



# EVALUATION BRIEF

BUREAU OF PROGRAM EVALUATION

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## *What was the demographic profile and academic performance of students referred for dyslexia services in 2010 and 2011?*

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*The purpose of the Houston Independent School Districts' (HISD) Dyslexia Support Services is to identify, assess and serve students having dyslexia and related disorders that limit their ability to learn to read, write, or spell. Students who are identified with dyslexia may be served in general education under Section 504 or may be served in Special Education. This brief was designed to examine the demographic profile of students referred for dyslexia services and to analyze the academic performance of students identified with dyslexia under Section 504 and Special Education.*

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### **Background**

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In Texas, the identification and instruction of students with dyslexia and related disorders is mandated and structured by two statutes and one rule. Texas Education Code (TEC) Section §38.003 defines dyslexia and related disorders, mandates testing and provides for the instruction for students with dyslexia, and gives the State Board of Education authority to adopt rules and standards to administer testing and instruction. Instructional assistance is available for students who demonstrate difficulty during early reading instruction, i.e., kindergarten, first, and second grades under Texas Education Code (TEC) §28.006. The instructional program for students with dyslexia or a related disorder should be offered in a small class setting and include reading, writing, and spelling activities appropriate for students in kindergarten through twelfth grade. Chapter 19 of Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia and mandates parent education on the services and options available to students. Section 504 of the Rehabilitation Act of 1973 establishes assessment and evaluation standards and procedures for students in general education and IDEA 2004 establishes assessment and

evaluation standards and procedures for students referred for Special Education services. In 2009, House Bill 461 created an interim committee to study and recommend legislation to increase awareness of early detection and treatment of dyslexia and related disorders. The Interim Committee on Dyslexia and Related Disorders submitted its report to the 81st Legislature in January of 2011. The following 11 recommendations were made by the committee:

- require all state universities to instruct education majors in detection and treatment of dyslexia;
- require reporting of students with dyslexia on PEIMS;
- add compliance with state dyslexia law to the PBMAS;
- require schools provide parents with information regarding dyslexia when their children enter school;
- eliminate unnecessary testing for accommodation;
- require TEA to develop a plan for incorporating technology into the treatment of dyslexia;
- require all testing of state licensed professionals to provide accommodations for person with dyslexia;

- clarify that state requirements for dyslexia detection and treatment extend through high school;
- require minimum in-service for all teachers to learn about dyslexia;
- special education diagnosticians should be trained to discern the characteristics of dyslexia; and
- require ongoing professional development and training for campus dyslexia specialists.

combined. Additionally, Lexiles were calculated on the TAKS reading/ELA test. Lexiles range from below 200L for emergent readers to above 1700L for advanced readers. Lexiles were not available for students who took the TAKS-M.

**Data and Methods**

Demographic data of students with dyslexia were retrieved from the Chancery Student Information System (SIS) for 2009–2010 and 2010–2011 school years. All data were pulled from Chancery SIS on July 27, 2011. Achievement data of students with dyslexia were analyzed for two years. Specifically, passing and commended rates on the Texas Assessment of Knowledge and Skills (TAKS) were analyzed on the reading/ELA, mathematics, writing, science, and social studies tests. Performance results include TAKS, TAKS (Accommodated), and TAKS-Modified (TAKS-M). There were no students with dyslexia who took the TAKS Alternate. English and Spanish results were

**What was the demographic profile of students referred for dyslexia services?**

**Table 1** provides the demographic profile of students identified on the dyslexia roster during the 2010–2011 school year compared to the 2009–2010 school year. Male students make up about 51 percent of the student population, and represented 62 percent of students identified with dyslexia in 2011. About 38 percent of the students referred for dyslexia services were female. Also, during the 2010–2011 school year, 33 percent of students referred for dyslexia services were White, while at the district level they represented eight percent of the student population. At the district level, Hispanic students represented 62 percent of the student population and 49 percent of students referred for dyslexia services. African American students made up 26 percent of the student population in the district, and 16 percent of students referred for dyslexia services. From 2010 to

Table 1. Demographic Profile of Students Referred for Dyslexia Services: 2010 and 2011

