



Great Public Schools for Every Student

Note: This micro-credential is the fifth of eight in the Community Schools stack. The micro-credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

5. Creating a Findings Report

Stakeholder or the Community School Coordinator creates an engaging and easy-to-understand findings report that summarizes the data obtained from a needs and assets assessment process.

Key Method

Stakeholder/leader analyzes assessment processes (survey and other data gathered), presents the information in an engaging manner targeted to the audience, and summarizes the findings to assist the problem-solving team as they consider the assets and needs of the school and community.

Method Components

Components of Creating a Findings Report

1. *Draft the Methodology Section*

- Describe the various methods of data collection undertaken, the “scope” or extent of the methods, and the “depth” of the analysis and its stages.

2. *Organize the Data and Findings of the Needs & Assets Assessment*

- Draft a list and organize the types of data collected (e.g., by highest to lowest number of responses collected by type): surveys, focus groups, town hall meetings, one-on-one interviews, etc.
- Draft a section on the broadly identified findings from each of the data collection methods: Identify the various types of needs and assets identified by each data collection process.

3. *Conduct a Gap Analysis for the Limitations Section of Report*

- Using the organized data and findings, draft an overview to see if there are any obvious “gaps” in the data collected and whether the initial analysis identifies a need for additional data gathering.
- Include such observations under the “Limitations” section at the end of the findings report.

4. *Identify Effective Ways to Communicate the Findings to Various Audiences Using Graphic Displays of Data and Initial Findings*

- Review the material in the “Using Diagrams and Charts to Analyze Needs/Asset Assessment Data” micro-credential

#4 in the Community Schools Stack to identify and select the most appropriate tools to effectively communicate the data and findings to the various key stakeholder groups. For example: consider and select among charts, tables, diagrams, PowerPoint presentations, etc., for presentations effectively tailored to parents and family, school staff, school and district administration, community members, and other stakeholder groups.

5. *Summarize the Key Findings of the Needs and Assets Assessment Process*

- This will be easier to do once you complete items 1 through 4 above.

6. *Draft a General Outline for the Report*

- Use headings, subheadings, and graphics, etc., and the components listed above. Consider what content/details to include in the appendix section, and an endnotes section if necessary.

7. *Consider How You Would tailor a Draft to Each of Your Key Stakeholder Groups/Audience (e.g., school staff, school district, parents/family, community, students, etc.)*

- This could include adjusting the length of the report or presentation, highlighting different sections, use of particular tools or graphic displays.

8. *'Test' the Various Report Versions*

- Present to at least one small group in each stakeholder category (parents and families, staff, etc.). Incorporate recommended changes into the final versions of the reports.

9. *Write the Final Findings Reports (General & Stakeholder)*

Elements of a good findings report* include:

- Executive summary (1-2 pages)
- Introduction
- Purpose, goals, and objectives
- Vision of stakeholders
- Assets
- Needs
- Actions considered
- Methods for identifying alternatives
- Data on alternatives
- Criteria for comparing the alternatives
- Key areas of focus
- Conclusion
- Decisions or recommendations to be explored further
- Acknowledgments
- Appendix (supporting data, tools and instruments...)

**Adapted from Watkins, R., West Meyers, M. & Visser, Y. L. (2012), see Research Section*

Next Steps

Move toward micro-credential #6, "Using Fishbone Diagrams to Represent Needs/Assets Assessment Data."
Recommend using three (3) to four (4) "Recommendations to Be Explored Further" from this report in the next micro-credential to "go deep" into exploring the causes/root of the problems.

Supporting Research

Case Western Reserve University. (n.d.). Jack, Joseph and Morton Mandel School of Applied Social Sciences. "Step 5. Writing and Presenting Your Findings."

<http://msass.case.edu/harrislibrary/libstudents/steps/step5/>

The State of Queensland. Queensland Treasury, Queensland Government Statistician's Office. (2015). "Presenting Survey Results – Report Writing."

<http://www.qgso.qld.gov.au/about-statistics/presentation/presenting-survey-results.pdf>

Vidoli, C.A. (n.d.). Technical Report Writing. NASA Technical Memorandum 105419.

<https://ntrs.nasa.gov/archive/nasa/casi.ntrs.nasa.gov/19930013813.pdf>

Watkins, R., West Meyers, M. & Visser, Y. L. (2012). "What should go in a needs assessment report and presentation?" in A Guide to Assessing Needs: Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results. pp. 75- 77. World Bank.

