

Key Findings from a Survey of 700 Teachers Conducted May 8-12, 2015



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Methodology



On behalf of Communities In Schools, Public Opinion Strategies conducted a national online survey of 700 American Teachers.

The survey was conducted May 8-12, 2015 and has a margin of error of \pm 3.7%.

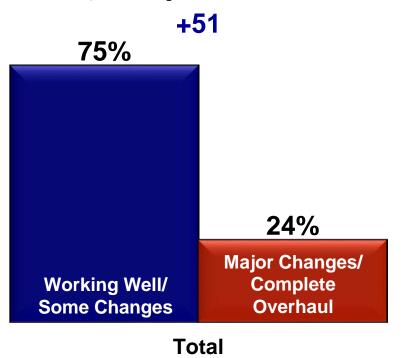


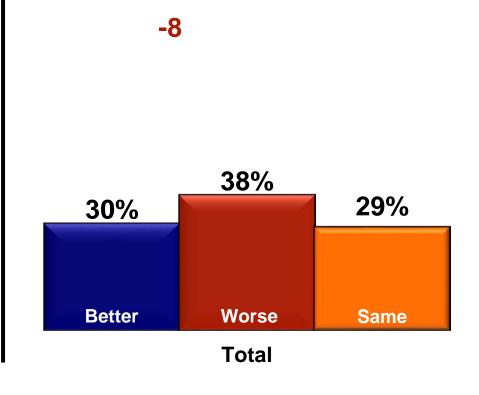


Perceptions of Their Local Schools

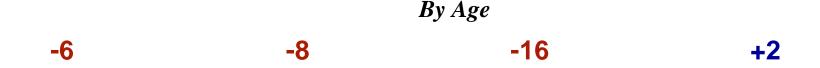
While most teachers believe their local schools are doing OK, a plurality believe education quality has "gotten worse" over the past few years.

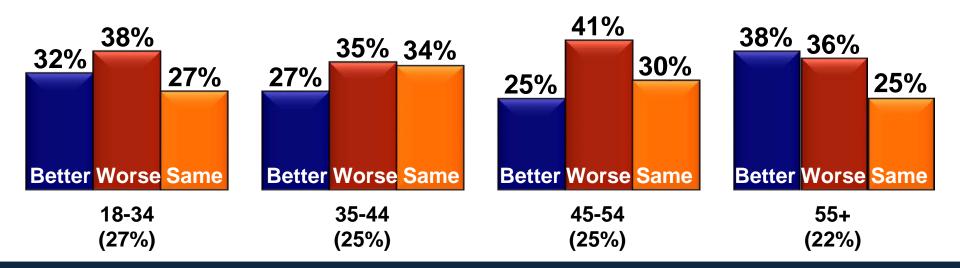
First, generally speaking, when it comes to your local public school, do you think the school in which you teach is working pretty well now, some changes are needed but basically should be kept the same, major changes are needed, or a complete overhaul is needed?





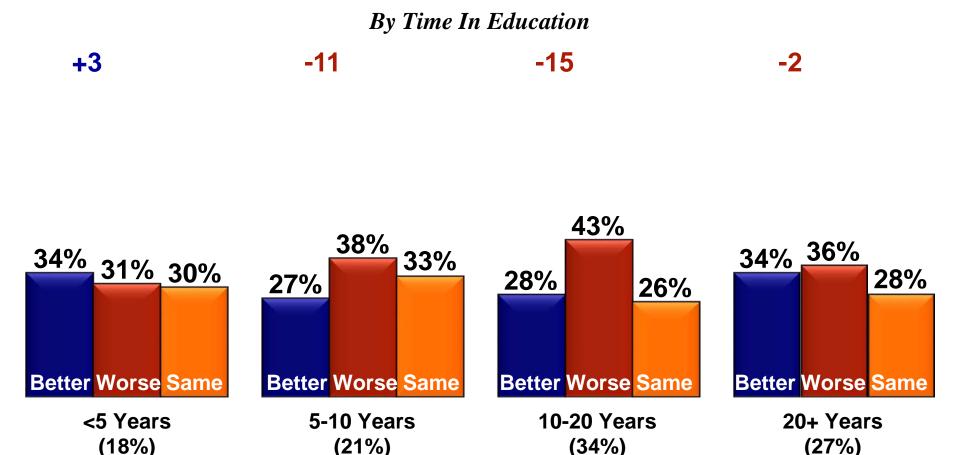
Younger teachers are more likely to say the quality of education has "gotten worse."





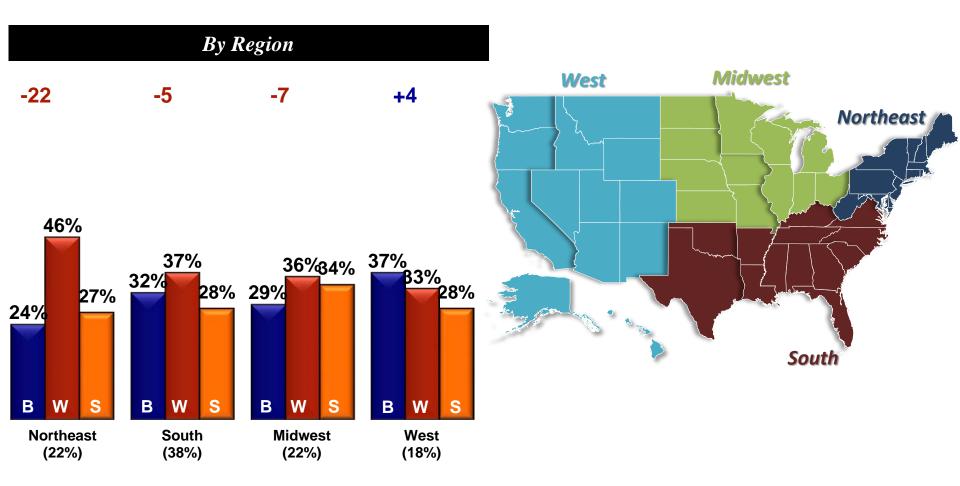


But, interestingly, it's also newer teachers who seem more optimistic.





There's some key regional differences as well.



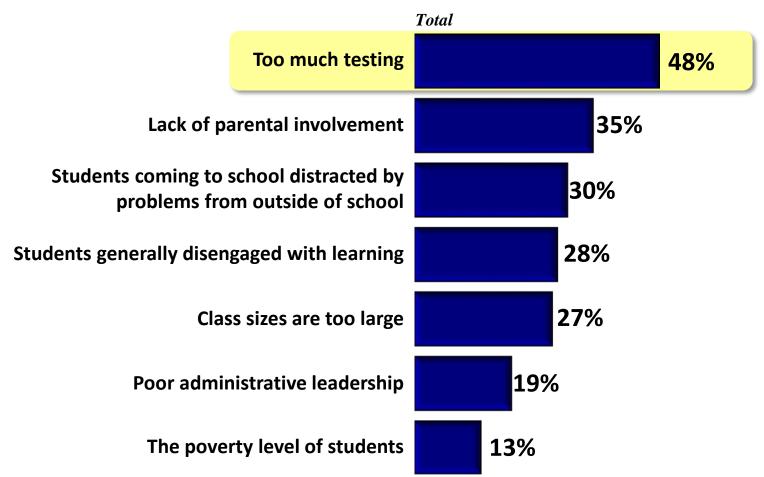




Problems Facing Their Local Schools

Teachers point to "too much testing" as the biggest problem facing public schools.

