

## iReady

|  |   |         |              |       |         |               |         |                 |             |                             |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>English Language Arts Goal:</b><br/>Each year, at least 80% of AZACS <u>Academic and Modified elementary students</u>, who are enrolled for the full academic year, utilizing iReady will either meet their individualized annual growth goal (Based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% of typical growth goal) in the area of English Language Arts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>88%<br/>Meets</b></p> |
| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets  | 80%-90%   |         |              |       |         |               |         |                 |             |                             |
| Does not meet  | 60%-79%   |         |              |       |         |               |         |                 |             |                             |
| Falls far below  | 59% or less   |         |              |       |         |               |         |                 |             |                             |

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| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                               |
| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |                               |
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**PEAK**

|  |   |         |              |       |         |               |         |                 |             |                               |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------------|
| <p><b>English Language Arts Goal:</b></p> <p>Each year, at least 80% of AZACS Functional students and those with significant identified gaps utilizing PEAK Relational Training Curriculum, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of English Language Arts by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1"> <tr> <td>Exceeds</td> <td>91% or above</td> </tr> <tr> <td>Meets</td> <td>80%-90%</td> </tr> <tr> <td>Does not meet</td> <td>60%-79%</td> </tr> <tr> <td>Falls far below</td> <td>59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>92%<br/>Exceeds</b></p> |
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| Meets  | 80%-90%   |         |              |       |         |               |         |                 |             |                               |
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|   |   |         |              |       |         |               |         |                 |             |                             |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>Math Goal:</b></p> <p>Each year, at least 80% of AZACS Functional students and those with significant identified gaps utilizing PEAK Relational Training Curriculum, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of mathematics by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1"> <tr> <td>Exceeds</td> <td>91% or above</td> </tr> <tr> <td>Meets</td> <td>80%-90%</td> </tr> <tr> <td>Does not meet</td> <td>60%-79%</td> </tr> <tr> <td>Falls far below</td> <td>59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>84%<br/>Meets</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |                             |
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## Engagement

|   |   |         |              |       |         |               |         |                 |             |                             |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>Goal A:</b><br/>Each year, at least 80% of AZACS students enrolled for the full academic year (FAY) will demonstrate significant <b>engagement</b> during academic learning by increasing engagement by 10% or more or reaching AZACS criterion for classroom engagement (80% engagement) on the Planned Activity Checklist in each subject observed.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>84%<br/>Meets</b></p> |
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## iReady

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| <p><b>English Language Arts Goal, iReady:</b><br/>                 Each year, at least 80% of AZACS Academic and Modified students, who are enrolled for the full academic year (FAY) and utilizing iReady will either meet their individualized annual growth goal (Based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% growth goal) in the area of English Language Arts.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px;"><b>Targets:</b></td> </tr> <tr> <td style="padding: 2px;"><i>Exceeds</i></td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;"><i>Meets</i></td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;"><i>Does not meet</i></td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;"><i>Falls far below</i></td> <td style="padding: 2px;">59% or less</td> </tr> </table> | <b>Targets:</b> |  | <i>Exceeds</i> | 91% or above | <i>Meets</i> | 80%-90% | <i>Does not meet</i> | 60%-79% | <i>Falls far below</i> | 59% or less | <p><b>90%<br/>Meets</b></p> |
| <b>Targets:</b>   |  |                 |  |                |              |              |         |                      |         |                        |             |                             |
| <i>Exceeds</i>  | 91% or above   |                 |  |                |              |              |         |                      |         |                        |             |                             |
| <i>Meets</i>  | 80%-90%  |                 |  |                |              |              |         |                      |         |                        |             |                             |
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|--|--|-----------------|--|----------------|--------------|--------------|---------|----------------------|---------|------------------------|-------------|-----------------------------|
| <p><b>Math Goal, iReady:</b><br/>                 Each year, at least 80% of AZACS students, who are enrolled for the full academic year, utilizing iReady will either meet their individualized annual growth goal (based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% growth) in the area of Mathematics.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 2px;"><b>Targets:</b></td> </tr> <tr> <td style="padding: 2px;"><i>Exceeds</i></td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;"><i>Meets</i></td> <td style="padding: 2px;">80%-89%</td> </tr> <tr> <td style="padding: 2px;"><i>Does not meet</i></td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;"><i>Falls far below</i></td> <td style="padding: 2px;">59% or less</td> </tr> </table> | <b>Targets:</b> |  | <i>Exceeds</i> | 91% or above | <i>Meets</i> | 80%-89% | <i>Does not meet</i> | 60%-79% | <i>Falls far below</i> | 59% or less | <p><b>81%<br/>Meets</b></p> |
| <b>Targets:</b>  |  |                 |  |                |              |              |         |                      |         |                        |             |                             |
| <i>Exceeds</i>   | 91% or above   |                 |  |                |              |              |         |                      |         |                        |             |                             |
| <i>Meets</i>   | 80%-89%  |                 |  |                |              |              |         |                      |         |                        |             |                             |
| <i>Does not meet</i>   | 60%-79%  |                 |  |                |              |              |         |                      |         |                        |             |                             |
| <i>Falls far below</i>   | 59% or less  |                 |  |                |              |              |         |                      |         |                        |             |                             |

