

PROGRAM EVALUATION
Library Media Centers
Southern Boone County R-1 Schools
February 16, 2009

Why does our school support this area or program?

“The Board believes that instructional media centers/libraries are a fundamental part of the educational process. The district meets individual learning needs, provides flexible and innovative learning experiences and encourages independent learning by providing sufficient resource options to students and staff.” (FILE: IIAC, *Southern Boone County R-1 School Board of Education Policies and Regulations*)

The goal of the library media centers (LMCs) is to implement, enrich, and support the educational programs of the school by providing circulating material, reference resources and electronic media to meet the needs of students and teachers. The library media specialists (LMSs) strive to meet library media resource standards as prescribed by the Missouri Department of Elementary and Secondary Education (DESE) in their publication *Standards for Missouri Library Media Centers* (effective July 2008).

What occurs within this area or program?

District library media centers have developed curriculum to acquaint students with LMC resources, location of resources, strategies for research, and literature appreciation. Information literacy skills are integrated throughout the curriculum of the district. Helping students with searches, citations, and formatting are examples of how the LMS helps the classroom teacher during research use of the media center and computer lab. In all buildings, teachers schedule their classes as needed to use the library and/or computer lab.

Every primary student has 30 minutes of book checkout time and 30 minutes for computer labs each week.

Course	Grade	Power Standards
Primary Library Special	K	<ul style="list-style-type: none"> • Locate the LMC, easy fiction, nonfiction and checkout desk. • Practice LMC rules and behaviors. • Demonstrate the proper care of books. • Follow procedures to checkout, renew and return books. • Identify title and author of a book. • Listen with interest to stories, poems and books. • Identify basic parts of a computer. • Open and close a program on the computer.

Primary Library Special	1st	<ul style="list-style-type: none"> • Differentiate between fiction and nonfiction books. • Listen with interest to books read out loud at story times. • Identify the main idea of the story. • Identify a book's front, back, spine and title page. • Knowledge of basic computer terminology. • Opening and closing a program. • Introduction in keyboarding and internet.
Primary Library Special	2nd	<ul style="list-style-type: none"> • Identify a fiction or nonfiction book in library. • Select materials appropriate to reading level. • Identify parts of a book. • Introduction in the use of OPAC(online catalog). • Demonstrate logging on and off the computer. • Introduction in keyboarding and internet.

Elementary students meet one hour each week; time is divided into 20 minutes for a lesson or story, 20 minutes of checkout time, and 20 minutes of keyboarding.

Course	Grade	Power Standards
Elementary Library Special	3 rd	<ul style="list-style-type: none"> • Using table of contents, index, glossary and title page. • Finding a book alphabetically by the author's last name • Identifying whether a book is fiction or non-fiction. • Finding a non-fiction book using numerical order. • Locate a book's call number using OPAC (Online Public Access Catalog). • Locate a word or topic in the dictionary or encyclopedia using guidewords. • Keyboard at the rate of 15 words per minute (wpm) with online <i>Typing Pal</i> program.

Elementary Library Special	4 th	<ul style="list-style-type: none"> • Understanding the purpose of the table of contents, index, glossary and title page. • Identifying the appropriate placement of books on shelves given call numbers and guide letters. • Location of books on shelves using the Dewey Decimal System (DDS). • Using OPAC to locate books by author, title and subject • Using encyclopedia index to determine correct volume for subject. • Keyboard at the rate of 17 wpm with online <i>Typing Pal</i> program.
Elementary Library Special	5 th	<ul style="list-style-type: none"> • Location of books in each section of the library. • Locate any genre of book by using OPAC. • Understand DDS by appropriately matching titles to subject categories. • Use of online search engines. • Keyboard at the rate of 20 wpm with online <i>Typing Pal</i> program.

Middle school has flexible scheduling with 52-minute periods. Library and information literacy skills are integrated into regular course work since grades 6 through 8 do not have regularly scheduled library times. An example follows:

Course	Grade	Power Standards
Social Studies	8 th	<p>Assignment: Use Microsoft Word to create a brochure advertising the Oregon Trail, using both online and print sources.</p> <ul style="list-style-type: none"> • Using table of contents, index, glossary and title page. • Finding a book alphabetically by the author's last name • Finding a non-fiction book using DDS and numerical order. • Locate a book's call number using OPAC. • Locate a word or topic in the dictionary or encyclopedia using guidewords. • Use of online search engines. • Use of Paint to edit pictures.

