



**360**

**REPORT**

**Superintendent of Schools**

**Dr. Stephen Sample**

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## LLA Leader 360 Report

# Superintendent of Schools Stephen Sample

### Overview

During the agreed timeframe, identified groups were asked to provide confidential input regarding this leader's overall job approach and performance based upon descriptors of qualities commonly used in leadership evaluations and assessments. For purposes of organization, the descriptors are grouped by **dimension** that measure common themes.

#### The dimensions chosen by your organization for this assessment were:



**Knowledge/Core Competency:**

*Intended to measure the leader's perceived knowledge, background and preparation for the assignment.*



**Advocacy:**

*Measures leader's efforts and inclination to advocate for the district to external audiences.*



**Relationships:**

*Intended to measure the leader's perceived ability to listen empathetically, communicate and relate with all constituents.*



**Developer:**

*Measuring the leader's inclination and efforts to develop and grow the strengths of others.*



**Vision:**

*To assess the leader's strengths in setting a clear, inspiring and realistic direction for the organization or department.*



HOGAN

**Leadership Style:**

*Pre-defined personality - behavioral traits. (ie Hogan)*



**Management:**

*Assessing the leader's abilities and attention to basic operational details of organization or department.*



**Open Text:**

*User defined questions and open text response.*



**Ethics/Standards:**

*Intended to assess the leader's perceived tendency to base decisions and actions on high ethical standards and principles.*

All respondents were promised strict confidentiality in providing feedback. The best use of the information in this report is to directly inform this leader with the expectation that he/she will reflect on the feedback, seek clarifications as needed, establish goals to improve and grow and/or do more of what is perceived to be most effective. The leader is best advised to work with a professional coach or trusted colleague to interpret results and strategize methods to gain deeper understanding in a manner that respects the anonymity of all respondents and uses the insights gained to establish meaningful goals.

## Response Types, Groups and Survey Management

A variety of response types may be included in this report. **Likert Style or Radio Button Ratings with Assigned Point Values:** These require respondents to provide numeric ratings with 1 indicating a weakness and 5 a significant strength. A middle option of “3” indicates that the respondent is neutral, observing neither a strength nor a weakness for a given descriptor. At the client’s request, a “no-response” is sometimes used resulting in “0” points being added to the report. A variation of this response type may be “radio button” choices with specific labels (ie usually, often, frequently, etc). Feedback for point value descriptors is summarized in Table 1 of this report as a comparison with the self-assessment that the leader has completed. *(At the option of the organization, choices may be expanded to more than 5.)*

**Yes/No:** Any yes/no response types are shown as a simple tally in the information reported below.

**Groups:** Based upon decisions made by the organizations’s site administrator, the following constituent groups were identified to offer feedback.

### **Teachers**

### **Support Staff (all non-instructional)**

### **Building and District Administrators**

### **Parents**

Respondent groups are constituents and peers who possess adequate information to bring important perspectives about this leader’s work. All groups were provided the same descriptors and questions.

**Self-assessment:** At the outset of this process the leader was provided a unique password to complete a self-assessment using the same descriptors and dimensions provided all respondents. The self-assessment must be completed in order for this report to be complete and offer its full value.

**Survey Management:** Access to the survey is controlled in one of two ways based upon the preference of your organization.

**Email:** Only one person can respond using a single email address. **Computer IP:** This limits a single response from a single device. A second attempt from the same email or IP address is blocked based upon the choice made by the site administrator. In all cases, your site administrator will ensure respondent confidentiality.

## This Leader's Data

Table 1- below summarizes this leader's data by dimension, indicating a comparison of constituent group averages with the self-assessment. Also shown in this table is the number of respondents for each group.

