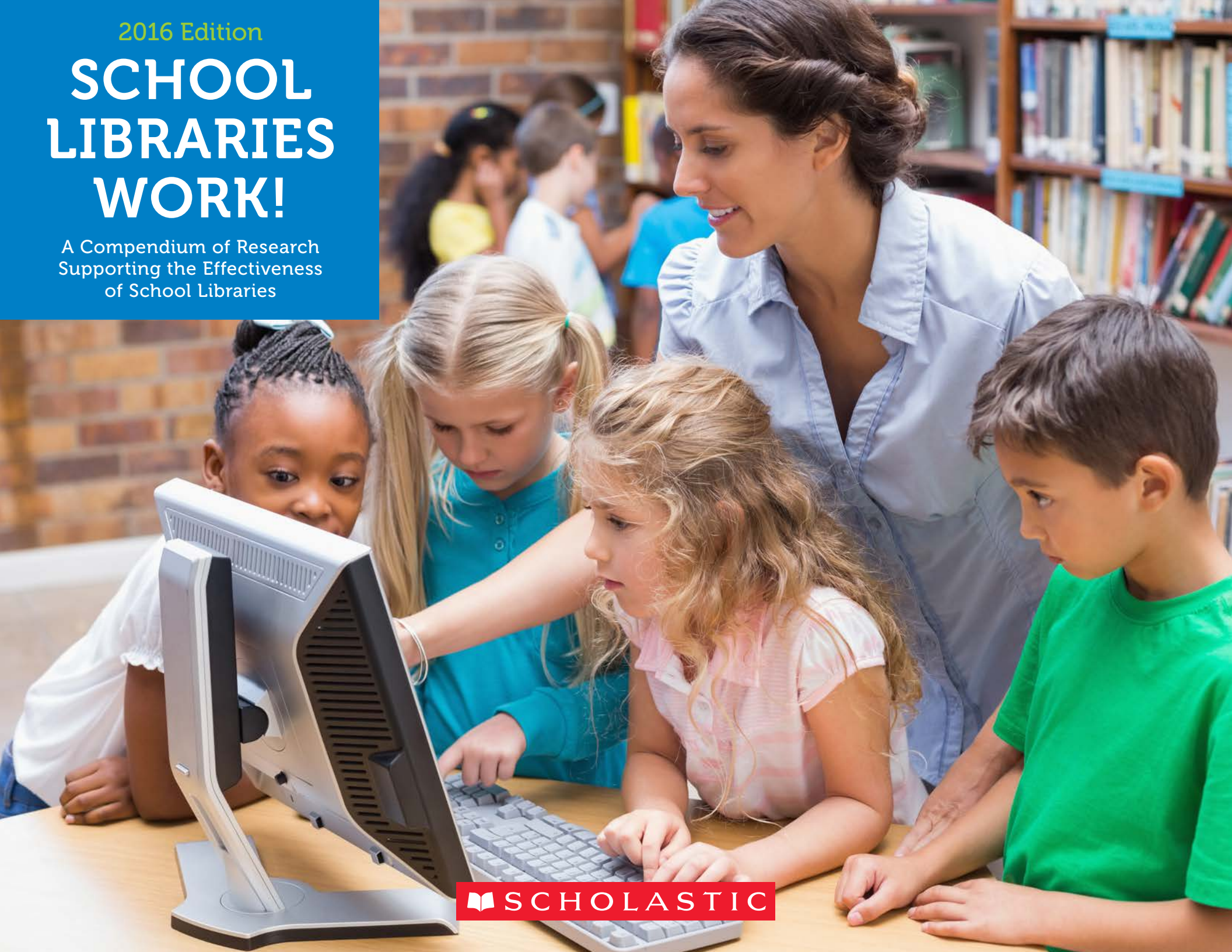
2016 Edition

SCHOOL LIBRARIES WORK!

A Compendium of Research Supporting the Effectiveness of School Libraries



SCHOLASTIC

PREFACE: School Libraries Work!

SCHOOL LIBRARIANS have contact with every student and teacher, and are central to developing library programs that raise student achievement.

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Information literacy has never been more important than it is today, yet resources and support for the programs and people who are best-suited to teach and facilitate information literacy has dwindled in too many schools and districts across the nation. Even as the demand for accountability grows and mounting evidence continues to affirm that school libraries staffed by certified school librarians make a measurable difference on student achievement, library resources are too-often reduced or eliminated from budgets all together.

School Libraries Work! seeks to empower librarians, classroom teachers, school and district leaders, policy makers, parents, and communities by arming them with the most powerful research-based frameworks, recommendations, and support for school library programs.

This compendium updates and builds upon the 2008 edition, reinforcing the most relevant themes from that report while highlighting recent research at both the national and state levels. At a national level, this report highlights key findings from the National Center for Literacy Education, along with the *School Library Journal's (SLJ)* national analysis of the relationship between librarian staffing and the National Assessments of Educational Progress (NAEP) fourth-grade reading scores.

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At the state level, the report focuses on three persuasive reports from South Carolina, Pennsylvania and Colorado, and provides highlights of previous and new reports from 22 additional states. A full bibliography and list of resources are included.

All told, the research included in this compendium continues to show that school libraries and school librarians are a powerful force in the lives of America's children.

The major themes supported by the research highlighted in this report confirm that:

- **A credentialed school librarian**
- **Collaboration and co-teaching**
- **Technology access**
- **Collection size**

ALL ELEVATE STUDENT LEARNING!

It goes without saying that we live in a time of rapid innovation and change where each and every day students and teachers discover new ways to use technology to collaborate, teach, and learn. School libraries can be at the heart of these changes by promoting and facilitating the learning of core and evolving 21st-century skills. When looking toward the future, expect to see more activity, conversation, research, and case studies regarding:

- The transformation of libraries into learning commons
- The impact of a virtual learning commons accessible to everyone in any place and on any device as opposed to the traditional library website (a one-way stream of information)
- The impact of makerspaces on various aspects of the library learning commons
- The "library" as the center of knowledge creation in addition to knowledge consumption
- The impact of the library program on self-directed learning, differentiation, and project-based learning experiences
- The impact of quality information on teaching and learning, particularly on products and artifacts that students create
- The impact of co-teaching as compared with parallel teaching or supportive assistance by the school librarian who helps curate materials
- The impact of collaborative technologies for both teaching and learning
- The impact of regular collaboration between technology directors and school librarians
- The impact of social media on the way students access information and use library learning commons

WHAT'S IN A NAME?

In 2010, after years of being referred to as "library media specialists," the American Association of School Librarians (AASL) board of directors voted to adopt **"school librarian"** as the title that reflects the role of the 21st-century school library professional as a leader, instructional partner, information specialist, teacher, and program administrator.

In this edition of School Libraries Work!, either term may be used, but it always refers to the person who provides information and related services to students and teachers. Additionally, "library" or "media center" refers to the place in the school building where these services and informational materials are provided.

School Libraries Support School Reading Goals

How School Libraries, Librarians, and Quality Programs Support Student Success

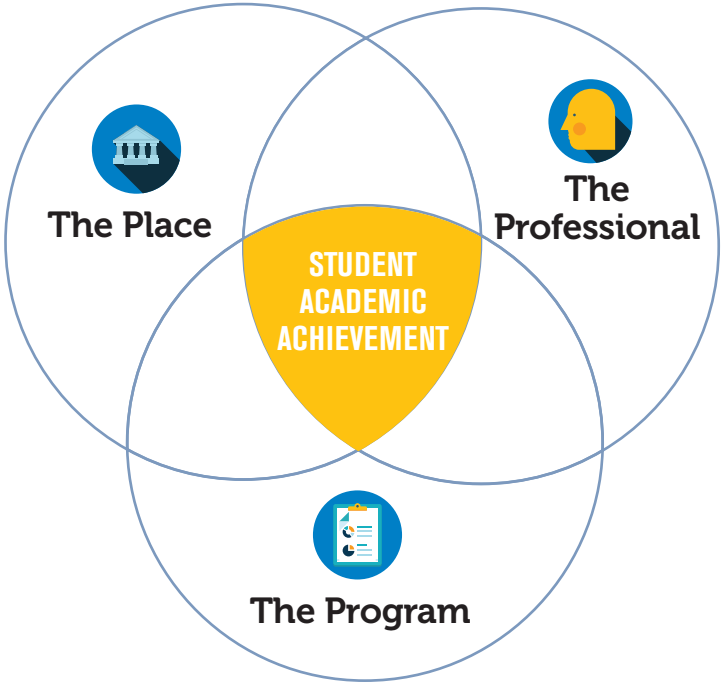
The American Library Association's (ALA) 2003 Toolkit for School Library Media Programs set a framework for creating an effective library program. As the focus on 21st-century skills intensifies, the role of the place, the professional, and the program must expand in diverse and sophisticated ways. These recommendations, based on the research cited in this report, are incorporated in the original ALA framework below, and provide a roadmap for maximizing the impact of school libraries.

