

MEASURE of Success

SPARC - School Counseling Program Accountability Report Card

School: Venice Elementary School

Enrollment: 703

Principal: Theresa Baus

Counselor: George Drummond

Results

Data after action plan:

On 3rd Grade FCAT Reading:

- (a) 50% scored at Level 1
- (b) 37% scored at Level 2
- (c) 13% scored at Level 3

Impact:

After the action plan, 88% of the students demonstrated an increase in SRI scores.

Average increase in SRI score was 110 points.

Goal (a) of 90% of students increasing SRI scores was not achieved (one student measured a decrease in SRI score.)

Principal's Comments

July 11, 2007

During the 2006-2007 school year, George Drummond, guidance counselor at Venice Elementary, worked with a group of below level third graders to improve their fluency and reading skills. During these weekly group sessions, the students developed skills in oral reading and drama to increase their fluency. These students were also taught strategies in stress reduction and test taking. At the beginning of the 06-07 school year, Stanford 9 Reading Test scores and Scholastic Reading Inventory scores predicted that all of these students would score at Level 1 on the March 2007 FCAT SSS Reading Exam, and therefore be retained in 3rd grade. When the FCAT test scores were provided to the school in May of 2007, 75% of these students passed with a score higher than Level 1.

I feel this group was highly effective in assisting these struggling students to improve their reading skills. Research has shown that improvement in fluency skills directly correlated to an improvement in reading skills. Also, below level students routinely lack confidence in their abilities and have poor test taking skills. I am convinced that Mr. Drummond's work with this group of students had a very positive impact on their learning and improvement in reading.

Theresa Baus, Principal

Systemic Changes

The counselor began to understand ways of expanding my impact beyond the purely emotional role of the counselor and bridge the gap to the academic side, as well. I also learned that my background in other areas could help make an impact academically.

School Improvement Issues

In the busy day-to-day activities of school and increasing demands for meetings, it was difficult to have formal sit-down meetings to compare notes on children. This will be a continuing challenge.

Stakeholders

This approach enlists more people as stakeholders in each child's progress. Rather than isolating a child's success as just the teacher's problem, a team approach ensures a more whole-child approach – socially, emotionally, and academically.

Faces Behind the Data

One student had a long history of tardiness and absenteeism, often creating excuses to avoid coming to school. He appeared to enjoy the dramatic approach to reading and “acting out” parts. His teacher reported that he looked forward to coming to group. Although attendance was not a stated goal of this action plan, his attendance increased dramatically and his demeanor improved. Late in this process, he was identified SLD and placed in a full-time SLD class. By the end of the school year, he appeared much happier and really enjoyed the end-of-year field trip to the Sanddollar Book Shop and Althea's Restaurant.

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