



TEACHER & PRINCIPAL SCHOOL REPORT

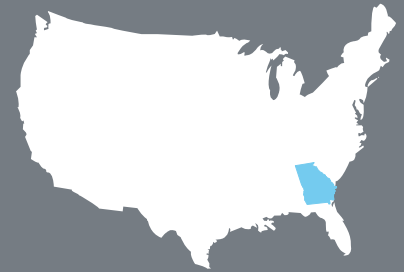
GEORGIA

Equity & Literacy

 SCHOLASTIC

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EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



GEORGIA FINDINGS IN COMPARISON WITH THE NATION

Overall, Georgia educators have similar views and experiences as their national peers. Key differences include:

> BARRIERS TO LEARNING

Georgia teachers are more likely than teachers nationally to **have seen an increase in students who are in need of English language learning support** in the past three years (50% vs. 40%).

> FAMILY ENGAGEMENT

Georgia educators are **less likely to say that hosting and encouraging attendance at parent-teacher conferences** (64% vs. 77%) is happening to the degree it should.

> FUNDING PRIORITIES

Georgia teachers are more likely to **cite high-quality instructional materials and textbooks as among their top-five funding priorities** (66% vs. 55%).

> READING IN AND OUT-OF-SCHOOL

On average, Georgia teachers **have 15% fewer books per classroom than their peers nationwide** (215 vs. 254).

Compared to their peers nationwide, Georgia teachers are more likely to **need books published in the last 3–5 years** (62% vs. 51%), **magazines** (59% vs. 48%) and **nonfiction books** (48% vs. 40%) for their classroom libraries.

Fewer Georgia teachers indicate that they received discretionary money from their school, district or PTA for materials for classroom or other needs for their students in the past year (42% vs. 55%).

Georgia educators are **less likely to say that encouraging reading aloud and/or children's independent reading at home** (41% vs. 51%) is happening to the degree it should at their schools.



The national *Teacher & Principal School Report* series can be found at [scholastic.com/teacherprincipalreport](https://www.scholastic.com/teacherprincipalreport).



BARRIERS TO EQUITY IN EDUCATION

A majority of Georgia teachers and principals agree that many of their students face barriers to learning from outside of the school environment (87%). Teachers report having students in their classrooms who face myriad situations that can impede learning, including:

80% experiencing family or personal crisis

61% coming to school hungry

75% living in poverty

56% in need of mental health services

65% in need of English language learning support

55% in need of healthcare services

62% homeless or in temporary housing



We must consider every child individually. Kids learn differently. They have different levels of support at home. Many have crises that impact their learning. But they can all learn at different rates and in different ways.

Elementary School Teacher

Resource needs in Georgia are varied and significant, with teachers citing the following as NOT adequately available for their students:

FAMILY & COMMUNITY ENGAGEMENT CONDITIONS

OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT

IN-SCHOOL RESOURCES & ENVIRONMENT

50% Family involvement in student learning

43% Access to fiction and/or nonfiction books at home

19% In-school specialists to address students' social and emotional needs

26% Strong connections between schools and communities

36% Access to the internet and other learning resources outside of school

8% High-quality instructional materials

24% Strong staff-to-family connections

Within Georgia, teachers in higher-poverty schools are more likely than those in lower-poverty schools to indicate their students lack adequate access to fiction/nonfiction books at home (51% vs. 33%) as well as family involvement in student learning (65% vs. 31%).

TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Georgia teachers include:

High-quality instructional materials and textbooks	66%
Additional high-quality staff to reduce student-to-teacher ratio	59%
Technology devices and digital resources in school	54%
Higher salaries	54%
Academic or social-emotional intervention initiatives and programs	44%
Early learning initiatives and programs	44%

Forty-two percent of teachers in Georgia receive discretionary funds from their school district or PTA. In the past year, they have spent, on average, \$399 of their own money on items for their students and/or classrooms.

