



HALLSVILLE SCHOOL DISTRICT
PROGRAM EVALUATION REPORT

District program: Library Media Services

Person(s) responsible: Jessica Baker and Sarah Rausch

Submission deadline: December 12

Date of Board presentation: 12/17/2025

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
- Parent/teacher/student surveys
- Assessment statistics
- College attrition/completion rates
- expenditures
- Participation in extracurricular activities
- special/supplemental programs
- Other:
- Library media standards assessment
- State/federal program requirements
- Longitudinal performance data
- and
- Internal evaluations by district staff
- evaluations by others
- Participation in



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MASL Library Program Standards as applied to Hallsville Elementary Schools

Leadership: For 24-25, I led our district Technology Committee. I was also part of the PBIS committee and the HIS Leadership Team.

Management: My library management was very similar to Jess and largely consisted of evaluating the needs of the collection for two libraries, purchasing, cataloging, and processing books for students, as well as managing the purchasing process and budget for two libraries. I also planned and implemented programming for both libraries.

Instruction: I am the instructional librarian for our 3rd-5th grade library classes on the Specials rotation from 8:15-11 every morning. I also plan the instruction for our K-2 library classes, as well as the instruction for our K-5 technology classes. Library instruction focuses on reading engagement and informational literacy. Our technology instruction focuses on media literacy and foundational technology skills like typing. I get the opportunity during my flexible time in the afternoons to push-in for further information literacy lessons as well as problem-solving and innovation skills.

Environment: Our elementary libraries function as engaging learning spaces where kids come to learn library skills as well as develop their creativity and problem-solving skills.

Staffing: The elementary libraries were staffed by one part time Library Teacher at the Primary. Sherri has been invaluable in this role, as she is a certified librarian. She is the reason I am able to have flexible time in the afternoons to provide further support to our staff and students. We also have two full time Technology Media Aides. They teach the technology classes for half of their day and then provide building aide support for the second half of the day. Last year, we had Griffin Anderson and Kaitlyn Rasmussen as our Technology Media Aides.

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Secondary Level Libraries

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

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 research, print materials and study at the tables. Para supported students often take tests in the library. GSA, Table Top Games Club, and the faculty also use the library for meetings.

Chromebooks are the dominant resource requiring the secondary librarian’s attention. Chromebooks take at least 50% of Jessica’s time throughout the school year, leaving the 25% of her time to manage the middle school library, and 25% of her time to manage the high school library. Pushing off library responsibilities in favor of tech support is not an effective way for a librarian to manage a library.

Jessica is currently providing tech support and library services, to about 793 students and 60 staff across two buildings.

MASL Library Program Standards as applied to Hallsville Secondary Schools

Leadership: Jessica leads the Chromebook initiative and provides all support for Chromebooks to students and staff. She maintains the library catalog and our Sora database for the district. Jessica is also involved with the Technology Committee, District Literacy Committee, and is an Instructional Tech lead for the high school.

Management: Jessica’s management largely consists of evaluating the needs of the collection for two libraries, purchasing, cataloging, and processing books for students, managing a budget for two libraries, and developing collection and checkout policies and procedures.

Instruction: The majority of Jessica’s instruction time is spent supporting the 6th grade Reading curriculum. We do lessons and discussions about different genres of literature. We also do overview lessons of the Dewey Decimal system and nonfiction resources. In the high school, Jessica offers instruction on MORENet’s resource databases and assists and advises students on research and citation tactics. Jessica does quite a bit of one on one work with students who are researching and writing papers for dual credit American History.

Environment: The secondary libraries strive to provide a calm, quiet, comfortable environment that invites all students to visit for a quiet place to work, take tests, find books to read, or seek social/emotional support.

Staffing: The secondary libraries are staffed by one FTE Media Specialist and one hourly media aide, Dianna Orr. Dianna is integral to the success of our libraries by handling all shelving of books, managing checkout for students, and ensuring that our library environment is tidy and organized. She also helps check out and distribute Chromebooks at the beginning of the year,



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troubleshoots issues throughout the school year, and helps collect them at the end of the year. Dianna assists with the yearly library and Chromebook inventory in the middle school while Jessica is providing support to summer school students and running the yearly library and Chromebook inventory in the high school.

