School: _______________________

**Kindergarten First Semester**

_Evaluating Effectiveness of Schoolwide System Worksheet_

1. **First Semester Goal:** What is the primary instructional goal for the first half of kindergarten?
   - Core Component or Big Idea: _______________________
   - DIBELS Measure: _______________________
   - Goal Skill Level: _______________________
   - Goal Timeline to Achieve: _______________________

2. **First Semester Outcome:** In the middle of kindergarten, on ISF, what percent are:
   - Established: ______  Emerging: ______  Deficit: ______
   - Is the outcome criterion (95% Established) met? Yes. Schoolwide System is a Strength  No. Go to 3 & evaluate progress

   **If Schoolwide System Strength you do not need to complete numbers 3 – 10.**

3. **Initial Skills:** In the beginning of kindergarten, what percentage of students schoolwide are
   - Benchmark: ______  Strategic: ______  Intensive: ______

4. **Adequate Progress of Benchmark Students:** Of the students who were Benchmark at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle kindergarten? ______

5. How would you rate the effectiveness of the core curriculum and instruction?
   - ☐ Strength – 95% to 100% of benchmark students achieve ISF goal.
   - ☐ Relative Strength –73% to 94% of benchmark achieve ISF goal.
   - ☐ Needs Support – 53% to 72% of benchmark students achieve ISF goal.
   - ☐ Substantial Support – 0% to 52% of benchmark students achieve ISF goal.

6. **Adequate Progress of Strategic Students:** Of the students who were Strategic at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle kindergarten? ______

7. How would you rate the effectiveness of the schoolwide system of supplemental support?
   - ☐ Strength – 80% to 100% of strategic students achieve ISF goal.
   - ☐ Relative Strength –42% to 79% of strategic achieve ISF goal.
   - ☐ Needs Support – 22% to 41% of strategic students achieve ISF goal.
   - ☐ Needs Substantial Support – 0% to 21% of strategic students achieve ISF goal.

8. **Adequate Progress of Intensive Students:** Of the students who were Intensive at the beginning of kindergarten, what percent achieved ISF of 10 (emerging) or 25 (established) for the middle of kindergarten? ______

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?
   - ☐ Strength – 80% to 100% of intensive students achieve ISF emerging or established.
   - ☐ Relative Strength –76% to 79% of intensive students achieve ISF emerging or established.
   - ☐ Needs Support – 55% to 75% of intensive students achieve ISF emerging or established.
   - ☐ Needs Substantial Support – 0% to 54% of intensive students achieve ISF emerging or established.

10. Do parts of the schoolwide system Need Support or Need Substantial Support? If so, what is the plan to improve the effectiveness of the schoolwide system? (Use additional pages as needed.)
School: ____________________________

**Kindergarten Second Semester**  
*Evaluating Effectiveness of Schoolwide System Worksheet*

1. **Second Semester Goal:** What is the **primary instructional goal** for the second half of kindergarten?
   
   Core Component or Big Idea: ____________________________________________
   
   DIBELS Measure: ______________________________________________________
   
   Goal Skill Level: _____________________________________________________
   
   Goal Timeline to Achieve: ____________________________________________

2. **Second Semester Outcome:** At the end of kindergarten, on PSF, what percent are:
   
   Established: _______  Emerging: _______  Deficit: _______
   
   Is the outcome criterion (95% Established) met?  
   
   **Yes. Schoolwide System is a Strength**  
   
   **No. Go to 3 & evaluate progress**

   **If Schoolwide System Strength you do not need to complete numbers 3 – 10.**

3. **Initial Skills:** In the middle of the kindergarten, what percentage of students schoolwide are
   
   Benchmark: _______  Strategic: _______  Intensive: _______

4. **Adequate Progress of Benchmark Students:** Of the students who were **Benchmark** in the middle of kindergarten, what percent achieved the PSF goal of 35 for the end of kindergarten? _______

5. How would you rate the effectiveness of the core curriculum and instruction?
   
   □ Strength – 95% to 100% of benchmark students achieve PSF goal.
   
   □ Needs Support – 86% to 94% of benchmark students achieve PSF goal.
   
   □ Substantial Support – 0% to 85% of benchmark students achieve PSF goal.

6. **Adequate Progress of Strategic Students:** Of the students who were **Strategic** in the middle of kindergarten, what percent achieved the PSF goal of 35 for the end of kindergarten? _______

7. How would you rate the effectiveness of the schoolwide system of supplemental support?
   
   □ Strength – 80% to 100% of strategic students achieve PSF goal.
   
   □ Relative Strength – 75% to 79% of strategic achieve PSF goal
   
   □ Needs Support – 50% to 74% of strategic students achieve PSF goal.
   
