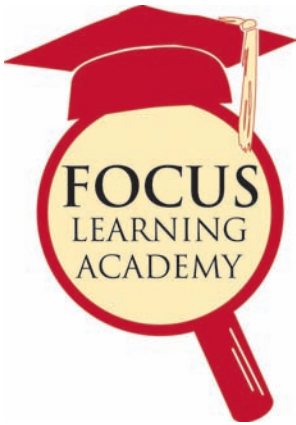


FOCUS LEARNING ACADEMY
of Southeastern Columbus

Annual Report 2010-2011





FOCUS LEARNING ACADEMY OF SOUTHEASTERN COLUMBUS

Annual Report 2010-2011

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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 nine 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

Programs focus on personal growth and increased self-confidence, in addition to excellent academic performance. In order

Focus Learning Academy of Southeastern Columbus adapts to the needs of at-risk students by providing individualized and self-paced academic programs coupled with vocational preparation and verification. At Focus Learning Academy, providing students with the encouragement and hope they need to succeed is top priority. Offering a certified high school diploma, the Focus Learning Academy guides its students towards becoming contributing members of the community.

An education at Focus Learning Academy contributes to students' physical and emotional well-being, especially in helping to develop a sense of personal worth and a capacity for influencing one's own destiny. The philosophical foundation of Focus Learning Academy is one that is student-centered. Focus educators pave the way for student learning to take place regardless of ethnic, racial and socio-economic status and strives to teach students when they change the way they look at things, the things they look at change. Focus encourages its students to embrace the concept of "Your Choice", by showing pride in everything they accomplish inside and outside of school.

The Focus Learning Academy of Southeastern 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

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

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 students how much Focus cares about them. All staff members are dedicated to ensuring every student receives a high standard of education and assists 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) 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. An increase in students' personal pride and confidence proves that the Focus method is reaching the student population and working. These young leaders of tomorrow will continue to progress and inspire with their efforts.

Please feel free to visit Focus Learning Academy of Southeastern Columbus to view, in person, the 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 Southeastern Columbus sometimes have a history of being disenfranchised with their previous school and the education they were receiving. Generally, parents and students come to Focus 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. Focus strives to provide the best education possible, and believes safety, security and communication are the cornerstones to achieving that goal. Every step necessary is taken to insure that students accomplish their educational goals and dreams.

FOCUS INITIATIVES

Ohio Improvement Process

Focus Learning Academy participates in the Ohio Improvement Process (OIP) focused on improving academic achievement. The Ohio Improvement Process involves four stages (ODE, 2011):

1. Use data to identify areas of greatest need.
2. Develop a focused plan with a limited number of goals and strategies targeted at instructional practice and student performance.
3. Implement and monitor the focused plan.
4. Evaluate the effectiveness of the improvement process in changing instructional practice and student performance.

Focus Learning Academy participates with the ESC of Central Ohio and State Support Team in Region 11 to ensure fidelity within our OIP goals. Project Consultant, Erin Scott, meets periodically with SST to discuss district goals and activities. Focus administrators also participate in meetings and professional developments centered around OIP.

During the 2010-2011 school year, the school began restructuring teams and processes around the Ohio Improvement Process. An overall District Leadership Team (DLT) was created to guide and oversee all goal setting and monitoring as well as a Building Leadership Team (BLT) which works at the site level to implement and refine all goals, strategies and action steps. This information is then disseminated through our Teacher Based Teams (TBT's) to use during their team meetings. Intervention teachers have been strategically weaved into all subject areas and the Literacy department has been placed to play a more integrated part in TBT operations. TBT's

will begin learning and implementing the Ohio 5 step process for data collection and discussion beginning in the 2011-2012 school year.

Through a series of meetings and professional developments, the DLT attacked the first component of identifying the critical needs within the schools by using the Decision Framework Tool. With this tool, the team was able to view past OGT data and then rank each core subject and indicator by level of need (high, medium, low).

Based on the needs assessment, Focus Learning Academy has chosen the following three goals:

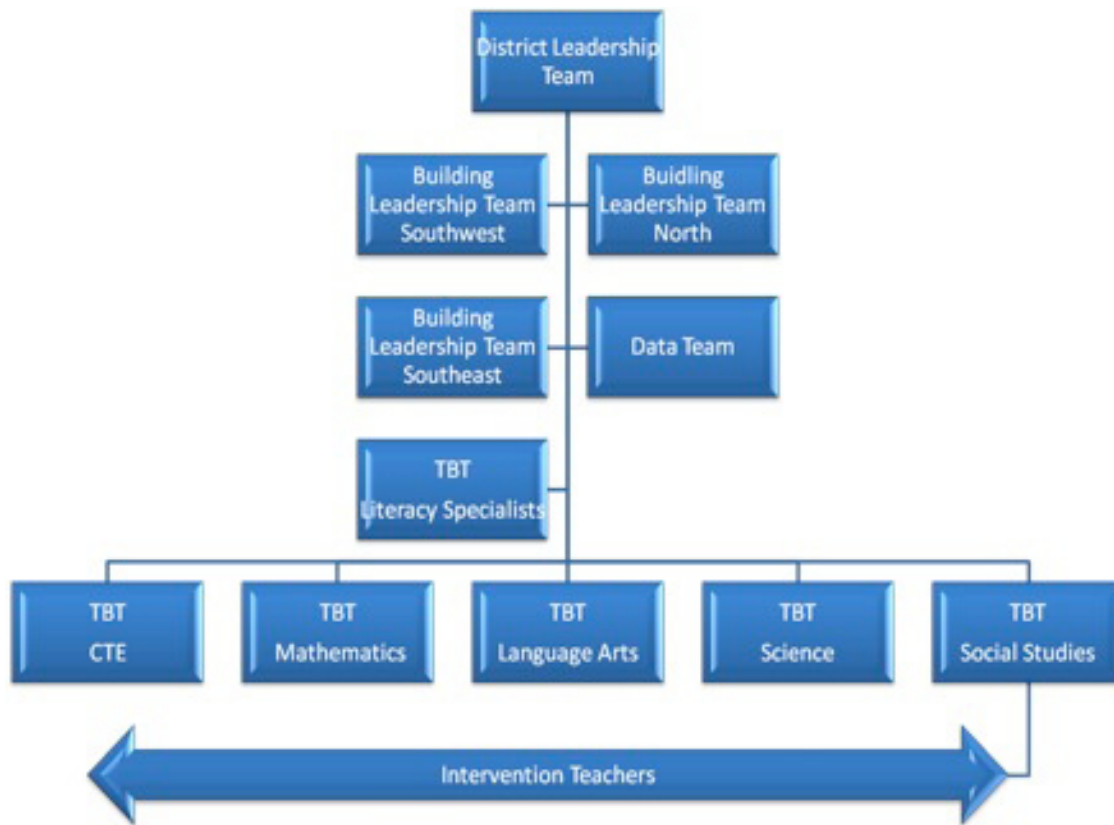
1. Reading
2. Mathematics
3. Attendance/Graduation Rates

After reviewing the data collected within the Decision Framework, the BLT created SMART Goals in the areas of Reading, Mathematics and Graduation/Attendance. After generating these goals, action steps and focused plans were created for implementation in 2010.

Goal 1: Focus students will increase passage rate on the OGT Reading Assessment by 7% over the previous year.

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

Goal 3: Increase graduation rate by 10% over the previous year.



Within each goal, the BLT has created several action steps to use as a measurement for showing progress. The team met throughout the school year to discuss these action steps and has now been implemented (Stage 3). Each of these goals have rigorous strategies, indicators and action steps in which data is collected and progress is tracked toward achievement. Focus Learning Academy continuously refines current practices to evaluate effectiveness and goal refinement (Stage 4). Focus is currently preparing staff to begin the OIP practices of Teacher Based Teaming to actively follow the Ohio 5 Step Process.

During the 2010-2011 school year, Focus Learning Academy Southeast took many vital steps towards our these goals:

- Purchased diagnostic tests for Reading and Mathematics
- Completed professional development for these assessments and began administration to students
- Expanded library materials
- Created Baseline Standards Assessments (BSA) for Math, Language Arts and Science
- Implemented a 21st Century Literacy course

which proved to increase student Writing OGT scores.

- Developed an Acclimation 101 course for new students
- Continued development of the Career Technical Education program

Race to the Top (2010-2014)

Focus Learning Academy is a participant in the Race to the Top initiative and is committed to improving Focus schools. The Race to the Top education transformation strategies lead by the Ohio Department of Education include:

- Increase graduation rates
- Ensure every student is taught by an effective teacher
- Enhance educator preparation and support
- Provide reliable data to personalize instruction
- Turnaround underperforming schools

By 2014, Focus Learning Academy will be a model institution for its work in enabling students to succeed in their goal of graduating high school. As a part of the Race to the Top requirements, Focus Learning Academy must adhere to the following improvement Application Areas:

- Application A: State Success Factors
- Application B: Standards and Assessments
- Application C: Data Systems to Support Instruction (IIS System)
- Application D: Great Teachers & Leaders
- Application E: Turnaround Schools (N/A)

In order to provide the best opportunities for a quality education, Focus Learning Academy will be providing the following for students, teachers and administrators:

For Students

- Focus Learning Academy will improve upon the current system by developing and implementing online curriculum, models and scaffolds that can be molded to each student.
- Students will be given baseline standards assessments which will determine their current knowledge and abilities, as well as pinpoint their learning style.
- A system of formative and summative assessments will guide the instruction.
- Incorporate videotaped lessons from the instructors and upload them into the curriculum.
- Students will also have the opportunity to showcase their work through an online portfolio including assessment data, pieces of student work and progress reports.

