

OCTOBER 2026

GERMANTOWN SCHOOL DISTRICT

Superintendent Leadership Profile Report



Prepared By :

HYA

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The Germantown School District (GSD) has retained the services of Hazard, Young, Attea & Associates (HYA) to assist the Board with the hiring of the next superintendent. The consultants will engage the community, screen applications, and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to the HYA consultants.

This report documents and summarizes the qualitative and quantitative data from Germantown invested community partners for the purpose of providing guidance in the hiring of the next superintendent. In addition to the summary, the report identifies themes determined from data by each community partner group as well as desired characteristics of the next superintendent. The report does not analyze the data to determine causes of any challenges the Germantown School District faces, it is merely a summary and thematic look at findings.

The search team would like to thank the Germantown School District for the opportunity to find your next leader who fits the criteria of your vested community partners. HYA would like to thank all of the participants who attended focus group meetings or completed the online survey; and the District staff who helped coordinate the schedules, invitations, dates, and arrangements which supported the data collection for this report.

Respectfully submitted,

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INTRODUCTION

HYA and the Board intend to meet the challenge of finding an individual who possesses the skills and character traits required to meet the district's needs. The search team will focus its recruitment on candidates who possess leadership qualities congruent with the profile.

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) during September and October, 2026 for the new superintendent of the Germantown School District. The data contained herein was obtained from input the HYA consultants received when they met with individuals and groups in either interviews, focus group settings. The interviews and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the interviews and focus groups collected information regarding the strengths of the organization and some of the challenges that it will be facing in the coming years.

This report demonstrates respect for the individuals who did participate. It should be, however, emphasized that the data is not a scientific sampling, nor does it necessarily represent the majority opinion of each respective group. Results, due to the small sample (participation) of several groups, cannot be generalized to the entire group.

An HYA Associate interviewed seven current School Board members and six central office cabinet members, individually. In addition, HYA conducted 15 focus group interviews for parents, community, staff, and students. 63 individuals participated in either focus groups or individual interviews, and 373 individuals participated in a districtwide online survey. Individuals may be represented in both groups, names and email addresses were not monitored. A total of 436 participants informed this report.

Additionally and as referenced previously, a survey was conducted in the Germantown School District from September 28 through October 9, 2026. The Germantown School District survey for the superintendent search was completed by 373 Germantown participants. The largest group of responses were parents (264) at 71%. Certified staff and teachers (59) represented 16% of the total respondents. The community (28) made up less than 1% of responses. Support staff (19) made up .5% of the responses. There were no student responses. The survey summary can be found on pages 15-17 of this report.

The following questions were asked during each interview, focus group and survey:

1. What are the strengths of the Germantown School District that the next superintendent can build upon?
2. What are the challenges facing the Germantown School District that the next superintendent should be aware of, or which you would like to see be addressed?
3. What characteristics or traits are you looking for in your new superintendent?
4. Is there anything else you would like to share with us or that we should know about the Germantown School District?

DESCRIPTION OF THE DISTRICT

The Germantown School District is seeking an accomplished and visionary educational leader to serve as Superintendent beginning July 1, 2027.

The Germantown School District is located 20 miles northwest of Milwaukee, serving 20,000 residents across Germantown, Jackson, Polk, Richfield, Hubertus, and Colgate. Offers a safe, welcoming blend of suburban charm, rural character, urban access, and quality schools.

The District serves approximately 3,800 students in grades PK-12 in four elementary schools, one middle school, and one high school on individual sites. Backed by 508 staff members and a \$53M operating budget (all funds), the District reflects strong community support, highlighted by the successful completion of an \$84M capital improvement referendum (November 2016).

District Highlights:

- **National Academic Recognition:** Home to **National Blue Ribbon Schools** (County Line Elementary and Rockfield Elementary) and Germantown High School, which is recognized among the nation's top public high schools by *U.S. News & World Report*.
- **Top-State Academic Performance:** Rated **Exceeds Expectations** by the Wisconsin DPI, with every elementary school earning the state's highest rating of **Significantly Exceeds Expectations**.

- **Comprehensive Student Success:** Boasts an exceptional **97.28% graduation rate**, purposefully preparing every graduate for college, career, and life success through diverse academic, career, and technical pathways.
- **Dynamic Student Engagement:** Over **80% of high school students** participate in co-curricular activities, reflecting a vibrant culture of involvement, leadership, and school spirit.
- **Unified Middle School Pipeline:** A single district middle school unites all elementary students into one community. A **schoolwide house model** and targeted 6th-grade transition program support students through critical middle school years, preparing them to thrive as high school Warhawks.
- **Exceptional Fiscal Stability:** Maintains a healthy **20% Fund Balance**, demonstrating prudent financial management and providing the District with operational security and strategic flexibility.

Vision: The Germantown School District will be the premier district in Wisconsin.

Mission: Empower and inspire every student to success.

Guiding Principles:

- » Each student is valued, will learn, and will experience personal success.
- » Community and staff are our most valuable assets in achieving our mission and vision.
- » Working to improve all practices constantly increases the value of our organization for all shareholders.
- » Research, assessment, and measurement must inform decision-making and accountability.
- » Sustaining fiscal strength is necessary for the vitality of our schools and community.
- » Engaging our community through meaningful relationships fosters trust and accountability.

The **2025–2028 Strategic Plan** outlines the priorities that guide the work. These include:

- **Academic Achievement**
- **Growth for Each Student**
- **Workforce Engagement and Environment**
- **Community Relationships**

These goals help ensure that every decision we make supports our students today and prepares them for tomorrow. In Germantown, **excellence in education** is one of the greatest gifts we can give our children and our community. With the continued support of our families, staff, and community, we'll keep working together to ensure a prosperous future for every student, every day.

To learn more about the District, visit gsdwi.org for school news and updates.

PROCESS

Individual interviews, focus group interviews, and an online survey were used to collect input for this report. The structure of the individual interviews and focus groups was open, allowing participants to build upon each other's comments. All participants were asked to respond to the same questions listed on page 2.

Focus groups were arranged by participant category. Board members and central office cabinet were interviewed individually. An anonymous online survey was also offered.

PARTICIPATION

Responses were gathered from individual interviews, focus groups and an on-line survey. The HYA consultants conducted 13 individual interviews and hosted 15 focus groups. Participation in focus groups was low, totalling 50 participants across 15 sessions. 373 survey responses were received.

Germantown School District Focus Group Schedule				
Date	Time	Group Name	Location	Participants
Oct. 5, 2026	9:52-10:27 a.m.	11th and 12th Grade Students	High School - Innovation Room	14
Oct. 5, 2026	12:00 p.m.	Professional / Technical Staff and District Office Staff	District Office	6
Oct. 5, 2026	1:00 p.m.	Principal / Administrators / AD	District Office	9
Oct. 5, 2026	3:00 p.m.	Certified Staff (MS/HS)	Kennedy Middle School (GAC)	2
Oct. 5, 2026	4:25 p.m.	Certified Staff (Elementary)	Kennedy Middle School (GAC)	4
Oct. 5, 2026	6:30 p.m.	Civic Groups / Non-Profits / Foundations Germantown School Scholarship Foundation/Booster Clubs	Kennedy Middle School (GAC)	0
Oct. 6, 2026	9:52-10:27 a.m.	9th and 10th Grade Students	High School - Innovation Room	4
Oct. 6, 2026	12:00 p.m.	Business Partners / Chamber	District Office	0
Oct. 6, 2026	3:00 p.m.	Support Staff (MS/HS)	Kennedy Middle School (GAC)	0
Oct. 6, 2026	4:25 p.m.	Support Staff (Elementary)	Kennedy Middle School (GAC)	0
Oct. 6, 2026	6:30 p.m.	Parents and Community Members	High School (PAC)	6
Oct. 7, 2026	4:30 p.m.	Support Staff / Professional / Technical Staff	Virtual / Zoom	0
Oct. 7, 2026	7:00 p.m.	Parents and Community Members	Virtual / Zoom	4
Oct. 8, 2026	4:30 p.m.	Certified Staff	Virtual / Zoom	1
Oct. 8, 2026	7:00	All staff (additional time offered)	Virtual/Zoom	0

PROFILE DEVELOPMENT & QUALITATIVE DATA

Perceived Strengths • Perceived Challenges • Desired Characteristics

The information gathered from the respondents generated common themes. In this summary report, common themes were identified from the following four groups:

- Board of Education (all)
- Community (includes parents)
- Staff (certified, clerical, administrative, central office)
- Students (grades 9-12)

Strengths of the Germantown School District as identified by **BOARD OF EDUCATION**

(Based on interviews and personal statements)

1. Strong Academics and College & Career Readiness

Germantown School District is committed to strong academic outcomes and preparing every student for success beyond graduation. With solid academic performance, college preparation options, and a focus on essential skills, the district provides students with pathways to pursue college, careers, and lifelong learning. The district's emphasis on both academic excellence and hands-on learning helps ensure students are prepared for the opportunities ahead.