	2010		2011		2011 District	
	N	%	N	%	N	%
<b>Gender</b>						
Female	195	35	243	38	99,463	49
Male	365	65	402	62	103,831	51
<b>Race/Ethnicity</b>						
Asian	4	<1	3	<1	6,537	3
American Indian	0		2	<1	482	<1
African American	99	18	104	16	53,290	26
Hispanic	231	41	314	49	125,818	62
White	226	40	215	33	15,786	8
Other	0		7	1	1,381	1
<b>Grade Level</b>						
1 <sup>st</sup>	16	3	2	<1		
2 <sup>nd</sup>	30	5	24	4		
3 <sup>rd</sup>	53	9	65	10		
4 <sup>th</sup>	81	14	81	13		
5 <sup>th</sup>	63	11	90	14		
6 <sup>th</sup>	40	7	98	15		
7 <sup>th</sup>	42	8	54	8		
8 <sup>th</sup>	56	10	52	8		
9 <sup>th</sup>	47	8	45	7		
10 <sup>th</sup>	50	9	51	8		
11 <sup>th</sup>	53	9	44	7		
12 <sup>th</sup>	29	5	39	6		
<b>Total</b>	<b>560</b>	<b>100</b>	<b>645</b>	<b>100</b>	<b>203,294</b>	<b>100</b>

Note: Data were generated using Chancery Student Information System and PEIMS.

2011, the percent of Hispanic students referred for dyslexia services increased from 41 percent to 49 percent. First grade had the lowest percent of students identified as eligible to receive dyslexia services (<1 percent), while sixth grade had the highest percent of students (15 percent). The number of students referred for dyslexia services increased 15 percent from 560 in 2010 to 645 in 2011. However, only 0.3 percent of students in the district were referred for dyslexia services. According to the Dyslexia Research Institute about 10 to 15 percent of the U.S. population has dyslexia.

**Table 2** provides the program status of students referred for dyslexia services. The majority of students referred for dyslexia services were served under Section 504 (61 percent) compared to 32 percent who were served in special education. The percent of students served under Section 504 increased from 53 percent in 2010 to 61 percent in 2011.

Program data were unavailable for four percent of the students and program placement was pending for two percent of students.

About 78 percent of students referred for dyslexia services had a status of “currently served,” and three percent had an “identified as dyslexia/services not needed” status in 2011. About one percent of students each had a status of “assessment in process,” “referral in process,” or “evaluated/no demonstrated education need.” Two percent of students had exited dyslexia services. Data regarding program status were unavailable for 14 percent of the students.

Specific developmental dyslexia was the most common type of dyslexia reported (47 percent). Approximately, nine percent of students were identified with developmental dysgraphia, followed by developmental spelling disability (five percent), and developmental auditory imperceptions and dysphasia (one percent each).

Table 2. Program Status of Referred for Dyslexia Services: 2010 and 2011

<b>Program</b>	<u>2010</u>		<u>2011</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Section 504	298	53	395	61
Special Education	230	41	208	32
Program Placement Pending	14	3	14	2
<i>Data Unavailable</i>	18	3	28	4
<b>Status</b>				
Currently Served	377	67	504	78
Assessment in Process	2	0	8	1
Referral in Process	4	1	8	1
Evaluated/No Demonstrated Educational Need	3	1	7	1
Identified as Dyslexia/Services Not Needed	12	2	18	3
Exited	6	1	11	2
<i>Data Unavailable</i>	156	28	89	14
<b>Type of Dyslexia</b>				
Specific Developmental Dyslexia	293	45	347	47
Developmental Dysgraphia	35	5	67	9
Developmental Spelling Disability	30	5	41	5
Developmental Auditory Imperception	4	1	5	1
Dysphasia	4	1	4	1
Other	61	9	100	13
Null	222	34	168	23
<i>Data Unavailable</i>	7	1	14	2

Note: Type of Dyslexia is a duplicated count as students may be identified with one or more types of dyslexia.

Source: Chancery Student Information System.

