



# ANNUAL REPORT

## 2021-2022

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Focus Learning Academy Southwest





## Annual Report: 2021-2022

### Focus Learning Academy of Southwestern Columbus

#### Annual Report 2021-2022

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In collaboration with the Focus Schools Administrative Team







# THE VISION ANNUAL REPORT

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## **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

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## Focus Pride

The Focus Learning Academy of Southwestern 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 Southwest 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 Southwestern 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.*

## *The Power of* **PRIDE**

**P**ower over adversity.

**R**esponsibility to the evolution of self-improvement.

**I**ntegrity to themselves and others they encounter.

**D**etermination to stand-by good choices.

**E**nthusiasm for lifelong learning.



## 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 Southwestern 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 Southwestern 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 Southwestern Columbus, we take every step necessary to ensure that our students accomplish their educational goals and dreams.







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# ABOUT FOCUS ANNUAL REPORT

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## Personnel

One hundred percent (100%) of Focus Learning Academy of Southwestern Columbus' teachers possess the professional qualifications of at least a Bachelor's degree, with forty percent (40%) 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**

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**STUDENTS WEARING THIS SHIRT ARE AWESOME**



# STUDENT PROFILES

## ANNUAL REPORT

### Economically Disadvantaged

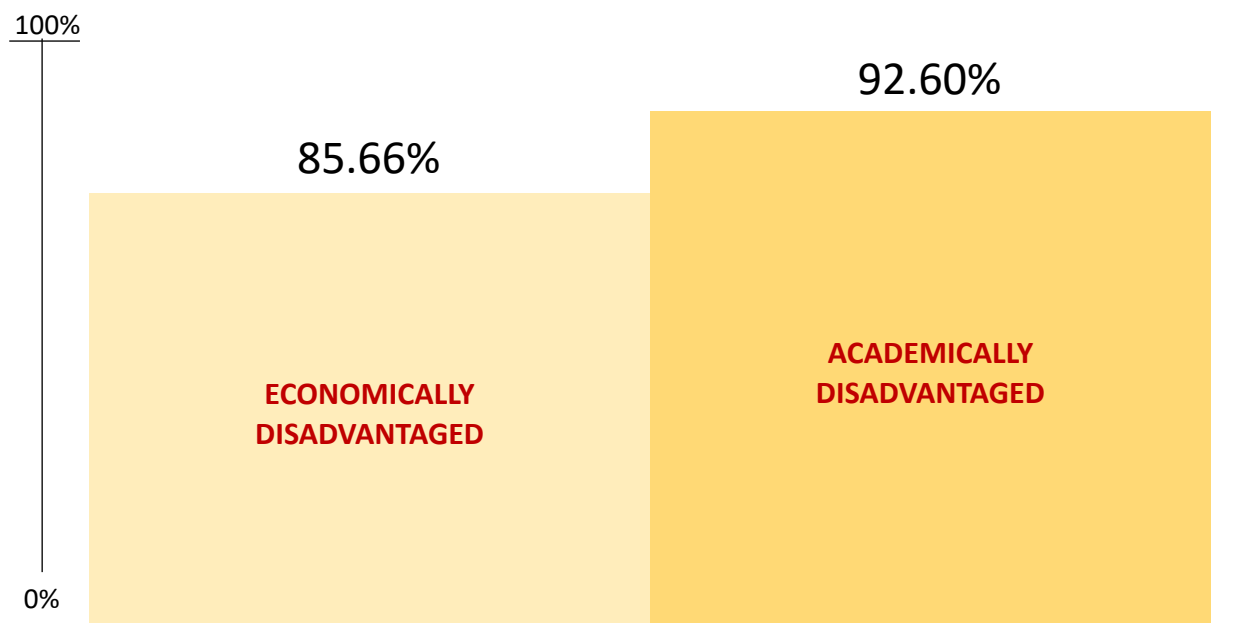
This analysis is school year 2021-2022 economic disadvantaged data which includes all enrolled students for the entire school year. 87.66% of the 405 total disadvantaged students included in our enrollment snapshot were classified as economically disadvantaged.

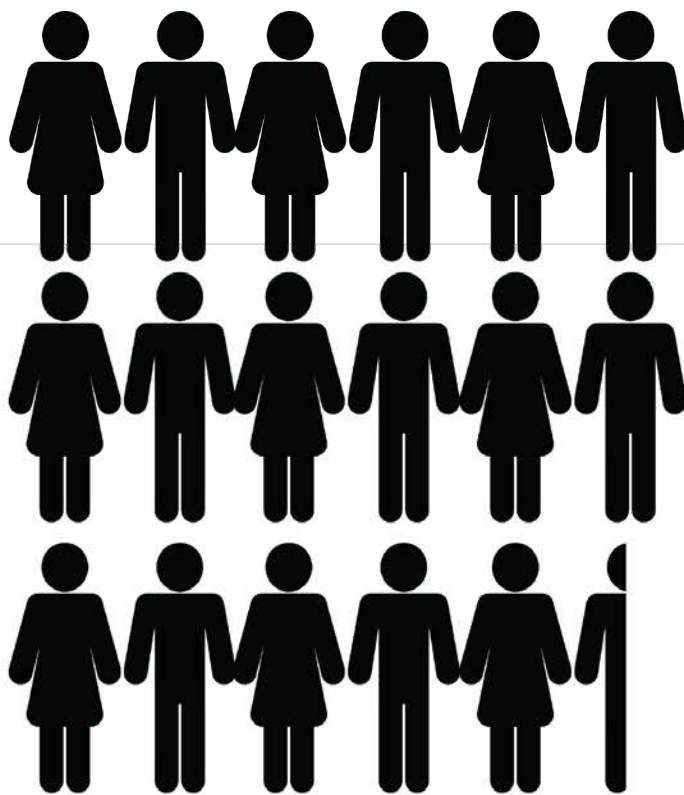
	TOTAL DISADVANTAGED	ECONOMIC	% OF EC	ACADEMIC	% OF AC
EAST	288	262	90.97%	167	57.99%
NORTH	372	333	89.52%	175	47.04%
<b>WEST</b>	<b>500</b>	<b>428</b>	<b>85.66%</b>	<b>463</b>	<b>92.60%</b>
ALL	1160	1023	93.12%	805	89.19%

### Academically Disadvantaged

This analysis is school year 2021-2022 academically disadvantaged data which includes all enrolled students for the entire school year. 92.60% of the 4500 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 Southwest. To the right, the infographic offers a visual comparison of Focus Learning Academy Southwest vs. each of the other Focus schools and total student population for all Focus schools.





