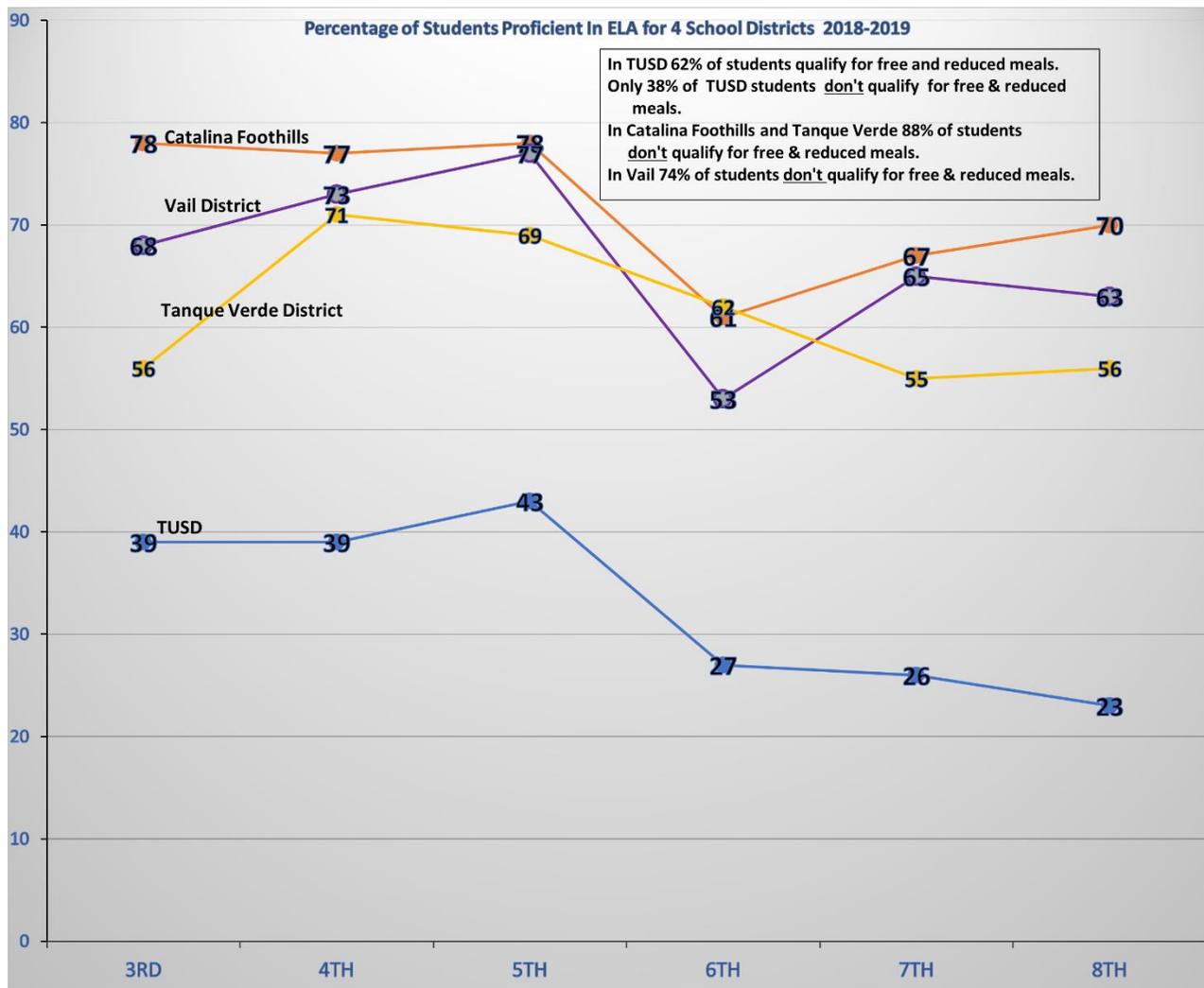


Literacy in TUSD and Library Media Centers

The Challenge and the Problems

The graph of the 2018-19 AzMerit results compares the percentages of TUSD students who achieved English Language Arts (ELA) proficiency to the percentages of students who achieved ELA proficiency in the three local A-rated school districts. With 62% of students qualifying for free and reduced meals, TUSD is a district with a high rate of poverty. Flowing Wells and Sunnyside have even higher rates. TUSD students didn't do nearly as well as the students in the three A-rated districts with low rates of poverty. (Arizona Department of Education, 2018-19 Auditor General).