48%
OF GEORGIA TEACHERS
HAVE USED THEIR OWN
MONEY TO PURCHASE
CLASSROOM LIBRARY BOOKS
OVER THE PAST YEAR

61%
SAY THEY ARE ONLY
ABLE TO UPDATE THEIR
CLASSROOM LIBRARIES
ONCE A YEAR OR LESS



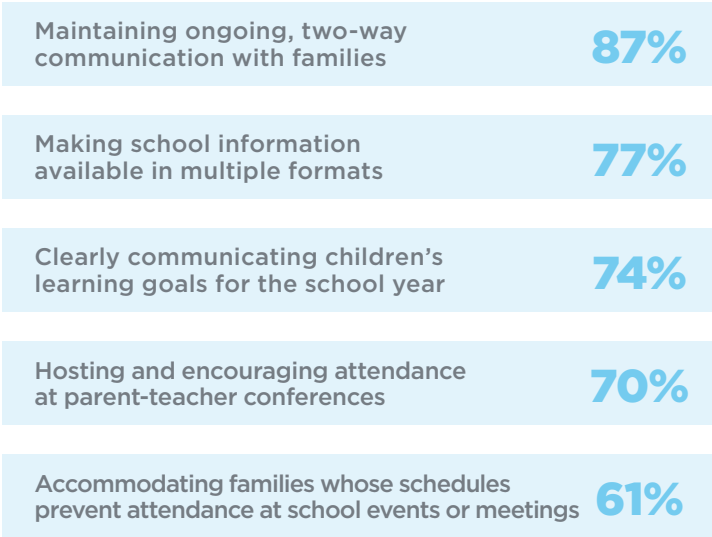
Most of the parents at my school are English language learners. Many of them have a hard time communicating, and many work multiple jobs or jobs with long hours that do not allow them to participate in school activities. It's a challenge.

Elementary School Teacher

FAMILY ENGAGEMENT

All Georgia educators say that involving families in children’s learning is important for student success (100%), but many educators need help engaging families (76%).

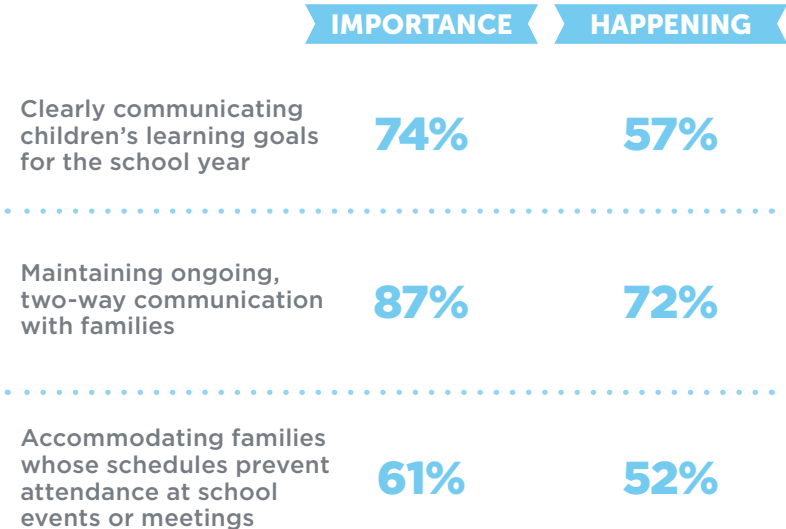
The activities Georgia educators identify as most important to help families engage in children’s learning include:



Being a teacher is challenging. You care about your students so much—all you want is for them to succeed. With scant resources, you do what you can to achieve the most that you can. It’s the most challenging career, and the most rewarding.

