**Recovery and Reengagement Initiatives in Rural Contexts**

**Sandy Bales, EdD**

Consultant

National Dropout Prevention Center/Network

**Sandy Addis, EdD**

Executive Director

National Dropout Prevention Center/Network

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# About the Authors

Dr. Sandy Bales, EdD, is a school improvement specialist for Pioneer Regional Educational Service Agency in Cleveland, GA. She is a consultant and author for the National Dropout Prevention Center/Network at Clemson University. She has served as a teacher and building administrator and has 35 years of experience in public education.

Dr. Sandy Addis, EdD, is Executive Director of the National Dropout Prevention Center/Network at Clemson University. He has served as a teacher, principal, central office administrator, regional service agency director, and local school board member. He has 46 years of experience in public education.

**RECOVERY AND REENGAGEMENT INITIATIVES IN RURAL CONTEXTS**

**EFFECTIVENESS VALIDATION INSTRUMENT**

This *Effectiveness Validation Instrument* provides a checklist to assess design, operation, and success of a recovery and/or reengagement initiative. In rural settings, program design may be challenged by small system size, low population density, and/or reduced funding. Part A provides for the evaluation of the Recovery/Reengagement Initiative and Part B allows for the determination of percentage distribution of implementation.

**Directions:**

Enter your school or system name in the blank, then respond to each Part A indicator with a score of 1 to 5 based on the level of implementation outlined in the scoring descriptions below.

|  |  |
| --- | --- |
| **Score** | **Description** |
| **1** | **Not Present** |
| **2** | **Emerging –** Sporadic and random data information with no consistent plan for collection, analysis, evaluation, or response to collected data. |
| **3** | **Developing –** Sporadic data collection with cursory analysis and response. |
| **4** | **Proficient –** Routine data collection with analysis and response. |
| **5** | **Exemplary –** Program of routine data collection and analysis with improvement action steps developed and implemented that are integral to school function and routinely monitored for continuous improvement. |

**System/School:**

# Part A

Rate each indicator using the 1 through 5 scale identified in the directions above for each of the seven categories:

1. Accountability
2. Administrative Structure and Policies
3. Curriculum and Instruction
4. School Leadership
5. School Climate
6. Program Funding
7. Student Support Services

Enter the appropriate score in the column on the right side of each indicator in the Part A tables. When all indicators have been evaluated and scored, total each category and enter that number in the category total space in the last row of each table and in the second column of each corresponding row of the Part B table.

**I. Accountability**

|  |  |
| --- | --- |
| **The school monitors and responds adequately to:** | **Implementation Score** |
| student academic achievement (level of performance). |  |
| attendance rates of faculty and staff. |  |
| attendance rates of students. |  |
| suspensions and expulsions. |  |
| program completion rates. |  |
| Category I Total Score |  |

**Record the total score in column 2, row 1 of the Part B table.**

**II. Administrative Structure and Policies**

|  |  |
| --- | --- |
| **Fair and equitable written policies are in place pertaining and responding adequately to:** | **Implementation Score** |
| behavioral expectations for faculty and staff. |  |
| behavioral expectations for students. |  |
| disciplinary actions. |  |
| attendance. |  |
| admissions procedures. |  |
| exit procedures. |  |
| the system/school educational program philosophy and goals. |  |
| Category II Total Score |  |

**Record the total score in column 2, row 2 of the Part B table.**

**III.** **Curriculum and Instruction**

|  |  |
| --- | --- |
| **A. The academic program is:** | **Implementation Score** |
| comprehensive. |  |
| creative. |  |
| flexible. |  |
| rigorous. |  |
| **B. Classrooms are characterized by:** | **Implementation Score** |
| rigor and high expectations. |  |
| primarily project-centered, student-centered, collaborative tasks/assignments. |  |
| small size (10 students per teacher or less). |  |
| student-focused technology integration more than 50% of the time. |  |
| differentiated instruction. |  |
| differentiated assessment. |  |

