

**What is the effectiveness of the grade level support plans?  
Adequate Progress Relative Criteria  
(Fall to Winter)**

	What is the overall effectiveness of the grade-level plan?  <i>% of students who made adequate progress in each grade</i>	How effective is the grade-level instructional support plan for <b>intensive</b> students?  <i>% of students who made adequate progress within an instructional support range</i>	How effective is the grade-level instructional support plan for <b>strategic</b> students?  <i>% of students who made adequate progress within an instructional support range</i>	How effective is the grade-level instructional support plan for <b>benchmark</b> students?  <i>% of students who made adequate progress within an instructional support range</i>
<b>K (PSF)</b>	≥ 73% Top Quartile 45% to 72% Middle Quartiles ≤ 44% Bottom Quartile	≥ 76% Top Quartile 38% to 75% Middle Quartiles ≤ 37% Bottom Quartile	≥ 65% Top Quartile 30% to 64% Middle Quartiles ≤ 29% Bottom Quartile	≥ 92% Top Quartile 62% to 91% Middle Quartiles ≤ 61% Bottom Quartile
<b>1 (NWF)</b>	≥ 64% Top Quartile 39% to 63% Middle Quartiles ≤ 38% Bottom Quartile	≥ 63% Top Quartile 27% to 62% Middle Quartiles ≤ 26% Bottom Quartile	≥ 42% Top Quartile 15% to 41% Middle Quartiles ≤ 14% Bottom Quartile	≥ 79% Top Quartile 58% to 78% Middle Quartiles ≤ 57% Bottom Quartile
<b>2 (ORF)</b>	≥ 67% Top Quartile 45% to 66% Middle Quartiles ≤ 44% Bottom Quartile	≥ 21% Top Quartile 1% to 20% Middle Quartiles ≤ 0% Bottom Quartile	≥ 60% Top Quartile 27% to 59% Middle Quartiles ≤ 26% Bottom Quartile	= 100% Top Quartile 95% to 99% Middle Quartiles ≤ 94% Bottom Quartile
<b>3 (ORF)</b>	≥ 63% Top Quartile 41% to 62% Middle Quartiles ≤ 40% Bottom Quartile	≥ 27% Top Quartile 9% to 26% Middle Quartiles ≤ 8% Bottom Quartile	≥ 41% Top Quartile 14% to 40% Middle Quartiles ≤ 13% Bottom Quartile	≥ 97% Top Quartile 86% to 96% Middle Quartiles ≤ 85% Bottom Quartile

Percentile ranks based on approximately 300 Oregon schools using the DIBELS data system during the 2004-2005 academic year.  
Oregon Reading First Center (2007)