**What test version of the TAKS did students with dyslexia take in 2010 and 2011?**

The TAKS includes several test versions for students who require accommodations. The test versions of students with dyslexia were examined in order to find out if these students required accommodations. **Table 3** presents the number of students with dyslexia who took the TAKS by test version. The overwhelming majority of students with dyslexia served under Section 504 took the TAKS (93 percent on the science test to 97 percent on the social studies test). However, a higher percent of students with dyslexia served in special education took the TAKS (Accommodated), followed by the TAKS-M, and then TAKS for all tests. The percent of students with dyslexia served in special education who took the TAKS ranged from five percent on the writing test to 32 percent on the social studies test. The percent of students with dyslexia served in special education who took the TAKS-M ranged from 24 percent on the science test to 35 percent on the reading and writing tests. Three percent or

less of students with dyslexia served under Section 504 took the TAKS-M. Generally, there was not much of a difference in the percent of students with dyslexia served under Section 504 who took the various test versions of TAKS from 2010 to 2011. In contrast, there were changes in the percent of students with dyslexia served in special education who took the various test versions.

On the reading test, some students received Bundled Dyslexia Accommodations (BDA). These accommodations included: orally reading all proper nouns associated with each passage before students begin individual reading; orally reading all questions and answer choices to students; and extending the testing time over a two-day period. About half of the students served under Section 504 took the TAKS and TAKS (Accommodated) with BDA. A higher percent of students served under Section 504 took the TAKS with BDA compared to students served in special education. Of the 94 percent of students with dyslexia served under Section 504, 48 percent received BDA.

Table 3. Number of Students with Dyslexia who took the TAKS by Test Version in 2010 and 2011

	Program							
	Section 504				Special Education			
	N		%		N		%	
	2010	2011	2010	2011	2010	2011	2010	2011
<u>Reading</u>								
TAKS	230	306	96	94	54	39	29	21
(TAKS w/BDA)	124	147	54	48	10	7	19	3
TAKS Accommodated	5	15	2	5	84	82	45	44
(TAKS Accommodated w/BDA)	3	8	60	53	53	35	28	43
TAKS Modified	5	5	2	2	49	66	26	35
<b>Number Taking</b>	240	326	100	100	187	187	100	100
<u>Mathematics</u>								
TAKS	230	307	95	94	62	48	33	26
TAKS Accommodated	7	16	3	5	76	83	41	45
TAKS Modified	4	4	2	1	48	55	26	30
<b>Number Taking</b>	241	327	100	100	186	186	100	100
<u>Science</u>								
TAKS	92	122	95	93	29	25	33	27
TAKS Accommodated	4	7	4	5	34	46	39	49
TAKS Modified	1	2	1	2	25	22	28	24
<b>Number Taking</b>	97	131	100	100	88	93	100	100
<u>Social Studies</u>								
TAKS	59	59	95	97	29	21	43	32
TAKS Accommodated	3	2	5	3	24	26	36	40
TAKS Modified	0	0	0	0	14	18	21	28
<b>Number Taking</b>	62	61	100	100	67	65	100	100
<u>Writing</u>								
TAKS	60	76	95	95	10	2	22	5
TAKS Accommodated	0	2	0	3	24	22	52	59
TAKS Modified	3	2	5	3	12	13	26	35
<b>Number Taking</b>	63	80	100	100	46	37	100	100

**What was the academic performance of students with dyslexia served under Section 504 and special education on the TAKS?**

*Reading*

**Table 4** presents the performance of students with dyslexia for all test versions of the TAKS reading test for 2011 compared to 2010. A total of 326 students with dyslexia served under Section 504 took the TAKS reading test. The percentages of students with dyslexia served under Section 504 meeting the standard on the reading test in 2011 ranged from 78 in third, fourth, and fifth grades to 100 in ninth grade. The percentages of students with dyslexia served under Section 504 who met the standard on the reading test increased in three grades from 2010 to 2011. Overall, the percentages of students with dyslexia served under Section 504 passing the reading test decreased from 88 percent in 2010 to 84 percent in 2011. Although the commended performance increased for six out of the nine grades tested, the overall commended rate remained the same at 27 percent from 2010 to 2011.

