



TEACHER & PRINCIPAL SCHOOL REPORT

TEXAS

Equity & Literacy

 SCHOLASTIC

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EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



TEXAS FINDINGS IN COMPARISON WITH THE NATION

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

> BARRIERS TO LEARNING

Texas educators are **less likely to say most students they work with start the school year academically ready for grade level work** (33% vs. 41%).

Texas educators are more likely to agree that **retaining high-quality teachers is a challenge** in their school (58% vs. 49%).

Teachers in Texas are **less likely to receive discretionary funds from their school district or PTA** compared to teachers nationally (40% vs. 55%) and **spend, on average, 22% more of their own money** on their classrooms than their national peers (\$647 vs. \$530).

> FUNDING PRIORITIES

Texas teachers are more likely to indicate **programs that support family and community engagement** as a top five funding priority (41% vs. 35%).

> FAMILY ENGAGEMENT

Texas educators are more likely to say **it is important to make school information available in multiple languages** (69% vs. 53%) and **make home visits** (28% vs. 20%) in order to encourage family engagement with student's learning.

> READING IN AND OUT-OF-SCHOOL

On average, Texas teachers **have 19% fewer books per classroom** than their peers nationwide (207 vs. 254).

Texas teachers are more likely to say that **access to fiction or nonfiction books at home is not adequately available** for students (56% vs. 46%).





BARRIERS TO EQUITY IN EDUCATION

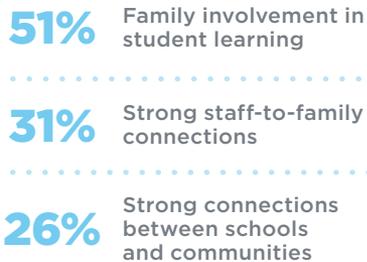
Nearly all Texas teachers and principals agree that many of their students face barriers to learning from outside of the school environment (93%). Teachers report having students in their classrooms who face myriad situations that can impede learning:



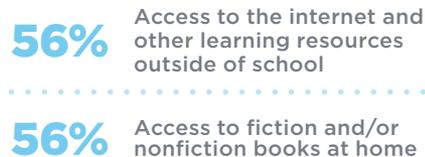
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 You get into education to help students progress and reach their potential. Kids from poverty need the most help, but we can't let their situation dictate their destination.
 Texas Elementary School Principal

Resource needs in Texas 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



Within Texas, 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 (62% vs. 40%) as well as family involvement in student learning (55% vs. 42%).

TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Texas teachers include:

Additional high-quality staff to reduce student-to-teacher ratio	57%
High-quality instructional materials	56%
Technology devices and digital resources in school	54%
Higher salaries	54%
Programs that support family and community engagement	41%

Forty percent of teachers in Texas receive discretionary funds from their school district or PTA. In the past year, they have spent \$647 of their own money on items for their students and/or classrooms.

55%

OF TEXAS 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



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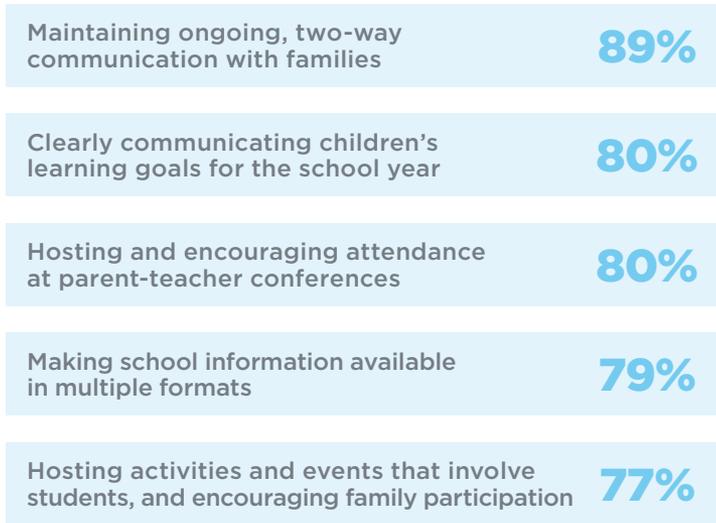
Providing students of all backgrounds and cultures with the skills they need to become productive members of society must be our priority. This includes providing access to social programs and more funding for technology. The lack of technology in our economically disadvantaged homes is a huge barrier that is leaving students behind.

