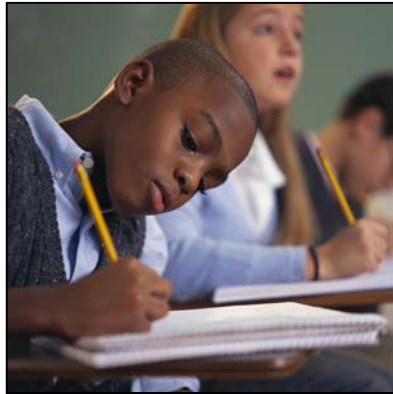




Student Learning Through Wisconsin School Libraries: Executive Summary

Library Media Program Variables Explain Significant Proportion of Variance in WKCE Performance

Detailed analysis from the Wisconsin study *Student Learning Through Wisconsin School Libraries*, like previous state studies over the past decade, showed that while socioeconomic and school variables have the greatest impact on student achievement, library media program components explained a significant portion of the variance in state-wide high-stakes testing (WKCE performance).



According to the study, library media program variables explained 3.4 % of the variance in WKCE reading and 3.2% in WKCE language arts performance at the elementary level.

At the middle/junior high school level they explained 9.2% of the variance in WKCE reading performance. At the high school level, they explained 7.9% of the WKCE reading variance and an even

higher percentage—19%—of the WKCE language arts variance.

At the high school level, the impact of a quality library media program was almost 7 percentage points greater than the impact of the socioeconomic variables.

Over 100 library media program variables that impacted the variance of WKCE performance were identified in

the study.

Those variables common across all educational levels include the following:

- Resources (collection, technology, budget)
- Staffing (certified LMS, aides, amount of time)
- School (ELL, student-teacher ratio)

- Information skills instruction
- Hours of operation
- Teaching experience
- Collection age
- LMC use
- Online access
- Volunteers
- Leadership activities of LMS

Programs that were well staffed, especially programs that had full-time professional and support staff, exhibited a greater impact on student academic performance.

These programs were available for more hours, engaged in more instructional-related activities and devoted more time to these activities, and served more

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students and teachers.

At all school levels, library media programs with a full-time library media specialist did better than those with a part-time specialist.

Common Traits in Quality School Library Media Programs Identified Through Best Practice Study

Library media programs from five schools were selected for the purpose of examining best practices and the factors in place that contribute to a quality program. The five schools, selected from the 1043 schools that responded to the survey, represented all Pk-12 grade levels, were geographically distributed across the state and provided demographic settings and school

sizes consistent with Wisconsin schools as a whole.

Library media program staffing levels and academic performance on the WKCE also were factors in the selection process. Using standard qualitative data analysis techniques, components - in the form of themes - common to schools that implement and support quality programs emerged:

- Strong administrative support

“I have trust and confidence in the LMS for sound ideas”

The principals know and have high expectations of the full range of the role of the library media program and recognize its impact on instruction and student achievement. They value the LMS as a key asset to the instructional

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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 <http://www.dpi.state.wi.us/imt/lmsstudy.html>

program and offer support by providing funding and staffing, removing barriers, and facilitating interaction with teachers and students.

- **Personality of the LMS**

“The LMS is the program.”

According to principals, teachers and students, the LMS drives the program by her sheer personality. The traits that make the LMS such a force include the ability to work productively with teachers and students, the ability to relate to students as people, the ability to understand students’ mindset and motivate them, having high expectations of students and being a friendly, caring and sympathetic individual.

- **Visibility of the LMS**

“She’s an active and valuable member of our team.”

The LMS is visible throughout the district and is known to all teachers and students in the building. This visibility is a result of membership in multiple school and district committees and participation in staff meetings and on curriculum committees.

- **Change Agent/Facilitator**

“The LMC means ‘try new things’—it’s a learning environment.”

Library media specialists help teachers transform their units by introducing them to new resources and uses of technology. The results of these efforts enhance the curriculum, refresh teachers, raise expectations, introduce new skills and increase student interest.

- **Impact On Student Performance & Achievement**

“The LMS is the most instrumental person in helping make this paradigm shift.”

The program gives students research and information technology tools and skills that they can use in all content areas. It develops their critical thinking abilities and opens their eyes to a wide range of resources and

information. The program helps students take an active role in learning and assume responsibility for it.

- **Reading Promotion**

“She’s so enthusiastic about reading that it’s made us love it more.”

Principals and teachers both commented on the uncanny ability of library media specialists to “hook” students who express no interest in reading into reading books and even participating in reading competitions.

- **Knowledge of Curriculum And Standards**

“Her knowledge of what all classes and teachers are doing is so valuable.”

The LMS has a broad perspective of the curriculum and is familiar with all grade levels and content areas. She understands the principles of instructional design, curriculum mapping and how to integrate skills and concepts into content areas.

- **Teacher-Librarian**

“Her collaboration with teachers is key to the academic performance of students.”

The library media program is an instructional program and the LMS is considered an educator, not just a librarian. Principals provide staff support so the LMS is able to spend the majority of time working with students and teachers on instructional activities.

- **Technology Integration Leader**

“Our LMS initiates ideas and uses of technology and resources.”

The LMS facilitates the integration of technology by identifying



electronic resources and tools for use with different units. Being technologically proficient and knowledgeable about current and new technologies, the LMS can help teachers to develop technology competencies and use new

software programs and equipment.

- **LMC as The Heart of the School**

“Our LMC rocks.”

The LMC is positioned as a place of instructional learning where teaching and learning are ongoing throughout the school day.

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