For Teachers

- Focus Learning Academy will create a database where all student data is easily accessible.
- Teachers will also have the opportunity to create and add to their own professional portfolios.
- Teachers will be given opportunities to see their colleagues teach and engage in professional conversations about teaching practices
- Performance based incentives will be given.

For Administrators

- By having electronic portfolios for staff and students and a database with formative and summative assessment results, administrators will be able to gain additional insight into the performance of the school.
- Focus Learning Academy will partner with an institution of higher education to help teachers and staff stay up-to-date with the latest best practices and high-quality teaching pedagogies.
- By providing professional development opportunities for teachers, compiling and analyzing data to drive important decisions and partnering with an institution of higher learning, Focus Learning Academy hopes to deliver the highest quality education possible.

For the 2010-2011 school year, Focus Learning Academy Southeast was awarded \$24,945.00 to cover expenses such as professional development, data development, teacher and principal evaluations and transformation team participation.

Focusing on challenges and facing them head on with quality backing of Race to the Top goals will assist Focus Learning Academy in providing more job-embedded professional development, outside partnerships, new evaluation systems, assessment processes and much more. For more information and monthly progress reports, please visit the Focus Learning Academy website at www.focuslearn.org.



PERSONNEL

92.3% of Focus Learning Academy of Southeastern Columbus' staff possess the professional qualifications of at least a Bachelor's degree, with 38.5% of the staff also possessing a Masters degree. All core academic, secondary

classes are taught by certified/licensed teachers. There are no secondary core academic subjects (specifically in Physical Education and Art) 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 the school system. 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 superintendent 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 the Focus team as well as enhance all school improvement efforts.

PROFESSIONAL STAFF DEVELOPMENT

Focus Learning Academy has a preplanned, organized and ongoing 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. The Local Professional Development Committee (LPDC), which is part of the Professional Staff Development Plan, serves as the forum to implement state regulations for certified/licensed staff requirements. The LPDC schedules meetings a minimum of once a month.

Within the Ohio Improvement Process and Race to the Top Professional Development plans, Focus Learning Academy will strive to improve professional development opportunities including the following:

- Schedule time each month for professional development.
- Improve practices and examine curricular and formative assessment concerns and improvements.
- Provide training for new staff on how to use assessment programs.
- 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 cross curricular literacy
- Train teaching staff on new Common Core Standards

Staff are 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 its staff and seeks to enhance all learning experiences through professional development.

During the 2010-2011 school year, Focus Learning Academy was fortunate to have formed a partnership with Dr. Frank Beickelman. Dr. Beickelman is a student teaching and English professor at The Ohio State University as well as owner of Align, Assess, Achieve, LLC. With Dr. Beickelman, Focus staff participated in PD opportunities throughout the school year to include Cross Curricular Literacy, working

with at-risk students and formative assessment. The partnership with Dr. Beickelman will continue into the 2011-2012 with even more opportunities.

Listed below are the professional development opportunities Focus staff participated in during the 2010-2011 school year:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Leadership Momentum Training – Flippen Group • School Leaders Consortium • Crisis Intervention • Credit Flex • Cross Curricular Literacy Part I & Part II • BER (RTI) Conference (Literacy) • Smart Board Training • Health Coaching • Ohio Center for Law Related Education (OCLRE) Conference • Batelle for Kids – Great Teachers Make Great | <ul style="list-style-type: none"> • Schools • Urban Educators Conference • Data Tools • Study Island Training Beginning & Advanced • Beginning Administrators Conference • Suicide Prevention • Teen Violence • Teacher Residency Training - Mentors • Diagnostic Online Reading Assessment (DORA) Training • EC/Special Education Information • Urban Educators Conference | <ul style="list-style-type: none"> • Recap • Diagnostic Online Mathematics Assessment (DOMA) Training • Grant Writing • Anger Management • OSSWA Ethics Training • Student Discipline Conference • eTech Ohio Conference • Dropout Prevention Conference • School Improvement Institute • Leader Within You • Managing Disruptive Students • OCTELA Conference • OAASFP Conference |
|---|---|---|

STUDENT ENROLLMENT

Students come to Focus Learning Academy with many needs, dreams and endless potential. Focus cultivates students' excitement about their education and constantly encourages daily attendance.

Academic success can only occur if the student is present. Focus students had an attendance rate of 52.2% for the 2010-2011 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 student body averaged an attendance rate of 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 (for example: child bearing or working to support themselves) that make regular school attendance difficult, if not impossible. As such, maintaining a high attendance rate is a constant challenge that Focus wholeheartedly embraces.

