

I Stand With Kids Legislative Evaluation Tool



This evaluation tool is designed to help identify legislation that is student focused and puts improving student outcomes at the forefront.

Bill Number/Name:

Link to Bill:

Bill Description:

Intention & Clarity of the Bill				
Item	N/A	0 - Insufficient	1 - Partially Student Focused	2 - Student Focused
Is the purpose/intention of the bill clearly defined? Does it account for or anticipate unintended consequences or interpretations?	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points The purpose of the bill is not defined, or is very difficult to find. It does not address or account for any potential unintended consequences.	<input type="checkbox"/> 1 Point The purpose of the bill is somewhat defined but lacks clarity. Some potential unintended consequences are addressed, but not fully or without resolution.	<input type="checkbox"/> 2 Points The purpose of the bill is clearly defined. Any unintended consequences are addressed and resolved within the context of the bill.
Rating Rationale/What questions does this raise for you?: <i><please enter an explanation with evidence for your rating></i>				
Does the language used in the bill make the bill easy to understand?	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points There are no definitions that are easy to understand if you don't already know them.	<input type="checkbox"/> 1 Point Some terms are defined, but some are still confusing.	<input type="checkbox"/> 2 Points Each important term is defined to make sure readers can understand.
Rating Rationale/What questions does this raise for you?: <i><please enter an explanation with evidence for your rating></i>				

Metrics, Benchmarks, and What Success Looks Like

Are the metrics/benchmarks/standards/criteria developed in a consistent and equitable manner?	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points There are no indications that the standards were developed equitably, or with any consistency. Different standards are applied to different sections or provisions of the bill.	<input type="checkbox"/> 1 Point Some standards and metrics were developed thinking of some consistency and equity, but there are still gaps or questions.	<input type="checkbox"/> 2 Points Each standard and metric clearly demonstrates consistency and equity in the way it was developed.
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Rating Rationale/What questions does this raise for you?:

<please enter an explanation with evidence for your rating>

Are the metrics/benchmarks/standards/criteria applied in a consistent and equitable manner? (Is it clear what the bill is trying to accomplish? Is there a way to measure what it is trying to accomplish? Is that measurement applicable across all student groups?)	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points There is no indicator on what the bill will accomplish, or the intention is unclear. It is not clear or difficult to define what successful implementation of the bill would look like. There is no mention or little regard for applicability to different student groups and populations.	<input type="checkbox"/> 1 Point There is some idea on what the bill would accomplish, but it is unclear or could be interpreted in different ways. It is somewhat clear what successful implementation of the bill would look like. Some student groups and populations are addressed with the bill language.	<input type="checkbox"/> 2 Points The bill's intention is clearly stated and/or defined, with measurable outcomes for impact and intended purpose. The measurements are clearly applicable across all student groups and populations.
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Rating Rationale/What questions does this raise for you?

<please enter an explanation with evidence for your rating>

Outcomes and Impact

Does the bill articulate how it will impact student outcomes/achievement?	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points Student outcomes and impact are not addressed.	<input type="checkbox"/> 1 Point Student outcomes and impact are somewhat identified, but not clearly and without drawing clear lines between the bill and the intended impact.	<input type="checkbox"/> 2 Points Student outcomes and impact are clearly defined and are a focal point of the bill's intention.
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Rating Rationale/What questions does this raise for you?:

<please enter an explanation with evidence for your rating>

Does the bill set high expectations for kids? (<i>i.e.</i> Louisiana SB 222 (2021) prioritized teaching kids to read on or above grade level)	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points Student expectations are not mentioned, discussed, or implied within the bill.	<input type="checkbox"/> 1 Point Student expectations are somewhat discussed or implied, but not clearly and without definition of the expectations.	<input type="checkbox"/> 2 Points High expectations for students are clearly implied or discussed in the bill.
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Rating Rationale/What questions does this raise for you?:

<please enter an explanation with evidence for your rating>

Does the bill account for the impact it will have on emerging bilinguals?	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points Impacts to emerging bilingual students are not mentioned.	<input type="checkbox"/> 1 Point Impacts to emerging bilingual students are mentioned, but impacts and considerations are unclear or unresolved.	<input type="checkbox"/> 2 Points Impacts to emerging bilingual students are clearly identified and addressed.
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Rating Rationale/What questions does this raise for you?:

<please enter an explanation with evidence for your rating>

Does the bill account for the impact it will have on students with disabilities?	<input type="checkbox"/> N/A	<input type="checkbox"/> 0 Points Impacts to students with disabilities are not mentioned.	<input type="checkbox"/> 1 Point Impacts to students with disabilities are mentioned, but impacts and considerations are	<input type="checkbox"/> 2 Points Impacts to students with disabilities are clearly identified and addressed.
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			unclear or unresolved.	
<p>Rating Rationale/What questions does this raise for you?:</p> <p><please enter an explanation with evidence for your rating></p>				
Feasibility and Implementation				
Does the bill require funding? If so, is it provided?		<input type="checkbox"/> 0 Points Funding needs and/or sources are not addressed.	<input type="checkbox"/> 1 Point Funding needs are addressed, but sources or mechanisms are not identified or explained.	<input type="checkbox"/> 2 Points Funding needs are addressed, and sources and other funding tools are explained clearly.
<p>Rating Rationale/What questions does this raise for you?:</p> <p><please enter an explanation with evidence for your rating></p>				
<p>Is this the most effective/appropriate approach to address this issue? (<i>i.e.</i> could this issue be better addressed without legislation?)</p> <p>Is this the most effective/appropriate body to be addressing this issue?</p>		<input type="checkbox"/> 0 Points This issue could be approached more effectively through other means, such as directly contacting school board Trustees or school officials.	<input type="checkbox"/> 1 Point It is possible that this issue could be addressed without legislation, but the legislative approach may be the most effective.	<input type="checkbox"/> 2 Points A legislative approach is the best way to address this issue.
<p>Rating Rationale/What questions does this raise for you?:</p> <p><please enter an explanation with evidence for your rating></p>				
Does the bill account for and address how different entities/agencies will		<input type="checkbox"/> 0 Points The bill does not mention which stakeholders are involved, their responsibilities, or how they will	<input type="checkbox"/> 1 Point The bill somewhat defines which entities/agencies will work together and the responsibilities	<input type="checkbox"/> 2 Points The bill clearly defines the agencies and entities that will work together, responsibilities of

communicate/work together?		work together.	of each group or entity.	each, and how they will work together.
Rating Rationale/What questions does this raise for you?: <i><please enter an explanation with evidence for your rating></i>				
Is the bill or BDR based on data-driven information? Is there a cited source?		<input type="checkbox"/> 0 Points The bill does not draw upon research, data, or other reputable sources to demonstrate how it is a workable solution to a problem or issue.	<input type="checkbox"/> 1 Point The bill references studies, data, or research, but is unclear and vague on the source and/or how it will address the problem or resolve an issue.	<input type="checkbox"/> 2 Points The bill clearly references a reputable study, research, and/or data to demonstrate how the bill will solve a problem or resolve an issue.
Rating Rationale/What questions does this raise for you?: <i><please enter an explanation with evidence for your rating></i>				

Total Score: ____

Scoring Key and Next Steps

17-24 points: The bill represents a solid policy that will benefit kids' outcomes and reflects a focus on students.

- Next steps: Contact your legislators and use this evaluation tool as the basis for why you are supporting the bill, and any ideas or suggestions you have to potentially alleviate any concerns you noted in the tool.

9-16 points: The bill possibly represents a policy that may benefit kids, but concerns persist around certain areas or sections.

- Next steps: Contact your legislators, or the bill sponsor, and use this evaluation tool to explain your concerns and what would need to be addressed for this bill to be more student outcomes-focused.

0-8 points: The bill would not inherently lead to improved student outcomes. Significant concerns persist around how this would benefit kids, and improvements would be needed to gain your support.

- Next steps: Contact your legislators or the bill sponsor, and use this evaluation tool to explain your concerns, why you would not support this bill as it exists today, and if possible, any ideas or suggestions you have to make the bill more focused on student outcomes.