



National Institute for the Evaluation of Instruction and Training

**School library and students' achievement:  
the relationship in schools from diverse  
socio-economic and cultural backgrounds**

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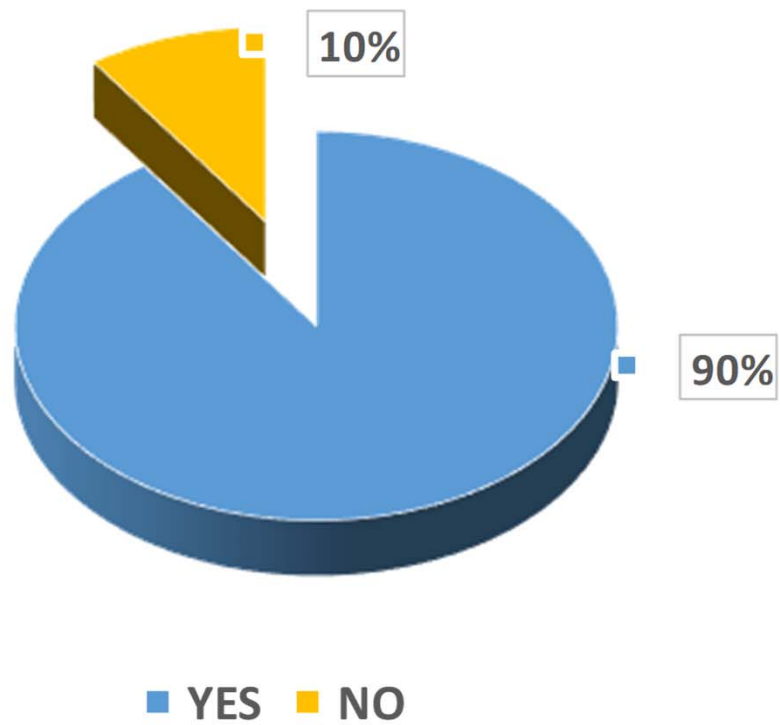
Researcher INVALSI

**QQML2018 Chania, 24-05-2018**

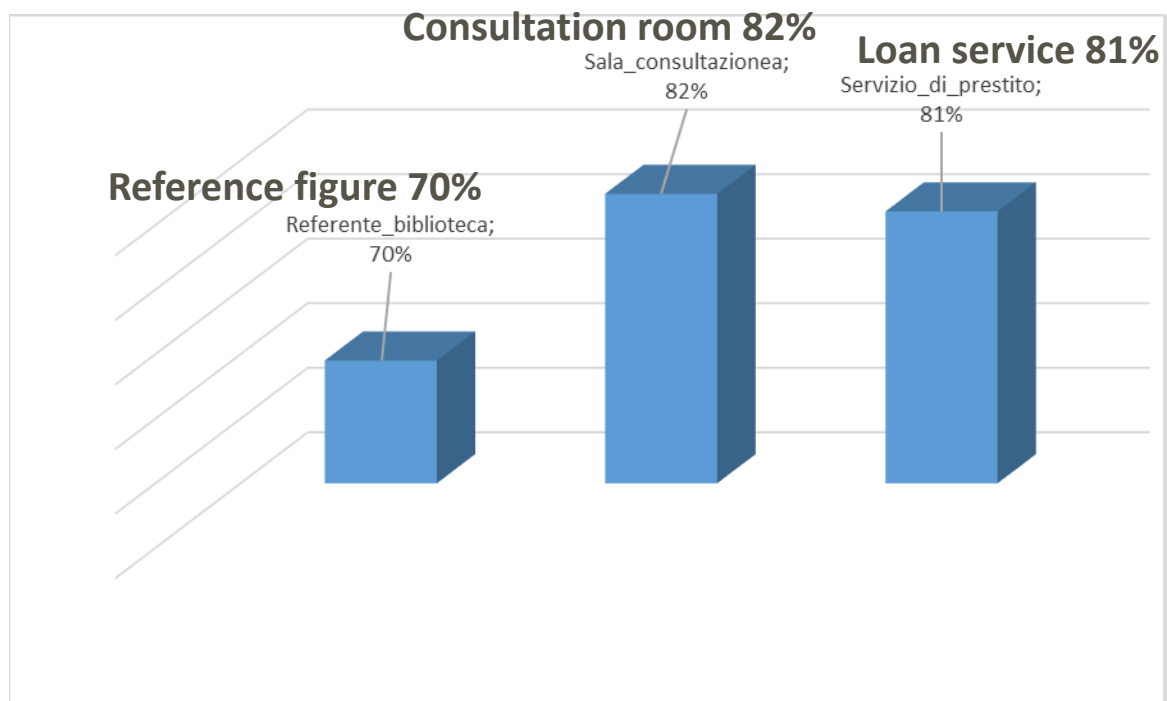
## Population sample

	State School	State-recognized Private Schools	<b>Total</b>
I Cycle	4327	722	5049
II Cycle	1851	426	2277
<b>Total</b>	6178	1148	7326