<https://openknowledge.worldbank.org/bitstream/handle/10986/2231/663920PUB0EPI00essing09780821388686.pdf?sequence=1&isAllowed=y>

Resources

Data Representation

How to Use 6 Basic Charts to Create Effective Reports

<https://fluidsurveys.com/university/use-different-chart-types/>

5 Top Tips for Presenting Data More Effectively

<https://www.forbes.com/sites/bernardmarr/2017/09/11/5-top-tips-for-presenting-data-more-effectively/#3d7825fd52a8>

How to Display Data the Right Way in Presentations:

<https://www.duarte.com/presentation-skills-resources/display-data-in-presentations/>

How to Develop a Word Cloud in Google Docs:

<https://www.bettercloud.com/monitor/the-academy/how-to-create-a-word-cloud-in-google-docs/>

How to Develop a Word Cloud in Microsoft Word:

<https://www.youtube.com/watch?v=my1JRX84tyc>

Report Writing

How to Turn Survey Results into Awesome Presentations <https://www.getfeedback.com/blog/turn-survey-results-into-awesome-presentations/>

Reporting Research Findings

<http://www.nus.edu.sg/celc/research/books/cwtuc/chapter04.pdf>

Giving Presentations

<http://www.nus.edu.sg/celc/research/books/cwtuc/chapter07.pdf>

How to report data in a way that readers need to know

<https://medium.com/advice-and-help-in-authoring-a-phd-or-non-fiction/how-to-report-data-in-a-way-that-readers-need-to-know-c0a1edb47f86>

This article contains seven (7) tips for reporting numerical data.
Create the Best Reports for Your Online Surveys
<https://www.esurveyspro.com/article-reporting-survey-results.aspx>

How to Write a Data Analysis
<https://bizfluent.com/how-4830939-write-data-analysis.html>

How to Write a Data Report
<http://smallbusiness.chron.com/write-data-report-61330.html>

Purdue OWL Engagement, Purdue University.
<https://owl.english.purdue.edu/engagement/2/2/58/>

Other

NEA The Six Pillars of Community Schools Toolkit
<http://www.nea.org/assets/docs/Comm%20Schools%20ToolKit-final%20digi-web-72617.pdf>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions

150-word min to 250-word max for each bulleted question

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

- Briefly describe the demographics of the different stakeholder groups participating in the data-gathering process used in the assessment.
- Whom else are you working with to complete this micro-credential? Describe the team and their roles without revealing names.
- Did you complete the preceding micro-credential (#4 – Using Diagrams and Charts to Analyze Needs/Assets Assessment Data & Sharing the Results) in this Community Schools micro-credential stack?
- If not, describe the process and activities that you and others in your team have taken to reach this point.
- What do you hope to gain from earning this micro-credential?
 - **Passing:** Response for each question above provides reasonable and accurate information that justifies choosing this micro-credential to communicate the specific needs and assets of the school and the community.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following artifact as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers. The artifact should be **8-10 pages, not including the appendix.**

Findings Report

Submit a findings report based on your needs assessment. Include the adapted components from the method components section above. Clearly label each section.

null	Proficient	Basic	Developing
Executive Summary	A one- (1) to two- (2) page document succinctly covering all the bulleted elements listed in this rubric	A summary that is three (3) pages in length and which will need to be edited to one (1) to two (2) pages.	A summary that is over three (3) pages in length and which will need to be edited to one (1) to two (2) pages.
Introduction	<p>Includes ALL of the following:</p> <ul style="list-style-type: none">-Introduces the topic/issue-Creates interest-Briefly provides necessary background-Identifies the main idea-Provides a preview of the items contained in the findings report	<p>Includes four (4) of the following five (5) items:</p> <ul style="list-style-type: none">-Introduces the topic/issue-Creates interest-Briefly provides necessary background-Identifies the main idea-Provides a preview of the items contained in the findings report	<p>Includes three (3) of the following five (5) items:</p> <ul style="list-style-type: none">-Introduces the topic/issue-Creates interest-Briefly provides necessary background-Identifies the main idea-Provides a preview of the items contained in the findings report
Purpose, Goals, Objective	<p>Clearly and succinctly describes purpose</p> <p>Goals are measurable and relevant</p> <p>Objective is reasonable and aligned to the purpose and the goals</p>	<p>Includes two of the following:</p> <p>Clearly and succinctly describes purpose</p> <p>Goals are measurable and relevant</p> <p>Objective is reasonable and aligned to the purpose and the goals</p>	<p>Includes one of the following:</p> <p>Clearly and succinctly describes purpose</p> <p>Goals are measurable and relevant</p> <p>Objective is reasonable and aligned to the purpose and the goals</p>
Assets	<p>Methods for identifying assets are summarized clearly (chart/graphics or as text)</p> <p>Data collected from different sources provides sufficient evidence to support claims being made about assets</p> <p>Charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand manner</p>	<p>Methods for identifying assets are listed but may not support claims being made</p> <p>Data collected from different sources does not clearly support claims being made about assets</p> <p>Charts or other graphics provide sufficient information but the formatting or arrangement/ presentation makes it difficult to read or is</p>	<p>Methods for identifying assets are not listed or description is unclear</p> <p>Data collected is from only a single source and is clearly insufficient to support claims being made about assets</p> <p>Charts or other graphics provide insufficient information to draw informed conclusions, although presented in a visually pleasing/easy-to-understand manner</p>

