



**Annual Report
Focus Learning Academy East
2020-2021**

2020-2021 ANNUAL REPORT



Focus Learning Academy of Southeastern Columbus

Annual Report 2020-2021

4480 Refugee Road
Columbus, Ohio 43232
(614) 269-0150



Winford Dearing, Board President
Peter James, Board Vice President
Melinda McFann, Secretary
Annette Shaw, Board Member
Dalon K Myricks, Board Member
Noni Banks, Board Member



Joseph Paulauskas, Director
Kathy Williams, Executive Director



Prepared by:
Joseph Paulauskas, Director Focus Southeast and Chuck Francis – Media Arts Director
In collaboration with the Focus Schools Administrative Team



THE VISION ANNUAL REPORT

Vision of Focus Learning Academy

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

Mission of Focus Learning Academy

The mission of Focus is to provide a safe and supportive learning environment and 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 of Focus Learning Academy

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



INTRODUCTION ANNUAL REPORT

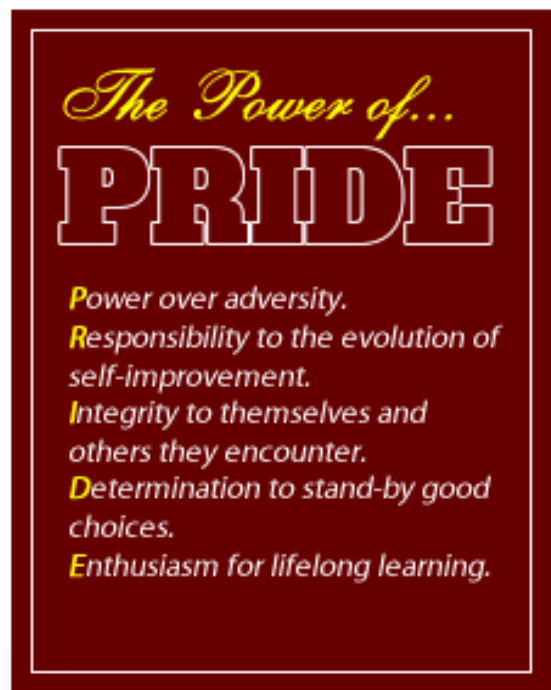
Focus Pride

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

An education at Focus Learning Academy Southeast 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 socio-economic 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 Southeastern Columbus continues to strive to lead each student to develop a sense of pride in themselves, their career goals and their community.

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



Commitment

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.

Measurement

The success of any school is measured in many different ways. The State of Ohio utilizes standardized tests such as the Ohio Graduation Test (OGT), and the American Institute of Research test (AIR) 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.

Please feel free to visit Focus Learning Academy of Southeastern 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 Southeastern 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 with concerns about their prior school's safety; a lack of respect by their former teachers; or that there was deficiency of communication between the school, the parent and the student. We strive to provide the best education possible, and we believe safety, security and communication are the cornerstones to achieving that goal. At Focus Learning Academy of Southeastern Columbus, we take every step necessary to ensure that our students accomplish their educational goals and dreams.





ABOUT FOCUS ANNUAL REPORT

Personnel

One hundred percent (100%) of Focus Learning Academy of Southeastern Columbus' teachers possess the professional qualifications of at least a Bachelor's degree, with twenty-five percent (25%) of the staff also possessing a Masters degree. One hundred percent (100%) of our core academic, secondary classes are taught by certified/licensed teachers. Zero percent (0%) 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 Every Student Succeeds Act (ESSA).





**MAKING MAD
GAINS**

STRAIGHT OUTTA FOCUS

FOCUSLEARN.ORG

**COMMUNITY
ADVISORY**
STUDENTS WEARING THIS SHIRT ARE AWESOME

STUDENT PROFILES ANNUAL REPORT

Economically Disadvantaged

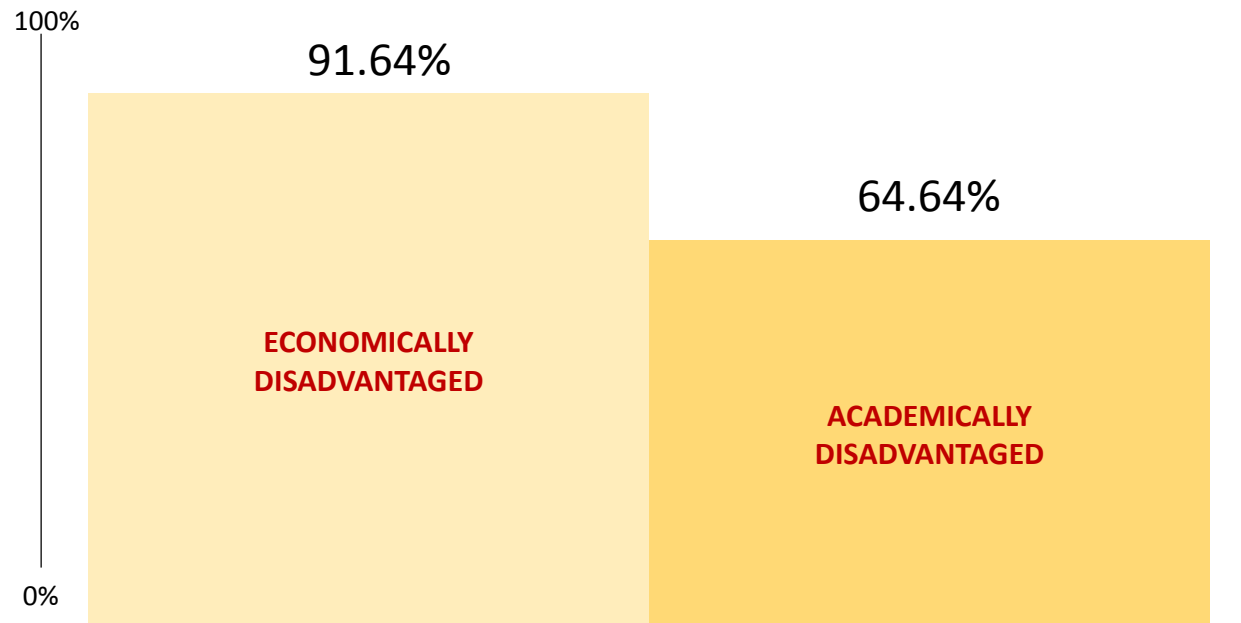
This analysis is school year 2020-2021 economic disadvantaged data which includes all enrolled students for the entire school year. 91.64% of the 275 total disadvantaged students included in our enrollment snapshot were classified as economically disadvantaged.

	TOTAL DISADVANTAGED	ECONOMIC	% OF EC	ACADEMIC	% OF AC
EAST	275	253	91.64%	176	64.64%
NORTH	313	300	95.88%	145	46.44%
WEST	405	355	87.66%	303	75.06%
ALL	993	908	93.12%	1090	89.19%

Academically Disadvantaged

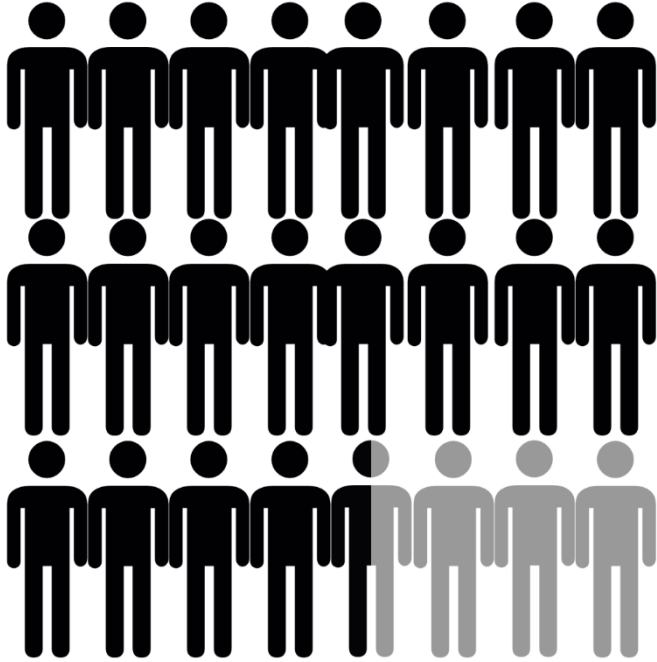
This analysis is school year 2020-2021 academically disadvantaged data which includes all enrolled students for the entire school year. 64.64% of the 275 total disadvantaged students included in our enrollment snapshot were classified as academically disadvantaged.

