



Great Public Schools for Every Student

Note: This micro-credential is the third 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.

3. Executing a Needs/Asset Assessment

Stakeholder or Community School Coordinator will develop and implement data collection and engagement strategies using a set of instruments, and organize their data.

Key Method

The stakeholder or Community School Coordinator collects and organizes data from stakeholder groups that include staff, students, families, and community. The stakeholder course corrects in order to overcome barriers to engaging at least 75 percent of each stakeholder group.

Method Components

Executing a Needs Assessment

The execution of a needs/asset assessment involves the implementation of qualitative and quantitative data-gathering tools. It adheres to a Stakeholder Engagement and Data Gathering Plan and Communication Structure (developed in the previous MC in this stack), but involves continuous reflection and readjustment toward stakeholder engagement goals.

The goal here is to deeply understand your community's assets and what they feel like they need. By the end, you should begin to understand not just the "what" but also the "why"; in other words, you should begin to determine root causes associated with various problems.

Processes Involved in Needs/Asset Assessment Execution

Gathering existing data:

Collect data that was outlined in the Stakeholder Engagement and Data Gathering Plan (from previous micro-credential, Planning for Needs/Asset Assessment). This may include:

- 1) School data (available from school and/or district) such as attendance, chronic absence, discipline data, and academic data such as test scores, graduation rates, promotion rates, and satisfaction surveys.
- 2) Service provider data (available from providers) such as attendance and impact on academics and/or family of various types of programming: early childhood, enrichment, remediation, health, immigrant rights, job training, leadership development, etc., either on or off site.
- 3) Community data (available from city, county, etc.) such as crime, health, housing, transportation, poverty,

demographics, etc.

Save and organize this data in a clear, cohesive way. Consider maintaining a Word document that summarizes and links to data files that live in spreadsheets and report summaries.

Implementing quantitative methods, such as surveys

Implement surveys using a culturally responsive and relevant strategy. Survey implementation can occur online, digitally in person, in person directly, or through hard-copy mailers. Implementation must be catered to the intended audience, and implementation strategy should reflect careful consideration of maximizing response rate. Surveys should also be translated to all appropriate languages to ensure equitable accessibility among all demographic and linguistically diverse groups. Each tool used in the needs/asset assessment should at minimum answer these three questions:

- 1) What do stakeholders love about their school?
- 2) What is their vision for their school?
- 3) What does their school need to achieve their vision?

Data from each survey should be sorted and summarized. A summary document should show the percentage breakdown by question. Results should then be reviewed in each of the four constituency teams—student, staff, family, and community.

Implementing qualitative methods, such as focus groups

The purpose of pursuing deeper engagement strategies is to learn more deeply (in more detail) about what stakeholders reported during the broad engagement (at least 75 percent on surveys).

Implement focus groups and interviews with stakeholders according to a structured focus group/interview protocol. Record data either through audio/visual recording that is transcribed at a later date, or take live notes. Ensure diversity of participation, and pay careful attention to equitable access across traditionally marginalized groups. Engage in reflexivity throughout the process of conducting qualitative research. In planning and implementing qualitative strategies, maintain an awareness of your standpoint in society and how your identity and consciousness plays a role in your behavior and perceptions throughout the data-gathering process, as well as the behaviors and reactions of respondents. Adjust your behaviors accordingly to acknowledge and compensate for biases as appropriate.

In the four stakeholder teams or the one larger stakeholder team, code qualitative data to produce a list of themes representing stakeholder data.

Ensuring Continuous Communication and Problem-Solving

As set forth in the Stakeholder Engagement and Data Gathering Plan, maintain continuous communication flowing between stakeholder groups and the school leadership team. Maintain a communication structure that allows for feedback, adjustments, and problem-solving within and between these different groups. Problem-solving is especially relevant when planned strategies to reach stakeholder engagement and data-gathering goals fall short. For example, if a family engagement event or survey only reaches 50 percent of the targeted audience, problem-solving to reach the other 50 percent should occur within the family engagement stakeholder team, and then, if necessary, also within the school leadership team.

Triangulation of Data

Once you are finished collecting data, qualitative and quantitative, convene a triangulation team (this could be the original team that gathered for the stakeholder engagement and data-gathering planning session). The team should review and cluster key themes from existing qualitative and quantitative data across four stakeholder groups into a

collection of master themes/codes. These master themes should be listed with supporting data summaries attached to each theme.

Data Ethics

Throughout the data-gathering process, ensure all ethical standards are upheld. Stakeholder confidentiality should be ensured when applicable. This does not mean you can't track the names of participants—it just means you should have a good system for doing so confidentially. All relevant policies, including policies regarding institutional review of research, should be followed.

