A paper commissioned by the National Center on Education and the Economy identifies three things that are central and operative in the American educational enterprise – curriculum, instruction, and assessment (Pellegrino, 2006). This section of the application contains information about the proposed curriculum, program of instruction, and assessment for Pima Rose Academy (PRA).

From Educational Philosophy to a School for Target Population

The Pima Rose Academy operationalizes the R.O.S.E.® educational philosophy for the target population. Students choosing an alternative high school need flexible delivery of instruction; yet, the curriculum can still be rigorous. The program of instruction for PRA offers a systemic approach that links curriculum, instructional delivery, and assessment.

Overview of Program of Instruction

The program of instruction

1. Trains students in the skills associated with conventional educational programming emphasizing the mastery of subject-matter, mastery of common core state standards, transitioning to continuing postsecondary education or college, and skill preparations for career readiness, and
2. Gives students the skills associated with learning How to Learn (H_2L) that will ensure they will be 21st century thinkers and can take "a step beyond competence," and
3. Provides students with frameworks needed for problem solving, critical thinking, and higher order thinking leading to incredible lifelong options and choices for every Pima Rose Academy student regardless of gender, race, social status, or past success.

Curriculum Framework

This framework shows curricula for core academic content areas:

	Language Arts	Math	Science	Social Studies
Electronic Delivery	A+LS standard classes			
	Dyn Ed for ELL students	Carnegie Math, Cognitive Tutor R.O.S.E.® authored classes, e.g. Pre Algebra, Vertex Edge Graphs	Specialty software for labs	R.O.S.E.® enhancements to standard A+LS to meet state standards, e.g. AZ history materials from U of A
Text-based	Courses such as American Lit, Poetry, Life Science	Integrated Math Standards (MAST) classes	Life Sciences	
Small Group	Kansas University (KU) Strategy classes AIMS prep	AIMS prep	As needed	
Customized	Course Modifications & Course Proposals			

Electronic delivery:
A+ LS is the primary curriculum source for core & other academic content. R.O.S.E.® has developed its own standards alignment database that identifies the gaps in A+ LS that need to be filled. *Work with the standards alignment database is identified in Strategy Two of the Performance Management Plans.*
One of the reasons that A+LS was selected as the electronic curriculum is it allows R.O.S.E. ® to author additional materials. An example of a R.O.S.E.®-authored course, available through A+ LS, *is presented in A.5 the Mathematics Curriculum Sample* for discrete Math, Vertex-Edge Graphs course.
Students often come with gaps in their math skills. We have found that additional math materials are needed. The Carnegie Math series supplements the coursework offered through A+LS by offering a combination of collaborative, student-centered textbook lessons and adaptive Cognitive Tutor software lessons.
Text-based courses:
Students have an option of working off -line with a text-based (hard copy) course. They choose a text-based course if access to the content is more hands-on, e.g. building a model in the Life Sciences class, or analog access makes more sense, e.g. reading a novel for American Literature.
Small group:
Small group instruction is a choice for learning with a small number of students, 10 – 12, who work directly with a teacher. The content can be an entire course; like AIMS preparation in math, reading, or writing; or organized by a teacher as needed for something like a math PO that several students are finding challenging
Customized:
It is possible to customize a course for individual student interests and needs through course modifications and course proposals. These courses include an individualized learning plan that links the coursework to state standards and identifies assessment of the work.
A representative page from a math Learning Plan shows how each plan includes information about how the Course Proposal is linked to the state standards and how the student's work is evaluated.

