



2022-2023 School Year Early Literacy Component

TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component includes three different unrated measures that help provide a more complete picture of early literacy in our schools and districts. The three measures are combined to create a single rating for the Early Literacy Component. The details of each measure and how the rating is assigned for this component can be found in this technical document.

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Overview of Component and Measures

This section includes descriptions of each measure within the Early Literacy Component. References to Ohio Revised Code (*ORC – state law*) and Ohio Administrative Code (*OAC - rule*) are included. Additional details on the calculation and reporting codes are included in the calculation section of this document.

PROFICIENCY IN THIRD GRADE READING

This measure reports how many students score proficient or higher on the **reading segment** of the Third Grade English Language Arts test. It is important to note that this score is separate from reaching overall proficiency on the Third Grade English Language Arts test.

- Students who reach proficiency on the **reading segment** of the test will be included in the numerator, even if they do not reach proficiency on the overall test.
- Students who reach proficiency on the overall test but do not reach proficiency on the **reading segment** of the test will not be included in the numerator.

This calculation measures how well each school and district is doing in supporting students to reach proficiency with a specific focus on reading at the third-grade level.

This measure is defined in [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#).

PROMOTION TO FOURTH GRADE

This measure reports the percentage of students in the third grade who were promoted to the fourth grade and were not subject to retention.

This measure is defined in [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#).

IMPROVING K – 3 LITERACY

This measure uses two consecutive years of data to evaluate how well schools and districts are doing at providing the supports needed to help struggling readers become on track with their reading. The calculation starts by identifying the number of students who were **not on-track (i.e., were not reading at grade level)** based on reading diagnostic assessments given at the beginning of the prior school year, or the current school year for 3rd graders. Students scoring not-on-track are required to be placed on a Reading Improvement and Monitoring Plan for that school year. The students come back to school the following year, and take another diagnostic. Third graders who remain in the school take the Ohio State Test in the spring. The calculation measures how many students are identified as being **on track (i.e., reading at grade level)** on that second reading diagnostic assessment or Ohio State Test in 3rd grade.

This measure is defined in [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#).

Determining Students Included in this Component

Each measure uses a different set of business rules to determine which students are included in the calculation. To be included in the calculation that measures proficiency on the reading segment of the 3rd grade ELA assessment, students must meet the systemwide accountability rules outlined in the [“Where Kids Count” document](#) and meet the “standard” full academic year (FAY), which means they must be enrolled continuously from the Friday of the first full week of October through March 31. Students who take the Alternate Assessment for Students with Significant Cognitive Disabilities are filtered out of the calculation because that assessment has no separate score that measures proficiency on just the reading standards.

The Promotion to Fourth Grade calculation uses an “extended” full academic year, which means the students not only must meet the standard FAY but must stay enrolled in the school or district through the end of the



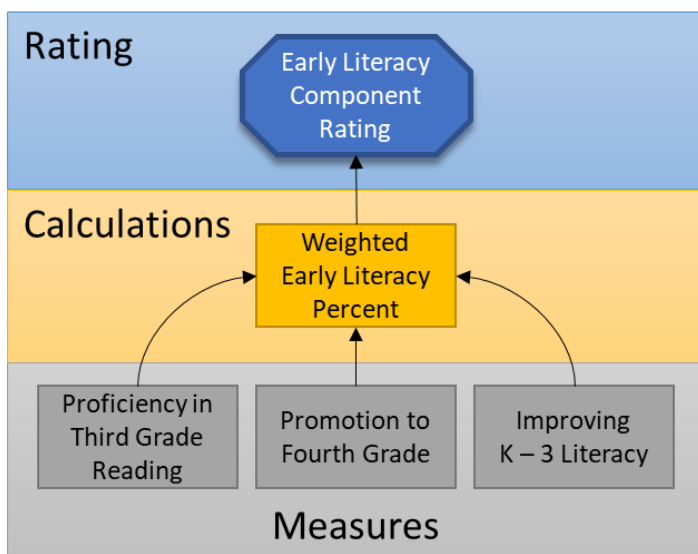
school year to be included. This ensures the school or district has the full opportunity to serve the student and prepare them to meet a pathway to promotion prior to being held accountable.

