

WASB
WISCONSIN ASSOCIATION OF SCHOOL BOARDS

SUPERINTENDENT EVALUATION FRAMEWORK

Reference Manual

2025 Revised Edition

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The WASB Superintendent Evaluation Framework is designed to provide general information and commentary as a service to WASB members based on current law and agency guidance as it existed at the time of publication. It should not be relied upon as legal advice. If legal advice is needed, the services of the school district's designated legal counsel should be obtained.

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Purpose of Evaluation

An effective governance and leadership team is predicated on the need for a strong board-superintendent partnership. This partnership should be fundamentally based in mutual respect and an understanding that while the roles of the board and superintendent differ, the board and superintendent must be unified in ensuring that there is a commonly held focus on high levels of achievement and development for all children.

And just as there exists an expectation that our staff will continue to grow in their roles in the service of children, the board and superintendent must model in all they do the importance of their own growth. To this end, the ultimate purpose of the board's role in evaluating the superintendent rests in ensuring growth for the superintendent and considers the strengths of the superintendent as well as areas needing improvement.

While defined legal requirements exist for the evaluation of the superintendent and other staff, there is also a need to ensure the evaluation process for the superintendent is consistent with best practices in the field of performance evaluation. The evaluation should rely on tangible, objective ways of knowing how well the superintendent performs. Multiple sources of performance evidence including goal accomplishment, self-evaluation, board evaluation, observations, use of data and analysis of artifacts are utilized in the evaluation process.

2025 Revisions to the Framework

The framework was revised in 2025 after its first three years of implementation. Revisions made to this superintendent evaluation tool were driven by feedback that was identified as opportunities for improvement in functionality and consistency.

1. **Online Accessibility and Data Summarization**: The revised framework allows for streamlined data entry and facilitates the creation of a summative evaluation report by electronically summarizing the data, making the process more efficient.

2. **Simplification of Multi-Step Criteria**: The original framework's multi-step statements have been simplified to make the evaluation process more straightforward and easier to navigate.

3. **Validity and Reliability of Criteria**: The revised framework results in a more comprehensive evaluation that allows for measurement of continuous improvement over time.

4. **Consistency in Implementation**: The revised framework allows for greater consistency in how the evaluation framework is implemented across different districts and situations.

5. **Enhanced Superintendent Input**: The revised framework now offers superintendents a focused opportunity to provide their self-evaluation, present their goal outcomes and share supporting artifacts with the board in a closed session prior to the board's formal evaluation.

6. **Superintendent Goal-Setting Process**: The revised framework adds a specific process for boards and superintendents to use for superintendent goal-setting and progress monitoring.

The revised framework collectively enhances the tool's usability and effectiveness by addressing critical issues related to its length, complexity and clarity, as well as ensuring a smoother and more consistent evaluation process.

Using This Framework

This WASB Framework for Superintendent Evaluation recognizes the need for continuous growth of the superintendent. The evaluation should be used to foster this growth and to improve the overall leadership within the district.

The school board is required by section 121.02(1)(q) of the state statutes and its implementing rule, PI 8.01(2)(q) of the Wisconsin Administrative Code, to provide for the evaluation of licensed administrators, in writing, at the end of their first year of employment in the district and at least every third year thereafter. The board may choose to evaluate administrators more frequently as a matter of local policy. The WASB recommends that this be done on an **annual** basis for the purpose of providing timely and continuous feedback on performance.

This framework differentiates the evaluation for first-year superintendents from those who are beyond their first year. The First Year evaluation utilizes prompts. The Beyond First Year evaluation utilizes administrator standards**.**

- Section I explains the process and references the documents to be used for the first-year superintendent. The focus of the First Year superintendent evaluation is to make a successful transition into the role of the superintendent. It is designed for individuals who are brand new to the superintendency (whether an internal or external candidate) or those who might have a couple of years of experience but are new to the district.
- Section II explains the process and references the documents to be used for the Beyond First Year superintendent evaluation.

The prompts for First Year (Section I) and the standards assessed in Beyond First Year (Section II) are based on the administrator standards outlined in Chapter PI 34 of the WI Administrative Code.
The written evaluation must meet at least the following two minimum requirements:

1. The evaluation must be based on the administrator's board-adopted written job description including job-related duties. With this in mind, it is important that the superintendent's job description be reviewed on a regular basis to make sure that it is kept up to date.
2. The evaluation must include observation of the administrator's performance as part of the evaluation data.

School boards are also required by section 121.02(1)(a) of the state statutes to ensure that the school administrators hold the appropriate license issued by the Wisconsin Department of Public Instruction for their assigned position. The validity of this license must be certified annually, according to PI 8.01(2)(a) of the Wisconsin Administrative Code, and a copy of the valid license must be on file in the district.

The school board must ensure that evaluations of licensed administrators, including those for purposes of discipline, job retention or promotion, are performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. To effectively employ this Superintendent Evaluation Framework, the WASB is providing a reference manual, online training modules and the opportunity to contact a consultant staff member.

The WASB is available to provide additional fee-based consultation time to further help boards and superintendents with the evaluation process, review current job descriptions and assist the district with its overall leadership and board governance development.

Section I
First Year: Process & Timeline

1. **EXPECTATIONS**: The evaluation of the superintendent should be a collaborative process involving the full board and superintendent that focuses on the development and growth of the superintendent. The key expectations for a first-year superintendent are based on the prompts identified in this section, the job description and an entry plan, if applicable. The board and superintendent should review these three documents early in the superintendent's first year and use them to set priorities for the goal-setting process below.
2. **ANNUAL EVALUATIONS**: While required to complete an evaluation in the first year and at least every third year thereafter, annual evaluations are recommended. For feedback to be meaningful, it should be provided on an ongoing basis, in part through an annual evaluation. This reflects the value of continuous improvement that this framework endorses. Because board members and priorities can change, it is important to have annual opportunities for growth conversations and to have a well-established, continuous record of evaluation for the benefit of the superintendent and the board.
3. **SUPERINTENDENT GOAL-SETTING FOR THE FIRST YEAR:** The goal-setting process assists the board and first-year superintendent in setting the superintendent's goals, which should align to the prompts, district goals, strategic plan and the superintendent's entry plan, if applicable. This should be completed within the first three months of the superintendent's contract.
4. **EVALUATION MEETINGS:** There should be at least two evaluation meetings per year. One should be mid-year and formative in nature. The mid-year review is a collaborative conversation about how the year is going, progress being made on goals, and to determine if any support is needed with the goals. The summative evaluation is more formal, resulting in a written evaluation report based on the prompts, goals and job description. It should occur either in December/January or in May/June, when the superintendent will have concluded their first full year of employment.
5. **SUPERINTENDENT SELF-EVALUATION:** For superintendents in their first year, the summative evaluation should begin with the superintendent completing a self-evaluation process responding to the set of prompts, which are aligned to the administrator standards and job description using the WASB online survey tool. The superintendent should provide their self-evaluation, goal outcomes and accompanying artifacts as evidence in a closed session at a meeting at least two months prior to the board's summative evaluation meeting.
6. **BOARD EVALUATION:** After the superintendent has provided their self-assessment in a closed session of a board meeting, board members should assess the work of the superintendent by completing the same designated set of administrator prompts using the WASB online survey tool, or a hard copy which is then entered into the online tool. As part of completing the prompts, observation-related information should be provided.
7. **SUMMATIVE REPORT:** The board president and/or his/her designee will receive a WASB survey summary report of the superintendent's and the board members' responses. A closed session should be convened to review the summary report and write a final summative evaluation. The evaluation will represent the consensus view of the entire board. It includes strengths, accomplishments and recommendations for improvement. Any outlying comments will be provided by the individual board member in the evaluation meeting with the board but will not be included in the evaluation document itself. The final written summative report is subject to public records laws.
8. **SUMMATIVE EVALUATION MEETING:** In a closed session, the written summative evaluation using the sample template provided is shared with the superintendent and a collaborative discussion of priorities for goal-setting begins (see goal-setting process later in this section).
9. **SUPERINTENDENT GOAL-SETTING FOR THE SECOND YEAR:** The superintendent prepares a draft goal-setting plan based on the recommendations for improvement or the priorities that were established during the collaborative goal-setting process as described later in this section. The superintendent shares the plan to receive board feedback before finalization.

