M E M O R A N D U M   June 12, 2008

TO: The Honorable Chair and Members of The School Board of Miami-Dade
              County, Florida

FROM: Rudolph Crew, Superintendent of Schools

SUBJECT: EVALUATION OF THE 2007-2008 SUPERINTENDENT'S GOALS AND
              PERFORMANCE OBJECTIVES

In accordance with my Employment Agreement approved at the May 17, 2004 Special
Board meeting, (and amended on December 15, 2004 and again on April 21, 2005), the
School Board of Miami-Dade County will annually evaluate my performance based on
the mutually-agreed upon District goals and performance objectives as well as the
Board-approved self assessment tool.

As specified in my employment agreement, I am submitting my self assessment to the
School Board 30 days prior to July 15, 2008. Attached for your review and
consideration is a completed *Superintendent's 2007-2008 Evaluation* document which
includes: my self assessment; and a portfolio with supporting data for each of my
performance objectives.

Please note that two objectives (numbers 5 and 6) have not been rated. This is due to a
delay in the release of data from the Florida Department of Education (FLDOE). It is
anticipated that this information may become available in mid-July and will be
transmitted to the Board under separate cover.

It is evident that through the commitment and hard work of our students, District
employees, and community partners, our school system continues to make impressive
strides toward achieving our strategic goals.

Should you need additional information, please do not hesitate to call me at
305-995-1430.

RFC:KC:cl
M1582

Attachments

cc: School Board Attorney
       Superintendent's Cabinet

Performance Objectives		Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
Percent of objective met	ACTUAL 2008	(0%)	(1-50%)	(51-99%)	(100%)
Goal 1: Ensure achievement of high academic standards by all students. **Goal 2: Develop students so that they are able to successfully compete in a global economy.**					
1. **Percentage of students scoring 3 and above on the FCAT increases**					
a) Reading					
i) From 64% to 67% for grades 3-5	65%		✓33		
ii) From 51% to 54% for grades 6-8	55%				✓100
iii) From 30% to 36% for grades 9-10	34%			✓66	
b) Mathematics					
i) From 64% to 67% for grades 3-5	67%				✓100
ii) From 51% to 54% for grades 6-8	55%				✓100
iii) From 54% to 57% for grades 9-10	60%				✓100
2. **Performance gap in reading between groups decreases (as measured by the increase in the percentage of students scoring at level 3 or above in reading on the FCAT for each subgroup)**					
i) From 37% to 43% for Black subgroup	40%		✓50		
ii) From 53% to 56% for Hispanic subgroup	56%				✓100
3. **Percentage of students scoring 3 and above on the FCAT Science subtest increases**					
i) From 34% to 44% for grade 5	39%			✓50	
ii) From 29% to 39% for grade 8	35%			✓60	
iii) From 26% to 36% for grade 11	29%		✓30		
4. **Percentage of students scoring 3 and above on the FCAT Writing+ subtest increases**					
i) From 61% to 64% for grades 4	63%			✓66	
ii) From 39% to 42% for grades 8	48%				✓100
iii) From 41% to 47% for grades 10	47%				✓100
5. **Maintain ninety percent of schools earning an "A"," B", or "C" in school accountability grades.**	TBA 7/18				
6. **Percentage of students retained in grade 3 decreases to 10%.**	TBA 6/13				

Performance Objectives		Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
Percent of objective met	ACTUAL 2008	(0%)	(1-50%)	(51-99%)	(100%)
7. Percentage of students enrolled in advanced level courses (grades 9-12) increases					
i) From 17.5% to 20.5% for Black subgroup	20.2%			✓93	
ii) From 26.9% to 29.9% for Hispanic subgroup	30.4%				✓100
8. Longitudinal graduation rate increases by 3 percentage points.	+4.4				✓100
9. Longitudinal drop-out rate decreases by 2 percentage points.	-2.1%				✓100
10. Number of students with 15 or more cumulative absences decreases by 5 percent (i.e. 3,000 fewer students are truant).	-11,425 or -19.6%				✓100
11. Ratio of serious targeted incidents reported per 1,000 students is maintained below 10.	9.94				✓100
12. Expand the number of elementary schools offering Pre-Kindergarten programs that are aligned to the Ready Schools model from 18 to 70.	77				✓100
13. Number of grade 12 student Career Executive Opportunity (CEO) internships increases from 311 to 750 in years 1 and 2 cohort of 27 Secondary School Reform schools.	1138				✓100
14. Revised secondary school curriculum (grades 6-12) has a global perspective and is Board-approved.	60%			✓60	
15. A comprehensive, differentiated high school diploma plan is developed and Board-approved.	90%			✓90	
16. One hundred percent of senior high schools will increase Advanced level course offerings that are aligned with SSR Career Academies, the newly-revised global curriculum, and the differentiated high school diploma plan.	100%				✓100
17. Board-approved Alternative Education Program (*Highways to Success*) is fully implemented and a framework for its evaluation is developed.	100%				✓100

Performance Objectives		Did not meet objective	Partly met objective	Mostly met objective	Completely met Objective
Percent of objective met	ACTUAL 2008	(0%)	(1-50%)	(51-99%)	(100%)
Goal 3: Actively engage family and community members to become our partners in raising and maintaining high student achievement.					
18. Number of education compacts with detailed outcomes increases from 7 to 9 to expand collaborative opportunities between stakeholders and M-DCPS throughout the county.	9				✓100
19. An Education Council of International Cities (ECIC) is formed and a comprehensive framework is developed and implemented.	85%			✓85	
20. Number of Parent Empowerment Course Programs offered by the Parent Academy is expanded from two District-wide sites to one site per region, for a total of six.	6				✓100
Goal 4: Reform business practices to ensure efficiency, effectiveness, and ethical standards.					
21. 100% of third-year targets in the five-year Technology Plan/Blueprint are met.	100%				✓100
22. Vision, planning, and design phases of the Enterprise Resource Planning System (ERPS) are completed at 100%.	100%				✓100
23. 100% of third-year targets in the five-year Capital Plan are met.	110%				✓110
24. 100% of facilities maintenance plans are completed.	98%			✓98	
Goal 5: Recruit, develop, and retain high-performing, diverse and motivated faculty and staff.					
25. Year 1 of Board-approved, 3-year Teacher Recruitment Plan is implemented.	100%				✓100
26. Re-designed hiring processes for teachers and Managerial Exempt Personnel (MEP) employees are fully implemented.	100%				✓100
27. Performance management evaluation system is fully implemented for all MEP employees.	100%				✓100
28. Mentoring and Induction of New Teachers (MINT) program is implemented and the impact on retention of new teachers is					
i) 90% for new teachers hired from an educational background	98%			✓98	
ii) 80% for new teachers hired from a non-traditional background	96%			✓96	
29. Knowledge management strategy is expanded to include best practices from school and non-school sites, aligned to reform initiatives, shared on-line, and implemented through Comstat meetings districtwide.	85%			✓85	

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

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