In MS and HS, individual students come with passes to use available computers, check in/out books, work on projects and assignments, get individual help with research, and for leisure reading. High school has 75-minute blocks. Library skills (as shown below) are integrated as part of the curriculum in various subject areas.

Course	Grades	Power Standards
<p>Integration of library and information literacy skills into various high school classes.</p> <p>Skills are reviewed when necessary.</p> <p>A PowerPoint, <i>Welcome to the LMC</i>, reviews procedures for 9th graders. Students are divided into small groups to visit ten learning stations throughout the LMC, where they answer questions at each station.</p>	<p>9-12</p>	<ul style="list-style-type: none"> • Locate and use a variety of resources in the LMC, including fiction, nonfiction, biographies, periodicals and reference. • Use <i>OPAC (Online Public Access Catalog)</i> search strategies to locate appropriate print resources. • Recognize and develop an appreciation of a variety of literary selections and genres, including the Gateway and Truman Award Books. • Properly use and care for computer hardware and online programs, including <i>SIRS (Social Issues Resources Series)</i>, <i>World Book</i>, and <i>EbscoHost (periodicals)</i>. • Accurately cite sources of information used in research. • Evaluate electronic resources to determine accuracy and legitimacy.

What data illustrate the effectiveness of this area or program?

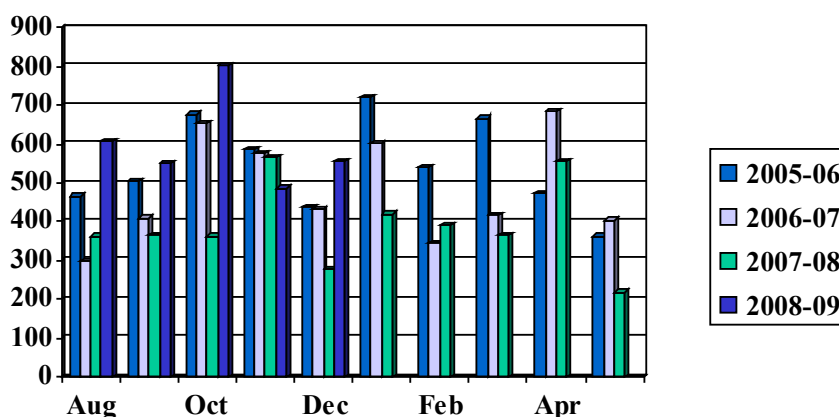
Recent studies done in Missouri, Colorado, Alaska and Pennsylvania demonstrate **positive correlations between strong media centers and academic achievement**. The Missouri study, the *Show Me Connection: How School Library Media Center Services Affect Student Achievement* (a study commissioned by DESE and the Missouri State Library) showed these results: Schools with strong library media centers and services display a 10.6% positive relationship to student achievement, measured using the WAMI (weighted average MAP index), gains that were not caused by student demographic or community factors. The LMC variables in the study included the qualifications, activities, and staffing of the LMS and the budget, space, management, holdings, access to, and technology in the LMC. The two variables that had the highest statistical significance, though, were library usage and a summer reading program.

The Colorado study, *How School Librarians Help Kids Achieve Standards*, showed that schools with well-developed media programs averaged higher reading scores. Well-developed programs were indicated by staffing level, collection size and age, and expenditures.

A recent study conducted by an area library media specialist (Theresa Lloyd, LMS at Macon) shows Southern Boone Middle School's circulation statistics to be increasing yearly and ahead of rival Hallsville's circulation statistics in books per student (BPS).

Middle School	Hallsville	Hallsville	Avg.	Ashland	Ashland	Avg.
	Population	Circulation	BPS	Population	Circulation	BPS
2007-08	400	10848	27	311	8907	29
2006-07	400	6904	17	310	8555	28
2005-06	400	8056	20	300	3657	12
2004-05	400	7543	19	310	4232	14

The neighboring graph shows monthly high school LMC circulation data. Circulation has increased for most months this year in comparison to the previous three years.



What has changed in this area or program since the previous review?

Student enrollment has increased 4% in the past two years while full-time library media specialists have decreased by 25%. As recently as 2005-06, there were four LMS, with one at each building. In 2006 one LMS left the district and was replaced by an aide. In 2007, one librarian retired, but her aide became certified and took her place. Currently, we are operating with three librarians and one aide. This year, another librarian is expected to retire. We have to wonder, considering the trend, if she will be replaced by an aide at a reduced salary, leaving 2 LMS and 2 aides to serve a district with four separate libraries?

