



CSA Evaluation



Presented by
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Field Service Representative

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Ethics Reminder



✓ **A Board member whose relative works in the district will likely be considered conflicted and may not take part in the evaluation process**



Accountability

- **Evaluation of the Chief School Administrator (CSA) is the Board's way of providing oversight of the effective management of the school district.**



Legal Guidelines



N.J.S.A. 18A:17-20-3a

- Evaluate performance of Superintendent once a year
- Evaluate in writing
- Meet to discuss findings
- Based on district goals & 6 Leadership Standards

Legal Guidelines

N.J.A.C. 6A:10-8.1

By July 1, shall include:

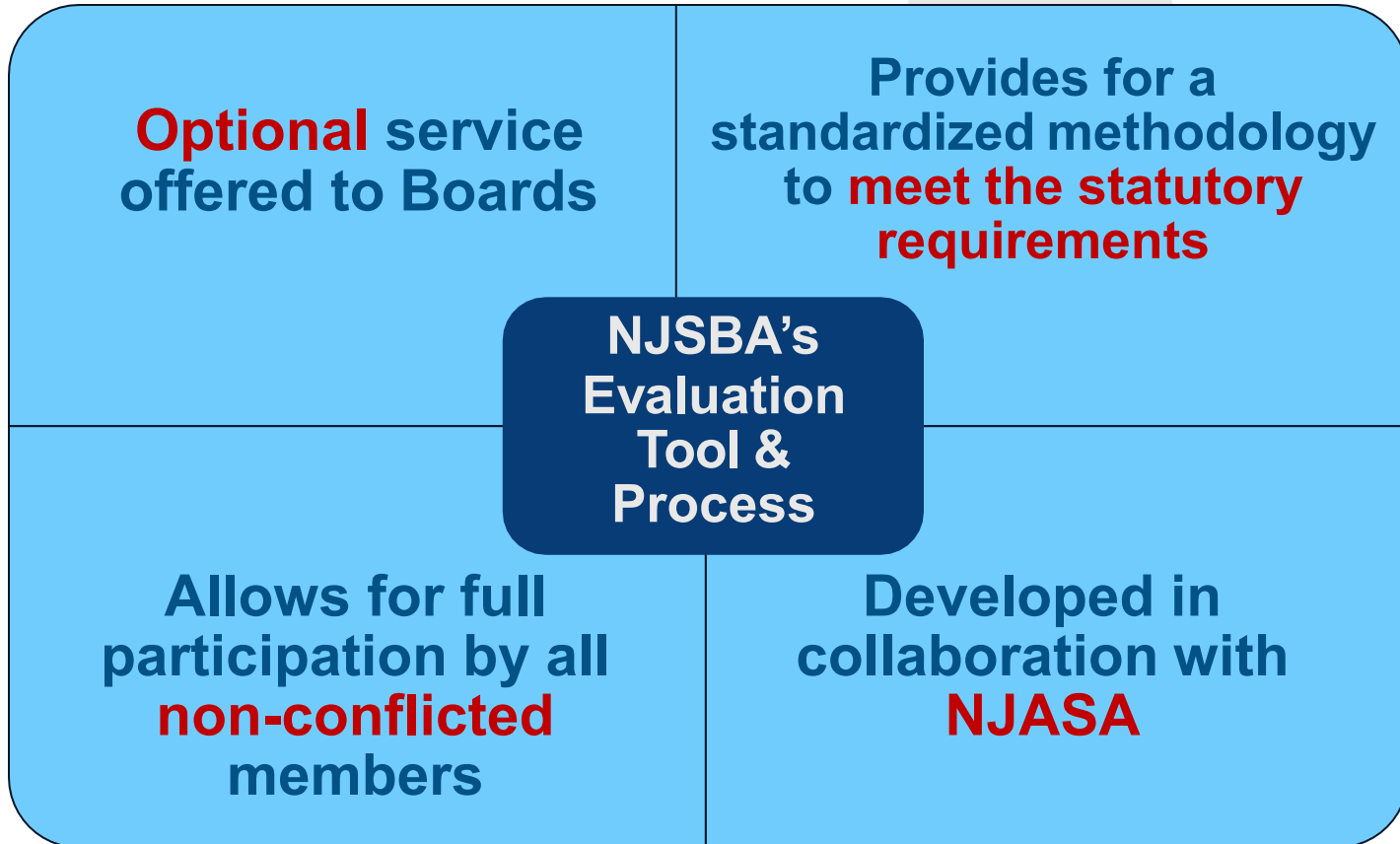
- Areas of strengths
- Areas needing improvement
- Recommendations for professional growth
- Indicators of student progress/growth

Summary conference meeting shall include a majority of the total Board membership

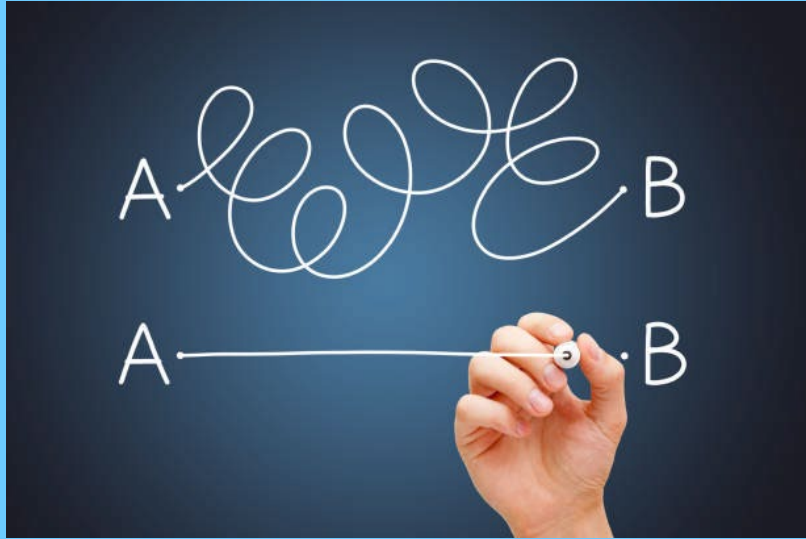
Governance Indicators	Points
2. The district board of education:	
a. Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation . N.J.S.A. 18A:17-20.3.	7
b. Completes the CSA evaluation by July 1 [[for both individual and shared district boards of education,]] in accordance with N.J.A.C. 6A:10-8.1(g).	6



Is NJSBA's evaluation tool & process required?



Make the Process Seamless



Before using NJSB's CSA Evaluation tool:

- **Update the District Census**
 - Designate the Board President
 - Add all Board members
 - Ensure all emails are accurate
- **Inform the Field Service Representative of conflicted Board members**
- **Develop a CSA Evaluation Calendar**

Reviewing & Updating the Census

How do I review my census?

The NJSBA Member Census may only be completed by the school business administrator. NJSBA launched its new member portal and district census last year. If you are accessing the new portal for the first time, you must [reset your password](#). Once at the login page for the Member Portal, click the “**Get Started**” button on the right side of the screen. Please review the [full instructions](#) on resetting your password.

Please review the following video for step-by-step instructions.

