

**DeSoto Independent School District  
Board of Trustees**

**Interim Superintendent Formative Self-Assessment**

*Reflection Period: February 23, 2026 – Present*

*Prepared for the July 27, 2026 Formative Evaluation of the Interim Superintendent*

Interim Superintendent: Brent S. Mitchell

Date Completed: \_\_\_\_\_

**Purpose and Instructions**

This instrument supports the formative evaluation of the Interim Superintendent scheduled for July 27, 2026. It is designed as a mid-course reflection — not a summative evaluation or a rating rubric — and is aligned to Lone Star Governance principles and the responsibilities of the superintendency. Its purpose is to promote candid reflection on progress, challenges, evidence of impact, and priorities moving forward, and to give the Board a shared foundation for a productive formative discussion.

Please respond to each section in narrative form. Wherever possible, support your reflections with specific evidence, metrics, and examples rather than general statements. There are no numerical ratings in this instrument.

Please return your completed self-assessment to the Board President by July 22, 2026, at 5:00PM, so that trustees may review it in advance of the July 27, 2026 meeting. Trustees will complete a companion feedback instrument organized around the same sections, and the Board President will synthesize the Board's collective feedback into a single formative summary to be shared with you following the evaluation discussion. This document and the evaluation discussion are confidential personnel matters (see Tex. Gov't Code § 551.074).

**Section 1: Vision, Goals, and Student Outcomes**

*The Board of Trustees adopted five student outcome goals in August 2025 to guide district progress through 2030: (1) increasing the percentage of graduates who are College, Career, and Military Ready from 88% to 96%; (2) increasing 3rd grade STAAR Reading performance at Meets or above from 33% to 48%; (3) increasing 3rd grade STAAR Math performance at Meets or above from 29% to 42%; (4) increasing 8th grade STAAR/EOC Math performance at Meets or above from 35% to 43%; and (5) increasing 8th grade STAAR Reading performance at Meets or above from 45% to 56%. Consistent with Lone Star Governance, improving student outcomes is the district's primary objective, and all district resources and systems should be aligned to these goals.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- Describe the progress made toward each of the Board's five adopted student outcome goals since you assumed the interim role in February 2026. What evidence — STAAR/EOC

results, interim assessment data, CCMR tracking, or other metrics — demonstrates movement?

- What challenges or barriers have most affected progress on the Board’s goals, and what actions have you taken in response?
- How have district resources — budget, staffing, and instructional programs — been aligned or realigned to support the Board’s goals during your tenure?
- What are your highest-leverage instructional priorities for the remainder of the interim period to accelerate progress toward the 2030 targets?

***Narrative response (please include evidence, metrics, and examples):***

## **Section 2: Progress Monitoring and Accountability**

*Lone Star Governance calls for the Superintendent to provide the Board with regular, accurate, and transparent monitoring of goal progress measures so the Board can evaluate whether the district is on track.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- Describe how you have ensured the Board receives timely and accurate reporting on the Board’s goals and goal progress measures. What has changed or improved in the district’s progress-monitoring systems under your leadership?
- How are campus and district leaders being held accountable for progress on the measures within their control?
- What does the most current data suggest about the district’s trajectory under the state accountability system, and what evidence supports that assessment?
- What refinements to progress measures, data systems, or reporting do you recommend for the 2026–2027 school year?

*Narrative response (please include evidence, metrics, and examples):*

### **Section 3: Financial Stewardship and Operational Sustainability**

*The Board identified financial sustainability as a central priority of the interim period, including budget development, fiscal controls, and responsible stewardship of the district's 2025 bond program.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- Describe the current financial condition of the district and the key decisions you have made regarding the budget, fund balance, staffing levels, and expenditure alignment since assuming the role. What evidence demonstrates improved fiscal health or discipline?
- What progress has been made on the 2025 bond program, including project management, oversight structures, and community accountability?
- What financial or operational challenges — such as enrollment trends, state funding, or facilities needs — present the greatest risk to the district, and how are you addressing them?
- What are your financial and operational priorities for the remainder of the interim period and the transition into the 2026–2027 budget year?

