

SPONSOR UPDATE

SEPTEMBER 2021

**Peggy Young,
Director**

**Jennifer Schorr,
Associate Director**

OUR MISSION

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

OUR VISION

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.

Welcome to the BCHF family!

Buckeye Community Hope Foundation (BCHF) is pleased to welcome five schools to its portfolio!

The Education Empowerment Group (EEG) will open two new schools: Akron Career Tech High School and Dayton Career Tech High School (doing business as Riverscape Career Tech High School). Both will serve students ages 14 to 21 and grades nine through 12. Students will have opportunities to develop essential life skills, certified occupational skills and meaningful employment skills and/or entrance into a higher education program in which they will pursue life's goals.



Eagle Public Charter School in Washington, D.C. will replicate its program at the Shepard School by Eagle Community Schools of Ohio in Columbus.



It will initially serve students in kindergarten through fifth grade, growing to eighth grade in the future. The school will emphasize cognitive, social and emotional growth by engaging students as active learners in an inclusive learning environment.

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SEPTEMBER IS ATTENDANCE AWARENESS MONTH

Celebrate Attendance Awareness Month with the *Stay in the Game!* Network by participating in planned activities and events every week throughout September. Each week will highlight a different activity schools can participate in to show support and encourage regular attendance.

The month highlights the importance of mobilizing schools, families and community partners to promote regular attendance by developing tiered strategies and personalized interventions to reduce chronic absence.

A student who misses as few as two days of school a month is considered chronically absent. Ohio's chronic absenteeism rate for the 2018-2019 school year was 16.7 percent - about 260,000 students. Data show that chronically absent students in Ohio are 89 percent less likely to graduate on time from high school and 65 percent less likely to meet the Third Grade Reading Guarantee.

Access information and resources on the *Stay in the Game!* website at:

<https://www.clevelandbrowns.com/community/stayinthegame/>

Welcome — continued

Global Ambassadors Language Academy (GALA) – an existing school transferring to BCHF from another sponsor – is located in Cleveland and serves students in kindergarten through eighth grade. Its model is a blended dual language (Mandarin and Spanish) immersion with International Baccalaureate. Its mission is to ensure students achieve lifelong academic success, bilingualism and appreciation for diversity in an engaging and academically rigorous language immersion environment.



Timothy Freeman is opening Youngstown Preparatory Academy, initially serving students in kindergarten through sixth grade and eventually expanding to grade eight.



Youngstown Preparatory Academy

The school will create relevant and rigorous learning opportunities for students that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

BCHF is now the proud sponsor of 50 charter schools!

Another new interim superintendent named

For the second time in just 60 days, the State Board of Education named an interim leader for the Ohio Department of Education (ODE) following State Superintendent of Public Instruction Paolo DeMaria's announcement of his plan to retire effective September 24.

Initially approved to serve in the interim role by the board, John Richard announced that he would retire effective October 8.



The State Board, which generally does not meet in August, held a special meeting to consider a recommendation by Board President Laura Kohler and Vice President Charlotte McGuire to name Stephanie Siddens, senior executive director of ODE's Center for Student Supports, as the interim superintendent. The appointment was approved by a vote of ten to two.

The appointment of Siddens does not align with the state agency's succession plan, which Kohler notes is not binding because the board has statutory power to hire the superintendent.

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**BCSB IN-PERSON
CONFERENCE
EXPLORES “BRIDGE
TO EXCELLENCE”**
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Buckeye Charter School Boards will host a statewide conference - *Bridge to Excellence* - October 15 and 16 at the Quest Conference Center in Westerville (a suburb of Columbus).

Keynote speakers include Ohio Lt. Governor Jon Husted, National Charter School Institute President/Chief Executive Officer Jim Goenner, Ph.D., and Pansophic Learning founder and Chief Executive Officer Ron Packard.

Participate in sessions exploring: charter board best practices; recent changes in Ohio law; sponsor, EMO, and other board contracts; Sunshine Laws (a statutory requirement); and more!

