# Results of Standards Feedback Forum and Next Steps

September 2015

**Office of Communications and Legislative Services**
**and Office of Academic Education**

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# Purpose

- In keeping with the Mississippi Department of Education's periodic review process of academic standards, the department sought specific input on the English language arts and mathematics standards, which were implemented starting in the 2011-2012 school year.
- This process was designed to provide a venue for all stakeholders to make recommendations on improving or building upon standards that have been adopted.

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# Goals

- The MCCRS Feedback Forum had two primary goals:
  - To increase awareness and understanding of the Mississippi College and Career Ready Standards for English Language Arts and Mathematics
  - To receive actionable feedback on the standards as part of the MDE's periodic review process of academic standards

# How the Feedback Forum Worked

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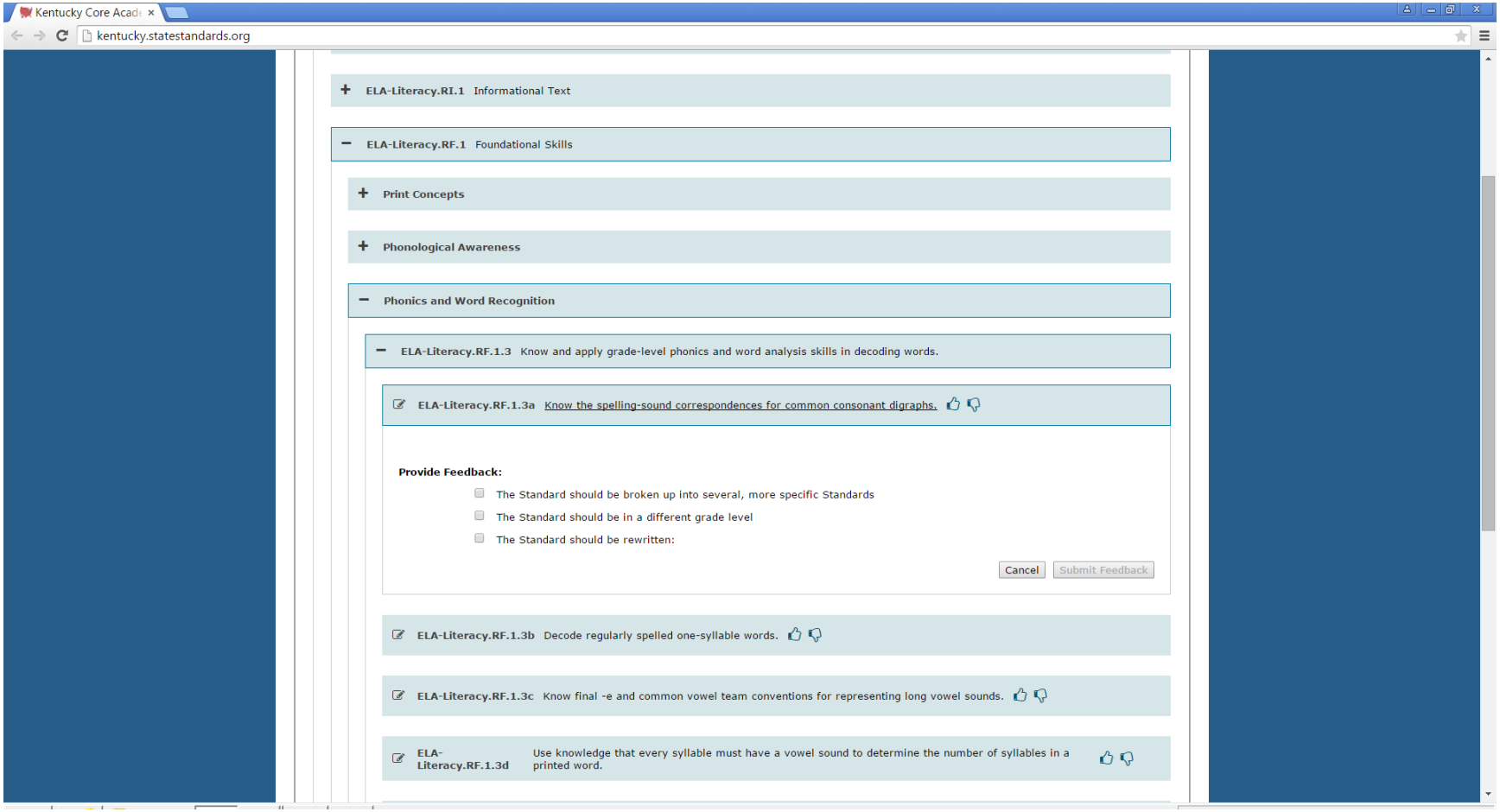

