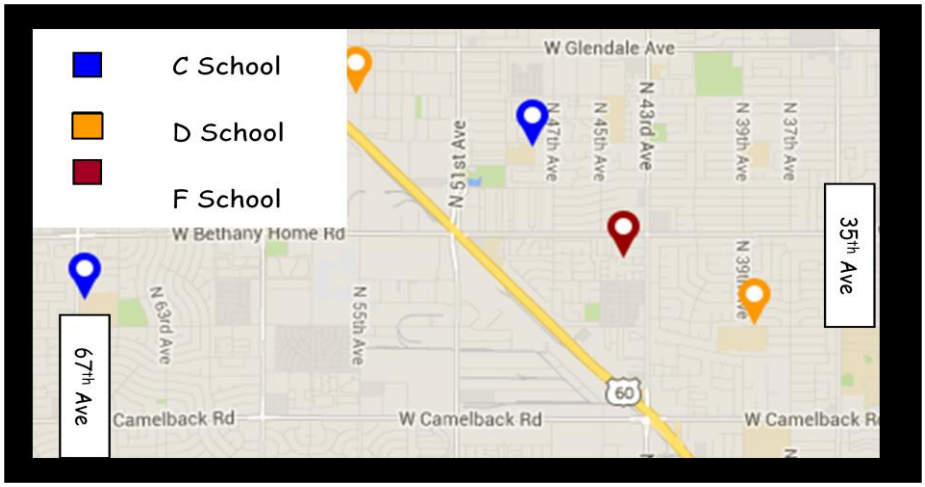
A.2 Target Population

Pensar Academy will target 4th through 8th grade students ages 10-14 who reside in the northwest quadrant of the Phoenix urban core. The target community lies from 35 to 43rd Avenue and Camelback to Glendale Road. Also, our community includes the Southeastern quadrant of Glendale, AZ from 43rd to 67th Avenue and Camelback to Glendale Road. The primary zip codes incorporated into our target community are 85019, 85031, and 85301. Although there are three zip codes listed, our focus will not span across each zip code in its entirety. Our community is where these three zip codes coincide. *(See A.2 Map below.)*

A.2 Map. Pensar Academy Target Community.



In the section below, we provide an analysis of how Pensar Academy will serve as an agent of change within this community.

a. Identification of the Target Population

Located within the community, there are approximately 3,977 total students who each attend one of the 20 neighborhood schools (*See A.2 Table 1*).

A.2 Table 1. Target Population 2014 Middle School Enrollment by Zip Code[1]

Zip Code	*School Name*	*District*	*Grades Served*	*Grades 4-8 Enrollment*
85301	Don Mensendick	GESD 40	4-8	1016
85301	Barcelona Middle School	Alhambra	4-8	686
85301	Glenn F. Burton	GESD 40	4-8	476
85301	Isaac Imes	GESD 40	4-8	640
85019	Sevilla West School	Alhambra	4-8	1159
		Total		**3,977 students**

Academic Performance Analysis. The rating of a school is determined by academic growth and academic outcomes based upon performance on the end of the year state assessment, as well as bonus points for low dropout rates, high graduation rates, and high rates of students testing out of English Second

[1] 2/1/2015. Taken from webpage: http://www.city-data.com/zips/

Language (ESL) Programs.[2] Across the boundaries of the target community, there are no "A" or "B" labeled schools. In the map above, there are 2 "C" schools (in blue), 3 "D" schools (in orange), and one "F" school (in red). This means that out of the 15,451 students attending school in our community, none attend a school that has been identified as highly effective.

(See A.2 Table 2).