To register or learn more, visit BCSB's website at:
[https://
www.buckeyecharterboards.or
g/](https://www.buckeyecharterboards.org/)



Interim superintendent — continued

“Stephanie was not next in line on the succession plan, but after we gave things full consideration, she rose to the top in that she’s had a long tenure with ODE – she’s been there almost 15 years – and she’s worked with many board members in her capacity as a committee staff lead,” Kohler said in an interview with Gongwer News Service.

A subcommittee of the board will review criteria for a request for proposal to conduct a national search for a candidate to assume the role on a permanent basis. Kohler indicated that the full board will likely review the recommended criteria at its September meeting and that the contract could be awarded by mid-October.

DeWine encourages masks in schools

Against the backdrop of proposed legislation to prohibit schools from putting mask mandates in place, Governor Mike DeWine warned of a surge of the COVID-19 Delta variant – a “perfect storm” that could jeopardize in-person learning – and urged schools to require students who aren’t vaccinated to wear masks. He also encouraged all students ages 12 and older who are eligible for vaccines to get them.

“The best way to make sure a child can stay in school and not have his or her classes interrupted is to have that child be vaccinated,” Governor DeWine said during a Statehouse press conference. “If that child cannot be vaccinated, the best way to make sure that child has a good school year is for that child to wear a mask in class.”



The recently named director of the Ohio Department of Health, Dr. Bruce Vanderhoff, also spoke at the press conference, echoing DeWine’s recommendations.

“Delta is now more contagious than the common cold or flu, with one big difference: It is much more harmful than either of those,” Dr. Vanderhoff said. “Multiple scientific reports indicate patients who become ill with Delta have a much higher likelihood of requiring hospitalization and requiring care in the ICU.”

According to Dr. Vanderhoff, vaccinations by all who are eligible is the key to protecting children not yet eligible to receive a COVID vaccine, creating a “wall of protection” around them.

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**RESTART
READINESS
ASSESSMENTS,
RESOURCES
AVAILABLE**
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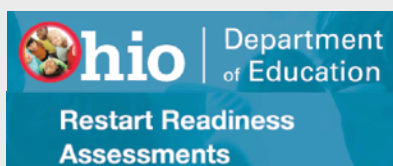
The 2021-2022 Restart Readiness assessments are now available. These optional assessments consist of Benchmark and Checkpoint tests to help schools identify student progress early and receive actionable performance data.

Benchmark tests are full-length assessments that mirror the content and test characteristics of Ohio's state tests.

Checkpoint assessments are short, six- to ten-item tests that offer a range of opportunities to assess within each reporting category.

Access the assessments and resources online at:

[http://education.ohio.gov/
Media/Ed-Connection/
Aug-16-2021/Restart-
Readiness-Assessments-and-
resources-availa](http://education.ohio.gov/Media/Ed-Connection/Aug-16-2021/Restart-Readiness-Assessments-and-resources-availa)



Supreme Court sides with Concept Schools

It's not too late to celebrate a late spring Ohio Supreme Court ruling in favor of Concept Schools which will provide nearly \$10 million dollars in Quality Community Schools Support (QCSS) grant funding to 12 schools over a two-year period.

The Ohio Department of Education (ODE) denied funding to 12 schools managed by Concept claiming that they did not meet the "in good standing" requirement because Concept did not register as a foreign corporation with the Ohio Secretary of State's office.

The ruling states that the legislature "intended the eligibility requirements to relate to performance-based factors," not a corporation's registration status.



"Here, an examination of the QCSS-grant-funding criteria as a whole indicates that the 'in good standing' requirement ... speaks solely to the operator's standing as a qualified and effective operator of community schools," the decision states.

As a result of the ruling, the schools are eligible for \$1,750 in additional state funding for economically disadvantaged students and \$1,000 per pupil for all other students.

"At Concept, we believe that a mistake has now been corrected, and we are excited that the 12 schools named in the case will now have access to the same Ohio Quality Community Schools Support Fund that five additional Concept-network schools in Ohio already received," Concept said in a statement released after the ruling.

