

Wyoming School Library Survey 2014-15

Summary: K-12 public school libraries

October 2015

Annually, the Wyoming State Library conducts a voluntary survey of school libraries to collect basic information on staffing, budgets, student use of the library and other measures. The response rate for this year's survey was lower than in 2013-14. Part of the decline may be because WSL chose not to survey extremely small schools that had no designated library media staffing.

In staffing, this year the report includes those FTEs designated as Computer/Network -- Library-Media Technician (CNT) by the Wyoming Department of Education, as those FTEs are reported as library FTEs in the Common Core of Data. Staffing data is obtained from the WDE rather than reported by schools for consistency.

Collecting instructional time continues to be a challenge, as the data provided is often inconsistent with the amount of library media specialist staffing reported by the Wyoming Department of Education. This year, the question on planning time was dropped and the question on instructional time was clarified to define it as formal teaching time.

A large body of research has shown that a strong school library program – with sufficient staffing, collections and budget – is associated with higher student test scores. Much of that research, conducted in more than 20 states, has been

compiled by Library Research Service on their website at www.lrs.org/impact.php.

Research shows that higher test scores correlate with:

1. The size of the school library staff
2. Full-time/certified school librarians
3. The frequency of library-centered instruction and collaborative instruction between school librarians and teachers
4. Size or currency of library collections
5. Licensed databases through a school library network
6. Flexible scheduling
7. School library spending (Lance, et al., 2001; Baxter & Smalley, 2003).

This report gives summary data by grade level. Individual school details, and prior years' surveys are located on the Wyoming State Library's statistics page at will.state.wy.us/statistics.

Questions about this survey may be directed to:

Wyoming State Library

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Response rate - public schools

WDE K-12 schools by State School ID	
Total WDE schools in state by NCES number	348
Schools reporting data	204
Response rate	58.6%

WDE K-12 schools with LIM and/or LMA staffing, by State School ID	
Schools with LIM/LMA staffing	289
LIM/LMA schools reporting data	167
Response rate	57.8%

WDE K-12 schools with LIM staffing, by State School ID	
Schools with LIM staffing	162
LIM schools reporting data	115
Response rate	71.0%

LIM: Library Media Specialist

LMA: Library Media Aide

WDE K-12 schools by building	
School buildings reporting data	185

Response rate by building cannot be calculated, as it is not known how many non-responding schools are actually combined schools.

The Wyoming Department of Education assigns each school a separate State School ID. In 2014-15, the WDE listed 348 public K-12 schools. In some cases, a single school building houses multiple schools. For example, a K-12 school may have three separate School ID numbers for the elementary, middle and high schools, yet still be one unified school. This complicates calculating a response rate, as it is not known how many non-responding schools are co-located. For this reason, response rates are calculated by ID number.

Going by State School ID, 231 schools with libraries responded in part or in full to this year’s survey. Adjusting for co-located schools, these 231 schools have 205 libraries. Twenty-two schools reported that they do not have a library.

Out of 348 schools, 289 (83.05%) have designated LIM or LMA FTEs, down slightly from last year’s 83.85%. Schools with Library Media Specialist (LIM) FTEs declined slightly from 166 last year to 162 this year. Less than half of schools (46.5%) are assigned LIM FTEs. This is by WDE ID number, and not by building, so students in co-located schools or in districts with LIM staffing assigned at the district level may still have access to a Library Media Specialist. However, it should also be noted that in many schools, the LIM hours assigned are minimal.

One of the challenges of this survey is that the respondents can vary from year to year. Although there is some discussion of trends in this report, please note that changes may simply be due to using a different survey sample.

Participating school libraries

Type of school	Enrollment		
	Total	Average	Median
Senior high (9-12) [27 resp.]	14,418	534	282
Junior/senior high (6-12) [8 resp.]	1,329	166	149
K-12 [12 resp.]	1,934	161	150
Junior high/middle (5-9) [29 resp.]	13,005	448	375
K-8 & K-9 [6 resp.]	1,618	270	199
Elementary (K-6) [103 resp.]	29,514	287	296
Total [185 resp.]	61,818	334	280

The 185 school libraries that responded serve 61,818 students – 66.3% of the state’s entire Oct. 1, 2014 K-12 enrollment of 93,303.