The graph demonstrates what years of research have shown. Family income can make a big difference in students' academic outcomes. The problem is not with TUSD students' intelligence or desire to learn.



The problem is children from poor families don't have the books and resources other families take for granted. TUSD's job is to educate all students, including lower income, disadvantaged students. Educating low income students is challenging but doable. They typically start school already behind other students academically. That is the result of less exposure to language and little exposure to engaging, age-appropriate books. These children, who start off already behind, are less likely to succeed and more likely to drop out without graduating, unless their needs are met. The graph demonstrates that TUSD is not meeting the challenge of educating all its students.

Children from poor families are educable. Reading is critical to their academic success and future career success. To become proficient readers, their schools can teach them to read, but their schools must also supply them with engaging, age-appropriate books and provide encouragement to develop the life-long habit of reading for pleasure. Students who read for pleasure, read more and become proficient readers. Like anything else, the more a student reads, the better they get at reading. The habit of reading for pleasure increases students' vocabularies, their reading speeds, and ultimately their ELA proficiency throughout their school years and after they leave school. (S. Krashen 2021)

Decades of research has shown that access to books and good school libraries can help overcome the disadvantages of poverty. Today, students need both books and access to electronic media and computers that are provided by Library Media Centers staffed by Library Media Specialists. Library Media Specialists are proficient in library sciences and proficient in technology. (S. Krashen, K.C. Lance)

For a better chance at academic and career success in the long run, students need to be good readers by 3rd grade. After 3rd grade, more and more of a student's learning depends upon their ability to read. They need to be able to read well to learn.

Reading well is just as important for using electronic media as it is for using traditional textbooks. One TUSD teacher's quick test for whether a student will succeed or struggle at learning from online materials and online classes, is to ask them, if they read books! Students who read books can handle online resources. Students who don't read books will struggle. At least part of the reason so many TUSD students struggled with remote instruction during the pandemic has to be poor reading skills. As the graph demonstrates, in every grade from 3rd through 8th, not nearly enough TUSD students were proficient in ELA.

The 2018-19 graph shows only 39% of TUSD 3rd graders were proficient in ELA. In other words, 61% were not reading and writing as well as a 3rd grader should. The results were even worse for TUSD's 6th, 7th and 8th graders. Only 26%, 24% and 23% of those students were reading and writing as well as they should have. In other words, 74%, 76%, and 77% of those students were not reading and writing proficiently.

It's not that the 6th, 7th, and 8th graders forgot what they learned in elementary school. The problem is fewer and fewer students made enough progress each year to become proficient at their grade levels.

With only 23% of 8th graders proficient in ELA, it's no wonder many students drop out before entering high school. The high school graduation rates published by Arizona's Auditor General don't take into account students who drop out before high school.

At every grade level, from 3rd grade on up, the students from the three A-rated school districts were far more successful than TUSD's students at not just ELA, but also in math and science.

TUSD can do better and some districts with higher rates of poverty and less money per student do better than TUSD does. The problem is not that TUSD's students can't learn and don't want to learn. The problem is that TUSD hasn't supplied the resources all students need, but are especially needed by the students from the lowest income families.

Years of research shows schools with well-funded, well-staffed Library Media Centers have higher test scores and better academic outcomes despite childhood poverty. Schools with appropriately funded and staffed Library Media Centers outperform schools with little poverty that don't have appropriately funded Library Media Centers. (K.C. Lance)

TUSD's literacy problems are the result of its spending decisions. For years, TUSD has focused on increasing classroom spending while making devastating cuts to school libraries. School libraries and librarians are considered Instructional Support, not Classroom Spending. The cuts haven't saved that much money compared to the size of TUSD's total budget. In 2009-10 TUSD quit funding its' school libraries for books/magazines/media. The lack of funding has nearly eliminated access to electronic subscriptions and databases, as well as to new books. In 2014, TUSD laid off all the elementary, middle, and k8 school librarians/Library Media Specialists. A few of the elementary, middle, and k8 schools held onto their librarians and/or kept funding their libraries, by using Desegregation, Title 1 or other money.

