New Mexico Community Schools Act Community School Needs Assessment Guidelines

<u>Purpose</u>

New Mexico's Community Schools Act, 22-32-2 NMSA, 1978 was amended during New Mexico's 2019 legislative session. The amended act provides schools and school districts with clear guidelines and expectations on how to implement New Mexico's Community School Framework.

Each community school is required to employ a community school coordinator. The community school coordinator is required to lead the needs and assets assessment. The needs assessment must address the five or six indicators included in New Mexico's Community Schools Act:
1. School culture and climate;
2. Student academic achievement;
3. Student attendance;
4. Student behavior;
5. Quality family engagement; and
6. For high schools graduation rates and readiness for college and career.

The purpose of this document is to provide you guidance on how to complete a needs assessment. In addition, the document will provide you with information and hyper-links to nationally recognized technical assistance manuals and websites that can support you through the needs assessment process.

<u>What is a needs assessment?</u>

There are many definitions of needs assessment. Wikipedia defines a needs assessment as a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured in order to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency.

A needs assessment is a part of planning processes, often used for improvement in individuals, education/training, organizations, or communities. It can refine and improve a product such as training or service a client receives. It can be an effective tool to clarify problems and identify appropriate interventions or solutions. By clearly identifying the problem, finite resources can be directed towards developing and implementing a feasible and applicable solution. Gathering appropriate and sufficient data informs the process of developing an effective product that will address the groups' needs and wants. Needs assessments are only effective when they are ends-focused and provide concrete evidence that can be used to determine which of the possible means-to-the-ends are most effective and efficient for achieving the desired results.

Needs assessments can help improve the quality of policy or program decisions—thus leading to improvements in performance and the accomplishment of desired results. Improving results—that is, moving from current to desired performance—is typically a worthwhile and valuable effort. The results of a needs assessment will guide subsequent decisions—including the design, implementation, and evaluation of projects and programs that will lead to achieving desired results.

Because each community is unique, people seeking to implement a community schools framework starts by conducting a local assessment of needs and assets with staff, families, students, and community members. They then tailor the combination of programs and services to the needs, strengths, and priorities of their school and community. This collaborative approach builds support and sustainability for community schools and creates rich local opportunities for learning that draw on the strengths and knowledge of the surrounding communities.

The State Support Network (SSN) published the *Needs Assessment Guidebook*, *Supporting the Development of District and School Needs Assessments*, click here, identifies Four Elements essential of Successful Needs Assessment, which are defined below.

1. Needs-Driven and Context-Specific Approach
2. Rigorous Data Analysis
3. Collaborative Identification of Improvement Needs
4. Stakeholder Engagement

Who should conduct the needs assessment?

Although the Community Schools Act requires the community school coordinator to lead the needs assessment, it is important that the needs assessment is not conducted in isolation. The community school coordinator must work hand-in-hand with the site-based leadership team and community-wide leadership team who will inform the work to ensure effective alignment and delivery of programs and services within the community school.

How should a needs assessment be conducted?

Defining the needs of the school and community is where you should begin the needs assessment. Schools and communities have a wealth of data and information that tells their story. The needs assessment must review any existing data and information and determine if there are any gaps. If you identify any gaps you should find out if this data and information exists in another place or format. Alternatively, will you have to collect this data and information in order to have a complete picture? This could include surveys, interviews and community meetings. Once the data and information is collected and put into a format that is understandable to the public, it must be presented to the focus group for review and feedback. Presenting the data and information and gathering their feedback will lead to additional data collection and analysis. This method supports the Center for Disease Control's (CDC) Whole Child, Whole School and Whole Community, click here.

<u>Why should a needs assessment be conducted?</u>

The State Support Network (SSN), *Needs Assessment Guidebook*, click here, indicates that the goal of a needs assessment is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance. According to SSN, identifying priority needs is the first in a series of closely tiered steps that also include understanding root causes that contribute to the areas of need, selecting evidence-based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results. Through this framework, the needs assessment process is the initial or beginning step of each iteration of a continuous improvement cycle.

