

# Incentives for Excellence

## Working Group



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Office of the Governor

# Welcome



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Office of the Governor

# Procurement & Achievement Weights

**A for Arizona,  
Education Finance  
Reform Group,  
Center for Student  
Achievement**

Office of the Governor





# Incentives for Excellence

## August 27 Working Group



Education  
Finance  
Reform  
Group



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## Follow-Up Tasks

- Procurement and reporting – What can we get rid of?
- Modeling of Achievement & Gains weights
  - ‘C’ Gainers School Data



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## A.R.S. § 15-215

- If a school district or charter school has an 'A'-grade during at least 2 of the last 3 consecutive years, they may receive exemptions from statutes and rules relating to
  - Schools,
  - Charter schools,
  - School district governing boards,
  - Charter school governing bodies, and
  - School Districts
- School can identify and submit exemptions to SBE for approval



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## A.R.S. § 15-215(B)(1-7): Exceptions to exemptions

- SBE may approve exemptions for ‘A’ schools, except for those rules/statutes that apply to:
  1. Certification
  2. Health and Safety
  3. State academic standards and assessment
  4. Requirements for the graduation of pupils from high school
  5. Special education
  - 6. Financial compliance and procurement requirements**
  7. School and school district accountability provisions of § 15-241



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# Modifying Exceptions to Exemptions in A.R.S. § 15-215 **Flexibility for 'A' schools**

- Financial Audits
- Financial Freedom
- Self-certify
- Procurement rules



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# Conforming Two Systems

- Procurement Rules
- Financial Reporting
  - USFR suspended for charters districts still required
  - Reports are different in both content and complexity
- Spending limits, budget capacity and restriction of funds
  - Restricted for districts and flexible for charters
- Teachers (see handout)
- Unfunded Standards
  - SFB: Library books
- Special Education Allocation budgeting



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# Modeling of Achievement Weights

- 0-20% A: **X**
- 21-59% A: **1.5X**
- 60%+ A: **2X**
- Gainers: **TBD**



Questions?



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# Adjourn



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## AZ Teacher Requirements – Charter v. School District

	Public School District	Charter School
<b>Fingerprint Clearance Card</b>	<b>Yes</b>	<b>Yes</b>
<b>Employment Background Prior to Employment</b>	<b>Yes</b>	<b>Yes</b>
<b>Resume of Education and Work Experience of Current and Former Teaching Staff on public file for parents to view</b>	<b>Yes</b>	<b>Yes</b>
<b>Highly Qualified in Content Area (Federal Requirements)</b>	<b>Yes</b>	<b>Yes</b>
<b>Certified (AZ Department of Education Requirements – see chart below for more detail)</b>	<b>Yes</b>	<b>No</b> (with exception of Special Education)
<b>Contract Issuance as per ARS</b>	<b>Yes</b>	<b>No</b>
<b>Due Process and Dismissal as per ARS</b>	<b>Yes</b>	<b>No</b>
<b>Evaluation Process as per ARS 15-203(A)(38) including number of observations, specific measurement criteria, and annual performance labels)</b>	<b>Yes</b>	<b>Yes</b>

**Appropriately Certified and Highly Qualified Comparison**  
*Public School Teachers must be both appropriately certified AND highly qualified for their assigned core content position(s).*

