

Technical Report 1102

DIBELS Data System: 2009-2010 Percentile Ranks for DIBELS 6th Edition Benchmark

Assessments

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Technical Report 1102
DIBELS Data System: 2009-2010 Percentile Ranks for
DIBELS 6th Edition Benchmark Assessments

In this report we present percentile ranks for DIBELS 6th Edition benchmark assessments, based on data entered into the DIBELS Data System (DDS) for the 2009-2010 school year. Percentile ranks (or percentiles) are a common metric used to facilitate the interpretation of individual characteristics relative to the distribution of those characteristics in a particular group of people. Percentiles can describe measurable physical characteristics, such as height or weight, as well as more abstract attributes, such as intelligence or reading proficiency. In either case, the validity of the interpretation depends on understanding what is being measured and the norm group being used for comparison.

Recommended Standards for Interpreting Percentile Rank Scores

As an example, consider the issue of interpreting an individual's height—both as a *raw score* (number of centimeters tall) and a *percentile score* (percentile for height). If we know that someone is 164 centimeters tall we have some information about him or her, but we know very little else. Without knowing more about *who the person is* and *to whom they are being compared*, both raw scores and percentiles are difficult to interpret.

On one hand, if a person who is 164 centimeters in height is compared to adult males in the U.S., their score would be considered below the 5th percentile and we could conclude that this person is short, relative to other U.S. adult males (Halls & Hanson, 2000). In contrast, if we compare this person to 12-year-old children in the U.S., their score would fall at about the 95th percentile and we could conclude that this person is quite tall, compared to other 12 year-olds in

the U.S. (National Center for Health Statistics, 2000). If we used either of the above comparison groups and the person was actually an adult woman, we might have made an incorrect comparison and would draw the wrong conclusion. When the raw score value of 164 centimeters is compared to adult women in the U.S., the score falls at the 50th percentile for height, which is in the average range (Halls & Hanson, 2000). The same raw score may correspond to very different percentile scores depending on the comparison group.

Educators use percentiles frequently to describe the relative position of student scores on performance-based measures. In all cases, the language used to describe the percentile score should convey the maximum possible information about the group to which the individual is being compared. Consider the following example as a guideline when interpreting student reading performance using the percentiles in this report. If 3rd-grade Jonny performed at the 75th percentile on a commonly accepted measure of Oral Reading Fluency (e.g., DIBELS Oral Reading Fluency), it would be appropriate to say, “On a standard assessment of Oral Reading Fluency, Jonny performed as well as or better than *75 percent of other 3rd grade students from DDS schools.*”

Percentile scores range from 0.1 to 99.9, and these values can be described qualitatively. Table 1 provides low-inference descriptors for various percentile ranges and should be used in conjunction with a description of the comparison group. Therefore, a more complete description of Jonny’s percentile above could read, “On a standard assessment of Oral Reading Fluency, Jonny performed as well as or better than 75 percent of other 3rd grade students from DDS schools. This performance places him in the *above average range* compared to students in this sample.”

Table 1

Recommended Descriptors Associated with Percentile Ranges

<u>Percentile Range</u>	<u>Descriptor</u>
98 th percentile and above	Upper Extreme
91 st to 97 th percentile	Well-Above Average
75 th to 90 th percentile	Above Average
25 th to 74 th percentile	Average
9 th to 24 th percentile	Below Average
3 rd to 8 th percentile	Well-Below Average
2 nd percentile & below	Lower Extreme

Source: Salvia and Ysseldyke (2004); Sattler (2001).

Context of the DIBELS Data System (DDS)

A second critical element needed for interpreting the percentiles provided in this report is an understanding of the DDS itself. The percentiles for DIBELS measures were calculated using data entered into the DDS for the 2009-2010 school year. The DDS is a web-based database used by schools and districts to “enter student performance results and create reports based on scores from DIBELS... The use of the DDS allows customers to derive the maximum benefit from the DIBELS measures” (<https://dibels.uoregon.edu/samples/#intro>).

All data in this report were collected and entered by school and district personnel for the purpose of measuring and monitoring their students’ reading skills. As a result, control of the data belongs entirely to the respective schools and districts, and we have limited knowledge about the accuracy of the data entered. We did not oversee data entry, data collection, or training of data collectors, and the students who are included in the sample were not systematically or randomly selected for the purpose of producing percentiles. That is, all students in the sample

attended schools that have taken some initiative to measure the reading skills of their students. Students from such schools may or may not be representative of “typical” students in all U.S. public schools.

Despite these limitations, we believe that data in the DDS were collected and entered in good faith, to the best of the abilities of the district and school personnel involved, and that these percentiles provide valuable information for users of the DDS. We have taken several steps to improve the quality of the data. Rather than including *all* data entered into the DDS, we instead employed modest exclusion criteria (described in the *Participants* subsection, pp. 11 - 16). In addition, we have compared participating schools to the U.S. population of public schools as an estimate of the overall representativeness of the sample (see Tables 6 – 19, pp. 24 – 46).

The Method and Results sections are organized around three key areas. First, we describe the DIBELS measures, the participants who formed the basis for the sample in this technical report, and the exclusionary criteria that we applied to the sample (pp. 5 - 21). Next, we describe the final, total sample in detail; including the average number of students per district and students per school at each grade level and time of year (pp. 21 – 23); and the demographic information for the complete sample (pp. 24 - 46). In the final section of this report, we list percentile scores for each raw score across all DIBELS 6th Edition measures, by grade and time of year (pp. 48 - 93).

Method

Measures

DIBELS 6th Edition benchmark assessments are a collection of measures administered in various configurations from kindergarten through grade 6. The DIBELS measures focus on essential reading skills in five critical areas of reading achievement: phonemic awareness,

phonics, accuracy and fluency, vocabulary, and comprehension (National Reading Panel, 2000). As students become proficient on skills, foundational measures are phased out and measures of more complex skills are introduced. For all measures (except Oral Reading Fluency Errors), higher scores indicate higher levels of the desired skill. Each measure is standardized and administered to individual students.

Figure 1 depicts the DIBELS 6th Edition benchmark assessment schedule (<https://dibels.uoregon.edu/measures.php>). Measures depicted with a dark bar are optional. In this report, we provide percentiles for all DIBELS 6th Edition measures, whether required or optional.

<i>Grade and Time of Year*</i>																				
0.1	0.2	0.3	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3
Initial Sound Fluency																				
Letter Naming Fluency																				
<i>Word Use Fluency</i>																				
Phoneme Segmentation Fluency																				
Nonsense Word Fluency																				
DIBELS Oral Reading Fluency																				
<i>Retell Fluency</i>																				

*Value before the decimal indicates grade. Value after the decimal indicates time of year: .1 = fall, .2 = winter, .3 = spring.

Figure 1. Schedule of DIBELS benchmark assessment administration.

Initial Sound Fluency (ISF). ISF is a measure of phonemic awareness skills that assesses a child’s ability to recognize and produce the initial sound or group of sounds in a word that is read aloud to them (Good & Kaminski, 2002). The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that

begins with the sound pronounced by the examiner. For example, the examiner says, “This is sink, cat, gloves, and hat. Which picture begins with /s/?” The child is to say the name of the picture and/or point to one of the given pictures that match the initial sound. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of correct initial sounds per minute. Standard administration and scoring procedures call for the administration of all 16 ISF items for each test administration.

Letter Naming Fluency (LNF). The LNF task (Good & Kaminski, 2002; Marston & Magnusson, 1988) provides a measure of risk related to future literacy development. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told that if they do not know a letter, they will be told the letter. The student is allowed one minute to produce as many letter names as s/he can, and the total DIBELS LNF score is equal to the number of letters named correctly in one minute. If a student finishes all of the LNF items on the page before one minute has elapsed, the recommendation is to stop, and record their final score into the DDS, without prorating. Prior to 2007, the administration and scoring guidelines suggested that students were to start over at the top of the probe if they finished all of the items on the probe before one minute had elapsed. The examiner would then record the total number of items completed correctly for both the first and second time through the probe. Although the current recommendation is to record the child’s final score at the end of the probe, with no prorating, it is possible that some testers administered the assessment according to the previous recommendation even in the 2009-2010 school year. LNF is administered throughout kindergarten, and in the fall of grade 1.

Phoneme Segmentation Fluency (PSF). PSF is a test of phonemic awareness (Good & Kaminski, 2002) that assesses a student’s ability to fluently segment three- and four-phoneme

words into their individual phonemes. PSF is a good predictor of later reading achievement (Kaminski & Good, 1996). The examiner administers the PSF task by reading aloud words of three to four phonemes. Students are required to say the individual phonemes in each word. For example, if the examiner says, “sat”, the student would say, “/s/ /a/ /t/” to receive a total of three points for the word. After the student responds, the examiner presents the next word, and the total score is the number of correct phonemes produced in one minute. If a student finishes all of the PSF items on the page before one minute has elapsed, the recommendation is to stop, and record their final score into the DDS, without prorating. Prior to 2007, the administration and scoring guidelines suggested that students were to start over at the top of the probe if they finished all of the items on the probe before one minute had elapsed. The examiner would then record the total number of items completed correctly for both the first and second time through the probe. Although the current recommendation is to record the child’s final score at the end of the probe, with no prorating, it is possible that some testers administered the assessment according to the previous recommendation even in the 2009-2010 school year. This measure is administered in the winter and spring of kindergarten, and in the fall, winter, and spring of grade 1.

Nonsense Word Fluency (NWF). The NWF task measures knowledge of the alphabetic principle—including both letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds (Good & Kaminski, 2002; Kaminski & Good, 1996). Students are presented with a page of randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to either: (a) say the individual letter sound of each letter, or (b) read the whole nonsense word. For example, if the stimulus word is “sim” the student could say /s/ /i/ /m/ to obtain a total of three letter sounds correct, or say the word /sim/ to obtain a total

of three correct letter sounds (CLS) and one word recoded correctly (WRC). The WRC score does not take into account whether or not a student sounded out a word before reading it correctly as a whole word (see Harn, Stoolmiller, & Chard, 2008 as well as Cummings, Dewey, Latimer, & Good, 2011 for a description of alternative WRC coding metrics). So, for example, a student would receive credit for NWF-WRC if s/he read the nonsense word “sim” as /s/ /i/ /m/, /sim/ in DIBELS 6th Edition NWF.

The student is allowed one minute to say as many letter-sounds as s/he can, and the final score consists of both the number of letter-sounds produced correctly in one minute and the number of words read correctly—whether sounded out and then recoded or read as whole words. If a student finishes all of the NWF items on the page before one minute has elapsed, the recommendation is to stop, and record their final score into the DDS, without prorating. Prior to 2007, the administration and scoring guidelines suggested that students were to start over at the top of the probe if they finished all of the items on the probe before one minute had elapsed. The examiner would then record the total number of items completed correctly for both the first and second time through the probe. Although the current recommendation is to record the child’s final score at the end of the probe, with no prorating, it is possible that some testers administered the assessment according to the previous recommendation even in the 2009-2010 school year. NWF is given in the winter and spring of kindergarten, throughout grade 1, and in the fall of grade 2.

Oral Reading Fluency (ORF). ORF is a measure of accuracy and fluency with reading connected text (Children's Educational Services, 1987; Good, Kaminski, & Dill, 2002). DIBELS ORF 6th Edition passages were authored with the guideline that they correspond to “...approximately equivalent difficulty levels within a grade” (Good, Kaminski, Smith, &

Bratten, 2001). Based on an analysis of grade 2 ORF passages (Good & Kaminski, 2002), the Spache readability formula was selected as the target readability statistic for all grades. Good and colleagues (2001) report that for DIBELS 6th Edition, grade 1 passages, target Spache readabilities ranged from 2.0 to 2.3; for grade 3 target Spache readabilities ranged from 2.8 to 3.1. No data are available on the specific targeted readability levels for grades 4 - 6.

To obtain the benchmark score for ORF, students are asked to read three passages aloud, for one minute each. Words omitted, substitutions, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as correct. The oral reading fluency rate is the median number of words (from the three passages) that are read correctly in one minute. The median number of errors made while reading is also recorded, so that overall reading accuracy can be computed. Like all other DIBELS measures, if a student finishes the ORF passage before one minute has elapsed, the recommendation is to stop, and record their final score into the DDS, without prorating. Prior to 2007, the administration and scoring guidelines suggested that students were to start over at the top of the probe if they finished the probe before one minute had elapsed. The examiner would then record the total number of words read correctly for both the first and second time through the probe. Although the current recommendation is to record the child's final score at the end of the probe, with no prorating, it is possible that some testers administered the assessment according to the previous recommendation even in the 2009-2010 school year. ORF is administered in the winter and spring of grade 1, and in the fall, winter, and spring of grades 2 through 6.

Retell Fluency (RTF). RTF provides a comprehension check for the ORF assessment (Good & Kaminski, 2002; Dynamic Measurement Group, 2008). It takes approximately one minute to administer, and is given after each of the three ORF passages read at benchmark—

provided that a discontinue rule has not been met (i.e., students must read at least 10 words correctly on the ORF passage in order to be administered RTF). After each passage is read, the examiner asks the child to, “*tell me everything you can about what you just read.*” During the retell, if the student pauses for three seconds, the examiner prompts the student to continue. After giving the first prompt, the examiner discontinues the retell if (a) the student is silent for five seconds, or (b) the student gets off track for five seconds, or (c) after one minute has elapsed. The score is the *median number of words in the child’s retell* (from the three ORF passages) that are related to the passage. RTF is considered optional, but may be administered any time that ORF is administered.

Word Use Fluency (WUF). The WUF measure is an indicator of vocabulary and oral language, assessing a student's expressive vocabulary skills. Students are asked to use a word in a sentence. After the task is modeled, the examiner reads words one at a time, and prompts the student’s response. The task is timed and examiners continue to present words until the end of one minute. As the student responds, the examiner marks the number of words the student says. The student’s score is the number of words used correctly in response to the stimulus words. If a student does not use any of the first 5 words correctly, the task is discontinued and a score of zero is recorded. If a student finishes all of the stimulus words before the end of a minute, examiners are instructed to stop the assessment and record the score. Prior to 2007, the administration and scoring guidelines suggested that students were to start over at the top of the probe if they finished all of the items on the probe before one minute had elapsed. The examiner would then record the total number of items completed correctly for both the first and second time through the probe. Although the current recommendation is to record the child’s final score at the end of the probe, with no prorating, it is possible that some testers administered the

assessment according to the previous recommendation even in the 2009-2010 school year. WUF is optional and may be administered to children from fall of kindergarten through the spring of grade 3.

Participants

The percentiles for DIBELS 6th Edition are based on scores from all students who attended a school that used the DDS during the 2009-2010 school year, unless they met specific exclusion criteria (see pp. 24 – 46 of this report for a complete description of the demographic characteristics of this sample). We utilized two school-level and two student-level exclusion criteria.

Selection criteria – school level. Students were included in the percentiles sample if: (a) we could identify the National Center for Education Statistics (NCES, 2011) identification number for their school; and (b) we had access to the most recent (2009-2010) NCES data for their school. These two criteria are essential, so that we can describe characteristics of participating schools using NCES data and compare them to schools not included in the sample. Because NCES data for private schools had not been released at the time this report was written (October, 2011), the percentiles in this report include only students who attended U.S. public schools.

The second criteria was introduced to exclude schools that don't test most of their students and to allow us to characterize important demographic information about the students on which these percentiles are based. Districts are encouraged to assess and enter data for *all* children, at each grade level, during three benchmark assessment periods (i.e., beginning, middle, and end) each school year. We can assess the validity of this assumption by dividing the total number of students with DIBELS data in each grade by the number of students enrolled in

each grade as reported to NCES (2011). If a school assessed all of their students and reported their enrollment to NCES accurately, we would expect this percentage to equal 100. If the percentage were close to 100, it would indicate that the school assessed most of their students, likely including all ranges of skill level. If the percentage were low, schools may be selecting only certain subgroups of students to test. If the percentage were much greater than 100, schools may be testing students out of grade level.

We defined the number of students assessed with DIBELS as the total number of students with entered fall data for LNF in kindergarten, NWF-CLS in grade 1, and ORF in grades 2 through 6. We elected to use the number of *fall* data points because NCES enrollment numbers are also collected as of October 1st of each school year. We eliminated schools, by grade, from our analyses if the number of DDS data points was less than or equal to 80%, or greater than or equal to 120%, of the number of students reported to NCES.

Table 2 shows the effect of the two school-level selection criteria for each grade. The original pool of schools ranges from 2,541 for grade 6 to 11,901 for grade 1. The final sample, with the exclusion criteria applied, ranges from 1,894 to 10,160 schools for grades 6 and 1, respectively. The total reduction in sample size after the exclusionary criteria are applied ranges from 14.6% for grade 1 to 25.5% for grade 6.

Table 2

Effect of Selection Criteria on Number of Schools Included in Percentiles Calculations

<i>Grade</i>	<i>Number of DDS schools with fall data</i>	<i>Percent of schools excluded due to:</i>		<i>Final Number of Schools Included</i>
		<i>Unable to match to NCES ID</i>	<i>Out of range DDS percentage relative to NCES enrollment</i>	
0	11,671	8.2	7.9	9,798
1	11,901	8.3	6.3	10,160
2	11,389	8.1	6.8	9,688
3	9,489	8.0	8.2	7,952
4	6,808	6.8	14.1	5,387
5	5,772	6.0	15.4	4,538
6	2,541	7.9	17.6	1,894

Figure 2 shows a box-percentile plot of the percent of DDS data points relative to NCES enrollment for each grade in the final sample. The box-percentile plot is a modified box plot that uses width to convey information about the distribution of data. For any given value on the y-axis (i.e., in Figure 2, the DDS percentage relative to NCES enrollment) the width is proportional to the percentile of that value, up to the 50th percentile. Above the 50th percentile the width is proportional to 100 minus the percentile. Therefore, the width for any given y value is proportional to the percent of data points more extreme in that direction (Esty & Banfield, 2003). The median is indicated by the bold (red) horizontal line going across the entire graph. The light gray (green) lines directly below and above the median line represent the 25th and 75th percentiles. The dark gray (blue) lines closest to the bottom and top of the graph represent the 10th and 90th percentiles.

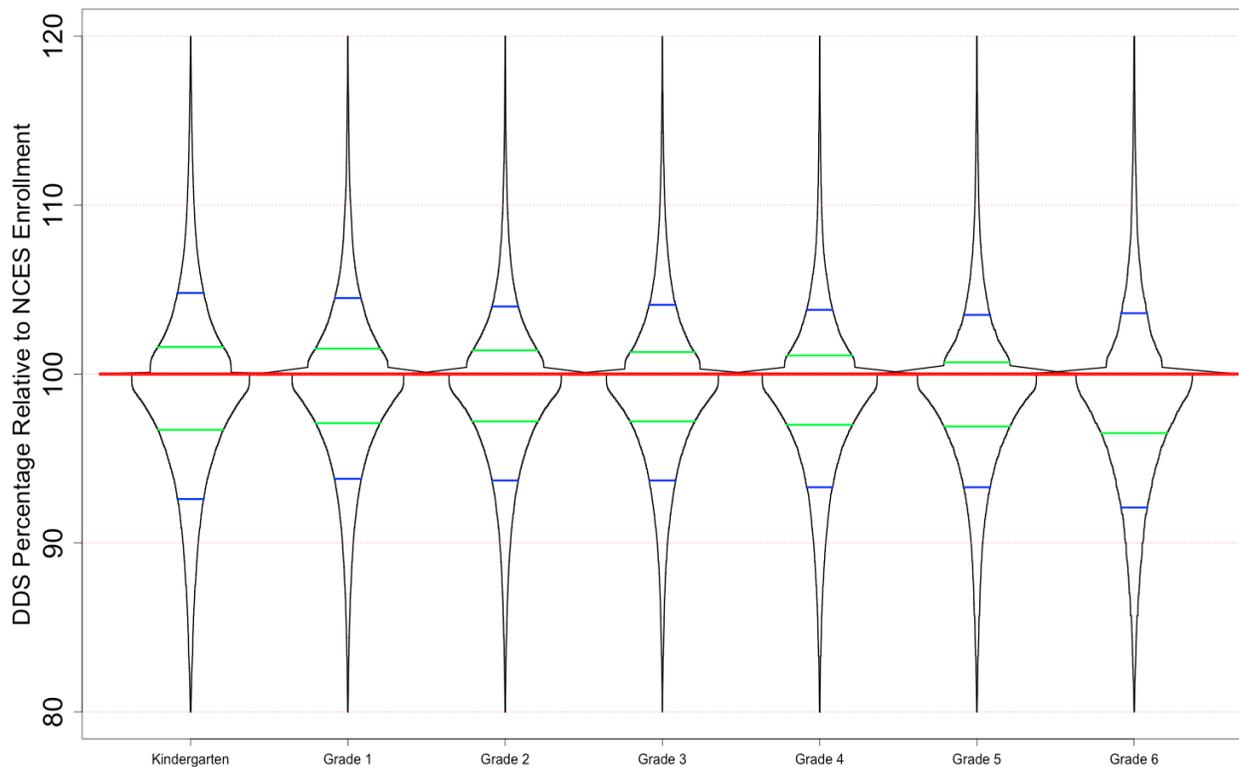


Figure 2. Box-percentile plots of the percentage of DDS data points relative to NCES enrollment in each grade.

There are some important features to notice in Figure 2. First, the median for all grades is 100%, which is the value we would expect if schools test all of their students. Second, 80% of the values are between 93 and 103 (the 10th and 90th percentiles, respectively), indicating that most schools are testing almost all or a few more students than the number enrolled. Third, the bottom half of the graphs are generally wider than the top half of the graphs, indicating that schools are more likely to test fewer students than enrolled, rather than more students than enrolled. Fourth, the graphs for each grade are very wide and tend to overlap with the adjacent grades indicating that a great majority of the schools test 100% of their students. Finally, in grade 6 the 75th percentile (i.e., light gray or green line) does not appear because the 75th and 50th percentile are equivalent. Figure 3 shows an example of the box-percentile plot for a single grade (i.e., grade 1) to illustrate the detail of the plot.

