

APPENDIX B

SCHOOL SPECIFIC ACADEMIC

GOALS



SCHOOL-SPECIFIC ACADEMIC GOALS

CHARTER INFORMATION

Charter Holder Name	School Arizona Autism Charter School-Elementary Campus		
Charter Holder Entity ID	92598	Eligibility Based On	
Submission Date	2-6-19	At Least 70% Special Education	

Review the School-Specific Academic Goals instructions for completing this template. Each indicator and measure requires at least one goal. For additional goals under each indicator, copy and paste the “Goal” and “Narrative” tables.

Indicator: Student Growth - Reading

Student growth is academic improvement over time in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Elementary Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of English Language Arts over the course of one full academic school year.</p>	<p>Exceeds: 30% or above Meets: 20%-29% Does Not Meet: 11% to 19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of English Language Arts and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of English Language Arts by averaging all students acquisition in the domain of English Language Arts.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>

<p>Goal 2: Students in AZACS Elementary Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of English Language Arts over one full academic school year.</p>	<p>Exceeds: 40% or above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in Semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>
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In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

<p>Goal 1 Narrative</p> <p>The rationale for each Goal and its Targets:</p> <p>Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:</p> <p>Rationale for Targets:</p> <p>The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.</p> <p>The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in ELA goals.</p>

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 11.20% and Quarter 2 growth was 22.60%, for a total program growth in English Language Arts PEAK to 33.80% up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30% -39% Meets Target was determined by our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of English Language Arts.

Indicator: Student Growth - Math

Student growth is academic improvement over time in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Elementary Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of Math over one full academic school year.</p>	<p>Exceeds: 30% and above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of Math and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of Math by averaging all students acquisition in the domain of Math</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>
<p>Goal 2: Students in AZACS Elementary Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of Math over one full academic school year.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in Math goals.

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 6.6%, Quarter 2 growth was 4.8%, for a total program growth in Math PEAK to 11.4%.up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain Math. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative**The rationale for each Goal and its Targets:**

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30%-39% Meets Target was determined as our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in

Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of Math.

Indicator: Student Achievement - Reading

Student achievement is academic proficiency in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Elementary Campus Functional and Modified Programs will achieve an average of 30% mastery at the student's developmental level in the English/Language Arts domain.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domains of English Language Arts. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point</p>

			<p>at the end of the school year vs. looking at beginning of year and end of year data points to document growth.</p>
<p>Goal 2: Students in the AZACS Elementary Campus High Modified and Academic Programs will demonstrate increased proficiency in English Language Arts by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from this sub-group of students, so PEAK has been adopted with the following **Mastery** targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of reading and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds Proficiency target of 35% and above was determined by a 10% or more growth from our Meets Target and our current data trends.

The 25%-34% Meets Proficiency Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet Target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is less than half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% - 34% percent **proficiency** goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Student Achievement - Math

Student achievement is academic proficiency in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Elementary Campus Modified and Functional Academic Programs will achieve an average of 30% Mastery in Math PEAK programs presented annually.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domain of Math. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year and end of year data points to document growth.</p>

<p>Goal 2: Students in the AZACS Elementary Campus High Modified and Academic Programs will demonstrate increased proficiency in Math by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>
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- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts and Math are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of math and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds **proficiency** target of 35% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 25%-34% Meets Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet **proficiency** target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below **proficiency** target of 10% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% percent growth goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Post-secondary Readiness (High School only)

Post-secondary readiness includes outcomes in key subjects that indicate future success and that are aligned to college and career readiness such as graduation rates, SAT/ACT performance, workforce readiness, credit/course completion, or other metrics provided by the Department of Education.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
	Meets: Does Not Meet: Falls Far Below:		

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Narrative

Indicator: Student Engagement

Student engagement includes predictors of student achievement such as suspension rates, in-seat attendance rates, and positive socio-emotional or psychological adjustment rates.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
Reduce Mal-Adaptive Behaviors by 50% annually for students receiving Tier 2/Tier 3 behavioral supports. Samples of Mal-Adaptive Behaviors include, but are not limited to, elopement, noncompliance, aggression, protest.	Exceeds: 60% or greater Meets: 50% - 59% reduction Does Not Meet: 21-49% reduction Falls Far Below: 20% or less reduction	To find percentage of decrease for each student's behavior reduction, the data collected from baseline and intervention were separately averaged per student. The average intervention score was subtracted from the average baseline score. The difference was divided by the average baseline number to find the percent decrease.	A spreadsheet with raw data and graphs will be provided. See attached sample for Behavior reduction data collected through mid-year.

