

## Appendix B Glossary

Unless otherwise footnoted, the source for quoted definitions in this glossary is the CCD *School and District Glossary* of the National Center for Education Statistics (NCES), retrieved on April 7, 2021, from <https://nces.ed.gov/ccd/commonfiles/glossary.asp>.

### Agency Type

SLIDE is utilizing data for 3 of NCES's agency types. Type 1 districts are "regular local school districts." They are "locally governed" and "responsible for providing free public elementary or secondary education." A type 2 district is the same as a type 1, except that it shares a superintendent and administrative services with one or more other districts. This project is also utilizing data for type 7 districts, charter agencies in which all associated schools are charter schools. The remaining district types for which NCES collects data are supervisory unions, regional education service agencies, state- and federal-operated agencies, and other education agencies. These district types are excluded from the study.

### American Association of School Librarians (AASL)

AASL is the division of the American Library Association that represents school librarians and promulgated *National Standards for Learners, School Librarians, and School Libraries* (2018).

### Average Class Size

"The number of students a teacher faces during a period of instruction—typically referred to as class size—is a measure of pupil load. ... Because the indicator measures *average* class size, it does not reflect whether schools choose to have different-sized classes for different subjects or for different types of students" (NCES, *Indicator 21*).

### Charter Districts

Charter districts are composed entirely of charter schools. Unlike many charter schools, they are not affiliated with local school districts. For SLIDE purposes, charter districts were analyzed separately. Notably, the vast majority of charter "districts" are, in fact, individual charter schools.

### Common Core of Data (CCD)

"CCD is the U.S. Department of Education's primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national database of all public elementary and secondary schools and school districts" (NCES, *Common core*). CCD first reported data for the 1986-87 school year; but, school librarians were not included in its staffing data until the 1999-2000 school year.

### District Administrators

"Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities, e.g., business managers, administrative assistants, and professional instructional support staff. Excludes supervisors of instructional or student support staff."

### District Ratio of Librarians per School

Because CCD does not report School Librarians at the school level, SLIDE approximates such data by calculating the district ratio of librarians per school. For each district, CCD reports the number of School Librarians in full-time equivalents (FTEs) as well as the number of schools operated by the district. CCD reports the total number of schools operated by each district as well as its number of charter schools. For this district ratio, the number of charter schools is subtracted from the total number of schools to account for the fact that 9 out of 10 charter districts report no School Librarians.

**District Ratio of Students per Librarian**

Because CCD does not report School Librarians at the school level, it is impossible to calculate a students-per-librarian ratio at that level. Instead, the district level version of this ratio is the most granular one possible with NCES data.

**District Ratio of Teachers per Librarian**

Because CCD does not report School Librarians at the school level, it is impossible to calculate a teachers-per-librarian ratio at that level. Instead, the district level version of this ratio is the most granular one possible with NCES data.

**English Language Learner (ELL)**

These are students being served by “language assistance” programs “(e.g., English as a Second Language, High Intensity Language training, bilingual education).” ELL students are usually “individuals who were not born in the United States or whose native languages are languages other than English.” Their language difficulties are deemed sufficiently challenging as to preclude “a proficient level of achievement on State assessments, learning “in classrooms where the language of instruction is English,” or “the opportunity to participate fully in society.”

**Ethnicity**

Consistent with the Office of Management and Budget and the Census Bureau, the National Center for Education Statistics defines ethnicity as whether or not an individual identifies as Hispanic or Latino. Students who identify as being of Hispanic or Latino ethnicity are also counted in terms of their race.

**Free and Reduced-cost Meals Eligibility**

The percentage of students eligible for Free and Reduced-cost Meals under the National School Lunch Act is based on family size and income.

**Full-time Equivalency (FTE)**

“The amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.”

**Individual Education Program (IEP)**

“A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA, Part B).”

**Instructional Coordinator**

“Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.”

**Library Support Staff**

“Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Also include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.”