## **ECONOMICALLY DISADVANTAGED**

Of the 500 disadvantaged students enrolled at Focus Learning Academy Southwest, 428 are classified as **Economically Disadvantaged**

**85<sup>.66</sup>%**

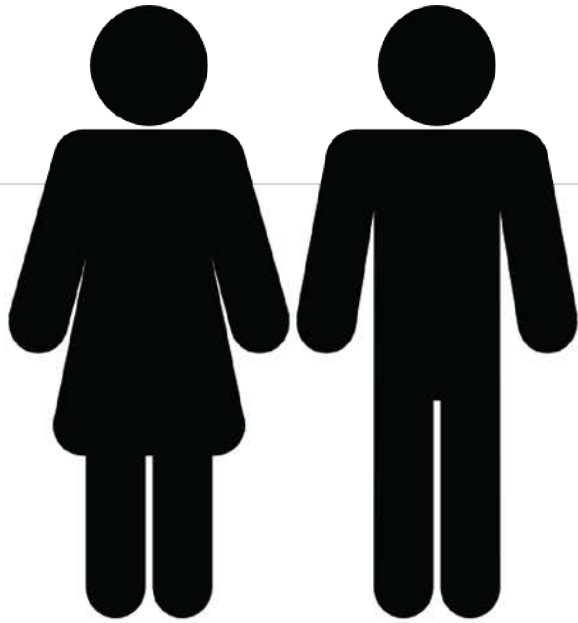
## **ACADEMICALLY DISADVANTAGED**

Of the 500 disadvantaged students enrolled at Focus Learning Academy Southwest, 463 are classified as **Academically Disadvantaged**

**92<sup>.60</sup>%**





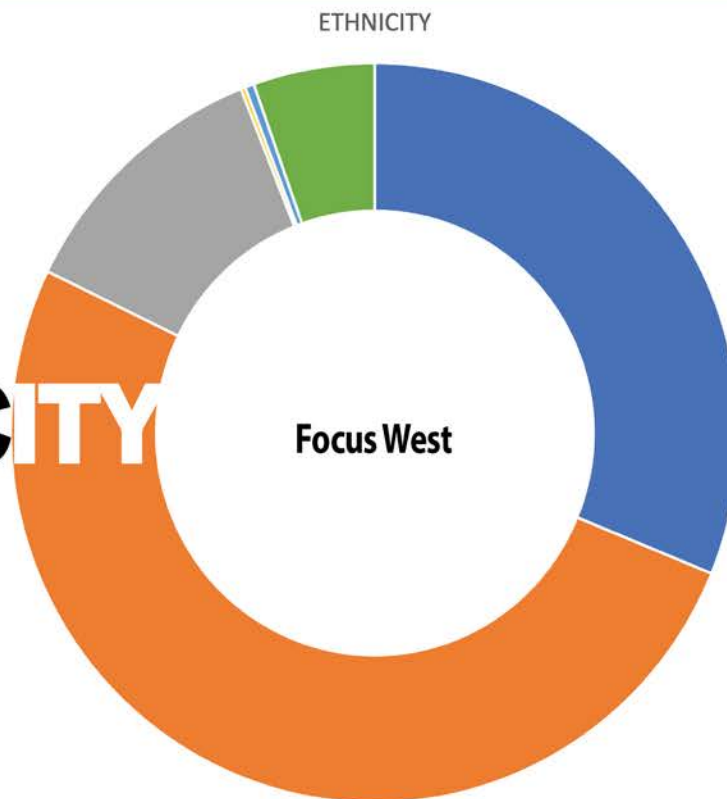


# GENDER

Of the 500 students attending Focus West, 226 are Male and 274 are Female.

**45.2% - M**  
**54.8% - F**

## ETHNICITY



### TOTAL STUDENTS

White/Non-Hispanic - 255  
African American - 156  
Multiracial - 28  
Hispanic - 27  
Asian - 2  
American Indian/  
Alaska - 1

