BRIGHTON
CENTRAL◆SCHOOLS

A Review of the K-12 Library Media Program for the Brighton Central School District

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Introduction

Program Evaluation Background

The Brighton Central School District (BCSD) program evaluation process occurs every five years and is conducted to review information about student achievement and how effectively current curriculum and instruction supports that achievement. The evaluation uses multiple measures of relevant data to assess ongoing efforts to improve student learning.

BCSD recognizes the benefits of the program evaluation process in identifying areas where current practices support the community's high aspirations for student achievement. Additionally, the program evaluation process is used as a measure of identifying areas requiring further focus.

The Library Media Program (LMP) Committee began its work by identifying expectations for student learning that all Brighton students should acquire as they advance through the grades. The Committee used national, state and local standards, and reviewed other documents, to help inform their process design and their analysis and interpretation of the data. Specifically, expectations outlined for student learning in the Brighton Blueprint, national Future Ready Libraries standards and The American Association of School Librarians (AASL) Standards for the 21st-Century Learner were used to guide this evaluation.

Evaluation Design

The evaluation design was created with the following objectives in mind:

1. Evaluate the extent to which Brighton students achieve the goals of the K-12 Library Media Program and meet local, state, and national standards.
2. Evaluate the extent to which the district supports student achievement through:
   - curriculum development, instructional practices and assessment,
   - learning environment and resources, and staff leadership

Design for Evaluating Student Achievement

The LMP Committee's guiding question for evaluating student achievement was:
What are the expectations for student learning in the Library Media Program at BCSD?

This question was examined within the context of the AASL Standards for the 21st-Century Learner, the Brighton Blueprint and the national Future Ready Libraries standards. LMP Committee members identified key student learning expectations in the Library Media Program along with essential student knowledge and skills expected to be achieved across the curriculum. Once key areas were identified, the LMP Committee considered possible data sets to measure achievement in each of the key areas, and evaluated data sets to ascertain the best possible source of information. Both qualitative and quantitative data were considered, as appropriate for the key area. A summary of those expectations, indicators and associated data sets follows.

Guiding Question: What are the expectations for student learning in the library media program at BCSD?	What are the essential knowledge and skills students are expected to achieve across the curriculum?	Data that could be used to measure this dimension.
Information literacy (including reading and technology literacy): Students are effective users and creators of ideas and information. They practice critical thinking in their reading and research. **Alignment to Brighton Blueprint:** Priority 2. Rigorous Coursework • Incorporate inquiry/project-based learning into existing courses and disciplines Priority 3: Creativity and Innovation • Provide explicit instruction in processes that support dispositional thinking including creativity and innovation Priority 4. Instructional Technology Needs: • Equity (access to resources) • Congruency (K-12) • Tech digital citizenship (curriculum) • PD Experiences • "Tech Skills" are a part of all areas and subjects within the school – using tech happens throughout the day.	Students practice critical thinking by: • engaging in the research process (inquiry; assessing validity, accuracy, bias, and quality of writing in sources) • posing questions and investigating answers beyond superficial facts, developing and implementing inquiry dispositions • identifying main and supporting ideas, misconceptions and conflicting information, bias, and point of view. • creating and sharing their own understanding • using information ethically and responsibly • engaging in self-directed learning that involves choice and leverages technology	Surveys in 4th, 7th and 11th grade at end of research project • 11th grade in Jan/Feb Collect task samples at every grade level (common tasks) Track Turnitin - grade 11 for plagiarism • Gather examples of the types of plagiarism happening
Life-long Readers and Learners: Students have high levels of reading literacy and become independent life-long readers and learners. They are motivated readers within a school-wide reading culture that extends to the broader community. **Alignment to Brighton Blueprint:** Priority 2. Rigorous coursework for all Priority 3: Creativity and Innovation – students realize that learning is a lifelong experience. They will constantly be challenged by changes in society, technology, etc	Students • use prior knowledge to connect to/across situations and form personal meaning from works from a variety of genres and formats (including visual, textual, and digital) • discuss, evaluate, and share literature, fiction and nonfiction • use reading to prepare for college and career • are provided opportunities for	• Circulation Statistics: shows how many books are going out. • Year over year comparisons of circulation statistics - Circulation within Overdrive • Survey students • Evaluate the fiction collection, for example, based on subgenre, cultural diversity (using tags?), • Inter-library loan: Might be beneficial to see what

