



## EVALUATION OF SUPERINTENDENT

An evaluation of the superintendent's performance shall be conducted annually by the Board of Education. The evaluation shall be based upon the superintendent's duties and responsibilities as outlined in the written job description and such performance goals as ~~may be~~ agreed to by the board and superintendent, using the criteria outlined in Exhibit 225A. Performance goals will be developed no later than August 1st in any given year.

The board shall provide a written copy of the evaluation to the superintendent in a conference with the full board. There will be a complete and frank discussion of all items on the evaluation to enable the superintendent to have a thorough understanding of the evaluation's conclusions. A copy of the evaluation shall also be placed in the personnel file.

LEGAL REFERENCE: WISCONSIN STATUTES WISCONSIN ADMINISTRATIVE CODE  
121.02(1)(Q) P.I. 8.01(2)(Q)  
Adopted: April 27, 1988  
OSHKOSH AREA SCHOOL DISTRICT  
Oshkosh,

## Oshkosh Area School District

### Superintendent Evaluation Guideline: A Key to Your Accountability Plan

The overview presented below is intended to give guidance to board members who may not be familiar with the evaluation procedure. It is also presented as an effective outline to provide consistency from year to year within the OASD evaluation process.

There are two major components to the evaluation process for Superintendents which are critical. The first component deals with the general management/administrative responsibilities of the Superintendent. That would include the standard categories which appear in most Superintendent Job descriptions.

These are on-going areas of responsibility for a Superintendent. They should be evaluated each year since weakness in any one of the functions would require attention.

There are a myriad of approaches to this general evaluation task.

- It is important that whatever approach is adopted, it should be complete enough to cover major areas of concern for a Board.
- Another important consideration is ease of use—if a form takes an inordinate amount of time to complete, then for some Board members it will not be practical.
- The tool should permit some degree of evaluation—i.e. strong, weak, high, low, acceptable, unacceptable, etc.
- There should be space for comments—most forms if used on a computer will permit automatic expansion of the comment box for longer responses.
- There should be an easy way to compile the ratings from Board members to help both the Board and Superintendent to notice any areas of particular concern or particular commendation.

This document provides a general template that the Oshkosh Area School District Board of Education should consider for evaluating the Superintendent. The framework provided incorporates flexibility with ease of use.

One element which is not represented in the form below is the nature of the evidence the Board can look for in deciding how well the Superintendent has performed in a certain area. There are many indicators such as media reports, financial reports, indicators of morale, academic achievement, etc. If the Board were to wish to give the evaluation form more substance, then some of those indicators could be referenced.



## RELATIONSHIPS WITH THE BOARD

	3	2	1	Comments
Keeps the board informed on issues, needs, and operation of the school system.				
Offers professional advice to the board on matters requiring board action, with recommendations based on appropriate study and analysis.				
Interprets and executes the intent of board policy.				
Seeks and accepts constructive criticism of work.				
Supports board policy and actions to the public and staff.				
Has a harmonious working relationship with the board.				
Understands role in administration of board personnel policy, makes recommendations for employment or promotion of personnel in writing and with appropriate supporting data.				
Accepts responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the board and staff.				
Remains impartial toward the board, treating all board members alike.				
Refrains from criticism of individual or group members of the board.				
Goes immediately and directly to the board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in an earnest effort to resolve such difference immediately.				
Bases position with regard to matters discussed by the board upon principle, and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time the superintendent supports the decision of the board, as long as he/she remains in its employ.				

## COMMUNITY RELATIONSHIPS

	3	2	1	Comments
Gains respect and support of the community on the conduct of operation of the schools.				
Solicits and gives attention to problems and opinions of all groups and individuals.				
Develops friendly and cooperative relationships with news media.				
Participates actively in community life and affairs.				
Achieves status as a community leader in public education.				
Works effectively with public and private agencies.				

## STAFF AND PERSONNEL RELATIONSHIPS

	3	2	1	Comments
Develops and executes sound personnel procedures and practices.				
Develops good employee morale and loyalty to the district.				
Treats personnel fairly, without favoritism or discrimination, while insisting on performance of duties.				
Delegates authority to administrative personnel appropriate to the position each holds.				
Recruits and assigns the best available personnel in terms of their competencies.				
Encourages participation of appropriate employees and groups in planning, procedures, and policy interpretation.				
Evaluates performance of appropriate administrative personnel, giving commendation for good work as well as requirements for improvement.				

