



HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT

District program: Library Media Services

Person(s) responsible: Jessica Baker and Sarah Rausch

Submission deadline: December 1 Date of Board presentation: 12/18/202

The Board-approved goals of this program are:

- 1. Library Media Centers (LMC) are an essential and fully integrated part of the instructional program.

The Board-approved objectives of this program are:

- 1. The library media center and its resources support, enhance, and enrich the curriculum.
- 2. The library media staff collaborate with instructional staff to integrate LMC resources and services into the instructional program.
- 3. Students have access to a full range of information, digital access, and reading resources and services in an adequate LMC facility.
- 4. The LMC program and its resource collection are reviewed and evaluated annually.

The data sources used to determine the extent to which the goals and objectives are being met

- include: Attendance/dropout/suspension rates library media standards
- assessment Parent/teacher/student surveys State/federal program
- requirements Assessment statistics Longitudinal performance data
- College attrition/completion rates Finances—revenues and
- expenditures Long-term facility/maintenance needs Internal evaluations by district staff
- Participation in extracurricular activities External evaluations by others
- Participation in special/supplemental programs Other:

EVALUATION RESULTS

Goals and objectives that were met:

- 1. The library media center and its resources support, enhance, and enrich the curriculum.
- 2. The library media staff collaborate with instructional staff to integrate LMC resources and services into the instructional program. (Partially)
- 3. Students have access to a full range of information, digital access, and reading resources and services in an adequate LMC facility. (Partially)
- 4. The LMC program and its resource collection are reviewed and evaluated annually.



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Goals and objectives that were not met:

2. The library media staff collaborate with instructional staff to integrate LMC resources and services into the instructional program. (Partially) Due to scheduling constraints caused by covering two buildings/libraries, integration and collaboration is limited as the librarian cannot be in two locations at the same time. With the rollout of 1:1 Chromebooks, library duties at the secondary level have been subsumed by technology implementation (cataloging, distribution, troubleshooting, device repair).
3. Students have access to a full range of information, digital access, and reading resources and services in an adequate LMC facility. (Partially-the HS library is too small, essentially the size of one classroom.)

Evidence of change in the past two years resulting from program evaluation:

Year of change
23-24

Elementary Level Libraries

Students had access to Chromebooks on carts in their classrooms grades 1-5. Students in Kindergarten had access to iPads on their classroom carts. Carts were collected at the end of the school year and inventoried. It took about two full days to complete the inventory and update each cart's log of devices. Once classroom lists were distributed at the beginning of the year, carts were shuffled around to ensure each classroom had the right amount of devices. Inventory logs were also maintained. Again, it took about two full days to complete this process. Carts were then checked out to individual classrooms.

For our current school year, 2024-2025, Sarah, our full-time elementary school librarian, is currently providing library services to 779 students, as well as over 50 staff members across both buildings.

We had two aides teaching our Technology rotation at the elementary level. For 23-24, these aides were Angie Rinehart and Lauren Anderson. Sarah provided them with lesson plans that met our district scope and sequence for basic technology skills K-5.

The district also added a part time Library Support teacher, Sherri Briedwell, to support the elementary library, and the position started in March of 2024. Sherri taught the library rotation at the Primary building, which allowed for Sarah, our elementary Library Media Specialist, to have flexibly scheduled time in the afternoon. This time was spent on library management and programming for both the Intermediate and Primary buildings, as well as co-teaching and collaboration with teachers at both the Intermediate and Primary buildings.

Primary

Students had Library as part of their rotation schedule once every 6 days. Every library rotation, students had an interactive read-aloud, a library lesson that met our state and national standards, as well as time to check out library books. Because of having a full-time aide at the Primary, students were able to access the library at any time. Students still did not have access to a full-time librarian, however, limiting options for access to quality library programming.

A rotation of library for our full day Preschool was also added to the rotation schedule. Lessons focused on appropriate behaviors in the library, as well as providing checkout and an interactive story time for each 30 minute lesson.

During the 2022-2023 school year:

- 10,506 items were circulated to students and staff. (Not including Chromebooks.)
- 12,197 items are in the Primary collection for 413 patrons with 32.87 items per student. (Not including Chromebooks.)
- 289 items were added to the collection. (Not including Chromebooks.)
- 77 items were removed from the catalog and given to our Book Nook program, which allows students to choose books of their choice as incentives.



Intermediate

Students had Library as part of their rotation schedule once every 6 days. Every library rotation, students had a read-aloud, a library lesson that met our state and national standards, as well as time to check out library books. There is not a full-time aide at the Intermediate library. To keep shelving manageable, students were allowed to check out two books, which was increased to three books in March when the Library Support Teacher position was added. After March with the addition of the Library Support Teacher role, Sarah was able to use her flexible schedule to increase the amount of programming and available library hours for the Intermediate.

