



TEACHER & PRINCIPAL SCHOOL REPORT

Equity in Education

 SCHOLASTIC

YouGov®

Scholastic thanks the 2016 State Teachers of the Year for their insights and thoughtful feedback as we created the survey and prepared this report, exploring equity in U.S. schools.

As a proud sponsor of the National Teacher of the Year program, Scholastic also thanks the Council of Chief State School Officers (CCSSO) for facilitating the partnership with the State Teachers of the Year and helping us elevate the voices of our nation's educators.

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A LETTER FROM THE CEO OF SCHOLASTIC

“ The work of our teachers and principals is critical to our nation’s future ”

“ It is important to clarify what equity means to those people who are on the front lines of our children’s education ”

It has long been clear that our schools are increasingly diverse both economically and culturally—and that the student population now is even more diverse than the adult population. As all educators know, children in our schools are also diverse in their academic and social-emotional needs, yet our teachers and principals must ensure that all students meet the higher standards enabling them to compete in a global society.

Historically, access to high-quality instruction and resources has been denied some of our nation’s children. Today, there is a powerful shift toward equity in education, but it is important to clarify what equity means to those people who are on the front lines of our children’s education. As one educator shared with us, “Equity doesn’t mean the same for everyone; it means that everyone gets what they need.” To learn more, we asked 4,721

teachers and principals about their students, their schools, and their communities.

I am pleased to share with you the *Teacher & Principal School Report: Equity in Education*, a national survey of teachers and principals. This research offers a close look at the barriers to equity in education, educators’ priorities around funding and their substantial personal spending for students and classrooms, the importance of establishing school partnerships with families and communities, and educators’ commitment to their students and to growing as professionals.

To work toward equity, educators need the resources, professional development and interventions so that each child has access to the individualized support required to achieve his or her greatest potential. In many cases, these resources need to reach beyond

the school walls to support families and communities in their important roles in helping students.

The work of our teachers and principals is critical to our nation's future. They are the ones who are teaching our children to read deeply and build critical-thinking skills. They introduce young people to great literature and nonfiction, and instill the foundations of understanding—of themselves, and of the world in which they live. We owe our teachers and principals our respect and our thanks, and we need to assure them that they are not alone in their mission to support students.

It is in that spirit that I hope you will read this report and consider it a call-to-action: together we must honor the partnership among children, educators, families and communities, all of whom have important roles to play in providing each student

with the resources he or she needs to achieve individual goals, and to live a life of meaning and purpose.

Sincerely,



Richard Robinson

Chairman, President and Chief Executive Officer
Scholastic Inc.

“ To work toward equity, educators need the resources, professional development and interventions so that each child has access to the individualized support required to achieve his or her greatest potential ”

Survey Methodology

A national survey of 4,721 public school educators was conducted by YouGov between July 22, 2016 and August 26, 2016, via an email-to-online survey method. Lists of teachers and principals were sourced from Market Data Retrieval's (MDR) database of public school Pre-K–12 teachers and principals. A total of 3,694 teachers (including 76 school librarians) and 1,027 principals (including 146 vice principals) completed the survey. When data is presented among teachers, librarians are included unless otherwise specified. When the term "educators" is used to describe charts, tables and data findings, we are referencing teachers, librarians and principals combined.

The sponsor of the research was not revealed to the respondents. Participation was incented with a gift certificate to an online education store, which was revealed at the end of the survey to be the Scholastic Teacher Store. Principals were additionally given the option to access a webinar of the results upon project completion.

In order to pull lists that were reflective of the distribution of public school teachers (Pre-K–12) across its national education database, MDR created over 3,000 audience segments using unique combinations of states, school urbanicity, percentage of students receiving free/reduced-price lunch, years of experience and school grade level. A proportionate random sample was then pulled from each audience segment to ensure a representative sample across these criteria.

The resulting data was weighted using a two-step process, separately for teachers and principals. Each state was first weighted to the appropriate proportion within the appropriate census region, and then the teachers and principals within each region were weighted on specific characteristics, based on available National Center for Education Statistics (NCES) and MDR information. Teachers were weighted on gender, years of teaching experience, school urbanicity, school grade range, district enrollment and percentage of students receiving free/reduced-price lunch. Principals

were weighted on gender, metro status, school grade range, district enrollment and percentage of students receiving free/reduced-price lunch.

Study Preparation

Prior to questionnaire design, online focus groups were conducted in the spring of 2016 to obtain input on potential questions. Four focus groups were held with 2016 State Teachers of the Year, and two focus groups were conducted with principals. In addition, an in-person working session was conducted with the 2016 State Teachers of the Year to gain further feedback on the relevance and language of drafted questions. The survey was pre-tested in early July of 2016, including live interviews via telephone and web conference with eight teachers and five principals.



In some cases, percentages may not sum to 100% due to rounding. Additionally, when two or more scale points are combined, for example, to show the percentage who say they agree or agree strongly, percentages may round up or down by one percentage point.

The quotes that appear throughout this report were captured in one of several ways:

- Educators who participated in the online survey had the opportunity to answer one of six open-ended questions regarding educational issues, and were also able to share any additional thoughts they had.
- Verbatims were collected from educators who participated in the focus groups.

Data Presentation

Data are presented throughout this report in charts and tables. Due to the robust nature of the sample, it is safe to assume that any difference of 7 points or more between teacher subgroups, any difference of 10 points or more between principal subgroups and any difference of 6 points or more when teachers and principals are combined is statistically significant at the 90% or 95% confidence level.

In this report you will see two main subgroupings analyzed – poverty level and grade level. Poverty levels are determined by NCES definitions of high- and low-poverty schools, based on the percentage of students eligible for free/reduced-price lunch. The four breaks shown in the report are as follows:

- **Low Poverty (0–25%) n=690 teachers and 197 principals,**
- **Mid-low Poverty (26–50%) n=923 teachers and 257 principals,**
- **Mid-high Poverty (51–75%) n=1062 teachers and 288 principals, and**
- **High Poverty (76%+) n=1019 teachers and 285 principals.**

Grade levels for teachers are based on self-reported grades taught and defined as follows: Elementary (Pre-K–5) n=1928, Middle School (6–8) n=1011 and High School (9–12, AP) n=1056. Some teachers may teach grades that span multiple categories, in which case they were counted in the appropriate multiple categories. Principal grade-level subgroups are based on pre-coded classifications of Elementary n=625, Middle School n= 169 or High School n=189.

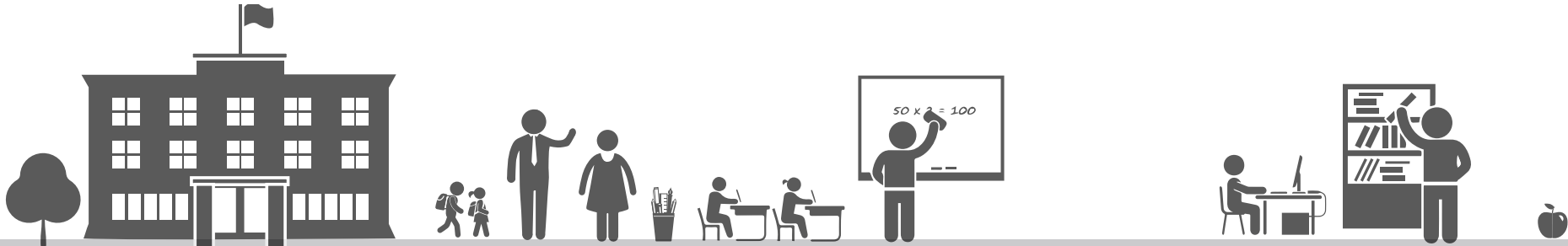
Overview & Key Findings



Barriers to Equity in Education

Educators say that equity in education is not the same as equality. While students should have equal access to high-quality teachers and school leaders, as well as instructional resources, equity means that each student has the individual supports needed to reach his or her greatest potential. In today's schools, the barriers to achieve equity are pervasive across school poverty levels and are found both in- and out-of-the-school environment.

- Teachers and principals agree (97%) that equity in education should be a national priority. (Page 12)
- Teachers and principals also agree (87%) that many of their students face barriers to learning that come from outside of the school environment. (Page 13)
- High percentages of principals across all school poverty levels say they have students who are experiencing family or personal crisis (95%), in need of mental health services (91%), living in poverty (90%), coming to school hungry (85%), and in need of healthcare services (82%). (Page 15)
- Although resources that help address barriers to learning are reported as not adequately available in many schools, the largest disparities based on school poverty levels are in access to fiction and nonfiction books at home (69% of educators in high-poverty vs. 20% in low-poverty schools say these are not adequately available), and family involvement in student learning (68% vs. 18%). (Pages 18 and 19)





Educators' Funding Priorities & Personal Spending

Teachers' and principals' funding priorities for schools address barriers to learning, while reflecting their different roles in serving students. Both groups are using their own money to fill gaps in resources for the classroom—from books to technology—as well as the personal needs of students, including clothes and food.

- Principals' top funding priorities are investing in academic or social-emotional intervention initiatives and programs (60%), professional development (49%), student access to wrap-around services (48%), additional high-quality staff to reduce student-to-teacher ratio (47%), and early learning initiatives and programs (47%). (Page 26)
- Teachers' top funding priorities are additional high-quality staff to reduce student-to-teacher ratio (55%), high-quality instructional materials and textbooks (55%), technology devices and digital resources in school (47%), higher salaries (47%), and academic or social-emotional intervention initiatives and programs (46%). (Page 27)
- On average in the past year, the teachers in the survey spent \$530 of their own money on items for classroom or student use, with teachers in high-poverty schools spending \$672 and teachers in low-poverty schools spending \$495; principals spent \$683, with those in high-poverty schools spending \$1,014 and in low-poverty schools spending \$514. (Pages 28 and 29)
- Only 46% of teachers in high-poverty schools receive discretionary funds from their school, district, or parent-teacher organizations, compared to 61% of teachers in low-poverty schools. (Page 27)
- More than half of teachers (56%) use their own money to purchase books. The most-needed types of reading materials for their classroom libraries are culturally relevant titles (54%), books published in the last 3–5 years (51%), multiple copies of popular titles (48%), high-interest, low-reading-level books (48%), and magazines (48%). (Pages 30 and 31)



Families & Communities as Important Partners

Involving families in children's learning is considered important for student success, but many educators need help engaging families. In addition, educators are turning to community partners to help address barriers to learning, including providing health services, before- and after-school care, and food outside of the school day.

- Ninety-nine percent of educators agree that "it is important to student success that families be involved in their children's learning," yet 74%

say they need help engaging the families of their students. This need is especially great for teachers (84%) and principals (88%) in high-poverty schools, but is still prevalent in low-poverty schools (55% and 57% among teachers and principals respectively). (Pages 38 and 39)

- Forty-seven percent of educators say that professional development on ways to work effectively with families from all cultures is among the most important things educators should do to increase family engagement, yet only 27% say this is happening to the degree it should. (Page 39)
- Maintaining ongoing, two-way communication with families is considered the most important activity educators should do to help families be engaged

with their children's learning, followed by many other communication-related activities and events. But, there are wide gaps between the percentage of educators who say communication activities are important and the percentage who say these are happening to the degree they should. (Pages 40 and 41)

- Sixty percent of principals say reaching out to community partners to offer services to families is among the most important things to help families be engaged with children's learning. The most common programs and services that principals say are provided by community partners are mental health services for students (58%), before- and/or after-school programs/childcare (45%), healthcare services for students (44%), and food for students outside of the school day (41%). (Page 43)



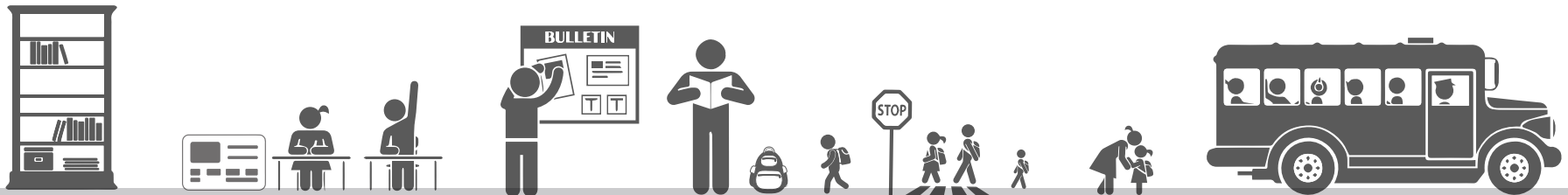
Educators' Commitment to the Profession

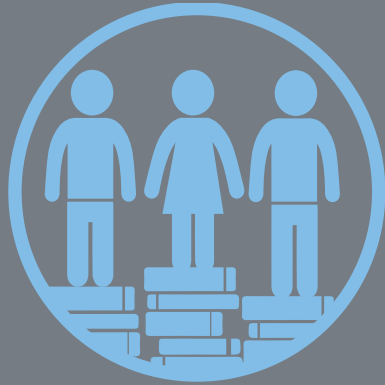
Teachers and principals want ongoing, relevant professional development and they identify the content they would like to pursue to grow as educators. Overall, while they acknowledge that there are challenges that come with the profession, they also say theirs is a rewarding career.

- Teachers (97%) and principals (100%) agree that they “want effective, ongoing, relevant professional development.” (Page 48)
- Principals desire professional development focused on leadership, school culture, and supporting learning, including strategies for leading and motivating staff (62%), strategies for working with families (59%), using data to inform instruction (57%), and strategies for developing a positive school culture (57%). (Page 50)
- Teachers want professional development that will improve their instructional practice and support a

culture of learning, including instructional strategies in their subject areas (57%), incorporating technology into lessons (54%), and strategies for working with families (47%). (Page 51)

- Ninety-nine percent of educators agree that being a teacher or principal is a “challenging, but rewarding career,” and virtually all teachers (96%) and principals (99%) say that working with students is the “most satisfying part” of their school day. (Pages 53 and 52)





Barriers to Equity in Education

Educators say that equity in education is not the same as equality. While students should have equal access to high-quality teachers and school leaders, as well as instructional resources, equity means that each student has the individual supports needed to reach his or her greatest potential.



Teachers & Principals

IN THEIR OWN WORDS...

“Equity means that we do not think about what is fair, but what is necessary for all students to be successful. The first step would be all of us acknowledging that **equity looks different in different schools** and providing support for all students.”

Elementary School Teacher, Florida

“Our biggest struggle is the **lack of support and outside resources** for at-risk students and families in crisis.”

High School Principal, New York

“We have kids who are struggling with several things such as homelessness, hunger, family problems such as divorce, death, illness, and the list goes on and on and on. Sometimes the last worry they have is learning because they are **worrying about all the other things going on in their lives.**”

Elementary School Teacher, Nebraska

“It’s really important to remember that the words **equity and equality don’t mean the same thing.** I think we’re busy trying to focus on equality, making sure every kid gets the exact same thing, and we forget because they’re all starting at different starting points, they don’t all need the exact same things. Equity means making sure they have the opportunities to end up in the same spots.”

Elementary School Teacher, Idaho

“Our high-poverty kids can do anything any other kids can, but the work is challenging and we need to know **we are not alone in this effort.**”

Elementary School Principal, North Carolina

BARRIERS TO EQUITY IN EDUCATION

Teachers & Principals Universally Agree that Equity in Education Should Be a National Priority

When teachers and principals are asked to describe what equity in education means to them, their comments center on themes around the access to resources and opportunities that each individual student needs to be successful.

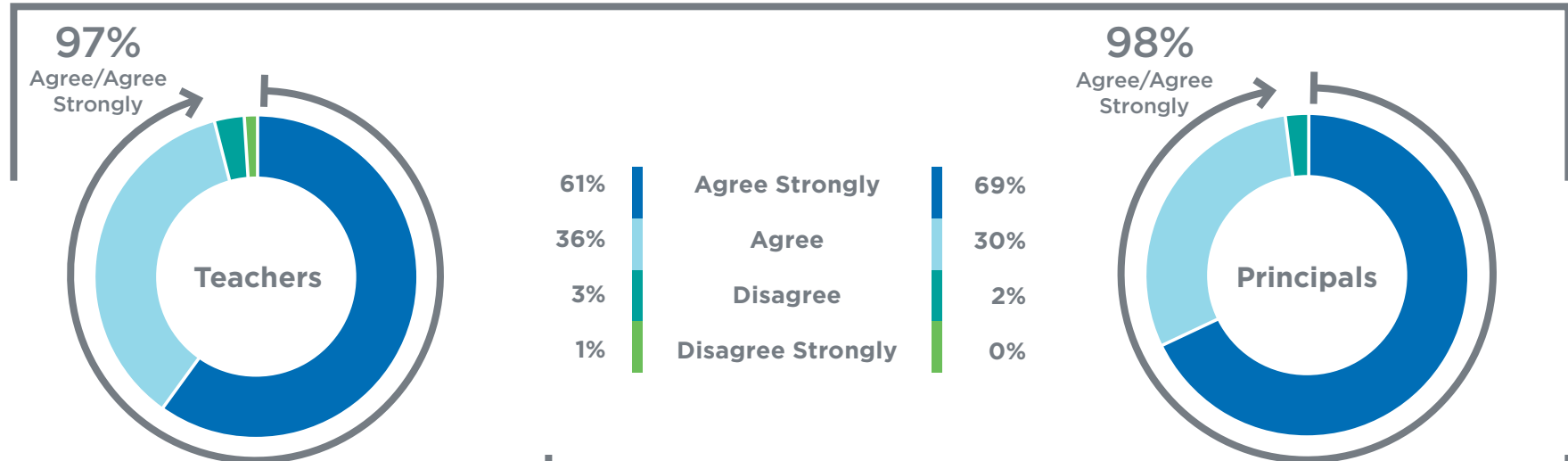
No matter the lens through which educators view equity, principals and teachers across the country, whether by region, grade-level or metro status (i.e., city, suburban, town or rural), believe that equity in education should be a national priority.



Equity doesn't mean the same for everyone; it means that everyone gets what they need.

Elementary School Principal, Florida

Teachers' & Principals' Agreement with Statement: Equity in education for all children should be a national priority



Q. Please indicate how much you agree or disagree with each statement.

Outside Barriers to Learning Are Prevalent in Schools Nationwide

The vast majority of educators (87%) say that many of their students face barriers to learning that come from outside the school environment.

Across region, grade-level and metro status, a majority of educators agree with this statement.

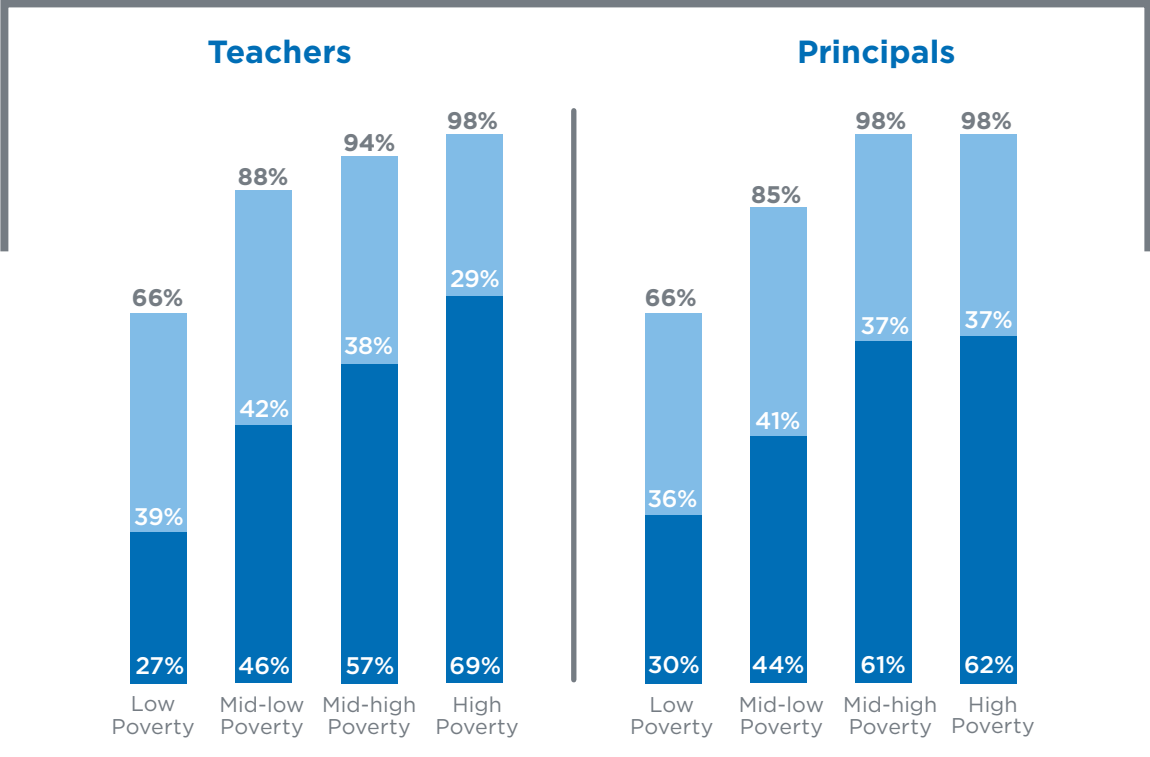
Educators in higher-poverty schools are more likely to say they have students who are experiencing outside barriers to learning, yet this still is prevalent among two-thirds of educators in low-poverty schools.



