

FOCUS WEST

ANNUAL REPORT: 2025-2026

ANNUAL REPORT - 2025-2026

Focus Learning Academy of Southwestern Columbus

Annual Report 2025-2026

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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 9 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…”



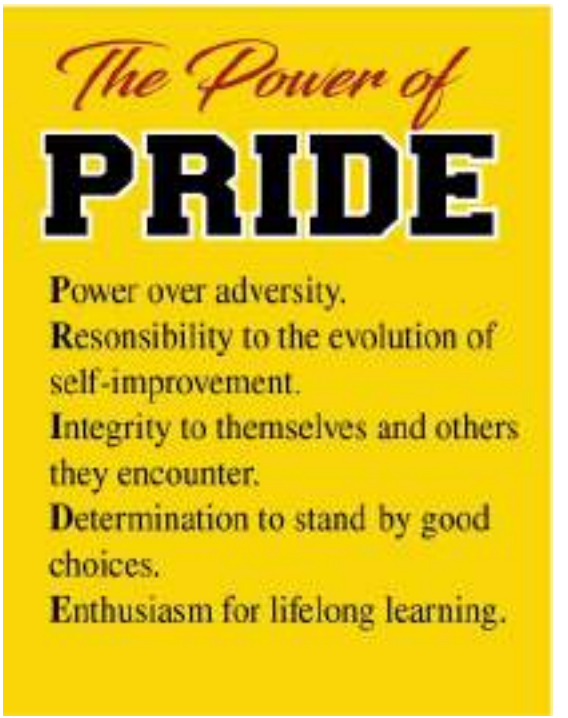
INTRODUCTION
ANNUAL REPORT

Focus Pride

The Focus Learning Academy of 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.*

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 end of course exams 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 misaligned by 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

Personnel

In accordance with the Ohio Department of Education and Workforce Development 100% of the teaching staff meet the Highly Qualified Teacher requirements.

The Ohio Resident Educator Program supports beginning teachers through mentoring, professional development, and reflective practices designed to strengthen instructional skills and improve student achievement. The program provides guidance from experienced educators to help new teachers develop effective classroom practices and meet the requirements for advancing to a five-year professional teaching license.




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STUDENT PROFILES ANNUAL REPORT

Economically Disadvantaged

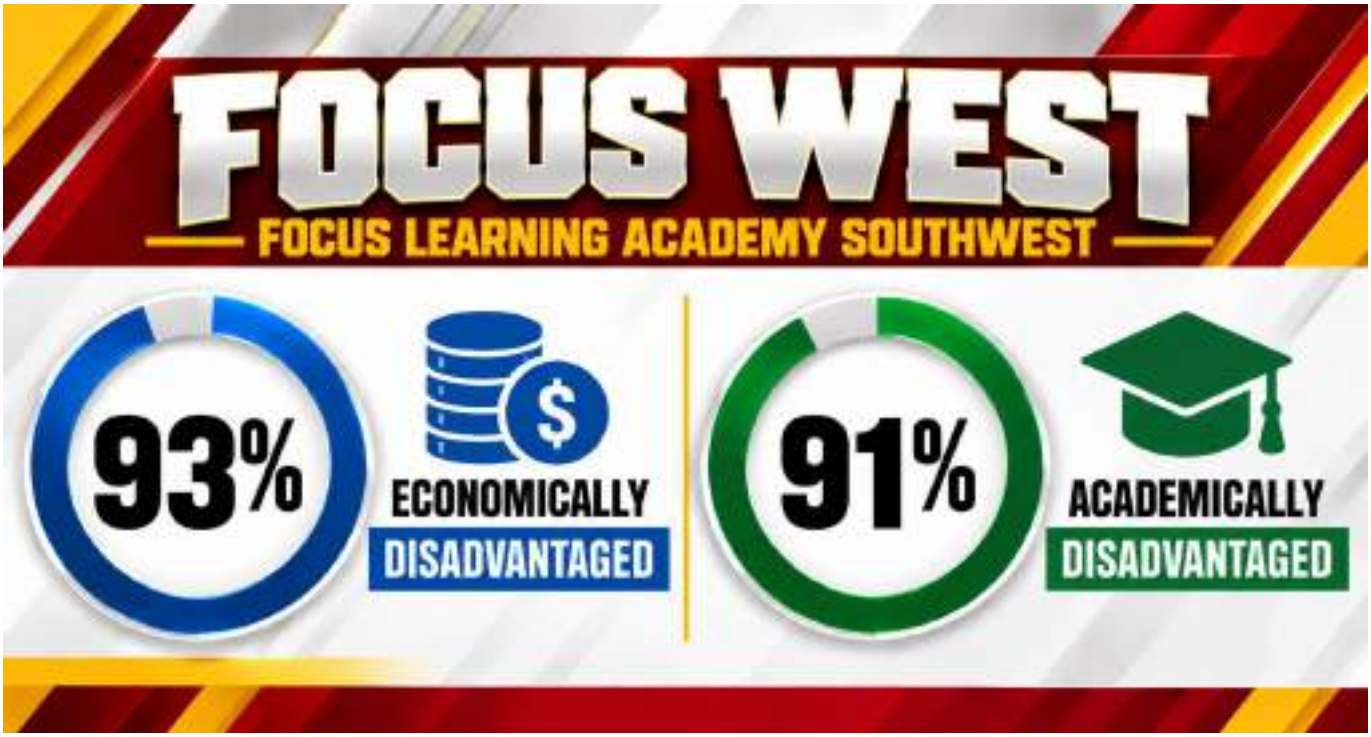
This analysis is school year 2025-2026 economic disadvantaged data which includes all enrolled students for the entire school year. 93% of the 689 total disadvantaged students included in our enrollment snapshot were classified as economically disadvantaged.