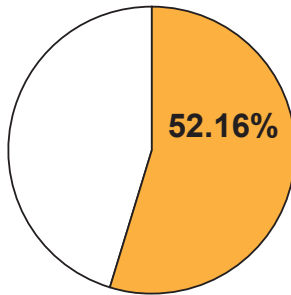


Steps Focus is taking to encourage increased attendance include:

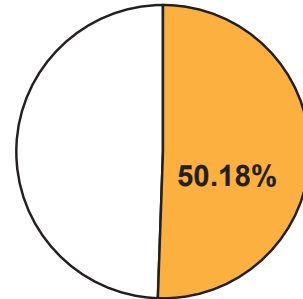
- Relationship building between students and staff to create a warm and caring environment.
- Providing counseling to help students overcome the social barriers that make routine attendance a daily struggle.
- Helping students arrange consistent transportation.
- Providing considerable student attendance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

The charts below depict the Focus Learning Academy of Southeastern Columbus average daily student enrollment for the 2010-2011 school year:

**Focus Learning Academy Southeast
Average Daily Attendance SY 1011**



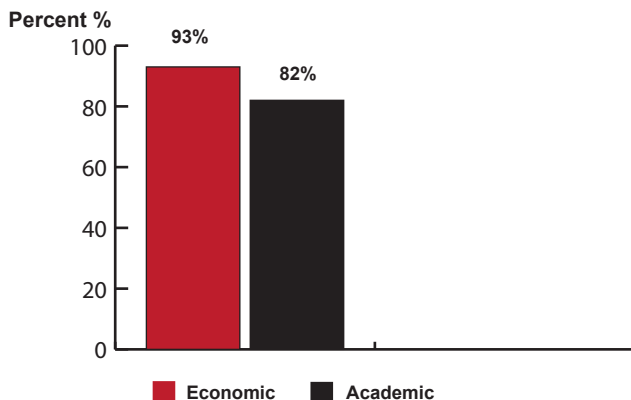
**All Focus High Schools (3)
Average Daily Attendance SY 1011**



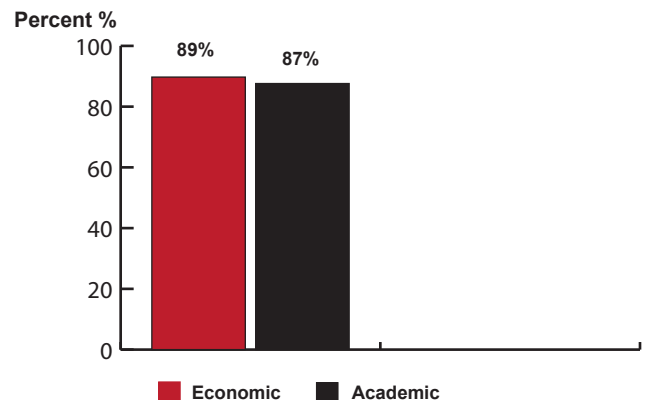
Economic and Academic Disadvantagement

This analysis is school year 2010-11 economic disadvantagement data which includes all enrolled students for the entire school year. 93.02% of the 401 total students included in the enrollment snapshot were classified as economically disadvantaged. 82.29% of the 401 students are academically disadvantaged, and 38.65% are both economically and academically disadvantaged.

**Focus Learning Academy Southeast
Disadvantagement SY 1011**



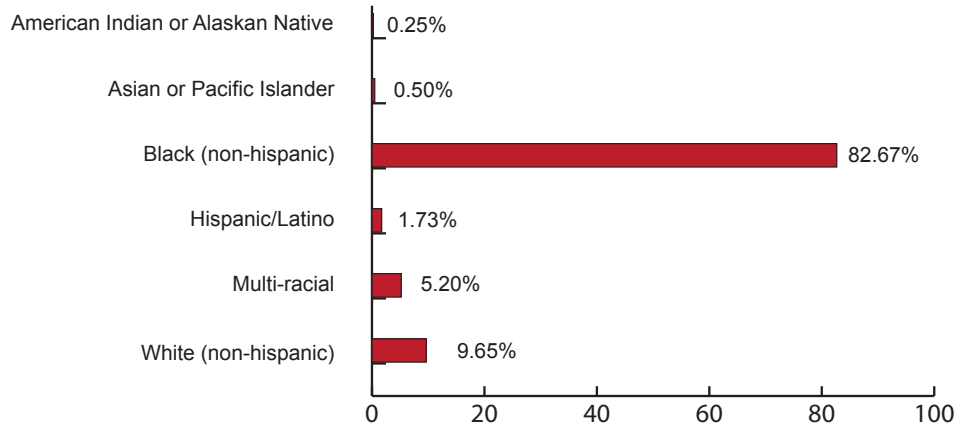
**All Focus High Schools (3)
Disadvantagement SY 1011**



