

TEACHER & PRINCIPAL SCHOOL REPORT

Focus on Literacy

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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 literacy 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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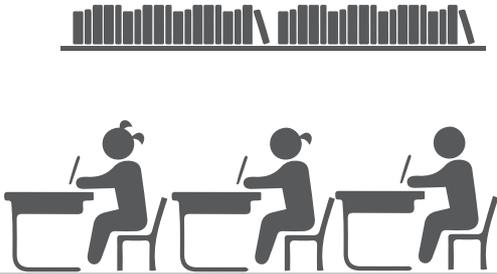
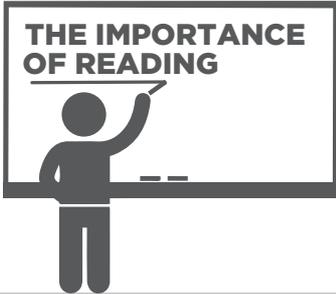
Overview & Key Findings



Educators & the Importance of Reading

There is no debate among teachers and principals: access to books and time for reading are important for their students' learning. To promote literacy, educators employ a variety of strategies, many of which differ by grade, both inside and outside the classroom.

- The overwhelming majority of teachers and principals agree that “providing year-round access to books at home is important to enhancing student achievement” (96%) and that “students should have time during the school day to read a book of their choice independently” (94%). (Page 12)
- In school, teachers are most likely to promote reading by talking with their students about literacy and the books they read, as well as encouraging use of the school library. (Page 13)
- Outside of school, teachers are most likely to encourage summer reading and make books available to take home during the year. Principals are more likely than teachers to host or participate in a book fair and make books available for students over the summer. (Page 14)
- Each activity to promote reading among students is more likely to occur in elementary schools and many are more likely to occur in high-poverty schools. (Pages 15–17)





Reading in School

Teachers and principals have observed that independent reading offers many benefits to students, especially increased skills and engagement; however, educators face barriers when trying to allocate time to independent reading, even as many wish it occurred more often.

- While 77% of teachers set time aside for independent reading/read aloud, only 36% do this every school day. When this occurs, students spend 22 minutes on average engaging in independent reading/read aloud. (Page 21)
- Nearly two in three teachers (63%) wish independent reading/read aloud time occurred more often, and these teachers cite demands of the curriculum as the primary barrier to preventing independent reading from occurring more frequently (90%). (Page 24)
- The overwhelming majority of teachers (91%) prefer to use a combination of engaging print and digital resources for instruction rather than a basal textbook, and 97% of principals share this preference. (Page 26)
- Four in ten principals (39%) report not having a full-time school librarian, and 27% of schools are only able to add books to their libraries once a year or less often. (Pages 27 & 28)





Reading & the Home-to-School Connection

Most educators believe that encouraging reading at home is important for family engagement, yet many believe this encouragement is not happening enough and that access to books at home is not adequate. To support families, educators agree that schools need to play a role in providing access to books at home, but need more robust classroom libraries to accomplish this.

- Seven in 10 educators (69%) say encouraging reading at home is among the most important things they do to help families be engaged with children's learning, yet only 51% say this is happening to the degree it should. (Page 31)
- About half of educators (46%) say their students do not have adequate access to fiction or non-fiction books at home. This varies by school poverty level with 69% of educators in high-poverty schools vs. 20% of educators in low-poverty schools saying the same. (Page 32)
- Nine in 10 educators (91%) agree that schools play an important role in expanding access to books at home and educators in elementary schools are most likely to strongly agree. (Page 33)
- Many teachers' classroom libraries contain more than 150 books (41%), but 31% have fewer than 50 books to serve their students during the school year. (Page 34)
- Among all classroom libraries, relevancy may be lacking. Regardless of classroom library size, most educators are in need of 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%). (Page 35)
- Nearly four in 10 teachers (37%) cannot update their libraries more than every couple of years, if ever. (Page 36)

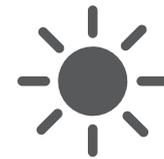




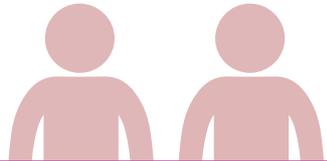
Summer Reading

Educators encourage summer reading among students to help them improve their literacy skills over the summer break, with the public library serving as a critical resource for students to access books while school is out.

- More than six in 10 educators (64%) promote literacy among students by encouraging summer reading—particularly those in elementary schools (77% vs. 53% and 43% in middle and high schools, respectively). (Page 39)
- Educators say the public library is the number one source of access to books for kids over the summer (77%). Additional sources, though less frequently cited, include families purchasing books for their children (40%), teachers providing books to take home (22%), and schools and districts providing books to take home (17%). (Page 40)



EDUCATORS' VIEWS ON INDEPENDENT READING AT SCHOOL



TEACHERS & PRINCIPALS

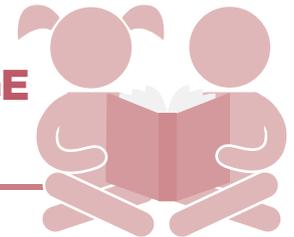
**94%
AGREE**

“STUDENTS SHOULD HAVE TIME DURING THE SCHOOL DAY TO READ A BOOK OF THEIR CHOICE INDEPENDENTLY”

**77%
OF TEACHERS**

SET ASIDE TIME FOR INDEPENDENT READING &/OR READ-ALOUD TIME, YET ONLY 36% DO THIS EVERY SCHOOL DAY

STUDENTS READ **22 MINUTES ON AVERAGE** WHEN THEY HAVE INDEPENDENT READING TIME

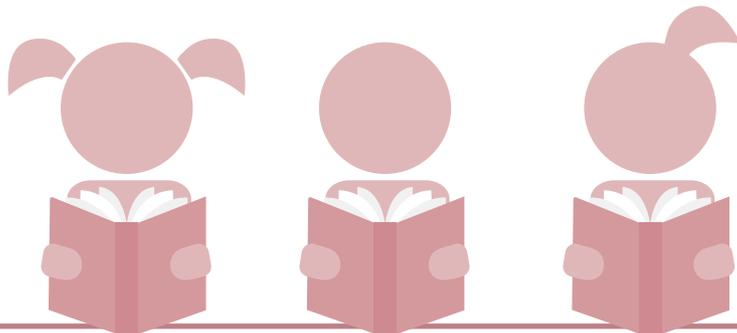


**63%
OF TEACHERS**

WISH INDEPENDENT READING TIME OCCURRED MORE OFTEN



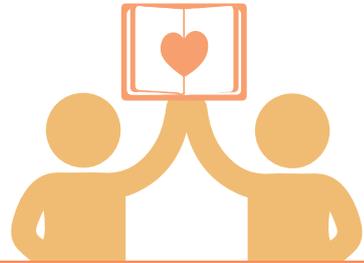
#1 BARRIER TO INDEPENDENT READING IS “THE DEMANDS OF THE CURRICULUM DON'T ALLOW ENOUGH TIME”



TOP BENEFITS OF INDEPENDENT READING TIME ACCORDING TO EDUCATORS:

- INCREASED STUDENT ACHIEVEMENT
- HIGHER STUDENT ENGAGEMENT WITH READING

MAKING THE HOME-TO-SCHOOL CONNECTION AROUND LITERACY



TEACHERS & PRINCIPALS

46% SAY

ACCESS TO BOOKS AT HOME IS NOT ADEQUATE FOR THEIR STUDENTS



69%
HIGH-POVERTY SCHOOLS

91% AGREE

“SCHOOLS PLAY AN IMPORTANT ROLE IN EXPANDING ACCESS TO BOOKS AT HOME”



57%
OF TEACHERS
YET

MAKE BOOKS AVAILABLE FOR STUDENTS TO TAKE HOME DURING THE SCHOOL YEAR

31%
OF TEACHERS

HAVE FEWER THAN 50 BOOKS FOR STUDENT USE IN THEIR CLASSROOM LIBRARIES

47%
OF TEACHERS

CAN ONLY UPDATE THEIR CLASSROOM LIBRARIES ONCE A YEAR OR EVERY COUPLE YEARS
13% ARE NEVER ABLE TO



TOP 5 MOST-NEEDED TYPES OF READING MATERIALS FOR CLASSROOM LIBRARIES:

54% CULTURALLY RELEVANT TITLES

51% BOOKS PUBLISHED IN THE LAST 3-5 YEARS

48% MULTIPLE COPIES OF POPULAR TITLES

48% HIGH-INTEREST, LOW-READING-LEVEL BOOKS

48% MAGAZINES

Educators' Agreement with Statements

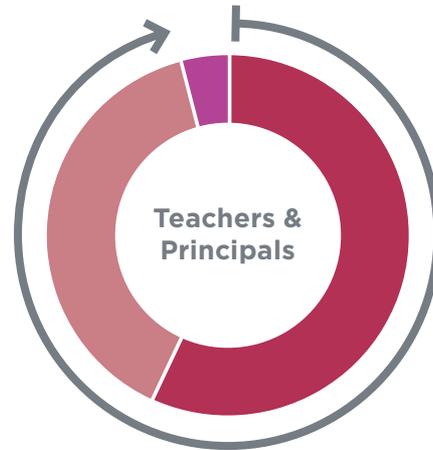
Base: Total Teachers & Principals Combined

Whether at home or in school, both teachers and principals believe in the power of reading in support of students.



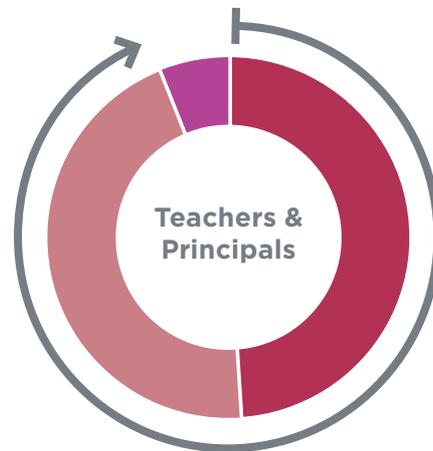
I hope to contribute positively to my school's reading program effort by continuing to make my classroom library available to my students, and communicating with students regularly about their interests in and the importance of reading.

*Elementary School Teacher,
Maryland*



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

96%
Agree/Agree Strongly



Students should have time during the school day to read a book of their choice independently

94%
Agree/Agree Strongly



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

See Appendix B for full question responses.