Illustrative Page from a Learning Plan in a Math Course Proposal

Course Components / Accountability Categories	Goals	Standard(s) (Subject, Strand, PO, X00-S1C2-02, Grade Level, Concept)	Objectives	Activities	Support Conditions & Deadlines	Hours	Evaluation Criteria	Evaluation
Pretest	**1** The student will evaluate his/her math performance to establish a baseline.	**MHS-S4C1-01 (R, P)** Use the basic properties of a circle (relationships between angles, radii, intercepted arcs, chords, tangents, and secants) to prove basic theorems and solve problems. **MHS-S4C1-04 (I, R, P)** Apply properties, theorems, and constructions about parallel lines, perpendicular lines, and angles to prove theorems. **MHS-S4C1-06 (I, R, P)** Solve problems using angle and side length relationships and attributes of polygons.	**1.1** The student will determine in which areas dealing with perimeter, area, surface area and volume s/he needs help.	**1.1.1** The student will take the CRA Carnegie Perimeter, Area, Volume Curriculum pretest from the Carnegie Learning System. **MHS-S4C1-01 MHS-S4C1-06 MHS-S4C4-03 MHS-S4C4-04**	**1.1.1S** Carnegie Online Learning System: CRA Carnegie Perimeter, Area, Volume Curriculum .	3.0 hours (since this is sample , all active-ties are not shown)	**1.1.1EC** Student will perform math calculations per CRA Carnegie Perimeter, Area, Volume Curriculum pretest.	**1.1.1E** Carnegie Online Learning System scoring system

Methods of Instruction

Training in the Fundamentals

Training in the fundamentals is critical for the majority of our students who have experienced little success with traditional methods of educational delivery. We offer a blended delivery system that gives students flexibility and choice in three ways.

1. The choice to have individualized instruction delivered electronically with one-on-one assistance,
2. The choice to be part of a teacher-led small group, or
3. Customizing coursework through course modifications or course proposals.

Basic to success in all subject matter is the ability to read and write well. At PRA, reading and writing skills are deliberately taught and practiced at school with students devoting time to read subject matter and write in each core academic content, even mathematics.

It is fundamental to college and career readiness that the student is a responsible owner of their education. Pima Rose Academy provides a unique, systemic approach to grow students to own their educational progress.

1. A personal planning system the student uses every day sets successful short and long term academic and work behavior targets, assesses progress, and enlists a personally assigned faculty member's advice,
2. Students have the opportunity to select from one of three school session times and commit to consistent attendance and progress in their studies, while managing their personal, work, or family commitments,
3. PRA uses a mastery approach for grade assignment where the student has the choice to pass at a C, B, or A level of attainment based upon their post high school goals,
4. Students and their families have a choice with opportunity to attend more than one five hour session a day and/or attend on Friday from 8 a.m. to 2:30 p.m. to get ahead in their studies.
5. Scholarship opportunities are available for concurrent enrollment at Pima Community College.
6. Career readiness is a choice through participation in the Joint Technology Education Program (JTED) program. Also, community members, e.g., attorney, judge, medical personnel, banker, military, come in throughout the year, and their presentations are tied to students' coursework.

Assessment Plan

As supported by research and best practice, the learning triad incorporates curriculum, instruction, and assessment. Evaluation of student achievement at PRA is based upon multiple measures from multiple sources, and one that can chart students' progress over time. PRA's assessment design uses both formative and summative assessment. Formative assessment, tests at the end of lessons, courses, and the NWEA MAP, guide students as they progress through coursework and master performance objectives (POs) . The state-mandated AIMS test and the MAP provide summative assessment.

Assessment Design: Instruments and Additional Value-Added Data

Rationale: This design incorporates formative and summative assessments which allow R.O.S.E.® to coordinate tests, interventions, and additional internal data in order to provide educational growth for customers while meeting state accountability requirements, respectable professional standards, and customer expectations.

Instrument	AZELLA	NWEA MAP	Coursework (A+LS, text-based, small group)	Cognitive Tutor	Ace Reader	AIMS	Additional Value-Added	
							Case Studies for ROSE TEC	Post – Grad Survey
Why?	State required documentation of English language mastery for ELLs	Fulfill the R.O.S. E. Promise (provide better customer service)	Quantitative evidence of mastery after lessons & at end of course	Formative assessment of gaps in developmental sequence of math skills	Formative assessment of reading ability	State mandated test to measure mastery of AZ standards	Provides fuller picture of life enrichment	Longitudinal evidence of career & college readiness
How?	Administered by site test coordinators as designated by Principal within mandated timeframe	Diagnosing success on the AIMS & teaching to strengthen certain areas + Providing additional quantitative data of success Fall & Spring Administration	Student completes on their desk-top computer On-going as students work through courses	Used as part of ROSE TEC math program, AIMS prep, and/or course mod / proposal Ongoing	Used as part of ROSE TEC reading program or a course mod / proposal Ongoing	Timed tests of reading, writing, & math; twice during school year Oct., Feb., & April	Collected by TEC teachers in prescribed format, then discussed in Professional Learning Community meetings	Telephone survey 6 & 18 months after graduation
What?	SELP with some modifications for AZ	A set of computerized adaptive achievement tests developed from NWEA basic skills item banks	Multiple choice and short answers, essays, presentations (PowerPoint)	Computer-based adaptive test of math skills	Computer – based tests of reading rate, comprehension,	See ADE website for sample test http://www.ade.az.gov/standards/	Prescribed format for collecting qualitative data	Questions about employment continuing ed military service