Contrary to popular belief, students do not instinctively know how to navigate the abundance of information available to them through traditional and digital resources.

75% have no idea how to locate articles and resources they need for their research.

60% don't verify the accuracy or reliability of the information they find.

44% do not know how to integrate knowledge from different sources.



The Place

SCHOOL LIBRARIES

have maximum impact when they:

- Provide collaborative programs for reading instruction
- Select and provide resources to meet the learning needs of all students
- Assure seamless integration of technology, teaching, and learning
- Provide resources to support state and national standards
- Offer resources that enhance leveled classroom collections
- Encourage students to independently seek, access, and use information

The Professional

CERTIFIED SCHOOL LIBRARIANS

have maximum impact when they:

- Promote reading advocacy by matching students to books in all formats, including print, audio, and e-books
- Teach information skills
- Collaborate with teachers to meet the intellectual needs of students
- Organize, manage, and maintain a collection of valuable resources
- Provide resources and activities for students that are meaningful now and in the future
- Share the findings of reading research with teachers
- Promote resources and activities that spark student interest in reading, learning, and achievement throughout the school years
- Maintain a supportive and nurturing environment in the library and network environment to increase student satisfaction and achievement.
- Collaborate with teachers regularly to provide resources and activities for course, unit, and lesson integration
- Provide leadership in the school for achieving school missions, objectives, and strategies
- Manage information by providing intellectual and physical access to information in print, media, and online resources, either local or web-based

The Program

QUALITY SCHOOL LIBRARY PROGRAMS

have maximum impact when they:

- Encourage classroom teachers to integrate literature and information skills into the curriculum
- Offer opportunities for teachers and school librarians to collaborate on projects that help students use a variety of resources, conduct research, and present their findings
- Are supported fiscally and programmatically by the educational community to achieve the mission of the school

Sources: (pages 2–3)

Roscello, F., and P. Webster, *Characteristics of School Library Media Programs and Classroom Collections: Talking Points, Albany, NY: Office of Elementary, Middle, Secondary, and Continuing Education, New York State Education Department , 2002.*

American Library Association. *Toolkit for School Library Media Programs.* Chicago: American Library Association, 2003.

At least

70%

of school librarians provide information literacy instruction including:

- Learning about different resources and formats of information
- Accessing information efficiently and effectively
- Using information ethically
- Evaluating the quality of websites
- Using information technology responsibly
- Finding, evaluating, and selecting appropriate sources

Sources (sidebars, pages 2 and 3):

New Jersey Association of School Libraries (NJASL). *The New Jersey Study of School Libraries.* Center for International Scholarship in School Libraries (CISSL), 2011.

American Library Association (ALA). The State of America's libraries, 2011. Chicago: ALA, 2011.

ALA. The State of America's libraries, 2012. Chicago: ALA, 2012.

Young Adult Library Services Organization (YALSA). *School Libraries Count! National Longitudinal Survey of School Library Programs.* American Association of School Librarians, 2011.

Well-funded school libraries, staffed by certified school librarians, are transforming into learning centers that

EQUIP STUDENTS WITH THE SKILLS THEY NEED TO SUCCEED.

Source: Kachel, Debra E., and Keith Curry Lance. "Librarian Required." *School Library Journal* 59.3 (2013): 28.

National Associations Support Strong School Library Programs

Resolutions and Research Promote the Role of School Libraries

The following are just some of the examples of associations that value libraries and librarians.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE):

Resolution on Supporting School and Community Libraries (2005)

Given the decrease in school library funding since 1985 and the need for strong literacy and library programs that lead to students' overall academic success, be it resolved that the National Council of Teachers of English

- strengthen its support of the American Library Association and the American Association of School Librarians by urging legislators and school officials to provide funding for full-time, credentialed librarians in every elementary and secondary school;
- urge governors, chief state school officers, state legislators, and local governments to increase funding for books, online resources, and multimodal materials;
- promote policies that ensure access to library resources for all learners;
- support professional development opportunities for school librarians and classroom teachers consistent with local, state, and national standards; and
- encourage collaboration between classroom teachers and school librarians to enrich student learning.

Source www.ncte.org/positions/statements/supportinglibraries

Resolution on the Need for Diverse Children's and Young Adult Books (Feb 2015)

Resolved, that the National Council of Teachers of English

- advocate for more children's and young adult books from publishers and booksellers that reflect the culturally diverse lives and experiences present in the United State; and
- highlight and support authors, illustrators, publishers, and booksellers whose work represents multiple perspectives and cultural diversity in the lives of all children.

Source: www.ncte.org/positions/statements/diverse-books.

An **EDUCATED, INFORMATION-LITERATE CITIZENRY** is the foundation of our democratic society.

Source: http://www.ncte.org/positions/statements/supportinglibraries

NATIONAL CENTER FOR LITERACY EDUCATION

Remodeling Literacy Learning: Making Room for What Works (2013)

A new report released by the National Center for Literacy Education (NCLE) reveals that school librarians are highly involved leaders who play a critical role in their schools through consistent and sustained collaboration with other educators.

Key Findings:

- School librarians are highly involved leaders in their professional learning communities inside and outside of school.
- School librarians play a critical role in building a school's capacity.
- Collaboration with classroom teachers is among the most important types of literacy support that school librarians provide.
- School librarians not only participate in but deliver professional development to their peers and to educators and staff in their schools.

Source: www.literacyinlearningexchange.org/remodeling

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Position Statement: Media Literacy (2009)

In the 21st century, media literacy is an imperative for participatory democracy because new information/communication technologies and a market-based media culture have significantly reshaped the world. The better we can prepare our students to critically question the information and media they are seeing, hearing, and using, the more likely they are to make informed decisions and to participate as citizens who can shape democracy for the public good.

Source: http://www.socialstudies.org/positions/medialiteracy

51%

of school librarians reported seeking and sharing ideas at least weekly in online networks and communities

compared with

23%

of educators overall.

Source: National Survey of Collaborative Professional Learning Opportunities, a 2012 study conducted by the National Center for Literacy Education (NCLE).

A TREND TO WATCH:
MAKERSPACES

Public and school libraries are spearheading the makerspace movement in K–12 education.

Makerspaces are physical locations set aside for students to exercise their creativity and ingenuity through tangible design and construction.

Makerspaces:

- **Inspire confidence in young learners**
- **Help students acquire entrepreneurial skills that are immediately applicable in the real world**
- **Empower young people to become agents of change in their communities**

Source: Johnson, L., et al. *NMC Horizon Report 2015 K–12 Edition.* Austin, TX: The New Media Consortium, 2015.

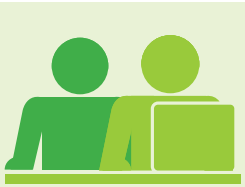
Making School Libraries Work Takes Commitment

Support from School and District Leaders Is Critical to Success

The effectiveness of library media programs depends a great deal on the administrative support they receive. Recent research has shown a strong relationship between test scores and the degree to which the principal values and supports the library media program (Lance 2007). Support for the role of school libraries and librarians can take many shapes, some with low or no cost that can be started immediately, and others that might require longer-term strategic planning and funding.

A series of recommendations was included in a research paper from the Cobb County School District in Marietta, GA., and these are summarized and displayed on this and the following page.

DO IT TODAY

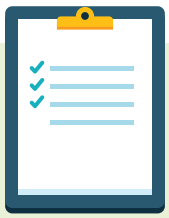


Promote the benefits of library media instruction to teachers.

Encourage them to collaborate with the school librarian.

Let the school librarian know that his/her time is valuable

and should be focused on activities that contribute to student achievement.



Avoid assigning tasks and duties that prevent the school librarian

from collaborating, teaching, and keeping the library media center open to students.

Keep the library media center facility "open for business" every school day.

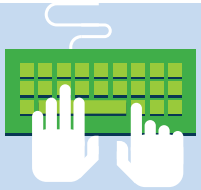
Make an effort to find other places for testing, voting, picture day, and other activities that limit students' access to the facility and reduce the school librarian's opportunity to provide instruction.

Ensure that the library media center operates on a flexible schedule

and the school librarian has an opportunity to collaborate with teachers.

PLAN IT FOR TOMORROW

Brainstorm ways to maximize the accessibility of the library media center and the school librarian to students and teachers.



Ensure that the library media center has the computers, network connectivity, and other equipment needed to maximize access to information, and provide instruction for how to use them.

Maximize library media staffing. Begin with a full-time, certified library media specialist and add as many more library media specialist and support staff hours as possible, either adding additional staff or paying existing staff to work extended hours.

Maximize funding for library media information resources.

In schools where student learning is a top priority, librarians' roles include **teacher, instructional partner, reading motivator, staff developer, information specialist, curator, and program administrator.**

Source: Southworth, Amy Jo. "Speaking My Mind: Poised to Partner--The 21st-century school librarian." *English Journal* 102, 102.5 (2013): 94–95.

Source (pages 6–7): Spinks, A. library media programs and student achievement. Marietta, GA: produced by Andy Spinks Cobb County School District, Library Media Education, 2009.