■ AFRICAN AMERICAN ■ WHITE, NON-HISPANIC ■ MULTIRACIAL ■ AMERICAN INDIAN/ALASKA ■ ASIAN ■ HISPANIC

# ATTENDANCE ANNUAL REPORT

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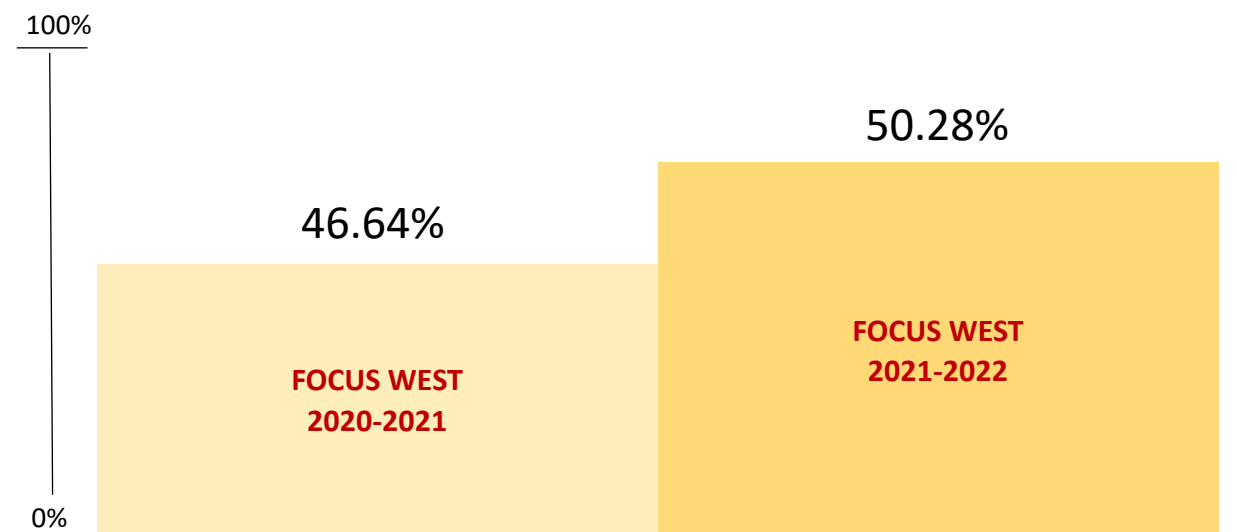
Students come to us with many needs, dreams and endless potential. We must cultivate our students' excitement about their education and continually encourage daily attendance.

Academic success can only occur if the student is present. Our students had an attendance rate of 50.28% for the 2021-2022 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 Southwestern Columbus average daily student attendance for the 2021-2022 school year and the total average daily attendance Focus West in the previous year:





# ACADEMICS ANNUAL REPORT

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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 Southwestern 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.

Focus Learning Academies and Focus North HS teachers provide equitable, relevant, and engaging learning opportunities utilizing various modes of delivery to help ensure individual student success.

# ACADEMICS ANNUAL REPORT

## Curriculum

Focus Learning Academies East, West, and Focus North HS started the 2021-2022 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.

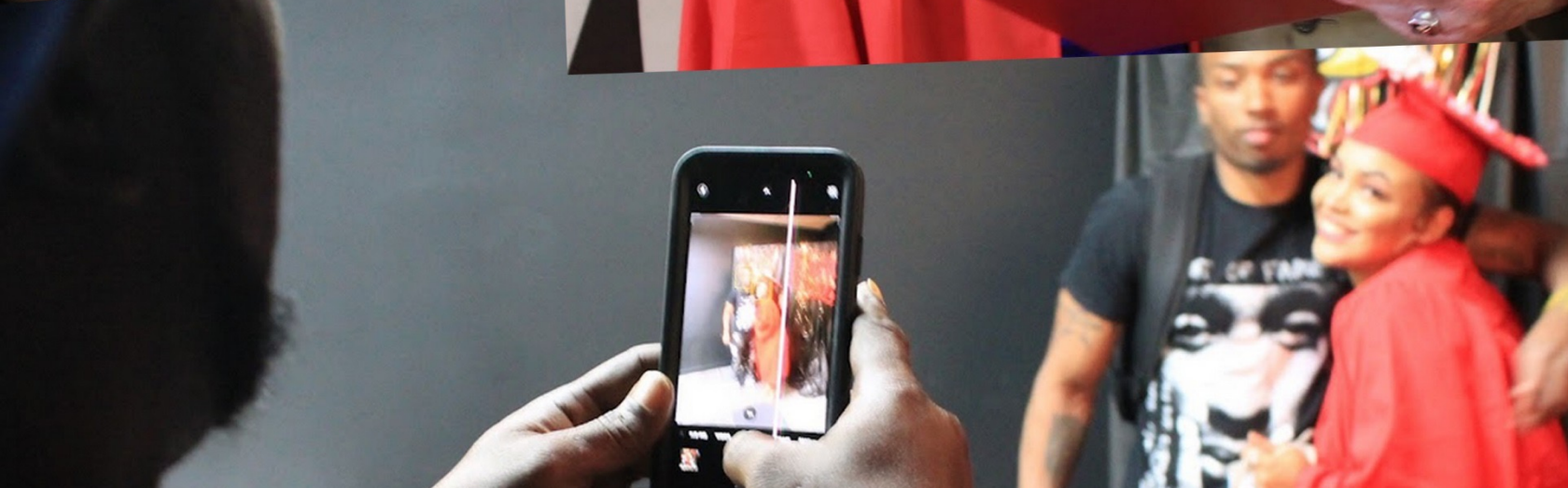
As learning takes place, the instructors and aides evaluate each student's progress using formative assessments and make necessary adjustments on an individual student basis. Assessments and reports are continuously reviewed by the departmental teams for instruction, assessment and curriculum refinement. 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 2021-2022 school year, Focus Learning Academy Southwest earned a total of 938.5 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.







