



2022 LEGISLATIVE SCORECARD

Advocates for Public Education Policy (A4PEP) is a statewide coalition of individuals and grassroots organizations that promotes leaders and policies to ensure that public schools work for all, not just the well-connected.

A4PEP has as its core the belief that our society depends on a well-educated population, which is achieved by putting students' and teachers' needs first. A4PEP was created in response to what students, parents, and educators felt were the adverse effects of failed "education reform" policies overly based on corporate interests.

A4PEP's assessment of the 2022 session of the State Legislature is that it made **fairly good progress** on improving public education policies.

These were A4PEP's legislative priorities for 2022:

- **Rethinking accountability, assessment, and teacher evaluation**
- **Adequate and equitable funding**
- **Equal access and desegregation**
- **Quality neighborhood schools**

A4PEP's key principles which form the basis for all of its advocacy are as follows:

- A stable, fair, and accessible public education –
 - Sustainable public schools.
 - Integrated and inclusive neighborhood schools.
 - Culturally relevant, engaging, and comprehensive curricula.
 - Community-wide, targeted interventions for each child.
 - Transformative parent, family, and community engagement.
- The opportunity to have skilled, passionate, caring educators –
 - Professionally licensed educators.
 - Educators with high expectations for every student.
 - Educators with cultural competence and deep knowledge of content, pedagogy, and child development.
 - Educators who are effectively prepared, mentored, supported, and retained.
- An education system that is responsible to all students –
 - Accountability and transparency.
 - Public taxpayer dollars used only for public schools.
 - Community-driven, democratically elected school boards.
 - Multiple measures to gauge student, school, and district progress.

BILLS CONSIDERED FOR THE LEGISLATIVE SCORECARD

Here are the bills A4PEP considered for its analysis of the 2022 Legislature in each priority category, with a description of them and an explanation of A4PEP's opinion on its impact on public education policy (✓ means the bill passed and ✗ means it was lost):

Rethinking accountability, assessment, and teacher evaluation

- ✗ [SB22-044](#) – Use of Student Growth in Educator Evaluations
A4PEP strongly supported this bill and is very disappointed that it did not pass. The bill would have stopped the use of students' scores on standardized tests in the evaluations of educator effectiveness.
- ✓ [SB22-069](#) – Learning Disruption Effect on Teacher Evaluation
A4PEP supported this bill strongly in its initial form, which would have prohibited the use of student test scores in educator evaluations for 2 consecutive years whenever there is a public emergency that disrupts the delivery of instruction. A4PEP is disappointed that the bill now applies the prohibition only to the 2021-2022 and 2022-2023 school years.
- ✓ [SB22-070](#) – K-12 Licensed Personnel Performance Evaluations
A4PEP preferred the way that SB22-044 would have changed the educator evaluation system but is encouraged to see some changes made. The bill's reduction from 50% to 30% of the percentage of scores on standardized tests that are used for teacher evaluations is an improvement. A4PEP welcomes the provisions that evaluations be based only on students who have attended the school all year and that no more than 10% be based on "collective measures" (a compilation of test scores in all grade levels and test subjects).
- ✓ [SB22-137](#) – Transition Back to Standard K-12 Accountability
A4PEP found this bill to be helpful in the short-term but not for the long-term, because A4PEP believes the current system of K-12 accountability is seriously flawed. A4PEP is happy that the bill suspends schools' and districts' accreditation ratings until the 2023-2024 school year. However, the bill still requires a calculation of their level of attainment on set targets and returns to the current accountability rating system in 2023-2024.