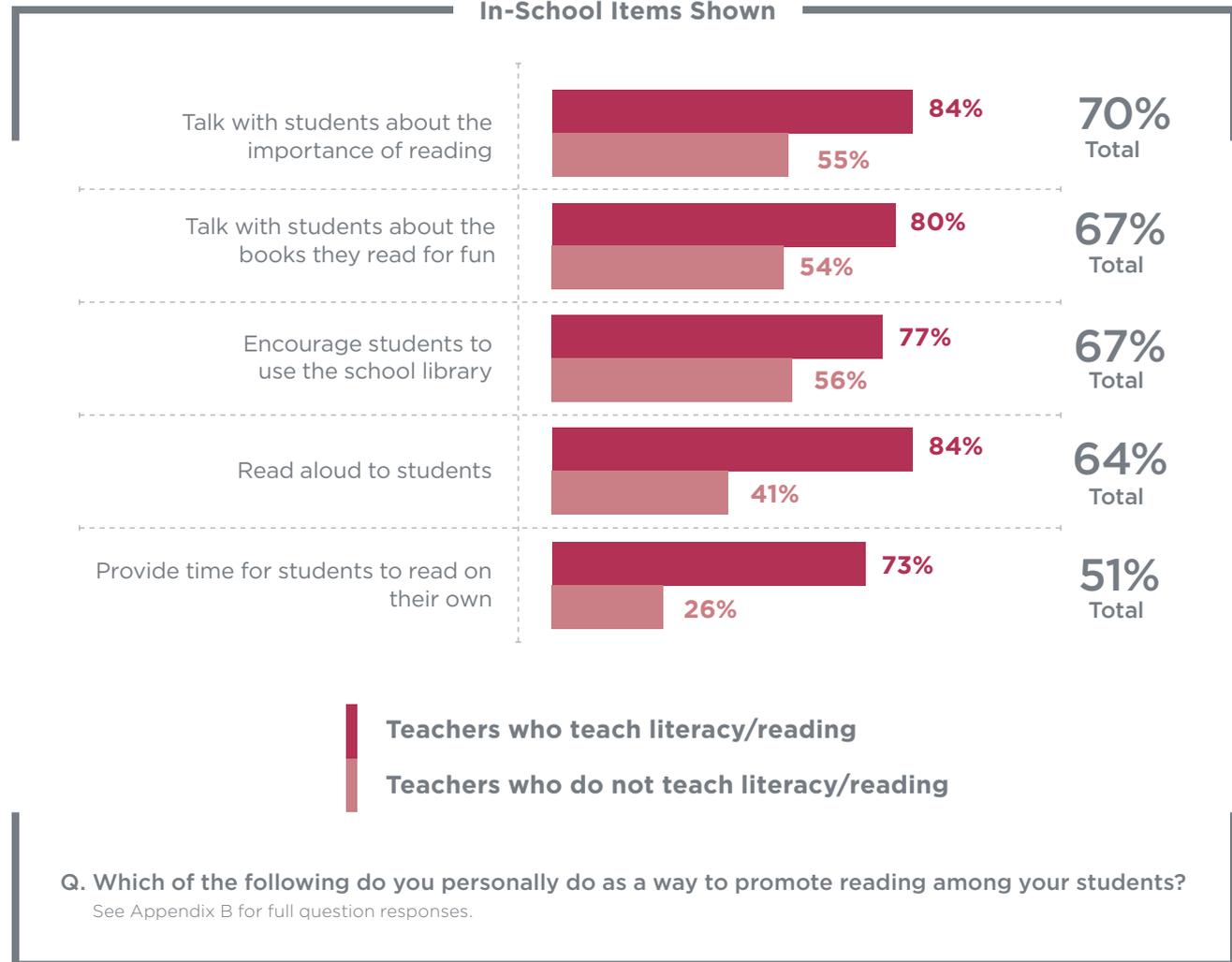
Teachers, especially those who teach literacy/reading, employ many strategies to promote literacy among students, with a focus on talking about books and the importance of reading. Principals are just as likely as teachers to also engage in literacy by talking with students about the importance of reading, the books students read and encouraging use of the school library.



We try to encourage families to attend literacy nights and send books home with kids.

*Elementary School Principal,
Oklahoma*

Activities Teachers Do to Promote Reading Among Students



Activities Teachers Do to Promote Reading Among Students

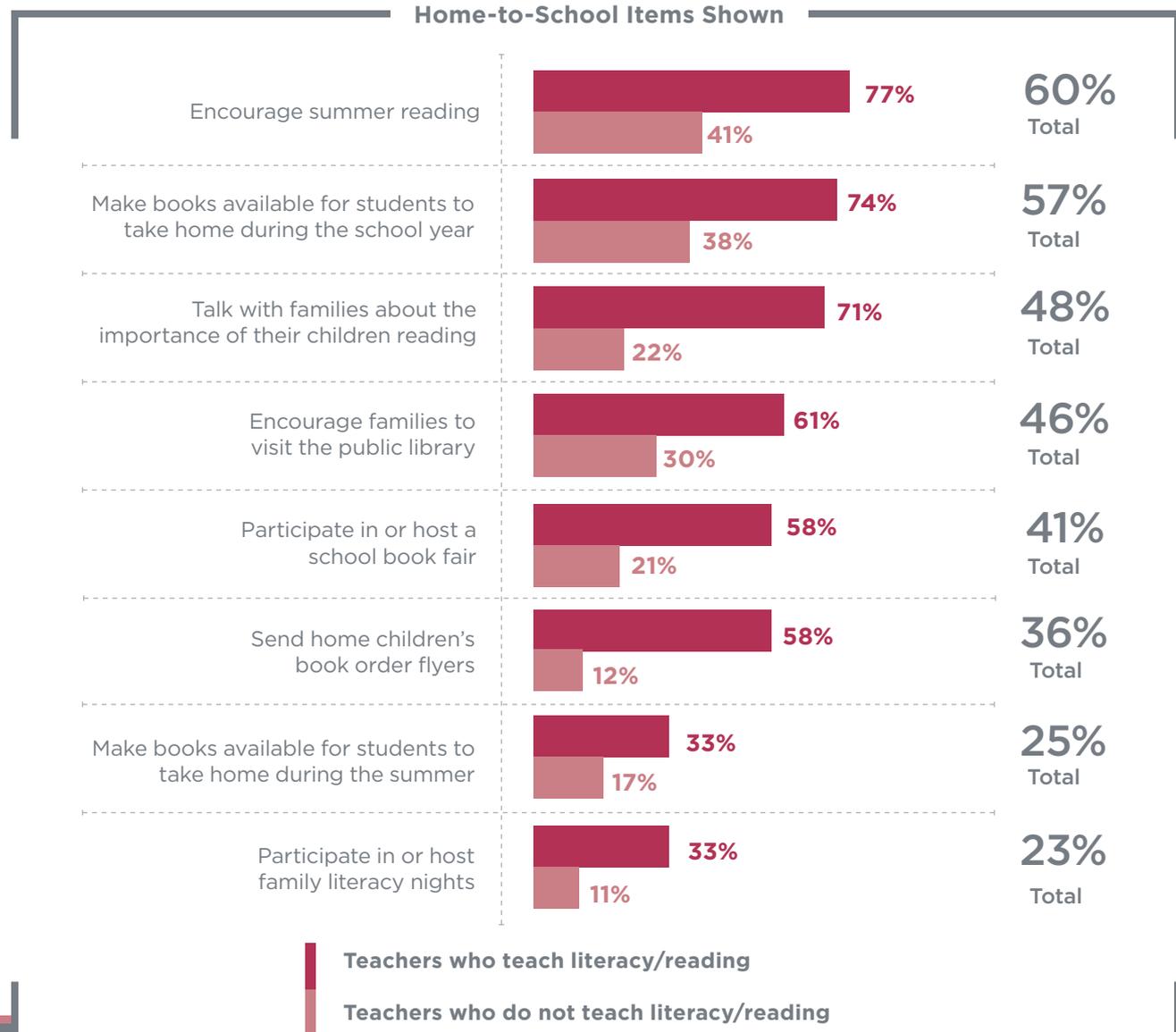
To support literacy outside of school, teachers and principals encourage summer reading, talk with families about the importance of reading and make books available to take home during the school year.



Principals are more likely than teachers to:

- Participate in or host a school book fair (72% vs. 41%)
- Make books available for students over the summer (40% vs. 25%)
- Talk with families about the importance of reading (67% vs. 48%)
- Make books available to take home during the school year (73% vs. 57%)

Additionally, 47% of principals say they encourage teachers to send home children's book order flyers.



Q. Which of the following do you personally do as a way to promote reading among your students?

See Appendix B for full question responses.

Activities Educators Do to Promote Reading Among Students

Base: Total Teachers & Principals Combined

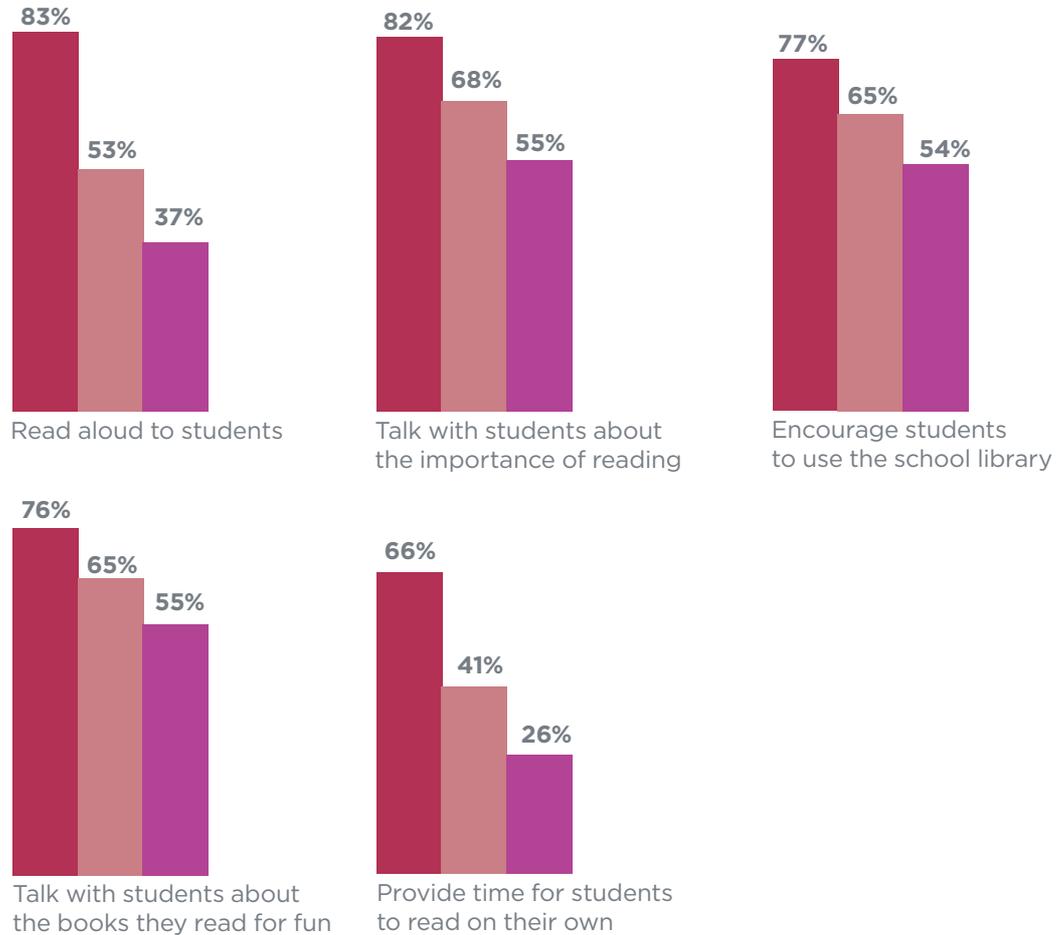
Strategies used by teachers and principals to encourage reading in school differ by grade level.



We start with a classroom read-aloud on the first day of school. No matter what background my students have come from, they all learn and build on their listening skills, stamina, predicting and discussion skills.

*Elementary School Teacher,
North Dakota*

In-School Items



Elementary School

Middle School

High School

Q. Which of the following do you personally do as a way to promote reading among your students?

See Appendix B for full question responses.