The Improving K - 3 Literacy measure uses a “modified” full academic year for the pieces of the calculation that measure improvement for students across the grade pairings of kindergarten to first grade, first grade to second grade and second grade to third grade. The modified FAY means the student must meet the FAY in the prior year and must come back and take the next year’s diagnostic at the same school or district in order to be included. The last piece of this calculation evaluates how many third graders who are not on track with their third-grade diagnostic score at the beginning of third grade ultimately score proficient on the third grade ELA assessment. Since this calculation uses data from just one school year, the ‘standard’ FAY is used.

Business Rules

HOW THE COMPONENT SCORE IS CALCULATED

The three measures are each prescribed a weight in state law that must be applied before adding the results to create a Weighted Early Literacy Percent. The Weighted Early Literacy Percent is then compared to a range of scores to determine the star rating for the Early Literacy Component.



It is important to note that two sets of weights are outlined in the law. In situations where the school or district **does not** have a measure for Improving K – 3 Literacy, the Proficiency in Third Grade Reading contributes 60% of the weighted component, while the Promotion to Fourth Grade contributes 40%. The second set of weights is for situations where the school or district **does** have a measure for Improving K – 3 Literacy. In this case the Proficiency in Third Grade Reading contributes 40% to the weighted component, the Promotion to Fourth Grade contributes 35%, and the Improving K – 3 Literacy contributes to 25%.

The table below shows this process as measures are weighted and combined to form the weighted percent that is then used to assign the final rating for this component.

Measure	Weight	Weighted Percent	Score Range	Stars
Proficiency in Third Grade Reading	60% / 40%	Weighted Early Literacy Percent	From 88% to 100%	5
			From 78% to less than 88%	4
Promotion to Fourth Grade	40% / 35%	(Sum of weighted measure percent's)	From 68% to less than 78%	3
Improving K – 3 Literacy	0% / 25%		From 58% to less than 68%	2
			From 0% to less than 58%	1



Ohio Administrative Code ([3301-28-10](#)) includes descriptions to accompany each of the possible early literacy ratings. The table below shows these descriptions alongside their associated ranking.

Rating	Rating Description
5 Stars	Significantly exceeds state standards in early literacy (K-3)
4 Stars	Exceeds state standards in early literacy (K-3)
3 Stars	Meets state standards in early literacy (K-3)
2 Stars	Needs support to meet state standards in early literacy (K-3)
1 Star	Needs significant support to meet state standards in early literacy (K-3)

WEIGHTING ADJUSTMENTS

The weights listed above are written into Ohio Revised Code, however, there also may be circumstances where there are not enough accountable students for a measure to be calculated. In those situations, the weights will be adjusted using the following table.

Measure	Measure Weighted Percentage						
Proficiency in Third Grade Reading	40	60	60	N/A	100	N/A	N/A
Promotion to Fourth Grade	35	40	N/A	60	N/A	100	N/A
Improving K – 3 Literacy	25	N/A	40	40	N/A	N/A	100