The snapshots below represent a comparison of student body both economically and academically disadvantaged within Focus Learning Academy Southeast. To the right, the infographic offers a visual comparison of Focus Learning Academy Southeast vs. each of the other Focus schools and total student population for all Focus schools.



STUDENT PROFILES

ANNUAL REPORT



ECONOMICALLY DISADVANTAGED

Of the 275 disadvantaged students enrolled at Focus Learning Academy Southeast, 253 are classified as Economically Disadvantaged.



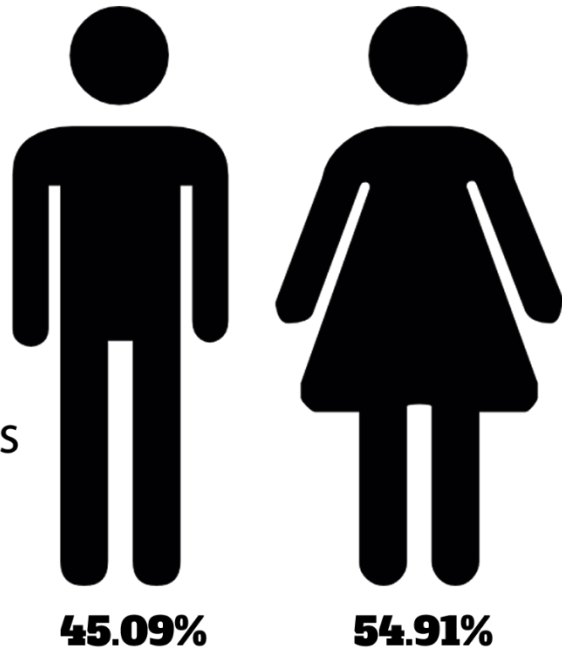
ACADEMICALLY DISADVANTAGED

Of the 275 disadvantaged students enrolled at Focus Learning Academy Southeast, 176 are classified as Academically Disadvantaged.



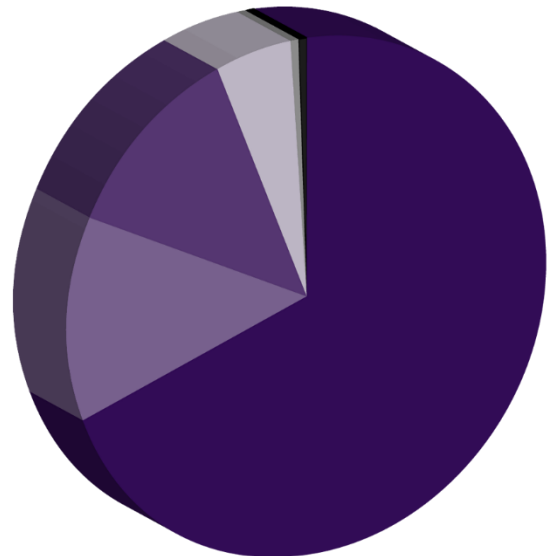
GENDER

Of the 275 students attending Focus East, 54.91% were female and 45.09% were male students



ETHNICITY

Black or African American (Non- Hispanic)	171
White, Non-Hispanic	52
Multiracial	25
Hispanic/Latino	15
American Indian or Alaska Native	3
Asian	0



STUDENT PROFILES ANNUAL REPORT

Male vs. Female Enrollment

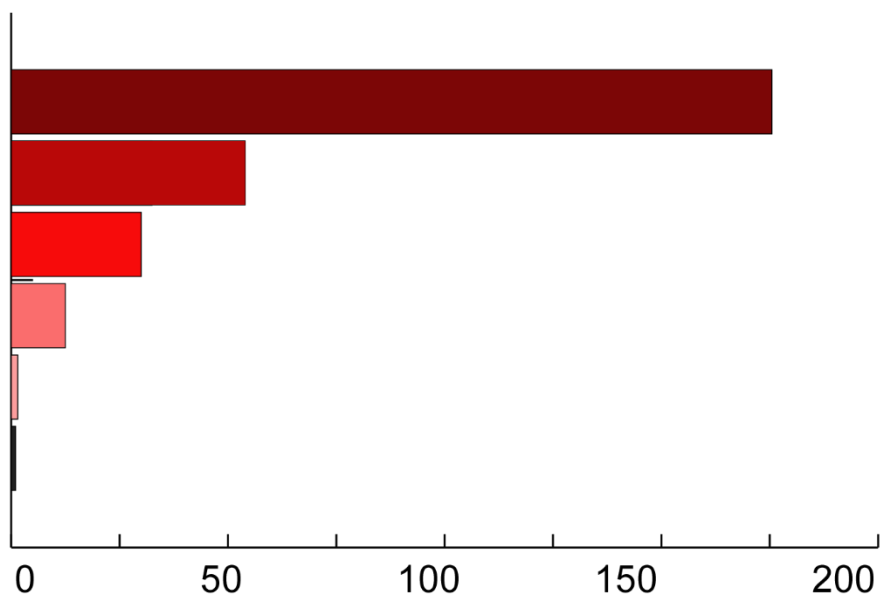
This analysis is school year 2020-2021 ethnicity data which includes all enrolled students for the entire school year. Students attending Focus Learning Academy Southeast were comprised of 45.09% male students and 54.91 % female students.

GENDER	EAST
Number of Female Students	151
Percentage of Female Student Population	54.91%
Number of Male Students	124
Percentage of Male Student Population	45.09%
Total	275

Student Ethnicity

The majority of the 275 students attending Focus Southeast were Black or African-American (171) followed by non-Hispanic/White (52) Multi-Racial (25), Hispanic/Latino (15), American Indian/Alaskan Native (3), and Asian (0). This analysis is school year 2020-2021 ethnicity data which includes all enrolled students for the entire school year.

Black or African American (Non- Hispanic)	171
White, Non-Hispanic	52
Multiracial	25
Hispanic/Latino	15
American Indian or Alaska Native	3
Asian	0



ATTENDANCE ANNUAL REPORT

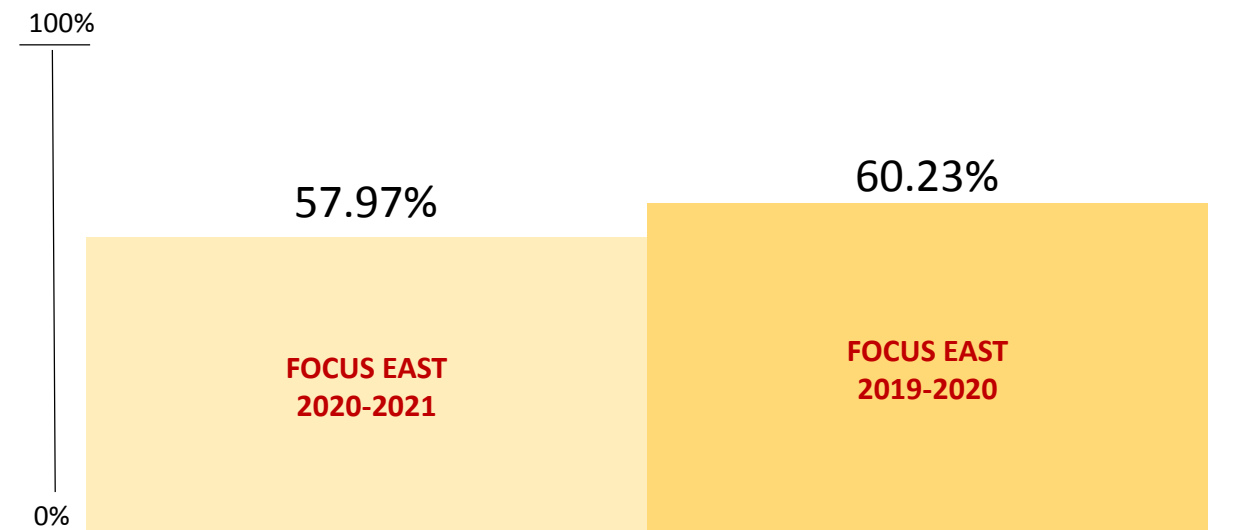
Students come to us with many needs, dreams and endless potential. We must cultivate our students' excitement about their education and continually encourage daily attendance.

