



Initial Review

2021 Third Grade Reading EOG Scores

Date: September 3, 2021

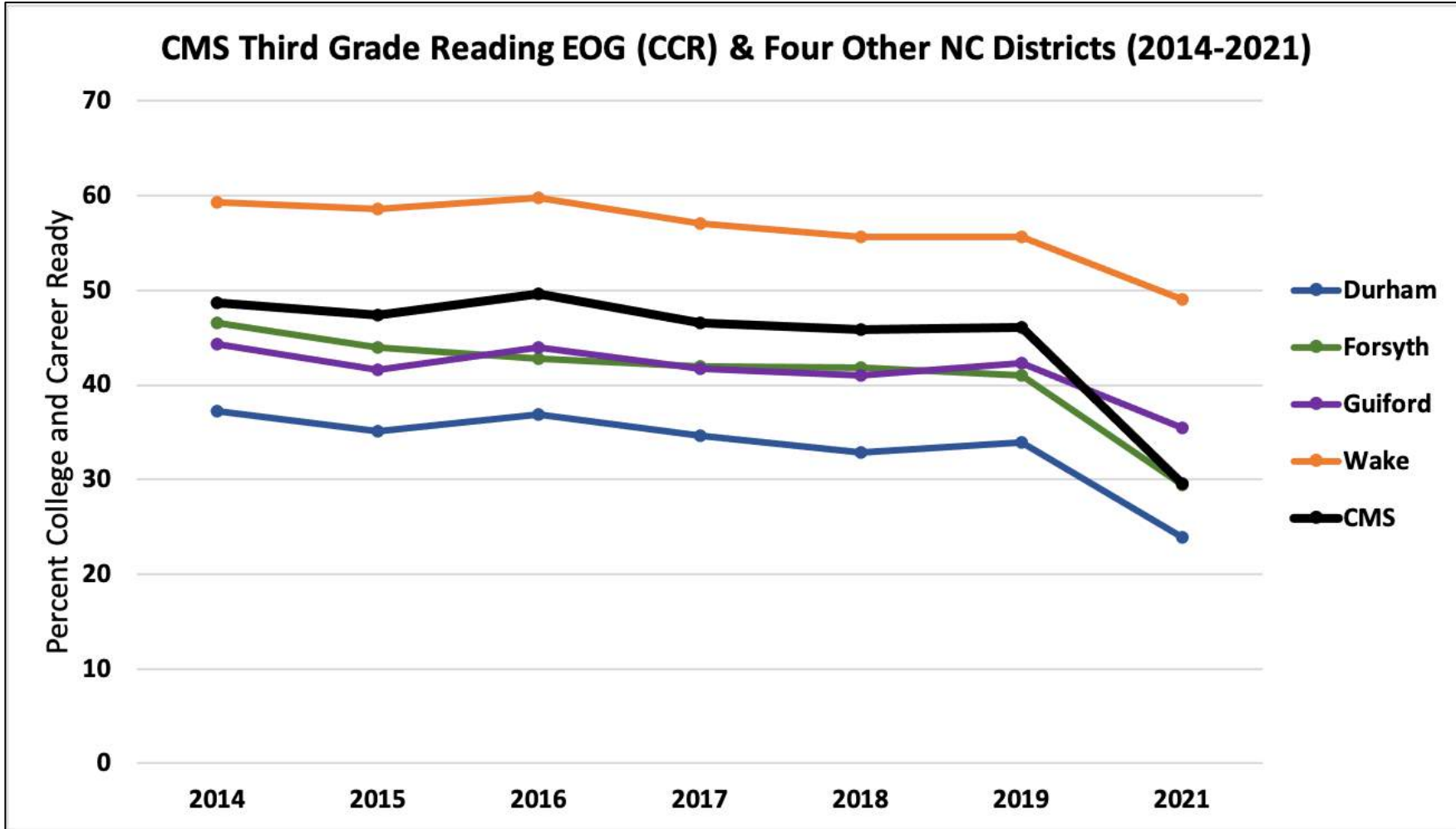
Version: 2.0

Seven Key Takeaways

1. Like other districts, the pandemic negatively affected CMS third grade reading scores. It's unclear why the decline was bigger in CMS than in four comparison NC districts.
2. The pandemic is an equal opportunity destroyer. It had a negative effect across all CMS racial subgroups and for economically disadvantaged and non-disadvantaged students alike.
3. There was an overall high test participation rate (90% for Black and Hispanic; 92% for Asian; 95% for White) in CMS, which makes these scores very representative.
4. There was a big decrease in third graders scoring at College & Career Ready across all schools in Mecklenburg County. CMS experienced a decline from 46.1% in 2019 to 29.5% in 2021.
5. There was a big increase in third graders scoring Not Proficient across all schools in Mecklenburg County. CMS experienced an increase from from 42.7% in 2019 to 60.4% in 2021.
6. These results for third grade students in SY 2020-2021 raise questions about the impact of the pandemic on students in grades K-2, who are now in grades 1-3 in SY 2021-2022.
7. These results demand a massive community response. Scaling up high-quality, targeted reading tutoring is essential. **Failure to act decisively will likely negatively affect students' success in school, high school graduation, chances of involvement in the criminal justice system, employability, mental health and civic engagement for the next decade or more.**

