

Dropout Prevention Intervention Fidelity

Dropout Prevention Intervention Fidelity Cover Page **TOTAL SCORE**

Attach fidelity forms and supporting documents (i.e. field notes and lesson plan).

Daily Score

Daily Fidelity Score	_____	/13
Overall Scores		
<input type="checkbox"/> Monitor's checking	_____	/5
<input type="checkbox"/> Monitor's connecting	_____	/5
	Minutes of Observation	_____
	DAILY TOTAL SCORE	_____ /23

Group Score

Average Implementation Score	_____	/9
Average Quality Score	_____	/9
Overall Scores		
<input type="checkbox"/> Monitor's implementation	_____	/5
<input type="checkbox"/> Monitor's quality	_____	/5
	Minutes of Observation	_____
	GROUP TOTAL SCORE	_____ /28

TOTAL MINUTES OF OBSERVATION _____

TOTAL FIDELITY SCORE _____ ***/51***

Dropout Prevention Intervention Daily Fidelity

Descriptive Information					
Date:	Monitor:	Site:			
Weekday:	Observer:	District:			
Period(s):	Length of Observation:	Observation Round:			
Performance Indicators					
Daily	Checking	Observed	If "No" clarify reason why		Notes
			Valid	Invalid	
	Checks attendance, tardies, and behavior • Monitor tardies, skipped classes, absences, referrals, and suspensions	Yes No	1	0	
	Checks grades of students who are failing a class • Monitor class work and home work completion	Yes No	1	0	
	Checks with students who have a contract • Assist students to monitor his/her own progress	Yes No	1	0	
	Checks with teachers regarding student progress • Monitor academic and behavior engagement in core and elective classes	Yes No	1	0	
	Checks with parents regarding student progress • Notify parent of academic and behavior engagement in core and elective classes	Yes No	1	0	
	Checks with students and/or leaders of extracurricular activities • Assist students to actively and appropriately participate in extracurricular activities	Yes No	1	0	
	Checks with mentors and/or community agencies of students who qualify • Assist students to actively and appropriately participate in mentoring and/or community activities	Yes No	1	0	
	Add the number of observed "Yes" indicators and "Valid" reasons = TOTAL /7				
Global Observation					
		High Quality		Low Quality	
Overall, this Monitor's checking is:		5	4	3	2 1
Notes					

Dropout Prevention Intervention Daily Fidelity

Performance Indicators						
Daily	Connecting	Observed		If "No" clarify reason why		Notes
		Yes	No	Valid	Invalid	
	Make a personal connection with each student <ul style="list-style-type: none"> • Brief meet-and-greet at the beginning or end of the school day, between classes, and/or during breakfast or lunch 	Yes	No	1	0	
	Meet with a student to discuss an issue <ul style="list-style-type: none"> • Discuss the importance of an academic or behavior incidence and discuss consequences of continued behavior 	Yes	No	1	0	
	Advocate for a student's academic, behavioral, and personal success <ul style="list-style-type: none"> • Model problem-solving both at the student level and between home and school 	Yes	No	1	0	
	Give praise for success <ul style="list-style-type: none"> • Acknowledge small and large accomplishments 	Yes	No	1	0	
	Use positive reinforcement and incentives <ul style="list-style-type: none"> • Encourage good decision making and reward (e.g. verbal or tangible) 	Yes	No	1	0	
	Foster safe relationships <ul style="list-style-type: none"> • Promote respectful and acceptable interactions 	Yes	No	1	0	
Add the number of observed "Yes" indicators and "Valid" reasons =		TOTAL		/6		
Global Observation						
		High Quality		Low Quality		
Overall, this Monitor's connecting is:		5	4	3	2	1
<i>Notes</i>						
Additional Comments						
<i>Comments</i>						
<i>Observation Summary</i>						

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Dropout Prevention Intervention Daily Fidelity

Directions and Operational Definitions for Dropout Prevention Intervention Daily Fidelity

Make a copy of the Monitor’s field notes from the previous day to inform Monitor’s performance indicators.

Descriptive Information

Complete the first section, descriptive information, of the fidelity form. Include information such as date, length of observation, Monitor’s first and last name, school site, etc.

Examples of Valid and Invalid Issues

Below are supporting examples of valid and invalid issues that could distract a Monitor from fulfilling the performance indicators.

Valid	Invalid
<ul style="list-style-type: none"> ▪ Student was in a conflict with a peer or staff and the Monitor needed to model problem-solving skills ▪ Student was reprimanded and the Monitor needed to model advocacy ▪ Student experienced an emergency that required the Monitor’s assistance ▪ The task was/will be performed during another day that week and the reason why is indicated in the <i>Notes</i> section 	<ul style="list-style-type: none"> ▪ Student needed a pass to leave class ▪ Student wanted to hang out and talk and this was not the most appropriate time ▪ Student wanted to work in the Monitor’s class instead of his/her scheduled class, distracting the Monitor from fulfilling his/her responsibilities ▪ Student was upset about an issue that did not require immediate assistance

Quality of Global Observation

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

High (5)	Very high fidelity with few areas of improvement. Nearly all of the performance indicators are implemented with nearly all of the students. –OR– Few performance indicators were observed because a valid, immediate issue required attention.
Mid High (4)	Moderate to high fidelity with some areas of improvement. Many of the performance indicators are implemented with some of the students because of his/her attention to a valid issue.
Mid (3)	Moderate fidelity with many areas of improvement. Some of the performance indicators are implemented with some of the students because of his/her attention to an invalid issue.
Mid Low (2)	Moderate to low fidelity with several areas of improvement. Many of the performance indicators are implemented with some of the students because of his/her attention to an invalid issue.
Low (1)	Low fidelity with significant areas of improvement. Few performance indicators are implemented with few students. –OR– Few performance indicators were observed because of an invalid issue.