Academic success can only occur if the student is present. Our students had an attendance rate of 57.97% for the 2020-2021 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.

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 childbearing, 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 chart below depicts the Focus Learning Academy of Southeastern Columbus average daily student attendance for the 2020-2021 school year and the total average daily attendance at Focus East in the previous year :

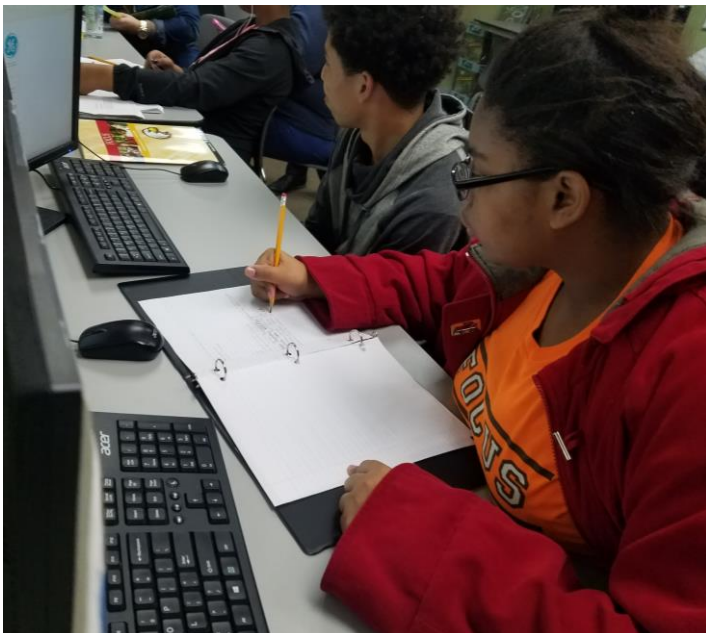


ACADEMICS ANNUAL REPORT

Focus schools combine high school academics, vocational curriculum and college preparation. Our unique structure offers our students a choice in courses, accommodates self-paced studies, allows for students to earn a living while attending school and prepares them for further education. Our goal is to provide all Focus Learning Academy 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 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 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.*



Every student has access to a computer each day to study the courses assigned. We utilize an individualized approach to each student's learning process ensuring teacher guidance to fully support academic growth. All courses meet Ohio's New Learning Standards. 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.

ACADEMICS ANNUAL REPORT

Curriculum

Focus Learning Academies East, West, and Focus North HS started the 2020-2021 school year using Google Classroom as our main tool for instructional learning. This decision was based on what was best for teachers and staff during Covid-19. Teachers created Google Classroom Assignments for students to work on at an individual pace, and teachers were also available by phone, email, and Google Meets. The schools then transitioned to a hybrid method with students in the buildings for instruction and learning as well as the ability to still work from home using Google Classroom. While students were in the building they could receive pencil/paper packets that followed very closely to the assignments posted on Google Classroom. Teachers used McGraw-Hill textbooks and other teacher created resources in order to align instructions with the Ohio Department of Education Standards.

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. Assessments and reports are continuously reviewed by the departmental teams for instruction, assessment and curriculum refinement. By having a clear understanding of what areas the student needs to focus on, instructors can make necessary adjustments to lesson plans, ensuring the student fully grasps the information before moving on. Focus 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.

Earned Credits

To highlight our credit earners, these students have worked hard during the school year to earn credits towards their high school diploma. During the 2020-2021 school year, Focus Learning Academy Southeast earned a total of 628.50 credits school wide. Data such as this is collected and shared amongst our administrative and teaching staff on a regular basis so our Focus schools can set goals to work towards.



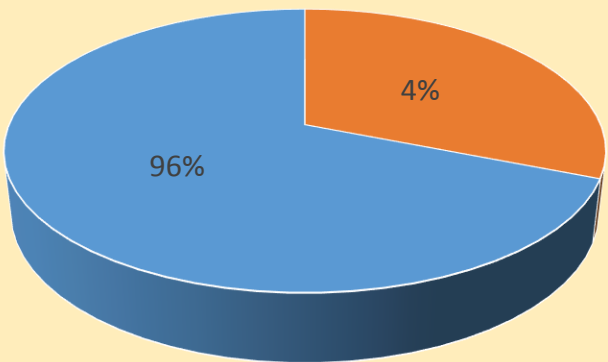


ACADEMICS ANNUAL REPORT

STAR

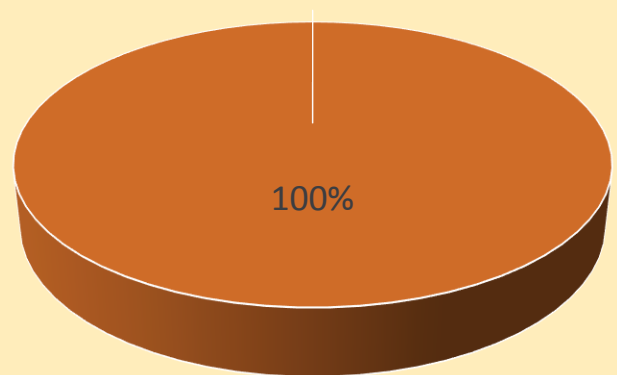
STAR is a computer-adaptive assessment in which all students enrolled at Focus Learning Academies and Focus North High School are required to complete at the beginning and end of a school year. The Assessments use a scale score to accurately measure what students know, regardless of their grade level. It also measures growth over time. Once the students complete their Reading and Math assessments, they receive a score for each. These scores allow teachers to then work with students in order to help the students grow. Due to Covid-19 the testing requirements were waived by ODE for Drop and Prevention Schools during the 2020-2021 school year.