Like Other Districts, CMS Negatively Impacted by Pandemic

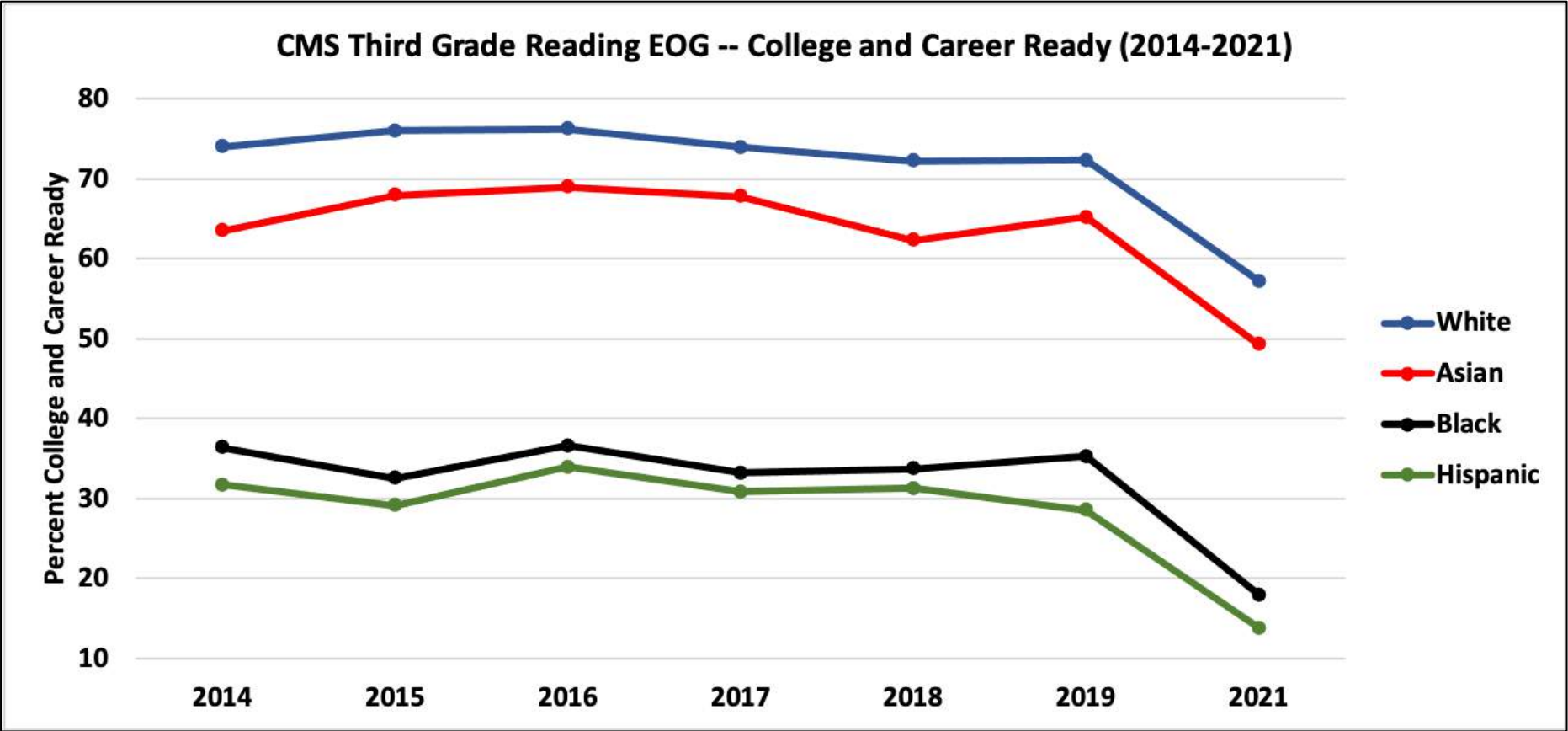
CMS 16.6 pp decline in students at College & Career Ready greater than average decline of four comparison NC districts (8.8 pp), but many factors could explain the difference (instruction, remote/hybrid learning, test participation rates, poverty, etc.).



<p>District CCR Decline (2019 vs 2021)</p> <p>Durham Public Schools: -10% Winston-Salem/Forsyth: -11.6% Guilford Co. Public Schools: -6.9% Wake Co. Public Schools: -6.6% CMS: -16.6%</p>
<p>Test Participation Rates (2021)</p> <p>Durham Public Schools: 80% Winston-Salem/Forsyth: 95% Guilford Co. Public Schools: 95% Wake Co. Public Schools: 81%* CMS: 93%</p>
<p>District Poverty Level (2018-2019)</p> <p>Durham Public Schools: 64.3% Winston-Salem/Forsyth: 63.2% Guilford Co. Public Schools: 65.5% Wake Co. Public Schools: 34% CMS: 54.6%</p>

*Wake County Public Schools had lower test participation rates than CMS for Black (74% vs 90%), Asian (76% vs 92%), Hispanic (87% vs 90%) and White students (85% vs 95%+).