The lack of support is clear from the statistics for 2019-20. Only 5 out of TUSD's 75 elementary, middle and K8 schools had Library Media Specialists. One elementary school, two middle schools and two k8 schools had Library Media Specialists. The rest had half-time or full-time library assistants. Four of the schools with Library Media Specialists got \$40 each in Title 1 money; \$40 to fund their Library Media Centers for a year! One school got \$2,040. The funding for the Centers was equally poor and inconsistent across the rest of the schools in the district.

The problem is not that TUSD doesn't have enough money to fund its Library Media Centers. In 2020-21, 105 GATE teachers got stipends of from \$1,000 to \$250/year. The same year, 96 AVID teachers got stipends of \$500 to \$250/year. Neither stipend is part of the TEA agreement. These are the teachers who teach TUSD's best students. The money could have been better spent funding the Library Media Centers for all students in TUSD's 86 schools. Two directors have had \$10,000 stipends added permanently to their contracts. Other salaried, central administration people were awarded stipends of thousands of dollars for *extra work*. TUSD was unable to provide a list of the stipends available to TUSD employees and the requirements for getting the stipends.

TUSD's very low rates of ELA proficiency at every grade level, have shown that classroom interventions alone are not enough to achieve acceptable rates of literacy among its students. Classroom interventions can teach students to read, but access to engaging reading materials they select for themselves are necessary to achieve proficiency long term as students progress from grade to grade each year. (Krashen 2021)

The following sections provide more detailed information:

- Library Media Centers Increase Test Scores and Promote Academic Achievement
- TUSD's Funding and Staffing of School Library Media Centers
- Recommendations for Improving Literacy in TUSD
- Appendices

Library Media Specialist Responsibilities

Graph: TUSD ELA Proficiency By Race and Ethnicity

Graph: TUSD ELA Proficiency Compared to Arizona's Results

Library Media Centers Increase Test Scores and Promote Academic Achievement

School libraries have become Library Media Centers, because they provide access to both traditional books and to electronic media. They are staffed, not by traditional librarians, but by Library Media Specialists who are proficient in both technology and library science. Universities are graduating Library Media Specialists, not school librarians.

Library Media Specialists are even more important today than school librarians were in the past. In addition to books and literacy, they teach students and teachers a critical skill, how to evaluate and access information from the internet. Quoting American Libraries Magazine, “The internet makes research easier—easier to do well and easier to do poorly.”

“According to surveys of teachers (American Libraries Magazine)

83% say information available online is overwhelming to most students

60% say digital technologies make it harder for students to use and find credible sources of information

71% say digital technologies discourage students from finding and using a wide range of sources”

“According to surveys of school librarians/ Library Media Specialists (American Libraries Magazine)

85% answer questions about technology tools

66% participate with teachers in professional learning communities

33% train teachers how to locate and evaluate digital content”

Books and Literacy

Access to books is still important for building literacy starting in elementary school and continuing through high school. First graders ideally should begin reading simple chapter books by the end of first grade. (The Amelia Bedelia books are examples of early elementary chapter books.) Access to books that are fun to read encourages first graders to develop the life-long habit of reading. It’s not enough for them to learn to read. To become proficient readers, they need to enjoy reading enough to read on their own time, outside of class. (Krashen 2021)

As students progress from grade to grade, to encourage more reading and improve their reading skills, they continue to need access to a diversity of engaging books that are appropriate for their age and changing interests. They can’t read Amelia Bedelia forever and that series is not appropriate for and not interesting to all students anyway. Research has shown that certified Library Media Specialists are better than other staff at selecting a diversity of books for students.

Library Media Specialists and trained library assistants work to increase students’ interest in reading, help students find books that interest them, teach them how the Library Media Centers is organized, and help them with information technology. Library Media Specialists supervise and train their library assistants to work with students.