Staffing

Type of school	Main contact holds library/media endorsement		Total Library Staff			Library Media Specialists			
	Number	Percent	Total FTE	Students per FTE	AVG FTE per school	Total FTE	Students per FTE	AVG FTE per school	% LIM of total FTEs
Senior high (9-12) [27 resp.]	21	80.8%	66.54	216.68	1.46	43.28	333.13	0.60	65.04%
Junior/senior high (6-12) [8 resp.]	6	75.0%	9.60	138.44	1.20	3.40	390.88	0.43	35.42%
K-12 [12 resp.]	4	36.4%	11.88	162.79	0.99	4.95	390.71	0.41	41.67%
Junior high/middle (5-9) [29 resp.]	22	75.9%	39.58	328.58	1.36	16.40	792.99	0.57	41.44%
K-8 & K-9 [6 resp.]	4	66.7%	4.50	359.56	0.75	2.57	629.57	0.43	57.11%
Elementary (K-6) [103 resp.]	51	52.0%	111.10	265.65	1.08	28.83	1023.73	0.28	25.95%
Total [185 resp.]	108	60.7%	243.20	254.19	1.31	99.43	621.72	0.54	40.88%

FTE data obtained from the Wyoming Dept. of Education. LIM = Library Media Specialist, LMA = Library Media Aide

Among respondents, 108 (60.7%) report that the main contact holds a library media endorsement, slightly up from last year's 55.7%, although that could be due to the fact this is a different group of respondents. According to the WDE data, in 62 of the 185 responding libraries (33.5%), there is library media aide staffing, but no assigned library media specialist FTEs, although 6 of those schools have access to LIM staffing at the district level. As noted above, in some schools where there is LIM staffing assigned, it is minimal. Eighteen schools provided library services without designated LIM or LMA staffing; three of those have LIM staffing at the district level.

WDE data are used here because they are the most comprehensive and consistent data. Individual schools have staffing arrangements for their libraries that are not accurately reflected in these numbers.

Collection expenditures

Type of school	Total collection expenditures	Average collection expenditures			Expenditures per student		Dependence on grants for collections		
		Print	All other	TOTAL*	Print	Total Collection*	None	Supplements budget	Heavily dependent
Senior high (9-12) [27 resp.]	\$237,157	\$6,540	\$1,649	\$9,120	\$17.18	\$21.36	81.5%	18.5%	0.0%
Junior/senior high (6-12) [8 resp.]	\$40,750	\$4,000	\$1,094	\$5,094	\$20.50	\$28.88	62.5%	25.0%	12.5%
K-12 [12 resp.]	\$60,012	\$4,835	\$620	\$5,456	\$28.44	\$28.44	27.3%	63.6%	9.1%
Junior high/middle (5-9) [29 resp.]	\$254,930	\$7,290	\$1,815	\$9,105	\$15.89	\$20.57	65.5%	34.5%	0.0%
K-8 & K-9 [6 resp.]	\$47,220	\$9,930	\$233	\$9,444	\$19.71	\$17.48	0.0%	80.0%	20.0%
Elementary (K-6) [103 resp.]	\$356,474	\$3,401	\$474	\$3,875	\$12.27	\$14.31	41.6%	42.6%	15.8%
Total [185 resp.]	\$996,543	\$4,873	\$932	\$5,862	\$14.56	\$17.00	50.3%	39.2%	10.5%

Out of 185 respondents, 170 provided total collection expenditure data, and 159 provided data specifically on print purchases. Collectively, these schools spent \$827,789 on information sources. On average, schools spent \$14.56 per student on print materials – down from last year’s \$16.20. Total collection spending was \$17.00 per student, down nearly \$2 from last year’s \$18.68, continuing a downward trend seen the last three years.

It is not certain whether budgetary pressures are affecting collection quality and currency or whether other factors are involved. Since the schools responding are not consistent year to year in this survey, it may simply be a different sample. If schools are moving to more electronic resources, it is possible that those are either purchased at the district level and do not show up in school-level collection budgets.

More than half of libraries reported that their collections are completely funded by their school or district and that they do not rely on outside fundraising. Only 10.5% report that they are heavily dependent on grants or other fundraising to maintain their collections, with most of those at the elementary level. Dependence on grants is heavier in the lower grades, with K-8 and K-9 schools reporting the most dependence on grants.

