

EMPOWERING AGENT FOR OKLAHOMA SCHOOL LEARNING
COMMUNITIES: AN EXAMINATION OF THE OKLAHOMA
LIBRARY IMPROVEMENT PROGRAM

Carolyn Sue Ottinger Jenkins, B.S., M. Ed., M.L.S.

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APPROVED:

Brian C. O'Connor, Major Professor
Herman L. Totten, Committee Member
Barbara L. Stein, Committee Member
Terry Lynn Holcomb, Committee Member
Philip M. Turner, Program Coordinator for
the Interdisciplinary Information
Science Program
C. Neal Tate, Dean of the Robert B. Toulouse

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The purposes of this study were to determine the initial impact of the Oklahoma Library Media Improvement Grants on Oklahoma school library media programs; assess whether the Oklahoma Library Media Improvement Grants continue to contribute to Oklahoma school learning communities; and examine possible relationships between school library media programs and student academic success. It also seeks to document the history of the Oklahoma Library Media Improvement Program 1978 - 1994 and increase awareness of its influence upon the Oklahoma school library media programs.

Methods of data collection included the examination of the Library Media Improvement Program archival materials housed in the Library Media/ITV Section of the Oklahoma State Department of Education. A survey was sent to 1703 principals in Oklahoma, and Library Media Improvement Program participants were interviewed.

Data analyses were conducted in three primary phases: descriptive statistics and frequencies were disaggregated to examine mean scores as they related to money spent on school library media programs; opinions of school library media programs; and possible relationships between school library media programs and student academic achievement. Analysis of variance was used in the second phase of data analysis to determine if any variation between means was significant as related to Oklahoma Library Improvement Grants, time spent in the library media center by the library media

specialist, principal gender, opinions of library media programs, student achievement indicators, and the region of the state in which the respondent was located. The third phase of data analysis compared longitudinal data collected in the 2000 survey with past data.

The primary results indicated students in schools with a centralized library media center, served by a full-time library media specialist, and the school having received one or more Library Media Improvement Grants scored significantly higher than students in schools not having a centralized library media center, not served by a full-time library media specialist, and the school not having received one or more Library Media Improvement Grants. Students in schools having even one of these components scored higher than students in schools with none of the components.

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By

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CHAPTER 1

INTRODUCTION

“Those were the glory days,” said the librarian toward the back of the room. The setting was an Information Power Workshop on April 5, 2000, at the Lawton, Oklahoma Professional Development Center. The comment was a spontaneous “amen” response to the presenter mentioning this study of the Library Media Improvement (LMI) Grants.

The atmosphere of the room became charged, and it was apparent that many of the attendees could not contain their excitement in wanting to share their experiences with the LMI Grants.

We got new books! Our “school library” was a large closet until we moved into the new library. We had a librarian for the very first time. I remember the first book I checked out to a child from the new library. One good thing was that the grant money could only be spent on library materials. The nicest lady from the State Department of Education helped us get started. I saw my very first new set of encyclopedias. The children loved to come to the new library. We were so proud! We need more LMI grants now!

Background

During the mid-seventies, Oklahoma educators realized students and faculties of Oklahoma schools were not being well served by existing library media programs and many schools had no library media program (Spriestersbach, 1999). Oklahoma educators

endorsed the concept that providing Oklahoma school children with the resources and the ability to access those resources would enable them to be more successful in their school learning environment. Although supported by educators, this concept was not always adequately supported by legislative funding nor by local revenue tax monies.

Led by the Library Resource Section of the Oklahoma State Department of Education (OSDE), an initiative was conceived to improve library media programs in schools across the state. A questionnaire (see Appendix A) was developed and sent to randomly chosen school districts in Oklahoma. The sample size was 68 school districts encompassing 72 elementary school sites and 58 secondary school sites and stratified by school size and geography (OSDE, 1978). Although other data was collected, the focus of the questionnaire was three-pronged: Was there a centralized library media center? Was the library media center supervised by a certified library media specialist (see Appendix B)? What was the number of book holdings per student housed in the library media center?

The results of the survey were reported in A Report of the Status of Library Media Programs in Oklahoma published in 1978 by the OSDE. The findings showed that 60% of the elementary schools did not have a centralized library media center and only 6 out of 72 schools had the services of a certified library media specialist. Book holdings were below the recommended guidelines (OSDE, 1978).

The secondary schools in the sample all had centralized library media centers. Out of the 58 secondary schools, 49 were staffed below the guidelines. The book holdings per student were better than the elementary schools with 31 having the recommended number of books per student (OSDE, 1978).

With this data, indicating the elementary schools were in the greatest need of financial support, a small group of library media specialists, citizens, and legislators worked with the Oklahoma State Board of Education and the OSDE to establish the Library Media Improvement Program (LMI Program). The program goals were to provide revenue assistance with grants to schools to create new library media programs and to upgrade existing library media programs to meet state and national guidelines. From 1978 through 1994, 1196 grants were distributed to schools in each of the 77 counties amounting to approximately \$25,159,749 (see Appendix C). Individuals who were involved with the LMI Program's inception and implementation, when interviewed, unequivocally stated the status of library media programs in Oklahoma schools today could not be at their current level without the monies provided by the LMI Program (Estes-Rickner, Johnson, Masters, Riley, Spriestersbach, & Zachary, 1999 and Casey & Walker, 2000). As Pat Zachary, retired OSDE Library Media Coordinator, said: "The differences the LMI Grants made in Oklahoma school library media programs were like the differences between a pebble and a boulder" (Zachary, 1999, personal interview).

The Need for the Study

There has been no explicit determination of whether the LMI Program provided lasting benefits to Oklahoma school learning communities. Such a determination could be useful for the justification of funding school library media programs in Oklahoma to insure students and faculties have adequate resources and training to access these resources in the future. The data collected from surveys taken during the life span of the LMI Program, including those conducted in 1983 and 1986, indicated the number of schools that had centralized library media centers rose from 40% in 1978 to 59% in 1983

and to 77% in 1986. The number of school library media centers supervised by a certified library media specialist rose from 16% in 1978 to 36% in 1983 and to 49% in 1986 (see Appendix D).

Although Library Media Improvement Grants (LMI Grants) were received by schools in every county in Oklahoma, many of the general public and others outside of education are unaware of the LMI Program and of the benefits these funds provided to Oklahoma school children in terms of resources and instruction in accessing those resources. This study can be used to extend the awareness of the LMI Program throughout Oklahoma.

Purpose Statement

The purpose of this study was to examine the effects the LMI Grants have had on school learning communities in Oklahoma. Have school library media programs that received Library Media Improvement Grants contributed toward the academic achievement of the students at those school sites? Have the book holdings per student in the library media centers at school sites receiving LMI Grants continued to grow? Are those schools with centralized library media centers that received a LMI Grant still served by a library media specialist? Did the receipt of a LMI Grant affect the value placed on school library media programs by the principals at those school sites? Does the money spent per student for library materials meet or exceed the \$5.00 per student required in 1994 by Oklahoma Legislative mandate and meet or exceed the \$9.00 per student currently required?

Objectives of the Study

To accomplish the purpose of the study, the following objectives were selected:

- (a) to determine if school library media programs receiving LMI Grants continue to contribute to Oklahoma school learning communities;
- (b) to increase awareness of the influence of the LMI Program upon Oklahoma school library media programs;
- (c) to add to the research regarding the relationship of school library media programs and student academic success;
- (d) to propose the results of this research, if found to be positive, be applied to school library media programs in Oklahoma; and
- (e) to document the history of the LMI Program in Oklahoma.

Basic Assumptions

When the study of the LMI Program was being considered, the following assumptions were made:

- there would be sufficient quantitative data to demonstrate impact;
- that dollars received and school media library media specialists to student ratios were significant measures;
- that individuals involved with the LMI Program from its inception would contribute additional information not found in the archival materials; and
- the study when completed would be useful to the Oklahoma educational community and to educational communities in other states.

Scope of the Study

Delimitations

- The population for this study was limited to the 1703 school sites listed in the principals database at the OSDE Data Center to which the survey was sent.
- This study would not incorporate all facets of the school library media program. Only centralized library media centers, certified library media personnel, the number of books housed in the library, the monies per student spent on library materials, and the attitude of the principal toward the library media program would be considered.
- The history of the LMI Program would not include every detail or event that occurred, but the record would include the significant details and events.

Limitations

- Some archival records were not available to the researcher. They have been destroyed per the schedule of the depository.
- Data requested from the Oklahoma School of Science and Mathematics, a high school for gifted and talented students, located in Oklahoma City, Oklahoma were not made available to this researcher.

Definitions of Terms

Book holdings - "...a given number of library volumes per student" (OSDE, 1978, p. 3)

Centralized - consolidated, that is gathered together

Certified librarian - "a professional, who holds a certificate in library media from the State Department of Education" (OSDE, 1979)

District media plan - "a flexible long range plan (3-5 years) giving the district direction for improvement of its library media program based on needs assessment. It should include plans for personnel, facilities, resources and services" (OSDE, 1979)

Encyclo-Media - originally a training workshop for recipients of the LMI Grants that evolved into a two-day professional conference for Oklahoma educators embracing all areas of the curriculum

Guideline - a policy or procedure by which to determine a course of action

History - a chronological record of events in the past

Interest - a curiosity or concern about something

Initiative - a beginning or first step

Library media center - "a centralized library media center that contains books, audiovisual materials and equipment..." (OSDE, 1978)

Library media expenditures - "funds spent for books, audiovisual materials and equipment and library supplies" (OSDE, 1979)

Library Media Improvement Grant - "supplementary state funds awarded to selected districts for the purpose of improving school library media programs." (OSDE, 1979)

Library Media Program - "the administration, organization, circulation and utilization of all types of resources (books, audiovisual materials and equipment) from a centralized location by a professional staff to meet the educational goals of the school." (OSDE, 1979)

Standard - a degree or level of requirement for excellence to be used for comparison

Significance of the Study

Conducting this study of the LMI Program consolidated into one document a history of the program and copies of many archival materials. However, the importance of this study extends beyond this scope. The Oklahoma State Department of Education and the Oklahoma educational community, especially the school library community, await the completion of the study.

- The results of this study may be used by the OSDE and the Oklahoma Association of School Library Media Specialists (OASLMS) to validate requests for future funding.
- The results of this study may be generalized to library media programs in other states.
- The information gained through informal interviews with those individuals involved with the LMI Program adds to the whole body of knowledge about the program.
- Since Encyclo-Media was the result of the LMI Program, this study will also document its origin and provide insight into this educational conference.

Organization

The study continues with three additional chapters. Chapter 2 reviews the literature related to the history of funding of school library media programs; includes the chronology and the history of school library funding and the chronology and the history of the Oklahoma Library Media Improvement Program; and discusses the research that

examines the relationship of well-funded school library centers and certified library media specialists to the academic achievement of students. Chapter 3 describes the methodology of the study, the sample, the data-gathering instrument, and the data analysis. Chapter 4 presents the discussion and recommendations for further research. A reference list follows. The appendices include copies of archival materials, forms, correspondence, legislative bills, maps, documents, the 2000 survey letter, and the 2000 survey.

CHAPTER 2

REVIEW OF RELATED LITERATURE

School Library Media Program Funding

Following World War II, monies allocated for school spending rose by 206% in inflation adjusted dollars between 1960 and 1990 (Mosborg, 1996) with some decrease in the 1970s due to a decrease of financial support for nearly all public services and institutions (Bard & Sakai, 1981). One factor in the creation of an environment conducive to increased funding for school library media programs across the United States during the 1960s was the passage of the first Library Services and Construction Act (LSCA) in 1956. Although targeted for public libraries, LSCA focused attention on library construction, access for all individuals to library services, interlibrary cooperation, and resource sharing.

Through the years, as the LSCA has been revised and reauthorized, additional programs have been established in which the states decide how the funds are spent to meet the information needs of their citizens. These programs have included: materials preservation; summer reading programs for school children; technology; interstate and intrastate networks; and research and assessment projects (Daniels, 1989).

Having a greater impact on school library media program funding and school funding in general was the passage of The National Defense Education Act (NDEA) in 1958. It was the first federal funding for public elementary and secondary schools. NDEA “reimbursed school districts for 51 cents on each dollar spent, but these materials were not usually housed in the school library” (Brodie, 1998, p. 67). Some of this

funding could be used for “purchasing books in mathematics, science, and foreign languages with funds for books in the humanities added in later years” (Chaney, 1998, p. 2). Title III of the NDEA further clarified “books other than textbooks” (Matthews, 1998, p. 80) relating to science, mathematics, and modern foreign languages could also be purchased with these funds.

Because school library media centers were not specifically mentioned in the NDEA, administrators were hesitant to allow school library media specialists to select and purchase materials for school library media centers (Matthews, 1998). Librarians persisted, and when schools found out “that trying to organize and sustain effective use of the materials and equipment purchased by teachers, departments, and classrooms was a messy job punctuated with embarrassing mistakes” (Matthews, 1998, p. 80), attitudes began to change.

With a heightening of expectations for excellence in education, partially due to the increased emphasis on education after Sputnik, the "1960s ushered in a new era for school libraries" (Bard & Sakai, 1981, p. 547). In 1960, along with the publication of the Standards for School Library Programs, the American Association of School Librarians (AASL) prepared to implement the School Library Development Project (SLDP). With the help of a grant of \$100,000 from the Council on Library Resources, the SLDP made funds available to states to use for school library development projects. Forty-two states applied and twenty-one were funded (Matthews, 1998). In the SLDP's final report, written by Kennon and Doyle in 1962, the National Library Week (NLW) campaign was also credited as contributing to "a growing awareness of the importance of school libraries and mounting support for their improvement" (Matthews, 1998, p. 82).

“In 1962, ALA [American Library Association], on behalf of AASL [American Association of School Librarians] received the largest grant it had ever received up to that time” (Matthews, 1998, p.82). C.E. Stouch, president of the Knapp Foundation, became interested in school libraries and asked representatives of ALA and AASL to present a proposal for a demonstration project to promote better school libraries. This proposal became the basis for the Knapp School Libraries Demonstration Project and was initially funded with \$1,130,000 for five years. Peggy Sullivan, a staff member of NLW and the National Book Committee, became the executive director for the project (Matthews, 1998; Bard & Sakai, 1981).

The project’s goals were:

- (a) to demonstrate the value of school library programs, services, and resources that fully meet the national standards for school libraries. . .
 - (b) to promote improved understanding and use of library resources on the part of teachers and administrators by relating the demonstration centers to education programs in nearby colleges . . .(c) to guide and encourage citizens from as many communities as possible in the development of their own library programs through planned activities, enabling them to study demonstration centers . . ., and (d) to increase support for school library development among educators and citizens generally by disseminating information about the demonstration programs and evaluating their effectiveness in reaching stated goals . . .
- (Bard & Sakai, 1981, p. 548).

A second five-year project was funded in 1967 in the amount of \$1,163,718 to study library media center personnel. Out of this second project came the School Library Manpower Project requiring “school libraries to meet twelve factors as evidence that they possessed high quality programs” (Bard & Sakai, 1981, p. 548). “It should be noted that at the end of the Knapp School Library Demonstration Project, the Knapp Foundation was sufficiently impressed with its success to give a further grant to ALA and AASL for more than \$1.5 million for the training of school library manpower” (Matthews, 1998, p. 85).

Several important publications related to school libraries were the result of Knapp Foundation funding. Occupational Definitions for School Library Media Personnel, School Library Personnel Task Analysis Survey, and Curriculum Alternative: Experiments in School Library Media Education contributed to the growth of school library media programs.

Title II of the Elementary and Secondary Education Act (ESEA) of 1965 was an unprecedented catalyst for change in school library funding. For the first time, school libraries were mentioned, and ESEA authorized \$100 million dollars to be spent for school library resources (Bard & Sakai, 1981). “Library resources were defined as books, including textbooks, periodicals, documents, audiovisual materials, and related library materials” (Matthews, 1998, p. 87). However, “the appropriation did not provide professional librarians with training in choosing and organizing the materials” (Brodie, 1998, p. 8). By 1973, the “Title II funding reached \$220 million” (Matthews, 1998, p. 87).

According to Matthews in The Way We Were and How It Was, large scale support for libraries, including school libraries, began to wane in 1969 and this trend continued throughout the 1970s and 1980s. She writes, "The decade of the eighties constituted . . . a time of deep misfortune for school libraries. In addition to the political and financial struggles, other factors made life hard--and in some places almost unendurable--for school librarians" (Matthews, 1998, p. 87).

Of importance to note during this period, Congress passed Public Law 93-380 in 1974. This replaced Titles II and III of the National Defense Education Act and became IV-B, the Library and Learning Resources Program. The law was "designed to provide more flexibility in the use of funds and to extend the program through 1978" (Bard & Sakai, 1981, p. 548). However "districts no longer had a pot of targeted money. The libraries, seen as a lower priority than some other academic programs, soon fell victim to budget cuts" (Manzo, 1999b, paragraph 16).

"In the 1981 Education Consolidation and Improvement Act (ECIA), Title IV, and much of the rest of the ESEA were consolidated into ECIA Chapter 2. Block grants were allocated to the states in proportion to total school-age population (ages 5-17 years). Chapter 2 funds could be used for library resources at the discretion of the states. It was estimated 29 percent of all Chapter 2 funds received by local educational agencies were used for 'library and media centers' " (SRI International, 1986, p. 44).

In 1988, a ray of hope for school library program funding appeared on the horizon by way of the DeWitt Wallace-Readers Digest Fund initiative entitled Library Power. Library Power was based on the principles of best practice for library media center

programs and funded by grants from the DeWitt Wallace-Readers Digest Fund. It was created “to enrich and enhance teaching and learning in public elementary schools through improved and expanded library services” (M.C. DeVita , personal communication, August 6, 1999).

To be eligible for a grant, schools had to have full-time library media specialists, adopt flexible schedules, have teacher and library media specialist lesson collaboration, buy new materials, refurbish the libraries, and embrace Information Power. The salaries of the library media specialists, the costs of refurbishing the libraries and the new materials must be borne by the local school districts. Districts were eligible to receive up to \$1.2 million over three years (Glick, 1997; Kollasch, 1993).

A four-year national evaluation of Library Power showed \$40 million had been given to 700 school library media programs in 19 cities across the United States over 10 years (Glick, 1997; Kollasch, 1993). “Library Power...revitalized library services and trained teachers and librarians to integrate high-quality information resources from books and periodicals to educational software and Internet web sites--into instructional activities” (DeWitt Wallace-Reader’s Digest Fund, 1999, [press release]).

The Library Services and Technology Act (LSTA) of 1996 was especially important to school library media programs because they become eligible to receive funds. This Act is different from previous funding for libraries in three ways:

First, LSTA has moved to a new federal agency [The Institute for Museum and Library Services]. Second, there are several changes in how funds may be used [included are electronic networking and targeting the underserved]. Third, LSTA is for use by all types of libraries, not just public libraries as

was the case with LSCA (Gregory, 1999, p. 22).