   □ Needs Substantial Support – 0% to 49% of strategic students achieve PSF goal.

8. **Adequate Progress of Intensive Students:** Of the students who were **Intensive** in the middle of kindergarten, what percent achieved PSF of 10 (emerging) or 35 (established) for the end of kindergarten? _______

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?
   
   □ Strength – 80% to 100% of intensive students achieve PSF emerging or established.
   
   □ Needs Support – 57% to 79% of intensive students achieve PSF emerging or established.
   
   □ Needs Substantial Support – 0% to 56% of intensive students achieve PSF emerging or established.

10. Do parts of the schoolwide system **Need Support** or **Need Substantial Support**? If so, what is the plan to improve the effectiveness of the schoolwide system? (Use additional pages as needed.)
First Grade - First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. **First Semester Goal:** What is the primary instructional goal for the first half of first grade?
   - Core Component or Big Idea: ________________________________
   - DIBELS Measure: _________________________________________
   - Goal Skill Level: _________________________________________
   - Goal Timeline to Achieve: ________________________________

2. **First Semester Outcome:** In the middle of first grade, on NWF, what percent are:
   - Established: _______  Emerging: _______  Deficit: _______
   - Is the outcome criterion (95% Established) met? Yes. Schoolwide System is a Strength  No. Go to 3 & evaluate progress
   
   **If Schoolwide System Strength you do not need to complete numbers 3 – 10.**

3. **Initial Skills:** In the beginning of first grade, what percentage of students schoolwide are
   - Benchmark: _______  Strategic: _______  Intensive: _______

4. **Adequate Progress of Benchmark Students:** Of the students who were Benchmark at the beginning of first grade, what percent achieved the NWF goal of 50 for the middle first grade? _______

5. How would you rate the effectiveness of the core curriculum and instruction?
   - Strength – 95% to 100% of benchmark students achieve NWF goal.
   - Relative Strength – 73% to 94% of benchmark achieve NWF goal
   - Needs Support – 56% to 72% of benchmark students achieve NWF goal.
   - Substantial Support – 0% to 55% of benchmark students achieve NWF goal.

6. **Adequate Progress of Strategic Students:** Of the students who were Strategic at the beginning of first grade, what percent achieved the NWF goal of 50 for the middle first grade? _______

7. How would you rate the effectiveness of the schoolwide system of supplemental support?
   - Strength – 80% to 100% of strategic students achieve NWF goal.
   - Relative Strength – 40% to 79% of strategic achieve NWF goal
   - Needs Support – 20% to 39% of strategic students achieve NWF goal.
   - Needs Substantial Support – 0% to 19% of strategic students achieve NWF goal.

8. **Adequate Progress of Intensive Students:** Of the students who were Intensive at the beginning of first grade, what percent achieved NWF of 30 (emerging) or 50 (established) for the middle of first grade? _______

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?
   - Strength – 80% to 100% of intensive students achieve NWF emerging or established.
   - Relative Strength – 67% to 79% of intensive students achieve NWF emerging or established
   - Needs Support – 40% to 66% of intensive students achieve NWF emerging or established.
   - Needs Substantial Support – 0% to 39% of intensive students achieve NWF emerging or established.

10. Do parts of the schoolwide system Need Support or Need Substantial Support? What is the plan to improve the effectiveness of the schoolwide system for the first semester of first grade?
First grade - Second Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. Second Semester Goal: What is the primary instructional goal for the second half of first grade?
   Core Component or Big Idea: ____________________________
   DIBELS Measure: ____________________________
   Goal Skill Level: ____________________________
   Goal Timeline to Achieve: ____________________________

2. Second Semester Outcome: At the end of first grade, on DORF, what percent are:
   Low Risk: _______ Some Risk: _______ At Risk: _______

   Is the outcome criterion (95% Low Risk) met? Yes. Schoolwide System is a Strength No. Go to 3 & evaluate progress

   If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. Initial Skills: In the middle of first grade, what percentage of students schoolwide are
   Benchmark: _______ Strategic: _______ Intensive: _______

4. Adequate Progress of Benchmark Students: Of the students who were Benchmark in the middle of first grade, what percent achieved the DORF goal of 40 for the end of first grade? _______

5. How would you rate the effectiveness of the core curriculum and instruction?
   □ Strength – 95% to 100% of benchmark students achieve DORF goal.
   □ Needs Support – 89% to 94% of benchmark students achieve DORF goal.
   □ Substantial Support – 0% to 88% of benchmark students achieve DORF goal.