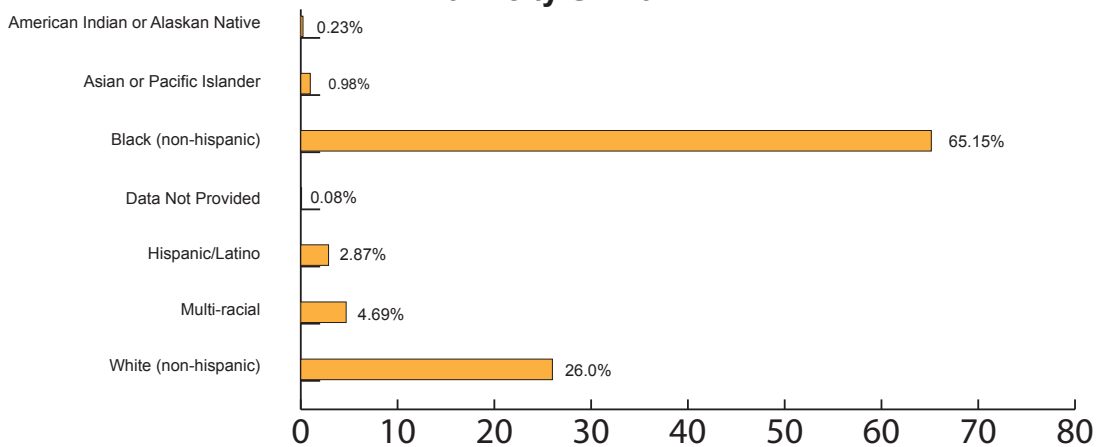
Ethnicity

This analysis is school year 2010-2011 ethnicity data which includes all enrolled students for entire school year.

**Focus Learning Academy Southeast
Ethnicity SY 2011**



**All Focus High Schools (3)
Ethnicity SY 2011**



SCHOOLWIDE PROGRAM (TITLE I)

The focus of the Schoolwide Program is to help improve the achievement level of our students. Schoolwide programs must meet ten 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 ten 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

ACADEMIC GOALS & STUDENT PERFORMANCE



Focus Learning Academy provides all students with the supportive academic, vocational and life skills training they need to earn a high school diploma and succeed in life. Focus Learning Academy of Southeastern Columbus accomplishes this 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 and advance at his or her own pace.
- Providing needed social counseling to students who face significant social barriers to attendance and educational advancement.
- Providing flexible scheduling 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 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.

Literacy

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

Focus has identified a diagnostic assessment, the Diagnostic Online Reading Assessment (DORA), which will assist teachers in identifying those students who need literacy assistance. To track student progress, the literacy specialist keeps anecdotal information and sample work to demonstrate achievement of various reading skills. Students may also retake the DORA assessment at any time for growth measures. DORA will be fully implemented for the 2011-2012 school year.

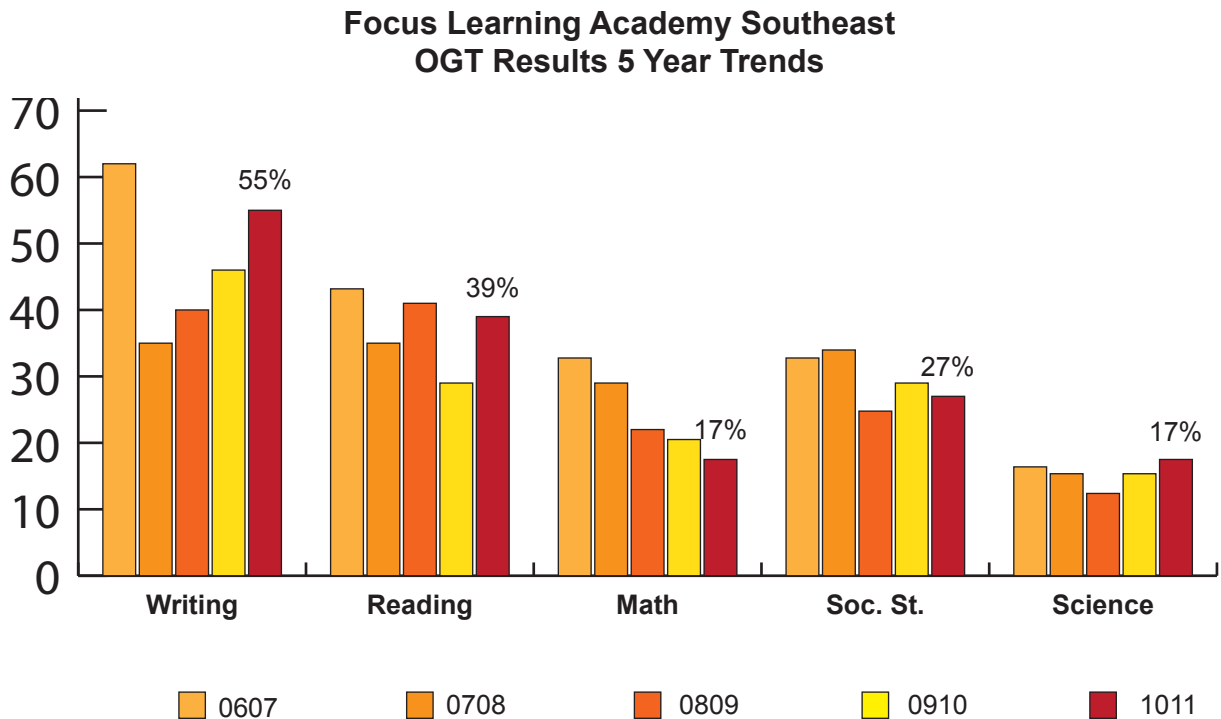
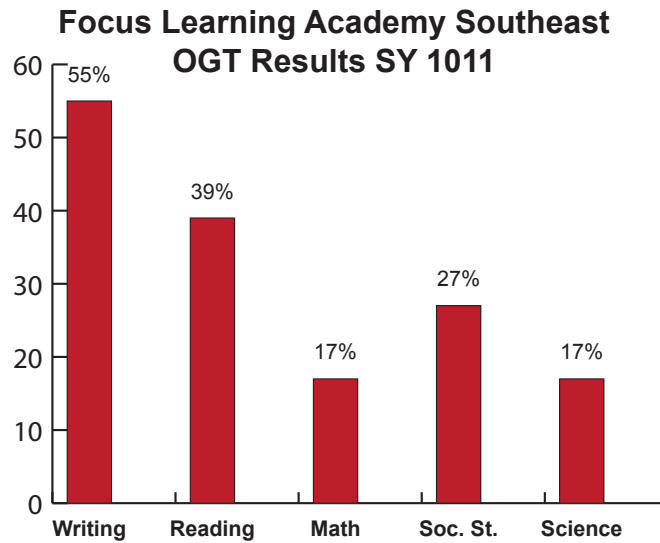
Focus includes the literacy specialist in day-to-day instruction operations where they provide mini lessons in pull out sessions, and are very instrumental in our OGT Bootcamps. The Literacy Specialist is instrumental in working closely with core and intervention teachers to make sure students get the support they need. Focus continues to strive to bring in literature and resources that are relatable to the students to raise literacy awareness.