We're seeing a lot of children who have experienced trauma and kids are coming to us with some really difficult situations, psychologically. So, we need to get them ready to access learning, and it's really hard if you've experienced trauma, to get to school and be ready to learn.

Elementary School Teacher, Vermont

**Teachers' & Principals' Agreement with Statement:
Many of my students face barriers to learning from outside
of the school environment**



Agree
Agree Strongly

Q. We'd like to know to what extent you may agree or disagree with some sentiments about your profession.

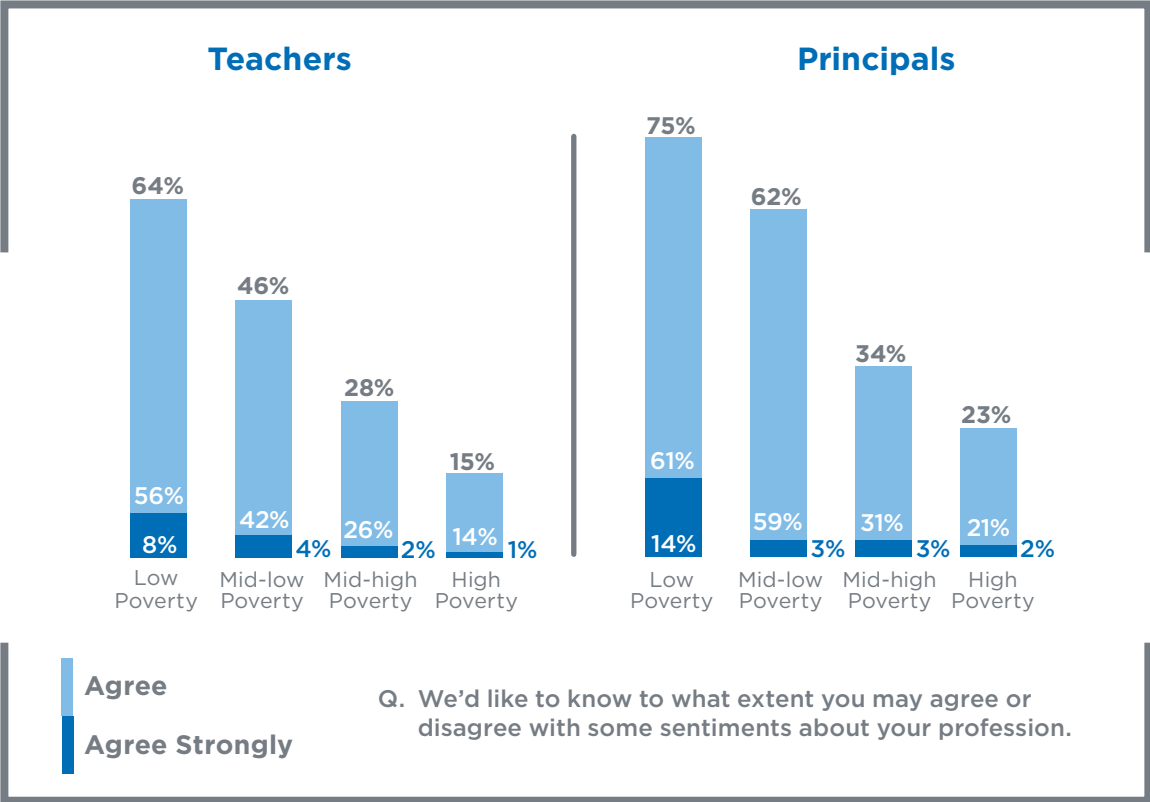
Many Students Do Not Start the School Year Ready for Grade-Level Work

Overall, less than half of teachers (39%) and principals (48%) agree that most of their students start the school year academically prepared for grade-level work. This varies dramatically by school poverty levels, with educators in high-poverty schools being far less likely to agree.



Students have personal needs and backgrounds, and all are capable of learning content but not everyone is ready to learn content at the same time.
High School Teacher, Colorado

**Teachers' & Principals' Agreement with Statement:
 Most students I work with start the school year academically ready for grade-level work**



Nearly all teachers (98%) and principals (99%) agree early learning opportunities are critical for preparing students to enter school ready to learn. See Appendix B for expanded survey results.

Challenges Affecting Student Success Take Many Forms

Principals—who in their roles have insight into their entire school’s population—report having students who are facing many situations that can impede learning. Nine in 10 or more say they have students who are experiencing family or personal crisis, are in need of mental health services or are living in poverty.

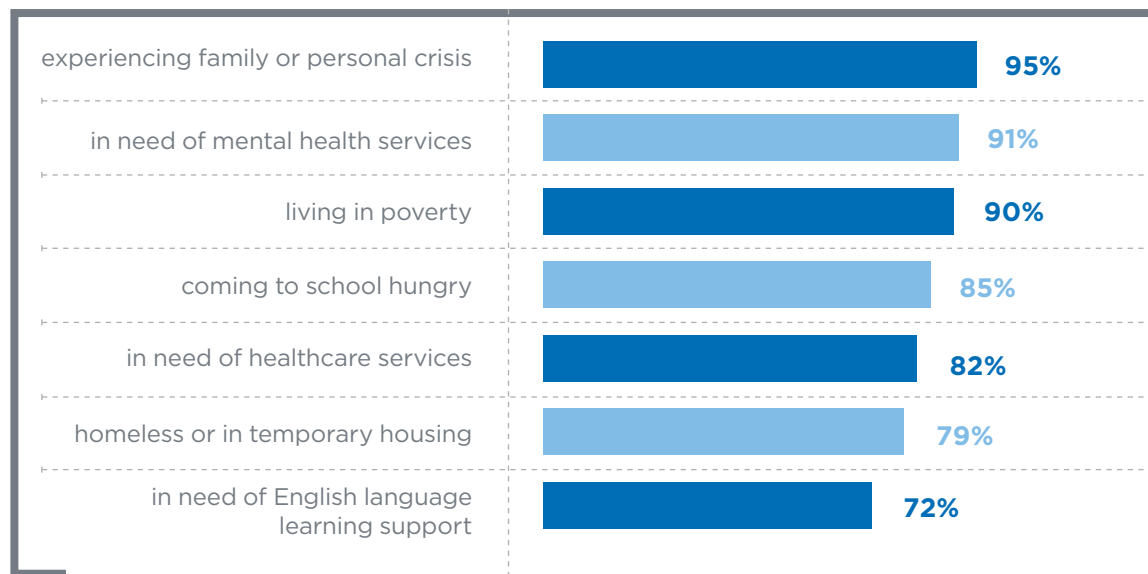
A large majority also reported students coming to school hungry, in need of healthcare, who are homeless or in temporary housing, as well as those in need of English language support.



There needs to be an understanding that equity doesn’t mean the same for everyone. Some families need a higher level of support and resources to participate equally in educational success.

Middle School Teacher, Colorado

Percentage of Principals Who Have Students...



Q. Do you have students who are...

See Appendix B for expanded survey results.



On average, principals report having 6 of 7 of these populations in their schools.

Barriers to Learning Are More Prevalent in High-Poverty Schools

Across the seven student populations asked about, the majority of principals, regardless of school poverty level, report having students who face these personal barriers to learning.

The percentage of principals who have students experiencing family or personal crisis and students

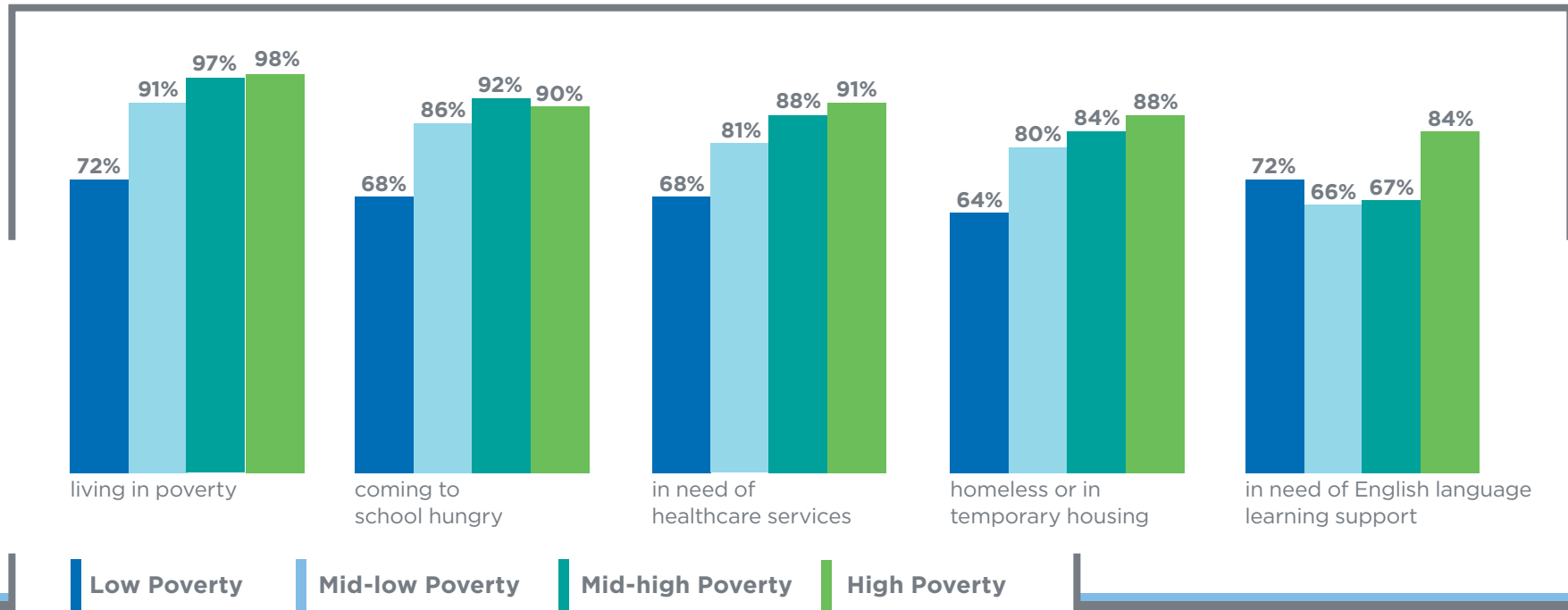
in need of mental health services does not vary significantly by school poverty level. However, principals in higher-poverty schools are more likely to have the other student populations asked about in the survey.



We've got a significant population of students who aren't able to get their mind right for school because of anxiety or depression.

High School Principal, Tennessee

Percentage of Principals Who Have Students...



Q. Do you have students who are...
See Appendix B for expanded survey results.

The Increase of Student Populations Facing Barriers to Learning Affects Nearly All Schools

Many principals, regardless of grade level, region, metro designation or poverty level, report seeing an increase in the population of students experiencing each of these barriers in the past three years.

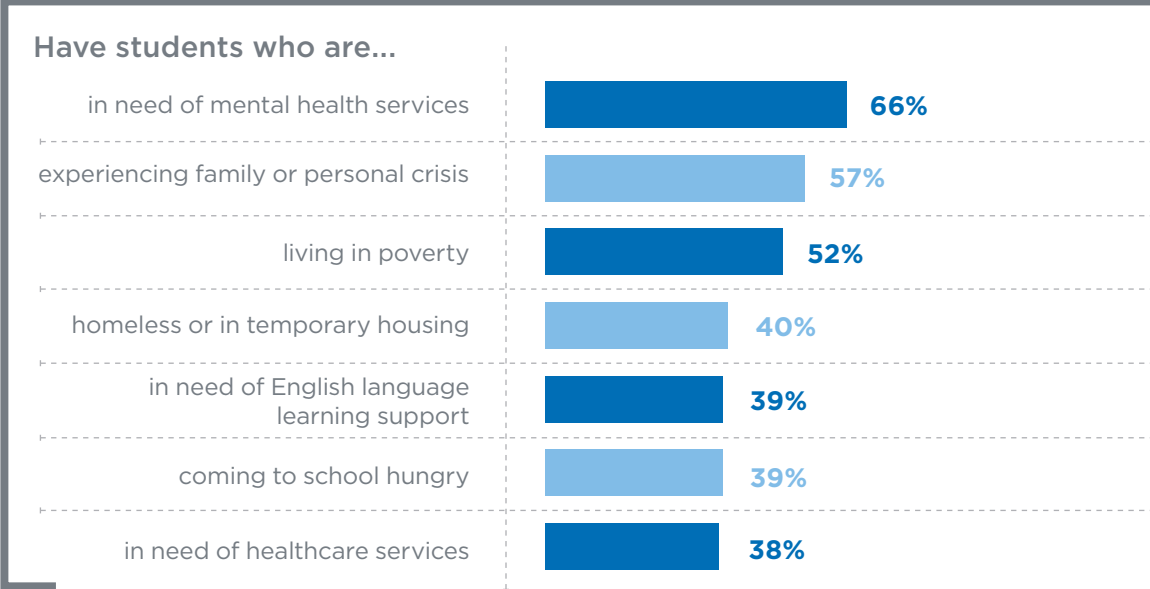
In fact, 65% of principals and 58% of teachers who have been in their schools for three years or more say that at least one of these groups has grown.



I have taught for many years, and in the past several years, I have met more and more students who suffer from various forms of mental illness. I'm not sure why that is, but more attention needs to be given to these kids.
High School Teacher, New York

Percentage of Principals Who Have Seen an Increase in Each Population of Students in the Last Three Years

Base: Principals Who Have Been in Their Current School Three or More Years



Q. Thinking about the students in your school, compared with three years ago, are there more, the same, or fewer students in each of the following student populations?
 See Appendix B for expanded survey results.

Resource Needs Are Varied and Significant

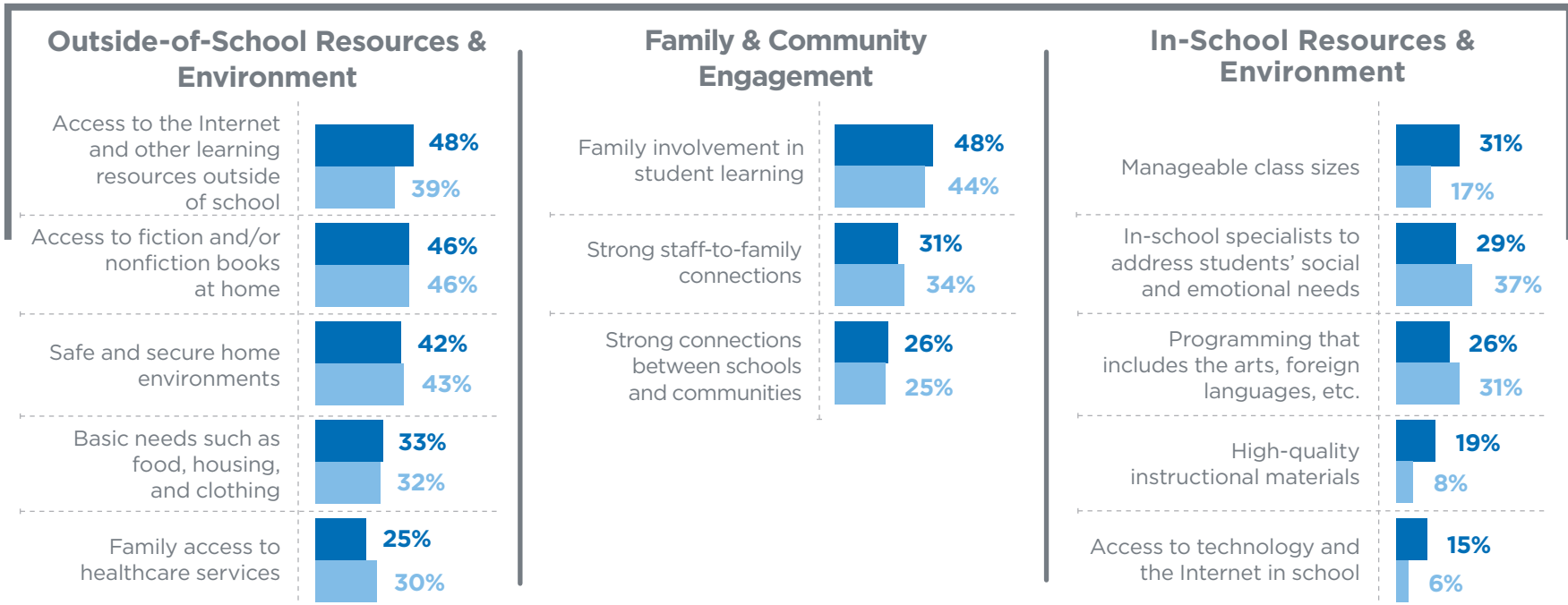
Significant percentages of educators say many of the resources and circumstances needed for success are NOT adequately available for their students. The most

problematic areas are largely outside of the school environment, where educators have limited influence.



83% of teachers and principals identify at least one item asked about in the survey as NOT being adequately available.

Teachers & Principals Who Say Each Item Is NOT Adequately Available for Their Students



Teachers
Principals

Q. For this question, please select the items that are NOT adequately available for your students.
See Appendix B for expanded survey results.

Some Resource Needs Grow as School Poverty Levels Increase

Across each of these three areas, educators in high-poverty schools are more likely to say several critical resources and circumstances needed for student success are NOT adequately available for their students.



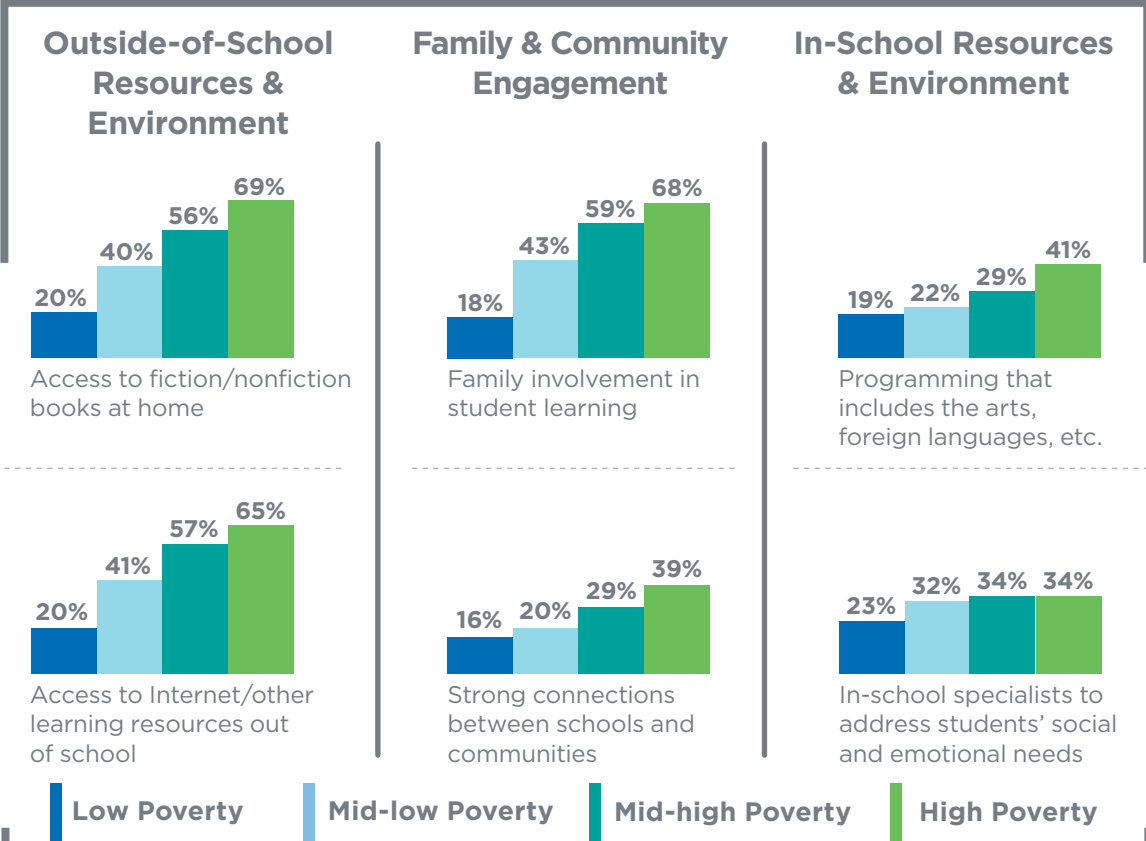
In high-poverty schools, **94%** of educators say that at least one item is NOT adequately available. In low-poverty schools, this number remains significant at **62%**.