	TOTAL	ECONOMIC	ACADEMIC	%OF ECONOMIC	%OF ACADEMIC
NORTH	452	447	417	99%	92%
EAST	475	433	395	91%	83%
WEST	**689**	**639**	**617**	**93%**	**91%**
ALL	1616	1519	1429	94%	88%

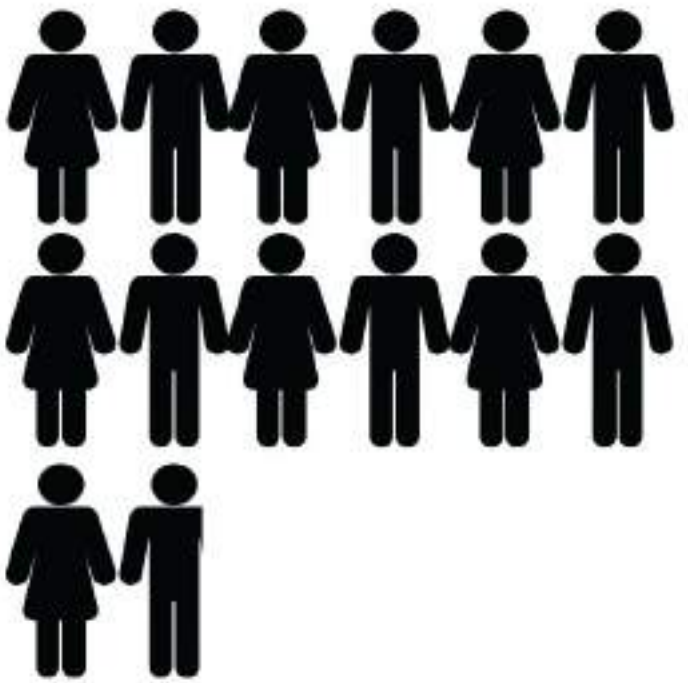
Academically Disadvantaged

This analysis is school year 2025-2026 academically disadvantaged data which includes all enrolled students for the entire school year. 91% of the 689 total disadvantaged students included in our enrollment snapshot were classified as academically disadvantaged.

The snapshots below represent the percentage of Focus Learning Academy Southwest students who are economically and academically disadvantaged.



STUDENT PROFILES
ANNUAL REPORT



ECONOMICALLY DISADVANTAGED

Of the 843 total disadvantaged students included in our enrollment snapshot 783 were classified as economically disadvantaged.

93%

ACADEMICALLY DISADVANTAGED

Of the 843 total disadvantaged students included in our enrollment snapshot 765 were classified as academically disadvantaged.

