TEACHER & PRINCIPAL
SCHOOL REPORT
Focus on Literacy
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)
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)
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)
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

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

63% OF TEACHERS WISH INDEPENDENT READING TIME OCCURRED MORE OFTEN

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

#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

46% SAY
ACCESS TO BOOKS AT HOME IS NOT ADEQUATE FOR THEIR STUDENTS

TEACHERS & PRINCIPALS

57% OF TEACHERS MAKE BOOKS AVAILABLE FOR STUDENTS TO TAKE HOME DURING THE SCHOOL YEAR

YET
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

57%

ACCESS TO BOOKS AT HOME IS NOT ADEQUATE FOR THEIR STUDENTS

91% AGREE
“SCHOOLS PLAY AN IMPORTANT ROLE IN EXPANDING ACCESS TO BOOKS AT HOME.”

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

69% HIGH-POVERTY SCHOOLS

57% OF TEACHERS

31% OF TEACHERS

47% OF TEACHERS

13% ARE NEVER ABLE TO
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.
“Once a month we provide a family reading night here at the school, and we will serve dinner to those families that participate.”

Elementary School Principal, Kentucky

“Independent reading time lets students use the reading strategies that we’ve practiced together, have access to more books than they have at home, and foster a love of reading which sustains their motivation to keep reading bigger and better books.”

Elementary School Teacher, Texas

“We have lost independent reading time as a result of the numerous curriculum mandates.”

Elementary School Principal, Massachusetts

“Literacy is a cornerstone that everything in the educational system rests upon. It is more than teaching a student how to read. It is about harnessing the power of reading to propel student readers’ innovative brainstorming, ideas and solutions into existence. Strong readers become strong leaders!”

High School Teacher, West Virginia

“We have parents of bilingual children come with their children to share books in English and Spanish with teachers and other parents.”

Elementary School Teacher, Illinois
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

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*

<table>
<thead>
<tr>
<th>Activities Teachers Do to Promote Reading Among Students</th>
<th>In-School Items Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk with students about the importance of reading</td>
<td>84% 70% Total</td>
</tr>
<tr>
<td>Talk with students about the books they read for fun</td>
<td>80% 67% Total</td>
</tr>
<tr>
<td>Encourage students to use the school library</td>
<td>77% 67% Total</td>
</tr>
<tr>
<td>Read aloud to students</td>
<td>84% 64% Total</td>
</tr>
<tr>
<td>Provide time for students to read on their own</td>
<td>73% 51% Total</td>
</tr>
</tbody>
</table>

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.
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.

**Activities Teachers Do to Promote Reading Among Students**

**Teachers who teach literacy/reading**

- Encourage summer reading: 77%
- Make books available for students to take home during the school year: 74%
- Talk with families about the importance of their children reading: 71%
- Encourage families to visit the public library: 61%
- Participate in or host a school book fair: 58%
- Send home children's book order flyers: 58%

**Teachers who do not teach literacy/reading**

- Encourage summer reading: 41%
- Make books available for students to take home during the school year: 38%
- Talk with families about the importance of their children reading: 22%
- Encourage families to visit the public library: 30%
- Participate in or host a school book fair: 21%
- Send home children's book order flyers: 12%
- Make books available for students to take home during the summer: 17%
- Participate in or host family literacy nights: 11%

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.
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"
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*

<table>
<thead>
<tr>
<th>Home-to-School Items</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage summer reading</td>
<td>78%</td>
<td>53%</td>
<td>43%</td>
</tr>
<tr>
<td>Talk with families about the importance of their children reading</td>
<td>74%</td>
<td>39%</td>
<td>20%</td>
</tr>
<tr>
<td>Make books available for students to take home during the school year</td>
<td>72%</td>
<td>51%</td>
<td>42%</td>
</tr>
<tr>
<td>Participate in or host school book fair</td>
<td>69%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Encourage families to visit the public library</td>
<td>65%</td>
<td>41%</td>
<td>27%</td>
</tr>
<tr>
<td>Send home/encourage teachers to send home children’s book order forms</td>
<td>62%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>Participate in or host family literacy nights</td>
<td>45%</td>
<td>15%</td>
<td>6%</td>
</tr>
<tr>
<td>Make books available for students to take home during the summer</td>
<td>33%</td>
<td>21%</td>
<td>23%</td>
</tr>
</tbody>
</table>