Physical collections

Type of school	Total print items held	Average collection size				Average age Dewey 6xx	
		Print materials	Median print per student	Audio-video	Periodical subs	Median copyright	Median age
Senior high (9-12) [27 resp.]	306,644	11,356	25.3	296	31	1998	16
Junior/senior high (6-12) [8 resp.]	58,937	8,420	58.7	244	16	1989	25
K-12 [12 resp.]	142,244	14,224	77.8	339	20	2000	14
Junior high/middle (5-9) [29 resp.]	325,568	12,522	29.9	305	21	1999	15
K-8 & K-9 [6 resp.]	77,287	15,457	43.7	240	15	2003	11
Elementary (K-6) [103 resp.]	940,840	10,691	37.5	185	7	2000	14
Total [185 resp.]	1,851,520	11,359	36.8	237	15	1999	15

Reporting schools held 1.85 million print items during the 2014-15 school year. The median for all schools was 36.8 items per student. High schools had a lower number of items per student than schools serving the lower grades.

Libraries were asked for the average copyright date for items in the Dewey 600s (Technology & Applied Science) range. This range was chosen because the science and technology fields change rapidly. The median date was 1999, or 15 years old. A 1999 science book would miss many recent developments.

Currency of materials is one factor that has been associated with higher test scores, but it is also difficult to assess in an increasingly electronic environment. Anecdotal information indicates that nonfiction research is moving from print to electronic sources, particularly in the upper grades. In addition, it doesn't account for items with older copyright dates that are still valuable and should be retained. Moving forward, the median copyright age may not be the best measure to assess the currency of the information available to students.

Library computers

Type of school	Student computers in library			Schools where each student issued laptop or tablet
	Number	Average computers per library	Median students per computer	
Senior high (9-12) [27 resp.]	653	23.2	15.2	37.0%
Junior/senior high (6-12) [8 resp.]	162	20.3	9.3	50.0%
K-12 [12 resp.]	148	13.5	19.5	45.5%
Junior high/middle (5-9) [29 resp.]	386	14.3	33.6	34.5%
K-8 & K-9 [6 resp.]	45	7.5	53.0	0.0%
Elementary (K-6) [103 resp.]	1069	10.8	51.0	11.8%
Total [185 resp.]	2463	13.8	33.6	22.4%

Survey respondents reported a total of 2,486 student computer workstations in their libraries, averaging out to 13.8 computers per library. The median was 33.6 students per computer. For the second year, schools were asked whether each student was issued a laptop or tablet. Last year 12.2% reported yes; this year 22.4% (41 schools) did, which was a significant jump. This will be a data element to watch in future surveys as schools look at different ways to provide their students with the technology they need.

Technology and electronic resources

Type of school	Percent of schools where						
	Library lends laptops	School has website	Library has web page	Library has links to WYLDCAT	Library has links to GoWYLD	Databases purchased locally	Remote access local databases
Senior high (9-12) [27 resp.]	37.0%	37.0%	37.0%	37.0%	37.0%	37.0%	37.0%
Junior/senior high (6-12) [8 resp.]	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
K-12 [12 resp.]	45.5%	45.5%	45.5%	45.5%	45.5%	45.5%	45.5%
Junior high/middle (5-9) [29 resp.]	34.5%	34.5%	34.5%	34.5%	34.5%	34.5%	34.5%
K-8 & K-9 [6 resp.]	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Elementary (K-6) [103 resp.]	11.8%	11.8%	11.8%	11.8%	11.8%	11.8%	11.8%
Total [185 resp.]	33.1%	96.1%	65.2%	49.7%	67.5%	48.0%	39.8%
NUMBER OF SCHOOLS	59	173	116	80	110	82	66

Nearly every school has a website: 96.1% of libraries reported their school has one, and nearly two-thirds report having a library-specific web page. More libraries link to the GoWYLD resources (67.5%) than to WYLDCAT (49.7%).

Every student in Wyoming has access both at school and remotely to the WYLD databases. Just under half of respondents said electronic resources are also purchased locally through the school or district budget. Four-fifths of those schools with locally-purchased databases have remote access to those resources for students.

One-third of schools reported loaning laptops, which is consistent with last year.

Scheduling and instruction

Type of school	How are classes in the school library scheduled?			Average typical weekly instructional hours
	All flexibly scheduled	Mixed flex/fixed	All at fixed times	
Senior high (9-12) [27 resp.]	81.5%	18.5%	0.0%	4.73
Junior/senior high (6-12) [8 resp.]	75.0%	25.0%	0.0%	2.43
K-12 [12 resp.]	0.0%	81.8%	18.2%	13.67
Junior high/middle (5-9) [29 resp.]	57.1%	32.1%	10.7%	7.20
K-8 & K-9 [6 resp.]	0.0%	33.3%	66.7%	12.70
Elementary (K-6) [103 resp.]	5.0%	6.9%	88.1%	11.10
Total [185 resp.]	27.1%	18.8%	54.1%	9.26
NUMBER OF SCHOOLS	49	34	98	

One of the items noted as having a positive correlation on test scores is flexible scheduling. None of the responding senior high schools or junior/senior high school had all their classes scheduled at fixed time. Fixed scheduling is more often used at the lower grades with 88.1% of K-6 schools having all their classes at fixed times.