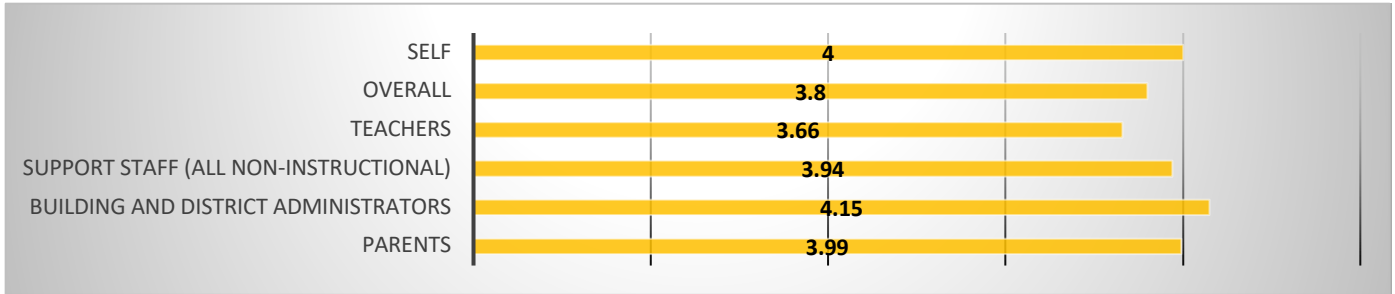
Dimension	Teachers		Support Staff (all non-instructional)		Building and District Administrators		Parents		Total (excluding non-responses)		Admin	Overall
	Ave Score	N	Ave Score	N	Ave Score	N	Ave Score	N	Ave Score	N		
Knowledge/Core Competency	3.66	163	3.94	46	4.15	18	3.99	48	3.8	260	4	-0.2
Relationships	4.09	163	3.87	46	4.43	18	4.21	48	4.1	264	5	-0.9
Vision	3.94	163	3.88	46	4.25	18	4.13	48	3.98	273	4.33	-0.35
Management	3.88	163	3.92	46	4.27	18	4.07	48	3.95	267	4.4	-0.45
Ethics/Standards	3.84	163	3.77	46	4.31	18	4.01	48	3.89	261	4	-0.11
Advocacy	3.86	163	3.95	46	4.38	18	3.94	48	3.92	230	5	-1.08
Developer	3.86	163	3.55	46	4.36	18	4.04	48	3.87	261	4.75	-0.88
Leadership Style	4.04	163	3.77	46	4.4	18	4.05	48	4.02	266	4.33	-0.31

Dimension	Teachers			Support Staff (all non-instructional)			Building and District Administrators			Parents			Total		
	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1	Table 2	Change
Knowledge/Core Competency	3.66	3.71	-0.05	3.94	4	-0.06	4.15	3.96	0.19	3.99	3.9	0.09	3.8	3.81	-0.01
Relationships	4.09	4.13	-0.04	3.87	3.97	-0.1	4.43	4.23	0.2	4.21	4.03	0.18	4.1	4.1	0
Vision	3.94	3.99	-0.05	3.88	4	-0.12	4.25	4.14	0.11	4.13	3.99	0.14	3.98	4	-0.02
Management	3.88	3.9	-0.02	3.92	3.97	-0.05	4.27	4.1	0.17	4.07	3.94	0.13	3.95	3.93	0.02
Ethics/Standards	3.84	3.87	-0.03	3.77	3.91	-0.14	4.31	4.12	0.19	4.01	3.89	0.12	3.89	3.9	-0.01
Advocacy	3.86	3.85	0.01	3.95	3.96	-0.01	4.38	4.13	0.25	3.94	3.9	0.04	3.92	3.9	0.02
Developer	3.86	3.88	-0.02	3.55	3.77	-0.22	4.36	4.11	0.25	4.04	3.85	0.19	3.87	3.88	-0.01
Leadership Style	4.04	4.05	-0.01	3.77	3.95	-0.18	4.4	4.31	0.09	4.05	3.93	0.12	4.02	4.04	-0.02