## EDUCATIONAL LEADERSHIP

	3	2	1	Comments
Understands and keeps informed regarding significant aspects of the instructional program.				
Implements the district's vision and improvement plan.				
Participates with staff, board, and community in analyzing and evaluating instructional improvement.				
Organizes a planned program of staff evaluation and improvement.				
Inspires others to highest professional standards.				

## BUSINESS AND FINANCE

	3	2	1	Comments
Keeps informed on the needs of the school program – plant, facilities, equipment, and supplies.				
Provides financial operation oversight, insisting on competent and effective performance.				
Determines that funds are spent wisely, and adequate control and accounting are maintained.				
Evaluates financial needs and makes recommendations for adequate, prudent budgets.				

OVERALL COMMENTS:

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The second major component to be considered is the special annual goals for the Superintendent. There is a great deal of variation among school districts as to how or even whether these might be stated and addressed in evaluation. One of the best approaches is to follow some basic guidelines as these goals are considered.

1. Goals for the Superintendent are most effective when they are agreed upon between the Board and Superintendent. This agreement is important for several reasons. Obviously it is critical for both parties to be working off the same agenda—the Board’s evaluation should be aimed at the priorities which the Superintendent expected and is focused upon. Another reason for collaboration on the goals is to insure that the number of goals for the year is practical—the Superintendent is directly or indirectly responsible for all of the district’s programs. However, it is important for the special priorities identified by the Board and Superintendent to be limited to three or four—more than that often leads to inability to focus adequately on all of them.

Another argument for the Board and Superintendent agreement on the goals is to insure that the Superintendent is not overlooking some area that is important to the Board. If the Superintendent sets the goals unilaterally, they will likely be aimed at important topics, but may leave out something the Board is particularly interested in.

The discussion of the Superintendent goals also provides opportunity to place the Board’s authority and interest behind these initiatives. The Superintendent usually finds more leverage for his/her special priorities when it is known that the Board shares the interest and support for them.

2. If the Superintendent is going to work toward some specific goals, it would be helpful if they are stated in a way which assures they will be intrinsically valuable to the district, practical in terms of working on them and measurable in terms of results. One of the documents shared with in preparation for this discussion described the “SMART” goal structure:
  - Strategic and specific—linked to the district’s purpose, vision and clearly stated.
  - Measurable—the Board and Superintendent agree on how they can tell if progress is made.
  - Attainable—the goals are practical and possible.
  - Results Oriented—the goals are stated in a way which describes outcomes (changes, accomplishments) rather than simply inputs, events, or intentions.
  - Time bound—there should be a specific timeline for specific actions and for determining whether the goals were achieved.

To summarize, it seems to work best if the Superintendent’s goals are recognized by the Board as important, are limited in number, are specific and related to the district’s mission (student learning), are practical, are described in terms of the results which are sought and will be evaluated in a specific timeframe.

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## **ESTABLISHING A SYSTEM OF “ASSERTIVE ACCOUNTABILITY”**

The next stage to consider is how the Board and Superintendent will construct and agree upon a group of goals. A method which seems to work for some districts is to first agree on what is truly important for the district—i.e. a District Improvement Plan. This may already exist or it could be constructed to state the *explicit* areas of improvement the district is pursuing. It is in some ways a more precise statement than a strategic plan—it is a collection of the specific work to be done.



**BOE/SUPERINTENDENT GOAL TEMPLATE (EXAMPLE)**

<b>Strategy</b>	<b>Desired Outcomes</b>	<b>Beginning – Complete. Date</b>	<b>Baseline</b>	<b>Performance Indicators</b>
<p>Analyze and reorganize administration to increase effectiveness and retention</p>	<ol style="list-style-type: none"> <li>1. Increase administration retention.</li> <li>2. Decrease number of administrators leaving district</li> <li>3. Accurate reporting for why people leave the district</li> </ol>	<p>Sept. 2012- June 2013</p>	<p>January 2010 to present</p>	<p>1.1 Administrator turnover should reflect average of comparable districts.</p>
<p>Analyze the release of attendance data</p> <p>Change the format of the report on open enrollment to give a true picture that is easy to understand. Improve and ensure accuracy of data.</p> <p>Track new enrollees and departing students on an ongoing basis as retention and tracking strategy.</p>	<ol style="list-style-type: none"> <li>1. Improve student retention in the district.</li> <li>2. Decrease the number of students who leave the district for educational reasons.</li> <li>3. Accurate reporting for reasons people leave the district.</li> </ol>	<p>Sept.2012- June 2013</p>	<p>1. Insert a chart here to reflect the current number of releases, acceptances for the past 3 years.</p>	<p>2.1 New report format developed and in use by Dec 2012.</p> <p>2.2 Develop targets for 2013-14 based on analysis of data and new report.</p>

