Grand Total	\$ 11,994,426	\$ 13,939,439 16% ↑	\$ 15,807,511 13% ↑

*Includes positions funded by benefit vendors, grants, and certification fees

**\$35,000 is additionally funded from Title IIA Grants for recruitment

Value-add Services

- High Quality Workforce Management
- Administer HR Processes/Programs to employees/students
- Compliance with Federal & State Laws, Local Ordinances, Collective Bargaining Agreements (CBA) and District Policies

Key Performance Metrics and Benchmarks

High-Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline			Benchmark/ Target
High Quality Workforce Management	Turnover Rate: Percentage of full-time staff that left district to number of positions.	Teachers	6.4%	4.9%	3.5%
		Classified Staff	6.7%	5.6%	4.4%
		Administrative Staff	6.7%	4.8%	3.3%
High Quality Workforce Management	Average Years of Experience: Average years of experience of instructional staff and school-based administrators	Teachers	13	TBD	TBD
		School-Based Administrators	TBD	TBD	TBD

Areas-of-Focus

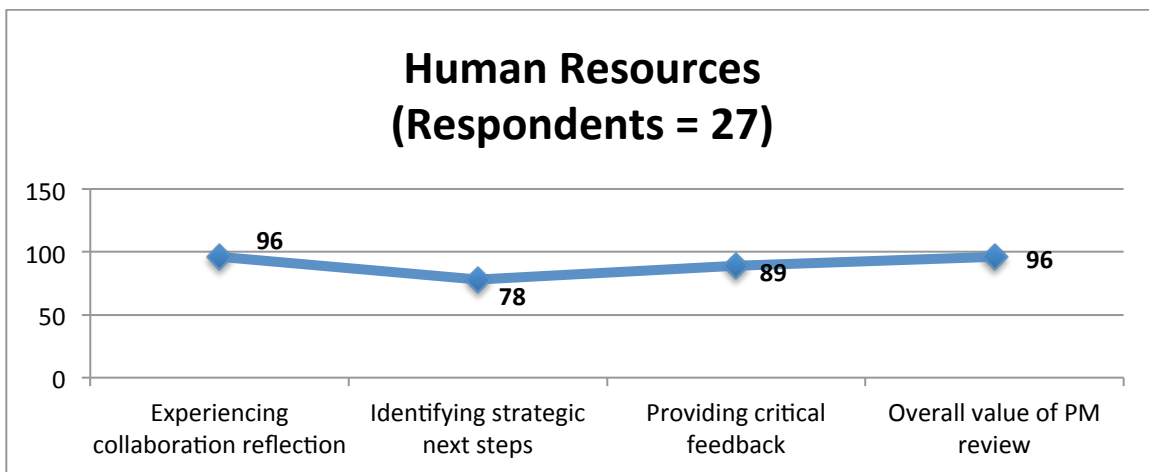
Key Action	Measures/ Metrics Impacted	Rationale
<p>Track Teacher “Leave” Patterns along with Substitute Rate by Schools: Include More Detailed Analytics</p>	<ul style="list-style-type: none"> • Turnover Rate Teachers, Classified Staff, Administrative Staff • New Metric: Teacher “Leave” Rate 	<p>For teachers, research shows that absences from classroom are #1 indicator as a barrier to student achievement in a given year (information presented Empowering Effective teachers conference in September 2013); substitute rate of pay is intended to identify whether district is at market with pay in order to attract a reliable pool of subs to teach class in teachers' absence so achievement isn't lost</p>
<p>Alternative Certification</p>	<ul style="list-style-type: none"> • New Metric To be Determined 	<p>Department will need to develop metric– suggested we review % of alternative teachers annually who successfully complete program requirements to become a certified teacher</p>
<p>Improve Teacher Recruitment: Possible Budget Allocation to Schools for Recruitment of Teachers</p>	<ul style="list-style-type: none"> • Average Years of Experience Teachers, Classified Staff, Administrative Staff 	<p>Years of experience will identify whether achievement moves positively with more experienced teachers/support staff vs. newer teachers - % of student achieving learning gains in a year by teachers 0-5; 5-10; or 15+ will allow District to determine correlation between teaching experience and student achievement.; new metric will be % of new hires (by quarter in a calendar year) prior to the start of the school year. Hires should be in critical needs areas for all schools;</p>

Accomplishments

- High Quality Workforce
 - Created a process to increase screening/interviewing process for critical shortage area positions or at low-achieving school positions to assist Principals to quickly fill vacancies that occur throughout the year
 - Created a comprehensive recruitment plan for 14-15 FY to hire candidates within the state and across the nation that utilize strategic recruitment efforts to hire teachers in critical shortage areas at least one fiscal year quarter (March/April) ahead of traditional hiring season (July –August)
 - Aligned HR processes to Budget processes to assist Principals sooner in identifying instructional vacancy needs for the upcoming year

Human Resources PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



Division: Public Information Office

Overview

- **General Description:** Empower more internal stakeholders to communicate effectively every day along with uniting the BCPS community in support of student achievement.
- **Vision:** Uniting the District and the community to positively impact student achievement.
- **Mission:** Committed to delivering high quality communications and community engagement to BCPS stakeholders.

Public Information Office At a Glance

Marketing & Communications	BECON
Staff - 17	Staff - 84
Budget: 35%	Budget: 65%
Key Services	Key Services
<ul style="list-style-type: none"> • Strategic Communication • Media Relations • Government Relations • Community Engagement • Volunteers, Mentors, Parents and Business Partnerships • Public Records Request • District Website Main Page • Social Media Presence • Superintendent's Screening Committee 	<ul style="list-style-type: none"> • Production Services • Graphic Services • BECON-TV • Distance Learning • Video Conferencing • Student-Based Programs • Curriculum & Classroom Instructional Services • School Services • Distribution Services

Public Information Office Budget

General Fund Operational Budget - PIO Division					
2012-2013					
	Salaries	Non-Salaries	Annual Budget	Operational Expenses	
				Operations	Other Expenses
PR & Gov't Affairs	\$639,793	\$298,200	\$937,993	(\$250,000)	\$48,200
Partnerships	\$498,299	\$382,609	\$880,908	(\$370,000)	\$12,609
Old Dillard Museum	\$209,281	\$10,241	\$219,522		\$10,241
SUBTOTAL	\$1,347,373	\$691,050	\$2,038,423	(\$620,000)	\$71,050
BECON	\$3,421,924	\$308,726	\$3,730,650		
TOTALS	\$4,769,297	\$999,776	\$5,769,073		

Value-add Services

- Deliver communications best practices and expertise.
- Enhance and expand communications with internal and external stakeholders to support the District's strategic goals.
- Produce quality community engagement programs that promote student achievement.

Key Performance Metrics and Benchmarks

High Quality Instruction

Initiative/ Program/ Metric	Definition/ Calculation	Current Baseline	Benchmark/ Target
Provide Distance Learning (DL) through video conferencing to positively impact student achievement.	DL Teacher Survey	89.2% - Video conference course is an integral part of the curriculum	95%
	Develop system for measuring impact on student achievement	----	TBD
Develop and deliver engaging DL opportunities.	DL Virtual Field Trip Teacher Survey	97% - DL had a positive impact on student learning. (n=263)	100%
		85.3% - Gained new knowledge or teaching skills (n=259)	90%
		92% - Video conferencing enhanced the level of student engagement (n=213)	95%
Communicate the District's accomplishments and achievements.	% of positive and Informational news stories vs. negative stories in the local media	3.75:1	4:1
	# Social Media followers	Facebook= 6,318 Twitter= 8,221	Increase by 15% Increase by 15%

Areas-of-Focus

Key Action	Measures/ Metrics Impacted	Rationale
Leverage Distance Education and Online Learning	<ul style="list-style-type: none"> Distance Learning Teacher Survey Distance Learning Virtual Field Trip Teacher Survey 	As the District continues to improve high quality instruction to ensure that all students reach their highest potential, the District must continue to explore and pursue innovative methods of delivering instruction and positively impacting the classroom.
Utilize multiple outlets to increase District messaging to stakeholders/opportunities to local media	<ul style="list-style-type: none"> % of Positive and Informational News Stories vs Negative Stories in the Local Media # of Social Media Followers 	As the District moves forward executing the Strategic Plan goals, it's important to ensure that our progress and accomplishments toward our goals of high quality instruction, continuous improvement and effective

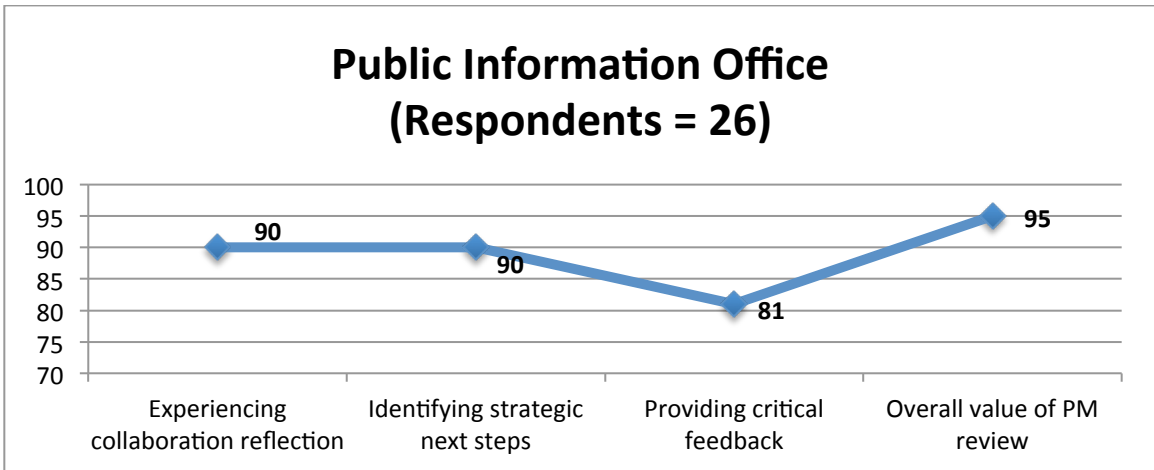
		communication are top of mind for the Broward community. We must utilize and leverage every possible method of infusing the community with positive things going on in BCPS
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Accomplishments

- Launched a new District website and mobile app to improve the online presence for BCPS and better engage BCPS stakeholders in September 2013.
- Improved communications best practices for internal stakeholders with the addition of the PIO Marketing & Communication Center which was launched in September 2013 to provide toolkits, templates and information resources in one-stop shopping format.
- Created and implemented in October 2013 the Friday Focus, a weekly news capsule, to share news highlights with internal and external BCPS stakeholders.