How The Measures are Calculated

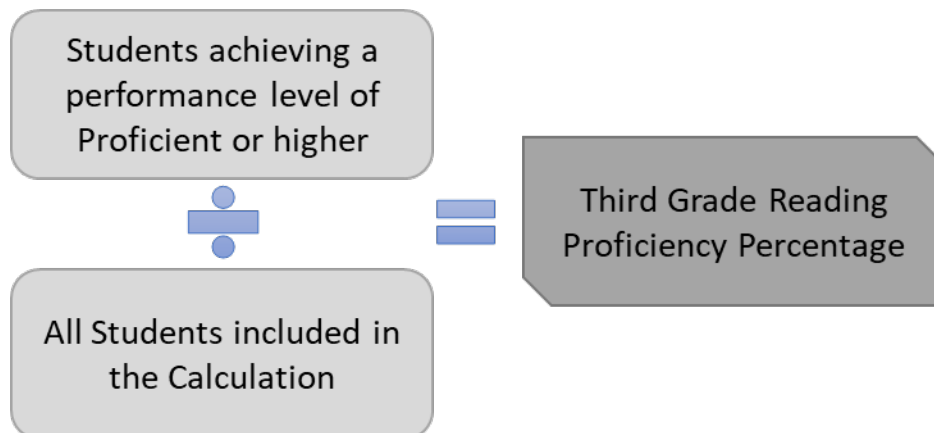
This section will detail the data, calculations, and business rules used to create the measures that make up the Early Literacy component.

PROFICIENCY IN THIRD GRADE READING

This measure reports the percent of third graders who take the third-grade English language arts state test and receive a score of Proficient or higher on just the reading segment that measures their performance on the state’s reading standards.

For the **2022-2023** school year to receive a performance level of proficient or higher, students need to receive a score of **_50_** or above. For students who take this test more than once (it’s offered in the fall, spring, and summer), the highest score is used.

Calculation Description



Business rules for inclusion in this calculation:



Basic Details:

- **N-Size:** 10 students with valid third-grade ELA scores
- **Subjects:** English Language Arts
- **Subgroups:** All Students
- **Grades:** 3
- **Tests:** ELA 3
- **Alternate Assessments Included:** No for students with significant cognitive disabilities no separate score exists to measure proficiency on the state’s reading standards
- **Full Academic Year:** Yes

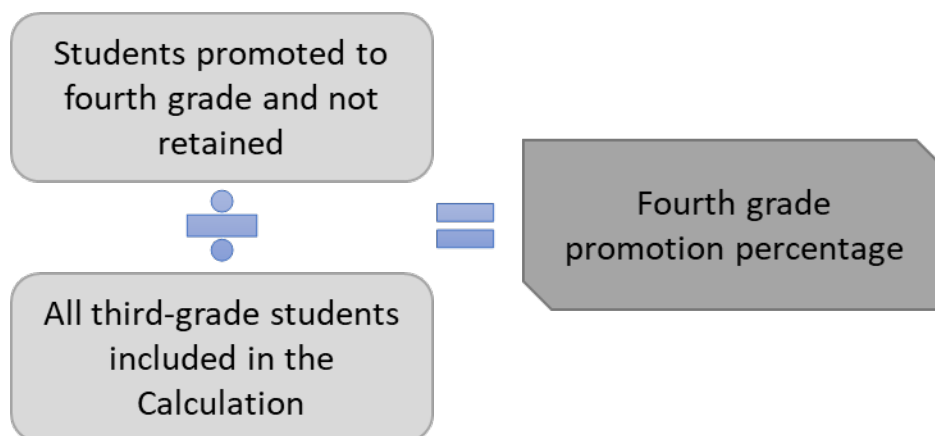
Full Details:

- Only first-time third graders are included.
- Students who meet the ‘standard’ full academic year (FAY) rules are included in this calculation. This means that students must be enrolled continuously from the Friday of the first full week in October through March 31.
- Students who are accelerated beyond 3rd grade are not included as these students do not take the 3rd grade ELA test.
- This calculation uses the same systemwide business rules used for the third grade ELA Indicator calculation with the following filters or business rules outlined below. See the “Indicators” document for more information on the filters used to include students in the 3rd grade ELA indicator.
 1. Students who have a three-digit ELA scale score reported but do not report the two-digit reading sub-score are included in the calculation and are deemed **not proficient**.
 2. Students who take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) are excluded from the measure as that test has no separate score to measure proficiency on the reading standards only.
 3. Retained 3rd graders who take the OST assessment again are filtered out of the denominator.