Adequate and equitable funding

- ✗ [SB22-039](#) – Funding for Educational Opportunities
A4PEP strongly opposed this bill, although it would have eliminated the so-called Budget Stabilization Factor in 2023-2024, because it would have created a voucher program.
- ✓ [SB22-127](#) – Special Education Funding
A4PEP supported this bill, because it will provide a substantial increase in funding for special education, an area that the state has greatly underfunded.
- ✓ [HB22-1202](#) – At-Risk Student Measure for School Finance
A4PEP supported this bill, because adding additional criteria besides the number of students on Free- or Reduced-Price Lunch to determine at-risk funding will provide a more accurate assessment that will better target funding to students in need.
- ✓ [HB22-1390](#) – Public School Finance
A4PEP is glad to see the increase in school funding provided in this bill, as well as the reduction of the so-called Budget Stabilization Factor to its lowest level since being instituted. A4PEP is also pleased the attempt to include SB22-197 in this bill was thwarted.

- X [HB22-1395](#) – Transportation Innovation Grant Program
A4PEP opposed this bill and is glad it was lost, because it would have used the shortage in school transportation staffing as an excuse to allow the privatization of school transportation services under the guise of being “innovative.”

Equal access and desegregation

- X [SB22-087](#) – Healthy Meals for All Public School Students
A4PEP supported this bill and was sorry to see that it was lost because the state was unwilling to provide the financing to reimburse participating school food authorities to provide free school meals for all public school students. However, A4PEP appreciates that the substitute bill, HB 1414 (see below), was passed.
- ✓ [HB22-1049](#) – Prohibiting Transcript and Diploma Withholding
A4PEP supported this bill but preferred its initial form, which would have unconditionally disallowed postsecondary institutions from refusing to issue diplomas to students who owed a debt. However, A4PEP supports the final version because it still bans the refusal if students request and can demonstrate the need for a transcript or diploma.
- ✓ [HB22-1155](#) – In-State Tuition for CO High School Graduates
A4PEP strongly supported this bill because it provides more opportunities for students to attend state colleges or universities. A4PEP appreciates the easing of requirements to attend at the in-state tuition rate, for both documented and undocumented students.
- ✓ [HB22-1260](#) – Access to Medically Necessary Services for Students
A4PEP strongly supported this bill because it provides students with special needs more educational equity and an increased chance of educational success by allowing these students to access to medically necessary behavioral health services in school settings.
- ✓ [HB22-1295](#) – Department of Early Childhood and Universal Preschool Program
A4PEP supported this bill because it knows that quality early childhood care and education are important for all children to succeed in school and in life. A4PEP supported the ballot measure that requires the state to provide universal preschool, which this bill codifies; A4PEP also welcomes the consolidation of early childhood programs in a new department.
- ✓ [HB22-1414](#) – Healthy Meals for All Public School Students
A4PEP supported this bill but would have preferred SB 087. This bill puts a measure on the November ballot to pay for free school meals by capping itemized and standard state income tax deductions for taxpayers with a federal adjusted gross income over \$300,000 – A4PEP is concerned that voters might not approve this because of the extra tax obligation.

Quality neighborhood schools

- ✓ [SB22-054](#) – Recommend Community School for Turnaround Plan
This bill was one of A4PEP’s top priorities. A4PEP believes that “it takes a village” to turn around a school’s or district’s performance; i.e., improvement is not possible without strong community involvement. The only aspect of the bill that was disappointing to A4PEP is that it does not apply to schools or districts on turnaround during the current school year.

✓ [SB22-197](#) – Innovation School Zones With Alternative Governance

This is the bill that A4PEP spent the most time advocating against. The bill usurps locally elected school boards' authority by allowing private groups to manage innovation zones, by forcing school boards to submit to and pay for a dispute resolution process, and by removing some of their ability to allocate resources equitably throughout the district. A4PEP was appalled that the House Education Committee called a last-minute hearing on it just days before the end of the session, preventing most organizations from testifying on it.

✓ [HB22-1294](#) – Special Education Services in Charter Schools

A4PEP strongly opposed this bill and was dismayed to see how quickly it went through the legislative process, essentially preventing most organizations from testifying. While A4PEP supports improving the provision of special education services in charter schools, this bill really does not do that. Instead, it encourages the creation of more charter school networks, which are privately run groups not under the direct control of elected school boards, and it sets a dangerous precedent by allowing charter schools to have an "enrollment preference."