6. Adequate Progress of Strategic Students: Of the students who were Strategic in the middle of first grade, what percent achieved the DORF goal of 40 for the end of first grade? _______

7. How would you rate the effectiveness of the schoolwide system of supplemental support?
   □ Strength – 80% to 100% of strategic students achieve DORF goal.
   □ Relative Strength – 42% to 79% of strategic achieve DORF goal
   □ Needs Support – 24% to 41% of strategic students achieve DORF goal.
   □ Needs Substantial Support – 0% to 23% of strategic students achieve DORF goal.

8. Adequate Progress of Intensive Students: Of the students who were Intensive in the middle of first grade, what percent achieved DORF of 20 (emerging) or 40 (established) for the end of first grade? _______

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?
   □ Strength – 80% to 100% of intensive students achieve DORF emerging or established.
   □ Relative Strength – 50% to 79% of intensive students achieve DORF emerging or established
   □ Needs Support – 26% to 49% of intensive students achieve DORF emerging or established.
   □ Needs Substantial Support – 0% to 25% of intensive students achieve DORF emerging or established.

10. Do parts of the schoolwide system Need Support or Need Substantial Support? What is the plan to improve the effectiveness of the schoolwide system for the second semester of first grade?
## Evaluating Effectiveness of Schoolwide System Worksheet

**Second Grade - First Semester**

11. **First Semester Goal**: What is the primary instructional goal for the first half of second grade?

<table>
<thead>
<tr>
<th>Core Component or Big Idea:</th>
<th>DIBELS Measure:</th>
<th>Goal Skill Level:</th>
<th>Goal Timeline to Achieve:</th>
</tr>
</thead>
</table>

12. **First Semester Outcome**: In the middle of second grade, on DORF, what percent are:

<table>
<thead>
<tr>
<th>Low Risk:</th>
<th>Some Risk:</th>
<th>At Risk:</th>
</tr>
</thead>
</table>

Is the outcome criterion (95% Established) met? [Yes. Schoolwide System is a Strength] [No. Go to 3 & evaluate progress]

**If Schoolwide System Strength you do not need to complete numbers 3 – 10.**

13. **Initial Skills**: In the beginning of second grade, what percentage of students schoolwide are

- Benchmark: _______
- Strategic: _______
- Intensive: _______

14. **Adequate Progress of Benchmark Students**: Of the students who were Benchmark at the beginning of second grade, what percent achieved the DORF goal of 68 for the middle second grade? _______

15. How would you rate the effectiveness of the core curriculum and instruction?

- [ ] Strength – 95% to 100% of Benchmark students achieve DORF goal.
- [ ] Needs Support – 93% to 95% of Benchmark students achieve DORF goal.
- [ ] Substantial Support – 0% to 92% of Benchmark students achieve DORF goal.

16. **Adequate Progress of Strategic Students**: Of the students who were Strategic at the beginning of second grade, what percent achieved the DORF goal of 68 for the middle second grade? _______

17. How would you rate the effectiveness of the schoolwide system of supplemental support?

- [ ] Strength – 80% to 100% of Strategic students achieve DORF goal.
- [ ] Relative Strength – 48% to 79% of Strategic achieve DORF goal
- [ ] Needs Support – 28% to 47% of Strategic students achieve DORF goal.
- [ ] Needs Substantial Support – 0% to 27% of Strategic students achieve DORF goal.

18. **Adequate Progress of Intensive Students**: Of the students who were Intensive at the beginning of second grade, what percent achieved DORF of 52 (some risk) or 68 (low risk) for the middle of second grade? _______

19. How would you rate the effectiveness of the schoolwide system of intensive intervention?

- [ ] Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.
- [ ] Relative Strength – 20% to 79% of Intensive students achieve DORF some risk or low risk.
- [ ] Needs Support – 6% to 19% of Intensive students achieve DORF some risk or low risk.
- [ ] Needs Substantial Support – 0% to 5% of Intensive students achieve DORF some risk or low risk.

20. Do parts of the schoolwide system **Need Support** or **Need Substantial Support**? If so, what is the plan to improve the effectiveness of the schoolwide system for the first semester of second grade?
Second grade - Second Semester
Evaluating Effectiveness of Schoolwide System Worksheet

11. Second Semester Goal: What is the primary instructional goal for the second half of second grade?
   Core Component or Big Idea: ________________________________
   DIBELS Measure: __________________________________________
   Goal Skill Level: __________________________________________
   Goal Timeline to Achieve: ________________________________

12. Second Semester Outcome: At the end of second grade, on DORF, what percent are:

   Low Risk: _______  Some Risk: _______  At Risk: _______

   Is the outcome criterion (95% Established) met? Yes. Schoolwide System is a Strength  No. Go to 3 & evaluate progress

   If Schoolwide System Strength you do not need to complete numbers 3 – 10.

