A.2 Target Population

a) Identifying Target Population

With a proposed opening date of August 2016, The New America School-Phoenix will be a grade 9-12 high school offering courses of study aligned with Arizona's Common Core Standards. While NAS-Phoenix will welcome students from all over the Phoenix-Metropolitan area, ***the school will target specifically those under-served students within the Phoenix Union High School District attendance boundaries*** who need support in acquiring English language proficiency to complete credits toward earning a high school diploma. The population to be served includes:

- Young people, ages 14 and over, not currently utilizing the public school system and its resources through a day or night program
- Newly-arrived immigrants including refugees lacking basic English proficiency and who may never have attended formal school
- Students with limited English proficiency who may also lack basic literacy and numeracy skills
- Students with some English proficiency, but because of interrupted education or personal circumstances have dropped out of the traditional school system

NAS-Phoenix will have an enrollment cap of 450 students, which it anticipates reaching in its fifth year of operation. NAS-Phoenix has a projected year one enrollment of 197, with growth expected each year until the cap number is reached.[1]

Although NAS-Phoenix cannot predict the demographic breakdown of its student population, if the school were to follow the same enrollment patterns as the existing Colorado and New Mexico New America Schools we can expect that the student body will be comprised primarily of Hispanic, high-risk, English Language Learners (ELL) and free and reduced lunch eligible students.[2] (see table #1).

	Colorado			**New Mexico**	
Table #1: NAS Network Schools' Enrollment Patterns (Oct. 2014)	Thornton	Lake-wood	Lowry	Albu-querque	Las Cruces
Free & Reduced	81%	93%	85%	91%	100%
ELA	48%	52%	69%	57%	70%
Hispanic	93%	93%	71%	98%	94%
Interrupted Education[3]	78%	37%	79%	32%	70%

The school will occupy a unique niche in urban Phoenix both in terms of its curricular focus and the school's instructional schedule. NAS-Phoenix will be the only public high school in the Phoenix area by mission explicitly dedicated to serving immigrants, English Language Learners and academically underserved students.

Arizona's demographic trends indicate that there is a large and growing population of immigrants and non-English proficient children, especially in the Phoenix area, and that these children are

[1] This expectation is supported by the growth trends of the other NAS network schools—each of which had the same initial enrollment projections as NAS-Phoenix and targeted a demographically similar population.

[2] For example, the three NAS-Colorado schools have a combined total of 96.4% high-risk students, 79.9% Hispanic and, depending on the campus, 70-90% free and reduced lunch eligible.

[3] Interrupted education percentages based on 2013-14 population, as these calculations will not be finalized until April 2015

disproportionately low-income and graduate from high school at a far lower rate than other Phoenix area students.

Immigration, English Language Learners and related poverty statistics

- There were 437,000 children in Arizona's immigrant families in 2011; 167,000 of these children live in Phoenix[4]
- While Arizona's immigrants represent 13.4% of the state's total population, Arizona's immigrant children represent 27.9% of the state's total population of children
- Arizona ranks 11th out of all states (and the District of Columbia) in the size of its foreign-born population (children and adults)
- Arizona's foreign-born population grew by 32.8% over the past decade, compared to the national average of 29.8%
- The largest share of the foreign-born population in Arizona were from Latin America (65.3%, compared to the national figure of 52.6%)
- Arizona ranks 9th out of all states (and the District of Columbia) in terms of its foreign-born, limited English proficient population (LEP)
- The percent of the foreign-born, limited English proficient population in Arizona increased by 16.7% over the past decade. 48.8% of Arizona's foreign-born population were LEP
- Arizona ranks 6th out of all states (and the District of Columbia) in the size of its foreign-born population (children and adults) living in poverty and 3rd out of 51 in terms of the percentage in poverty
- 40.2% of Arizona's foreign-born full-time workers earned less than $25,000 a year
- The size of the Arizona immigrant population living below the poverty threshold increase by 45.6% over the past decade, with 27.4% of the foreign-born Arizona population now living in poverty (compared to the national figure of 19.6%). 35.3% of Arizona's foreign-born population with children live in poverty (compared to 24.6% nationally)
- Children with one or more foreign-born parents accounted for 37.1% of all children in low-income families, compared to 30.5% nationally. (The general student poverty rate of the Phoenix Union High School District—the area from which NAS-Phoenix will draw most of its students—also exceeds that of the state of Arizona [35.1% v. 23% in 2010] as does the number of students enrolling in the free and reduced lunch program [77.7% v. 46.5%])[5]
- Arizona ranks 8th in terms of the share of foreign-born population with less than a high school diploma and 46th in terms of those with a bachelor's or higher degree. The number of immigrants in Arizona with less than a high school diploma increased by 23.6% over the past decade, compared to the national percent increase of 16.3%
- 30% of Maricopa County's 3,942,169 residents are Hispanic; 26.5% of the county's residents speak a language other than English at home

