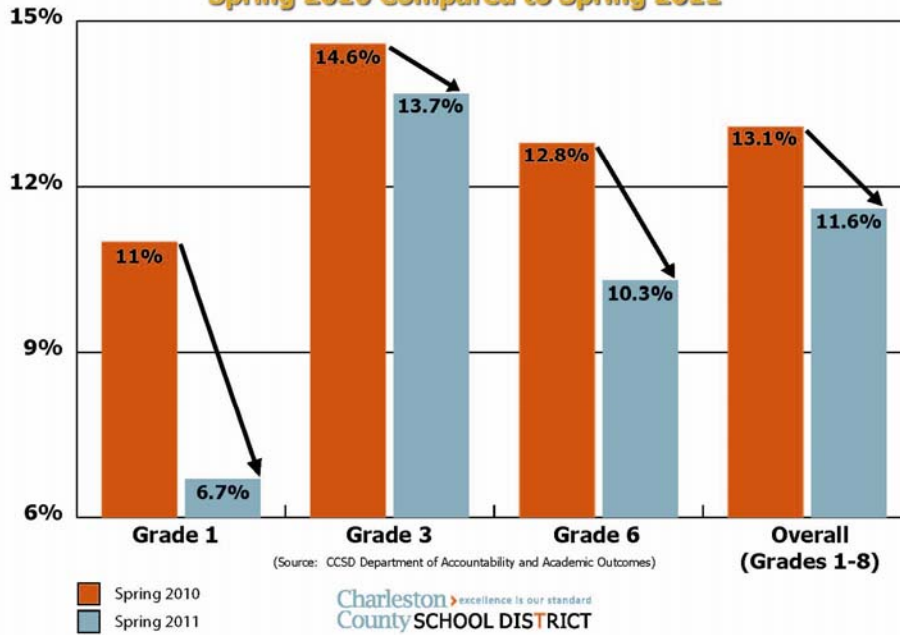


FACT SHEET: Superintendent's First Annual Report on Literacy

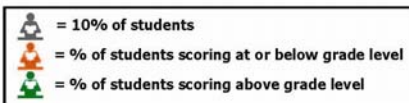
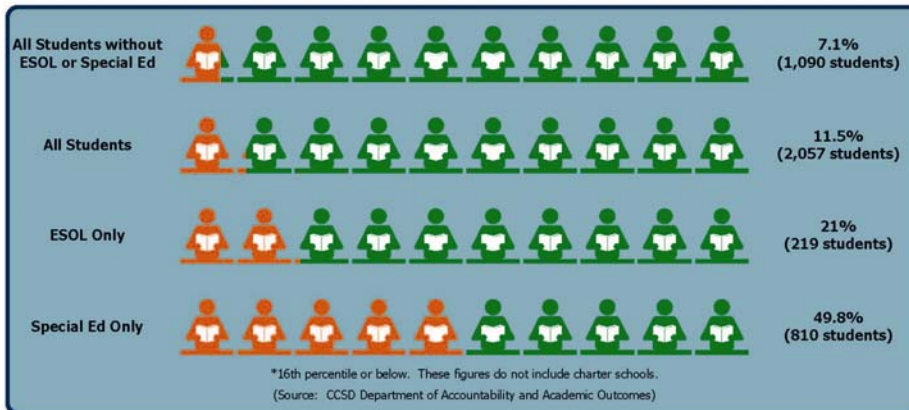
Highlights:

- **CCSD's literacy plan is *working*.**
 - First, Third, and Sixth Grade Academy students posted strong gains this year, significantly reducing the percentages of students in first, third, and sixth grade reading below grade level.
 - In 2007, more than 1 in 5 rising ninth graders (20.9%) read at a fourth-grade level or below; this year, after four straight years of declines, that number is down to nearly 1 in 8 (12.9%).
- **Literacy Academies are bringing extra supports, resources, and interventions—led by effective, proven teachers—to students who need them the most.** Literacy improvement strategies extend into all grades, not just those covered by the Academies.
- **The annual report, required by a new district-wide literacy policy set by the Board last year, shares literacy results and explains intervention strategies.**
- **Retention (repeating a grade) is not an effective strategy for increasing student achievement.** Promotion without supports is also ineffective. Instead, CCSD's literacy improvement plan moves identified students—those with the highest needs—into pathways designed to accelerate their achievement through proven interventions, high quality teaching, and extra supports.

Students Reading Below Grade Level on MAP: Spring 2010 Compared to Spring 2011



CCSD Students Reading At, Below, or Above Grade Level* MAP Reading Scores - Grades 3-8, Spring 2011



Percentage of Rising Ninth Graders Reading at a Fourth Grade Level or Below



*Source: Lexile scores (6-23-11 CCSD Department of Accountability and Academic Outcomes)