13. Initial Skills: In the middle of second grade, what percentage of students schoolwide are
   Benchmark: _______  Emerging: _______  Intensive: _______

14. Adequate Progress of Benchmark Students: Of the students who were Benchmark in the middle of second grade, what percent achieved the DORF goal of 90 for the end of second grade? _______

15. How would you rate the effectiveness of the core curriculum and instruction?
   □ Strength – 95% to 100% of Benchmark students achieve DORF goal.
   □ Relative Strength – 88% to 94% of Benchmark students achieve DORF goal.
   □ Needs Support – 78% to 87% of Benchmark students achieve DORF goal.
   □ Substantial Support – 0% to 77% of Benchmark students achieve DORF goal.

16. Adequate Progress of Some Risk Students: Of the students who were Emerging in the middle of second grade, what percent achieved the DORF goal of 90 for the end of second grade? _______

17. How would you rate the effectiveness of the schoolwide system of supplemental support?
   □ Strength – 80% to 100% of Emerging students achieve DORF goal.
   □ Relative Strength – 20% to 79% of Emerging achieve DORF goal
   □ Needs Support – 7% to 19% of Emerging students achieve DORF goal.
   □ Needs Substantial Support – 0% to 6% of Emerging students achieve DORF goal.

18. Adequate Progress of Intensive Students: Of the students who were Intensive in the middle of second grade, what percent achieved DORF of 70 (some risk) or 90 (low risk) for the end of second grade? _______

19. How would you rate the effectiveness of the schoolwide system of intensive intervention?
   □ Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.
   □ Relative Strength – 14% to 79% of Intensive students achieve DORF some risk or low risk.
   □ Needs Support – 5% to 13% of Intensive students achieve DORF some risk or low risk.
   □ Needs Substantial Support – 0% to 4% of Intensive students achieve DORF some risk or low risk.

20. Do parts of the schoolwide system Need Support or Need Substantial Support? What is the plan to improve the effectiveness of the schoolwide system for the second semester of second grade?
School: __________________________

**Third grade - First Semester**  
**Evaluating Effectiveness of Schoolwide System Worksheet**

21. **First Semester Goal:** What is the primary instructional goal for the first half of third grade?  
   Core Component or Big Idea: __________________________  
   DIBELS Measure: __________________________  
   Goal Skill Level: __________________________  
   Goal Timeline to Achieve: __________________________

22. **First Semester Outcome:** In the middle of third grade, on DORF, what percent are:  
   Low Risk: _______  Emerging: _______  Deficit: _______  
   Is the outcome criterion (95% Established) met?  
   Yes. Schoolwide System is a Strength  No. Go to 3 & evaluate progress.  
   **If Schoolwide System Strength you do not need to complete numbers 3 – 10.**

23. **Initial Skills:** In the beginning of third grade, what percentage of students schoolwide are  
   Benchmark: _______  Strategic: _______  Intensive: _______

24. **Adequate Progress of Benchmark Students:** Of the students who were Benchmark at the beginning of third grade, what percent achieved the DORF goal of 92 for the middle third grade? _______

25. How would you rate the effectiveness of the core curriculum and instruction?  
   □ Strength – 95% to 100% of Benchmark students achieve DORF goal.  
   □ Relative Strength – 93% to 94% of Benchmark students achieve DORF goal.  
   □ Needs Support – 84% to 92% of Benchmark students achieve DORF goal.  
   □ Substantial Support – 0% to 83% of Benchmark students achieve DORF goal.

26. **Adequate Progress of Strategic Students:** Of the students who were Strategic at the beginning of third grade, what percent achieved the DORF goal of 92 for the middle third grade? _______

27. How would you rate the effectiveness of the schoolwide system of supplemental support?  
   □ Strength – 80% to 100% of Strategic students achieve DORF goal.  
   □ Relative Strength – 29% to 79% of Strategic achieve DORF goal.  
   □ Needs Support – 13% to 28% of Strategic students achieve DORF goal.  
   □ Needs Substantial Support – 0% to 12% of Strategic students achieve DORF goal.

28. **Adequate Progress of Intensive Students:** Of the students who were Intensive at the beginning of third grade, what percent achieved DORF of 67 (some risk) or 92 (low risk) for the middle of third grade? _______

29. How would you rate the effectiveness of the schoolwide system of intensive intervention?  
   □ Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.  
   □ Relative Strength – 22% to 79% of Intensive students achieve DORF some risk or low risk.  
   □ Needs Support – 10% to 21% of Intensive students achieve DORF some risk or low risk.  
   □ Needs Substantial Support – 0% to 9% of Intensive students achieve DORF some risk or low risk.

