

The logo features three overlapping, curved arrows. The top arrow is green, the middle is black, and the bottom is blue. They all curve to the right, suggesting a 360-degree rotation.

360 Report

Superintendent John Sample
December 16, 2021



LLA Leader 360 Report Superintendent John Sample

Overview

During the agreed timeframe, identified individuals and 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.



Ethics/Standards:

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



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.



Leadership Style:

Assesses inventory specific strengths and derailers.



Management:

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



Open Text:

Open responses to given prompts, sorted but input group.

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 organization's site administrator, the following constituent groups were identified to offer feedback.

Parents
Building and District Administrators
Paraprofessionals
Teachers
Office/Custodial

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.

Table 1-a - November 30, 2021-December 16, 2021														
Dimension	Parents		Building and District Administrators		Paraprofessionals		Teachers		Office/Custodial		Total (excluding non-responses)		Admin	Difference
	Ave Score	N	Ave Score	N	Ave Score	N	Ave Score	N	Ave Score	N	Ave Score	N		
Knowledge	4.71	44	4.5	2	4.12	7	4.4	14	5	3	4.6	70	4.5	0.1
Relationships	4.73	44	4.2	2	4.34	7	4.44	14	5	3	4.63	70	4	0.63
Vision	4.7	44	4.5	2	3.93	7	4.29	14	5	3	4.55	70	4.33	0.22
Management	4.71	44	4.5	2	4.22	7	4.44	14	4.93	3	4.61	70	4.6	0.01
Ethics/Standards	4.6	44	4.17	2	3.84	7	4.2	14	4.78	3	4.44	70	4.67	-0.23
Developer	4.53	44	4.17	2	3.95	7	4.31	14	4.88	3	4.43	68	4	0.43
Leadership Style -Hogan	4.59	44	3.83	2	3.73	7	3.96	14	4.78	3	4.36	70	4.17	0.19

November 30, 2021-December 16, 2021 (Table 1a) | December 01, 2020-December 17, 2020 (Table 1b)

Dimension	Parents			Building and District Administrators			Paraprofessionals			Teachers			Office/Custodial			Total		
	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Table 1a	Table 1b	Change	Curr. Y	Last Y	Change
Knowledge	4.71	4.57	0.14	4.5	5	-0.5	4.12	4.32	-0.2	4.4	4.64	-0.24	5	4.83	0.17	4.6	4.61	-0.01
Relationships	4.73	4.76	-0.03	4.2	4.95	-0.75	4.34	4.6	-0.26	4.44	4.66	-0.22	5	4.73	0.27	4.63	4.74	-0.11
Vision	4.7	4.62	0.08	4.5	4.88	-0.38	3.93	4.27	-0.34	4.29	4.61	-0.32	5	4.83	0.17	4.55	4.62	-0.07
Management	4.71	4.68	0.03	4.5	4.9	-0.4	4.22	4.43	-0.21	4.44	4.73	-0.29	4.93	4.73	0.2	4.61	4.69	-0.08
Ethics/Standards	4.6	4.61	-0.01	4.17	4.92	-0.75	3.84	4.07	-0.23	4.2	4.53	-0.33	4.78	4.72	0.06	4.44	4.59	-0.15
Developer	4.53	4.59	-0.06	4.17	4.92	-0.75	3.95	4	-0.05	4.31	4.53	-0.22	4.88	4.61	0.27	4.43	4.56	-0.13
Hogan	4.59	4.61	-0.02	3.83	4.38	-0.55	3.73	4.07	-0.34	3.96	4.31	-0.35	4.78	4.67	0.11	4.36	4.52	-0.16

Table 1-c - December 01, 2020-December 17, 2020 (Table 1b) | November 26, 2019-December 18, 2019 (Table 1c)

