Summary of State Library Data
Iowa School Library Programs 2007-08

Quantitative or numerical standards are one measure of success in achieving program goals. Such standards can be compared to local data and used to set measurable improvement goals. While no definitive national quantitative standards currently exist for school libraries, we are fortunate in Iowa to have data from the annual Survey of School Libraries conducted by the State Library of Iowa. Although not all of the results of the survey can be considered as "best practice," the data provides the opportunity to compare one's own library program to other libraries of similar size and description in our state.

The order in which the data is presented corresponds to the specific requirements and Levels of the "Iowa School Library Program Guidelines." References to the guidelines are included in **boldface type**. Items in parenthesis refer to pertinent sections of the School Library Survey. A brief rationale concerning the importance of each area and specific data and recommendations from national and state standards and publications are referenced along with each item. *Make the Connection*, the Iowa study of the impact of school libraries on student achievement, is cited heavily as is *School Libraries Work!,* a compilation of the 16 studies of school libraries done around the country in the past 10 years. Complete citations for these publications and other sources of quantitative data that may be useful in program evaluation are listed at the end of this document.

The 2008 data is broken down by school enrollment and presented in four **percentiles.** Percentiles provide a more detailed description than averages, and extremely high or low numbers often skew averages. Percentiles indicate the number of reporting schools above and below the given number. The 25th percentile is the lowest group reported and the 90th is the highest. All school libraries should have as a goal to move up in the percentile rankings. The chart below explains the percentiles further.

Percentile Rankings

25th percentile	Three-fourths of Iowa school libraries are at or above this level; one fourth are below.
50th percentile	One half of schools are above; one half are below. This is the middle of the range.
75th percentile	One-fourth of schools are at or above this level; three fourths are below
90th percentile	Ten percent of schools are at or above this level; 90 percent are below. This might be considered "best practice" in Iowa school libraries.

Teaching and Learning

I.2. Teacher Librarian Hours Per Week

The following chart summarizes teacher librarian staffing in Iowa schools per week, with 40 hours considered to be full-time (E 1).

School Enrollment	25th	50th	75th	90th
1000 and over	38.75	40	40	48
600-999	20	40	40	40
500-599	25	40	40	40
400-499	20.75	40	40	40
300-399	20	20	39	40
200-299	7.5	19	27	40
199 and below	5.50	10	20	36

In the numerous studies that have been done on school library programs around the country, levels of library staffing are repeatedly cited as key factors in improving student achievement. In *Make the Connection*, the study of school libraries in Iowa completed in 2002, "across all school levels, the one common predictor of reading scores is the level of library media specialist staffing" (46). The teacher librarian's time must be sufficient to perform the responsibilities established in the "Standards for School Libraries," *Iowa Administrative Code* 12.3(12). Professional and support staff will increase with program needs.

Supporting Research and Standards

- A qualified teacher librarian, licensed by the board of educational examiners, who works with students, teachers, support staff and administrators will direct the library program and provide services and instruction in support of building curricular goals (*Iowa Standards*: *IAC*. 281—12.3(12)).
- In Iowa, reading test scores rise with more weekly hours of library staffing (*Make the Connection*: 46).
- More hours of library staffing result in more planning and teaching with teachers, working on curriculum, offering reading activities and work on collection development (*Make the Connection*: 47).
- National standards recommend a minimum of one-full time teacher librarian in each attendance center (*Information Power*: 103).
- "There is one full-time media specialist for each 500 students in each building" (*Minnesota Standards*: 18).
- "The success of any school library program in promoting high academic achievement depends fundamentally on the presence of adequate staffing–specifically each library should have at least one full-time certified library media specialist with at least one full-time aide or support staff member" (*School Libraries Work*: 11).

Support Staff Hours Per Week

The following chart lists hours per week of paid support staff in school libraries (E 2).

School Enrollment	25th	50th	75th	90th
1000 and over	35	38	69	80
600-999	29.4	35	40	50
500-599	29.7	35	40	40
400-499	24.5	31	40	40
300-399	20	31	37	40
200-299	20	31	37	40
199 and below	17.5	28	36	40

Paraprofessionals provide invaluable assistance in school libraries. While they cannot and should not be used to replace certified teacher librarians, they can perform a host of tasks that free the teacher librarian to spend his/her time on teaching, collaboration with staff, working with students, collection development and other professional activities. Support staff assist with ordering, processing, management and circulation of materials; monitor students; provide technology support and help maintain an attractive and welcoming library.

