

AGENDA ITEM EXECUTIVE SUMMARY: School-Specific Academic Goals

Request

Arizona Autism Charter Schools, Inc. (“Charter Holder”) operates Arizona Autism Charter School and Arizona Autism Charter School, Upper Campus, each of which serves a special population that does not have an achievement profile for state accountability and is petitioning the Board for the use of the School-Specific Academic Goals for FY 2018 and beyond. On January 15, 2019, the Charter Holder submitted a petition to adopt school-specific academic performance goals for FY 2018 and FY 2019.

See Appendix A: School Specific Academic Goals

| School-Specific Academic Goals | |
|--------------------------------|---|
| School Names | Arizona Autism Charter School; Arizona Autism Charter School, Upper Campus |
| Mission Statement | The mission of the Arizona Autism Charter School is to educate students with autism and related disorders using evidence-based strategies grounded in the principles of Applied Behavior Analysis (ABA). The educational model will be delivered by highly trained teachers and staff. Our goal is to make this high quality, specialized education accessible to students with autism spectrum disorder (ASD) in the Phoenix Metropolitan area and beyond. |
| Grade Levels Served | K-12 |
| Population | The Charter Holder serves students affected by Autism Spectrum Disorders. Attending students experience mild to severe deficiencies in communication, self-help, social-emotional skills, and often face behavioral challenges. Arizona Autism Charter School has a 98% Special Education Population and Arizona Autism Charter School, Upper Campus has a 99% Special Education Population. This meets the 70% threshold to be eligible for School Specific Academic Goals. |

The Charter Holder is proposing two Goals in the areas of Growth and Achievement. This is to account for the varied programs students participate in on the campuses. Student placement in these programs is based on the severity to which a student’s autism impacts his or her academic ability. Students are placed in either a functional, modified, high modified, or academic program depending on level of disability. Goal 1 will be utilized for students in the functional or modified programs, and Goal 2 will be utilized for students in the high modified or academic programs. The student engagement goal for each campus will apply to all students served.

| Summary of Proposed Goals for Arizona Autism Charter School | |
|---|--|
| Goal | Staff Analysis |
| Student Growth – Reading Goal 1: <i>Average Growth on PEAK Program</i> Exceeds: 30% or above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less Goal 2: <i>Average Median Growth on iReady</i> | Goal 1: The Charter Holder is proposing growth targets for the Functional and Modified students that are measured using the Promoting Emergence of Advanced Knowledge (“PEAK”) Program, which is based in the science of Applied Behavior Analysis (“ABA”). Students are evaluated bi-weekly in PEAK, and data is aggregated at mid-year and the end of the year. Total program growth in Math PEAK was 11.4% up to the mid-year. Therefore, the “Meets” target is set at 20-29%, which is reasonable, given the current growth, and accounts for possible slowed growth in semester two as rigor increases. |



| | |
|---|---|
| <p>Exceeds: 40% or above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> | <p>Goal 2: The Charter Holder is proposing growth targets for High Modified and Academic students that are measured using the iReady assessment, which is an adaptive, standardized assessment. According to the Charter Holder, this assessment is more appropriate for students with “mild to no intellectual disabilities”. The diagnostic assessment is administered three times per year, with growth scores aggregated between assessments.</p> <p>The goal was based on data trends from the first semester, and accounts for slowed growth as there is an increase in rigor throughout the year.</p> |
| <p>Student Growth – Math Goal 1: <i>Average Growth on PEAK Program</i> Exceeds: 30% and above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less</p> <p>Goal 2: <i>Average Median Growth on iReady</i> Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> | <p>Goal 1: The Charter Holder is proposing growth targets for the Functional and Modified students that are measured using the PEAK Program.</p> <p>Total program growth in Math PEAK was 11.4% up to the mid-year. Therefore, the “Meets” target is set at 20-29%, which is reasonable, given the current growth, and accounts for possible slowed growth in semester two as rigor increases.</p> <p>Goal 2: The Charter Holder is proposing growth targets for High Modified and Academic students that are measured using the iReady assessment. According to the Charter Holder, this assessment is more appropriate for students with “mild to no intellectual disabilities”.</p> <p>The goal was based on data trends from the first semester, and accounts for slowed growth as there is an increase in rigor throughout the year.</p> |
| <p>Student Achievement – Reading Goal 1: <i>Average Mastery Level on PEAK Program (at the student’s developmental level)</i> Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> <p>Goal 2: <i>Average Proficiency Level on iReady</i> Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11%-24% Falls Far Below: 10% or less</p> | <p>Goal 1: The Charter Holder is proposing achievement targets for the Functional and Modified students based on the evaluations using the PEAK program. Students will be assessed at their developmental level and data will be aggregated to determine the mastery level of students.</p> <p>Data trends from semester one were utilized to set growth targets, taking into account the number of skills mastered in relation to behavior reduction, and how increased rigor will impact mastery in the future.</p> <p>Goal 2: The Charter Holder is proposing achievement targets for High Modified and Academic students based on data captured in iReady. The “Meets” target is set at 25%. This was determined by students current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.</p> |



