



1 Equity Statement for SR22-1, STAR Framework Recommendations

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3 The State Board has conducted research and public engagement over the past two years related to  
4 the current Statewide Accountability Plan, called the School Transparency and Reporting (**STAR**)  
5 Framework. This work has shown that the current system is biased, particularly against schools  
6 that serve larger populations of students designated at-risk, students with disabilities and English  
7 Language Learners.

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9 SR22-1 provides recommendations for changes to the Statewide Accountability Plan that will  
10 increase equity for students in the following ways.

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12 First, the State Board is recommending changes to the indicators by which schools are evaluated,  
13 placing a greater emphasis on non-statewide assessment metrics, increasing the weighting of  
14 statewide assessment growth metrics, while reducing—but retaining—academic proficiency  
15 metrics. The State Board is also recommending that a new statewide school climate instrument be  
16 developed and implemented as part of a new accountability system.

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18 Second, the State Board is recommending changes in how information is displayed on the school  
19 report cards provided by the Office of the State Superintendent of Education (OSSE). The  
20 recommendations, if implemented, would result in a dynamic data dashboard display which  
21 stakeholders (e.g., families, educators, students, etc.) could easily navigate to find the information  
22 most important to them from broad categories like Academic Growth, School Culture and  
23 Equitable Student Growth. The new report card would also include information about the programs  
24 available at a particular school by expanding the current list.

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26 Further, the State Board is recommending that the District of Columbia commit to supporting  
27 schools beyond the lowest performing 5 percent required by federal law in the particular areas  
28 where they need additional assistance. This recommendation will require commitment and action  
29 by the Mayor and Council of the District of Columbia in addition to OSSE.

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31 The State Board believes that these recommendations will increase equity in the education system  
32 in the District at the school level—and importantly, at the student-level—by creating a fairer  
33 system in which school performance and quality is less tied to the student population, and more so  
34 on being held accountable for providing education excellence, maximizing its resources, and  
35 ensuring a positive school environment to all students, families, and staff.

