

Sharing Stakeholder Feedback Reflection and Planning Guide

Gathering feedback—from surveys, focus groups, town halls, or other means—is one of the most important components of community, family, and stakeholder engagement. But ultimately, what you do with the data is more important than the data itself. While you will of course use feedback to inform your decision-making at the district level, you also have an obligation to share the results with your community.

This isn't easy. The feedback will identify areas for celebration and will also surface results you're not as proud of— you may feel an impulse to share only the good news. But being transparent about the full range of feedback you heard is key to strengthening relationships with families and your community over the long run—a key to student success. If you regularly create meaningful opportunities for all voices to be heard — and families and communities know the role their feedback plays in decision-making—you can build strong partnerships that greatly benefit students.

This tool is designed to help you prepare to share stakeholder feedback with your community in a way that is honest, productive, and focused on solutions. Keep in mind that sharing this feedback isn't a one-time task—it is the start of a continuous process of 360-degree communication.

360-Degree Communication



Step 1: Identify Headlines

While you will be sharing all information publicly, part of communicating well is sharing what is most relevant. With your team, identify the most important takeaways. These could be specific data points, a collection of data points on a particular topic, discrepancies between how different kinds of stakeholders answered the same question, or something else. Be sure to identify both successes and areas for growth, and for the latter include when and how they will be addressed.

Areas for Celebration	
1.	
2.	
3.	
Areas for Growth	When and How Will This Be Addressed?
1.	
2.	
3.	



Step 2: Anticipate Questions and Plan Responses

Now that you've identified headlines, put yourself in the shoes of a community member. What questions or concerns might you have after reading those headlines? Think about each key stakeholder group—families, students, teachers, school staff, and community members. If you've anticipated those questions and concerns, you can try to proactively incorporate answers in your communications.

Families

Students

Teachers

Other School Staff

Other Community Members



Step 3: Craft a Narrative

Using your headlines and anticipated questions, draft a few sentences that tell a clear story about your stakeholder feedback. This can serve as a quick summary of the results, as well as the foundation of your other communications.

For example:

- Today [DISTRICT] released the results of its annual District Confidence Survey. The Survey was conducted in order to gather feedback from stakeholders—including students, parents, teachers, school staff, and administrators—so that [DISTRICT] can make thoughtful, informed decisions about how to best serve our students, employees and the entire community.
- The Survey found many bright spots, including that nearly all students feel safe and supported in their school environment. But it also identified areas of improvement, including that many parents and caregivers are not satisfied with the physical condition of buildings and feel that the district struggles to retain high-performing teachers.

Narrative Brainstorm



Step 4: Create a 360 Communications Plan and Develop Materials

The next step is to build a plan to share the results with the community using your headlines, anticipated questions, and narrative as a guide. As you're planning, ensure that you are effectively reaching each of your key audiences and prioritize using channels that you've already established. Make certain that you plan to share in multiple languages so that data is accessible to all stakeholders. Some ways you could share the results:

- | | |
|--|---|
| <ul style="list-style-type: none">• E-Newsletter• Posting data on website• Press release/pitching media• Social media | <ul style="list-style-type: none">• Letters to distribute to parents• Blog post/op-ed• FAQ documents/explainers• Presentation at school board/PTA/PTO meetings |
|--|---|

Once you decide which tactics to use, create a calendar that describes when and how each component will be released. Then, work with your team to divide up developing the materials, bringing in support where necessary. If possible, preview the materials with members of each audience so you can ensure that they are working as intended.

Additionally, it is crucial to remember that sharing these results is just the start of a conversation. Be explicit in all your communications about how community members can share additional feedback, and how you will be incorporating their feedback going forward. Below are several examples:

District Materials

- [Douglas County School District survey results](#)
- [Burlington Area School District survey results](#)
- [Hudson City School District survey results](#)

Media Coverage

- [Dayton Daily News](#). "DPS parents largely positive in school survey, but many seek outreach"
- [News12 New Jersey](#). "Ridgewood School District releases results of community survey on high school start times."
- [Leader-Telegram](#). "Survey results show majority of EC students consider schools equitable."



Communications Planning Brainstorm

A large, empty rectangular box with a thin black border, intended for brainstorming and writing notes related to communications planning.



Step 5: Seek Feedback and Debrief

Just as with other components of your work, approach sharing stakeholder feedback with a mindset of continuous improvement. Consider what worked well and didn't work well, both for the process and the communications materials themselves. Be sure to directly ask community members for feedback and use it to guide your communications in the future.

What Worked Well

What Could Improve

Community Member Feedback



Terms of Use

These tools and resources are provided for informational or educational use only and are not intended as a service. Unless otherwise indicated, the resources provided on the Student Experience Toolkit are licensed under the Creative Commons [Attribution Non-Commercial Share-Alike license](#) and are subject to the copyright rules under that license.

Commercial use of the materials is not allowed without explicit written permission from TNTP, Inc. Unless otherwise noted, any distribution of materials posted on this website must credit TNTP, Inc. as follows:

From The Student Experience Toolkit (2018) by TNTP, Inc., available at <https://tntp.org/toolkit/student-experience-toolkit/>

Permission to copy, use and distribute materials as described above shall not extend to information housed on the Student Experience Toolkit and credited to other sources, or information on websites to which this site links.