In the 1990's, new school library funding initiatives had appeared in some states, i.e., California and Illinois. "Across the country school library funding has been inching upward" (Manzo, 1999b, paragraph 4). However, the funds are not rising at a rate sufficient to keep up with the increased need and rising cost of school library materials. "The statistics, some experts say, gloss over what has become the stark reality in too many schools where libraries are dismal and out of date, if they exist at all" (Manzo, 1999b, paragraph 12). "These collections are badly out of date. Over the years, we've seen a small number of books that have been added to these collections" (Manzo, 1999a, paragraph 12). There is funding available for electronic resources and technology, essential components of successful library programs, but book collections are aging and there is no money to replace them.

Money matters to school library media programs. Mosborg reports:

. . . districts with substantially more money [are] able to offer more of everything to their students. The increased number of dollars available for instruction translates into smaller class size and higher paid teachers, but at the same time, additional resources [are] spent on nonclassroom certified staff to provide a range of support to teachers as well (Mosborg, 1996, p. 18).

Some of these additional resources are funneled into school library media programs to provide a wider range of opportunities for children to learn and perform at high levels (Bard & Sakai, 1981). As one librarian pointed out "other things we can

contribute without money--collaborative planning, thematic units, flexible scheduling--but you can't keep your collection current without money" (Wheelock, 1999, p. 18).

Oklahoma School Library Media Improvement Program

The Oklahoma Library Improvement Program (LMI Program) holds a unique place in the history of school library funding. It was conceived during the period of decreased support for school library funding in the 1970s and 1980s and funded with state monies.

On January 20, 1972, E. H. McDonald, Deputy State Superintendent, sent a letter (see Appendix E) to the elementary principals in Oklahoma regarding the status of Elementary Library Media Centers. A portion of this letter said:

Statistics in the U. S. Office of Education indicate that Oklahoma ranks 40th in the nation in percent of schools with centralized elementary library media centers. Only ten states rank below Oklahoma. Eight states have more than 90% of their library media materials in centralized collections. Thirty-five states have 50% or more and Oklahoma has only 37%. The percent of centralized elementary libraries in our neighboring states according to statistics the U.S. Office of Education are as follows: Arizona – 70%; Arkansas – 50%; Colorado – 40%; and Texas – 60% (E. H. McDonald, personal communication, January 20, 1972).

Included with this letter was a survey entitled Elementary Library Survey (see APPENDIX E). It was sent to every Oklahoma elementary school with instructions to

complete and return to the Library Resources Division of the Oklahoma State Department of Education (OSDE). There were 902 replies from 1144 schools.

The results indicated 109 schools had a centralized library media center cataloged by the Dewey Decimal System. The average amount of money per student spent for books (excluding textbooks and supplementary readers), periodicals, newspapers, filmstrips, recordings, slides, transparencies, and 8mm films was \$5.45. The number of personnel who had library certification was 125. Those respondents who valued a centralized library media center under the supervision of a certified library media specialist numbered: 582 desirable, 165 desirable but not necessary, 85 classroom collections adequate, and 20 no opinion. The average number of books located permanently in the buildings was 10 (see Appendix F).

Armed with the results of the Elementary Library Survey, research in the current literature, and a growing realization that something must be done about the status of elementary school libraries in Oklahoma, a small group of Oklahoma library media specialists and other educators, legislators, and citizens began to brainstorm what was needed to create improved learning environments for elementary students. Using the 1962 Harvard University study involving 13,609 elementary schools and six million students that produced results indicated “a high correlation exists between good readers and students having a quality library program available” (OSDE, 1985, p.1), this core group began its work.

Two components of the solution to this problem became readily apparent. The first component was to establish standards for school library media programs in Oklahoma with which individual school library media programs could be compared. A

committee of librarians, administrators, and teachers, organized by Shelia Alexander, was charged with producing the standards. They reviewed recommendations from the American Library Association (ALA), Association of Educational Communications and Technology (AECT), and the North Central Accrediting Agency (NCAA). Considering those recommendations for incorporation into Oklahoma school library media programs, the committee, led by Barbara Spriestersbach, completed the standards and produced Guidelines for Library Media Programs in Oklahoma, and it was sent to every school administrator and librarian in Oklahoma.

The Guide divided the standards into three phases: “Phase I = Functional -- what is necessary for a program to be operational, the basics; Phase II = Good -- a program that exceeds minimum state standards and approximates regional accrediting standards; Phase III = Excellent -- a program that approaches American Association of School Librarians and the Association of Educational Communications and Technology’s standards, Media Programs-District and School” (OSDE, 1978, pp. 2-3).

The second component of the solution was to place certified library media specialists in centralized library media centers in all elementary schools. “Certified library media specialists are trained to coordinate available instructional resources with classroom instruction and to improve instruction by meeting the information needs of each individual student and faculty member” (OSDE, 1977). Mildred Laughlin was one of the first elementary school library media specialists in the state of Oklahoma (Masters, 1999, personal interview).

In order to approach the Oklahoma Legislature with a request to fund this budding school library reform initiative, the committee needed to know the status of Oklahoma

school libraries in 1977. Five years had passed since the 1972 survey during which time OSDE data revealed that: “Oklahoma had one school librarian for every 1,266 pupils and most of these were at the secondary level. The ratio at the elementary level was one school librarian for every 5,000 students. Many students had no opportunity to develop library skills. Planned library media programs at the elementary level were almost nonexistent” (OSDE, 1977).

A new survey was sent to randomly chosen public school districts in the state in 1977. The results discussed in the “Introduction” of this study, were generalized for the entire state finding, “the conditions of public school library programs throughout the whole state are at the lower end of or below the standards set in the Guide” (OSDE, 1978, p. 10).

The Library Resources Section of the OSDE submitted, as the basis to form the Library Media Improvement Program (LMI Program), these recommendations:

1. Centralized library media programs are recommended.
2. Every program should be administered by a certified librarian.
3. The librarian(s) and the support staff would be assigned to the library media center for not less than half-time daily.
4. Every school would have an opportunity to receive financial assistance to improve their existing program.
5. Every school with a program below Phase I of the Guide would develop their program up to Phase I (OSDE, 1978, p.11).

The LMI Program was endorsed by Dr. Leslie Fisher, Oklahoma State Superintendent, and the Oklahoma State Board of Education.

Members of the committee and many others, “most of whom had little or no lobbying experience, met with legislators and wrote letters to ask as many people as possible to contact their legislators and urge them to support the LMI Program legislation” (Masters, 1999, personal interview). As a result of all of the hard work by this core group of educators, legislators, and interested individuals, the Legislature responded to the request with an initial appropriation of \$300,000 for the 1977-78 school year (see Appendix G). Guidelines and criteria (see Appendix H) for participation in the LMI Program were sent to all elementary schools along with application procedures (see Appendix I) and an application packet. Applications were received from 52 districts. Twenty schools were selected to receive the first grants of \$15,000 each (see Appendix I). Funding was on a three-year cycle. “Two library media specialists, funded by a federal grant, were added to the Library Media Section of OSDE” (Riley, 1999, personal interview). They monitored each LMI Grant school throughout the year, including two on-site evaluation visits.

“On-site visits were scheduled visits, usually one in the fall and one in the spring. They consisted of observing the library media specialist and the library media program, examining the financial records related to the LMI Grant, answering questions regarding the LMI Grant and all areas of the library media program, visiting with administrators (some of whom were more ‘gung ho’ than their librarians), and encouraging all successful steps toward reaching the goals as set forth in their grant application” (Riley, 1999, personal interview).

Notification was sent to all districts when it was time to apply for the next year's grant. “There was only one year when there was more money than there were

applications” (Estes-Rickner, 1999, personal interview). A committee of at least five school librarians and the four OSDE specialists evaluated the proposals and chose the districts to receive grants contingent upon funding approval by the State Legislature (Ireton, 1985). “Applications were rated by points, and more than one person read each application” (Johnson, 1999, personal interview).

For FY 79 to FY 80 the Legislature appropriated \$665,000 for the LMI Program. There were 110 applications and 33 new schools were selected. Funds were allocated based on the formula:

$$\$5,000 + (\$7 \times \text{building ADA}) \times \frac{\text{State per capita valuation}}{\text{District per capita valuation}} = \$$$

“This formula considers the relative wealth of the district and the number of students to be served” (OSDE, 1985, p. 4).

“The implementation phase of the LMI Program was a very busy time for OSDE personnel. Because of the lack of experience and training of many of the school site library personnel, a great deal of help was needed by them in establishing the new library media centers and new library media programs, in addition to the two on-site visits per year” (Estes-Rickner, Riley & Spriestersbach, 1999, personal interviews).

The OSDE established a six-year plan for the LMI Program including the years 1978 through 1983. The plan projected funding 60 new schools per year, however, appropriations did not allow for that number of new schools to be added. During this period the Oklahoma Legislature established a three-year funding cycle, and discussions began that the grants should be extended to the secondary schools (Ireton, 1982).

In 1985, the Education Improvement Act, HB 1466, was passed by the Oklahoma Legislature. Language in Section 15 included the following statement: “Also recognizing the importance of school library resources as the foundation for learning and for meeting high accreditation standards, the Legislature intends to substantially expand the number and availability of library media grants to schools.”

That same year, House Bill 1035 increased funding from \$1,343,113, as originally proposed, to \$2,817,803. It also mandated that new grants were to include K-12 schools. Three categories of LMI Grants were created:

Category A - 50% of appropriation for elementary programs.

Category B - 25% of appropriation for small schools--those districts below 500.

Category C - 25% of appropriation for secondary programs (OSDE, 1985, in 1985 archival folder).

All grants still had to involve some portion of elementary grades that were not receiving service, and by 1985, there was evidence that more and more schools had a centralized library media center for the elementary students and a separate centralized library media center for secondary students (Ireton, 1985). Beginning in 1986 and continuing until 1994, the Oklahoma Legislature and the OSDE, under Superintendents Gerald E. Hoeltzel, John M. Folks, and Sandy Garrett, continued to support the funding of the LMI Program.

In 1994, origination funding for the LMI program ended. In Section 26 of SB 900, the language reads, “Beginning in July 1999, place all library grants provided for in this section into the State Aid Formula” (S.B. 900, 1994). The total appropriation for

1994-1995 was \$3.5 million, including the one-year phase-out of LMI Grants plus, \$5 per pupil [for library materials] for all schools” (see Appendix J).

During the life of the LMI Program, a number of applications for LMI Grants were denied by the Library Media Section of the OSDE. Reasons for denial included: (1) not enough monies were appropriated each year to support the number of applications; (2) the local district or school site could not provide a library media specialist; (3) the local district or school site could not provide space for a centralized library media center; and/or (4) grant funds were not spent according to the Oklahoma State Board Regulations for this program.

In conversation with school library media specialists who were active in school libraries in 1994, the demise of this program is generally attributed to be to one of the following reasons: (1) many of the goals of the LMI Program had been met; and (2) there was a movement by the Cooperative Council for Oklahoma School Administration (CCOSA) to place the disbursement of all state monies through the state aid formula for schools. After the LMI Program, no more monies were designated for school libraries by the Oklahoma Legislature outside the state aid formula. The Oklahoma Library Association and the OSDE led the effort to have funds for school libraries appropriated on a per pupil basis, and they were successful. Current (2000) funding for library materials in Oklahoma is \$9.00 per student.

In the interviews conducted with library media specialists involved with the establishment and administration of the LMI Program, Barbara Spriestersbach, Jeanie Johnson, Betty Riley, Bettie Estes-Rickner, Pat Zachary, Carol Casey, Anne Masters, and Paula Walker, all said that working with the LMI Program was one of the most

professionally satisfying period of their careers. In 1991, Barbara Spriestersbach was given the Baker & Taylor Distinguished Service Award by the American Association of School Librarians for her leadership in the implementation of the Library Media Improvement Program.

From the Library Media Improvement Program emerged Encyclo-Media. Since the beginning of the LMI program in 1978, administrators and library media specialists from the grant schools were required to attend a LMI Regional Fall Workshop. At these workshops, they received library media program information and LMI Grant updates. After two years, the regional workshops were replaced by a statewide workshop known as Encyclo-Media, so named by Carla Kitzmiller and Barbara Spriestersbach.

The first Encyclo-Media was held at Central State University in Edmond, Oklahoma, on September 10-11, 1981. This conference began with a focus entirely upon school library media programs and continued so for several years. However, as the role of the school library media specialist evolved into one of collaboration with all areas of the curriculum, so the conference focus evolved to include all areas of the curriculum. Now, between 2500 and 3000 Oklahoma educators attend each year. On September 21-22, 2000, Encyclo-Media will celebrate its 20th anniversary.

The Library Media Improvement Grants made it possible for students in each of the 77 Oklahoma counties where there were no school library media programs to have access to resources enabling them to be more successful in their learning. They provided teachers access to resources enabling them to be more successful in their teaching. They provided administrators the ability to create an environment in which each member of the

school's learning community had opportunities to excel to the best of their ability. They provided the Oklahoma Legislature avenues to invest in Oklahoma's future.

Library Media Programs and Academic Achievement Research Studies

In their study The Impact of School Library Media Centers on Academic Achievement [“The Colorado Study”], Keith Curry Lance, et al., began their review of the literature by writing, “During the past thirty years, fewer than 40 research studies have focused on the impact of school library media centers on academic achievement. The majority of those studies (27) occurred between 1959 and 1979” (Lance, Welborn, & Hamilton-Pennell et al., 1992, p. 3).

The review of the literature in this work was organized by the grouping together of the studies by topics as they relate to academic achievement. Those topics, including funding issues relevant to each topic, important to this research study include: the presence of library media centers in schools examined by Wilson, 1965; Yarlning, 1968; Ainsworth, 1969; Becker, 1970, and McConnaha, 1972; the value and role of professional staff in library media centers examined by Gaver, 1963; McMillen, 1965; Hale, 1969; Wert, 1970, McConnaha, 1972, and Loertscher & Land, 1975; and collection size examined by Greve, 1974 (Lance, et al., 1992, pp. 3-6).

Two studies of this same time period, one by Gengler, 1965, and the other by Aaron, 1975, examining the instructional role of the library media specialist, have proved to be prophetic. These two studies concluded that when a library media specialist was added to a teaching team, the academic achievement of the students was significantly higher (Lance, et al., 1992, p. 8). It has again been confirmed to be true in the replication of the “Colorado Study” in Alaska (Hamilton-Pennell, Lance, Rodney, & Hainer, 2000).

In the 1980s, the importance of collection size was reconfirmed by Loertscher, Ho, and Bowie, 1987; and Didier completed an important study Research on the Impact of School Library Media Programs on Student Achievement, in 1984. This study concluded student achievement was significantly higher in schools with library media personnel, when students had access to the library media center, the library media specialist had a curricular role, and instructional expenditures per pupil, including those for the library media center, were high (Didier, 1984).

Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennel conducted a study in 1992 of school library media centers in Colorado and their relationship to the academic achievement of students in Colorado schools. This study entitled, The Impact of School Library Media Centers on Academic Achievement, widely referred to as the “Colorado Study” (Loertscher, 1993, p. 30) became the benchmark for research in the quest for the extent of the relationship between school library media programs and academic achievement.

The summary of the findings applicable to this present study include:

[Question]: Is there, in fact, a relationship between expenditures on LMCs and test performance, particularly when social and economic differences between communities and schools are controlled (Lance, et al., 1992, p. 97)?

[Answer]: Yes. Students at schools with better funded LMCs tend to achieve higher average test scores, whether their schools and communities are rich or poor and whether adults in the community are well or poorly educated (Lance, et al., 1992).

[Question]: Assuming that there is a relationship between LMC expenditures and test performance, which intervening characteristics of library Media programs help to explain this relationship (Lance, et al., 1992)?

[Answer]: The size of a LMC's total staff and the size and variety of its collection are important characteristics of library media programs which intervene between LMC expenditures and test performance.

Funding is important; but two of its specific purposes are to ensure adequate levels of staffing in relation to the school's enrollment and a collection which offers students a large number of materials in a variety of formats (Lance, et al., 1992)

[Question]: Does the performance of an instructional role by library media specialists help to predict test performance (Lance, et al., 1992)?

[Answer]: Yes. Students whose library media specialists played such a role--either by identifying materials to be used with teacher planned instructional units or by collaborating with teachers in planning instructional units achieve higher test scores (Lance, et al., 1992).

Three reports in the 1990s produced additional information relating to the relationships between school library media programs, academic achievement, and economic issues. Kathleen W. Craver wrote, School Library Media Centers in the 21st Century: Changes and Challenges, in 1994. She presented a history of school library media programs, discussed the impact of technology on school library media programs and staff, and indicated academic achievement might be the accountability measure for funding.

Stephen Krashen wrote, The Power of Reading, in which he surveyed “hundreds of research studies done in the 19th and 20th century that explore the power of voluntary reading...” (Loertscher, 1993, p.33). The findings were:

- Voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style.
- Access to SLMCs [School Library Media Centers] results in more voluntary reading by students.
- Having a school library media specialist makes a difference in the amount of voluntary reading done.
- Larger school library collections and longer hours increase both circulation and amount read (Krashen’s study as cited in Loertscher, 1993, p. 32).

The Educational Impact of the School Library by Joyce H. Yoo in 1998 reviewed past and current research addressing the major issues in school library media programs: academic achievement, reading skills, attitudes associated with the school library, limited English speaking student needs, funding, and instruction. Her analyses indicates school libraries make a positive impact in academic achievement, reading skills, and student attitudes towards reading” (Yoo, 1998, p.19).

Three dissertations written in 1994, and one written in 1996, investigated the relationship between school library media programs and academic achievement were especially relevant to this study. A brief description of each follows.

A Comparative Study of Curriculum Integrated Traditional School Library Media Programs Achievement Outcomes of Sixth-Grade Student Research Papers by Janice Elizabeth Mann Bingham.

[Purpose]: “to determine if the curriculum integrated library media program trend had a significant effect on the academic achievement of students” (Bingham, 2000, p. 0016).

[Results]: “The data that were gathered and analyzed using a t-test showed a significant increase in the scores of students who had been taught via the integrated method, thus suggesting support for the trend to incorporate the curriculum integrated teaching method in the library media center (Bingham, 1994).

A Statistical Analysis of the Relationship Between Student Achievement and Spending for Libraries in Ohio Public Schools by Michael James Bruning.

[Purpose]: “This study was designed to investigate the relationship between (1) instructional spending by school districts and student achievement, and (2) the financial effort a school district puts into its library collections and student achievement” (Bruning, 1994, p. 2277).

[Results]: “Although not all relationships with library spending were statistically significant at the 0.05 level, they were all in the direction hypothesized. . . . The results. . . suggest that the value of a library lies not only in the absolute level of support,

more importantly, in the relative level of support awarded.”

(Bruning, 1994).

The Relationship of School Library Media Center Collections, Expenditures, Staffing, and Services to Student Academic Achievement by Barbara Ann Martin.

[Purpose]: “The purpose of this study was to investigate the relationship of student academic achievement to factors related to the management and operations of school library media centers.”

(Martin, 1996, p. 3309).

[Results]: “A backward elimination of multiple regression analysis indicated a relationship of school library media center staffing to academic achievement especially at the high school level in language arts [reading]” (Martin,1996).

A Study of the Effects of a Media Outreach Library on the Achievement of Chapter I Students by Marjory Kay Steelman.