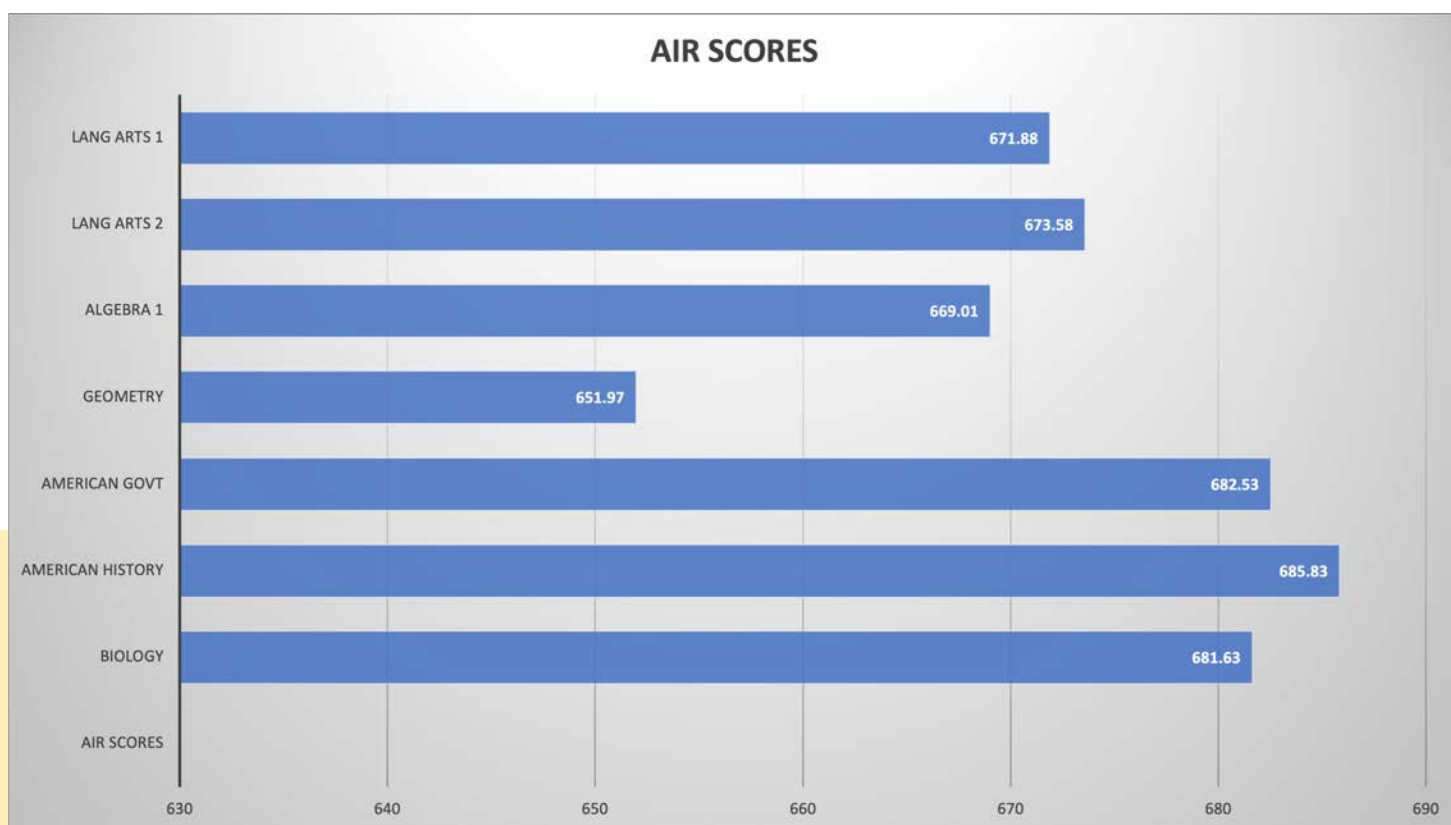


## AIR TESTING & MEASUREMENT

Focus Schools continued to fully implement Ohio's Learning Standards in 2021-2022. 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.



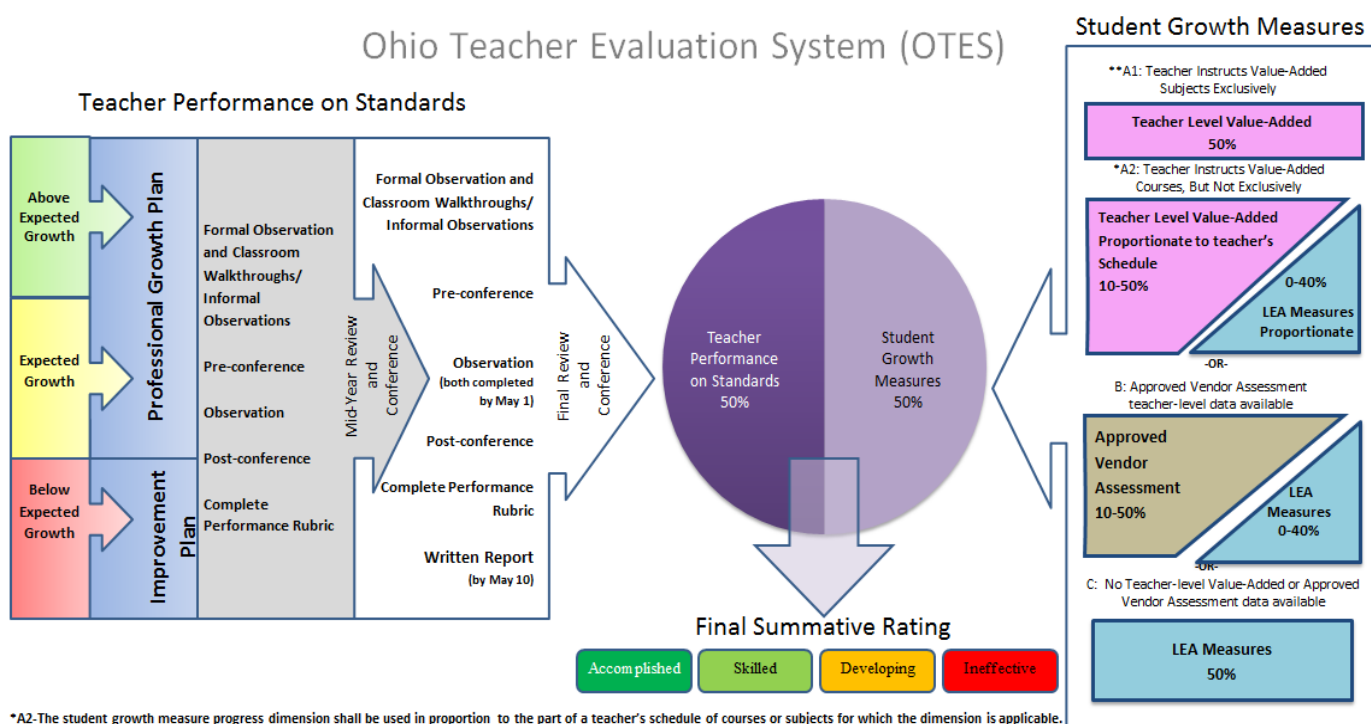
Air Test Score Range	1-Limited	2-Basic	3-Proficient	4-Accelerated	5-Advanced
English Language Arts 1	606-682	683-699	700-724	725-738	739-800
English Language Arts 2	597-678	679-699	700-724	725-741	742-808
Algebra 1	616-681	682-699	700-724	725-753	754-814
Geometry	623-677	678-699	700-724	725-755	756-829
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 for teachers and staff that will provide strategies to enhance Literacy: Using STAR data, EOC Data, Vocabulary Instruction, and writing across the curriculum.