Supporting Research and Standards

- "The building has sufficient clerical and technical staff to allow the professional staff to work with teachers and students" (*Minnesota Standards*: 19).
- An effective library program requires a level of professional and support staffing that is based upon a school's instructional program, services, facilities, size and number of students and teachers" (*Information Power*: 104).
- Reading test scores rise with the presence of adequate staffing (*School Libraries Work*: 14).
- "The success of any school library program in promoting high academic achievement depends fundamentally on the presence of adequate staffing–specifically each library should have at least one full-time certified library media specialist with at least one full-time aide or support staff member" (*School Libraries Work*: 11).
- "Incremental increases in staffing, collections and budgets will yield incremental increases in reading scores" (*School Libraries Work*: 4).
- In schools with well stocked, well-equipped school libraries, managed by qualified and motivated professional school librarians working with support staff, one can expect explicit links between availability of resources, technology, information literacy instruction and student achievement (Todd, n.d.).

Hours of Library Access Per Week

The chart below gives the number of hours school libraries are open each week (G 1).

Student Enrollment	25th	50th	75th	90th
1000 and over	35	40	40	40
600-999	30	39.5	40	40
500-599	30	35	38	40
400-499	35	40	40	40
300-399	35	37.5	40	40
200-299	35	37.5	40	40
199 and below	35	37.5	40	40

While a given number of hours is not specifically required by the State Standards, access to the library during all hours that school is in operation, plus before and after school, is critical to assuring that staff and students may use the library when needed. Hours of access are, of course, dependent on staffing. The data above reflect that over half of Iowa school libraries are open at least some time before and after school.

Supporting Research and Standards

- "Scores on standardized reading and English tests...tended to increase when libraries...were open and staffed more hours during the week" (*School Libraries Work*: 11).
- "As the total weekly hours of staffing rise, LMC hours of operation before, during and after school increase" (*Make the Connection*: 46).
- "Iowa 8th graders tend to earn higher reading scores when their libraries are open longer before school" (*Make the Connection*: 43).

- “Students take more books out of libraries that have more books and stay open longer” (Krashen: 35).

I.3. Curriculum Support

This chart summarizes weekly hours spent in identifying materials and planning instructional units with teachers (H 1).

Student Enrollment	25th	50th	75th	90th
1000 and over	2.0	3.0	5.0	8.0
600-999	1.0	2.0	4.5	5.5
500-599	1.0	2.0	4.0	5.0
400-499	1.0	2.0	3.0	5.0
300-399	1.0	1.0	3.0	5.0
200-299	.5	1.0	2.0	4.0
199 and below	.5	1.0	2.0	5.0

Teacher librarians are ideally situated to play a leadership role in curriculum planning. As one writer noted, teacher librarians "work with all the students and all the teachers and all the curriculum all of the time" (Wools, 2004). Because they do see the entire curriculum, teacher librarians can identify gaps and duplications as well as areas for collaboration. Teacher librarians have special expertise in resources—print, non-print and electronic—that enrich teaching and learning.

Supporting Research and Standards

- The teacher librarian is a member of the building's instructional team with special expertise in identifying resources and technologies to support teaching and learning (*Iowa Standards*: *IAC*. 281—12.3(12)).
- The library program models and promotes collaborative planning and curriculum development (Information Power: 63).
- The Iowa Study found that fourth grade reading scores were higher in schools where teacher librarians spend more weekly hours planning and teaching with teachers (*Make the Connection*: 42).
- The 2007 *School Library Journal* survey indicates 3.45 weekly hours spent in instructional planning at the elementary level, 5.36 at junior high/middle school and 5.66 hours at the high school level (*Shontz and Farmer*: 51).
- Teacher librarians in Oregon high schools with the best reading/language arts scores are twice as likely to plan collaboratively with classroom teachers as those in lower scoring schools (*School Libraries Work*: 14).

I.4. Information Literacy Curriculum Collaboration

The three charts below support the collaborative role of the teacher librarian in teaching information literacy skills to students.