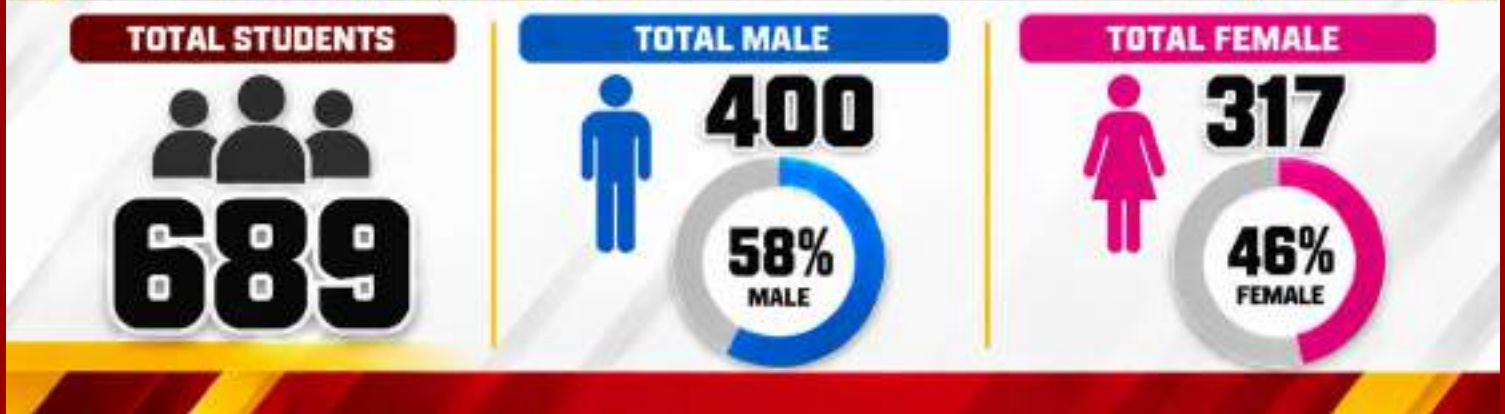
91%



FOCUS SOUTHWEST

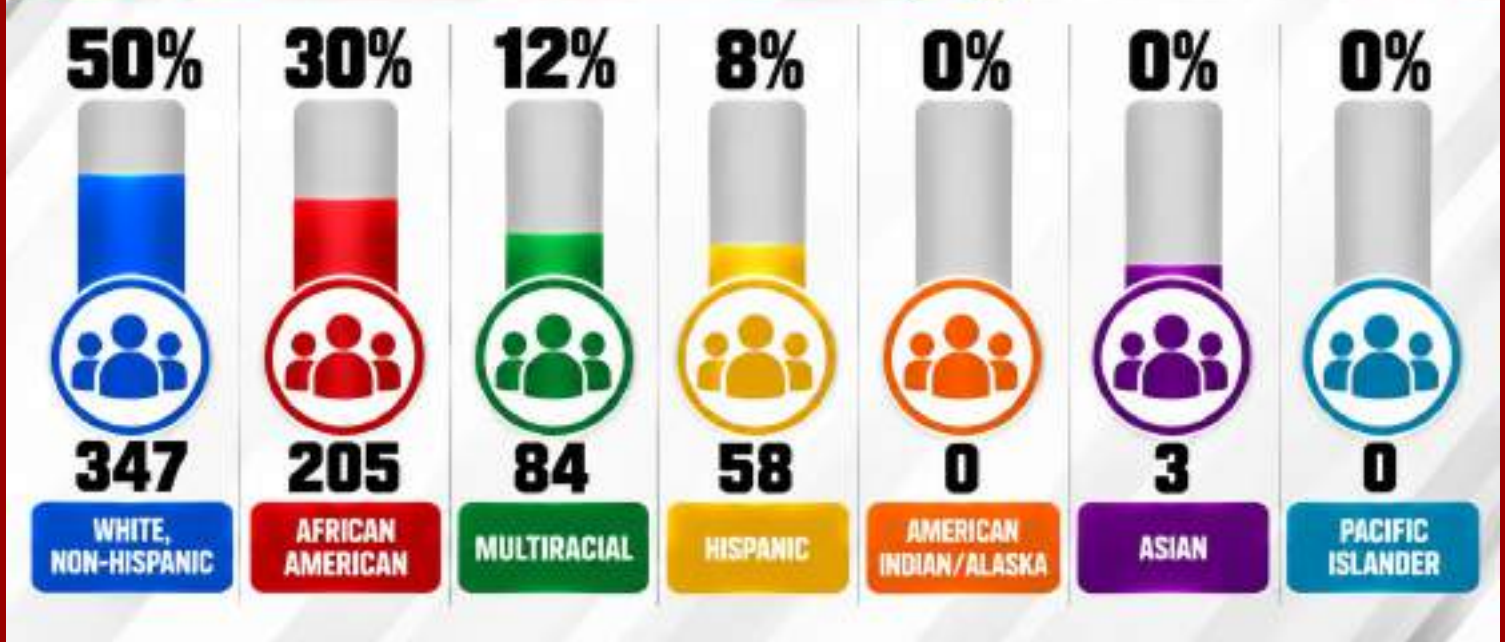
FOCUS LEARNING ACADEMY SOUTHWEST

GENDER REPORT | STUDENT TOTAL: 689



ETHNICITY REPORT

TOTAL STUDENTS 689



ATTENDANCE ANNUAL REPORT

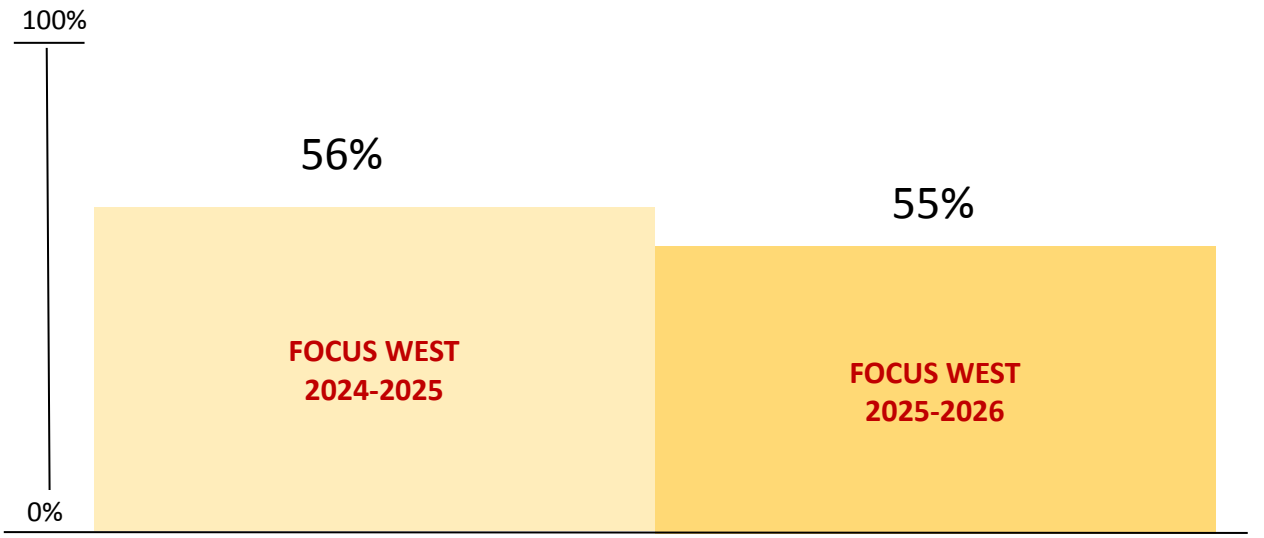
Students come to us with many needs, dreams and endless potential. We must cultivate our students' excitement about their education and continually encourage daily attendance.

Academic success can only occur if the student is present. Our students had an attendance rate of 55% for the 2025-2026 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 2025-2026 school year and the total average daily at attendance Focus West 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 Southwestern Columbus accomplished 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 High School follow the required Contents Standards outlined by ODEW, and also follow the end-of-course exam blueprints for those content areas that are tested subjects by the State of Ohio. The core content area courses use McGraw-Hill and StudySync as the main resource. In addition, teachers supplement the course work with materials based on engaging activities, student's interests, and the individual needs of the students. The schools also utilize a program called "IXL" which is a supplemental computer program that students can access if the students are lacking the needed background knowledge to be successful in their course work.

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. Focus Learning Academy Southwest students worked hard during the 2025-2026 school year, earning a total of 2321 credits towards their high school diploma. 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.





FOCUS CELEBRATES THE CLASS OF '26!