Student learning is greatly enhanced by instruction from a qualified teacher-librarian. Average weekly instructional hours is a data element that attempts to discern how much staff time is spent teaching formal instruction. This is a difficult data element to collect, as it is often misinterpreted. However, it is an important enough measure that it has been retained for the survey.

In a change from last year's survey, time spent preparing for instruction was no longer collected.

Professional environment

Type of school	Training outside the district is supported	On what committees do library staff participate?					Library advisory committees		
		Curriculum	Technology	School improvement	Parent/teacher organization	None	Faculty/admin	Student	Student on faculty committee
Senior high (9-12) [27 resp.]	87.0%	53.8%	56.0%	50.0%	16.0%	30.8%	28.0%	12.0%	8.3%
Junior/senior high (6-12) [8 resp.]	83.3%	42.9%	85.7%	57.1%	42.9%	14.3%	28.6%	28.6%	0.0%
K-12 [12 resp.]	63.6%	27.3%	45.5%	45.5%	20.0%	27.3%	0.0%	10.0%	0.0%
Junior high/middle (5-9) [29 resp.]	88.5%	46.2%	72.4%	46.4%	15.4%	17.2%	17.2%	6.9%	0.0%
K-8 & K-9 [6 resp.]	100.0%	16.7%	66.7%	50.0%	16.7%	16.7%	33.3%	0.0%	16.7%
Elementary (K-6) [103 resp.]	70.7%	33.0%	49.0%	45.3%	38.9%	22.7%	22.3%	9.6%	4.4%
Total [185 resp.]	76.8%	37.6%	55.7%	46.8%	30.2%	22.7%	21.6%	9.9%	4.2%
NUMBER OF SCHOOLS	126	64	97	81	51	40	37	17	7

Just over three-fourths of libraries report they have support for staff to attend training opportunities outside their district, slightly down from last year's 82%. In 77% of school libraries staff reported participating on one or more school committees – most often technology or school improvement. Nearly two-fifths have someone serving on a curriculum committee, and 30% are involved in a parent/teacher organization, both higher than last year.

Few schools reported having library advisory committees: 21.6% have faculty/administration advisory committees and 9.9% have student advisory committees. The percentage with faculty committees is consistent with last year's survey, but the student advisory committees are fewer. Only 7 libraries reported that they had a student serving on the faculty committee in lieu of a student committee.

Policies

Type of school	% of schools that have		% of libraries that have policies for				
	Library policies & procedures manual	Scheduled policy review/revision	Internet/network acceptable use	Collection development	Challenges to holdings	Copyright	Resource sharing & ILL
Senior high (9-12) [27 resp.]	76.9%	60.0%	100.0%	87.5%	84.0%	87.0%	73.9%
Junior/senior high (6-12) [8 resp.]	75.0%	42.9%	100.0%	100.0%	100.0%	71.4%	71.4%
K-12 [12 resp.]	81.8%	63.6%	100.0%	90.0%	90.9%	80.0%	100.0%
Junior high/middle (5-9) [29 resp.]	85.2%	51.9%	100.0%	92.9%	96.4%	80.8%	81.5%
K-8 & K-9 [6 resp.]	83.3%	60.0%	100.0%	83.3%	83.3%	66.7%	66.7%
Elementary (K-6) [103 resp.]	83.7%	55.7%	97.9%	83.3%	91.5%	73.6%	82.2%
Total [185 resp.]	82.3%	55.8%	98.9%	86.9%	91.2%	76.7%	81.1%
NUMBER OF SCHOOLS	135	86	172	139	145	122	133

Policies and procedures allow the library media center to operate effectively and to help library staff deal with different situations that may arise. Just over three-fourths of libraries surveyed indicated they have a library policies and procedures manual, and two-fifths have regularly scheduled policy review and revision. This proportion is down slightly from last year

Internet/network acceptable use policies are nearly universal: 98.9% of reporting schools have a policy for that. Every school serving students older than 6th grade reported having an internet/network policy. Nine-tenths have a policy for challenges to holdings, 86.9% have collection development policies, 76.7% have copyright policies and 81.1% have policies for resource sharing and interlibrary loan. All of these percentages have jumped significantly since the 2013-14 survey, but it is difficult to determine whether more schools are instituting formal policies or whether this is because the respondents varied from last year.

