



Advanced Instructional Systems

Issue Definition

For public education to function optimally, it requires an instructional system that makes the acquisition of knowledge and skills efficient, effective, and appealing. These systems have evolved to include systems of standards, instruction, assessment, and accountability for all those involved in the critically important role of educating students.

Elements of an Effective System

Top-performing states and education systems have well-developed, coherent instructional systems that incorporate standards, curricula, and assessments that allow instruction to be personalized and teachers to use appropriate methods of teaching. Combined, such a system allows all students to achieve goals and meet standards. Top-performing countries also benchmark their standards, curricula, and assessments to other leading countries.

Georgia Advanced Instructional System Data – By the Numbers

The Education Commission of the States identified 10 state policies to promote college and career readiness and align K-12 and post-secondary expectations and success.

- Georgia has addressed all 10 policies.
- Georgia is one of 12 states that aligned high school graduation requirements with college admission requirements in all core subjects except foreign language.

POLICY REVIEW	GEORGIA	NATIONAL
1. COLLEGE AND CAREER READY (CCR) STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , state-developed/contracted	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS HS course requirements match statewide college admissions	YES , except foreign language	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in systemwide	YES	24 states use CCR to determine performance
5. ADMISSIONS STANDARDS Statewide or systemwide	YES , systemwide (single system) GPA; assessments; high school coursework	28 – common admissions standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES systemwide systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – common course numbering 36 – guaranteed transfer of associate degrees 17 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goal in master plan Performance-funding model and metrics	YES Yes Yes Yes Yes, persistence; graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have a completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report

Opportunities

Over the past several years, Georgia has worked hard to develop a coherent instructional system that incorporates high standards and aligned assessments and allows instruction to be personalized. College- and career-ready indicators show that Georgia is on the right track. As Georgia moves forward, there are opportunities to build upon the strengths of recent efforts.

ALERT!

None noted at this time.

YIELD! PROCEED WITH CAUTION, MORE WORK TO BE DONE

Support the Georgia Milestone Assessment System.

- Implement the recommendations in The Georgia Department of Education's Every Student Succeeds Act plan to clearly communicate the relevance and utility of statewide assessments; provide more interpretative guidance; enhance and increase access to sample items, student exemplars, and other related resources for parents and educators; and strengthen technology-enhanced items.

Increase the use of formative assessments to inform instruction.

- The proposed ESSA plan aims to change the focus of assessments away from just being used for high stakes purposes that drive instruction to formative assessments that help inform instruction and allow for greater personalization.

Incorporate benchmarks to measure Georgia's progress.

- While Georgia does imbed some normed measures in the Georgia Milestones, there is no systematic way to compare Georgia students to those in other states other than the National Assessment of Educational Progress (NAEP) scores, which are released every two years.

Ensure the accountability system holds schools and districts responsible for the success of all students.

- Georgia should include the disaggregated performance of each student subgroup on each indicator so that subgroup gaps are not masked by overall schoolwide averages.

Support district use of technology.

- Continue to address connectivity issues.
- Provide educator professional development to incorporate technology into personalized learning strategies.

Support the Innovation Fund, research, and evaluation.

- Identify and scale best practices across state priorities in learning and innovation.

GO! KEEP MOVING FORWARD: STRONG POLICIES IN PLACE

Continue the commitment to college- and career-ready standards.

- Support professional development for teachers implementing the new science and social studies standards.
- Support the development and implementation of the first Georgia Standards of Excellence for media arts, theatre arts, and visual arts.

Continue to uphold Georgia's high graduation standards.