UPDATED 2006

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*

PRESENTED BY:

School Library Systems Association of New York State
www.slsa-nys.org
Supporting Learning and Teaching • Improving Student Achievement

AND

ONONDAGA•CORTLAND•MADISON SCHOOL LIBRARY SYSTEM

ONONDAGA•CORTLAND•MADISON
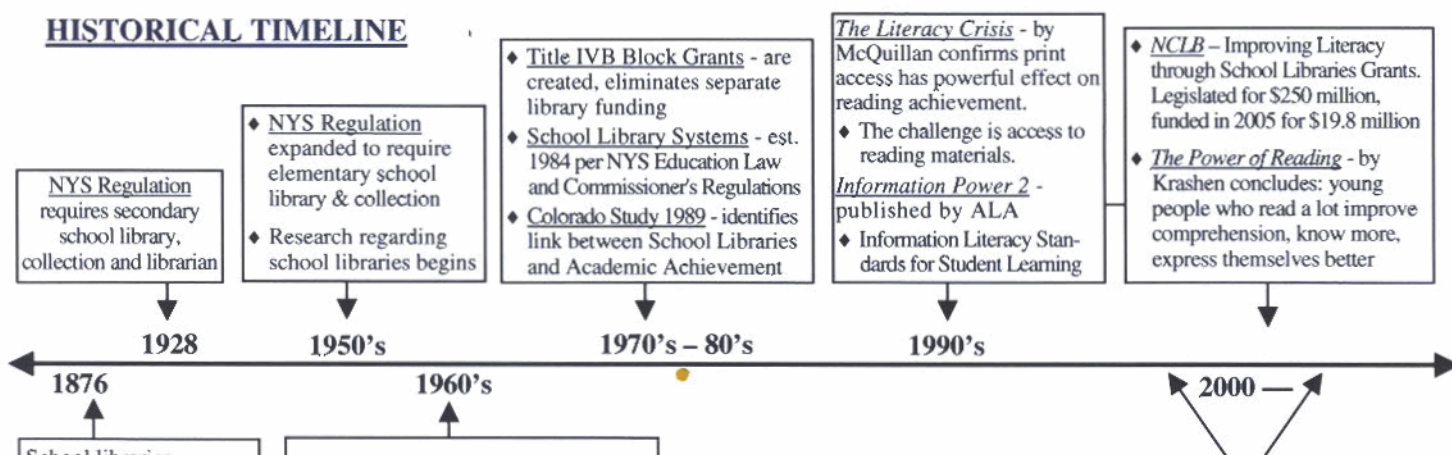**OCM BOCES** SCHOOL LIBRARY SYSTEM

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

NYS Regulation requires secondary school library, collection and librarian

NYS Regulation
- expanded to require elementary school library & collection
- Research regarding school libraries begins

- Title IVB Block Grants - are created, eliminates separate library funding
- School Library Systems - est. 1984 per NYS Education Law and Commissioner's Regulations
- Colorado Study 1989 - identifies link between School Libraries and Academic Achievement

The Literacy Crisis - by McQuillan confirms print access has powerful effect on reading achievement.
- The challenge is access to reading materials.
Information Power 2 - published by ALA
- Information Literacy Standards for Student Learning

- *NCLB* – Improving Literacy through School Libraries Grants. Legislated for $250 million, funded in 2005 for $19.8 million
- *The Power of Reading* - by Krashen concludes: young people who read a lot improve comprehension, know more, express themselves better

1928   1950's   1970's – 80's   1990's

1876   1960's   2000 —

School libraries established, providing reading materials for children

- Federal Study: First major evidence children with libraries/librarians read more books than those in schools with no library staff
- Title IIB, Elementary and Secondary Education Act enacted by Congress providing separate funding for School Library Media Programs

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, Suellyn, Deb Loga., OELMA Advocacy Quotes. 21 Feb. 2004. Ohio Educational Library Media Association. 11 Nov. 2005 <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?*
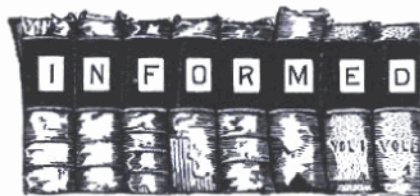
THE ANSWER TO ALL OF THESE QUESTIONS IS *YES!*

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

School **L**ibrary **S**ystems and **S**chool **L**ibrary **M**edia **C**enters 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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