Hours per week spent teaching students cooperatively with teachers (H 2).

School Enrollment	25th	50th	75th	90th
1000 and over	2.0	4.0	5.0	10.0
600-999	1.0	3.0	5.0	9.0
500-599	1.0	2.0	5.0	10.0
400-499	1.0	2.0	4.5	6.0
300-399	1.0	2.0	3.0	5.0
200-299	.5	1.0	2.0	4.5
199 and below	.5	1.0	2.0	6.0

Hours per week spent by the teacher librarian providing information literacy skills instruction to students (H 3).

School Enrollment	25th	50th	75th	90th
1000 and over	4.0	6.0	10.0	15.0
600-999	2.0	5.0	8.0	13.0
500-599	2.0	5.0	9.5	12.0
400-499	2.0	5.0	8.0	13.0
300-399	2.0	4.0	6.0	10.0
200-299	1.2	2.5	5.0	10.0
199 and below	1.0	2.5	5.0	7.0

Total Visits to the Library for Instruction, Per Week (I 3).

School Enrollment	25th	50th	75th	90th
1000 and over	2.0	12.0	21.0	28.0
600-999	7.0	13.0	24.0	30.0
500-599	5.0	13.0	21.0	50.0
400-499	5.0	13.0	20.0	29.0
300-399	2.0	5.0	8.0	10.0
200-299	3.0	6.0	12.0	22.0
199 and below	3.0	7.0	14.0	20.0

The Iowa Standards for school libraries clearly state that the teacher librarian and teachers **will** collaborate to design, teach and evaluate an information literacy curriculum. There can be little doubt about the need for such instruction in our information-driven society, and both research and experience show clearly that this instruction is most effective when integrated into content areas.

Supporting Research and Standards

- The teacher librarian and classroom teachers will collaborate to develop, teach, and evaluate building curricular goals with emphasis on promoting inquiry and critical thinking; providing information literacy learning experiences to help students access, evaluate, use, create, and communicate information (*Iowa Standards*: *IAC*. 281—12.3(12)).
- Frequency of library use is positively linked to student achievement (*Make the Connection*: 18).
- "Integrating research skills into subject content with collaboration by classroom teachers and [teacher librarians] had a positive impact on student learning including better understanding of subject area content and impact on test scores" (*Make the Connection*: 12).
- The Iowa Study found that fourth grade reading scores were higher in schools where teacher librarians spend more weekly hours planning and teaching with teachers (*Make the Connection*: 42).
- The more often students receive library/information literacy instruction from [teacher librarians], the higher the test scores (*Make the Connection*: 8).
- David Conley, well-known researcher on skills needed for college success, writes, "Successful students understand and use research methods… (They) can use the library to find both print and electronic resources…and understand the strengths and weaknesses of each" (Conley, 186, 306).

I.5. Technology and Learning

The chart below summarizes weekly hours spent by teacher librarians providing technology training—formally and informally--to teachers and other school staff (H 4). *See also survey questions* H 2-3, I 2-3.

School Enrollment	25th	50th	75th	90th
1000 and over	1.0	2.0	3.0	5.0
600-999	.50	1.0	2.0	2.0
500-599	.50	1.0	2.0	2.0
400-499	.50	1.0	2.0	2.0
300-399	.50	1.0	1.0	2.0
200-299	.25	.50	1.0	1.0
199 and below	.25	.50	1.0	1.0

The teacher librarian plays a leadership role in technology in the school. As the "resources" expert, he/she is aware of promising new technologies and is skilled in using technology. It is often the teacher librarian who assists teachers in learning to use technology and who manages access to technology for student use, both in the library and elsewhere in the school.

Supporting Research and Standards

- The teacher librarian and classroom teachers will collaborate to develop, teach, and evaluate building curricular goals with emphasis on…enhancing learning and teaching through technology (*Iowa Standards*: *IAC*. 281—12.3(12)).
- The library program integrates the uses of technology for teaching and learning (Information Power: 70).
- In the *School Library Journal* spending survey,
    - 87 percent of schools use computers for information literacy skills instruction
    - 82 percent use web searching for reference and information
    - 72 percent use Web Quests and make Web pages (*Shontz and Farmer*: 50)
- The 2006 *SLJ* technology survey reported that 90 percent of teacher librarians train students to use electronic resources and 85 percent train teachers to do so (Brewer and Milam: 48, 50).