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.
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*

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

- **Read aloud to students**: 61% (Low Poverty), 60% (Mid-low Poverty), 64% (Mid-high Poverty), 69% (High Poverty)
- **Talk with families about the importance of their children reading**: 48% (Low Poverty), 47% (Mid-low Poverty), 55% (Mid-high Poverty), 59% (High Poverty)
- **Encourage families to visit the public library**: 44% (Low Poverty), 47% (Mid-low Poverty), 49% (Mid-high Poverty), 56% (High Poverty)
- **Send home/encourage teachers to send home children’s book order forms**: 36% (Low Poverty), 36% (Mid-low Poverty), 41% (Mid-high Poverty), 42% (High Poverty)
- **Make books available for students to take home during the summer**: 28% (Low Poverty), 25% (Mid-low Poverty), 29% (Mid-high Poverty), 33% (High Poverty)
- **Participate in or host family literacy nights**: 19% (Low Poverty), 22% (Mid-low Poverty), 32% (Mid-high Poverty), 40% (High Poverty)
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.
“I would love to extend the school day to provide for more independent reading during the school day.”

Elementary School Principal, Texas

“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

“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

“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
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.

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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*

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

#### Total Teachers

<table>
<thead>
<tr>
<th>Teachers who teach literacy/reading</th>
<th>65%</th>
<th>34%</th>
<th>1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who do not teach literacy/reading</td>
<td>35%</td>
<td>54%</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### Total Teachers & Principals Combined

| Elementary School | 64% | 35% | 2% |
| Middle School     | 49% | 45% | 6% | 1% |
| High School       | 27% | 60% | 13% |

### 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.
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*

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 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*

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

- **Teachers who teach literacy/reading**
  - Every school day: 56%
  - 1–4 times a week: 29%
  - 2–3 times a month or less: 11%
  - Never: 5%

- **Teachers who do not teach literacy/reading**
  - Every school day: 14%
  - 1–4 times a week: 16%
  - 2–3 times a month or less: 28%
  - Never: 47%

- **Elementary School**
  - Every school day: 61%
  - 1–4 times a week: 27%
  - 2–3 times a month or less: 7%
  - Never: 5%

- **Middle School**
  - Every school day: 23%
  - 1–4 times a week: 25%
  - 2–3 times a month or less: 25%
  - Never: 27%

- **High School**
  - Every school day: 7%
  - 1–4 times a week: 14%
  - 2–3 times a month or less: 31%
  - Never: 47%

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.”
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.

Q. Compared with three years ago, do you see more, the same amount, or fewer teachers who are doing each of the following in your school?
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

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.”
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

**Benefits of Independent Reading Time**

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

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ skills have increased/students are achieving more</td>
<td>38%</td>
</tr>
<tr>
<td>Students are empowered and engaged with reading and learning</td>
<td>32%</td>
</tr>
<tr>
<td>Students learn to love reading</td>
<td>24%</td>
</tr>
<tr>
<td>A culture of sharing has been created among students (among teachers only)</td>
<td>19%</td>
</tr>
<tr>
<td>A culture of reading has been created</td>
<td>9%</td>
</tr>
<tr>
<td>Students have more opportunity to read a variety of books and to use the library</td>
<td>9%</td>
</tr>
<tr>
<td>Everyone gets a chance to read</td>
<td>9%</td>
</tr>
<tr>
<td>Teachers model behaviors (among principals &amp; school librarians only)</td>
<td>5%</td>
</tr>
</tbody>
</table>

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.
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.

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?
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.