	independent personal learning in order to acquire thinking skills that enable them to learn on their own and develop strategies for self-assessment • gain an appreciation of diverse cultures by engaging in diverse reading selections	we're bringing in/supplementing for classes or students.
Social responsibility: Students share knowledge and participate ethically and productively as members of our democratic society. They use valid information and reasoned conclusions to make ethical decisions and to consider global perspectives and the 'real world'. **Alignment to Brighton Blueprint:** Priority 4. Diversity and Equity • Look at resources w/in the library (print, databases, etc.). This may be an area that needs further attention, with more specific, defining language. • We need to better represent diversity and equity within our collection (library goal, rather than student goal)	Students • seek multiple points of view and a global perspective • understand that democracy is built on intellectual freedom • collaborate to develop and share creative projects, respecting and acknowledging ideas and contributions of others • respect intellectual property rights by attributing the sources and avoiding plagiarism • create and share information using technology safely, ethically and responsibly • practice online safety, security and ethical use of data	• Analyze library collection for diversity • Student surveys

Design for Evaluating the Work of the Organization

The LMP Committee's guiding question for evaluating the work of the organization was: *What organizational supports are in place to foster student achievement in Library Media Program goals?*

This question was examined within the context of the AASL Standards for the 21st-Century Learner, the Brighton Blueprint and the national Future Ready Libraries standards. Following the work on student achievement, LMP Committee members identified key organizational supports in place to foster student achievement in the Library Media Program, as well as indicators of organizational support. Once indicators were identified, the LMP Committee considered data sets to measure each indicator, and evaluated data sets to ascertain the best possible and available source of information. Both qualitative and quantitative data were considered, as appropriate for the key area. A summary of the plan for this area of inquiry follows.

What organizational supports are in place to foster student achievement in library media?	Individual indicators	Data that could be used to measure this dimension.
Curriculum and Resources Student needs for learning resources are met through well-developed collections of materials in a variety of formats and locations. **Alignment to Brighton Blueprint:** Priority 2. Rigorous coursework • With a well-funded library budget, curriculum will be enriched and resources will be current and valuable. Priority 5. Diversity and equity • What are the guiding principles used to choose materials?	1. There are systems in place for developing, implementing and updating curriculum 2. The curriculum is vertically aligned and reflects important 21st century skills and concepts and the Next Generation Learning standards 3. There is a common language/consistent method for employing the research process which is developmentally appropriate and congruent across libraries and between library and classroom 4. There is a standardized, congruent approach to the selection of materials across libraries. 5. Collections are well-developed and current with sufficient high quality materials in a variety of formats, including materials needed to meet Next Generation learning standards and the program's mission. Collections also represent diversity as it pertains to culture, ethnicity, cognitive, and socio-economic viewpoints. 6. All students have confidential and equitable access to physical and virtual information and resources that meet their diverse needs. 7. There are cooperative relationships in place to facilitate resource sharing between libraries. 8. The library media program has adequate, sustained funding to support student needs to attain the learning standards.	Qualitative: • Staff surveys (teachers and admins) • Student surveys Quantitative: • Use Follett to generate data on circulation behaviors of students
Instruction The library media program ensures that every student makes progress regardless of learning styles or needs.	1. Instruction is data driven and aligned with specific goals 2. Instruction engages all students, is personalized when possible and promotes student regulation and ownership over own learning 3. Additional supports are in place	• Other subject curriculum maps to align goals • Information fluency continuum - use priority benchmarks to define gaps in program • Librarians analyze their

