

“I Wish Everyone Had a Library Like This”

Year 2 Report on The Baltimore Elementary and Middle School Library Project

Steven B. Sheldon and Marcia H. Davis



June 2015



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Without the assistance of numerous partners, this research would not have been possible. The authors extend their gratitude to Kate Sorestad, Amy Rosenkrans, Beth Napier, Ike Diibor, Kim Robinson, Deborah Taylor, Stephen Plank, Faith Connolly and Rachel Durham.

The study was completed through the generous support of
The Harry and Jeanette Weinberg Foundation.

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“I Wish Everyone Had a Library Like This”

The Baltimore Elementary and Middle School Library Project Year 2 Report

Abstract

This report focuses on the opening of new school libraries and their impact on schools, teachers and students after two years of implementation of the Baltimore Elementary and Middle School Library Project (Library Project). The findings build on the first report of this project and show that it is not just new facilities, but also the added features provided in the Library Project that have an immediate impact on the school community. Specifically, improvements have been seen in measures of school climate. Also, where proficiency rates in comparison schools tended to decline over time, Library Project schools tended to maintain or increase literacy skill proficiency rates.

Statistically significant differences were found in schools for teachers and students in reading and the enjoyment of reading. Compared to teachers at schools with similarly renovated libraries – those renovated with state QZAB funds but without additional professional development funds, community partnerships, and modernized technology -- teachers at Library Project schools reported more collaboration with the school librarian and were four times more likely to have their students use the library for research. They also reported that their library is more welcoming for students; that students enjoy going to the library more; and that the school is more conducive to reading and learning than prior to the new library. Students at Library Project schools are more interested in reading than students at comparison schools. Compared to students in schools with similarly renovated libraries, students in Library Project schools reported they *like the library more, have a favorite book or books, and that it is easy for them to find books they like*. In-depth interviews with librarians at Library Project schools revealed some best and promising librarian practices that support student reading and literacy development.

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Steven B. Sheldon and Marcia H. Davis

Project Background

National studies have found that school libraries affect student achievement. In particular, access to books during the school day leads to higher test scores and academic achievement, even offsetting the negative impacts of poverty (Guthrie, Wigfield, & Von Secker, 2000; Lindsay, 2010). Urban students attending high-poverty schools have less access to books and other library resources than students attending more affluent schools (Pribesh, Gavigan, & Dickinson, 2011). The need for modern, well-resourced libraries in urban schools, where reading achievement and graduation rates tend to be lower, is critical.¹

In many school districts, however, school libraries are understaffed and under-resourced. In a national survey of schools and school staff, one-third of schools reported that they did not have a full-time, certified media specialist (Bitterman & Goldring, 2013). Only with adequate attention and investments can school libraries and librarians realize their potential to help develop students’ literacy skills and motivation; as well as support the increased rigor and the new approaches to learning that Common Core State Standards and other school reform initiatives are promoting.

The Baltimore Elementary and Middle School Library Project

To improve academic achievement for children in Baltimore, The Harry and Jeanette Weinberg Foundation (Weinberg Foundation) initiated The Baltimore Elementary and Middle School Library Project (Library Project) as a multi-year, collaborative effort to design, build, equip, and staff new or renovated elementary/middle school libraries where many students face academic challenges. This project engages leaders from multiple organizations and across sectors for the greater good of the community. Each library is carefully designed and constructed, with flexible and durable space that includes a vast array of new products and features. These features include flexible book shelving, electronic readers, computers and other technological instructional devices, an “Enoch Pratt Parent Corner” for parents/guardians, informal reading areas, and separate areas for study and research, instruction, and group discussion. In addition, the foundation contributes funds for a staff position and professional development to further support the librarians and the school community.²

¹ A more complete review of the research can be found in *Libraries They Deserve* (Sheldon, Davis, & Connolly, 2014).

² The Weinberg Foundation provided documents, access to their web site and staff communication to inform this section.

Current Library Project schools include:

Year 1 Schools (Opened 2012-13 school year)

1. Moravia Park Elementary School
2. Southwest Baltimore Charter School
3. Thomas Johnson Elementary/Middle School

Year 2 Schools (Opened 2013-14 school year)

1. Arlington Elementary/Middle School
2. The Historic Samuel Coleridge-Taylor Elementary School
3. Elmer A. Henderson: A Johns Hopkins Partnership School (*Opened Spring 2014*)

Year 3 Schools (Opened 2014-15 school year)

1. Morrell Park Elementary/Middle School (*Opened Spring 2014*)
2. Harford Heights Elementary School
3. Windsor Hills Elementary/Middle School

Funding Mechanism. Baltimore City Schools renovated 51 libraries using the Qualified Zone Academy Bond (QZAB) dollars prior to the start of the Library Project. These funds provided for significant capital improvements, such as HVAC installation and asbestos abatement; the funds provided by state and federal sources, while significant, typically were not able to provide resources outside of construction.

When the Library Project began, the Weinberg Foundation was able to leverage the QZAB dollars being received by the school and provided additional funds to support construction costs, purchase books, purchase and install technologies, and contribute to the design and furnishings of the space. In addition, funds were provided from Weinberg to support a part-time library clerk, an administrative position within the library, and professional development for the library staff. The Weinberg Foundation commitment never exceeds 30 percent of the total library capital costs.

The Weinberg Foundation and its partners hope that a fun, safe, and fully staffed space, such as those created in this project, will increase academic achievement, contribute to a child's love of books and help students develop critical reading and thinking skills. The goal is for these spaces to engage the entire family and school community through extracurricular programs and external partnerships.

In the prior report, *A Library They Deserve*, teachers and students overwhelmingly found the new libraries to be inviting and welcoming, yet in many cases, the role of the librarian in student learning was under-developed. The report recommended greater attention to professional development, providing even more books to students, greater collaboration between schools and community partners, and more efforts to bring families into the school library.

Methodology

This report is the second in a series examining the introduction of renovated school libraries, the addition of new books and technology in libraries, a new book catalog and checkout system, and additional investments in library personnel. This evaluation pursued two general themes: Program Implementation and Program Impact. The first theme is the extent to which literacy-based practices were implemented in schools with new libraries. These practices include those implemented in the library, as well as those implemented by school staff and Library Project partners working at Library Project schools. This evaluation also examined the extent to which the Baltimore Library project was impacting schools and students.

Research Questions

Research questions related to implementation included:

Who were the students served in the Library Project schools?

To what extent were Library Project schools using the school library differently than before, or in comparison to similar schools within the district?

How did the Library Project support student learning and literacy development?

How did community partners work with Library Project schools, and to what extent did this work change from the previous year?

How might schools improve the way they use the school library to engage students and improve students' literacy skills?

Research questions related to project impact included:

Did the Baltimore Library Project have a positive effect on school climate?

Did the Baltimore Library Project increase students' access to books?

Did the Baltimore Library Project produce changes in student reading motivation?

Did the Baltimore Library Project help promote literacy skills and increase school attendance?

How did students in Year 1 and Year 2 schools perform on grade-level literacy benchmark assessments?

Data Sources

This report brings together several different types and sources of information related to students' academic performance, students' use of the library and engagement with literacy activities, and educators' efforts to engage and improve student literacy. The primary sources of evidence about program implementation and impact are survey and interview data collected from seven schools: the three Year 1 schools, two Year 2 schools, and two comparison schools. Descriptions of the three Year 1 schools can be found in the Year 1 report (Sheldon, Davis, & Connolly, 2014). The

Year 2 and comparison schools are described in Appendix A. Appendix A also contains details about the methods and sources for data collection.

Data Collection and Analysis

Interviews. Interviews lasting 30-60 minutes were conducted with principals in Year 2 schools in the spring 2013, before construction, and then later in the fall/early winter 2013, after the library opened, to compare anticipated changes from the Library Project with the actual impact of the new library on their school. The interviews asked principals to discuss their general impressions of the library; teachers' and students' use of the library; the extent to which the library contributes to student learning; and school-community partnerships established through the Library Project.

Both Year 2 Library Project librarians were interviewed in September 2013 and then again in the spring or summer 2014, after the library construction was complete. Interviews varied in length from 30 to 90 minutes. The interviews conducted before the school library construction was completed focused on librarians' vision for the library, their use of the library with students and teachers, their use of the computer laptops and electronic readers, the impact of the library on students, use of the parent corner, and their collaborations with Library Project partners.

Interviews with librarians from the Year 1 Library Project sites were conducted in the spring and summer 2014 to understand how use of the new library and Library Project resources evolved over time.

Four library clerks were interviewed once, in the spring or summer 2014. These interviews lasted approximately 30 minutes and focused on the nature of their work at the Library Project schools. The semi-structured protocols for the principal, librarian, and library clerk interviews are included at the end of Appendix A.

Surveys. Teacher and student surveys were administered in the spring 2014, after the libraries had been open for eight months. Statistically significant differences are noted in the text and on the tables. Copies of the surveys and response rates can be found in Appendix A.

Teacher surveys were collected online in the spring of 2014. These surveys asked teachers to indicate the extent to which the school library, school librarian, and library resources affected the school, students, and their teaching, as well as their students' use of the school library. Three sets of analyses were used to examine the teacher survey data. The first set of analyses looked at teacher reports from Year 2 schools before and after the library was built. The second set of analyses compared teachers in Year 2 schools to their peers in comparison schools. The full set of data and response rates for the second set of analyses can be found in Appendix C. The third set of analyses—reported in Appendix D—compared teachers' perceptions and use of the library at Year 1 schools in 2013-14 to teacher responses from the same school in 2012-13.

Students at the Library Project and comparison schools were surveyed at the end of the 2013-14 school year to determine the extent to which the school library and library resources affected

their reading, their feelings about the school library and librarian, as well as their use of the school library. The full set of data for these comparisons can be found in Appendix C. The second set of analyses comparing Year 1 schools in 2013-14 to 2012-13 can be found in Appendix D.

Book Usage Data. Data about book usage at each school were gathered from two sources. The first was the Destiny Library Catalog, which includes the number of books checked out by each student and staff member. The second source was student and staff responses on the Baltimore City School Survey, administered by Baltimore City Public Schools, about book usage.

Limitations

As with the previous report, identifying comparison schools continues to be a challenge. While the comparison schools provide a reasonable comparison, the small number of suitable sites (2) is limiting.

In addition, comparisons of student and teacher survey responses over time should not be interpreted as evidence of growth or decline in individuals' reports or behavior. The teachers and students who participated in this evaluation were not asked to identify themselves, and so survey responses across the two years could not be directly paired at the individual level. Also, sample sizes vary year to year. Therefore, differences in student and teacher reports and library usage across the two years represent changes in school-wide perceptions and behaviors rather than changes among individual students or teachers.

Book check-out data must also be interpreted with some caution. The data collected via Destiny was a significant improvement over the previous system, but had some noteworthy limitations. As a new system, librarians needed to be trained in order to become familiar with how to use it. Early use of Destiny was somewhat hindered as a result. In addition, in some cases access to the entire library book collection via Destiny was delayed, and therefore, numbers were most likely under-recorded during the first few months of implementation. As a result, use of the Destiny system to measure the immediate impact of the newly renovated libraries on student book usage was limited. In addition, for schools with higher rates of student mobility, students who no longer attend the school may have continued to be on the electronic attendance roll and were counted as having checked out zero books. This caveat is meaningful because according to the most recent Maryland State Report Card, Library Project Year 2 schools had significantly higher student mobility rates than the Destiny comparison schools. Mobility rates, representing students entering or withdrawing during the school year, at the Destiny comparison schools ranged from 11.5 percent to 14.9 percent, while the mobility rates in the Year 2 schools ranged from 30.8 percent to 36.0 percent. The ratios of book checkouts per student in Library Project Year 2 schools are thus likely to be underestimates.

Findings

In the following sections, we present findings related to the research questions proposed in the Methodology section. The findings on implementation will be reviewed first, followed by measures related to the impact of the project on students and schools.

Library Project Implementation

Students Served

Library Project schools serve student populations that are majority low income, ranging from pre-kindergarten through eighth grade (Table 1). In the 2013-2014 school year, Year 2 schools had higher rates of chronically absent students (% Ch. Absent) than Year 1 schools. All but one school, Moravia Park, had low percentages (< 5.0%) of students considered English Language Learners (ELL). Moravia Park serves nearly three times as many ELL students as any other site (14%).

Table 1
Students Attending Year 1 and Year 2 Library Project Schools in 2013-2014

	Grades Served	Enrollment	Percent Receiving Services			Attendance		Mobility
			FARMS	Spec Ed	ELL	ADA	% Ch. Absent	
<i>Year 1 Schools</i>								
Moravia Park	pK-5*	816	93.6	12.5	14.0	94.1	11.6	27.7
SW Balt. Charter	K-8	425	84.3	17.9	<5.0	≥95.0	12.9	7.9
Thomas Johnson	pK-8	516	59.5	14.9	<5.0	94.3	20.5	12.9
<i>Year 2 Schools</i>								
Arlington	pK-8	534	94.2	14.6	≤5.0	92.5	17.4	31.0
Sam. Col. Taylor	pK-5	445	≥95.0	21.2	≤5.0	≥95.0	≤5.0	38.2

Source: mdreportcard.org

* The library serves students pK-2

Note: ADA = Avg. Daily Attendance, FARM = Free and Reduced Meals, Spec Ed. = Special Education

Library Usage

At Library Project Schools, the school library has become a more commonly used space for the entire school community, and students are using the libraries more often and for more purposes. The new library provided students and educators with a new, vibrant and engaging work space. Principals, for example, agreed that they have more meetings in the library than before. One of the Year 2 principals mentioned they used the library for faculty meetings, partnership meetings, and instructional leadership team meetings. Similarly, the other Year 2 principal remarked that the atmosphere in the school library for teachers contrasts sharply with the old library, noting that teachers spend more time in the library because of the new resources available to them.

“They are excited just looking at the space where they can conduct research for their classes or look at different topics in preparation for instruction, and having an area with enhanced technology and the richness of the texts available to the students.”

Table 2
Percent of Year 2 Library Project Teachers Who Reported
Doing the Following Activities “At Least Monthly” Before and After Introduction of the New
Library and Relative to Comparison Schools

	Before Renovation (n=32)	After Renovation (n=35)	Comparison Schools
Check out books	78.1	80.0	78.6
Research a topic	50.0	31.5	7.1*
Visit for “other reasons”	56.2	40.0	50.0

* Statistically significant difference ($p < 0.07$) between Year 2 and Comparison Schools

Compared to teachers at comparison schools, those at Year 2 Library Project schools appear to use the new school library for a wider variety of purposes. As shown in Table 2, about the same percentage of teachers sent students to the library at least monthly to check out books before and after the new library was built (78.1 percent vs. 80.0 percent), and compared to teachers at comparison schools they were equally likely to use it so that their students could check out a book to take home (80.0 percent vs. 78.6 percent). Teachers from Year 2 schools, however, were over four times more likely to report they sent their students to the library for research purposes at least once a month (31.5% vs. 7.1%). This difference was *statistically significant*.

Table 3
Percent of Students Reporting the Following Activities “Often” or “Sometimes”
during the 2013-14 school year

	Year 1 Schools (n=519)	Year 2 Schools (n=249)	Comparison Schools (n=246)
<i>Traditional Uses</i>			
Selecting books to borrow and read at home	70.1*	66.3	62.2
Learning about how to find and check out books Before or after school (selecting books to borrow or reading for class)	62.2	69.1	60.2
	47.8	59.0*	45.9
<i>As a resource for other classes</i>			
Looking up information for my class projects	39.9*	59.8*	52.0
Doing schoolwork for my other classes	29.1*	45.4	35.8
<i>Technology</i>			
Using a computer	46.8*	68.7*	31.7
Using an e-reader (like a Nook or Kindle)	56.6*	83.1*	26.4

* Statistically significant difference ($p < 0.05$)

Student Use of the School Library. As seen above in Table 3, a larger percentage of students in the Year 2 schools reported spending time looking up information for class projects than those in comparison schools. They also mentioned spending more time in the library before and after school. Both of these differences were *statistically significant*. Finally, students in Year 2 schools reported significantly greater use of electronic readers and computers than students at comparison schools.

Community Use. Community use of the school libraries varied across sites. In some schools, educators reported that families visit the library regularly, and that they use the Enoch Pratt Parent Corner. In other schools, principals and librarians agreed that parent use of the library was extremely low.

One possible explanation for this difference across sites is the library location. At one school, the library is on the third floor and is usually locked, though a staff member is available there before and after school. At that school, the principal and librarian acknowledged that only a handful of families have used the Enoch Pratt Parent Corner. In contrast, the library in the second school is located near the school entrance. The principal at this school reported that parents are coming to use the Parent Corner throughout the day to work on resumes, apply for jobs online, and send emails. The principal believes that as a result of the new library, more parents are getting involved with the school in a variety of ways.

At Year 1 Library Project schools, librarians described community use of the library as infrequent. One librarian called it, “the toughest nut to crack” and noted that while a handful of parents use the library often, they represent a small percentage of our families.

Library Project Resources Used

In addition to contributing to the construction of a new library, the Baltimore Library Project provides schools with additional resources, including professional development funds for the library staff, funding for a part-time library clerk, and connections to community partners.

Professional Development for Librarians. The first-year report found that librarians did not fully use professional development (PD) funds in the given timeline. In contrast, this year many librarians were able to describe how their involvement with PD activities influenced their work with students. At one school, for example, the librarian attended a conference session about how to use graphic novels with students and then successfully wrote a mini-grant to purchase graphic novels for students. At another school, the librarian described how a PD experience provided her the tools to take advantage of the technology in the new library. This librarian worked with middle school students to create and write blogs related to *The Hunger Games* books. The students read the books and then went to watch the movie *Catching Fire* (based on the second book of *The Hunger Games* trilogy). The librarian helped students post reviews of the movie online and compare the extent to which the movie and book were similar. Students were asked

to read and react to each other's blog posts. The new library allowed the librarian to put into practice what she had learned in a class about using computer and internet technology in schools.

One librarian described how attending a regional PD conference led to an inspiration about how to use the Black-Eyed Susan Awards, sponsored by the Maryland Association of School Librarians (MASL), as a way to encourage more students to read. She encouraged her students to get involved in the voting process for the Black-Eyed Susan Awards. According to MASL, to participate and vote for a book in a given category, students must be in at least third grade and have read at least three of the nominated books from that category. This year, the librarian reported that 65 students voluntarily participated in reading books nominated for the Black-Eyed Susan Award. Forty-nine of those students were eligible to vote. This was a significant increase over the previous year, when only 12 students participated and were eligible to cast votes for their favorite books.

In addition to the PD opportunities funded through Weinberg, the same librarian also described how the district-sponsored PD was helpful and important, reporting that the monthly meetings and discussions organized by the school district have been a great way to network with other school librarians, and that the school has benefited by getting a free one-year subscription to *The Encyclopedia Britannica* as a result of attending those meetings. According to this librarian, the district staff member responsible for coordinating school library activities is "passionate and energetic" and has brought renewed life to this aspect of central district support for schools.

Use of the PD funds varied across the schools. This was confirmed in the interviews. In a few cases, librarians reported that they did not use the money for PD opportunities because busy schedules made it hard for them to take time away from the school.

Part-time Library Clerk. The Library Project provides funding for a library clerk to work 25 hours per week supporting the school librarian. Responsibilities of the clerk may include, but not be limited to book maintenance (organize, catalog, reshel), partner support, and instruction. Several librarians mentioned that they had the clerk working with students, processing books, and collaborating to "bounce ideas back and forth" about how to better serve the students. In some cases, the librarian collaborated with the library clerk more extensively. For example, one librarian used PD funds to take the library clerk to regional professional conferences and involved the clerk in grant writing to support additional library activities and resources. The library clerks were continually cited as important resources to librarians that allowed them to maintain a well-organized library, while attending to instructional and other responsibilities at the school.

According to the library clerks themselves, their work in the libraries involved helping manage the book collection, as well as engaging with the students directly in literacy-related activities. One of the tasks, if not the primary task, of the library clerk is processing new books into the school library collection. This task can be challenging because the barcodes placed on the books, in some schools, were incorrect and did not match the titles of the books in the main database. According to one clerk, the misalignment of book codes continued to be a problem at her school in the second year, which the clerk has been helping resolve. Both the clerk and the librarian

agreed that if the clerk had not been there, this task would have been neglected or would have distracted the librarian from working with students and teachers.

At one of the Year 1 schools, the library clerk helped run library clubs (i.e., drawing club, authors and illustrators, *Junie B. Jones* book club, and a storytelling club). The clerk also assisted in lessons by supporting students' use of crafts; helping students work on book reports; providing additional Internet media lessons; helping students make passports for *Magic Tree House* lessons; and other fun and educational games and activities.

Destiny Book Catalog. One of the findings from the previous Library Project report was that the catalog system used by the district (KOHA) was not implemented consistently, and as a result, contained incorrect book titles, misaligned or duplicated catalog numbers, and was hard to use. For the Year 1 report, catalog data were not available for analysis. In response, Baltimore City Public Schools and the Weinberg Foundation funded the implementation of the Destiny Book Catalog (Destiny), an on-line book catalog system at Library Project sites. The Year 2 librarians described it as an immense improvement to the KOHA system. Destiny, according to one librarian, "supports what you need" because it allows students to easily look up books in the library, look up resources on the internet, and is easy for librarians and library clerks to use. While only two schools were able to use the system at the time of this report (and usage was limited due to implementation), all Library Project schools will receive the technology as part of the initiative.

Community Partners

In April and May of 2014 the evaluation team conducted interviews with Library Project community partners including Barnes & Noble, The Maryland Book Bank (formerly Baltimore Reads), Parks & People Foundation, the *Baltimore Sun*, The Heart of America Foundation, Maryland Food Bank, and Raising A Reader. The partners have been involved in coordinating book drives, supporting family engagement opportunities, providing books to classroom libraries, helping parents find resources, and providing newspapers. Through their work in four of the five Library Project schools, Raising A Reader estimated sending home 1,851 books per week to 510 families. Similarly, The Maryland Book Bank estimated that teachers at Library Project schools took 1,030 books back to their school and classrooms. These figures indicate the important role Library Project partners play in meeting the goal of providing students literacy-rich school and family environments in which they can develop stronger literacy skills. A summary of each partner interview is included in Appendix D.

Many partners reported that during Year 2, the nature of their work was the same and had simply expanded to include the Year 2 schools. They discussed working with the Year 2 schools as well as continuing to work with the Year 1 schools. Most of the organization leaders reported regular attendance at the Library Project advisory meetings, feeling that these meetings are still as important and necessary as they were at the start of the project. The meetings give them a chance to meet with other board members regularly, and this contact can spur other collaborations and projects. This continual contact with the Weinberg Foundation has also helped many of these organizations connect with additional schools in Baltimore City.

In some cases, Library Project partner organizations reported challenges in maintaining open conversations with each of their partner schools. One partner mentioned that schools may be accepting help from too many organizations, and trying to maintain high-level communication with every partner can take a lot of time and effort that school administrators just cannot give. Most partners, however, noted no problems in communication with schools.

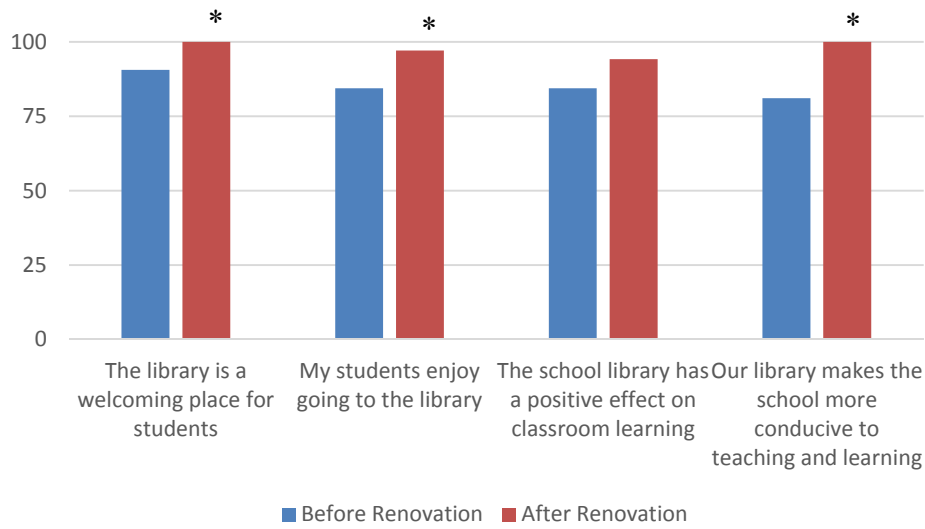
Library Project Impact

School Climate

The newly refurbished libraries are described by school leaders as vibrant and inviting spaces that identify the school as a strong environment for teaching and learning. The principals at Year 2 schools stated that the addition of their new library increased overall school pride. As one principal said, “I think, in terms of changing the face of the school, it is the first thing parents, students, and community members see when they enter our building, and it is such a lovely library space, and they see how engaged students are as well. So, it makes them feel proud that it is the face of our school.” The principal at the other Year 2 school also saw the new library as a source of pride, and mentioned that it makes the school a more professional learning environment and sets an inviting tone. “Everyone’s impression is ‘Wow’ as they walk in, and it is a place everyone wants to be.”

School librarians consistently and emphatically reported that the new library had a tremendous impact on the school environment and climate. One librarian reported that the new library “validates” the school and signals it as a place of learning and literacy. Another librarian went further, describing the school before the new library as a place where staff were “tired” and “unmotivated,” the building dirty and uninviting, and, as this person put it, “almost like a prison.” The library now, according to this librarian, is symbolic of what is to come. She stated, “Now it’s beautiful, inviting; learning is taking place,” and added that she feels it motivates staff and teachers to stay at the school and realize its potential to create successful students.

In Year 2 schools, teachers reported an improvement in school climate measures with the introduction of the new library facility (See Figure 1). The largest of these gains was with teachers’ reports that the library made the school more conducive to teaching and learning. Eighty-one percent of teachers agreed or strongly agreed with this statement prior to having the new library. With the new library, 100 percent of teachers felt that the library contributed to the school’s ability to foster student learning. In three cases, the positive changes in teachers’ reports of the school library were *statistically significant*.



* Statistically significant difference ($p < 0.05$).

Figure 1. Percent of Year 2 school teachers who agree with the following statements before and after introduction of the new library.

Teachers’ reports about the impact of the library were compared across Library Project and comparison schools. As can be seen in the first table of Appendix C, teachers from Year 2 and comparison schools were very positive about their school library. Year 2 teachers were somewhat more positive about the impact of the school library, believing more strongly that it has a *positive effect on classroom learning* (94.2 percent vs. 85.7 percent) and that it is a *valuable resource for student learning* (97.1 percent vs. 92.9 percent). Overall, however, these data suggest that all teachers, both at the Year 2 schools and the comparison schools, believe that their school library is a positive and constructive physical space for students.

Another measure of the impact of the new library on school climate was data collected by the school district. Using standards established by the National School Climate Center, Durham, Bettencourt, and Connolly (2014) found that these school climate measures reported by school staff correlated with student attendance, suspension rates, and school effectiveness review ratings. Table 4 shows these climate measures of the five Library Project schools before construction started and again in the spring of 2014.

In general, compared to their baseline measures of school climate, staff at Library Project schools reported a more positive school climate in 2013-14 once construction was completed. More teachers reported feeling safe in their school in 2013-14 compared to the year before the library was built. In addition, increases in teaching and learning, interpersonal relationships, institutional environment, and leadership and staff relations were reported at Southwest Baltimore Charter School, Thomas Johnson Elementary and Middle School, Arlington Elementary and Middle School, and at The Historic Samuel Coleridge Taylor Elementary

School. None of these differences was statistically significant, although, they are encouraging and indicative that the library is improving the school in general.

Table 4
 Mean Percent of Staff Who Agreed/Strongly Agreed with
 Positive Statements within Climate Domains

	Prior to <u>Construction</u> 2011-12	Post- <u>Construction</u> 2013-14
Year 1 Schools		
Moravia Park		
Safety	75.0	68.9
Teaching and Learning	79.2	77.2
Interpersonal Relationships	79.1	74.4
Institutional Environment	74.2	74.2
Leadership/Staff Relations	69.1	72.4
Southwest Baltimore Charter		
Safety	79.5	92.8
Teaching and Learning	93.5	93.8
Interpersonal Relationships	88.4	97.3
Institutional Environment	90.7	91.3
Leadership/Staff Relations	96.1	96.6
Thomas Johnson		
Safety	88.1	97.0
Teaching and Learning	92.4	95.0
Interpersonal Relationships	91.1	96.1
Institutional Environment	87.4	91.3
Leadership/Staff Relations	90.5	93.0
Year 2 Schools		
Arlington		
Safety	57.0	74.3
Teaching and Learning	73.3	84.8
Interpersonal Relationships	72.5	82.3
Institutional Environment	69.8	78.3
Leadership/Staff Relations	68.1	85.3
Historic Samuel Coleridge-Taylor		
Safety	58.2	61.5
Teaching and Learning	70.3	74.0
Interpersonal Relationships	68.1	73.2
Institutional Environment	65.0	72.1
Leadership/Staff Relations	69.1	75.7

Source: Baltimore City Schools Staff Survey,
 (www.baltimorecityschools.org/site/Default.aspx?PageID=24839)

One school, Moravia Park, did not show improvements on many of these climate domains. The school, however, underwent a major transition during 2012-2013 when the grades served shifted

from pre-k through 8th to pre-k to 5th. The new library, it should be noted, serves only students in pre-k through 2nd grade. There is a separate library in another building for students in grades 3 and higher.

Access to Books

An important goal of the Library Project is to provide students with more books and opportunities to read. Two sources of data on book usage were examined. One is the new book catalog system, Destiny, and the second comes from the School Survey, administered by City Schools Office of Achievement and Accountability. Destiny provides information about the number of books each student checked out, while the School Survey provides information about opportunities for students to check out books from their school library.

Both of the Destiny comparison schools had higher rates of books checked out per student and per teacher over the course of the school year. Library Project School 1 had the lowest rate of books checked out per student. According to the librarian at that school, the relatively low number of books checked out was likely the result of a school policy that requires parents to sign an agreement to pay for lost books. During the interview, the librarian explained that many parents do not sign the agreement because they cannot afford to replace a book, but she added that children read books every time they are in the library. Currently, the district is messaging to all school librarians that they can no longer require parent signature agreements in order to circulate books. The Destiny checkout data for 2014-15 will provide a more accurate picture of the rates at which students are borrowing books from the school library.

The School Survey showed that students attending Year 1 and Year 2 Library Project schools were more likely to agree that they had opportunities to take books home from the school than did students at the comparison schools. Approximately 73% of students at comparison schools agreed that there were opportunities to check out books. At Year 1 and Year 2 Library Project schools, 89.2% and 77.2% of students, respectively, reported that they had opportunities to check out books. These differences were *statistically significant*. Nearly 90 percent of the staff at Year 2 schools agreed that students had opportunities to take books home, slightly lower than the staff at Year 1 and comparison schools (94.1 percent and 93.7 percent, respectively). These data serve as an additional source of evidence that, according to students, the Library Project provides students with access to reading and literacy resources.

Student Reading

Students were asked to report on their attitudes towards reading. Relative to the students at comparison schools, those at Year 2 schools were more likely to state that they like their library, that they like to read at home, and that they have a favorite book (See Table 5). Similarly, compared to the students from the comparison schools, those from Year 1 schools were more likely to state they like their library, they like to read at school, and that they have a favorite book or books. These findings are consistent with the goals and intended outcomes of the Library Project and are *statistically significant*.

Table 5
Percent of Students Reporting Positive Attitudes toward Reading, School Library, and Librarian

	Comparison Schools (n=246)	Year 1 Schools (n=519)	Year 2 Schools (n=249)
% "A lot like me" or "Like me"			
I like to read at home	67.1	69.7	73.9*
I like to read at school	73.6	79.8*	75.1
I like the library in my school	80.1	82.9*	85.1*
I have a favorite book or books	77.6	83.2*	84.3*
I use the school library more this year than last year	60.6	62.0	63.5
% "Often" or "Sometimes"			
The school librarian helps me find interesting books	77.6	74.4*	80.7
The school librarian helps me on research for class projects	65.4	60.1	73.5*
It is easy for me to find books I like at the school library	76.0	80.9*	84.3*

* Statistically significant difference ($p < 0.05$) between Year 2 and Comparison Schools or between Year 1 (2013-2014) and Comparison schools.

Note: Response Rates (Comparison Schools = 48%, Year 1 Schools = 85%, Year 2 Schools = 54%)

As seen in Table 5, students in Year 2 schools rated their school librarian as more helpful with research projects, and felt that finding books in the library was easier, relative to students in the comparison schools. Students at Year 1 schools also stated that it was easier to find books they like. They were less likely to report that the librarian helps them find interesting books. These differences are also *statistically significant*.

Favorite Thing about the Library. Table 6 details the percent of students who provided one or more common answers to the open-ended statement, "*My favorite thing about the library is*".

Of the Year 2 school students who provided a response to this item, a large percentage reported books, library space, and electronic readers as their favorite things in the library. Students also liked reading in the library, the computers, checking out books, and their librarian.

Many Year 2 school students commented about liking their librarian. One boy wrote, "My favorite is the teacher. She is nice and wonderful and there is a lot of interesting books." A female student wrote, "I have fun with my favorite two library teachers."

Most students in the comparison schools liked the chance to read books during library time. The proportion of students in comparison schools reporting books as their favorite aspect of the library was lower (about half) than at the Year 2 schools.

Table 6
Percent of Students Reporting Their Favorite Things about the Library

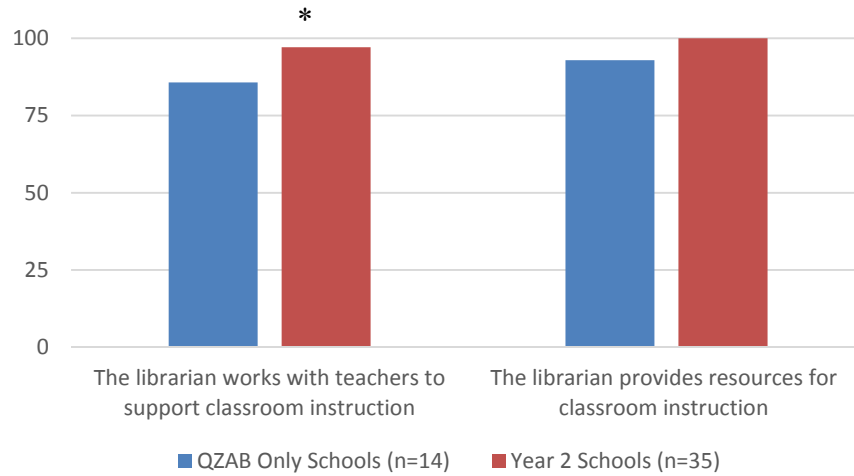
	Comparison Schools (n=169)	Year 1 Schools (n=460)	Year 2 Schools (n=226)
Book Variety and Selection	22.5	44.1	42.5
Space	4.7	12.6	23.0
Reading	36.7	12.8	18.6
E-readers	0.0	11.5	21.7
Computers	4.1	9.8	12.8
Librarian	3.0	9.1	7.5
Ease of Checking Out Books	13.0	16.1	10.6
Quiet	2.4	3.3	0.9

The principals seemed to notice that the library had a positive effect on the reading ability and motivation of students. As one principal said, “Students are excited and come in early in the morning. They are motivated to return books to the library so that they can check out new books.” The principal further stated, “The student engagement is more meaningful. Students have an option of reading various texts. Before [in the old library] students were not certain how books were categorized. Now the students know the various levels and where to go to look for various types of texts.”

Impact on Classroom Instruction

An important mechanism through which the Baltimore Library Project can boost student literacy and academic outcomes is through greater teacher-librarian collaboration. With new and additional resources, such as computers and books, teachers who collaborate with the librarian more are expected to provide more meaningful learning opportunities to their students. Teacher survey data suggest that at Year 2 schools, teacher-librarian collaboration was high before and after building the new libraries, yet teachers reported a significant increase after implementation in how frequently they worked with the librarian to support classroom instruction (90.6 percent vs. 97.1 percent).

As shown in Figure 2 below, teachers working in Year 2 schools reported more collaboration with the librarian to support classroom instruction than did teachers at the comparison schools. This difference is *statistically significant*. Also, teachers at the comparison schools were about twice as likely as Year 2 school teachers to report they “never” met with the school librarian (35.7 percent vs. 17.1 percent). These findings suggest that librarians at the Library Project schools are working more closely with a larger portion of the teachers than librarians at the comparison schools.



* Statistically significant difference ($p < 0.05$).

Figure 2. Percent of teachers reporting “Strongly Agree” and “Agree” for Year 2 and Comparison schools.

Measures of Student Literacy

Baltimore City Schools evaluates students’ literacy skills three times a year (beginning, middle, and end) using the Amplify benchmark assessment. The impact of the Library Project on students’ literacy skills development was examined using the City Schools Amplify benchmark assessments. These literacy assessments are formative rather than summative, and are used to monitor student literacy levels and growth. Amplify measures two aspects of literacy, acquisition of early literacy skills through DIBELS, and instructional reading level through text reading and comprehension (TRC)³. The results of this assessment indicate the extent to which a student has reading fluency and comprehension skills that correspond to time-determined benchmarks, or expectations for a given grade level. Two of the Library Project schools, Southwest Baltimore Charter School and The Historic Samuel Coleridge-Taylor Elementary School, did not use the Amplify assessments and are excluded from these analyses.

Change Over Time. For Year 1 schools, end-of-year benchmark data for the 2011-12 school year, prior to the opening of the new library, and for the 2013-14 school year suggest students attending Library Project schools were performing better than peers in comparison schools. In the comparison schools, three of the four grade levels demonstrated declines in the percentage of students reading at the benchmark level for their grade on these assessments. The results for students in Year 1 schools were more encouraging. On average at Year 1 schools, the share of first and second graders reading at grade level was stable over time. The percentage of kindergarteners at the grade level benchmark in 2013-14 was lower than in 2011-12; however, the percentage of third graders reading at grade level was higher in 2013-14 than it had been in 2011-12. In 2013-14, the difficulty level of storybooks deemed at or above grade level for

³ For information about the assessments, see www.amplify.com/assessments and www.dibels.org

kindergarten was changed for the end-of-year assessment. The new benchmark standard was increased for all schools, hence there is a noticeable drop in the percentage of kindergarteners proficient in 2013-14 compared to 2011-12.

Performance of Individual Schools

Short summaries of the Amplify literacy benchmark measures are presented for each of the Library Project schools. Accompanying these data is a paragraph providing additional context about the students attending the school and Library Project implementation. Summaries are not provided for Southwest Baltimore Charter School or The Historic Samuel Coleridge Taylor Elementary School because they did not administer the Amplify literacy benchmark measures. Summaries of school characteristics such as race, percent students receiving free or reduced-priced meals, percent daily attendance, student performance on the Maryland State Assessment (MSA), and school climate for Year 1, Year 2, and Year 3 schools can be found in Appendix B.

Thomas Johnson Elementary and Middle School

Table 7
Percent Students Meeting Grade level Literacy Benchmark Standards at
Thomas Johnson Elementary and Middle School

Literacy Benchmarks	2011-12 (N=188)		2012-13 (N=198)		2013-14 (N=201)	
	Mean Score	Percent At or Above	Mean Score	Percent At or Above	Mean Score	Percent At or Above
DIBELS						
Kindergarten	-	75.5	146.8	77.2	141.1	74.5
1 st	-	63.3	176.1	56.0	163.9	55.4
2 nd	-	44.4	236.5	55.3	272.4	64.7
3 rd	-	51.1	339.3	56.8	328.2	53.5
TRC	Median Story level	Percent At or Above	Median Story level	Percent At or Above	Median Story level	Percent At or Above
Kindergarten	B	59.6	C	68.4	C	49.0
1 st	G	36.7	I	58.0	H	39.0
2 nd	I/J	36.4	K	43.5	M	49.0
3 rd	M/N	38.6	O	59.1	Q	58.0

- Not applicable

Kindergartners at Thomas Johnson are consistently performing well on the DIBELS assessment. The rate of student mastery, however, was lower among students in first, second, and third grade. Worthy of note is that performance among third graders on the TRC increased from 2011-12 to 2012-13, the years before and after the new library was built, and continued into 2013-14. Compared to the other Library Project schools, Thomas Johnson has the lowest percentage of elementary grade minority students (16.1 percent African-American) and less than 5 percent Hispanic, and the lowest percentage of students who received free or reduced-price meals (50.1 percent). The school serves among the highest performing students in Baltimore City on the Maryland state ELA and Math assessments, and the staff described a positive school climate on the School Survey. Project implementation has been challenging at this school, which had several competing priorities. This has been an on-going issue and is being addressed in collaboration with the district and Weinberg Foundation.

Moravia Park Elementary School

Table 8
Percent Students Meeting Grade level Literacy Benchmark Standards at
Moravia Park Elementary School

Literacy Benchmarks	2011-12 (N=509)		2012-13 (N=445)		2013-14 (N=473)	
	Mean Score	Percent At or Above Benchmark	Mean Score	Percent At or Above Benchmark	Mean Score	Percent At or Above Benchmark
DIBELS [fluency]						
Kindergarten	-	78.3	128.6	61.2	123.8	56.9
1 st	-	45.8	145.4	48.4	144.4	49.2
2 nd	-	44.2	209.2	52.2	193.3	41.9
3 rd	-	25.5	301.9	47.2	348.5	56.6
TRC [comprehension]						
Kindergarten	Median Story level* A	Percent At or Above Benchmark* 5.5	Median Story level B	Percent At or Above Benchmark 52.1	Median Story level B	Percent At or Above Benchmark 20.0
1 st	D	26.7	G	49.5	H	42.0
2 nd	I	8.3	M	52.7	M	46.0
3 rd	N	33.3	J/K	17.4	Q	53.0

- Not applicable

*Only 57 students in grades K-3 were administered the TRC assessment in 2011-12.

Moravia Park has seen wide variation in the percent of kindergartners meeting the benchmark on the TRC and DIBELS assessments. In the past three years, third graders also demonstrated wide variation in the percentage of students who met the benchmark standard for the TRC, but had consistent improvement in meeting the DIBELS benchmark standard. The inconsistency in performance on these assessments may be related to changes at the school. At the time it was chosen to be a Library Project school, Moravia Park served students in grades pre-kindergarten through eight. When the library was completed, however, the school district changed it to an early education and elementary school, with the library located in the building that serves Head Start up to second-grade students. Also, during the three years of this project the school has changed principals twice. The school also serves an increasingly large percentage of non-native English speakers, with 14 percent classified as English Language Learners (ELL) and a 28 percent mobility rate in 2013-14, which presents a variety of logistical and instructional challenges to the school faculty and staff.

Implementation of the Library Project at Moravia has been strong, anchored by a passionate and active librarian who has supported the Raising A Reader program, used The Maryland Book Bank often, and has drawn on the professional development funds. Shortly after the library opened, however, the library and library clerk discovered numerous problems with the book catalog database not related to the Library Project, and have spent significant time correcting this problem.

Arlington Elementary and Middle School

Table 9
Percent Students Meeting Grade level Literacy Benchmark Standards at
Arlington Elementary and Middle School

Literacy Benchmarks	2012-13 (N=175)		2013-14 (N=216)	
	Mean Score	Percent At or Above Bench-mark	Mean Score	Percent At or Above Bench-mark
DIBELS [fluency]				
Kindergarten	137.2	55.6	195.0	98.1
1 st	101.6	20.0	109.5	34.5
2 nd	218.3	50.0	216.0	53.7
3 rd	308.7	47.4	391.9	67.3

TRC [comprehension]	Median Story level	Percent At or Above Bench-mark	Median Story level	Percent At or Above Bench-mark
Kindergarten	Beginner*	33.3*	D	55.0
1 st	F	34.0	D	22.0
2 nd	L	48.8	N	54.0
3 rd	N/O	36.8	O	44.0

- Not applicable

*Fewer than 10 kindergarten students were administered the TRC assessment in 2012-13.

The share of students at Arlington meeting literacy benchmarks has, by and large, increased across all grade levels. These positive results are at a school where nearly all students are African-American and receiving free and reduced-price meals, and where the mobility rate is high (31.9 percent). Staff reports of the school climate were higher in 2013-14, compared to the year prior, although student data suggested some concerns remained. In the first year of Library Project implementation, Arlington received a new principal in 2013-14, which may help account for the positive direction in which the school seems to be moving. The school also has a strong relationship with the Library Project and other community partners, hosting one of the largest food pantries with support from the Maryland Food Bank.

Summary and Discussion

Consistent with the first report, principals, librarians, library clerks, teachers and students value their new libraries and view them as important resources that contribute to the school and student learning. This report builds on past findings and shows that it is not just new facilities, such as those installed in the comparison schools, but also the added features provided in the Library Project that have an immediate impact on the school community. Library Project spaces have the additional benefit of engaging interior design and graphics, new computers and electronic reader technology, as well as a part-time library clerk, funds for additional librarian professional development, and opportunities for engagement with multiple community partners.

The new school libraries and accompanying resources have meaningfully affected schools, teachers, and students. One example is a middle school girl who was reported by the librarian to be an avid reader, but who had only read books about characters who looked like her (e.g., African-American females living in an urban setting). She stated this was because this type of character was the only kind with whom she could relate. Her school librarian commented, “Some kids need to see themselves in the literature they read. And it is important to have literature that reflects your kids Initially, she needed to find herself in what she read.” By the end of the year, according to the librarian, the student was reading books with all types of characters, because the girl had become able to identify with different perspectives. The librarian described her as having “moved through stages or levels” and now, according to the librarian, doesn’t have to rely on physical aspects of a character to relate to it. This is among the types of outcomes hoped for in the Library Project, to give children in under-resourced neighborhoods an opportunity to see the larger world and connect with through literacy it in a meaningful way.

The newly refurbished library is related to more positive reports of school climate. Teachers reported increased collaboration with the librarian after the new library was built, and higher levels of collaboration than teachers at comparison schools. Teachers at Year 2 schools also more strongly believed that the library at their school was welcoming for students and that students at their school enjoyed going to the library.

Student attitudes about reading and the library were also very positive. Students at Library Project schools were more interested in reading, and compared to students in schools with similarly renovated libraries, students in Library Project schools more frequently reported that they *like the library more*, *have a favorite book or books*, and that *it is easy for me to find books I like*. Students at Year 2 schools were also more likely to report that they liked to read at home.

Another important finding is students’ continued desire to access more books. Despite their libraries being given up to 4,000 new books, students in Library Project schools stated that they still want more. While the percent of students wanting more books was lower in the Library Project schools than the comparison schools, the demand remains, especially as low-income families generally have limited access to books (Pribesh, et al., 2011).

Community partners reported continued work in the Year 1 schools with expansion into Year 2 and now Year 3 schools. In some cases, Library Project partners provided more of the same services or programs as they had in the first year. In other cases project partners took on new roles, such as the Heart of America Foundation assuming responsibility for the online book

donation drive. There continues to be strong support for the Library Project among all of the project partners.

For Year 1 schools, with two years of implementation, we found that teachers' reports on the library remained high and positive, and that teachers appeared to collaborate slightly more with the librarian after having the library in operation for an additional year. A greater percentage of teachers from Year 1 schools reported that the librarian collaborated with them to support classroom instruction, while a lower percentage of teachers at Year 1 schools stated that they "never" met with the librarian. These small changes may be indicative of librarians' increased ability to work with teachers once the dust settles after the first year of a new library with new resources for students, librarians, and teachers. These trends will be examined in the next report that will include a third cohort of Library Project schools. Program and policy recommendations to the Weinberg Foundation, City Schools, and to the community organizations partnering on this project can be found in Appendix F.

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Appendices

Appendix A: Methodology, Data Collection Instruments, and Response Rates

The Year 2 Schools

The first school is located in Northwest Baltimore and served 534 students in pre-kindergarten through eighth grade during the 2013-2014 school year. In summer 2013, after construction of the new library began, the school received a new principal. In 2014, 94 percent of the students received free or reduced-price meals. The school is surrounded by single family houses. The building is three stories, and the library is on the third floor.

The second school is located in Southwest Baltimore and served 445 students in pre-kindergarten through fifth grade during the 2013-2014 school year. In fall 2014, one-year after construction was completed, the school received a new principal. In 2014, more than 95 percent of the students received free or reduced-price meals. The school is near a police station and is surrounded by subsidized housing. The library is located at the entrance to the school and is easily accessible to anyone visiting the site.

Comparison Schools

This report uses comparison schools to determine the impact of the Library Project on students and teachers. Two sets of two schools were purposefully chosen to provide the most appropriate test of whether the Library Project is affecting students' schooling and literacy experiences. One set of comparison schools, the QZAB-Only Schools, were chosen because they had recently renovated library spaces and a full-time librarian, but did not have the other resources provided to Library Project schools such as additional books, a part-time library clerk, available professional development funds, external partnerships, new furniture and computer resources. Two other schools were used as comparison sites because they used the same book catalogue and check-out system as the Year 2 Library Project schools (Destiny).

QZAB-Only Comparison Schools. Students and teachers were surveyed at two schools that had recently renovated their libraries using Qualified Zone Academy Bond funding (QZAB) and had full-time librarians to examine the effect on students and teachers of the library renovation with additional books, computer technology, a library clerk, and external partnerships on students and teacher two schools were included in this report. These comparison schools had experienced similar physical improvements to their library (including ceiling and window repair/replacement, electrical wiring upgrades, painting, etc.) and a full-time librarian. Where they differed, however, was that they did not receive funding for the part-time library clerk or professional development opportunities to work with various partners as a result of the renovation. These comparison schools are referred to as QZAB-Only schools.

One QZAB-Only school is in Northwest Baltimore and served approximately 400 pre-kindergarten through fifth grade students in the 2013-14 school year. In 2014, more than 94 percent of students received free or reduced-price meals. The second QZAB-Only school is in

Southeast Baltimore, and served approximately 700 pre-kindergarten through eighth grade students during the 2013-14 school year. In 2014, just over 90 percent of students received free or reduced-price meals.

Destiny Comparison Schools. To examine the effect of the Library Project on book usage in Year 2 Library Project schools, two schools that used the same online book catalog system (Destiny) served as comparison schools. The Two comparison schools had purchased the book cataloging system. These two schools, referred to as “Destiny Comparison Schools,” serve students from neighborhoods where, on average, families have higher levels of education, employment, and income than the Library Project school neighborhoods. This is evident in the lower percentages of students receiving free and reduced price meals (less than 50 percent compared to more than 90 percent at Library Schools).

Teacher Survey

Library Project Teacher Survey

To help us understand the impact that state-of-the-art school libraries can have on students, the Baltimore Education Research Consortium (BERC) is asking teachers to complete a short survey about their perceptions and use of the school library. Please answer the following questions. Your participation in this project is voluntary and all responses will be anonymous. While we hope that you will answer each question, you are not required to do so and your answers will not affect your job in any way. Thank you for your help and cooperation with this important project!

Section A: Perceptions of the School Library

We would like to know what you think of the library AT YOUR SCHOOL. Please indicate the extent you agree or disagree with the following statements. (*Selection choices: Strongly Agree, Agree, Disagree, Strongly Disagree, Unsure or Don't Know*)

The library is a welcoming place for students at this school.

My students enjoy going to the library.

Our library makes this school more conducive to teaching and learning.

Our librarian works with teachers to support classroom activities.

Our librarian provides resources to teachers for instruction.

Our library has resources for parents.

My students' parents use the school library.

The library at my school is a valuable resource for student learning.

My students ask to go to the library.

The school library has a positive effect on classroom learning.

Section B: Use of the School Library

Please indicate how often you do the following activities that involve the school library.

(Selection choices: Daily/Weekly, Monthly, Every Few Months, Never)

Take a class to the library so that they can select books to read.

Take a class to the library so that they can research a topic.

Take a class to the library for any other reason(s).

Attend teacher meetings or professional development in the library.

Meet with the librarian to help find resources related to your lessons.

Tell your students' parents about the resources available to them in the school library.

Section C: Additional Comments

What I like about the school library is:

What I do not like about the library is:

Has the library helped you do anything differently in your classroom this year? If so, what and how?

Section D: Professional Experience/Background

Counting the 2012-2013 school year, how many years have you taught at ANY SCHOOL, either full-time or part-time?(Please do not include time spent as a student teacher.)

- 0-4 years
- 5-9 years
- 10-14 years
- 15 or more years

What is the PRIMARY subject of most of the classes you taught during the 2012-2013 school year? (Please choose ONE)

- Math
- English, Reading or Language Arts
- Social Studies or Social Sciences (including history)
- Science
- Other:

What grades do you teach this school year (2012-2013)? (Select all that apply)

- Pre-Kindergarteners
- Kindergarten to 2nd graders
- 3rd to 5th graders
- 6th to 8th graders

At which school are you a teacher?

Student Survey

Practice: Below are two statements. Please let us know how well the statements describe you.

I like winter.

- A lot like me
- Like me
- Not like me

I eat pizza.

- Often
- Sometimes
- Never

Does This Describe You?

Below are five statements about you as a reader. Please let us know how well these statements describe you as a reader. (*Selection choices: A lot like me, Like me, Not Like me*)

1. I like to read at home.
2. I like to read at school.
3. I like the library in my school.
4. I have a favorite book or books.
5. I use the school library more this year than last year.

The Library at Your School

Below are three statements about your school library. Please let us know how often these statements are true for your library. (*Selection choices: Often, Sometimes, Never*)

1. The school librarian helps me find interesting books.
2. The school librarian helps me with research for class projects.
3. It is easy for me to find books I like at the school library.

What do you do at your School Library?

Below are eight activities students could do in their school libraries. Please let us know how often you do these activities in your school library. (*Selection choices: Often, Sometimes, Never*)

1. I spend time at the school library selecting books to borrow and read at home.
2. I spend time at the school library looking up information for my class projects.
3. I spend time at the school library doing schoolwork for my other classes.
4. I spend time at the school library learning how to find and check out books.
5. I spend time at the school library goofing around or just sitting quietly.
6. I spend time at the school library using a computer.
7. I spend time at the school library using an electronic reader (such as a Nook or Kindle).
8. I spend time before or after school in the school library (selecting books to borrow or reading for class).

About Your Community or Public Library (Enoch Pratt)

These two items are about your community or public library, not the library at your school.

1. I have a library card.

- Yes
- No
- I don't know

2. I go to the library with my family.

- Yes
- No

About You

1. I am in Grade: Please select your grade

- 3 (third grade)
- 4 (fourth grade)
- 5 (fifth grade)
- 6 (sixth grade)
- 7 (seventh grade)

2. I am a:

- Boy
- Girl

Please Tell Us More

My favorite thing about the library is:

What could make the library better?

THANK YOU FOR YOUR HELP!

Interview Protocols

Principal Interview Protocol - Summer 2013

- 1) In what ways and how often does your school currently use the library?
- 2) How do you work with or oversee the librarian's work at this school?
 - a. Specifically, how does the librarian help support the literacy development of students here?
- 3) What role does the librarian play in the instructional delivery within classrooms? How does literacy instruction match with the common core standards?
- 4) How do families and the community currently use the library?
- 5) Why did you apply for the Library Project Grant and how do you see the new library fitting in with the activities at your school?
- 6) How will the role of the library change/differ from the previous library? How do you envision it being used?
- 7) Who are your partners and what do you hope to do with them?
 - a. Who are the contact people, and how can I contact them?
 - b. What are your plans for the Baltimore Read books you will receive?

Librarian Interview Protocol - Summer 2013

- 1) How would you describe your role at this school, and how satisfied are you with it?
- 2) What role do you play in the instructional delivery within classrooms? What is the procedure for matching materials to students (interest/reading ability)? What about matching with the common core standards?
- 3) How do families and the community currently use the library? After school? Weekend?
- 4) Why did you apply for the Library Project Grant and how do you see the new library fitting in with the activities at your school?
 - a. What is your vision for the new library?
 - b. How will your role as the librarian change?
 - c. What will the library assistant/clerk allow you to accomplish?
 - d. How will the role of the library change for students, teachers and the community?
- 5) What professional development are you interested in getting from this project and why?
- 6) Who are your partners and what do you hope to do with them?
 - a. Who are the contact people, and how can I contact them?
 - b. What are your plans for the Baltimore Read books you will receive?
- 7) What data do you collect about the frequency and ways library resources are used by the school, families, and community? What is sent to the state?
- 8) How can we collect information in the coming year about space usage? Do you suggest any other data we could gather (add to usual data-collection tool)?
 - a. Before and after school, and lunch
 - b. Weekends and for extra-curricular activities
 - c. Parent and community space
 - d. Other programming at the library

Principal Interview Protocol - December 2013

- 1) What was the students' reaction to the new library?
How do they feel about it today?
- 2) What was the teachers' reaction to the new library?
How do they feel about it today?
- 3) With the new library providing a half-time staff assistant and additional professional development for the librarian, how has the school used the library?
To what extent is this similar or different from last year? (i.e., Teacher/staff meetings, after school functions)
- 4) How has the new library affected the relationship between the librarian and the teachers?
Have teachers used the library more, or differently, from before?
Are your librarians in classrooms more?
To what extent do families and the community use the library?
- 5) Can you describe the school-community partnerships that have developed from this project?
Who are your partners and how are you working with them? What will be accomplished by the end of this school year? How many kids will it impact? How many families?
What has been the best part of working with your partners?
What has been the most challenging part of working with your partners?
- 6) What impact has the library had on you as the school leader, students, and the school community?
What is the best thing about the library so far?

Librarian Interview Protocol - December 2013/Summer 2014

- 1) What was the students' reaction to the new library?
How do they feel about it today?
- 2) What professional development did you receive?
What was covered in the professional development?
- 3) How have you been using the library assistant/clerk?
Is this person helpful?
- 4) Has your role in the instructional delivery within classrooms changed?
Do you meet or plan with teachers? Are you in classrooms?
- 5) How do families and the community currently use the library?
How often is the parent corner in use as a percentage of time? When? School day or weekend?
- 6) Is the book checkout system up-to-date and working?
- 7) Are more books being signed out?
- 8) Are more students checking out books this year?
- 9) Who are your partners and what are your plans with them?

- 10) Does school staff use the library for teacher meetings, after-school functions, or has this changed?
- 11) What impact has the library had on students, school, and you as a librarian?
- 12) What is the best thing about the library so far?
- 13) What did you learn this year you would like to share with other librarians? (*only for the final interview*)

Library Clerk Interview Protocol - Summer 2014

Role of the Library Clerk

- 1) About how many hours a week do you work in the library?
- 2) Typically, what are your responsibilities in the library?
 - a. How much and in what ways do you interact with students?
 - b. How much and in what ways do you interact with teachers?
 - c. How much and in what ways do you interact with parents?

Background

- 3) How much experience have you had working in a library (school or public)?
- 4) How much experience have you had working in schools?
- 5) How did you hear about this opportunity to work in the school library?

Perceptions of the library

- 6) What are some of the best aspects of this library?
 - a. Has it allowed students to do things they otherwise would not be able to do?
- 7) What features of this library do the students like the most?
- 8) If you could change one thing to make this library better for students, what would that be?

Response Rates

Below are the number of completed surveys and response rates. Teacher surveys were administered online. A link to the survey was sent to the school principal, who was asked to send it to her or his teachers encouraging them to participate. The first table details the response rate of teachers. There were lower response rates for the teachers in the comparison schools, even with incentives offered.

Table A1
Teacher Survey Response Rates from the 5 Schools Surveyed in 2013-14

Schools	Number of Teachers in School ¹	Number Surveys Collected	Response Rate (%)
Year 2, School 1	26	15	58
Year 2, School 2	20	18	90
Year 1, School 1	22	10	45
Year 1, School 2	21	13	62
Year 1, School 3	16	14	87
Comparison School 1	14	7	50
Comparison School 2	37	7	20

¹Data from MD School Report Card

The table below details the number of student surveys returned along with the response rate of the students asked to participate. Schools were asked to use the online survey for students in grades 3-8. One school (Year1, School 3) served only K-2 students who used the library, so a paper-pencil version of the survey was used with second-graders only. Most schools were not able to survey eighth-grade students due to graduation activities. Therefore, except for the second-grade students at one school, the number of students reflects the numbers in third to sixth grades at that school.

Table A2
Student Survey Response Rates from the 5 Schools Surveyed in 2013-14

Schools	Number of Students	Number Surveys Collected	Response Rate (%)
Year 2, School 1	281	165	59
Year 2, School 2	178	88	49
Year 1, School 1	238	177	74
Year 1, School 2	231	228	80
Year 1, School 3 ¹	142	114	80
Comparison School 1	173	44	25
Comparison School 2	335	202	60

¹Second grade students only

Appendix B: 2013-14 School Profiles

On the following pages, Appendix B presents characteristics of students served in the first nine library project schools. Enrollment and state assessment data for each school were retrieved from www.mdreportcard.org. The school climate staff and student data for 2013-14 were collected by the City Schools Office of Achievement and Accountability and can be accessed at <http://www.baltimorecityschools.org/Page/24839>. For details about how staff school survey items were collapsed into these climate dimensions, please see <http://baltimore-berc.org/wp-content/uploads/2014/10/ClimateToolsReportOct2014.pdf>.

Moravia Park

	2011-12 pK-5	2013-14 pK-5	2011-12 Grades 6-8	2013-14 Grades 6-8
Enrollment #	999	816	-	-
% Male	51.8	51.8	-	-
% African-American	86.2	88.0	-	-
% Hispanic	<5.0	<5.0	-	-
% Receiving FARMS services	>95.0	93.6	-	-
% Receiving SpEd services	16.0	12.5	-	-
% Receiving ELL services	18.0	14.0	-	-
Average Daily Attendance	>95.0	94.1	-	-
% Chronically Absent	9.9	11.6	-	-
% Mobile	31.9	27.7	-	-

Source: mdreportcard.org
- N/A

Grade Level	Reading				Mathematics				Science			
	2011-12		2013-14		2011-12		2013-14		2011-12		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	54.5	<5.0	52.9	<5.0	50.5	20.8	51.5	<5.0	-	-	-	-
4 th	67.9	6.0	51.9	5.8	46.4	35.7	33.0	<5.0	-	-	-	-
5 th	45.0	11.0	45.7	13.0	57.0	<5.0	37.2	<5.0	14.4	<5.0	17.9	<5.0
6 th	39.2	11.4	-	-	50.6	21.5	-	-	-	-	-	-
7 th	31.8	12.1	-	-	41.2	<5.0	-	-	-	-	-	-
8 th	38.6	7.1	-	-	30.0	8.6	-	-	26.1	<5.0	-	-

Source: mdreportcard.org
- N/A

School Climate Measures – Staff Reports

	2012	2014
School Safety	75.0	68.9
Teaching and Learning	79.2	77.2
Interpersonal Relationships	79.1	74.4
Institutional Environment	74.2	74.2
Leadership/Staff Relations	69.1	72.4

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 77.1% of students like their classes
- 59.4% of students feel safe in the school
- 81.9% of students say there is someone who can help with schoolwork when they need it
- 84.1% of students report it is easy to borrow books to take home

Southwest Baltimore Charter

	2011-12 pK-5	2013-14 pK-5	2011-12 6-8	2013-14 6-8
Enrollment #	287	286	130	127
% Male	51.2	51.0	46.9	50.4
% African-American	87.5	88.5	86.9	92.9
% Hispanic	<5.0	<5.0	<5.0	<5.0
% Receiving FARMS services	85.9	85.0	85.9	82.7
% Receiving SpEd services	13.8	15.7	23.3	22.8
% Receiving ELL services	<5.0	<5.0	<5.0	<5.0
Average Daily Attendance	94.6	93.9	94.3	>95.0
% Chronically Absent	11.1	15.7	11.5	7.9
% Mobile	8.8	8.3	10.8	7.0

Source: mdreportcard.org

Grade Level	Reading				Mathematics				Science			
	2011-12		2013-14		2011-12		2013-14		2011-12		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	55.6	<5.0	64.4	<5.0	42.2	8.9	29.5	<5.0	-	-	-	-
4 th	63.6	15.9	57.8	17.8	39.5	7.0	44.4	13.3	-	-	-	-
5 th	46.7	35.6	51.2	34.9	33.3	<5.0	41.9	<5.0	31.1	<5.0	31.0	<5.0
6 th	42.6	25.5	51.2	23.3	44.7	6.4	32.6	<5.0	-	-	-	-
7 th	55.6	11.1	46.7	22.2	17.8	<5.0	31.1	<5.0	-	-	-	-
8 th	37.8	5.4	50.0	18.4	13.5	<5.0	15.8	5.3	14.3	<5.0	37.8	<5.0

Source: mdreportcard.org

- N/A

School Climate Measures – Staff Reports

	2012	2014
School Safety	79.5	92.8
Teaching and Learning	93.5	93.8
Interpersonal Relationships	88.4	97.3
Institutional Environment	90.7	91.3
Leadership/Staff Relations	96.2	96.6

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 90.6% of students like their classes
- 79.5% of students feel safe in the school
- 84.8% of students say there is someone who can help with schoolwork when they need it
- 92.1% of students report it is easy to borrow books to take home

Thomas Johnson Elementary Middle

	2011-12 pK-5	2013-14 pK-5	2011-12 6-8	2013-14 6-8
Enrollment #	346	371	146	145
% Male	54.9	51.8	57.5	56.6
% African-American	22.2	16.1	40.4	38.6
% Hispanic	<5.0	<5.0	<5.0	<5.0
% Receiving FARMS services	66.6	50.1	82.0	83.4
% Receiving SpEd services	21.0	13.7	16.5	17.9
% Receiving ELL services	<5.0	5.6	<5.0	<5.0
Average Daily Attendance	>95.0	>95.0	93.1	92.5
% Chronically Absent	8.7	10.9	23.9	22.6
% Mobile	10.5	10.8	15.7	17.2

Source: mdreportcard.org

Grade Level	Reading				Mathematics				Science			
	2011-12		2013-14		2011-12		2013-14		2011-12		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	80.0	6.7	65.1	16.3	53.3	42.2	45.5	27.3	-	-	-	-
4 th	78.6	19.0	73.3	17.8	40.5	59.5	57.8	28.9	-	-	-	-
5 th	54.8	32.3	31.3	64.6	71.0	16.1	64.6	<5.0	64.5	<5.0	70.8	<5.0
6 th	58.5	30.2	44.0	46.0	45.3	49.1	55.8	28.8	-	-	-	-
7 th	36.4	45.5	52.5	30.0	62.2	15.6	<5.0 [†]	<5.0 [†]	-	-	-	-
8 th	42.9	40.5	48.1	28.8	38.1	16.7	44.2	11.5	69.0	<5.0	62.7	<5.0

Source: mdreportcard.org

-- N/A [†] Very few students were tested in MSA math due to concordant PARCC testing.

School Climate Measures – Staff Reports

	2012	2014
School Safety	88.1	97.0
Teaching and Learning	92.4	95.0
Interpersonal Relationships	91.1	96.1
Institutional Environment	87.4	91.3
Leadership/Staff Relations	90.5	93.0

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 88.6% of students like their classes
- 92.3% of students feel safe in the school
- 90.0% of students say there is someone who can help with schoolwork when they need it
- 91.5% of students report it is easy to borrow books to take home

Arlington Elementary/Middle

Characteristics of Students Served Before and After Library Implementation, by Grade Span				
	2012-13 pK-5	2013-14 pK-5	2012-13 6-8	2013-14 6-8
Enrollment #	370	365	142	169
% Male	59.5	53.7	54.2	60.4
% African-American	91.9	91.8	95.8	94.7
% Hispanic	<5.0	<5.0	<5.0	<5.0
% Receiving FARMS services	94.9	94.3	93.8	94.0
% Receiving SpEd services	14.4	12.8	18.5	18.7
% Receiving ELL services	6.7	5.7	<5.0	<5.0
Average Daily Attendance	94.5	93.0	94.2	91.7
% Chronically Absent	15.6	13.7	14.8	23.8
% Mobile	30.8	31.9	23.6	28.9

Source: mdreportcard.org

Percent Proficient and Advanced for Maryland State Assessments Before and After Library Implementation, by Grade Level												
Grade Level	Reading				Mathematics				Science			
	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	62.8	14.0	14.4	<5.0	52.3	20.5	13.8	<5.0	-	-	-	-
4 th	64.9	9.5	61.7	21.3	48.6	16.2	54.2	<5.0	-	-	-	-
5 th	29.3	37.9	46.9	28.1	50.0	10.3	21.9	<5.0	37.5	<5.0	21.9	<5.0
6 th	60.0	20.0	34.5	20.7	50.0	12.0	31.0	<5.0	-	-	-	-
7 th	49.0	20.4	38.5	11.5	42.9	<5.0	27.6	<5.0	-	-	-	-
8 th	69.0	11.9	44.6	10.7	33.3	<5.0	18.2	<5.0	37.2	<5.0	25.0	<5.0

Source: mdreportcard.org

- N/A

School Climate Measures – Staff Reports

	2013	2014
School Safety	57.0	74.3
Teaching and Learning	73.3	84.8
Interpersonal Relationships	72.5	82.3
Institutional Environment	69.8	78.3
Leadership/Staff Relations	68.1	85.3

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 78.2% of students like their classes
- 47.1% of students feel safe in the school
- 75.3% of students say there is someone who can help with schoolwork when they need it
- 67.2% of students report it is easy to borrow books to take home

The Historic Samuel Coleridge Taylor

Characteristics of Students Served Before and After Library Implementation, by Grade Span				
	2012-13 pK-5	2013-14 pK-5	2012-13 6-8	2013-14 6-8
Enrollment #	423	445	-	-
% Male	48.2	49.2	-	-
% African-American	97.6	95.5	-	-
% Hispanic	<5.0	<5.0	-	-
% Receiving FARMS services	>95.0	>95.0	-	-
% Receiving SpEd services	20.1	21.2	-	-
% Receiving ELL services	<5.0	<5.0	-	-
Average Daily Attendance	91.8	>95.0	-	-
% Chronically Absent	19.9	<5.0	-	-
% Mobile	36.0	38.2	-	-

Source: mdreportcard.org
- N/A

Percent Proficient and Advanced for Maryland State Assessments Before and After Library Implementation, by Grade Level												
Grade Level	Reading				Mathematics				Science			
	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	42.9	<5.0	25.4	<5.0	41.1	<5.0	22.7	<5.0	-	-	-	-
4 th	57.4	<5.0	58.6	<5.0	37.0	<5.0	29.8	<5.0	-	-	-	-
5 th	31.9	10.6	48.3	10.3	46.8	<5.0	20.7	<5.0	8.5	<5.0	5.3	<5.0
6 th	-	-	-	-	-	-	-	-	-	-	-	-
7 th	-	-	-	-	-	-	-	-	-	-	-	-
8 th	-	-	-	-	-	-	-	-	-	-	-	-

Source: mdreportcard.org
- N/A

School Climate Measures – Staff Reports

	2013	2014
School Safety	58.2	61.5
Teaching and Learning	70.3	74.0
Interpersonal Relationships	68.1	73.2
Institutional Environment	65.0	72.1
Leadership/Staff Relations	69.1	75.7

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 83.3% of students like their classes
- 52.9% of students feel safe in the school
- 79.7% of students say there is someone who can help with schoolwork when they need it
- 87.2% of students report it is easy to borrow books to take home

Elmer A. Henderson: A Johns Hopkins Partnership School

Characteristics of Students Served During Year of Library Implementation, by Grade Span		
	2013-14 pK-5	2013-14 6-8
Enrollment #	317	53
% Male	53.3	56.6
% African-American	96.8	100.0
% Hispanic	<5.0	<5.0
% Receiving FARMS services	>95.0	92.3
% Receiving SpEd services	9.8	<5.0
% Receiving ELL services	<5.0	<5.0
Average Daily Attendance	>95.0	>95.0
% Chronically Absent	<5.0	<5.0
% Mobile	<5.0	7.7

Source: mdreportcard.org

Percent Proficient and Advanced for Maryland State Assessments Before Library Implementation, by Grade Level												
Grade Level	Reading				Mathematics				Science			
	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	68.2	<5.0	49.1	5.7	65.9	<5.0	54.7	9.4	-	-	-	-
4 th	58.7	8.7	71.9	<5.0	39.1	34.8	52.6	5.3	-	-	-	-
5 th	-	-	53.8	19.2	-	-	53.8	<5.0	-	-	21.2	<5.0
6 th	-	-	56.7	16.7	-	-	50.0	12.5	-	-	-	-
7 th	55.6	22.2	-	-	55.6	11.1	-	-	-	-	-	-
8 th	40.6	37.5	33.3	19.0	28.1	12.5	19.0	<5.0	45.5	<5.0	30.0	<5.0

Source: mdreportcard.org

- N/A

School Climate Measures – Staff Reports

	2013	2014
School Safety	86.2	94.1
Teaching and Learning	92.8	94.3
Interpersonal Relationships	86.7	95.9
Institutional Environment	91.5	95.7
Leadership/Staff Relations	92.6	93.2

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 83.9% of students like their classes
- 86.5% of students feel safe in the school
- 86.4% of students say there is someone who can help with schoolwork when they need it
- 74.1% of students report it is easy to borrow books to take home

Morrell Park Elementary/Middle

Characteristics of Students Served Before Year of Library Implementation, by Grade Span		
	2013-14 pK-5	2013-14 6-8
Enrollment #	289	166
% Male	47.1	50.0
% African-American	19.4	22.9
% Hispanic	<5.0	<5.0
% Receiving FARMS services	89.0	89.3
% Receiving SpEd services	11.0	13.1
% Receiving ELL services	10.0	8.3
Average Daily Attendance	91.9	90.3
% Chronically Absent	23.6	29.2
% Mobile	29.7	29.8

Source: mdreportcard.org

Percent Proficient and Advanced for Maryland State Assessments Before Library Implementation, by Grade Level												
Grade Level	Reading				Mathematics				Science			
	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	60.4	<5.0	63.6	<5.0	58.3	20.8	52.3	<5.0	-	-	-	-
4 th	67.4	16.3	52.2	<5.0	55.8	32.6	47.8	<5.0	-	-	-	-
5 th	50.0	20.7	47.8	28.3	59.3	6.8	40.4	<5.0	29.5	<5.0	28.3	<5.0
6 th	44.6	19.6	49.2	16.9	47.4	21.1	50.8	6.8	-	-	-	-
7 th	52.3	38.6	32.2	23.7	52.3	6.8	<5.0 [†]	<5.0 [†]	-	-	-	-
8 th	42.3	30.8	48.9	28.9	30.8	5.8	26.5	<5.0	43.1	<5.0	28.6	<5.0

Source: mdreportcard.org

- N/A [†] Very few students were tested in MSA math due to concordant PARCC testing.

School Climate Measures – Staff Reports

	2013	2014
School Safety	58.2	71.6
Teaching and Learning	77.4	81.0
Interpersonal Relationships	74.4	79.4
Institutional Environment	70.5	76.1
Leadership/Staff Relations	70.9	70.9

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 84.3% of students like their classes
- 64.4% of students feel safe in the school
- 79.9% of students say there is someone who can help with schoolwork when they need it
- 79.6% of students report it is easy to borrow books to take home

Harford Heights Elementary

Characteristics of Students Served Before Year of Library Implementation, by Grade Span		
	2013-14 pK-5	2013-14 6-8
Enrollment #	597	-
% Male	47.4	-
% African-American	99.0	-
% Hispanic	<5.0	-
% Receiving FARMS services	<95.0	-
% Receiving SpEd services	15.1	-
% Receiving ELL services	<5.0	-
Average Daily Attendance	90.4	-
% Chronically Absent	33.2	-
% Mobile	47.7	-

Source: mdreportcard.org
- N/A

Percent Proficient and Advanced for Maryland State Assessments Before Library Implementation, by Grade Level												
Grade Level	Reading				Mathematics				Science			
	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	51.2	<5.0	21.1	<5.0	56.0	6.0	17.9	<5.0	-	-	-	-
4 th	55.6	<5.0	48.3	<5.0	55.4	13.8	32.9	<5.0	-	-	-	-
5 th	37.5	29.2	36.5	15.9	47.1	5.7	25.4	<5.0	32.4	<5.0	18.8	<5.0
6 th	-	-	-	-	-	-	-	-	-	-	-	-
7 th	-	-	-	-	-	-	-	-	-	-	-	-
8 th	-	-	-	-	-	-	-	-	-	-	-	-

Source: mdreportcard.org
- N/A

School Climate Measures – Staff Reports

	2013	2014
School Safety	68.8	81.2
Teaching and Learning	77.6	86.6
Interpersonal Relationships	76.8	87.4
Institutional Environment	72.4	81.3
Leadership/Staff Relations	75.0	85.2

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 76.2% of students like their classes
- 62.0% of students feel safe in the school
- 80.6% of students say there is someone who can help with schoolwork when they need it
- 47.8% of students report it is easy to borrow books to take home

Windsor Hills Elementary/Middle

Characteristics of Students Served Before Year of Library Implementation, by Grade Span		
	2013-14 pK-5	2013-14 6-8
Enrollment #	175	115
% Male	53.7	53.9
% African-American	96.0	95.7
% Hispanic	<5.0	<5.0
% Receiving FARMS services	>95.0	94.6
% Receiving SpEd services	17.3	33.3
% Receiving ELL services	<5.0	<5.0
Average Daily Attendance	88.8	92.6
% Chronically Absent	31.2	15.5
% Mobile	45.7	32.9

Source: mdreportcard.org

Percent Proficient and Advanced for Maryland State Assessments Before Library Implementation, by Grade Level												
Grade Level	Reading				Mathematics				Science			
	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv	% Prof	% Adv
3 rd	55.0	<5.0	43.5	<5.0	45.0	15.0	21.7	<5.0	-	-	-	-
4 th	30.8	7.7	60.0	<5.0	30.8	15.4	35.0	<5.0	-	-	-	-
5 th	46.9	28.1	46.2	15.4	59.4	25.0	38.5	<5.0	25.7	<5.0	8.3	<5.0
6 th	48.0	24.0	48.6	13.5	36.0	36.0	59.5	5.4	-	-	-	-
7 th	65.5	6.9	33.3	18.5	44.8	<5.0	<5.0 [†]	<5.0 [†]	-	-	-	-
8 th	31.0	24.1	48.6	<5.0	31.0	10.3	25.7	5.7	31.0	<5.0	25.0	<5.0

Source: mdreportcard.org

- N/A [†] Very few students were tested in MSA math due to concordant PARCC testing.

School Climate Measures – Staff Reports

	2013	2014
School Safety	70.1	81.1
Teaching and Learning	77.6	83.7
Interpersonal Relationships	77.7	85.9
Institutional Environment	76.4	82.9
Leadership/Staff Relations	76.2	85.2

Percent of staff who agree or strongly agree with positive statements on climate dimension.

What students say about their school in 2014:

- 72.1% of students like their classes
- 74.8% of students feel safe in the school
- 76.8% of students say there is someone who can help with schoolwork when they need it
- 56.1% of students report it is easy to borrow books to take home

Appendix C: 2013-14 Survey Comparisons
Teacher Survey Responses

Response to “How much do you agree with the following statements?”

	Comparison Schools (n=14)				Year 2 Schools (n=35)			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
The library is a welcoming place for students.	92.9	7.1	0.0	0.0	97.1	2.9	0.0	0.0
My students enjoy going to the library	50.0	50.0	0.0	0.0	82.9	14.3	0.0	0.0
Our library makes this school more conducive to teaching and learning	64.3	35.7	0.0	0.0	82.9	17.1	0.0	0.0
The school library has a positive effect on classroom learning	50.0	35.7	0.0	0.0	77.1	17.1	2.9	0.0
The librarian works with teachers to support classroom activities	35.7	50.0	7.1	0.0	77.1	20.0	2.9	0.0
Our librarian provides resources to teachers for instruction	42.9	50.0	0.0	0.0	65.7	34.3	0.0	0.0
Our library has resources for parents	14.3	50.0	7.1	0.0	57.1	28.6	0.0	0.0
My students’ parents use the school library ¹	7.1	57.1	14.3	7.1	11.4	14.3	17.1	8.6
The library at my school is a valuable resource for student learning	57.1	35.7	7.1	0.0	85.7	11.4	0.0	0.0
My students ask to go to the library	7.1	78.6	14.3	0.0	54.3	34.3	2.9	5.7

Baltimore Education Research Consortium

Notes: percentages may not add up to 100% due to missing data and responses of “unsure or don’t know” which were omitted from calculations. Items that are in **bold** are statistically significant.

¹ Approximately 48% of Library Project teachers did not respond or responded “unsure” to this question

Responses to “How often do the following occur at your school?”

	Comparison Schools (n=14)				Year 2 Schools (n=35)			
	Daily/ Weekly	Monthly	Every Few Months	Never	Daily/ Weekly	Monthly	Every Few Months	Never
Meet with the librarian to help find resources related to lessons	7.1	14.3	42.9	35.7	11.4	28.6	40.0	17.1
Take a class to the library to select a book to read	78.6	0.0	14.3	7.1	77.1	2.9	2.9	14.3
Take a class to the library to research a topic	0.0	7.1	28.6	64.3	22.9	8.6	17.1	45.7
Take a class to the library for any other reason	42.9	7.1	14.3	35.7	28.6	11.4	14.3	40.0
I attend a meeting or PD in the library	7.1	42.9	28.6	21.4	22.9	74.3	0.0	2.9
Tell my students’ parents about the resources available to them in the school library	14.3	7.1	42.9	28.6	11.4	22.9	31.4	31.4

Baltimore Education Research Consortium

Note: percentages may not add up to 100% due to missing data and responses of “unsure or don’t know” which were omitted from calculations.

Student Survey Responses:

Response to “Please let us know how well these statements describe you as a reader”

	Comparison Schools (n=246) 2013-2014			Year 2 Schools (n=249) 2013-2014		
	A lot like me	Like me	Not like me	A lot like me	Like me	Not like me
I like to read at home	26.0	41.1	28.5	32.1	41.8	20.9
I like to read at school	30.5	43.1	22.0	35.5	39.8	18.1
I like the library in my school	39.4	40.7	13.8	64.3	20.9	7.6
I have a favorite book or books	46.3	31.3	17.1	52.2	32.1	8.8
I use the school library more this year than last year	27.6	32.9	32.1	34.1	29.3	28.5

Note: percentages may not add up to 100% due to missing data and responses of “unsure or don’t know” which were omitted from calculations. Items that are in **bold** are statistically significant.

Responses to “Please let us know how often these statements are true for your library”

	Comparison Schools (n=246) 2013-2014			Year 2 Schools (n=249) 2013-2014		
	Often	Sometimes	Never	Often	Sometimes	Never
The school librarian helps me find interesting books	41.1	36.6	14.2	42.6	38.2	10.4
The school librarian helps me on research for class projects	21.5	43.9	28.0	40.6	32.9	18.9
It is easy for me to find books I like at the school library	33.3	42.7	16.3	47.0	37.3	6.8

Note. Items that are in **bold** are statistically significant.

**Student Surveys:
Responses to “Please let us know how often you do these activities in your school library”**

	Comparison Schools (n=246) 2013-2014			Year 2 Schools (n=249) 2013-2014		
	Often	Sometimes	Never	Often	Sometimes	Never
Selecting books to borrow and read at home	17.9	44.3	28.0	27.7	38.6	26.1
Looking up information for my class projects	12.6	39.4	37.8	20.5	39.4	30.5
Doing Schoolwork for my other classes	11.8	24.0	53.3	13.3	32.1	45.8
Learning about how to find and check out books	24.8	35.4	28.5	27.3	41.8	21.7
Goofing around or just sitting quietly	19.5	41.5	28.5	19.3	35.7	35.7
Using a computer	13.0	18.7	59.3	25.3	43.4	20.9
Using an electronic reader (like a Nook or Kindle)	7.7	18.7	63.4	38.2	45.0	8.4
Before or after school (selecting books to borrow or reading for class)	16.3	29.7	43.1	18.5	40.6	31.3

Note. Items that are in **bold** are statistically significant.

Appendix D: Survey Data Over Time

Teacher Surveys

Percent of Teachers Who “Strongly Agree” or “Agree” with the Following Statements

	<u>School 1</u>		<u>School 2</u>		<u>School 3</u>	
	2013 (n=21)	2014 (n=10)	2013 (n=25)	2014 (n=13)	2013 (n=11)	2014 (n=14)
The library is a welcoming place for students	100.0	100.0	80.0	100.0	100.0	100.0
My students enjoy going to the library	100.0	100.0	80.0	100.0	100.0	100.0
The school library has a positive effect on classroom learning	100.0	100.0	72.0	100.0	100.0	100.0
Our library makes the school more conducive to teaching and learning	100.0	100.0	82.0	100.0	100.0	100.0
The librarian works with teachers to support classroom activities	100.0	100.0	52.0	57.2	90.9	100.0
Our librarian provides resources to teachers for instruction	100.0	100.0	44.0	50	100.0	92.9
Our library has resources for parents	100.0	100.0	68.0	46.2	100.0	85.6
My students’ parents use the school library	71.5	80.0	32.0	23.1	54.6	35.7
The library at my school is a valuable resource for student learning	100.0	100.0	92.0	100.0	100.0	100.0
My students ask to go to the library	100.0	100.0	64.0	46.2	91.0	78.6

Percent of Teachers Who Reported Doing the Following Activities “At Least Monthly”

	<u>School 1</u>		<u>School 2</u>		<u>School 3</u>	
	2013 (n=21)	2014 (n=10)	2013 (n=25)	2014 (n=13)	2013 (n=11)	2014 (n=14)
Meet with the librarian to help find resource related to lessons	90.5	70.0	16.0	0.0	72.7	71.4
Take a class to the library to select a book	90.5	80.0	76.0	70.0	81.9	64.3
Take a class to the library to research a topic	52.4	30.0	40.0	23.1	36.4	28.6
Attend teacher meetings or PD	100	70.0	100	100	27.3	14.2
Take a class to the library for other reasons	76.2	70.0	40.0	38.5	45.5	35.7
Tell my students’ parents about resources in the school library	66.7	50.0	24.0	15.4	45.5	77.1

Analyses Disaggregating Year 1 Schools

Reports on the School Library. Consistent with the previous report, teachers’ reports and use of the library at School 2 were lower than at schools 1 and 3. Figures C1 and C2 illustrate the general pattern that was found. Teachers from School 2 were the least likely to perceive their school library as a welcoming place and the least likely to believe that their school library was a place students enjoy going. Additionally, teachers at School 2 were less positive about the librarian in Year 2 than they were in Year 1. Compared to Year 1 (2012-13), in Year 2 a smaller percentage of teachers at School 2 felt as though students enjoyed going to the library (80.0% vs. 64.3%); that the library had a positive effect on classroom learning (72.0% vs. 64.3%); or that the library made the school more conducive to teaching and learning (82.0% vs. 72.6%). At the other two Year 1 schools, teachers’ reports of the library remained high from one year to the next.

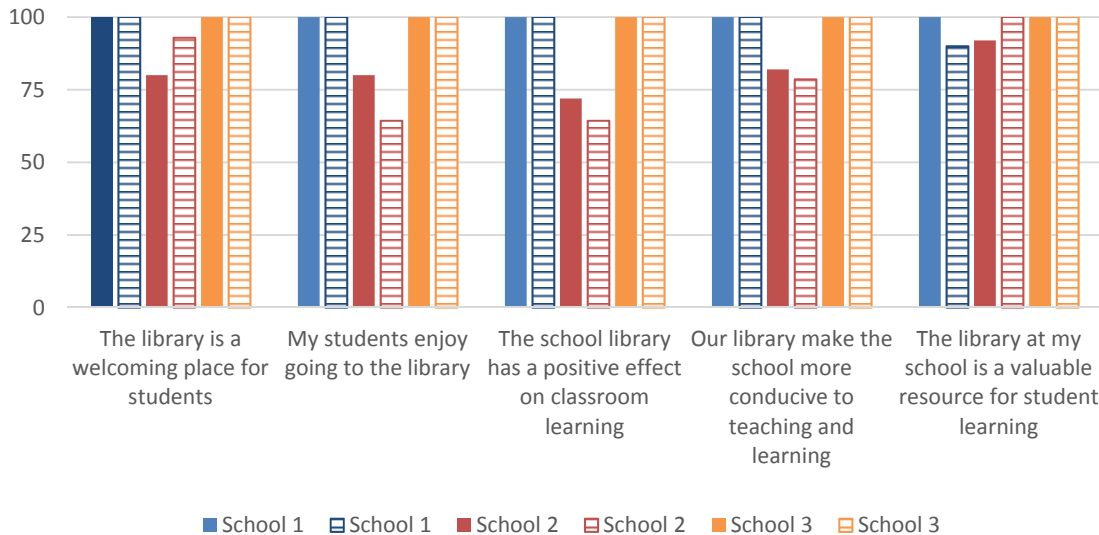


Figure C1: The percentage of teachers who “Agree” or “Strongly Agree” that their school library is welcoming and an enjoyable place for students.

Collaboration with the Librarian. Among the Year 1 schools, teachers at School 2 also reported dramatically lower levels of collaboration with the librarian. Figure C2 (below) shows that School 2 had the lowest levels of teacher-librarian collaboration among all the schools. Slightly more than half of the teachers reported working with the librarian (57 percent), and 50 percent reported that the librarian provided them with resources for the classroom. The other two Year 1 schools reported high levels of collaboration between teachers and the school librarian. In both of the other Year 1 schools, all of the respondents (100 percent) reported that the librarian works with teachers at the school, and nearly 100 percent reported that the librarian provided them with resources for the classroom.

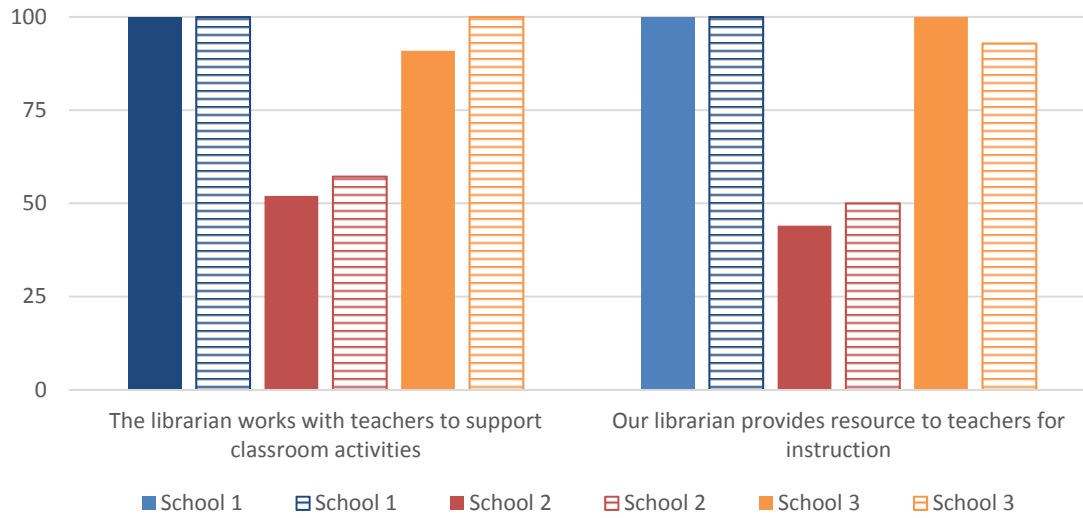


Figure C2. Teachers' Collaboration with the librarian:
Percent reporting "Strongly Agree" and "Agree," by school

Student Surveys

Response to “Please let us know how well these statements describe you as a reader”

	Year 1 Schools (n=327) 2012-2013			Year 1 Schools (n=519) 2013-2014		
	A lot like me	Like me	Not like me	A lot like me	Like me	Not like me
I like to read at home	25.0	50.0	23.1	30.3	39.5	27.2
I like to read at school	26.0	49.0	23.1	38.3	41.4	17.0
I like the library in my school	46.2	33.7	19.2	53.6	29.3	13.9
I have a favorite book or books	62.5	28.8	6.7	58.6	24.7	12.7
I use the school library more this year than last year	29.8	30.8	38.5	33.5	28.5	33.3

Note: percentages may not add up to 100% due to missing data and responses of “unsure or don’t know” which were omitted from calculations.

Responses to “Please let us know how often these statements are true for your library”

	Year 1 Schools (n=327) 2012-2013			Year 1 Schools (n=519) 2013-2014		
	Often	Sometimes	Never	Often	Sometimes	Never
The school librarian helps me find interesting books	44.2	34.6	20.2	35.3	39.1	20.2
The school librarian helps me on research for class projects	26.0	42.3	31.7	23.7	36.4	34.5
It is easy for me to find books I like at the school library	39.4	40.4	19.2	43.0	38.0	14.3

Responses to “Please let us know how often you do these activities in your school library”

	Year 1 Schools (n=327) 2012-2013			Year 1 Schools (n=519) 2013-2014		
	Often	Sometimes	Never	Often	Sometimes	Never
Selecting books to borrow and read at home	30.8	42.3	24.0	33.7	36.4	24.7
Looking up information for my class projects	12.5	46.2	38.5	11.0	28.9	55.7
Doing Schoolwork for my other classes	3.8	13.5	78.8	8.5	20.6	65.3
Learning about how to find and check out books	9.6	35.6	51.0	26.4	35.8	32.0
Goofing around or just sitting quietly	5.8	20.2	72.1	21.2	43.5	29.9
Using a computer	17.3	65.4	14.4	10.8	36.0	47.2
Using an electronic reader (like a Nook or Kindle)	5.8	6.7	85.6	16.0	40.7	38.2
Before or after school (selecting books to borrow or reading)	12.5	44.2	41.3	16.4	31.4	45.3

Percent Reporting of Attitudes Toward Reading, School Library, and School Librarian, Year 1 Schools 2012-2013 and 2013-2014

	School 1 2012-13 (n=74)	School 1 2013-14 (n=177)	School 2 2012-13 (n=156)	School 2 2013-14 (n=228)	School 3 2012-13 (n=97)	School 3 2013-14 (n=114)
<i>Percent Reporting “A lot like me” or “Like me”</i>						
I like to read at home	89.1	75.7	69.3	63.6	86.6	72.8
I like to read at school	86.5	86.4	75.0	70.6	88.7	87.7
I like the library in my school	94.6	91.0	86.5	71.9*	94.9	92.1
I have a favorite book or books	87.8	80.8	88.5	81.1	92.8	91.2
I use the school library more this year than last year	81.1	75.1	64.7	46.1*	64.9	73.7
<i>Percent Reporting “Often” or “Sometimes”</i>						
The school librarian helps me find interesting books	94.6	82.5*	73.0	66.2	90.7	78.1*
The school librarian helps me on research for class projects	73.0	57.6	52.5	53.9	66.0	76.3
It is easy for me to find books I like at the school library	91.9	79.1	79.5	81.6	85.5	82.5

* Statistically significant difference between Year 1 and Year 2

**Percent Reported Activities: Percent Reporting “Often” or “Sometimes”
Year 1 Schools 2012-2013 and 2013-2014**

	School 1 2012-13 (n=74)	School 1 2013-14 (n=177)	School 2 2012-13 (n=156)	School 2 2013-14 (n=228)	School 3 2012-13 (n=97)	School 3 2013-14 (n=114)
<i>Traditional Uses</i>						
Selecting books to borrow and read at home	82.4	81.9	67.9	57.0	83.6	78.1
Learning about how to find and check out books	68.9	60.5	67.3	54.8*	83.6	79.8
Before or after school (selecting books to borrow or reading for class)	66.2	63.8	46.8	40.8	42.3	36.8
<i>As a resource for other classes</i>						
Looking up information for my class projects	63.5	50.8	41.7	33.3	60.9	36.0*
Doing Schoolwork for my other classes	70.3	38.4*	30.1	26.3	34.0	20.2*
<i>Technology</i>						
Using a computer	82.4	68.4*	37.2	36.0	60.8	35.1*
Using an electronic reader (like a Nook or Kindle)	36.5	52.5*	52.6	41.2	88.6	93.9

* Statistically significant difference between Year 1 and Year 2

**Percent Reporting Their Favorite Things about the Library
Year 1 Schools 2012-2013 and 2013-2014**

	School 1 2012-13 (n=74)	School 1 2013-14 (n=161)	School 2 2012-13 (n=156)	School 2 2013-14 (n=204)	School 3 2012-13 (n=97)	School 3 2013-14 (n=95)
Books	37.0%	57.8%	49.0%	38.7%	22.0%	32.6%
Checking Out Books	20.0%	23.6%	13.0%	12.3%	22.0%	11.6%
Reading	21.0%	17.4%	10.0%	9.8%	29.0%	11.6%
Librarian	16.0%	16.1%	8.0%	2.9%	11.0%	10.5%
Quiet	7.0%	8.7%	1.0%	0.5%	3.0%	0%
Computers	5.0%	9.3%	20.0%	13.2%	11.0%	3.2%
E-readers	0%	6.8%	7.0%	8.8%	15.0%	25.3%
Space	19.0%	26.1%	9.0%	7.8%	3.0%	0%

**Responses to the Statement, “What Could Make the Library Better?”
Year 1 Schools 2012-2013 and 2013-2014**

	School 1 2012-13 (n=74)	School 1 2013-14 (n=157)	School 2 2012-13 (n=156)	School 2 2013-14 (n=200)	School 3 2012-13 (n=97)	School 3 2013-14 (n=89)
Nothing	38%	22.3%	23%	8.0%	1%	9.0%
More Books	28%	44.6%	22%	26.0%	29%	37.1%
Computer	5%	3.2%	17%	14.5%	6%	6.7%
Librarian	1%	3.2%	15%	16.0%	0%	0%
Quiet	5%	1.3%	0%	0.5%	1%	2.2%
E-readers	5%	3.8%	7%	6.5%	3%	2.2%

Appendix E: Partner Interview Summaries

Raising A Reader. Raising A Reader (RaR) is a non-profit organization working in school districts across the United States with the mission of getting more books into the hands of children and families and promoting strong family literacy practices that can improve student reading skills. This is the second year RaR has worked with the Weinberg Foundation on the Library Project, and is working in all but one of these schools, according to Rebecca Armstrong, the East Coast director for Raising a Reader. The program provides young readers (prek-3rd grade) a backpack of high-quality, early reader books that are taken home to be read with an adult. The books are returned to the school in the backpacks, which are refilled with new books. When asked how this work complements the mission of the Library Project, Armstrong replied that it is promoting literacy-based habits and providing families the resources to continue these habits. She views the organization as helping teachers connect with families in new ways to develop stronger relationships. This work, she feels, is limited by the district because it is not on-board with family engagement and sees RaR only as a way of getting books into the hands of children. Armstrong commented that the program is strongest when the school has a coordinator who tries to marry RaR with the resources of the school library. This work, however, requires planning and good communication between RaR and the schools. The Library Project supports RaR in its mission by offering access to City Schools, and connecting them to other organizations in the area.

Enoch Pratt Free Library. The Enoch Pratt Free Library has been a partner with the Weinberg Foundation since the Library Project began, when the library director met with the foundation about what a “good” library looks like and does. Deborah Taylor, school and student services coordinator, said the Library Project is trying to re-establish the strong connection between City Schools and the public library system. The library is a bridge to the community for schools, Taylor said, connecting to families, providing resources and professional development for school librarians. Pratt has made the Library Project a priority when providing literacy-based activities for educators – organizing author visits, providing transportation to the library for field trips, and other opportunities for students and families. The library is largely responsible for the Parent Corners in each school library, the part of the project that is struggling the most, Taylor noted. Her vision is to have a place for parent workshops, for parent information about their children’s education, opportunities to learn for themselves and access to community resources. When asked how their involvement in the Library Project changed in Year 2, Taylor commented that Year 1 was about trying to clarify what the library was going to do, and that Year 2 was about improving the work.

The Enoch Pratt Free Library is providing professional development opportunities for school librarians through teacher happy hours where librarians and teachers can talk about literacy issues, network, and share opportunities. Taylor noted that that at least one Library Project librarian has attended each of these events this year. She also commented that she is concerned about helping teachers connect with their school librarian, and see the library as a resource for their classrooms. Taylor sees a large need for technology support and knowledge development with librarians, as well as instruction about how to use the technology with students in innovative

ways. She also sees a need to help librarians develop a better sense of their collections as well as keeping current with authors and titles, and understanding the changing populations that they serve. Taylor is working with Beth Napier, the Education Specialist for library services in City Schools, to create professional development for librarians in partnership with Enoch Pratt.

Maryland Book Bank (formerly Baltimore Reads). Since the first year of this project, the director and staff from Baltimore Reads have moved to the Maryland Book Bank, which continues to be a strong partner. The director of the former Baltimore Reads continues to attend all of the Library Project meetings. One representative at the Maryland Book Bank, who was formerly at Baltimore Reads, looked at the statistics of the partner schools. “The children we serve have an average of 0-2 books in their home. A middle-income student has an average of 54. We are trying to pull our students up to the same number of books as the middle-income student. Our students have an average vocabulary that is one-third that of a middle-income child as they don’t have access to books and don’t have exposure to vocabulary. However, in our own projects we see a significant increase in achievement scores of our students.” The book bank invites teachers from the Library Project schools to select books for their classroom libraries. Most receive about 100 books per visit and are allowed to visit once a month. Next year (2014-2015) the Maryland Book Bank hopes that every first- and second-grade student in these schools will be included in its home library program where they drop off books for students to keep. They typically drop off five books per student per month. In general, they found that the connection to the Library Project and the Weinberg Foundation has opened doors to schools, principals and staff. They feel that communication with the Library Project schools has been going incredibly well.

Maryland Food Bank. The Maryland Food Bank (MDFB) has been a partner with the Weinberg Foundation since the project began, but just started to work in these schools with a food distribution event at the grand opening of the second year. According to Deborah Flateman, chief executive officer, the food bank’s involvement with the project makes sense because, “hungry kids can’t learn.” In each Year 2 school, the food bank has set up a food distribution program. In some cases the program provides weekend backpacks with food for families, and in other schools it has set up a food pantry where families can get food as needed. In addition to providing them distribution centers, the Weinberg Foundation contributes funds and opportunities for exposure to the food bank. More importantly, Flateman stated, the Weinberg Foundation is a trusted advisor and ally in the community. The schools and communities benefit because students are not hungry. Teachers have reported that they see improved behavior when food pantries are established.

Baltimore Sun. The *Baltimore Sun* has continued to deliver newspapers daily to the Library Project schools. The Sun expanded to the Year 2 schools while continuing its partnership with Year 1 schools. One Sun representative commented that the newspaper delivery helps bring an awareness of local, national and international news to those at their partnership schools. The representative further stated that she would like more information on how schools are using the papers so that the company can provide the most help. For example, are the papers delivered to the right place? Are schools getting enough or too many newspapers? The representative noted, “We have been proud being a sponsor and hope to continue this long-lasting partnership.”

Parks & People Foundation. The Parks & People Foundation continues to work with the Library Project on improving the outdoor areas of the schools. The purpose of improving these spaces is “not only to improve the quality of the experience of the school yard or campus, but also to improve storm water by putting trees and outdoor learning centers in. It has both an educational and environmental impact,” said a foundation representative. Parks & People continues programming in the libraries with environmental education and initiatives such as Read to Succeed, and Super Kids Camp. In the past, the foundation was not successful matching programming with the Library Project schools because construction was already underway. Parks & People would, however, like to make more connections in the future between its programming and these schools. They would also like to tidy up the environmental education curriculum and have more information available in the libraries.

A representative of Parks & People continues to attend all of the Library Project meetings and occasionally reports on the outdoor spaces. In addition to this, the foundation participates in other project activities such as the book drive. The Parks & People Foundation plans to work with the new Library Project schools in Year 3.

The Heart of America. The Heart of America is a non-profit organization that has been a partner with the Weinberg Foundation since the beginning of the Library Project. Nationwide, it works with large, corporate foundations to make over elementary and middle school libraries and other educational spaces (i.e., playgrounds, computer labs, cafeteria, etc.). Thus, it has experience in the kind of work the Weinberg Foundation is supporting with this project. In the first year of the Library Project, Heart of America helped coordinate the book drive, collecting and cataloging book donations, for the new libraries. The foundation assumed responsibility for the book drive in the second year, moving it from a drive for physical books to an online drive where donors sponsor books through monetary donations. Angie Halamandaris, the foundation’s president and co-founder, said this change had pros and cons. Although there were far fewer donations in Year 2, the donations led to more books in the schools. She commented that in Year 1 only about 2 percent of the donated books were given to the schools because so many were in poor condition, out-of-date, or at reading levels inappropriate for elementary or middle school students. With online donations, 100 percent of the resources end up in the school libraries. In addition to helping the Weinberg Foundation implement the Library Project, Halamandaris commented, partnering on this project has inspired the organization to think about how to expand this type of program to other cities, such as Chicago and Atlanta.

Barnes & Noble. Barnes & Noble continues to provide the e-book readers, Nooks, for the Library Project schools at a discount along with training and support. Also, a representative from Barnes & Noble often attends the Library Project meetings. “We provide training on the devices and anything involving literacy. Getting kids to read is important to the mission of Barnes & Noble,” said a company representative. People seem fairly happy with the devices and the content of their training, she said. The devices give students instant access to a lot of information and the students seem comfortable with the technology. The firm would, however, like even more communication with the schools, “We would love it if the schools would be more proactive in reaching out to us directly. Usually we find out six months later that a device isn’t working or there is a problem. Schools don’t know that they can reach out directly to us. It goes through many middle men, so a problem takes a lot longer to fix. We are sad when people had an issue

and we could have solved it quickly.” In addition to the support and professional development around the Nooks, Barnes & Noble has helped the project in other ways, such as distributing information about the project book drive at their stores during March. The representative mentioned, “Honestly, all of us love the project and being a part of the project with all of the wonderful things that they are doing.”

Appendix F: Program and Policy Recommendations

Based on the interview and survey data collected, we make some recommendations to the Weinberg Foundation, City Schools, and to the community partners.

City Schools should consider adding a question to their staff survey specifically about librarian and teacher collaboration. The suggested item might read, “I meet with the librarian to find resources related to my lessons.” Having this information would provide a snapshot of the relationship between teachers and librarians and should help the district develop PD opportunities for teachers and librarians to maximize the impact libraries can have on student learning.

In addition, ***City Schools should consider how to evaluate the contribution of school libraries to school improvement and effectiveness.*** Definitions of an “effective school” should include the presence of a well-resourced and well-maintained library. Developing a protocol that identifies what to look for in a strong, high-quality school library would provide needed guidance to principals and other educational leaders on how to develop and support the school library. School Network staff members at City Schools routinely visit schools and conduct Climate Walks. Adding the library as a facility observed during the walk-through could provide actionable information on the extent to which school libraries support student learning, engagement, and literacy development. Definitions of what a high-quality library environment looks like should have significant input from school librarians, district staff responsible for supporting school librarians, and researchers with background knowledge in this area.

Also, ***City Schools should help school leaders and teachers incorporate the school library and librarians into their vision of school improvement.*** Librarians commented that too often they learned about classroom projects from the students and not teachers, even though they saw teachers regularly. One librarian commented that if teachers provided her information about what they were teaching, she could have resources ready for students. Providing teachers and librarians time and resources to collaborate on classroom instruction would allow the school library to serve as an important resource in school improvement efforts.

School leaders also need to envision librarians as more than another classroom teacher. One Year 2 librarian commented that the demands of teaching the library class (20-25 classes per week) leaves little time to go to other classrooms or help students learn how to effectively use the library. She is asked to provide additional reading and language arts instruction, and according to her, she is unable to provide students with adequate opportunities to read and explore different types of books or to help students understand how to conduct research.

Considering how difficult family engagement has proven to be, the school library design team might consider ***locating new libraries in accessible locations that are visible to family members when they enter the school.*** Librarians at the two schools with libraries that are easy to see from the school entrance report the most frequent parent visits. It is important to note that these schools also actively encourage family members to visit the library, but thus far library location appears to be the most salient predictor of how much the Parent Corner is used.

Another method to increase family engagement would be for principals and other administrators to support the *librarian spending time in the library before and after school to greet parents*, rather than assigning them to duties outside the library. In general, citing teaching and other responsibilities, librarians did not feel as though they had sufficient time to devote to being a library resource for students, teachers and parents. More often, they felt as though they were overwhelmed with teaching students a library or Language Arts curriculum.

The students have stated that one of the best things in the library is the books, and being able to choose and read books. *Baltimore City should commit more funds or books* to their libraries, help school librarians find places that donate books, and provide students more quiet time to read their self-selected books as part of their library visits.

Finally, *school policies about library use and book checkouts need to be examined and revisited in schools*. Data collected about book usage at Library Project schools showed that in the school with fewer-than-expected checkouts, a school policy required parents to assume financial responsibility if their child or guardian loses a book. Many parents refuse to assume this liability, and as a result students cannot check out books. To get more books into the hands and homes of students, policies such as these need to be reconsidered. The material cost of a book needs to be balanced with the value of getting more books into children's lives. We recommend schools remove the policy of making families pay for lost or damaged books, or to consider a program similar to one the Enoch Pratt Free Library has used where students can "read down" (i.e., read away) any library fines.

Appendix G: Baseline Grade Level Literacy Benchmark Assessments for Year 3 Schools

Morell Park Elementary and Middle School

Percent Students Meeting Grade level Literacy Benchmark Standards at
Morrell Park Elementary and Middle School

Literacy Benchmarks	2013-14 (N=176)	
DIBELS	Mean Score	Percent At or Above Benchmark
Kindergarten	100.9	45.2
1 st	112.5	27.3
2 nd	164.7	34.8
3 rd	308.2	56.8
TRC	Median Story level	Percent At or Above Benchmark
Kindergarten	B	33.0
1 st	G	36.0
2 nd	L	30.0
3 rd	R	70.0

Baseline literacy data for Morell Park show that proficiency rates on DIBELS were higher than performance on the TRC assessment in kindergarten and first grade. Performance on DIBELS and TRC was highest in third grade. This school has been experiencing an improved climate during the two years prior to receiving a new library. For example, 58.2 percent of teachers rated the school as safe in 2012-13 compared to 71.6 percent in 2013-14. That same year (2013-14), 64.4 percent of students reported feeling they were in a safe school. In addition, a majority of students (almost 80 percent) reported that it was easy to borrow books to take home. On the Maryland State Assessment all grades had more than 50 percent of students scoring at least proficient in reading/ELA in 2013-2014.

Harford Heights Elementary School

Percent Students Meeting Grade level Literacy Benchmark Standards at Harford Heights Elementary School

Literacy Benchmarks	2013-14 (N=336)	
DIBELS	Mean Score	Percent At or Above Benchmark
Kindergarten	115.9	55.7
1 st	146.9	53.2
2 nd	200.6	48.6
3 rd	255.0	35.4
TRC	Median Story level	Percent At or Above Benchmark
Kindergarten	B	19.0
1 st	I	49.0
2 nd	M	47.0
3 rd	M	47.0

At Harford Heights Elementary School, baseline proficiency rates on DIBELS were higher than on the TRC in all but third grade. Proficiency rates were highest in kindergarten on DIBELS and highest in first grade on the TRC. This school has seen improved school climate during the two years prior to receiving a new library. For example, 75.0 percent of teachers felt that there were strong leadership/staff relations in 2012-13 compared to 85.2 percent of teachers in 2013-14. At the same time, 76.2 percent of students reported that they liked their classes. However, less than half of students (47.8 percent) reported that it was easy to borrow books to take home. On the Maryland State Assessment (MSA) no grades had more than half of their students scoring at least proficient in reading in 2013-14. Fourth grade had the highest percentages of students scoring at least proficient in reading/ELA and mathematics in 2013-14.

Windsor Hills Elementary and Middle

Percent Students Meeting Grade level Literacy Benchmark Standards at Windsor Hills Elementary and Middle School

Literacy Benchmarks	2013-14 (N=98)	
DIBELS	Mean Score	Percent At or Above Benchmark
Kindergarten	134.4	70.0
1 st	139.6	42.4
2 nd	221.9	59.1
3 rd	233.5	13.0
TRC	Median Story level	Percent At or Above Benchmark
Kindergarten	B	30.0
1 st	F	25.0
2 nd	N	55.0
3 rd	N	43.0

Windsor Hills’ rates of proficiency on DIBELS were higher than on the TRC for grades kindergarten to second. Grade level reading proficiency was highest for kindergarten on the DIBELS with 70.0 percent of the students reaching at or above benchmark standards. Third grade had the highest percentage of students reaching at or above benchmark standards on TRC. The climate at this school has been improving during the two years prior to receiving a new library. For example, 70.1 percent of teachers rated the school as safe in 2012-13 compared to 81.1 percent in 2013-14. In 2013-14, 76.8 percent of students reported that there is someone at the school who can help with schoolwork when they need it. Just over half of the students (56.1 percent) reported that it was easy to borrow books to take home. On the Maryland State Assessment (MSA) a majority of grades had more than 50 percent of students scoring at least proficient in reading/ELA in 2013-14.

Elmer A. Henderson: A Johns Hopkins Partnership School

Percent Students Meeting Grade level Literacy Benchmark Standards at
Henderson-Hopkins Elementary and Middle School

Literacy Benchmarks	2013-14 (N=202)	
DIBELS	Mean Score	Percent At or Above Benchmark
Kindergarten	160.4	84.8
1 st	178.2	59.6
2 nd	236.0	68.6
3 rd	285.8	34.0
TRC	Median Story level	Percent At or Above Benchmark
Kindergarten	C	41.0
1 st	I/J	50.0
2 nd	O	76.0
3 rd	Q	57.0

Henderson-Hopkins’ proficiency rates show that performance on DIBELS was highest for kindergarteners and performance on TRC was highest for second grade. This school experienced an improved climate over the two years prior to receiving a new library. For example, 86.2 percent of teachers rated the school as safe in 2012-13 compared to 94.1 percent in 2013-14. In 2013-14, 86.5 percent of students reported feeling safe at school. In addition, a large majority of students (74.1 percent) reported that it was easy to borrow books to take home. On the Maryland State Assessment (MSA), in 2013-14 all grades had 50 percent or more students score at least proficient on the reading/ELA test.

Appendix H: Library Best Practices

During interviews, librarians described several strategies that were especially helpful or effective in engaging families and getting more students to read. While some practices may be more easily implemented than others, all were made possible due to the opportunities afforded by the project.

Charts and Awards. One librarian found that creating charts and allowing students to monitor their own progress in reading books is an effective way to spur and maintain motivation. The librarian created Excel spreadsheets and large charts posted on the library walls that she used to keep track of which series each student was reading (e.g., *Captain Underpants*, *Diary of a Wimpy Kid*, *Nancy Drew*, etc.) and where they were in the series. She used series books to appeal to a larger audience of students because these books are available at all reading levels. Discussing the success of this approach, the librarian commented, “If the goal is to get more kids in the door as readers, and that really is what our goal is...we discovered that kids love to track their own progress.” At the end of the year, she gave awards to the boy and girl who read the most series books. Next year, to expand the kinds and reading levels of books her students are checking out, the librarian plans to create additional charts organized by author.

Conducting Needs Assessment of Teachers. At the beginning of the school year, one librarian sent each teacher an e-mail asking which topics they would cover that year, and whether there were any books that she could procure to help support student learning on those topics. Although not every teacher responded, according to the librarian, this provided an easy and effective way for her to support student instruction. Two librarians attended teacher or grade level team meetings in order to stay informed about which topics were going to be covered during the semester and/or school year. Given that several librarians felt that poor communication was an issue at their schools, attending school meetings or using paper or electronic surveys is a simple way to provide classroom support.

Using Book Displays as Advertisements. One librarian generated student excitement around reading by selecting books aligned with a theme: “I rotate all of the display areas by unit or library monthly theme. Also, I will do author studies. As soon as I read a book from a particular author and display the other books, those are the ones taken out. As soon as I put books out in the hallway, those books are chosen. I help them see that it is their self-selected book.” The librarian further stated that she selects books to display that correspond to topics from the classroom. For example, a statement to students was, “Ms. Smith told me that you guys are doing something new on perimeters, so anybody who wants to come over to the math section can get a book on perimeter if you want to.” By rotating books on display and aligning them with library or classroom themes, the librarian made more books visible to students.

Bringing Parents into the Library. Parents at one school were drawn into the library by proximity to the front door and direct librarian invitation. The librarian explains, “When you come in, [the library] is the first thing that you see and I am front and center every day for anyone to come and see, and it is a great thing, because it is not just the beauty of the library but the capacity of things you can do here. It makes people want to come in, it draws them in. And I see them standing in the hall waiting and I say – ‘Come on in, you can come on in.’” Having a library that

is easy for parents to see and visit, and inviting them to visit, are reasons why this school's library is also a community resource.

Getting to Know Students. Perhaps one of the strongest practices described was that of school librarians developing supportive relationships with students who come to the library. Librarians and clerks related stories about students with whom they have talked about favorite books or characters, recommended books based on what they know about the children and students' plans for the future.