PROMOTION TO FOURTH GRADE

This measure calculates the percent of third graders who are promoted to the fourth grade and are not subject to retention.

Calculation Description



Business rules for inclusion in this calculation:

Basic Details:

- **N-Size:** 10 Students
- **Subjects:** English Language Arts



- **Subgroups:** All Students
- **Grades:** 3
- **Tests:** ELA 3, Reading Diagnostics
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** This calculation uses an “extended” full academic year calculation.

Full Details:

PROMOTION TO 4TH GRADE PERCENTAGE CALCULATION

If a student is not on track with reading by the end of third grade, they might be retained in 3rd grade. The promotion to 4th grade is a statistic to report what percentage of students meet the bar to be promoted to the fourth grade. The details below will explain how a student can be promoted and how the percentage is calculated. Under House Bill 33 of the 135th General Assembly, any district, community school, STEM school or chartered nonpublic school that would have retained students who did not meet the promotion score on Ohio’s State Test for grade 3 English language arts during the 2022-2023 school year must promote those students to fourth grade unless a student’s parent or guardian requests otherwise.

Any student who is coded with the following Retention Codes will be included in the numerator of the calculation. The codes include: “*”, “D”, “E”, “F”, “G”, “J”, “K”, “L”, “M”, “N”, “2”, “3”, “4”. Students with Retention Codes of “A”, “H”, “1” and “5” are considered to be retained in this calculation and are not included in the numerator of the calculation.

The Department does a cross check between the codes “*”, “1”, “2”, “3”, and “4” and the fall and spring 3rd grade ELA scores reported as well as the vendor file for the summer 3rd grade ELA to verify students who have met the promotion scores to be promoted to 4th grade. If a student has met the promotion scores, they will be counted in the numerator, if they did not, they will be considered as retained and only count in the denominator. Except for the “*”, these students will be counted in the numerator because of the HB33 flexibility.

Building the Denominator

In order to determine the percent of students promoted, the Department also must identify who is included in the calculation and who is removed. This pool of “included” students is the denominator from which the promotion percentage is calculated.

The calculation starts with any student who is reported with a grade of 3 for the current school year, but then some students are filtered out of the calculation.

This calculation uses an ‘extended’ full academic year (FAY) calculation as a filter to remove students from the calculation. The extended FAY requires a student to be enrolled continuously from the Friday of the first full week in October through the end of the school year. This ensures the school or district has the maximum opportunity to provide a student with services so that he or she meets a pathway to promotion. Another filter removes repeat 3rd graders during their second/subsequent year(s) in the 3rd grade so that each student is counted in only one year’s promotion calculation.

Additionally, a filter removes from the calculation those students who were not reported with a severe cognitive disability (no Retained Status Element of “G” as noted in the bullet immediately above), but who took the alternate assessment for students with significant cognitive disabilities (AASCD). This test type is noted in the IEP Test Type Option (GE160) of “ALT”.

IMPROVING K – 3 LITERACY

This measure looks at which students were deemed to be “not on track” on the kindergarten, first grade, second grade, and third grade reading diagnostics to build the denominator of the measure. The numerator is



the number of students whose reading skills improved to being “on track” when they took their next reading diagnostic the following school year, or 3rd grade ELA test in the current school year for 3rd graders.

The sum of all students who were found to have moved from being “not on track” to being “on track” is then divided by the sum of all students who were initially found to be “not on track”. The result is the Improving Literacy in K-3 Readers percentage.

Due to the way this measure creates subsets of students and looks at results across multiple assessments it can be complicated to understand how and where the numbers are derived. The next section will go over what students are included with the business rules, how the students are subset for this measure, how the data gets paired across years, and how the calculation is performed.