Section I

First Year Superintendent Evaluation Implementation Checklist

Check	What needs to happen?	Who needs to do what?
	Purchase or renew a subscription to the WASB Superintendent Evaluation Framework	Log in to the WASB website, click on "My Portal," click "Subscribe to a Subscription" and select "Superintendent Evaluation Framework."
	The WASB provides school districts with a confirmation email of subscription, a link to the framework on the website and next steps.	The district-specific registration email includes contact information for WASB and a website link to a resource guide and training module. A follow-up email/contact from a WASB staff consultant will help to get the process started for the district and address any questions.
	The district must determine if the superintendent is being evaluated in their first year of their role or beyond the first year.	The superintendent and board need to jointly determine whether the superintendent will be evaluated as a first-year superintendent. The online survey branches and will drive whether the respondents see the First Year prompts or Beyond First Year standards.
	The district determines the specific timeline for the evaluation and returns the district's evaluation checkpoint timeline of dates using the form sent by a WASB consultant.	The First Year evaluation covers the first full year of the superintendent's contract. The second year (Beyond First Year) should follow the regular district's evaluation cycle.
	The formative mid-year evaluation meeting takes place in a closed session.	At the mid-point of the first full year of the superintendent's contract, the superintendent shares in closed session how the year is going, progress being made on goals, and whether any assistance or support would be helpful.
	The WASB sends the district-specific evaluation survey link based on the timeline submitted. **The superintendent completes their self-evaluation and notifies the WASB of its completion. The WASB sends the superintendent their survey summary report.**	At least two months before the end of the first full year of the contract, the superintendent meets with the board in closed session to share a copy of their online self-evaluation, rationales, etc. They also include the outcomes of their goals and artifacts of support.
	The board president sends the survey link to the entire board along with a deadline for their completion of their evaluation of the superintendent. **The WASB sends survey deadline reminder to the board president.**	After the above closed session, board members complete their evaluation of the superintendent by the established deadline. Three to five days before the deadline, the WASB updates the board president on who has completed the survey so that they can send a reminder to non-completers.
	The WASB closes the survey at midnight of the deadline, prepares a survey summary report and sends it to the board president within one week.	The board president receives the survey summary report and drafts a summative summary report for the board to review.
	The board president shares the draft of the summative report and copies of the WASB survey summary report with the board in closed session. **A final summative report is completed.**	The final summative evaluation itself will represent the consensus view of the entire board. Any outlying comments are shared verbally but do not become part of the board's consensus report.
	The board shares the final summative evaluation with the superintendent in closed session for signature and comments.	The final summative written report is shared with the superintendent for their comments and signature. They are also provided with the WASB survey summary report for their reference. Both items become part of the personnel file.
	The board and superintendent collaboratively establish priorities for the superintendent's goals.	This could be done if the full board meets for presentation of the evaluation, or another board session should be scheduled.
	Superintendent goal-setting for the year ahead.	The superintendent prepares a draft goal-setting plan and shares with the board for feedback before finalization.

Section I
First Year Superintendent Evaluation
Prompts

1. The superintendent demonstrates efforts to be visible in the schools and the community.

2. The superintendent demonstrates meaningful engagement with, and works to gain the trust of, staff members and the community.

3. The superintendent demonstrates efforts to strengthen our district's leadership team.

4. The superintendent provides effective leadership addressing school board-approved improvement plans (examples include including a strategic plan, school board-approved annual goals and/or personal goals).

5. The superintendent demonstrates flexibility and sound decision-making skills when addressing unexpected circumstances affecting our school district.

6. The superintendent consistently adheres to our district's policies and procedures.

7. The superintendent performs in a style and manner consistent with that expressed when hired by the school board.

8. The superintendent effectively oversees the operations and management of our school district.

9. The superintendent works effectively with the school board.

10. The superintendent carries out their responsibilities ethically and professionally.

Section I

First Year Goal-Setting Process

Key Considerations:

1. All leaders should have improvement goals.

2. Goals represent specific areas of work to be focused on and completed.

3. The overall number of goals needs to be reasonable, and consideration should be given, when feasible, to their being multiyear in focus. The WASB suggests no more than four goals.

4. Goals should be collaboratively established by the superintendent and the board.

5. Goals can exist in the following categories:

    - Student learning and overall development growth goal.
    - Improving the organization.
    - Leadership development goal.

6. For goal-setting, consideration should be given to using a SMART Goal-setting format that includes:

    - School year(s)
    - Goal area (standards/performance indicators, mission/student learning growth goal, improving the organization, leadership development)
    - Target date for completion
    - Evidence of need/baseline data
    - SMART Goal and objectives (specific, strategic, measurable, attainable, results-based and time-bound)
    - Action plan

7. The agreed-upon goals should be informally discussed during the mid-year evaluation and formally discussed during the summative evaluation.

Section I

First Year Superintendent Goal-Setting Process

STEP 1 Identify Priorities
STEP 2 Narrow Focus
STEP 3 Review Key Documents/Initiatives
STEP 4 Write and Work the Plan

STEP 1 Identify Priorities: Each board member and the superintendent select **two** high priorities in each of the three lists below during the expectations meeting with the board.

