



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

**FTF State Level Benchmarks
Process Worksheet
April 2012**

Indicator 9: #/% of children age 5 with untreated tooth decay

Determine recommended state level benchmark:	
a. What data source(s) does the subcommittee consider to be most valuable and appropriate to use to make the benchmarking recommendation?	
b. What is an estimated range for the percentage change that can be realistically expected at the state level by 2020?	
c. What is the logic or rationale behind your choice in a and b above?	
d. Are there any unintended consequences for setting the benchmark in this range?	
e. Is there consensus among subcommittee members on this state level measure of change for this indicator?	
f. If consensus is not reached among the subcommittee members on the draft state level benchmark, what are the barriers?	
g. What is the data source for on-going data collection to measure progress for this indicator, and what modifications, if any, are necessary?	