A.2 Table 2. Educational Achievement Data in Math[3]

School Name	*Letter Grade*	*Median Math Growth Percentile*	*Math Proficiency 2013/14 AIMS*
Don Mensendick	C	46%	46%
Barcelona Middle School	F	39%	40%
Glenn F. Burton	C	42%	51%
Isaac Imes	D	28%	32%
Sevilla West School	D	36%	50%

A.2 Table 2. Educational Achievement Data in Reading[4]

School Name	*Letter Grade*	*Reading Growth Percentile*	*Reading Proficiency 2013/14 AIMS*
Don Mensendick	C	51%	64%
Barcelona Middle School	F	32%	57%
Glenn F. Burton	C	50%	67%
Isaac Imes	D	39%	55%
Sevilla West School	D	36%	64%

All three zip codes have posted historically low high school graduation rates when compared to the state and national percentages. The average high school graduation rate in our community is 58.4%, compared to the Arizona rate of 74.7% and the National rate of 78.2%. Of these 58.4% of high school graduates, less than 9% will graduate college with a bachelor's degree or higher *(See A.2 Table 3).*

A.2 Table 3. Level of Education by Zip Code

Zip code	High School[5]	Bachelor[6]	Graduate[7]
85301	66.9%	8.5%	3%
85019	58.7%	6.2%	2%
85031	49.5%	4.3%	0.9%

[2] Arizona Department of Education. The New A-F School Accountability Grading System. Revised 10/5/2011. Taken on 2/1/2015 from: http://www.azed.gov/research-evaluation/files/2011/09/a-f-school-accountability-letter-grade-system.pdf
[3]Taken from http://www.centerforstudentachievement.org/school-quality-matrix.html
[4]Taken from http://www.centerforstudentachievement.org/school-quality-matrix.html
[5]City-data.com. Taken on 2/1/2015 from: http://www.city-data.com/city/Arizona.html
[6] U.S. Federal Register. Notice 19179. Vol. 78 No. 61. 03/29/2013. Taken on 2/1/2015 from: http://www.fns.usda.gov/sites/default/files/IEG_Table-032913.pdf
[7] U.S. Federal Register. Notice 19179. Vol. 78 No. 61. 03/29/2013. Taken on 2/1/2015 from: http://www.fns.usda.gov/sites/default/files/IEG_Table-032913.pdf

Economic Analysis. The Bureau of Labor Statistics states that the unemployment rate for the state of Arizona in August of 2014 is 7.1%.[8] All three of the zip codes for our target region are nearly double the current rate for the state. Of the 122,538 persons in our target community, 77% of the residents reside in a family of four or more occupants and fall below the annual household income for poverty. This serves as an indicator these family units contain children dependents *(See A.2 Table 4).*

A.2 Table 4. Income Disaggregation of Targeted Zip Codes[9]

Zip code	Average Household Income	Unemployment Rate	Arizona Unemployment Rate Comparison @ 7.1%
85301	$29,458	17.8%	+10.7%
85019	27, 852	13.3%	+6.2
85031	27,474	12.5%	+5.4%

When a household falls below the annual poverty line, public assistance is offered through the free and reduced lunch program. According to The Child Nutrition Program Guidelines, to qualify for free lunch the annual household income must fall below $30,615 and the cut-off for reduced lunch is $43,568.[10] Of the 5 neighborhood schools in the boundaries of the target community, the range for free and reduced lunch is between 90-97% of all attending students. *(See A.2 Table 5).*

A.2 Table 5. Target Population Middle School Enrollment by Target Community Schools[11]

Zip Code	*School Name*	*2014 Free and Reduced Lunch Rate*
85301	Don Mensendick	97%
85301	Barcelona Middle School	95%
85301	Glenn F. Burton	93%
85301	Isaac Imes	90%
85019	Sevilla West School	95%

Demographic Analysis. There are approximately 3,977 students of middle school age that reside in our community. The population that we aim to serve is comprised of an approximate 70% minority population, with an approximate 64% of students coming from Hispanic/Latino backgrounds, 4% African American, 30% Caucasian, and 2% American Indian/Asian *(See 4.2 Table 6).*

A.2 Table 6. Demographic Disaggregation of Targeted Zip Codes[12]