Business Rules

Basic Details:

- **N-Size:** 10 Students
- **Subjects:** English Language Arts
- **Subgroups:** All Students
- **Grades:** 3
- **Tests:** ELA 3, Reading Diagnostics
- **Alternate Assessments Included:** Sometimes – if a student identified to take the alternate assessment takes a reading diagnostic and has an on-track/not-on-track status reported, they are included in the measure. If the student is reported as being exempt from taking diagnostic tests, they are excluded
- **Full Academic Year:** Yes

Full Details:

This measure relies on the “Where Kids Count” rules to determine whether a district or school should be held accountable for a student’s improvement. However, because the calculation follows some students across two school years, some grade pairings use a modified full academic year. **The calculation includes two different timeframes for accountability based on grade level.**

Improving K – 3 Literacy: Business Rules for Kindergarten – Second Grade

Beginning in 2022-2023 students in kindergarten were required to be tested no later than the 20th day of instruction of the school year, and students in Grade 1 or Grade 2 continued to be required to be tested no later than September 30 using whichever approved reading diagnostic each district chose to use. Districts were required to place the K-2 students on a Reading Improvement and Monitoring Plan (RIMP) for the prior school year if they were deemed to be “not on track” with their literacy skills and they served them with one or more reading interventions designed to improve their reading skills.

Students came back in the current year and were tested a second time to determine whether those interventions were successful in improving the students’ literacy levels by the time they moved to the next grade level. Because the reading interventions took place during the prior school year, the calculation looks at that year’s data when determining whether a district or school should be held accountable for a student’s improvement.

The business rules below outline which school year’s data is used for each element when determining accountability. For students reported in Kindergarten through Grade 2, a district will be held accountable if the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the prior school year.

AND



- The student was enrolled in the same district as of the Friday of the first full week in October (formerly called October Count Week) for the current School Year
- AND
- Student How Received Element for the prior and current school year = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, M”, “R”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0.
- OR
- The prior and current school year Sent Reason Element = “CT,” “JV,” “PI,” “PS,” “MR,” “NP,” “OS” or “CR” (note that some codes may not be used for students in grades K-3).
- OR
- For the prior and current school year the student is one that the district sent to a special education cooperative program at another district. These students will be included in the home district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.
- AND
- For the prior and current school year the Tuition Type Element = “D” and “T”
- AND
- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.
- AND
- For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.
- AND
- Excludes students with LEP = “L” and “S” and foreign exchange students who have been in US schools for fewer than 360 days during the prior and current school year.

Improving K – 3 Literacy: Business Rules for Third Grade

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Assessment			1		2					2		2

Students in the third grade are required to be tested no later than September 30, and they, too, must be placed on a Reading Improvement and Monitoring Plan (RIMP) within 60 days of a diagnostic score where they are deemed to be “not on track.” The goal is for districts to improve the third graders’ reading level so that they will pass **the ELA Ohio State Test either in the fall, spring, or summer of the current school year.** Since these interventions take place entirely during the current school year, the calculation looks only at that timeframe when determining whether a district or school should be held accountable for the student’s improvement. A district will be held accountable for a third-grade student if all the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the current school year.

- AND
- Student How Received Element for the current school year = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, M”, “R”, “S”, “U”, “W”, and “Y”; and Student Percent of Time is > 0.
- OR
- Current school year Sent Reason Element = “CT,” “JV,” “PI,” “PS,” “MR,” “NP,” “OS” or “CR” (note that some codes may not be used for students in grades K-3).
- OR
- For the current school year the student is one that the district sends to a special education cooperative program at another district. These students will be included in the home district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.

AND



- For the current school year, the Tuition Type Element = “D” and “T”
- AND
- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.
- AND
- For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.
- AND
- Excludes students with LEP = “L” or “S” and foreign exchange students who have been in US schools for fewer than 180 days during the current school year.

Additional Business Rules for the Improving K - 3 Literacy Measure

Listed below are some additional business rules that are used in the Improving K – 3 Literacy calculation. It is important to understand that some of these rules are different from the business rules that allow a student to be promoted to the fourth grade. Thus, it is possible for a school or district to have zero students retained, but to have less than 100% for the third-grade improvement percentage.

