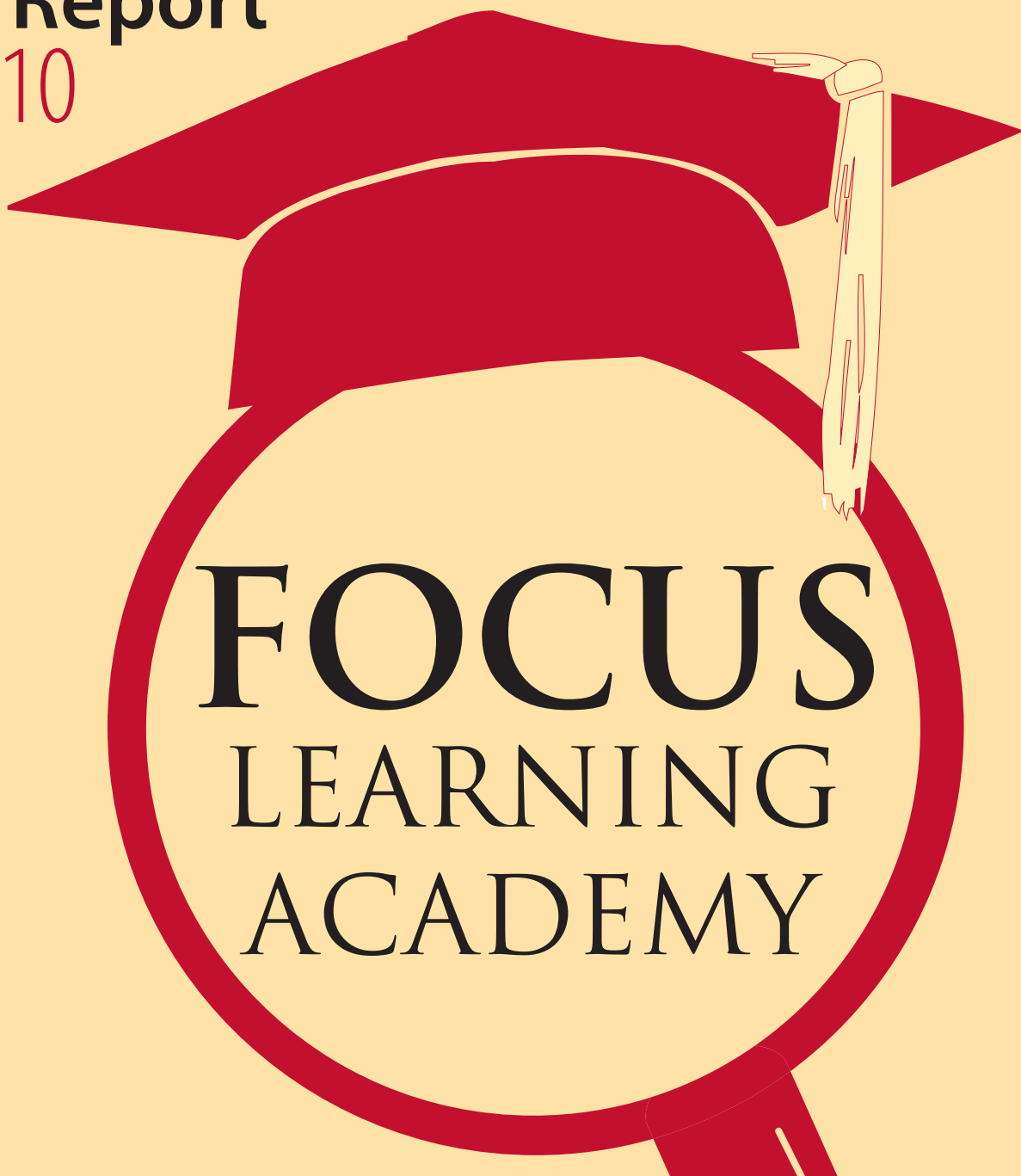


Focus Learning Academy

of Northern Columbus

Annual Report
2009-2010



FOCUS
LEARNING
ACADEMY



FOCUS LEARNING ACADEMY OF NORTHERN COLUMBUS

Annual Report 2009-2010

Focus Learning Academy
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Prepared by:
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FOCUS LEARNING ACADEMY

Vision Statement

The vision of Focus Learning Academy is to nurture success and empower students to become ethical and productive citizens.

Mission Statement

The mission of Focus Learning Academy is to provide a standards-based education to students in grades K through 12 that leads to a high school diploma and prepares them for post secondary education, specialty training or entry into the labor force.

Motto

The motto of Focus Learning Academy is “Your Choice ...”



Introduction

Focus Learning Academy of Northern Columbus adapts to the needs of at-risk students by providing individualized and self-paced academic programs coupled with career preparation and verification. At Focus Learning Academy, we believe in providing our students with the encouragement and hope they need to succeed. Therefore, we refer to them as “at-risk” rather than “at-risk.” Offering a certified high school diploma, the Focus Learning Academy guides its students towards becoming contributing members of the community.

Focus Learning Academy of Northern Columbus K-8 is unique in its adaptation to the needs of our students. The majority of our students are coming to us from homes where English is their second language. Many of the families have to come to the United States from refugee camps and have very little education background. We are able to encourage student growth both academically and socially by providing English as a second language (ESL) support, which is integrated into their daily classes.

An education at Focus Learning Academy should contribute to students’ physical and emotional well-being, especially helping to develop a sense of personal worth and a capacity for influencing one’s own destiny. The philosophical foundation of the Focus Learning Academy is one that is student-centered. As facilitators of learning, we understand our responsibility is to pave the way for student learning to take place regardless of ethnic, racial and socioeconomic status. Faculty of Focus Learning Academy strives to teach students that when they change the way they look at things, the things they look at change. We want them to embrace the concept of “Your Choice”, by showing pride in everything they accomplish inside and outside of school.

The Focus Learning Academy of Northern Columbus continues to strive to lead each student to develop a sense of pride in themselves, their career goals and their community.

The Powers of **PRIDE**:

Power over adversity.

Responsibility to the evolution of self-improvement.

Integrity to themselves and others they encounter.

Determination to stand-by good choices.

Enthusiasm for lifelong learning.

We believe **The Powers of PRIDE** will enable students to take advantage of the opportunity to obtain a quality education.

We are committed to the academic and social development of our students and strive to create lifelong learners who will become productive members of our community. Our programs focus on personal growth and increased self-confidence, in addition to excellent academic performance. We believe that in order for any type of significant student learning to take place, significant relationships must be cultivated as well. The combined involvement of skilled teachers, parents and volunteers truly shows our young people how much we care about them. All of our staff members are dedicated to ensuring every student receives a high standard of education. It is with great care that we set out to nurture our students and assist them in putting forth their very best effort on a consistent basis.

The success of any school can be measured in many different ways. The State of Ohio utilizes standardized tests such as the Ohio Graduation Test (OGT) and Ohio Achievement Assessment (OAA) to gauge school performance. While these statistics are important, standardized testing can sometimes overlook the development of self-respect, respect for others and respect for life. We invite you to witness our programs and our student body firsthand, in order to really experience the education our school provides. Seeing an increase in students’ personal pride and confidence proves that the Focus method is reaching our student population and working. These young leaders of tomorrow will continue to progress and inspire us all with their efforts.

Focus Learning Academy High School Process

Upon completion of the Orientation Phase at the Focus Learning Academy high school, all students take the Test of Adult Basic Education (TABE). This test is designed to indicate achievement levels related to typical educational structures and is a reliable indicator of grade level attainment.

