



Superintendent Leadership Program

Midpoint 360 Leadership Review

Individual Report for Jaime Aquino

12/20/2022

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Your Leadership Assessment Report-2022

This report includes data from your self-review and the 360° reviews that your colleagues completed for you.

Using this data, we ask you to consider three aspects of your Leadership:

- Which Leadership behaviors are most important to you, and why?
- How effective have you been at each behavior?
- How aligned is your perception of your effectiveness with the perceptions of your raters?

This feedback review is based on the behaviors in the Superintendent Leadership Framework.

Rating Scale

The rating scale shown below was used in scoring quantitative feedback.

Scale Option	Assigned Value
Not Observed Not enough information to rate the superintendent	---
Ineffective Not present/no impact. The behavior is not practiced	1
Minimally effective Limited in impact with major inconsistency in practicing the behavior	2
Effective Moderate impact with some inconsistency in practicing the behavior	3
Highly effective Impactful with minor gaps in the consistency of practicing the behavior	4
Exceptional Best in class: impactful with the consistency of practicing the behavior	5

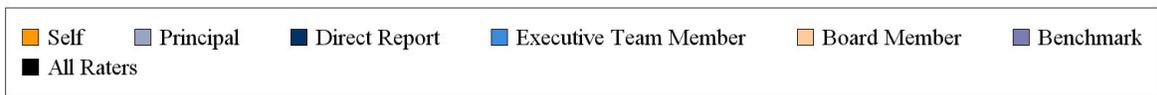
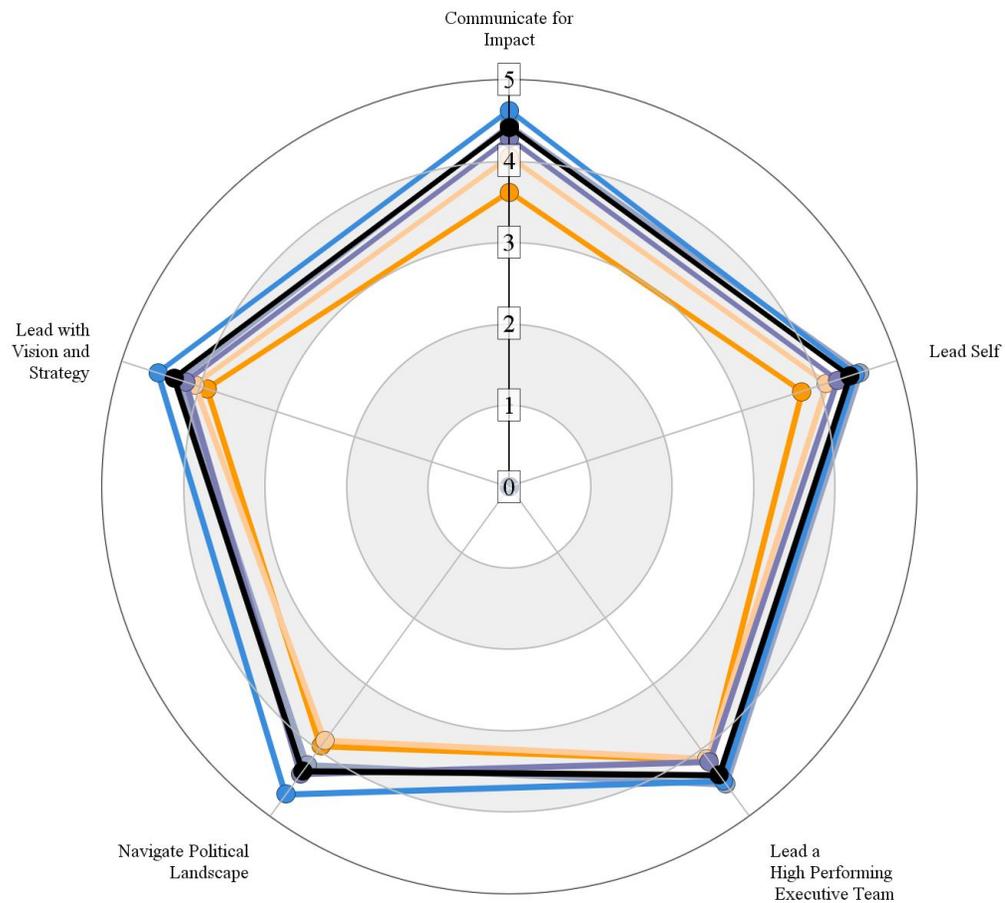
Response Summary

The following groups of individuals were invited to participate in this review. The "Nominated" rater count excludes individuals that opted-out of participating or were removed by project administrators.

Rater Type	Nominated	Responded	Response Rate
Self	1	1	100%
Principal	12	9	75%
Executive Team Member	9	8	89%
Board Member	7	5	71%
Total	29	23	79%

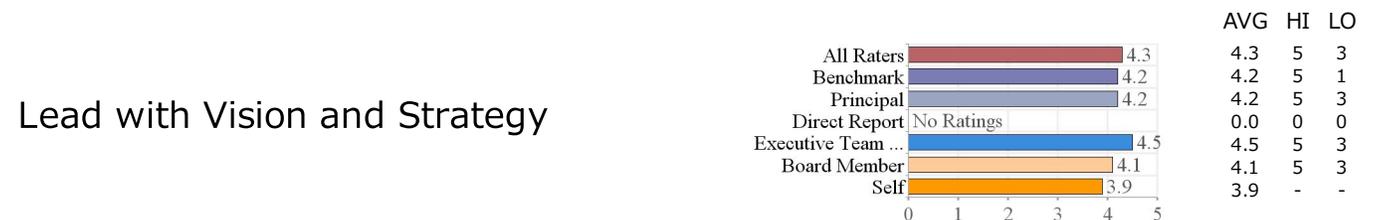
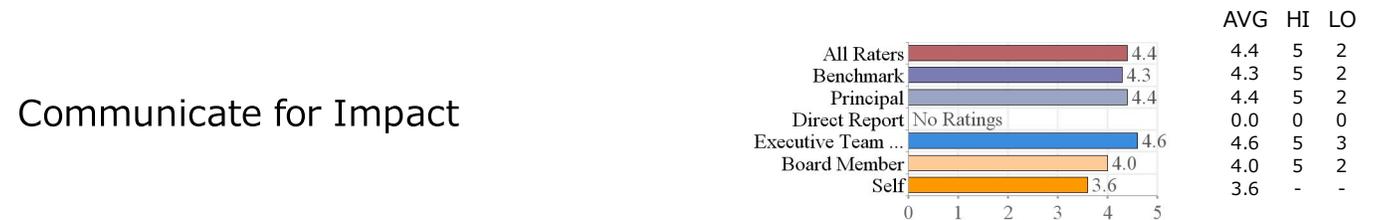
Supercompetency Profile Radar Chart

The Competency Profile Radar Chart below shows scores for each group of raters across all super competencies. Radar charts are useful for easily spotting differences between rater groups. More favorable scores "Benchmark" values represent the average of all raters participating in the process.



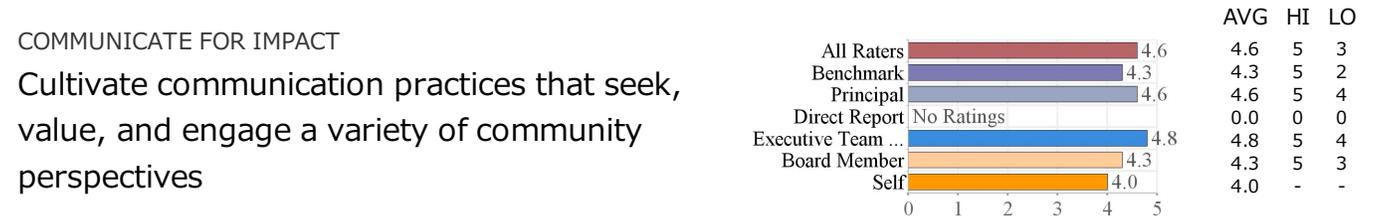
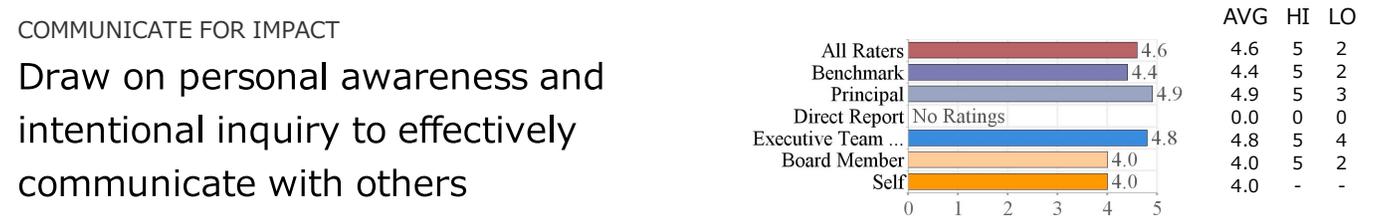
Super Competency Summary

This report shows average ratings for each super-competency in the review segmented by rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given super-competency. The "All Raters" bar represents the average of all non-self raters in your review. The "Benchmark" bar represents the average of all non-self raters across all feedback recipients.



Competency Summary

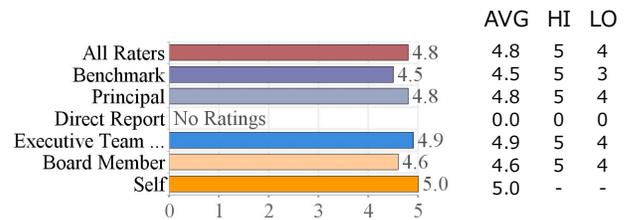
This report shows average ratings for each competency in the review segmented by rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given competency. The "All Raters" bar represents the average of all non-self raters in your review.



Competency Summary (continued)

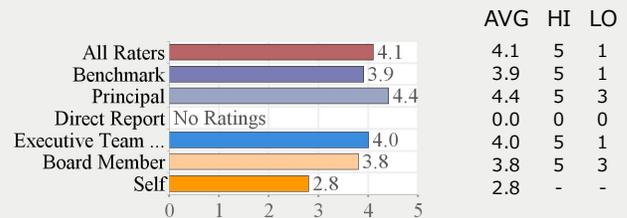
LEAD SELF

Articulate and regularly reflect on personal purpose and key values



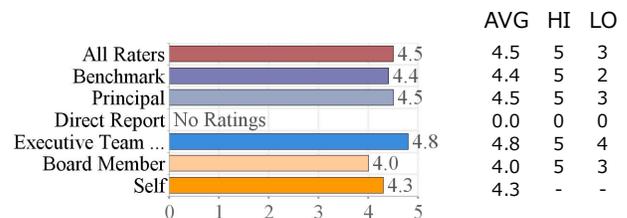
LEAD SELF

Monitor and manage physical, mental, and emotional resources



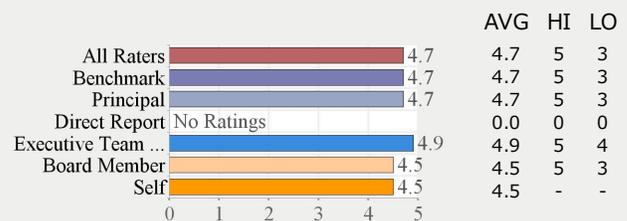
LEAD SELF

Identify areas for growth and develop plans to improve



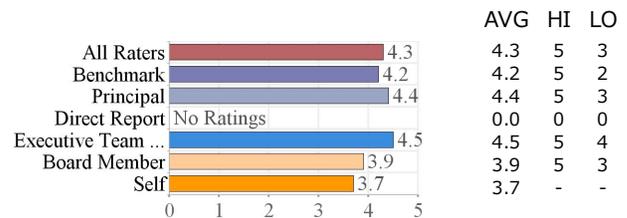
LEAD SELF

Cultivate and manage a coherent district and personal values-aligned brand



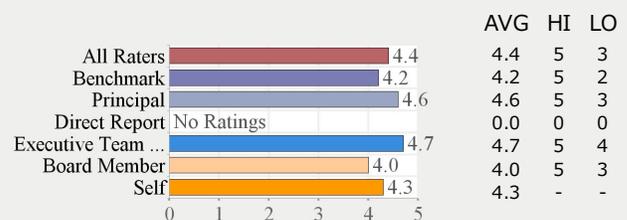
LEAD A HIGH PERFORMING EXECUTIVE TEAM

Build and cultivate a productive and cohesive executive team



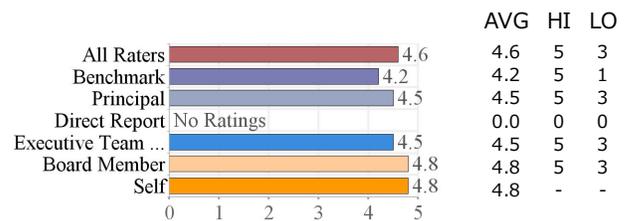
LEAD A HIGH PERFORMING EXECUTIVE TEAM

Develop management systems and team structures that facilitate decision-making, collaboration, and empower their team



LEAD A HIGH PERFORMING EXECUTIVE TEAM

Establish and cultivate a supportive and trusting environment that encourages candor, accountability, and values risk-taking in pursuit of transformational change



