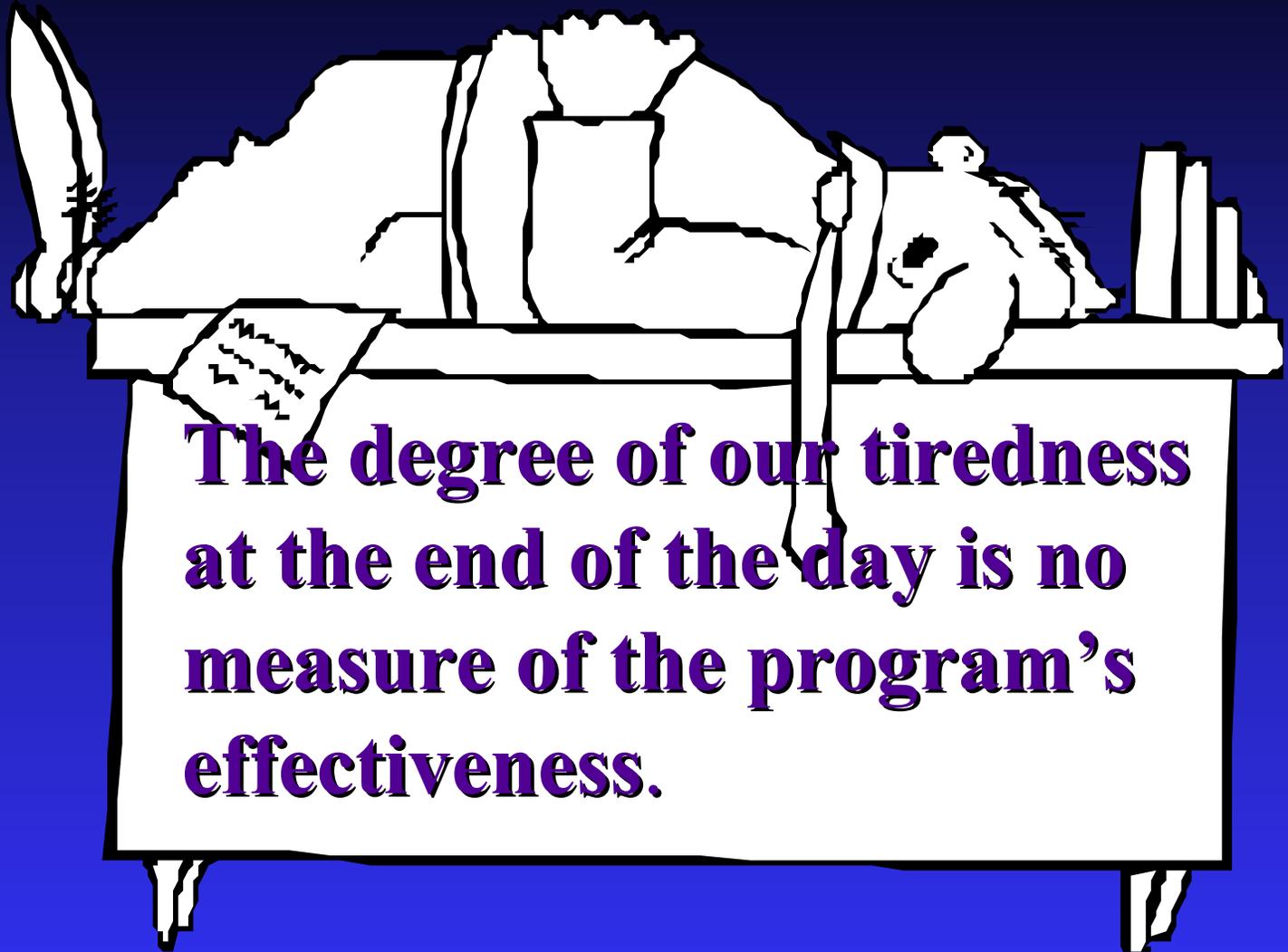


Helping Others  
“Make the Connection”--  
Using Data To Build Support for  
Library Media Programs in Iowa