The scale used for grade equivalents ranges from 0.0 to 12.9, representing the 13 years of school (K-12) and the 10 months in a traditional school year. This grade equivalent represents the grade and month in school of students in the norm group whose test performance is equivalent to the test performance of a given TABE examinee.

The actual results from the TABE clearly indicate that students who are enrolled at the Focus Learning Academy are at least one grade level behind their cohort age group academically.

School staff uses student data to establish an individualized, self-paced progress plan for each student. New students take the TABE as an initial placement test, which is then used as a basis for each student's Personal Achievement Plan (PAP). The PAP is closely monitored by our Dean of Students who continuously reassesses student needs. This allows our instructors to steer the student towards mastering

each academic content area, in line with the Ohio Department of Education standards and graduation requirements.

Focus Learning Academy K-8 Process

At Focus Learning Academy K-8, families are required to complete a Home Language Survey which lets administration know if English is their second language. If so, students are then assessed using the McGraw Hill LAS Links Placement Test to show the language level of each student. Based on the results, the English as a Second Language (ESL) Coordinator can then determine if the student is at Basic, Intermediate, Advanced, or Proficient. ESL services are given for all ESL students.

Please feel free to visit Focus Learning Academy of Northern Columbus to view, in person, our system of providing today's youth with a first rate education delivered by compassionate, caring educators.

School Choice

Students who enroll at Focus Learning Academy of Northern Columbus tend to have a history of being disenfranchised with their previous school and the education they were receiving. Generally, parents and students come to us concerned that their last school was not safe, that they were not respected by their former teachers or that there was a lack of communication between the school, the parent and the student.

K-8 students tend to be students who have had personal experiences with refugee camps. K-8 students and families also come here with little education background and lack the language skills in both their native and English speaking language. They chose Focus Learning Academy K-8 because of the safety they find for their children and the strong commitment to the ESL processes.

We strive to provide the best education possible, and we believe safety, security and communication are the cornerstones to achieving that goal. We take every step necessary to ensure that our students accomplish their educational goals and dreams.



School Improvement

Initiative at the High School Level

Historically, the Focus Learning Academy School Improvement Initiative was developed by the Focus School Improvement Team (FSIT). The FSIT began in August of 2006 as a requirement of the Comprehensive Continuous Improvement Plan. Their task was to collect and analyze student data (both qualitative and quantitative) and then adjust the instructional program based on the results of the data analysis. The work of the FSIT continued through the 2008-2009 school year. Frequent meetings (both planned and “as needed”) were held to ensure that the process was continuous. The core team was composed of a cross section of Focus Learning Academy stakeholders who attended all regularly scheduled meetings. This group ensured that the FSIT contained several members with an over-all picture of the school improvement needs.

In addition, meetings were held at which all stakeholders were invited to provide input on specific issues. For example, in the fall of 2007, all stakeholders were invited to be part of a sub-committee dedicated to ensuring retention by meeting the needs of currently enrolled students. This group contained both permanent FSIT members and stakeholders who attended one or more meetings.

To begin a thorough analysis of student performance, the FSIT looked at the following performance and demographic data: number of credits earned, the rate of credit earning, Ohio Graduation Test (OGT) participation, OGT results, enrollment assessment data, family composition, student legal involvement, students as parents and students receiving social services.

Reading/Math Level by Grade

These data are compiled from ALL students who were enrolled at any time during SY 0910.

Focus Learning Academy North High School Reading

N = 353 students. Twelve students have no TABE Reading scores showing, so 341 is N on which “All Students/All Grades” is based.

All Students/All Grades: N = 341 TABE Reading Level = 6.09

12th Grade (N = 52):	TABE Reading Level = 7.26
11th Grade (N = 55):	TABE Reading Level = 6.86
10th Grade (N = 83):	TABE Reading Level = 6.02
9th Grade (N = 151):	TABE Reading Level = 5.45

Focus Learning Academy North High School Math

N = 353 students. Eleven students have no TABE Math scores showing, so 342 is N on which “All Students/All Grades” is based.

All Students/All Grades: N = 342 TABE Math Level = 4.95

12th Grade (N = 52):	TABE Math Level = 6.15
11th Grade (N = 55):	TABE Math Level = 5.32
10th Grade (N = 83):	TABE Math Level = 5.20
9th Grade (N = 152):	TABE Math Level = 4.28

This data clearly supports the assertion that our students are academically disadvantaged thus adding to the risk factors of their success. This also supports the fundamental reason for the failure of students to meet our expectations for their academic success. A very high percentage of students cannot read or grasp math well enough to reach our program’s academic demands.

With this data analysis as an example, the School Improvement Team recommends that a more comprehensive data collection and analysis should drive the following actions:

- Continue building a Literacy Department in each school managed by an experienced Literacy Specialist to address the most serious reading shortcomings of the students.
- Identify the key standards (power indicators) in the total curriculum that must be mastered to help students successfully demonstrate what they have learned.
- Invest in staff development focusing on the teaching strategies of an “at-risk” population and building trust with the students we serve. A major step-forward in this area was the implementation of the “Capturing Kids Hearts” program and the Flippen Leadership Series developed by the nationally recognized Flippen Group.

Ohio Improvement Process

In 2009, Focus Learning Academy continued their efforts in School Improvement which transformed into the Ohio Improvement Process (OIP). The OIP contains four components for schools to implement.

Stage 1: Identify Critical Needs of Districts and Schools.

Stage 2: Develop a Focused Plan.

Stage 3: Implement and Monitor Focused Plan.

Stage 4: Evaluate the Improvement Process.

Through a series of meetings and professional developments, the Focus Learning Academy Building Leadership Team attacked the first component of identifying the critical needs within our schools by completing the Decision Framework Tool. Within this tool, the Building Leadership Team was able to view past OGT data and then rank each core subject and indicator by level of need (high, medium, low).

After reviewing the data collected within the Decision Framework, the Building Leadership Team created SMART Goals in the areas of Reading, Mathematics, and Graduation/Attendance. After generating these goals, action steps and focused plans were created to begin implementing in 2010.

Goal 1: FLA students will increase passage rate on the OGT Reading Assessment by seven percent (7%) over the previous year.