"We're pleased with the peaceful closure to the lawsuit," said Christopher Murphy, who serves as chief strategic growth and communications officer for Concept Schools. We are very pleased with the court's decision that has confirmed Concept's standing as a qualified and effective operator of community schools. Now we can all focus on what both organizations care most about: providing quality educational opportunities for our students."

The beautiful thing about learning is that no one can take it away from you.

– B.B. King

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**BCHF WELCOMES
NEW MEMBER TO
SCHOOL
IMPROVEMENT
TEAM**
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Buckeye Community Hope Foundation is pleased to welcome Brittany Seward as a member of its School Improvement team.

Seward is a Teach for America (TFA) Greater Cleveland Corp member most recently employed by Citizens Academy - a respected charter school in Cleveland - where she was a fourth grade teacher.

As the upper elementary lead teacher, she was responsible for providing guidance for six teachers in grades three and four by supporting planning, mentoring, observing and evaluating performance.

She also served as the fourth grade math course leader responsible for conducting curriculum audits, planning content and creating assessments for all fourth grade math teachers across 12 schools within the Breakthrough network of charter schools.

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All in the family

There's a clear sense of family at the L. Hollingworth School for the Talented and Gifted (LHSTG) – among students, teachers and other staff. There's a shared commitment to helping students realize their dreams and reach their full potential.

After a year of hybrid learning, data showed that the school had lost ground in terms of academic growth – a common problem that the whole family was eager to address.

Founder and Head of School Terrence Franklin planned a robust summer school program developed by his leadership team with three key goals: to re-engage students; to provide math and reading instruction, particularly for students who had fallen behind; and, to provide a fun camp-like experience that students would not only enjoy, but also explore as future career opportunities.



Rather than simply selling the academic benefits of participation to parents, the school promoted the fun aspects of summer school to students, who were eager to re-engage.

“We had our best turnout ever – about 100 kids participated in the six-week program,” Franklin said. “We started at eight o’clock each morning with two hours focused on math and reading, followed by two hours of fun -- from gardening, art and more, to music and drones for our older students.”

Franklin tapped into his own family in seeking support for the initiative, asking his son -- a sophomore studying strategic communications at Butler University home for the summer -- if he'd like to be involved. Ashton was eager to help, as were several other college and high school students looking for a rewarding summer experience.

“Ashton has a real passion for music, so it made perfect sense when he suggested teaching students about the fundamentals of beatmaking,” Franklin said. “I decided to teach as well, sharing my passion for technology and remote-controlled planes through lessons on drones. Our students were excited about both!”

Franklin, who was preparing to take the FAA certified drone pilot exam before COVID hit, thought that some of his students might

Continued on pg. 6

BCHF WELCOMES — continued

She earned her Master's in Education, Health, Physical Education and Recreation, and her Bachelor of Science in Education, Physical Education, from Delta State University in Cleveland, Mississippi.

Welcome aboard, Brit!



All in the family — continued

share his passion, which proved to be the case. Much of his lesson plans focused on safety, but students also had opportunities for hands-on experiences flying small drones through an obstacle course set up in the school's gym.

“We talked about the many real-world applications for drones in terms of careers,” Franklin said. “Drones are used in the armed forces, the movie industry, firefighting, law enforcement, agriculture, construction – they are an important tool in many business sectors. We really encourage our students to think about what might be a good career fit.”



Ashton's students were also excited about learning the fundamentals of beatmaking – the different types, and how they layer with a melody. Students like to listen to music, but they also enjoyed learning about how it's created.

“Not all of us can be the next pop star,” Ashton said. “But we can develop skills that allow us to work with artists and others in the music industry. The summer camp program was a great opportunity to develop students' skills and build their confidence.”

“What impressed me the most was how highly engaged my students were,” he continued. “They wanted to gain knowledge and to have new experiences despite the heat and other distractions. It was a great experience for me as well, and a good lesson in paying it forward!”

