

Pathways to Grade-Level Reading

Change Explanation for Revised Measures of Success Framework

The Data Action Team revised the Measures of Success Framework based on the input from stakeholders provided at the May 20th meeting (<http://buildthefoundation.org/may20/>). Outlined below are the changes that were made.

Across all goal areas:

- Removed language on measurement *tools* from the measures themselves. For example, *percent of students meeting expected growth as measured by the text reading comprehension (TRC) section of MClass assessments (K-3)* became *percent of students meeting expected growth in reading (K-3)*. In addition, the terms “parent report” or “self-report” were considered to be measurement tools and removed as well.

Removed details about how measures would be calculated, such as thresholds (i.e., 2500 grams defines low birth weight) or denominators for rates (i.e., per county, per 10,000 population).

These changes allow for consistency across the framework and help keep the language accessible for all audiences. A technical document will be developed to accompany the framework and define each measure precisely.

- Used standard reporting format for measures where possible, choosing strengths-based language wherever doing so would not confuse the reader. For example, *percent of children who are not homeless* is confusing, so it was changed to *percent of children who are homeless*.
- “Social-emotional health” and “behavioral health” are considered interchangeable for the purposes of the framework. Respecting the preferred term in each sector, and in keeping with our goal to communicate clearly with stakeholders, “social-emotional health” was used in the Education section and “behavioral health” was used in the Health section.

Health

- Divided indicators to reflect how data will be collected. For example, *percent of pregnant women who do not use substances* is now reflected as *percent of pregnant women who smoke; percent of pregnant women who drink alcohol; percent of pregnant women who misuse prescription drugs or use illegal substances*.

- Reworded the medical home indicator for ease of communication as follows: *percent of parents with a ~~particular~~ regular place to take their children for medical care (i.e., medical home).*
- Reworded health and weight indicator for ease of communication as follows: *percent of children whose ~~height and weight falls into expected ranges~~ with healthy weight.*
- Added the following indicator to reflect research on early literacy: *percent of children living in food insecure households.*

Family/Community

- Reworded indicators to reflect how data will be collected, including *average number of minutes per day that parents talk or play with their children; average number of days per week that families eat their main meal together and average number of days per week that parents read to their children.*
- Moved indicators on reading to child and books in the home from outcome one to outcome two to highlight the direct connection to building vocabulary and early literacy skills.
- Added the following indicator to reflect research: *percent of adults with fewer than three adverse childhood experiences (ACEs).* ACEs are a research-based risk factor for negative mental and physical health outcomes, involvement in violence, and other negative life outcomes that would affect parenting.
- Added the following indicator to reflect research on early literacy: *percent of families screened for poverty at well-child visits.* New federal guidance allows medical practitioners to bill Medicaid for poverty screenings, and research shows a direct connection between economic security and literacy.
- Added the following indicators to reflect research on early literacy: *percent of children who maintain literacy gains over the summer and rate of summer learning programs.*
- Changed the homeless indicator as follows: *percent of birth-to-eight children who are homeless.* Though the McKinney-Vento school system data will only track school-aged homeless children, stakeholders thought it was important to note that data should be collected on all homeless children, birth-to-eight. The data source will differ for children under age five.

Education

- Reworded the child care indicator for clarity as follows: percent *of all children birth through five enrolled in ~~regulated~~ child care*. Some stakeholders felt that the number of children in “regulated” care should not be a quality measure, since child care regulations ensure health and safety, but do not address program quality. The Data Action Team felt it was important to measure both the percent of children *out of all children*, who are in child care (which speaks to access) and the percent of children *out of all children in child care*, who are in high-quality settings (which speaks to quality).
- Reworded quality indicator as follows: *percent of children birth through five attending high quality early childhood programs (centers, **schools** and family homes)*
- Reworded the following indicators to include both degrees/certifications and competencies for all educators and administrators, birth-to-eight:
 - ~~*percent of early childhood teachers with post-secondary early childhood education, by degree*~~
 - ~~*percent of early childhood administrators with post-secondary early childhood education, by degree*~~
 - ~~*percent of elementary school principals with early childhood/child development-specific knowledge and competencies*~~
 - ~~*percent of K-3 teachers with early childhood/child development-specific knowledge and competencies*~~
 - *percent of birth-to-eight early childhood teachers with post-secondary early childhood education, by degree*
 - *percent of birth-to-eight early childhood teachers with early childhood/child development-specific knowledge and competencies*
 - *percent of birth-to-eight early childhood administrators with post-secondary early childhood education, by degree*
 - *percent of birth-to-eight early childhood administrators with early childhood/child development-specific knowledge and competencies*
- Changed the suspension and expulsion indicator and made them two separate indicators as follows: *percent of **birth-to-eight** children suspended from programs and schools* and *percent of **birth-to-eight** children expelled from programs and schools*. Despite the federal law change that should prevent preschool children from being expelled, it is important to continue to collect the data to confirm that.

- Added the following indicators to reflect research on early literacy: *percent of children receiving special education services*.
- Added the following indicator to reflect research on early literacy: *percent of children who attend schools that reflect the socioeconomic diversity of their school districts*.
Research demonstrates that low-income students have better outcomes when they are educated alongside middle-income peers. The Data Action Team pointed out that some school districts – particularly in rural areas – are not socioeconomically diverse and therefore would not be able to ensure that students attend socioeconomically-diverse schools. Wording the indicator this way highlights the importance of diverse school districts ensuring that all schools reflect the district’s diversity.