

“

# School Purchasing Perspectives

”

The View from Leaders  
and Teachers, 2022

---

MDR 2022 Research Study



A Dun & Bradstreet Division

# Executive Summary

---

Two years of disrupted learning during the pandemic shifted spending priorities for schools as they rapidly adapted to distance learning. As federal relief funds flowed, schools put them to work outfitting students with devices and providing better internet access at school and at home.

We wanted to shine a light on school investment strategies and the intricacies of the education purchasing process: how spending decisions were made, the roles leaders and teachers play in school purchases and the creation of supply lists, and how relief funds have been spent.

MDR surveyed over 3,500 educators and administrators in grades pre-K–12 from the WeAreTeachers educator opt-in community and additional school leaders from the MDR database. Our exclusive access to candid teacher sentiment is possible through WeAreTeachers, the #1 media brand for educators, with over 2.5 million followers on social media. The community's mission is to inspire teachers and help them succeed by providing venues where they can share practical classroom ideas and find support and encouragement from colleagues. Through our website and tremendously engaged social channels, we help our brand partners reach millions of families and educators every month. Here is what we learned from them.

## KEY FINDINGS:

- 1 | Teachers have a role in most classroom purchases and half of school purchases.
- 2 | 83% of teachers expect to spend the same amount or more out of pocket as last year.
- 3 | 68% of teachers often or always seek discounts.
- 4 | High quality and lowest price are top purchase selection factors for almost all teachers.
- 5 | While ultimate purchase decisions may be made by individuals, input and recommendations play a big role in product selection.
- 6 | Districts hold the purse strings tightly on most annual school budgets.
- 7 | Despite pandemic disruption, school leaders' investment plans are for fundamental and predictable needs.
- 8 | The availability of pandemic relief funds is impacting school investment priorities.
- 9 | School supply lists are compiled by grade-level teacher teams according to 64% of respondents.

In each section of this report, we'll take you inside our research by identifying key insights and, where appropriate, calling out illuminating findings by grade level, geographic region, district profile, and teacher tenure.

At the end of the report, we provide takeaways for education professionals that identify opportunities to help school leaders and teachers secure the materials they need for instruction.

A profile of the survey respondents is available in Appendix A. In Appendix B we provide data tables of responses to each survey question by demographic cohort.

# 1 Teachers have a role in most classroom purchases and half of school purchases.

## INSIGHT



Whether as direct buyers, influencers, or asked for recommendations by school leaders, teachers play a part in most purchase decisions within a school.

**Q.** When it comes to purchasing items for your school (curriculum, technology, furniture, etc.), which best describes your role?  
When it comes to purchasing items for your classroom (books, supplies, decorations, etc.), which best describes your role?

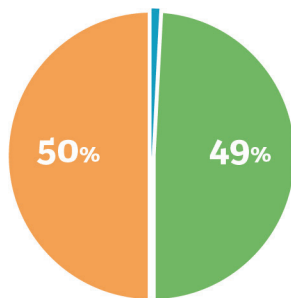
Making decisions about the resources needed to educate learners is a collaborative exercise in schools. Teachers have increasingly had a role in making recommendations, contributing input, and influencing the selection of school and classroom resources purchased by schools, but at varying levels. We wanted to understand how they see their role in the process.

Nearly half of teachers indicated they make recommendations or provide input for items purchased for their school. When it comes to items purchased for the classroom, however, 47 percent reported that they were the final decision-maker and an additional 42 percent made recommendations.

### Teacher Role in Purchasing Decisions

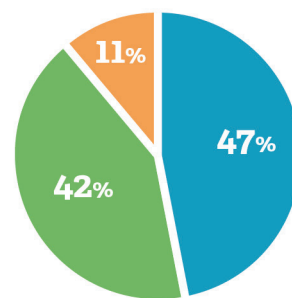
See Tables B1-B4 for related data tables.

Items for your **SCHOOL**  
(curriculum, technology, furniture, etc.)




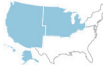


- I am the final decision-maker
- I make recommendations or provide input
- I have no role in purchasing

Items for your **CLASSROOM**  
(books, supplies, decorations, etc.)







## → INSIDE THE NUMBERS

These demographics stand out among the **49 percent of all teachers most likely to make recommendations or provide input** on school purchasing decisions:

Teachers making <b>school</b> purchasing decisions				
	GRADE LEVELS	REGION	TITLE I STATUS	TENURE
	<b>53%</b> Grades 4-5 <b>53%</b> Grades 6-8	<b>55%</b> Midwest <b>51%</b> West	<b>55%</b> Low-Medium <b>52%</b> Medium-High	<b>52%</b> 21+ years <b>50%</b> 11-20 years

## → INSIDE THE NUMBERS

**Forty-seven percent of teachers are the final decision-maker for classroom items.** The demographics most likely to describe their role as final decision-maker came from:

Teachers making <b>classroom</b> purchasing decisions				
	GRADE LEVELS	REGION	TITLE I ENROLLMENT	TENURE
	<b>49%</b> Grades 1-3 <b>49%</b> Grades 1-5	<b>50%</b> West <b>48%</b> South	<b>50%</b> Low-Medium <b>48%</b> Medium-High	<b>52%</b> 1-10 years <b>47%</b> 11-20 years

# 2

## 83% of teachers expect to spend the same amount or more out of pocket as last year.

### INSIGHT



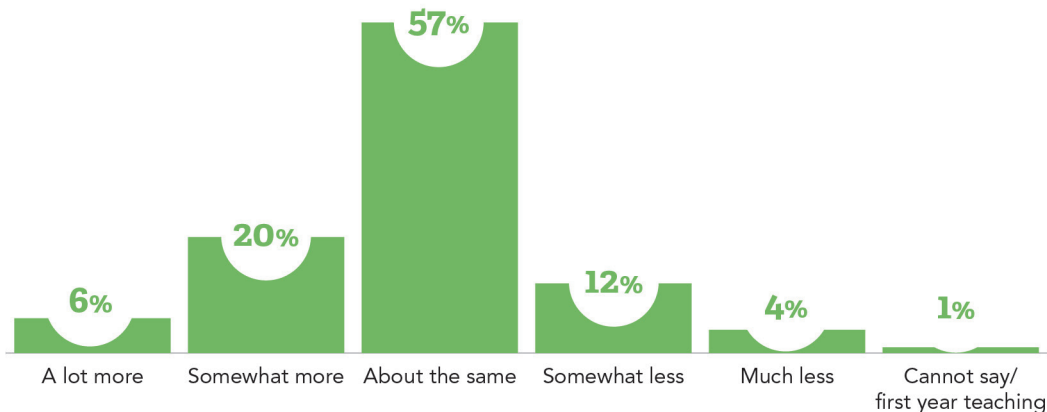
Nearly all teachers spend their own money on supplies.

### Q. How does the amount you expect to spend on the classroom this year compare to previous years?

Nonprofit sites like DonorsChoose.org and AdoptAClassroom.org speak to the reality that outfitting a classroom requires more funds than teachers generally receive. Teachers spending their own money on school supplies is an accepted practice and one that “comes with the job,” but is a source of dissatisfaction to some.

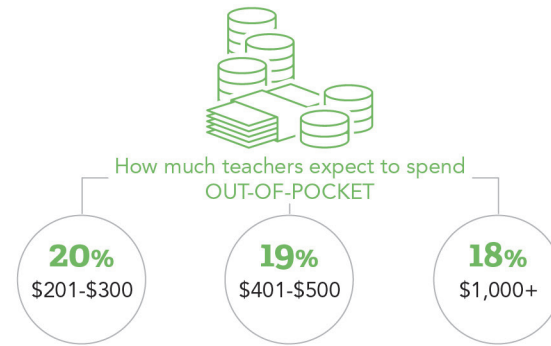
Expected Amount to Spend Compared to Last Year

See Tables B5-B6 for related data tables.



We also wanted to know how this year compares with previous years in anticipated spending. Overall, 57 percent of teachers expect to spend the same as last year. In other words, once the initial set-up of a classroom is accomplished, there is a predictable list of supplies teachers expect to purchase year after year.

In terms of **how much teachers expect to spend**, there is significant representation in higher amounts:

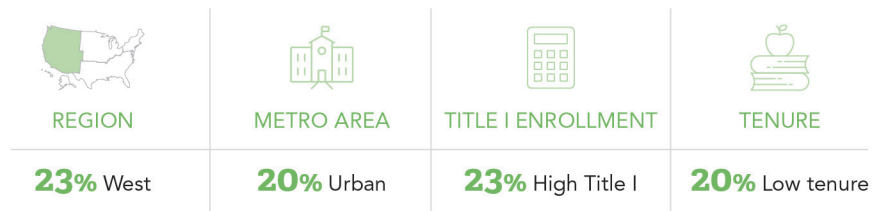


See Tables B7-B8 for related data tables.

## → INSIDE THE NUMBERS

Certain constituencies of teachers were among those spending the most out of pocket, including the Northeast region, where 21 percent spent between \$401 and \$500. The groups spending the most (\$1,000+) were:

Teachers spending  
\$1,000+



While uniformly, teachers reported that they spend their own money for their classroom, grades pre-K–5 are where teachers are spending the most:

Amount teachers spend out-of-pocket	Preschool (Grades Pre-K-K)	Early Elementary (Grades 1-3)	Late Elementary (Grades 4-5)	Elementary (Grades 1-5)	Middle (Grade 6-8)	High (Grades 9-12)
\$1–\$100	9.9%	10.8%	11.6%	11.1%	16.2%	15.4%
\$101–\$200	15.6%	15.1%	17.1%	16.1%	18.5%	24.4%
\$201–\$300	21.6%	21.1%	20.4%	20.5%	19.6%	25.6%
\$301–\$400	6.3%	6.8%	6.2%	6.3%	7.2%	6.4%
\$401–\$500	19.0%	18.7%	19.5%	19.6%	17.1%	10.3%
\$501–\$999	4.9%	6.8%	6.7%	6.9%	5.9%	7.7%
\$1,000 or more	21.4%	19.7%	17.2%	18.4%	13.6%	5.1%

# 3

## 68% of teachers often or always seek discounts.

### INSIGHT

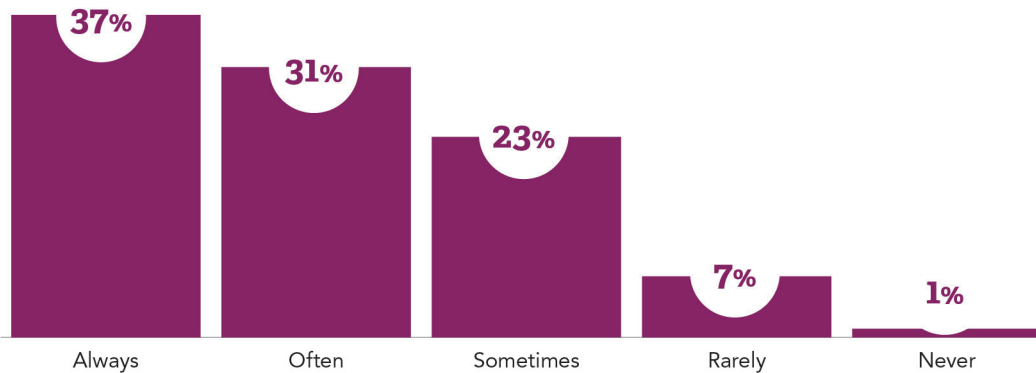


The expectation that teachers will need to spend their own money to outfit their classrooms with supplies appears to contribute to some teachers' feelings of dissatisfaction with the profession.

## Q. When shopping, how often do you look for teacher discounts?

### Frequency of Seeking Teacher Discounts

See Tables B9-B10 for related data tables.



Ninety-nine percent of teachers seek discounts at least some of the time. This speaks to their thriftiness with their own money when spending on school supplies.

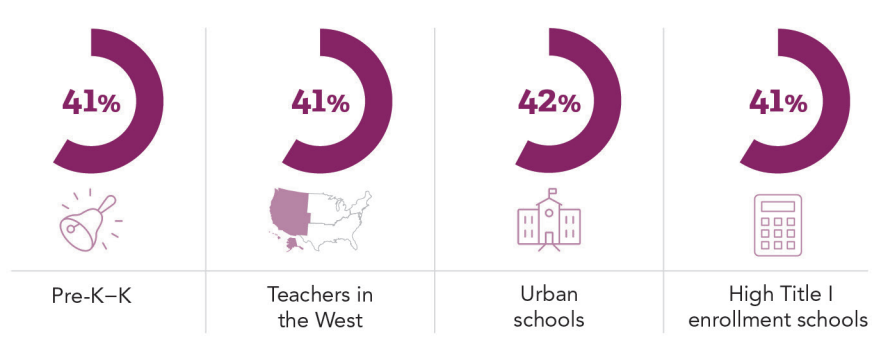
It also may contain a seed of their dissatisfaction that they must spend their own funds at all. We found that dissatisfied teachers reported that they spent more than those who were satisfied:

- Dissatisfied Median: \$500
- Satisfied Median: \$300



## → INSIDE THE NUMBERS

Teachers are **most likely to look for discounts** in these demographics:



### A Matter of Respect

The Net Promoter Score results from our companion report, [Educator Perspectives on the State of the Teaching Profession, 2022](#), teased out reasons why a teacher might recommend the profession and identified several altruistic reasons to go into teaching. Many said it was a calling and an opportunity to make a difference and impact children's lives.

Seeing teaching as a civic duty and a service to the community may contribute to teachers' sense that paying the full retail price for supplies is inappropriate. Especially given those dollars are coming from their own pockets. After all, they should be granted some societal benefits for their efforts ... perhaps in the form of discounts on supplies that will be used in the classroom.

The *Educator Perspectives* report also revealed that teachers are feeling a lack of respect for their profession from society in general. We attribute some of this to community reactions to school lockdowns during the pandemic.

### Attention Education Professionals!

If you offer products at a discount, be sure to let teachers know. Even if price isn't their top purchasing criterion, it speaks to the respect you have for the profession and can make yours a favored brand.



