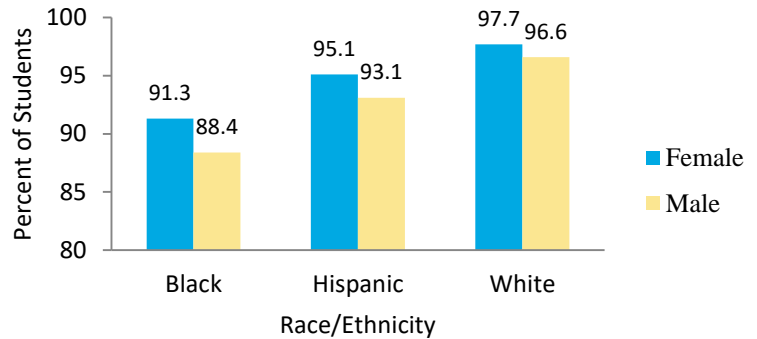


2016-17 Promotion Rate  
**Overall**  
**97.7%**  
Third grade  
**93.3%**

Third Grade Promotion Rates by Race/Ethnicity  
Within Gender

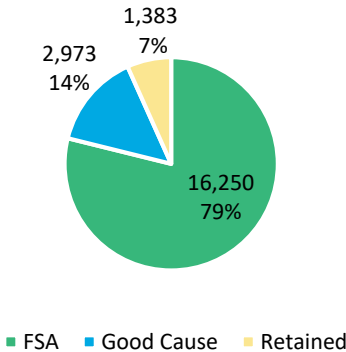


**Promotion At A Glance**

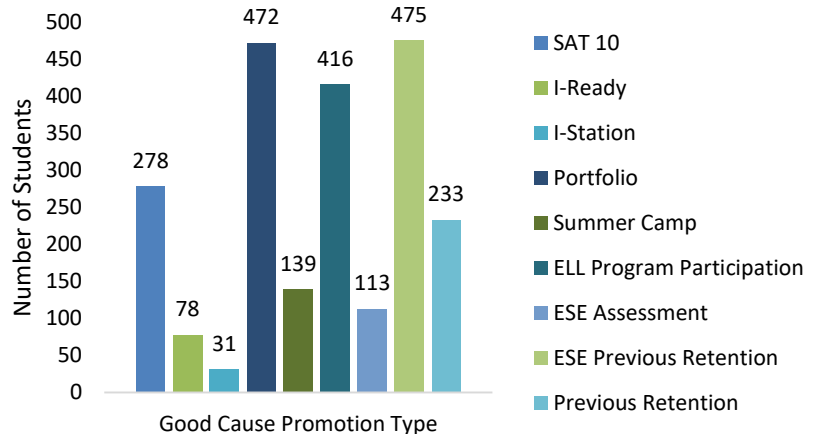
- District-wide promotion rates were stable at 97.7% across the three years of the study (98.3%, 98.1%, and 97.7% for 2014-15, 2015-16, and 2016-17, respectively).
- Promotion rates for all grades were at or above 97.8% except for first grade (95.2%), second grade (95.7%), and third grade (93.3%).
- This year’s third grade promotion rate remained stable at 93.3%.
- The promotion rate for third grade Black male students increased by a percentage point between the 2015-16 and 2016-17 school years (from 87.3% to 88.4%). Rates for all other racial/gender groups ranged between 91.3% and 97.7%
- Most third grade students were promoted due to FSA scores (79%), with an additional 14% being promoted due to meeting Good Cause criteria. Of those, the most common reasons were the Portfolio assessment (16%), exceptional student education (ESE) previous retention (16%), English Language Learner (ELL) program participation (14%) and achieving proficiency scores on the SAT 10, i-Ready, and i-Station alternative assessment (13%).
- Summer camp was responsible for promoting 7% (139) of the 2,002 students who attended.

**Third Grade Promotion by Type, 2016-17**

Distribution of 3rd Grade Promotion and Retention



Good Cause Promotion by Type, 2016-17



**Additional Resources**

Detailed school-by-school results: <http://www.broward.k12.fl.us/sar/releases>

Student Progression Plan: <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%206000.1.pdf>

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**DANIEL GOHL  
CHIEF ACADEMIC OFFICER**

*Signatures on File*

DATE: November 6, 2017

TO: All Principals

FROM: Daniel F. Gohl  
Chief Academic Officer

VIA: Valerie S. Wanza, Ph.D.  
Chief School Performance & Accountability Officer

SUBJECT: **Promotion Rates for Broward County Public Schools, 2014-15 through 2016-17**

The attached research brief summarizes promotion rates in Broward County Public Schools for the 2014-15 through 2016-17 school years. Rates are provided by demographic group, grade level, and innovation zone. Third grade promotion is also broken out by reason for promotion. Individual school data are provided in the appendices.