	FIRST YEAR PRIORITIES: Priorities that you would like as the focus of the superintendent's work plan.		**FIRST YEAR PROMPTS: Priorities aligned to the superintendent evaluation prompts.**		**SUPERINTENDENT JOB DESCRIPTION COMPONENTS: Priorities in the area of leadership administrative management.**
	School finance		Visibility within the school and community		Communication to the board
	Staff development		Trust building with staff and community		Board meetings and agenda planning
	Referendum planning		Strengthen leadership team		Staff and public engagement
	Administrative team leadership		Address improvement plans (strategic plan and goal-setting)		Administrative team leadership
	School or district culture		Make sound decisions		Positive district culture
	Assessment of facilities needs		Adhere to district policies and procedures		Financial analysis of current funding
	Workforce development		Perform in a style and manner consistent with board expectations		Financial forecasting
	Community engagement in the schools		Oversee operations and management of district		Cooperative programs with other districts
	Attract and retain teachers and support staff		Work effectively with the school board		Program and educational supports (e.g., CESA)
	Educational programming		Be ethical and professional		Operational analysis
	Curriculum development and/or revisions				

STEP 2 Narrow the Focus: Compile results from the board members and superintendent and list the top 3-4 priority areas.

_____ _____

_____ _____

Then brainstorm other priorities as a group. Consider innovations that may impact student outcomes or ways to reduce inefficiencies.

_____ _____

STEP 3 Review Key Documents/Initiatives: Consider if/how priority areas connect to district work. How can the superintendent support these areas in meaningful ways?

PRIORITY AREAS	SUPERINTENDENT'S ENTRY PLAN	STRATEGIC PLAN, STRATEGIES AND GOALS	OTHER DOCUMENTS (CURRICULUM CYCLE, CAPITAL PLAN)

Then, as a group, determine 2-4 areas on which the superintendent will focus their goals.

STEP 4 Write and Work the Plan:

A. As a board and superintendent group, collaboratively draft 2-4 specific, realistic annual goals.

The superintendent refines the goals and completes B-D.

B. Superintendent notes the measure(s) that will be used to determine success to meet each goal.
C. Determine 2-4 key action steps necessary in progressing toward meeting each goal.
D. Map out a timeline for action steps to be completed.

The superintendent shares the document with the board for feedback/input and makes adjustments.

E. Monitor progress - Code mid-year (formative) progress toward completing action steps. Reflect any successes/barriers and adjust action steps/goals as appropriate (share with board in closed session).

Color Code ACTION STEP PROGRESS
Red = Action steps not started or delayed
Yellow = Watch closely, may need to adjust action steps
Green = Action steps on track

F. Monitor progress - Code end-of-year (summative). As part of the superintendent's self-evaluation meeting with the board at least one month prior to the summative evaluation meeting, the superintendent provides an update on goal attainment - reflects successes/ barriers, goal continuation.

Color Code <u>GOAL</u> COMPLETION-
Red = Did not meet the goal
Yellow = Close to meeting the goal
Green = Met the goal
Gray = Unable to continue with goal/data is not available

A ANNUAL GOALS	B MEASURE OF SUCCESS	C ACTION STEPS	D TIMELINE FOR ACTION STEPS	E MID-YEAR ACTION STEP PROGRESS	F END-OF-YEAR GOAL OUTCOME
Increase parent rating of the statement "The superintendent is an effective leader" from 3.45 to 3.55.	Annual parent satisfaction survey	Design, with staff, a monthly newsletter that highlights student successes and forecasts strategic plan strategies.	December, and monthly thereafter		
		Monthly, attend one parent event at each elementary school, two at each middle school and four at the high school.	Immediately		
		Offer "Coffee with the superintendent" meetings monthly at various district and community locations.	November, and monthly thereafter		

First Year Superintendent Evaluation

Survey Summary Report

Superintendent Evaluation Overview

Board members evaluate first year superintendents by providing examples and explanations on 10 open-ended statements. Superintendents beyond their first year are evaluated by board members on 11 administrator standards using a four-point rating scale (highly effective, effective, minimally effective, ineffective). Board members also have an opportunity to provide comments and/or observations to a number of open-ended statements. Responses to open-ended statements are included verbatim in this report.

First Year Responses to Prompts

First Year Superintendent - Prompts

1. The superintendent demonstrates efforts to be visible in the schools and the community.

Superintendent	
Board Members	

2. The superintendent demonstrates meaningful engagement with and works to gain the trust of staff members and the community.

Superintendent	
Board Members	

3. The superintendent demonstrates efforts to strengthen our district's leadership team.

Superintendent	
Board Members	

4. The superintendent provides effective leadership addressing school board approved improvement plans (examples include including a strategic plan, school board-approved annual goals, and/or personal goals).

Superintendent	
Board Members	

5. The superintendent demonstrates flexibility and sound decision-making skills when addressing unexpected circumstances affecting our school district.

Superintendent	
Board Members	

6. The superintendent consistently adheres to our district's policies and procedures.

Superintendent	
Board Members	

7. The superintendent performs in a style and manner consistent with that expressed when hired by the school board.

Superintendent	
Board Members	

8. The superintendent effectively oversees the operations and management of our school district.

Superintendent	
Board Members	

9. The superintendent works effectively with the school board.

Superintendent	
Board Members	

10. The superintendent carries out their responsibilities ethically and professionally.

Superintendent	
Board Members	

Section I
First Year Superintendent Evaluation
Sample Summative Performance:
Narrative Evaluation Document

(Italicized sections would be specific to the individual district.)

1. Synopsis/overview of first year
2. Overall strengths (referencing prompts/questions)
3. Areas to focus on for improvement (referencing prompts/questions)
4. Goals
5. Signatures/date

Sample Annual Performance Review and Evaluation – Superintendent

Date:

The superintendent provided a review of her/his observations of the work of the district during the _____ school year, *their goals*, and the relationship of that work to our district's *strategic* plan in closed session at the _____ meeting.

The _____Board of Education held a special meeting at the Education and Administration Center on _____. The purpose of the meeting was to conduct the annual performance review and evaluation for _____, superintendent. The board met in a closed session. In attendance was the superintendent and all board members.

This was the first formal evaluation since joining the _____ School District. The evaluation included two assessments, each of which was based on a common set of prompts aligned to the Administrator Leadership Standards. These assessments included the superintendent's own self-evaluation and the board of education's evaluation of the superintendent. The job description was also referenced as were specific goals that were earlier reviewed with the board. The meeting began at ___ p.m. and adjourned at ____ p.m.

During the past year, there were numerous defined actions and challenges that led to *the adoption of social and emotional learning skills, planning for changes to our district staff evaluation process and establishing committees for items such as evaluating the length of the school day, and preparing for a culture survey to be sent to the school community in the fall. Included under her/his leadership and guidance this past year was a review of the district budget process and curriculum development process and the passage of the May referendum. The board expressed that the superintendent has provided effective and proficient leadership in all areas. At the conclusion of her/his review the superintendent presented her/his goals for the upcoming school year. The goals were discussed by the board of education.*

Looking forward, everyone acknowledged that there is a great deal of implementation of work as defined in the strategic plan for the following school year.