# 4 High quality and lowest price are top purchase selection factors for almost all teachers.

## INSIGHT

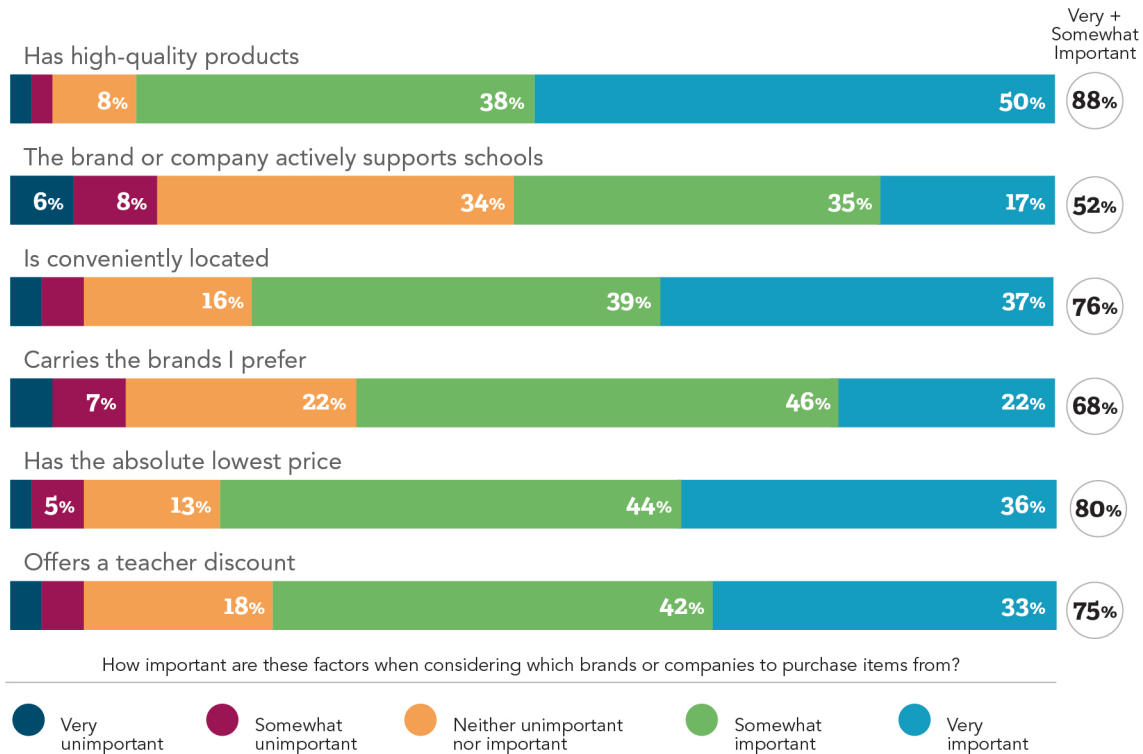


Do teachers prefer quality or deals when deciding which brands of products to buy? The answer is pretty evenly balanced; they want both.

**Q.** In general, how important are each of the following factors when considering which brands or companies to purchase items from?

### Factors Important to Teachers When Considering Purchases

See Tables B11-B12 for related data tables.

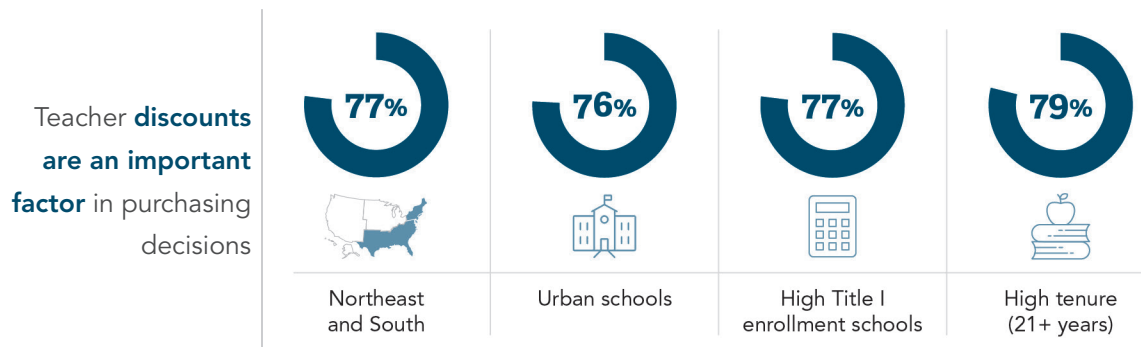


Eighty-eight percent of teachers indicated that high-quality products are very important when considering brands or companies to purchase items from. The absolute lowest price was considered somewhat/very important by 80 percent of teachers. Time is always a consideration for busy teachers, so it is not surprising that “conveniently located” came in a close third at 76 percent.

As pointed out in the previous section, teacher discounts are a mechanism for brands to communicate their respect for the profession. Three out of four teachers say that teacher discounts are a somewhat important or very important factor in their purchasing decisions. Fifty-two percent of teachers report that they prefer to buy from companies that they perceive as supportive of schools and teachers.

## → INSIDE THE NUMBERS

Whether a brand offers a teacher discount meant the most to these demographics of teachers:



# 5

## While ultimate purchase decisions may be made by individuals, input and recommendations play a big role in product selection.

### INSIGHT



Being the user, or close to the user, of a purchased item is important in education purchasing. Influence and recommendations flow to the ultimate decision-makers.

School leaders with the responsibility for making purchase decisions rely on teachers and parents for input on their choices. We wanted to understand how leaders arrived at their decisions and how much influence each constituency had. We asked the following questions.

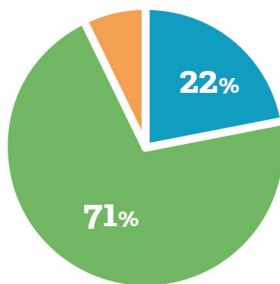
### Q. When it comes to purchasing each of the following, which best describes your role?

Twenty-two percent of school leaders reported they were the final decision-maker for items for their school, while 31 percent indicated the same for items for the classroom.

#### Administrator Role in Purchasing Decisions

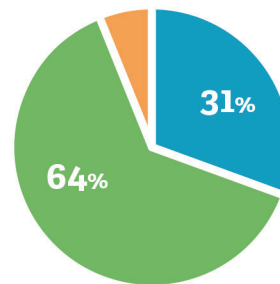
See Tables B13-B16 for related data tables.

Items for your **SCHOOL**  
(curriculum, technology, furniture, etc.)



- I am the final decision-maker
- I make recommendations or provide input
- I have no role in purchasing

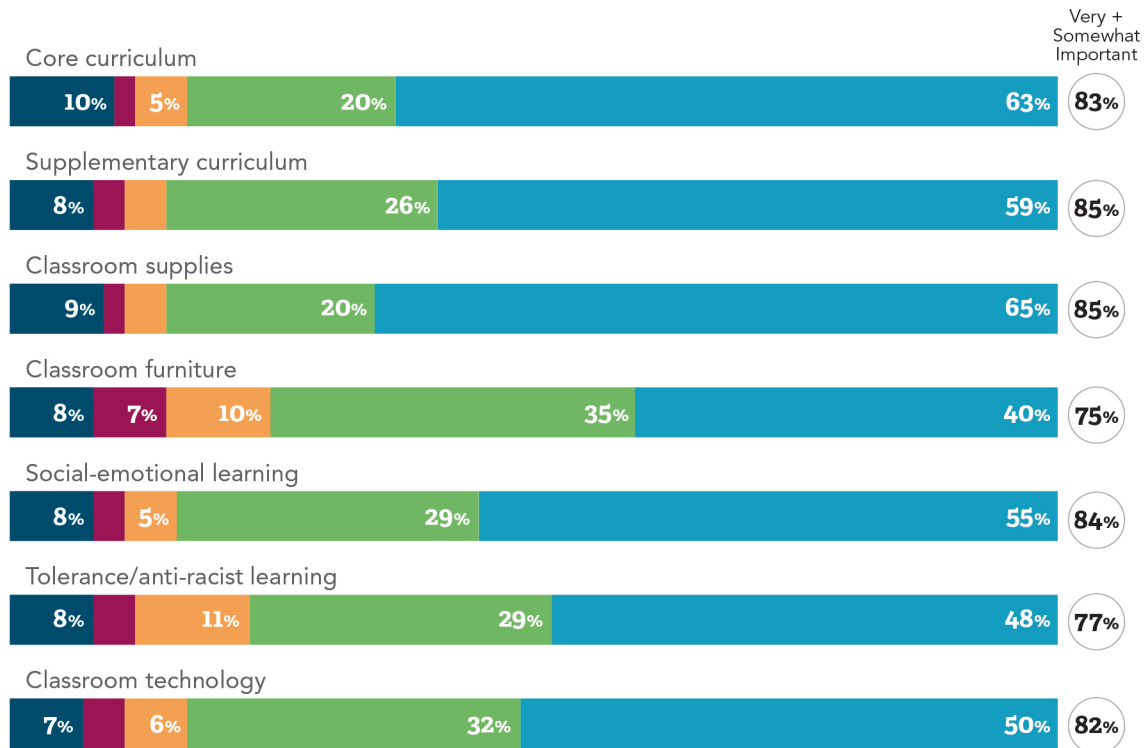
Items for your **CLASSROOM**  
(books, supplies, decorations, etc.)



# Q. How important is input from your teaching staff when making purchase decisions regarding each of the following?

## Importance of Teacher Input in Administrator Purchasing Decisions

See Tables B17-B19 for related data tables.



How important is input from your teaching staff when making these purchase decisions?



For purchases closely related to curriculum and actual classwork, schools leaders were most likely to seek the input of teaching staff. For instance, the top three responses from administrators were: Supplementary curriculum (85 percent), classroom supplies (85 percent), and social-emotional learning (84 percent).

### → INSIDE THE NUMBERS

Administrators rated **input on purchasing decisions from teaching staff** the highest in these demographics:

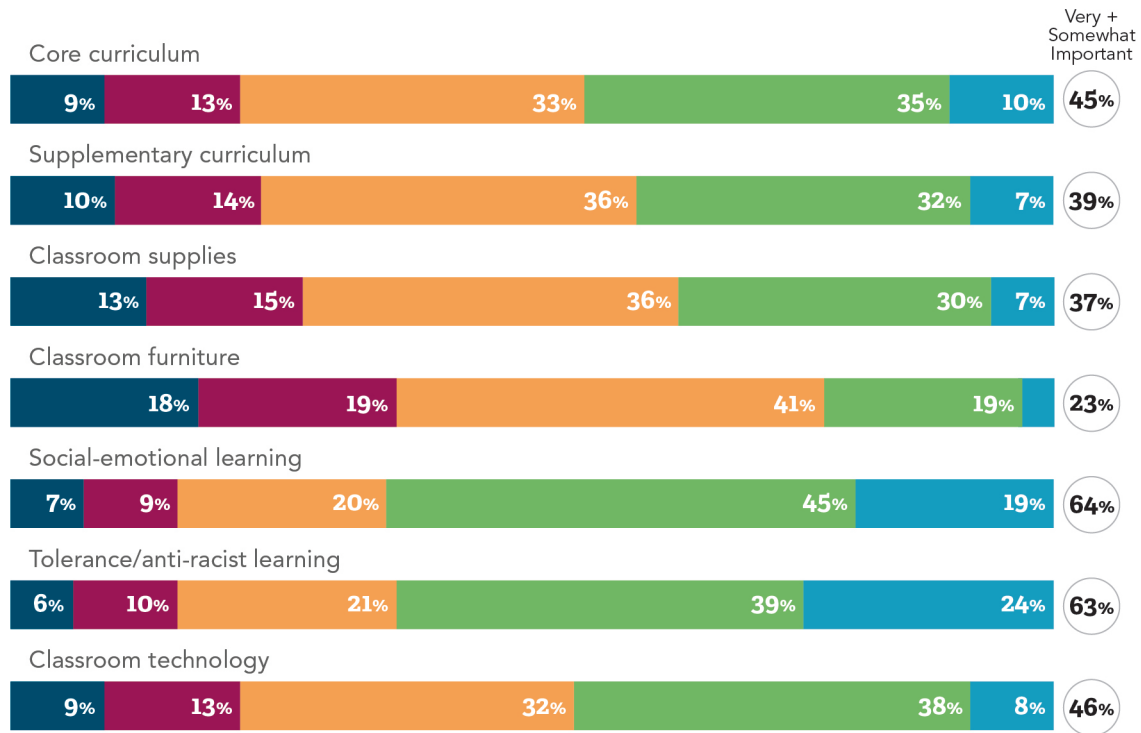
GRADE LEVELS	REGION	SCHOOL SIZE	METRO AREA
<b>82%</b> Pre-K-3	<b>88%</b> Midwest	<b>87%</b> Small schools	<b>84%</b> Suburban
<b>82%</b> Grades 6-8	<b>78%</b> Northeast	<b>84%</b> Large schools	<b>81%</b> Rural

## Q. How important is input from your parent community when making purchase decisions regarding each of the following?

Sixty-four percent of leaders believed that parent community input on purchase decisions related to social-emotional learning was important (either very or somewhat), followed by tolerance/anti-racist learning (63 percent very/somewhat important).

### Importance of Parent Community Input in Administrator Purchasing Decisions

See Table B20 for related data tables.



How important is input from your parent community when making these purchase decisions?



