

OFFICE OF SCHOOL AND DISTRICT TRANSFORMATION OFFICER
Summary of State Board of Education Agenda Items
September 25, 2025

OFFICE OF SCHOOL AND DISTRICT TRANSFORMATION
OFFICE OF ACADEMIC EDUCATION

02. Information: MDE Administrator Evaluation Form [Goals 1, 2, 4, and 6 – MBE Strategic Plan]

Background Information: The Office of School and District Transformation (OSDT) and the Office of Academic Education have developed a formal evaluation form for appointed administrators designated by the State Board of Education (SBE) to lead the Districts of Transformation and State Special Schools. This evaluation is designed to measure the effectiveness of appointed administrators in leading district improvement, ensuring accountability and alignment with the Mississippi Board of Education's goals for student success and capacity building. The evaluation form is structured around **eight performance standards** that define the expectations and evidence of effectiveness for appointed administrators:

1. **Comprehensive District Analysis** – Requires a diagnostic review of academics, personnel, operations, and culture to establish priorities for improvement.
2. **Strategic Planning and Continuous Improvement** – Establishes a data-driven strategic plan focused on three critical areas of need, reviewed monthly with OSDT.
3. **Communication** – Ensures consistent, transparent, and timely communication with staff, families, community stakeholders, and the state department.
4. **Financial Management** – Maintains sound fiscal practices with budgets aligned to district improvement goals and student outcomes.
5. **Visibility and Ethical Leadership** – Demonstrates highly visible, ethical, and community-engaged leadership that builds trust and models professionalism.
6. **Monitoring District Systems and Improvement Efforts** – Provides evidence of progress monitoring and real-time adjustments based on data, outcomes, and stakeholder input.
7. **Personnel Management/Operations** – Builds and sustains an effective workforce through recruitment, retention, evaluation, and development aligned to district needs.
8. **Accreditation/Accountability** – Ensures all systems and practices meet accreditation standards, including corrective action plans and ongoing monitoring.

The purpose of this presentation is to inform the Mississippi Board of Education about the MDE Administrator Evaluation Form and to present the process used in creating the system.

This item references Goals 1, 2, 4, and 6 of the *Mississippi Board of Education Strategic Plan*.

Information Only

Back-up material attached

MDE Administrator Evaluation Form

Standard 1: Comprehensive District Analysis

Description:

The Appointed Administrator must conduct a thorough and well-documented diagnostic review of the district within time specified by MDE. This review should address at minimum academics, accountability, personnel management, facilities and operations, and district/school culture in the district. The purpose of the diagnostic is to identify and prioritize areas of growth that will serve as the foundation for continuous district improvement. This diagnostic review should drive improvement efforts for the year. A district leadership team must be established and the findings and measurable action steps from the district assessment should be reported to the MDE when completed.

Evidence:

- Diagnostic Report Evidence to MDE
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Standard 2: Strategic Planning and Continuous Improvement

Description:

The Appointed Administrator is responsible for developing strategies that address the findings from the annual district diagnostic review. The superintendent must create a strategic plan to identify and prioritize the district's **three critical areas of need** that will serve as the foundation for district improvement throughout the year. This strategic plan must be data-driven, urgent, and clearly tied to student outcomes. Implementation progress will be reviewed monthly with the MDE to ensure momentum, accountability, and results.

Evidence:

- Approved strategic plan document
 - Documented progress monitoring and data reviews
 - Adjustments made based on interim results or shifting priorities
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Standard 3: Communication

Description:

The Appointed Administrator exhibits clear, consistent, and timely communication with staff, students, families, community stakeholders, and state-level supervisors. Communication should foster trust, responsiveness, and clarity across all stakeholder groups. All reports and requested information should be produced in a timely and user-friendly manner. Communication should demonstrate transparency, foresight, and responsiveness to feedback and emerging needs.

Evidence:

- Monthly District Newsletters or Superintendent Updates
 - Superintendent Updates
 - Stakeholder Meeting Agendas and Minutes (Staff, Community Engagements, Local Government, Families, etc.)
 - Family Communication Logs
 - Stakeholder Surveys
 - Civic/Community Group Meetings/Presentations
 - Website and Social Media Communication Samples
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Standard 4: Financial Management**Description:**

The Appointed Administrator must lead the district in maintaining sound fiscal management practices that align with district improvement priorities. Budgetary decisions should prioritize student achievement and organizational sustainability, while reflecting transparency and accountability.

Could include but not limited to:

- Approved Annual Budget Aligned to Strategic Goals (State, Local, Federal)
 - Budget-to-Actual Expenditure Reports (State, Local, Federal)
 - Internal Audit Reports
 - Evidence of Budget Amendments Based on Emerging Needs
 - Annual report of Active Grants
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Standard 5: Visibility and Ethical Leadership**Description:**

The Appointed Administrator is highly visible and engaged in schools, community events, and civic life. Demonstrates a leadership style that embodies the Mississippi Educator Code of Ethics and builds trust with students, staff, and families. The Appointed Administrator fosters a culture of professionalism, dignity, and growth across the organization. The Appointed Administrator must

routinely attend school functions and events and “inspect what he/she expects” by visiting campuses, interacting with staff, and monitoring implementation of district priorities.