Some parents were still a bit reluctant to have students return to the building for a summer program as the COVID pandemic continues to drag on. Franklin offered assurances that safety protocols were in place from the 2020-2021 school year. He invited those who were hesitant about in-person learning to try the summer program and provide feedback on the experience. Some of those who did are now allowing their students to return in person for the new school year.

“School is so much more than academics,” Franklin said. “It's about the human connection. We're educators -- we want to engage with students in person and are already looking past the summer program to the new school year. We'll face whatever challenges come our way with the same enthusiasm and commitment to student success that's always served as the foundation for the L. Hollingworth school.”

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**VIRTUAL OHIO
SCHOOL SAFETY
SUMMIT SLATED
FOR OCTOBER**
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The Ohio School Safety Center recently announced that the 2021 virtual Ohio School Safety Summit will be held October 6-8.

The free summit will provide an opportunity for school safety, public safety, mental health professionals and others to share best practices, training and resources with schools and community leaders across the state.

Conference presentations and training opportunities will include experts in physical security, mental health, school climate, critical incident response, cyber, threat assessment and more.

Learn more online at:
[https://
ohioschoolsafetycenter.ohio.g
ov/wps/portal/gov/osscc/
school-safety-summit](https://ohioschoolsafetycenter.ohio.gov/wps/portal/gov/osscc/school-safety-summit)



Grant a game changer for new school

Congratulations to Youngstown Preparatory Academy – a brand new school slated to open its doors September 7 – for being awarded \$350,000 for phase 1 of the Implementation Charter School Program subgrant.

“Opening a school that gives us the opportunity to put students on the path to success is a dream come true,” said Principal/ Superintendent Timothy Freeman. “This grant is a game changer!”

Freeman brings 20 years of experience in K-12 public education and a passion for helping economically disadvantaged students achieve academic success.

The grant allows Freeman to open the new school, which will initially serve students in kindergarten through sixth grade, without incurring tremendous debt. Consistent with his dream, he will be able to fund a wish list of resources – from a



Chromebook for each student and computers for every teacher, to personal protective equipment and supplies needed to safely bring students into classrooms for in-person learning.

The school now has sufficient funds to purchase resources – playground, gymnastics and kitchen equipment and furniture – brand new in the first year of operations.

“This has been a journey,” Freeman said. “It’s been hard, fun, frustrating ... but it’s good work. We’re excited to begin the new school year and for the opportunity to change the trajectory for our students.”

Freeman firmly believes that engaging with students in their early years – instilling in them social, academic and core values – will eventually lead to teens and young adults who have all the tools needed for life-long success.

“Our kids still have to run their own races,” Freeman said. “It’s our job to make sure they cross the finish line. Our goal is to break the cycle that too often results in students falling far behind academically or simply dropping out of school. This is our opportunity to work with students and their families to set them on a path to success.”

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**AIM HIRE VIRTUAL
WORKFORCE AND
EDUCATION
CONFERENCE SET
FOR NEXT MONTH**
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The Governor’s Office of Workforce Transformation and Ohio Excels will join together to host the Aim Hire Workforce and Education Conference on October 6 from 1 to 3 p.m. The conference goal is to strengthen relationships between businesses and educators at all levels.

This year’s virtual event will explore the state of education and workforce in Ohio and key issues and solutions – such as work-based learning, career pathways and business advisory councils -- to better prepare Ohioans for success.

Register or learn more online at:
<https://www.eventbrite.com/e/aim-hire-workforce-and-education-conference-tickets-165903159817>



Grant a game changer — continued

“Thanks to this grant funding, students will have everything they need allowing them to keep their focus on learning,” he continued.

Freeman will use technology to advance learning, making sure that students and their families have the tools they need and the knowledge to use them. He will be restorative in his approach to social-emotional learning which will be a high priority.

“It’s up to us – teachers, therapists, counselors – to do everything we can to help students overcome barriers to learning,” Freeman said. “You need to understand each student’s individual challenges ... Do they have behavioral problems? Have they experienced a death in the family? Are they hungry? We need to identify the problems each student faces and find ways to overcome them. We’re excited to get started!”

