SURVEY RESULTS ANALYSIS AND COMMUNICATION WORKSHEETS

Worksheets to guide clear and focused survey results analysis and a communication plan to celebrate success and engage stakeholders for action

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Introduction

When it comes to analysing survey results, it can be difficult to know where to start! Whether you are a person who notices the negatives first, or someone who only focuses on the positive, it is important to go through your survey results in a systematic way, taking into account your organisation's specific context. Once you have made general conclusions about the results, you need to share them with others - so a key element is having a strong communication plan ready.

This set of worksheets has been built to help guide you in the survey analysis process, as well as give support in the communication around survey results that is based on a clear call to action for future development.

How to use these worksheets

These worksheets are based on the Edurio handbook "Evidence-driven school improvement".
For a more complete picture of the Edurio school improvement cycle, please visit the electronic version of the book (edurio.com/schoolimprovement/book).

Data exploration

Start with a broad overview of the evidence you have. Looking through the entire data set, rather than immediately focusing on minor details will allow you to identify important patterns in the data and get a better understanding of your situation.

☐ Which areas are strongest?

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☐ Which areas are weakest?

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☐ Which group has the highest results?

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☐ Which group has the lowest results?

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☐ Are there any surprising results?

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☐ What are the most important results?

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☐ Do you need to collect any additional information to get a better understanding?

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Here are some more themes and topics to consider when looking at your results. For any situation, the more stakeholders are involved, the more ways to interpret what has happened. Look for signals that might indicate something beyond what the data says up front, and mark it as something you need to explore further.

Stakeholders	Key events	Other possibilities
Roles and relationships How may the roles and relationships between stakeholders affect the data and the conclusions you make?	**Processes** What day to day routines do you have in place? Could certain ineffective processes be affecting the situations more than you had thought? Are processes letting things "slide by" because there is no accountability?	**Practices & habits** Thinking about the various levels in the organisation - school level, classroom level, student level, consider various stakeholder habits and how certain practices might affect your data.
Behaviours Current and past behaviors may affect the way you look at certain stakeholders and how you interpret their actions. Compare behaviors with data results review what does or does not affect them.	**Changes** Changes have a great impact on situations because progress takes time and for changes to settle into normalcy requires patience. Have there been any significant changes in regards to the stakeholders that need to be taken into account?	**Meanings (context, interpretations, etc.)** Think about the general meaning of the data. What does it mean in the context of your school. Consider if biases may make you want to create bigger problems out of smaller ones or vice versa.
Feelings Emotions are inescapable when it comes to analysing staff work. Accept that everyone will have their own feelings about situations, acknowledge this fact and think about constructive ways to incorporate feelings into your work.	**Strategies** What strategies are in place to react to certain situations? Do these strategies diagnose problems in a timely manner, do they solve them efficiently? Think about strategies and consider if everyone is aware of them, use them and find them effective.	**Styles (work, learning, etc.)** Consider again how well stakeholders know one another and work together, consider the various styles of all the people involved.

Data comunication plan

A data communication plan is necessary to keep stakeholders informed of the work you are doing and to allow for any feedback they may have on the process so far. It can also be a helpful way to make people feel included in the process, boosting a sense of ownership of the results and the progress to be made.

Who needs to hear/see this information?	
When is the best time to present it?	
Where will we do this?	
How will we do this?	
What reactions do we anticipate?	
What form will we use to present the data?	

Recommendations for communicating results

Collaboration with colleagues and teachers in the results analysis and the decision-making process will give real value to the work you have done so far. A key element of the process is how you share the information you have gained.

Be open

Being open and honest is critical to communicating results. Do not try to position results to be better or worse than they are. How you talk about results sets the tone for receiving continued honest feedback and ideas for improvement. Openness builds trust.

Be goal oriented

Refer to the priority, goal and its context, including when it happened, who participated and how active was stakeholder participation (for example, in surveys, what the response rate was). Explain what you plan to do with the results and why they are important.

Be clear

Be as clear and concise as possible when you share the results. Avoid jargon and commentary that will create confusion.

Be objective

When communicating results, do your best to play the role of a neutral observer. Communicate the findings without including personal opinions.

Be encouraging

Encourage stakeholders to comment as you discuss results. Make stakeholders feel as though you are talking with them instead of at them. This will foster an ongoing conversation.

Be mindful of sensitive topics

If the evidence you have collected includes sensitive or private topics, be mindful of how the discussion is held and in how much detail you will explain it.

Do not blame respondents

Stakeholders should never feel like they have to change their responses or actions. Try to understand why they responded or acted the way they did. Feedback gives the opportunity for all sides to listen to a wide range of views.

Do not debate who is right or wrong

Debating right versus wrong answers sends the message that not all stakeholders' feelings and experiences are considered valid. Look for ways to find common ground.

Do not try to change opinions

Even if you are unhappy about the results, take them for what they are and don't try to change the opinions of stakeholders.

Lead action

Engage in a discussion about what kind of additional information may be necessary to better understand the results, or what kind of changes your organisation needs to make before taking next steps.

Agree on next steps

Your evidence-driven work will only have impact when you take thoughtful and timely actions going forward.

About Edurio

We believe that in order to improve education, it is critical to understand the unique perspectives and experiences of pupils, their parents and members of staff. Our team of education and design experts has developed industry leading research-based surveys and a unique survey and analytics platform for MATs. We are working with over 350 schools across England to use stakeholder feedback more strategically and improve the quality of education they provide.

Contact us

Want to learn more about how we work with multi-academy trusts? We would love to hear about your school improvement goals and see how we could help. Please contact edurio@edurio.com and a member of the team will be in touch soon.