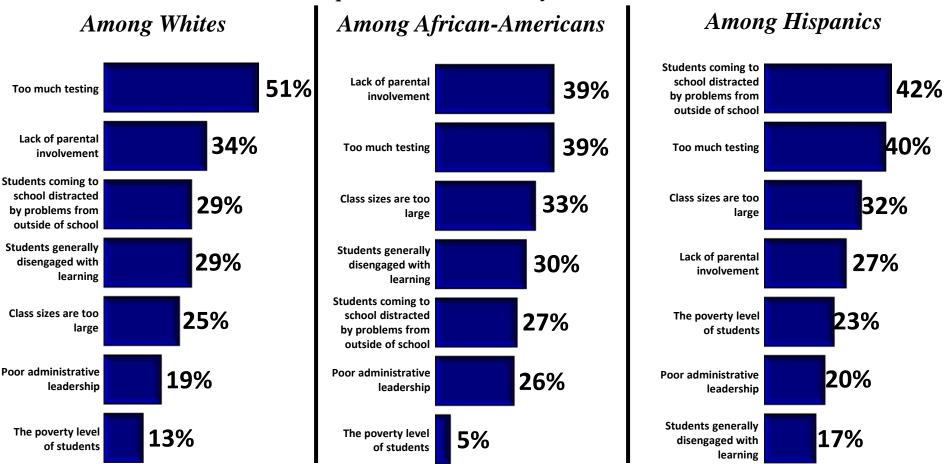
And, which TWO of the following do you believe are the biggest problems facing the public school in which you teach?





There are some differences in problem perception by teacher ethnicity.

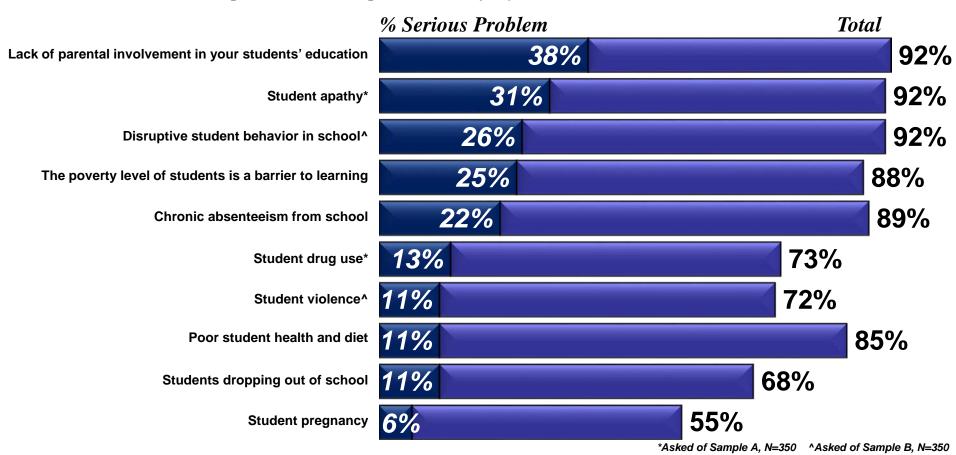
And, which TWO of the following do you believe are the biggest problems facing the public school in which you teach?





Teachers report that lack of parental involvement and student apathy are the most serious problems facing their local public schools.

Next, please read through the following list, and indicate if each issue is a serious problem, moderate problem, minor problem, or not a problem at all for your local school district...





Serious Problem Grid

														_		
% Serious Problem	Total	18-34 (27%)	35-44 (25%)	45-54 (25%)	55+ (22%)	<5 Years (18%)	5-10 Years (21%)	10-20 Years (34%)	20+ Years (27%)	Elem- entary (34%)	Middle School (20%)	High School (27%)	Other/ Support (19%)	White (82%)	African- American (6%)	Hispanic (7%)
Lack of parental involvement	38%	35%	45%	36%	35%	40%	38%	41%	32%	36%	45%	33%	40%	36%	42%	52%
Student apathy*	31%	28%	26%	38%	31%	35%	23%	36%	28%	24%	31%	44%	24%	30%	28%	47%
Disruptive student behavior in school^	26%	33%	30%	24%	18%	30%	27%	26%	23%	27%	33%	22%	24%	24%	54%	35%
The poverty level of students	25%	24%	29%	24%	21%	24%	26%	24%	26%	26%	27%	15%	33%	23%	24%	41%
Chronic absenteeism from school	22%	29%	22%	22%	13%	27%	24%	21%	18%	19%	20%	28%	21%	21%	23%	32%
Student drug use*	13%	19%	12%	9%	11%	22%	15%	12%	6%	13%	10%	16%	11%	12%	9%	30%
Poor student health and diet	11%	13%	11%	12%	8%	15%	14%	9%	10%	13%	11%	8%	13%	9%	15%	32%
Student violence^	11%	16%	12%	10%	6%	19%	10%	9%	10%	13%	9%	12%	11%	10%	28%	19%
Students dropping out of school	11%	14%	10%	10%	9%	16%	14%	8%	10%	15%	5%	9%	13%	8%	18%	32%
Student pregnancy	6%	12%	5%	5%	2%	11%	10%	4%	3%	11%	3%	4%	5%	5%	15%	21%



Serious Problem Grid

% Serious Problem	Total	Northeast (22%)	South (38%	Midwest (22%)	West (18%)	Urban School Setting (26%)	Suburban School Setting (52%)	Rural School Setting (22%)
Lack of parental involvement	38%	35%	43%	32%	37%	46%	35%	34%
Student apathy*	31%	30%	31%	26%	38%	28%	33%	28%
Disruptive student behavior in school^	26%	26%	32%	16%	27%	39%	22%	22%
The poverty level of students	25%	22%	29%	18%	26%	34%	20%	24%
Chronic absenteeism from school	22%	23%	22%	19%	24%	30%	18%	21%
Student drug use*	13%	20%	11%	11%	12%	16%	14%	8%
Poor student health and diet	1117	12%	14%	7%	11%	18%	9%	10%
Student violence^	11%	14%	14%	7%	8%	22%	8%	7%
Students dropping out of school	11%	14%	9%	7%	16%	22%	8%	5%
Student pregnancy	6%	6%	7%	4%	9%	12%	4%	5%