There were a total of 187 students with dyslexia served in special education who took the TAKS reading test. The percentages of

students with dyslexia served in special education who met the standard in 2011 ranged from 57 percent in ninth grade to 94 percent in third grade. The TAKS reading passing rate for students with dyslexia served in special education increased in four grades from 2010 to 2011. Overall, students with dyslexia served in special education experienced an increase in the percent passing and in the percent attaining commended performance from 2010 to 2011.

**Figure 1** shows the average Lexiles of students with dyslexia served in Section 504. The Lexile measures of these students increased in seven out of the nine grade levels tested. The total average Lexile of students with dyslexia served in Section 504 decreased from 2010 to 2011. The Lexile measures of students in fifth and in eighth through eleventh grades were above the Lexile level for typical student readers at that grade level (see **Appendix A**).

**Figure 2** shows the average Lexiles of students with dyslexia served in special education. The Lexile measures of these students increased for three grade levels. The Lexile measures of students in fourth, seventh, and eighth grades were above the Lexile level for typical student readers at that grade level (see **Appendix A**).

Table 4. Performance of Students with Dyslexia on the TAKS Reading Test for 2010 and 2011

<u>Program</u>	<u>Grade</u>	<u>#</u> <u>Taking</u>	<u>2010</u>		<u>Test</u> <u>Reading</u>			<u>2011</u>	
			<u>%</u> <u>Passed</u>	<u>%</u> <u>Comm</u>	<u>#</u> <u>Taking</u>	<u>%</u> <u>Passed</u>	<u>%</u> <u>Comm</u>		
Section 504	3	38	87	24	58	78	26		
	4	48	79	8	64	78	13		
	5	35	91	40	69	78	29		
	6	16	75	38	31	87	23		
	7	15	87	33	16	94	38		
	8	27	96	44	19	89	53		
	9	24	100	29	28	100	46		
	10	16	81	6	25	96	24		
	11	20	90	30	16	88	25		
	Total	240	88	27	326	84	27		
	Special Education	3	10	90	30	17	94	53	
4		24	63	17	15	93	20		
5		20	80	10	28	75	25		
6		19	74	26	19	68	11		
7		24	79	13	22	86	27		
8		22	82	23	22	77	14		
9		20	80	10	21	57	5		
10		24	67	8	18	72	0		
11	24	79	8	24	79	8			
Total	187	76	15	187	78	18			