Per state law, the Improving K – 3 Literacy calculation uses only the scale score from the entire ELA test. Thus, students need a scale score of **700** to reach the Proficient range on the third grade ELA OST and this is the minimum score that places the student in the numerator when calculating the third-grade improvement percentage.

In addition, students who do not reach the promotion score on the fall or spring OST have the opportunity to retake the test in the summer and for the purpose of the Improving K – 3 Literacy calculation and these scores also are included.

The Improving K – 3 Literacy calculation does not use alternative vendor assessments when calculating the third-grade improvement percentage.

Accountable students who were retained in Kindergarten, Grade 1 or Grade 2 are included in the calculation if they were deemed to be “not on track” in their prior school year. However, instead of looking at whether the student improved from “not on track” to “on track” across two grades (i.e. improving between Kindergarten and Grade 1) the calculation looks at whether the student improved from “not on track” to “on track” within the same grade (i.e. Kindergarten diagnostic taken in the prior school year to Kindergarten diagnostic taken in the retained school year).

Students who are retained in Grade 3 are **not** included in the calculation during their second year of third grade.

Students who are formally accelerated from kindergarten to Grade 2 or Kindergarten to Grade 3 or who are formally accelerated from Grade 1 to Grade 3 **are** included if their prior year reading diagnostic identified them as being “not on track” in that school year. The calculation will look at whether the student improved from “not on track” to “on track” from the original grade to the accelerated grade (e.g. from Kindergarten to Grade 2).

Students who are formally accelerated from Grade 2 to Grade 4 are **not** included in the calculation.

Students who are exempt from taking the diagnostic assessments (Reported with Code “EX”) due to a ‘significant cognitive disability’ are **not** included in the calculation.

For **any** student with **any** disability, it is up to the student’s IEP team to decide whether they should be subject to retention in the third grade for failing to meet the promotion score on the third grade OST and in some cases



a student may be exempt from retention. It is important to understand that while some students are exempt from the consequences of not meeting the promotion score, their OST data are still included in the Improving At-Risk K-3 Reader’s measure for the purpose of calculating the third-grade improvement percentage **except** in cases where the student is deemed to have a significant cognitive disability and is exempt from taking diagnostics.

State law requires that a conversion community school’s data be rolled up to the public school district that sponsors the conversion school unless the school is a dropout recovery school. For the purpose of the Improving K – 3 Literacy measure if the conversion school’s accountability data rolled up in both the prior and current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district that sponsors the school in the following year.

The law also permits a start-up community school to have a data roll up agreement with the school district where the start-up school is located if the two entities so desire. For the purpose of the Improving K – 3 Literacy measure, if the start-up school’s accountability data rolled up to its resident district in both the prior and the current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district in the following year.

In some cases, a student who was required to be assessed with a diagnostic may not have taken the test in either the previous or current school year. The table below shows how students are counted based on whether the missing score is from the previous or current school year and based on the result from the test taken in the other year.

Prior School Year	Current School Year	Result for K-3 Calculation
Tested with diagnostic and deemed to be “not on track”	Required to be tested, but test never administered	Deemed to be “not on track” Included in denominator, but not numerator because of initial year “not on track” score
Tested with diagnostic and deemed to be “on track”	Required to be tested, but test never administered	Not included in calculation because of initial year “on track” status
Required to be tested, but test never administered	Tested with diagnostic or OST – and deemed to be “not on track” or failed OST	Deemed to be “not on track” based on current year’s status; Included in denominator, but not numerator
Required to be tested, but test never administered	Tested with diagnostic or OST – and deemed to be “on track” or passed OST	Not included in calculation because of the ‘on track’ or passing status

A final provision in state law says that any school or district that has fewer than **ten percent** of their Kindergartners reading below grade level in the current school year they will not have this measure calculated. Of note, the current year Kindergartners are not part of the Improving K-3 Literacy calculation examining improvement until the following school year.