Dimension	Parents			Building and District Administrators			Paraprofessionals			Teachers			Office/Custodial			Total		
	Table 1b	Table 1c	Change	Table 1b	Table 1c	Change	Table 1b	Table 1c	Change	Table 1b	Table 1c	Change	Table 1b	Table 1c	Change	Last Y	Prev Y	Change
Knowledge	4.57	4.49	0.08	5	4.92	0.08	4.32	4.21	0.11	4.64	4.75	-0.11	4.83	4.38	0.45	4.61	4.56	0.05
Relationships	4.76	4.68	0.08	4.95	4.93	0.02	4.6	4.4	0.2	4.66	4.65	0.01	4.73	4.42	0.31	4.74	4.63	0.11
Vision	4.62	4.54	0.08	4.88	4.72	0.16	4.27	4	0.27	4.61	4.55	0.06	4.83	4.34	0.49	4.62	4.48	0.14
Management	4.68	4.57	0.11	4.9	4.8	0.1	4.43	4.4	0.03	4.73	4.64	0.09	4.73	4.38	0.35	4.69	4.57	0.12
Ethics/Standards	4.61	4.35	0.26	4.92	4.78	0.14	4.07	3.82	0.25	4.53	4.43	0.1	4.72	4.42	0.3	4.59	4.36	0.23
Developer	4.59	4.38	0.21	4.92	4.78	0.14	4	4.2	-0.2	4.53	4.48	0.05	4.61	4.33	0.28	4.56	4.41	0.15
Hogan	4.61	4.36	0.25	4.38	4.72	-0.34	4.07	3.94	0.13	4.31	4.16	0.15	4.67	4.28	0.39	4.52	4.26	0.26

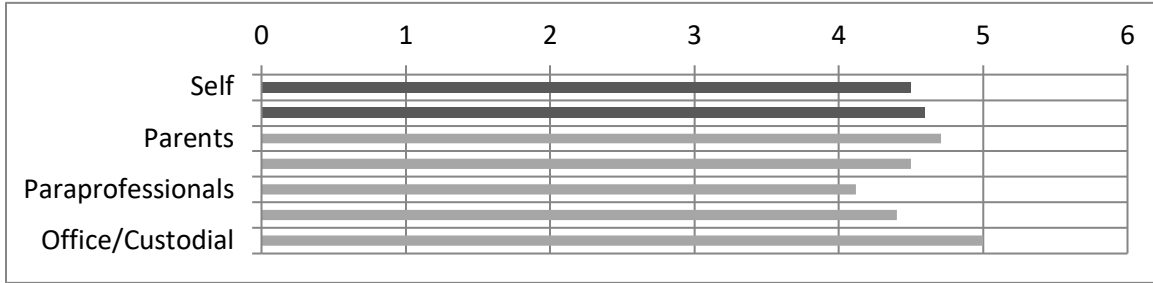
Table 1-d - November 26, 2019-December 18, 2019 (Table 1c) | January 02, 2019-January 29, 2019 (Table 1d)

Dimension	Parents			Building and District Administrators			Paraprofessionals			Teachers			Office/Custodial			Total		
	Table 1c	Table 1d	Change	Table 1c	Table 1d	Change	Table 1c	Table 1d	Change	Table 1c	Table 1d	Change	Table 1c	Table 1d	Change	Prev Y	Prior Y	Change
Knowledge	4.49	4.51	-0.02	4.92	4.88	0.04	4.21	4.47	-0.26	4.75	4.73	0.02	4.38	4.75	-0.37	4.56	4.61	-0.05
Relationships	4.68	4.7	-0.02	4.93	4.7	0.23	4.4	4.73	-0.33	4.65	4.65	0	4.42	4.84	-0.42	4.63	4.7	-0.07
Vision	4.54	4.46	0.08	4.72	4.67	0.05	4	4.41	-0.41	4.55	4.57	-0.02	4.34	4.85	-0.51	4.48	4.54	-0.06
Management	4.57	4.55	0.02	4.8	4.7	0.1	4.4	4.49	-0.09	4.64	4.68	-0.04	4.38	4.88	-0.5	4.57	4.62	-0.05
Ethics/Standards	4.35	4.35	0	4.78	4.92	-0.14	3.82	4.3	-0.48	4.43	4.56	-0.13	4.42	4.83	-0.41	4.36	4.48	-0.12
Developer	4.38	4.5	-0.12	4.78	4.45	0.33	4.2	4.33	-0.13	4.48	4.53	-0.05	4.33	4.82	-0.49	4.41	4.52	-0.11
Hogan	4.36	4.38	-0.02	4.72	4.54	0.18	3.94	4.31	-0.37	4.16	4.17	-0.01	4.28	4.78	-0.5	4.26	4.35	-0.09