Circulation, computer lab use, and student population are steadily increasing. There are now 4 distinct LMCs in the district, each with their own collection of materials. With the district emphasis on academic excellence and rigor, we feel there is a need for a full-time LMS at each building to continue providing opportunities for staff and students to use our excellent facilities and ever-increasing technology to their fullest advantage. In addition to providing support to classroom teachers, we often scramble to find time for completing daily and necessary duties such as purchasing new materials, weeding outdated materials, cataloging (labeling books and entering information about each item into the computer), repairing, cleaning, checking in and out, and shelving; all while assisting students sent randomly from various classes throughout the day. And that's just a quiet day!

What are new trends or best practices in this area or program?

LMSs have actively participated in the Technology Leadership Academy (TLA) training that began last summer. LMSs are currently meeting in cohort groups to design projects that integrate student use of technology into our instruction. Examples include Project Success (HS) where students complete a *search strategies activity* using OPAC and do a *works cited page* online. A Dewey Decimal instructional Powerpoint with embedded interactive activities is used at the elementary to instruct students how to find target books and subjects without using OPAC. At the primary, some teachers have been involved in Technology Tuesdays, where teachers gather in the computer lab after school some Tuesdays to help each other with technology concepts and to share ideas.

LMSs recently trained teachers how to stream videos and other educational resources from *Discovery Education*. Teachers set up their own accounts, searched for clips, and downloaded desired clips into files either on the server x: drive or onto their desktops for use in their classroom instruction. Many videos and clips from *Discovery Education* include blackline masters and other instructional materials for extended classroom activities.

At the middle school, teachers were also instructed in the use of our **NEW** online lab sign up. Teachers need not physically sign up on a paper calendar in each lab but instead may access both lab calendars through GroupWise (our email provider) to check lab availability from school or home at their convenience. We are in the process of setting up a similar system for the two labs at the elementary.

Students are checking out and reading more books as demonstrated in previously documented circulation charts and graphs. Buildings participate in the *Missouri Book Award Programs* including *Show Me* (grades 1-3), *Mark Twain* (grades 4-6), *Truman* (grades 6-8), and *Gateway* (grades 9-12). At the middle school, for example, students are encouraged to join the Mark Twain and Truman Readers Clubs. To become a member of each club, students read each of the twelve nominated books and take and pass the Reading Counts quiz over each book. Club members who reach this goal get a Subway lunch with Mrs. Chapman. At the high school, students who read at least three Truman and/or Gateway nominees earn a pizza party with Mrs. Pilkenton. All district students who read at least four of the nominated titles in the Show Me, Mark Twain, and Truman Award program and at least three in the Gateway Award program get to vote for their favorite book. These votes are added to those cast by other students throughout the state to determine the state winners in each award category. Winning authors are invited to the MO Association of School Librarians (MASL) conference to talk about their work.

LMSs attend the MASL state conference for continuing professional education where we network to learn what other LMSs throughout the state are doing to promote reading, to collaborate across the curriculum, and attend sessions dedicated to copyright laws and changes to those laws, changes to Missouri Standards for LMCs, intellectual freedom and technology integration.

What are the strengths of this area or program in our district?

Southern Boone has superior facilities with adequate budgets for equipment and materials. The library media center in each building is served by dedicated and experienced personnel.

LMSs work hard to help reading teachers improve student reading levels. Through the *Scholastic Reading Inventory (SRI)* used at the elementary, middle and high school, reading teachers are able to determine and track student lexile levels. LMSs, using the student lexile level, are able to recommend books at or above the student's lexile, which will challenge yet not frustrate the student. This builds a student's vocabulary and his/her ability to read at increasingly higher levels.

Book Fairs have been held in each building. Students enjoy this opportunity to purchase new and recent releases, participate in special daily contests, and have the opportunity to help run a "book store," all while providing each library with additional no or low cost resources.

