



TEACHER & PRINCIPAL SCHOOL REPORT

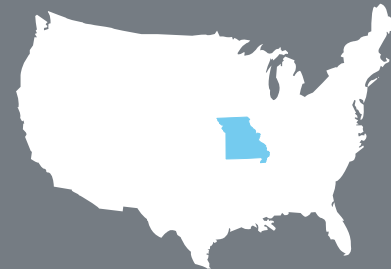
MISSOURI

Equity & Literacy

 SCHOLASTIC

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EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



MISSOURI FINDINGS IN COMPARISON WITH THE NATION

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

> BARRIERS TO LEARNING

More Missouri **teachers have seen an increase** in the past three years in the number of **students living in poverty** (48% vs. 36% nationally), **coming to school hungry** (51% vs. 32%), **being homeless or in temporary housing** (37% vs. 29%), and **in need of healthcare services** (36% vs. 28%).

Missouri educators report their students start the school year academically ready for grade-level work more often than the national average (56% vs. 41%).

> FAMILY ENGAGEMENT

More Missouri educators report that **hosting and encouraging attendance at parent-teacher conferences** is happening to the degree that it should at their schools (88% vs. 77%).

Missouri educators are more likely to say that **maintaining ongoing, two-way communication with families** is happening to the degree it should (76% vs. 62%).

> FUNDING PRIORITIES

Teachers in Missouri are more likely to identify **early learning initiatives and programs as one of their top five funding priorities** (43% vs. 34%).

> READING IN AND OUT-OF-SCHOOL

Missouri teachers are more likely to **have purchased books for their classrooms** (64% vs. 56%) and lesson plans (51% vs. 43%).

Teachers in Missouri are more likely than their peers nationwide to **set aside time for independent reading or to read aloud to their students every school day** (45% vs. 36%).

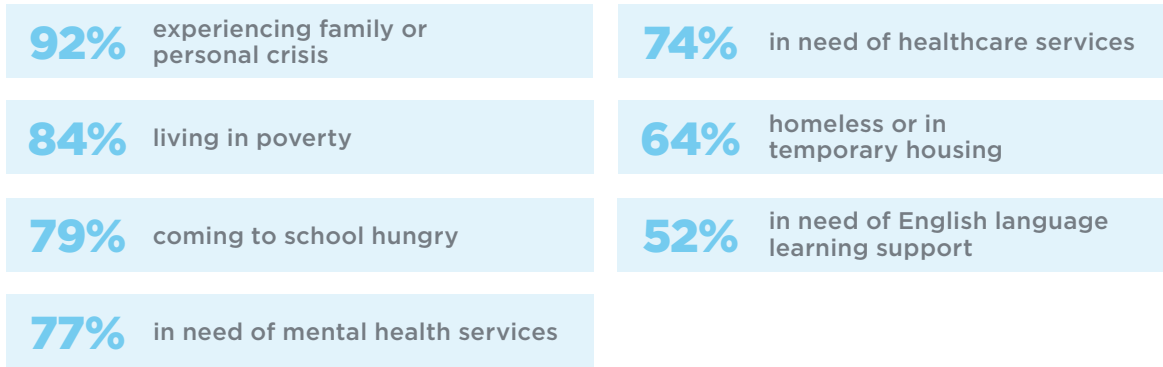
Educators in Missouri indicate that they are more likely to **encourage students to use the school library** (81% vs. 69%), and **send home children's book order flyers** (49% vs. 38%) to promote reading among their students. They are **less likely to talk with families about the importance of their children reading** (42% vs. 52%).





BARRIERS TO EQUITY IN EDUCATION

Nine out of 10 Missouri teachers and principals agree that many of their students face barriers to learning from outside of the school environment (90%). Teachers report having students in their classrooms who face myriad situations that can impede learning, including:



“Teachers need access to educational strategies that are relevant, engaging and personalized for each student and the challenges he or she faces.”
High School Principal

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

FAMILY & COMMUNITY ENGAGEMENT CONDITIONS

39% Family involvement in student learning

20% Strong staff-to-family connections

19% Strong connections between schools and communities

OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT

46% Access to the internet and other learning resources outside of school

44% Access to fiction and/or nonfiction books at home

IN-SCHOOL RESOURCES & ENVIRONMENT

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

13% High-quality instructional materials

Within Missouri, 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 (64% vs. 29%) as well as family involvement in student learning (66% vs. 19%).

TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Missouri teachers include:

Higher salaries	57%
High-quality instructional materials and textbooks	51%
Technology devices and digital resources in school	46%
Additional high-quality staff to reduce student-to-teacher ratio	43%
Early learning initiatives and programs	43%

Fifty-four percent of teachers in Missouri receive discretionary funds from their school district or PTA. In the past year, they have spent \$433 of their own money on items for their students and/or classrooms.