Note: Includes all test versions: TAKS, TAKS (Accommodated), and TAKS-Modified

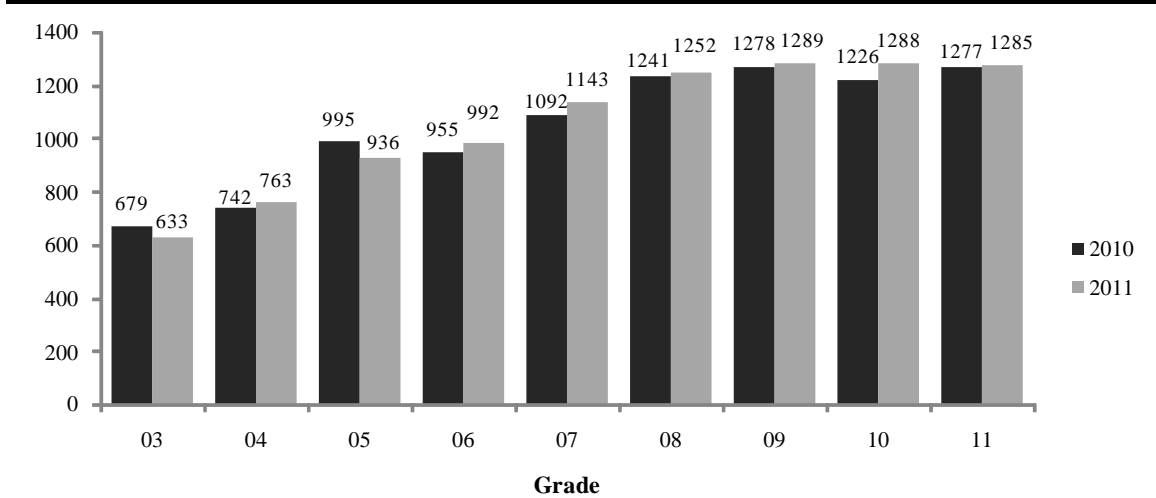


Figure 1. Average Lexiles of Students with Dyslexia in Section 504

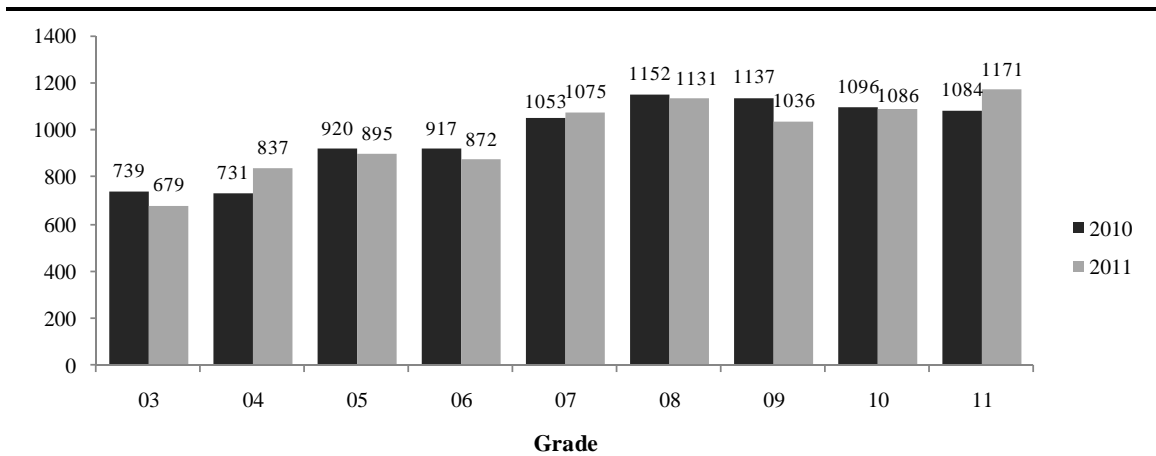


Figure 2. Average Lexiles of Students with Dyslexia in Special Education

*Mathematics*

**Table 5** presents the performance of students with dyslexia for all test versions of the TAKS mathematics test for 2011 compared to 2010. A total of 327 students with dyslexia served under Section 504 took the TAKS mathematics test. The percentages of students with dyslexia served under Section 504 meeting the standard on the mathematics test in 2011 ranged from 72 in tenth grade to 87 in sixth grade. The percentages of students with dyslexia served under Section 504 who met the standard on the mathematics test increased in five grades from 2010 to 2011. Overall, the percentages of students with dyslexia served under Section 504 passing the mathematics test increased from 78 percent in 2010 to 81 percent in 2011. The total percent of students earning commended performance

decreased from 24 percent in 2010 to 22 percent in 2011.

There was a total of 186 students with dyslexia served in special education who took the TAKS mathematics test. The percentages of students with dyslexia served in special education who met the standard in 2011 ranged from 39 percent in tenth grade to 91 percent in seventh grade. Passing rates for students with dyslexia served in special education increased in four grades from 2010 to 2011 on the mathematics test. Overall, students with dyslexia served in special education experienced an increase in the percent passing and in the

Table 5. Performance of Students with Dyslexia on the TAKS Mathematics Test, 2010 and 2011

<u>Program</u>	<u>Grade</u>	<u>Test Mathematics</u>					
		<u># Taking</u>	<u>2010 % Passed</u>	<u>% Comm</u>	<u># Taking</u>	<u>2011 % Passed</u>	<u>% Comm</u>
Section 504	3	38	63	8	59	83	10
	4	48	83	17	64	80	17
	5	35	80	34	70	83	29
	6	16	81	38	31	87	32
	7	16	81	19	16	75	6
	8	27	74	30	19	79	16
	9	24	92	42	27	85	37
	10	16	63	13	25	72	24
	11	20	95	25	16	81	25
	Total	241	78	24	327	81	22
	Special Education	3	10	80	10	17	82
4		24	75	13	15	87	20
5		20	80	15	28	79	32
6		20	90	15	18	78	11
7		23	61	13	22	91	14
8		22	82	18	22	73	18
9		20	45	0	21	43	10
10		23	61	4	18	39	0
Total	186	68	10	186	71	15	

Note: Includes all test versions: TAKS, TAKS (Accommodated), and TAKS-Modified

percent earning commended performance from 2010 to 2011.

