LIBRARY SERVICES
EVALUATION REPORT

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Summary

About the Evaluation

The evaluation of the Library Services program began in the 2019-20 School Year. In the planning year, members of a planning committee were selected to provide input into the program evaluation design. Planning continued into the 2021-22 School Year with the development of data collection tools and minimal data collection. Although the second year of program evaluation would usually focus on primary data collection, schools were still transitioning to return to school from virtual instruction and due to pandemic protocols data collection would be limited. A majority of the data was collected in the 2022-23 School Year. Primary data collection included multiple stakeholder surveys, focus groups with library staff, and two types of observations. Collection, circulation, and usage data for online resources were provided by the Library Office and analyzed for this report.

About the Library Services Program

The library space and staff serve many roles throughout the day to support students and staff. Students visit the library with a class for lessons and research. In addition to visiting with a teacher, students visit independently. Students visit the library to return and get new books to read, reset their mindset, spend time with friends, and to work on homework. All library staff help students and staff find books, use

digital resources, and provide programming related to both student choice and learning standards. The library staff ensure the space is welcoming so each person that enters feels this is their space. Print and digital content is curated to meet academic needs, choice reading, and the research needs of students. Books and databases are provided in a wide range of content areas, reading levels, and formats with various accessibility features as well.

Findings

Student Visits

At the elementary level student survey data indicates that students are regularly visiting the library with their class. A total of 97% of elementary students indicated that they visit the library with their class at least every other week. Most elementary students do not visit the library on their own very often. When students were asked about how frequently they visit the library, 39% of elementary students stated that they never visit the library on their own. Elementary students did note that they visit the library for several reasons including searching for books/checking out books (74%), reading (59%), to calm down/relax (20%), and to spend time with friends (13%).

Elementary library schedules vary across elementary schools. A majority (71%) of schools are on the master schedule, meaning that classes have a set time to visit the library and the teacher does not stay with their class during the visit. The remaining schools have either a fixed schedule where the teacher does stay or a combination of fixed and flexible schedule. Although most schools are on a master schedule only 9% of librarians surveyed preferred that type of schedule. In comparison, approximately half (52%) of the teachers that responded to the survey indicated a preference for library to be on their school's master schedule.

For secondary students, class visits occur less frequently compared to the elementary level. When asked about visits to the library with a class, 68% of middle school students indicated that they visit with a class at least once a month and 22% of high school students indicated that they visit with a class at least once a month. When asked about visiting the library on their own, 35% of high school students and 32% of middle school students indicated that they visit the library without a class at least once every other week.

Both middle school and high school students noted several reasons for visiting the library, but middle students noted that they visit the library most often to read (54%) and high school students noted that they visit the library to do homework (44%). More than 20% of both middle school and high school students shared that they visit the library to calm down or relax.

Instruction

Observation data highlights the librarians' ability to effectively meet with a class in a well-organized, well-paced manner that consistently engages students. Data from both sets of observations also suggest that although there are opportunities for students to build new knowledge and think critically, there is still room for growth when considering the quality of feedback provided to students and the depth to which instruction enables a deeper understanding for students. In addition, observers reported few instances of student collaboration/small group work and time spent on building research skills.

Observation data collected at the secondary level provided insights into differences between instruction at the middle school and high school levels. In preparation for conducting observations, secondary librarians were asked to provide observers with planned instructional lessons. Very few opportunities to observe instruction at the high school level were provided to observers due to the limited amount of instruction taking place. At the middle school level observers noted consistent instruction taking place.

At the middle school level, observations showed consistent mid and high scores in all CLASS domains with the exception of Instructional Support. A closer look within the Instructional Support dimensions shows that the two largest areas for growth are centered around higher-level thinking and the quality of feedback.

Collaboration

When asked about different types of collaboration, elementary librarians responded that on a weekly basis, they are collaborating with teachers most frequently on book selection (67%), supporting literacy (46%) and locating instructional resources (42%).

Further examination into the subject of collaboration during focus groups and through open-ended survey questions, revealed that elementary teachers feel that coordination is taking place more frequently than collaboration. Elementary librarians stated that there is little time to truly collaborate with teachers and plan lessons that support curriculum.

Discussions of collaboration in focus groups uncovered another common theme related to how librarians feel undervalued. A common sentiment gathered through open ended survey questions and focus groups is that they do not feel like a partner in helping teachers plan, and their role is not understood in their schools.

Secondary data collected from secondary librarians show that the most frequent type of weekly collaboration with teachers includes book selection (73%), supporting literacy (67%) and locating instructional resources (53%). ELA and Reading teachers were most likely to collaborate weekly or monthly with Librarians, specifically for book selection (52%), supporting literacy (33%), or locating instructional resources (29%). Of the Social Studies teacher respondents, 39% reported collaborating with librarians at least once a month to locate instructional resources.

In focus groups, both middle and high school librarians discussed collaboration. Middle school librarians shared that the key for successful collaboration has been their ability to build relationships with teachers. High school librarians felt that teachers were too busy to find time to work with librarians. Similar to feelings voiced by elementary librarians, secondary librarians would like to be valued and seen as an instructional partner more, especially at the high school level.

Collection

All elementary stakeholders were asked about their perception of the library collection meeting their needs. Overall, most elementary stakeholders felt that the collection did meet their needs, with levels of agreement ranging from 87% for parents to 97% for administrators. When students were asked about

the collection meeting their needs, 71% agreed with this statement. Library staff and teachers also agreed/strongly agreed (88%) that the collection aligned with curriculum.

When multiple secondary stakeholders were asked about the collection meeting their needs, 94% of librarians, 100% of library assistants, 82% of administrators, and 77% of teachers agreed with the statement. Results differed for parents and students, with 68% of students and 59% of parents feeling like the collection is meeting their needs. Teachers were asked about the collection meeting instruction needs, student needs, being current and aligning with curriculum. This data was disaggregated by their content area and much stronger levels of agreement were shared by ELA and reading teachers (96-98%), compared to social studies (79-88%), science (66-76%) and math (48-62%).

Circulation data and eBook and eAudio statistics
Not surprisingly, data from the past few years show the effects of the COVID-19 pandemic on schools' overall circulation with circulation averages dropping during the height of the pandemic. As students returned to school, the circulation per student average began to rise and return to an average similar to 2018-19 School Years circulation averages. In contrast, eBook and eAudio usage showed a rise during the year with virtual instruction and a slight decline when students fully returned to school.

Database Resources
Arlington Public School libraries offer numerous online resources to students and staff. During the pandemic, usage rates were above the normal rate and rose 78%. In the 2021-22 School Year when students returned to school, the average per student rate dropped but still remained 33% higher compared to the 2019-20 School Year. When students were asked about their use of databases, 69% agreed/strongly agreed that they know how to use a database. When teachers and librarians were asked about their students' ability to use a database, librarians and teachers demonstrated a higher level of agreement to the statement at the elementary level (80% and 76% respectively) compared to secondary librarians and teachers (68% and 67% respectively).

Student Skills
Teachers and librarians were asked about their students' ability to navigate the Destiny Catalog and use Destiny Discover, evaluate information on the internet, and use information resources ethically and responsibly. Elementary teachers indicated agreement between 77-80% on all skills except evaluating information on the internet which was lower at 68%. Overall, responses from elementary librarians indicated a lower level of agreement. For items related to the Destiny Catalog and Destiny Discover, 63% to 66% of librarians agreed/strongly agreed that students knew how to navigate the Destiny Catalog and read a book from Destiny Discover. When considering if students use information resources ethically and responsibly, 33% of elementary librarians agreed that students knew this skill. The biggest discrepancy between elementary teachers and elementary librarians is related to the item on evaluating information on the internet. Only 8% of elementary librarians agreed that their students could evaluate information on the internet.

For items related to the Destiny Discover and Destiny Catalog, 73-74% of secondary librarians agreed that students can read a book using Destiny Discover and know how to look for a book in the catalog. When asked about the same skills, 63-74% of teachers agreed that students could perform these skills. Similar to elementary findings, there is a bigger difference for items related to evaluating information on the internet and using information resources ethically and responsibly. When asked about evaluating information, 62% of secondary teachers agreed that students could demonstrate this skill, compared to 47% of secondary librarians. In addition, 68% of teachers felt that students could use information resources ethically and responsibly compared to 47% of secondary teachers.

Library Space and Overall Satisfaction

Observers were asked to assess the library space for several components that included: welcoming displays, leisure reading space, organization, space of independent work, room for whole class instruction, and small group instruction and diversity in books and materials. At the elementary level nearly all items were rated above 95%. The lowest data point showed that 20% of observed elementary spaces did not include space for leisure reading.

At the middle school level, all items were observed 100% of the time with the exception of room for small group instruction which was observed 86% of the time. At the high school level, 91-100% of observations included welcoming displays, organized space, room for small group instruction and diversity in books and materials. Observers noted that 82% of the spaces at high school included space for independent and whole class instruction, and 73% included space for leisure reading.

Students, teachers, and principals at the elementary level were asked to indicate their level of agreement with a series of statements about the school library. Stakeholders were asked about the library being a pleasant place to visit, easy to use, and helpful staff. Between 87-100% of respondent groups agreed with each statement, indicating high levels of satisfaction.

At the secondary level, survey results revealed high levels of satisfaction with the secondary school libraries among staff and students. Between 86-100% of respondent groups agreed with statements related to satisfaction with visiting the library, use of library, and library staff.

Additional Librarian Needs

Survey data indicated that a majority (70%) of elementary librarians did not feel that their budget for supplies was adequate. Only 16% of elementary librarians indicated that APS facilities resources met the needs of the school's library. Open-ended survey responses from elementary librarians reflected a similar theme for additional support from facilities, noting the need for updates to space and furniture.

Survey data from secondary librarians related to APS facilities resources meeting the needs of the library were higher compared to elementary librarians but only at 37%. Open-ended responses aligned with this data point, with more than 50% of secondary librarians noting that changes to the library should include updates to the space or furniture.

Recommendations

After a thorough review of the data, the Office of Library Services has provided the following recommendations:

Recommendation 1: Utilize librarians as collaborative instructional partners.

Expected Outcome:

- Librarians will be better utilized in the five areas of their job because stakeholders will understand their current role.

Recommendation 2: Approve and budget for a Librarian Specialist position to the Library Services Office.

Expected Outcome:

- Increase collaboration at the central office level for curriculum writing
- Coach, consult, and collaborate with teachers in lesson development and implementation
- Mentor new librarians
- Develop and provide professional learning
- Provide original cataloging

Recommendation 3: Provide a library supplies budget for elementary library programs.

Expected Outcome:

- Known account for supplies money
- Purchase library book processing supplies
- Purchase makerspace materials

Recommendation 4: Increase the amount of professional learning time built into the calendar.

Expected Outcome:

- Additional time for professional learning in the calendar, preferably a full day each quarter

Recommendation 5: Develop, fund and implement a countywide library refresh schedule.

Expected Outcome:

- A schedule of maintenance will be created in partnership with facilities
- A line item will be created and funded to accommodate the schedule of maintenance
- Soft seating areas will be created and furnished in all libraries

Introduction

The evaluation of the Library Services program began in the 2019-20 School Year. Since the previous evaluation, two different supervisors have led the Office of Library Services. Initial discussions with the previous Library Services supervisor took place prior to his departure, but the core of this evaluation has fully involved the guidance and partnership of the current supervisor starting in the 2020-21 School Year. In the planning year, members of the planning committee were selected to provide input into the program evaluation design. Unlike previous program evaluations, meetings with the program supervisor and the planning committee occurred virtually due to the pandemic. Planning continued into the 2021-22 School Year with the development of data collection tools and minimal data collection. Although the second year of program evaluation would focus on primary data collection, we recognized that schools were still

transitioning with a return to school from virtual instruction. Due to pandemic protocols the ability to fully measure the library program was limited. A majority of the data shared in this report was collected in the 2022-23 School Year. In the schools and from school staff and decided to conduct the majority of the data collection in the 2022-23 School Year.

The report is divided into four main sections:

1. Program Description
2. Evaluation Design, Methodology
3. Findings
   a. Elementary
   b. Secondary
4. Recommendations and Action Plan

Full appendices with complete data analyses are available online on the Office of Planning and Evaluation website.

1. Program Description

Program Overview

Library Services provides a range of opportunities to students, staff, and caregivers. The library and its staff have multiple roles to fulfill each day.

Students come to the library with their class for lessons and for research. In addition to visiting with a teacher, students also visit independently. Students visit the library to borrow and return books, read, reset their mindset, spend time with friends, and work on homework.

Every school has one librarian and at least one library assistant. Schools with more than 1,000 students have a second librarian. The library staff helps ensure that each person that enters the space feels welcome. Librarians provide instruction and library assistants manage the circulation desk. All library staff help students and staff find books, use digital resources, and provide programming related to both student choice and learning standards.

Resources are provided in a variety of formats. Print and digital content is curated to meet academic needs and choice reading, as well as the research needs of students. Books and databases provided cover a wide range of content areas, reading levels, and formats that include various accessibility features.

The library space also serves different purposes throughout the day. Before and after school, students visit the library to check out books, visit with friends, and finish their homework. During the day, the library serves as a space for whole-group and small group instruction, a place for students to collaborate with each other, and an area where students can take a brain break to support their mental wellness.
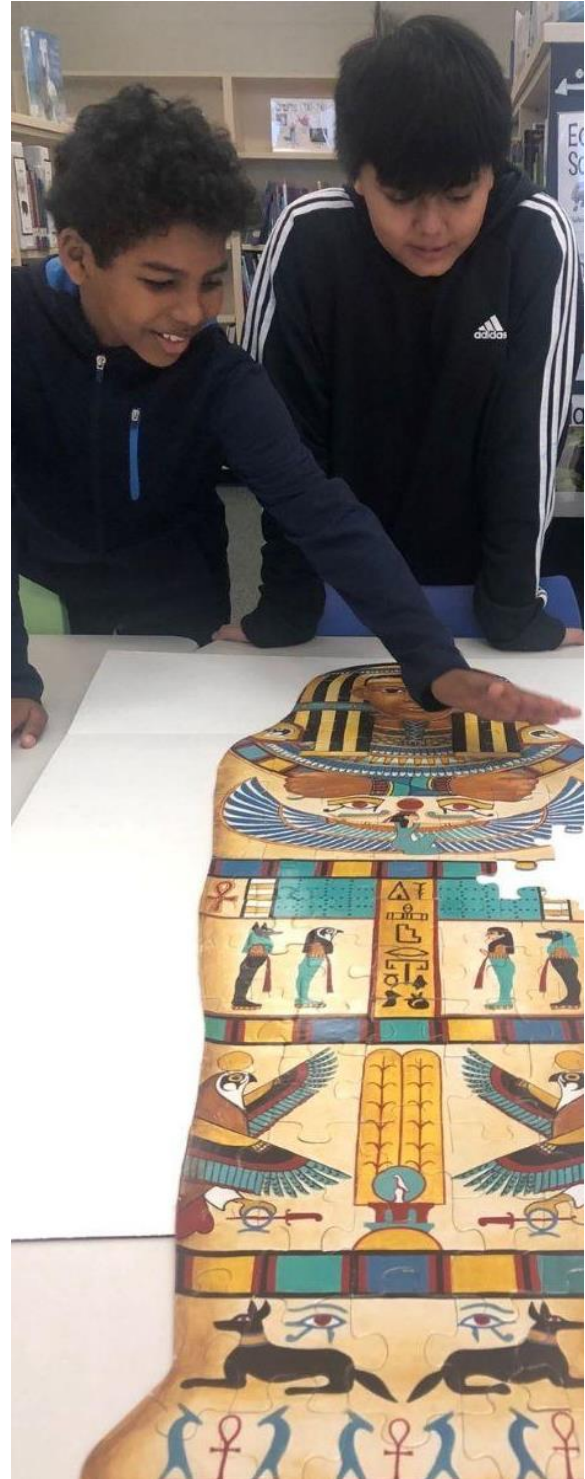
This year, each school library was given a set of posters to support the development of a shared philosophy of research based on best practices with their community. The posters focused on topics such as Collaboration, Choice Reading, Audiobooks, and Graphic Novels. The goal of the poster series is to advocate for what librarians and library spaces can do to support students. Based on data from the program evaluation, we will create a similar poster series next year to share the role of librarians.

The Impact of COVID-19

The impact of COVID-19 on library programs has been felt in many ways. In the fourth quarter of 2020, library staff provided lessons, maintained book clubs, and provided resources for classroom teachers. Many resources were provided for free during this time and we shared these opportunities with our school communities. Print book circulation then halted. In the 2020-21 School Year, library staff entered schools in September to provide print books following COVID-19 protocols. The protocols included wiping down every book and quarantining them for a week. In most cases this work was completed by the library assistant as the librarian was teaching virtually.

When students fully returned to school in the 2021-22 School Year a goal for the Library Office was to ensure that students progressed in their book selection and were not selecting and reading the same books from prior to the pandemic. The ability for students to continue independent reading and feel motivated to read was also important. Adding new titles to the collection during this time was challenging because of the supply chain issues. Reader advisory, book talks, and displays were essential in helping students reach for books more appropriate for their current grade level.

During the 2021-22 School Year, rosters had to be maintained for close contact protocols and open checkout was significantly limited or halted at many schools. Student visits were also limited and only allowed during a scheduled time.

Strategic Plan Goals

Student Success

Student success starts with the resources we provide. Our number one resource is our library staff. Each school library has a certified librarian and a full-time library assistant. Based on Virginia State's Standards of Quality, secondary schools with more than 1,000 students have a second librarian. In addition to our staff, we provide print books, eBooks, audiobooks, databases, and a variety of programming. The library space functions in multiple ways providing space for whole class instruction, small group work, student collaboration, reading, a calming space, and a place to study.

Student Well-Being

Libraries provide a welcoming space to promote student well-being and inclusion. In the test group for the student survey, it was recommended we add "Calming Space" to the student survey as a reason students visit the library. This recommendation was accepted and recognized as an important reason for how the library supports students' well-being.

Librarians provide passive programming which promotes student well-being. Passive programming is an opportunity for students to engage in activity at their own pace without direct instruction. These opportunities include activities like maker challenges, puzzles, Legos, and coloring pages. Makerspaces are part of passive programming, providing students with a creative outlet to explore, design, and build in the

library. We know students may need a space for a brain break during the instructional day, and the library program can meet that need.

Secondary school librarians have supplies budgets they use to purchase makerspace materials, as well as materials they use to process books. Elementary school librarians do not have this line item in their budget, so they have to be more creative in finding ways to purchase passive programming materials. A recommendation is to also provide elementary librarians with a library supplies budget so all students can have equitable access to passive programming materials.

Leisure reading areas and soft seating creates a physically and emotionally safe space for students to visit. Ensuring that all libraries are able to provide a comfortable space is an important part in creating an environment that supports the well-being of students.

Engaged Workforce

Professional learning is designed to meet the needs of library staff to directly impact student achievement. Library Services has three dedicated times to meet with all librarians during the school year. The most substantial amount of time is provided during the in-service day in August. Some of this time has to be used to discuss administrative changes, such as staffing changes and policy updates, and cannot be solely dedicated to professional learning that directly supports instructional practices. Sometimes we have a professional development day in October that Library Services is able to utilize for professional learning but that has not been consistent. The next two occurrences are the county-wide professional development days on two early release days, usually in December and February. In the last three years, these county-wide early release meeting days have often been superseded by district needs, leaving no content

area focused professional learning during the year.

All librarians have been on a district-wide Collaborative Learning Team (CLT) over the past two years. All elementary librarians and about half of the secondary librarians are the only ones in their role in their building. Brainstorming, sharing what went well, and talking about areas of growth with others in the same positions is important for professional growth. While all librarians are on a librarian specific CLT, some of them never participate because they do not have a common planning time. A specific time in the librarians' schedule for district-wide CLT would be necessary to allow meaningful professional growth for all.

We need more time built into the calendar for professional learning.

In the last program evaluation, Library Services had one supervisor, two library technicians, a cataloger, and a part-time administrative assistant. We no longer have the cataloger position, so we currently do not have anyone to provide original cataloging. We are recommending one full-time position for a Library Specialist. This position would provide cataloging and instructional support to librarians.

Operational Excellence

Library Services partners with Facilities to design and renovate library spaces. During the summer of 2021, three school libraries moved locations and one new library was opened. Library Services worked with the project manager at each location to move and reshelve the books and make furniture selections when needed.

We are currently planning the new library at Arlington Career Center and the library space for Arlington Community High School.

Libraries currently do not have a schedule of maintenance as a space. This means as library furniture such as shelves, circulation desks, and soft seating age, there is currently not a schedule to evaluate a need for refresh. We also currently do not have a specific line item in budgets to pay for updates to library furniture, as needed. Our recommendation is to create a schedule of maintenance and for a specific line item to be created and funded for upgrades, as needed.

Partnerships

Library Services has developed some strong connections with a few community partners. The Arlington Public Library (APL) and Library Services have a long-established relationship. The Talk About Books (TAB), a middle school book club, was established over twenty years ago between the two organizations. In the past, students read from a curated list of books and then met on a regular basis with a public librarian and school librarian to talk about the books. Recently, the librarian-curated list has been dropped and the students talk about any books they choose. Once a year, the TAB students from all middle schools come together to meet an author who wrote one of the books.

Other programs we have worked on are the Community Read, a Kindergarten Welcome meeting, field trips to the public library for English Language Learners, and summer reading kick-offs. We are exploring the possibility of being able to automatically provide APS students with a digital APL library card.

