



# Ohio Legislative Service Commission

## Bill Analysis

Hannah K. Wann

### H.B. 420

131st General Assembly  
(As Introduced)

**Reps.** Roegner, Hayes, Henne, Bishoff, Becker, Conditt, Burkley, Ruhl, Buchy, Hood, Blessing, LaTourette, Phillips, Hambley, Fedor, Patterson, Vitale, Thompson, Brinkman, Koehler, Manning, Zeltwanger

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## BILL SUMMARY

- Excludes a student who does not take a state assessment from the calculation of a school district's or school's performance index score and K-3 literacy progress grade on the state report card.
- Declares an emergency.

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## CONTENT AND OPERATION

### Performance index score and K-3 literacy progress measure

The bill requires the Department of Education to exclude students, not otherwise exempted from taking state assessments, who choose not to take a state assessment from the calculation of two different graded measures on the state report cards. Those measures are the performance index score and the grade for making progress in kindergarten through third grade literacy.<sup>1</sup>

In effect, the bill ensures that schools and school districts are not penalized on their report card grades for those measures for students to whom the school or district must administer state assessments but who do not take those assessments. Otherwise, in calculating the grade for performance index score, the Department is required to assign a score of zero for any student who does not take an assessment. For the measure that calculates the progress made in kindergarten through third grade literacy, the Department uses a method adopted by the State Board of Education that measures

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<sup>1</sup> R.C. 3302.01 and 3302.03(B)(1)(b) and (g) and (C)(1)(b) and (g).

progress made from year to year using the results of diagnostic assessments and the third-grade Ohio achievement assessment in reading.<sup>2</sup>

## **Background**

### **Performance index score**

The performance index score is a weighted measure of up to 120 points designed to show improvement over time on the state achievement assessments by students scoring at all levels. It applies to all city, exempted village, and local school districts. But it does not apply to some individual schools, because the school does not offer any grades for which an achievement assessment is given (a K-to-2 school, for example), or to joint vocational school districts. To assign a numeric score, the Department assigns weights to student assessment scores from zero, for a student that does not take a test, to a maximum score set by the Department, using progressively larger weights as the level of skill attained on the assessments increases. Continuing law requires the State Board to designate a score of 90% or higher for an "A," 75% to 80% for a "C," and less than 50% for an "F." The Department must add an additional weight at the next higher scoring level for students who have been permitted to pass over a subject under an acceleration policy and who have scored proficient or higher on an assessment. The Department must do so for each school year that such a student attains the proficient score, and the additional weight must be assigned to a student on a subject-by-subject basis. If a student has scored at the advanced level on an assessment and the student's score is included in the performance index score, the Department must add an "additional proportional weight" for the student.<sup>3</sup>

### **Kindergarten through third grade literacy measure**

The grade for "making progress in improving literacy in grades kindergarten through three" is based on rules adopted by the State Board prescribing benchmarks and standards. The law requires the State Board to designate a value that is not lower than the statewide average value for this measure for a grade of "C." The measure must be based on the reduction in the percentage of students scoring below grade level or below proficient, compared from year to year, on the English language arts diagnostic assessments for grades kindergarten through three and the third grade English language arts achievement assessment. Additionally, no grade is to be issued for a

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<sup>2</sup> R.C. 3302.03(B)(1)(g) and (C)(1)(g).

<sup>3</sup> R.C. 3302.01 and 3302.03(B)(1)(b) and (C)(1)(b).



district or school in which less than 5% of students have scored below grade level on the kindergarten diagnostic assessment.<sup>4</sup>

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## HISTORY

ACTION	DATE
Introduced	12-23-15

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<sup>4</sup> R.C. 3302.03(B)(1)(g), (B)(3), and (C)(1)(g).