Student use

Type of school	Average 1st semester circulation	1st semester median circ per student	Average typical weekly use:				
			Classroom sessions	Students in sessions	Independent users	Total visits	Visits per student
Senior high (9-12) [27 resp.]	2,500	4.1	19.2	335.9	341.2	652.0	1.3
Junior/senior high (6-12) [8 resp.]	1,710	9.8	12.9	208.3	107.9	316.1	1.6
K-12 [12 resp.]	5,636	20.4	13.4	150.4	112.3	262.7	0.9
Junior high/middle (5-9) [29 resp.]	5,166	10.5	16.9	321.4	190.3	493.4	1.1
K-8 & K-9 [6 resp.]	5,234	15.6	13.8	200.7	239.3	440.0	1.0
Elementary (K-6) [103 resp.]	8,034	26.0	17.7	316.7	94.5	404.7	1.3
Total [185 resp.]	6,164	16.0	17.3	302.2	153.2	445.1	1.2
TOTAL USE	986,294		3,103	53,799	26,343	80,116	

Full-year circulation can only be estimated for any survey that ends before the school year does, so the Wyoming School Library Survey uses 1st semester circulation instead. The median for all schools was 16.0, slightly up from last year's 15.1. Not surprisingly, circulation figures were generally higher where schools served lower grade levels; the median for K-6 schools was 26 books per student, while the high school median was 4.1. Anecdotally, there seems to be a preference for electronic materials at the higher grade levels.

Library media centers see an average of 17.3 classroom sessions a week. Just over two-thirds of total student visits are in classroom sessions, rather than students working independently. Total visits reported were more than 80,000 with a median of 1.2 visits per student per week.

Library availability

Type of school	Average weekly hours open	% of schools where library is open		
		Before school	After school	Neither
Senior high (9-12) [36 resp.]	40.77	93.8%	96.9%	0.0%
Junior/senior high (6-12) [12 resp.]	35.54	91.7%	91.7%	0.0%
K-12 [15 resp.]	41.13	50.0%	78.6%	21.4%
Junior high/middle (5-9) [32 resp.]	37.98	93.8%	90.6%	6.3%
K-8 & K-9 [7 resp.]	36.57	100.0%	100.0%	0.0%
Elementary (K-6) [103 resp.]	34.42	68.3%	64.6%	21.8%
Total [205 resp.]	36.70	77.8%	78.1%	15.8%
TOTAL HOURS	7,229.50			

A typical school library is open 7 to 8 hours every school day, with the average weekly hours working out to 36.7. More than four-fifths of libraries are open beyond before or after the scheduled school day, allowing students greater opportunity to use the library independently. Libraries that are only open during school hours make up 15.8% of total respondents, with most of those serving elementary students.

Notes on the data

Additional data sources

Enrollment and staffing numbers are obtained from the Wyoming Dept. of Education (WDE). Although schools can indicate that they serve PreK students, only students in K-12 are counted in the enrollment figures.

Circulation data for schools participating in the WYLD system is available to the Wyoming State Library. Where WYLD-participating schools responded to the survey but did not provide circulation numbers, those were pulled from the automated system.

Imputations

In some cases it is necessary to impute data – to estimate a number when the real number is uncertain or unknown. Data that has been imputed is shaded in the spreadsheet. Where possible, schools were contacted to confirm information. Non-responses have been indicated as No Answer. Actual numbers of schools reporting for each data element are indicated at the beginning of the tables.

Among the rules were used to impute data are these:

- Where a range of numbers was given (eg. 18-20) , the midpoint is used as that data element.
- Dollar amounts are rounded to nearest dollar.
- Where line items were provided, but not the total, the line items were summed for the total.
- Where an estimated amount was given, that number is used.
- Where print budget and total budget matched, and non-print budget was not reported, non-print was imputed to zero (0).

- Where symbols such as >, <, + were used with a number (eg. 40+ hours), the symbol has been deleted and the number used.
- Where hours were not reported on the survey, but were listed in the online Wyoming Libraries Directory (will.state.wy.us/directory/), hours were calculated from the directory.

Calculated fields

Where some libraries did not respond to a specific question, averages, percentages and totals were based only on responding libraries.