

Pathways to Grade-Level Reading Measures of Success Framework

Our vision is bold – all North Carolina children, regardless of race, ethnicity or socioeconomic status, are reading on grade-level by the end of third grade, so that they have the greatest opportunity for life success.

The NC Pathways to Grade-Level Reading Initiative is creating partnerships among the state’s early learning and education, public agency, policy, philanthropic and business leaders to define a common vision, shared measures of success and coordinated strategies that support children’s optimal development beginning at birth. The first step is to define whole-child, birth-to-eight measures of success that put children on a pathway to grade-level reading. The measures of success, presented here, align with the following goals:

- Health and Development on Track, Beginning at Birth
- Supported and Supportive Families and Communities
- High Quality Birth-to-Eight Early Learning Environments
- Regular Attendance at Early Learning Programs and School

The measures of success framework was developed by a Data Action Team – comprised of 30 experts from North Carolina’s leading universities, research institutes, government agencies, businesses and think tanks – in partnership with the Pathways to Grade-Level Reading stakeholders. The Data Action Team identified the following criteria to determine measures to be included in the framework:

- **Research-based.** Connected clearly to the top-line result through research.
- **Actionable.** Is something that can be reasonably affected through state or local legislation; policy, program or practice change; or community action.
- **Impactful.** Will impact the lives of a number of NC children and families.
- **Easily Communicated.** Can be easily understood by parents, policymakers, and other key stakeholders.
- **Equalizing.** Will reduce gaps and inequalities that currently exist among NC populations.

The framework evolved with input from the Pathways to Grade-Level Reading Learning Teams. It is important to note that the framework does not include everything that moves the needle on grade-level reading, nor does it capture everything that impacts the individual outcomes. It presents what the Data Action Team and Learning Teams recommend as the best framework that if addressed would significantly improve outcomes for young children and is based on the criteria and our state context.

The wording of measures in this framework are intentionally as clear and simple as possible, to ensure that the document is accessible for all audiences. A technical document to accompany the framework will define each measure precisely, including the numerators and denominators, measurement tool used, research-based thresholds (i.e., 2500 grams defines a baby with low birth weight), and populations for the “rate” measures (i.e., “Rate of dentists per 10,000, per county”).

LITERACY DEVELOPMENT MILESTONES are developmental steps on the pathway to grade-level reading. The measures of success aim to move the needle on these literacy development milestones, in order to improve third grade reading proficiency.
Example: *Language skills on track at 24, 36, and 48 months.*

CHILDREN'S LIVING CONDITIONS are underlying factors that influence all the measures, outcomes, goals, literacy developmental milestones, and the top-line result of third-grade reading proficiency. There are many such factors. Pathways has highlighted some that are particularly influential.
Example: *% of children living in high poverty neighborhoods*

GOALS are conditions for children, adults, families, or communities that we are aiming for. Goals support the literacy development milestones and the top-line result: All children are reading on grade level by the end of third grade.
Example: *Health and Development on Track, Beginning at Birth*

PATHWAY

The **PATHWAY** comprises researched-based **MEASURES OF SUCCESS** that help to quantify the achievement of a Goal and are tied to grade-level reading by the end of third grade.