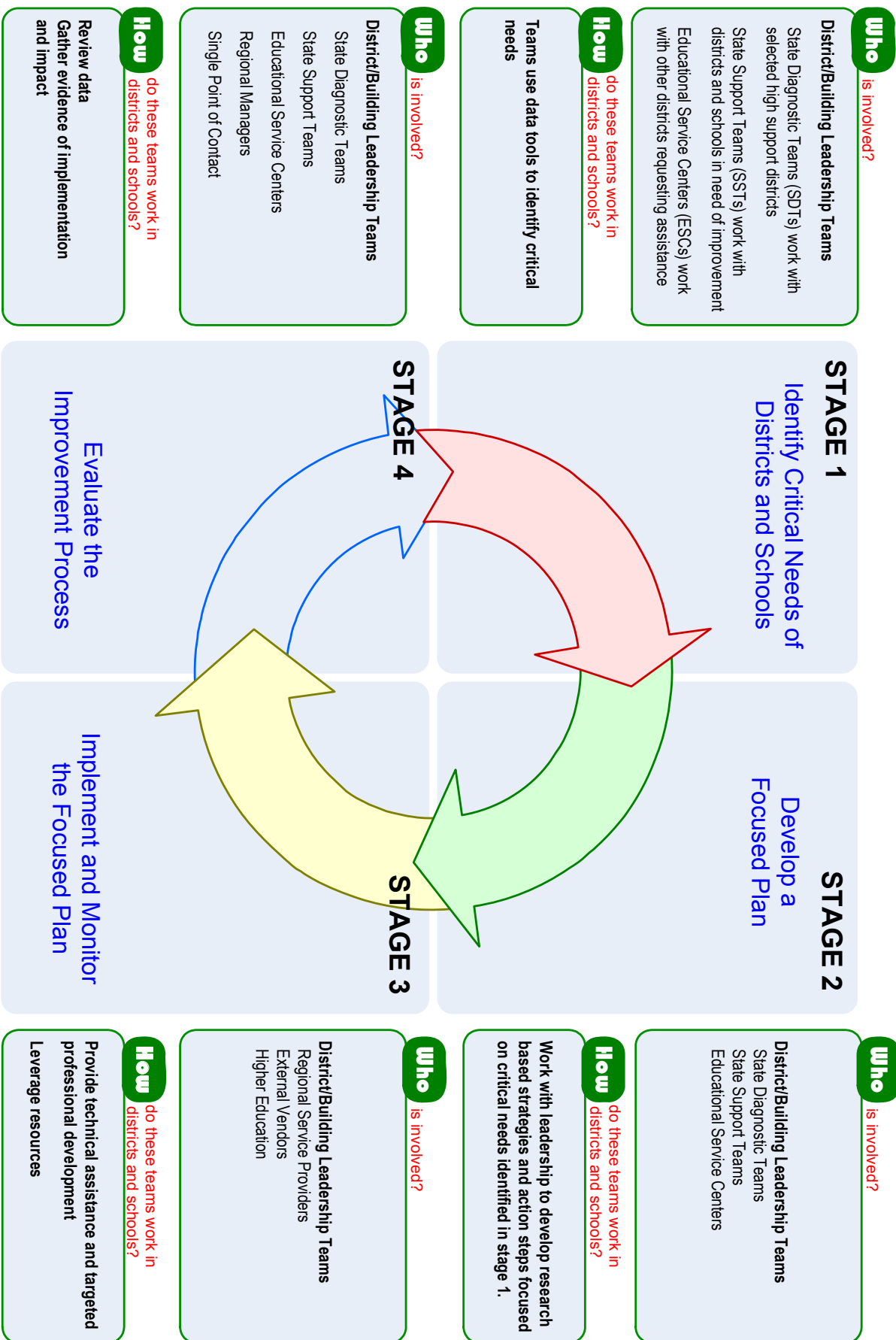
Goal 2: For three consecutive years, FLA students will increase passage rate on the OGT Math Assessment by seven percent (7%) over the previous year.

Goal 3: Increase graduation rate by ten percent (10%) over the previous year.

Focus Learning Academy North K-8 has taken the initiative to begin the planning process for implementing Sheltered Instructional Observation Protocol (SIOP) as the foundation teaching process for the school. SIOP is especially proven effective with ESL students, therefore, our staff has taken a strong interest and support of implementing this process for our Ohio Improvement Process. Plans for professional development, peer coaching, and resources have taken place for fall 2010 implementation.

Within each goal, the Building Leadership Team has created several action steps to use as a measurement for showing progress. The team met throughout the school year to discuss the action steps and is now working on implementation (Stage 3).

Ohio Improvement Process



Personnel

Ninety-two point nine percent (92.90%) of the staff at Focus Learning Academy of Northern Columbus possess the professional qualifications of at least a Bachelor's degree, with twenty-eight point six percent (28.6%) of the staff also possessing a Masters degree. All (100%) of our core academic, secondary classes are taught by certified/licensed teachers. Fifteen point nine percent (15.9%) of the secondary core academic subjects (specifically in Physical Education and Art) are taught by teachers who have not achieved the highly qualified teacher status as mandated in the No Child Left Behind Educational Act.

Focus Learning Academy participates in a Residency Transition Educator Program in which first year teachers have full access to a trained mentor within their school. Developed by ODE, this program is designed to ensure proper transition from a provisional to a professional teaching license. Advancement to a five-year professional license will require evidence of:

- Successful completion of a year-long program and mentoring and support.
- Growth of skills and knowledge (Ohio's Standards for the Teaching Profession) as measured through formative assessments.
- Signatures of the beginning teacher, mentor and superintendant on the professional license application form.

This program ensures Focus Learning Academy teachers are provided with the skills and knowledge to be a successful member of our team as well as enhance all school improvement efforts.

Professional Staff Development

Our school has an organized, ongoing and preplanned Professional Staff Development Plan to educate, inform and share educationally sound practices. Each teacher develops an Individual Professional Development Plan (IPDP) that includes professional development, training and coursework for continued licensure. Our Local Professional Development Committee (LPDC), which is part of our Professional Staff Development Plan, serves as the forum to implement state regulations for certified/licensed staff requirements. Our LPDC schedules

meetings a minimum of once a month. The staff attends as needed or as directed.

Within our Ohio Improvement Process plans, Focus Learning Academy will strive to improve our professional development opportunities including the following:

- Schedule time each month for professional development.
- Continue professional development meetings in order to improve practices and examine curricular and formative assessment concerns and improvements.
- Provide training for staff on how to use the chosen achievement assessment.
- Focus on teaching strategies and learning constructs that are taken from "best practices" research.
- Educate teachers to assess student understanding of concepts and skills, provide students with guided practice and to require students to construct meaning for them.
- Train teaching staff on how to differentiate instruction in order to meet student needs and abilities.

Staff is given opportunities to present, evaluate, and recommend professional development opportunities to ensure their needs are met as a professional. Focus Learning Academy acknowledges the unique talent of our staff and seeks to enhance all learning experiences through professional development.

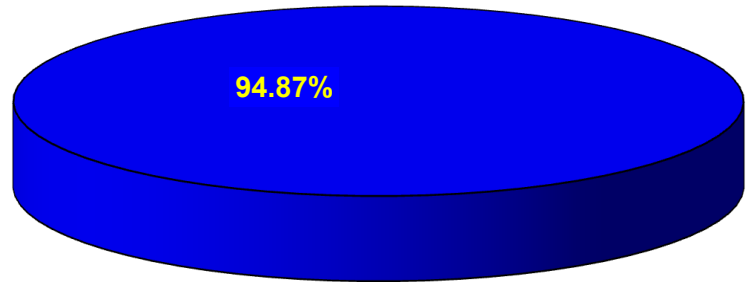


Student Enrollment

Focus Learning Academy North K-8

Parents value what we offer here at Focus Learning Academy K-8, thus our students want to come to school and are eager to learn. Attendance is consistently high, giving us a ninety-four point eight seven percent (94.87%) average daily attendance rate.

Focus Learning Academy K-8 - Average Daily Attendance SY 0910



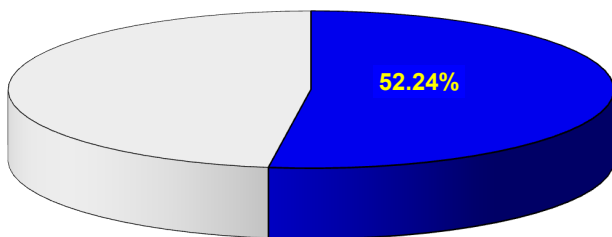
Focus Learning Academy North High School

Students come to us with many needs, dreams and endless potential. We must cultivate our students' excitement about their education and continually encourage daily attendance. At the high school level, academic success can only occur if the student is present. Our students had an attendance rate of fifty-two point two four percent (52.24%) for the 2009-2010 school year. Consequently, the number of credits earned toward graduation and the proficiency test scores of these students is a reflection of their attendance rate. Although, the entire high school student body (freshmen through seniors) of all three schools averaged an attendance rate of fifty point eighteen percent (50.18%). It is important to note that many of our students had previously dropped out of a traditional school setting because of significant life issues, such as child bearing, having to work to support themselves, or other social challenges that make regular school attendance difficult, if not impossible. As such, maintaining a high attendance rate is a constant challenge that we wholeheartedly embrace. Some of the things we are doing to encourage increased attendance include:

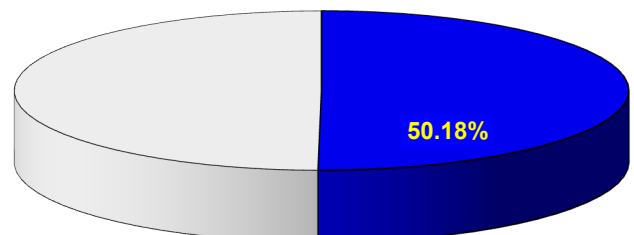
- Relationship building between students and staff to create a warm and caring environment.
- Providing counseling to help students overcome the social barriers that make routine attendance a daily struggle.
- Helping students arrange consistent transportation.
- Providing considerable student attendance incentives throughout the year.