I.6. Reading/Literacy

This chart summarizes weekly hours spent implementing reading and literacy incentive activities for students and/or promoting reading guidance (H 5). *See also survey item H 3, I 2-3.*

School Enrollment	25th	50th	75th	90th
1000 and over	1.0	2.0	5.0	5.0
600-999	1.0	2.5	5.0	10.0
500-599	1.0	2.0	5.0	8.0
400-499	1.0	3.0	6.0	10.0
300-399	1.0	2.0	4.0	8.0
200-299	1.0	1.5	3.0	6.0
199 and below	1.0	1.5	3.5	5.0

The role of the library in the reading and literacy program of the school is multi-faceted. The library collection provides materials that enrich and extend classroom reading instruction. The teacher librarian is an expert in children's and/or young adult literature who is able to recommend appropriate titles to both students and teachers. This knowledge makes the teacher librarian an invaluable resource for students looking for that next great book to read. The library also sponsors book fairs, book groups and other activities that promote reading.

Supporting Research and Standards

- The teacher librarian and classroom teachers will collaborate to develop, teach, and evaluate building curricular goals with emphasis on ...promoting literacy through reader guidance and activities that develop capable and independent readers (*Iowa Standards*: *IAC*. 281—12.3(12)).
- In Iowa, high school reading scores tend to be higher when the library offers more hours of reading incentive activities for students (*Make the Connection*: 42).
- "People who say they read more, write better" (Krashen: 5).
- Iowa reading test scores rise with the development of school library programs. The relationship between library program development and test scores is not explained away by other school or community conditions at the elementary level (*Make the Connection*: 42).
- "Acquisition, organization and dissemination of resources to support the reading program through the library is cost-effective for the entire school district" (*School Libraries Work!:* 11).
- "The extent to which books are borrowed from school libraries shows a strong relationship with reading achievement" (*School Libraries Work*: 12).
- When comparing Iowa elementary schools with the highest and lowest ITBS reading scores, the highest scoring students use 2.5 times as many books and other materials during library visits (*School Libraries Work*: 12).

I.7. Community Connections. See survey items F 10, I 1, L1-8, M-1-11.

Library Management

II.1. Collection.

Three areas of the State Library Survey having to do with collections are shown below. The first two charts show numbers of books in the collection and their average copyright date. The third chart below summarizes circulation totals, which provide one measure of how much, and how well the collection is being used. Survey items H 6 and K 1-20 provide additional information on collections.

Fiction Books

Numbers of fiction volumes in school library collections. Average copyright date is in parenthesis (K 1).

School Enrollment	25th	50th	75th	90th
1000 and over	3,337 (1989)	4,212 (1991)	6,296 (1993)	8,533 (1995)
600-999	3,037 (1985)	4,403 (1988)	6,282 (1991)	7,575 (1994)
500-599	3,672 (1986)	6,350 (1989)	8,260 (1993)	9,170 (1997)
400-499	2,526 (1987)	4,460 (1990)	6,000 (1992)	8,162 (1996)
300-399	2,345 (1986)	3,616 (1989)	5,455 (1992)	7,862 (1998)
200-299	2,273 (1985)	3,500 (1989)	4,859 (1992)	6,264 (1998)
199 and below	1,910 (1985)	2,850 (1988)	4,481 (1992)	6,000 (1997)

Non-fiction Books

Numbers of non-fiction volumes in school library collections. Average copyright date is in parenthesis (K 2).

School Enrollment	25th	50th	75th	90th
1000 and over	2,710 (1985)	4,185 (1988)	5,830 (1991)	8,345 (1994)
600-999	2,873 (1987)	4,226 (1990)	6,042 (1992)	7,882 (1995)
500-599	3,397 (1982)	5,265 (1985)	7,177 (1990)	9,581 (1993)
400-499	3,287 (1986)	4,803 (1989)	7,058 (1991)	8,700 (1995)
300-399	2,687 (1983)	4,192 (1988)	5,957 (1991)	7,841 (1997)
200-299	2,700 (1982)	3,823 (1986)	5,451 (1991)	7,000 (1995)
199 and below	2,067 (1980)	3,148 (1987)	4,413 (1990)	5,646 (1997)

Circulation Total

These numbers reflect items checked out in all formats in a typical week (I 4).