Major findings include:

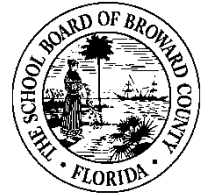
- District-wide promotion rates were stable across the three years (98.3%, 98.1%, and 97.7% for 2014-15, 2015-16, and 2016-17, respectively).
- This year's third grade promotion rate was the same as 2015-16 (93.3%).
- Fourteen percent of third grade students were promoted by Good Cause. Of those, the most common reasons were the Portfolio assessment (16%), exceptional student education (ESE) previous retention (16%), English Language Learner (ELL) program participation (14%) and alternate assessments (SAT 10, i-Ready, and i-Station; 13%).
- Seven percent of the 2,002 students who attended summer school were promoted due to achieving proficiency scores on alternate assessments at the conclusion of summer school.
- The promotion rate for third grade Black male students in 2016-17 (88.4%) increased by a percentage point since 2015-16 (87.3%). The third grade promotion rate for all other racial/gender groups ranged from 91.3% to 97.7%
- Promotion rates varied across innovation zones, with the highest promotion rates occurring in the Stoneman Douglas (99.3%;  $n=9,745$ ), Cypress Bay (99.2%,  $n=13,092$ ), West Broward (99.1%,  $n=5,789$ ), and Nova (99.1%;  $n=5,660$ ) innovation zones.

Questions or comments concerning this report should be addressed to **Richard Baum, Director of Student Assessment & Research at 754-321-2500**. This brief may also be accessed on the Student Assessment & Research website at: <http://www.broward.k12.fl.us/sar/index.htm>.

VSW/DG/RGB/SLS/ALA:rs

Attachments

cc: School Board Members  
Senior Leadership Team  
Directors, Office of School Performance & Accountability



# Research Brief

## PROMOTION RATES IN BROWARD COUNTY PUBLIC SCHOOLS, 2014-15 THROUGH 2016-17

This brief summarizes promotion rates in Broward County Public Schools (BCPS) for the 2014-15 through 2016-17 school years at both District-managed and charter schools. An in-depth analysis of third grade promotion is also included, as third grade is the first grade in which promotion is tied to statewide standardized assessment performance, and is also the grade that consistently has the lowest promotion rate.

### BACKGROUND

Information about the criteria for promotion is defined by BCPS Policy 6000.1: Student Progression Plan.<sup>1</sup> Policy 6000.1 offers two options for standard promotion criteria for all elementary school students with the exception of third grade students. To be promoted from third to fourth grade, students must achieve a level 2 or higher on the Florida Standards Assessment (FSA) for English Language Arts (ELA). In addition, the policy delineates criteria for Good Cause Promotion, which includes provisions for students with disabilities (ESE) and English language learners (ELL), and also provides options for promotion based on alternative assessments. At the middle school level (grades six through eight), promotion is indicated when students pass a minimum of four subjects, and at the high school level, students are automatically considered to be in the next grade upon completion of the previous grade. For tenth grade students, earning an achievement level of 3 on both the FSA ELA and the Algebra I End-of-Course exam are a requirement for graduation, but not for promotion. Promotion criteria are summarized in Table 1, below.

---

<sup>1</sup> BCPS Policy 6000.1 can be found at <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%206000.1.pdf>. Note that the policy is frequently amended. A copy of the version applicable to the 2016-17 school year is included in Appendix A.

Table 1

*Highlights of Policy 6000.1: Promotion Criteria by Grade Level, 2016-17*

Grade	Criteria 1	Criteria 2
KG	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).	OR Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Phonemic Awareness, Phonics, High-Frequency Words, Blending Words, and Listening Comprehension sections (pages 59-73).
1	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.	OR Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).
2	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Language Arts Florida Standards.	OR Scores Instructional Reading Level M or greater on the Benchmark Assessment System (BAS).
3	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.	OR Scores acceptable level of performance on the state-approved alternative assessment achievement test in reading comprehension.
4	<b>READING:</b> Scores Level 2 or greater on the FSA ELA. <b>MATH:</b> Scores Level 2 or greater on the FSA for Mathematics.	OR <b>READING:</b> Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS). <b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
5	<b>READING:</b> Scores Level 2 or greater on the FSA for ELA. <b>MATH:</b> Scores Level 2 or greater on the FSA for Mathematics.	OR <b>READING:</b> Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS). <b>MATH:</b> For grades 5 scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
6, 7, & 8	Students must pass a minimum of 4 subjects. Two of which must be in English, mathematics, science or social studies. To be promoted from 8 <sup>th</sup> to 9 <sup>th</sup> grade, students must successfully complete three middle grades or higher courses in each of the following subject areas: ELA, math, science, and social studies. Additionally, students must complete one course in career and education planning in 6 <sup>th</sup> , 7 <sup>th</sup> , or 8 <sup>th</sup> grade.	
9	Following completion of one year designated as a 9 <sup>th</sup> grader, the student will be designated a 10 <sup>th</sup> grader.	
10	Following completion of one year designated as a 10 <sup>th</sup> grader, the student will be designated as an 11 <sup>th</sup> grader.	
11	Following completion of one year as an 11 <sup>th</sup> grader, the student will be designated as a 12 <sup>th</sup> grader.	