National and State Studies Prove School Libraries Are a Smart Investment

Research Shows that Quality Library Programs Support ELA Achievement and Foster 21st-Century Skills

As more and more states and associations dedicate resources to understanding the role and impact of school libraries and librarians, several recent reports highlight two key trends.

KEY TREND 1

WHEN SCHOOL LIBRARIAN STAFFING IS REDUCED, ACHIEVEMENT IN ELA SUFFERS

KEY TREND 2

LIBRARIANS PLAY AN INTEGRAL ROLE IN TEACHING AND SUPPORTING 21ST-CENTURY SKILLS

Libraries and Schools Are Key to Providing Access to Books and Time to Read

Scholastic's *Kids & Family Reading Report,* 5th Edition, found that

67% OF CHILDREN AGES 6–17 FIND BOOKS TO READ FOR FUN FROM LIBRARIES.

No other source comes close to this percentage.

The report also found that children from lower-income families (<$35K) are more likely than children from higher-income families to read books for fun in school and far less likely to read books outside of school.

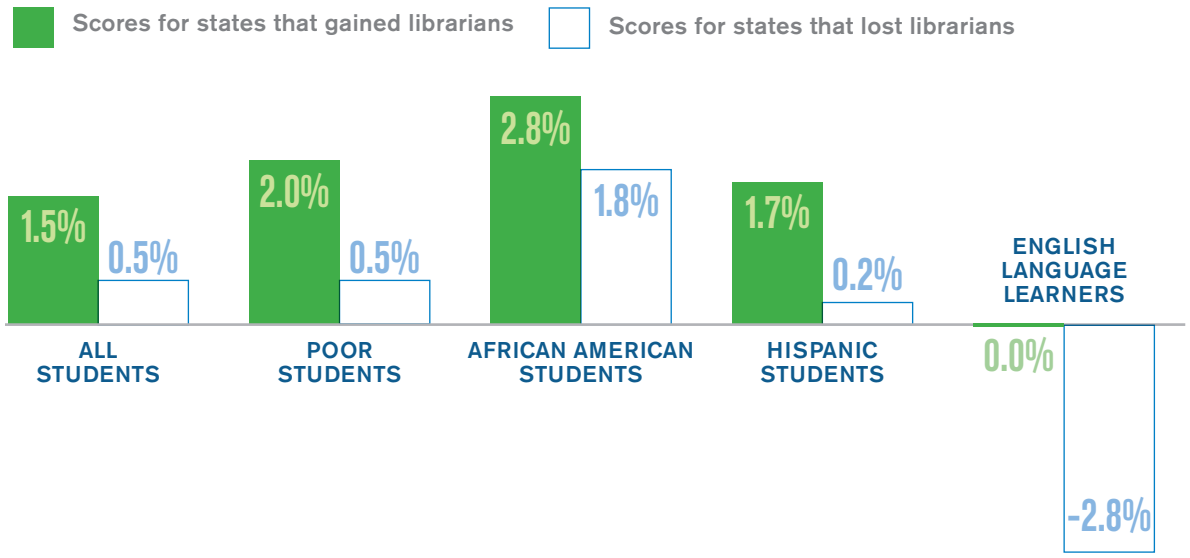
Source: Scholastic Inc., *Kids & Family Reading Report*™: Fifth Edition, 2015, http://www.scholastic.com/readingreport

NEW from *School Library Journal*

Something to Shout About: New Research Shows that More Librarians means Higher Reading Scores

The September 2011 cover story of the *SLJ* featured an examination of the relationship of National Center for Education Statistics (NCES) nationwide data for states on school librarian positions and National Assessment of Education Progress (NAEP) reading scores for grade 4. The analysis found that between 2005 and 2009, states that gained school librarian positions experienced larger increases and no decreases in reading scores, while states that lost librarians experienced smaller increases or decreases in reading scores. These findings held—and were often more dramatic—across subgroups including race/ethnicity, poverty, and English language learner status.

Schools in states that gained librarians between 2005 and 2009 had significantly higher increases in fourth-grade NAEP reading scores than schools in states that lost librarians.



Source: Lance, K., and L. Hofschire. Something to shout about: New research shows that more librarians means higher reading scores. School Library Journal, 2011.

WHEN WE COMPARED STATES THAT GAINED OR LOST LIBRARIANS TO EACH OTHER OR TO ALL STATES, THOSE THAT GAINED LIBRARIAN POSITIONS CONSISTENTLY FARED BETTER.

The greatest impact we'll see on students as their libraries disappear is the disappearance of the community that a school library creates—not just as a learning environment, but as a place for students to come to meet up with each other, to create together, to find something good to read and have someone there to talk to them about it, a place to be inspired—and then motivated.

— Connie Williams, teacher-librarian at California's Petaluma High School and a former president of the California School Library Association.

Source: Lance, Keith Curry, and Linda Hofschire. "Something to Shout About. (Cover Story)." *School Library Journal* 57.9 (2011): 28-33.

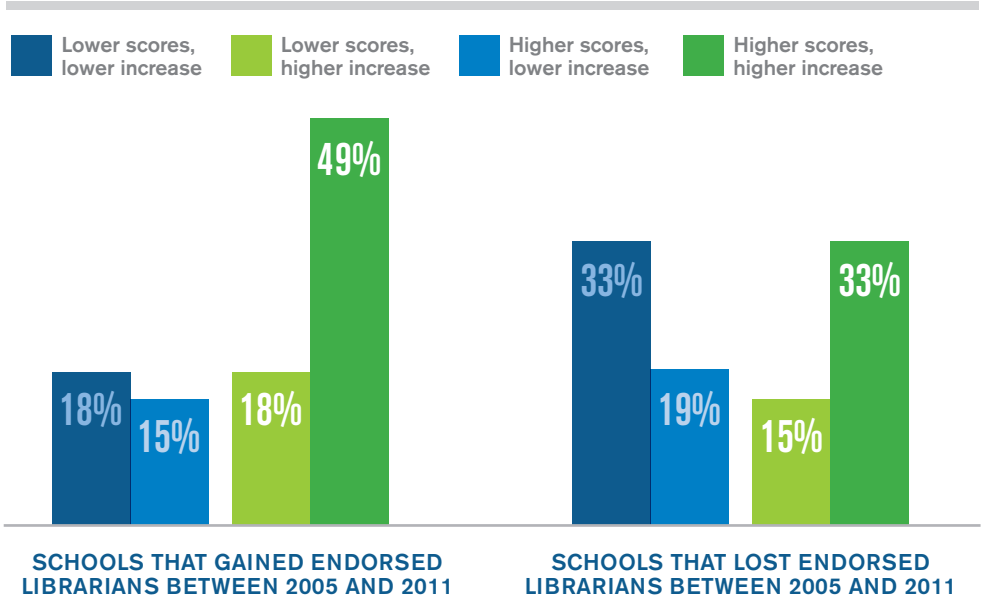
NEW from Colorado (2012)

Change in School Librarian Staffing Linked with Change in Colorado Student Assessment Program (CSAP) Reading Performance, 2005 to 2011

The same researchers who authored the *SLJ* article applied a similar time-series methodology to the state of Colorado. School-by-school staffing data that included counts of librarians and library assistants (both endorsed and not endorsed by the Colorado Department of Education) were analyzed against 3rd–10th grade reading scores from the CSAP at two points in time: 2005 and 2011. Like the national analysis, schools that gained librarians saw better reading score outcomes than schools that lost librarians.

In one specific analysis within the study, the researchers found a positive and statistically significant impact between advanced reading levels and endorsed librarian staffing trends. For the state reading scores, schools were placed into four groups based on whether the percentage of students scoring advanced in 2005 was above or below the median and whether the 2005–11 change in their scores was above or below the median. Note that within the group of schools that saw increases in endorsed librarians, there are significantly more schools that had the largest percentage of advanced reading scores as well as higher increases in advanced reading scores.

Schools that gained librarians between 2005 and 2011 are significantly more likely to have higher advanced reading scores and higher increases in advanced reading scores (49%) than schools that lost librarians (33%).