Activities Educators Do to Promote Reading Among Students

Base: Total Teachers & Principals Combined

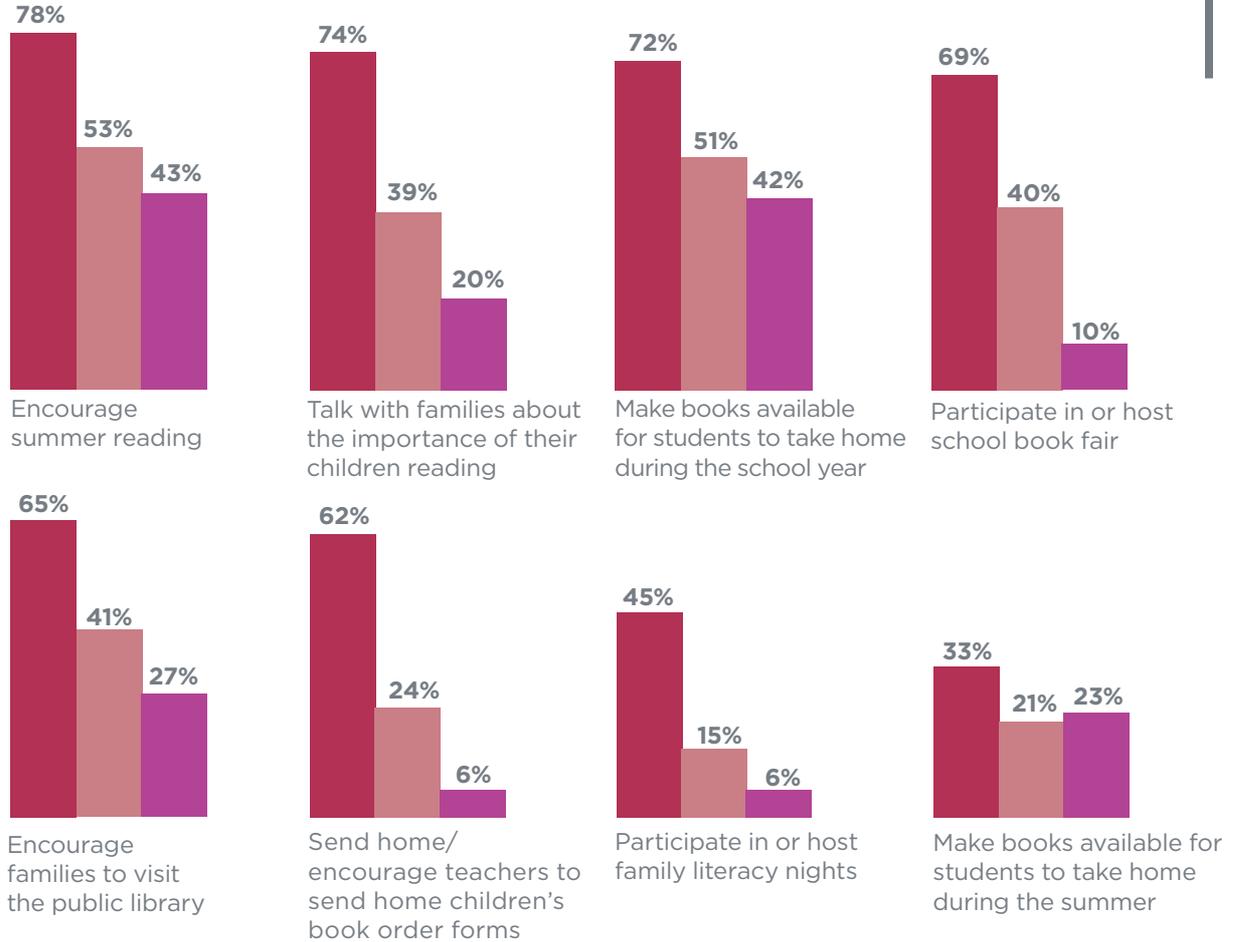
Strategies that are used to make the home-to-school connection around literacy also differ by grade.



My teachers engage parents in learning activities that they can do with their children at family literacy nights.

*Elementary School Principal,
Virginia*

Home-to-School Items



Elementary School

Middle School

High School

Q. Which of the following do you personally do as a way to promote reading among your students?

See Appendix B for full question responses.

Activities Educators Do to Promote Reading Among Students, by School Poverty Level

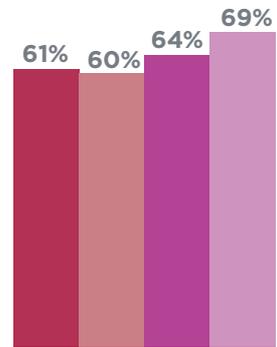
Base: Total Teachers & Principals Combined

In high-poverty schools, teachers and principals are more likely than educators in low-poverty schools to engage in activities to promote reading among students.

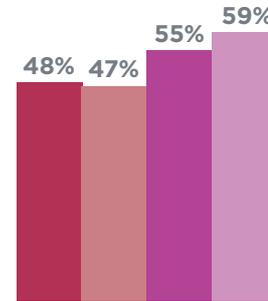


Students in the whole country need dedicated teachers and principals. The first step is to get books to all schools and students to promote reading. A child who cannot read will not succeed.

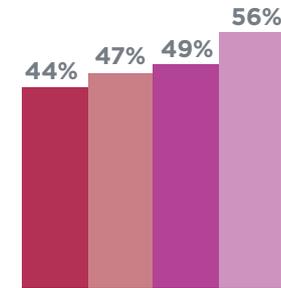
*Elementary School Teacher,
Louisiana*



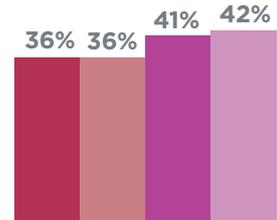
Read aloud to students



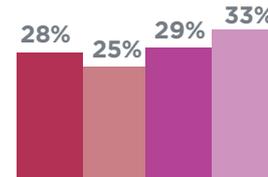
Talk with families about the importance of their children reading



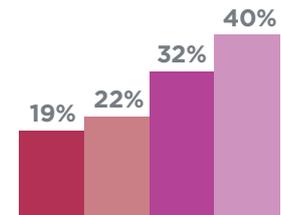
Encourage families to visit the public library



Send home/encourage teachers to send home children's book order forms



Make books available for students to take home during the summer



Participate in or host family literacy nights



Q. Which of the following do you personally do as a way to promote reading among your students?



Reading in School

Teachers and principals have observed that independent reading offers many benefits to students, especially increased skills and engagement; however, educators face barriers when trying to allocate time to independent reading, even as many wish it occurred more often.



Teachers & Principals

IN THEIR OWN WORDS...

“I would love to extend the school day to provide for more independent reading during the school day.”

Elementary School Principal, Texas

“I have incorporated a book nook in my classroom, and students are excited to have independent reading time.”

*Middle School Teacher,
Tennessee*

“School libraries are essential for promoting a love for reading and providing materials and instruction. It is an oasis in an otherwise hectic and sometimes overwhelming environment for students and teachers.”

Elementary School Teacher, Florida

“Independent reading helps students become excited about reading and picking out books that interest them. I find that students finish books they start and want to read similar books.”

Elementary School Teacher, Maryland

“The time I spend on independent reading is sometimes seen as frivolous by others, but I view it as one of the most valuable things we do.”

High School Teacher, South Carolina

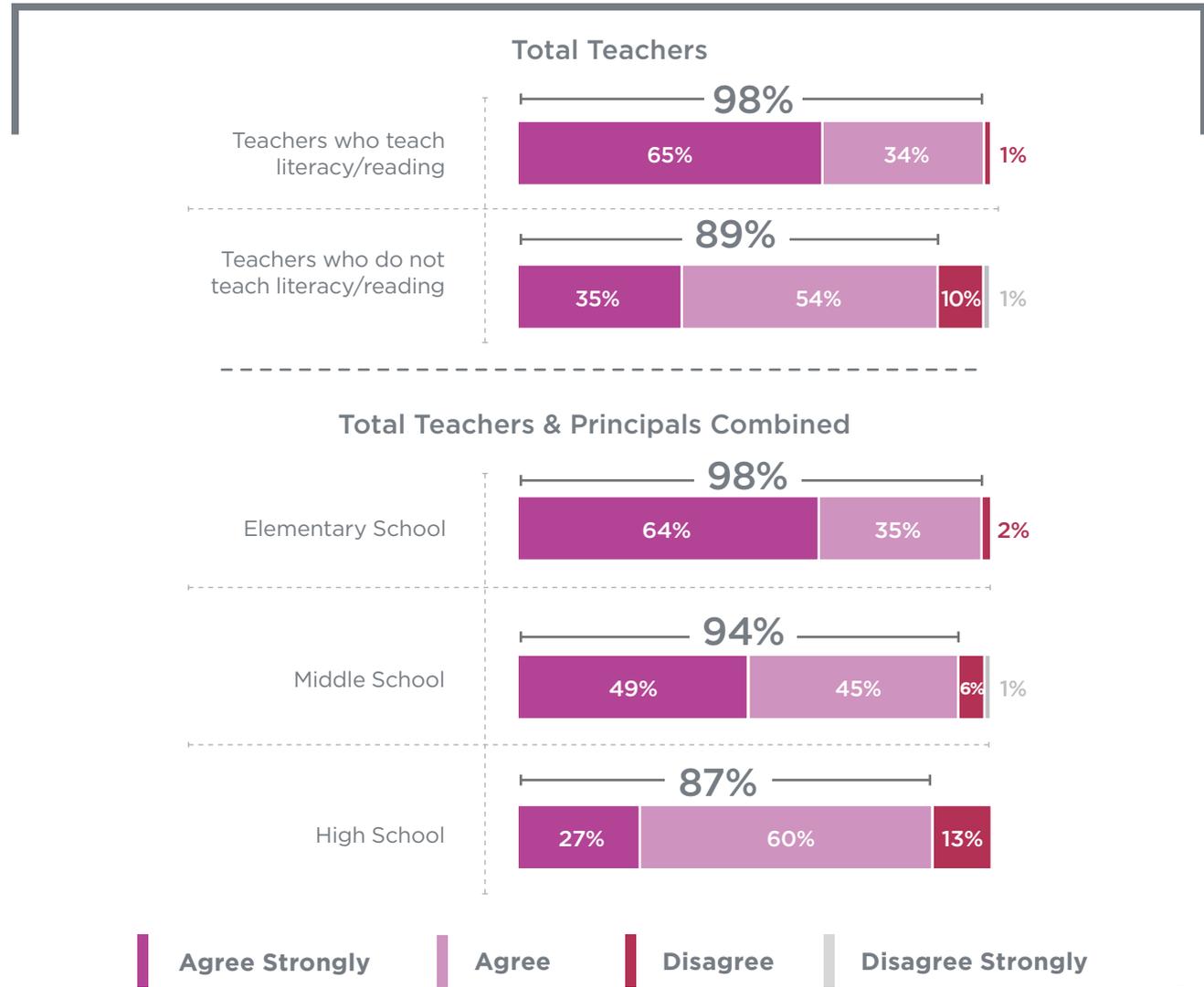
Educators' Agreement with Statement: Students should have time during the school day to read a book of their choice independently

In total, the vast majority of educators (94%) agree that students should have time during the school day to read a book of their choice independently. This varies somewhat by grade level and subject taught.



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*



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

See Appendix B for full question responses.

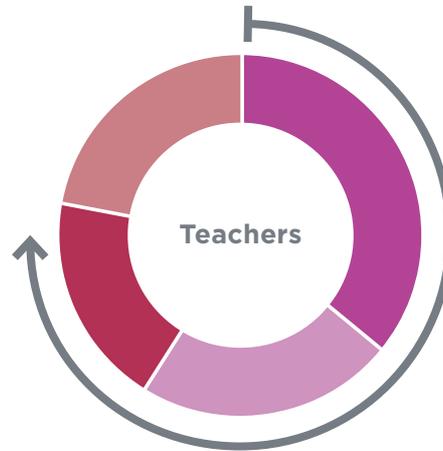
Amount of Time Teachers Set Aside During Class for Independent Reading and/or Read-Aloud Time

While 77% of teachers set time aside for independent reading and/or read-aloud time, only 36% do this every school day. On average, students who have the opportunity to engage in independent reading and/or read-aloud time spend 22 minutes on this activity.

“

Independent reading fosters a love of reading, peer discussions about literature, improvement of reading skills, and provides time for me to work one-on-one with struggling students.

*Elementary School Teacher,
Alaska*



77%
Set Time
Aside

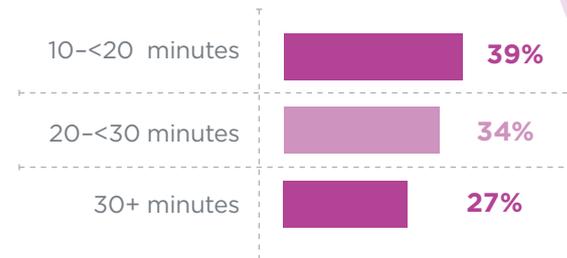


22

Minutes

spent on average for
independent reading/
read-aloud time.

Length of Time



Q. How often is time set aside during your class(es) for all of your students to be read aloud to/read a book of their choice independently?

Q. How many minutes are set aside for your students to be read aloud to/read a book of their choice independently in your class(es) on days when this occurs?

NOTE: PreK-3 teachers saw “to be read aloud to.” All others saw “to read a book of their choice independently.” See Appendix B for expanded survey results.