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|--|---|
| <p>Student Achievement – Math</p> <p>Goal 1: Average Mastery Level on PEAK Program Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> <p>Goal 2: Average Proficiency Level on iReady Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11%-24% Falls Far Below: 10% or less</p> | <p>Goal 1: The Charter Holder is proposing achievement targets for the Functional and Modified students based on the evaluations using the PEAK program. Students will be assessed at their developmental level and data will be aggregated to determine the mastery level of students.</p> <p>Data trends from semester one were utilized to set growth targets, taking into account the number of skills mastered in relation to behavior reduction, and how increased rigor will impact mastery in the future.</p> <p>Goal 2: The Charter Holder is proposing achievement targets for High Modified and Academic students based on data captured in iReady. The “Meets” target is set at 25%. This was determined by students current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.</p> |
| <p>Student Engagement Reduction in Mal-Adaptive Behaviors Exceeds: 60% or greater Meets: 50% - 59% reduction Does Not Meet: 21-49% reduction Falls Far Below: 20% or less reduction</p> | <p>The Charter Holder is proposing an engagement goal related to a reduction in mal-adaptive behaviors. The Charter Holder intends to collect data on decreases in student behaviors, including elopement, aggression, noncompliance, and protest, which it states are “consistent with the typical profile of problem behaviors associated with students on the autism spectrum”. The goal is intended to target a reduction in these behaviors so that students are better able to access the services provided by the school. Students in Tier 2 and Tier 3 are included in this goal.</p> <p>The “Meets” target of 50-59% was determined through an evaluation of data trends among Tier 2 and Tier 3 students. Current data shows a 30% reduction; therefore, the target was set at 50%, which appears to be an attainable goal.</p> |

| Summary of Proposed Goals for Arizona Autism Charter School, Upper Campus | |
|--|---|
| Goal | Staff Analysis |
| <p>Student Growth – Reading</p> <p>Goal 1: Average Growth on PEAK Program Exceeds: 30% or above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less</p> <p>Goal 2: Average Median Growth on iReady</p> | <p>Goal 1: The Charter Holder is proposing growth targets for the Functional and Modified students that are measured using the Promoting Emergence of Advanced Knowledge (“PEAK”) Program, which is based in the science of Applied Behavior Analysis (“ABA”). Students are evaluated bi-weekly in PEAK, and data is aggregated at mid-year and the end of the year.</p> <p>Total program growth in Math PEAK was 11.4% up to the mid-year. Therefore, the “Meets” target is set at 20-29%, which is reasonable, given the current growth, and accounts for possible slowed growth in semester two as rigor increases.</p> |



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| <p>Exceeds: 40% or above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> | <p>Goal 2: The Charter Holder is proposing growth targets for High Modified and Academic students that are measured using the iReady assessment, which is an adaptive, standardized assessment. According to the Charter Holder, this assessment is more appropriate for students with “mild to no intellectual disabilities”. The diagnostic assessment is administered three times per year, with growth scores aggregated between assessments.</p> <p>The goal was based on data trends from the first semester, and accounts for slowed growth as there is an increase in rigor throughout the year.</p> |
| <p>Student Growth – Math Goal 1: <i>Average Growth on PEAK Program</i> Exceeds: 30% and above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less</p> <p>Goal 2: <i>Average Median Growth on iReady</i> Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> | <p>Goal 1: The Charter Holder is proposing growth targets for the Functional and Modified students that are measured using the PEAK Program.</p> <p>Total program growth in Math PEAK was 11.4% up to the mid-year. Therefore, the “Meets” target is set at 20-29%, which is reasonable, given the current growth, and accounts for possible slowed growth in semester two as rigor increases.</p> <p>Goal 2: The Charter Holder is proposing growth targets for High Modified and Academic students that are measured using the iReady assessment. According to the Charter Holder, this assessment is more appropriate for students with “mild to no intellectual disabilities”.</p> <p>The goal was based on data trends from the first semester, and accounts for slowed growth as there is an increase in rigor throughout the year.</p> |
| <p>Student Achievement – Reading Goal 1: <i>Average Mastery Level on PEAK Program (at the student’s developmental level)</i> Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> <p>Goal 2: <i>Average Proficiency Level on iReady</i> Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11%-24% Falls Far Below: 10% or less</p> | <p>Goal 1: The Charter Holder is proposing achievement targets for the Functional and Modified students based on the evaluations using the PEAK program. Students will be assessed at their developmental level and data will be aggregated to determine the mastery level of students.</p> <p>Data trends from semester one were utilized to set growth targets, taking into account the number of skills mastered in relation to behavior reduction, and how increased rigor will impact mastery in the future.</p> <p>Goal 2: The Charter Holder is proposing achievement targets for High Modified and Academic students based on data captured in iReady. The “Meets” target is set at 25%. This was determined by students current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.</p> |