Mary Jo Langhorne

Loess Hills Area Education Agency

March 6, 2003



**The degree of our tiredness  
at the end of the day is no  
measure of the program's  
effectiveness.**

# Using Data To Build Support for Library Media Programs in Iowa

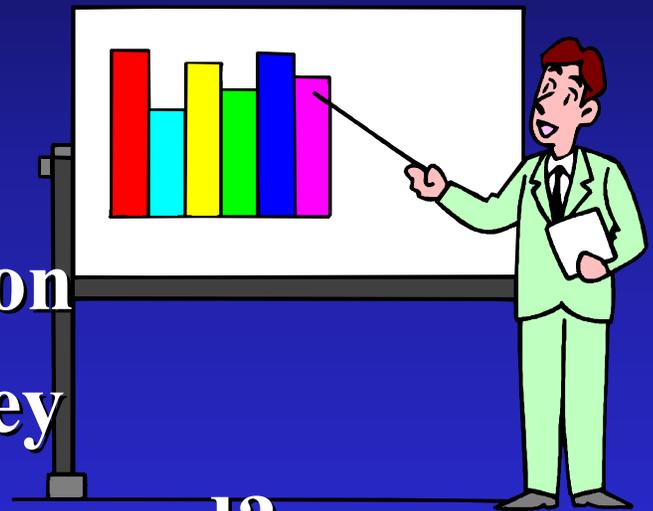
## Presentation Outline

What data do we have?

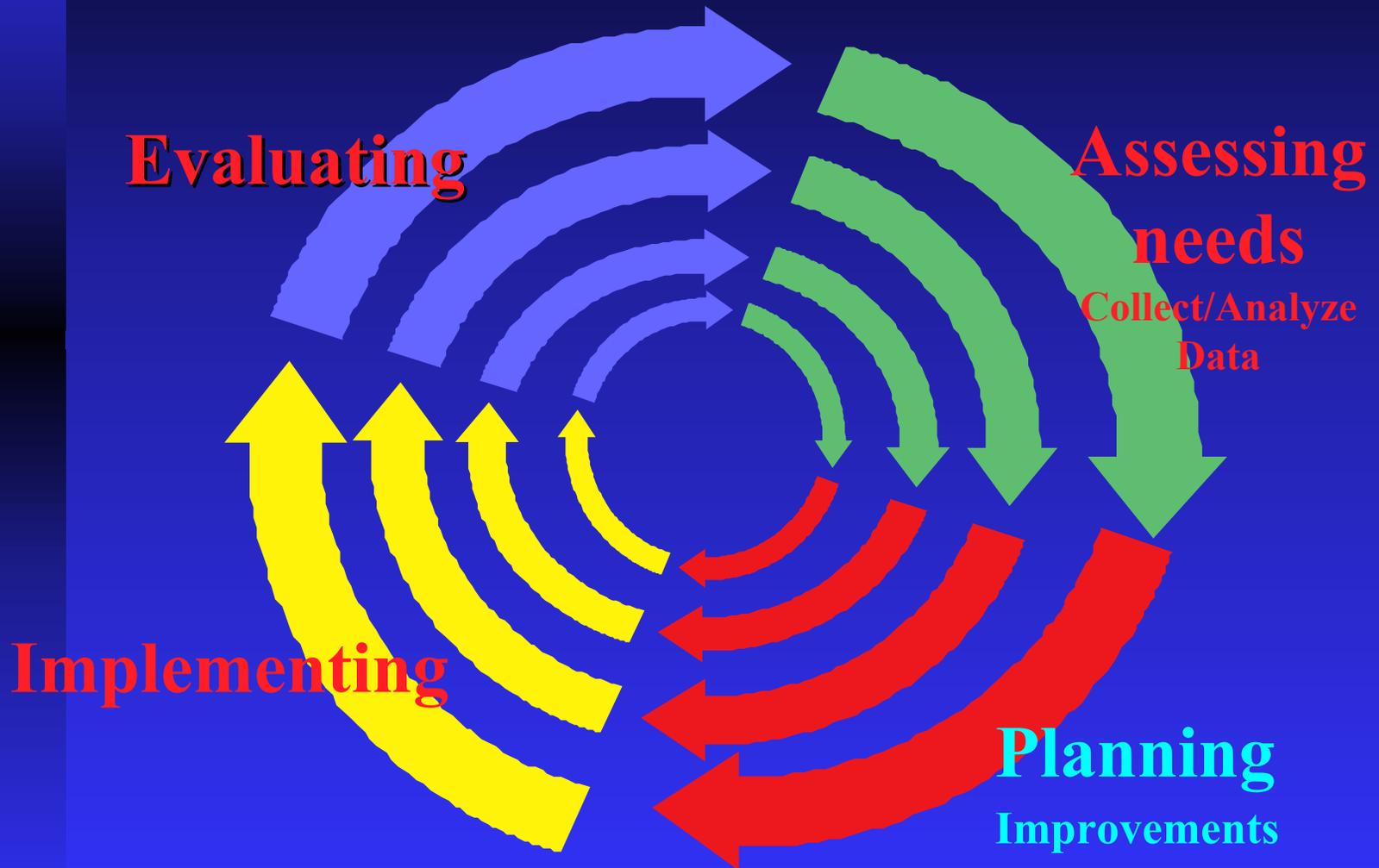
- ◆ Make the Connection
- ◆ State Library Survey

What other data might we need?

