

# 2012-2013 School Library Survey Results

September 2013



In the following report, Hanover Research analyzes results from the 2012-2013 *School Library Survey*. The goal of this survey was to assess teaching and learning, library management, and library budget at elementary, middle, and high school libraries in Iowa.

# TABLE OF CONTENTS

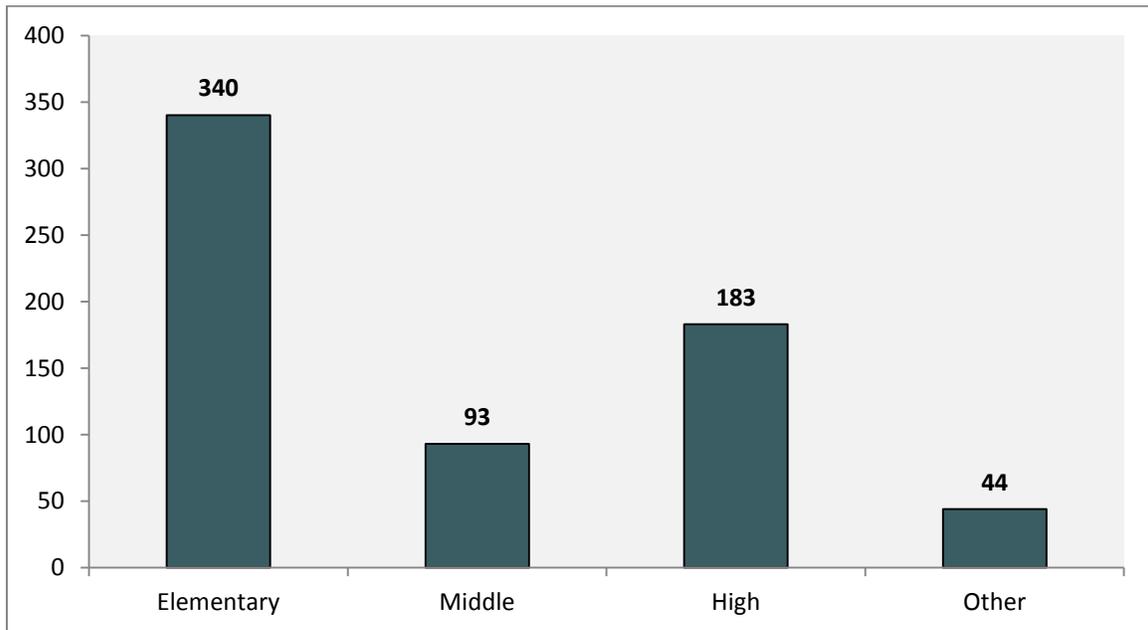
<b>Survey Overview</b> .....	<b>3</b>
<b>Teaching and Learning</b> .....	<b>4</b>
PROFESSIONAL ACTIVITIES: TEACHER LIBRARIANS/LICENSED STAFF .....	4
SCHOOL LIBRARY USAGE .....	9

## SURVEY OVERVIEW

In the following report, Hanover Research analyzes results from the 2012-2013 *School Library Survey* administered on behalf of Iowa Area Education Agencies and the schools of library science at the University of Northern Iowa and University of Iowa. The survey was administered to elementary schools, middle schools, high schools, and independent schools in the state of Iowa. The goal of the survey was to gauge teaching and learning practices, library management, and library budget among schools in Iowa of various levels and enrollment sizes. The final survey yielded  $N=660$  school library respondents. Note that, given the small number of respondents, there may be some response bias in results. Therefore, the results may not be completely representative of all school libraries in the state.

Figure 1, below, shows the number of school respondents by school level.

**Figure 1: Number of School Library Respondents by School Level**



n=660

Note that “Other” schools include independent schools as well as any school that may not fall under traditional elementary, middle, or high school classifications. Elementary schools generally include grades K-5, middle school grades 6-8, and high schools grades 9-12. Schools classified as “other” include any school that does not conform to these ranges—for example, a K-3 school or a combined middle/high school. Note that two respondents did not specify the school’s name; as a result, these respondents are classified as ‘other’ in our analyses. These two respondents are not included in the enrollment level segmentations, as enrollment levels were determined based on school name.

# TEACHING AND LEARNING

## PROFESSIONAL ACTIVITIES: TEACHER LIBRARIANS/LICENSED STAFF

Figure 1.1, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on collaboration activities with teachers at their school. Collaborative activities include identifying materials and planning with teachers, teaching students cooperatively with teachers, and providing teacher and staff in-service training to individuals or groups. Figure 1.2 shows the same data segmented by school enrollment category.