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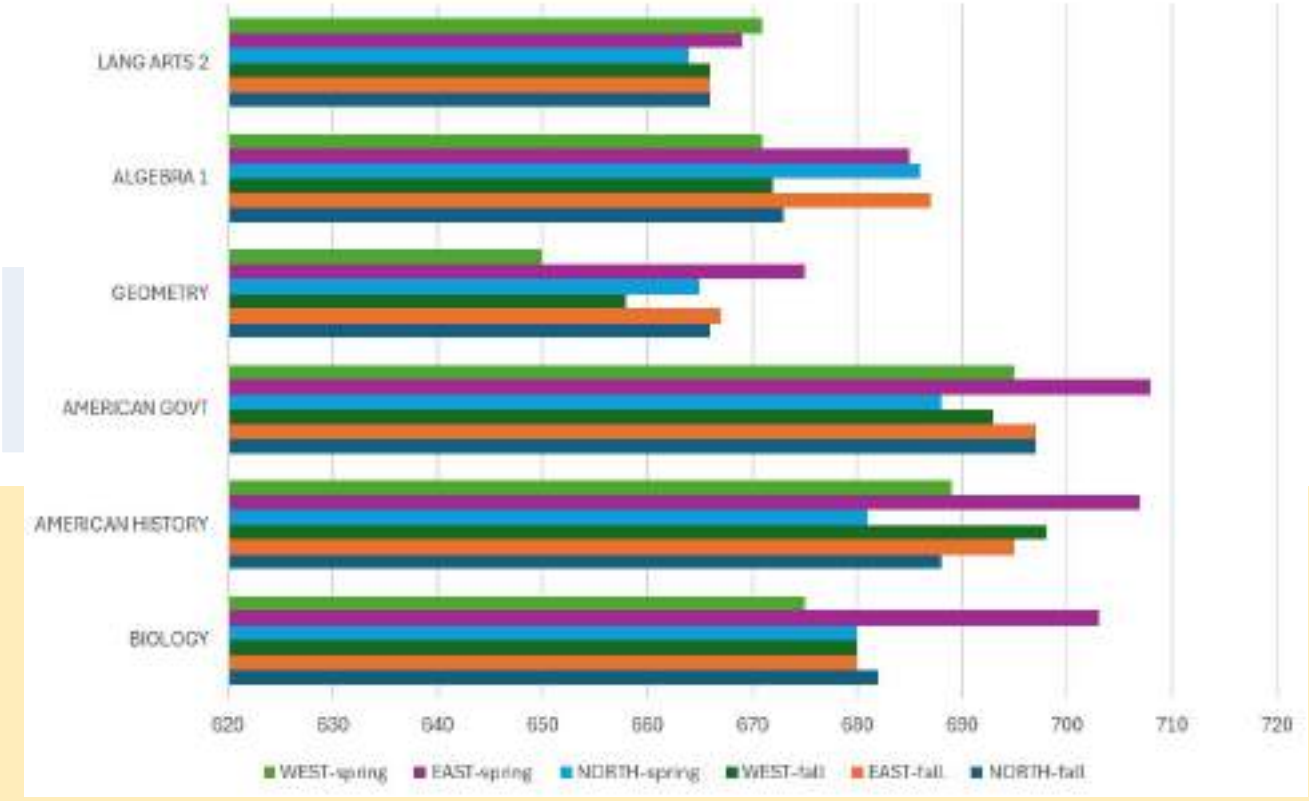
TESTING & MEASUREMENT

Focus Schools continued to fully implement Ohio's Learning Standards in 2025-2026. 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 uses End of Course assessments in the areas of English Language Arts, Mathematics, Science and Social Studies.

