5. Creating a Findings Report

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.

Competency

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**

Community Schools
Last Revised on   Feb 12, 2022

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**

Community Schools
Last Revised on Feb 12, 2022

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 Rationale and Research

The State of Queensland. Queensland Treasury, Queensland Government Statistician's Office. (2015). "Presenting Survey Results – Report Writing." www.qgso.qld.gov.au/issues/671/presenting-survey-results-report-writing.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.

Community Schools
Last Revised on Feb 12, 2022

Resources

Data Representation

▶ Create A Word Cloud In Microsoft Word

5 Top Tips For Presenting Data More Effectively

How to Display Data the Right Way in Presentations

How to Develop a Word Cloud in Google Docs

Using 6 Basic Charts to Create Effective Reports | Shield UI

Report Writing

Create the Best Reports for Your Online Surveys

Giving Presentations

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

How to Turn Survey Results into Awesome Presentations

How to Write a Data Analysis

How to Write a Data Report

Reporting Research Findings

Other

Community Schools | NEA

Submission Guidelines & Evaluation Criteria

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

Part 1. Overview Questions (Provides Context)

(150-250 word limit for each response)
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/Evidence

To earn this micro-credential, please submit the following artifact, with the outlined sections, 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.

Part 2. Rubric

	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	Includes ALL of the following: -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	Includes four (4) of the following five (5) items: -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	Includes three (3) of the following five (5) items: -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	Clearly and succinctly describes purpose Goals are measurable and relevant Objective is reasonable and aligned to the purpose and the goals	Includes two of the following: Clearly and succinctly describes purpose Goals are measurable and relevant Objective is reasonable and aligned to the purpose and the goals	Includes one of the following: Clearly and succinctly describes purpose Goals are measurable and relevant Objective is reasonable and aligned to the purpose and the goals
Assets	Methods for identifying assets are summarized clearly (chart/graphics or as text) Data collected from different sources	Methods for identifying assets are listed but may not support claims being made Data collected from different sources	Methods for identifying assets are not listed or description is unclear Data collected is from only a single

Community Schools
Last Revised on Feb 12, 2022

	provides sufficient evidence to support claims being made about assets

Charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand manner | does not clearly support claims being made about assets

Charts or other graphics provide sufficient information but the formatting or arrangement/ presentation makes it difficult to read or is confusing | source and is clearly insufficient to support claims being made about assets

Charts or other graphics provide insufficient information to draw informed conclusions, although presented in a visually pleasing/easy-to-understand manner |
| **Needs** | Methods for identifying needs are summarized clearly (chart/graphics or as text)

Data gives evidence to support claims being made about needs

Charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand manner | Methods for identifying needs are listed but may not support claims being made

Data collected from different sources does not clearly support claims being made about needs

Charts or other graphics provide sufficient information but the formatting or arrangement/ presentation makes it difficult to read or is confusing | Methods for identifying needs are not listed or description is unclear

Data collected is from only a single source and is clearly insufficient to support claims being made about needs

Charts or other graphics provide insufficient information to draw informed conclusions |
| **Actions to Consider** | All of the following are included:

-Methods for identifying actions to consider are summarized clearly (chart or other | Only 2 or 3 of the following are included:

-Methods for identifying actions to consider are summarized clearly | Only 1 of the following is included:

-Methods for identifying actions to consider are summarized clearly (chart or other |

	graphic, or as text)	(chart or other graphic, or as text)	graphic, or as text)
	-Data gives evidence to support claims being made about assets	-Data gives evidence to support claims being made about assets	-Data gives evidence to support claims being made about assets
	-Criteria for comparing alternatives is clearly stated	-Criteria for comparing alternatives is clearly stated	-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	-Any charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand manner	-Any charts or other graphics provide sufficient information to draw informed conclusions in a visually pleasing/easy-to-understand manner
Conclusion	Succinctly connects all the threads of the findings report details together and relates them to the initial purpose for writing the report

Writing is organized and easy to follow | 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

Writing is organized and easy to follow | 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.

Hard to follow |
| **Initial Decisions or Recommendations to Explore Further** | At least 3 areas of concern are identified.

Includes a clearly articulated rationale for the selection of the concerns and the recommendations to move those items | Can clearly and succinctly articulate the rationale for 2 areas of concern identified for further study | Cannot clearly and succinctly articulate a rationale for areas of concern identified for further study

and/or |

Community Schools
Last Revised on Feb 12, 2022

	onto deeper study/analysis		only one area of concern is identified for further study
Limitations	Fully describes and acknowledges any constraints or limitations found in the assets and needs assessment process and **all** of the following: -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	Fully describes and acknowledges any constraints or limitations found in the assets and needs assessment process and **some** of the bulleted items below: -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	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: -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	Acknowledgements include general thank-yous to groups and organizations, including those specifically named in the report No individual names are listed	Acknowledgements include general thank-yous to groups and organizations but do not include all which are specifically named in the report No individual names are listed	Acknowledgements include general thank-yous, leaving out most of the organizations and groups named in the report
Appendix	Appendix Includes a complete list or information about	Appendix Includes a partial list or information about	Appendix Includes a partial list or information about only one but not

	both the methods and tools used	both the methods and tools used	both the methods and tools used

Part 3 Reflection

(500-word limit)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

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.