The best reading practice for students of any age is free and independent reading of books and magazines that interest them, books and magazines they picked out for themselves. (S. Krashen) To do that they need access to a variety of books and magazines on different subjects. Access at school, ensures all students have good access to the traditional materials and the electronic resources they need. It’s especially important for lower income students, because they are less likely to have access outside of school. Just as schools provide free and reduced meals to nourish their bodies, schools need to provide good, professionally staffed Library Media Centers to nourish and stimulate students’ minds.

The Role of Library Media Specialists In Improving Academic Achievement

The American Association of Librarians describes multiple roles for Library Media Specialists in schools:

- * “Teaching that advances their school’s instructional goals
- * Developing the Library Media Centers collections and services
- * Improving access to and delivery of the Center’s services
- * Providing training and advocating for informational literacy”

“Students perform better academically where the Library Media Specialist:

- * is part of a planning and teaching team with the classroom teacher,
- * teaches information literacy,
- * provides one-to-one tutoring for students in need.” (K. C. Lance)

“Studies showed the value of:

- * quality collections of books and materials to support the curriculum
- * state of the art technology that is integrated into the learning/teaching process
- * cooperation between schools and other libraries, especially public libraries”
- * professional staffing (K.C Lance)

The differences in access to reading materials at home, makes children’s socio-economic status (SES) a good predictor of what their reading proficiency will be by the time they’re 10 years old. (Krashen 2021) Good school libraries/Library Media Centers improve reading proficiency and mitigate the negative effects of poverty by providing access for all children. They provide an encouraging environment for all students to explore books and reading materials on many different subjects. (S. Krashen) (K.C. Lance)

In the long run libraries/Library Media Centers are more effective than increased classroom instruction and other interventions. Classroom instruction and interventions are necessary to teach students to read, but access to interesting reading material is necessary to get students to read enough to become proficient and make progress every year. Increased classroom instruction was not enough to improve reading proficiency by the time students were 10 years old. (S. Krashen 2021)

Extensive research shows that schools with well-funded, well-staffed Library Media Centers outperform other schools despite the poverty of their students. Some of the most interesting studies compare school outcomes within one state, such as the studies done in Colorado, Pennsylvania, Oregon and Alaska. (K. C. Lance)

The earlier state studies were repeated to see, (1) if their results had held up over time and across states, (2) if books were still important and (3) to understand what made the best Library Media Centers more effective at improving literacy and test scores. The older state studies had already shown that even the presence of a professionally trained, certified Library Media Specialist was beneficial. (K.C. Lance)

The most effective Library Media Specialists spent more time working with their school principals to support their school’s educational objectives. Advancing the educational objectives of their schools and advocating for literacy requires Library Media Specialists to work with their principal, participate in school committees, help develop professional training, participate in PLCs, and work with classroom teachers to support their curriculum and improve student achievement. There’s a good reason Library Media Specialists are considered instructional support.

Library Media Specialists teach both students and teachers. In addition to encouraging reading, they teach students how to do research, including how to distinguish between valid and invalid sources of information on the internet.

Library Media Specialists teach teachers how to use new technology. They also work with individual classroom teachers to develop programs for improving literacy and support them by locating and providing access to

resources in their teachers' subject areas. Key personal qualities of effective Library Media Specialists were leadership skills, working well with principals, working well in groups, and good technical skills.

Staffing and Funding Library Media Centers

The state studies found that staffing for a highly effective Library Media Center requires both professionally trained, certified Library Media Specialists and full-time library assistants who handle day-to-day work, giving the Library Media Specialist time to teach students, attend meetings, work with the principal and teachers, and maintain the book/media/computer collection to support students' interests and teachers' needs. Having both Library Media Specialists and library assistants allows Library Media Centers to be open all day, during lunch and later after school, providing better access for both students and teachers.