Buckeye Community Hope Foundation welcomes the opportunity to showcase success stories from its sponsored schools – including those recently joining the BCHF family!

Grant supports DOPR student initiatives

Congratulations to the Academy for Urban Scholars Youngstown (AUSY) for receiving a second year of funding through the Ohio Department of Education’s 21st Century Community Learning Center grant program.

AUSY received \$200,000 when first approved for the 2020-2021 school year, and a continuing grant of \$200,000 for 2021-2022. The school must continue to demonstrate successful execution of its plan to be eligible to receive the full grant amount of \$1 million over the course of five years.

The purpose of Ohio’s 21st Century Community Learning Center grants is threefold. All funded

programs must: provide opportunities for academic enrichment to assist students in meeting the state academic standards; offer students access to a broad array of additional services, such as those that focus on youth development, social-emotional learning, civic engagement and nutritional and physical health; and, offer adult



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SAME SPIRIT, DIFFERENT APPROACH

Prior to the beginning of each school year, Focus Learning Academy of Southeastern Columbus hosts an enrollment kick-off event for students and their families. It's a great opportunity for students and their family members to tour the building, meet teachers and staff, get answers to their questions, and complete enrollment paperwork - all aimed at making the first day of school a bit easier. Staff grill out in the school parking lot and provide sweet treats against the backdrop of upbeat music.

"We had to do things a bit differently in kicking off the 2020-2021 and 2021-2022 school years because of COVID," said Enrollment Specialist Melissa Turner. "We still wanted to have a celebration - and to show students we care - but wanted to be COVID cautious."

Turning lemons into lemonade, as Turner describes it, staff delivered a bagged lunch of hot dogs, chips, beverages and other snacks to students' homes, collecting documents needed for enrollment purposes.

"It was great to connect with students we haven't seen all summer," Turner said. "The event worked out nicely! We're thankful that we were able to celebrate with students in a unique way."

Grant supports DOPR students — continued

family members of program participants opportunities for educational development and engagement in their children's education.

"We encourage our scholars to participate in after school programs that go beyond math and reading with project-based learning opportunities and topic-specific clubs," said Tei'Asha Simms, who serves as the 21st Century program coordinator for AUSY. "We want every student to be on a clear path to one of the four Es: Enlistment (in the military); Employment (entering the work force); Enrollment (continued academics); and, Entrepreneurship (starting their own business)."

The dropout prevention and recovery school offers career pathways that merge with after school clubs. Students interested in digital media take relevant classes in fulfilling high school graduation requirements and can also choose to participate in the Digital Media Club which teaches photography, editing, photoshop and other digital technology skills.

In addition to the digital media track, AUSY students may choose to pursue studies and certifications in information technology, State Tested Nursing Assistant, engineering, computer science and manufacturing, with construction to be added next year.

"We strongly encourage juniors and seniors to focus on certifications relevant to their career paths," Simms said. "Certifications serve students well - increasing their earnings potential - regardless of whether they plan to continue their education or enter the workforce."

"We strive to provide our students with as many resources and opportunities as possible," she continued. "The funding we've received, and hopefully will continue to receive, makes a real difference in our ability to serve our scholars well."

District-sought educator misconduct referrals down

The Ohio Department of Education's (ODE) most recent educator conduct report reveals a decrease in the number of state-level reviews of potential teacher misconduct sought by school districts, falling from 635 in 2019 to 385 in 2020 - the lowest level in seven years. Although district referrals were down, overall referrals hit an all-time high of more than 14,700 - exceeding 13,000 for the third consecutive year. Most of the referrals resulted from licensure background checks that revealed arrests or convictions, with application-related referrals representing 79 percent of the total number for 2020. ODE resolved more than 800 cases, with discipline imposed in about half of all cases.

ATTENDANCE WORKS: NOTEWORTHY RESEARCH

A new study finds that a regular bedtime reduces kindergarteners' absences and decreases their likelihood of being chronically absent, and the bedtime hour doesn't matter.