Reading is Fundamental of Northern Virginia (RIF of NOVA) is an organization we partner with to help build the home library of students who may not otherwise have one. Students can select from a diverse range of books and participate in an engaging activity that promotes reading.

A more recent relationship is with Read Early and Often, R.E.A.D. The Title 1 Office, R.E.A.D. and Library Services teamed up to provide a book fair free to all students in grades K - 5 at Carlin Springs. We are exploring the idea of how this might expand in the future.

Program Support and Resources

Table 1. *Library Services Central Office Staff and Responsibilities*

Position	Responsibilities
Supervisor (Full-time)	• Plan and implement professional learning for K-12 library staff • Manage Library Services budget • Oversee development and implementation of curriculum and assessment • Approve library books and materials orders from school level • Observe, evaluate, and support new and experienced teachers for improvement • Organize and coordinate countywide activities • Prepare items for public information • Collaborate with the Office of Planning & Evaluation to implement Program Evaluation • Facilitate and guide program initiatives • Supervise central office library staff • Serve as liaison for community partnerships • Organize annual middle school Talk About Books (TAB) book club author visit with the public library • Serve as a liaison to school-based administrators • Visit all schools and programs to current practices in each location • Collaborate with the Parent Resource Center to provide current print and digital resources to caregivers • Collaborate with the Office of Diversity, Equity, and Inclusion to provide current resources to staff promoting best practices • Collaborate with the Integration Station to purchase books since they do not have a librarian • Collaborate with colleagues in central office in curriculum planning • Collaborate with Facilities on library renovations, moving libraries to a new location and building new libraries • Participate in evaluating policies and PIPs • Promote Library Services with the School and Community Relations Office • Identify resource needs • Provide research as requested by colleagues • Screen and interview candidates • Hire librarians for summer school programs • Support first-year librarians and library assistants • Evaluate and curate digital materials • Coordinate with Procurement Office on contracts with vendors • Maintain positive and honest relationships with vendors • Attend monthly state meeting for supervisors of Library Services • Participate in Virginia Association of School Librarians and American Library Association organizations

Position	Responsibilities
Library Technician, Budget (Full-time)	• Submit and receive orders, run reports in STARS • Communicates with library staff about their budget • Maintains budget sheets for each school's library program • Communicates with Finance Office (about purchases) • Merges records in the catalog to maintain a clean catalog • Places database and digital materials orders Library Services Office • Updates webpage • Visits schools to see current practices • Creates resources to support library staff in tasks
Library Technician, Digital Resources (Full-time)	• Works with IS and vendors to ensure digital resources are working as expected • Merges records in the catalog to maintain a clean catalog • Culls database and circulation usage data quarterly • Updates web presence in Canvas and webpage • Supports library staff in using digital resources • Visits schools to see current practices • Creates resources to support library staff in tasks
Administrative Assistant (Part-time)	• Manages professional learning in Frontline • Reserves space for professional learning and meetings • Submit and receive orders, run reports in STARS • Reconciles the p-card • Submit local travel mileage • Purchase supplies • Provide clerical support to the Library Services staff • Organize accounts and budget

At the time of the last program evaluation, we had 34 library programs across the district. Today, we serve 41 locations and two content specific libraries in Syphax. In addition, some middle schools now have two librarians. The amount of school-based staff we support has grown.

Library Services currently has 3.5 full-time employees. At the time of the last program evaluation, Library Services had 7.5 full-time positions. One position that was eliminated was a full-time cataloger. Library Services does not need a full-time cataloger. We need one full-time T-scale librarian position who can catalog and fulfill other responsibilities the supervisor of Library Services cannot meet based on the growth.

Table 2. *Proposed Position*

Position	Responsibilities
Librarian Specialist (Full-time)	• Visits schools to see current practices • Coach, consult and collaborate with teachers in lesson development and implementation • Provide original cataloging • Support new librarians' orientation and continue outreach beyond the first year • Develop and provide professional learning • Maintain Canvas curriculum course • Collaborate with colleagues to build curriculum around standards • Support implementation of curriculum • Screen and interview candidates • Support Library Supervisor as needed

The Library Services budget is used to purchase items such as:

- eBooks and Audiobooks
- Databases
- Swank Movie Services
- On-line catalog
- Professional Learning
- TAB Book Club
- Office supplies

The Role of Librarians

The American Association of School Librarians (AASL) defined five main roles of librarians outlined in **Figure 1**.

Figure 1. The Roles of a School Librarian
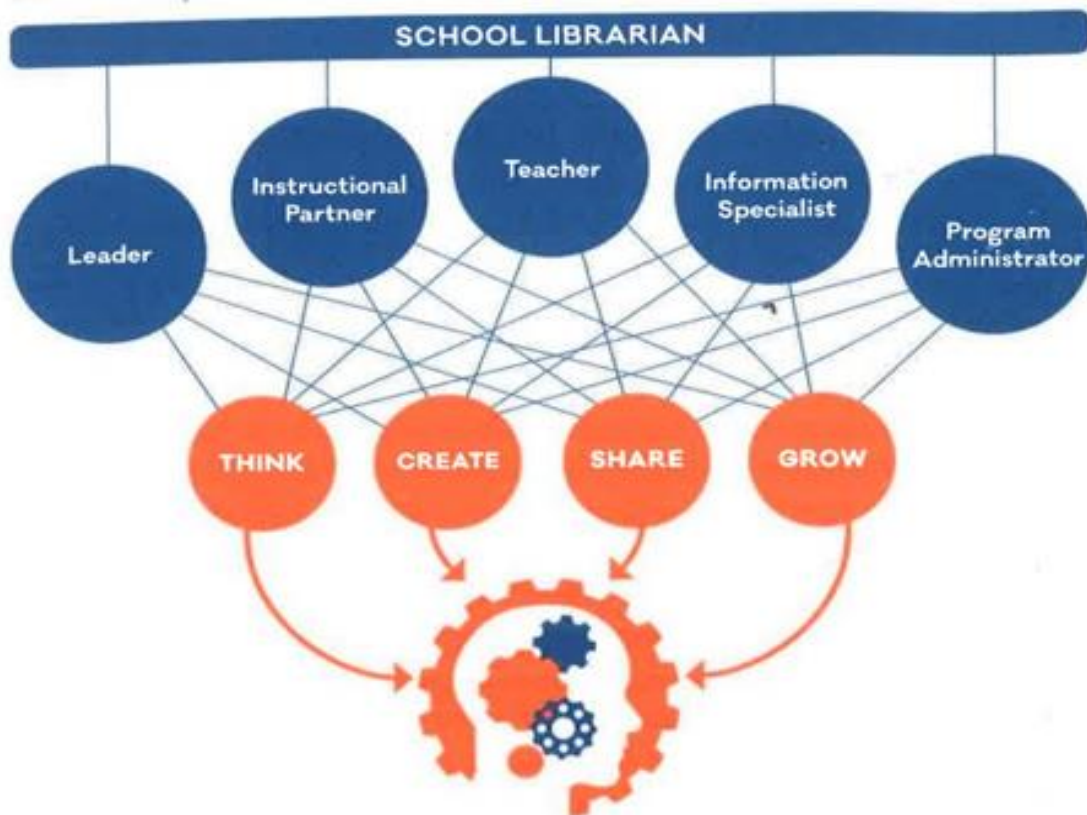
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Teacher/Instructional Partner

Librarians are teachers, and AASL believes librarians should be on flexible schedules to make the biggest impact on student achievement. Flexible schedules allow librarians to collaborate with classroom teachers to co-plan, co-teach, and co-assess lessons. Librarians should also be able to attend CLT meetings with colleagues in their building to collaborate and share library resources. This collaboration will yield inquiry-based, SOL-grounded lessons.

Teachers regularly ask for a list of materials, so librarians use their skills to curate resources to meet the needs of the students for each instructional unit.

Book talks, reader's advisory, and displays are critical to an effective library program. Librarians must know and have access to diverse resources available in different formats and reading levels to meet the needs of all students.

The American Association of School Librarians created a set of shared foundations for learners, librarians, and the library space. The latest standards were released in 2018 and are shown in **Figure 2.**

Figure 2. Shared Foundations from The American Association of School Librarians
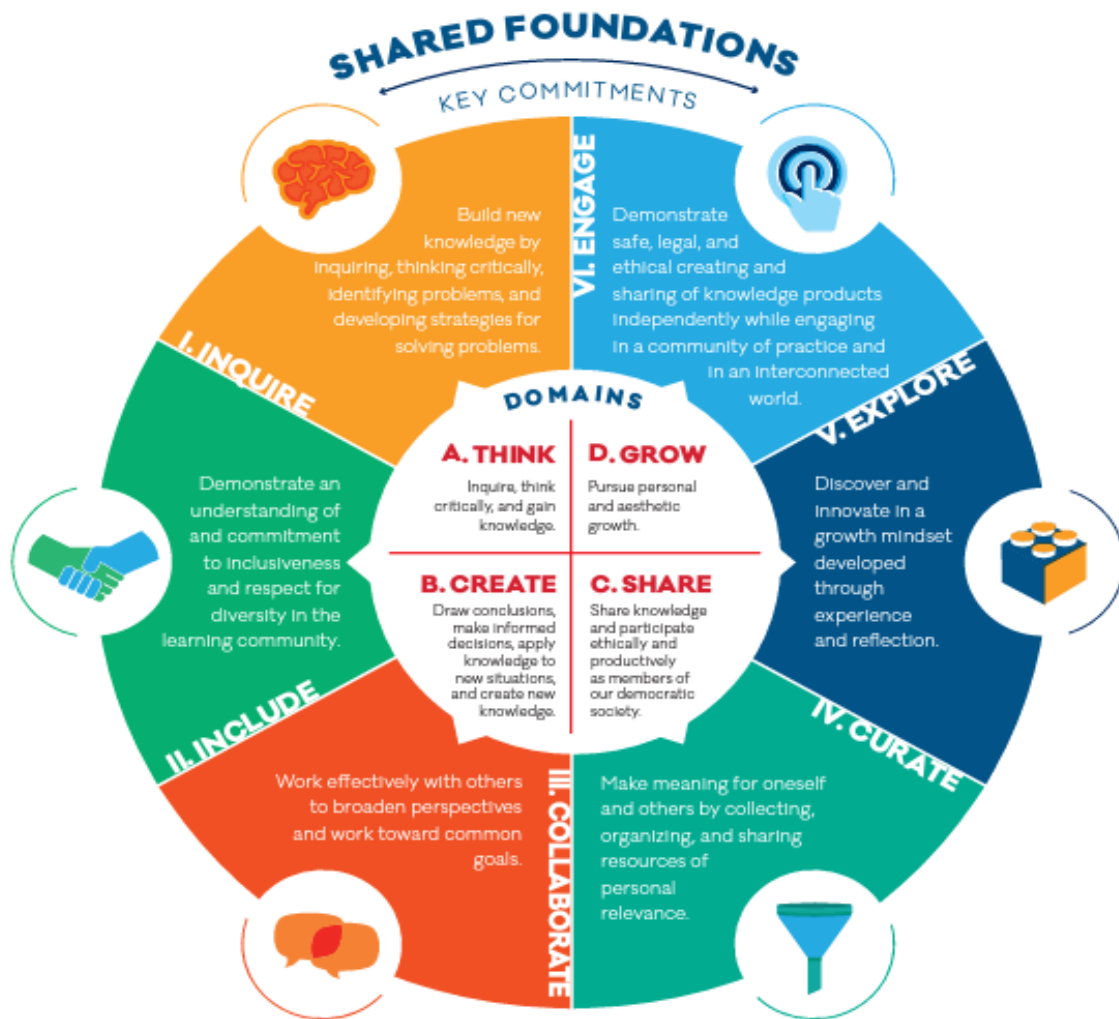
A librarian is also a program planner. They provide programming such as author visits and book fairs for all students. Opportunities are provided for small groups of students such as book clubs and Reading is Fundamental book giveaways. Some schools also have literacy nights to partner with families. Passive Programming is also part of the program planner role.

Program Administrator

Another role of librarians is program administrator. This is the "paperwork" side of the position which involves reading reviews for book purchases, placing book orders, and receiving new books. Librarians purchase current, diverse books with professional reviews to build library collections that provide multiple perspectives that reflect our global society.

Our two major book vendors, Follett and Mackin, started providing diversity analysis a few years ago. The analysis uses Book Industry Standards and Communicators (BISACS) to tag books. BISACS were first used in the 1970s and the tags have evolved over time. Not all books have diversity tags, so it is difficult to know exactly what percentage of the collection is diverse and in what ways. In the current climate, we are unsure at what rate publishers will continue to apply all tags to books. What is provided in the appendix is a foundation. The data includes all titles purchased from Follett from August 2020 to April 2023. In cases where multiple schools purchased the same book, the title only counted once. There are no standards for what percent of a collection a school should have for a topic. Purchases should be based on the school community, and all libraries should strive to have books on all topics. The diversity tag information provided will be used as we build our collection moving forward.

Librarians also perform inventories while evaluating books to determine if they need to be weeded (removed from the collection) or replaced and which areas of the collection might need attention.

Information Specialist

The ethical use of information is at the forefront of a librarian's role. Librarians teach information literacy skills to students. These skills are best taught when being applied to work in a specific content area developed through collaboration. Librarians also support staff in ethically using materials as they prepare for lessons. Teaching patrons to engage with information enhances critical thinking and evaluation, particularly when the terms "Fake News" and "ChatGPT" are part of our daily language.

Leader

Librarians serve as committee members at different levels. Within their building, they should be part of the instructional leadership team. When librarians collaborate with all grade levels across subject areas, they know what is happening throughout the school and in academic areas. This global perspective is valuable when planning at the school level and librarians are also essential to curriculum work at the district level. They are knowledgeable in the resources available and can help embed these resources in the curriculum.

Librarians provide professional learning opportunities for staff. These opportunities vary based on the needs of the staff.

Librarians also serve as a liaison to the community, such as when librarians coordinate readers to come in for different monthly themes.

Status of Recommendations from the Previous Program Evaluation

Table 3. *Recommendations Specific to the Library Services Office*

Recommendations	Status
After completion of the 2014-15 School Year countywide inventory, conduct new collection analysis to determine needs and develop a plan to decrease the age of the collection.	• On-going • Shift from doing partial inventories to full inventories, so we can see exactly when the library was last inventoried to have an accurate average age of the collection.
Provide opportunities for greater and more effective communication between the central office and school staff, and among school librarians.	• Completed • Library Services sends a weekly letter. • Collaborative Learning Teams were created for all librarians. • Canvas Discussion Board • Shared folder provides access to materials
Provide professional development and other resources to school library staff to foster best practices in library instruction.	• On-going • Professional development is always ongoing.
Continue to monitor student outcome data regarding information literacy, digital citizenship, and recreational reading.	• On-going • A Canvas course was created for each level of students on the topic of digital citizenship. This course is being evaluated for effectiveness.

Table 4. *Recommendations Beyond the Library Services Office*

Recommendations	Status
Work with schools to ensure that librarians provide high-quality instruction aligned to the curriculum.	• On-going • Ensuring high-quality instruction is ongoing.
Work with schools to ensure that students have access to the school library, including during lunch, before and after school.	• On-going • There are still some schools where students may not visit during certain times because staff are assigned duties in other locations and the library is closed.
Work the Department of Information Services to increase librarians' access to data and foster the integration of eContent.	• Completed • Canvas and Mackin provide access to library databases. • Mackin and Destiny were added to MyAccess providing students single sign-on access.

Table 5. *Recommendations with Policy and Budget Implications*

Recommendations	Status
As APS continues to address its increasing student population, work with Facilities to ensure that library space, shelving, and furniture align with best practices whenever possible.	• In Progress
Work with the Digital Learning Steering Committee to ensure that current policies and procedures appropriately address student needs in regard to digital citizenship and information literacy.	• The Digital Learning Steering Committee has been retired, and we are always working to appropriately address digital citizenship and information literacy.
Shift cataloging process to schools to ensure timely access to materials by students, staff and community.	• Completed • Books are now shipped directly to schools instead of first being shipped to the central office.
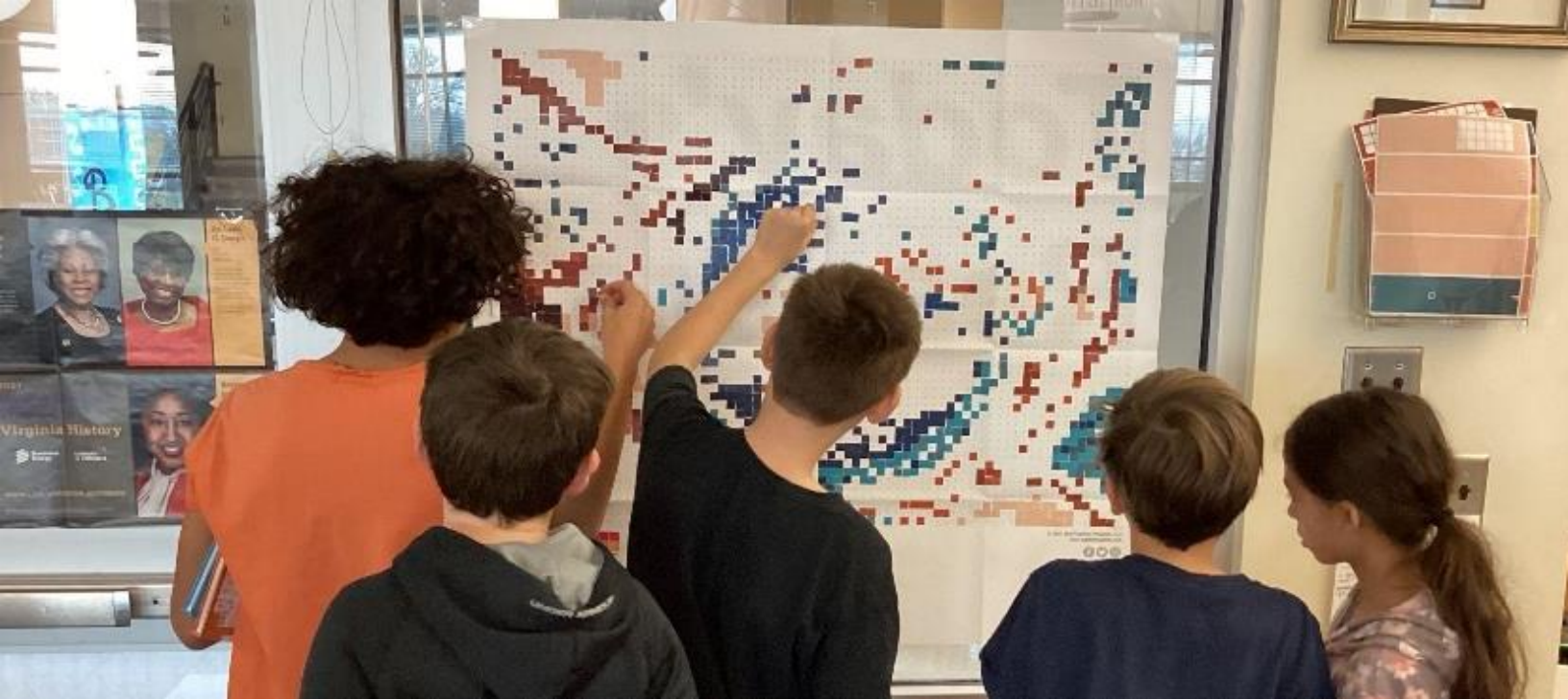
2. Program Design & Methodology

Evaluation Design

In the initial planning year, the Library Services program supervisor identified committee participants to provide feedback and help shape the program evaluation design. This committee was facilitated by program evaluation staff and included the following stakeholders:

- Library Services Supervisor
- Librarians
- Teachers
- School Administrators

This committee reviewed and helped to shape the overall design, including edits to research questions and recommendations for data sources. The following **Goals** include the final evaluation questions used to guide the data collection process.

Goal 1. Best instructional practices for emotional support, classroom organization, instructional support and student engagement are evident across instruction in APS libraries.

Evaluation Question	Data Source(s)
1a To what degree are best instructional practices evident in K-12 library programs?	• Observations using the Classroom Assessment Scoring System (CLASS)

Goal 2. *Best instructional practices for emotional support, classroom organization, instructional support and student engagement are evident across instruction in APS libraries.*

Evaluation Question	Data Source(s)

2a To what extent is observed library instruction aligned with the Virginia SOLs and the AASL Standards?
 	
2b To what extent do librarians collaborate with teachers to instruct students on information literacy and research skills?
	• Library instructional Observation Checklist
	• Staff surveys
	• Focus groups
	   o Elementary librarians
	   o Middle school librarians
	   o High school librarians
	   o Elementary library assistants
	   o Secondary library assistants

Goal 3. *All students and teachers have access to current, reliable, and relevant print and digital resources that support the APS curriculum and the Virginia SOLs, as well as their own interests and needs.*

Evaluation Question	Data Source(s)
3a To what extent are collections updated to national standards, aligned to Virginia SOLs, and support the diverse population served? 3b Do patrons utilize print, digital resources, and data resources provided by APS? 3c Do patrons report satisfaction with their library experience?	• Collection analysis data • Usage statistics for online resources • Circulation statistics • Staff surveys • Student surveys • Family surveys

Goal 4. *APS manages Library Services hardware and software resources effectively.*

Evaluation Question	Data Source(s)
4a Do technology resources adequately and efficiently meet the needs of APS libraries? • Circulation management system, (tools for data collection, reporting, and inventory) • Database collection • Purchasing • Repairs 4b Do librarians report satisfaction with division-level support, resources, etc.?	• Administrator survey • Librarian surveys

Goal 5. *APS manages Library Services facilities effectively.*

Evaluation Question	Data Source(s)
5a Do APS facilities resources adequately and efficiently meet the needs of APS libraries?	• Staff survey

Goal 6. *APS manages the Library Services budget and purchasing/cataloguing process effectively.*

Evaluation Question	Data Source(s)
6a Does the APS budget and purchasing process adequately and efficiently meet the needs of APS libraries?	• Staff surveys • Focus groups

Goal 7. *Students regularly visit the library during non-classroom hours: before school, during lunch, and after school.*

Evaluation Question	Data Source(s)
7a When do students use the library outside of scheduled class times?	• Library visit data • Student surveys

Goal 8. *Students feel confident in their ability to locate, use, and evaluate information in various media formats.*

Evaluation Question	Data Source(s)
8a Do students demonstrate confidence in locating, using, and evaluating information in various media formats?	• Student surveys • Family surveys • Librarian surveys • Teacher surveys

Evaluation Measures

After the evaluation design was created, the Office of Planning and Evaluation worked with the Library Services Supervisor to develop multiple tools (Observation Checklist, surveys, focus group questions) and identify data from existing data sources. The different tools and data sources are described below.