While Arizona may be a flashpoint for immigration issues with the Latino population garnering most of the attention, the state is also home to immigrants from other countries. According to the 2008 American Community Survey, Phoenix is enriched by approximately 20,000 immigrants representing an array of nations, including West Africa (Sierra Leone, Liberia and Nigeria) East Sudan (Somalia and Ethiopia), the central continent (Democratic Republic of the Congo, Rwanda and Tanzania), South Africa, and many other countries. Between 2006 and 2009, according to the United States Office of Resettlement, the

[4] All figures unless otherwise indicated are for 2011 and were gathered from various Migration Policy Institute fact sheets

[5] http://www.point2homes.com/US/Neighborhood/ AZ/Maricopa-County/Phoenix-Union-High-School-District-Demographics.html

refugee population doubled to 4,237 and includes people escaping brutal conditions in multiple African countries, Iraq, Uzbekistan and Myanmar.

County data reflect the continuing need to improve the academic outcomes for students identified as Hispanic, English Language Learners and economically disadvantaged:

- 56.7% of all dropouts[6] in Maricopa County, 6,911 students in all, were Hispanic. Hispanics only comprise 42% of the total Maricopa County student enrollment
- The dropout rate for Hispanic students in Maricopa County was 4.4%, significantly higher than the dropout rate for all students in the county, which was 3.2%
- The four year graduation[7] rate for Hispanic students in Maricopa County was 72.7%, significantly lower than the graduation rate for all students in the county, which was 80%
- The five year graduation rate for Hispanic students in Maricopa County was 77.3%, significantly lower than the graduation rate for all students in the county, which was 83.1%

Achievement data from district and charter schools serving predominantly Hispanic and economically disadvantaged populations in urban Phoenix reflect an urgent need to improve academic outcomes for underserved and underrepresented students. In 2014, the state average as measured by AIMS is 61% in math, 79% in reading, and 75% in writing. The following is a sample of traditional district and charter school data confirming that young people living in Phoenix need access to high quality education:

- 77% of Camelback High School students are Hispanic. 21% are ELL. The school's performance as measured by the 2014 AIMS was below the state average in reading, writing, and mathematics
- 67% of students at Central High School are Hispanic; 19% are ELL. The school's performance as measured by the 2014 AIMS was below the state average in reading, writing and mathematics
- 81% of the students at Bostrom Alternative High School are Hispanic. The school serves credit-deficient students. Only 16% of students met the standard in 2014 AIMS mathematics, 36% in reading, and 33% in writing
- 78% of the students attending Alhambra High School are Hispanic. In the 2014 AIMS, 32% of students met the standards in math, 68% in reading, and 52% in writing

Few urban charter high schools in central Phoenix provide excellent educational opportunities for underserved and underrepresented students including immigrant youth, ELL and economically disadvantaged young people. Many students who face significant obstacles to academic success often find themselves at schools where academic data indicate they are unlikely to achieve their full potential. For example:

- 85% of students who attend Genesis Academy are Hispanic. In 2014, 26% of students met the standard in math, 62% in reading, and 37% in writing
- 81% of students attending Summit High School, a charter, are Hispanic. In 2014, 6% of students met the standard in math, 34% in reading, and 11% in writing
- 95% of students attending Arizona Call a Teen charter school are Hispanic. In 2014, 25% of students met the standard in math, 54% in reading, and 32% in writing[8]

Note: The New America-Phoenix will establish its initial, internal academic performance benchmarks based upon an analysis of schools that roughly parallel NAS-Phoenix in several key areas:

- A benchmark school must serve 9-12 graders
- A benchmark school will enroll a similar number of students (approximately 100-425 students)

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[6] http://www.azed.gov/research-evaluation/dropout-rate-study-report/ (2011 data)

[7] http://www.azed.gov/research-evaluation/graduation-rates/ (2010 data)

[8] Source: Arizona Department of Education

- A benchmark school will serve a similar percentage of Hispanic students (approximately 75-100%)
- A benchmark school will serve a similar percentage of Free and Reduced lunch eligible students (approximately 75-100%)

After conducting a full review of all Phoenix high schools, the following schools met these criteria:

NAS-Phoenix Benchmark Schools									
Entity ID	School Name	Total Students	% Free & Reduced	% Hisp-anic	Median Math SGP	Median Reading SGP	% AIMS Math	% AIMS Read-ing	% AIMS Writ-ing
5480	Gateway Early College High School	248	95	88	56.5	39.5	64.0	82.0	70.0
5504	Genesis Academy	151	95	85	28.0	27.0	26.0	62.0	37.0
6348	West Phoenix High School	436	94	92	31.0	55.0	15.0	43.0	26.0
79570	Premier Charter High School	217	51	90	33.0	27.0	13.0	44.0	28.0
79123	RCB Medical Arts Academy	391	60	79	48.0	57.0	31.0	66.0	35.0
10749	Summit High Sch. (Kaizen Education Foundation)	346	83	81	34.0	50.0	9.0	42.0	22.0
5520	Arizona Call-A-Teen Youth Resources	78	93	95	50.5	34.5	25.0	54.0	32.0
	WEIGHTED AVERAGE	n/a	80	86	39.3	46	24.8	54.9	35.7

b) How program of instruction meets needs of target population

According to the 2012 Formar Report,[9] for the millions of Hispanics in the U.S. education system, there are a number of disturbing trends. This has serious implications for Phoenix, given its Hispanic population:

[9] Source: Formar Foundation, "Not Only a Matter of Education," September 2011

- Hispanic students disproportionately attend lower-quality schools with large populations which consist of large groups of minorities
- Hispanic students have some of the highest dropout rates
- Hispanic education achievement levels are some of the lowest of all minorities
- Hispanic children have low enrollment numbers in kindergarten and early education programs
- Hispanic teachers are underrepresented in the school system
- Hispanics have several major barriers when it comes to college education: a lack of qualification for four-year programs; an increased likelihood to attend community colleges or less prestigious undergraduate programs; and a high college dropout rate

The report attributes the achievement gap not only to those factors outside school, including low birth weight, lead poisoning, hunger, parent availability, reading to young children, television watching, student mobility, and parent participation, but—and this is of particular relevance to NAS-Phoenix—there are factors at school that play a significant role:

- Rigor of curriculum
- Teacher experience and attendance
- Class size
- Technology assisted instruction
- School safety
- The home as an educational resource[10]

In addition, refugees from war-affected regions and schooling environments that were often disrupted have specific needs and barriers that they must overcome in regards to education. Many refugees have had limited secondary education in refugee camps, which makes staying in school increasingly difficult. A study that interviewed refugees living in Phoenix, Arizona, found that *the language barrier was the single greatest impediment to successful integration in the community and the ability to be successful in school*.[11] Also impacting their ability to succeed academically, refugee students may not have support at home. They may be separated from their families, afraid of those in authority, and placed in inappropriate grade levels.