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

END OF COURSE EXAMS

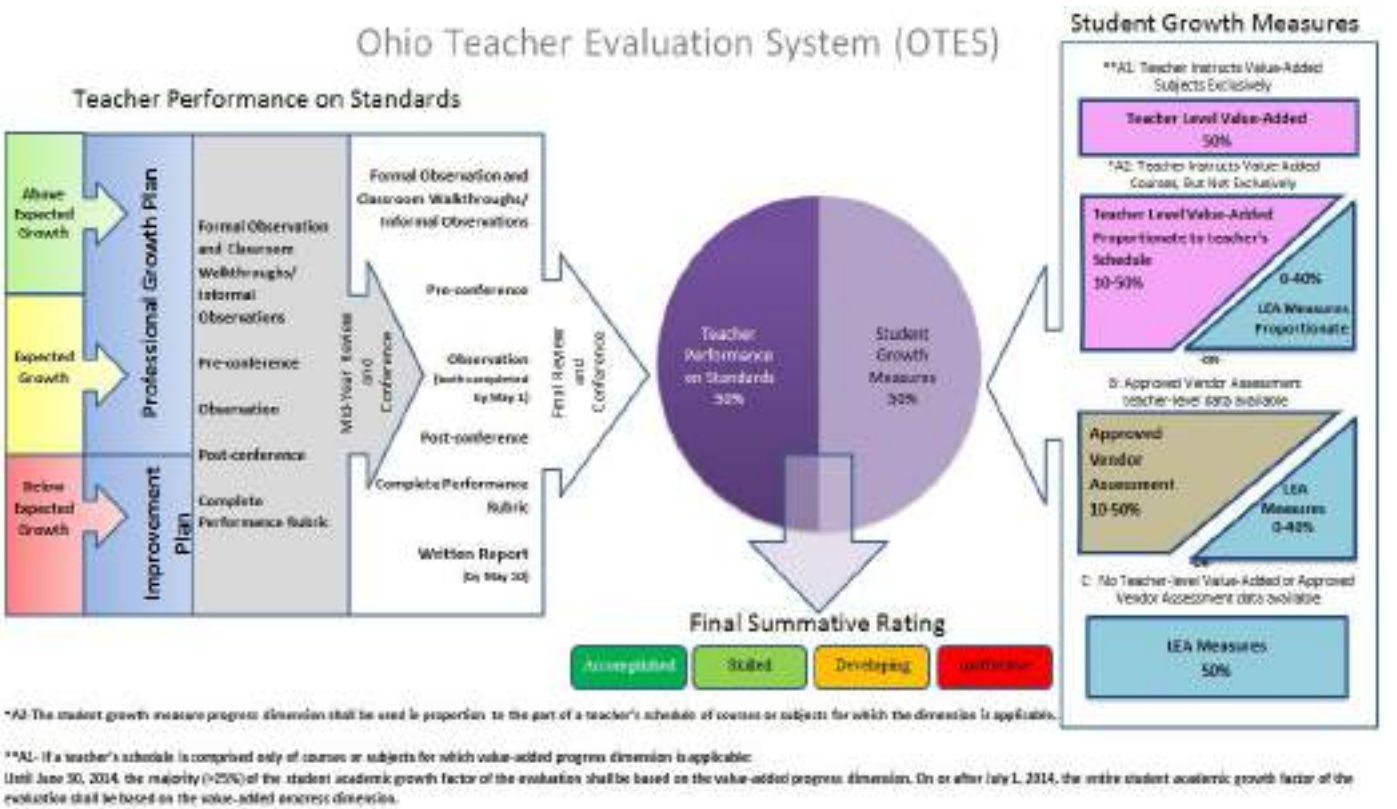


Test Score Range	1-Limited	2-Basic	3-Proficient	4-Accelerated	5-Advanced
English Language Arts 2	597-678	679-699	700-724	725-741	742-808
Algebra 1	616-681	682-699	700-724	725-753	754-814
Geometry	623-677	678-699	700-724	725-755	756-829
Biology	617-684	685-699	700-724	725-734	735-823
American History	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 & Workforce 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.



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. IXL 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 bi-monthly. The staff attends as needed or as directed.

Professional Development Goals

Focus Learning Academies and Focus North High School participates in the Ohio Department of Education & Workforce Resident Educator Program. According to the Ohio Department of Education & Workforce (2017), “The Ohio Resident Educator Program began in 2011, and is a comprehensive, two-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 2-Year Resident Educator License will be assigned a mentor to work with them through the years. Year 1 of the program involves mentoring, while Year 2 focuses on deeper instructional practice, ongoing mentor support, and eligibility to advance to a five-year professional teaching license.

In Year 1, 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 Year 2, teacher participants continue to work with a trained mentor to analyze student data, refine their instruction, and improve student learning as they progress toward professional growth and licensure requirements.

During the 2025-2026 school year, the Focus Schools currently have no teachers who hold a Resident Educator License. Upon successful completion of the program teacher participants are able to apply and receive their 5 Year Professional License through the State of Ohio.

Program Coordinator: Natalie Murphy

Certified Mentor: Alyssa Harmon.

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:

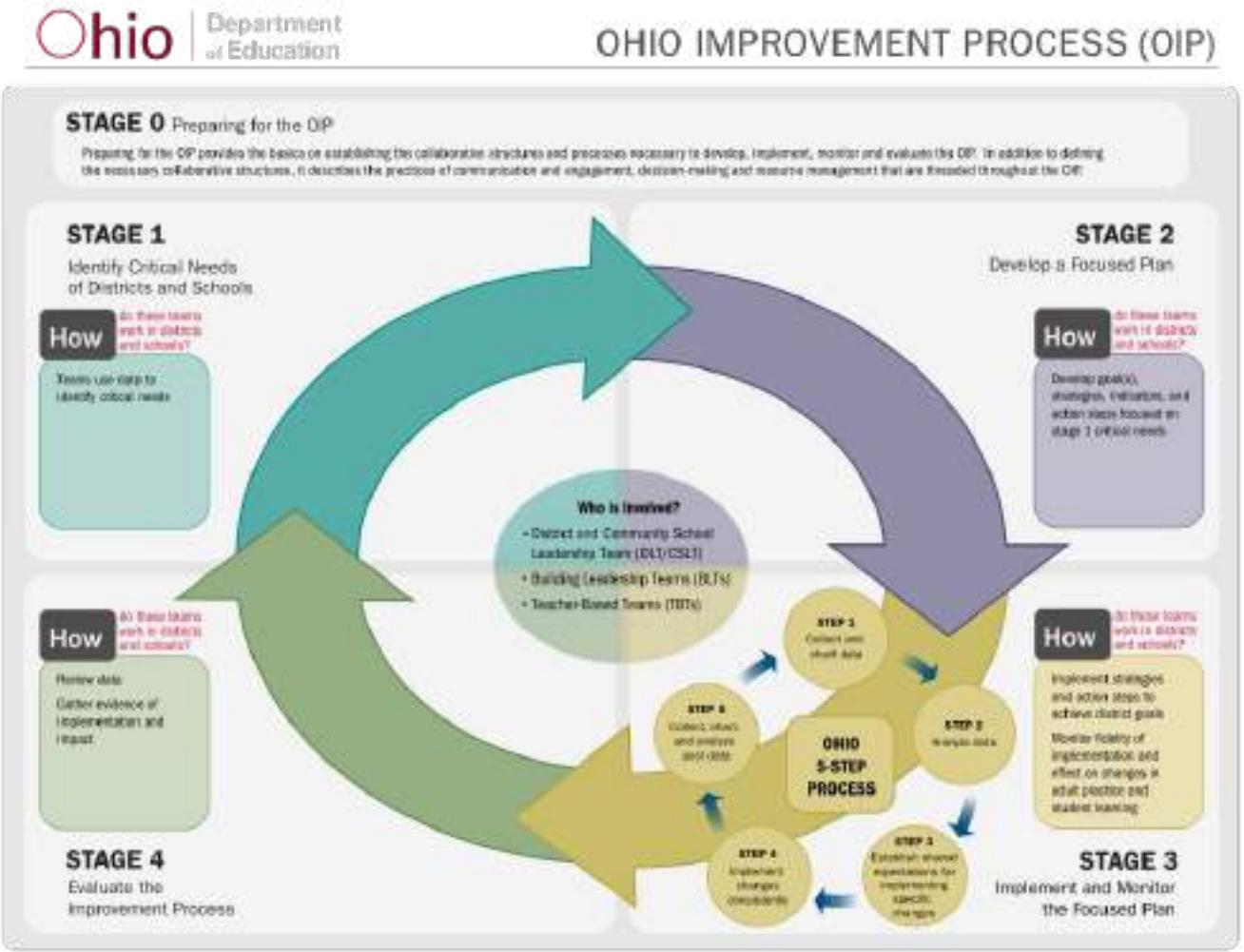
1. Use data to identify areas of greatest need;