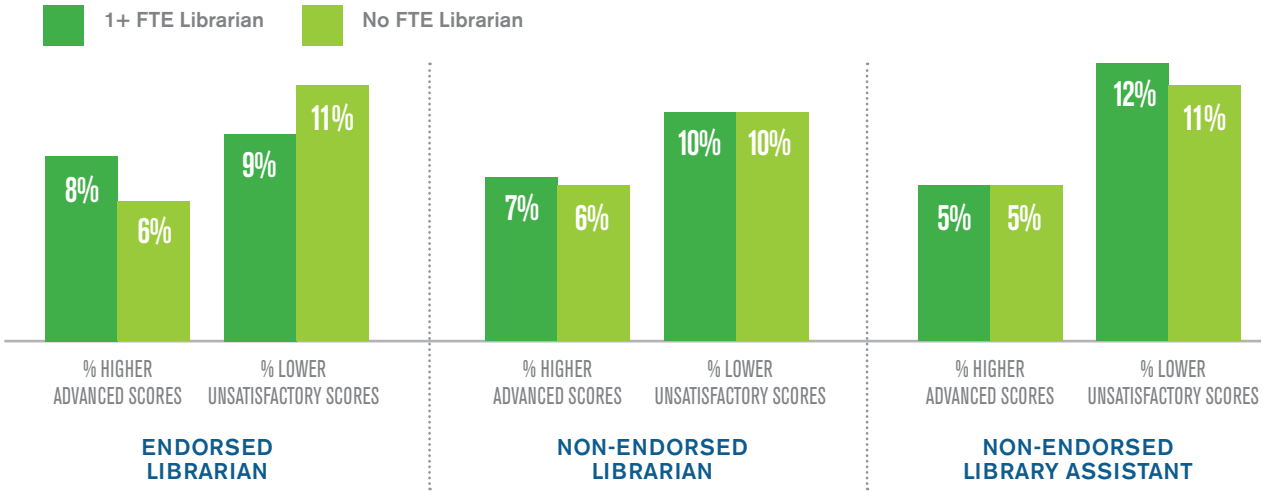


Source for data presented in chart can be found on page 4 in *Change in school librarian staffing linked with change in CSAP reading performance, 2005 to 2011.*

The study also examined the efficacy of three different school library staffing models. The research found that students at schools that gained or maintained an endorsed librarian to manage the library program averaged higher CSAP reading scores and higher increases of those scores over time than students at schools whose library programs were run by either non-endorsed librarians or library assistants.

Of the three staffing models analyzed, the presence or lack of an endorsed librarian is the only one to show an impact on CSAP reading scores. There was no link between library staffing and test scores for schools with a non-endorsed librarian or librarian assistant who did not report to a librarian.

Schools with at least one full-time equivalent (FTE) endorsed librarian averaged significantly higher advanced reading scores and significantly lower unsatisfactory scores than schools without an FTE librarian.



Source for data presented in chart can be found on page 6 in Change in school librarian staffing linked with change in CSAP reading performance, 2005 to 2011 [Closer Look].

IF A SCHOOL DOESN'T HAVE A DEDICATED TEACHER-LIBRARIAN, KIDS WILL READ LESS AND BE LESS COMFORTABLE EVALUATING INFORMATION.

Kids will have gaps in what they know about technology and how to use it ethically and responsibly.

— John Schumacher, School Librarian, Brook Forest Elementary School (Oak Brook, IL)

Source: Lance, Keith Curry, and Linda Hofschire. "Something to Shout About. (Cover Story)." *School Library Journal* 57.9 (2011): 28-33.

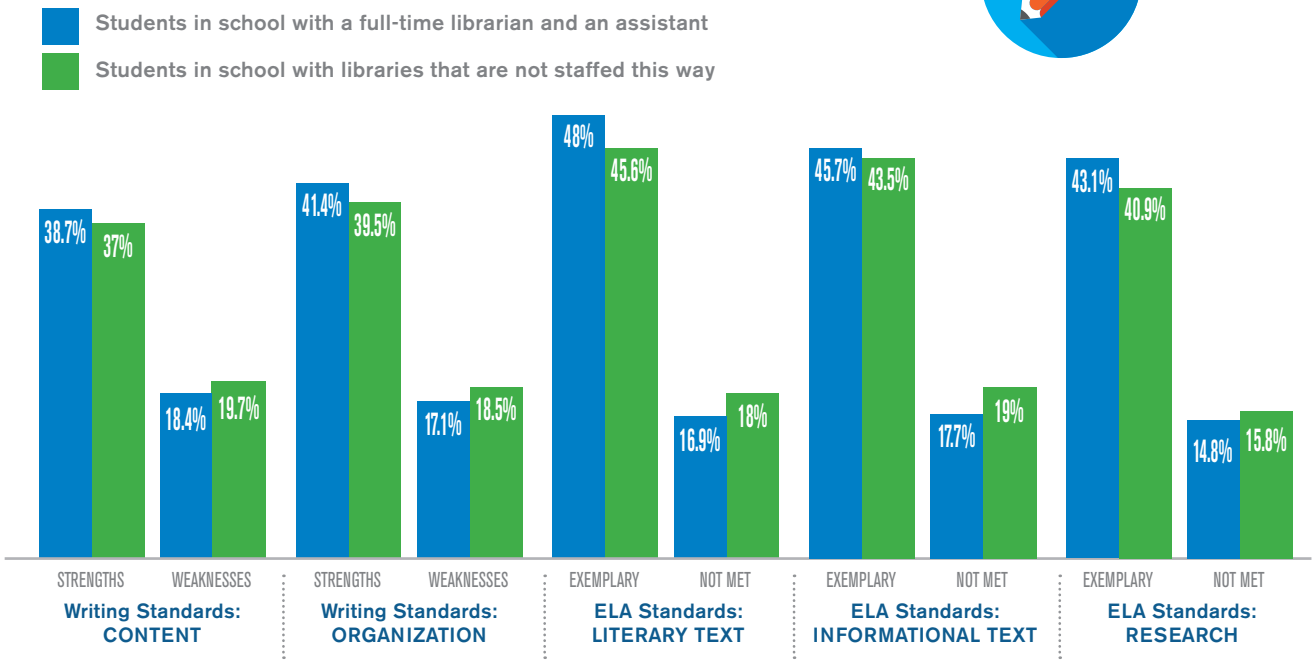
Sources (pages 10-11): Lance, K., and L. Hofschire. Change in school librarian staffing linked with change in Colorado Student Assessment Program (CSAP) reading performance, 2005 to 2011. *School Library Journal,* 2012.

NEW from South Carolina (2014)

How School Libraries Transform Schools by Contributing to Student Success

In 2013, the South Carolina Association of School Libraries (SCASL) commissioned a first-of-its-kind study on the impact of school libraries. Instead of relying on overall writing and English Language Arts (ELA) results, this study included test results for specific standards. In every instance, the findings revealed that students were more likely to show strengths and less likely to show weaknesses on the Palmetto Assessment of State Standards (PASS) in writing if their school libraries were staffed with a full-time librarian along with a full or part-time assistant. These trends generally held for both Hispanic students and those with limited English proficiency as well.

Schools with libraries staffed with a full-time librarian and an assistant have a higher percentage of students who do well on writing and ELA standards and a lower percentage who do poorly.



Source for data presented in chart can be found on pages 4–5 in *How libraries transform schools by contributing to student success: Evidence linking South Carolina school libraries and PASS & HSAP results*

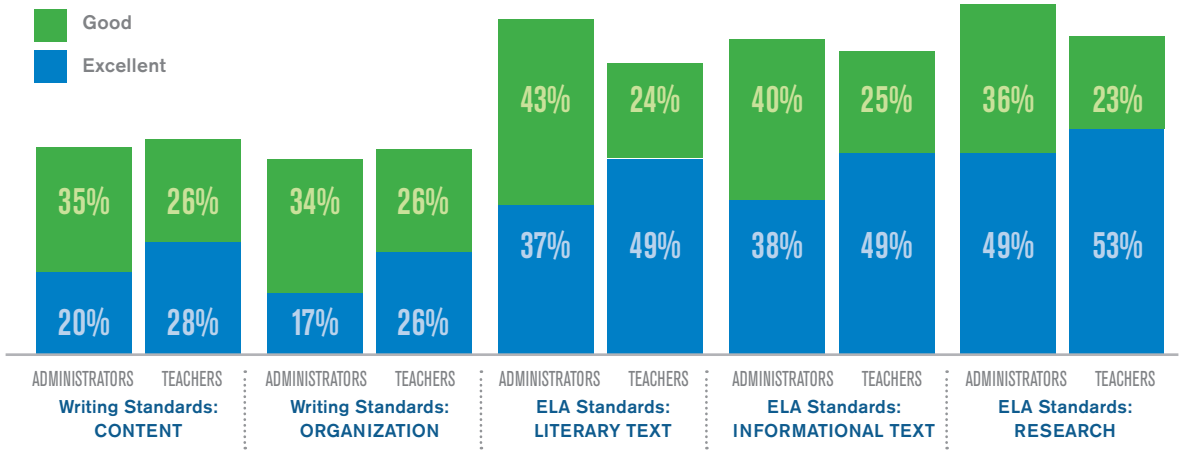
The library is truly the hub of our school. Teachers from all content areas plan and co-teach with our librarian.

—A middle school vice principal

Source (pages 12 and 13): Lance, K., B. Schwarz, and M. J. Rodney, *How Libraries Transform Schools by Contributing to Student Success: Evidence Linking South Carolina School Libraries and PASS & HSAP Results.* South Carolina Association of School Libraries, 2014.

The study also surveyed three educator groups: administrators, teachers, and librarians. Across the board, it found that majorities of both administrators and teachers rated librarians' teaching of specific ELA and writing standards as excellent or good.

