

School Library Impact Studies

For more information about recent research on the impact of school library media programs on academic achievement, visit the Library Research Service web site: <http://www.lrs.org/impact.php>.

Links are provided to reports of studies from many states, including:

- **The Impact of School Library Media Centers on Academic Achievement** (the original 1993 Colorado study),
- **Information Empowered: *The School Librarian as an Agent of Academic Achievement in Alaska*** (2000), and
- **Measuring Up to Standards: *The Role of Library Information Programs & Information Literacy in Pennsylvania Schools***

Contact Information

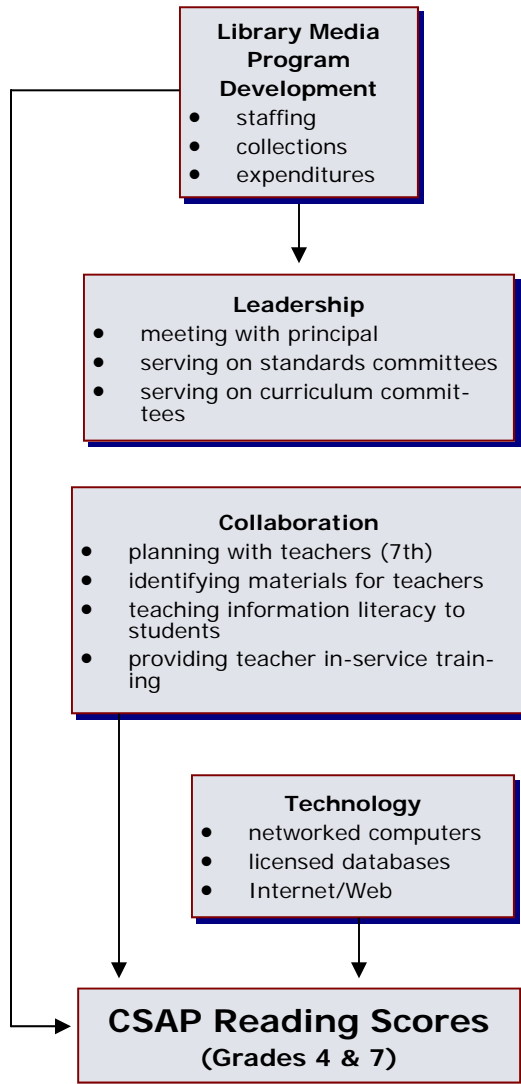
Direct questions and comments about the Colorado study and requests for a speaker on this topic to:

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How School Librarians Help Kids Achieve Standards

The Second Colorado Study



Keith Curry Lance

Marcia J. Rodney

Christine Hamilton-Pennell

Colorado Student Assessment Program (CSAP) reading scores increase with improvements in library media programs. (Average percentage increases from lowest to highest rated LM programs: 4th/7th grade)

Schools with well-developed library media programs average 10-15%/18% higher reading scores. Well-developed programs are indicated by staffing level, collection size and age, and expenditures.

When library media staff collaborate with classroom teachers, reading scores average increases of 8%/18-21%. Key collaboration activities of library media staff are planning with teachers, teaching information literacy, and providing in-service training to teachers.

Every grade level teacher meets and plans with our library media specialist to create and develop units that will improve student learning.

Gaynell C. Lawrence, Principal
Schmitt Elementary, Denver

The Library Media Center has become the center of the school. It is central to what goes on in the classroom. It's a busy place. Students come before and after school to use resources. Throughout the day, teachers come with entire classes, send small groups to work with the library media specialist, or send individuals to find information they need. Teachers come alone during planning time or before or after school to meet with the library media specialist, find resources, use the Internet, etc.

Phyllis Meyer
Teacher—Technology Resources
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When schools have computer networks that extend the library media program's reach into classrooms and labs, reading scores rise 6-13%/18-25%. Such networks provide access to licensed databases and the World Wide Web.

When access to library media centers is scheduled flexibly, reading scores improve 13-22%. Flexible scheduling allows students to visit the LMC individually.



Collaboration activities are more likely to occur where the library media specialist is a school leader. She or he meets regularly with the principal, serves on standards and curriculum committees, and holds library media staff meetings.

These predictors of academic achievement cannot be explained away by school differences, such as per pupil spending, teacher-pupil ratio, and other teacher characteristics (experience, salaries). Likewise, these predictors are not explained away by community differences, such as high adult educational attainment and low numbers of poor and minority children.

The librarian presents lessons specifically geared to the Colorado State Standards. Through collaborative planning with teachers, each unit includes an assessment tool, such as a rubric made in consultation with each classroom or grade level.

Madeline Wood, Library Media Specialist
Samuels Elementary, Denver