2. Dedicated, Passionate Staff and Strong Leadership

The district's greatest strength is its people—passionate teachers, eager young talent, and dedicated staff who consistently go above and beyond for students. Strong administrative leadership, a focus on teaching and learning, and positive relationships between administration and the Board of Education create a shared commitment to student outcomes. Staff members also enrich the student experience by creating additional opportunities, including educational trips, activities, and experiences that extend learning beyond the classroom.

3. Comprehensive Student Opportunities and Innovative Programs

Germantown School District offers a well-rounded educational experience that brings together academics, arts, athletics, extracurricular activities, and career and technical education. Its outstanding technology education program features authentic, hands-on learning experiences with welding equipment, woodworking facilities, and advanced HAAS CNC machines that connect classroom learning to real-world skills. These opportunities help students discover their interests, develop their talents, and graduate prepared for all learning opportunities post high school and careers.

4. Strong Financial Stewardship and Long-Term Planning

The district is in a strong financial position, supported by a clean budget, a good bond rating, and a history of responsible fiscal management, including the early payoff of long-term debt. Strategic planning, facility studies, and thoughtful financial decisions demonstrate a commitment to protecting resources while investing in students and the district's future. A common-sense approach by a united, student-focused Board of Education helps keep the district centered on its priorities and free from extreme distractions.

5. A Welcoming, Family-Oriented Community

Germantown School District benefits from a close-knit, generous, and supportive community that welcomes new families and takes pride in its schools. Strong parental involvement, active PTAs, community support, and a shared commitment to helping children grow create a positive environment for students and families alike. With a strong moral foundation, a family-friendly atmosphere, and a commitment to excellence, the district is a place that attracts families and brings the community together around a common goal of helping every student succeed.

Challenges of the Germantown School District as identified by BOARD OF EDUCATION

(Based on interviews and personal statements)

1. Building Trust and Strengthening Relationships

A history of difficult board dynamics, previous administration, and past decisions has contributed to a lack of trust across parts of the district and community. Some community members hold preconceived notions about district operations, and negative voices can sometimes overshadow the broader community's support. Rebuilding trust will require consistent communication, open dialogue, and a sustained commitment to strengthening relationships with staff, families, and community members.

2. Improving Communication, Transparency, and Public Perception

The district has an opportunity to communicate its purpose, priorities, and decision-making more clearly so stakeholders understand the "why" behind its actions. Greater transparency and proactive communication can help address misinformation, improve public perception, and ensure community members have access to accurate information. While online negativity and slanderous commentary can be distracting, a consistent, fact-based approach can help keep the focus on students and district goals.

3. Navigating Community Values and Diverse Expectations

The district operates within a conservative community where local values, fiscal responsibility, and leadership alignment are important considerations. The superintendent must understand and respect community perspectives while maintaining a clear focus on educational excellence and student outcomes. Balancing community expectations with the needs of staff and students will require thoughtful leadership, strong relationships, and the ability to navigate differing viewpoints constructively.

4. Addressing Financial Pressures, Facilities, and Enrollment

Declining enrollment presents challenges for long-term planning, resource allocation, and the district's financial sustainability. At the same time, buildings and grounds require thoughtful attention, with careful consideration of facility needs, operating costs, and future investments. Maintaining fiscal discipline while addressing infrastructure priorities will require transparent planning, sound financial analysis, and ongoing communication with the community.

5. Strengthening Staff Voice, Organizational Culture, and Governance

Trust and communication within the district need continued attention, particularly where staff members may feel hesitant to speak openly for fear of retaliation or disagreement. Tensions between staff expectations, union perspectives, and central office leadership can make it more difficult to establish a shared vision and a positive organizational culture. Strengthening professional relationships, encouraging constructive feedback, and fostering a culture of mutual respect and accountability will be essential to moving the district forward.

Top Five Desired Characteristics of the next Germantown Superintendent as identified by SCHOOL BOARD MEMBERS	
Board Governance, Policy and Collaborative Leadership	Trust, Relationships and Organizational Development
The next superintendent must understand the Board's role in establishing district direction, respect the chain of command, and ensure that policies, procedures, and legal requirements guide decision-making. A strong partnership will require honest communication, a "no surprises" approach, appropriate advance notice of significant issues, and a commitment to supporting the Board's goals without micromanaging its work.	Building trust and strengthening relationships with the Board, administrative team, staff, and community will be essential to the superintendent's success. The next leader must appreciate employees, listen with empathy, demonstrate humility and authenticity, and develop the capacity of a relatively new administrative team while fostering a culture of mutual respect and shared responsibility.
Strategic Leadership, Integrity and Accountability	Fiscal Responsibility and Long Term Commitment
The district needs a confident, principled leader who exercises sound judgment, stands up for what is legal and right, and makes decisions for the right reasons at the right time. The next superintendent must demonstrate courage when facing difficult issues, avoid reacting to every passing trend, follow through on commitments, and provide the strategic leadership needed to move the district forward.	With significant foundational work already completed, the next superintendent must help the district build momentum and pursue its goal of becoming a premier school system. This will require responsible financial management, long-range planning that does not rely on repeated referendums, a broad perspective, and the flexibility to respond to changing needs while strengthening district capacity.
Community Engagement, Visibility and Student-Centered Leadership	
The next superintendent must be visible, accessible, and present in schools and throughout the community. The superintendent will serve as the face of the district and focus on building meaningful connections with students, families, staff, and community members. Through strong communication, active listening, and a genuine understanding of teaching and learning, the superintendent must help stakeholders feel included while keeping student success at the center of district decisions.	

Strengths of the Germantown School District as identified by PARENTS AND COMMUNITY MEMBERS

(Based on interviews and personal statements)

1. Welcoming and Supportive Environment

Families describe Germantown as a welcoming, caring, and supportive school district. Even families who are new to the district have had positive experiences, feeling welcomed and supported as they navigate their children's educational journeys. An overall good place to live provides a great foundation for becoming a great school system.

2. Strong Communication and Helpful Staff

Communication from district staff has been identified as a strength, specifically from staff members who consistently demonstrate a willingness to help their students. Staff are actively involved in school activities and initiatives, reflecting a shared commitment to supporting students, families, and the broader district community. The staff support beyond academics is noted.

3. Dedicated and Talented Teachers

Teachers are viewed as one of Germantown's greatest assets, bringing passion, talent, and dedication to their work. They demonstrate a genuine commitment to helping students succeed, particularly those who are struggling, by providing encouragement and support in positive and meaningful ways. Staff focus is on the whole student, academic learning as well as personal well being for every student.

4. Student Support and Educational Opportunities

Germantown is recognized for its commitment to meeting the diverse needs of students, including students with special needs. Families also value the district's strong technology and education options, as well as the positive contributions of exchange students, which enrich the learning environment and broaden students' experiences. Individual student exploration and pathways for success are noted.

5. Community Pride and Shared Commitment

Strong family roots and a deep sense of pride in Germantown contribute to a positive district culture. Across the schools, there is a shared perception that good work is being done and that staff genuinely care about the district, its students, and its continued success.

Challenges of the Germantown School District as identified by PARENTS AND COMMUNITY MEMBERS

(Based on interviews and personal statements)

1. Rebuilding Trust, Transparency, and Board Accountability

Trust between the School Board, central office, staff, and families has eroded, with concerns about transparency, responsiveness, and the handling of parent and staff feedback. Some community members perceive board leadership as increasingly political, with too much emphasis on ideological positions and conservative financial priorities rather than student learning and success. Rebuilding confidence will require open communication, consistent follow-through, and

decision-making that keeps students at the center. Board language reveals individual bias which should be modified to focus on students rather than personal agendas and political views.

2. Improving Staff Culture, Retention, and Leadership

High staff turnover and concerns about limited respect, support, and trust point to deeper challenges within the district's organizational culture. Some staff members feel that leadership decisions and central office relationships have contributed to an unhealthy work environment, making it difficult to retain talented educators. Creating a culture of collaboration, professional respect, and meaningful staff voice will be essential to rebuilding morale and retaining effective employees. Staff retention is essential for the success of Germantown.

3. Meeting the Diverse Academic and Developmental Needs of Students

Some respondents expressed a need for more comprehensive programming that meets students where they are academically, socially, and developmentally. Concerns include limited gifted and high-achieving student opportunities, questions about the effectiveness of high school interventions, and the removal of human growth and development education. Strengthening differentiated instruction, targeted academic supports, and age-appropriate developmental programming would help ensure every student receives the support and challenges needed to thrive.

