

# Discovered Facts Summary

## Working with the Community

Following is a list of the facts you've discovered while **working with the community**. Those highlighted in **green** are considered critical findings and should provide maximum assistance in focusing your change efforts. Those highlighted in **yellow** are considered significant findings as well. Non-highlighted facts are supportive.

11	<b>Vast Majority of Tier 2 &amp; 3 Parents Are Not Engaged</b>
	Your foray into parental engagement measures verifies your fear that parents want the outcomes, but don't want to be involved in / engaged with the details. Your analysis suggests that 64% of parents are unaware of student interventions, methods and tools being used and impacts being produced. They are aware that their students are struggling, but have very little knowledge of school plans / goals for their children.
12	<b>Rigorous Tracking / Reporting of Intervention Results Seldom Occurs</b>
	Your review of follow-up analyses and actions taken to track impacts of core instruction, interventions and even standard curriculum modifications is disappointing. Less than 10% of actions taken have any sort of follow-up review, and most of those are subjective rather than based on available data.
14	<b>Transitions Between Tiers are Few and Getting Less Frequent</b>
	Your analysis of data related to inter-tier transitions produces some surprising results. It seems that only 12% of tier two students ever successfully transition to and remain tier one. Most disquieting is your discovery that even a smaller percentage of tier three students transition to tier two. It seems that the flow is almost one-way. As you dig in to further understand this, it becomes apparent that growing indirect service time requirements may be precluding the higher value direct service time necessary to support improvement necessary for lasting transitions.