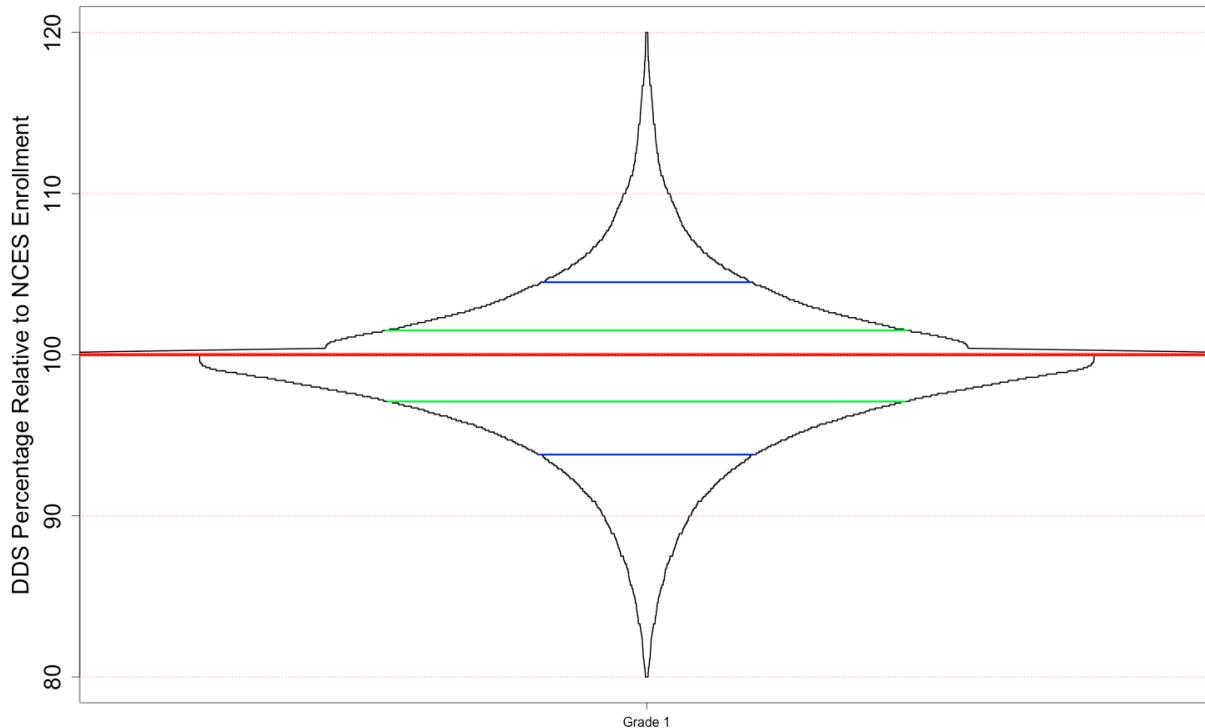


Figure 3. Box-percentile plot for grade 1.

Overall, the plots are consistent with our expectations: most schools test 100%, or close to 100%, of their students. We also expected to see some schools that test only a portion of their students. Somewhat surprising is the number of schools that test more students than reported to NCES. One possible explanation for this occurrence is small enrollment overall. For example, a school could report an enrollment on October 1st of four students. Subsequently a fifth student could enroll in the school after October 1st and, if tested, this would result in a percentage of 120. Future investigation will explore additional reasons why some schools appear to test far fewer or far more students than reported to NCES.

Selection criteria – student level. In addition to the above school-level criteria, we also excluded individual scores if they exceeded the maximum possible number of items on the probe (i.e., we assumed that DIBELS scores were not prorated nor were any of the measures repeated). This criterion was included due to inconsistencies in the way schools administer and score

assessments, and to eliminate extreme data points that are possible due to random data entry errors. We also screened out scores that were not possible given students' pattern of performance on other measures (i.e., bivariate illegal values).

Nonsense Word Fluency (NWF). Scores on the NWF measure were excluded from analysis if either the Correct Letter Sounds (CLS) score was missing, or if the WRC score was greater than half of the CLS score. For example, a WRC score of 8 would not be allowed if the same student had a recorded CLS score that was less than or equal to 15.

Oral Reading Fluency (ORF). Values for the ORF Errors and Retell Fluency scores were excluded if the corresponding ORF score was missing. ORF Accuracy scores were not calculated if either the ORF or the ORF Errors scores were missing.

We display the number of available data points for each measure by grade, and the impact of our exclusion criteria on the number of students included in the percentiles in Table 3. The exclusion criteria resulted in an average reduction in the size of the sample that ranged from 5.45% in grade 3 to 11.67% in grade 6. We feel that these exclusion criteria are modest, relative to the size of the total DDS sample, and the nature of the DDS as an extant database with little external control of the validity of data entry procedures. We believe these criteria allow us to achieve a balance between screening out data that likely are not valid and should not be included, and including all relevant scores.

Table 3

Effect of Selection Criteria on Sample Size.

<i>Benchmark time</i>	<i>Measure</i>	<i>Sample from ALL DDS schools</i>	<i>Percent excluded due to:</i>				<i>Final sample size</i>
			<i>School not matched to NCES ID</i>	<i>Out of range participation</i>	<i>Scores above max value</i>	<i>Bivariate illegal values</i>	
<u><i>Kindergarten</i></u>							
Fall	ISF	717,619	3.53	5.73	0.00	0.00	651,158
	LNF	727,130	3.52	5.49	0.00	0.00	661,629
	WUF	206,389	2.44	4.66	0.01	0.00	191,714
Winter	ISF	703,452	3.46	7.19	0.00	0.00	628,499
	LNF	717,326	3.44	7.16	0.00	0.00	641,248
	PSF	717,377	3.38	7.43	0.09	0.00	639,227
	CLS	707,952	3.37	7.38	0.02	0.00	631,760
	WRC	454,141	2.89	6.70	0.06	0.36	408,664
	WUF	207,029	2.49	5.73	0.00	0.00	189,998
	LNF	709,752	3.48	7.17	0.00	0.00	634,166
Spring	PSF	711,667	3.48	7.40	0.64	0.00	629,736
	CLS	709,750	3.46	7.41	0.06	0.00	632,114
	WRC	491,974	3.06	6.67	0.13	0.36	441,672
	WUF	203,522	2.64	5.57	0.00	0.00	186,803

Note. ISF = Initial Sound Fluency; LNF = Letter Naming Fluency; WUF = Word Use Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly.

Table 3 (continued)

<i>Benchmark time</i>	<i>Measure</i>	<i>Sample from ALL DDS schools</i>	<i>Percent excluded due to:</i>				<i>Final sample size</i>
			<i>School not matched to NCES ID</i>	<i>Out of range participation</i>	<i>Scores above max value</i>	<i>Bivariate illegal values</i>	
<i>Grade 1</i>							
Fall	LNF	731,307	3.28	3.43	0.00	0.00	682,229
	PSF	733,341	3.28	3.44	0.23	0.00	682,446
	CLS	734,067	3.28	3.32	0.08	0.00	684,997
	WRC	459,140	2.87	2.77	0.12	0.58	430,022
	WUF	227,617	2.62	2.64	0.00	0.00	215,646
Winter	PSF	703,770	3.22	4.06	0.55	0.00	648,660
	CLS	711,526	3.20	4.04	0.42	0.00	657,004
	WRC	509,153	2.91	3.74	0.49	0.56	469,978
	ORF	713,497	3.20	4.24	0.00	0.00	660,404
	ORF-E	492,647	3.08	3.67	0.00	0.03	459,259
	RTF	344,491	3.05	3.08	0.04	0.04	323,091
	WUF	218,466	2.63	2.63	0.01	0.00	206,942
Spring	PSF	684,646	3.16	3.87	1.02	0.00	629,528
	CLS	693,964	3.20	3.87	1.14	0.00	636,999
	WRC	506,849	2.88	3.45	1.06	0.82	465,190
	ORF	703,057	3.19	4.17	0.00	0.00	651,275
	ORF-E	499,213	3.05	3.58	0.00	0.03	465,963
	RTF	346,183	2.95	3.05	0.10	0.03	324,992
	WUF	208,221	2.52	2.51	0.01	0.00	197,741

Note. LNF = Letter Naming Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly; WUF = Word Use Fluency; ORF = Oral Reading Fluency; ORF-E = Oral Reading Fluency Errors; RTF = Retell Fluency.

Table 3 (continued)

<i>Benchmark time</i>	<i>Measure</i>	<i>Sample from ALL DDS schools</i>	<i>Percent excluded due to:</i>				<i>Final sample size</i>
			<i>School not matched to NCES ID</i>	<i>Out of range participation</i>	<i>Scores above max value</i>	<i>Bivariate illegal values</i>	
<u>Grade 2</u>							
Fall	CLS	645,086	3.12	3.02	0.57	0.00	601,773
	WRC	455,104	2.84	2.86	0.85	1.01	420,704
	ORF	679,300	3.18	3.04	0.00	0.00	637,017
	ORF-E	447,028	3.04	2.72	0.00	0.01	421,257
	RTF	353,797	2.76	2.45	0.06	0.01	335,125
	WUF	219,071	2.49	2.32	0.01	0.00	208,521
Winter	ORF	659,992	3.11	3.63	0.00	0.00	615,480
	ORF-E	459,402	2.85	3.30	0.00	0.04	430,934
	RTF	348,531	2.73	2.88	0.18	0.02	328,288
	WUF	208,514	2.41	2.21	0.01	0.00	198,867
Spring	ORF	651,692	3.10	3.48	0.00	0.00	608,782
	ORF-E	460,608	2.87	2.93	0.00	0.01	433,809
	RTF	342,102	2.65	2.63	0.54	0.01	322,151
	WUF	200,031	2.38	2.13	0.02	0.00	190,976

Note. CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = Oral Reading Fluency Errors; RTF = Retell Fluency; WUF = Word Use Fluency.

Table 3 (continued)

<i>Benchmark time</i>	<i>Measure</i>	<i>Sample from ALL DDS schools</i>	<i>Percent excluded due to:</i>				<i>Final sample size</i>
			<i>School not matched to NCES ID</i>	<i>Out of range participation</i>	<i>Scores above max value</i>	<i>Bivariate illegal values</i>	
<u><i>Grade 3</i></u>							
Fall	ORF	556,110	2.77	3.15	0.00	0.00	523,144
	ORF-E	344,324	2.62	2.66	0.00	0.01	326,107
	RTF	299,694	2.43	2.56	0.23	0.01	284,018
	WUF	186,893	2.14	1.92	0.01	0.00	179,293
Winter	ORF	536,719	2.68	3.72	0.00	0.00	502,368
	ORF-E	360,688	2.51	3.38	0.00	0.00	339,425
	RTF	290,860	2.39	3.07	0.55	0.00	273,340
	WUF	177,099	2.06	2.20	0.01	0.00	169,534
Spring	ORF	530,480	2.66	3.72	0.00	0.00	496,638
	ORF-E	363,065	2.52	3.25	0.00	0.01	342,056
	RTF	286,092	2.34	2.96	0.71	0.01	268,844
	WUF	171,597	2.01	2.05	0.01	0.00	164,620
<u><i>Grade 4</i></u>							
Fall	ORF	375,541	2.29	5.50	0.00	0.00	346,306
	ORF-E	145,752	1.55	5.44	0.00	0.00	135,548
	RTF	172,088	2.36	5.23	0.34	0.00	158,451
Winter	ORF	358,088	2.16	6.90	0.00	0.00	325,664
	ORF-E	163,124	1.67	6.27	0.00	0.00	150,178
	RTF	166,280	2.11	6.80	2.11	0.00	147,966
Spring	ORF	355,542	2.22	6.91	0.00	0.00	323,097
	ORF-E	168,038	1.77	6.27	0.00	0.00	154,538
	RTF	165,088	2.15	6.79	2.96	0.01	145,443

Note. ORF = Oral Reading Fluency; ORF-E = Oral Reading Fluency Errors; RTF = Retell Fluency; WUF = Word Use Fluency.

Table 3 (continued)

<i>Benchmark time</i>	<i>Measure</i>	<i>Sample from ALL DDS schools</i>	<i>Percent excluded due to:</i>				<i>Final sample size</i>
			<i>School not matched to NCES ID</i>	<i>Out of range participation</i>	<i>Scores above max value</i>	<i>Bivariate illegal values</i>	
<u><i>Grade 5</i></u>							
Fall	ORF	314,435	2.13	6.12	0.00	0.00	288,493
	ORF-E	116,545	1.43	6.01	0.00	0.00	107,877
	RTF	141,787	2.02	6.29	1.45	0.00	127,942
Winter	ORF	292,549	1.84	7.80	0.00	0.00	264,345
	ORF-E	130,519	1.37	6.78	0.00	0.01	119,869
	RTF	131,282	1.77	7.80	1.93	0.00	116,181
Spring	ORF	291,921	1.87	7.51	0.00	0.00	264,536
	ORF-E	134,531	1.49	6.44	0.00	0.00	123,855
	RTF	132,497	1.66	7.32	2.31	0.00	117,526
<u><i>Grade 6</i></u>							
Fall	ORF	127,575	2.85	8.34	0.00	0.00	113,298
	ORF-E	49,419	1.52	7.58	0.00	0.00	44,921
	RTF	55,307	2.64	8.79	1.06	0.02	48,390
Winter	ORF	114,451	2.51	9.65	0.00	0.00	100,537
	ORF-E	49,401	1.24	8.07	0.00	0.01	44,798
	RTF	49,100	2.24	11.20	3.32	0.00	40,872
Spring	ORF	113,322	2.55	8.83	0.00	0.00	100,430
	ORF-E	51,535	1.63	7.15	0.00	0.00	47,014
	RTF	50,436	2.17	9.94	1.75	0.00	43,448

Note. ORF = Oral Reading Fluency; ORF-E = Oral Reading Fluency Errors; ORF-A = Oral Reading Fluency Accuracy; RTF = Retell Fluency.

Final total sample sizes. Table 4 displays the total number of districts, and the distribution of the number of students per district, for each grade and time point in our sample. In the first column of the table, we use the value after the decimal point to indicate the time of year: “.1” indicates the beginning of the year, “.2” the middle of the year, and “.3” the end of the year.

Because several relatively large districts are included in the DDS sample, the distribution of the total number of students per district is positively skewed, with the mean noticeably higher than the median. As a result, the median is more representative of the size of the typical participating district in the sample. This value ranges from a low of 44 students per district at the end of grade 6 to the high score of 83 students per district at both the beginning and middle of kindergarten.

Table 4.

Number of Districts and Participating Students per District Included in System-Wide Percentiles

<i>Grade Benchmark time</i>	<i>N Districts</i>	<i>Number of Participating Students per District</i>						
		<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
0.1	3,369	1	37	83	183.5	7,483	196.47	440.09
0.2	3,273	1	36	83	185	7,702	196.35	443.56
0.3	3,287	1	37	81	184	7,292	196.86	445.67
1.1	3,484	1	36	81.5	180	8,309	196.97	450.16
1.2	3,393	1	35	80	180	8,210	195.55	448.46
1.3	3,376	1	35	79	179	7,547	193.44	442.80
2.1	3,376	1	35	79	176.75	7,382	188.87	421.49
2.2	3,283	1	35	78	174	7,198	187.50	419.21
2.3	3,272	1	34	77.5	176	6,592	186.08	414.71
3.1	2,903	1	33	75	168	6,139	180.21	388.61
3.2	2,810	1	32	74	168	6,113	178.78	387.96
3.3	2,794	1	32	73	165.25	6,066	177.76	385.53
4.1	2,223	1	30	71	158	5,955	155.78	310.55
4.2	2,151	1	29	70	151	5,892	151.40	304.93
4.3	2,141	1	29	68	151.5	5,878	150.91	303.15
5.1	1,834	1	28	68	163.25	5,085	157.30	308.32
5.2	1,770	1	26	65	152	5,072	149.35	287.03
5.3	1,750	1	28	65	154	4,876	151.16	295.19
6.1	935	1	20	47	109	4,909	121.17	311.95
6.2	895	1	19	45	103	4,894	112.33	275.10
6.3	883	1	19	44	102	4,643	113.74	292.73

Note. Q25 = lower quartile; Q50 = median; Q75 = upper quartile.

Table 5 displays the number of schools, and the distribution of the number of students per school, included in the sample for each grade and time point. These distributions show relatively little skew and the mean in most cases is roughly equivalent to the median. The mean number of students participating per school is about 63, ranging from a low of 55.48 in the middle of grade 6 to a high of 67.54 in the beginning of grade 1.

Table 5

Number of Schools and Participating Students per School

<i>Grade. Benchmark time</i>	<i>N Schools</i>	<i>Number of Participating Students per School</i>						
		<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
0.1	9,798	1	41	63	86	716	63.00	42.61
0.2	9,572	1	41	62	85	722	67.13	42.69
0.3	9,606	1	41	62	86	711	67.36	42.84
1.1	10,160	1	41	63	87	421	67.54	39.57
1.2	9,933	1	41	62	86	414	66.80	39.44
1.3	9,894	1	40	62	85	411	66.00	39.04
2.1	9,688	1	40	62	85	378	65.82	38.57
2.2	9,470	1	39	61	84	373	65.00	38.39
2.3	9,452	1	39	60	83	371	64.42	38.13
3.1	7,952	1	40	62	86	380	65.79	38.98
3.2	7,760	1	39	61	84	377	64.74	38.79
3.3	7,724	1	39	60	84	383	64.30	38.45
4.1	5,387	1	39	61	85	393	64.29	38.67
4.2	5,227	1	37	59	83	391	62.30	37.88
4.3	5,199	1	36	58	83	387	62.15	37.95
5.1	4,538	1	37	59	83	435	63.57	40.34
5.2	4,385	1	34	56	80	434	60.28	38.95
5.3	4,346	1	34	56	80	424	60.87	39.14
6.1	1,894	1	26	52	79	420	59.82	49.73
6.2	1,812	1	24	49	75	424	55.48	45.56
6.3	1,786	1	23	49	75	417	56.23	46.39

Note. Q25 = lower quartile; Q50 = median; Q75 = upper quartile.

Participant demographic information

We can also describe various characteristics of schools in our sample using NCES data from the school year 2009-2010 (NCES, 2011). The comparability of DDS and all other non-DDS schools in the U.S. is presented in the two right-most columns in Tables 6 through 12, by grade. The composition of all U.S. public schools is listed as well, in the first column, for an additional point of reference. Some differences are noticeable. Overall, DDS schools are distributed differently throughout the country, with significantly more DDS schools found in the West and fewer DDS schools found in the South, relative to other, non-participating U.S. schools [for example in kindergarten $X^2(3, n = 49,495) = 290.68, p < .0001$]. Starting in grade 4, there are also more DDS schools in the Midwest, compared to non-DDS schools. Other differences in geographic location exist, and vary by grade. Additional school characteristics, such as location relative to population centers and school type, are also presented in the tables that follow.

Overall, it appears that DDS schools are more likely to be located in small towns and rural areas. In kindergarten through grade 5, DDS schools are very similar to all other non-DDS schools in the U.S. based on their Schoolwide Title I eligibility (*Mdn* = 56% eligible for DDS schools; 55% eligible for non-DDS schools). In grade 6, DDS schools have *larger* Schoolwide Title I percentages than other non-DDS schools in the country (55% eligible for DDS schools; 50% eligible for non-DDS schools).

DDS schools display some marked differences from non-DDS schools in terms of race and ethnicity. One particularly noticeable difference is that, on average, DDS schools report a higher percentage of White students¹ (62.1% White) compared with other, non-DDS U.S. schools (52.6% White). This difference results in a small effect size (0.27) using Cohen's (1992)

¹ The example presented here is based on the respective percentages in kindergarten, however the pattern of a greater number of White students in DDS schools compared with non-DDS schools hold true across all grades 1-6.

standards. Data regarding other similarities and differences between DDS, and U.S. public schools in terms of gender, race/ethnicity, and student-to-teacher ratio are reported for each grade in Tables 13 through 19.

Other meaningful differences in demographic composition in our DDS sample relative to non-DDS U.S. schools include fewer overall numbers of students who are Hispanic (13.5% versus 21.9%; kindergarten $es = 0.32$), and more students whose race/ethnicity is unknown or not reported (3.8% versus 1.7%; kindergarten $es = 0.23$). These differences result in small to medium effect size estimates, and should factor in to a school's decision-making practices when determining the appropriateness of the current comparison group for their students.

DDS schools represent the average U.S. public school well in terms of overall rate for free/reduced price lunch ($Mdn = 53.3\%$ of qualifying students in DDS schools; $Mdn = 52.3\%$ in non-DDS schools), and school-wide eligibility for Title I ($Mdn = 56.1\%$ of DDS schools; $Mdn = 54.6\%$ of non-DDS schools) As noted in Table 12, the schools that serve grade 6 students in our sample are more likely to be Title I eligible than the average U.S. school (55% compared with 50%). In terms of class sizes (expressed as pupil-to-teacher ratio in Tables 13 – 19), DDS schools show no meaningful differences from all other non-DDS U.S. schools. The median pupil-to-teacher ratio in DDS schools is 17.0; the median for non-DDS schools is 16.2.

In addition to the demographic characteristics listed above, we also know that schools in our sample have varying levels of familiarity and experience with DIBELS (years of use range = 1 year to 11 years). The average number of years of DDS use is 4.87. Eighty-three percent of schools in the sample have been using the DDS for three or more years.

Table 6.