During the 2022-2023 school year:

- 10,642 items were circulated to students and staff. (Not including Chromebooks.)
- 14,174 items are in the Intermediate collection for 366 patrons. 40.49 items per student. (Not including Chromebooks.)
- 342 items were added to the collection. (Not including Chromebooks.)
- 1,028 items were removed from the catalog and given to our Book Nook program, which allows students to choose books of their choice as incentives.

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Secondary Level Libraries

We continue to refine the Chromebook collection process in order to keep students supplied with technology as long as possible, while still giving library and tech staff the time to collect everything and assess damages in a timely manner before the last day of school. For the 23-24 school year, I switched to checking out all Chromebooks and chargers ahead of time and delivering them to first hour classrooms for students to pick up during Meet the Teacher Night or the first day of school. This was much more effective than checking them out directly to students on Meet the Teacher Night. Nonetheless, it takes over 100 hours for Jessica to accomplish this prior to school starting. My assistant, Dianna, spent at least 40 hours sorting and delivering the Chromebooks in the two weeks prior to school starting.

Jessica is currently providing library services to about 791 students and 60 staff across two buildings.

Middle School

Middle School students have flexible time in the library. They are able to visit any time throughout the day. Sixth grade students have scheduled visits to the library every two weeks with their Reading class in addition to flexible scheduling.

During the 2023-2024 school year:

- 8,022 items were circulated to students and staff. (Not including Chromebooks.)
- 10,432 items are in the MS collection. 30.06 items per student. (Not including Chromebooks.)
- 644 items were added to the collection. (Not including Chromebooks.)
- 89 items were removed from the catalog. I have had to change to weeding the middle school library every other year. With the addition of Chromebooks, there is not enough time to assess and weed both libraries yearly. High school was weeded in the 23-24 school year. Middle school will be weeded in the 24-25 school year.
- Middle school students are gaining preferences for digital materials, too. Here is a breakdown of ebook and digital magazine usage on our Sora platform. This trend is not in place yet in the high school as those students did not have Sora library lessons with me during 6th grade.
 - In the entire 21-22 school year, our middle school students checked out digital materials 340 times.
 - In the entire 22-23 school year, 601 digital items were checked out.
 - In the 23-24 school year, they checked out 1,523 ebooks and audiobooks.

High School

High School students have flexible time in the library. They are able to visit any time throughout the day. High School students mostly use the library to print materials and study at the tables. Para supported students often take tests in the library. The library computer lab is also used for ASVAB, SAT, ACT, and EOC testing. GSA and the faculty also use the library for meetings.



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During the 2023-2024 school year

- 2,508 items were circulated to students and staff. (Not including Chromebooks.)
- 6,561 items are in the HS collection. 14.6 items per student. (Not including Chromebooks.)
- 473 items were added to the collection. (Not including Chromebooks.)
- 644 items were removed from the catalog and of these items, 429 were taken by staff and students in a book giveaway. High school library will not be weeded again until the 25-26 school year.

Program strengths:

Four Media Centers are available to staff and students.

Technology is available for student and faculty use in all Media Centers, including computer labs, Chromebooks, cameras, headphones, data projectors, calculators, MicroBits, and printers.

Media Specialists can now troubleshoot and, often, repair simple OS issues with the Chromebooks; thus allowing the Tech team to focus on other tech projects.

Hallsville Media Centers operate an “inter-library loan” system to share resources for students and staff

Overdrive/Sora provides ebooks and audiobooks to students and staff 24/7/365.

Library lessons in all buildings are meeting state and national standards for library science and technology.

The addition of the part-time Library Support teacher at the Primary, even starting in March, allowed for Sarah to schedule time in classrooms for research and literacy support, including creating a new Reader’s Theater unit for Kindergarten and working with 2nd graders on their non-fiction animals research project. She was able to be in classrooms on 20 separate afternoons working with 13 different teachers. This wouldn’t have been possible without the Library Support Teacher position!

We have a robust budget that supports our library programming and technology needs.

Program concerns:

Staffing / Flexible Scheduling in the Intermediate and Primary: Our students deserve access to quality library programming above and beyond what is offered during each library rotation. The addition of the Library Support Teacher at the Primary has been helpful in adding additional library programming in both buildings beyond the Specials library rotation. At the same time, Sarah is still managing two libraries, programming two libraries, lesson planning for both the library and technology classes, as well as supporting two aides and a Library Support Teacher across two buildings. The ideal staffing would be a full time librarian in both the Primary and Intermediate buildings with a dedicated Technology teacher for both buildings. Our Media aides are being used as building aides when they are not teaching technology and are only able to give about 30-45 minutes per day for library support. The district would be better served by having a full time librarian in each building, a dedicated technology teacher, and a building aide for each building.