The U.S. Department of Education issued guidance non-regulatory guidance in 2016 on *Using Evidence to Strengthen Investments*, click here, which includes a five-step cycle for continuous improvement.

Continuous Improvement Cycle
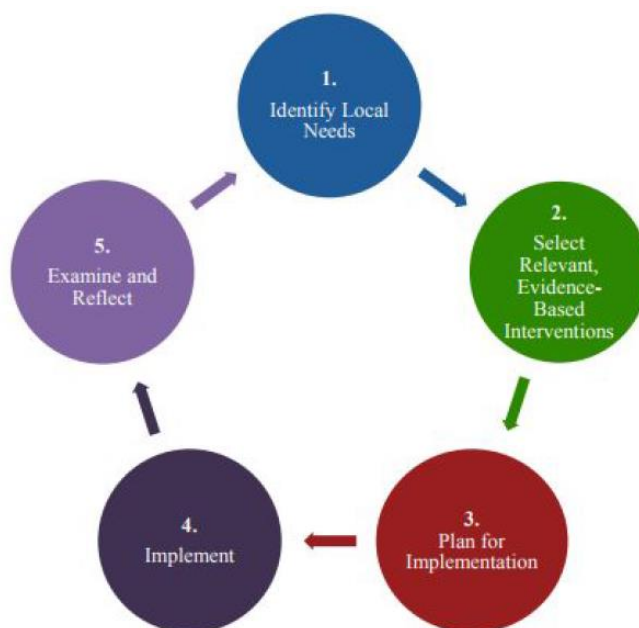
Source: U.S. Department of Education, 2016

The importance of continuous improvement (and needs assessment) in the effective selection and implementation of evidence-based practices is described within the U.S. Department of Education's non-regulatory guidance referenced above.

"Ways to strengthen the effectiveness of ESEA (Elementary and Secondary Education Act of 1965) investments include identifying local needs, selecting evidence-based interventions that SEAs (State Education Agencies), LEAs (Local Education Agencies) and schools have the capacity to implement, planning for and then supporting the intervention, and examining and

reflecting upon how the intervention is working. These steps, when taken together, promote continuous improvement and can support better outcomes for students. (p.3)"

Conducting and updating the needs assessment must be a continuous process in community schools as needs and priorities change and is one of the community schools standards necessary for effective community schools. The Institute for Educational Leadership published *Community School Standards*. Standard 2 "Planning" Incorporates the assets and needs of school, family, and community in the schools improvement plan. Standard 2.3 requires "A needs and assets assessment of the school, student, families, and neighboring community is conducted regularly to information the school improvement plan, click here.

When should a needs assessment be conducted?

The needs assessment must be conducted prior the implementation of the community school framework and the development of the community school plan. The needs assessment is not an isolated event and will need to be updated as additional data and information becomes available.

The Children's Aid Society (CAS) identifies four stages in the development of community schools. See "*Building Community Schools: A Guide for Action*" provided by the National Center for Community Schools: click here.

- **Exploring** – this stage begins with discontent about the current way a school operates and a desire to improve or change it. This stage is marked by creative large-scale thinking, high energy, optimism and a perhaps a certain amount of "if only" dreaming. This should all be encouraged, because these thoughts, dreams and emotions will contribute to the shaping of a shared vision.

- **Emerging** – this stage is characterized by a commitment to jump in and do something. An assessment helps determine initial program design. As a shared vision and clearly defined goals emerge, some of the groundwork begins to be laid. A decision is made to start the transformation of a school or schools by introducing some services, securing initial funding and establishing partnerships. The success of this stage is based on a shared commitment to the vision and goals, clear communication around roles and responsibilities, dynamic responsiveness to documented needs and taking time for recognition and celebration. This phase commonly lasts for about two years.