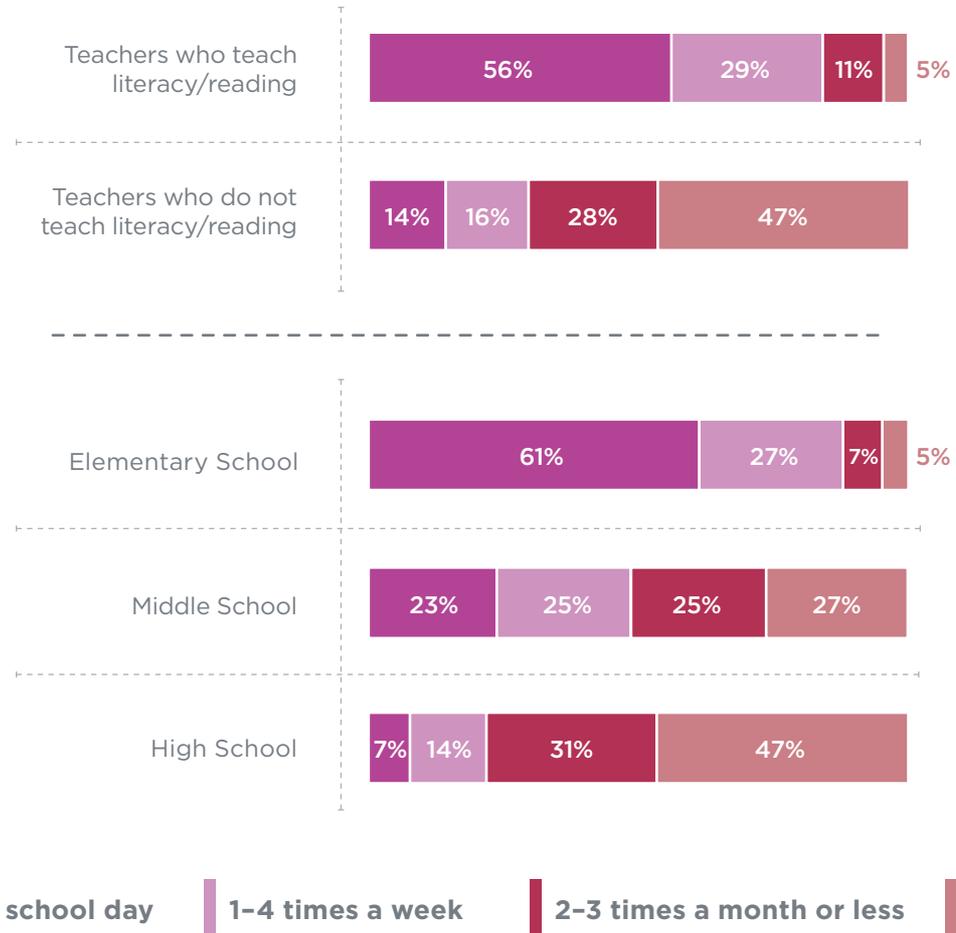
Frequency of Time Teachers Set Aside During Class for Independent Reading and/or Read-Aloud Time

Frequency of independent reading is higher in elementary schools and among teachers who teach literacy/reading.

“

I require independent reading daily. I have conferences during this time for students to talk about their books. They develop their vocabulary and are able to better use the words in their own writing.

*Elementary School Teacher,
Maryland*



Q. How often is time set aside during your class(es) for all of your students to be read aloud to/read a book of their choice independently?

NOTE: PreK-3 teachers saw “to be read aloud to.” All others saw “to read a book of their choice independently.”

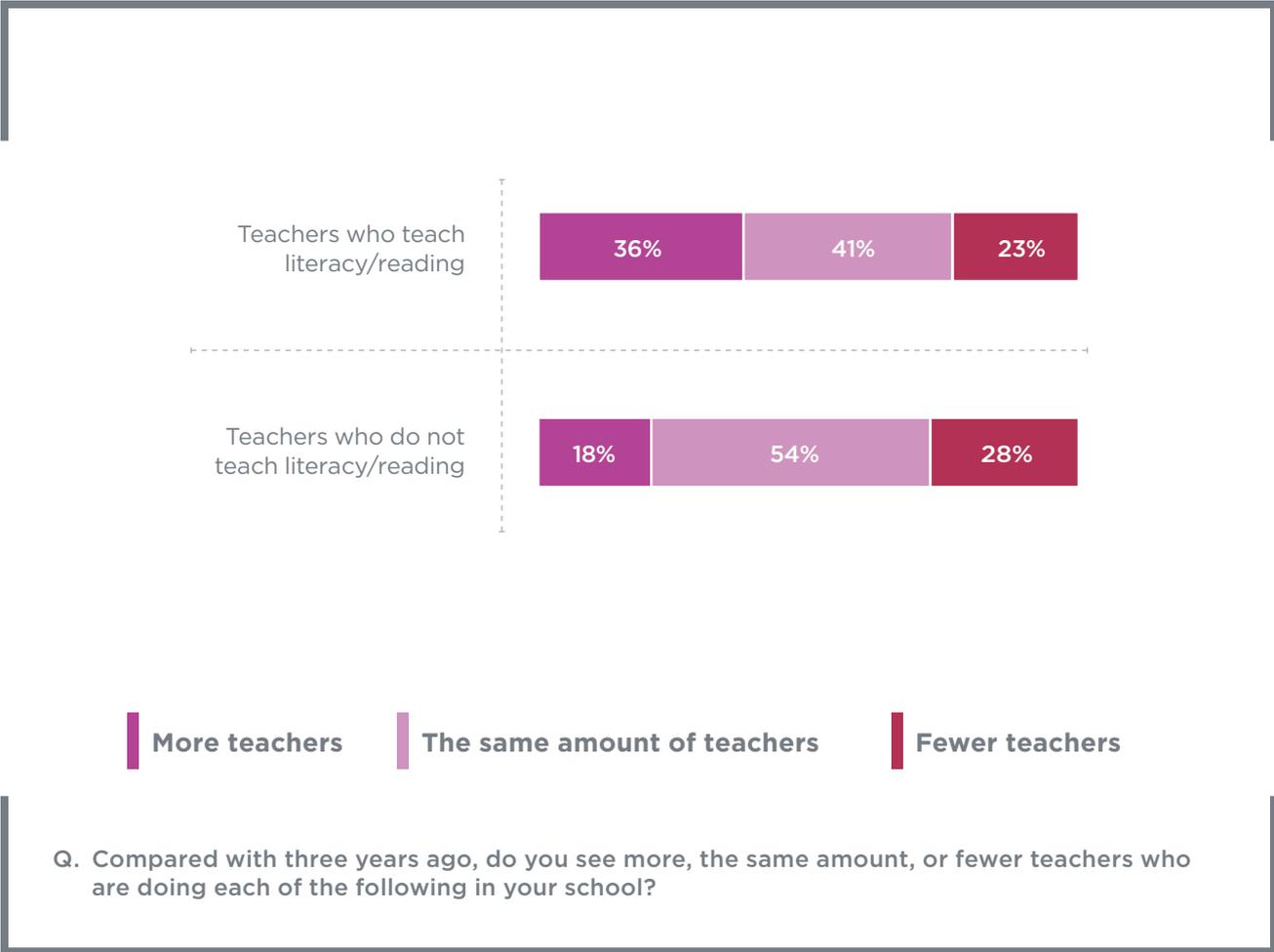
Teachers' Views on the Number of Teachers Who Are Making Time for Independent Reading Compared with Three Years Ago

Base: Teachers Who Have Been in Their Current Schools for Three or More Years

In total, 27% of teachers say more teachers in their schools are making time for independent reading, with teachers of literacy and reading being more likely to identify this increase than other teachers.



Elementary school teachers are more likely than their peers in other grade levels to say more teachers in their schools make time for independent reading (37%). Only 18% of elementary school teachers have seen fewer teachers do this.



Teachers' Views on How Often Independent Reading/Read-Aloud Time Happens and the Barriers that Prevent These Activities

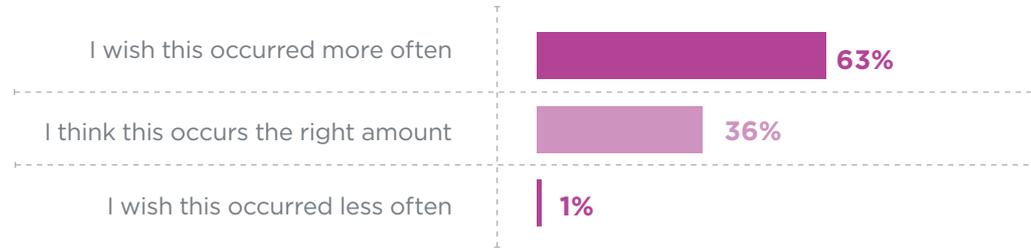
Nearly two in three teachers (63%) wish independent reading/read-aloud time occurred more often. They identify demands of curriculum as the primary barrier to increased time spent on independent reading.



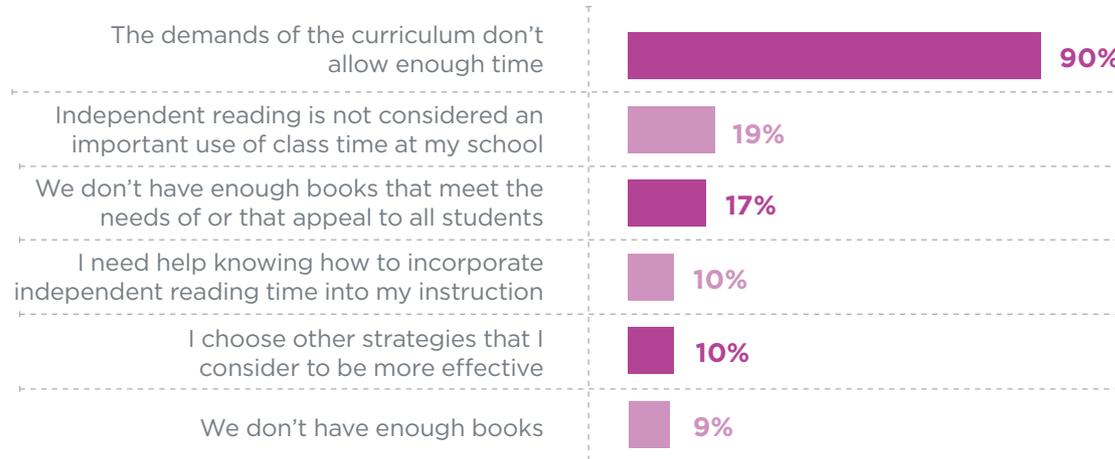
I would love to see research or ideas about how I could fit reading time into my curriculum.

*High School Teacher,
Illinois*

Views on Independent Reading/Read-Aloud Time, Among Total Teachers



Barriers to Independent Reading/Read-Aloud Time, Among Teachers Who Wish it Occurred More Often



Q. Which statement best describes your view on the amount of time students are read aloud to/have to read a book of their choice independently during your class(es)?

Q. Which of the following, if any, are barriers to having more independent reading/read aloud time in your class(es)?

NOTE: PreK-3 teachers saw "time to read aloud to." All others saw "independent reading time for your students."