The charts below depict the Focus Learning Academy of Northern Columbus average daily student attendance for the 2009-2010 school year:

Focus Learning Academy North - Average Daily Attendance SY 0910



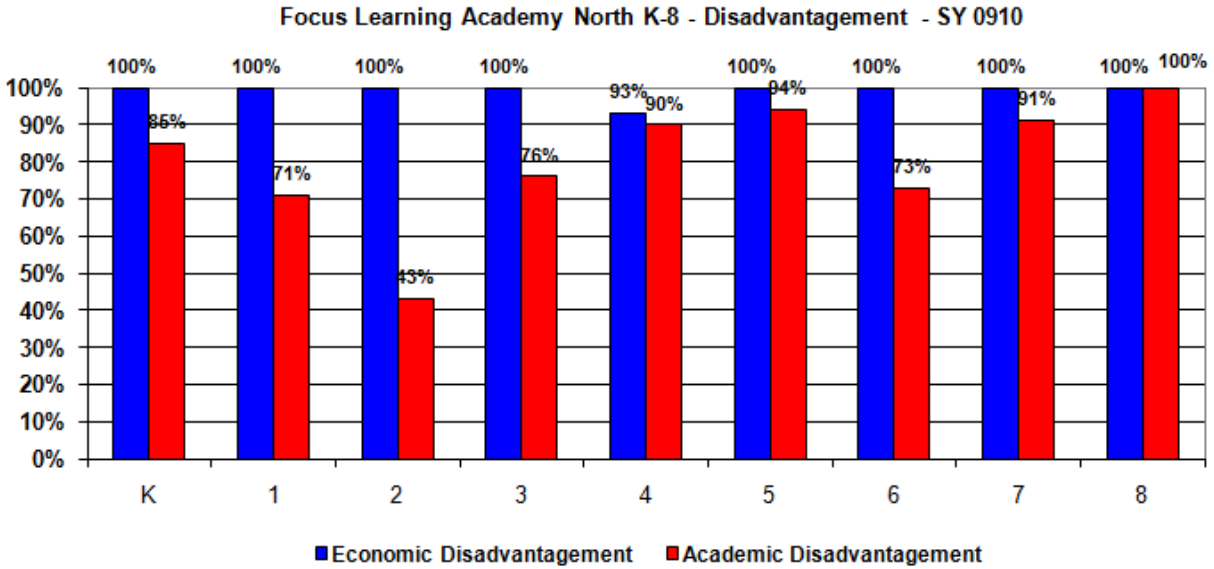
3 Focus Learning Academies - Average Daily Attendance SY 0910



Economic and Academic Disadvantagement

Focus Learning Academy North K-8

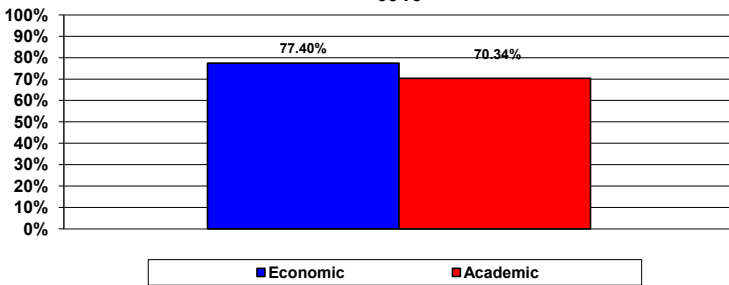
This analysis is SY 0910 economic disadvantage data which includes all enrolled students for the entire school year. Ninety-eight point seven six percent (98.76%) of the 129 total students included in our enrollment snapshot were classified as economically disadvantaged. Ninety-eight point one three percent (98.13%) of the 129 students are academically disadvantaged. The graph below shows the economic and academic disadvantage.



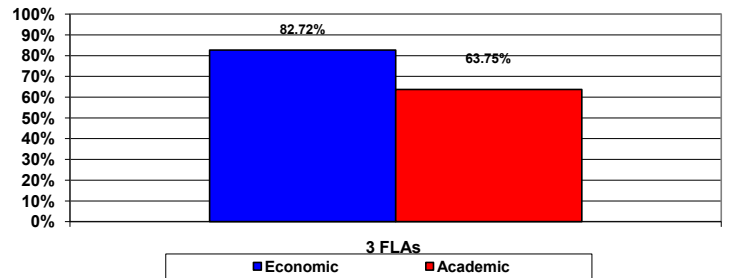
Focus Learning Academy North High School

This analysis is SY 0910 economic disadvantage data which includes all enrolled students for the entire school year. Seventy-seven point four percent (77.40%) of the 354 total students included in our enrollment snapshot were classified as economically disadvantaged. Seventy point three four percent (70.34%) of the 354 students are academically disadvantaged, and thirteen point eight four percent (13.84%) are both economically and academically disadvantaged.

Focus Learning Academy North - Disadvantage - SY 0910



3 Focus Learning Academies Disadvantage - SY 0910

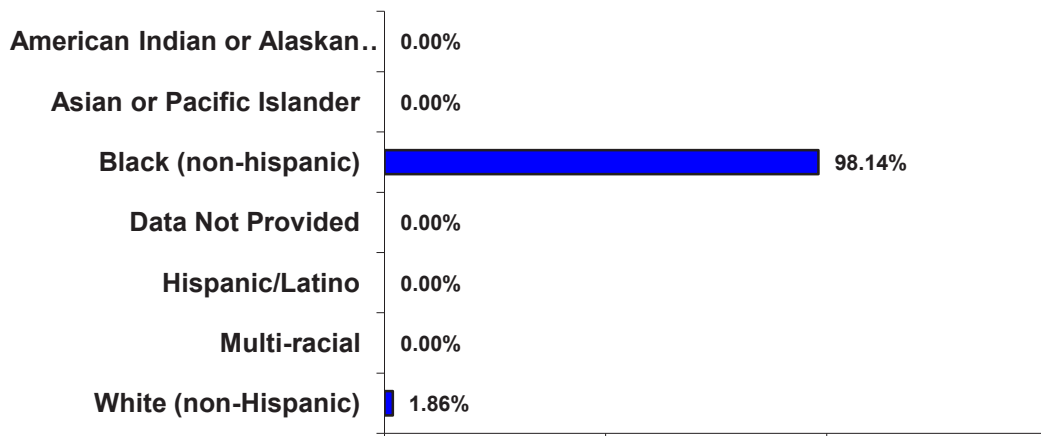


Ethnicity

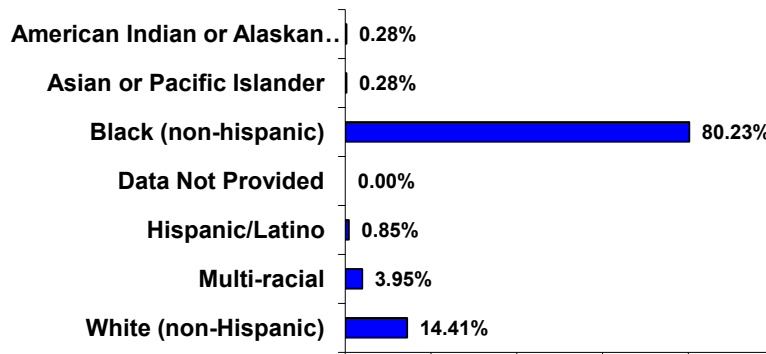
This analysis is SY 0910 date which includes all enrolled students for the entire SY.