Observations

Two types of observations were conducted in January and February 2023. Prior to the start of observations, librarians were notified of the observation window and asked to share when instructional lessons would take place within a five-week observation window. Elementary librarians provided their weekly schedules of expected class visits and secondary librarians shared information on upcoming

instructional lessons. Elementary schedules were shared with observers. As secondary librarians scheduled instructional lessons, they notified the Office of Planning and Evaluation staff who shared this information with observers. Although observers used this information to plan their own schedules for observations, they did not schedule specific observation dates with librarians and observations were unannounced.

Each observation was 30 minutes and observers were asked to observe each librarian. Each librarian was observed with two separate observation tools at different times.

At all grade levels, observations were planned with the expectation to capture the librarian engaging in a planned instructional lesson with students. For elementary, observers were provided with daily opportunities to observe the librarian engaged in instruction. At the middle school level, nearly all the observations reflected an instructional lesson. At the high school level, a majority of librarians were unable to provide opportunities for observers to observe instruction. Within the observation window, nearly all the observations at the high school level were non-instructional lessons. Since librarians and student interactions can still take place outside of a planned structured lesson, observers were asked to attend class periods with high student traffic when an instructional lesson was not possible to observe.

CLASS Observations

Arlington Public Schools uses the Classroom Assessment Scoring System (CLASS) protocol to observe teacher-student interactions for most program evaluations. CLASS was developed at the University of Virginia's Curry School of Education and provides a common lens and language focused on classroom interactions that encourage student learning.

The Office of Planning and Evaluation recruited two CLASS observers that have worked with the Office for over a decade and who have maintained their CLASS certification yearly. CLASS observers become certified through in-depth training provided by the University of Virginia and must pass a test to obtain their certification. Each year the CLASS observers that conduct observations for program evaluations recertify to maintain their status as certified CLASS observers.

The CLASS observation tool is organized into three domains: (1) Emotional Support, (2) Classroom Organization, and (3) Instructional Support. The upper elementary and secondary CLASS tools include an additional domain, (4) Student Engagement. Each domain contains specific observable dimensions that are age appropriate. Each dimension is scored on a 7-point scale consisting of Low (1, 2), Mid (3, 4, 5), and High (6, 7) ranges. The Negative Climate dimension is scored in reverse, where 1 would be the highest score and 7 would be the lowest.

Appendix B3 provides a description of each domain and dimension measured with the CLASS tool.

Observation Checklist

An Observation Checklist was developed for this evaluation to assess library instruction at all levels. The checklist was based on the standards outlined by American Association of School Librarians (AASL)[1] to

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[1] American Association of School Librarians (AASL) | A division of the American Library Association (ala.org)

capture the best practices specific to instructional library lessons. Retired librarians were recruited to participate in a one-day training, where they reviewed the observation tool and scored videos of instruction until they reached inter-rater reliability. The observations included items related to the learning space, reading, and instruction.

Surveys

Staff surveys

Surveys were administered to librarians and library assistants at an October 2022 meeting and included both closed and open-ended questions. Respondents reflected on various aspects of the program, including student and staff use of the school library, collaboration between librarians and other staff members, satisfaction with school library services and resources, level of comfort with databases, and perceptions of student skills.

Teacher and Administrator Surveys were administered in January and February 2023 and included closed and open-ended questions. Questions focused on use of the school library, collaboration, type of library schedule, satisfaction with the school library services and resources, level of comfort with databases, and perceptions of student skills.

Student and Family Surveys

Elementary and secondary student surveys were administered in January 2023 to grades 3 and higher and included closed and open-ended questions. Prior to administration, surveys were pre-tested with a select group of students at the elementary and secondary level. Feedback from student pre-testing was considered and edits were made to both elementary and secondary surveys. Questions for students focused on visits to the library, perceptions of the library, and ability to navigate library resources.

A brief survey was available to parents/guardians of all students in January 2023. The surveys included questions about their perceptions and familiarity with the library.

Focus groups

This program evaluation included separate focus groups with elementary librarians, middle school librarians, high school librarians, elementary assistants, and secondary assistants. The Office of Planning and Evaluation contracted with an outside focus group facilitator to conduct these focus groups in a virtual setting. Each focus group lasted one hour. The purpose of the focus groups was to speak with library staff in-depth about the staff roles, library schedules, perceptions of the collection and support for student research skills.

Student Visit Data

At the start of the school year, secondary librarians were asked to collect student visit data. The goal of this data was to understand how frequently students visit the library outside of class time. Students were asked to complete a brief form when they entered the library that included entering their Student ID and the reason they were visiting the library. The Office of Planning and Evaluation received feedback from multiple librarians that implementing this check-in process was challenging and, as a result, the ability to

get students to complete the form was inconsistent. Although some schools were able to collect data more consistently, it was decided not to include findings from this data since it would not fully reflect all the visits across the secondary schools.

Classroom visit data was provided by the elementary librarians for a four-week period in Fall 2022 and is included in the data analysis.

Collection data
Collection analysis data for the 2018-19, 2019-20, 2020-21, and 2021-22 School Years were provided by the Library Services Office, which received the analysis from the library services company, Follett. The collection analysis includes information on the age of the collection by Dewey Decimal system and by category. APS student enrollment from October of each respective School Year was also used as part of the analysis.

Circulation
The Library Services Office provided circulation data for the 2018-19, 2019-20, 2020-21, and 2021-22 School Years

Usage data for Online Resources
The Library Services Office provided usage statistics for all its online resources for the 2018-19, 2019-20, 2020-21, and 2021-22 School Years. A description of each online resource is also provided.
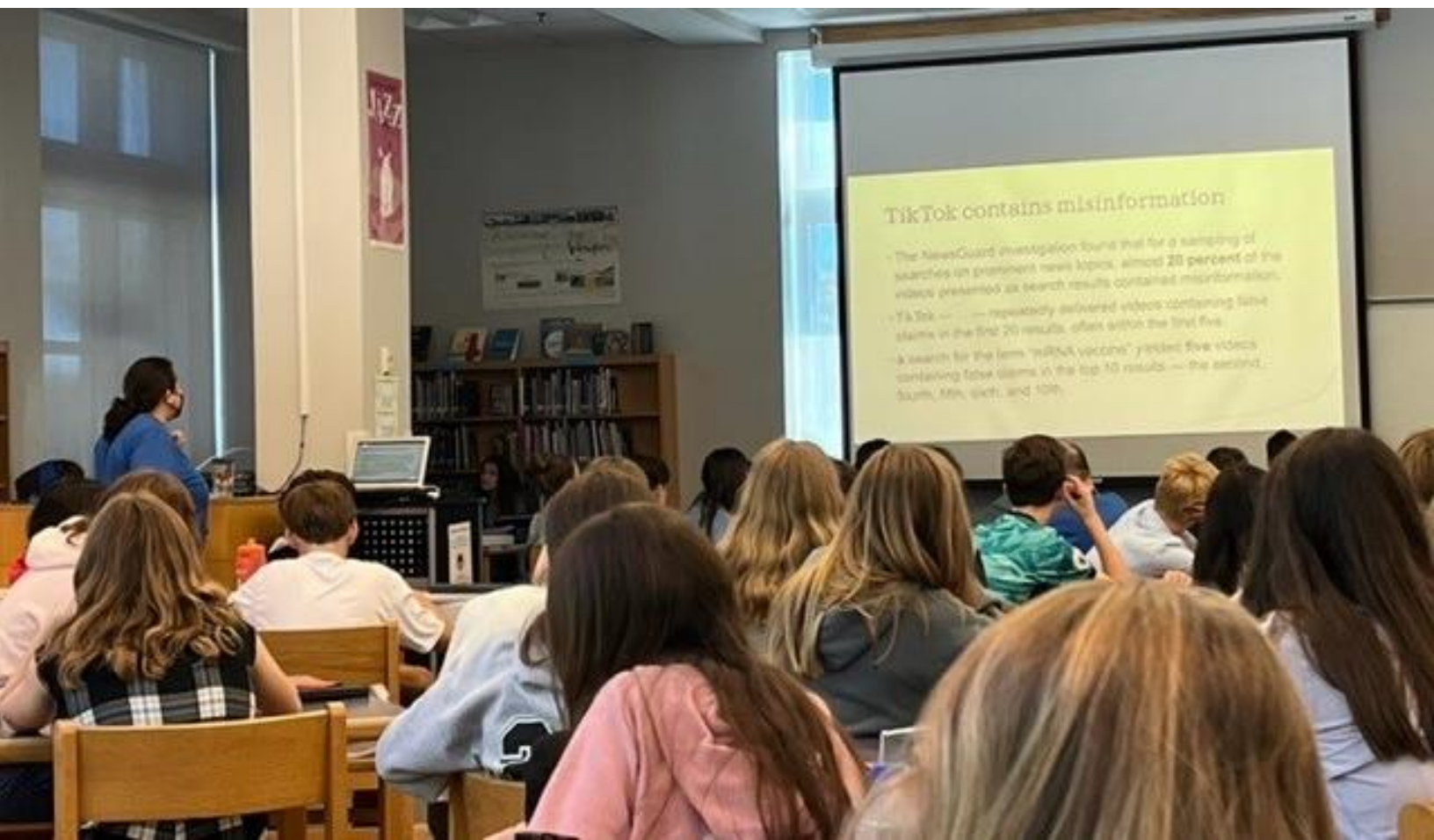
3. Findings

Elementary

Student Visits

One of the main goals of a school library is for students to regularly visit the library during non-classroom hours: before school, during lunch, and after school. Student surveys asked questions specific to when and why students visit the library.

At the elementary level, 77% of students reported that they visit the library at least once a week or more with their class. A total of 97% of students indicated that they visit the library with their class at least every other week. This data indicates that class visits to the library take place consistently and within one or two weeks.

Elementary librarians shared their class visit schedules for four weeks. **Figure 3** shows the average number of class visits and the number of schools that fall within a specified range. The largest portion of schools averaged between 22-28 visits per week.

Figure 3. *Elementary – Average Number of Class Visits to the Library per Week*
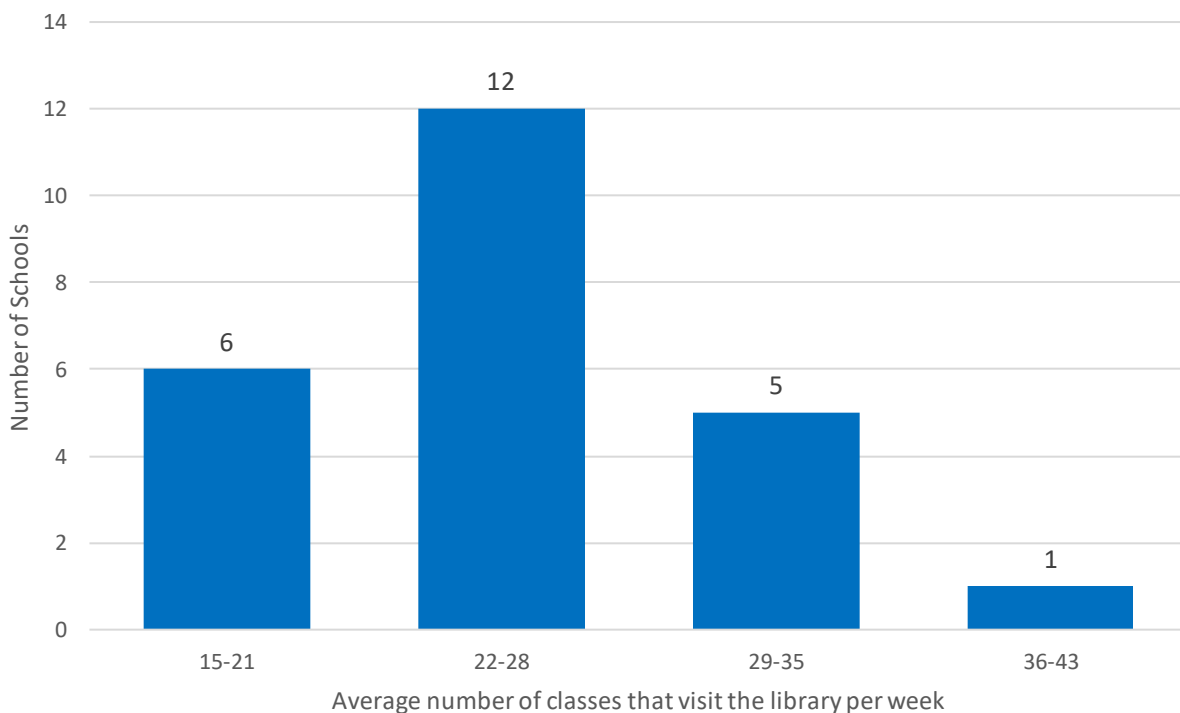
Figure 4 shows the percent of students who visit the library at least once every other week **without** their class. Results for all elementary students (grades 3-5) show that 38% of the students visit the library without their class at least every other week. Results for various demographic groups are also provided in the graph. Survey responses indicate that Asian (46%) and Black (44%) demographic groups were shown to visit the library most frequently on their own.

Figure 4. Percent of Elementary Student Visits to the Library Without a Class
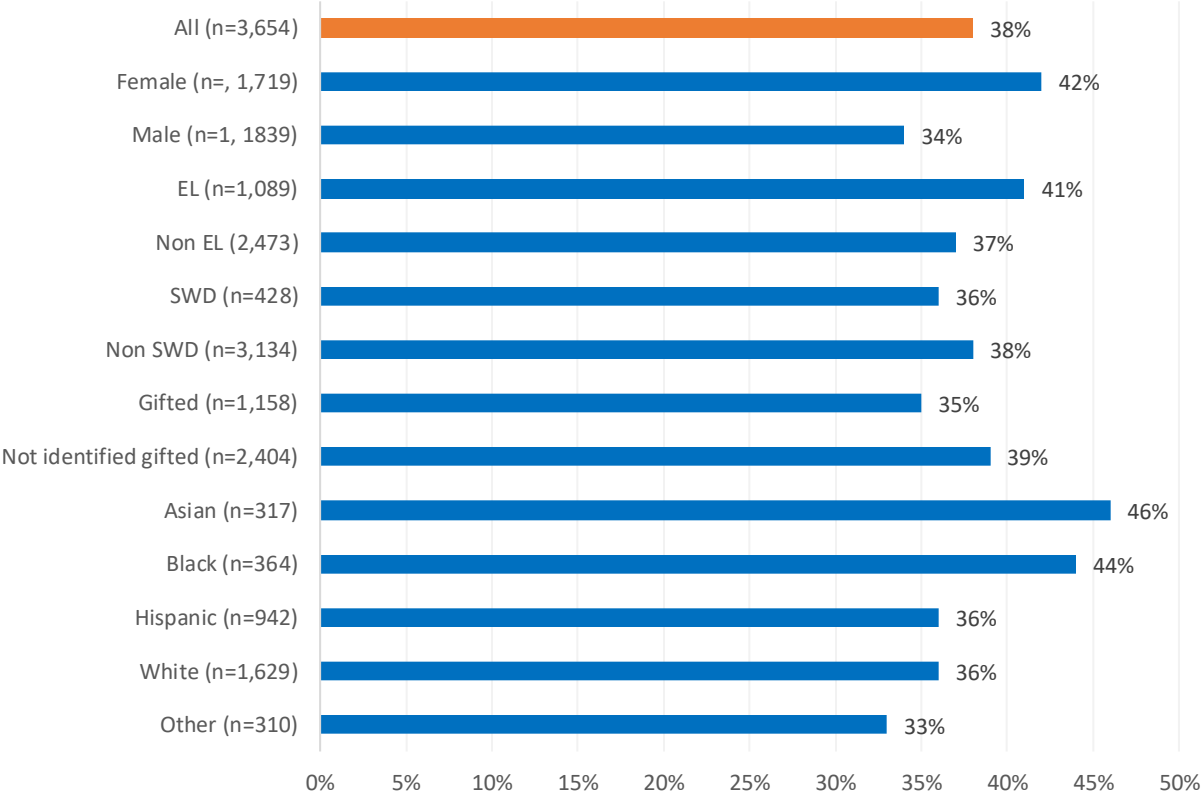
Figure 5 shows the percent of students who indicated on the student survey that they **never** visit the library without their class. Survey results for all students show that 39% of students never visit the library on their own. Furthermore, the graph below shows that 45% of Students with Disabilities, Hispanic, and Other demographic groups never visit the library, also representing the highest percentage of students stating that they do not visit the library on their own.

Figure 5. *Percent of Elementary Students who Report that They Never Visit the Library*

Group	Percent
All (n=3,654)	39%
Female (n=, 1,719)	34%
Male (n=1, 1839)	43%
EL (n=1,089)	43%
Non EL (2,473)	39%
SWD (n=428)	45%
Non SWD (n=3,134)	38%
Gifted (n=1,158)	36%
Not identified gifted (n=2,404)	40%
Asian (n=317)	37%
Black (n=364)	37%
Hispanic (n=942)	45%
White (n=1,629)	35%
Other (n=310)	45%
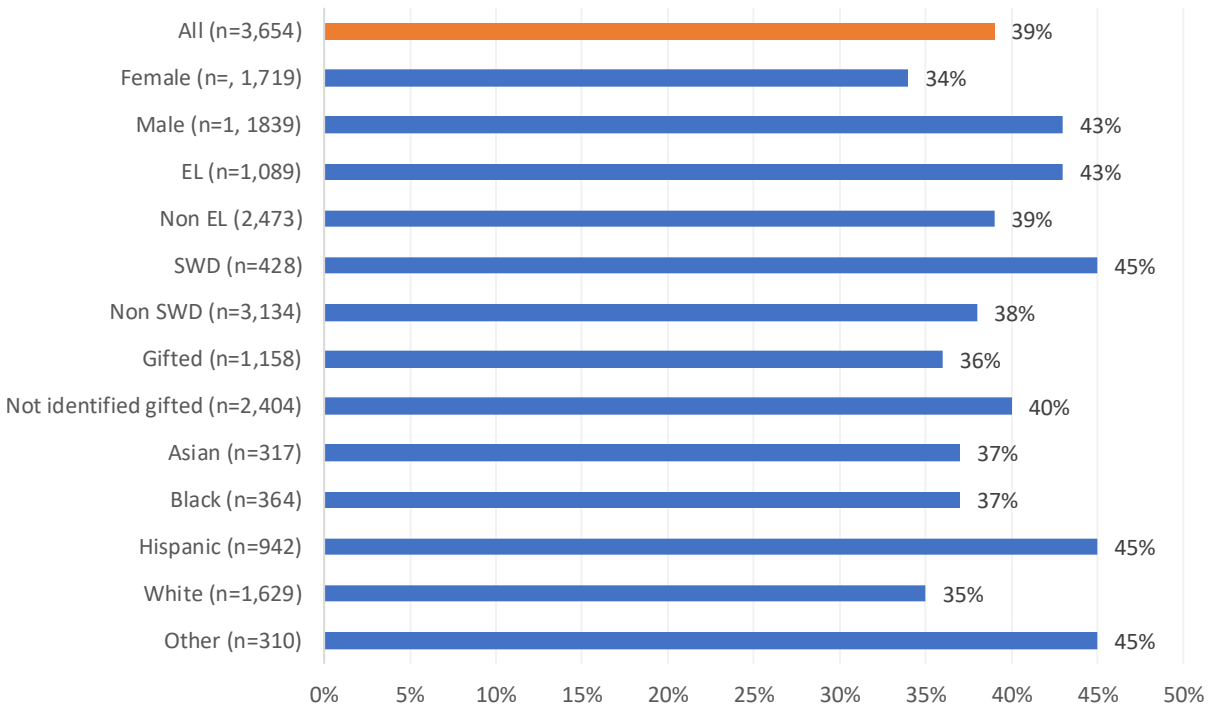
When students were asked **when** they visit the library, most shared that they visit before the school day (33%) and during the school day (30%). Students also shared **why** they visit the library, and the most common responses are highlighted in **Table 6.** Nearly three-quarters of student respondents stated that they visit the library to search and check out books, and over half of student respondents go to the library to read.

Table 6. *Reasons Elementary Students Visit the Library*

Reason	% of respondents
Search for books/checkout books/drop off books	74%
Read	59%
To calm down/relax	20%
Meet/hangout with friends	13%

At the elementary level, students are visiting the library consistently through visits with their class. Most students are not yet visiting the library regularly on their own, with approximately 40% of students indicating that they do not visit the library without their class.