Specific strengths that were highlighted in this year's evaluation include:

Opportunities for continuous improvement helped to identify these priority areas:

Our discussion focused on the superintendent's goals, goals, *identifying new ways to collaborate with staff; a communication plan for staff and our school community ensuring consistent messaging (refining our district newsletters and providing a new website and app); surveying the staff, students and parents on school climate and culture; and school cluster support teams.* The superintendent looks forward to continuing to reach out to our community as she/he did this year and to developing a communication and engagement plan. *Also, her/his specific goals include the following: improving reading and math achievement through the smart goal; implementing the reorganization plan; focusing on culture and climate; and improving the school district budget.*

The _____ Board of Education said that they are looking forward to working in partnership with the superintendent, as together we strive for even better outcomes for the children of our district.

Respectfully submitted by _____, Board President

Date:

Received by _____, Superintendent

Superintendent comments:

Date: _____

Section II
Beyond First Year: Process & Timeline

1. **EXPECTATIONS:** The evaluation of the superintendent should be a collaborative process involving the full board and superintendent that focuses on the development and growth of the superintendent. The key expectations for a Beyond First Year superintendent are based on the Administrator Leadership Standards identified in this section, the job description and current superintendent goals.
2. **ANNUAL EVALUATIONS:** While it is required to complete an evaluation in the first year and at least every third year thereafter, it is recommended to complete an evaluation **annually**. For feedback to be meaningful, it should be provided on an ongoing basis in part through an annual evaluation. This reflects the value of continuous improvement that this evaluation framework endorses. Because board members and priorities can change, it is important to have annual opportunities for growth conversations and to have a well-established and continuous record of evaluation for the benefit of the superintendent and the board.
3. **SUPERINTENDENT GOAL-SETTING:** The goal-setting process assists the board and the superintendent in setting the superintendent's goals, which should align to the administrator leadership standards, district goals and the strategic plan.
4. **EVALUATION MEETINGS:** There should be at least two evaluation meetings per year. One should be mid-year and formative in nature. The mid-year review is less formal and is a collaborative conversation about how the year is going thus far, progress being made on goals, and to determine if any assistance or support is needed with the goals. The summative evaluation is more formal and results in a written evaluation report based on the standards, goals, and job description. It should occur either in December/January or in May/June, depending on the yearly cycle for the superintendent's evaluation.
5. **SUPERINTENDENT SELF-EVALUATION:** The summative evaluation begins with the superintendent completing a self-evaluation process responding to the Administrator Leadership Standards and job description using the WASB online tool. The superintendent then provides their self-evaluation, goal outcomes and accompanying artifacts as evidence in a closed session at a meeting at least two months prior to the board's summative evaluation meeting.
6. **BOARD EVALUATION:** After the superintendent has provided their self-assessment in a closed session of a board meeting, board members should assess the work of the superintendent by completing the same designated set of Administrator Leadership Standards using the WASB online tool survey, or on a hard copy which is then entered into the online tool. As part of completing the rubrics, observation-related information should be provided.
7. **SUMMATIVE REPORT:** The board president and/or his/her designee will receive a WASB survey summary report of the superintendent's and the board members' responses. A closed session should be convened to review the summary report and write a final summative evaluation. **The evaluation itself will represent the consensus view of the entire board**. Any outlying comments will be provided by the individual board member in the evaluation meeting with the board but will not be included in the evaluation document itself. The final written summative report is subject to public records laws.
8. **SUMMATIVE EVALUATION MEETING:** In a closed session, the written summative evaluation using the sample template provided is shared with the superintendent and a discussion of priorities for goal setting begins (see goal-setting process later in this section).
9. **SUPERINTENDENT GOAL-SETTING FOR THE YEAR AHEAD:** The superintendent prepares a draft goal-setting plan as described later in this section and shares the plan for board feedback before finalization.

Section II

Beyond First Year Superintendent Evaluation Implementation Checklist

Check	What needs to happen?	Who needs to do what?
	Purchase or renew a subscription to the WASB Superintendent Evaluation Framework	Log in to the WASB website, click on "My Portal," click "Subscribe to a Subscription" and select "Superintendent Evaluation Framework."
	The WASB provides school districts with a confirmation email of subscription, a link to the framework on the website and next steps.	The district-specific registration email includes contact information for the WASB and a website link to a resource guide and training module. A follow-up email/contact from a WASB staff consultant will help to get the process started for the district and address any questions.
	The district must determine if the superintendent is being evaluated in their first year of their role or beyond the first year.	The superintendent and board need to jointly determine whether the superintendent will be evaluated as a first-year superintendent or beyond. The online survey will drive whether the respondents see the First Year prompts or Beyond First Year standards.
	The district determines the timeline for the evaluation and returns the district's evaluation checkpoint timeline of dates using the form sent by a WASB consultant.	The First Year evaluation covers the first full year of the superintendent's contract. The second year (Beyond First Year) should follow the regular district's evaluation cycle.
	The formative mid-year evaluation meeting takes place in a closed session.	At the mid-point of the superintendent's evaluation year, the superintendent shares in closed session how the year is going, progress being made on goals, and whether any assistance or support would be helpful.
	The WASB sends the district-specific evaluation survey link based on the timeline submitted. **The superintendent completes their self-evaluation and notifies the WASB of its completion. The WASB sends the superintendent their survey summary report.**	At least two months before the end of the evaluation year, the superintendent meets with the board in closed session to share a copy of their online self-evaluation, rationales, etc. They also include the outcomes of their goals, and artifacts of support.
	The board president sends the survey link to the entire board along with a deadline for their completion of their evaluation of the superintendent. **The WASB sends survey deadline reminder to the board president.**	After the above closed session, board members will complete their evaluation of the superintendent by the established deadline. Three to five days before the end of the deadline, the WASB will send an update to the board president on who has completed the survey so that they can send a reminder to non-completers.
	The WASB closes the survey at midnight of the deadline, prepares a survey summary report and sends it to the board president within one week.	The board president receives the survey report and drafts a summative summary report for the board to review.
	The board president shares the draft of the summative report and copies of the WASB survey summary report with board in closed session. **A final summative report is completed.**	The final summative evaluation itself will represent the consensus view of the entire board. Any outlying comments are shared verbally but do not become part of the board's consensus report.
	The board shares the final summative evaluation with the superintendent in closed session for signature and comments.	The final summative written report is shared with the superintendent for their comments and signature. They are also provided with the WASB survey summary report for reference. Both items become part of the personnel file.
	The board and superintendent collaboratively establish priorities for the superintendent's goals.	This can be done if the full board meets for the evaluation presentation, or another board session is scheduled.
	Superintendent goal-setting for the year ahead.	The superintendent prepares a draft goal-setting plan and shares with the board for feedback before finalization.

Section II

Beyond First Year Superintendent Evaluation

Administrator Leadership Standards

The superintendent provides a self-evaluation, and each board member evaluates the superintendent by rating (see scale below) each indicator aligned with 10 of the 11 administrator leadership standards. If a board member doesn't know, there's a "don't know" option that won't affect the rating.