The more class visits and the more individual student visits to a Library Media Center, the more effective the center becomes at increasing test scores and improving academic achievement. The number of class visits is important, but the number of visits by individual students during free time, at lunch and after school is even more important. Students need access to the Library Media Center every day on their own time. Teachers need access for their classes throughout the school day. Providing enough access for students and teachers requires sufficient staffing. It's helpful, if the Center's computers are accessible from both the classrooms and from students' homes.(K. C. Lance)

Library Media Centers need funding to maintain and develop the book/media/computer collections over time. Popular books wear out and get lost. What's popular with students changes over time, sometimes influenced by the current movies, television, news and their communities. Examples are forensics, dinosaurs, marine animals, oceanography, and Michelle Obama.

For teachers in schools with books and a Library Media Center, teaching without one is unimaginable.

For students, a good well-funded and well-staffed Library Media Center at school is an equalizer that can overcome their disadvantages of access and poverty outside their schools. (K. C. Lance) (S. Krashen)

TUSD's Library Media Centers, Staffing, and Funding

With 62% of students qualifying for free or reduced meals, many TUSD students probably don't have enough access to books and resources at home or in their neighborhoods. A public library a few miles away is not in their neighborhood for children with no way to get there. Well-funded, well-staffed Library Media Centers at school ensure all students have access to the reading materials and resources they need. TUSD does not provide them.

2019-20 Staffing and Funding of the Library Media Centers

According to TUSD's 2019-20 Budget Book, only 5 of TUSD's 75 elementary, middle, and K8 schools, had a Library Media Specialist. Four of the 5 schools got \$40 to fund their Library Media Center, \$40 in Title 1 money to fund their center for a year! The 5th school got \$2,040.

The other 70 elementary, middle, and K8 schools were staffed by half-time or full-time library assistants. 62 of the schools with library assistants only got \$40 to fund their centers. The other 8 got amounts ranging from \$80 to \$7,712 for C.E. Rose k8 and \$8,950 for Lynn/Urquides Elementary School. Why many schools only got \$40 and a few got thousands of dollars would be interesting. Without Library Media Specialists in these schools, it's not clear who trains and supervises the library assistants and who decides how the money gets spent.

In 2019-20 all the traditional high schools had Library Media Specialists, but only Tucson Magnet High School with over 3,000 students also had a library assistant. The other two large high schools didn't get even a part-time library assistant.

Funding for the high school Library Media Centers was just as fraught as the funding for other schools. Five high schools got \$40 to fund their Library Media Centers, 3 got \$0 nothing, and Pueblo got \$1,040.

TUSD's brand new technical high school, Innovation Tech High School, is an example of what happens when there's no one at 1010 to advocate for literacy and information access. Innovation Tech High School has neither a Library Media Center nor a Library Media Specialist. Vail School District's Andrada Polytechnic High School is nearly identical to TUSD's Innovation Tech High School, except that Vail's school has both a Library Media Center and a Library Media Specialist.

It's a mistake and stereotypical thinking to believe that students don't need books and are technology experts who will get everything they need for free from the internet. Being an expert on computer games and social media, doesn't increase ELA proficiency and doesn't develop the information technology skills students need for college and future careers. Students can be experts on computer games and social media, but still be far below their grade level and fail to make enough progress in school.

A Director of Library Services as an Advocate

With 86 schools (not counting Innovation High and the specialty schools), but only 15 Library Media Specialists in 2019-20 and poor funding, TUSD doesn't have the up-to-date Library Media Centers it needs for all students to succeed academically. It's been many years since there has been a Director of Library Services at 1010 to advocate for literacy programs and funding well-staffed, Library Media Centers. Budget cuts have devastated the school Library Media Centers, because they had no one to advocate for them, no one with the knowledge and vision of what they could accomplish.

Even in schools budgeted for funds and some staffing, the lack of oversight by Finance and the Human Resources Departments means there's no guarantee that money was spent according to TUSD's budget book. TUSD has a long history of principals who chose not to list and not to fill budgeted positions. Unlisted, unfilled positions have included dance, science, math and social studies teachers, counselors and library assistants. A Director of Library Services would ensure Library Media Center positions were listed and their funding was spent in the Centers, not somewhere else.