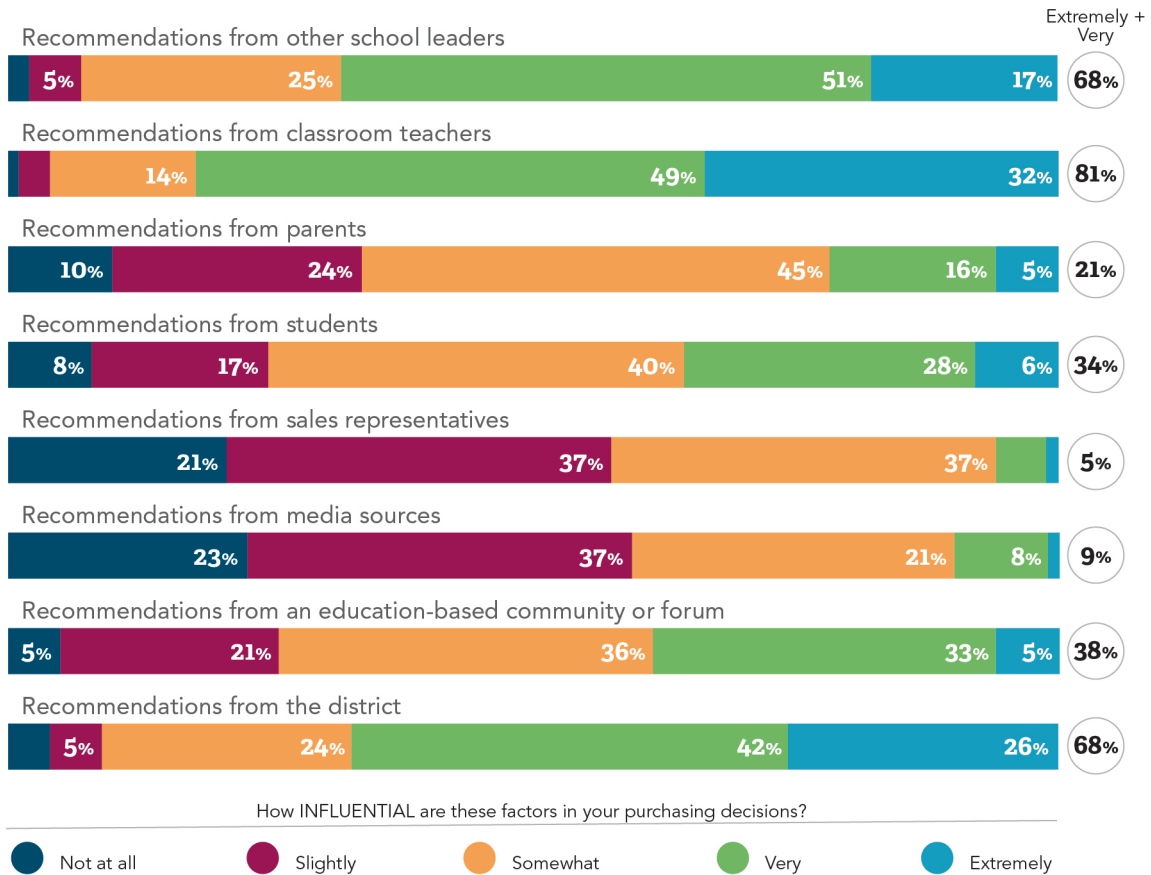
Recent public and political attention on how or whether race is a subject that should be addressed in schools may be a driver of the high result on parent community input on tolerance/anti-racist learning.

# Q. To what extent do each of the following influence your purchase decisions?

With so many constituencies contributing their input, we wanted to understand how much weight each were given in school leadership purchasing decisions.

## Factors That Influence Administrator Purchasing Decisions

See Table B21 for related data tables.

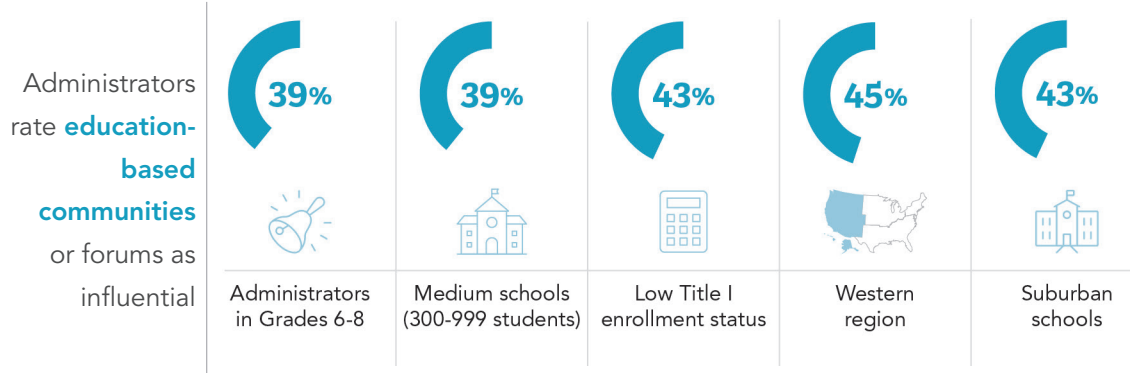


Leaders indicated that the most influential factors on their purchase decisions included recommendations from classroom teachers (81 percent very/extremely influential), recommendations from other school leaders (68 percent very/extremely influential), and recommendations from the district (68 percent very/extremely influential).

Among school leaders who had final decision authority (as determined in the question above), 89 percent were more likely to have rated recommendations from teachers as extremely or very influential, followed by other school leaders (82 percent), students (43 percent), and parents (27 percent).

## → INSIDE THE NUMBERS

Teachers have embraced social media as a professional tool and many turn to education-based communities or forums for input on purchase decisions. School leaders in these demographics rated such communities and forums as very or extremely influential:





# 6

## Districts hold the purse strings tightly on most annual school budgets.

### INSIGHT

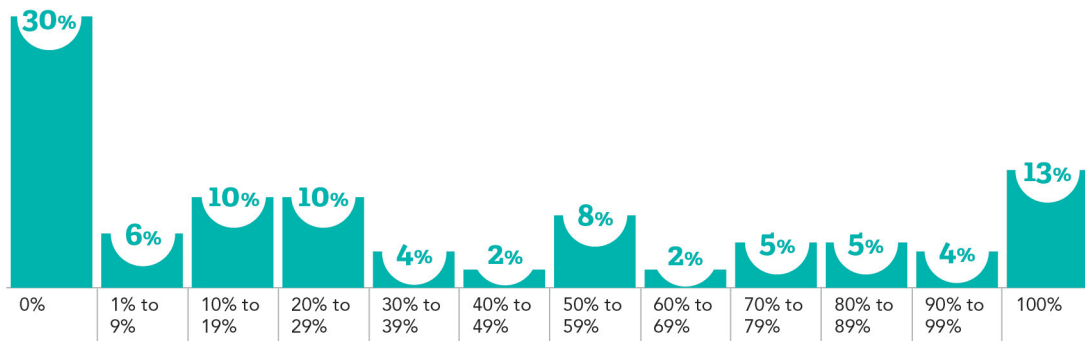


Control over how much of the budget school leaders can spend without district approval varies widely.

**Q.** How much of your annual school budget do you have the authority to spend without requiring district approval? Enter a percentage between 0% and 100%.

### Administrator Budget Authority





See Tables B22-B23 for related data tables.



Although 71 percent of leaders are the final decision-makers for school purchases, only 13 percent of administrators indicate they have authority to spend 100 percent of their budget without district approval and 30 percent did not have authority to spend any of their budget without district approval.

## → INSIDE THE NUMBERS

The data identified the level of school leader budget authority for certain demographics:

% of budget without district approval	 SCHOOL SIZE	 REGION	 METRO AREA	 TITLE I ENROLLMENT
0%	36% Large	37% Northeast	33% Rural	33% High Title I
50%	13% Large	11% Northeast	10% Urban	14% Low Title I
100%	15% Small	15% West	16% Urban	16% Medium Title I

### Attention Education Professionals!

As you target influencers and decision-makers during the product selection process, be mindful that district approval will ultimately be needed for budget funds. Understand the criteria districts will be using to determine approval and arm school leaders with data and materials to support the selection of your offering.

# 7 | Despite pandemic disruption, school leaders' investment plans are for fundamental and predictable needs.

## INSIGHT



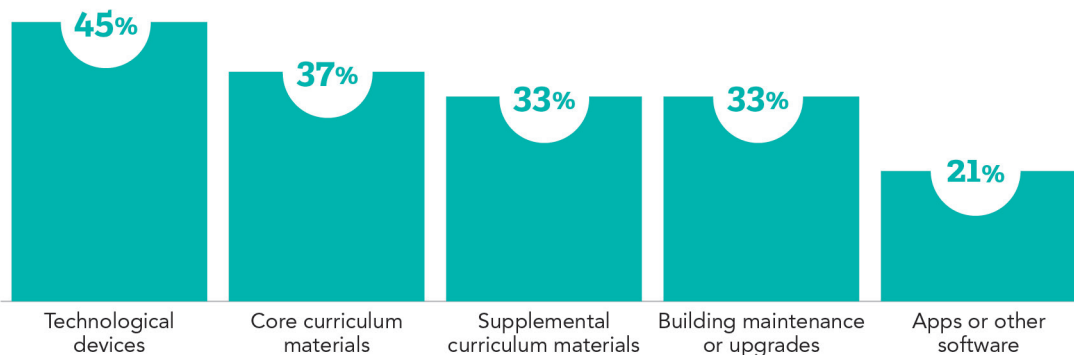
The early flood of relief funds to enable remote instruction did not address the technology needs of all schools.

**Q.** Outside of COVID-19 relief funds, which of the following, if any, is your school most likely to invest in over the next three years? Select up to three.

While many schools dedicated pandemic relief funding to providing devices for students and outfitting teachers and classrooms for distance learning during school closures, technology still ranked first in where school leaders plan to invest funds in the near future.

### Top 5 Investments Over the Next Three Years (Outside of COVID-19 Relief Funds)

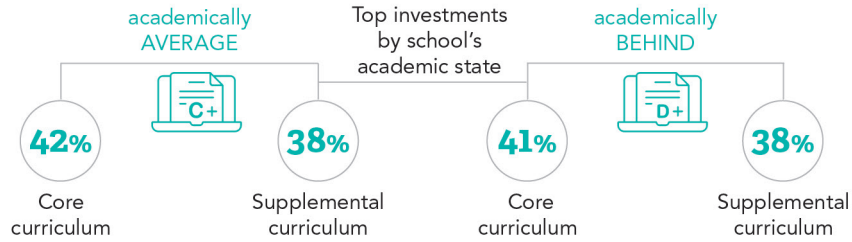
See Tables B24-B25 for related data tables.



Leaders indicated they were most likely to invest in technological devices (45 percent), core curriculum materials (37 percent), supplemental curriculum materials (33 percent), and building maintenance or upgrades (33 percent) over the next three years.

## → INSIDE THE NUMBERS

It should also not come as a surprise that curriculum materials rated highly for those leaders who believed their students were academically behind or average:

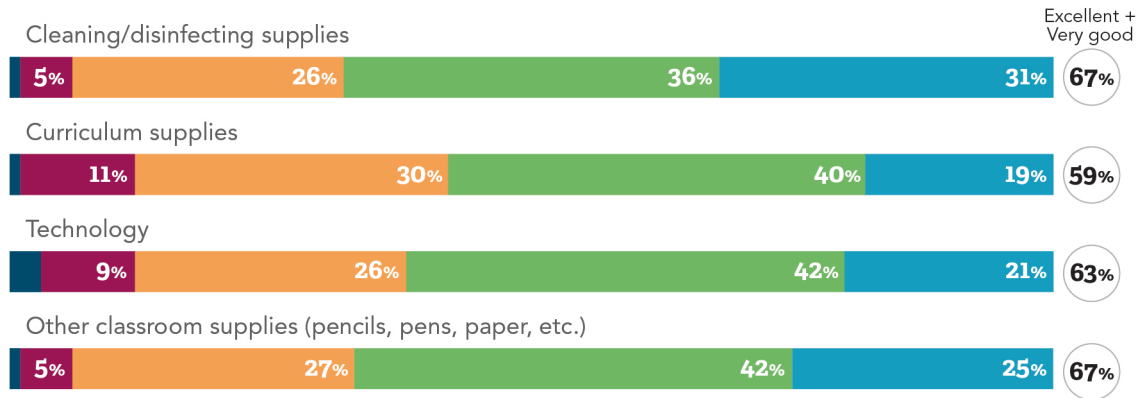


## Current School Supply Status

When it comes to the vital supplies schools need to have on-hand to keep instruction moving (cleaning supplies, curriculum supplies, technology, and other), we wanted to understand leaders' general feeling about their current supply.

### Current School Supply Status

See Table B26 for related data tables.



Administrators rate their schools' current supply of each in the classroom.



Sixty-seven percent of leaders rated their school's current supply of cleaning/disinfecting supplies and other classroom supplies as very good or excellent. Sixty-two percent of leaders rated their current supply of technology as very good or excellent. More than half (58 percent) rated their current curriculum supplies as very good or excellent.

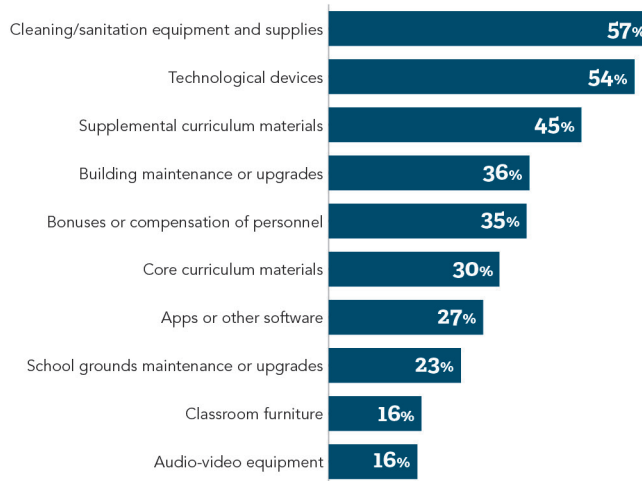
While the picture of supply levels is overall positive, leaders identified curriculum supplies and technology as areas where levels were fair or poor, at 12 percent for both.

## Q. When it comes to spending COVID-19 relief funds, which of the following categories are you most likely to invest in?

When overall spending of relief funds was examined, while the residual need for hygiene supplies topped the list, the rest of the priorities reflect fundamental school needs.

### Top 10 Investments Using COVID-19 Relief Funds

See Tables B27-B28 for related data tables.

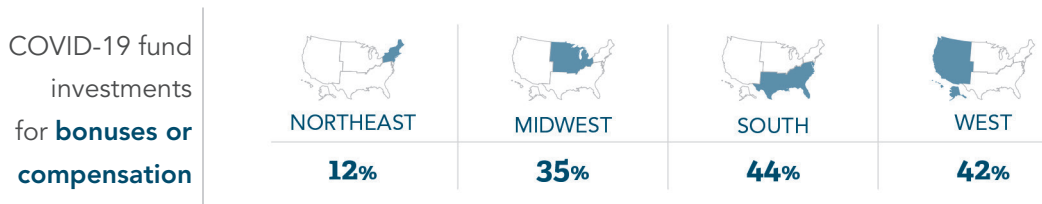


The top investments in the “other” category were additional staff, tutoring services, and safety equipment (masks, PPE, etc.).

## → INSIDE THE NUMBERS

Data from our report [Educator Perspectives on the State of the Teaching Profession, 2022](#) indicated that among teachers who were in the Passive and Detractor cohorts on the NPS score, dissatisfaction with compensation and benefits were their top complaints.

