

Evaluation Results (from previous year)

What are the results of the measures determined for each outcome last year?

Outcome 1: Provide resources and programming, including resource collections, that are culturally diverse.

Measure 1:	Diversity audits of the library print collection will be performed.
<p>Results:</p> <p>A diversity audit of the fiction collection was completed at each building. Each media specialist analyzed a random sampling of 300-350 fiction books in their school library collection. Data was collected regarding the diversity of the main character in each text. Diverse main characters are defined using the Park Hill Diversity, Equity, Inclusion and Belonging Glossary of Terms for “diversity.”</p> <p>Based on the random sampling, the average percentage of titles with diverse main characters at the elementary level is 20%. The average percentage of titles with diverse main characters at the secondary level is 36%.</p> <p>This data has been used to develop fiction collection goals for each media center. By 2026, the percentage of culturally diverse print fiction titles in elementary Library Media Centers will increase to 30%. The percentage of culturally diverse print fiction titles in the secondary Library Media Centers will increase to 45%. Goals and action steps will be written by each Library Media Specialist to reach the goal.</p>	

Outcome 2: Align library practices with DESE Exemplary Library Indicators.

Measure 1:	Use the new DESE Exemplary Library Indicators, where applicable, to develop action steps for each library to work toward meeting the standards.
<p>Results:</p> <p>DESE Recognition of Exemplary Library Programs evaluates media centers based on four categories: instruction, leadership, library environment, and staffing. The rubric contains 21 indicators, each divided into Exemplary (2 points) and Approaching (1 point) for a total of 42 possible points.</p> <p>Data tables and procedures for documenting collections based on DESE Exemplary Library Indicators were developed to track the quality, size, and age of collection for each library. Reports were generated to assist Library Media Specialists in developing goals for purchasing and weeding print materials to improve the quality of the collection.</p> <p>Moving forward, when applying the DESE Exemplary Library Program scoring guide, Park Hill Library Media Centers will earn 35 out of 42 possible points on the indicators.</p>	

What do key stakeholders consider to be the strengths and OFIs of the program?

Strengths	<ul style="list-style-type: none"> • Library Media Center resources have a wide variety of books in various formats • Students feel supported by their Library Media Specialist to find resources that are of personal interest and that help them complete schoolwork • Well-balanced up-to-date collection that supports curriculum • Library Media Specialists provide meaningful support to teachers through collaboration and instruction with print and digital resources • Library Media Center collections are increasing the number of diverse materials available in both print and digital format • A partnership between Mid-Continent Public Library (MCPL) and the Park Hill School District provides all students with a wider variety of digital resources
OFIs	<ul style="list-style-type: none"> • More collaboration time between teachers and media specialists • Opportunities for Library Media Specialists to provide professional development to building staff on educational technology tools, digital and print informational texts, and other resources • Develop websites further to provide curated content that addresses curriculum needs and topics of personal interest to students

What do the program's staff consider to be the strengths and OFIs of the program?

Strengths	<ul style="list-style-type: none"> • Consistent opportunities for multi-tiered (vertical) collaboration and professional development • District level advocacy • Warm, welcoming spaces for all students and staff • Support from the district related to personnel and resources • Access to innovative technology • Program addresses effective and ethical engagement in multiple types of literacy through instruction • Students have access to a wide variety and large selection of reading material through digital and traditional formats • Flexible Library Media Center curriculum that allows for project-based activities incorporating innovative teaching resources
OFIs	<ul style="list-style-type: none"> • Continued goal to have equal access to technology across all LMCs • Further develop Maker Space/Design and Build spaces to accommodate growing capacity of students learning and to take advantage of emerging technologies • Dynamic budgets to allow for age of collection and size of student population • Flexible scheduling to accommodate a wider range of use of the LMC by classes • Technology support for library specific technology equipment, applications and uses in instruction

How well aligned are the program's priorities and processes with the goals of the program?

The program goal of developing Park Hill Collection Development Standards is aligned with the program's priorities and processes.

The program goal of providing a relevant and engaging Library Media Center for all teachers and students is aligned with the program's priorities and processes.

Results of the Program Equity Audit

What were the findings of the Program Equity Audit?

The Program Equity Audit indicates that the Library Media Program provides equitable access to all stakeholders in delivery of its programming and instruction, as well as providing a diverse collection of resources. The facilities are inviting and provide comfortable learning zones for a variety of uses by teachers and students. Further development of these spaces is recommended. This program needs to continue to develop diverse collections of print and digital materials for stakeholders. Other areas of programming such as book displays, curated content online and recommended reading lists will also be more closely monitored.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Plan for Evaluation (for upcoming year)

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Planning Team

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Description of the Program

The Park Hill Library Media Program provides a variety of resources and current technologies for students, staff and teachers.

Description of How the Program's Services are Developed and Delivered

Library media specialists provide support to students and teachers in a variety of ways. They facilitate student learning that encourages students to think critically about information, its ethical use, and construct new knowledge using a variety of formats. Library Media Specialists also provide leadership in the integration of effective technology tools to enhance learning and promote positive digital citizenship. Assuming a collaborative role with classroom teachers, library media specialists lead lessons in information and other 21st century literacies within the content areas rather than in isolation. Library media specialists also help create an avid reading culture for both learning and enjoyment.

Library media specialists develop and maintain relevant and diverse library collections in mixed formats to support curricular needs and special interests using data provided by the library management software, recommendations of teachers, and students, and using library selection tools.

Centralized Processing is also a part of library media services. This department receives, catalogs, and processes textbooks, library books and other curricular resources to make them shelf-ready, coordinates transfers of these materials, and manages surplus and discarded curricular materials.

Key Program Stakeholder Groups

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|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Taxpayers |
| <input checked="" type="checkbox"/> Staff | <input type="checkbox"/> Other (Specify.) |
| <input checked="" type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

Staff, students, and teachers need access to a relevant, diverse, and current collection of materials, both print and electronic. Staff, students, and teachers need relevant media services to support learning.

Outcomes of the Program

Outcome #1 Provide resources and programming, including resource collections, that are culturally diverse.

Outcome #2 Align library practices with DESE Exemplary Library Indicators.

Measures

By 2026, the percentage of culturally diverse print fiction titles in elementary Library Media Centers will increase to 30%. The percentage of culturally diverse print fiction titles in the secondary Library Media Centers will increase to 45%. Goals and action steps will be written by each Library Media Specialist to reach the goal.

When applying the DESE Exemplary Library Program scoring guide, Park Hill Library Media Centers will earn 35 out of 42 possible points on the indicators.

Evaluation Questions

- What is the status of the program's progress toward meeting outcomes?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should outcomes be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)