- **Maturing** – this stage is steady and progress towards goals is intentional. The vision becomes clearer and, consequently, you are likely to garner greater internal and external support for it. The community school begins functioning better: service utilization increases and improves, relationships between school and its community partners deepen, and the working relationship becomes more natural as all partners come to realize that this work requires continuous and significant effort.

- **Excelling** – this stage reflects the implementation of quality programs that are fully integrated into the fabric of the school. The hard work has resulted in a school culture that focuses on addressing the needs of the whole child, has increased parent involvement

and has established strong relationships within the school, community and school district. The entire school staff values the partnerships that have helped transform the school.

The needs assessment process is developmental and moves through the four stages described above and illustrated in the chart below. The process begins as brainstorming and continues to develop in order to meet individual needs.

Stages of Development: Capacity > Comprehensiveness

PRINCIPLES & PRACTICES	STAGE 1: EXPLORING	STAGE 2: EMERGING	STAGE 3: MATURING	STAGE 4: EXCELLING
Community Schools (CS) build their vision from a comprehensive understanding of the developmental needs of children and youth, and seek to address the major developmental domains (cognitive, social, emotional, physical and moral) in ways that promote student success.	Characterized by recognition that children and families have multiple needs that impact school climate and inhibit learning, and that schools cannot address them alone. Focus on how to secure services and programs for children and families, both non-academic and academic enrichment.	Characterized by initial steps towards building relationship with a Lead Partner and other willing providers. School open extended hours for partners to provide services, as well as inviting programming and support services during the school day.	Characterized by opening school to multiple partner services and programs that respond to identified needs of students, school, families and community and that improve the overall conditions for learning.	Characterized by the school serving as an identified hub of opportunity and civic engagement for students, families and neighborhoods residents. System in place for ongoing comprehensiveness in response to need and demand.
Whole Child Perspective Recognition that school success results from positive development in all the major domains: cognitive, physical, social, emotional and moral. Social-emotional learning understood to contribute to and support academic achievement. CS approach recognizes the importance of the family, school and community as context for student development.	Focus on shared learning of high-quality principles and approaches: • academic enhancement • child and youth development • parent involvement and family strengthening • community development	Complementary programs target identified needs: • initial programs/services may be added as opportunities arise • program resource development prioritized by need • referrals to programs identified by need • family and community needs considered	Major areas of developmental concern are being addressed by programming and/or linkages: • academic support and enhancement • cultural enrichment/skill development • physical and mental health • family social services and adult education • early childhood • community safety and development	Academic, social, health and developmental needs are systematically being addressed: • opportunities to progress along continuum of programming • developmental opportunities fuel academic success • developmental opportunities fuel improvements in related outcomes

Responsiveness to Need Systematic assessment of needs—of each target population, school climate and community context—grounds decisions about resource allocation and partnership recruitment. Existing resources are well understood and evaluated for alignment with results framework of the CS.	Initial needs assessment and mapping of existing resources in school and in community:
	• leadership "brainstorming"
	• discussions with stakeholder groups
	• study of existing community and school archival data
		In-depth, ongoing needs assessment and resource mapping:
		• surveys/focus groups with all stakeholder groups:
		  • parents
		  • school staff
		  • students
		  • community residents
		  • partners
		Systems put in place to monitor school and community data
			Program utilization is linked to identified needs and monitored for outcomes:
			• needs assessment is institutionalized as ongoing process; regular channels exist for input and feedback
			• students/families linked to needed services and programs by site coordinator and school staff
			• enrichment activities complement school-day program
			• school facilities offers numerous opportunities in out-of-school time
				Partner-provided and school-provided programs jointly meet district and community goals:
				• needs assessment addresses individual needs, population needs and community needs
				• assets/resources of community are fully integrated to target challenges
				• new challenges regularly brought to CS for coordinated responses