**Figure 1.1: Licensed Library Staff Hours Spent on *Collaboration with Teachers***

SCHOOL LEVEL	TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
Elementary	0.2	1	3.5	7.6	0	0	0	1
Middle	1	3	8	12	0	0	0	0
High	1	3	8	14	0	0	0	0
Other	0	1	5	12.5	0	0	1.3	2

N=523 (teacher librarians); 206 (other licensed staff)

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.2: Licensed Library Staff Hours Spent on *Collaboration with Teachers*, by School Enrollment Category**

ENROLLMENT CATEGORY	TEACHER LIBRARIANS				TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	2010-2011				2012-2013				2012-2013			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
1,000+ Students	2	5	9	13.5	5	10.1	15	31.3	0	0	0	8
600 to 999	1	3	7	10	1.5	5	10	14	0	0	0	0
500 to 599	1	3	7	11	0.2	2	7	15	0	0	0	0
400 to 499	0.5	2	4	9	0	2.5	5.5	11	0	0	0	1
300 to 399	0.5	2	4.5	7.8	0.8	2	4.5	8	0	0	0	2.5
200 to 299	0	1	2	5	0.5	1.1	2.5	5.5	0	0	0	0
199 or Fewer	0	0.5	1.5	3.5	0	1	2.5	6	0	0	0	2

N=523 (teacher librarians); 206 (other licensed staff) [N counts refer to 2012-2013 results only]

Note that, given the small number of respondents, there may be some response bias in results.

Figure 1.3 reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with Information Literacy curriculum. These activities primarily include providing information literacy instruction individually or to a group (e.g., locating, evaluating, and citing sources). Figure 1.4 shows the same data segmented by enrollment category.

**Figure 1.3: Licensed Library Staff Hours Spent on Information Literacy Curriculum**

SCHOOL LEVEL	TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
Elementary	0.5	2	6	10	0	0	0	1
Middle	1	2	5	10	0	0	0	0
High	0.5	1	5	7	0	0	0	0.5
Other	0	1	4	10	0	0	0.5	3

N=572 (teacher librarians); 208 (other licensed staff)

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.4: Licensed Library Staff Hours Spent on Information Literacy Curriculum, by School Enrollment Category**

ENROLLMENT CATEGORY	TEACHER LIBRARIANS				TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	2010-2011				2012-2013				2012-2013			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
1,000+ Students	5	7	11	21	2	4	6	12	0	0	0	4
600 to 999	2	6	8	12.5	1	5	10	12	0	0	0	0.1
500 to 599	1	5.5	8.8	11.5	1	2	5	10	0	0	0	0
400 to 499	1	3.5	7.5	12	0	1.3	5	10	0	0	0	0.5
300 to 399	1	2.5	6	10	0.5	2	5.8	10	0	0	0	0.5
200 to 299	0	1.2	4	7	0.5	1.3	4	8	0	0	0	0
199 or Fewer	0	1	2.1	5	0	1	3	6	0	0	0.3	4

N=570 (teacher librarians); 206 (other licensed staff) [N counts refer to 2012-2013 results only]

Note that, given the small number of respondents, there may be some response bias in results.

Figure 1.5 reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with reading and literacy. These activities primarily include implementing reading and literacy incentive activities and/or promoting reading guidance (e.g., reader’s advisory, book talks, book clubs, storytimes, puppet shows, and author visits). Figure 1.6 shows the same data segmented by enrollment category.

**Figure 1.5: Licensed Library Staff Hours Spent on Reading/Literacy**

SCHOOL LEVEL	TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
Elementary	0.3	1.5	5	8	0	0	0	1
Middle	0.3	2	3.5	6	0	0	0	0
High	0	1	2.5	5	0	0	0	0.1
Other	0	1	3	5	0	0	0	2

N=559 (teacher librarians); 205 (other licensed staff)

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.6: Licensed Library Staff Hours Spent on Reading/Literacy, by School Enrollment Category**

ENROLLMENT CATEGORY	TEACHER LIBRARIANS				TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	2010-2011				2012-2013				2012-2013			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
1,000+ Students	1	2	4	5	1	2.3	5	8.5	0	0	1.5	5
600 to 999	1	3	5	8	1	3	5	9	0	0	0	5
500 to 599	0.5	1	4	8	0.5	2	4	8	0	0	0	0
400 to 499	0.3	1	5	7	0	1	3	8	0	0	0	1
300 to 399	0.2	1	4	6	0	1	3.5	8	0	0	0	1
200 to 299	0	0.5	2	3	0.3	1	3	6	0	0	0	0
199 or Fewer	0	0.3	1.3	3	0	0.5	2.5	4	0	0	0	1

N=557 (teacher librarians); 203 (other licensed staff) [N counts refer to 2012-2013 results only]

Note that, given the small number of respondents, there may be some response bias in results.

