

2013-14 Iowa School Library Study: *School Level Results*

April 2016



In the following report, Hanover Research analyzes results from the 2013-14 *School Library Programs Survey*, at the school level. The goal of this report is to assess teaching and learning, library management, and library budget at elementary, middle, and high school libraries in Iowa.

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SURVEY OVERVIEW

In the following report, Hanover Research analyzes results from the 2013-2014 *School Library Programs Survey*. 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 enrollment sizes. **The survey yields 681 school library respondents, which is small relative to the state. Therefore, these survey findings are not generalizable to all districts and schools in Iowa.**

Among valid records, there is considerable misreporting of total hours worked and hours spent on individual tasks. For example, some libraries reported hours for teacher librarians even though the library had indicated no headcount for teacher librarians. In the figures that describe the data on hours worked (Figures 1.1, 1.2, 1.5 through 1.13, and 2.7 and 2.8), only records that reported the school having one or more teacher librarians, other licensed staff, or library associates are included. Therefore, some observation counts are significantly lower than the 681 total records included in this report.

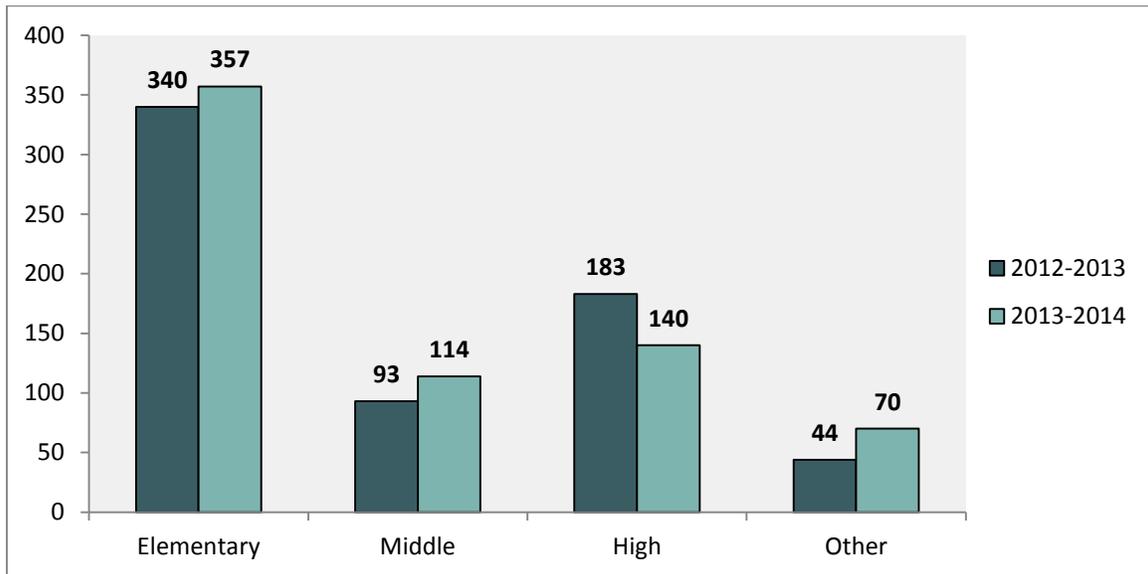
This report examines this year's survey responses and compares them to those from the 2012-2013 year. Compared to last year's report, there is a difference in how schools are categorized into the "Elementary" group. Previously, this group was comprised exclusively of K-5 and K-6 schools. However, this year's report also filters schools with Grades K-2 and 3-5, which were previously categorized as "Other", into this group. The main reason for this change is that these "Primary" and "Intermediate" schools cover grades that are purely within the range of traditional "Elementary" schools, unlike "Secondary" schools which merge both "Middle" and "High" school grades. "K-12" schools, "Secondary" schools, and non-public schools make up the "Other" category.

Finally, note that all reported percentages are rounded to the nearest percentage point, all reported dollar amounts are rounded to the nearest dollar, and all reported hours are rounded to the nearest tenth of an hour.

Figure 1, below, shows the number of school respondents by school level (e.g. Elementary, Middle, High, Other), while Figure 2 illustrates the number of respondents by enrollment category. This report analyzes responses by school level, wherever possible.¹

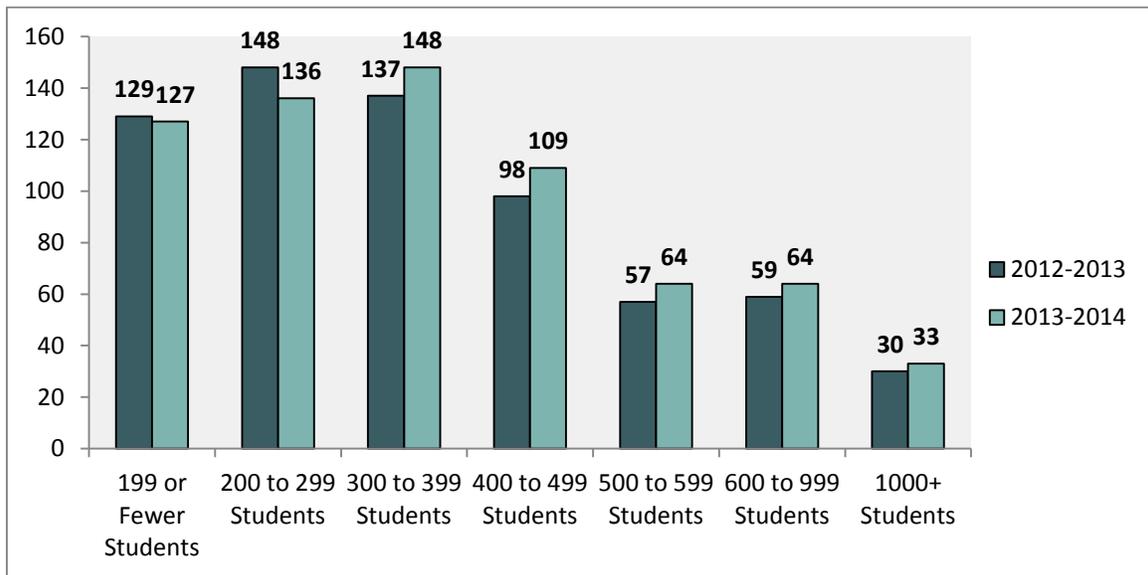
¹ Only one individual from each school completed the survey. As such, survey respondents represent a single school.

Figure 1: Number of School Library Respondents by School Level



N = 681

Figure 2: Number of School Library Respondents by Enrollment Category



N = 681

SECTION I: TEACHING AND LEARNING

HOURS WORKED PER WEEK

Figure 1.1, below, reflects the total hours worked per week by a certified Teacher Librarian in one building (e.g., one school in the school district). Note that a Teacher Librarian must hold an Iowa Teacher Librarian Endorsement to qualify for the position. Figure 1.2 that follows reflects the total hours worked per week by all other paid support staff—this includes library associates or other paid support staff such as non-licensed personnel and classroom teachers/technology teachers serving in the teacher librarian role. The paid support staff category does *not* include volunteers, student workers, or other unpaid staff.

Figure 1.1: Hours Worked per Week by *Teacher Librarians*

SCHOOL LEVEL	2012-2013 (HOURS WORKED)				2013-2014 (HOURS WORKED) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	3.3	15	27.5	40	6.6	17.8	37.5	40
Middle	8	20	40	40	8.8	20	40	40
High	8	20	40	40	8	20	40	40
<i>Other</i>	6	19	31	40	7	16	32	40
SCHOOL LEVEL	2012-2013 (HEAD COUNT)				2013-2014 (HEAD COUNT) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	1	1	1	1	1	1	1
Middle	1	1	1	1	1	1	1	1
High	1	1	1	1	1	1	1	1
<i>Other</i>	1	1	1	1	1	1	1	1

Figure 1.2: Hours Worked per Week by Paid Support Staff²

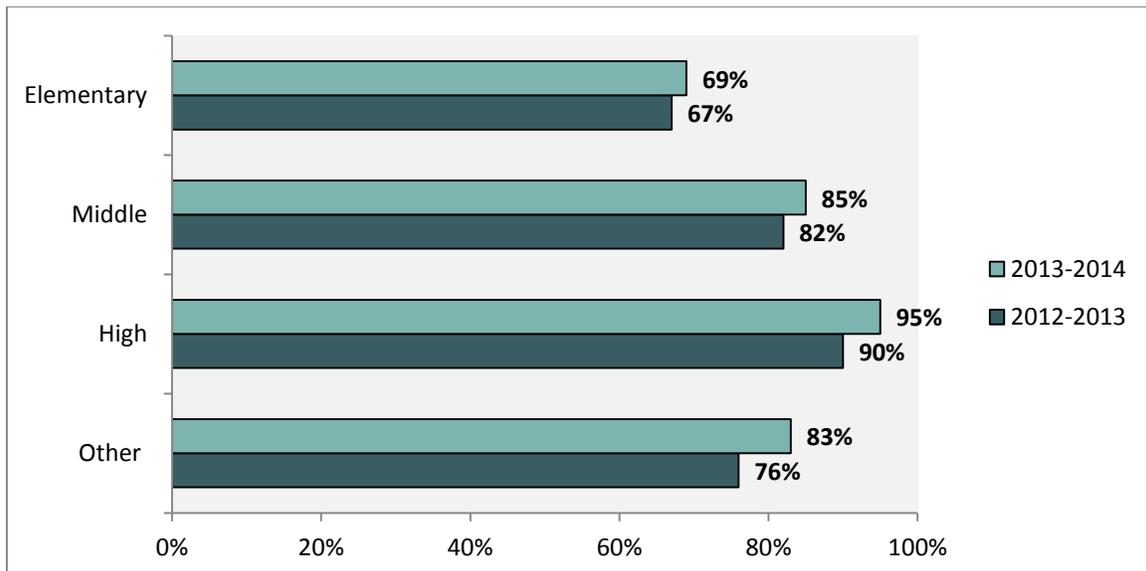
SCHOOL LEVEL	2012-2013 (HOURS WORKED)				2013-2014 (HOURS WORKED) (N=623)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	20	33	39	43.5	21	34	37.5	40
Middle	29	35	40	54.5	32.5	35	40	50
High	20	34.8	40	48	32	37.5	40	66
Other	10.8	30	40	40	20	32.5	37.5	40

SCHOOL LEVEL	2012-2013 (HEAD COUNT)				2013-2014 (HEAD COUNT) (N=623)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	1	1	2	1	1	1	2
Middle	1	1	1	2	1	1	1	2
High	1	1	1	2	1	1	1	2
Other	1	1	1	2	1	1	1	2

LIBRARY HOURS AND ACCESS

Figure 1.3, below, shows the percentage of school libraries in Iowa that are open, accessible, and provide instruction, programming, and/or services *all day, every day* that students and/or staff are present. Figure 1.4 shows the percentage of school libraries in Iowa that are open during the summer for students and staff to access. Overall, there are slight improvements in the availability of library resources across all school levels over the past year.

