

TEACHER & PRINCIPAL SCHOOL REPORT
NEW YORK

Equity & Literacy

 SCHOLASTIC

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EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



NEW YORK FINDINGS IN COMPARISON WITH THE NATION

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

> BARRIERS TO LEARNING

New York teachers are **less likely to say access to fiction and/or nonfiction books at home (36% vs. 46%) and access to the internet and other learning resources outside of school (38% vs. 48%)** are barriers to learning when compared to teachers nationally.

New York educators are **less likely to struggle with retaining high-quality teachers (36% vs. 49%)**.

Educators in New York are **less likely to report that partnerships with community organizations to offer services to families and students such as mental health and medical care are happening as needed (28% vs. 36%)**.

> FUNDING PRIORITIES

Teachers in New York are more likely to **prioritize funding of academic or social-emotional intervention initiatives and programs (57% vs. 46%)**.

> READING IN AND OUT-OF-SCHOOL

New York teachers are **less likely to have student independent reading time built into every day** where children are read aloud to/read a book of their choice independently (25% vs. 36%).

Compared to their national counterparts, New York educators are **less likely to list encouraging summer reading (56% vs. 64%)** as one of the top five ways they promote reading.





BARRIERS TO EQUITY IN EDUCATION

Eighty-five percent of New York teachers and principals agree that many of their students face barriers to learning from outside of the school environment. Teachers report having students in their classrooms who face many situations that can impede learning:

90% experiencing family or personal crisis

71% coming to school hungry

80% in need of mental health services

66% in need of healthcare services

78% living in poverty

60% homeless or in temporary housing

73% in need of English language learning support



All students deserve a fair chance for success, no matter what their circumstances in life are. We need to be able to assist any child in need.

High School Principal

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

FAMILY & COMMUNITY ENGAGEMENT CONDITIONS

45% Family involvement in student learning

27% Strong staff-to-family connections

25% Strong connections between schools and communities

OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT

38% Access to the internet and other learning resources outside of school

36% Access to fiction and/or nonfiction books at home

IN-SCHOOL RESOURCES & ENVIRONMENT

26% In-school specialists to address students' social and emotional needs

19% High-quality instructional materials

Within New York, teachers in higher-poverty schools are more likely than those in lower-poverty schools to say that students lack adequate access to fiction/nonfiction books at home (50% vs. 25%) as well as family involvement in student learning (62% vs. 31%).

TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among New York teachers include:

High-quality instructional materials	57%
Academic or social-emotional intervention initiatives and programs	57%
Additional high-quality staff to reduce student-to-teacher ratio	53%
Technology devices and digital resources in school	52%
Early learning initiatives and programs	38%

Fifty-two percent of teachers in New York receive discretionary funds from their school district or PTA and in the past year, they have spent \$519 of their own money on items for their students and/or classrooms.

52%

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

63%

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



“

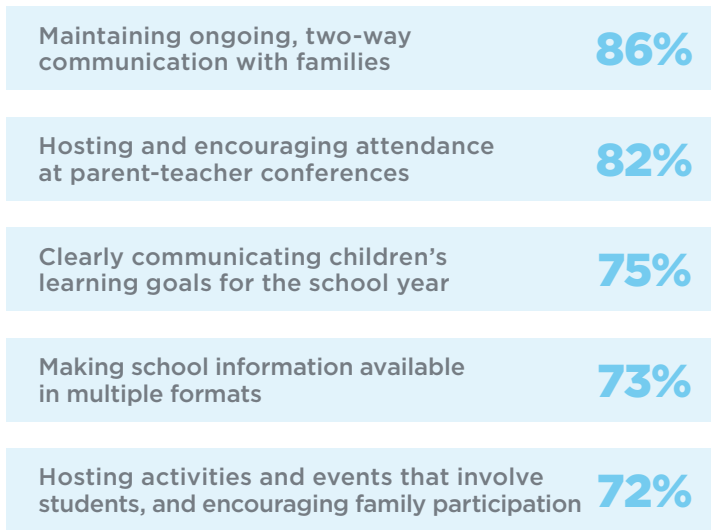
Teaching is very rewarding when you are able to put in the time to get to know your students and their families. That's what it takes to make a difference.

Elementary School Teacher

FAMILY ENGAGEMENT

All New York educators say that involving families in children’s learning is important for student success (100%), but many educators need help engaging families (73%).