[Purpose]: “The purpose of this study is to determine the effects of an Outreach Library on the achievement of Chapter I students in the Jacksonville Independent School District in kindergarten and grades 2 through 5” (Steelman, 1994, p. 0450).

[Results]: “ This analysis also indicates that there was a significant improvement in the achievement of the Chapter I reading students that used the Outreach Library in grades 2 – 5 (Steelman, 1994).

Of major importance to library science research and to all school learning communities relative to academic achievement is the replication of “The Colorado Study” in Alaska, Pennsylvania, and Colorado, in 1999. The combined results of the research were:

. . . a school library media program with a full-time library media specialist, support staff, and a strong computer network (one that connects the library’s resources to classrooms and labs), leads to higher student achievement, regardless of social and economic factors in a community (Hamilton-Pennell, et al., 2000, p. 46).

Even though the same research questions were asked in each of the three states, there were results specific to each of the states. The “findings in [Alaska] show that students’ test scores tended to be higher when” (Hamilton-Pennell, et al, 2000):

- the schools had a library media specialist, preferably full time (that is 35 to 40 hours per week);
- the library staff spent time teaching information literacy to students, planning instructional units with teachers, and providing in-service training to teachers;
- the library media center was open longer hours (as opposed to shorter hours);
- the library media center had a cooperative relationship with the public library;
- the library media center provided access to the Internet; [and]
- the library had a collection development policy (Hamilton-Pennell,

et al., 2000).

In Pennsylvania, the “success of the school library media program . . . was dependent upon adequate staffing . . . one full-time, certified library media specialist and one full-time support staff member. . . . Test scores increased as library media specialists spent more time” (Hamilton-Pennell, et al., 2000) within the following areas:

- teaching cooperatively with classroom teachers;
- teaching information literacy skills independent of classroom teachers;
- providing in-service training to teachers;
- serving on curriculum and standards committees; [and]
- managing information technology (Hamilton-Pennell, et al., 2000).

The preliminary results of the replication of “ ‘The Colorado Study,’ dubbed CO2, and funded by a \$35,000 grant from the Colorado State Library” (Glick, 1998, p. 15), confirms “much of the earlier . . . research” (Hamilton-Pennell, et al., 2000).

Additional factors found to be important in the relation of library media center programs to student academic achievement include:

- total library media center staff per 100 students;
- size of the library media center collection, including books, magazines, and newspapers;
- library media center operating expenditures per student;
- computers with access to library resources, databases, and the Internet;

- weekly hours the librarian spent being a leader in the school (for example, attending faculty meetings);
- hours the librarian met with the principal, served on standards and curriculum committees, helped teachers access and use standards information, and met with other library media professionals; [and]
- weekly hours the librarian spent collaborating with teachers (for example, planning co-operatively, providing teacher training, teaching independently, supporting technology that links library media centers and classrooms) (Hamilton-Pennell, et al., 2000).

Discussing the results of “The Colorado Study” and Krashen’s review of voluntary reading research, Loertscher writes:

Not only are the two studies a powerful argument for the support of strong library media programs as an essential component in every school, but they put the burden of proof back on those who claim the contrary. It is doubtful that any evidence can be mounted to show that good library media programs don’t make a difference (Loertscher, 1993, p. 33).

Research that is forthcoming will be the results of the AASL survey examining the “impact of school library media centers on academic achievement” (American Library Association, 1999, personal communication). World Book provided \$5000 to the Research and Statistics Committee of the AASL to “assist individual schools to collect, analyze and disseminate information about the impact of the school

library media center on academic achievement and to judge how the implementation of Information Power: Building Partnerships for Learning has affected student achievement (American Library Association, 1999).

Data collection will begin in the spring of 2000. The “data for the project will come from four major sources: an AASL school library statistical survey; a ‘power reader’ student survey, a ‘power learner’ student evaluation; and academic achievement data from local, state, or national tests. . . .All data collection instruments will be mounted on the World Wide Web (American Library Association, 1999).

CHAPTER 3

METHODOLOGY

Research Design

In the past thirty years, the research base has shown that school library specific targeted funding makes significant changes in the level of service programs. The purpose of this study was to compare Oklahoma school sites receiving grant monies with those that did not receive grant monies, in terms of: (1) the presence of a centralized library media center; (2) the employment of a certified library media specialist; (3) the number of books per student in the library media center inventory; (4) the levels of student academic achievement; and (5) the attitude of the school site principal toward the library media program. The research questions were:

1. Is there a difference between school sites receiving grants and those not receiving grants with respect to the school library media program?
2. Is there a difference between school sites receiving grants and those not receiving grants with respect to the school library media specialist?
3. Is there a difference between school sites receiving grants and those not receiving grants with respect to the number of books per student in the inventory of the school library media center?
4. Is there a difference between school sites receiving grants and those not receiving grants with respect to student academic achievement?
5. Is there a difference between school sites receiving grants and those not

receiving grants with respect to the attitude of the principal toward the library media program?

Data Collection

A descriptive survey was the primary data collection method. Survey research involved the study of records. Observations made from records were particularly suited to this study because of the existence of previous surveys of Oklahoma school sites with regard to library media programs. A portion of the observations were longitudinal in nature using “data collected from a sample at different points in time to study the changes or continuity in the sample’s characteristics” (Leedy, 1993, p. 223).

The Survey

Preparation for mailing the survey included: (1) obtaining three sets of labels with the principals’ addresses from the OSDE Office of Data Processing/Research Services; (2) obtaining two sets of labels with the address of the researcher; (3) printing 1750 copies of the survey; (4) printing 1750 copies of the survey letter; and (5) purchasing 3500 stamped envelopes.

Included in the mailing envelope was the survey letter (see Appendix K), the survey (see Appendix L), a bookmark (see Appendix M), as a token of thanks for completing the survey, and a folded, stamped self-addressed return envelope. The survey was mailed April 13 through April 18, 2000, to each of the 1703 school principals listed in the principals’ database.

There were five questions on the survey:

1. Does this school site have a centralized library media center?

2. Is this school site served by a certified library media specialist?
3. How many books are in the inventory of the centralized library media center at this school site?
4. On a scale of 1 to 5, in your opinion, does the library media center and its staff contribute significantly to the academic achievement of the students at this school site?
5. Please indicate the school title of the person completing the survey.

Available from OSDE was a list of school sites indicating the number of students enrolled at each site, the grade levels housed at each site, and the county in which the school site was located. Therefore, those questions did not have to be asked on this survey. Other data available in OSDE archival records were the lists of school sites receiving Library Media Improvement Grants. In addition, student achievement data were available from the OSDE Office of Student Assessment.

Throughout the time period of the Library Media Improvement program, several surveys were conducted similar to those in Appendices A and E. For the purpose of comparison in this study, only those surveys asking questions about the centralized library media center, the certified library media specialist, and the number of books in the library inventory were used.

On April 15, 2000, the first 19 surveys were returned. As the envelopes were opened, a principal address label was placed in the upper left-hand corner of the survey. Within the next 14 days, 1049 surveys (90.9% of the 1154 surveys that were returned) were received. Between April 30 and May 30, 2000, an additional 105 surveys (9.1% of the 1154 surveys that were returned) were received (see Appendix N).

Of the 544 school districts in Oklahoma, a survey was returned from every school site in 128 of those school districts. These 128 school districts contained 345 school sites representing 88,439 students.

A survey was returned from each of the 77 counties in Oklahoma except for one. There were no surveys returned from Cimarron County. Principals from the northwest section of Oklahoma returned 137 surveys, from the northeast section 368 surveys were returned, from the southwest section 170 surveys were returned, from the southeast section 217 surveys were returned, and the central section returned 262 (see Appendix O).

Additional information was recorded on each returned survey. This information included: site student population; amount of money spent per student on site for library materials; whether or not the site received a LMI Grant; and the years the LMI Grant was in effect for that site. Since this information was available from the OSDE Office of Data Processing/Research Services, these questions did not have to be included in the survey itself.

The returned surveys were then divided into three categories: elementary school, middle school, and high school. Placement into one of these categories was determined by the official designation of the school site in the 1999-2000 Application For Accreditation Membership as of Oct. 1, 1999 (OSDE, 1999).

No additional information was added to the surveys from school sites with an elementary school designation. The number of Academic All-State Scholars from each high school site was added to high school surveys. To surveys from school sites with a middle school designation and including the seventh grade, 1987 Metropolitan Achievement Tests, 1994 Iowa Tests of Basic Skills, and 1999 Iowa Test of Basic Skills

mean scores for each site were added. These data were provided by the OSDE Office of Student Assessment.

Interviews

The data, about the LMI Program collected from interviews with individuals, began in an informal manner through general conversation when meeting these individuals in group settings. Interviews were conducted with the individuals listed below.

These individuals constitute a representation of administrators and recipients of the LMI Grants and participants in the LMI Program as a whole. Seven were both administrators of the LMI Program at OSDE and library media specialists in schools that were recipients of LMI Grants.

Carol Casey	Retired Library Media Specialist	June 13, 2000
Bettie Estes-Rickner	Director of Information Technology Services Putnam City Public Schools	August 19, 1999
Jeanie Johnson	Director Library Media/ ITV Oklahoma State Department of Education	August 20, 1999
Anne Masters	Director of Media Services Norman Public Schools	July 28, 1999
Betty Riley	Retired Library Media Coordinator Oklahoma State Department of Education	August 21, 1999
Barbara Priestersbach	Library Media Consultant	June 23, 1999 June 15, 2000
Paula Walker	Director of Media Services Weatherford Public Schools	April 12, 2000

Pat Zachary Retired Library Media Coordinator July 27, 1999
Oklahoma State Department of
Education

The interviews were conducted face-to-face, in homes, offices, and restaurants, or by telephone. There were also several follow-up phone calls, as well as notes and e-mail messages.

Student Assessment

In order to have measures to compare in terms of student academic achievement, results of Oklahoma achievement testing at the seventh grade level were chosen for the years 1987, 1994, and 1999. Earlier scores were not available due to the disposal schedule of archival storage.

Student assessment in Oklahoma had not used the same testing instruments over the time period of this study (see Appendix P). Begun in 1985, the Oklahoma School Testing Program (OSTP) first used the Metropolitan Achievement Tests (MAT6) to test students in grades 3, 7, and 10. “Beginning in spring 1990, the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) replaced the MAT6” (Riverside, 1990, p. 1). In 1995, Oklahoma students were administered the Oklahoma Core Curriculum Tests (OCCT) along with ITBS.

In 1990, The Riverside Publishing Company was asked by OSDE to prepare a comparison of norms for ITBS/TAPS Forms G, H, and J, and the MAT Forms L and M. “Both are norm-referenced educational achievement batteries that include measures of reading, language, mathematics, reference, social studies and science skills. They differ in length, structure, format, objectives, and other important aspects of assessing skills learned in school. . . . Because of all of these differences, achievement scores on the two

tests will not always agree” (Riverside, 1990, p. 1). The result of this comparison was: “the correlations across the grades between the ITBS/TAP and MAT6 Total Composite are in the .90s” (Riverside, 1990, p. 3). Mean scores were then used for comparisons in regard to academic achievement.

The 1999 mean scores were obtained for each school site designated as a middle school including seventh grade and returning the survey by searching through the files for the individual school site record and writing the score on each survey sheet. The mean scores for the years 1987 and 1994 were easier to obtain because they were included in OSDE student testing reports. The individual site mean scores obtained from these reports were then written on the matching returned survey.

Academic All-State Scholar Information

Data collection for information regarding Academic All-State Scholars was conducted in the offices of the Oklahoma Foundation for Excellence (OFE). OFE is a “privately funded statewide non-profit organization created to recognize and encourage academic excellence in public schools” (OFE, 1998).

One hundred high school seniors are named Academic All-State Scholars every year. Each is awarded a \$1500 scholarship, honored at the Academic Awards Banquet, and presented an All-State Flag to be displayed at their home high school. One elementary educator, one secondary educator, one college or university educator, and one educator at the administrative level are also honored. These educators are each awarded a \$7500 cash award. One Oklahoma local education foundation (LEF) and one dropout prevention program are each awarded a \$7500 cash award. Since the program began in 1987, 1352 students and educators and nine dropout programs have been honored.

The OFE also provides “technical assistance, training, and support to the almost 150 local education foundations in the state. Oklahoma has become a national leader in forging partnerships between local school districts and the private sector through local education, and . . . considered a model for other states” (OFE, 1998).

Each student must meet one of the following criteria for nomination and selection:

“Class rank of 1st or 2nd, ACT Score of at least 30 (on a National Testing Day), SAT of a least 1350 (on a National Testing Day), National Merit Scholarship Program Semi-Finalist, National Achievement Scholarship Program for Outstanding Negro Students Semi-Finalist, and National Hispanic Scholar Awards Program Semi-Finalist.” (Oklahoma Foundation For Excellence, 1998).

Other considerations are the student’s current cumulative grade point average and the number of honors/AP courses taken.

Student nominees must complete a Nominee Information Form, submit a current high school transcript and a list of courses in progress, submit a list of academic honors and extracurricular and community activities, submit an essay of 500 words or less describing “ unique and outstanding ways a teacher (or teachers) influenced you and how that influence will impact your future.” Two directed recommendations, one by a current teacher and one by any other person who is not a family member must accompany the application” (OFE, 1998).

At the office of OFE, the numbers of Academic All-State Scholars were matched with their high schools. The numbers were recorded (see Appendix Q).

Data Analysis

Data analysis for this study was conducted in three primary phases. In the first phase, descriptive statistics, primarily frequency distributions, were reported for the specific questions on the school site survey. Descriptive statistics is “the branch of statistics that describes what the data looks like—where their center is, how broadly they are spread, and how they are related in terms of one aspect to another aspect of the same data” (Leedy, 1997, p. 252). Descriptive statistics and frequency distributions were disaggregated to examine the following areas: (1) schools that received one or more LMI Grants; (2) schools that have centralized library media centers; (3) schools that employ certified library media specialists; (4) amount of time the library media specialists are assigned to the library; (5) which school personnel responded to the survey; (6) principal gender; (7) school type, elementary, middle or high school; (8) and student achievement indicators, including All-State Academic Scholars and mean scores on the 1987 MAT 6, the 1994 ITBS, and the 1999 ITBS. For this study, regions of Oklahoma were assigned numbers 1, 2, 3, 4, and 5: northwest = 1, northeast = 2, southeast = 3, southwest = 4, and central region = 5. See Appendix O for counties included in each region.

Descriptive Statistics

The overall set of descriptive statistics for this study was based on 1099 of the total 1154 surveys returned. The criterion for surveys to be included in the study was the completion of four out of the five questions, accounting for the difference of 55.

Table 1

Descriptive Statistics

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	#Missing
Number of Students	370.14	284.139	8.571	1099	11	2275	8
Dollars Per Student	14.541	13.678	0.415	1087	1.02	188.19	20
Book Inventory	8204.568	5773.226	183.024	995	350	75000	112
Opinion Scale	4.294	0.874	0.027	1068	1	5	39
Scholars	3.492	8.793	0.507	301	0	63	806
Mat 6 1987	58.149	10.528	0.796	175	30	84	932
1994 itbs	60.983	7.486	0.556	181	39	81	926
1999 ITBS	56.645	8.095	0.598	183	33	91	924

For all 1099 schools in the data pool, the mean number of students was 370.140. The mean for dollars spent per student on library media materials was \$14.541, and the book inventory mean was 8204. The mean for the opinion scale was 3.492, 1 representing the lowest opinion and 5 representing the highest opinion. The mean number of Academic All-State Scholars from each high school represented by a returned survey was 3.492. The middle school means for seventh graders taking the 1987 MAT6 was 58.149, the 1994 ITBS was 60.983, and the 1999 ITBS was 56.645.

Library Media Improvement Program Grants

Dollars spent per student on library materials were higher. According to this set of data, when schools received one or more LMI Grants, the book inventory was also higher. Opinions of library media programs by respondents were higher when the library media specialist spent more time in the library media center. Schools that received LMI Grants produced more Academic All-State Scholars. Student means were higher on Oklahoma's student assessment tests in schools that received the grants than in those that did not receive LMI Grants.

Table 2

Descriptive Statistics Split by: Grant

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	#Missing
Number of Students, Total	370.140	284.139	8.571	1099	11.000	2275.000	8
Number of Students, 0	389.534	318.579	14.377	491	11.000	2058.000	4
Number of Students, 1	354.479	252.113	10.225	608	37.000	2275.000	4
Dollars Spent Per Student, Total	14.541	13.678	0.415	1087	1.020	188.190	20
Dollars Spent Per Student, 0	14.058	11.591	0.528	482	1.040	143.620	13
Dollars Spent Per Student, 1	14.926	15.134	0.615	605	1.020	188.190	7
Book Inventory, Total	8204.568	5773.226	183.024	995	350.000	75000.000	112
Book Inventory, 0	7583.239	5949.378	283.625	440	350.000	66400.000	55
Book Inventory, 1	8697.153	5586.080	237.116	555	6000.000	75000.000	57
Opinion Scale, Total	4.294	0.874	0.027	1068	1.000	5.000	39
Opinion Scale, 0	4.219	0.889	0.041	470	1.000	5.000	25
Opinion Scale, 1	4.353	0.859	0.035	598	1.000	5.000	14
Scholars, Total	3.492	8.793	0.507	301	0.000	63.000	806
Scholars, 0	3.360	6.873	0.652	111	0.000	37.000	384
Scholars, 1	3.568	9.759	0.708	190	0.000	63.000	422
Mat 6 1987, Total	58.149	10.528	0.796	175	30.000	84.000	932
Mat 6 1987, 0	57.829	11.766	1.299	82	30.000	81.000	413
Mat 6 1987, 1	58.43	9.358	0.97	93	41.000	84.000	519
1994 itbs, Total	60.983	7.486	0.556	181	39.000	81.000	926
1994 itbs, 0	60.128	7.475	0.806	86	42.000	81.000	409
1994 itbs, 1	61.758	7.45	0.764	95	39.000	81.000	517
1999 ITBS, Total	56.645	8.095	0.598	183	33.000	91.000	924
1999 ITBS, 0	55.598	8.265	0.886	87	33.000	70.000	408
1999 ITBS, 1	57.594	7.86	0.802	96	38.000	91.000	516

Centralized Media Center

Schools that had centralized library media centers, these data report: (1) received one or more grants from the LMI Program; (2) spent more dollars on library materials per student; (3) received more hours of service from library media specialists in library media centers per day; (4) had higher respondent's opinion of the library media program; (5) produced more Academic All-State Scholars per high school, and (6) had higher mean scores for 7th grade middle school students on the student assessment tests than schools without centralized library centers. Unexplained in these data was the report that schools without a centralized library media center have a higher book inventory.

Table 3.

