

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.

12	Rigorous Tracking / Reporting of Intervention Results Seldom Occurs
	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.
13	Data Usage / Disaggregation is Minimal
	Due to the commonly held perception that Windsor's LMS is not user-friendly, very few in the school rely very heavily on the data available in the somewhat antiquated system. Data disaggregation is cumbersome and thus happens only infrequently. A majority of analyses done in the Counseling department are based on data gathered informally (outside the LMS system) by the counselors. The LMS allows limited capture of non-standardized information (info other than grades, demographics, schedules, attendance, etc.), so each counselor seems to have his or her private "stash" of counseling relevant data, which makes sharing difficult and cumbersome.
15	Tier One College / Career Readiness Interventions are Infrequent
	Your analysis of data related to tier one interventions and associated impacts produces a clear picture of scarcity and low efficacy. The faculty's perception many tier one training and skills as extra-curricular and a drain on their available class time produces an unhealthy friction between faculty and counselors. This thinking has placed much of the burden on counselors, exacerbating their spiraling time requirements.