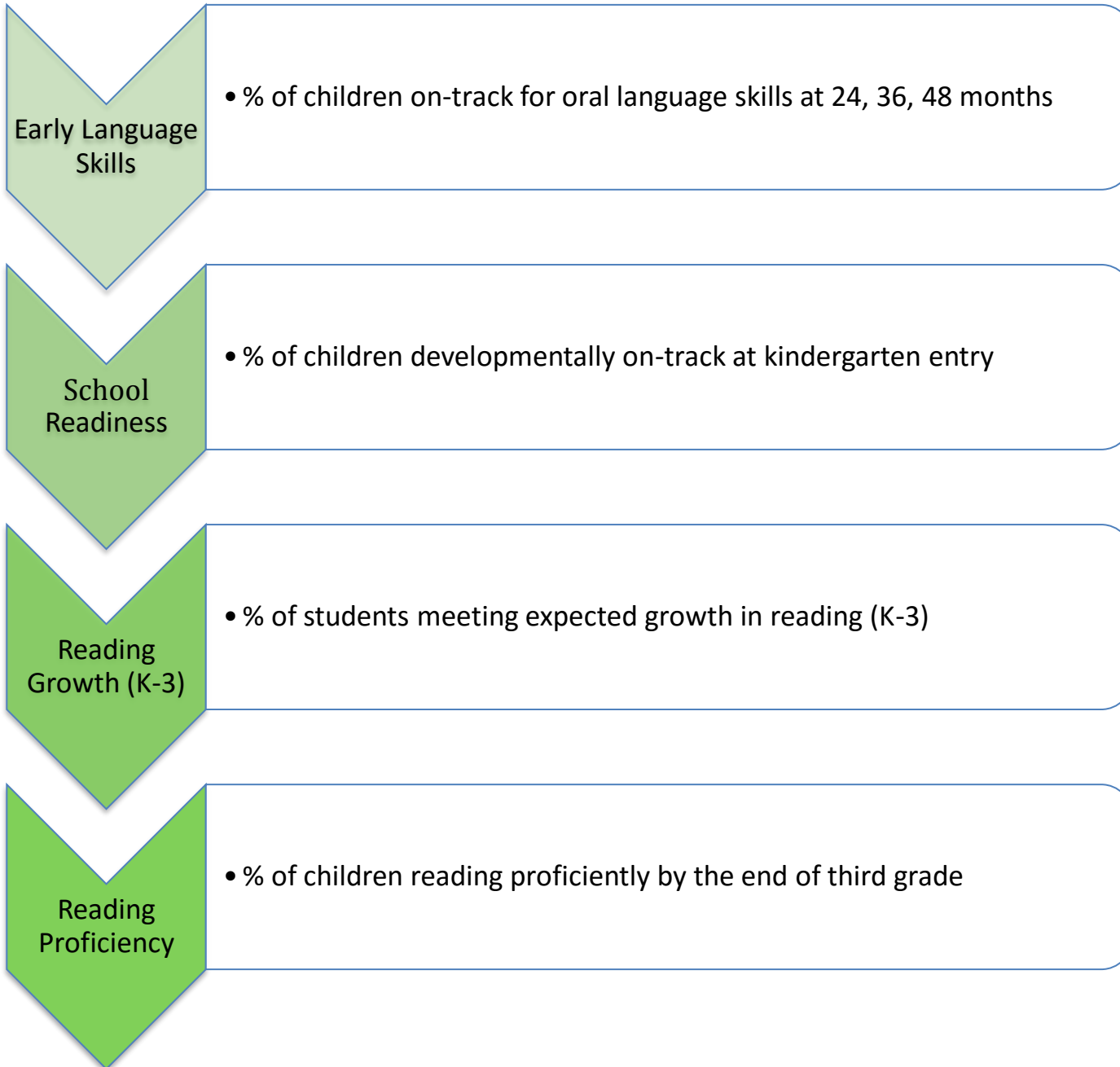
Example: *Healthy Birthweight impacts grade-level reading and is measured by % of babies born with low birth weight.*

The PATHWAY is Influenced By

"INFLUENCED BY" measures *move, or influence*, the Pathways Measures of Success and also have research connecting them to grade-level reading by the end of third grade.

Example: *% of pregnant women who smoke* influences the Healthy Birthweight Pathway Measure of Success.

LITERACY DEVELOPMENTAL MILESTONES



CHILDREN'S LIVING CONDITIONS

Family Economic Security

*% of families with children living below 200% of FPL
% of children living in families that make a living wage*

Housing Stability

*% of birth-to-eight children who are homeless
% of children with housing stability (family has not moved more than once in past 12 months)
% of families who spend less than 30% of income on housing*

Economically Viable Neighborhoods

% of children living in high poverty neighborhoods

Safe Neighborhoods

*Rate of reported violent crimes, by census tract
% of adults living on block where it is safe for children to play outside*

Environmental Health

*% of children with elevated blood lead levels
% of children screened for elevated blood lead levels*

Trauma-Informed Communities

No data indicator as yet defined

Equity

Racial/ethnic and income disparities are critical factors. Strategies for action should aim to improve outcomes for all North Carolina children, and also be intentionally focused on eliminating disparities.

HEALTH and DEVELOPMENT ON TRACK, BEGINNING AT BIRTH

The Pathway

Healthy Birthweight	Physical Health	Social-Emotional Health	Oral Health	Development
<i>% of babies born low birth weight</i>	<i>% of children with excellent or good health</i>	<i>% of children exhibiting self-regulation, good interpersonal skills, and no behavior problems</i>	<i>% of children with untreated tooth decay</i>	<i>% of children showing improvement with early intervention services</i>

