KEY FINDINGS OF THE
Stakeholder Survey on the Georgia Standards of Excellence for Mathematics

In July 2019, the Georgia Department of Education released surveys on the Georgia Standards of Excellence for Mathematics and English Language Arts. Both surveys were made available to all stakeholders, including teachers, educational leaders, business/industry, and community members. In total, from July 23 to September 26, nearly 14,000 Georgians completed the math survey.

Key findings from their responses are below; the results are available at **gadoe.org/standards.**

OVERALL TRENDS

- In general, parents and teachers feel the standards do a better job preparing students for college than for careers and life.
- More than two thirds of teachers agree the wording of the standards is accessible to teachers. However, many teachers think the wording of the standards is inaccessible to parents and students.
- K-8 parents expressed a much greater rate of concern than teachers across all categories of the survey (with the exception of whether the language/terminology of the standards is accessible to teachers – most parents believe it is).
- The top concerns expressed by teachers *and* parents are ***the number of standards vs. time available to teach them*** and ***the current standards not fostering creativity and autonomy in the classroom***. Teachers also have strong concerns about whether the standards are accessible for their students.

K-5 TRENDS

TEACHERS – 5,282 RESPONSES

- There is just a four-point difference between teachers who feel the current K-5 mathematics standards are age- and developmentally appropriate (47 percent) and those who express concerns (43 percent).
- 47.4 percent of teachers rate the current K-5 standards as too rigorous, while 37 percent rate them as appropriately rigorous.
- More teachers feel the current K-5 standards support key concepts and skills and are sequenced in a cohesive way, with less support around the clarity and relevance of the current standards.
- Teachers were split on the teaching and learning impact of the current standards, with 40.3 percent rating it as positive and 35 percent as negative.

PARENTS – 1,703 RESPONSES

- Three times as many parents rated the current standards as having a negative impact on teaching and learning.
- The majority of parents expressed concerns regarding the age- and developmental appropriateness, clarity, relevance, and cohesion of the current standards, along with their integration of key concepts and skills, their impact on classroom creativity and autonomy, their accessibility for parents, and the time available for teaching and learning.

6-8 TRENDS

TEACHERS – 1,939 RESPONSES

- There was a stronger agreement across all categories of the survey among 6-8 teachers, compared to their K-5 counterparts.
- More 6-8 teachers agree the current standards identify key concepts and skills (48.9 percent vs. 32.2 percent) and have a positive impact on teaching and learning (40.1 percent vs. 32.6 percent).
- The strongest concerns expressed by 6-8 teachers relate to the accessibility of the standards for parents and students and the time available for teaching and learning.
- 45 percent of teachers rated the current 6-8 standards as having the appropriate level of rigor, while 37.6 percent rated the current standards as too rigorous.

PARENTS – 1,060 RESPONSES

- The strongest concerns expressed by parents related to the clarity, sequencing, cohesion, and relevance of the current standards, along with their integration of key skills and concepts, the time available for teaching and learning, the impact of the standards on classroom creativity and autonomy, and the accessibility of the standards for parents.
- Three times as many parents rated the current standards as having a negative impact on teaching and learning, compared to those who rated the standards as having a positive impact.
- Many more parents (44.7 percent) rated the current standards as too rigorous, while 25.8 percent rated them as having the appropriate level of rigor.

ALGEBRA I TRENDS

TEACHERS – 1,389 RESPONSES

- The majority of teachers (55.6 percent) agree the current Algebra I standards are age- and developmentally appropriate.
- The strongest concerns expressed by teachers related to the clarity and cohesion of the current Algebra I standards, their integration of key skills and concepts, their

accessibility to parents, the time available for teaching and learning, and their impact on classroom creativity and autonomy.

- Many teachers (44.2 percent) feel the current standards have the appropriate level of rigor, compared to 33.7 percent who feel the current standards are too rigorous.