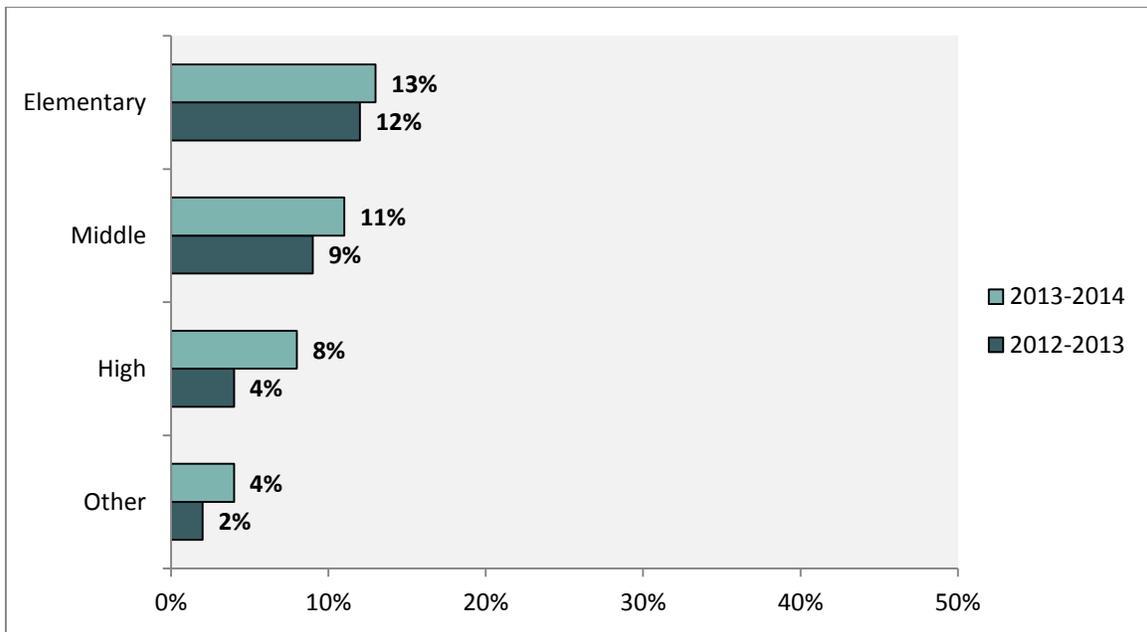
Figure 1.3: Percentage of School Libraries Open Daily



N = 681

Figure 1.4: Percentage of School Libraries Open During Summer

² Includes: (1) Library Associates or other non-licensed personnel; and (2) All other licensed or paid staff (e.g., any Classroom Teacher/Technology Teacher serving in the Teacher Librarian role).



N = 681

PROFESSIONAL ACTIVITIES: TEACHER LIBRARIANS/LICENSED STAFF

For all tasks specified in the survey, there is not a clear pattern in which hours spent by teacher librarians have changed. However, other licensed staff members appear to have spent more time on almost all tasks compared to last year's results.

Figure 1.5, 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 1.5: Licensed Library Staff Hours Spent on *Collaboration with Teachers*

SCHOOL LEVEL	TEACHER LIBRARIANS (2012-2013)				TEACHER LIBRARIANS (2013-2014) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.2	1	3.5	7.6	0.5	1.5	4	7.5
Middle	1	3	8	12	0.6	3.3	7.8	18
High	1	3	8	14	0.5	3	8	15
Other	0	1	5	12.5	0	1.6	5.5	12
SCHOOL LEVEL	OTHER LICENSED STAFF (2012-2013)				OTHER LICENSED STAFF (2013-2014) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	1	0	1	2	5.5
Middle	0	0	0	0	0	2	8	12
High	0	0	0	0	0	0	2	5
Other	0	0	1.3	2	0	0	2.5	3.5

Figure 1.6, below, 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 1.6: Licensed Library Staff Hours Spent on *Information Literacy Curriculum*

<i>SCHOOL LEVEL</i>	TEACHER LIBRARIANS (2012-2013)				TEACHER LIBRARIANS (2013-2014) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.5	2	6	10	0.5	2.5	6	12
Middle	1	2	5	10	0.5	2	5	10
High	0.5	1	5	7	0.3	1	4	10
<i>Other</i>	0	1	4	10	0	1	3	5
<i>SCHOOL LEVEL</i>	OTHER LICENSED STAFF (2012-2013)				OTHER LICENSED STAFF (2013-2014) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	1	0	0.5	3	8
Middle	0	0	0	0	0	1	2	2
High	0	0	0	0.5	0	0	0	0
<i>Other</i>	0	0	0.5	3	0	0.2	3.8	7

Figure 1.7, below, 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 1.7: Licensed Library Staff Hours Spent on *Reading/Literacy*

<i>SCHOOL LEVEL</i>	TEACHER LIBRARIANS (2012-2013)				TEACHER LIBRARIANS (2013-2014) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.3	1.5	5	8	0	1	4	8
Middle	0.3	2	3.5	6	0	1	4	5
High	0	1	2.5	5	0	1	2	5
<i>Other</i>	0	1	3	5	0	1	2	4
<i>SCHOOL LEVEL</i>	OTHER LICENSED STAFF (2012-2013)				OTHER LICENSED STAFF (2013-2014) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	1	0	0	2	6
Middle	0	0	0	0	0	0.5	3	5
High	0	0	0	0.1	0	0	0	0
<i>Other</i>	0	0	0	2	0	0	1.8	9

Figure 1.8, below, 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: Licensed Library Staff Hours Spent on *Leadership Activities*

<i>SCHOOL LEVEL</i>	TEACHER LIBRARIANS (2012-2013)				TEACHER LIBRARIANS (2013-2014) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	1	2	3	0	1	2	3
Middle	0	1.5	3	3.5	0.1	1.5	3	5
High	0.5	1.5	3	4	0.5	1.5	2.5	4.5
<i>Other</i>	0	1	2	3	0	1	1.5	3.5
<i>SCHOOL LEVEL</i>	OTHER LICENSED STAFF (2012-2013)				OTHER LICENSED STAFF (2013-2014) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	0.5	0	0.5	2.5	4.3
Middle	0	0	0	0	0	1.5	3	3
High	0	0	0	0.1	0	0	2.5	3
<i>Other</i>	0	0	0	1	0	0	1.5	2

Figure 1.9, below, 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 of technology.

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

<i>SCHOOL LEVEL</i>	TEACHER LIBRARIANS (2012-2013)				TEACHER LIBRARIANS (2013-2014) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.4	2.4	7	11.3	0.5	2.5	6	11.3
Middle	1.1	3	8	14	1	3.4	8	18
High	1.2	4	8	14	1	3.5	7	16
<i>Other</i>	0	2	8	11	0.5	1.8	8	20
<i>SCHOOL LEVEL</i>	OTHER LICENSED STAFF (2012-2013)				OTHER LICENSED STAFF (2013-2014) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	2.5	0	2	6.5	17
Middle	0	0	0	0	0	1	2.5	3
High	0	0	0	10	0	0	15	24
<i>Other</i>	0	0	1	5	0	0.9	2	4

Figure 1.10, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on all other professional activities. These activities include retrieving materials, circulation, and re-shelving, teaching as a classroom teacher in another curricular area, and performing additional school duties unrelated to school library services (e.g., study halls, monitoring halls, lunch duty, playground duty, bus duty, etc.).

Figure 1.10: Licensed Library Staff Hours Spent on *All Other Activities*

<i>SCHOOL LEVEL</i>	TEACHER LIBRARIANS (2012-2013)				TEACHER LIBRARIANS (2013-2014) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	1.5	5.4	12.5	0.1	2	5	12
Middle	0	1	6	11	0.4	1.8	6	12
High	0.8	3.5	7	16	1	3	9	18
<i>Other</i>	0	1	8.5	29.5	1	2.5	5.5	23
<i>SCHOOL LEVEL</i>	OTHER LICENSED STAFF (2012-2013)				OTHER LICENSED STAFF (2013-2014) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	14	0	4	13	22
Middle	0	0	0	14	2.3	4.6	20.6	35
High	0	0	4	28	0	0	5	5.2
<i>Other</i>	0	0	9	20.5	2.2	10.7	31.3	36.8

PROFESSIONAL ACTIVITIES: LIBRARY ASSOCIATE ACTIVITIES

Compared to the 2012-2013 year, library associates spent more time on tasks not categorized as either “reading promotion and guidance” or “technology” as compared with last year’s results (Figure 1.13).

Figure 1.11, below, reflects the total hours Library Associate employees spend *per week* on reading promotion and guidance. This activity primarily includes preparing displays or preparing materials for teachers at their school.

Figure 1.11: Library Associate Staff Hours Spent on Reading Promotion and Guidance

SCHOOL LEVEL	2012-2013				2013-2014 (N=604)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	2	4	9.5	1	2	5	11
Middle	1	2	5	9.3	1	2	5	9.7
High	0	1	2.5	5	0.5	2	4	9
Other	0	1	4	10	0.5	2	3	10

Figure 1.12, below, reflects the total hours Library Associate employees spend *per week* on technology. These activities include managing computers, library automation, or networks in the library, managing computer technology outside the library, managing other technologies inside the library (e.g., AV equipment, digital cameras, LCD projectors, etc.), and managing other technologies outside the library.

Figure 1.12: Library Associate Staff Hours Spent on Technology

SCHOOL LEVEL	2012-2013				2013-2014 (N=604)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.5	2	6	11.5	0.5	2	5	11
Middle	1	3	8	15	2	4	9	20
High	0	3	8	20	1	4	8	19.5
Other	0	1	4	14	0	2	6	13.5

Figure 1.13, below, reflects the total hours Library Associate employees spend *per week* on all other activities. These activities include retrieving materials, circulation, and re-shelving, and performing additional school duties unrelated to school library services such as study halls, monitoring halls, lunch duty, playground duty, bus duty, etc.

Figure 1.13: Library Associate Staff Hours Spent on All Other Activities

SCHOOL LEVEL	2012-2013				2013-2014 (N=604)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	11.5	17.5	25	33	12	19.5	25	33.6
Middle	10	20	27	33	13	20	30	35
High	5	15	25	35	10	20	28	37
Other	0.3	11	21.8	28	8.3	21	33	40

SCHOOL LIBRARY USAGE

Figure 1.14, 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 1.14: Percent of Total Student Population Visiting Library for *Voluntary Visit*

SCHOOL LEVEL	2012-2013					2013-2014 (N=677)				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	52%	28%	10%	8%	2%	51%	25%	15%	7%	3%
Middle	26%	42%	18%	12%	2%	23%	42%	21%	12%	2%
High	35%	42%	12%	9%	1%	41%	34%	15%	9%	1%
Other	48%	38%	7%	7%	0%	57%	26%	13%	3%	1%

Figure 1.15, 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.

For “Other” schools, there is a tendency of fewer scheduled visits compared to last year’s results, while there are no substantial differences in the remaining categories.