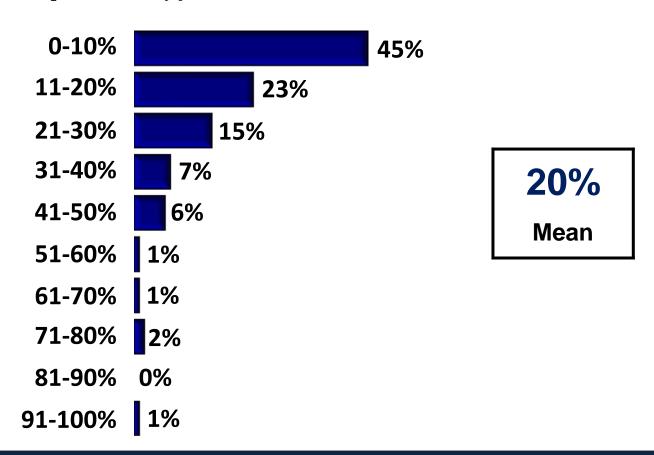




Teachers in Support Roles

On average, teachers say they are currently spending about 20% of their time helping students with problems they face outside of the classroom.

And, if you had to guess, what percentage of time do you spend helping students with problems they face at home/outside the classroom?

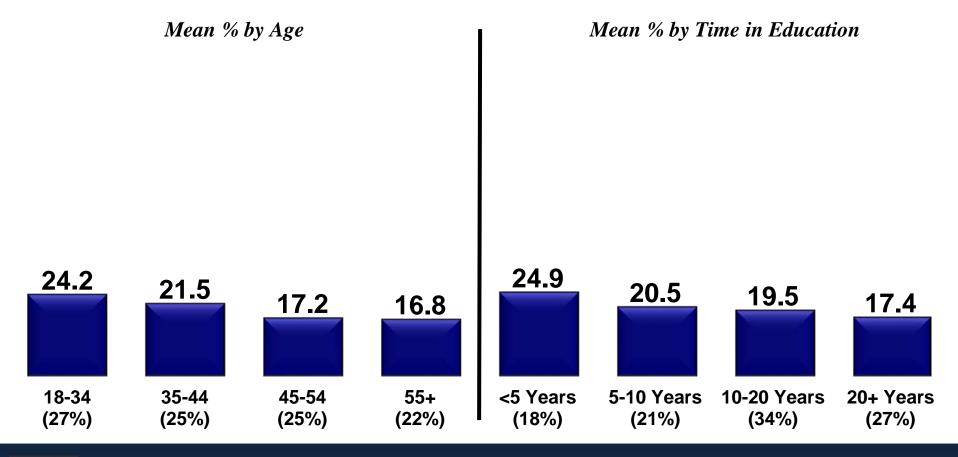




Series 1

Younger and less experienced teachers tend to spend more of their time on helping students with problems outside of the classroom.

And, if you had to guess, what percentage of time do you spend helping students with problems they face at home/outside the classroom?



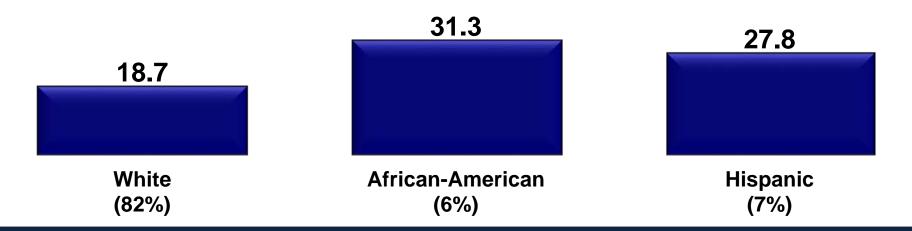


Series 1

And, African-American and Hispanic teachers are spending more time on non-academic problems than white teachers.

And, if you had to guess, what percentage of time do you spend helping students with problems they face at home/outside the classroom?

Mean % by Ethnicity

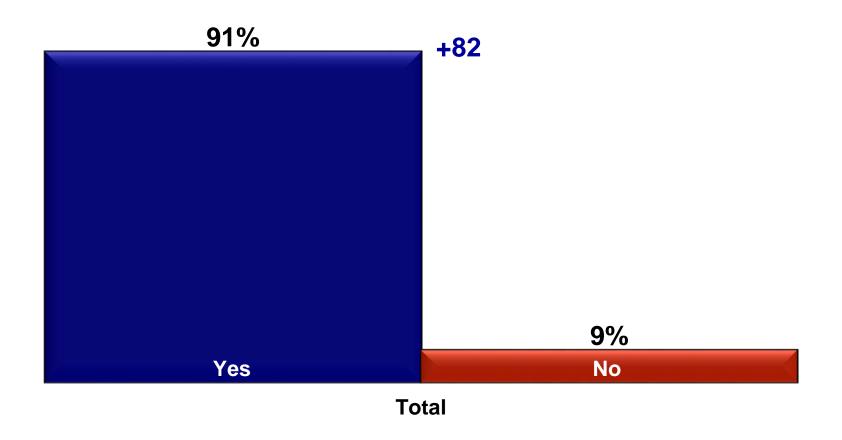




Nearly all teachers report they have paid money out of their own pocket for school supplies.

And, in the last few years, in your role as a teacher, have you personally done any of the following...

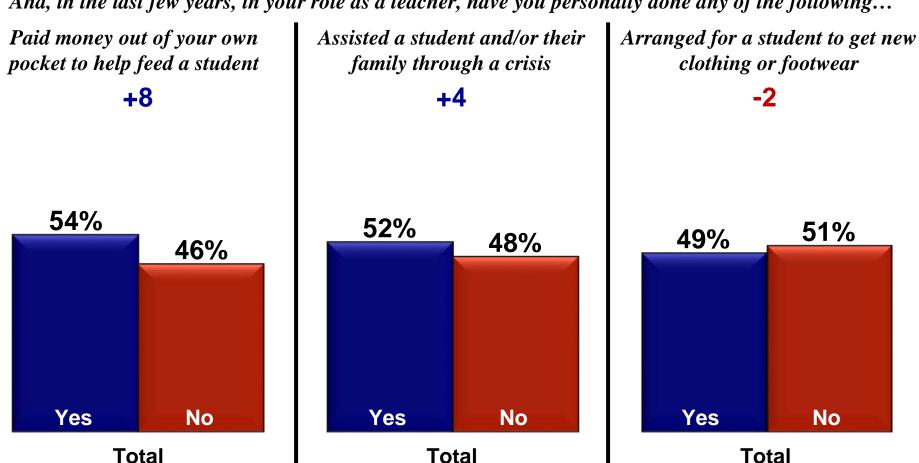
Paid money out of your own pocket for classroom supplies?





Many teachers have also paid money out of their own pocket to help feed a student, assisted a student through a crisis, and even arranged for a student to get new clothing.