Supporting Research

Corbett, J & Redding, S. (2017). Using Needs Assessments for School Improvement. Council of Chief State School Officers. Retrieved May 9, 2018 from

<https://ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf>

Watkins, R. West Meyers, M. & Visser, Y. L. (2012). "Data collection tools and techniques" in A Guide to Assessing Needs: Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results. pp. 116-156. World Bank. Retrieved May 9, 2018 from

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

Watkins, R. West Meyers, M. & Visser, Y. L. (2012). "Needs assessments: Steps to success" in A Guide to Assessing Needs: Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results. pp. 30-89. World Bank. Retrieved May 9, 2018 from

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

Resources

Planning Tools

NEA The Six Pillars of Community Schools Toolkit

<http://www.nea.org/assets/docs/Comm%20Schools%20ToolKit-final%20digi-web-72617.pdf>

Comprehensive Needs Assessment (1995). U.S. Department of Migrant Education. Retrieved May 9, 2018 from

<https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>

Logic Model Development Guide. W.F. Kellogg Foundation. Retrieved May 9, 2018.

<https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide>

Collecting Information, Making Decisions, and Achieving Development Results.

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

Communities in Action

http://rlifiles.com/files/resource/Communities_in_Action_605a_en.pdf

[Qualres.org](http://www.qualres.org)

<http://www.qualres.org/HomeRefl-3703.html>

Coding manual for analyzing qualitative data

http://stevescollection.weebly.com/uploads/1/3/8/6/13866629/saldana_2009_the-coding-manual-for-qualitative-researchers.pdf

Sample Document from Lynn Community Middle School showing the master codes/themes from needs and assets assessment process and triangulation process
<https://www.dropbox.com/s/0jqdvra46qdp84h/Lynn%20Community%20School%20Master%20Themes%3ACodes.docx?dl=0>

Sample infographics from Lynn Community Middle School Staff and Students Survey

- <https://www.dropbox.com/s/6v1dadxnyxwzh6d/Exhibit%20D%20Lynn%20Middle%20Staff%20Survey%20Infographic%202017.pdf?dl=0>
- <https://www.dropbox.com/s/5tfkwf4xcgshab7/Lynn%20Middle%20Student%20Survey%20Infographic%2C%202017.pdf?dl=0>

Sample reports from Lynn Community Middle School Family and Students Survey

- <https://www.dropbox.com/s/s36oeflqb6xyryl/Lynn%20Student%20Survey%20Analysis%20July%207%202017%20FINAL.pdf?dl=0>
- <https://www.dropbox.com/s/g5mr9ttudlqfc6r/Lynn%20Family%20Survey%20Analysis%20December%202017%5B1%5D.pdf?dl=0>

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions

500 - 750 words

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.

1. Briefly describe your district and campus:
 - How did you and others decide to make your school into a community school?
 - How many schools are in your district?
 - How many students attend your school?
 - What grades does your school include?
 - What is your role in the school?
 - Is your district rural, suburban, or urban?
 - Are there other schools doing this MC stack?
2. Describe your role in the community school transformation process. Are you a community school coordinator, administrator, family member, staff member? What other partners are involved in the work?
3. Who else are you working with to complete this MC? Describe the team and their roles (without names)?
4. Did you complete the preceding MC in this Community School MC stack? If not, describe the process and activities you and others have taken to reach this point.
5. Summarize your Needs and Assets Assessment Stakeholder Engagement and Data Gathering Plan.
 - **Passing:** Response provides reasonable and accurate information that justifies choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **five artifacts**:

Artifact 1: Summary of Existing Data

Collect and submit a summary/archived list of the existing data that you have collected related to your school and community. This data should include school/campus data and characteristics and community demographics and characteristics. The summary/list should note:

- Content of data (i.e., high school graduation rate for 2012 eighth grade cohort);
- The year the data was produced;
- The source and location of the data (include a link to this data if online).

Artifact 2: Results of Survey Data

Implement quantitative data tools across stakeholder groups and, with stakeholder teams, review this data. Upload a document that shows results of survey data for one of the four stakeholder groups (students, staff, families, and community). Survey summary data should note aggregate or percentage response breakdown for each survey question, and should also note number of survey responses.

Artifact 3: Raw Data

Implement qualitative data tools across stakeholder groups and, with stakeholder teams, organize this data according to themes. Upload the raw data, either transcribed or live notes, from one focus group. Note in the uploaded data who was in attendance at the focus group (not individual names, but numbers of family members, neighbors, staff, students, etc.).

Artifact 4: Continuous Communication Process

In 250-500 words, describe how the process of continuous communication works among stakeholder groups and the school leadership team. What is the role of the school leadership team in managing/overseeing the needs assessment process? In your response, also discuss and give an example of problem-solving after a given strategy did not fully meet an engagement/data-gathering goal.