Categorization of Schools with Kindergarten Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to U.S. Public Schools: Summary of 2009-2010 NCES Data

	<i>NCES: All Public Schools Offering Kindergarten (n = 51,151)</i>	<i>DDS Schools with Kindergarten Data Matched to NCES Schools (n = 9,798)</i>	<i>NCES Non-DDS Public Schools Offering Kindergarten (n = 39,701)</i>
<u><i>Geographic Region</i></u>			
Northeast	15.90	16.02	15.99
Midwest	25.01	25.76	24.45
South	33.82	28.04	36.02
West	25.27	30.18	23.53
<u><i>Location relative to population centers</i></u>			
City, Large	15.22	8.70	16.92
City, Midsize	6.47	4.97	6.98
City, Small	7.49	6.89	7.56
Suburb, Large	24.37	22.73	24.87
Suburb, Midsize	2.85	2.63	2.88
Suburb, Small	1.88	1.82	1.87
Town, Fringe	1.57	2.13	1.42
Town, Distant	5.61	7.01	5.20
Town, Remote	3.73	5.99	3.16
Rural, Fringe	12.06	12.92	11.79
Rural, Distant	11.71	15.35	10.82
Rural, Remote	6.76	8.72	6.21
Missing	0.01	0.00	0.01
Not Applicable	0.28	0.14	0.31
<u><i>Schoolwide Title I</i></u>	55.10	56.10	54.80
<u><i>Charter School</i></u>	5.10	3.20	5.60
<u><i>Type</i></u>			
Regular school	98.20	99.40	97.88
Special Education school	0.99	0.13	1.21
Vocational education school	0.02	0.01	0.02
Alternative/other school	0.79	0.46	0.89

Note. All reported values are expressed as percentages. Data source: NCES (2011).

Table 7

*Categorization of Schools with Grade 1 Students Included in 2009-2010 6th Edition System-Wide**Percentiles Compared to Public Schools in the U.S.: Summary of 2009-2010 NCES Data*

	<i>NCES: All Public Schools Offering Grade 1 (n = 51,819)</i>	<i>DDS Schools with Grade 1 Data Matched to NCES Schools (n = 10,160)</i>	<i>NCES Non-DDS Public Schools Offering Grade 1 (n = 40,253)</i>
<u><i>Geographic Region</i></u>			
Northeast	16.01	15.72	16.13
Midwest	25.13	26.97	24.57
South	33.73	27.25	35.89
West	25.12	30.06	23.42
<u><i>Location Relative to Population Centers</i></u>			
City, Large	15.10	8.77	16.77
City, Midsize	6.43	4.88	6.94
City, Small	7.46	7.10	7.51
Suburb, Large	24.53	22.56	25.05
Suburb, Midsize	2.87	2.67	2.89
Suburb, Small	1.91	1.83	1.90
Town, Fringe	1.56	2.09	1.42
Town, Distant	5.64	7.01	5.23
Town, Remote	3.82	5.99	3.25
Rural, Fringe	12.07	12.86	11.79
Rural, Distant	11.64	15.30	10.76
Rural, Remote	6.70	8.80	6.16
Not Applicable	0.27	0.15	0.31
<u><i>Schoolwide Title I</i></u>	54.99	56.07	54.69
<u><i>Charter School</i></u>	5.08	3.14	5.58
<u><i>Type</i></u>			
Regular school	97.95	99.37	97.58
Special Education school	1.11	0.16	1.36
Vocational education school	0.01	0.01	0.01
Alternative/other school	0.93	0.46	1.05

Note. All reported values are expressed as percentages. Data source: NCES (2011).

Table 8

*Categorization of Schools with Grade 2 Students Included in 2009-2010 6th Edition System-Wide**Percentiles Compared to Public Schools in the U.S.: Summary of 2009-2010 NCES Data*

	<i>NCES: All Public Schools Offering Grade 2 (n = 51,903)</i>	<i>DDS Schools with Grade 2 Data Matched to NCES Schools (n = 9,688)</i>	<i>NCES Non-DDS Public Schools Offering Grade 2 (n = 40,331)</i>
<u><i>Geographic Region</i></u>			
Northeast	16.00	15.53	16.11
Midwest	25.17	26.52	24.62
South	33.76	27.26	35.92
West	25.08	30.69	23.35
<u><i>Location relative to population centers</i></u>			
City, Large	15.04	8.83	16.68
City, Midsize	6.43	5.01	6.93
City, Small	7.45	7.26	7.50
Suburb, Large	24.59	21.25	25.12
Suburb, Midsize	2.87	2.60	2.91
Suburb, Small	1.91	1.88	1.90
Town, Fringe	1.57	2.11	1.43
Town, Distant	5.65	7.08	5.24
Town, Remote	3.80	6.09	3.23
Rural, Fringe	12.11	12.88	11.85
Rural, Distant	11.63	15.86	10.73
Rural, Remote	6.68	9.01	6.15
Missing	0.00	0.00	0.00
Not Applicable	0.27	0.14	0.31
<u><i>Schoolwide Title I</i></u>	54.98	57.49	54.68
<u><i>Charter School</i></u>	5.04	3.25	5.52
<u><i>Type</i></u>			
Regular school	97.80	99.29	97.39
Special Education school	1.21	0.23	1.48
Vocational education school	0.01	0.00	0.01
Alternative/other school	0.98	0.49	1.12

Note. All reported values are expressed as percentages. Data source: NCES (2011).

Table 9

Categorization of Schools with Grade 3 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of 2009-2010 NCES Data

	<i>NCES: All Public Schools Offering Grade 3 (n = 51,881)</i>	<i>DDS Schools with Grade 3 Data Matched to NCES Schools (n = 7,952)</i>	<i>NCES Non-DDS Schools Offering Grade 3 (n = 40,446)</i>
<u><i>Geographic Region</i></u>			
Northeast	15.86	13.15	15.95
Midwest	25.18	26.01	24.71
South	33.80	26.26	35.92
West	25.17	34.58	23.42
<u><i>Location relative to population centers</i></u>			
City, Large	14.97	8.46	16.56
City, Midsize	6.42	5.14	6.90
City, Small	7.46	7.02	7.50
Suburb, Large	24.59	20.42	25.12
Suburb, Midsize	2.88	2.77	2.92
Suburb, Small	1.89	1.92	1.89
Town, Fringe	1.57	2.11	1.43
Town, Distant	5.63	7.16	5.26
Town, Remote	3.78	6.28	3.24
Rural, Fringe	12.22	12.65	11.98
Rural, Distant	11.63	15.69	10.75
Rural, Remote	6.68	10.20	6.13
Missing	0.00	0.00	0.00
Not Applicable	0.27	0.18	0.31
<u><i>Schoolwide Title I</i></u>	54.90	57.48	54.56
<u><i>Charter School</i></u>	4.97	3.31	5.43
<u><i>Type</i></u>			
Regular school	97.67	99.23	97.23
Special Education school	1.26	0.19	1.54
Vocational education school	0.01	0.00	0.01
Alternative/other school	1.06	0.58	1.22

Note. All reported values are expressed as percentages. Data source: NCES (2011).

Table 10

Categorization of Schools with Grade 4 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of 2009-2010 NCES Data.

	<i>All Public Schools Offering Grade 4 (n = 51,635)</i>	<i>DDS Schools with Grade 4 Data Matched to NCES Schools (n = 5,387)</i>	<i>NCES Non-DDS Public Schools Offering Grade 4 (n = 40,511)</i>
<u><i>Geographic Region</i></u>			
Northeast	15.64	11.75	15.78
Midwest	25.15	31.54	24.68
South	33.88	17.67	35.99
West	25.33	39.04	23.55
<u><i>Location Relative to Population Centers</i></u>			
City, Large	15.06	6.89	16.59
City, Midsize	6.48	5.03	6.93
City, Small	7.49	6.81	7.51
Suburb, Large	24.50	19.08	25.00
Suburb, Midsize	2.85	2.86	2.88
Suburb, Small	1.89	1.84	1.92
Town, Fringe	1.57	2.19	1.46
Town, Distant	5.54	7.07	5.23
Town, Remote	3.73	7.82	3.18
Rural, Fringe	12.25	13.24	12.07
Rural, Distant	11.65	15.24	10.77
Rural, Remote	6.70	11.71	6.14
Missing	0.01	0.00	0.01
Not Applicable	0.28	0.22	0.31
<u><i>Schoolwide Title I</i></u>	54.83	56.10	54.46
<u><i>Charter School</i></u>	4.97	3.20	5.41
<u><i>Type</i></u>			
Regular school	97.45	99.54	96.97
Special Education school	1.33	0.30	1.62
Vocational education school	0.01	0.00	0.01
Alternative/other school	1.21	0.17	1.39

Note. All reported values are expressed as percentages. Data source: NCES (2011).

Table 11

Categorization of Schools with Grade 5 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of 2009-2010 NCES Data.

	<i>NCES: All Public Schools Offering Grade 5 (n = 50,403)</i>	<i>DDS Schools with Grade 5 Data Matched to NCES Schools (n = 4,538)</i>	<i>NCES Non-DDS Public Schools Offering Grade 5 (n = 40,133)</i>
<u><i>Geographic Region</i></u>			
Northeast	15.21	10.25	15.48
Midwest	24.77	31.12	24.44
South	33.81	15.27	35.78
West	26.20	43.37	24.29
<u><i>Location relative to population centers</i></u>			
City, Large	15.48	6.88	16.97
City, Midsize	6.67	5.60	7.04
City, Small	7.50	7.56	7.45
Suburb, Large	24.19	19.46	24.52
Suburb, Midsize	2.81	2.38	2.85
Suburb, Small	1.86	1.92	1.88
Town, Fringe	1.52	2.27	1.43
Town, Distant	5.43	6.70	5.22
Town, Remote	3.58	7.58	3.10
Rural, Fringe	12.21	12.60	12.10
Rural, Distant	11.69	14.81	10.92
Rural, Remote	6.78	12.01	6.22
Missing	0.01	0.00	0.01
Not Applicable	0.27	0.24	0.30
<u><i>Schoolwide Title I</i></u>	54.64	56.17	54.18
<u><i>Charter School</i></u>	5.29	3.11	5.74
<u><i>Type</i></u>			
Regular school	97.18	99.56	96.67
Special Education school	1.40	0.26	1.70
Vocational education school	0.01	0.00	0.01
Alternative/other school	1.40	0.18	1.61

Note. All reported values are expressed as percentages. Data source: NCES (2011).

Table 12

*Categorization of Schools with Grade 6 Students Included in 2009-2010 6th Edition System-Wide**Percentiles Compared to Public Schools in the U.S.: Summary of 2009-2010 NCES Data*

	<i>NCES: All Public Schools Offering Grade 6 (n = 35,085)</i>	<i>DDS Schools with Grade 6 Data Matched to NCES Schools (n = 1,894)</i>	<i>NCES Non-DDS Schools Offering Grade 6 (n = 30,034)</i>
<u><i>Geographic Region</i></u>			
Northeast	15.36	9.87	15.49
Midwest	26.48	30.62	26.72
South	29.52	10.30	30.91
West	28.63	49.21	26.88
<u><i>Location relative to population centers</i></u>			
City, Large	15.03	9.13	15.61
City, Midsize	5.73	4.22	6.10
City, Small	6.51	4.86	6.72
Suburb, Large	21.31	21.49	21.37
Suburb, Midsize	2.48	1.58	2.54
Suburb, Small	1.81	0.84	1.87
Town, Fringe	1.68	1.21	1.77
Town, Distant	5.94	4.54	6.08
Town, Remote	3.78	5.49	3.80
Rural, Fringe	12.05	9.93	12.28
Rural, Distant	13.90	18.00	12.96
Rural, Remote	9.38	18.16	8.50
Missing	0.01	0.00	0.01
Not Applicable	0.38	0.53	0.40
<u><i>Schoolwide Title I</i></u>	50.73	54.65	49.63
<u><i>Charter School</i></u>	7.73	5.17	7.99
<u><i>Type</i></u>			
Regular school	94.56	99.31	93.90
Special Education school	2.11	0.32	2.41
Vocational education school	0.02	0.00	0.02
Alternative/other school	3.31	0.37	3.68

Note. All reported values are expressed as percentages. Data source: NCES (2011).

Table 13

Descriptive Data for Schools with Kindergarten Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to U.S. Public Schools: Summary of NCES Data

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
Male	All	.509	.108	-.255	7.876	.000	.463	.510	.556	1.000	0.581	0.960	51,124
	DDS	.501	.111	-1.378	6.021	.000	.462	.510	.558	1.000	0.276	0.215	9,789
	Non-DDS	.510	.107	.033	8.329	.000	.464	.510	.556	1.000	0.658	1.116	39,684
Female	All	.470	.108	-.693	7.687	.000	.429	.475	.522	1.000	1.082	0.548	51,124
	DDS	.462	.109	-1.214	5.872	.000	.422	.471	.519	1.000	0.511	0.204	9,789
	Non-DDS	.473	.107	-.538	8.179	.000	.430	.477	.523	1.000	1.194	0.632	39,684
American Indian/ Alaskan Native	All	.021	.104	7.852	65.814	.000	.000	.000	.006	1.000	74.128	0.642	51,124
	DDS	.024	.104	7.456	60.650	.000	.000	.000	.011	1.000	70.416	0.490	9,789
	Non-DDS	.020	.103	8.019	68.296	.000	.000	.000	.000	1.000	75.116	0.675	39,684
Asian/ Pacific Islander	All	.043	.095	4.913	31.417	.000	.000	.011	.043	1.000	45.662	0.043	51,124
	DDS	.031	.084	6.903	58.747	.000	.000	.000	.032	.976	50.404	0.010	9,789
	Non-DDS	.046	.098	4.550	27.051	.000	.000	.012	.048	1.000	44.368	0.050	39,684
Hispanic	All	.204	.271	1.515	1.178	.000	.015	.075	.286	1.000	21.035	0.751	51,124
	DDS	.135	.208	2.174	4.294	.000	.000	.045	.160	1.000	25.089	0.174	9,789
	Non-DDS	.219	.280	1.399	.782	.000	.017	.086	.323	1.000	20.001	0.877	39,684
Black	All	.156	.253	2.081	3.407	.000	.000	.041	.175	1.000	28.984	1.592	51,124
	DDS	.145	.253	2.213	3.915	.000	.000	.030	.145	1.000	32.557	1.686	9,789
	Non-DDS	.161	.255	2.020	3.151	.000	.000	.045	.186	1.000	27.759	1.593	39,684

Table 13 (continued)

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
White	All	.546	.350	-.290	-1.398	.000	.191	.617	.873	1.000	7.077	6.474	51,124
	DDS	.621	.328	-.635	-.980	.000	.362	.725	.906	1.000	4.525	7.130	9,789
	Non-DDS	.526	.352	-.207	-1.444	.000	.162	.583	.857	1.000	7.736	6.249	39,684
Hawaiian Native/ Pacific Islander	All	.004	.015	25.582	1392.941	.000	.000	.000	.000	1.000	84.130	0.007	13,642
	DDS	.003	.013	12.581	217.078	.000	.000	.000	.000	.273	89.881	0.060	1,680
	Non-DDS	.004	.016	26.837	1467.154	.000	.000	.000	.000	1.000	83.185	0.009	11,442
Two or more races	All	.034	.075	6.862	66.805	.000	.000	.011	.044	1.000	46.049	0.088	13,642
	DDS	.032	.064	7.619	94.469	.000	.000	.011	.044	1.000	48.452	0.119	1,680
	Non-DDS	.035	.076	6.728	63.891	.000	.000	.011	.044	1.000	45.272	0.087	11,442
Race/ Ethnicity unknown	All	.021	.092	8.058	70.830	.000	.000	.000	.000	.989	79.280	0.002	51,124
	DDS	.038	.145	5.212	26.911	.000	.000	.000	.000	.989	77.230	0.010	9,789
	Non-DDS	.017	.072	9.801	112.288	.000	.000	.000	.000	.987	79.868	0.002	39,684
Free / Reduced Lunch	All	.525	.280	-.124	-1.058	.000	.302	.535	.760	.999	1.705	0.004	49,568
	DDS	.524	.263	-.047	-.948	.000	.322	.527	.733	.997	0.751	0.031	9,714
	Non-DDS	.524	.284	-.138	-1.086	.000	.295	.536	.765	.999	1.980	0.005	38,223
Pupil to Teacher Ratio	All	16.487	45.516	206.752	45018.765	.090	13.460	15.600	18.293	9960.000	0.002	0.002	50,618
	DDS	17.019	101.306	97.781	9597.312	2.750	13.370	15.500	18.065	9960.000	0.010	0.010	9,673
	Non-DDS	16.340	11.885	53.814	4513.103	.090	13.470	15.600	18.300	1306.060	0.003	0.003	39,306
Pupil to Teacher Ratio, trimmed	All	15.980	4.019	.271	.625	.090	13.460	15.600	18.293	27.710	0.002	1.004	50,618
	DDS	15.861	3.805	.459	.655	2.750	13.370	15.500	18.065	27.710	0.010	0.899	9,673
	Non-DDS	15.977	4.059	.239	.641	.090	13.470	15.600	18.300	27.710	0.003	1.033	39,306

Note. All data reflect grade level data reported to NCES, except *Free / Reduced Lunch* and *Pupil to Teacher Ratio*, which are reported to NCES at the school level. Although *Free / Reduced Lunch* and *Pupil to Teacher Ratio* are school level, the descriptives are slightly different for each grade because the sample for each grade was selected independently. All reported values (except Pupil to Teacher ratio) are expressed as proportions. Pupil to teacher ratio was trimmed (values exceeding the 99th percentile of all schools were recoded back to the 99th percentile value) to avoid distortion due to extreme outliers. Data source: NCES (2011).

Table 14

Descriptive Data for Schools with Grade 1 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of NCES Data

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
Male	All	.511	.102	.443	8.891	.000	.464	.508	.555	1.000	0.656	1.170	51,803
	DDS	.510	.089	.063	6.876	.000	.463	.509	.556	1.000	0.315	0.364	10,160
	Non-DDS	.512	.106	.489	8.938	.000	.464	.508	.554	1.000	0.746	1.369	40,240
Female	All	.476	.102	-.332	8.830	.000	.432	.479	.523	1.000	1.226	0.633	51,803
	DDS	.476	.089	.019	6.984	.000	.429	.478	.524	1.000	0.404	0.305	10,160
	Non-DDS	.476	.106	-.374	8.839	.000	.432	.479	.523	1.000	1.429	0.718	40,240
Am. Indian/ Alaskan Native	All	.021	.105	7.790	64.473	.000	.000	.000	.006	1.000	74.100	0.697	51,803
	DDS	.024	.106	7.311	58.036	.000	.000	.000	.011	1.000	70.000	0.531	10,160
	Non-DDS	.020	.104	7.984	67.408	.000	.000	.000	.000	1.000	75.154	0.728	40,240
Asian/ Pacific Islander	All	.043	.096	4.874	30.996	.000	.000	.012	.045	1.000	44.689	0.041	51,803
	DDS	.033	.084	6.770	57.573	.000	.000	.008	.034	1.000	48.593	0.039	10,160
	Non-DDS	.046	.098	4.505	26.514	.000	.000	.013	.048	1.000	43.601	0.035	40,240
Hispanic	All	.203	.270	1.529	1.232	.000	.015	.076	.286	1.000	20.985	0.807	51,803
	DDS	.140	.212	2.097	3.857	.000	.008	.048	.163	1.000	24.685	0.187	10,160
	Non-DDS	.218	.279	1.422	.861	.000	.017	.086	.318	1.000	20.030	0.957	40,240
Black	All	.160	.256	2.042	3.224	.000	.000	.042	.182	1.000	27.989	1.701	51,803
	DDS	.146	.253	2.209	3.918	.000	.000	.033	.149	1.000	31.181	1.713	10,160
	Non-DDS	.165	.258	1.984	2.982	.000	.000	.046	.194	1.000	26.921	1.717	40,240

Table 14 (continued)

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
White	All	.551	.349	-.322	-1.368	.000	.205	.628	.875	1.000	7.204	6.600	51,803
	DDS	.638	.321	-.726	-.802	.000	.413	.742	.909	1.000	4.370	7.323	10,160
	Non-DDS	.529	.352	-.227	-1.432	.000	.167	.590	.857	1.000	7.952	6.426	40,240
Hawaiian/ Pacific Islander	All	.003	.012	9.138	136.704	.000	.000	.000	.000	.300	84.481	0.007	13,764
	DDS	.003	.013	10.078	136.773	.000	.000	.000	.000	.250	89.681	0.058	1,725
	Non-DDS	.004	.012	8.907	134.275	.000	.000	.000	.000	.300	83.530	0.009	11,548
Two or more races	All	.031	.078	7.560	74.874	.000	.000	.000	.038	1.000	50.145	0.131	13,764
	DDS	.030	.063	8.148	103.265	.000	.000	.000	.041	1.000	51.246	0.116	1,725
	Non-DDS	.032	.080	7.446	71.524	.000	.000	.006	.038	1.000	49.576	0.130	11,548
Race/gender not reported	All	.013	.035	5.072	48.177	.000	.000	.000	.000	.889	79.644	0.002	51,803
	DDS	.014	.036	4.396	31.104	.000	.000	.000	.000	.548	77.736	0.010	10,160
	Non-DDS	.012	.035	5.235	53.275	.000	.000	.000	.000	.889	80.094	0.002	40,240
Free/ reduced lunch	All	.524	.280	-.122	-1.059	.000	.301	.534	.760	.999	1.707	0.004	50,217
	DDS	.525	.263	-.037	-.950	.000	.322	.527	.733	.997	0.705	0.030	10,072
	Non-DDS	.523	.284	-.136	-1.087	.000	.294	.535	.764	.999	2.002	0.005	38,759
Pupil to Teacher Ratio	All	16.411	45.190	208.630	45760.340	.260	13.435	15.570	18.235	9960.000	0.002	0.002	51,253
	DDS	16.989	99.405	99.787	9982.029	1.590	13.420	15.560	18.180	9960.000	0.010	0.010	10,032
	Non-DDS	16.258	11.726	54.636	4678.486	.260	13.430	15.560	18.230	1306.060	0.003	0.003	39,823
Pupil to Teacher Ratio, trimmed	All	15.918	4.010	.212	.629	.260	13.435	15.570	18.235	27.400	0.002	1.001	51,253
	DDS	15.914	3.782	.401	.538	1.590	13.420	15.560	18.180	27.400	0.010	0.877	10,032
	Non-DDS	15.904	4.058	.175	.650	.260	13.430	15.560	18.230	27.400	0.003	1.035	39,823

Note. All data reflect grade level data reported to NCES, except *Free / Reduced Lunch* and *Pupil to Teacher Ratio*, which are reported to NCES at the school level. Although *Free / Reduced Lunch* and *Pupil to Teacher Ratio* are school level, the descriptives are slightly different for each grade because the sample for each grade was selected independently. All reported values (except Pupil to Teacher ratio) are expressed as proportions. Pupil to teacher ratio was trimmed (values exceeding the 99th percentile of all schools were recoded back to the 99th percentile value) to avoid distortion due to extreme outliers. Data source: NCES (2011).