4. Strengthening Student and Family Experiences

Families have raised concerns about school transportation arrangements, including older and younger students riding together and excessively long bus rides. This is especially concerning for younger students. The accessibility of club registration and information about extracurricular opportunities also needs improvement. These issues highlight an opportunity to improve communication, simplify processes, and make student activities easier for families to navigate. A more family-centered approach would help ensure students can safely and equitably access the programs and experiences that enrich their education.

5. Refocusing District Priorities on Student Success and Operational Effectiveness

There is a perception among some stakeholders that budget discussions and financial considerations have overshadowed the district's core educational mission. While responsible financial management remains important, community members want to see greater emphasis on teaching and learning, effective student interventions, and programs that support the whole child. Currently, the decisions appear to be focused on bottom line conservative approaches rather than student focused decisions. Obviously, both are important, but balance is expected. A review of business office operations, district priorities, and resource allocation could help align financial decisions with measurable improvements in student outcomes.

**Top Five Desired Characteristics of the next Germantown Superintendent as identified by
PARENTS and COMMUNITY MEMBERS**

Student-Centered Leadership and Compassion	Emotional Intelligence, Listening and Relationships
The ideal leader demonstrates genuine compassion for all students, understands the diverse needs of learners, including those with special needs, and makes decisions that prioritize student success and well-being. A strong commitment to educational best practices and a clear vision for the future will help ensure that every student feels valued, supported, and provided with opportunities to succeed	The new leader should be an effective listener who demonstrates emotional intelligence, empathy, and an ability to work respectfully with students, staff, and families from diverse backgrounds. Being approachable, welcoming, culturally competent, and visible throughout the school community will help build meaningful relationships and foster a positive, inclusive environment.
Integrity, Transparency and Accountability	Collaborative Leadership and Staff Empowerment
The district needs a leader who consistently demonstrates honesty, integrity, and professionalism both inside and outside the school buildings. The superintendent should be transparent about decisions, clearly explain the rationale behind them, accept responsibility for mistakes, and lead by example to establish trust and credibility throughout the organization.	The ideal candidate will view staff as valued partners, actively seek their input, and engage collaboratively in decisions that affect teaching, learning, and the overall success of the district. The superintendent should build people up, develop strong working relationships, and break down existing cliques or power structures to create a culture where all employees feel respected, included, and empowered to contribute.
Visionary Leadership and Community Engagement	
The new superintendent should bring a clear vision for the district's future while remaining responsive to the needs and perspectives of students, staff, families, and the broader community. By being visible, engaged, and supportive of the community, the leader can strengthen partnerships, promote shared accountability, and guide the district toward continuous improvement and long-term success.	

**Strengths of the Germantown School District as identified by
STAFF/SCHOOL EMPLOYEES**

(Based on interviews and personal statements)

1. Strong Community Connections and Family Roots

Germantown benefits from a strong sense of community, where families have deep roots and often maintain long-standing connections with the schools. The active involvement of parents, community members, and staff creates a supportive environment that contributes to the district's positive culture. The district offers a small-town feel within a larger community, with many events and partnerships that strengthen relationships.

2. Dedicated, Caring, and Passionate Staff

Staff members are passionate about their work and deeply invested in the success of students, families, and the community. Teachers consistently go above and beyond their responsibilities,

demonstrating dedication and care that contribute to strong relationships and staff retention. Many teachers are also parents in the district, further strengthening their personal connection to the schools and the families they serve.

3. Strong Resources and Quality Facilities

The district is recognized for having good staff resources, well-maintained facilities, and a variety of educational offerings for students. Staff members often work to accomplish more with limited resources, and their commitment and resourcefulness help sustain quality learning opportunities. Continued attention to staffing, facilities, and student programming will help the district build on these strengths.

4. Collaboration, Consistency, and Continuous Improvement

Germantown is making progress toward greater consistency and alignment across the district, particularly in ways that support student transitions between grade levels. Elementary school consistency helps prepare students for middle school, while empowering teachers to participate in curriculum and instructional decisions strengthens collaboration and ownership. New administrative staff and participation in the AWSA SAIL program have provided additional opportunities for leadership development, shared learning, and continued improvement.

5. Community Growth, Partnerships, and Student Opportunities

The district benefits from strong partnerships among schools, families, staff, and community organizations that support students both inside and outside the classroom. As the community grows more diverse, Germantown has opportunities to expand connections, strengthen inclusion, and ensure that all students and families feel represented and supported. The district's variety of student offerings, active community involvement, and strong local support contribute to making Germantown a great place to live, learn, and work.

Challenges of the Germantown School District as identified by

STAFF/SCHOOL EMPLOYEES

(Based on interviews and personal statements)

1. Trust, Transparency, and Public Perception

Recent challenges have affected the district's public perception, and rebuilding trust among staff, leadership, and the community is a significant priority. Concerns about fear of retaliation, negative social media commentary, and past leadership behaviors highlight the need for open, safe, and constructive communication. District leaders and school board members have an opportunity to model transparency, accountability, and thoughtful public communication to strengthen confidence in the district. Communication is more than just telling information. Strong, authentic communication and opportunity for engagement is preferred.

2. Leadership Alignment, Collaboration, and Clear Direction

The district has experienced leadership turnover and periods of limited cohesion, resulting in disconnects between central office, school buildings, and departments. Clearer expectations, well-defined job responsibilities, stronger interdepartmental collaboration, and a shared vision would help ensure that everyone is working toward common goals. Continued development and support for the new administrative team, along with appropriate school board governance, can

help establish consistency, strengthen relationships, and improve decision-making. Decisions should support the goals for supporting students, not departmental adult needs.

3. Staff Morale, Compensation, and Retention

Low morale, uncompetitive salaries, and limited incentives to remain in the district have contributed to concerns about staff retention and turnover. The loss of experienced educators and administrators also creates a risk of losing valuable institutional knowledge, instructional expertise, and historical understanding of the district. Investing in competitive compensation, meaningful recognition, staff development, and opportunities for advancement would demonstrate that employees are valued and support long-term workforce stability.

4. Resource Allocation, Fiscal Priorities, and Facilities

The district is perceived by some staff as placing too much emphasis on fiscal conservatism, sometimes at the expense of addressing immediate needs in schools and classrooms. Concerns about aging facilities, delayed purchases, reactive maintenance, and limited responsiveness from the central office highlight the need to balance responsible financial management with timely investment in students, staff, and infrastructure. More collaborative budgeting and stronger communication between the business office and school buildings could help ensure that resources are allocated according to actual needs and district priorities. Input from staff who are closest to the issues should be solicited.

5. Organizational Culture, Staff Empowerment, and Future Planning

The district has talented employees whose skills and leadership potential may not be fully utilized. Some staff have become disengaged from district leadership despite remaining committed to their daily work with students. Creating meaningful opportunities for staff voice, professional growth, talent pipeline development, and constructive feedback could rebuild engagement and strengthen the district's organizational culture. A more intentional long-term approach to leadership succession, employee support, and strategic planning would help the district move from reactive problem-solving toward a more cohesive, forward-looking organization. There is tremendous opportunity to take this district to the next level, with improvements.

Top Five Desired Characteristics of the next Germantown Superintendent as identified by GERMANTOWN STAFF/SCHOOL EMPLOYEES	
Rebuilding Trust and Strengthening Community Relationships	Developing a Strong Leadership Team and Supporting Staff
The next superintendent must be a visible, approachable, and personable leader who rebuilds trust and repairs relationships that may have been damaged by previous administrations. Developing strong partnerships with the Board, staff, families, and community members will require honest communication, active listening, transparency, and a willingness to address past concerns constructively.	An important priority is to strengthen the administrative team, clarify roles and responsibilities, and establish consistent expectations across the district. The superintendent should recognize and maximize the talents of staff, support principals and administrators, advocate for employees, and create opportunities for ideas to be shared and collaborative solutions to emerge.