The study by Michael Gottfried, University of Pennsylvania, and Jacob Kirksey, Texas Tech University, relied on a nationally representative sample of kindergarteners, and notes that bedtime routines are helpful.

Access the study - *Going to sleep and going to school: Linking bedtime to student absenteeism* - online at:
<https://onlinelibrary.wiley.com/doi/10.1111/jsr.13396>



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

Get a great “kick-off” to the school year! Buckeye Community Hope Foundation’s (BCHF) All Schools Meeting is coming up this month, along with a Fall Festival of other valuable professional development offerings! All offerings are in easily-accessible virtual formats (via Zoom, unless otherwise noted). Please feel free to browse the online catalog and register at:

[Frontline Education \(mylearningplan.com\)](https://www.mylearningplan.com)

Collaborative Improvement Cohort: Problems & Protocols -- September 9, 10 a.m. to 12 noon

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp?](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838875)

[D=22359&I=3838875](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838875)

American education is referred to as "a graveyard of good ideas" full of "pressure for fast results." This session, the first of a Collaborative Improvement Cohort, will explore why improvement efforts often fail. We will introduce principles of Carnegie Foundation's networked improvement framework. Specific attention will be given to defining learner centered problems and preventing performance variation. This session is a must for Tier 3 building leaders who have chosen the collaborative option. It is also open to anyone interested in a research-based approach to school improvement.

BCHF All Schools Meeting -- September 15, 8:30 a.m. to 3:30 p.m.

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp?](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3829944)

[D=22359&I=3829944](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3829944)

Don't miss this important opportunity to be together as the BCHF portfolio of schools kicks off the new year! The All Schools Meeting will be an information-packed event. We will begin with a keynote presentation by Dr. Ghody Muhammad, author of *Creating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. The meeting will also include charter school updates, data about school performance and improvement, discussion of charter contract issues, and much, much more! Each sponsored school is encouraged to send a representative.

Special Education Network — Developing High Quality

IEPs; September 21, 3 to 4:30 p.m.

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp?](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3844142)

[D=22359&I=3844142](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3844142)

How do you make your special education program one of truly high quality? Join BCHF's Special Education Network for all or any of the sessions. The goals of the 2021-2022 Special Education Network are: 1) provide special education updates and 2) complete a collaborative book study on creating a meaningful and compliant IEP. The network will meet six times throughout the school year; each session will focus on critical aspects of creating a high-quality IEP. Session 1: Foundations for Understanding the Development of a Meaningful IEP; Session 2: Present Levels of Academic Achievement and Functional Performance; Session 3: Developing High-Quality Goals; Session 4: Short-Term Objectives; Session 5: Measuring and Reporting Progress; and, Session 6: Least Restrictive Environment and Accommodations and Modifications

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COMPLIANCE UPDATE

Title IX

The following is list of Title IX measures. School websites should contain updated statements, reflective of these revisions:

- ◆ Contact info for the school's Title IX coordinator (name, phone and email)
- ◆ The school's non-discrimination policy
- ◆ PowerPoint or other training materials that the school has used to train staff on Title IX

Other compliance items to be posted on school websites

- ◆ Governing authority member names
- ◆ Regular, special and emergency meeting dates
- ◆ Required assessments information
- ◆ College Credit Plus information by February 1 of each year
- ◆ Career advising and student success plans
- ◆ Adequate yearly progress
- ◆ General notice of non-discrimination
- ◆ Rights of individuals with disabilities
- ◆ Written summary of verified incidents of bullying
- ◆ PBIS, seclusion and restraint policy
- ◆ Wellness policy

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

Getting Teams to Write – All the Time! -- September 21, 4 to 5:30 p.m.

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838817>

Effective writing instruction is an overriding need of all schools in BCHF's portfolio, including dropout prevention and recovery schools! Have you ever tried to convince teens that refining their writing skills will be an invaluable skill in the "real world?" Once students reach middle school, formalized and intensive writing instruction wanes while teachers concentrate on content. Learn about the importance of writing for deep comprehension and thinking. Leave the session with strategies and ideas for impactful, but practical implementation. This session will benefit Grades 5-12 teachers of all content areas, school leaders and literacy coaches.