A Director of Library Services would have prevented the mistake of not providing a Library Media Center and Library Media Specialist at Innovation Tech High School. Technology students need to read prodigiously to achieve the reading proficiency required for technical careers and to earn college scholarships. That's in addition to needing access to data bases and help identifying legitimate sources of technical and scientific information online. It's not clear what Innovation Tech High students will be reading to increase their proficiency. Reading social media and text messages on their cell phones certainly won't do it.

History of Funding Cutbacks

The overall poor academic performance of TUSD's students demonstrates the district hasn't succeeded in overcoming the negative effects of poverty on its students. Years of cutbacks to both funding and staffing makes TUSD's Library Media Centers far less effective and available to students than they need to be.

In 2009-10, to save money, TUSD stopped funding books/magazines/media for school libraries. That cutback saved TUSD around \$378,000/year out of a total budget of close to \$400 million in 2009-10. It effectively ended

access to electronic subscriptions, data bases, and new books. A few schools were able to continue funding their libraries by using their Desegregation money or other sources of money. Schools with higher income families benefited from donations.

After Dr. Trujillo became superintendent, he provided money for the libraries during second semester of one school year. There's no way to tell, if any money was allocated for 2020-21, because the 2020-21 Budget Book doesn't contain details.

Library assistants are the only staff at most of TUSD's Library Media Centers. It's not clear at schools with a full or part-time library assistant, if the money Dr. Trujillo allocated was used to update the library collections and who made the decisions. In at least one case, the money wasn't spent because nobody told the library assistant about it. The small number of TUSD schools with certified Library Media Specialists were able to use the funding to acquire resources for their students and teachers.

In 2014 in another money saving move, TUSD quit funding librarians for elementary, k8, and middle schools. A few of those schools hung onto their librarians by using Desegregation or Title 1 money. The rest of those school libraries are staffed by library assistants. Some elementary, k8, and middle schools have full-time library assistants, but more have only half-time library assistants who may not work in the school library. When books are donated to those schools, there's not always someone who can catalogue the books to make them available for students. If there's no one working in the library, who's going to check out the books, shelve returned books and show children how to find interesting books?

Library Media Specialists without library assistants have continued to be funded for high schools. Cutting the library assistants, has left the high school Library Media Specialists doing clerical work and having to decide between eating lunch or keeping the library open. They have limited time for teaching and carrying out professional responsibilities. Leaving at any time during the day may mean locking the Library Media Center until they get back or leaving the library open and unsupervised.

Years ago, TUSD had a Director of Library Services to advocate for libraries and district-wide literacy programs. The difference between having a director level advocate for programs and not having an advocate, is shown clearly, not just by the substantial cuts TUSD's libraries have undergone over the years, but also by the absence of plans to use ESSER money to create effective Library Media Centers for all its schools.

Both Interscholastics and the Fine Arts Departments have directors who advocated for many millions of ESSER funds being spent to revitalize the Fine Arts Program and the Interscholastics Program. Only 5 Library Media Specialists and 6 library assistants will be funded using ESSER money. It's not clear, if those are new positions or if the ESSER money will just be used to fund existing positions.

Recommendations

Preschool literacy programs

With so many students from low income families, TUSD should work with Sunnyside and Flowing Wells School Districts, as well as Pima County and the City of Tucson, to support nonprofit and community programs like the Ferst Readers programs that focus on preschool children. Ferst Readers and its Partner Action Teams work with publishers to provide free books to preschoolers. Ferst Readers works with parents to help preschoolers develop the skills and vocabularies they need to start school on a par with other children.

TUSD's Family Resource Centers

TUSD's Family Resource Centers already hold classes to help parents learn English. They should invite parents to read bilingual books to their young children in Spanish or English. The Resource Centers should develop programs to encourage English only families to read more to their preschool and young school age children.

Pima County Public Libraries

All TUSD schools and the Family Resource Centers need to work closely with the Pima County Libraries to ensure awareness and better access for TUSD families and children to the public libraries' preschool and summer reading programs. The Pima County libraries employ children's librarians who work with children all year round. Increased participation by TUSD families' preschoolers would reduce the number of children who start school already behind academically. The summer reading programs would encourage more students to read for pleasure and keep them reading throughout the summer.