# Evaluation Forms

## Part 2: Goals

### Instructions

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Part of the superintendent's job is to guide the school district toward successful completion of district goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

1. Attached are forms to be completed by each board member rating the superintendent's performance in meeting the goals agreed to by the superintendent and the board for the year. Before the forms are distributed, insert each of your district's goals on a separate form.
2. Each board member should rate the performance level for each goal.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Bring your forms to the executive session to use as notes for discussion.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. It is important that the board speak with one voice in evaluating the superintendent.

## Goal Statement 1:

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### Performance Indicators:

(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

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### The superintendent's performance rating:

(Circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

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### Comments:

## Goal Statement 2:

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### Performance Indicators:

(Insert indicators of success here)

2.1

2.2

2.3

2.4

2.5

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### The superintendent's performance rating:

(Circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

---

### Comments:

### **Goal Statement 3:**

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#### **Performance Indicators:**

(Insert indicators of success here)

3.1

3.2

3.3

3.4

3.5

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#### **The superintendent's performance rating:**

(Circle one rating only for each goal)

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

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#### **Comments:**

# Summary Ratings Forms

## Part 2: Goals

### Instructions

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This summary section is to be used to compile individual board member responses. Board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, this form can be used as the final evaluation document for Part 2. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

# Summary Ratings Forms

## Part 2: Goals

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**Goal 1:**

**Summary Rating — Goal 1:**

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

**Comments:**

# Summary Ratings Forms

## Part 2: Goals

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**Goal 2:**

**Summary Rating — Goal 2:**

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

**Comments:**



# Summary Ratings Forms

## Part 2: Goals

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### Goal 3:

#### Summary Rating — Goal 3:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

### Comments:

# Evaluation Summary

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Below is a **sample** summary of a board's evaluation of its superintendent.

The Board of Education for the Oshkosh Area School District has completed the annual evaluation of Superintendent (name) for (year). The past year has been positive (or challenging) for education in our school district. All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on: #1) six professional standards and #2) district goals.

Regarding the six professional standards, we determined that Superintendent (name)'s performance was excellent in the areas of leadership, and community relations. In the areas of staff and personnel relationships, business and finance, relationship with the board of education, and personal qualities the board felt his/her performance was outstanding.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to increase administration/staff retention. His/her success at achieving the goal of improving student retention rated good.

We will be working with Superintendent (name) over the next several weeks to develop additional goals for our district and look forward to working together to make our district successful.

Superintendent \_\_\_\_\_

BOE President \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

# Goal-Setting Worksheet

**Goal Statement:**

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Action Steps	Timeline	Estimated Resources	who is responsible?
1.			
2.			
3			
4.			
5.			

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Evaluation Plan:

Communication Plan:

## REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Wisconsin law requires every school district personnel employee to report all identified or suspected incidents of child abuse and/or neglect to the Winnebago County Department of Human Services or other legal authorities. Because the Board of Education is concerned with the welfare of all children, it recognizes the legal and ethical obligations to report identified or suspected abuse or neglect and expects every school district employee-staff to act in accordance with all appropriate Wisconsin statutes.

~~All School district employees personnel who are required to report cases of suspected abuse or neglect include, but are not limited to, teachers, nurses, social workers, psychologists, administrators, counselors, physical therapists, speech/language clinicians, teacher aides, secretaries and bus drivers. Anyone who, in good faith, participates in the making of a report pursuant to the legal mandate shall in so doing be immune from any liability, civil or criminal, that might otherwise be imposed. State law also protects district employees from being discharged from employment, disciplined or discriminated against in regard to employment, or threatened with discipline, discrimination or discharge from employment as a direct result of such a report.~~

The Board of Education supports a preventive approach to child abuse and neglect and will provide training to school ~~employees personnel~~ in recognizing the indicators of abuse or neglect and in working with families in attempting to eliminate the conditions which may have contributed to the identified or suspected abuse or neglect. The training will be provided within the first six months of employment and at least once every five years after the initial training.