Alignment to Brighton Blueprint: Priority 3 & 4: Rigorous Coursework and Instructional Technology Priority 5. Diversity and equity	beyond initial instruction for students at all levels. 4. There are provisions for meeting diverse student needs and sharing a wide range of viewpoints 5. Teachers integrate resources and information literacy skills into every classroom through an inquiry process in collaboration w/the library media specialist. 6. A variety of technologies are used to impact student achievement and are integrated into teaching and learning through the library media program.	schedules as well as pick a period of time and record "drop ins" • Look at number of reference questions asked. Have librarians chart this during a "moment in time period". • Survey staff/admins
Assessment Library media specialists, in collaboration with classroom teachers, routinely engage with measurable learner outcomes and with data sources to improve resources, instruction, and services. **Alignment to Brighton Blueprint:** Priority 2. Rigorous Coursework • Assessment completes the loop of instruction, assessment and evaluating instruction.	1. Assessments are based on a process of gathering evidence about students' knowledge of and ability to use the library resources. 2. The assessment system is balanced. Assessments are: • used for a variety of purposes, including by students for self-assessment • aligned to clearly defined learning targets that are prioritized for importance and relevance 3. The librarian and classroom teachers collaborate to develop coherent grade-level benchmarks for information literacy and technology skills	• Collect data on what assessments are being used in: • Research projects • Library class • Collaborative projects • Survey teachers & librarians re: collaborative projects: what assessments used, how, and what are results used for?
Learning environment Libraries are valued spaces providing safe havens for students to develop self-direction and self-regulation. Student learning is increased through access to certified library media specialists and well qualified support staff. **Alignment to Brighton Blueprint:** Priority 1. Safety, security, and wellness	1. There are sufficient certified librarians and qualified support staff 2. The libraries support flexible scheduling to provide learner and educator access to staff and resources at the point of need 3. Students have sufficient access to library resources (time/location) which satisfy (where regulated) minimum requirements for library instructional time 4. Systems are in place for interdisciplinary communication and collaboration (between teachers, grade levels, between and within departments and the library as well as the public library and other community resources).	• Age of collection via Titlewave report • Ratio of books to students • Collection makeup (fiction to non-fiction, etc) • Evaluate the functionality of technology (age, number of helpdesk tickets, etc.) • Separate spaces for different types of learning (caves, watering holes, & campfires) • Compare staffing to best practices (student to

	5. Students seek opportunities to visit the library in groups and individually. 6. The library atmosphere invites all to explore, read and learn in order to foster innovation and creativity. 7. The libraries include multiple spaces to support a variety of learning (collaborative, virtual, independent, etc). 8. Current technology is available and operable to support a variety of learning experiences. 9. There is a measurable effort to build community between students both within and outside of the BCSD system.	staff ratio) • Student/staff surveys
The Librarian as a Leader and Advocate Librarians foster a professional learning community by facilitating dialogue and networking among teachers and other librarians to support continuous improvement.	1. Librarians actively promote the library program to build program awareness and support which includes outreach to outside/public librarians. 2. The administration, community, and all building staff support the library media program verbally and programmatically and can articulate the school library's impact on students. 3. Librarians provide leadership in professional and curriculum development. 4. Administration supports learning opportunities and participation in professional organizations at school, regional, state, and national levels.	

Results

Results for each of the dimensions listed below were gleaned from the analysis of the above defined data sets. Student, staff, and administrative surveys were completed by 1559 students (N=BHS: 463, TCMS: 485, FRES; 661), 124 staff members, and eleven administrators.

Within the student survey, students were asked to rank the extent to which the library's resources, space and staff help them achieve selected educational goals. Of the 65% of student respondents who chose to respond to this question, students ranked their responses in this order:

1. Find things to read that help me learn and grow
2. Work with others toward a common goal
3. Collect, organize and share resources that are important to me
4. Ask questions and think about how to identify and solve problems

5. Evaluate information for its quality, usefulness and accuracy
6. Understand and accept that people sometimes have different views about the same topic
7. Follow ethical guidelines about using and sharing information

Dimension 1: Information literacy (including reading and technology literacy)

Overarching Goal: Students are effective users and creators of ideas and information. They practice critical thinking in their reading and research.

At the K-4 level, all students attend a 30-minute library class once per cycle as part of the specials rotation during which time the classroom teacher is released to fulfill other duties. The fixed schedule guarantees that all K-4 students have equal exposure to information literacy skills instruction and the opportunity to select books. The nature of the fixed schedule and the high number of scheduled classes limits opportunities for collaborative planning and co-instruction.

At the 5-12 level, library instruction is flexibly scheduled and collaboratively delivered with the classroom teacher. Because a flexibly-scheduled library program is dependent upon the collaborative efforts of classroom teachers and the school librarian and collaboration efforts vary, students are not guaranteed equal exposure to information literacy skills instruction and the opportunity to select books. However, when in the library, instruction is focused on the opportunity to select books and the development of information literacy skills including genre studies, copyright and plagiarism instruction, location, evaluation and use of research materials, and creation of student knowledge products which express learning.

Data sets used to evaluate this dimension included teacher, student and administrative surveys. Analysis of these data resulted in the following observations and conclusions.