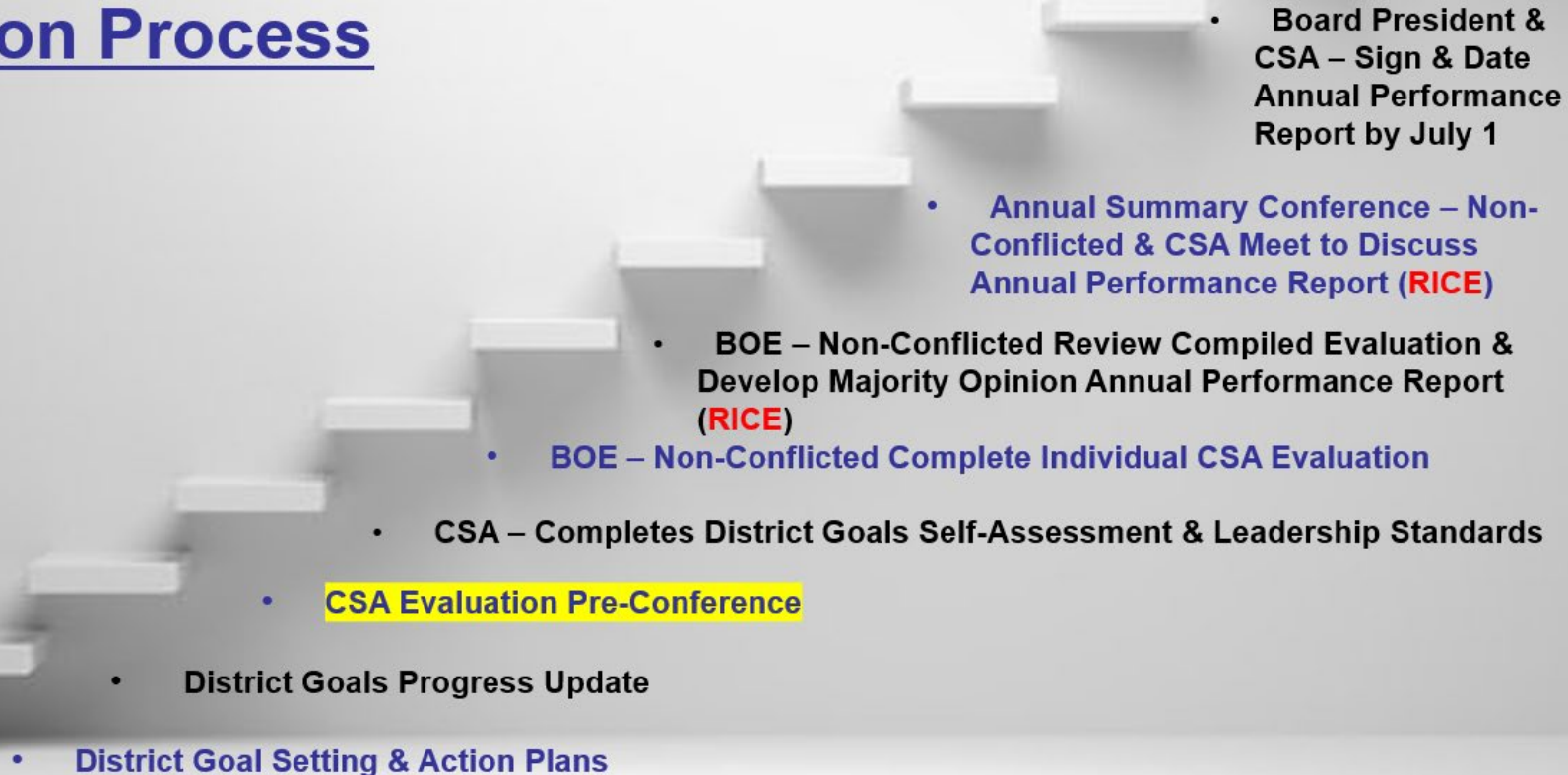


Under “Manage Census,” please click on the following links to complete the district census:

<https://www.njsba.org/about/the-njsba-member-census/>



Evaluation Process

- 
- Board President & CSA – Sign & Date Annual Performance Report by July 1
 - Annual Summary Conference – Non-Conflicted & CSA Meet to Discuss Annual Performance Report (RICE)
 - BOE – Non-Conflicted Review Compiled Evaluation & Develop Majority Opinion Annual Performance Report (RICE)
 - BOE – Non-Conflicted Complete Individual CSA Evaluation
 - CSA – Completes District Goals Self-Assessment & Leadership Standards
 - CSA Evaluation Pre-Conference
 - District Goals Progress Update
 - District Goal Setting & Action Plans



BOE access to the CSA Evaluation occurs 48 hours after the superintendent completes his/her self-assessment.

District Goals Assessment

N.J.S.A. 18A:17-20.3a Evaluation of Superintendent's Performance

...The evaluation shall be based on the goals and objectives of the district...



- 3-5 critical focus areas to move the district forward & advance student achievement. The evaluation process holds the Superintendent accountable.



- Annual collaborative process between the Board and Superintendent (some goals may be multi-year)

- Action plans are developed by the Superintendent that include indicators of success. Regular progress updates provided.