We advocated for and received permission to send home books from our core curriculum for familiar rereading with families. This provides a direct link between what children do at school and what they do at home.
Elementary School Teacher, Minnesota

Educators Who Say Each Item Is NOT Adequately Available for Their Students, by School Poverty Level

Base: Total Teachers & Principals Combined



Q. For this question, please select the items that are NOT adequately available for your students.

See Appendix B for full question responses.

Educators' Agreement with Statements

Base: Total Teachers & Principals Combined

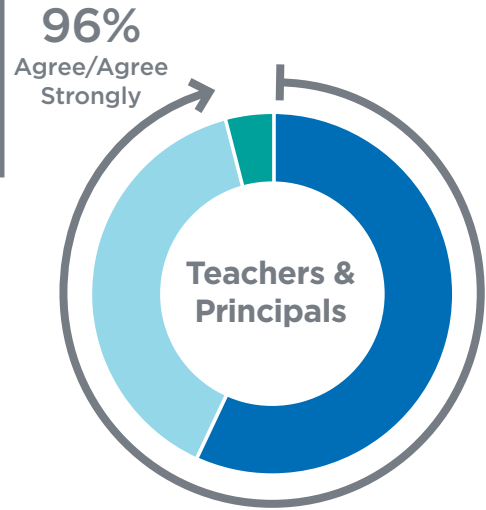
At-Home Access to Books Is Viewed as Highly Important

As noted, across school poverty levels there is a large disparity regarding access to books at home. Echoing the need to close this gap, educators across school poverty levels stress the importance of students having year-round access to books and believe that schools play a role in expanding this access. Educators in high-poverty schools (64%) are more likely than those in low-poverty schools (52%) to strongly agree year-round access to books is important.

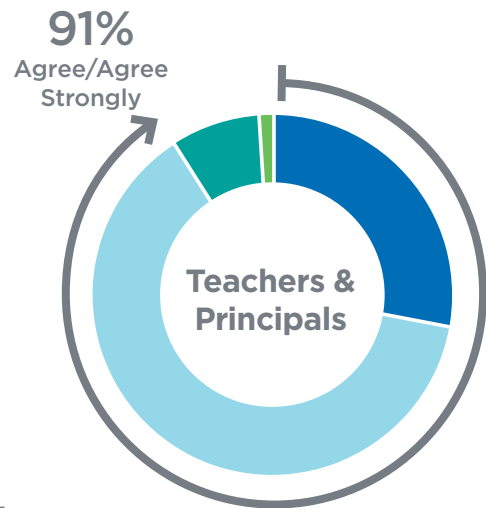


I think providing books for student use at home is critical. I fund my own class library and encourage students to borrow them.

Elementary School Teacher, Florida



Providing year-round access to books at home is important to enhancing student achievement



Schools play an important role in expanding access to books at home



- Q. We'd like to know to what extent you may agree or disagree with some sentiments about your profession.
- Q. Please indicate how much you agree or disagree with each statement.

Retaining High-Quality Teachers Is a Challenge

Educators in high-poverty schools are far more likely to say that retaining high-quality teachers is a challenge. Relatedly, high-poverty schools have teachers with fewer years of teaching experience than do low-poverty schools. High-poverty schools report that nearly half of their teachers (48%) have fewer than ten years of experience, compared with 31% of teachers in low-poverty schools.

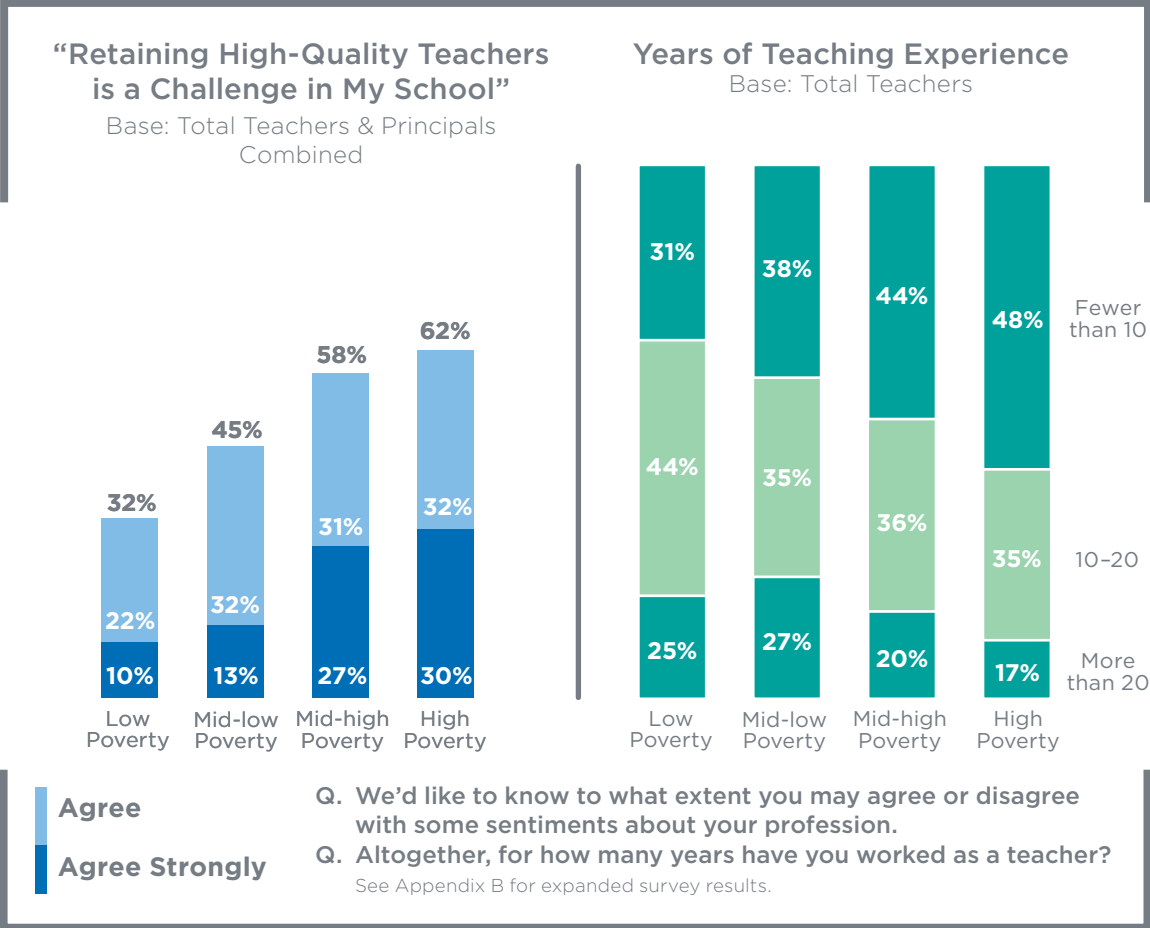


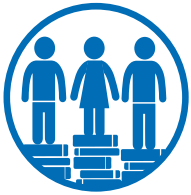
Overall, **49%** of educators say that retaining high-quality teachers is a challenge in their school.



If you have a really great teacher in the classroom then they can make it work until there is more funding or additional resources.
Elementary School Teacher, New Jersey

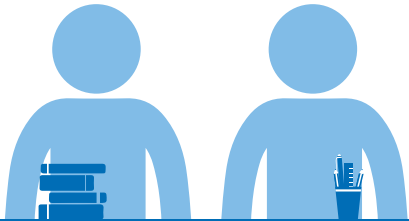
Teacher Retainment & Years of Experience





BARRIERS

TO EQUITY IN EDUCATION TAKE MANY FORMS



TEACHERS & PRINCIPALS

**97%
AGREE**

“EQUITY IN EDUCATION FOR ALL CHILDREN SHOULD BE A **NATIONAL PRIORITY**”

**87%
AGREE**

“MANY OF MY STUDENTS FACE BARRIERS TO LEARNING **FROM OUTSIDE OF THE SCHOOL ENVIRONMENT**”



PERCENTAGE OF PRINCIPALS WHO HAVE



EACH STUDENT POPULATION IN THEIR SCHOOLS

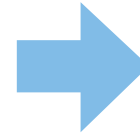
- 95%** experiencing family or personal crisis
- 91%** in need of mental health services
- 90%** living in poverty
- 85%** coming to school
- 82%** in need of healthcare services
- 79%** homeless or in temporary
- 72%** in need of English language learning support

AN INCREASE IN EACH STUDENT POPULATION IN THE LAST 3 YEARS

- 66%** in need of mental health services
- 57%** experiencing family or personal crisis
- 52%** living in poverty
- 40%** homeless or in temporary housing
- 39%** coming to school hungry
- 39%** in need of English language learning support
- 38%** in need of healthcare services

83%
**TEACHERS &
PRINCIPALS**

IDENTIFY AT LEAST
ONE NOT
ITEM AS
ADEQUATELY
AVAILABLE



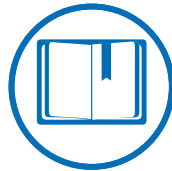
94%
**HIGH-POVERTY
SCHOOLS**

62%
**LOW-POVERTY
SCHOOLS**

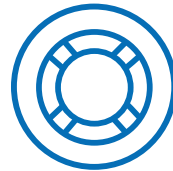
ITEMS NOT ADEQUATELY AVAILABLE AT SCHOOL OR AT HOME



Access to Internet



Books



Safety



Basic Needs



Healthcare



Manageable Class Size



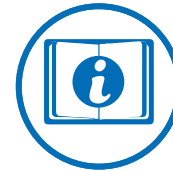
Family Engagement



In-school Specialists



Programming



Instructional Materials



Technology



Staff-to-family connections



Educators' Funding Priorities & Personal Spending

Teachers' and principals' funding priorities for schools address barriers to learning while reflecting their different roles in serving students. Both groups are using their own money to fill gaps in resources for the classroom—from books to technology—as well as the personal needs of students, including clothes and food.



Teachers & Principals

IN THEIR OWN WORDS...

“Funding doesn’t go to books in our school, so what our teachers have in their own classroom libraries, **they purchase themselves.**”

High School Teacher, South Carolina

“We truly do work miracles in **giving each student supplies** when they enter our rooms with none.”

High School Teacher, Louisiana

“The link to **poverty is the most challenging part of what we do**—keeping extra clothing at school, backpacks, supplies, food and anything else our students may need. None of our funding provides for that; it is out of whatever donations I can find and what I spend out-of-pocket.”

Middle School Principal, California

“We sometimes have to **do the best we can with the resources we have.** Teachers spend a lot of time and money on their classrooms to improve them and make them better for the students.”

Middle School Teacher, Alabama

“I spend a lot of money on my students to **feed them, clothe them, and provide necessities.** I also purchase much of my own materials.”

Elementary School Teacher, Michigan

EDUCATORS' FUNDING PRIORITIES & PERSONAL SPENDING

Principals' Funding Priorities Largely Center on Addressing Outside Barriers to Learning

When asked to select their top five funding priorities, principals hone in on areas that can help address the outside barriers to learning they observe among students and families, such as intervention programs and access to wrap-around services, along with early learning initiatives and programs. Principals' in-school priorities focus on areas like professional development and reducing the student-to-teacher ratio.

“

We need to realize that our schools must be better supported with funding to support staff positions specifically designed to address areas such as family engagement, professional learning, etc. These positions are critical to the effective teaching and learning that takes place within our schools.

High School Principal, New York

Top Five Funding Priorities Identified by Principals



Academic or social-emotional intervention initiatives and programs



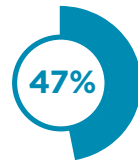
Professional development



Student access to wrap-around services, like healthcare, mental care, etc.

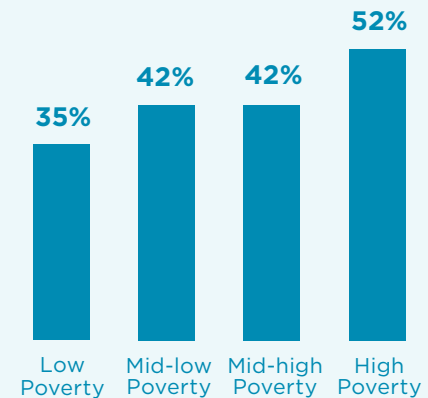


Additional high-quality staff to reduce student-to-teacher ratio



Early learning initiatives and programs

Notably, “programs that support family and community engagement” rise to the top five funding priorities among principals in high-poverty schools.



Q. Knowing that all of these might be important to you, which would be your top five funding priorities to support student learning in your school? Top five items selected are shown.

See Appendix B for expanded survey results.

Teachers' Funding Priorities Focus on In-School and Classroom Needs

Teachers' top funding priorities are first and foremost to reduce the student-to-teacher ratio and purchase high-quality instructional materials and textbooks. Across school poverty levels, there are no meaningful differences among teachers' top five funding priorities.



46% of teachers in high-poverty schools receive discretionary funds from their school, district or parent-teacher organizations, compared with **61%** of teachers in low-poverty schools.

Top Five Funding Priorities Identified by Teachers



Additional high-quality staff to reduce student-to-teacher ratio



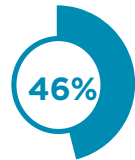
High-quality instructional materials and textbooks (Net)



Technology devices and digital resources in school



Higher salaries



Academic or social-emotional intervention initiatives and programs



Teachers and principals agree that additional high-quality staff to reduce student-to-teacher ratio as well as academic or social-emotional intervention initiatives and programs should be in the top five funding priorities.

Q. Knowing that all of these might be important to you, which would be your top five funding priorities to support student learning in your school? Top five items selected are shown.

NOTE: The net item combines high-quality instructional materials (not including textbooks) and up-to-date, high-quality textbooks.

See Appendix B for expanded survey results.

Teachers Use Their Own Money to Ensure Students Have What They Need

On average in the past year, the teachers in the survey spent \$530 of their own money on items for classroom or student use with teachers in high-poverty schools spending nearly 40% more than other teachers.

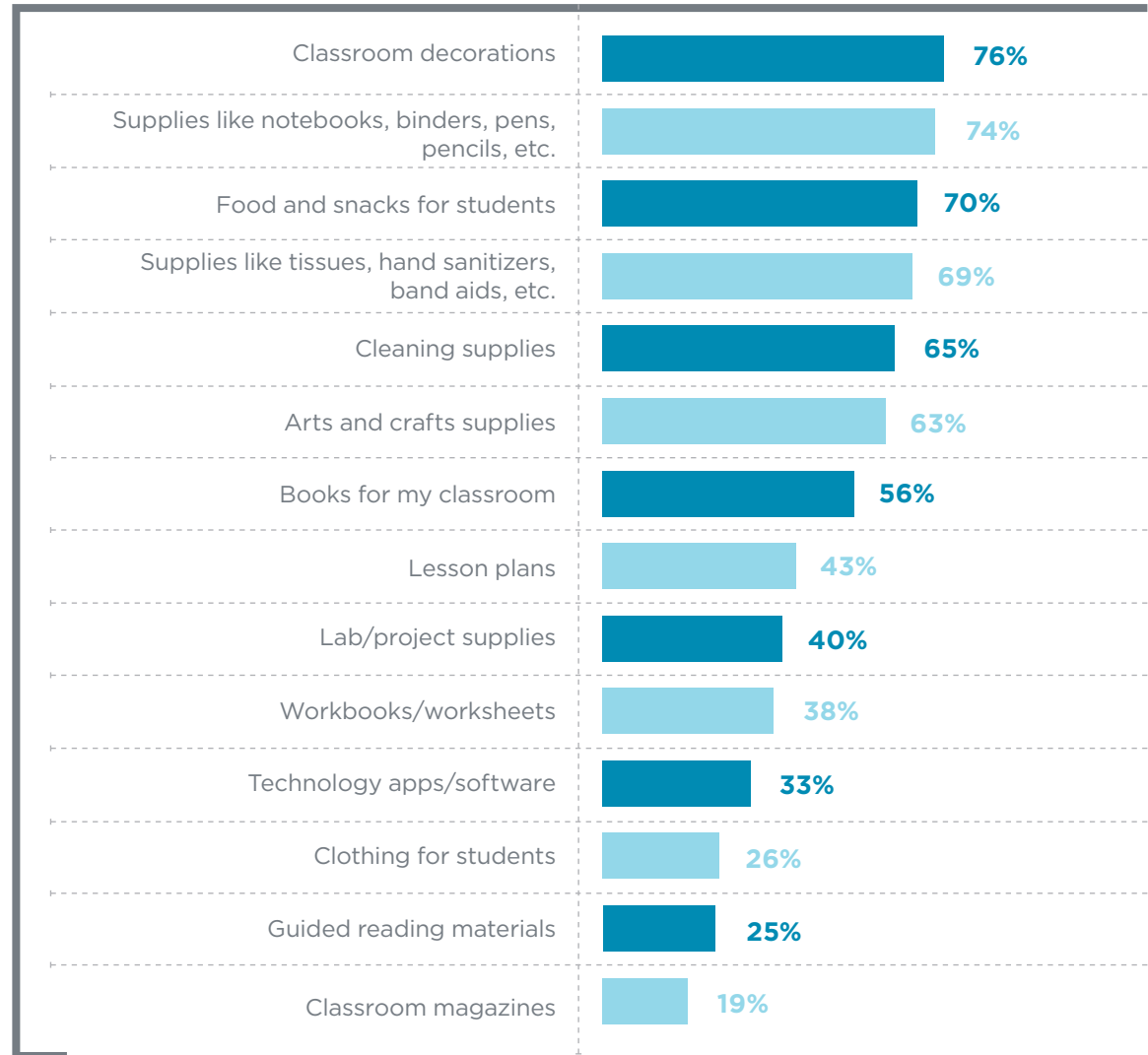
Teachers across school poverty levels are spending their own money on a wide variety of items for their students and classrooms. In high-poverty schools, teachers are more likely to purchase food and snacks for students, and cleaning supplies.

Average Amount of Own Money Teachers Spent in Past Year, by School Poverty Level

Low Poverty	\$495
Mid-low poverty	\$453
Mid-high poverty	\$530
High Poverty	\$672

Q. How much, if any, of your own money did you spend on items for school, classroom, or student use over the past year?

Types of Items Teachers Have Purchased for Classroom or Student Use



Q. Which of the following items have you acquired, with your own money over the past year for school, classroom or student use?

See Appendix B for expanded survey results.

Principals Are Also Spending Their Own Money

Principals report spending, on average, \$683 of their own money in the past year on items for school, classroom and student use. Principals in high-poverty schools spend about twice as much of their own money than principals in low-poverty schools.