2020-2021 STAR Winter Math



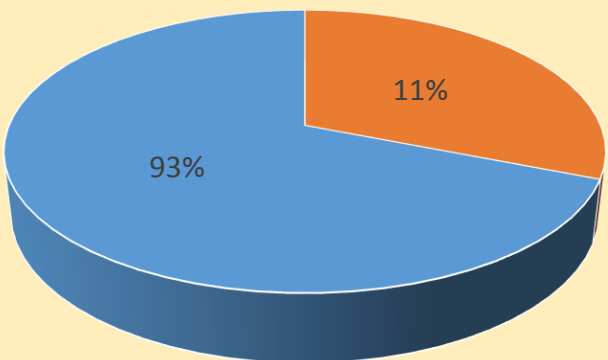
■ Met/Exceeded Goal ■ Did Not Meet Goal

2020-2021 STAR Winter Reading



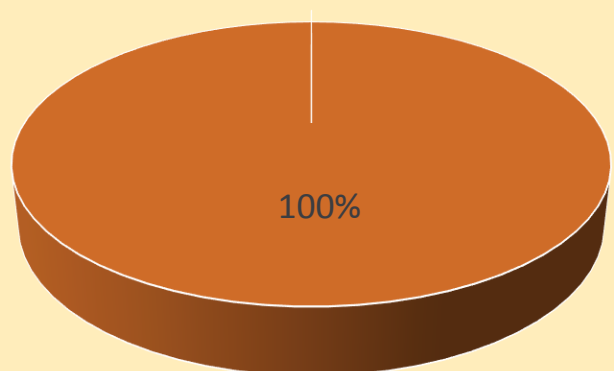
■ Met/Exceeded ■ Did Not Meet

2020-2021 STAR Spring Math



■ Met/Exceeded Goal ■ Did Not Meet Goal

2020-2021 STAR Spring Reading



■ Met/Exceeded ■ Did Not Meet

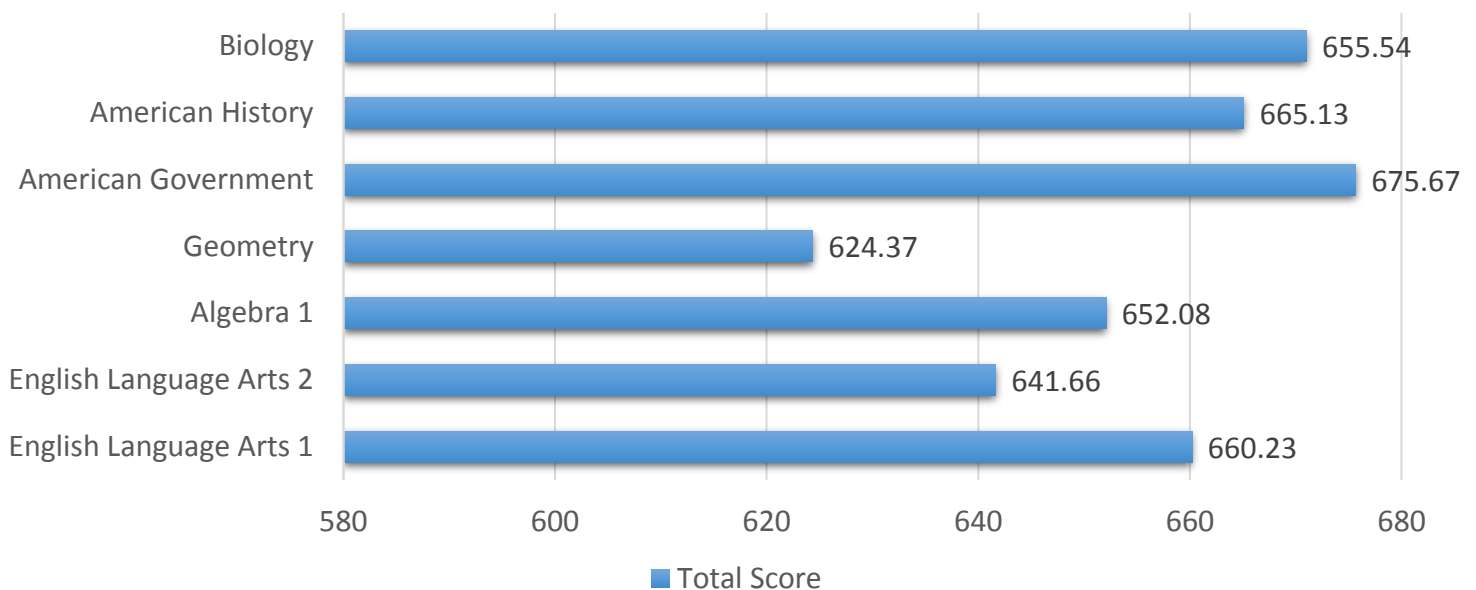
AIR TESTING & MEASUREMENT

Focus Schools continued to fully implement Ohio's Learning Standards in 2020-2021. These include the areas of English Language Arts, Mathematics, Science and Social Studies. The standards are designed to allow for greater focus and depth within topics and skills.

The state of Ohio has partnered with The American Institute of Research (AIR) for the development of Ohio based assessments in the areas of English Language Arts, Mathematics, Science and Social Studies.

High School Exams Include: Algebra 1, Integrated Mathematics 1, Integrated Mathematics 2, Geometry, English Language Arts 1, English Language Arts 2, American History (20th Century), American Government, and Biology.

2020-2021 Focus East AIR Test

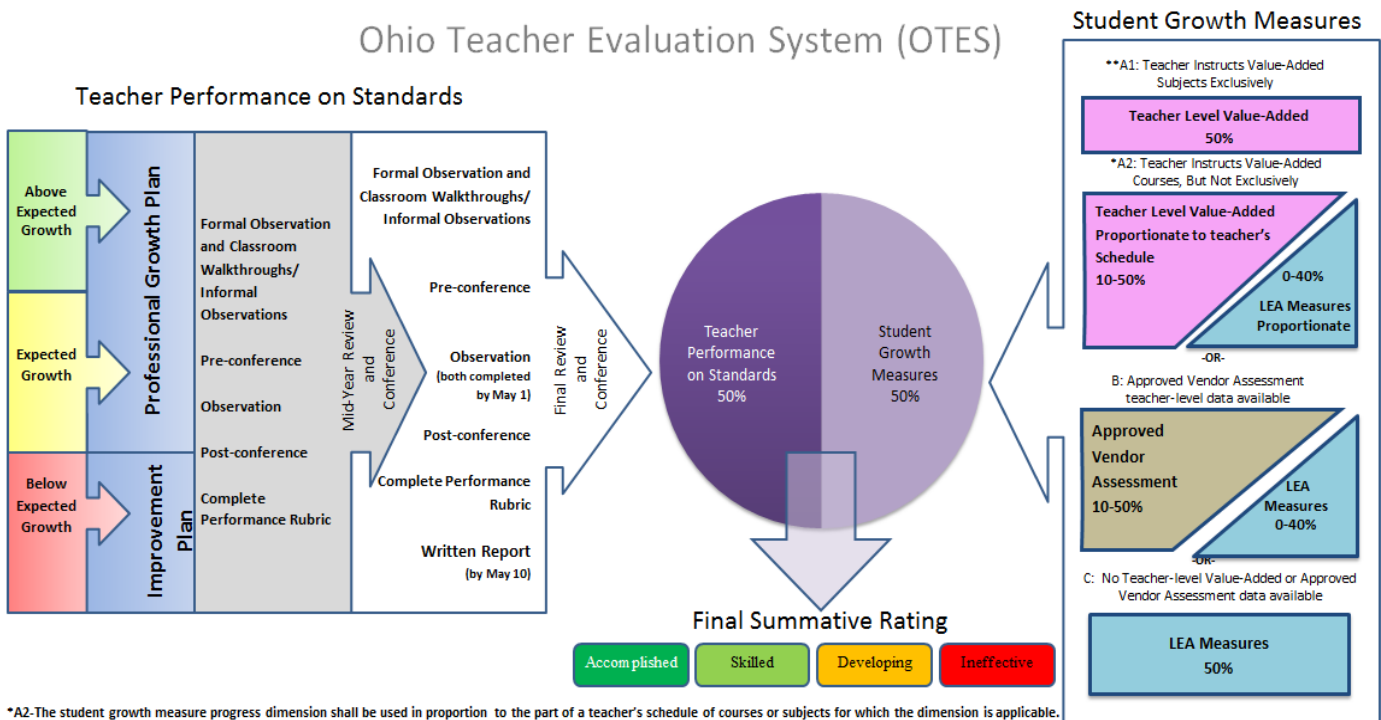


Air Test Score Range	1-Limited	2-Basic	3-Proficient	4-Accelerated	5-Advanced
English Language Arts 1	606-682	683-699	700-724	725-738	739-800
English Language Arts 2	597-678	679-699	700-724	725-741	742-808
Algebra 1	616-681	682-699	700-724	725-753	754-814
Geometry	623-677	678-699	700-724	725-755	756-829
Biology	617-684	685-699	700-724	725-734	735-823
American History	619-683	684-699	700-724	725-737	738-800
American Government	642-686	687-699	700-724	725-738	739-774

PROFESSIONAL DEVELOPMENT ANNUAL REPORT

Ohio Teacher Evaluation System (OTES) and Ohio Principal Evaluation System (OPES)

Focus administrators participated in a credentialing process, as required by the state of Ohio, in order to formally evaluate principals and teachers at Focus. Teachers and Administration worked collaboratively to implement our Student Growth Measures Plan to allow for a rigorous, but fair evaluation process. The graphic below depicts the new evaluation system that our Focus schools are required to comply with:



*A2-The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

**A1- If a teacher's schedule is comprised only of courses or subjects for which value-added progress dimension is applicable:

Until June 30, 2014, the majority (>25%) of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension.

Professional Staff Development

Focus ensures that all professional development opportunities are of high quality and are aligned to our Ohio Improvement Process goals. Our Ohio Department of Education approved Professional Development Plan meets the following Ohio standards/criteria:

Standard 1: High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

Standard 2: High Quality Professional Development (HQPD) is informed by multiple sources of data.

Standard 3: High Quality Professional Development (HQPD) is collaborative.