Benefits of Independent Reading Time

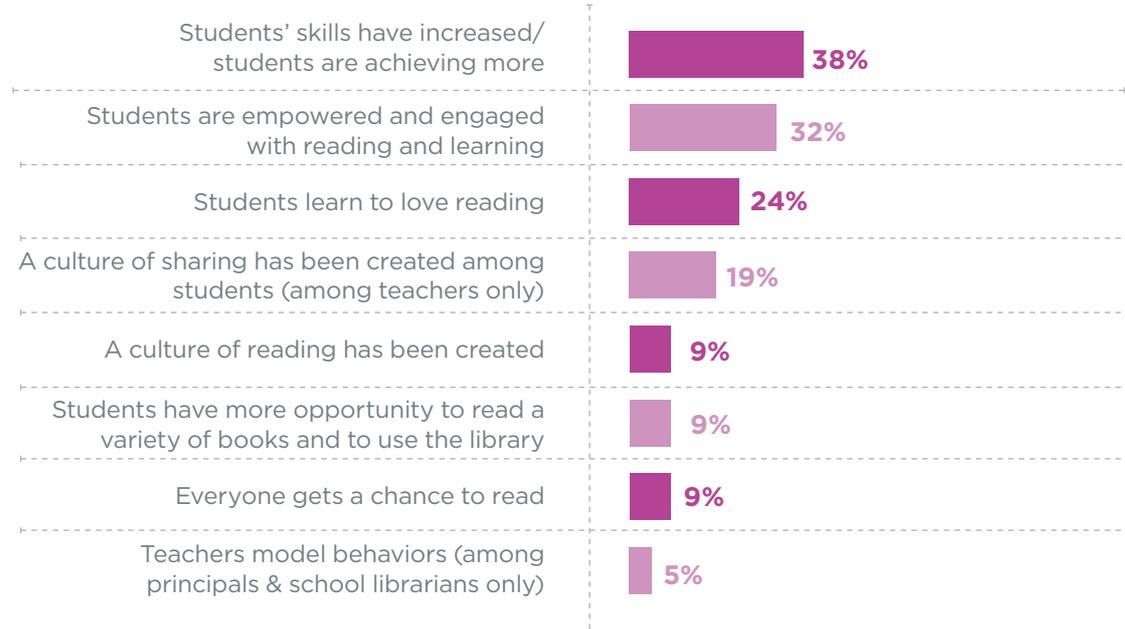
Base: Teachers Who Set Time Aside for Independent Reading & Principals and School Librarians with School-Wide Independent Reading Initiatives

Educators cite increased skills and engagement as the main benefits of independent reading time.

“

I have seen children who thought of themselves as non-readers embrace reading and discover joy inside a book. I have seen them engage with characters and be eager to discuss the elements of the story that they see. I have also had them ask to keep a book so they can read it over and over again.

*High School Teacher,
South Carolina*



Q. Teachers: Earlier in the survey you mentioned that time is set aside during your class(es) for students to read a book of their choice independently during the school day. Please share some of the benefits you have seen as a result of independent reading time being made available to your students.

Q. Principals/School Librarians: Earlier in the survey you mentioned that your school has a school-wide student independent reading time initiative. Please share some of the benefits you have seen as a result of its implementation.

NOTE: Data are among educators who meet the conditions described above, and were randomly selected to answer the question and provided a response. n=347 teachers and n=205 principals & school librarians.

Student Reading Materials Teachers Purchase with Their Own Money, by Frequency of Independent Reading/Read-Aloud Time

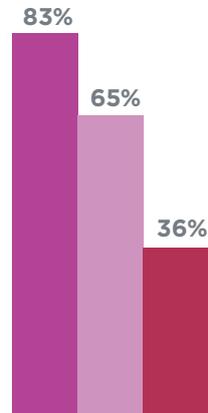
Teachers who set aside time for independent reading/read-aloud time more often are more likely to spend their own money on reading materials for students/their classroom libraries.



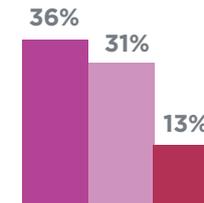
91% of teachers prefer to use a combination of engaging print and digital resources for instruction rather than a basal textbook.

97% of principals share this preference.

Books for My School



Guided Reading Materials



Teachers with Time Set Aside for Independent Reading

Every school day
 1-4 times a week
 Less often/never

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

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

Base: Total Principals in Schools with School Libraries & School Librarians Combined

School library needs vary by grade level.



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.

	Total	Elementary School	Middle School	High School
Books in other languages	53%	54%	57%	50%
Culturally relevant titles	52%	56%	51%	40%
eBooks	51%	54%	48%	42%
Books with diverse characters	46%	52%	42%	34%
High-interest, low-reading-level books	46%	45%	46%	43%
Graphic novels	43%	47%	44%	28%
Multiple copies of popular titles	41%	43%	40%	35%
Books published in the last 3-5 years	39%	42%	35%	31%
Nonfiction or Fiction (Net)	37%	40%	38%	28%
Reference databases	35%	40%	32%	23%
Magazines	34%	39%	27%	20%

Q. What types of reading materials do you have in your school library and what types do you need, or need more of?

Frequency with Which Principals & School Librarians Say New Books Are Added to School Libraries

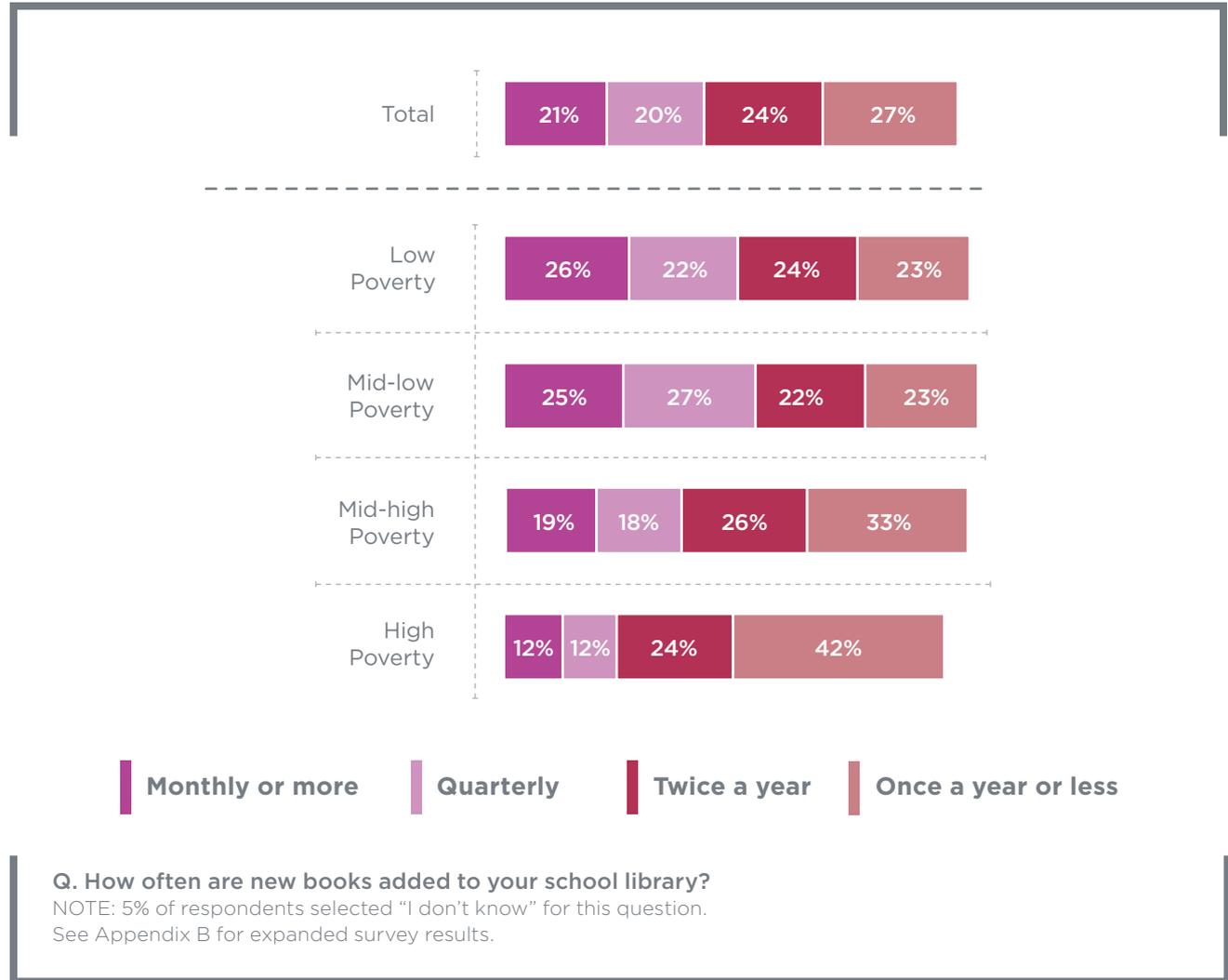
Base: Total Principals in Schools with School Libraries & School Librarians Combined

Twenty-seven percent of schools can only add books to their libraries once a year or less often. This is much more likely to be the case in high-poverty schools.



School libraries are underfunded. As a result, we do not have sufficient funds to stock our shelves with new, popular titles.

*Middle School Teacher,
Alabama*





Reading & the Home-to-School Connection

Most educators believe that encouraging reading at home is important for family engagement, yet many believe this encouragement is not happening enough and that access to books at home is not adequate. To support families, educators agree that schools need to play a role in providing access to books at home, but need more robust classroom libraries to accomplish this.



Teachers & Principals

IN THEIR OWN WORDS...

“Successful strategies like home reading, frequent library visits, and the idea that effort is the key to learning need to be projected to all communities.”

Elementary School Teacher, California

“School libraries and classroom libraries need to be current and up-to-date.”

Elementary School Teacher, Arizona

“I know one of the concerns is that our students do not read adequately for their grade levels.”

High School Teacher, South Dakota

“Most of our teachers attend literacy nights throughout the year. They take the time to talk with their families and show them strategies and games to play at home to help their children. We also provide all of the materials they need to do the activities at home.”

Elementary School Principal, Kentucky

“It would be great to have access to grants or easy funding sources to provide books and/or home libraries for parents.”

Elementary School Principal, Ohio

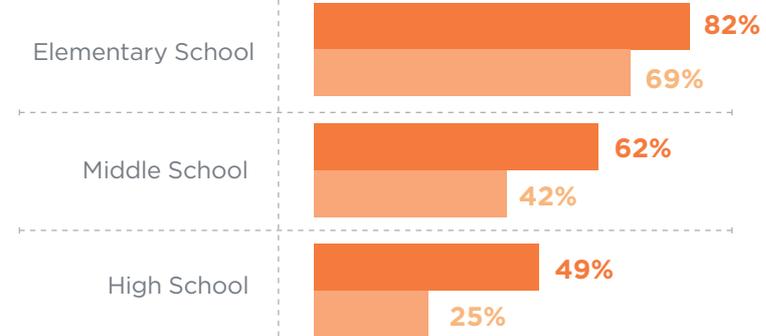
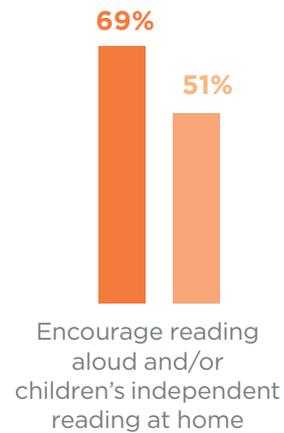
Comparison of Views on the Most Important Family Engagement Activities and Whether Each Is Happening to the Degree It Should

Base: Total Teachers & Principals Combined

Seven in ten educators say encouraging reading at home is among the most important things to do to help families be engaged with children's learning, yet only 51% say this is happening to the degree it should. This gap is the most significant among high school educators.



83% of teachers who teach literacy/reading feel this is among the most important activities compared with **52%** of teachers who do not teach these subjects.



Among the most important

Happening to degree should

- 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?