Figure 1.15: Percent of Total Student Population Visiting Library for *Scheduled Visit*

SCHOOL LEVEL	2012-2013					2013-2014 (N=677)				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	6%	3%	4%	15%	73%	3%	4%	8%	19%	66%
Middle	19%	32%	27%	18%	5%	17%	28%	22%	23%	10%
High	47%	28%	14%	9%	2%	46%	27%	17%	6%	4%
Other	19%	7%	14%	26%	33%	24%	26%	14%	20%	16%

Figure 1.16, 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: Percent of Classroom Teachers Collaborating with Teacher Librarian

SCHOOL LEVEL	2012-2013					2013-2014 (N=677)				
	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%	0% TO 25%	26% TO 50%	51% TO 75%	76% TO 99%	100%
Elementary	65%	15%	9%	8%	4%	61%	15%	8%	11%	5%
Middle	53%	33%	15%	0%	0%	51%	29%	13%	5%	1%
High	69%	24%	6%	2%	1%	69%	24%	5%	2%	0%
Other	69%	10%	19%	0%	2%	66%	20%	6%	6%	3%

Figure 1.17, below, reflects the average weekly circulation of library materials. This includes all circulation materials (fiction and non-fiction) except for textbook circulation, AEA-provided e-books, or statistics related to database usage.

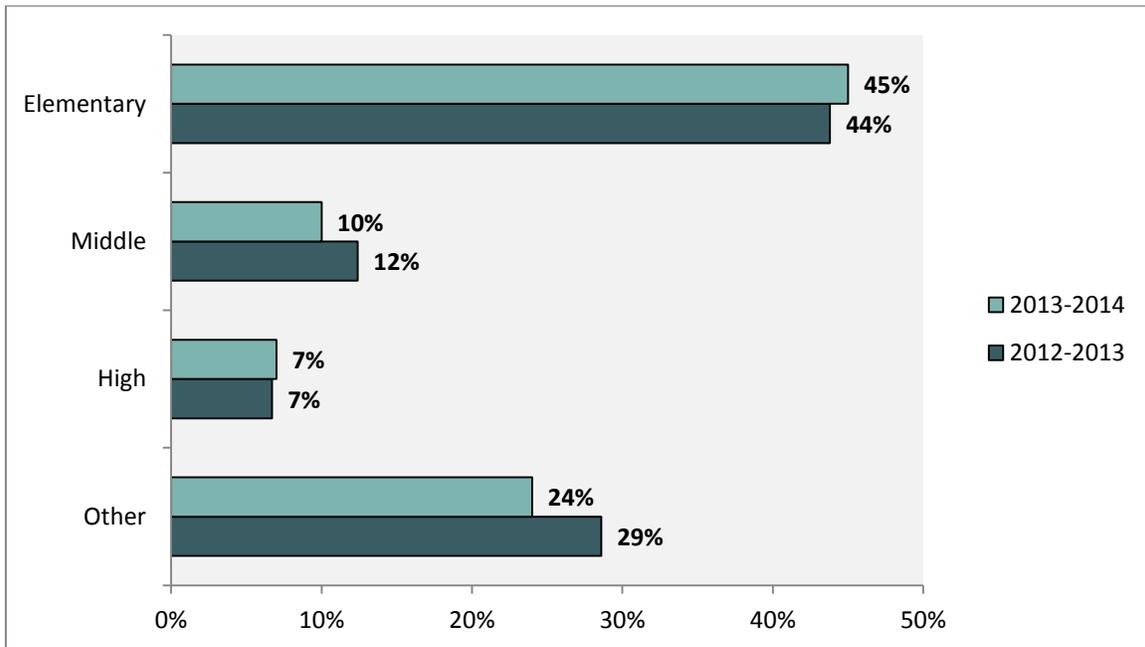
For “Other” schools, the average weekly circulation appears to be lower across all displayed percentiles, with 2013-2014 averages being roughly half of the 2012-2013 averages.

Figure 1.17: Average Weekly Circulation of Library Materials

SCHOOL LEVEL	2012-2013				2013-2014 (N=627)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	311	496	750	1,200	235	500	800	1,300
Middle	153	250	500	748	200	300	445	791
High	40	96	175	327	45	95	194	343
Other	95	308	571	825	50	144	299	418

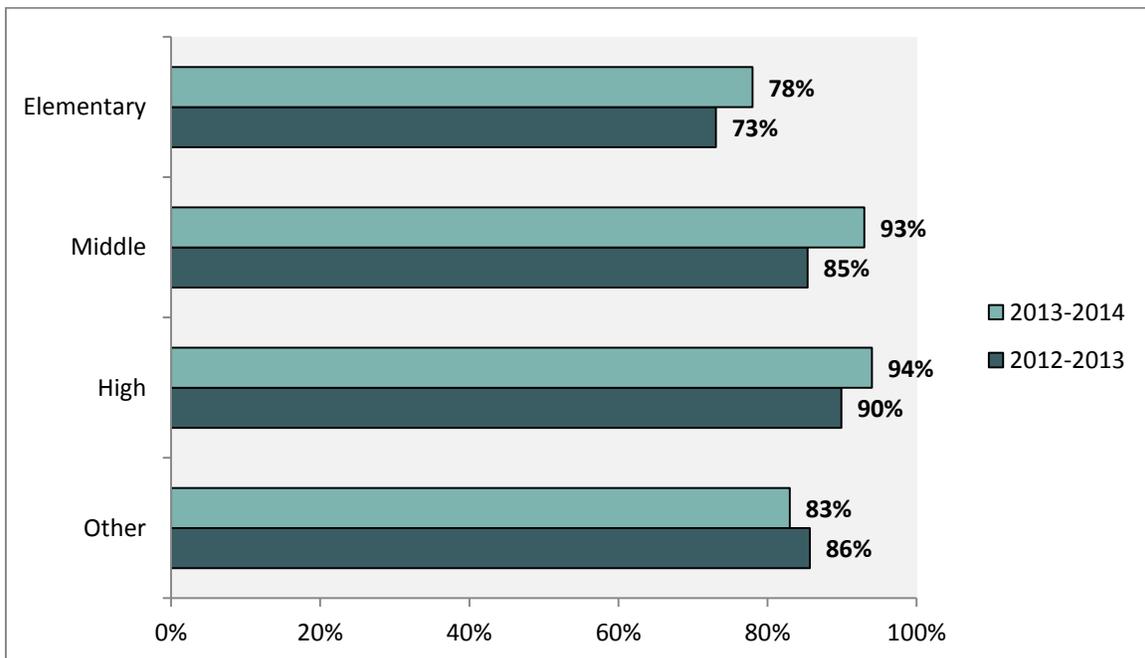
Figure 1.18, below, shows the percentage of respondents who indicated that the Teacher Librarian is used to provide teacher release or preparation time. Figure 1.19 that follows shows the percentage of respondents who indicated that the physical space of the library is adequate for library programming—for example, the physical space is sufficient to allow for multiple activities can happen at the same time, such as class visits, small group work, individual browsing, independent study, etc.

Figure 1.18: Usage of Teacher Librarian for Teacher Release or Preparation Time



N = 677

Figure 1.19: Approval of Library Physical Space for Library Programming



N = 677

SECTION II: LIBRARY MANAGEMENT

LIBRARY COLLECTION

Figure 2.1, below, shows the total number of circulating and non-circulating *fiction books* at the school library. These totals exclude items that are not available for general use by teachers or students (e.g., items on reserve). This figure also shows the average copyright date of *fiction books*. In the event average copyright dates were not available from an electronic catalog, respondents were asked to randomly select 25 items in the category (“fiction books”) and average their copyright dates.

The collections of fiction books have increased at all percentiles among Elementary and High schools, while the collections have diminished at all percentiles among “Other” schools.

Figure 2.1: Total Number of *Fiction Books* and Average Copyright Date

SCHOOL LEVEL	2012-2013				2013-2014 (N=641)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	3,253 (1994)	4,906 (1997)	6,576 (2000)	8,750 (2001)	3,419 (1995)	5,304 (1998)	7,127 (2000)	9,253 (2003)
Middle	3,244 (1995)	4,087 (1999)	6,358 (2001)	8,353 (2004)	3,293 (1998)	4,228 (2001)	6,421 (2003)	8,300 (2005)
High	2,060 (1993)	2,900 (1997)	4,245 (2001)	5,822 (2003)	2,325 (1996)	3,323 (2000)	4,910 (2003)	6,640 (2005)
Other	3,021 (1994)	4,389 (1998)	6,233 (2000)	8,000 (2005)	1,995 (1995)	3,615 (1997)	5,621 (2000)	6,900 (2002)

Note: 635 respondents reported average copyright date.

Figure 2.2, below, shows the total number of circulating and non-circulating *non-fiction books* at the school library. These totals exclude items that are not available for general use by teachers or students (e.g., items on reserve). This figure also shows the average copyright date of *non-fiction books*. In the event average copyright dates were not available from an electronic catalog, respondents were asked to randomly select 25 items in the category (“non-fiction books”) and average their copyright dates.

The size of non-fiction collections did not change as much across school levels. However, there are large increases among High schools at the higher percentiles.

Figure 2.2: Total Number of Non-Fiction Books and Average Copyright Date

SCHOOL LEVEL	2012-2013				2013-2014 (N=639)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	2,503 (1993)	3,562 (1997)	4,774 (1999)	6,413 (2001)	2,752 (1995)	3,804 (1998)	4,982 (2000)	6,497 (2003)
Middle	2,444 (1990)	3,700 (1995)	5,499 (1999)	6,742 (2001)	2,341 (1994)	3,511 (1997)	4,724 (2000)	6,460 (2002)
High	2,280 (1986)	3,475 (1991)	5,352 (1995)	7,359 (1999)	2,180 (1990)	3,160 (1994)	6,079 (1998)	9,500 (2000)
Other	2,277 (1992)	3,542 (1996)	4,357 (2000)	5,745 (2005)	2,059 (1989)	3,183 (1993)	4,624 (1997)	5,638 (2001)

Note: 633 respondents reported average copyright date.

Figure 2.3, below, shows the total number of circulating and non-circulating *current print subscriptions to magazines and newspapers* at the school library. These figures exclude items that are not available for general use by teachers or students (e.g., items on reserve).

Figure 2.3: Total Number of Current Print Subscriptions to Magazines and Newspapers

SCHOOL LEVEL	2012-2013				2013-2014 (N=634)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	5	9	14	1	6	10	13
Middle	4	12	18	25	4	11	18	27
High	11	20	27	41	8	13	25	33
Other	0	6	12	28	2	11	19	29

Figure 2.4, below, shows the total number of circulating and non-circulating *e-books* at the school library. These figures exclude items that are provided by the school's AEA.

The collections of e-books have expanded at the 90th percentile at all school levels except for "Other" schools.

Figure 2.4: Total Number of Current e-Books

SCHOOL LEVEL	2012-2013				2013-2014 (N=607)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	23	0	0	1	65
Middle	0	0	30	78	0	0	40	100
High	0	0	35	119	0	3	75	207
Other	0	0	10	80	0	0	12	46

Figure 2.5, below, provides a list of all online database titles each school indicated their library subscribes to along with a count of how many school districts indicated subscribing to that particular online database title.