**Thirty-five percent of school leaders** indicated bonuses or compensation would be investments they were likely to make with COVID-19 funds, but there were distinct regional differences:

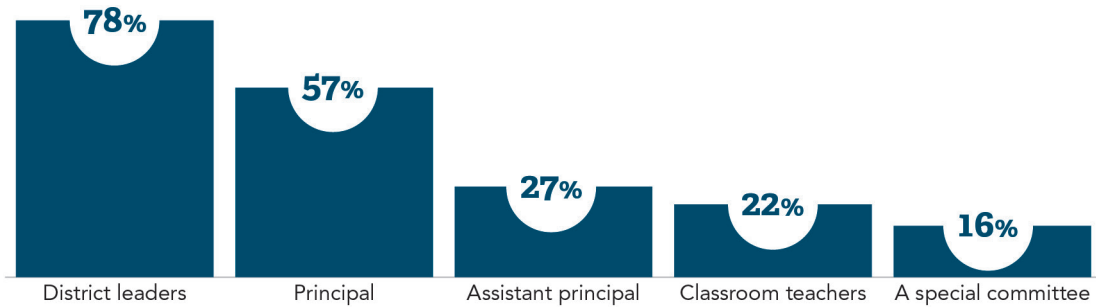


## Q. When it comes to making decisions about how to spend COVID-19 relief funds, who is typically involved in those decisions?

District leaders (78 percent), principals (57 percent), and assistant principals (27 percent) were the most likely to be involved in decisions related to how to spend COVID-19 relief funds.

### Top 5 Decision-Makers for COVID-19 Relief Fund Spending

See Tables B29-B30 for related data tables.



School boards and superintendents were the top choices in the “other” category.

# 8

## School supply lists are compiled by grade-level teacher teams according to 64% of respondents.

### INSIGHT



Because lists are compiled collaboratively, the top items tend to be common basics that all classrooms need.

### Q. Who is involved in deciding which supplies get added to the grade-level school supply lists (i.e., supplies students are required to purchase)? Select all that apply.

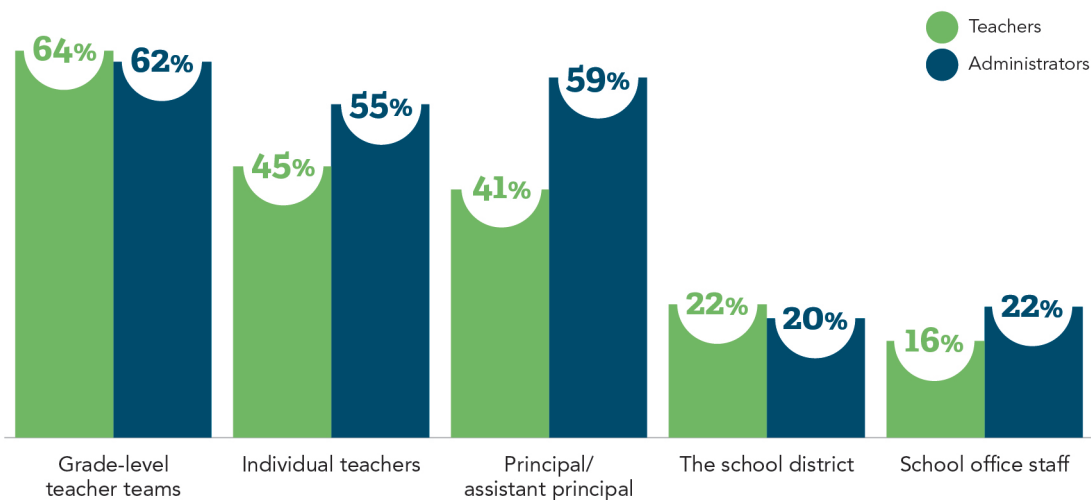
School supply lists can be a lifeline for teachers and districts. The collaborative effort between teachers, parents, fundraising appeals, and districts fills gaps to create fully outfitted classrooms.

We wanted to dive deeper into who decides what makes the list, whether teachers within a grade collaborated on a list, and which items were most likely to make the list.

Those most likely to be involved in deciding which supplies are added to the grade-level school supply lists were grade-level teacher teams, individual teachers, and principals/assistant principals.

### Top 5 School Supply List Decision-Makers

See Tables B31-B32 for related data tables.

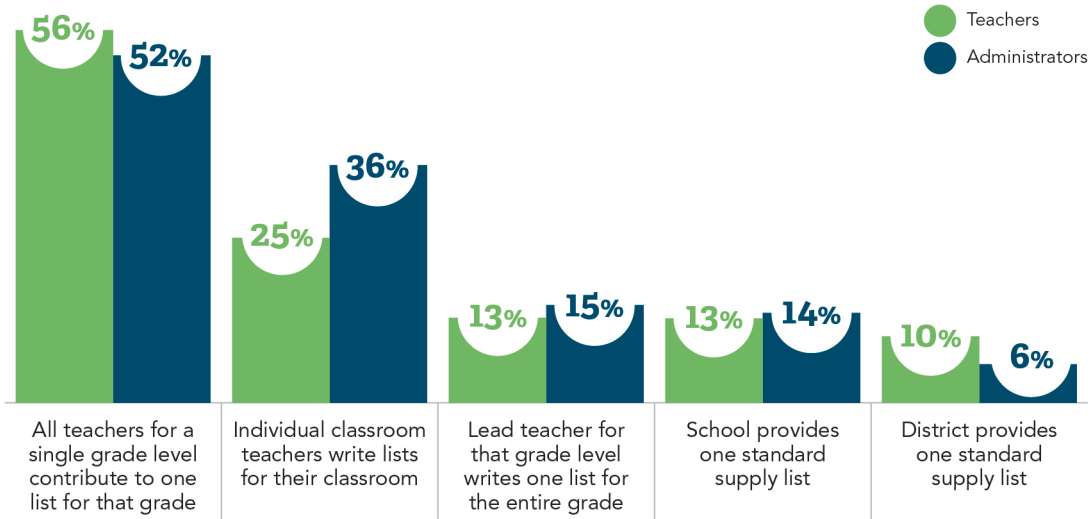




## Q. Who typically assembles the grade-level school supply lists? Select all that apply.

### Top 5 Grade-Level School Supply List Contributors

See Tables B33-B34 for related data tables.



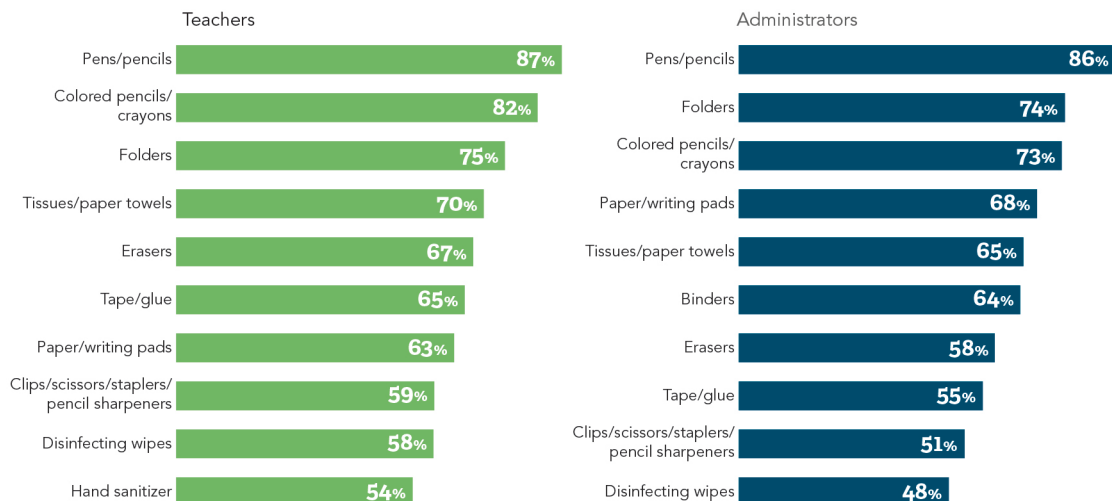
When it comes to assembling grade-level school supply lists, approximately half indicated that all teachers for a single grade level contribute to one list for that grade.

Teachers at the high school grade level were more likely to have indicated individual teachers put their lists together (49 percent).

## Q. Which of the following items does your school typically include on the school supply lists? Select all that apply.

### Top 10 School Supply List Items: Teachers vs. Administrators

See Tables B35-B36 for related data tables.



Pens/pencils, colored pencils/crayons, and tissues/paper towels were the most likely to have been included on the school supply list. Teachers included more durable items in the “other” categories. Headphones/earbuds were the top mentioned “other” item.

The Top 10 list features common consumables that any classroom would need replenished and would be easy for any parent to acquire.

## → INSIDE THE NUMBERS

Respondents were also able to select “Other” and identify additional items they included on school supply lists. The top five mentioned were:



# Takeaways

---

For this survey, we explored the what, who, and how of the purchasing process in pre-K–12 schools and discovered some opportunities for education professionals to support teachers and leaders:

**Teacher Spending:** The median out-of-pocket spend for pre-K–12 teachers was \$300, but in the elementary school grades, nearly 20 percent are spending \$1,000 or more per year to outfit their classrooms. Seventy-five percent of respondents told us that teacher discounts are a somewhat important or very important factor in their purchasing decisions. Clearly, such discounts and any donations of classroom supplies would be appreciated by teachers and likely to encourage brand loyalty.

**Education Supporters:** Along those same lines, because 52 percent of teachers report that they prefer to buy from companies that they perceive as supportive of schools and teachers, brands can show their commitment to education through innovative classroom ideas, student printables, special offers, giveaways, and valuable sponsored content. WeAreTeachers offers a number of such programs.

**Purchasing Roles:** Education companies should focus on school leaders as the decision-makers for purchases of school-wide needs like technology, curriculum materials, and furniture. However, leaders rated the value of teacher input as somewhat or very important for purchases of both curriculum materials and technology, so teachers should be considered powerful influencers.

**District Budget Control:** Understand whether district approval will be needed to allocate budget dollars for your offering. Focus messaging on addressing their purchasing criteria.

**Technology Investments:** Rated as the top priority in non-COVID-19 relief fund spending and number two (behind cleaning supplies) in relief fund spending, the impact of distance learning on accelerating progress toward a 1:1 ratio is evident.

**School Lists:** Teachers in the elementary grades work together to develop school shopping lists for their grade. This means brands should focus on the value and appropriateness of their offering at a grade level with a focus on the always-needed consumables.

## Conclusion

---

The billions in federal relief funds for education will continue to flow into school budgets as the obligation dates come due in 2022, 2023, and 2024. The pandemic continues to have a strong gravitational pull on what schools are purchasing with technology devices, cleaning and sanitation supplies, and building maintenance and upgrades still making the top 10.

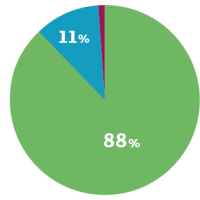
Many educators were exposed to edtech during remote instruction and their experience may lead to wider acceptance of such tools for in-classroom learning as well. As school life returns to a state that is closer to pre-pandemic normal, we expect there to be continued focus on curriculum materials, software, and other supports to help address gaps in student progress.

While the results of our survey certainly reflect the unusual circumstances of the past two years with regard to where purchasing investments were made, our report reveals that the roles and processes remain fairly stable.

To appreciate the teacher sentiments that inform many of these findings, we recommend our companion report on teacher perspectives, available for [download here](#).

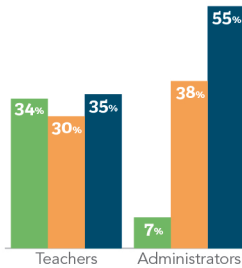
# Appendix A: Respondent Profile

## DEMOGRAPHICS



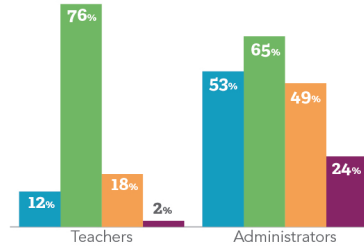
### EDUCATOR ROLE

- Teachers
- School Administrators
- Professional Staff



### TENURE

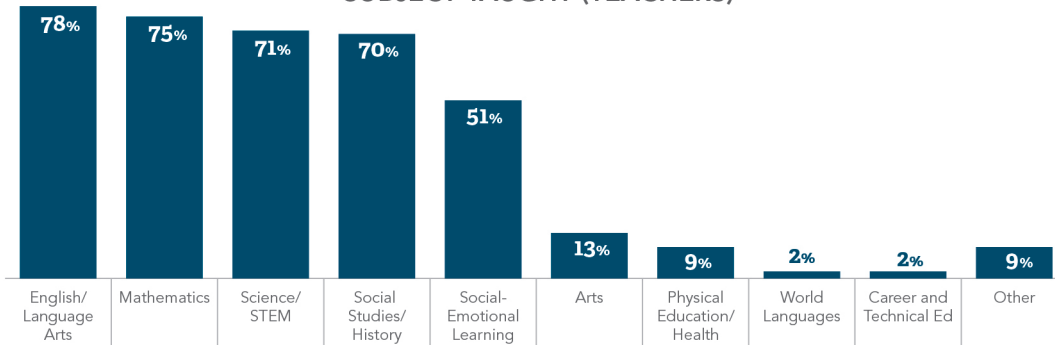
- 1 – 10 Years
- 11 – 20 Years
- 21+ Years



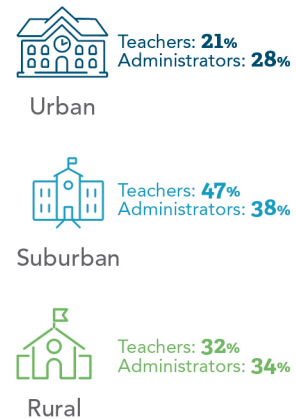
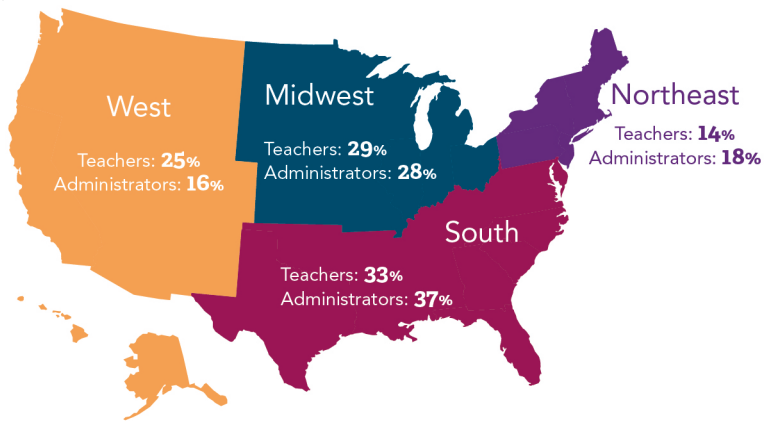
### GRADE LEVEL