Public Information Office PM Session Survey Feedback

- Feedback captured at the end of each PM session. Results below represent the percentage of participants selecting 'valuable,' the highest 4.0 rating.



APPENDIX C: Initiative Alignment & Prioritization

In the fall of 2013, a special task force was created to move the Performance Management process to the next phase and the Initiative Alignment & Prioritization process was launched. New tools and templates were introduced (i.e. work plan, cost benefit analysis, etc.) to provide more structure and discipline around the way initiatives/projects were managed.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA											
Initiative Alignment & Prioritization Project											
Initiative Inventory											
As of 9/16/2013											
Project Number	Division	Project Title	Project Scope Summary	IP: In-Progress RA: Requesting Approval	Anticipate d Duration	Alignment to Strategic Plan (0,3,5)	St	Estimated Cost	Complexity of Implementation (1,2,3)		
1	Public Information Office	Communication Strategy?	Develop a communication plan framework for enhanced communications within the District, and identify how improvements in public perception can	IP	1Year				2		
2	Public Information Office	District Website	Launch an improved District website and content management platform, and migrate/consolidate existing department websites and content to the new platform.	IP					2		
3	Public Information Office	Lobbyist Procurement	Complete the procurement cycle to identify the District's lobbyist team.					\$ 250,000	1		
4	Public Information Office	Enhanced Communication Tools	Develop and introduce new communication tools (e.g. mobil app for smart phones, at messaging to parents, etc.)					Moderate	\$ 100,000	2	
5	Public Information Office	EdTalk 2013	Plan and host the EdTalk 2013. Also include training on the site.				End of Event Evaluation	Moderate	50,000-75,000	1	
6	Public Information Office	Branding				Effective Communication	Parent Surveys, # of Positive Stories	High	25,000-	3	
7	Public Information Office					Effective Communication	Parent Surveys	High	25,000-100,000	2	
8				IP	1Year	5	High Quality Instruction	K, 1, and 2 Literacy assessments; student engagement indicators; customer surveys	High	\$ 1,200,000	3
9			14 in the original 13 IFL schools.	RA	1year	5	High Quality Instruction	K, 1, and 2 Literacy achievement (FAIR, district end of year assessment)	High	\$ 275,500	2
10	Int'l		13 more elementary schools in 2013-2014 in grades K, 1, and 2 (175 new classrooms) and expand to grade 2 in original 13 schools	RA	1year	5	High Quality Instruction	K, 1, and 2 Literacy achievement (FAIR, district end of year assessment) Grade 5 state assessments for	High	\$2,500,000	3
									\$2,300,000		

The Rationalization Process began with the development of a comprehensive inventory of projects that were identified throughout the organization. These projects were then streamlined through a series of filters and then put through a ranking exercise using the list of criteria below:

Broward County Public Schools		SAMPLE SCORE				Weight
		Low			High	
A. Strategic Alignment and Core Goals:	To what extent does project impact strategic goals?	No response, response not related to question and/or inadequate information	No clear alignment	Aligned with any core goal: High Quality Instr., Continuous Improvement or Effective Communication	Clearly identified	High
B. Strategic Benchmarking and KPI's:	How does project advance benchmarks and/or KPI's (indirectly related to Performance Management outcomes)?	No response, response not related to question and/or inadequate information	No clear impact specific Benchmarks and/or KPI's			High
C. Stakeholder Support:	How extensive is community/ stakeholder involvement in delivering targeted solutions?	No response, response not related to question and/or inadequate information			Significant stakeholder involvement (internal and external) and clear target population	Medium
D. Technology Dependence:	What is the magnitude of the risk for not pursuing this project?	No response, response not related to question and/or inadequate information	Failure to execute project does not pose a risk to customer of District	Failure to execute project has a neg impact on other projects	Failure to execute poses a qualitative risk; neg impacts other projects	Medium
E. Operational Capability:		No response, response not related to question and/or inadequate information	No clearly identified internal benefits	Exhibits plans to share data or lesson's learned; narrowly defined benefits	Clearly identified efficiency or effectiveness measures; positive impact on broader organization	Low
F. Risk Mitigation:		No response, response not related to question and/or inadequate information	Failure to execute project does not pose a risk to customer of District	Failure to execute project has a neg impact on other projects	Failure to execute poses a qualitative risk; neg impacts other projects	Medium

The next step in the rationalization process was to take the 50 projects identified and score them based on the criteria mentioned above. The criteria were also given a weighting so the appropriate weighted score could be derived. This was a very detailed and scientific process that included the District Cabinet members, so there was diverse representation.

Business Impact Criteria	Raw Score	1-100 Scale	Weight	Score (Max)
Strategic Alignment/KPI's	3			(out of 15)
Stakeholder Support				(out of 35)
Technology D				(out of 10)
Operating/I			= 28	(out of 35)
Risk Mitigat			x 5% = 2	(out of 5)
Total Weighted Score =				90 (out of 100)

Once all of the projects received a Total Weighted Score (TWS), the Superintendent and a sub set of the Cabinet conducted a Business Judgement Prioritization Process. During this step, the Superintendent evaluated the projects against the following: 1) District Priorities, 2) Project Planning & ROI, 3) Project Teams, and 4) Dependencies. This process ultimately decided the final ranking order of the inventory of 50 projects. Once the final ranking order was decided, the projects were placed into following four priority groups: 1) Critical, 2) High, 3) Medium, and 4) Low. An example of one of the priority groupings is seen below.

PRORITY GROUPINGS					
	Project Number	Budget Source	Division	Duration (months)	ROI (in \$ million) ⁽¹⁾
Critical Projects					
Digital 5 to Digital 8 Pathways to Personalized Learning	14-34	Combo	Academics	36	(14)
Implementation of CCR Standards	14-24	Combo	Academics	37	9
Student Success Opportunity Schools	14-26	Gen Funds	Portfolio	36	n/a
Wireless Network Upgrade	14-12	Capital	Strat & Ops	24	(10)
Aligning District BAT & Teacher Assessments to State Standards	14-18	Gen Funds	Strat & Ops	24	(1)

The IA&P process has enabled the District to build on the success from aligning District core services to the strategic plan in PM 1.0, and develop a comprehensive prioritization process for initiatives that will help reach the District's goals.

There were some very important key takeaways from the IA&P process that included but were not limited to the following:

- The Cabinet committed to process to prioritize projects to positively affect District strategic goals.
- Significant cross-department knowledge gained; reduced silo'd thinking and increased understanding of division initiatives
- Some misunderstanding of how this initiatives links or ties into other key initiatives (i.e. Performance Management)

- Struggling to grasp or commit to including quantifiable data and metrics in project justification
- Top-10 projects are strong inter-dependent initiatives that closely align with High Quality Instruction
- Most divisions had at least one project in the Top-25

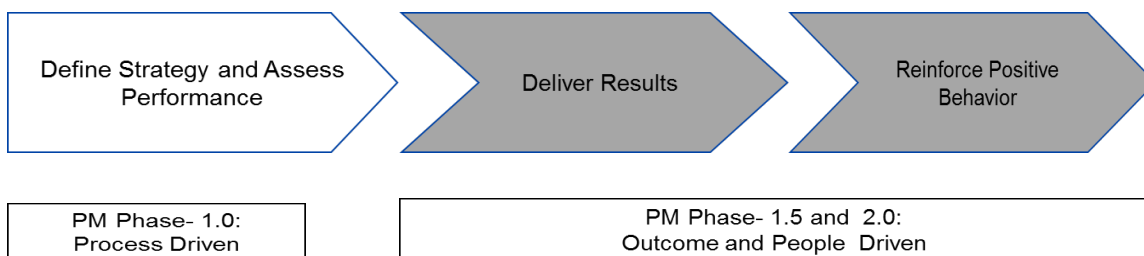
The District has been able to use these takeaways to refine the process and further educate Senior Leadership on how to integrate tools such as work plans and cost benefit analysis to develop projects. The next section of this report will highlight the District's evolution from PM 1.0 to PM 1.5 and discuss in more detail the tools and templates implemented to build on the launch of the IA&P process.

APPENDIX D: Moving the Work Forward- PM 1.5

In the fall of 2013, the Performance Management team launched the new PM 1.5 framework in conjunction with the IA&P process. District departments were introduced to and coached on new tools and templates (listed below) to help develop and manage projects.

Templates and Training Provided to Enable Execution									
Project Plan/Chart:									
Cost/Benefit Template									

The PM process has now evolved into an effort to “move the work forward” and execute on many of the Key Action Items that were identified in PM 1.0. Additionally, now that the IA&P process has been developed, the Broward County Public Schools has continued its cultural shift and it is now expected that each project will be submitted with a great level of detail. BCPS is committed to holding itself accountable by thoroughly planning, measuring student outcomes, and evaluating projects from a cost benefit standpoint to ensure a positive return on investment is achieved.