Add to the uniquely daunting economic and psychosocial challenges faced by these communities, the need to learn English, and one has a greater understanding of the urgent need to provide an excellent educational option for these students. According to *Double the Work* by Short & Fitzsimmons, ESL students are required not only to learn content, but a second language simultaneously—or twice the work required of native speakers. "Adolescent ELLs are a diverse group of students whose needs overall have not been well served by the country's educational system. Most adolescent ELLs are moving towards the path of academic literacy, some move more slowly than others, because of certain factors such as, their native language literacy skills and educational backgrounds." NAS-Phoenix acknowledges the challenges facing ELL students to learn the English language and master content at the same time.

The vision of NAS-Phoenix is to assist students to achieve their American dream. NAS fosters a productive and meaningful partnership among students, teachers, and the school community that supports academic progress, English language development and high school completion. NAS-Phoenix creates an accessible program that allows non-traditional students the opportunity to learn in an academically-

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[10]Barton, P (2004) *Why Does the Gap Persist?* In Closing Achievement Gaps Pages 8-13 November 2004, 62: 3

[11]"Life in the Promised Land: Resettled Refugee Youth Struggle in the U.S." Women's Refugee Commission. Accessed on August 23, 2010. <http://www.womensrefugeecommission.org/docs/arizona_youth_report_2009_for_web.pdf>

challenging and supportive environment. We empower students to obtain the language skills, knowledge and confidence necessary to be productive members of their community. We combine the best practices of the charter school movement with a state-of-the-art, content-based ESL curriculum. We offer academic coursework that combines a complete and tested content-based ESL curriculum with a schedule that allows students to attend school day or night.

NAS-Phoenix will adopt a common core curriculum aligned with Arizona standards and benchmarks. This curriculum will be delivered in a sheltered environment, sensitive to the academic needs of English Language Learners. NAS-Phoenix teachers will implement instructional strategies that include full language immersion, project-based learning, active learning and scaffolding, all within a sheltered language environment.

Teaching methods must remain flexible to best address the needs of a unique student population. NAS-Phoenix will offer students a flexible, morning to evening, 9-12 charter high school within a culturally relevant and supportive environment. Flexible research-based methods will include the following:

- Flexible Class Scheduling: NAS-Phoenix offers a full high school program, with classes offered from 8:00 am-10:00 pm Monday – Thursday, four days a week for 150 days of instructional time. The four-day week is beneficial for students who may work or who have children. It allows students to have a full day of work on Friday and eliminates the need for childcare one day a week.
- English as a second language courses that prepare students to learn the Arizona common core standards based curriculum.
    - ESL 1 – a four-hour English block per day. The beginner English speakers are placed in this class possibly for an entire year, and begin to transition into other sheltered content and/or elective classes during their second semester, or at the start of the next school year.
    - ESL 2 – a two-hour English block per day. Students receive two hours of intensive English instruction and also take three or four sheltered content and elective courses. Many of the ESL 2 students take an additional English elective class to strengthen their English skills.
    - ESL 3 – a one-hour English class. This class serves as a preparation and transition for students as they move into language arts classes. The majority of students in ESL 3 take an additional English elective class to strengthen their English skills.
- Sheltered Content Classes: All classes at New America School are sheltered instruction classes. From mathematics to elective courses, NAS teachers use Sheltered Instruction Observation Protocol (SIOP) strategies and techniques in the classroom. The staff participates in course work and job-embedded professional development that trains and strengthens sheltered classroom techniques.
- Committed Staff: NAS teachers are fully committed to the mission of New America School. They are aware of the unique needs of the student population and welcome the challenge of helping students overcome the obstacles they face. To continually improve their instructional capabilities, all teachers participate in Professional Learning Communities and monthly professional development training.

Newcomer Center: The self-contained center is especially geared toward incoming monolingual speaking students. The center provides intensive language and cultural support to these students, who are then mainstreamed once a baseline is established.