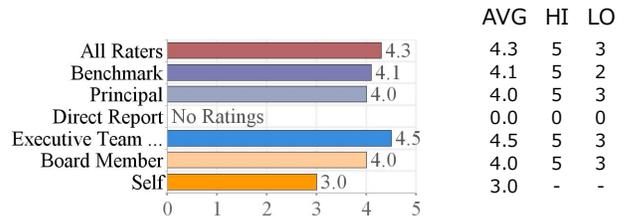
Competency Summary (continued)

Competency	Rating Source	Score	AVG	HI	LO
LEAD A HIGH PERFORMING EXECUTIVE TEAM Identify and coach future executive team members	All Raters	4.1	4.1	5	2
	Benchmark	4.1	4.1	5	1
	Principal	4.5	4.5	5	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.0	4.0	5	2
	Board Member	3.7	3.7	5	2
	Self	3.7	3.7	-	-
NAVIGATE POLITICAL LANDSCAPE Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students	All Raters	4.6	4.6	5	3
	Benchmark	4.5	4.5	5	2
	Principal	4.4	4.4	5	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	5.0	5.0	5	4
	Board Member	4.2	4.2	5	3
	Self	4.4	4.4	-	-
NAVIGATE POLITICAL LANDSCAPE Work across boundaries to develop relationships and build consensus with community members	All Raters	4.2	4.2	5	3
	Benchmark	4.3	4.3	5	2
	Principal	4.1	4.1	5	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.6	4.6	5	4
	Board Member	3.9	3.9	5	3
	Self	3.5	3.5	-	-
NAVIGATE POLITICAL LANDSCAPE Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment	All Raters	4.1	4.1	5	2
	Benchmark	4.3	4.3	5	2
	Principal	4.1	4.1	5	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	4.5	5	3
	Board Member	3.6	3.6	5	2
	Self	3.8	3.8	-	-
LEAD WITH VISION AND STRATEGY Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders	All Raters	4.2	4.2	5	3
	Benchmark	4.2	4.2	5	1
	Principal	4.0	4.0	5	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	4.5	5	3
	Board Member	4.1	4.1	5	3
	Self	3.8	3.8	-	-
LEAD WITH VISION AND STRATEGY Develop and implement a coherent multi-year strategy to improve the district and achieve the vision	All Raters	4.3	4.3	5	3
	Benchmark	4.1	4.1	5	1
	Principal	4.2	4.2	5	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	4.5	5	3
	Board Member	4.0	4.0	5	3
	Self	3.8	3.8	-	-
LEAD WITH VISION AND STRATEGY Set and manage an inclusive and productive organizational culture necessary to reach the vision	All Raters	4.6	4.6	5	3
	Benchmark	4.3	4.3	5	1
	Principal	4.5	4.5	5	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.8	4.8	5	4
	Board Member	4.4	4.4	5	3
	Self	5.0	5.0	-	-

Competency Summary (continued)

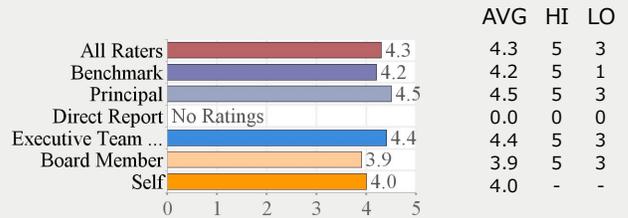
LEAD WITH VISION AND STRATEGY

Lead district-wide change in pursuit of the vision



LEAD WITH VISION AND STRATEGY

Assess and evaluate district needs and community perceptions regularly.



Highest and Lowest Rated Competencies

This report shows the average ratings for each of the 5 highest rated competencies in the assessment across all rater groups.

	Self	All Raters	Principal	Direct Report	Executive Team Member	Board Member
1. LEAD SELF: Articulate and regularly reflect on personal purpose and key values Articulates how her/his personal values drive their work in the district	5.0	4.8	4.8	0.0	5.0	4.6
2. COMMUNICATE FOR IMPACT: Draw on personal awareness and intentional inquiry to effectively communicate with others Communicates information with clarity and authenticity	4.0	4.8	5.0	0.0	5.0	4.2
3. LEAD SELF: Articulate and regularly reflect on personal purpose and key values Consistently connects day-to-day work to his/her personal purpose	5.0	4.8	4.9	0.0	4.9	4.6
4. LEAD SELF: Cultivate and manage a coherent district and personal values-aligned brand Superintendents' public image reflects both personal values and district values	5.0	4.7	4.7	0.0	5.0	4.4
5. COMMUNICATE FOR IMPACT: Cultivate communication practices that seek, value, and engage a variety of community perspectives Listens to and values the perspectives of others.	5.0	4.7	4.8	0.0	5.0	4.2

Highest and Lowest Rated Competencies

This report shows the average ratings for each of the 5 highest rated competencies in the assessment across all rater groups.

	Self	All Raters	Principal	Direct Report	Executive Team Member	Board Member
1. LEAD SELF: Monitor and manage physical, mental, and emotional resources Maintains a healthy work schedule (avoiding working excessive hours)	1.0	3.4	4.0	0.0	3.1	3.3
2. COMMUNICATE FOR IMPACT: Develop integrated internal communications systems Establishes solid internal communication systems that consistently cascade information to all levels of the organization	2.0	3.8	3.6	0.0	4.1	3.6
3. COMMUNICATE FOR IMPACT: Develop integrated internal communications systems Proactively ensures communication at all levels of the organization increases staff understanding of district's most important priorities	3.0	3.8	3.7	0.0	4.0	3.8
4. LEAD WITH VISION AND STRATEGY: Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders District staff can clearly connect district priorities with their individual work	3.0	3.8	3.6	0.0	4.0	4.0
5. LEAD SELF: Monitor and manage physical, mental, and emotional resources Attends to his/her own physical health and well-being	2.0	3.9	4.2	0.0	3.6	4.0

Blind Spots and Hidden Strengths

The items below varied by +/- 0.5 rating point(s) between your self-review and all other Rater Groups. Items that have a higher self-score are commonly considered "blind spots" or behaviors you believe you are exhibiting more frequently than those around you perceive. "Hidden Strengths" are the opposite: behaviors that are more frequently observed by others than by you, and therefore may constitute a strength you are unaware of.

<p>HIDDEN STRENGTH (0.82)</p>	<p>Draw on personal awareness and intentional inquiry to effectively communicate with others Communicates information with clarity and authenticity</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.73)</p>	<p>Cultivate and manage a coherent district and personal values-aligned brand Models district values, leadership behaviors and expectations in all that they do</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.72)</p>	<p>Establish and cultivate a supportive and trusting environment that encourages candor, accountability, and values risk-taking in pursuit of transformational change Actively seeks feedback and opposing perspectives in team environment</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.65)</p>	<p>Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students Actively works to understand individual perspectives of board members</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (1.64)</p>	<p>Cultivate communication practices that seek, value, and engage a variety of community perspectives Communicates across lines of difference.</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.64)</p>	<p>Draw on personal awareness and intentional inquiry to effectively communicate with others Listens-to-understand others' perspectives</p>		<p>HI LO N</p>

Blind Spots and Hidden Strengths (continued)

<p>HIDDEN STRENGTH (0.59)</p>	<p>Drive proactive and effective external communication strategies in support of the district’s most important priorities and change initiatives Uses a variety of communication channels to deliver accurate and timely information to broader school community</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.56)</p>	<p>Develop management systems and team structures that facilitate decision-making, collaboration, and empower their team Establishes core behavior norms and team practices that facilitate collaboration</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.55)</p>	<p>Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders Communicates a clear district vision consistently to all audiences</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.55)</p>	<p>Drive proactive and effective external communication strategies in support of the district’s most important priorities and change initiatives Proactively shares information about the districts most important priorities and change initiatives with their external audience</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.53)</p>	<p>Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students Collaborates with the school board so that decisions can be made efficiently and in the best interest of students</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (0.53)</p>	<p>Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students Ensures board remains focused on high-level strategy decisions that will serve the district’s mission-critical needs</p>		<p>HI LO N</p>

Blind Spots and Hidden Strengths (continued)

			HI	LO	N	
HIDDEN STRENGTH (0.50)	Identify areas for growth and develop plans to improve Plans and takes action towards personal growth and development	All Raters	4.5	5	3	20
		Self	4.0	-	-	-
BLIND SPOT (-0.52)	Set and manage an inclusive and productive organizational culture necessary to reach the vision Cultivates others to ensure all leaders are invested and equipped to lead that culture	All Raters	4.5	5	3	21
		Self	5.0	-	-	-
BLIND SPOT (-0.53)	Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders Collaborates effectively with school board to construct district vision and aspirational goals	All Raters	4.5	5	3	19
		Self	5.0	-	-	-
HIDDEN STRENGTH (1.39)	Monitor and manage physical, mental, and emotional resources Monitors and manages his/her physical energy	All Raters	4.4	5	3	18
		Self	3.0	-	-	-
HIDDEN STRENGTH (1.38)	Draw on personal awareness and intentional inquiry to effectively communicate with others Checks others' understanding of his/her message	All Raters	4.4	5	2	21
		Self	3.0	-	-	-
BLIND SPOT (-0.63)	Assess and evaluate district needs and community perceptions regularly. Establishes intentional and regular evaluations of student achievement that informs decision making	All Raters	4.4	5	3	16
		Self	5.0	-	-	-

Blind Spots and Hidden Strengths (continued)

			HI	LO	N	
BLIND SPOT (-0.65)	Monitor and manage physical, mental, and emotional resources Adapts to challenges using a variety of strategies	All Raters	4.4	5	3	17
		Self	5.0	-	-	-
HIDDEN STRENGTH (1.31)	Lead district-wide change in pursuit of the vision Effectively leverages internal and external coalitions to champion and implement district change	All Raters	4.3	5	3	16
		Self	3.0	-	-	-
HIDDEN STRENGTH (1.30)	Work across boundaries to develop relationships and build consensus with community members Manages public perceptions of district initiatives	All Raters	4.3	5	3	20
		Self	3.0	-	-	-
HIDDEN STRENGTH (1.29)	Monitor and manage physical, mental, and emotional resources Applies a variety of strategies to manage his/her mental and emotional state	All Raters	4.3	5	3	14
		Self	3.0	-	-	-
BLIND SPOT (-0.72)	Establish and cultivate a supportive and trusting environment that encourages candor, accountability, and values risk-taking in pursuit of transformational change Creates an environment where team members are comfortable sharing their thoughts, opinions, and concerns	All Raters	4.3	5	3	18
		Self	5.0	-	-	-
HIDDEN STRENGTH (1.27)	Drive proactive and effective external communication strategies in support of the district's most important priorities and change initiatives External communications is consistent and aligned to key priorities at every level within the district	All Raters	4.3	5	2	22
		Self	3.0	-	-	-

Blind Spots and Hidden Strengths (continued)

<p>HIDDEN STRENGTH (1.26)</p>	<p>Lead district-wide change in pursuit of the vision Applies a variety of change strategies based on specific needs and contexts</p>		<p>HI LO N</p>
<p>BLIND SPOT (-0.76)</p>	<p>Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment Focuses on and applies energy to issues aligned with district goals and within district control</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (1.24)</p>	<p>Lead district-wide change in pursuit of the vision Manages the pace of change to keep staff engaged</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (1.23)</p>	<p>Assess and evaluate district needs and community perceptions regularly. Establishes intentional and regular evaluations of district talent pool that informs decision making</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (1.17)</p>	<p>Build and cultivate a productive and cohesive executive team Selects and places people with the right skills and diversity of experience and perspectives to achieve their work as a high performing team</p>		<p>HI LO N</p>
<p>HIDDEN STRENGTH (1.12)</p>	<p>Identify and coach future executive team members Clearly articulates future skills and expertise that will be needed on the executive team to achieve district priorities</p>		<p>HI LO N</p>

Blind Spots and Hidden Strengths (continued)