**Locale**

SLIDE is utilizing a simplified version of NCES’s urban-centric locale codes. For this project, locale type 1 is a central city that is the core of an urbanized area, locale type 2 is a suburb in an urbanized area, locale type 3 is a town, or an incorporated place outside a urbanized area, and locale type 4 is the remainder outside a urbanized area.

### **National Center for Education Statistics (NCES)**

NCES “is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally” (NCES, *About us*). One of its core data collection programs is the Common Core of Data, which provides state and district data for SLIDE.

### **National Ratio of Librarians per School**

For this ratio, the number of librarians nationwide is divided by the number of schools nationwide. CCD provides SLIDE with two data files, one for the state level and another for the district level. This national ratio is calculated using national totals derived from the state data file. Notably, the state data file is not merely a summary version of the district file. The state file includes imputation (estimation) to account for missing data. It also includes data for all agency types.

### **National Ratio of Students per Librarian**

For this ratio, the total student enrollment nationwide is divided by the number of librarians nationwide. CCD provides SLIDE with two data files, one for the state level and another for the district level. This national ratio is calculated using national totals derived from the state data file. Notably, the state data file is not merely a summary version of the district file. The state file includes imputation (estimation) to account for missing data. It also includes data for all agency types.

### **National Ratio of Teachers per Librarian**

For this ratio, the number of teachers nationwide is divided by the number of librarians nationwide. Figures for both teachers and librarians are in FTEs. CCD provides SLIDE with two data files, one for the state level and another for the district level. This national ratio is calculated using the state data file. Notably, the state data file is not merely a summary version of the district file. The state file includes imputation (estimation) to account for missing data. It also includes data for all agency types.

### **National School Library Standards for Learners, School Librarians, and School Libraries**

These are the current national standards for school librarianship promulgated by AASL in 2018.

### **Per Pupil Expenditures**

These are the “current expenditures [for] instruction, instruction-related, support services, and other elementary/secondary current expenditures, [excluding] expenditures on capital outlay, other programs, and interest on long-term debt”—divided by student enrollment (NCES, 2020).

### **Pupil-Teacher Ratio**

This ratio “measures the number of students per teacher. It reflects teacher workload and the availability of teachers’ services to their students. The lower the pupil/teacher ratio, the higher the availability of teacher services to students. The pupil/teacher ratio is not the same as class size, however. Class size can be described as the number of students a teacher faces during a given period of instruction. The relationship between these two measures of teacher workload is affected by a variety of factors, including the number of classes a teacher is responsible for and the number of classes taken by students” (NCES, 2017).

**Race**

Consistent with the Office of Management and Budget and the Census Bureau, the National Center for Education Statistics identifies students in terms of the following racial categories: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. In addition to race, students are also identified in terms of their ethnicity (whether or not they identify as Hispanic or Latino).

**School Administrators**

“Staff whose activities are concerned with directing and managing the operation of a particular school. Category includes principals, assistant principals, and other assistants; and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.”

**School Librarian**

“A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.”

**State Ratio of Librarians per School**

For this ratio, each state’s total number of librarian FTEs is divided by the state’s number of schools. CCD provides SLIDE with two data files, one for the state level and another for the district level. This state ratio is calculated using the state data file. Notably, the state data file is not merely a summary version of the district file. The state file includes imputation (estimation) to account for missing data. It also includes data for all agency types.

**State Ratio of Students per Librarian**

For this ratio, each state’s total student enrollment is divided by the state’s total number of librarians in FTEs. CCD provides SLIDE with two data files, one for the state level and another for the district level. This state ratio is calculated using the state data file. Notably, the state data file is not merely a summary version of the district file. The state file includes imputation (estimation) to account for missing data. It also includes data for all agency types.

**State Ratio of Teachers per Librarian**

For this ratio, each state’s total number of teachers is divided by the state’s total number of librarians. Both positions are counted in FTEs. CCD provides SLIDE with two data files, one for the state level and another for the district level. This state ratio is calculated using the state data file. Notably, the state data file is not merely a summary version of the district file. The state file includes imputation (estimation) to account for missing data. It also includes data for all agency types.

**Teacher**

“A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1 through 12, or ungraded classes and maintains daily student attendance records.”