

TEACHER & PRINCIPAL SCHOOL REPORT
KENTUCKY

Equity & Literacy

EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



KENTUCKY FINDINGS IN COMPARISON WITH THE NATION

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

> BARRIERS TO LEARNING

Compared to educators nationally, more Kentucky educators agree that their **students face barriers to learning from outside of the school environment** (98% vs. 87%).

More Kentucky teachers have students who are **living in poverty** (94% vs. 82%), **come to school hungry** (87% vs. 75%), and who are **in need of healthcare services** (78% vs. 68%).

In the past three years, more Kentucky teachers than teachers nationally have **seen an increase in the number of students experiencing family or personal crisis** (59% vs. 49%) and **living in poverty** (49% vs. 36%).

> FAMILY ENGAGEMENT

Educators in Kentucky are more likely to find **family involvement in student learning not adequately available** for their students (58% vs. 47%).

Kentucky educators are **less likely to believe that maintaining ongoing, two-way communication with families is happening to the degree that it should at their schools** (51% vs. 62%).

> FUNDING PRIORITIES

Kentucky teachers are more likely to cite additional **high-quality staff to reduce student-to-teacher ratio** (69% vs. 55%), **high-quality instructional materials and textbooks** (64% vs. 55%), and **technology devices and digital resources in school** (62% vs. 47%) among their top five funding priorities.

> READING IN AND OUT-OF-SCHOOL

On average, teachers in Kentucky **have 29% fewer books in their classroom libraries** than teachers nationally (180 vs. 254). Kentucky teachers are more likely to need **reference databases** for their classroom libraries (50% vs. 41%) along with **books with diverse characters** (58% vs. 43%).

Kentucky educators are more likely than their nationwide peers to **read aloud to students** (71% vs. 63%) and **participate in or host family literacy nights** (41% vs. 28%) as ways to promote reading.

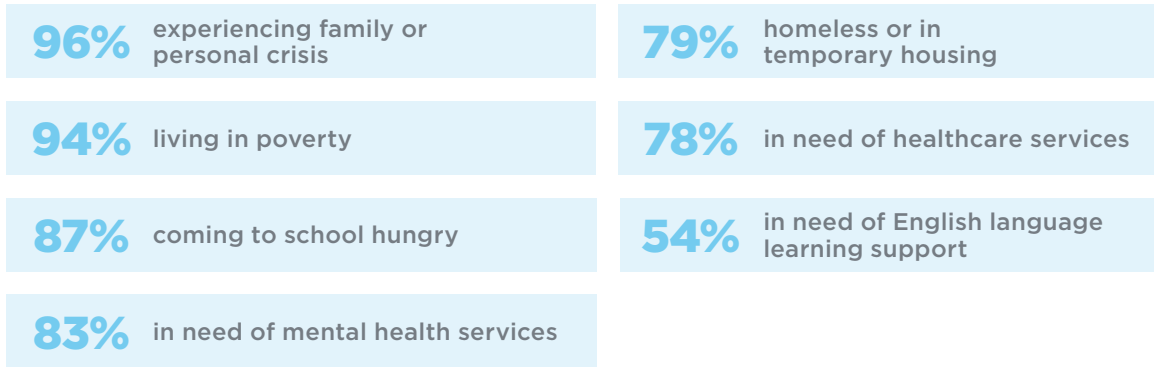


The national *Teacher & Principal School Report* series can be found at [scholastic.com/teacherprincipalreport](https://www.scholastic.com/teacherprincipalreport).



BARRIERS TO EQUITY IN EDUCATION

Nearly all Kentucky teachers and principals agree that many of their students face barriers to learning from outside of the school environment (98%). Teachers report having students in their classrooms who face myriad situations that can impede learning, including:

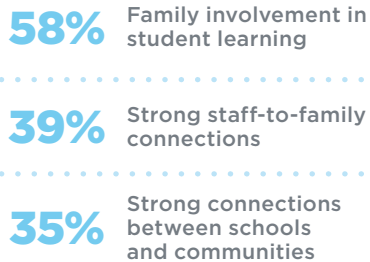


School is no longer only about academics. It's about helping kids survive in poverty and encouraging them to break the cycle. Children live with so much trauma and crisis that often the curriculum takes a back seat.

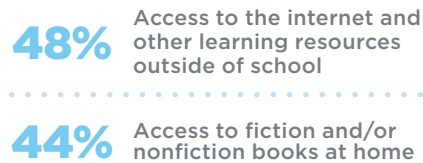
Elementary School Teacher

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

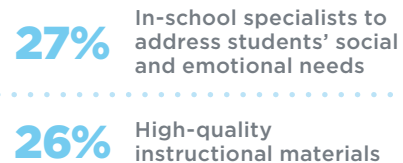
FAMILY & COMMUNITY ENGAGEMENT CONDITIONS



OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT



IN-SCHOOL RESOURCES & ENVIRONMENT



TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Kentucky teachers include:

| | |
|--|-----|
| Additional high-quality staff to reduce student-to-teacher ratio | 69% |
| High-quality instructional materials and textbooks | 64% |
| Technology devices and digital resources in school | 62% |
| Higher salaries | 43% |
| Academic or social-emotional intervention initiatives and programs | 42% |

Fifty-three percent of teachers in Kentucky receive discretionary funds from their school district or PTA. In the past year, they have spent an average of \$530 of their own money on items for their students and/or classrooms.