Needs	<p>Methods for identifying needs are summarized clearly (chart/graphics or as text)</p> <p>Data gives evidence to support claims being made about needs</p> <p>Charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand manner</p>	<p>confusing</p> <p>Methods for identifying needs are listed but may not support claims being made</p> <p>Data collected from different sources does not clearly support claims being made about needs</p> <p>Charts or other graphics provide sufficient information but the formatting or arrangement/presentation makes it difficult to read or is confusing</p>	<p>Methods for identifying needs are not listed or description is unclear</p> <p>Data collected is from only a single source and is clearly insufficient to support claims being made about needs</p> <p>Charts or other graphics provide insufficient information to draw informed conclusions</p>
Actions to Consider	<p>All of the following are included:</p> <ul style="list-style-type: none"> -Methods for identifying actions to consider are summarized clearly (chart or other graphic, or as text) -Data gives evidence to support claims being made about assets -Criteria for comparing alternatives is clearly stated -Any charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand manner 	<p>Only 2 or 3 of the following are included:</p> <ul style="list-style-type: none"> -Methods for identifying actions to consider are summarized clearly (chart or other graphic, or as text) -Data gives evidence to support claims being made about assets -Criteria for comparing alternatives is clearly stated -Any charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand man 	<p>Only 1 of the following is included:</p> <ul style="list-style-type: none"> -Methods for identifying actions to consider are summarized clearly (chart or other graphic, or as text) -Data gives evidence to support claims being made about assets -Criteria for comparing alternatives is clearly stated -Any charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand man
Conclusion	<p>Succinctly connects all the threads of the findings report details together and relates them to the initial purpose for writing the report</p> <p>Writing is organized and</p>	<p>Succinctly connects some but not all of the threads of the findings report details together and relates them to the initial purpose for writing the report</p> <p>Writing is organized and</p>	<p>Is not succinct in connecting all of the threads of the findings report details together. Does not yet strongly tie these ideas/findings to the purpose for writing the report.</p>

	easy to follow	easy to follow	Hard to follow
Initial Decisions or Recommendations to Explore Further	<p>At least 3 areas of concern are identified.</p> <p>Includes a clearly articulated rationale for the selection of the concerns and the recommendations to move those items onto deeper study/analysis</p>	<p>Can clearly and succinctly articulate the rationale for 2 areas of concern identified for further study</p>	<p>Cannot clearly and succinctly articulate a rationale for areas of concern identified for further study</p> <p>and/or</p> <p>only one area of concern is identified for further study</p>
Limitations	<p>Fully describes and acknowledges any constraints or limitations found in the assets and needs assessment process and all of the following:</p> <ul style="list-style-type: none"> -Data and methods used in identifying the assets and needs of the school and community -Data or methods for identifying alternatives and criteria for identifying alternatives 	<p>Fully describes and acknowledges any constraints or limitations found in the assets and needs assessment process and some of the bulleted items below:</p> <ul style="list-style-type: none"> -Data and methods used in identifying the assets and needs of the school and community -Data or methods for identifying alternatives and criteria for identifying alternatives 	<p>Short statements that do not yet provide sufficient detail or depth in describing and acknowledging any constraints or limitations found in the assets and needs assessment process and either some or all of the bulleted items below:</p> <ul style="list-style-type: none"> -Data and methods used in identifying the assets and needs of the school and community; -Data or methods for identifying alternatives and criteria for identifying alternatives
Acknowledgments	<p>Acknowledgements include general thank-yous to groups and organizations, including those specifically named in the report</p> <p>No individual names are listed</p>	<p>Acknowledgements include general thank-yous to groups and organizations but do not include all which are specifically named in the report</p> <p>No individual names are listed</p>	<p>Acknowledgements include general thank-yous, leaving out most of the organizations and groups named in the report</p>
Appendix	<p>Appendix Includes a complete list or information about both the methods and tools used</p>	<p>Appendix Includes a partial list or information about both the methods and tools used</p>	<p>Appendix Includes a partial list or information about only one but not both the methods and tools used</p>

500-word limit

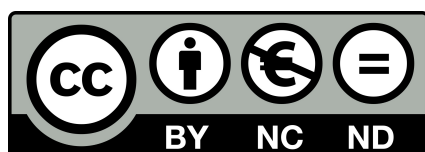
Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

1. With whom did you share this report? Did individuals or groups provide you with feedback? (Cite specific examples.) What did the feedback tell you? Do you need to change anything?

2. What challenges do you anticipate with sharing this findings report with your selected/chosen stakeholder group?

3. How will this findings report inform your next steps in transforming into a community school?

- **Passing:** Reflection provides evidence that this activity has had a positive impact on or heightened awareness of educator practice, student success, parent/family engagement, and community engagement. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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