Evidence:

- Electronic Monthly Update Report
 - Leadership Team Meeting Logs or Agendas
 - Reports from School Walkthroughs made by MDE officials
 - Community Surveys
 - Staff/Faculty Surveys
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Standard 6: Monitoring District Systems and Improvement Efforts

Description:

The Appointed Administrator will provide evidence of an ongoing system evaluation which monitors the effectiveness of the district’s current systems and improvement efforts. The Appointed Administrator will implement coherent systems of curriculum, instruction, and assessment that align across grade levels, uphold high expectations and academic standards, and promote effective teaching, student learning, and academic success. The administrator demonstrates a willingness to adjust plans and initiatives based on data, outcomes, and stakeholder input. Monitoring must include the use of frequent data reviews, instructional adjustments, and real-time problem solving with principals and leadership teams. The MDE Appointed Administrator must ensure that district monitoring systems include compliance with IDEA and FAPE requirements, with regular reviews of IEP implementation, service delivery, and student progress.

Evidence:

- District and School-Level Monitoring Calendars
 - Meeting Agendas Focused on Data and Adjustments
 - Quarterly Progress Reports based on Multiple Metrics
 - Structured professional development plan
 - Notes from Instructional Leadership Team
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Standard 7: Personnel Management/Operations

Description:

The Appointed Administrator is responsible for building and maintaining an effective workforce that supports high academic performance and operational excellence. Human capital decisions must be rooted in student and district needs, and all personnel records must be accurate and up to date.

Evidence:

- Staffing Audit with Justifications
 - Documentation of Recruitment/Retention Initiatives
 - Mentoring Plan
 - Personnel Evaluation Completion Reports
 - Professional Development Plans Tied to Staff Needs
 - PGS implementation plan
 - Annual Personnel Report
 - Facilities and Operations Review (safety, maintenance, compliance)
 - Transportation Efficiency Report (routes, costs, safety measures)
 - Technology and Infrastructure Audit (devices, networks, systems)
 - Accurate and Timely Reporting Data to MSIS 2.0
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Standard 8: Accreditation/Accountability

Description:

The Appointed Administrator must work with urgency and intentionality to establish proactive systems that ensure full compliance with Mississippi Department of Education accreditation/accountability standards.

Evidence:

- Accreditation Audit Checklist and Status Updates
- Documentation of Corrective Action Plans tied to specific standards and deficiencies
- Evidence of Policy and Procedural Alignment
- Ongoing Accreditation Monitoring Logs and Communication with MDE
- Policy Review and Update

MDE Administrator Evaluation Rubric

Performance Levels

4 – Above & Beyond: Consistently exceeds expectations; demonstrates exceptional initiative, innovation, and impact.

3 – Meeting Expectations: Consistently fulfills expectations; demonstrates competence and reliability in assigned duties.

2 – Needs Improvement: Inconsistently meets expectations; demonstrates gaps in execution, timeliness, or impact.

1 – Unsatisfactory: Rarely or never meets expectations; little to no evidence of required actions or outcomes.

Standard 1: Comprehensive District Analysis

Rating	Descriptor
4 – Above & Beyond	Provides a thorough, data-driven diagnostic ahead of deadlines, engages district leadership team meaningfully, and delivers actionable findings tied directly to student outcomes.
3 – Meeting Expectations	Completes required district diagnostic with relevant data and presents findings on time with a clear foundation for improvement.
2 – Needs Improvement	Submits an incomplete or delayed diagnostic lacking depth or clarity in identifying district priorities.
1 – Unsatisfactory	Fails to conduct or submit a district diagnostic review.

Standard 2: Strategic Planning and Continuous Improvement

Rating	Descriptor
4 – Above & Beyond	Develops an ambitious, innovative plan aligned with resources and regularly adapts based on real-time data; ensures staff buy-in and visible progress.
3 – Meeting Expectations	Produces an approved strategic plan addressing critical needs, monitors progress monthly, and adjusts as required.
2 – Needs Improvement	Creates a limited plan with minimal alignment to data or resources; progress monitoring is inconsistent.
1 – Unsatisfactory	No evidence of strategic planning or progress monitoring.

Standard 3: Communication

Rating	Descriptor
4 – Above & Beyond	Communicates proactively and transparently across all stakeholder groups with multiple platforms, fostering high trust and engagement.
3 – Meeting Expectations	Communicates consistently with stakeholders; provides timely and accurate reports when requested.
2 – Needs Improvement	Communication is sporadic, unclear, or limited to certain groups; delays in required reporting.
1 – Unsatisfactory	Fails to communicate with stakeholders or provide requested information.