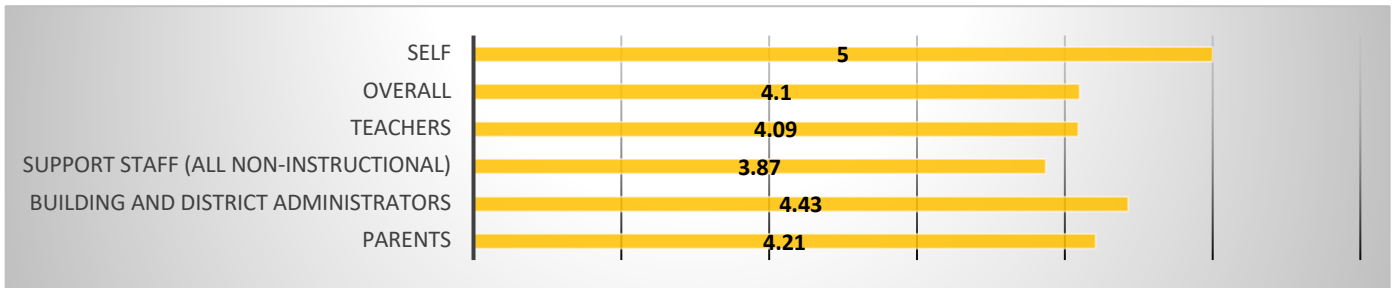
Table 2- below offers a bar-graph overview of this leader's strengths as perceived by groups.



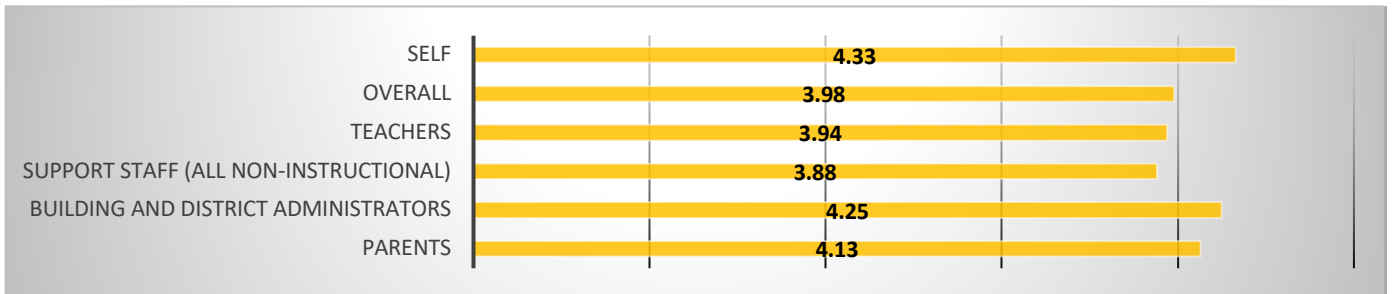
*Knowledge/Core Competency:*



*Relationships:*



*Vision:*



**Table 3-** below offers an item-by-item view of all descriptors or questions indicating comparisons between the leader’s self-assessment, overall averages and any differences.

Descriptors – ordered by greatest strength to least	Dimension	Self	Overall Average	Difference
11 – Shares enthusiasm about the future of our district.	Vision	5	4.33	-0.67
7 – Enjoys social interaction and engagement with others.	Relationships	5	4.21	-0.79
17 – Demonstrates knowledge about the district’s financial situation and takes steps to ensure the district’s continued financial health.	Management	5	4.13	-0.87
5 – Is highly approachable.	Relationships	5	4.11	-0.89
9 – Has an open door policy.	Relationships	5	4.09	-0.91
31 – Ideas appear to be grounded and practical.	Leadership Style	4	4.09	0.09
8 – Builds strong rapport with others in the school community.	Relationships	5	4.06	-0.94
1 – Shows a firm grasp of our district’s data.	Knowledge/Core Competency	4	4.06	0.06
20 – Encourages collaboration and cooperation.	Management	5	4.02	-0.98
30 – Models strong and effective customer service.	Leadership Style	5	4.01	-0.99
6 – Demonstrates effective listening skills.	Relationships	5	4	-1
26 – Encourages innovation.	Developer	4	4	0
15 – Effectively communicates district vision.	Vision	5	3.97	-1.03
10 – Has a clear sense about the priorities and best course for our district.	Vision	4	3.97	-0.03
29 – Appears to trust the abilities and motivations of others.	Leadership Style	4	3.96	-0.04
23 – Models what he/she asks of others.	Ethics/Standards	4	3.96	-0.04
12 – Has realistic expectations about what the organization can achieve.	Vision	4	3.93	-0.07
4 – Uses data to drive improvement.	Knowledge/Core Competency	4	3.93	-0.07
24 – Advocates for the district with governmental decision-makers or other external audiences.	Advocacy	5	3.92	-1.08