Extra funds have been provided by the district to raise Core Data to Premium Level 3. (See following table.) Each item in each library is scanned individually by the LMS or aide with an old handheld scanner shared by every building every year for the past 14 years. It takes approximately two weeks with a couple hours each day dedicated solely to scanning to accomplish this task for 13,000 items. The scanner will hold between 1000-2000 scans before data have to be transferred to the desktop. The scanner must then be recharged for the next scan group. The high school scans first, starting in March before Spring Break. Primary scans next, with the elementary and middle school following and typically ending during the extended week contract period. Core Data reports, which are based on this inventory information, are due before the LMSs are able to check out for the summer. Annually, the LMS for each building must evaluate the collection and complete a collection improvement plan. Areas of weakness in the collection are identified and prioritized. It is expected that the district will make continuous efforts to improve the collections based upon the collection improvement plan, professional knowledge of the collection and priorities of the building staff.

Using the collection improvement plan, the HS fiction collection, for example, has steadily improved since being identified as an area for improvement by Mrs. Pilkenton. Dewey sensitive nonfiction and reference areas have been steadily maintained at a premium level. Works of fiction are added through student recommendation, as well as recommendations from other librarians, and state and national award lists. Many authors are writing to appeal to the young adult audience. An example is the *Twilight* series. After students read the first one, they are hooked! (And they generally read the whole series.) Popular titles are prominently displayed for easy selection in collections, such as fantasy, *books with muscle* (sports, war, adventure), *chick lit*, popular series, best sellers and others. Many HS students come in, looking for something to read, and ask, "What would I like?" It takes a full-time person to get to know the students and the collection in order to make a good recommendation. HS students expect this!

**2007-08 LMC DISTRICT CORE DATA
Resource Standards Report**

Items	Primary	Elementary	Middle School	High School
Fiction	Basic	Expanded	Premium	Premium
Non-Fiction	Expanded	Premium	Premium	Premium
Reference	Expanded	Premium	Premium	Premium
Visual Materials	Expanded	Premium	Premium	Premium
Magazines	Expanded	Premium	Premium	Premium
Newspapers	Basic	Premium	Premium	Premium
Professional	Premium	Premium	Premium	Premium
Professional Journals	Basic	Premium	Premium	Premium
Periodical Index	Basic	Premium	Premium	Premium
Work Stations	Expanded	Expanded	Premium	Premium

Missouri Standards for library media centers are based on enrollment. Our current enrollment numbers are Primary: 312; Elementary: 328; Middle School: 338; and High School: 435. Based on these numbers, each library is expected to have a certain number of materials in each item area to qualify for the following levels of standards:

Basic	Level 1	Good
Expanded	Level 2	Better
Premium	Level 3	Best

If copyright dates are older than 12 years in Dewey sensitive areas, these items cannot be counted in the LMC quantity evaluation.

What next steps would better serve our students?

Four full-time LMSs would more fully serve the changing needs of our ever-growing student and faculty population. More emphasis could be placed on instruction to help students achieve excellence, as well as allowing time for more collaboration with teachers. While we realize that this number is above that recommended by the MSIP LMS-to-student ratio (chart following), we think this is necessary to maintain the high standards our district sets for students and that our community has come to expect.

Library Media Staff – Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building.

MINIMUM STANDARD

DESIRABLE STANDARD

Students	FTE	Students	FTE
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
etc.	etc.	etc.	etc.

- .20 = 1 day
- .40 = 2 days
- .60 = 3 days
- .80 = 4 days
- 1.00 = 5 days (full time)
- FTE = Full Time Equivalent

It is difficult for one LMS to have adequate knowledge of the entire scope of materials contained in two different library collections. Maintaining the collections, teaching, and assisting with technology are daily duties that become more difficult to accomplish when LMSs are responsible for more than one building. For example, Mrs. Chapman feels she knows the middle school library inside and out, while her knowledge of the elementary library is cursory at best. This is due to the fact that all her time at the elementary library is taken up with instruction and supervision. Her aide must perform the tasks that help a librarian become completely familiar with her collection, such as cataloging and shelving new materials and performing shelf checks to relocate misplaced materials. While Mrs. Chapman is able to show students directly to any material requested in the middle school, she must rely on OPAC to do the same in the elementary. This takes a lot more time, especially when there is a line of students waiting for their turn for individual assistance.

With the rate at which our district and its reliance on technology are growing, we feel that replacing the third LMS and adding the fourth one, sooner, rather than later, is the best usage of available district funding and that further staff reductions in our area will impact student achievement and thus our School Accountability Report Card.

Respectfully submitted,

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 Terri Keene, aide