Philosophical Approach

The mission of Pima Rose Academy (PRA) is founded in and supported by the following comprehensive philosophy of education for its students that:

a. **T**rains them in the fundamental content and skills needed for expertise in subject matter, transition into college, and choice in careers as articulated in Common Core State Standards for high schools;
b. **E**xpands current abilities used by a student to make meaningful connections that vividly relate new to old content, concepts, and ideas; and
c. **C**reates life options and opportunities for each of its high school graduates.

Concepts Fundamental to the Instructional Methods

The pervasive element of "added value" is fundamental to the school's proposed program of instruction. The following provide three general categories in which we will describe the specific "added values" our instructional program brings to our targeted students.

Academic Accountability

The Rose perspective on accountability carries with it the belief that evaluation should be a learning opportunity in which the person/student/learner understands the measures and grows through the experience. This is accomplished through the following methodologies:

- Individualized Test-Teach-Test diagnostic remediation
- Data-driven decision-making
- Student ownership of progress
- Mastery approach for course completion
- Reading and Writing program in all subject areas

Academic Structures and Operations

The Rose perspective carries with it the belief that a teacher's role is complex. How instruction is delivered, structured and systematized within the school is a PRA added value for its students as shown by the following:

- A blended approach for the delivery of instruction;
- Flexibility of block scheduling to accommodate personal, family, and work commitments;
- Flexibility for dual enrollment in college;
- On demand use of state of the art computer technology and software that directly relates to college and career readiness;
- A small school setting; and
- A self-paced, individualized, electronic curriculum allows former drop outs, now drop-ins, to gain a purchase on educational needs.

Student and Community Futures

With the advent of global technology, a person's ability to adapt and create in multiple arenas in life has become a reality. Becoming a life long learner is made possible when the learner has developed a framework to learn How to Learn (H_2L). The added values of this for Pima Rose Academy students are:

- the personal ability to create a future with more options,
- empowerment to contribute to their community's future,
- increased measurable intellect.

Why this Instructional Approach was Selected

Our rationale for selecting this approach is that it serves the needs of the potential students in our target population. Flexibility is key to offering public education that is accessible. Recent research shows that blended instruction is the most effective (USDE, 2009) with prompt diagnostic remediation based on recent student performance data (Gau, 2009). Best practice supports dual enrollment. A key finding of the Arizona Gallup Poll, in *The Arizona We Want*, is "Citizens favor school programs that ensure student are career/college ready, and they want academic preparation to be competitive with the rest of the world" (Center for the Future of Arizona, 2009, p. 21).

The Partnership for 21st Century Skills identifies critical thinking, problem solving, creativity and innovation as 21st century readiness for every student (2009). Since the turn of the twentieth century, thinkers including Peirce (Buchler, 1955), Dewey (Ratner, 1939), Bode (1927), Saunders (1974, 1976), Kinghorn (1994, 2009, 2010), and Schlessman (2003, 2010) have introduced the promise of 'learning to think' as a viable category for education. This step beyond traditional educational thought brings with it a new definition of learning. Learning "How to Learn" (H_2L) focus on the significance of abstracting in problem solving, critical thinking, and higher order thinking. R.O.S.E.®'s Intelligent Education (2010) offers 21st century skills to a population that is labeled as at-risk.

