

FINDING-TO-ACTION CANVAS

Turn a survey finding into a next step for your school.

Choose a finding from the numbered list at the end of this document, or bring your own. Work through the four steps in order, then finish with one concrete move. The findings come from 6,413 parent responses to the SAIS School Community Feedback Survey.

STEP 1: NOTICE

- Which finding or trend caught your attention?
- Why does it feel relevant, or not, to your school?

STEP 2: MAKE SENSE

- What could this mean for our students, families, or staff?
- What are we assuming about our school that this finding might challenge?

STEP 3: DECIDE

- What are we already doing that works?
- What should we adjust because families' experience or needs are shifting?
- What don't we know yet, and whom should we ask?

STEP 4: ACT

- What is one conversation, question, or decision to pursue next?
- Who needs to be a part of it?

What does this finding make us see differently about our families?



CHOOSE A FINDING

These findings come from parent responses to the SAIS School Community Feedback Survey. Choose one that surprises you or feels close to home, then copy it into Step 1.

Families rate school leadership lower the longer they stay.

90% of first-year parents agree the administration demonstrates strong leadership and decision-making, versus 67% of parents enrolled 9 or more years.

What contact do our long-tenured families have with school leaders beyond events and billing?

Handling of bullying and social challenges is a soft spot.

67% of parents rate the school's approach to student social challenges as effective, and about 1 in 5 (19%) rate it ineffective.

When a family raises a peer conflict, how do they learn what the school did?

Willingness to recommend drops after the first year.

The net promoter score is 70 for first-year families and 37 for families enrolled 9 or more years. Detractors grow from 7% to 19%.

Who owns a family's relationship with the school after the welcome period ends?

Families with more children are more engaged.

79% of families with 3 or more students agree they feel actively engaged, versus 67% of one-student families.

What do families with several children see that single-child families do not?

Time management is the lowest-rated skill in every division.

73% of parents say the school is effective at developing it, and 11% say it is ineffective, the highest share of any of the 12 skills asked about.

How do we teach time management, and do families know we do?

Early Childhood families are the most enthusiastic about learning.

65% of EC parents rate the school extremely effective at developing curiosity and lifelong learning, versus 41% of Middle and Upper parents.

What changes for families as children move up, and how do we keep that excitement alive?

Long-tenured families are more likely to say homework is too much.

29% of families enrolled 9 or more years say the homework load is somewhat or far too much, versus 14% of first-year families.

How do we talk with families about workload and what it is meant to build?

Families feel welcome but not always engaged.

91% of parents agree they feel comfortable approaching their student's teachers with a concern, but only 71% agree they feel actively engaged in the school community.

Beyond events, how can a family find a meaningful way to be involved?

About 1 in 8 parents say their student's academic experience has fallen below expectations

12% say it is somewhat or far below expectations, up from 5% of first-year families to 15% of families enrolled 9+ years.

What do families expect academically, and how would we know if we were falling short?