Establishing a Clear Vision and Roadmap for the Future	Putting Students First and Supporting a Well-Rounded Education
The district needs a superintendent who can articulate a compelling vision, identify priorities, and develop a practical roadmap for continuous improvement and long-term success. This leader must help the Board, staff, and community understand the district's direction, maintain focus on initiatives that produce meaningful results, and maximize available resources while prioritizing the district's most important needs	Every decision should reflect a genuine commitment to students and what is in their best interests, including advocating for what is right even when difficult conversations or disagreements arise. The superintendent should champion a well-rounded educational experience that provides opportunities for all students through strong academics, the arts, career and technical education, extracurricular activities, and programs that support diverse interests and future pathways.
Leading with Integrity, Accountability and Strong Communication	
The district needs a superintendent with a strong internal compass who demonstrates honesty, consistency, fairness, and the courage to stand up for what is right. Through clear explanations of decisions and their rationale, transparent communication about the district's financial position, and a willingness to address difficult issues directly while supporting improvement, the superintendent can strengthen Board relations, improve public perception, and build confidence in the district's future	

Strengths of the Germantown School District as identified by HIGH SCHOOL STUDENTS

(Based on interviews and personal statements)

1. A Wide Variety of Opportunities for Every Student

Students have access to a wide variety of classes, clubs, activities, and electives, with meaningful options available even to freshmen. Strong programs in technology education, trades, the arts, and athletics allow students to explore their interests and discover new talents. Opportunities for community volunteering, real-world work experience, and summer training help students build valuable skills for the future.

2. Caring Teachers and Supportive Staff

Teachers know students as individuals and build strong relationships that help them feel valued and supported. They are dedicated to student learning, come prepared to teach, and work hard to make the most of every class period. Staff members are coordinated in their approach to learning, often working collectively to ensure best teaching and content delivery. Students are encouraged to learn from their mistakes in a positive, supportive environment.

3. Strong Leadership and a Welcoming, Safe Environment

The principal is visible, approachable, and familiar with students, helping create a welcoming school culture. The school is safe, family-friendly, and well-organized, with shared resources and strong communication among staff members. Great counselors and supportive school leadership help students feel connected, confident, and ready to succeed.

4. A Thriving Culture of School Spirit, Arts, and Athletics

School spirit is strong, with positive athletic programs, dedicated coaches, and opportunities for students to develop leadership skills through sports and leadership groups. The field house and athletic facilities support student participation, teamwork, and school pride. Additionally, students value the numerous summer opportunities. The arts also flourish, giving students opportunities to express their creativity, develop their talents, and contribute to the school's vibrant culture.

5. Preparation for Life Beyond High School

Students receive valuable career planning and guidance to help them explore options after graduation, including college, trades, employment, and military service. Opportunities for hands-on learning, real-world work experience, and summer training help students connect classroom learning to future careers. Exchange students and shared learning experiences broaden perspectives and prepare students to thrive in an increasingly connected world.

Challenges of the Germantown School District as identified by HIGH SCHOOL STUDENTS

(Based on interviews and personal statements)

1. Building a More Inclusive and Respectful School Community

As the community becomes more diverse, students want to feel that their identities, backgrounds, and perspectives are understood and respected. There is an opportunity to strengthen cultural awareness and create an environment where all students feel a sense of belonging. Promoting mutual respect, inclusion, and open dialogue can help ensure every student feels valued. Germantown is a great place to grow up but it is changing and the diversity is welcomed.

2. Strengthening Student Voice and Follow-Through

Students express frustration when they raise concerns but do not see meaningful follow-through or communication from school leadership. They want to know their perspectives are heard, taken seriously, and considered when decisions affect their daily school experience. Establishing clear ways for students to share feedback and receive updates can build trust and strengthen relationships between students and administrators.

3. Promoting Student Autonomy, Responsibility, and Respect

Students want to be treated with greater maturity and trusted to manage their time and make responsible decisions. Policies that feel overly restrictive can create the perception that all students are being treated as potential rule-breakers rather than individuals capable of exercising good judgment. Providing age-appropriate independence while maintaining clear expectations and accountability can help students develop the self-management skills they will need after graduation.

4. Reviewing Rules, Restrictions, and School Procedures

Students have raised concerns about policies and procedures they view as unnecessarily restrictive or inefficient, including phone and earphone rules, hall passes, event restrictions, and parking costs. The current pass system, in particular, is perceived as cumbersome and less effective than previous approaches. Reviewing these practices with student input could help the district maintain safety and order while reducing unnecessary barriers to learning and

participation. Students feel that decisions should at least be explained. They like their school experience but hope for some fun to be blended with all the rules. Flexibility when appropriate is appreciated.

5. Balancing Safety, Accountability, and a Positive Student Experience

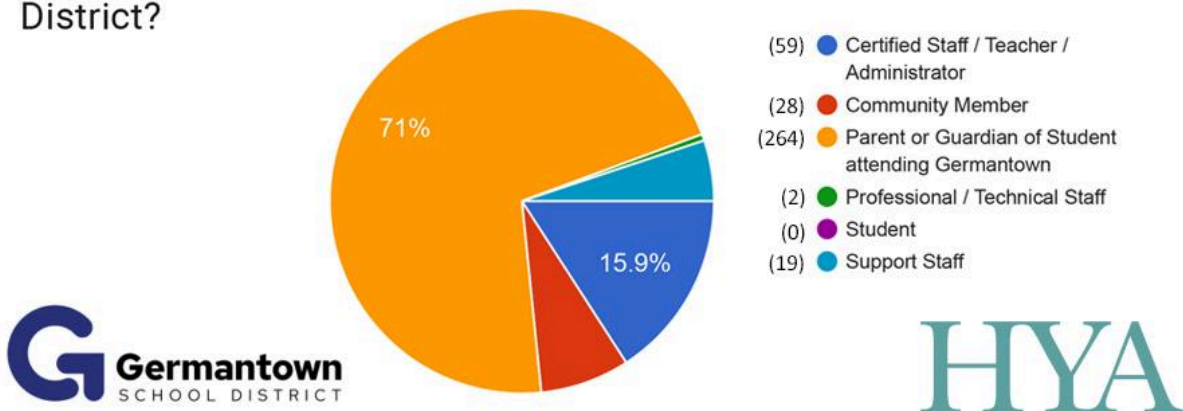
Students recognize the importance of safety and appropriate behavior but feel that excessive emphasis on cameras, monitoring, and restrictions can negatively affect the school environment. They want administrators to address specific behavior concerns directly rather than applying broad restrictions to the entire student body because of the actions of a few. A balanced approach that combines targeted accountability, reasonable safeguards, and opportunities for enjoyable school experiences can help build a more trusting and positive school culture.

Top Five Desired Characteristics of the next Germantown Superintendent as identified by HIGH SCHOOL STUDENTS	
Student Centered Leadership and Personal Connections	Respectful, Open-Minded and Collaborative Leadership
The new leader should genuinely care about students, take the time to know them as individuals, and ensure that decisions reflect what is best for their well-being and success. Building meaningful relationships with students and demonstrating a welcoming, approachable attitude will help foster a positive school culture.	The district needs a leader who respects different perspectives, listens carefully, and considers a variety of viewpoints before making decisions. The superintendent should lead with humility, avoid an authoritarian approach, and build trust by making others feel valued and included.
Visibility, Engagement and School Spirit	Clear Communication and Responsiveness
The new leader should be visible throughout the schools and community, actively engaging with students, staff, and families. Demonstrating enthusiasm for the district, participating in school activities, and showing genuine excitement about being part of the community will strengthen relationships and build school pride.	Clear, consistent, and approachable communication is essential to ensuring that students, staff, families, and community members feel informed and heard. The superintendent should stay focused on important priorities, explain decisions effectively, and follow through on concerns and issues that need to be addressed.
Continuous Improvement and Forward Thinking	
The district should look for a leader who appreciates its existing strengths and builds on what is already working while guiding the organization toward its next stage of growth. This individual should maintain focus on key priorities, address ongoing challenges, and help the district continue improving without losing sight of its identity and values. Students especially want to see their school continue to succeed.	

QUANTITATIVE DATA RESULTS

A survey was conducted in the Germantown School District from September 28 through October 9, 2026. The Germantown School District Survey for the Superintendent Search was completed by 373 Germantown participants. The largest group of responses were parents (264) at 71%. Certified staff and teachers (59) represented 16% of the total respondents. The community (28) made up less than 1% of responses. Support staff (19) made up .5% of the responses. There were no student responses.

What best describes your connection to the Germantown School District?



1. What are Germantown School District strengths that the next Superintendent can build upon?

Summary:

- **Dedicated and Caring Staff:** The teaching staff, support personnel, and school leadership are widely recognized as the district's greatest asset, noted for going above and beyond for students, showing deep commitment, and maintaining strong professional capabilities. Staff is described as being focused on student success, academically and personally. The strong staff needs to be respected and retained.
- **Engaged Community and Family Support:** The district benefits from a tight-knit, family oriented, highly involved community with active parents, supportive PTAs and other school groups. Strong partnerships with local businesses and youth programs exist to support students throughout their school years. Students are also described as relatively "good kids" who like school, and are interested in learning.
- **Strong Academic and Extracurricular Offerings:** The district maintains a solid academic foundation, offering robust math, literacy, science, AP courses, STEM, technical education and the arts. Athletic and extracurricular activities are also plentiful offering many choices for students throughout the school year and summer.
- **Facilities and Fiscal Stability:** The district has well-maintained, modern facilities. Financial decisions are grounded in a fiscally conservative approach. Strong taxpayer backing has provided resources beyond the yearly revenue.