And, in the last few years, in your role as a teacher, have you personally done any of the following...

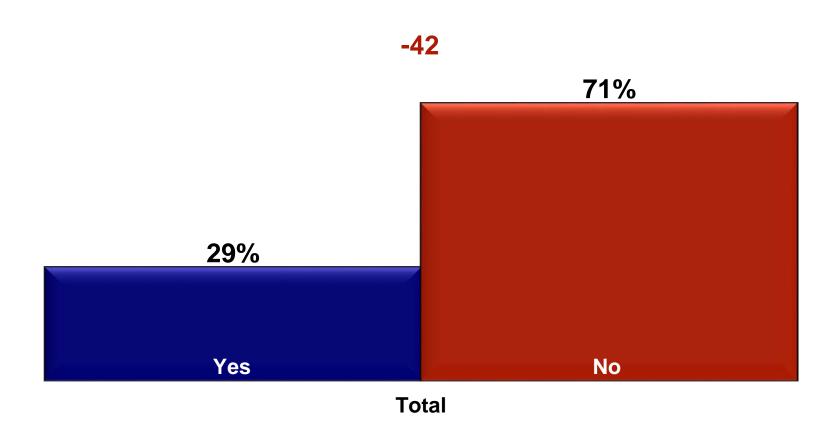




Nearly one-third of teachers say they have arranged for a student to receive medical attention.

And, in the last few years, in your role as a teacher, have you personally done any of the following...

Arranged for a student to receive medical attention?

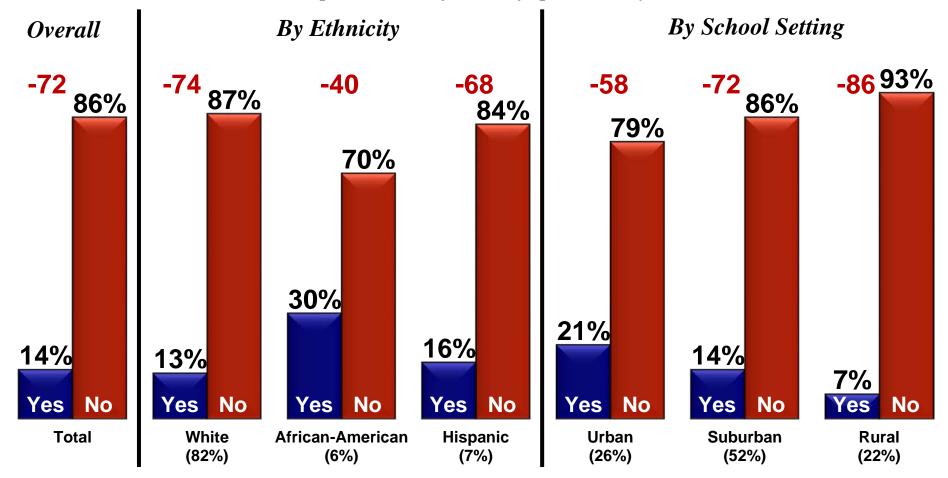




And, 14% of teachers say they have helped a student find a safe place to stay.

And, in the last few years, in your role as a teacher, have you personally done any of the following...

Helped a student find a safe place to stay?





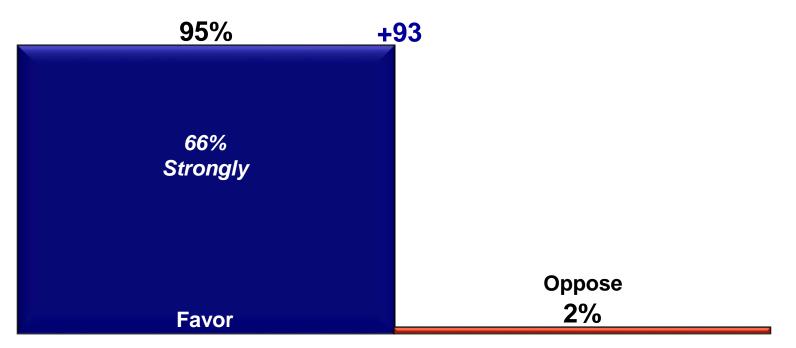


Potential Changes to Local School Districts

There's strong support among teachers to implement programs that empower students to stay in school and achieve success.

Next, please consider the following potential changes that could be made in your own local school district. For each one, please indicate if you would strongly favor, somewhat favor, somewhat oppose or strongly oppose that proposed change...

Implement programs that empower students to stay in school and achieve success?

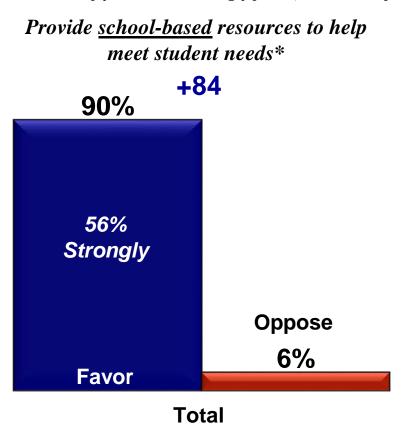


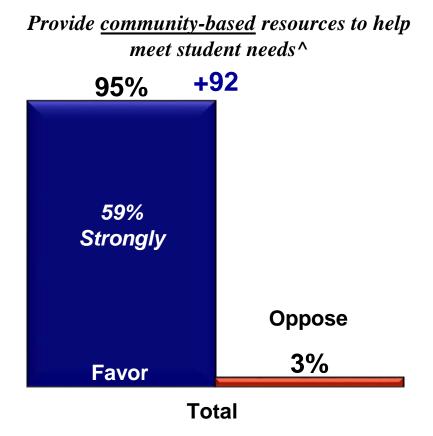
Total



Teachers support both school-based AND community-based resources to help meet student needs.

Next, please consider the following potential changes that could be made in your own local school district. For each one, please indicate if you would strongly favor, somewhat favor, somewhat oppose or strongly oppose that proposed change...



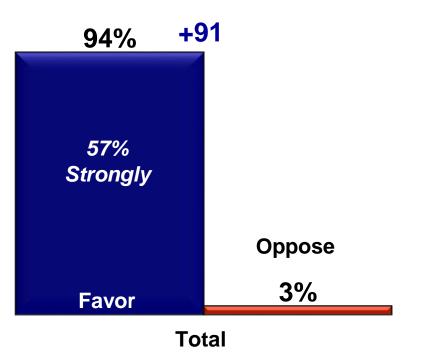




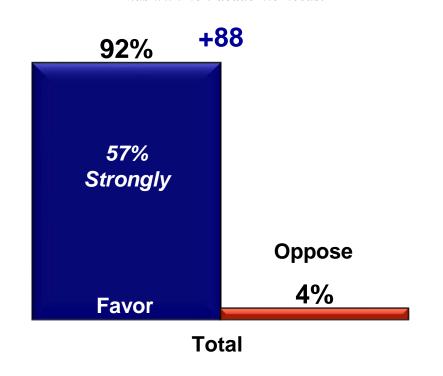
Teachers strongly support providing dedicated professional staff from the local community to work with students AND organizations that work inside schools to help students with non-academic needs.