OBSERVATIONS AND STRENGTHS:	CONCLUSIONS AND NEEDS:
- Students in all grades used the library resources, space and staff to help them find things to read that help them learn and grow. - Sixty-one percent of all students believed that the library resources sometimes inspire them to create and innovate. This represents a developing strength with room for improvement, as further developed in CONCLUSIONS AND NEEDS. - When asked how they used the library outside of scheduled classes, students in grades 3-12 identified the following primary uses within this dimension: complete assignments (52%), conduct research (41%), and work with peers on assignments (38%). - Fixed- and flexibly-scheduled models offer advantages and disadvantages to student learning.	- Establish makerspaces to further support student-directed creativity, critical thinking and problem-solving. Effective makerspaces require space, assets/tools, and a skilled mentor. - Design increased opportunities for staff development to foster a greater understanding of: - collaboration as a means to implement inquiry-based learning which simultaneously meets content area and information fluency learning standards - the process-based standards within the Empire State information fluency continuum (IFC) standards

• The benefits of collaborative instruction on student learning are unclear to some teachers and administrators.	

Dimension 2: Lifelong Readers and Learners

Overarching Goal: Students have high levels of reading literacy and become independent life-long readers and learners. They are motivated readers within a school-wide reading culture that extends to the broader community.

Exposure to high-quality and high-interest literature of great variety helps to foster a love of reading. This is accomplished through read-alouds, discussion of literature and special programs both within the library and in conjunction with classroom teachers. Additionally, librarians work closely with teachers, students and parents to create individualized reading lists and book baskets to support students as they search for materials at appropriate reading and/or interest levels.

Throughout the district, programs to encourage reading include literacy circles, author visits, schoolwide reading promotions, PTSA book fairs, guest readers, book clubs, displays and book talks, personalized reading lists, and student and staff recommendations. Titles suggested for summer reading are published on the district website for community use, and all students K-5 are visited by librarians from Brighton Memorial Library in June to learn about the summer reading incentive program.

OBSERVATIONS AND STRENGTHS:	CONCLUSIONS AND NEEDS:

• Students strongly prefer print materials or a mix of print/digital over just digital resources.
 • When asked how they used the library outside of scheduled classes, students in grades 3-12 identified the following primary uses related to this dimension: check out books (62%) and read quietly (47%).
 • Younger students are more engaged in pleasure reading. There is less leisure reading as the age increases.
    ○ 93% of FRES students read for pleasure once a week or more
    ○ 7% of FRES students do not regularly or never read for pleasure
    ○ 56% at BHS read for pleasure once a week or more
    ○ 44% of BHS students do not regularly or never read for pleasure. There are no material differences among racial groups in the amount of time spent reading for pleasure.
 • Ideas for what books to read come from family and friends for the majority of all ages.
 • As students age, they start to prefer the
	• A focus on purchase of print resources should continue, as students have clearly indicated a preference for print materials when independently reading.
	 • Seek schoolwide opportunities to continue fostering independent reading as students progress through BCSD.
	 • Within the scope of a school library's mission to support the school's instructional program, consider methods for identifying and funding the independent reading preferences of students.
	 • Identify usage patterns of various student representation groups and consider methods to foster greater usage by all student sub-groups.

public library collection more than the school library. Older students may possibly gravitate to the public library because there are more titles of interest. • Minority students are using the library more than white students. Minority students seek recommendations from librarians more than white students. • More girls than boys said they read for pleasure every day. • More boys than girls said they never read for pleasure.	

Dimension 3: Social Responsibility

Overarching Goal: Students share knowledge and participate ethically and productively as members of our democratic society. They use valid information and reasoned conclusions to make ethical decisions and to consider global perspectives and the 'real world'.

Within this dimension, the LMP Committee reviewed data regarding the degree to which the Library Media Program fosters an understanding of diverse perspectives, cultures and values. With respect to the ethical use of materials, we were unable to gather sufficient data to assess this portion of the dimension.

When asked how topics of diversity and multiculturalism were fostered, all librarians reported that the library program helps students to gain an understanding of diverse and multi-cultural perspectives through literature and research resources. When selecting and purchasing materials for the collection, all librarians reported that they consider freedom of expression and tolerance for multiple views during the process. Librarians also consider resources addressing developmentally appropriate social issues.

OBSERVATIONS AND STRENGTHS:	CONCLUSIONS AND NEEDS:

• Student survey responses about the extent to which the library's resources, space and staff help them achieve selected goals indicated that the following two concepts ranked 6th and 7th out of the 7 goals provided to them.
 	
    o Understand and accept that people sometimes have different views about the same topic
 	
    o Follow ethical guidelines about using and sharing information
• Overwhelmingly students in all grades indicated "sometimes" to seeing themselves reflected in library resources (71%).
• Seventeen percent of the respondents
	• Highlight existing texts in the collection which represent our diverse student population in displays, curricular reading projects, book clubs, etc.
	• Consider our diverse student representation along with other common measures such as quality, reviews, awards, etc. when selecting texts for purchase.
	• Continue to investigate why and how students of color access the library for a variety of purposes given the varied responses on the survey.
	• Consider methods to evaluate district-wide ethical use of information, citation, copyright compliance, and digital citizenship.