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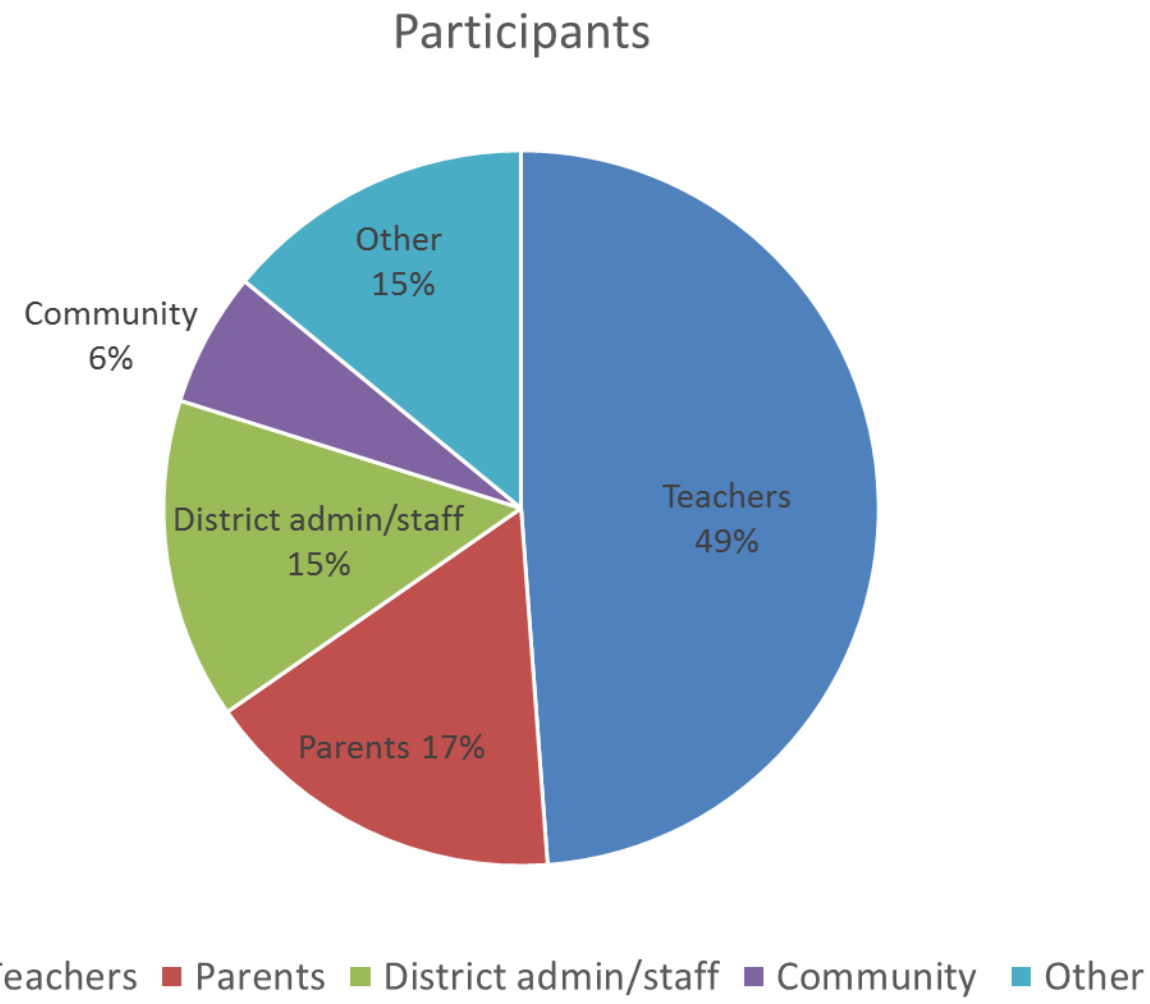
# Overview of Participants