Dropout Prevention Intervention Group Fidelity

Dropout Prevention Intervention Group Fidelity		
Monitor:	Date	Site:
Group size:	Lesson:	Observer:

Components	Start Time	End Time	Implementation					Quality		
			3	2	1	Not at all	NA	3	2	1
Goal Reflection (warm-up)										
Discuss progress on bi-weekly goals										
Identify successes and challenges in student progress on bi-weekly goals										
Lesson Cycle (activity)										
Introduces the big idea										
Models the skill										
Provides opportunities to practice the skill										
Goal Setting (journal, wrap-up)										
Explains next steps for application to their lives										
Connects student challenges from previous goal to new/revised goal										
Students complete goal setting template										
<i>Comments:</i>										

Dropout Prevention Intervention Group Fidelity

Individual Student Active Engagement	High 3	Medium 2	Low 1
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Monitor's Behavior	Most of the time 3	Some of the time 2	Rarely/ Not at all 1	NA
1. Monitor communicates expectations by providing clear and explicit indications of goals for assignments/activities.				
2. Monitor examines ongoing student performance and adjusts pacing.				
a. Uses modeling during initial instruction.				
b. Checks in with the students during an activity to be sure that they are performing correctly.				
c. Asks students to demonstrate what they are doing.				
d. Checks initial practice items for correctness and provides immediate feedback.				
e. Assists students to perform tasks correctly.				
3. Monitor redirects off-task behavior as appropriate.				
4. Monitor provides positive feedback.				

Quality of Global Observation					
Overall, how effective was this Monitor in implementing the lesson?	5	4	3	2	1

Overall, I consider this monitor's instruction to be:	5	4	3	2	1
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Dropout Prevention Intervention Group Fidelity

Directions and Operational Definitions for Group Session Intervention Fidelity

Descriptive Information

Complete the monitor's first and last name, the date, site location, group size, the lesson number, and your first and last name.

Start Time and End Time

Enter the start and end time for each Component of instruction.

Implementation

Rate the extent to which the required components and subsequent activities are implemented in the lesson.

Excellent (3)	The Monitor completed each of the required activities for the lesson component.
Adequate (2)	The Monitor completed more than half of the required activities for the lesson component.
Weak (1)	The Monitor completed less than half of the required activities for the lesson component.
Not at all	The Monitor did not complete the required activities for the lesson component.
NA	This component was not required for the lesson.

Quality

Rate the quality of the instruction provided by the Monitor for each lesson component. The quality rating is a composite of the implementation, active engagement, and the Monitor's behavior ratings.

High	The Monitor implements the lesson, engages students, and exhibits behaviors that enhance the quality of the lesson at an exceptional level.
Medium	The Monitor implements the lesson, engages students, and exhibits behaviors that enhance the quality of the lesson at an acceptable level.
Low	The Monitor implements the few lesson components, minimally engages students, and exhibits behaviors that reduce the quality of the lesson at an inadequate level.

Individual Student Active Engagement

Rate the extent to which each individual student is actively engaged in the lesson component, including reading, writing, discussing, or participating in activities relevant to the lesson component.

High (3)	Student is on-task actively engaged for all or nearly all of the time devoted to each component. Student requires little or no teacher redirection and participates in all or nearly all of the lesson activities.
Medium (2)	Student is on-task and actively engaged for part of the time of each lesson component. Student requires some teacher prompts during the lesson and infrequent participation in the lesson activities.
Low (1)	Student is actively engaged for limited time of each lesson component. Student may require many teacher prompts redirecting behavior or display a lack of interest in the activity (e.g. head down, ear phones on).

Dropout Prevention Intervention Group Fidelity

Monitor's Behavior

For each Monitor behavior item, determine whether the behavior occurred “most of the time”, “some of the time”, “rarely/not at all” or if the behavior was not applicable “N/A” for the lesson (e.g., if all students independently perform the tasks correctly on then “assists students to perform the tasks correctly” is N/A).

1. Monitor communicates expectations by providing clear and explicit indication of goals for assignment.

The Monitor clearly explains the purpose of activities, provides clear directions, and effectively communicates expectations to the students.

2. Monitor examines ongoing student performance and adjusts pacing.

The Monitor (a) uses modeling during initial instruction, (b) checks in with the students during an activity to be sure that they are performing it correctly, (c) asks students to demonstrate what they are doing, (d) checks initial practice items for correctness and provides immediate feedback, and (e) assists students to perform tasks correctly.

3. Monitor redirects off-task behavior as appropriate.

The Monitor manages all disruptions efficiently and effectively. The Monitor redirects student's attention when students are off-task or inattentive. The Monitor implements the most appropriate strategy for managing a student's off-task behavior (ignoring may be appropriate, as necessary).

4. Monitor provides positive feedback.

The Monitor continually motivates and provides encouragement to all students. The Monitor provides feedback on student successes and maintains a positive and supportive environment.

Quality of Global Observation

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

High (5)	Very high fidelity with few areas of improvement. Nearly all of the lesson components are implemented with nearly all of the students.
Mid High (4)	Moderate to high fidelity with some areas of improvement. Many of the lesson components are implemented with some of the students.
Mid (3)	Moderate fidelity with many areas of improvement. Some of the lesson components are implemented with some of the students.
Mid Low (2)	Moderate to low fidelity with several areas of improvement. Many of the lesson components are NOT implemented with some of the students.
Low (1)	Low fidelity with significant areas of improvement. Many of the lesson components are NOT implemented with most of the students.