## School Libraries



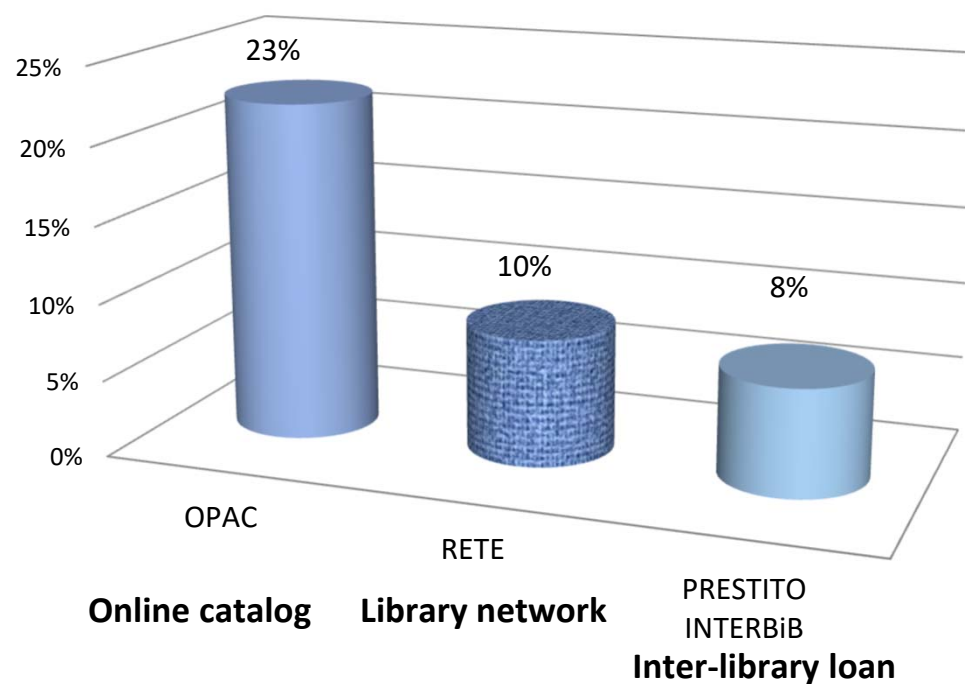
## Basic functioning of School Library



Only 70% of the SLs has a Reference figure.

Over 80% of the SLs has a Consultation room or a Loan service.

## Advanced functioning of School Library



23% of SLs has an Online catalog (OPAC).  
10% of SLs participates in a Library network.  
8% of SLs performs Inter-library loan.



## THE FUNCTIONING

The six previous variables that concur to understand the degree of activity of a library have been added together to create an operating index divided into 3 levels:

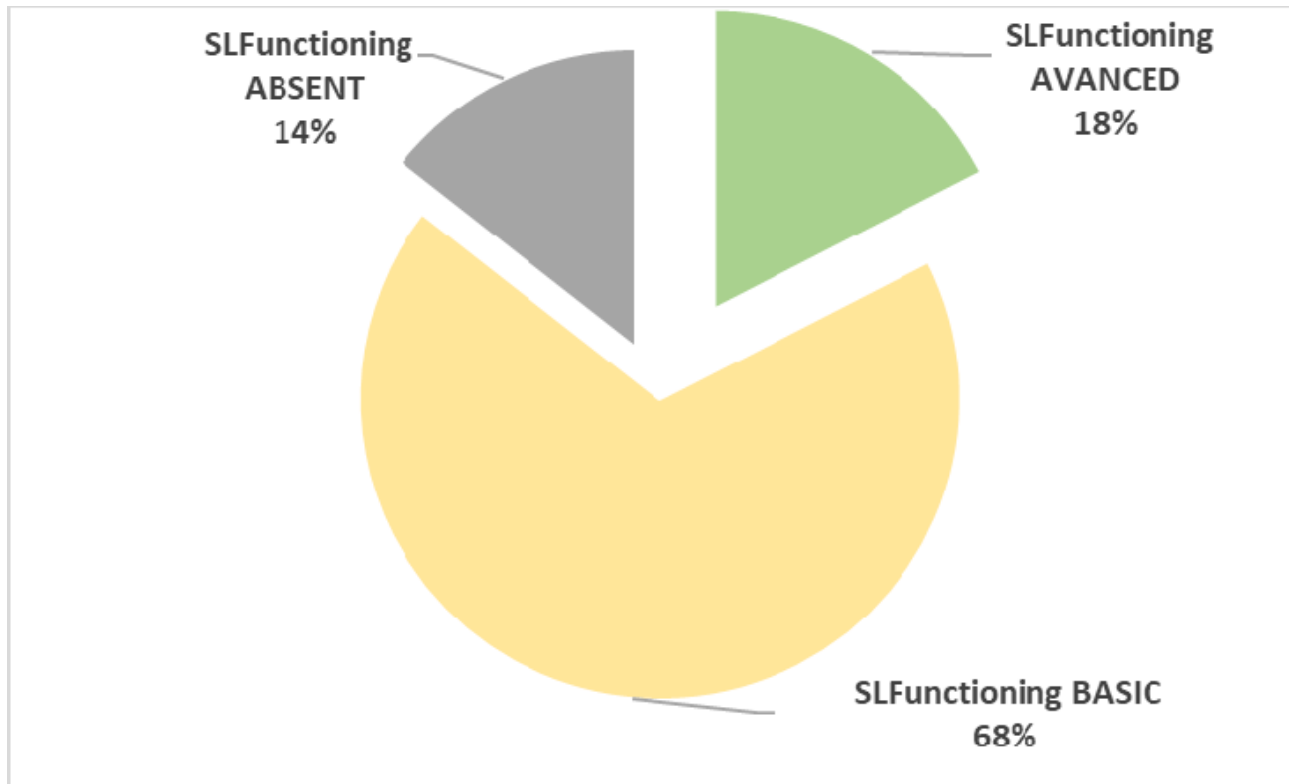
***Advanced functioning***

***Basic functioning***

***Absent functioning***

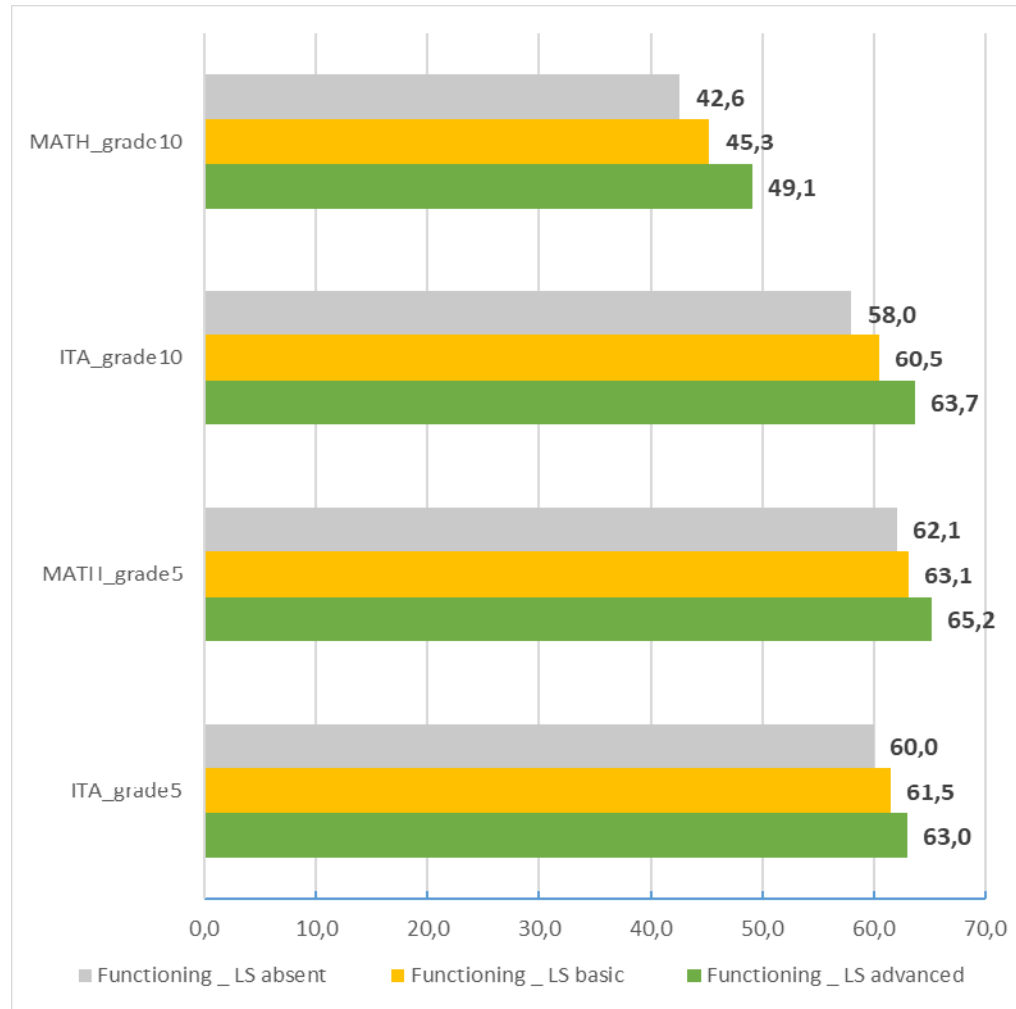
The category «*Absent functioning*» clusters schools without School library (10%) and schools that don't have both Referent figure and Services (4%) in their Library.