Table 15

Descriptive Data for Schools with Grade 2 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of NCES Data

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
Male	All	.511	.103	.560	8.559	.000	.463	.507	.554	1.000	0.599	1.235	51,891
	DDS	.508	.090	.014	6.620	.000	.463	.508	.556	1.000	0.310	0.361	9,687
	Non-DDS	.511	.107	.625	8.570	.000	.463	.507	.554	1.000	0.682	1.463	40,320
Female	All	.478	.103	-.459	8.511	.000	.435	.481	.526	1.000	1.274	0.580	51,891
	DDS	.480	.090	.055	6.827	.000	.433	.480	.526	1.000	0.382	0.289	9,687
	Non-DDS	.478	.107	-.516	8.492	.000	.435	.481	.526	1.000	1.503	0.662	40,320
American Indian/ Alaskan Native	All	.021	.105	7.756	64.256	.000	.000	.000	.006	1.000	74.260	0.703	51,891
	DDS	.026	.107	7.218	56.940	.000	.000	.000	.013	1.000	69.103	0.547	9,687
	Non-DDS	.020	.104	7.907	66.400	.000	.000	.000	.000	1.000	75.494	0.742	40,320
Asian/ Pacific Islander	All	.043	.095	4.898	31.364	.000	.000	.011	.044	1.000	45.062	0.044	51,891
	DDS	.031	.081	6.963	61.049	.000	.000	.000	.031	1.000	50.563	0.021	9,687
	Non-DDS	.046	.098	4.548	27.142	.000	.000	.012	.048	1.000	43.829	0.052	40,320
Hispanic	All	.201	.269	1.540	1.273	.000	.015	.074	.282	1.000	21.167	0.779	51,891
	DDS	.140	.213	2.089	3.860	.000	.000	.047	.169	1.000	25.292	0.196	9,687
	Non-DDS	.215	.278	1.434	.902	.000	.017	.083	.313	1.000	20.258	0.905	40,320
Black	All	.164	.259	2.001	3.040	.000	.000	.044	.189	1.000	27.380	1.804	51,891
	DDS	.152	.259	2.145	3.568	.000	.000	.034	.155	1.000	30.629	1.899	9,687
	Non-DDS	.169	.261	1.942	2.801	.000	.000	.048	.200	1.000	26.451	1.815	40,320

Table 15 (continued)

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
White	All	.550	.349	-.322	-1.371	.000	.202	.628	.875	1.000	7.552	6.406	51,891
	DDS	.635	.323	-.716	-.824	.000	.406	.741	.910	1.000	4.656	7.237	9,687
	Non-DDS	.529	.352	-.225	-1.435	.000	.167	.590	.861	1.000	8.323	6.213	40,320
Hawaiian Native/ Pacific Islander	All	.003	.013	11.623	251.949	.000	.000	.000	.000	.500	84.736	0.007	13,784
	DDS	.003	.012	8.467	96.132	.000	.000	.000	.000	.200	88.476	0.064	1,562
	Non-DDS	.004	.014	11.875	260.470	.000	.000	.000	.000	.500	84.062	0.009	11,570
Two or more races	All	.030	.077	7.741	78.048	.000	.000	.000	.035	1.000	51.835	0.123	13,784
	DDS	.028	.057	7.101	83.220	.000	.000	.000	.039	.944	50.832	0.064	1,562
	Non-DDS	.030	.080	7.659	75.007	.000	.000	.000	.035	1.000	51.495	0.138	11,570
Race/ Ethnicity Unknown/ Not Reported	All	.011	.032	4.856	40.445	.000	.000	.000	.000	.667	80.395	0.004	51,891
	DDS	.012	.032	4.977	39.938	.000	.000	.000	.000	.575	78.703	0.010	9,687
	Non-DDS	.011	.031	4.789	40.601	.000	.000	.000	.000	.667	80.759	0.005	40,320
Free/reduced lunch	All	.524	.280	-.122	-1.059	.000	.301	.534	.760	.999	1.715	0.004	50,318
	DDS	.535	.259	-.069	-.918	.000	.338	.539	.741	.997	0.687	0.031	9,606
	Non-DDS	.523	.285	-.136	-1.088	.000	.294	.535	.764	.999	2.013	0.005	38,850
Pupil to Teacher Ratio	All	16.384	45.144	208.829	45849.971	.260	13.420	15.550	18.220	9960.000	0.002	0.002	51,358
	DDS	16.998	101.831	97.408	9511.972	2.230	13.370	15.520	18.150	9960.000	0.010	0.010	9,560
	Non-DDS	16.232	11.721	54.567	4674.598	.260	13.420	15.540	18.210	1306.060	0.003	0.003	39,923
Pupil to Teacher Ratio, trimmed	All	15.892	4.027	.181	.663	.260	13.420	15.550	18.220	27.360	0.002	1.001	51,358
	DDS	15.866	3.800	.374	.554	2.230	13.370	15.520	18.150	27.360	0.010	0.879	9,560
	Non-DDS	15.877	4.080	.142	.689	.260	13.420	15.540	18.210	27.360	0.003	1.045	39,923

Note. All data reflect grade level data reported to NCES, except *Free / Reduced Lunch* and *Pupil to Teacher Ratio*, which are reported to NCES at the school level. Although *Free / Reduced Lunch* and *Pupil to Teacher Ratio* are school level, the descriptives are slightly different for each grade because the sample for each grade was selected independently. All reported values (except Pupil to Teacher ratio) are expressed as proportions. Pupil to teacher ratio was trimmed (values exceeding the 99th percentile of all schools were recoded back to the 99th percentile value) to avoid distortion due to extreme outliers. Data source: NCES (2011).

Table 16

Descriptive Data for Schools with Grade 3 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of NCES Data

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
Male	All	.512	.104	.644	8.567	.000	.463	.508	.554	1.000	0.603	1.301	51,869
	DDS	.508	.090	.033	6.470	.000	.462	.507	.554	1.000	0.289	0.352	7,951
	Non-DDS	.512	.108	.702	8.529	.000	.463	.507	.554	1.000	0.695	1.543	40,435
Female	All	.478	.104	-.554	8.522	.000	.435	.481	.526	1.000	1.350	0.584	51,869
	DDS	.481	.089	.005	6.644	.000	.435	.482	.528	1.000	0.377	0.277	7,951
	Non-DDS	.477	.108	-.604	8.448	.000	.435	.482	.526	1.000	1.595	0.673	40,435
American Indian/ Alaskan Native	All	.022	.106	7.644	62.276	.000	.000	.000	.007	1.000	73.682	0.692	51,869
	DDS	.029	.114	6.678	48.552	.000	.000	.000	.014	1.000	66.344	0.591	7,951
	Non-DDS	.021	.106	7.817	64.743	.000	.000	.000	.002	1.000	74.997	0.732	40,435
Asian/ Pacific Islander	All	.043	.095	4.910	31.512	.000	.000	.011	.043	1.000	45.173	0.040	51,869
	DDS	.030	.081	7.146	63.662	.000	.000	.000	.031	.969	50.698	0.013	7,951
	Non-DDS	.045	.097	4.557	27.245	.000	.000	.012	.047	1.000	44.081	0.047	40,435
Hispanic	All	.200	.268	1.559	1.342	.000	.014	.073	.277	1.000	21.186	0.769	51,869
	DDS	.148	.223	2.006	3.362	.000	.000	.050	.179	1.000	25.217	0.176	7,951
	Non-DDS	.213	.277	1.456	.978	.000	.017	.082	.309	1.000	20.302	0.905	40,435
Black	All	.165	.260	1.979	2.946	.000	.000	.045	.192	1.000	27.051	1.704	51,869
	DDS	.146	.255	2.193	3.804	.000	.000	.030	.143	1.000	31.895	1.710	7,951
	Non-DDS	.171	.262	1.922	2.721	.000	.000	.049	.205	1.000	25.918	1.706	40,435

Table 16 (continued)

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
White	All	.551	.350	-.325	-1.373	.000	.204	.628	.877	1.000	7.378	6.343	51,869
	DDS	.632	.325	-.696	-.872	.000	.400	.736	.909	1.000	4.452	7.056	7,951
	Non-DDS	.530	.352	-.231	-1.434	.000	.167	.591	.862	1.000	8.070	6.185	40,435
Hawaiian Native/ Pacific Islander	All	.003	.014	14.615	392.348	.000	.000	.000	.000	.500	84.888	0.022	13,777
	DDS	.003	.014	8.656	91.271	.000	.000	.000	.000	.197	90.644	0.086	1,165
	Non-DDS	.004	.014	15.071	408.785	.000	.000	.000	.000	.500	84.094	0.026	11,606
Two or more races	All	.030	.080	7.720	76.301	.000	.000	.000	.034	1.000	52.646	0.138	13,777
	DDS	.026	.060	7.832	92.922	.000	.000	.000	.032	.981	55.451	0.086	1,165
	Non-DDS	.031	.083	7.605	73.049	.000	.000	.000	.034	1.000	52.326	0.164	11,606
Race/ Ethnicity unknown	All	.011	.030	4.779	36.730	.000	.000	.000	.000	.534	8.834	0.002	51,869
	DDS	.011	.032	5.465	48.451	.000	.000	.000	.000	.534	79.411	0.013	7,951
	Non-DDS	.011	.030	4.591	33.131	.000	.000	.000	.000	.500	81.162	0.015	40,435
Free/reduced lunch	All	.524	.280	-.120	-1.057	.000	.301	.534	.759	.999	1.721	0.004	50,308
	DDS	.542	.258	-.083	-.924	.000	.344	.545	.749	.997	0.661	0.025	7,871
	Non-DDS	.522	.284	-.133	-1.085	.000	.294	.534	.763	.999	2.022	0.005	38,977
Pupil to Teacher Ratio	All	16.389	45.168	208.697	45796.740	.260	13.420	15.560	18.220	9960.000	0.002	0.002	51,309
	DDS	17.312	112.475	88.223	7799.687	2.500	13.360	15.660	18.405	9960.000	0.013	0.013	7,833
	Non-DDS	16.232	11.718	54.504	4670.187	.260	13.420	15.540	18.210	1306.060	0.002	0.002	40,009
Pupil to Teacher Ratio	All	15.894	4.034	.179	.645	.260	13.420	15.560	18.220	27.360	0.002	1.004	51,309
	DDS	15.954	3.885	.279	.305	2.500	13.360	15.660	18.405	27.360	0.013	0.728	7,833
	Non-DDS	15.876	4.087	.143	.670	.260	13.420	15.540	18.210	27.360	0.002	1.050	40,009

Note. All data reflect grade level data reported to NCES, except *Free / Reduced Lunch* and *Pupil to Teacher Ratio*, which are reported to NCES at the school level. Although *Free / Reduced Lunch* and *Pupil to Teacher Ratio* are school level, the descriptives are slightly different for each grade because the sample for each grade was selected independently. All reported values (except Pupil to Teacher ratio) are expressed as proportions. Pupil to teacher ratio was trimmed (values exceeding the 99th percentile of all schools were recoded back to the 99th percentile value) to avoid distortion due to extreme outliers. Data source: NCES (2011).

Table 17

Descriptive Data for Schools with Grade 4 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of NCES Data

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
Male	All	.512	.108	.595	8.431	.000	.463	.507	.554	1.000	.717	1.437	51,623
	DDS	.508	.096	.098	6.811	.000	.459	.506	.556	1.000	.446	.501	5,386
	Non-DDS	.512	.112	.643	8.277	.000	.463	.507	.554	1.000	.815	1.706	40,500
Female	All	.478	.107	-.512	8.358	.000	.436	.483	.527	1.000	1.484	.697	51,623
	DDS	.479	.095	-.001	6.893	.000	.431	.480	.528	1.000	.538	.427	5,386
	Non-DDS	.478	.112	-.559	8.187	.000	.436	.483	.527	1.000	1.756	.793	40,500
Am. Indian/ Alaskan Native	All	.022	.106	7.648	62.458	.000	.000	.000	.007	1.000	73.566	.692	51,623
	DDS	.031	.124	6.403	43.516	.000	.000	.000	.015	1.000	65.373	.835	5,386
	Non-DDS	.021	.105	7.825	64.991	.000	.000	.000	.000	1.000	75.007	0.731	40,500
Asian/ Pacific Islander	All	.043	.096	4.986	32.280	.000	.000	.011	.043	1.000	45.298	.052	51,623
	DDS	.032	.085	6.874	59.154	.000	.000	.000	.033	1.000	51.095	.056	5,386
	Non-DDS	.045	.098	4.651	28.247	.000	.000	.012	.046	1.000	43.983	.057	40,500
Hispanic	All	.197	.268	1.582	1.426	.000	.014	.071	.272	1.000	21.632	.845	51,623
	DDS	.149	.221	2.000	3.367	.000	.000	.050	.182	1.000	25.009	.204	5,386
	Non-DDS	.210	.275	1.483	1.068	.000	.015	.079	.300	1.000	20.785	1.007	40,500
Black	All	.169	.263	1.944	2.779	.000	.000	.046	.200	1.000	26.804	1.908	51,623
	DDS	.110	.210	2.702	6.945	.000	.000	.022	.101	1.000	35.722	.724	5,386
	Non-DDS	.174	.265	1.890	2.570	.000	.000	.050	.210	1.000	25.859	1.958	40,500

Table 17 (continued)

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
White	All	.551	.351	-.324	-1.375	.000	.200	.629	.878	1.000	7.700	6.441	51,623
	DDS	.659	.314	-.796	-.665	.000	.441	.769	.921	1.000	3.212	8.411	5,386
	Non-DDS	.531	.353	-.237	-1.434	.000	.167	.596	.865	1.000	8.422	6.291	40,500
Hawaiian/ Pacific Islander	All	.003	.013	13.206	338.673	.000	.000	.000	.000	.500	84.760	0.015	13,734
	DDS	.003	.012	9.605	127.740	.000	.000	.000	.000	.208	89.778	0.111	900
	Non-DDS	.004	.014	13.315	340.982	.000	.000	.000	.000	.500	83.799	0.017	11,623
Two or more races	All	.028	.079	8.103	81.924	.000	.000	.000	.031	1.000	54.114	0.124	13,734
	DDS	.027	.055	6.496	67.708	.000	.000	.000	.039	.727	51.111	0.111	900
	Non-DDS	.028	.081	8.035	79.433	.000	.000	.000	.031	1.000	53.824	0.146	11,623
Race & gender not reported	All	.010	.029	5.344	49.826	.000	.000	.000	.000	.750	81.216	0.002	51,623
	DDS	.013	.034	5.097	41.265	.000	.000	.000	.000	.515	75.418	0.019	5,386
	Non-DDS	.010	.029	5.323	50.848	.000	.000	.000	.000	.750	81.494	0.002	40,500
Free/reduced lunch	All	.524	.280	-.121	-1.057	.000	.302	.534	.760	.999	1.728	0.004	50,059
	DDS	.531	.252	-.014	-.855	.000	.341	.528	.721	.997	0.712	0.037	5,339
	Non-DDS	.523	.284	-.131	-1.084	.000	.294	.534	.763	.999	2.019	0.005	39,030
Pupil to Teacher Ratio	All	16.378	45.270	208.272	45601.029	.260	13.410	15.560	18.240	9960.000	0.002	0.002	51,068
	DDS	18.070	136.463	72.742	5300.523	1.590	13.350	15.760	18.760	9960.000	0.019	0.019	5,319
	Non-DDS	16.211	11.688	54.725	4708.667	.260	13.400	15.540	18.220	1306.060	0.002	0.002	40,073
Pupil to Teacher Ratio, trimmed	All	15.884	4.078	.152	.670	.260	13.410	15.560	18.240	27.420	0.002	1.001	51,068
	DDS	16.097	4.153	.219	.175	1.590	13.350	15.760	18.760	27.420	0.019	0.921	5,319
	Non-DDS	15.860	4.136	.117	.691	.260	13.400	15.540	18.220	27.420	0.002	1.046	40,073

Note. All data reflect grade level data reported to NCES, except *Free / Reduced Lunch* and *Pupil to Teacher Ratio*, which are reported to NCES at the school level. Although *Free / Reduced Lunch* and *Pupil to Teacher Ratio* are school level, the descriptives are slightly different for each grade because the sample for each grade was selected independently. All reported values (except Pupil to Teacher ratio) are expressed as proportions. Pupil to teacher ratio was trimmed (values exceeding the 99th percentile of all schools were recoded back to the 99th percentile value) to avoid distortion due to extreme outliers. Data source: NCES (2011).

Table 18

Descriptive Data for Schools with Grade 5 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of NCES Data

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
Male	All	.514	.114	.721	8.021	.000	.463	.508	.556	1.000	.823	1.891	50,398
	DDS	.509	.097	-.051	6.842	.000	.461	.509	.557	1.000	.529	.463	4,537
	Non-DDS	.514	.118	.768	7.824	.000	.463	.507	.555	1.000	.927	2.215	40,129
Female	All	.477	.114	-.632	7.961	.000	.436	.482	.528	1.000	1.939	.814	50,398
	DDS	.478	.096	.150	7.327	.000	.432	.478	.525	1.000	.485	.529	4,537
	Non-DDS	.477	.118	-.674	7.725	.000	.436	.483	.528	1.000	2.270	.917	40,129
American Indian/ Alaskan Native	All	.022	.107	7.584	61.434	.000	.000	.000	.007	1.000	73.178	.708	50,398
	DDS	.033	.130	6.167	39.597	.000	.000	.000	.017	1.000	63.985	.882	4,537
	Non-DDS	.021	.105	7.784	64.539	.000	.000	.000	.004	1.000	74.505	0.740	40,129
Asian/ Pacific Islander	All	.042	.096	5.125	34.125	.000	.000	.010	.042	1.000	46.488	.083	50,398
	DDS	.033	.086	6.914	59.385	.000	.000	.004	.034	1.000	49.945	.022	4,537
	Non-DDS	.044	.098	4.820	30.459	.000	.000	.011	.044	1.000	45.424	.097	40,129
Hispanic	All	.198	.270	1.577	1.392	.000	.013	.069	.273	1.000	22.080	1.107	50,398
	DDS	.158	.229	1.912	2.944	.000	.010	.058	.200	1.000	23.937	.375	4,537
	Non-DDS	.209	.278	1.490	1.078	.000	.014	.077	.300	1.000	21.199	1.288	40,129
Black	All	.172	.267	1.911	2.621	.000	.000	.047	.204	1.000	26.997	2.107	50,398
	DDS	.101	.194	2.864	8.241	.000	.000	.022	.095	1.000	36.500	.573	4,537
	Non-DDS	.177	.268	1.861	2.429	.000	.000	.051	.215	1.000	26.071	2.151	40,129

Table 18 (continued)

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
White	All	.548	.353	-.313	-1.392	.000	.192	.627	.878	1.000	8.479	6.536	50,398
	DDS	.656	.312	-.780	-.685	.000	.442	.763	.918	1.000	3.240	8.265	4,537
	Non-DDS	.530	.355	-.235	-1.444	.000	.160	.596	.867	1.000	9.255	6.369	40,129
Hawaiian Native/ Pacific Islander	All	.004	.020	30.543	1394.726	.000	.000	.000	.000	1.000	84.645	0.022	13,572
	DDS	.004	.015	5.870	41.478	.000	.000	.000	.000	.151	86.922	0.132	757
	Non-DDS	.004	.021	29.977	1300.872	.000	.000	.000	.000	1.000	84.037	0.026	11,652
Two or more races	All	.027	.081	8.076	80.394	.000	.000	.000	.029	1.000	55.519	0.147	13,572
	DDS	.028	.059	6.377	61.585	.000	.000	.000	.038	.778	52.312	0.132	757
	Non-DDS	.028	.083	8.012	77.692	.000	.000	.000	.029	1.000	55.312	0.172	11,652
Race/ Ethnicity unknown	All	.009	.028	5.675	56.087	.000	.000	.000	.000	.667	81.811	0.002	50,398
	DDS	.013	.034	5.151	40.845	.000	.000	.000	.009	.469	74.609	0.022	4,537
	Non-DDS	.009	.028	5.762	59.051	.000	.000	.000	.000	.667	82.105	0.002	40,129
Free/ reduced lunch	All	.527	.280	-.131	-1.049	.000	.306	.537	.762	.999	1.794	0.004	48,833
	DDS	.533	.248	-.019	-.849	.000	.345	.533	.721	.997	0.512	0.045	4,493
	Non-DDS	.525	.284	-.139	-1.075	.000	.298	.537	.765	.999	2.101	0.005	38,654
Pupil to Teacher Ratio	All	16.449	46.324	199.920	42655.790	.260	13.390	15.580	18.320	9960.000	0.002	0.002	49,816
	DDS	18.686	148.614	66.801	4469.470	2.500	13.550	16.040	19.120	9960.000	0.022	0.022	4,484
	Non-DDS	16.270	13.960	62.790	5554.118	.260	13.360	15.530	18.280	1500.000	0.003	0.002	39,672
Pupil to Teacher Ratio, trimmed	All	15.912	4.149	.164	.651	.260	13.390	15.580	18.320	27.710	0.002	1.002	49,816
	DDS	16.345	4.217	.185	.084	2.500	13.550	16.040	19.120	27.710	0.022	0.937	4,484
	Non-DDS	15.874	4.207	.137	.669	.260	13.360	15.530	18.280	27.710	0.003	1.051	39,672

Note. All data reflect grade level data reported to NCES, except *Free / Reduced Lunch* and *Pupil to Teacher Ratio*, which are reported to NCES at the school level. Although *Free / Reduced Lunch* and *Pupil to Teacher Ratio* are school level, the descriptives are slightly different for each grade because the sample for each grade was selected independently. All reported values (except Pupil to Teacher ratio) are expressed as proportions. Pupil to teacher ratio was trimmed (values exceeding the 99th percentile of all schools were recoded back to the 99th percentile value) to avoid distortion due to extreme outliers. Data source: NCES (2011).