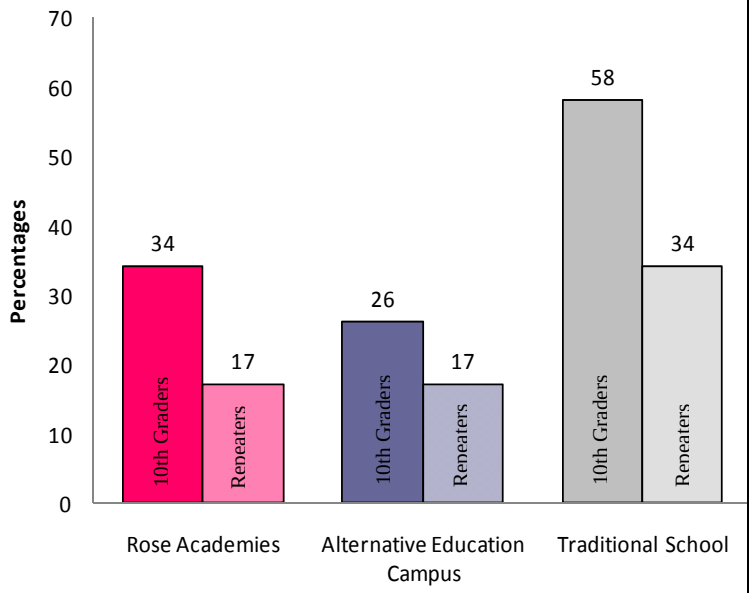
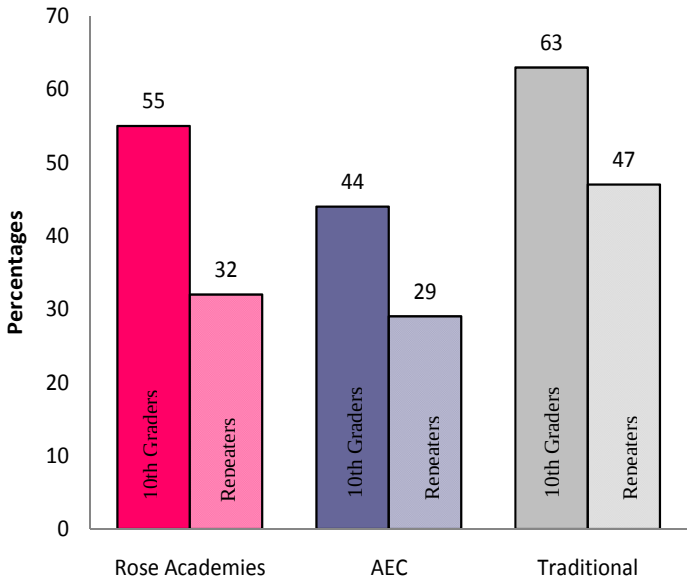
Expanding student abilities to think creates success for learners as they adapt to changes happening today and are creative in an ever developing tomorrow. Learners have always used abstractions as part of their daily life interactions. Educational institutions have not usually made the study of these abstractions a subject in and of itself. Pima Rose Academy represents and presents this objective as pervasive in all its learning programs. This focus does not neglect the need for content learning. Rather, the added value of abstraction skills enhances and infuses learning with a qualitative thread that intrigues and encourages learners to grow and see progress in their thinking and creativity.

Pima Rose Academy takes as its goal to promote the identification and exploration, the interweaving and development, and the programmatic infusion of the Rose Operating System for Education® in all its educational venues.

Research rationale for selected approach

We are active in state and national efforts to document the effectiveness of the R.O.S.E.® model for alternative education high schooling. We have used research (Ernst, 2008) conducted as part of the Building Charter School Quality grant to document evidence of success at the Rose Academies. 2008 and 2009 data show that although students at the Rose Academies do not score at the state level for proficiency on the AIMS in reading and math, the students do perform better than at other alternative education campuses (AECs) in Arizona (Ernst, Hurtado, Parham, Sandoval, & Schlessman, 2010).

These tables present findings calculated by the Arizona Charter Schools Association using Arizona Department of Education data.

Instrument	Summary	Findings
Math Success SY 2008/09	Math success rate is better than other alternative schools.	
Reading Success SY 2008/09	Reading success rate is better than other alternative schools.	
Additional Information:		McConnell, K. & Gau, R. (2010,). *Analysis of high school effectiveness: Comparison of 2008 – 2009 AIMS Pass Rates for students attending traditional high schools, alternative high schools, and Rose Academy charter schools.* Phoenix, AZ: Arizona Charter School Association.

PRA will be a charter high school designated by the state of Arizona as an alternative education campus (AEC). Citizens in Arizona, and especially in this area of Tucson, deserve the choice of a charter AEC high school.

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