- Pre-K/K
- Elementary
- Middle
- High School

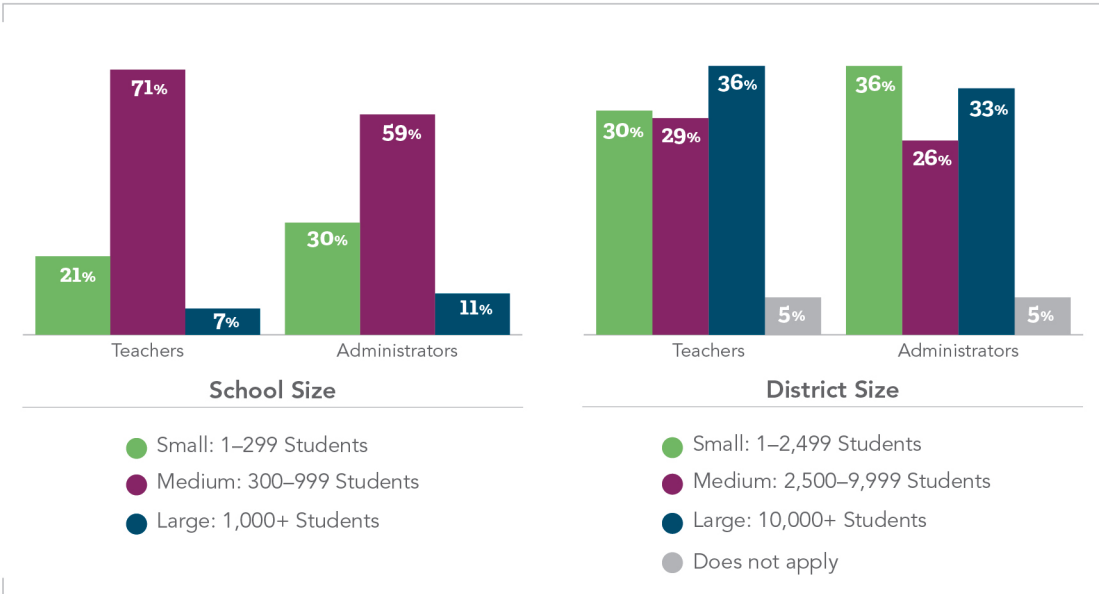
## SUBJECT TAUGHT (TEACHERS)



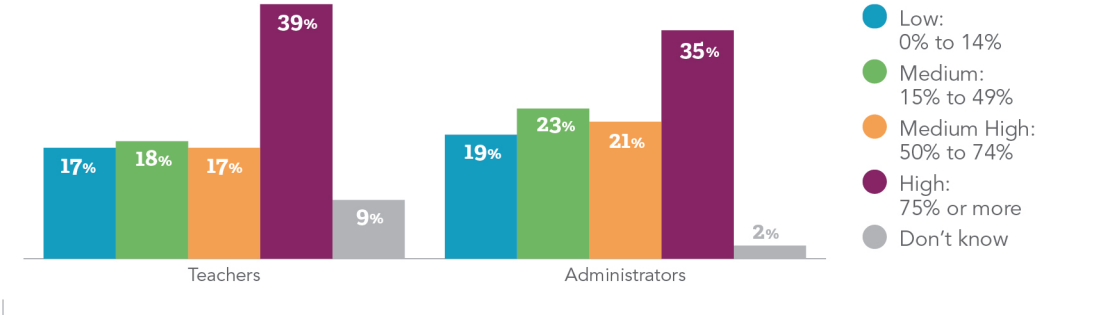
## REGION & METRO STATUS



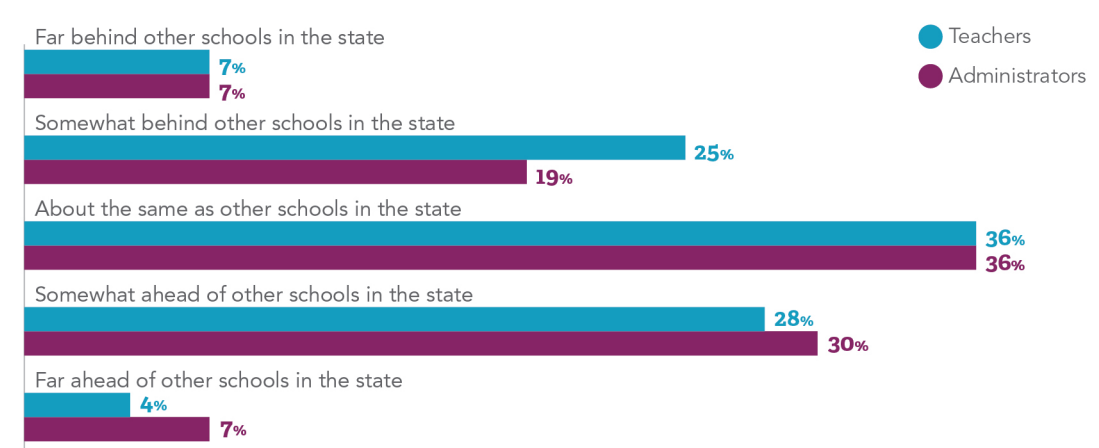
### DISTRICT & SCHOOL SIZE



### TITLE I ENROLLMENT STATUS



### STUDENT ACADEMIC STATE



# Appendix B: Data Tables

**Table B1** Teacher Role in Purchasing Decisions by Grade Level and Tenure: Items for the School

	Total Teachers	Grades Taught						Teacher Tenure		
		Grades Pre-K-K	Grades 1-3	Grades 4-5	Grades 1-5	Grades 6-8	Grades 9-12	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
I am the final decision-maker	<b>1.2%</b>	2.1%	1.4%	0.8%	1.0%	2.0%	5.1%	2.1%	1.1%	0.4%
I make recommendations or provide input	<b>49.3%</b>	51.3%	46.4%	52.9%	48.9%	53.3%	48.7%	46.1%	49.9%	51.8%
I have no role in purchasing	<b>49.6%</b>	46.6%	52.2%	46.4%	50.1%	44.7%	46.2%	51.8%	49.0%	47.9%

Survey Question: When it comes to purchasing items for your school (curriculum, technology, furniture, etc.), which best describes your role?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B2** Teacher Role in Purchasing Decisions by Region, Metro Area, and Title I Enrollment Status: Items for the School

	Total Teachers	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
I am the final decision-maker	<b>1.2%</b>	1.2%	0.9%	1.5%	1.2%	1.8%	0.9%	1.2%	0.7%	1.5%	1.1%
I make recommendations or provide input	<b>49.3%</b>	47.2%	55.0%	43.9%	50.8%	43.1%	47.4%	55.9%	55.2%	51.7%	43.8%
I have no role in purchasing	<b>49.6%</b>	51.6%	44.2%	54.7%	48.1%	55.1%	51.7%	42.9%	44.1%	46.8%	55.1%

Survey Question: When it comes to purchasing items for your school (curriculum, technology, furniture, etc.), which best describes your role?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B3** Teacher Role in Purchasing Decisions by Grade Level and Tenure: Items for the Classroom

	Total Teachers	Grades Taught						Teacher Tenure		
		Grades Pre-K-K	Grades 1-3	Grades 4-5	Grades 1-5	Grades 6-8	Grades 9-12	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
I am the final decision-maker	<b>47.3%</b>	43.2%	48.9%	48.0%	48.7%	42.4%	28.2%	51.9%	47.2%	42.9%
I make recommendations or provide input	<b>42.1%</b>	46.4%	40.2%	42.4%	40.8%	47.4%	55.1%	36.9%	42.9%	46.6%
I have no role in purchasing	<b>10.5%</b>	10.4%	10.9%	9.6%	10.5%	10.2%	16.7%	11.2%	9.9%	10.4%

Survey Question: When it comes to purchasing items for your classroom (books, supplies, decorations, etc.), which best describes your role?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR



**Table B4** Teacher Role in Purchasing Decisions by Region, Metro Area, and Title I Enrollment Status: Items for the Classroom

	Total Teachers	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
I am the final decision-maker	<b>1.2%</b>	41.8%	45.9%	48.4%	50.5%	39.5%	51.1%	46.9%	50.4%	48.3%	44.8%
I make recommendations or provide input	<b>49.3%</b>	46.2%	44.7%	40.6%	38.9%	44.6%	39.5%	44.4%	41.7%	42.4%	41.9%
I have no role in purchasing	<b>49.6%</b>	12.0%	9.4%	11.0%	10.5%	15.9%	9.4%	8.7%	8.0%	9.3%	13.3%

Survey Question: When it comes to purchasing items for your classroom (books, supplies, decorations, etc.), which best describes your role?

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B5** Teacher Out-of-Pocket Expenditures Expected Compared to Last Year by Grade Level and Tenure

	Total Teachers	Grades Taught						Teacher Tenure		
		Grades Pre-K-K	Grades 1-3	Grades 4-5	Grades 1-5	Grades 6-8	Grades 9-12	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
A lot more (5.0)	6.5%	6.8%	5.7%	7.9%	6.7%	5.7%	3.8%	6.9%	7.0%	5.6%
Somewhat more (4.0)	19.5%	19.0%	19.1%	19.3%	19.4%	19.6%	17.9%	18.4%	20.0%	20.3%
About the same (3.0)	57.4%	60.2%	56.5%	56.9%	56.8%	57.1%	60.3%	55.2%	57.7%	59.1%
Somewhat less (2.0)	12.3%	11.5%	14.0%	11.4%	12.4%	13.5%	12.8%	13.5%	11.0%	12.3%
Much less (1.0)	3.7%	2.6%	4.0%	3.5%	3.7%	4.1%	5.1%	4.1%	4.2%	2.7%
Cannot say/first year teaching	0.6%	—	0.7%	0.8%	0.8%	—	—	1.8%	—	—

Survey Question: How does the amount you expect to spend on the classroom this year compare to previous years?

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B6** Teacher Out-of-Pocket Expenditures Expected Compared to Last Year by Region, Metro Area, and Title I Enrollment Status

	Total Teachers	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
A lot more (5.0)	6.5%	5.4%	6.3%	7.0%	6.6%	7.9%	6.5%	5.5%	5.7%	6.7%	7.1%
Somewhat more (4.0)	19.5%	21.1%	19.2%	19.5%	19.2%	19.4%	20.1%	18.9%	17.6%	21.0%	19.3%
About the same (3.0)	57.4%	57.5%	57.5%	58.0%	56.3%	54.8%	57.3%	59.1%	60.0%	57.2%	56.0%
Somewhat less (2.0)	12.3%	12.7%	12.7%	11.2%	13.2%	13.8%	11.6%	12.5%	12.6%	10.4%	12.8%
Much less (1.0)	3.7%	3.1%	3.4%	3.6%	4.4%	3.5%	4.0%	3.3%	3.9%	3.9%	4.0%
Cannot say/first year teaching	0.6%	0.2%	0.9%	0.8%	0.4%	0.8%	0.5%	0.8%	0.2%	0.7%	0.8%

Survey Question: How does the amount you expect to spend on the classroom this year compare to previous years?

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B7** Teacher Out-of-Pocket Expenditures Expected by Grade Level and Tenure

	Total Teachers	Grades Taught						Teacher Tenure		
		Grades Pre-K-K	Grades 1-3	Grades 4-5	Grades 1-5	Grades 6-8	Grades 9-12	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
\$0	1.4%	1.3%	0.9%	1.3%	1.1%	2.0%	5.1%	1.8%	1.5%	1.1%
\$1–\$100	11.7%	9.9%	10.8%	11.6%	11.1%	16.2%	15.4%	13.6%	10.5%	10.8%
\$101–\$200	16.7%	15.6%	15.1%	17.1%	16.1%	18.5%	24.4%	15.2%	17.7%	17.4%
\$201–\$300	20.3%	21.6%	21.1%	20.4%	20.5%	19.6%	25.6%	18.8%	21.8%	20.6%
\$301–\$400	6.4%	6.3%	6.8%	6.2%	6.3%	7.2%	6.4%	6.5%	6.4%	6.3%
\$401–\$500	19.1%	19.0%	18.7%	19.5%	19.6%	17.1%	10.3%	18.3%	19.6%	19.5%
\$501–\$999	6.5%	4.9%	6.8%	6.7%	6.9%	5.9%	7.7%	6.2%	6.5%	6.8%
\$1,000 or more	17.8%	21.4%	19.7%	17.2%	18.4%	13.6%	5.1%	19.6%	16.1%	17.5%

Survey Question: How much of your own money do you expect to spend on your classroom this year? Enter a whole dollar amount.  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B8** Teacher Out-of-Pocket Expenditures Expected by Region, Metro Area, and Title I Enrollment Status

	Total Teachers	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
\$0	1.4%	0.7%	1.0%	1.4%	2.4%	1.8%	1.6%	1.0%	2.8%	0.7%	1.1%
\$1–\$100	11.7%	11.7%	14.2%	9.6%	11.4%	10.0%	12.6%	11.5%	16.5%	8.9%	9.2%
\$101–\$200	16.7%	18.1%	17.7%	15.9%	15.9%	16.9%	17.6%	15.3%	20.2%	15.6%	14.2%
\$201–\$300	20.3%	20.9%	22.6%	20.7%	16.8%	16.8%	20.9%	21.8%	19.6%	22.7%	18.7%
\$301–\$400	6.4%	6.1%	6.1%	7.0%	6.0%	6.2%	7.3%	5.2%	6.1%	7.8%	6.2%
\$401–\$500	19.1%	21.4%	18.0%	19.8%	18.3%	19.4%	18.3%	20.2%	16.5%	20.1%	20.2%
\$501–\$999	6.5%	4.9%	6.4%	7.5%	6.2%	8.5%	5.2%	7.1%	3.5%	6.5%	7.9%
\$1,000 or more	17.8%	16.2%	13.9%	18.1%	22.9%	20.4%	16.6%	17.9%	14.8%	17.7%	22.5%