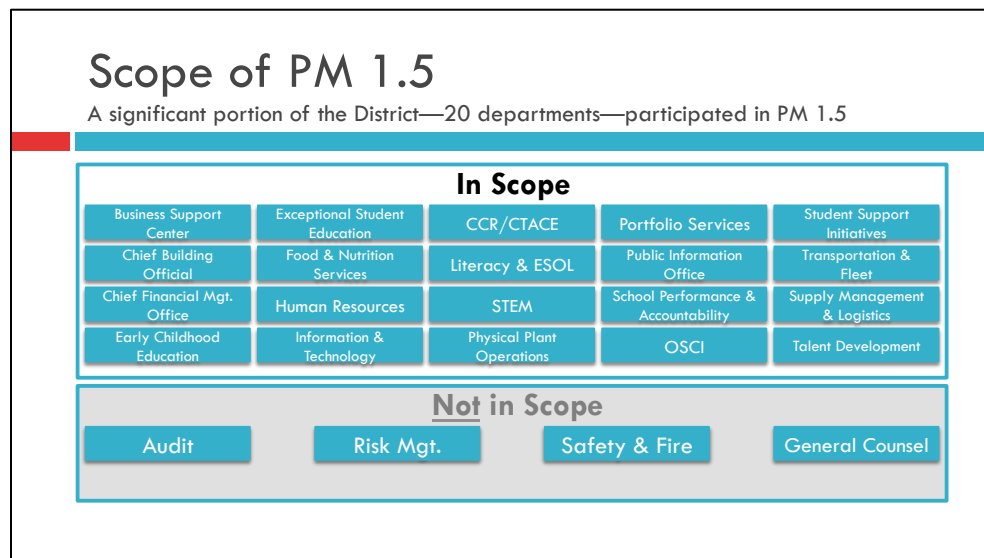


BCPS has evolved from PM 1.0 which was very process driven and was focused on defining strategy and assessing performance. As the District closes out the 2013-14 school year and completes the PM 1.5 process, the framework for PM 2.0 is currently being designed and will be rolled out for the 2014-15 school year. In our next annual report we plan to connect the PM process to the District’s budget realignment initiative. This new phase of PM will be more focused on outcomes and be people driven so that the District can deliver results and reinforce positive behavior.

APPENDIX E: PM 1.5

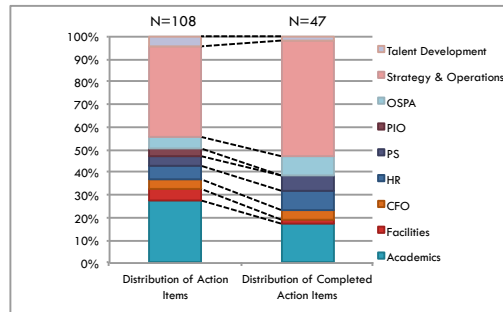
Executive Summary

- Twenty BCS departments participated in PM 1.5, wherein 108 key action items identified in PM 1.0 were reviewed in-depth.
- While there are many examples where actions taken are improving the District's performance, it is too early to gauge the full impact of many programs now being implemented. That will change.
- Progress towards completing Academics-related action items is slower than most other Divisions.
- The District is tracking performance across over 300 metrics, but in many cases the absence of baseline data, current performance measures, and/or targets limit (current) performance tracking.
- Current performance measures present a mixed picture for the District, which may reflect that targets are too aggressive.
- The current trend for Academics and, especially, Core District metrics is worse on average than for other Departments.
- Apart from College Readiness, a downward trend toward achieving core District targets is evident. Actions (such as BASIS enhancements) to improve progress and facilitate achievement have been implemented, but it is too soon to measure their effectiveness.
- 47 projects are underway to improve the District's performance. Collectively, they are estimated to yield a net benefit of \$169m.
- For 2013/14, the District was challenged to meet aggressive targets under incremental budget increases. Spending on Food & Nutrition, STEM, Student Support Initiatives and Information Technology were largely off-set by cuts in Physical Plant Operations and Portfolio Services. By item, increases in Instructional Resources, Capital Outlay, and Materials were off-set by Energy savings.



Progress toward completing Academics-related action items is slower than most other Divisions

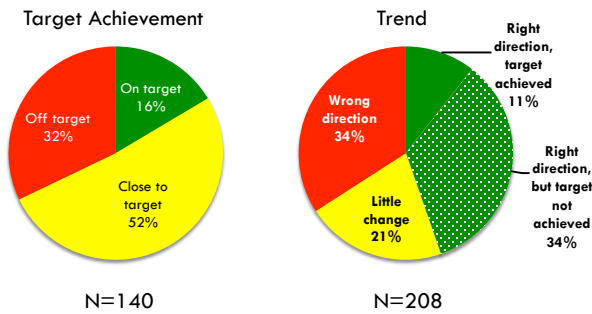
While almost 30% of Action Items are tied to Academics, less than 20% of completed items are Academics-related.



Metrics: Target Achievement and Trends

Current measures present a mixed picture, which might reflect that targets are too aggressive

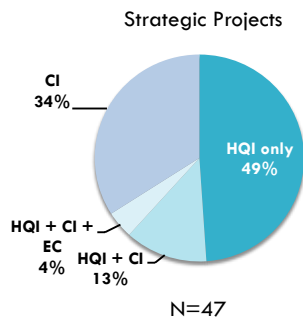
Where measurable, 16% of short-term targets have been achieved, and progress on 45% of measures is trending in the right direction.



Projects

47 projects are underway to improve the District's performance. Collectively, they are estimated to yield a net benefit of almost \$170 million.

Two-thirds of the projects are linked to improving High Quality Instruction, while over half are linked to efficiency gains (Continuous Improvement)



Cost/Benefit Summary

Cumulative Cost	Estimated Benefit*	Net
\$161 m	\$330 m	\$169 m

*Benefit includes direct and indirect revenues for the District, as well as estimated savings and cost avoidances

HQI = High Quality Instruction; CI = Continuous Improvement; EC = Effective Communication

APPENDIX F: PM 1.5 Follow-up Sessions

Introduction

Performance Management (PM) follow-up sessions were conducted after the completion of all PM 1.5 reviews, which began in October 2013 and concluded in July 2014. The purpose of the 90-minute sessions was three-fold:

- To help further institutionalize a performance-oriented mindset at the District by continuing the dialogue begun with PM 1.0, PM 1.5, and the Initiative Alignment and Prioritization process;
- To strengthen the relationship between PM and each Department participating in the PM process by demonstrating PM's interest in facilitating organizational effectiveness and by eliciting each Department's honest feedback on the PM process to date; and
- To share our early thinking on a PM 2.0 framework and obtain initial reactions to it.

Generally, meeting participants were those who had presented at their respective PM 1.5 reviews. However, in several cases the Department heads opened up the sessions for wider participation among their staffs, which we view as a positive indicator of District acceptance of the performance management function. In other instances, interim personnel changes resulted in meeting participants that had limited or no visibility into their respective department's PM 1.0 and 1.5 reviews.

Agenda

The agenda for the sessions was as follows:

1. Review PM 1.0/1.5 action items
2. Discuss feedback from PM 1.5 Review
3. Your Department's perceptions of PM
4. Intended outcomes (IA & P)
5. Introduce PM Dashboard
6. Launch PM 1.5 data refresh

Meeting participants were requested to update their respective action items coming out of the 1.0 and 1.5 reviews in advance of the follow-up meeting via a "PM Online Forms" website (www.broward.k12.fl.us/pm/forms/index.asp). That was the only preparation requested of each department. Compliance was generally quite good.

Items 1 and 4 on the agenda were designed to ensure continuity of dialogue over key topics covered in the PM reviews, while addressing a concern that rather than being integrated into daily work routines and mindsets, the PM process might be viewed as an annual "one-off" activity. In addition to reviewing updates to PM 1.0 and 1.5 action items, agenda items 5 and 6 were presented to demonstrate that performance monitoring at the District is both regular and on-going. An important part of the sessions concerned how PM 1.0 and 1.5 initiatives map to the Superintendent's goals for 2014 around 1) low performing schools; 2) new standards and assessments; and 3) the General Obligation Bond.

At the conclusion of each department's PM 1.5 review, all participants were asked to complete a survey (see Appendix A) on the value, quality, likes and dislikes of the PM review. In many cases, however, survey responses were scant; as such, PM chose not to distribute the actual survey results out of concern that the paucity of responses might lead to a complete dismissal of the results when in fact some comments were informative. Thus, to the extent possible, the results of those surveys were

subsequently tabulated and summarized by PM, with key findings presented during the follow-up sessions for group discussion (Item 2 on the agenda).

Agenda Item 3, Department perceptions of PM, gave PM an opportunity to better understand each Department's perceptions of PM through listening to participants' likes and dislikes, concerns and desires related to PM. By doing so, we hoped to improve relationships and position PM as a District partner and facilitator of organizational effectiveness.

Schedule

The schedule of the follow-up sessions is included in the Appendix. The order of the meetings reflects PM's effort to prioritize discussions that might most directly influence, or be influenced by, General Obligation Bond-related activities.

Meeting Highlights

Summaries of the sessions follow in the order in which the meetings occurred. *In no way are these summaries exhaustive accounts of every topic discussed.* Rather, they highlight only major points of discussion.

More specific information about the progress made by each department on key items is included in the PM Forms on-line website, where updates were provided either in advance of the sessions or during the session itself.

Department: Information & Technology (IT)

Issues

Several IT initiatives were advanced through the IAP rationalization process and ranked as high or critical priority. Among them are the Virtual Desktop, RTTT Phase 2 Implementation, and Code.org projects. During the follow-up session, the issues below were identified:

- *Virtual Desktop*. There currently is no shared vision around virtual desktop, i.e., the virtualization of applications such that they are available on any District computer. There is no champion or business owner behind it, and there is a perception in IT that many in District do not see the value of it.
- *RTTT Phase 2*. Implementation is not moving forward because funding was not approved.
- *Code.org*. No updates were provided concerning the coordination of communication and implementation of computer science programs within middle and high schools, reflecting no progress on this topic.

Recommendations

- Set up a Citrix Virtual Desktop demonstration to educate key District personnel (TBD) on it. Obtain their views on its value.
- Re-assess the cost/benefits of Virtual Desktop. If conclusions of that analysis support it, assign a “champion” to manage to manage implementation.
- Clarify the priority behind Code.org to evaluate whether and/or how to implement.

Data/Metrics

IT committed to updating their respective metrics from PM 1.0 periodically and reviewing on a monthly basis. We discussed potentially working more closely with IT to leverage the PMO Office since there are clear synergies between the function of PM and the PMO. Overall, there were no concerns about the current metrics being measured, however the PM department will review with Student Assessment and Research to confirm if appropriate measurements are being recorded.

Feedback on Performance Management

IT’s feedback on PM was generally positive and even described as “morale building.” Meeting participants like the way that PM fosters better collaboration between senior managers. A desire for wider department participation in the PM reviews was expressed.

There was some frustration expressed that PM activities “take away from actual work” and that some PM-related activities are repeated for other activities (e.g., the Strategic Plan).