## METHOD

**Promotion Rates.** Data for all three school years were gathered from the District's Data Warehouse. The promotion rate was calculated by comparing each student's grade level at the end of the 2016-17 school year to their grade level in the beginning of the 2017-18 school year. Data were retrieved on September 5, 2017. A student was defined as promoted if he or she moved up a grade level from 2016-17 to 2017-18.

Data for all District-managed and charter schools are summarized by grade level and innovation zone as well as student sub-population including gender, race/ethnicity, free or reduced-price lunch (FRL) status, English Language Learner (ELL) status, and Exceptional Student Education (ESE) status.

**Third Grade Promotion by Type.** Third grade promotion by type was determined by creating a hierarchy of promotion reasons attributed to students. Third grade students in 2016-17 who were promoted to fourth grade at the beginning of 2017-18 were considered to be promoted by the Florida Standards Assessment (FSA) if they had an achievement level of 2 or higher on the 2017 FSA for ELA. Of the remaining students, those who had a SAT 10 score in the 45<sup>th</sup> percentile, an i-Ready score in the 50<sup>th</sup> percentile, or an i-Station score in the 50<sup>th</sup> percentile or higher prior to the conclusion of the 2016-17 school year were considered to be promoted by their respective assessment. Next, students not meeting previously mentioned criteria who had passing scores on the District's Portfolio assessment were counted as being promoted due to Portfolio. Of the remaining students, those who attended a BCPS school that offered a summer reading camp program for five or more days over the summer and who had an August 2017 SAT 10 score in the 45<sup>th</sup> percentile or an i-Station score in the 50<sup>th</sup> percentile or higher were considered promoted due to summer reading camp. The remaining students were counted for the specific good cause indicated by the promotion code assigned to them in the data warehouse: ELL program participation, ESE alternate assessment, ESE previous retention, and previous retention. Any student who did not meet any of these criteria were not included in the reason for promotion analysis.

## RESULTS

### PROMOTION FOR ALL GRADE LEVELS

**Promotion Rate Overall and by Grade.** Table 2 reflects that promotion rates remained stable across the three years (98.3%, 98.1%, and 97.7% for 2014-15, 2015-16, and 2016-17). All grades had a promotion rate of 97.8% or higher in 2016-17 except for first (95.2%), second (95.7%) and third (93.3%) grades. The third-grade promotion rate is traditionally the lowest of all the grades as this is the first grade to use a statewide standardized test to determine eligibility for promotion. Although the 2016-17 rate is 3.6 percentage points lower than the 2014-15 school year, it is the same as in 2015-16. The 2014-15 school year was an unusual year in that Florida transitioned from the Florida Comprehensive Assessment Test (FCAT 2.0) to the new Florida

Standards Assessment (FSA). FSA scores were not released in time for promotion decisions and thus alternate criteria were used.

Table 2

*District Promotion Rates by Grade, 2014-15 through 2016-17, including centers and charters.*

Grade	2014-15			2015-16			2016-17			Prom Diff (% pts.)
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
KG	18,169	17,916	98.6	18,000	17,722	98.5	17,999	17,704	98.4	-0.2
1	19,840	19,086	96.2	19,208	18,457	96.1	18,933	18,021	95.2	-1.0
2	19,929	19,372	97.2	20,018	19,417	97.0	19,488	18,641	95.7	-1.5
3	20,123	19,504	96.9	20,153	18,793	93.3	20,606	19,223	93.3	-3.6
4	19,109	18,830	98.5	20,085	19,803	98.6	19,715	19,287	97.8	-0.7
5	17,935	17,817	99.3	18,694	18,592	99.5	19,523	19,272	98.7	-0.6
6	18,223	18,032	99.0	18,664	18,508	99.2	19,548	19,414	99.3	0.3
7	18,602	18,366	98.7	18,554	18,404	99.2	19,030	18,835	99.0	0.3
8	18,523	18,174	98.1	18,218	18,005	98.8	18,482	18,208	98.5	0.4
9	19,204	19,068	99.3	19,019	18,917	99.5	19,090	18,962	99.3	0.0
10	18,670	18,449	98.8	18,985	18,812	99.1	19,335	19,105	98.8	0.0
11	18,431	18,259	99.1	18,270	18,099	99.1	18,898	18,653	98.7	-0.4
Total	226,758	222,873	98.3	227,868	223,529	98.1	230,647	225,325	97.7	-0.6

**Promotion by Student Sub-population.** Table 3 presents District-wide promotion rates, disaggregated by gender, race/ethnicity, and by special populations for the 2014-15 through 2016-17 school years. The promotion rate for ELL students decreased by 1.7 percentage points, and for ESE students by 1.2 points. Rates for all other sub-groups remained stable across the three years. See also Appendix B for school level summaries of promotion rates by student sub-group.