16 - Works to maintain a pleasant physical environment for student learning.	Management	4	3.91	-0.09
21 - Keeps student growth as the top priority in district decisions and actions.	Ethics/Standards	4	3.9	-0.1
13 - Articulates clear targets and measures for district progress.	Vision	4	3.89	-0.11
28 - Shows preference for a non-authoritarian coaching style.	Developer	5	3.88	-1.12
27 - Welcomes different perspectives and contrary opinions from others.	Developer	5	3.86	-1.14
19 - Demonstrates attention to detail.	Management	4	3.84	-0.16
22 - Considers and discusses ethical aspects of important decisions.	Ethics/Standards	4	3.81	-0.19
18 - Has a strong vision related to district technology.	Management	4	3.81	-0.19
14 - Develops clear targets for student success.	Vision	4	3.78	-0.22
2 - Shares new approaches related to the improvement of teaching and learning.	Knowledge/Core Competency	4	3.69	-0.31
25 - Works to grow the strengths and skills of others.	Developer	5	3.66	-1.34
3 - Is personally involved in teaching and learning.	Knowledge/Core Competency	4	3.26	-0.74



**Table 4-** summarizes all open-end text feedback by group. As agreed, no specific identifying information is included.

Question

32. Please share any other comments that you believe would help this leader to be more effective. (A text response, at least NA, must be provided in order to continue.)

Teachers

Answer:

<p>Thank YOU for modeling your expectations, I believe you communicate what is expected of all staff, but how that looks like and sounds like is the gray area. Some staff need an empathic direct approach to apply the level of professionalism we need in ABC Public Schools. Units 1-4 in CPI and Restorative Practice language should be common language. If others what to use Healing Hearts/Great Expectations (etc) show the connections so we see and feel we are moving in the same direction. I am so glad you are here.</p>
<p>I think that there needs to be a revamping of principals at the elementary level. Many of these individuals have been in these buildings for a very long time and are way too comfortable and not helped accountable for their lack of support for teachers. There is no evaluation system so teachers can evaluate principals. Many have become very comfortable and do not support their teachers. Something really needs to be done because morale is VERY low in elementary buildings. Good leaders who support their teachers is a must.</p>
<p>I have only met Mr. Sample once. I was impressed with his motivational abilities and his personability. I really can't say I know much about his vision for the district but I feel he has good intentions.</p>
<p>ABC Middle School is struggling MAJORLY and even though we shared these struggles, nothing has happened. We keep pretending that academics are the main focus, but we need major behavior interventions NOW! We keep ignoring the half of ABC that is in crisis and instead we focus on the top 20%. We plaster their faces on social media and our website, but ignore the huge number of kids who are falling below the cracks. How many good teachers are we willing to lose before we have an HONEST conversation about this????</p>
<p>I would like to see you address concerns at the building level. Many of us feel trapped at the building level under poor leadership and are afraid to speak out.</p>
<p>Come visit schools more often on a drop in basis. Please consider fixing ABC Middle School-- the discipline is out of control, the students are running the building, there is no consistency, there is no communication. There a lot of unhappy teachers and staff members here at HMS. There is no academic growth because we are to concerned with the need of discipline that is not happening. We need the service workers to be able to do their job and discipline and we need administration to support the staff and control the building (aka students).</p>
<p>Superintendent places too much trust in principals; most of which are incompetent. Western High School is a good example; incompetent principal, incompetent assistant, incompetent athletic director. There have been no changes in the last two years. We do nothing different or innovative. District technology is out of date; we are barely above Apple 2E computers. BCPS hires central office administrators with zero educational experience in the HR dept.</p>
<p>More involvement with students and teachers. Get to the buildings and say "hi" to the people there.</p>
<p>I have never personally met him. I would like to see him in the buildings more interacting and getting to know staff.</p>

## Support Staff (all non-instructional)

Answer:

Truly listen to what your employees are saying, keep your word when you say you will get back to someone with a concern and show that you are really there for your employees.
He is never in our building.
Consider helping the athletic teams more by helping to provide transportation to and from games, as this is seriously lacking right now. Also address why there is a school bus driver shortage and how we can fix it to help both the athletes and the regular traditional students.
Ask the little people, the peons, the people in the trenches, what they think for a change. It seems that you only want to listen to people who are faculty, or have some kind of authority. Don't discount your support staff. The Facilities Department is in free fall. No leadership, organization, or direction from administration. Nearly a million square feet of building space and we have just a part-time director with no experience.
Be more involved with employees when visiting buildings. Not just Administration.
You have been here two years and yet to meet with our group we would love to get know you
I know he is very bus but it would mean so much to the staff if he were to be out in the schools more meeting everyone one on one.
be more visible to not just the public but to the staff.
Never give in...the future will and should look different than the present
I have not seen him at ABC ,Moral in this school is disappointing and a visit with ideas may help.
Be more responsive to email communications.
I feel it would be beneficial for Dr. Sample to be in the buildings more.
Major issues at building level.....how do we know they are being addressed?
Dr. Sample has been a positive and approachable role model in the district. I enjoy interactions with him.

## Building and District Administrators

Answer:

I would like to see Dr. Sample take some strong stands in his position. He is easy to get along with but I feel that, while trying to manage our board and, in essence, keep his job, he doesn't seem to stick his neck out there on anything in particular. Many people in this district are just thirsting for a leader who isn't afraid to take a hard stance once in a while. It feels as though our Board (which seems to be run by the BCEA President's agenda) 'bullies' everyone, including our Superintendent. We are in the best financial situation we have been in in years, he should be able to use that to his advantage along the way.
--

<p>Improved communication, collaboration with regard to input on decisions that impact others. Not necessarily agreeing with the input but just gathering input. Truly perceived as the BCEA's superintendent, not everyone's superintendent.</p>
<p>Steve is very lighthearted and approachable. He does a great job listening to other people's opinions and perspectives making people feel like their feedback is valued. Steve has also jumped right in to being involved with the community which is a great way to network and learn to navigate some of the Bay County politics. Overall, Steve does a great job and should continue with what he is doing to further grow the trust and respect of staff and community members.</p>
<p>Overall - Great, but one piece of feedback would be that he can come across as distracted in some interactions when he's attempting to multitask. It becomes obvious to the individual that other things are more important.</p>
<p>Although there have been a lot of changes in the last few years, it feels as if we are headed into more stable times than we have felt in a long while. Dr. Sample presents himself as being very human and logical, so even if I question something, I still have faith that he has looked at it from every angle and know that it is what is best for all involved - it's not just about "me" and my school. He has the big picture in mind.</p>
<p>His leadership style is admirable. His ability to remain calm and calm those around him when there is dissension among a group is impressive. I have a strong appreciation for his ability to properly share ideas and visions.</p>

## Parents

Answer:

<p>Love love love him!!! Great for our schools!</p>
<p>Address the elephant in the room. Whether it be through social media or direct email through skyward. Parents have questions that go answered. It's better to say we don't know and here's why then say nothing at all. In all matters, however this year the school calendar. What is our plan B. Not everyone attends district meetings but chaos among rumors is not helpful to our district reputation. All districts in the tri cities have made statements.</p>
<p>I am 100% grateful he looks out for the safety of our children. From snow days to upgrading systems, it truly makes me happy to see this. Please dont lose sight of that in the future.</p>
<p>Continue doing a great job!</p>
<p>Fight against bullies better!</p>
<p>Would like to see more support for non-traditional extracurricular activities. The robotics team has been performing well, but could be better if they had their own room and didn't lose time both setting up and tearing down at every practice. Would like to see a more committed coach, or at least a co-coach to help manage the large amount of work for this program. I saw the SI speak at a school event, and have been keeping up to date with the district. I'm very happy so far. Things are turning around.</p>
<p>Thanks for keeping kids safe this winter, with calling off school.</p>

33. Finally, please share any thoughts you may have regarding this survey process. (A text response, at least NA, must be provided in order to continue.)