**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

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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. STAR reading and math.
2. Freckle Reading and math.
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 2021-2022 school year, the Focus Schools had one teacher complete year 1, three teachers passed RESA, and two teachers completed the year 4 leadership activities. There were two staff members who served in a mentoring and facilitator role 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.

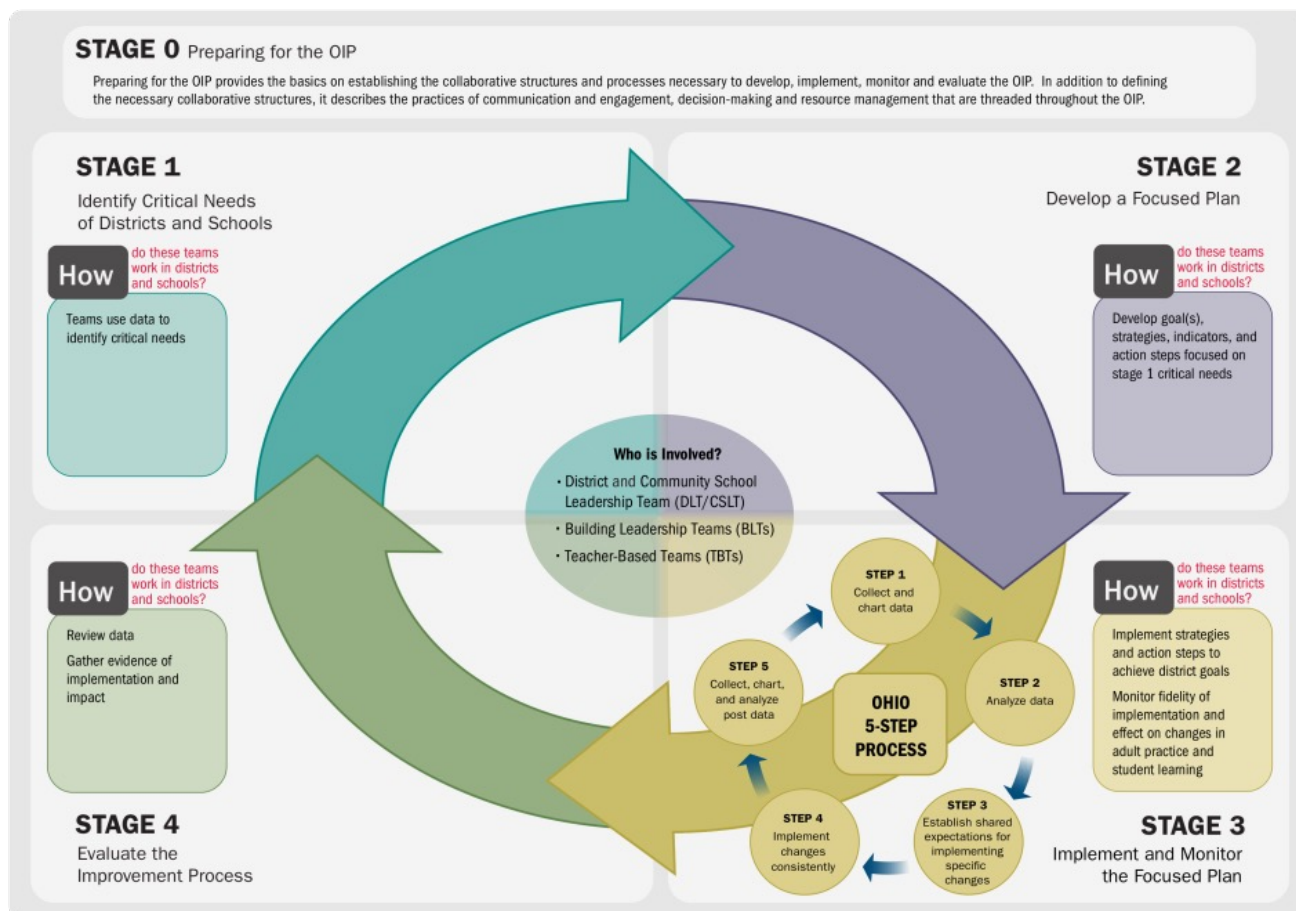
## **The Ohio Improvement Process**

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 One's Need Assessment. Within this tool, the team was able to rank each area and indicator by level of need (high, medium, low). Based on our generated needs assessment, our district has five high needs areas including:

- ELA
- Mathematics
- Attendance
- Graduation
- Mental Health

After reviewing the data collected within One's Need Assessment, the District Leadership Team created SMART Goals in the areas of Reading, Mathematics, Attendance, Graduation and Mental Health. 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.

## Attendance

### **Goal:**

By June 2022, student engagement in course completion and graduation will improve as evidenced by a 5% increase in overall attendance.

### **Student Measure:**

100% of students will participate in small group instruction for English Language Arts and Math on a daily basis.

### **Adult Implementation:**

100% of staff members will monitor attendance daily.