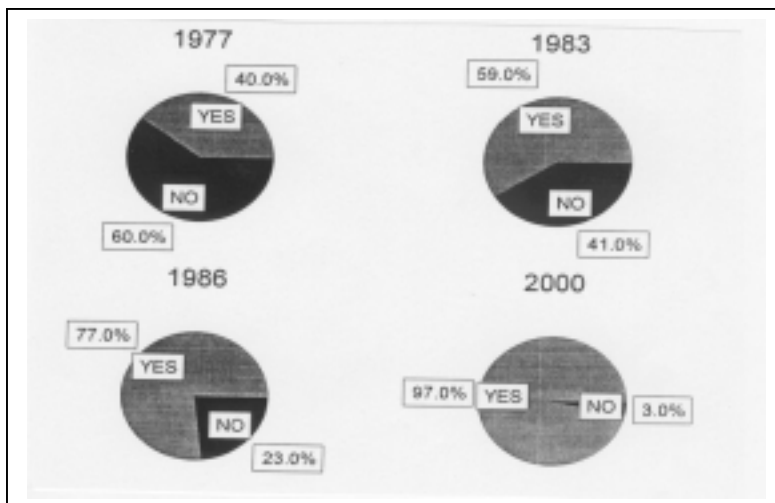
Descriptive Statistics Split By: Centralized LMC

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	#Missing
Number of Students, Total	370.140	284.139	8.571	1099	11.000	2275.000	8
Number of Students, No	271.964	205.865	38.905	28	45.000	910.000	1
Number of Students, Yes	372.784	285.638	8.732	1070	11.000	2275.000	7
Dollars Spent Per Student, Total	14.541	13.678	0.415	1087	1.020	188.190	20
Dollars Spent Per Student, No	12.256	5.770	1.203	23	4.200	23.900	6
Dollars Spent Per Student, Yes	14.596	13.801	0.423	1063	1.020	188.190	20
Book Inventory, Total	8204.568	5773.226	183.024	995	350.000	75000.000	112
Book Inventory, No	13002.667	10404.437	6007.005	3	6456.000	25000.000	26
Book Inventory, Yes	8192.772	5759.238	182.948	991	350.000	75000.000	86
Opinion Scale, Total	4.294	0.874	0.027	1068	1.000	5.000	39
Opinion Scale, No	5.000	*	*	1	5.000	5.000	28
Opinion Scale, Yes	4.294	0.875	0.027	1066	1.000	5.000	11
Scholars, Total	3.492	8.793	0.507	301	0.000	63.000	806
Scholars, No	0.600	0.894	0.400	5	0.000	2.000	24
Scholars, Yes	3.541	8.859	0.515	296	0.000	63.000	781
Mat 6 1987, Total	58.149	10.528	0.796	175	30.000	84.000	932
Mat 6 1987, No	49.200	6.979	3.121	5	40.000	57.000	24
Mat 6 1987, Yes	58.426	10.543	0.811	169	30.000	84.000	908
1994 itbs, Total	60.983	7.486	0.556	181	39.000	81.000	926
1994 itbs, No	62.000	3.536	1.581	5	56.000	65.000	24
1994 itbs, Yes	60.926	7.583	0.573	175	39.000	81.000	902
1999 ITBS, Total	56.645	8.095	0.598	183	33.000	91.000	924
1999 ITBS, No	55.400	4.827	2.159	5	47.000	59.000	24
1999 ITBS, Yes	56.644	8.183	0.615	177	33.000	91.000	900

See also Appendix D.

Figure 1

Percent of Elementary Schools with Centralized Library Media Centers 1977 - 2000



Certified Library Media Specialists

Schools that employed certified library media specialists, these data indicated, have:

(1) a larger book inventory; and (2) more time spent in the library media center by the library media specialist; (3) a higher number of Academic All-State Scholars; (4) higher mean scores on the 1987 MAT 6, the 1994 ITBS, and the 1999 ITBS; and higher opinions of the library media program were recorded by respondents from those schools. Unexplained were the reports that dollars spent per students and the numbers of grants were lower when certified library media specialists were employed.

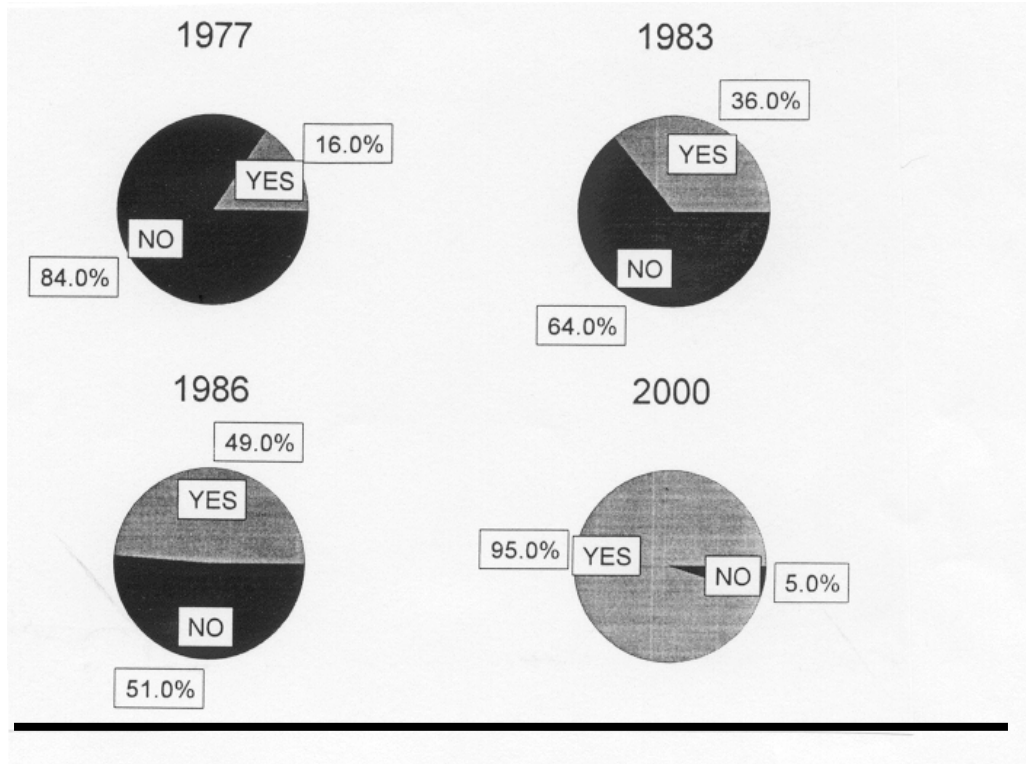
Table 4

Descriptive Statistics Split By: Certified LMS

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	#Missing
Number of Students, Total	370.140	284.139	8.571	1099	11.000	2275.000	8
Number of Students,	233.733	162.453	41.945	15	32.000	508.000	0
Number of Students, No	271.964	161.842	26.254	38	11.000	817.000	0
Number of Students, Yes	372.784	290.182	9.135	1009	14.000	2275.000	7
Dollars Spent Per Student, Total	14.541	13.678	0.415	1087	1.020	188.190	20
Dollars Spent Per Student		33.629	8.683	15	8.460	143.720	0
Dollars Spent Per Student, No	12.256	21.929	3.707	35	4.200	111.360	3
Dollars Spent Per Student, Yes	14.596	12.875	0.406	1004	1.020	188.190	12
Book Inventory, Total	8204.568	5773.226	183.024	995	350.000	75000.000	112
Book Inventory,		3047.467	918.846	11	10000.000	10000.000	4
Book Inventory, No	5814.674	4037.869	713.801	32	350.000	20000.000	6
Book Inventory, Yes	8192.772	5814.674	189.452	942	500.000	75000.000	74
Opinion Scale, Total	4.294	0.874	0.027	1068	1.000	5.000	39
Opinion Scale,		1.092	0.303	13	2.000	5.000	2
Opinion Scale, No	5.000	1.031	0.174	35	2.000	5.000	3
Opinion Scale, Yes	4.294	0.858	0.027	1008	1.000	5.000	8
Scholars, Total	3.492	8.793	0.507	301	0.000	63.000	806
Scholars,	1.455	2.806	0.846	11	0.000	8.000	4
Scholars, No	0.600	0.000	0.000	6	0.000	0.000	32
Scholars, Yes	3.541	9.112	0.547	277	0.000	63.000	739
Mat 6 1987, Totals	58.149	10.528	0.796	175	30.000	84.000	932
Mat 6 1987	*	*	*	0	*	*	15
Mat 6 1987, No	51.667	13.981	5.708	6	30.000	65.000	32
Mat 6 1987, Yes	58.608	10.581	0.842	158	31.000	84.000	858
1994 itbs, Total	60.983	7.486	0.556	181	39.000	81.000	926
1994 itbs,	*	*	*	0	*	*	15
1994 itbs, No	61.500	5.32	2.172	6	53.000	69.000	32
1994 itbs, Yes	61.146	7.699	0.601	164	39.000	81.000	852
1999 ITBS, Total	56.645	8.095	0.598	183	33.000	91.000	924
1999 ITBS,	*	*	*	0	*	*	15
1999 ITBS, No	51.167	6.463	2.638	6	44.000	57.000	32
1999 ITBS, Yes	56.081	8.263	0.641	166	33.000	91.000	850

Figure 2

Percent of elementary schools served by certified library media specialists from 1977 to 2000.



See also Appendix D.

Library Media Specialist Hours In Library Media Center

According to these data, when the library media specialist spent 6 hours (full time) in the library: (1) the book inventory was higher; (2) the opinion of the library media program was higher; (3) the number of Academic All-State Scholars was higher; and (4) the MAT 6, the 1994 ITBS, and the 1999 ITBS mean scores were all higher.

When the library media specialist spent 3 hours (half time) per day in the library media center, these data show: (1) the opinion of the library media program was somewhat less;

(2) the number of Academic All-State Scholars as approximately 50 % less; (3) the book inventory was less by about 1/3; and (4) the student assessment mean scores were less. However, the amount of dollars spent for library materials was more when the library media specialist was in the library for 3 hours per day.

For other amounts of time the library media specialist spent in the library media center, and also unexplained, were the reports that dollars spent on library materials were highest when the library media specialist was in the library less than three hours per day. In addition, the number of Academic All-State scholars was higher, and the 1994 ITBS mean scores were higher than when the library media specialist was in the library media center at least three hours per day.

Table 5

Descriptive Statistics Split By: Full Time Hours

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	#Missing
Number of Students, Total	370.140	284.139	8.571	1099	11.000	2275.000	8
Number of Students,0	300.038	285.414	27.854	105	11.000	1920.000	1
Number of Students, 3	251.022	137.640	8.408	268	32.000	844.000	1
Number of Students, 6	459.654	331.086	14.092	552	42.000	2275.000	5
Dollars Spent Per Student, Total	14.541	13.678	0.415	1087	1.020	188.190	20
Dollars Spent Per Student, 0	17.601	20.180	1.979	104	1.270	153.490	2
Dollars Spent Per Student, 3	16.014	18.165	1.114	266	1.040	188.190	3
Dollars Spent Per Student, 6	13.643	10.640	0.454	549	1.020	105.260	8
Book Inventory, Total	8204.568	5773.226	183.024	995	350.000	75000.000	112
Book Inventory, 0	7428.728	4370.605	485.623	81	1000.000	24728.000	25
Book Inventory, 3	6347.004	3669.282	235.870	242	500.000	25000.000	27
Book Inventory, 6	9609.043	6691.038	290.640	530	600.000	75000.000	27
Opinion Scale, Total	4.294	0.874	0.027	1068	1.000	5.000	39
Opinion Scale, 0	4.082	0.981	0.099	98	1.000	5.000	8
Opinion Scale, 3	4.150	0.873	0.054	266	2.000	5.000	3
Opinion Scale, 6	4.439	0.804	0.034	551	1.000	5.000	6
Scholars, Total	3.492	8.793	0.507	301	0.000	63.000	806
Scholars, 0	3.217	8.852	1.307	46	0.000	48.000	60
Scholars,3	2.231	8.651	0.677	65	0.000	52.000	204
Scholars, 6	4.123	9.055	0.796	179	0.000	63.000	378
Mat 6 1987, Totals	58.149	10.528	2.542	175	30.000	84.000	932

Mat 6 1987, 0	56.750	11.369	2.148	20	40.000	81.000	86
Mat 6 1987, 3	57.143	11.368	1.007	28	34.000	84.000	241
Mat 6 1987, 6	58.824	10.466	0.556	108	30.000	78.000	449
Continued:							
1994 itbs, Total	60.983	7.486	1.936	181	39.000	81.000	926
1994 itbs, 0	60.273	9.083	1.318	22	40.000	81.000	84
1994 itbs, 3	59.536	6.973	0.696	28	48.000	81.000	241
1994 itbs, 6	61.616	7.368	0.598	112	39.000	81.000	445
1999 ITBS, Total	56.645	8.095	1.548	183	33.000	91.000	924
1999 ITBS, 0	55.500	7.262	1.936	22	39.000	67.000	84
1999 ITBS, 3	56.214	10.246	0.739	28	33.000	76.000	241
1999 ITBS, 6	56.974	7.895	0.641	114	36.000	91.000	443

Survey Respondents

These data indicated when the respondents were library media specialists: (1) book inventories were highest; (2) hours spent by the library media specialist were highest; (3) numbers of Academic All-State Scholars per school were highest; and (4) 1987 MAT 6 mean scores were highest. When the respondents were teachers: (1) numbers of grants received by schools were highest; (2) opinions of library services were highest, and (3) 1994 ITBS mean scores were highest. These data indicated that none of the categories were the highest when the respondents were male principals.

Types of Schools

These data showed that high schools spend more money per student on library materials than either middle schools or elementary schools. Additionally, they have the largest book inventories. Elementary school respondents had the highest opinions of the library media programs.

Table 6

Descriptive Statistics Split By: Type of School

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	#Missing
Number of Students, Total	370.140	284.139	8.571	1099	11.000	2275.000	8
Number of Students, ES	353.256	161.776	6.508	618	33.000	1143.000	2
Number of Students, HS	369.341	433.760	25.085	299	11.000	2275.000	2
Number of Students, MS	428.786	293.845	21.781	182	14.000	1951.000	4
Dollars Spent Per Student, Total	14.541	13.678	0.415	1087	1.020	188.190	20
Dollars Spent Per Student, ES	14.560	12.539	0.508	610	1.040	188.190	10
Dollars Spent Per Student, HS	15.428	16.715	0.970	297	1.020	153.490	4
Dollars Spent Per Student, MS	13.015	11.596	0.864	180	1.410	143.620	6
Book Inventory, Total	8204.568	5773.226	183.024	995	350.000	75000.000	112
Book Inventory, ES	7877.971	5601.045	237.111	558	350.000	66400.000	62
Book Inventory, HS	8764.744	6413.566	390.317	270	1000.000	75000.000	31
Book Inventory, MS	8390.156	5172.401	400.252	167	500.000	50000.000	19
Opinion Scale, Total	4.294	0.874	0.027	1068	1.000	5.000	39
Opinion Scale, ES	4.356	0.857	0.035	595	1.000	5.000	25
Opinion Scale, HS	4.139	0.896	0.052	294	1.000	5.000	7
Opinion Scale, MS	4.341	0.868	0.065	179	1.000	5.000	7
Scholars, Total	3.492	8.793	0.507	301	0.000	63.000	806
Scholars, ES	*	*	*	0	*	*	620
Scholars, HS	3.492	8.793	0.507	301	0.000	63.000	0
Scholars, MS	*	*	*	0	*	*	186
Mat 6 1987, Totals	58.149	10.528	0.796	175	30.000	84.000	932
Mat 6 1987, ES	*	*	*	0	*	*	620
Mat 6 1987, HS	56.667	7.506	4.333	3	49.000	64.000	298
Mat 6 1987, MS	58.174	10.587	0.807	172	30.000	84.000	14
1994 itbs, Total	60.983	7.486	0.556	181	39.000	81.000	926
1994 itbs, ES	*	*	*	0	*	*	620
1994 itbs, HS	71.667	3.055	1.764	3	69.000	75.000	298
1994 itbs, MS	60.803	7.411	0.555	178	39.000	81.000	8
1999 ITBS, Total	56.645	8.095	0.598	183	33.000	91.000	924
1999 ITBS, ES	*	*	*	0	*	*	620
1999 ITBS, HS	55.333	9.074	5.239	3	45.000	62.000	298
1999 ITBS, MS	56.667	8.104	0.604	180	33.000	91.000	6

Principal Gender

When the surveys were completed by women principals, these data indicated when the principal was a woman the means were higher in every category.

Table 7

Descriptive Statistics Split By: Principal Gender

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	#Missing
Number of Students, Total	370.140	284.139	8.571	1099	11.000	2275.000	8
Number of Students,M	362.951	317.127	12.215	674	14.000	2275.000	6
Number of Students, W	382.156	220.717	10.809	417	11.000	1381.000	2
Dollars Spent Per Student, Total	14.541	13.678	0.415	1087	1.020	188.190	20
Dollars Spent Per Student, M	14.560	13.554	0.524	670	1.040	153.490	10
Dollars Spent Per Student, W	15.428	13.897	0.639	409	1.020	188.190	10
Book Inventory, Total	8204.568	5773.226	183.024	995	350.000	75000.000	112
Book Inventory, M	8136.218	5825.486	235.867	610	500.000	75000.000	70
Book Inventory, W	8254.609	5646.612	290.047	379	350.000	66400.000	40
Opinion Scale, Total	4.294	0.874	0.027	1068	1.000	5.000	39
Opinion Scale, M	4.218	0.894	0.035	660	1.000	5.000	20
Opinion Scale, W	4.424	0.812	0.041	401	1.000	5.000	18
Scholars, Total	3.492	8.793	0.507	301	0.000	63.000	806
Scholars, M	3.294	8.273	0.504	269	0.000	63.000	411
Scholars,W	5.690	12.909	2.397	29	0.000	61.000	390
Mat 6 1987, Totals	58.149	10.528	0.796	175	30.000	84.000	932
Mat 6 1987, M	57.519	10.301	0.907	129	30.000	84.000	551
Mat 6 1987, W	59.822	11.173	1.666	45	40.000	81.000	374
1994 itbs, Total	60.983	7.486	0.556	181	39.000	81.000	926
1994 itbs, M	60.609	7.534	0.653	133	39.000	81.000	547
1994 itbs, W	61.915	7.372	1.075	47	44.000	81.000	372
1999 ITBS, Total	56.645	8.095	0.598	183	33.000	91.000	924
1999 ITBS, M	56.415	8.277	0.712	135	33.000	91.000	545
1999 ITBS, W	57.149	7.621	1.112	47	41.000	69.000	372

Analysis of Variance

In the second phase of data analysis, analysis of variance was used to examine differences between schools that received grants and schools that did not receive grants with respect to: (1) book inventory; and (2) book inventory disaggregated by type of school and region. Analysis of variance was also used to examine differences between opinion ratings about the contribution of the school library media program to the academic achievement of students with respect to: (1) school type; (2) regions of

Oklahoma; (3) full-time hours library media specialists spend in the library media center disaggregated by type of school and region.