## School Library functioning



In 18% of schools the SI has an advanced level of functioning.  
In 68% of schools the SI has a basic level of functioning.  
In 14% of schools the SI is absent or is not working.

### School Library functioning and students' performance





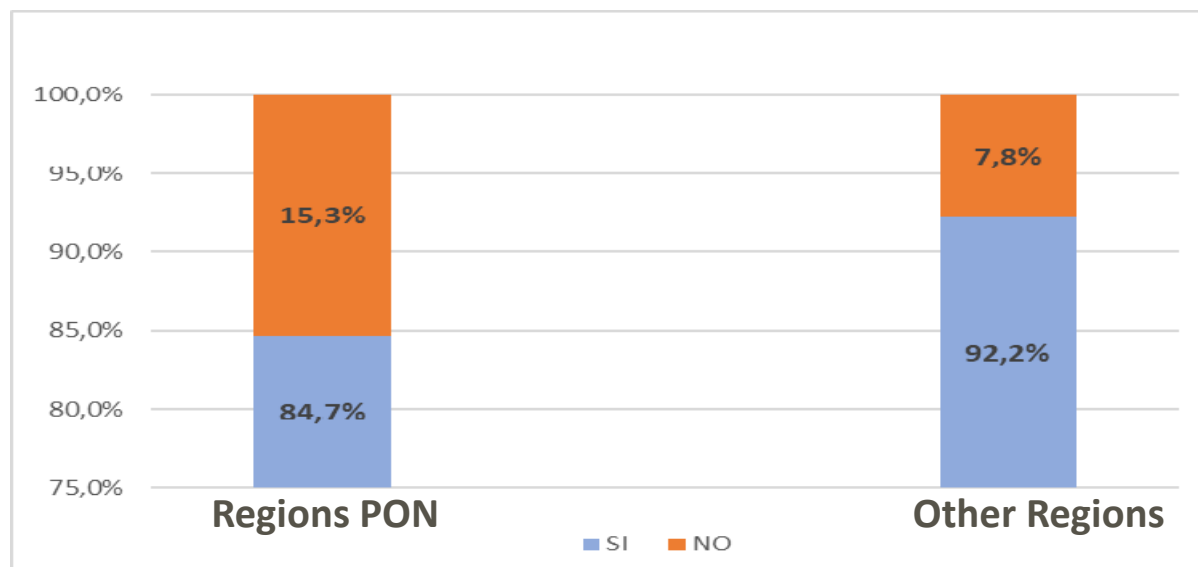


ANOVA shows that the differences between the groups are higher in schools with ESCS\* Low and Medium-Low:

	<i>F</i>	<i>Sign</i>
<b>ESCS &lt;</b>		
<u>ITA _grade 5</u>	29,768	,000
<u>MATH_grade 5</u>	26,822	,000
<u>ITA _grade 10</u>	22,089	,000
<u>MATH_grade 10</u>	23,251	,000
<b>ESCS &gt;</b>		
<u>ITA _grade 5</u>	8,174	,000
<u>MATH_grade 5</u>	5,288	,005
<u>ITA _grade 10</u>	6,024	,002
<u>MATH_grade 10</u>	22,364	,000

\*Economic, Social and Cultural Status

### School Library and PON Regions



Comparing the presence of SLs in the Convergence Objective Area PON with the other Italian Regions a 7% gap emerges in disadvantaged areas.