## MyPath

|  |   |         |              |       |         |               |         |                 |             |                             |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>English Language Arts Goal:</b></p> <p>Each year, at least 80% of AZACS Academic and Modified Academic High School students, who are enrolled for a full academic year (FAY), utilizing My Path will pass 10 lessons/formative assessments at their assigned level in the area of English Language Arts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-89%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60-%79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-89% | Does not meet | 60-%79% | Falls far below | 59% or less | <p><b>82%<br/>Meets</b></p> |
| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets  | 80%-89%   |         |              |       |         |               |         |                 |             |                             |
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|  |   |         |              |       |         |               |         |                 |             |                                |
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| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                                |
| Meets  | 80%-89%   |         |              |       |         |               |         |                 |             |                                |
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## ReThink

|   |   |         |              |       |         |               |         |                 |             |  |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|--|
| <p><b>English Language Arts Goal:</b></p> <p>80% of AZACS Online Functional students and those with significant identified gaps utilizing ReThink, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of English Language Arts by either mastering the entire program, mastering their benchmark within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>100%</b></p> <p><b>Exceeds</b></p> |
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| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |  |
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| <p><b>Math Goal:</b></p> <p>80% of AZACS Online Functional students and those with significant identified gaps utilizing ReThink, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of Mathematics by either mastering the entire program, mastering their benchmark within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>100%</b></p> <p><b>Exceeds</b></p> |
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## Engagement

|  |   |         |              |       |         |               |         |                 |             |                               |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------------|
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## Post Secondary

|  |   |         |              |       |         |               |         |                 |             |                         |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------|
| <p><b>Goal A:</b><br/>80% of students in grades 9-12 will participate in at least 3 Pre-Employment Transition Services (Pre-ETS) sessions per school year to support exposure to potential post-secondary opportunities.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Exceeds</td> <td style="padding: 5px;">91% or above</td> </tr> <tr> <td style="padding: 5px;">Meets</td> <td style="padding: 5px;">80%-90%</td> </tr> <tr> <td style="padding: 5px;">Does not meet</td> <td style="padding: 5px;">60%-79%</td> </tr> <tr> <td style="padding: 5px;">Falls far below</td> <td style="padding: 5px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>90% Meets</b></p> |
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|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------|
| <p><b>Goal B:</b><br/>90% of students in grades 9-12 will participate in a Career Interest Inventory Assessment or Pictorial Career Assessment to determine their preferred post-secondary opportunities.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Exceeds</td> <td style="padding: 5px;">96% or above</td> </tr> <tr> <td style="padding: 5px;">Meets</td> <td style="padding: 5px;">90%-95%</td> </tr> <tr> <td style="padding: 5px;">Does not meet</td> <td style="padding: 5px;">70%-89%</td> </tr> <tr> <td style="padding: 5px;">Falls far below</td> <td style="padding: 5px;">69% or less</td> </tr> </table> | Exceeds | 96% or above | Meets | 90%-95% | Does not meet | 70%-89% | Falls far below | 69% or less | <p><b>90% Meets</b></p> |
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| Falls far below   | 69% or less   |         |              |       |         |               |         |                 |             |                         |