Arizona State Certification Requirements	Federal Highly Qualified Requirements
Public school teachers <i>in all areas</i> must be <i>appropriately certified</i> for their assigned teaching position. Charter school teachers (with the exception of special education teachers) are not required to hold an Arizona teaching certificate.	Public school teachers <i>in core content areas</i> must be <i>highly qualified</i> at time of hire or the time of transfer into another position. The primary requirement for a teacher is to demonstrate depth of knowledge for their assigned position and/or content area.
<b>Arizona Teaching Certificates</b> Early Childhood (Birth-Grade 3), Elementary (grades 1-8), Secondary (grades 6-12), Arts Education (PreK-12), Career and Technical Education, Special Education	<b>Core Academic Content Areas</b> Biology, Chemistry, Earth Science, Economics, Elementary Education, English, Foreign Languages, General Science, Geography, History, Mathematics, MS General Science, MS Language Arts/Reading, MS Mathematics, MS Social Studies, Music, Physical Science, Physics, Political Science/Government & Visual Arts
<b>Basic Teacher Certification requirements</b> <ul style="list-style-type: none"><li>• Holds a Bachelor's degree</li><li>• Completion of a teacher preparation program <b>OR</b> hold a valid, comparable teaching certificate from another state</li><li>• Pass a Professional Knowledge exam for the certificate area</li><li>• Pass a Subject Knowledge exam for the certificate area</li></ul>	<b>Basic Highly Qualified Requirements</b> <ul style="list-style-type: none"><li>• Holds a Bachelor's degree <b>AND</b></li><li>• A valid Arizona teaching certificate (charter schools are exempt from this requirement with the exception of Special Education positions) <b>AND</b></li></ul>
<b>Early Childhood Certificate (Birth-Grade 3) Subject Knowledge Exam Requirement</b> <ul style="list-style-type: none"><li>• AEPA Subject Knowledge: Early Childhood exam <b>OR</b> comparable out-of-state exam <b>OR</b> National Board Certification-Early Childhood Generalist</li></ul>	<b>Elementary (Self-Contained K-8 grades):</b> <ul style="list-style-type: none"><li>a. Passed the Elementary Subject Knowledge AEPA/NES exam <b>OR</b></li><li>b. Passed the Early Childhood Subject Knowledge AEPA/NES exam (covers K-3 only) <b>OR</b></li><li>c. Holds a valid National Board Early Childhood- Generalist Certificate (covers K-3 only) <b>OR</b></li><li>d. Earned 100 points on the AZ HOUSSE for Elementary Teachers, completed no later than June 30, 2007 (documentation required) <b>OR</b></li><li>e. HQ Teacher Reciprocity</li></ul>
<b>Elementary Certificate (1-8) Certificate Subject Knowledge Exam Requirement</b> <ul style="list-style-type: none"><li>• AEPA <b>OR</b> NES Subject Knowledge Elementary Education exam <b>OR</b> Comparable out-of-state exam <b>OR</b> National Board Certification- Middle Childhood Generalist</li></ul>	<b>Secondary (Departmentalized 6-12<sup>th</sup> grades):</b> <ul style="list-style-type: none"><li>a. Passed the appropriate AEPA/NES Subject Knowledge exam <b>OR</b></li><li>b. Holds an advanced degree in the core content area <b>OR</b></li><li>c. Holds National Board Certification in the core content area (Generalist Certificates are not accepted) <b>OR</b></li><li>d. Holds a major/24 credit hours in the core content area <b>OR</b></li><li>e. Earned 100 points in the core content area on the AZ HOUSSE rubric for Middle, Junior High, High School, Visual Arts &amp; Music no later than June 30, 2007 (documentation required) <b>OR</b></li><li>f. Highly Qualified Reciprocity (documentation required) <b>OR</b></li><li>g. Passed an ACTFL exam (for foreign languages other than Spanish, German &amp; French)</li></ul>
<b>Secondary Certificate (6-12) Subject Knowledge Exam Requirement</b> <ul style="list-style-type: none"><li>• AEPA/NES Secondary Subject Knowledge exam in the subject area.<ul style="list-style-type: none"><li>◦ If a proficiency exam is not offered in the subject area, 24 semester hours of subject area coursework is required. If no exam is offered in a foreign language, the ACTFL exam may substitute for the 24 semester hours of foreign language coursework; <b>OR</b></li></ul></li><li>• Comparable out-of-state exam in the 6-12 content area; <b>OR</b></li><li>• National Board Certification in the content area; <b>OR</b></li><li>• Master's degree in the content area</li></ul>	<b>Note:</b> Please refer to the "Educator Requirements for Highly Qualified" attestation booklet for specific requirements by position.
<b>Special Education Certificates Subject Knowledge Exam Requirement</b> <ul style="list-style-type: none"><li>• AEPA/NES Subject Knowledge Special Education exam <b>OR</b> Comparable out-of-state exam in the special education area <b>OR</b> Master's degree in the Special Education area <b>OR</b> National Board Certification in the special education area.</li><li>• Special Education Subject Knowledge exams do <b>NOT</b> meet highly qualified requirements for core academic area(s).</li></ul>	



## INCENTIVES FOR EXCELLENCE WORKING GROUP

August 27, 2015

ATTN: Classrooms First Initiative Council Members,

The following data was collected in order to support conversations around performance funding incentives.

As a group, we've generally agreed on funding Excellence and to consider the amount of poverty in a school. We also feel strongly that the higher the density of poverty, the better the incentives should be for success.

We recently agreed to look at funding incentives for schools that are improving but that are not yet high achieving. However, we do not have a final agreement on what constitutes 'acceptable improvement.'

We are providing this information today for discussion purposes only and not making a recommendation on what the base incentive dollar amount should be or where the gains line should be drawn yet. We intend only to explore those themes with you today to generate ideas in preparation for the Draft Recommendations conversation we will have on September 10 in working groups.

