

# MEASURE

## Mission, Element, Analyze, Stakeholders-Unite, Results, Educate A Six-step Accountability Process for School Counselors

### Name and Address of School:

South Kingstown High School  
215 Columbia St.  
Wakefield, RI 02879

**Vice-Principal:** Alicia Storey

**Name of Counselor(s) Leading the Initiative:** Rose Majeika, Director of Guidance; Barbara J. Crudale, Marcella Bennett, Cheryl Leaver, Kevin D. Quinn, and J. Robert Bellemore

### Enrollment:

1,300

### School Demographics:

Caucasian/Non-Hispanic:	87.0%
African American:	3.3%
Hispanic:	2.6%
American Indian:	3.4%
Asian/Pacific Islander:	3.4%
English Language Learners (ELL):	0.2%
Free/reduced lunch:	5.0%

## STEP ONE: MISSION

### MISSION

*Connect your work to your school's mission in keeping with the ASCA or your state's comprehensive school counseling model.*

### Your school or department's mission statement is:

South Kingstown High School, in partnership with our diverse and dynamic community, will provide an environment in which each student acquires the knowledge and develops the skills necessary to become a respectful, healthy, productive, and responsible citizen in an ever-changing global society.

## STEP TWO: ELEMENT

### ELEMENT

*What critical data element are you trying to impact? Examples include: grades, test scores, attendance, promotion rates, graduation rates, postsecondary going rate, enrollment into honors, AP, IB, special education, or lower track courses; discipline referral data, and so on.*

*Where is the data element currently (baseline) and where do you hope to move it (goal)? How do you plan to impact it? For example, reduce discipline referrals by 5%; improve the graduation rate by 3%; increase the numbers of students in advanced math by 5%, and so forth.*

**Element:** The school counselors at South Kingstown as part of the leadership team identified this critical data element to try to impact the ninth-grade promotion rate.

**Baseline:** 54 ninth graders were identified as at risk of failure.

**Goal:** Reduce by 20% the number of ninth graders at risk of failure.

### STEP THREE: ANALYZE

Analyze by aggregating and disaggregating the data to better understand which students are meeting success. You can disaggregate by gender, race, ethnicity, or in a multitude of ways to look at student groupings. This step answers the question, "What else do I need to know about the baseline data to help my students, close these gaps, and contribute to improving the data?"

The disaggregated baseline data revealed:

#### At-Risk Ninth Graders' Demographics

Caucasian: 84%	IEP: 38%
African American: 8%	504: 5%
Native American: 3%	Female: 28%
Hispanic: 5%	Male: 72%

### STEP FOUR: STAKEHOLDERS-UNITE

#### STAKEHOLDERS-UNITE TO DEVELOP STRATEGIES TO IMPACT THE DATA ELEMENT

Beginning Date: September 2004

Ending Date: June 2005

##### Stakeholders

##### Strategies

School counselors

- Facilitated group meetings with entire freshman class to inform students of Keys to Success and individuals who can support them at SKHS.
- Held individual meeting with student and family to discuss Learning Contract.
- Held individual meetings with students receiving progress reports mid-quarter.
- Delivered guidance curriculum in small groups to introduce students to academic support systems within the school.
- Connected academics to education and identified attitudes and behaviors that lead to successful learning.
- Provided certificates to students who improved their grades each quarter.
- Helped students to learn to take responsibility for their actions.
- Informed our Adv. Committee of our plan.

Administrators

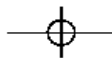
- Provided positive support for target students after quarter report cards were published.
- Monitored the number of visits to the Learning Center.
- Held parent meeting with teacher, student, administration, and school counselor if student had more than 10 absences per quarter.

Higher education

- Presented a motivational workshop on college readiness (Talent Development, University of Rhode Island).

Teachers

- Supported skills for students as discussed in Learning Contract.
- Encouraged students to use Learning Center.



**Stakeholders****Strategies**

	<ul style="list-style-type: none"> <li>• Received detailed information to prepare students for mid-term and final exam preparation.</li> <li>• Engaged in numerous discussions with counselors on improvement of classroom behavior, homework completion, and study skills.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Used Learning Center twice a week during Q1.</li> <li>• Participated in small groups.</li> <li>• Adhered to Learning Contract.</li> <li>• Utilized academic support within the building (after-school review sessions with teachers, advocating for themselves if having difficulties in a course).</li> </ul>
Student support personnel	<ul style="list-style-type: none"> <li>• Supported and monitored students' progress.</li> </ul>
Attendance officer	<ul style="list-style-type: none"> <li>• Made home visits to students with excessive absences.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Supported Learning Contract.</li> <li>• Contacted the school for information; attended IEP meetings (if appropriate).</li> <li>• Attended Learning Contract meetings.</li> <li>• Received copies of certificates of improvement each quarter.</li> </ul>