All Racial Subgroups in CMS Negatively Impacted by Pandemic

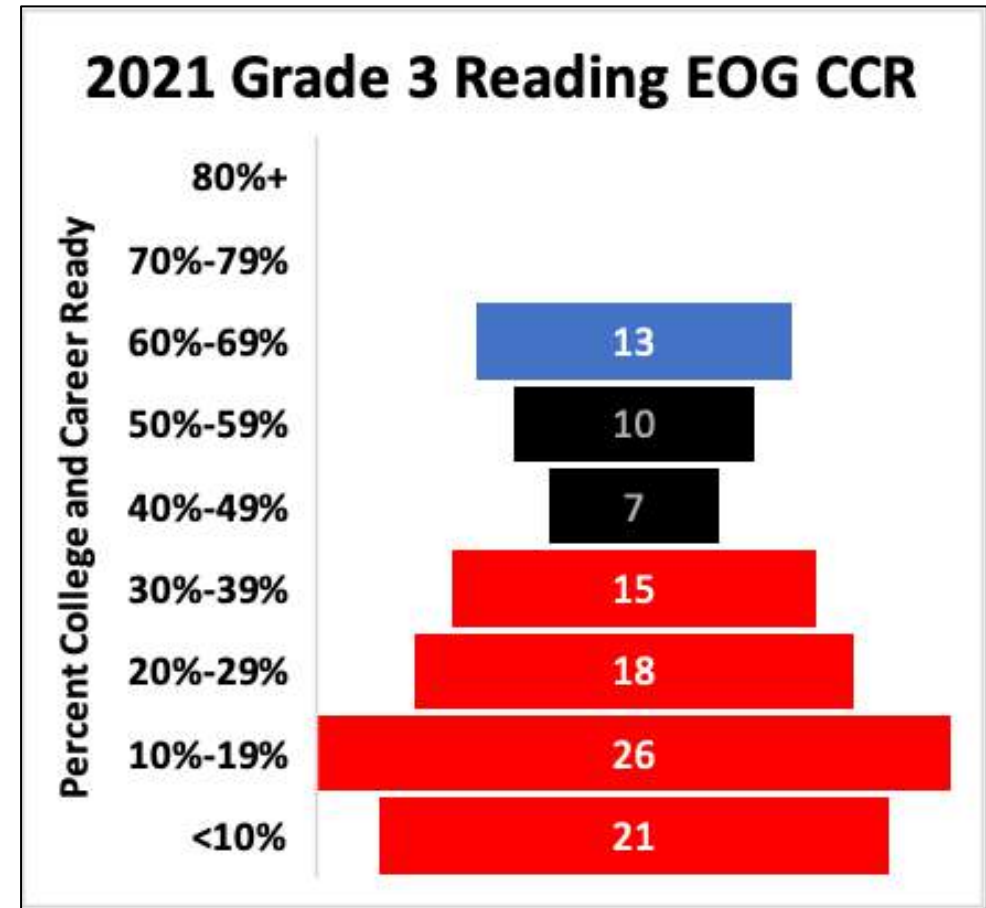
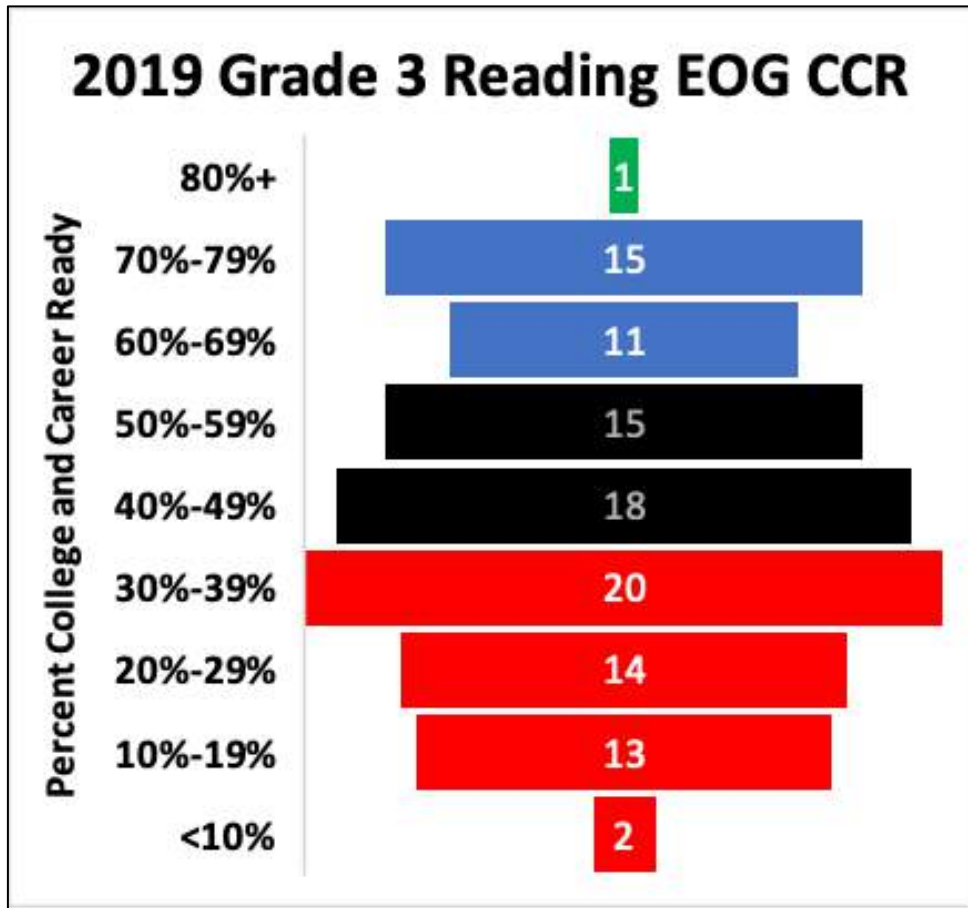


CCR Decline (2019 vs 2021)