Office: Student Support Initiatives

Issues

Two leading issues dominated the follow-up session with Student Support Initiatives (SSI):

- *Health services student-to-nurse ratio.* The need for more on-site healthcare personnel is increasing (see Appendix H). Currently, the Florida Department of Health and the Children Services Council provide services, collectively, to 75 schools. Resident nurses are utilized to provide screening services, but there are legal constraints around treating students. There may be an opportunity for partnerships to help satisfy demand, but liability is a big barrier. SSI has an internal plan for growth to meet demand, but the plan was not presented or received for input at PM 1.5 because of questions regarding its alignment to High Quality Instruction. SSI contends that it should be District priority, because it is correlated to student achievement.
- *Free or Reduced Lunch (FRL) achievement gap.* The achievement gap between FRL and non-FRL students does not provide a useful metric for assessing the effective use of Title 1 funds, because non-FRL students at Title I schools have access to, and benefit from, the same programs and support as their FRL peers.

Recommendations

- Request SSI's plan for improving the student-to-nurse ratio; review, circulate, and consolidate feedback, with specific focus on better understanding correlations between the ratio and student achievement. Assess potential for mapping of this topic to PM 2.0's focus on low-performing schools.
- Meet with Student Assessment and Research to discuss and identify potentially new and/or different metrics that provide better insight into the effective use of Title 1 funds.

Data/Metrics

SSI communicated that they are not comfortable with the metrics being used to measure their success, particularly the Free and Reduced Lunch data point. They also expressed that they are committed to holding themselves accountable and would like to have a more in depth discussion about what measurements can be used to gauge success. The PM Department will research additional best practice measurements used in other Districts by leveraging data from the Broad Center. Finally, SSI provided PM with additional data related to the health care personnel project discussed during PM 1.5. They would like to have more discussion around this data and how it can potentially have a negative impact on school performance/student achievement.

Feedback on Performance Management

SSI communicated commitment to, and confidence in, the PM process. However, there was frustration that, while SSI had observed the process working for other departments, it had not worked well for SSI. That frustration resulted from a perception that the PM Review was more focused on measuring program effectiveness than on what those programs need in order to be effective in the first place.

Division: Office of Talent Development

Issues

Much of the conversation with the Office of Talent Development (OTD) centered on its current business model and the inherent limitations of that model with respect to its performance initiatives. Specifically:

- OTD is highly dependent on grant funding, which brings into question the sustainability of its programs.
- OTD only has limited control over Professional Development (PD). Three points: (1) much of PD at the District occurs outside of OTD's venue; (2) there is deep concern over the reliability of PD data entered into its system—information that cannot be verified by OTD; and (3) while it disperses PD money, OTD does not control how those funds are used.
- OTD struggles to capture a fair and accurate picture of the net cost/benefit of its four high priority initiatives, particularly with respect to the revenue/benefit side of the equation.

Furthermore, OTD contends that it has made substantive advances that are not being sufficiently conveyed to the District.

Recommendations

- Review the updated cost/benefit work that OTD has completed since its PM 1.5 session. Conduct a workshop between PM and OTD to help identify methods for estimating the impact of OTD's top priority projects and to reinforce a "partner" relationship between PM and OTD. Identify steps for moving forward based on the workshop outcomes.
- Spotlight OTD "best practices" and the national recognition it has received around some of its programs on the PM website that is now being developed.

Data/Metrics

We reviewed the metrics OTD has been tracking to measure their success. We discussed whether there needs to be more focus on the effectiveness and quality of their training program and not focusing solely on student achievement. We committed to having a follow up discussion with the department focused solely on metrics.

Feedback on Performance Management

OTD is currently dissatisfied with PM and does not believe that it has benefited from the PM process. It desires a working relationship with PM, but currently perceives PM as "just asking us to fill out forms." OTD felt constrained by the 1.0 and 1.5 templates, arguing that they were more appropriate for operations-related departments than for OTD. OTD described the PM Review as a forum for "taking criticism for not being able to prove effectiveness."

Department: Chief Building Department

Issues

The Chief Building Department (Chief Building Official, CBO) was the final department to participate in PM 1.5, presenting its overview the end of July 2014. Thus, the status of the initiatives covered in its PM review was largely current, and no new issues were presented in the follow-up meeting.

CBO's work with the Qualification, Selection, and Evaluation Committee (QSEC) is focused on clarifying the process behind Contractor selection and is specifically geared toward defining better measures for scrutinizing Contractors. Use of CBO's ISS data will better inform the selection process.

The primary criteria by which CBO will begin grading Contractors and providing Contractor report cards are:

- Quality of front-end documentation,
- Adherence to schedule,
- Management of changes,
- Inspection failure rates (including sub-contractors), and
- Delivery of materials.

Recommendations

- Work with CBO to help it formalize and implement best practices related to tracking Contractor performance.

Data/Metrics

Our discussion around metrics concentrated on the Council of Greater City Schools (CGCS) measurements and what could be applied to the building department. We also decided to continue this conversation once the CBO database/dashboard was fully complete which could further help guide our data discussion.

Feedback on Performance Management

CBO expressed a much higher level of satisfaction with PM 1.5 over PM 1.0. However, it lamented having utilized a template for 1.5 that was no longer in use because it then had to repeat the exercise in order to adapt to a new template. (The template originally furnished to CBO came from PM personnel who had left the District. CBO was not aware that a new one was in use and had prepared its content using an out-of-date version prior to engaging PM.)

Office: Exceptional Student Education

The discussion with Exceptional Student Education (ESE) presented a special case for PM. In the interim period between the PM 1.5 Review and the follow-up session, ESE had been the subject of an external review by Evergreen Solutions. That review resulted in an extensive analysis in which over 100 measures were identified as necessary steps to improve the functioning and impact of the ESE department. ESE has now focused all of its efforts on implementing those recommendations, and any PM-related work it now does must be aligned with that effort. It should be noted that many action items in PM 1.0 and 1.5 are associated with the issues raised by Evergreen.

Division: Office of School Performance & Accountability (OSPA)

Issues

OSPA credits the PM process as the impetus behind some of the most critical work it is now doing, the most prominent example being its collaboration with the Office of Talent Development and Instruction and Interventions (now referred to as the Trilogy) in launching the BEST Blueprint.

During our follow-up, the issues it raised with regard to the 1.0 and 1.5 action items relate to its desire to collapse several discrete items into fewer umbrella items. For example, OSPA pointed out that OSPA 11, 12 and 13 (developing a framework to ensure consistency with school visits, examine and align evaluation instruments, and examine evaluation tools, respectively) are inherent in CPIG 2 (build a highly effective supervisory team). We agree.

The session afforded OSPA an opportunity to outline its progress since the PM Review (for details, please see the Action Item notes in the PM online forms database) and to demonstrate how its efforts are aligned to the work done by other departments. For example, it described how 17 of the 45 BASA evaluation points are directly related to the BEST Blueprint.

However, the current metrics attached to OSPA for PM 1.5 are no longer applicable: because of organizational changes, OSPA no longer holds responsibility over the areas for which it had been measured.

Recommendations

- Schedule a workshop with OSPA to define appropriate data and metrics to use going forward. As the scope of responsibility of OSPA has changed, so too must the metrics that PM tracks.

Data/Metrics

At the request of Data Designee, the OSPA metrics need to be reviewed and adjusted given the District focus on the lowest performing schools and Trilogy initiative. The first five PM measurements are no longer relevant, and we committed to leveraging the new “look for” rubric to determine the most appropriate measurements. We have scheduled a follow up meeting between the Data Designee, PM, and OSPA to discuss this further.

Feedback on Performance Management

OSPA provided substantial feedback on PM, with key points noted below.

- Not only the department head but also the Division chief should be part of the presenting team at PM Reviews.
- The Review preparation process should be streamlined; no department should have to “shut down” to prepare for a PM review. The more integrated PM is to everyday work, however, the less that phenomena will happen.
- The team under review should be afforded the opportunity to provide feedback on the process and, in particular on its work with PM, in real-time. While that was part of the agenda, it was usually skipped due to time constraints.

- There is a concern that the connection between the work that lower-level employees are doing and the PM process is weak or missing. Arguably, that responsibility rests on the department head as much as it does on PM.
- A belief was expressed that PM is missing a significant opportunity to play a bigger role in providing structure and consultative guidance—and a strong desire on OSPA's part that it do so.

Departments: Literacy and ESOL

Issues

Literacy

The academic ROI for all of the money invested in Literacy at the District is not yet evident. The substantial State reading allocation, along with money from the budget used to fund reading coaches, is not having an impact (as measured by students' reading test scores). In large part, that's because the role of reading coaches has not been implemented with fidelity. For example, reading coaches have been deployed for other purposes, like bus duty or test proctoring. Under its new organizational set-up and leadership, however, the Literacy department is focused on ensuring fidelity of purpose. That effort, reinforced by the shift of a number of employee resources (Instructional Specialists) from OSPA to the Office of Academics Literacy department, relies on other teams as well—specifically and OTD and OSPA. Coach credentialing, implemented by OTD, has been an important step towards clearly defining the roles and responsibilities of coaches via an official job description, which was previously lacking. Concomitantly, OSPA is working to train principals on how to maximize the effectiveness of Instructional Specialists.

The Literacy department acknowledges that it needs a more comprehensive and systematic support plan for implementing literacy initiatives, aimed at Cadre directors and including metrics to track the impact of Instructional Facilitators. That plan needs to be part of a broader strategy for improving reading and providing remediation.

ESOL

The follow-up discussion with ESOL honed in on two specific issues:

- *Multilingual support.* The focus of the ESOL department too often is diverted by having to field calls from parents who are transferred to ESOL because of their language, regardless of whether the subject of their inquiry actually relates to ESOL. To correct the situation, there may be an opportunity to leverage the Business Support Center's call center provided that it is correctly staffed with multilingual employees.
- *Budgeting.* ESOL observes that the school budgeting process needs to be changed such that ESOL funding is in fact utilized for ESOL purposes. Today, ESOL funds are lumped in with a school's general budget and are often utilized for other purposes (most commonly for meeting class size reduction requirements). ESOL recommends that ESOL funds be isolated as an independent line item on school budgets.

On the more general topic of ESOL support, staffing one ESOL specialist per zone or mirroring the ESE support model is a strategy ESOL is planning to implement.