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|--|---|
| <p>Student Achievement – Math</p> <p>Goal 1: <i>Average Mastery Level on PEAK Program</i> Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16%-29% Falls Far Below: 15% or less</p> <p>Goal 2: <i>Average Proficiency Level on iReady</i> Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11%-24% Falls Far Below: 10% or less</p> | <p>Goal 1: The Charter Holder is proposing achievement targets for the Functional and Modified students based on the evaluations using the PEAK program. Students will be assessed at their developmental level and data will be aggregated to determine the mastery level of students.</p> <p>Data trends from semester one were utilized to set growth targets, taking into account the number of skills mastered in relation to behavior reduction, and how increased rigor will impact mastery in the future.</p> <p>Goal 2: The Charter Holder is proposing achievement targets for High Modified and Academic students based on data captured in iReady. The “Meets” target is set at 25%. This was determined by students current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.</p> |
| <p>Student Engagement <i>Increase in on task behavior</i> Exceeds: 40% or greater Meets: 30%-39% Does Not Meet: 29%-15% Falls Far Below: Less than 15%</p> | <p>The Charter Holder is proposing an engagement goal related to on task behavior. The Charter Holder intends to measure increases in on task behavior through data collection completed by behavior specialists that is calculated utilizing interval data and marked for a predetermined amount of time. Data will be collected bi-weekly for students in Tier 2 and Tier 3.</p> <p>The “Meets” target of 30-39% was determined by evaluating current data trends of students in Tier 2 and Tier 3. The data shows a current average of 20%; therefore, the goal was set at 30% to be both rigorous and attainable as growth slows in semester two.</p> |

Profile

Governance

| Corporate Board Members |
|--------------------------------|
| Genaro Delgadillo |
| Viet Do |
| Ronald Harrison |
| Keisha Mckinnor |
| Gregory Torrez |
| Leo Valdez |



School Profile

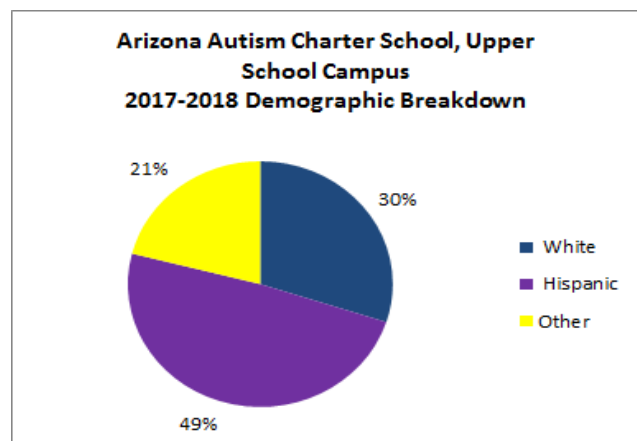
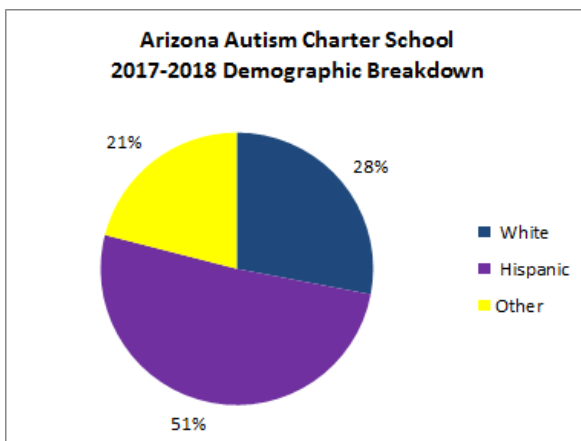
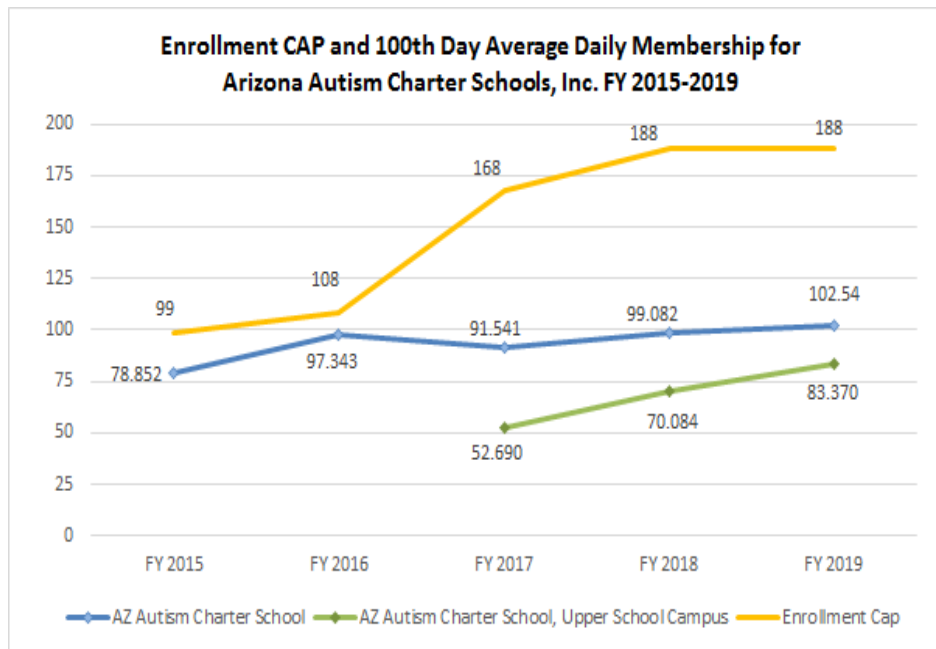
The Charter Holder was granted a new charter in 2013.