<table>
<thead>
<tr>
<th>Types of Reading Materials Needed by Principals and School Librarians for Their School Libraries</th>
<th>Total</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books in other languages</td>
<td>53%</td>
<td>54%</td>
<td>57%</td>
<td>50%</td>
</tr>
<tr>
<td>Culturally relevant titles</td>
<td>52%</td>
<td>56%</td>
<td>51%</td>
<td>40%</td>
</tr>
<tr>
<td>eBooks</td>
<td>51%</td>
<td>54%</td>
<td>48%</td>
<td>42%</td>
</tr>
<tr>
<td>Books with diverse characters</td>
<td>46%</td>
<td>52%</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>High-interest, low-reading-level books</td>
<td>46%</td>
<td>45%</td>
<td>46%</td>
<td>43%</td>
</tr>
<tr>
<td>Graphic novels</td>
<td>43%</td>
<td>47%</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>Multiple copies of popular titles</td>
<td>41%</td>
<td>43%</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>Books published in the last 3–5 years</td>
<td>39%</td>
<td>42%</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Nonfiction or Fiction (Net)</td>
<td>37%</td>
<td>40%</td>
<td>38%</td>
<td>28%</td>
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<tr>
<td>Reference databases</td>
<td>35%</td>
<td>40%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>Magazines</td>
<td>34%</td>
<td>39%</td>
<td>27%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

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**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

- **Total:**
  - Monthly or more: 21%
  - Quarterly: 20%
  - Twice a year: 24%
  - Once a year or less: 27%

- **Low Poverty:**
  - Monthly or more: 26%
  - Quarterly: 22%
  - Twice a year: 24%
  - Once a year or less: 23%

- **Mid-low Poverty:**
  - Monthly or more: 25%
  - Quarterly: 27%
  - Twice a year: 22%
  - Once a year or less: 23%

- **Mid-high Poverty:**
  - Monthly or more: 19%
  - Quarterly: 18%
  - Twice a year: 26%
  - Once a year or less: 33%

- **High Poverty:**
  - Monthly or more: 12%
  - Quarterly: 12%
  - Twice a year: 24%
  - Once a year or less: 42%

**Q. How often are new books added to your school library?**

NOTE: 5% of respondents selected “I don’t know” for this question. See Appendix B for expanded survey results.
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.
“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

“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

“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

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

High School Teacher, South Dakota

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

Elementary School Teacher, Arizona

Teachers & Principals
IN THEIR OWN WORDS...
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.

### 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**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Among the most important</th>
<th>Happening to degree should</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage reading aloud and/or children’s independent reading at home</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Elementary School</td>
<td></td>
<td>82%</td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td>49%</td>
</tr>
</tbody>
</table>

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.

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?
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.

Educators Who Say Their Students Do NOT Have Adequate Access to Books at Home, 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.
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.

**Average Number of Books in Teachers’ Classroom Libraries**

- **Elementary School**: 362 books
- **Middle School**: 189 books
- **High School**: 93 books

**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.
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

### Types of Reading Materials Needed by Teachers for Their Classroom Libraries

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

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?
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

Q. How often are you able to update or refresh your classroom or personal library of books for your students to use?
See Appendix B for full question responses.
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.
“Summer is a great time to help students, but that is where we find very limited funds.”

Elementary School Principal, Texas

“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.

“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

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

Elementary School Teacher, Illinois

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

Elementary School Principal, Pennsylvania
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?
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.
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

- Low Poverty: 81%
- Mid-low Poverty: 81%
- Mid-high Poverty: 75%
- High Poverty: 71%

Families purchase books for their children

- Low Poverty: 55%
- Mid-low Poverty: 45%
- Mid-high Poverty: 38%
- High Poverty: 22%

A community partner provides books to take home

- Low Poverty: 9%
- Mid-low Poverty: 8%
- Mid-high Poverty: 11%
- High Poverty: 13%

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.
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

