



SPONSOR UPDATE

SEPTEMBER 2022

Visit our Website

[Peggy Young, Director](#)
[Jennifer Schorr, Associate Director](#)

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.

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 back, BCHF schools!



Schools all around are celebrating the first week back in session.

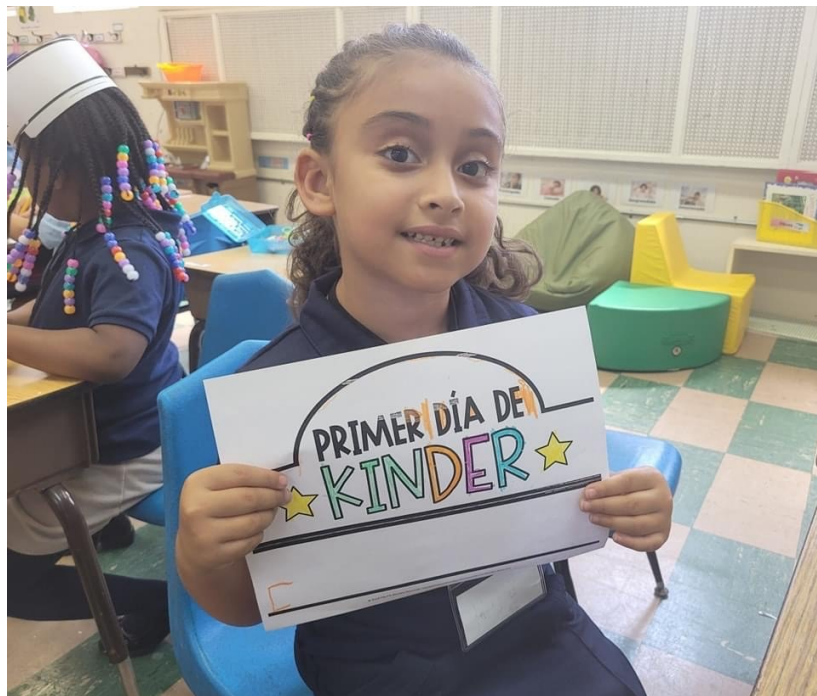
L. Hollingworth School for Talented and Gifted



Shepard School by Eagle Community Schools of Ohio



Global Ambassadors Language Academy



Eagle Elementary of Akron



Hamilton County Mathematics and Science Academy



Lincoln Park Academy



REACHING FOR THE STARS

by Stan Nicol, M.ED., Data Analysis and School Accountability



It has been two years since the Ohio Department of Education has produced a Local Report Card (LRC) with ratings. Because of the pandemic, ODE suspended both the overall and component ratings. This year, component areas will receive rankings, but not an overall rating. The last rated report card was for the 2018-19 school year. During that time, the state used an A-F rating system for the overall and any of the measured component areas. This article will focus on a few of the changes to the traditional school's LRC. Note: Drop Out Recovery schools have no significant changes to their Local Report Cards.

Beginning this year, 2021-22, the Ohio Department of Education will be replacing the letter graded LRC with star ratings. Star ratings on each of the up to six component areas such as "Achievement" or Graduation," will have ratings ranging from 1 to 5 stars. The overall rating will not be a part of the LRC until the 2022-23 school year. You may assume ODE is simply replacing the letter grades with stars in such that an "A" would be 5 stars, a "B" would be four and so on. The changes go deeper than such a straightforward conversion.

Achievement

In the past the Achievement Component score was based the school's Performance Index (PI), weighted at 75% and the Indicators Met at 25%. The PI score was based on the percent of points earned out of a target score of 120. Beginning with the 2021-22 school year the target score will be based on the average PI score of the top 2% rated schools in Ohio. Because of this, the target score will fluctuate from year to year and will not be the fixed target score of 120. For the 2020-21 school year only 4% of Ohio schools had a PI score at or above one hundred. Adjusting the target to a more reasonable score represents a positive change in the calculation of this measure. The "Indicators Met" measure will no longer be a part of the Achievement measure. The Performance Index score will represent 100% of the component score.

Progress

Progress compares the year over year change in achievement of groups of students. Progress is a measure of academic growth. The Progress calculation is now a two-step process. The growth index is calculated as it has been with an index ≥ -2 and $< +2$ being worth 3 stars. ODE has added an additional step of including the "Effect Size". Simply put, the effect size measures how strong the relationship is between academic growth and the state mean. This is an additional calculation and will be factored into the ratings with schools significantly above expected growth and a positive effect size

to receive four and five-star rating and schools significantly below the expected growth and negative effect size to receive one star. Progress uses a multiyear calculation with the most recent year now worth 50% of the score.

Early Literacy

The Early Literature component score combines three weighted measures. The first being a measure of Proficiency in third grade reading. This represents 40% of the score and is based on the percent of students scoring equal to or greater than fifty on the reading section of the third grade Ohio State English Language Arts assessment. Secondly, the percent of students promoted to fourth grade will represent 35% of the Early Literature score. The third section of this component measure will be the percent of students in grades KG -3rd who moved from “Off-Track” to “On-Track”. The improvement score will represent 25% of the component score. This measure will no longer penalize schools for missing improvement plans called “RIMPS”. If ten percent or fewer of the school’s kindergarten students are reported as “Off Track” the Early Literature measure will not be calculated.