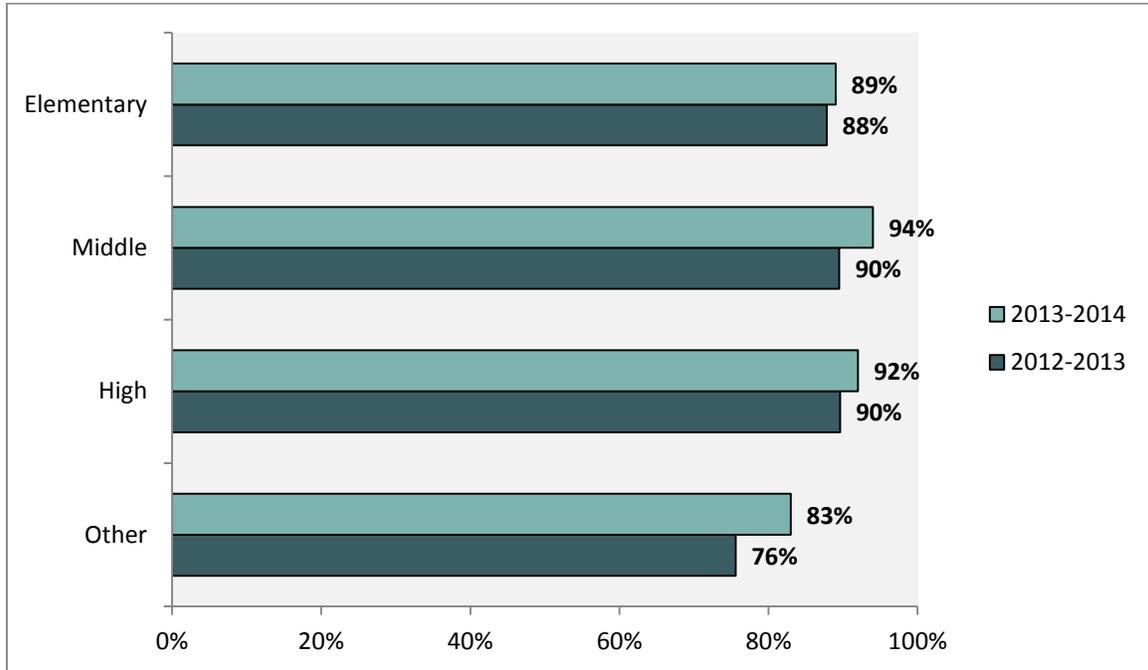
Figure 2.5: Online Database Title Subscriptions

ONLINE DATABASE TITLE			
Gale (24)	NoodleTools (18)	ABC-CLIO (17)	Discovery Education (15)
Infotrac (15)	ProQuest (13)	EBSCO (12)	TumbleBooks (12)
Follett (10)	PebbleGo (10)	World Book (7)	EasyBib (6)
CQ Researcher (5)	Webpath Express (5)	Britannica (4)	AEA Library (3)
BrainPOP (3)	Novelist (3)	Oxford (3)	RazKids (3)
Renaissance / Accelerated Reader (3)	Salem Press (3)	Science Online (3)	Consumer Reports (2)
County Reports (2)	Culture Grams (2)	Glogster ed (2)	Health Reference Center (2)
I Have a Plan Iowa (2)	Periodic Table (2)	Rocket (2)	Sharpe Online (2)
Spelling City (2)	Starfall (2)	Tegrity (2)	VoiceThread (2)

Note: 55 other online database titles were only mentioned once.

Figure 2.6, below, shows the percentage of school libraries that indicated their school’s library online catalog is accessible via the internet.

Figure 2.6: Percentage of Library Catalogs Accessible via Internet



N = 652

COLLECTION DEVELOPMENT

Figure 2.7, below, reflects the total hours Teacher Librarians and other licensed staff spend *per week* on professional activities related to collection development. These activities include selection, acquisition, collection analysis, and weeding.

While teacher librarians spent about the same amount of time on collection development, the involvement of other licensed staff in this process increased.

Figure 2.7: Licensed Staff Hours Spent on *Collection Development*

<i>SCHOOL LEVEL</i>	TEACHER LIBRARIANS (2012-2013)				TEACHER LIBRARIANS (2013-2014) (N=579)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0.5	1.2	3	5	1	2	3	5
Middle	1	2	5	10	1	2	4	6
High	1	3	5	8	1	3	5	8
<i>Other</i>	0.5	2	3.3	5	1	1.5	3	5
<i>SCHOOL LEVEL</i>	OTHER LICENSED STAFF (2012-2013)				OTHER LICENSED STAFF (2013-2014) (N=60)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	0	0	0	1	0	0	3	5
Middle	0	0	0	0	1	2	3.5	5
High	0	0	0	2	0	0	0.5	1
<i>Other</i>	0	0	0.8	4	0	0	5.5	8

Figure 2.8, below, reflects the total hours Library Associate employees spend *per week* on professional activities related to collection management. These activities include processing orders, processing and preparing materials for circulation, and inventorying.

Figure 2.8: Library Associate Hours Spent on *Collection Management*

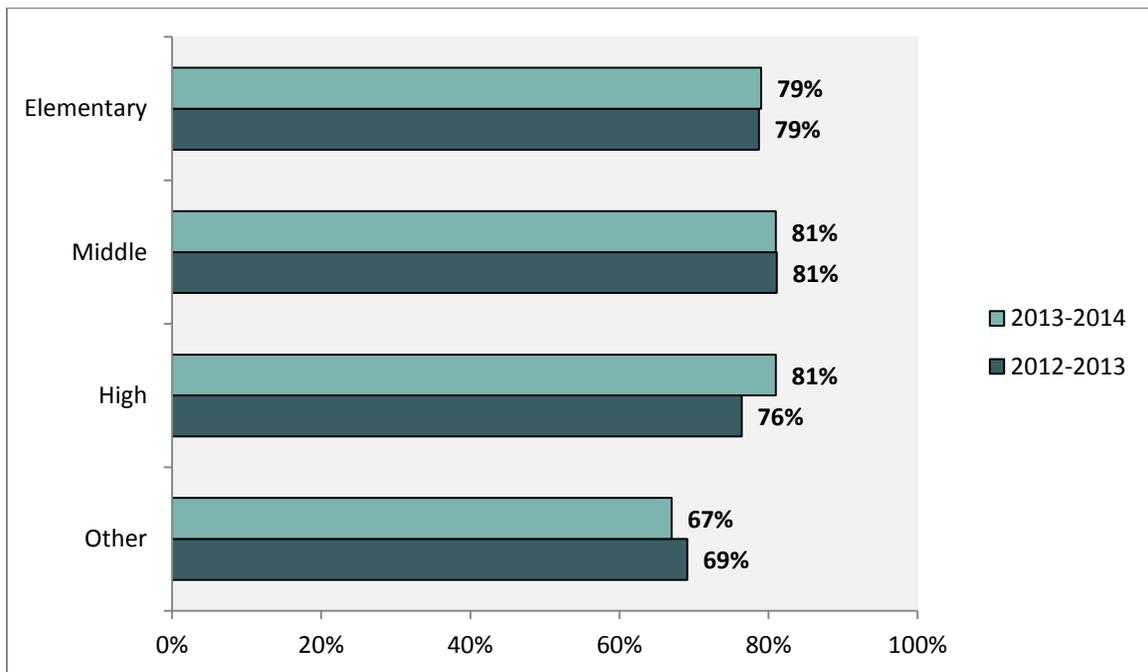
<i>SCHOOL LEVEL</i>	2012-2013				2013-2014 (N=604)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	1	3	6	10	1	3	6	10
Middle	2	5	10	15	2	5	10	15
High	1	3	10	12	2	5	10	16
<i>Other</i>	0	2	7	10	1	3	6	10

PROGRAM MANAGEMENT AND TECHNOLOGY

Figures 2.9 through 2.17, below and on the following pages, show the percentage of schools engaging in various aspects of program management and technology. Overall, there are only small changes in the school’s or the library staff’s involvement in these areas. One notable change is that a smaller percentage of “Other” schools submitted an annual report (Figure 2.13), decreasing from 48 percent to 36 percent.

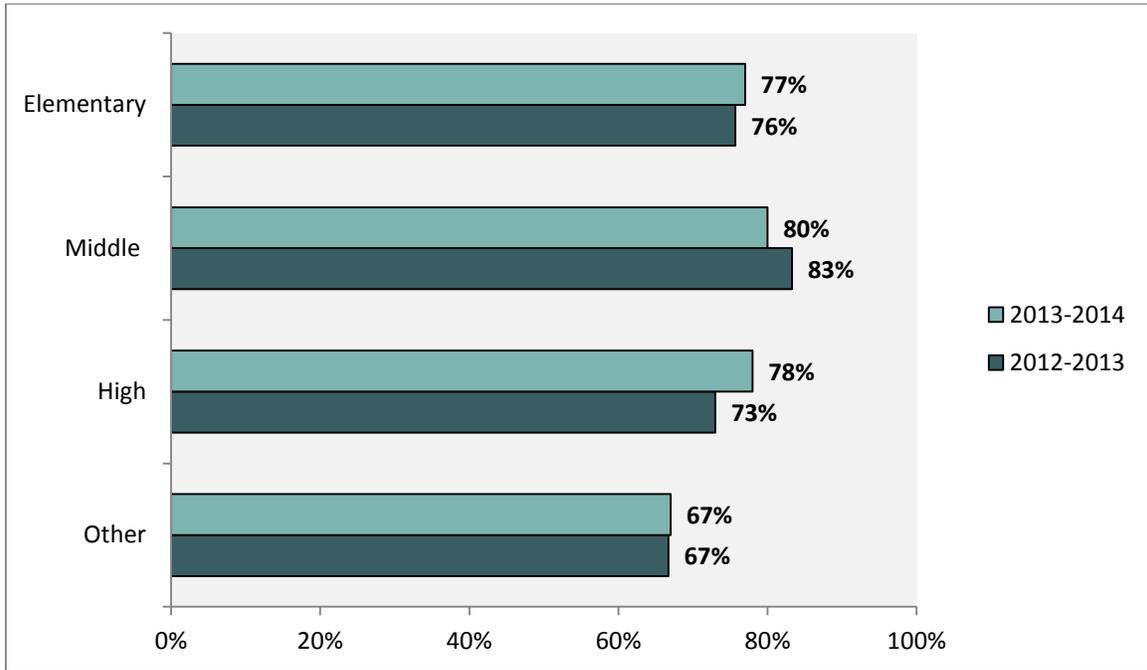
There has also been a change in how this year’s survey queried whether library staff took a leadership role in planning and professional development related to technology integration (Figure 2.17). Previously, the planning and professional development aspects were queried in separate questions, whereas it is a combined question this year. Figure 2.17 displays the responses from both years, but these results are not directly comparable.