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<thead>
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<th>REGION</th>
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<td>Midwest</td>
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</tr>
<tr>
<td>South</td>
<td>39%</td>
</tr>
<tr>
<td>West</td>
<td>18%</td>
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<table>
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<td>28%</td>
</tr>
<tr>
<td>Suburb</td>
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<tr>
<td>Town</td>
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</tr>
<tr>
<td>Rural</td>
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<tr>
<td>500–749</td>
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</tr>
<tr>
<td>750+</td>
<td>39%</td>
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<table>
<thead>
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<tbody>
<tr>
<td>Pre-K–5 (Elementary)</td>
<td>48%</td>
</tr>
<tr>
<td>6–8 (Middle)</td>
<td>28%</td>
</tr>
<tr>
<td>9–12 (High School)</td>
<td>32%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SUBJECTS TAUGHT</th>
<th>%</th>
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<tbody>
<tr>
<td>General Subjects/All Subjects</td>
<td>31%</td>
</tr>
<tr>
<td>Math</td>
<td>49%</td>
</tr>
<tr>
<td>English/ELA/Reading</td>
<td>53%</td>
</tr>
<tr>
<td>Science</td>
<td>48%</td>
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<tr>
<td>Social Studies/History</td>
<td>46%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3%</td>
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<tr>
<td>Unified Arts/Electives (Net)</td>
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<table>
<thead>
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<th>YEARS OF EXPERIENCE</th>
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<td>Fewer than 10</td>
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<tr>
<td>10–20</td>
<td>37%</td>
</tr>
<tr>
<td>21+</td>
<td>23%</td>
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<table>
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<th>GENDER</th>
<th>%</th>
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<tbody>
<tr>
<td>Male</td>
<td>23%</td>
</tr>
<tr>
<td>Female</td>
<td>75%</td>
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<tr>
<td>Decline to Answer</td>
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<table>
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<tr>
<th>AGE</th>
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<td>27%</td>
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<tr>
<td>35–44</td>
<td>25%</td>
</tr>
<tr>
<td>45–54</td>
<td>27%</td>
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<tr>
<td>55+</td>
<td>19%</td>
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<td>Decline to Answer</td>
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<tr>
<td>Average Age</td>
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<tbody>
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<tr>
<td>No</td>
<td>48%</td>
</tr>
<tr>
<td>Decline to Answer</td>
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</tr>
</tbody>
</table>
# Teachers, by School Poverty Level

<table>
<thead>
<tr>
<th>SCHOOL URBNANCITY</th>
<th>Low Poverty</th>
<th>Mid-low Poverty</th>
<th>Mid-high Poverty</th>
<th>High Poverty</th>
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</thead>
<tbody>
<tr>
<td>City</td>
<td>16%</td>
<td>20%</td>
<td>29%</td>
<td>51%</td>
</tr>
<tr>
<td>Suburban</td>
<td>50%</td>
<td>33%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Town</td>
<td>5%</td>
<td>13%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>Rural</td>
<td>28%</td>
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<td>29%</td>
<td>16%</td>
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<th>Mid-low Poverty</th>
<th>Mid-high Poverty</th>
<th>High Poverty</th>
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<tbody>
<tr>
<td>Pre-K–5 (Elementary)</td>
<td>46%</td>
<td>40%</td>
<td>49%</td>
<td>59%</td>
</tr>
<tr>
<td>6–8 (Middle)</td>
<td>30%</td>
<td>32%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>9–12 (High School)</td>
<td>33%</td>
<td>39%</td>
<td>33%</td>
<td>22%</td>
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<table>
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<th>SUBJECTS TAUGHT</th>
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<td>Math</td>
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<td>57%</td>
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<td>Science</td>
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<td>46%</td>
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<td>Social Studies/History</td>
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<td>Special Education</td>
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<th>Mid-high Poverty</th>
<th>High Poverty</th>
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<th>Mid-high Poverty</th>
<th>High Poverty</th>
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<tbody>
<tr>
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<td>25%</td>
<td>21%</td>
<td>20%</td>
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<th>Mid-high Poverty</th>
<th>High Poverty</th>
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<td>1%</td>
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<th>Mid-low Poverty</th>
<th>Mid-high Poverty</th>
<th>High Poverty</th>
</tr>
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<tbody>
<tr>
<td>Northeast</td>
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<td>22%</td>
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</tr>
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<td>Midwest</td>
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<td>18%</td>
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<tr>
<td>South</td>
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<td>33%</td>
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<td>47%</td>
</tr>
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<td>West</td>
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## Principals

