

KEY FINDINGS OF THE Stakeholder Survey on the Georgia Standards of Excellence for English Language Arts

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, more than 11,000 Georgians completed the ELA 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, most teachers feel the wording of the standards is not accessible to their students, and more teachers (49.3 percent) think the wording of the standards is not accessible to parents.
- In general, K-8 parents expressed a 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

- Parents and teachers expressed the highest rate of concern for the current K-5 ELA standards, compared to other grade bands.
- More parents and teachers question how relevant the standards are to the age/grade level they are currently assigned.
- The majority of teachers believe the K-5 ELA standards are too rigorous.

TEACHERS – 4,706 RESPONSES

- More teachers feel the standards are not age- and developmentally appropriate (48.3 percent disagreeing vs. 42.4 percent agreeing).



Georgia Department of Education
2066 Twin Towers East
205 Jesse Hill Jr. Dr. SE
Atlanta, GA 30334
www.gadoe.org



- Teachers were evenly split on the question of whether the current standards have a positive impact on teaching and learning (38.9 percent agreeing vs. 37.4 percent disagreeing).

PARENTS – 1,123 RESPONSES

- Parents who responded have greater concerns regarding the age- and developmental appropriateness of the standards compared to teacher respondents.
- Almost twice as many parents (59.9 percent) believe the standards have more of a negative impact than a positive impact on teaching and learning.

6-8 TRENDS

TEACHERS – 1,732 RESPONSES

- Nearly 60 percent of teachers feel the current 6-8 standards are age- and developmentally appropriate, the highest out of the ELA survey results.
- More teachers expressed concerns over the cohesion and sequencing of the current standards (42.4 percent, compared to 39 percent who felt the standards were cohesive and appropriately sequenced).
- Additionally, 41.9 percent of teachers responded that the current standards have had a positive impact on teaching and learning, compared to 32.4 percent who felt the standards have had a negative effect.

PARENTS – 651 RESPONSES

- 56 percent of parents believed the standards had more of a negative impact than a positive impact on teaching and learning
- More than twice as many parents believe the standards have a negative impact on creativity and autonomy in the classroom, compared to those who feel the standards have a positive impact.

9TH GRADE LITERATURE & COMPOSITION TRENDS

TEACHERS – 917 RESPONSES

- Most teachers agree the current 9th Grade Literature & Composition standards are age- and developmentally appropriate, relevant, and support key skills and concepts.
- Teachers are evenly split on the cohesion and sequencing of the current standards, with 41.5 percent stating concerns and 41.5 percent saying the standards are coherent and appropriately sequenced.
- 45.1 percent of teachers responded that the current standards have had a positive impact on teaching and learning, compared to 28.6 percent who feel the impact has been negative.

PARENTS – 186 RESPONSES

- 47.1 percent of parents agree the current 9th Grade Literature & Composition standards are age- and developmentally appropriate, with 39.4 percent disagreeing.
- Roughly half (49 percent) of parents believe the current standards have more of a negative than a positive impact on teaching and learning; 29.1 percent of parents believe they have more of a positive impact.

10th GRADE LITERATURE & COMPOSITION TRENDS

TEACHERS – 733 RESPONSES

- Most teachers agree the current 10th Grade Literature & Composition standards are age- and developmentally appropriate, relevant, and support key skills and concepts.
- Slightly more teachers (42.4 percent) expressed concerns over the cohesion and sequencing of the current standards, compared to 40.8 percent who feel the standards are coherent and appropriately sequenced.
- Compared to other courses and grade levels, more teachers feel the 10th Grade Literature & Composition standards foster creativity and autonomy in the classroom.

PARENTS – 186 RESPONSES

- Parents are evenly split (43.2 percent vs. 44.4 percent) regarding the age- and developmental appropriateness of the current 10th Grade Literature & Composition standards.
- More than half (54.8 percent) of parents believe the current 10th Grade Literature & Composition standards have more of a negative impact than a positive impact on teaching and learning; 29 percent believe they have more of a positive impact.

BRITISH LITERATURE TRENDS

TEACHERS – 273 RESPONSES

- Most teachers agree the current British Literature standards are age- and developmentally appropriate, relevant, and support key skills and concepts.
- Overall, teachers expressed a strong rate of agreement across categories.

PARENTS – 54 RESPONSES

- Most parents agree the current British Literature standards are age- and developmentally appropriate, relevant, and support key skills and concepts.
- Overall, parents expressed a strong rate of agreement across categories.

WORLD LITERATURE TRENDS

TEACHERS – 630 RESPONSES

- More teachers expressed concerns over the cohesion, sequencing, and clarity of the current standards.
- Overall, teachers expressed a strong rate of agreement regarding the age- and developmental appropriateness and relevance of the current World Literature standards, along with their focus on key skills and concepts.

PARENTS – 152 RESPONSES

- More parents agree the current World Literature standards are age- and developmentally appropriate, relevant, and support key skills and concepts.
- Overall, parents expressed a strong rate of agreement across categories.

AMERICAN LITERATURE TRENDS

TEACHERS – 785 RESPONSES

- Most teachers agree the current American Literature standards are age- and developmentally appropriate, relevant, and support key skills and concepts.
- 41.3 percent of teachers expressed concerns over the cohesion and sequencing of the current American Literature standards, compared to 41 percent who feel the standards are coherent and appropriately sequenced.

PARENTS – 151 RESPONSES

- Most parents agree the current American Literature standards are age- and developmentally appropriate.
- More parents expressed concerns over the cohesion, sequencing, clarity, and relevance of the current American Literature standards, compared to those who did not.