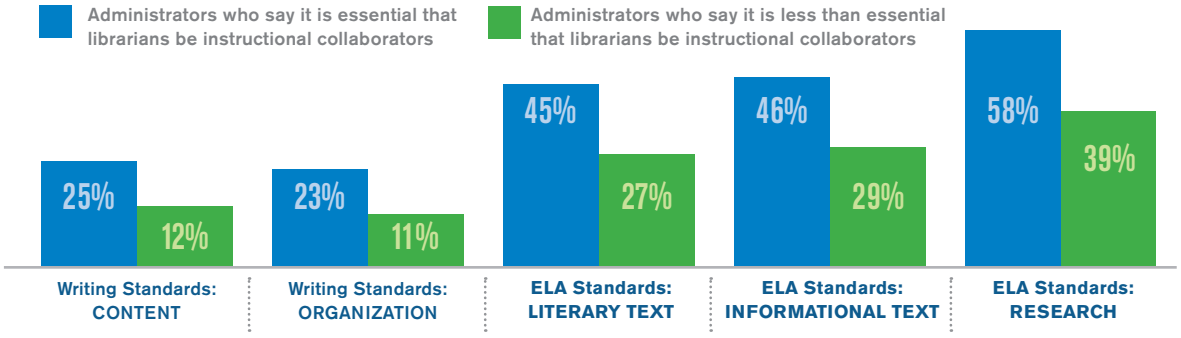
Administrator and teacher assessments of librarians' teaching of South Carolina writing and ELA standards



Source for data presented in chart can be found on pages 8, 25 in *How libraries transform schools by contributing to student success: Evidence linking South Carolina school libraries and PASS & HSAP results.*

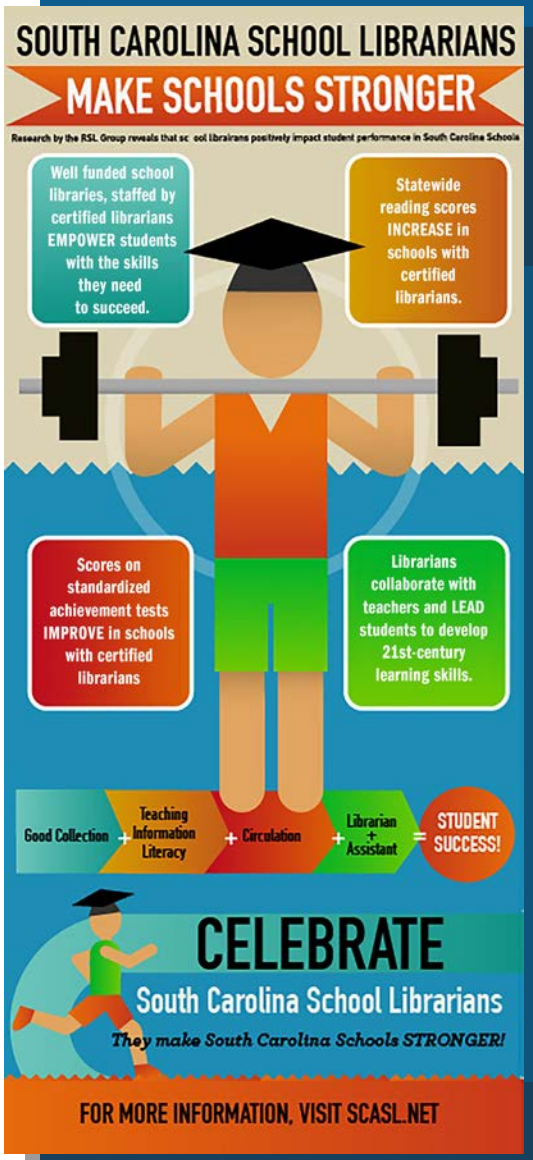
Additionally, 55% of administrators say it's essential that librarians and teachers design and teach instructional units together. Administrators who say this are even more likely to rate librarians' teaching of writing and ELA standards as excellent. In short, the research shows that when the role of librarians is elevated by administrators to instructional collaborator, administrators are far more likely to view librarians teaching of writing and ELA standards as excellent—and this is especially true for the ELA research standard.

Administrators who considered librarian-teacher instructional collaboration as essential are more likely to rate their librarians' teaching of writing and ELA Standards as excellent.



Source for data presented in chart can be found on page 11 in *How libraries transform schools by contributing to student success: Evidence linking South Carolina school libraries and PASS & HSAP results.*

The South Carolina Association of School Librarians promotes the findings of its research through this easy-to-read infographic:



Our district librarians presented the Big 6 research model to the district's English Language Arts curriculum committee and it was adopted by the district. We utilize the librarian as a teacher/facilitator for staff and students.

I KNOW OUR LIBRARIAN IS MAKING AN IMPACT WHEN SCIENCE AND SOCIAL STUDIES TEACHERS ARE UTILIZING WHAT THEY LEARNED FROM A SEMINAR OUR LIBRARIAN CONDUCTED.

— An intermediate high school assistant principal

NEW from Pennsylvania (2012)

How School Libraries Transform Schools by Contributing to Student Success

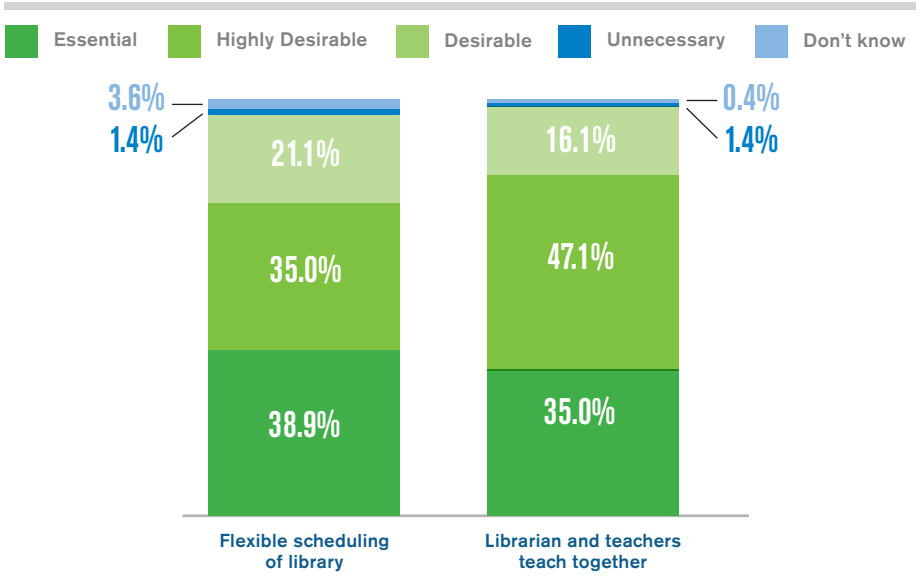
In 2011, the Pennsylvania School Library Project—a cooperative venture of several school library stakeholder groups—received a National Leadership Grant from the Institute of Museum and Library Services (IMLS) to conduct Pennsylvania's second statewide study on the impact of school libraries.

Like the South Carolina study, this study also went beyond overall test scores and looked at librarians' impact on the Standards for the 21st-Century Learner promoted by the American Association of School Librarians (AASL). The PA study also surveyed school administrators, classroom teachers, and librarians who shared perceptions of:

- The value of library practices that can provide opportunities for the teaching and learning of standards
- The quality of librarians' teaching of standards at their schools
- The frequency of library practices that support librarians' teaching of standards

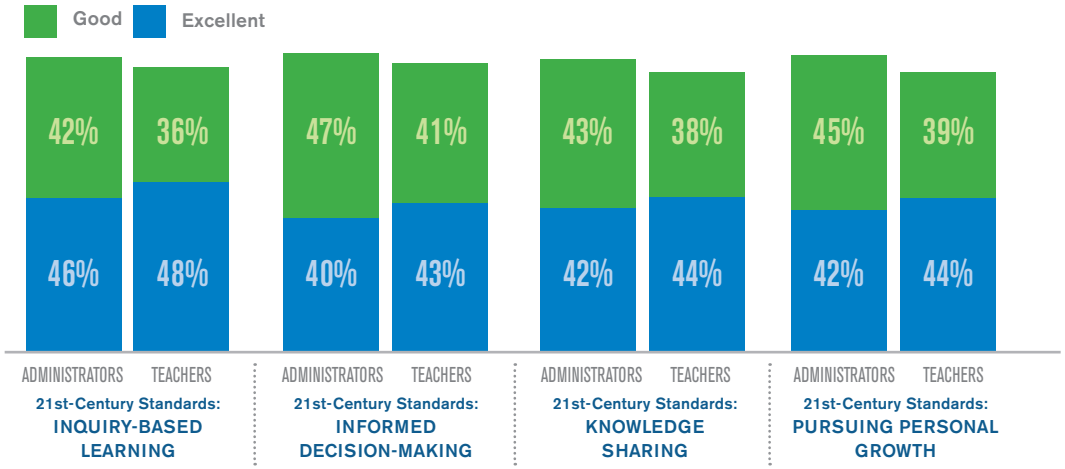
Together, these three areas of survey data clearly show that administrators and teachers value and rely on librarians as true partners in helping students achieve success. A majority of administrators value library practices that support librarians' teaching of standards and the majorities of both teachers and administrators rate librarians' teaching of standards as excellent or good. Yet the data also show that there are significant gaps between librarian and teacher perceptions of how often specific library practices occur in their schools. This suggests a need to better institutionalize library program practices that are known to boost student success to ensure they become integral parts of the teaching and learning experience within America's schools.