Library schedule
Table 7 shows that most schools currently have library on their school's master schedule; however as indicated on survey responses most librarians do not prefer a master schedule. When library is on a school's master schedule, library visits occur at a set time and the teacher uses the time for planning and does not stay with the students in the library. Survey results showed that only 9% of librarians preferred

being on a master schedule while the remaining librarians preferred a fixed schedule, flexible schedule, or a combination of fixed and flexible schedule.

Table 7. *Type of Elementary Schedule*

Type of Library Schedule	Current Library Schedule	Preferred Library Schedule
Master schedule (set time, the teacher does not stay because this is their planning time)	71%	9%
Fixed (set time, the teacher does stay with the class)	13%	36%
Flexible	0%	9%
Combination of Fixed and Flex	17%	45%

Results differed from the preferred model of librarians when similar survey data was collected from elementary teachers. Approximately half (52%) of the teachers that responded to the survey indicated a preference for library to be on their school's master schedule, primarily due to the planning time it provides for teachers.

Focus group data with elementary librarians indicated that although librarians see students more consistently on a master schedule, they would prefer a model where they can collaborate more with teachers and have more opportunities to work in depth with students. Similarly, survey data from teachers showed that teachers who preferred the combination of a fixed and flexible library schedule did so because they wanted to be part of the library experience (assisting students with book selection, knowledge of their students' library experience, and collaborating with librarians).

Although elementary students consistently partake in class visits to the library, the type of schedule is important in considering how it supports quality instruction and collaborative opportunities between librarians and teachers.

Library Instruction

A total of 25 CLASS observations were conducted at the elementary level. Observations included both lower elementary (n=16) and upper elementary (n=9) classes. **Figure 6** shows the CLASS domain scores at the elementary level. The highest scores are evident in the **Classroom Organization** domain and **Student Engagement**. **Instructional Support** scores are lower compared to scores for the other domains.

Figure 6. *Elementary CLASS Domain Scores*
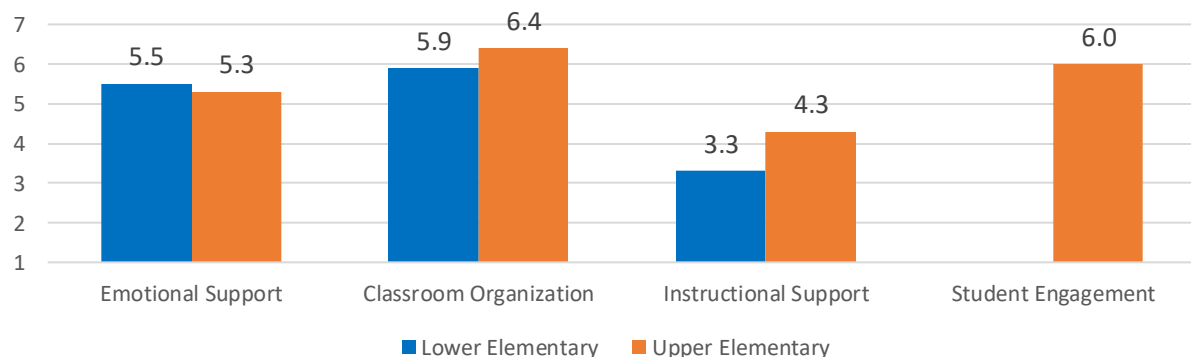
Table 8 includes the dimension scores that comprise each of the overall domains. There are similarities across the lower and upper elementary observations. Both groups of observations included dimensions in the mid-high to high range within the **Classroom Organization** domain. Observations illustrated librarians' strength in having well-organized lessons that maximized time with students. Furthermore, observations showed strong **Student Engagement** in the Upper Elementary observations and positive and supportive interactions across both levels. Areas for growth across both levels are evident within the **Instructional Support** domain, specifically being able to expand the students' depth of understanding.

Table 8. *Elementary CLASS Dimension Scores*

Domain	Dimension	Score	CLASS Range	Dimension	Score	CLASS Range
	Lower Elementary			Upper Elementary		
Emotional Support	Positive Climate	5.2	Mid	Positive Climate	5.4	Mid
	Educator Sensitivity	5.4	Mid	Teacher Sensitivity	5.8	Mid
	Regard for Child Perspectives	4.4	Mid	Regard for Student Perspectives	4.8	Mid
	Negative Climate[2]	1.0	High			
Classroom Organization	Behavior Management	5.9	Mid	Behavior Management	5.9	Mid
	Productivity	6.5	High	Productivity	6.3	High
	Instructional Learning Formats	5.3	Mid	Negative Climate[3]	1.0	High
Instructional Support	Concept Development	3.1	Mid	Content Understanding	4.2	Mid
	Quality of Feedback	2.9	Low	Quality of Feedback	3.4	Mid
	Language Modeling	3.9	Mid	Instructional Dialogue	4.3	Mid
				Instructional Learning Formats	5.7	Mid
				Analysis and Inquiry	3.8	Mid
Student Engagement[4]					6.0	High

Data obtained from the Observation Checklist included specific findings for instruction. **Table 9** highlights positive findings from the Observation Checklist related to instruction. Most (91%) of the observations were rated effective/highly effective in terms of the **pace of the lesson** and **providing students with think time**. Similar to the Upper Elementary CLASS **Instructional Learning Format** dimension rating in the mid-high range, 86% of Observation Checklist visits had lessons that included **multiple strategies** rated effective/highly effective. This finding is consistent with high CLASS scores in **Classroom Organization**. Consistent to CLASS **Student Engagement** findings, all Observation Checklist visits were rated effective/highly effective for providing **opportunities** (for students) **to actively engage in the lesson**.

Observation Checklist items related to **building new knowledge** and **demonstrating critical thinking/problem solving** were rated highly, which may seem inconsistent with low CLASS ratings in similar categories. It is important to note the distinction between the two measures. CLASS observers are trained to track the frequency, depth, and duration of behaviors related to each dimension, in contrast to Observation Checklist items which captured opportunities to build new knowledge and think critically. In

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[2] [3] A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

[4] Student engagement is not measured in the lower elementary observation CLASS tool; Student Engagement is a Domain without any dimensions; the score shown are Domain-level.

considering both observations, students were provided with opportunities to think critically and build new knowledge, but the instruction did not consistently demonstrate feedback to expand students' understanding and comprehension.

Table 9. *Elementary Instruction Observation Checklist Items*

Observation Checklist Item	Number of observations when this item was applicable to the observation	Of those applicable observations, % Effective/ High Effective
The lesson includes an opportunity/ opportunities to build new knowledge.	25	100%
Students have opportunities to actively engage in the lesson.	25	100%
The lesson includes an opportunity for students to demonstrate critical thinking and/or problem solving.	20	90%
The pace of the lesson supports the students' think time.	22	91%
The lesson includes multiple instructional strategies.	21	86%

Although observers were not expected to see each of the instructional items in every observations, the following Observation Checklist items were not seen in a majority of the observations.

Table 10. *Elementary Observation Checklist Items with High Percentages of Not Observed*

Observation Checklist Item	% of observations when item was not observed
Students have an opportunity to share to the class or a larger audience (outside the classroom) what they learned.	85%
The librarian discusses the ethical use of information.	71%
Differentiation opportunities are provided to give student choice.	71%
Students have an opportunity to share to the class or a larger audience (outside the classroom) what they learned.	71%

Observation Checklist observers were asked to document the variety of instructional activities that took place during their observation. At the elementary level, every observation included a whole group activity, and nearly all (92%) engaged in book return and checkout. Observations rarely included instructional components specific to research (16%) or small group opportunities (4%).

Table 11. *Elementary Observation Checklist Type of Activity Observed*

Activities	Percent of Observations
Whole Group	100%
Book return/checkout	92%
Story telling	72%
Individual work/activity	43%
Research	16%
Small group	4%

Observation data highlights the librarians' ability to effectively meet with an elementary class in a well-organized, well-paced manner that is engaging for students. Data from both sets of observations suggest that although there are opportunities for students to build new knowledge and think critically, there is still room for growth when considering the quality of feedback provided to students and the depth to which instruction enables a deeper understanding for students. An additional area for growth could include more opportunities for student collaboration/small group work and instruction with a focus on building research skills.

Collaboration

Multiple data sources focused on the level of collaboration between librarians and teachers. Data collected from both librarian and teacher surveys indicated a similar theme with focus group data. When asked about different types of collaboration, elementary librarians responded that on a weekly basis they are collaborating with teachers most frequently on book selection (67%), supporting literacy (46%), and locating instructional resources (42%). Elementary teachers identified the same three areas for the most frequent type of collaboration. However, their rate of collaboration was lower for both weekly and monthly rates.

Table 12. *Frequency of Elementary Librarian and Teacher Collaboration*

Type of Collaboration	Respondent	Once a week	Once a month	Combined weekly and monthly
Book selection for students	Librarian	67%	25%	92%
	Teacher	23%	20%	46%
Support Literacy	Librarian	46%	25%	71%
	Teacher	16%	19%	35%
Locating instructional resources	Librarian	42%	46%	88%
	Teacher	15%	25%	40%
Technology guidance	Librarian	38%	21%	59%
	Teacher	4%	11%	15%
Book Talks	Librarian	21%	21%	42%
	Teacher	9%	11%	20%
Research	Librarian	4%	42%	46%
	Teacher	5%	19%	24%
Digital Citizenship	Librarian	8%	21%	29%
	Teacher	5%	10%	15%

Both open-ended survey questions and focus groups allowed librarians to articulate their perceptions regarding collaboration. During the focus group with elementary librarians, one librarian shared that, "*I used to do a lot more collaboration. Now it's just coordination*." When librarians were asked about other types of collaboration, the most common open-ended survey response stated that they are "*not collaborating, they are coordinating*."

Both data sources further revealed reasons the challenges with collaboration. Open-ended findings from the elementary librarian survey indicated that 90% of librarian respondents said there is no time for librarians to meet with teachers. Furthermore, many respondents specified that the lack of time was due to being on a master schedule and constant rotation of classes in the library.

In response to a focus group discussion regarding lack of collaboration, one librarian noted that, "*You try to catch those really tiny moments, like 30 second moments, when teachers are coming in to download, 'What's going on? […] What are you doing in the class? What books can I pull?' I would love more time to actually sit down with teachers to really discuss how could we create these lessons together.*"

In the focus group, much of the discussion related to collaboration also included strong feelings from the librarians about feeling undervalued. One librarian stated, "*I think our programs are not valued and I feel like librarians are struggling but I don't know what to do.*" Another librarian shared a similar perspective that stated, *"I feel like I have support at school, but joining in on meetings and things like that isn't something that's been part of the culture as much. So, having people see me as a partner and [knowing] I can help support them in their curriculum and things like that has been a little bit more challenging."*

When librarians were asked what they would like to see **changed**, the top three responses included:

- Change from how library is scheduled/used
- Having more support for teacher collaboration/being viewed as an instructional partner
- More understanding of the librarian role/feeling more valued

Multiple data sources highlight areas of growth in relation to how librarians are perceived and the instructional value that they can bring to working more collaboratively with teachers.

Collection Analysis
Collection analysis data for the last several school years were provided by the Library Services Office. This analysis is based on the list of current holdings as of September 2022, and is therefore dependent on the accuracy of that list. Library Services is currently transitioning to a full inventory at every school to be completed every two years. Given the transition, collection analysis data should be interpreted with caution.

The collection analysis addresses two aspects of library collections: the number of books per student and the age of the collection. According to the Follett analysis, in September 2022, elementary inventory showed a total of 436,037 items. The APS monthly enrollment for October 2022 showed a PreK-5 enrollment across APS elementary schools as 13,465 students. According to the inventory and enrollment numbers, APS elementary schools had an average of 30 items per student in October 2022.

The APS Library Services program does not have established guidelines for the age of fiction and non-fiction collections, but a general expectation used by Follett is that the overall collection will not be more

than 10 years old. The average age of the elementary collection is between 2010-2017 for non-fiction, and 2010 for fiction.

For the purposes of this evaluation, an analysis was conducted to determine the age ranges of the specific categories within each school's collection. This analysis was based on guidelines provided by one of APS's book vendors, Follett, which shared suggested age ranges for specific nonfiction collection categories within the Dewey decimal system. **Table 13** shows the suggested age ranges for nonfiction and fiction printed publications by collection category and the combined average age of the APS elementary library collection. For elementary schools, the **General Fiction** and **Everybody** category listings have the largest collection size. The **General Fiction** category listing age is three years ahead of the recommended age.

Table 13. Combined Elementary Collection Data, September 2022

Category	APS Current Collection		Recommended	Age Difference by year[5]
	Average Age	Collection Size	Average Age	
000 Computer Science & General Works	2014	2,587	2017	3
100 Philosophy & Psychology	2012	1,360	2011	0
200 Religion	2009	2,166	2011	2
300 Social Sciences	2007	20,889	2011	4
400 Language	2009	1,712	2010	1
500 Natural Sciences & Mathematics	2011	53,637	2014	3
600 Technology	2011	18,298	2013	2
700 The Arts	2011	12,982	2013	2
800 Literature & Rhetoric	2008	7,474	2011	3
900 Geography & History	2009	22,766	2014	5
Category Listing	APS Current Collection		Recommended	Age Difference by year
	Average Age	Collection Size	Average Age	
General Fiction	2013	145,172	2010	0
Reference	2010	877	2015	5
Biography	2011	27,344	2012	1
Professional	2008	1,919	2013	5
Story Collection	2011	741	0	0
Everybody	2009	115,113	2011	2
Collection Subtotal	2011	436,037	2012	--

Most elementary schools have collections that are older than the suggested age range in all but one category – **100 Philosophy & Psychology**. Most of the other collection categories linked to the Dewey Decimal system have an average age of four or fewer years older than the recommended age. The exception is **900 Geography and History**, which is five years older than the recommended age.

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[5] If the APS collection age is newer than the recommended age, "0" is used as the difference in age.

Similar questions were posed to different stakeholder groups regarding the adequacy of the collection at their/their child's school. While the questions were worded differently depending on the stakeholder group, all groups scored high in their extent of agreement with the question. All stakeholder groups agree or strongly agree that the collection and resources adequately meet needs at a rate of 87% or higher, except for students that had an agreement rate of 71%.

- Elementary librarians – *"The library collection and resources adequately meet my school's needs."*
- Elementary library assistants – *"The library collection and resources adequately meet my school's needs."*
- Elementary classroom teachers – "*The library collection and resources adequately meet my students' needs.*"
- Elementary administrator – *"The library collection and resources adequately meet my school's needs."*
- Elementary family – *"The collection at my child's school meets my child's needs."*
- Elementary student – "*The school library has the books I am looking for."*

Figure 7. *Percent of Stakeholder Agreement to the Library Collection Meeting their Needs*
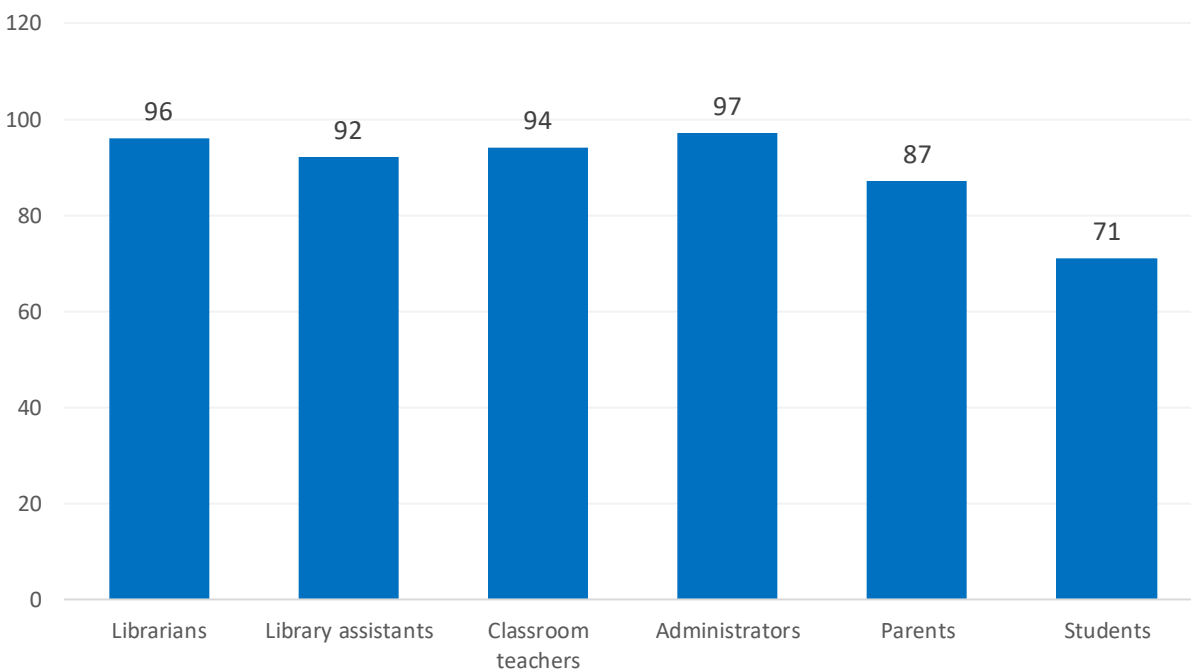
Additional analysis was completed to look at the demographics of the students that responded to the agreement statement, **"The school library has the books I am looking for."** The elementary demographic breakdown is shown in **Figure 8**. The level of agreement with the statement and the breakdown by demographics show a relative consensus. The groups that show the lowest rate of agreement at 67% are male students, Students with Disabilities, and Hispanic students. The demographic group with the highest level of agreement to the statement is female students at 75%. The range of agreement across the demographics groups is within 8 percentage points.

Figure 8. *Percent of Secondary Student Agreement to "The school library has the books I am looking for."*
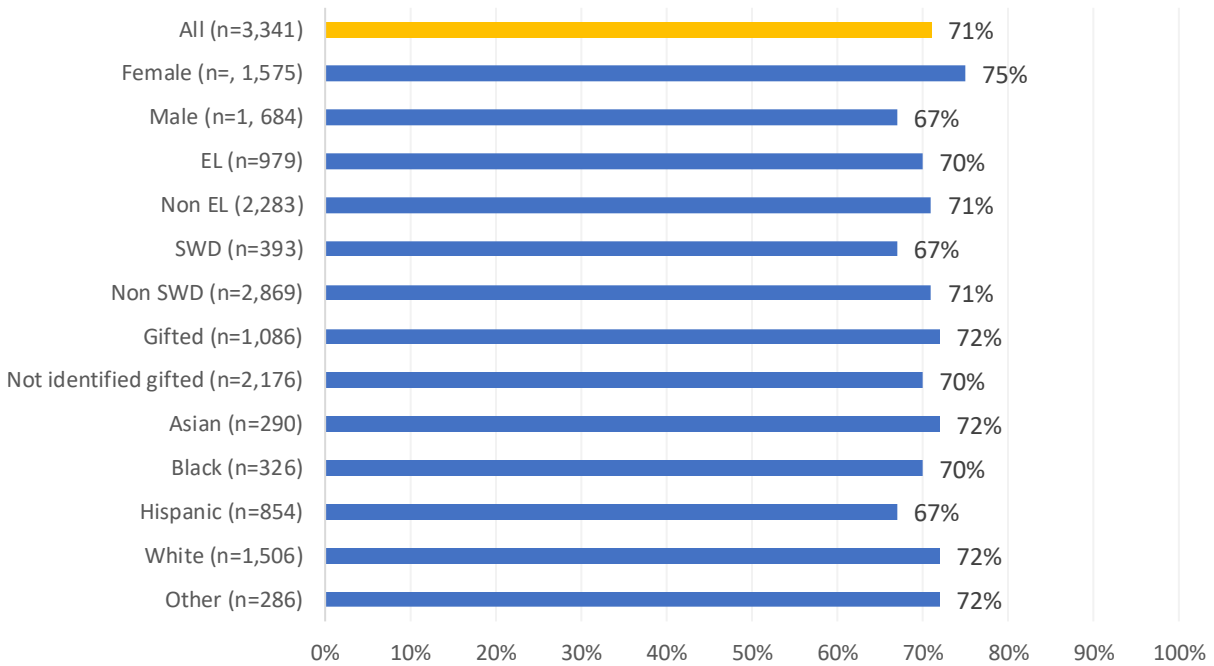
Stakeholder groups were also surveyed about their school's library collection and if it aligned to the curriculum and instructional needs. Stakeholder groups responded highly favorably to the alignment of the collection, with agree or strongly agree response rates at 88%.

