

Priority: Innovative Instruction & Accountability

Promote district adoption of innovative instructional approaches by redesigning Georgia’s K-12 accountability system.

Policy Context	Key Outcomes
<p>The pandemic allowed practitioners to push the “reset” button on teaching and learning. School systems used federal pandemic-relief funds to purchase digital assessments and learning software to monitor student performance and pinpoint educational standards that students had not yet mastered. These technologies enable district and school leaders to integrate accelerated and mastery-based instructional approaches into current teaching and learning models. The Georgia Partnership has identified Georgia’s K-12 accountability system as a key lever for promoting district adoption of accelerated and mastery-based approaches and increasing the number of high school graduates who have earned post-secondary credits and credentials.</p>	<p>Increase the percentage of high school graduates who meet all four ACT college readiness benchmarks to 40% by 2033, up from the current rate of 30%.</p> <p>Increase the post-secondary readiness rates for underserved groups, as measured by ACT, by at least 30% by 2033.</p>
<p>The Georgia Department of Education (GaDOE) started the system redesign process in February 2023 by requesting approval from the United States Department of Education (ED) to revise the College and Career Ready Performance Index (CCRPI), the state’s K-12 accountability tool. If approved, the revised model would no longer include a single final school or district score. Also, the new CCRPI would revise the current Closing Gaps formula to reward districts who improve academic achievement for at-risk student populations.</p> <p>Although the proposed changes improve upon the current model, a next-generation accountability system should also accomplish two goals:</p> <ol style="list-style-type: none">1. Equip school personnel with data to monitor progress, refine strategies, and inform resource allocation decisions.2. Reward districts and schools that expand access to accelerated, mastery-based, and career-connected learning approaches in alignment with state and community workforce needs.	<p><u>EdQuest Framework</u></p> <p>Advanced Instructional Systems</p> <p>Clear Pathways to Post-Secondary Success</p> <p>Supportive Learning Environments</p>

Power Strategies

Community-Driven Improvement

Drafting a K-12 accountability model that includes multiple measures of school quality and structures that support performance feedback and improvement.

Instructional System Redesign

Supporting learner-centered instruction – a model in which students are agents of their own learning and can apply skills in real-world and work-based learning environments.

Getting Started: Focusing on Quick Wins

1. School systems and communities should prepare for pending changes to the state accountability system by revising existing school/district improvement plans. Practical steps include:
 - Identifying district challenges and opportunities with educators, students, parents, and community members
 - Prioritizing student and community needs to allocate limited funds; and,
 - Creating a plan to monitor progress and evaluate program effectiveness.
2. State leaders, in consultation with educator and community stakeholder groups, should identify new accountability measures that support instructional transformation while also ensuring that local communities address state-level priorities.
3. State policymakers and advocacy groups should partner to assess how state laws and regulations could support accelerated, mastery, and career-connected learning.

Sustaining Momentum Through 2033

Progress Metrics

Each of the priorities presented in the EdQuest State Policy Plan includes at least one outcome measure and a set of metrics that help state and community leaders know whether they are making progress. This profile includes a non-exhaustive list of measures associated with preparing young adults for post-secondary opportunities.

- Percent of students who have earned post-secondary credit while enrolled in high school
- Percent growth in number of students who have completed a career pathway program
- Percent of high school seniors who complete the Free Application for Federal Student Aid (FAFSA) form
- Percent of young adults who enroll in post-secondary programs, enlist in the Armed Forces, or enter the workforce within six months of high school graduation.

State Leadership

State leaders can support increased post-secondary readiness in several ways including:

- Promoting the use of individual and career academic plans (iCAPS) to document student progress toward planning for post-secondary opportunities
- Determining what industry-recognized credentials are in the greatest demand and exploring whether districts and post-secondary systems are meeting these needs. The analysis should support efforts to prioritize which career pathways to expand.

Building a Strong Foundation

State strengths and assets

GaDOE commitment to reforming CCRPI

Georgia Deeper Learning Network, a community-based collaborative with 20+ district members

Strong CTAE (Career, Technical, and Agricultural Education) state priority, structure, investment

Set of leading districts exploring accelerated, mastery-based, career-connected learning

Improving on current policy and practice

State leaders should leverage accountability incentives to support district re-orientation toward new instructional approaches.

The development and execution of accelerated, mastery-based, and career-connected approaches will take time and significant investment in training and technical assistance. However, the 10-year timeline provides ample time for school leaders to integrate innovative approaches into current instructional models.

Alignment with the North Star goal of 65% post-secondary attainment

State and community leaders should use district and school accountability to support the development and implementation of evidence-based instructional strategies. Spreading and scaling effective instructional approaches is crucial to ensuring more students graduate high school ready for enrollment, employment, or enlistment.

However, the current accountability system does not provide a framework for how district and school leaders can use accountability results to conduct school improvement efforts. By adopting performance metrics that align closely with state priorities and by allowing districts to select metrics from a preset menu that reflect their needs and priorities, a retooled accountability system could spur schools and communities to improve post-secondary readiness rates, which, in turn, could contribute to higher post-secondary attainment.