Special Populations. The New America School-Phoenix is committed to creating an inclusive learning environment that is responsive to each student's needs and allows for full participation of all individuals in every aspect of the program. To that end, NAS-Phoenix assures that, like all public schools, it will comply with all applicable sections of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), as amended and the IDEA implementing regulations, found at 34 CFR Part 300 (August 14, 2006). NAS-Phoenix will adopt Special

Education Policies and Procedures that ensure all children with disabilities have the right to a free appropriate public education (FAPE) in a least restrictive environment (LRE).

NAS-Phoenix will offer services for exceptional students who meet eligibility criteria established by state and federal laws. Incoming students with IEPs will receive special education and related services as outlined in the current IEP until a new one is developed. To support self-determination in students and to help them develop the self-advocacy skills critical for a successful transition to life after high school, NAS-Phoenix will implement a student-led IEP program within the first year of its operation.[12]

NAS-Phoenix will ensure necessary accommodations and curriculum modifications for all students with special needs. All special education teachers and paraprofessionals will be highly qualified and with the appropriate certifications and endorsements required by the Arizona Department of Education. The school's schedule allows time for special education teachers and aides to collaborate with regular education teachers to adapt core curriculum and modify instructional strategies in ways that ensure student success. To ensure quality and compliance in the special education program, each year all school staff will receive training from the designated ADE's Exceptional Student Services monitor in Child Find, FAPE, FERPA, and Transition Services.

NAS-Phoenix will use three approaches for serving special education students. The preferred model and one that is nationally preferred is the *Integrated Model*. In this form of support, the special education teacher goes into classrooms with special education students to provide additional resource support to the students together with the regular classroom teacher. The special education teacher assists the regular classroom teacher in adapting and modifying instruction to the special education students. The direct instruction is the responsibility of the regular classroom teacher.

Another model NAS-Phoenix will use is the *Resource Model*. Using this approach, students are identified and pulled-out of the regular classroom and join a group of special education students to receive instruction from a special education teacher in a small group setting. Students are generally pulled out for no more than two classes per day and typically receive this support in math, science, language arts, and/or social studies. We will also offer a Transitions class at NAS-Phoenix, where our special education students will receive direct support from our special education teacher. In addition to supporting students with their academic skills, this class will prepare students for their post-secondary plans.

The third approach that will be used is the *Self-Contained* model. Similar to the model described above, these students will spend more than half their academic day in this setting. The special education teacher will provide direct instruction and will collaborate with regular education teachers.

IEP and Placement. Individualized Education Plans (IEPs) are developed by a multidisciplinary team for those students who qualify for special education. Parents and students are included in the development of the IEP. NAS-Phoenix follows the IEP process established by IDEA and state law and regulations to ensure that all students are properly placed, and that the placement meets LRE and FAPE. The plan is reviewed annually. Individual Education Plans (IEPs) will comply with the requirements of 34 CFR 300.320 and be developed to assure that the student receives an appropriate education including any related services required by the student and stated in the student's IEP.

NAS-Phoenix has established supportive discipline plans in compliance with the IDEA and in conjunction with state policies, and establishes appropriate parent dispute procedures following all Federal and State regulations.

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[12]Hawbaker, B.W. (2007). Student-led IEP meetings: Planning and implementation strategies. TEACHING Exceptional Children Plus, 3(5) Article 4. Retrieved from http://escholarship.bc.edu/education/tecplus/vol3/iss5/art4

This continuum provides:

- Equal access to the educational programs and services offered at the school
- Individualized Education Plans
- Free Appropriate Public Education (FAPE)
- Least Restrictive Environment (LRE)
- Due process and parental involvement

Funding provided by the state will be used to provide educational services with weighted and IDEA funding targeted for supplemental services to address the needs of students with special needs. Operational funding of the special education annual budget will not be reduced unless the school should experience a significant reduction in the number of special needs served. Given the target population, this is not anticipated.