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 development 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 identified 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:
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 End of Course fall test will meet or exceed their projected goal score on the End of Course 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 2026, 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.

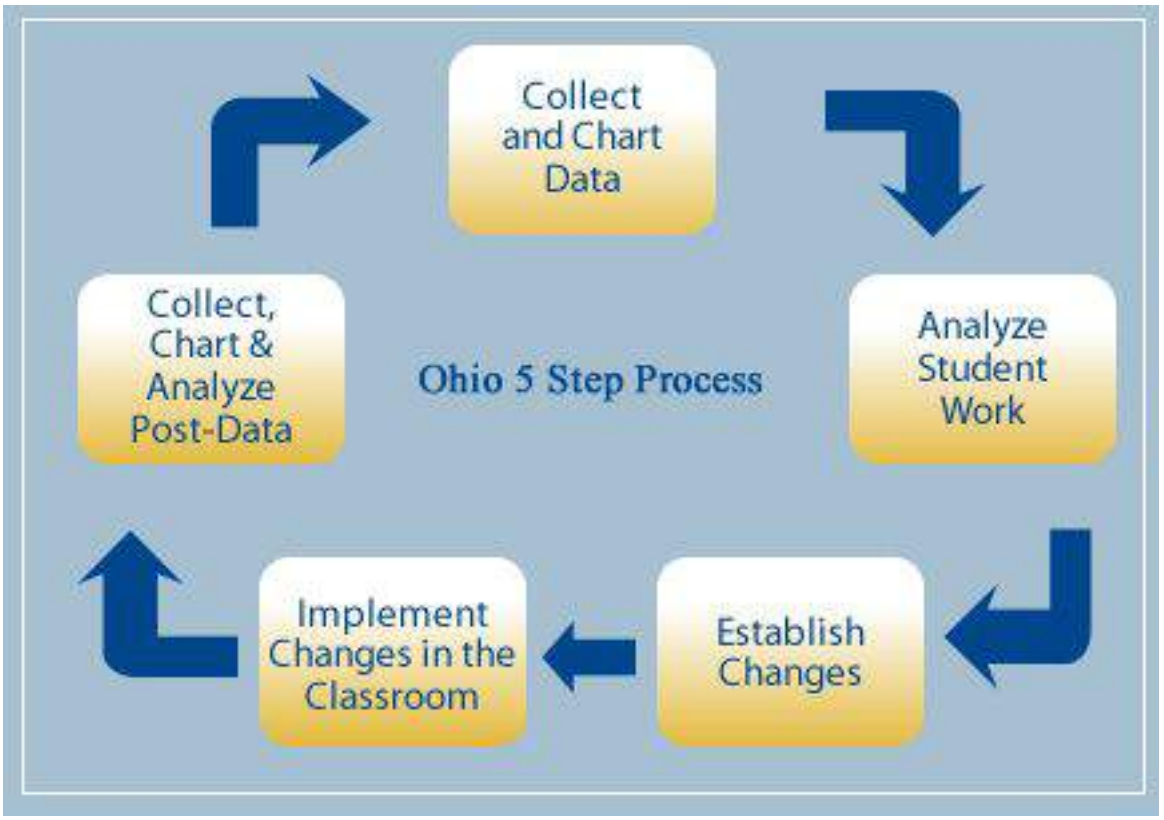
Special Populations: Students with Disabilities

Goal:
To increase the number of Students with Disabilities who earn credits by 10% through professional development and mentoring teachers by June of 2026.

Student Measure:
An increase in English Language Learners participation and credits earned.

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

During the 2025-2026 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, data analysis, and refining curriculum, instruction and assessment based on those findings. The teachers will continue to monitor their changes in instruction and student growth.



Finally, during the 2025-2026 school year, Focus took many vital steps towards our aforementioned goals:

- We continued to further develop 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 "science of reading" instructional practices.
- Continued implementation of the Ohio 5 Step Process in both the DLT and TBT meetings.

CTE
ANNUAL REPORT

Career And Technical Education

Career And Technical Education

The Mission and Vision of the Career and Technical Education Department

The mission of Focus Learning Academies and Focus North High School's Career and Technical Education (CTE) Department is to offer a comprehensive CTE program that aims to prepare and motivate students to meet Ohio's High School Graduation Requirements. The program provides opportunities for students to participate in experiential learning, college and career readiness courses, and industry-recognized credential training. Participation in this program equips students to enter the workforce or pursue further education. It is our vision to become a standard/leader in the State of Ohio with regard to student outcomes and community connections.

CTE for all Enrolled Students

The goal of the CTE department is to prepare all students for their future career or college. The program offers educational opportunities that emphasize career exploration and awareness. As part of the program, every student completes a district-approved Individual Career Plan to identify their strengths and preferences, which helps them make informed decisions about their future career or postsecondary education. Additionally, students create two school-wide career advice profiles - Ohio Means Jobs K-12 profile and Career Cruising Online Career Portfolio. The Ohio Means Jobs K-12 profile includes WorkKeys practice tests, career and college prep assessments, while Career Cruising Online Career Portfolio offers a resume builder, a specific career interests survey, job search, and in-demand job opportunities, and an individualized Learning Style Inventory assessment.