Figure 2.9: Percentage of Schools with a K-12 Library Program Plan



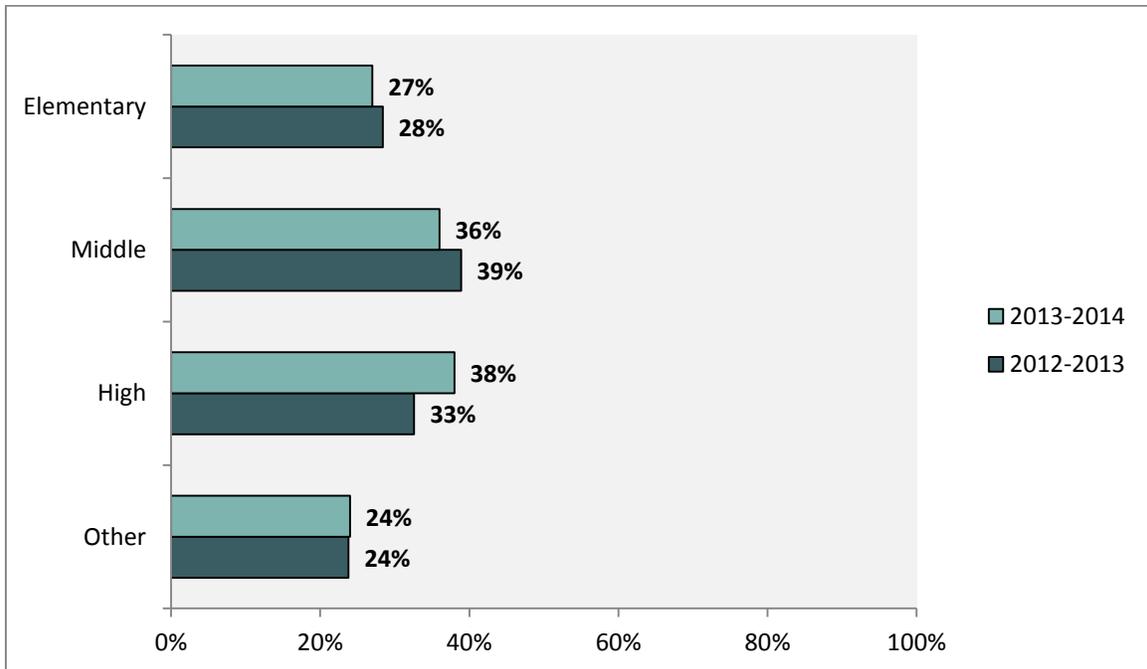
N = 676

Figure 2.10: Percentage of Schools with a K-12 Information Literacy Curriculum



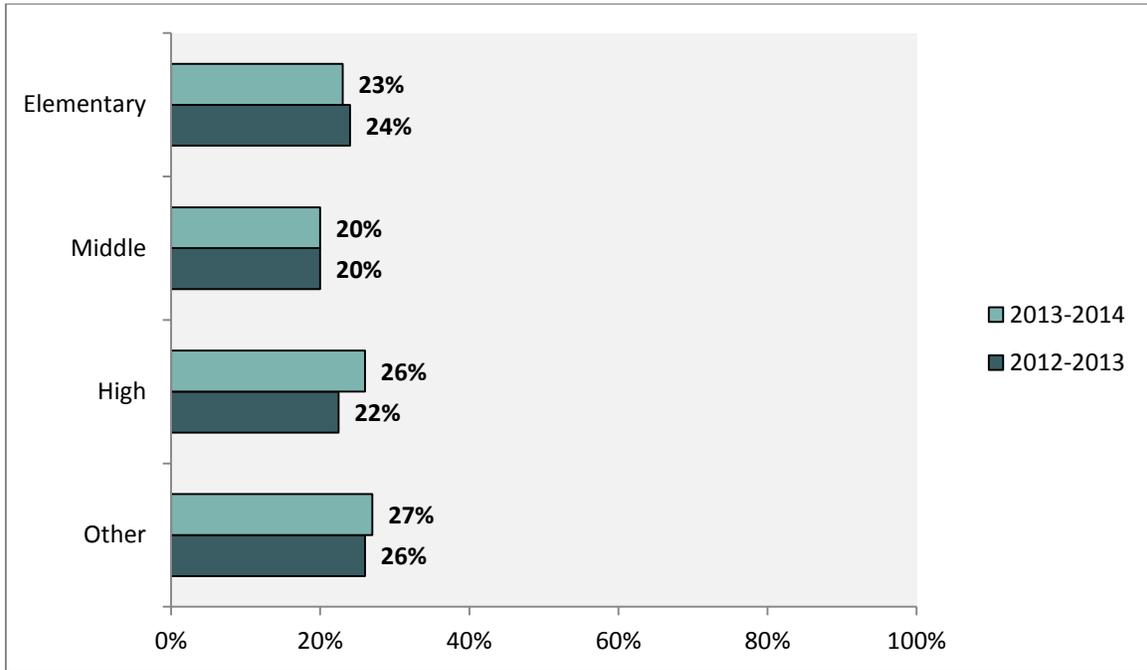
N = 676

Figure 2.11: Percentage of Schools Submitting an Annual Budget Request



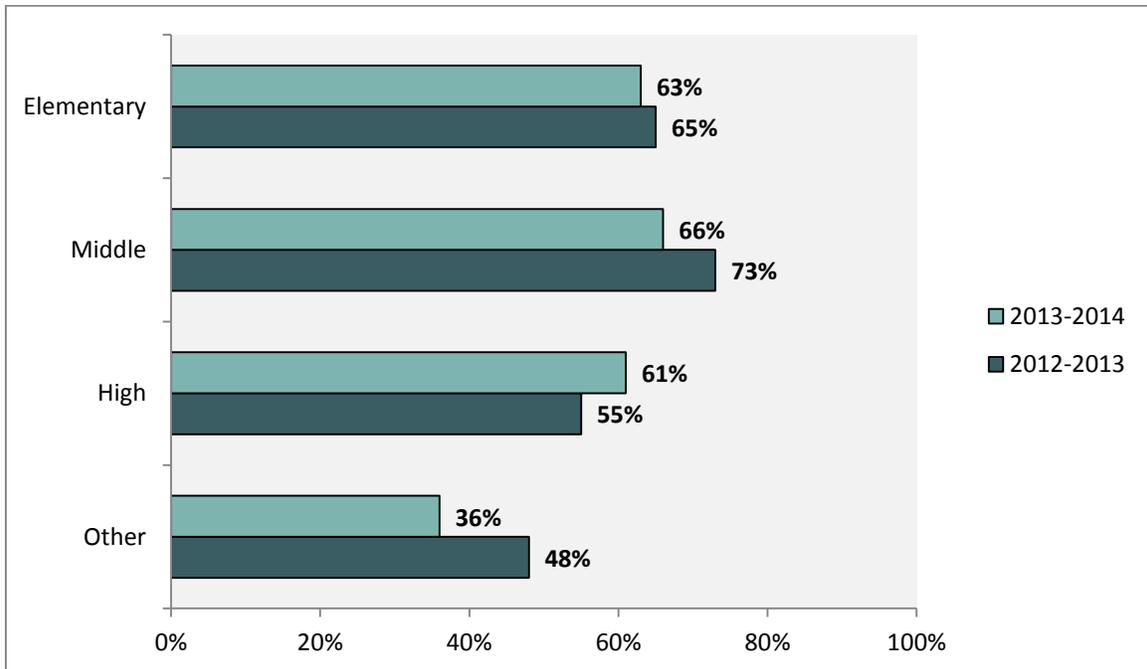
N = 676

Figure 2.12: Percentage of Schools with an *Advisory Committee*



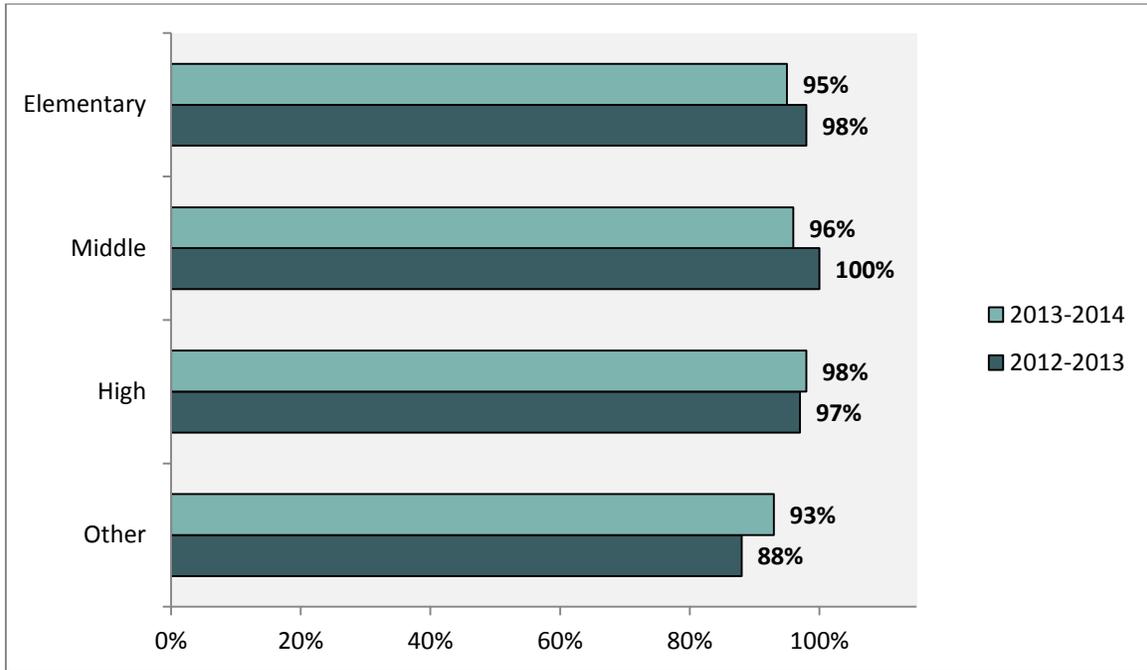
N = 676

Figure 2.13: Percentage of Schools Submitting an *Annual Report*



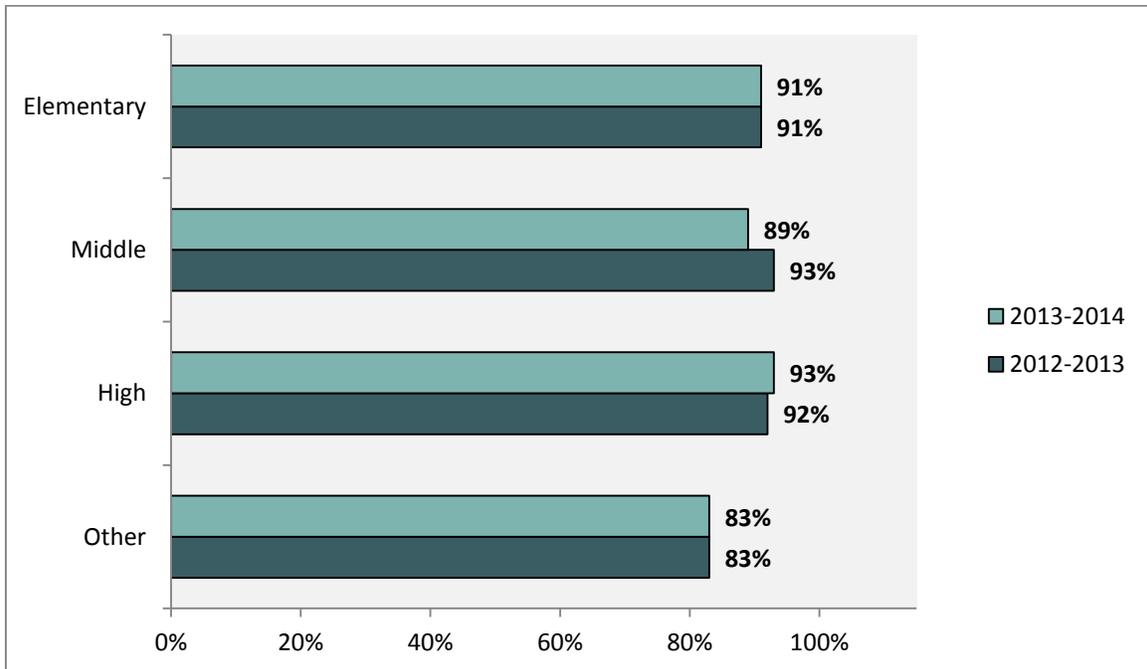
N = 676

Figure 2.14: Percentage of Schools with a *Selection/Reconsideration Policy*



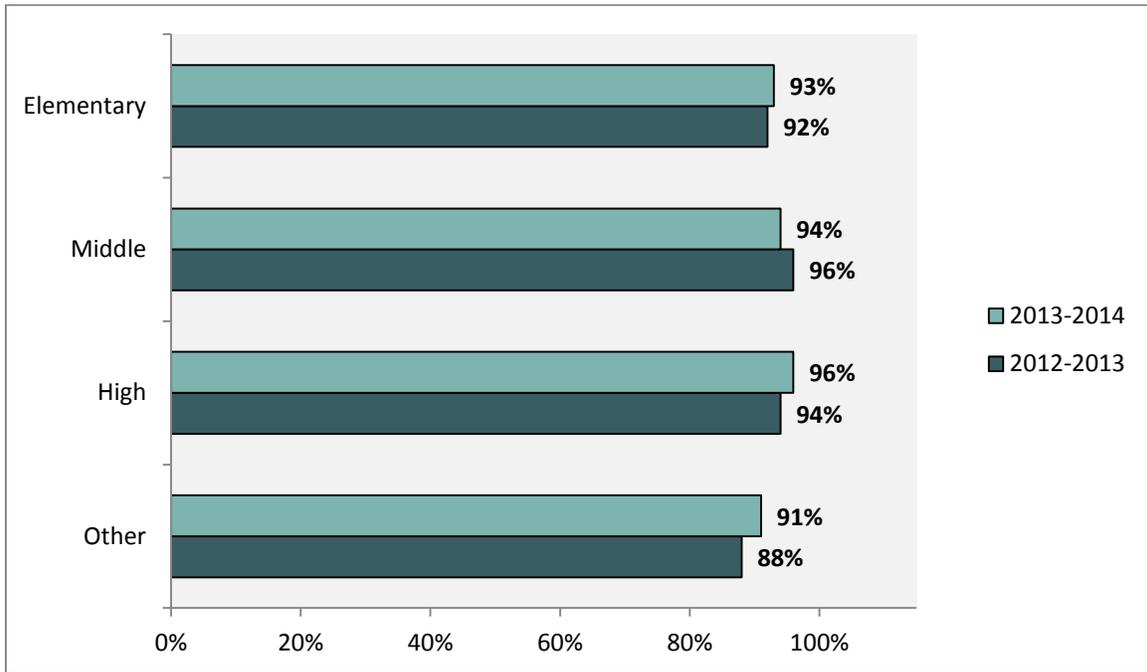
N = 676

Figure 2.15: Percentage of Schools with a *Confidentiality Policy*



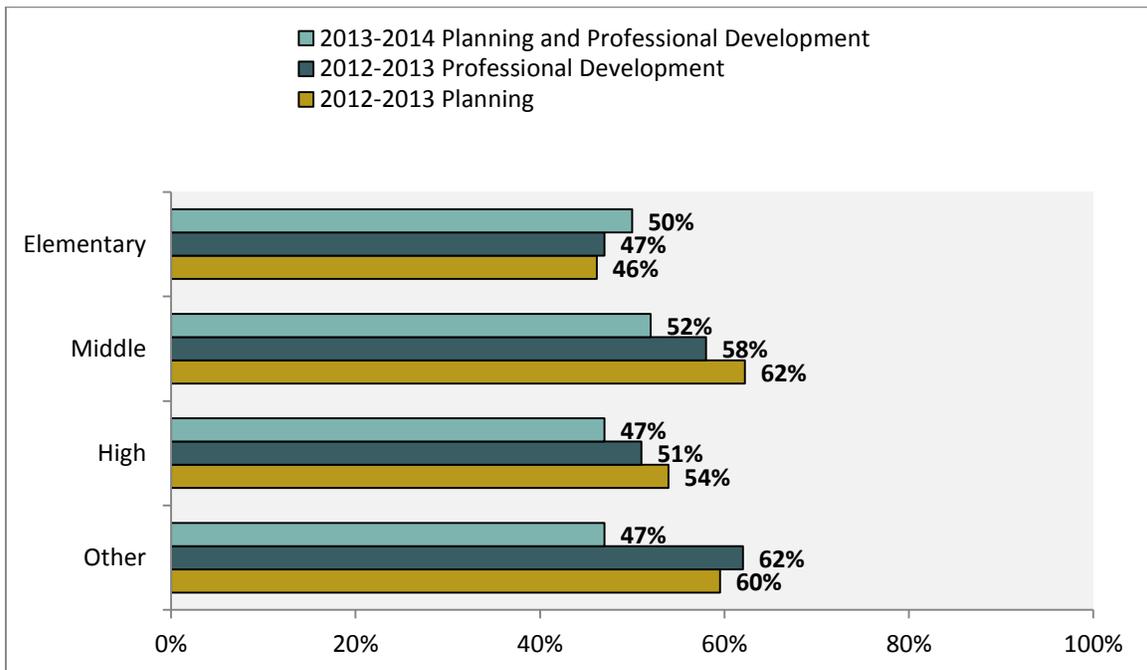
N = 676

Figure 2.16: Percentage of Schools with a *Legal/Ethical Use of Information Resources Policy*



N = 676

Figure 2.17: Percentage of Schools with a *Leadership Role in Planning and Professional Development*



N = 676

SECTION III: LIBRARY BUDGET

TOTAL OPERATING EXPENDITURES

Figure 3.1, below, reflects libraries’ total and per-pupil annual operating expenditures, which incorporates spending on books, periodicals, computer software, electronic databases, non-print media, library supplies, AV supplies, equipment, and other miscellaneous items.

Overall, operating expenditures and per student expenditures increased at nearly all percentiles among Elementary and “Other” schools. Operating expenditures also increased among High schools at higher percentiles.

Figure 3.1: Total Annual Operating Expenditures

SCHOOL LEVEL	ANNUAL OPERATING EXPENDITURES (2012-2013)				ANNUAL OPERATING EXPENDITURES (2013-2014)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$1,247	\$2,500	\$4,500	\$7,000	\$2,000	\$3,879	\$6,569	\$9,438
Middle	\$2,376	\$5,000	\$7,811	\$11,000	\$2,450	\$4,865	\$8,368	\$10,850
High	\$2,000	\$4,658	\$9,775	\$14,775	\$2,086	\$5,150	\$9,000	\$17,000
Other	\$748	\$2,250	\$6,000	\$8,000	\$1,383	\$2,475	\$4,247	\$9,093
SCHOOL LEVEL	OPERATING EXPENDITURES PER STUDENT (2012-2013)				OPERATING EXPENDITURES PER STUDENT (2013-2014)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$4.22	\$8.51	\$13.58	\$21.93	\$6.41	\$12.13	\$18.14	\$25.58
Middle	\$7.07	\$12.14	\$19.80	\$26.04	\$6.47	\$12.44	\$18.64	\$25.78
High	\$7.54	\$12.57	\$20.00	\$27.90	\$6.97	\$11.97	\$18.70	\$26.89
Other	\$4.14	\$8.65	\$11.17	\$17.78	\$5.89	\$11.52	\$17.19	\$20.31

N = 669