		<p>This is then aggregated by taking the percentage of behavior reduction for all students on Tier 2 and/or Tier 3 plans and finding the average percent decrease of mal-adaptive behaviors.</p>	
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

<p>Narrative</p> <p>Rationale for the Goal:</p> <p><i>Mal-Adaptive behaviors, otherwise referred to as high risk behaviors such as elopement, aggression, noncompliance and protest are consistent with the typical profile of problem behaviors associated with students on the autism spectrum. These Mal-Adaptive, high risk behaviors present as barriers to learning and safety. By targeting a reduction in Mal-Adaptive/high risk behaviors that prevent students from participating in and benefitting from school services, students are better able to access the services provided.</i></p> <p><i>Tier 2/Tier 3 Behavior Supports identify individualized supports to promote pro social behaviors while reducing high risk behaviors. Specific students are identified to receive Tier 2/Tier 3 Behavior Supports when embedded Tier 1 supports are insufficient to reduce mal-adaptive behaviors.</i></p> <p>Rationale for Targets:</p> <p>The exceeds target of 60% or greater was determined by evaluating our current behavior data trends and seeing that it is likely to Meet at 50% to 59%. There may be a few students that respond better to interventions than most, and those students would exceed the target with 60% reduction in mal-adaptive behaviors.</p> <p>The meets target of 50% - 59% was determined by evaluating data trends of our students receiving Tier 2 and Tier 3 Supports within the first semester. During the first semester students are showing</p>

approximately a 30% reduction in mal-adaptive behaviors. We are confident that reaching 50% is attainable by end of year.

The rationale for the Does Not Meet Target at 21% to 49% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 20% or less is that it is less than half of our goal.

How was the goal determined?

Reduction of mal-adaptive behaviors such as aggression, tantrum, task refusal, or elopement behaviors are a barrier to learning within the classroom environment. Mal adaptive behaviors were tracked for students receiving Tier 2 or Tier 3 behavior supports, or behavior supports above typical programming at AZACS, which has Tier 1 supports embedded for all students.

The goal was determined by identifying the mal-adaptive behaviors that were most common in the student population served. We determined our annual goal based on data trends in semester one data and expected behavior decreases in semester two.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including students with significant behavior concerns.

How is the goal appropriate for the students served at the school?

Behaviors such as elopement, aggression, noncompliance, and protest are consistent with the typical profile of problem behaviors associated with students on the autism spectrum. These behaviors present as barriers to learning and safety to self and others. By targeting a decrease in mal-adaptive students will be better able to access academic instruction.



SCHOOL-SPECIFIC ACADEMIC GOALS

CHARTER INFORMATION

Charter Holder Name	School Arizona Autism Charter School-Upper Campus		
Charter Holder Entity ID	92984	Eligibility Based On	
Submission Date	2/6/19	At Least 70% Special Education	

Review the School-Specific Academic Goals instructions for completing this template. Each indicator and measure requires at least one goal. For additional goals under each indicator, copy and paste the “Goal” and “Narrative” tables.

Indicator: Student Growth - Reading

Student growth is academic improvement over time in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Upper Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of English Language Arts over the course of one full academic school year.</p>	<p>Exceeds: 30% or above Meets: 20%-29% Does Not Meet: 11% to 19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of English Language Arts and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of English Language Arts by averaging all students acquisition in the domain of English Language Arts.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>

<p>Goal 2: Students in AZACS Upper Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of English Language Arts over one full academic school year.</p>	<p>Exceeds: 40% or above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in Semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students’ academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in ELA goals.

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 11.20% and Quarter 2 growth was 22.60%, for a total program growth in English Language Arts PEAK to 33.80% up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30% -39% Meets Target was determined by our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of English Language Arts.

Indicator: Student Growth - Math

Student growth is academic improvement over time in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Upper Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of Math over one full academic school year.</p>	<p>Exceeds: 30% and above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of Math and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of Math by averaging all students acquisition in the domain of Math</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>
<p>Goal 2: Students in AZACS Upper Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of Math over one full academic school year.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in Math goals.