Survey Question: How much of your own money do you expect to spend on your classroom this year? Enter a whole dollar amount.  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B9** Frequency of Teachers Seeking Discounts by Grade Level and Tenure

	Total Teachers	Grades Taught						Teacher Tenure		
		Grades Pre-K-K	Grades 1-3	Grades 4-5	Grades 1-5	Grades 6-8	Grades 9-12	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Always	36.7%	40.9%	38.3%	37.3%	37.5%	31.8%	29.5%	35.8%	35.1%	38.9%
Often	31.5%	31.0%	31.6%	30.5%	31.3%	32.5%	20.5%	29.7%	32.4%	32.5%
Sometimes	23.1%	22.7%	22.2%	23.6%	22.8%	26.2%	29.5%	23.9%	23.6%	22.1%
Rarely	7.2%	4.4%	6.4%	7.6%	7.2%	7.5%	12.8%	8.9%	7.7%	5.2%
Never	1.5%	1.0%	1.5%	0.9%	1.2%	2.0%	7.7%	1.8%	1.3%	1.4%

Survey Question: When shopping, how often do you look for teacher discounts?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B10** Frequency of Teachers Seeking Discounts by Region, Metro Area, and Title I Enrollment Status

	Total Teachers	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Always	36.7%	37.8%	31.4%	37.8%	40.7%	42.1%	36.8%	33.0%	34.4%	34.4%	40.6%
Often	31.5%	32.6%	32.1%	33.4%	27.6%	29.3%	32.0%	32.1%	32.0%	33.1%	30.0%
Sometimes	23.1%	23.2%	26.1%	21.4%	21.9%	20.7%	22.1%	26.2%	24.3%	24.2%	21.3%
Rarely	7.2%	5.6%	9.0%	6.0%	7.7%	6.4%	7.5%	7.5%	7.8%	7.2%	6.3%
Never	1.5%	0.7%	1.4%	1.4%	2.1%	1.5%	1.6%	1.2%	1.5%	1.1%	1.7%

Survey Question: When shopping, how often do you look for teacher discounts?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B11** Factors Important to Teachers When Considering Purchases by Grade Level and Tenure

	Total Teachers	Grades Taught						Teacher Tenure		
		Grades Pre-K-K	Grades 1-3	Grades 4-5	Grades 1-5	Grades 6-8	Grades 9-12	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Offers a teacher discount	74.9%	78.9%	76.2%	74.4%	75.2%	72.2%	66.7%	70.9%	74.2%	79.3%
Has the absolute lowest price	80.1%	81.5%	80.4%	80.4%	80.4%	78.3%	70.5%	81.3%	79.9%	79.1%
Carries the brands I prefer	67.5%	70.1%	69.8%	65.7%	67.7%	66.2%	62.8%	62.0%	69.4%	71.2%
Is conveniently located	76.2%	73.7%	77.2%	76.1%	76.7%	76.1%	71.8%	77.1%	76.0%	75.5%
The brand or company actively supports schools	52.3%	58.3%	53.8%	51.0%	52.4%	48.3%	46.2%	50.0%	51.0%	55.8%
Has high-quality products	88.2%	90.1%	89.2%	87.7%	88.5%	87.8%	84.6%	86.7%	88.7%	89.2%

Survey Question: In general, how important are each of the following factors when considering which brands or companies to purchase items from?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B12** Factors Important to Teachers When Considering Purchases by Region, Metro Area, and Title I Enrollment Status

	Total Teachers	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Offers a teacher discount	74.9%	76.8%	72.9%	76.9%	73.4%	75.6%	75.0%	74.2%	72.8%	73.4%	77.0%
Has the absolute lowest price	80.1%	76.8%	79.8%	82.8%	78.8%	78.5%	80.2%	81.0%	78.3%	79.4%	81.3%
Carries the brands I prefer	67.5%	64.1%	67.0%	70.4%	66.1%	66.0%	66.7%	69.7%	66.5%	72.7%	65.4%
Is conveniently located	76.2%	72.5%	76.5%	76.7%	77.4%	75.5%	77.1%	75.5%	73.3%	79.0%	76.8%
The brand or company actively supports schools	52.3%	48.8%	49.9%	55.3%	53.2%	54.9%	49.7%	54.5%	48.0%	52.4%	55.3%
Has high-quality products	88.2%	86.6%	89.3%	88.6%	87.3%	88.5%	87.6%	88.9%	88.9%	88.1%	87.8%

Survey Question: In general, how important are each of the following factors when considering which brands or companies to purchase items from?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B13** Administrator Role in Purchasing Decisions by School Size and Tenure: Items for the Classroom

	Total Admins	School Size			Administrator Tenure		
		Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
I am the final decision-maker	<b>30.7%</b>	40.5%	29.6%	8.9%	29.6%	29.7%	31.4%
I make recommendations or provide input	<b>63.5%</b>	57.1%	65.4%	71.1%	59.3%	68.4%	60.7%
I have no role in purchasing	<b>5.8%</b>	2.4%	4.9%	20.0%	11.1%	1.9%	7.9%

Survey Question: When it comes to purchasing items for your classroom (books, supplies, decorations, etc.), which best describes your role?

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B14** Administrator Role in Purchasing Decisions by Region, Metro Area, and Title I Enrollment Status: Items for the Classroom

	Total Admins	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
I am the final decision-maker	<b>30.7%</b>	32.9%	37.6%	27.3%	23.9%	31.6%	28.7%	32.1%	28.8%	30.7%	31.5%
I make recommendations or provide input	<b>63.5%</b>	64.5%	53.8%	68.2%	68.7%	59.0%	66.2%	64.3%	67.5%	64.8%	61.5%
I have no role in purchasing	<b>5.8%</b>	2.6%	8.5%	4.5%	7.5%	9.4%	5.1%	3.6%	3.8%	4.5%	7.0%

Survey Question: When it comes to purchasing items for your classroom (books, supplies, decorations, etc.), which best describes your role?

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B15** Administrator Role in Purchasing Decisions by School Size and Tenure: Items for the School

	Total Admins	School Size			Administrator Tenure		
		Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
I am the final decision-maker	<b>22.2%</b>	31.7%	20.6%	4.4%	14.8%	19.0%	25.3%
I make recommendations or provide input	<b>70.5%</b>	63.5%	72.0%	82.2%	70.4%	77.2%	65.9%
I have no role in purchasing	<b>7.2%</b>	4.8%	7.4%	13.3%	14.8%	3.8%	8.7%

Survey Question: When it comes to purchasing items for your school (curriculum, technology, furniture, etc.), which best describes your role?

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B16** Administrator Role in Purchasing Decisions by Region, Metro Area, and Title I Enrollment Status: Items for the School

	Total Admins	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
I am the final decision-maker	<b>22.2%</b>	28.9%	23.9%	18.8%	19.4%	29.1%	17.2%	22.1%	23.8%	21.6%	23.1%
I make recommendations or provide input	<b>70.5%</b>	57.9%	70.1%	74.7%	76.1%	61.5%	76.4%	71.4%	71.3%	71.6%	68.5%
I have no role in purchasing	<b>7.2%</b>	13.2%	6.0%	6.5%	4.5%	9.4%	6.4%	6.4%	5.0%	6.8%	8.4%

Survey Question: When it comes to purchasing items for your school (curriculum, technology, furniture, etc.), which best describes your role?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B17** Importance of Teacher Input Regarding Purchasing Decisions

	Very important	Somewhat important	Neither unimportant nor important	Somewhat unimportant	Very unimportant
Core curriculum	63%	20%	5%	2%	10%
Supplementary curriculum	59%	26%	4%	3%	8%
Classroom supplies	65%	20%	4%	2%	9%
Classroom furniture	40%	35%	10%	7%	8%
Social-emotional learning	55%	29%	5%	3%	8%
Tolerance/anti-racist learning	48%	29%	11%	4%	8%
Classroom technology	50%	32%	6%	4%	7%

Survey Question: How important is input from your teaching staff when making purchase decisions regarding each of the following?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B18** Importance of Teacher Input on Purchasing Decisions by School Size and Tenure (Very Important–Somewhat Important)

	Total Admins	School Size			Administrator Tenure		
		Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Core curriculum	83.1%	86.5%	81.1%	84.4%	81.5%	84.8%	82.1%
Supplementary curriculum	85.3%	84.1%	86.0%	84.4%	74.1%	84.2%	87.3%
Classroom supplies	84.8%	88.1%	83.5%	82.2%	70.4%	88.0%	84.3%
Classroom furniture	74.9%	76.2%	74.9%	71.1%	63.0%	77.2%	74.7%
Social-emotional learning	83.6%	84.1%	82.7%	86.7%	70.4%	83.5%	85.2%
Tolerance/anti-racist learning	76.6%	80.2%	74.5%	77.8%	70.4%	74.1%	79.0%
Classroom technology	82.9%	85.7%	81.1%	84.4%	77.8%	82.3%	83.8%

Survey Question: How important is input from your teaching staff when making purchase decisions regarding each of the following?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B19** Importance of Teacher Input on Purchasing Decisions by Region, Metro Area, and Title I Enrollment Status (Very Important/Somewhat Important)

	Total Admins	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low-Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Core curriculum	83.1%	77.6%	88.0%	81.8%	83.6%	83.8%	84.1%	81.4%	81.3%	83.0%	84.6%
Supplementary curriculum	85.3%	82.9%	87.2%	85.7%	83.6%	84.6%	86.0%	85.0%	83.8%	87.5%	88.1%
Classroom supplies	84.8%	81.6%	88.0%	83.1%	86.6%	85.5%	84.1%	85.0%	86.3%	85.2%	85.3%
Classroom furniture	74.9%	67.1%	80.3%	76.6%	70.1%	76.9%	72.0%	76.4%	67.5%	83.0%	77.6%
Social-emotional learning	83.6%	77.6%	86.3%	83.8%	85.1%	86.3%	83.4%	81.4%	82.5%	86.4%	87.4%
Tolerance/anti-racist learning	76.6%	73.7%	76.9%	74.0%	85.1%	85.5%	77.1%	68.6%	80.0%	80.7%	76.9%
Classroom technology	82.9%	76.3%	86.3%	85.1%	79.1%	84.6%	82.8%	81.4%	81.3%	86.4%	83.9%

Survey Question: How important is input from your teaching staff when making purchase decisions regarding each of the following?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B20** Importance of Parent Input Regarding Purchasing Decisions

	Very important	Somewhat important	Neither unimportant nor important	Somewhat unimportant	Very unimportant
Core curriculum	10%	35%	33%	13%	9%
Supplementary curriculum	7%	32%	36%	14%	10%
Classroom supplies	7%	30%	36%	15%	13%
Classroom furniture	4%	19%	41%	19%	18%
Social-emotional learning	19%	45%	20%	9%	7%
Tolerance/anti-racist learning	24%	39%	21%	10%	6%
Classroom technology	8%	38%	32%	13%	9%

Survey Question: How important is input from the parent community when making purchase decisions regarding each of the following?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B21** Factors That Influence Administrator Purchasing Decisions

	Extremely influential	Very influential	Somewhat influential	Slightly influential	Not at all influential
Recommendations from other school leaders	17%	51%	25%	5%	2%
Recommendations from classroom teachers	32%	49%	14%	3%	1%
Recommendations from parents	5%	16%	45%	24%	10%
Recommendations from students	6%	28%	40%	17%	8%
Recommendations from sales representatives	1%	4%	37%	37%	21%
Recommendations from media sources	1%	8%	31%	37%	23%
Recommendations from an education-based community or forum	5%	33%	36%	21%	5%
Recommendations from the district	26%	42%	24%	5%	4%

Survey Question: To what extent do each of the following influence your purchase decisions?  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B22** Administrator Budget Authority by School Size and Tenure

	Total Admins	School Size			Administrator Tenure		
		Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
0%	30.0%	19.8%	34.2%	35.6%	37.0%	32.9%	27.1%
1%–9%	5.8%	7.9%	4.9%	4.4%	3.7%	5.1%	6.6%
10%–19%	10.1%	15.1%	8.2%	6.7%	3.7%	13.3%	8.7%
20%–29%	9.9%	9.5%	11.1%	4.4%	3.7%	12.7%	8.7%
30%–39%	3.6%	4.0%	3.7%	2.2%	11.1%	3.8%	2.6%
40%–49%	2.4%	2.4%	2.1%	4.4%	—	2.5%	2.6%
50%–59%	8.5%	9.5%	7.0%	13.3%	—	4.4%	12.2%
60%–69%	2.4%	3.2%	2.5%	—	—	2.5%	2.6%
70%–79%	5.3%	4.0%	6.6%	2.2%	7.4%	5.7%	4.8%
80%–89%	5.3%	7.9%	4.1%	4.4%	3.7%	5.7%	5.2%
90%–99%	4.1%	1.6%	3.3%	15.6%	3.7%	1.9%	5.7%
100%	12.6%	15.1%	12.3%	6.7%	25.9%	9.5%	13.1%

Survey Question: How much of your annual school budget do you have the authority to spend without requiring district approval? Enter a percentage between 0% and 100%.  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B23** Administrator Budget Authority by Region, Metro Area, and Title I Enrollment Status

	Total Admins	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low/Med (0%-49%)	Med-High (50%-74%)	High (75%+)
0%	30.0%	36.8%	23.1%	35.7%	20.9%	22.2%	33.1%	32.9%	25.0%	27.3%	32.9%
1%–9%	5.8%	9.2%	6.0%	4.5%	4.5%	1.7%	7.6%	7.1%	7.5%	3.4%	5.6%
10%–19%	10.1%	9.2%	13.7%	8.4%	9.0%	8.5%	10.2%	11.4%	8.8%	12.5%	10.5%
20%–29%	9.9%	6.6%	12.0%	11.0%	7.5%	11.1%	6.4%	12.9%	6.3%	10.2%	10.5%
30%–39%	3.6%	1.3%	3.4%	2.6%	9.0%	7.7%	2.5%	1.4%	2.5%	3.4%	5.6%
40%–49%	2.4%	2.6%	3.4%	0.6%	4.5%	3.4%	1.3%	2.9%	1.3%	4.5%	2.1%
50%–59%	8.5%	10.5%	10.3%	5.8%	9.0%	10.3%	8.9%	6.4%	13.8%	6.8%	6.3%
60%–69%	2.4%	2.6%	2.6%	2.6%	1.5%	1.7%	2.5%	2.9%	2.5%	4.5%	0.7%
70%–79%	5.3%	3.9%	6.0%	5.2%	6.0%	4.3%	5.7%	5.7%	5.0%	2.3%	7.0%
80%–89%	5.3%	7.9%	3.4%	5.2%	6.0%	6.0%	5.7%	4.3%	7.5%	4.5%	4.9%
90%–99%	4.1%	1.3%	3.4%	4.5%	7.5%	6.8%	2.5%	3.6%	5.0%	4.5%	4.9%
100%	12.6%	7.9%	12.8%	13.6%	14.9%	16.2%	13.4%	8.6%	15.0%	15.9%	9.1%