### REGION

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<td>South</td>
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<td>West</td>
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### SCHOOL URBANICITY

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</tr>
<tr>
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</tr>
<tr>
<td>Town</td>
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</tr>
<tr>
<td>Rural</td>
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### % FREE/REDUCED-PRICE LUNCH

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### SCHOOL ENROLLMENT

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<tr>
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<td>56%</td>
</tr>
<tr>
<td>500–749</td>
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<tr>
<td>750+</td>
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### SCHOOL GRADE RANGE

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<td>Middle</td>
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</tr>
<tr>
<td>High School</td>
<td>19%</td>
</tr>
<tr>
<td>Combined/Missing</td>
<td>8%</td>
</tr>
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### GENDER

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<tbody>
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</tr>
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### YEARS OF EXPERIENCE

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### AGE

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### LIVE IN DISTRICT

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## Principals, by School Poverty Level

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<th>Mid-high Poverty</th>
<th>High Poverty</th>
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<td>City</td>
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<td>22%</td>
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</tr>
<tr>
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<td>22%</td>
</tr>
<tr>
<td>Town</td>
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<td>16%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
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<tbody>
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</tbody>
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<table>
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<tr>
<th>GENDER</th>
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<th>Mid-high Poverty</th>
<th>High Poverty</th>
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<tbody>
<tr>
<td>Male</td>
<td>52%</td>
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<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>Female</td>
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<td>42%</td>
<td>55%</td>
<td>60%</td>
</tr>
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<td>1%</td>
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<table>
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<th>55+</th>
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<tr>
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<td>4%</td>
<td>29%</td>
<td>43%</td>
<td>24%</td>
</tr>
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<td>28%</td>
<td>36%</td>
<td>32%</td>
</tr>
<tr>
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<td>40%</td>
<td>24%</td>
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</table>

