



TEACHER & PRINCIPAL SCHOOL REPORT

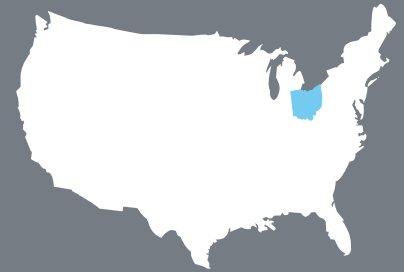
# OHIO

Equity & Literacy

 SCHOLASTIC

YouGov®

# EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



## OHIO FINDINGS IN COMPARISON WITH THE NATION

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

### > BARRIERS TO LEARNING

Ohio teachers are more likely to say that **safe and secure home environments are not adequately available** for their students (50% vs. 42%).

Ohio educators are **less likely to agree that retaining high-quality teachers is a challenge** at their schools (39% vs. 49%).

Teachers in Ohio are more likely to say **high-quality instructional materials are not adequately available** for students (28% vs. 19%).

### > READING IN SCHOOL

Teachers in Ohio have, on average, **13% fewer books in their classroom libraries** than teachers nationally (220 vs. 254) and they are more likely to **cite not having enough books** as a barrier to having more independent reading time during their classes (34% vs. 20%).

### > FUNDING PRIORITIES

Ohio teachers are **less likely to cite higher salaries as a top funding priority** (35% vs. 47%).

They are also more likely to **cite programming that includes the arts, foreign language, etc. as a top funding priority** (40% vs. 30%).

Teachers in Ohio are more likely to have **purchased supplies like notebooks, binders, pens, pencils, etc.** (85% vs. 74%) and **arts and crafts supplies** (73% vs. 63%) for student use.

Teachers in Ohio are **more likely to have purchased guided reading materials with their own money** for classroom or student use (33% vs. 25%).





# BARRIERS TO EQUITY IN EDUCATION

The majority of Ohio teachers and principals agree that many of their students face barriers to learning from outside of the school environment (88%). Teachers report having students in their classrooms who face myriad situations that can impede learning:

**93%** experiencing family or personal crisis

**70%** in need of healthcare services

**85%** in need of mental health services

**59%** homeless or in temporary housing

**83%** living in poverty

**45%** in need of English language learning support

**77%** coming to school hungry



All students need the opportunity to learn in a safe, comfortable environment. Equity means bridging the gap of poverty. As a first step, I would most like to see increased funding and staffing go to high-poverty schools.

Elementary School Teacher

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

## FAMILY & COMMUNITY ENGAGEMENT CONDITIONS

**51%** Family involvement in student learning

**34%** Strong staff-to-family connections

**32%** Strong connections between schools and communities

## OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT

**53%** Access to the internet and other learning resources outside of school

**53%** Access to fiction and/or nonfiction books at home

## IN-SCHOOL RESOURCES & ENVIRONMENT

**31%** In-school specialists to address students' social and emotional needs

**28%** High-quality instructional materials

Within Ohio, 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 (69% vs. 40%) as well as family involvement in student learning (72% vs. 34%).

# TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Ohio teachers include:

High-quality instructional materials	54%
Technology devices and digital resources in school	52%
Additional high-quality staff to reduce student-to-teacher ratio	49%
Academic or social-emotional intervention initiatives and programs	49%
Early learning initiatives and programs	40%

Forty-nine percent of teachers in Ohio receive discretionary funds from their school district or PTA, and in the past year, they have spent \$508 of their own money on items for their students and/or classrooms.

## 59%

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

## 61%

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



“

Teaching is so ingrained in my identity that I don't know who I would be if I weren't a teacher. But every year it is made more and more difficult by the obstacles we and our students face. If we do it the right way, it takes so much of our time, energy, money, and life. I carry my concerns and worries for my students with me everywhere I go.