30. Do parts of the schoolwide system Need Support or Need Substantial Support? If so, what is the plan to improve the effectiveness of the schoolwide system for the first semester of third grade?
School: __________________________

**Third grade - Second Semester**  
*Evaluating Effectiveness of Schoolwide System Worksheet*

21. **Second Semester Goal:** What is the primary instructional goal for the second half of third grade?  
   - Core Component or Big Idea: ________________________________  
   - DIBELS Measure: ________________________________  
   - Goal Skill Level: ________________________________  
   - Goal Timeline to Achieve: ________________________________

22. **Second Semester Outcome:** At the end of third grade, on DORF, what percent are:  
   - Low Risk: ______   | Some Risk: ______   | At Risk: ______  
   - Is the outcome criterion (95% Established) met?  
   - Yes. Schoolwide System is a Strength  
   - No. Go to 3 & evaluate progress  

   **If Schoolwide System Strength you do not need to complete numbers 3 – 10.**

23. **Initial Skills:** In the middle of third grade, what percentage of students schoolwide are  
   - Benchmark: _______   | Strategic: _______   | Intensive: _______

24. **Adequate Progress of Benchmark Students:** Of the students who were Benchmark in the middle of third grade, what percent achieved the DORF goal of 110 for the end of third grade? _______

25. How would you rate the effectiveness of the core curriculum and instruction?  
   - □ Strength – 95% to 100% of Benchmark students achieve DORF goal.  
   - □ Relative Strength – 89% to 94% of Benchmark students achieve DORF goal.  
   - □ Needs Support – 80% to 88% of Benchmark students achieve DORF goal.  
   - □ Needs Substantial Support – 0% to 79% of Benchmark students achieve DORF goal.

26. **Adequate Progress of Strategic Students:** Of the students who were Strategic in the middle of third grade, what percent achieved the DORF goal of 110 for the end of third grade? _______

27. How would you rate the effectiveness of the schoolwide system of supplemental support?  
   - □ Strength – 80% to 100% of Strategic students achieve DORF goal.  
   - □ Relative Strength – 25% to 79% of Strategic students achieve DORF goal.  
   - □ Needs Support – 13% to 24% of Strategic students achieve DORF goal.  
   - □ Needs Substantial Support – 0% to 12% of Strategic students achieve DORF goal.

28. **Adequate Progress of Intensive Students:** Of the students who were Intensive in the middle of third grade, what percent achieved DORF of 80 (some risk) or 110 (low risk) for the end of third grade? _______

29. How would you rate the effectiveness of the schoolwide system of intensive intervention?  
   - □ Strength – 80% to 100% of Intensive students achieve DORF some risk or low risk.  
   - □ Relative Strength – 33% to 79% of Intensive students achieve DORF some risk or low risk.  
   - □ Needs Support – 20% to 32% of Intensive students achieve DORF some risk or low risk.  
   - □ Needs Substantial Support – 0% to 19% of Intensive students achieve DORF emerging or established.

30. Do parts of the schoolwide system Need Support or Need Substantial Support? What is the plan to improve the effectiveness of the schoolwide system for the second semester of third grade?
<table>
<thead>
<tr>
<th>Step Grade: Semester</th>
<th>Primary Instructional Goal</th>
<th>Effectiveness of Core Curriculum and Instruction</th>
<th>Effectiveness of Supplemental Support</th>
<th>Effectiveness of Intensive Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder: First Semester</td>
<td>Phonological Awareness: 25 on ISF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinder: Second Semester</td>
<td>Phonemic Awareness: 35 on PSF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First: First Semester</td>
<td>Alphabetic Principle: 50 on NWF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First: Second Semester</td>
<td>Oral Reading Fluency: 40 on DORF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second: First Semester</td>
<td>Oral Reading Fluency: 68 on DORF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second: Second Semester</td>
<td>Oral Reading Fluency: 90 on DORF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third: First Semester</td>
<td>Oral Reading Fluency: 92 on DORF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third: Second Semester</td>
<td>Oral Reading Fluency: 110 on DORF</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strength</th>
<th>Relative Strength</th>
<th>Support</th>
<th>Substantial Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>upper third</td>
<td>middle third</td>
<td>lower third</td>
</tr>
<tr>
<td>80%</td>
<td>upper third</td>
<td>middle third</td>
<td>lower third</td>
</tr>
<tr>
<td>80%</td>
<td>upper third</td>
<td>middle third</td>
<td>lower third</td>
</tr>
</tbody>
</table>