Next, please consider the following potential changes that could be made in your own local school district. For each one, please indicate if you would strongly favor, somewhat favor, somewhat oppose or strongly oppose that proposed change...

Provide dedicated professional staff from the local community to work closely with students and families with the greatest needs.



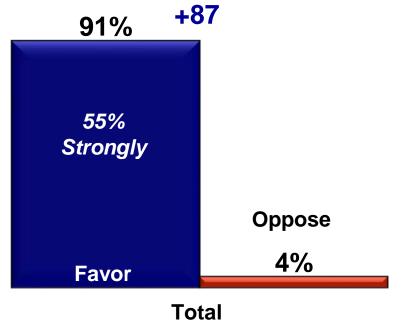
Support organizations/individuals that work inside schools to help kids with non-academic needs.



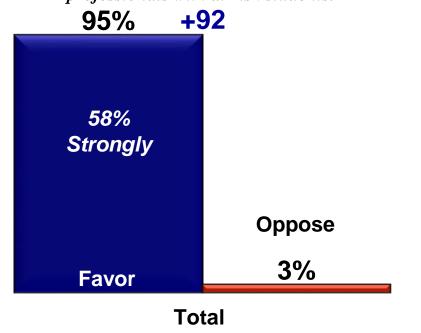
And, there's strong support for both utilizing partnerships between schools and the private sector to provide assistance with at-risk students AND for involving schools with community groups.

Next, please consider the following potential changes that could be made in your own local school district. For each one, please indicate if you would strongly favor, somewhat favor, somewhat oppose or strongly oppose that proposed change...

Utilize partnerships between schools and the private sector to provide assistance with at-risk students.*



Involve schools with community groups that connect caring professionals with at-risk students.^



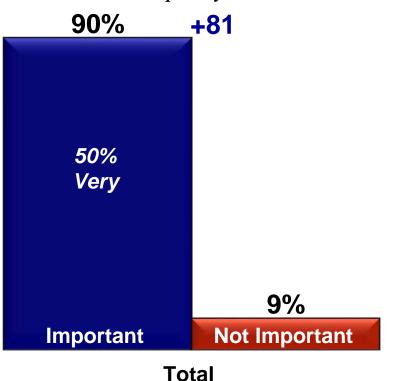




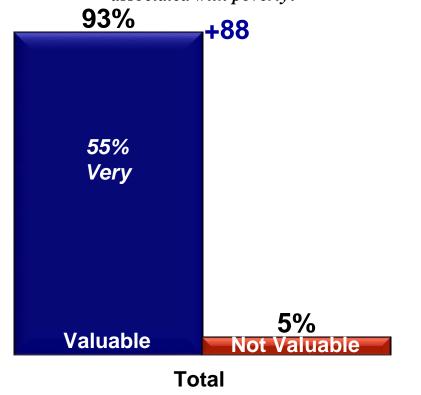
Support for Non-Academic Barriers

Teachers believe it is both very important AND very valuable to them personally to have people dedicated solely to addressing non-academic barriers to student learning.

How important would it be for your local school district to have staff people dedicated solely to addressing non-academic barriers to student learning often associated with poverty?*



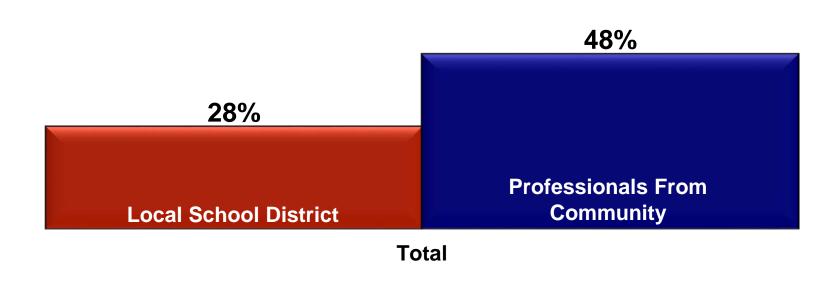
How valuable would it be for you personally to have staff people in your local school district dedicated solely to addressing non-academic barriers to student learning often associated with poverty?





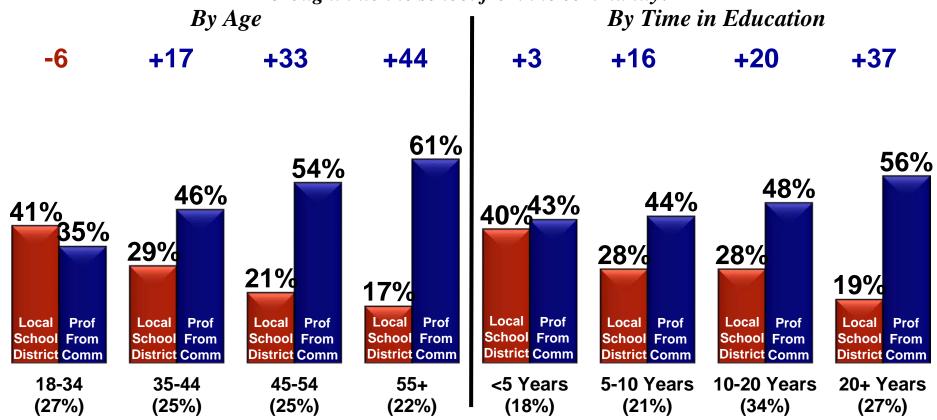
By nearly two-to-one, teachers believe the job of addressing these support services is better left up to dedicated professionals brought into schools from the community.







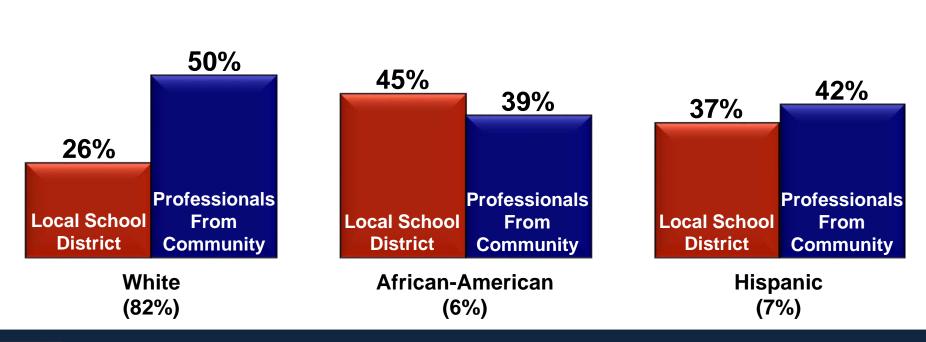
Older teachers and more experienced are more likely to support dedicated professionals over existing school resources.