Figure 1.7 reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with leadership. These activities include meeting with principal or district administrators, attending general faculty and/or staff meetings, and meeting standards and/or curriculum committees or teams or task forces. Figure 1.8 shows the same data segmented by enrollment category.

**Figure 1.7: Licensed Library Staff Hours Spent on Leadership Activities**

SCHOOL LEVEL	TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
Elementary	0	1	2	3	0	0	0	0.5
Middle	0	1.5	3	3.5	0	0	0	0
High	0.5	1.5	3	4	0	0	0	0.1
Other	0	1	2	3	0	0	0	1

N=513 (teacher librarians); 200 (other licensed staff)

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.8: Licensed Library Staff Hours Spent on Leadership Activities, by School Enrollment Category**

ENROLLMENT CATEGORY	TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
1,000+ Students	2	3	4	6.5	0	0	0	2
600 to 999	0.5	2	3	4	0	0	0	0.6
500 to 599	0	1	2	3	0	0	0	0
400 to 499	0	1	2.4	3.5	0	0	0	0.5
300 to 399	0	1	2.2	3	0	0	0	0.4
200 to 299	0.3	1	2	3	0	0	0	0
199 or Fewer	0	0.5	1.8	3	0	0	0	0.5

N=513 (teacher librarians); 200 (other licensed staff)

Note that, given the small number of respondents, there may be some response bias in results.

Figure 1.9 reflects the total hours Teacher Librarians and other licensed staff spend *per week* on activities associated with technology. These activities include managing computers, library automation, and networks in the library, managing computer technology outside the library, managing other technologies in the library (e.g., AV equipment, digital cameras, LCD projectors, etc.), and teaching appropriate uses to technology. Figure 1.10 shows the same data segmented by enrollment category.

**Figure 1.9: Licensed Library Staff Hours Spent on *Technology***

SCHOOL LEVEL	TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
Elementary	0.4	2.4	7	11.3	0	0	0	2.5
Middle	1.1	3	8	14	0	0	0	0
High	1.2	4	8	14	0	0	0	10
Other	0	2	8	11	0	0	1	5

N=517 (teacher librarians); 201 (other licensed staff)

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.10: Licensed Library Staff Hours Spent on *Technology*, by School Enrollment Category**

ENROLLMENT CATEGORY	TEACHER LIBRARIANS				OTHER LICENSED STAFF			
	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>
1,000+ Students	4	6	11	14	0	0	2	13
600 to 999	1	6	12	14	0	0	0	3
500 to 599	0.6	4.3	7	14.5	0	0	0	0
400 to 499	0.4	3.7	8	15	0	0	0	1
300 to 399	0.5	3	6.5	11	0	0	0	14
200 to 299	0.5	2	6	11	0	0	0	0
199 or Fewer	0	0.7	3.5	7.5	0	0	0.4	3

N=517 (teacher librarians); 201 (other licensed staff)

Note that, given the small number of respondents, there may be some response bias in results.

**SCHOOL LIBRARY USAGE**

Figure 1.11, below, shows the percentage of the total student population of the school visiting the library during a week in April or May for **independent reading, research, or study**. This includes students who *voluntarily* choose to come to the library, and not students who are present because of visit with a scheduled class. Figure 1.12 shows the same data segmented by school enrollment category.

**Figure 1.11: Percent of Total Student Population Visiting Library for *Voluntary Visit***

SCHOOL LEVEL	2012-2013				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	51.5%	27.8%	10.4%	8.0%	2.4%
Middle	25.8%	41.6%	18.0%	12.4%	2.3%
High	35.4%	42.1%	12.4%	9.0%	1.1%
Other	47.6%	38.1%	7.1%	7.1%	0.0%

N=647

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.12: Percent of Total Student Population Visiting Library for *Voluntary Visit*, by School Enrollment Category**

ENROLLMENT CATEGORY	2012-2013				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
1,000+ Students	20.7%	44.8%	10.3%	24.1%	0.0%
600 to 999	35.6%	45.8%	13.6%	5.1%	0.0%
500 to 599	33.9%	44.6%	10.7%	10.7%	0.0%
400 to 499	43.3%	33.0%	12.4%	8.3%	3.1%
300 to 399	40.7%	37.0%	10.4%	8.9%	3.0%
200 to 299	47.9%	27.8%	13.9%	8.3%	2.1%
199 or Fewer	52.8%	28.0%	10.4%	7.2%	1.6%

N=645

Note that, given the small number of respondents, there may be some response bias in results.