Table 3

*District Promotion Rates by Race/Ethnicity and Special Populations 2014-15 through 2016-17*

Group	School year									
	2014-15			2015-16			2016-17			
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
<b>Gender</b>										
Female	110,592	109,223	98.8	111,362	109,753	98.6	112,692	110,635	98.2	
Male	116,166	113,650	97.8	116,506	113,776	97.7	117,955	114,690	97.2	
<b>Race/Ethnicity</b>										
Black	88,746	86,619	97.6	88,072	85,698	97.3	88,376	85,568	96.8	
Hispanic	70,984	69,938	98.5	74,141	72,861	98.3	77,995	76,285	97.8	
White	51,889	51,336	98.9	50,337	49,821	99.0	48,688	48,073	98.7	
<b>Special Subgroups</b>										
ELL	31,969	31,133	97.4	37,029	35,855	96.8	30,983	29,640	95.7	
ESE	26,877	25,837	96.1	27,238	26,046	95.6	28,361	26,927	94.9	
FRL	147,636	144,443	97.8	143,292	139,635	97.4	149,218	144,743	97.0	

**Promotion by Innovation Zone.** Table 4 lists promotion rates by innovation zone for students in kindergarten through eleventh grade for the 2014-15 through 2016-17 school years. The rightmost column shows the difference in promotion rates between the 2014-15 and 2016-17 school years. The table is sorted from highest to lowest promotion rate for the 2016-17 school year.

Table 4  
*Promotion by Innovation Zone, 2014-15 through 2016-17*

Innovation Zone	School Year									3 Year Diff (% pts.)
	2014-15			2015-16			2016-17			
	N	n	%	N	n	%	N	n	%	
Stoneman Douglas	5,229	5,197	99.4	9,292	9,241	99.5	9,816	9,745	99.3	-0.1
Cypress Bay	12,859	12,777	99.4	13,230	13,132	99.3	13,194	13,092	99.2	-0.2
West Broward	8,957	8,896	99.3	5,424	5,385	99.3	5,839	5,789	99.1	-0.2
Nova	4,859	4,822	99.2	5,018	4,968	99.0	5,709	5,660	99.1	-0.1
Western	6,937	6,858	98.9	6,710	6,630	98.8	7,279	7,199	98.9	0.0
Cooper City	5,105	5,076	99.4	5,295	5,270	99.5	5,682	5,618	98.9	-0.5
Monarch	4,890	4,829	98.8	7,033	6,933	98.6	7,088	6,988	98.6	-0.2
Taravella	6,595	6,532	99.0	8,616	8,520	98.9	8,966	8,838	98.6	-0.4
Coral Glades	6,089	6,016	98.8	5,253	5,178	98.6	5,675	5,592	98.5	-0.3
Everglades	5,473	5,427	99.2	6,823	6,751	98.9	6,770	6,664	98.4	-0.8
Flanagan	8,377	8,275	98.8	7,555	7,448	98.6	7,077	6,956	98.3	-0.5
South Plantation	6,229	6,141	98.6	5,319	5,231	98.3	5,636	5,539	98.3	-0.3
McArthur	8,597	8,448	98.3	5,836	5,715	97.9	6,091	5,974	98.1	-0.2
Piper	5,204	5,107	98.1	7,868	7,698	97.8	7,854	7,701	98.1	0.0
Coral Springs	7,006	6,896	98.4	6,326	6,208	98.1	6,567	6,435	98.0	-0.4
Plantation	5,728	5,622	98.1	5,178	5,071	97.9	5,259	5,142	97.8	-0.3
Hollywood Hills	7,615	7,499	98.5	6,769	6,646	98.2	6,677	6,524	97.7	-0.8
Northeast	7,019	6,926	98.7	4,876	4,792	98.3	4,765	4,654	97.7	-1.0
South Broward	6,806	6,654	97.8	5,376	5,222	97.1	5,355	5,217	97.4	-0.4
Dillard	9,658	9,308	96.4	7,167	6,952	97.0	7,182	6,996	97.4	1.0
Coconut Creek	8,294	8,170	98.5	8,091	7,944	98.2	8,221	7,985	97.1	-1.4
Blanche Ely	5,322	5,218	98.0	8,639	8,428	97.6	8,863	8,598	97.0	-1.0
Fort Lauderdale	5,376	5,272	98.1	6,531	6,378	97.7	6,506	6,310	97.0	-1.1
Miramar	8,619	8,475	98.3	6,477	6,356	98.1	6,234	6,033	96.8	-1.5
Deerfield Beach	6,448	6,307	97.8	6,421	6,239	97.2	6,396	6,170	96.5	-1.3
Stranahan	7,168	6,994	97.6	4,780	4,643	97.1	4,723	4,554	96.4	-1.2
Boyd Anderson	4,728	4,627	97.9	7,856	7,653	97.4	7,369	7,100	96.3	-1.6
Hallandale	5,308	5,192	97.8	5,128	4,989	97.3	4,837	4,620	95.5	-2.3

### THIRD GRADE PROMOTION

**Third Grade Promotion by Type.** The majority of 2016-17 third grade students (79%;  $n=16,250$ ) were promoted to fourth grade by scoring an achievement level of 2 or higher on the FSA for ELA. An additional 2,973 students were promoted by good cause (14%), while the remaining 7% ( $n=1,383$ ) were retained (Figures 1 and 2).