Ethnicity:	North High School	North K-8
White (non-hispanic) percent %	51 14.41%	3 1.86%
Multi-racial percent %	14 3.95%	0 0.00%
Hispanic/Latino percent %	3 0.85%	0 0.00%
Data Not Provided percent %	0 0.00%	0 0.00%
Black (non-hispanic) percent %	284 80.23%	158 98.14%
Asian or Pacific Islander percent %	1 0.28%	0 0.00%
American Indian or Alaskan Native percent %	1 0.28%	0 0.00%

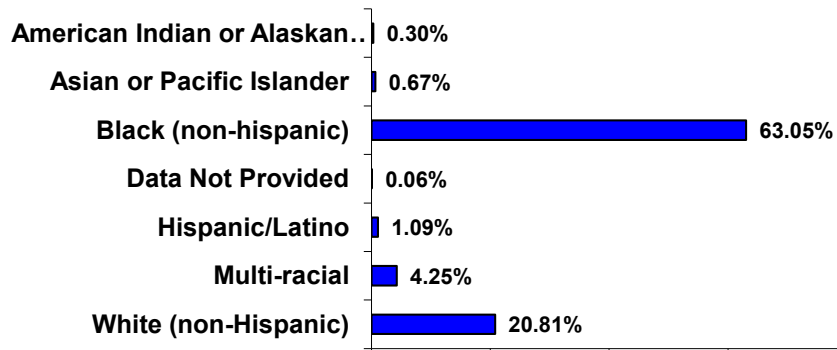
Focus Learning Academy North K-8 - Ethnicity SY 0910



Focus Learning Academy North - Ethnicity SY 0910



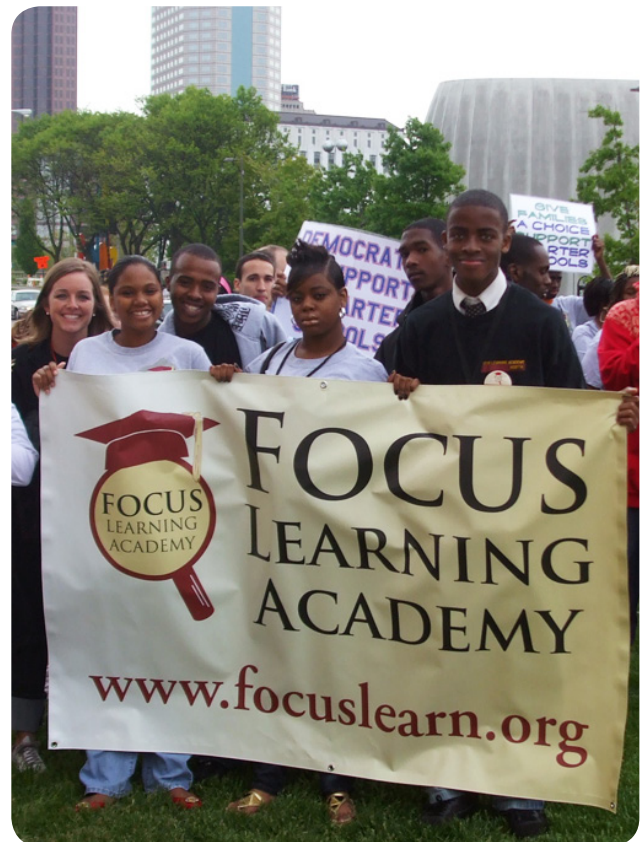
3 Focus Learning Academies - Ethnicity SY 0910



Schoolwide Program (Title I)

Our focus of the Schoolwide Program is to help improve the achievement level of our students. Schoolwide programs must meet 10 components to provide accelerated programming in reading/language arts and mathematics, which is required by the No Child Left Behind Act 2001. Focus Learning Academy meets all 10 Schoolwide components including:

- Comprehensive Needs Assessment
- Schoolwide Reform Strategies
- Scientifically based Research
- Highly Qualified Professional Staff
- Title I Substitute Teacher Assignments
- High Quality and Ongoing Professional Development
- Strategies to Attract Highly Qualified Teachers
- Increased Parent Involvement
- Assessment
- Additional Assistance for Students who are Failing
- Coordination of Programs



English as a Second Language (ESL)

Our focus of the ESL Program is to help develop and improve the language level of limited English proficient students. There are many steps that must be taken in determining LEP/ESL status. All students who do not put English as their first language on the Home Language Survey are assessed using the McGraw Hill LAS Links Placement Test. The identified students will be assisted using additional teacher-student instructional intervention time with a Teacher of English to Speakers of Other Languages (TESOL) specialist and supportive, differentiated educational materials. Services are given for all ESL students through pull-out sessions for thirty minutes each day which focuses strictly on Reading, Writing, Listening, and Speaking. If students are Advanced or Proficient in composite language proficiency, they remain in the classroom full time with additional curriculum differentiation provided by the TESOL specialist and mainstream teacher.

Scoring the four language skill areas (speaking, listening, reading and writing) on LAS Links Placement Test is viewed as follows:

- 100% - Proficient
- Check mark* or above (to 99%) – Advanced
- 1 less than check mark* - Intermediate
- From 2 to intermediate – Beginner
- 0 or 1 - Prefunctional

A check mark signifies that the student is "approaching proficiency" in that language area. This means they score as follows:

- 7/10 in Speaking (70%)
- 4/6 in Listening (66.7%)
- 4/6 in Reading (66.7%)
- 8/11 in Writing (72%)

If any student scores Proficient in all four of those skill areas, they are not LEP, nor are they eligible for ESL services. They enter mainstream content courses. For those scoring less than Proficient in at least one skill area, they are placed as follows:

- **K-5:** Advanced and Intermediate students enter content-based language classrooms (with main teacher)

- **6-8:** Advanced students enter content-based language classrooms (with main teacher)
- **6-8:** Intermediate students may have ESL services (at discretion of teachers)
- **2-8:** Beginner and Prefunctional students have ESL services
- **K-1:** Prefunctional students have ESL services
- **K-1:** Beginner students enter content-based language classrooms (with main teacher)
- **9-12:** Prefunctional and Beginner students stay with a TESOL for a full day to work on academic and language skills.
- **9-12:** Intermediate and Advanced work with the content teacher in their lab, but one to two hours is spent working on academic and language with a TESOL instructor everyday.

Teachers monitor student progress (and create lesson plans accordingly) throughout the school year through informal and formal assessments including, but not limited to, observation, conversations, reading comprehension tests, writing assessments, journals, portfolios and content-teacher feedback.

Frequent assessments are conducted by the TESOL and progress is shared with both teachers and parents. All students in the school are required to take Reading A-Z Assessments to provide running records of student reading progress, making our assessment system comprehensive in nature. Collectively, the assessments address all facets of reading including comprehension, fluency, alphabet, phonics, and phonological awareness. Students who are considered limited English proficient are provided assessments that will start them with the level they are currently working and build their language and reading skills from this point. Overall student progress and scoring is tracked within our Student Information System.