| School Name | Arizona Autism Charter School | | | Arizona Autism Charter School, Upper School Campus | | |
|---------------------|-------------------------------|-------|-------|--|-------|-------|
| Date Open | August 2014 | | | August 2016 | | |
| Location | Phoenix | | | Phoenix | | |
| FY 18 Letter Grade | NR | | | D | | |
| | FY 16 | FY 17 | FY 18 | FY 16 | FY 17 | FY 18 |
| ELA AzMERIT (41%+) | 40% | 28% | 6 | N/A | 8% | 16% |
| Math AzMERIT (41%+) | 32% | 28% | <2 | N/A | 20% | 4% |
| Science AIMS (52%+) | 57% | 27% | * | N/A | N/A | * |

*FY 18 State Average Passing

*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.

Enrollment and Demographic Data



2017-2018 Subgroup Data

| School Name | Category | | |
|--|------------------------|---------------------------|-------------------|
| | Free and Reduced Lunch | English Language Learners | Special Education |
| Arizona Autism Charter School | 85% | * | 98% |
| Arizona Autism Charter School, Upper School | 66% | * | 99% |

**If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*





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> |
|--|--|---|--|

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 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> |

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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 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> |
|---|---|---|--|

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:

- 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. |

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| | | <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> | |
|--|--|--|--|

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

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| <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> |
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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> |

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|---|--|---|--|
| <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> |
|---|--|---|--|

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

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|---|
| <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 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> |
|--|---|---|--|

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:

- 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 |
|---|---|---|--|
| 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> | |
|--|--|---|--|

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.

PEAK (Avg Annual Growth)

Kinder-SC

Rdg-10% 67%
Math-0% 48%

1st Gr-ER

Rdg-17% 33% 50%
Math-6% 44% 50%

2nd Gr-PM

Rdg-14 % 69% 83%
Math- 34% 46% 80%

2nd Gr-CP

Rdg-22% 56%
Math--17% 78%

3rd Gr-DA

Rdg-21% 51% 72%
Math-12% 60% 72%

4th Gr-AP

Rdg-5% 86% 91%
Math-29% 65% 94%

4th Gr-AH

Rdg-8% 52%
Math-16% 47%

4th Gr-RW

Rdg- -18% 27% 9%
Math--23% 23% 0%

4th Gr-AB

Rdg-22% 33% 56%
Math-2% 49% 51%

Overall Growth-Semester 1

Rdg-11% Math-7%

I Read (Avg Median Growth)