High-Quality Programs and Services The array of activities and services offered is designed to augment, enrich and increase the capacity of each target group. Scarce resources are directed at identified needs and targeted to appropriate populations in order to achieve agreed priority results.	Some partner programs and services may already exist in school. Partners and school begin to explore how to improve:
	• access to services
	• coordination
	• integration
	• targeting to identified needs and results
	• quality assurance
		Developmentally appropriate programs added as funded:
		• resource development for needed programs and services
		• attention paid to quality programming:
		  • youth development
		  • family strengthening
		  • community empowerment
		• use needs assessment data and best practices
			Principles of youth development, family strengthening and community development underpin program content:
			• core competencies of partner agencies are fully utilized
			• school and partner programs use common philosophical approaches
			• programs and services are perceived as desirable, fun, responsive by students, families and neighbors
				School is seen as a vibrant, trusted center for activities desired by its community, and as locus of effective service delivery and civic engagement in education:
				• schools are partners of choice for new programs and opportunities
				• community has confidence in school as access point for responsiveness
				• school seen as purveyor of excitement, opportunity and hope

Source: Tools and Resources for Community Schools: *"Building Community Schools: A Guide for Action"*

New Mexico Community Schools Act: Conducting the Needs Assessment

This next section will provide you with a step-by-step process on how to conduct the needs assessment that meets the requirements of New Mexico's Community Schools Act and incorporates best practices from national organizations and technical assistance centers that can support you in your work. Examples of needs assessments are located on the PED's Community Schools website, click here.

1. Create the Site-Based Leadership Team

2. Establish A Community Wide Leadership Team

3. Plan the Needs Assessment

4. Collect and Organize Data

5. Interpret Informaion

6. Conducting A Community Focus Group

7. Analyze of Input from Focus Group(s)

8. Determine Priorities

9. Connect with Implementation

10. Sharing Results

1. Create the Site-Based Leadership Team

The Site-based leadership team is an interdisciplinary, school-based leadership team that includes the school principal, the community school coordinator, teachers, other school employees, families, community partners, tribal partners, nonprofit organizations, unions and neighboring community residents that guides collaborative planning, site-based budgeting and implementation.

The site-based leadership team must include members of the New Mexico DASH (Data, Accountability, Sustainability, and High Achievement) Core Team. Members of the Core Team are familiar with the root cause analysis conducted for the school's 90 day plan and can ensure that the community school framework focus areas selected by the school and will avoid duplication or the two systems working against each other.

The Institute for Educational Leadership published *Community School Standards*. Standard One Collaborative Leadership: Nurtures shared ownership and shared accountability includes the creation of a site-based leadership team.

Standard 1.2 states:

A representative site-based leadership team, including families, students, community partners, unions, neighboring community residents, the principal, community school coordinator, teachers, and other school personnel and community partners, guides collaborative planning, implementation, and oversight.

Indicators
- Site-based leadership team is representative of the school and community.
- Regularly scheduled meetings agenda and minutes.
- Clear definition of leadership team roles, responsibilities, and empowerment to make decisions.

To review the complete *Community School Standards,* click here.

The *"Community Schools Playbook"* developed as a project of the Partnership For The Future of Learning, click here, recommends that the team shall be comprised of 12 to 15 people with no less than one-third parents or local residents and no less than one-third teachers and other school staff, as well as the principal, representatives of nonprofit organizations that serve the school. For secondary schools, it is recommended that students enrolled at the school be a part of the team. The leader of the team shall be selected by the membership of the team.

2. Establish A Community Wide Leadership Team

The Community Wide Leadership Team is a team at the local education agency level that is responsible for guiding the visions, policy, resources alignment, oversight of implementation and goal-setting for community school programs with a local education agency. This team shall

include representatives from the local education agency, educators, teacher unions, school administrators, students and family members from eligible schools, system-level partners including community members, philanthropic organizations and local and tribal governments.

The team will look different for each school district and Regional Education Cooperative (REC). Many school districts and RECs will share the same community wide leadership team.

For more information on how to establish a community wide leadership team along with the role of the team through the application process and needs assessment, see the *"Community Schools Playbook"* developed as a project of the Partnership For The Future of Learning, click here.