**STEP FIVE: RESULTS****RESULTS*****Restate your baseline data.***

*State where your data are now. Did you meet your goal?*

Restate baseline Data: \_\_\_\_\_ Results (data now): \_\_\_\_\_ Met goal: Yes  No

September 2004: 54 Students at Risk of Failure

2004–2005	First Q	Second Q	Third Q	Fourth Q	Promotion to Tenth Grade
9th graders	28	15	33	21	30

Questions to consider as you examine results and revise your MEASURE:

*Which strategies had a positive impact on the data?*

The weekly meetings with the students during Q1 study hall; quarterly certificates of achievement; continue with weekly meetings throughout the school year.

*Which strategies should be replaced, changed, added?*

Increase the collaborations with teachers to improve study skills; invite them to participate in key weekly sessions during the first quarter.

*Based on what you have learned, how will you revise Step Four, Stakeholders-Unite?*

The program will become mandatory for all students entering the ninth grade with two or more D or F grades. Also, we will include all ninth graders who fail two or more courses in the first quarter.



*How did your MEASURE contribute to systemic change(s) in your school and/or in your community?*  
This created a stronger working relationship between eighth-grade counselors and the high school counselors. Strategies were in place for the at-risk ninth graders before they came to the high school.

## **STEP SIX: EDUCATE**

*Educate others as to your efforts to move data. Develop a report card that shows how the work of the school counselor(s) is connected to the mission of the schools and to student success. Following is an example of a report card.*

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## South Kingstown High School MEASURE of Success

**Vice Principal:** Alicia Storey

**School Counselors:** Rose Majeika, Director; Barbara J. Crudale, Cheryl Leaver, Marcella Bennett, Kevin D. Quinn, and J. Robert Bellemore

**Enrollment:** 1,328

### Vice Principal's Comments

Creating a systemic program to address proactively the needs of at-risk students entering the high school crafts a culture of high expectations for all students. The results speak for themselves. More than 55% of the students participating in the program benefited from school counselors' increased collaboration with and among other counselors, teachers, administrators, and parents. Advocating, supporting, and assisting students in the transition to high school lays the foundation for success academically, along with developing the habits and dispositions needed to be a responsible citizen.

### School Improvement Issues

We decided to tackle ninth-grade failure as part of our comprehensive school counseling program; 54 students had two or more D/F for final grades for the final eighth-grade report card.

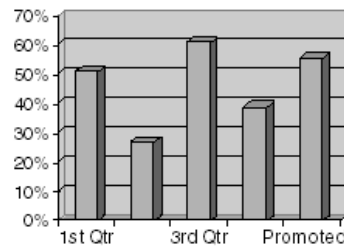
### Faces Behind the Data

Ninth graders shared:

- "I know now the Learning Center is a place I can go for help."
- "I think I will use the CHOICES program to help decide what I'll do in the future."
- "It showed me how and why my planner/agenda is useful."
- "This helped me realize my goals."
- "It gave me a plan for getting better grades."
- "It helped me get more organized."
- "It was kind of meaningful. I am working harder now."
- "It helped me realize how important school-work is."
- "It helped show how important it is to do good in school for your future."
- "The group told us how we can improve on our work and homework."

*NOTE:* The Educate step in MEASURE has been adapted with permission from SPARC, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.

### Results



55.5% of the at-risk ninth graders were promoted to grade 10.

### Systemic Changes

Implemented ninth grade Advocacy Project annually to improve academics.

Collaborated with MS school counselors and HS school counselors.

Initiated quarterly award ceremony for students.

Improved communication among teachers, counselors, students, and parents.

### Stakeholders Involved

**School Counselors:** Facilitated group meetings to help students plan for a successful ninth-grade year; held individual meetings with student and/or family to implement learning contract; conducted small group meetings to reinforce contract and deliver study skills curriculum; met quarterly with at-risk students to discuss progress.

**Administrator:** Provided positive support for target students after quarter report cards were published.

**Teachers:** Reinforced skills for students as discussed in Learning Contract; encouraged students to use Learning Center; reinforced test-taking strategies with mid-term and final exam study skills provided by the school counselors.

**Parents:** Reviewed and signed the Learning Contract; received academic updates from teachers and school counselors.

**Students:** Used Learning Center; participated in "successful freshman" guidance curriculum lessons; adhered to learning contract; improved academic achievement.

**Higher Education:** Motivated students for the Talent Development/College Readiness Program at University of Rhode Island.

