



FIRST THINGS FIRST

Ready for School. Set for Life.

School Readiness Indicators Benchmarking Process

Background

FTF School Readiness Indicators were chosen to reflect the effectiveness of the funding strategies to improve the lives of children residing in the state of Arizona. The indicators and subsequent benchmarks will be monitored over time in order to determine progress in reaching the indicators. They are not stand alone indicators. They should be a result of collaborations across communities and sectors that impact a child's readiness for entering school and subsequently their life long success. They should also encourage Regional Councils and the Board in making informed decisions.

Each indicator was developed through a collaborative process with FTF Advisory Committees and vetted by the Regional Councils and the Board. The School Readiness Indicators will be benchmarked by Advisory Committee Sub-Committees charged with identifying the amount of change that should be reasonably expected on each indicator at the state level by 2020.

Each indicator should have at the state level:

- Reliable data source from which to set the benchmark
 - If the existing data requires additional fields or more extensive data collection then suggestions should be made to indicate what is needed.
 - If there is no data or data exists, but it requires additional information, then a key measure will be used until the time that there is sufficient data.
- Baseline measure
- Trend line or information to show previous progress over time in order to predict future progress
- A set target (benchmark) for specific improvements to be achieved by the year 2020

State Level Benchmarks Process Worksheet

Indicator: #1, 2, 3, 4 & 10

1. Review and discuss the quality of data related to the indicator:	
a. What do we know about the data?	
b. Is the methodology for collecting the data clear?	
c. Is this data adequate for setting a state level benchmark? i. Is there a baseline or trend line?	
d. What else is needed from the existing data source to make a strong justification for developing a benchmark based on this data?	
e. What other data sources might be available that can be used?	
f. What do we still need to know?	
2. Determine draft state level benchmarks:	
a. What is an estimated range for the percentage change that can be realistically expected at the state level by 2020?	
b. What is the logic or rationale behind your choice?	
c. Are there any unintended consequences for setting the benchmark in this range?	
d. Is there consensus on this state level measure of change for this indicator?	
e. If there is not consensus on the draft state level benchmark, what is the barrier?	

State Level Benchmarks Process Worksheet

Indicator: 1, 2,3, 4 & 10

3. Review and discuss the quality of data related to the indicator:	
a. What do we know about the data?	
b. Is the methodology for collecting the data clear?	
c. Is this data adequate for setting a state level benchmark? ii. Is there a baseline or trend line?	
d. What else is needed from the existing data source to make a strong justification for developing a benchmark based on this data?	
e. What other data sources might be available that can be used?	
f. What do we still need to know?	
4. Determine draft state level benchmarks:	
f. What is an estimated range for the percentage change that can be realistically expected at the state level by 2020?	
g. What is the logic or rationale behind your choice?	
h. Are there any unintended consequences for setting the benchmark in this range?	
i. Is there consensus on this state level measure of change for this indicator?	
j. If there is not consensus on the draft state level benchmark, what is the barrier?	

State Level Benchmarks Process Worksheet

Indicator: 1, 2, 3, 4 & 10

5. Review and discuss the quality of data related to the indicator:	
a. What do we know about the data?	
b. Is the methodology for collecting the data clear?	
c. Is this data adequate for setting a state level benchmark? iii. Is there a baseline or trend line?	
d. What else is needed from the existing data source to make a strong justification for developing a benchmark based on this data?	
e. What other data sources might be available that can be used?	
f. What do we still need to know?	
6. Determine draft state level benchmarks:	
k. What is an estimated range for the percentage change that can be realistically expected at the state level by 2020?	
l. What is the logic or rationale behind your choice?	
m. Are there any unintended consequences for setting the benchmark in this range?	
n. Is there consensus on this state level measure of change for this indicator?	
o. If there is not consensus on the draft state level benchmark, what is the barrier?	

State Level Benchmarks Process Worksheet

Indicator: 1, 2, 3, 4 & 10

7. Review and discuss the quality of data related to the indicator:	
a. What do we know about the data?	
b. Is the methodology for collecting the data clear?	
c. Is this data adequate for setting a state level benchmark? iv. Is there a baseline or trend line?	
d. What else is needed from the existing data source to make a strong justification for developing a benchmark based on this data?	
e. What other data sources might be available that can be used?	
f. What do we still need to know?	
8. Determine draft state level benchmarks:	
p. What is an estimated range for the percentage change that can be realistically expected at the state level by 2020?	
q. What is the logic or rationale behind your choice?	
r. Are there any unintended consequences for setting the benchmark in this range?	
s. Is there consensus on this state level measure of change for this indicator?	
t. If there is not consensus on the draft state level benchmark, what is the barrier?	