Highly Effective Leadership	Effective Leadership	Minimially Effective Leadership	Innefective Leadership
Performance is highly effective and could serve as a role model for others, results are consistenly high.	Performance is effective, overall results have an improving trajectory.	Performance needs improvement, reults are status quo or not improving.	Performance needs immediate improvement, results are decreasing.

At the end of each standard, there is space to provide open-ended comments/observations regarding strengths and opportunities for improvement. If any indicator aligned to a standard is rated "minimally effective" or "ineffective," it is requested that an explanation for the rating is provided in the opportunity for improvement textbox.

1. Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each student. Indicators:
    - Develops/reinforces our district's mission, vision and core values.
    - Updates board policies and District practices, as needed.
    - Establishes long-term goals (i.e., one year or longer) and identifies steps to achieve them.
    - Updates the school board on progress made on the goals.
2. Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Indicators:
    - Carries out their responsibilities in a professional manner.
    - Promotes ethical/professional behavior of staff.
    - Facilitates effective conflict resolution.
    - Acts with transparency.
3. Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Indicators:
    - Ensures that all students are treated fairly.
    - Ensures that all students have access to effective teachers and academic supports.
    - Ensures student discipline policies are effective.
4. Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being. Indicators:
    - Promotes high expectations for all students
    - Helps ensure students are ready for life after high school.
    - Promotes the use of technology for teaching and learning.
    - Updates the school board on the effectiveness of curriculum, instruction, and assessment practices.

5. Care and Support for Students. Effective educational leaders cultivate an inclusive, caring and supportive school community to promote the academic success and well-being of each student. Indicators:
    - Maintains a safe, healthy and positive school environment.
    - Makes decisions with students first in mind.
    - Ensures that students have access to mental health support, as needed.
6. Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Indicators:
    - Provides professional development opportunities for all staff, including new staff.
    - Encourages staff collaboration.
    - Regularly reviews each administrator's performance (such as principals, directors, assistant superintendents).
    - Seeks training/professional development to improve their own effectiveness, including technology proficiency.
7. Professional Community. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Indicators:
    - Communicates effectively and builds trust with staff.
    - Provides staff with opportunities to become leaders in our district.
    - Promotes a work environment in which staff are engaged and celebrated for good performance.
    - Effectively recruits and retains high quality staff.
8. Meaningful Engagement. Effective educational leaders engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being. Indicators:
    - Is visible, approachable, accessible and a good listener.
    - Collects feedback from multiple stakeholder groups (including staff, parents, students, and the broader community).
    - Promotes positive partnerships with school, community, and businesses.
    - Advocates for our district with local and state governments.
9. Operations and Management. Effective educational leaders effectively manage school operations and resources to promote each student's academic success and well-being. Indicators:
    - Effectively manages our district's budget.
    - Communicates legal requirements that affect our school district.
    - Works effectively with the school board.
10. District Continuous Improvement. Effective educational leaders act as agents of continuous school improvement to promote each student's academic success and well-being. Indicators:
    - Keeps up with emerging education research.
    - Gathers data to monitor the effectiveness of programs/services.
    - Prioritizes the most pressing needs our school district is facing
11. Leadership Aligned to the Job Description. Effective educational leaders have an understanding of and lead consistent with their job description.

Section II
Beyond First Year Goal-Setting Process

Key Considerations:

1. All leaders should have improvement goals.

2. Goals represent specific areas of work to be focused on and completed.

3. The overall number of goals needs to be reasonable, and consideration should be given, when feasible, to their being multi-year in focus. The WASB suggests no more than four goals.

4. Goals should be collaboratively established by the superintendent and the board.

5. Goals can exist in the following categories:

    - Related to one of the standards and performance indicators.
    - Student learning and overall development growth goal.
    - Improving the organization.
    - Leadership development goal.

6. For goal-setting, consideration should be given to using a SMART Goal-setting format that includes:

    - School year(s)
    - Goal area (standards/performance indicators, mission/student learning growth goal, improving the organization, leadership development)
    - Target date for completion
    - Evidence of need/baseline data
    - SMART Goal and objectives (specific, strategic, measurable, attainable, results-based, and time-bound)
    - Action plan

7. The agreed-upon goals should be informally discussed during the mid-year evaluation and formally discussed during the summative evaluation.

Beyond First Year Superintendent Evaluation

Goal-Setting Process - 4 Steps

WISCONSIN ASSOCIATION OF SCHOOL BOARDS

STEP 1 Identify Priorities
STEP 2 Narrow Focus
STEP 3 Review Key Documents/Initiatives
STEP 4 Write and Work the Plan

STEP 1 Identify Priorities: Review the summative evaluation report, the previous year's goals and the job description to determine the two highest priorities in each of the three lists below.

PREVIOUS YEAR'S GOAL AREAS: Goal areas that may need to continue into this year, in some shape or form. (List those below)		**BEYOND FIRST YEAR STANDARD AREAS: Priorities aligned to the superintendent evaluation standards.**		**SUPERINTENDENT JOB DESCRIPTION COMPONENTS: Priorities in the area of leadership administrative management.**	
			Mission, vision, and core values		Communication to the board
			Ethics and professional norms		Board meetings and agenda planning
			Equity and cultural responsiveness		Staff and public engagement
			Curriculum, instruction, and assessment		Administrative team leadership
			Care and support		Positive district culture
			Professional capacity of school personnel		Financial analysis of current funding
			Professional community		Financial forecasting
			Meaningful engagement		Operational analysis
			Operations and management		Program and educational supports
			School improvement		Cooperative programs with other districts

STEP 2 Narrow the Focus: Compile results from the board members and superintendent and list the top 3-4 priority areas.

_____ _____

_____ _____

Then, as a group, brainstorm other priorities. Consider innovations that may impact student outcomes, or ways to reduce inefficiencies.

_____ _____

STEP 3 Review Key Documents/Initiatives: Consider if/how priority areas connect to district work. How can the superintendent support these areas in meaningful ways?

PRIORITY AREAS	SUPERINTENDENT'S JOB DESCRIPTION	STRATEGIC PLAN, STRATEGIES AND GOALS	OTHER DOCUMENTS (CURRICULUM CYCLE, CAPITAL PLAN)

Then, as a group, determine 2-4 areas on which the superintendent will focus their goals.

STEP 4 Write and Work the Plan:

A. As a board and superintendent group, collaboratively draft 2-4 specific, realistic annual goals.

The superintendent refines goals and completes B-D.

B. Superintendent notes the measure(s) that will be used to determine success to meet each goal.
C. Determine 2-4 key action steps necessary in progressing toward meeting each goal.
D. Map out a timeline for action steps to be completed.

The superintendent shares the document with the board for feedback/input and makes adjustments.

E. Monitor progress - Code mid-year (formative) progress toward completing action steps. Reflect any successes/barriers, adjust action steps/goals as appropriate (share with board in closed session).