Figure 3.2, below, reflects the total and per-pupil funding that are available to libraries. Note that these data include the library funding allocation from the school or district in addition to title or grant money, monetary gifts/donations to the library, or fundraising (e.g., book fairs).

Across nearly all percentiles and all school levels, both total funding and per student funding are much lower than in 2012-2013.

Figure 3.2: Total Funding Available to Libraries (All Sources)

<i>SCHOOL LEVEL</i>	TOTAL FUNDING (2012-2013)				TOTAL FUNDING (2013-2014) (N=662)			
	25TH	50TH	75TH	90TH	25TH	50TH	75TH	90TH
Elementary	\$2,937	\$4,965	\$7,750	\$11,123	\$1,254	\$2,500	\$4,500	\$7,277
Middle	\$4,100	\$6,150	\$10,000	\$14,185	\$2,000	\$4,400	\$7,650	\$10,705
High	\$2,850	\$5,592	\$10,800	\$17,211	\$2,500	\$5,770	\$9,550	\$17,000
<i>Other</i>	\$1,530	\$3,374	\$8,598	\$13,298	\$850	\$2,000	\$3,528	\$6,250
<i>SCHOOL LEVEL</i>	TOTAL FUNDING PER STUDENT (2012-2013)				TOTAL FUNDING PER STUDENT (2013-2014) (N=662)			
	25TH	50TH	75TH	90TH	25TH	50TH	75TH	90TH
Elementary	\$9.67	\$16.07	\$24.15	\$33.07	\$4.51	\$7.95	\$14.18	\$21.58
Middle	\$10.35	\$18.31	\$27.22	\$33.95	\$5.88	\$11.10	\$19.01	\$23.14
High	\$8.21	\$14.62	\$21.19	\$29.71	\$7.11	\$12.38	\$20.92	\$28.05
<i>Other</i>	\$8.14	\$13.53	\$19.55	\$27.37	\$3.07	\$7.23	\$12.73	\$19.51

FUNDING SOURCES

Figures 3.3 through 3.5 reflect the total budget by each funding source other than the library budget allocation (Figure 3.2, above): title or grant money (Figure 3.3), monetary gifts/donations to the library (Figure 3.4), and fundraising such as book fairs or bake sales (Figure 3.5).

Figure 3.3: Library Budget Allocation from *Title or Grant Money*

SCHOOL LEVEL	2012-2013				2013-2014 (N=669)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$500
Middle	\$0	\$0	\$0	\$900	\$0	\$0	\$0	\$566
High	\$0	\$0	\$0	\$1,500	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$500

Figure 3.4: Library Budget Allocation from *Monetary Gifts/Donations to the Library*

SCHOOL LEVEL	2012-2013				2013-2014 (N=669)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$0	\$40	\$550	\$2,000	\$0	\$0	\$400	\$1,416
Middle	\$0	\$0	\$250	\$2,000	\$0	\$0	\$0	\$200
High	\$0	\$0	\$100	\$500	\$0	\$0	\$0	\$250
Other	\$0	\$0	\$500	\$1,200	\$0	\$0	\$60	\$1,500

Figure 3.5: Library Budget Allocation from *Fundraising (e.g., Book Fairs)*

SCHOOL LEVEL	2012-2013				2013-2014 (N=669)			
	25 TH	50 TH	75 TH	90 TH	25 TH	50 TH	75 TH	90 TH
Elementary	\$500	\$1,300	\$2,511	\$4,150	\$100	\$1,300	\$2,327	\$4,000
Middle	\$0	\$773	\$1,500	\$2,878	\$0	\$500	\$1,377	\$2,000
High	\$0	\$0	\$488	\$1,060	\$0	\$0	\$100	\$800
Other	\$0	\$734	\$1,895	\$3,000	\$0	\$317	\$1,050	\$1,650