Zip code	Hispanic/Latino	African Americans	Caucasian	American Indian/Asian	Ages 10-14
85301	61.4%	7.4%	26.1%	3.1%	5045
85019	68.7%	0.7%	30.4%	1.3%	2360
85031	79.7%	4.4%	34.7%	1.7%	3093
					Total: 10,498

[8] http://www.bls.gov/lau/
[9] City-data.com. Taken on 2/1/2015 from: http://www.city-data.com/city/Arizona.html
[10] U.S. Federal Register. Notice 19179. Vol. 78 No. 61. 03/29/2013. Taken on 2/1/2015 from: http://www.fns.usda.gov/sites/default/files/IEG_Table-032913.pdf
[11] Arizona Department of Education. 2/1/2015. Taken from webpage: http://www.azed.gov/accountability/state-accountability/
[12] Data Sheer, LLC. Taken on 2/1/2015 from: http://www.zip-codes.com

A compilation of the zip codes in our community reveals that roughly 30% of the population is foreign born. This figure is roughly double the Arizona average of 13.5% for foreign born residents. Consequently, English is a secondary language spoken in more than 53% of the households. *(See 4.2 Table 7).*

A.2 Table 7. Language Disaggregation of Targeted Zip Codes[13]

Zip code	Other than English Spoken in Home	Population Foreign Born
85301	53.3%	26.5%
85019	63.3%	36.8%
85031	70.5%	35.6%

Target Population Summary. Located within the Phoenix Urban Core, there is a community that has over 3,977 middle school students being serviced by 5 neighborhood schools. Of these 5 schools, none have an "A" or "B" rating by the Arizona Department of Education. Unemployment rates in this area are more than double the state average. As outlined above, approximately 8 out of every ten students qualify for free and reduced lunch. In approximately half of these homes, English is not the primary spoken language. The concept of post-secondary education may be foreign because less than 6% of the people in the neighborhood have a bachelor's degree and less than 2% have a Master's Degree or higher.

b. How our Program Meets the Needs of the Target Population

Pensar Academy will develop middle school students with the essential skills to be change agents in a 21st century global society.

Identified Needs of our Target Population:

From the data laid out in the description of our target population in section A.2.a, Pensar Academy has identified 4 educational needs for our target population:

1. Access to a free "A" labeled highly performing school that is designed to reduce achievement gaps and improve student achievement in Math, Science, Reading, and Writing.
2. Access to college role models and navigational skills through the college process to motivate student achievement.
3. Access to a free program that can provide parents/guardians with the necessary skills to provide home-based support for their students to increase student achievement.

<u>Access to a Free Highly Performing School.</u> When a family is at or below the poverty line, the provision of basic needs for their child can overshadow the need for resources to develop their student.[14] As outlined in section A.2.a, unemployment rates in our community are more than double the state average. Approximately 8 out of every ten students qualify for free and reduced lunch. Whereas school choice is always an option, it is not a reality to most members of our target population due to the expense of transportation to outlying areas. Private tutoring is expensive with prices ranging from $20-60 per hour.
Of the present 5 middle schools in the community, none has attained an "A" or "B" letter grade by the Arizona Department of Education. Moving to high school, roughly 35 out of every 100 students within our community will drop out prior to graduation. Of the 65 out of 100 students who graduate high school, less than 9% move on to post-secondary educational opportunities.

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[13] City-data.com. Taken on 2/1/2015 from: http://www.city-data.com/city/Arizona.html
[14] The Annie E. Casey Foundation. (n.d.) About Casey. Baltimore, MD: Author.