Color Code ACTION STEP PROGRESS
Red = Action steps not started or delayed
Yellow = Watch closely, may need to adjust action steps
Green = Action steps on track

F. Monitor progress - Code end-of-year (summative). As part of the superintendent's self-evaluation meeting with the board at least one month prior to the summative evaluation meeting, the superintendent provides an update on goal attainment - reflects successes/barriers, goal continuation.

Color Code <u>GOAL</u> COMPLETION-
Red = Did not meet the goal
Yellow = Close to meeting the goal
Green = Met the goal
Gray = Unable to continue with goal/data is not available

A ANNUAL GOALS	B MEASURE OF SUCCESS	C ACTION STEPS	D TIMELINE FOR ACTION STEPS	E MID-YEAR ACTION STEP PROGRESS	F END-OF-YEAR GOAL OUTCOME
Increase parent rating of the statement "The superintendent is an effective leader" from 3.45 to 3.55.	Annual Parent Satisfaction Survey	Design, with staff, a monthly newsletter that highlights student successes and forecasts strategic plan strategies.	December, and monthly thereafter		
		Monthly, attend one parent event at each elementary school, two at each middle school and four at the high school.	Immediately		
		Offer "Coffee with the Superintendent" meetings monthly at various district and community locations.	November, and monthly thereafter		

Beyond First Year Superintendent Evaluation

Survey Summary Report

Superintendent Evaluation Overview

Board members evaluate superintendents beyond their first year on 11 administrator standards using a four-point rating scale (highly effective, effective, minimally effective, ineffective). If a board member doesn't know, there is a "don't know" option that will not affect the rating. Board members also have an opportunity to provide comments and/or observations to a number of open-ended statements. Responses to open-ended statements are included verbatim in this report.

Beyond First Year Survey Summary Report

The following tables display each item in each section of the tool. Supporting comments are included verbatim from each section. Scores for each item are calculated based on the following weighting: Highly Effective (4), Effective (3), Minimally Effective (2), Ineffective (1)

Highly Effective Leadership	Effective Leadership	Minimally Effective Leadership	Ineffective Leadership
Performance is highly effective and could serve as a role model for others, results are consistently high.	Performance is effective, overall results have an improving trajectory.	Performance needs improvement, results are status quo or not improving.	Performance needs immediate improvement, results are decreasing.

The three (3) highest board and superintendent ranked standards are separately highlighted in green and three (3) lowest are highlighted in yellow. The other four (4) standards are in gray. In the event standards are rated similarly (ties), there may be more than three (3) highest and lowest scored items, leaving fewer highlighted in gray.

Standard 1: Mission, Vision, & Core Values

Item	Superintendent	Board Score
Develops/reinforces our district's mission, vision and core values.		
Updates board policies and District practices, as needed.		
Establishes long-term goals (i.e., one year or longer) and identifies steps to achieve them.		
Updates the school board on progress made on the goals.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	•
Board Members	•

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	•
Board Members	•

Standard 2: Ethics and Professional Norm

Item	Superintendent	Board Score
Carries out their responsibilities in a professional manner.		
Promotes ethical/professional behavior of staff.		
Facilitates effective conflict resolution.		
Acts with transparency.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

Standard 3: Cultural Responsive

Item	Superintendent	Board Score
Ensures that all students are treated fairly.		
Ensures that all students have access to effective teachers and academic supports.		
Ensures student discipline policies are effective.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

SAMPLE

Standard 4: Curriculum, Instruction and Assessment

Item	Superintendent	Board Score
Promotes high expectations for all students		
Helps ensure students are ready for life after high school.		
Promotes the use of technology for teaching and learning.		
Updates the school board on the effectiveness of curriculum, instruction, and assessment practices.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

Standard 5: Care and Support for Students

Item	Superintendent	Board Score
Maintains a safe, healthy and positive school environment.		
Makes decisions with students first in mind.		
Ensures that students have access to mental health support, as needed.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

SAMPLE

Standard 6: Professional Capacity

Item	Superintendent	Board Score
Provides professional development opportunities for all staff, including new staff.		
Encourages staff collaboration.		
Regularly reviews each administrator's performance (such as principals, directors, assistant superintendents, etc.).		
Seeks training/professional development to improve their own effectiveness, including technology proficiency.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

Standard 7: Professional Community

Item	Superintendent	Board Score
Communicates effectively and builds trust with staff.		
Provides staff with opportunities to become leaders in our district.		
Promotes a work environment in which staff are engaged and celebrated for good performance.		
Effectively recruits and retains high quality staff.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

SAMPLE

Standard 8: Meaningful Engagement

Item	Superintendent	Board Score
Is visible, approachable, accessible and a good listener.		
Collects feedback from multiple stakeholder groups (including staff, parents, students, and the broader community).		
Promotes positive partnerships with school, community, and businesses.		
Advocates for our district with local and state governments.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

Standard 9: Operations and Management

Item	Superintendent	Board Score
Effectively manages our district's budget.		
Communicates legal requirements that affect our school district.		
Works effectively with the school board.		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

SAMPLE

Standard 10: District Continuous Improvement

Item	Superintendent	Board Score
Keeps up with emerging education research.		
Gathers data to monitor the effectiveness of programs/services.		
Prioritizes the most pressing needs our school district is facing		
Average		

Comments and/or Observations of **Strengths**

Superintendent	
Board Members	

Comments and/or Observations of **Opportunities for Improvement**

Superintendent	
Board Members	

Standard 11: Aligned to the Job Description

Any comments regarding other aspects of the superintendent's job description:

Superintendent	
Board Members	

SAMPLE

Section II

Beyond First Year Superintendent

Sample Performance Narrative Evaluation Document

(Italicized sections would be specific to the individual district.)

1. Synopsis/overview of year
2. Overall strengths (referencing standards-based rubrics, job description and current goals)
3. Areas to focus on for improvement (referencing standards-based rubrics, job description and current goals)
4. Goals
5. Signatures/date

Sample Annual Performance Review and Evaluation – Superintendent

Date:

The superintendent provided their self-assessment, goal outcomes and accompanying artifacts in closed session at a meeting on _____.

The _____Board of Education held a special meeting at the Education and Administration Center on _____. The purpose of the meeting was to conduct the annual performance review and evaluation for _____, superintendent. The board met in a closed session. In attendance was the superintendent and all board members.

This was the _____ formal evaluation since joining the _____ School District. The evaluation included two assessments, each of which was based on the Administrator Leadership Standards. These assessments included the superintendent's own self-evaluation and the board of education's evaluation of the superintendent. The job description was also referenced as were specific goals that were earlier reviewed with the board. The meeting began at ____ p.m. and adjourned at ____ p.m.