<table>
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<th>High Poverty</th>
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<th>South</th>
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<td>24%</td>
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<td>24%</td>
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<td>22%</td>
<td>48%</td>
<td>20%</td>
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<td></td>
<td>13%</td>
<td>18%</td>
<td>43%</td>
<td>26%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Total Teachers</th>
<th>Teachers: Grades Taught</th>
<th>Total Principals</th>
<th>Principals: School Grade Range</th>
<th>Combined Teachers &amp; Principals: School Grade Range</th>
</tr>
</thead>
<tbody>
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<tr>
<td></td>
<td>PreK–5 (Elementary School)</td>
<td>6–8 (Middle School)</td>
<td>9–12 (High School)</td>
<td>Elementary School</td>
</tr>
<tr>
<td>Base</td>
<td>3694</td>
<td>1928</td>
<td>1011</td>
<td>1056</td>
</tr>
<tr>
<td>Weighted Base</td>
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<td>1773</td>
<td>1045</td>
<td>1193</td>
</tr>
<tr>
<td>Agree strongly/Agree (Net)</td>
<td>96%</td>
<td>99%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Agree strongly</td>
<td>58%</td>
<td>70%</td>
<td>55%</td>
<td>42%</td>
</tr>
<tr>
<td>Agree</td>
<td>38%</td>
<td>29%</td>
<td>40%</td>
<td>51%</td>
</tr>
<tr>
<td>Disagree strongly/Disagree (Net)</td>
<td>4%</td>
<td>1%</td>
<td>4%</td>
<td>7%</td>
</tr>
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<td>Disagree</td>
<td>3%</td>
<td>1%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree strongly</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
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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.
<table>
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<tr>
<td></td>
<td>Base</td>
<td>Weighted Base</td>
<td></td>
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<td>3694</td>
<td>1928</td>
<td>1011</td>
<td>1056</td>
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<td>6–8</td>
<td>1011</td>
<td>1193</td>
<td></td>
<td></td>
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<td>9–12</td>
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<td>1027</td>
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<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Talk with students about the importance of reading</td>
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<td>82%</td>
<td>67%</td>
<td>54%</td>
<td>78%</td>
</tr>
<tr>
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<td>Talk with families about the importance of their children reading</td>
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<td>67%</td>
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<td>36%</td>
<td>74%</td>
<td>20%</td>
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</tr>
<tr>
<td>Talk with students about the books they read for fun</td>
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<td>55%</td>
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<td>39%</td>
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</tr>
<tr>
<td>Participate in or host a school book fair</td>
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<td>63%</td>
<td>36%</td>
<td>8%</td>
<td>72%</td>
</tr>
<tr>
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<tr>
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<td>69%</td>
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<tr>
<td></td>
<td>8%</td>
<td>40%</td>
<td>10%</td>
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<tr>
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<td>62%</td>
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<td>5%</td>
<td>47%</td>
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<tr>
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<tr>
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<td>74%</td>
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<td>66%</td>
<td>41%</td>
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<td></td>
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<tr>
<td>Read aloud to students</td>
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<td>84%</td>
<td>57%</td>
<td>38%</td>
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</tr>
<tr>
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<td>57%</td>
<td>83%</td>
<td>53%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Participate in or host family literacy nights</td>
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<td>13%</td>
<td>45%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage with authors/poets (through letters, social media, etc.)</td>
<td>13%</td>
<td>16%</td>
<td>12%</td>
<td>9%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>17%</td>
<td>23%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>12%</td>
<td>17%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange author/poet school visits</td>
<td>11%</td>
<td>15%</td>
<td>10%</td>
<td>5%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>23%</td>
<td>12%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Make books available for students to take home during the school year</td>
<td>57%</td>
<td>70%</td>
<td>49%</td>
<td>40%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>70%</td>
<td>72%</td>
<td>51%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>72%</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make books available for students to take home during the summer</td>
<td>25%</td>
<td>29%</td>
<td>20%</td>
<td>23%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>33%</td>
<td>21%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Other (SPECIFY)</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>None of the above</td>
<td>11%</td>
<td>8%</td>
<td>12%</td>
<td>17%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>7%</td>
<td>10%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12%</td>
<td>9%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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?

<table>
<thead>
<tr>
<th>n=3621</th>
<th>Total Teachers</th>
<th>Teachers: Grades Taught</th>
<th>Total Principals</th>
<th>Total Educators</th>
<th>Combined Teachers &amp; Principals: School Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PreK–5 (Elementary School)</td>
<td>6–8 (Middle School)</td>
<td>9–12 (High School)</td>
<td>Elementary School</td>
<td>Middle School</td>
</tr>
<tr>
<td>Base</td>
<td>3618</td>
<td>1882</td>
<td>979</td>
<td>1036</td>
<td>-</td>
</tr>
<tr>
<td>Weighted Base</td>
<td>3621</td>
<td>1730</td>
<td>1014</td>
<td>1172</td>
<td>-</td>
</tr>
<tr>
<td>Ever (Net)</td>
<td>77%</td>
<td>95%</td>
<td>73%</td>
<td>53%</td>
<td>-</td>
</tr>
<tr>
<td>Every school day</td>
<td>36%</td>
<td>61%</td>
<td>23%</td>
<td>7%</td>
<td>-</td>
</tr>
<tr>
<td>1–4 times a week [subnet]</td>
<td>23%</td>
<td>27%</td>
<td>25%</td>
<td>14%</td>
<td>-</td>
</tr>
<tr>
<td>1–2 times a week</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
<td>11%</td>
<td>-</td>
</tr>
<tr>
<td>3–4 times a week</td>
<td>10%</td>
<td>15%</td>
<td>8%</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td>2–3 times a month or less [subnet]</td>
<td>19%</td>
<td>7%</td>
<td>25%</td>
<td>31%</td>
<td>-</td>
</tr>
<tr>
<td>2–3 times a month</td>
<td>5%</td>
<td>2%</td>
<td>9%</td>
<td>6%</td>
<td>-</td>
</tr>
<tr>
<td>Once a month</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
<td>6%</td>
<td>-</td>
</tr>
<tr>
<td>Less often than once a month</td>
<td>10%</td>
<td>3%</td>
<td>11%</td>
<td>19%</td>
<td>-</td>
</tr>
<tr>
<td>Never</td>
<td>23%</td>
<td>5%</td>
<td>27%</td>
<td>47%</td>
<td>-</td>
</tr>
</tbody>
</table>