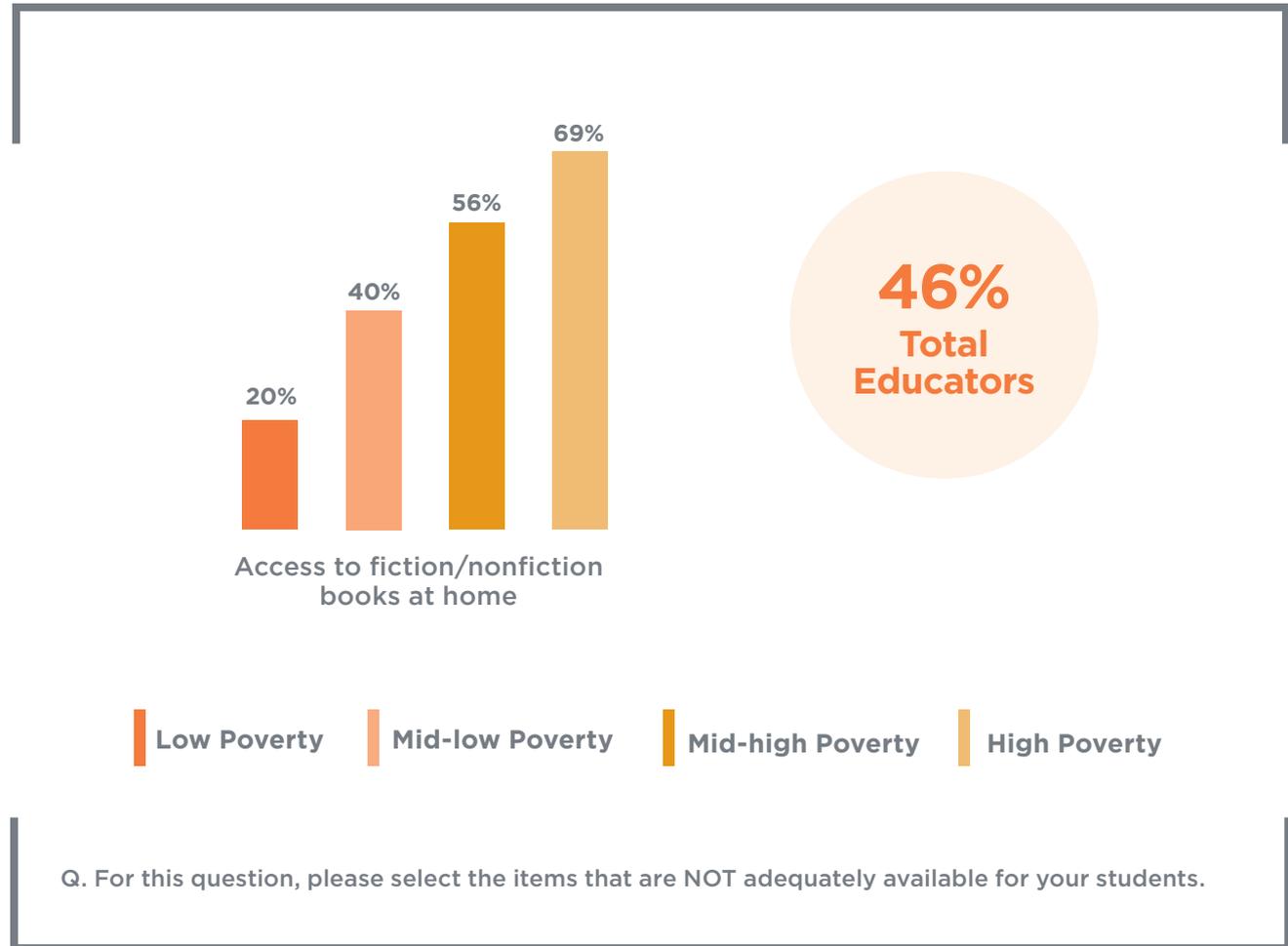
Educators Who Say Their Students Do NOT Have Adequate Access to Books at Home, by School Poverty Level

Base: Total Teachers & Principals Combined

While educators are encouraging reading at home, access to books in the home is a challenge for many students—particularly those in high-poverty schools.



13% of principals say community partners provide students with print or ebooks to create or grow home libraries.



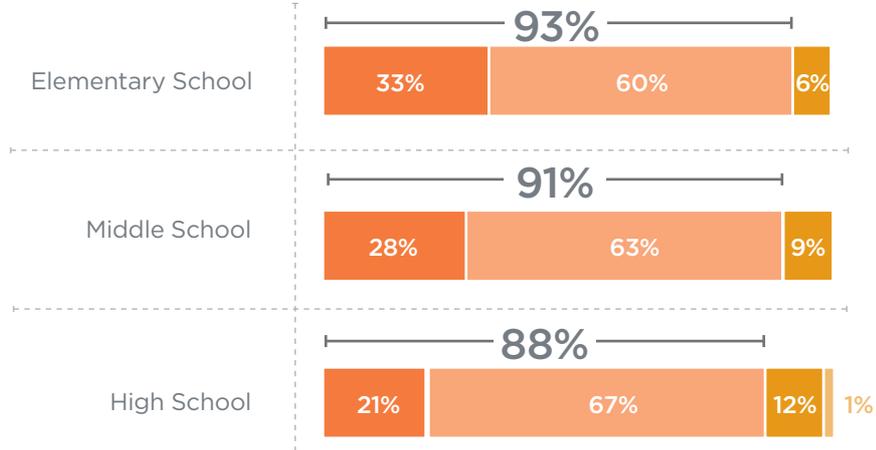
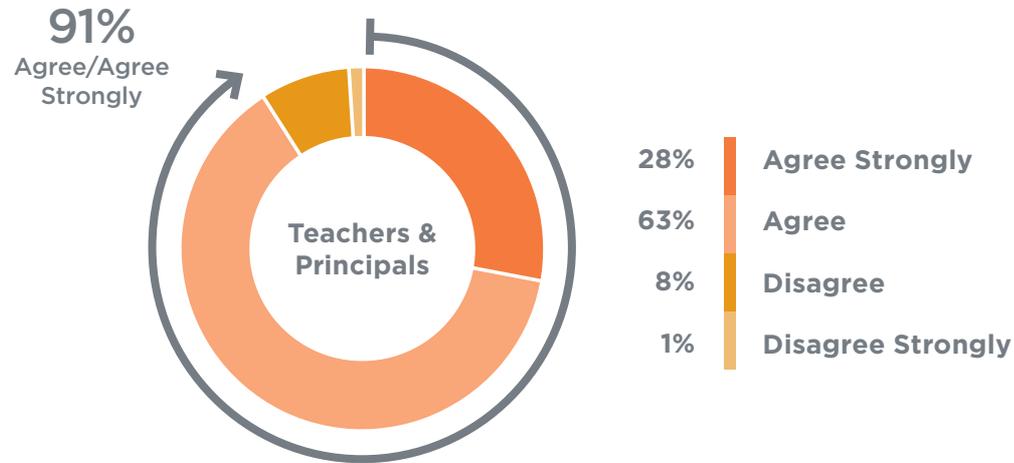
Educators' Agreement with Statement: Schools Play an Important Role in Expanding Access to Books at Home

Base: Total Teachers & Principals Combined

Most educators believe that schools need to play a role in providing access to books at home; educators in elementary schools are the most likely to strongly agree.



32% of teachers who teach literacy/reading strongly agree compared with **22%** of teachers who do not teach these subjects.



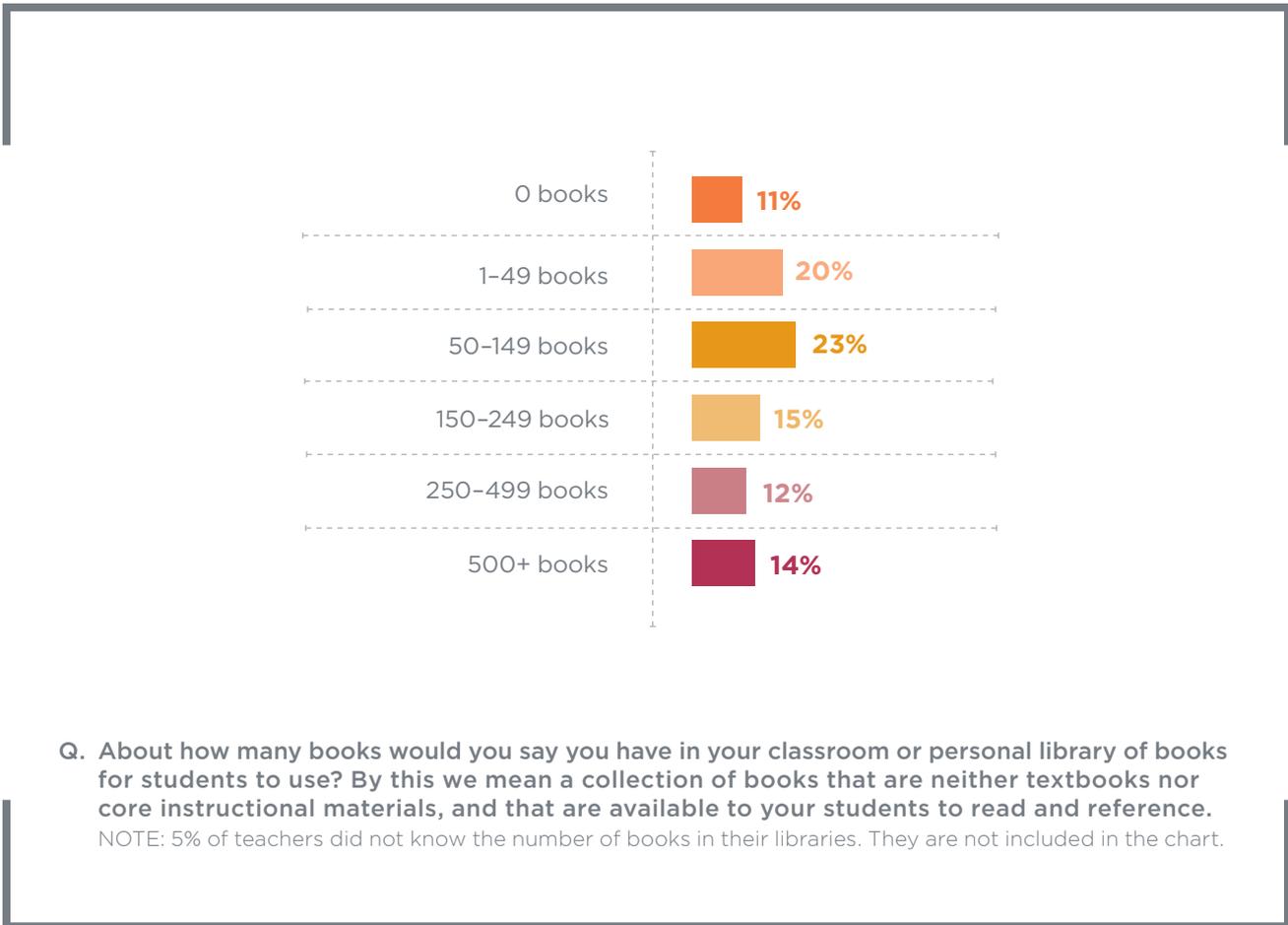
Q. Please indicate how much you agree or disagree with each statement.
See Appendix B for full question responses.

With 57% of teachers promoting reading by making books available for kids to take home, teachers need robust classroom libraries but most (54%) have fewer than 150 books to serve all their students throughout the year—with 31% of teachers having fewer than 50 books.



Number of Books in Teachers' Classroom Libraries

Base: Total Teachers, Excluding School Librarians



Types of Reading Materials Needed by Teachers for Their Classroom Libraries

Base: Total Teachers, Excluding School Librarians

Even classroom libraries that seem large may lack sufficient titles that are relevant to students' needs. Also, while the overall need for more books is great, the types needed vary by grade level.



A first step towards a more equitable classroom would be adding more cultural reading to classroom libraries.

*Elementary School Teacher,
Kentucky*

	Total	Elementary School	Middle School	High School
Culturally relevant titles	54%	58%	53%	46%
Books published in the last 3-5 years	51%	50%	53%	50%
Multiple copies of popular titles	48%	53%	46%	37%
High-interest, low-reading-level books	48%	48%	49%	44%
Magazines	48%	52%	45%	42%
Nonfiction or Fiction (Net)	45%	41%	51%	45%
Books with diverse characters	43%	45%	44%	38%
Graphic novels	42%	45%	46%	35%
Books in other languages	41%	45%	39%	34%
eBooks	41%	43%	37%	40%
Reference databases	41%	44%	40%	36%

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?