Administrator Views on the Value of Types of Library Practices



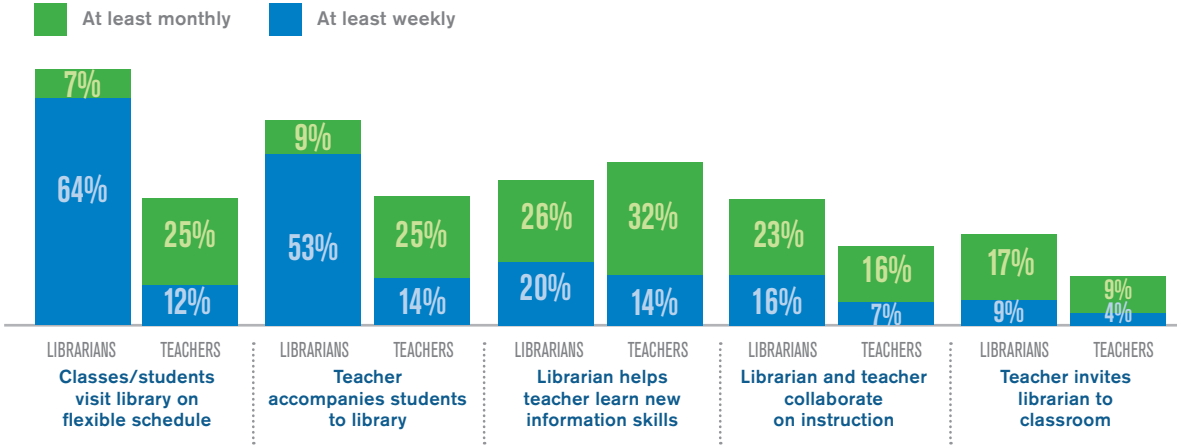
Source for data presented in chart can be found on page 73 in *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards.*

Administrator and teacher assessments of librarians' teaching of the Standards for the 21st-Century Learner



Source for data presented in chart can be found on pages 81–82 in *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards.*

Teacher and librarian perceptions of the frequency with which library activities occur



Source for data presented in chart can be found on pages 74–75 in How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards

Pennsylvania Test Results Corroborate Survey Findings

The educator survey data regarding the role of librarians and the quality of librarians' teaching of standards and skills was examined against actual state test results. This analysis further confirmed the validity of the survey data. The full report provides expanded coverage of the results for administrators as well as comparable coverage for classroom teachers and librarians.

Source (pages 14 and 15): Lance, K., and B. Schwarz. *How Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards.* PA School Library Project, 2012.

Similar to the South Carolina study, Pennsylvania administrators who say it's essential that librarians and teachers collaborate and teach together are even more likely to rate librarians' teaching of the Standards for the 21st-Century Learner as excellent.

Highlights from 25 States and One Province

For full citations of the state studies summarized in this section, see pages 27–28.

More State Studies Demonstrate the Benefits of School Libraries and Library Media Specialists on Student Academic Achievement

Alaska (Lance, Hamilton-Pennell, and Rodney 2000)

- Students in Alaska's secondary schools with full-time teacher-librarians were almost twice as likely as those without teacher-librarians to score average or above-average on California Achievement Tests (CAT).
- The more often students receive library/information literacy instruction from library media specialists, the higher their test scores.

NEW California (Achterman 2008)

"This descriptive, non-experimental study examines the strength of the relationship between California school library media programs and student achievement, using data from California criterion-referenced state-wide tests, publicly available school and community demographic data, and a state survey of school library programs."

"At every level, certificated and total staffing levels were associated with the strength of library program elements."

Colorado (Lance et al. 1993; Lance et al. 2000)

- The size of the school library staff and collection explained 21% of variation in seventh-grade Iowa Tests of Basic Skills (ITBS) reading scores, while controlling for socio-economic conditions (1993).
- Elementary school students with the most collaborative teacher-librarians scored 21% higher on Colorado Student Assessment Program (CSAP) reading scores than students with the least collaborative teacher-librarians (2000).

NEW Colorado (Lance 2010)

The 2010 Colorado study relied on two major sources of data: the Library Research Service's 2007–2008 annual survey of school libraries and the Colorado Department of Education's Colorado Student Assessment Program (CSAP) data for the state's 850-plus elementary schools in 2008. The percentage of students scoring proficient or advanced and unsatisfactory were compared for schools with at least one full-time endorsed librarian and those without. Librarians were associated with more successful students and fewer failing ones.

- For elementary schools with at least one full-time endorsed librarian, the percentage of third-, fourth-, and fifth-grade students scoring proficient or advanced in reading was consistently higher than for schools with lower staffing levels—a 4–5% absolute difference and a 6–8% proportional difference.
- Schools with more librarian staffing also tended to have a lower percentage of students scoring unsatisfactory in reading—a 2–3% absolute difference and a 15–25% proportional difference.

NEW Colorado (Lance 2012)

The findings of this Colorado analysis update, confirm, and extend the findings of the *School Library Journal* article from 2011. Similar to the results presented in that article, researchers found that students at schools that gained or maintained an endorsed librarian to manage the library program averaged higher CSAP reading scores and higher increases in those scores over time than students at schools whose library programs were run by either non-endorsed librarians or library assistants. In the national analysis, it was not possible to distinguish between endorsed and non-endorsed librarians, so these findings about the value of gaining or maintaining an endorsed librarian when school budgets get tight are new. As in earlier state-level school library impact studies and the *SLJ* national study, the association of endorsed librarians with higher reading scores cannot be explained away by local economic conditions.

Delaware (Todd 2005–6)

- Data collected from this study show that 98.2% of students were helped by the school library in their learning process when the school libraries had state-certified, full-time school librarians, flexible schedules, active instructional programs for information literacy development, and a networked information technology infrastructure.
- Students in grades 3–5 saw the school library strongly helping them find with their reading interests, improve their reading, and enjoy reading more.
- Students highly valued the school librarian as teacher, particularly when the school librarian provided individual and class instruction centering on independent information seeking, Internet searching and site evaluation, judging information quality, and interpreting and analyzing information to develop their own ideas.
- Students make tangible links between the diverse types of help provided through school libraries and their achievement, particularly when performing better in research tasks and obtaining better grades.

Florida (Baumbach 2002)

- In elementary schools where library programs are staffed 60 hours per week or more, there was a 9% improvement in test scores over those staffed less than 60 hours.
- In middle schools where library programs are staffed 60 hours per week or more, there was a 3.3% improvement in test scores over those staffed less than 60 hours.
- In high schools where library media programs are staffed 60 hours per week or more, there was a 22.2% improvement in test scores over those staffed less than 60 hours.

NEW Idaho (Lance 2010)

In 2009, Idaho public school administrators were surveyed about how well they felt information, communication, and technology (ICT) standards were being taught and addressed in various circumstances. Usable results were received from 176 administrators. The three ICT standards were ICT literacy, independent learning, and social responsibility:

ICT literacy: students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information.

Independent learning: Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge.

Social responsibility: Students are taught to recognize the importance of information in a democratic society, practice ethical behavior with regard to information and technology, and to share information and collaborate in its use in groups.

- Administrators' self-assessments of ICT standards teaching tended to be higher where they expected librarians to play instructional roles with students as well as classroom teachers.
- Administrators were substantially more likely to rate ICT literacy teaching as excellent or good if they desired librarians in their schools or districts to be (rather than not to be) teachers (73.2% vs. 57.1%), school leaders (75.6% vs. 60.8%), and curriculum designers (82.4% vs. 65.2%).
- Excellent ratings of ICT standards were more than twice as likely (51.9% vs. 21.4% for ICT literacy, 63.5% vs. 30% for independent learning), if administrators valued in-service provision by the librarian as essential.
- Excellent ratings of social responsibility teaching were almost seven times as likely (42.3% vs. 6.2%) if administrators valued that librarian-led activity as essential.

Illinois (Lance, Rodney, and Hamilton-Pennell 2005)

- Flexible scheduling is one of the hallmarks of a fully realized school library. For schools to benefit as much as possible from strong libraries, access to them needs to be as flexible as possible, enabling teachers and students to work with the library media specialist and other staff and use the library as a classroom or study space as needed.
- In Illinois high schools, 11th-grade ACT scores were highest when there was a high degree of true collaboration between library media specialists and classroom teachers in a wide spectrum of activities.

For full citations of the state studies summarized in this section, see pages 27–28.