• reported "never" seeing themselves in the collection • Students of color seem to use the library at the same rate until 9th grade; when the degree to which they use the library—especially in terms of seeking books for independent reading—seems to fall off	

Dimensions 4-6: Curriculum/Resources, Instruction and Assessment

Each of these dimensions reviewed the current availability and use of an articulated curriculum and corresponding resources, the instructional practices found in each library and the use of ongoing assessments to ascertain the degree to which students were achieving the instructional goals that had been defined at each grade level. Data from surveys and collection descriptions were reviewed.
A range of collaboration methods between librarians and classroom teachers were present in all buildings; examples included low levels of collaboration such as assembling content-related book carts and high levels of collaboration such as research units where classroom and library teachers worked side-by-side to plan, deliver and assess instruction meeting content-area and information literacy standards. It was noted that in many instances, this collaboration was "teacher dependent" in that individual classroom teachers often self-identified their desire to collaborate on a project rather than formal, systemic opportunities being built into each of the curriculum maps.

OBSERVATIONS AND STRENGTHS:	CONCLUSIONS AND NEEDS:
• Use of databases and digital resources is significantly increasing across all schools. Instruction on how to effectively use these digital resources is an area of continuing focus at each school. • At all grades, students felt that the librarian was sometimes available to help them. At BHS, students felt the staff was more available than students did at other schools. BHS has a significant number of staff to assist students and students. • Relative to other buildings, TCMS has stronger teacher-librarian collaboration on curriculum and assessment as a result of factors such as smaller department size, established collaboration of department staff, consistency of common assessments, and intentional inclusion of the LMS in planning time throughout the year and during summer PD. • At CR and FR, collaboration is more impromptu with some tendency toward planned collaboration, with little mention of assessment. HS teachers indicated little consistent collaboration occurring between teachers and the LMS which leads us to believe that assessment is not occurring	• CRPS enrollment is projected to increase. This may require additional print resources to maintain an appropriate ratio of resources per student. • It is difficult to determine how successfully the library services are aligned with the standards and/ or expressed vertically. • While consultation and collaboration certainly happen, the ways that they happen are not consistent or systemic. There are no protocols in place that dictate how consultation and collaboration occur. These should be established. • Teacher-librarian collaboration is inconsistent and lacking between grade levels. Evaluate factors which may lead to this state, such as rigid scheduling, number of students served, lack of common planning or instructional time, lack of common assessments, or varied beliefs about instructional goals and methods. Identify possible methods to overcome these barriers.

consistently either. • At TCMS, the students felt that the resources did not help them as much as the resources at the other buildings.	• Additional staff for CR, FR and TCMS would foster greater collaboration and development of inquiry-based learning experiences.

Dimension 7: Learning Environment

Overall Goal: Libraries are valued spaces providing safe havens for students to develop self-direction and self-regulation. Student learning is increased through access to certified library media specialists and well qualified support staff.

Within this area of inquiry, the LMP Committee evaluated opinions and judgment regarding the library as an educational environment that supports lifelong learning. Results from student, administrative and teacher surveys were reviewed.

OBSERVATIONS AND STRENGTHS:	CONCLUSIONS AND NEEDS:
• All grades feel comfortable and welcome in the library (70%), finding it a comfortable place to learn and work. • At the younger grades, students expressed that the library was not always open when they wanted. At BHS, students had mixed responses about the open hours of the library. • Across the district, teachers indicated that they felt comfortable using the library for various means including securing books that foster life-long reading, information literacy, and cultivating social responsibility. • Teachers at CR and FR struggled to see the library as an inviting place that encouraged critical thinking while TCMS and BHS felt that the library was a space that encouraged and fostered critical thinking. • The number of scheduled classes at the elementary level is high, which means that for a significant portion of the school day the librarian is unavailable to support walk-in student requests.	• There were a variety of responses to the library's availability at all grades—some students thought the libraries' schedules were ideal, others that the schedule was limiting. • Because a small portion of the population—both students and faculty—indicated they had reservations about their use of the library (either in terms of their personal comfort in the space or the use of the space for intellectual pursuits), additional efforts need to be made to determine what specifically about the library at both lower and higher grades need to develop in light of those critical responses. • There is a general sense that despite the value that our current faculty and staff bring to the library, our media centers would benefit from increases in staffing to allow for the development of lessons, collaboration with instructors, and flexible scheduling to meet student preferences and needs.