# PROFESSIONAL DEVELOPMENT ANNUAL REPORT

## Literacy

**Goal:**

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

**Student Measure:**

100% of students will participate in small group instruction for literacy on a daily basis.  
Adult Implementation: 80% of teachers will be led by the Curriculum Director and/or Assistant Intervention Director which 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

## Safe and Healthy Schools

**Goal:**

By June 2022, student engagement in district approved programs that support positive student mental health will increase in student participation by 5%

**Student Measure:**

100% of students will meet with the student advocate/building director

**Adult Implementation:**

100% of building staff will be better informed regarding the mental health referral process.  
100% of staff members will receive professional development surrounding student mental health initiatives.

## Special Populations: Students w/ Disabilities

**Goal:**

To increase the number of students with disabilities who score proficient on the End Of Course ELA 2 and Algebra 1 exams by June 2022 to 10% through professional development and mentoring teachers.

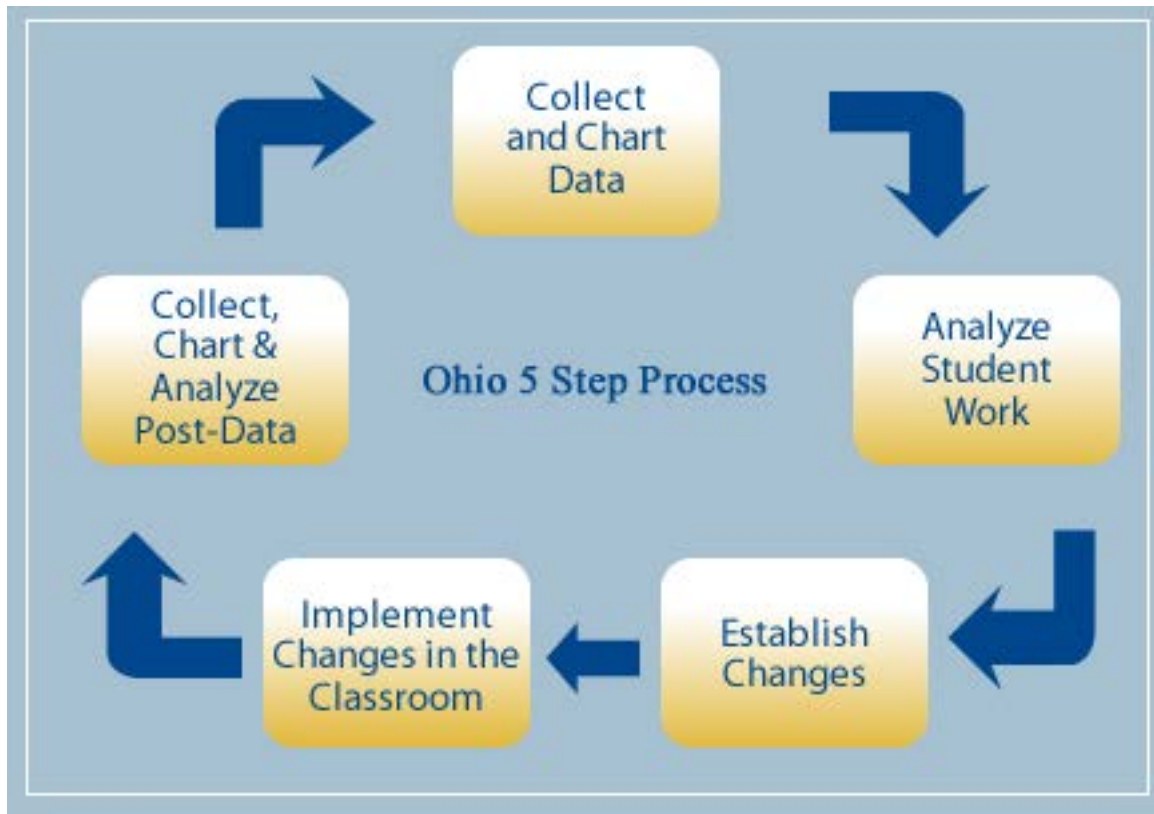
**Student Measure:**

An increase in students with disabilities participation and scoring proficient on ELA 2 and Algebra 1 End of Course exams.

**Adult Implementation:**

80% of teachers will be led by the Curriculum Director and Intervention Director which will meet monthly to (1) share and (2) analyze results of district adapted data sources and (3) establish shared expectations for implementing specific effective changes in the classroom using the Ohio 5 Step Process

During the 2021-2022 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 2021-2022 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

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## Career And Technical Education

### The Mission of Career and Technical Education

Focus Learning Academies and Focus North High School's Career and Technical Education (CTE) program prepares & motivates students to meet Ohio's High School Graduation Requirements and to be prepared to enter the workforce or to pursue further education by providing opportunities to participate in experiential learning, college and career readiness courses, and industry-recognized credential training.

### CTE for all Enrolled Students

Career and Technical Education is a critical component for all students who enroll at Focus to prepare for a career and/or college through educational opportunities focused on career awareness and exploration. Students will complete a district-approved Individual Career Plan, to help determine the student's strengths and preferences as they pertain to entering the workforce or postsecondary education. In addition, students will create two school-wide career advisement profiles: Ohio Means Jobs K-12 profile which includes WorkKeys practice tests and career/college prep assessments; and Career Cruising Online Career Portfolio which includes a resume builder, specific career interests survey, job search, in-demand job opportunities, and an individualized Learning Style Inventory assessment.

In the 2021-2022 school year, the Career & Technical Education Department enrolled 265 Career Tech students into the CTE programs, those students earned a total of 321 CTE credits.