How can we use data?



# Program Improvement Cycle



“Ongoing assessment for improvement is essential to the vitality of an effective library media program.”

*Information Power: Building Partnerships for Learning ( page 108).*

# Introductions

- Name, school, grade levels
- One thing I would like to improve in my library media program is...



# Take a moment:



Record your “One thing I would like to improve in my library media program...” on planning form -- page 2 of handout.

# Make The Connection

## 1999-2000 Data Collection

Grade	Number Responding	Percent of Total
4th	169	23.6 %
8th	162	40.4 %
11th	175	47.3%

### Survey

- Hours of operation
- Library staff
- Paid staff activities
- Technology
- Types of usage
- Resources
- AEA Services

**ITBS,  
ITED  
Reading  
Scores**

### Existing Data

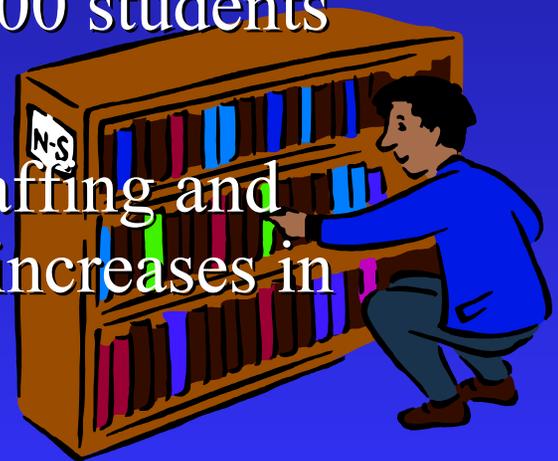
- Enrollment data including race/ ethnicity
- Free/reduced lunch rates
- Community education level
- Teacher characteristics
- School district expenditures

# Make The Connection...

**Reading test scores rise with increases in:**

- ◆ total staff hours per 100 students
- ◆ print volumes per student
- ◆ periodical subscriptions per 100 students

Incremental improvements in staffing and collections yield corresponding increases in reading scores.



# Elementary Results

## Reading test scores rise with

- more weekly hours of LMC staffing
- staff planning and teaching with teachers
- larger collections
- collections with recent copyright dates
- higher levels of library use by students

# Secondary Results



Reading scores tend to be higher when LMCs...

## Middle School

- are open longer hours before school
- have more weekly hours of staffing
- are used more

## High School

- have more weekly hours of staffing
- offer more reading incentive activities
- have larger collections of audio materials

# Make The Connection...

**The impact of library media programs on academic development cannot be explained away by school differences:**

- ◆ per pupil expenditures
- ◆ teacher/pupil ratio
- ◆ educational level of classroom teachers

# Make The Connection...

The impact of library media programs on academic development cannot be explained away by community differences including:

- ◆ children in poverty
- ◆ racial/ethnic demographics
- ◆ adult educational attainment

# Community Differences

- Poverty
- Number of minority students
- Library media program development
- Adult educational level

# Discuss with group:



- What does a good library media program look like--what are its characteristics?
- To what activities do library media specialists in programs with appropriate staffing devote their time?

# Strong LMC Programs...

- are adequately staffed, stocked and funded
- staff are involved leaders in the school
- staff collaborate with classroom teachers
- embrace networked information technologies

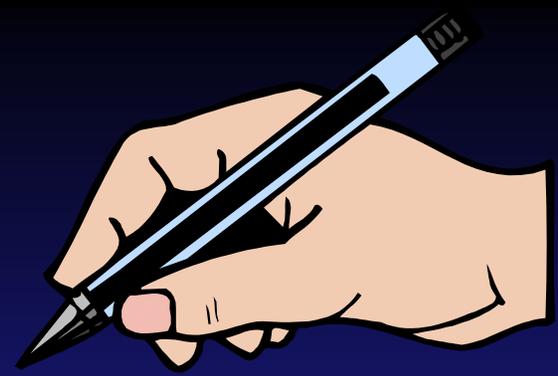
# More Hours of LMC Staffing Result In More...