Table 19

Categorization of Schools with Grade 6 Students Included in 2009-2010 6th Edition System-Wide Percentiles Compared to Public Schools in the U.S.: Summary of NCES Data.

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
Male	All	.520	.143	.578	5.584	.000	.467	.509	.556	1.000	1.700	3.693	35,069
	DDS	.511	.113	.152	6.296	.000	.460	.507	.561	1.000	.792	1.056	1,894
	Non-DDS	.521	.146	.604	5.363	.000	.469	.510	.556	1.000	1.796	4.084	30,019
Female	All	.472	.142	-.498	5.543	.000	.435	.482	.525	1.000	3.781	1.685	35,069
	DDS	.479	.114	-.100	6.289	.000	.429	.482	.528	1.000	1.162	.792	1,894
	Non-DDS	.471	.146	-.523	5.323	.000	.436	.482	.523	1.000	4.174	1.782	30,019
American Indian/ Alaskan Native	All	.028	.127	6.455	43.371	.000	.000	.000	.007	1.000	68.066	1.044	35,069
	DDS	.042	.159	5.200	26.847	.000	.000	.000	.016	1.000	64.520	1.795	1,894
	Non-DDS	.027	.125	6.566	44.874	.000	.000	.000	.006	1.000	68.117	1.026	30,019
Asian/ Pacific Islander	All	.038	.095	5.470	38.431	.000	.000	.004	.034	1.000	49.109	.128	35,069
	DDS	.032	.087	6.910	59.839	.000	.000	.000	.033	1.000	54.118	.053	1,894
	Non-DDS	.039	.095	5.299	36.351	.000	.000	.005	.035	1.000	47.700	.137	30,019
Hispanic	All	.189	.268	1.636	1.621	.000	.000	.059	.258	1.000	25.521	1.383	35,069
	DDS	.166	.235	1.751	2.290	.000	.000	.059	.231	1.000	29.409	.634	1,894
	Non-DDS	.195	.272	1.593	1.447	.000	.006	.062	.271	1.000	24.325	1.519	30,019
Black	All	.169	.275	1.919	2.541	.000	.000	.036	.190	1.000	29.961	2.769	35,069
	DDS	.089	.189	3.183	10.255	.000	.000	.018	.071	1.000	42.027	1.003	1,894
	Non-DDS	.174	.277	1.870	2.358	.000	.000	.038	.203	1.000	28.679	2.808	30,019

Table 19 (continued)

<i>Variable</i>	<i>Sample</i>	<i>Mean</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>%Min</i>	<i>%Max</i>	<i>N</i>
White	All	.559	.361	-.343	-1.400	.000	.192	.647	.900	1.000	9.729	8.652	35,069
	DDS	.654	.329	-.754	-.806	.000	.417	.780	.933	1.000	5.491	11.880	1,894
	Non-DDS	.548	.362	-.296	-1.435	.000	.170	.625	.895	1.000	10.130	8.195	30,019
Hawaiian Native/ Pacific Islander	All	.004	.019	31.419	1483.063	.000	.000	.000	.000	1.000	81.717	0.021	9,703
	DDS	.005	.019	5.737	41.213	.000	.000	.000	.000	.184	84.242	0.303	330
	Non-DDS	.004	.019	33.397	1612.285	.000	.000	.000	.000	1.000	81.070	0.023	8,764
Two or more races	All	.026	.084	8.005	77.138	.000	.000	.000	.024	1.000	57.982	0.258	9,703
	DDS	.027	.063	5.099	38.336	.000	.000	.000	.031	.674	60.606	0.303	330
	Non-DDS	.026	.086	7.952	75.360	.000	.000	.000	.024	1.000	57.143	0.285	8,764
Race/ Ethnicity unknown	All	.008	.028	8.595	148.015	.000	.000	.000	.000	.978	82.971	0.003	35,069
	DDS	.011	.035	12.918	282.553	.000	.000	.000	.000	.938	76.346	0.053	1,894
	Non-DDS	.008	.028	8.097	128.186	.000	.000	.000	.000	.978	82.947	0.003	30,019
Free/ reduced lunch	All	.525	.271	-.099	-.965	.000	.317	.527	.747	.999	1.970	0.009	33,701
	DDS	.541	.246	.019	-.817	.000	.356	.538	.722	.997	0.536	0.054	1,865
	Non-DDS	.521	.273	-.096	-.978	.000	.311	.524	.745	.999	2.162	0.010	28,726
Pupil to Teacher Ratio	All	16.452	55.807	165.599	29324.889	.010	12.690	15.300	18.490	9960.000	0.003	0.003	34,402
	DDS	16.402	4.974	.569	2.913	3.450	13.000	15.980	19.810	60.000	0.054	0.054	1,857
	Non-DDS	16.186	16.593	51.533	3777.772	.010	12.630	15.250	18.480	1500.000	0.003	0.003	29,450
Pupil to Teacher Ratio, trimmed	All	15.676	4.802	.254	.493	.010	12.690	15.300	18.490	29.920	0.003	1.000	34,402
	DDS	16.378	4.852	.179	-.332	3.450	13.000	15.980	19.810	29.920	0.054	0.323	1,857
	Non-DDS	15.638	4.875	.249	.488	.010	12.630	15.250	18.480	29.920	0.003	1.083	29,450

Note. All data reflect grade level data reported to NCES, except *Free / Reduced Lunch* and *Pupil to Teacher Ratio*, which are reported to NCES at the school level. Although *Free / Reduced Lunch* and *Pupil to Teacher Ratio* are school level, the descriptives are slightly different for each grade because the sample for each grade was selected independently. All reported values (except Pupil to Teacher ratio) are expressed as proportions. Pupil to teacher ratio was trimmed (values exceeding the 99th percentile of all schools were recoded back to the 99th percentile value) to avoid distortion due to extreme outliers. Data source: NCES (2011).

Additional Considerations

It is important to be aware that although the participating schools and districts in this report are distributed widely across the country (see Tables 5 - 11), they may not be fully representative of the instruction and assessment practices that are used throughout the U.S. As noted in the previous DIBELS 6th Edition percentiles technical report (Good, Wallin, Simmons, Kame'enui, & Kaminski, 2002), DDS schools may be more likely than average U.S. schools to engage in practices that support early literacy development. Schools and districts in our sample may be more likely than a typical school to be invested in the beginning reading core areas of phonemic awareness, phonics, and fluency with connected text (National Reading Panel, 2000). They also may be more likely to engage in universal screening and progress monitoring with their students.

If your school is currently using the DDS, then we argue that this comparison group still provides important contextual information regarding your school's performance. However, we must point out that our sample has not been randomly selected, it is not a probability sample, and the data were collected with few constraints.

Example of Recommended Standards for Describing Student Performance Using the Percentiles in this Report

Recall that the language used to describe percentile scores should convey as much information as possible, including a description of what is being measured and the group to which the individual is being compared. Incorporating a description of the task and comparison group, a complete, low-inference interpretation of an individual student's performance on a given DIBELS 6th Edition measure is as follows:

In (*time of year*), (*name of student*) performed as well as or better than *XX*% of (*grade*) students included in the 2009-2010 DDS percentile sample for (*name of measure*), a task that requires students to (*description of task*). The percentile sample included students in public schools that use the DDS and test most of their students in (*grade*). This means that (*name of student*) performed in the (*descriptor from Table 1*) range relative to other students in this group.

For example:

In the fall, Sarah performed as well as or better than 63% of kindergarten students included in the DDS 2009-2010 percentile sample for DIBELS Letter Naming Fluency, a task that requires students to name randomly ordered printed letters for one minute. This comparison sample included students in public schools that use the DDS and test most of their students in kindergarten. This means that Sarah performed in the average range relative to other students in this group.

Results

Results are reported in sections according to grade level. Each section includes two tables. The first table provides DIBELS 6th Edition descriptive statistics, including: (a) the mean, standard deviation, 25th, 50th, and 75th percentiles; (b) the number of districts, schools, and students included in the analyses at each time point; and (c) the percent of students at each time point who performed in the “at-risk/deficit,” “some-risk/emerging,” and “benchmark/established” ranges for measures that have defined cut scores for these categories. These ranges are defined for kindergarten through grade 3 in a technical report by Good, Simmons, Kame’enui, Kaminski and Wallin (2002), and are available for all grades at

<https://dibels.uoregon.edu/benchmark.php>. The second table in each section reports the percentiles for each measure.

We computed the percentiles for each score on each measure by adding the percent of students who scored below that score to one half of the percent of students at that score (Salvia & Ysseldyke, 2004). For example, the percentile for a score of 10 on LNF in the fall of kindergarten was obtained by adding the percent of students who scored below 10 (39.79%) to half of the percent of students that scored at exactly 10 ($.5 * 2.00\%$), resulting in a percentile of 40.79. Reported percentiles were rounded to the nearest whole number using standard conventions. This methodology is consistent with that used in the previous report of system-wide percentiles for DIBELS measures (Good et al., 2002).

Percentiles are reported at each time point a measure is offered, including: ISF at the beginning and middle of kindergarten; LNF from the beginning of kindergarten through the beginning of grade 1; PSF from the middle of kindergarten through the end of grade 1; NWF (both CLS and WRC) from the middle of kindergarten through the beginning of grade 2; ORF, ORF Errors, ORF Accuracy and RTF from the middle of grade 1 through grade 6; and WUF from the beginning of kindergarten through grade 3.

When examining the percentiles for the ORF Errors scores, note that the *valences* (i.e., values) for these scores are reversed. Because fewer errors are more desirable, higher percentiles always indicate better performance. That is, few errors result in a higher percentile and many errors result in a lower percentile.

Kindergarten

Table 20

Descriptive Statistics for 2009-2010 6th Edition System-Wide DIBELS Kindergarten Measures

<i>Benchmark time</i>	<i>Measure</i>	<i>N Districts</i>	<i>N Schools</i>	<i>N Students</i>	<i>Mean</i>	<i>SD</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>% At-Risk/Deficit</i>	<i>% Some Risk/Emerging</i>	<i>% Benchmark/Established</i>
Fall	ISF	3,321	9,677	651,158	11.25	9.69	0	4	9	16	160	20.57	20.93	58.50
	LNF	3,369	9,798	661,629	17.19	15.26	0	3	15	27	110	19.05	16.63	64.33
	WUF	1,125	3,382	191,714	9.60	13.96	0	0	2	16	484			
Winter	ISF	3,221	9,405	628,499	27.42	16.57	0	16	25	36	160	10.24	38.03	51.74
	LNF	3,273	9,567	641,248	37.44	17.19	0	26	38	49	110	10.98	14.59	74.43
	PSF	3,262	9,546	639,227	28.82	17.78	0	12	31	42	72	13.93	18.14	67.94
	CLS	3,225	9,450	631,760	24.80	18.59	0	12	23	34	144	12.20	14.16	73.64
	WRC	2,363	6,996	408,664	3.29	6.14	0	0	0	5	50			
	WUF	1,148	3,341	189,998	25.07	20.02	0	7	24	39	461			
Spring	LNF	3,254	9,532	634,166	47.97	17.57	0	37	48	59	110	12.76	17.78	69.46
	PSF	3,254	9,532	629,736	47.47	16.95	0	40	50	59	75	4.78	12.64	82.57
	CLS	3,246	9,518	632,114	38.01	22.38	0	24	35	48	145	10.47	15.47	74.06
	WRC	2,466	7,205	441,672	7.77	8.69	0	0	6	12	50			
	WUF	1,151	3,201	186,803	40.10	20.14	0	28	41	53	486			

Note. ISF=Initial Sound Fluency; LNF = Letter Naming Fluency; WUF = Word Use Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency – Correct Letter Sequences; WRC = Nonsense Word Fluency – Words Recoded Correctly.

Table 21

Percentile Ranks for 2009-2010 DIBELS 6th Edition Kindergarten Benchmark Assessments

Raw Score	ISF		LNF			WUF			PSF		CLS		WRC	
	0.1	0.2	0.1	0.2	0.3	0.1	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.3
0	5	1	8	<1		24	10	3	3	1	4	1	30	14
1	12	1	17	1		48	20	6	6	2	8	2	62	32
2	14	2	21	1	<1	50	21	6	8	2	9	2	67	36
3	18	2	24	2	1	52	21	6	9	2	10	3	70	40
4	23	3	27	3	1	54	22	7	10	2	12	3	73	44
5	28	4	30	3	1	56	23	7	11	3	13	4	76	47
6	34	5	32	4	1	58	24	7	13	3	15	4	79	51
7	39	6	35	5	1	60	25	8	15	4	16	5	81	54
8	44	8	37	5	2	62	26	8	17	4	18	5	84	58
9	49	9	39	6	2	64	27	8	19	5	20	6	86	63
10	54	11	41	7	2	66	28	9	21	5	21	6	88	67
11	58	13	43	8	2	68	30	9	23	6	23	7	90	71
12	62	15	45	9	3	69	31	10	24	6	25	8	91	75
13	66	17	47	10	3	71	32	10	26	6	27	9	93	78
14	69	20	48	11	3	72	33	11	28	7	30	10	94	81
15	73	22	50	11	4	74	35	11	29	7	32	11	95	84
16	75	25	52	12	4	75	36	12	30	8	34	12	96	86
17	78	28	54	14	4	77	38	13	31	8	36	14	96	88
18	80	30	56	15	5	78	39	14	33	9	39	15	97	89
19	82	33	58	16	5	79	41	14	34	9	41	16	97	91
20	84	36	60	17	6	81	43	15	35	9	43	18	98	92
21	86	39	63	18	6	82	44	16	36	10	46	19	98	93
22	88	41	65	19	7	83	46	17	37	10	48	21	98	94
23	89	44	67	20	8	84	48	18	38	11	50	23	98	94
24	90	47	69	22	9	85	50	20	39	11	53	25	99	95
25	91	50	71	23	9	86	51	21	41	11	55	27	99	95
26	92	53	72	25	10	87	53	22	42	12	57	29	99	96
27	93	55	74	27	11	88	55	23	43	12	60	32	99	96
28	94	58	76	28	12	89	57	25	45	13	62	34	99	97
29	95	60	78	31	13	90	58	26	47	13	64	37	99	97
30	95	63	79	33	15	90	60	28	48	14	67	39	99	97
31	96	66	81	35	16	91	62	30	50	15	69	41	99	98
32	96	68	82	37	17	92	64	31	52	15	71	44	99	98
33	97	70	84	39	19	92	65	33	54	16	73	46	99	98
34	97	72	85	40	20	93	67	35	56	17	75	48	99	98
35	97	74	86	42	22	94	69	37	58	18	77	51	99	98
36	98	76	88	44	24	94	70	39	60	19	78	53	99	98
37	98	77	89	47	26	94	72	41	63	21	80	55	>99	99
38	98	79	90	49	28	95	74	43	65	22	81	57		99
39	98	81	91	52	30	95	75	45	67	24	82	59		99

Note. Percentiles are reported for students in kindergarten. ISF=Initial Sound Fluency; LNF = Letter Naming Fluency; WUF = Word Use Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency – Correct Letter Sequences; WRC = Nonsense Word Fluency – Words Recoded Correctly.

Raw Score	ISF		LNF			WUF			PSF		CLS		WRC	
	0.1	0.2	0.1	0.2	0.3	0.1	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.3
40	99	82	92	55	32	96	77	47	70	25	84	61		99
41	99	83	92	58	34	96	78	50	72	27	85	63		99
42	99	85	93	60	36	96	80	52	74	29	86	65		99
43	99	86	94	63	38	97	81	54	76	31	87	67		99
44	99	87	94	65	40	97	82	56	79	33	88	69		99
45	99	88	95	67	43	97	83	59	81	36	89	70		99
46	99	89	95	69	45	97	85	61	83	38	90	72		>99
47	99	89	96	71	47	98	86	63	84	41	91	73		
48	99	90	96	73	50	98	87	65	86	43	91	75		
49	99	91	97	75	53	98	88	67	87	46	92	76		
50	>99	92	97	77	55	98	89	70	88	49	92	78		
51		92	97	79	58	98	90	72	90	52	93	79		
52		93	98	81	60	98	91	74	91	55	93	80		
53		94	98	82	62	99	91	75	92	58	94	81		
54		94	98	84	64	99	92	77	93	61	94	83		
55		94	98	85	67	99	93	79	94	64	95	84		
56		95	98	87	68	99	93	81	94	67	95	85		
57		95	99	88	70	99	94	82	95	69	96	86		
58		95	99	89	72	99	95	84	96	72	96	87		
59		95	99	90	74	99	95	85	96	75	96	87		
60		96	99	91	76	99	96	86	97	77	96	88		
61		97	99	92	78	99	96	88	97	79	97	88		
62		97	99	93	80	99	96	89	98	82	97	89		
63		97	99	94	81	99	97	90	98	84	97	89		
64		97	99	94	83	99	97	91	98	86	97	90		
65		97	99	95	84	>99	97	91	99	87	97	90		
66		98	>99	95	85		97	92	99	89	97	91		
67		98		96	86		98	93	99	90	98	91		
68		98		96	87		98	94	99	92	98	92		
69		98		97	88		98	94	99	94	98	92		
70		98		97	90		98	95	>99	95	98	93		
71		98		98	91		98	95		96	98	93		
72		98		98	92		99	96		96	98	93		
73		98		98	92		99	96		97	98	94		
74		98		98	93		99	96		98	98	94		
75		99		98	94		99	97		99	98	94		
76		99		99	94		99	97			98	94		
77		99		99	95		99	97			98	95		
78		99		99	95		99	97			98	95		
79		99		99	96		99	98			99	95		
80		99		99	96		99	98			99	95		
81		99		99	97		99	98			99	95		
82		99		99	97		99	98			99	96		
83		99		99	98		99	98			99	96		

Note. Percentiles are reported for students in kindergarten. ISF=Initial Sound Fluency; LNF = Letter Naming Fluency; WUF = Word Use Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency – Correct Letter Sequences; WRC = Nonsense Word Fluency – Words Recoded Correctly.

Raw Score	ISF		LNF			WUF			PSF		CLS		WRC	
	0.1	0.2	0.1	0.2	0.3	0.1	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.3
84		99		>99	98		>99	99			99	96		
85		99			98			99			99	96		
86		99			98			99			99	96		
87		99			98			99			99	96		
88		99			99			99			99	97		
89		99			99			99			99	97		
90		99			99			99			99	97		
91		99			99			99			99	97		
92		99			99			99			99	97		
93		99			99			99			99	97		
94		99			99			99			99	97		
95		99			99			99			99	97		
96		>99			>99			99			99	97		
97								99			99	98		
98								>99			99	98		
99											99	98		
100											99	98		
101											99	98		
102											99	98		
103											99	98		
104											99	98		
105											99	98		
106											99	98		
107											99	98		
108											99	98		
109											99	98		
110											99	98		
111											99	99		
112											>99	99		
113												99		
114												99		
115												99		
116												99		
117												99		
118												99		
119												99		
120												99		
121												99		
122												99		
123												99		
124												99		
125												99		
126												99		
127												99		

Note. Percentiles are reported for students in kindergarten. ISF=Initial Sound Fluency; LNF = Letter Naming Fluency; WUF = Word Use Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency – Correct Letter Sequences; WRC = Nonsense Word Fluency – Words Recoded Correctly.

Raw Score	ISF		LNF			WUF			PSF		CLS		WRC	
	0.1	0.2	0.1	0.2	0.3	0.1	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.3
128													99	
129													99	
130													99	
131													99	
132													99	
133													99	
134													99	
135													99	
136													99	
137													99	
138													>99	

Note. Percentiles are reported for students in kindergarten. ISF=Initial Sound Fluency; LNF = Letter Naming Fluency; WUF = Word Use Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency – Correct Letter Sequences; WRC = Nonsense Word Fluency – Words Recoded Correctly.

