Outcome Evaluation of the Library Media Program on Information Literacy Skills

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The study sought to answer the following two research questions at different grade levels:

1) How does the instruction provided by school library media programs in MCPS affect students’ acquisition of information literacy skills?

2) How does the students’ acquisition of information literacy skills correlate with their academic achievement as measured by the Maryland School Assessment (MSA) in reading and the High School Assessment (HAS) in English?
Students who have access to an effective library media program as evidenced by several correlates will score higher on state reading assessments.
Empirical evidence that information literacy skills instruction strongly influences student reading achievement
Why? What motivated us?

DATA DRIVEN

- Series 1
- Series 2
- Series 3

Category 1, Category 2, Category 3, Category 4
How would we do it?

Welcome!

TRAILS is a knowledge assessment with multiple-choice questions targeting a variety of information literacy skills based on 3rd, 6th, 9th, and 12th grade standards. This Web-based system was developed to provide an easily accessible and flexible tool for school librarians and teachers to identify strengths and weaknesses in the information-seeking skills of their students. There is no charge for using TRAILS.

Details about how the assessment system works may be found at HOW TRAILS WORKS.

Established users sign in.

New users create an account.

TRAILS Validation Study is Underway! Thanks to the many TRAILS users who have agreed to participate in our validation study. It is hoped that this study will result in establishing valid and reliable versions of the TRAILS assessments, which will allow researchers and educators to make definitive statements regarding student information literacy as measured by the TRAILS tests. The data gathering phase will run from now until December 14th. Please do not hesitate to contact the TRAILS Team if you have questions. Again, thanks to all who have volunteered. TRAILS would not be possible without the support of our many users.

Common Core State Standards: This past summer all items were aligned with the Common Core State Standards. You can see this...
Methodology: Measures

- Students’ acquisition of information literacy skills: TRAILS, Tool for Real-time Assessment of Information Literacy Skills, developed by Kent State University
- Proficiency: national averages or 65%
- Reading achievement: scores from reading MSA and English 10 HSA scores
Methodology: Sample

- Convenience sample
- One to five classes of one grade level
- 4,221 Grade 5
- 2,326 Grade 8
- 1,629 Grade 11
Results: Acquisition of Information Literacy Skills

- Similar results for Grade 5, 8, and 11
- Students met the benchmark for the overall measure
- Results were positive for four subsets of skills
- Students failed to meet benchmark for using information responsibly, ethically, and legally.
Results: Academic Achievement

- Similar results for Grade 5, 8, and 11
- Students with better information literacy skills (i.e., higher TRAILS scores) had higher academic achievement (i.e., higher reading scores).
- This relationship was statistically significant and large enough to be of practical significance to educators.
Recommendations from the Study:

- Continue instruction that leads to student proficiency in information literacy skills
- Provide support to LMSs to increase the ability of students to use information responsibly
To enable data-driven instruction, promote the use of TRAILS

Ensure that students make progress in mastering all information literacy skills, which also should improve their reading performance
Continuing the assessment culture...
Continuing the assessment culture...

- Presentations of results to MCPS administrators, media specialists and central office staff

- Media specialist assigned to curriculum design team for new MCPS Elementary Integrated Curriculum assuring integration of information literacy skills with content areas
Secondary curriculum teams consult with the school library media instructional specialist to integrate information literature skills into secondary content areas.

Research opportunities are being re-emphasized K-12.
Strategies for School Based Media Specialists
Develop an action plan with a measurable goal
Create a personal learning network
Communicate plans to assess information literacy skills with school administration
Share data with school administration and staff
- Continue promoting the role of library media specialist as teacher and instructional partner
- Participate in professional development on strategies for supporting the Maryland State Standards for School Library Media Programs
Conclusion

School library media specialists are more willing to embrace the assessment culture.
Reflection on cultural change...

“...the development of the school library occurs through accountability, which requires a move from rhetoric to evidence.” (Todd, 2008)