- planning with teachers
- providing of in-service to teachers
- working on curriculum committees
- teaching collaboratively with teachers
- meetings with principal
- technology in LMC
- time on collection development

# Results consistent across states

- ◆ Colorado
- ◆ Massachusetts
- ◆ Oregon
- ◆ Pennsylvania
- ◆ Texas
- ◆ Michigan

# Take a moment:



- n What external data and/or research can help you answer your question?
- n Record relevant data from “Make the Connection”
- n Share at tables

# State of Iowa Survey



State Library of Iowa

about us ■ contacts ■ help  
search ■ state library catalog

[News](#) | [For Iowa Libraries](#) | [Specialized Services](#) | [For State Government](#)  
[Continuing Education](#) | [Enrich Iowa](#) | [LSTA](#) | [SILO](#) | [Youth Services](#)

## School Library Media Center Survey

### Libraries in Iowa

Academic	79
Public	540
School	1528*
Special	113

\*1221 reporting

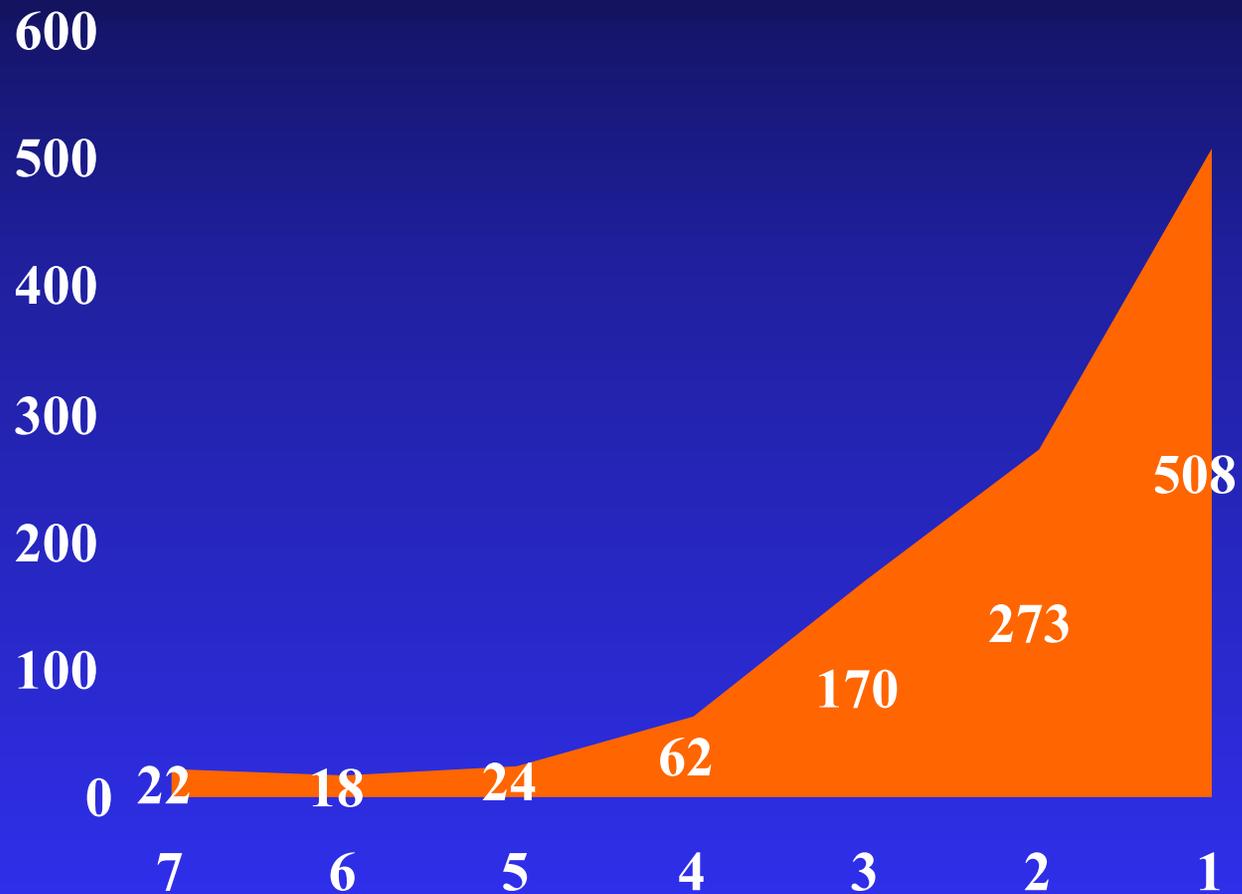
# A. Respondent Information

- 1221 schools reported (80 percent)
- 1014 reported by media specialist (83%)
- 207 programs had data reported by non-media specialist
- 307 schools not reporting