### CTE for Students Enrolled in Pathway Courses

**Career-Based Intervention:** When entering the CTE program as freshmen, students will be initially enrolled into Career-Based Intervention (CBI) as an introduction to work-based learning. This four-year course serves as a "CTE Core" course and a jump-start to further learning in CTE Core Pathways. CBI includes instruction in applying life skills (year 1), managing life skills (year 2), and job/vocational skills (year 3). Taken at any time in a student's high school career, the fourth course of CBI allows students to turn in pay stubs from an off-site work experience up to 250 hours for 2 credits. CTE students enrolled in CBI may also take elective courses such as keyboarding or employability skills training. When students choose a CTE Core Pathway, they will continue to take CBI courses that focus on career and post-secondary readiness in conjunction with more specific pathway courses.

**CTE Core Pathways:** Focus schools offer four CTE Core Pathways of which students may choose one: Information Technology, Business Administration, Health Sciences, and Human Services. Each of these pathways includes workforce development courses and can lead to opportunities to earn industry-recognized credentials through a third party.

**Information Technology:** Includes hands-on experience in the career field and is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Interactive Media courses include IT, animation, creating/editing, and video/sound.

Students can take a high-level Computer Science course through the Amazon Future Engineer Program, including CS 1 Explorations: Scratch, CS 2 Explorations: Artificial Intelligence, and Introduction to CS Python. Students who complete the Interactive Media pathway will be able to pursue certification in the following industry-recognized fields:

Microsoft Office Suite (12pts)  
 Adobe Suite (12 pts)  
 Google Analytics (1 point)  
 Google Ads (1 point)

CPR (1 point)\*  
 OSHA 30 (3 points)\*  
 OSHA 10 (1 point)\*  
 Driver's License (1 point)\*

**Business Administration Services:** Prepares students for technical and professional level careers in business management, human resources, operation management, distribution and logistics, supply chain, and legal or medical office management. Courses include business and administration services fundamentals, strategic entrepreneurship, office management, and digital market/management. Students who complete the Business Administration pathway will be able to pursue certification in the following industry-recognized fields:

- Rise Up Certifications
  - *Customer Service & Sales (6 points)*
  - *Retail Industry Fundamentals (6 points)*
  - *Business of Retail (6 points)*
- CPR (1 point)\*
- OSHA 30 (3 points)\*
- OSHA 10 (1 point)\*
- Driver's License (1 point)\*

**Health Sciences (Focus Learning Academy East only):** Offers a workforce-development program pathway with hands-on experience and training in the Health Science Field. Students in this program will have access to Focus's fitness facility. Students who complete the Health Sciences pathway will be able to pursue certification in the following industry-recognized fields:

- ACE Personal Trainer (3 points)
- CPR (1 point)\*
- OSHA 30 (3 points)\*
- OSHA 10 (1 point)\*
- Driver's License (1 point)\*

\* applies to all pathways and can be a part of (12 points) calculations



# CTE ANNUAL REPORT

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**Experiential Learning:** CTE will actively engage students by embedding experience-based learning in each CTE Core Pathway. CTE students will learn by practicing and developing transferable skills such as communication, leadership, creativity, critical thinking, technical, teamwork, and multitasking. CTE students will apply theoretical knowledge taught in CTE's core courses to real-life career and college opportunities. Non-CTE students will also have ample opportunities throughout the school year to participate in experiential learning opportunities outside of CTE courses through a college & job fair, military week, Higher Education Learning Preparation (H.E.L.P) lab, senior seminars, Free Application to Federal Student Aid (FAFSA) day, service-learning projects, volunteering, and job shadowing.

77 Students attended the College & Job Resource Fairs

**Industry-Recognized Credentials:** Students who earn industry-recognized credentials are positioned to directly enter the workplace or go on to two-year or four-year colleges. Industry-recognized credentials are an innovative approach to truly recognize and account for a student's hard work in becoming career ready. In addition, earning an industry-recognized credential can be an important step toward qualifying for high school graduation.

**30**

CTE Pathway Graduates

**65**

Completed Bootcamps

**163**

Earned Certifications

Guest Service Gold-57

Rise Up: Customer Service-50

Rise Up: Retail Fundamentals-56

**Ohio Means Jobs Readiness Seal:** As part of Ohio's High School Graduation Requirements, students can earn recognition by showing they are prepared to contribute to the workplace and their communities. Ohio Means Jobs-Readiness Seal is a formal designation a student can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic, and professional experience that businesses need. Students can earn the OMJ Readiness Seal by asking three or more mentors to validate that students demonstrated the professional skills valued by Ohio businesses.

45 Seniors earned an Ohio Means Jobs Readiness Seal



# CTE ANNUAL REPORT

**Work-Based Learning Options:** Focus's CTE department offers work-based learning options to students through its unique Volunteer Internship Paid Work/Pre-Apprenticeship (V.I.P) program. This program tracks the hours that a student is actively participating in volunteering programs, internships, paid work, or pre-apprenticeship programs from their freshman to senior year.

- Construction (12 points)

- Pre-Apprenticeship NCCER Core (6 points) (\$)

- NCCER Level 1-Carpentry (6 points) (\$)

- HBI Pre-Apprenticeship (6 points) (\$)

- Child Development Associate (12 points)

(\$ is a paid pre-apprenticeship)

**65 STUDENTS**

Work Experience

**30 STUDENTS**

Employment/Internship

**ICP (Individual Career Plan)-** A step-by-step individualized career planning method that is designed to help assess the career goals of each student.

**NORTH**

161

**EAST**

200

**WEST**

330

*Total ICPs Completed: 636*

**OMJ (Ohio Means Jobs)-** 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. Note: Work-Keys practice is included

**NORTH**

163

**EAST**

96

**WEST**

280

*Total OMJs Created: 539*

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, and Mrs. Ayanna Garrett - Business Administrative Services for Focus North High School.



# MEDIA ARTS ANNUAL REPORT

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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 2021-2022 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 Media Arts Department.

Media Arts worked with over 50 students across all three schools to give them hands-on experience with digital content creation. During the 2021-2022 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
- Outdoor Nature Photography (West)
- Poster design.
- Focus West Radio (93Nine The Eagle) Online Student Led Radio Station.