*Science*

**Table 6** presents the performance of students with dyslexia on the TAKS science test for 2011 compared to 2010. A total of 131 students with dyslexia served under Section 504 took the TAKS science test in 2011. The percentages of students with dyslexia served under Section 504 meeting the standard on the TAKS science test in 2011 ranged from 75 percent in eighth grade to 90 percent in fifth grade. The total percent of students with dyslexia served under Section 504 who met the TAKS standard in science decreased from 88 percent in 2010 to 84 percent in 2011. Overall, 37 percent of students with dyslexia served under Section 504 achieved commended performance on the science test.

There were a total of 93 students with dyslexia served in special education who took the TAKS science test. The percentages of students with dyslexia served in special education ranged from 44 percent passing in tenth grade to 82 percent passing in fifth grade. With the exception of tenth grade, the passing rates of students with dyslexia served in special

education increased in all grades from 2010 to 2011. The percent of students with dyslexia served in special education earning commended performance increased from 15 percent in 2010 to 22 percent in 2011.

*Social Studies*

**Table 7** presents the performance of students with dyslexia on the TAKS social studies test for 2011 compared to 2010. A total of 61 students with dyslexia served under Section 504 took the social studies test in 2011. Overall, 92 percent of students with dyslexia served under Section 504 met the standard on the social studies test in 2011, a decrease from the 95 percent who met the standard in 2010. Exactly, 100 percent of the students with dyslexia served under Section 504 in eleventh grade met the standard on the social studies test, followed by 92 percent in tenth grade, and 85 percent in eighth grade. Almost half of the students with dyslexia served under Section 504 earned commended performance (48 percent).

There was a total of 65 students with dyslexia served in special education who took the social studies test in 2011. Overall, 85 percent of students with dyslexia served in special

Table 6. Performance of Students with Dyslexia on the TAKS Science Test, 2010 and 2011

<u>Program</u>	<u>Grade</u>	<u>Test Science</u>					
		<u># Taking</u>	<u>2010 % Passed</u>	<u>% Comm</u>	<u># Taking</u>	<u>2011 % Passed</u>	<u>% Comm</u>
Section 504	5	36	83	58	70	90	46
	8	26	92	35	20	75	20
	10	15	73	13	25	76	24
	11	20	100	30	16	81	38
	Total	97	88	39	131	84	37
Special Education	5	20	70	30	28	82	29
	8	22	64	14	22	68	32
	10	22	59	14	18	44	0
	11	24	63	4	25	64	20
	Total	88	64	15	93	67	22

Note: Includes all test versions: TAKS, TAKS (Accommodated), and TAKS-Modified

education met the standard on the social studies test in 2011, an increase from the 75 percent who met the standard in 2010. Ninety-two percent of the students with dyslexia served in special education in eleventh grade met the standard on the social studies test, followed by 83 percent in tenth grade, and 77 percent in eighth grade. Overall, 32 percent of students with dyslexia served in special education achieved commended performance on the social studies test.

*Writing*

**Table 8** presents the performance of students with dyslexia on the TAKS writing test for 2011 compared to 2010. A total of 80 students with dyslexia served under Section 504 took the TAKS writing test in 2011. The percent of students identified with dyslexia meeting the

standard on the TAKS writing test increased in fourth grade from 73 percent in 2010 to 75 percent in 2011. At seventh grade, the passing rate decreased from 93 percent to 88 percent from 2010 to 2011. Overall, the total percent of students identified with dyslexia earning the commended status decreased from 14 percent in 2010 to 11 percent in 2011 on the writing test.

A total of 37 students with dyslexia served in special education took the TAKS writing test in 2011. The percent of students with dyslexia served in special education meeting the standard on the TAKS writing test remained the same in fourth grade at 87 percent. At seventh grade, the passing rate increased from 57 percent in 2010 to 91 percent in 2011. Overall, the total percent of students with dyslexia served in special education earning the commended status on the writing test was eight percent in 2011.