- White: -15.1%
- Asian: -15.9%
- Black: -17.4%
- Hispanic: -14.7%

Pandemic's Negative Impact Felt Across the District

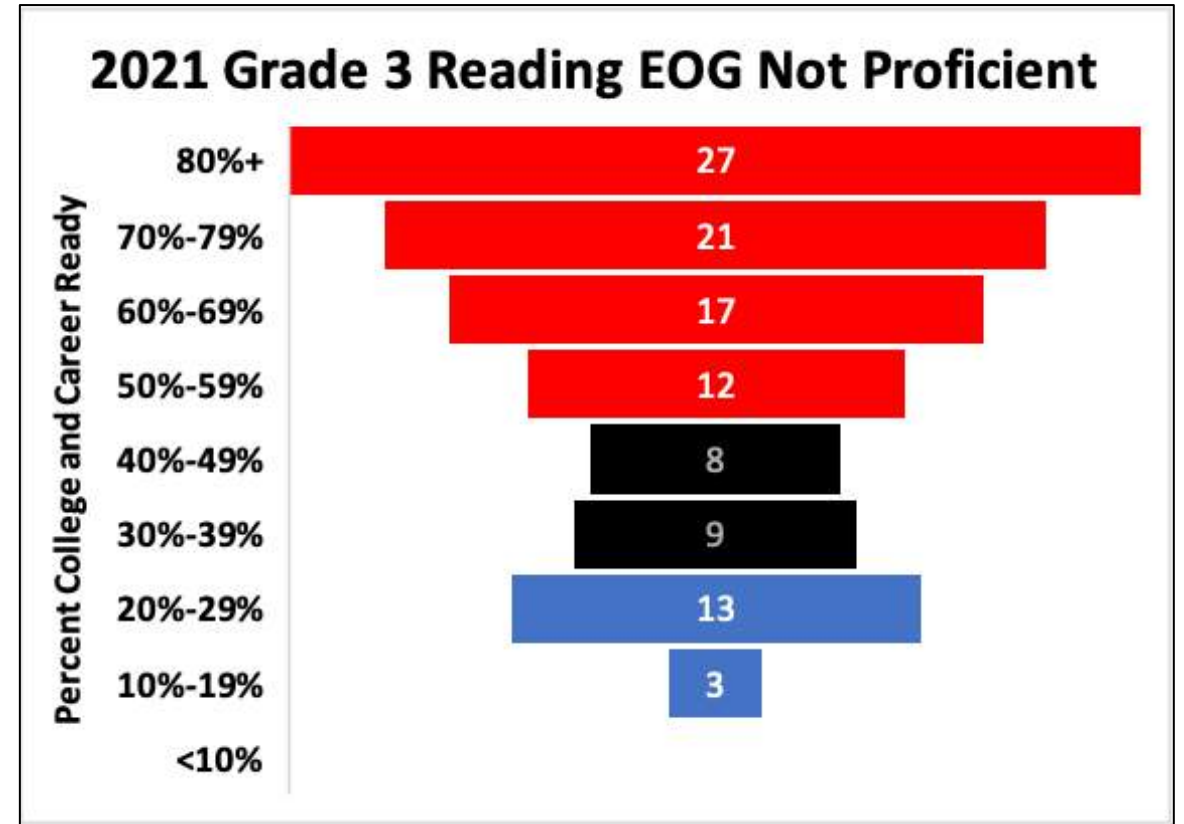
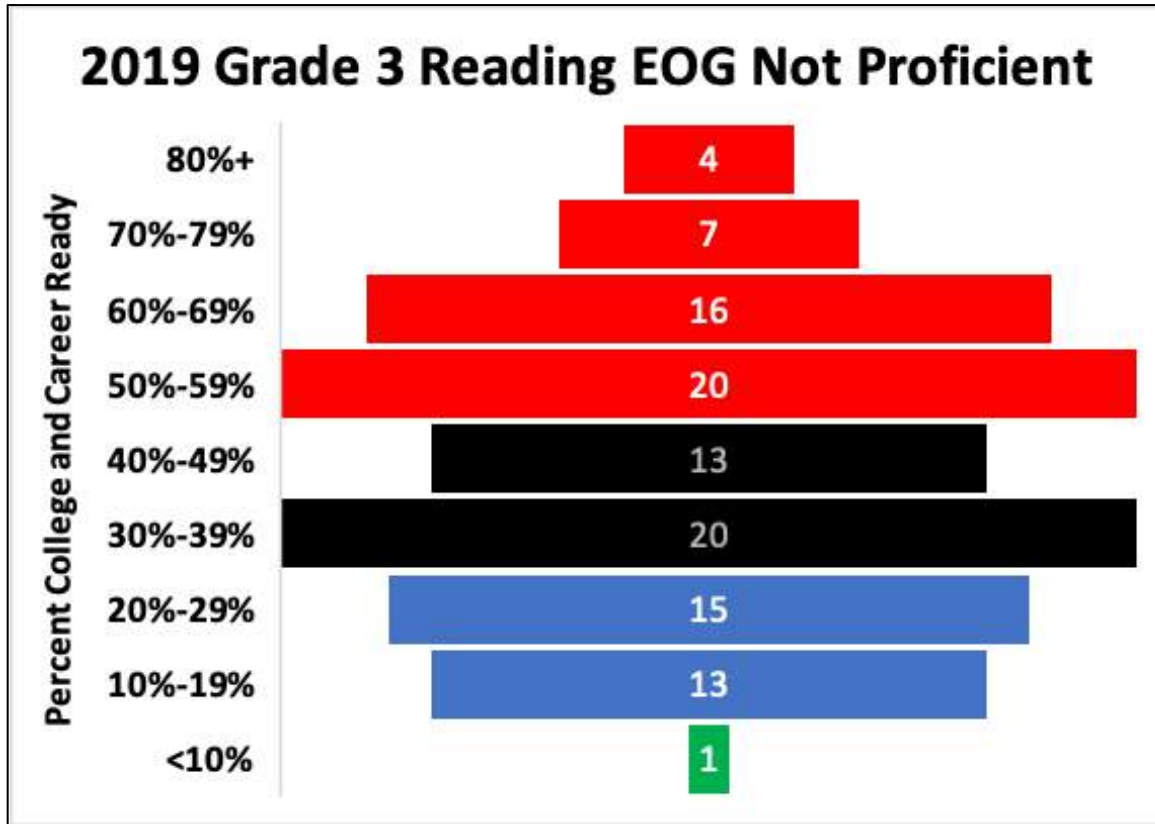
Number of schools by achievement level. There are fewer schools in 2021 with higher levels of College & Career Ready on the EOG.