LEGAL REFERENCE: WISCONSIN STATUTES  
48.981  
118.07 (5)

CROSS-REFERENCE: 454-Rule, Child Abuse and Neglect Reporting Guidelines  
454-Exhibit A, Oshkosh Area School District Abuse and Neglect Processing Information

Adopted: September 27, 1989; November 28, 1990;  
January 16, 2008

Revised: June 2, 2010, \_\_\_\_\_

OSHKOSH AREA SCHOOL DISTRICT  
Oshkosh, Wisconsin

## CHILD ABUSE AND NEGLECT REPORTING GUIDELINES

School district ~~employees personnel~~ are ~~required~~ expected to report all incidences of identified or suspected child abuse or neglect to the proper authorities. In so doing, the Oshkosh Area School District joins other community agencies in minimizing the negative effects of child abuse or neglect.

Definitions: The following definitions are to assist in defining suspected abuse or neglect:

1. "Abuse" means any physical injury inflicted on a child by other than accidental means. "Physical injury" includes, but is not limited to, severe bruising, lacerations, fractured bones, burns, internal injuries or any injury constituting great bodily harm. Abuse also includes sexual intercourse, sexual contact or sexual exploitation.
2. "Neglect" means failure, refusal or inability on the part of a parent, guardian, legal custodian or other person exercising temporary or permanent control over a child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.
3. "Emotional damage" means harm to the child's psychological or intellectual functioning which is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior, or a combination of those behaviors, which is caused by the child's parent, guardian, legal custodian or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm. "Emotional damage" may be demonstrated by a substantial and observable change in behavior, emotional response or cognition that is not within the normal range for the child's age and stage of development.

### Penalty for Non-Reporting:

School ~~employees personnel~~ who fail to report suspected abuse or neglect are subject to a fine or imprisonment. Whoever willfully violates the law by failure to report as required may be fined not more than \$1,000.00 or imprisoned not more than 6 months or both.

~~In addition to the penalty prescribed by state law, school district staff could be subjected to legal action by the abused/neglected child's parent or guardian if it is established that the staff member has prior knowledge which, if reported, may have prevented further injury.~~

### Procedures for Reporting:

1. ~~Every~~ Any school district employee who has reason to suspect that child abuse or neglect has occurred or will occur, ~~must~~ should report the situation to the school principal as soon as possible. (This consultation shall not prohibit the required reporting of suspected abuse or neglect.) Following this consultation, the district employee (preferred) or the principal should contact, in person or by phone, the Winnebago County Department of Human Services (WCDHS) and inform the agency of the facts and circumstances contributing to the reasons for suspecting child abuse or neglect. Information that will be required includes the student's name, address, age, parent/guardian's name, nature and extent of abuse or neglect

and any other information that might assist the WCDHS in its investigation. If the WCDHS cannot be reached, the local police or County Sheriff's Department shall be contacted.

2. Representatives of the (WCDHS) are expected to follow normal school procedure requiring them to report to the school office prior to interviewing a child. When WCDHS or other legal authorities' personnel conduct an interview related to **child abuse or neglect issues**, parental notification shall not occur. School employees cannot deter them from interviewing children on school premises as part of their investigation. School district staff should not pressure the child to gain privileged information regarding an injury or other information surrounding the suspected abuse or neglect. The WCDHS is required to inform the mandated reporter of the status of the case within 60 days after receipt of the initial report.

Staff Training:

1. Staff Training: Training will be provided according to the statutory time frame and in a cooperation with the Winnebago county Department of Human Services effort between the OASD and WCDHS on a requested basis.

REFERENCE: WISCONSIN STATUTES  
CHAPTER 48.981  
CHAPTER 944

CROSS-REFERENCE: POLICY 454-E Exhibit A, Oshkosh Area School District Abuse and Neglect Processing Information

Approved: September 27, 1989; November 28, 1990; January 16, 2008

Revised: June 2, 2010, \_\_\_\_\_

OSHKOSH AREA SCHOOL DISTRICT  
Oshkosh, Wisconsin