Distribution of 3rd Grade Promotion and Retention

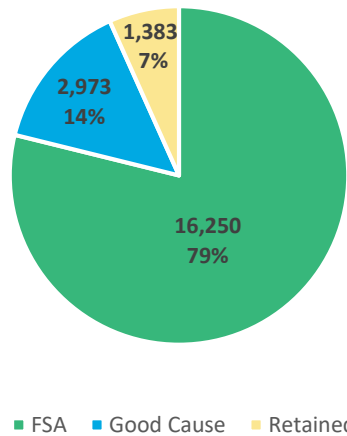


Figure 1. Distribution of 2016-17 third grade promotion and retention by type.

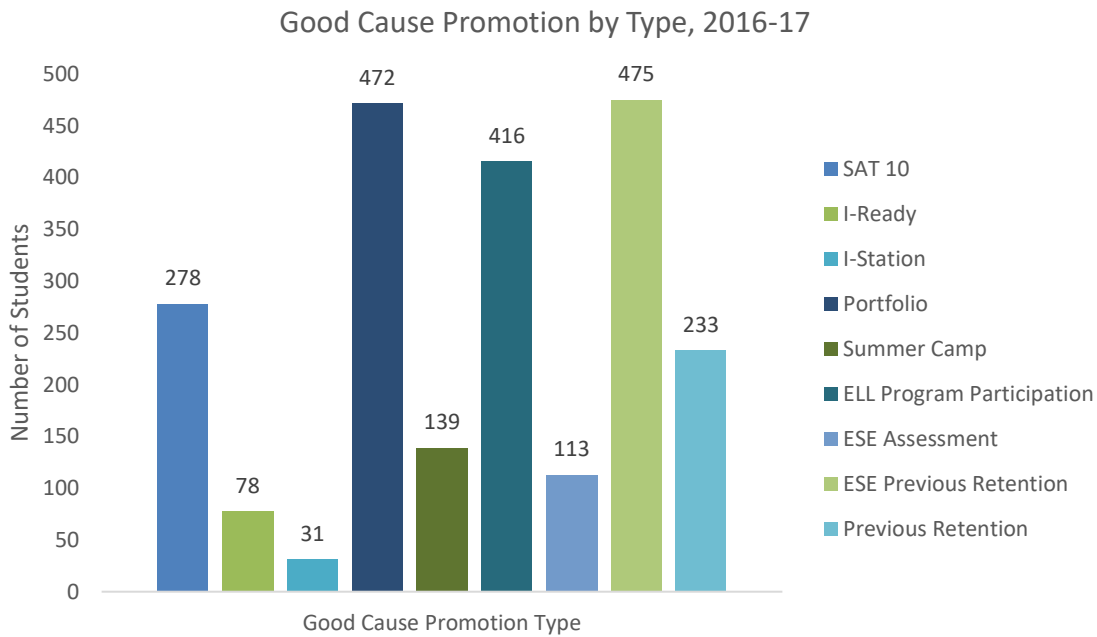


Figure 2. Distribution of 2016-17 third grade good cause promotion by specific type<sup>2</sup>.

<sup>2</sup> Note that the specific reason for good cause promotion could not be verified for 738 students.



## SUMMER SCHOOL PROMOTION

### Third Grade Summer School Promotion by Type

Students who do not achieve a level 2 or higher on the FSA for ELA are eligible to attend summer school. In 2017, 4,356 third grade students did not meet FSA criteria. A total of 2,002 students attended summer school; many of whom had already met good cause promotion criteria, and seven whom had already achieved a satisfactory score on the FSA ELA.

Summer school participation was responsible for promoting 139 students (7% of students who attended). At the conclusion of summer school, these students achieved passing scores on either the i-Station or SAT 10 assessment. Most students attending summer school were either retained (46%) or promoted for a good cause reason other than achieving a passing score on an alternate assessment (22%). The complete distribution of promotion by type for summer school attendees is shown in Figure 3.