49%

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

68%

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



“

Being a classroom teacher is the most enjoyable and rewarding profession on this planet. My happiest moments are those spent with my students.

Middle School Teacher

FAMILY ENGAGEMENT

All Kentucky educators say that involving families in children’s learning is important for student success (100%), but many educators need help engaging families (81%).

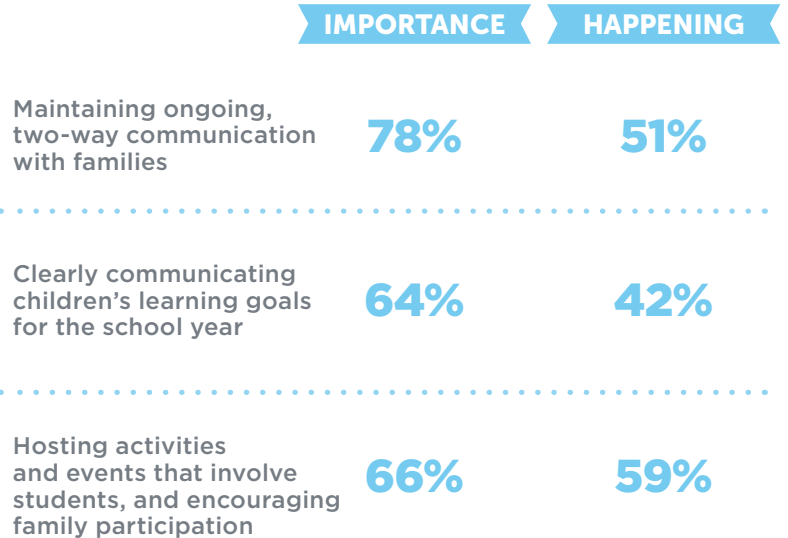
The activities Kentucky educators identify as most important to help families engage in children’s learning include:



Students must have access to instructional materials and resources to be academically successful, and we must employ qualified teachers who care about their academic and social well-being.

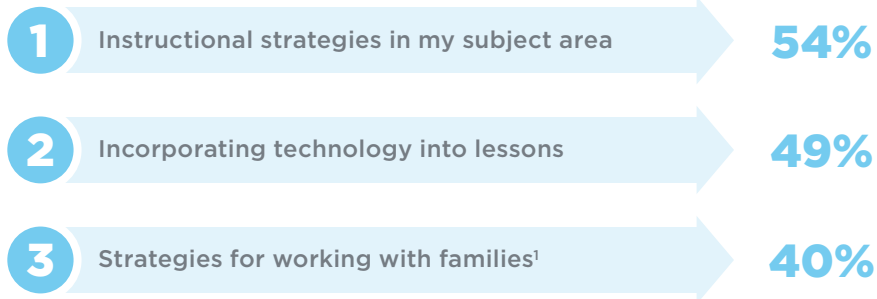
Elementary School Principal

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



TAILORED PROFESSIONAL LEARNING

Kentucky teachers indicate that the most effective formats for professional development include professional conferences (64%), workshops conducted by outside consultants, authors or experts (57%), and observing other teachers in their school/district (56%). The top areas in which Kentucky teachers would like professional development in the coming year include:



100% OF KENTUCKY EDUCATORS AGREE THAT THEY **“WANT EFFECTIVE, ONGOING, RELEVANT PROFESSIONAL DEVELOPMENT”**



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-SIX PERCENT OF KENTUCKY EDUCATORS AGREE PROVIDING YEAR-ROUND ACCESS TO BOOKS AT HOME IS IMPORTANT TO ENHANCING STUDENT ACHIEVEMENT.

Educators report the number one way Kentucky students gain access to books during the summer is the public library (79%). Other notable sources of books include:

| | |
|------------------------------------|-----|
| Teachers providing books | 15% |
| School/district providing books | 13% |
| Community partners providing books | 11% |

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

- 1 Books with diverse characters 58%
- 2 Culturally relevant titles 53%
- 3 Books published in the last 3-5 years 52%
- 4 Magazines 50%
- 5 Reference databases 50%

KENTUCKY TEACHERS' CLASSROOM LIBRARIES HAVE 180 BOOKS ON AVERAGE



INDEPENDENT READING IN KENTUCKY

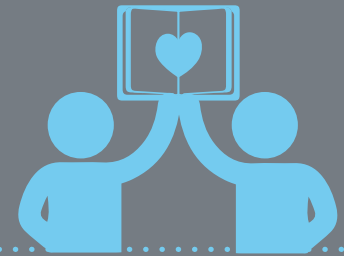
More than **three in 10 Kentucky teachers set aside time for independent reading** or read aloud to their students every school day (33%)—for an average of 19 minutes. Fifty-seven percent of literacy teachers set aside this time.

Around **six in 10 Kentucky teachers say they wish students were read aloud to or read a book of their choice independently more often** (62%). This is true for 65% of elementary teachers and 57% 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%) and **not having enough books** (29%).

92%

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



The top ways Kentucky educators promote reading among students include:

- | | | | | | |
|---|---|-----|---|---|-----|
| 1 | Reading aloud to students | 71% | 4 | Talking with students about the books they read for fun | 61% |
| 2 | Talking with students about the importance of reading | 65% | 5 | Encouraging summer reading | 61% |
| 3 | Encouraging students to use the school library | 65% | 6 | Talking with families about the importance of their children reading year-round | 54% |