Ohio Graduation Test

The charts below depict Focus Learning Academy of Southeastern Columbus student performance on the Ohio Graduation Test for the 2010-2011 school year as well as a five year duration. 220 Students at the Focus Learning Academy of Southeastern Columbus took a total of 616 sections of the Ohio Graduation Test (Reading, Writing, Mathematics, Science and Social Studies).

Of the students who took the OGT:

- 39% passed the Reading OGT
- 17% passed the Mathematics OGT
- 55% passed the Writing OGT
- 17% passed the Science OGT
- 27% passed the Social Studies OGT



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 2010-2011 School Year include:

Academic Achievement Programs:

- Acclimation 101
- OGT Bootcamp
- STD Awareness and Drug Prevention
- Parenting classes for students
- College Fair
- College & Career Day
- Audabon Center/Environmental Technology

Club and Special Interest Groups:

- Student Council
- Women's Group
- Men's Group
- Basketball
- Cheerleading Squad
- Flag Football
- Poetry Club
- Anger Management Group



Parent and Family Activities:

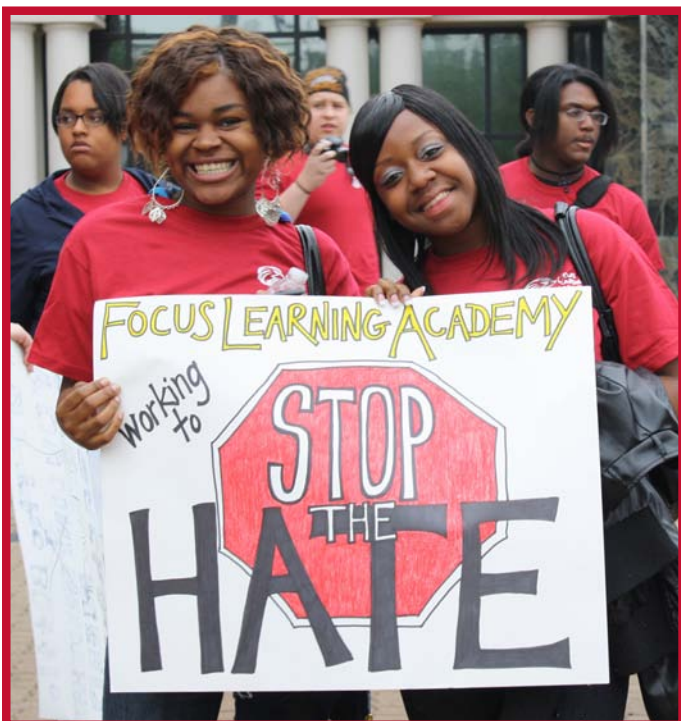
- Family Night
- Outreach Dinner
- Spaghetti Night
- Donut and Coffee Days