PARENTS – 470 RESPONSES

- Parents' attitudes toward the level of rigor in the standards was the inverse of Algebra I teachers', with 41.4 percent rating the standards as too rigorous
- The strongest concerns expressed by parents related to the age- and developmental appropriateness, clarity, sequencing, cohesion, and relevance of the current standards, along with their integration of key skills and concepts, their accessibility to parents and students, and the time available for teaching and learning.
- Three times as many parents rated the current standards as having a negative impact on teaching and learning, compared to those who rated the standards as having a positive impact.

ALGEBRA II TRENDS

TEACHERS – 1,033 RESPONSES

- Two thirds of teachers (62.5 percent) agree the current Algebra II standards are age- and developmentally appropriate.
- The strongest concerns expressed by teachers related to the clarity, cohesion, and sequencing of the current standards, along with their impact on creativity and autonomy in the classroom, the time available for teaching and learning, and their accessibility to parents.
- The majority of teachers (50.6 percent) rated the current Algebra II standards as having the appropriate level of rigor, while 25 percent said the current standards are too rigorous.
- Teachers were split on the teaching and learning impact of the current Algebra II standards, with 34.2 percent rating it as positive and 38 percent as negative.

PARENTS – 323 RESPONSES

- Parents' attitudes toward the level of rigor in the standards were nearly the inverse of Algebra II teachers', with 41.8 percent rating the standards as too rigorous
- The strongest concerns expressed by parents related to the age- and developmental appropriateness, clarity, relevance, sequencing, and cohesion of the current standards, along with their integration of key skills and concepts, their impact on creativity and autonomy in the classroom, the time available for teaching and learning, and their accessibility to parents.
- Three times as many parents rated the current standards as having a negative impact on teaching and learning, compared to those who rated the standards as having a positive impact.

GEOMETRY TRENDS

TEACHERS – 1,179 RESPONSES

- Nearly two thirds of teachers (61.2 percent) agree the current Geometry standards are age- and developmentally appropriate.
- The strongest concerns expressed by teachers related to the clarity, cohesion, and sequencing of the current standards, along with their impact on creativity and autonomy in the classroom, the time available for teaching and learning, and their accessibility for parents.
- A near-majority of teachers (48.9 percent) rated the current Geometry standards as having the appropriate level of rigor, while 27.8 percent said the current standards are too rigorous.
- Teachers were split on the teaching and learning impact of the current Geometry standards, with 33 percent rating it as positive and 39 percent as negative.

PARENTS – 366 RESPONSES

- Parents' attitudes toward the level of rigor in the standards were nearly the inverse of Geometry teachers', with 38.8 percent rating the standards as too rigorous.
- The strongest concerns expressed by parents related to the age- and developmental appropriateness, clarity, relevance, sequencing, and cohesion of the current standards, along with their integration of key skills and concepts, their impact on creativity and autonomy in the classroom, the time available for teaching and learning, and their accessibility for parents.
- Three times as many parents rated the current standards as having a negative impact on teaching and learning, compared to those who rated the standards as having a positive impact.

PRE-CALCULUS TRENDS

TEACHERS – 777 RESPONSES

- Nearly two thirds of teachers (62.6 percent) agree the current Pre-Calculus standards are age- and developmentally appropriate
- The strongest concerns expressed by teachers related to the clarity, cohesion, and sequencing of the current standards, along with their impact on creativity and autonomy in the classroom, the time available for teaching and learning, and their accessibility for students and parents.
- The majority of teachers (52.2 percent) rated the current Pre-Calculus standards as having the appropriate level of rigor, while 24.7 percent said the current standards are too rigorous.
- Teachers were nearly split on the teaching and learning impact of the current Pre-Calculus standards, with 34.3 percent rating it as positive and 39.2 percent as negative.

PARENTS – 222 RESPONSES

- Parents' attitudes toward the level of rigor in the standards were nearly the inverse of Pre-Calculus teachers', with 41.1 percent rating the standards as too rigorous
- The strongest concerns expressed by parents related to the age- and developmental appropriateness, clarity, relevance, sequencing, and cohesion of the current standards, along with their integration of key skills and concepts, their impact on creativity and autonomy in the classroom, the time available for teaching and learning, and their accessibility for parents.
- Nearly three times as many parents rated the current standards as having a negative impact on teaching and learning, compared to those who rated the standards as having a positive impact.