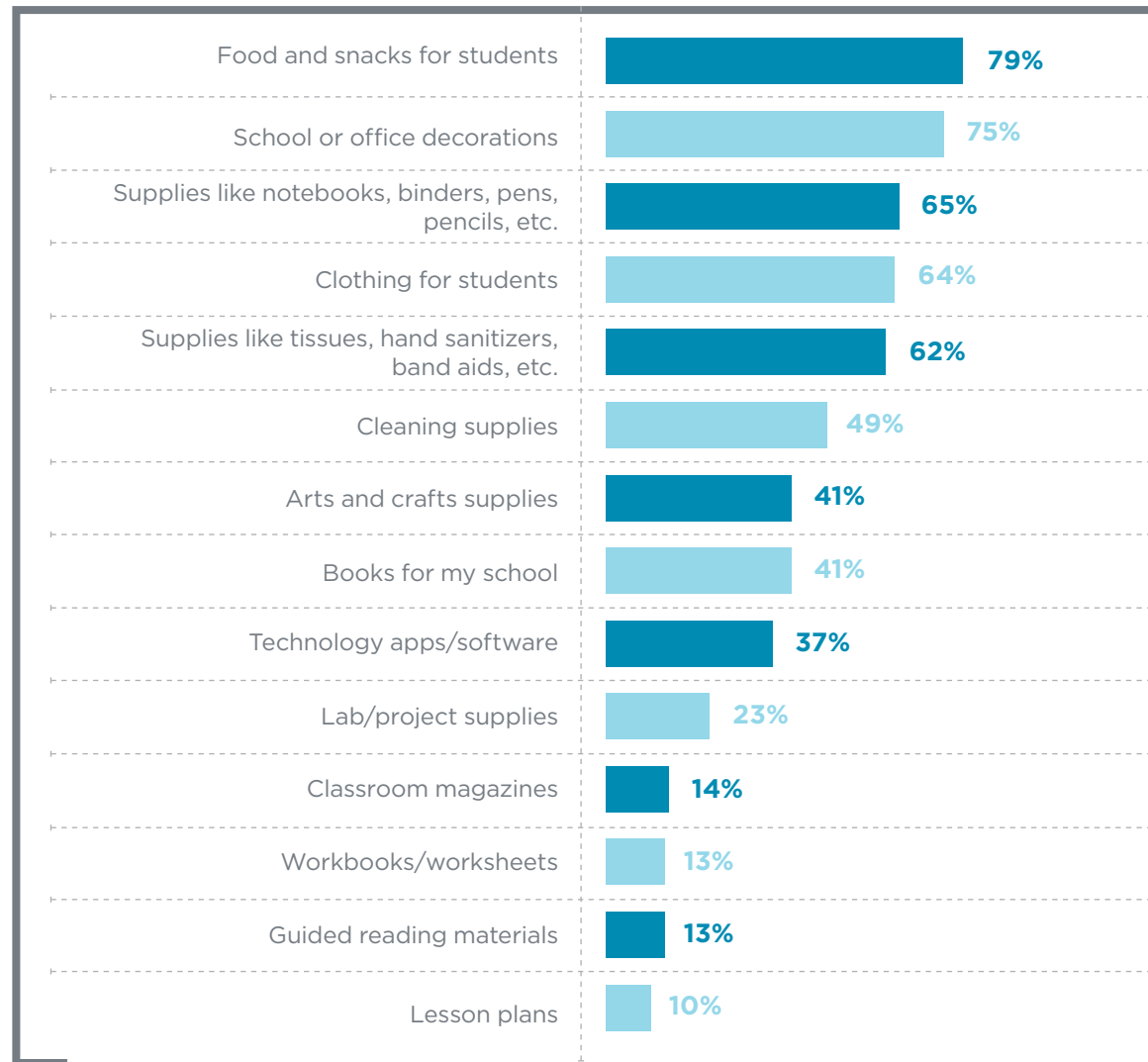
This increased spending among principals in high-poverty schools applies to many items, particularly food and snacks, clothing, and supplies like notebooks, binders, etc., as well as tissues, hand sanitizer, etc.

Average Amount of Own Money Principals Spent in Past Year, by School Poverty Level

Low Poverty	\$514
Mid-low poverty	\$602
Mid-high poverty	\$609
High Poverty	\$1,014

Q. How much, if any, of your own money did you spend on items for school, classroom or student use over the past year?

Types of Items Principals Have Purchased for School, Classroom or Student Use



Q. Which of the following items have you acquired, with your own money over the past year for school, classroom or student use?

See Appendix B for expanded survey results.

Most Teachers Have Classroom Libraries, Yet Size and Composition Varies

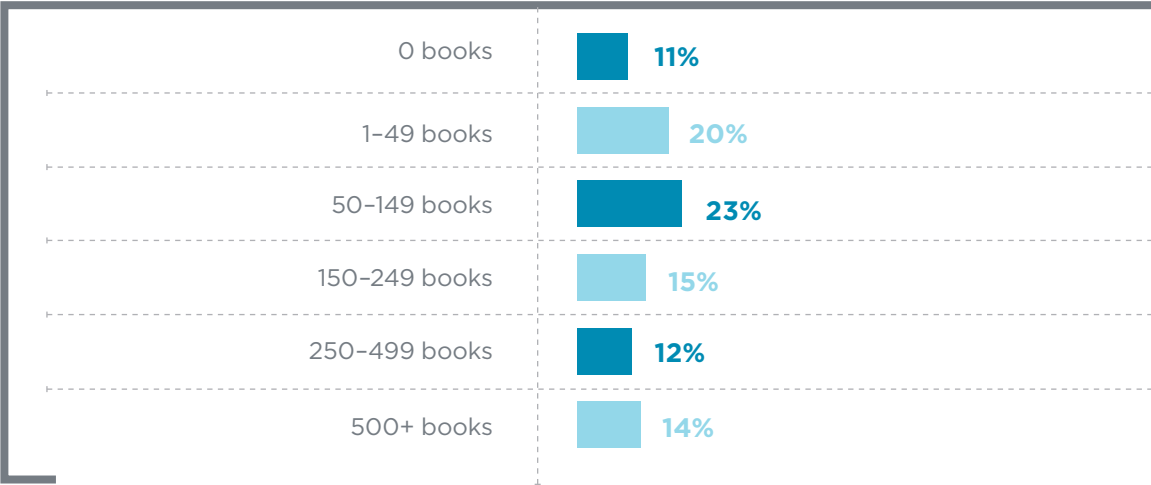
Both teachers (56%) and principals (41%) are spending their own money on books. While 89% of teachers have classroom libraries, regardless of school poverty level, 31% have fewer than 50 books.

The average number of books in teachers' classroom libraries is 254 but overall, the size is affected by grade level, subjects taught and years of experience. Math teachers and high school teachers are most likely to have fewer than 50 books, while elementary teachers are most likely to have 250 or more books.

Years of teaching experience also comes into play, with more experienced teachers having had more time to accumulate larger libraries.

Number of Books in Teachers' Classroom Libraries

Base: Total Teachers, Excluding School Librarians



Q. About how many books would you say you have in your classroom or personal library of books for students to use? By this we mean a collection of books that are neither textbooks nor core instructional materials, and that are available to your students to read and reference.

NOTE: 5% of teachers did not know the number of books in their libraries. They are not included in the chart.

See Appendix B for expanded survey results.

Average Number of Books in Teachers' Classroom Libraries

Elementary School



Middle School



High School



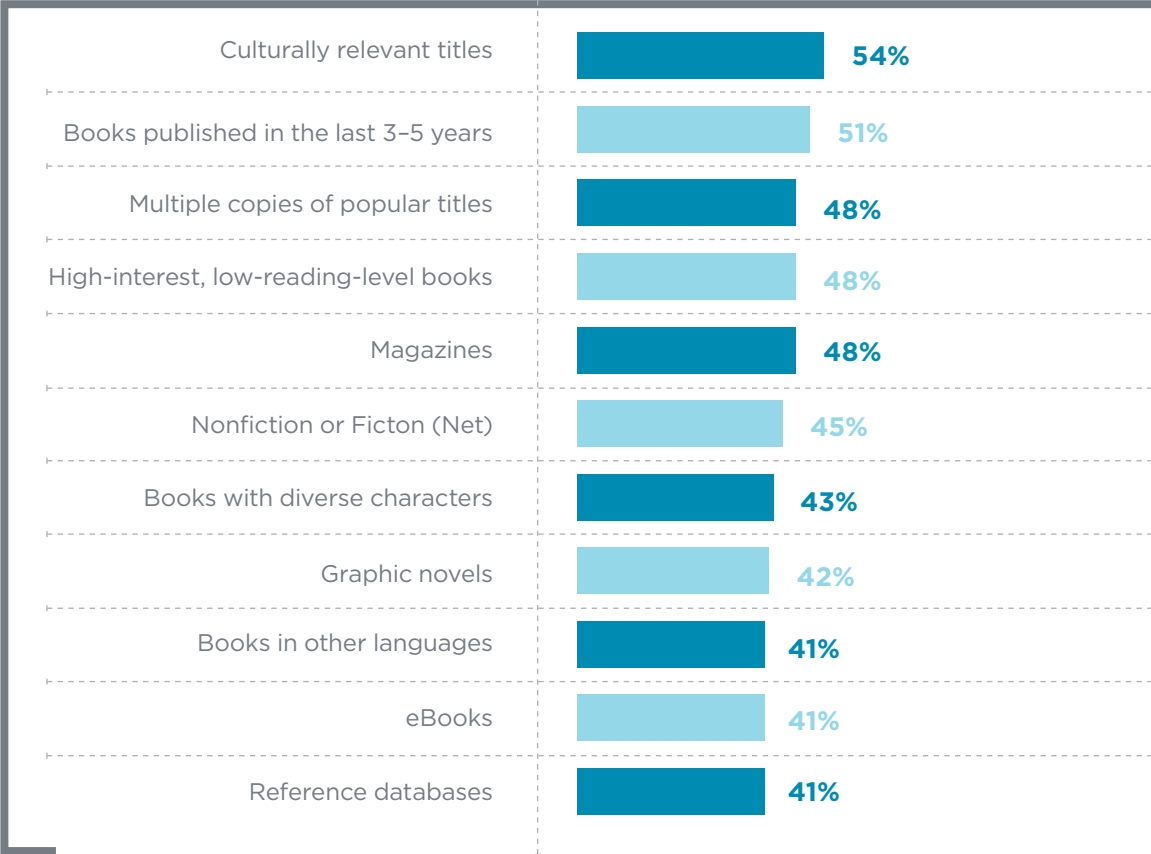
Teachers Are in Need of a Variety of Books for Their Classroom Libraries

Many teachers report needing titles that are culturally relevant, in languages other than English and that have diverse characters. Overall, teachers in high-poverty schools are more likely to identify a wide range of needs, selecting 5.9 types of books, compared with teachers in low-poverty schools who select 4.4. However, the number of books in their classroom libraries is similar to those in lower-poverty schools.



I believe reading is the pathway to knowledge and all children should have access and exposure to books on a daily basis.
Elementary School Teacher, Tennessee

Types of Reading Materials Needed by Teachers for Their Classroom Libraries
 Base: Total Teachers, Excluding School Librarians



Q. What types of reading materials do you have in your classroom or personal library for students to use and what types do you need, or need more of? Please select all that apply.

NOTE: The net item combines nonfiction and fiction books.
 See Appendix B for expanded survey results.

School Library Needs Are Fairly Similar to Classroom Library Needs

Like teachers, principals and librarians want books that reflect cultural diversity. High-interest, low-reading-level books and graphic novels are also needed. Principals and librarians are more likely than teachers to want ebooks.

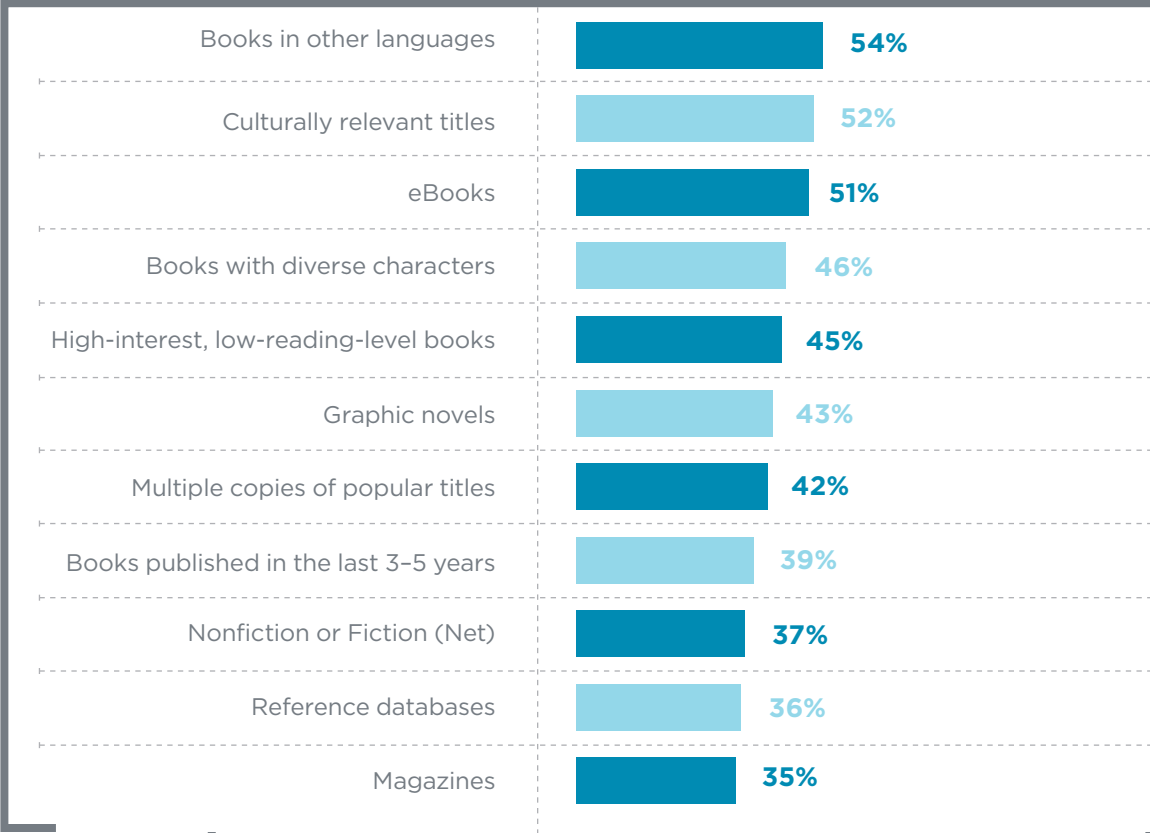
And like teachers, book needs increase as school poverty levels increase. On average, principals and librarians in high-poverty schools select 5.8 types of books, compared with those in low-poverty schools, who select 4.3.



39% of principals report **NOT** having a full-time school librarian, yet **82%** say that having a school library with a certified school librarian is a critical resource.

Types of Reading Materials Needed by Principals and School Librarians for Their School Libraries

Base: Total Principals & School Librarians Combined



Q. What types of reading materials do you have in your school library and what types do you need, or need more of? Please select all that apply. NOTE: The net item combines nonfiction and fiction books. See Appendix B for expanded survey results.

THE NEED FOR BOOKS IN CLASSROOMS



254
IS THE AVERAGE
NUMBER OF

BOOKS
IN TEACHERS'
CLASSROOM
LIBRARIES

31%
OF
TEACHERS HAVE

FEWER THAN
50
BOOKS



56%
TEACHERS

USE THEIR OWN MONEY
TO PURCHASE BOOKS



TEACHERS STILL SEE A NEED FOR MORE BOOKS FOR THEIR CLASSROOM LIBRARIES

TOP 5 MOST NEEDED TYPES OF READING MATERIALS



- 1 Culturally relevant titles
- 2 Books published in the last 3–5 years
- 3 Multiple copies of popular titles
- 4 High-interest, low-reading-level books
- 5 Magazines



EDUCATORS'

FUNDING PRIORITIES & FILLING IN THE GAPS



TEACHERS

TOP 5

FUNDING PRIORITIES ADDRESS
MANY BARRIERS TO LEARNING



PRINCIPALS

55% Additional high-quality staff to reduce student-to-teacher ratio*

55% High-quality instructional materials and textbooks

47% Technology devices and digital resources in school

47% Higher salaries

46% Academic or social-emotional intervention initiatives and programs*

60% Academic or social-emotional intervention initiatives and programs*

49% Professional development

48% Student access to wrap-around services, like mental health, etc.

47% Additional high-quality staff to reduce student-to-teacher ratio*

47% Early learning initiatives and programs

Principals in high-poverty schools include “programs that support family and community engagement” in their Top 5

* Common Top 5 items

TO FILL THE GAPS, BOTH TEACHERS & PRINCIPALS SPEND THEIR OWN MONEY
 AVERAGE MONEY SPENT OVER THE PAST YEAR:



WHAT EDUCATORS SPEND THEIR MONEY ON

TEACHERS

- Classroom decorations **1**
- Supplies like notebooks, binders, pens **2**
- Food and snacks for students **3**
- Supplies like tissues, hand sanitizers **4**
- Cleaning supplies **5**



PRINCIPALS

- Food and snacks for students **1**
- School or office decorations **2**
- Supplies like notebooks, binders, pens **3**
- Clothing for students **4**
- Supplies like tissues, hand sanitizers **5**



Families & Communities as Important Partners

Involving families in children's learning is considered important for student success, but many educators need help engaging families. In addition, educators are turning to community partners to help address barriers to learning, including providing health services, before- and after-school care, and food outside of the school day.



Teachers & Principals

IN THEIR OWN WORDS...

“While we certainly can have **successful students** who don’t have family support, the statistics will show us that that **family support** is a crucial element to whether or not the child is likely to succeed.”

High School Teacher, South Carolina

“**Family involvement** is key to student success; it needs to be enhanced so that a true partnership is formed for the betterment of the child.”

Elementary School Principal, Illinois

“I understand that many just don’t know how to help. I wish we had **more resources** to connect and build the relationship between home and school.”

Middle School Teacher, Illinois

“All staff understands that **family engagement** is critical so we all work together to ensure that any time parents come to the school we treat them with respect and go above and beyond to meet their needs.”

Middle School Principal, New Mexico

“In order for a teacher to be the best, the **whole community** must be working on the same plan for each child. Everyone in the child’s world is **part of the team.**”

Elementary School Teacher, Arizona

FAMILIES & COMMUNITIES AS IMPORTANT PARTNERS

Educators Want to Work in Partnership with Families to Support Student Learning

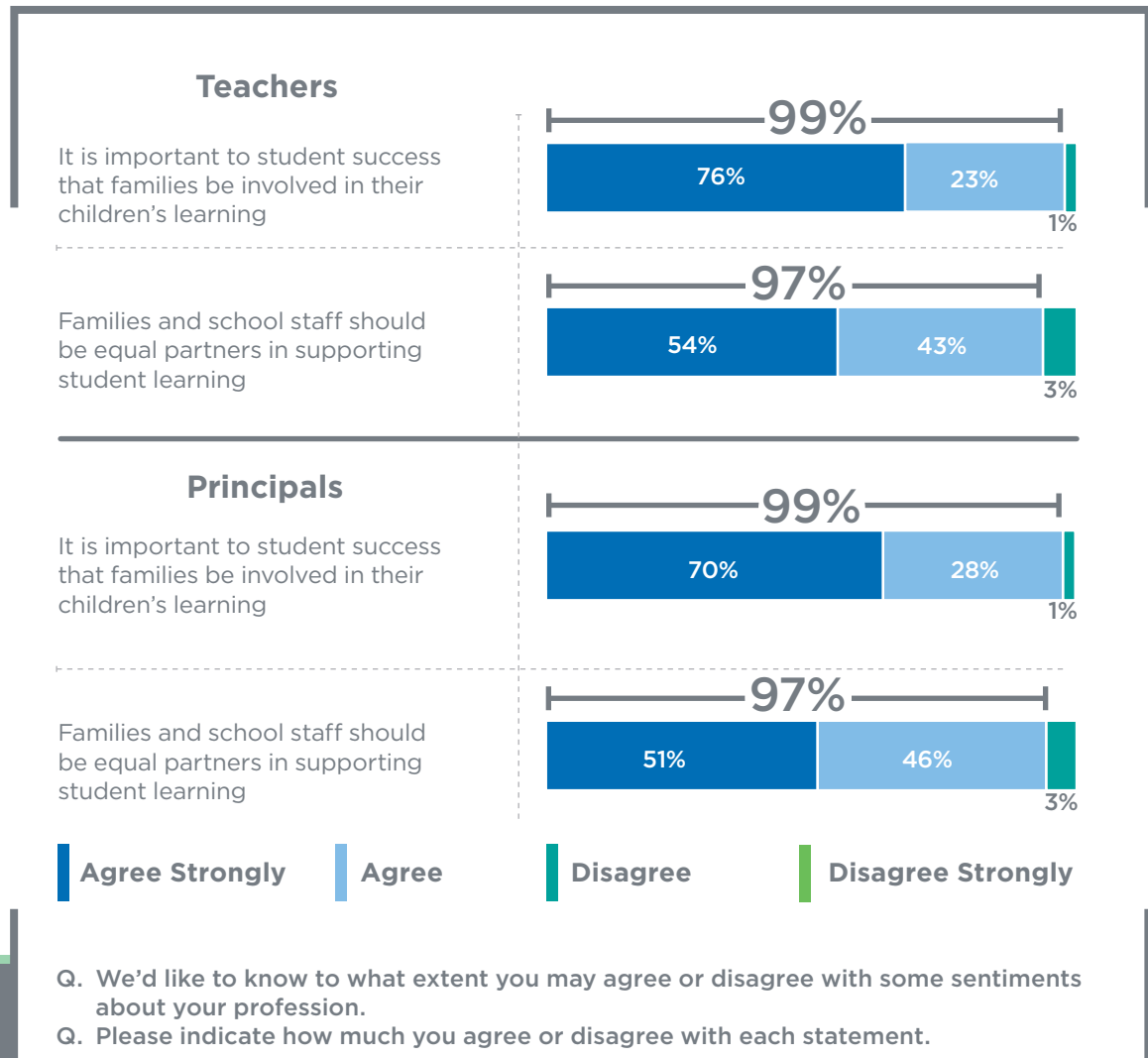
Both teachers and principals across all school poverty levels hold strong, positive views around the importance of family involvement in student learning and the need for partnerships between schools and parents.