## iReady

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|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>Math Goal, iReady:</b><br/>                 Each year, at least 80% of AZACS students, who are enrolled for the full academic year, utilizing iReady will either meet their individualized annual growth goal (based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% growth) in the area of Mathematics.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-89%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-89% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>86%<br/>Meets</b></p> |
| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets  | 80%-89%   |         |              |       |         |               |         |                 |             |                             |
| Does not meet  | 60%-79%   |         |              |       |         |               |         |                 |             |                             |
| Falls far below  | 59% or less   |         |              |       |         |               |         |                 |             |                             |

# ReThink

|   |  |                |              |              |         |                      |         |                        |             |                                       |
|---|--|----------------|--------------|--------------|---------|----------------------|---------|------------------------|-------------|---------------------------------------|
| <p><b>English Language Arts Goal:</b></p> <p>80% of AZACS Online Functional students and those with significant identified gaps utilizing ReThink, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of English Language Arts by either mastering the entire program, mastering benchmark within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" data-bbox="269 789 440 1266"> <tr> <td><i>Exceeds</i></td> <td>91% or above</td> </tr> <tr> <td><i>Meets</i></td> <td>80%-90%</td> </tr> <tr> <td><i>Does not meet</i></td> <td>60%-79%</td> </tr> <tr> <td><i>Falls far below</i></td> <td>59% or less</td> </tr> </table> | <i>Exceeds</i> | 91% or above | <i>Meets</i> | 80%-90% | <i>Does not meet</i> | 60%-79% | <i>Falls far below</i> | 59% or less | <p><b>100%</b><br/><b>Exceeds</b></p> |
| <i>Exceeds</i>  | 91% or above   |                |              |              |         |                      |         |                        |             |                                       |
| <i>Meets</i>  | 80%-90%  |                |              |              |         |                      |         |                        |             |                                       |
| <i>Does not meet</i>  | 60%-79%  |                |              |              |         |                      |         |                        |             |                                       |
| <i>Falls far below</i>  | 59% or less  |                |              |              |         |                      |         |                        |             |                                       |

|  |  |                |              |              |         |                      |         |                        |             |                                       |
|--|--|----------------|--------------|--------------|---------|----------------------|---------|------------------------|-------------|---------------------------------------|
| <p><b>Math Goal:</b></p> <p>80% of AZACS Online Functional students and those with significant identified gaps utilizing ReThink, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of Mathematics by either mastering the entire program, mastering benchmark within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" data-bbox="714 789 885 1266"> <tr> <td><i>Exceeds</i></td> <td>91% or above</td> </tr> <tr> <td><i>Meets</i></td> <td>80%-90%</td> </tr> <tr> <td><i>Does not meet</i></td> <td>60%-79%</td> </tr> <tr> <td><i>Falls far below</i></td> <td>59% or less</td> </tr> </table> | <i>Exceeds</i> | 91% or above | <i>Meets</i> | 80%-90% | <i>Does not meet</i> | 60%-79% | <i>Falls far below</i> | 59% or less | <p><b>100%</b><br/><b>Exceeds</b></p> |
| <i>Exceeds</i>   | 91% or above   |                |              |              |         |                      |         |                        |             |                                       |
| <i>Meets</i>   | 80%-90%  |                |              |              |         |                      |         |                        |             |                                       |
| <i>Does not meet</i>   | 60%-79%  |                |              |              |         |                      |         |                        |             |                                       |
| <i>Falls far below</i>   | 59% or less  |                |              |              |         |                      |         |                        |             |                                       |

