Library Audits
Deep Dive into the Library Monitoring Rubric

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School Library Specialist

2023-2024
State Board of Education STRATEGIC PLAN GOALS

1. ALL Students Proficient and Showing Growth in All Assessed Areas

2. EVERY Student Graduates from High School and is Ready for College and Career

3. EVERY Child Has Access to a High-Quality Early Childhood Program

4. EVERY School Has Effective Teachers and Leaders

5. EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. EVERY School and District is Rated “C” or Higher
<table>
<thead>
<tr>
<th><strong>VISION</strong></th>
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<tbody>
<tr>
<td>To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens</td>
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<thead>
<tr>
<th><strong>MISSION</strong></th>
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<tr>
<td>To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community</td>
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</table>
Children who read 3,000 words per day will be in the top 2% of standardized tests.

Reading is an **active, imaginative act**; it takes work.
Overview

Library Monitoring Rubric
Overview: Important Information

No. 1
Library audits only occur during a **FULL** district audit

No. 2
**COMPLETE** rubric is located on MDE library website

No. 3
**CONNECTED** to AASL National School Library Standards

No. 4
Serves to **OPEN** communication between librarian and administration
Overview: Accreditation Standard

2.3: The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities. {Miss. Code Ann. § 37-17-6(3)(a-e)}

2.3.1: If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

2.3.2: If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.
3: The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}

3.6: Administrators who rate as school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.
18: Each school has a library media center. Refer to the current edition of the Mississippi Public and Nonpublic School Library Guide. {Miss. Code Ann. § 37-17-6(3)(a-e)}

18.1: Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.

18.2: The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.
Overview: **Resources**

**MS School Library Guide and Resources**

**Monitoring Rubric**

*Website [www.mdek12.org/Library](http://www.mdek12.org/Library)*
Overview: Rubric Format

Organized by 3 DOMAINS

Includes 12 STANDARDS

Examples of EVIDENCE

Contains REQUIREMENTS

**DOMAIN I: LIBRARY COLLECTION**

1.1 Automated Management System: All library collections shall be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. The school library shall barcode and place correct spine labels on the physical item and add all record information in the automated system.

Evidence: Collection Statistics, Training Documents, OPAC Lessons

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Progressive (Minimum +)</th>
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<tbody>
<tr>
<td>Circulation/Cataloging Capacity</td>
<td>2 management computers</td>
</tr>
<tr>
<td>Librarian Management computer</td>
<td>Online access to materials available in the school library throughout the school facility/remote sites</td>
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<tr>
<td>Barcode scanner</td>
<td>Remote circulation and inventory capabilities</td>
</tr>
<tr>
<td>Online access to materials available in the school library</td>
<td></td>
</tr>
<tr>
<td>All equipment and materials cataloged</td>
<td></td>
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<tr>
<td>Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System</td>
<td></td>
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<tr>
<td>Teacher and student OPAC (Online Public Access Catalog) training</td>
<td></td>
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<tr>
<td>Inventory capabilities</td>
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Organization

Monitoring Rubric Data
**Organization: Best Ways to Collect Data**

- **DO NOT** collect items in a box throughout the year.
- Pictures or photo albums are **NOT** required as evidence.
- Using computer files or cloud storage is a great way to organize and store digital documents.
- A binder or folder is a great way to collect and organize reports and other information.
- Use whatever type of organization process the helps locate information quickly.
**Organization: Library Data Binder**

**Website**: www.mdek12.org/Library

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### Library Policies and Procedures

<table>
<thead>
<tr>
<th>Library Monitoring Rubric</th>
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<tbody>
<tr>
<td>2.3 School Library Policies and Procedures: A library handbook of library policies and procedures shall be developed, adopted, and used in each library. The handbook shall include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.</td>
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<tr>
<th>Librarian Growth Rubric</th>
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<tr>
<td>Domain III Library Culture and Learning Environment Standard 7: Resources are selected according to the principles of the School Library Bill of Rights and Intellectual Freedom and provides access to information in consideration to students’ needs, abilities, and diversity.</td>
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<table>
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<tr>
<th>School Library Guide</th>
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<tr>
<td>Section 1.4: Intellectual Freedom; Section 1.5: Freedom to Read; Section 4.1: Understanding Collection Development; Section 4.5: Weeding of Collection Resources; Section 4.6: Challenged Materials; Section 4.7: Cataloging and Processing; Section 6.5: Librarian Evaluation; Section 6.9: Policies and Procedures Handbook</td>
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<table>
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<tr>
<th>Examples of Evidence</th>
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<tbody>
<tr>
<td>o Cataloging and Processing Policies</td>
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<tr>
<td>o Circulation Policy</td>
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<tr>
<td>o District Policies</td>
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**Organized by 7 CATEGORIES**

**Includes ADUIT connections**

**Includes PGS connections**

**Includes GUIDE sections**

**Examples of EVIDENCE**
Category 1

Library Collection
All library collections **shall** be cataloged in a web-based automated system, including fiction, nonfiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and ebooks. The school library **shall** barcode and place correct spine labels on the physical item and add all record information in the automated system.