I think America needs to know that the principals and teachers are in this together, and the parents need to be a vital part of our team, so that we can all work together to collaborate and do what's best for children.

Elementary School Principal, Pennsylvania

Teachers' & Principals' Agreement with Statements



Educators Want to Improve Their Strategies for Engaging Families

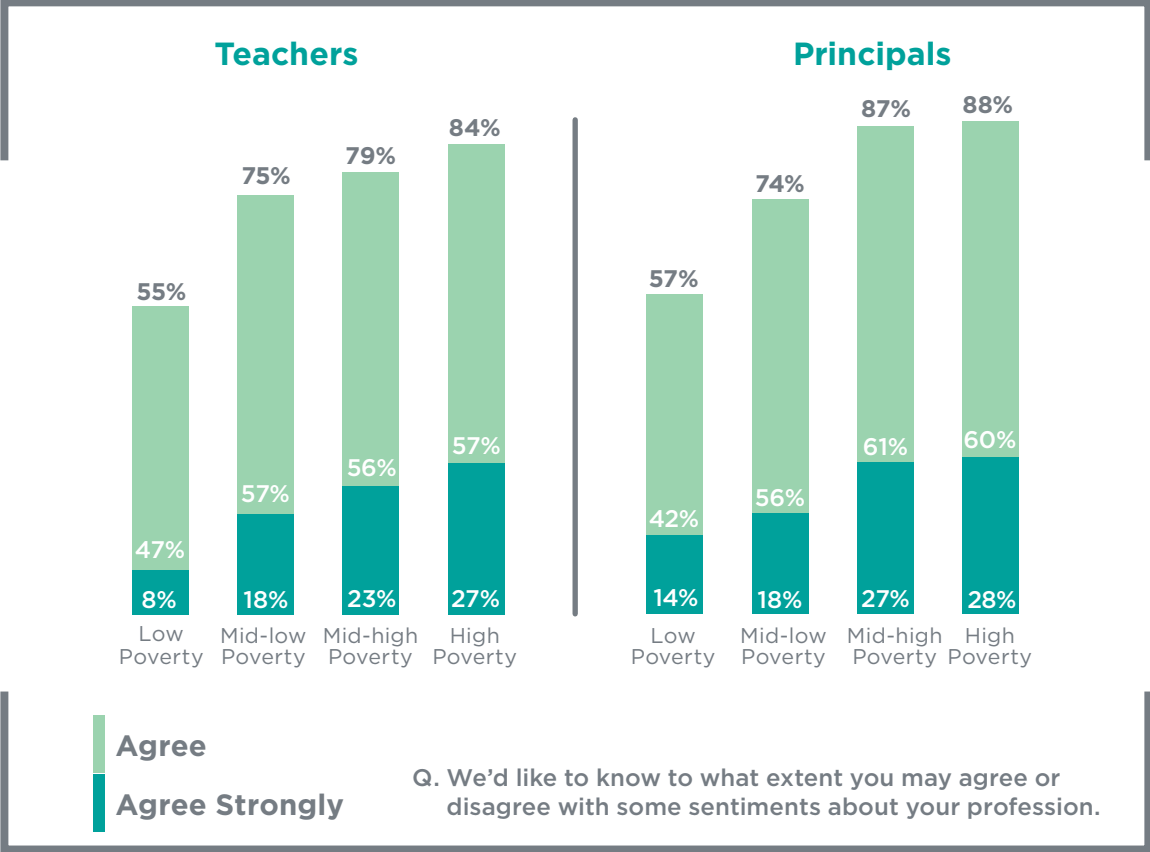
While educators agree that family engagement is important, the majority (62%) also report that their school’s staff is not “very or extremely” effective in engaging families in their children’s learning.* Therefore, it is not surprising that three-quarters of educators (74%) say they need help engaging the families of their students. While this need is especially great in high-poverty schools—where there is also the strongest call among teachers for PD around this issue—more than half of educators in low-poverty schools also agree.



Many educators (47%) say that professional development on ways to work effectively with families from all cultures is among the most important things educators should do to increase family engagement. Yet, only 27% of educators say this is happening to the degree it should.

*See Appendix B for expanded survey results.

Teachers’ & Principals’ Agreement with Statement: I need help engaging the families of my students in support of their children’s learning



Communication Is the Cornerstone of Family Engagement

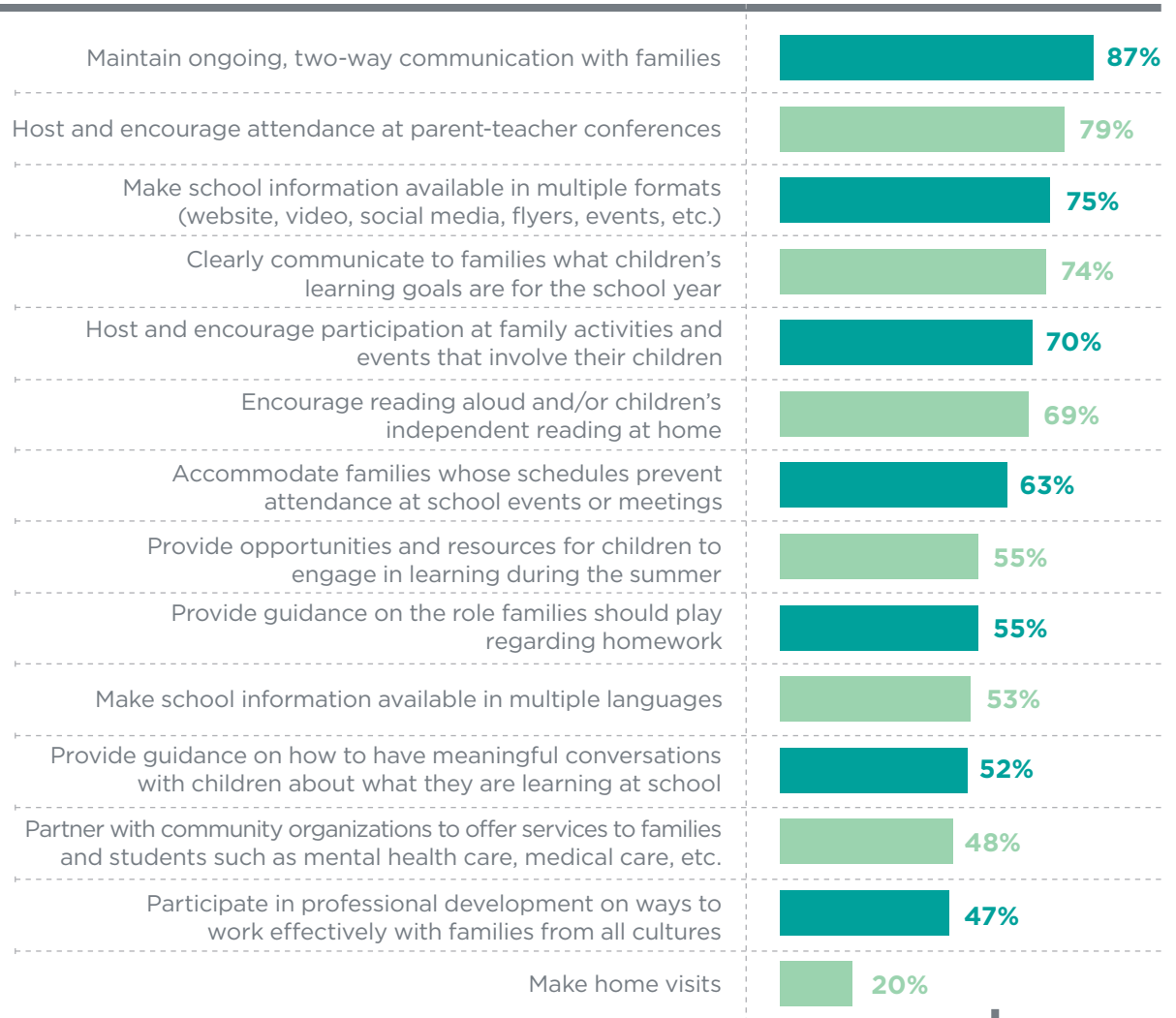
Educators say that it is important that communication be two-way and take many forms. They also say that barriers to communication must be addressed, including accommodating family schedules or making information available in multiple formats and languages.



30% of teachers in high-poverty schools say they cannot reach half or more of their students' families at least once a year. Only **5%** of teachers in low-poverty schools say this.

Activities Educators Say Are Among the Most Important to Help Families Be Engaged with Their Children's Learning

Base: Total Teachers & Principals Combined



Q. Please select the activities that you feel are most important for educators to do to help families be engaged with their children's learning.

See Appendix B for expanded survey results.

Gaps Exist Between What Educators Value in Family Engagement and What Is Happening in Schools

There are often wide gaps between the percentage of educators who say certain activities are important and the percentage who say these activities are happening to the degree they should, most notably around communication with families.



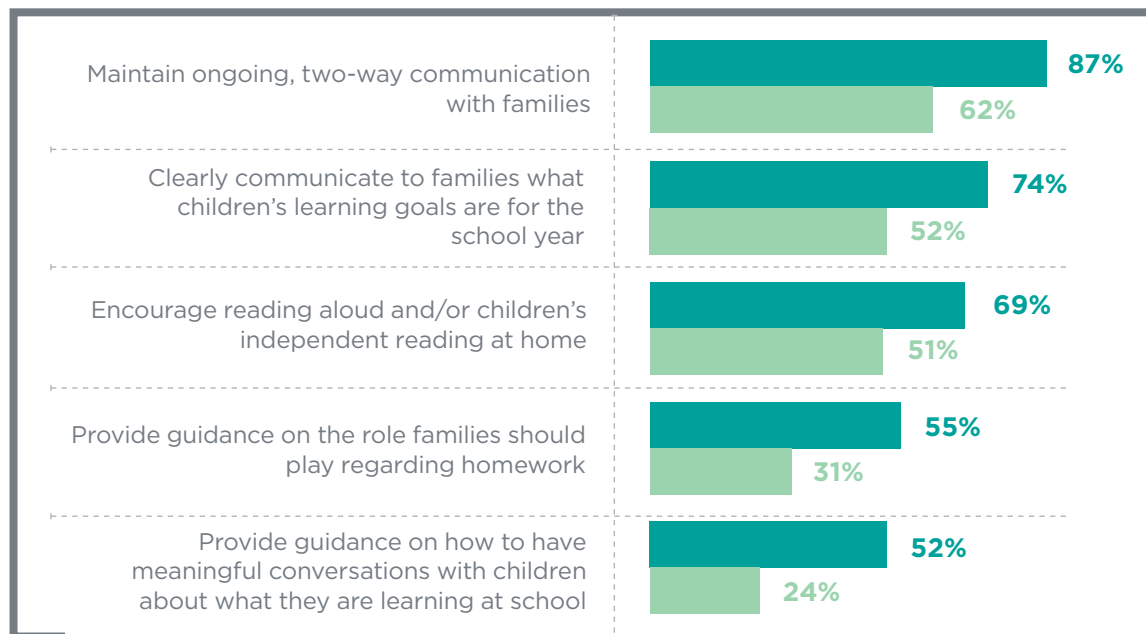
The school needs to build a positive culture surrounding parent engagement. We need to move beyond just having traditional parent-teacher conferences twice a year; this shouldn't be the only time for parent-teacher communication.

High School Teacher, Montana

Among the Most Important
Happening to Degree Should

Comparison of Educators' Views on Which Activity Is Among the Most Important to Support Family Engagement and Whether Each Is Happening to the Degree It Should

Base: Total Teachers & Principals Combined



Q. Please select the activities that you feel are most important for educators to do to help families be engaged with their children's learning.

Q. Which of these items do you believe are currently happening to the degree that they should at your school to help families support their children's learning?

See Appendix B for expanded survey results.

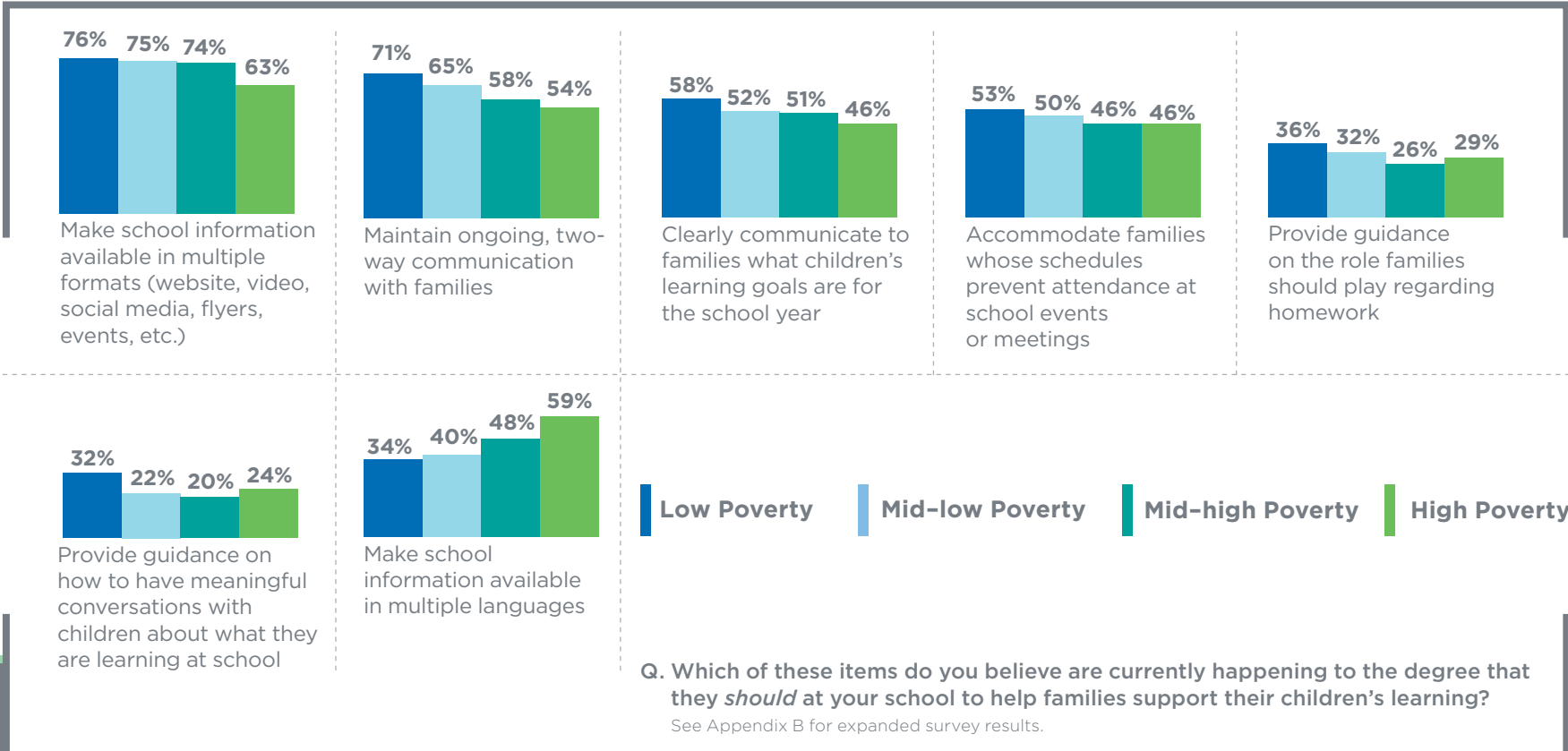
Many Family Engagement Activities Are Less Likely to Be Happening to the Degree They Should in High-Poverty Schools

Across school poverty levels, educators in high-poverty schools are less likely to say that many family engagement activities are happening to the degree

they should. At the same time, they are more likely to say that school information is being made available in multiple languages often enough.

Activities Educators Say Are Happening to the Degree Each Should at School, by School Poverty Level

Base: Total Teachers & Principals Combined



Community Partners Can Play a Key Role in Promoting Family Engagement and Addressing Barriers to Learning

Many educators see the value of community partnerships to support students and families. This is true across poverty levels.

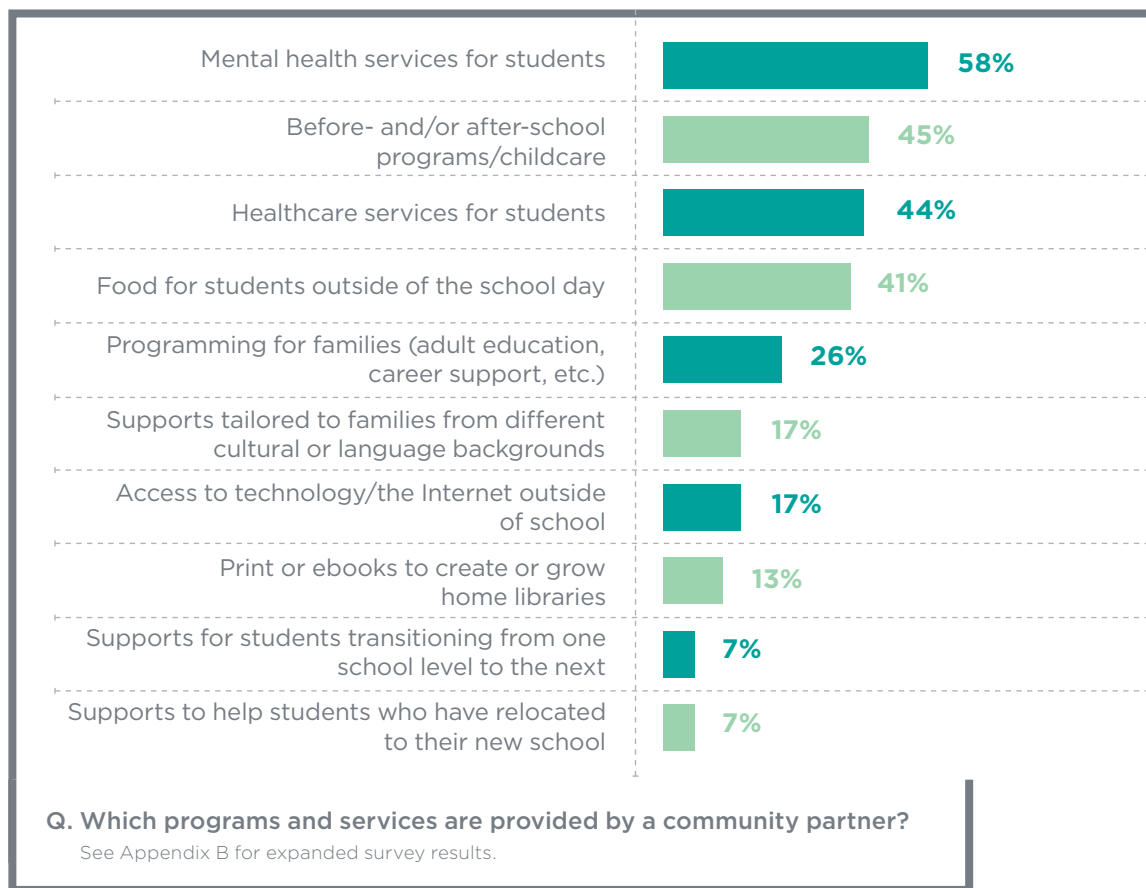
Forty-five percent of teachers and 60% of principals say reaching out to community partners to offer services to families is among the most important things to help families be engaged with children’s learning.