Grade 1

Table 22

Descriptive Statistics for 2009-2010 DIBELS 6th Edition Grade 1 Benchmark Assessments

Benchmark time	Measure	N Districts	N Schools	N Students	Min	Q25	Q50	Q75	Max	Mean	SD	% At-risk/ Deficit	% Some Risk/ Emerging	% Bench- mark/ Established	
Fall	LNF	3,475	10,123	682,229	0	32	43	55	110	43.47	16.97	12.68	21.41	65.90	
	PSF	3,476	10,141	682,446	0	33	44	53	76	42.01	16.91	6.60	20.15	73.24	
	CLS	3,484	10,160	684,997	0	20	31	44	139	35.01	23.41	12.28	20.88	66.84	
	WRC	2,448	7,329	430,022	0	0	3	10	50	6.77	9.07				
	WUF	1,350	3,902	215,646	0	17	30	42	462	29.73	18.37				
Winter	PSF	3,347	9,818	648,660	0	45	54	63	77	52.66	14.51	1.72	7.80	90.49	
	CLS	3,385	9,902	657,004	0	41	54	71	142	59.60	28.55	9.81	31.70	58.49	
	WRC	2,573	7,645	469,978	0	4	13	21	50	14.74	12.60				
	ORF	3,383	9,901	660,404	0	16	29	58	213	40.20	33.51	8.46	24.74	66.80	
	ORF-E	2,594	7,577	459,259	0	8	5	3	187	5.73	4.55				
	ORF-A	2,593	7,569	449,445	0	68	83	95	100	78.94	19.07				
	RTF	1,918	5,561	323,091	0	5	12	22	94	14.99	13.42				
	WUF	1,323	3,693	206,942	0	38	49	59	485	48.27	18.66				
	Spring	PSF	3,310	9,722	629,528	0	46	54	63	74	53.38	12.82	0.72	6.11	93.17
		CLS	3,353	9,826	636,999	0	49	67	95	141	73.47	32.89	5.00	21.15	73.84
WRC		2,568	7,526	465,190	0	7	17	30	50	19.30	14.71				
ORF		3,368	9,877	651,275	0	33	57	86	223	62.22	36.64	11.21	19.77	69.02	
ORF-E		2,606	7,496	465,963	0	6	4	2	207	4.53	4.59				
ORF-A		2,606	7,496	462,627	0	84	94	98	100	88.64	13.76				
RTF		1,908	5,437	324,992	0	14	22	33	94	24.34	14.84				
WUF	1,240	3,410	197,741	0	40	50	60	486	50.51	17.67					

Note. LNF = Letter Naming Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = NWF Words Recoded Correctly; WUF = Word Use Fluency; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Table 23

Percentile Ranks for 2009-2010 DIBELS 6th Edition Grade 1 Benchmark Assessments

Raw Score	LNF		PSF			CLS			WRC			ORF		ORF-E		ORF-A		RTF		WUF		
	1.1	1.2	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.1	1.2	1.3
0	<1	1	<1			1			17	7	5	1	<1	96	95			7	2	5	1	1
1	1	2	1			3			37	16	11	3	1	88	83			14	4	9	2	1
2	1	3	1			3	<1		44	19	14	3	1	80	70			16	4	10	2	1
3	1	3	1			4	1		48	22	16	4	1	72	58			19	5	10	3	1
4	1	3	1			4	1		53	24	18	5	1	64	47			22	6	11	3	1
5	1	4	1			5	1		57	27	20	6	2	55	37			26	7	12	3	1
6	1	4	1	<1		6	1		61	29	23	7	2	45	28			29	8	12	3	1
7	2	5	1	1		6	1	<1	65	32	25	8	2	35	21			33	10	13	3	1
8	2	6	1	1		7	1	1	68	34	27	9	2	25	15	<1		36	11	14	3	1
9	2	6	2	1		8	1	1	72	37	29	11	3	18	11	1		39	13	15	3	1
10	2	7	2	1		9	1	1	75	41	32	13	4	12	8	1		43	15	16	4	1
11	3	7	2	1		10	1	1	78	44	34	15	4	8	6	1		46	18	17	4	2
12	3	8	2	1		12	1	1	80	47	37	17	5	5	4	1		50	20	18	4	2
13	3	9	2	1		13	2	1	83	51	40	19	6	4	3	1		53	23	19	4	2
14	4	9	3	1		15	2	1	84	54	42	21	6	3	2	1		56	26	21	5	2
15	4	10	3	1		16	2	1	86	58	45	24	7	2	2	1		59	28	22	5	2
16	5	10	3	1		18	2	1	88	61	48	26	8	1	1	1		62	31	24	5	2
17	5	11	3	1		20	2	1	89	64	51	28	9	1	1	1		64	34	25	5	2
18	6	11	3	2		22	3	1	90	67	53	30	10	1	1	1		67	37	27	6	3
19	7	12	3	2		24	3	1	91	70	55	32	11	1	1	1		69	40	29	6	3
20	8	12	4	2		26	3	2	92	72	58	34	12	1	1	1		71	43	30	7	3
21	9	13	4	2		28	3	2	92	75	60	37	13	1	1	1		74	46	32	7	3
22	10	13	4	2		30	4	2	93	77	62	39	13	<1	1	1		76	49	34	8	4
23	11	14	4	2		32	4	2	94	78	64	40	14	<1	<1	2		77	52	36	8	4
24	12	14	5	2		34	5	3	94	80	66	42	15			2		79	54	38	9	5
25	13	15	5	3		36	6	3	95	82	68	44	16			2	<1	81	58	40	9	5
26	15	16	5	3		39	6	3	95	83	70	45	17			2	1	82	60	42	10	6
27	17	17	5	3		41	7	4	95	84	71	47	18			2	1	84	63	44	11	7
28	18	18	6	3		43	8	4	96	85	73	48	20			2	1	85	65	46	12	7
29	20	19	6	4		45	9	5	96	86	74	50	21			2	1	86	67	49	12	8
30	22	20	7	4		48	10	5	96	87	75	51	22			2	1	87	69	51	13	9
31	24	21	7	5		50	11	6	97	88	77	53	23			2	1	88	72	53	14	10
32	25	23	8	5		52	13	7	97	89	78	54	24			3	1	89	74	55	16	11
33	27	24	8	6		54	14	7	97	90	79	56	25			3	1	90	76	57	17	13
34	29	26	9	6		56	15	8	98	90	81	57	26			3	1	91	77	59	18	14
35	31	28	10	7		58	16	9	98	91	82	58	27			3	1	91	79	61	20	16
36	33	30	11	8		60	18	10	98	92	83	59	28			3	1	92	81	63	21	17
37	35	32	12	9		62	19	11	98	92	84	60	29			3	1	93	82	66	23	19
38	38	34	13	11		64	21	12	98	93	85	61	30			4	1	93	83	68	24	21

Note. Percentiles are reported for students in grade 1. LNF = Letter Naming Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = NWF Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	LNF			PSF			CLS			WRC			ORF		ORF-E		ORF-A		RTF		WUF		
	1.1	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.1	1.2	1.3		
39	40	36	14	12	66	22	13	99	94	86	62	31			4	1	94	85	70	26	23		
40	43	38	16	13	68	24	14	99	94	87	63	31			4	1	94	86	72	28	25		
41	45	41	17	15	70	26	15	99	95	88	64	32			5	1	95	87	73	30	27		
42	48	44	19	17	71	27	16	99	95	89	65	33			5	1	95	88	75	33	29		
43	50	46	20	19	73	30	18	99	96	90	66	34			5	1	96	89	77	35	32		
44	53	49	22	21	74	32	19	99	96	91	66	35			6	2	96	90	79	37	34		
45	55	52	24	23	76	33	20	99	97	92	67	36			6	2	96	91	80	40	37		
46	57	55	27	26	77	35	21	99	97	93	68	37			6	2	97	92	82	42	39		
47	59	58	29	28	78	37	23	>99	98	95	69	39			7	2	97	92	83	45	42		
48	62	61	32	31	80	39	24		98	96	69	40			7	2	97	93	85	47	45		
49	64	64	34	34	81	40	26		99	97	70	41			7	2	98	94	86	50	48		
50	67	67	37	37	82	42	27		99	99	71	42			8	2	98	94	87	53	50		
51	69	70	40	39	83	44	29				71	43			9	3	98	95	88	55	53		
52	70	72	43	42	84	46	30				72	44			9	3	98	95	89	58	56		
53	72	74	46	46	85	48	32				72	45			10	3	98	96	90	60	58		
54	74	77	50	49	85	50	33				73	47			11	3	98	96	91	63	61		
55	76	79	53	52	86	52	34				73	48			11	3	99	96	92	65	63		
56	77	81	56	56	87	55	36				74	49			12	4	99	97	93	68	66		
57	79	82	59	59	87	56	38				74	50			13	4	99	97	94	70	68		
58	80	84	62	62	88	58	39				75	51			14	4	99	97	94	72	71		
59	82	86	65	65	88	59	40				76	52			15	5	99	97	95	75	73		
60	83	87	68	68	89	61	41				76	53			16	5	99	98	95	77	75		
61	85	89	71	71	89	62	43				77	54			16	5	99	98	96	79	77		
62	86	90	74	73	90	64	44				77	55			17	6	99	98	96	80	79		
63	87	91	76	76	90	65	45				78	56			18	6	99	98	97	82	80		
64	88	92	79	78	91	67	46				78	57			20	7	99	98	97	84	82		
65	89	93	81	80	91	68	48				79	58			21	7	99	99	97	85	83		
66	91	94	83	83	91	69	49				80	59			22	7	>99	99	98	87	85		
67	91	95	85	85	92	70	50				80	59			23	8		99	98	88	86		
68	92	96	87	88	92	72	51				81	60			25	9		99	98	89	87		
69	93	96	89	89	93	73	53				81	61			26	9		99	98	90	88		
70	94	97	90	91	93	74	54				82	62			28	10		99	98	91	89		
71	95	98	92	93	93	75	55				82	63			29	11		99	99	92	90		
72	95	98	93	94	93	76	56				83	63			31	11		99	99	93	91		
73	96	98	94	95	93	76	57				83	64			32	12		99	99	93	92		
74	96	99	95	98	94	77	58				84	65			34	13		99	99	94	93		
75	97	99	96		94	78	59				84	66			35	14		99	99	95	93		
76	97	>99	97		94	78	60				84	67			37	15		>99	99	95	94		
77	97		99		94	79	61				85	68			39	16			99	96	94		
78	98				95	80	62				85	68			41	17			99	96	95		
79	98				95	80	63				85	69			43	18			99	96	95		
80	98				95	81	64				86	70			44	19			99	97	96		
81	98				95	82	65				86	71			46	20			99	97	96		

Note. Percentiles are reported for students in grade 1. LNF = Letter Naming Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = NWF Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	LNF		PSF			CLS			WRC			ORF		ORF-E		ORF-A		RTF		WUF		
	1.1	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.1	1.2	1.3	
82	99				95	82	66				87	71			48	21			99	97	96	
83	99				95	83	66				87	72			50	23			>99	98	97	
84	99				96	83	67				87	73			52	24				98	97	
85	99				96	84	68				88	74			54	26				98	97	
86	99				96	84	69				88	75			56	28				98	97	
87	99				96	85	70				88	76			58	30				98	98	
88	99				96	85	70				89	77			59	32				98	98	
89	99				96	86	71				89	77			62	35				99	98	
90	99				96	86	72				89	78			64	37				99	98	
91	>99				96	87	72				90	79			66	40				99	98	
92					97	87	73				90	79			68	43				99	98	
93					97	87	74				91	80			70	47				99	98	
94					97	88	74				91	81			72	51				99	99	
95					97	88	75				92	81			75	56				99	99	
96					97	88	76				92	82			78	61				99	99	
97					97	89	76				92	83			81	67				99	99	
98					97	89	77				93	83			85	74				99	99	
99					97	89	77				93	84			91	84				99	99	
100					97	90	78				93	84			97	95				99	99	
101					98	90	79				93	85								99	99	
102					98	90	79				94	85								99	99	
103					98	90	80				94	86								>99	99	
104					98	91	80				94	86									99	
105					98	91	80				95	87									99	
106					98	91	81				95	87									99	
107					98	91	81				95	88									99	
108					98	92	82				95	88									99	
109					98	92	82				95	89									99	
110					98	92	83				96	89									99	
111					98	92	83				96	90									>99	
112					98	93	83				96	90										
113					98	93	84				96	90										
114					98	93	84				96	91										
115					99	93	85				96	91										
116					99	94	85				97	92										
117					99	94	86				97	92										
118					99	94	86				97	92										
119					99	94	86				97	93										
120					99	94	87				97	93										
121					99	95	87				97	93										
122					99	95	88				97	93										
123					99	95	88				97	94										
124					99	95	88				97	94										

Note. Percentiles are reported for students in grade 1. LNF = Letter Naming Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = NWF Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	LNF		PSF			CLS			WRC			ORF		ORF-E		ORF-A		RTF		WUF		
	1.1	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.1	1.2	1.3	
125					99	95	89				98	94										
126					99	95	89				98	94										
127					99	96	90				98	95										
128					99	96	90				98	95										
129					99	96	90				98	95										
130					99	96	91				98	95										
131					99	96	91				98	95										
132					99	96	92				98	96										
133					99	97	92				98	96										
134					99	97	93				98	96										
135					>99	97	93				98	96										
136						97	94				99	96										
137						97	94				99	96										
138						98	95				99	97										
139						98	96				99	97										
140						98	97				99	97										
141						99	99				99	97										
142						99					99	97										
143											99	97										
144											99	97										
145											99	97										
146											99	98										
147											99	98										
148											99	98										
149											99	98										
150											99	98										
151											99	98										
152											99	98										
153											99	98										
154											99	98										
155											99	98										
156											99	99										
157											99	99										
158											99	99										
159											99	99										
160											>99	99										
161												99										
162												99										
163												99										
164												99										
165												99										
166												99										
167												99										

Note. Percentiles are reported for students in grade 1. LNF = Letter Naming Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = NWF Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	LNF		PSF			CLS			WRC			ORF		ORF-E		ORF-A		RTF		WUF			
	1.1	1.2	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.2	1.3	1.1	1.2	1.3	
168													99										
169													99										
170													99										
171													99										
172													99										
173													99										
174													99										
175													>99										

Note. Percentiles are reported for students in grade 1. LNF = Letter Naming Fluency; PSF = Phoneme Segmentation Fluency; CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = NWF Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Grade 2

Table 23

Descriptive Statistics for 2009-2010 DIBELS 6th Edition Grade 2 Benchmark Assessments

<i>Benchmark time</i>	<i>Measure</i>	<i>N Districts</i>	<i>N Schools</i>	<i>N Students</i>	<i>Mean</i>	<i>SD</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>% At-risk/ Deficit</i>	<i>% Some Risk/ Emerging</i>	<i>% Bench- mark/ Established</i>
Fall	CLS	3,223	9,364	601,773	66.98	32.52	0	43	60	87	142	9.19	25.37	65.45
	WRC	2,445	7,297	420,704	18.02	13.90	0	7	16	27	50			
	ORF	3,376	9,688	637,017	56.37	33.43	0	31	50	77	256	16.90	24.19	58.91
	ORF-E	2,463	7,229	421,257	4.53	4.31	0	6	4	2	198			
	ORF-A	2,463	7,226	418,052	88.23	13.87	0	84	93	98	100			
	RTF	2,002	5,776	335,125	22.52	14.51	0	12	20	30	94			
	WUF	1,357	3,822	208,521	41.26	17.73	0	30	41	52	471			
Winter	ORF	3,283	9,469	615,480	84.94	37.81	0	60	83	110	275	18.61	13.55	67.84
	ORF-E	2,501	7,190	430,934	3.19	4.75	0	4	2	1	202			
	ORF-A	2,501	7,188	429,855	94.02	10.01	0	94	98	99	100			
	RTF	1,939	5,574	328,288	31.83	16.86	0	20	30	42	94			
	WUF	1,289	3,560	198,867	50.22	18.31	0	39	50	61	481			
Spring	ORF	3,272	9,452	608,782	98.13	37.77	0	74	98	122	247	21.20	17.60	61.19
	ORF-E	2,497	7,124	433,809	2.60	3.97	0	3	2	1	165			
	ORF-A	2,497	7,123	433,133	95.84	8.02	0	96	98	99	100			
	RTF	1,902	5,394	322,151	38.83	18.29	0	26	37	50	94			
	WUF	1,223	3,317	190,976	54.72	19.08	0	43	54	65	479			

Note. CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = NWF Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Table 24

Percentile Ranks for 2009-2010 DIBELS 6th Edition Grade 2 Benchmark Assessments

Raw Score	CLS		WRC			ORF			ORF-E			ORF-A			RTF			WUF		
	2.1	2.1	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3
0		5	<1			96	92	89				2	1	<1	1	<1	<1			
1		12	1			86	73	65				5	2	1	2	1	1			
2		15	1			73	53	44				6	2	1	2	1	1			
3	<1	17	1			59	38	30				6	2	1	2	1	1			
4	1	19	2	<1		47	27	20				7	3	2	2	1	1			
5	1	22	2	1		36	19	14				9	3	2	2	1	1			
6	1	24	2	1		27	14	10				10	4	2	2	1	1			
7	1	26	3	1	<1	19	10	7				12	5	3	3	1	1			
8	1	28	3	1	1	14	7	5				14	6	3	3	1	1			
9	1	31	4	1	1	10	5	4				16	6	4	3	1	1			
10	1	33	4	1	1	7	4	3				18	8	4	3	1	1			
11	1	36	5	2	1	5	3	2				21	9	5	4	2	1			
12	1	39	5	2	1	4	3	2				24	10	6	4	2	1			
13	1	42	6	2	1	3	2	1				27	12	6	5	2	1			
14	2	45	7	2	1	2	2	1				30	13	7	5	2	1			
15	2	47	8	3	1	2	1	1				33	15	8	6	2	2			
16	2	50	8	3	2	1	1	1				37	17	9	6	3	2			
17	2	53	9	3	2	1	1	1				40	19	11	7	3	2			
18	2	55	10	4	2	1	1	<1				43	21	12	8	3	2			
19	3	58	11	4	2	1	1					46	23	13	9	3	2			
20	3	60	11	4	2	1	1					49	26	15	10	4	2			
21	4	63	12	5	2	1	1					52	28	16	11	4	3			
22	4	65	13	5	3	1	1					55	30	18	12	5	3			
23	5	67	14	5	3	<1	<1		<1			58	33	20	13	5	3			
24	5	69	15	6	3				1			60	35	21	14	6	4			
25	6	71	16	6	3				1			63	38	23	16	7	4			
26	6	73	18	6	4				1			66	41	26	17	7	5			
27	7	74	19	7	4				1			68	43	27	19	8	5			
28	8	76	20	7	4				1			70	45	29	21	9	6			
29	9	77	22	7	4				1			72	48	31	23	10	6			
30	10	79	23	8	4				1			74	50	34	25	11	7			
31	11	80	25	8	5				1			76	53	36	27	12	8			
32	11	82	26	9	5				1			78	55	38	29	14	9			
33	12	83	28	9	5				1			79	57	40	31	15	10			
34	14	84	29	9	5				1			81	59	43	34	17	11			
35	15	85	31	10	6				1			82	62	45	36	18	12			
36	16	87	32	10	6				1			84	64	47	38	20	14			
37	17	88	33	11	6				1			85	66	49	41	21	15			
38	18	89	34	11	7				1			86	68	51	43	23	16			
39	20	90	36	12	7				1	<1		87	70	53	46	25	18			

Note. Percentiles are reported for students in grade 2. CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	CLS		WRC			ORF			ORF-E			ORF-A			RTF			WUF		
	2.1	2.1	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3
40	21	90	37	12	7				1	1		88	72	56	48	27	20			
41	22	91	38	13	7				2	1		89	73	58	51	29	21			
42	24	92	39	13	8				2	1		90	75	60	54	32	23			
43	25	93	40	14	8				2	1		91	77	62	56	34	25			
44	26	94	42	14	8				2	1		92	78	64	58	36	27			
45	28	94	43	15	9				2	1		92	80	66	61	38	29			
46	29	95	45	15	9				2	1	<1	93	81	68	63	41	31			
47	31	96	46	16	9				2	1	1	94	82	69	65	43	34			
48	32	97	47	17	10				2	1	1	94	84	71	68	46	36			
49	34	98	48	17	10				3	1	1	95	85	73	70	48	38			
50	35	99	50	18	10				3	1	1	95	86	75	72	51	41			
51	37		51	18	11				3	1	1	96	87	76	74	53	43			
52	39		52	19	11				3	1	1	96	88	78	76	56	46			
53	40		53	20	12				3	1	1	96	89	79	78	58	48			
54	41		54	20	12				4	1	1	97	90	81	79	61	50			
55	43		55	21	13				4	2	1	97	90	82	81	63	53			
56	44		56	22	13				4	2	1	97	91	83	82	65	55			
57	46		57	23	14				4	2	1	97	92	84	84	67	58			
58	47		58	24	14				5	2	1	98	93	85	85	69	60			
59	48		59	24	15				5	2	1	98	93	86	86	72	62			
60	50		60	25	15				5	2	1	98	94	87	88	74	64			
61	51		61	26	16				5	2	1	98	94	88	89	75	67			
62	52		62	27	16				6	2	1	98	95	89	90	77	69			
63	53		62	28	17				6	3	1	99	95	90	90	79	71			
64	54		63	29	17				7	3	2	99	96	90	91	81	73			
65	56		64	30	18				7	3	2	99	96	91	92	82	74			
66	57		65	31	19				7	3	2	99	96	92	93	84	76			
67	58		66	32	19				8	3	2	99	97	92	93	85	78			
68	59		67	33	20				8	3	2	99	97	93	94	86	79			
69	60		68	34	21				9	4	2	99	97	93	95	87	81			
70	61		69	35	22				9	4	2	99	97	94	95	88	82			
71	62		70	36	23				10	4	2	99	98	95	95	89	84			
72	63		71	37	23				11	4	3	99	98	95	96	90	85			
73	64		72	38	24				11	5	3	99	98	95	96	91	86			
74	65		73	39	25				12	5	3	>99	98	96	97	92	87			
75	66		73	40	26				13	5	3		98	96	97	93	88			
76	67		74	41	27				14	6	3		99	96	97	93	89			
77	68		75	43	27				15	6	3		99	97	97	94	90			
78	69		76	44	28				16	6	4		99	97	98	94	91			
79	69		77	45	29				17	7	4		99	97	98	95	92			
80	70		78	46	30				18	7	4		99	98	98	95	92			
81	71		79	47	31				20	8	5		99	98	98	96	93			
82	72		80	49	32				21	8	5		99	98	98	96	93			
83	72		81	50	33				23	9	5		99	98	98	96	94			