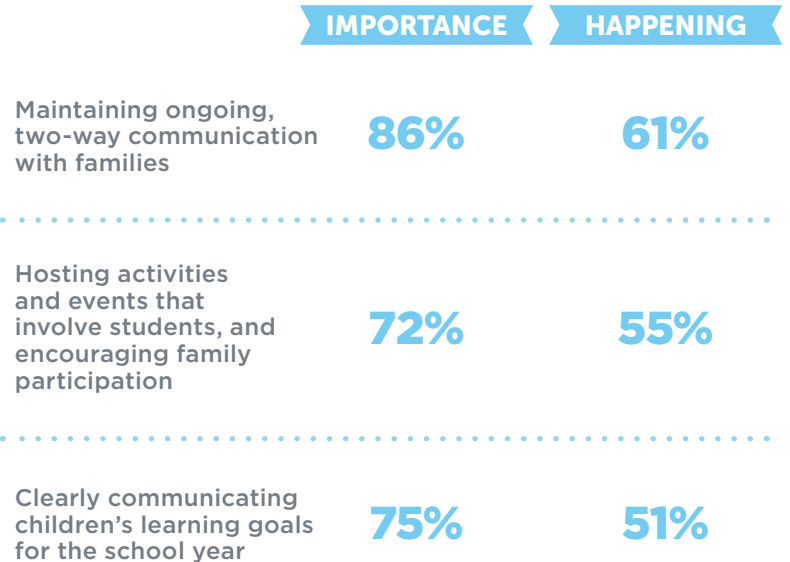
The top activities New York educators identify as most important to help families engage in their children’s learning include:



Our job is to teach kids to be creative, empathetic, good readers and good citizens. Our life’s work is to help our students find and use their own vision and voice.

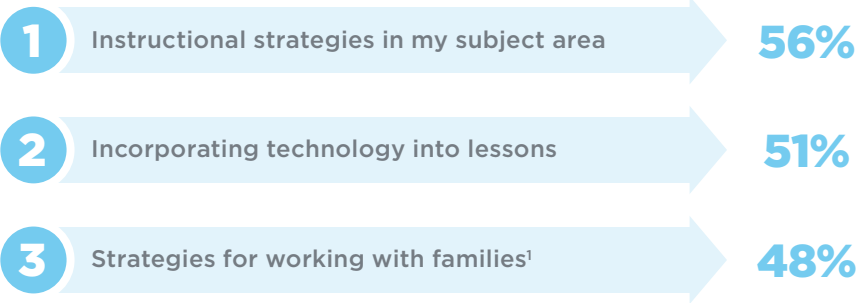
Middle School Teacher

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



TAILORED PROFESSIONAL LEARNING

New York teachers indicate that the most effective formats for professional development include observing other teachers in my school/district (66%), workshops conducted by my colleagues (62%), and workshops conducted by outside consultants, authors or experts (61%). The top areas in which New York teachers would like professional development in the coming year include:



97% OF NEW YORK 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 NEW YORK EDUCATORS AGREE PROVIDING YEAR-ROUND ACCESS TO BOOKS AT HOME IS IMPORTANT TO ENHANCING STUDENT ACHIEVEMENT.

The number one way New York students gain access to books during the summer, as reported by educators, is the public library (70%). Other notable sources of books include:

Teachers providing books	25%
School/district providing books	23%
Community partners providing books	10%

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

- 1 Culturally relevant titles 48%
- 2 High-interest, low-reading-level books 46%
- 3 Books published in the last 3-5 years 44%
- 4 Books in other languages 43%
- 5 Multiple copies of popular titles 41%

NEW YORK
TEACHERS'
CLASSROOM
LIBRARIES HAVE
245 BOOKS
ON AVERAGE



INDEPENDENT READING IN NEW YORK

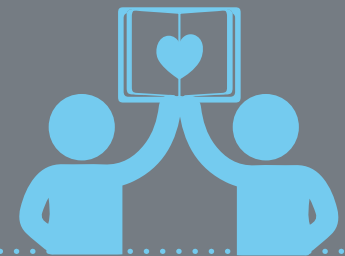
About **one in four New York teachers set aside time for independent reading** or read aloud to their students every school day (25%)—for an average of 25 minutes. Forty-two percent of literacy teachers set aside this time.

Almost **six in 10 New York teachers say they wish that 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 (89%) and not having enough books (23%).**

91%

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



The top ways New York educators promote reading among students include:

- | | | | | | |
|----------|---|------------|----------|---|------------|
| 1 | Talking with students about the importance of reading | 70% | 4 | Reading aloud to students | 61% |
| 2 | Talking with students about the books they read for fun | 67% | 5 | Making books available for students to take home during the school year | 60% |
| 3 | Encouraging students to use the school library | 62% | | | |