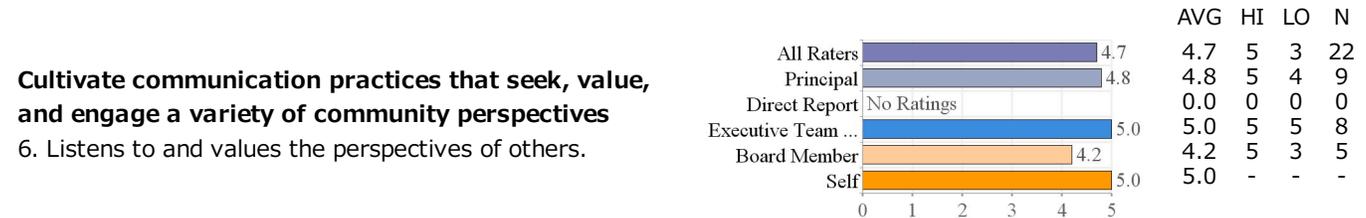
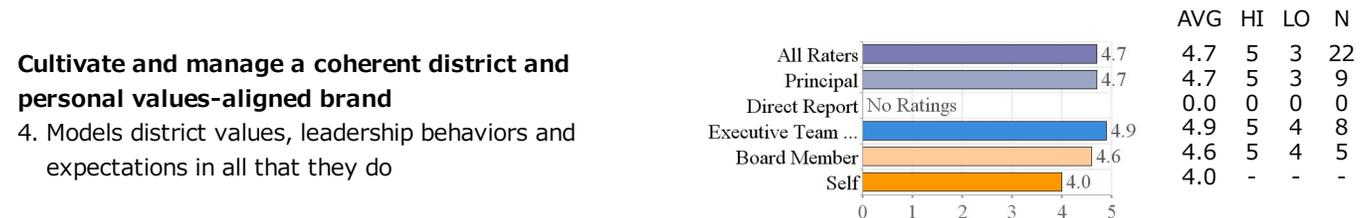
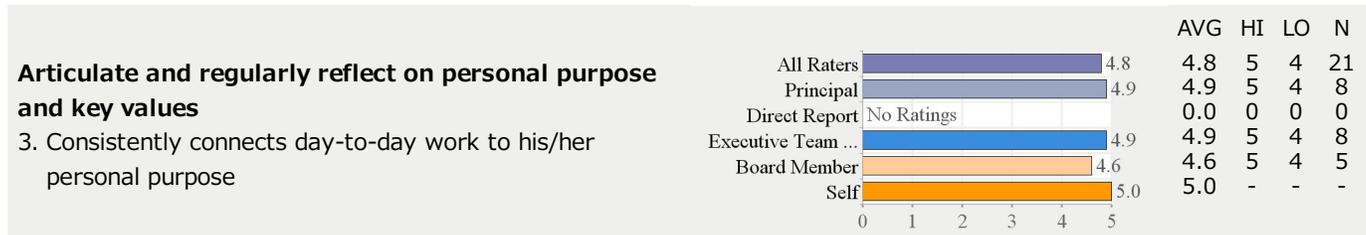
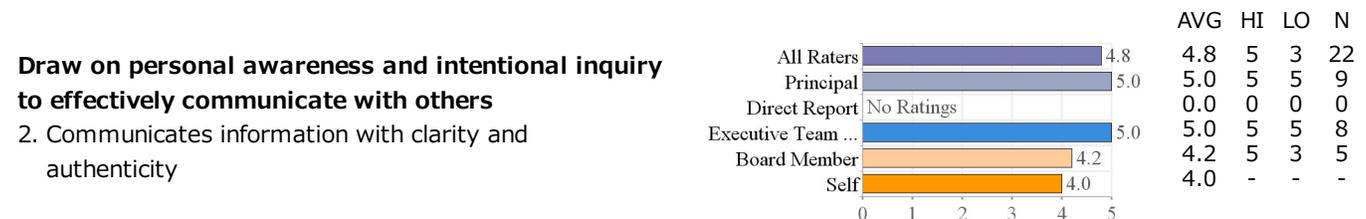
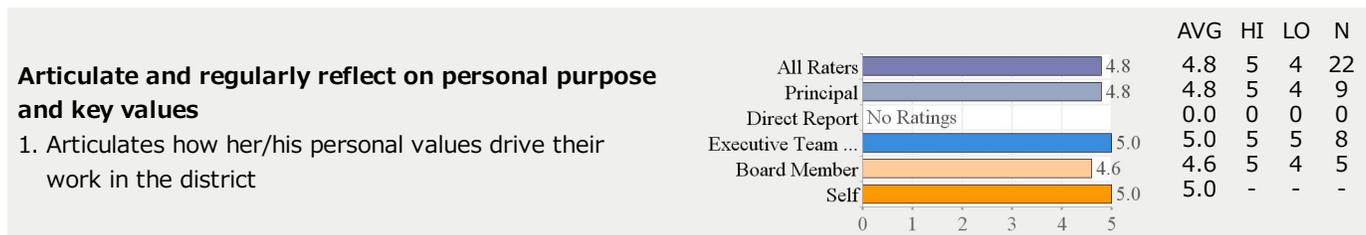
HIDDEN STRENGTH (1.10)	<p>Work across boundaries to develop relationships and build consensus with community members</p> <p>Mobilizes community members to take actions that directly impact students</p>		<p>HI LO N</p> <p>5 3 20</p> <p>- - -</p>
HIDDEN STRENGTH (1.07)	<p>Monitor and manage physical, mental, and emotional resources</p> <p>Utilizes effective stress management practices</p>		<p>HI LO N</p> <p>5 3 15</p> <p>- - -</p>
HIDDEN STRENGTH (1.06)	<p>Develop and implement a coherent multi-year strategy to improve the district and achieve the vision</p> <p>Monitors staff progress towards district priorities in a structured manner</p>		<p>HI LO N</p> <p>5 3 16</p> <p>- - -</p>
HIDDEN STRENGTH (1.05)	<p>Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment</p> <p>Accurately anticipates the impact of local, state, and national policies and issues on district priorities</p>		<p>HI LO N</p> <p>5 2 20</p> <p>- - -</p>
HIDDEN STRENGTH (1.00)	<p>Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment</p> <p>Engages in active formal and informal environment scanning to maintain an accurate pulse on community perspectives</p>		<p>HI LO N</p> <p>5 3 18</p> <p>- - -</p>
HIDDEN STRENGTH (1.00)	<p>Develop integrated internal communications systems</p> <p>Ensures internal communication planning is a priority</p>		<p>HI LO N</p> <p>5 2 22</p> <p>- - -</p>

Blind Spots and Hidden Strengths (continued)

<p>HIDDEN STRENGTH (0.94)</p>	<p>Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders District community can explain the district's vision accurately</p>		<p>HI LO N 5 3 16</p>
<p>HIDDEN STRENGTH (1.88)</p>	<p>Monitor and manage physical, mental, and emotional resources Attends to his/her own physical health and well-being</p>		<p>HI LO N 5 3 16</p>
<p>HIDDEN STRENGTH (0.84)</p>	<p>Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders District staff can clearly connect district priorities with their individual work</p>		<p>HI LO N 5 3 19</p>
<p>HIDDEN STRENGTH (0.82)</p>	<p>Develop integrated internal communications systems Proactively ensures communication at all levels of the organization increases staff understanding of district's most important priorities</p>		<p>HI LO N 5 2 22</p>
<p>HIDDEN STRENGTH (1.77)</p>	<p>Develop integrated internal communications systems Establishes solid internal communication systems that consistently cascade information to all levels of the organization</p>		<p>HI LO N 5 2 22</p>
<p>HIDDEN STRENGTH (2.44)</p>	<p>Monitor and manage physical, mental, and emotional resources Maintains a healthy work schedule (avoiding working excessive hours)</p>		<p>HI LO N 5 1 16</p>

Leadership Competencies: Ratings by Competency

This report shows average ratings for each individual competency in the assessment segmented by each rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given leadership competency. The N column shows the number of responses submitted in a given rater group for a particular competency.



Leadership Competencies: Ratings by Competency (continued)

Competency Description	Rating Source	AVG	HI	LO	N	
Establish and cultivate a supportive and trusting environment that encourages candor, accountability, and values risk-taking in pursuit of transformational change 7. Actively seeks feedback and opposing perspectives in team environment	All Raters	4.7	5	3	18	
	Principal	4.5	5	3	6	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.8	5	4	8	
	Board Member	5.0	5	5	4	
	Self	4.0	-	-	-	
Identify areas for growth and develop plans to improve 8. Open to and proactively seeks feedback from others	All Raters	4.7	5	3	22	
	Principal	4.7	5	3	9	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	5.0	5	5	8	
	Board Member	4.2	5	3	5	
	Self	5.0	-	-	-	
Draw on personal awareness and intentional inquiry to effectively communicate with others 9. Adjusts their communication style to ensure their message is heard and understood	All Raters	4.7	5	3	22	
	Principal	4.9	5	4	9	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.9	5	4	8	
	Board Member	4.0	5	3	5	
	Self	5.0	-	-	-	
Set and manage an inclusive and productive organizational culture necessary to reach the vision 10. Consistently models expected behaviors	All Raters	4.7	5	3	21	
	Principal	4.8	5	4	8	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.8	5	4	8	
	Board Member	4.4	5	3	5	
	Self	5.0	-	-	-	
Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students 11. Builds strong trusting relationships with board members in order to move district work forward	All Raters	4.6	5	3	17	
	Principal	4.5	5	3	4	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	5.0	5	5	8	
	Board Member	4.2	5	3	5	
	Self	5.0	-	-	-	
Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students 12. Actively works to understand individual perspectives of board members	All Raters	4.6	5	3	17	
	Principal	4.5	5	3	4	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	5.0	5	5	8	
	Board Member	4.2	5	3	5	
	Self	4.0	-	-	-	

Leadership Competencies: Ratings by Competency (continued)

<p>Establish and cultivate a supportive and trusting environment that encourages candor, accountability, and values risk-taking in pursuit of transformational change</p> <p>13. Ensures that accountability for norms and performance occurs directly among peers, not just from the Superintendent</p>	<table border="1"> <thead> <tr> <th>Rater</th> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>All Raters</td> <td>4.6</td> <td>5</td> <td>4</td> <td>14</td> </tr> <tr> <td>Principal</td> <td>4.5</td> <td>5</td> <td>4</td> <td>4</td> </tr> <tr> <td>Direct Report</td> <td>No Ratings</td> <td>0.0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Executive Team ...</td> <td>4.6</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>Board Member</td> <td>5.0</td> <td>5</td> <td>5</td> <td>2</td> </tr> <tr> <td>Self</td> <td>5.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Rater	AVG	HI	LO	N	All Raters	4.6	5	4	14	Principal	4.5	5	4	4	Direct Report	No Ratings	0.0	0	0	Executive Team ...	4.6	5	4	8	Board Member	5.0	5	5	2	Self	5.0	-	-	-	<table border="1"> <thead> <tr> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>4.6</td> <td>5</td> <td>4</td> <td>14</td> </tr> <tr> <td>4.5</td> <td>5</td> <td>4</td> <td>4</td> </tr> <tr> <td>0.0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>4.6</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>5.0</td> <td>5</td> <td>5</td> <td>2</td> </tr> <tr> <td>5.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	AVG	HI	LO	N	4.6	5	4	14	4.5	5	4	4	0.0	0	0	0	4.6	5	4	8	5.0	5	5	2	5.0	-	-	-
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<p>Cultivate communication practices that seek, value, and engage a variety of community perspectives</p> <p>14. Communicates across lines of difference.</p>	<table border="1"> <thead> <tr> <th>Rater</th> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>All Raters</td> <td>4.6</td> <td>5</td> <td>4</td> <td>22</td> </tr> <tr> <td>Principal</td> <td>4.6</td> <td>5</td> <td>4</td> <td>9</td> </tr> <tr> <td>Direct Report</td> <td>No Ratings</td> <td>0.0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Executive Team ...</td> <td>4.9</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>Board Member</td> <td>4.4</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>Self</td> <td>3.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Rater	AVG	HI	LO	N	All Raters	4.6	5	4	22	Principal	4.6	5	4	9	Direct Report	No Ratings	0.0	0	0	Executive Team ...	4.9	5	4	8	Board Member	4.4	5	4	5	Self	3.0	-	-	-	<table border="1"> <thead> <tr> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>4.6</td> <td>5</td> <td>4</td> <td>22</td> </tr> <tr> <td>4.6</td> <td>5</td> <td>4</td> <td>9</td> </tr> <tr> <td>0.0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>4.9</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>4.4</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>3.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	AVG	HI	LO	N	4.6	5	4	22	4.6	5	4	9	0.0	0	0	0	4.9	5	4	8	4.4	5	4	5	3.0	-	-	-
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<p>Draw on personal awareness and intentional inquiry to effectively communicate with others</p> <p>15. Listens-to-understand others' perspectives</p>	<table border="1"> <thead> <tr> <th>Rater</th> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>All Raters</td> <td>4.6</td> <td>5</td> <td>3</td> <td>22</td> </tr> <tr> <td>Principal</td> <td>4.8</td> <td>5</td> <td>3</td> <td>9</td> </tr> <tr> <td>Direct Report</td> <td>No Ratings</td> <td>0.0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Executive Team ...</td> <td>4.9</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>Board Member</td> <td>4.0</td> <td>5</td> <td>3</td> <td>5</td> </tr> <tr> <td>Self</td> <td>4.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Rater	AVG	HI	LO	N	All Raters	4.6	5	3	22	Principal	4.8	5	3	9	Direct Report	No Ratings	0.0	0	0	Executive Team ...	4.9	5	4	8	Board Member	4.0	5	3	5	Self	4.0	-	-	-	<table border="1"> <thead> <tr> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>4.6</td> <td>5</td> <td>3</td> <td>22</td> </tr> <tr> <td>4.8</td> <td>5</td> <td>3</td> <td>9</td> </tr> <tr> <td>0.0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>4.9</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>4.0</td> <td>5</td> <td>3</td> <td>5</td> </tr> <tr> <td>4.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	AVG	HI	LO	N	4.6	5	3	22	4.8	5	3	9	0.0	0	0	0	4.9	5	4	8	4.0	5	3	5	4.0	-	-	-
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<p>Develop management systems and team structures that facilitate decision-making, collaboration, and empower their team</p> <p>18. Models core team behavioral norms and expectations</p>	<table border="1"> <thead> <tr> <th>Rater</th> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>All Raters</td> <td>4.6</td> <td>5</td> <td>3</td> <td>18</td> </tr> <tr> <td>Principal</td> <td>4.8</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>Direct Report</td> <td>No Ratings</td> <td>0.0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Executive Team ...</td> <td>4.8</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>Board Member</td> <td>4.2</td> <td>5</td> <td>3</td> <td>5</td> </tr> <tr> <td>Self</td> <td>5.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Rater	AVG	HI	LO	N	All Raters	4.6	5	3	18	Principal	4.8	5	4	5	Direct Report	No Ratings	0.0	0	0	Executive Team ...	4.8	5	4	8	Board Member	4.2	5	3	5	Self	5.0	-	-	-	<table border="1"> <thead> <tr> <th>AVG</th> <th>HI</th> <th>LO</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>4.6</td> <td>5</td> <td>3</td> <td>18</td> </tr> <tr> <td>4.8</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>0.0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>4.8</td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td>4.2</td> <td>5</td> <td>3</td> <td>5</td> </tr> <tr> <td>5.0</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	AVG	HI	LO	N	4.6	5	3	18	4.8	5	4	5	0.0	0	0	0	4.8	5	4	8	4.2	5	3	5	5.0	-	-	-
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Leadership Competencies: Ratings by Competency (continued)