The Pathway is Influenced by

<i>% of adults with health insurance</i>	<i>% of Medicaid-enrolled children receiving regular well-child visits</i>			
<i>% of pregnant women who receive on-time prenatal care</i>	<i>% of children with health insurance</i> <i>% of parents with health insurance</i> <i>Rate of pediatricians and family physicians</i>		<i>% of children who have seen a dentist in the past year</i> <i>Rate of dentists</i>	<i>% of children who receive a developmental screen</i> <i>% of children with an identified developmental delay on a developmental screen</i>
<i>% of pregnant women who smoke</i>	<i>Rate of pediatricians and family physicians accepting Medicaid</i>		<i>Rate of dentists accepting Medicaid</i>	<i>% of children with an identified developmental delay referred to early intervention services</i>
<i>% of pregnant women who drink alcohol</i>	<i>% of children ages 19-35 months who are fully immunized</i>	<i>% of children who receive a behavioral health screen</i>		<i>% of children with an identified developmental delay referred to early intervention services</i>
<i>% of pregnant women who misuse prescription drugs or use illegal substances</i>	<i>% of parents with a regular place to take their children for medical care (i.e., medical home)</i> <i>% of children with healthy weight</i>	<i>% of children with an identified behavioral health need on screen</i> <i>% of children with an identified behavioral health need referred for services</i>		<i>% of children referred to early intervention who receive services</i>
<i>Rate of births to girls aged 15-19</i>	<i>% of children over age 6 who are physically active for 60 minutes/day 5 days/week</i> <i>% of children who eat the recommended dietary guidelines of fruits and vegetables</i> <i>% of children living in food insecure households</i> <i>% of mothers who exclusively breastfeed for six months</i>	<i>% of children referred to behavioral health services who receive services</i>		

SUPPORTED AND SUPPORTIVE FAMILIES AND COMMUNITIES

The Pathway

Safe at Home (no child maltreatment)	Positive Parent/Child Interactions	Social Supports	Skilled and Knowledgeable Parents	Reading with Children
<i>Rate of investigated/assessed child abuse or neglect</i>	<i>Average number of minutes per day that parents talk or play with their children</i>	<i>% of new mothers with access to sufficient social supports</i>	<i>% of parents with sufficient knowledge of child development and parenting skills</i>	<i>Average number of days per week that parents read to their children</i>

The Pathway is Influenced by

<p><i>% of adults with fewer than three adverse childhood experiences (ACEs)</i></p> <p><i>% of parents screened for depression at well-child visits</i></p> <p><i>% of parents identified with depression referred for services</i></p> <p><i>% of parents referred who receive services for depression</i></p> <p><i>% of parents who misuse substances</i></p> <p><i>% of parents with access to mental health, domestic violence and substance abuse services</i></p>	<p><i>% of births to mothers with at least a 12th grade education</i></p> <p><i>% of families screened for poverty at well-child visits</i></p> <p><i>Rate of home visiting, parent education, and family preservation programs</i></p> <p><i>Rate of parents who participate in home visiting, parent education, and family preservation programs</i></p> <p><i>% of families with access to the Family Medical Leave Act</i></p> <p><i>Note: The underlying conditions at the bottom of the chart and some influencers in the Health and Education goals affect access to social supports and parent skills and knowledge.</i></p>	<p><i>% of children with 25 or more books in the home</i></p>
	<p><i>Average number of days per week that families eat their main meal together</i></p>	

HIGH QUALITY BIRTH-TO-EIGHT EARLY LEARNING ENVIRONMENTS and REGULAR ATTENDANCE

The Pathway

High Quality Early Care and Education	Summer Learning	Grade Level Promotion	School Climate	Regular School Attendance
<i>% of children birth-to-eight receiving high quality early care and education (centers, family homes and schools)</i>	<i>% of children who maintain literacy gains over the summer</i>	<i>% of children promoted to next grade (K-3)</i>	<i>% of early care and education programs and schools integrating social-emotional strategies</i>	<i>% of children with regular attendance in early care and education programs and school</i>

The Pathway is Influenced by

<i>% of birth-to-eight children suspended & expelled from programs and schools</i>				
<i>% of birth-to-eight early childhood teachers with post-secondary early childhood education, by degree</i>		<i>% of children attending elementary schools that systematically involve child care programs/families before school transition</i>		
<i>% of birth-to-eight early childhood teachers with early childhood/child development-specific knowledge and competencies</i>		<i>% of teachers who receive professional development on children's mental health, including trauma</i>		
<i>% of birth-to-eight early childhood administrators and principals with post-secondary early childhood education, by degree</i>		<i>% of teachers working with special populations, including English language learners and children with disabilities, who receive specific training/coaching for these populations</i>		
<i>% of birth-to-eight early childhood administrators and principals with early childhood/child development-specific knowledge and competencies</i>		<i>% of children (K-3) receiving special education services</i>		
<i>% of students with access to programs in native language</i>	<i>% of children who attend schools that reflect the socio-economic diversity of their school districts</i>	<i>Rate of summer learning programs</i>	<i>% of children who changed early care and education programs or schools within the past year.</i>	
<i>% of estimated eligible children under age 6 receiving child care subsidies</i>		<i>Note: Many of the other factors that influence summer learning are included as indicators elsewhere in this framework.</i>	<i>Note: Many of the factors that influence school attendance and positive school climates are included under the Health and Family/Community goal areas, and in the underlying conditions at the bottom of the chart.</i>	
<i>% of estimated eligible four-year-olds attending NC PreK</i>				
<i>% of families paying 10% or less of income on child care</i>				