

C-FCSD Superintendent Performance Report

Name: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date Completed: [Click here to enter a date.](#)

Standard 1 Summary Comments: [Click here to enter text.](#)

Performance Standard 1: Leadership for Student Learning & Visionary Leadership

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Responsible for the leadership, guidance and direction of the administrative functions of the C-FCSD.	The administrator creatively, consistently and effectively leads, guides and directs the administrative functions of the C-FCSD.	The administrator effectively leads, guides and directs the administrative functions of the C-FCSD.	The administrator inconsistently or ineffectively leads, guides and directs the administrative functions of the C-FCSD.	The administrator fails to consistently or effectively leads, guides and directs the administrative functions of the C-FCSD.
Evidence: Click here to enter text.				

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Develops policy with concurrence of the Board and assures all policies meet DPI rules/regulations and WI State Statutes.	The administrator develops effective policy with involvement of the Board, staff, and community and assures that all policies meet DPIL rules/regulations and WI State Statutes.	The administrator develops effective policy with involvement of the Board and assures that all policies meet DPIL rules/regulations and WI State Statutes.	The administrator is inconsistent or ineffective in developing policy with involvement of the Board that may or may not meet DPI rules/regulations and WI State Statutes.	The administrator fails to develop effective policy with involvement of the Board and fails to assure that all policies meet DPIL rules/regulations and WI State Statutes.
Evidence: Click here to enter text.				

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Works cooperatively to strengthen the Board, staff and community relationships.	The administrator works cooperatively and innovatively to strengthen the Board, staff and community relationships.	The administrator works cooperatively to effectively strengthen the Board, staff and community relationships.	The administrator works independently or ineffectively to strengthen the Board, staff and community relationships.	The administrator fails to strengthen the Board, staff and community relationships.
Evidence: Click here to enter text.				

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Works with all members of the community, agencies and others to gain support for the C-FCSD.	The administrator is an instrumental participant in several community groups/organizations to gain multiple sources of support for C-FCSD.	The administrator is a participant in community groups/organizations to gain support for C-FCSD	The administrator rarely participates in community groups/organizations to gain support for C-FCSD	The administrator fails to participate in community groups/organizations to gain support for C-FCSD.
Evidence: Click here to enter text.				

Standard 2 Summary Comments: [Click here to enter text.](#)

Performance Standard 2: School Climate and Operations Management

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Possesses a thorough understanding of effective management systems and uses this knowledge to effectively staff C-FCSD	The administrator creatively and effectively implements management systems that lead to innovative staffing solutions.	The administrator effectively implements management systems that lead to effective staffing solutions.	The administrator inconsistently or ineffectively implements management systems that benefit staffing issues.	The administrator fails to implement management systems that benefit staffing issues.
Evidence: Click here to enter text.				

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Makes timely decisions and recommendations.	The administrator consistently and effectively makes timely decisions and recommendations that are strategic in benefitting the C-FCSD.	The administrator effectively makes timely decisions and recommendations that may benefit the C-FCSD .	The administrator inconsistently or ineffectively makes timely decisions and/or recommendations.	The administrator fails to make timely decisions and/or recommendations which may result in a loss of benefit to the C-FCSD.

Evidence: [Click here to enter text.](#)

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Controls and exercises general supervision over policies and management of schools, administrative team and the District.	The administrator consistently and effectively controls and exercises general supervision over policies and management of schools, administrative team and the C-FCSD.	The administrator effectively controls and exercises general supervision over policies and management of schools, administrative team and the C-FCSD. .	The administrator inconsistently or ineffectively controls and exercises general supervision over policies and management of schools, administrative team and the C-FCSD. .	The administrator fails to control and/or exercise general supervision over policies and management of schools, administrative team and the C-FCSD..

Evidence: [Click here to enter text.](#)

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Manifests skills in delegating authority with clear accountability measures.	The administrator consistently and effectively demonstrates skills in delegating authority and implements clear accountability measures to ensure success.	The administrator frequently demonstrates skills in delegating authority and articulates clear accountability measures.	The administrator occasionally demonstrates skills in delegating authority and articulates accountability measures.	The administrator fails to demonstrate skills in delegating authority nor develops accountability measures.

Evidence: [Click here to enter text.](#)

Standard 3 Summary Comments: [Click here to enter text.](#)

Performance Standard 3: Fiscal Responsibility

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Understands the details of the budget process and ensures alignment to District priorities.	The administrator demonstrates expert level knowledge of budget process details and strategically aligns the budget to facilitate C-FCSD priorities.	The administrator demonstrates understanding of budget process details and aligns budget to C-FCSD priorities.	The administrator is inconsistent in demonstrating understanding of budget process details and/or aligning the budget to C-FCSD priorities.	The administrator fails to demonstrate understanding of budget process details and/or fails to align the budget to C-FCSD priorities.

Evidence: [Click here to enter text.](#)

Standard 4 Summary Comments: [Click here to enter text.](#)

Performance Standard 4: Communication and Interpersonal Skills

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Communicates a vision of quality education (academic) and emotional growth for each student and motivates others to work together to achieve that vision.	The administrator creatively and effectively communicates a vision of quality education (academic) and emotional growth for each student and motivates others to cooperatively participate in achieving the vision.	The administrator effectively communicates a vision of quality education (academic) and/or emotional growth for each student and strives to motivate others to participate in achieving the vision.	The administrator communicates a vision of quality education (academic) or emotional growth for students but does not impact others to participate in achieving the vision.	The administrator fails to communicate a vision of quality education (academic) or emotional growth for students.

Evidence: [Click here to enter text.](#)

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Demonstrates effective, authentic and ongoing community and stakeholder engagement strategies.	The administrator consistently demonstrates effective, authentic and ongoing community and stakeholder engagement strategies.	The administrator demonstrates effective community and stakeholder engagement strategies.	The administrator demonstrates inconsistent or ineffective community and stakeholder engagement strategies.	The administrator fails to demonstrate community and stakeholder engagement strategies.

Evidence: [Click here to enter text.](#)

Criteria	<input type="checkbox"/> Distinguished	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
Keeps the staff, Board and public informed of all	The administrator consistently and effectively keeps staff, Board and public	The administrator effectively keeps staff, Board and public	The administrator inconsistently or ineffectively informs staff, Board and	The administrator fails to inform staff, Board and public

matters of significance in the C-FCSD.	informed of all matters of significance in the C-FCSD in multiple formats.	informed of most matters of significance in the C-FCSD.	public on matters of significance in the C-FCSD.	on matters of significance in the C-FCSD.
---	--	---	--	---

Evidence: [Click here to enter text.](#)

Evaluation Summary

- Recommended for Contract Renewal.
- Recommended for Dismissal/Non-renewal of Contract. (The administrator has failed to make progress on a Performance Improvement Plan, or consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)
- Recommended for placement on a Performance Improvement Plan. (One or more standards are Unacceptable, two or more standards or Needs Improvement, or three or more standards are Developing.)

Strengths:

[Click here to enter text.](#)

Areas Noted for Improvement:

[Click here to enter text.](#)

Overall Evaluation Summary Rating:

- Distinguished
- Effective
- Developing/Needs Improvement
- Unacceptable (Due to one or Unacceptable ratings, two or more Needs Improvement ratings, or three or more Developing ratings on the performance standards.)