3. Plan the Needs Assessment

The SSN, *Needs Assessment Guidebook*, recommends defining desired outcomes and creating a plan to achieve them. The planning step will set the stage for the needs assessment process.

1) Define the purpose and intended outcomes of the needs assessment process within the local context.
2) Determine the guiding questions that the needs assessment should answer.
3) Establish actions, timelines, and responsibilities for all related activities.
4) Identify relevant stakeholders outside of the site-based and community-based leadership teams, plan for their involvement, and invite them to participate, beginning with the planning process.
5) Articulate the content (what the needs assessment will cover), the process (how the needs assessment be accomplished), and the presentation (what the school or district will use and how the results will be conveyed).

Guiding Questions

- Why are we engaging in the needs assessment? What are we hoping the impact will be at the classroom, building, and systems levels?
- What is the framework of the needs assessment – the core themes or topics the needs assessment will cover? What do we need to know or understand about each of these topics (e.g. instruction, assessment, achievement, climate, etc.)?
- Who are the key stakeholders who need to be engaged and at what points in the process?

Source: State Support Network: *Needs Assessment Guidebook*

4. Collect and Organize Data

Although the Community Schools Act requires the community school coordinator to lead the needs assessment, it is important that the needs assessment is not conducted in isolation. The community school coordinator must work hand-in-hand with the site-based leadership team who will inform the work to ensure effective alignment and delivery of programs and services within

the community school. It is important that the community school coordinator have access to school and district level data.

During this step of the needs assessment, data are collected in various forms (qualitative, quantitative, input, output, demographic) and is organized and presented for interpretation.

The *Community Tool Box* recommends ten steps for information collection. The ten steps are listed below and are further defined in Chapter 3, Section 4 of the *Community Tool Box*, click here.

1) Agree on the value and purpose of the information that you will collect.
2) Determine when you want to use this data.
3) Determine exactly what you want to know.
4) Determine who will find the information.
5) Identify possible sources of information.
6) Set limits as to how much information you want to collect.
7) Collect the data.
8) Identify gaps in your knowledge.
9) Redo the process to try to fill those gaps – or collect your own data.
10) If possible, you might want to compare data for your community with that of other communities, or that of the nation as a whole to trend out your own community's data over time. A community scan can identify needs in a community as well as existing resources and institutions, potential partnerships, and gaps in services. Once these gaps are identified, then you can look at what resources can be used to close these gaps.

As part of completing the New Mexico DASH (Data, Accountability, Sustainability, and High Achievement) plan, schools must conduct a root cause analysis. Data and information included in the root cause analysis must be reviewed as part of the needs assessment process. Implementation of the community school framework must support the 90-day DASH plan focus areas. The DASH focus areas are:

- Standards Alignment
- Tier 1 (core) instruction
- Data-driven instruction
- Tier 1 interventions
- Observation and feedback cycles
- Collaboration
- Ongoing, job embedded professional development
- Tier 2 Student Assistance Team process
- School leadership and systems
- School culture

There are four (4) categories of data.
1) Outcome data (graduation rates, attendance rats, etc.)
2) Root cause data (what might we want to gather)
3) Asset data (services provided)
4) Demographic data (disaggregated by demographics)

When conducting the needs assessment, data must be disaggregated and reviewed for each Every Student Succeeds Act (ESSA) subgroups and compared to the all student population. The ESSA subgroups are:

Race and Ethnicity	Economically Disadvantaged	Students with Disabilities
English Learners	Students experiencing homelessness (McKinney-Vento)	Students in the Migrant Education Program
Students in foster care		

Review of <u>academic achievement</u> should, at a minimum, include a review of:

Standards Based Assessment English Language Arts	Standards Based Assessment Math	Standards Based Assessment Science
Common Formative Assessments for English language arts and math	Istation	Interim Assessments

Review of <u>academic success and college and career readiness indicators</u> data includes:

Graduation Rates	Drop-out rates	Preliminary Scholastic Aptitude Test (PSAT)
Scholastic Aptitude Test (SAT)	American College Test (ACT)	

Review of <u>school climate</u> data includes:

Positive Behavioral Interventions and Support (PBIS)	Number and types of discipline infractions	In-school suspensions
Out-of-school suspensions	Attendance	Truancy

Review of <u>school culture</u> data includes:

Staffing patterns including attrition rates	Principal tenure	Staff credentials and length of service

Review of <u>student health and wellness</u> data includes:

Youth Risk and Resiliency Survey (YRRS) Data, click here	New Mexico Community Data Collaborative, click here	Visits to the nurse's office or school-based health center

Review of <u>parent and family engagement</u> data includes:

Title I Parent Engagement	Title I Parent Compacts	Surveys
Interviews		

Review of <u>additional community data</u> includes:

Poverty	Unemployment	Supplemental Nutrition Assistance Program (SNAP)
Temporary Assistance for Needy Families (TANF)	Homelessness	Community safety

<u>Guiding Questions</u>

- What data sources are aligned with the guiding questions and are readily available from existing sources (state databases, program reports, etc.)?
- What additional data are needed to fully explore the guiding questions, and what are the best ways to collect these data (survey, focus groups, observation, etc.)?
- Which data will be provided to districts or schools, and which data must be added or collected at the local level?
- How can data be presented in a way that is easily understood by stakeholders? Consider the need to avoid assumptions and preconceptions and to ensure opportunities for triangulation across data sets.

Source: State Support Network: *Needs Assessment Guidebook*

5. Interpret Informaion

During this phase of the needs assessment, the community school coordinator and site-based leadership team and community-based leadership team, if applicable, will review and analyze the data. Data should be put into an organized format such as charts, graphs and tables.

<u>Guiding Questions</u>

- What do the individual data sources say about the guiding questions that the needs assessment is trying to answer?
- What themes emerge when multiple sources are cross-referenced or triangulated across a given topic?
- Are there places in which the various stakeholders voices disagree with one another or present a different perspective than your own? How can the underlying causes of these differences be explored?
- How can we articulate what we have learned in a language that is specific to our community yet does not cast blame?

Once the data is organized, conduct a SWOT Analysis: Strength, Weakness, Opportunity, Threat. It is important to remember to approach the SWOT analysis with an equity mindset.

Chapter 3, Section 14 of the *Community Tool Box*, click here, will guide you through the SWOT process. The purpose of the SWOT exercise is to highlight the positive forces that work together and potential problems that need to be revealed and possibly addressed.

Begin by listing the internal factors: strengths and weaknesses (S,W). Consider:
- Human resources – staff members, volunteers, parents and families, board members
- Physical resources – location, building, equipment such as computers
- Financial resources – local, state and federal funds, donations, grants
- Activities and processes – existing programs and systems
- Past experiences – build upon what tried and learned

Then, list external factors: opportunities and threats (O,T). Consider:
- Future trends in community schools
- The economy local, state and nation
- Changing demographics of those you serve in your area
- The physical environment
- Legislation
- Local, state or national events

If it is determined additional data and information is needed, you must decide what methods will be used to gather the information. If this information is not available using existing data, here are some additional data collection measures:
- Listening sessions and public forums. These are usually small and allow you to target the audience with specific questions that will assist you in filling in the data gaps. You can learn about the community's perspectives on school and local concerns.

- Interviews and focus groups. These are less formal than forums and include fewer participants. Questions presented to the group are open ended. On the other hand, focus groups are more specialized and cover certain topics.
- Direct and sometimes participant observation. See for yourself and become part of the culture and community you want to learn about.
- Surveys. These can be written and mailed or handed out at events. Phone surveys can also be conducted. See the Chapter 3, Section 7 of the *Community Tool Box*, click here for more information on conducting surveys.