Note: Level 4 & 5 = College & Career Ready; Level 1 & 2 = Not Proficient

Pandemic's Negative Impact Felt Across the District

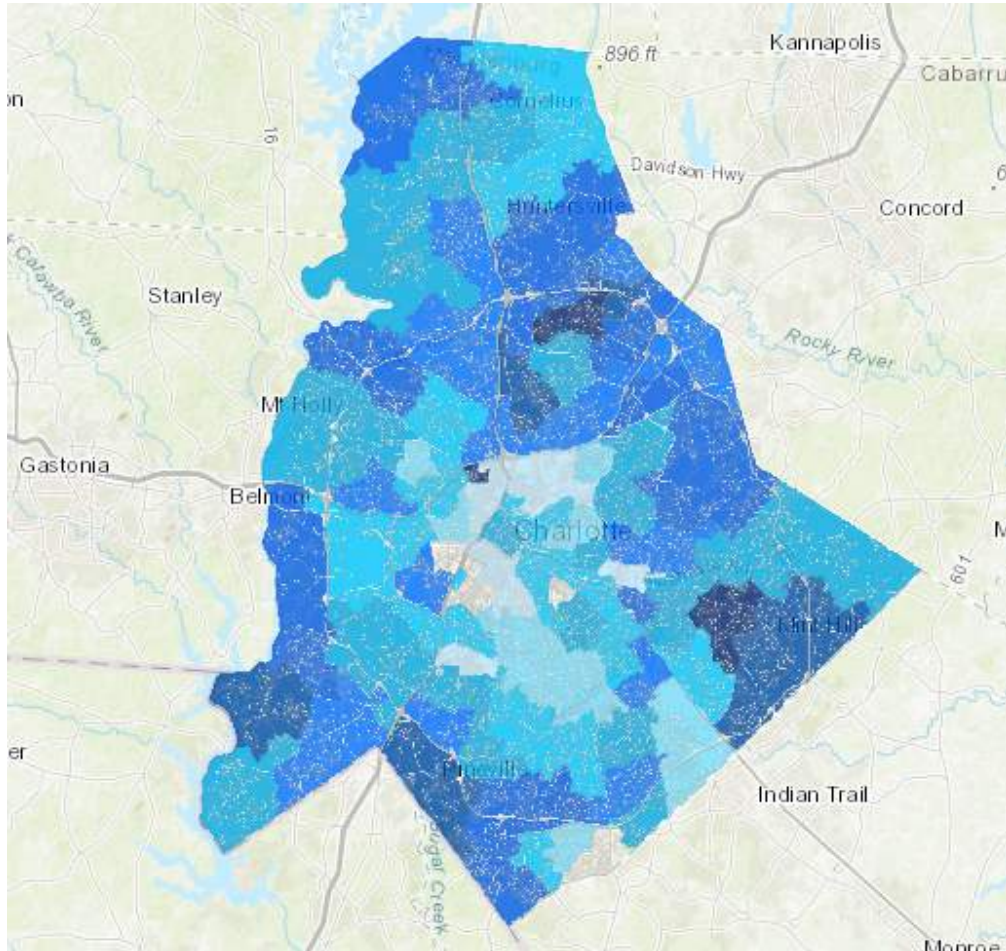
Number of schools by achievement level. There are more schools in 2021 with higher levels of Grade 3 students Not Proficient on EOG.



Note: Level 4 & 5 = College & Career Ready; Level 1 & 2 = Not Proficient

Big Drops in College and Career Ready Scores Across County

Major declines in percentage of third graders at College & Career Ready spread out across Mecklenburg County.