Indiana (Callison 2004)

- The tenure and capabilities of an elementary school's library media specialist was a strong predictor of student proficiency in language arts development. Sixth-grade student scores were typically well above average on all portions of the ISTEP (Indiana Statewide Testing for Educational Progress) when the school's library media specialist has been with the same school full-time for at least three years and excels at both information access and administrative services.
- Higher-performing school library media specialists and programs may be a function of a more-enriching learning environment that includes a supportive administration, collaborative teachers, and an up-to-date resource and technology base.
- When a certified library media specialist served the school on a full-time basis, the school library media center as more likely to have electronic connections to other school collections and the public library, secure more federal funding, provide more frequent instruction in the use of electronic resources, and maintain a website linking to current and relevant professional resources.

Indiana (Lance, Rodney, and Russell 2007)

Across grade levels, Indiana students tended to perform better on state tests where principals valued teacher-library media specialist collaboration, supported flexible library scheduling, met regularly with the library media specialist, and had the library media specialist serve on key school committees.

- At the elementary level, Indiana schools averaged better test results when the library media specialist believed principals and teachers understood the library media specialist's roles as school leader, curriculum designer, administrator, and teacher.
- At the elementary level, Indiana schools averaged better test results when teachers initiated collaboration with the library media specialist and believed they were better teachers when engaged in such a collaboration.
- Both elementary and middle schools in Indiana tended to perform better on tests when the library media specialist took the initiative to provide teachers with resources needed to design instruction.
- Like Indiana elementary schools, high schools tended to have better test results when teachers reported initiating collaboration with their library media specialist on the design and delivery of instruction.

Iowa (Rodney, Lance, and Hamilton-Pennell 2002)

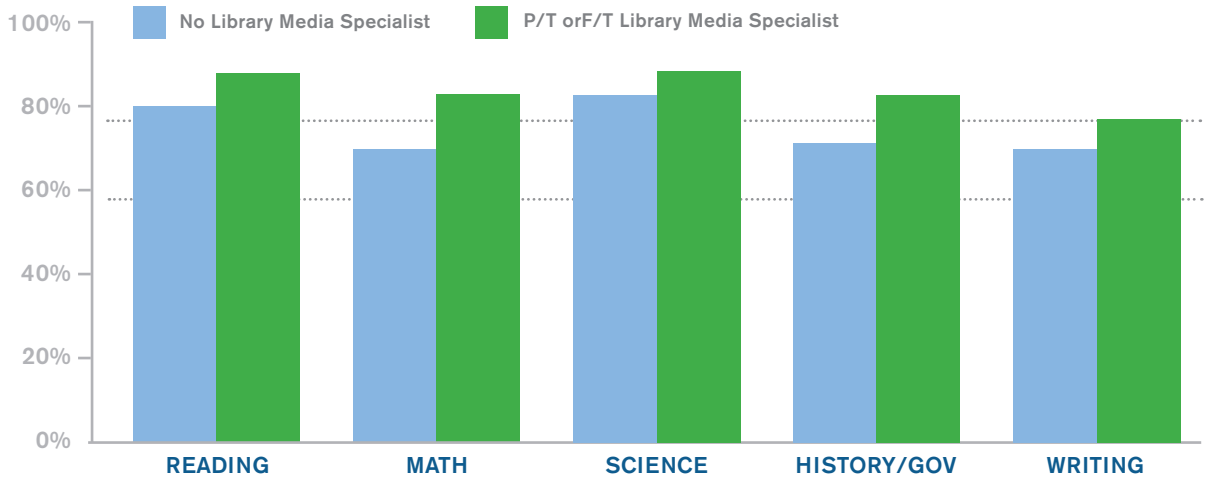
- Comparing Iowa elementary schools with the highest and lowest ITBS reading scores, the highest-scoring students used more than $2\frac{1}{2}$ times as many books and other materials during library visits.
- Iowa reading test scores rose with the development of school library programs. The relationship between library program development and test scores was not explained away by other school or community conditions at the elementary level.

NEW Kansas (Dow, McMahon Lakin, Court 2012)

The results of the study's overall findings are summarized in the below graphic, which displays a bar graph of the five middle school subject areas. It shows that having at least a part-time library media specialist (LMS) (and preferably, a full-time LMS) tends to yield notably higher proficiency rates in all five subject areas. The elementary and high school summaries exhibit a pattern of differences that is similar to the middle school results.

For full citations of the state studies summarized in this section, see pages 27–28.

Summary of percent proficient by five middle school subject areas for schools with and without a library media specialist



Dow, M., J. McMahon Lakin, and S. C. Court. *School Librarian Staffing Levels and Student Achievement as Represented in 2006–2009 Kansas Annual Yearly Progress Data.* School Library Research, 2012.

Massachusetts (Baughman 2002)

- At each grade level, schools with library programs had higher Massachusetts Comprehensive Assessment System (MCAS) scores.
- At the elementary and middle/junior high school levels, students score higher on the MCAS test when there was a school library program.

Michigan (Rodney, Lance, and Hamilton-Pennell 2003)

- At elementary schools with the highest Michigan Educational Assessment Program (MEAP) reading scores, teachers and students were four times as likely to be able to visit the library on a flexibly-scheduled basis compared to their counterparts at the lowest-scoring schools.
- MEAP reading test scores rose with the extent to which the state's school library programs were headed by certified library media specialists.

Minnesota (Baxter and Smalley 2003)

- In Minnesota schools with above-average student scores on the grade 3, 5, and 8 reading tests, 66.8% were schools where the library media specialist worked full-time.
- Student reading achievement in elementary and secondary schools was related to increases in school library program spending.
- Twice as many schools with above-average scores had full-time library media specialists.

Missouri (Quantitative Resources, LLC 2003)

- School library services exerted a 10.6% statistically significant impact on student achievement.
- The weighted average index scores from the Missouri Assessment Program (MAP) rose with the availability of school library program services.
- The relationship between school library program services and student achievement was not negated by other school or community demographics.

NEW New Jersey (Todd, Gordon, Lu 2010)

The findings of Phase 1 showed that NJ school libraries and school librarians made key contributions to student success including:

- Meeting core curriculum standards
- Mastering of information literacy competencies
- Developing familiarity of the research process
- Modeling ethical use of information

Michigan State Board of Education Resolution in Support of School Libraries (2014)

The Michigan State Board of Education passed a resolution in support of school libraries at the October 2014 board meeting. **The resolution states that strong school libraries staffed by certified school librarians are critical to student success.** Resolution:

The Michigan State Board of Education recognizes that school library media centers provide Michigan's students and staff equitable access to print and digital resources critical to supporting 21st century teaching and learning.

The Board further recognizes that certified library media specialists serve a critical role in increasing student achievement by supporting, collaborating, and co-teaching with classroom teachers in reading development, in integrating information and technology literacy skills into the content curriculum, and in meeting the expectations for student research set forth in the Common Core State Standards.

The Library of Michigan, an office of the Michigan Department of Education, has developed the *"SL 21 Measurement Benchmarks for Michigan School Libraries for 21st Century Schools"* and calls for school administrators and school librarians to use the SL 21 measures to assess the quality of school library programs in individual buildings.

The Board supports these efforts and supports a call for all elementary and secondary students to have ready access to a library in their school with appropriate resources, programming and certified staff.

Source: **http://slis.wayne.edu/featured/2014-10-14-mamepressrelease.pdfuik7**

NEW New Jersey (cont.)

- Nurturing responsible use of technology
- Promoting greater interest in reading
- Fostering reading for learning

The findings of Phase 2 offered an in-depth look at the strong administrative and teacher support that exists for effective library programs. A few of the common factors were:

- The school library supports the school's mission to produce literate and informed learners who can thrive in a digital, knowledge-based world.
- The school library is a 21st-century classroom that provides an understanding of the information and technology students will confront as digital citizens.
- The school library sets the stage for student-initiated inquiry.
- The school librarian is primarily a co-teacher who undertakes an active role in engaging in shared instruction.

New Mexico (Lance, Rodney, and Hamilton-Pennell 2002)

- New Mexico middle schools with the highest New Mexico Achievement Assessment Program (NMAAP) language arts scores were twice as likely as the lowest-scoring schools to provide access to licensed databases via a school library network.
- New Mexico achievement test scores rose with the development of school library programs.

NEW New York (Small 2006–2009)

- After controlling for the level of resources available to schools, the study found that students at schools with certified LMSs had, on average, higher fourth-grade ELA scores than students at schools without a certified LMS.
- Certified LMSs were more likely to make a point of selecting materials for their library collection that supported the general curriculum.
- Out of the total LMSs and principals providing feedback in the open-ended comment field, a greater percentage of LMSs mentioned both positive and negative principal support for the LMC than did the principals.

North Carolina (Burgin and Bracy 2003)

- School library programs in North Carolina elementary, middle, and high schools had a significant impact on student achievement, as measured by scores on standardized reading and English tests.
- Scores on standardized reading and English tests in the schools included in this study tended to increase when school libraries had newer books and were open and staffed more hours during the school week.

For full citations of the state studies summarized in this section, see pages 27–28.