Table 7. Performance of Students with Dyslexia on the TAKS Social Studies Test, 2010 and 2011

<u>Program</u>	<u>Grade</u>	<u>Test Social Studies</u>					
		<u># Taking</u>	<u>2010 % Passed</u>	<u>% Comm</u>	<u># Taking</u>	<u>2011 % Passed</u>	<u>% Comm</u>
Section 504	8	27	100	44	20	85	40
	10	15	80	47	25	92	48
	11	20	100	70	16	100	56
	Total	62	95	53	61	92	48
Special Education	8	22	82	18	22	77	32
	10	22	73	41	18	83	11
	11	23	70	30	25	92	48
	Total	67	75	30	65	85	32

Note: Includes all test versions: TAKS, TAKS (Accommodated), and TAKS-Modified



Table 8. Performance of Students with Dyslexia on the TAKS Writing Test, 2010 and 2011

<u>Program</u>	<u>Grade</u>	<u>#</u> <u>Taking</u>	<u>2010</u>		<u>Test</u> <u>Writing</u>			<u>2011</u>	
			<u>%</u> <u>Passed</u>	<u>%</u> <u>Comm</u>	<u>#</u> <u>Taking</u>	<u>%</u> <u>Passed</u>	<u>%</u> <u>Comm</u>		
Section 504	4	48	73	6	64	75	13		
	7	15	93	40	16	88	6		
	Total	63	78	14	80	78	11		
Special Education	4	23	87	4	15	87	13		
	7	23	57	9	22	91	5		
	Total	46	72	7	37	89	8		

Note: Includes all test versions: TAKS, TAKS (Accommodated), and TAKS-Modified

**Conclusion**

An important purpose of HISD’s dyslexia program is to identify and assess students having dyslexia and related disorders. The data showed that from 2010 to 2011, there was a 15 percent increase in the number of students identified with dyslexia. Although this was a notable increase in the percent of students identified with dyslexia, this rate is still well below one percent of the district’s population. In order to address the low number of students referred for dyslexia services the recommendations by the Interim Committee on Dyslexia and Related Disorders may be considered. Specifically, the recommendation regarding that special education diagnosticians are trained to discern the characteristics of dyslexia.

The demographic profile of students referred for dyslexia services revealed that White students were overrepresented, while African American and Hispanic students were underrepresented compared to their representation at the district. Efforts to increase parent awareness may increase parent-initiated referrals, which could address the underrepresentation of African American and Hispanic students identified with dyslexia. Also, the data regarding students referred for dyslexia was incomplete. Reliable data would provide valuable information that can be used to monitor students being currently served for dyslexia services.

A method used to assess how students identified with dyslexia are being supported was to analyze their academic achievement results. Generally, students with dyslexia served under Section 504 had higher passing and commended rates than students served in special education. Overall, the passing rates of students identified with dyslexia served in special education increased on all TAKS tests from 2010 to 2011. Students with dyslexia served under Section 504 experienced an increase in the percent meeting the standard on the mathematics tests from 2010 to 2011. Lexiles were utilized to measure the progress of students identified with dyslexia. The average Lexile of students with dyslexia served in Section 504 decreased from 2010 to 2011, while the average Lexile of students with dyslexia served in special education increased.

**References**

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 Interim Committee on Dyslexia and Related Disorders. (2011). *Interim Report to the 81st Legislature*. Retrieved from <http://www.senate.state.tx.us/75r/senate/commit/c804/c804.InterimReport81.pdf>

For additional information contact the HISD Department of Research and Accountability at 713-556-6700 or e-mail [Research@Houstonisd.org](mailto:Research@Houstonisd.org).

## Appendix A

### Lexile®-to-Grade correspondence Typical Reader Measures, by Grade

Grade	Reader Measures (Mid-Year, IQR)
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

NOTE: MetaMetrics has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measures of texts and the typical Lexile measure of students of a given grade level. This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader measure or text measure should be for a given grade. Data for the reader measures came from a national sample of students. The table above shows the middle 50% of reader measures for each grade. The middle 50% is called the interquartile range (IQR). The lower number in each range marks the 25th percentile of readers and the higher number in each range marks the 75th percentile of readers.