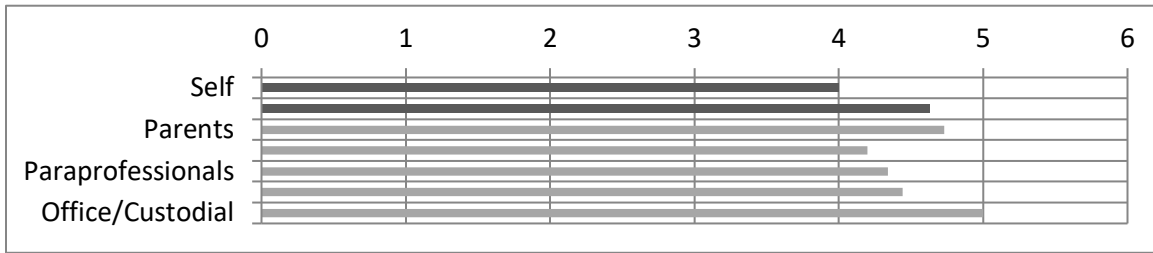
Table 2- below offers a bar-graph overview of this leader's strengths as perceived by groups.



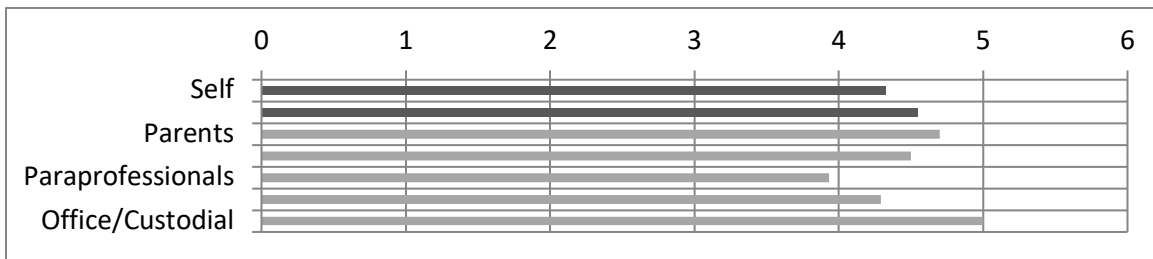
Knowledge/Core Competency:



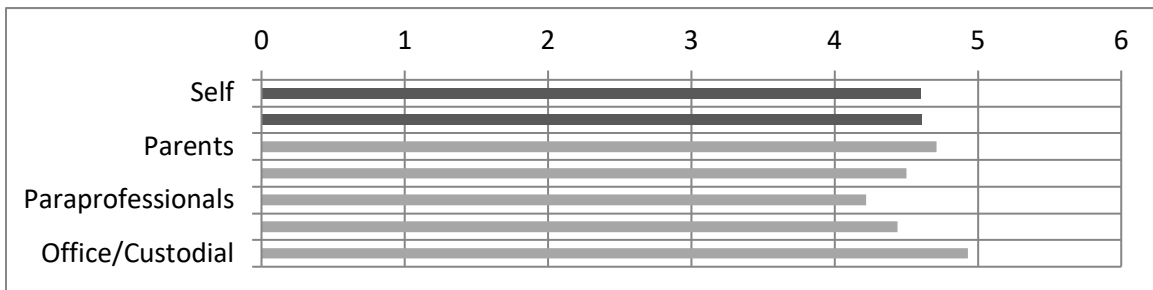
Relationships:



Vision:

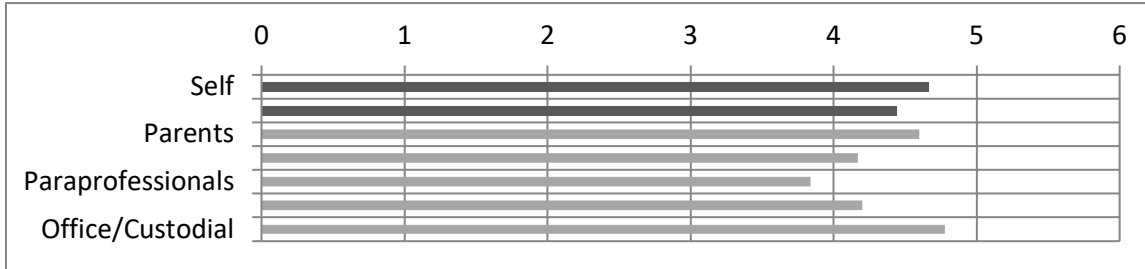


Management:

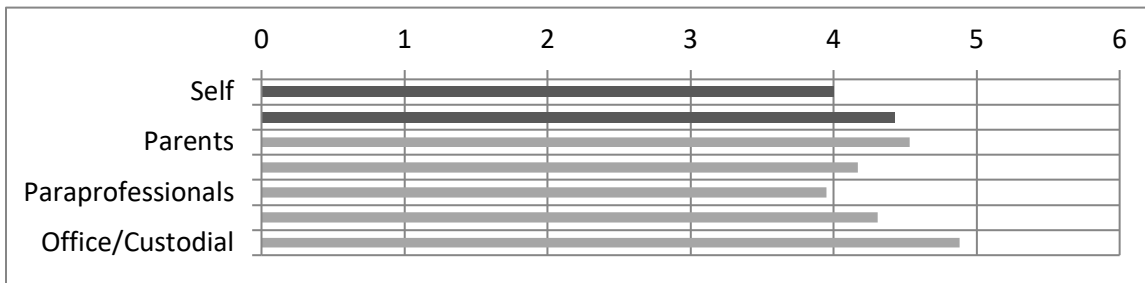




Ethics/Standards:



Developer:



Leadership Style:

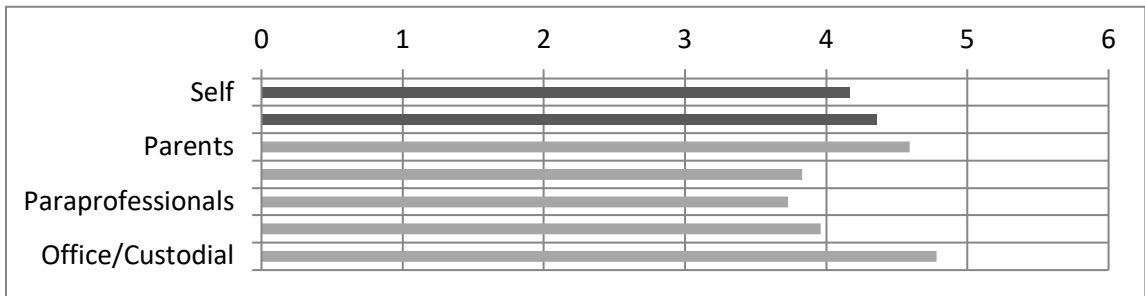


Table 3- below offers an item-by-item view of all descriptors or questions indicating comparisons between the leader's self-assessment, overall averages and any differences.

Table of Descriptors – Rank by greatest strength

	Dimension	Self	Overall Average	Difference
7 – Enjoys social interaction and engagement with others.	Relationships	4	4.83	0.83
5 – Has an open door policy.	Relationships	4	4.81	0.81
18 – Demonstrates knowledge about the district's financial situation and takes steps to ensure the district's continued financial health.	Management	5	4.76	-0.24
2 – Shows a firm grasp of our district's data.	Knowledge/Core Competency	5	4.74	-0.26
28 – Seems down to earth and willing to roll up sleeves if necessary to get the job done.	Leadership Style	5	4.71	-0.29
14 – Shares enthusiasm about the future of our district.	Vision	5	4.7	-0.3
19 – Has a strong vision related to district technology.	Management	5	4.69	-0.31
10 – Effectively communicates district vision.	Vision	4	4.64	0.64
6 – Builds strong rapport with others in the school community.	Relationships	4	4.63	0.63
1 – Uses data to drive improvement.	Knowledge/Core Competency	5	4.63	-0.37
9 – Is highly approachable.	Relationships	4	4.6	0.6
20 – Demonstrates attention to detail.	Management	4	4.59	0.59
23 – Keeps student growth as the top priority in decisions and actions.	Ethics/Standards	5	4.57	-0.43
17 – Works to maintain a pleasant physical environment for student learning.	Management	4	4.56	0.56
3 – Is personally involved in teaching and learning.	Knowledge/Core Competency	4	4.55	0.55
12 – Articulates clear targets and measures for district progress.	Vision	4	4.54	0.54
25 – Encourages innovation.	Developer	4	4.53	0.53
15 – Has a clear sense about the priorities and best course for our district.	Vision	4	4.5	0.5
16 – Encourages collaboration and cooperation.	Management	5	4.49	-0.51
13 – Has realistic expectations about what the organization can achieve.	Vision	5	4.49	-0.51