Student Subsets for Improving K - 3 Literacy Measure

When students take a reading diagnostic, they either are deemed to be ‘on track’ or ‘not on track’, depending on their ability to read at a level aligned with the assessment they have taken.

This measure takes note of the students who were deemed to be ‘not on track’ on an initial diagnostic assessment. These students must be placed on a Reading Improvement and Monitoring Plan and served with interventions before taking another assessment. As they take their next assessment they either will still be ‘not on track’ or they will move to being ‘on track’. The diagram below shows the possible outcomes between a first and second assessment.



First Assessment	
'On Track'	'Not on Track'

Second Assessment		
'On Track'	Previously 'Not on Track' but moved to 'On Track'	Students remaining 'Not on Track'

Data Pairs

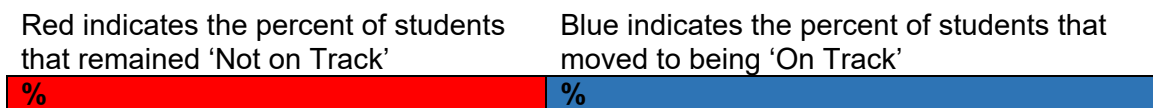
Because each calculation uses two different tests we create “pairs” of data that we label as years on the report card.

- **Year 1:** Reports of the students who were deemed to be 'Not on Track' on the kindergarten reading diagnostic, what percent became 'On Track' when taking their first grade reading diagnostic and what percent remained 'Not on Track'.
- **Year 2:** Reports of the number of students who were deemed to be 'Not on Track' on the first grade reading diagnostic, what percent became 'On Track' when taking their second grade reading diagnostic and what percent remained 'Not on Track'.
- **Year 3:** Reports of the number of students who were deemed to be 'Not on Track' on the second grade reading diagnostic, what percent became 'On Track' when taking their third grade reading diagnostic and what percent remained 'Not on Track'.
- **Year 4:** Reports of the number of students who were deemed to be 'Not on Track' on the third grade reading diagnostic, what percent became 'On Track' when taking their third grade English Language Arts State Test later in the fall or in the spring or summer.
- **Overall:** This row combines the numbers in the other four rows to show of the total number of students across the four grades who were deemed to be 'Not on Track' with one of the diagnostic tests, what percent became 'On Track' when taking their next test and what percent remained 'Not of Track'.

READING THE REPORT CARD WEBPAGE CHARTS

On the report card webpage data pairs are displayed under the “Improving K-3 Literacy Measure Details” tab on the Early Literacy Component page.

The overall Early Literacy percentage and Details of the Measure figures are displayed as percentage bars. With red indicating the percentage of students in a year or grade that remained “Not on Track”. While blue indicates the percentage of students that moved to being “On Track”.



Calculation Visual for Improving K - 3 Literacy Measure

Schools that serve at least two grades between kindergarten and second grade (e.g., K-1, K-2 or 1-2) will receive an Improving K – 3 Literacy Measure. A school that serves grade 3, regardless of what other grades are served also will receive the measure.

While gathering the data for this measure is complex, the calculation for this measure is simple. The students who are deemed to be “Not on Track” with their reading diagnostic are summed to create the denominator. The students who had been ‘Not on Track’ and whose reading improved to move them to being “On Track” are summed to create the numerator. The division is performed, and the resulting number is the Improving K – 3 Literacy measure percentage. The diagram below shows how the data pairs are summed to get the totals.

