

# **MEASURE of Success**

## *SPARC - School Counseling Program Accountability Report Card*

**School:** Riverview High School

**Enrollment:** 2578

**Principal:** Linda Nook

**Counselors:** Janie Bozarth, Victoria Hughes, Dusty Twining, Alix Giannini, Beth Sheets, Jay Lorenz, Joy Striepe, and Kathryn Sperber

### **Results**

1. 45% of students increased their FCAT scores by 10% or more. 49% earned scores that were passing scores for FCAT. 16% improved their scores but less than 10%.
2. Student attendance data showed very erratic attendance patterns. Very few students improved their attendance by 10%. Many students had very poor attendance during the fourth quarter. For some students there was no correlation between attendance and passing the FCAT.
3. 55% of the students had a A/B/C average by the third quarter. 31% of the students had a D/F average at the end of semester.
4. 14% of the students withdrew early in the year due to personal problems/poor attendance or moving from the area. No final grade was issued.
5. 29% of the FCAT scores went down even after interventions.
6. One student graduated in December after passing the FCAT. One student used ACT scores instead of FCAT scores for graduation

### **Principal's Comments**

Student achievement requires strategic support. High schools must focus on students who are struggling, especially those unable to pass FCAT. RHS is currently monitoring progress in many ways including through small learning communities. School Counselors play a key role and have focused on high level II FCAT students with the goal that with additional academic support, counseling, tutoring, etc. will be successful. Our School Counselors' work helped many students and plays an essential role in student achievement. Specific guidance and mentoring not only improves graduation rates but also increases scores in reading, math and science. A key to "closing the achievement gap" is supportive services. The results indicate these efforts positively impact student achievement.

Linda Nook, Principal RHS

### **Systemic Changes**

1. Continuation of Reading classes/Read 180 for all grade levels with low FCAT scores.
2. Input into new attendance policy for district
3. Review of parent contact forms and frequency of contact from counselors and teachers

### **School Improvement Issues**

## **Stakeholders**

Students  
Parents  
Counselors  
Teachers  
Reading teachers  
Career Advisors  
Data Coach  
Literacy Coach

## **Faces Behind the Data**

One particular student, was a poor student during her freshman and sophomore years. Her attendance was sporadic and her grades were a reflection of it. She did not pass the Reading FCAT her sophomore year and was in danger of dropping out of school.

She met with me early in her junior year to set some goals for herself. She desired to be the first in her family to graduate from high school and go to college. With that goal in mind, her attendance improved and she took classes over again to improve her GPA. She attended ESOL reading classes and worked hard to improve her test scores. We met every few weeks to review her progress and to make sure she was meeting her goals. She received a congratulatory letter from me every marking period for her grades and in April she was recognized at the Most Improved award banquet by the district for her accomplishments. In April, she also received the news that she had passed her reading FCAT !!!

I will continue to meet with this student frequently next year to make sure she is on track for meeting her goal of going to college.

Another student was chosen for the MEASURE data group due to sporadic attendance and poor FCAT performance in reading. I met with her parents frequently and monitored her attendance closely. Her attendance has improved from 11 absences in quarter one to only four absences during quarter three. Her teachers have commented on her improved performance in class. She is now earning a 91% in English. Her Reading FCAT score improved about 12% from last year. She is now a level 3 reader.

An additional student struggled in the classroom since arriving at Riverview. When he became ineligible for the football team he was determined to improve. Through constant grade monitoring, Intensive Reading classes and frequent parent contact, he has improved his GPA from a 1.83 to a 2.13. His FCAT reading score improved over 100 points.

SPARC is a continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education. SPARC has been adapted with permission as a complement to MEASURE.