2. What are the challenges facing the Germantown School District that the next Superintendent should be aware of, or you would like to see addressed?

Summary:

- **Teacher Retention, Compensation, and Support:** High teacher turnover is a concern as teachers leave the district they no longer trust. Other issues such as low pay and benefits compared to neighboring districts are also issues in teacher retention. A lack of support, respect, and professional value from the administration and school board is a strong concern.
- **Trust, Transparency, and Leadership:** A significant lack of trust and communication between the district office, school board, administration, staff, and community is described

as a serious problem. Past leadership issues and perceived lack of transparency have contributed to the trust concern.

- **Political Polarization and School Board:** The school board is seen as overly political and partisan, with members pushing personal or ideological agendas rather than focusing strictly on education and student needs. The board is not perceived to be invested in meeting student needs as public education should. Board development is needed so that the board can work as a whole, not as individuals with agendas.
- **Student Behavior, Discipline, and Accountability:** Inconsistent enforcement of rules, lack of consequences for disruptive student behavior, bullying, and a perceived failure to hold students accountable are issues cited as concerns needing attention.
- **Curriculum, Academic Rigor, and Technology:** Concerns over the quality of curriculum (such as reading, math, and special education) and declining academic rankings are concerning. An over-reliance on digital devices and technology over traditional learning methods was expressed.

3. What are the characteristics or traits that you think an effective Superintendent should possess in order to best lead the Germantown School District?

Summary:

- **Leadership and Vision:** Possess strong, transparent communication skills and a student-centered focus to build trust and navigate complex challenges without political bias.
- **Staff and Teacher Support:** Value and support educators by actively listening to their feedback, providing necessary resources, and holding staff and administration accountable.
- **Community and School Engagement:** Maintain visibility and approachability within school buildings and the community to understand daily operations and foster positive relationships.
- **Integrity and Accountability:** Demonstrate high ethical standards, financial responsibility, and the courage to make difficult decisions that prioritize students' best interests. Have a backbone strong enough to do the right thing for all students.

4. Is there anything else that you would like to share with us?

Summary:

- **Leadership and Vision:** Seek a collaborative, visible, and independent superintendent focused on academic excellence, student needs, and long-term vision, rather than partisan agendas or personal interests.
- **Staff Support and Retention:** Improve staff morale, address high turnover and toxic culture by offering competitive compensation, reducing burnout, and valuing teachers and support personnel as educational partners.
- **School Board and Politics:** Eliminate political interference, overreach, and divisiveness from board decisions and curriculum. The board needs to support rather than micromanage district leadership and operations. The superintendent needs to be the leader, the board sets policy.
- **Community and Transparency:** Foster open communication, inclusivity, and trust between the district, parents, and the broader community, while addressing student discipline and behavioral support effectively.

COMBINED DATA • ALL GROUPS SUMMARY

The strengths and challenges for the Germantown School District inform the expectations for the next superintendent. The characteristics presented in the profile for the next superintendent build on the current strengths of the organization in addition to addressing the challenges ahead.

When the data from interviews, focus groups, and surveys were combined, themes emerged. It should be noted that there was more similarity across the data than there were differences. In general, strengths and challenging issues were very similar across groups. Additionally, the characteristics desired in the next superintendent were also closely aligned across groups. This congruence is viewed as a positive characteristic of this search and will bring clarity in focus for the Board and the new superintendent.

As mentioned previously, this report respects and includes the input from all who participated in interviews, groups and surveys. The participation numbers, however, were low. Therefore, the data cannot be generalized to a population or group and the sections and conclusions in this report are summaries of findings.

The following themes are supported by the combined data of all groups:

STRENGTHS

- A welcoming, supportive community environment
- Dedicated, caring, talented staff
- Wide variety of opportunities for students and preparation for post high school
- Financial stability and community support
- Great potential and well positioned for success with new leadership

CHALLENGES

- Trust, transparency, and public perception
- Morale and retention of staff
- Board individual behaviors and political agendas
- Fiscal management and decision making
- Changes in community demographics and points of view

DESIRED CHARACTERISTICS OF THE NEXT SUPERINTENDENT

- Trust builder
- Impeccable character and integrity
- Student focused
- Visible, engaged and approachable
- Strong backbone to do the right thing
- Developer of staff and administrative team
- Strong leader, not just operational manager
- Develop board, and define superintendent and board roles
- Build on the present potential
- Visionary with strong planning skills
- Excellent communicator

CONCLUSIONS

The Germantown community is a strong, close-knit, family oriented community. The school district benefits from strong support from parents, community members and businesses to ensure that students are well educated and nurtured. A talented, dedicated staff supports student learning and personal growth and are well respected by the community. The district offers many opportunities in academics, arts, and athletics and is especially focused on preparing students for life after high school. Opportunities include career exploration, post high school education, employment and apprenticeship, and military options.

The district has recently improved operations in several areas. Extensive curriculum work is underway to create alignment and consistency. A strategic plan outlines the goals for the Germantown future. A district facilities study outlines conditions and needs of buildings. Strong, conservative fiscal management has created a stable financial forecast.

As is the case with all organizations, Germantown also faces challenges. Most noted is the broken trust, negative public perception, and strained staff morale. Past leadership challenges and strained board-staff relationships have left Germantown continuing to work through the lingering effects of previous administrations. Trust has eroded because of decision making, public perceptions, lack of transparency and poor communication.

The board, while dedicated, is viewed as overreaching and involved in district operations rather than policy, governance, and holding the superintendent accountable. Several participants expressed concern over individual board member agendas and political bias. It is preferred that the board focus on students and their learning rather than politics. Policy and procedure must be followed instead of individual board control and knee jerk reactions. Board members need to understand their role, along with the role of the superintendent.

Retention of staff is also a concern due to loss of trust in the district, lower pay and benefits compared to other districts, and little opportunity for collaborative work with the board and past superintendent. Recruitment and retention of staff is critical for future success.

While strong, conservative fiscal management has created a stable financial picture for Germantown, concern was also raised. Participants' perception is that the exclusive focus on the bottom line rather than student needs has created problems which continue to expand. For the future, the way business financial decisions are made needs to be evaluated and improved. District departments and sites need to work together toward common goals. Oversight from the superintendent with board direction is critical.

The changing landscape of Germantown was also noted as a challenge. This is not to be viewed as a problem but more of a wake up call that the Germantown population is different than it was years ago. Board members need to be aware of a more diverse population with multiple points of view and needs. The change is the same in numerous Wisconsin towns as our communities grow and evolve. Awareness is key.

There is always a multitude of characteristics necessary for superintendent effectiveness and several emerged as top needs for Germantown. First and foremost, a superintendent who can restore and build trust throughout the district is critical. This can be accomplished over time by building relationships, transparent communication, impeccable integrity, and an ability to stand up for what is right for students. The candidate must be student focused, highly visible and genuinely engaged. The superintendent must be a developer, someone who can nurture the less experienced administrative team, support all staff, and develop the school board. This person must be a team builder. A visionary leader will take this district to the next phase of success, which is well deserved.

In all, the district is positioned for future success. There is a willingness across all participants interviewed, to support the next chapter of the Germantown School District. Expressions like "launch our next chapter", "take us to the mountaintop", and "make us a premier school district" were used to articulate the desires of many interviewees. No group can flourish in isolation. The board is committed to supporting students, parents want the best for their kids, the staff strives to help kids learn, students are eager to learn, and the community is generally supportive. This is a prescription for success.

School districts are learning environments and that learning applies to the adults in the organization as well as the students. Local pride and a willingness to get better will support the next phase of success for Germantown. Strong superintendent leadership and appropriate board governance is essential if Germantown is to realize its potential. This hire is the most important decision the school board can make and a strong leader will have a tremendous opportunity to lead Germantown into greatness. Success is one hire away because of the existing strong foundation.

The consultants are confident that this report will attract a strong pool of candidates. We look forward to presenting exceptional leaders so Germantown can select the individual who is the best fit for the district's future.

APPENDIX

The APPENDIX pages of this proposal include the following documents:

1. Bulleted Notes from Focus Groups and Interviews
2. Germantown School District Data Briefs - 2024-2025 Wisconsin State Report Card Analysis

INTERVIEWS AND FOCUS GROUPS • BULLETED NOTES

The interviews and focus groups of stakeholders generated the following responses. Careful attention has been made to accurately convey the message. The comments listed below emerged from statements made by stakeholders and they are to be considered personal opinions of the individual making the comments regarding the Germantown School District.

