

## **School Libraries Do Make a Difference**

### **Research Studies from 1993 to 2005 in Sixteen States**

The data listed below were gathered in research studies from 1993 to 2005 in sixteen states. Each of the elements named had a positive, measurable impact on student achievement. These studies and other information about school libraries are presented in ***School Libraries Work!***, a research foundation paper published in 2004 and updated in 2006 by Scholastic Library Publishing, [www.scholastic.com/librarypublishing](http://www.scholastic.com/librarypublishing).

<b>Library program element</b>	<b>State study supporting factor</b>	<b>Year</b>	<b>Measurable Result</b>
Full-time certificated library media teacher	Alaska Michigan Minnesota	1999 2003 2003	2 times as likely to score higher on achievement tests, higher reading test scores, above-average scores
Full-time certificated library media teacher + at least 1 support staff	Pennsylvania	2000	Positive and statistically significant relationship to reading scores
Full-time credentialed library media teacher	Indiana	2004	More electronic connections to school and public library collections, more federal funding, more frequent instruction in use of electronic resources, website with links to current and relevant professional resources
Full-time library media teachers or increased staff and hours	Minnesota  Oregon  North Carolina  Texas	2003  2001  2003  2001	Above-average scores  Increased reading scores  Increased scores in reading and English Positive association with TAAS performance grades K-12
Size of library staff	Colorado	1993, 2000	21% higher reading scores
Adequate library staffing	Pennsylvania	2000	Average or above elementary reading scores
Certificated library media teacher	Texas	2001	10% more students met minimum reading expectations
Increased spending	Minnesota  Pennsylvania	2003  2000	Reading achievement at elementary & secondary levels  Best state reading scores
Flexible scheduling	Michigan  White House conference(TN)	2003	Students with highest reading scores 4 times more likely to be able to use library on flexibly scheduled basis  Higher student achievement
Frequency of library/information literacy instruction	Alaska	1999	Higher test scores
Size of library collection	Colorado	1993, 2000	21% higher reading scores

Minimum of 60 hours staffing/week	Florida	2002	9% improvement in elementary test scores, 3.3% in middle schools, 22.2% in high schools
Existing library program	Massachusetts Missouri New Mexico North Carolina	2002 2003 2002 2003	Higher test scores at each grade level
Collaborative library media teachers	Colorado  Oregon	2000  2001	21% higher elementary test scores  Best statewide high school reading/language scores
Frequency of library visits	Oregon	2001	Higher reading/language scores
Higher student use of library materials	Iowa	2002	Highest reading test scores
Larger, improved collections; newer books	North Carolina Oregon Texas	2003 2001 2001	Increased scores in reading and English
Access to licensed databases via a school library network	New Mexico	2002	Highest language arts scores
Effective school library, led by credentialed library media professional	Ohio	2004	Student learning is facilitated
School library program	Missouri	2003	10.6% statistically significant impact on student achievement
Librarian interaction with teachers and students Library technology levels	Texas	2001	Positive association with TAAS performance grades K-12
Flexible scheduling	Illinois	2005	Maximum use of library
Collaboration between library media teachers and teachers	Illinois	2005	Higher eleventh grade ACT scores
3+ years service of elementary school library media teacher	Indiana	2004	Above average scores on ISTEP for 6 <sup>th</sup> graders (language arts)
Supportive administration, collaborative teachers, and up to date resource and technology base	Indiana	2004	Higher performing library media teachers and programs

In addition, 99.4 percent of grades 3-12 students in Ohio believe school libraries and their services help them become better learners (Ohio: Todd, Kuhlthau and OELMA, 2004). The relationship between school library program services and student achievement was not negated by other school or community demographics, (Missouri: Quantitative Resources, LLC, 2003). The relationship between school library program development and test scores is 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, (Oregon: Lance, Rodney, and Hamilton-Pennell, 2001)