Competency Description	Rating Group	AVG	HI	LO	N
Drive proactive and effective external communication strategies in support of the district's most important priorities and change initiatives 19. Uses a variety of communication channels to deliver accurate and timely information to broader school community	All Raters	4.6	5	3	22
	Principal	4.4	5	3	9
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.8	5	4	8
	Board Member	4.6	5	4	5
	Self	4.0	-	-	-
Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students 20. Uses multiple channels and modes to communicate and share information with school board members	All Raters	4.6	5	3	17
	Principal	4.3	5	3	4
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	5.0	5	5	8
	Board Member	4.2	5	3	5
	Self	5.0	-	-	-
Develop management systems and team structures that facilitate decision-making, collaboration, and empower their team 21. Establishes core behavior norms and team practices that facilitate collaboration	All Raters	4.6	5	3	18
	Principal	4.6	5	4	5
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.9	5	4	8
	Board Member	4.0	5	3	5
	Self	4.0	-	-	-
Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders 22. Communicates a clear district vision consistently to all audiences	All Raters	4.6	5	3	20
	Principal	4.4	5	3	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.9	5	4	8
	Board Member	4.2	5	3	5
	Self	4.0	-	-	-
Drive proactive and effective external communication strategies in support of the district's most important priorities and change initiatives 23. Proactively shares information about the districts most important priorities and change initiatives with their external audience	All Raters	4.5	5	3	22
	Principal	4.6	5	3	9
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.8	5	4	8
	Board Member	4.2	5	3	5
	Self	4.0	-	-	-
Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students 24. Collaborates with the school board so that decisions can be made efficiently and in the best interest of students	All Raters	4.5	5	3	17
	Principal	4.3	5	3	4
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.9	5	4	8
	Board Member	4.2	5	3	5
	Self	4.0	-	-	-

Leadership Competencies: Ratings by Competency (continued)

Competency Description	Rating Source	AVG	HI	LO	N	
Effectively collaborate with the school board so that decisions can be made efficiently and in the best interest of students 25. Ensures board remains focused on high-level strategy decisions that will serve the district's mission-critical needs	All Raters	4.5	5	3	19	
	Principal	4.5	5	3	6	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.9	5	4	8	
	Board Member	4.0	5	3	5	
	Self	4.0	-	-	-	
Identify areas for growth and develop plans to improve 26. Plans and takes action towards personal growth and development	All Raters	4.5	5	3	20	
	Principal	4.4	5	3	8	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.9	5	4	8	
	Board Member	4.0	5	3	4	
	Self	4.0	-	-	-	
Set and manage an inclusive and productive organizational culture necessary to reach the vision 27. Cultivates others to ensure all leaders are invested and equipped to lead that culture	All Raters	4.5	5	3	21	
	Principal	4.3	5	3	8	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.8	5	4	8	
	Board Member	4.4	5	3	5	
	Self	5.0	-	-	-	
Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders 28. Collaborates effectively with school board to construct district vision and aspirational goals	All Raters	4.5	5	3	19	
	Principal	4.1	5	3	7	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.8	5	4	8	
	Board Member	4.5	5	4	4	
	Self	5.0	-	-	-	
Cultivate communication practices that seek, value, and engage a variety of community perspectives 29. Utilizes the diverse perspectives of the community to guide district decisions.	All Raters	4.5	5	3	22	
	Principal	4.6	5	4	9	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.5	5	4	8	
	Board Member	4.2	5	3	5	
	Self	4.0	-	-	-	
Assess and evaluate district needs and community perceptions regularly. 30. Establishes district priorities based on variety of stakeholder input (e.g., student, staff, community) data	All Raters	4.4	5	3	18	
	Principal	4.3	5	3	6	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.8	5	4	8	
	Board Member	4.0	5	3	4	
	Self	4.0	-	-	-	

Leadership Competencies: Ratings by Competency (continued)

Competency Description	Rating Source	AVG	HI	LO	N
Develop and implement a coherent multi-year strategy to improve the district and achieve the vision 31. Develops coherent sets of goals and key priorities aligned to district vision	All Raters	4.4	5	3	18
	Principal	4.2	5	3	6
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.8	5	4	8
	Board Member	4.3	5	3	4
	Self	4.0	-	-	-
Build and cultivate a productive and cohesive executive team 32. Articulates a clear and compelling purpose that guides executive team's work as a team	All Raters	4.4	5	3	18
	Principal	4.4	5	4	5
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.8	5	4	8
	Board Member	4.0	5	3	5
	Self	4.0	-	-	-
Develop and implement a coherent multi-year strategy to improve the district and achieve the vision 33. Prioritizes his/her day-to-day work based on district goals and key priorities	All Raters	4.4	5	3	17
	Principal	4.2	5	3	5
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.6	5	4	8
	Board Member	4.3	5	3	4
	Self	4.0	-	-	-
Monitor and manage physical, mental, and emotional resources 34. Monitors and manages his/her physical energy	All Raters	4.4	5	3	18
	Principal	4.6	5	4	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.4	5	3	8
	Board Member	4.0	5	3	3
	Self	3.0	-	-	-
Draw on personal awareness and intentional inquiry to effectively communicate with others 35. Checks others' understanding of his/her message	All Raters	4.4	5	2	21
	Principal	4.8	5	4	8
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	4	8
	Board Member	3.6	5	2	5
	Self	3.0	-	-	-
Assess and evaluate district needs and community perceptions regularly. 36. Establishes intentional and regular evaluations of student achievement that informs decision making	All Raters	4.4	5	3	16
	Principal	4.8	5	4	4
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	4	8
	Board Member	3.8	5	3	4
	Self	5.0	-	-	-

Leadership Competencies: Ratings by Competency (continued)

Competency Description	Rating Source	AVG	HI	LO	N	
Identify areas for growth and develop plans to improve 37. Identifies, recruits and builds an accountability and support system to achieving personal growth and development	All Raters	4.4	5	3	19	
	Principal	4.4	5	3	7	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.6	5	4	8	
	Board Member	3.8	5	3	4	
	Self	4.0	-	-	-	
Develop management systems and team structures that facilitate decision-making, collaboration, and empower their team 38. Ensures executive team prioritizes the most mission-critical work that only the executive team can accomplish	All Raters	4.4	5	3	17	
	Principal	4.8	5	4	4	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.5	5	4	8	
	Board Member	3.8	5	3	5	
	Self	4.0	-	-	-	
Monitor and manage physical, mental, and emotional resources 39. Adapts to challenges using a variety of strategies	All Raters	4.4	5	3	17	
	Principal	4.4	5	3	5	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.5	5	4	8	
	Board Member	4.0	5	3	4	
	Self	5.0	-	-	-	
Build and cultivate a productive and cohesive executive team 40. Activates the executive team to act as an interdependent group focused on system-level challenges	All Raters	4.3	5	3	18	
	Principal	4.6	5	4	5	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.5	5	4	8	
	Board Member	3.8	5	3	5	
	Self	4.0	-	-	-	
Lead district-wide change in pursuit of the vision 41. Effectively leverages internal and external coalitions to champion and implement district change	All Raters	4.3	5	3	16	
	Principal	4.0	5	3	6	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.6	5	4	8	
	Board Member	4.0	5	3	2	
	Self	3.0	-	-	-	
Work across boundaries to develop relationships and build consensus with community members 42. Manages public perceptions of district initiatives	All Raters	4.3	5	3	20	
	Principal	4.3	5	3	7	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.6	5	4	8	
	Board Member	3.8	5	3	5	
	Self	3.0	-	-	-	

Leadership Competencies: Ratings by Competency (continued)

Competency Description	Rating Source	AVG	HI	LO	N
Work across boundaries to develop relationships and build consensus with community members 43. Provides a variety of structures to gather community feedback and input on key district initiatives and needs	All Raters	4.3	5	3	21
	Principal	4.0	5	3	8
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.6	5	4	8
	Board Member	4.2	5	3	5
	Self	4.0	-	-	-
Monitor and manage physical, mental, and emotional resources 44. Applies a variety of strategies to manage his/her mental and emotional state	All Raters	4.3	5	3	14
	Principal	4.8	5	4	4
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.1	5	3	7
	Board Member	4.0	5	3	3
	Self	3.0	-	-	-
Assess and evaluate district needs and community perceptions regularly. 45. Continuously uses informal assessments, such as focus groups and pulse checks, to gauge district needs and perceptions	All Raters	4.3	5	3	18
	Principal	4.3	5	3	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.3	5	3	8
	Board Member	4.3	5	4	3
	Self	4.0	-	-	-
Develop and implement a coherent multi-year strategy to improve the district and achieve the vision 46. Collaborates with stakeholders to set clear benchmarks for goal achievement	All Raters	4.3	5	3	18
	Principal	4.3	5	3	6
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.4	5	4	8
	Board Member	4.0	5	3	4
	Self	4.0	-	-	-
Establish and cultivate a supportive and trusting environment that encourages candor, accountability, and values risk-taking in pursuit of transformational change 47. Creates an environment where team members are comfortable sharing their thoughts, opinions, and concerns	All Raters	4.3	5	3	18
	Principal	4.4	5	4	5
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.3	5	3	8
	Board Member	4.2	5	3	5
	Self	5.0	-	-	-
Drive proactive and effective external communication strategies in support of the district's most important priorities and change initiatives 48. External communications is consistent and aligned to key priorities at every level within the district	All Raters	4.3	5	2	22
	Principal	4.3	5	3	9
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.6	5	3	8
	Board Member	3.6	5	2	5
	Self	3.0	-	-	-

Leadership Competencies: Ratings by Competency (continued)

Competency	Rating Source	AVG	HI	LO	N
Lead district-wide change in pursuit of the vision 49. Applies a variety of change strategies based on specific needs and contexts	All Raters	4.3	5	3	19
	Principal	4.1	5	3	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	4	8
	Board Member	4.0	5	3	4
	Self	3.0	-	-	-
Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment 50. Focuses on and applies energy to issues aligned with district goals and within district control	All Raters	4.2	5	3	21
	Principal	4.3	5	3	8
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	4	8
	Board Member	3.8	5	3	5
	Self	5.0	-	-	-
Lead district-wide change in pursuit of the vision 51. Manages the pace of change to keep staff engaged	All Raters	4.2	5	3	17
	Principal	4.0	5	3	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	3	8
	Board Member	4.0	5	3	2
	Self	3.0	-	-	-
Assess and evaluate district needs and community perceptions regularly. 52. Establishes intentional and regular evaluations of district talent pool that informs decision making	All Raters	4.2	5	3	13
	Principal	4.7	5	4	3
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.3	5	3	8
	Board Member	3.5	4	3	2
	Self	3.0	-	-	-
Develop management systems and team structures that facilitate decision-making, collaboration, and empower their team 53. Develops structures that enable leaders to make relevant and timely decisions	All Raters	4.2	5	3	18
	Principal	4.2	5	3	5
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	4	8
	Board Member	3.8	5	3	5
	Self	4.0	-	-	-
Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment 54. Proactively manages community conflicts towards positive resolution	All Raters	4.2	5	3	19
	Principal	4.1	5	3	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.6	5	4	7
	Board Member	3.8	5	3	5
	Self	4.0	-	-	-

Leadership Competencies: Ratings by Competency (continued)

Competency	Rating Source	AVG	HI	LO	N	
Work across boundaries to develop relationships and build consensus with community members 55. Builds strong relationships with a diverse group of community members and organizations	All Raters	4.2	5	3	19	
	Principal	4.2	5	3	6	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.5	5	4	8	
	Board Member	3.8	5	3	5	
	Self	4.0	-	-	-	
Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment 56. Actively seeks diverse community perspectives which help inform strategies for implementing district priorities successfully	All Raters	4.2	5	3	20	
	Principal	4.1	5	3	7	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.6	5	4	8	
	Board Member	3.6	5	3	5	
	Self	4.0	-	-	-	
Develop and implement a coherent multi-year strategy to improve the district and achieve the vision 57. Helps staff adjust course and pace of action as needed to achieve district priorities	All Raters	4.2	5	3	17	
	Principal	4.2	5	3	5	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.3	5	3	8	
	Board Member	4.0	5	3	4	
	Self	4.0	-	-	-	
Build and cultivate a productive and cohesive executive team 58. Selects and places people with the right skills and diversity of experience and perspectives to achieve their work as a high performing team	All Raters	4.2	5	3	18	
	Principal	4.2	5	3	5	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.4	5	4	8	
	Board Member	3.8	5	3	5	
	Self	3.0	-	-	-	
Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment 59. Maintains an accurate understanding of community cultural norms through active engagement with diverse set of community stakeholders	All Raters	4.2	5	3	20	
	Principal	4.1	5	3	7	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.5	5	4	8	
	Board Member	3.6	5	3	5	
	Self	4.0	-	-	-	
Identify and coach future executive team members 60. Clearly articulates future skills and expertise that will be needed on the executive team to achieve district priorities	All Raters	4.1	5	2	17	
	Principal	4.5	5	4	4	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.3	5	3	8	
	Board Member	3.6	5	2	5	
	Self	3.0	-	-	-	