Over 30 individual songs were recorded by more than 15 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

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## 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

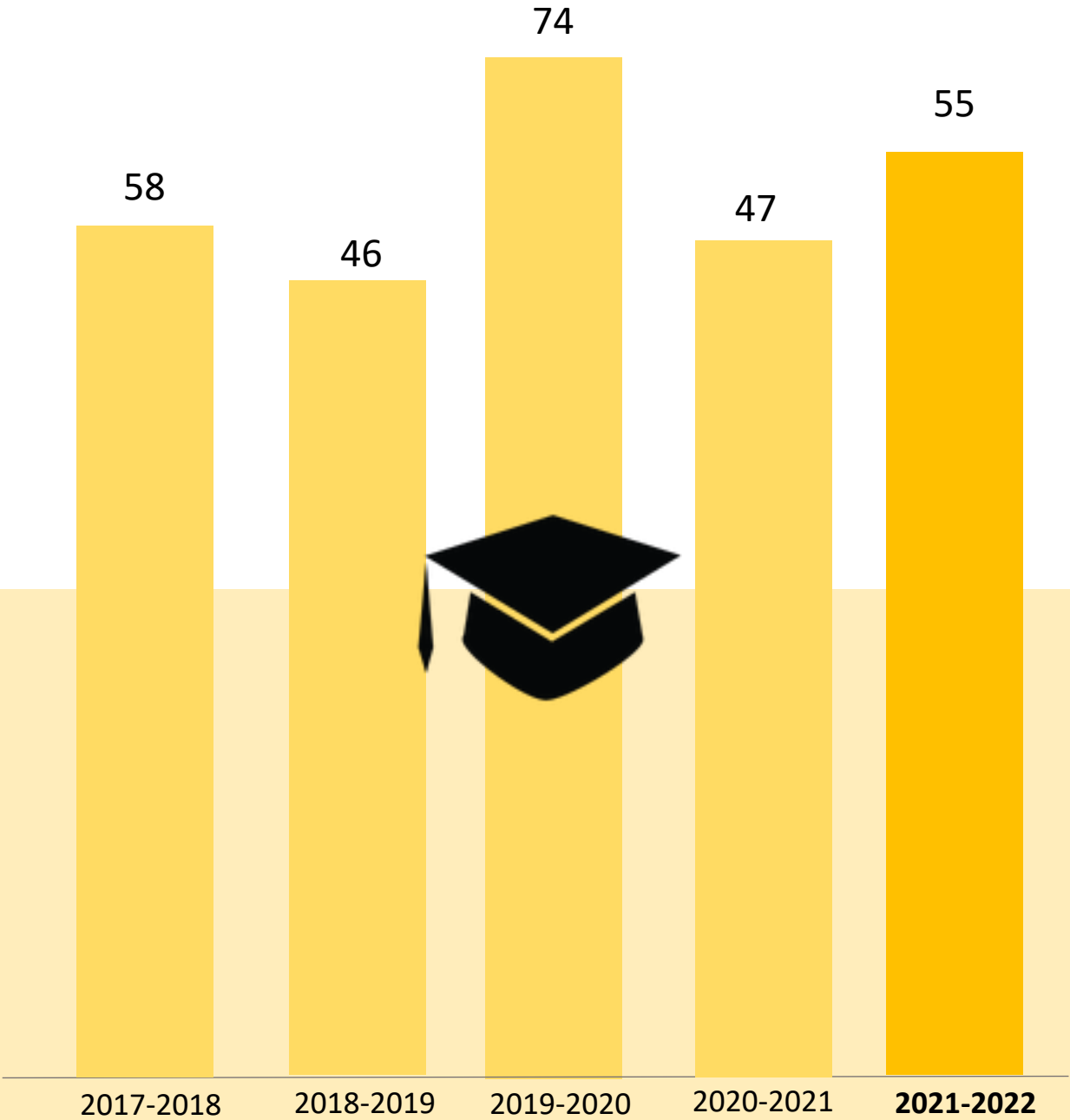
## Graduating Seniors

According to the Ohio Department of Education, and the 2021-2022 Dropout Recovery Report Card, the combined graduation rate for Focus Learning Academy Southwest was thirty-one point five-percent (31.5%). To determine this calculation, 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. There were 55 students that graduated from Focus Learning Academy Southwest in 2021-2022.





NUMBER OF GRADUATES PER YEAR FROM  
**FOCUS LEARNING ACADEMY SOUTHWEST**  
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 restrictions, many of our school's typical activities that include close contact or large gatherings needed to be postponed, repositioned or conducted digitally.

## Eagle Ambassadors Council (EAC)

During the 2021-2022 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. EAC also dedicates their time and talents to raise funds for the schools annual Prom Night celebration.

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.



### MISSION:

The mission of the Eagle Ambassador Council is to provide an atmosphere of unity within the student body, resulting in positive high school experiences and community reputation.

### VISION:

The vision of Eagle Ambassadors is to spark a desire in students' and staff to become active in everything FOCUS has to offer while striving for success.



# COMMUNITY ANNUAL REPORT

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## 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
- Jobs For Felons Hub
- New Birth Christian Ministries
- Rebecca's Place
- Buckeye Ranch
- Columbus Community Relations Commissions
- Just Corrections
- 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

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## **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.”

Buckeye Community Hope Foundation (BCHF) bases its evaluation of school performance on each of the State required indicators and performance measures listed in the charter contract. BCHF monitors the performance of the community school thru attendance at board meetings, bi-monthly visits to the school, monthly reviews of financial reports and quarterly reviews of academic progress reports along with several other reports relative to the school’s performance. Buckeye Community Hope Foundation served as the sponsor for Focus West during the 2021-2022 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 on our website [buckeyehope.org](http://buckeyehope.org), no later than November 30, 2022.

## **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**

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





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