



TEACHER & PRINCIPAL SCHOOL REPORT

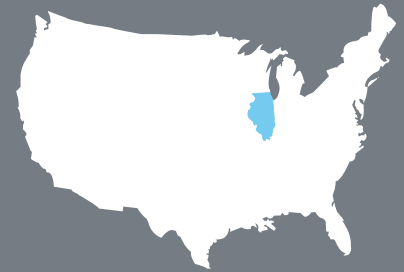
# ILLINOIS

Equity & Literacy

 SCHOLASTIC

YouGov®

# EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



## ILLINOIS FINDINGS IN COMPARISON WITH THE NATION

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

### > FAMILY ENGAGEMENT

Illinois educators are more likely to say **accommodating families whose schedules prevent attendance at school events or meetings** is among the most important ways educators can engage families (73% vs. 63%).

Compared to educators nationwide, Illinois educators are more likely to say the following activities are happening to the degree they should:

- ▶ Hosting and encouraging attendance at parent-teacher conferences (86% vs. 77%).
- ▶ Hosting and encouraging participation at family activities and events that involve children (70% vs. 61%).

Illinois educators are **more likely to participate in or host family literacy nights** (39% vs. 28%).

### > FUNDING PRIORITIES

Illinois teachers are more likely to **identify early learning initiatives and programs as a top funding priority** than teachers nationally (42% vs. 34%).

### > READING IN AND OUT-OF-SCHOOL

Educators from Illinois indicate that they are more likely to **make books available for students to take home during the school year** (67% vs. 60%) than educators nationally.

More so than their peers nationwide, Illinois teachers report **needing high-interest, low-reading-level books** (58% vs. 48%), **magazines** (58% vs. 48%), and **graphic novels** (54% vs. 42%) for their classroom libraries.





# BARRIERS TO EQUITY IN EDUCATION

A majority of Illinois teachers and principals agree that many of their students face barriers to learning from outside of the school environment (83%). Teachers report having students in their classrooms who face myriad situations that can impede learning, including:

**89%** experiencing family or personal crisis

**70%** coming to school hungry

**82%** living in poverty

**67%** homeless or in temporary housing

**79%** in need of mental health services

**64%** in need of English language learning support

**71%** in need of healthcare services



Many of my students are struggling economically and behind academically. Money is not enough; we need resources and manpower to help these struggling kids.

Elementary School Teacher

Resource needs in Illinois 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

**49%** Family involvement in student learning

**51%** Access to the internet and other learning resources outside of school

**23%** In-school specialists to address students' social and emotional needs

**32%** Strong staff-to-family connections

**45%** Access to fiction and/or nonfiction books at home

**22%** High-quality instructional materials

**27%** Strong connections between schools and communities

Within Illinois, 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 (72% vs. 29%) as well as family involvement in student learning (77% vs. 34%).

# TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Illinois teachers include:

High-quality instructional materials and textbooks	59%
Academic or social-emotional intervention initiatives	48%
Additional high-quality staff to reduce student-to-teacher ratios	46%
Technology devices and digital resources in schools	42%
Early learning initiatives and programs	42%

Forty-nine percent of teachers in Illinois receive discretionary funds from their school district or PTA. In the past year, they have spent an average of \$483 of their own money on items for their students and/or classrooms.

**52%**  
OF ILLINOIS TEACHERS  
HAVE USED THEIR OWN  
MONEY TO PURCHASE  
CLASSROOM LIBRARY BOOKS  
OVER THE PAST YEAR

**56%**  
SAY THEY ARE ONLY  
ABLE TO UPDATE THEIR  
CLASSROOM LIBRARIES  
ONCE A YEAR OR LESS



“

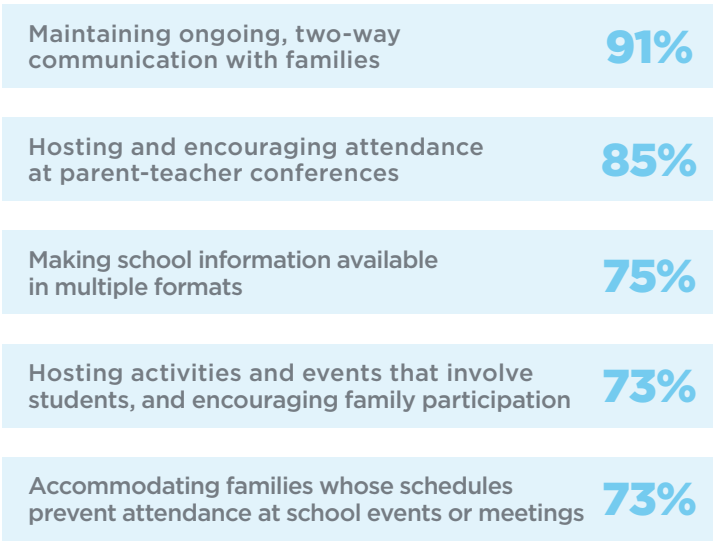
It starts at home. Teachers must engage parents and encourage them to be partners in their child's learning. We must work together to help every child.

