

# 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.
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.
15	<b>Tier One College / Career Readiness Interventions are Infrequent</b>
	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.