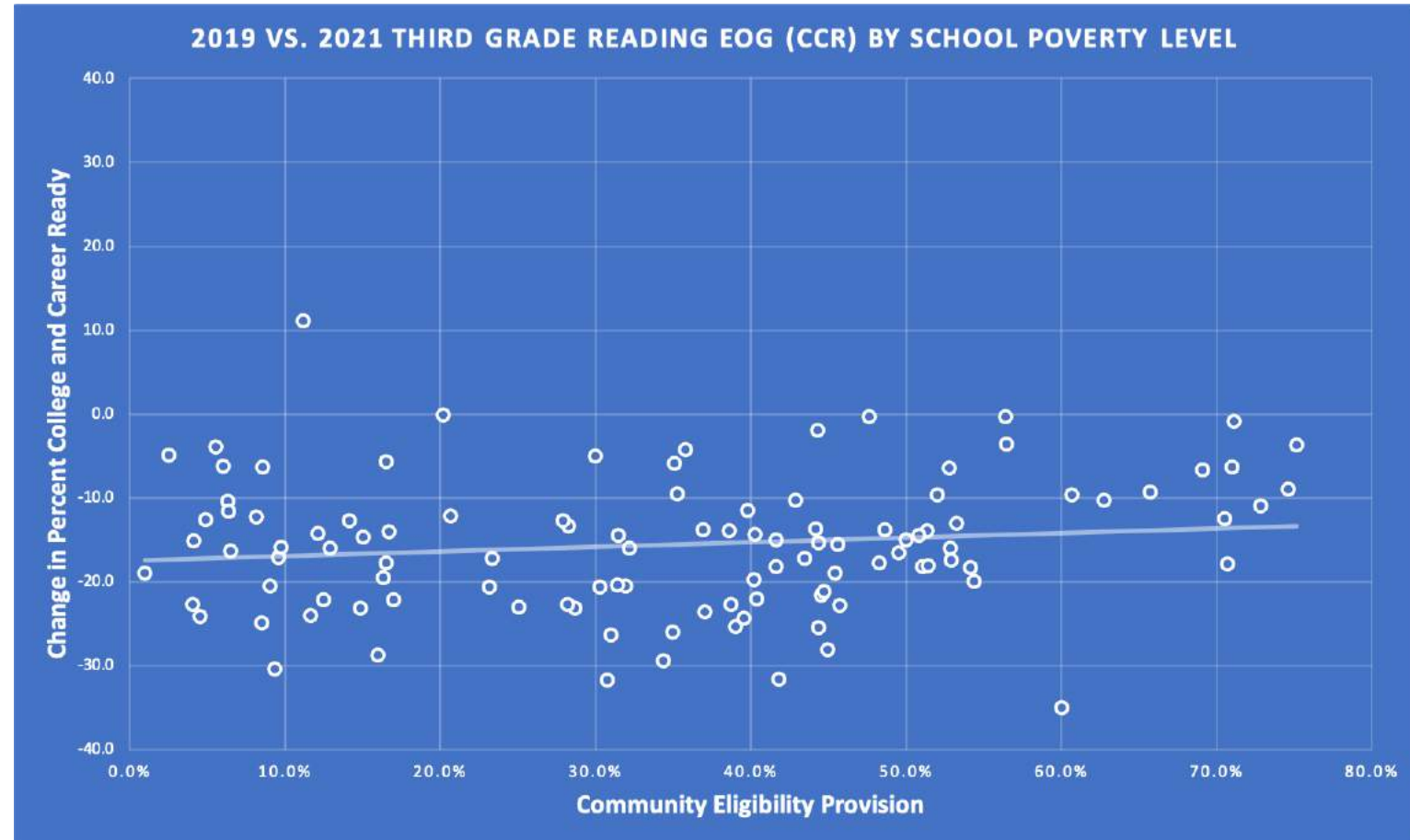


Darker areas indicate higher levels of drop in numbers of third graders scoring at CCR on the third grade reading EOG in 2021 compared to 2019.

Change in CCR	Scale
0- -4.375	1
-4.376- -8.75	2
-8.76- -13.125	3
-13.126 - -17.5	4
-17.51- -21.875	5
-21.876 - -26.25	6
-26.26- -30.625	7
-30.626 - -35	8

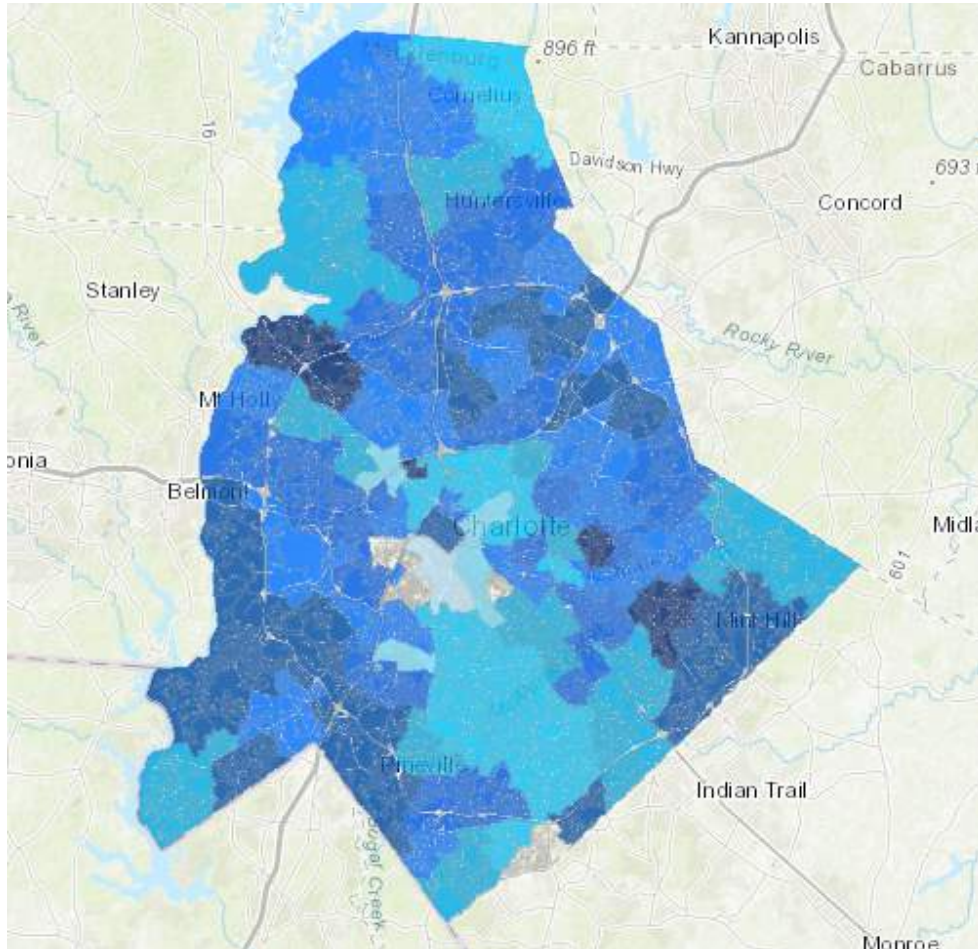
Very Weak Correlation (20%) Between Poverty and Drop in Grade 3 EOG CCR Scores