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

    a. North Completed ICP's: 232
    b. East Completed ICP's: 189
    c. West Completed ICP's: 262

2. Ohio Means Jobs (OMJ): 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.

    a. North Completed OMJ's: 218
    b. East Completed OMJ's: 174
    c. West Completed OMJ's: 249

CTE for Students Enrolled in Pathway Courses

As freshmen enter the CTE program, they are enrolled in the Career-Based Intervention (CBI) course to introduce them to work-based learning. This program serves as a foundation and introduces them to further learning opportunities in our CTE Pathways. CBI includes three courses focusing on life skills application and management. Students may also use their vocational skills in CBI, which allows students to submit pay stubs from an off-site work experience of up to 250 hours for 2 credits. CTE students can take CBI at any time during their high school career. If and when students choose a CTE Pathway, they continue to take CBI courses that focus on career and post-secondary readiness along with the more specific pathway courses.

Focus schools are approved for four CTE Pathways, including Interactive Media, Business and Administrative Services, Exercise Science, and Cosmetology. Each pathway consists of workforce development courses and may lead to industry-recognized credentials. Students can select one pathway from the options available.

1. North Students Enrolled in a Pathway: 0 (no pathways offered this school year.)
2. East Students Enrolled in a Pathway: 0 (no pathways offered this school year.)
3. West Students Enrolled in a Pathway: 0 (no pathways offered this school year.)

Industry Recognized Credential Only Programs

Industry Recognized Credential (IRC) Only Programs are an alternative way for Focus Schools to offer students an opportunity to earn credentialing in their chosen career fields, in a much condensed, hands-on and immersive experience. After completion, students are positioned to directly enter the workplace or go on to two-year or four-year colleges. IRC's are an innovative approach to truly recognize and account for a student's hard work in becoming career-ready. In addition, earning an IRC can be an important step toward qualifying for high school graduation. Last year, Focus Schools offered six IRC Only Programs.

1. Cosmetology: 35 total credentials earned
2. State Tested Nursing Assistant (STNA): 8 total credentials earned
3. Phlebotomy: 32 total credentials earned
4. Commercial Drivers License: 5 Class D Licenses / 1 CDL Permit earned
5. Construction: 28 total credentials earned
6. Business: 7 total credentials earned
7. Interactive Media: 6 total credentials earned
8. Rise Up: 131 total credential earned

Experimental Learning

Focus Schools strives to provide students with hands-on learning experiences integrated into our curriculum as well. Through practical application, CTE students acquire transferable skills such as communication, leadership, creativity, critical thinking, technical knowledge, teamwork, and multitasking. The theoretical knowledge taught in CTE's core courses are applied to real-life career and college opportunities.

Additionally, non-CTE students have opportunities throughout the school year to participate in experiential learning activities, such as 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.

FOCUS FORWARD







CTE ANNUAL REPORT

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.

1. North: 28 Students Earned an Ohio Means Jobs Readiness Seal
2. East: 46 Students Earned an Ohio Means Jobs Readiness Seal
3. West: 80 Students Earned an Ohio Means Jobs Readiness Seal

Work-Based Learning Options

Focus' CTE Department also provides students with work-based learning opportunities through its V.I.P. (Volunteer Internship Paid) Program. This pre-apprenticeship style program allows students to track their participation hours in volunteering programs, internships or paid work from freshman to senior year.

Military Enlistments

Focus Learning Academies also encourages and introduces students to military recruiters throughout the year at Senior Seminars, school visits, and various career fairs.

1. North: No military enlistments noted.
2. East: 1 military enlistment.
3. West: 2 military enlistments.

Work Permits

Many students seek work permits throughout the year in order to get and maintain steady employment. Focus is dedicated to helping our students stay successful by assisting them with their work permit needs.

1. North: 33 permits issued.
2. East: 31 permits issued.
3. West: 112 permits issued

MEDIA ARTS ANNUAL REPORT

Fostering creativity and advancement in media arts education helps students express themselves while also developing talent and real-world skills in growing media arts industries. In 2025-2026, the Media Arts department continued to expand their offerings to students while also providing design services, screenprinting, photography, videography, and photo and video editing services to eSchool Consultants, Refugee Tee Co., and Focus schools. In addition, our department assisted in creating online forms and communications methods to improve and streamline daily operations. Media Arts also acted as the Webmaster for FocusLearn.org.

In 2025-2026, Media Arts provided students with professional photography opportunities, photography lessons, and two hours of weekly recording studio sessions at our West, East, and North campuses. The Media Arts team taught a CTE course, Interactive Media, at our East campus. Through the course, students received industry recognized certifications in Adobe Photoshop, Adobe Illustrator, and Adobe Premiere Pro.

Media Arts provided photography and photo editing services for school events, such as picture days, prom, graduation, and sporting events. The Media Arts team collaborated with multiple departments and committees to continue the growth of Focus' culture and foster pride in staff and students through elevated designs for our brand.