School Enrollment	25th	50th	75th	90th
1000 and over	163	300	693	1,027
600-999	200	500	809	1,250
500-599	250	640	998	1,226
400-499	278	522	908	1,251
300-399	212	390	700	952
200-299	125	313	510	789
199 and below	88	175	315	431

The quantity and quality of the books and other materials in the school library is a critical factor in reading achievement according to many researchers. Access to print materials is important in reading development. When we note that the **average copyright date of non-fiction materials as shown above is 1995,** it is clear that even schools at the 90th percentile have many materials that are inadequate for meaningful research. The state standards specify "current" collections. Weeding and rebuilding library collections is a critical challenge for us across the state.

Supporting Research and Standards

- The library program shall also be designed to meet the following goals:
  - to provide current technology and electronic resources to assure that students become skillful and discriminating users of information;
  - to include a current and diverse collection of fiction and non-fiction in a variety of formats to support student and curricular needs (*Iowa Standards*: *IAC*. 281—12.3(12)).
- "The extent to which books are borrowed from school libraries shows a strong relationship with reading achievement" (*School Libraries Work*: 12).
- When comparing Iowa elementary schools with the highest and lowest ITBS reading scores, the highest scoring students use 2.5 times as many books and other materials during library visits (*School Libraries Work*: 12).
- "The size of the school library staff and collection explained 21 percent variation in ITBS reading scores controlling for socio-economic conditions" (*School Libraries Work*: 10).
- Reading comprehension scores as measured on NAEP tests are positively correlated with the number of books per student in school library media centers (Krashen, *SLMQ*: 2).

Collection Development

This chart shows weekly hours spent on collection development (H 6).

School Enrollment	25th	50th	75th	90th
1000 and over	1.0	2.0	2.0	3.0
600-999	1.0	2.0	3.0	5.0
500-599	0.5	2.0	3.0	5.0
400-499	1.0	2.0	2.0	5.0
300-399	1.0	2.0	3.0	5.0
200-299	1.0	2.0	3.0	5.0
199 and below	1.0	2.0	5.0	6.0

Time on collection development—selecting, ordering, maintaining, evaluating and weeding resources—is a serious professional responsibility critical to a sound library materials collection. When assessing collections, it is important to keep in mind the age and condition of materials as well as the raw numbers. It is preferable to have a small current collection than a large collection of dated materials. In addition to books, library collections should include sufficient numbers of audio and video materials, computer software and online database subscriptions to meet teaching and learning needs. The overall purpose of library collections is to support and enrich the curriculum.

Supporting Research and Standards

- The library program shall...include a plan for annual updating and replacing of library materials, supports, and equipment (*Iowa Standards*: *IAC*. 281—12.3(12)).
- "When more books are readily available and the print environment is rich, students read more. When they read more, they read better" (Krashen: 34).
- Reading comprehension scores as measured on NAEP tests are positively correlated with the number of books per student in school library media centers. (Krashen, *SLMQ:* 2).
- In Iowa, reading scores tend to be higher in schools with more volumes per student and more recent copyright dates (*Make the Connection*: 123).
- A recent *School Library Journal* survey reported a median collection of 12,045 books or 18 books per student in school libraries in the North Central United States (*Farmer*: and Shonz, 41).
- *Plans for Progress into the 21st Century* recommends a desirable level of at least 8000 current volumes at the elementary level, at least 10,000 current volumes at the middle school level and at least 12,000 current volumes at the high school level, or 20 volumes per student at each level, whichever is greater (Johnson: 12).
- "At least 70 percent of the collection [should] consist of materials with copyright dates of less than 10 years old, particularly in time-sensitive areas" (Johnson: 10).

II. 2. Electronic Resources. See Survey sections K 5-20 and J 2-9

II.3. Computers

This chart lists the number of computers in the library (J 1).

School Enrollment	25th	50th	75th	90th
1000 and over	5	13	41	67
600-999	5	26	44	77
500-599	3	20	38	60
400-499	11	33	46	67
300-399	6	15	34	50
200-299	6	13	30	44
199 and below	5	11	25	36

This chart lists the number of Computers located outside of the library but linked to library resources.