Feedback on Performance Management

The Literacy and ESOL departments feel that the PM process is useful for shedding light on its projects and has helped provide structure around the work that they are doing. The Literacy department is looking to PM for consultative assistance on its strategic plan.

Department: Math, Science and Gifted

Issues

For PM 1.0 and 1.5 Math, Science and Gifted (MSG) was reviewed as STEM, which previously included Instructional Resources (now Innovative Learning and Arts) as well. The follow-up session concentrated on:

- *Analyzing the accuracy of teacher assignment of grades as measured against standardized tests*, wherein an appreciable number of students receiving high grades are nevertheless not performing well on tests. MSG reports having begun a substantial amount of work to understand that dynamic. However, the work is now on-hold. Greater collaboration between MSG, IT and Student Assessment and Research is needed—directed toward creating new views in BASIS that would enable such a comparison—and the analysis should be taken forward this year in order to establish a new baseline as the District moves toward new standards.
- *Measuring success at STEM/Math competitions as it relates to student achievement*. MSG observes that typically the strongest students are the ones participating in the competitions. MSG states that it needs to look into participating schools to determine whether a competition-oriented culture is changing and lifting scores.
- *Marketing of Science/STEM/Math fairs and tracking of participation trends*. MSG is working to have at least 50% of schools to offer at least one this school year.
- *Examination of local assessments for science*. This year, assessments for 3rd, 4th, and 7th grades (mini BAFS) are being added to the testing roster.
- *Collaboration with Montgomery County Public Schools*. MSG noted that MCPS best practices in STEM areas have since been discredited and, hence, no longer offer valid guidance.
- *Identifying gaps in STEM-certified teachers*. Because students only sign up for what's offered to them, MSG cannot readily identify gaps. MSG needs help from Student Assessment and Research to discover them.

Feedback on Performance Management

The feedback on the performance management process was positive. The MSG team identified a need for PM to help drive forward the process for creating new BASIS enhancements. It also identified a critical need for PM to assist with the textbook distribution process. While ownership of that process, formerly under the STEM department umbrella, now rests with Innovative Learning and Arts, MSG (as are all Academics departments) is a stakeholder.

Department: Office of Strategy and Continuous Improvement

Issues

The Office of Strategy and Continuous Improvement provided an update on several key initiatives:

- *Broward Education Foundation (BEF) scholarship data and trends.* Beginning in September of 2014, BEF will correlate student performance data pre- and post-award. Currently, Foundation scholarships are needs-based. The Board of Directors is reviewing the program and is considering adding performance baselines for award recipients as part of the qualifying criteria.
- *BEF events around innovation with emphasis on Common Core and exemplary teacher practices.* BEF began accepting applications for teacher grants in innovative teaching in October. A committee of educators selects winners. Teachers must delineate how their innovative project addresses learning outcomes with an emphasis on the Florida Standards. BEF gathers teachers to promote innovative programs at a teacher Expo in January. A calendar of presentations is produced; emerging programs locally and nationally are featured. Teachers can promote their innovations and/or sign up to receive information on successful programs. BEF awards annual teacher grants in a district-wide event in February. Follow-up on results of sponsored innovative programs takes place at in the spring and summer for recipients.
- *Analysis of foundation support models in other districts.* Information for this analysis represents a comparison between the collective local education foundations in the state and BEF, and is based on responses to a survey completed in the Spring of 2014. As compared to 59 countywide school district educational foundations, the BEF indicates approximately 40% of revenue came from local donors as compared to 59% for the median for the other foundations surveyed. The median revenue for educational foundations in Florida was \$867,265. The BEF reported revenue of \$1,864,366. For the Florida educational foundations, the average revenue per staff member was \$184,073. BEF revenue dollars per staff member was higher than average at \$310,728 (revenue source comparison: Broward Education to other Florida Foundations): Corporations, 20% (25.2%); Individuals, 20% (20.4%); Government, 20% (19.2%); Foundations, 20% (19.2%); Annual Campaigns 0% (8.1%); In-kind 10% (5.2%); Investments 10% (2.7%); Other 0% (2%). Of the 59 educational foundations in Florida, BEF is one of:
 - 92% that has annual independent audit completed;
 - 86% that receives in-kind support from school district;
 - 64% that considers themselves a direct-support organization; and
 - 48% that serve charter schools.

The average Florida local education foundation board size is 22: BEF reports 33. BEF has a lower percentage of private-sector representatives on its board than the collective local education foundations across the state. Of board members representing the public-sector at the BEF, 33% are representatives of the local public school system. This compares to 61% statewide.

Overall, for all foundations, 76% of board members participate in fundraising efforts (45% of BEF members do) and 32% indicate their board participates in an annual performance self-

evaluation, as does BEF. More than 62% of foundations with executive directors indicate their executive director spends 100% of work hours on foundation activities. The BEF executive director spends 100% of time on foundation activities. Nearly three-quarters (73%) of executive directors have an annual review completed, including the BEF.

- *Aligning District BAT and teacher assessments to State standards.* BAT has been renamed Broward Assessment of Florida Standards (BAFS). The BAFS differ from the BATs that were administered in previous years in that they are:
 - Aligned to the new Florida Standards and
 - Only test the content that should have been taught up to the point of administration.

Content to which the students have not been exposed will generally not be included on the BAFS. The ELA BAFS will only include the standards that will be assessed on the FSA that can be assessed in multiple-choice format except those requiring multimedia or speaking and listening. Language and Editing will not be assessed on BAFS 1.

Department: CTACE

Issues

Key issues covered in the follow-up session are noted below:

- Changes in State regulations will this year affect students pursuing industry certifications. The focus has shifted from participation to performance. Students are no longer given unlimited testing opportunities to acquire an industry certification. They now will be given six vouchers that they can use toward certification and will be limited to three chances to pass a certification exam. The new regulations are likely to have a negative impact on the metrics currently being tracked. CTACE is in the process of estimating that impact, especially in relation to how it might affect funding in the future.
- The only way to check industry certifications is via Virtual Counselor. However, VC does not provide a global picture—only a school-by-school view. A global picture is obtainable only via the TERMS data warehouse.
- There is an issue related to data governance, with District data tracked in three systems (BASIS, Virtual Counselor, and TERMS). Sometimes, various errors in the District's records (e.g., different data fields contain conflicting information) result in data not getting carried forward into State records. An opti-spool report is created to report on the errors, and the schools are requested to fix them. However, schools do not always understand the reports. As a result, regular meetings between IT, CTACE, et al, are convened to work through the errors. This process is highly time-consuming and inefficient.
- State-designated funding (e.g., Perkins) is distributed to the District, which subsequently distributes it to schools. However, schools do not always know what to do with the funding. CTACE has documented suggested uses and practices for the funds, in a Technical Assistance Paper, but it remains an issue, as does tracking of the funds in general.
- An expectation of CTACE is that it work to expand the number of Linking Education to Employment Outcomes (LEEO) schools, an effort that is associated with its initiatives to improve branding and market share capture. However, the application process does not fall in its shop; instead, the application process is managed by Portfolio Services.

Finally, CTACE suffers from a staffing issue in that it lacks personnel with management and administrative experience. Many employees are former teachers who often react to situations at an individual level without a more holistic “manager’s” view.

Feedback on Performance Management

CTACE has a positive view of PM. While staff had initial concerns that PM was “yet another compliance activity,” between PM 1.0 and 1.5 it evolved to a view that PM was helping it “step back and see what’s working vs. what’s not working.” CTACE expressed a desire that PM focus more on underlying processes, not only looking at goals. CTACE also recommends that PM adopt a more “school-centric” perspective with PM 2.0.

Department: Innovative Learning and Arts

Issues

Innovative Learning and Arts (ILA) did not independently participate in a PM Review; rather, it was combined with STEM, reflecting the District's previous organizational structure.

While the PM Review was weighted toward STEM topics, Innovative Learning and Arts holds responsibility for the mission-critical function of integrating and distributing the tools, resources, and strategies for educating Broward's public school students. Its scope spans traditional (e.g., print textbooks) and digitized resources, and both types present unique challenges that existing BCPS resources and processes are not well-equipped to support.

On the electronic side, while there are a lot of electronic resources, they are not usefully consolidated. Management of the information is extremely cumbersome, due in large part to two issues:

- *Tracking*: while IT tracks purchases, where the information resides can be difficult to determine. Some of it is centralized, while some of it is server-based and sits at a school. Locating it can be problematic.
- *Access is uneven*, with some of the resources available through Single Sign On (SSO) and some not.

On the traditional, non-digitized media side, limited ILA staff is fraught with fulfillment issues. Logistics problems are exacerbated by the "bursty", seasonal nature of the business, with heavy peaks of activity occurring between May and July as new materials are ordered and distributed in advance of the new school year. Adding to the typical burstiness, this year four new adoptions (i.e., curriculum selections) occurred in connection to the new Florida State testing standards. That scenario fully exposed the limits of the current fulfillment process.

Fulfillment is split between ILA, Procurement and Warehousing Services (PWS), Information and Technology (IT), and the schools. ILA's chief value add relates to the selection of curriculum resources, yet it is heavily mired in the ordering, receiving, and delivering of materials—activities it suggests more appropriately belong to PWS. PWS provides centralized storage of materials, but it's left to the schools to bar-code them. There is no project manager overseeing such logistics, leaving the District highly exposed in the (not uncommon) event that priorities across departments are not well-aligned.

Project management is needed not only on the fulfillment side. It is also needed with implementation, training, and technical support of new curricula and digitized resources—areas where other departments (e.g., OSPA, OTD, IT, etc.) will need tighter collaboration. That is particularly true as the District continues its move to digital. Human behavior, processes, organizational vision, compliance to State standards, etc., will all be fundamentally (perhaps profoundly) affected by the transition. The implications of the transition are not well understood or are under-appreciated at this time.

Recommendations

ILA offered a couple of recommendations with which PM agrees:

- Investigate the opportunity to use Schoology, implemented for D5, to become the basis for an overall learning management system.

- Consult with Orange County Public Schools, which is considered to have implemented learning management system best practices.