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

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 allows for rich programming and push-in co-teaching focused on literacy skills.

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

Sora-ebooks, magazines, comics, digital audiobooks:

Hallsville students are gaining preferences for digital reading. Here is a breakdown of ebook and digital magazine usage on our Sora platform.

- In the entire 21-22 school year, our 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.
- In the 24-25 school year, they checked out 2,218 ebooks and audiobooks from Sora.

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 staff and students’ needs. At the middle school level, this would give the librarian the opportunity to schedule instructional time with 7th and 8th grade, only 6th grade has that scheduled time right now. 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 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. 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 (about 850 people) 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.

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.

District Libraries By The Numbers: 2024-2025 Report

A high-level statistical overview of library usage, collection size, and the growth of digital reading across the district's four schools, comparing physical item circulation and collection health, while also highlighting the dramatic increase in digital book consumption by students.

2024-2025 Library Snapshot

Intermediate School leads the district in circulation.

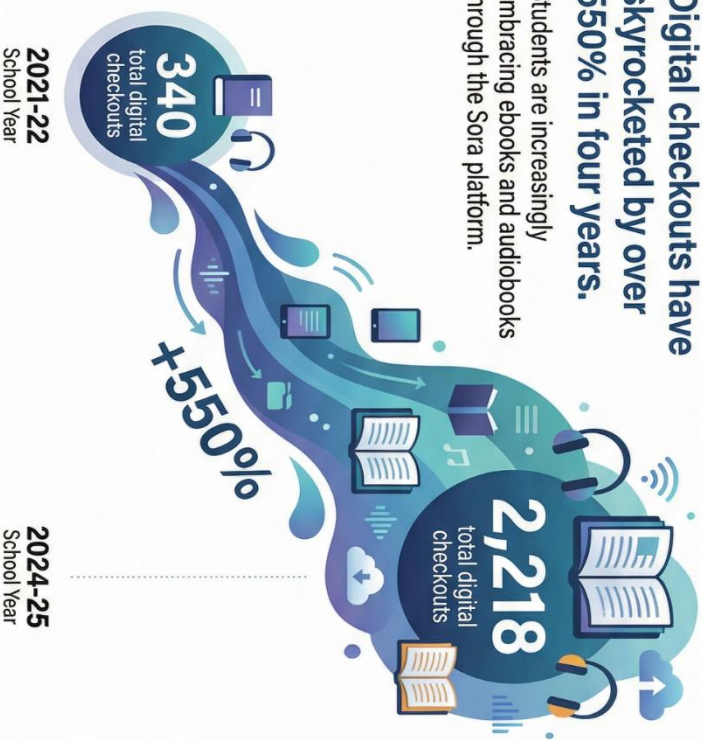
Its students and staff checked out over 23,000 items this school year.



The Rise of Digital Reading

Digital checkouts have skyrocketed by over 550% in four years.

Students are increasingly embracing ebooks and audiobooks through the Sora platform.



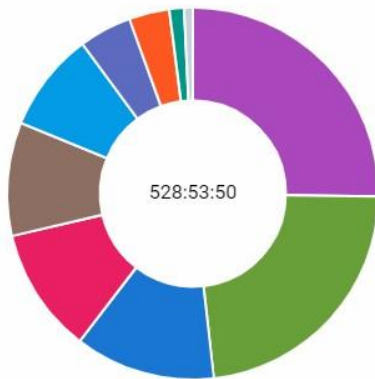


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Breakdown of time spent on tasks and duties

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. 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 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 50% of my overall time.

TITLE	DURATION
10 • 6th Grade instruction and planning	58:55:03
14 • Book Processing	56:01:15
4 • Chromebook Collection/Distribution	108:07:07
101 • Chromebooks	211:51:31
64 • General Library	85:04:27
23 • General Tech/Troubleshooting	13:38:31
4 • Lost Time	01:29:35
7 • Meetings	04:51:49
15 • Paperwork	12:50:39
14 • Purchasing	14:05:40
13 • SB775	28:01:06
9 • Student Contact	07:03:50
6 • System Updates	10:25:04
3 • Trainings	06:40:25

