



# Incentives for Excellence

## July 30 Working Group



Education  
Finance  
Reform Group



# Big Goals

- Performance Expectations:
  - *What is Achievement?*
  - *Synergy with A-F Redesign Subcommittee*
- School-level Achievement Weights
- Regulatory, formulaic and operational incentives (high-performing schools)
- Regulatory, formulaic and operational incentives (low-performing schools)

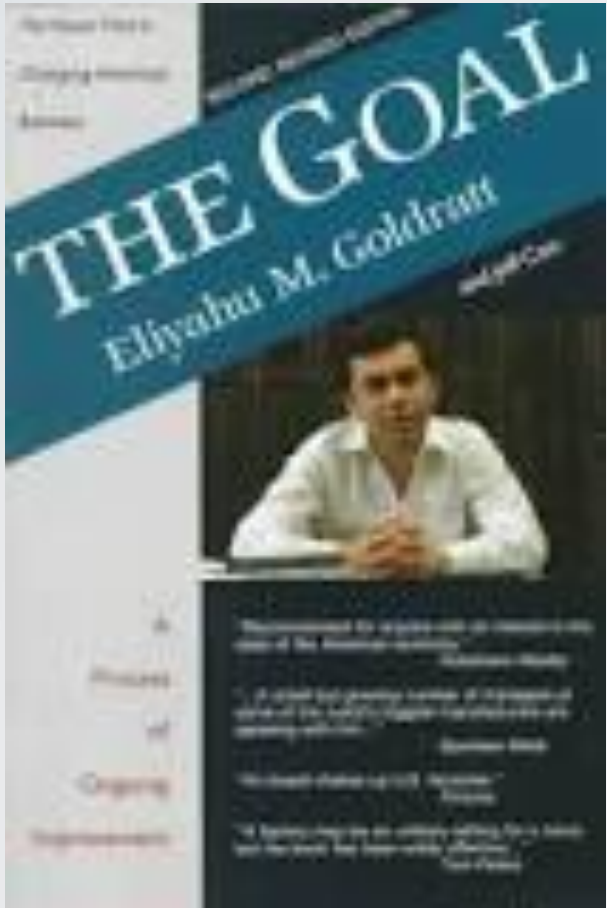


## Rule #1

Keep the focus on what is best for ALL of our students.

# Education Finance Reform Group

## What's Our Goal?





# Agenda

1. Defining Excellence
2. Power of the Current Moment
  - A. Unique Opportunity to Align Performance AND Finance
  - B. Achievement District
3. Who Should Control Performance Incentives?
  - A. The school/local system - now and in future
  - B. The state - now and in the future
  - C. Performance incentives and consequences must promote the highest possible number of “A” quality seats for all public school students.
4. Examples



# 1. Defining Excellence

A. How does the state currently define 'excellence'?

B. Current consequences for performance

C. Transition in grades

- Opportunity to align A-F & funding discussions
- A-F Principles

## **School Finance Reform Team Feedback**

- Emphasize Growth
- Account for Other Variables – Poverty, At-Risk, etc.
- Be Flexible with Funding



## 2. Power of the Current Moment

A. Aligning funding and achievement

B. AZ Public Schools Achievement District

- 4 Pillars
- The goal is “A” status for ALL public schools
- WHY increase support levels for “A” schools?
  - Not as “bonus” or even “incentive”
  - The additional funds allow “A” models to scale by supporting the time and talent needed





### **3. Who Should Control Performance Incentives?**

- A. The school/local system - now and in future
- B. The state - now and in the future
- C. *Performance incentives and consequences must promote the highest possible number of “A” quality seats for all public school students.*

## A Suggestion

- Top 25% - Administrative Relief, Consultant Incentive
- Mid 50% - Optional Use of Consultants
- Bottom 25% - Consultant Evaluation, Additional Resources as Identified by Consultant



## 4. Examples

Arizona currently has hundreds of exceptional schools and exceptional examples of how to increase and sustain excellent achievement levels...including in very low-wealth schools. It will be critical to design policy around their successful examples.



# Questions?



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