Summer School Promotion by Type

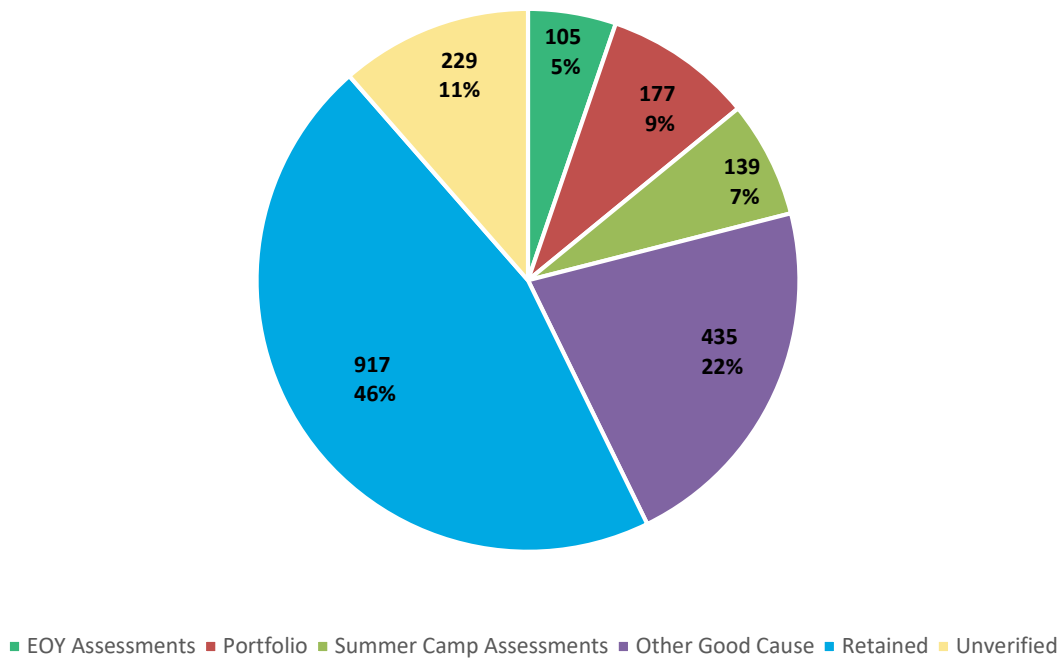


Figure 3. Distribution of 2016-17 third grade summer school retention and promotion by type<sup>3</sup>.

<sup>3</sup> Note that the specific reason for good cause promotion could not be verified for 229 students who attended summer school.

**Third Grade Promotion by Race/Ethnicity by Gender.** Figure 4 illustrates promotion rates of Black, Hispanic, and White third grade BCPS students by gender for the 2016-17 school year. The figure shows that, regardless of ethnic group, females in general had higher promotion rates than males. The White female subgroup had higher promotion rates than Hispanic female students, who had higher promotion rates than Black female students (97.7%, 95.1%, and 91.3%, respectively). See also Appendix B for school-level promotion rates by gender and race/ethnicity and Appendix C for school-level promotion rates by race/ethnicity within gender.

The gender gap was greatest among Black students. That is, for the Black student subgroup there was a 2.9 percentage point gap between female and male students. Hispanic had a 2.0 percentage point gap, and White students had a 1.1 percentage point gap. In each case, females exhibited the higher promotion rate. Overall, the highest promotion rates were for White females (97.7%), followed closely by White males (96.6%).

