A.2 Target Population
The French American Academy of Arizona

A. Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and the community the school intends to serve, including current levels of academic performance of the surrounding schools.

The target population of the French American Academy of Arizona is:

- Students seeking a full, dual-language immersion program
- Students seeking a French-English dual language program
- Students of families working in international companies in the East Valley which are currently underserved in choice of multi-language international schools
- Students seeking a more rigorous, traditional, teacher-led program than their local school provides

The French American Academy of Arizona ("FrenchAm Academy" or "FrenchAm") seeks to attract students interested in progressing through an academically challenging Kindergarten and Elementary education in both French and English concurrently. The school will serve both Francophone students and students seeking to learn to read, speak, write, and understand French who do not come from a French-speaking home.

A significant portion of students in year one and ongoing will come from the existing private school operated by The French American School of Arizona, which currently serves the local community by offering full French immersion to children of daycare through grade 5. Upon opening of the FrenchAm Academy, the FrenchAm School will eliminate its Kindergarten and Elementary programs and continue serving only daycare through Pre-Kindergarten. Based on parent feedback, we anticipate all of these existing Kindergarten and Elementary students will enroll in the FrenchAm Academy. We also anticipate receiving continued enrollment from the preschool as students graduate from those programs and wish to continue their French immersion experience and learning in a similar environment with a similar philosophy.

We anticipate attracting and will be marketing to families who work at Intel, Freescale, Arizona State University, and PulteGroup, Inc., among other local companies. These organizations either recruit a high percentage of French-speaking foreign nationals, or they employ a number of individuals in the nearby area whose children already attend immersion programs offered by The French American School of Arizona. We are building a larger list of companies that also employ international personnel or are large employers locally and will include those organizations in our marketing efforts. Preliminary conversations with these employees and employers indicate parents wanting to select a school that is convenient to their daily drive to and from work.

We have selected the following schools as the group for our baseline percentages:

1. Kyrene de los Ninos: Spanish dual language public school in the Kyrene district

2. Chandler Traditional Academy - Liberty Campus: Spanish dual language public school in the Chandler Unified district
3. Tarwater Elementary: Chinese dual language public school in the Chandler Unified district
4. Curry Elementary: Local public school in the Tempe Elementary district
5. Thew Elementary: Local public school in the Tempe Elementary district
6. Roosevelt Elementary: Local public school in the Mesa Unified district

These specific schools were included because:

A. They were public, dual language schools within a 15-mile radius from our current campus that had AZ Merit testing data available (most current available, 2015), or
B. They were local public schools within a one mile radius from our current campus that had AZ Merit testing data available for the same 2015 time period.

The 15-mile radius for public dual language schools was selected because families in those areas are willing to drive to our school if it falls on their route to/from their place of business in Central/North/West Phoenix. For this reason, we excluded one dual language public school north of the Loop 202 because an insufficient number of families from that area would drive 15 miles to our school when closer public options exist. Our small class sizes, proven record of superior pupil achievement, and concurrent French-English immersion program provide an alternative for students interested in other dual language schools which have larger class sizes and do not offer a true immersion experience allowing students to progress through core academic areas in both languages concurrently.

The local public schools were selected because there may be families interested in a superior academic experience in dual language immersion within a one mile radius of our current location. The three schools included were the only three that fell within this one mile radius. According to the most recent data available on the Arizona Department of Education's Arizona Report Cards website (www.azreportcards.org) at the time of this application, all three have low AZ Merit scores (Avg passing ELA 22%, Avg passing Math 24%) and are rated C status. We believe FrenchAm's academic structure may be attractive to families seeking a local alternative to their existing home school for children who are not being sufficiently challenged in that environment.

2015 Baseline Percentage Data for Comparison Schools

	ELA	Math	ADE Grade[1]	Dual-Language
Kyrene de los Ninos	44%	40%	B	Yes (Spanish)
CTA-Liberty Campus	75%	83%	A	Yes (Spanish)
Tarwater	60%	58%	A	Yes (Chinese)
Curry	22%	26%	C	No
Thew	17%	14%	C	No
Roosevelt	27%	32%	C	No

[1] Most recent data available at the time of application for letter grades per the ADE's "Arizona Report Cards" website were 2013-14 grades. https://www.azreportcards.org

B. Present an explanation of how the implementation of the program of instruction described in A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice.