School Enrollment	25th	50th	75th	90th
1000 and over	47	64	117	313
600-999	39	72	113	227
500-599	35	74	128	254
400-499	43	78	130	215
300-399	42	84	150	215
200-299	28	72	115	158
199 and below	30	68	100	150

The school library must include sufficient numbers of audiovisual and digital technology to meet the needs of students and teachers. Increasingly, library and classroom work depends upon the availability of current, up-to-date networked computers systems, which can access the library catalog, online database subscriptions and the World Wide Web.

Supporting Research and Standards

- The library program shall... provide current technology and electronic resources to assure that students become skillful and discriminating users of information (*Iowa Standards*: *IAC*. 281—12.3(12)).
- In schools with well stocked, well-equipped school libraries, managed by qualified and motivated professional school librarians working with support staff, one can expect explicit links between availability of resources, technology, information literacy instruction and student achievement (Todd, n.d.).
- Using technology has a positive effect on student achievement, attitudes toward learning, and student self-concept (*Make the Connection*: 19).
- At every grade level, schools with more library and library connected computers average higher test scores (*School Libraries Work*: 20).
- Nationwide, 94 percent of schools have electronic library catalogs and 98 percent use automated circulations systems. (Farmer and Shontz: 42).

II. 4. Plan for Annual Updating of Library Materials, Supports and Equipment

Budget

The following budget charts reflect annual operating expenditures **excluding** salaries, major one-time capital outlay and income from book fairs, donations and volunteer efforts. The first chart is total budget amount; the second one reflects per pupil budget expenditures.

Total Annual Operating Expenditures (D 1).

School Enrollment	25th	50th	75th	90th
1000 and over	$ 2,379	$ 3,536	$ 6,058	$ 11,850
600-999	$ 3,000	$ 4,963	$ 8,060	$ 15,668
500-599	$ 3,980	$ 4,842	$ 8,900	$ 12,000
400-499	$ 2,800	$ 4,900	$ 8,600	$ 11,800
300-399	$ 2,100	$ 3,915	$ 6,515	$ 10,899
200-299	$ 2,000	$ 3,465	$ 6,000	$ 9,500
199 and below	$ 1,200	$ 2,704	$ 4,500	$ 6,710

Total Annual Operating Expenditures Per Pupil (D 1).

School Enrollment	25th	50th	75th	90th
1000 and over	$ 5.37	$ 9.01	$ 11.14	$ 19.13
600-999	$ 4.78	$ 9.03	$ 13.49	$ 19.87
500-599	$ 7.14	$ 10.25	$ 14.05	$ 19.48
400-499	$ 7.46	$ 11.04	$ 17.54	$ 25.32
300-399	$ 7.51	$ 11.45	$ 16.49	$ 23.10
200-299	$ 5.83	$ 11.81	$ 18.16	$ 27.49
199 and below	$ 8.26	$ 13.16	$ 20.93	$ 31.62

While "budgets" are not specifically mentioned in the Iowa standards, there is a requirement that a plan be in place for annual updating of books and other library resources. Clearly, having a sufficient budget is a key to providing a library program where students can find good books to read, teachers can find current materials to support curriculum units, and computers and electronic tools are available to support research and learning.

Supporting Research and Standards

- The library program shall include a plan for annual updating and replacing of library materials, supports, and equipment (*Iowa Standards*: *IAC*. 281—12.3(12)).
- Studies in Colorado and Oregon found that student reading scores increased with increases in library expenditures per student (*Make the Connection*: 27).
- In Minnesota, students' reading achievement in elementary and secondary schools is related to increases in school library program spending (*School Libraries Work*: 13).
- "Incremental increases in staffing, collections and budgets will yield incremental increases in reading scores" (*School Libraries Work*: 14).
- In the 2009 *School Library Journal* survey of libraries nationally, the following mean budget figures were reported: elementary schools, $11,689 total; junior high/middle school $12,795, and high school, $12,314 total (Farmer and Shontz: 41).
- *School Library Journal*, which reports book prices annually, listed the average price of a children's book in 2009 at $21.36 and an adult hard cover book at $28.09. (Kenney: 11).

II.5 Professional Development. See survey items H-7, M 1-5, 11.

II.6 Policies. See survey questions F 13.

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