Staffing in the Middle and High School

Having a full time librarian at each building level in the middle and high school would allow the library to be more responsive to students’ needs. At the middle school level, this would give the librarian the opportunity to schedule 7th and 8th grade on a bi-weekly basis with library and digital literacy lessons. Currently, only 6th grade has that scheduled time. At the high school level, the librarian would be able to add research/database instruction and paper writing labs for students. I would love to increase programming in the high school in order to combat phone addiction and generate more book checkout. I have a long term goal of genrefying each of the secondary libraries to make it even easier for students to find books that match their interests, but I’m unable to find that time during the summer due to Chromebook management. Additionally, because of Chromebook distribution in the fall, and the amount of work required to add the ever increasing numbers of new enrollees into all our systems, Jessica had to give up coaching an extracurricular in the fall to be able to stay on top of the workload. Ideal staffing would be a full time librarian in both the Middle and High School.



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1:1 Chromebook Management: In the past, we had **3** libraries in the district and **3** certified librarians who managed the libraries, assisted with the desktop computers, and eventually SMARTBoards. Now we have **4** libraries in the district and **2** librarians who manage the libraries, assist with desktop computers, with laptops and Chromebooks, with SMARTBoards and interactive TVs, with projectors and document cameras, with navigating a wide variety of programs and websites, etc. Both media specialists are each performing the tasks of three people (respective building librarians and technology implementers) and have little time to collaborate with staff. At the secondary level, Chromebook implementation is easily 50% the workload now. Library management and staff collaboration have fallen lower on the priority list because of managing the immediate needs and concerns about 1:1 devices (mostly troubleshooting for students and staff). Additionally, a library aide is not adequately trained to assist in cataloging, troubleshooting, and day to day management of the Chromebooks. Only a trained librarian or tech person needs to be managing our very expensive inventory of Chromebooks.

Tech support for the Chromebooks has totally subsumed the secondary library. Acting as front help desk tech support to meet the immediate needs of students and teachers means that any library duties such as shelving, cataloging, programming, and lesson planning must be put on the back burner each time a Chromebook walks in the door or a new student enrolls.

High School Media Center Size: During the Long Range Planning Committee process (2013), the high school media center was determined to be less than 25% of the recommended size for our student population. The high school media center was created by tearing down a wall between two classrooms. One side is a computer lab, leaving one side for books. Essentially, the high school library is the size of one regular classroom. Shelf space is very tight, with nowhere to grow. (Can be partially alleviated by reducing the size of the computer lab and installing shelving in its place.) The library also has to store all the Chromebooks for the secondary level during the summer.

Future recommendations resulting from this evaluation:

Staff each Media Center with certified Media Specialists: Four full time Media Specialists would eliminate the need for library aides, allow for more flexibility at each site, and improve the response and resources of the library.

One librarian managing two library sites makes it more difficult for the librarian to anticipate the needs of students and staff and respond in a timely manner. When the librarian is constantly shifting between buildings, it is also difficult to build bonds with the students and get/keep them invested in reading and the library program, particularly at the secondary level. Having a dedicated librarian in each building would increase collaboration with faculty, allow for more programming opportunities, and increase student use of the facilities. At both the elementary and secondary level, this would give the librarian more opportunity to push into classrooms to instruct on digital literacy and research strategies. Additionally, Chromebook management for two building levels is almost a full time job in itself. Having dedicated librarians in each building would ease the workload that the implementation of Chromebooks has added to the librarians, who were already pulling double duty. There is a lot of funding and effort invested in each school's Media Center. It makes sense to get the most out of that investment by staffing with trained librarians.

1:1 Chromebook Management: As the district's technology needs grow, the technology staff needs to grow as well. Either a dedicated Chromebook manager needs to be hired, or a librarian needs to be hired for each building level so that the tasks of Chromebook troubleshooting, cataloging, and distribution and collection for hundreds of people across the entire district isn't subsuming the duties of the 2 librarians. A technology implementation specialist / technology coordinator with an instructional background is highly recommended.

Long Range planning for computer labs: All the media centers have computer labs with desktop computers. These desktops are the only means that students have to print documents right now. The Technology rotation classes are taught in the elementary labs. The high school lab is often utilized by the counseling department for EOC, ACT, SAT, and ASVAB testing. Most of our day to day instructional technology needs are met with the Chromebooks, but there are some programs that do not operate on the Chromebooks. Plus, we need stations for printing, and for secondary students who have forgotten their Chromebooks at home.