Middle School Teacher

# FAMILY ENGAGEMENT

Nearly all Ohio educators say that involving families in children’s learning is important for student success (99%), but many educators need help engaging families (72%).

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

Maintaining ongoing, two-way communication with families	<b>88%</b>
Hosting and encouraging attendance at parent-teacher conferences	<b>81%</b>
Making school information available in multiple formats	<b>77%</b>
Clearly communicating children’s learning goals for the school year	<b>72%</b>
Hosting and encouraging participation at family activities and events	<b>67%</b>



We do whatever it takes to help them succeed. We get to school early to help wash students’ hair and brush their teeth. We give them breakfast because they haven’t eaten since lunch at school the day before. And we teach. It is easier with the support of families, the community, and the administration.

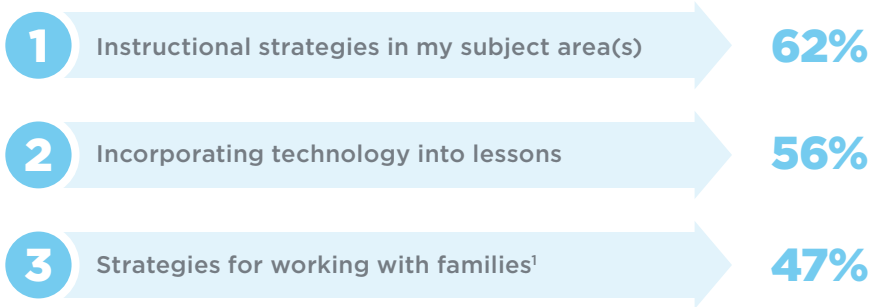
High School Teacher

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

	<b>IMPORTANCE</b>	<b>HAPPENING</b>
Maintaining ongoing, two-way communication with families	<b>88%</b>	<b>58%</b>
Clearly communicating children’s learning goals for the school year	<b>72%</b>	<b>47%</b>
Hosting and encouraging participation at family activities and events	<b>67%</b>	<b>59%</b>
Making school information available in multiple formats	<b>77%</b>	<b>69%</b>

# TAILORED PROFESSIONAL LEARNING

Ohio teachers indicate that the most effective formats for professional development include professional conferences (69%) and workshops conducted by outside consultants, authors or experts (65%). The top areas in which Ohio 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

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

According to educators, **the number one way Ohio students gain access to books during the summer is the public library (81%)**. Other notable sources of books include:

Teachers providing books	17%
School/district providing books	11%
Community partners providing books	10%

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

- 1 Culturally relevant titles 58%
- 2 High-interest, low-reading-level books 54%
- 3 Books published in the last 3-5 years 50%
- 4 Magazines 46%
- 5 Multiple copies of popular titles 45%
- 6 Graphic novels 45%

OHIO  
TEACHERS'  
CLASSROOM  
LIBRARIES HAVE  
220 BOOKS  
ON AVERAGE



# INDEPENDENT READING IN OHIO

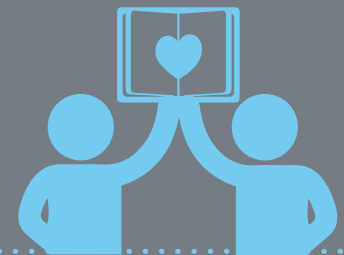
Three in 10 Ohio teachers set aside time for independent reading or read aloud to their students every school day (30%)—for an average of 22 minutes. Forty-seven percent of literacy teachers set aside this time.

Six in 10 Ohio 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 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 (95%) and not having enough books (34%).

# 99%

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



The top ways Ohio educators promote reading among students include:

- |   |   |     |   |   |     |
|---|---|-----|---|---|-----|
| 1 | Talking with students about the importance of reading   | 76% | 4 | Encouraging summer reading  | 62% |
| 2 | Encouraging students to use the school library          | 72% | 5 | Making books available for students to take home during the school year | 59% |
| 3 | Talking with students about the books they read for fun | 67% |   |   |     |