Dimension 8: Librarian as Leader and Advocate

Overall Goal: **Librarians foster a professional learning community by facilitating dialogue and networking among teachers and other librarians to support continuous improvement.**

The final area of inquiry involved the librarians' role in the school community as a leader, provider of professional development, and advocate. Much of the data from each of these dimensions was gleaned from the teacher and administrative surveys. The librarians self-reported taking advantage of many professional development opportunities offered throughout the region, as well as routinely subscribing to numerous professional journals and publications in an effort to continually hone their craft. Each also considered himself or herself an active advocate for the Library Media Program.

OBSERVATIONS AND STRENGTHS:	CONCLUSIONS AND NEEDS:
• There is an impression that the LMS does not provide a significant amount of professional and curriculum development leadership for staff members in a comprehensive manner, but that it perhaps occurs in the context of one-to-one collaboration.	• Because administrators and teachers both indicated a lack of awareness of IFC goals in the context of the LMS position at their schools, library personnel may want to initiate further, more detailed communication and education about the LMS position and its corresponding roles and responsibilities in a large group context.

Discussion

The purpose of this program evaluation was to determine the degree to which Brighton students are developing their abilities to gather, utilize, evaluate and create information in an ethical, socially responsible way. In addition, members of the LMP Committee sought to ascertain the degree to which students had an appreciation for, and were developing habits of, lifelong readers. In conjunction with these lines of inquiry, the evaluation design incorporated investigation into the curriculum, instructional and assessment practices of the Library Media Program in tandem with the role the school librarians play in creating this environment. The evaluation design as well as subsequent data analyses led to the conclusion that overall students are being successful; they like the library feel that it is an inviting place, and see value in the work that they do there. In addition, teachers were found to value the library and the services it offered, although some were indecisive about the general management structure and budgeting aspects of the Library Media Program.

Despite the overall positive findings and perceptions of the students and teachers, data indicated there were areas in need of further study and attention. Specifically, areas involving the explicit integration of the library program with the other curricular areas through collaboration with classroom teachers, the diversity of the collection as it reflects the student population at Brighton, and increased attention to the reading habits of students as they grow up in the system.

Recommendations

The following are key recommendations for the K-12 Library Media Program:
1. Increase the support for student creation and innovation in the library space. This could include the addition of makerspaces and production studios.
2. Increase the quantity and type of professional development to staff to increase knowledge of the relationship of the library to overall student learning.
3. Explore additional ways to market the library collection to increase independent reading behaviors. Analyze the current collection for adequate representation of student population and purchase accordingly to fill gaps.
4. Further investigate why and how students of color access the library for a variety of purposes given the varied responses on the survey.
5. Further investigate the welcoming atmosphere of the library in order to ensure all students view the facilities as places for personal comfort or the use of the space for intellectual pursuits
6. Explore different models for increasing collaboration between librarians and teachers by analyzing current models.
7. Evaluate the need for additional staff in light of accomplishing the goals outlined above.

Limitations

The BCSD program evaluation cycle occurs over a five-year time period, with this cycle being the second for the Library Media Program. One of the limitations of the K-12 Library Media Program evaluation was the lack of available and/or standardized data sets. Early plans for data collection included analysis of student learning. Implementation of the data collection plan was difficult for this and several other planned data sets as the information was either not available, or not in a standardized format which could be compared. Therefore, though the scope of the work was initially planned to be comprehensive, the lack of available data forced a reduction in scope. In addition, as with any program evaluation, possibilities for areas of inquiry as well as corresponding data sets are somewhat limitless. Given the constraints of time, all attempts were made to analyze available data to the fullest extent, although in some instances, additional analysis could have been performed.

Throughout the program evaluation process, several surveys were used to increase the LMP Committee's understanding of teacher and student perspectives on aspects of the K-12 Library Media Program. Because of a lack of availability in the field of standardized survey instruments, surveys were locally developed to measure various dimensions and indicators. Although every attempt was made to target the language to the intended audience, there may have been some confusion of the respondents as to the intent or meaning of any particular question. In addition, with the exception of the student survey data from French Road, where approximately seventy-five percent of the student body responded, approximately half and one third of the students responded from Twelve Corners Middle School and Brighton High School, making generalizations difficult to the entire student population.