## Engagement

|   |  |         |              |       |         |               |          |                 |             |                             |
|---|--|---------|--------------|-------|---------|---------------|----------|-----------------|-------------|-----------------------------|
| <p><b>Goal A:</b><br/>Each year, at least 80% of AZACS students enrolled for the full academic year (FAY) will demonstrate significant <b>engagement</b> during academic learning by increasing engagement by 10% or more or reaching AZACS criterion for classroom engagement (80% engagement) in each subject observed.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60+%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60+%-79% | Falls far below | 59% or less | <p><b>82%<br/>Meets</b></p> |
| Exceeds   | 91% or above   |         |              |       |         |               |          |                 |             |                             |
| Meets   | 80%-90%  |         |              |       |         |               |          |                 |             |                             |
| Does not meet   | 60+%-79%   |         |              |       |         |               |          |                 |             |                             |
| Falls far below   | 59% or less  |         |              |       |         |               |          |                 |             |                             |

## iReady

|   |   |         |              |       |         |               |         |                 |             |                             |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>English Language Arts Goal, iReady:</b><br/>                 Each year, at least 80% of AZACS Academic and Modified middle school and high school students, who are enrolled for the full academic year (FAY) and utilizing iReady will either meet their individualized annual growth goal (Based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% growth goal) in the area of English Language Arts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>80%<br/>Meets</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |                             |
| Does not meet   | 60%-79%   |         |              |       |         |               |         |                 |             |                             |
| Falls far below   | 59% or less   |         |              |       |         |               |         |                 |             |                             |

|  |   |         |              |       |         |               |         |                 |             |                             |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>Math Goal, iReady:</b><br/>                 Each year, at least 80% of AZACS Academic and Modified middle school and high school students, who are enrolled for the full academic year, utilizing iReady will either meet their individualized annual growth goal (based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% growth) in the area of Mathematics.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-89%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60-%79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-89% | Does not meet | 60-%79% | Falls far below | 59% or less | <p><b>81%<br/>Meets</b></p> |
| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets  | 80%-89%   |         |              |       |         |               |         |                 |             |                             |
| Does not meet  | 60-%79%   |         |              |       |         |               |         |                 |             |                             |
| Falls far below  | 59% or less   |         |              |       |         |               |         |                 |             |                             |

## MyPath

|   |   |         |              |       |         |               |         |                 |             |                             |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>English Language Arts Goal:</b><br/>Each year, at least 80% of AZACS Academic and Modified Academic High School students, who are enrolled for a full academic year (FAY), utilizing My Path will pass 10 lessons/formative assessments at their assigned level in the area of English Language Arts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-89%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60-%79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-89% | Does not meet | 60-%79% | Falls far below | 59% or less | <p><b>81%<br/>Meets</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets   | 80%-89%   |         |              |       |         |               |         |                 |             |                             |
| Does not meet   | 60-%79%   |         |              |       |         |               |         |                 |             |                             |
| Falls far below   | 59% or less   |         |              |       |         |               |         |                 |             |                             |

|   |   |         |              |       |         |               |         |                 |             |                             |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>Math Goal:</b><br/>Each year, at least 80% of AZACS Academic and Modified Academic High School students, who are enrolled for a full academic year (FAY), utilizing My Path will pass 10 lessons/formative assessments at their assigned level in the area of Math.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-89%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60-%79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-89% | Does not meet | 60-%79% | Falls far below | 59% or less | <p><b>82%<br/>Meets</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets   | 80%-89%   |         |              |       |         |               |         |                 |             |                             |
| Does not meet   | 60-%79%   |         |              |       |         |               |         |                 |             |                             |
| Falls far below   | 59% or less   |         |              |       |         |               |         |                 |             |                             |