Texas Middle School Teacher

FAMILY ENGAGEMENT

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

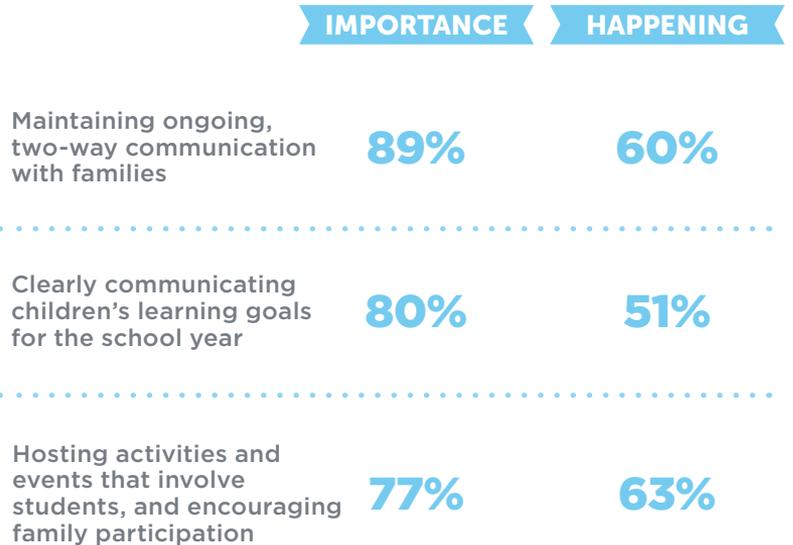
The top activities Texas educators identify as most important to help families engage in their children’s learning include:



Our students come from many different backgrounds and have multiple learning styles. The environments in our schools have to meet the needs of all students. Schools should change as much as and as often as students do.

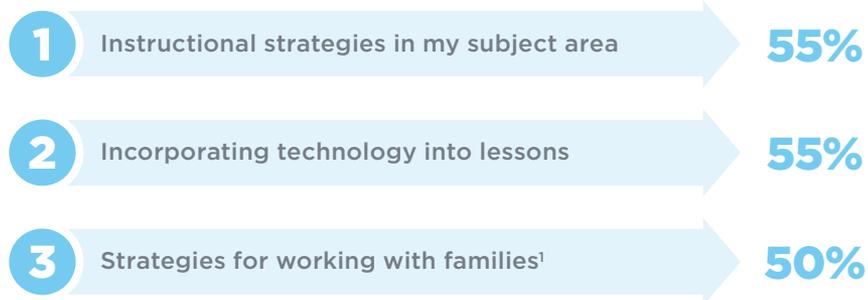
Texas High School Teacher

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



TAILORED PROFESSIONAL LEARNING

Texas teachers indicate that the most effective formats for professional development include workshops conducted by outside consultants, authors or experts (68%) and professional conferences (67%). The top areas in which Texas teachers would like professional development in the coming year include:



99% OF TEXAS 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-FIVE PERCENT OF TEXAS EDUCATORS AGREE PROVIDING YEAR-ROUND ACCESS TO BOOKS AT HOME IS IMPORTANT TO ENHANCING STUDENT ACHIEVEMENT.

The number one way Texas students gain access to books during the summer, as reported by educators, is the public library (71%). Other notable sources of books include:

Teachers providing books	25%
School/district providing books	16%
Community partners providing books	8%

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

- 1 Culturally relevant titles 57%
- 2 Books published in the last 3-5 years 55%
- 3 Multiple copies of popular titles 55%
- 4 Magazines 52%
- 5 eBooks 44%

TEXAS
TEACHERS'
CLASSROOM
LIBRARIES HAVE
207 BOOKS
ON AVERAGE



INDEPENDENT READING IN TEXAS

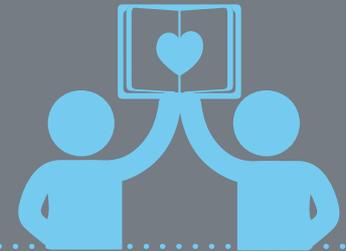
Nearly **four in 10 Texas teachers set aside time for independent reading** or read aloud to their students every school day (37%)—for an average of 21 minutes. Sixty-one percent of literacy teachers set aside this time.

Almost **three-quarters of Texas teachers say they wish that students were read aloud to or were able to read a book of their choice independently more often** (70%). 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 (93%), not having enough books (18%) and independent reading not being considered an important use of class time at their school (18%).**

97%

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



The top ways Texas educators promote reading among students include:

- | | | | | | |
|----------|---|------------|----------|---|------------|
| 1 | Encouraging students to use the school library | 71% | 4 | Making books available for students to take home during the school year | 62% |
| 2 | Talking with students about the importance of reading | 69% | 5 | Encouraging summer reading | 62% |
| 3 | Talking with students about the books they read for fun | 65% | | | |