District Goals Assessment

GOAL 1		SUPERINTENDENT SELF-RATING		
Description of goal:	Achieved	Satisfactory Progress made	Little or no progress made	
Superintendent Comments/Remarks Supporting Rating				
Insert comment here Consider the action plan and progress updates – has this goal been achieved, satisfactory progress or little or no progress and CSA comments. CSA provides comments to support the self-rating.				
GOAL 1		BOARD MEMBER RATING		
	Achieved	Satisfactory Progress made	Little or no progress made	
Board Member Comments/Remarks Supporting Rating				
Insert comment here Non-conflicted board members may provide specific examples to support your assertions - say why they have rated the goal the way they did.				



Sample of Compilation for a Goal

Goal: Improve safety and security of students and staff.

Supt. Comments:

CSA reports out monthly at BoE meetings on the progress made towards district goals. Attached is the yearly Action Plan for District Goals 2023-2024. Additional evidence can be found in the attached standards links, too.

Board Member Comments:

The superintendent and BA have done an excellent job of incorporating the security measures that were recommended by the security expert. Thank you.

Demonstrated throughout school wide events and communication to parents and the community. Safety and security has been made a priority by Board. The Superintendent has made sure that the plan is being properly and expeditiously implemented.

Ratings	Supt.	Member
Achieved	X	7
Satisfactory Progress Made		1
Little or No Progress Made		1



Standards

Professional Standards
for Educational Leaders

National Policy Board for Educational Administration

2015

Formerly known as
ISLLC Standards
October 2015

ISLLC (Interstate School
Leaders Licensure Consortium)

Reflect qualities and
values of leadership
work integral to student
success.

Assist Boards in
identifying areas of
strength and where
more focus is needed.



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Standards



Standards Assessment

STANDARD 1 Mission, Vision, and Core Values

Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high-quality education.

Standard Name

Standard

Rating scale definition specifically for this standard

Resources to Consider

Exemplary	The superintendent consistently advocates, enacts, communicates and
Proficient	The superintendent advocates, enacts and communicates ...
Area for Growth	The superintendent has some success... Continued progress is anticipated.
Unsatisfactory	The superintendent does not advocate, enact or communicate ...
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 1 may include: Communication regarding mission statement, vision statement and connections to district initiatives; agendas/minutes; connections between allocation of resources in budget...
 Superintendent Selected Evidence for Standard 1

(Links to supporting documents provided by Superintendent)

Evidence links provided by Superintendent

Indicators

STANDARD 1 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high-quality education.					
1. Has strong shared beliefs and values and a vision of high expectations ...	X				
2. In collaboration with the board, creates processes to ensure that the district's vision, mission and goals establishes priorities, drives decisions ...		X			

Indicator ratings help determine overall standard rating

BOARD MEMBER ASSESSMENT OF STANDARD 1

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	●	○	○	○

Overall rating of performance on the standard

Board member comments

Board member comments supporting rating:



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Sample of Compilation for a Standard

Board members' comments would also be displayed.

STANDARD 2 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.					
1. Provides professional advice and keeps the board regularly informed with data, reports, and <u>information which</u> enables the board to make effective, timely decisions.	1	5	2	0	0
2. Promotes a culture of mutual respect and professionalism in their working relationship with the board.	2	5	1	0	0
3. Actively and continuously encourages board development by seeking and communicating opportunities.	1	4	3	0	0
4. Assists and advises the board in the development and revision of policies and establishes regulations to implement adopted policies.	0	3	4	0	1
5. Supports and enforces all board policies and communicates changes to those who are affected.	0	5	3	0	0
6. Acts ethically and professionally in personal conduct, relationships with others, decision-making, and all aspects of school leadership.	2	6	0	0	0
7. Acts with cultural competence and addresses matters of equity and cultural responsiveness in all aspects of leadership.	1	6	1	0	0

BOARD MEMBER ASSESSMENT OF STANDARD 2				
EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
1	5	2	0	0



Annual Performance Report



- **Compilation** of non-conflicted Board member input determining majority ratings/comments



- **Annual Performance Report** contains only the majority ratings/comments



- **Conference** is where minority ratings/comments may be verbally shared

Annual Performance Report Process

- In Executive Session, non-conflicted Board members meet to identify majority ratings and comments from compilation (**CSA receives RICE**)
 - Non-conflicted Board members start with compilation **OR**
 - Draft written by Board President as a starting point for discussions
- Annual Performance Report written by Board President or designee
 - In Executive Session, non-conflicted Board members and Superintendent conference to discuss the Annual Performance Report (**CSA receives RICE**)
 - Minority ratings/comments verbally shared, if desired
 - Signed by Board President & Superintendent