School Board Members

What are the strengths of the Germantown School District?

- Great tech ed program, labs (real welding, wood, HAAS machines) and staff
- College prep options
- Strong scores
- Good staff
- Great financial shape
- Warm welcoming community
- Family oriented
- Teachers are passionate
- A district that attracts families
- Academics + arts+ athletics+ activities
- Lots of extras created by staff-trips etc.
- A lot of young talent
- Eager, dedicated, staff
- Good administration and board relationships, administration teaches board, that is helpful
- United board, dedicated to student outcomes
- Good shape-strategic plan + finances + facility study + parental support
- Great friendly community
- Small, tight knit community
- Welcoming new families
- Strong moral compass for kids to grow in
- Active board, tireless workers, dedicated
- Good academic results
- Strong community
- Adequate housing for families
- Great PTAs
- Great admin leaders, especially teaching and learning
- Desire to be best district in the state
- Great teachers, staff and parents
- Clean budget, good bond rating
- Early pay off of 20-year debt
- Focus, so students are college and career ready
- Great community
- Community is generous and supportive

- Strong academics
- Dedicated staff, very giving
- We focus on the basics, not distractions
- Conservative board takes a common-sense approach
- Good financial strength
- Board has found balance and centering-no distractions

School Board Members

What are the Challenges of the Germantown School District?

- Some community voices are negative
- Trust is lacking, community has preconceived notions of what goes on, not always facts
- Teachers sometime fear retaliation if they speak out
- Community groups can be negative but not majority
- Late in responding to Act 10
- Lack of trust across district and some community
- Need for transparency
- Local voices can be slanderous
- On-line negativity is a distraction
- Declining enrollment
- Funding of buildings and grounds needs attention
- Expectation to be fiscally conservative
- Teacher union not always in agreement with expectations
- Central office not respected or liked
- Our "why" is not communicated well
- Public perception is not always favorable
- Conservative community requires a superintendent who matches
- Some negative community voices
- Messy past board and years
- Learned lessons about operating costs of new projects
- Need to be watchful
- Pay attention to community
- Transparency

District Staff/Employees

What are the strengths of the Germantown School District?

- Family, community-people stay here
- Long history of school connections
- Staff is passionate about kids and work
- Staff resources are good
- High involvement of parents and community support
- Good facilities
- Adequate staff resources
- Teachers are empowered to be involved with decisions (C & I)

- Dedicated staff who are invested and caring
- Great community
- Always doing more with less
- Strong parents and families
- Active community
- Staff is invested in school and community
- Strong support from staff and community
- Many teachers are also parents in the district
- Teaching staff stay because of community support
- Variety of offerings for students
- Diversity growing in community
- Great place to live
- District becoming more uniform and aligned
- Elementary consistency helps transition to middle school
- Teaching staff is dedicated to students and families
- Newer facilities and well maintained
- Staff goes above and beyond their job
- Supportive community
- Partnerships across district
- Small town vibe in larger community
- Many community events
- Eager new admin staff
- Participation in AWSA SAIL is very impactful

District Staff/Employees

What are the Challenges of the Germantown School District?

- Recent history has challenged us and public perception
- There is more district talent than is being utilized
- Small negative community voices
- Disengaged staff also comment on public social media
- Some staff participate in negative outlets, possible need their own outlet or opportunity to express concerns
- Some staff are fearful of retaliation from district if they speak up
- Not always cohesive in the past but improving
- Departments do not always work together, not pulling same oars
- Board needs to be more intentional with their public comments, understand how their voice and comments shape public perception
- Need job descriptions and clear expectations
- Some departments are power oriented
- Cognitive dissonance because the administrative team is new and needs to be developed
- Decisions are not always trusted because there is little follow through, people become apathetic
- Need to become more cohesive

- Staff turnover
- Low morale
- Low pay compared to other districts
- Staff with many years of service are dwindling
- Loss of instructional knowledge and history
- Superintendent turnover
- Facilities need attention
- We save money for rainy days when our own roofs leak now
- Very late to get things or adopt things (timing issue)
- It's ok to be fiscally responsible, but we need to invest in people too
- We wait for catastrophe and then react
- Central office has no high school experience
- Lack of affordable housing is a growing problem
- Declining enrollment
- Over-emphasis on fiscal conservatism, too extreme at expense of meeting needs
- Lack of direct vision from leadership
- New leadership team needs support and development
- Turnover in administration in recent years has created issues
- No incentive to stay here
- Many recent administrative hires are all from same district, buddy-hiring because of past connections, we are widely known as Franklin North
- Extreme lack of trust
- Fear of retaliation
- Past administrative behavior was hurtful and unacceptable
- No integrity at the district level, toxic central office
- No integrity
- Board is not really aware of what goes on or what is needed
- Staff compensation is low, not competitive with other districts
- Disconnect between central office and buildings
- Business office is out of touch with what schools really need
- Always spinning wheels
- Staff has become apathetic towards leadership but not their day to day work
- Late to address issues like post-retirement benefits, etc.
- There is a trust issue with leadership
- Not all rowing in the same direction
- Need to work on building relationships
- Well-intended school board over reaches into day to day operations
- Departments don't always work together
- Board scrutiny can be excessive and with individual agendas
- Tension between central office and buildings
- Business office has too much power, have to fight for student needs
- No talent pipeline development
- Salaries are not competitive
- Merit raises for central office only, other salaries not addressed

Parents/Community

What are the strengths of the Germantown School District?

- Communication has been really good
- Daughter is new to the district and has special needs, Germantown has been great
- Very welcoming
- Staff is very helpful
- Overall staff really cares about the district
- There is good work being done throughout the schools
- Teachers help struggling students in a positive way
- Teachers are greatest assets
- Teachers have passion
- Many talented staff
- Family roots are strong
- Pride in Germantown
- Caring
- Strong tech ed options
- Exchange students are great
- Staff is involved in everything

Parents/Community

What are the Challenges of the Germantown School District?

- Turnover with staff is high
- Lack of human growth and development education
- Parents frustrated with bussing, mixing older students with younger students
- Lack of GT and high-achieving student programs in the district, we need to meet each student where they are at
- Challenges with club registration processes - needs to make it easier for kids to sign up for clubs and activities parents need to know what is available for students
- Lost trust with School Board
- Board has gotten more political
- I wish the Board was more transparent
- The high school does not really have much in terms of "interventions"
- There are classes called "interventions" but it is just called that so the district is in compliance
- The former superintendent was a very poor leader, and has put us in a deep hole
- Staff members are leaving because of the Board and central office, no trust
- No respect or support
- Culture is toxic
- Trust is broken
- Parent concerns are not taken seriously
- Board is too political
- Board vocabulary is too political, always talking about being so conservative

- We should be hearing about learning and student success, not conservative finance all the time
- Too much focus on budget
- No HGD program, the Board removed in knee-jerk reaction
- Business office needs review
- Board gaslights or doesn't respond, parents are frustrated

High School Students

What are the strengths of the Germantown School District?

- Variety of classes
- Many clubs and activities
- Great Tech Ed department
- Principal is great, visible and knows the kids
- Fieldhouse
- Positive athletic program
- Arts flourish
- Safe
- Family friendly
- Resources are shared
- Great counselors
- Teacher relations are really good, they know you as a person
- Great teachers
- Teachers really want you to learn
- Teachers are helpful
- Great high school building, organized
- Welcoming
- Strong coaches
- Safe
- Clubs
- Opportunities to volunteer in community
- Good career planning
- Arts
- Trades are supported
- Opportunities for real work experience
- Options for military post-high school are explained
- Exchange students are a plus
- Staff is coordinated, they are on the same page for learning
- Summer trainings are great
- Good school spirit
- Staff is supportive when you make mistakes
- Sports leadership group is good
- Teachers work hard, they are ready to teach right away, nothing wasted
- Good options, even for freshman

High School Students

What are the Challenges of the Germantown School District?

- Diversity is not understood or respected, the community is changing
- No follow through on the issues that students bring up
- Students want to be treated more adult-like
- Parking rates are high compared to other schools
- Cameras are over-emphasized
- There should be a focus on the kids who break the rules and are trouble makers, not generalize the entire student body
- Some administration is focused on the wrong "small" stuff
- Too many rules take the fun out of events that are really harmless
- Phone policy is too strict
- The hall pass system takes too much time, not flexible enough
- We should be treated like we can manage our own time
- Earphone policy needs review
- Pass system is "dumb" and not efficient
- Pass system bothers everyone
- The old pass system worked better



2024-2025
Wisconsin
State Report Card Analysis

State Percentile Analysis

Germantown

Purpose

The purpose of this report is to examine how Germantown compared to other Wisconsin districts during the 2023-2024 and 2024-2025 school years. Percentiles are used to indicate where Germantown falls in the distribution of school districts across the state of Wisconsin on a wide variety of metrics related to student achievement, target group performance, financial information, student demographics, and general district characteristics.