Figure 9. *Percent of Elementary Stakeholder Agreement to "The library collection aligns with the curriculum."*
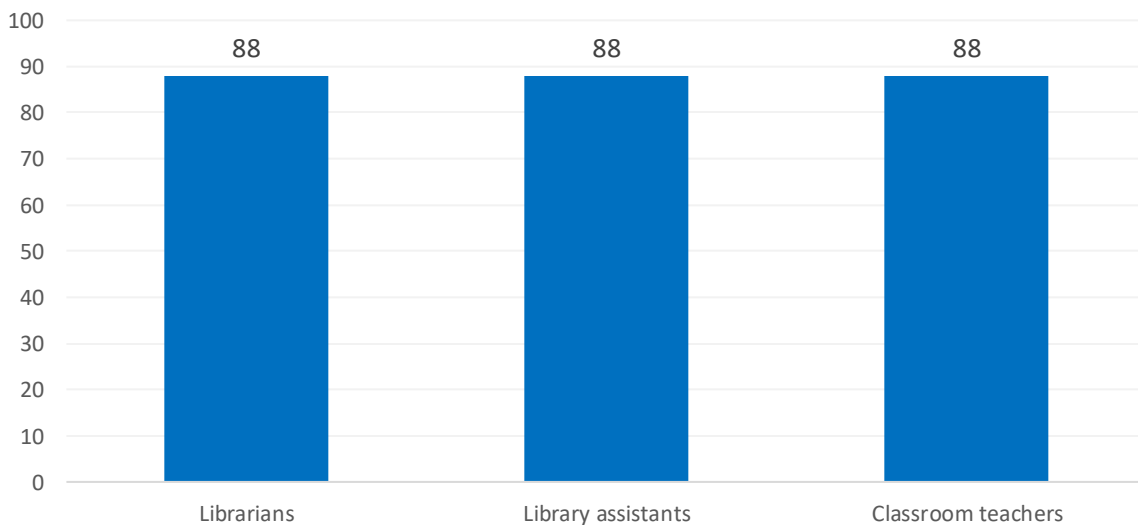
Elementary teachers provided more positive feedback about their school library collections. Teachers felt that the collection adequately meets their instructional needs (92%), and that the collection is current

(95%). Teachers, Librarians, and library assistants all consider their collection to be one of the best things about their school's library – 19%, 36%, and 25% respectively.

Elementary librarians are tasked with keeping their collections topical and usable. One process they employ is weeding – removing old and severely damaged books from their school's collection. Seventy-eight percent of librarians noted that they weeded their collection at least once a month, and 96% created and processed new book orders at least once a month.

Use of print, digital, and database resources

To gauge the extent to which teachers and students have access to and utilize print, digital, and database resources provided by the Library Services Office, this evaluation includes an analysis of library circulation statistics and usage statistics for online resources provided through the school library. The data presents a broad picture of patron use of library resources, but deeper analysis is prevented by limitations in the data. Neither the circulation statistics nor the online usage statistics provide information about the number or type of users. This means that while it is possible to measure the number of items checked out of a library or the number of times an online resource was accessed, it is not possible to know how many individual users are checking items out of the library or accessing an online resource. In addition, information is not available about student users vs. staff users, and, in the case of online resources, where resources were accessed - at an elementary school, at a high school, or offsite.

Updates to the circulation system began during the 2014-15 School Year. In September 2014, APS launched a new circulation system called Follett Destiny, as well as a new eContent platform, MackinVIA.

Circulation Statistics

Circulation statistics were collected from each school library to assess utilization within several different circulation categories. In the 2018-19 School Year, an average of 65 items per student were circulated in elementary schools (including Pre-K students). The numbers dropped in the following two school years due to the COVID-19 Pandemic which moved all instruction virtually from March 2020 through March 2021. In the 2021-22 School Year, item circulation appears to have rebounded and an average of 64 items per student were circulated in elementary schools.

Figure 10. *Elementary Average Circulation Per Student*
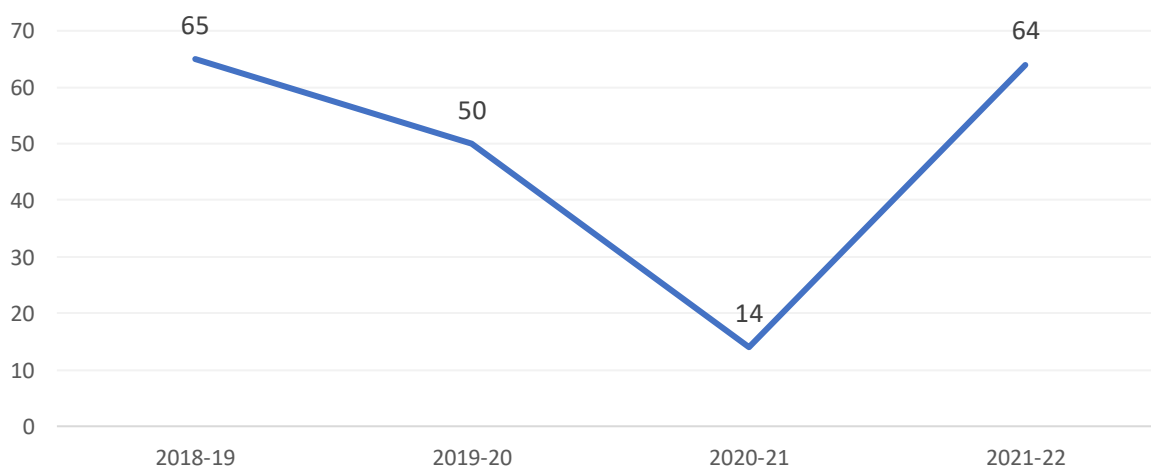
Further analysis shows some variation among schools in the number of library items circulated per student. At the elementary level, the average number of items circulated per student in the 2021-22 School Year ranged from 46-87 items at different schools. **Figure 11** shows the number of elementary schools within different ranges of items circulated for the 2021-22 School Year. Eight schools fall in the range of 61-70 items circulated per student, while three schools had libraries that circulated between 41-50 items.

Figure 11. Number of Schools within Specified Ranges for the Number of Items Circulated Per Student in Elementary
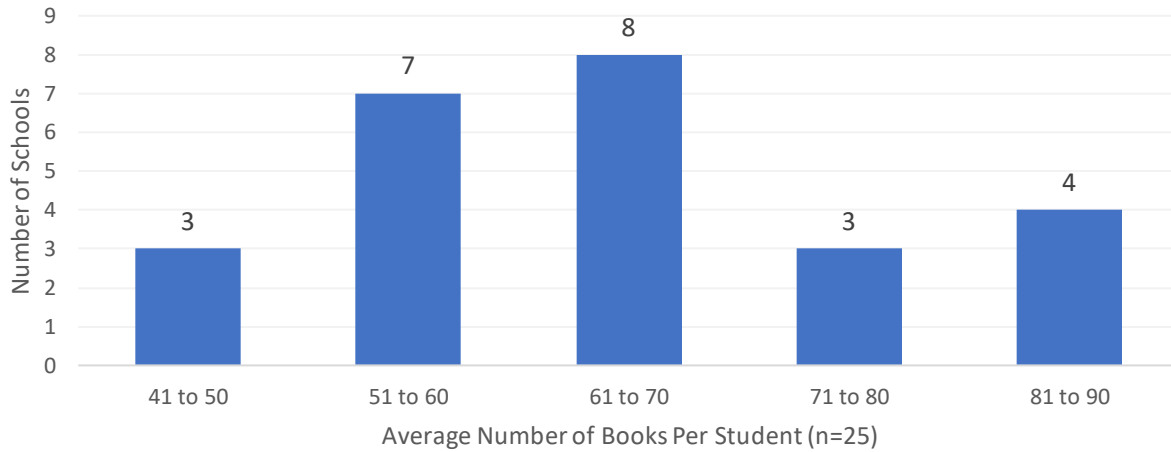
Comparatively, the number of elementary school libraries that circulated items in different ranges has varied drastically over the last several years. This is again likely due to the virtual model of instruction during the COVID-19 Pandemic. When reviewing the data from the 2018-19, 2019-20, 2020-21, and 2021-22 School Years, the ranges of circulated items goes as low as 0-10 items per student. In the 2020-21 School Year, seven schools circulated between 0-10 items per student. The 2021-22 School Year circulation data shows a rebound in the number of items circulated. **Figure 12** shows the number of elementary schools within different ranges of items circulated for the 2018-19, 2019-20, 2020-21, 2021-22 School Years.

Figure 12. *Number of Elementary Schools with Average Number of Print Books Checked Out Per Student by School Year*
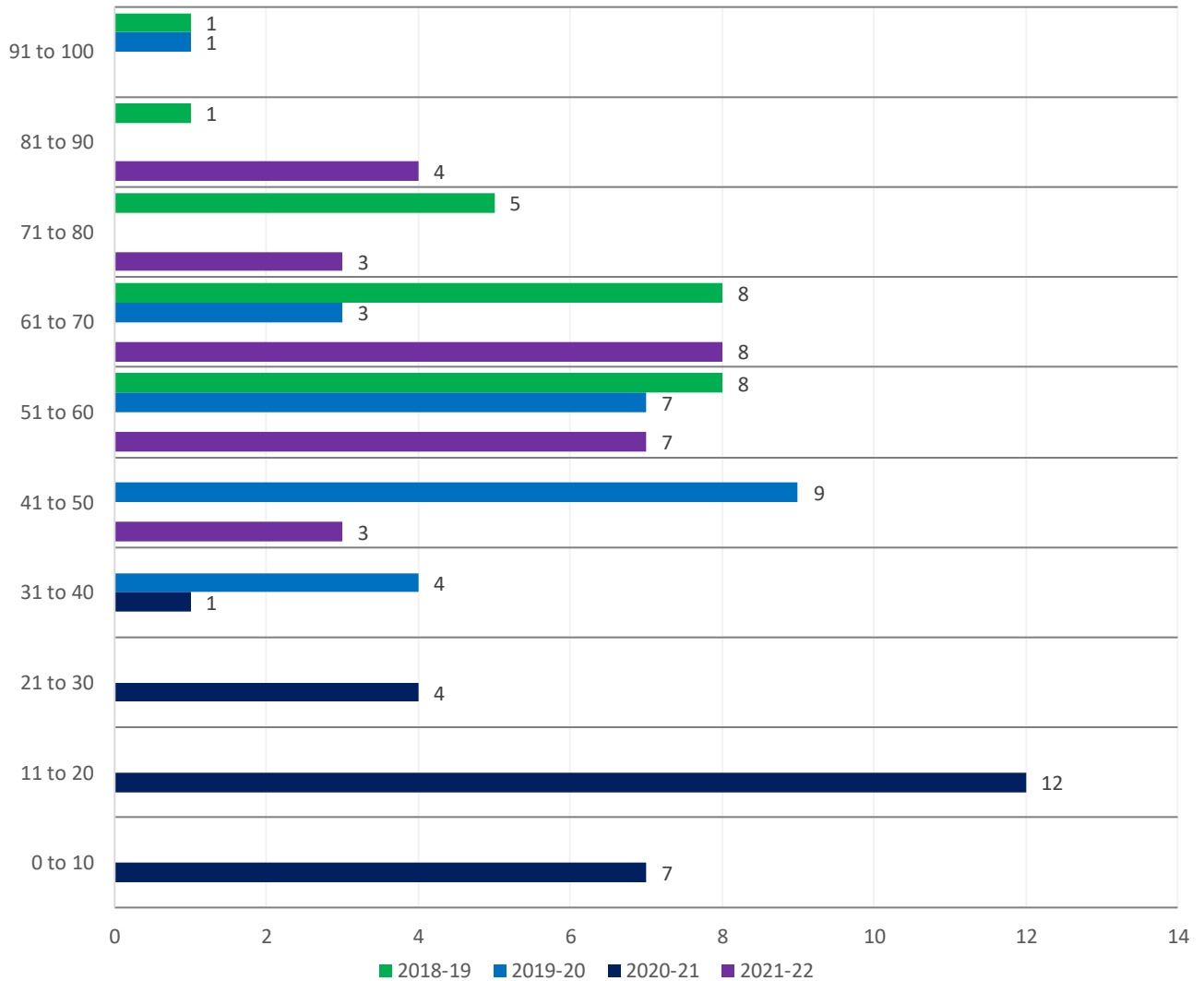
School Year	
2018-19	2019-20
2020-21	2021-22

Use of eBooks and eAudio (Analysis for all grades)

In the past few years, APS has made eBooks and eAudio books available for patrons. APS employs two different vendors for these mediums – Follett and Mackin. Both vendors offer eBooks and eAudio books for consumption. **Table 13** shows the different ways patrons in all grade levels have accessed the two platforms. The access numbers show a peak in access during the 2020-21 School Year and a decrease in the 2021-22 School Year.

The increase in eBook and eAudio usage during the 2020-21 School Year is likely due to the virtual instructional format that occurred for most of that school year. Students who did not have access to the print books during the school year likely turned to eBooks and eAudio as resources. **Figure 13** shows the eBook and eAudio usage compared to the print book usage for all students K-12 in the 2018-19, 2019-

20, 2020-21, and 2021-22 School Years. The peak of eBook and eAudio usage is the year that print circulation dropped to the lowest in the dataset.

Figure 13. eBook and eAudio Usage Compared to Print Circulation, All Levels
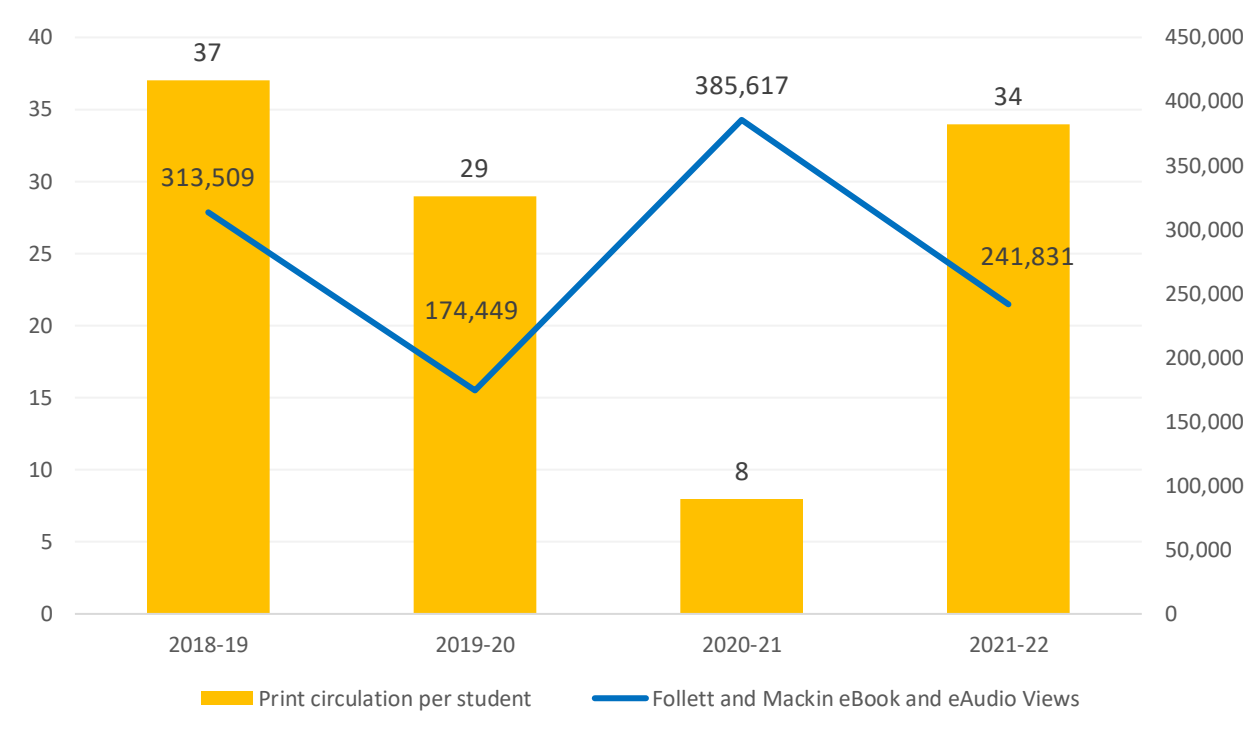
In recent years, Library Services has utilized a third eBook and eAudio database – SORA. This program is accessed by users via an app. Users of the SORA program have access to eBook and eAudio books purchased by APS Library Services or individual school libraries. Users can also access any public library collection where they have an active library account. Usage of the SORA app is new and data is preliminary.

Use of Database Resources

There were numerous online resources available through APS libraries. Students and staff at all levels can use these online resources to support learning and instruction. These resources include:

- Encyclopedias such as **Britannica** and **World Book**
- Digitized content covering specific topics such as **CultureGrams** (world cultures) and **Biography for Beginners**
- Resources that provide access to multiple databases such as **Gale** and **EBSCO**
- **BrainPop** provides engaging short videos and activities familiarizing students with a wide range of topics
- **TeachingBooks** provides instructional materials related to teaching books, including author visits, booklists, and lesson plans

Usage statistics indicate an increase in the number of times any online resources were accessed between the 2018-19 School Year (1,293,854) and the 2021-22 School Year (1,652,301). The access rates show a large jump from the 2019-20 School Year at 1,284,956 sign-ins to databases to 2,205,585 sign-ins in the

2020-21 School Year. This can be attributed to the virtual medium of academic instruction and the need for more online resources for the students and staff.

Figure 14. *Elementary Usage for Online Resources*
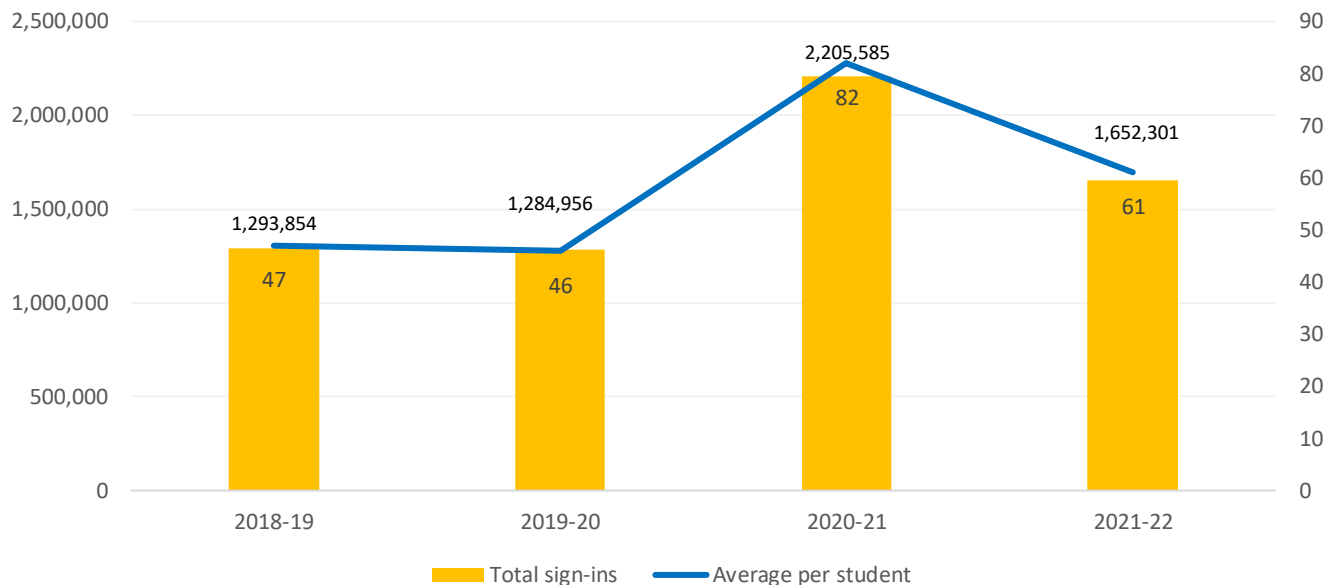
The most frequently accessed databases in the 2021-22 School Year across all grades were **BrainPoP** (437,491), **PebbleGo** (648,672), and **Britannica Online School Edition** (182,680).

The student and staff surveys administered during early 2023 addressed whether students possess specific skills related to the library's online resources. In response to the statement, "**Students at my school know how to use a database,**" 80% of elementary teachers agreed or strongly agreed with the statement. The same statement was posed to elementary librarians, and 76% agreed or strongly agreed with the statement. For elementary students in grades 3-5, 69% strongly or somewhat agree with the statement, **"I am familiar with some or all of the school library's online resources such as PebbleGo, TumbleBooks, and NatGeo."**

Students were asked if they know how to search for an eBook and how to search the library catalog on the iPad, and 62% responded that they could perform this task **"All of the time" or "Most of the time."** In addition, elementary teachers and librarians were asked if their students know how to find a book using the library online catalog (Destiny Catalog), how to read a book using Destiny Discover, and how to use a database. Librarians and teachers were in relative agreement only about their students' ability to use a database – 76% of librarians and 80% of teachers. There was larger disagreement on the other components.

A major discrepancy between librarians and elementary teachers appears in the survey responses regarding whether students know how to evaluate information found on the internet and whether students know how to use information resources ethically and responsibly. Eight percent of elementary librarians agree or strongly agree that **"Students at my school know how to evaluate information found on the internet;"** while 68% of elementary teachers agree or strongly agree with the same statement. When asked the extent they agree or disagree with the statement, **"Students at my school know how to**

use information resources ethically and responsibly," elementary librarians agree or strongly agree at a rate of only 33% compared to elementary teachers who agree or strongly agree at a rate of 80%. **Table 14** shows the percentage of students, teachers, and librarians indicating that students know how to perform specific tasks.

Table 14. *Elementary Stakeholders' Perceptions of Students' Skills*

Elementary Response Group	How to use a database	How to look for a book in the Destiny Catalog	How to read a book using Destiny Discover	Evaluate information found on the internet	Use information resources ethically and responsibly
Students	69%[6]	62%[7]	--	--	--
Teachers	80%	77%	78%	68%	80%
Librarians	76%	63%	66%	8%	33%

Satisfaction

Survey results reveal high levels of satisfaction with the elementary school libraries among staff and students. Students, teachers, and principals were asked to indicate their level of agreement with a series of statements about the school library regarding whether it is a pleasant place to visit, is easy to use, and whether the librarian is helpful. **Table 15** shows the percentage of students, teachers, and principals agreeing with each statement. Elementary students selected either "strongly agree" or "somewhat agree," while all other respondents selected either "strongly agree" or "agree." The level of agreement was generally very high among all groups, with 87-100% of respondent groups agreeing with each statement.

