

Facts about Maryland's School Library Media Programs 2015-2016

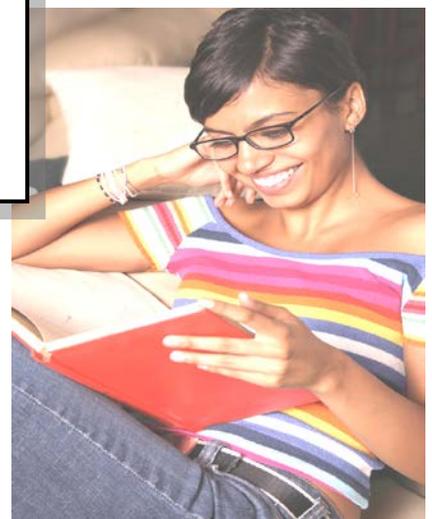


Table of Contents

INTRODUCTION.....	3
2015-16 Annual Report Executive Summary.....	4
Staff Totals by LEA	12
Collection Totals by LEA	14
Copyright Sensitive Dewey Area (600-699) by LEA, 2015-16.....	17
Technology Services by LEA, 2015-16.....	19
Computers and Computer Lab by LEA, 2015-16.....	22
Instruction and Scheduling by LEA, 2015-16.....	24
Teaching Strategies by LEA, 2015-16.....	26
Average Hours of Operation of Media Center Before and After School by LEA, 2015-16.....	35
Library Media Specialist Roles by LEA, 2015-16.....	36
Professional Environment by LEA, 2015-16.....	40
Average Number of Hours Spent per Week in Meeting with Teachers and Delivering Instruction by LEA, 2015-16.....	43
Utilization and Access of Media Center for Students and Staff by LEA, 2015-16.....	45
Makerspace Activities by LEA, 2015-16.....	47
PUBLIC SCHOOL LIBRARY MEDIA REPORT: CENTRAL SERVICES BY LOCAL EDUCATION AGENCY (LEA), 2015-16	49
Central Office Support by LEA, 2015-16.....	50
Staffing by LEA, 2015-16.....	52
Collection Totals by LEA, 2015-16.....	54
Technology Services by LEA, 2015-16.....	57
Computers and Computer Lab by LEA, 2015-16.....	59
Program Standards Documentation by LEA, 2015-16.....	61
APPENDICES	63

INTRODUCTION

This collection of statistical data on school library media programs is designed to assist local education agencies in examining their library media collections, staff, and services according to the recommendations in *Standards for School Library Media Programs in Maryland*.

The data for this document was obtained from the online Public School Annual Library Media Center Reports.

Copies of the report forms are included for informational purposes in the appendix.

Data in this report were compiled and prepared by Jay Bansbach, Specialist and Kim Bellinger, Management Associate - Office of Instructional Technology and School Library Media, MSDE.



MARYLAND SCHOOL LIBRARY MEDIA PROGRAM 2015-16 Annual Report Executive Summary

"In today's digital world, the school library has evolved from a place to merely check out books to one that offers opportunities for collaboration, project-based learning, and online access"

~ Bob Wise, President – Alliance for Excellent Education
and former Governor of West Virginia (2014)

"As part of a school team consisting of administrators, teachers, parents, and students, school librarians have a critical role to play in the successful implementation of the new standards. School librarians are uniquely positioned to influence and implement many of the school-wide goals and initiatives to ensure that all students are college and career ready because they work across grade levels and across the disciplines. "

~ Implementing the Common Core State Standards: the Role of
the School Librarian, Achieve & the American Association of
School Librarians (2013)

"School libraries are the great equalizer. Contrary to public opinion, not every kid in America has access to the Internet."

~ Carol Daniels, School Principal – London ES, Ohio (2011)

Through an information and technology literacy skills instructional program that is integrated into the curriculum, library media specialists help students to become lifelong learners, informed decision-makers, and effective users of information. Maryland school library media programs provide access to a variety of resources and services to support this goal.

Staffing

- ◆ There are 879,601 students in Maryland's 1,445 schools. Statewide 1,279 library media centers have submitted data for the 2015-16 Public School Annual Library Media Center report with 1,163 having certified library media specialists (including full and part time), 110 library media centers having non-certified staff, and 98 working towards State certification in School Library Media. Currently 67 school library media specialists have achieved National Board Certification and are working in 14 of our 24 LEAs.
- ◆ Of the 1,279 library media centers reporting, 79.1% met the professional staffing guidelines as defined in *Standards for School Library Media Programs in Maryland*, reflecting an average of 77% over a five year period. The total number of certified library media specialists increased

statewide from 1,153 (2013-14) to 1,163 (2015-16). The Maryland Teacher Staffing Report (MSDE, 2014 – 2016) continues to reflect a shortage of library media specialists hired in the state (Recommendation 4). School Systems report the inability to fill current position openings due to a lack of a candidate pool (ex. Baltimore City, St. Mary’s County).

Collections

- ◆ A total 401 (31.4%) of reporting school library media centers have collections that met guidelines as outlined in *Standards for School Library Media Programs in Maryland*, with most of those schools being at the elementary level. Middle and high schools have shifted significant resources to the purchase of electronic resources including databases, e-books, and streaming video. Quality collections are critical in supporting student learning standards reflected in the *Maryland College and Career-Ready Standards* (incorporating the *Maryland Common Core State Standards Frameworks*, *Maryland State STEM Standards of Practice Framework*, and the *State Curriculum*).
- ◆ During the 1998 session of the General Assembly, the Maryland Legislature appropriated State funds to improve the currency of library materials. Between 1999 and 2003, approximately \$7 million dollars in State funds were provided to update collections through the *Maryland School Library Enhancement Program (SLEP)*, local school systems report that the quality of their collections improved as a result of this funding, that ended in 2002-2003.
 - We have continued to collect this valuable data on collection currency with past assessments that have included non-fiction Science collections (500s), Technology (Applied Sciences) collections (600s), and History, Geography, and Biography collections (900s). In each case, through effective weeding and collection development strategies statewide, we observed a significant decrease in the number of items that were ten years old or older.
 - The emphasis for 2015-2016 was on the non-fiction Technology (Applied Sciences) collections (600s). Schools report that 56% or more of their collections in this area are 10 years old or older. Collections in the Dewey Category - 600s (Technology/Applied Sciences) are critical to supporting the *Maryland College and Career-Ready Standards*.

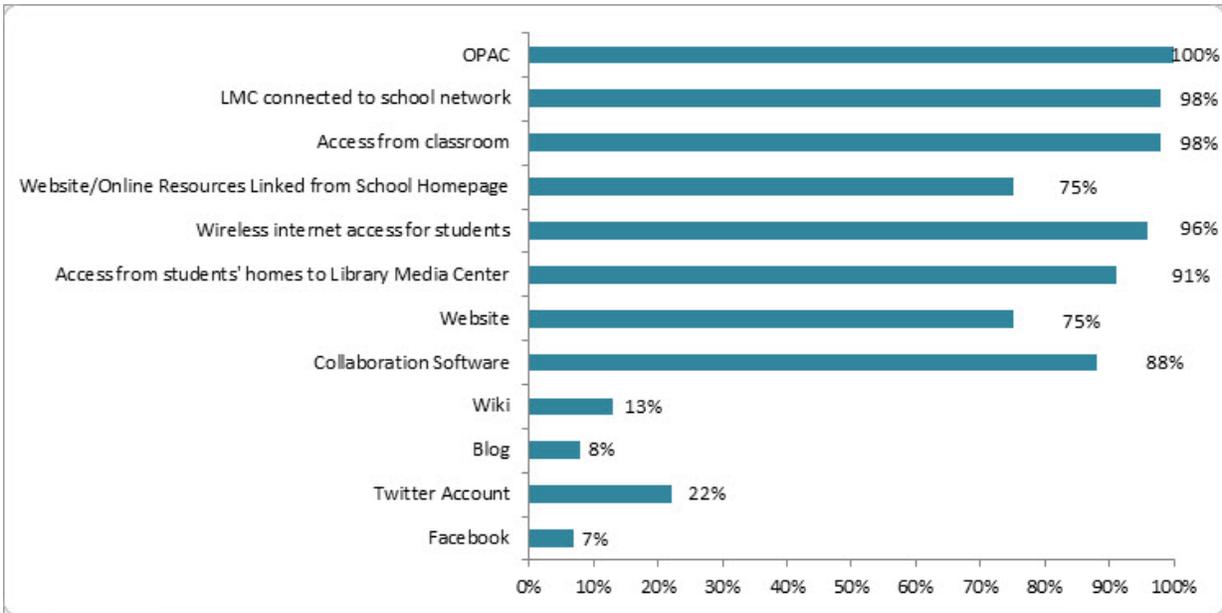
	2015-16 (average)
Pre-1995	16%
1995-2004	40%
2005-2014	42%
2015+	2%

Technology Use

- ◆ In 2015-16 Library Media Centers (LMC) statewide reported (see Chart 1): (1) 100% had an automated online public access catalog; (2) 98% of the LMC school libraries are connected to the school network; (3) 98% had access to the public catalog from the classroom; (4) 75% have website and online resources linked to the schools’ homepage; (5) 96% have wireless Internet access for students; (6) 91% provided access from students’ homes to the LMC; (7) 75% have a

website; (8) 88% use collaboration software; (9) 13% have a Wiki; (10) 8% have a blog; (11) 22% have a twitter account; and (12) 7% have a Facebook presence. Significant increases have occurred with the number of school libraries now having wireless Internet access for students - jumping from 75% (2013-14) to 96% (2015-16), and the number using Collaboration software - jumping from 38% (2013-14) to 88% (2015-16).

Chart 1
Use of Web Technology Services, 2015-16



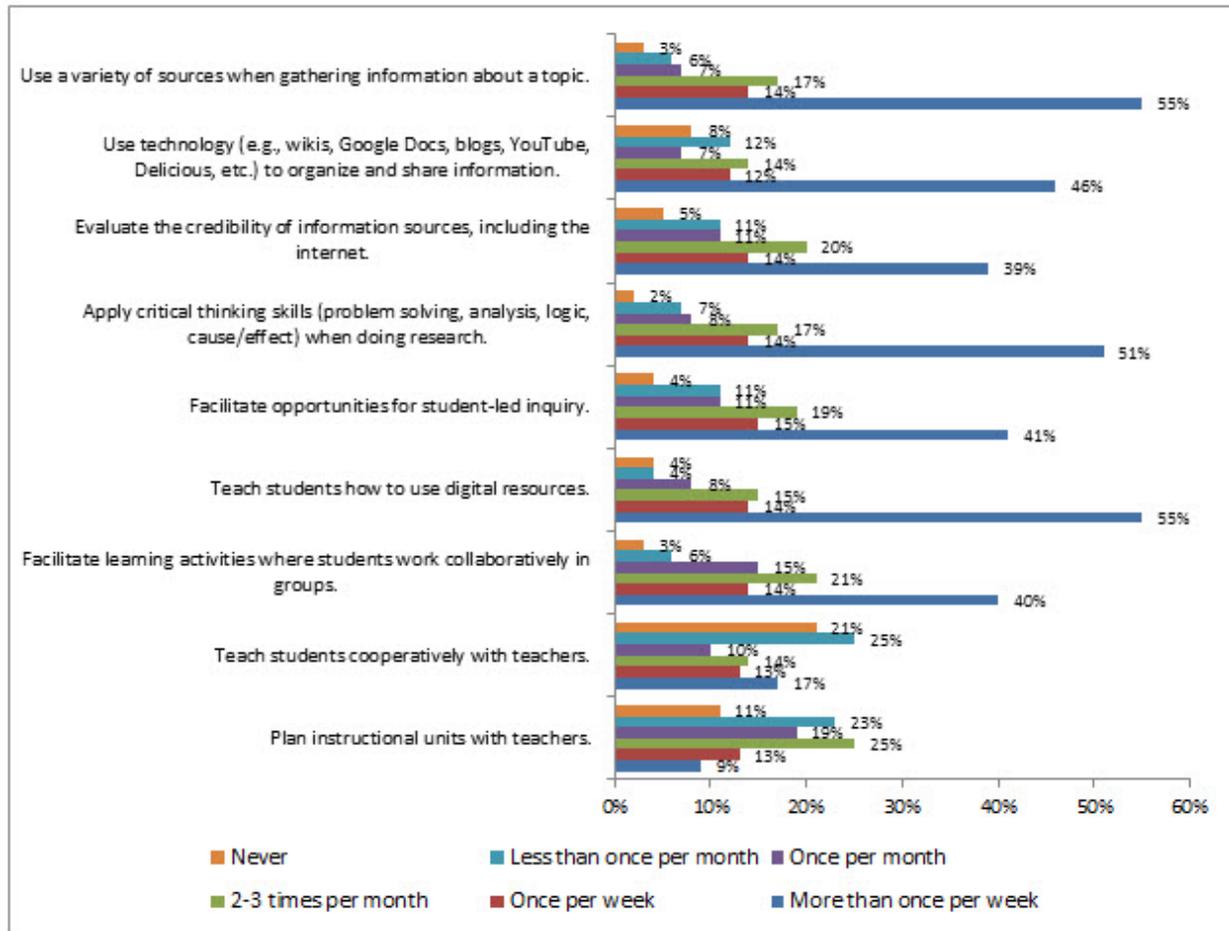
- ◆ 100% of the library media centers (LMCs) report that they have access to online information databases. The MDK12 Digital Library, a purchasing consortium made up of all 24 LEAs and a number of non-publics in the state of Maryland, has made the purchase of digital resources affordable for even our smallest districts and to date has saved the taxpayers of Maryland over \$1.5+ million. The project has existed under state statute Section §7-9A-01 through §7-9A-05 Annotated Code of Maryland since 2009 and is housed at the MSDE. For 2015-16, districts purchased access to 6 (six) databases through SIRS/ProQuest, as part of a master agreement. For the 2016-17 school year consortium members have access to negotiated pricing for digital content from over 25+ major providers including e-books and streaming video. The MDK12 Digital Library leadership continues to work with public and academic libraries through the Maryland Library Consortium (MLC) and formed a larger purchasing consortium. Working with the MLC, students across Maryland have access to an IP authenticated suite of EBSCO databases through the 2019 school year.

For more information about the MDK12 Digital Library, go to:
<http://www.marylandpublicschools.org/programs/Pages/ITSLM/slm/MDK12Library.aspx>

Instruction

- ◆ The school library media center program is an instructional program that guides students to become independent learners. The library media specialist provides direct instruction to students and collaborates with content area teachers to provide authentic learning experiences that develop information and digital literacy, communication, and technology skills. Maryland library media specialists indicate that they spend the following percentage of their time engaged in the teaching process as identified in the key indicators below (Chart 2):

**Chart 2
Teaching Strategies, 2015-16**



- ◆ Library media specialists in 55% of library media centers deliver instruction in regularly scheduled classes. In 25% of library media centers, library media specialists teach flexible scheduled classes and in 20% of the schools the instructional program is both fixed and flexible. When classes are regularly scheduled in the library media center, there are fewer opportunities for students and teachers to use the library and its services on an “as needed” basis.

- ◆ During a typical week, library media specialists spend an average of 17.32 hours actively delivering instruction, alone or in collaboration with a classroom teacher, to students in the library, in classrooms, in computer labs, and at other school locations. On average, library media specialists spend 1.78 hours per week meeting with teachers to plan instruction/instructional units.
- ◆ On average, school library media centers statewide report being open 3.86 additional hours per day before and after school to provide services to their students.

Role and Professional Environment

- ◆ *Empowering Learners: Guidelines for School Library Programs (2009)*, the national school library media guidelines, defines the five roles of the library media specialist as: Leader, Teacher, Instructional Partner, Information Specialist and Program Administrator. Maryland library media specialists collectively indicate that they spend the following percentage of their time in each role:
 - **Leader*** – leads the way in building the 21st-century skills of information literacy and technology skills central to learning throughout the school environment. Library media specialists’ report that on average **7%** of their time is spent in the role of leader.
 - **Teacher** – provides direct instruction to students. Library media specialists’ report that on average **42%** of their time is spent in the role of teacher.
 - **Instructional Partner** – collaborates with teachers to deliver instruction across the curriculum. Library media specialists’ report that on average **10%** of their time is spent in the role of an instructional partner.
 - **Information Specialist** – provides leadership and expertise in acquiring and evaluating information resources in all formats for students and teachers. Library media specialists’ report that on average **12%** of their time is spent in the role of an information specialist.
 - **Program Administrator** – manages all aspects of the library media program. Library media specialists’ report that on average **11%** of their time is spent in the role of a program administrator.

An additional percentage of the Library Media Specialist’s time is split between the role of technology support (**10%**) and other school duties (**8%**).

*Role of “Leader” is defined in the American Association of School Librarians (AASL) national guidelines - *Empowering Learners: Guidelines for School Library Programs* and was reported for the first time in the 2010-11 data reporting.

Link to Maryland Teacher Technology Standards:

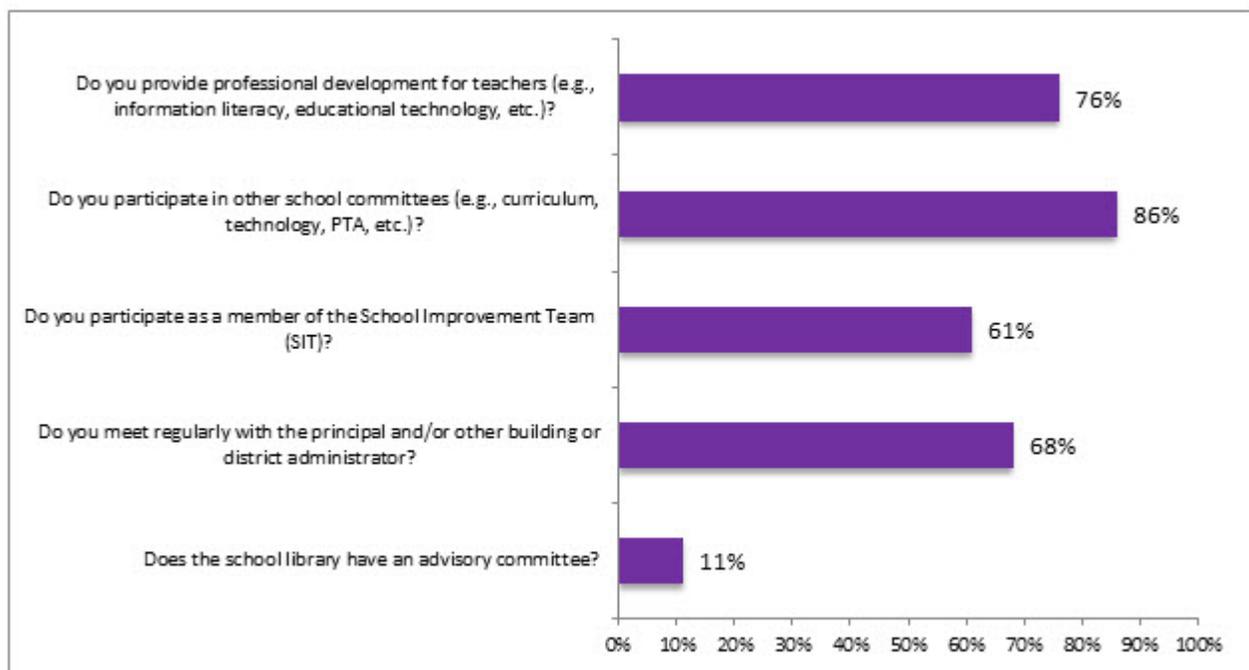
http://www.marylandpublicschools.org/programs/Pages/ITSLM/slm/teacher_standards.aspx

Standards for School Library Media Programs in Maryland

<http://www.marylandpublicschools.org/programs/Documents/ITSLM/slm/StandardsSchoolLibraryMediaProgramsMD.pdf>

- ◆ To be successful in a 21st century school environment, now more than ever library media specialists need to provide leadership in technology integration, literacy, curriculum, advocacy, intellectual freedom, collaborative instruction, and more. Library media specialists must be seen as leaders who participate as active members of the school to ensure a school library program that will enhance and encourage student achievement (Chart 3).

Chart 3
Professional Environment, 2015-16

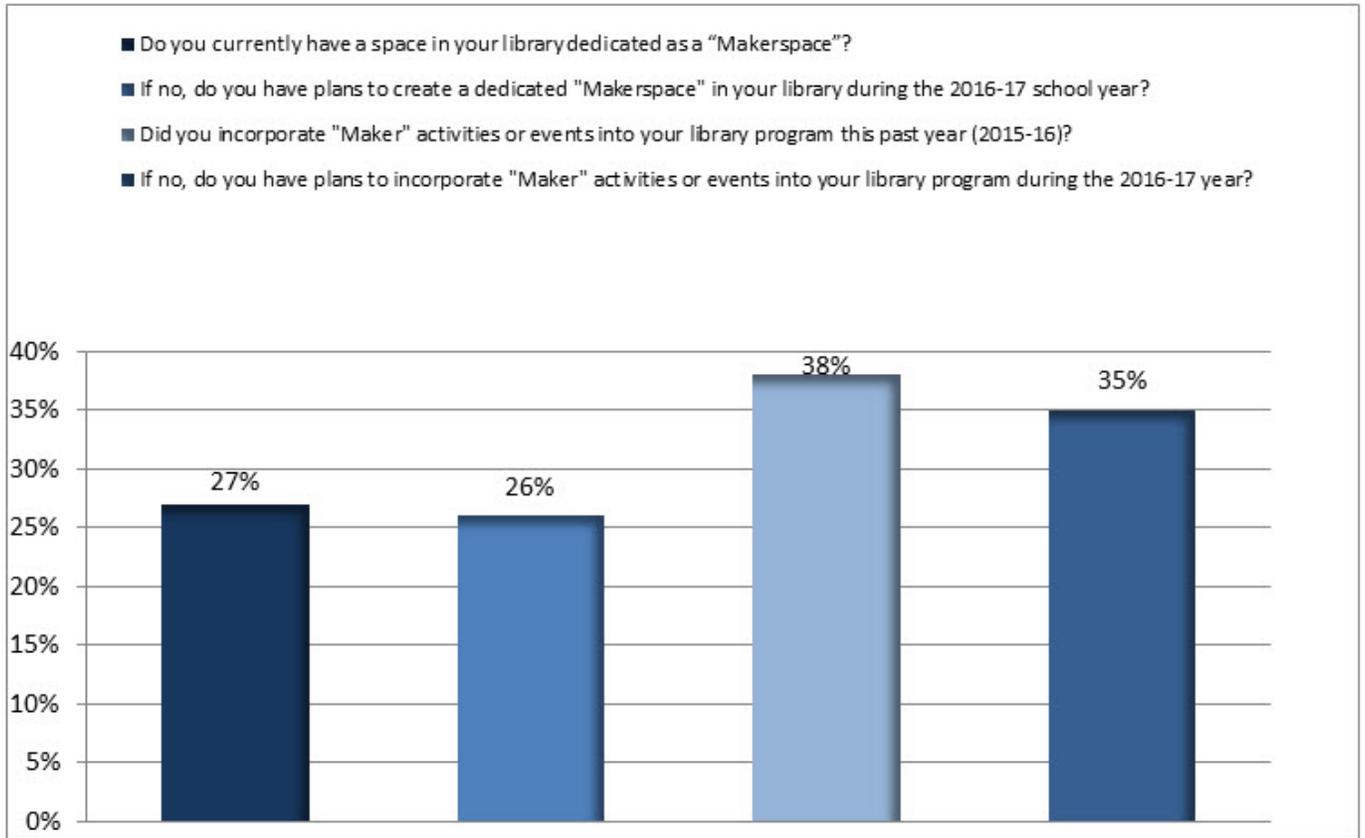


Maryland School Library Media Centers and Makerspaces

- ◆ As school library media specialists continue to innovate to keep up with the changing needs of their learners they are spearheading the makerspace movement in schools. “Defined as physical locations set aside for students to exercise their creativity and ingenuity through tangible design and construction.” Makerspaces inspire confidence in young learners; help students acquire entrepreneurial skills that are immediately applicable in the real world; and empower young people to become agents of change in their communities. (Johnson, L., et al. NMC Horizon Report 2015 K–12 Edition. Austin, TX: The New Media Consortium, 2015)
- ◆ 27% of school libraries report that they currently have a space in their library dedicated as a “Makerspace.” 26% of those that reported they don’t have a dedicated “Makerspace” have plans to create one during the 2016-17 school year.

- ◆ 38% of school libraries reported that they incorporated "Maker" activities or events into their library program this past year (2015-16), and of those that reported no "Maker" activities or events in their school library for the past year 35% reported plans to incorporate "Maker" activities or events into their library program during the 2016-17 year.

Chart 4
Makerspace Activities, 2015-16



**Public School Library Media Report
2015-16**

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Staff Totals by LEA, 2015-16**

LEA	Number w/State Library Media Certification	Number National Board Certified (Specialists A and B)	Number Working on Certification	Number w/o State Certification	Number of Paid Technical/Clerical/Aides
Allegheny (N=21)	19	0	0	2	0
Anne Arundel (N=119)	120.7	13	8	6.8	73.3
Baltimore City (N=96)	69	2	19	14	12
Baltimore County (N=163)	153.9	4	10	9	18.2
Calvert (N=23)	22	3	0	0	6.3
Caroline (N=9)	9	1	0	0	0
Carroll (N=40)	39.8	1	2	3	23.5
Cecil (N=26)	20.4	7	5	13	5.2
Charles (N=37)	34	0	1	3	35.4
Dorchester (N=11)	11	0	0	0	0
Frederick (N=65)	59.5	1	1	3	9.8
Garrett (N=12)	3	0	2	3	6
Harford (N= 56)	54.5	1	9	4.2	48.5
Howard (N=74)	94.5	10	2	0	40.5

LEA	Number w/State Library Media Certification	Number National Board Certified (Specialists A and B)	Number Working on Certification	Number w/o State Certification	Number of Paid Technical/Clerical/Aides
Kent (N=7)	2	0	0	5	0
Montgomery (N=201)	189.7	13	6	18.2	164.9
Prince George's (N=186)	158.5	6	23	13	5
Queen Anne's (N=15)	8	1	2	2	3.1
St. Mary's (N=25)	22.4	0	4	2	17.6
Somerset (N=7)	4	0	2	2	0
Talbot (N=9)	6	0	0	2	1
Washington (N=45)	39.5	4	0	2	0
Wicomico (N=19)	11	0	1	3	10
Worcester (N=12)	11	0	0	0	4
The SEED School (N=1)	1	0	1	0	0
Total: Maryland (N=1,279)	1,163.4	67	98	110.2	484.3

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Collection Totals by LEA, 2015-16**

LEA	Books	Periodicals	Video Materials	Audio Materials	Other	Total	e-books	VOD/ Streaming	Online Database Titles
Allegany (N=21)	220,809	156	3,556	778	731	226,030	541	0	221
Anne Arundel (N=119)	1,462,509	1,087	21,442	1,701	8,839	1,495,578	40,464	119	5,767
Baltimore City (N=96)	657,379	184	4,746	2,541	468	665,318	7,666	0	1,200
Baltimore County (N=163)	1,709,885	754	1,573	2,913	9,872	1,724,997	38,807	607,292	3,679
Calvert (N=23)	294,220	259	9,101	957	1,595	306,132	5,020	10	382
Caroline (N=9)	100,966	72	1,720	202	627	103,587	0	1	176
Carroll (N=40)	466,052	709	10,491	3,541	3,170	483,963	8,354	3	1,281
Cecil (N=26)	268,229	111	3,734	804	604	273,482	6,596	0	1,059
Charles (N=37)	451,316	235	13,541	1,440	3,966	470,498	10,023	2	1,026

LEA	Books	Periodicals	Video Materials	Audio Materials	Other	Total	e-books	VOD/ Streaming	Online Database Titles
Dorchester (N=11)	102,946	116	2,655	53	53	105,823	117	3	113
Frederick (N=65)	841,899	682	22,343	4,822	3,890	873,636	13,044	0	1,657
Garrett (N=12)	107,650	43	1,235	315	62	109,305	677	2	126
Harford (N= 56)	560,915	736	19,298	2,115	1,866	584,930	2,776	2,362	1,260
Howard (N=74)	1,079,261	638	52,886	5,483	5,247	1,143,515	8,440	0	1,331
Kent (N=7)	57,226	68	2,132	165	18	59,609	346	0	68
Montgomery (N=201)	2,663,150	1,957	85,831	20,505	53,559	2,825,002	16,706	0	5,996
Prince George's (N=186)	1,777,134	273	37,569	17,049	1,953	1,833,978	42,855	1	3,068
Queen Anne's (N=15)	180,483	135	7,894	1,311	1,654	191,477	9,530	6	169
St. Mary's (N=25)	388,244	110	14,659	2,058	30,952	436,023	2,179	5	390

LEA	Books	Periodicals	Video Materials	Audio Materials	Other	Total	e-books	VOD/ Streaming	Online Database Titles
Somerset (N=7)	67,207	68	1,866	111	0	69,252	0	1	98
Talbot (N=9)	96,881	26	1,987	114	278	99,286	0	0	100
Washington (N=45)	404,686	176	1,324	232	801	407,219	5,876	4,533	930
Wicomico (N=19)	223,853	124	6,638	1,289	1,814	233,718	3,506	3	339
Worcester (N=12)	132,390	26	4,551	350	1,000	138,317	372	1	181
The SEED School (N=1)	10,767	19	0	21	0	10,807	174	0	18
Total: Maryland (N=1,279)	14,326,057	8,764	332,772	70,870	133,019	14,871,482	224,069	614,344	30,635

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Copyright Sensitive Dewey Area (600-699) by LEA, 2015-16**

LEA	Total No. of Holdings	% of items Pre-1995	% of items 1995-2004	% of items 2005-2014	% of items 2015+
Allegany (N=21)	15,142	13.5%	32.0%	51.9%	2.6%
Anne Arundel (N=119)	94,160	8.2%	34.6%	52.8%	4.5%
Baltimore City (N=96)	54,660	21.4%	41.7%	27.6%	1.5%
Baltimore County (N=163)	98,818	8.2%	60.0%	30.3%	1.5%
Calvert (N=23)	13,604	30.6%	43.1%	25.7%	0.7%
Caroline (N=9)	6,155	18.0%	44.7%	37.1%	0.2%
Carroll (N=40)	30,005	2.6%	38.0%	57.2%	2.3%
Cecil (N=26)	16,319	17.8%	41.9%	35.6%	4.7%
Charles (N=37)	28,703	16.3%	43.4%	37.1%	3.2%
Dorchester (N=11)	5,742	27.1%	44.0%	28.6%	0.3%
Frederick (N=65)	62,296	9.9%	43.6%	44.1%	2.4%
Garrett (N=12)	14,983	31.3%	38.4%	29.4%	1.0%
Harford (N= 56)	46,890	1.5%	26.6%	67.1%	4.9%
Howard (N=74)	70,816	19.1%	38.5%	40.7%	1.7%

LEA	Total No. of Holdings	% of items Pre-1995	% of items 1995-2004	% of items 2005-2014	% of items 2015+
Kent (N=7)	2,020	14.3%	41.4%	42.7%	1.6%
Montgomery (N=201)	143,644	10.9%	44.9%	42.1%	2.3%
Prince George's (N=186)	139,142	12.2%	44.4%	41.3%	2.5%
Queen Anne's (N=15)	12,536	21.5%	40.6%	35.1%	3.2%
St. Mary's (N=25)	21,807	17.6%	45.5%	35.0%	1.9%
Somerset (N=7)	4,323	16.6%	46.0%	36.3%	1.1%
Talbot (N=9)	5,305	10.3%	42.7%	45.9%	1.1%
Washington (N=45)	26,130	14.9%	44.3%	38.6%	2.2%
Wicomico (N=19)	11,563	25.8%	36.3%	34.1%	3.8%
Worcester (N=12)	7,411	24.9%	42.8%	30.5%	1.8%
The SEED School (N=1)	376	1.0%	6.0%	91.0%	2.0%
Total: Maryland (N=1,279)	932,550	16%	40%	42%	2%

Some numbers may not add up to 100% due to rounding, zero, and/or missing data.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Technology Services by LEA, 2015-16**

LEA	Automated Online Public Access Catalog (OPAC or PAC)	Website	Twitter Account	Facebook	Blog	Wiki	Collaboration Software	Wireless Internet Access for Students	Link from School Homepage to Library Website/ Online Resources	LMC Connected to School Network	Access to OPAC from Classroom	Access from Student's Home to LMC
Allegany (N=21)	100%	43%	0%	5%	0%	0%	100%	100%	43%	100%	100%	100%
Anne Arundel (N=119)	100%	54%	44%	11%	4%	3%	97%	76%	65%	99%	100%	100%
Baltimore City (N=96)	92%	41%	8%	8%	3%	4%	71%	71%	29%	84%	60%	61%
Baltimore County (N=163)	100%	48%	66%	13%	6%	61%	100%	100%	57%	100%	100%	100%
Calvert (N=23)	100%	100%	52%	0%	22%	26%	100%	100%	100%	100%	100%	96%
Caroline (N=9)	100%	89%	22%	0%	11%	22%	78%	89%	89%	89%	100%	100%
Carroll (N=40)	100%	100%	0%	0%	23%	3%	100%	100%	100%	100%	100%	100%
Cecil (N=26)	100%	73%	12%	4%	12%	19%	96%	96%	77%	96%	100%	96%

LEA	Automated Online Public Access Catalog (OPAC or PAC)	Website	Twitter Account	Facebook	Blog	Wiki	Collaboration Software	Wireless Internet Access for Students	Link from School Homepage to Library Website/ Online Resources	LMC Connected to School Network	Access to OPAC from Classroom	Access from Student's Home to LMC
Charles (N=37)	100%	89%	22%	0%	11%	8%	100%	86%	92%	97%	100%	100%
Dorchester (N=11)	100%	82%	9%	18%	18%	9%	64%	100%	82%	100%	100%	100%
Frederick (N=65)	100%	100%	69%	6%	11%	6%	100%	100%	100%	100%	100%	100%
Garrett (N=12)	100%	100%	8%	8%	8%	0%	100%	92%	100%	92%	100%	100%
Harford (N= 56)	100%	84%	21%	5%	7%	7%	100%	100%	68%	100%	100%	0%
Howard (N=74)	100%	14%	32%	9%	14%	20%	100%	100%	97%	100%	100%	100%
Kent (N=7)	100%	14%	14%	0%	14%	0%	100%	100%	14%	100%	100%	100%
Montgomery (N=201)	100%	96%	37%	1%	2%	1%	100%	100%	95%	100%	100%	100%
Prince George's (N=186)	100%	100%	8%	4%	6%	5%	96%	100%	47%	100%	100%	100%

LEA	Automated Online Public Access Catalog (OPAC or PAC)	Website	Twitter Account	Facebook	Blog	Wiki	Collaboration Software	Wireless Internet Access for Students	Link from School Homepage to Library Website/ Online Resources	LMC Connected to School Network	Access to OPAC from Classroom	Access from Student's Home to LMC
Queen Anne's (N=15)	100%	80%	7%	7%	0%	0%	73%	93%	80%	100%	100%	80%
St. Mary's (N=25)	100%	100%	36%	4%	12%	4%	100%	96%	100%	100%	100%	100%
Somerset (N=7)	100%	100%	0%	14%	0%	14%	43%	100%	86%	100%	100%	86%
Talbot (N=9)	100%	11%	22%	0%	0%	0%	11%	100%	11%	100%	100%	89%
Washington (N=45)	100%	93%	24%	38%	7%	2%	98%	100%	78%	100%	100%	100%
Wicomico (N=19)	100%	58%	0%	11%	11%	21%	84%	95%	58%	100%	100%	63%
Worcester (N=12)	100%	100%	33%	8%	8%	1%	100%	100%	100%	100%	100%	100%
The SEED School (N=1)	100%	100%	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%
Total: Maryland (N=1,279)	100%	75%	22%	7%	8%	13%	88%	96%	75%	98%	98%	91%

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Computers and Computer Lab by LEA, 2015-16**

LEA	Number of Internet Accessible Computers in LMC	Computer Lab Managed by LMC Staff (Percent checked Yes)
Allegany (N=21)	281	86%
Anne Arundel (N=119)	2,707	21%
Baltimore City (N=96)	1,949	24%
Baltimore County (N=163)	3,460	39%
Calvert (N=23)	731	48%
Caroline (N=9)	412	33%
Carroll (N=40)	1,248	58%
Cecil (N=26)	685	54%
Charles (N=37)	745	49%
Dorchester (N=11)	413	91%
Frederick (N=65)	1,981	17%
Garrett (N=12)	306	50%
Harford (N= 56)	1,317	43%
Howard (N=74)	1,661	85%
Kent (N=7)	132	0%
Montgomery (N=201)	4,886	44%
Prince George's (N=186)	2,555	27%
Queen Anne's (N=15)	216	13%
St. Mary's (N=25)	727	92%
Somerset (N=7)	105	14%

LEA	Number of Internet Accessible Computers in LMC	Computer Lab Managed by LMC Staff (Percent checked Yes)
Talbot (N=9)	132	11%
Washington (N=45)	855	62%
Wicomico (N=19)	421	37%
Worcester (N=12)	318	33%
The SEED School (N=1)	26	100%
Total: Maryland (N=1,279)	28,269	45%

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Instruction and Scheduling by LEA, 2015-16**

LEA	All Classes Flexibly Scheduled	All Classes Fixed Scheduled	Some Classes Fixed Scheduled, Other Classes Flexibly Scheduled
Allegany (N=21)	29%	57%	14%
Anne Arundel (N=119)	25%	72%	3%
Baltimore City (N=96)	23%	59%	15%
Baltimore County (N=163)	31%	68%	1%
Calvert (N=23)	30%	61%	9%
Caroline (N=9)	12%	44%	44%
Carroll (N=40)	40%	58%	2%
Cecil (N=26)	38%	62%	0%
Charles (N=37)	30%	46%	24%
Dorchester (N=11)	9%	73%	18%
Frederick (N=65)	40%	48%	12%
Garrett (N=12)	25%	33%	42%
Harford (N= 56)	30%	61%	9%
Howard (N=74)	42%	54%	4%
Kent (N=7)	0%	71%	29%
Montgomery (N=201)	40%	26%	34%
Prince George's (N=186)	31%	56%	13%
Queen Anne's (N=15)	27%	53%	20%
St. Mary's (N=25)	16%	68%	16%

LEA	All Classes Flexibly Scheduled	All Classes Fixed Scheduled	Some Classes Fixed Scheduled, Other Classes Flexibly Scheduled
Somerset (N=7)	0%	71%	29%
Talbot (N=9)	22%	67%	11%
Washington (N=45)	31%	51%	18%
Wicomico (N=19)	26%	69%	5%
Worcester (N=12)	33%	42%	25%
The SEED School (N=1)	0%	0%	100%
Total: Maryland (N=1,279)	25%	55%	20%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2015-16**

*How often do you engage in the following teaching activity?
Plan instructional units with teachers.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	14%	10%	24%	14%	24%	14%
Anne Arundel (N=119)	12%	16%	30%	19%	19%	4%
Baltimore City (N=96)	16%	9%	14%	14%	16%	29%
Baltimore County (N=163)	20%	9%	21%	26%	21%	3%
Calvert (N=23)	5%	17%	13%	13%	26%	26%
Caroline (N=9)	0%	22%	22%	22%	22%	12%
Carroll (N=40)	15%	17%	37%	28%	3%	0%
Cecil (N=26)	12%	12%	26%	23%	23%	4%
Charles (N=37)	8%	14%	30%	22%	22%	4%
Dorchester (N=11)	0%	9%	28%	36%	18%	9%
Frederick (N=65)	11%	20%	20%	17%	23%	9%
Garrett (N=12)	17%	17%	17%	0%	41%	8%
Harford (N= 56)	23%	20%	13%	5%	34%	5%
Howard (N=74)	16%	16%	30%	27%	8%	3%
Kent (N=7)	0%	0%	29%	0%	42%	29%
Montgomery (N=201)	21%	12%	37%	16%	12%	2%
Prince George's (N=186)	7%	11%	24%	13%	29%	16%
Queen Anne's (N=15)	0%	0%	7%	20%	33%	40%
St. Mary's (N=25)	12%	28%	32%	12%	16%	0%
Somerset (N=7)	0%	0%	14%	43%	29%	14%
Talbot (N=9)	0%	11%	11%	22%	34%	22%
Washington (N=45)	11%	7%	22%	20%	33%	7%
Wicomico (N=19)	0%	21%	16%	26%	21%	16%
Worcester (N=12)	16%	17%	17%	25%	25%	0%
The SEED School (N=1)	0%	0%	100%	0%	0%	0%
Total: Maryland (N=1,279)	9%	13%	25%	19%	23%	11%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2015-16**

*How often do you engage in the following teaching activity?
Teach students cooperatively with teachers.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	19%	5%	5%	14%	33%	24%
Anne Arundel (N=119)	15%	8%	11%	8%	25%	33%
Baltimore City (N=96)	16%	8%	14%	8%	13%	39%
Baltimore County (N=163)	23%	6%	14%	6%	31%	20%
Calvert (N=23)	17%	13%	13%	9%	22%	26%
Caroline (N=9)	22%	12%	22%	22%	22%	0%
Carroll (N=40)	27%	17%	8%	8%	40%	0%
Cecil (N=26)	23%	7%	12%	15%	31%	12%
Charles (N=37)	19%	3%	24%	8%	27%	19%
Dorchester (N=11)	0%	18%	0%	27%	0%	55%
Frederick (N=65)	21%	14%	17%	6%	22%	20%
Garrett (N=12)	34%	25%	8%	0%	25%	8%
Harford (N= 56)	36%	2%	4%	7%	21%	30%
Howard (N=74)	19%	12%	26%	16%	19%	8%
Kent (N=7)	14%	14%	0%	0%	29%	43%
Montgomery (N=201)	45%	6%	19%	8%	9%	13%
Prince George's (N=186)	8%	6%	17%	9%	28%	32%
Queen Anne's (N=15)	0%	13%	0%	7%	40%	40%
St. Mary's (N=25)	16%	12%	12%	20%	24%	16%
Somerset (N=7)	0%	0%	14%	14%	58%	14%
Talbot (N=9)	0%	0%	33%	12%	22%	33%
Washington (N=45)	24%	2%	16%	9%	22%	27%
Wicomico (N=19)	11%	5%	37%	0%	26%	21%
Worcester (N=12)	25%	17%	17%	16%	25%	0%
The SEED School (N=1)	0%	100%	0%	0%	0%	0%
Total: Maryland (N=1,279)	17%	13%	14%	10%	25%	21%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2015-16**

*How often do you engage in the following teaching activity?
Facilitate learning activities where students work collaboratively in groups.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	38%	10%	24%	14%	10%	5%
Anne Arundel (N=119)	50%	14%	26%	3%	3%	3%
Baltimore City (N=96)	43%	19%	10%	13%	8%	4%
Baltimore County (N=163)	61%	19%	15%	3%	2%	0%
Calvert (N=23)	26%	26%	26%	22%	0%	0%
Caroline (N=9)	56%	0%	33%	11%	0%	0%
Carroll (N=40)	50%	12%	30%	5%	3%	0%
Cecil (N=26)	69%	19%	8%	4%	0%	0%
Charles (N=37)	30%	10%	35%	14%	8%	3%
Dorchester (N=11)	37%	0%	27%	27%	0%	9%
Frederick (N=65)	58%	9%	23%	2%	3%	5%
Garrett (N=12)	17%	33%	17%	8%	17%	8%
Harford (N= 56)	66%	7%	19%	4%	4%	0%
Howard (N=74)	43%	19%	23%	11%	4%	0%
Kent (N=7)	58%	14%	14%	14%	0%	0%
Montgomery (N=201)	52%	11%	24%	9%	3%	1%
Prince George's (N=186)	20%	16%	21%	15%	19%	9%
Queen Anne's (N=15)	33%	13%	20%	8%	13%	13%
St. Mary's (N=25)	32%	12%	40%	16%	0%	0%
Somerset (N=7)	44%	14%	14%	14%	14%	0%
Talbot (N=9)	34%	11%	11%	22%	11%	11%
Washington (N=45)	27%	27%	29%	4%	9%	4%
Wicomico (N=19)	36%	11%	11%	26%	11%	5%
Worcester (N=12)	25%	25%	25%	8%	17%	0%
The SEED School (N=1)	0%	0%	0%	100%	0%	0%
Total: Maryland (N=1,279)	40%	14%	21%	15%	6%	3%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2015-16**

*How often do you engage in the following teaching activity?
Teach students how to use digital resources.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	71%	0%	10%	0%	14%	5%
Anne Arundel (N=119)	65%	13%	13%	5%	1%	3%
Baltimore City (N=96)	30%	7%	19%	18%	8%	14%
Baltimore County (N=163)	72%	12%	13%	2%	0%	1%
Calvert (N=23)	52%	31%	13%	4%	0%	0%
Caroline (N=9)	67%	33%	0%	0%	0%	0%
Carroll (N=40)	70%	12%	15%	3%	0%	0%
Cecil (N=26)	65%	19%	4%	12%	0%	0%
Charles (N=37)	43%	19%	24%	11%	3%	0%
Dorchester (N=11)	55%	0%	18%	9%	9%	9%
Frederick (N=65)	67%	20%	8%	0%	0%	5%
Garrett (N=12)	25%	33%	0%	17%	17%	8%
Harford (N= 56)	71%	12%	11%	4%	2%	0%
Howard (N=74)	55%	12%	16%	14%	3%	0%
Kent (N=7)	42%	0%	29%	29%	0%	0%
Montgomery (N=201)	74%	8%	12%	3%	3%	0%
Prince George's (N=186)	30%	13%	19%	12%	11%	15%
Queen Anne's (N=15)	33%	6%	27%	7%	7%	20%
St. Mary's (N=25)	56%	24%	20%	0%	0%	0%
Somerset (N=7)	14%	29%	29%	14%	14%	0%
Talbot (N=9)	56%	0%	22%	0%	11%	11%
Washington (N=45)	58%	18%	18%	2%	0%	4%
Wicomico (N=19)	37%	21%	32%	5%	5%	0%
Worcester (N=12)	75%	0%	8%	17%	0%	0%
The SEED School (N=1)	100%	0%	0%	0%	0%	0%
Total: Maryland (N=1,279)	55%	14%	15%	8%	4%	4%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2015-16**

*How often do you engage in the following teaching activity?
Facilitate opportunities for student-led inquiry.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	38%	19%	19%	10%	10%	4%
Anne Arundel (N=119)	43%	17%	19%	10%	8%	3%
Baltimore City (N=96)	33%	11%	21%	8%	13%	10%
Baltimore County (N=163)	56%	17%	15%	7%	4%	1%
Calvert (N=23)	22%	26%	31%	17%	4%	0%
Caroline (N=9)	34%	22%	22%	22%	0%	0%
Carroll (N=40)	45%	18%	23%	7%	7%	0%
Cecil (N=26)	50%	15%	15%	15%	5%	0%
Charles (N=37)	21%	19%	30%	14%	11%	5%
Dorchester (N=11)	55%	9%	9%	9%	9%	9%
Frederick (N=65)	46%	18%	25%	5%	3%	3%
Garrett (N=12)	16%	25%	17%	0%	17%	25%
Harford (N= 56)	57%	13%	16%	5%	7%	2%
Howard (N=74)	45%	23%	16%	8%	8%	0%
Kent (N=7)	43%	0%	14%	29%	14%	0%
Montgomery (N=201)	49%	13%	19%	10%	6%	3%
Prince George's (N=186)	26%	13%	20%	13%	15%	13%
Queen Anne's (N=15)	27%	6%	27%	7%	20%	13%
St. Mary's (N=25)	44%	4%	40%	8%	4%	0%
Somerset (N=7)	43%	0%	14%	14%	29%	0%
Talbot (N=9)	11%	11%	22%	22%	34%	0%
Washington (N=45)	42%	18%	22%	7%	7%	4%
Wicomico (N=19)	26%	21%	16%	16%	16%	5%
Worcester (N=12)	42%	33%	8%	0%	17%	0%
The SEED School (N=1)	100%	0%	0%	0%	0%	0%
Total: Maryland (N=1,279)	41%	15%	19%	11%	11%	4%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2015-16**

*How often do you help students with the following activities?
Apply critical thinking skills (problem solving, analysis, logic, cause/effect) when doing research.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	52%	4%	19%	10%	10%	5%
Anne Arundel (N=119)	53%	19%	15%	9%	3%	1%
Baltimore City (N=96)	43%	9%	19%	11%	8%	5%
Baltimore County (N=163)	70%	14%	11%	4%	1%	0%
Calvert (N=23)	44%	35%	17%	4%	0%	0%
Caroline (N=9)	45%	11%	33%	0%	11%	0%
Carroll (N=40)	47%	17%	33%	3%	0%	0%
Cecil (N=26)	65%	12%	19%	4%	0%	0%
Charles (N=37)	32%	27%	16%	11%	14%	0%
Dorchester (N=11)	55%	0%	18%	9%	9%	9%
Frederick (N=65)	54%	17%	17%	4%	3%	5%
Garrett (N=12)	33%	17%	17%	8%	17%	8%
Harford (N= 56)	71%	11%	7%	7%	2%	2%
Howard (N=74)	55%	19%	18%	5%	3%	0%
Kent (N=7)	43%	14%	14%	29%	0%	0%
Montgomery (N=201)	58%	16%	19%	4%	2%	1%
Prince George's (N=186)	30%	18%	22%	11%	10%	9%
Queen Anne's (N=15)	28%	13%	20%	13%	13%	13%
St. Mary's (N=25)	52%	16%	24%	8%	0%	0%
Somerset (N=7)	72%	0%	14%	14%	0%	0%
Talbot (N=9)	34%	0%	22%	22%	22%	0%
Washington (N=45)	42%	25%	16%	4%	9%	4%
Wicomico (N=19)	37%	0%	26%	16%	21%	0%
Worcester (N=12)	50%	25%	0%	0%	25%	0%
The SEED School (N=1)	100%	0%	0%	0%	0%	0%
Total: Maryland (N=1,279)	51%	14%	17%	8%	7%	2%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Teaching Strategies by LEA, 2015-16**

*How often do you help students with the following activities?
Evaluate the credibility of information sources, including the internet.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	38%	14%	5%	24%	14%	5%
Anne Arundel (N=119)	31%	22%	20%	9%	14%	4%
Baltimore City (N=96)	30%	6%	18%	21%	14%	8%
Baltimore County (N=163)	48%	22%	21%	5%	3%	1%
Calvert (N=23)	44%	26%	26%	4%	0%	0%
Caroline (N=9)	45%	0%	33%	11%	11%	0%
Carroll (N=40)	37%	20%	35%	5%	3%	0%
Cecil (N=26)	27%	34%	31%	4%	4%	0%
Charles (N=37)	27%	21%	22%	22%	5%	3%
Dorchester (N=11)	55%	0%	9%	9%	18%	9%
Frederick (N=65)	32%	26%	19%	15%	3%	5%
Garrett (N=12)	25%	17%	0%	17%	24%	17%
Harford (N= 56)	52%	11%	16%	14%	7%	0%
Howard (N=74)	38%	19%	28%	8%	4%	3%
Kent (N=7)	43%	0%	14%	14%	29%	0%
Montgomery (N=201)	39%	18%	25%	13%	4%	1%
Prince George's (N=186)	24%	14%	20%	13%	16%	13%
Queen Anne's (N=15)	20%	7%	27%	7%	27%	12%
St. Mary's (N=25)	44%	12%	28%	16%	0%	0%
Somerset (N=7)	43%	0%	43%	0%	14%	0%
Talbot (N=9)	34%	22%	0%	22%	11%	11%
Washington (N=45)	31%	20%	29%	9%	7%	4%
Wicomico (N=19)	25%	11%	21%	11%	11%	21%
Worcester (N=12)	50%	8%	8%	8%	26%	0%
The SEED School (N=1)	100%	0%	0%	0%	0%	0%
Total: Maryland (N=1,279)	39%	14%	20%	11%	11%	5%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:

Teaching Strategies by LEA, 2015-16

*How often do you help students with the following activities?
Use technology (e.g., wikis, Google Docs, blogs, YouTube, Delicious, etc.) to organize and share information.*

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	43%	10%	5%	14%	14%	14%
Anne Arundel (N=119)	33%	15%	15%	12%	12%	13%
Baltimore City (N=96)	34%	5%	7%	7%	20%	23%
Baltimore County (N=163)	57%	13%	15%	7%	4%	4%
Calvert (N=23)	39%	17%	17%	13%	9%	5%
Caroline (N=9)	45%	22%	0%	11%	22%	0%
Carroll (N=40)	33%	12%	23%	10%	12%	10%
Cecil (N=26)	62%	27%	11%	0%	0%	0%
Charles (N=37)	35%	8%	22%	8%	24%	3%
Dorchester (N=11)	27%	0%	18%	9%	37%	9%
Frederick (N=65)	74%	17%	3%	0%	1%	5%
Garrett (N=12)	58%	17%	0%	0%	17%	8%
Harford (N= 56)	39%	15%	23%	7%	7%	9%
Howard (N=74)	55%	18%	11%	5%	7%	1%
Kent (N=7)	29%	14%	14%	14%	29%	0%
Montgomery (N=201)	66%	10%	12%	6%	5%	1%
Prince George's (N=186)	29%	16%	13%	8%	14%	20%
Queen Anne's (N=15)	40%	7%	27%	20%	0%	6%
St. Mary's (N=25)	56%	4%	16%	8%	8%	8%
Somerset (N=7)	14%	14%	44%	0%	14%	14%
Talbot (N=9)	56%	0%	0%	0%	0%	44%
Washington (N=45)	56%	11%	20%	2%	4%	7%
Wicomico (N=19)	32%	5%	37%	5%	21%	0%
Worcester (N=12)	42%	17%	8%	8%	17%	8%
The SEED School (N=1)	100%	0%	0%	0%	0%	0%
Total: Maryland (N=1,279)	46%	12%	14%	7%	12%	8%

Note: Baltimore City and Howard County's totals are based on a reduced number of responses for this particular question.

PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:

Teaching Strategies by LEA, 2015-16

How often do you help students with the following activities? Use a variety of sources when gathering information about a topic.

LEA	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Allegany (N=21)	48%	10%	14%	10%	14%	4%
Anne Arundel (N=119)	65%	18%	10%	4%	2%	1%
Baltimore City (N=96)	45%	9%	15%	13%	11%	4%
Baltimore County (N=163)	68%	16%	13%	2%	1%	0%
Calvert (N=23)	57%	30%	13%	0%	0%	0%
Caroline (N=9)	56%	0%	33%	11%	0%	0%
Carroll (N=40)	65%	12%	23%	0%	0%	0%
Cecil (N=26)	54%	38%	8%	0%	0%	0%
Charles (N=37)	40%	24%	11%	19%	3%	3%
Dorchester (N=11)	55%	0%	18%	18%	0%	9%
Frederick (N=65)	65%	14%	11%	5%	1%	4%
Garrett (N=12)	33%	17%	8%	8%	17%	17%
Harford (N= 56)	63%	21%	14%	0%	0%	2%
Howard (N=74)	61%	16%	15%	5%	3%	0%
Kent (N=7)	29%	14%	43%	0%	14%	0%
Montgomery (N=201)	68%	14%	12%	4%	1%	1%
Prince George's (N=186)	32%	19%	18%	10%	11%	10%
Queen Anne's (N=15)	33%	13%	20%	20%	7%	7%
St. Mary's (N=25)	56%	12%	28%	4%	0%	0%
Somerset (N=7)	58%	14%	14%	14%	0%	0%
Talbot (N=9)	56%	0%	22%	0%	22%	0%
Washington (N=45)	53%	16%	22%	2%	2%	5%
Wicomico (N=19)	47%	5%	21%	11%	16%	0%
Worcester (N=12)	58%	8%	8%	8%	18%	0%
The SEED School (N=1)	100%	0%	0%	0%	0%	0%
Total: Maryland (N=1,279)	55%	14%	17%	7%	6%	3%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Average Hours of Operation of Media Center Before and After School by LEA, 2015-16**

LEA	Average Hours of Operation Before and After School
Allegany (N=21)	2.0
Anne Arundel (N=119)	4.6
Baltimore City (N=96)	3.7
Baltimore County (N=163)	4.4
Calvert (N=23)	2.4
Caroline (N=9)	7.4
Carroll (N=40)	3.9
Cecil (N=26)	2.4
Charles (N=37)	3.0
Dorchester (N=11)	4.8
Frederick (N=65)	3.9
Garrett (N=12)	2.8
Harford (N= 56)	4.1
Howard (N=74)	4.9
Kent (N=7)	1.0
Montgomery (N=201)	4.5
Prince George's (N=186)	3.8
Queen Anne's (N=15)	2.6
St. Mary's (N=25)	4.2
Somerset (N=7)	2.5
Talbot (N=9)	3.1
Washington (N=45)	3.4
Wicomico (N=19)	3.1
Worcester (N=12)	8.1
The SEED School (N=1)	6.0
Total: Maryland (N=1,279)	3.86

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Library Media Specialist Roles by LEA, 2015-16**

LEA	% Leader*	% Instructional Partner	% Information Specialist	% Teacher	% Program Administrator	% Technology support	% Other (bus or lunch, test monitoring, study hall)
Allegany (N=21)	4.90%	7.40%	8.50%	46.10%	12.40%	7.80%	13.00%
Anne Arundel (N=119)	6.00%	8.70%	12.60%	49.50%	11.60%	6.30%	5.60%
Baltimore City (N=96)	6.20%	8.30%	14.50%	47.10%	7.80%	6.40%	7.10%
Baltimore County (N=163)	6.80%	9.20%	11.10%	51.00%	8.30%	8.90%	4.90%
Calvert (N=23)	5.30%	9.60%	11.00%	50.40%	6.10%	11.40%	6.70%
Caroline (N=9)	4.40%	10.20%	12.20%	46.30%	8.80%	10.20%	7.90%
Carroll (N=40)	7.80%	11.60%	14.30%	33.10%	17.80%	12.80%	2.80%
Cecil (N=26)	5.40%	14.00%	9.60%	49.90%	10.50%	6.20%	4.30%

LEA	% Leader*	% Instructional Partner	% Information Specialist	% Teacher	% Program Administrator	% Technology support	% Other (bus or lunch, test monitoring, study hall)
Charles (N=37)	9.90%	10.40%	12.50%	35.00%	12.90%	8.10%	11.50%
Dorchester (N=11)	8.60%	7.10%	7.80%	53.50%	7.90%	4.50%	10.60%
Frederick (N=65)	9.00%	9.10%	11.50%	43.10%	12.00%	8.90%	4.80%
Garrett (N=12)	20.40%	11.30%	15.40%	24.60%	6.30%	9.70%	12.30%
Harford (N= 56)	5.50%	8.60%	9.30%	53.50%	11.30%	5.40%	6.40%
Howard (N=74)	7.50%	10.90%	12.00%	39.00%	11.60%	14.20%	4.90%
Kent (N=7)	2.70%	9.30%	13.10%	40.70%	12.40%	3.40%	18.30%
Montgomery (N=201)	7.80%	12.00%	12.20%	39.90%	13.40%	10.50%	4.40%
Prince George's (N=186)	6.50%	8.90%	17.40%	36.70%	10.70%	7.20%	12.60%

LEA	% Leader*	% Instructional Partner	% Information Specialist	% Teacher	% Program Administrator	% Technology support	% Other (bus or lunch, test monitoring, study hall)
Queen Anne's (N=15)	3.30%	5.40%	11.40%	43.90%	9.80%	19.80%	6.50%
St. Mary's (N=25)	5.10%	8.40%	10.50%	42.90%	11.90%	15.20%	6.00%
Somerset (N=7)	4.70%	6.40%	9.30%	49.30%	9.30%	10.10%	10.90%
Talbot (N=9)	2.00%	5.70%	14.40%	49.20%	12.90%	4.10%	11.70%
Washington (N=45)	4.60%	6.00%	9.20%	44.40%	7.30%	22.10%	4.30%
Wicomico (N=19)	9.70%	8.00%	15.50%	38.40%	11.00%	6.90%	10.40%
Worcester (N=12)	8.50%	11.80%	15.90%	32.70%	17.30%	5.40%	8.50%
The SEED School (N=1)	5.00%	20.00%	20.00%	20.00%	14.00%	20.00%	1.00%
Total: Maryland (N=1,279)	6.70%	9.53%	12.45%	42.41%	11.01%	9.82%	7.90%

Some numbers may not add up to 100% due to rounding, zero, and/or missing data.

* Role of “Leader” is defined in the new American Association of School Librarians (AASL) national guidelines - *Empowering Learners: Guidelines for School Library Programs* and is reported for the first time in the 2010-11 data reporting.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Professional Environment by LEA, 2015-16**

LEA	Does the school library have an advisory committee?	Do you meet regularly with the principal and/or other building or district administrators?	Do you participate as a member of the School Improvement Team (SIT)?	Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	Do you provide professional development for teachers (e.g., information literacy, educational technology, etc.)?
Allegany (N=21)	10%	71%	76%	90%	76%
Anne Arundel (N=119)	11%	63%	81%	90%	84%
Baltimore City (N=96)	10%	51%	38%	66%	40%
Baltimore County (N=163)	6%	98%	75%	95%	93%
Calvert (N=23)	13%	87%	48%	91%	96%
Caroline (N=9)	0%	67%	67%	100%	89%
Carroll (N=40)	10%	85%	80%	90%	98%
Cecil (N=26)	8%	73%	92%	92%	100%
Charles (N=37)	14%	81%	59%	86%	81%
Dorchester (N=11)	18%	45%	64%	91%	73%
Frederick (N=65)	15%	62%	46%	78%	86%

LEA	Does the school library have an advisory committee?	Do you meet regularly with the principal and/or other building or district administrators?	Do you participate as a member of the School Improvement Team (SIT)?	Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	Do you provide professional development for teachers (e.g., information literacy, educational technology, etc.)?
Garrett (N=12)	67%	50%	33%	50%	42%
Harford (N= 56)	9%	64%	63%	91%	73%
Howard (N=74)	19%	76%	70%	92%	91%
Kent (N=7)	0%	86%	14%	71%	29%
Montgomery (N=201)	8%	68%	82%	85%	87%
Prince George's (N=186)	11%	52%	39%	64%	58%
Queen Anne's (N=15)	13%	40%	60%	80%	53%
St. Mary's (N=25)	12%	88%	80%	88%	96%
Somerset (N=7)	14%	100%	86%	100%	71%
Talbot (N=9)	0%	67%	67%	78%	44%
Washington (N=45)	9%	76%	69%	91%	82%
Wicomico (N=19)	5%	63%	63%	84%	74%

LEA	Does the school library have an advisory committee?	Do you meet regularly with the principal and/or other building or district administrators?	Do you participate as a member of the School Improvement Team (SIT)?	Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	Do you provide professional development for teachers (e.g., information literacy, educational technology, etc.)?
Worcester (N=12)	0%	75%	83%	100%	92%
The SEED School (N=1)	0%	0%	0%	100%	100%
Total: Maryland (N=1,279)	11%	68%	61%	86%	76%

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Average Number of Hours Spent per Week in Meeting with Teachers and Delivering Instruction by
LEA, 2015-16**

LEA	Number of Hours spent meeting with teachers (average)	Number of hours spent delivering instruction (average)
Allegany (N=21)	1.6	16.7
Anne Arundel (N=119)	1.9	16.3
Baltimore City (N=96)	1.2	16.4
Baltimore County (N=163)	1.8	19.9
Calvert (N=23)	2.0	20.4
Caroline (N=9)	2.9	24.6
Carroll (N=40)	2.1	14.7
Cecil (N=26)	2.1	16.8
Charles (N=37)	1.5	16.9
Dorchester (N=11)	0.7	18.6
Frederick (N=65)	1.6	17.9
Garrett (N=12)	1.6	19.5
Harford (N= 56)	1.7	18.9
Howard (N=74)	2.7	17.3
Kent (N=7)	1.4	13.0
Montgomery (N=201)	2.5	17.6
Prince George's (N=186)	2.0	15.8
Queen Anne's (N=15)	0.6	13.4
St. Mary's (N=25)	2.3	18.2
Somerset (N=7)	1.9	20.4

LEA	Number of Hours spent meeting with teachers (average)	Number of hours spent delivering instruction (average)
Talbot (N=9)	0.6	20.7
Washington (N=45)	1.0	18.5
Wicomico (N=19)	1.7	16.3
Worcester (N=12)	2.2	16.2
The SEED School (N=1)	3.0	8.0
Total: Maryland (N=1,279)	1.78	17.32

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Utilization and Access of Media Center for Students and Staff by LEA, 2015-16**

LEA	Weekly Student Utilization	25-50%	51-75%	>75%	Weekly Staff Utilization	26-50%	51-75%	>75%
	<25%				<25%			
Allegany (N=21)	5%	10%	14%	71%	43%	33%	10%	14%
Anne Arundel (N=119)	2%	14%	11%	73%	22%	33%	29%	16%
Baltimore City (N=96)	6%	29%	15%	47%	65%	20%	5%	7%
Baltimore County (N=163)	2%	17%	8%	73%	36%	37%	21%	6%
Calvert (N=23)	0%	13%	26%	61%	26%	35%	13%	26%
Caroline (N=9)	0%	11%	33%	56%	12%	44%	44%	0%
Carroll (N=40)	0%	20%	22%	58%	7%	48%	28%	17%
Cecil (N=26)	0%	31%	4%	65%	38%	50%	12%	0%
Charles (N=37)	5%	22%	16%	57%	32%	41%	16%	11%
Dorchester (N=11)	0%	18%	18%	64%	55%	27%	9%	9%
Frederick (N=65)	0%	22%	22%	56%	23%	37%	34%	6%
Garrett (N=12)	0%	0%	25%	75%	25%	33%	17%	25%
Harford (N= 56)	0%	14%	16%	70%	29%	35%	29%	7%

LEA	Weekly Student Utilization	25-50%	51-75%	>75%	Weekly Staff Utilization	26-50%	51-75%	>75%
	<25%				<25%			
Howard (N=74)	1%	14%	23%	62%	9%	35%	34%	22%
Kent (N=7)	14%	14%	14%	58%	29%	57%	14%	0%
Montgomery (N=201)	3%	19%	19%	59%	22%	39%	24%	15%
Prince George's (N=186)	17%	16%	26%	41%	53%	31%	12%	4%
Queen Anne's (N=15)	13%	27%	7%	53%	47%	40%	13%	0%
St. Mary's (N=25)	4%	8%	12%	76%	12%	24%	44%	20%
Somerset (N=7)	0%	29%	14%	57%	43%	14%	29%	14%
Talbot (N=9)	11%	22%	0%	67%	44%	11%	11%	34%
Washington (N=45)	9%	16%	13%	62%	40%	35%	18%	7%
Wicomico (N=19)	5%	5%	11%	79%	26%	37%	16%	21%
Worcester (N=12)	0%	0%	33%	67%	8%	34%	50%	8%
The SEED School (N=1)	0%	0%	0%	100%	100%	0%	0%	0%
Total: Maryland (N=1,279)	4%	16%	16%	64%	34%	33%	21%	12%

Note: Baltimore City's totals are based on a reduced number of responses for this particular question.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Makerspace Activities by LEA, 2015-16**

LEA	Do you currently have a space in your library dedicated as a "Makerspace"?	If no, do you have plans to create a dedicated "Makerspace" in your library during the 2016-17 school year?	Did you incorporate "Maker" activities or events into your library program this past year (2015-16)?	If no, do you have plans to incorporate "Maker" activities or events into your library program during the 2016-17 year?
Allegheny (N=21)	67%	5%	76%	19%
Anne Arundel (N=119)	29%	64%	61%	82%
Baltimore City (N=96)	9%	28%	25%	30%
Baltimore County (N=163)	31%	41%	57%	39%
Calvert (N=23)	61%	35%	65%	35%
Caroline (N=9)	56%	33%	56%	33%
Carroll (N=40)	38%	28%	48%	30%
Cecil (N=26)	4%	31%	15%	42%
Charles (N=37)	38%	35%	70%	22%
Dorchester (N=11)	82%	18%	82%	27%
Frederick (N=65)	29%	46%	60%	31%
Garrett (N=12)	25%	25%	17%	50%
Harford (N= 56)	14%	21%	29%	45%
Howard (N=74)	22%	32%	42%	35%
Kent (N=7)	0%	0%	0%	43%
Montgomery (N=201)	27%	37%	47%	36%
Prince George's (N=186)	9%	37%	19%	48%

LEA	Do you currently have a space in your library dedicated as a "Makerspace"?	If no, do you have plans to create a dedicated "Makerspace" in your library during the 2016-17 school year?	Did you incorporate "Maker" activities or events into your library program this past year (2015-16)?	If no, do you have plans to incorporate "Maker" activities or events into your library program during the 2016-17 year?
Queen Anne's (N=15)	7%	27%	27%	27%
St. Mary's (N=25)	0%	0%	0%	0%
Somerset (N=7)	14%	29%	14%	71%
Talbot (N=9)	0%	0%	22%	22%
Washington (N=45)	22%	47%	31%	51%
Wicomico (N=19)	63%	21%	58%	26%
Worcester (N=12)	17%	0%	25%	25%
The SEED School (N=1)	0%	0%	0%	0%
Total: Maryland (N=1,279)	27%	26%	38%	35%

**PUBLIC SCHOOL LIBRARY MEDIA REPORT: CENTRAL SERVICES BY LOCAL
EDUCATION AGENCY (LEA), 2015-16**

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Central Office Support by LEA, 2015-16**

LEA	Video Library	TV/Video Production	Production (other than television)	Professional Library	Review/Maintenance	Technical Services/Processing
Allegany	No	No	No	No	Yes	Yes
Anne Arundel	No	No	No	Yes	Yes	Yes
Baltimore City	No	No	No	No	Yes	No
Baltimore County	No	No	No	Yes	Yes	Yes
Calvert	No	No	No	No	Yes	No
Caroline	No	No	No	No	Yes	No
Carroll	No	No	No	No	No	No
Cecil	No	No	No	No	No	No
Charles	No	No	Yes	Yes	Yes	Yes
Dorchester	No	No	No	No	Yes	No
Frederick	No	No	No	Yes	No	No
Garrett	No	No	No	No	Yes	Yes
Harford	Yes	Yes	No	Yes	Yes	Yes

LEA	Video Library	TV/Video Production	Production (other than television)	Professional Library	Review/Maintenance	Technical Services/Processing
Howard	Yes	Yes	No	Yes	No	Yes
Kent	No	No	No	No	Yes	Yes
Montgomery	Yes	Yes	No	No	Yes	Yes
Prince George's	Yes	Yes	Yes	Yes	Yes	No
Queen Anne's	No	Yes	No	No	No	Yes
St. Mary's	No	Yes	No	Yes	No	Yes
Somerset	No	No	No	No	No	No
Talbot	No	No	No	No	Yes	Yes
Washington	No	No	No	No	No	No
Wicomico	No	No	No	No	No	Yes
Worcester	No	No	No	No	No	No
Total: Maryland (N=24)	4	6	2	8	14	13

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Staffing by LEA, 2015-16**

LEA	Does Library Media Administrator have State Certification?	Does L/M Administrator have other responsibilities	If yes, how much FTE is assigned to L/M responsibilities?
Allegany	Yes	Yes	0.40
Anne Arundel	Yes	No	1.00
Baltimore City	Yes	Yes	0.80
Baltimore County	Yes	Yes	0.60
Calvert	Yes	Yes	0.40
Caroline	No	Yes	0.20
Carroll	Yes	No	1.00
Cecil	No	Yes	0.40
Charles	Yes	No	1.00
Dorchester	Yes	Yes	0.20
Frederick	Yes	No	1.00
Garrett	No	Yes	0.20
Harford	Yes	No	1.00
Howard	Yes	No	1.00
Kent	Yes	Yes	0.80
Montgomery	Yes	No	1.00
Prince George's	Yes	No	1.00
Queen Anne's	No	Yes	0.20
St. Mary's	Yes	Yes	0.20
Somerset	No	Yes	0.20
Talbot	No	Yes	0.20

LEA	Does Library Media Administrator have State Certification?	Does L/M Administrator have other responsibilities	If yes, how much FTE is assigned to L/M responsibilities?
Washington	Yes	Yes	0.20
Wicomico	No	Yes	0.40
Worcester	No	Yes	0.20
Total: Maryland (N=24)	16	16	13.60

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Collection Totals by LEA, 2015-16**

LEA	Books	Periodicals	Video Tapes/DVDs	Other Materials	Online Database Titles	Total	e-books	Purchase e-books and push out titles from central office server?	Provide schools with Video-on-demand or streaming video collections
Allegany	0	6	0	0	15	21	0	No	Yes
Anne Arundel	0	0	0	0	57	57	509	Other*	Yes
Baltimore City	0	0	0	0	15	15	0	No	Yes
Baltimore County	0	12	0	0	26	38	132	No	Yes
Calvert	0	0	0	0	24	24	0	No	No
Caroline	0	0	0	0	15	15	0	No	No
Carroll	0	0	0	0	0	0	0	No	No
Cecil	0	0	0	0	39	39	0	No	No
Charles	87	6	4	129	43	269	353	Other*	Yes
Dorchester	0	0	0	0	14	14	0	No	No
Frederick	4,952	3,823	1,072	544	18	10,409	2,080	Other*	Yes
Garrett	0	0	0	1	14	15	0	No	Other

LEA	Books	Periodicals	Video Tapes/DVDs	Other Materials	Online Database Titles	Total	e-books	Purchase e-books and push out titles from central office server?	Provide schools with Video-on-demand or streaming video collections
Harford	1,154	49	2,674	553	31	4,461	138	Other*	Yes
Howard	0	10	2,258	17	25	2,310	340	No	No
Kent	0	0	0	0	15	15	0	No	Yes
Montgomery	0	0	0	0	14	14	0	No	Yes
Prince George's	6,424	0	131	6	21	6,582	278	No	Yes
Queen Anne's	200	10	0	0	14	224	0	No	No
St. Mary's	3,930	3	226	61	19	4,239	0	No	Yes
Somerset	0	0	0	0	14	14	0	No	Yes
Talbot	0	0	0	0	14	14	0	No	No
Washington	162	0	0	0	28	190	609	Yes	Yes
Wicomico	0	0	0	0	17	17	0	No	Yes
Worcester	0	0	0	0	0	0	0	No	No
Total: Maryland (N=24)	16,909	3,919	6,365	1,311	492	28,996	4,439	1	14

*Response indicates that e-books are purchased at the school and district levels and are made available to students and staff via Destiny or the vendor's platform.

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Technology Services by LEA, 2015-16**

LEA	Circulation System	Electronic catalog (OPAC or PAC)	Professional Library Connected to School Wide Network	Access from Teachers' homes to PL	Remote Access to databases provided by the PL?
Allegany	No	No	No	No	No
Anne Arundel	Yes	Yes	Yes	Yes	Yes
Baltimore City	No	Yes	No	No	No
Baltimore County	No	Yes	Yes	Yes	Yes
Calvert	Yes	Yes	No	No	Yes
Caroline	No	No	No	No	No
Carroll	No	No	No	No	No
Cecil	No	No	No	No	No
Charles	Yes	Yes	Yes	Yes	Yes
Dorchester	No	No	No	No	No
Frederick	Yes	Yes	Yes	Yes	Yes
Garrett	Yes	Yes	No	Yes	Yes
Harford	Yes	Yes	Yes	Yes	Yes
Howard	Yes	Yes	Yes	Yes	Yes
Kent	Yes	Yes	No	No	Yes
Montgomery	No	No	No	No	No
Prince George's	Yes	Yes	Yes	Yes	Yes
Queen Anne's	No	No	No	No	No
St. Mary's	Yes	Yes	Yes	Yes	Yes
Somerset	No	No	No	No	No

LEA	Circulation System	Electronic catalog (OPAC or PAC)	Professional Library Connected to School Wide Network	Access from Teachers' homes to PL	Remote Access to databases provided by the PL?
Talbot	No	No	No	No	No
Washington	Yes	Yes	Yes	Yes	Yes
Wicomico	No	No	No	No	No
Worcester	No	No	No	No	No
Total: Maryland (N=24)	11	13	9	10	12

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Computers and Computer Lab by LEA, 2015-16**

LEA	Number of Internet Accessible Computers in C/PL	Computer Lab Managed by C/PL Staff
Allegany	0	No
Anne Arundel	112	Yes
Baltimore City	0	No
Baltimore County	0	No
Calvert	0	No
Caroline	0	No
Carroll	0	No
Cecil	0	No
Charles	1	No
Dorchester	15	No
Frederick	1	No
Garrett	0	No
Harford	6	No
Howard	8	No
Kent	0	No
Montgomery	0	No
Prince George's	14	Yes
Queen Anne's	0	No
St. Mary's	30	No
Somerset	0	No

LEA	Number of Internet Accessible Computers in C/PL	Computer Lab Managed by C/PL Staff
Talbot	0	No
Washington	0	No
Wicomico	0	No
Worcester	0	No
Total: Maryland (N=24)	187	2

**PUBLIC SCHOOL SYSTEM LEVEL LIBRARY MEDIA REPORT:
Program Standards Documentation by LEA, 2015-16**

LEA	Current Implementation Plan	Collection Development Plan (with selection and removal policies/procedures)	Curriculum and Instruction Documents for Teaching Information Literacy (reading, research, and critical thinking skills)	Handbook/manual of Operational Procedures
Allegany	Yes	Yes	No	Yes
Anne Arundel	No	No	Yes	No
Baltimore City	Yes	Yes	Yes	Yes
Baltimore County	Yes	Yes	Yes	Yes
Calvert	Yes	Yes	Yes	Yes
Caroline	No	Yes	Yes	Yes
Carroll	Yes	Yes	Yes	Yes
Cecil	No	Yes	Yes	Yes
Charles	No	Yes	Yes	Yes
Dorchester	Yes	Yes	Yes	Yes
Frederick	No	No	Yes	Yes
Garrett	Yes	Yes	No	Yes
Harford	Yes	Yes	Yes	Yes
Howard	Yes	Yes	Yes	Yes
Kent	No	No	No	No
Montgomery	Yes	No	Yes	Yes
Prince George's	Yes	Yes	No	Yes
Queen Anne's	Yes	Yes	Yes	Yes

LEA	Current Implementation Plan	Collection Development Plan (with selection and removal policies/procedures)	Curriculum and Instruction Documents for Teaching Information Literacy (reading, research, and critical thinking skills)	Handbook/manual of Operational Procedures
St. Mary's	Yes	Yes	Yes	Yes
Somerset	No	Yes	No	No
Talbot	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes
Wicomico	Yes	Yes	Yes	Yes
Worcester	Yes	Yes	Yes	Yes
Total: Maryland (N=24)	17	20	19	21

APPENDICES

2015-2016 MSDE Public School Annual Library Media Center Report

Welcome to the Maryland State Department of Education's Public School Annual Library Media Center Report. The data collected from this report will be of assistance to your school system in examining its school library media program according to the guidelines outlined in Standards for School Library Media Programs in Maryland. The data will also assist the State in collecting and communicating information about the School Library Media Programs in Maryland.

What is new this year? As school library media centers transform to meet student needs, please note the question added this year regarding "Makerspaces."

Following submission of data from all schools in your district, your library media administrator for your system will be asked to verify your data and then a sign-off will be required by your School Superintendent. Please be as accurate as possible when reporting your data and make sure you read any local directions provided.

If you need assistance, please contact Jay Bansbach, Specialist, School Library Media Program, at carl.bansbach@maryland.gov

**Public School Annual Library Media Center Report
School Year 2015-2016
Maryland State Department of Education
Division of Curriculum & Assessment
Office of Instructional Technology and School Library Media**

SECTION I - School Information

Please complete the following.

1) School Name

2) School ID Number

This must be a four digit number; use leading zeroes where applicable.

3) School System

- | | |
|---------------------------------------------|---------------------------------------|
| <input type="radio"/> Allegany (01) | <input type="radio"/> Charles (08) |
| <input type="radio"/> Anne Arundel (02) | <input type="radio"/> Dorchester (09) |
| <input type="radio"/> Baltimore County (03) | <input type="radio"/> Frederick (10) |
| <input type="radio"/> Calvert (04) | <input type="radio"/> Garrett (11) |
| <input type="radio"/> Caroline (05) | <input type="radio"/> Harford (12) |
| <input type="radio"/> Carroll (06) | <input type="radio"/> Howard (13) |
| <input type="radio"/> Cecil (07) | |

- Kent (14)
- Montgomery (15)
- Prince George's (16)
- Queen Anne's (17)
- St. Mary's (18)
- Somerset (19)

- Talbot (20)
- Washington (21)
- Wicomico (22)
- Worcester (23)
- Baltimore City (30)

4) School Level for Building

- Elementary Middle/Jr. High High School Combined

5) Grades in the School Building

- | | |
|-------------------------------|-----------------------------|
| <input type="checkbox"/> PreK | <input type="checkbox"/> 6 |
| <input type="checkbox"/> K | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 12 |

6) Student Enrollment:

(Use your September 30, 2014 enrollment count; if you have no official enrollment count enter zero)

Do not enter a comma, e.g., 1234 not 1,234. _____

7) Please identify the person completing the School Library Media Report (choose one and enter your name in the box below).

- MSDE Certified Library Media Specialist
- MSDE Certified Teacher working toward MSDE Library Media Specialist Certification
- Paraprofessional, Library Media Assistant
- Other

Enter your name here -- if you selected "Other" please include both your name and title.

SECTION II - Staffing

Enter in the appropriate spaces below the number of library media staff (excluding volunteers). To report full-time equivalent or part-time staff, count .2 for each full day of service in a 5 day week.

Staff is any personnel assigned to work in the Library Media Center (excluding volunteers). Note that the information requested is the number of professional personnel with or without State library media certification and the number of all paid technical, clerical or assistant staff.

Certification

8) Certified - Number with State Library Media Certification (please use a "0" if none). _____

9) National Board Certified

Has the Library Media Specialist achieved National Board Certification?

	Yes	No
Library Media Specialist A	<input type="radio"/>	<input type="radio"/>
Library Media Specialist B	<input type="radio"/>	<input type="radio"/>

10) Seeking State Certification - Number working towards State Library Media Certification (please use a "0" if none). _____

11) Non-certified - Number without State Library Media Certification (please use a "0" if none). _____

12) Support - Number of paid technical, clerical or assistants (please use a "0" if none). _____

SECTION III - Budget (All Sources of Funding to the individual school.)

13) Total budget for the Library Media Center.

Report in whole dollars only. Do not enter a \$ sign or comma, e.g., 1234 not \$1,234. _____

SECTION IV - Collection

This includes the total holdings of materials in the Library Media Center (LMC) purchased with all sources of funding as inventoried and counted in your respective catalog system. (This would include all holdings purchased with all funds, i.e., local/central office, State and federal funds, PTA gifts, and donations.)

Count items as circulated. (Example: a five-tape audio book checked out as a set is one item, not five.)

Library Media Center Materials

14) Books (exclude bound volumes of periodicals)

Do not enter a comma, e.g., 1234 not 1,234. _____

15) Periodicals (Number of Print Subscriptions) - Count only print periodical subscriptions purchased during this current reporting year.

Do not enter a comma, e.g., 1234 not 1,234. _____

16) Video Materials (VHS cassettes, DVDs)

Do not enter a comma, e.g., 1234 not 1,234. _____

17) Audio materials (audio books, music on tape, CDs)

Do not enter a comma, e.g., 1234 not 1,234. _____

18) Other Materials - Examples of "Other Materials" include kits, computer software, realia, etc.

Do not enter a comma, e.g., 1234 not 1,234. _____

19) Total - Please add questions 14 through 18.

Do not enter a comma, e.g., 1234 not 1,234. _____

20) e-books and eAudio Books (count number of titles here, if purchased at the school level). eBooks and eAudio Books should be part of the total if they are in the catalog and included under your holdings code. Do not enter a comma, e.g., 1234 not 1,234.

Do not enter a comma, e.g., 1234 not 1,234. _____

21) Video-on-demand or streaming video collections, e.g., Safari Montage, Discovery Education Streaming (if individually cataloged (MARC) titles and held on a school server, count here - do not count as a database)

Do not enter a comma, e.g., 1234 not 1,234. _____

22) Count each online (web-based) database title as "one." Include both titles purchased with local funds and those provided in conjunction with MDK12 Digital Library Consortium. Please check with your library media administrator if unsure about this question and what should be counted.

Video-on-demand or streaming video collections, e.g., Safari Montage, Discovery Education Streaming (count here as a database (1), if content is pushed out from a central office server or from the web)

Currently, six (6) SIRS databases are provided by your system in conjunction with the MDK12 Digital Library to all schools in your district. In addition, EBSCO Masterfile Premier, EBSCO Science Reference Center, EBSCO History Reference Center, EBSCO Automotive Repair Reference Center, EBSCO Business Source Premier, EBSCO MAS Ultra, EBSCO Middle Search Plus are provided to all Middle and High Schools through a partnership with the State Library Resource Center. EBSCO Primary Search (including Searchasaurus) is provided for elementary schools through this same agreement.

PLEASE NOTE: For elementary schools, the minimum number to record in this block is "7" plus the number of databases purchased with local funds.

For middle and high schools, record "13" plus the number of databases purchased with local funds.

Copyright Sensitive Dewey Area 600-699 (Technology)

23) Total number of holdings in Copyright Sensitive Area

Do not enter a comma, e.g., 1234 not 1,234.

24) What percentage of materials in the indicated Copyright Sensitive Dewey Area (600-699) has the following copyright dates? PLEASE NOTE: The survey WILL NOT accept the following: a percent (%) sign after numbers or a total less than 100% also, your percentages must be whole numbers - you may enter a zero, if an appropriate response.

% of items pre-1995

% of items 1995-2004

% of items 2005-2014

% of items 2015+

SECTION V - Services

Identify information services accessible through the Library Media Center (LMC) and respond to questions about your school library's virtual presence and use of social media, media communication, and collaboration tools.

25) Technology Services and Virtual Presence

Does the school library have:

Technology Services and Virtual Presence	Yes	No
An online, automated catalog system ?	<input type="radio"/>	<input type="radio"/>
A website?		<input type="radio"/>
A Twitter account?		<input type="radio"/>
A Facebook page?	<input type="radio"/>	<input type="radio"/>

Technology Services and Virtual Presence	Yes	No
A blog?	<input type="radio"/>	<input type="radio"/>
A wiki?	<input type="radio"/>	<input type="radio"/>
Collaboration software (e.g. Office 360, Edmodo, Google Apps, Alfresco etc.)?	<input type="radio"/>	<input type="radio"/>
Wireless Internet access for students?	<input type="radio"/>	<input type="radio"/>
A link from the school website's home page directing users to the library's website/online resources?	<input type="radio"/>	<input type="radio"/>
Connection to the schoolwide network?	<input type="radio"/>	<input type="radio"/>
Do students have access to the electronic catalog (OPAC or PAC) from their classroom?	<input type="radio"/>	<input type="radio"/>
Do students have access to the electronic catalog (OPAC or PAC) from their home?	<input type="radio"/>	<input type="radio"/>

26) Internet Accessibility

Enter the number of internet accessible computers in the LMC. _____

27) Computer Lab

	Yes	No
Are the computer labs managed by the LMC staff?	<input type="radio"/>	<input type="radio"/>

SECTION VI - Instructional Program

28) Schedule

Check the type of instructional program schedule used in your library media center.

- All classes flexibly scheduled
- All classes fixed scheduled
- Some classes fixed scheduled, other classes flexibly scheduled

29) Teaching Approaches

How often do you engage in the following teaching activities?

Teaching Approaches	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Plan instructional units with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching Approaches	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Teach students cooperatively with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate learning activities where students work collaboratively in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students how to use digital resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate opportunities for student-led inquiry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30) How often do you help students with the following activities?

Help Students with Activities	More than once per week	Once per week	2-3 times per month	Once per month	Less than once per month	Never
Apply critical thinking skills (problem solving, analysis, logic, cause/effect) when doing research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the credibility of information sources, including the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology (e.g., wikis, Google Docs, blogs, YouTube, Delicious, etc.) to organize and share information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of sources when gathering information about a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31) During a typical week, how many hours is the Library Media Center open before and after school?

Roles

During the school year, what percentage of time do you spend in performing the library media specialist roles as identified by *Empowering Learners: Guidelines for School Library Media Programs (AASL, 2009)* and local school system requirements?

PLEASE NOTE: The survey **WILL NOT** accept the following: a percent (%) sign after numbers or **a total less than 100%** also, your percentages must be whole numbers - you may enter a zero as a response, if appropriate.

32) Roles

% Leader	_____
% Instructional Partner	_____
% Information Specialist	_____
% Teacher	_____
% Program Administrator	_____
% Technology (e.g., technical support, technology coordinator, webmaster)	_____
% Other (e.g., duties such as bus or lunch, test monitoring, study hall)	_____

33) Professional Environment

	Yes	No
Does the school library have an advisory committee?	<input type="radio"/>	<input type="radio"/>
Do you meet regularly with the principal and/or other building or district administrators?	<input type="radio"/>	<input type="radio"/>
Do you participate as a member of the School Improvement Team (SIT)?		
Do you participate in other school committees (e.g., curriculum, technology, PTA, etc.)?	<input type="radio"/>	<input type="radio"/>
Do you provide professional development for teachers (e.g. information literacy, educational technology, etc.)?	<input type="radio"/>	<input type="radio"/>

34) How many hours per week are spent meeting with teachers to plan instruction/instructional units?

35) How many hours in a typical week do you spend actively delivering instruction, alone or in collaboration with a classroom teacher, to students in the library, in classrooms, in computer labs, and at other school locations?

Utilization and Access for Students and Staff

36) On a weekly basis, approximately what percentage of STUDENTS utilize the library media center?

- Below 25%
- 25% - 50%
- 51% - 75%
- Over 75%

37) On a weekly basis, approximately what percentage of STAFF utilize the library media center?

- Below 25%
- 26% - 50%
- 51% - 75%
- Over 75%

38) Was the library closed during the past year for testing purposes?

39) If you answered YES to question #38, estimate how many hours during this past school year that the library been closed for testing purposes?

Report in whole numbers only. Do not include ranges, text, or percentages.

40) During the time the library was closed for testing purposes, were you used as a test proctor or administrator?

41) Do you currently have a space in your library dedicated as a “Makerspace?” (Makerspaces, sometimes also referred to as hackerspaces, hackspaces, OR fablabs are creative, DIY spaces where people can gather to create, invent, and learn. In libraries they often have 3D printers, software, electronics, craft and hardware supplies, tools, and more.)

42) If NO, do you have plans to create a dedicated “Makerspace” in your library during the 2016-17 school year?

43) Did you incorporate “maker” activities or events into your library program this past year (2015-16)?

44) If NO, do you have plans to incorporate “maker” activities or events into your library program during the coming year (2016-17)?

Thank you for completing the 2015-2016 Public School Annual Library Media Center Report.

2015-2016 MSDE System Level Library Media Report

Welcome to the Maryland State Department of Education's Public School System Level Annual Library Media Report. The data collected from this report will be of assistance to your school system in examining its school library media program according to the guidelines outlined in *Standards for School Library Media Programs in Maryland*. The data will also assist the State in collecting and communicating information about the School Library Media Programs in Maryland.

If you need assistance, please contact Jay Bansbach, Specialist, School Library Media Program, at carl.bansbach@maryland.gov

Once again, thank you for your assistance.

**Annual System Level Library Media Report
School Year 2015-2016
Maryland State Department of Education
Division of Instruction
Office of Instructional Technology and School Library Media**

System Information

Please complete the following.

1) Reporting System

- | | |
|----------------------------------------|---------------------------------------|
| <input type="radio"/> Allegany | <input type="radio"/> Harford |
| <input type="radio"/> Anne Arundel | <input type="radio"/> Howard |
| <input type="radio"/> Baltimore City | <input type="radio"/> Kent |
| <input type="radio"/> Baltimore County | <input type="radio"/> Montgomery |
| <input type="radio"/> Calvert | <input type="radio"/> Prince George's |
| <input type="radio"/> Caroline | <input type="radio"/> Queen Anne's |
| <input type="radio"/> Carroll | <input type="radio"/> St. Mary's |
| <input type="radio"/> Cecil | <input type="radio"/> Somerset |
| <input type="radio"/> Charles | <input type="radio"/> Talbot |
| <input type="radio"/> Dorchester | <input type="radio"/> Washington |
| <input type="radio"/> Frederick | <input type="radio"/> Wicomico |
| <input type="radio"/> Garrett | <input type="radio"/> Worcester |

2) Library Media Administrator

Please enter the name of the Library Media Administrator responsible for completing this report.

SECTION I - Central Office Support

3) Support Services Provided -- Please check all that apply.

- | | |
|------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Video Library | <input type="checkbox"/> Review and Evaluation |
| <input type="checkbox"/> Television/Video Production | <input type="checkbox"/> Technical Services/Processing |
| <input type="checkbox"/> Production (other than TV) | |
| <input type="checkbox"/> Professional Library | |
-

SECTION II - Staffing

4) Certification

Does the system level library media administrator have state library media certification?

- Yes No

5) Responsibilities

Does the system level library media administrator have responsibilities other than the library media program?

- Yes No

6) If you answered "Yes" to question five, how much time (FTE) is assigned to library media responsibilities? To determine full-time equivalent (FTE), count .2 for each full day service in a five-day work week.

- .2 .4 .6 .8
-

SECTION III - Collection

This includes the total holdings of all materials in the **Central/Professional Library (C/PL)** as inventoried and counted in your respective system (This would include holdings purchased with all funds at the central office, i.e., local, State and federal funds, gifts and donations).

Count items as circulated. (Example: a five-tape audio book checked out as a set is one item, not five.)

Library Media Materials and Resources**7) Books**

Do not enter a comma, e.g., 1234 not 1,234. _____

8) Periodicals (Number of print subscriptions) - Count only print periodical subscriptions purchased during this current reporting year.

Do not enter a comma, e.g., 1234 not 1,234. _____

9) Video Tapes/DVDs

Do not enter a comma, e.g., 1234 not 1,234. _____

10) Other Materials - Examples of "Other Materials" include kits, cassette tapes, CDs and software programs.

Do not enter a comma, e.g., 1234 not 1,234. _____

11) Online Database Titles - Count each online (web-based) database title as "one." Include both titles purchased with local funds and those provided in conjunction with MDK12 Digital Library Consortium.

Currently, six (6) SIRS databases are provided by your system in conjunction with the MDK12 Digital Library to all schools in your district. In addition, EBSCO Masterfile Premier, EBSCO Science Reference Center, EBSCO History Reference Center, EBSCO Automotive Repair Reference Center, EBSCO Business Source Premier, EBSCO MAS Ultra, EBSCO Middle Search Plus, EBSCO Primary Search are provided to all schools through a partnership with the State Library Resource Center.

PLEASE NOTE: For Central/Professional Library (C/PL), the minimum number to record in this block is "14" plus the number of databases purchased with local funds.

Do not enter a comma, e.g., 1234 not 1,234. _____

12) e-books (count number of titles here, if purchased at the C/PL)

Do not enter a comma, e.g., 1234 not 1,234. _____

13) Do you purchase e-books and push out titles from your central office server?

- Yes
- No
- Other

If you selected "Other" -- please describe briefly.

14) Do you provide schools with Video-on-demand or streaming video collections, e.g., Safari Montage, Discovery United Streaming pushed out from a central office server?

- Yes
- No
- Other

If you selected "Other" -- please describe briefly.

SECTION IV - Services

Identify information technology services accessible through the Central/Professional Library (C/PL).

15) Technology Services

	Yes	No
Circulation system?	<input type="radio"/>	<input type="radio"/>
Electronic catalog? (OPAC or PAC)	<input type="radio"/>	<input type="radio"/>
C/PL connected to the system-wide network?	<input type="radio"/>	<input type="radio"/>
Access from teachers' homes to C/PL?	<input type="radio"/>	<input type="radio"/>
Remote Access to databases provided by the C/PL?	<input type="radio"/>	<input type="radio"/>

16) Internet Accessibility

Enter the number of internet accessible computers in the C/PL. _____

17) Computer Lab

	Yes	No
Is the computer lab managed by the C/PL staff?	<input type="radio"/>	<input type="radio"/>

SECTION V - Program Standards Documentation

18) Do you have a current implementation plan for school libraries?

- Yes
 No

19) If "Yes" to question #18, date of most recent plan:

20) Do you have a collection development plan which includes selection and removal policies and procedures?

- Yes No

21) If "Yes" to question #20, date of most recent plan:

22) Do you have curriculum and instruction documents for teaching information literacy skills including reading, research, and critical thinking skills?

- Yes
- No

23) If "Yes" to question #22, list your school library curriculum documents and indicate the date of the most recent revision for each:

24) Do you have a handbook or manual of operational procedures for school libraries?

- Yes
- No

25) If "Yes" to question #24, date of most recent update:

26) OPTIONAL:

What is your current fiscal year expenditure on school libraries? (include total funds spent including databases, furniture, materials, books, etc.) Do not enter a comma, e.g., 1234 not 1,234.

Total amount per system:

27) Do you have a per pupil allocation for schools?

- Yes
- No

28) If "Yes" to question #27, what is your per pupil expenditure?

You may enter a decimal point but not a dollar sign, e.g., 3.24 not \$3.24

29) Is funding a site-based decision?

- Yes
- No

30) Additional Comments regarding funding for school libraries for 2015-16:

Thank you for completing the 2015-2016 Annual System Level Library Media Center Report.

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Larry Hogan, *Governor*
2016 Maryland State Department of Education