Survey Question: How much of your annual school budget do you have the authority to spend without requiring district approval? Enter a percentage between 0% and 100%.  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B24** Investments Over the Next Three Years (Outside of COVID-19 Relief Funds) by School Size, Tenure, and Academic Classification

	Total Admins	School Size			Administrator Tenure			Academic State Classification		
		Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years	Behind	Average	Ahead
Technological devices	45.4%	43.7%	45.7%	48.9%	55.6%	46.8%	43.2%	48.6%	42.7%	45.8%
Core curriculum materials	36.7%	37.3%	38.7%	24.4%	22.2%	43.7%	33.6%	41.4%	42.0%	28.1%
Supplemental curriculum materials	33.1%	34.9%	33.3%	26.7%	37.0%	33.5%	32.3%	37.8%	38.0%	24.8%
Building maintenance or upgrades	32.9%	34.9%	31.7%	33.3%	37.0%	31.0%	33.6%	23.4%	33.3%	39.2%
Apps or other software	21.3%	23.0%	19.3%	26.7%	18.5%	18.4%	23.6%	24.3%	20.7%	19.6%
School grounds maintenance or upgrades	20.3%	23.0%	18.9%	20.0%	33.3%	22.2%	17.5%	17.1%	18.7%	24.2%
Bonuses or compensation of personnel	16.7%	15.9%	16.9%	17.8%	22.2%	16.5%	16.2%	18.0%	12.7%	19.6%
STEM equipment/robotics	15.9%	18.3%	14.8%	15.6%	11.1%	14.6%	17.5%	18.0%	14.0%	16.3%
Classroom furniture	10.6%	11.1%	10.7%	8.9%	11.1%	8.9%	11.8%	9.9%	8.7%	13.1%
Playground/outdoor equipment	9.7%	15.9%	8.2%	—	3.7%	10.8%	9.6%	8.1%	10.0%	10.5%
Cleaning/sanitation equipment and supplies	7.7%	4.0%	8.6%	13.3%	3.7%	5.1%	10.0%	8.1%	6.7%	8.5%
Audio-video equipment	7.0%	7.1%	6.2%	11.1%	3.7%	5.1%	8.7%	3.6%	6.0%	10.5%
Athletic equipment	5.8%	4.8%	6.6%	4.4%	3.7%	7.0%	5.2%	1.8%	8.0%	6.5%
Other	3.4%	0.8%	3.7%	8.9%	3.7%	2.5%	3.9%	4.5%	3.3%	2.6%
None of the above	1.4%	1.6%	1.6%	—	3.7%	0.6%	1.7%	0.9%	2.0%	1.3%

Survey Question: Outside of COVID-19 relief funds, which of the following, if any, is your school most likely to invest in over the next three years? Select up to three.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR



**Table B25** Investments Over the Next Three Years (Outside of COVID-19 Relief Funds) by Region, Metro Area, and Title I Enrollment Status

	Total Admins	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low/Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Technological devices	45.4%	42.1%	41.0%	51.3%	43.3%	39.3%	48.4%	47.1%	45.0%	39.8%	48.3%
Core curriculum materials	36.7%	42.1%	40.2%	30.5%	38.8%	30.8%	38.2%	40.0%	30.0%	42.0%	35.7%
Supplemental curriculum materials	33.1%	34.2%	31.6%	33.8%	32.8%	34.2%	32.5%	32.9%	27.5%	42.0%	34.3%
Building maintenance or upgrades	32.9%	34.2%	32.5%	31.2%	35.8%	29.1%	35.0%	33.6%	52.5%	29.5%	25.2%
Apps or other software	21.3%	21.1%	19.7%	22.1%	22.4%	23.1%	22.3%	18.6%	13.8%	20.5%	26.6%
School grounds maintenance or upgrades	20.3%	18.4%	23.1%	19.5%	19.4%	18.8%	21.0%	20.7%	22.5%	8.0%	18.2%
Bonuses or compensation of personnel	16.7%	10.5%	13.7%	18.2%	25.4%	16.2%	17.8%	15.7%	17.5%	13.6%	19.6%
STEM equipment/robotics	15.9%	17.1%	11.1%	18.8%	16.4%	16.2%	14.6%	17.1%	11.3%	21.6%	16.8%
Classroom furniture	10.6%	14.5%	11.1%	12.3%	1.5%	16.2%	8.3%	8.6%	15.0%	9.1%	9.8%
Playground/outdoor equipment	9.7%	15.8%	8.5%	7.8%	9.0%	11.1%	10.2%	7.9%	13.8%	8.0%	7.0%
Cleaning/sanitation equipment and supplies	7.7%	3.9%	7.7%	7.8%	11.9%	9.4%	6.4%	7.9%	11.3%	9.1%	7.7%
Audio-video equipment	7.0%	7.9%	6.0%	7.1%	7.5%	8.5%	6.4%	6.4%	11.3%	6.8%	4.9%
Athletic equipment	5.8%	1.3%	6.8%	9.7%	—	4.3%	5.1%	7.9%	6.3%	8.0%	4.9%
Other	3.4%	3.9%	3.4%	1.9%	6.0%	5.1%	3.2%	2.1%	2.5%	2.3%	2.8%
None of the above	1.4%	1.3%	2.6%	1.3%	—	1.7%	1.9%	0.7%	—	1.1%	1.4%

Survey Question: Outside of COVID-19 relief funds, which of the following, if any, is your school most likely to invest in over the next three years? Select up to three.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B26** Current School Supply Status

	Excellent	Very good	Good	Fair	Poor
Cleaning/disinfecting supplies	31%	36%	26%	5%	1%
Curriculum supplies	19%	40%	30%	11%	1%
Technology	21%	42%	26%	9%	3%
Other classroom supplies (pencils, pens, paper, etc.)	25%	42%	27%	5%	1%

Survey Question: How would you rate your school's current supply of each of the following in the classroom?

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B27** Investments Using COVID-19 Relief Funds by School Size and Tenure

	Total Admins	School Size			Administrator Tenure		
		Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Cleaning/sanitation equipment and supplies	57.2%	56.3%	56.4%	64.4%	33.3%	55.1%	61.6%
Athletic equipment	2.9%	1.6%	2.5%	8.9%	3.7%	3.8%	2.2%
Playground/outdoor equipment	11.6%	13.5%	11.5%	6.7%	11.1%	13.9%	10.0%
Core curriculum materials	30.2%	38.1%	27.2%	24.4%	37.0%	37.3%	24.5%
Supplemental curriculum materials	44.7%	44.4%	44.4%	46.7%	59.3%	49.4%	39.7%
Technological devices	54.1%	57.9%	52.3%	53.3%	66.7%	55.7%	51.5%
Apps or other software	27.3%	27.0%	25.5%	37.8%	33.3%	27.2%	26.6%
Audio-video equipment	15.7%	15.9%	14.8%	20.0%	14.8%	17.1%	14.8%
STEM equipment/robotics	15.0%	15.9%	14.4%	15.6%	7.4%	18.4%	13.5%
Building maintenance or upgrades	35.5%	38.1%	35.4%	28.9%	37.0%	36.7%	34.5%
School grounds maintenance or upgrades	23.4%	23.8%	23.5%	22.2%	18.5%	24.1%	23.6%
Bonuses or compensation of personnel	35.0%	32.5%	36.2%	35.6%	44.4%	36.7%	32.8%
Classroom furniture	16.4%	18.3%	15.6%	15.6%	18.5%	17.1%	15.7%
Other	11.1%	7.9%	11.5%	17.8%	14.8%	8.9%	12.2%
None of the above	2.7%	2.4%	3.3%	—	3.7%	2.5%	2.6%

Survey Question: When it comes to spending COVID-19 relief funds, which of the following categories are you most likely to invest in? Select all that apply.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B28** Investments Using COVID-19 Relief Funds by Region, Metro Area, and Title I Enrollment Status

	Total Admins	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low/Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Cleaning/sanitation equipment and supplies	57.2%	55.3%	65.0%	57.1%	46.3%	61.5%	59.2%	51.4%	51.3%	53.4%	62.9%
Athletic equipment	2.9%	2.6%	0.9%	3.2%	6.0%	2.6%	4.5%	1.4%	6.3%	4.5%	1.4%
Playground/outdoor equipment	11.6%	11.8%	9.4%	9.7%	19.4%	16.2%	10.8%	8.6%	16.3%	6.8%	12.6%
Core curriculum materials	30.2%	27.6%	27.4%	35.7%	25.4%	30.8%	26.1%	34.3%	20.0%	40.9%	33.6%
Supplemental curriculum materials	44.7%	52.6%	46.2%	42.2%	38.8%	37.6%	42.7%	52.9%	32.5%	51.1%	46.2%
Technological devices	54.1%	60.5%	53.0%	51.3%	55.2%	54.7%	54.8%	52.9%	55.0%	54.5%	53.8%
Apps or other software	27.3%	26.3%	28.2%	25.3%	31.3%	30.8%	28.7%	22.9%	30.0%	17.0%	26.6%
Audio-video equipment	15.7%	11.8%	16.2%	19.5%	10.4%	16.2%	17.8%	12.9%	22.5%	11.4%	15.4%
STEM equipment/robotics	15.0%	15.8%	17.9%	13.0%	13.4%	9.4%	15.9%	18.6%	6.3%	25.0%	14.0%
Building maintenance or upgrades	35.5%	38.2%	39.3%	33.1%	31.3%	29.1%	35.7%	40.7%	41.3%	33.0%	35.7%
School grounds maintenance or upgrades	23.4%	25.0%	24.8%	20.8%	25.4%	23.9%	19.1%	27.9%	30.0%	14.8%	26.6%
Bonuses or compensation of personnel	35.0%	11.8%	35.0%	43.5%	41.8%	33.3%	30.6%	41.4%	26.3%	42.0%	37.1%
Classroom furniture	16.4%	19.7%	17.1%	13.6%	17.9%	23.1%	15.3%	12.1%	20.0%	12.5%	16.1%
Other	11.1%	17.1%	9.4%	5.8%	19.4%	10.3%	13.4%	9.3%	8.8%	6.8%	11.9%
None of the above	2.7%	3.9%	0.9%	4.5%	—	5.1%	1.9%	1.4%	2.5%	1.1%	4.2%

Survey Question: When it comes to spending COVID-19 relief funds, which of the following categories are you most likely to invest in? Select all that apply.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B29** Top Decision-Makers for COVID-19 Relief Fund Spending by School Size and Tenure

	Total Admins	School Size			Administrator Tenure		
		Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Principal	57.2%	57.1%	56.0%	64.4%	51.9%	60.8%	55.5%
Assistant principal	27.3%	20.6%	28.8%	37.8%	29.6%	32.3%	23.6%
District leaders	77.5%	62.7%	84.8%	80.0%	66.7%	79.1%	77.7%
Classroom teachers	22.0%	23.8%	20.6%	24.4%	29.6%	19.0%	23.1%
Other office personnel	9.7%	15.9%	7.0%	6.7%	14.8%	8.2%	10.0%
Parents	13.0%	12.7%	11.9%	20.0%	18.5%	13.9%	11.8%
Students	4.6%	4.8%	3.3%	11.1%	7.4%	2.5%	5.7%
PTA/PTO	5.8%	4.8%	4.9%	13.3%	7.4%	5.1%	6.1%
A special committee	15.5%	12.7%	16.9%	15.6%	22.2%	16.5%	14.0%
Other	9.7%	15.9%	7.0%	6.7%	7.4%	8.2%	10.9%
Don't know	1.0%	0.8%	1.2%	—	3.7%	0.6%	0.9%
Do not have COVID-19 relief funds	1.9%	4.0%	1.2%	—	3.7%	1.9%	1.7%

Survey Question: When it comes to making decisions about how to spend COVID-19 relief funds, who is typically involved in those decisions? Select all that apply.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B30** Top Decision-Makers for COVID-19 Relief Fund Spending by Region, Metro Area, and Title I Enrollment Status

	Total Admins	Region				Metro Area			Title I Enrollment Status		
		Northeast	Midwest	South	West	Urban	Suburban	Rural	Low/Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Principal	57.2%	56.6%	57.3%	54.5%	64.2%	62.4%	58.6%	51.4%	62.5%	58.0%	53.8%
Assistant principal	27.3%	31.6%	21.4%	27.9%	31.3%	35.9%	25.5%	22.1%	20.0%	25.0%	31.5%
District leaders	77.5%	68.4%	76.9%	83.8%	74.6%	69.2%	77.1%	85.0%	60.0%	90.9%	82.5%
Classroom teachers	22.0%	21.1%	19.7%	24.7%	20.9%	28.2%	17.8%	21.4%	15.0%	21.6%	25.2%
Other office personnel	9.7%	11.8%	11.1%	7.8%	9.0%	11.1%	8.9%	9.3%	15.0%	10.2%	7.0%
Parents	13.0%	10.5%	8.5%	16.2%	16.4%	16.2%	10.2%	13.6%	7.5%	14.8%	17.5%
Students	4.6%	5.3%	3.4%	5.8%	3.0%	8.5%	1.9%	4.3%	2.5%	3.4%	9.8%
PTA/PTO	5.8%	3.9%	3.4%	7.1%	9.0%	12.0%	2.5%	4.3%	6.3%	3.4%	9.1%
A special committee	15.5%	11.8%	13.7%	17.5%	17.9%	14.5%	15.9%	15.7%	15.0%	13.6%	17.5%
Other	9.7%	10.5%	12.8%	8.4%	6.0%	12.8%	8.3%	8.6%	13.8%	5.7%	9.8%
Don't know	1.0%	2.6%	0.9%	—	1.5%	0.9%	1.3%	0.7%	1.3%	—	—
Do not have COVID-19 relief funds	1.9%	1.3%	2.6%	2.6%	—	2.6%	1.9%	1.4%	5.0%	—	1.4%