TUSD's K12 Students

It's a good use of ESSER funds to kick start the building of an effective system of up-to-date Library Media Centers with Library Media Specialists and library assistants to support students. It's critically important for a high percentage of all TUSD students to be proficient in English Language Arts at every grade level.

TUSD needs to invest in its students, starting in elementary school and continuing through middle, and high school by staffing and funding Library Media Centers to improve outcomes for all students, but especially for the low income students, who are the majority of TUSD students.

1. Better staffing includes both a professionally trained, certified Library Media Specialist and a library assistant assigned to every school. That will allow the Library Media Specialist to work with the principal, and teachers to develop programs to increase literacy and academic proficiency. It will also allow Library Media Centers to stay open for students all day, including during lunch and after school.
 - a. Every elementary school needs at least a half-time certified Library Media Specialist and a full-time library assistant.
 - b. Every middle school and k8 school needs a full-time, certified Library Media Specialist and a full-time library assistant. The largest schools may need more than one full-time library assistant.
 - c. High schools need at least a full-time Library Media Specialist and a full-time library assistant. Depending upon the size of the high school, a second certified Library Media Specialist and/or a second library assistant may be needed.
2. The Library Media Centers need \$7 to \$9 /student annually for media, books, and magazines. Schools whose collections are especially poor will need more money. At \$9/student the total amount will be about \$378,000, less than 40% of the amount TUSD has spent annually on its external desegregation law firm.
3. TUSD's specialty schools need to be evaluated individually to identify appropriate funding and staffing.
4. The district needs a Director of Library Services who can oversee and develop districtwide programs for literacy. Their job is to ensure that every school's Library Media Center is adequately funded and professionally staffed. They need to define the job performance standards for professional Library Media Specialists.

- a. The Director of Library Services needs to conduct in-services for school administrators. Principals and APs need to know what to expect from a professional Library Media Specialist and what an effective Library Media Center looks like and does.
 - b. The Director of Library Services needs to ensure that the Library Media Specialists and library assistants participate in specialized in-service training and maintain high performance standards.
 - i. Periodic forums are needed for Library Media Specialists to share ideas and experiences improving students' literacy, as well as the best methods adopted by their schools' teachers
 - ii. Library Media Specialists need ongoing training and information on advances in technology and best practices for improving students' academic proficiency.
5. In addition to the current Lead Cataloger, EMC, the library of professional resources and teaching materials located at LIRC, needs a certified Library Media Specialist who can oversee and direct the development of a first class library of resources for teachers and other certified staff. As a central location for professional resources, the EMC is a cost effective way to ensure all teachers have access to a variety of professional resources and teaching materials. The Lead Cataloger and a certified Library Media Specialist can recommend the budget needed to revitalize and maintain that library. New teacher orientations should include a tour of the EMC.
6. To ensure a supply of professionally trained, certified Library Media Specialists, TUSD should consider bringing in k12 experts on Library Media Centers and technology experts to teach selected classes for teachers who want to become Library Media Specialists and for the school librarians who got their certification by taking a test, not by certification based on a professional education.
6. TUSD needs an ongoing program for Library Media Specialists to work with Technology Services to identify the technology and technology enhancements needed by school Library Media Centers and classroom teachers.

References

There are large numbers of research papers on literacy and Library Media Centers. They are very easy to find. The few references listed here are by well recognized experts and well recognized organizations. Their papers include references to additional studies for more reading and more details.

Arizona Department of Education statistics quoted are from 2018-19, the most recent year AzMerit tests were given, because of the pandemic and problems with remote instruction.

The Auditor General's school districts statistics used are for 2018-19, to avoid the pandemic complications.

The figures on TUSD spending and staffing are from TUSD's Budget Books from 2019-20 and earlier. 2020-21 lacked useful details.