English Language Learners. The school will comply with Federal requirements under the Office of Civil Rights and No Child Left Behind regarding English language learners. The overall goal is to ensure that all ELL develop English proficiency and meet the same academic content and academic achievement standards that all Arizona students are expected to meet.

When an English Language Learner experiences academic difficulties in school, it is extremely difficult to ascertain if the difficulty is the result of a language learning issue or an actual learning disability. The assessments administered to native English speaking students may be administered to ELL, but the results are not statistically valid because the tests are normed on native English language speaking students' results. The staffing team cannot rely solely on the standard discrepancy formula.

Using the Student Assistance Team (SAT) process described below, the school will begin the process of identifying the ELL population (which will include both foreign-born Spanish and other language speakers and non-fully proficient-in English American-born students). The SAT's responsibilities will be to:

- Develop and review Student Language Surveys to determine if a student is PHLOTE (Primary home language other than English)
- Develop a procedure for identifying ELL students using State approved assessments
- Review teacher referrals in order to identify ELL
- Determine a student's English language proficiency using English Language Proficiency test results
- Plan and recommend an appropriate researched based instructional model
- Reclassify ELL as they become proficient
- Document all meetings and decisions
- Collaborate within the SAT in the cross referral process
- Participate in IEP meetings for ELL
- Communicate results and program options to parents

NAS-Phoenix will utilize the Arizona Common Core English Language Development Standards when developing lessons for students. Performance standards are provided for each category and applied to the framework of the Arizona Common Core Language Arts Content Standards, Benchmarks and Performance Standards.

The Arizona ELD Instructional Strategies five general levels of English language proficiency, which range from Beginning to Advanced for reading, writing, listening and speaking will also be incorporated when planning for and assessing student English language proficiency levels. Comprehension will be determined by analyzing reading and listening assessments.

The school will only hire Arizona certified (preferred) or Highly Qualified teachers who hold a Structured English Immersion (SEI) endorsement. As such, Sheltered Instruction will inform all NAS-Phoenix classroom practices. The school will adopt the scientifically-based, research-based Sheltered Instruction Observation Protocol (SIOP) to guide teachers' planning and language instruction for ELL. The SIOP promotes reflective teaching for English language learners at all levels, informing the development of language and content objectives, groupings of students, strategies for vocabulary and comprehension instruction, and instructional pacing instruction. For teachers of fluent English speakers (FEP), the SIOP supports reflection, self-evaluation, and refinement of instructional practices. Additionally, for ELL teachers, SIOP fosters peer analysis, collaboration, and support. For ELL reading teachers and specialists who work on language and English language development, the SIOP is an effective tool for lesson planning, self-evaluation and peer coaching. Finally, the SIOP provides a common language for the development and delivery of curriculum across all content areas.

As needed, the school will consult with a SIOP trainer to instruct all teachers in this methodology. The trainer will help teachers embed SIOP strategies lesson planning to transcend language barriers.

NAS-Phoenix is well suited to work with students of limited English proficiency because its teaching methods do not rely solely on verbal cues. Teachers provide visuals and demonstrations and use total body response to help communicate content and develop language skills. A student does not need to speak English to understand non-verbal cues, pictures, maps, models, charts and graphs.

In addition, to assist students to grasp abstract concepts, construct complex arguments, and work with subject-specific vocabulary, the school will adopt instructional strategies such as modeling, language and using small and large group instruction and discussion groups, independent practice and application, graphic organizers, analogies, using manipulatives, cloze activities, word walls, Cornell note-taking, and use of cognates. Reading and writing strategies include reciprocal teaching, pre-reading, adaptation, accessing prior knowledge, jigsaw activities, character maps, open mind/brainstorming, story maps, dialogue journals, writer's workshop, and inquiry. Finally, teachers make content more comprehensible for ELL by providing supplementary books and materials in the student's home language.