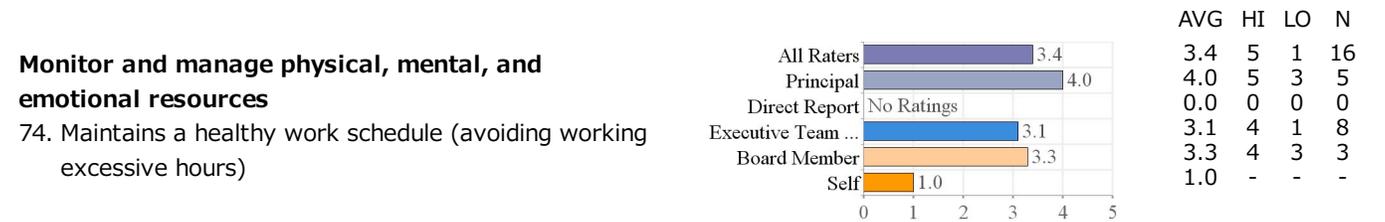
Leadership Competencies: Ratings by Competency (continued)

Competency	Rating Group	AVG	HI	LO	N
Identify and coach future executive team members 61. Prioritizes and invests time in developing people as effective team members	All Raters	4.1	5	2	19
	Principal	4.5	5	3	6
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.0	5	2	8
	Board Member	3.8	5	3	5
	Self	4.0	-	-	-
Work across boundaries to develop relationships and build consensus with community members 62. Mobilizes community members to take actions that directly impact students	All Raters	4.1	5	3	20
	Principal	4.0	5	3	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	4	8
	Board Member	3.6	5	3	5
	Self	3.0	-	-	-
Monitor and manage physical, mental, and emotional resources 63. Utilizes effective stress management practices	All Raters	4.1	5	3	15
	Principal	4.4	5	4	5
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.0	5	3	7
	Board Member	3.7	5	3	3
	Self	3.0	-	-	-
Develop and implement a coherent multi-year strategy to improve the district and achieve the vision 64. Monitors staff progress towards district priorities in a structured manner	All Raters	4.1	5	3	16
	Principal	4.3	5	3	4
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.3	5	3	8
	Board Member	3.5	5	3	4
	Self	3.0	-	-	-
Identify and coach future executive team members 65. Invests time and energy in identifying high-potential future leaders and diagnosing what they need to grow	All Raters	4.1	5	2	16
	Principal	4.6	5	4	5
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	3.9	5	2	7
	Board Member	3.8	5	3	4
	Self	4.0	-	-	-
Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment 66. Accurately anticipates the impact of local, state, and national policies and issues on district priorities	All Raters	4.1	5	2	20
	Principal	4.1	5	3	7
	Direct Report	No Ratings	0.0	0	0
	Executive Team ...	4.5	5	3	8
	Board Member	3.2	5	2	5
	Self	3.0	-	-	-

Leadership Competencies: Ratings by Competency (continued)

Competency Description	Rating Group	AVG	HI	LO	N	
Navigate competing viewpoints within the community, state, and nation in order to effectively lead change in an often-polarized environment 67. Engages in active formal and informal environment scanning to maintain an accurate pulse on community perspectives	All Raters	4.0	5	3	18	
	Principal	4.0	5	3	7	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.3	5	4	7	
	Board Member	3.5	5	3	4	
	Self	3.0	-	-	-	
Develop integrated internal communications systems 68. Ensures internal communication planning is a priority	All Raters	4.0	5	2	22	
	Principal	3.8	5	2	9	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.1	5	3	8	
	Board Member	4.2	5	3	5	
	Self	3.0	-	-	-	
Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders 69. District community can explain the district's vision accurately	All Raters	3.9	5	3	16	
	Principal	3.8	5	3	5	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.3	5	3	7	
	Board Member	3.5	4	3	4	
	Self	3.0	-	-	-	
Monitor and manage physical, mental, and emotional resources 70. Attends to his/her own physical health and well-being	All Raters	3.9	5	3	16	
	Principal	4.2	5	3	5	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	3.6	5	3	7	
	Board Member	4.0	4	3	4	
	Self	2.0	-	-	-	
Articulate a clear, consistent shared vision for students that is understood and embraced by all stakeholders 71. District staff can clearly connect district priorities with their individual work	All Raters	3.8	5	3	19	
	Principal	3.6	5	3	7	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.0	5	3	8	
	Board Member	4.0	5	3	4	
	Self	3.0	-	-	-	
Develop integrated internal communications systems 72. Proactively ensures communication at all levels of the organization increases staff understanding of district's most important priorities	All Raters	3.8	5	2	22	
	Principal	3.7	5	2	9	
	Direct Report	No Ratings	0.0	0	0	0
	Executive Team ...	4.0	5	3	8	
	Board Member	3.8	5	2	5	
	Self	3.0	-	-	-	

Leadership Competencies: Ratings by Competency (continued)



Open-ended Comments

All respondents were asked to provide open-ended commentary on skills. The comments below are segmented by question and are presented exactly as they were entered by the respondent.

Open Response: Which of the behaviors you rated above are this leader's particular strengths? Please describe specific examples of this leader demonstrating these strengths.

Self

I am really good at listening to the community and incorporating the feedback into our work. For example, I meet with every faculty meeting with two focus questions: What is working? What is not working well? In addition, I meet with principals every month in small groups to focus on student learning but we end with each session by listening to any concerns they have. I have also created the following superintendent's advisory council:

Teacher Advisory Council, Principal Advisory Council, Student Advisory Council, Student Achievement Council, Parent Advisory Council and a Growth and Development Council.

Every week I send a video message to all staff and families called Quick Takes with Jaime.

Principal

Superintendent Aquino has been able to communicate effectively by sharing his personal experiences as an instructional leader. His background facilitates his ability to easily work with people from diverse cultures.

Focus on the instructional core-Superintendent Aquino provides a variety of examples pertaining to instructional leadership by skillfully combining Richard Elmore's work with current best practices to deliver professional development that allows campus leaders to re-evaluate perceptions on what good teaching really looks like.

I believe listening to understand other's perspectives is Dr. Aquino's strength. As we have conversations about leadership walks, student work, or even during our calibration for TTESS, he is always looking for ways to have people explain themselves and he seeks to understand where we are coming from.

Dr. Aquino also led a session at the beginning of the year to hear what things were working and what things our district could improve upon and from that conversation, change has already happened.

Dr. Aquino is a great communicator. He brings energy, transparency, and authenticity to his message.

Dr. Aquino is very good at transparency and communicating his vision and plan to stakeholders. He is passionate about serving students and our community and that passion shows in his communication. He also works to build strong relationships with people to work through difficult challenges.

Dr. Aquino embraces different opinions and pushes the people around him to be open to the same and to find common ground. He learns from his peers as much as we learn from him. He is truly the lead learner of SAISD.

Some of Superintendent Aquino's strengths include listening to understand others' perspectives and valuing the perspectives of others. An example of this is that the Superintendent is seeking the input of all stakeholders,

including cafeteria workers and custodial staff. Unfortunately, some leaders don't take the time to solicit feedback from anyone except principals and teachers. Dr. Aquino is never too busy to listen to the perspective of others.

Dr. Aquino also adjusts his communication style to ensure that messages are clear and understood. Based on my observations, the Superintendent adjusts his communication style to ensure that all stakeholders feel welcome and valued. All individuals are able to share their concerns, and opinions, and ask questions. This has been observed with principals, the executive team, and the board. However, I have also seen examples where he has paused and adjusted to make it clear that our kids are our priority and mediocrity would not be accepted. This took place at a board meeting when he first began working with SAISD. The message was clearly articulated, and delivered in a professional manner, but made it clear that he was there for kids and would not shy away from ensuring that all decisions are made with our students' best interests at the forefront.

Dr. Aquino's strength is in the area of drawing on personal awareness and intentional inquiry to effectively communicate with others. He adjusts his communication style to ensure his message is heard and understood by implementing multiple contexts such as paired conversations, table group activities, whole group activities, and independent reflection. He also accomplishes this by implementing visual, auditory, and kinesthetic ways of learning. He consistently checks for understanding by allowing us time to reflect and talk to our partners or table. He values our perspectives by reminding us that we are a greater source of information than he is. As a collected we are a wealth of knowledge and by learning from each other we will move forward.

Changes made this year to allow all employees to communicate their needs and experiences with all departments of the district system on a monthly basis is a much needed and welcomed change. We also get a summary of the feedback that was submitted for each department as a graphic.

Executive Team Member

Superintendent Aquino highly prioritizes communicating with and drawing feedback from staff at every level of the organization. Not only did he quickly implement an effective E-team meeting structure to ensure productivity and inclusion, but he also devotes substantial time each week to visiting the faculties of every campus listening to their concerns and ideas. Additionally, his frequently recorded video messages are posted and emailed to a wide audience, and include timely topics of interest.

Jaime is an exceptional communicator. He has a rare gift for telling stories and connecting with audiences, especially staff and parents. He uses video in a really creative way. His speeches and public communication are clear and value-based.

Team Builder

Partner in the work

Supportive

Jaime is an exceptional communicator, and has a gift for connecting with people unlike anyone I have ever seen. I believe this is because he is humble, honest, and authentic. He is extremely knowledgeable and people seem to sense his good intentions, so he is high on both warmth and competence. In teacher groups, he discusses extremely difficult topics, such as right-sizing/school closures, pay compression, and the need to balance a large deficit in funding. He does not shy away from delivering very difficult information, nor does he soft-step the message or attribute the hard/unpopular decisions to his Board. He assumes full responsibility and

does not promise things he knows he cannot deliver, and he is honest about that.

He has the strength to say no, and he invests in helping people understand 'the why.' He engenders a sense of trustworthiness and credibility and anchors his decisions around what is in the best interest of the students.

Jaime has put systems and structures in place to focus the work of his executive team. He has strategically introduced templates, protocols, and consistent processes/procedures. He has also transformed principals' meetings.

He is a partner in the development of our school leadership teams. In typical Jaime fashion, he does not sit on the side lines, he takes an active role, modeling 3 Ps and 4 Squares, creating tools/protocols, and designing and delivering professional development. However, he does not need to be the center of attention, and he discourages his teams from seeing him as the only source of knowledge or his tools as the only way. He is as comfortable taking a learner stance as he is in taking a leader stance, such as on the Equity Advisory Council. Except for a few times when his Superintendent 'hat' was needed, an observer would not know he is the Superintendent. An observer would see him working in collaborative groups, charting group ideas on chart paper as a scribe, sharing a Community Builder as a collaborator, or co-constructing next steps with the group.

Dr. Aquino goes to great lengths to cultivate communication practices that engage a variety of perspectives. The best example of this is his current roll-out of the district's strategic management plan, which includes both internal and external opportunities for input, including every single employee. He also launched an internal satisfaction survey that allows staff to share input on department effectiveness each month.

One of Dr. Aquino's particular strengths is his ability to reach all audiences. He's a great communicator and very personable. He always promotes clear and open communication with our campuses, parents, students and the community alike.

He leads this District as a family, where administrative decisions are reviewed and made as a team.

Dr. Aquino captivates, inspires and motivates his audience by using a voice of authenticity and transparency. When he introduced himself to our community this past summer the conversation was very personal and it was very clear that he wanted us to get to know him as a person in order to understand his values and expectations. He used personal stories and events that meant a lot to him and by doing this he set the tone for a safe and accepting environment that could be built on trust in one another.

As Dr. Aquino begins to roll out his strategic plan and by calling the plan 'Always Learning', his approach is one of continuous improvement and a reliance not on a few, but on the SAISD community to ensure successful implementation. At every step, he has made it very clear that the phrase 'we're in this together' is not just given lip service.

Dr. Aquino's ability to communicate with every stakeholder and truly listen their suggestions, feedback, and concerns is his greatest strengths. He listens to understand before moving forward with decisions and displays his passion in his layout.

Board Member

Dr. Aquino is a very polished and authentic communicator. He understands how to get coordination, consensus and results from emotional alignments with our goals. His social media acumen is sophisticated and effective,

twitter, you tube and instagram are all a part of his executive communication strategy.

External outreach: Within a very short time in Jaime's coming to SAISD, he reached out to many, many organizations and levels of City and County leadership to develop a relationship and assure them of his priorities. Within days, he attended a breakfast of some of the top business leaders in the City and introduced himself with a presentation of who he is and what his priorities are.

Inclusive: He developed a committee of representative across the District to help develop and to review and enhance the "Always Learning" district plan. The committee included, besides the teachers and department heads, custodialns, district police, cafeteria workers, bus drivers, etc.--very inclusive. The work of the committee included asking those present at the four 3 and a half-hour sessions to write up ideas that were given and agreed to for placement into the plan.

More on inclusiveness: In his first press conference which was held in the boardroom, he insisted that those who were welcomed to ask him questions would not be just the media, but anyone in the room.

Focus on students: Jaime is extremely focused on student input and had staff work on a design for a student-led committee to advise him. It includes two representative from each high school and one from each middle school in the district. In his attendance at the first meeting to establish the formation of the committee, Jaime was insistant that the students themselves needed to establish the design of the procedures, leadership and topics.