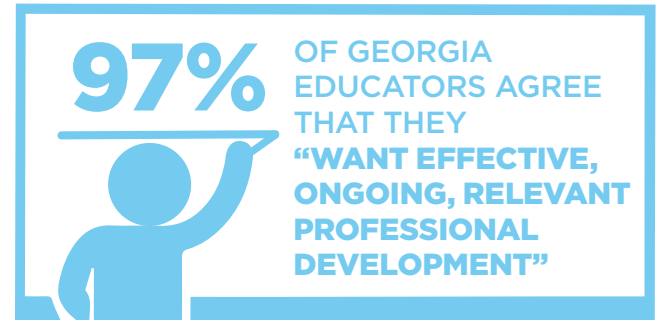
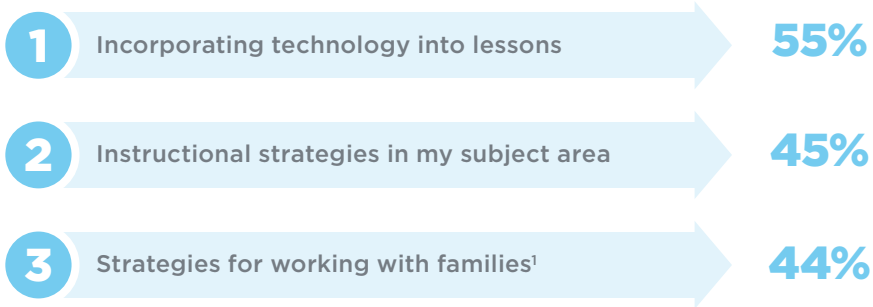
High School Teacher

There are significant gaps between what Georgia educators say is important and what is actually happening in schools. Among their top priorities, the largest gaps are in:



TAILORED PROFESSIONAL LEARNING

Georgia teachers indicate that the most effective formats for professional development include observing other teachers in their school/district (56%), workshops conducted by outside consultants, authors or experts (54%), and professional conferences (53%). The top areas in which Georgia teachers would like professional development in the coming year include:



¹This item is a net of two items from the survey: "Strategies for working with students and families from all cultures" and "Strategies for improving engagement with families in support of their children's learning."

EDUCATORS ON READING

ALL YEAR-ROUND

NINETY-EIGHT PERCENT OF GEORGIA EDUCATORS AGREE PROVIDING YEAR-ROUND ACCESS TO BOOKS AT HOME IS IMPORTANT TO ENHANCING STUDENT ACHIEVEMENT.

The number one way Georgia students gain access to books during the summer, as reported by educators, is the public library (82%). Other notable sources of books include:

Teachers providing books	21%
Community partners providing books	10%
School/district providing books	9%

The top types of reading materials Georgia teachers need in their classroom libraries include:

- 1 Books published in the last 3-5 years 62%
- 2 Magazines 59%
- 3 Multiple copies of popular titles 52%
- 4 Books with diverse characters 49%
- 5 Nonfiction 48%

GEORGIA
TEACHERS'
CLASSROOM
LIBRARIES HAVE
215 BOOKS
ON AVERAGE



INDEPENDENT READING IN GEORGIA

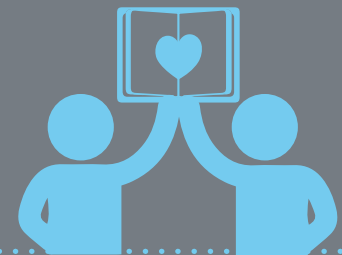
Three in 10 Georgia teachers set aside time for independent reading or read aloud to their students every school day (32%)—for an average of 21 minutes. Sixty percent of literacy teachers set aside this time.

About two-thirds of Georgia teachers saying they wish that students were read aloud to or read a book of their choice independently *more often* (68%). This is more true among elementary teachers (84% vs. 59% of secondary teachers).

Among teachers who wish it occurred more often, the **biggest barriers to independent reading** are the demands of the curriculum not allowing enough time (93%) and choosing other strategies they consider to be more effective (23%).

91%

OF GEORGIA EDUCATORS
AGREE THAT STUDENTS
SHOULD HAVE TIME DURING
THE SCHOOL DAY TO
READ A BOOK OF THEIR
CHOICE INDEPENDENTLY



The top ways Georgia educators promote reading among students include:

- | | | | | | |
|---|---|-----|---|---|-----|
| 1 | Encouraging students to use the school library | 67% | 5 | Talking with students about the books they read for fun | 44% |
| 2 | Encouraging summer reading | 55% | 6 | Encouraging families to visit the public library | 44% |
| 3 | Reading aloud to students | 52% | 7 | Making books available for students to take home during the school year | 44% |
| 4 | Talking with students about the importance of reading | 51% | | | |