# A. Schools Reporting by Level

Elementary	575
Junior High/ Middle School	175
High School	187
Combined	284

# A. Number of LMCs Managed



# Data summary format

- Most data reported in percentiles
  - ◆ 25th
  - ◆ 50th
  - ◆ 75th
- Place provided for you to list your numbers
- Remember: preliminary data

# State of Iowa Survey Analysis



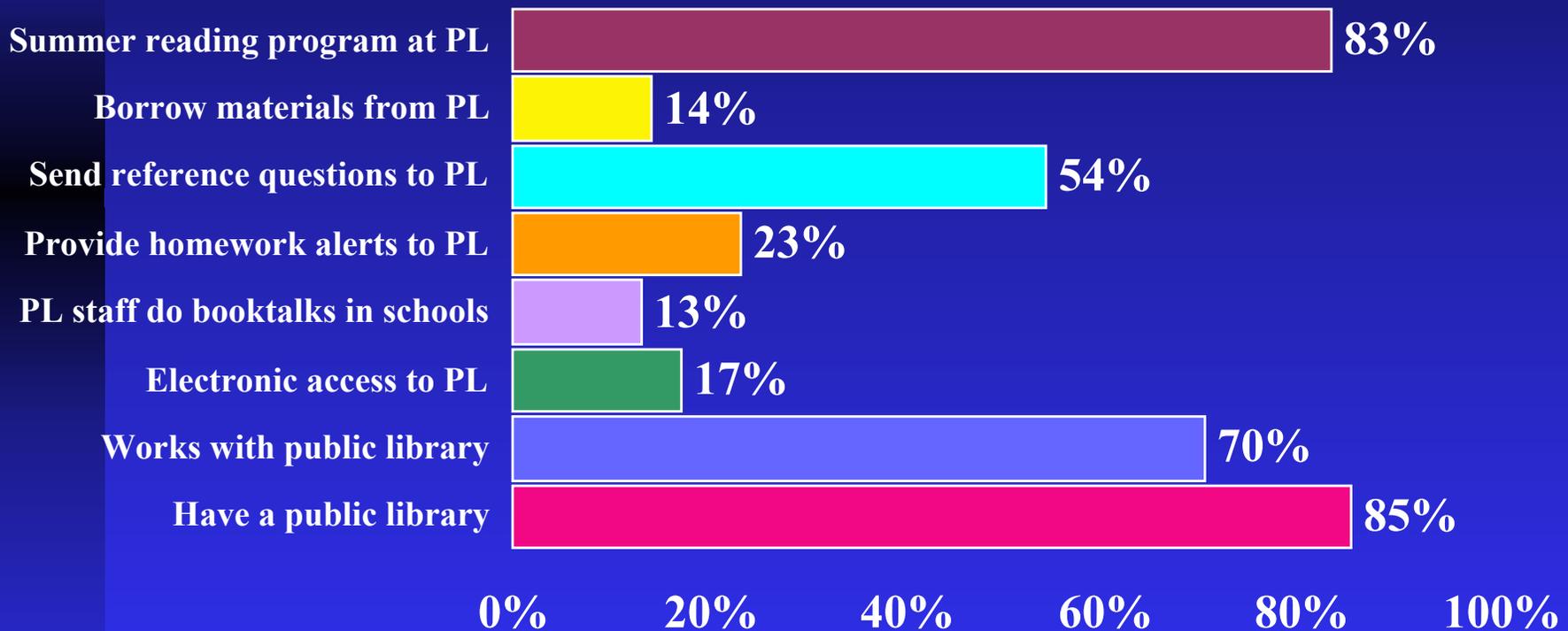
- What strengths/good news do you see in this section of the data?
- What limitations do you see?
- Was there anything that surprises you in this data?
- What questions did you have as you looked at this section?
- Would you share this data with teachers and/or administrators?

# Process for Data Analysis



- Look over data individually (5 minutes) and jot down your thoughts.
- Identify a recorder to share group's thinking and a facilitator to keep things moving
- Share your ideas about the data, round-robin style
- Choose what you want to report (two or three things) and record on flipchart.

