

**Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention**

**Project GOAL Fidelity Cover Page**

<b>TOTAL TIME OF OBSERVATION</b> _____ <i>hrs</i> _____ <i>min</i>	<b>TOTAL FIDELITY SCORE</b> _____ / <u>36</u>
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Attach the previous Student Progress Check weekly/cycle sheet with the respective Daily Monitor Log of Interventions and Field Notes forms.

<b>IA. Adherence of Checking Student Data</b>	
1. Advisor checked student data to determine status for all students (weekly progress check)	___yes ___no
2. Advisor planned targeted interventions for all II and BI students (weekly progress check)	___yes ___no
<b>ADHERENCE OF CHECKING: FIDELITY SCORE</b> _____ / <u>2</u>	

<b>IB. Adherence of Connecting</b>	
3. Advisor mapped a plan to implement the targeted interventions, min. of 1/period (daily plan)	___yes ___no
4. Advisor implemented the daily plan or diverged for valid reasons (daily plan)	___yes ___no
5. Advisor logged the intervention components/dosage students received (daily field notes)	___yes ___no
<b>ADHERENCE OF CONNECTING: FIDELITY SCORE</b> _____ / <u>3</u>	

<b>II. Implementation Quality of Connecting</b>	
Overall Scores	
▪ Advisor's performance indicator implementation quality	_____ / <u>24</u>
▪ Advisor's global observation implementation quality	_____ / <u>7</u>
<b>IMPLEMENTATION QUALITY OF CONNECTING: FIDELITY SCORE</b> _____ / <u>31</u>	

<b>III. Exposure/Dosage</b>	
▪ Checking	
▪ Connecting	
▪ Home Connection	
▪ Group Activities	
▪ Motivation	
<b>EXPOSURE /DOSAGE OF PROJECT GOAL: FIDELITY SCORE</b> _____	

## Project GOAL Fidelity: Implementation Quality of Connecting

### Descriptive Information

Date:	Advisor:	Site:
Weekday:	Observer:	District:
Period(s):	Length of Observation:	Observation Round:

### Performance Indicators

Implementation of Project GOAL		Implementation Quality			
Daily	<b>Seeking information</b> <ul style="list-style-type: none"> <li>▪ Information is actively sought from teachers, staff, parents, and/or students to enhance interpretation of student data</li> <li>▪ Def: Time spent discussing issues related to a student, asking questions, listening to, collaborating on student issues, and investigating to determine underlying issues concerning the student.</li> <li>▪ Ex. Talking with a student, parent, staff member, or related support staff regarding students' attendance, behavior, and grades</li> </ul>	4	3	2	1
	<div style="text-align: right; padding-right: 10px;"><i>Notes</i></div>				
	<b>Providing feedback</b> <ul style="list-style-type: none"> <li>▪ Feedback is personalized and informed</li> <li>▪ Def: Time spent talking with a student before, during, and after classes, observing a student in and outside of the classroom, and demonstrating knowledge of a student's current attendance, tardies, referrals, and suspensions to inform and personalize the student connection</li> <li>▪ Ex. Greeting a student and recognizing that he/she arrived to all of his/her classes on time yesterday</li> </ul>	4	3	2	1
<div style="text-align: right; padding-right: 10px;"><i>Notes</i></div>					
<b>Conducting meetings</b> <ul style="list-style-type: none"> <li>▪ Meetings are targeted and individualized</li> <li>▪ Def: Time spent engaging in a targeted, directed conversation that concludes with specific next steps for a student to follow, which may include problem solving of academic or behavioral issues, discussing a student's personal concerns, and providing instructional support</li> <li>▪ Ex. Strategizing with a student to arrive to school on time or to attend tutorials for a failing class</li> </ul>	4	3	2	1	
<div style="text-align: right; padding-right: 10px;"><i>Notes</i></div>					