Feedback on Performance Management

ILA stated that the PM process helped it think differently and examine how its work is having an impact. The process prompted it to “ask hard questions” of itself and fostered better intra-department communications, enhancing familiarity and building trust between colleagues. PM 1.5 helped further crystallize its work, resulting in a better experience, which ILA described as going from a 4 (PM 1.0) to a 5 (PM 1.5) on an informal scale where a 5 represents a top rating. ILA expressed a hope that PM 2.0 will bring greater awareness to its needs.

Division: Portfolio Services

Issues

The follow-up session concentrated on several issues identified in PM 1.0 and 1.5 related to accountability, equity and access, innovative programs, and student performance.

- *Accountability for SSOS* is managed through the Trilogy (OTD, OSPA, and Instructions and Interventions) using an 11-question rubric to assess what's working and what's not working, as well as a separate steering committee that determines what Magnet programs are to be added or removed. Portfolio Services (PS) has developed an oversight tool ("swim lanes") that delineates—across all involved departments—the required activities and timelines associated with moving forward the SSOS expansion process. It has been met with some resistance, but now seems to have been embraced and is working well.

SSOSs have been grouped into three terciles. The top tercile of schools meet or exceed national standards for Magnet programs and are considered "best practice" examples. The bottom tercile are to be re-branded. For those schools, eight recommendations from the Metis consultancy, brought in by BCPS for an external, independent evaluation of Magnet programs, are being implemented.

- *Equity and access.* While Magnet programs were initially established to foster desegregation, their main purpose today is to address under-enrollment. Equity is ensured by BCPS's compliance with Federal Policy 5004, managed through Human Resources' Equal Educational Opportunities department, with SSI's Diversity department also engaged. Enrollment metrics have turned positive, but with only one year of data, it is not known if growth in enrollment will be a trend. The encouraging enrollment figures might reflect enhancements made to communications and underlying processes. Today, the application process combines all choice options (Magnet, Nova, and reassignments) into one package (One Choice). That, complemented by extended community outreach, has enabled greater simplification in both the marketing and communications of the options, and has made the entire experience for parents much more "user friendly."
- *Innovative programs* give non-Magnet school students the opportunity to engage in specialized curricula and activity funded by external partners, through grassroots fundraising, and/or by grants. An example is the Robotics program at Western High. The approach to innovative programs is very different from a D5-like approach, where programs are explicitly funded, devices are provided, OTD is engaged for professional development of teachers, etc. PS would like a better understanding of how the ROIs of each approach differ.
- *Student performance.* Magnet programs are implemented through two models. Under the "whole school" model, all students benefit from the Magnet program. Under the "program within a school" model, there is a combination of approaches where, in some schools, all students are exposed to the Magnet curricula and instructors whether or not they are attending specifically for the Magnet program itself, while in other schools, only those students attending for the Magnet curricula in particular actually have access to it. There is an open question on whether "choice" could, in fact, be a leading indicator of better student performance. Also open is the question of whether choice students help raise overall achievement levels at their respective schools.

Feedback on Performance Management

Portfolio Services reported that performance management is nicely integrated into the daily workings of its team, has created an emphasis on measurement, and has helped keep the team strategically focused. However, PS's scope of responsibility across standard, choice, and charter schools is very broad. It must contend with disparate goals, providing many services that it describes as "pulling away" from strategic initiatives. PS currently is challenged with connecting strategy and performance management in its DASA evaluation tool.

Office: Early Childhood Education and Head Start

Issues

Early Childhood Education (ECE) and Head Start provided the following updates:

- *Improving HQT in Early Childhood programs.* ECE and Head Start are integrated into the BEST Blueprint, with programs currently in place to deliver personalized learning to all participating children. Through Early Learning Coalition grants, the expertise of master teachers, the CLASS tool, and curriculum support are provided to participating centers (internal and external providers). There are approximately 100 participating centers (with ~420 classrooms collectively), which equates to just over 20% of the total number (~485) of providers in Broward County.

To drive greater participation, ECE and Head Start look at school readiness indicators of students beginning kindergarten and subsequently target providers residing in those zip codes where readiness scores are lowest. Unsurprisingly, there is a high correlation between those zip codes and poor socio-economic conditions.

There are issues, however, around the reliability of the Florida Kindergarten Readiness Screener (FLKRS), which consists of a reading assessment (Florida Assessment for Instruction in Reading, or FAIR) and an observational component (Early Childhood Observation System, or ECHOS). For this school year, the State removed the reading component, leaving only on the observation piece in place. Even so, ECE indicated that FLKRS has never been implemented reliably.

- *Tracking students over the long-term.* This will be the first year in which a tracking system will be in place to measure how Early Childhood and Head Start students perform over the long haul. BCPS will be able to distinguish between those students entering BCPS from participating providers versus those who have no Pre-K exposure or who obtain it through a non-participating provider. The system will help drive greater accountability. ECE and Head Start emphasize, however, that their control over positive outcomes is limited, because it is up to Principals to make sure that Early Childhood programs are implemented with fidelity.
- *Professional Development* is being accomplished through speaking engagements, Depth of Knowledge toolkits, and requirements for Continuing Education Units. There is also a new State PD system rolling out, which is expected to link into OTD's PD system.
- *Expansion of Voluntary Pre-kindergarten (VPK) and Head Start classrooms.* In terms of expanding the number of classrooms, the issue is funding. Classrooms have been identified, and ECE has collaborated with the CBO with respect to understanding, planning, and executing renovations to meet certification requirements. However, the expansion process can only be implemented insofar as funding is attained.

Going forward, ECE would like to work with PM on its "One Broward Community" project targeting Early Childhood stakeholders throughout the County. That effort is focused on providing professional development to external providers of Early Childhood programs, sharing resources across providers, and improving communications between all Early Childhood stakeholders.

Feedback on Performance Management

ECE and Head Start felt that action items triggered by the PM process were determined without sufficient collaboration with them—“someone who didn't understand our work was deciding the action items”—and want future PM initiatives to be designed more around their core work.

Both departments, however, believed that PM drove them to be more data-centric and more organized with their data. As a result of the PM process, they've been able to leverage their data across other activities. That's resulted in greater efficiencies and allowed them to better articulate the state of their programs.

Division: Human Resources

Issues

The follow-up session focused on Human Resources' (HR's) strategy for future teacher shortfall, diversity in hiring, on-boarding of new hires, strategic sourcing, and employee communications. As described below, while progress has been made in key areas, barriers (primarily related to funding) are impeding progress in other areas.

- *Strategy for teacher shortfall.* The areas for which the shortfall is expected to be most critical are math and science. To address shortfalls, HR is (1) consulting with an outside firm to implement best practices, (2) working with other industries with respect to sourcing, and (3) extending the number of recruitment trips, especially in the Northeastern US. HR is working with OTD to get support for new teachers (e.g., the NEST program implemented in 30 schools), noting that lack of support is a major driver of attrition. HR noted that there is a budget trade-off between investing in recruiting for new candidates *versus* investing in retaining them.

The strategy for addressing the expected shortfall is documented in HR's recruitment plan. The plan recognizes that current compensation levels are not adequate for professionals in math and science fields, especially those who have been in the workforce for a long time. That's also true for new college graduates, who often have opportunities at double the pay. A further challenge that HR faces relates to experience caps that are applied to experienced applicants.

When initially considered by the District several years ago, Teach for America (TFA) was deemed too cost-prohibitive for addressing the shortfall. The District, for example, would have to invest in creating a special office to support TFA applicants. However, HR stated that it would be worthwhile to re-visit with OTD whether TFA should now be pursued. If pursued, the District would have to guarantee spots and the program would have to be able to supply enough candidates.

Implementation of Applitrack (initially launched for substitutes but this year expanded to teachers) has simplified and streamlined the application process, driving up the number of candidates significantly. Hiring is now truly connected to schools, which is a huge improvement over the former process. However, shortfalls in math and science still threaten to persist.

- *Diversity in hiring.* In July 2014 HR submitted to the Board the 2013-2014 Annual Educational Equity Act Plan in which HR establishes policies ensuring BCPS's compliance with the Florida Educational Equity Act (FEEA). The FEEA covers all educational programs and activities operated by BCPS, and it prohibits discrimination in both employment and educational programs. It also mandates continued focus on African American and Hispanic students' access to HQL. In terms of hiring, BCPS is of course forbidden to use race as a criteria. If there is a diversity need, HR looks to sourcing candidates. That, however, raises a funding issue: where does HR obtain the funds needed to source candidates to meet a diversity need?
- *On-boarding new hires.* The on-boarding process has been streamlined and steps have been taken to ensure a consistent on-boarding experience. Some examples:
 - New hires are alerted to the most relevant policies governing their employment and are required to acknowledge having reviewed them within a specified time window;

- A standard PowerPoint presentation provides a tool for HR to use when orienting new employees to the District; and
- Applitrack is being implemented to include employees who switch positions, which results in a substantial reduction in cycle times.
- *Strategic sourcing* is focused on low performing schools. Charlotte, NC offers a strategic sourcing model that is considered best-in-class, and the Charlotte model is familiar to HR. However, HR reports no improvements with respect to the strategic sourcing of principals, with first-year principals getting put in the lowest performing schools. Also noted is that the HR complement to the BEST Blueprint has not been worked out.
- *Employee communications* have never been formalized. For current employee communications, HR works with Public Information Office, which has a team that assists with both content and format. HR believes that it should be the central point of control and contact for employee communications, but at this time does not have the resources nor an existing staff with the appropriate skill sets to execute properly an employee communications function.

Feedback on Performance Management

Feedback on PM: HR feels that PM Review forums have helped drive key decisions. It also appreciates that PM Reviews have been good at getting ideas on the table, but perceives that realistic discussions over funding those ideas are missing. HR understands that the scope of the PM reviews has to be scaled down to focus the conversation but feels that some important work is being left out of the discussions. HR supports a PM process that is focused on outcomes, although it stresses that individual department metrics and accountability would be needed to ensure that priorities are aligned.

Department: Food and Nutrition Services

Issues

Improving productivity, enhancing the customer experience, and driving greater efficiencies were the lead topics covered during the follow-up session with Food and Nutrition Services. While a direct correlation between FNS and student achievement cannot be explicitly measured, FNS accounts for approximately 20% of District expenses¹. Thus, even incremental efficiency and productivity improvements have the potential of generating substantial benefits for the District.