6. Conducting A Community Focus Group

A focus group is defined as a small-group discussion guided by a trained leader. It is used to learn about opinions on a designated topic, and to guide future action. Chapter 3, Section 6 of the *Community Tool Box,* click here, will provide you with how to plan for and conduct a focus group including a checklist and examples.

As part of your focus group(s) you will be presenting the data and information you gathered and analyzed under Steps 4 and 5. Through your guiding questions, the focus group(s) will identify school and community needs as well as assets and resources.

The community school coordinator, site-based leadership team and the community-wide leadership team, if applicable will interpret additional information gathered from the focus group(s) using the guiding questions from Step 5.

7. Analyze of Input from Focus Group(s)

After the focus group(s) are completed, the community school coordinator, site-based leadership team and the community-wide leadership team, if applicable, must examine the data and information gathered for patterns, themes, new questions and conclusions. The guiding questions from Step 5 should be used when conducting the analysis.

If new questions are identified, the community school coordinator, site-based leadership team and the community-wide leadership team must determine how data and information can be gathered and analyzed to address these questions. Refer back to Step 4.

The conclusion of this step will assist you with writing the final needs assessment report.

8. Determine Priorities

The State Support Network, *Needs Assessment Guidebook*, indicates that achieving successful outcomes requires directing improvement efforts toward a manageable set of priorities. Through the needs assessment process many needs or issues will surface. Consequently, it is important to

pare down the list of needs or issues into a key set of priorities that includes the five or six New Mexico Community Schools Act indicators:

1) Community school culture and climate;
2) Student academic achievement;
3) Student attendance;
4) Student behavior;
5) Quality family engagement; and
6) For highs schools graduation rates and readiness for college and career.

Stakeholders who will be responsible for carrying out or supporting the priority areas must ensure that the priorities identified are authentic and specific to the needs assessment framework and local context.

Guiding Questions

- What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
- How many priorities will a given school or school district address simultaneously along with the five or six indicators?
- Are there additional data that should be considered in order to make informed decisions about informed priorities, the five or six indicators and capacity for implementation"

Source: State Support Network: *Needs Assessment Guidebook*

9. Connect with Implementation

The State Support Network, *Needs Assessment Guidebook*, indicates that the last phase of the needs assessment takes the results of the needs assessment and turns those results into something actionable. The community school coordinator and site-based leadership team and community-based leadership team take a deep dive into the prioritized needs including the five or six indicators to understand root causes or further break down the priorities in order to connect them to relevant goals to be included in the community school plan. The priorities identified through the needs assessment process drive the selection and implementation of the appropriate evidence-based intervention, programs and practices. Connecting with the implementation is critical to realizing change because of the needs assessment process.

Guiding Questions

- How will the needs assessment results be used to create meaningful, long-term change with the five or six indicators?
- What are the potential underlying root causes of the needs or issues the team has prioritized?
- What additional information is needed about the needs assessment results or their potential underlying causes to create meaningful, long-term change?

- How will site-based leadership teams and community-wide leadership teams connect needs assessment results to the selection of evidence-based practices for implementation?
- What processes will be created to ensure regular opportunities for utilizing data to reflect on the progress of improvement efforts?

Source: State Support Network: *Needs Assessment Guidebook*

10. Sharing Results

The community schools needs assessment report must identify the needs or gaps between current conditions and desired conditions or wants while addressing the five or six indicators. The Public Education Department's Community Schools website has examples of needs assessment reports, click here.

Share the needs assessment report with:
- School Staff
- District Staff
- Students, if age appropriate
- Parents and Families
- Community Members
- Tribal Leaders
- Local Businesses
- Community Organizations
- Local Governments

*Note: The needs assessment report must not contain personally identifiable information.

The *"Community Schools Playbook"* includes an abundance of tools for community schools including resources on how to message and effectively communicate for community schools, click here.

The needs assessment must be revised periodically when updated data becomes available and the community school coordinator, site-based leadership team and community-based leadership team identify changes in trends.