# School/Public Library Partnerships

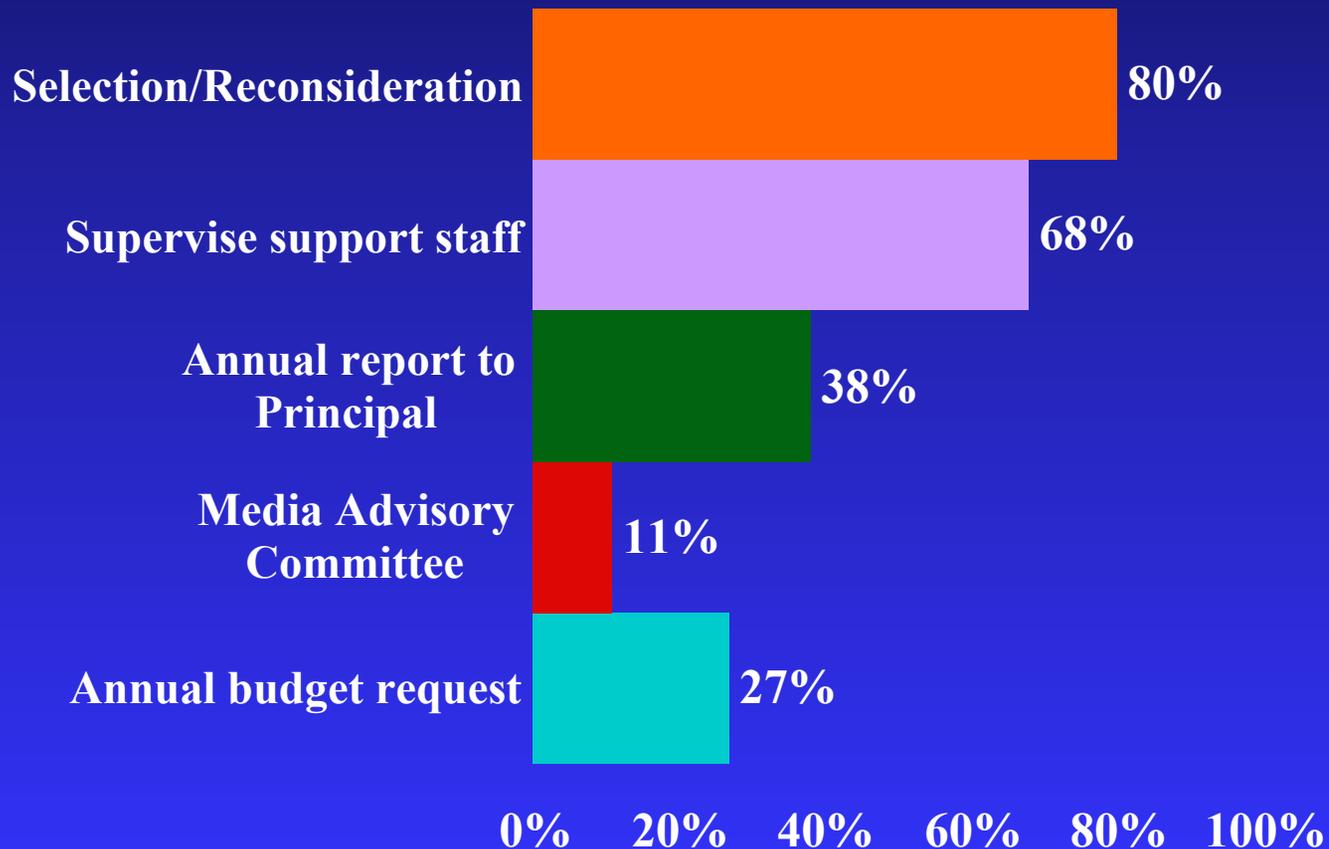


# AEA Partnerships

Percent who use AEA for...	All Respondents
Staff development	83%
Acquire databases	83%
Reference services	82%
Instructional resources	81%
Consulting	75%
COOP purchasing	82%
Receive regular communication	86%
Production services	70%
Technical assistance	72%

# LMC Management

Percentage of library media specialists who...



# Why talk to your principal about budget?



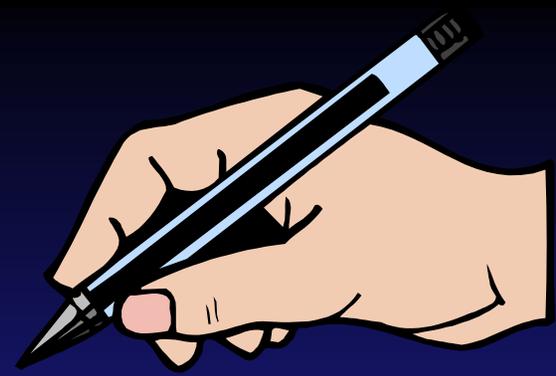
Callison, Dani  
AIME Statewi  
School Library  
Centers." *Indic  
Journal* (17) 1  
162.

