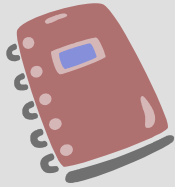




Student Learning Through Wisconsin School Libraries: Wisconsin Study Results



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The study was funded in whole through an FY 2005 LSTA Grant from the Wisconsin Department of Public Instruction.

Study reveals library media programs contribute to student academic success

A recently completed study of Wisconsin School Library Media Programs, commissioned by the Wisconsin Department of Public Instruction, has provided insights into how school library media programs and library media specialists contribute to student success.

The purpose of the study was to examine the leadership and instructional roles of Wisconsin public school library media specialists required for a quality school library media program and the direct relationship with and impact on student achievement and learning across all grade levels.

According to statistical analysis, higher achievement on WKCE is correlated with:

- High staffing levels,
- More time spent on instructionally-related student and teacher activities,

- Larger and more current collections,
- Greater amounts of technology resources and access to computers,
- Full-time certified library media specialists, and
- Longer hours of operation.

The evidence produced by this study indicates that Wisconsin school libraries contribute measurably to the academic achievement of students as reflected by their test scores. At all grade levels, test scores were higher:

- Where school libraries had full-time certified library media specialists and library aides,
- Where access to school libraries is available before, during and after the school day, and
- Where school library media specialists spend more time,

(See Student Success on reverse side)

Key Findings from the Wisconsin Library Study

Key Finding #1: Schools with full-time certified library media specialists and full-time library aides have higher performance on the WKCE.

Key Finding #2: Schools where the library media specialist spends more time on instructionally-related student and teacher activities have higher WKCE scores.

Key Finding #3: Teachers who aligned WMAS for Information and Technology Literacy to their lessons found school library media programs more helpful to student performance.

Key Finding #4: Schools with greater library media program resources for collections and technology have higher performance on the WKCE.

Key Finding #5: Library media specialists help students acquire unique skills not taught in the classroom and information and technology skills essential for students in the 21st century.

State of Wisconsin
Department of Public
Instruction



125 South Webster Street
PO BOX 7841
Madison, WI 53707-7841

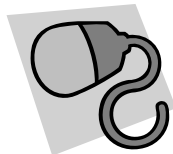
For further information on
this study please contact:

Kate Bugher
Education Consultant
Instructional Media & Technology

PHONE:
608-267-9287

FAX:
608-266-2529

E--MAIL:
kathryn.bugher@dpi.state.wi.us



We're on the Web!

To download this report in
PDF or to access the text of
the study and other materials
related to this study, visit the
Instructional Media &
Technology web page at:

<http://dpi.wi.gov/imt>

This study was conducted by

Ester G. Smith, Ph.D.

EGS Research & Consulting
6106 Ledge Mountain
Austin, TX 78731

PHONE: 512-467-8807
FAX: 512-467-8801
EMAIL: egs@io.com

Student success... (from front page)

- collaboratively planning and teaching with classroom teachers,
- Where educational technology is more widely available to augment the local collection and extend access to online resources
- throughout the school and beyond,
- Where school libraries are better funded to provide larger, more current collections and technology resources.

Recommendations for further examination

Several recommendations for action relating to Wisconsin schools are present on the basis of the findings of this study:

- **A high quality school library, at any grade level, requires a full-time certified library media specialist plus support staff.** It is through collaboratively planned instructional activities with classroom teachers that school library media specialists affect the academic performance of students. The presence of support staff responsible for clerical and basic library management tasks allows the library media specialist to devote more time to collaboration with teachers and instruction, through groups or individual contacts, with students. The dual role of library media specialist as a teacher-librarian has the most impact on student performance.
- **Administrative and financial support is required to effectively implement a library media program with the resources necessary to impact student achievement: staff, print and electronic resources, and technology.** The building principals in the case study programs all considered the library to be the heart of the school.
- **Access to the school library and its resources should be open and flexibly scheduled.** Students in library programs with longer hours and classroom instructional activities scheduled on an as-needed (flexible) basis performed better academically. The top performing schools on the WKCE had nearly 1.5 times more library program staff per 100 students and twice as many hours than did low performing schools.

The Study in Brief: Facts, Figures and Methodology

- *Survey of library media specialists, teachers and students, Spring 2005*
- *Case studies of best practice programs, Fall 2005*
- *Data collected from 855 library media specialists for 1,043 school library media programs*
- *Quantitative data collected on library media program structure, resources and operations*
- *Qualitative data collected from 51 randomly selected elementary, middle and high schools; 107 teachers and*
- *3,957 students on benefits received from library media programs*
- *WINSS school and student data for responding school libraries extracted and analyzed*
- *Statistical analysis compared school library and academic achievement indicators: 3rd – 11th grade WKCE reading and language arts scores and 11th grade ACT scores*
- *Test performance was compared for schools that were stronger and weaker on each library variable with school and community variables taken into account*
- *Study is the 16th state school library impact study and it supports the findings from previous studies*