Item Analysis Workshop With TIDE/ORS Data -- September 23, 9 a.m. to 12 noon

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3852112>

Dig deeper into your spring OST data during this Item Analysis workshop. Find trends using Item Analysis data already available through the Online Reporting System in TIDE. Attendees will organize their school's data into an easy-to-use analysis by standard spreadsheet. Users must have access to the Online Reporting System in TIDE and have access to Google Sheets or Excel. This will be a hands-on session.

Verbal & Non-Verbal De-Escalation Training (Crisis Prevention Institute), Youngstown area -- September 23, 9 a.m. to 3:30 p.m. -- in-person training.

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3877022>

A dysregulated adult cannot regulate a dysregulated student. This session will empower participants to apply techniques and strategies used to de-escalate dysregulated stakeholders. Upon completion of the session, participants will be able to apply both verbal and non-verbal de-escalation strategies, recognize when and how to apply safe holds to ensure safety and use release techniques to maintain personal safety while keeping a safe and secure environment. This session is especially for designated school crisis team members and meets Ohio restraint and seclusion training requirements. The session will be held for Youngstown, Akron and Cleveland area schools onsite at Horizon Science Academy Youngstown. Participants are asked to bring their own lunch and a mask.

Writing Network #1: Writing In The Primary Grades -- September 23, 4 to 5:30 p.m.

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3841960>

How do you teach young learners to write when they cannot read? During this session, we will discuss ways to teach writing to young

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**ONLINE
ASYNCHRONOUS
OFFERING:
SUCCESSFUL
CLASSROOM
MANAGEMENT**

**October 15 to November 15 --
via Moodle**

This course examines the key factors that make a classroom successful in terms of both climate and achievement.

The behaviors of the teacher determine the behaviors of the students. By implementing the procedures and strategies discussed in this training, your students will exhibit model behavior and decorum and they will be prepared to excel academically.

This is an online asynchronous course opening on October 15 and closing on November 15. Participants work at their own pace and are responsible for submitting work products in order to earn participation credit. Workload is approximately 5 hours per week. Participation is required to earn a certificate of completion.

Register online at:

[https://
www.mylearningplan.com/
WebReg/ActivityProfile.asp?
D=22359&I=3830296](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3830296)

**UPCOMING PROFESSIONAL
DEVELOPMENT EVENTS —*continued***

Writing Network #1 — continued

learners, and what effective writing instruction looks like in your early learning classroom. There will be opportunities to share what is working, as well as to ask questions of the facilitator and participants.

Courageous Teacher Network #1 -- September 28,
4 to 5:30 p.m.

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp?
D=22359&I=3838826](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838826)

How open and inclusive is your classroom for all students? Learn the importance of Culturally Relevant Teaching and ways by which you can turn a normal classroom into one where all students and families feel welcomed, accepted and successful. Teachers of all grade levels as well as school leaders will benefit from this session.

Early Literacy & Early Mathematics Combined Network Meeting -- September 29, 4 to 5:30 p.m.

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp?
D=22359&I=3841916](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3841916)

Can we find the right balance between reading and mathematics instruction in early learners' classrooms? Absolutely! This session will explore how to make certain our students are successful and well-rounded. During this session, we will share how to include literacy skills in math instruction, and our math skills in literacy time. There will be an opportunity to share best practices and to ask questions of facilitator and participants.

Courageous Leadership Network #1: Focus On Teacher Coaching -- October 5, 4 to 5:30 p.m.

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp?
D=22359&I=3838818](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3838818)

What is the most important aspect of the school leader's job? Teacher coaching and feedback are the heart and soul of every improvement effort. Using a growth model and following best practices, learn about the changes in Ohio law for teacher evaluation as well as a formula for best practices in the art of teacher coaching. This session is helpful for school leaders, management company representatives, and teachers who aspire to the school leader position.

Graduation Roundtable -- October 6, 3:30 to 5 p.m.