At the high school level, each student has an individual needs based plan. This plan is based on language and academic goals, as well as quarterly goals. Goals are created based on LAS Links scores, student-led discussions and classroom observations.

Academic Goals & Student Performance

Our goal is to provide all Focus Learning Academy students with the supportive academic, vocational and life skills training they need to progress to the appropriate grade level, progress through each continuous grade, earn a high school diploma, and succeed in life. Focus Learning Academy of Northern Columbus will accomplish this goal by:

- Providing appropriate academic instruction through state-of-the-art, research-based curricula that meet the educational needs of each student and allow students to begin at the correct academic level then advance accordingly.
- Providing needed social counseling to students who face significant social barriers to attendance and educational advancement.
- Providing appropriate academic and language instruction through the Sheltered Instruction Observation Protocol (SIOP) at the K-8 level.
- Providing flexible scheduling at the high school level so that each student can attend to his or her life responsibilities such as childcare or work, while obtaining an education at the same time—instead of having to choose between life’s necessities and education.
- Teaching valuable courses at the high school level on life skills, job readiness training and employment preparation and placement, in addition to the required basic academics, in order to prepare our students for success in the workplace in addition to the classroom.

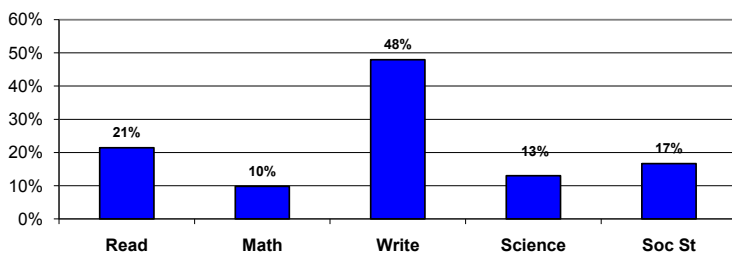
High School Literacy Initiative

Through tremendous amounts of research efforts, it has been proven to Focus Learning Academy staff and administration that our students are lacking the literacy skills they need to be successful on the Ohio Graduation Test. The majority of our students are reading below a sixth grade reading level. During the 2008-09 school year, we took the necessary steps to create a Literacy Department in our school. Managed by an experienced Literacy Specialist, this department helps to address the most serious reading shortcomings of the students. Our goal is for students to raise their reading level by at least one grade level each year. During the 2009-2010 school year we continued to grow our program and the resources available to teachers and students.

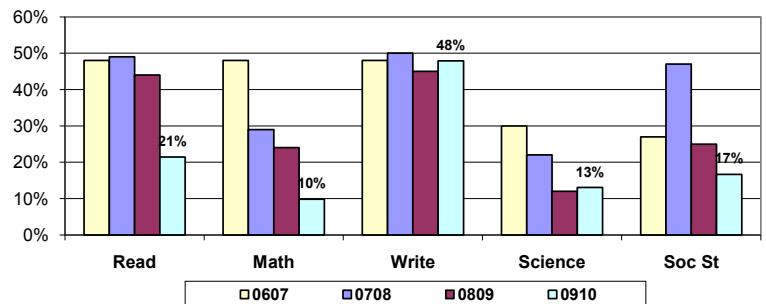
Ohio Graduation Test

The charts below depict Focus Learning Academy of Northern Columbus student performance on the Ohio Graduation Test for the 2009-2010 school year as well as trends over a four year duration. Students at the Focus Learning Academy of Northern Columbus took a total of 411 sections of the Ohio Graduation Test (Reading, Writing, Mathematics, Science and Social Studies). Of the students who took the OGT, twenty-one percent (21%) passed the reading OGT; ten percent (10%) passed the Mathematics OGT; forty-eight percent (48%) passed the Writing OGT; thirteen percent (13%) passed the Science OGT; and seventeen percent (17%) passed the Social Studies OGT.

Focus Learning Academy North
OGT Results SY 0910



Focus Learning Academy North
OGT Results SY 0607-0910

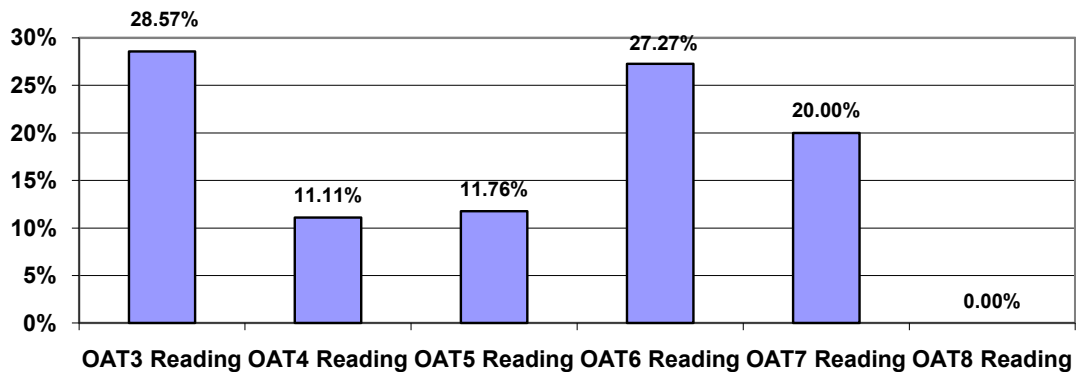


Ohio Achievement Assessment (K-8)

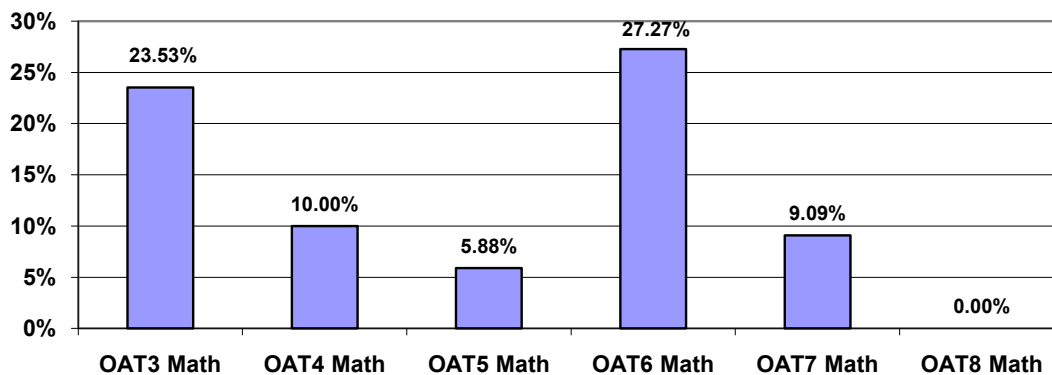
The charts below depict Focus Learning Academy of Northern Columbus student performance on the Ohio Achievement Assessment for the 2009-2010 school year.