The specific initiatives discussed are described below.

- *Productivity.* BCPS uses meals per labor hour to gauge productivity of food workers. It is monitored monthly and evaluated twice per year by FNS. On first inspection, benchmarks from the Council of Great City Schools (CGCS) show BCPS as performing in the lower half of all reporting schools. However, CGCS's accepted method allows for snacks to be included in the calculation. BCPS currently does not include snacks in its calculation, which FNS believes contributes to a lower score. FNS will investigate with IT the possibility of including snacks in its formula going forward, provided that the expanded formula can be implemented with minimal cost, effort or disruption. Alternatively, FNS may consider proposing another set of benchmarks where calculation methods are already consistent with the formulas used by BCPS (e.g., benchmarks from the Florida Department of Agriculture or the University of Mississippi).
- *Enhancing the customer experience* is inextricably linked to meal participation rates, another metric tracked for FNS. Reducing line wait times, introducing food sampling fairs to drive new menu selections, surveying students on likes and dislikes, providing better cafeteria environments, and ensuring properly working food preparation and storage equipment are important factors influencing customer experience. More stringent nutritional standards and social phenomena, however, exert downward pressure on participation, as do perceptions on wait times. For example, if a student perceives long wait times and feels nutritional options are anyway less appetizing, s/he might be more inclined to bring snack items, consume them in the "more cool" commons areas outside the cafeteria, and wait until after school before eating a larger meal.

FNS has spot-checked wait times at schools where lines are reportedly the longest, clocking them at seven minutes or less. Thus, the issue in fact appears largely perceptual. Nevertheless, FNS indicates that its high school supervisors will be systematically monitoring wait times in December and January, with goals set for reducing them.

- *Efficiencies.* FNS has installed across all of its computers a new cafeteria management solution (i.e., software from MCS, an external provider) that will help it optimize operations related to menu planning and inventory, free and reduced eligibility, POS and financials, etc. However, dedicated staff is needed to develop touch points for integrating with SAP, and to date that has meant taking people away from their primary roles. (Note: an option to hire external consultants to do the work is considered by FNS to be viable.) Full-blown implementation has

¹ Calculated based on the budget information submitted by 20 departments during the PM 1.5 Reviews.

also been affected by a change in food suppliers, which resulted in changes to pack size, pricing, recipes, etc.

Another efficiency, addressing the topic of accuracy in time reporting, is District-wide KRONOS implementation (including biometric ID scanning), which has been completed. FNS expects that it will generate significant savings over time, although estimating those savings is difficult. FNS cannot be certain of how inefficient or inaccurate its time-reporting was *before* KRONOS to compare to today's set-up. It also notes that there are many legitimate drivers of overtime, such as late delivery trucks, lunch hour delays due to testing or picture days, sick personnel, bomb threats, etc., over which it has little control.

Eliminating the need to enter student ID numbers manually at check-out by introducing ID swipe cards is another efficiency improvement that FNS is helping drive. That's an issue at the elementary school level, and ultimately Principals determine whether to use ID swipe cards. FNS is in the process of reaching out to schools to encourage their adoption (today, only 25 elementary schools are or soon will be using them), as the cards have multiple applications outside of the cafeteria (such as at the library for checking out books).

The context for the above initiatives, as well as all other department activity, is very much shaped by regulatory requirements (e.g., USDA mandates) and labor forces (i.e., FNS works across five bargaining groups). Notwithstanding budget surpluses, FNS feels constrained in two key areas: (1) flexibility with regard to bonus *versus* pay compensation and (2) the process for getting renovations approved and completed.

Feedback on Performance Management

FNS credited the PM process with giving it heightened focus on meal participation rates. FNS feels that PM is improving as it matures—that PM 1.5 was a big improvement over PM 1.0 because it was more focused and structured. FNS described the templates as useful and time-saving.

Moving forward, FNS would like PM to help improve the process for getting needed renovations done, especially when funds for doing them are already in place and interim repairs end up costing the District more than new equipment. FNS recalled that it took three years to get 12 new freezers and pointed to the risks (e.g., health department violations) that such delays introduce. In addition, FNS would like to work with Student Assessment and Research to incorporate food, nutrition and quality items on future District surveys.

Department: Procurement & Warehousing Services

Issues

Procurement and Warehousing Services (PWS), reviewed in PM 1.0 and 1.5 under its previous name, Supply Management and Logistics, provided an overview of its main areas of progress, as described next.

- *Declining P-cards* have been rolled out to all schools, the Business Support Center, and to the Environmental department for use with energy bills. The rebate balance, for which a goal of a 25% increase was originally set, in fact doubled from \$200,000 to \$400,000.
- *SAP enhancements* are needed to improve contract management, the department's greatest challenge. The enhancements will (1) provide triggers that alert PWS sufficiently in advance of the expiration of existing contracts to provide sufficient lead times for renewals without lapses, (2) automatically catalog bids and discount structures, and (3) help keep expenditures in line by alerting PWS to overspends. The enhancements will cost the District approximately \$250,000. A vendor has been identified and a proposal has been submitted to the Board. The project will take three months to implement.
- *Competitive procurements* (i.e., competitive bidding) will be increased to reduce the number of piggyback deals wherein the terms are less favorable than they ought to be given the District's bargaining power. Improving the competitive procurements ratio is reflected in the PWS leadership's DASA goals.
- *Procurement administrative lead times (PALT)* for formal bids are extremely high, reflecting poorly on PWS. While coming down from the initial baseline of 180 days, they are still too high. PWS argues that it could theoretically reduce PALT to 30 days, but because of outside factors, PALTs are likely to remain high. For example, client department review cycle times and Board reviews introduce significant delays in the process. PWS will examine how Human Resources was able to reduce job description cycle times and evaluate whether process changes can drive greater efficiency.
- *Professional certifications* are now required for new hires joining PWS. For existing employees lacking them, certification coursework will have to be completed and passed. Funding for that coursework is in place. PWS estimates that it is halfway towards its goal on the percentage of employees with professional certificates; time is needed to allow employees to take the courses. An important measurement going forward will be to understand the impact of professional certifications on contract management.

In addition, PM requested that PWS discuss textbook distribution, because other departments had identified shortages and delays associated with that process.

- *The textbook distribution process* was changed several years ago such that textbooks are now directly shipped to the schools. The Innovative Learning and Arts (ILA) department works directly with the schools to determine the quantities needed, along with an incremental surplus. While textbooks are shipped directly to schools, surplus textbooks go to PWS. ILA uses a web-based system, Destiny, to map quantities to schools for tracking and inventory purposes.

PWS does not believe shortages are, in general, an issue. Reported shortages typically relate to “special projects” (mostly associated with literacy and/or AP programs), wherein not every school gets every title. In those cases, the items are shipped directly to Warehousing. However, because it does not have visibility into Destiny, it must rely on ILA (1) to break down the orders according to which titles and quantities go to which schools and (2) to manage communication with those schools. Smaller shipments go to the Pony department and are shipped out the next day, while larger shipments (i.e., those on pallets) typically require a couple of days before PWS can break them down. PWS recalls that discussions in the past have centered on whether to shift full responsibility of instructional resources distribution to PWS, but states that that cannot happen under current staffing/resourcing levels, especially when PWS does not use Destiny.

Feedback on Performance Management

PWS has been in a period of transition, which has challenged its ability to meet key performance targets. It credits PM with helping it align its goals with the organizations while keeping it “on track to make sure that things get done.” PM has given PWS a greater sense of urgency and heightened focus on underlying processes. Preparation for PM reviews did, however, “take up a lot of time.” As PWS completes its transition, however, PM will be more seamlessly integrated into its operations.

Division: Facilities (Physical Plant Operations)

Issues

The PM follow-up session with Facilities (reviewed under Physical Plant Operations) concentrated chiefly on the metrics used to measure its effectiveness, although several progress reports on key topics raised during the PM 1.5 review were also provided.

- *White fleet.* Progress on the white fleet (i.e., program changes and vehicle upgrades) is furthest along, with proposed changes already approved by Transportation. While the department still needs to determine specifically what vehicles need to be acquired, it has decided to utilize operating leases as the means for acquiring them. That buying model will leave the responsibility of repairs to the leasing company. Transportation, then, becomes singularly responsible for the yellow fleet, for pupil transportation.
- *Computerized Maintenance Management System (CMMS).* Facilities continue to evaluate what a new CMMS should be: for example, should it be a big ERP solution (for which the investment would come out of capital dollars) or something smaller, such as individual software suites that could attach to a larger system. An example of the latter approach, SchoolDude Software as a Service (SaaS) has been identified for work order management (and is also used by the Energy department), but other software would be needed for sequencing capabilities. An RFP will be issued after the fundamental question of what the CMMS should be is resolved.
- *Fire Safety Program.* Work orders have been created, although a new contract will have to be in place before they are executed. A new contract is scheduled to go before the Board for approval on November 12, 2014.
- *Green contracting* has not progressed, as to date it has not been identified as a critical priority. Facilities indicate that the Office of the Chief Financial Officer needs to implement performance contracting to drive forward this initiative. Performance contracting is a means of allocating money for investments in energy efficiency that is based on future savings. It enables money that will be saved as a result of the introduction of a new energy-efficient technology to be used to offset the cost of financing, installing, operating and operating that technology.
- *Custodial issues.* BCPS has the same operating model as virtually all other districts. Under that model, quality assurance and equipment training are centralized under Facilities, while Custodians work for school Principals. Principals do not always measure custodial performance and, in fact, Custodians are sometimes requested to take on non-core responsibilities (e.g., supervising bus drop-off and pick-up). Thus, holding Facilities accountable for customer satisfaction with custodial services is fundamentally flawed.

Data/Metrics

Facilities argues that better metrics are needed to gauge its performance—that current measures, which relate primarily to costs, are not as meaningful as would be measures that reflect responsiveness, quality and productivity. Benchmarking that relies on Council of Great City Schools' cost-centric data does not take into account the very different environments that shape costs, such as the age of schools, the number of schools, the current condition of schools, variations in the costs of labor, etc. As such, the data does not particularly help Facilities improve its operations.