Standard 4: High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

Standard 5: High Quality Professional Development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

Standard 6: High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

Professional Development Goals

Through our commitment to the Ohio Improvement Process, Focus adhered to the following professional development goals:

Goal 1: To provide and allow professional development opportunities for staff to implement the Ohio revised standards in various ways to meet the needs of all students in preparation for the next generation assessments.

Goal 2: To implement formative instructional practices and assessment in all content areas using the Ohio 5 Step Process at the Teachers Based Team and District Leadership Team levels.

Goal 3: To provide professional development opportunities to gain knowledge bases for assessment literacy including: Close Reading, Instructional flow/shifts, Student Learning Objectives (SLO's), etc.

Goal 4: To implement the Residency Educator Program as specified in House Bill 1

Goal 5: To provide annual evaluation of all teachers, principals and support staff within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluation formats aligned with state criteria



PROFESSIONAL DEVELOPMENT ANNUAL REPORT

Many academic data sources are collected and analyzed to inform PD content and process decisions. Teachers use a combination of formative and summative assessments at Focus. In addition, teachers will evaluate multiple forms of data to inform professional development needs including:

1. IXL Reading and Math
2. Common Assessments (Midterms and Finals)
3. End of Course Exams Item Analysis
4. Common Writing Rubrics/Sample student writing
5. Other content specific formative and summative assessments

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.

Professional Development Goals

Focus Learning Academy participates in the Ohio Department of Education Resident Educator Program. According to the Ohio Department of Education (2017), “The Ohio Resident Educator Program began in 2011, and is a comprehensive, four-year initiative to assist beginning teachers with mentoring and professional development as they start their education careers. The Ohio Resident Educator Program can be envisioned as the first steps on a professional pathway to continued professional learning, leading educators to more effective practices and excellence in learning.” Through the Resident Educator Program, teachers who hold a 4-Year Resident Educator License will be assigned a mentor to work with them through the year. Years 1 and 2 of the program involve mentoring, while Years 3 and 4 entail successful completion of the Resident Educator Summative Assessment (RESA).

In Years 1 and 2, teacher participants have the opportunity to self-assess, set goals, analyze student data, and complete informal and formal observations with the assistance of their mentor.

In Years 3 and 4, teacher participants will complete the Residency Educator Summative Assessment (RESA), which includes a series of tasks that are completed, and then uploaded for review from an outside assessor. While Year 3 and 4 are both available for RESA, many educators complete the process in Year 3. In those situations, Year 4 then consists of teacher leadership opportunities.

During the 2020-2021 school year, the Focus Schools had 5 teachers completing Year 1 or 2 of the program and 5 teachers completing RESA or teacher leadership activities. 3 veteran staff members served in a mentoring role (Year 1 and 2) and facilitator role (Year 3 and 4) to assist the teacher participants.

Upon successful completion of the program (including passage of the RESA), teacher participants are able to apply and receive their 5 Year Professional License through the State of Ohio.

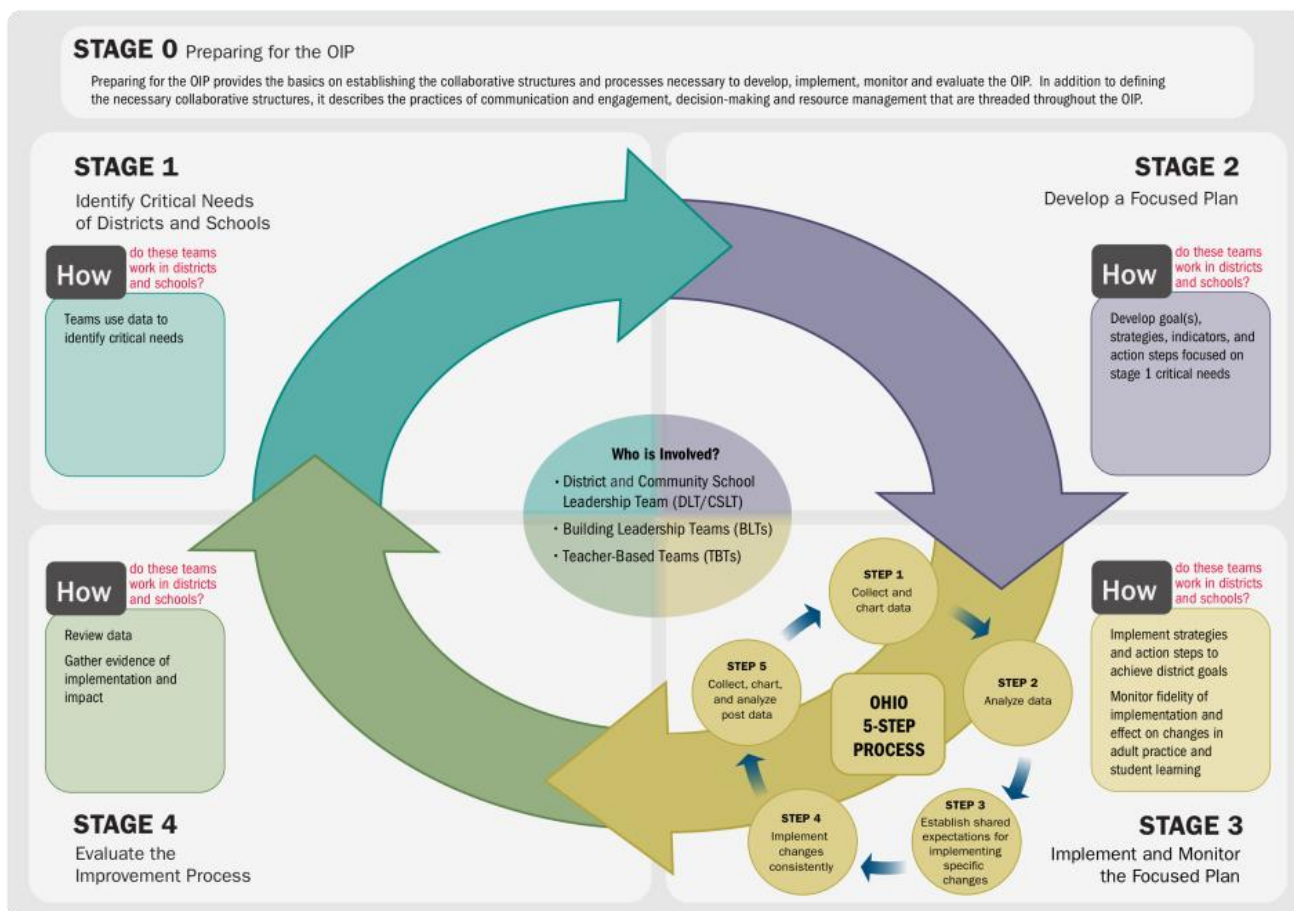
Staff members are given opportunities to present, evaluate, and recommend professional development opportunities to ensure their needs are met as a professional. Focus acknowledges the unique talent of our staff and seeks to enhance all learning experiences through professional development. Each professional development also ends with an evaluation from each attendee.

The Ohio Improvement Process

Focus participates in the Ohio Improvement Process focused on improving academic achievement. The OIP involves four stages across which processes, structures, tools, and people are connected all with the intent of helping districts:

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; and
4. Evaluate the effectiveness of the improvement process in changing instructional practice and student performance. (OLAC, 2014)

PROFESSIONAL DEVELOPMENT ANNUAL REPORT



Focus participates with the Central Ohio ESC and State Support Team in Region 11 to ensure fidelity within our OIP goals. Our administrative team participates in meetings and professional developments around OIP, discussing, planning, and implementing district goals and related activities. Focus Learning Academy Southeast, Focus Learning Academy Southwest, and Focus North High School structure our teams and processes around the Ohio Improvement Process.

We have an overall District Leadership Team (DLT) to guide and oversee all goal setting and monitoring of the OIP Plan. This information is then disseminated to our Teacher Based Teams (TBT's) to use during their team meetings. This is both a top-down and bottom-up approach which allows for data-based decision making including all participating stake holders.