Frequency with Which Teachers Update Their Classroom Libraries

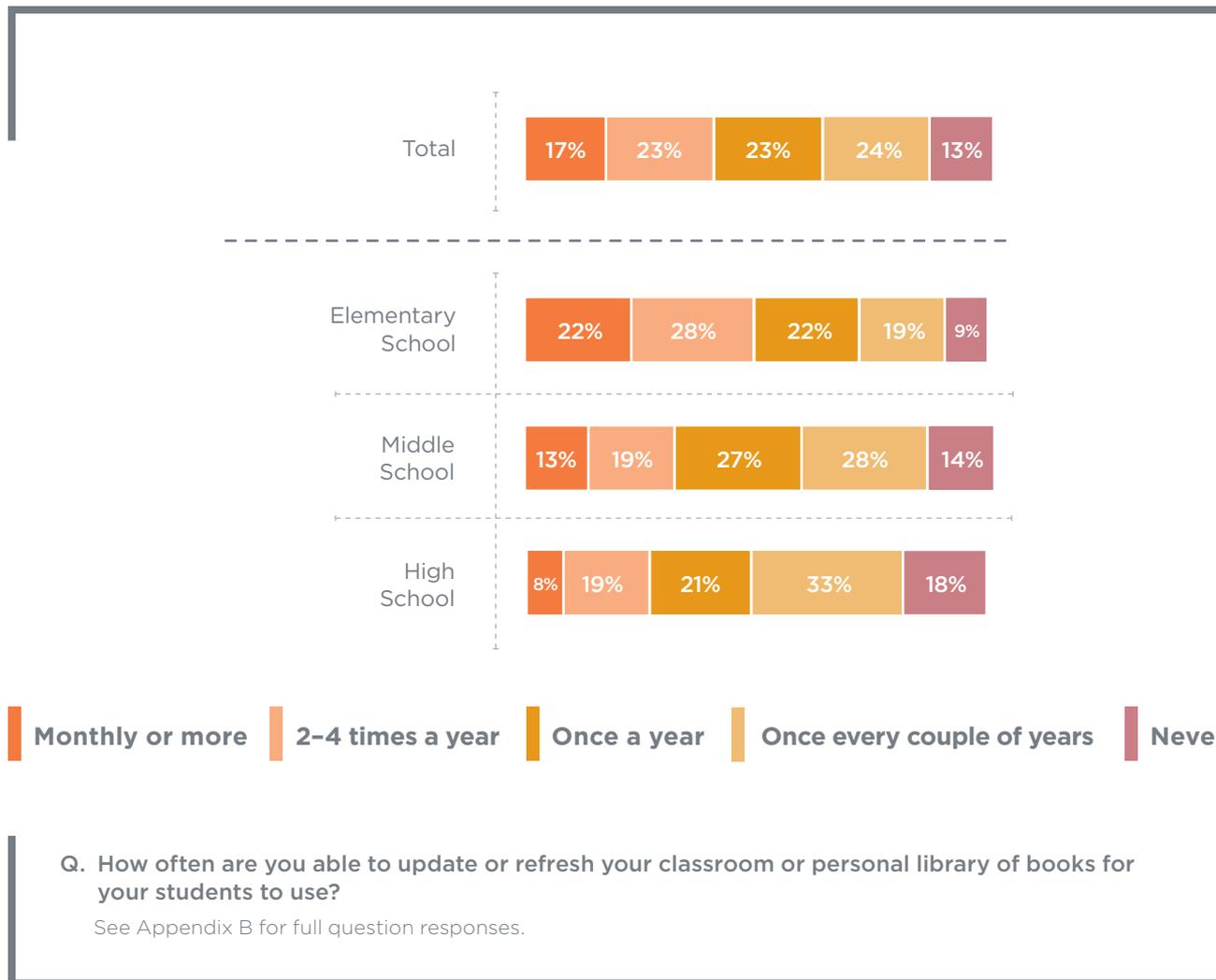
Base: Teachers Who Have Classroom Libraries, Excluding School Librarians

Nearly four in ten teachers (37%) cannot update their classroom libraries more than every couple of years, if ever. This varies by grade level.



I try to keep as many books as possible in my library, especially if they're in a series. I believe it also introduces the students to worlds and cultures that are different from their own.

*K-12 Teacher,
Missouri*





Summer Reading

Educators encourage summer reading among students to help them improve their literacy skills over the summer break, with the public library serving as a critical resource for students to access books while school is out.



Teachers & Principals

IN THEIR OWN WORDS...

“Summer is a great time to help students, but that is where we find very limited funds.”

Elementary School Principal, Texas

“Quantity of reading leads to quality readers. Reading for pleasure is imperative.”

Elementary School Principal, Pennsylvania

“Even reluctant readers are encouraged by the opportunity to read to themselves or with a partner. As a result, enthusiasm for reading seems to be on the rise. Students enjoy talking to me about their reading and sharing their latest book. Some even email me during the summer to let me know what they are reading.”

Middle School Teacher, Wisconsin

“Students can more easily learn to love reading when they are given an opportunity to read books that they enjoy. This is one of the most critical elements for students to become good readers.”

Elementary School Teacher, Washington, D.C.

“We constantly hold family literacy events in school and partner with our local library to hold events there.”

Elementary School Teacher, Illinois

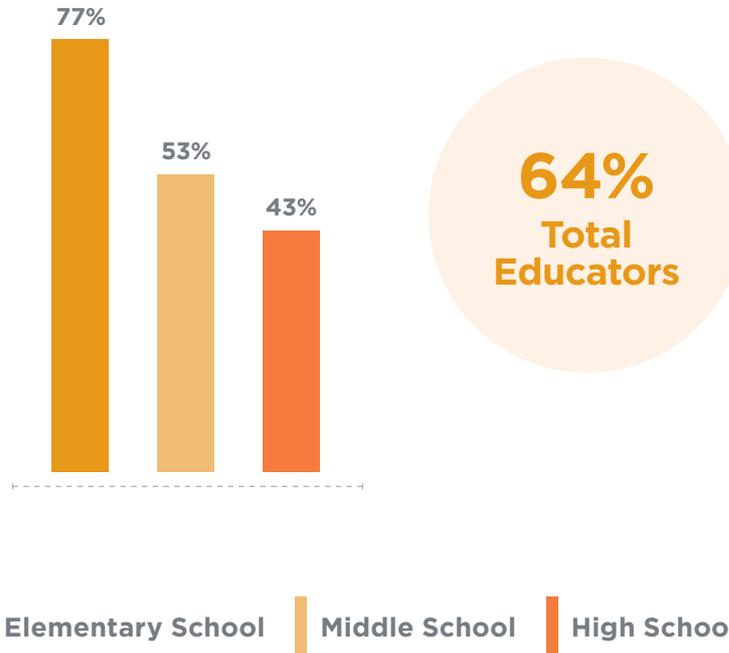
Percentage of Educators Who Say They Encourage Summer Reading

Base: Total Teachers & Principals Combined

Sixty-four percent of educators promote literacy among students by encouraging summer reading—particularly those in elementary schools.



77% of teachers who teach literacy/reading encourage summer reading compared with **41%** of teachers who do not teach these subjects.



Q. Which of the following do you personally do as a way to promote reading among your students?

Ways Students Get Access to Books During Summer Break

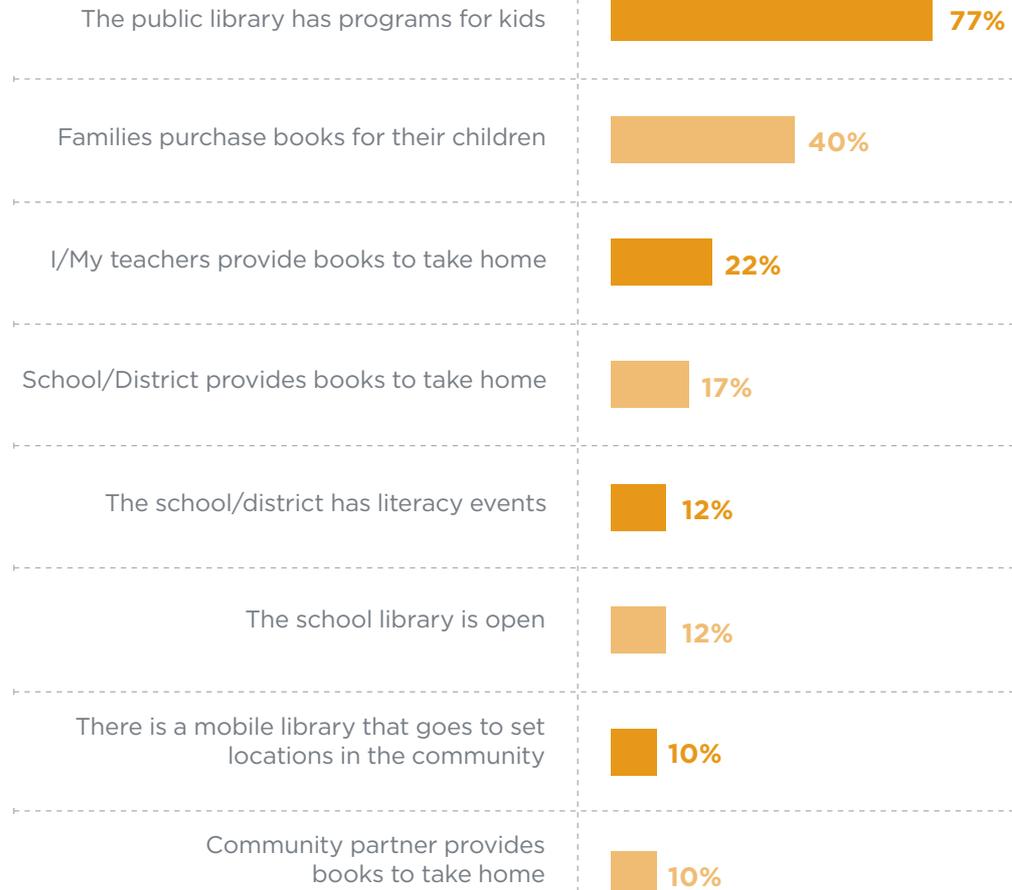
Base: Total Teachers & Principals Combined

Educators say the public library is the number one source of access to books for kids over the summer.

“

We must promote and give high-interest books to all of our children during the summer.

*Elementary School Principal,
New Hampshire*



Q. In which of the following ways do your students get access to books during summer break?

See Appendix B for full question responses.

Ways Students Get Access to Books During Summer Break, by School Poverty Level

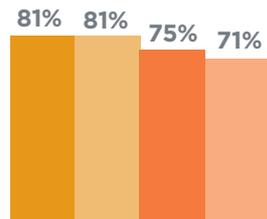
Base: Total Teachers & Principals Combined

Educators in high-poverty schools are slightly more likely to say that a community partner provides books to children over the summer, but less likely to report public library programs or families purchasing books as a way kids get access to books during summer break.

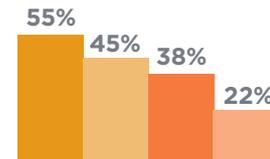
“

To me, equity in education means having access to a quality education as well as the support to encourage learning in and out of school.

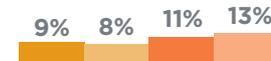
*Elementary School Teacher,
Indiana*



The public library has programs for kids



Families purchase books for their children



A community partner provides books to take home

Low Poverty

Mid-low Poverty

Mid-high Poverty

High Poverty

Q. In which of the following ways do your students get access to books during summer break?

See Appendix B for full question responses.

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 three main subgroups analyzed—poverty level, grade level, and subjects taught. 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.

When considering subjects taught, select data is presented on the 53% teachers who teach English language arts (ELA) to students. This subgroup generally includes nearly all elementary school classroom teachers, secondary school ELA teachers as well as reading specialist, tutors, etc. In the report, these teachers are referred to as “Teachers who teach literacy/reading” and include n=2,076 teachers.