26 – Works to grow the strengths and skills of others.	Developer	4	4.48	0.48
30 – Is usually focused and task-oriented.	Leadership Style	4	4.47	0.47
4 – Shares new approaches related to the improvement of teaching and learning.	Knowledge/Core Competency	4	4.45	0.45
22 – Considers and discusses ethical aspects of important decisions.	Ethics/Standards	5	4.4	-0.6
11 – Develops clear targets for student success.	Vision	4	4.4	0.4
21 – Models what he/she asks of others.	Ethics/Standards	4	4.37	0.37
32 – Ideas usually appear to be grounded and practical.	Leadership Style	4	4.35	0.35
8 – Demonstrates effective listening skills.	Relationships	4	4.29	0.29
24 – Shows preference for a non-authoritarian coaching style.	Developer	4	4.27	0.27
27 – Seems to be aware of his/her own abilities and limitations.	Leadership Style	4	4.25	0.25
29 – Is restrained and reserved when appropriate.	Leadership Style	4	4.2	0.2
31 – Is open to the ideas and perspectives of others.	Leadership Style	4	4.19	0.19

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

Question

33. Briefly share any observations you have about this leader's greatest strengths. (A text response, at least NA, must be provided in order to continue.)

Parents

Answer:

Right on top of all delicate situations
Is always available and present. Cares deeply about the families and students in this district. Would personally deliver materials to our home when we were remote learning with our daughter.
Friendly
Dr. Sample is very personable, developing a relationship with every student (and even parent!). He is a gem to our small school.
Pays attention to detail.
Dr. Sample brings passion and energy to all the daily D102 activities. He is very easy to talk to and definitely has an open door for anyone.
N a
Dr. Sample is present in classrooms, which results in decision making that reflects what he sees. He is involved with parents, even dropping off materials to students' homes and send parents texts with videos of their children!
Dr. Sample is wonderful, goes above and beyond, we need more like him, hope he stays for a long time!
Very friendly, seems to know every child and parent's name. Very approachable.
He knows every single student by name and wouldn't be surprised if every parent's as well. We've seen him at school before 7a, after 7p, and later, on weekends and all events. He's one of the strongest school leaders I've met. We have 3 kids, one with an IEP and he has provided tremendous support, guidance and friendship. Even a Saturday afternoon hour long telephone call.
He knows every child's name, every parents name, he helps w/ the car line, is extremely involved in every aspect of school!
Knows the students and their parents and seems to genuinely care
caring,approachable,empathy,rolls up his sleeves constantly
Dr. Sample is an extremely involved Supt.
Responds to parent emails or calls of concerns in minutes
Friendly. Knows everyone's name.
The most approachable superintendent I have ever come across as a parent.

John is very dedicated to the growth of the whole student. He's constantly working to improve the school, and keeps parents informed every step of the way.
Great person
The dedication to the whole is amazing. He knows every child's name and builds relationships with them.
Knows every child and interacts with them in an engaging way.
On top of everything that is going on at school. Is willing to do everything and anything that is necessary at the moment for school and students.
Dr. Sample is an asset to the community with his concern for not only the school and students, but Winfield as a whole.
Dr. Sample knows every single student's name, greets them every day at drop off, and makes a effort to know their personality in order to connect with them.
I think his passion for the school, faculty, and students is his greatest strength.
Great at communicating with parents/community and keeping us updated on all aspects of the happenings (good & bad) of district 34. Open and honest
Dr. Sample is amazing, I work for School Districts in our area and he is beyond all of those. My wife is a teacher in another district and she is amazed by everything Matt Rich does for our kids
Dr. Sample is willing to take time to help parents and community members understand the needs of the district and community as a whole.
Plays various roles besides being in a leadership position to ensure teachers and students meet their needs.
Dr. Sample is approachable, open minded and directly involved in helping the students be successful.