Kinder-SC

Rdg-90%
Math-16%

1st Gr-AJ

Rdg-204%
Math-127%

2nd Gr-CS

Rdg-84%
Math-75%

3rd Gr-JM

Rdg-25%
Math-74%

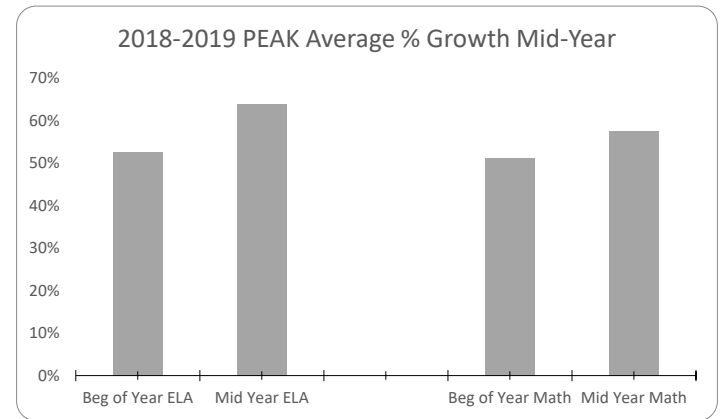
4th Gr-LO

Rdg-68%
Math-83%

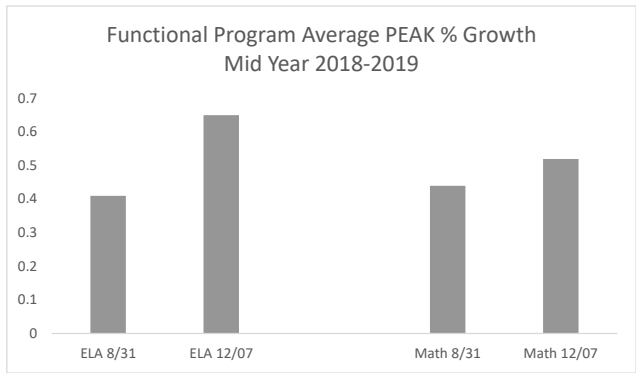
Overall Growth-Semester 1

Rdg- 94% Math-75%

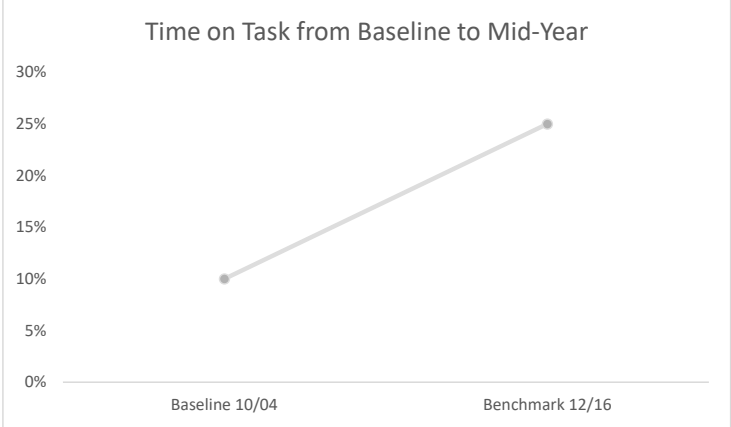
| | ELA 9/14 | ELA 12/14 | Math 9/14 | Math 12/14 |
|------------------------------|----------|------------------------------|------------------|------------|
| Kinder | 67% | 77% | 48% | 48% |
| ER | 33% | 50% | 44% | 50% |
| PM | 69% | 83% | 46% | 80% |
| CP | 56% | 78% | 78% | 61% |
| DA | 51% | 72% | 60% | 72% |
| AP | 86% | 91% | 65% | 94% |
| AH | 52% | 60% | 47% | 63% |
| RW | 27% | 9% | 23% | 0% |
| AB | 33% | 56% | 49% | 51% |
| Beg of Year ELA | 53% | 64% | Beg of Year Math | 51% |
| | | | Mid Year Math | 58% |
| 11% ELA Growth in Semester 1 | | 7% Math Growth in Semester 1 | | |



| Average % Growth PEAK | ELA Semester 1 | Math Semester 1 |
|---------------------------------|----------------|-----------------|
| Low Modified/Functional Program | 33.80% | 11.40% |
| Average Median % Growth iReady | | |
| Modified/Academic Program | 78% | 85% |