Community Activities:

- Project Nurture
- Huckleberry House Partnership
- Uplift Learning Center Partnership
- Blood Drive
- Food Drives
- Cancer Fundraising

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 Columbus State, Otterbein, Central State University and Wright State University.
- VISIT a live trial at the Court House and met with a judge
- REGISTER to vote.
- CELEBRATE Black History Month.
- PARTICIPATE in the "Battle for Peace," Roger's Neighborhood Basketball Tournament.
- PARTICIPATE in intramural activities at the Driving Park Recreation Center.
- ATTEND the school Prom and Halloween dance.
- ATTEND and PARTICIPATE in "Stop the Violence" activities at the King Arts Complex
- ATTEND the school wide Thanksgiving Dinner.
- PARTICIPATE in Football Friday activities and cookouts.

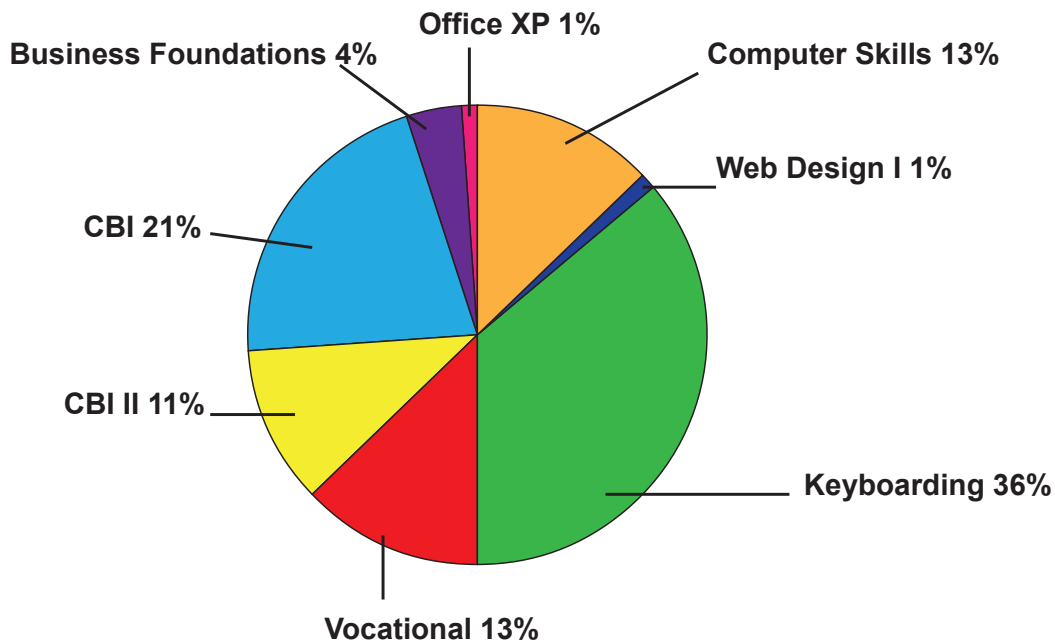


CAREER & TECHNICAL EDUCATION

The Career & Technical Education (CTE) 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. CTE 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 CTE, 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 CTE program to help students connect academic content with workplace interests so that they understand that school and work are inseparable. The chart below lists the academic course participation within the CTE program:

Focus Learning Academy Southeast CTE Student Participation



The Career & Technical Education instructors of Focus Learning Academy Southeast aim to ensure that students, who participate in the CTE 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. CTE conducted many district wide activities including:

- CTE Gives Back
- Senior Seminars
- CTE Honor Society and Endorsement Banquet (Inducted 10 students who completed at least 4 credit hours of CTE course work)
- Co-sponsored Teen Violence Think Tank

Below is a chart listing the activities performed during the 2010-2011 school year at Focus Learning Academy Southeast:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • DISC Personality Profiles, Miami-Jacobs Career College • Interviewing, Bradford School • Stress & Challenges of School, Miami-Jacobs Career College • CBI Student Social • School Board Meeting Presentation • Saving Ourselves, Columbus Health • CBI Winter Social • Information Session, Chamberlain College of | <ul style="list-style-type: none"> • Nursing • Advisory Board Meeting • Information Session, Kaplan College • Game Plan, Everest Institute • Career Fair, Aladdin Shrine Center • Information Session, Lincoln College of Technology • Managing Money Like A Rock Star, Miami-Jacobs Career College • Money Matters, Harrison | <ul style="list-style-type: none"> • College • Post-Secondary Schools Overview, OSU Social Work Intern • Campus Visit & DISC Assessment, Miami-Jacobs Career College • Team Building, Harrison College • Student Mock Interviews • One Mo Christmas Play, King Arts Complex |
|---|---|---|

A team of highly-qualified career-technical instructors monitors student progress throughout the experience. To evaluate the level of student success in the program, these instructors conduct regular work site visits and monthly student/employee evaluations. The CBI program will help prepare students for both post-secondary education and career options. The team has done a phenomenal job to increase awareness of the program to Focus students.

