



TEACHER & PRINCIPAL SCHOOL REPORT
NORTH CAROLINA

Equity & Literacy

EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



NORTH CAROLINA FINDINGS IN COMPARISON WITH THE NATION

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

> BARRIERS TO LEARNING

More North Carolina teachers report having students who are **in need of English language learning support** (84% vs. 70%), **coming to school hungry** (83% vs. 75%), and **in need of mental health services** (85% vs. 78%).

Teachers in North Carolina are more likely to have seen an increase in students in the past three years who are **in need of English language learning support** (48% vs. 40%).

Teachers in North Carolina are more likely to **cite access to fiction and/or nonfiction books at home** (56% vs. 46%), **family involvement in student learning** (65% vs. 48%), and **basic needs such as food, housing, and clothing** (50% vs. 33%) as **not adequately available** for their students.

Compared to the rest of the nation, North Carolina educators are far more likely to agree that **retaining high-quality teachers is a challenge in their schools** (68% vs. 49%).

> FUNDING PRIORITIES

North Carolina teachers are more likely than teachers across the nation to **list higher salaries** (75% vs. 47%) and **additional high-quality staff to reduce the student-to-teacher ratio** (64% vs. 55%) among their **top funding priorities**.

> READING IN AND OUT-OF-SCHOOL

Teachers in North Carolina have, on average, **15% more books in their classroom libraries** than teachers nationally (293 vs. 254).

Educators in North Carolina are more likely than educators across the nation to **make books available for students to take home during the summer** as a way to promote reading among their students (37% vs. 29%).

Compared to their peers nationwide, North Carolina teachers are more likely to **need books in other languages** (63% vs. 41%) and **books published in the last 3–5 years** (59% vs. 51%) in their classroom libraries.



The national *Teacher & Principal School Report* series can be found at scholastic.com/teacherprincipalreport.



BARRIERS TO EQUITY IN EDUCATION

A majority of North Carolina teachers and principals agree that many of their students face barriers to learning from outside of the school environment (86%). Teachers report having students in their classrooms who face myriad situations that can impede learning:

85% in need of mental health services

82% living in poverty

84% in need of English language learning support

70% homeless or in temporary housing

84% experiencing family or personal crisis

70% in need of healthcare services

83% coming to school hungry



All students should have the opportunity to succeed, regardless of their home situation.

High School Teacher

Resource needs in North Carolina 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

65% Family involvement in student learning

56% Access to fiction and/or nonfiction books at home

36% In-school specialists to address students' social and emotional needs

42% Strong staff-to-family connections

52% Access to the internet and other learning resources outside of school

22% High-quality instructional materials

26% Strong connections between schools and communities

Within North Carolina, 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 (74% vs. 32%) as well as family involvement in student learning (87% vs. 38%).

TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

Top funding priorities among North Carolina teachers include:

Higher salaries	75%
Additional high-quality staff to reduce student-to-teacher ratio	64%
High-quality instructional materials and textbooks	53%
Academic or social-emotional intervention initiatives and programs	44%
Student access to wrap-around services, like healthcare, mental health care, etc.	40%
Programs that support family and community engagement	40%

Fifty-five percent of teachers in North Carolina receive discretionary funds from their school district or PTA and in the past year, they have spent \$451 of their own money on items for their students and/or classrooms.

45%

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

50%

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



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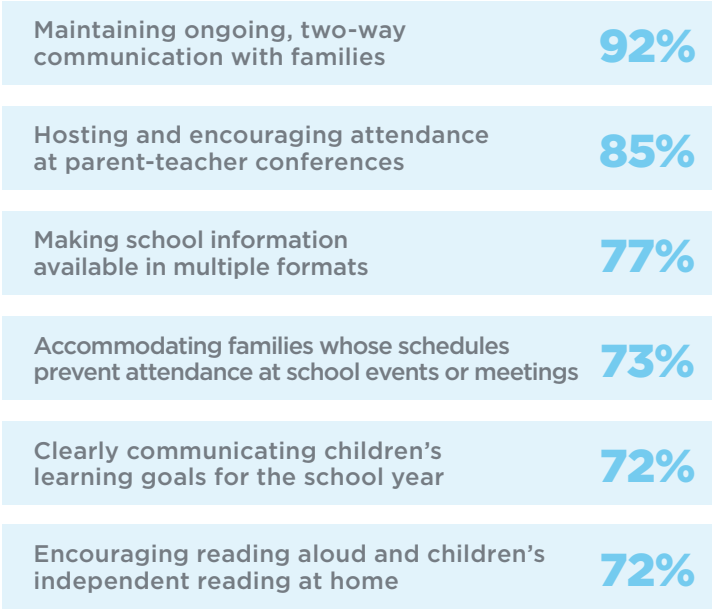
Equity in education means all students must have the same opportunities, the best resources, and the support of a strong community. This takes funding, understanding and awareness of what kids need to be successful learners.