# Media Advisory Committee

- Model collaboration
- Insure advocates



# Take a moment:



- n What external data and/or research can help you answer your question?
- n What internal data can help you answer your question?
- Record relevant data from “State Library Survey”
- Share at tables

So we have all this data...



what do we do with it?

# Using Data for Program Improvement

Data can be used to...

- identify goals for improving the program to better serve students and teachers
- inform others in order to gain support—advocacy

# Strategies for Using Data

- collect and report local data
- compare to external standards
- educate and involve stakeholders
- develop program improvement goals

# Collecting and Reporting Data

## Inputs

- circulation statistics
- holdings
- budget
- number of students using LMC
- staffing
- square footage of LMC

## Outputs

- student learning
  - ◆ integrated information literacy classes taught
  - ◆ online resources use/success rate
  - ◆ assessments
- collaborations with teachers
- use of collection in support of units
- use of online databases
- use of staff time

# Other data of interest

GROUP	EXAMPLES	PAGES IN HANDOUT
Students	Surveys, assessments, focus groups, journals, logs, interviews, tests	6,7,8,9
Teachers/ Administrators	Focus groups, surveys, interviews, logs	6, 10
Parents	Surveys, focus groups, interviews	10
Media specialists	Surveys, rubrics, time studies	11, 12

# Strategies for Using Data

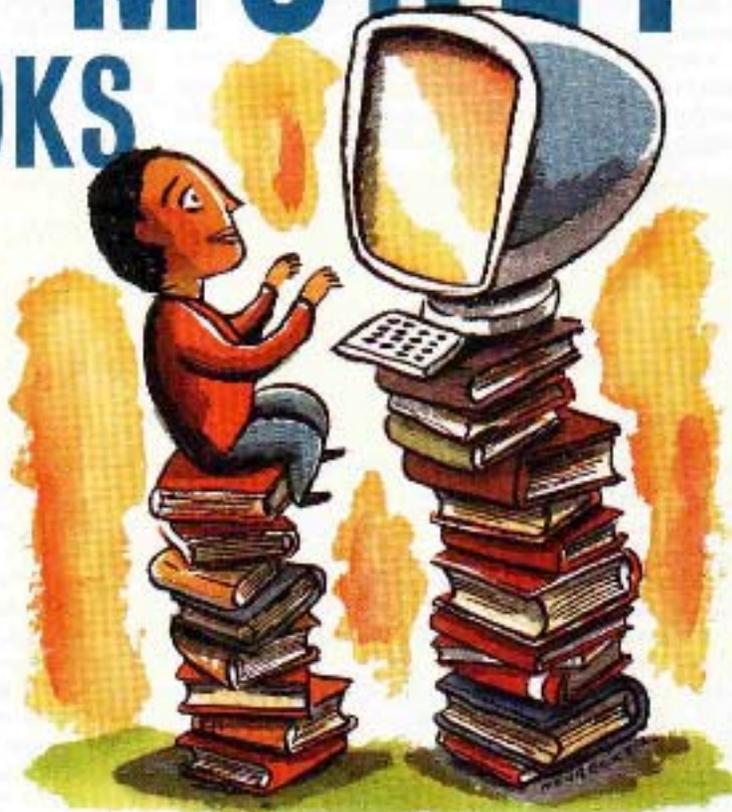
- collect and report local data
- compare to external standards
- educate and involve stakeholders
- develop program improvement goals

# Comparing Data to External Standards

What comparative data is out there?

# NEW MONEY OLD BOOKS

Our latest biennial survey of school library funding shows that media centers have been better able to beef up their technology connections than their book collections



Miller, Marilyn and Marilyn Shontz. "New Money—Old Books." *School Library Journal* 47:10 (October 2001), pp. 50-60.