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 6.6%, Quarter 2 growth was 4.8%, for a total program growth in Math PEAK to 11.4%.up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain Math. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30%-39% Meets Target was determined as our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in

Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of Math.

Indicator: Student Achievement - Reading

Student achievement is academic proficiency in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Upper Campus Functional and Modified Programs will achieve an average of 30% mastery at the student's developmental level in the English/Language Arts domain.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domains of English Language Arts. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point</p>

			<p>at the end of the school year vs. looking at beginning of year and end of year data points to document growth.</p>
<p>Goal 2: Students in the AZACS Upper Campus High Modified and Academic Programs will demonstrate increased proficiency in English Language Arts by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from this sub-group of students, so PEAK has been adopted with the following **Mastery** targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of reading and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds Proficiency target of 35% and above was determined by a 10% or more growth from our Meets Target and our current data trends.

The 25%-34% Meets Proficiency Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet Target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is less than half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% - 34% percent **proficiency** goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Student Achievement - Math

Student achievement is academic proficiency in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Upper Campus Modified and Functional Academic Programs will achieve an average of 30% Mastery in Math PEAK programs presented annually.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domain of Math. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year and end of year data points to document growth.</p>

<p>Goal 2: Students in the AZACS Upper Campus High Modified and Academic Programs will demonstrate increased proficiency in Math by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts and Math are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of math and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds **proficiency** target of 35% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 25%-34% Meets Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet **proficiency** target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below **proficiency** target of 10% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% percent growth goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Post-secondary Readiness (High School only)

Post-secondary readiness includes outcomes in key subjects that indicate future success and that are aligned to college and career readiness such as graduation rates, SAT/ACT performance, workforce readiness, credit/course completion, or other metrics provided by the Department of Education.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
	Meets: Does Not Meet: Falls Far Below:		

In the box below provide a narrative that describes:

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- How the goal is appropriate for the students served at the school

Narrative

Indicator: Student Engagement

Student engagement includes predictors of student achievement such as suspension rates, in-seat attendance rates, and positive socio-emotional or psychological adjustment rates.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
Students requiring Tier 2 or Tier 3 support will increase on task behavior by an average of 30% over one full academic school year.	Exceeds: 40% or greater Meets: 30%-39% Does Not Meet: 29%-15% Falls Far Below: less than 15%	Behavior specialists are assigned to each section of students and collect interval data on students on task as defined by the operational definition (see narrative below). Time on task data is calculated utilizing interval data for students and marked for students remaining on task for a predetermined amount of time. A student has either met or not met time on task during a	Behavior specialist data sheets are collected bi-weekly by leadership to evaluate trends and additional supports needed for students to engage in on task behaviors. (See attached sample graph and data from baseline to mid-year.

		<p>data collection period. We aggregate the data by collecting data sheets bi-weekly and determining which students met their time on task target and dividing that by all students who data is tracked for to determine how many students are remaining on task.</p>	
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In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Narrative

The rationale for each Goal and its Targets:

Students who receive Tier 2 and Tier 3 supports are working on increasing socially significant behaviors within the school environment to increase their ability to perform in the school setting. One of the most socially significant behaviors in a school setting is Time on Task. Time on Task means the absence of mal-adaptive behaviors and the participation in academic tasks.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The meets target of greater or equal to 30%-39% was determined by evaluating data trends of our students receiving Tier 2 and Tier 3 Supports within the first semester. During the first semester students are showing on task engagement an average of 20%.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the goal determined?

Time on task is defined as the duration a student is in the classroom or learning environment, in the absence of physical aggression, tantrum, task refusal, or elopement behaviors. Time on task promoted learning within the classroom environment. Time on task was tracked for students receiving Tier 2 or Tier 3 behavior supports, or behavior supports above typical programming presented at AZACS.

The goal was determined by identifying barriers to learning and socially significant replacement behaviors. We determined our annual goal based on data trends in semester one data, taking into account initial behavior

reductions that increased time on task. We can expect growth to slow down in semester two and future years due to reduction in program behaviors continue to occur.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including students with significant behavior concerns.

How is the goal appropriate for the students served at the school?

Behaviors such as elopement, aggression, noncompliance, and protest are consistent with the typical profile of problem behaviors associated with students on the autism spectrum. These behaviors present as barriers to learning and safety to self and others. By targeting an increase in the socially significant behavior of remaining on task in the absence of behaviors students are better able to access the services provided.