Sincerely,

Meghaen Dell'Artino  
Education Reform Working Group

Emily Anne Gullickson  
A for Arizona

Dr. Ildi Laczko-Kerr  
Center for Student Achievement

### “A” and Gaining Schools\* Total Summary

The following table presents the number of schools by poverty categories and 2014 A-F results. The “A” category represents all “A” rated schools that either gained or maintained the same total points from 2013 to 2014. The “B and C” categories represent schools that gained total points on the A-F scale from 2013 to 2014.

2014 A-F Results	2014 Low Poverty Schools (0-20% FRL)	2014 Mid Poverty Schools (21-59% FRL)	2014 High Poverty Schools (60%+ FRL)
A or A-Alt	121	208	89
B or B-Alt	5	140	214
C or C-Alt	0	23	181
<b>Grand Total</b>	<b>126</b>	<b>371</b>	<b>484</b>

\* “D” and “F” rated schools have been removed; does not include schools without FRL or A-F results

### “A” and Gaining Schools\* Percentage Summary

The following table presents the percentage of schools within each of the poverty categories. The percentages are calculated based on the number of schools in an A-F group divided by the total number of schools within the poverty category, i.e., 83 “A” schools out of 482 total schools equals 17% of high poverty schools are “A”.

2014 A-F Results	2014 Low Poverty Schools (0-20% FRL)	2014 Mid Poverty Schools (21-59% FRL)	2014 High Poverty Schools (60%+ FRL)
A or A-Alt	96	57	18
B or B-Alt	4	37	44
C or C-Alt	0	6	38
<b>Grand Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

\*All “A” schools are included in this table; “B” and “C” categories represent schools that gained total points on the A-F scale from 2013 to 2014; “D” and “F” rated schools have been removed; does not include schools without FRL or A-F results

### “A” and Gaining Schools Enrollment\* Summary

The following table presents the total number of students enrolled by schools earning each of the letter grades by poverty category. The 2014-15 October enrollment data are used to calculate the student counts.

2014 A-F Results	Low Poverty (0-20% FRL)	Mid Poverty (21-59% FRL)	High Poverty (60%+ FRL)	No FRL %	Grand Total
A or A-Alt	116,957	170,597	44,433	53,962	385,949
B or B-Alt	3,671	107,222	135,383	10,770	257,046
C or C-Alt	0	14,921	103,638	5,606	124,165
<b>Grand Total</b>	<b>120,628</b>	<b>292,740</b>	<b>283,454</b>	<b>70,338</b>	<b>767,160</b>

\*October 2014-15 Enrollment Counts

**DRAFT: Weights and estimates are for illustration purposes only and SHOULD NOT be interpreted as recommendations or suggestions at this time.**

### Sample Incentive Funding Weights

The following table presents sample weights that can be used to calculate per pupil funding at the school level based on a school's letter grade. "A" rated schools (those gaining or maintaining their total points) receive the highest weights compared to gaining schools in the "B or C" rating. "A" schools with the highest rate of poverty receive the highest weight. "B" schools receive the same weight, .5, to acknowledge their growth in total points towards "A" within the A-F rating system. "C" schools receive the same weight, .25, to acknowledge their growth in total points towards "A" within the A-F rating system.

2014 A-F Results	Low Poverty (0-20% FRL)	Mid Poverty (21-59% FRL)	High Poverty (60%+ FRL)	No FRL %
A or A-Alt	1	1.5	2	1
B or B-Alt	0.5	0.5	0.5	0.5
C or C-Alt	0.25	0.25	0.25	0.25

.25= \$2.50, .5=\$5, 1=\$10, 1.5=\$15, 2=\$20 are used to determine per pupil incentive

### "A" and Gaining Schools Sample Incentive Funding\* Impact

The following table presents the total estimated impact based on the 2014-15 October enrollment data for all schools included in the analysis. The estimated total per pupil funding is presented by letter grade and poverty category. These estimates utilize the sample weights presented in the table above.

2014 A-F Results	Low Poverty (0-20% FRL)	Mid Poverty (21-59% FRL)	High Poverty (60%+ FRL)	No FRL %	Grand Total
A or A-Alt	\$1,169,570	\$2,558,955	\$888,660	\$539,620	\$5,156,805
B or B-Alt	\$18,355	\$536,110	\$676,915	\$53,850	\$1,285,230
C or C-Alt	\$0	\$37,303	\$259,095	\$14,015	\$310,413
<b>Grand Total</b>	<b>\$1,187,925</b>	<b>\$3,132,368</b>	<b>\$1,824,670</b>	<b>\$607,485</b>	<b>\$6,752,448</b>

\*Sample impact estimated using October enrollment data and per pupil weights from Sample Incentive Weights table

**DRAFT: Weights and estimates are for illustration purposes only and SHOULD NOT be interpreted as recommendations or suggestions at this time.**