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# Educator/Community Representation

- Districts represented: 112
  - Teachers represented: 434
  - Administrators/district staff represented: 129
- Parents represented: 147
- Community members: 54
- Professors: 25
- Retired educators: 30
- Others who didn't self-identify: 54


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# Educator/Community Representation

**Postsecondary institutions represented :**

- Millsaps College
- Mississippi College
- Mississippi State University
- University of Mississippi
- Belhaven University
- University of Southern Mississippi
- William Carey University
- Coahoma Community College
- Delta State University
- Holmes Community College
- Jackson State University
- Mississippi Gulf Coast Community College
- Mississippi University for Women
- Pearl River Community College
- Mississippi Delta Community College

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# Overview of Results

- 1,392 visitors to the site, and 8,521 points of feedback
- The majority overwhelmingly supported the standards:

| Category | Count | Percentage |
|---|---|---|
| **Total Feedback Points** | 8,521 | N/A |
| **Agree** | 7,679 | 90.12% |
| **Disagree** | 842 | 9.88% |
| **Remove Standard** | 0 | 0.00% |
| **Move Standard to Other Grade** | 549 | 65.2% |
| **Rewrite Standard** | 237 | 28.1% |
| **Break Up Standard** | 78 | 9.3% |


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# Overview of Results by Respondent Role

| Category | Agree / Total | Percent Agree |
|---|---|---|
| **Teacher** | 5,193 / 5,724 | 90.7% |
| **Parent** | 465 / 557 | 83.5% |
| **Administrator** | 505 / 527 | 95.8% |
| **Professor** | 225 / 266 | 84.6% |
| **Community Member** | 243 / 261 | 93.1% |
| **Student** | 93 / 106 | 87.7% |
| **Business & Industry** | 24 / 24 | 100.0% |