In order to develop an OIP plan, the Focus District Leadership Team needed to identify the critical needs within our schools by completing the Decision Framework Tool. Within this tool, the team was able to rank each core subject and indicator by level of need (high, medium, low). Based on our generated needs assessment, our district has three high needs areas including:

- Reading/Writing
- Mathematics
- Attendance

After reviewing the data collected within the Decision Framework, the District Leadership Team created SMART Goals in the areas of Reading, Mathematics, and Attendance. After generating these goals, strategies, adult and student implementation indicators, the District Leadership Team (DLT) and Teacher Based Teams (TBT's) were able to begin implementation of the plan.

Reading/Writing

Goal:

50% of students who take the NWEA fall test will meet or exceed their projected goal score on the NWEA spring reading assessment.

Adult Implementation Indicator:

80% of teachers led by language arts teachers and intervention specialist rep will meet monthly to (1) share and (2) analyze results of district adopted data sources and (3) establish shared expectations for implementing specific effective changes in the classroom using the Ohio 5 Step Process.

Student Implementation Indicator:

100% of students will participate in small group instruction for reading on a daily basis.



PROFESSIONAL DEVELOPMENT ANNUAL REPORT

Math

Goal:

50% of students who take the NWEA fall test will meet or exceed their projected goal score on the NWEA spring math assessment.

Adult Implementation Indicator:

80% of math teachers and intervention specialist rep will meet monthly to (1) share and (2) analyze results of district adopted data sources and (3) establish shared expectations for implementing specific effective changes in the classroom using the Ohio 5 Step Process.

Student Performance Indicator:

100% of students will participate in small group instruction for math on a daily basis.

Attendance

Goal:

75% of enrolled students will complete the NWEA MAP assessment.

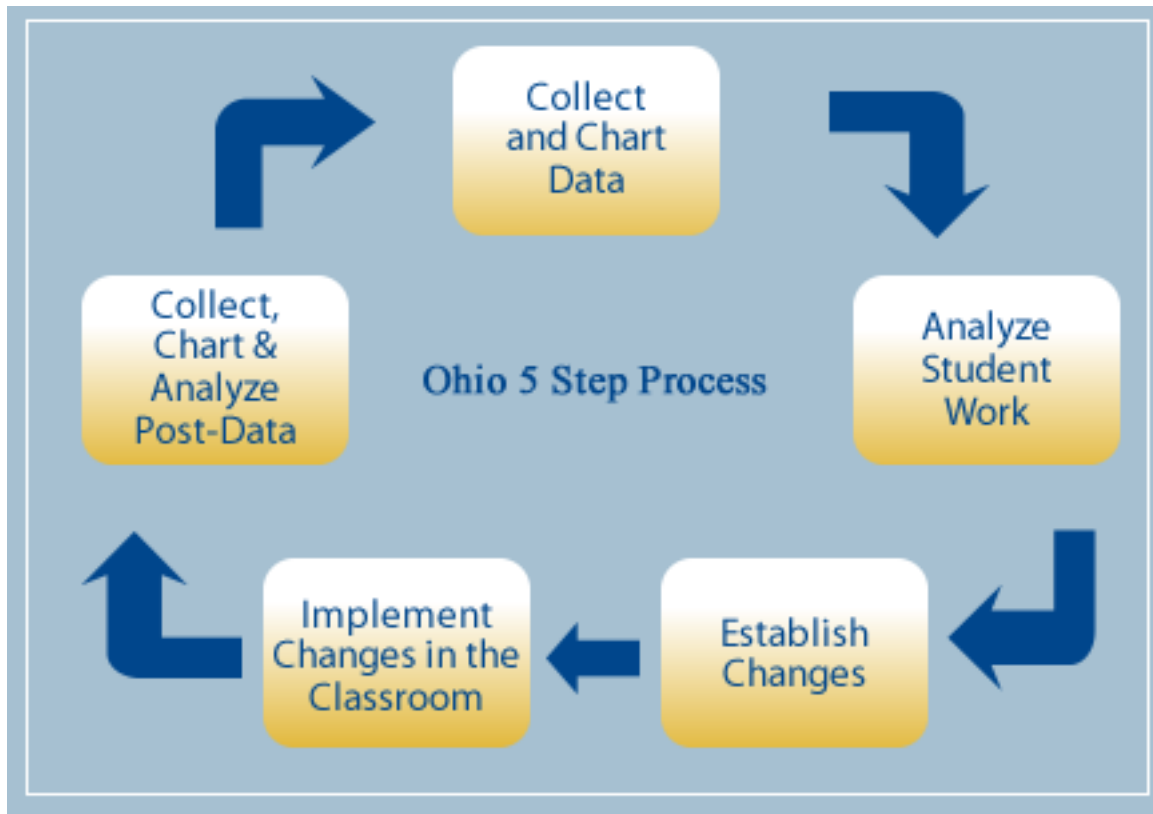
Adult Implementation Indicator:

100% of staff members will monitor attendance daily.

Student Performance Indicator:

100% of students will participate in small group instruction for reading and math on a daily basis.

During the 2019-2020 school year, our Teacher Based Teams (TBT's) continued implementing the Ohio 5 Step Process for data collection and discussion. We continued to focus on data collection, how to analyze data, and refine curriculum, instruction and assessment based on those findings. The teachers will continue to monitor their changes in instruction and student growth.



Finally, during the 2020-2021 school year, Focus took many vital steps towards our aforementioned goals:

- Implemented STAR testing for students who have not taken or have not passed the Reading OGT. This allowed for targeted assistance and instruction.
- Continued further development of our Career Technical Education program
- All content teachers integrated more writing and literacy based lessons/assessments resulting in various forms of data collection showing improvement in content courses.
- Implemented the common writing rubrics in all core content area courses.
- Implemented “close reading” instructional practices.
- Continued implementation of the Ohio 5 Step Process in both the DLT and TBT meetings.
- Wrote and implemented Student Learning Objectives (SLOs) for all core content areas for the Ohio Teacher Evaluation System.

CTE ANNUAL REPORT

Career And Technical Education

The Career & Technical Education Department takes great pride in preparing students for work and career readiness through career awareness, career planning, and creating phenomenal work experience opportunities for all Focus students. The students at Focus have five remarkable Career Tech programs to enroll in, which are Career-Based Intervention, Interactive Media, Exercise Science, and Sports Medicine, and Business-Administrative Services.

Career Based Intervention (CBI) students have the opportunity to earn up to two credits towards graduation by participating in a year-long life skills program. Through participation in CBI, students ages 12-21 in grades 7-12 receive assistance in six areas: academic intervention; employability skills; career exploration; implementation of a career plan; work-based learning (paid, unpaid, or a combination of both); and participation in a career pathway with options for both further education and jobs. This is accomplished through online career interest inventories (Ohio Means Jobs and Career Cruising), monthly seminars, and lessons guided by Ohio's Integrated Technology and Academic Competencies (ITACs).

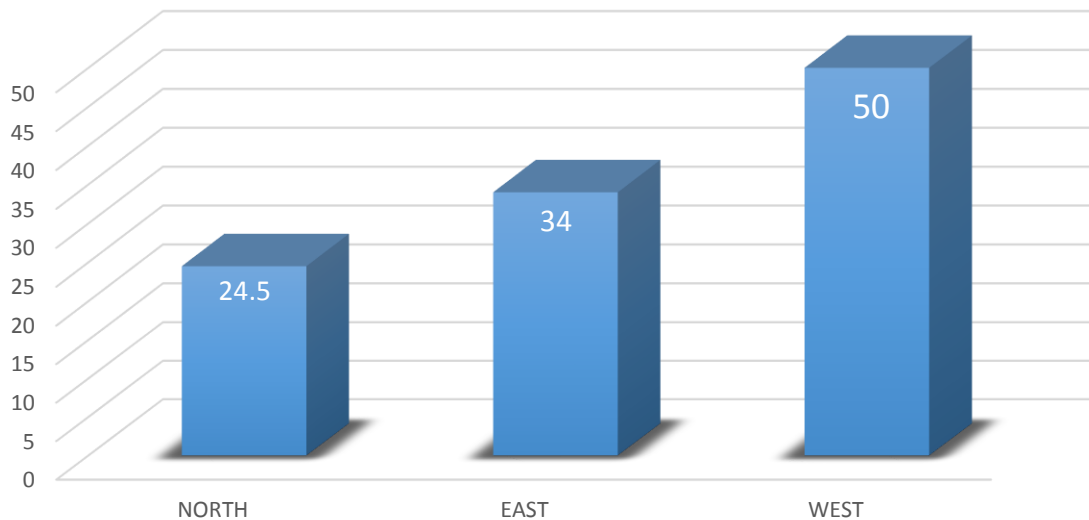
Interactive Media appeals to students who are interested in the IT field. Interactive Media prepares students for careers using multimedia technology to develop online products for business, training, entertainment, communications, and marketing. Students will gain the necessary technical and academic skills to create, design, and produce interactive media products and services. This innovative pathway prepares students for several career options which include: Desktop Publisher, Multimedia Specialist, Webmaster, and Website Developer.