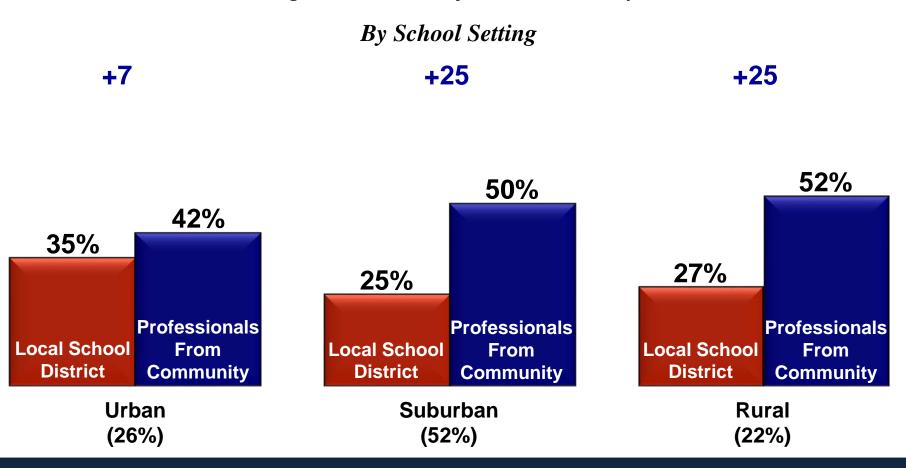
White teachers think dedicated professionals are better, while attitudes among minority teachers are more divided.





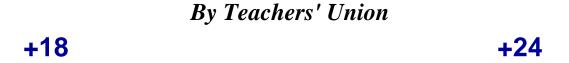


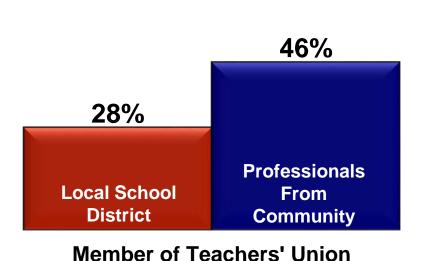
Teachers across school location would rather have dedicated professionals.



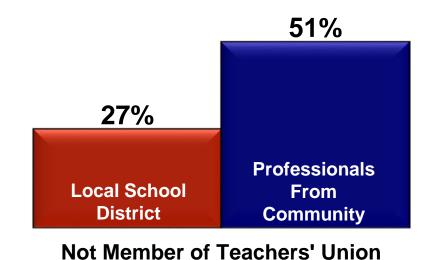
Both union and non-union members would rather have dedicated professionals.

And, generally speaking, is it the job of your local school district to provide these types of support services or is that a job better left up to dedicated professionals who are brought into the school from the community?





(60%)

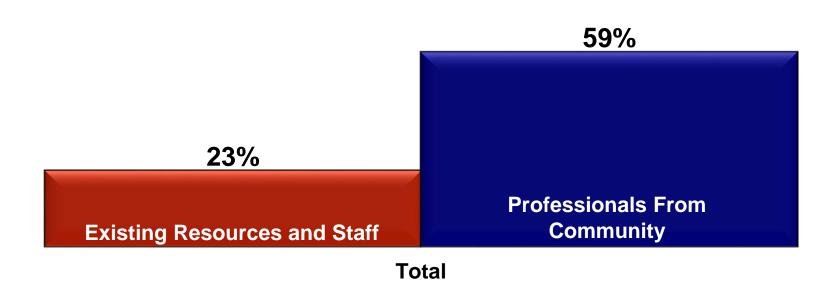


(40%)

And, a significant majority of teachers indicate it would be more effective to have this support come from dedicated professionals rather than from existing school resources.

And, as a teacher, do you believe it would be more effective to have these types of support services for students come from existing school resources and staff OR from dedicated professionals who are brought into the school from the community?

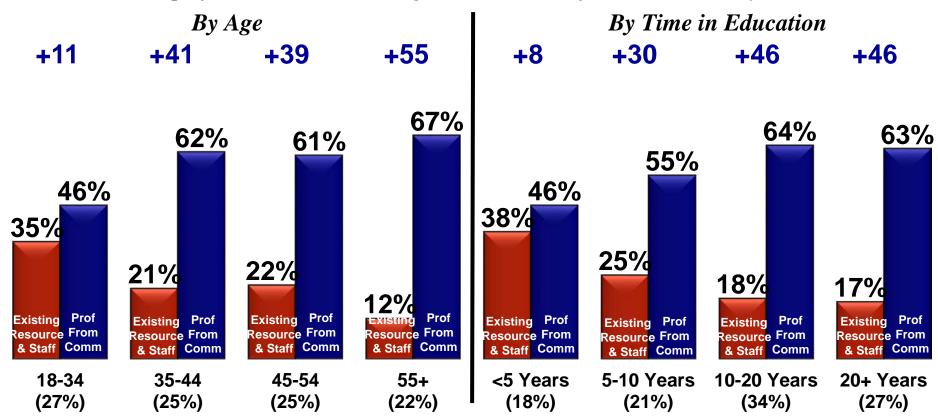






Older teachers and more experienced are more likely to say it'd be more efficient to have dedicated professionals over existing school resources.

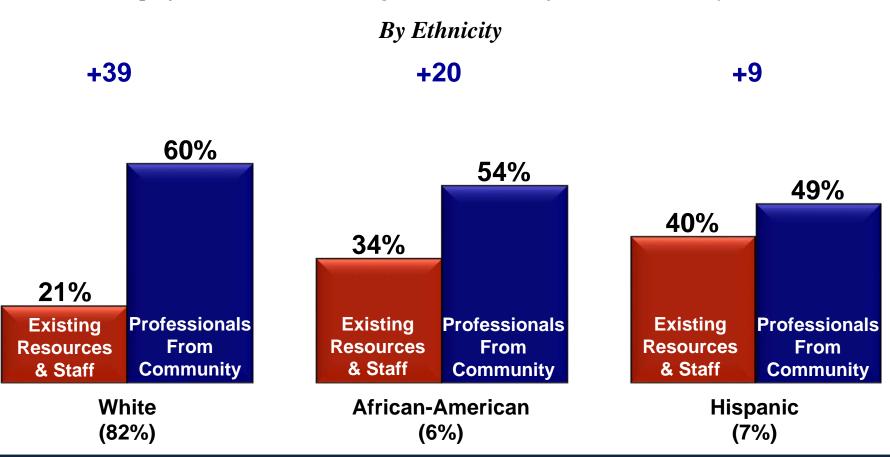
And, as a teacher, do you believe it would be more effective to have these types of support services for students come from existing school resources and staff OR from dedicated professionals who are brought into the school from the community?





Teachers across ethnicity are in the dedicated professional camp.