*Narrative response (please include evidence, metrics, and examples):*

## Section 4: Staffing, Reorganization, and Human Resources

*During the interim period, the district undertook a reduction in force, the elimination of positions, and a reorganization of staff. This section addresses the substance of those decisions and the manner in which they were developed, implemented, and communicated, as well as the district's broader human resources function.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- Describe the reduction in force, position eliminations, and staff reorganization undertaken during the interim period, including the rationale for each and how the decisions were aligned to the Board's student outcome goals and the district's financial sustainability priorities.
- Describe the process used to develop and implement these decisions, including the criteria applied, the sequencing and timeline, and how the process complied with Board policy and applicable law.
- How were these decisions communicated to affected employees, to staff generally, to the Board, and to the community? Reflecting on that communication, what worked well, what would you do differently, and what steps have you taken to address concerns raised?
- What has been the impact of the reorganization on staff morale, campus and department operations, and service delivery to students, and what evidence supports that assessment? What steps are being taken to mitigate negative impacts?
- What are your human resources priorities for the remainder of the interim period, including staffing levels for 2026–2027, filling critical vacancies, and rebuilding trust with employees?

***Narrative response (please include evidence, metrics, and examples):***

## Section 5: Safe and Supportive Learning Environments

*Safe and supportive campuses are a stated priority of the interim administration and a foundation for the student outcomes the Board has adopted.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- Describe actions taken to strengthen school safety systems, student supports, and campus climate since February 2026, and the evidence of their impact.
- What do current data on student discipline, attendance, and school climate indicate, and how have you responded to those trends?
- What challenges remain in creating safe and supportive environments across all campuses?
- What safety and student-support priorities do you recommend heading into the 2026–2027 school year?

***Narrative response (please include evidence, metrics, and examples):***

## Section 6: Organizational Culture, Talent, and Leadership

*The Board charged the interim administration with strengthening and unifying district culture, stabilizing the organization, and ensuring campuses and departments are led and staffed effectively.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- Describe the current state of organizational culture and staff morale, the actions you have taken to strengthen them, and the evidence of impact.
- Apart from the reorganization addressed in Section 4, what progress has been made on leadership and staffing for the 2026–2027 school year, including recruitment, retention, and key appointments?
- What cultural or organizational challenges have you encountered, and how have you addressed them?
- What talent and culture priorities do you see as most important for the remainder of the interim period?

***Narrative response (please include evidence, metrics, and examples):***

## Section 7: Communication, Community Engagement, and Board Relations

*Lone Star Governance emphasizes unity of the governance team and clear, consistent communication with the community. The interim administration launched a districtwide listening tour shortly after appointment.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- What have you learned from the listening tour and other stakeholder engagement, and how has that input shaped your decisions?
- Describe how you have communicated with families, staff, and the community during the transition, and the evidence that communication has built trust and transparency.
- How would you assess the working relationship between the administration and the Board, including the quality, timeliness, and completeness of information provided to trustees?
- What improvements to communication or governance-team collaboration do you recommend?

***Narrative response (please include evidence, metrics, and examples):***

## **Section 8: Transition Leadership and Priorities Moving Forward**

*As Interim Superintendent, you carry the dual responsibility of leading the district in the present while positioning it for a successful transition to permanent leadership.*

**Guiding prompts — please address progress, challenges, evidence of impact, and priorities moving forward:**

- Reflecting on the interim period as a whole, what accomplishments are you most confident have stabilized and strengthened the district, and what evidence supports that view?
- What matters require the most attention over the coming months, and how are you sequencing them?
- What steps are you taking to ensure continuity and a strong foundation for the district's next permanent superintendent?

- What support, direction, or resources do you need from the Board to be successful in the remainder of the interim period?

***Narrative response (please include evidence, metrics, and examples):***

### **Closing Reflection**

*Please share any additional context, concerns, or reflections you would like the Board to consider as part of the formative evaluation, including anything not captured in the sections above.*

Signature of Interim Superintendent: \_\_\_\_\_

\_\_\_\_\_

Date: