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# Facts at a Glance... Student Achievement and the School Library Media Program



*“School libraries help teachers teach and children learn. Children and teachers need library resources – especially books – and the expertise of a librarian to succeed. Books, information technology, and school librarians who are a part of the school’s professional team are basic ingredients for student achievement.”*

*First Lady Laura Bush - White House Conference on School Libraries, July 4, 2002*



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**School Library Systems Association of New York State**  
[www.slsa-nys.org](http://www.slsa-nys.org)

Supporting Learning and Teaching • Improving Student Achievement

AND  
**ONONDAGA•CORTLAND•MADISON SCHOOL LIBRARY SYSTEM**



# SCHOOL LIBRARY SYSTEMS ASSOCIATION

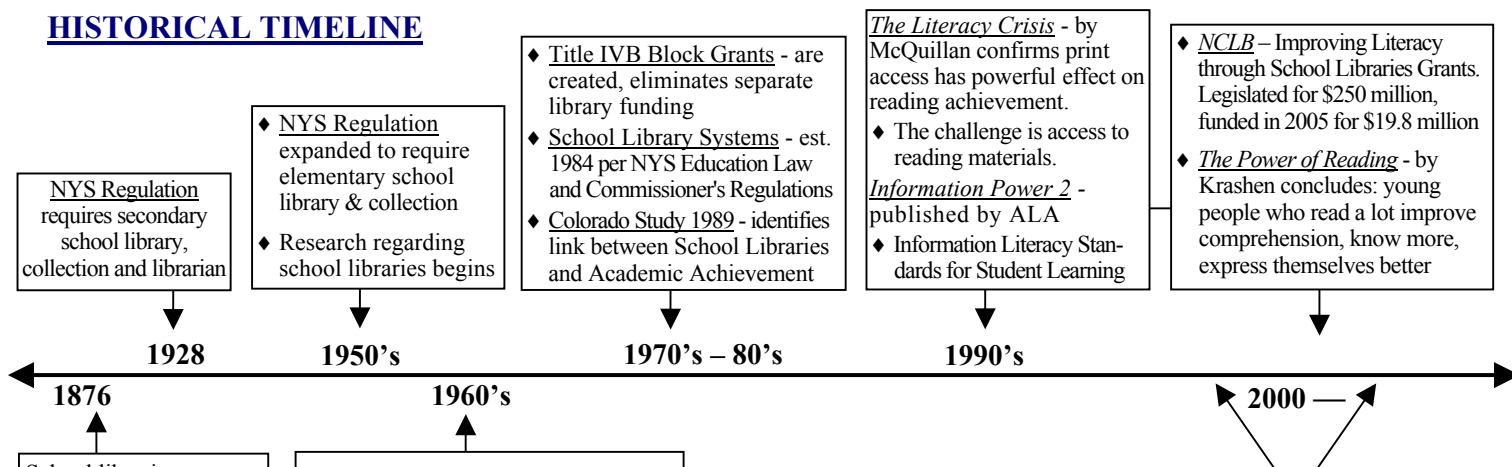
## *FACTS AT A GLANCE... Student Achievement and School Library Media Programs*

This report summarizes the research studies, literature reviews and related documents on the positive impact of the library media program on public school students' achievement.

***“Voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage and writing style. Access to school library media centers results in voluntary reading by students.”***

(Source: Stephen Krashen, *The Power of Reading*, 1993)

### HISTORICAL TIMELINE



### **Studies Connecting Successful Learners to School Libraries: Key Elements**

- ◆ Alaska 1999: collaboration, partnerships, provides teacher training
- ◆ California 2002: equitable access, information literacy instruction
- ◆ Colorado 2000: leadership, collaboration
- ◆ Florida 2002: improved performance, expanded access to SLMP
- ◆ Illinois 2005: flexible access, staffing, collaboration, library use
- ◆ Iowa 2002: collaboration, access/use of SLMC, books
- ◆ Massachusetts 2002: access, staffing; collections
- ◆ Michigan 2003: SLMC motivated reading, library visits, flexible access
- ◆ Minnesota 2003: SLMS instructional role, access, collection size
- ◆ Missouri 2003: library usage + access = increase in achievement, summer reading
- ◆ New Mexico 2002: engages in staff activities, access information resources and technology
- ◆ North Carolina 2003: electronic access to information, collection age
- ◆ Ohio 2004: SLMS as a “dynamic agent of learning” building understanding and knowledge, students surveyed
- ◆ Oregon 2001: SLMS as teacher, Interlibrary Loan
- ◆ Pennsylvania 2000: integration of networked technology
- ◆ Texas 2001: higher test scores with librarians

### **Making Sense of Data**

1. To achieve, learners need to: master use of information, find and extract meaning from text, select and apply selections from text, and understand text in content areas
2. Mastery of information problem solving, pre-reading instruction, and information literacy instruction by a certified SLMS improve the learner’s ability to perform tasks crucial to success in school and later on, the job
3. Information literacy empowers learners to construct meaningful questions, use multiple information sources to solve a problem, evaluate their sources, and draw original conclusions
4. Boost of student performance because of school libraries is a constant in studies from the U.S., British Isles and Australia
5. School libraries are a stronger indicator of student success than class size, experience of teacher, number of computers, or location of school
6. Studies since 2000 confirm that the boost occurs even when learners are at risk because of poverty, family instability, school location or other factors

***“School library media centers can contribute to improved student achievement by providing instructional materials aligned to the curriculum; by collaborating with teachers, administrators and parents; and by extending their hours of operation beyond the school day.”***

*(Source: “Close Up: NCLB – Improving Literacy through School Libraries,” NCLB The Achiever, September 15, 2004 Vol. 3, No 13.)*

## KEY COMMON FINDINGS STUDIES 1998-2005

- ◆ School Library Media Specialists (SLMS) exert positive and significant effect on academic achievement
- ◆ Administrative support for School Library Media Programs (SLMP) and teacher collaboration with SLMS are critical to teaching and learning
- ◆ SLMS is a pivotal player in a leadership role, support staff are essential, SLMS collaborates with school community
- ◆ SLMS has teaching role, as co-teacher of information literacy to students and in-service trainer of teachers
- ◆ Access to the School Library Media Center (SLMC) must be frequent, consistent, flexible
- ◆ SLMC programs are networked and provide access to licensed databases and the Internet
- ◆ SLMP funds must support instructional technology, collection development, and staffing
- ◆ SLMP collections need to be diverse, in multiple formats, and financially supported on an annual basis

## INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

*We want students who know and are able to:*

- ◆ **Access** information efficiently and effectively
- ◆ **Evaluate** information critically and competently
- ◆ **Use** information effectively and creatively
- ◆ **Pursue** information related to personal interest
- ◆ **Appreciate** literature and other creative expressions of information
- ◆ **Strive** for excellence in information seeking and knowledge generation
- ◆ **Recognize** the importance of information to a democratic society
- ◆ **Practice** ethical behavior in regard to information and information technology
- ◆ **Participate** in groups to pursue and generate information

*Quality Library Media Programs  
Help Students Succeed!*

***“Teaching students how to find information rather than memorize information was ranked highest importance in the Association for Supervision and Curriculum Development (ASCD) Survey.”  
Teaching students how to find information has always been the goal of the school media specialist.***

(Sources: Education Update, 42, January 2000; Stotts, Suellen, Deb Loga., *OELMA Advocacy Quotes*. 21 Feb. 2004. Ohio Educational Library Media Association. 11 Nov. 2005 <[www.oelma.org/advocacy/AdvocacyQuotes.asp](http://www.oelma.org/advocacy/AdvocacyQuotes.asp)>.)

## SUMMARY



***Are students likely to earn higher reading scores if their:***

- *schools have certified library media specialists?*
- *school library media specialists are assisted by support staff?*
- *library media specialists play a vital instructional role, collaborating with classroom teachers?*

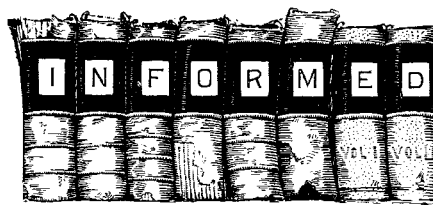
**THE ANSWER TO ALL OF THESE QUESTIONS IS YES!**

**Students in schools with well-staffed library media programs averaged reading scores five to ten points higher than those without such staffing.**

**School Library Systems and School Library Media Centers collaborate with the educational community to:**

- Strengthen instructional practices
- Enable students and staff to access, evaluate, synthesize and interpret information
- Implement NYS Learning Standards and National Information Literacy Standards
- Foster literature appreciation
- Engage students in the learning process through use of varied resources
- Enhance access to quality print/electronic information resources through interlibrary loan and online databases
- Strengthen connections to the real world through teaching inquiry, research process, and problem solving skills

***For further information please contact your local School Library System.***



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**The mission of the School Library Systems Association (established 1984) is to empower all school library media specialists to be instructional experts and leaders in their schools.**

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