Exercise Science and Sports Medicine program areas will prepare students with the mathematics, science, and technical skills to assist with exercise and rehabilitative procedures for the human body. Many of the Health Science students took great interest in becoming Personal Trainers, Athletic Trainers, and Physical Therapist Assistants. This pathway also prepares students to become Medical Massage therapists, and Occupational therapists with postsecondary majors are in Athletic Training and food, Nutrition, and Wellness Studies.

Business Management and Administrative Services prepare students for technical and professional level careers in business management, human resources, operations management, distribution and logistics, supply chain, and legal or medical office management. Students may also pursue entrepreneurship within a specific discipline.

In the 2020-2021 school year, the Career & Technical Education Department enrolled 391 Career Tech students into its program. Working students are given career advisement and can obtain up to two vocational credits for working a total of 240 hours.

FOCUS VOCATIONAL CREDITS: Total-108.5



Annually, the CTE hosts a Focus North, East and West virtual College and Career Resource fair with various employers and 35 students in attendance. The virtual College and Career fair is a day filled with anticipation, professionalism, and networking which give students firsthand experience to gainful employment opportunities, college, and career readiness.

Career Advisement is one of the key components of the Career-Technical Education Department at Focus. It's a high priority for all Focus students to go through Career Advisement as one of the first steps in our enrollment and re-enrollment process. OMJ (Ohio Means Jobs) is an online career planning tool that helps students discover career interests, explore future job options, build a future budget, create a resume, and more. This is required for every enrolled student at Focus; it is a part of our Career Advising Policy. We assessed and advised 460 students using the Ohio Means Jobs Online K-12 backpack. All students are required to complete an Individual Career Plan with an Academic Adviser. ICP (Individual Career Plan) - This is a step-by-step individualized career planning method that is designed to help meet the career goals of each student. There were 503 Individual Career Plans which focused on post-secondary readiness, career aspirations, and goals.

CTE ANNUAL REPORT

Our highly-qualified Career-Technical Education team works diligently to enhance the overall Career Tech experience for the Focus students. Cordia Bishop-CTE Director, Mr. Herbert Garn - CBI Instructor for FLA Southwest, Mrs. Jean Kefalidis - CBI Instructor, Mrs. Ayanna Garrett - Business Administrative Services for Focus North High School, and Mr. Roger Kapes - IT Instructor for FLA Southeast have taken this department to new heights. The CTE Department is proud of its exceptional Advisory Board members that continue to support the Focus students.

INTERACTIVE MEDIA BOARD – ALL SCHOOLS

Dana Brown, All In a Day Childcare Learning Center
Renita Porter, Central State University Franklin County Agent
Adam Somogye, Speedway, LLC
Laura Yankush, Pittsburgh Institute of Aeronautics

CAREER BASED INTERVENTION ADVISORY BOARD

Vaughn Sizemore, Security Architect Partners, LLC
Christie Jenkins, Per Scholas
Bryanna Stigger, Ohio State University
SSG. Quintin Bryan, US Army Recruiter
Kevin Schaublin, Fortis College
Oscar Robinson, Daymar College
Connie Blair, Ohio Department of Education 'R'
Maria Ferreira, Columbus Metro Library

BUSINESS ADMINISTRATIVE SERVICES BOARD

Michael Gravely, Columbus State
Latisha Chastang, Impact Community Action
Jheron Garrett, Field Service Engineer
Manju Woods, Paragon Clean
Heather Reese, Reynoldsburg High School

MEDIA ARTS ANNUAL REPORT

Technology has eliminated barriers to successful careers, increasing incomes and enhancing freedom to produce content in an instant – all driven by individual creativity and talent.

In 2020-2021 Focus schools continued to expand our former Multimedia Department into a robust Media Arts Department which will allow our students to follow their passion, unleash hidden talents, and explore opportunities through an understanding of digital art creation.

Photography, graphic design, music and audio production, video production and post-production, web design, social media design, radio and television production... these are the bedrock items of our new Media Arts Department.

Media Arts worked with over 60 students across all three schools to give them hands-on experience with digital content creation. 2020-2021 saw the addition of a new recording and media arts photography/video studio at Focus North, as well as a recording room at Focus West. Additionally, during the 2020-2021 school year, the Media Arts program achieved multiple accomplishments including:

- Collaborative Writing, Photography, and Graphic Design Projects.
- School and Personal Audio and Video Projects
- Team Projects in Photography & Graphic Design
- Individual Audio and Video Recording Projects.
- Music Creation and Vocal Coaching.
- Tee-Shirt Design & Creation
- Focus West Radio (93Nine The Eagle) Online Student Led Radio Station.

Over 25 individual songs were recorded by more than 10 students from our three campus locations.

Students who would like to explore careers in entertainment, marketing, commercial photography, and journalism will have an advantage over many of their peers by enrolling in the media arts programs at Focus. We look forward to continuing to grow young minds in the area of creative expression and production for many years to come.

SCHOOL WIDE ANNUAL REPORT

Title 1

Our focus of the Schoolwide Program is to help improve the achievement level of our students. Schoolwide programs must meet eleven components to provide accelerated programming in reading/language arts and mathematics, which is required by the “Every Student Succeeds Act” (ESSA). Focus 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
- Coordination of Programs

Literacy

Through tremendous amounts of research efforts, it has been proven to our Focus staff and administration that our students are lacking the literacy skills they need to be successful on the Ohio Graduation Test (OGT) and American Institute of Research (AIR) tests. Our goal is for students to raise their reading level by at least one grade level each year. Each year we continue to grow our school-wide literacy program by ensuring the 10 Common Core Literacy standards are implemented across all content areas.

Teachers work diligently to provide short, worthwhile and engaging assignments and differentiate for each student or groups of students including:

- Short lessons based on topics that every student needs to know
 - ✓ Research techniques
 - ✓ Using logic to argue an opinion
 - ✓ Anti-plagiarism
- Blog for self-paced mini lessons
- OGT prep website
- Word wall
- Giving students choices
- Books, research topics, short stories or poems
- Generic response sheets
- Finding out future plans
- Real world relations
- Cross curricular projects or lessons
- Supreme court lessons
- Research papers

Using assessments, our teachers can identify those students who need literacy assistance. To track student progress, our Language Arts and Intervention teachers keep anecdotal information and sample work to demonstrate achievement of various reading skills. Teachers work diligently to provide short, worthwhile and engaging assignments and differentiate for each student or groups of students. Students may also retake the assessment at any time for growth measures.