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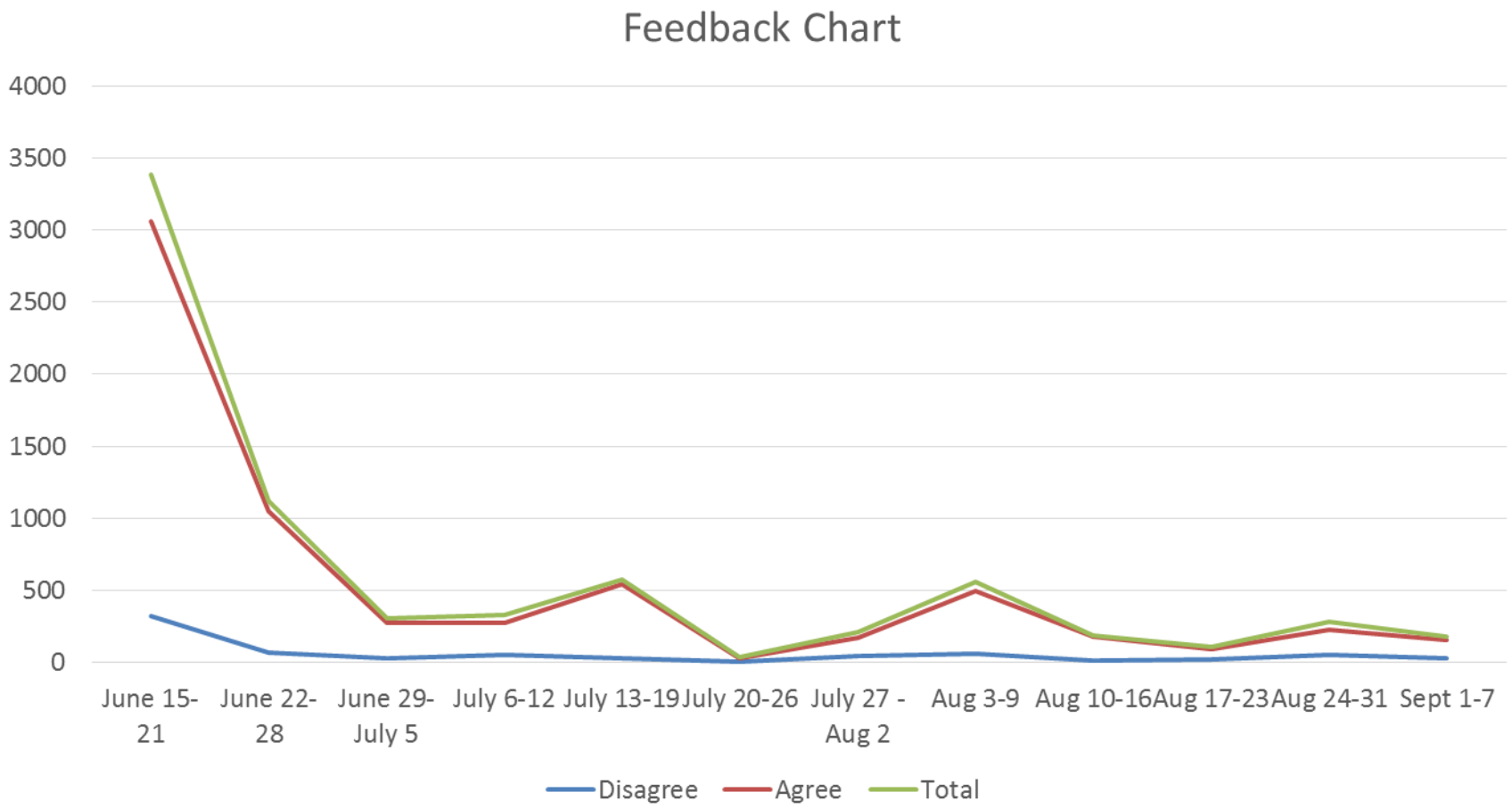
# Overview of Results





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# Top 5 ELA Standards Receiving Feedback Recommending Changes

| | |
|---|---|
| Kindergarten | With prompting and support, identify the reasons an author gives to support points in a text. |
| Kindergarten | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Kindergarten | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| Kindergarten | Ask and answer questions about unknown words in a text. |
| Kindergarten | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |


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# Top 5 Math Standards Receiving Feedback Recommending Changes

| | |
|---|---|
| Algebra I | Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). |
| Algebra I | Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. |
| Algebra I | Determine an explicit expression, a recursive process, or steps for calculation from a context. |
| Algebra I | Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. |
| Algebra I | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. |


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# Next Steps

- After reviewing nominees from across the state, a committee of approximately 60 teachers, administrators, and parents have been selected to serve on the Standards Review Committee.
  - 31 ELA committee members (20 teachers, 3 administrators, 3 postsecondary faculty, 1 parent, 4 content specialists)
  - 29 math committee members (20 teachers, 2 administrators, 3 postsecondary faculty, 1 parent, 3 content specialists)
- Beginning Sept. 21-22, group of educators from across Mississippi will review feedback.
- Center on Standards and Assessment Implementation (CSAI) will facilitate the work of the committee.

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# About CSAI

- CSAI is federally funded center that offers technical assistance to support states in implementing and monitoring new standards, assessments, and associated accountability systems.

- CSAI has completed similar work in Indiana, Arizona, and Kentucky.

THE CENTER ON STANDARDS & ASSESSMENT IMPLEMENTATION
WestEd CRESST

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# Next Steps

- Follow-up committee meetings will be scheduled as needed.
- Upon completion of the committee's work, MDE staff will make recommended edits to existing documents.
- Recommendations are anticipated to come forward to the Board no later than December for approval to begin the APA process.
- We plan to use a similar review forum for the next APA process.