Table 15. *Elementary Stakeholders' Perceptions of Library Accessibility, Overall Library Environment and Staff*

	Elementary Student	Classroom Teacher	Librarian	Library Assistant	Administrator
Staff: My school's library is accessible and easy to use for all students. **Student:** The school library is easy to use.	89%	96%	96%	97%	96%
Staff: My school's library is a pleasant and comfortable place to visit. / I feel welcome in the library. **Student:** The library is a place I enjoy going to.	87%	96%	--	96%	100%
The library staff are helpful.	94%	95%	--	--	100%
Student: The library is a place I enjoy going to.	87%	--	--	--	--

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[6] Student survey agreement statement, "I am familiar with some or all of the school library's online resources such as PebbleGo, Tumblebooks, and Nat Geo."
[7] Student response options were "all the time" and "most of the time."

Respondents were also asked to share the best thing about their school library, as well as what they would change about their school library. These open-ended responses were then categorized into common themes. **Table 16** lists the most common themes occurring in elementary teacher responses to the question, **"What is the best thing about your school's library?"** Many teachers at the elementary level remarked on the welcoming space, the library staff, and the book selection.

Table 16. *Stakeholder Responses to "What is the best thing about your school's library?"*

	All elementary[8]	Classroom teachers	Specialists	Specials teachers
Library Staff	70%	69%	71%	76%
Welcoming / enjoy space	25%	23%	33%	20%
Book selection	19%	21%	19%	8%
Students enjoy going	6%	7%	4%	4%
Other	3%	4%	0%	4%

Table 17 lists the most common themes occurring in elementary teacher responses to the question, "**What, if anything, would you change about your school's library?**" The responses to this question were varied and several different common themes were identified. The two most common themes were that there was nothing to change about the school library, and that the library should have more funding.

Table 17. *Elementary Stakeholder Responses to "What, if anything, would you change about your school's library?"*

	All elementary[9]	Classroom teachers	Specialists	Specials teachers
More funding	20%	21%	19%	15%
Nothing	18%	16%	23%	23%
More Library programs / activities – book clubs, extension; read- a-louds;	13%	15%	12%	0%
Allow students more access to library / more time in library	11%	12%	12%	0%
Library activities better aligned with curriculum / SOLs	10%	10%	4%	23%
Librarian to monitor book selection of students; organize library for better selection for students	6%	6%	8%	8%
Librarian to collaborate more / assist with resources for teachers	6%	8%	0%	0%

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[8] Respondents may have listed more than one answer.

[9] Respondents may have listed more than one answer.

	All elementary[9]	Classroom teachers	Specialists	Specials teachers
Physical environment – more welcoming; safer; better lighting; bigger	3%	1%	4%	23%
Make library a full special	3%	5%	0%	0%
Better, more diverse book selection	3%	3%	4%	0%
Other – more staff; research activities; resources	23%	17%	50%	23%

Elementary students were also asked two open-ended questions regarding their satisfaction with their school's library: "**What would you change about your school's library?**" and "**What is your favorite thing about your school's library?**" For both open-ended questions, the most popular responses were about the library collection. Students indicated their favorite thing about their school's library was the "book selection" and they would change the school's book "collection – bigger selection; more copies; complete series; more graphic novels, comics, anime, manga." While these responses may appear contradictory, another interpretation may conclude that not only do students love the current library selection, but also want more options in their school's library collection.

Budgeting

Elementary librarians were surveyed about their level of agreement with the various budgeting pieces of their school's library.

The lowest level of agreement was regarding the supplies budget. When asked their level of agreement with the statement, **"I have an adequate budget for supplies fund,"** only 30% of elementary librarians agreed or strongly agreed, and 35% said, "I don't know." A similarly low level of agreement was for the statement, **"I have an adequate budget for AV funds,"** with only 46% of elementary librarians that agreed or strongly agreed, and 25% that said, "I don't know."

Elementary librarians were also asked about their materials/instructional funds. Librarians agreed or strongly agreed at 63% that they had an adequate supplies fund.

Circulation System

Satisfaction is high regarding the circulation system in use at APS elementary libraries, with 92% of librarians and 89% of library assistants saying they agree or strongly agree that **"The circulation management system adequately meets the needs of my school's library."** Librarians were asked their level of agreement with the statement, "**The purchasing system/process is easy to navigate,"** and 75% agreed or strongly agreed.

Division-level Support

Librarians, library assistants, and administrators were asked to indicate their level of satisfaction with division-level support for their school library from the Library Services Office, and from other division-level offices and departments.

Library assistants and school administrators were asked to indicate their level of satisfaction with division-level support from the Library Services Office. Satisfaction is high among both library assistants and administrators. Both groups reported at least 90% satisfaction with support from the Library Services Office. Administrators were also asked their level of agreement with the statement, "**Other division-level offices/departments (Dept of Instruction, Information Services, Finance, Facilities, etc.)**" and indicated agreement of 77%.

Librarians and library assistants were asked the open-ended question, **"What additional support for your school's library would you like to see from the division?"** The most popular responses among elementary librarians were that they would like to have more consistency across school libraries for curriculum (22%) and schedules (17%). The responses among elementary library assistants to the same question were having more funding/materials, staffing, and substitutes (58%), training/PD specific to the job (42%), and other support from central office/school board (25%).

Library learning space

A school library is an extension of other student learning spaces. A key component of the Library Services Observation Checklist focused on the learning space of a library. Overall, the elementary learning environments of the school libraries were observed in most observations. Some of the specific learning space components and the rate they were observed in APS libraries are listed in **Table 18.**

Table 18. *Elementary Learning Space Observation Checklist Items*

Observation Checklist Component	Percent observed
Displays welcome students.	100%
The space accommodates leisure reading.	80%
Physical space is organized.	100%
There is space for students to work independently on instructional tasks.	100%
There is room for whole class instruction.	100%
There is room for small group instruction.	96%
There is diversity in the books and materials displayed (formats, reading levels, characters, etc.)	100%

For the component, **"The space accommodates leisure reading,"** 20% of elementary libraries were missing this component. This component is key in creating a learning environment that fosters a love of reading, discovery, and imagination; a place for students to comfortably read is important in a library learning space.

Furniture, fixtures, and equipment

Librarians, library assistants, and principals were asked to indicate their level of agreement regarding repairs and resources to the library space, furniture, and equipment. Agreement was middling across the respondent groups with 79% of elementary administrators and 61% of elementary library assistants selecting strongly agree or agree. However, elementary librarians indicated agreement at only 16%.

Elementary librarians and library assistants were asked several open-ended questions about what library needs weren't being met and what they would like to change about their library. Throughout all the open-ended responses, some of the most common themes were regarding repairing and updating

library furniture and space. **Table 19** shows the open-ended questions asked of the librarians and library assistants and the common themes related to library furniture, fixtures, and equipment.

Table 19. Elementary Library Staff Responses Questions Focused on Additional Needs and Suggested Changes

	Librarians	**Library Assistants**
What additional needs do you have that are not currently met?	• Upgrades to library space (bookshelves, carpet) – 39%	• Space accommodations – new/updated fixtures; HVAC; furniture – 22%
What additional needs does the library have that are not currently met?	• Updates to library space/furniture/address facility needs – 59%	• Repairs to space – HVAC; leaks; ceiling – 33% • New or repaired furniture – shelving; blinds; chairs – 58% • New or repairs to fixtures – doors; carpeting; lights – 42%
What, if anything, would you change about your school's library?	• Updates to library space/furniture/address facility needs – 81%	• Furniture – better, fixed, or more – 65% • Repaired fixtures – 20%

Secondary

Student Visits

Secondary student survey questions included items on **how often students visit the library, when they visit the library, why they visit the library, and what class they visit the library with**. Class visit data is summarized in **Table 20.** At the secondary level, students do not have scheduled class visits, but the expectation is for librarians to work with teachers and provide lessons that support curriculum. Survey data indicated that it is most common for students to visit the library with their class monthly, but at the high school level the percentage of students visiting once a month was only 22% compared to 68% at the middle school level.

Table 20. Secondary Student Class Visits

Level	Percent of student who visit the library with a class at least every other week	Percent of student who visit the library with a class at least a once a month
Middle School	23%	68%
High School	11%	22%

Students at both the middle school (74%) and the high school (55%) level reported that they are most likely to visit the library with an English class. Visits are less frequent in other core content areas and, and overall, less frequent at high school across all content areas.

Table 21. Frequency of Secondary Content Specific Class Visits

Subject	Middle School	High School
English	74%	55%
Reading	39%	8%
Social Studies	19%	11%
Science	11%	4%
Math	1%	2%

Students responded to a question asking them **how frequently they visit the library on their own without a class**. **Table 22** shows the percent of students who visit the library at least once every other week without their class. Overall, high school students (35%) visited the library slightly more than middle school students (32%) on their own. A closer look at specific demographic groups indicates some differences between groups. At both the middle school and high school level there is an 11 percentage point difference between females and males, with females reporting that they visit the library more frequently. Compared to the overall student population, Asian students reported more frequent visits at both the middle school (42%) and high school (49%) level. At the high school level, Black (50%) and Hispanic (47%) students also reported a higher frequency of visits. In addition, high school EL students (42%) indicated that they visit the library more often compared to Non-EL students (34%).

Table 22. *Secondary Student Visits to the Library Without a Class*

	All	Female	Male	Non Binary[10]	EL	Non EL	SWD	Non SWD	Gifted	Not identified gifted	Asian	Black	Hispanic	White	Other
Middle School	32%	39%	28%	--	34%	34%	33%	34%	34%	33%	42%	36%	27%	33%	35%
High School	35%	41%	30%	40%	42%	34%	32%	35%	33%	37%	49%	50%	47%	31%	38%

Student survey data included students who reported that they **never** visit the library on their own. At the middle school level, 32% indicated that they never visit their school library on their own and similarly, 35% of high school students indicated that they **never** visit their school library. Male students at both the middle school (39%) and high school level (46%), student with disabilities (42%) and students in the Other ethnicity group (40%) at the high school level reported that they **never** visit the library at higher rates than other demographic groups.

Table 23. *Percent of Secondary Students who Report that They Never Visit the Library*

	All	Female	Male	Non Binary[11]	EL	Non EL	SWD	Non SWD	Gifted	Not identified gifted	Asian	Black	Hispanic	White	Other
Middle School	32%	25%	39%	--	30%	32%	32%	32%	31%	32%	24%	25%	34%	34%	29%
High School	35%	26%	46%	20%	27%	37%	42%	35%	35%	36%	33%	22%	30%	39%	40%

When students were asked **why they visit the library on their own**, they reported several reasons in the student survey data. **Table 24** includes the responses with the highest response rates at both the middle school and high school level. Both levels include similar reasons for visiting the library, but middle students noted that they visit the library to read (54%) and high school students noted that they do homework (44%) as their primary reasons.

Table 24. *Secondary Student Responses to "Why do you visit the library?"*

Middle School		High School	
Read	54%	Do homework	44%
Search for books/Checkout books/drop off books	48%	Meet/hang out with friends	29%
To calm down/relax	21%	To calm down/relax	29%
Meet/hang out with friends	17%	Search for books/Checkout books/drop off books	22%

Instruction

As mentioned in the measures section, one of the biggest challenges with observation data collection was finding instructional lessons to observe at the high school level. At the secondary level there was a total of 18 CLASS observations – eight at the middle school level, and 10 at the high school level. **Figure**

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[10] [11] Nonbinary group is not reported out for middle school because it did not meet the minimum sample size.

15 shows the domain scores for each level. Scores differed greatly between middle school and high school in the **Emotional Support**, **Instructional Support**, and **Student Engagement** domains.

Observations at the middle schools provided observers with many opportunities to observe instructional lessons. The lessons that were observed in middle school reflected highest scores in **Classroom Organization** followed by mid-range scores in **Emotional Support** and **Student Engagement**. Instructional Support was the lowest domain score for middle school observation. High school CLASS observations scored mid-range for **Classroom Organization**, low mid-range for **Emotional Support** and low in **Instructional Support** and **Student Engagement**.

Figure 15. *Secondary CLASS Domain Scores*
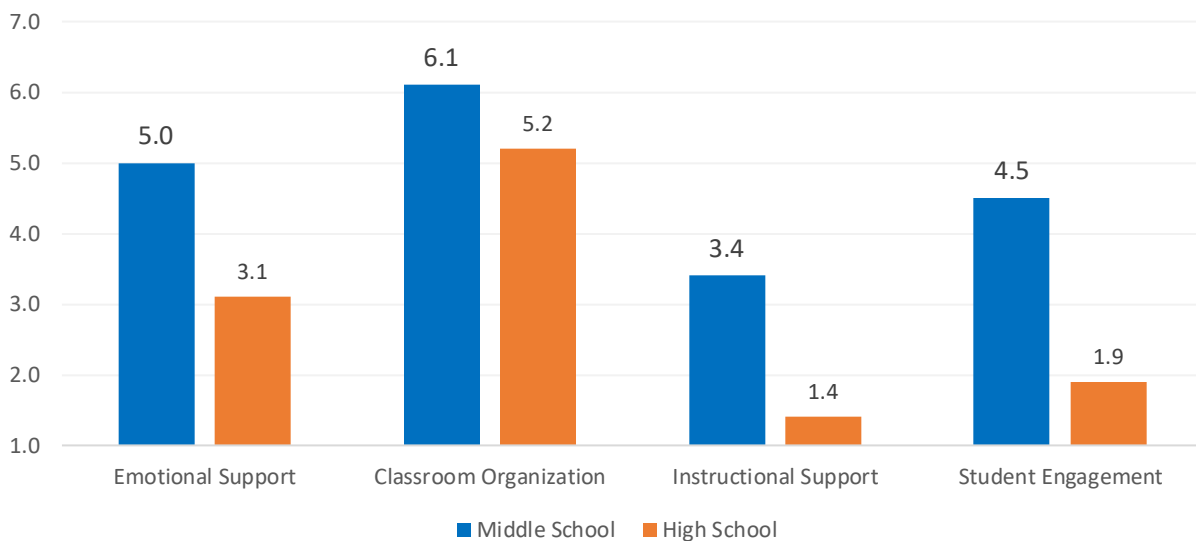
At the middle school level, the **Analysis and Inquiry** and **Quality of Feedback** dimensions can be identified as areas for growth. These dimensions address instruction that focuses on higher level thinking and expanding student's understanding. At the high school level, all dimensions related to **Instructiona**l **Support** scored very low.

Table 25. *Secondary CLASS Dimension Scores*

Domain	Dimension	Score	CLASS Range	Score	CLASS Range
		Middle School		High School	
Emotional Support	Positive Climate	5.4	Mid	3.8	Mid
	Teacher Sensitivity	5.5	Mid	3.2	Mid
	Regard for Student Perspectives	4.0	Mid	2.4	Low
Classroom Organization	Behavior Management	5.6	Mid	4.9	Mid
	Productivity	5.6	Mid	3.6	Mid

	Negative Climate[12]	1.0	High	1.0	High
Instructional Support	Instructional Learning Formats	5.3	Mid	1.5	Low
	Content Understanding	4.8	Mid	1.6	Low
	Analysis and Inquiry	1.6	Low	1.3	Low
	Quality of Feedback	2.5	Low	1.3	Low
	Instructional Dialogue	3.0	Mid	1.3	Low
Student Engagement[13]		4.5	Mid	1.9	Low

In an additional analysis of all secondary data, scores related to observed instructional lessons were compared to scores of non-instructional lessons. There was a total of 11 instructional observations and eight non-instructional observations. Findings from this data further illustrate the differences between these two types of observations. Scores for observations without a formal lesson scored in the low-mid range for **Emotional Support** and in the low range for **Instructional Support** and **Student Engagement**. For observations with an instructional lesson, the same three domains were higher and all scored in the mid-range.

Figure 16. *Secondary Instructional and Non-Instructional CLASS Domain Scores*
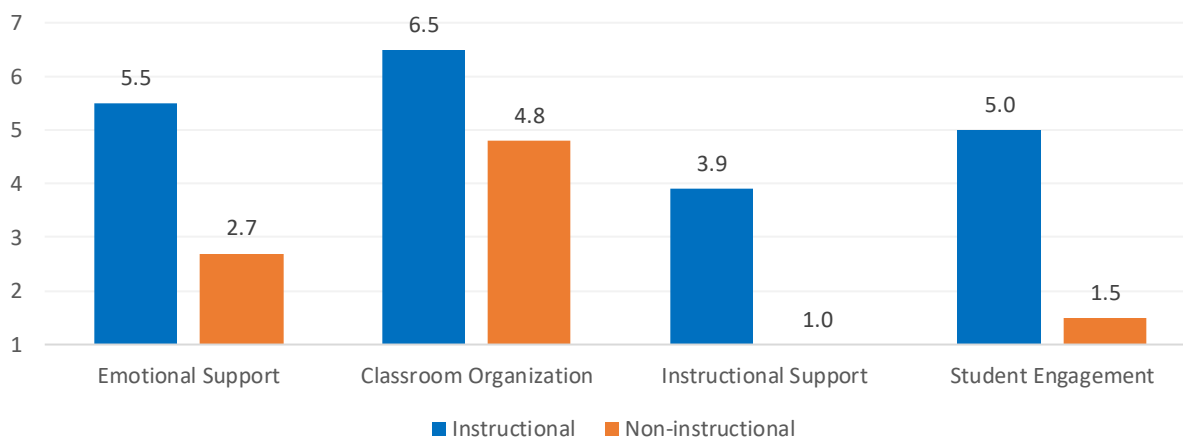
Data looking specifically at the differences in dimension scores between observations with instructional lessons and observations without instructional lessons highlight clear distinctions. It can be expected that although observers were observing interactions between librarians and students, the lack of instruction would yield low scores in the **Instructional Support** domain. Without a lesson, the opportunities to observe the student/librarian behaviors associated with these dimensions would be minimal. Scores in all other dimensions including those in **Emotional Support** and **Classroom Organization** were also lower in observations without an instructional lesson.

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[12] A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

[13] Student Engagement is a Domain without any dimensions; the scores shown are Domain-level schools.

Table 26. *Secondary Instructional and Non-Instructional CLASS Dimension Scores*

Domain	Dimension	Score	CLASS Range	Score	CLASS Range
		Non-instructional lesson		Instructional Lesson	
Emotional Support	Positive Climate	3.5	Mid	5.8	Mid
	Teacher Sensitivity	2.7	Low	6.1	High
	Regard for Student Perspectives	1.9	Low	4.6	Mid
Classroom Organization	Behavior Management	4.4	Mid	6.3	High
	Productivity	3.5	Mid	6.3	High
	Negative Climate[14]	1.0	High	1.0	High
Instructional Support	Instructional Learning Formats	1.0	Low	5.9	Mid
	Content Understanding	1.0	Low	5.5	Mid
	Analysis and Inquiry	1.0	Low	2.0	Low
	Quality of Feedback	1.0	Low	2.9	Low
	Instructional Dialogue	1.0	Low	3.4	Mid
Student Engagement[15]		1.5	Low	5.0	Mid

Similar to the elementary level, librarians were also observed at the secondary level with the Observation Checklist tool. Data in this section focuses on the items in the Observation Checklist tool related to instruction. **Table 27** highlights the highest ratings from instructional items on the Observation Checklist at the middle school level. Middle school observation scores show strong evidence of observed lessons being tied to standards, including clear objectives, including opportunities to build on knowledge, and opportunities to engage in the lesson.

Table 27. *Middle School Instruction Observation Checklist Items*

Checklist Item	Number of observations when this item was applicable to the observation	Of those applicable observations, % Effective/ High Effective
There is evidence that the librarian understands, supports, and implements the Virginia Standards of Learning.	6	100%
The objectives are clearly stated at the beginning of the lesson.	6	100%
The lesson includes an opportunity/opportunities to build new knowledge.	6	100%
Students have opportunities to actively engage in the lesson.	6	86%

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[14] A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

[15] Student Engagement is a Domain without any dimensions; the score shown are Domain-level.

Since a large majority of Observation Checklist visits at the high school level did not include observations of a lesson, 13 of the 17 items related to instruction were not observed in more than half of the observations. For observations where items could be observed, the data in **Table 28** indicates that 86% of observations were rated effective/highly effective in the areas of clear objectives, opportunities for building new knowledge, and providing a clear wrap-up.

Table 28. *High School Instruction Observation Checklist Items*

Checklist Item	Number of observations when this item was applicable to the observation	Of those applicable observations, % Effective/ High Effective
The objectives are clearly stated at the beginning of the lesson.	7	86%
The lesson includes an opportunity/opportunities to build new knowledge.	7	86%
The lesson includes a clear wrap up/take away for students.	7	86%

At the middle school level, most Observation Checklist visits included a whole group activity (71%), and more than half of the observations included research (57%) and book return/checkout (57%). At the high school level, the activity most observed was book return/checkout (64%).

Table 29. *Elementary Observation Checklist Type of Activity Observed*

Middle School		High School	
Activities	Percent of Observations	Activities	Percent of Observations
Whole Group	71%	Book return/checkout	64%
Research	57%	Whole Group	55%
Book return/checkout	57%	Individual work/activity	45%
Individual work/activity	43%	Research	27%
Small group	29%	Small group	9%
Story telling	0%	Story telling	9%

Observation data provided insights into differences between instruction at the middle school and high school levels. The biggest area for growth at the secondary level is for instruction to take place more consistently at the high schools. At the middle school level, observations showed consistent mid and high scores in all CLASS domains except for **Instructional Support**. A closer look within the **Instructional Support** dimensions shows that the two largest areas for growth are centered around higher-level thinking and the quality of feedback.

