

Pathways to Grade-Level Reading Initiative

What Do We Know?

Pathways 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. A [Data Action Team](#) of 30 data, research and policy experts considered the research and created a [framework of whole child measures](#) that are critical for moving the needle on third grade reading outcomes. The framework includes indicators in three Goal areas:

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

The Data Action Team also identified critical Developmental Milestones for children on the way to third grade reading proficiency and a set of Children's Environment measures that impact third grade reading proficiency.

This document highlights what data is available in North Carolina on these measures and what data is not. As noted below, many key measures for young children on the pathway to early literacy are not collected and/or analyzed and made available to the public. Part of the Pathways mission is to improve the collection and sharing of these critical measures of success.

Health and Development on Track, Beginning at Birth

Measure of Success	State average	Trend (5 year)	National Comparison	Disaggregated by county or school district	Disaggregated by race/ethnicity	Disaggregated by income level	Disaggregated by age
Babies born with low birthweight	✓	✓	✓	✓	✓	✓	n/a
Children with excellent or good health	✓	✓	✓	✗	✓	✓	✓
Children with untreated tooth decay (K)	✓	✓	✗	✓	✓	✗	n/a
Children with untreated tooth decay (3 rd grade)	✓	✗	✓	✗	✗	✗	n/a
Children showing improvement with early intervention services	✓	✓	✗	✗	✗	✗	n/a
Children exhibiting self-regulation, good interpersonal skills, and no behavior problems	✗	✗	✗	✗	✗	✗	✗




























Supported and Supportive Families and Communities

Measure of Success	State average	Trend (5 year)	National Comparison	Disaggregated by county or school district	Disaggregated by race/ethnicity	Disaggregated by income level	Disaggregated by age
Rate of child abuse or neglect	✓	✓	✓	✓	✓	✗	✓
Average number of minutes per day parents talk or play with their children	✓	✗	✓	✗	✓	✗	✗
Average number of days per week that parents read to their children	✓	✓	✓	✗	✓	✓	✗
New mothers with access to sufficient social supports	✓	✗	✗	✗	✓	✓	✗
Parents with sufficient knowledge of child development and parenting skills	✗	✗	✗	✗	✗	✗	✗

High Quality Birth to Eight Learning Environments

Measure of Success	State average	Trend (5 year)	National Comparison	Disaggregated by county or school district	Disaggregated by race/ethnicity	Disaggregated by income level	Disaggregated by age
Children birth-to-five attending licensed child care who are in high quality centers and homes (4- and 5-star)	✓	✓	✗	✓	✗	✗	✓
Children birth-to-five receiving subsidy attending licensed child care who are in high-quality centers and homes (4- and 5-star)	✓	✓	✗	✓	✓	✓	✓
Children promoted to next grade level (K-3)	✓	✗	✗	✓	✓	✗	✓
Children promoted to next grade level (3 rd grade Read to Achieve retentions)	✓	✓	n/a	✓	✗	✗	n/a
Schools employing social-emotional strategies	✗	✗	✗	✗	✗	✗	✗
Children who maintain literacy gains over the summer	✗	✗	✗	✗	✗	✗	✗
Students in NC schools with K, 1st, 2nd, and/or 3rd grades, who are chronically absent	✓	✗	✓	✓	✓	✗	✗
Average days attended for children enrolled in NC Pre-K	✓	✓	✗	✓	✓	✗	n/a

Developmental Milestones

Measure of Success	State average	Trend (5 year)	National Comparison	Disaggregated by county or school district	Disaggregated by race/ethnicity	Disaggregated by income level	Disaggregated by age
Children on-track for oral language skills at 24, 36, 48 and 60 months							
Children developmentally on-track at kindergarten entry							
Children meeting expected growth in reading (K-3)							
Children reading on grade-level by the end of third grade							n/a

Children's Environments

Measure of Success	State average	Trend (5 year)	National Comparison	Disaggregated by county or school district	Disaggregated by race/ethnicity	Disaggregated by income level	Disaggregated by age
Children living in families below 200% of the federal poverty level (FPL) (ages 0-17)	✓	✓	✓	✓	✓	n/a	✓
Children living in high-poverty neighborhoods	✓	✓	✓	✓ some	✓	✗	✗
Reported violent crimes, by census tract	✓	✓	✓	✓ some	n/a	n/a	n/a
Adults living on a block where it is safe for children to play outside	✓	✓	✗	✗	✓	✓	✗
Birth-to-eight children who are homeless (only data is K-3 students)	✓	✓	✗	✗	✗	n/a	✓
Children with elevated blood lead levels	✗	✗	✗	✗	✗	✗	✗