During this past year there were numerous defined actions and challenges which led *to the adoption of social and emotional learning skills, planning for changes to our district staff evaluation process and establishing committees for items such as evaluating the length of the school day, and preparing for a culture survey to be sent to the school community in the fall. Included under her/his leadership and guidance this past year was a review of the district budget process and curriculum development process and the passage of the May referendum. The board expressed that the superintendent has provided effective and proficient leadership in all areas. At the conclusion of her/his review the superintendent presented her/his goals for the upcoming school year. The goals were discussed by the board of education.*

Looking forward, everyone acknowledged that there is a great deal of implementation of work as defined in the strategic plan for the following school year.

Specific strengths that were highlighted in this year's evaluation include:

Opportunities for continuous improvement helped to identify these priority areas:

Our discussion focused on the superintendent's goals, *identifying new ways to collaborate with staff; a communication plan for staff and our school community ensuring consistent messaging (refining our district newsletters and providing a new website and app); surveying the staff, students and parents on school climate and culture; and school cluster support teams.* The superintendent looks forward to continuing to reach out to our community as she/he did this year and to developing a communication and engagement plan. *Also, her/his specific goals include the following: improving reading and math achievement through the smart goal; implementing the reorganization plan; focusing on culture and climate; and improving the school district budget.*

The _____ Board of Education said that they are looking forward to working in partnership with the superintendent, as together we strive for even better outcomes for the children of our district.

Respectfully submitted by _____, Board President

Date: _____

Received by _____, Superintendent

Superintendent Comments:

Date: _____

Appendix A:
District Checkpoint Dates Form

District Name:	Date:
Person Completing Form:	

Thank you for subscribing to the WASB Superintendent Evaluation Framework. We appreciate the opportunity to support your district. Please complete this form by adding dates/responses to ALL yellow highlighted boxes. Once complete and at least two weeks prior to the date the superintendent needs to receive the evaluation survey link, please email this completed form back to the WASB staff consultant. The WASB consultant will review the timeline for feasibility and begin the process.

Please check whether this superintendent evaluation is for a First Year or Beyond First Year superintendent. **Everyone completing the evaluation must complete the same version.		First Year OR
		Beyond First Year

When completing the table, please consider your district's board meeting calendar. Sample calendar dates are shown in the right columns - one for December summative evaluation cycle and the other for July.

Steps	Calendar DATES	**Sample** Calendar December Summative	**Sample** Calendar June Summative
Date the superintendent needs to receive the evaluation survey link from WASB to begin their self-evaluation.		October 1	April 1
The superintendent completes the survey by THIS deadline AND contacts WASB when completed.		October 14 Superintendent deadline	April 14 Superintendent deadline
WASB downloads the data, creates a summary report with the superintendent's responses, and sends the superintendent the report.	WASB requires 1 week after the deadline to complete	October 21 WASB report to superintendent	April 21 WASB report to superintendent
The superintendent shares the self-evaluation report and goals with the board in closed session meeting (allow one week after the deadline for WASB to complete the report).		October 28 Closed session Superintendent shares with board	April 28 Closed session Superintendent shares with board
The board president provides the full board with the survey link and deadline (immediately following closed session with the superintendent).		October 29 Board begins survey	April 29 Board begins survey
3-5 days before deadline, WASB sends the board president names of members who completed the survey and the board president reminds non-completers.	WASB will schedule	November 9	May 9
Board members complete the survey by this deadline (WASB will need at least one week to complete the summary report and send it to the board president).		November 14 Board deadline	May 14 Board deadline
WASB closes the survey and sends COMPLETED summary report to the board president (allow WASB at least one week after the deadline to complete the survey results).	WASB requires 1 week after the deadline to complete	November 28 Report to board president	May 28 Report to board president
The board president (with or without the entire board) completes a draft written summative evaluation for approval by the board in a closed session meeting.		December 15 Closed session	June 15 slosed Session
The board president (or designee), following a closed session with the board, provides the superintendent with a written summary narrative and copy of WASB's evaluation summary report.		December 30	June 30

Appendix B:

WISCONSIN ASSOCIATION OF SCHOOL BOARDS

WASB Superintendent Evaluation Framework

Goal Monitoring and Artifact Collection Form

Superintendent Name:	**School Year:**
Goal Plan Creation Date:	

Mid-Year Review Date:	**Year-End Summary Date:**
Code mid-year progress toward completing action steps. Reflect any successes or barriers, adjust action steps and goals as appropriate, and share the progress with the school board.	At the end of the cycle, evaluate whether or not the goal was met. Reflect on any successes or barriers, examine goal continuation, and meet with the school board to discuss the year.
Color Code ACTION STEP PROGRESS- red = In danger of not meeting the goal; yellow = Watch closely, may need to adjust to meet the goal; green = On track to meet the goal; gray = Data is not available	**Color Code GOAL COMPLETION-** red = Did NOT meet the goal; yellow = Close to meeting the goal; green = Met the goal; gray = Unable to continue with goal/data is not available

A ANNUAL GOALS	B MEASURES USED TO DETERMINE SUCCESS	C ACTION STEPS	D TIMELINE FOR ACTION STEPS	E MID-YEAR ACTION STEP PROGRESS	F END OF YEAR REFLECTION (with links to relevant artifacts)

Appendix C:
Sample Artifacts

Artifacts to serve as evidence of superintendent performance should be identified at the beginning of the evaluation cycle and mutually agreed upon by the board of education and the superintendent.

Artifacts should be limited to only what is needed to inform scoring superintendent performance. Excessive artifacts cloud the evaluation process and waste precious time and resources.

Boards of education and superintendents should establish when artifacts are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc. Sample artifacts include:

- agendas and corresponding minutes from board regular, special and committee meetings.
- board meeting packets and support materials.
- weekly board notes from the superintendent.
- administrator reports at board meetings.
- progress reports on board and administrative goals.
- Strategic plan and corresponding updates.
- evidence of policy development or revision work.
- superintendent self-evaluation materials presented to the school board.
- school district audit findings.
- budget related communications.
- budget priorities aligned to district goals.
- facilities and grounds maintenance plan/schedule.
- admin team meeting agendas.
- growth goals for administrators.
- district professional development plan.
- progress reports related to district and personal goals (strategic, annual, etc.).
- school visitation calendar.
- curriculum samples.
- professional development calendar.
- analysis of student achievement data.
- school improvement plans.
- samples of written communications.
- news releases or newsletter articles.
- staff or community surveys.
- copies of social media posting developed and posted by the school district.
- results of surveys of the public, staff, or other sources.
- media reports of school district business (external reporting).
- data dashboards.
- correspondence from the superintendent to staff or board.

Appendix D:
Contract and Evaluation Considerations

Administrator Contract Considerations – The school board should make sure administrator evaluation policies/plans are in line with provisions of individual administrator contracts. Section 118.24 of the state statutes includes specific timelines for school boards to follow when making decisions regarding the renewal or nonrenewal of administrator contracts. Because administrator evaluation data is relevant to making such decisions, the school board should develop and implement administrator evaluation policies and plans with those timelines in mind. For example, the school board is required to provide an administrator with preliminary notice that the board is considering nonrenewal **five months before the expiration of the administrator's contract**. If nonrenewal is tied to the administrator's evaluation, the evaluation procedures must allow enough time to meet the nonrenewal deadlines.