Note. Percentiles are reported for students in grade 2. CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	CLS	WRC	ORF			ORF-E			ORF-A			RTF			WUF		
	2.1	2.1	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3
84	73		81	51	34				25	10	6	99	98		99	97	94
85	74		82	52	35				27	10	6	99	99		99	97	95
86	75		82	53	36				29	11	7	>99	99		99	97	95
87	75		83	54	37				31	12	7		99		99	98	96
88	76		84	55	38				33	13	8		99		99	98	96
89	76		84	56	38				36	15	9		99		99	98	96
90	77		85	58	40				39	16	10		99		99	98	97
91	78		86	59	41				42	18	11		99		99	98	97
92	78		86	60	42				46	20	13		99		99	98	97
93	79		87	61	43				50	23	14		>99		99	98	97
94	79		87	62	45				54	26	17				99	99	97
95	80		88	62	46				59	30	20				99	99	98
96	81		88	63	47				65	36	25				99	99	98
97	81		88	64	49				71	44	33				99	99	98
98	82		89	65	50				79	56	45				>99	99	98
99	82		89	66	51				88	73	64					99	98
100	83		90	67	52				97	92	89					99	98
101	83		90	68	53											99	98
102	84		90	69	54											99	99
103	84		91	70	55											99	99
104	85		91	70	57											99	99
105	85		91	71	58											99	99
106	85		92	72	60											99	99
107	86		92	73	61											99	99
108	86		92	73	62											99	99
109	87		92	74	63											>99	99
110	87		93	75	64												99
111	88		93	76	65												99
112	88		93	77	66												99
113	88		94	77	67												99
114	89		94	78	68												99
115	89		94	79	69												99
116	90		94	80	70												99
117	90		95	80	71												99
118	90		95	81	72												99
119	90		95	82	73												99
120	91		95	82	73												>99
121	91		95	83	74												
122	91		96	84	75												
123	92		96	85	76												
124	92		96	86	77												
125	92		96	86	77												
126	92		96	87	78												
127	93		96	87	79												

Note. Percentiles are reported for students in grade 2. CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	CLS	WRC	ORF			ORF-E			ORF-A			RTF			WUF		
	2.1	2.1	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3
128	93		97	88	79												
129	93		97	88	80												
130	93		97	88	81												
131	94		97	89	82												
132	94		97	90	82												
133	94		97	90	83												
134	95		97	90	84												
135	95		97	91	84												
136	95		97	91	85												
137	96		98	91	86												
138	96		98	92	86												
139	97		98	92	87												
140	97		98	92	87												
141	98		98	93	88												
142	99		98	93	89												
143			98	93	89												
144			98	94	89												
145			98	94	90												
146			98	94	90												
147			98	94	90												
148			99	94	91												
149			99	95	91												
150			99	95	92												
151			99	95	92												
152			99	95	92												
153			99	96	93												
154			99	96	93												
155			99	96	93												
156			99	96	94												
157			99	97	94												
158			99	97	94												
159			99	97	95												
160			99	97	95												
161			99	97	95												
162			99	97	95												
163			99	97	96												
164			99	98	96												
165			99	98	96												
166			99	98	96												
167			>99	98	96												
168				98	97												
169				98	97												
170				98	97												
171				98	97												

Note. Percentiles are reported for students in grade 2. CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	CLS	WRC	ORF			ORF-E			ORF-A			RTF			WUF		
	2.1	2.1	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3	2.1	2.2	2.3
172				98	97												
173				98	97												
174				99	97												
175				99	97												
176				99	98												
177				99	98												
178				99	98												
179				99	98												
180				99	98												
181				99	98												
182				99	98												
183				99	98												
184				99	98												
185				99	99												
186				99	99												
187				99	99												
188				99	99												
189				99	99												
190				99	99												
191				99	99												
192				99	99												
193				99	99												
194				>99	99												
195					99												
196					99												
197					99												
198					99												
199					99												
200					99												
201					99												
202					99												
203					>99												

Note. Percentiles are reported for students in grade 2. CLS = Nonsense Word Fluency Correct Letter Sounds; WRC = Nonsense Word Fluency Words Recoded Correctly; ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Grade 3

Table 25

Descriptive Statistics for 2009-2010 DIBELS 6th Edition Grade 3 Benchmark Assessments

<i>Benchmark time</i>	<i>Measure</i>	<i>N Districts</i>	<i>N Schools</i>	<i>N Students</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>% At-risk</i>	<i>% Some Risk</i>	<i>% Benchmark</i>
Fall	ORF	2,903	7,952	523,144	0	59	82	106	259	83.64	35.33	19.32	24.45	56.23
	ORF-E	2,062	5,772	326,107	0	5	3	1	191	3.59	5.28			
	ORF-A	2,062	5,772	325,257	0	93	97	99	100	94.00	9.17			
	RTF	1,723	4,837	284,018	0	22	33	45	94	34.36	16.86			
	WUF	1,121	3,188	179,293	0	41	52	64	485	53.09	19.08			
Winter	ORF	2,810	7,759	502,368	0	73	98	124	262	99.11	37.58	19.37	23.35	57.28
	ORF-E	2,052	5,766	339,425	0	4	2	1	255	3.16	5.54			
	ORF-A	2,052	5,764	338,884	0	95	98	99	100	95.32	8.46			
	RTF	1,646	4,615	273,340	0	26	38	51	94	39.17	18.30			
	WUF	1,057	2,964	169,534	0	43	54	66	454	55.12	20.55			
Spring	ORF	2,794	7,724	496,638	0	91	112	136	262	112.07	35.94	16.27	29.36	54.37
	ORF-E	2,059	5,692	342,056	0	3	1	1	235	2.36	4.68			
	ORF-A	2,059	5,692	341,596	0	97	99	99	100	96.94	6.81			
	RTF	1,622	4,510	268,844	0	26	38	51	94	39.69	18.72			
	WUF	1,005	2,793	164,620	0	35	46	57	441	47.70	19.39			

Note. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Table 26

Percentile Ranks for 2009-2010 DIBELS 6th Edition Grade 3 Benchmark Assessments

Raw Score	ORF			ORF-E			ORF-A			RTF			WUF		
	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3
0				93	91	88				1	<1	<1	<1	<1	
1				77	72	62				1	1	1	1	1	
2				59	52	39				1	1	1	1	1	<1
3				44	37	24				2	1	1	1	1	1
4	<1			31	26	16				2	2	1	1	1	1
5	1			22	18	10				2	2	2	1	1	1
6	1			16	12	7				3	2	2	1	1	1
7	1	<1		11	9	5				3	3	2	1	1	1
8	1	1	<1	8	6	4				4	3	3	1	1	1
9	1	1	1	6	5	3				4	3	3	1	1	1
10	1	1	1	4	3	2				5	4	4	1	1	1
11	1	1	1	3	3	2				6	5	4	2	1	1
12	1	1	1	2	2	1				7	5	5	2	1	1
13	2	1	1	2	2	1				8	6	6	2	1	2
14	2	1	1	2	1	1				10	7	7	2	2	2
15	2	2	1	1	1	1				11	8	8	2	2	2
16	2	2	1	1	1	1				13	9	9	2	2	3
17	2	2	1	1	1	1				14	10	10	2	2	3
18	3	2	1	1	1	1				16	11	11	3	2	3
19	3	2	1	1	1	1				18	13	12	3	3	4
20	3	2	1	1	1	1				20	14	14	3	3	4
21	3	2	1	1	1	<1				22	16	16	3	3	5
22	3	2	1	1	1					24	17	17	4	4	6
23	4	2	1	1	1					26	19	19	4	4	6
24	4	3	2	1	1					29	21	21	5	4	7
25	4	3	2	1	1					31	23	23	5	5	8
26	5	3	2	1	1					34	25	25	6	6	9
27	5	3	2	1	1					36	27	27	6	6	11
28	5	3	2	1	1					38	29	29	7	7	12
29	5	3	2	1	1					41	31	31	8	8	13
30	6	3	2	1	1					43	33	33	9	8	15
31	6	3	2	1	1					46	35	35	10	9	17
32	7	4	2	1	1					48	37	37	11	10	18
33	7	4	2	1	<1					51	40	40	12	11	20
34	8	4	2	1						53	42	42	13	12	22
35	8	4	3	1						55	44	44	14	13	24
36	9	4	3	<1						58	46	46	16	15	26
37	9	4	3							60	49	48	17	16	28
38	10	5	3							62	51	50	19	17	31
39	10	5	3							64	53	52	20	19	33

Note. Percentiles are reported for students in grade 3. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF			WUF		
	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3
40	11	5	3							66	55	55	22	21	35
41	11	5	3							68	57	57	24	22	38
42	12	5	3				<1	<1		70	59	59	26	24	40
43	12	6	4				1	1		72	61	61	28	26	43
44	13	6	4				1	1		74	63	63	30	28	45
45	13	6	4				1	1		76	65	64	32	30	48
46	14	6	4				1	1		77	67	66	35	32	50
47	15	7	4				1	1		79	69	68	37	34	53
48	16	7	5				1	1		80	71	70	39	36	55
49	16	8	5				1	1		82	73	71	42	38	57
50	17	8	5				1	1	<1	83	74	73	44	40	60
51	18	9	5				1	1	1	84	76	74	46	43	62
52	19	10	5				1	1	1	85	77	76	49	45	64
53	20	10	6				1	1	1	86	79	77	51	47	66
54	21	11	6				1	1	1	87	80	79	54	50	69
55	21	12	6				1	1	1	88	81	80	56	52	70
56	22	12	7				1	1	1	89	82	81	59	54	72
57	23	13	7				1	1	1	90	84	82	61	56	74
58	24	13	7				1	1	1	91	85	83	63	59	76
59	25	14	7				1	2	1	92	86	84	66	61	78
60	26	15	8				2	2	1	92	87	85	68	63	79
61	27	15	8				2	2	1	93	88	86	70	65	80
62	27	16	8				2	2	1	94	89	87	72	67	82
63	28	17	9				2	2	1	94	89	88	74	69	83
64	29	17	9				2	2	1	95	90	89	75	71	84
65	30	18	9				2	2	1	95	91	90	77	73	85
66	31	19	10				2	2	1	95	92	90	79	75	86
67	32	20	10				2	2	1	96	92	91	80	76	87
68	33	21	11				3	2	1	96	93	92	82	78	88
69	34	22	11				3	2	1	97	93	92	83	79	89
70	35	23	12				3	3	1	97	94	93	85	81	90
71	36	23	12				3	3	1	97	94	94	86	82	91
72	38	24	12				3	3	2	97	95	94	87	84	91
73	39	25	13				4	3	2	98	95	95	88	85	92
74	41	26	13				4	3	2	98	96	95	89	86	92
75	42	27	14				4	3	2	98	96	95	90	87	93
76	43	28	14				5	3	2	98	96	96	91	88	93
77	44	28	15				5	4	2	98	97	96	91	89	94
78	46	29	15				5	4	2	99	97	96	92	90	94
79	47	30	16				6	4	2	99	97	97	93	90	95
80	48	31	17				6	4	3	99	97	97	93	91	95
81	49	32	17				7	4	3	99	98	97	94	92	95
82	50	33	18				7	5	3	99	98	98	94	92	96
83	51	34	19				8	5	3	99	98	98	95	93	96

Note. Percentiles are reported for students in grade 3. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF			WUF		
	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3
84	52	35	19				9	5	3	99	98	98	95	93	96
85	53	36	20				9	6	4	99	99	98	96	94	97
86	54	37	21				10	6	4	99	99	98	96	94	97
87	55	38	22				11	7	4	>99	99	99	96	95	97
88	57	39	23				13	8	5		99	99	97	95	97
89	58	40	24				14	9	5		99	99	97	96	97
90	59	41	24				16	11	6		99	99	97	96	97
91	60	42	26				19	12	7		99	99	97	96	98
92	61	43	26				21	14	7		99	99	98	96	98
93	63	45	27				25	17	9		>99	99	98	97	98
94	64	46	28				29	21	11			>99	98	97	98
95	65	47	29				34	25	13				98	97	98
96	66	48	30				41	31	17				98	97	98
97	67	49	31				50	39	24				98	97	98
98	68	50	32				62	51	36				98	98	98
99	69	51	34				77	71	60				99	98	99
100	70	52	35				93	91	88				99	98	99
101	71	53	36										99	98	99
102	72	54	37										99	98	99
103	73	55	39										99	98	99
104	73	56	40										99	98	99
105	74	57	41										99	98	99
106	75	58	42										99	99	99
107	76	59	43										99	99	99
108	77	60	44										99	99	99
109	78	61	45										99	99	99
110	78	62	47										99	99	99
111	79	63	48										99	99	99
112	80	64	50										99	99	99
113	81	65	51										99	99	99
114	81	66	52										99	99	99
115	82	67	53										99	99	99
116	83	68	55										99	99	99
117	83	69	56										>99	99	99
118	84	70	57											99	99
119	85	71	58											99	99
120	85	72	59											99	99
121	86	73	61											99	99
122	86	73	62											99	99
123	87	74	63											99	99
124	87	75	64											99	99
125	88	76	65											99	>99
126	88	77	66											99	
127	88	78	67											99	

Note. Percentiles are reported for students in grade 3. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF			WUF		
	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3
128	89	78	68												>99
129	89	79	68												
130	90	80	69												
131	90	81	70												
132	91	81	71												
133	91	82	72												
134	91	83	73												
135	92	83	74												
136	92	84	75												
137	93	84	76												
138	93	85	77												
139	93	85	77												
140	94	86	78												
141	94	86	79												
142	94	87	80												
143	95	87	81												
144	95	88	82												
145	95	88	83												
146	95	89	84												
147	95	90	84												
148	96	90	85												
149	96	90	85												
150	96	91	86												
151	96	91	86												
152	96	92	87												
153	97	92	88												
154	97	92	89												
155	97	93	89												
156	97	93	90												
157	97	93	91												
158	97	93	91												
159	98	94	91												
160	98	94	92												
161	98	94	92												
162	98	95	93												
163	98	95	93												
164	98	95	94												
165	98	96	94												
166	98	96	94												
167	98	96	95												
168	99	96	95												
169	99	96	95												
170	99	97	95												
171	99	97	95												

Note. Percentiles are reported for students in grade 3. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF			WUF		
	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3	3.1	3.2	3.3
172	99	97	96												
173	99	97	96												
174	99	97	96												
175	99	98	96												
176	99	98	97												
177	99	98	97												
178	99	98	97												
179	99	98	97												
180	99	98	97												
181	99	98	97												
182	99	98	98												
183	99	99	98												
184	99	99	98												
185	>99	99	98												
186		99	98												
187		99	98												
188		99	98												
189		99	99												
190		99	99												
191		99	99												
192		99	99												
193		99	99												
194		99	99												
195		99	99												
196		99	99												
197		99	99												
198		99	99												
199		99	99												
200		99	99												
201		>99	99												
202			99												
203			99												
204			99												
205			99												
206			99												
207			>99												

Note. Percentiles are reported for students in grade 3. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency; WUF = Word Use Fluency.

Grade 4

Table 27

Descriptive Statistics for 2009-2010 DIBELS 6th Edition Grade 4 Benchmark Assessments

<i>Benchmark time</i>	<i>Measure</i>	<i>N Districts</i>	<i>N Schools</i>	<i>N Students</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>% At-risk</i>	<i>% Some Risk</i>	<i>% Benchmark</i>
Fall	ORF	2,223	5,387	346,306	0	70	96	118	274	95.54	35.16	25.98	20.72	53.31
	ORF-E	1,051	2,631	135,548	0	6	3	2	255	5.11	8.21			
	ORF-A	1,050	2,629	135,365	0	93	96	98	100	93.71	8.36			
	RTF	1,227	2,871	158,451	0	17	26	37	94	28.36	16.21			
Winter	ORF	2,151	5,227	325,664	0	90	112	136	320	112.75	36.07	18.69	22.25	59.06
	ORF-E	1,121	2,763	150,178	0	4	2	1	255	3.73	8.36			
	ORF-A	1,120	2,762	150,070	0	96	98	99	100	96.10	6.94			
	RTF	1,168	2,721	147,966	0	31	45	60	94	46.06	20.09			
Spring	ORF	2,141	5,199	323,097	0	100	123	152	346	125.30	40.44	21.04	22.89	56.07
	ORF-E	1,116	2,687	154,538	0	4	2	1	231	3.38	8.39			
	ORF-A	1,115	2,686	154,464	0	97	99	99	100	96.70	6.35			
	RTF	1,161	2,658	145,443	0	31	45	60	94	46.06	20.71			

Note. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Table 28

Percentile Ranks for 2009-2010 DIBELS 6th Edition Grade 4 Benchmark Assessments

Raw score	ORF			ORF-E			ORF-A			RTF		
	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3
0				96	91	90				1		
1				85	71	68				2	<1	<1
2				71	51	46				2	1	1
3				56	35	31				2	1	1
4				43	24	21				3	1	1
5				32	17	15				4	1	1
6				24	12	10				5	1	2
7				18	9	8				6	2	2
8				14	6	6				7	2	2
9	<1			11	5	5				9	2	2
10	1			9	4	4				10	3	3
11	1			7	4	3				12	3	3
12	1			6	3	3				14	4	4
13	1			5	3	3				16	4	4
14	1	<1		5	3	2				18	5	5
15	1	1		4	3	2				21	5	5
16	1	1		4	3	2				23	6	6
17	1	1	<1	4	2	2				26	7	7
18	1	1	1	3	2	2				28	8	8
19	1	1	1	3	2	2				31	8	9
20	2	1	1	3	2	2				34	9	10
21	2	1	1	3	2	2				37	11	11
22	2	1	1	3	2	2				39	12	12
23	2	1	1	2	2	2				42	13	13
24	2	1	1	2	2	2				45	14	15
25	2	1	1	2	2	2				48	15	16
26	2	1	1	2	2	2				50	17	18
27	2	1	1	2	2	2				53	18	19
28	3	1	1	2	2	2				55	19	20
29	3	1	1	2	2	1				58	21	22
30	3	1	1	2	2	1				60	23	24
31	3	1	1	2	2	1				63	24	26
32	3	2	1	2	2	1				65	26	27
33	3	2	1	1	2	1				67	28	29
34	4	2	1	1	2	1				69	29	31
35	4	2	1	1	2	1				71	31	33
36	4	2	2	1	2	1				73	33	35
37	5	2	2	1	2	1				74	35	36
38	5	2	2	1	2	1				76	37	38
39	5	2	2	1	1	1				77	38	40

Note. Percentiles are reported for students in grade 4. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw score	ORF			ORF-E			ORF-A			RTF		
	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3
40	5	2	2	1	1	1				79	40	42
41	6	2	2	1	1	1				81	42	44
42	6	3	2	1	1	1				82	44	46
43	6	3	2	1	1	1				83	46	47
44	7	3	2	1	1	1				84	48	49
45	7	3	2	1	1	1				85	50	51
46	8	3	2	1	1	1				86	52	53
47	8	4	3	1	1	1	<1			87	54	54
48	8	4	3	1	1	1	1			88	56	56
49	9	4	3	1	1	1	1			89	57	58
50	9	4	3	1	1	1	1			90	59	60
51	10	5	3	1	1	1	1			91	61	61
52	10	5	3	1	1	1	1			91	63	63
53	10	5	3	1	1	1	1			92	65	65
54	11	5	4	<1	1	1	1			93	66	66
55	11	6	4		1	1	1	<1		93	68	68
56	12	6	4		1	1	1	1		94	69	69
57	12	6	4		1	1	1	1	<1	94	71	71
58	13	6	5		1	1	1	1	1	95	72	72
59	14	7	5		1	1	1	1	1	95	74	73
60	14	7	5		1	1	1	1	1	95	75	75
61	15	7	5		1	1	1	1	1	96	77	76
62	16	7	5		1	1	1	1	1	96	78	77
63	17	8	6		1	1	1	1	1	96	79	78
64	18	8	6		1	1	2	1	1	97	81	80
65	19	8	6		1	1	2	1	1	97	82	81
66	21	9	7		<1	1	2	1	1	97	83	82
67	22	9	7			1	2	1	1	97	84	83
68	23	10	7			<1	2	2	1	98	85	84
69	24	10	8				2	2	1	98	86	85
70	25	11	8				3	2	1	98	87	86
71	26	11	8				3	2	2	98	88	87
72	27	12	9				3	2	2	98	89	88
73	28	12	9				3	2	2	98	90	88
74	29	13	9				4	3	2	99	90	89
75	30	13	10				4	3	2	99	91	90
76	31	14	10				4	3	2	99	92	91
77	32	15	11				5	3	2	99	92	91
78	33	15	11				5	3	3	99	93	92
79	34	16	12				6	3	3	99	93	92
80	35	17	12				6	4	3	99	94	93
81	36	18	13				7	4	3	99	95	94
82	36	18	13				8	4	3	99	95	94
83	37	19	13				8	4	4	99	96	95

Note. Percentiles are reported for students in grade 4. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw score	ORF			ORF-E			ORF-A			RTF		
	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3
84	38	20	14				9	5	4	99	96	95
85	39	21	14				10	5	4	>99	96	96
86	40	21	15				11	5	4		97	96
87	41	22	15				12	6	5		97	96
88	42	23	16				13	6	5		97	97
89	43	24	17				15	7	6		98	97
90	44	25	17				17	8	6		98	98
91	45	26	18				20	9	7		99	98
92	46	27	19				23	11	8		99	98
93	47	28	19				27	13	10		99	99
94	48	30	20				32	15	12		>99	99
95	49	31	21				38	19	15			
96	50	33	21				46	25	20			
97	51	34	22				56	34	28			
98	53	35	23				69	48	41			
99	54	36	24				84	69	64			
100	55	37	25				96	91	89			
101	56	38	27									
102	57	39	28									
103	59	40	29									
104	60	40	30									
105	61	42	31									
106	62	43	32									
107	62	44	33									
108	63	45	34									
109	64	46	35									
110	65	48	36									
111	66	49	37									
112	67	50	38									
113	68	51	39									
114	69	52	40									
115	71	54	41									
116	72	55	42									
117	73	56	43									
118	74	58	45									
119	76	59	46									
120	77	60	47									
121	77	61	48									
122	78	62	49									
123	79	63	50									
124	80	64	51									
125	80	65	52									
126	81	66	53									
127	82	67	54									

Note. Percentiles are reported for students in grade 4. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw score	ORF			ORF-E			ORF-A			RTF		
	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3
128	82	68	55									
129	83	69	56									
130	84	71	57									
131	84	72	58									
132	85	72	59									
133	85	73	60									
134	86	74	61									
135	87	74	62									
136	87	75	63									
137	88	76	64									
138	88	77	65									
139	89	77	65									
140	90	78	66									
141	90	79	67									
142	91	80	68									
143	91	81	68									
144	92	81	69									
145	92	82	70									
146	93	83	70									
147	93	83	71									
148	93	84	72									
149	94	85	73									
150	94	85	74									
151	94	86	74									
152	94	86	75									
153	95	87	76									
154	95	87	76									
155	95	88	77									
156	95	88	78									
157	96	89	78									
158	96	89	79									
159	96	90	80									
160	96	90	81									
161	97	91	81									
162	97	91	82									
163	97	92	82									
164	97	92	83									
165	97	92	83									
166	97	93	84									
167	98	93	84									
168	98	93	85									
169	98	94	86									
170	98	94	86									
171	98	94	86									

Note. Percentiles are reported for students in grade 4. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw score	ORF			ORF-E			ORF-A			RTF		
	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3
172	98	94	87									
173	98	95	88									
174	99	95	88									
175	99	95	89									
176	99	95	89									
177	99	96	89									
178	99	96	90									
179	99	96	90									
180	99	96	90									
181	99	97	91									
182	99	97	91									
183	99	97	92									
184	99	97	92									
185	99	97	92									
186	99	98	93									
187	99	98	93									
188	99	98	93									
189	99	98	94									
190	>99	98	94									
191		98	94									
192		98	94									
193		98	95									
194		99	95									
195		99	95									
196		99	96									
197		99	96									
198		99	96									
199		99	96									
200		99	96									
201		99	97									
202		99	97									
203		99	97									
204		99	97									
205		99	97									
206		99	97									
207		99	97									
208		99	98									
209		>99	98									
210			98									
211			98									
212			98									
213			98									
214			98									
215			98									

Note. Percentiles are reported for students in grade 4. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw score	ORF			ORF-E			ORF-A			RTF		
	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3	4.1	4.2	4.3
216			98									
217			99									
218			99									
219			99									
220			99									
221			99									
222			99									
223			99									
224			99									
225			99									
226			99									
227			99									
228			99									
229			99									
230			99									
231			99									
232			99									
233			>99									

Note. Percentiles are reported for students in grade 4. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Grade 5

Table 29.