Methods

Data were collected across the five areas listed below from the Wisconsin Report Card website (<https://apps2.dpi.wi.gov/reportcards/>) :

Student Achievement	Target Group Performance	Financial Information*	Student Demographics	District Characteristics
Proficiency – ELA & Math	Target Group Outcomes Score	Total Education Cost Per Student	Economically Disadvantaged	Enrollment
Achievement Score – ELA & Math	Target Group Achievement Score	Instructional Expenditures Per Student	English Learners (EL)	Student to Staff Ratios
Growth Score – ELA & Math	Target Group Growth Score	Percent Revenue from Property Tax	Disabilities	Graduation/Attendance
3rd Grade ELA Achievement Score	Target Group Chronic Absenteeism	Teacher Average Salary and Fringe	Ethnicity	Mobility
8th Grade Math Achievement Score	Target Group Graduation/Attendance	Teacher Average Experience		Chronic Absenteeism
On-Track to Graduate				

Percentiles were calculated by ranking all Wisconsin districts who had data on the particular metric appearing in the state report card. A percentile of 50 would indicate that a district had an indicator value that was the same or higher than 50% of districts across Wisconsin. A percentile of 99 would indicate that a district had an indicator value that was the same or higher than 99% of districts across Wisconsin. Note that it may not be desirable to have high percentile rankings for all indicators. For example, it may be preferable to have an average or lower percentile ranking for metrics such as student to staff ratios or between district mobility (the percent of students not present for the full academic year).

Tables 1-5 display the values corresponding to the state 50th percentile, the district values, and the district percentile rankings within the state of Wisconsin for the 2023-2024 and 2024-2025 school years. Note that the state value is the 50th percentile value across all districts in the state. The change in the value and percentile between these two school years is also reported. Figures 1 and 2 visualize the shift in the state's distribution of ELA and Math proficiency from the Spring of 2024 to the Spring of 2025. The vertical lines represent the District proficiency in the Spring of 2024 and the Spring of 2025. Figures 3 and 4 show the percentage of students designated as economically disadvantaged against the percentage of all students meeting ELA and Math proficiency across the district in the spring of 2025.

*Financial expenditure and revenue data reported is from the previous school year.

Table 1. Student Performance

* The state value columns report values at the 50th percentile across the state.

Indicator	State Value*	2024 District Value	District Percentile	State Value*	2025 District Value	District Percentile	Change 2024 to 2025 District Value	District Percentile
ELA Proficiency	52.5%	64.1%	89	52.5%	64.7%	88	0.6%	-1
Math Proficiency	55.4%	70.7%	90	55.3%	70.4%	89	-0.3%	-1
Achievement Score	61.6	75.9	88	67.3	80.4	90	+4.5	+2
ELA Achievement Score	62.2	73.9	88	66.1	76.7	88	+2.8	0
Math Achievement Score	61.1	77.9	90	69.6	84.1	89	+6.2	-1
Growth Score	64.1	74.6	89	63.2	75.5	89	+0.9	0
ELA Growth Score	64.1	67.9	68	62.2	67.9	70	0.0	+2
Math Growth Score	64.1	81.2	94	64.1	83.1	95	+1.9	+1
3rd Grade ELA Achievement Score	63.4	69.4	74	69.5	81.7	87	+12.3	+13
8th Grade Mathematics Achievement Score	58.8	73.8	82	73.5	84.1	74	+10.3	-8
On-Track to Graduation Score	85.6	87.8	69	87.4	91.2	79	+3.4	+10

Notes:

Table 2. Target Group Performance

* The state value columns report values at the 50th percentile across the state.

Indicator	State Value*	2024 District Value	District Percentile	State Value*	2025 District Value	District Percentile	Change 2024 to 2025 District Value	District Percentile
Target Group Outcomes Score	58.7	64.5	75	64.8	76.5	90	+12.0	+15
Target Group Achievement Score	21.9	34.1	89	30.6	41.9	88	+7.8	-1
Target Group Growth Score	63.2	64.1	54	63.2	69.8	81	+5.7	+27
Target Group Chronic Absenteeism Score	79.5	80.3	53	80.2	83.3	66	+3.0	+13
Target Group Graduation/ Attendance Score	94.2	95.8	65	94.0	96.4	75	+0.6	+10

Notes:

Table 3. Financial Information

* The state value columns report values at the 50th percentile across the state.

Indicator	State Value*	2024 District Value	District Percentile	State Value*	2025 District Value	District Percentile	Change 2024 to 2025 District Value	District Percentile
Total Current Education Cost per Student (TCEC)	\$ 13,849	\$ 11,492	4	\$ 14,514	\$ 12,131	3	+\$ 640	-1
Instructional Expenditures Per Student	\$ 8,697	\$ 7,771	15	\$ 9,161	\$ 8,170	14	+\$ 400	-1
Percent Revenue from Property Tax	34.8%	57.8%	86	36.1%	56.3%	85	-1.5%	-1
Teacher Average Salary	\$ 58,571	\$ 66,689	90	\$ 60,219	\$ 68,215	88	+\$ 1,526	-2
Teacher Average Salary Plus Fringe	\$ 83,866	\$ 88,212	72	\$ 86,181	\$ 91,771	72	+\$ 3,559	0
Teacher Average Total Experience	14.4	12.8	19	14.5	13.1	23	+0.3	+4

Notes:

Table 4. Student Demographics

* The state value columns report values at the 50th percentile across the state.

Indicator	State Value*	2024 District Value	District Percentile	State Value*	2025 District Value	District Percentile	Change 2024 to 2025 District Value	District Percentile
Economically Disadvantaged	41.2%	16.1%	6	38.2%	14.6%	6	-1.5%	0
English Learner (EL)	1.8%	1.6%	47	2.1%	1.7%	44	0.1%	-3
Disabilities	15.4%	12.4%	15	16.0%	12.8%	17	0.4%	+2
Asian	0.6%	6.5%	92	0.7%	6.6%	93	0.1%	+1
Black	0.8%	4.9%	92	0.8%	5.2%	92	0.3%	0
Hispanic	6.1%	4.9%	39	6.3%	5.2%	40	0.3%	+1
White	86.5%	78.6%	25	86.0%	77.6%	25	-1.0%	0
Two More Races	3.6%	4.9%	72	3.7%	5.2%	72	0.3%	0

Notes:

Table 5. District Characteristics

* The state value columns report values at the 50th percentile across the state.

Indicator	State Value*	2024 District Value	District Percentile	State Value*	2025 District Value	District Percentile	Change 2024 to 2025 District Value	District Percentile
Enrollment	955	3,816	88	965	3,835	88	+19	0
Ratio of Students to Staff - Licensed Staff	11.3	13.6	95	11.3	13.6	95	+0.0	0
Ratio of Students to Staff - Total FTE	6.8	8.6	92	6.8	8.5	93	-0.1	+1
Graduation/Attendance Score	96.0	97.4	67	95.9	97.4	68	0.0	+1
Between District Mobility	3.3%	1.2%	5	3.2%	2.3%	28	1.1%	+23
Chronic Absenteeism Rate Score	87.0	86.2	44	87.3	89.2	64	+3.0	+20

Notes:

The graphs below illustrate the percentage of students meeting proficiency standards for all subjects in each school district across Wisconsin. The distributions of these percentages in 2024 and 2025 are captured under the grey and purple curves respectively. The state median is noted for each year as well. The vertical lines illustrate the percentage of students meeting proficiency each year in your district.