Collaboration

Data collected from secondary librarians show that the most frequent type of weekly collaboration with teachers includes book selection (73%), supporting literacy (67%), and locating instructional resources

(53%). Secondary teachers identified the same three areas for the most frequent type of collaboration; however, their rate of collaboration was lower at a combined weekly and monthly rate.

Table 30. *Secondary Librarian and Teacher Collaboration*

Type of Collaboration	Respondent	Once a week	Once a month	Combined weekly and monthly
Book selection for students	Librarian	73%	27%	100%
	Teacher	10%	16%	26%
Support Literacy	Librarian	67%	13%	80%
	Teacher	6%	14%	20%
Locating instructional resources	Librarian	53%	27%	80%
	Teacher	5%	18%	23%
Technology guidance	Librarian	47%	33%	80%
	Teacher	3%	11%	14%
Research	Librarian	40%	33%	73%
	Teacher	3%	12%	15%
Book talks	Librarian	20%	27%	47%
	Teacher	3%	9%	11%
Digital Citizenship	Librarian	20%	13%	33%
	Teacher	2%	8%	10%

Additional analysis was conducted to understand if certain content teachers were more likely to collaborate with librarians. ELA and Reading teachers were most likely to collaborate weekly or monthly with librarians, specifically for book selection (52%), supporting literacy (33%), or locating instructional resources (29%). Of the Social Studies teacher respondents, 39% reported collaborating with librarians at least once a week to locate instructional resources.

To further understand collaboration at the secondary level, librarians were questioned during focus groups to explain their role in working with teachers. Middle school librarians discussed their strategies for building relationships that enable them to successfully conduct instructional lessons in collaboration with teachers. One librarian noted that, *"A lot of us try to go to as many CLTs as possible. But, depending on your instructional schedule or what else you have going on, it's not always possible…So you kind of have to rely on your relationship with teachers…"* Another librarian noted they do a lot of *"advertising ,"* so teachers are aware that librarians are there to help.

At the high school level, the focus group data provided insight into the level of collaboration and the limited instructional lessons reported during our observation window. Focus group participants shared a similar sentiment regarding the level of stress and the busy schedules teachers are dealing with. One librarian noted that, *"…teachers are so busy, so overwhelmed, with many teaching extra class periods. So, they're teaching six out of seven class periods. They don't even have time to think about ways that we can help or that we could push in."* Similarly, another librarian stated that, *"…teachers are overwhelmed, but I think in a lot of cases they also can't envision what it would even look like for us to come in and how that would even work."*

Unlike the approach shared by middle school librarians to build relationships with teachers and advocate their role, high school librarians felt collaboration could change if leadership (central staff and principals)

could help advocate for them. In general, librarians felt that they are not being viewed or used as an instructional staff member that could collaborate with teachers on lessons.

Collection Analysis

Collection analysis data for the last several school years were provided by the Library Services Office. This analysis is based on the list of current holdings as of September 2022, and is therefore dependent on the accuracy of that list. Library Services is currently transitioning to a new inventory schedule that assigns schools to complete a full inventory every two years. Given this transition, collection analysis data should be interpreted with caution.

The collection analysis addresses two aspects of library collections: the number of books per student and the age of the collection. According to the Follett analysis, in September 2022, secondary school inventory showed a total of 200,489 items. The APS monthly enrollment for October 2022 showed a secondary enrollment across APS secondary schools at 13,984 students. According to the inventory and enrollment numbers, APS secondary schools had an average of 14 items per student in October 2022.

The APS Library Services program does not have established guidelines for age of fiction and non-fiction collections, but a general expectation used by Follett is that the overall collection will not be more than 10 years old. The average age of the secondary school collection is between 2009-2015 for non-fiction with an average age of 2013. The fiction collection's average age is 2011.

For the purposes of this evaluation, an analysis was conducted to determine the age ranges of the specific categories within each school's collection. This analysis was based on guidelines provided by one of APS's book vendors, Follett, which shared suggested age ranges for specific nonfiction collection categories within the Dewey Decimal system. **Table 31** shows the suggested age ranges for nonfiction and fiction printed publications by collection category and the combined average age of the APS secondary school library collection. For secondary schools, **General Fiction** and **Biography** category listings have the largest collection size. The General Fiction category listing age is two years ahead of the recommended age.

Table 31. Combined Secondary Collection Data, September 2022

Category	APS Current Collection		Recommended	Age Difference
	Average Age	Collection Size	Average Age	by year[16]
000 Computer Science & General Works	2015	1,365	2015	0
100 Philosophy & Psychology	2012	1,352	2012	0
200 Religion	2009	1,176	2013	4
300 Social Sciences	2012	13,198	2015	3
400 Language	2009	881	2013	4
500 Natural Sciences & Mathematics	2012	10,430	2015	3
600 Technology	2013	7,879	2015	2
700 The Arts	2011	7,201	2013	2
800 Literature & Rhetoric	2006	5,876	2009	3

[16] If the APS collection age is newer than the recommended age, "0" is used as the difference in age.

900 Geography & History	2010	12,124	2013	3

Category Listing	APS Current Collection		Recommended	Age Difference
	Average Age	Collection Size	Average Age	by year
General Fiction	2013	112,394	2011	0
Reference	2004	1,220	2016	12
Biography	2011	14,937	2012	1
Professional	2010	1,302	2013	3
Story Collection	2009	1,636	2011	2
Everybody	2011	7,518	0	0
Collection Subtotal	2012	200,489	2012	--

Most secondary schools have collections that are older than the suggested age range in all but two categories – **000 Computer Science & General Works** and **100 Philosophy & Psychology**. The other collection categories linked to the Dewey Decimal system have an average age four or more years older than the recommended age. On the additional category listings, **Reference** books in secondary schools have an average age of 2004; a recommended age for this category listing is 2016, putting a gap of 12 years between the actual and recommended.

Similar questions were posed to different stakeholder groups regarding the adequacy of the collection at their/their child's school. The questions were asked differently depending on the stakeholder groups and there was variation among the different groups on their level of agreement. **Figure 17** shows different agreement level rates among the different stakeholders. The data suggests that librarians and library assistants feel their collection meets their school's needs, but the library patrons don't agree at the same rate.

- Secondary librarians – *"The library collection and resources adequately meet my school's needs."*
- Secondary library assistants – *"The library collection and resources adequately meet my school's needs."*
- Secondary teachers – *"The library collection and resources adequately meet my students' needs."*
- Secondary administrators – *"The library collection and resources adequately meet my school's needs."*
- Secondary family – *"The collection at my child's school meets my child's needs."*
- Secondary students – *"The library has the books I am looking for."*

Figure 17. Secondary Stakeholders' Level of Agreement to Items Addressing Collection and Resources
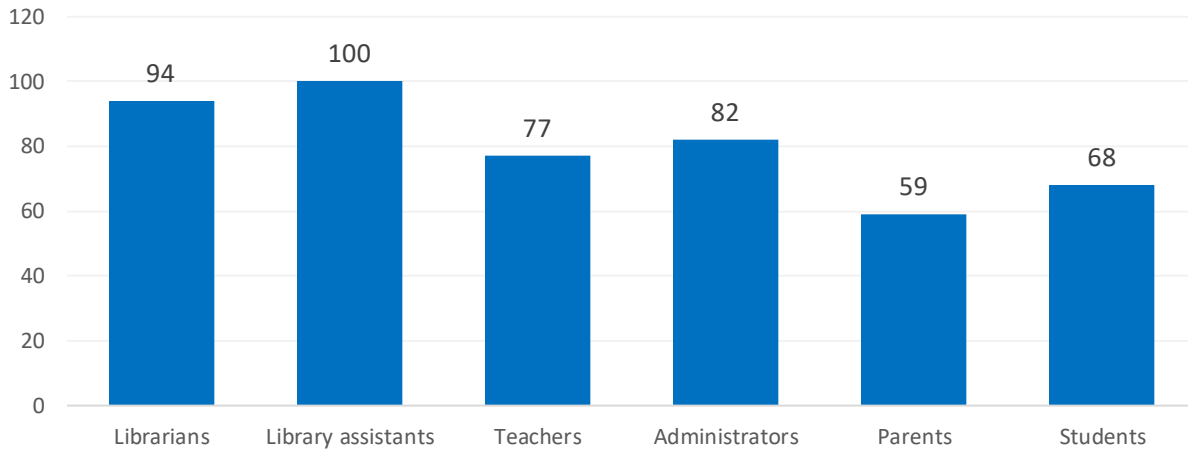
Additional analysis was completed to look at the demographics of the students that responded to the agreement statement, **"The school library has the books I am looking for."** The middle school demographic breakdown is shown in **Figure 18**. The level of agreement with the statement and the breakdown by demographics show a relative consensus. The group that had the lowest rate of agreement was EL students at 64% and the group with the highest level of agreement to the statement is Asian student at 72%. The range of agreement across the demographics groups is 8 percentage points.

Figure 18. Middle School Students' Level of Agreement to "The school library has the books I am looking for."
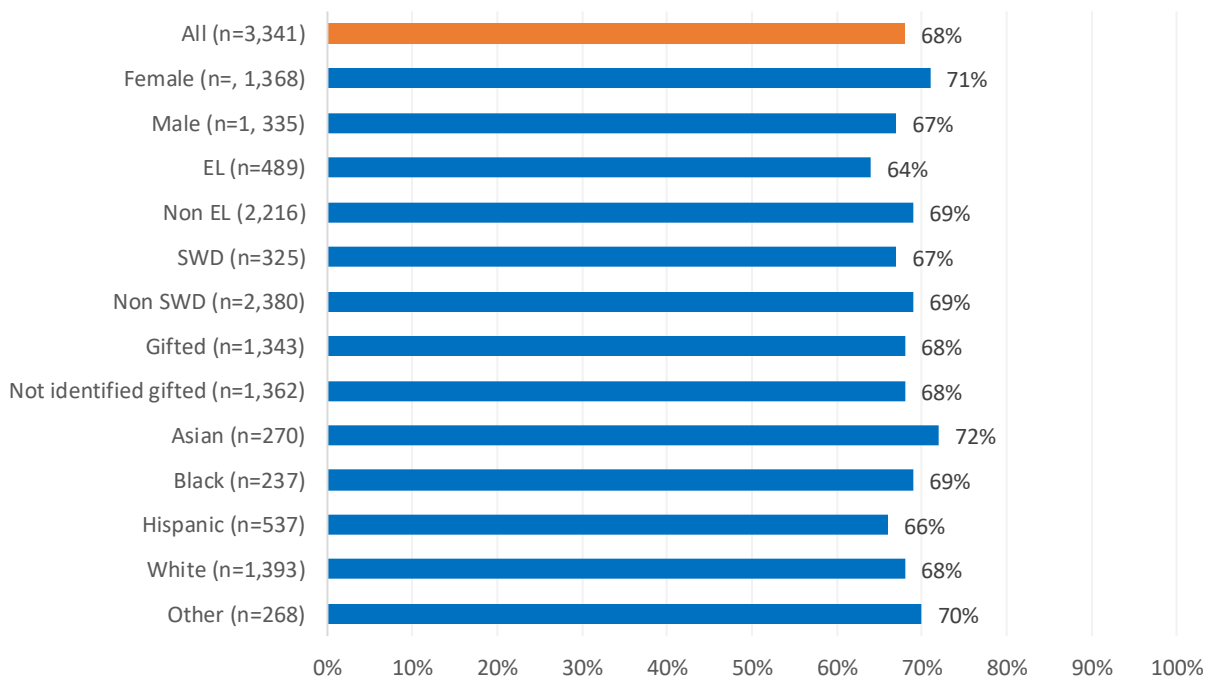
The EL student group agreement rate with the statement, **"The school library has the books I am looking for,"** aligns with what was reported by middle school teachers in the open-ended question, **"What, if anything, would you change about your school library?"** Twenty-four percent of middle school teacher respondents indicated that they would like the library book selection to be more diverse and to include languages.

The high school demographic breakdown to the same agreement statement, **"The school library has the books I am looking for,"** show more variation across the demographic groups. **Figure 19** provides the agreement breakdowns. Two groups had an agreement level of 64% - male students and white students. The highest level of agreement was black students at 81%. The range of agreement across the demographic groups is 17 percentage points.

Figure 19. *High School Students' Level of Agreement to "The school library has the books I am looking for."*
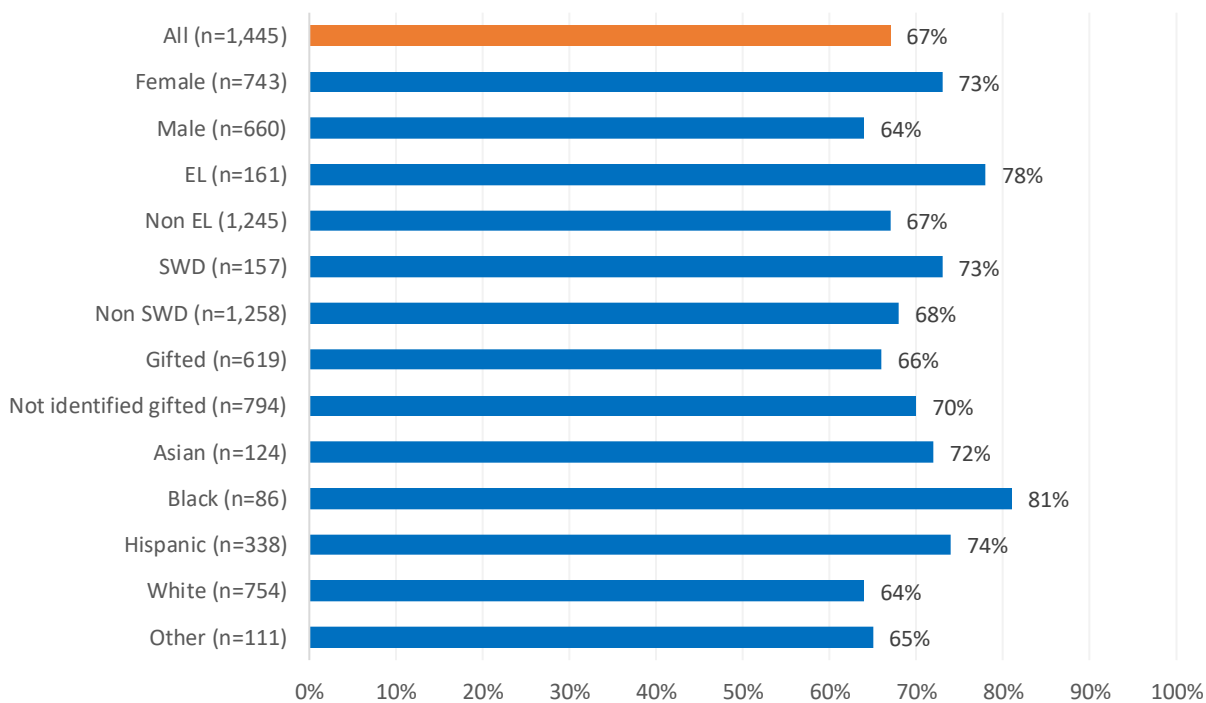
Stakeholder groups were also surveyed about their school's library collection and if it aligned to the curriculum and instructional needs. Librarians again responded agree or strongly agree at a rate of 94% to the statement, **"The library collection is current and aligns with the curriculum."** However, library assistants and secondary teachers were not at that level of agreement. **Figure 20** shows the level of agreement across the stakeholder groups.

Figure 20. Stakeholders' Level of Agreement to "The library collection is current and aligns with curriculum."
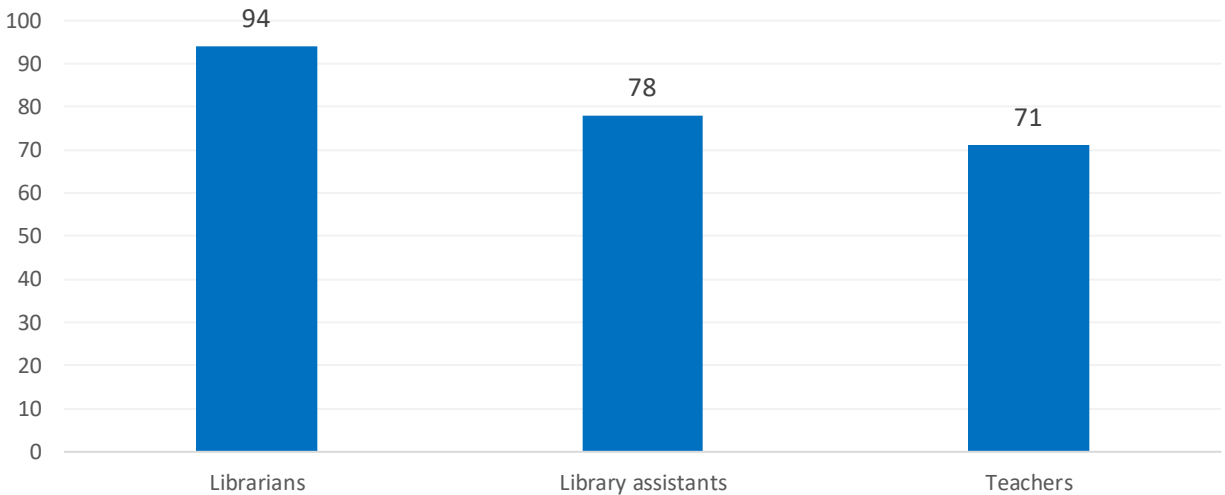
When broken out by content, the core content teacher responses to "**The library collection meets my school's needs"** are mixed along content lines. This is likely due to the nature of the content being taught in specific areas, but the highest level of agreement with the library collection is from ELA and Reading teachers.

Table 32. Core Content Teachers' Level of Agreement to "The library collection meets my school's needs."

	ELA and Reading Teachers		Math Teachers		Science Teachers		Social Studies Teachers	
	Strongly Agree, Agree	I don't know	Strongly Agree, Agree	I don't know	Strongly Agree, Agree	I don't know	Strongly Agree, Agree	I don't know
A) The library collection and resources adequately meet my instructional needs.	96%	2%	52%	45%	66%	28%	79%	9%
B) The library collection and resources adequately meet my students' needs.	96%	2%	62%	34%	72%	21%	88%	3%
C) The library collection is current.	98%	2%	52%	48%	76%	17%	85%	12%
D) The library collection aligns with the curriculum.	96%	4%	48%	52%	69%	24%	79%	18%

Secondary librarians are tasked with keeping their collections topical and usable. One process they employ is weeding – removing old and severely damaged books from their school's collection. Thirty-five percent of secondary librarians noted that they weeded their collection at least once a month while 93% created and processed new book orders at least once a month.

### *Use of print, digital, and database resources*

To gauge the extent to which teachers and students have access to and utilize print, digital, and database resources provided by APS, this evaluation includes an analysis of library circulation statistics and usage statistics for online resources provided through the school library. The data presents a broad picture of customer use of library resources, but deeper analysis is prevented by limitations in the data. Neither the circulation statistics nor the online usage statistics provide information about the number or type of users. This means that while it is possible to measure the number of items checked out of a library or the number of times an online resource was accessed, it is not possible to know how many individual users are checking items out of the library or accessing an online resource. In addition, information is not available about student users vs. staff users, and – in the case of online resources – where resources were accessed; e.g., at an elementary school, at a high school, or offsite.

Updates to the circulation system began during the 2014-15 School Year. In September 2014, APS launched a new circulation system called Follett Destiny, as well as a new eContent platform, MackinVIA.

Circulation Statistics

Circulation statistics were collected from each school library to assess utilization within several different circulation categories. In the 2018-19 School Year, an average of 12 items per student for middle school, eight items per student for secondary school, and five items per student at high school were circulated. The numbers dropped in the following two school years due to the COVID-19 Pandemic which moved all instruction virtually from March 2020 through March 2021. In the 2021-22 School Yeas, item circulation appears to have rebounded and an average of 17 items per student for middle school, seven items per student for secondary school, and five items per school for high school were circulated.

*Figure 21. Secondary Average Circulation Per Student by Year*
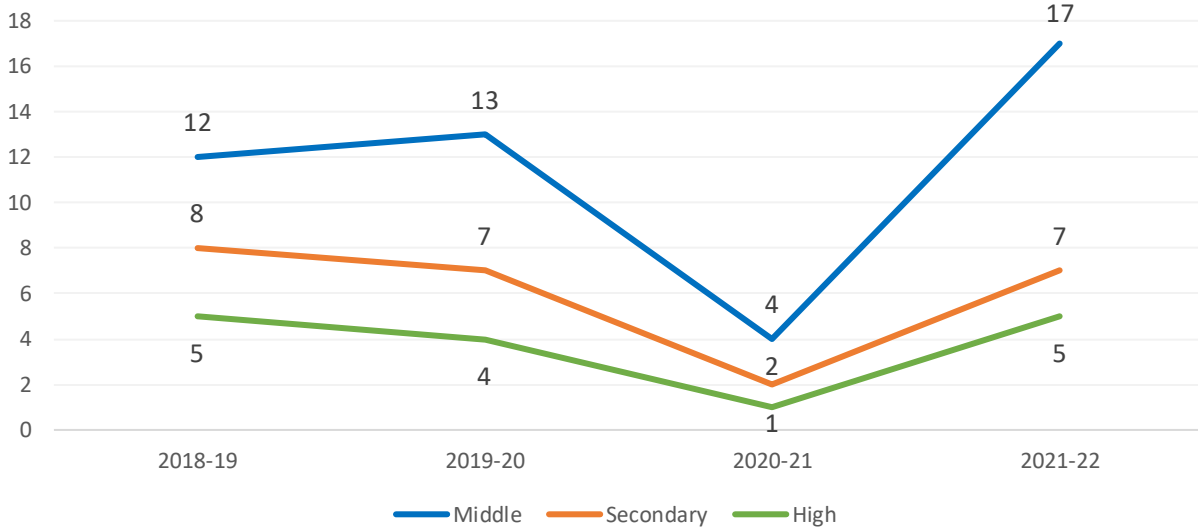
Further analysis shows some variation among schools in the number of library items circulated per student. At the secondary level, the average number of items circulated per student in the 2021-22 School Year ranged from 1 to 25 at different schools. **Figure 22** shows the number of secondary schools within different ranges of items circulated for the 2021-22 School Year. Seven schools fall in the range of 1-10 items circulated per student while only one secondary school fell in the highest range of 21-30 items per student.