**PEAK**

|  |  |         |              |       |         |               |         |                 |             |                                       |
|--|--|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|---------------------------------------|
| <p><b>English Language Arts Goal:</b></p> <p>Each year, at least 80% of AZACS Functional students and those with significant identified gaps utilizing PEAK Relational Training Curriculum, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of English Language Arts by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" data-bbox="233 779 402 1255"> <tr> <td>Exceeds</td> <td>91% or above</td> </tr> <tr> <td>Meets</td> <td>80%-90%</td> </tr> <tr> <td>Does not meet</td> <td>60%-79%</td> </tr> <tr> <td>Falls far below</td> <td>59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>84%</b></p> <p><b>Meets</b></p> |
| Exceeds  | 91% or above   |         |              |       |         |               |         |                 |             |                                       |
| Meets  | 80%-90%  |         |              |       |         |               |         |                 |             |                                       |
| Does not meet  | 60%-79%  |         |              |       |         |               |         |                 |             |                                       |
| Falls far below  | 59% or less  |         |              |       |         |               |         |                 |             |                                       |

|   |  |         |              |       |         |               |         |                 |             |                                       |
|---|--|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|---------------------------------------|
| <p><b>Math Goal:</b></p> <p>Each year, at least 80% of AZACS Functional students and those with significant identified gaps utilizing PEAK Relational Training Curriculum, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of mathematics by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" data-bbox="607 779 776 1255"> <tr> <td>Exceeds</td> <td>91% or above</td> </tr> <tr> <td>Meets</td> <td>80%-90%</td> </tr> <tr> <td>Does not meet</td> <td>60%-79%</td> </tr> <tr> <td>Falls far below</td> <td>59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>80%</b></p> <p><b>Meets</b></p> |
| Exceeds   | 91% or above   |         |              |       |         |               |         |                 |             |                                       |
| Meets   | 80%-90%  |         |              |       |         |               |         |                 |             |                                       |
| Does not meet   | 60%-79%  |         |              |       |         |               |         |                 |             |                                       |
| Falls far below   | 59% or less  |         |              |       |         |               |         |                 |             |                                       |

## Engagement

|   |   |         |              |       |         |               |         |                 |             |                               |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------------|
| <p><b>Goal A:</b><br/>Each year, at least 80% of AZACS students enrolled for the full academic year (FAY) will demonstrate significant <b>engagement</b> during academic learning by increasing engagement by 10% or more or reaching AZACS criterion for classroom engagement (80% engagement) on the Planned Activity Checklist in each subject observed.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>95%<br/>Exceeds</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                               |
| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |                               |
| Does not meet   | 60%-79%   |         |              |       |         |               |         |                 |             |                               |
| Falls far below   | 59% or less   |         |              |       |         |               |         |                 |             |                               |

## Post Secondary

|  |   |         |              |       |         |               |         |                 |             |                               |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------------|
| <p><b>Goal A:</b><br/>80% of students in grades 9-12 will participate in at least 3 Pre-Employment Transition Services (Pre-ETS) sessions per school year to support exposure to potential post-secondary opportunities.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>93%<br/>Exceeds</b></p> |
| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                               |
| Meets  | 80%-90%   |         |              |       |         |               |         |                 |             |                               |
| Does not meet  | 60%-79%   |         |              |       |         |               |         |                 |             |                               |
| Falls far below  | 59% or less   |         |              |       |         |               |         |                 |             |                               |
| <p><b>Goal B:</b><br/>90% of students in grades 9-12 will participate in a Career Interest Inventory Assessment or Pictorial Career Assessment to determine their preferred post-secondary opportunities.</p>                | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">96% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">90%-95%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">70%-89%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">69% or less</td> </tr> </table> | Exceeds | 96% or above | Meets | 90%-95% | Does not meet | 70%-89% | Falls far below | 69% or less | <p><b>99%<br/>Exceeds</b></p> |
| Exceeds  | 96% or above  |         |              |       |         |               |         |                 |             |                               |
| Meets  | 90%-95%   |         |              |       |         |               |         |                 |             |                               |
| Does not meet  | 70%-89%   |         |              |       |         |               |         |                 |             |                               |
| Falls far below  | 69% or less   |         |              |       |         |               |         |                 |             |                               |