Figure 1. Proficiency Distribution of Wisconsin Districts - ELA

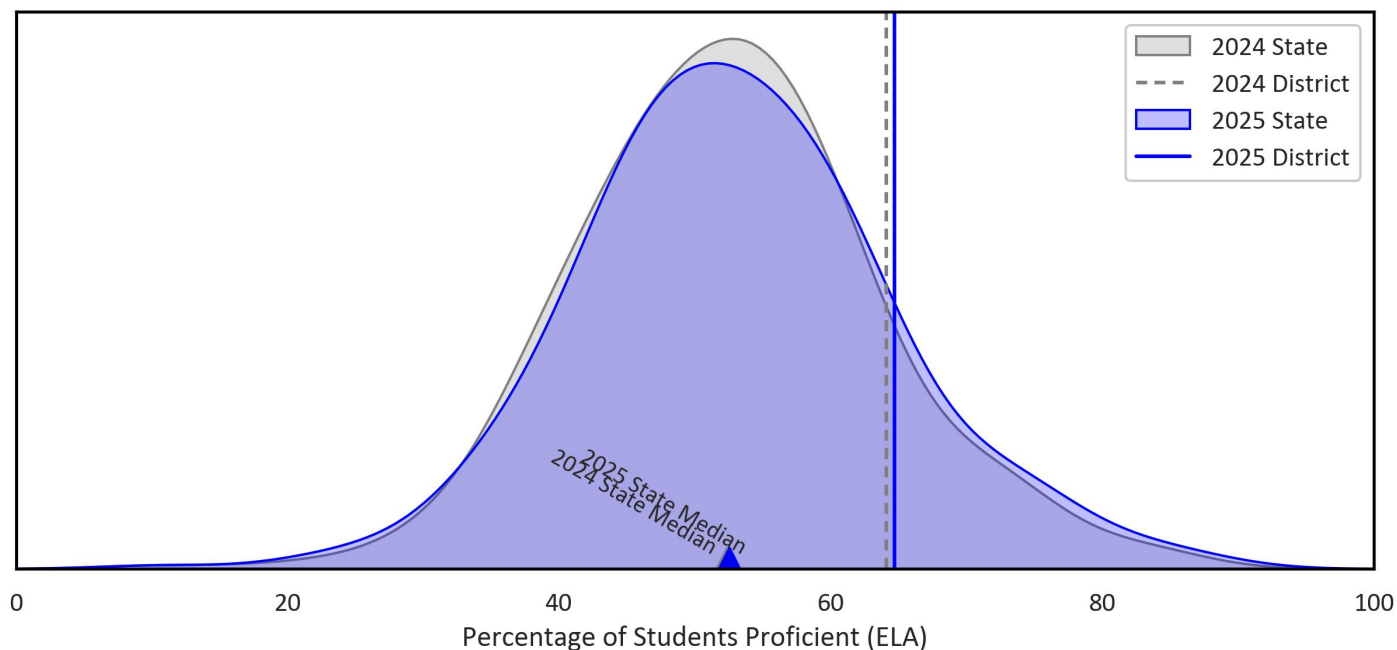
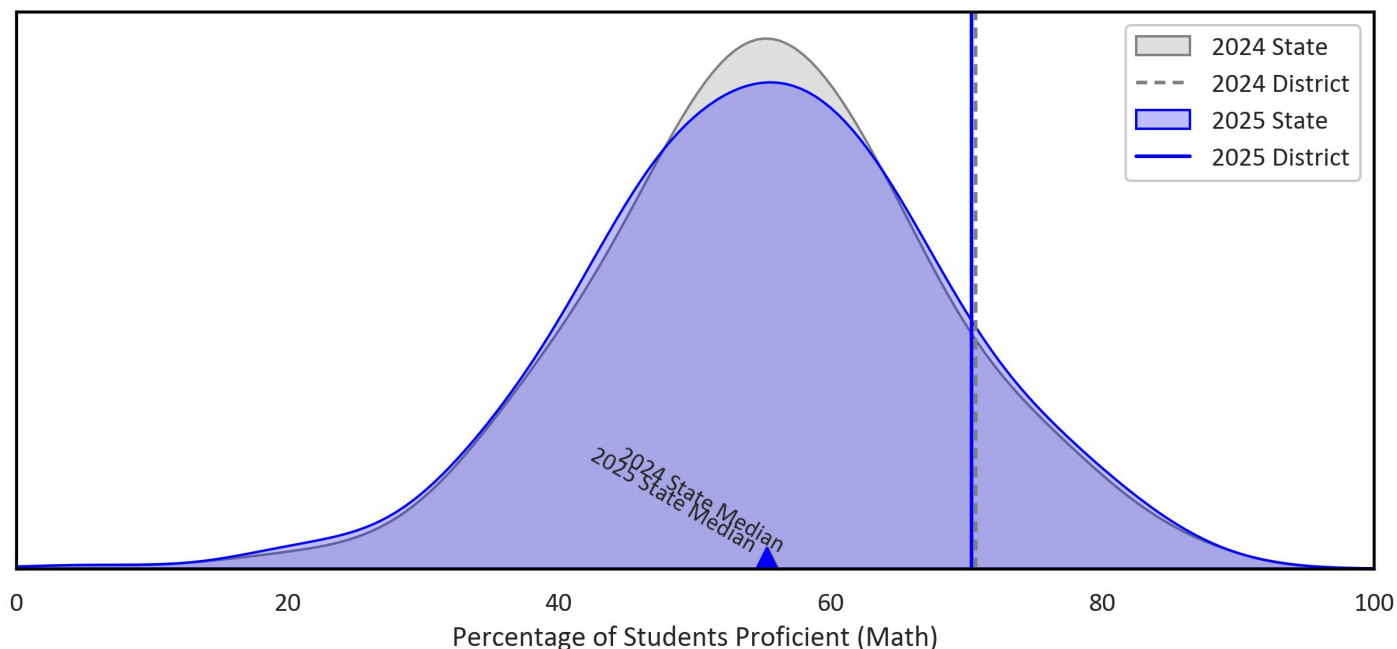


Figure 2. Proficiency Distribution of Wisconsin Districts - Math



The graphs below depict the percentage of students designated as Economically Disadvantaged against the percentage of all students meeting proficiency in the Spring of 2025 across the district. The proficiency grey dots represent all other school districts in the state, with a trend line included through the center of the distribution meeting proficiency.

Figure 3: Economically Disadvantaged vs. ELA Proficiency 2025

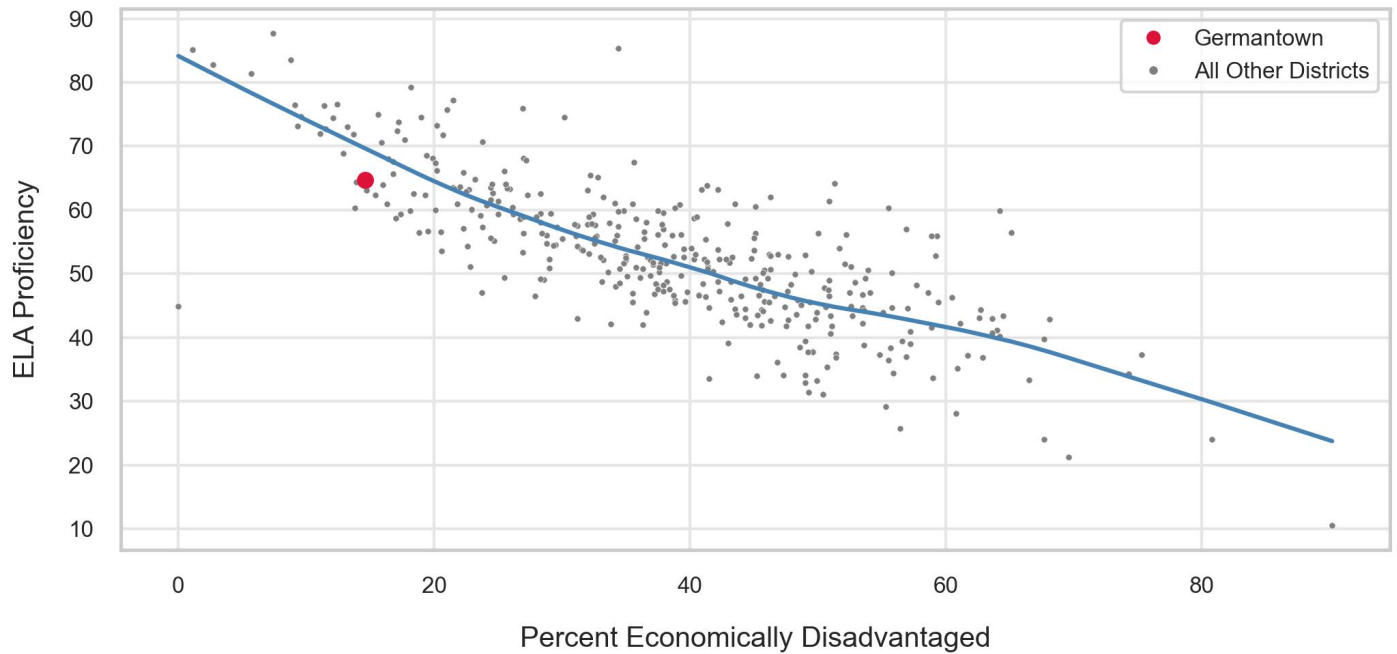


Figure 4: Economically Disadvantaged vs. Math Proficiency 2025