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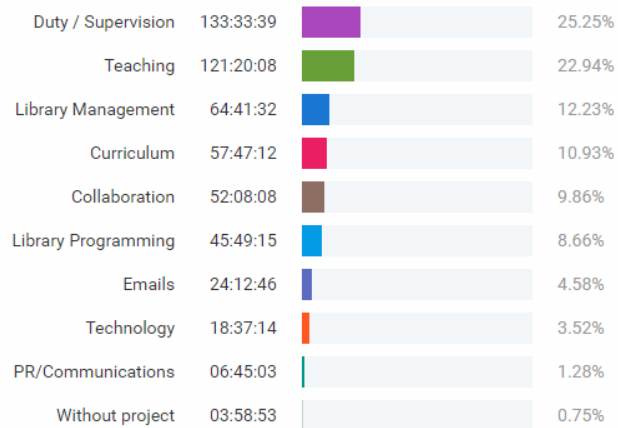
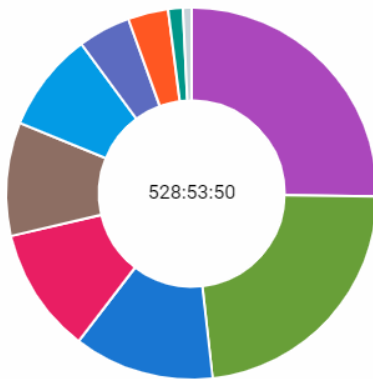
By mid-2025, all desktop computers will have to run Windows 11. The library computer labs are not compatible with Windows 11 and will become nonfunctional during the summer of 2025. Admin will need to convene with technology staff, media center staff, and counseling staff to decide on a plan. In the spring of 2024, a Technology Committee was formed to begin addressing this and other tech concerns.

- Do we need to keep a fully outfitted lab of 25-30 computers in each building? Can we function with 10 or 12 desktops in all or some locations? Informal polling suggests we could switch to a much smaller lab set up.
- If we remove labs totally-what system will be in place to monitor wireless printing?

Breakdown of time spent on tasks and duties

To help with understanding the need for 4 full time librarians, Sarah and Jessica have been keeping track this year (24-25) of all their library hours, both during and after contract, using an app called Clockify. Clockify allows us to keep track of daily library tasks and organize them according to projects, i.e. library management, library programming, teaching, emails, etc. We began keeping track in September for Jessica and October for Sarah, so this isn't 100% representative of our total time this year, but it's a good overall idea of what we're doing as librarians and how much time it takes. These charts do not account for every hour of the day, but for specific tasks and duties. There are many, many hours not tracked where we are assisting students and staff or just generally organizing

This chart shows the amount of hours Sarah has spent so far this year according to various projects:



Sarah's daily schedule is:

- Hallway / Duty - 7:35-8:05
- Teaching: Specials Rotation Intermediate - 8:15-11:00 (3rd-5th)
- 5th Grade Lunch Duty - 11:00-11:25
- 3rd Grade Recess Duty Coverage (every 3rd week) - 11:55-12:25
- Flexible Schedule - 12:25-3
- Travel Time - 3-3:10
- Primary Dismissal Duty 3:30-3:50

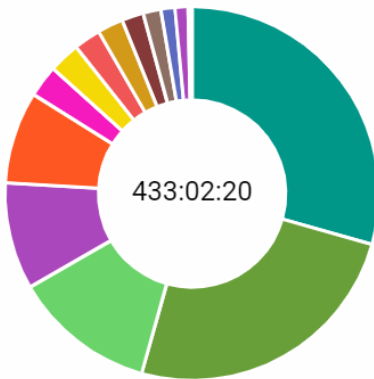
Both Sarah and Jessica also have 20 extra contract days. Sarah has already used 15.5 of those contract days and only has 4.5 days remaining for the rest of the school year.

We are making great use of the time we have, and we also recognize how much bigger the library programs could be for our students and the district if we had a full-time librarian in every building.



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This chart shows the number of hours Jessica has spent on various library tasks. I do not track every hour of the day. I mostly started using Clockify to see how many hours I'm spending working on Chromebooks and haven't been as diligent as Sarah at tracking other tasks. I'm right on track with my extended contract this year and should have enough hours left for summer inventory. Because all my students, except 6th grade, are flexibly scheduled, I don't have the level of instruction and planning that Sarah does. As you can see, Chromebooks use about 55% of my overall time.



Chromebooks	127:15:15		29.39%
Chromebook Collectio...	108:07:07		24.97%
General Library	53:18:16		12.31%
6th Grade instruction a...	40:02:55		9.25%
Book Processing	34:35:03		7.99%
General Tech/Troubles...	11:59:51		2.77%
Paperwork	11:39:14		2.69%
SB775	10:04:47		2.33%
System Updates	09:38:17		2.23%
Purchasing	08:07:26		1.88%
Trainings	06:40:25		1.54%
Student Contact	05:12:20		1.20%
Meetings	04:51:49		1.12%
Lost Time	01:29:35		0.34%