

Strong School Libraries Build Strong Students

“Education is the only valid passport from poverty....we bridge the gap between helplessness and hope for more than five million educationally deprived children. We put into the hands of our youth more than 30 million new books, and into many of our schools their first libraries.”

President Lyndon Baines Johnson's remarks on signing the Elementary and Secondary Education Act, April 11, 1965.
<<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650411.asp>> (accessed March 18, 2013).

Over 21 state studies confirm that school librarians and school libraries support students in academic achievement, lifelong learning, 21st century skills, and reading.

A strong school library is staffed by the *library team* of a state certified or licensed librarian supported by clerical assistance; has up-to-date books, materials, equipment and technology; includes regular collaboration between classroom teachers and school librarians; and supports the development of digital literacy skills.

Kachel, Debra E. 2011. School Library Research Summarized: A Graduate Class Project. Mansfield University.
<<http://libweb.mansfield.edu/upload/kachel/ImpactStudy.pdf>> (accessed March 18, 2013).

The library team provides the foundation for student learning.

“The most important thing a strong library program can have is a full-time certified librarian with support staff.”

PA School Library Project, et. al. 2012. Creating 21st-Century Learners: A Report on Pennsylvania's Public School Libraries. <http://www.elc-pa.org/Creating21stCenturyLearners_LibraryDataReport.10.17.12.pdf> (accessed March 18, 2013).

*“Research consistently shows that when children have **access** to good libraries with plenty of good books and with adequate staffing, they read more, and thus do better on reading tests. For children of poverty, libraries are typically the only possible source of reading material.”*

Krashen, Stephen. 2004. *The Power of Reading*. Westport, CONN: Libraries Unlimited and Portsmouth, NH: Heinemann.

“The school library provides a wealth of curriculum-based resources as well as opportunities for students to learn at a personal level of inquiry, outside the assigned curriculum.”

Goodin, Susie M., S.M. 2010. “Steps Towards Unifying Literacy Theory and Librarianship.” *CSLA Journal*, 34 (1): 24-25.
<http://www.csla.net/images/stories/publications/pdfs/journal/10/10_springjournal.pdf>

“There was a significant positive relationship between a majority of the 21 library services regularly provided and student achievement at all levels. Total library services were significantly related to student achievement at all levels when controlling for all school and community variables.”

Achterman, Doug. 2008. *Haves, Halves, and Have-Nots: School Libraries and Student Achievement in California*.
<<http://digital.library.unt.edu/ark:/67531/metadc9800/>> (accessed March 18, 2013).

School librarians provide the scaffolding for reading success

When comparing schools with and without librarians, the study indicates that the presence of a qualified school librarian can make a tremendous difference in reading achievement. This difference ranges from eight percent for high schools to 35 percent for elementary schools. For instance, schools with librarians have 35 percent more fourth graders who score proficient or above than schools without librarians.

Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. 2003. *The Impact of Michigan School Libraries on Academic Achievement: Kids Who Have Libraries Succeed*. Lansing, MI: Library of Michigan.
<http://www.michigan.gov/documents/hal_lm_schllibstudy03_766267.pdf> (accessed December 15, 2010).

In an Iowa study, in all three grade levels surveyed, the students' test scores tend to rise with the increased incrementally as [library] staffing and library usage increased.

Rodney, Marcia J., Keith Curry Lance, and Christine Hamilton-Pennell. 2002. *Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa*. Bettendorf, IA: Iowa Area Education Agencies.
<http://www.iowaareaonline.org/pages/uploaded_files/MakeTheConnection.pdf> (accessed December 15, 2010).

In a Missouri study, students who have access to the library either during school hours or have electronic access outside the library show a significant success rate.

Quantitative Resources, LLC, et al. 2003. *Show Me Connection: How School Library Media Center Services Impact Student Achievement*. Jefferson City, MO: Missouri State Library. MO Department of Elementary and Secondary Education.
<<http://dese.mo.gov/divimprove/lmc/documents/libraryresearch.pdf>> (accessed March 25, 2013).

“Studies confirm that more access to books and reading material in general results in more independent self-selected reading. More independent self-selected reading results in more literacy development.”

Krashen, S., Lee, SY, and McQuillan, J. 2010. “An analysis of the PIRLS (2006) data: Can the school library reduce the effect of poverty on reading achievement?” *CLSA Journal*, 34 (1).

School librarians provide the blueprint for teaching students research skills, digital citizenship, safety online, and information communication skills

“School librarians have deep expertise in digital literacy skills; have well-developed instructional strategies based on thinking critically, communicating creatively in a variety of media, and solving problems creatively; and are often role models for strong leadership, initiative, and other career and life skills.”

Trilling, Bernie. 2010. “From Libraries to Learning Libratories: The New ABC’s of 21st-Century School Libraries.” *School Library Monthly* 29 (1): 43. <<http://www.schoollibrarymonthly.com/articles/Trilling2010-v27n1p43.html>>

“School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment.”

American Association of School Librarians. 2007. *Standards for the 21st-Century Learner*. Chicago: ALA. <www.ala.org/aasl/standards>

School librarians provide 21st century professional development to their teaching colleagues

School librarians and teachers make a strong instructional team combining their knowledge of pedagogy, resources, and technology to meet the specific needs of each student.

American Association of School Librarians. 2011. *School Library Programs Improve Student Learning: Teachers*. Chicago: ALA. <<http://www.ala.org/aasl/aasliissues/brochures/advocacybrochures>>

Teachers were three times more likely to rate their literacy teaching as excellent when they collaborated with librarians.

Lance, Keith Curry, Marcia J. Rodney, and Bill Schwarz. 2009. *The Idaho School Library Impact Study-2009: How Idaho Librarians, Teachers, and Administrators Collaborate for Student Success*. Idaho Commission for Libraries. <<http://libraries.idaho.gov/doc/idaho-school-library-impact-study-2009>> (accessed March 25, 2013).

Student test scores were higher the more time librarians worked cooperatively with classroom teachers, the more they taught information literacy independently, and the more they provided in-service training to teachers.

Lance, Keith Curry, Marcia J. Rodney, and Christine Pennell-Hamilton. 2000. *Measuring Up to Standards: The Impact of School Library Programs and Information Literacy in Pennsylvania Schools*. Greensburg, PA: Pennsylvania Citizens for Better Libraries.

“School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.”

American Association of School Librarians. 2007. *Standards for the 21st-Century Learner*. Chicago: ALA. <www.ala.org/aasl/standards>