# SLJ's Average Book Prices

SLJ's Average Book Prices			
	2000	2001	2002
<b>Hardcover (children's and YA titles)</b>			
Average price (all titles)	\$17.57	\$18.58	\$18.78
Preschool to grade 4	\$15.55	\$16.01	\$16.04
Grade 5 and up (fiction)	\$15.91	\$16.10	\$16.83
Grade 5 and up (nonfiction)	\$21.26	\$21.49	\$21.46
<b>PAPERBACK (children's and YA titles)</b>			
Trade paperbacks	\$8.41	\$6.63*	—

<http://slj.reviewsnews.com/index.asp?publication=slj>

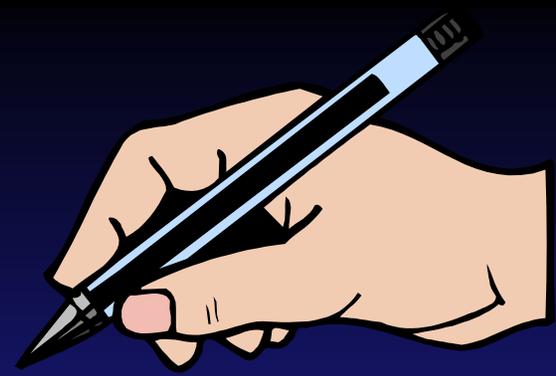
# State Standards - Quantitative

- ◆ Minnesota Standards for Effective School Library Media Programs
- ◆ Missouri Standards for School Library Media Centers
- ◆ Pennsylvania Guidelines for School Library Information Programs

# Coming Soon-Plans for Progress

- Former Iowa Department of Education Publication
- Being updated by Becky Stover for UNI Master's thesis
- Possibly ready by IEMA (April 3,4)

# Take a moment:



- n What additional data can help support your improvement plan?
- n What comparative data might be useful?
- n Share at tables

# Strategies for Using Data

- collect and report local data
- compare to external standards
- educate and involve stakeholders
- develop program improvement goals

# Involving Stakeholders

Discuss in groups:

- Who are they?
- Why involve them?



# Involving Stakeholders

## High stakes

- ◆ higher consequences
- ◆ long-reaching effects
- ◆ involves many resources

## Low stakes

- ◆ lower consequences
- ◆ impacts few people
- ◆ involves few resources

# Strategies for Using Data

- collect and report local data
- compare to external standards
- educate and involve stakeholders
- develop local improvement goals

# Planning Program Improvements

- Develop a program improvement plan to address concerns/limitations
- Set goals, strategies, responsibility and timeline
  - ◆ Set reasonable goals
  - ◆ Allow sufficient time
- Provide for evaluation at the end of program improvement cycle

# Connect Library Program

## Improvement Goals to District Goals

- Comprehensive school improvement plan
- Annual progress report
- District mission and beliefs
- Annual improvement goals
- NCLB

# Mission Statement

...School District leads the way in equipping self-directed learners who excel academically and demonstrate technological proficiency. Our rigorous, internationally competitive curriculum develops team players who are confident and productive members of a global community.

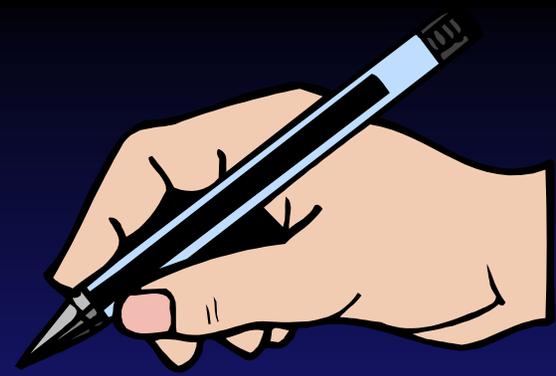
# Annual Improvement Goals

- **Reading:** To increase reading comprehension of students from third to fourth grade. Growth will be measured by national standard score (NSS) on the reading comprehension subtest of the ITBS.
- **Math:** To increase mathematical problem solving skills of fifth, sixth, seventh and eighth grade students. The national standard score from ITBS problem solving sub test will increase above the national average for this cohort group from one year to the next.
- **Science:** To increase skills for information gathering, problem solving and evaluation of data in grades 5-8 as measured by ITBS science subtest.

# Action Plan to Meet Reading Goal

- Increase number of Reading Recovery® Teachers to support first grade students
- Add reading teachers at targeted schools to support reading in the early grades
- Continue to implement new grade 1 and 2 reading program for low performing readers (*Early Success*)
- Provide staff development to new K-6 classroom teachers relative to diagnostic reading assessment
- Review item analysis of ITBS
  - Increase collection of “just right” readers in school libraries.

# Take a moment:



- n How is your question related to your district or building mission/beliefs or school improvement goals?
- n Share at tables
- n What are your “next steps”

If you build it...

they will come!



Good plans shape good decisions. That's  
why good planning helps to make  
elusive dreams come true.

**Lester R. Bittel**

*The Nine Master Keys of Management*

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AEA 13

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