Building and District Administrators

Answer:

Dr. Sample is very understanding. When you need to adjust a work time or anything related he is very understandable. It shows he really cares about his employees.

Paraprofessionals

Answer:

Demonstrates great compassion and care for the well-being of students and staff
Very approachable and easy to talk to
Have enjoyed working with his enthusiasm and his desire to right a wrong!
Extremely friendly and driven.

Teachers

Answer:

Approachable and friendly. Clear idea/vision of the district's direction. Knows his facts and his audience.
He is approachable and always visible around the school.
Has a deep care for the students and staff of District 102
collaboration, open door
Approachable, energetic, team player
Optimistic, cares a lot about students, approachable and always available
Dr. Sample is approachable and very visible around the school. He likes to interact with students and staff.
He cares for the kids.
Action oriented. Strongly student centered. Optimistic.

Office/Custodial

Answer:

He is a strong leader and wants what is best for the students & community.

34. Please share any other suggestions that you believe would help this leader. Particularly, provide specific feedback regarding any areas you rated as serious performance concerns. (A text response, at least NA, must be provided in order to continue.)

Parents

Answer:

Dr Sample should consider all opinions before communicating. His passion can influence communication and likely does not realize some comments are in opposition to stakeholders in the 102 community. Opinions are written as if they are facts and this can hurt credibility of the school leadership
I have none. He is an asset to our school.
Very superficial interactions
no serious concerns,
To be more open minded with others beliefs, opinions and/or ideas that differs from his own.
NO
We keep getting emails about close contacts needing to quarantine. The emails state how many students are REQUIRED to quarantine. The nurse speaks to them and they are sent back to class. Unacceptable.

Don't be shy about laying down the law with these private schools that won't cooperate with state mask mandates. As a parent I would completely support forcing parent to leave our school if they do not comply and the same can be said for the players that refuse to mask.
Good
Great job!
everything is great - having tuff issues with the city trying to sue the school and all the junk TIF funds than no other district deals with but only in Winfield

Building and District Administrators

Answer:

Paraprofessionals

Answer:

Offers very vague recommendations but often fails to provide the necessary resources, structures, and procedures to make the recommendations possible/successful.
Hold students accountable for their poor behavior and give consequences
Stay positive and student focused.

Teachers

Answer:

Praise is always appreciated, which can also make staff more receptive to constructive criticism.
sometimes loses sight of teacher needing to manage a large group of students and expecting highly focused and time consuming individualized attention on one especially challenging student
Give staff clear direction, clear expectations
Our school has many students with special needs. Teachers feel that Dr. Sample tries to help in difficult situations. While this is a nice gesture, sometimes his helping backfires. Special ed students have plans in place to cope with certain behaviors. Dr. Sample is not aware of all behavior plans, so his help sometimes derails progress in a situation.

Office/Custodial

Answer:

35. 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.)

Parents

Answer:

Survey is great!
Very thorough and simple to complete.
Good idea to send survey.
Appreciate Dr. Sample and the survey allowing reflection
We are very thankful to have Dr. Sample at our school. I live that he's out and about and seems to know what's going on in each grade. He does a great job communicating with the parents, especially throughout the pandemic
The survey is fine.
NO
Happy to participate
Good
This survey was quick and easy.
This was super easy!
Glad to be able to show appreciation of his hard work.
Thank you John for the amazing job done by you, and all the school staff, during these super-hard Covid times
thanks all good

Building and District Administrators

Answer:

Paraprofessionals

Answer:

good survey
This is a great idea.

Teachers

Answer:

It's appreciated that he asks!

it was fine

Survey process was easy and doable.

Office/Custodial

Answer:

easy process

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>