- American Libraries Magazine ilovelibraries.org
- Arizona School Report Cards 2018-19 azreportcards.azed.gov 2018-19
- Arizona School District Spending Reports 2018-19 and earlier azauditor.gov
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- Krashen, Stephen 2021n Longitudinal Literacy. May 2021 blogs.ifla.org Krashenpredictors of PIRLS
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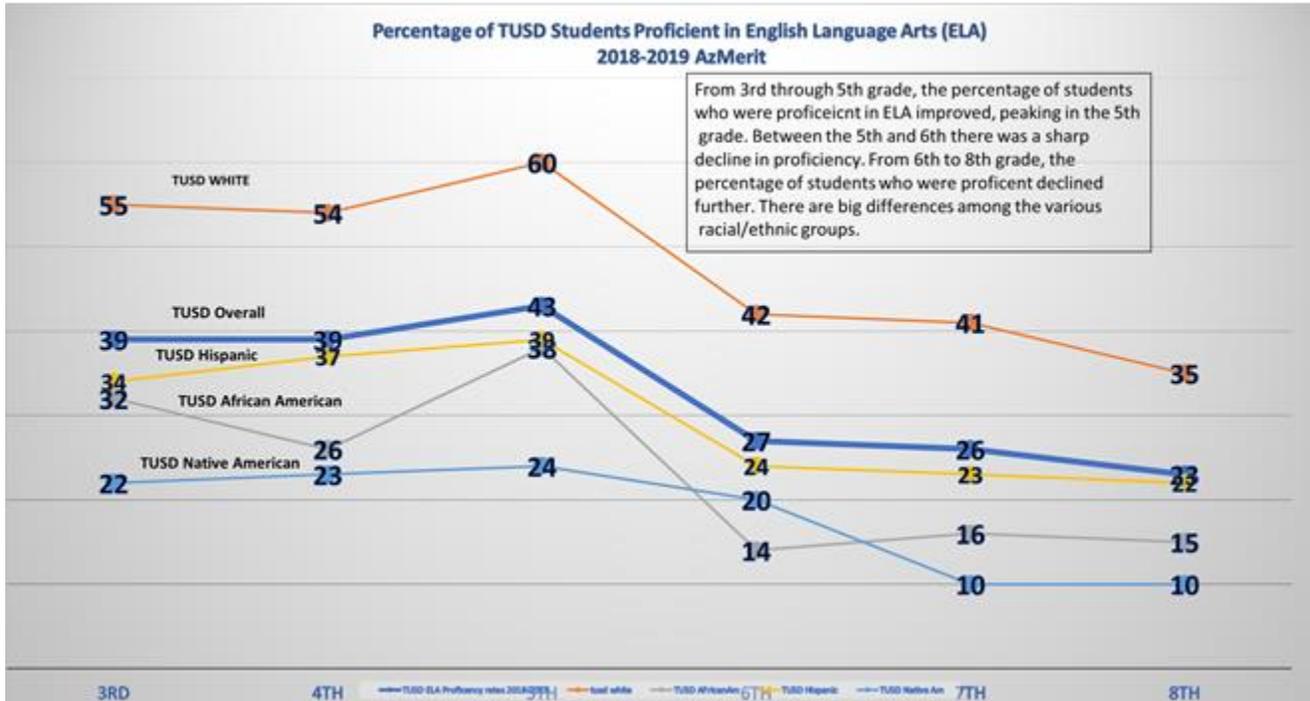
Appendix

Library Media Specialist Responsibilities

- Work with the school principal to support the school’s education and literacy objectives
- Help develop and present PD to teachers and staff
- Develop programs with teachers to improve student literacy
- Books talks and promoting reading materials to students
- Keep book and media collections current to support students’ interests and academic needs
- Add resources to the Center’s collection to support teachers’ instruction
- Teach students in their classes and individually, especially struggling students
- Help teachers locate resources for their teaching, including both electronic and physical media
- Teach students how to do research and how to use the internet for research
- Teach students the difference between valid and invalid internet sources
- Teach technology skills and the use of technology to teachers
- Participate in PLCs to stay in touch with teachers’ needs and their projects to promote the Library Media Center and its resources
- Train and supervise library assistants
- Train student aides and volunteers

Two Additional Graphs on TUSD ELA Proficiency

**Comparison By Race and Ethnicity of the Percentage of TUSD Students Proficient In ELA
2018-19**



**Percentage of TUSD Students Proficient in ELA Compared to All Arizona Students
2018-19**