Time on task **Baseline 10/04** **Benchmark 12/16**
 10% 25%

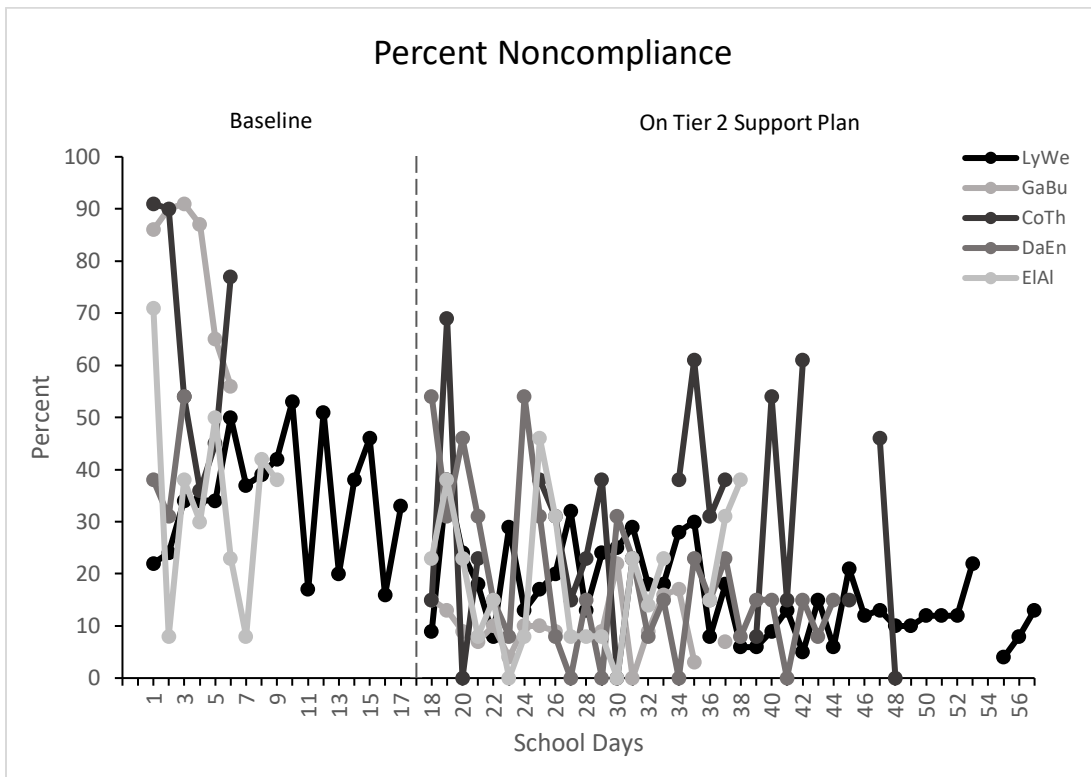




ARIZONA AUTISM
CHARTER SCHOOLS, INC.

Sample Graph: Mal-Adaptive Behavior
Target Behavior: Noncompliance

- Percentage of noncompliance behaviors has decreased by 59%
- Number of students: 5



2017-2018 Totals Schoolwide - Upper Campus

Middle of Year Totals

| | Exceeds | Meets | Approaches | Falls Far Below |
|----------------------------------|---------|--------|------------|-----------------|
| Functional Academic Program | >85% | 70-85% | 50-69% | <50% |
| PEAK (pre-requisite skills) Data | 7 | 3 | 5 | 6 |

End of Year Totals

| | Exceeds | Meets | Approaches | Falls Far Below |
|----------------------------------|---------|--------|------------|-----------------|
| Functional Academic Program | >85% | 70-85% | 50-69% | <50% |
| PEAK (pre-requisite skills) Data | 11 | 1 | 3 | 5 |

Data Analysis Summary:

2017-18 Data Summary

The number of students meeting or exceeding within pivotal prerequisite skills for approaching standards-based reading and writing instruction has increased since our Mid-Year report. Our small sub-set of students who are falling far behind within our Functional Academic program are our students who are significantly cognitively impaired and typically have multiple diagnosis beyond autism. However, one of those students did move into the approaches category the second half of the school year. PEAK has proven to be highly effective for the students serviced in our Functional Academic Program and we will continue to move our students through more complex and challenging curriculum as is appropriate for each individual student.

Note: Arizona Autism Charter School piloted the Galileo assessment for students in the Academic program. The assessment did not prove to successfully document student growth nor did it produce valid or reliable data. The Galileo assessment program lacks the adaptive features necessary for students with significant delays and gap skills. For this reason, the school has adopted the iReady assessment and program to assess students and measure student growth in the High Modified and Academic Program. Mid Year data for the 2018-19 school year has proven that this is a far better assessment tool for these students and has documented significant growth for students in this subgroup.

2017-2018 End of Year Data Analysis

The internal aggregated data indicates student growth has increased by 22% in Reading and 30% in Math since last school year. This occurred even with increased rigor across all academic programs and instructional levels. Across all class categories, we determined that more focused intervention for students in the “minimally proficient” and “partially proficient” was necessary. Therefore, we diligently selected targets appropriate to each student’s individual level to demonstrate growth toward their annual goal. This strategy proved most successful, as our overall percentage of students in this category decreased 27% to 5% in reading and 37% to 7% in math.