At the same time, fewer teachers (35%) and principals (38%), say these partnerships are happening to the degree they should.

The partnerships that are in place help address many barriers to learning such as health services, programming outside of the school day, as well as food for students.

The percentage of principals who say community organizations provide each type of service shown does not vary across school poverty levels, with one exception: providing food for students outside of the school day.

Types of Programs & Services Principals Say Are Provided by Community Partners



43% of principals in high-poverty schools say community partnerships provide food for students outside of the school day, compared with 31% among principals in low-poverty schools.



FAMILIES & COMMUNITIES

ARE IMPORTANT PARTNERS IN STUDENT LEARNING



TEACHERS & PRINCIPALS

99%
AGREE

“IT’S IMPORTANT TO STUDENT SUCCESS THAT FAMILIES BE INVOLVED IN THEIR CHILDREN’S LEARNING”

97%
AGREE

“FAMILIES & SCHOOL STAFF SHOULD BE EQUAL PARTNERS IN SUPPORTING STUDENT LEARNING”

74%
TEACHERS &
PRINCIPALS SAY

“I NEED HELP ENGAGING THE FAMILIES OF MY STUDENTS IN SUPPORT OF THEIR CHILDREN’S LEARNING”

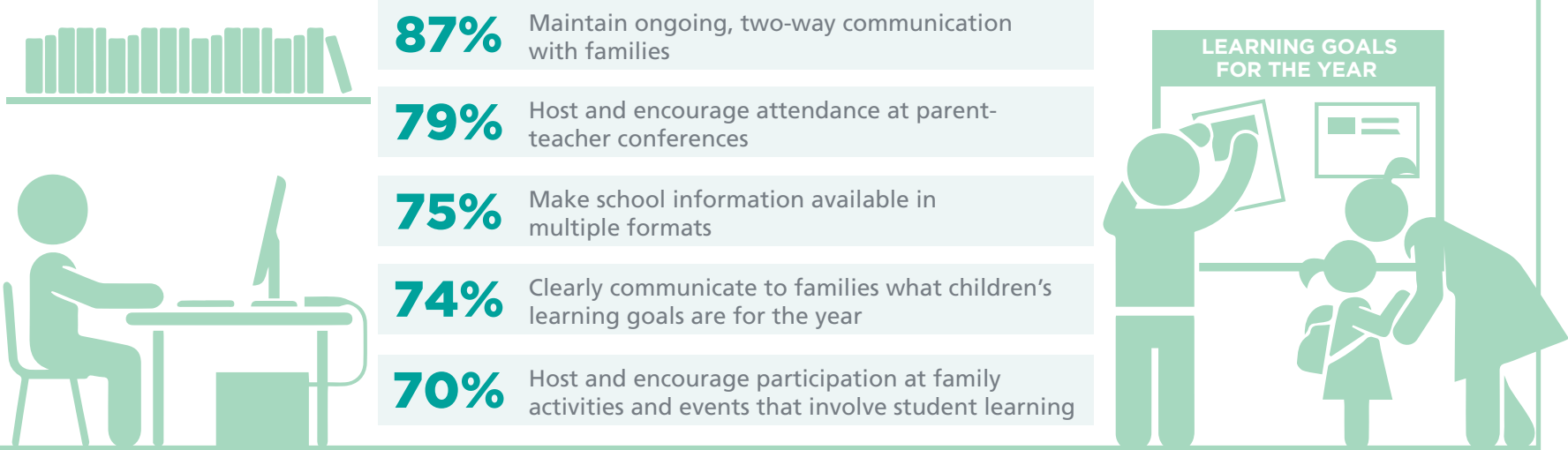


85%
HIGH-POVERTY
SCHOOLS

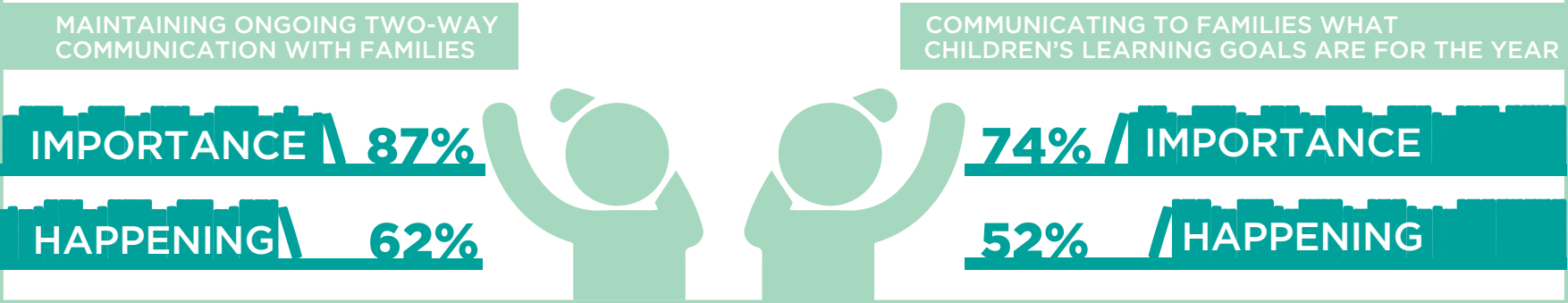
55%
LOW-POVERTY
SCHOOLS

COMMUNICATION IS THE CORNERSTONE OF FAMILY ENGAGEMENT

TOP 5 MOST IMPORTANT ACTIVITIES TO ENGAGE FAMILIES IN STUDENT LEARNING AMONG TEACHERS & PRINCIPALS



GAPS BETWEEN IMPORTANCE & WHAT'S HAPPENING





Educators' Commitment to the Profession

Teachers and principals want ongoing, relevant professional development and they identify the content they would like to pursue to grow as educators. Overall, while they acknowledge that there are challenges that come with the profession, they also say theirs is a rewarding career.



Teachers & Principals

IN THEIR OWN WORDS...

“Nearly every teacher I know **cares more** deeply than probably the general public would have any understanding of. It’s the only job you’ll ever have where you can’t sleep because you’re worried about someone else’s child and that’s a true statement.”

Elementary School Teacher, Maryland

“It’s a really hard job, but we do it because **we love it.**”

High School Teacher, Colorado

“Hearing different situations, dilemmas, and learning experiences of other school principals has been very beneficial to my development as a principal. It is an important part of my **professional development** to get out of my school and interact with high school principals from other districts.”

High School Principal, Ohio

“Having some of the exact same professional development as my staff is very valuable for me as an administrator, so that I know what to look for when I’m going into the classroom to do observations. Then I can also **provide assistance to teachers.**”

Elementary School Principal, Michigan

“Principals’ most important jobs are to set a **vision and culture** for the school that welcomes and includes all students and directly addresses systemic inequities, to remove barriers for students, families, and staff so that students can focus on learning; and to build relationships with students, families, and staff so that school is welcoming and inclusive for all.”

Elementary School Principal, Pennsylvania

EDUCATORS' COMMITMENT TO THE PROFESSION

Educators Are Lifelong Learners

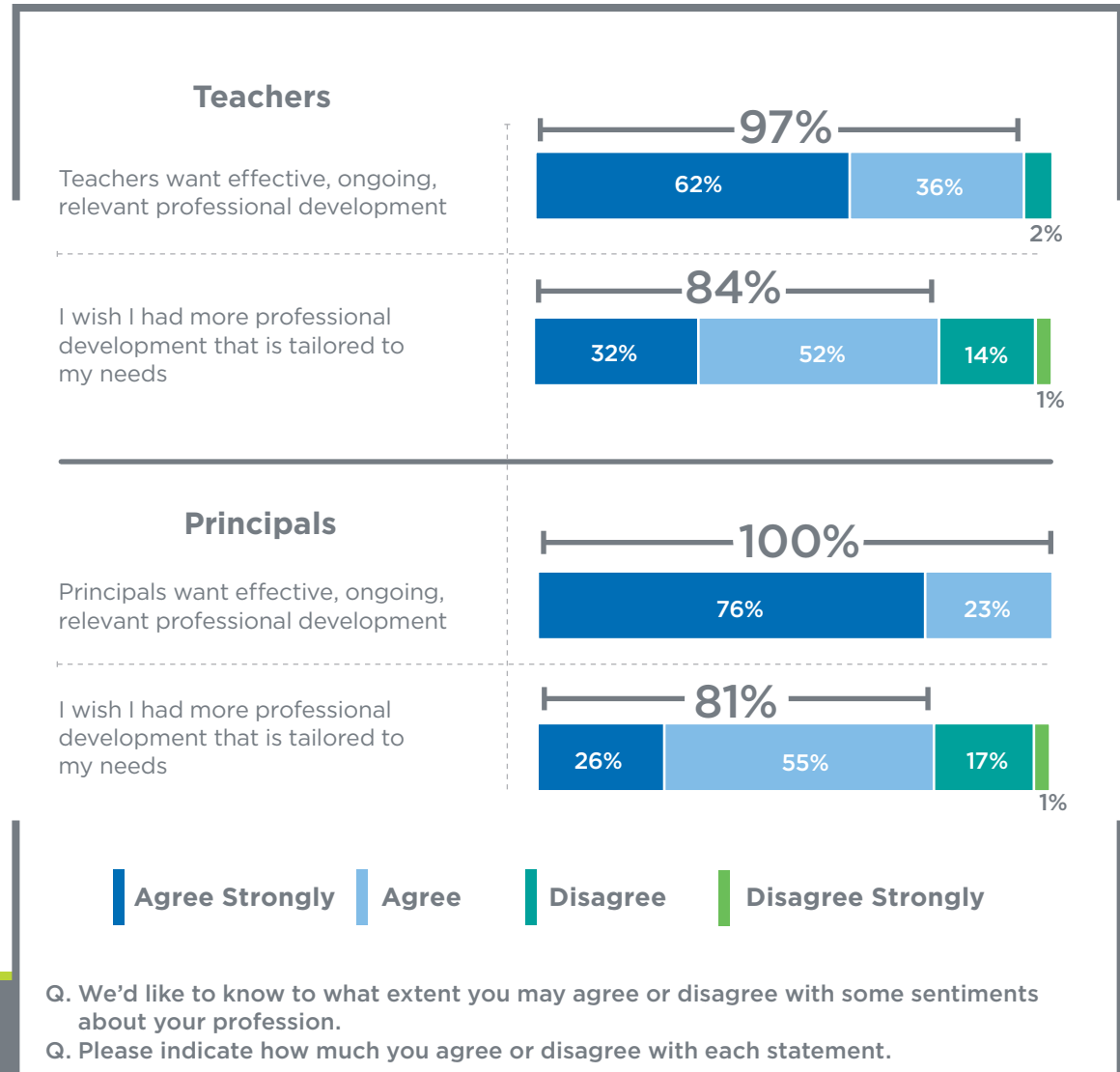
At the heart of every educator is a student. Teachers and principals want opportunities to grow as professionals in ways that are relevant and that meet their needs, which are an extension of their students' needs.



We need professional development to help teachers learn about cultural differences, and how to make our school more inviting to families.

High School Teacher, Alabama

Teachers' & Principals' Agreement with Statements



Educators Pursue Varied Learning Opportunities; Citing Many as Effective

Educators point to a variety of ways in which they find professional development to be effectively delivered and many of these are often “opt-in” in nature, including attending professional conferences, participating in online peer-communities and reading professional books. Additionally, educators want to learn from each other and from experts in their field.

The leading reasons for their preferred form of professional development were to hear new ideas, relevance to their roles and flexibility.



Professionals who can motivate teachers or provide new tools and/or techniques to use in the classroom... give teachers a different perspective or new ways to approach concepts in the classroom. I think this is important because as educators, we should never stop learning ourselves.

High School Teacher, Alabama

Formats of Professional Development Teachers & Principals Find Most Effective

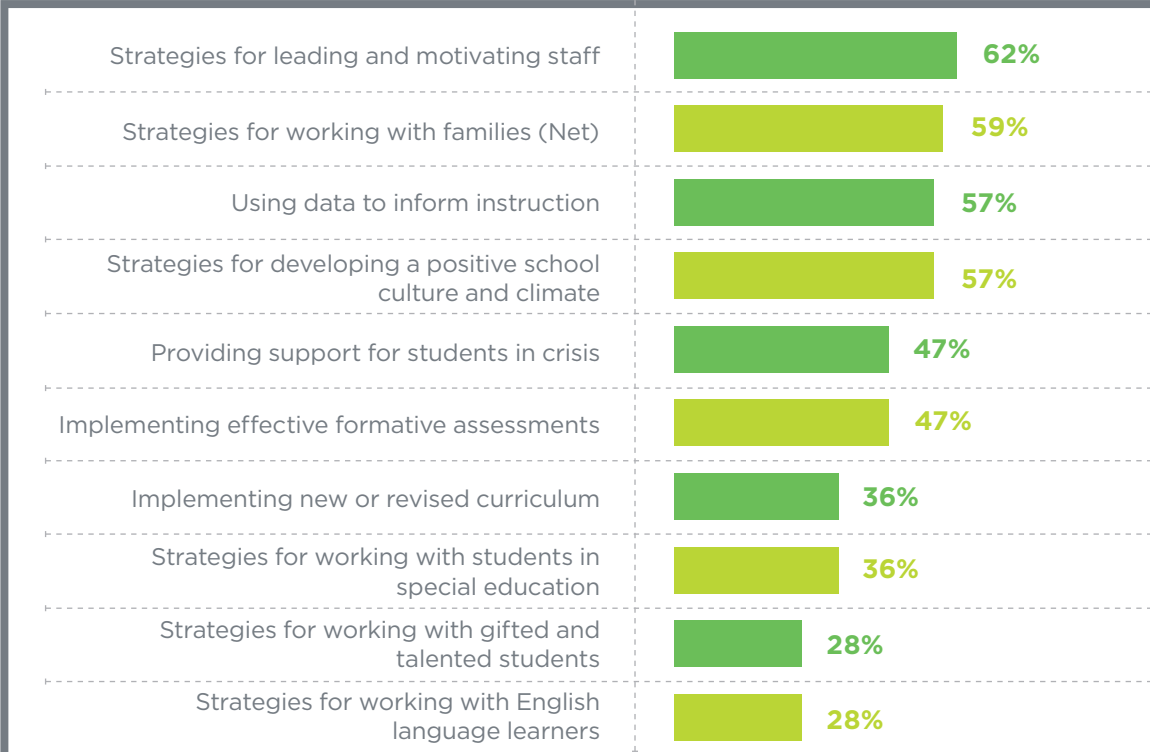


Principals Want Professional Development that Supports Their Vision of What a Principal Needs to Be

Principals strongly believe that they need to be instructional leaders and that they are responsible for the culture of their school. Their desire for tailored professional development reflects this with a focus on leadership and developing a positive school culture, working with families, using data to inform instruction, and implementing formative assessments and new or revised curriculum.



Areas in Which Principals Would Like Professional Development in the Coming Year



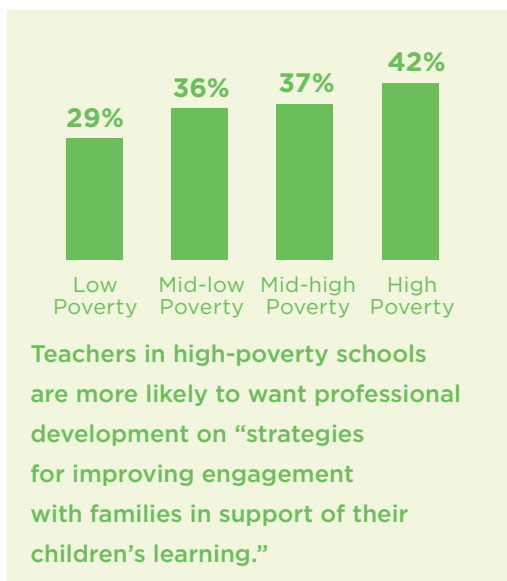
Q. Within the next 12 months, in which of the following areas would you personally like to participate in professional development (PD)?

NOTE: The net item combines "Strategies for improving engagement with families in support of their children's learning" and "Strategies for working with students and families from all cultures."

See Appendix B for expanded survey results.

Teachers Want Professional Development that Will Improve Their Instructional Practice

Among teachers, there is a desire for professional development to help them with instruction on the specific subjects they teach, help them utilize the resources they have, and provide strategies to engage families and to meet the needs of individual students.



Areas in Which Teachers Would Like Professional Development in the Coming Year



Q. Within the next 12 months, in which of the following areas would you personally like to participate in professional development (PD)?

NOTE: The net item combines “Strategies for improving engagement with families in support of their children’s learning” and “Strategies for working with students and families from all cultures.”

See Appendix B for expanded survey results.

It's All About the Kids

Virtually all teachers (96%) and principals (99%), across school poverty levels, grades taught, metro area and years of experience, say working with students gives them the most satisfaction.

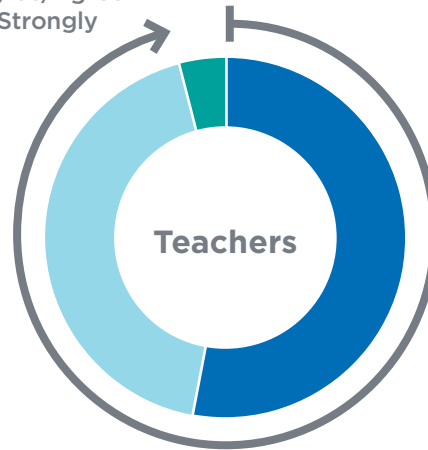


I do what I do because I am passionate about giving every child the opportunity to reach their full potential and never be limited by their circumstances, environments, or disabilities.

Middle School Teacher, Nevada

Teachers' & Principals' Agreement with Statements

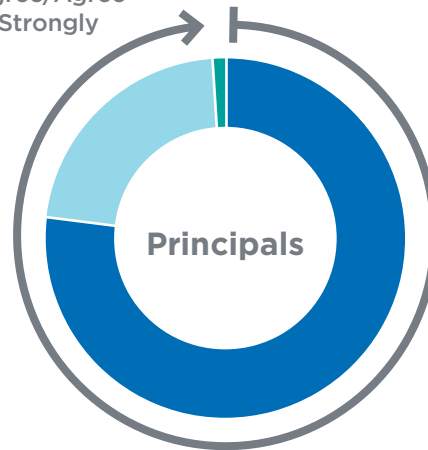
96%
Agree/Agree Strongly



Instructing students in the classroom is the most satisfying part of my school day



99%
Agree/Agree Strongly



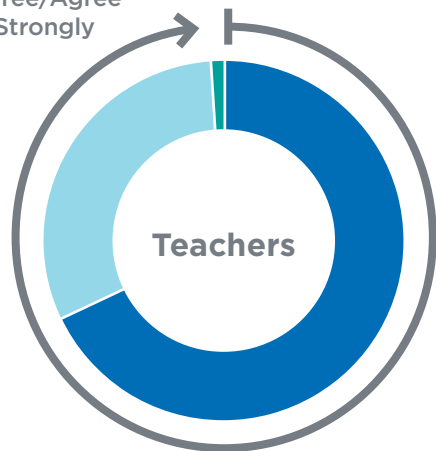
Interacting with students is the most satisfying part of my school day



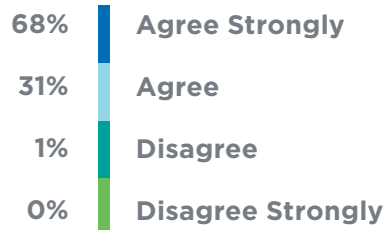
Q. We'd like to know to what extent you may agree or disagree with some sentiments about your profession.