### Teachers

Answer:

It is refreshing to know that our superintendent is open to getting evaluated on his job.
Thank you for asking our opinion.
The questions don't get to the heart of the problems I see. You seem on track for the district as a whole, but there are pockets of problems that need to be addressed.
Maybe you should have included an "I'm not sure" as a response because a lot of them I did not know.
never interacted with Dr. Sample personally, and I've not really heard much about how he does business. I've seen his twitter a few times... that's about all of the connection I've had with him.
I appreciate not having to type answers but click for responses. Very user friendly!
I have no problem completing a survey.
I think there could be a greater variety of question to give feedback on.
Some areas I went with "agree" enough though I have no first hand knowledge
I like the opportunity to give input. Thank you
Thanks for this opportunity
I appreciate that you value the opinion of others to make yourself better.
Please continue with your goals for ABC Public Schools!
Grateful for the opportunity. Many things I cannot answer because I really don't know you and haven't had any personal interactions with you.
Thank you for asking for our feedback.
Simple yet effective.
Unable to answer rate most objectives without a point of reference on my end

## Support Staff (all non-instructional)

Answer:

I hope this survey works in our benefit to show that we need a great leader.
Easy to navigate and understand.
I think it's great that you put out this survey for feedback. Keep up the good work!!
I think the surveys that we do, show that he wants the district to succeed in a positive way.
Feedback is essential and surveys are a part of that
Survey is good but only if the information is used to correct problems.
Room for comments below each statement would allow us to elaborate on our rating
Superintendent is fully aware of major issues at building level but either doesn't care to address them or is fooled into thinking this administration is actually competent. After all of the complaints about these people, he has done nothing. Expect more lawsuits against the district and lower morale for staff unless this problem is fixed
Nice to see he wants feedback. Would be nice to see him in buildings getting to know staff.

## Building and District Administrators

Answer:

Process is awesome! Great feedback and allow for self reflection
Strong Survey and liked the questions
Survey responses are useful to examine perceptions.

## Parents

Answer:

Wonderful way to show thoughts and ideas or comments!
So happy with his decisions! Cares about everyone!
Nice idea to get outlook from the community.
Include former students!
Survey was easy

Allow more open-ended opportunities.

I would like to be able to provide feedback and not have to cut words down so the survey will go on. There should be an unlimited amount of space to leave feedback.

Need to allow for more specific responses in regard to staff members you are responsible for at all schools.

## Reflecting on 360 Feedback

While feedback is often positive and validating it can also be surprising or even shocking to receive results that you didn't expect. As stated, this information is best used as a growth mechanism and in conjunction with a professional coach who may help you gain perspective and develop strategies to improve.

### **A few things to consider:**

- For point value results, generally rating differences fall within the 3-5 range. While its improbable that anyone could receive 5's, since all sub-scores would need to also be 5's, very strong performers are likely to experience ratings well into the mid-4 range.
- Depending upon respondent group and participation levels, ratings considerably less than 3 would indicate areas of important focus and are likely amplified in the open-ended text response areas.
- Ratings may be affected by other issues; a recent layoff, significant budget cuts or other negative recent events associated with a given leadership role.
- Unless a "closed survey" has been developed, respondent participation is open to anyone who self-identified as a group member. This tool does not employ scientific sampling. The only major control is a limit on duplicate entries by the methods previously described.

### **Positive Feedback**

- Its as important to react to positive feedback as negative to confirm a leaders' strengths and to consciously do more of what he/she is doing well.
- Feedback should be used to engage in constructive dialogue with representatives of constituent groups and learn more about strengths and how one can use them best to the benefit the organization.

### **Negative Feedback**

- Avoid over-analysis of individual responses and consider major themes and messages. If multiple respondents are saying the same things, positive or negative, its worth considering and acting upon.
- As the adage goes, "perception is reality." It may be true that a leader is a much better listener than the data indicated or that he/she has a better grasp of the organization's needs. Participants are encouraged to be reflective! If their strengths are not being perceived or their actions misinterpreted, the problem may be as much related to communication as a specific deficit.
- Remember that candid feedback from your peers is a critical first step toward improvement. Seek further clarifications from groups in a non-defensive way. This is best accomplished in conjunction with a skilled advisor or coach.

Suggestions for further reading. <https://www.schoolleader360.com/resources>