Figure 1.13, below, shows the percentage of the total student population of the school visiting the library during a week in April or May for **planned, scheduled instruction on information literacy skills or for other curriculum work**. This includes any student who visited the library with a group or class, including classes visiting the library for book checkout. This does not include students who visited the library voluntarily. Figure 1.14 shows the same data segmented by school enrollment category.

**Figure 1.13: Percent of Total Student Population Visiting Library for *Scheduled Visit***

SCHOOL LEVEL	2012-2013				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	5.9%	2.7%	4.1%	14.8%	72.5%
Middle	19.1%	31.5%	27.0%	18.0%	4.5%
High	47.2%	27.5%	14.0%	9.0%	2.3%
Other	19.1%	7.1%	14.3%	26.2%	33.3%

N=647

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.14: Percent of Total Student Population Visiting Library for *Scheduled Visit*, by School Enrollment Category**

ENROLLMENT CATEGORY	2012-2013				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
1,000+ Students	27.6%	27.6%	31.0%	13.8%	0.0%
600 to 999	8.5%	27.1%	13.6%	23.7%	27.1%
500 to 599	17.9%	10.7%	8.9%	10.7%	51.8%
400 to 499	13.4%	14.4%	10.3%	11.3%	50.5%
300 to 399	17.8%	11.9%	10.4%	13.3%	46.7%
200 to 299	28.5%	11.8%	8.3%	15.3%	36.1%
199 or Fewer	21.6%	9.6%	8.8%	13.6%	46.4%

N=645

Note that, given the small number of respondents, there may be some response bias in results.

Figure 1.15, below, shows the percentage of teachers who have **collaborated with the Teacher Librarian** to plan and deliver instruction during the school year. This percentage includes any classroom teacher who collaborated with a Teacher Librarian in regards to planning, preparing, and/or delivering instruction. Figure 1.16 shows the same data segmented by school enrollment category.

**Figure 1.15: Percent of Classroom Teachers Collaborating with Teacher Librarian**

<i>SCHOOL LEVEL</i>	<b>2012-2013</b>				
	<b>0% TO 25%</b>	<b>26% TO 50%</b>	<b>51% TO 75%</b>	<b>76% TO 99%</b>	<b>100%</b>
Elementary	65.1%	14.5%	9.2%	7.7%	3.6%
Middle	52.8%	32.6%	14.6%	0.0%	0.0%
High	68.5%	23.6%	5.6%	1.7%	0.6%
<i>Other</i>	69.1%	9.5%	19.1%	0.0%	2.4%

N=647

Note that, given the small number of respondents, there may be some response bias in results.

**Figure 1.16: Percent of Classroom Teachers Collaborating with Teacher Librarian, by School Enrollment Category**

<i>ENROLLMENT CATEGORY</i>	<b>2012-2013</b>				
	<b>0% TO 25%</b>	<b>26% TO 50%</b>	<b>51% TO 75%</b>	<b>76% TO 99%</b>	<b>100%</b>
1,000+ Students	41.4%	31.0%	24.1%	3.5%	0.0%
600 to 999	54.2%	28.8%	15.3%	1.7%	0.0%
500 to 599	62.5%	12.5%	14.3%	5.4%	5.4%
400 to 499	63.9%	21.7%	8.3%	3.1%	3.1%
300 to 399	60.7%	22.2%	7.4%	7.4%	2.2%
200 to 299	74.3%	15.3%	6.3%	2.8%	1.4%
199 or Fewer	68.8%	14.4%	8.8%	5.6%	2.4%

N=645

Note that, given the small number of respondents, there may be some response bias in results.

## PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds partner expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

## CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties which extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every partner. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Partners requiring such services are advised to consult an appropriate professional.



1750 H Street NW, 2<sup>nd</sup> Floor  
Washington, DC 20006

P 202.756.2971 F 866.808.6585  
[www.hanoverresearch.com](http://www.hanoverresearch.com)