Throughout the school year, the Media Arts department achieved many accomplishments, which include, but are not limited to:

- Cutting costs through designing and printing the majority of our promotional materials, certificates, forms, flyers, and posters in-house.
- Managed event materials, such as tickets, custom tumblers, and yard signs, ensuring professional, high-quality production for student celebrations.
- Working with 25+ students in the East, North, and West recording studios and creating, recording, and mixing original songs.
- These students consistently met academic and behavioral expectations to attend weekly recording sessions.
- Capturing and editing over 900 photos of student events such as senior celebrations, school picture days, CTE banquets, prom, graduations, and more.
- Provided the photography and photo editing services for our sports teams' media days.
- Serving on the social media committee to assist in providing consistent designs and content for our social media pages.
- Serving on the marketing and communications committee to assist in developing marketing and promotional materials

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 End of Course 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
- Restart Readiness and Assessment Authoring
- 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 Literacy Specialists 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

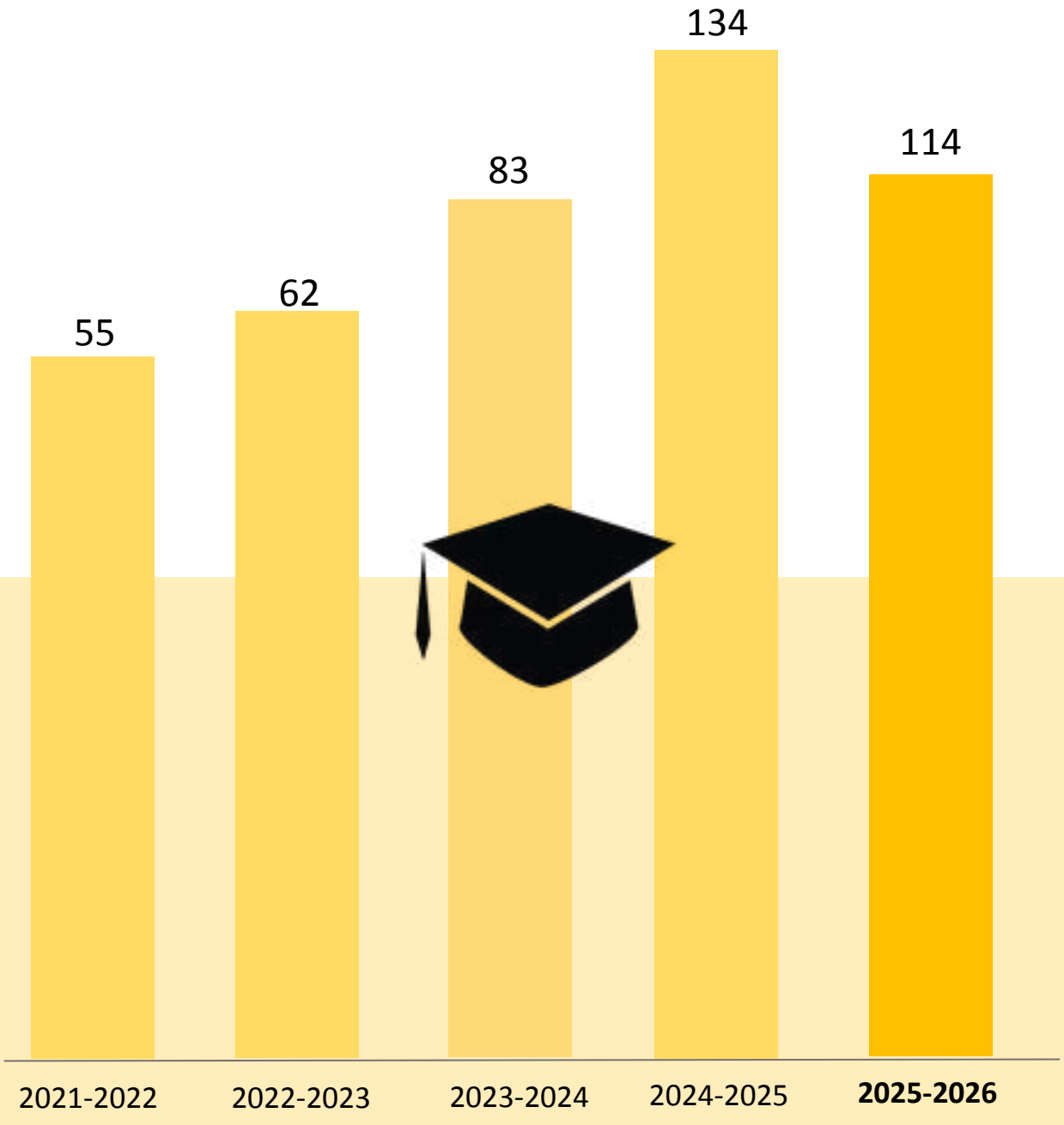
According to the Ohio Department of Education & Workforce, the State estimates the number of students who entered the 9th grade for the first time four years prior, adjusts for changes in population, then divides the resulting number of students who should have graduated by the number of students in 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 114 students that graduated from Focus Learning Academy Southwest in 2025-2026.



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.

Eagle Ambassadors Council (EAC)

During the 2025-2026 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. They also assisted with community clean up in the neighborhood, organized events for students each holiday such as helping at fall fest, helping students make cards for valentines day, serving hot cocoa before winter break. They also hung up posters around the school and promoted awareness of the groups and activities we have to offer.

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

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.

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

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



FOCUS WEST

ANNUAL REPORT: 2025-2026

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."

Buckeye Community Hope Foundation (BCHF) relies on multiple sources of data to evaluate the community school's performance including academic performance on national normed tests and academic scores published by the Department of Education & Workforce on the Local Report Card. In addition, BCHF conducts multiple onsite visits to the school throughout the year to ensure compliance with all Rule and Law, as well as, the sponsorship contract. Performance results for the school will be available for the 2025-2026 school year on the BCHF website (www.bchf.org) after November 30.

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 ODEW 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, no later than November 30, 2025.

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 Southwest would like to take this opportunity to thank our Board of Directors for their continuous support and guidance.

THANK YOU TO OUR BOARD MEMBERS

Dalon K Myricks, President
Noni Banks, Vice President
Winford Dearing, Board Member
Peter James, Board Member
Kevin Dixon, Board Member
Melissa Conrath, Secretary

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