Middle School Teacher

FAMILY ENGAGEMENT

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

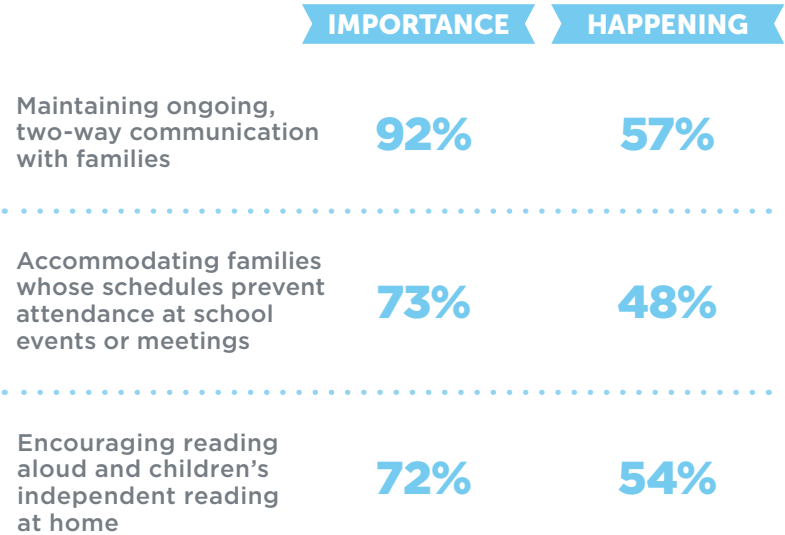
The activities North Carolina educators identify as most important in helping families engage in children’s learning include:



We need to take intensive steps from preschool-5th grade to support disadvantaged families and ensure their children have a strong foundation. Once they get to middle school, it is very difficult to catch them up.

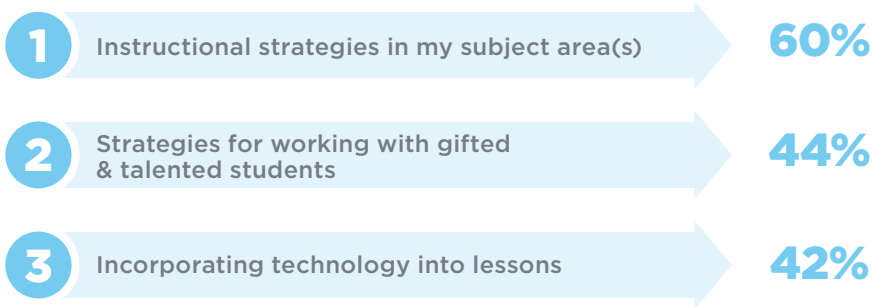
Middle School Teacher

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



TAILORED PROFESSIONAL LEARNING

North Carolina teachers indicate that the most effective formats for professional development include observing other teachers in my school/district (73%) and professional conferences (63%). The top areas in which North Carolina teachers would like professional development in the coming year include:



99% OF NORTH CAROLINA EDUCATORS AGREE THAT THEY **“WANT EFFECTIVE, ONGOING, RELEVANT PROFESSIONAL DEVELOPMENT”**



EDUCATORS ON READING

ALL YEAR-ROUND

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

According to educators, **the number one way North Carolina students gain access to books during the summer is the public library (73%)**. Other notable sources of books include:

Teachers providing books	23%
School/district providing books	20%
Community partners providing books	18%

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

- 1 Books in other languages 63%
- 2 Books published in the last 3-5 years 59%
- 3 Culturally relevant titles 57%
- 4 High-interest, low-reading-level books 52%
- 5 Books with diverse characters 50%

NORTH CAROLINA
TEACHERS'
CLASSROOM
LIBRARIES HAVE
293 BOOKS
ON AVERAGE



INDEPENDENT READING IN NORTH CAROLINA

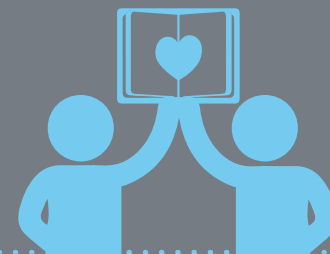
More than **one-third of North Carolina teachers set aside time for independent reading** or read aloud to their students every school day (36%)—for an average of 23 minutes. Fifty-eight percent of literacy teachers set aside this time.

Almost **six in 10 North Carolina teachers say they wish students were read aloud to or were able to 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** (85%) and **independent reading not being considered an important use of class time** (31%).

90%

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



The top ways North Carolina educators promote reading among students include:

- | | | | | | |
|---|---|-----|---|---|-----|
| 1 | Talking with students about the importance of reading | 72% | 4 | Reading aloud to students | 60% |
| 2 | Encouraging students to use the school library | 61% | 5 | Making books available for students to take home during the school year | 59% |
| 3 | Encouraging summer reading | 60% | | | |