Descriptive Statistics for 2009-2010 DIBELS 6th Edition Grade 5 Benchmark Assessments

<i>Benchmark time</i>	<i>Measure</i>	<i>N Districts</i>	<i>N Schools</i>	<i>N Students</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>% At-risk</i>	<i>% Some Risk</i>	<i>% Benchmark</i>
Fall	ORF	1,834	4,538	288,493	0	91	116	143	340	116.36	39.92	18.66	17.94	63.40
	ORF-E	860	2,176	107,877	0	1	2	4	218	4.21	9.60			
	ORF-A	860	2,174	107,761	0	96	98	99	100	95.69	7.71			
	RTF	1,027	2,384	127,942	0	27	40	55	94	41.55	19.85			
Winter	ORF	1,770	4,385	264,345	0	101	127	150	350	124.92	40.36	19.75	16.26	64.00
	ORF-E	894	2,242	119,869	0	1	2	3	148	3.33	7.54			
	ORF-A	894	2,241	119,817	0	97	99	99	100	96.54	6.69			
	RTF	972	2,246	116,181	0	30	42	57	94	43.97	19.84			
Spring	ORF	1,750	4,346	264,536	0	112	136	157	334	133.20	36.68	17.86	17.81	64.33
	ORF-E	904	2,192	123,855	0	0	1	3	255	2.66	6.42			
	ORF-A	903	2,191	123,811	0	98	99	100	100	97.45	5.26			
	RTF	958	2,204	117,526	0	32	44	59	94	45.75	19.69			

Note. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Table 30.

Percentile Ranks for 2009-2010 DIBELS 6th Edition Grade 5 Benchmark Assessments

Raw Score	ORF			ORF-E			ORF-A			RTF		
	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3
0				90	89	86				<1		
1				70	65	59				1	<1	<1
2				50	45	38				1	1	1
3				36	30	25				1	1	1
4				26	21	17				2	1	1
5				19	15	12				2	1	1
6				14	11	8				2	2	1
7				11	9	6				3	2	2
8				9	7	5				3	2	2
9				7	5	4				3	3	2
10				6	4	3				4	3	2
11				6	4	3				5	4	3
12	<1			5	3	2				5	4	3
13	1			5	3	2				6	5	4
14	1			4	3	2				7	5	4
15	1			4	2	2				8	6	5
16	1	<1		4	2	2				9	7	5
17	1	1		4	2	1				10	8	6
18	1	1		4	2	1				11	9	7
19	1	1		3	2	1				13	10	8
20	1	1		3	2	1				14	11	9
21	1	1		3	2	1				15	12	10
22	1	1	<1	3	2	1				17	13	11
23	1	1	1	3	2	1				18	15	12
24	1	1	1	3	2	1				20	16	13
25	1	1	1	3	2	1				22	18	15
26	1	1	1	3	2	1				23	19	16
27	1	1	1	3	2	1				25	21	17
28	2	1	1	3	2	1				27	22	19
29	2	1	1	3	2	1				28	24	20
30	2	2	1	3	2	1				30	26	22
31	2	2	1	2	2	1				32	28	24
32	2	2	1	2	1	1				34	29	26
33	2	2	1	2	1	1				36	31	28
34	2	2	1	2	1	1				38	33	29
35	2	2	1	2	1	1				40	35	31
36	2	2	1	2	1	1				42	37	33
37	2	2	1	2	1	1				44	39	35
38	3	3	1	2	1	1				46	41	37
39	3	3	1	2	1	1				48	43	39

Note. Percentiles are reported for students in grade 5. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3
40	3	3	1	2	1	1				50	45	41
41	3	3	1	2	1	1				52	47	43
42	3	3	2	2	1	1				54	49	45
43	4	3	2	2	1	1				56	51	47
44	4	3	2	2	1	1				58	53	49
45	4	4	2	2	1	1				60	55	51
46	4	4	2	1	1	1				61	57	53
47	4	4	2	1	1	1				63	58	55
48	5	4	2	1	1	1				65	60	57
49	5	4	2	1	1	1				66	62	59
50	5	5	2	1	1	1				68	64	61
51	5	5	2	1	1	1				70	66	63
52	6	5	2	1	1	<1	<1			71	67	64
53	6	5	3	1	1		1			73	69	66
54	6	5	3	1	1		1			74	70	68
55	6	6	3	1	1		1			76	72	69
56	7	6	3	1	1		1			77	73	71
57	7	6	3	1	1		1			78	75	72
58	7	6	3	1	1		1			79	76	74
59	8	7	3	1	1		1	<1		81	77	75
60	8	7	4	1	1		1	1		82	79	77
61	8	7	4	1	<1		1	1		83	80	78
62	9	7	4	1			1	1		84	81	79
63	9	8	4	1			1	1		85	82	80
64	9	8	5	1			1	1	<1	86	83	82
65	10	8	5	1			1	1	1	87	84	83
66	10	8	5	1			2	1	1	88	85	84
67	10	9	5	1			2	1	1	89	86	85
68	11	9	5	<1			2	1	1	89	87	86
69	11	9	5				2	1	1	90	88	86
70	12	10	6				2	2	1	91	89	87
71	12	10	6				3	2	1	92	90	88
72	13	10	6				3	2	1	92	91	89
73	14	11	6				3	2	1	93	91	90
74	14	11	7				3	2	1	93	92	91
75	15	11	7				4	3	1	94	92	91
76	16	12	7				4	3	2	94	93	92
77	16	12	7				4	3	2	95	94	93
78	17	12	8				4	3	2	95	94	93
79	18	13	8				5	4	2	96	95	94
80	18	13	8				5	4	2	96	95	94
81	19	13	9				5	4	2	96	96	95
82	20	14	9				6	4	3	97	96	95
83	20	14	9				6	5	3	97	96	96

Note. Percentiles are reported for students in grade 5. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3
84	21	14	10				6	5	3	97	97	96
85	21	15	10				7	5	3	98	97	97
86	22	15	10				7	6	3	98	97	97
87	22	16	11				8	6	4	98	98	97
88	23	16	11				9	7	4	98	98	98
89	24	17	11				10	7	5	99	98	98
90	24	17	12				11	8	5	99	99	98
91	25	18	12				12	9	6	99	99	99
92	26	19	12				13	10	7	99	99	99
93	27	19	13				15	11	8	99	99	99
94	27	20	13				18	13	9	>99	>99	>99
95	28	21	14				21	16	11			
96	29	22	14				26	20	15			
97	30	22	15				34	26	20			
98	31	23	16				46	38	31			
99	32	24	16				67	61	54			
100	33	25	17				90	88	85			
101	34	25	17									
102	35	26	18									
103	36	27	18									
104	37	28	19									
105	38	28	20									
106	39	29	20									
107	40	30	21									
108	42	31	22									
109	43	32	22									
110	44	33	23									
111	45	33	24									
112	46	34	25									
113	47	35	26									
114	48	36	26									
115	49	37	27									
116	50	38	28									
117	51	39	29									
118	52	40	30									
119	53	41	31									
120	54	42	32									
121	56	43	33									
122	57	44	34									
123	58	45	35									
124	59	47	36									
125	60	48	38									
126	61	49	39									
127	62	50	40									

Note. Percentiles are reported for students in grade 5. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3
128	63	52	41									
129	64	53	42									
130	65	54	43									
131	65	56	45									
132	66	57	46									
133	67	58	47									
134	68	59	48									
135	69	61	49									
136	70	62	50									
137	71	63	51									
138	71	64	52									
139	72	65	54									
140	73	66	55									
141	73	67	57									
142	74	68	59									
143	75	68	61									
144	76	69	62									
145	77	70	63									
146	77	71	64									
147	78	72	65									
148	79	73	66									
149	79	74	67									
150	80	75	68									
151	80	76	69									
152	81	77	70									
153	82	77	71									
154	82	78	72									
155	83	78	73									
156	83	79	74									
157	84	80	75									
158	84	80	76									
159	85	81	77									
160	85	82	78									
161	86	82	79									
162	87	83	79									
163	87	83	80									
164	88	84	81									
165	88	84	82									
166	89	85	82									
167	89	85	83									
168	90	86	84									
169	91	86	85									
170	91	87	85									
171	91	88	86									

Note. Percentiles are reported for students in grade 5. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3
172	92	88	87									
173	92	89	88									
174	93	90	89									
175	93	90	89									
176	93	91	90									
177	94	91	90									
178	94	92	91									
179	94	92	92									
180	94	92	92									
181	95	93	92									
182	95	93	93									
183	95	94	93									
184	96	94	94									
185	96	94	94									
186	96	95	94									
187	96	95	95									
188	96	95	95									
189	96	95	95									
190	97	95	96									
191	97	96	96									
192	97	96	96									
193	97	96	96									
194	98	96	96									
195	98	96	96									
196	98	96	97									
197	98	97	97									
198	98	97	97									
199	98	97	97									
200	98	97	97									
201	98	97	98									
202	99	97	98									
203	99	98	98									
204	99	98	98									
205	99	98	98									
206	99	98	98									
207	99	98	98									
208	99	98	98									
209	99	98	99									
210	99	98	99									
211	99	98	99									
212	99	99	99									
213	99	99	99									
214	99	99	99									
215	99	99	99									

Note. Percentiles are reported for students in grade 5. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3	5.1	5.2	5.3
216	99	99	99									
217	99	99	99									
218	99	99	99									
219	99	99	99									
220	99	99	99									
221	>99	99	99									
222		99	99									
223		99	99									
224		99	99									
225		99	99									
226		99	99									
227		99	99									
228		99	99									
229		99	>99									
230		99										
231		>99										

Note. Percentiles are reported for students in grade 5. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Grade 6

Table 31.

Descriptive Statistics for 2009-2010 DIBELS 6th Edition Grade 6 Benchmark Assessments

<i>Benchmark time</i>	<i>Measure</i>	<i>N Districts</i>	<i>N Schools</i>	<i>N Students</i>	<i>Min</i>	<i>Q25</i>	<i>Q50</i>	<i>Q75</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>% At-risk</i>	<i>% Some Risk</i>	<i>% Benchmark</i>
Fall	ORF	935	1,894	113,298	0	104	126	152	323	126.45	37.43	12.01	16.75	71.24
	ORF-E	404	893	44,921	0	4	2	1	174	3.96	8.60			
	ORF-A	404	893	44,885	0	96	98	99	100	96.36	6.20			
	RTF	522	932	48,390	0	22	34	48	94	36.57	19.17			
Winter	ORF	895	1,812	100,537	0	103	131	158	347	130.73	40.01	21.80	17.92	60.28
	ORF-E	413	911	44,798	0	4	2	1	160	3.66	8.03			
	ORF-A	413	911	44,780	0	97	98	99	100	96.67	5.84			
	RTF	492	884	40,872	0	30	45	61	94	46.27	21.27			
Spring	ORF	883	1,786	100,430	0	104	130	152	328	127.38	37.92	24.41	18.75	56.85
	ORF-E	405	881	47,014	0	4	2	1	255	3.11	6.18			
	ORF-A	405	881	47,003	0	97	99	99	100	96.73	5.93			
	RTF	493	871	43,448	0	25	37	52	94	39.35	19.72			

Note. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Table 32.

Percentile Ranks for 2009-2010 DIBELS 6th Edition Grade 6 Benchmark Assessments

Raw Score	ORF			ORF-E			ORF-A			RTF		
	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3
0				92	92	88				<1		
1				72	73	65				1		<1
2				51	52	45				1	<1	1
3				36	36	32				1	1	1
4				26	25	23				2	1	2
5				19	17	17				2	1	2
6				14	12	13				3	2	2
7				11	9	10				3	2	3
8				8	7	8				4	2	3
9				7	5	6				5	2	4
10				6	4	5				5	3	4
11				5	4	4				6	3	5
12				4	3	3				8	4	6
13				4	3	3				9	5	7
14				3	2	2				10	5	8
15				3	2	2				12	6	9
16				3	2	2				13	7	11
17				3	2	2				15	8	12
18				3	2	1				17	9	13
19				3	2	1				18	9	15
20				3	2	1				20	11	16
21				2	2	1				22	12	18
22	<1			2	2	1				24	13	20
23	1			2	2	1				27	14	22
24	1	<1	<1	2	2	1				29	15	23
25	1	1	1	2	2	1				31	17	25
26	1	1	1	2	2	1				33	19	27
27	1	1	1	2	2	1				35	20	29
28	1	1	1	2	2	1				37	21	31
29	1	1	1	2	2	1				39	23	33
30	1	1	1	2	1	1				42	25	35
31	1	1	1	2	1	1				44	26	38
32	1	1	1	2	1	1				46	28	40
33	1	1	1	2	1	1				48	30	42
34	1	1	1	2	1	1				50	31	44
35	1	1	1	2	1	1				52	33	46
36	1	1	1	2	1	1				54	35	48
37	1	1	1	2	1	1				56	37	50
38	1	1	1	1	1	1				58	38	52
39	1	1	2	1	1	1				60	40	54

Note. Percentiles are reported for students in grade 6. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3
40	1	1	2	1	1	<1				62	42	56
41	2	1	2	1	1					63	44	58
42	2	2	2	1	1					65	46	60
43	2	2	2	1	1					67	47	62
44	2	2	2	1	1					68	49	63
45	2	2	2	1	1					70	51	65
46	2	2	2	1	1					71	52	67
47	2	2	3	1	1					73	54	68
48	2	2	3	1	1					74	55	70
49	2	2	3	1	1					76	57	71
50	3	2	3	1	1					77	59	73
51	3	3	3	1	1					78	60	74
52	3	3	3	1	1					80	62	75
53	3	3	4	1	1					81	63	77
54	3	3	4	1	1					82	65	78
55	3	3	4	1	1					83	67	79
56	4	3	4	1	1					84	68	80
57	4	3	4	1	1					85	69	81
58	4	4	4	1	1					86	71	82
59	4	4	5	1	1					86	72	83
60	5	4	5	1	1					87	74	84
61	5	4	5	1	1		<1	<1		88	75	85
62	5	4	5	1	1		1	1	<1	89	76	86
63	5	4	6	1	1		1	1	1	90	77	87
64	6	5	6	1	1		1	1	1	90	78	88
65	6	5	6	<1	1		1	1	1	91	79	89
66	6	5	7		<1		1	1	1	92	81	89
67	7	5	7				1	1	1	92	82	90
68	7	6	7				1	1	1	93	83	91
69	7	6	8				1	1	1	93	83	91
70	8	6	8				1	1	1	94	85	92
71	8	6	8				1	1	1	94	86	92
72	8	7	9				2	1	1	95	87	93
73	9	7	9				2	2	1	95	87	93
74	9	7	9				2	2	2	96	88	94
75	9	8	10				2	2	2	96	89	94
76	10	8	10				2	2	2	96	90	95
77	10	8	11				3	2	2	97	90	95
78	10	9	11				3	2	2	97	91	95
79	11	9	12				3	3	3	97	92	96
80	11	9	12				3	3	3	97	92	96
81	11	10	13				4	3	3	98	93	97
82	12	10	13				4	3	3	98	94	97
83	12	11	14				4	3	4	98	94	97

Note. Percentiles are reported for students in grade 6. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3
84	13	12	14				5	4	4	98	95	97
85	13	12	15				5	4	5	98	95	98
86	14	13	15				5	4	5	99	96	98
87	14	13	16				6	5	5	99	96	98
88	14	14	16				6	5	6	99	97	98
89	15	14	17				7	6	7	99	97	98
90	15	15	17				8	6	8	99	98	99
91	16	16	17				9	7	9	99	98	99
92	17	16	18				11	8	10	99	98	99
93	17	17	18				12	10	12	>99	99	99
94	18	18	19				15	12	14		99	>99
95	18	19	19				18	16	17			
96	19	20	20				23	21	21			
97	20	21	21				31	30	28			
98	20	21	21				44	44	39			
99	21	22	22				68	68	61			
100	22	23	22				92	92	88			
101	22	24	23									
102	23	24	24									
103	24	25	24									
104	25	26	25									
105	26	27	25									
106	26	28	26									
107	27	29	27									
108	28	30	28									
109	29	31	29									
110	30	31	29									
111	31	32	30									
112	32	33	31									
113	34	34	31									
114	35	34	32									
115	37	35	33									
116	38	36	34									
117	40	37	34									
118	41	38	35									
119	42	39	36									
120	43	40	38									
121	44	41	39									
122	45	42	40									
123	46	43	42									
124	47	44	43									
125	48	45	44									
126	50	46	45									
127	51	47	46									

Note. Percentiles are reported for students in grade 6. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3
128	52	48	47									
129	53	49	48									
130	54	49	50									
131	56	50	51									
132	57	51	52									
133	58	52	53									
134	59	53	54									
135	59	53	55									
136	60	54	57									
137	61	55	59									
138	62	56	60									
139	64	57	61									
140	65	58	62									
141	66	59	63									
142	66	60	65									
143	67	61	66									
144	68	61	67									
145	70	62	68									
146	70	63	69									
147	71	64	70									
148	72	65	71									
149	73	66	72									
150	73	67	73									
151	74	68	75									
152	75	69	75									
153	76	70	76									
154	77	71	77									
155	78	72	78									
156	78	73	79									
157	79	74	79									
158	80	75	80									
159	80	76	80									
160	81	76	81									
161	82	77	82									
162	83	78	83									
163	83	79	84									
164	84	79	84									
165	85	80	85									
166	85	81	85									
167	86	82	86									
168	87	82	86									
169	87	83	87									
170	88	83	88									
171	88	84	89									

Note. Percentiles are reported for students in grade 6. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3
172	89	84	89									
173	90	85	90									
174	90	85	90									
175	91	86	91									
176	91	87	91									
177	91	87	91									
178	92	88	92									
179	92	89	92									
180	93	89	93									
181	93	89	93									
182	93	90	94									
183	94	91	94									
184	94	91	95									
185	94	92	95									
186	95	92	95									
187	95	93	96									
188	95	93	96									
189	96	93	96									
190	96	94	97									
191	97	94	97									
192	97	94	97									
193	97	95	97									
194	97	95	97									
195	97	95	97									
196	98	95	97									
197	98	96	98									
198	98	96	98									
199	98	96	98									
200	98	96	98									
201	98	96	98									
202	98	97	98									
203	98	97	98									
204	98	97	99									
205	99	97	99									
206	99	97	99									
207	99	97	99									
208	99	98	99									
209	99	98	99									
210	99	98	99									
211	99	98	99									
212	99	98	99									
213	99	98	99									
214	99	98	99									
215	99	98	99									

Note. Percentiles are reported for students in grade 6. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

Raw Score	ORF			ORF-E			ORF-A			RTF		
	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3	6.1	6.2	6.3
216	99	99	99									
217	99	99	99									
218	99	99	99									
219	99	99	99									
220	99	99	99									
221	>99	99	99									
222		99	>99									
223		99										
224		99										
225		99										
226		99										
227		99										
228		99										
229		99										
230		99										
231		99										
232		99										
233		>99										

Note. Percentiles are reported for students in grade 6. ORF = Oral Reading Fluency; ORF-E = ORF Errors; ORF-A = ORF Accuracy; RTF = Retell Fluency.

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