ANOVA: LMI Grants

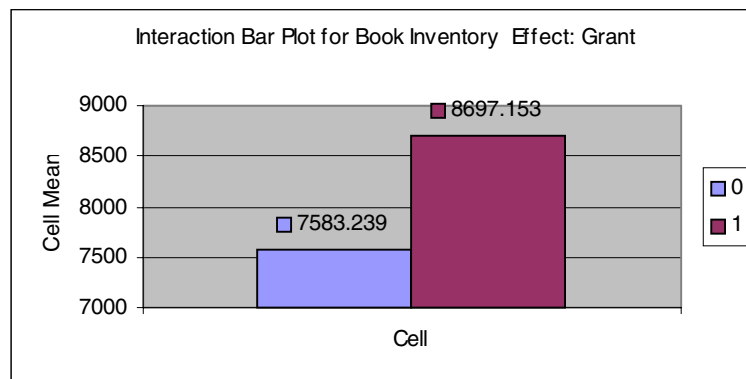
Analyses of variance were used to examine differences between schools that received LMI Grants and schools that did not receive LMI Grants with respect to: (1) book inventory, and (2) book inventory disaggregated by type of school and by region.

Table 8

ANOVA Table for Book Inventory--Grant

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Grant	1	304527352.2	304527352.2	9.212	0.0025	9.212	0.876
Residual	993	32825628210	33057027.4				

	Count	Mean	Std. Dev.	Std. Err.
0	440	7583.239	5949.378	283.625
1	555	8697.153	5586.08	237.116



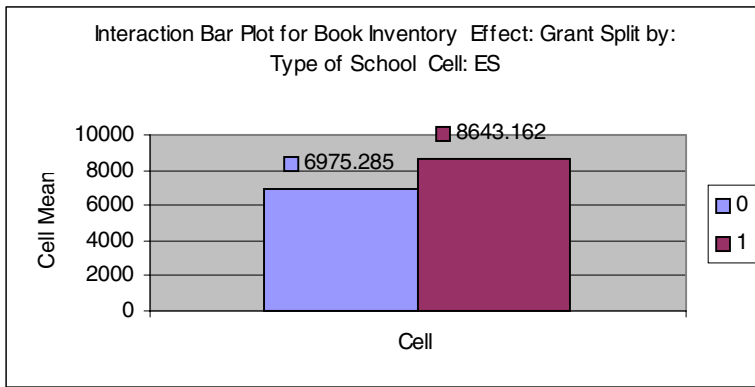
Analysis of variance was utilized to examine differences between schools receiving a LMI Grant and those schools not receiving a LMI Grant with respect to book inventory. The book inventory mean for schools receiving LMI Grants was 8697.153

while the book inventory mean for schools not receiving LMI Grants was 7583.239. The mean difference was statistically significant at $p < .0025$.

Table 9

ANOVA Table for Book Inventory--Type of School--Elementary

	Count	Mean	Std. Dev.	Std. Err.
0	256	6975.285	6634.116	414.632
1	302	8643.162	4414.443	254.023



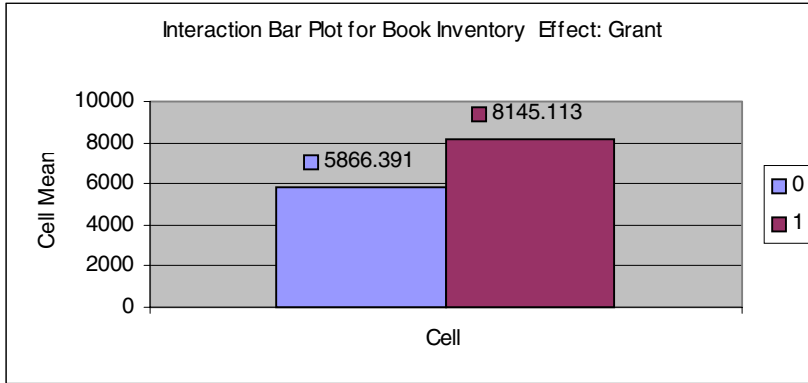
	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Grant	1	385425814.308	304527352.246	12.540	0.0004	12.540	0.960
Residual	556	17088611969.233	30734913.614				

Analysis of variance was utilized to examine differences between schools receiving a LMI Grant and schools not receiving a LMI Grant with respect to book inventory disaggregated by type of school. The book inventory mean for elementary schools that received a grant was 8643.162 while the book inventory mean for a school not receiving a grant was 6975.285. This mean difference was statistically significant at $P < .0004$ for elementary schools.

Table 10

ANOVA Table for Book Inventory--School Number--Northeast Region (2)

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Grant	1	79342401.371	79342401.37	3.881	0.0497	3.881	0.488
Residual	322	658268586.135	20443163.31				
	Count	Mean	Std. Dev.	Std. Err.			



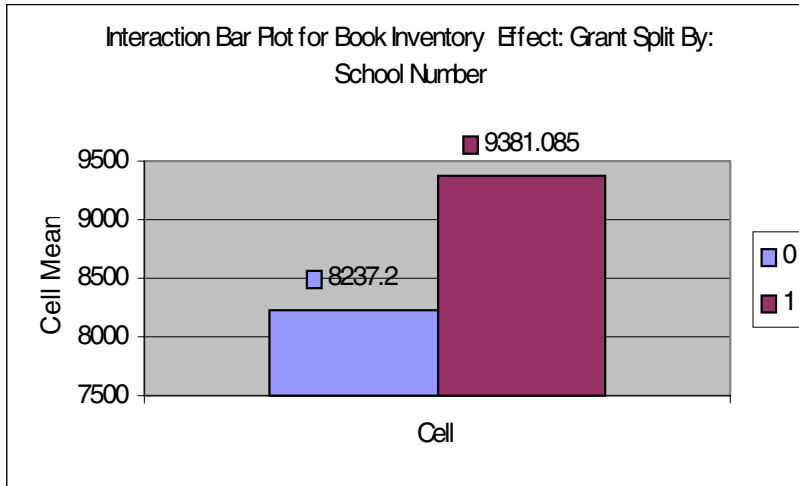
0	92	5866.391	4077.941	425.155
1	124	8145.110	7839.539	704.011

Analysis of variance was utilized to examine differences between schools receiving a LMI Grant and those not receiving a LMI Grant with respect to the book inventory disaggregated by regions of Oklahoma. The book inventory mean for schools receiving grants in the northeast region was 8145.113 while the book inventory mean for schools not receiving a grant in the northeast region was 5866.391. This mean difference was statistically significant at $p < .0497$.

Table 11

ANOVA Table for Book Inventory--School Number--Southeast Region (3)

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Grant	1	274244735.2	274244735.2	6.469	0.0117	6.469	0.721
Residual	214	9072667038	42395640.37				
	Count	Mean	Std. Dev.	Std. Err.			



0	70	8237.2	6598.641	788.688
1	47	9381.085	7515.973	1096.317

Analysis of variance was utilized to examine differences between schools receiving a LMI Grant and those not receiving a LMI Grant with respect to the book inventory disaggregated by regions of Oklahoma. The book inventory mean for schools receiving a LMI Grant in the southeast region was 9381.085 while the book inventory mean for schools not receiving a LMI Grant in the southeast region was 8237.200. This mean difference was statistically significant at $p < .0117$.

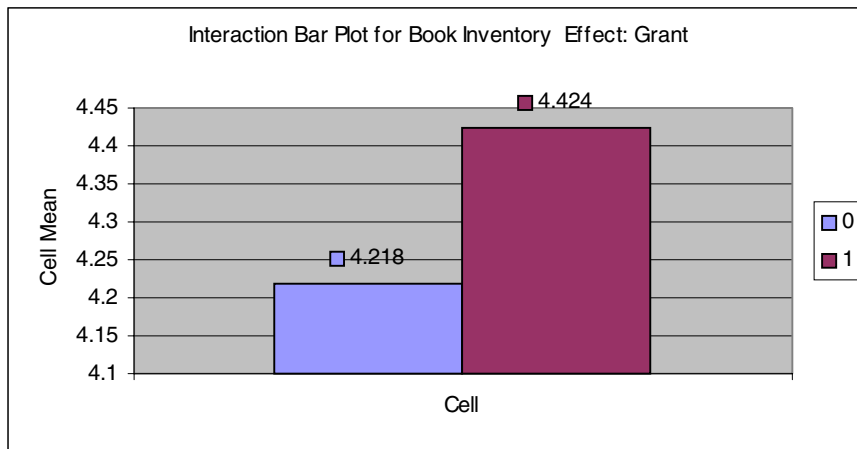
Also not statistically significant, the dollars spent per student means for library materials in schools receiving a LMI Grant were higher than those schools not receiving a LMI Grant. Also higher were the number of Academic All-State Scholars' means and the mean scores on the 1987 MAT 6, the 1994 ITBS, and the 1999 ITBS.

Opinion Scale

Table 12

ANOVA Table for Opinion Scale--Principal Gender

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Grant	1	10.561	10.561	14.147	0.0002	14.147	0.979
Residual	1059	790.512	0.746				



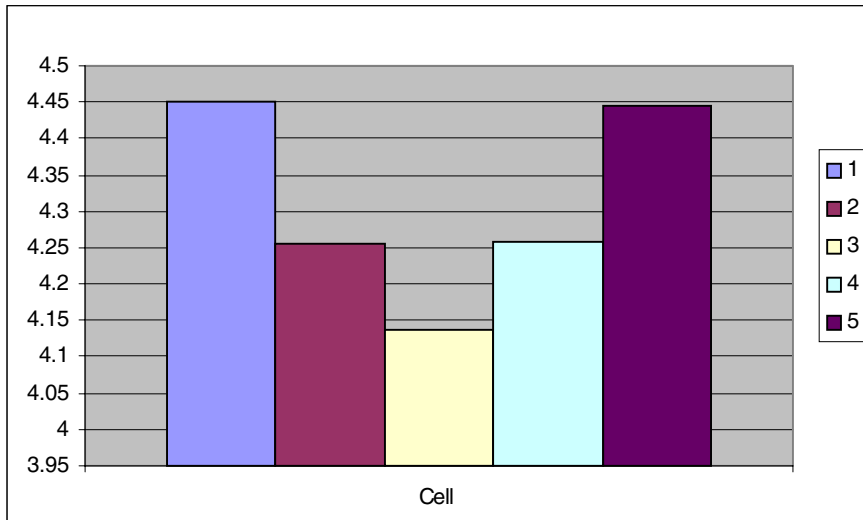
	Count	Mean	Std. Dev.	Std. Err.
M	660	4.218	0.894	0.035
W	401	4.424	0.812	0.041

Analysis of variance was utilized to examine differences between opinions with respect to the contribution school library media programs make to student academic achievement disaggregated by principal gender. The opinion scale rating means of women principals was 4.4424 while the opinion means of male principals was 4.218. This mean difference was statistically significant at $p < .0002$.

Table 13

ANOVA Table for Opinion Scale—School Number—Regions

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
School number	4	14.952	3.738	4.962	0.0006	19.85	0.971
Residual	1063	800.729	0.753				



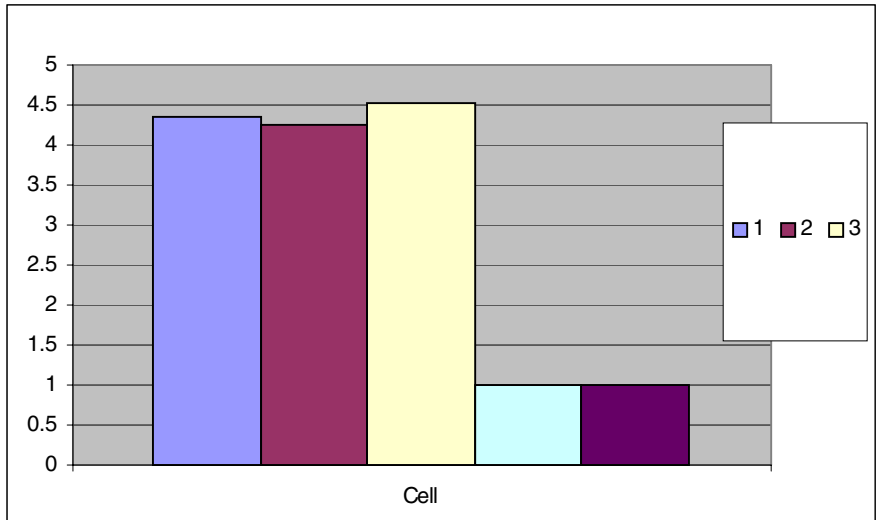
	Count	Mean	Std. Dev.	Std. Err.
1	122	4.451	0.669	0.061
2	350	4.254	0.912	0.049
3	234	4.137	0.897	0.059
4	124	4.258	0.936	0.084
5	238	4.445	0.824	0.053

Analysis of variance was utilized to examine differences between opinion scale ratings of women principals and male principals with regard to the contribution of school library media program's to student academic achievement disaggregated by regions of Oklahoma. The means differences were statistically significant for the northwest x northeast regions, the northwest x southeast regions, the northeast x central regions, and the southeast x central regions. The mean differences were statistically significant at $p < .0006$.

Table 14

ANOVA Table for Opinion Scale— Full -Time Hours—Type of School—Elementary

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Full Time Hours	2	7.977	3.989	6.081	0.0025	12.161	0.899
Residual	468	306.982	0.656				



	Count	Mean	Std. Dev.	Std. Err.
0	38	4.342	0.847	0.137
3	172	4.238	0.902	0.046
6	261	4.513	0.737	0.046

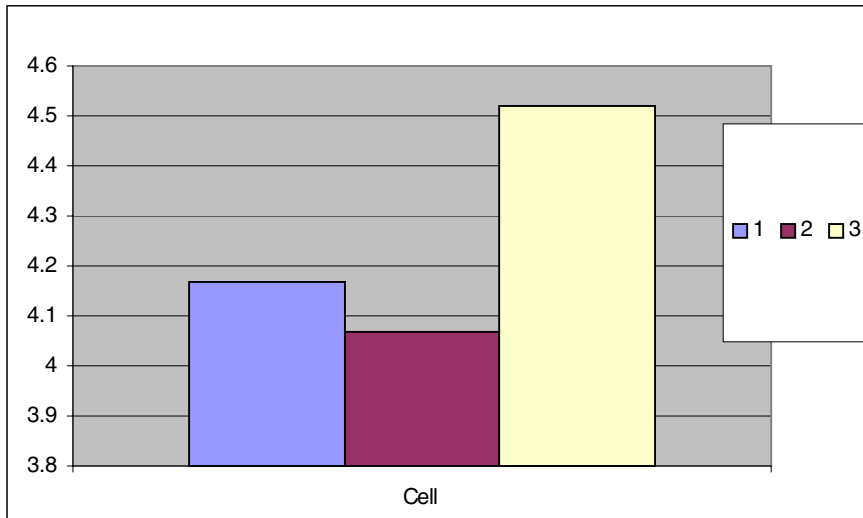
Analysis of variance was utilized to examine differences between the opinion rating of the library media program's contribution to student academic achievement with respect to full-time hours spent by the library media specialist in the library media center disaggregated by type of school. The opinion scale rating mean for elementary schools full-time hours was 4.513, for half-time hours was 4.238, and for other numbers of hours was 4.342. The mean difference was statistically significant at $p < .0025$.

Table 15

ANOVA Table for Opinion Scale—Full-Time Hours—Type of School—Middle School

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Full Time Hours	2	5.843	2.922	4.387	0.014	8.774	0.755
Residual	157	104.557	0.666				

	Count	Mean	Std. Dev.	Std. Err.
0	18	4.342	0.857	0.202
3	29	4.238	0.884	0.164
6	113	4.522	0.792	0.074

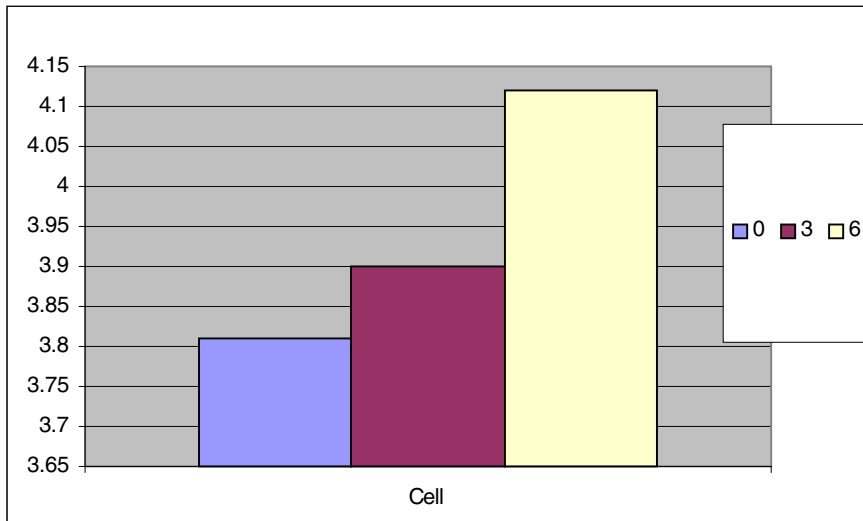


Analysis of variance was utilized to examine differences between the opinion rating of the library media program's contribution to student academic achievement with respect to full-time hours spent by the library media specialist in the library media center disaggregated by type of school. The opinion scale rating mean for middle schools full-time hours was 4.522, for half-time hours was 4.069, and for other amounts of hours was 4.167. Full-time was significantly higher than half time.

Table 16

ANOVA Table for Opinion Scale—Full-Time Hours—Type of School—High School

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Full Time Hours	2	10.143	5.071	6.397	0.0019	12.794	0.914
Residual	281	222.773	0.793				



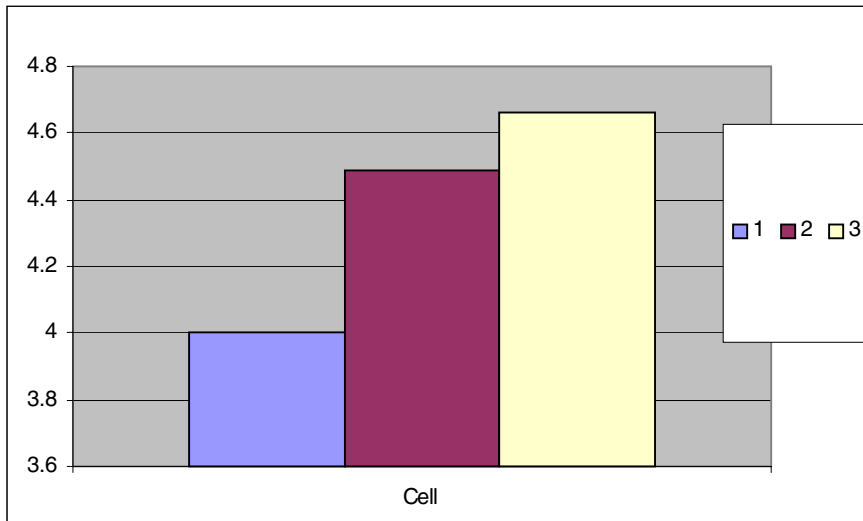
Analysis of variance was utilized to examine differences between the opinion rating of the library media program’s contribution to student academic achievement with respect to full-time hours spent by the library media specialist in the library media center disaggregated by type of school. The opinion scale rating mean difference was statistically significant at $p < .0019$. Full-time was significantly higher than half-time and significantly higher than other amounts of time.