More on student focus: Jaime is in the schools, making visits everyday. He does multiple videos each week that include some of these visits, lifting up students, teachers and anyone helping to make the student's school experience better.

Jaime listens to others and shapes his communications based on what he hears. I witnessed this when he handled a sensitive situation with a church that had been approved to rent school space before the church founder was found to have spoken about the school and surrounding neighborhood in a way that drew community concern. He was able to communicate empathetically with the church leader and the school community to find a solution that everyone was happy with.

Exceptional strenghts in communicating and engaging with teachers, students and parents in every phase of his duties as the superintendent.

Jaime is extremely effective at external communication strategies. He has really taken to heart and put into place great strategies to reach a very diverse set of audiences. For example he uses Social Media and Email Video Marketing as a way to connect with different audiences. Jaime is clearly an authentic leader. He is energetic and people are drawn to him. He has a strong sense of justice for our students and that resonates in our community.

Open Response: What are some specific skills or behaviors in this area that can be improved?

Self

As a system, we need to find better ways for communicating with our parents and families.

Principal

In relation to the monthly feedback from surveys, it would be helpful if departments acknowledge the concerns that were commented on and what steps they have taken or plan to take to help remedy them. This would acknowledge the employees and the time they took to complete the survey. It would also lead to more authentic feedback as other would have validation that the comments are read and action is taken.

In regards to communication, I haven't seen consistent communication trickle down to other departments. I've heard him articulate his vision and heard others repeat his vision, I haven't necessarily seen complete buy-in from his team on his vision. This can be a challenge as the majority of his team and those departments need to buy into the vision but they also need to communicate the vision as effectively as he does and that hasn't happened yet. That process does take time and I think he hasn't been here long enough for his impact to be seen at all levels just yet.

Meet Leaders where they are to build capacity by bridging the new learning with what they already know.

While I don't believe this is a direct reflection of him, I believe we could benefit from an org chart to improve communication.

Internal communication can be improved, so that the messaging always includes the why. There are times that the people delivering the message are not always forthcoming with information.

While Dr. Aquino is transparent, the messaging from others may not be as transparent.

One area to improve could be to establish solid internal communication systems that consistently cascade information to all levels of the organization. There are some departments that require restructuring to better communicate with us.

Executive Team Member

The only behavior I recommend he improves is taking a little bit of time for himself. He's on the go 24/7!

Begin the process of sharing out what has improved or changed based on feedback coming in.

no response

I'm trying really hard to think of something because I know he doesn't like when we offer only 'warm' feedback, but quite honestly, I do not have anything to contribute here. Maybe after more time, but I really cannot think of anything at this time.

N/A

Where he could grow is with structuring communications within the organization on specific initiatives at a level of greater detail than his quick videos. We need a better way to cascade communication from Executive Team down to departments and front-line. He will need help in this from his team and communications, because this is all of our job as well.

Possibly a more aggressive outreach to our community, holding more community meetings and allowing these words of our broader community share their stake hold in the district's mission and goals.

In order for a new direction under new leadership to be truly embraced, it is essential that the history of the organization be known and acknowledged. Many good things have been accomplished in SAISD but we are far from providing our students and community with the level of service they deserve. Questions like what has worked and what hasn't worked do not get asked enough and are not asked at ALL levels.

Staff feelings of uncertainty and insecurity are symptoms of the lack of consistent communication among district leadership. These feelings have existed long before Dr. Aquino arrived and it is important to understand why they exist and how they impede us from full transparency, keeping us from remaining in a state of continuous improvement.

Board Member

I would love to see Jaime and his team use feedback in way that helps them get to the root cause of why people are uncomfortable or want more in one particular area or the other. I think we are great at one way communication and but need to develop a deeper skill set around listening and being able to pivot or redirect when the audience is not connecting or feeling heard.

I can't think of any at this time.

With only five months as superintendent of SAISD, Dr. Aquino has led our district with exceptional leadership skills and has demonstrated of what we expected in a superinyendent.

Dr. Aquino will need an executive team that is also strong in execution and communication internally.

Communication of ideas and activities in the district is such a strong skill of Jaime. Perhaps, one thing might be for him to recognize his own anxiousness when in discussion of important points, that he has strong feeling about, to not react in a way that might discourage input. But I hesitate to even say that because, even if he is anxious, he knows how to express himself and step aside, letting others speak. He is brave about holding to what he thinks is best for students. When he attended the district Always Learning work sessions, he tried to be a good listener, not interrupting the ideas people brought forth, leaving the discussion to the committee members. .

Open Response: Do you have any additional comments about the items in this survey?

Principal

He is very good at pushing people's thinking on topics and holding people accountable to thier beliefs and ideas. I look forward to seeing how that plays out on a larger scale.

N/A

The increased communication with the community and the presence on social media, weekly videos and campus visits has been so encouraging. Not only do all stakeholders feel involved, they also feel important.

None

NA

NA

Executive Team Member

The items are focused and direct, Dr. Aquino's unwavering leadership style is aligned with all these topics and expectations. We are truly blessed to have someone of his caliber and passion to make difficult decisions with the entire district's interest in the forefront.

No

I also want to mention that I sense a genuine caring for his team. He is thoughtful and considerate. Even though he often has to deliver critical informaiton, he is careful to do it in a humane way.

N/A

Board Member

No

Jaime can communicate with a first grader as well as he can communicate with teachers, custodians, and political leadership. He has a loving and respectful and enthusiastic approach in all communication and is sensitive to people's feelings. He has genuine and obvious appreciation about good ideas. He steps out of the norm to give recognition to students and parents. (i.e. jumping into the bleachers to introduce himself to parents or to thank them for something at events) He expresses gracious gratitude to all staff.

Excellent survey for Dr. Aquino.

Jaime has done a great job understanding the needs of the district. We want Jaime to feel like he has the autonomy and support to direct the district's resources to the students that need them the most. We have several schools that are facing severe challenges with poverty, violence and all around community assets. We believe that the public schools can be the hub of healing and community building and want to see the district deploy resources, talent, and innovation to those schools that need it the most.

Open Response: Which of the behaviors you rated above are this leader's particular strengths? Please describe specific examples of this leader demonstrating these strengths.

Self

My major strength is modelling my values. I try to exemplify my passion and commitment towards making miracles happen for all our kids throughout everything I do.

Principal

Superintendent Aquino's ability to relate to others is his greatest stength and it seems likely that his current leadership walks, visiting campuses, will lead to a better understanding of the SAISD community

Jaime's personal beliefs and philosophy of education are clear and evident in the decisions that he makes and the narrative he shares in the work. There is no doubt that he believes in students and that he cares about instruction. This message is present and evident in all he does as a leader. He is also extremely transparant which is great, however, that transparency isn't always understood by others.

Proactively seeking feedback from others is a strength of Dr. Aquino's. He has met with various groups of people in the district, including principals, as shared earlier. He is always wanting to improve systems while strengthening acccountability. He has also made sure there are internal checks and balances, as we are now able to provde feedback to other departments in central office. This is another system so that there is a constant feedback loop. At every principal meeting, he is asking for feedback in the areas of academics and operations.

Superintendent Aquino consistently articulates how his personal values and experiences drive the work in the district. One example is the importance of continuously growing and learning. The superintendent exemplifies a growth mindset by seeking feedback from all stakeholders and by engaging in leadership coaching. His coach is

former Superintendent, John Deasy. This is also an example of how he plans and takes action towards personal growth and development. Dr. Aquino welcomes feedback. In fact he has even asked a colleague and I to provide feedback after we observed one of his Senior Executive Team Meetings. Another example includes the importance of ensuring that all of our students and families feel valued including immigrant families. Many times individuals are not aware of shortcomings in supporting our immigrant families and seeking to understand the challenges that they face. This is evident as he brought in a speaker named Jose Antonio Vargas and provided time for district leaders to reflect on current practices and how they can shift to begin to close gaps.

Dr. Aquino is very honest about who he is and how it drives who he is as our leader. He is forthright in the fact that he is an introvert and it takes a lot of energy to present and that he has to have time for himself.

Dr. Aquino is exceptional in his articulation and regular reflection on personal purpose and key values. He makes himself vulnerable and shares his emotions and reasons behind his passion for the work we do together. His personal values on ensuring every student has the opportunity to pursue his or her dreams and removing obstacles that stand in their way is evident every time he speaks. He brings stories and the voices of our children to the forefront of our conversations and reflections.

Executive Team Member

Dr. Aquino's personal values and district values align beautifully. He has been a source of inspiration for students and staff when he shares his personal stories and how these stories reflect the stories of our families.

Open to feedback

In the short time that Jaime has been in the District, he has been able to bring coherence and alignment to the District through the coordinated work with his Board and creating Goals, Guardrails, Operating Procedures, and the first draft of the Strategic Management Plan. His strength is systems and structures, and he knows how to socialize them with his teams so that they are embraced and replicated. He is extremely self reflective and actively seeks feedback. He enjoys pushback, and sees disagreement as a means to better outcomes, rather than a challenge to his authority. (The use of the word "enjoys" is intentional. I believe that he derives personal satisfaction in the growth and learning opportunity that comes from people pressure testing his ideas, plans, and processes.)

Jaime leads with his heart, in the best way possible. He is open, honest, and clear about his values, and his actions reflect those values. I've never worked with a leader than I trusted this much to always do the right thing by students.

He is also very open to feedback from his team. He always asks us to give him feedback on how things are going and on his actions.

Dr. Aquino consistently seeks feedback from all stakeholders. Whether it is his 4-square closing after every meeting, his personal one-on-ones with principals, and truly maintaining an open-door policy, he is definitely open to and proactively seeks feedback from others.

Dr. Aquino's communication style is very passionate and heartfelt, he displays a deep interest in all areas of the district, especially to its personnel.

From the very first day that Supt. Aquino was selected by the Board, he has made his personal values clearly understood to all... board, staff, students, and families. Since that day, his values have been authentically woven into the work of the district. Staff appreciates the Superintendent's accessibility, engagement, and appreciation shown to staff. In this short time, I believe that he has made a genuine connection with staff at all

levels of the organization and exhibits his true love for children and for lifelong learning. His energy is very high, and has unparalleled urgency to commence the work that will result in transformational learning for all of our students.

Board Member

Dr. Aquino's strengths are based on the variety and depth of leadership roles he has held. Working for large urban school districts, as well as leadership consulting with academic executive teams in other locations, coupled with his own personal relationships has provided him strategies and opportunities for our district.

Demonstrating his love for students and parents. Never passing a student's parent without some greeting, usually with much enthusiasm and at least a few words. When in the presence of a child, always taking the time to recognize them with at least a little question about how they are doing or what they are doing or how they feel about something. He is particularly sensitive about using his Spanish in any situation where it is most appropriate to assert attention to the culture of community. In his opening address when he first introduced himself to the public, he did his speech in both English and Spanish.

Very sensitive to dealing with differences in difficult situations that involve staff. There have been multiple difficult cases that involve behavior of staff or students or difficult situations that staff have had to deal with. Jaime is very good at reading where a person is at in their own state of coping and is capable of deciphering their anxiety and worries, offering a compassionate response and, where necessary, doing what is best, despite some difficult consequences for the staff person.

Jaime is an authentic leader that people gravitate to. He has a board that is very supportive and and he has been able to help the district find new supporters that we had not previously had before. He understand the the dynamics of our students and families and is able to connect with them in way that we have never seen before. I also appreciate that his is able to demonstrate new ideas and ways of thinking that have inspired our board to approach situations differently.

Adapts to challenges easily

Jaime approaches the work with a sense of joy that is palpable to the entire community. He has acted in a calm and collected manner in the face of stressful situations. He and I have had disagreements on policy issue but he is always willing to work together.

Open Response: What are some specific skills or behaviors in this area that can be improved?

Self

Being a superintendent for me is not a job but a lifestyle. As such, it's hard for maintain a healthy balanced between my job and personal life. I have been working on average 15 hours every day including weekends.

Principal

I don't have an area of improvement for this category.

Continue seeking perspectives from all stakeholders.

There are some audiences that can not handle full transparency well, especially in SAISD, where transparency isn't valued as much as we want it to be. The biggest take away is recognizing that our district is unique and we

required a different approach than most districts. There is also a lot of history in SAISD that needs to be understood in order for Jaime to move mountains as fast as he would like to in SAISD.

He has phenomenal energy, he is everywhere. I just hope that he is taking time for himself too.

Although the Superintendent does have a coach and also exhibits a growth mindset by seeking feedback from various stakeholders, it would be beneficial if he shared experiences more often. The reasoning behind this is that it would make it more likely that other stakeholders within the district will be open to coaching and growing in the years to come. Many still view feedback and coaching as punitive. This may have to do with previous experiences. However, seeing that our leader is engaged in coaching and continuously growing will make it more likely that others will view it in a positive light. Of course, there is much more that will play a role in this, but it is a great start.

Executive Team Member

Dr. Aquino, like many of us, is pressed for time and in moments when there is an urgent need to get something done one reverts back to known, tried and true practices (winning strategies) that have been vital to the successful career he has built to-date. To reach the next level we all must see situations with new eyes, with new perspectives, always listening, always learning, and course correcting when needed.

Many conversation and staff retreats have been held which discussed work-life balance. This is often difficult to maintain but more can be done in order to model this behavior and ensure that ALL employees know this is a core value.