What we learned:

During the 2017-2018 school year, we piloted the Galileo Assessment in our Academic Program to support readiness for the AZ Merit Assessment. After reviewing the school-wide data from this assessment, as well as the benefits and pitfalls of the assessment, as it relates to the Arizona Charter School population of students, we determined that it was not the best reflection of our students’ individual growth, nor did it provide the intervention tools necessary to be highly effective with our students. We have learned that our students require an assessment with an adaptive component in order to meet each child where they are, while continuing to challenge them academically. For this reason, we will implement the i-Ready Assessment in the upcoming school year. Adaptive assessments, like the i-Ready Diagnostic, leverage advanced technology to provide customized evaluation of every student and to track student growth and performance consistently and continuously throughout their K–12 career.

In addition, we learned that our students in the Modified and Functional program require an assessment that will measure incremental growth and achievement that is rooted in ABA and best practice for students with Autism and other developmental disabilities. For this reason, we have piloted the PEAK assessment and tracking tools with our intermediate students (i.e. grade levels 3 and 4), and have determined it best to continue the use of this assessment across the elementary campus (i.e. K through 4) under the close supervision of a Ph.D. level Board Certified Behavior Analyst who will oversee its implementation for best outcome.

Methodology:

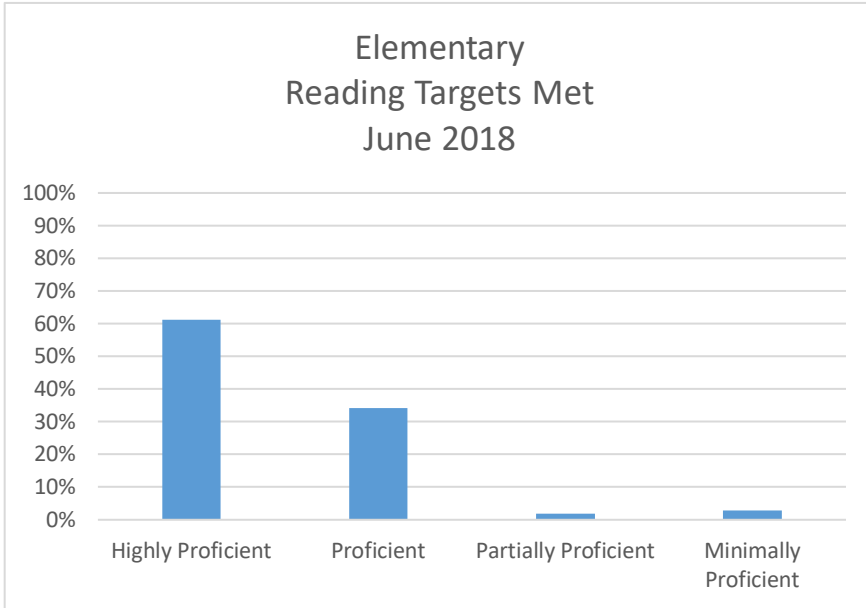
IEP/PEAK Target Data is calculated by dividing the number of targets mastered by the number of targets attempted for each student in reading and math. A target is the smallest measurable instructional unit. Based on historical percentages and calibration teachers are expected to have a percentage of targets measured each period. With systematic and individualized instruction based on students’ individual pace of learning, students are expected to meet their targets, and ultimately, their annual standards-based IEP goals.

AZACS has collected data related to specific skill acquisition. We have accounted for the number of targets we expect students to master out of the total of targets they were exposed to throughout this point in the school year. These are graphs of aggregated student data articulating which students are highly proficient, proficient, partially proficient, and minimally proficient. The previous data from last year is shown as a comparison in reference to yearly progress from 2017 to current.