Teachers' & Principals' Agreement with Statements

99%
Agree/Agree
Strongly



Teaching is a challenging, but rewarding career



The Challenges Are Worth It

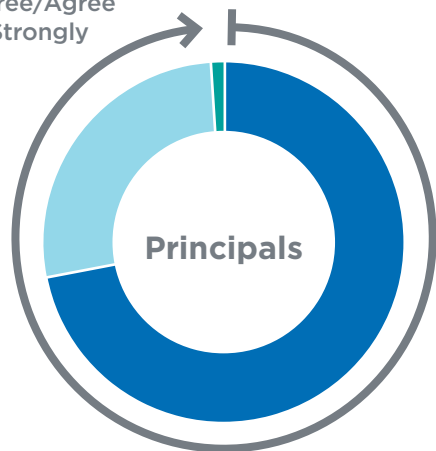
Even as both teachers and principals cite the challenges within their roles, from barriers to learning, to the need for more partnerships with families and communities, educators overwhelmingly agree they have chosen a rewarding career.



This is very hard work, but it is more importantly work from the heart. I love what I do, and as long as I am afforded the opportunity to continue in this position, I will do what is best for children at all times.

Middle School Principal, Tennessee

99%
Agree/Agree
Strongly



Being a principal is a challenging, but rewarding career



Q. We'd like to know to what extent you may agree or disagree with some sentiments about your profession.



EDUCATORS ARE LIFELONG LEARNERS

COMMITTED TO THE PROFESSION & THEIR STUDENTS



**99%
AGREE**
BEING A TEACHER
OR PRINCIPAL IS A

“CHALLENGING BUT
REWARDING
CAREER”

**97%
AGREE**

TIME WITH STUDENTS
“IS THE MOST
SATISFYING
PART OF MY
SCHOOL DAY”





TEACHERS & PRINCIPALS

98%
AGREE

“ I WANT EFFECTIVE,
ONGOING, RELEVANT
PROFESSIONAL DEVELOPMENT ”

83%
AGREE

“ I WISH I HAD MORE
PROFESSIONAL DEVELOPMENT
THAT IS TAILORED TO MY NEEDS ”



TEACHERS

THE MOST DESIRED TYPES OF PD



PRINCIPALS

57% Instructional strategies in my subject

54% Incorporating technology into lessons

47% Strategies for working with families*

39% Implementing new or revised curriculum

36% Strategies for developing a positive school culture*

35% Providing support for students in crisis*

62% Strategies for leading and motivating

59% Strategies for working with families*

57% Using data to inform instruction

57% Strategies for developing a positive school culture*

47% Providing support for students in crisis*

47% Implementing effective formative assessments

* Common Items

Appendices

APPENDIX A: DEMOGRAPHICS OF SAMPLE

Teachers

REGION	
Northwest	21%
Midwest	22%
South	39%
West	18%
SCHOOL URBANICITY	
City	28%
Suburb	32%
Town	12%
Rural	27%
% FREE/REDUCED-PRICE LUNCH	
0–25	23%
26–50	28%
51–75	27%
76+	22%
SCHOOL ENROLLMENT	
Fewer than 500	35%
500–749	26%
750+	39%

GRADES TAUGHT	
Pre-K–5 (Elementary)	48%
6–8 (Middle)	28%
9–12 (High School)	32%
SUBJECTS TAUGHT	
General Subjects/All Subjects	31%
Math	49%
English/ELA/Reading	53%
Science	48%
Social Studies/History	46%
Special Education	11%
Foreign Language	3%
Unified Arts/Electives (Net)	26%
YEARS OF EXPERIENCE	
Fewer than 10	40%
10–20	37%
21+	23%

GENDER	
Male	23%
Female	75%
Decline to Answer	1%
AGE	
Under 35	27%
35–44	25%
45–54	27%
55+	19%
Decline to Answer	2%
Average Age	43
LIVE IN DISTRICT	
Yes	51%
No	48%
Decline to Answer	1%

Teachers, by School Poverty Level

	Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
SCHOOL URBANICITY				
City	16%	20%	29%	51%
Suburban	50%	33%	25%	22%
Town	5%	13%	16%	11%
Rural	28%	34%	29%	16%
GRADES TAUGHT				
Pre-K–5 (Elementary)	46%	40%	49%	59%
6–8 (Middle)	30%	32%	26%	26%
9–12 (High School)	33%	39%	33%	22%
SUBJECTS TAUGHT				
General Subjects/All Subjects	30%	27%	30%	39%
Math	47%	41%	51%	57%
English/ELA/Reading	51%	50%	52%	58%
Science	46%	46%	46%	53%
Social Studies/History	45%	41%	45%	53%
Special Education	11%	11%	11%	10%
Foreign Language	3%	4%	3%	2%
Unified Arts/Electives (Net)	28%	25%	24%	28%
SCHOOL ENROLLMENT				
Fewer than 500	29%	32%	38%	42%
500–749	29%	22%	24%	29%
750+	42%	46%	38%	29%
LIVE IN DISTRICT	43%	54%	59%	46%

	Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
YEARS OF EXPERIENCE				
Fewer than 10	31%	38%	44%	48%
10–20	44%	35%	36%	35%
21+	25%	27%	20%	17%
GENDER				
Male	25%	25%	21%	20%
Female	74%	73%	78%	77%
Decline to Answer	1%	2%	1%	2%
AGE				
Under 35	28%	27%	26%	27%
35–44	23%	24%	26%	28%
45–54	27%	28%	27%	27%
55+	20%	19%	19%	16%
Decline to Answer	2%	2%	1%	2%
Average Age	43	44	44	43
REGION				
Northeast	32%	22%	13%	17%
Midwest	26%	27%	18%	17%
South	21%	33%	54%	47%
West	21%	18%	15%	19%

Principals

REGION	
Northwest	16%
Midwest	25%
South	35%
West	23%
SCHOOL URBANICITY	
City	26%
Suburb	27%
Town	14%
Rural	33%
% FREE/REDUCED-PRICE LUNCH	
0–25	22%
26–50	28%
51–75	26%
76+	24%

SCHOOL ENROLLMENT	
Fewer than 500	56%
500–749	24%
750+	20%
SCHOOL GRADE RANGE	
Elementary	58%
Middle	15%
High School	19%
Combined/Missing	8%
GENDER	
Male	48%
Female	51%
Decline to Answer	1%
YEARS OF EXPERIENCE	
Fewer than 10	62%
10–20	32%
21+	6%

AGE	
Under 35	4%
35–44	29%
45–54	40%
55+	26%
Decline to Answer	1%
Average Age	49
LIVE IN DISTRICT	
Yes	53%
No	46%
Decline to Answer	1%

Principals, by School Poverty Level

	Low-Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
SCHOOL URBANICITY				
City	14%	21%	22%	46%
Suburban	46%	27%	17%	22%
Town	8%	16%	17%	13%
Rural	31%	36%	44%	19%
SCHOOL TYPE				
Elementary	51%	48%	61%	69%
Middle	13%	17%	17%	14%
High School	26%	27%	13%	12%
Combined/Missing	9%	8%	9%	4%
YEARS OF EXPERIENCE				
Fewer than 10	59%	57%	68%	64%
10–20	33%	36%	27%	33%
21+	7%	7%	5%	3%
SCHOOL ENROLLMENT				
Fewer than 500	52%	53%	63%	56%
500–749	27%	25%	19%	27%
750+	21%	23%	18%	17%
LIVE IN DISTRICT	50%	57%	59%	45%

	Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
GENDER				
Male	52%	57%	45%	39%
Female	48%	42%	55%	60%
Decline to Answer	-	1%	0%	1%
AGE				
Under 35	5%	4%	3%	3%
35–44	28%	29%	28%	30%
45–54	41%	43%	36%	40%
55+	26%	24%	32%	24%
Decline to Answer	-	1%	0%	2%
Average Age	49	49	49	49
REGION				
Northeast	27%	15%	11%	13%
Midwest	29%	32%	22%	18%
South	20%	29%	48%	43%
West	24%	24%	20%	26%

APPENDIX B: EXPANDED SURVEY RESULTS

Page 14 | We'd like to know to what extent you may agree or disagree with some sentiments about your profession.
Early learning opportunities are critical for preparing students to enter school ready to learn.

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Agree strongly/Agree (Net)	98%	97%	97%	98%	99%	99%	99%	99%	100%	99%	98%	98%	98%	98%	99%
Agree strongly	67%	62%	66%	69%	71%	76%	69%	72%	79%	82%	69%	63%	67%	72%	73%
Agree	31%	35%	32%	28%	28%	23%	31%	27%	20%	16%	29%	34%	31%	26%	26%
Disagree strongly/Disagree (Net)	2%	3%	3%	2%	1%	1%	1%	1%	0%	1%	2%	2%	2%	2%	1%
Disagree	2%	3%	2%	2%	1%	1%	-	1%	0%	1%	2%	2%	2%	2%	1%
Disagree strongly	0%	0%	0%	0%	0%	0%	1%	-	-	0%	0%	0%	0%	0%	0%

Pages 15 & 16 | Do you have students who are...

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Homeless or in temporary housing	66%	44%	64%	74%	80%	79%	64%	80%	84%	88%	69%	48%	68%	76%	81%
In need of English language learning support	70%	61%	66%	72%	80%	72%	72%	66%	67%	84%	70%	63%	66%	71%	81%
Experiencing family or personal crisis	90%	85%	89%	93%	92%	95%	92%	95%	96%	96%	91%	86%	90%	94%	93%
In need of mental health services	78%	71%	76%	79%	84%	91%	88%	92%	94%	92%	81%	75%	79%	83%	86%
Coming to school hungry	75%	55%	77%	85%	84%	85%	68%	86%	92%	90%	77%	58%	79%	86%	85%
In need of healthcare services	68%	50%	70%	73%	77%	82%	68%	81%	88%	91%	71%	54%	72%	77%	81%
Living in poverty	82%	60%	81%	91%	93%	90%	72%	91%	97%	98%	84%	63%	83%	92%	94%
I do not have any students that meet any of these descriptions	4%	9%	4%	1%	1%	1%	2%	0%	0%	0%	3%	8%	3%	1%	1%

**Page 17 | Compared with three years ago, are there more, the same, or fewer students in each of the following student populations?
Summary of Have More Students in Each Population Compared to Three Years Ago**

n=3584 Among Educators Who Have Worked in their Current School for Three or More Years	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	2896	566	747	803	780	770	156	190	227	197	3666	722	937	1030	977
Weighted Base	2815	697	783	711	624	769	177	215	207	169	3584	873	998	918	794
Homeless or in temporary housing	29%	21%	26%	36%	32%	40%	39%	38%	42%	43%	31%	25%	28%	37%	35%
In need of English language learning support	40%	41%	37%	40%	41%	39%	42%	34%	35%	44%	40%	42%	37%	39%	42%
Experiencing family or personal crisis	49%	50%	49%	50%	45%	57%	55%	54%	59%	61%	51%	51%	50%	52%	49%
In need of mental health services	50%	49%	51%	52%	49%	66%	70%	66%	61%	65%	54%	53%	55%	54%	52%
Coming to school hungry	32%	25%	32%	39%	32%	39%	34%	40%	40%	41%	34%	27%	34%	39%	34%
In need of healthcare services	28%	22%	27%	33%	29%	38%	35%	36%	46%	34%	30%	24%	29%	36%	30%
Living in poverty	36%	25%	36%	47%	36%	52%	45%	49%	56%	58%	40%	29%	39%	49%	41%

Pages 18 & 19 | For this question, please select the items that are NOT adequately available for your students.

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Basic needs such as food, housing, and clothing	33%	12%	26%	45%	51%	32%	12%	18%	45%	53%	33%	12%	24%	45%	52%
Safe and secure home environments	42%	16%	35%	53%	66%	43%	20%	31%	56%	61%	42%	17%	34%	53%	65%
Family access to healthcare services	25%	11%	22%	32%	35%	30%	18%	21%	42%	40%	26%	12%	22%	34%	36%
Strong connections between schools and communities	26%	16%	21%	28%	40%	25%	18%	16%	34%	34%	26%	16%	20%	29%	39%
Access to fiction and/or nonfiction books at home	46%	19%	41%	55%	69%	46%	20%	37%	58%	67%	46%	20%	40%	56%	69%
Access to fiction and/or nonfiction books in school	5%	4%	3%	6%	9%	4%	4%	1%	3%	9%	5%	4%	2%	5%	9%
Access to the Internet and other learning resources outside of school	48%	22%	45%	59%	67%	39%	13%	28%	52%	59%	46%	20%	41%	57%	65%
Family involvement in student learning	48%	18%	46%	58%	69%	44%	18%	32%	60%	65%	47%	18%	43%	59%	68%
Strong staff-to-family connections	31%	18%	28%	34%	43%	34%	17%	28%	42%	47%	31%	18%	28%	36%	44%
Strong staff-to-student connections	7%	4%	5%	8%	10%	8%	4%	6%	8%	13%	7%	4%	5%	8%	11%
High-quality instructional materials	19%	12%	20%	20%	24%	8%	6%	4%	12%	12%	17%	11%	17%	18%	21%
Programming that includes the arts, foreign languages, etc.	26%	18%	21%	27%	41%	31%	23%	25%	34%	43%	27%	19%	22%	29%	41%
Manageable class sizes	31%	26%	31%	29%	37%	17%	15%	19%	14%	19%	28%	24%	29%	26%	33%
In-school specialists to address students' social and emotional needs	29%	21%	31%	31%	33%	37%	29%	35%	45%	40%	31%	23%	32%	34%	34%
Access to technology and the Internet in school	15%	12%	15%	17%	18%	6%	3%	4%	8%	8%	13%	10%	13%	15%	16%
All of these items are adequately available for my students	17%	39%	16%	9%	6%	16%	36%	20%	7%	4%	17%	38%	17%	9%	6%

Page 21 | Altogether, for how many years have you worked as a teacher/principal?

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Fewer than 3 years	8%	8%	8%	10%	8%	17%	16%	18%	19%	16%	10%	10%	10%	12%	10%
3–9 years	32%	23%	30%	34%	40%	45%	43%	39%	49%	48%	34%	27%	32%	37%	42%
10–20 years	37%	44%	35%	36%	35%	32%	33%	36%	27%	33%	36%	42%	35%	34%	35%
More than 20 years	23%	25%	27%	20%	17%	6%	7%	7%	5%	3%	19%	21%	22%	17%	14%
Mean	13.86	14.71	14.86	13.19	12.54	8.62	9.10	9.13	8.05	8.24	12.72	13.56	13.61	12.08	11.55
Standard deviation	9.48	9.42	9.92	9.39	8.82	6.59	6.77	7.11	6.43	5.86	9.19	9.22	9.67	9.09	8.43
Median	14.00	15.00	16.00	14.00	12.00	7.00	8.00	8.00	6.00	6.00	12.00	13.00	13.00	12.00	11.00

Pages 26 & 27 | Knowing that all of these might be important to you, which would be your top five funding priorities to support student learning in your school?

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Student access to wrap-around services, like healthcare, mental health care, etc.	31%	24%	35%	34%	30%	48%	44%	52%	48%	49%	35%	28%	39%	37%	34%
Early learning initiatives and programs	34%	32%	36%	33%	36%	47%	44%	43%	54%	44%	37%	34%	37%	37%	38%
Academic or social-emotional intervention initiatives and programs	46%	45%	47%	43%	49%	60%	66%	63%	57%	55%	49%	49%	51%	46%	51%
Programs that provide access to fiction and/or nonfiction books beyond the school day	19%	13%	19%	19%	24%	15%	11%	13%	17%	18%	18%	12%	18%	19%	23%
Fiction and/or nonfiction books for school or classroom libraries	13%	12%	11%	14%	15%	11%	12%	8%	14%	11%	13%	12%	11%	14%	14%
Programs that support family and community engagement	35%	27%	35%	35%	42%	43%	35%	42%	42%	52%	37%	28%	37%	37%	44%
Professional development	29%	34%	31%	26%	24%	49%	57%	44%	52%	45%	33%	39%	34%	32%	29%
Higher salaries	47%	46%	47%	51%	45%	32%	29%	34%	33%	31%	44%	43%	44%	47%	42%
High-quality instructional materials and textbooks (Net)	55%	58%	55%	54%	53%	41%	40%	45%	43%	36%	52%	54%	53%	52%	50%
High-quality instructional materials (not including text books)	48%	53%	47%	46%	45%	37%	35%	40%	38%	32%	45%	49%	45%	44%	42%
Up-to-date, high-quality text books	19%	17%	19%	21%	17%	10%	8%	10%	12%	9%	17%	15%	17%	19%	15%
Programming that includes the arts, foreign languages, etc.	30%	36%	29%	27%	29%	20%	23%	18%	17%	24%	28%	33%	27%	25%	28%
Safe and up-to-date facilities (heating, cooling, security, etc.)	33%	34%	34%	33%	31%	29%	36%	29%	28%	25%	32%	34%	33%	32%	30%
Technology devices and digital resources in school	47%	50%	45%	47%	47%	40%	38%	47%	37%	35%	46%	47%	45%	45%	44%
Additional high-quality staff to reduce student-to-teacher ratio	55%	56%	56%	56%	52%	47%	48%	48%	41%	51%	53%	54%	54%	53%	51%

Pages 28 & 29 | How much, if any, of your own money did you spend on items for school, classroom or student use over the past year?

n=1894 Among Teachers and Principals Who Provided an Answer	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Zero	0%	0%	0%	1%	0%	3%	3%	3%	1%	3%	1%	1%	1%	1%	1%
\$1-\$99	5%	7%	5%	4%	3%	3%	4%	5%	2%	1%	4%	6%	5%	4%	2%
\$100-\$199	10%	11%	11%	10%	5%	8%	12%	7%	9%	5%	9%	11%	10%	10%	5%
\$200-\$299	16%	16%	19%	18%	11%	10%	11%	11%	9%	6%	15%	15%	17%	16%	10%
\$300-\$499	21%	21%	21%	19%	22%	14%	13%	15%	13%	14%	19%	20%	20%	18%	20%
\$500-\$749	20%	19%	20%	21%	21%	22%	18%	20%	25%	23%	20%	18%	20%	21%	22%
\$750 or more	18%	16%	15%	17%	23%	19%	16%	16%	18%	25%	18%	16%	15%	18%	24%
Mean	530.00	494.80	452.98	529.86	672.04	683.39	514.01	602.46	608.72	1014.45	559.51	498.24	481.47	544.92	744.18
Standard deviation	580.22	540.43	417.27	586.94	750.97	1162.11	639.03	791.44	728.40	1953.39	731.70	559.40	513.58	617.26	1126.29
Median	400.00	350.00	300.00	400.00	500.00	500.00	350.00	400.00	500.00	500.00	400.00	350.00	350.00	400.00	500.00

Page 27 | Do you receive discretionary money or an allotment for reimbursements from your school, district, or PTA for materials on classroom or other needs for your students over the past year?

n=3694 Teachers	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	-	-	-	-	-	3694	690	923	1062	1019
Weighted Base	3694	862	1028	979	825	-	-	-	-	-	3694	862	1028	979	825
Yes	55%	61%	56%	57%	46%	-	-	-	-	-	55%	61%	56%	57%	46%
No	45%	39%	44%	43%	54%	-	-	-	-	-	45%	39%	44%	43%	54%

Pages 28 & 29 | Items Purchased with Own Money Over the Past Year for School, Classroom or Student Use