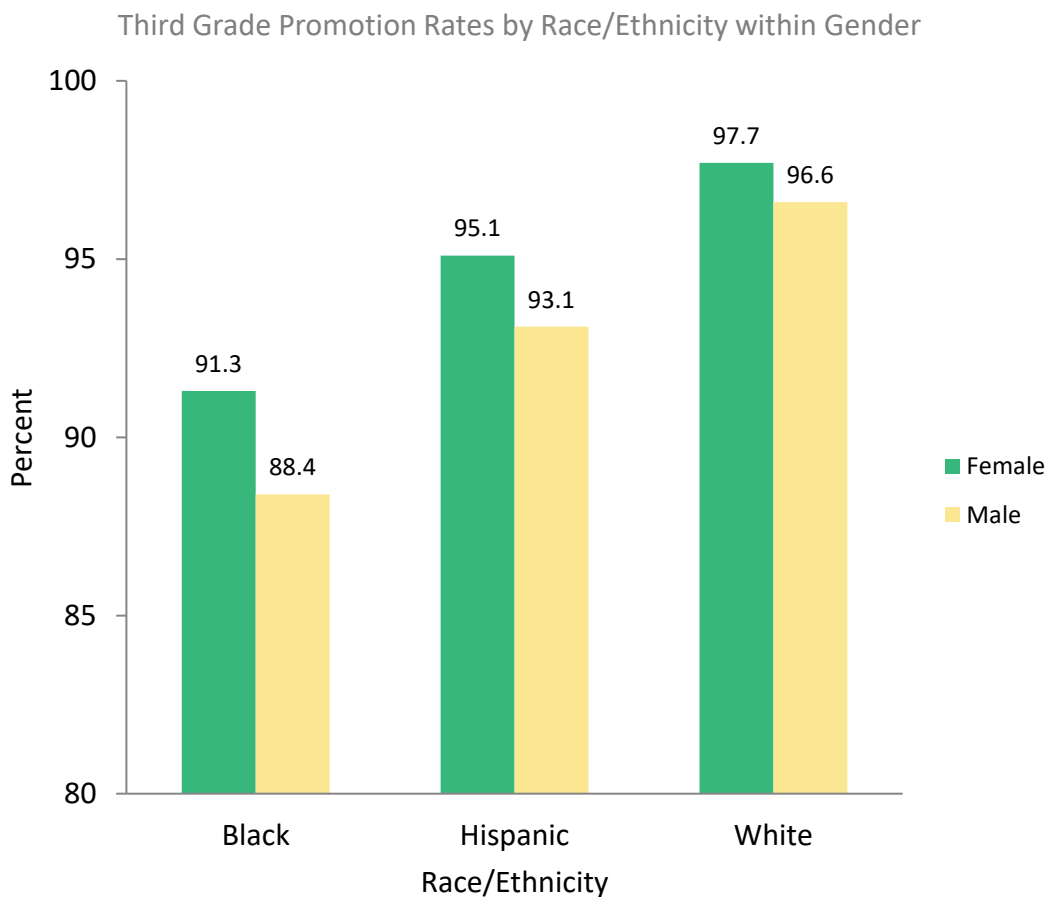


Figure 4. Third-Grade Promotion Rates by Race/Ethnicity within Gender, 2016-17.

Figures 5a and 5b present District-wide third grade promotion rate gaps by gender for the Black, Hispanic, and White student subgroups for 2014-15 through 2016-17. For both genders, the gap between Black and White students and between Hispanic and White students increased. The gap between Black and White females increased by four percentage points, while the gap between Hispanic and White females increased by two percentage points. The male students showed a similar pattern to female's students in that the gap between Black and White males increased by seven percentage points, while the Hispanic and White male students' gap increased by two percentage points. Although gaps have increased over the three-year period, they have remained stable between 2015-16 and 2016-17 and are similar to 2013-14. The 2014-15 year is an anomaly because of the late release of FSA scores in its initial year of implementation.

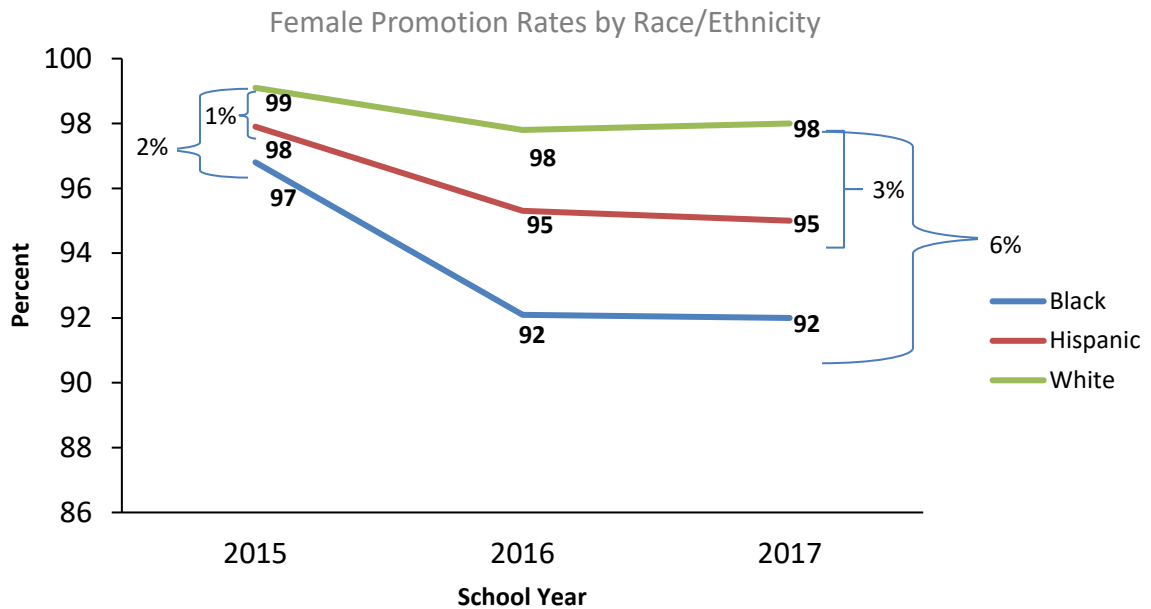


Figure 5a. Third-Grade Female Promotion Rate Gaps by race/ethnicity, 2014-15 to 2016-17.