The program of instruction offered by the French American Academy of Arizona meets the identified needs of the target population by providing academically superior education in both English and French. The program provides a unique opportunity for Arizona students to experience French immersion while in Elementary school. A handful of other Arizona charter schools offer some French instruction, usually limited to two hours or less per week. The FrenchAm Academy offers full immersion with students attending 50% of their school week in French and 50% in English, receiving instruction for core academic areas in both languages. The Academy would be the first public K through 5th grade school in Arizona to offer this simultaneous English and French immersion program thus providing a new and unique choice in Elementary education.

The program of instruction FrenchAm delivers not only offers students this unique language acquisition opportunity, it provides a superior education in other areas. Through our direct, teacher-led instruction and individual or small group activities centered around curriculum aligned to the standards of France and Arizona, we are able to help students learn logical reasoning, critical thinking and problem-solving skills, in addition to developing character, respect, and appreciation of other cultures.

The proposed program of instruction meets the needs of the target population by improving pupil achievement and providing educational choice through a simultaneous English and French immersion program. This program has a track record of superior test scores as compared to the scores of schools in the target population. Our small class sizes, proven record of superior pupil achievement, and concurrent French-English immersion program which allows students to progress through core academic areas in both languages provide an alternative to other dual language schools in our target population.

The proposed program of instruction improves educational choice in the target population by offering the only free, public French immersion program in the area.

The FrenchAm Academy has chosen this program of instruction because it has been in use for seven years at The French American School of Arizona with excellent results. It represents the best of both French and American standards and styles of teaching and curriculum. The high scores and grades received by students enrolled in this elementary program indicate this program is successful in transferring knowledge, building critical thinking skills, and providing a solid learning foundation for continued academic success after Elementary school.

Under this program, students will graduate from the FrenchAm Academy with more than the ability to speak and understand French, they will have learned skills which will give them the ability to succeed academically and in their lives outside of school.

C. Describe the class size and teacher – student ratios and clearly explain how these address the identified needs of the target population for improved pupil achievement and educational choice.

Research has shown overwhelmingly that small class size benefits academic performance, as illustrated in this excerpt from the position paper "Why Class Size Matters Today" from the National Council of Teachers of English:

> *Overall, research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardized assessments.*
>
> *These positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. That is, students who have smaller classes in early elementary grades continue to benefit from this experience even if they are in larger classes in upper elementary or middle school (Bruhwiler & Blatchford, 2011; Chingos, 2013)*

At the FrenchAm Academy, the class maximum for Kindergarten is anticipated to be 16 students taught by one French-speaking teacher. The Kindergarten classes will be divided into Beginning French Kindergarten for students who do not have a basic understanding of French, and Advanced French Kindergarten, for those students who are Francophone or who possess a more advanced level of spoken and aural French. All Kindergarten students will receive two hours of instruction per day from an English-speaking teacher to develop their English-language reading skills. These hours will also be maintained at a maximum of 16 students to one teacher.

Beginning in first grade, the class maximum is anticipated to be 24 students taught by one French-speaking teacher and one English-speaking teacher. Students will receive instruction in one language per day creating a student – teacher ratio of 1/24 per class. Students will move between classes every other day to receive instruction from one teacher per day. As the school grows, we anticipate having a maximum of 25 students per class with one French-speaking or one English-speaking teacher, plus one aide as necessary.

These small class sizes and low student-teacher ratios address the identified needs of the target population and provide educational choice by:

- Offering a smaller class size than the typical class size currently found in the schools identified in the target population

- Creating a small-scale environment where students may focus on the acquisition of new linguistic skills
- Creating a small-scale environment where teachers may consistently and accurately assess student linguistic progress
- Creating a small-scale environment where students have the best chance for successful achievement and knowledge acquisition of rigorous and challenging curriculum
- Enabling our teachers to tailor instruction on a scale that is not possible when the class size is larger
- Allowing teachers to continually assess and monitor student progress
- Allowing teachers to discover the need for and provide supplemental or enrichment work to students who require more challenge early and consistently
- Enabling teachers to address potential behavior issues early and seek and/or administer appropriate, effective interventions
- Enabling students to truly master the curriculum with proper progression in both languages
- Resulting in higher standardized test scores than currently achieved in schools identified in the target population