GRADUATES ANNUAL REPORT

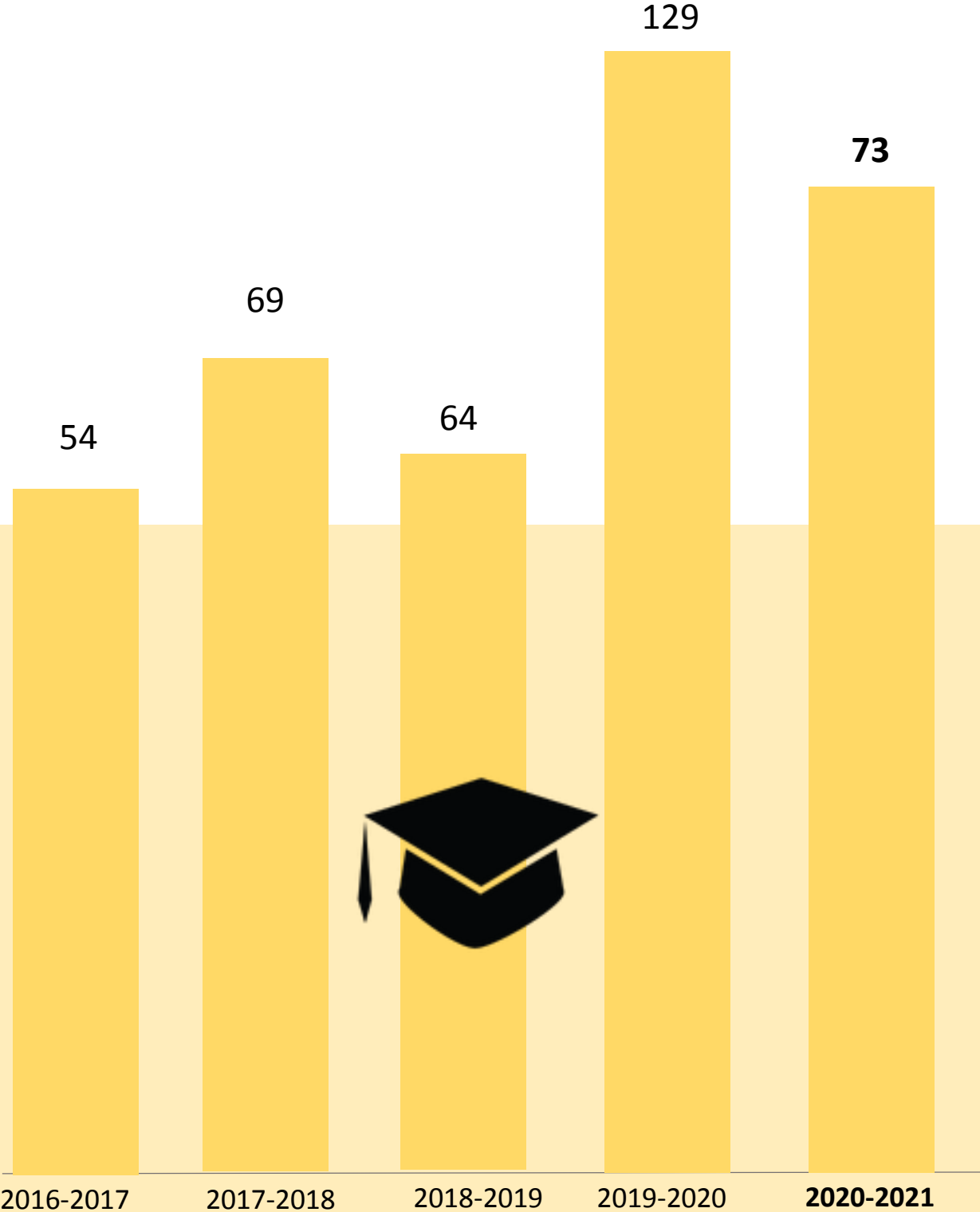
Graduating Seniors

According to the Ohio Department of Education, the State estimates the number of students who entered the 9th 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. This data is based on National and State Standards and is reported for the previous academic year, allowing summer graduates to be counted. This also reflects a four-year cohort, not just one school year. Also, very few students come to us at the beginning of the school year with senior status. There were 73 students that graduated from Focus Learning Academy Southeast in 2020-2021.

Ohio Department of Education (ODE) released 2020 school report cards which, consistent with COVID response legislation (H.B. 197) passed earlier this year, do not contain overall grades for any district or building, individual grades or ratings for given components or performance measures.



NUMBER OF GRADUATES PER YEAR FROM
FOCUS LEARNING ACADEMY SOUTHEAST
FIVE YEAR SNAPSHOT



STUDENT SERVICES ANNUAL REPORT

Focus schools typically provide a plethora of social and community activities for our students during a typical school year. These activities include participation in athletics such as basketball and bowling; school prom; senior celebration; Career & Technical Education banquet; and various community projects and field trips. Due to the State Guidelines and restrictions placed on social distancing and safety during the Coronavirus Pandemic in 2020, many of our school's typical activities that include close contact or large gatherings needed to be postponed, repositioned or conducted digitally.

Eagle Ambassadors Club (EAC)

During the 2020-2021 school year, the Focus schools chose representatives to participate in “changing their school.” Students could earn ½ Credit for participation. These students worked together with their advisors to outline measures for fundraising activities at the schools. EAC members participated in Unity Day – united against bullying and for kindness, acceptance and inclusion. Student leaders recognized the importance of extending kindness to all, celebrating our differences, respecting one another, and using their voices to impact others in a positive way.

Student leaders also partnered with T&J No Limit Fitness at Focus Southwest — to host a coat drive for students in need of winter apparel. In addition to 16 students who received coats and other items, additional socks, gloves and hats were donated and available for other students. We are excited to see what the next year brings!

Other community programs included: CTE Gives Back – flag placement at U.S. Veteran's headstones at Greenlawn Cemetery; International Open-House at Focus North High; Focus Southwest Arts Festival.



COMMUNITY ANNUAL REPORT

Community Connections

Our Focus schools have spent a significant amount of time building relationships and partnerships within our communities. Focus plays host to several of our own community events to give back to our communities, including The West Side Arts Festival focusing on community and student artistic talents. And Focus On Life – a resource and recovery fair for those struggling with addiction.

We have many community partners and friends that we would like to acknowledge including:

- The Columbus Health Department
- Franklin Co. Job and Family Services
- Probation Offices
- The Huckleberry House
- The STAR House
- The United Way of Central Ohio
- Children Services
- The Neighborhood House
- Columbus Parks and Recreation
- The YMCA
- New Birth Christian Ministries
- Rebecca's Place
- Buckeye Ranch
- Columbus Community Relations Commissions
- Directions for Youth
- Job and Family Services
- Netcare
- Planned Parenthood
- Catholic Social Services
- Pregnancy Decisions
- St. Stephen's
- IMPACT
- Salvation Army
- Furniture Bank of Central Ohio
- Eastland Care Center
- Mid Ohio Food Bank
- WHEP (Women's Health Education Program)
- Community Refugee Immigration Services (CRIS)
- National Youth Advocate Program (NYAP)



SPONSORS ANNUAL REPORT

Buckeye Community Hope Foundation

Ohio Revised Code (ORC) 3314.03(D)(2) specifies that the sponsor of the school must “monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis.”



In its evaluation of school performance, Buckeye Community Hope Foundation (BCHF) assesses the performance of the school on each of the required Ohio School Report Card indicators and on performance measures listed in the charter contract. BCHF monitors the performance of the community school through attendance at board meetings, bi-monthly visits to the school, monthly reviews of financial reports and reviews of academic progress reports along with a number of other reports relative to the school performance. Buckeye Community Hope Foundation served as the sponsor for Focus Learning Academy Southeast during the 2020-2021 school year and found the school substantially compliant with the rules and regulations governing community schools.

All community school sponsors are required to submit a written report of the evaluation results of the school’s academic, financial, and organization performance as well as the school’s legal compliance to the Ohio Department of Education and make the report available to parents of students enrolled in the community school. As such, an Annual Report regarding the performance of this school and other schools under the sponsorship of Buckeye Community Hope Foundation will be posted online at www.buckeyehope.org, no later than November 30, 2021.

Board of Directors

The purpose of the board is to advise, govern, oversee policy and direction, and assist with the leadership and general operations of all Focus schools. Each Focus school has a Board of Directors, which is composed of local community leaders and business professionals. The board members, who are appointed based upon their qualifications and experience, oversee the activities of their respective Focus school. Focus Learning Academy Southeast would like to take this opportunity to thank our Board of Directors for their continuous support and guidance.

THANK YOU TO OUR BOARD MEMBERS

Winford Dearing, Board President
Peter James, Board Vice President
Melinda McFann, Secretary
Annette Shaw, Board Member
Dalon K Myricks, Board Member
Noni Banks, Board Member

FOCUS LEARNING ACADEMY SOUTHEAST

4480 Refugee Road
Columbus, Ohio 43232
(614) 269-0150

WWW.FOCUSLEARN.ORG