Annual Performance Report Template

District Goals Overall Assessment

Superintendent Annual Performance Evaluation	
Superintendent: _____ School Year(s): _____	
District: _____	
<p>The Board of Education met on _____ to discuss and compile this summative evaluation of both the progress toward the achievement of the district's goals for _____ and the Superintendent's leadership skills.</p> <p>In this meeting we reviewed the completed evaluation from ___ board members. The resulting summative report reflects the opinion of the majority of the board as is required by N.J.S.A. 18A:17-20.3 and NJAC 6A:10-8.1.</p>	
Progress Toward District Goals	
District Goal #1:	
Indicators of Student Progress:	
<input checked="" type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks: 	



Annual Performance Report Template

Leadership Standards Overall Assessment

Leadership Standards

Standard 1: Mission, Vision and Core Values

Effective Educational Leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education.



EXEMPLARY	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and cores values in a manner that includes all district stakeholders and has a strong positive impact on student success.
PROFICIENT	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being
AREA FOR GROWTH	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Progress is anticipated in this standard.
UNSATISFACTORY	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.

Remarks supporting rating:

Annual Performance Report Template

Strengths/Growth Areas Assessment



Can check more than one box.

Option to also provide overall Summary Evaluation comments/ remarks.

The Superintendent demonstrates strength(s) in the following standards:

<input type="checkbox"/>	Standard 1: Mission, Vision and Core Values
<input type="checkbox"/>	Standard 2: Governance, Ethics and Professional Norms
<input type="checkbox"/>	Standard 3: Operations Management
<input type="checkbox"/>	Standard 4: Curriculum, Instruction, Assessment and School Improvement
<input type="checkbox"/>	Standard 5: Community of Care, Equity and Family Engagement
<input type="checkbox"/>	Standard 6: Professional Capacity of School Personnel / Professional Community for Teachers and Staff

Supporting Remarks:

Of the six standards, which areas require professional growth and improvement?

<input type="checkbox"/>	Standard 1: Mission, Vision and Core Values
<input type="checkbox"/>	Standard 2: Governance, Ethics and Professional Norms
<input type="checkbox"/>	Standard 3: Operations Management
<input type="checkbox"/>	Standard 4: Curriculum, Instruction, Assessment and School Improvement
<input type="checkbox"/>	Standard 5: Community of Care, Equity and Family Engagement
<input type="checkbox"/>	Standard 6: Professional Capacity of School Personnel / Professional Community for Teachers and Staff

Supporting Remarks:

Annual Summary Conference

Non-Conflicted Board Members & Superintendent meet to discuss evaluation in Executive Session.



Completed by July 1

- **RICE notice to CSA**
- **Share evaluation prior to conference**
- **Majority of total non-conflicted members**
- **Minority rating/comments may be shared verbally**
- **Minutes of Executive Session reflect Annual Summary Conference held**

Who Keeps a Copy?

- **NJSBA cannot keep the CSA Evaluation as it is a personnel document**
- **NJSBA purges all CSA compilations on or about December 31st of each year**
- **Recommend:**
 - **CSA keeps a signed copy for themselves**
 - **Board Attorney keeps a copy**





Considerations



Not a “once a year” event – ongoing.



Review performance over a full year.



Develop a system to retain evidence.



Progress updates and two-way communication are critical.



Responsibility of all eligible members to fully participate.

What questions might you have?



Online Resources

Online CSA Evaluation

- [Frequently Asked Questions](#)
- [How to Use the CSA Evaluation Alternate Lead Position](#)
- [How to Monitor Board Member CSA Evaluation Completion Status – Board Tracking Report](#)
- [Superintendent Tips for CSA Evaluation Evidence Links](#)
- [CSA Evaluation Guidebook](#)
- [PowerPoint Presentation – Guide to the Chief School Administrator Evaluation Process](#)
- [Webinar: The CSA Evaluation](#)
- [Superintendent Evaluation Adobe PDF \(resource only\)](#)
- [Supt Annual Performance Report Template Adobe PDF \(resource only\)](#)



*Thank
you*