Survey Question: When it comes to making decisions about how to spend COVID-19 relief funds, who is typically involved in those decisions? Select all that apply.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B31** Top School Supply List Decision-Makers by School Size and Tenure

	Total Teachers	Total Admins	School Size			Administrator Tenure		
			Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Individual classroom teachers write lists for their classroom	24.8%	35.7%	40.5%	21.5%	25.0%	24.8%	25.6%	27.5%
Lead teacher for that grade level writes one list for entire grade	12.8%	14.7%	8.9%	13.9%	18.7%	14.1%	12.1%	13.0%
All teachers for a single grade level contribute to one list for that grade	56.0%	52.2%	44.3%	60.1%	46.4%	55.4%	53.6%	57.3%
School provides one standard supply list	12.7%	13.5%	12.3%	12.3%	19.0%	14.5%	13.2%	11.0%
District provides one standard supply list	10.0%	5.8%	6.5%	10.7%	7.9%	11.1%	9.6%	8.2%
Other	5.1%	5.8%	5.7%	4.8%	7.1%	4.1%	5.3%	6.0%
Don't know	3.0%	2.7%	2.8%	2.4%	9.5%	3.7%	3.4%	2.0%

Survey Question: Who typically assembles the grade-level school supply lists? Select all that apply.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B32** Top School Supply List Decision-Makers by Region, Metro Area, and Title I Enrollment Status

	Total Teachers	Total Admins	Region				Metro Area			Title I Enrollment Status		
			Northeast	Midwest	South	West	Urban	Suburban	Rural	Low/Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Individual classroom teachers write lists for their classroom	24.8%	35.7%	39.0%	24.9%	17.3%	32.1%	29.0%	23.4%	27.9%	29.2%	26.2%	24.9%
Lead teacher for that grade level writes one list for entire grade	12.8%	14.7%	12.2%	8.8%	19.1%	10.3%	15.0%	13.4%	11.3%	12.9%	12.6%	13.2%
All teachers for a single grade level contribute to one list for that grade	56.0%	52.2%	49.6%	57.9%	59.6%	50.5%	48.6%	57.3%	57.7%	55.5%	58.1%	51.9%
School provides one standard supply list	12.7%	13.5%	10.8%	12.3%	14.1%	12.7%	15.0%	12.4%	11.7%	10.0%	13.1%	14.6%
District provides one standard supply list	10.0%	5.8%	3.8%	11.7%	11.1%	8.0%	11.7%	10.7%	6.4%	9.0%	7.5%	11.8%
Other	5.1%	5.8%	7.6%	3.8%	2.5%	9.2%	7.5%	4.5%	4.7%	5.8%	4.5%	6.4%
Don't know	3.0%	2.7%	3.0%	1.9%	2.8%	4.5%	3.5%	3.2%	2.3%	1.5%	1.9%	4.1%

Survey Question: Who typically assembles the grade-level school supply lists? Select all that apply.  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B33** Top Grade-Level School Supply List Contributors by School Size and Tenure

	Total Teachers	Total Admins	School Size			Administrator Tenure		
			Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Individual teachers	44.6%	54.8%	58.7%	41.6%	44.8%	42.7%	44.4%	49.4%
Grade-level teacher teams	63.6%	61.8%	51.6%	67.8%	57.5%	65.6%	62.1%	62.5%
Principal/assistant principal	40.8%	59.2%	42.5%	42.7%	46.0%	46.2%	41.7%	41.2%
School office staff	15.9%	21.5%	17.9%	16.3%	14.7%	20.1%	15.8%	14.2%
Nurse	0.8%	3.4%	1.4%	1.0%	2.0%	0.7%	1.3%	1.3%
Janitorial staff	0.4%	3.6%	1.0%	0.6%	2.4%	0.4%	1.0%	1.0%
Students	0.9%	3.6%	1.7%	1.0%	1.6%	1.0%	1.5%	1.1%
Parents	2.6%	3.6%	2.6%	2.8%	2.8%	3.2%	2.7%	2.4%
PTA/PTO	3.8%	3.1%	2.5%	4.2%	3.2%	5.0%	3.2%	3.1%
The school district	21.9%	19.6%	18.0%	22.8%	21.8%	26.2%	20.0%	19.3%
Other	4.5%	5.1%	4.4%	4.6%	4.8%	3.2%	4.8%	5.6%
Don't know	2.5%	2.2%	2.6%	2.0%	6.7%	4.0%	2.2%	1.6%

Survey Question: Who is involved in deciding which supplies get added to the grade-level school supply lists (i.e., supplies students are required to purchase)? Select all that apply.  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B34** Top Grade-Level School Supply List Contributors by Region, Metro Area, and Title I Enrollment Status

	Total Teachers	Total Admins	Region				Metro Area			Title I Enrollment Status		
			Northeast	Midwest	South	West	Urban	Suburban	Rural	Low/Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Individual teachers	44.6%	54.8%	49.2%	45.6%	44.6%	45.4%	42.7%	43.2%	51.4%	47.6%	47.3%	42.0%
Grade-level teacher teams	63.6%	61.8%	58.0%	65.5%	68.6%	56.7%	56.3%	66.8%	63.3%	65.5%	65.3%	59.7%
Principal/assistant principal	40.8%	59.2%	42.2%	41.3%	48.1%	38.1%	46.7%	41.0%	43.1%	42.1%	39.9%	45.5%
School office staff	15.9%	21.5%	14.5%	16.5%	14.6%	20.4%	17.0%	17.4%	14.9%	17.7%	14.5%	16.2%
Nurse	0.8%	3.4%	0.4%	0.9%	1.6%	1.2%	0.9%	1.0%	1.4%	0.8%	1.4%	1.3%
Janitorial staff	0.4%	3.6%	0.6%	0.6%	0.6%	1.4%	1.0%	0.9%	0.4%	0.5%	0.3%	1.3%
Students	0.9%	3.6%	0.6%	1.0%	1.4%	1.5%	1.9%	1.0%	1.0%	0.3%	1.4%	1.5%
Parents	2.6%	3.6%	2.6%	2.2%	2.8%	3.4%	3.7%	2.9%	1.9%	2.1%	2.6%	3.2%
PTA/PTO	3.8%	3.1%	3.6%	3.6%	4.1%	3.3%	3.6%	4.7%	2.4%	5.6%	3.8%	2.2%
The school district	21.9%	19.6%	19.1%	21.7%	22.6%	21.8%	23.7%	21.6%	20.4%	16.6%	23.5%	25.6%
Other	4.5%	5.1%	6.8%	3.1%	2.9%	7.6%	6.8%	4.0%	4.0%	4.0%	4.2%	5.7%
Don't know	2.5%	2.2%	2.8%	1.3%	2.5%	3.8%	3.7%	2.2%	2.1%	1.3%	2.2%	3.5%

Survey Question: Who is involved in deciding which supplies get added to the grade-level school supply lists (i.e., supplies students are required to purchase)? Select all that apply.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B35** Top School Supply List Items by School Size and Tenure

	Total Teachers	Total Admins	School Size			Administrator Tenure		
			Small (1-299)	Medium (300-999)	Large (1,000+)	Low: 1-10 Years	Medium: 11-20 Years	High: 21+ Years
Pens/pencils	87.4%	85.5%	86.0%	88.3%	80.2%	88.0%	87.1%	86.5%
Paper/writing pads	63.0%	67.6%	62.9%	63.5%	65.9%	64.2%	63.9%	62.7%
Binders	47.3%	63.8%	50.6%	48.4%	52.8%	48.7%	53.3%	46.3%
Clips/scissors/staplers/pencil sharpeners	58.5%	51.2%	58.4%	58.6%	46.0%	59.2%	57.2%	56.9%
Tape/glue	65.4%	55.3%	61.2%	66.5%	52.0%	64.1%	63.8%	64.7%
Disinfecting wipes	58.3%	47.6%	60.8%	57.0%	46.0%	59.7%	58.5%	53.7%
Disinfecting spray	19.3%	15.5%	19.7%	18.5%	19.4%	21.6%	20.3%	15.4%
Tissues/paper towels	69.7%	64.5%	70.4%	70.0%	54.8%	70.5%	69.6%	67.4%
Colored pencils/crayons	81.9%	73.2%	79.3%	82.9%	65.9%	81.3%	81.3%	80.2%
Calculators	10.6%	29.2%	14.0%	10.8%	28.2%	9.4%	14.1%	14.4%
STEM supplies	5.0%	7.7%	5.4%	5.1%	6.3%	4.7%	5.0%	6.0%
Erasers	67.3%	58.0%	67.6%	67.1%	52.8%	68.1%	66.2%	64.6%
Folders	74.5%	73.9%	74.9%	75.0%	67.5%	74.6%	77.3%	71.9%
Post-it Notes	35.1%	31.6%	30.2%	36.1%	35.7%	35.3%	34.3%	34.6%
Index cards	34.0%	40.1%	33.3%	34.5%	40.9%	35.3%	35.4%	33.6%
Rulers	27.8%	37.0%	32.0%	28.0%	27.0%	28.7%	28.1%	29.6%
Hand sanitizer	53.6%	44.2%	52.1%	52.9%	50.4%	56.7%	53.7%	48.1%
Other devices (tablets, etc.)	4.1%	7.5%	4.6%	4.0%	9.1%	3.7%	5.0%	4.8%
Other	14.6%	9.7%	13.1%	14.2%	15.5%	12.6%	14.0%	15.2%
None of the above	3.7%	5.6%	4.9%	3.3%	6.0%	3.4%	4.3%	3.9%

Survey Question: Which of the following items does your school typically include on the school supply lists? Select all that apply.  
MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR

**Table B36** Top School Supply List Items by Region, Metro Area, and Title I Enrollment Status

	Total Teachers	Total Admins	Region				Metro Area			Title I Enrollment Status		
			Northeast	Midwest	South	West	Urban	Suburban	Rural	Low/Med (0%-49%)	Med-High (50%-74%)	High (75%+)
Pens/pencils	87.4%	85.5%	82.1%	91.7%	90.1%	80.6%	83.0%	89.8%	86.3%	89.7%	87.9%	85.0%
Paper/writing pads	63.0%	67.6%	50.4%	68.2%	68.6%	58.6%	62.3%	64.1%	63.6%	66.1%	62.3%	61.9%
Binders	47.3%	63.8%	41.0%	49.8%	56.3%	43.6%	44.0%	50.5%	51.0%	52.6%	50.3%	46.6%
Clips/scissors/staplers/ pencil sharpeners	58.5%	51.2%	48.8%	63.4%	60.0%	52.8%	52.7%	61.1%	56.2%	63.7%	55.9%	54.6%
Tape/glue	65.4%	55.3%	52.4%	70.7%	66.0%	60.9%	59.6%	68.2%	61.8%	70.8%	60.7%	61.1%
Disinfecting wipes	58.3%	47.6%	45.4%	64.0%	61.3%	49.7%	56.8%	57.4%	56.9%	59.7%	58.1%	55.5%
Disinfecting spray	19.3%	15.5%	16.1%	13.8%	25.2%	17.8%	22.1%	17.7%	18.2%	15.3%	16.1%	21.8%
Tissues/paper towels	69.7%	64.5%	54.0%	78.7%	72.6%	61.3%	65.7%	71.7%	67.6%	73.2%	70.3%	66.2%
Colored pencils/crayons	81.9%	73.2%	71.1%	87.1%	84.3%	74.3%	76.0%	84.2%	79.6%	86.0%	78.9%	78.5%
Calculators	10.6%	29.2%	15.3%	16.9%	10.4%	9.5%	12.7%	14.1%	10.9%	15.6%	13.4%	8.3%
STEM supplies	5.0%	7.7%	7.0%	4.2%	4.1%	7.3%	6.3%	6.1%	3.5%	5.8%	5.8%	4.6%
Erasers	67.3%	58.0%	57.2%	71.6%	68.1%	62.2%	63.6%	68.6%	64.5%	69.2%	64.4%	65.0%
Folders	74.5%	73.9%	69.9%	83.7%	77.1%	62.0%	72.0%	76.9%	72.6%	78.4%	72.4%	72.4%
Post-it Notes	35.1%	31.6%	44.0%	39.5%	28.8%	31.7%	35.5%	41.3%	24.9%	41.9%	31.3%	31.3%
Index cards	34.0%	40.1%	34.1%	34.5%	39.9%	27.9%	41.8%	36.0%	28.0%	40.3%	31.3%	33.8%
Rulers	27.8%	37.0%	23.5%	35.7%	23.6%	31.0%	32.9%	30.3%	24.0%	35.2%	26.4%	25.1%
Hand sanitizer	53.6%	44.2%	43.0%	49.4%	63.8%	46.2%	54.2%	53.7%	49.7%	50.5%	50.8%	55.0%
Other devices (tablets, etc.)	4.1%	7.5%	8.2%	2.6%	4.0%	5.4%	5.4%	4.8%	3.6%	4.5%	4.8%	3.9%
Other	14.6%	9.7%	12.5%	13.9%	14.2%	14.8%	13.6%	13.7%	14.7%	12.1%	13.9%	15.0%
None of the above	3.7%	5.6%	6.8%	2.0%	1.5%	7.7%	6.0%	2.6%	4.3%	2.7%	3.8%	4.9%

Survey Question: Which of the following items does your school typically include on the school supply lists? Select all that apply.

MDR Insights: WeAreTeachers Thought Leadership Survey © 2022, MDR





## About MDR

---

MDR, the education division of Dun & Bradstreet, helps brands, marketers, and sellers establish valuable relationships with educators using vital data, intelligent targeting, engaging content, and integrated multichannel strategies.

The MDR Data Cloud powers education audience solutions with fresh and comprehensive institution and contact data. Our unique combination of best-in-class education data paired with deep market knowledge delivers marketing solutions that extend audience reach and engagement through email, social and display advertising, and sponsored programming on WeAreTeachers.com. Plus, custom research services provide vital data to inform customers' go-to-market strategies.

For more insights into educators and the education market, visit [MDReducation.com](https://www.mdreducation.com), check out our blog, or browse our other reports.

## About WeAreTeachers

---

[WeAreTeachers](https://www.weareteachers.com) is your everyday stop for trusted ideas, stories, and resources to empower teachers and kids. We're a proud community, 3 million educators strong, sharing hugs and high-fives through classroom joys, front office setbacks, and tough parent conferences. We're in this together, fighting for educator voices to be heard, for higher teacher pay, and for a more sustainable and inclusive teaching profession.