Grade/Test	Attempted	Passed	% Passed	Failed
OAT 3 Reading	17	4	23.53%	13
OAT 3 Math	14	4	28.57%	10
OAT 4 Reading	20	2	10.00%	18
OAT 4 Writing	18	2	11.11.%	16
OAT 4 Math	6	2	33.33%	4
OAT 5 Reading	17	1	5.88%	16
OAT 5 Math	17	2	11.76%	15
OAT 5 Social Studies	17	2	11.76%	15
OAT 5 Science	3	1	33.33%	2
OAT 6 Reading	11	3	27.27%	8
OAT 6 Math	11	3	27.27%	8
OAT 7 Reading	11	1	9.09%	10
OAT 7 Writing	10	2	20.00%	8
OAT 7 Math	2	1	50.00%	1
OAT 8 Reading	1	0	0	1
OAT 8 Math	1	0	0	1
OAT 8 Social Studies	1	0	0	1
OAT 8 Science	0	0	0	0

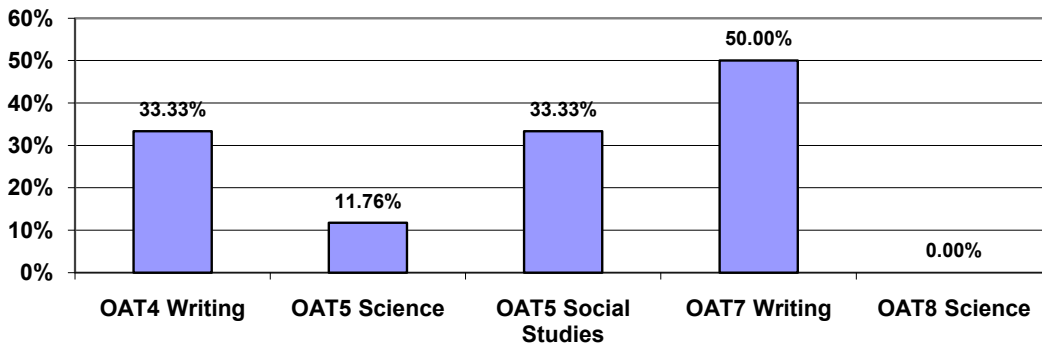
Focus North K-8 Reading OAT Pass Rates



Focus North K-8 Math OAT Pass Rates



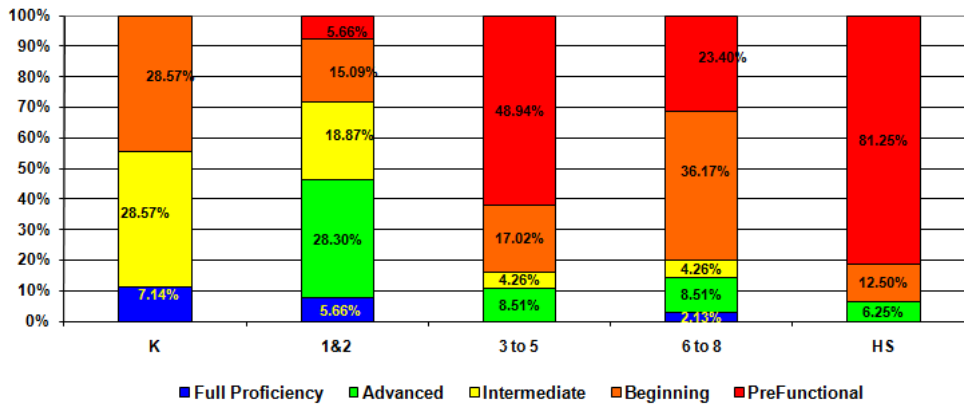
Focus North K-8 Writing, Science and Social Studies OAT Pass Rates



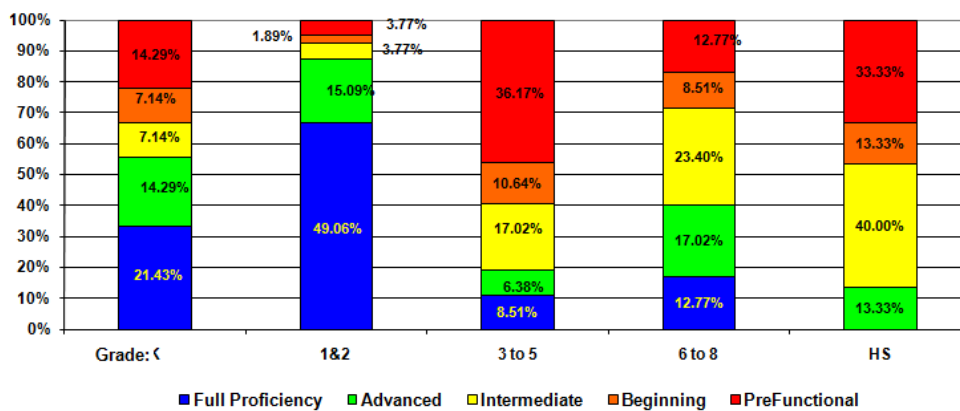
Ohio Test of English Language Acquisition (OTELA)

The OTELA is designed to meet requirements of the No Child Left Behind Act of 2001 to annually measure LEP students' proficiency in English for academic purposes as well as English for social purposes. State and Federal Law require an annual assessment of K-12 limited English proficient students to measure their English language proficiency. The OTELA is the assessment used for testing English language proficiency for Ohio LEP students in grades K-12. The four areas assessed include reading, writing, listening, and speaking. Each spring, all LEP students in K-12 will be required to participate in the annual English proficiency test until exited from the LEP program.

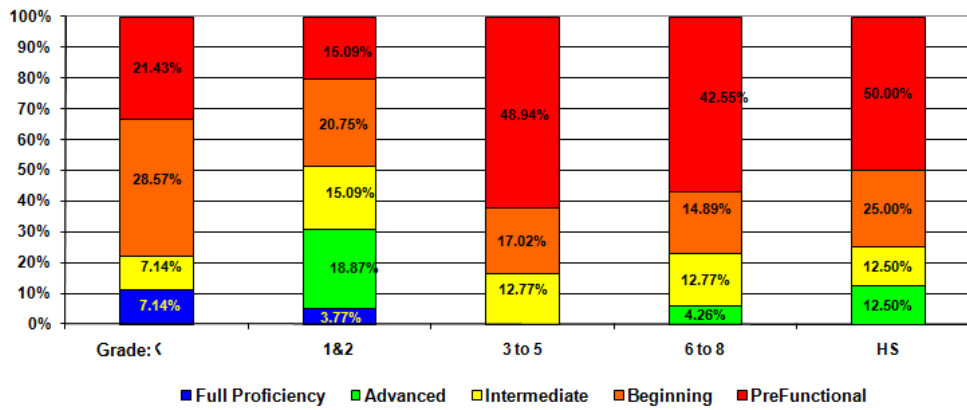
OTELA Reading



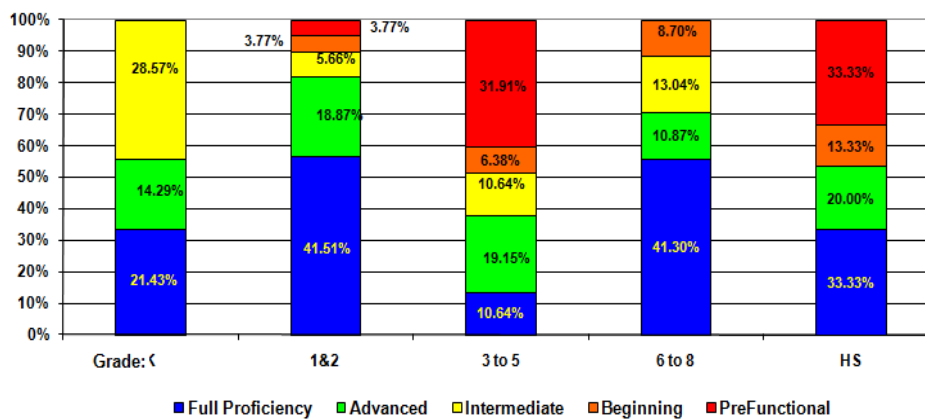
OTELA Listening



OTELA Writing



OTELA Speaking



Student Services

The accomplishments students make and the life obstacles they overcome to achieve success are not, and often cannot be, measured in the local report card.