Elementary School Teacher

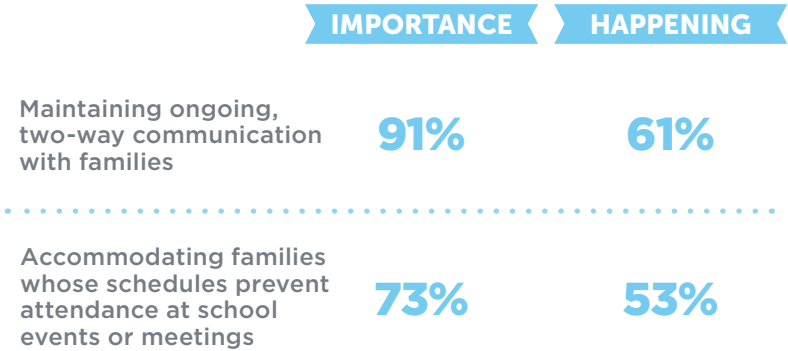
# FAMILY ENGAGEMENT

All Illinois educators say that involving families in children’s learning is important for student success (100%), but many educators need help engaging families (67%).

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



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

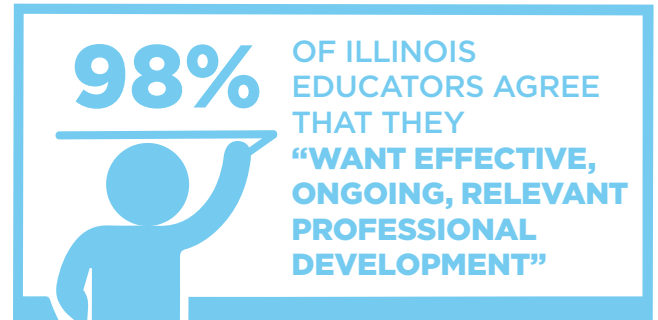
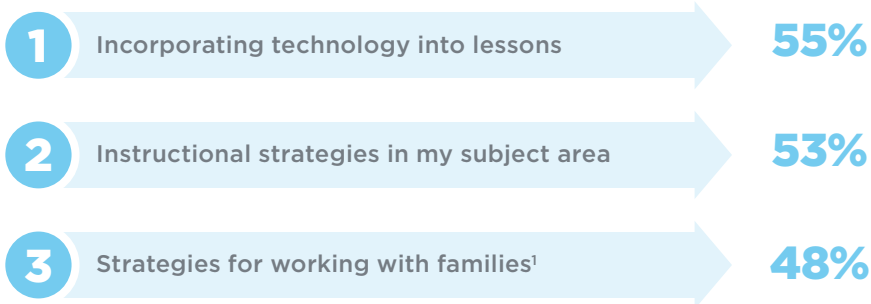


Education is a partnership between students, parents, teachers, administrators, school boards, communities and the legislature. None of these partners can be successful by themselves. Everyone needs to work together, and we need the funding to do it right.

High School Teacher

# TAILORED PROFESSIONAL LEARNING

Illinois teachers indicate that the most effective formats for professional development include professional conferences (69%) and workshops conducted by outside consultants, authors or experts (63%). The top areas in which Illinois teachers would like professional development in the coming year include:



<sup>1</sup>This 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

NEARLY ALL ILLINOIS EDUCATORS AGREE PROVIDING YEAR-ROUND ACCESS TO BOOKS AT HOME IS IMPORTANT TO ENHANCING STUDENT ACHIEVEMENT (97%).

The number one way Illinois students gain access to books during the summer, as reported by educators, is the public library (80%). Other notable sources of books include:

Teachers providing books	25%
School/district providing books	16%
Community partners providing books	9%

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

- 1 Culturally relevant titles 58%
- 2 High-interest, low-reading-level books 58%
- 3 Magazines 58%
- 4 Multiple copies of popular titles 55%
- 5 Graphic novels 54%

ILLINOIS  
TEACHERS'  
CLASSROOM  
LIBRARIES HAVE  
248 BOOKS  
ON AVERAGE



# INDEPENDENT READING IN ILLINOIS

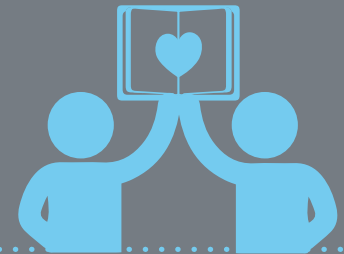
**One third of Illinois teachers set aside time for independent reading** or read aloud to their students every school day (33%)—for an average of 21 minutes. Fifty-nine percent of literacy teachers set aside this time.

**Six in 10 Illinois teachers say they wish students were read aloud to or were able to read a book of their choice independently *more often*** (61%). This is more true among teachers of elementary students (77% vs. 52% 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 (90%), not having enough books (17%), and independent reading not being considered an important use of class time (16%).**

# 92%

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



The top ways Illinois educators promote reading among students include:

- |          |   |            |          |   |            |
|----------|---|------------|----------|---|------------|
| <b>1</b> | Talking with students about the books they read for fun | <b>73%</b> | <b>4</b> | Making books available for students to take home during the school year | <b>67%</b> |
| <b>2</b> | Talking with students about the importance of reading   | <b>68%</b> | <b>5</b> | Encouraging summer reading  | <b>65%</b> |
| <b>3</b> | Reading aloud to students                               | <b>68%</b> |          |   |            |