CURRICULUM & TECHNOLOGY

Focus Learning Academy of Southeastern 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

Focus Learning Academy receives ERATE funding to supplement the purchase of services and hardware. During the 2010-11 school year, Focus purchased many new additions including:

- Phone systems
- Server
- Fire and waterproof backup drives
- Wireless access throughout building
- New Network infrastructure hardware
- New content filter

Focus Learning Academy also purchased additional technology needs for school buildings and classrooms including:

- Security cameras
- PA system
- Smartboard equipment and projector
- Smart response system

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 staff ratio.

Focus Learning Academy uses Holt McDougal, one of the leading textbook companies, as the main textbook source featuring interactive maps and lessons, manipulatives and interventions. As learning takes place, the instructors evaluate each student's progress using formative assessments and makes necessary adjustments on an individual student basis.

The goal of the formative assessment is to evaluate if the student is understanding the information as it's being delivered and to provide insight into instruction, how to differentiate and how to ensure that the student understands the concepts being taught before moving on. Formative assessments need to constantly evolve with the students and with the teachers.



KAMICO, a computer based formative assessment tool, is also used 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. Baseline Standards Assessments have been developed by departmental teams and integrated throughout the curriculum and Learning Management System. Assessments and reports are continuously reviewed by the departmental teams for instruction and curriculum refinement.

For further OGT preparation assistance, Focus Learning Academy uses Study Island. Study Island is a computer and standards based assessment and instruction test preparation program designed to assist students with specific needs regarding state indicators. The program provides many lessons and motivation practices to reward students for their improvement and has become a valuable tool.

By having a clear understanding of what areas the student needs to focus on, the instructors can make necessary adjustments to lesson plans, ensuring the student fully grasps the information before moving on. Focus Learning Academy provides 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 the focus.

Focus Learning Academy Southeast is now facing the challenge of making the statewide transition to aligning curriculum to the Common Core Standards. The state is requiring this transition to take place by

the year 2014, but Focus already has a huge jump on the project. To date, all Language Arts and Science courses have been aligned to the Common Core Standards.

The Focus Learning Academy Science department also worked throughout the 2010-2011 school year to develop plans for creating new Science classes. These new classes (implemented for fall 2011) were designed with the students in mind. With new project based learning ideas, critical thinking techniques and lab experiences, the Science courses have received some much needed revamping to meet the needs of students.

In addition to our Science courses, Focus Learning Academy Southeast received new Health and Physical Education courses, as well as updated copies of Algebra for stronger mathematics interventions and programming. As a part of the 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 the program to provide data for curriculum analysis.
- Continue curriculum development in response to the discovery of data that reveals the need for revision based on student needs and population.
- Through core department meetings, develop and refine 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 of the Common Core standards (by 2014).

GRADUATION RATE

The graduation rate was 18.8% at Focus Learning Academy of Southeastern Columbus for the 2010-2011 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 Focus at the beginning of the school year with senior status. Twenty-seven students came at the beginning of the year with senior status. In addition to these twenty-seven students, seventy-one students enrolled with or attained senior status during the school year. A total of twenty-eight students graduated from Focus Learning Academy Southeast. Therefore, the internal graduation rate is much higher than the state figures with 28.57% graduating seniors.



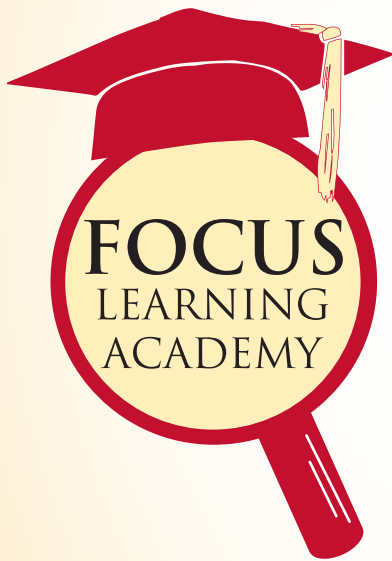
OUR SPONSOR

Per requirements in Ohio Revised Code 3314.03(D)(2), as the Sponsor of Focus Learning Academy Southeast, Buckeye Community Hope Foundation monitored and

evaluated the academic, fiscal, organizational and operational performance of Focus Learning Academy Southeast for the 2010-2011 school year, and found the school to be substantially compliant and determined the school to be educating its students in a manner consistent with the school's mission.

Focus Learning Academy Southeast would like to thank Buckeye Community Hope Foundation, the school sponsor, for their ongoing support.





**FOCUS LEARNING ACADEMY OF
SOUTHEASTERN COLUMBUS**

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