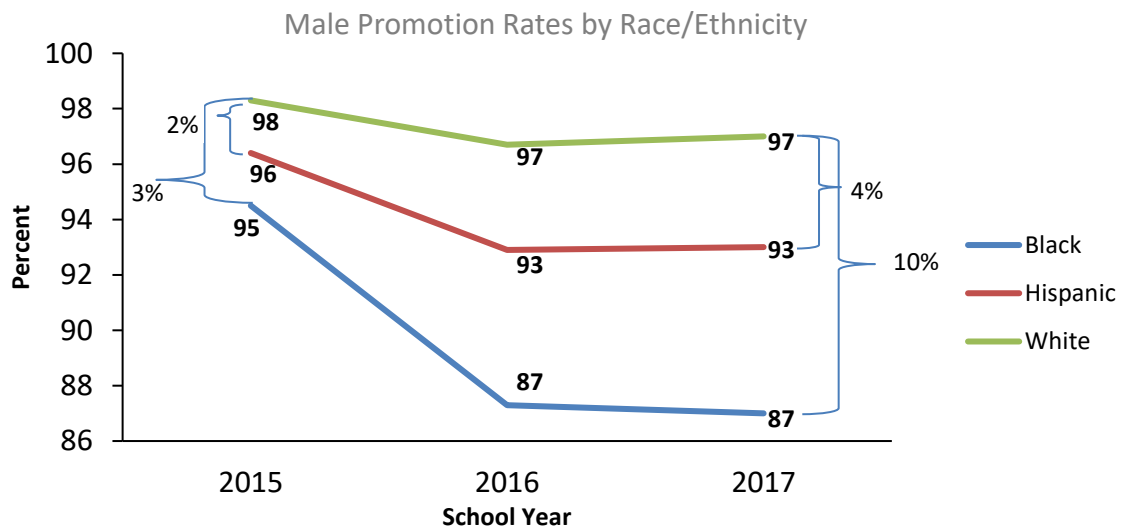


Figure 5b. Third-Grade Male Promotion Rate Gaps by race/ethnicity, 2014-15 to 2016-17.

## Discussion

Promotion rates were examined for Kindergarten through eleventh grade students enrolled in District-managed schools, centers, and charter schools for the 2014-15 through 2016-17 school years. Overall, promotion rates for all grade levels remained stable across the three years with the exception of second and third grade, which decreased by 1.5 and 3.6 percentage points, respectively. Looking at the one-year change between 2015-16 and 2016-17, the third-grade promotion remained stable across the two years at 93.3 percent. The promotion difference between the 2014-15 and 2016-17 school year is likely an artifact of the alternative promotion criteria used in 2014-15 which were utilized in the absence of the new FSA scores.

The majority (79%) of third grade students were promoted to fourth grade by scoring a level two or higher on the FSA for ELA. An additional 14% of students were promoted by good cause, while seven percent were retained in third grade in the following school year. Summer school attendance accounted for the promotion of 7% of the 2,002 students who attended this past year. The majority of students who attended summer school were either retained (46%) or promoted through good cause (22%).

For third grade students within each racial/ethnic group, females had a higher promotion rate, and within each gender, White students had the highest promotion rate, followed by Hispanic students, followed by Black students.

Promotion rates for ELL and ESE students decreased slightly (1.7 and 1.2 percentage points, respectively) across the three years. Promotion rates for all other student sub-populations remained stable across the three years.

Four innovation zones had overall promotion rates at 99% or greater (Stoneman Douglas, Cypress Bay, West Broward, and Nova). The Dillard zone saw an increase in promotion rate of one percentage point. Twenty-Five schools experienced a decrease in promotion rate, with Hallandale having the largest decrease (2.3 percentage points).

Further information regarding student performance at specific schools is included in the appendix (<http://www.broward.k12.fl.us/sar/>). This information is provided to assist directors and principals in identifying high performing elementary and middle schools for ideas on best practices and to identify low performing elementary and middle schools in need of extra assistance. Since the District's current high school promotion policy is based upon students' time enrolled in high school rather than credits earned, school staff and principals are advised to review student progress toward graduation through school reports and online applications such as the Behavioral Academic Student Information System (BASIS).

## APPENDICES

Appendix A presents the BCPS Policy 6000.1 as it pertains to the 2016-17 school year.

Appendix B presents school-level summaries of promotion rates for the 2016-17 school year, disaggregated by grade level for the District's three largest student racial/ethnic subgroups (Black, Hispanic, and White) as well as gender and special population (FRL, ESE, ELL).

Appendix C presents school-level promotion rates by gender for the District's three largest student racial/ethnic groups (Black, Hispanic, and White).

*Note that data were not displayed for any grade level at any school or center with an enrollment of ten or less students in order to protect confidentiality. This is in accordance with policy guidance from the Florida Department of Education.*

## REFERENCES

School Board of Broward County, Florida. (2016, June 21). Policy 6000.1: Student Progression Plan. Retrieved October 12, 2017, from <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%206000.1.pdf>

### *Prepared by*

Armando Abreu, Database Researcher IV  
Sandra Skinner, Ph.D., Research Specialist

### **The School Board of Broward County, Florida**

Abby M. Freedman Chair  
Nora Rupert, Vice Chair  
Robin Bartleman  
Heather P. Brinkworth  
Patricia Good  
Donna P. Korn  
Laurie Rich Levinson  
Ann Murray  
Dr. Rosalind Osgood

Robert W. Runcie, Superintendent of Schools

*The School Board of Broward County, Florida prohibits any policy or procedure that results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Executive Director, Benefits & EEO Compliance at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.*