- Circulation/Cataloging Capacity
- Librarian Management computer
- Barcode scanner
- Online access to materials available in the school library
- All equipment and materials cataloged
- Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System
- Teacher and student OPAC (Online Public Access Catalog) training
- Inventory capabilities
Breakdown: 1.1 Automated Management System

Evidence

- Collection Statistics
- Training Documents
- OPAC Lessons
Collection **shall** include nonfiction, fiction, and easy titles. The collection **shall** be consistently weeded, and assessments shall be used to guide selection of materials. Collection **can** also include ebooks that can be circulated or tracked through the library’s automated system.

- A goal of 10 books per student that are in good condition and that support the school’s instructional program and provide titles for pleasure reading
- A well-balanced, diverse collection that is both age and content appropriate
Evidence

- Historical Collection Report
- Weeding Report
- Requisitions
- Collection Development Plan

HINT: Age and Use is more important than the number of books.
Collection **shall** include print and/or digital Encyclopedias, Dictionaries, Almanacs, Thesauruses, and Atlases. Print and/or non-print periodicals such as newspapers and magazines **shall** be included in this collection.

- A core reference collection that is in good condition that supports the school’s current instructional program
- A well-balanced collection that is both age and content appropriate
Breakdown: 1.3 Reference Materials

**Evidence**

- Reference Lessons
- Weeding Report Requisitions
- Collection Development Plan

**HINT:** Age and Use is more important than the number of books.
Breakdown: 1.4 Non-Print Resources

Collection **shall** include internet resources, MAGNOLIA, audio/visual, technology, and/or digital and ebook subscriptions.

- School library website available on school home page for classroom and school site access which includes librarian’s name, schedule, and email
- Maintain a list of credible and age-appropriate websites that support the current curriculum
- MAGNOLIA Database available for students and teachers with links on library computers/website and advertised in the library
- Emerging formats available to support the current curriculum
- Training on non-print resources

*School Library Guide Connection Sections 3.12, 4.4, and 5.3*
Breakdown: 1.4 Non-Print Resources

Evidence

✓ Websites
✓ Trainings and Lesson Plans
✓ CD/DVD Curriculum Connection
Resources **shall** support Mississippi Department of Education Professional Development Accountability Standard 15 {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1) as well as the professional growth of teachers, administrators, and school librarians.

- A goal of 20 print and/or digital current professional titles
- Access to print and/or electronic professional periodicals
- Current credible websites for professional development purposes available through the school library website
Breakdown: 1.5 Professional Collection

- Promotion of Professional Development Resources

Evidence
Category 2

Library Management
A certified school librarian **shall** be assigned to the school library Miss. Code Ann. § 37-17-6(3)(a-e). The librarian **shall** offer an organized program of service to students and staff. The librarian **shall** function 100% in the library position, either ½ or full time, depending on the school population. The librarian **shall** not serve as a substitute teacher.

- A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more)
- Flexible scheduling/Open access is incorporated into the school library schedule especially during a nontraditional school day
- Time is allotted at the beginning and end of the school year for necessary library maintenance tasks including inventory
- Ample time (at least 25% half-or full-time) is allotted throughout the school week to complete and management and administrative library tasks (planning, weeding, shelving, ordering, etc.) and is shown on the librarian’s schedule
Breakdown: 2.1 Certified Staff

Evidence

- Library Schedule (Standard 2.3)
- Job Description
- Other Assigned Duties
- Inventory Report

Standard 2.3: Administration and Personnel
Breakdown: 2.2 Needs Assessments

The school library program **shall** participate in periodic reviews and ongoing informal and formal assessments used to develop short- and long-range strategic plans for improvement.

- Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students (MDE Librarian Growth Rubric)
- The school librarian sets annual goals which are reported to the administration no later than September of the current school year
- Needs assessments, inventories, professional tools, curriculum objectives, and input from the Library Advocacy Committee are used by the school librarian to establish annual goals
Breakdown: 2.2 Needs Assessments

- SMART Goals
- Teacher and Student Surveys
- Teacher Request Completed
- Evaluation
- PGS Training

Evidence

Standard 3: Evaluation
A library handbook of library policies and procedures **shall** be developed, adopted, and used in each library. The handbook **shall** include procedures concerning circulation, maintenance, inventory of materials, and weeding of the collection.

- There is a district-approved policy used for selection of materials, challenges to materials, copyrights, donated materials, and Internet use are standards in the school library’s collection development policy.
Evidence:

- School Library Handbook
- District-Approved Policies (Selection, Gifts, Weeding, and Challenged Materials)
- Circulation Policy

**HINT:** Should have a policy number and/or date when approved by the board
School districts shall provide sufficient funding for the purchase and maintenance of current resources for the school library.

- The school library meets the minimum basic collection requirements as stated in the guidelines for Section 1: Library Collection
- The school district is required to provide consistent, sustained library funding to maintain and upgrade library collections, equipment, and facilities
- The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school’s learning community
- The school librarian must submit an annual budget plan which can include requests to the school principal/administrator no later than February of the current school year
- The school librarian should prepare annual reports documenting how each source of funding for the library program was spent
## Breakdown: 2.4 Funding

### Evidence

- Budget Expenditures
- Current Budget Plan
- Current Operating Budget
- Additional Funding

### Library Budget Justification

**Mission Statement:**

- [Content]

**Problem Statement:**

- [Content]

**Collection Goals:**

- [Content]

**Yearly Budget Priorities:**

- [Content]

### AASL Awards and Grants

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Due Date</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Collaborative School Library Award</td>
<td>Recognizes school librarians working to empower students and support their educational goals by providing leadership, resources, and guidance to students and teachers.</td>
<td>January 1</td>
<td>$2,000</td>
</tr>
<tr>
<td>Innovation Grant Award</td>
<td>Supports library programs that have developed innovative solutions to improve library services and student outcomes.</td>
<td>January 1</td>
<td>$5,000</td>
</tr>
<tr>
<td>Innovative Planning Grant</td>
<td>High achieving grants awarded to support ongoing planning and development of new or improved learning opportunities.</td>
<td>February 1</td>
<td>$2,500</td>
</tr>
<tr>
<td>Innovative Collections Development Grant</td>
<td>Supports the development of unique, valuable, and innovative collections that meet the unique needs of students and educators.</td>
<td>February 1</td>
<td>$5,000</td>
</tr>
<tr>
<td>Innovative Special Event Grant</td>
<td>Supports special events that encourage student engagement, promote literacy, and provide opportunities for students to explore and celebrate reading and learning.</td>
<td>February 1</td>
<td>$3,000</td>
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The school library program shall establish an advocacy committee for the school library program within the school and beyond.

- The advocacy committee includes: Library staff, Principal/administrator, Teachers, Parents, Students (when age appropriate)
- The advocacy committee meets as needed for program planning and discussion of procedural issues
Evidence

- Library Advocacy Committee Documents: members, meeting schedule, agendas
- Library Advocacy Committee Goals and Objectives
The school librarian shall use a public relations plan to promote advocacy for the school library program.

- The school librarian uses a variety of communications and methods to publicize the school library and its resources and services.
Breakdown: 2.6 Public Relations

**Evidence**

- School Library Public Relations Plan
- Public Relation Examples
Category 3

Library Facilities
The school library shall be arranged to: (1) accommodate flexible access by classes and individual students; (2) perform basic functions of a curriculum integrated school library program; (3) provide a climate conducive to learning and student achievement; and (4) provide equitable access to information and resources within the school, community, and global networks.

- The school library is neat and well-organized
- The atmosphere is one of welcome and productivity
- Shelving and furniture are age appropriate
- The arrangement of the school library supports use by a minimum of one (1) class and individual students
- The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990
- The school library is equipped with temperature control
- Lighting and electrical accommodations have been integrated effectively
- All books are shelved from left to right on the shelf, read from top to bottom, and should accommodate for growth
In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:

- Circulation
- Large group use/instruction
- Small group use or individual use
- Storytelling area for elementary students
- Leisure reading area (soft surfaces)
- Library management area
- Use of technology
- Secure storage of library resources and materials
- Displays/quality signage
Breakdown: 3 Library Facilities

- Overall Library Facility
- Circulation Area
- Library Collection
- Instructional/Computer Area
- Workroom/Storage Area
To subscribe, send a message to esimmons@mdek12.org with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.
Elizabeth Simmons
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