Differences in school poverty levels do not explain the drop in College and Career Ready scores. The pandemic was an equal opportunity destroyer of children's reading development.



Major Increases in Not Proficient Scores Across County

Major increases in percentage of third graders at Not Proficient spread out across Mecklenburg County.



Darker areas indicate higher levels of increase in numbers of third graders scoring Not Proficient (Levels 1 & 2) on the third grade reading EOG in 2021 compared to 2019.

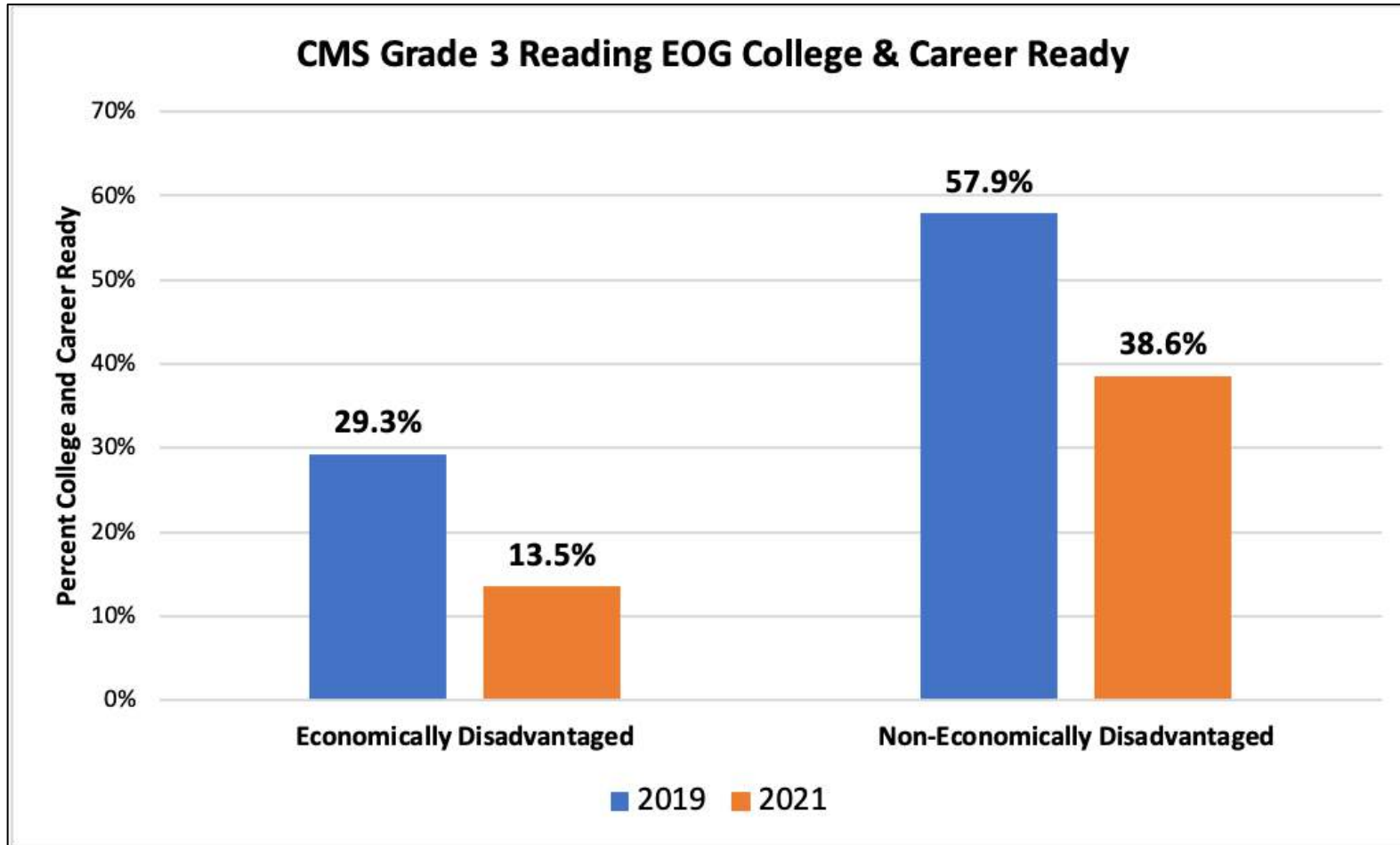
Change in NP	Scale
-7- -1.625	1
-1.624- 3.75	2
3.76- 9.125	3
9.126- 14.5	4
14.6-19.875	5
19.876- 25.25	6
25.26- 30.625	7
30.626-36	8

Very Weak Correlation (17%) Between Poverty and Increase in Grade 3 EOG Not Proficient Scores

Differences in school poverty levels do not explain the increase in Not Proficient scores. The pandemic was an equal opportunity destroyer of children's reading development.