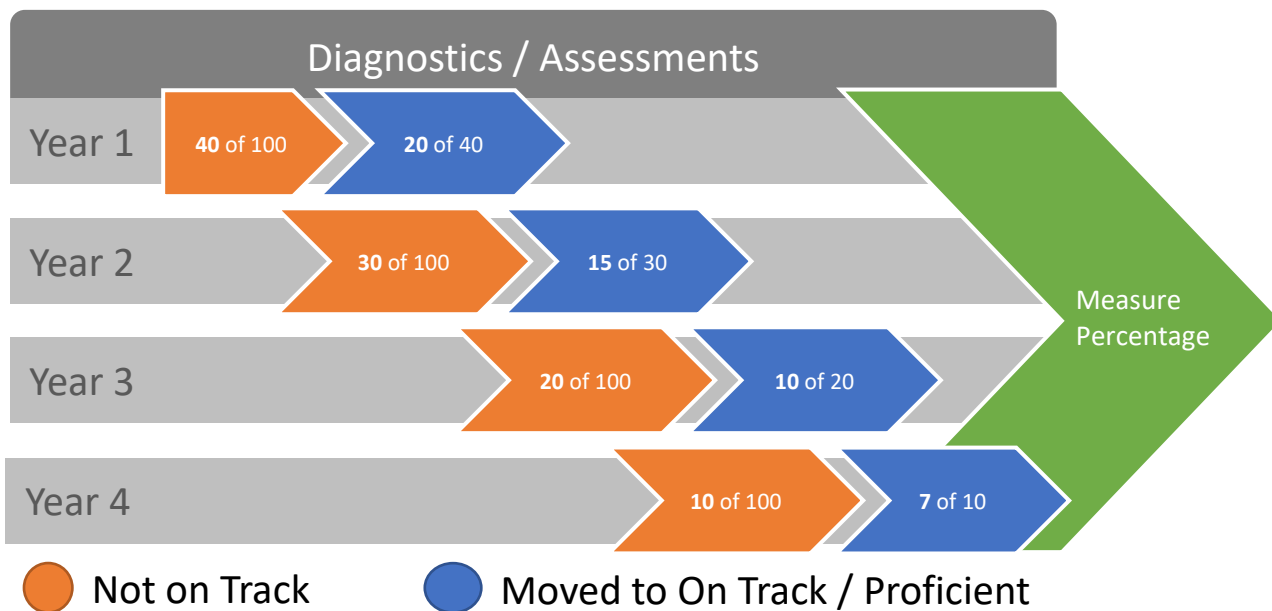


Year 1	Year 2	Year 3	Year 4	Divide to find %	Measure %
Kindergarteners deemed to be 'Not on Track' who moved to being 'On Track' in the following year	First graders deemed to be 'Not on Track' who moved to being 'On Track' in the following year	Second graders deemed to be 'Not on Track' who moved to being 'On Track' in the following year	Third graders deemed to be 'Not on Track' who moved to being 'On Track' later in the same year	Sum of all students moving from 'Not on Track' to 'On Track'	Improving Literacy in K-3 Readers Percentage
Kindergarteners deemed to be 'Not on Track'	First graders deemed to be 'Not on Track'	Second graders deemed to be 'Not on Track'	Third graders deemed to be 'Not on Track'	Sum of all students deemed to be 'Not on Track'	

Example Calculation for Improving K - 3 Literacy Measure

The diagram below shows an example calculation. In this example for Year 1 there are 40 students out of 100 that were found to be “Not on Track” in kindergarten. The calculation follows those 40 students when they take their next diagnostic to determine how many were able to move to being “On Track”. In this example, 20 of those 40 were able to move to being “On Track”. The 40 that were “Not on Track” becomes the first number in the denominator while the 20 that were initially “Not on Track” but moved to being “On Track” becomes the first number in the numerator.

The same pattern follows for all the available data pairs (see the section above on data pairs) to generate the numbers which are added together for the numerator and denominator and turned into the final percentage.



$$\begin{array}{r}
 \text{Sum of Moved to 'On Track' - } 20 + 15 + 10 + 7 \\
 \div \\
 \text{Sum of 'Not on Track' - } 40 + 30 + 20 + 10 \\
 \hline
 = 52\%
 \end{array}$$