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Arts and crafts supplies	63%	59%	61%	66%	65%	41%	35%	32%	46%	51%	58%	54%	55%	62%	62%
Books for my school/classroom	56%	54%	53%	61%	56%	41%	39%	37%	42%	46%	53%	51%	49%	57%	54%
Technology apps/software	33%	35%	31%	32%	34%	37%	32%	39%	40%	38%	34%	34%	32%	34%	35%
Classroom magazines	19%	16%	17%	21%	22%	14%	13%	7%	15%	21%	18%	16%	15%	19%	22%
Guided reading materials	25%	23%	22%	26%	29%	13%	9%	9%	14%	21%	22%	20%	20%	23%	27%
Lesson plans	43%	47%	38%	46%	43%	10%	7%	7%	11%	15%	36%	39%	31%	38%	36%
Workbooks/worksheets	38%	37%	31%	40%	47%	13%	10%	9%	11%	23%	33%	32%	26%	34%	41%
Lab/project supplies	40%	39%	37%	43%	43%	23%	21%	19%	23%	28%	37%	35%	33%	39%	40%
Food and snacks for students	70%	65%	72%	69%	73%	79%	68%	78%	82%	86%	72%	65%	74%	72%	76%
Clothing for students	26%	18%	24%	29%	32%	64%	52%	60%	69%	75%	34%	25%	32%	38%	42%
Cleaning supplies	55%	58%	55%	54%	71%	49%	40%	42%	55%	59%	62%	55%	57%	66%	68%
School or office/classroom decorations	76%	76%	72%	80%	79%	75%	71%	71%	77%	80%	76%	75%	72%	79%	79%
Supplies like tissues, hand sanitizer, band aids, etc.	69%	63%	70%	71%	74%	62%	51%	53%	69%	73%	68%	61%	66%	71%	74%
Supplies like notebooks, binders, pens and pencils, etc.	74%	70%	73%	78%	74%	65%	54%	62%	70%	74%	72%	67%	70%	76%	74%
None of these	-	-	-	-	-	7%	10%	10%	3%	6%	2%	2%	2%	1%	1%

Page 30 | About how many books would you say you have in your classroom or personal library of books for students to use? By this we mean a collection of books that are neither textbooks nor core instructional materials, and that are available to your students to read and reference.

n=3621 Among Teachers (Excluding Librarians)	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3618	675	907	1040	996	-	-	-	-	-	3618	675	907	1040	996
Weighted Base	3621	839	1013	959	810	-	-	-	-	-	3621	839	1013	959	810
Zero	11%	12%	11%	12%	11%	-	-	-	-	-	11%	12%	11%	12%	11%
1–149	43%	46%	43%	39%	44%	-	-	-	-	-	43%	46%	43%	39%	44%
150–249	15%	12%	14%	17%	16%	-	-	-	-	-	15%	12%	14%	17%	16%
250–499	12%	11%	12%	15%	12%	-	-	-	-	-	12%	11%	12%	15%	12%
500 or more	14%	16%	16%	13%	13%	-	-	-	-	-	14%	16%	16%	13%	13%
Don't Know	5%	3%	4%	4%	4%	-	-	-	-	-	5%	3%	4%	4%	4%
Mean	253.97	251.63	259.37	259.56	243.09	-	-	-	-	-	253.97	251.63	259.37	259.56	243.09

Page 31 | What types of reading materials do you have in your classroom or personal library for student use and what types do you need, or need more of? Types of Materials Need in Your Classroom or Personal Library for Students to Use

n=3267 Among Teachers (Excluding Librarians)	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3281	615	809	949	908	-	-	-	-	-	3281	615	809	949	908
Weighted Base	3267	759	908	859	741	-	-	-	-	-	3267	759	908	859	741
Books published in the last 3–5 years	51%	44%	51%	53%	55%	-	-	-	-	-	51%	44%	51%	53%	55%
Fiction and nonfiction (Net)	45%	42%	47%	42%	49%	-	-	-	-	-	45%	42%	47%	42%	49%
Nonfiction	40%	35%	42%	38%	45%						40%	35%	42%	38%	45%
Fiction	26%	21%	24%	26%	33%						26%	21%	24%	26%	33%
Books with diverse characters	43%	39%	44%	39%	51%	-	-	-	-	-	43%	39%	44%	39%	51%
Culturally relevant titles	54%	46%	54%	54%	62%	-	-	-	-	-	54%	46%	54%	54%	62%
Books in other languages	41%	32%	39%	44%	48%	-	-	-	-	-	41%	32%	39%	44%	48%
Multiple copies of popular titles	48%	40%	47%	49%	54%	-	-	-	-	-	48%	40%	47%	49%	54%
High-interest, low-reading-level books	48%	39%	48%	49%	54%	-	-	-	-	-	48%	39%	48%	49%	54%
eBooks	41%	37%	44%	42%	39%	-	-	-	-	-	41%	37%	44%	42%	39%
Graphic novels	42%	38%	42%	42%	47%	-	-	-	-	-	42%	38%	42%	42%	47%
Magazines	48%	42%	49%	50%	50%	-	-	-	-	-	48%	42%	49%	50%	50%
Reference databases (Scholastic GO!, World Book Online, etc.)	41%	34%	41%	43%	47%	-	-	-	-	-	41%	34%	41%	43%	47%

Page 32 | What types of reading materials do you have in your school library and what types do you need, or need more of?
Types of Materials Need in Your School Library for Students to Use.

n=1100 Among Principals and Librarians	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	76	Base sizes too small to show for the 76 librarians in the study across poverty levels				1027	197	257	288	285	1103	887	1180	1350	1304
Weighted Base	73					1027	223	287	270	247	1100	1085	1314	1249	1072
Books published in the last 3–5 years	40%					39%	30%	33%	44%	51%	39%	32%	33%	43%	49%
Fiction and nonfiction (Net)	38%					37%	34%	31%	38%	47%	37%	34%	32%	38%	47%
Nonfiction	37%					34%	31%	27%	37%	42%	34%	31%	28%	36%	42%
Fiction	25%					25%	22%	19%	29%	33%	25%	22%	19%	27%	33%
Books with diverse characters	46%					46%	41%	39%	48%	55%	46%	42%	39%	47%	54%
Culturally relevant titles	45%					52%	45%	49%	56%	59%	52%	45%	49%	55%	58%
Books in other languages	44%					54%	52%	51%	54%	57%	53%	50%	51%	55%	55%
Multiple copies of popular titles	34%					42%	34%	36%	47%	49%	41%	33%	38%	45%	49%
High-interest, low-reading-level books	52%					45%	41%	46%	45%	49%	46%	43%	45%	46%	49%
eBooks	45%					51%	49%	53%	55%	47%	51%	49%	51%	55%	46%
Graphic novels	42%					43%	37%	39%	46%	50%	43%	38%	39%	45%	50%
Magazines	16%					35%	28%	30%	36%	46%	34%	27%	30%	34%	45%
Reference databases (Scholastic GO!, World Book Online, etc.)	31%					36%	31%	32%	37%	44%	35%	32%	31%	36%	42%

Page 39 | Overall, how would you rate the effectiveness of staff at your school in engaging families in their children’s learning?

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Extremely/Very effective (Net)	39%	56%	39%	33%	26%	36%	58%	41%	27%	21%	38%	56%	39%	32%	25%
Extremely effective	7%	11%	6%	4%	5%	6%	10%	6%	3%	6%	7%	11%	6%	4%	5%
Very effective	32%	45%	32%	29%	21%	30%	48%	34%	24%	15%	31%	46%	33%	28%	20%
Somewhat effective	52%	40%	54%	57%	56%	58%	40%	53%	64%	73%	53%	40%	54%	59%	60%
Not very/Not at all effective (Net)	10%	4%	7%	9%	18%	6%	2%	6%	9%	6%	9%	4%	7%	9%	15%
Not very effective	9%	4%	7%	9%	17%	5%	2%	5%	8%	6%	8%	3%	7%	8%	14%
Not at all effective	1%	0%	0%	1%	1%	0%	-	1%	1%	-	1%	0%	0%	1%	1%

Pages 40 & 41 | Please select the activities that you feel are most important for educators to do to help families be engaged with their children’s learning.

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Host and encourage attendance at parent-teacher conferences	78%	75%	77%	78%	83%	83%	81%	82%	82%	87%	79%	76%	78%	79%	84%
Host and encourage participation at family activities and events that involve their children	69%	64%	68%	68%	77%	74%	67%	69%	77%	83%	70%	65%	68%	70%	79%
Accommodate families whose schedules prevent attendance at school events or meetings	62%	57%	63%	61%	66%	68%	65%	67%	70%	72%	63%	59%	64%	63%	67%
Encourage reading aloud and/or children’s independent reading at home	68%	65%	65%	69%	74%	71%	64%	68%	74%	77%	69%	65%	66%	70%	75%
Provide guidance on the role families should play regarding homework	55%	53%	54%	54%	60%	52%	52%	49%	52%	55%	55%	52%	53%	54%	59%
Maintain ongoing, two-way communication with families	85%	87%	82%	82%	89%	93%	93%	94%	93%	93%	87%	88%	85%	84%	90%
Provide guidance on how to have meaningful conversations with children about what they are learning at school	50%	50%	50%	45%	57%	56%	55%	60%	49%	62%	52%	51%	52%	46%	58%
Clearly communicate to families what children’s learning goals are for the school year	72%	74%	69%	71%	75%	80%	82%	82%	75%	79%	74%	76%	72%	72%	76%
Provide opportunities and resources for children to engage in learning during the summer	55%	47%	54%	54%	63%	56%	45%	57%	57%	63%	55%	47%	55%	55%	63%
Make school information available in multiple languages	53%	45%	48%	56%	67%	53%	39%	45%	58%	69%	53%	44%	47%	56%	68%
Make school information available in multiple formats (website, video, social media, flyers, events, etc.)	73%	73%	74%	72%	72%	82%	86%	81%	83%	77%	75%	76%	75%	74%	74%
Make home visits	17%	12%	12%	17%	28%	34%	20%	26%	36%	55%	20%	14%	15%	21%	34%
Partner with community organizations to offer services to families and students such as mental health care, medical care, etc.	45%	35%	43%	50%	53%	60%	53%	58%	65%	65%	48%	39%	46%	53%	56%
Participate in professional development on ways to work effectively with families from all cultures	45%	43%	44%	43%	51%	56%	49%	55%	55%	66%	47%	44%	47%	45%	54%

Pages 41 & 42 | Which of these items do you believe are currently happening to the degree that they should at your school to help families support their children’s learning?


n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Host and encourage attendance at parent-teacher conferences	77%	79%	78%	74%	75%	80%	83%	82%	79%	76%	77%	80%	79%	75%	75%
Host and encourage participation at family activities and events that involve their children	60%	63%	58%	58%	60%	64%	63%	65%	68%	59%	61%	63%	60%	60%	60%
Accommodate families whose schedules prevent attendance at school events or meetings	48%	52%	50%	44%	44%	52%	54%	50%	52%	51%	49%	53%	50%	46%	46%
Encourage reading aloud and/or children’s independent reading at home	49%	53%	48%	47%	49%	55%	53%	54%	64%	47%	51%	53%	50%	51%	48%
Provide guidance on the role families should play regarding homework	31%	35%	31%	25%	30%	32%	40%	34%	28%	27%	31%	36%	32%	26%	29%
Maintain ongoing, two-way communication with families	61%	70%	64%	57%	53%	65%	74%	67%	65%	56%	62%	71%	65%	58%	54%
Provide guidance on how to have meaningful conversations with children about what they are learning at school	23%	31%	20%	20%	23%	27%	35%	27%	21%	27%	24%	32%	22%	20%	24%
Clearly communicate to families what children’s learning goals are for the school year	53%	59%	53%	51%	47%	48%	55%	47%	48%	43%	52%	58%	52%	51%	46%
Provide opportunities and resources for children to engage in learning during the summer	40%	45%	38%	37%	39%	38%	45%	35%	34%	39%	39%	45%	38%	36%	39%
Make school information available in multiple languages	45%	36%	41%	49%	57%	44%	28%	38%	47%	64%	45%	34%	40%	48%	59%
Make school information available in multiple formats (website, video, social media, flyers, events, etc.)	71%	76%	74%	72%	61%	76%	75%	78%	81%	67%	72%	76%	75%	74%	63%
Make home visits	12%	10%	8%	13%	18%	16%	13%	7%	14%	29%	13%	11%	8%	14%	20%
Partner with community organizations to offer services to families and students such as mental health care, medical care, etc.	35%	33%	31%	37%	38%	38%	38%	37%	38%	41%	36%	34%	32%	37%	39%
Participate in professional development on ways to work effectively with families from all cultures	27%	29%	23%	25%	29%	30%	28%	28%	29%	34%	27%	29%	24%	26%	30%

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Before- and/or after-school programs/ childcare	43%	45%	42%	40%	46%	45%	48%	43%	42%	47%	44%	46%	42%	41%	46%
Supports for students transitioning from elementary to middle school; middle to high school, etc.	8%	9%	7%	9%	9%	7%	8%	6%	6%	10%	8%	9%	7%	8%	9%
Supports to help students who have relocated adjust to their new school	7%	7%	6%	7%	7%	7%	8%	8%	3%	10%	7%	7%	7%	6%	8%
Mental health services for students	37%	30%	41%	37%	39%	58%	58%	59%	58%	56%	41%	36%	45%	42%	43%
Food for students outside of the school day	30%	21%	26%	42%	32%	41%	31%	39%	50%	43%	33%	23%	29%	44%	34%
Supports tailored to families from different cultural or language backgrounds	15%	14%	16%	14%	18%	17%	17%	17%	14%	22%	16%	15%	16%	14%	19%
Healthcare services for students	31%	22%	29%	33%	41%	44%	40%	42%	45%	47%	34%	26%	32%	35%	42%
Print or ebooks to create or grow home libraries	10%	12%	9%	10%	10%	13%	17%	14%	8%	12%	11%	13%	10%	10%	11%
Access to technology/the Internet outside of school	18%	23%	19%	16%	16%	17%	17%	19%	13%	21%	18%	22%	19%	15%	17%
Programming for families (adult education, career support, etc.)	21%	21%	17%	21%	24%	26%	29%	23%	23%	31%	22%	23%	19%	22%	26%

Pages 50 & 51 | And within the next 12 months, in which of the following areas would you personally like to participate in professional development (PD)?

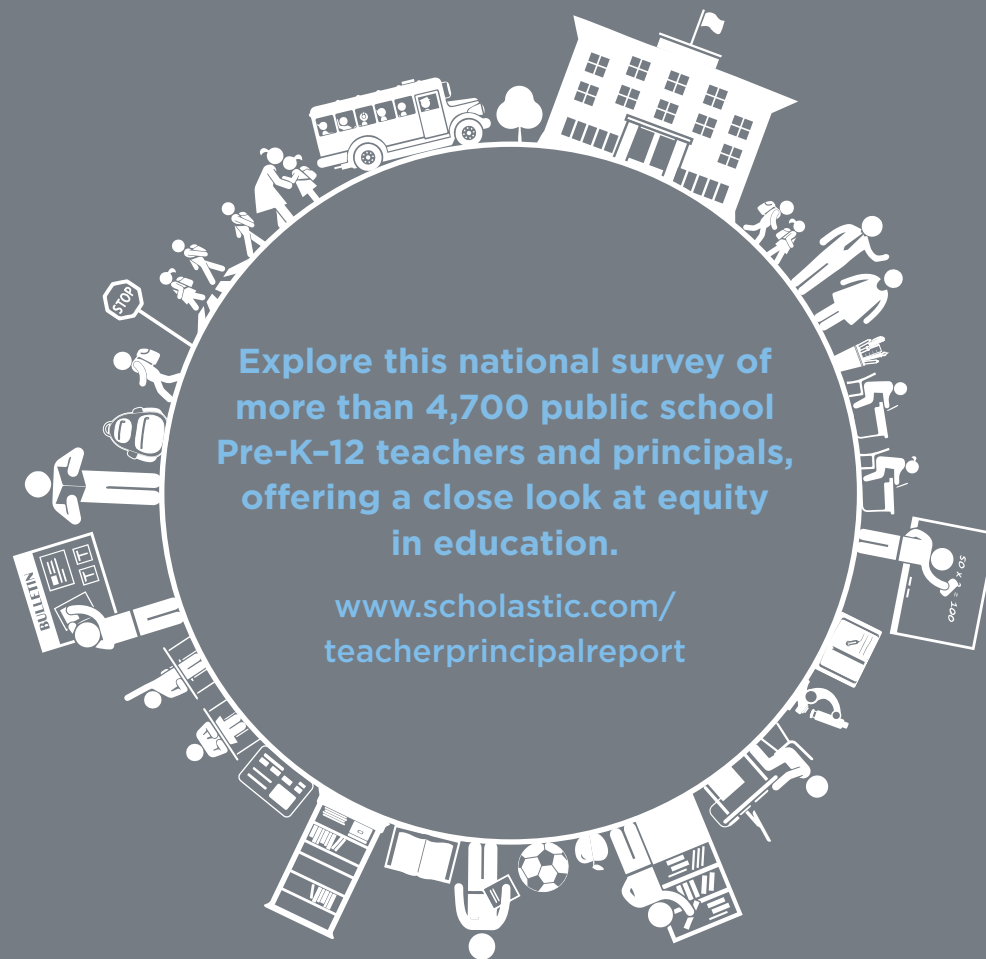
n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total	Title I Combined Teachers & Principals			
		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty		Low Poverty	Mid-low Poverty	Mid-high Poverty	High Poverty
Base	3694	690	923	1062	1019	1027	197	257	288	285	4721	887	1180	1350	1304
Weighted Base	3694	862	1028	979	825	1027	223	287	270	247	4721	1085	1314	1249	1072
Instructional strategies in my subject area(s) (Among Teachers Only)	57%	56%	61%	56%	54%	-	-	-	-	-	57%	56%	61%	56%	54%
Incorporating technology into lessons (Among Teachers Only)	54%	58%	52%	52%	53%	-	-	-	-	-	54%	58%	52%	52%	53%
Classroom management (Among Teachers Only)	31%	30%	32%	30%	32%	-	-	-	-	-	31%	30%	32%	30%	32%
Implementing effective formative assessments	33%	33%	35%	32%	33%	47%	40%	53%	48%	45%	36%	34%	39%	35%	36%
Strategies for working with students in special education	32%	34%	29%	32%	34%	36%	35%	29%	39%	40%	33%	34%	29%	34%	35%
Strategies for working with English language learners	25%	21%	24%	25%	32%	28%	31%	21%	26%	38%	26%	23%	23%	25%	33%
Strategies for working with students and families from all cultures	27%	24%	26%	26%	30%	32%	34%	31%	28%	35%	28%	26%	27%	27%	32%
Strategies for working with gifted & talented students	33%	34%	33%	31%	33%	28%	29%	26%	26%	30%	32%	33%	32%	30%	32%
Providing support for students in crisis	35%	32%	35%	35%	39%	47%	41%	47%	53%	47%	38%	34%	38%	39%	41%
Strategies for improving engagement with families in support of their children's learning	36%	29%	36%	37%	42%	49%	46%	43%	57%	49%	39%	33%	38%	41%	44%
Strategies for leading and motivating staff	26%	27%	28%	23%	27%	62%	68%	60%	64%	56%	34%	35%	35%	32%	33%
Strategies for developing a positive school culture and climate	36%	36%	36%	33%	40%	57%	61%	55%	61%	50%	40%	41%	40%	39%	42%
Using data to inform instruction	30%	26%	31%	30%	32%	57%	58%	59%	52%	58%	36%	33%	37%	35%	38%
Implementing new or revised curriculum	39%	38%	46%	36%	33%	36%	42%	36%	33%	34%	38%	38%	44%	35%	33%
Other (PLEASE SPECIFY)	2%	3%	1%	1%	2%	3%	2%	5%	2%	4%	2%	3%	2%	2%	2%
I would not like to receive professional development in the next 12 months	2%	1%	2%	2%	2%	1%	-	2%	0%	1%	2%	1%	2%	2%	2%
Strategies for working with families (Net)	47%	42%	45%	48%	51%	59%	56%	55%	65%	60%	49%	45%	47%	52%	53%

NOTES:



**“Equity doesn’t mean the same
for everyone; it means that
everyone gets what they need.”**

Elementary School Principal, Florida



Explore this national survey of more than 4,700 public school Pre-K-12 teachers and principals, offering a close look at equity in education.

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