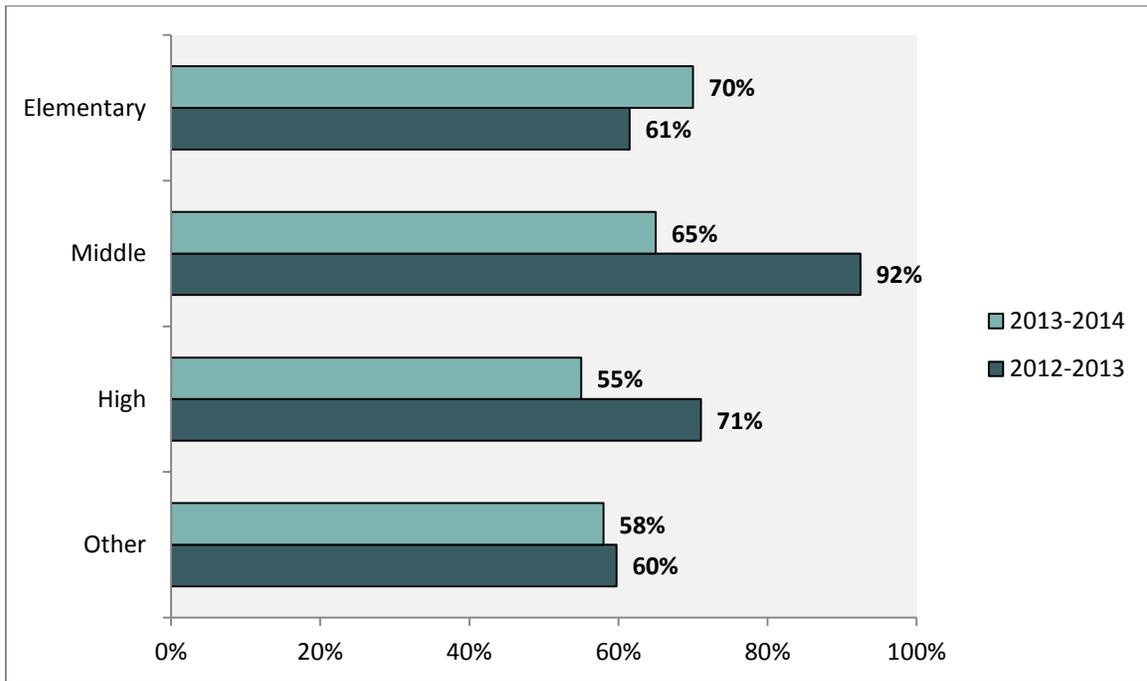
EXPENDITURES PER ITEM

Figures 3.6 through 3.14, below, show the percentage of the total budget spent on various expenditures for the school library: books (Figure 3.6), periodicals (Figure 3.7), computer software (Figure 3.8), electronic database or resource subscriptions (Figure 3.9), non-print media (Figure 3.10), library supplies (Figure 3.11), AV supplies (Figure 3.12), equipment (Figure 3.13), and all other library supplies (Figure 3.14). The following are substantial differences compared to the 2012-2013 year.

- The percentage of total budget spent on books increased at Elementary schools but decreased at Middle and High schools (Figure 3.6).
- The percentage spent on periodicals increased at Elementary and “Other” schools but decreased at Middle and High schools (Figure 3.7).
- The percentage spent on database and resource subscriptions decreased among Middle and “Other” schools (Figure 3.9).
- The percentage spent on library supplies decreased at High schools (Figure 3.11).
- The percentage spent on other expenditures decreased at High schools (Figure 3.14).

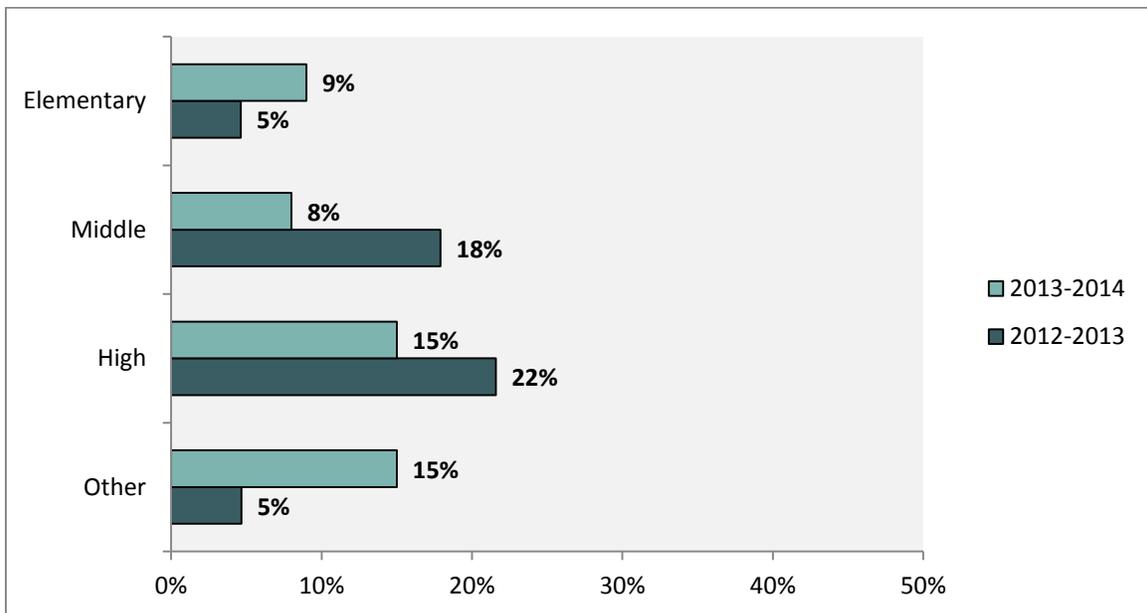
Note that the percentage of total library funding spent on each expenditure item will not sum to 100 percent for each school level (elementary, middle, high, and other). This is because the percentage of total library funding spent on each expenditure item is the *average* of all schools at each school level—in other words, schools spending significantly more or significantly less than other schools can skew the average. Additionally, these numbers also will not sum to 100 percent because many schools reported spending *more* on expenditures than they reported their total funding to be. Likewise, many other schools reported spending *less* on expenditures than they reported their total funding to be. Therefore, percentages presented in the figures below should be interpreted as an approximate estimate, but not an exact amount, of the percentage of total library funding spent on each school library expenditure item.