Special Programs and Activities for the 2009-2010 School Year:

Academic Achievement Programs:

- Study Island
- OGT Boot camp
- Civic Project
- Audabon Center/Environmental Technology
- Literacy Day

- Cheerleading squad
- College Fair
- Men's Group
- Women's Group
- Poetry Club

Club and Special Interest Groups:

- Student Council
- Student Dances
- Debate Team
- Career Day

Parent and Family Activities:

- Outreach Dinner
- Family Literacy Night
- Family Fun Night
- Parent Curbside Carryout

Community Activities:

STD and Drug Prevention Awareness with the Health Department
Project Nurture
Huckleberry House Outreach
Children's Hospital Parent Group

K-8 Special Programs and Activities:

Parent Nutrition
Parent Academy
OAA Academy
Columbus Police Department Presentation
Columbus Fire Department Fire Day
Karl Road Library Reading Program
Skate Park trips
21st Century After School Program
Historical Society Partnership
Realeyes Presentation
Photo Journalism Group

Students at Focus Learning Academy enjoyed the opportunity to:

- **Participate** in Career Based Intervention.
- **Participate** in a field trip to State House.
- **Visit** colleges such as Otterbein, Central State University and Wright State University.
- **Register** to vote.
- **Celebrate** Black History Month.
- **Participate** in intramural football and basketball games.
- **Participate** in intramural activities at the New Covenant Recreation Center.

Career Based Intervention (CBI)

Focus Learning Academy North High School

The Career & Technical Education program, which recognizes the educational benefits of having a job, is for students 16 to 22 years of age who are interested in developing their employability skills. CBI students have the opportunity to earn up to four credits towards graduation by participating in this year-long program that meets three days per week.

Through participation in CBI, students learn about job options and career pathways. This is accomplished through online career interest inventories, guest speakers and lessons guided by Ohio's Integrated Technology and Academic Competencies (ITACs). Knowledgeable staff assists with résumé writing, cover letters, interviewing skills and appropriate workplace etiquette. It is the goal of the CBI program to help students connect academic content with workplace interests so that they understand that school and work are inseparable. The Career & Technical Education instructors of Focus Learning Academy aim to ensure that students, who participate in the CBI program gain valuable work experience while in school, understand the relevance of their academic courses, complete the requirements to earn their high school diplomas and transition into institutions of higher education and/or the workforce.

Our team of highly-qualified career-technical instructors monitor student progress throughout the experience. To evaluate the level of student success in the program, these instructors conduct regular worksite visits and monthly student/employee evaluations. The CBI program will help prepare our students for both post-secondary education and career options.



Curriculum & Technology

Focus Learning Academy North High School

At the high school level, Focus Learning Academy of Northern Columbus uses state-of-the-art technology as the primary delivery method of curriculum. Technology and the use of computers are critical to every student's learning experience.

Each student has access to their own computer at the school. This allows them to obtain credits towards graduation in a supportive environment with an 11:1 student to adult ratio.

Students attend school in group sessions, under the instruction of teachers and aides. These teachers and aides are the facilitators of the curriculum format as determined by the PAP. As learning takes place, the instructors and aides evaluate each student's progress using formative assessments and make necessary adjustments on an individual student basis.

The Focus Learning Academy Language Arts department also worked throughout the 2009-2010 to develop plans for creating new Language Arts I-IV classes. These new classes (implemented for fall 2010) were designed with our students in mind. With new novels and creative experiences, our Language Arts courses have received some much needed revamping to meet the needs of our students.

Focus Learning Academy North High School & K-8

For further OGT and OAA preparation assistance, Focus Learning Academy began using Study Island in grades K-12. Study Island is a computer and standards based assessment and instruction test preparation program designed to assist students with specific needs regarding our state indicators. The program provides many lessons and motivation practices to reward students for their improvement and has become a valuable tool within our schools.

KAMICO, a computer based formative assessment tool, is also used in K-12 to further assess each student. This software is used by instructors to conduct formative assessments allowing them to



pinpoint which academic indicators students may be lacking. Assessments have been developed by individual teachers at K-8 and departmental teams at the high school level. These assessments have been integrated throughout the curriculum and Learning Management System. Assessments and reports are continuously reviewed by the departmental teams for curriculum and instruction refinement.

By having a clear understanding of what areas the student needs to focus on, the instructors and aides can make necessary adjustments to lesson plans, ensuring the student fully grasps the information before moving on. Focus Learning Academy will provide students with a method of instruction that is most conducive to their individual learning style. Whether traditional or non-traditional forms of instruction are used, the student's retention and comprehension of the information is our focus.

Our curriculum includes all of the traditional subject areas, emphasizing reading and math as the core areas of student learning. In addition to these courses, we encourage strong social skills and good behavior to round out the students' school experience.

Focus Learning Academy received all updated courses by the adoption of a new textbook company. Holt McDougal (grades 6-12) and Houghton

Mifflin Harcourt (grades K-5) is one of the leading textbook companies who are truly trying to make an impact in online learning. With many additional new features such as interactive maps and lessons, manipulatives, and interventions, the textbooks gave a positive face-lift to our program. In addition to new textbooks, during the 2009-2010 school year, eSchool Consultants developed the following new courses for fall 2010 implementation:

- Web 2.0
- African American History

As a part of our Ohio Improvement Process initiative, along with the Curriculum department, Focus Learning Academy will:

- Retain qualified educational consultants to conduct an authentic baseline data review of our program to provide data for curriculum analysis.
- Continue curriculum mapping processes to ensure each grade level indicator (GLI) is fully addressed in the curriculum.

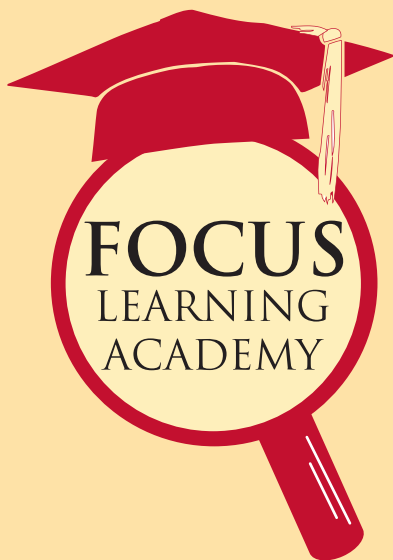
- Continue curriculum development in response to the discovery of data that reveals the need for revision based on our student's needs and population.
- Through core department meetings, identify & develop formative assessments in each of the content areas that must be mastered to help students successfully demonstrate what they have learned.
- Use item analysis of the Ohio Graduation Test (OGT) to develop an instructional plan that prepares students for testing.
- Select a method to assess students' performance on a regular basis to discover success and failure in mastering the standards that are necessary for State testing and for credit earning.
- Work towards alignment towards the Common Core standards (by 2014).

Graduation Rate

The graduation rate was three point three percent (3.30%) at Focus Learning Academy of Northern Columbus for the 2009-2010 school year. This data is based on National and State Standards and is reported by the State of Ohio for the previous academic year, allowing summer graduates to be counted. To determine this calculation, the State estimates the number of students who entered the ninth grade for the first time four years prior, adjusts for changes in population, then divides the resulting number of students who should have graduated by the number of students in that class who actually earned a diploma.

For internal purposes, the Dean of Students at Focus Learning Academy uses credit placement for senior status. Very few students come to us at the beginning of the school year with senior status. During the school year, eighteen (9.86%) students came to us at the beginning of the year with senior status. In addition to these eighteen students, thirty-three students enrolled with or attained senior status during the school year. A total of twelve graduates from Focus Learning Academy North. Therefore, our internal graduation rate is much higher than the state figures with twenty-four percent (24%) graduating students.

We would like to thank Buckeye Community Hope Foundation, the school sponsor, for their ongoing support.



**FOCUS LEARNING ACADEMY NORTH
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