

NC Pathways to Grade-Level Reading

Measures of Success Framework

Driving the NC Pathways to Grade-Level Reading initiative is the foundational belief that together we can realize greater outcomes for young children than any of us can produce on our own. Together, we co-created the Pathways Measures of Success—the whole-child, birth-through-age-eight measures that put children on a pathway to grade-level reading—as the framework for aligning our policies, practices and programs



**PATHWAYS
BIRTH-THROUGH-AGE-EIGHT
LITERACY DEVELOPMENT
MILESTONES**

Language Skills on Track at 24, 36 and 48 Months → Developmentally Ready at Kindergarten Entry → Meeting Expected Growth in Reading (K-3) → Reading at Grade-Level by the End of Third Grade

All children with disabilities achieve expressive and receptive communication skills commensurate with their developmental ages.

MEASURES OF SUCCESS FRAMEWORK

The Measures of Success Framework was developed by the Pathways Data Action Team—30 experts from North Carolina’s leading universities, research institutes, government agencies, businesses and think tanks—in partnership with Pathways to Grade-Level Reading partners.

The Data Action Team identified the following criteria to determine which measures to include 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.
- ▶ **Decreases Inequities.** Will reduce gaps and inequities that currently exist among North Carolina populations.

The Framework evolved with input from the NC Pathways to Grade-Level Reading Learning Teams. Learning Teams included content, data and policy experts who identified trends, inequities, patterns and connections in the NC data, as well as data gaps.

The framework does not include everything that moves the needle on grade-level reading or capture everything that impacts each outcome. It presents what Pathways stakeholders recommend as the best framework for North Carolina to improve early literacy outcomes for young children.

At the center of the Framework is the Pathways Vision. It is surrounded by what the research says children need to be on a pathway to grade-level reading. Pathways thinks of these as **Goals**, and they include:



Health and Development on Track Beginning at Birth



Supported and Supportive Families and Communities



High Quality Birth-through-Age-Eight Learning Environments with Regular Attendance

Surrounding the goals are **Measures of Success**. These researched-based measures help to quantify progress toward a Goal and are tied to grade-level reading by the end of third grade.

Not depicted in this graphic, but defined in the pages that follow, are the **Pathways Influencers**. These are measures that move, or influence, the Pathways Measures of Success and also have research connecting them to early literacy.

The final circle encompasses **Community Conditions** in which children live. These conditions influence, and frequently drive, child outcomes—when these conditions are positive, as shown in the diagram, children are more likely to thrive; when these conditions are negative, children are more likely to struggle. Pathways prioritizes mitigating conditions that negatively impact a child’s ability to fulfill his or her potential.