Figure 22. Number of Secondary Schools within Specified Ranges for the Number of items Circulated Per Student
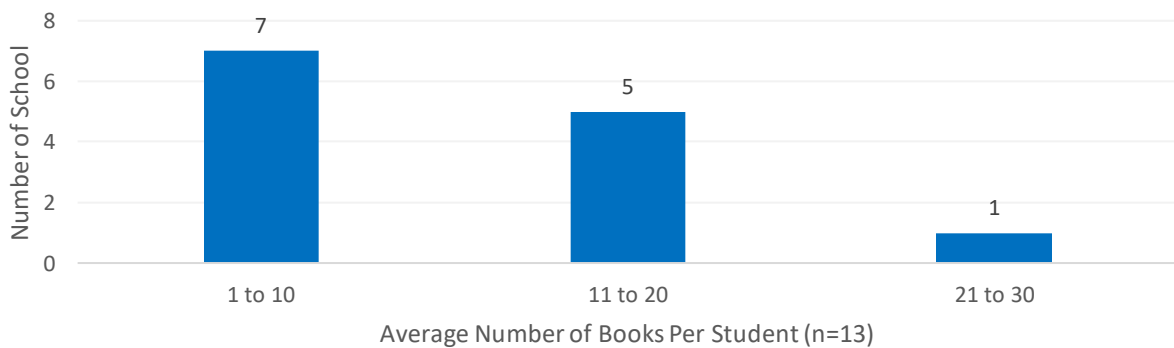
Comparatively, the number of secondary school libraries that circulate items in different ranges has varied over the last several years. This is again likely due to the virtual model of instruction during the COVID-19 Pandemic. When reviewing the data from the 2018-19, 2019-20, 2020-21, and 2021-22 School Years, the ranges of circulated items goes as low as 0-10 items per student. In the 2020-21 School Year, 12 schools circulated between 0-10 items per student. The 2021-22 School Year circulation data shows a rebound in the number of items circulated. **Figure 23** shows the number of secondary schools within different ranges of items circulated for the 2018-19, 2019-20, 2020-21, 2021-22 School Years.

Figure 23. *Number of Secondary Schools with Average Number of Print Books Checked Out Per Student by School Year*
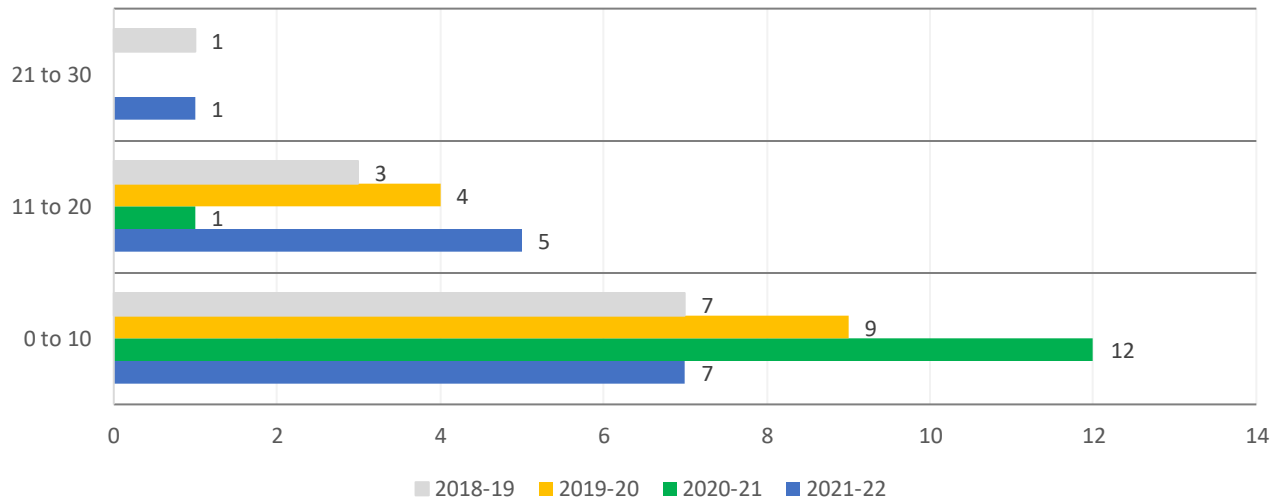

Use of eBooks and eAudio (Analysis for all grades)

In the past few years, APS has made eBooks and eAudio books available for patrons. APS employs two different vendors for these mediums – Follett and Mackin. Both vendors offer eBooks and eAudio books for consumption. The access numbers show a peak in access during the 2020-21 School Year and a decrease in the 2021-22 School Year.

The increase in eBook and eAudio usage during the 2020-21 School Year is likely due to the virtual instructional format of most of that school year. Students who did not have access to the print books during the school year likely turned to eBooks and eAudio as resources. Looking again at **Figure 13** from page 44, it shows the eBook and eAudio usage compared to the print book usage for all students K-12 in the 2018-19, 2019-20, 2020-21, and 2021-22 School Years. The peak of eBook and eAudio usage is the year that print circulation dropped to the lowest in the dataset.

Figure 13. eBook and eAudio Usage Compared to Print Book Usage, All Levels
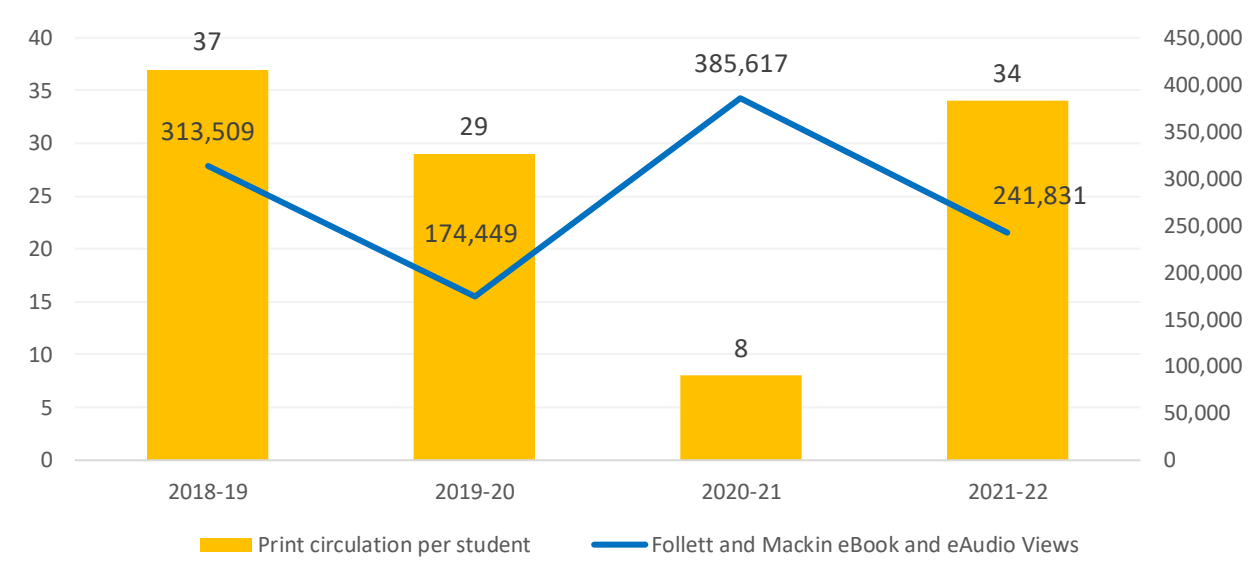
In recent years, Library Services has utilized a third eBook and eAudio database – SORA. This program is accessed by users via an app. Users of the SORA program have access to eBook and eAudio purchased by APS Library Services or individual school libraries. Users can also access any public library collection where they have an active library account. Usage of the SORA app is new and data is preliminary.

Use of Database Resources

There str numerous online resources available through APS libraries. Students and staff at all levels can use these online resources to support learning and instruction. These resources include:

- Encyclopedias such as **Britannica** and **World Book**
- Journalism resources such as **JSTOR**
- Resources that provide access to multiple databases such as **Gale** and **EBSCO**
- **Teen Health & Wellness** provides middle school and high school students with unbiased, standards-aligned, curricular and self-help support
- **TeachingBooks** provides instructional materials related to teaching books, including author visits, booklists, and lesson plans.

Usage statistics indicate an increase in the number of times online resources were accessed between the 2018-19 School Year (1,293,854) and the 2021-22 School Year (1,652,301). The access rates show a large jump from the 2019-20 School Year at 1,284,956 sign-ins to databases to 2,205,585 sign-ins in the 2020-21 School Year. This can be attributed to the virtual medium of academic instruction, and the need for more online resources for the students and staff.

Figure 24. Secondary Usage Statistics for Online Resources
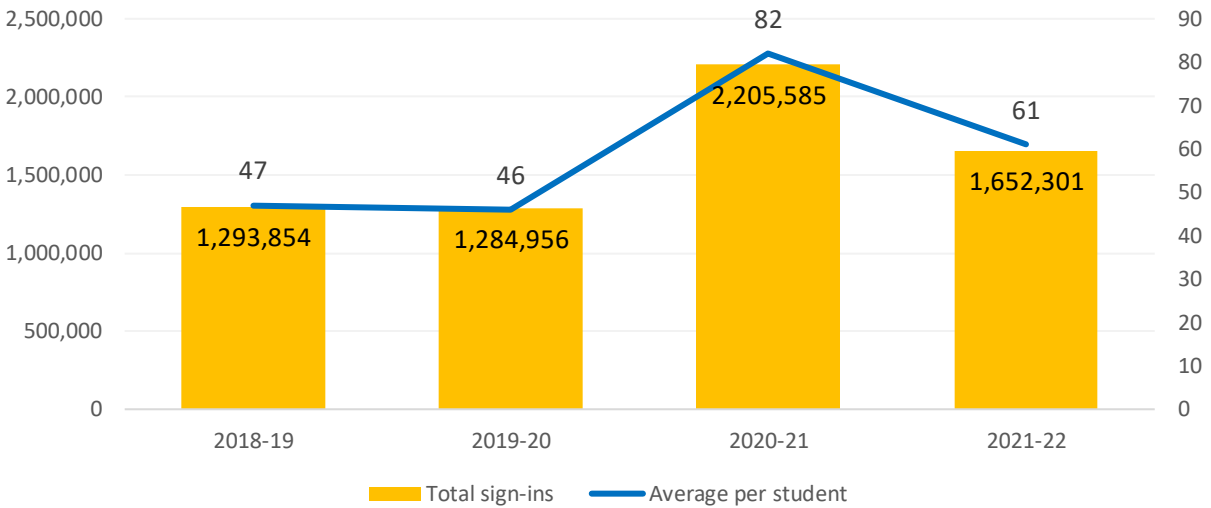
The most frequently accessed databases in the 2021-22 School Year were **BrainPoP** (437,491), **PebbleGo** (648,672), **and Britannica Online School Edition** (182,680).

The student and staff surveys administered during early 2023 addressed whether students possess specific skills related to the library's online resources. In response to the statement, "**Students at my school know how to use a database,**" 68% of secondary teachers agreed or strongly agreed with the statement. The same statement was posed to secondary librarians, and 67% agreed or strongly agreed with the statement. For secondary students, 77% strongly agreed or agreed with the statement, **"I am familiar with some or all of the school library's online resources such as World Book, Britannica, Gale, and CultureGrams."**

Students were asked if they know how to find an eBook if they want one, and 72% responded that they agreed or strongly agreed that they could. In addition, secondary teachers and librarians were asked if their students know how to find a book using the library online catalog (Destiny Catalog), how to read a book using Destiny Discover, and how to use a database. Librarians and teachers were in general agreement only about their students' ability to use a database – 67% librarians; 68% teachers. There was larger disagreement on the other components.

A major disparity between librarians and secondary teachers appears in the survey responses regarding whether students know how to evaluate information found on the internet and whether students know how to use information resources ethically and responsibly. Forty-seven percent of secondary librarians agree or strongly agree that **"Students at my school know how to use information resources ethically and responsibly,"** while 68% of secondary teachers agree or strongly agree to the same statement. When asked the extent they agree or disagree with the statement, **"Students at my school know how to evaluate information found on the internet,"** secondary librarians agree or strongly agree at a rate of only 47% compared to teachers who agree or strongly agree at a rate of 62%. **Table 33** shows the percentage of students, teachers, and librarians indicating that students know how to perform specific tasks.

Table 33. *Secondary Stakeholders' Perceptions of Students' Skills*

Secondary Response Group	How to use a database	How to look for a book in the Destiny Catalog	How to read a book using Destiny Discover	Evaluate information found on the internet	Use information resources ethically and responsibly
Students	69%[17]	74%[18]	--	82%	--
Teachers	68%	68%	63%	62%	68%
Librarians	67%	74%	73%	47%	47%

Satisfaction

Survey results reveal high levels of satisfaction with the secondary school libraries among staff and students. Students, teachers, and administrators were asked to indicate their level of agreement with a series of statements about the school library regarding whether it is a pleasant place to visit, is easy to use, and whether the librarian is helpful. **Table 34** shows the percentage of students, teachers, and administrators agreeing with each statement. The level of agreement was generally very high among all groups, between 86-100% of respondent groups agreeing with each statement.

Table 34. *Secondary Stakeholders' Perceptions of Library Accessibility, Overall Library Environment and Staff*

	Secondary Student	Secondary Teacher	Secondary Librarian	Secondary Library Assistant	Secondary Administrator
Staff: My school's library is accessible and easy to use for all students. **Student:** The school library is easy to use.	87%	89%	89%	100%	96%
Staff: My school's library is a pleasant and comfortable place to visit. / I feel welcome in the library. **Student:** The school library is a pleasant and comfortable place to visit.	88%	91%	--	100%	100%
The library staff are helpful.	86%	93%	--	--	100%

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[17] Student survey agreement statement, "I am familiar with some or all of the school library's online resources such as World Book, Britannica, Gale, and Culturegrams."

[18] Student survey agreement statement, "I know how to use Destiny Discover."

Respondents were also asked to share the best thing about their school library, as well as what they would change about their school library. These open-ended responses were then categorized into common themes. Among secondary teachers and administrators, the library staff was the most popular response to the questions, **"What is the best thing about your school's library?"** A similar pattern was seen in the responses to the open-ended question, "**What, if anything, would you change about your school's library?**" **Table 35** lists the most popular response themes to these two open-ended questions for secondary administrators and teachers.

Table 35. Secondary Administrators and Teachers Responses to "What is the best thing about your school's library?"

	What, if anything, would you change about your school's library? **Response: Nothing**	What is the best thing about your school's library? **Response: Staff**
Administrators	33%	83%
Teachers	24%	70%

Secondary students were asked two open-ended questions regarding their satisfaction with their school's library: "**What would you change about your school's library?**" and "**What is your favorite thing about your school's library?**" The library's "book selection" was the most popular response for what the secondary students considered their favorite thing about the library. The most popular response for what students would change about their school's library was "nothing", followed by "more books – wider selection; more copies; complete series; newer; more online books." While these responses may appear contradictory, another interpretation may conclude that not only do students love the current library selection, but also want more options in their school's library collection.

Budgeting
Secondary librarians were surveyed about their level of agreement with the various budgeting pieces of their school's library.

The lowest level of agreement regarded the AV budget. When asked their level of agreement with the statement, **"I have an adequate budget for AV funds,"** 38% of secondary librarians disagreed or strongly disagreed, and 19% said, "I don't know." The same agreement levels were recorded for the statement, **"I have access to AV Funds."**

Secondary librarians were also asked about their materials/instructional funds and their supplies fund. Librarians agreed or strongly agreed at 93% that they had an adequate supplies fund and at 76% that they an adequate budget for materials/instructional funds.

Circulation System
Satisfaction is high regarding the circulation system in use at APS secondary libraries, with 88% of librarians saying they agree or strongly agree that **"The circulation management system adequately meets the needs of my school's library."** The agreement was lower among secondary library assistants at 77%. Librarians were asked their level of agreement with the statement, "**The purchasing system/process is easy to navigate,"** and 46% of librarians disagreed or strongly disagreed with this statement.

Division-level Support

Library assistants and school administrators were asked to indicate their level of satisfaction with division-level support from the Library Services Office. Satisfaction is high among both library assistants and administrators. Secondary library assistants reported 100% agreement with the statement, **"Library Services staff are accessible and responsive when I reach out."** Secondary administrators reported at 85% satisfaction with support from the Library Services Office.

Administrators were also asked their level of agreement with the statement, "**Other division-level offices/departments (Dept of Instruction, Information Services, Finance, Facilities, etc.)"** and indicated an agreement level of 74%.

Librarians and library assistants were asked the open-ended question, **"What additional support for your school's library would you like to see from the division?"** The most popular responses among secondary librarians were more funding (23%), more advocacy (15%), and more staffing (15%). The most popular responses among secondary library assistants to the same question were having support from central office/School Board (80%) and having access to training/professional development specific to their job (20%).

Library learning space

A school library is an extension of other student learning spaces. A key component of the Library Services Observation Checklist focused on the learning space of a library. Overall, the middle and high learning environments of the school libraries were observed in most observations. Some of the specific learning space components and the rate they were observed in APS libraries are listed in **Table 36.**

Table 36. *Secondary Learning Space Observation Checklist Items*

	Percent observed	
Observation Checklist Component	**Middle school**	**High school**
Displays welcome students.	100%	100%
The space accommodates leisure reading.	100%	73%
Physical space is organized.	100%	91%
There is space for students to work independently on instructional tasks.	100%	82%
There is room for whole class instruction.	100%	82%
There is room for small group instruction.	86%	91%
There is diversity in the books and materials displayed (formats, reading levels, characters, etc.)	100%	100%

When compared, the middle school and high school Observation Checklist components highlighted show some discrepancies. The lower rates of observation for high school libraries can likely be attributed to the programs where space is limited in the buildings and the school library may not be a confined, outlined space. Overall, middle school library learning spaces had the Observation Checklists components observed at every middle school, with the exception of, **"There is room for small group instruction."**

Furniture, fixtures, and equipment

Librarians, library assistants, and principals were asked to indicate their level of agreement regarding repairs and resources to the library space, furniture, and equipment. Agreement was middling across the respondent groups with 79% of secondary administrators and 61% of secondary library assistants selecting strongly agree or agree. However, secondary librarians indicated agreement at only 37%.

Secondary librarians and library assistants were asked several open-ended questions about what library needs weren't being met and what they would like to change about their library. Throughout all the open-ended responses, some of the most common themes were regarding repairing and updating library furniture and space. **Table 37** shows the open-ended questions asked of the librarians and library assistants and the common themes related to library furniture, fixtures, and equipment.

Table 37. *Secondary Library Staff Responses Questions Focused on Additional Needs and Suggested Changes*

	Librarians	**Library Assistants**
What additional needs do you have that are not currently met?	• Updates to library space/furniture/address facility needs – 44%	• Space accommodations – new/updated fixtures; HVAC; furniture – 40%
What additional needs does the library have that are not currently met?	• Updates to library space/furniture/address facility needs – 30%	• Repairs to space – HVAC; leaks; ceiling – 33% • New or repaired furniture – shelving; blinds; chairs – 17%
What, if anything, would you change about your school's library?	• Updates to library space/furniture/address facility needs – 54%	• Furniture – better, fixed, or more – 11% • Repaired fixtures – 22%

4. Recommendations

1. Utilize librarians as collaborative instructional partners

Data: Librarian Survey; Librarian Focus Groups; Teacher Survey; Librarian Focus Group

Expected Outcome:

- Librarians will be better utilized in the five areas of their job because stakeholders will understand their current role.

2. Approve and budget for a Librarian Specialist position to the Library Services Office

Data: Librarian Focus Group; Librarian Survey; CLASS Observations; Library Observations

Expected Outcome:

- Increase collaboration at central office level for curriculum writing
- Coach, consult and collaborate with teachers in lesson development and implementation
- Mentor new librarians
- Develop and provide professional learning
- Provide original cataloging

3. Provide a Library Supplies Budget for Elementary Library Programs

Data: Librarian Survey; Library Observations

Expected Outcome:
- Known account for supplies money
- Purchase library book processing supplies
- Purchase makerspace materials

4. Increase the Amount of Professional Learning Time Built into the Calendar

Data: Library Assistant Survey; CLASS Observations; Library Observations

Expected Outcome:
- Additional time for professional learning in the calendar, preferably a full day each quarter

5. Develop, fund and implement a countywide library refresh schedule

Data: Librarian Survey; Library Assistant Survey

Expected Outcome:
- A schedule of maintenance will be created in partnership with facilities
- A line item will be created and funded to accommodate the schedule of maintenance
- Soft seating areas will be created and furnished in all libraries