Pensar Academy anticipates that our student population will enter the program with deficit skills in core academic areas. In response, Pensar's Program of Instruction:

- Provides personalized student plans, called Individual Growth Plans, for every student to carefully monitor progress. All students will be progress monitored monthly in the core academic subjects.
- Provide a rotational model to provide daily "in time" student support through the Response to Intervention Model.
- Developing lessons and intervention services so all students can access the curriculum using multi-sensory modalities through Universal Design for Learning (UDL).
- Providing intervention and remediation to plug gaps in math and/or reading in daily classes based on their individual needs and abilities.
- Delivering our Program of Instruction via a Blended Learning Model (BL), incorporating direct instruction, small group instruction, online learning, and project based learning (PBL) to maximize student engagement.
- Utilizing online learning for extension and practice to actively push all learners to the top of their Zones of Proximal Development (ZPD).

Access to Post-secondary role models and contextual skills. With less than 8% of the residents of our community having a post-secondary degree, most students do not have access to college bound role models and materials.[15] Most students do not have an understanding of the contextual skills associated with the bureaucracy of college: process to apply, access financial aid, and be admitted.[16] These details make college seem unattainable.

Pensar Academy anticipates that students will have minimal exposure to the context of post-secondary experiences. From the time of enrollment, Pensar Academy will be explicit in the support of a Post-secondary bound culture for our students through:

- Pensar Academy will host 2 field trips to local Post-secondary campuses each year.
- Pensar Academy will host guest speakers from the college community to provide our students with access to role models.
- Pensar Academy will have one elective class, Post-Secondary Prep that explains the contextual aspects of enrollment, financial aid, and purpose of post-secondary education.
- Pensar will create a Post-secondary culture. There will be signage on campus that advertises college. Staff will display their college diplomas and banners. There will be a college tracking wall that highlights alumni student success. Students will conduct an annual Capstone project based research activity on college.

Access to Free Programs that offer Home-Based Training for Parents/Guardians. With a 35% dropout rate, parental units may lack the academic background to assist their students at home. In approximately half of the homes of our community, English is not the spoken language. Many parental units may lack the language proficiency to assist their students at home.

Pensar Academy will utilize a two-tier approach to address this need. First, Pensar Academy will link school with home through the formulations of Academic Parent Teacher Teams (APTT). These Team Meetings will provide parents with the necessary tool to provide support for their student at home.

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[15] U.S. Federal Register. Notice 19179. Vol. 78 No. 61. 03/29/2013. Taken on 2/1/2015 from: http://www.fns.usda.gov/sites/default/files/IEG_Table-032913.pdf

[16] Conley, D.T. Rethinking College Readiness. New England Board of Higher Education. Spring. 2008.

Second, Pensar Academy will offer a Parent Academy that will meet monthly to cover the same topics that are covered in the Life Prep Courses: College Prep, Career Prep, Life Prep, and Financial Literacy.

Pensar Academy exists to serve as an agent of change within our target community. We believe that by addressing the three needs outline above, we will serve as a tool to shatter the cycle of poverty in this community, thus creating future agents of change, our students who will pay it forward.

c. Class Size, Teacher-Student ratio, how do these address the needs of the target population

Research indicates that the smaller the class size and the lower the teacher-student ratio, the higher the pupil achievement. In the Landmark pilot project outlined above, the class sizes were on average 24-26 students per teacher. Class sizes between 22-26 students and one teacher glean higher student achievement scores. Smaller class sizes translate to more individual student time to share ideas, participate in discussions, and access the teacher. [17]

Pensar Academy will limit class sizes to 25 students for our core academic classes. With our rotational model, Pensar Academy anticipates the following breakdown:

- Level One: Whole Group Instruction to 25 students.
- Level Two: Small Group Instruction at a ratio less than 1:10 teacher: student ratio.
- Level Three: Project Based Learning at a ratio for 1:16 staff:student ratio.

In addition, every two classroom teachers will have an educational aide assigned to work with students in the classroom setting. This will support out instructional model, provide students more individualized teacher access, and maximize instructional time.

[17] Finn, J. Small Classes in American Schools: Research, Practices, and Politics (2002) Phi Delta Kaplan. Taken on 2/1/2015 from: http://www.classsizematters.org/wp-content/uploads/2012/10/finn_2002.pdf

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