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp?
D=22359&I=3843474](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=3843474)

As we begin to resume educational normalcy, we must re-engage high school students to the world of graduation requirements and accountability. This session will provide legislative updates regarding graduation requirements and provide support for schools ensuring that all opportunities are appropriately aligned. The Roundtable will meet quarterly to help collaborate among high schools and dropout prevention and recovery programs in meeting the needs of the graduation-bound population.

SCHOOL IMPROVEMENT

Gauging student readiness

By Stan Nicol, M.Ed., Data Analysis and School Accountability

Schools administer many assessments throughout the school year. Some of these tests are teacher driven, others measure progress and meet contract requirements. At the State of Ohio level, the high stakes tests are the Ohio State Tests (OST) and End-Of-Course (EOC) assessments. Results of these tests are used for many components on the Local Report Card (LRC). They may also be used in many other measures and rating systems.

Here are some components of the LRC which directly use these results:

- ◆ Performance Index
- ◆ Indicators Met
- ◆ Gap Closing
- ◆ Progress (Value-Added)
- ◆ Graduation Data (points earned)

OST and EOC state tests are typically administered once per school year with the exceptions of the third grade OST and re-testing of high school EOC assessments. Because of COVID-19 and its effect on schools, the state created a new option which warrants serious consideration by school leaders.

Students may experience elevated test anxiety during the administration of these tests. Practice tests have been available which are much shorter than the actual assessments. However, the practice assessments do not provide the feedback required to drive instruction. The pandemic exposed the need for a more robust system to better assess student learning losses.

Schools may now administer a new, more robust option. Through the Testing Information Distribution Engine (TIDE) testing site, Benchmark and Checkpoint assessments are available for the OST and EOC assessments. These may be given multiple times during the school year.

Here is how the new options in the TIDE portal will function:

Testing coordinators will prepare the TIDE system just as they would for the actual OST and EOC assessments. Teachers will administer Benchmark and Checkpoint tests in a similar fashion as they would an actual state assessment. These Benchmark tests will be full length versions of OST/EOC assessments. The results of these assessments will be available in near real time and are not reported to the state. Teachers will be able to identify strengths and weakness by sub-scored area standards and test questions.

The advantages of these more robust assessments are clear. The Benchmark and Checkpoint tests simulate actual state assessments. The student gains experience with these high stakes assessments and the teacher gains actionable data. Unlike the current system, teachers will be able to use these results, modify instruction as needed and then give shorter Checkpoint assessments to monitor student learning.

Here is an example of how a school might use these new assessments:

In early September Mary Jones, the fifth grade teacher, gives the English Language Arts (ELA) Benchmark assessment. This test consists of three sub-scored areas: Reading Literary Text, Reading Informational Text and Writing. The results show her students having more trouble with Reading Informational Text. Mary can view the questions for which her students struggled and create lessons which address the needs of her students. After a period of focused instruction, the students are ready for a Checkpoint assessment. This much shorter assessment will only cover the Reading Informational Text area of the fifth grade ELA. The short, seven-to-ten question test will also be administered through the TIDE system. As

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Gauging student readiness — continued

before, she can view the results in near real time and decide if the students are ready to move on or need additional instruction. Checkpoint assessments can be given twice per area. In January Mary gives the second Benchmark (full) assessment and repeats the process of analysis, use Checkpoint assessments and re-assess as needed. In the spring her students are comfortable with these tests and the types of questions asked on the actual state assessment. Mary is confident she has addressed the needs of her students and they are fully prepared to take the high stakes version of

the test. The tests are written and scored in the same method as the actual state assessments. The new assessments are available in the Fall of 2021 and may be used for any currently-tested grade/subject. Results are much easier to navigate and provide much better instructional information than was previously available. If you would like to know more please contact Stan Nicol at snicol@buckeyehope.org or visit the Restart Readiness Assessment site at: [Ohio Restart Readiness Assessments Portal | OH Reset \(cambiumast.com\)](http://OhioRestartReadinessAssessmentsPortal.OHReset.com)

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