Table 17

ANOVA Table for Opinion Scale—Full Time Hours—School Number—Northwest

Region (1)

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Full Time Hours	2	4.598	2.299	5.958	0.0035	11.917	0.883
Residual	104	40.131	0.386				



	Count	Mean	Std. Dev.	Std. Err.
0	13	4	1	0.277
3	41	4.488	0.597	0.093
6	53	4.66	0.517	0.071

Analysis of variance was utilized to examine differences between the opinion rating of the library media program's contribution to student academic achievement with respect to full-time hours spent by the library media specialist in the library media center disaggregated by region. The opinion scale rating mean for the northwest region was 4.382. The mean difference was statistically significant at $p < .0035$. Full-time was

significantly higher than half time, and full-time was significantly higher than other amounts of time.

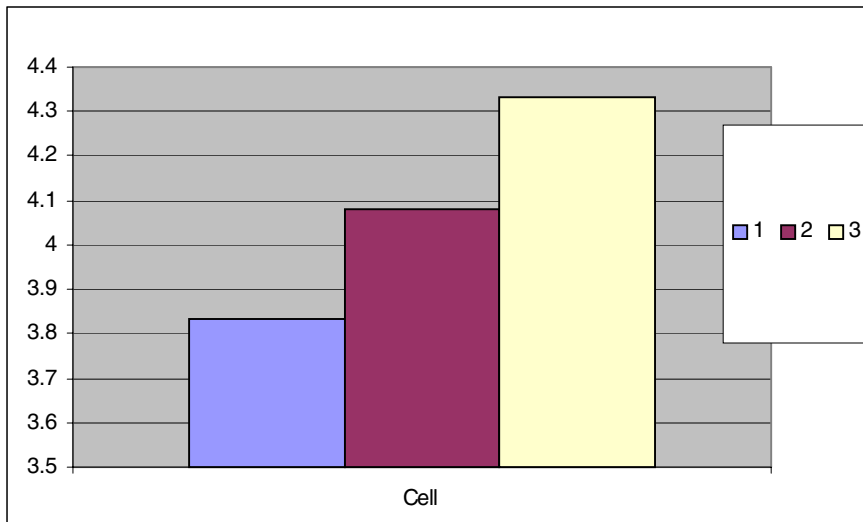
Table 18

ANOVA Table for Opinion Scale—Full-Time Hours—School Number—Northeast

Region (2)

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Full Time Hours	2	7.185	3.592	4.611	0.0106	9.221	0.783
Residual	306	238.433	0.779				

	Count	Mean	Std. Dev.	Std. Err.
0	18	3.8333	1.043	0.246
3	88	4.08	0.9	0.096
6	99	4.333	0.728	0.073



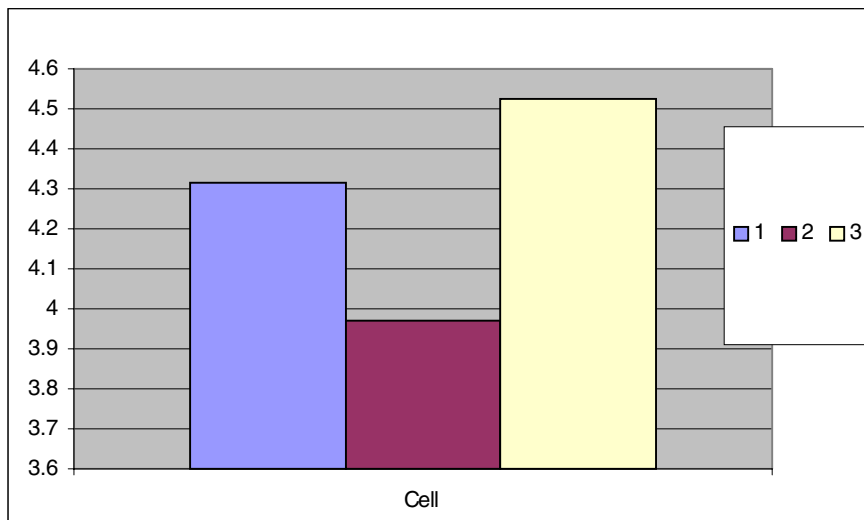
Analysis of variance was utilized to examine differences between the opinion rating of the library media program's contribution to student academic achievement with respect to full-time hours spent by the library media specialist in the library media center disaggregated by region. The opinion scale rating mean for the northeast region was

4.333. The mean difference was statistically significant at $p < .0106$. Full-time was significantly higher than half time.

Table 19

ANOVA Table for Opinion Scale—Full-Time Hours—School Number—Southeast Region (3)

	DF	Sum of Squares	Mean Squares	F-Value	P-Value	Lambda	Power
Full Time Hours	2	5.379	2.689	3.854	0.0228	7.709	0.693
Residual	202	104.943	0.689				



	Mean	Std. Dev.	Std. Err.
1	4.316	1.108	0.254
2	3.97	0.951	0.166
3	4.523	0.762	0.115

Analysis of variance was utilized to examine differences between the opinion rating of the library media program's contribution to academic achievement with respect

to full-time hours spent by the library media specialist in the library media center disaggregated by region. The opinion scale rating for the southeast region was 4.523. The mean difference was statistically significant at $p < .0228$. Full-time was significantly higher than half time, and full-time was significantly higher than other amounts of time.

CHAPTER 4

DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to examine the effects the Library Media Improvement Program had on school learning communities in Oklahoma by providing monies to school sites through LMI Grants and to examine if that program did in fact contribute to the academic achievement of students in Oklahoma. The search for answers followed a three-pronged path: examining the archival records of the Library Media Improvement Program housed at the Oklahoma State Department of Education and at the Oklahoma Capitol Law Library; gathering data about school library media programs from all across the state; and interviewing people who were involved with the LMI Program's inception and implementation.

There are hundreds of items documenting the LMI Program. There are letters, survey results, notes, publications, and some materials not falling into any of these categories. They tell of a group of people seeing the need for better library media services for the students of Oklahoma, especially at the elementary level where many schools had no library services. They show how these people worked hard to implement this new initiative, and how the excitement grew in the school library community when the results of all their hard work began to be apparent to other Oklahoma educators.

The goals of the LMI Program were to: (1) establish centralized library media programs in all schools, beginning with the elementary schools; (2) insure the students

and faculties would have the services of a certified library media specialist for at least one-half of the school day; and (3) provide funds to establish a library media program in all schools or to improve existing programs. Data in 1977 showed only 40% of schools had a centralized library media center and only 16% of schools were served by a library media specialist. The 2000 data indicated 97% of schools now have a centralized library media center, and 95% of them are served by a certified library media specialist. The goals for which the Oklahoma Library Media Improvement Program were conceived are well on their way to being met.

Examination of the 2000 data with regard to the relationship of library media programs to academic achievement of students in Oklahoma mirrors research done by the research team from the Colorado State Library headed by Keith Curry Lance. Their research in Alaska, Pennsylvania, and Colorado indicated students' test scores tend to be higher when schools have a well-funded, centralized library media center served by a full-time library media specialist (Hamilton-Pennell, 2000).

The results from the 2000 data collected for this study with regard to the 1999 ITBS mean scores for students in Oklahoma indicated students in schools with a centralized library media center, served by a library media specialist, and having received one or more LMI Grants scored significantly higher than students from schools that did not have a centralized library media center, was not served by a library media specialist, and had not received a LMI Grant. Students in schools having even one of these components scored higher than students in schools having none of these components.

These results make it evident that Wheelock's comments are applicable to Oklahoma and bear repeating.

Money matters to school library media programs....districts with substantially more money [are] able to offer more of everything to their students (Mosborg, 1996)....other things we [library media specialists] can contribute without money—collaborative planning, thematic units, flexible scheduling—but you can't keep your collection current without money (Wheelock, 1999).

There were two implications in this study critical for Oklahoma. The first was, if Oklahoma wants to increase the opportunities for its students to experience higher academic achievement, monies provided to schools for library media services and materials need to be dramatically increased. The second was a full-time certified school library media specialist should be employed at every school site regardless of size.

Within this study, there are several opportunities for further research: (1) What percent of the success of a library media program is related to the principal? (2) What percent of the success of a library media program is related to the library media specialist? (3) Is there a difference in the effect an increase of money has on a library media program when it is received all at one time, such as in a grant, or is it more effective when the money is given by raising the amount allocated to the program through raising the per student amount? (4) Does the perception of the library media program by users affect its success? (5) Why were more results in this study statistically significant when the principals of the schools were women? (6) How has the implementation of Information Power in school library media programs affected the academic achievement of students? (7) What has been the effect of technology on school library media programs? (8) During the LMI Grant period, what effect did the

leadership role of the library media professionals at the State Department of Education have on the growth and professionalism of Oklahoma school library media specialists?

It is the hope of this researcher that this study be used to empower Oklahoma school learning communities through the practical application of the results. As Oklahoma schools enter the 21st Century, it is incumbent upon them to provide learners with access to information that will enable them to be successful.

APPENDIX A
LIBRARY MEDIA IMPROVEMENT PROGRAM QUESTIONNAIRE
1978

SCHOOL LIBRARY

1977 *James Jones*

Name and Address of School _____ Contact Person (Name and Title) _____

Your School Enrollment On Sept. 15	District Enrollment On Sept. 15	Circle Grade Span of Your School K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
------------------------------------	---------------------------------	---

SECTION I:

Is there a centralized library media center in this school?
 ___ Yes What is it called? _____
 ___ No Skip from SECTION I to SECTION VI-b

Is there a separate audio-visual department? ___ Yes ___ No

SECTION II: LIBRARY MEDIA PERSONNEL

CERTIFICATED				
Name	Type of Cert. Lib/AV	Degree BS,MA,MLS	Sem. hrs credit in Lib &/or Media	Hrs per day in this library
NON-CERTIFICATED				
	Number Paid	Total hrs per week	# of Volunteers	Total hrs per week
Clerical Aides				
Students				

SECTION III: COLLECTION

CATEGORY	Added during 1976-77	Held at end of year
BOOKS		
Number of cataloged volumes		
Number of titles		
Uncataloged volumes (including paperbacks)		

SECTION III: COLLECTION (cont.)

CATEGORY	Added during 1976-77	Held at end of year
PERIODICALS		
Number of subscriptions		
Number of newspapers		
AUDIO-VISUAL MATERIALS		
Filmstrips - silent		
Filmstrips - sound		
Records		
Tape Recordings		
Transparencv & Slide Sets		
8mm loop		
8mm sound		
16mm sound film		
Multimedia Kits		

Check any of the following materials that circulate for home use:

Books ___ AV materials ___ Periodicals ___ AV equipment ___.

SECTION IV: FACILITIES

Seating capacity: at tables ___; in carrels ___; in conference rooms ___;
Total Seating _____.

Production area: Yes ___; No ___; Total sq. ft. of media center _____;
Shelving available (linear ft.) _____.

Combines with study hall: Yes ___; No ___. (If yes: Is librarian the
study hall supervisor? Yes ___ No ___).

SECTION V: DISTRICT MEDIA SERVICES

Sound Film Library: Yes ___ No ___; AV production: Yes ___ No ___;

Video Production: Yes ___ No ___.

Are these materials cataloged? Yes ___ No ___.

SECTION VI-a: LIBRARY MEDIA CENTER EXPENDITURES FROM ALL SOURCES

CATEGORY	1975-76	1976-77
Books		
Periodicals		
Audio-Visual Materials		
Audio-Visual Equipment		
Microforms		
All Others		

SECTION VI-b: NOT TO BE ANSWERED BY THOSE WITH CENTRAL LIBRARY COLLECTION

Classroom Collections: Number of titles _____; Number of volumes _____;
 Number of titles of A-V materials _____; Amount spent for books:
 1975-76 _____; 1976-77 _____; Amount spent for A-V materials:
 1975-76 _____; 1976-77 _____.

SECTION VII: EQUIPMENT INVENTORY: Number of---(Circle the number beside each item if the equipment is in the school but not inventoried and circulated in the library media center.)

Projectors: 16mm Silent _____ Sound _____; 8mm loop Silent _____ Sound _____
 Filmstrip _____; Slide _____
 Overhead _____ Opaque _____ Micro _____

Receivers: AM/FM _____ AM _____ FM _____ TV (B&W) _____ (COLOR) _____

Screens: Portable _____ Wall mounted _____

Microfilm: Reader _____ Reader-Printer _____

Previewers: Filmstrip _____ Slide _____; Copiers: Dry _____ Diazo _____

Record Players _____ Tape Playback _____

Recorders: Tape (Reel to Reel) _____ Cassette _____

Cameras: Still _____ Motion _____ TV _____

Reading Machines: Controlled Readers _____ Reading Accelerator _____
 Hoffman Reader _____ System 80 _____ Economy Pacer _____ Other _____

VTR: (B/W) _____ Color _____ CTV _____

APPENDIX B
TEACHER EDUCATION, CERTIFICATION AND ASSIGNMENT HANDBOOK,
SELECTED PAGES

Richard

PROJECT SEEK
STATE DEPARTMENT OF EDUCATION

STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION

TEACHER EDUCATION, CERTIFICATION
and
ASSIGNMENT HANDBOOK



RULES, REGULATIONS, AND MINIMUM ESSENTIALS
GOVERNING THE PREPARATION AND CERTIFICATION
OF TEACHERS AND ADMINISTRATORS

July, 1975

State Board of Education

PROVISIONAL CERTIFICATE

1. The applicant shall satisfy all general requirements of eligibility.
2. The applicant shall meet one of the following alternatives:
 - a. Two years of experience as a classroom teacher.
 - b. Graduate from an accredited school of social work.
 - c. One year's work in an accredited school of social work, plus one year's experience as a professional worker in an agency offering social casework services.*
 - d. One year's work in an accredited school of social work, plus one year as a classroom teacher.*

(The one year's work in an accredited school of social work shall include social casework and supervised field work experience. (The one year of work in an accredited school of social work shall be a minimum of 28 hours of social work courses which shall include social casework and supervised field work experience.)

3. The applicant shall have completed a minimum of 16 semester hours of professional education to include work in each of the following areas, provided that eight (8) semester hours of this work must be at the graduate level, including a minimum of one graduate course in the field of social work.

- a. Foundation, issues, and problems of education.
- b. Human growth and development.
- c. A general course in the area of the exceptional child, plus work in at least two or more of the following areas: abnormal psychology; elements of school administration; guidance and counseling; individual psychological testing; mental hygiene; psychology of learning; special education; statistical methods; supervised experiences and/or field work; advanced courses in educational and/or psychological tests and measurements.

LIBRARIAN (PUBLIC SCHOOL)

This certificate authorizes the holder to supervise and/or administer library services in Grades K-12 in any public school in Oklahoma and to teach library science in Grades 7-12 provided an appropriate approval credential is obtained.

PROFESSIONAL SCHOOL LIBRARIAN

The same basic requirements as for the Professional Secondary Education certificate. (see pp. 34-35)

LIBRARIAN (PUBLIC SCHOOLS)

(Standard Certificate)

This certificate authorizes the holder to supervise and/or administer library services in Grades K-12 in any public school in Oklahoma and to teach library science in Grades 7-12 provided an appropriate approval credential is obtained.

The applicant shall satisfy all general regulations of eligibility. (see pp. 9-10).

The applicant shall have completed an approved certificate program of the same type as the certificate applied for if training was done in an Oklahoma college or university.

When training was done outside of Oklahoma, the applicant shall have completed academic preparation equivalent to satisfying all requirements enumerated by the minimum essentials for the approved program for librarian.

College credit used to satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

General Education

Fifty semester hours in general education are required, distributed so that some work is completed in at least six of the following areas:

1. English (oral English, written English, and literature).
2. Fine arts.
3. Foreign language.
4. Health and physical education.
5. Humanities.
6. Mathematics.
7. Practical arts.
8. Psychology.
9. Science.
10. Social studies. (The applicant's academic preparation shall include six semester hours of American history and government.)

Professional Education

Twenty-one semester hours in professional education, including at least nine semester hours in student teaching, methods, and materials, are required. If methods, materials, and student teaching be not combined into an integrated course, a minimum of six semester hours in directed observation, participation, and student teaching divided between the elementary and secondary-school levels is required. Each institution educating teachers adopt a program of requiring proficiency in educational media appropriate for the subject taught. (Effective September 1971)

REQUIREMENTS FOR CERTIFICATION

23

Any teacher who holds a standard bachelor's degree and has three or more years of experience in an accredited school as a teacher, supervisor, administrator, or combination thereof and who meets all other requirements for the standard and/or provisional certificate except student teaching may, upon recommendation of the certification officer in an approved teacher-education institution, substitute other professional education courses for the student teaching, provided that one of the three years of experience shall have been during the five years immediately preceding the filing of the application for the standard certificate, that no substitution shall be permitted for any part of the three years of experience, and that in no case shall any substitution made reduce the total number of semester hours of professional education normally required for the certificate sought.

After July 1, 1976, no person shall be granted a standard certificate to teach in the public schools of this state unless he has satisfactorily completed a course of two or more semester hours in the education of the exceptional child.

Specialized Education

A minimum of 24 semester hours of credit in library science is required.

PROVISIONAL SCHOOL LIBRARIAN

The applicant shall satisfy all general regulations of eligibility.

The applicant shall have completed the following minimum academic preparation.

Professional Education

A minimum of 15 semester hours of college credit in professional education, including some work in student teaching, methods, and materials is required.

Any teacher who holds a standard bachelor's degree and has three or more years of experience in an accredited school as a teacher, supervisor, administrator, or combination thereof and who meets all other requirements for the standard and/or provisional certificate except student teaching may, upon recommendation of the certification officer in an approved teacher-education institution, substitute other professional education courses for the student teaching, provided that one of the three years of experience shall have been during the five years immediately preceding the filing of the application for the standard certificate, that no substitution shall be permitted for any part of the three years of experience, and that in no case shall any substitution made reduce the total number of semester hours of professional education normally required for the certificate.

Specialized Education

A minimum of 18 semester hours of credit in library science is required.

General Education

Fifty semester hours of college credit in general education, designed to develop a broad, cultural background, are required. College credit used to

satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

TEMPORARY SCHOOL LIBRARIAN

The applicant shall satisfy all general regulations of eligibility.

The applicant shall complete the following minimum academic preparation.

Professional Education

A minimum of 12 semester hours of college credit in professional education is required.

Specialized Education

At least 18 semester hours of college credit is required in library science.

General Education

Forty semester hours of college credit in general education, designed to develop a broad, cultural background, are required. College credit used to satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

AUDIOVISUAL SPECIALIST

Requirements for Standard and Provisional Certificates

1. The applicant shall satisfy all general regulations of eligibility. (see pp. 9-10).
2. The applicant shall hold a bachelor's degree granted by an institution accredited by and in good standing with a regional accrediting association.
3. The applicant shall hold a valid standard, professional or life Oklahoma teaching certificate.
4. The applicant shall have completed an approved program for the standard professional school-service personnel—audiovisual specialist—certificate if preparation was completed in Oklahoma, or in applicable cases accept equivalent work prior to establishment of formally approved programs; or equivalent work at an institution outside Oklahoma, as determined by the Oklahoma certification authorities.
5. Applicants basing their qualifications upon credentials from out of state are required to satisfy all academic requirements and conditions specified by the minimum essentials for approved teacher-certificate programs.