Jaime has a super-human level of energy and stamina. He seems to sleep very little and works around the clock. This allows him to get an enormous amount of work done, and be very responsive to his team, which is appreciated. But I do worry that it perpetuates a culture - which was already existing at SAISD - that it is necessary and expected to work really long hours, evenings, and weekends. He doesn't ask us to work after hours, and he has repeatedly told us that family matters more, which we appreciate. But knowing that he and most members of district leadership work at night and weekends is going to impact how everyone works, down to the frontline staff. I worry that this is unsustainable for most people, and we actually won't get our best work done under these circumstances.

No response

N/A

I would like to see / have more one-to-one time with Dr. Aquino. I know this is very difficult in his busy schedule, however, its very important that each member of his team receive equal or valuable time to continue to grow under his leadership.

I cannot answer some of the questions because I am not sure how he manages his high level of energy or the significant number of hours he invests in the District. He seems to have effective coping and stress management mechanisms, but I am not aware of what they are. He seems to be able to rest and rejuvenate himself and be full of energy and ideas each day. I have not seen him stressed out or seeming unhealthy, so I am inferring he has good coping mechanisms, but I do worry about him burning out because the demands of the job are relentless and he does not do anything without fully investing himself.

I'm least knowledgeable about how Dr. Aquino manages his physical, mental and emotional resources, but I do hope that he is doing this well. We want his leadership and service to the district to last until his retirement.

Board Member

Avoid working excessive hours to manage district

Organizational maturity as a goal , succession planning w/in executive team,

Simply getting to know the community more and learning the connections between different aspect of the District communiy, learning the sensitivities of certain traditions, certain neighborhoods.

Open Response: Do you have any additional comments about the items in this survey?

Principal

NA

NA

SAISD has been in survival mode for the last few years (due to COVID), especially as we lost our last superintendent. Jaime brings a new perspective and a lot more energy to our schools and teams, however, there are many people in leadership that don't have the same beliefs and don't have a growth mindset to begin that journey. In order for Jaime to lead teams forward to align to his philosophy of education, teams must go through training on grown mindset, dare to lead training and conflict resolution training just to scratch the surface. I think under his leadership they can certainly get there but it will take work.

N/A

Executive Team Member

no

N/A

None at this time.

Board Member

I like the focus of this survey.

Excellent survey

Open Response: Which of the behaviors you rated above are this leader's particular strengths? Please describe specific examples of this leader demonstrating these strengths.

Self

My investment in developin talent. I lead our professional learning sessions with our principals. I have invested in providing coaches to all senior leaders. We have just submitted a grant proposal to be able ot provide coaches to all our principals and assistant principals.

Principal

I do not have enough information to respond to this item.

Dr. Aquino does an excellent job at activating the executive team to act as an interdependent group focused on system-level challenges. Bringing the two deputy superintendents to our monthly PLN meetings has been extremely helpful in over coming challenges at each campus. Some of the concerns brought forth are resolved within days. Other concerns are discussed and reasoning for delays or "behind the scenes" issues help us understand why some challenges are at a stand still. It also feels really good to have our executive team visit the campuses and learn about our campus cultures.

Jaime creates strong relationships with individuals which leads to a level of trust that our district needs. He also addresses issues quickly which continues to support the trusting relationships he builds. This process will prove beneficial for him as a leader and will be important in a new district.

Dr. Aquino has prioritized leadership development. He has taken time to lead the learning for principals. He has done this in whole group and small group. Each time, it is impactful, and we walk away with a new tool or skill. He ensures that he takes the time to help us grow.

As a superintendent he is an instructional leader and has taken time in his schedule to work with principles to grow our capacity as instructional leaders.

It is evident that Superintendent Aquino values the growth and development of his executive team. He has provided the opportunity for his executive team to receive coaching. The growth in some of the team members is highly evident. An example is his Chief Strategy Officer is now a much stronger presenter in terms of articulating a clear message and priorities, and his tone and body language while presenting.

Dr. Aquino has also developed and implemented protocols to ensure that executive team meetings have clear norms for collaboration, a purpose, and clear outcomes. The protocol also ensures that time is focused on the most critical areas and address challenges that only the executive team can address. An example is the development of the Always Learning Plan and how we would seek feedback from various stakeholders and how it would be shared to ensure that we do create buy in from various stakeholders.

Executive Team Member

Jaime has built a strong executive team with structures in place to focus on high impact projects. He encourages robust discussion and there is good, focused conversation.

Dr. Aquino's vision is exceptional in his leadership style, he does provide feedback to each member for their growth and allows for interaction and understanding of tasks or projects.

As an executive team member, Dr. Aquino has made his vision very clear, as well as his expectation and trust in us to carry the mission through successful implementation. Dr. Aquino co-created E-team norms that we all agreed would help to facilitate collaboration. He is consistently seeking feedback and opposing perspectives and always creates a safe space for understanding various viewpoints.

Supt. Aquino has quickly fostered an environment of mutual trust, fostering open and honest sharing of ideas without concern for possible negative ramifications. He leads by example, and models honesty, transparency, willingness to admit missteps and learn from them. He has worked hard to build a cohesive and productive e-team and has encouraged each of us to work on building the same in each division. Additionally, Supt. Aquino has established some very strict but productive norms and expectations for the team that fosters productive

conversations and produces desired decisions and outcomes.

Dr. Aquino guides and empowers his executive team to develop management systems and team structures that facilitate decision-making and collaboration. Executive team meetings have been restructured to ensure the team contributes to the decisions that only the executive team can make.

Dr. Aquino always expects equal participation from all exec team members. We all have a voice in this team. He challenges us to view situations from all perspectives (the parents, the students, the stakeholders).

Jaime has introduced systems and protocols for his executive team that focus our work on the most critical items that will move our collective work forward. He always add the caveat that the items on the Executive Team are those that only the group can answer. If the solution can be found with a few members outside of Executive Team, he encourages that. Our time is reserved for high-leverage actions where we need the feedback of all members. He has established the conditions that encourage team members to be candid with one another. He encourages us to take risks. He has a strong moral compass and is therefore not burdened by threats of political pressures or fear of losing his job, so he is free to make decisions regarding what is in the best interest of our students.

He is extremely involved in the work, but does not direct programs or micromanage. He is always clear between "this is suggestion, take it or leave it" and "this is what needs to happen." His communication is clear, so we do not have to spend time trying to interpret hidden meanings or "reading between the lines."

Board Member

Jaime has definitely reinvigorated the Executive Team. They seem to really appreciate his candor and style of leadership. He is able to have tough conversations and make quick effective decision about the quality and fit of his staff members.

Finding ways to help people be better team members. At the meeting with the student advisory members, Jaime modeled behavior that was crucial to developing student leadership, insisting that decisions be made by students and encouraging the students to understand that the leadership was theirs to have and that together they needed to figure out what to do to share concerns and ideas with the superintendent.

Jaime has consistently sought the feedback of board members when making high level hiring and policy decisions. He has expressed thoughtfulness in his hiring choices and has shared what skill he would like some of his leadership team to develop.

Prioritizes and invests time in developing people to become effective leaders

Open Response: What are some specific skills or behaviors in this area that can be improved?

Self

I am trying to ensure that I am consistent with my one-on-one check ins with my direct reports.

Principal

While Dr. Aquino has created a structure for executive team to examine system level challenges, it still seems that there are too many hoops to jump through to ensure that there is a change. There are lots of supervisors, coordinators, and directors, yet we need more boots on the ground and help in the schools.

Jaime will need to ensure that he analyzes SAISD and learns the intricacies of the culture, district and executive leadership team as a whole prior to making any huge changes in the district. Not because his ideas aren't valid, but because he should ensure he understands the challenges this district has had in the past to create plans to mitigate those issues. That information will help him create solid plans for moving the needle on instruction, systems, etc.

I do not have enough information to respond to this item.

One area to improve is in the development of structures that enable leaders to make relevant and timely decisions. While there has been growth in this area, there are still times when important information is needed to make the best decisions for the campus. At the start of the school year, the memos were excessive and difficult to manage while ensuring the rest of our duties and priorities were accomplished. Having the weekly Wednesday meetings has helped to alleviate some of those issues.

Executive Team Member

no response

Jaime values his team and clearly wants them to grow and develop, however he does not allocate time in his calendar for any one on one check-ins. Therefore, we don't get to have conversations apart from the specific projects we're working on with him. We don't discuss our personal challenges or aspirations. He doesn't put check-ins in his calendar mostly because he's chosen to prioritize campus visits with faculty and principals. I completely see the value, but I worry that he has over-committed himself to campus visits, and it may be at the expense of time with his team. Finding a better balance there is probably his biggest challenge as a leader.

Another item for future growth is to continue to facilitate conversations in Executive Team that encourage everyone to share their opinion free of judgment and with trust. Jaime has told us he wants all our input, but it still feels like people in Executive Team are sometime withholding how they really feel on some topics. This is a challenge for the full team, and not Jaime's alone to solve.

I would say the possibility of more one-to-one time or providing a coach that can drive expectations or goals and how to properly reach those values and goals within each individual team members area of responsibilities.

If I could tell him one thing, that he mostly excels at, but sometimes his passion for a topic tends to keep him from doing, and that is 'Read The Room', not for the face they are showing you but for the body language and undercurrent that fills the air if you truly pay attention. Often people put on a face. A face of collaboration that you want to see but then you get a phone call later or a side bar stating 'wish you would have come to me before bringing this up in E-team meeting.' It is, of course, human nature to want to defend your work and feel some kind of way when reports/results are less than stellar. WE MUST GET PAST THIS. None of us are perfect; put it out there, let's course correct when necessary and move to higher ground, one of continuous improvement, one where we are sincerely 'Always Learning'.

Begin one-on-one meetings with executive team members to further assist their development as leaders, and part of this conversation should also focus on upcoming leaders in each of the direct report's areas. Continue to encourage a pipeline of future leaders.

Board Member

Investing time in identifying high-potential future leaders and their need to grow

I worry that Jaime has too many direct staff to manage. We also still have several important positions open.

Could be done if not already being done: Providing opportunities for peer-to-peer evaluation of what was accomplished and how well it was accomplished in terms of working as a team.

Open Response: Do you have any additional comments about the items in this survey?

Principal

Some of the areas on the rubric were not rated because there is not sufficient evidence at this time. For example, there have not been many changes to leadership; however, it is clear that Superintendent Aquino plans on selecting and placing individuals with the right skills, experiences and perspectives to form a high performing team. This is evident after the announcement of the restructuring of C&I and assistant superintendents to ensure that there is an instructional focus.

NA

A high performing executive team looks different today than it did prior to COVID. I think Jaime will need to recognize the new challenges and the differences in education and those that have lived through COVID. There is much trauma that students, parents, and staff have experienced, in order to design effective plans, you have to take this fact into consideration and manage the changes differently. Be innovative and creative and allow for legitimate problem solving with creative solutions.

NA

N/A

Executive Team Member

no

None at this time.

This section of the survey was difficult to respond to given that I truly believe that Dr. Aquino has attempted to 'Establish and cultivate a supportive and trusting environment that encourages candor, accountability, and values risk-taking in pursuit of transformational change'. So then why is it 'attempted' and 'not accomplished'. Maybe its still too early in our coalition as E-team members. Maybe, in-time, we will continue to build trust with one another and develop ways to foster true transparency and honesty that does not lead to defensive actions and hurt feelings.

Board Member

No

Why are you saying it takes about 20 minutes to do this. I've been working on it for over and hour. This type of survey, when it is personal like this one, demands critical reflection. I do not answer such questions in a quick manner, especially when you are asking for examples.

Open Response: Which of the behaviors you rated above are this leader's particular strengths? Please describe specific examples of this leader demonstrating these strengths.

Self

I am really proud of building strong relationships with my Board. I have also worked hard to establish positive

relationships between my board and my Executive Team.

Principal

I have observed him working since the start with the board and community to establish clear goals and vision for our district. He has shared the opportunity to join different committees.

Jaimes is just learning the district and the politics of our city landscape. He is strong in building relationships with the community and isn't pressured or bothered by politics. His desire is truly to do what is best for kids regardless of what the politics are at the time. The is one thing I admire about him.

One area Dr. Aquino excels in is effectively collaborating with the school board so that decisions can be made efficiently and in the best interest of students. While I am not an active participant in board politics and conversations, it is evident the Dr. Aquino works toward building relationships and bringing students to the forefront of conversations with board members. He allows them time to talk at our meetings, constantly praises them for the work they do for our district. Presenting an authentic, united front is important in the culture and effectiveness of our district.

Dr. Aquino has created community partnerships that help benefit our schools. He works with corporations and foundations to ensure that we are getting the resources we need.

Superintendent Aquino surveys school leaders on the effectiveness of district departments.

Executive Team Member

I think Jaime is excellent at working across boundaries to build relationships. It is clear that he truly values diverse perspectives and he creates the conditions for transparent and productive dialogue.

Jaime has done an exceptional job of working with his Board. Again, he is personable and engaging with the Board without compromising his commitments or convictions.

I strongly believe that his communication again is his strongest asset, I am very confident that him sharing his core values and goals to the broader community will only strengthen the mission and direction of the district.

Dr. Aquino meets and communicates often with board members and community stakeholders. This has helped tremendously improve relations with our teachers' union and very vocal members of the community.