### How often are new books added to your school library?

<table>
<thead>
<tr>
<th>n=1050</th>
<th>Total Teachers</th>
<th>Title I Teachers</th>
<th>Total Principals</th>
<th>Title I Principals</th>
<th>Total Educators</th>
<th>Title I Combined Teachers &amp; Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Poverty</td>
<td>Mid-low Poverty</td>
<td>Mid-high Poverty</td>
<td>High Poverty</td>
<td>Low Poverty</td>
<td>Mid-low Poverty</td>
</tr>
<tr>
<td>Base</td>
<td>76</td>
<td>15</td>
<td>16</td>
<td>22</td>
<td>23</td>
<td>973</td>
</tr>
<tr>
<td>Weighted Base</td>
<td>73</td>
<td>22</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>978</td>
</tr>
<tr>
<td>Monthly+ (Net)</td>
<td>28%</td>
<td>16%</td>
<td>11%</td>
<td>45%</td>
<td>36%</td>
<td>20%</td>
</tr>
<tr>
<td>At least a few times a month</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
<td>13%</td>
<td>-</td>
<td>5%</td>
</tr>
<tr>
<td>Monthly</td>
<td>22%</td>
<td>12%</td>
<td>9%</td>
<td>33%</td>
<td>36%</td>
<td>15%</td>
</tr>
<tr>
<td>2–4 Times a year (Net)</td>
<td>62%</td>
<td>81%</td>
<td>83%</td>
<td>31%</td>
<td>54%</td>
<td>43%</td>
</tr>
<tr>
<td>Quarterly</td>
<td>31%</td>
<td>47%</td>
<td>48%</td>
<td>10%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>Twice a year</td>
<td>31%</td>
<td>34%</td>
<td>36%</td>
<td>21%</td>
<td>33%</td>
<td>23%</td>
</tr>
<tr>
<td>Once a year or less (Net)</td>
<td>9%</td>
<td>3%</td>
<td>-</td>
<td>24%</td>
<td>9%</td>
<td>32%</td>
</tr>
<tr>
<td>Once a year</td>
<td>8%</td>
<td>3%</td>
<td>-</td>
<td>21%</td>
<td>4%</td>
<td>25%</td>
</tr>
<tr>
<td>Once every couple of years</td>
<td>1%</td>
<td>-</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Our school library hasn’t been updated in as far back as I can remember</td>
<td>1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>1%</td>
<td>-</td>
<td>6%</td>
<td>-</td>
<td>-</td>
<td>6%</td>
</tr>
</tbody>
</table>
Please indicate how much you agree or disagree with each statement. Schools play an important role in expanding access to books at home.