64%
OF MISSOURI TEACHERS
HAVE USED THEIR OWN
MONEY TO PURCHASE
CLASSROOM LIBRARY BOOKS
OVER THE PAST YEAR

62%
SAY THEY ARE ONLY
ABLE TO UPDATE THEIR
CLASSROOM LIBRARIES
ONCE A YEAR OR LESS



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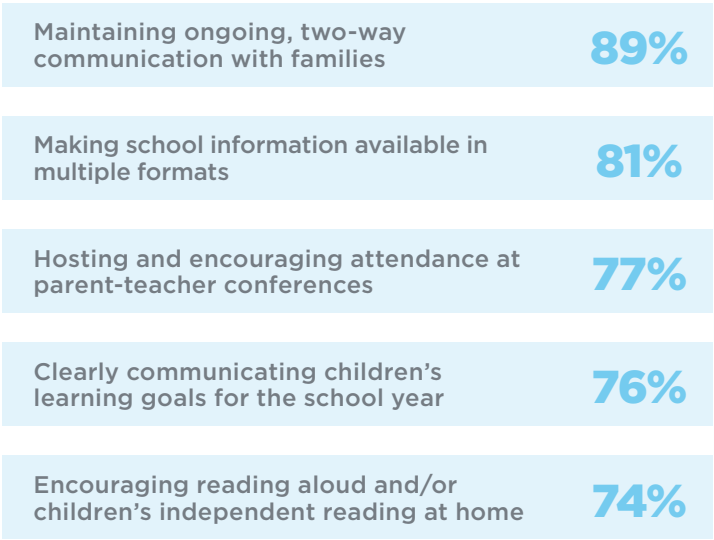
The most rewarding part of our day is working with students and helping them reach their full potential. Many families are struggling to eat, pay bills, or have a livable home. Test scores don't tell the whole story.

Elementary School Teacher

FAMILY ENGAGEMENT

All Missouri educators say that involving families in children’s learning is important for student success (100%), but many educators need help engaging families (74%).

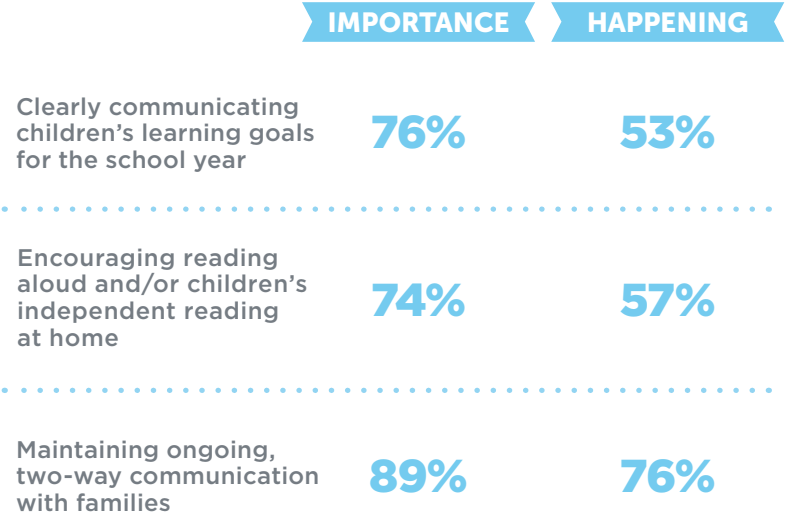
The activities Missouri educators identify as most important to help families engage in children’s learning include:



All students should have the opportunity for success. This ties into instruction quality, materials, buildings and availability for outside social and emotional assistance.

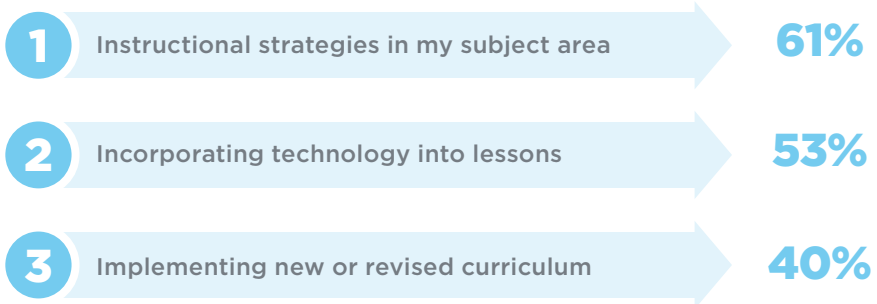
Middle School Teacher

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



TAILORED PROFESSIONAL LEARNING

Missouri teachers indicate that the most effective formats for professional development include professional conferences (75%), workshops conducted by outside consultants, authors or experts (59%), and observing other teachers in their school/district (56%). The top areas in which Missouri teachers would like professional development in the coming year include:



98% OF MISSOURI EDUCATORS AGREE THAT THEY "WANT EFFECTIVE, ONGOING, RELEVANT PROFESSIONAL DEVELOPMENT"



EDUCATORS ON READING

ALL YEAR-ROUND

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

The number one way Missouri 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	24%
School/district providing books	17%
Community partners providing books	9%

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

- 1 Books published in the last 3-5 years 47%
- 2 Culturally relevant titles 45%
- 3 High-interest, low-reading-level books 41%
- 4 Multiple copies of popular titles 40%
- 5 eBooks 40%

MISSOURI
TEACHERS'
CLASSROOM
LIBRARIES HAVE
243 BOOKS
ON AVERAGE



INDEPENDENT READING IN MISSOURI

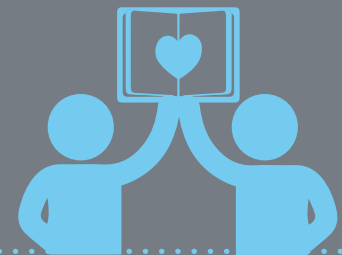
Nearly half of **Missouri teachers set aside time for independent reading** or read aloud to their students every school day (45%)—for an average of 22 minutes.

About **six in 10 Missouri teachers say they wish students were read aloud to or read a book of their choice independently *more often*** (59%). This is true regardless of grade.

Among teachers who wish it occurred more often, **the biggest barriers to independent reading are the demands of the curriculum not allowing enough time (94%), and teachers needing help incorporating independent reading time into instruction (14%).**

94%

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



The top ways Missouri educators promote reading among students include:

- | | | | | | |
|----------|---|------------|----------|----------------------------|------------|
| 1 | Encouraging students to use the school library | 81% | 4 | Reading aloud to students | 66% |
| 2 | Talking with students about the importance of reading | 77% | 5 | Encouraging summer reading | 65% |
| 3 | Talking with students about the books they read for fun | 71% | | | |