Measures tracking responsiveness, on the other hand, would better inform Facilities on areas where improvements might be needed, ultimately helping it be more effective. For example, its current work order triage policy sets responsiveness targets for time-to-resolution of “emergency”, “urgent”, and “routine” work orders, respectively, at 24 hours, 48 hours, and FIFO (first in, first out). Capturing and tracking its triage performance would help it identify where it is having problems and subsequently take corrective measures, such as making adjustments to its classification criteria based on how it is able to respond.

Potential metrics for measuring productivity include (1) actual versus planned time to complete a work order, (2) manpower by square footage, and (3) number of work orders completed per month by trade to account for the very different characteristics of work orders between trades. A potential quality metric could be customer satisfaction at work order close-out—something that ideally could be captured through an automatically triggered survey tool.

The challenge, however, is that current tools for capturing and managing information are inadequate. For example, Compass is old and clunky; Primavera (for scheduling) is far too complex. For the time being, it will get the most it can out of those systems, while getting a new system (most likely SchoolDude) up and running, pending Board approval.

Department: Business Support Center

Issues

Updates on key topics discussed during the PM 1.5 review reflect significant progress in the adoption of BSC services, while opportunities in other areas remain.

- *Marketing of BSC services* to Principals through its website, flyers, surveys, department presentations and newsletters has contributed to the growth in the number of participating schools from nine to 135. BSC expresses confidence that all current Principals are aware of BSC services, and will reach out to new Principals from other districts coming on board in Broward.

Service packages have been expanded, giving schools multiple options ranging from bookkeeping services to field trip coordination, facility rentals, payroll services, supplies and equipment distribution. The business case for schools to utilize BSC services is very compelling. Schools that do not adopt BSC services have their own internal accounting staff; upon staff turnover, those schools usually move to adopt BSC service packages.

- *Online payment services* are especially popular. Not only has BSC increased its online sales as a percentage of total sales; other departments and groups seek to utilize BSC's online payment platform. For example, PTA groups and Venture Design would like to offer online payment options to their constituencies. However, the business model behind offering that type of support—particularly with respect to how processing fees are levied or split—has not been agreed upon by parties involved.
- *Call Center development* has not progressed. While several meetings with call center vendors have occurred—as have meetings with the chiefs of twelve departments that desire a call center—the item was put on-hold pending passage of the General Obligation Bond.

Feedback on Performance Management

BSC expressed a positive view on the performance management process to date, and noted a marked improvement with PM 1.5 over 1.0. It initially had some skepticism regarding the District's commitment to performance management, because past performance-related initiatives (e.g., Sterling), from BSC's perspective, "lasted about a week."

Department: Student Transportation & Fleet Services

Issues

Fundamentally, the performance of Student Transportation and Fleet (STS) is most determined by its ability to optimize routes. Labor costs, fuel consumption and on-time arrivals are directly tied to route optimization. STS has made tremendous progress in that regard, in no small part because of its use of GPS technology together with optimization software, and its progress has generated millions of dollars in savings.

Route planning in advance of the school year is a “bursty” activity requiring “all hands on deck” in terms of the number of route planners and data analysts needed. However, during off-times, the workload diminishes significantly. Job descriptions have been revised to provide management with greater flexibility in how it deploys personnel to adjust more efficiently to the seasonal nature of the activity.

Other topics reviewed during the follow-up are described below:

- *Fuel management.* STS reports that its fuel management system is archaic and needs to be upgraded. There is a five-year plan to upgrade the system, to provide the capability for preventing anything getting fueled that is not explicitly identified as needing fuel.
- *Diesel fuel price hedging* is not, at this time, believed to be a good strategy for the District. Too many variables in play make it a risky strategy. It is anyway the case that current fuel prices are declining. Hedge fees make the strategy less financially attractive, as does the requirement to procure the fuel up-front with penalties applied for excess. On the propane side, however, there are no such penalties. Hedging propane fuel is looked at weekly, with the District having the ability to lock-in prices at least once every two weeks.
- *SAP and centralized parts technology integration.* SAP is being used as an inventory tool for parts, but shouldn't be. It cannot be used to understand accurately what is being spent. There is an opportunity to use SchoolDude for inventory. That would enable STS to reconcile orders, follow purchases and track inventory.
- *Review of routes with fewer than 10 students.* With route optimization, this issue has gone away. The number of routes has sequentially declined, without requiring any bell time changes.
- *An increase in the workday schedule* was resolved through contract negotiations.
- *Better data on late arrival times* has been enabled by new technologies (specifically, GPS) that allow the data to be captured real-time. All customer service components associated with transport are now automated.

Data/Metrics

STS's performance management DASA goals are tied to the average number of routes that each route planner monitors and the number of busses out of service as a percentage of total. STS flagged the cost per mile metric, expressing concern that districts across the state calculate the metric very differently. Based on its direct experience with Miami Dade county, for example, STS knows that its calculation for Broward includes a broader scope of costs than the more narrowly

defined numerator included in Miami Dade's measure. Thus, while Miami Dade achieves a more favorable result, it should not be used for an "apples-to-apples" comparison.

Feedback on Performance Management

STS credited the PM process for helping it know what it needed to do to be better, and appreciated the conversation generated at the PM reviews.

Division: Public Information Office

Issues

The Public Information Office (PIO) reports appreciable progress in the areas of District website development, branding, communications training and tools, and social media. Progress in those areas is self-evident, but has been very incremental in nature with much work still needing to be done. Some examples:

- Concept-to-execution of BECON's "Friday Focus" videos took one year, even though all of the raw materials for producing the series already existed.
- Branding efforts have achieved much greater consistency today with respect to District "look and feel," but the District brand is far from ingrained at all levels of the organization or between the District and the schools.
- While the BCPS website is much improved, there is no consistency among departments with regard to their respective site presences.

To a large extent the PIO's greatest challenge can be attributed to staffing gaps, both in headcount and, perhaps more crucially, in necessary skill sets. Two salient observations:

- A staff of four (4) manages communications at the 30,000 employee District. Compared to benchmarking from Best Practices, LLC, a consultancy, which reports an average (across all industries) of one (1) FTE marketing operations and communications resource per 680 FTE employees, the BCPS headcount is very low. While District communications staff handles both media and employee communications, it is not the driver of the content, even as it is held accountable for that content.
- BECON, which throughout the PM process had been considered under-leveraged, is currently staffed with highly technically savvy personnel. But the staff lacks the creative, innovative "glue" that is needed to leverage BECON more powerfully and efficiently.

Those staffing gaps are exacerbated by work volume. Virtually all items that reach Cabinet-level discussions require or generate requests for PIO resources. Across many of the PM reviews, wherever a need for better communications was identified, PIO was usually engaged. While the communications tools and training it has created to foster self-reliance are getting better traction, PIO nevertheless often finds itself doing the work for which it anyway is held accountable.

Feedback on Performance Management

PIO very much supports the evolution of the PM process from a department- to an outcome-orientation. Such an approach, it believes, could potentially solve problems in scenarios where its scope of responsibility is not wide enough to drive desired improvements. Using the District website as an example, PIO observes that differences between department pages result from differences in the platforms used—and platform decisions are not made by PIO.

Division: Office of the Chief Financial Officer

Issues

The follow-up session with the office of the Chief Financial Officer (CFO) concentrated on clarifying responsibility for an action item that surfaced during the PM 1.0 and 1.5 reviews (Kronos implementation) and identifying opportunities for greater collaboration between CFO and PM (particularly with respect to its program budgeting initiative).

- *District-wide Kronos implementation* is estimated by the office of the CFO to cost \$2.5 million. However, it is not currently budgeted. While it has been implemented in Student Transportation and Fleet (STF) and Food and Nutrition Services (FNS), the business case for doing so District-wide has not been established. Under their current contract, teachers (who account for over 14,000 employees) cannot be required to sign in or out. Without them in the system, the anticipated benefits of system-wide implementation are probably much less compelling. While the potential impact of District-wide Kronos is not known, there may be an opportunity to limit its expansion to Facilities, where Kronos data could potentially support GOB-related reporting and oversight requirements.

CFO indicates that responsibility for actual implementation of Kronos—whether it is incrementally by department or system-wide—lies with IT and, from the standpoint of contract negotiations, HR.

- *Budget realignment* activity is focused broadly on (1) shifting emphasis from budget control to planning and (2) moving from line item budgeting to program budgeting and, where appropriate, to performance budgeting. The office of the CFO is keen to engage PM in program budgeting so that it has a better understanding of whether the programs getting funded are actually achieving their goals. For example, CFO points to the \$20 – 40 million invested in Coaches, yet observes that it is not clear on how the effectiveness of that program is measured.

Feedback on Performance Management

The Office of the CFO sees value in the PM process but believe there is an opportunity for closer collaboration. It describes common situations where budget dollars are often requested after budgets are set. It also observes that for several high priority initiatives, no specific budget dollars have been requested. CFO believes that future iterations of PM can and should help create tighter linkage between budgeting and program implementation.

APPENDIX G: Feedback Form

Feedback (obtained separately for Facilitators, Leadership, Presenters, and Other)

1. **We value your feedback.** Please rate the expected outcomes.

Scale	Rating	Valuable	Somewhat Valuable	Less Valuable	Did not provide value
Expected Outcomes					
Experiencing collaborative reflection was . . .					
Identifying strategic next steps was . . .					
Providing critical feedback was . . .					
Overall value of the PM Review was . . .					

2. What worked well during the Performance Management review on July 17, 2013?

3. What can we do better for the next Performance Management review on July 31, 2013?

4. What needs to be changed for the Performance Management review on July 31, 2013?

APPENDIX H: Health Services Statistics

Item	2010-2011	2011-2012	2012-2013
Number of Trainings	673	394	673
Number of Medication Doses Administered	117,036	148,392	153,828
Number of Clinic Visits	628,380	746,424	725,976
Number of Health Procedures	243,540	828,864	456,264
Number of Health Screenings	181,141	152,593	174,641
Number of Students with Chronic Health Conditions	36,832	43,352	55,006
Number of Case Management	1,231,791	1,427,879	1,579,431
Number of CPR/AED Trainings	189	197	230
Percentages of students returned to class after seen in health room	87.61%	87.58%	84.55%

8/29/2014

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