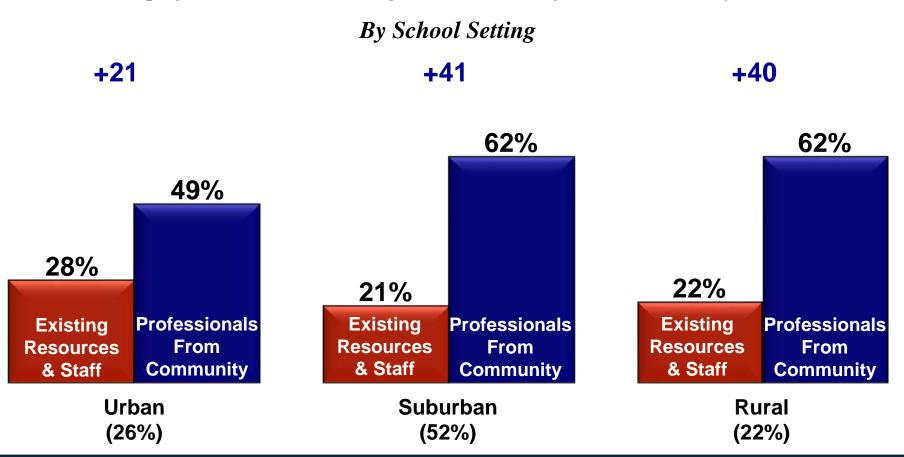
And, as a teacher, do you believe it would be more effective to have these types of support services for students come from existing school resources and staff OR from dedicated professionals who are brought into the school from the community?





Teachers across all school locations believe it would be more effective to have dedicated professionals.

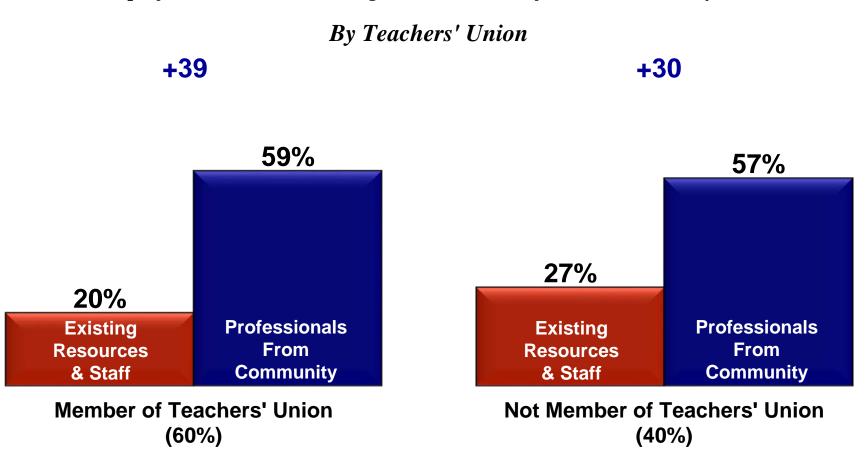
And, as a teacher, do you believe it would be more effective to have these types of support services for students come from existing school resources and staff OR from dedicated professionals who are brought into the school from the community?





And, both union and non-union members say it'd be more effective to have dedicated professionals.

And, as a teacher, do you believe it would be more effective to have these types of support services for students come from existing school resources and staff OR from dedicated professionals who are brought into the school from the community?





After teachers hear from both sides...

Now, please read each of the following statements...

Some people say that non-academic support issues should be primarily handled by the local school district with existing school resources. They say that public education systems in our communities are dying and are being dismantled by profit-making corporations. Because of this, they believe local school districts should take the lead, using their financial resources to make schools the centers of their communities and providing students, families and neighbors with support services.

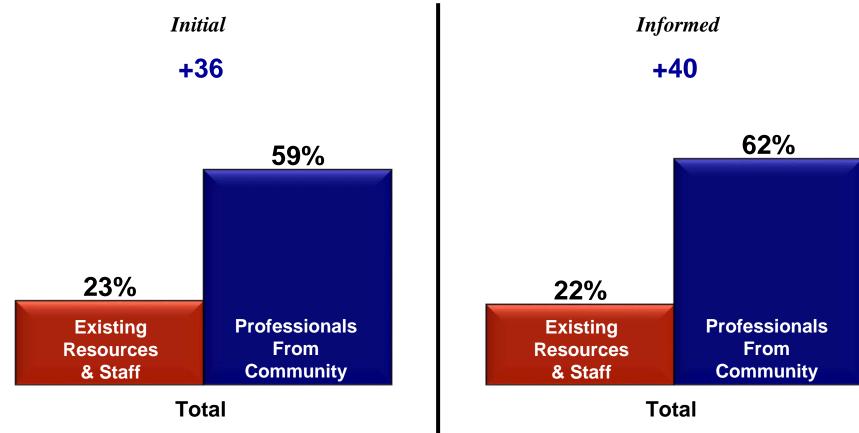
Other people say that non-academic support issues should be primarily handled by dedicated professionals from the community working within the school. They say that teachers should be able to focus on teaching, not poverty, and that we should be making sure our limited education funding stays where it's needed the most – classroom instruction. And, they say that professionals outside of the school system are better suited to deliver these non-academic support services.

Now, after reading both statements, please indicate whether you believe it would be more effective to have these types of support services for students come from existing school resources and staff OR from dedicated professionals who are brought into the school from the community?



Even more teachers say it would be more effective to have support services come from dedicated professionals in the community.

Please indicate whether you believe it would be more effective to have these types of support services for students come from existing school resources and staff OR from dedicated professionals who are brought into the school from the community?

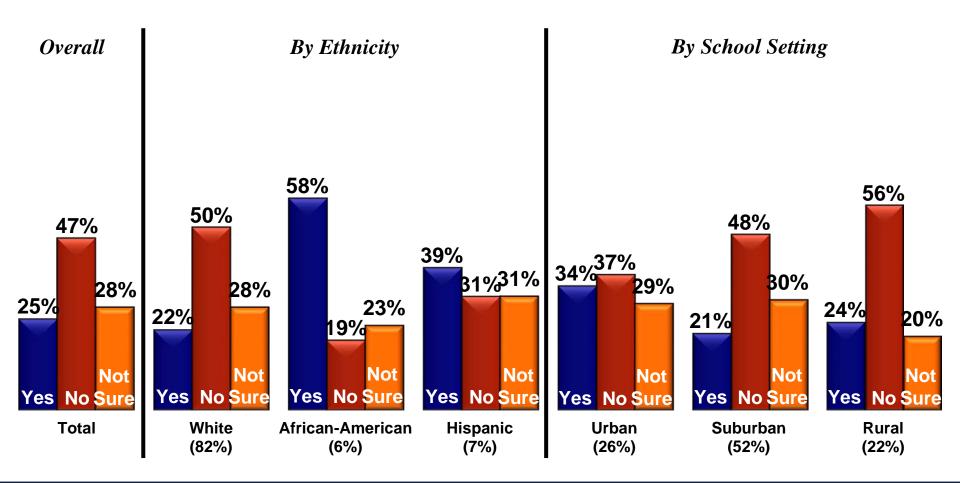




Perceptions of Communities In Schools

Fully one-quarter of teachers report they have Communities In Schools in their school.