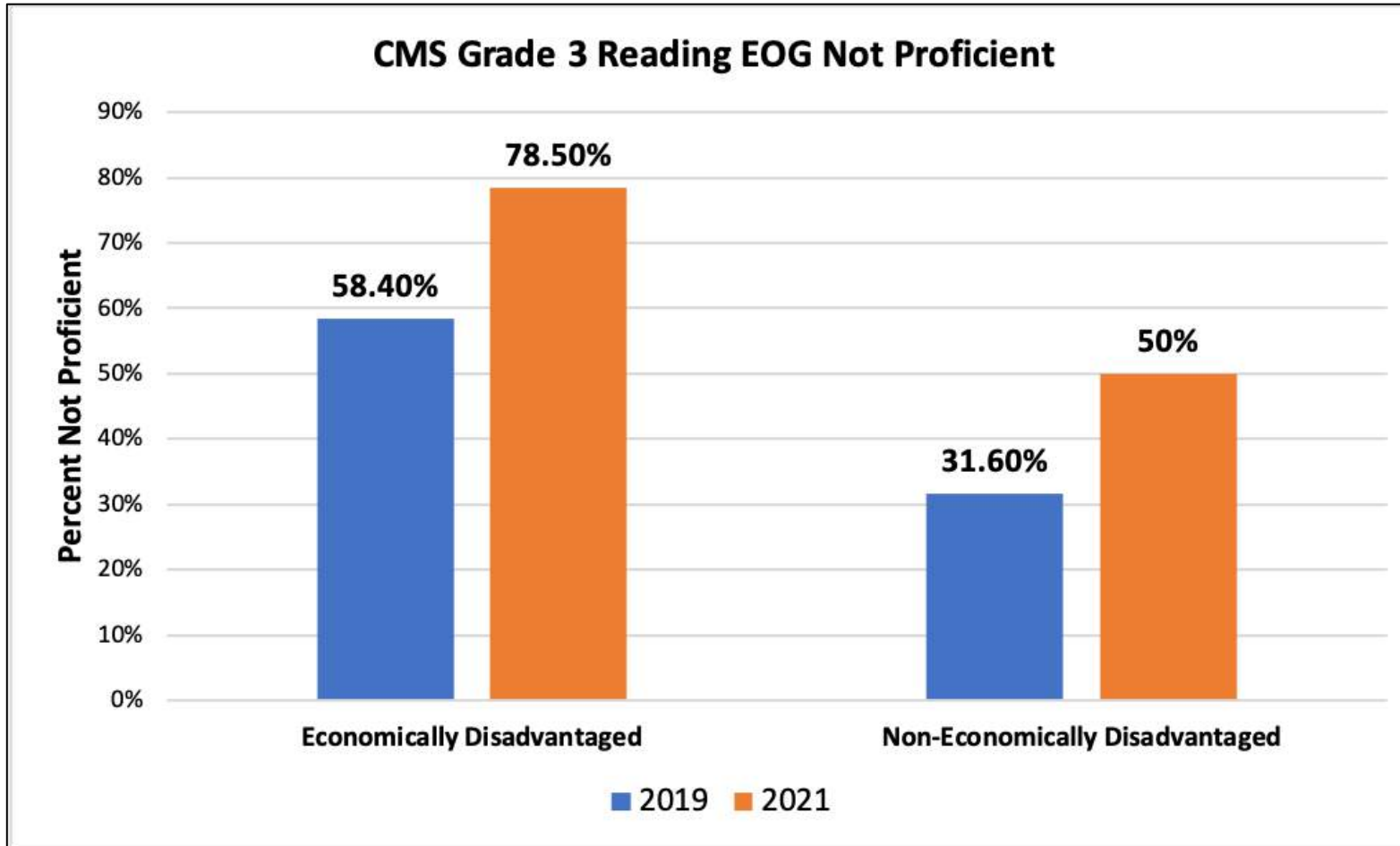
Children Across Socioeconomic Groups Experienced A Decrease in College & Career Ready Scores



The pandemic negatively affected children at high and low household income levels.

Non-Economically Disadvantaged third graders had a larger percentage point drop (-19.3%) in College & Career Ready than Economically Disadvantaged (-15.8%).

Children Across Socioeconomic Groups Experienced An Increase in Not Proficient Scores



Over three-fourths of Economically Disadvantaged and half of Non-Economically Disadvantaged third graders scored at Not Proficient in reading.

The percentage point increase between 2019 and 2021 for Economically Disadvantaged third graders (20.1%) was not much greater than Non-Economically Disadvantaged (18.4%)

Read Charlotte Is Ready To Help Our Community

Read Charlotte has developed tools and resources to help PK-3 children recover from the pandemic and accelerate toward reading proficiency. **Expanding access to high-quality, targeted tutoring is a major part of our strategy.** We will help out-of-school programs (after school and summer) and families to:

- Access and use two evidence-based tech platforms (**Reading Checkup & A2i After School**) to generate individual reading plans in as little as 20 minutes, pinpointing specific areas where PK-3 children need reading help.
- Support partners to provide PK-3 students with targeted tutoring and reading supports at an accelerated dosage to support rapid recovery & acceleration.
- Support partners to provide strong implementation support with a data-driven orientation to drive continuous improvement.
- Facilitate alignment of out-of-school and home-based efforts to create a multiplier effect.