Ohio (Todd, Kuhlthau, and OELMA 2004)

- *Student Learning through Ohio School Libraries* revealed that 99.4% of the 13,000 students in grades 3 to 12 who participated in the survey believed that school libraries and their services helped them become better learners.
- The data show that an effective school library program led by a credentialed library media specialist plays a critical role in facilitating learning, in general, and information literacy, in particular.
- The data also highlighted the impact that school library media specialists have when working both as an information-learning specialist and as an educational partner/leader to implement a whole-school library program that articulates library literacy standards and provides learning-oriented development that aligns with achievement goals of the entire school.
- The study resulted in the creation of a model of the school library as a dynamic agent of learning and that, along with the study recommendations, remains highly relevant even 11 years later.

Oregon (Lance, Rodney, and Hamilton-Pennell 2001)

- Teacher-librarians from high schools with the best Oregon Statewide Assessment reading/language scores were twice as likely as their colleagues from the lowest-scoring schools to plan collaboratively with classroom teachers, and their students were more than three times as likely to visit the library as part of a class or other group.
- The relationship between school library program development and test scores was not explained away by other school or community conditions at the elementary or middle school levels or by other school conditions at the high school level.
- Whatever the current level of development of a school's library program, these findings indicated that incremental improvements in its staffing, collections, and budget will yield incremental increases in reading scores.

Pennsylvania (Lance, Rodney, and Hamilton-Pennell 2000)

- The success of any school library program in promoting high academic achievement depends fundamentally on the presence of adequate staffing—specifically, each library should have at least one full-time certified LMS with at least one full-time aide or support staff member. For all three tested grades, the relationship between such staffing and Pennsylvania System of School Assessment (PSSA) reading scores was both positive and statistically significant.
- In 1998–99, three out of five Pennsylvania elementary schools with adequate school library staffing (61%) reported average or above-average reading scores, while the same proportion of such schools with inadequate library staffing reported below-average scores.
- Pennsylvania middle schools with the best PSSA reading scores spent twice as much on their school libraries as the lowest-scoring schools.
- The mere presence of a large collection of books, magazines, and newspapers in the school library was not enough to generate high levels of academic achievement by students. These collections only made a positive difference when they were part of school-wide initiatives to integrate information literacy into the school's approach to standards and curricula.

NEW Pennsylvania (Lance and Schwarz 2012)

This report contains all content pertinent to Pennsylvania's most-recent impact study. The report first addresses relationships between school library programs and PSSA reading and writing scores. The second part of the report contains an analysis of surveys about the perceptions of school libraries, and the third part contains funding estimates for optimal library programs.

- Students in schools with well-supported, resourced, and staffed school libraries achieve a higher level of academic success.
- Consistently, reading and writing scores were better for students who had a full-time, certified librarian than those who didn't.
- Black, Hispanic, and students with disabilities or who were economically disadvantaged benefitted proportionally more than students in general.
- The impact of school library programs was greater proportionally on writing than reading scores.
- Staffing libraries with certified librarians can help close achievement gaps among the most vulnerable learners.

NEW South Carolina (Lance, Schwarz, Rodney 2014)

- Generally, this analysis of relationships between school library characteristics and Palmetto Assessment of State Standards (PASS) Writing and English Language Arts (ELA) results for elementary and middle school students reveals that students are more likely to succeed academically if they had school library programs that are staffed, stocked, equipped, and used at levels that allow them to realize their potential and close achievement gaps.
- Although the quantitative differences may not be large, they are both statistically significant and consistent across a wide variety of student cohorts.
- South Carolina educators—administrators, teachers, and librarians themselves—demonstrated a remarkable consensus about how school libraries and librarians contribute to the academic success of students.
- Administrators agreed about policies and practices that define successful library programs, and teachers and librarians confirmed that the actual incidence of such activities relates in a positive way to the extent to which library programs contribute to the teaching of state standards.
- There was also consensus between these educator groups about the roles librarians play in their schools that make a difference for students.
- Perhaps most importantly, administrators' and librarians' assessments of how well library programs contribute to teaching the standards were confirmed by actual state test results.

For full citations of the state studies summarized in this section, see pages 27–28.

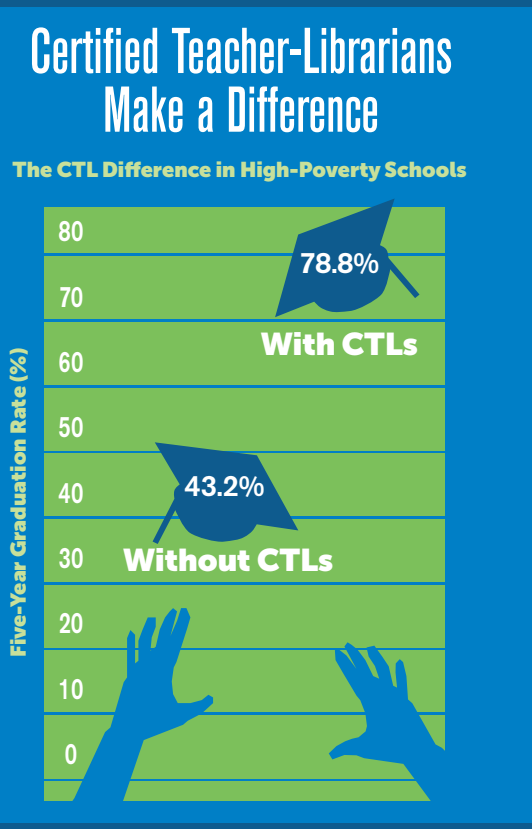
Texas (Smith 2001)

- More than 10% more students in schools with librarians than in schools without librarians met minimum Texas Assessment of Academic Skills (TAAS) expectations in reading.
- This study indicated that library staffing levels, collection sizes, librarian interaction with teachers and students, and library technology levels have a positive association with TAAS performance at the elementary, middle/junior high, and high school levels.

NEW Washington (Coker 2015)

Major findings of the present study include:

- Students who attend schools with certified teacher-librarians and quality library facilities perform better on standardized tests and are more likely to graduate, even after controlling for school size and student income level.
- The presence of a certified teacher-librarian on staff has a particularly high relationship to a school's five year graduation rate.
- Students who attend schools with on-staff certified teacher-librarians (CTLs) have more equitable access to technologically advanced and accessible library facilities.
- Students who attend schools with CTLs staffing their school libraries have greater access to databases and resources for longer times during the school day. Often these resources are accessible outside the school as well.
- Students who attend schools with CTLs are more likely to be taught information technology skills and technology fluency skills.
- Quality public school libraries staffed by full-time CTLs are unequally distributed across the state. Students who are least likely to have access to a quality library are disproportionately more likely to face poverty and other risk factors known to adversely impact student achievement.
- Students who attend schools with CTLs and quality library facilities perform better on standardized tests and are far more likely to graduate. Facilities with CTLs had an 85% five-year graduation rate, versus 79% for those without. The study drew results from 1,486 K–12 public schools across the state.



Source: Sun, C. Washington Study Further Ties Quality Library Programs to Student Success. *School Library Journal*, 2015.

Wisconsin (Smith 2006)

- Certified LMSs and aides emerged as the most critical component of the library media program at all school levels. Well-staffed programs, especially those with full-time professional and support staff, exerted a greater impact on student academic performance.
- The impact of library media program variables on student performance increased across school levels. Library media program variables explained between 3.2% and 3.4% of the variance in reading and language arts performance on the state assessment exam at the elementary level 9.2 % at the middle school level, and between 7.9% and 19.0% at the high school level.
- Teachers who aligned their lessons to the Wisconsin Model Academic Standards for Information and Technology Literacy considered school library media programs more helpful to student performance.
- Students valued most the library media specialist's help in teaching unique skills not covered in the classroom—especially information, communication, and technology skills essential for students in the 21st century.
- Wisconsin schools implement the librarian as a teacher model. In schools with best practice library media programs, the library is the hub of the school. The LMS is highly visible, is an integral part of the faculty, and makes significant contributions to the curriculum and instructional practices, possessing broad, cross-grade curricular knowledge. The library media specialist acts as an innovator, transformation agent, and a technology integration leader. Teachers view the LMS as an indispensable source of ideas, help, and support and continuously seek his or her expertise.

NEW Ontario (Klinger 2009)

- The presence of a teacher-librarian was the single strongest predictor of reading enjoyment for both grade 3 and 6 students (eight percentage points higher than average).
- Schools with professionally trained school library staff could be expected to have reading achievement scores that were approximately 5.5 percentage points higher than average on grade 6 provincial assessments.
- Schools without trained library staff tended to have lower achievement on grade 3 and 6 provincial reading tests, both in terms of average achievement and those attaining provincial expectations (Level 3 or higher).

For full citations of the state studies summarized in this section, see pages 27–28.

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Student learning is enhanced when teachers and librarians work together. This cutting-edge guide offers a model for collaboration that incorporates information literacy and technology standards to engage students and help them achieve higher-order thinking skills and greater performance in school.

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