- c. Psychology of Exceptional Children
- d. Principles of Guidance
- e. General Psychology
- *f. Eight hours of observation and practice school nursing.

(*This requirement will be waived in cases of nurses with 5 or more years of experience as school nurses. If the requirement is waived students will take eight hours of elective professional education and/or psychology.)

SECONDARY EDUCATION (GRADES 7-12)

PROFESSIONAL-SECONDARY CERTIFICATE Minimum Essentials

Formal admission to graduate study in an approved program for the certificate, completion of 32 hours, or 30 hours and a thesis, in appropriate courses taken for graduate credit, culminating in a master's degree, or with a master's degree otherwise obtained, provided that the 32 hours of required work must meet grade standards as high as required for the degree issued directly on the basis of the approved program.

- A. *Professional Education* — A minimum of eight hours in courses, not necessarily specialized as to teaching level, designated as professional education in the approved program, in such appropriate areas as problems of teaching, materials and methods of instruction, course and curriculum development, philosophical and historical foundations, guidance, measurement and evaluation, human development and learning, and research and statistics. The eight hours shall be in addition to the professional education required in the "Minimum Essentials" for the standard certificate of the same type as the professional certificate of which at least twelve (12) hours must be completed outside of the program for the professional certificate.
- B. *Specialized Education* — A minimum of eight hours as follows:
 - a. For elementary-secondary, secondary, or special certificate, eight hours or more in subject-field content in one or more areas of certificate specialization, "areas" as used here meaning the same as the areas designated in certification regulations for the three kinds of certificates involved: examples are art (elementary-secondary), science (secondary), and distributive education (special). The required work may be done in any such area in which at least eighteen hours work has been completed outside of the professional certificate program. Of the eight hours or more of such specialized work required, at least four hours work must be completed in one selected area. However, additional work must be done in this same area, if necessary, to make the cumulative total credit in the area, counting work both within and outside of the professional certificate program, at least eight hours more than the amount required in "Minimum Essentials" for the standard certificate in the area. "For example, the student who, before beginning the professional certificate program, has a total of forty-two hours credit in an area in which the requirement in "Minimum Essentials" is thirty-six hours could take as little as four hours in the program; this would make his cumulative total forty-six

hours, which is more than eight hours above "Minimum Essentials." If he started with thirty-two hours in the area, he would need to take at least twelve hours graduate work in that area to have necessary minimum total of forty-four hours.

- b. Elective work, maximum sixteen hours, in appropriate courses in professional teacher education, areas of teaching specialization, or other academic areas.

I. Requirements for the certificate

1. Meet present requirements in "General Regulations of Eligibility" for teachers' certificates as respects citizenship, character and general fitness for teaching, and health.
2. Hold a bachelor's degree from accredited college or university.
3. Hold, or have held, an Oklahoma standard or life teacher's certificate.
4. Have three years or more of satisfactory school experience at the level of the professional certificate. A year in connection with this school experience requirement is considered to be a minimum of six months (120 days) or more of full-time work in one session, or in two consecutive sessions.
5. Be recommended for the certificate by the institution at which the preparation program was completed, if an Oklahoma institution. Present regulations applicable to standard and provisional teacher's certificate, pertaining to completion of college work for the certificate and to institutional recommendation, and to applications based on college work completed in institutions outside Oklahoma, shall be applicable to the professional teacher's certificate as well.
6. Complete at an Oklahoma institution an approved program for the professional teacher's certificate, or, in applicable cases, equivalent work prior to establishment of formally approved programs; or equivalent work at an institution outside Oklahoma, as determined by Oklahoma certification authorities.

The type of certificate (teaching-field) shall be determined by the area of teaching specialization.

- II. *Term of the Certificate* shall be seven years, with effective date and termination date determined under present regulations on "Term of validity."

STANDARD SCHOOL CERTIFICATE (Grades 1-12)

STANDARD CERTIFICATE

The applicant shall satisfy all general regulations of eligibility. (see pp. 9-10).

The applicant shall complete an approved certificate program of the same type as the certificate applied for if training was done in an Oklahoma college or university.

When training was done outside of Oklahoma, the applicant shall complete academic preparation equivalent to satisfying all requirements

APPENDIX C

OKLAHOMA LIBRARY MEDIA IMPROVEMENT GRANT FUNDING

OKLAHOMA LIBRARY MEDIA IMPROVEMENT GRANT FUNDING

YEAR	LEGISLATURE	LEGISLATION NUMBER	LEGISLATORS	GOVERNOR APPROVAL	APPROPRIATION
1978	36th (2nd Regular Session)	S B 454	Crow and Randle (Senate) D. Davis and Barker (House)	May 10, 1978	\$ 300,000
1979	37th (1st Regular Session)	H B 1140	Crow and Boatner (Senate) D. Davis and Deatherage (House)	May 30, 1979	\$ 665,000
1980	37th (2nd Regular Session)	S B 402	Crow and Boatner (Senate) D. Davis and Deatherage (House)	June 25, 1980	\$ 1,000,000
1981	38th (1st Regular Session)	H B 1236	Randle and Kilpatrick (Senate) Deatherage, Barker, Draper, and Fried (House)	July 1, 1981	\$ 1,000,000
1982	38th (2nd Regular Session)	S B 452	Randle, et al (Senate) Deatherage, et al (House)	May 21, 1982	\$ 1,600,000
1983	39th (1st Regular Session)	H B 1179	Randle and Kilpatrick (Senate) Deatherage and Barker (House)	June 29, 1983	\$ 1,517,998 *
1984	39th (2nd Regular Session)	S B 368	Randle, et al (Senate) Lewis, et al (House)	June 11, 1984	\$ 1,413,803
1985	40th (1st Regular Session)	H B 1035	Cate and Dennis (Senate) Lewis and Haney (House)	July 30, 1985	\$ 2,817,803
1986	40th (2nd Regular Session)	S B 426	Cate, et al (Senate) Lewis, et al (House)	June 13, 1986	\$ 2,615,114
1987	41st (1st Regular Session)	H B 1110	Cullison and Dennis (Senate) Lewis and Johnson (House)	July 1, 1987	\$ 2,850,114
1988	41st (2nd Regular Session)	S B 372	Taylor, et al (Senate) Lewis, et al (House)	July 6, 1988	\$ 2,850,114

OKLAHOMA LIBRARY MEDIA IMPROVEMENT GRANT FUNDING

YEAR	LEGISLATURE	LEGISLATION NUMBER	LEGISLATORS	GOVERNOR APPROVAL	APPROPRIATION
1989	42nd (1st Regular Session)	HB 1049	Taylor and Haney (Senate) G. Johnson and Benson (House)	May 25, 1989	\$ 2,850,114
1990	42nd (2nd Regular Session)	S B 770	Taylor, et al (Senate) Hobson, et al (House)	May 24, 1990	\$ 2,850,114
1991	43rd (1st Regular Session)	HB 1236	Taylor, et al (Senate) J. Hamilton and Steidley (House)	May 30, 1991	\$ 2,850,114
1992	43rd (2nd Regular Session)	S B 722	Taylor, et al (Senate) J. Maddox, et al. (House)	May 28, 1992	\$ 2,850,114
1993	44th (1st Regular Session)	HB 1828	Taylor, et al (Senate) J. Hamilton, et al. (House)	May 26, 1993	\$ 2,112,202
1994	44th (2nd Regular Session)	S B 900	Taylor, et al (Senate) J. Hamilton, et al. (House)	May 26, 1994	\$ 676,077

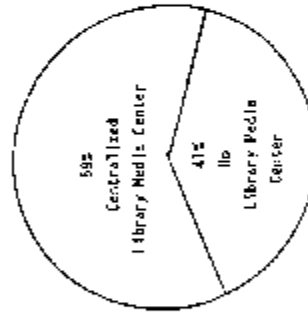
*An additional \$450,000 was appropriated for Library Media Improvement Grants on a one year basis (Leroy Irelon, personal communication, July 22, 1983)

APPENDIX D
ELEMENTARY SCHOOL SURVEY

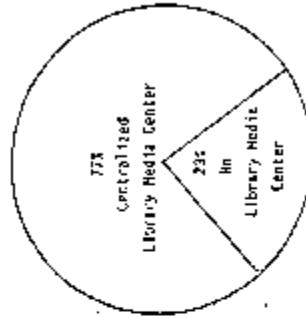
Elementary Schools



1077
 40% Centralized Library Media Center
 60% No Library Media Center
 16% Served by a Certified Librarian



1095
 59% Centralized Library Media Center
 41% No Library Media Center
 35% Served by a Certified Librarian



1206
 77% Centralized Library Media Center
 23% No Library Media Center
 45% Served by a Certified Librarian

APPENDIX E
E. H. MCDONALD LETTER 1972
AND
ELEMENTARY LIBRARY SURVEY

JAKE SMART
ASST. SUPERINTENDENT
INSTRUCTION

EARL CROSS
ASST. SUPERINTENDENT
STATE-FEDERAL

CHARLES L. WEBER
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE R. FISHER, Superintendent
E. H. McDONALD, Deputy Superintendent
Oklahoma City, Oklahoma 73105

January 20, 1972

TO: Elementary Principals
FROM: E. H. McDonald, Deputy State Superintendent
RE: Status of Elementary Library Media Centers

82.9M.

Many schools have made splendid progress during recent years in promoting the Library Media Center concept in their elementary schools. A number of our elementary schools have professional staff members who are certified as library or audiovisual specialists. This we think is good. We are concerned however, with the status of a larger percent of our elementary schools who apparently are making little progress in this area.

Statistics in the U. S. Office of Education indicate that Oklahoma ranks 40th in the nation in percent of schools with centralized elementary library media centers. Only 10 states rank below Oklahoma. 5 states have more than 90% of their library media materials in centralized collections. 35 states have 50% or more and Oklahoma has only 37%. The percent of centralized elementary libraries in our neighboring states according to statistics in the U. S. Office of Education are as follows: Arizona - 70%, Arkansas - 50%, Colorado - 40%, Iowa - 55%, Kansas - 65%, Louisiana - 55%, Missouri - 60%, Nebraska - 40% and Texas - 60%.

The State Department of Education, in cooperation with the Oklahoma Library Association, is making a survey on the status of elementary libraries in Oklahoma Public Schools and on the quality and the quantity of professional services that are being rendered.

Would you please complete this questionnaire at your earliest convenience. Put it in the enclosed stamped envelope and return to the State Department of Education. The information will be tabulated and will be of much use by the State Department of Education, The Oklahoma Library Association and to the local schools as well. We think the results will be of interest to the governor and to members of the legislature.

Your immediate attention in this matter will be appreciated.

APPENDIX F
ELEMENTARY LIBRARY SURVEY TABULATION

402 Replies - 10/11/70 - 18.470

ELEMENTARY LIBRARY SURVEY

DIRECTIONS:

- A. Please complete the information on this questionnaire for your ELEMENTARY SCHOOL BUILDING and return it to the Library Resources Division of the State Department of Education. A stamped-addressed envelope is enclosed.
- B. The questionnaire should be completed by one of the following:
 1. Library/Media Specialist (librarian)
 2. Teacher supervising the Library Media Center
 3. Building Principal

Note: The term Library Media Center includes printed (books, etc.) and non-printed (audiovisual) materials.
- C. Information should concern the present situation.

School Building Name _____ Enrollment _____

School District Name * H 11 County 395 *not centralized fully*

Name of person completing the questionnaire 36/513 = 63.670 or 36.490 *centralized*

What grades or levels does your school serve?
 K - 6 _____; K - 8 _____; 1 - 0 _____; 1 - 8 _____;
 other, please specify _____

ORGANIZATION

1. What type of elementary library media service does your school now have?
 - 595 Classroom collections only *All did not respond to this question*
 - 71 Centralized, not cataloged by Dewey Decimal Classification
 - 109 Centralized and cataloged by Dewey Decimal Classification
 - 113 Centralized with both printed and audiovisual material
 - 52 *non-centralized*
2. The students are free to use the materials:
 - 271 Before school *10.6%*
 - 224 After school
 - 248 Throughout the day
 - 124 *40%*

MATERIALS

3. Please estimate as close as possible how many of the following materials are located permanently in your building:

300 a. Books (excluding textbooks and supplementary readers)	<u>10</u>
301 b. Children's periodicals received regularly	<u>17</u>
302 c. Newspaper titles received regularly	<u>1</u>
303 d. Filmstrips (silent)	<u>1</u>
304 e. Filmstrips (sound)	<u>1</u>
305 f. Disc recordings	<u>1</u>
306 g. Tape recordings	<u>1</u>
307 h. Slides (singles not sets)	<u>1</u>
308 i. Transparencies (singles not sets)	<u>1</u>
309 j. 8mm films	<u>1</u>
310 k. Other	<u>1</u>

Estimate the amount of money spent from all sources (federal, local, ITA, etc.) for the above materials for the 1970-71 school year. 10.15
4. Please indicate the NUMBER of each type of equipment available in your building.

311 a. 16mm projector	<u>1</u>
312 b. 8mm projector	<u>1</u>
313 c. filmstrip projectors	<u>1</u>
314 d. filmstrip reviewer	<u>1</u>
315 e. slide projectors (excluding attachment to filmstrip projector)	<u>1</u>
316 f. listening stations with earphones	<u>1</u>
317 g. record players	<u>1</u>
318 h. overhead projectors	<u>1</u>
319 i. tape recorders	<u>1</u>
320 j. television sets	<u>1</u>
321 k. radios	<u>1</u>
322 l. 8mm cameras	<u>1</u>
323 m. 16mm cameras	<u>1</u>
324 n. opaque projectors	<u>1</u>
325 o. dry mount presses	<u>1</u>
326 p. copy machines (for transparencies)	<u>1</u>
327 q. video tape equipment	yes <u>1</u> no <u>1</u>
328 r. closed circuit television	yes <u>1</u> no <u>1</u>

Averages of those responding

↑ This number did not respond - the question

APPENDIX G

LIBRARY MEDIA IMPROVEMENT PROGRAM LETTER

JUNE 9, 1978

J. D. GIDDENS
ASST SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST SUPERINTENDENT
STATE-FEDERAL

J. B. DONALD
ASST SUPERINTENDENT
SCHOOL

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

TO: Administrators
FROM: Leroy Iretson
DATE: June 9, 1978
SUBJECT: Library Media Improvement Program

The second session of the 36th State Legislature appropriated \$300,000 for library media program improvement. The State Board of Education has adopted the enclosed regulations, application procedures and the criteria for approval of applications: applications will be received through August 1, 1978.

The funds are limited and high competition for these supplementary funds is expected. If you have a commitment to library media improvement in one or more schools in your district and you feel that your need and the quality of the program you could implement with additional resources would rank high according to the criteria given, you are encouraged to apply.

It will be essential to include your library media professional in the development of the application and associated materials. If additional information or assistance is needed, please contact the Library Resources Section of the State Department of Education. Please read the enclosed information carefully before attempting to complete the application.

hb
enclosures

APPENDIX H
GUIDELINES AND CRITERIA FOR PARTICIPATION IN
OKLAHOMA LIBRARY MEDIA IMPROVEMENT PROGRAM (STATE FUNDS)

GUIDELINES AND CRITERIA FOR PARTICIPATION IN
LIBRARY MEDIA IMPROVEMENT PROGRAM (State Funds)

1. Library media improvement programs shall be directed and/or supervised by certified librarians.
2. The term of the grant is for one (1) year, 1978-79, with no assurance of future funding.
3. Participating districts shall be committed to a district plan (minimum 3 years) for continued improvement of the library media program. A summary of the district plan shall be filed along with the application for funds and shall explain the relationship of improvements made through this grant and the current program.
4. School districts shall have a centralized library media program during 1978-79 in the building(s) to be served through the improvements provided with state funds.
5. Library media program improvement grants shall be applied to improving or initiating a centralized elementary library media program.
6. Grants for library media improvement shall not exceed \$15,000 for 1978-79 school year. A school district will be eligible for only one grant per year.
7. A district applying for a grant will plan to improve the library media program in specific elementary school(s) and will use the resources only in the school or schools specified.
8. The district will maintain the current library media program expenditure level in the district and the selected elementary school(s) during FY 1979.
9. A district shall not plan to use these funds to implement library media program improvement at more than two (2) sites. Priority will be given to a district implementing programs at one (1) or two (2) elementary sites but consideration will be given to a district to implement a program at one elementary and one secondary site.
10. Two districts may form a cooperative and apply for funds to be distributed in such a manner as to provide library media improvement for both LEAs as nearly equal as possible and on a basis agreeable to both LEAs.
11. Library media improvement program applications which include a certified librarian shall assign that person to one (1) elementary center for not less than one-half time.
12. Each library media improvement program funded shall serve as an exemplary program for interested districts to visit and serve as a model for adopting LEAs.

13. Each district funded shall agree to establish a procedure for documenting how the improved library media program is benefiting the children served. Evidence will be submitted at the end of each semester during 1978-79.
14. Districts will be reviewed during the year by State Department of Education Specialists. All records and data relevant to the library media program will be made available to these specialists.
15. A district which received a "Special Grant" through ESEA Title II will be eligible to participate in this program but cannot use the funds at a previous project site.
16. The districts selected will designate at least two (2) key staff members, preferably the principal and library media specialist, to attend a one-day workshop planned by State Department of Education Specialists to assist in implementing their project.
17. A district will not be eligible to receive library media improvement funds if said district is not levying thirty-five (35) mills of general fund support, provided further, the 1977-78 general fund surplus shall not exceed ten percent (10%) of receipts or expenditures, whichever is greater, and all reserve funds must be based on valid contracts and claims pending.

In order for the State Board of Education to implement this program early in the 1978-79 school year, tentative approval will be granted until such time that the SDE Finance Division has received appropriate reports from the school districts and certify full compliance with this provision. Consistent with State Board of Education policy, no more than 50% of the tentative grant will be paid to a district until the district has filed the documents necessary to determine general fund surplus.

State aid funds shall be reduced or withheld in an amount necessary to require compliance with State Board Regulations.

APPENDIX I
APPLICATION PROCEDURES

APPLICATION PROCEDURES

Due: August 1, 1978

1. Complete and mail one copy of the application to:

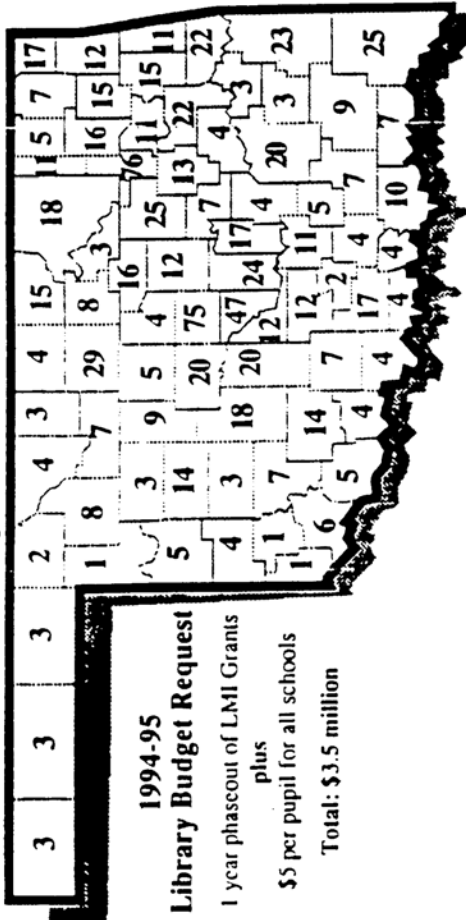
State Department of Education
Library Resources Section
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
2. Enclose a summary of your District Library Media Plan. The Plan should be consistent with the enclosure describing the contents of a district library media plan.
3. Enclose a sketch of the floor plan for the center(s) to be included in the library media improvement program.
4. Applications must be postmarked on or before 12:00 midnight, August 1, 1978.
5. An application will not be considered unless all items are completed, attachments enclosed, and the application is signed by the authorized executive officer of the school district.
6. Recommendations for approval will be made during the August meeting of the State Board of Education. Following approval by the State Board of Education, approval notices will be mailed to the executive officers of the districts approved for funding.