Alternatively, if a school board intentionally chooses to deviate from the basic statutory requirements (e.g., by offering contract extension provisions to administrators or by committing to earlier deadlines for nonrenewal notices), it is critical for the board to confirm that any such deviations from the statutory requirements are within the board's legal authority and that they are implemented consistently.

Board Meetings Related to Administrator's Employment and Performance Evaluation – A school board has authority under section 19.85(1)(c) of the state statutes to convene in closed session for the purpose of considering employment, promotion, compensation or performance evaluation data of any employee over which the school board has jurisdiction or exercises responsibility.

School Board Policies – School boards should review existing school board policies both prior to and during the district administrator evaluation process. These policies may contain specific requirements that need to be followed as part of the overall evaluation process. If policies do not exist, the board should consider adopting policy language to establish the parameters of the district administrator's evaluation. The need for a rigorous and fair evaluation dictates that the board and superintendent share a common understanding of the requirements of this process. While the board may establish the frequency of such evaluations either by negotiating specific contract language or by adopting specific policy language, section 121.02(1)(q) of the Wisconsin statutes requires the board to evaluate the administrator's performance ***at a minimum*** of his/her first year of employment and at least every third year thereafter.

Use of Evaluation Results in Professional Growth and Development Activities – Administrator evaluations are often used to identify job areas where an administrator needs improvement or to determine individual professional development goals and plans for the administrator.

School board feedback should be professional and constructive (i.e., it should cover the positives and the negatives with respect to an individual's performance and score while providing specific paths toward improving upon the deficiencies). The WASB recommends that professional development opportunities be provided to help the administrator improve before their next evaluation.

Professional Development Opportunities – School boards are generally required to provide professional development opportunities and plans for licensed school staff, including administrators, in accordance with section 121.02(1)(b) of the state statutes and PI 8.01(2)(b) and PI 34 of the Wisconsin Administrative Code.

While the board is required to provide professional development opportunities to licensed administrative staff, the board is not required to provide (1) specific professional development assistance in "low performing areas" identified during the administrator evaluation process, or (2) time to attain satisfactory competence or performance. School boards are cautioned not to include statements in their administrator evaluation policy/plan that would commit the district to such actions unless they are willing and able to comply with them. School boards are not required to adopt such an evaluation policy/plan but would be required to comply with such a policy/plan if it were adopted.

Compliance with Adopted Evaluation Policies/Plans – School boards should make sure they can and will comply with the administrator evaluation policies/plans they adopt. The importance of school district compliance with its own policies/plans was emphasized in an unpublished decision issued by the Wisconsin Court of Appeals in 1994. According to the court, the law "requires governments to live up to their own rules limiting their ability to act as they choose." Failure to comply with adopted evaluation policies/plans may result in legal challenges, and the decisions made by the school board because of the evaluation may be held invalid.

If the adopted policies/plans are outdated, do not reflect current district views or practice, are no longer consistent with other board policies or with the provisions of the current administrator contract, or do not comply with other current legal requirements, they should be updated accordingly.

Public Records Law Considerations – If a board member creates notes during the evaluation processes, such notes may be subject to release pursuant to a public records request depending upon a number of factors. If a board member creates notes solely for his/her personal use to refresh his/her memory at a later time, then the notes will generally fall within the "personal use" exception to the definition of a "record" under the public records law, which means that they will not be subject to disclosure in response to a public records request.

However, if a board member creates the notes for the purpose of later communicating the information contained therein with other school board members or to memorialize the board's activities or actions, then the notes will not fall within the personal use exception to the public records law, and they may subject to release pursuant to a public records request. Moreover, even if the board member initially created the notes for his/her personal use, if the board member later verbally or physically shares the notes with others, then they likely will no longer fall within the personal use exception and again may be subject to release. Given the possibility of release pursuant to a public records request, board members must be mindful of both the content of any notes that they create during the evaluation process and how they use them.

If the district receives a public records request for notes created during the evaluation process that do not fall within the personal use exception, the records will have to be evaluated to determine whether the records must be released in full or in part with redactions applied (often times with the help of the school board's attorney). As further discussed below, the district will also likely need to provide notice to the administrator prior to releasing the records.

Public Access to Performance Evaluation Records – The public may have access to an administrator's performance evaluation records only in accordance with the Wisconsin Public Records Law and/or school board policy.

Access to Performance Evaluation Records of Administrators Considered to Hold a "Local Public Office" – If the district receives a public records request asking for access to (or a copy of) the district administrator's performance evaluation records, the district's records custodian should process the request in accordance with the school board's local public records policy and/or confer with the district's legal counsel.

Pursuant to section 19.32(1dm) of the statutes, the district administrator is considered to be an individual who holds a "local public office." Consequently, if the records custodian decides to grant access to the administrator's performance evaluation record(s), he/she must first provide the administrator with advanced written notice of intent to grant access, including information concerning the administrator's right to "augment" the record with comments and/or documentation, in accordance with section 19.356(9) of the state statutes. Generally speaking, district administrator evaluation records are subject to release under the public records law (although some information contained therein may have to be redacted), so it is imperative for the records custodian to be familiar with these notice and augmentation requirements.

Administrator Access to Performance Evaluation Records – An administrator may access his/her personnel records, including performance evaluation records, in accordance with section 103.13 of the state statutes. If the administrator disagrees with any information contained in the personnel records, a removal or correction of that information may be mutually agreed upon by the district and the administrator. If an agreement cannot be reached, the administrator may submit a written statement explaining his/her position. The district must attach the administrator's statement to the disputed portion of the personnel record. The administrator's statement is to be included whenever that disputed portion of the personnel record is released to a third party if the disputed record is a part of the file.

Retention of Performance Evaluation Records – Some school districts have formally adopted a records retention schedule (such as the "Human Resources" General Records Schedule offered by the Wisconsin Public Records Board) that defines a specific retention period for employee performance evaluations. For those districts that have done this, employee evaluations need to be retained for at least the minimum period of time defined in the district's adopted schedule. (Note: For employee performance evaluations, the March 2019 edition of the "Human Resources" General Records Schedule establishes a minimum retention period of eight years after the employee's termination of service.)

If a district has not formally adopted a records retention schedule that expressly addresses employee performance evaluations, then the minimum retention period for the records would be the seven-year period defined in section 19.21(6) of the Wisconsin Statutes. However, in practice, there are many sound reasons for districts to consistently retain evaluations for the duration of the employee's employment, plus a specified time period after employment ends (e.g., due to resignation, retirement, or termination). Because the retention period identified in the state's Human Resources schedule (see above) would also be consistent with section 19.21(6), a district could elect to implement a minimum retention period of eight years following termination even without having formally adopted the state schedule.

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