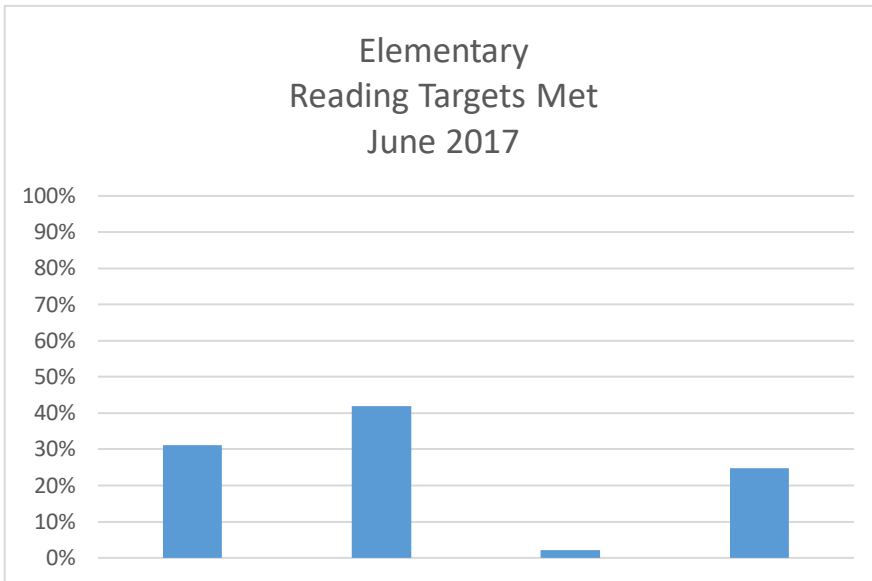
Criteria for each category was determined by previous standards based on our model of continuously replacing mastered targets with new targets to be taught.

Below is the criteria for each category:

| | | | |
|-------------------|------------|----------------------|----------------------|
| Highly Proficient | Proficient | Partially Proficient | Minimally Proficient |
| >75% | 50-75% | 35-49% | <34% |

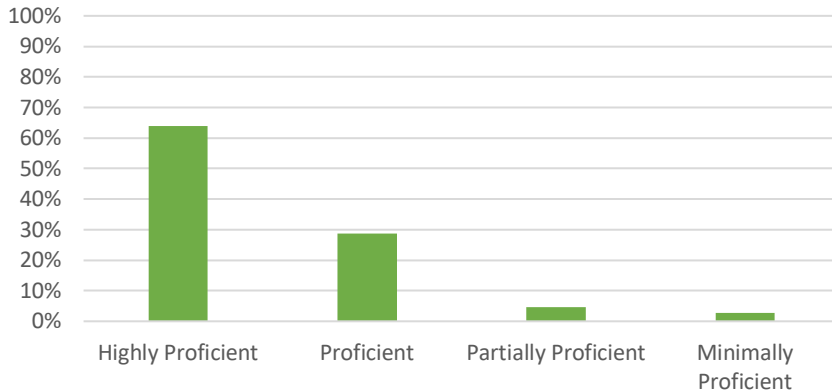


- 95% of students met or exceeded proficiency standards for skill acquisition in Reading
- 5% of students were approaching or below standards for skill acquisition in math



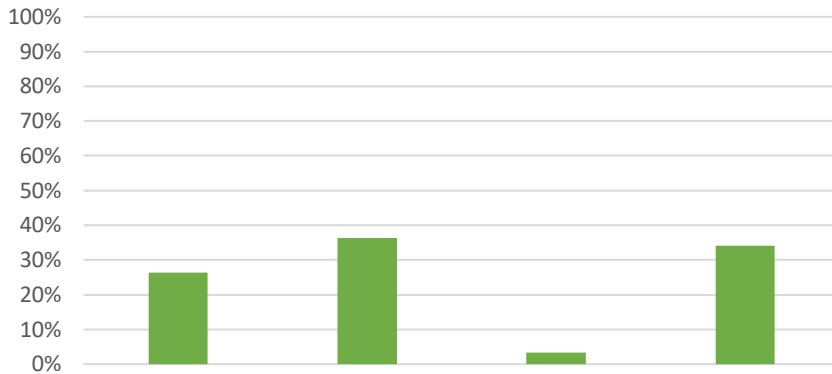
- 73% of students met or exceeded proficiency standards for skill acquisition in math
- 27% of students were approaching or below standards for skill acquisition in math

Elementary Math Targets Met June 2018



- 93% of students met or exceeded proficiency standards for skill acquisition in reading
- 7% of students were approaching or below proficiency standards for skill acquisition in reading

Elementary Math Targets Met June 2017



- 63% of students met or exceeded proficiency standards for skill acquisition in reading
- 37% of students were approaching or below proficiency standards for skill acquisition in reading

Data Plan for Upcoming 2017-2018 School Year:

- Replace the Galileo Assessment with the i-Ready Assessment, which has an adaptive component, as well as built-in motivators, and is beneficial for students in terms of meeting them where they are academically.
- Continue using curriculum coaches to work with our students working at or near grade level.
- Implement strategic ABA programs school-wide (PEAK Relational Training System) that stems from in-depth individual assessments of pre-requisite skills for our students with more severe needs, with the assistance of a Ph.D. level Board Certified Behavior Analyst.