Dr. Aquino attends campus functions regularly to remain in touch with our families and communities across the SAISD footprint.

On many occasions Dr. Aquino has openly voiced his concerns regarding state polices that remain barriers to the advancement/improvement of large, high poverty, urban school districts such as SAISD.

Dr. Aquino effectively collaborates with trustees so that decisions can be made efficiently and in the best interest of students. Dr. Aquino brought in a national consultant to help the board work toward its goals and guardrails, and as a result, all of the board goals focus on student outcomes. Board meetings have been restructured to focus on these board goals so that board meetings are more efficient and effective.

Supt. Aquino led the board on a path of establishing meaningful goals and guardrails to guide the future work of the district. From that, he led the work for creation of the Always Learning strategic management plan, in support of the board goals. All of this work, which would generally span significantly longer, was accomplished in approximately 6 months. These documents and goals will be important to communicating his vision and our

plan not only to internal staff, but to our families and all external stakeholders as well.

Jaime's skill at managing board relationships is better than any Superintendent I've ever seen. And he does this without compromising his values. He also does an amazing job resolving conflicts within the community as they come up.

Board Member

Encouraging diversity in outreach to the community of parents and the broader community. I feel Jaime is getting a handle in understanding the diversity of the SAISD community--where strengths and challenges exist, as well as possibilities in collaboration.

Jaime is implementing committees and various processes for community members to become involved in district decision making. He is meeting with teachers at faculty meetings in every school and is sharing the feedback he hears with his leadership team and the board.

Maintains an understanding of community cultural norms through active engagement with community stakeholders

Jaime has done a great job galvanizing several key relationships.

Open Response: What are some specific skills or behaviors in this area that can be improved?

Self

I need to improve my ability to monitor the external influences (state level) on the work we are leading.

Principal

An area to improve would be in the area of engaging in active formal and informal environment scanning to maintain an accurate pulse on community perspectives. While there has been a lot of work with district personnel and school board members, there hasn't been as much of a focus on community perspectives.

The SA community is full of politics and many underlying motives from various stakeholders, philanthropic organizations and businesses. There is also a level of equity in question when it comes to this area. Jaime will have to take some time to learn that political landscape and work together with individuals to ensure they are informed of his decisions and that they are supportive of his initiatives. This will be important in SAISD.

Steps to improve departments that are underperforming are not clear.

How are the community's wants and needs shared with the stakeholders? How can the resources be more equitable across campuses?

Executive Team Member

He needs to build his team in external relations and government relations. He has no one focused on this, and since he is not from Texas or San Antonio, he is probably missing opportunities to impact the local and state political and legal landscape.

no response

Efforts should continue to mobilize community members to take actions that directly impact students and to

manages public perceptions especially in the area of student attendance.

More can be done to focus our energy strategically, grounded in data, in order to achieve "quick wins" as we work toward improving the mindset and culture of our families around attending school regularly.

None Noted

An area that is still being developed is building consensus in the community and navigating competing viewpoints at local, state, and national levels. In Dr. Aquino's first six months, he concentrated on building relationships internally, and now that is established, I am beginning to see him reaching out to build these relationships externally. I anticipate these external relationships will continue to grow.

Board Member

Manage public perception of district initiatives

I'm am waiting to see how the committees are implemented before I can comment on this.

Visiting beyond the District parent groups and organizations and delving into more community non-profits and understanding the commonality of work and possibilities of collaboration to more effectively serve our students.

I think understanding the context that is Texas and perhaps having stronger relationships at the state level may help us create the capital we need to improve some of the issues we struggle with.

The district is w/o a legislative coordinator, it is hard to score for effective on the policy anticipation front as we are w/o a stagg member that would be tracking the issues.

Open Response: Do you have any additional comments about the items in this survey?

Principal

N/A

In addition to outside sources, there are a lot of politics within the culture of the district. Jaime will have to navigate that and will have to continue to support the work of the campuses. It will take some time to change the mindset of the district from fixed to growth but I'm certain he can do it.

NA

NA

Executive Team Member

Not at this time.

no

Board Member

Excellent survey questions

I'm thinking Jaime is understanding more and more as the months go by vast is the amount of support some San Antonio leadership, especially the City, County and businesses and corporations, have given to SAISD and

how anxious they are to be told how they can help.

Open Response: Which of the behaviors you rated above are this leader's particular strengths? Please describe specific examples of this leader demonstrating these strengths.

Self

Creating an inclusive familia where everyone feels that they belong.

Principal

Superintendent Aquino has clearly communicated that he is about improving student academic achievement, and to that end, he leads PLNs with a focus on improving campus leadership's capacity for recognizing and improving instruction.

Dr. Aquino is consistently looking for feedback and ways to improve the district. He engages all stakeholders and wants to hear from teachers, admin, and parents.

He has meetings for specific groups and finds a way to hear all voices.

Dr. Aquino excels in the area of setting and managing an inclusive and productive organizational culture necessary to reach the vision. Every time we met with him I feel the sense of belonging in the room. We are engaged emotionally and intellectually which is important because the work we do requires the heart as much as it does the mind. He models and inspires our capacity as instructional leaders with social justice at the center of our decisions. He cultivates others to ensure ALL leaders are invested and equipped to lead by engaging all of us in reflective and purposeful conversations. He gives us tools that will make our work effective and meaningful.

Jaime is good at articulating his vision to others, including his executive team. His passion is contagious and he is determined to meet his goals based on what he has shown us so far. He has high expectations for his team and our district. He does recognize that we have a lot of work to do but isn't scared or fearful of doing all that it takes to get us there.

One of Dr. Aquino's strengths is facilitating change and seeking the input of stakeholders to gauge district needs and perceptions. Examples of this include the development of the Always Learning Plan. Dr. Aquino has worked with various groups including the Principal Advisory Group, and the Coaching Team (district and campus-based positions at all levels) to seek input and create buy-in. All employees, parents, and community members will also be provided with the opportunity to provide feedback on the plan. These individuals along with all others involved in developing the plan will champion and implement district change because they feel valued and their feedback is taken into account.

SAISD is a highly political district so facilitating change in our district can be more difficult than in other districts. However, this has not been the case as the Superintendent began discussing and articulating changes. I believe his transparency and ability to engage all levels of stakeholders while still maintaining priorities and key components (which I believe are high leverage actions he identified) at the forefront, have been vital in ensuring the changes are accepted and championed.

Dr. Aquino is very engaging and inspiring when he speaks. He has shared his vision and is working finalizing his strategy.

Executive Team Member

Jaime led the board and staff in the creation of new 5 year board goals, and that process was exceptional. We also created a new declaration statement. We need to do more work to align that declaration statement with our district's existing mission and vision, which have not changed. Because of this, I don't think staff can articulate the vision yet. The new strategic planning process is a great start to get there.

Overall Jaime is a very visionary leader, and does lead with strategy in mind.

Dr. Aquino is an inspirational leader and guides all of us in district-wide change in pursuit of the vision. Through the strategic management plan, he has articulated a clear multi-year strategy that is both aspirational and achievable. I believe that once every staff member and stakeholder has had the opportunity to give input on the plan, it will be better understood and embraced by all staff and stakeholders.

Supt. Aquino has worked quickly to re-establish Superintendent committees in several key areas. Each of these committees will be comprised of a wide variety of stakeholders including teachers, principals, other staff, subject matter experts, community members, etc. This and many other initiatives to foster authentic two-way communication and engagement are particularly new and noticeable actions taken by our Superintendent that are greatly appreciated by staff. Globally, I see staff responding very positively to being valued and to being given a voice in expressing their ideas and concerns regarding the future of the district. We have embarked on a mission together, through our strategic management plan, to hear the voice of each and every staff member across the district, followed by deep community engagement.

Dr. Aquino's passion of ensuring that all goals and expectations are in the best interest of students and staff success. He demonstrates his passion everyday for love, caring, and success of all our students and those who are responsible for their growth and education.

Jaime does not just leverage internal and external stakeholders, he actively creates opportunities for more stakeholders to be involved. His value is evident in the Superintendent's committees and in the numerous advisory councils.

Dr. Aquino, in conjunction with the E-team, has developed a strategic plan to improve the district and achieve the vision. He has included many opportunities for stakeholder feedback and is open to revising the plan as necessary.

Board Member

Jaime is still new and has just barely begun the strategic planning process so a lot of the behaviors/objectives asked about are too new to evaluate. However, from what I have seen so far I am encouraged by the direction and thought put into the process. I have also been encouraged to see the staff and those in charge of the process take constructive feedback and make improvements to the process based on the feedback.

Making sure everyone is included on some level for important decisions.

Dr. Aquino is very effective in using the continuous improvement methods for process planning, implementation and evaluation.

Establishes district priorities based on stakeholder input

Jaime is putting some procedures in place that promise to provide a clear vision and provide data to guide the district towards meeting our goals.

Open Response: What are some specific skills or behaviors in this area that can be improved?

Principal

Communicate the checkpoints for the district vision and goal.

For this area, I do not have feedback on areas to improve.

Not everyone on his team shares in the same philosophy as Jaime and it shows in their actions. He will need data to determine where those discrepancies are in SAISD and create a plan of action to support growth for those teams or create exit strategies for those teams. This is extremely important in SAISD where there are many people who have done the same things over and over again to no avail or success. We have to elevate the work that we do if we are going to meet the new goals posed by the board and district.

Collaboratively create a vision and mission aligned with current priorities.

There were areas that can be improved; however, I believe that the areas will improve over time because they will become focus areas as the Superintendent continues his work in SAISD. As a leader he had to decide what his highest leverage areas were for the year or the first semester. It is clear that establishing a vision, clear and measurable goals as well as an action plan to ensure that those goals are met have been priority.

For example, It is clear that the Superintendent values and is able to cultivate the growth and development of leaders within the district. It has been articulated during conversations, in the Always Learning Plan and as he has taken the initiative to ensure my personal growth and development by taking the time to speak with me and provide opportunities for me to observe in various areas that align to the superintendency competencies.

Executive Team Member

Dr. Aquino has set the expectation of an inclusive and productive organizational culture, and this needs to be reinforced at every opportunity, especially with examples of why this culture benefits both students and staff.

More community time and involvement.

no response

One area of exploration is designing systems for equitable feedback to hear from all and not just the "squeaky wheels."

My previous Superintendent truly led by fiat. He had a vision; made his case for it; and those that believed in and agreed with that vision were willing to do whatever it took to accomplish our goals. Honestly, that was what we needed and some of us took a bit longer to convince than others. Dr. Aquino, to his credit, does not lead by fiat and SAISD is in a different place than we were 7 years ago. I truly believe that Dr. Aquino is the right person who can take us into our next phase of transformation.

All that being said, consistency is key. Dr. Aquino is very consistent in his actions, with his words. Efforts should continue to ensure an awareness of those around him that may not be caring the message with the same attitude of service, with the same attitude of "always learning".

There is not a single person on the E-team that I would replace, and I do not have the answer of how to be the particular change-agent we need right now so that we can better leverage the strengths of the many talented people we have here at SAISD. My hope is that in time, and as Dr. Aquino continues to model for us the

behavior he wishes to see in each of us, we can become that more perfect union that our students deserve.

One last thing...efforts should continue so that we know when to quickly course correct if newly implemented strategies do not appear to deliver the ROI. It is important that we determine as early as possible if the strategy or the lack of effective implementation of that strategy is keeping us from our desired result.

Board Member

Much of this work is still in the beginning stages and I can't provide feedback on how it can be improves at this time.

Perhaps clarifying time-tables for some goals and we progress forward.

Ensure all leaders are invested and equipped to lead

Open Response: Do you have any additional comments about the items in this survey?

Principal

My hope is that SAISD becomes an amazIng school district that isn't defined by talk but defined by actions. My hope is that we create systems that are so smooth and regulated that accountability isn't scary. My hope is that we prioritize relationships so much so that students, parents, teachers and all staff want to come to school each day and are never out due to the fact that we value humanity. My hope is that truly love one another and give our students EVERY opportunity to succeed and change the legacy of their families through our educational system. Godspeed Jaime!

In terms of assessing campus needs, campuses will always need more funding. Its up to campuses to find a way to be creative with the funding we have to achieve the goals. Typically, the campuses in need receive more resources to meet their goals. How can we evaluate the needs of each campus to make it equitable?

The areas below are areas that develop overtime. However, the superintendent is doing a great job on ensuring that we move in that direction. Please see the comments above.

N/A

NA

Executive Team Member

Jaime is a natural leader. Combined with his knowledge, skill, courage, moral compass, love of humanity, commitment to teaching and learning, you would be hard pressed to find a better superintendent.

It is an absolute honor to work under Dr. Aquion's leadership and overwhelming passion to ensure our students and districts success. He is not shy to stand firm behind his decisions that are focused on the growth and betterment of SAISD even beyond his tenure. I am confident his leadership is the reason SAISD will improve and maintain for years to come.

no

It is important to acknowledge that my responses to this area of questions are with the understanding that our strategic plan is in the process of being vetted, edited, and/or expanded based on feedback currently being gathered.

Also, I have personally been out for a couple of weeks and may have missed critical conversations.

Board Member

Again, why do you not have a perspective on how very long this survey is?

Excellent questions

Your Reflection

Please take a moment to write a reflection in response to the following questions.

Looking at the data, what do you notice? What surprises you?

What stood out as your strengths to continue what others see you doing well?

What do you think you might most need to work on? Where do you want to focus your personal development moving forward?