In your local school district, do you happen to have Communities In School, a program which links community resources and provides services to students in your school?





After those teachers without CIS in their school hear more about it...

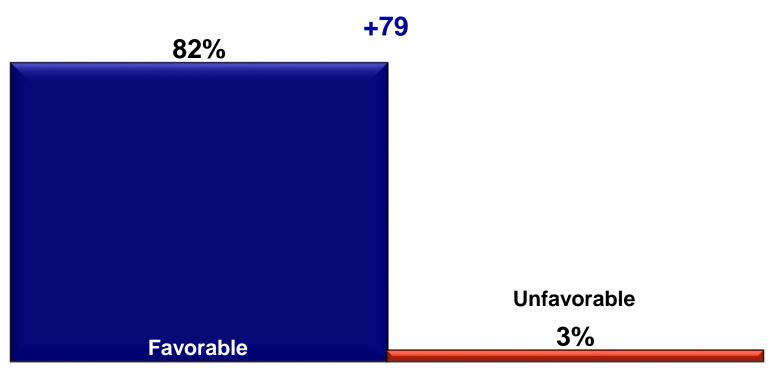
Communities In Schools is a locally based non-profit organization that brings community resources inside public school buildings to help individual students in need and prevent students from dropping out of school. Communities In Schools has an effective, evidence-based model of preventing students from dropping out of school.

Based on this description, do you have a favorable or unfavorable impression of Communities in Schools?



They are very receptive.

Based on this description, do you have a favorable or unfavorable impression of Communities In Schools?*



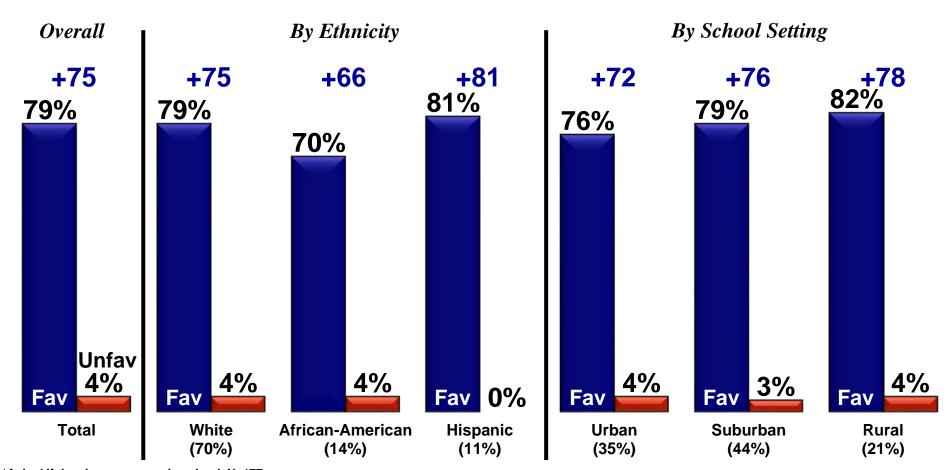
Total

*Asked if "No" or "Not Sure" of program, N=523



Teachers with CIS in their school districts view CIS very favorably.

And, based on what you know, do you have a favorable or unfavorable impression of Communities In Schools?*

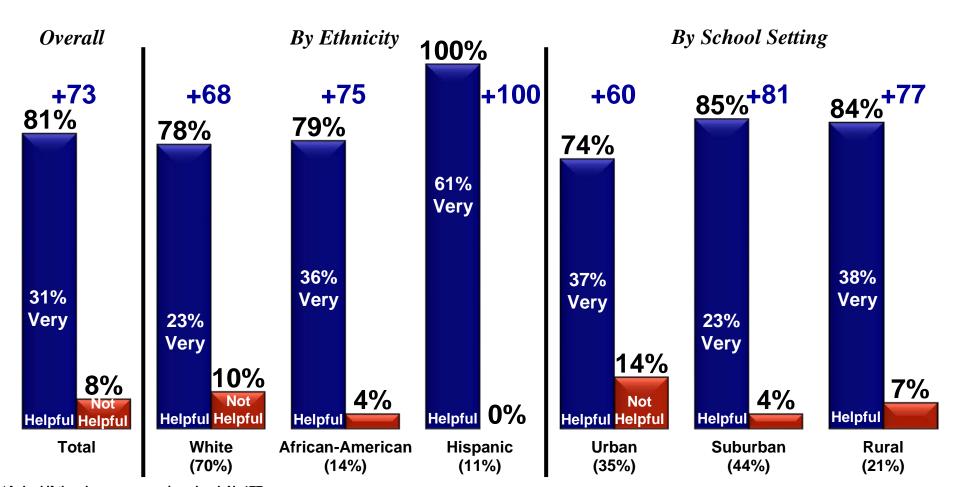


*Asked if they have program in school, N=177



And, those teachers believe CIS has been very helpful for their local school district.

And, in your opinion, how helpful has Communities In Schools been for your local school district?*

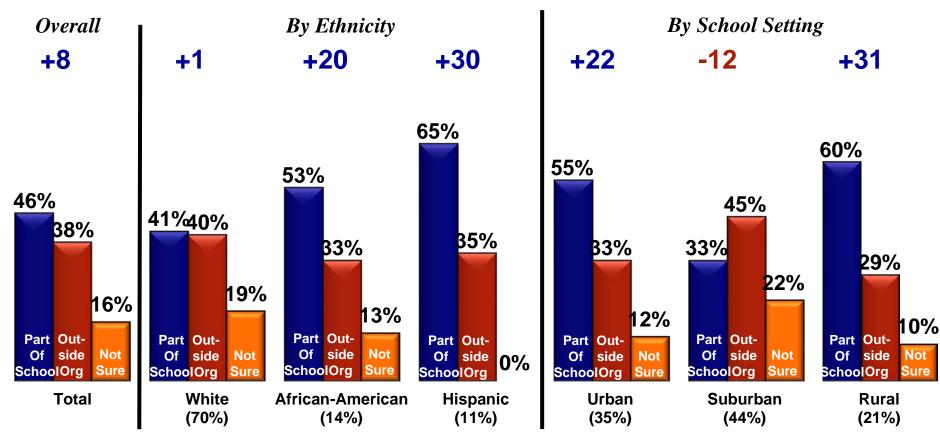


*Asked if they have program in school, N=177



Interestingly, teachers aren't really sure whether CIS is part of the school from the inside or an outside organization.

And, from what you know about Communities In Schools, is it part of the school from the inside or are they an outside organization?



*Asked if they have program in school, N=177



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