Figure 3.6: Percentage of Total Budget Spent on *Books*



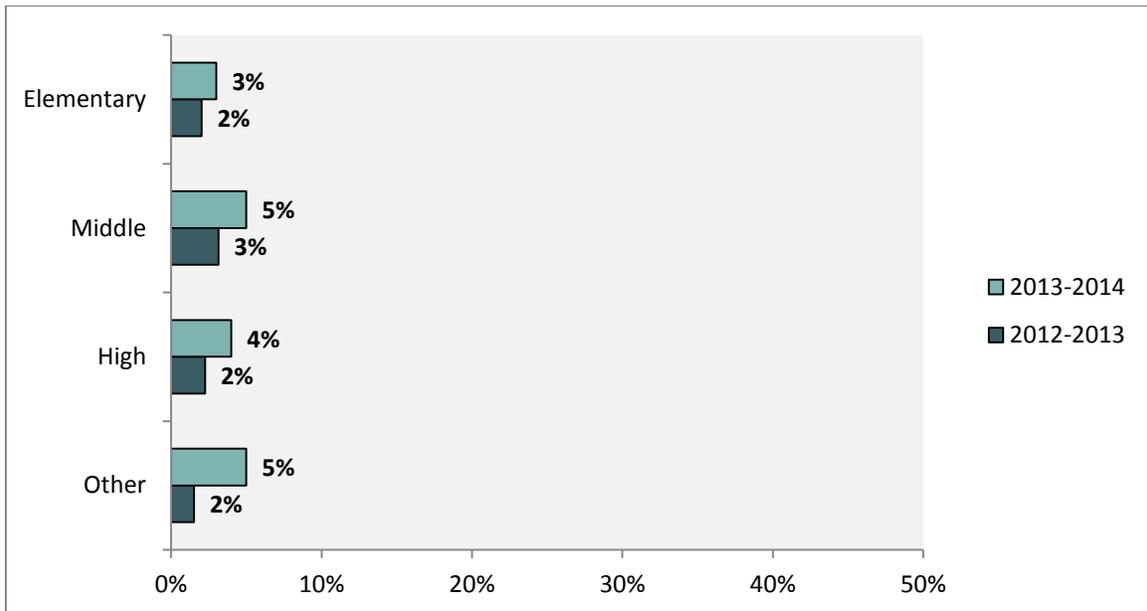
N = 646

Figure 3.7: Percentage of Total Budget Spent on *Periodicals*



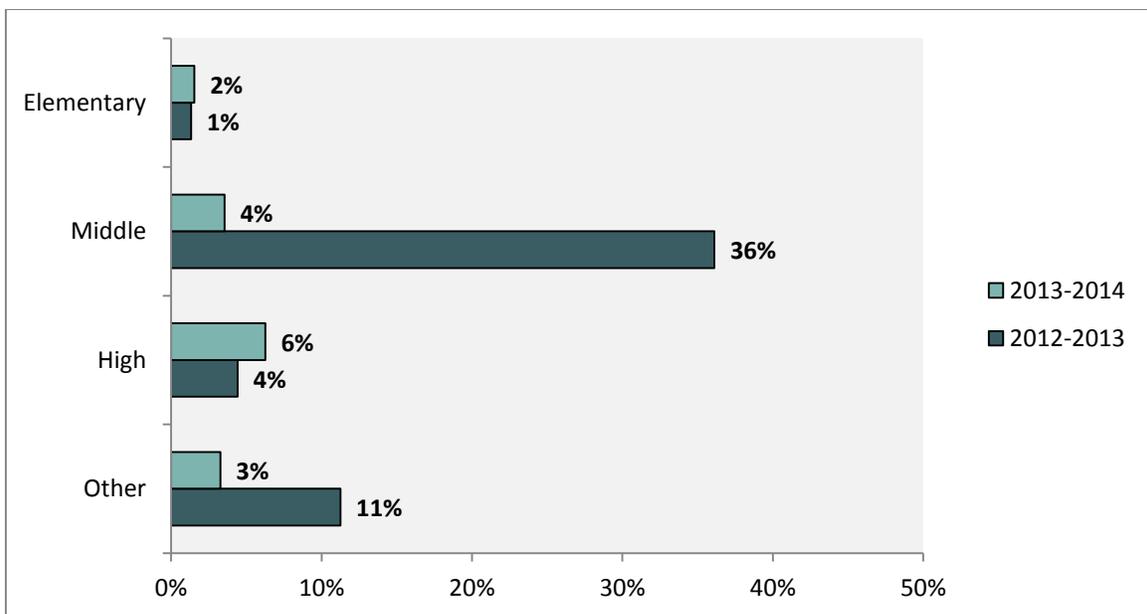
N = 646

Figure 3.8: Percentage of Total Budget Spent on *Computer Software*



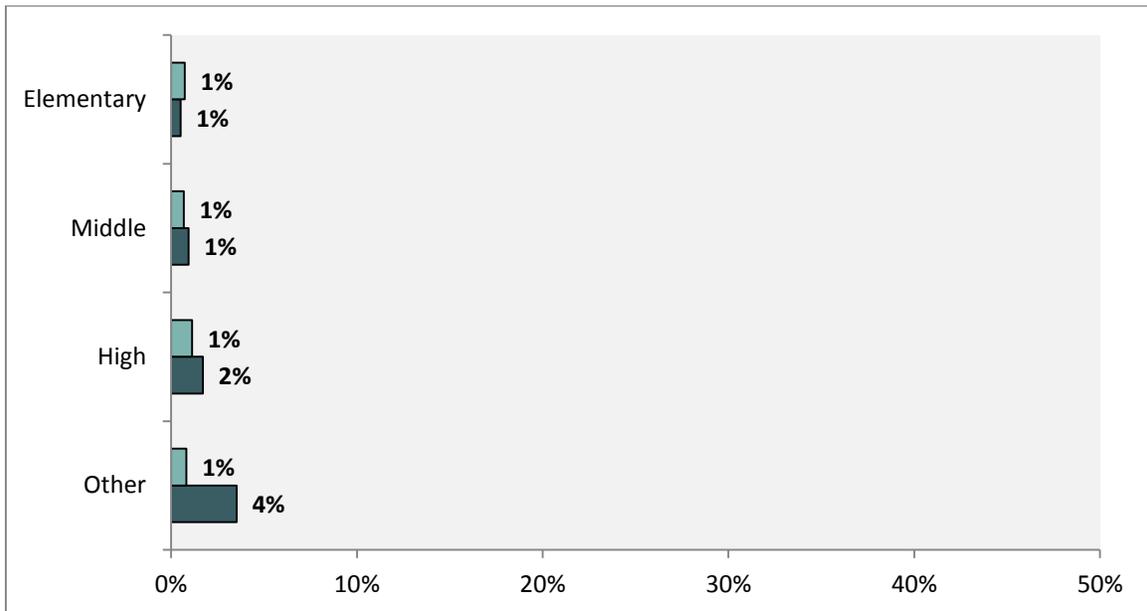
N = 646

Figure 3.9: Percentage of Total Budget Spent on *Electronic Database/Resource Subscriptions*



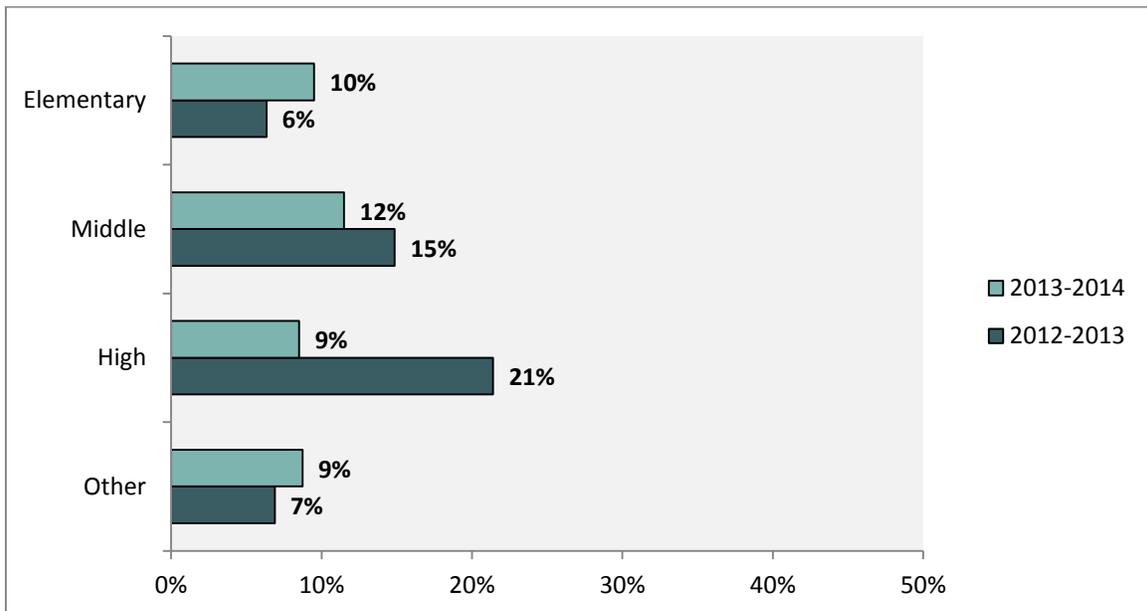
N = 646

Figure 3.10: Percentage of Total Budget Spent on *Non-Print Media*



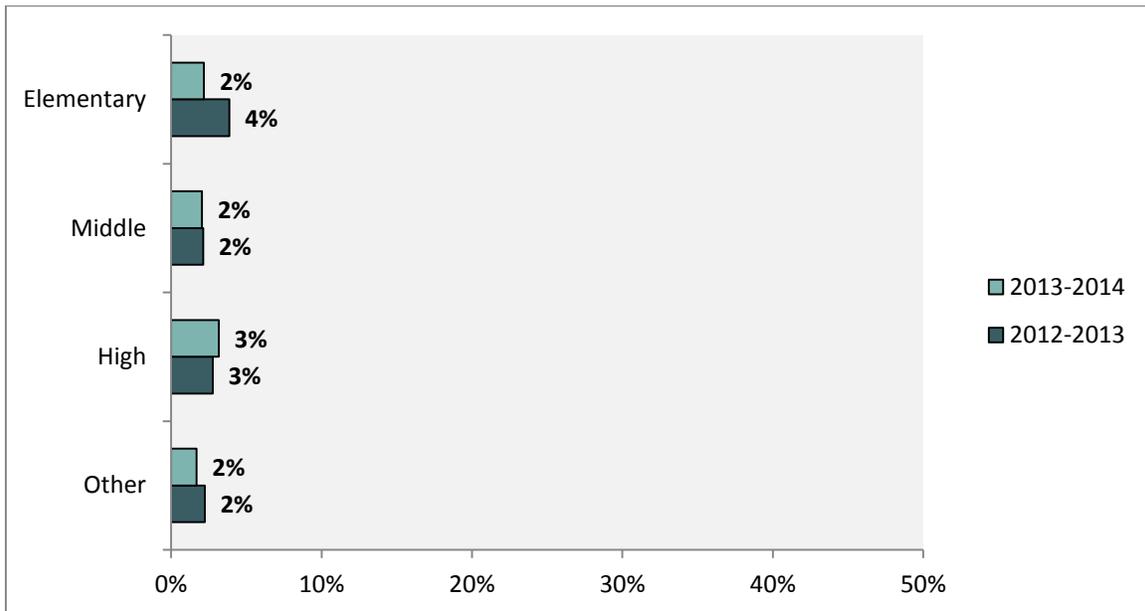
N = 646

Figure 3.11: Percentage of Total Budget Spent on *Library Supplies*



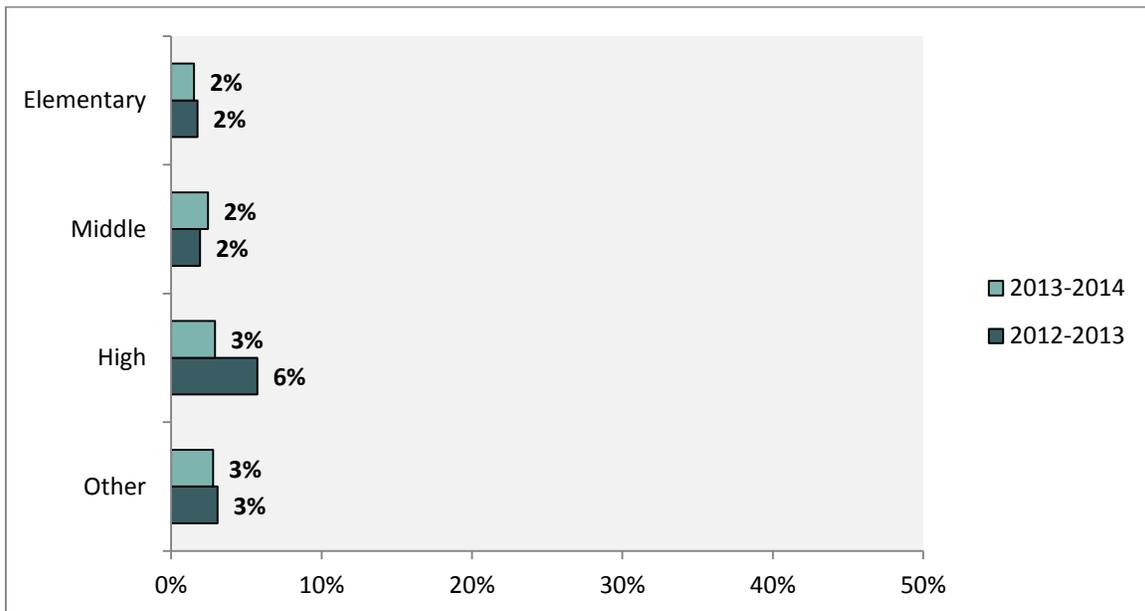
N = 646

Figure 3.12: Percentage of Total Budget Spent on AV Supplies



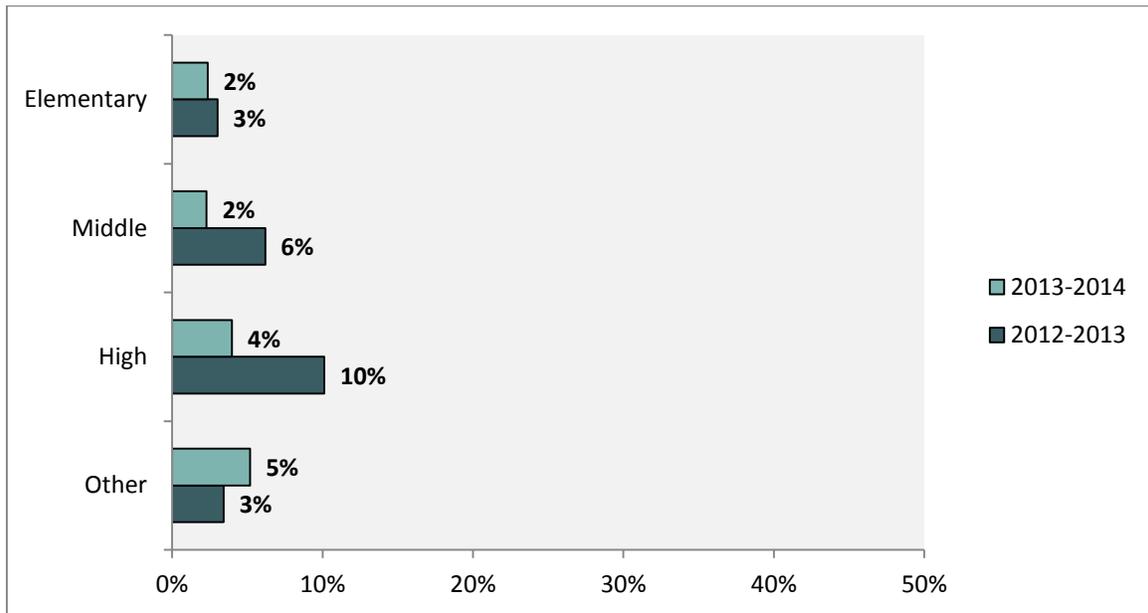
N = 646

Figure 3.13: Percentage of Total Budget Spent on Equipment



N = 646

Figure 3.14: Percentage of Total Budget Spent on *Other Expenditures*



N = 646

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