 **III.** **Curriculum and Instruction (Cont’d.)**

|  |  |
| --- | --- |
| **C. Instructional staff:** | **Implementation** **Score** |
| enrichment activities through service learning. |  |
| opportunities for accelerated learning. |  |
| are perceived as caring. |  |
| have a deep commitment to work with at-risk students. |  |
| integrate and contextualize academic and career components with a range of problem-solving and employability skills. |  |
| consistently integrate technology into the learning environment. |  |
| have personal plans for instructional growth and improvement. |  |
| **D. Students:** | **Implementation Score** |
| have an Individualized Education Plan that includes both behavioral and academic objectives. |  |
| feel confident. |  |
| feel safe. |  |
| Category III Total Score (A, B , C, and D) |  |

**Record the total score for part III – A, B, C, and D – in column 2, row 3 of the Part B table.**

**IV. School Leadership**

|  |  |
| --- | --- |
| **The school leadership (principal) is:** | **Implementation Score** |
| a good manager of personnel. |  |
| a good manager of resources. |  |
| competent in times of crises. |  |
| a knowledgeable instructional leader. |  |
| an effective instructional leader. |  |
| a strong political leader. |  |
| Category IV Total Score |  |

**Record the total score in column 2, row 4 of the Part B table.**

**V.** **School Climate**

|  |  |
| --- | --- |
| **The school provides:** | **Implementation Score** |
| a one-on-one mentor opportunity at least one hour per week. |  |
| extracurricular activities for students. |  |
| teacher assistants at least 50% of the time. |  |
| an attractive and inviting campus. |  |
| a small size (student body of 250 or less). |  |
| an opportunity for parental/guardian involvement. |  |
| a place for learning in a safe area of the community. |  |
| Category V Total Score |  |

**Record the total score in column 2, row 5 of the Part B table.**

**VI. Program Funding**

|  |  |
| --- | --- |
| **The school has adequate funding to support implementation of programs necessary to target local dropout risk factors in the areas of:** | **Implementation Score** |
| academics (i.e., implementing enrichment programs, after-school tutoring, alternative education opportunities, credit recovery programs). |  |
| behavior (i.e., bullying, appropriate interaction with faculty, staff, students). |  |
| attendance (i.e., chronic absenteeism, chronic tardiness). |  |
| Category VI Total Score |  |

**Record the total score in column 2, row 6 of the Part B table.**

**VII. Student Support Services**

|  |  |
| --- | --- |
| **Students are provided services that:** | **Implementation Score** |
| include access to a broad range of opportunities. |  |
| include guidance counselors who are an integral part of the curriculum. |  |
| support the collection of perceptual data on a regular basis from students, parents, and staff through focus groups and/or surveys. |  |
| Category VII Total Score |  |

**Record the total score in column 2, row 7 of the Part B table.**

# Part B

Determine the *Percentage Implementation* of each category of dropout prevention strategies and record in the fourth column by completing the mathematical computation described for each category identified in the Part B table. Multiplication numbers will vary in the measured areas (e.g., accountability, curriculum and instruction, etc.) based on the total number of indicators identified in the section.

**PERCENTAGE IMPLEMENTATION (Based on Maximum Score of 5 per Indicator)**

| **Row #** | **Category Totals from Part A Tables** | **Multiplied by:** | **Equals Percentage Implementation (round to a whole number)** | **Area** |
| --- | --- | --- | --- | --- |
| **1** |  | 4.00 |  | **ACCOUNTABILITY** |
| **2** |  | 2.86 |  | **ADMINISTRATIVE STRUCTURE AND POLICIES** |
| **3** |  | 1.00 |  | **CURRICULUM AND INSTRUCTION** |
| **4** |  | 3.33 |  | **SCHOOL LEADERSHIP** |
| **5** |  | 2.86 |  | **SCHOOL CLIMATE** |
| **6** |  | 6.67 |  | **PROGRAM FUNDING** |
| **7** |  | 6.67 |  | **STUDENT SUPPORT SERVICES** |