Timeline: *The PMPs contained in this application provide detail about how assessment is used throughout the year to show student progress(formative) thus informing-adjusting instruction and mastery (summative).*

As the reading and math PMPs in this application present, PRA will use the Rose Academies' Model for Instructional Accountability (MIA) (Baun, Cothrun, Hurtado, McNally, 2010). MIA goals are operationalized into objectives for each school year based on current performance of state proficiency levels and performance of target population. The school's principals and teachers, as a Professional Learning Community, make data-driven decisions throughout the year to inform and adjust instruction for student outcomes. The MIA in this application supplies specific numbers based on 2010 data supplied by ACSA and ADE data on other AECS with geographic proximity to our target population. We have considered the yearly percentage of increase in AIMS proficiency of ASBCS approved renewal PMPs for AECS in the targeted area. Objectives may be revised depending on Spring 2011 data that will be available when school opens, and the work being done by the Arizona Alternative Education Consortium and the Arizona Charter School Assessment Network on AEC accountability. This illustrative MIA utilizes several objectives that address categories of a draft Arizona Alternative Education Accountability Framework.

Model for Instructional Accountability

The Rose Academies, as alternative high schools for students with poor academic standing, will
"Honor the Promise of Education"
By:

Training students in the fundamental skills needed to graduate high school, transition into continuing education or college, and explore career choices.

Students continuously attending PRA for a minimum duration of one year will demonstrate growth in their ability to read and comprehend what they read.

30% 1st year, 50% 2nd year (2010 average for AECs was 36%) of students required to take the AIMS test will pass the reading test.

Students continuously attending the ROSE Academies for a minimum duration of one year will demonstrate growth in their ability to understand and perform mathematics.

17% (2010 AZ average for AECs was 12%) of students required to take the AIMS test will pass the mathematics requirements.

Expanding How Students Learn To Think

Students continuously attending the Rose Academies for the duration of three or more months will demonstrate growth in their ability to follow school and social rules.

90% of all students will incur zero days of suspension.
Behavioral reoccurrences of any type will happen at a rate of 25% or less.

Students continuously attending the ROSE Academies for a minimum duration of one year will demonstrate their ability to use the How to Learn (H_2L) framework.

75% of all students will demonstrate 90% mastery on the Spring writing sample as measured by the How to Learn (H_2L) rubric when compared to their Fall writing sample.

Creating Life Options/Opportunities for Each Graduate

Students continuously attending the ROSE Academies, with 6 credits or less as of September, will progress towards their diploma.

75% of all students in 2012 cohort will graduate in May.

80% of all students in 2011 (or previous to 2011) cohort will graduate in May.

Students who graduate from the Rose Academies will be prepared for their post-secondary goal(s).

75% of all graduating students will have applied to a two or four year college as documented in Naviance.

Parents/Students will be satisfied with the Rose Academies.

65% of all special education surveys will be collected and will indicate a parent satisfaction overall parent/student satisfaction of "strongly agree" rating.

75% of all families enrolled will be surveyed and indicate a satisfaction rating of "A".

References

Baun, M., Cothrun, L., Hurtado, K., & McNally, K. (2010, November).). AIM 4 MIA: Making Instruction Accountable. Presentation at annual Arizona Charter School Conference, Glendale, AZ.

Pellegrino, J. (2006). *Rethinking and redesigning curriculum, instruction, and assessment: What contemporary research and theory suggests.* Paper commissioned by the National Center on Education and the Economy for the New Commission on the Skills of the American Workforce, retrieved from http://www.skillscommission.org/pdf/commissioned_papers/Rethinking%20and%20Redesigning.pdf