RTI Model. NAS-Phoenix follows the Three-Tier Response to Intervention (RTI) to guide us in remediating students, making the appropriate referrals, and developing instructional plans. The components of the three-tier approach include:

- **Tier One.** Appropriate instruction – provides appropriate classroom instruction and school-wide practices that support all students. On a weekly basis, NAS teachers will meet to evaluate lessons and student progress. Any lack of student progress will be discussed during bi-weekly 'student talk' meetings, where further interventions will be discussed and developed to address student needs. Teachers will continue classroom based interventions to remediate learning or behavior. If the student demonstrates little or no positive response to the teacher's informal interventions, the student is referred to Tier Two.
- **Tier Two.** These interventions are provided in addition to Tier One instruction and are designed to prevent, alleviate, or accommodate challenges a student may be facing. Interventions may be short-term or may continue for an entire school year. Interventions include Student Success Agreements (SSA); schedule modifications; and meetings with family members, counselors, behavior interventionist, and administration. If a student does not demonstrate a significant and positive response to intervention, the student may be referred to Tier Three.
- **Tier Three.** Further evaluation of a student's academic, behavioral, and social progress is used to determine the need for additional services at this level. Improvement on SSA and class improvement is reviewed by administration and our Student Study Team (SST) for further student interventions, including family meetings, to discuss a student's success. If the student progresses through Tier

Three in regards to academic performance, then our SST will further assess his/her potential need for an IEP.

The school's SST monitors student progress through the tiered interventions and makes adjustments accordingly. If a student progresses through the Three-Tier system, they may be demonstrating a need for an Individualized Education Plan (IEP) to accommodate and/or modify their learning or behavioral needs. At this level, the SST will evaluate the student for eligibility for special education services, and if eligibility is determined, an IEP is developed. Further, if the school's SST determines a student is in need of services under Section 504, an Accommodation Plan will be developed. A differentiated program offering will also be developed for any student deemed to be gifted or talented by the school's SST.

c) Class Size

The NAS-Phoenix target population will be new immigrants, English Language Learners and academically underserved students. The NAS-Phoenix founders are confronted with the question of how we can best serve this population—that is, achieve the school and student performance goals as outlined in Section A.5—while remaining fiscally responsible and insuring that the school is financially viable for the long term.

Based on the Arizona per Pupil Funding, to achieve cost neutrality the founders have developed a three year budget through which teachers will be allocated on a 32:1 basis. Within these budget constraints and the subsequent teacher/student ratio, NAS-Phoenix has adopted a three tiered strategy to deliver high quality education. First, study after study has shown that teacher quality far outweighs class size in impacting student achievement. As such, as described in Section C.3.b, NAS-Phoenix will make every effort to hire quality teachers who are aligned with the school's mission and vision.

Second, since numerous studies have shown that English Language Learning students and new immigrants may benefit from smaller class sizes[13], the NAS-Phoenix Newcomer program (a four-hour intensive English block) will be staffed at a lower ratio (20:1). This figure is in line with the NAS educational model, cited in Section A.1.c., the International High School at LaGuardia, whose target population is primarily ESL (73%) and which staffs at 20.3 students per class.

Third, a fundamental teaching methodology at NAS is differentiated instruction, which allows teacher to utilize small student groupings and provide targeted support. Similarly, project based learning, as implemented at NAS schools, breaks students into both small groups consisting of students of varying first languages, which requires intense use of spoken English, since students must speak English to accomplish their work and groups that consist of speakers of the same language, which reinforce students' literacy in their first language, as well as allowing students a way to express sophisticated concepts they want to discuss but cannot with their limited English proficiency. The NAS teaching methods thus, in practice, produce smaller learning cadres than would be indicated by the 32:1 teacher-student ratio.

In addition, for students who are not meeting performance goals, the following supports will be provided:

- Peer mentorship
- Friday classes (augmenting the NAS four-days of instruction per week schedule)
- Online computerized support such as Khan Academy

Further, additional classroom support will be provided by the Special Education teacher in a resource role.

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[13]See for example, Zyngier, David.(2014). Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities**.** *Evidence Base, issue 1, 2014*