Standard 4: Financial Management

Rating	Descriptor
4 – Above & Beyond	Maintains transparent, student-centered fiscal practices; anticipates emerging needs and adapts budget proactively.
3 – Meeting Expectations	Manages budget responsibly with alignment to goals and compliance with reporting expectations.
2 – Needs Improvement	Fiscal practices show gaps in alignment, monitoring, or transparency.
1 – Unsatisfactory	Fails to manage finances responsibly or provide necessary fiscal documentation.

Standard 5: Visibility and Ethical Leadership

Rating	Descriptor
4 – Above & Beyond	Highly visible across schools and community, modeling ethical leadership and inspiring a culture of professionalism and growth.
3 – Meeting Expectations	Regularly visits schools, engages stakeholders, and demonstrates ethical leadership aligned with state expectations.
2 – Needs Improvement	Appears inconsistently in schools and community; demonstrates limited application of ethical leadership.
1 – Unsatisfactory	Rarely visible and fails to model ethical leadership.

Standard 6: Monitoring District Systems and Improvement Efforts

Rating	Descriptor
4 – Above & Beyond	Establishes robust, continuous monitoring systems with proactive adjustments and clear evidence of improved outcomes.
3 – Meeting Expectations	Provides ongoing monitoring with documented reviews, adjustments, and progress reports.
2 – Needs Improvement	Monitoring is infrequent or lacks depth; limited evidence of adjustments.
1 – Unsatisfactory	No system of monitoring or progress reporting in place.

Standard 7: Personnel Management/Operations

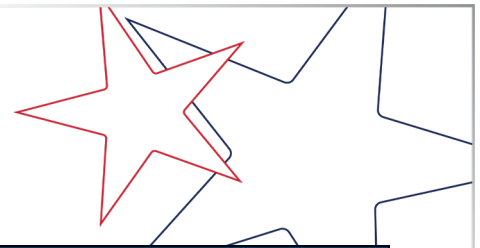
Rating	Descriptor
4 – Above & Beyond	Builds and sustains an effective workforce through innovative recruitment, development, and retention strategies aligned to student needs.
3 – Meeting Expectations	Maintains accurate personnel records, completes evaluations, and addresses staffing needs in a timely manner.
2 – Needs Improvement	Personnel practices are inconsistent, records incomplete, or evaluations delayed.
1 – Unsatisfactory	No evidence of effective personnel management.

Standard 8: Accreditation/Accountability

Rating	Descriptor
4 – Above & Beyond	Anticipates and proactively addresses accreditation requirements; systems exceed compliance and serve as a model of excellence.
3 – Meeting Expectations	Ensures compliance with accreditation standards through timely documentation and corrective action plans.
2 – Needs Improvement	Demonstrates gaps in compliance, delayed responses, or incomplete documentation.
1 – Unsatisfactory	Fails to ensure compliance with accreditation standards.

SAMPLE SCHOOL DISTRICT

MDE APPOINTED ADMINISTRATOR MONTHLY UPDATES



PLEASE COMPLETE: Print or type information

Name:		Date of Report:	August, 2025
Program Office:			

This Monthly Report should be used to provide updates for the Office of School and District Transformation, the State Board of Education, and the State Superintendent. Each box is meant to capture high priority events, projects, etc. for each month. This should be one continuous document with the entire year of events.

IMPORTANT EVENTS IN THE DISTRICT	UPCOMING BOARD ITEMS AND DATE
COMMUNITY INVOLVEMENT/ATTENDED SCHOOL EVENTS	DISTRICT LEADERSHIP TEAM MEETINGS/DATES AND TOPICS
MONTHLY MEETINGS WITH BUILDING LEVEL LEADERSHIP (PROGRESS MONITORING, PROGRESS TOWARDS GOALS, MONITORING OF OUTSIDE SUPPORTS)	GOAL PROGRESS AND MONITORING
	GOAL #1 GOAL #2 GOAL #3
FINANCIAL UPDATES/ACCREDITATION UPDATES	AREAS OF CONCERN

PLEASE COMPLETE: Print or type information			
Name:		Date of Report:	September, 2025
Program Office:			
<p>This Monthly Report should be used to provide updates for the Office of School and District Transformation, the State Board of Education, and the State Superintendent. Each box is meant to capture high priority events, projects, etc. for each month. This should be one continuous document with the entire year of events.</p>			
IMPORTANT EVENTS IN THE DISTRICT		UPCOMING BOARD ITEMS AND DATE	
COMMUNITY INVOLVEMENT/ATTENDED SCHOOL EVENTS		DISTRICT LEADERSHIP TEAM MEETINGS/DATES AND TOPICS	
MONTHLY MEETINGS WITH BUILDING LEVEL LEADERSHIP (PROGRESS MONITORING, PROGRESS TOWARDS GOALS, MONITORING OF OUTSIDE SUPPORTS)		GOAL PROGRESS AND MONITORING	
		GOAL #1 GOAL #2 GOAL #3	
FINANCIAL UPDATES/ACCREDITATION UPDATES		AREAS OF CONCERN	