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 12 | We'd like to know to what extent you may agree or disagree with some sentiments about your profession. Providing year-round access to books at home is important to enhancing student achievement.

n=4721	Total Teachers	Teachers: Grades Taught			Total Principals	Principals: School Grade Range			Total Educators	Combined Teachers & Principals: School Grade Range		
		PreK-5 (Elementary School)	6-8 (Middle School)	9-12 (High School)		Elementary School	Middle School	High School		Elementary School	Middle School	High School
Base	3694	1928	1011	1056	1027	625	169	189	4721	2689	1215	1269
Weighted Base	3694	1773	1045	1193	1027	591	158	200	4721	2489	1238	1426
Agree strongly/Agree (Net)	96%	99%	96%	93%	95%	97%	94%	93%	96%	98%	95%	93%
Agree strongly	58%	70%	55%	42%	52%	60%	48%	36%	57%	67%	55%	42%
Agree	38%	29%	40%	51%	44%	37%	47%	57%	39%	31%	41%	52%
Disagree strongly/Disagree (Net)	4%	1%	4%	7%	5%	3%	6%	7%	4%	2%	5%	7%
Disagree	3%	1%	4%	6%	5%	3%	6%	7%	4%	2%	4%	6%
Disagree strongly	0%	-	0%	1%	-	-	-	-	0%	-	0%	1%

Pages 12 & 20 | We'd like to know to what extent you may agree or disagree with some sentiments about your profession. Students should have time during the school day to read a book of their choice independently.

n=4721	Total Teachers	Teachers: Grades Taught			Total Principals	Principals: School Grade Range			Total Educators	Combined Teachers & Principals: School Grade Range		
		PreK-5 (Elementary School)	6-8 (Middle School)	9-12 (High School)		Elementary School	Middle School	High School		Elementary School	Middle School	High School
Base	3694	1928	1011	1056	1027	625	169	189	4721	2689	1215	1269
Weighted Base	3694	1773	1045	1193	1027	591	158	200	4721	2489	1238	1426
Agree strongly/Agree (Net)	94%	99%	94%	87%	93%	97%	94%	85%	94%	98%	94%	87%
Agree strongly	51%	68%	46%	28%	43%	53%	39%	19%	49%	64%	45%	27%
Agree	43%	32%	48%	59%	50%	44%	54%	65%	45%	35%	49%	60%
Disagree strongly/Disagree (Net)	6%	1%	6%	13%	7%	3%	6%	15%	6%	2%	6%	13%
Disagree	5%	1%	5%	12%	7%	3%	6%	15%	6%	2%	6%	13%
Disagree strongly	0%	0%	1%	1%	-	-	-	-	0%	0%	1%	0%

Pages 13-17, 39 | Which of the following do you personally do as a way to promote reading among your students?

n=4721	Total Teachers	Teachers: Grades Taught			Total Principals	Principals: School Grade Range			Total Educators	Combined Teachers & Principals: School Grade Range		
		PreK-5 (Elementary School)	6-8 (Middle School)	9-12 (High School)		Elementary School	Middle School	High School		Elementary School	Middle School	High School
Base	3694	1928	1011	1056	1027	625	169	189	4721	2689	1215	1269
Weighted Base	3694	1773	1045	1193	1027	591	158	200	4721	2489	1238	1426
Talk with students about the importance of reading	70%	82%	67%	54%	78%	84%	77%	58%	72%	82%	68%	55%
Talk with families about the importance of their children reading	48%	73%	36%	17%	67%	79%	56%	34%	52%	74%	39%	20%
Talk with students about the books they read for fun	67%	76%	64%	55%	71%	76%	70%	56%	68%	76%	65%	55%
Participate in or host a school book fair	41%	63%	36%	8%	72%	90%	69%	23%	48%	69%	40%	10%
Send home/Encourage teachers/staff to send home children's book order flyers	36%	62%	24%	5%	47%	66%	28%	11%	38%	62%	24%	6%
Encourage summer reading	60%	76%	51%	40%	77%	87%	68%	57%	64%	78%	53%	43%
Encourage students to use the school library	67%	76%	64%	53%	74%	79%	75%	66%	69%	77%	65%	54%
Encourage families to visit the public library	46%	63%	40%	24%	60%	72%	46%	38%	49%	65%	41%	27%
Provide time for students to read on their own	51%	71%	41%	25%	43%	50%	41%	28%	49%	66%	41%	26%
Read aloud to students	64%	84%	57%	38%	61%	82%	30%	24%	63%	83%	53%	37%
Participate in or host family literacy nights	23%	39%	13%	5%	49%	69%	27%	12%	28%	45%	15%	6%
Engage with authors/poets (through letters, social media, etc.)	13%	16%	12%	9%	22%	23%	15%	24%	15%	17%	12%	11%
Arrange author/poet school visits	11%	15%	10%	5%	42%	50%	28%	28%	17%	23%	12%	8%
Make books available for students to take home during the school year	57%	70%	49%	40%	73%	79%	66%	58%	60%	72%	51%	42%
Make books available for students to take home during the summer	25%	29%	20%	23%	40%	45%	29%	30%	29%	33%	21%	23%
Other (SPECIFY)	6%	6%	7%	4%	8%	9%	6%	5%	6%	7%	7%	4%
None of the above	11%	8%	12%	17%	1%	0%	1%	4%	9%	6%	10%	15%

Page 21 | How often is time set aside during your class(es) for all of your students to be read aloud to/read a book of their choice independently?

n=3621	Total Teachers	Teachers: Grades Taught			Total Principals	Principals: School Grade Range			Total Educators	Combined Teachers & Principals: School Grade Range		
		PreK-5 (Elementary School)	6-8 (Middle School)	9-12 (High School)		Elementary School	Middle School	High School		Elementary School	Middle School	High School
Base	3618	1882	979	1036	-	-	-	-	3618	2018	1013	1060
Weighted Base	3621	1730	1014	1172	-	-	-	-	3621	1856	1047	1205
Ever (Net)	77%	95%	73%	53%	-	-	-	-	77%	94%	73%	54%
Every school day	36%	61%	23%	7%	-	-	-	-	36%	60%	23%	8%
1-4 times a week [subnet]	23%	27%	25%	14%	-	-	-	-	23%	26%	25%	15%
1-2 times a week	13%	12%	17%	11%	-	-	-	-	13%	12%	17%	11%
3-4 times a week	10%	15%	8%	3%	-	-	-	-	10%	14%	8%	4%
2-3 times a month or less [subnet]	19%	7%	25%	31%	-	-	-	-	19%	8%	25%	31%
2-3 times a month	5%	2%	9%	6%	-	-	-	-	5%	3%	9%	6%
Once a month	4%	2%	5%	6%	-	-	-	-	4%	2%	5%	6%
Less often than once a month	10%	3%	11%	19%	-	-	-	-	10%	3%	11%	19%
Never	23%	5%	27%	47%	-	-	-	-	23%	6%	27%	46%

Page 28 | How often are new books added to your school library?

n=1050	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total Educators	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	15	16	22	23	973	187	244	281	261	1049	202	260	303	284
Weighted Base	73	22	15	20	15	978	211	272	264	230	1050	233	287	285	246
Monthly+ (Net)	28%	16%	11%	45%	36%	20%	27%	25%	17%	11%	21%	26%	25%	19%	12%
At least a few times a month	5%	4%	2%	13%	-	5%	9%	6%	4%	3%	5%	8%	5%	5%	2%
Monthly	22%	12%	9%	33%	36%	15%	18%	20%	13%	8%	15%	18%	19%	15%	10%
2-4 Times a year (Net)	62%	81%	83%	31%	54%	43%	42%	47%	45%	34%	44%	46%	49%	44%	36%
Quarterly	31%	47%	48%	10%	21%	19%	20%	26%	19%	11%	20%	22%	27%	18%	12%
Twice a year	31%	34%	36%	21%	33%	23%	23%	21%	27%	23%	24%	24%	22%	26%	24%
Once a year or less (Net)	9%	3%	-	24%	9%	32%	25%	24%	34%	44%	30%	23%	23%	33%	42%
Once a year	8%	3%	-	21%	4%	25%	24%	22%	26%	30%	24%	22%	21%	26%	29%
Once every couple of years	1%	-	-	2%	2%	3%	1%	1%	4%	5%	3%	1%	1%	4%	5%
Our school library hasn't been updated in as far back as I can remember	1%	-	-	-	2%	3%	0%	1%	3%	9%	3%	0%	1%	3%	9%
I don't know	1%	-	6%	-	-	6%	6%	3%	3%	11%	5%	5%	4%	3%	10%

Page 33 | Please indicate how much you agree or disagree with each statement. Schools play an important role in expanding access to books at home.

n=4721	Total Teachers	Teachers: Grades Taught			Total Principals	Principals: School Grade Range				Total Educators	Combined Teachers & Principals: School Grade Range		
		PreK-5 (Elementary School)	6-8 (Middle School)	9-12 (High School)		Elementary School	Middle School	High School	Combined/Missing		Elementary School	Middle School	High School
Base	3694	1928	1011	1056	1027	625	169	189	37	4721	2689	1215	1269
Weighted Base	3694	1773	1045	1193	1027	591	158	200	70	4721	2489	1238	1426
Agree strongly/Agree (Net)	91%	93%	90%	87%	95%	96%	95%	91%	92%	91%	93%	91%	88%
Agree strongly	27%	31%	27%	21%	32%	39%	29%	18%	28%	28%	33%	28%	21%
Agree	63%	62%	63%	65%	62%	58%	65%	73%	63%	63%	60%	63%	67%
Disagree strongly/Disagree (Net)	9%	7%	10%	13%	5%	4%	5%	9%	8%	9%	7%	9%	12%
Disagree	9%	7%	10%	12%	5%	4%	5%	9%	2%	8%	6%	9%	12%
Disagree strongly	1%	0%	1%	1%	0%	-	-	-	7%	1%	0%	0%	1%

Page 36 | How often are you able to update or refresh your classroom or personal library of books for students to use?

n=3071	Total Teachers	Teachers: Grades Taught			Total Principals	Principals: School Grade Range			Total Educators	Combined Teachers & Principals: School Grade Range		
		PreK-5 (Elementary School)	6-8 (Middle School)	9-12 (High School)		Elementary School	Middle School	High School		Elementary School	Middle School	High School
Base	3097	1736	786	781	-	-	-	-	3097	1858	813	801
Weighted Base	3071	1595	799	893	-	-	-	-	3071	1704	828	923
Ever update their classroom library (Net)	87%	91%	86%	82%	-	-	-	-	87%	91%	86%	82%
Monthly + (sub net)	17%	22%	13%	8%	-	-	-	-	17%	22%	13%	8%
At least a few times a month	4%	6%	3%	2%	-	-	-	-	4%	6%	3%	2%
Monthly	12%	16%	10%	6%	-	-	-	-	12%	16%	10%	6%
2-4 Times a year (sub net)	23%	28%	19%	19%	-	-	-	-	23%	28%	19%	19%
Quarterly	11%	14%	10%	7%	-	-	-	-	11%	14%	9%	7%
Twice a year	12%	14%	9%	12%	-	-	-	-	12%	14%	9%	12%
Once a year or less (sub net)	47%	41%	55%	54%	-	-	-	-	47%	41%	55%	55%
Once a year	23%	22%	27%	21%	-	-	-	-	23%	22%	27%	22%
Once every couple of years	24%	19%	28%	33%	-	-	-	-	24%	19%	28%	34%
I am never able to update my classroom library	13%	9%	14%	18%	-	-	-	-	13%	9%	14%	18%

Page 40 | In which of the following ways do your students get access to books during summer break?

n=4721	Total Teachers	Title I Teachers				Total Principals	Title I Principals				Total Educators	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
School/district provides books to take home	16%	15%	14%	17%	16%	23%	27%	18%	24%	24%	17%	18%	15%	18%	18%
I/My teachers provide books to take home	20%	21%	17%	19%	24%	30%	33%	30%	26%	32%	22%	23%	20%	20%	25%
A community partner provides books to take home	9%	9%	7%	9%	10%	15%	10%	12%	16%	21%	10%	9%	8%	11%	13%
The school library is open	11%	12%	10%	13%	11%	14%	10%	12%	17%	15%	12%	11%	10%	14%	12%
The public library has programs for kids	75%	80%	79%	73%	70%	84%	87%	88%	85%	77%	77%	81%	81%	75%	71%
The school/district has literacy events	11%	11%	9%	14%	11%	16%	13%	17%	13%	21%	12%	11%	11%	14%	13%
There is a mobile library that goes to set locations in the community	10%	9%	8%	13%	10%	12%	10%	14%	12%	12%	10%	9%	10%	13%	10%
Families purchase books for their children	40%	54%	45%	37%	22%	42%	60%	47%	42%	22%	40%	55%	45%	38%	22%
I don't know	13%	9%	12%	16%	14%	2%	3%	1%	3%	3%	11%	8%	10%	13%	11%
Students get access to books over the summer in other ways (PLEASE SPECIFY)	6%	6%	5%	6%	5%	9%	5%	13%	9%	7%	6%	6%	7%	7%	6%
My students do not get books in any of the above ways	3%	2%	3%	3%	5%	2%	2%	2%	3%	2%	3%	2%	3%	3%	4%