## Project GOAL Fidelity: Implementation Quality of Connecting

<b>Maintaining relationships</b>											
<ul style="list-style-type: none"> <li>▪ Relationships are positive and professional</li> <li>▪ Def: Time spent establishing and continuing positive and professional relationships with students, parents, staff, and related support staff to achieve the student's goals and overall success</li> <li>▪ Ex. Modeling appropriate interaction by demonstrating how to ask a teach for help</li> </ul>	4	3	2	1							
<i>Notes</i>											
<b>Providing reinforcements</b>											
<ul style="list-style-type: none"> <li>▪ Reinforcements and incentives are positive</li> <li>▪ Def: Time spent recognizing a student for responding in an acceptable, expected way or acknowledging a student's small or large accomplishment by providing a verbal or tangible reward to encourage good decision-making</li> <li>▪ Ex. Awarding a student a PEEPS point for assisting his/her peer with meeting his/her goal or awarding a student a pencil for raising her test grade in Algebra</li> </ul>	4	3	2	1							
<i>Notes</i>											
<b>Problem solving</b>											
<ul style="list-style-type: none"> <li>▪ Problem solving directly supports a student's academic, behavioral, and personal success</li> <li>▪ Def: Time spent discussing issues related to a student and problem solving for a student's needs and concerns, including modeling for the student how to advocate for his/her success</li> <li>▪ Ex. Modeling how a student could problem-solve with a teacher to determine how he/she will raise his/her grade</li> </ul>	4	3	2	1							
<i>Notes</i>											
<b>Global Observation</b>											
Global Implementation of Project GOAL					High Quality		Low Quality				
Overall, this Advisor's implementation is:					7	6	5	4	3	2	1
<i>Notes</i>											

## Dropout Prevention Intervention Group Fidelity

### *Directions and Operational Definitions for Dropout Prevention Intervention Daily Fidelity*

- Review the weekly progress check to measure if the Advisor checked the student data to determine the risk status for ALL students on their caseload
- Review the weekly progress check to measure if the Advisor planned targeted interventions for all Intensive Intervention and Basic Intervention students
- Complete the available information in the *Descriptive Information* section of the Implementation Quality of Connecting fidelity measure, e.g., date, Advisor’s first and last name, school site, etc.
- Review the daily plan to measure if the Advisor mapped a plan to implement the targeted interventions
- Have available the weekly progress check with the respective daily field notes and the daily plan
- Measure if the Advisor implemented the daily plan or diverged from the plan for valid reasons
- Review the daily field notes to measure if the Advisor logged the intervention components/dosage students received
- Based on the full-day observation of implementing Project GOAL, measure the overall quality of each of the six performance indicators on the Implementation Quality of Connecting fidelity measure (see the Performance Indicator Implementation Quality table below)
- Based on the full-day observation of implementing Project GOAL, measure the global quality of the Advisor’s Implementation Quality of Connecting fidelity measure (see the Global Observation Implementation Quality table below)
- Complete the *Cover Page* and the remaining information in the *Descriptive Information* section, e.g., length of observation, periods, etc.

#### **Performance Indicator Implementation Quality**

Rate the extent to which the performance indicator was implemented during the fidelity observation.

<b>Observed, Excellent (4)</b>	The performance indicator is observed and is the expected, model behavior of a Project GOAL Advisor.
<b>Observed, Adequate (3)</b>	The performance indicator is observed, yet it needs improvement. See <i>Notes</i> .
<b>Observed, Weak (2)</b>	The performance indicator is observed, yet it needs significant improvement. See <i>Notes</i> .
<b>Not Observed (1)</b>	The performance indicator is not observed. See Advisor Daily Plan for Fidelity to indicate if the reason was valid or invalid.

#### **Global Observation Implementation Quality**

Use the following definitions to determine the quality of the global observation item.

<b>High (6-7)</b>	Very high fidelity with few areas of improvement. Nearly all of the performance indicators are implemented. <span style="float: right;">–OR–</span> Few performance indicators were observed because of a valid, immediate issue(s) required attention.
<b>Average (3-5)</b>	Moderate fidelity with many areas of improvement. Only some of the performance indicators are implemented and ineffectively implemented because of his/her attention to an invalid issue(s).
<b>Low (1-2)</b>	Low fidelity with significant areas of improvement. Few performance indicators are implemented. <span style="float: right;">–OR–</span> Few performance indicators were observed because of an invalid issue(s).