Artifact 5: Master Themes/Codes

Upload a document that displays the master themes/codes that emerged from the triangulation team’s consideration of the existing, qualitative, and quantitative data from students, staff, families, and the community. Each theme/code should have a few references to existing quantitative, or qualitative data that can help exemplify and articulate the meaning of the theme/code.

	Proficient	Basic	Developing
Artifact 1: Summary of Existing Data	<div>Summary of data includes school/campus data and characteristics and community demographics and characteristics</div> <div>Summary/list contains: -content of data (i.e., high school graduation rate for 2012 eighth</div>	<div>Summary of data includes some existing school/campus data and characteristics and community demographics and characteristics</div> <div>Summary/list contains some of the following: -content of data (i.e.,</div>	<div>The plan uses some existing data but is mostly incomplete</div> <div>Summary/list contains some content data and information, but it is incomplete</div>

	<p>grade cohort)</p> <p>-the year the data was produced</p> <p>-the location of the data (a link to this data is included if online)</p>	<p>high school graduation rate for 2012 eighth grade cohort)</p> <p>-the year the data was produced</p> <p>-the location of the data (a link to this data is included if online)</p>	
Artifact 2: Results of Survey Data	<p>Quantitative data document summary notes aggregate or percentage response breakdown for each survey question</p> <p>Quantitative data summary notes number of survey responses</p>	<p>Quantitative data document summary notes aggregate or percentage response breakdown for some survey questions</p> <p>Quantitative data summary notes include some survey response numbers</p>	<p>Quantitative data document summary notes are incomplete and aggregate or percentage response breakdown for questions is missing or very incomplete</p> <p>Data summary notes do not include the number of survey responses</p>
Artifact 3-Raw Data	<p>Raw data, either transcribed or live notes, is uploaded from one focus group</p> <p>Uploaded data explains who was in attendance at the focus group (not individual names, but numbers of family members, neighbors, staff, students, etc.).</p>	<p>Raw data, either transcribed or live notes, is partially uploaded from one focus group</p> <p>Uploaded data shows that those in attendance at the focus group were not representative of family members, staff, students, etc.</p>	<p>No raw data is included</p> <p>No focus group data is included, or it is very incomplete</p>
Artifact 4: Continuous Communication Process	<p>Description demonstrates the process of continuous communication among stakeholder groups and the school leadership team</p> <p>Description outlines a clear structure in which information can flow on a regular basis back and forth between the four stakeholder engagement groups and the school leadership team</p> <p>The leadership team has the opportunity to</p>	<p>Description demonstrates the process of continuous communication among stakeholder groups and the school leadership team</p> <p>Description weakly outlines a structure in which information can flow on a regular basis back and forth between the four stakeholder engagement groups and the school leadership team</p> <p>The leadership team has</p>	<p>An attempt is made to describe a process of communication among stakeholder groups and the school leadership team</p> <p>The flow of information is not included or is very incomplete</p> <p>The leadership team has not had an opportunity to provide guidance and/or oversight</p> <p>The response does not</p>

	<p>provide guidance and/or oversight throughout the needs assessment process</p> <p>The response includes a clear-example of problem solving after a given strategy did not fully meet an engagement/data-gathering goal</p> <p>The problem-solving should show critical reflection around why a strategy failed and a concerted effort to reach the goal through other means</p>	<p>the opportunity to provide guidance and/or oversight throughout the needs assessment process, but seldom does</p> <p>The response includes an example (not very clear) of problem-solving after a given strategy did not fully meet an engagement/data-gathering goal.</p> <p>The problem-solving was somewhat reflective</p>	<p>include a problem-solving strategy after not meeting an engagement team goal</p>
Artifact 5: Master Themes/Codes	<p>Document displays the master themes/codes that emerged from the triangulation team's consideration of the existing qualitative, and quantitative data from students, staff, families, and the community</p> <p>Each theme/code has references to existing quantitative or qualitative data that can help exemplify and articulate the meaning of the theme/code</p>	<p>Document displays the master themes/codes that emerged from the triangulation team's consideration of the existing, qualitative, and quantitative data from students, staff, families, and the community</p> <p>There are some, underdeveloped or inconsistent references to existing quantitative, or qualitative data that can help exemplify and articulate the meaning of the theme/code</p>	<p>Document does not display the master themes/codes that emerged from the triangulation team's consideration of the existing qualitative, and quantitative data from students, staff, families, and the community</p>

Reflection

300 - 500 words

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

- How did the needs/asset assessment execution build your capacity to create strategic plans on behalf of all stakeholders and engage in problem-solving?
 - What were the challenges you faced in executing your needs/asset assessment?
 - How did this micro-credential help you grow professionally?
- Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. 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



Except where otherwise noted, this work is licensed under:
Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0)
<http://creativecommons.org/licenses/by-nc-nd/4.0/>