## iReady

|   |   |         |              |       |         |               |         |                 |             |                             |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-----------------------------|
| <p><b>English Language Arts Goal:</b><br/>                 Each year, at least 80% of AZACS <u>Academic and Modified elementary students</u>, who are enrolled for the full academic year, utilizing iReady will either meet their individualized annual growth goal (Based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% of typical growth goal) in the area of English Language Arts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>88%<br/>Meets</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                             |
| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |                             |
| Does not meet   | 60%-79%   |         |              |       |         |               |         |                 |             |                             |
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|  |   |         |              |       |         |               |         |                 |             |                               |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------------|
| <p><b>Math Goal:</b><br/>                 Each year, at least 80% of AZACS <u>Academic and Modified elementary students</u>, who are enrolled for the full academic year, utilizing iReady will either meet their individualized annual growth goal (based on iReady's individualized projected typical annual growth) or demonstrate significant growth (at least 25% of typical growth goal) in the area of Mathematics.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>97%<br/>Exceeds</b></p> |
| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                               |
| Meets  | 80%-90%   |         |              |       |         |               |         |                 |             |                               |
| Does not meet  | 60%-79%   |         |              |       |         |               |         |                 |             |                               |
| Falls far below  | 59% or less   |         |              |       |         |               |         |                 |             |                               |

## PEAK

|  |   |         |              |       |         |               |         |                 |             |                                |
|--|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|--------------------------------|
| <p><b>English Language Arts Goal:</b></p> <p>Each year, at least 80% of AZACS Functional students and those with significant identified gaps utilizing PEAK Relational Training Curriculum, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of English Language Arts by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>100%<br/>Exceeds</b></p> |
| Exceeds  | 91% or above  |         |              |       |         |               |         |                 |             |                                |
| Meets  | 80%-90%   |         |              |       |         |               |         |                 |             |                                |
| Does not meet  | 60%-79%   |         |              |       |         |               |         |                 |             |                                |
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|   |   |         |              |       |         |               |         |                 |             |                               |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------------|
| <p><b>Math Goal:</b></p> <p>Each year, at least 80% of AZACS Functional students and those with significant identified gaps utilizing PEAK Relational Training Curriculum, who are enrolled for a full academic year, will demonstrate significant growth on all programs assigned in the area of mathematics by either mastering the entire program, mastering targets within the program, or increasing their response percentage (by a minimum of 10% growth), demonstrating the need for fewer prompts.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>94%<br/>Exceeds</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                               |
| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |                               |
| Does not meet   | 60%-79%   |         |              |       |         |               |         |                 |             |                               |
| Falls far below   | 59% or less   |         |              |       |         |               |         |                 |             |                               |

## Engagement

|   |   |         |              |       |         |               |         |                 |             |                               |
|---|---|---------|--------------|-------|---------|---------------|---------|-----------------|-------------|-------------------------------|
| <p><b>Goal A:</b><br/>Each year, at least 80% of AZACS students enrolled for the full academic year (FAY) will demonstrate significant <b>engagement</b> during academic learning by increasing engagement by 10% or more or reaching AZACS criterion for classroom engagement (80% engagement) on the Planned Activity Checklist in each subject observed.</p> | <p><b>Targets:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Exceeds</td> <td style="padding: 2px;">91% or above</td> </tr> <tr> <td style="padding: 2px;">Meets</td> <td style="padding: 2px;">80%-90%</td> </tr> <tr> <td style="padding: 2px;">Does not meet</td> <td style="padding: 2px;">60%-79%</td> </tr> <tr> <td style="padding: 2px;">Falls far below</td> <td style="padding: 2px;">59% or less</td> </tr> </table> | Exceeds | 91% or above | Meets | 80%-90% | Does not meet | 60%-79% | Falls far below | 59% or less | <p><b>99%<br/>Exceeds</b></p> |
| Exceeds   | 91% or above  |         |              |       |         |               |         |                 |             |                               |
| Meets   | 80%-90%   |         |              |       |         |               |         |                 |             |                               |
| Does not meet   | 60%-79%   |         |              |       |         |               |         |                 |             |                               |
| Falls far below   | 59% or less   |         |              |       |         |               |         |                 |             |                               |