APPROVAL PROCESS

1. Applications will be received by the Library Resources Section of the State Department of Education.
2. Each application will be reviewed by the staff of the Library Resources Section of the State Department of Education.
3. Each completed application will be evaluated using the enclosed checklist, by a committee of five(5) professional staff members of the State Department of Education.
4. The committee's recommendations for the twenty (20) districts to be approved, will be presented to the State Board of Education. If two or more districts' application receive equal ratings, the committee will use additional evaluative criterion items which are related to assure maximum benefits from the funds.
5. Subsequent to approval by the State Board of Education, each district which submitted an application will be notified as to the action taken. Dissatisfied applicants will have twenty (20) days in which they may request a hearing before the State Board of Education. The request shall be written, addressed to the State Superintendent of Public Instruction.

APPENDIX J
SCHOOL LIBRARY MEDIA CARD
1993 - 1994

Total Library Media Improvement Grants 1978-1994: 1196



1994-95

Library Budget Request

1 year phaseout of LMI Grants

plus

\$5 per pupil for all schools

Total: \$3.5 million



School Library Media Programs in Oklahoma

A Comparison of School Libraries 1978-1993

Elementary Schools with:	1978	1993
Central Library	40%	89%
Certified Library Media Specialist	40%	75%
Middle/Junior High Schools with:	1982	1993
Central Library	87%	95%
Certified Library Media Specialist	15%	87%

APPENDIX K
SURVEY LETTER 2000

April 13, 2000

Dear Principal:

Enclosed with this letter is a survey that is part of the research for my doctoral dissertation.

This dissertation will examine the long-term effects of the Library Media Improvement Grants given to Oklahoma schools for the improvement of library services to the students and staff. The grants began in 1978 and ended in 1994. They were funded by the Oklahoma Legislature and administered by the Library Media Section of the Oklahoma State Department of Education.

In speaking with those who were a part of the Library Media Improvement Grant Program, they all assure me many school library media centers in Oklahoma would not have the resources or programs they have today without having received one of these grants. It is the hope of this researcher that the results of this study will be positive and will confirm the long-term effects the Library Media Improvement Grants had on library service to Oklahoma students and staff were positive. These results may then be used, along with research indicating well-funded and staffed library media centers are the single most important indicator of schools whose students exhibit high academic achievement, to obtain additional funding to support school library media programs.

You can contribute to this effort by completing the survey and returning it as soon as possible. Please accept the enclosed bookmark as a token of my thanks for your participation.

Sincerely,

Sue Jenkins

APPENDIX L
SURVEY 2000

SCHOOL SITE SURVEY

1. Does this school site have a centralized library media center? Yes No

If the answer is "no," please check "no" and place this survey in the enclosed stamped envelope and return it. Do not complete the rest of the survey.

2. Is this school site served by a certified library media specialist? Yes No

Full Time Half Time Other

3. How many books are in the inventory of the centralized library media center at this school site? _____

4. On a scale of 1 to 5, in your opinion, does the library media center and its staff contribute significantly to the academic achievement of the students at this school site?

1 2 3 4 5

Please circle the number (1 being the lowest and 5 being the highest) that best represents your opinion.

5. Please indicate the school title of the person completing the survey.

Principal

Teacher

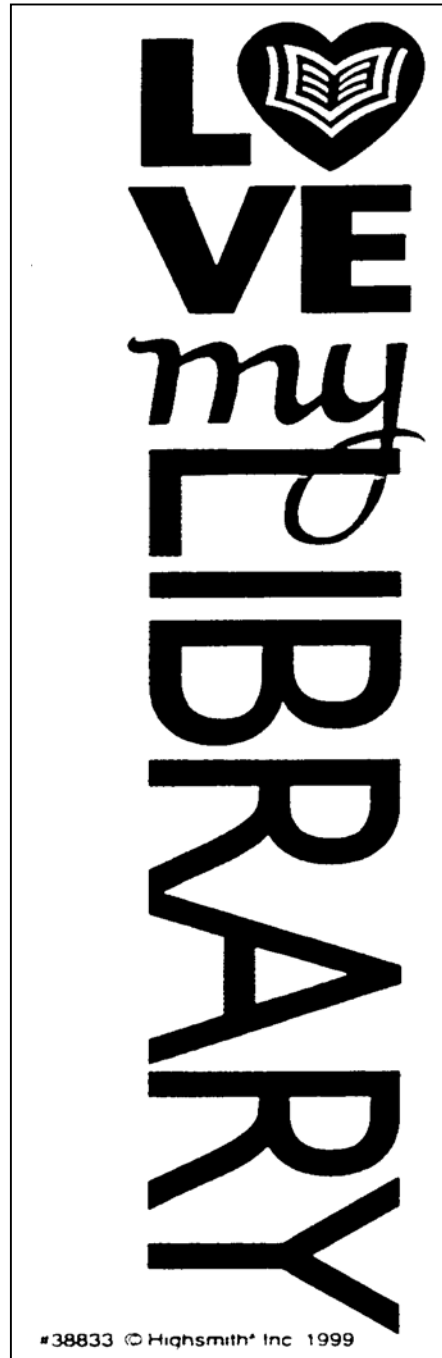
Counselor

Library Media Specialist

Other

APPENDIX M
SURVEY BOOKMARK

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APPENDIX N
APRIL 2000 SURVEY RETURN CALENDAR
AND
MAY 2000 SURVEY RETURN CALENDAR

April 2000

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
				Marked First Surveys		Received 19
16	17	18	19	20	21	22
	Received 6	Received 148	Received 224	Received 260	Received 150	Received 90
23/30	24	25	26	27	28	29
	Received 29	Received 24	Received 31	Received 31	Received 24	Received 17

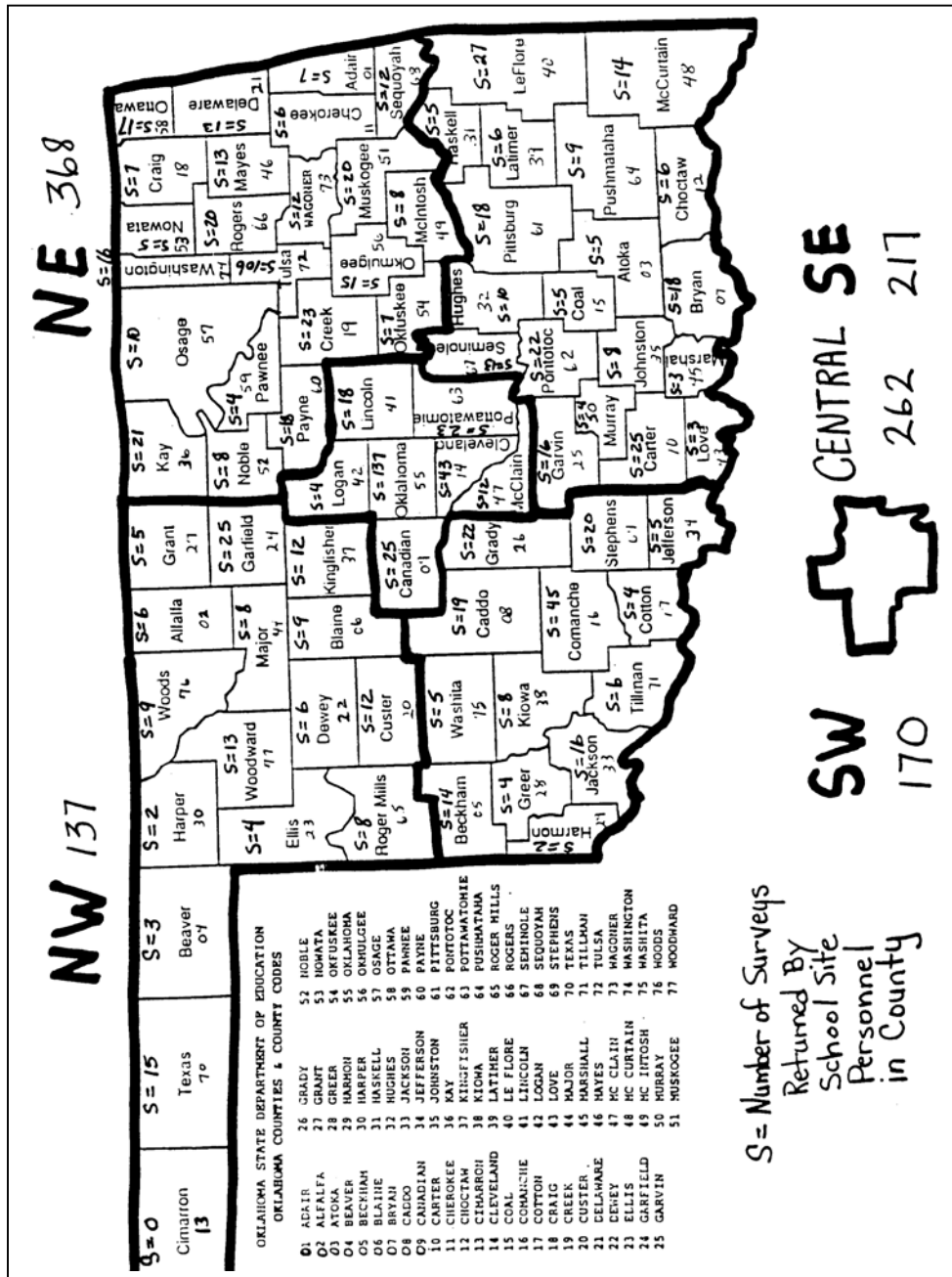
Total Received 1049 - 90.9%

May 2000						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Received 8	2 Received 10	3 Received 16	4 Received 9	5 Received 0	6 Received 0
7	8 Received 23	9 Received 5	10 Received 4	11 Received 7	12 Received 0	13 Received 1
14	15 Received 1	16 Received 2	17 Received 2	18 Received 5	19 Received 5	20 Received 0
21	22 Received 1	23 Received 0	24 Received 4	25 Received 0	26 Received 0	27 Received 1
28	29 Received 0	30 Received 1	31 Received 0			

Total Received 105 - 9.1%

APPENDIX O

NUMBERS OF SURVEYS RETURNED BY COUNTY



APPENDIX P
OKLAHOMA SCHOOL TESTING PROGRAM HISTORY

Oklahoma School Testing Program History

SPRING	COMPANY	TESTS	TYPE	GRADES	NOTES
1986	Psychological Corporation	MAT 6	NRT - achievement	3, 7, 10	
1987	Psychological Corporation	MAT 6	NRT - achievement & writing	3, 7, 10	added Grade 10 writing
1988	Psychological Corporation	MAT 6	NRT - achievement & writing	3, 7, 10	added Grade 7 writing
1989	Psychological Corporation	MAT 6	NRT - achievement & writing	3, 7, 10	
1989/91	Riverside Publishing Company	IFB5/TAP	NRT - achievement	3, 5, 7, 9, 11	
1990/91	Psychological Corporation	MAT 6	writing	7 & 10	
1992/94	Riverside Publishing Company	IFB5/TAP	NRT - achievement	3, 5, 7, 9, 11	
1992/94	Psychological Corporation	Stanford	writing	7 & 10	
1995/99	Riverside Publishing Company	ITBS	NRT - achievement	3 & 7	
1995	Harcourt Brace	OCCT	CRT multiple-choice & writing	5, 8, 11	math, science, & Civ & reading & writing added
1996	Harcourt Brace	OCCT	CRT multiple-choice & writing	5, 8, 11	math, science, reading, & writing (added Grades 5 & 11)
1997	Harcourt Brace	OCCT	CRT multiple-choice & writing	5, 8, 11	math, science, reading, writing, U.S. History (contains Constitution & government)
1998	Harcourt Brace	OCCT	CRT multiple-choice & writing	5, 8, 11	math, science, reading, writing, U.S. History, geography, Grade 11 Oklahoma History
1999	CTB/McGraw-Hill	OCCT	CRT multiple-choice & writing	5, 8, 11	math, science, reading, writing, U.S. History, geography, arts, Grade 11 Oklahoma History
2000	CTB/McGraw-Hill	OCCT	CRT multiple-choice & writing	5, 8, 11	math, science, reading, writing, U.S. History, geography, arts, but Grade 11 takes only geography

1995 LEP 3 YEAR EXEMPTION STARTED

1986 LPHC SCHOOLS STARTED

OCCT - OKLAHOMA CORE CURRICULUM TESTS

APPENDIX Q
ACADEMIC ALL-STATERS BY HIGH SCHOOL SITES

**ACADEMIC ALL-STATERS BY HIGH SCHOOL SITES
1987 - 2000**

Ada	15	Cheyenne	3
Adair	2	Chickasha	8
Aline-Cleo	1	Chisholm	5
Altus	6	Choctaw-Nicoma Park	6
Alva	8	Chouteau-Mazie	1
Amber-Pocasset	2	Cimarron	1
Anadarko	2	Claremore	17
Antlers	1	Clayton	1
Arapaho	1	Cleveland	2
Ardmore	8	Clinton	7
Arnett	2	Coalgate	3
Atoka	2	Collinsville	2
Balko	2	Comanche	1
Bartlesville	36	Copan	1
Beaver	4	Cordell	2
Beggs	1	Coweta	2
Bennington	1	Crescent	3
Berryhill	1	Crowder	1
Bethany	3	Cushing	5
Bethel	3	Cyril	1
Bixby	16	Dale	1
Blackwell	4	Davis	1
Blanchard	1	Deer Creek	6
Boise City	1	Dewey	2
Boswell	1	Drumright	1
Bray-Doyle	1	Duke	1
Bridge Creek	1	Duncan	18
Bristow	3	Durant	6
Broken Arrow	24	Eakly	1
Broken Bow	3	Edmond	39
Buffalo	3	Memorial	26
Burns Flat-Dill City	4	North	5
Byng	3	Santa Fe	8
Cache	2	El Reno	5
Caney Valley	1	Elgin	2
Canton	1	Elk City (Merritt)	6
Carnegie	2	Elmore City-Pernell	1
Cashion	2	Enid	9
Catoosa	1	Eufaula	1
Central High	1	Fairland	1
Chandler	11	Fairview	7
Checotah	1	Felt	1
Cherokee	2	Fletcher	3

**ACADEMIC ALL-STATERS BY HIGH SCHOOL SITES
1987 - 2000**

Fort Cobb-Broxton	1	Leedey	1
Fort Gibson	1	Lexington	2
Foyil	4	Liberty	3
Frederick	4	Lindsay	4
Freedom	1	Little Axe	2
Gage	1	Lomega	6
Garber	3	Macomb	1
Glenpool	2	Madill	1
Gore	1	Mannford	1
Gracemont	2	Marlow	1
Granite	1	Mason	1
Grove	4	Maud	1
Guthrie	6	McAlester	12
Guymon	6	McCloud	6
Harrah	10	Medford	2
Haworth	1	Meeker	3
Hennessey	3	Miami	5
Henryetta	1	Midwest City-Del City	29
Hilldale	6	Carl Albert	9
Hobart	3	Del City	9
Holdenville	3	Midwest City	11
Hollis	3	Millwood	2
Hominy	1	Minco	1
Hugo	4	Moore	39
Hydro	2	Moore HS	19
Idabel	4	Westmoore	20
Indiahoma	1	Mooreland	2
Indianola		Morrison	3
Inola	2	Mt. View-Gotebo	1
Jay	1	Muldrow	1
Jenks	37	Mullhall-Orlando	2
Jones	1	Muskogee	14
Keyes	1	Mustang	17
Kingfisher	9	Navajo	2
Kingston	2	Newcastle	2
Konawa	2	Newkirk	1
Kremlin-Hillsdale	2	Noble	4
Latta	1	Norman	62
Laverne	2	Norman HS	57
Lawton	53	Norman North	5
Eisenhower	22	Nowata	2
Lawton HS	16	Okarche	2
MacArthur	15	Okeene	1

**ACADEMIC ALL-STATERS BY HIGH SCHOOL SITES
1987 - 2000**

Oklahoma City	35	Ryan	1
Capitol Hill	1	Salina	1
Classen	7	Sallisaw	2
Douglass	1	Sand Springs	10
John Marshall	6	Sapulpa	9
Northeast	6	Seminole	6
Northwest		Sentinel	1
Classen	8	Sequoyah	1
Star Spencer	1	Sharon-Mutual	2
U.S. Grant	5	Shattuck	3
Oklahoma Union	1	Shawnee	10
Okmulgee	6	Sperry	1
Oktaha	2	Stillwater	37
Oologah-Talala	2	Stilwell	1
OSSM	44	Stratford	2
Owasso	8	Stringtown	3
Panama	2	Stroud	2
Panola	1	Sulphur	1
Pauls Valley	2	Tahlequah	11
Pawhuska	7	Talihina	1
Pawnee	2	Tecumseh	1
Perkins-Tryon	6	Temple	1
Perry	8	Thomas-Fay-Custer	1
Piedmont	4	Tishomingo	2
Pioneer-Pleasant Vale	2	Tonkawa	2
Plainview	3	Tulsa	69
Ponca City	38	Booker T.	
Pond Creek-Hunter	6	Washington	38
Poteau	8	Daniel Webster	1
Prague	2	East Central	6
Pryor	8	Nathan Hale	1
Purcell	1	Thomas A.	
Putnam City	79	Edison	9
Putnam City HS	18	Tulsa Central	1
Putnam City North	40	Tulsa Memorial	12
Putnam City West	21	Will Rogers	1
Quapaw	1	Turpin	1
Reydon	2	Tuttle	1
Ringling	1	Union	33
Ringwood	3	Vanoss	1
Rock Creek	1	Varnum	1
Roland	4	Velma-Alma	1
Rush Springs	4	Vici	2

**ACADEMIC ALL-STATERS BY HIGH SCHOOL SITES
1987 - 2000**

Vinita	3
Wagoner	3
Wakita	1
Walters	1
Warner	3
Washington	1
Washita Heights	1
Watonga	3
Waukomis	1
Waurika	2
Wayne	2
Waynoka	2
Weatherford	8
Weich	2
Wellston	2
Western Heights	4
Westville	2
Wewoka	1
Wilburton	3
Wilson	1
Woodward	12
Wright City	1
Wynnewood	2
Yale	2
Yukon	13

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