<table>
<thead>
<tr>
<th>n=4721</th>
<th>Total Teachers</th>
<th>Teachers: Grades Taught</th>
<th>Principals: School Grade Range</th>
<th>Combined Teachers &amp; Principals: School Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PreK–5 (Elementary School)</td>
<td>6–8 (Middle School)</td>
<td>9–12 (High School)</td>
</tr>
<tr>
<td>Base</td>
<td></td>
<td>3694</td>
<td>1928</td>
<td>1011</td>
</tr>
<tr>
<td>Weighted Base</td>
<td>3694</td>
<td>1773</td>
<td>1045</td>
<td>1193</td>
</tr>
<tr>
<td>Agree strongly/Agree (Net)</td>
<td>91%</td>
<td>93%</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>Agree strongly</td>
<td>29%</td>
<td>31%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>63%</td>
<td>62%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Disagree strongly/Disagree (Net)</td>
<td>9%</td>
<td>7%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9%</td>
<td>7%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree strongly</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>n=3071</th>
<th>Total Teachers</th>
<th>Teachers: Grades Taught</th>
<th>Principals: School Grade Range</th>
<th>Combined Teachers &amp; Principals: School Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PreK–5 (Elementary School)</td>
<td>6–8 (Middle School)</td>
<td>9–12 (High School)</td>
</tr>
<tr>
<td>Base</td>
<td></td>
<td>3097</td>
<td>1736</td>
<td>786</td>
</tr>
<tr>
<td>Weighted Base</td>
<td>3071</td>
<td>1595</td>
<td>799</td>
<td>893</td>
</tr>
<tr>
<td>Ever update their classroom library (Net)</td>
<td>87%</td>
<td>91%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Monthly + (sub net)</td>
<td>17%</td>
<td>22%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>At least a few times a month</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Monthly</td>
<td>12%</td>
<td>16%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>2–4 Times a year (sub net)</td>
<td>23%</td>
<td>28%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Quarterly</td>
<td>11%</td>
<td>14%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Twice a year</td>
<td>12%</td>
<td>14%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Once a year or less (sub net)</td>
<td>47%</td>
<td>41%</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>Once a year</td>
<td>23%</td>
<td>22%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>Once every couple of years</td>
<td>24%</td>
<td>19%</td>
<td>28%</td>
<td>33%</td>
</tr>
<tr>
<td>I am never able to update my classroom library</td>
<td>13%</td>
<td>9%</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>
### In which of the following ways do your students get access to books during summer break?

<table>
<thead>
<tr>
<th>Function</th>
<th>Total Teachers</th>
<th>Title I Teachers</th>
<th>Title I Principals</th>
<th>Total Educators</th>
<th>Title I Combined Teachers &amp; Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low Poverty</td>
<td>Mid-low Poverty</td>
<td>High Poverty</td>
<td>Low Poverty</td>
</tr>
<tr>
<td>Base</td>
<td>n=4721</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/district provides books to take home</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>I/My teachers provide books to take home</td>
<td>20%</td>
<td>21%</td>
<td>17%</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>A community partner provides books to take home</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>The school library is open</td>
<td>11%</td>
<td>12%</td>
<td>10%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>The public library has programs for kids</td>
<td>75%</td>
<td>80%</td>
<td>79%</td>
<td>73%</td>
<td>70%</td>
</tr>
<tr>
<td>There is a mobile library that goes to set locations in the community</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Families purchase books for their children</td>
<td>40%</td>
<td>54%</td>
<td>45%</td>
<td>37%</td>
<td>22%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>13%</td>
<td>9%</td>
<td>12%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Students get access to books over the summer in other ways (PLEASE SPECIFY)</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>My students do not get books in any of the above ways</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Note:** The table shows the percentage distribution of students getting access to books during summer break across different groups and poverty levels.
“Literacy is a cornerstone that everything in the educational system rests upon. It is more than teaching a student how to read. It is about harnessing the power of reading to propel student readers’ innovative brainstorming, ideas and solutions into existence. Strong readers become strong leaders!”

High School Teacher, West Virginia
Explore this national survey of more than 4,700 public school Pre-K–12 teachers and principals, offering a close look at literacy in education.

www.scholastic.com/teacherprincipalreport