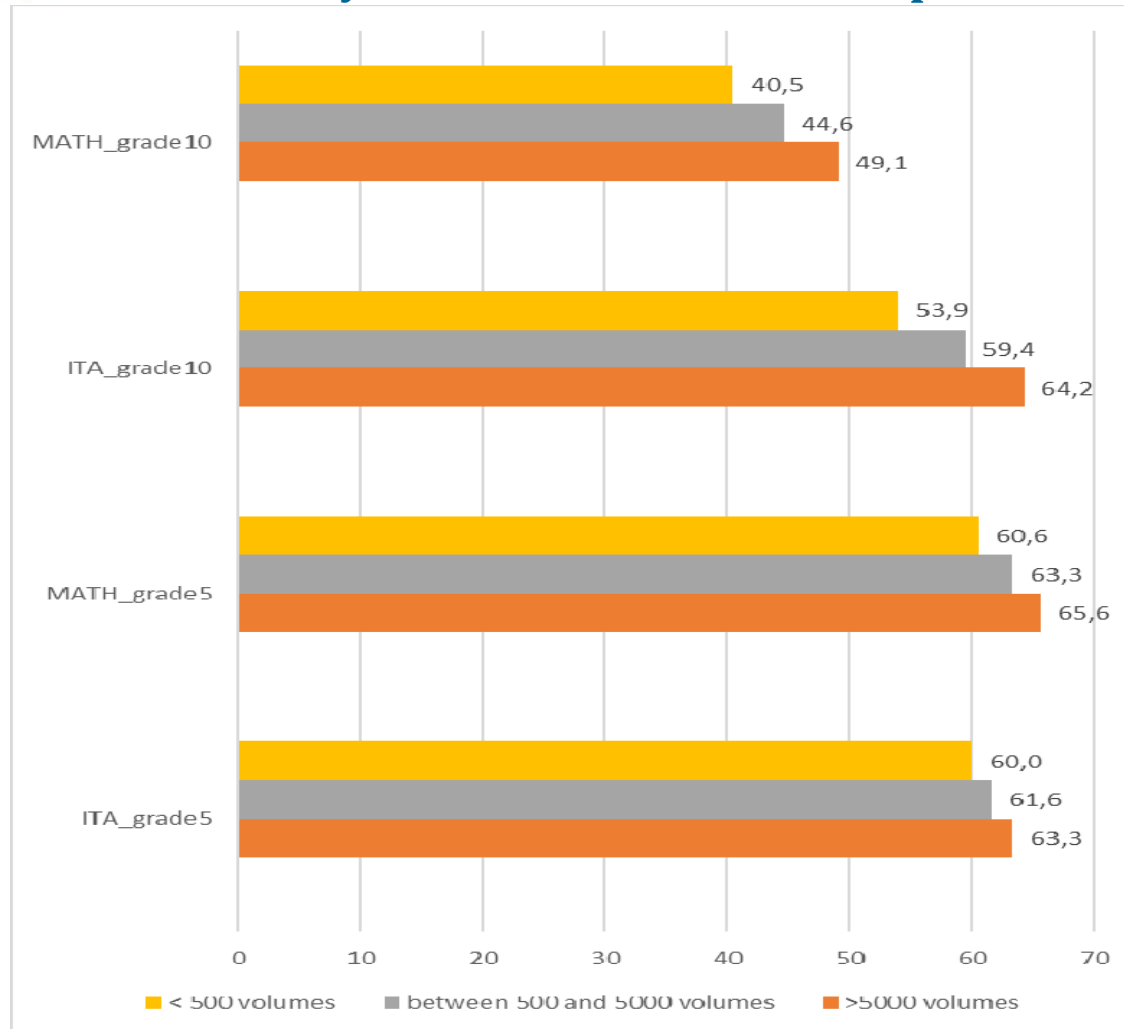
The book collection has been divided into 3 segments, the same for which there were found significant differences in the IEA PIRLS survey:



- < 500 volumes
- Between 500 and 5000 volumes
- > 5000 volumes

The results at INVALSI tests of the three groups of schools with different library collections were compared through ANOVA.

### School Library collection and students' performance





Also for the Library collection, ANOVA shows that the differences between the groups are higher in schools with ESCS Low and Medium-Low:

	<i>F</i>	<i>Sign</i>
<b>ESCS &lt;</b>		
<u>ITA _grade 5</u>	33,693	,000
<u>MATH_grae 5</u>	61,065	,000
<u>ITA _grade 10</u>	42,864	,000
<u>MATH_grade 10</u>	42,453	,000
<b>ESCS &gt;</b>		
<u>ITA _grade 5</u>	10,643	,000
<u>MATH_grade 5</u>	24,165	,000
<u>ITA _grade 10</u>	25,729	,000
<u>MATH_grade 10</u>	23,271	,000

## Conclusions

The analyses show:

- positive relationship between the School Library and Student's performance

**and**

- higher relevance of the School Library in schools located in area with low or medium-low ESCS.



Thanks for  
the attention