Gap Closing

The Gap Measure has undergone many changes for the upcoming 2021-22 report card. Some items which were a part of the “Indicators Met” area of the achievement measure have now moved to the Gap Closing measure.

The Gifted performance and Chronic absence measures are now a part of the Gap Closing measure. These measures moved from the “Indicators Met” section of the Achievement measure. The Gap closing measure no longer awards partial points. Gap Closing measures include English Language Arts, Mathematics, Graduation and English Learner proficiency. ODE has modified the target scores for each subgroup. The new goals may be found on the **State’s ESSA proposal**. The ten measured subgroup areas are unchanged. The Drop Out Recovery schools will see the same Gap closing calculations as in previous years.

Graduation

There are no significant changes to the Graduation component measure. The school’s 4-year graduation rate will represent 60% of the rating with the 5-year graduation rate representing the other 40%. Drop out recovery schools will continue to use a 4-8 year combined graduation calculation.

College, Career, Workforce and Military Readiness

This measure will be in transition for 2021-22, 2022-23 and 2023-24 school years. The list of measured elements is expanding and the ODE will evaluate and adjust this measure before it is included on the 2024-25 school year.

All LRC changes are subject to review as they continue to roll out. The expected release date for the Local Report Card will be in mid-September. School leaders may preview their upcoming LRC through the Reports Portal in their Safe Account. The Reports Portal has replaced the Secure Data Center (SDC).

GEORGETOWN UNIVERSITY TO OFFER
CERTIFICATE IN EDUCATION FINANCE



Georgetown University is offering a Certificate in Education Finance, an interdisciplinary certification combining finance, economics, and leadership with public policy and administration. The program emphasizes practical skills and application and will cover topics including allocation and accountability structures, instruction delivery model implications, and effects of ESSA and state policy in local context. The program kicks off with two days of in-person instruction in Cleveland on October 25 and 26. The remaining seven sessions will be virtual and held every other Thursday. Upon completion, participants will earn 4.0 CEUs or 42.2 CPEs. And although the program costs \$3,500, there are a few scholarships available for charter school leaders that will bring the costs for schools down to just \$750. For more information, contact Stephanie Klupinski at sklupinski@buckeyehope.org or visit <https://mccourt.georgetown.edu/cef> .

BOARD MEMBER

s p o t l i g h t



Buckeye Community Hope Foundation (BCHF) recognizes the important work that governing board members do in supporting their school community. In recognition and support of this hard work, BCHF is highlighting one board member each month in our sponsor newsletter.

This month, we are shining a light on Kathy Kirby, Director for the Bennett Venture Academy board. The mission at Bennett is: We provide students a strong moral focus program and a rigorous college-prep education. Our goal is for students to develop the moral strength, knowledge, and skills they need to succeed in college, work, and life.

Kathy has been an NHA board member for two schools since 2006. Presently, she serves as Director for Bennett Venture Academy and President for Winterfield Venture Academy. Outside of being a member, Kathy is a retired mental health caseworker. She holds a B.A. of Arts 1986 and B.A. Education from the University of Toledo in 2000. Since then she has been involved at some capacity with teaching and nurturing children.

"Past years I've had the opportunity to teach/substitute teach for public and charter schools K-12 and as a full-time high school art teacher. I have also been a foster parent for LCCS since 2013 and continue to help children and families navigate through domestic violence and child neglect. I also keep

me busy with family and friends. In 1986 I was appointed by then Mayor Donna Owens to the Greater Toledo Arts Commission/Minority Arts Committee and was very active in the arts. Since retiring my goal is to branch out in the world of art again," said Kirby.

Can you share with us what you've learned over the years about running board meetings, and what changes have you made as a board member that help meetings run more efficiently?

Foremost, running board meetings is a team effort and participation of all members is important. Since board packets are mailed in advance it gives everyone a chance to review the agenda and if needed formulate questions ahead of time. When running a meeting my goal is to assist our board to cover meeting agenda items and comply with basic parliamentary procedures. Sometimes it can be challenging to assist board members to stay focus on vital rather than trivial aspects of governance.

Board participants are members of both boards. Many times, meetings are held back to back and meetings can be lengthy. Over the years it has been a goal of myself and members collectively to offer suggestions on how to streamline the agenda and chart's so meetings are shorter and run smoothly. Our school authorizer along with NHA staff have been great to continually educate and assist board members in following rules of governance. Ultimately as board members our goal is to serve students and teacher and families.

How do you solicit and retain new board members?

Soliciting new board members has generally been by NHA team members, board members and community networking. Many of our board members are retirees, connected to their communities and tend to stay on for many years.

What are some of the proudest moments you have had as a board member?

Taking steps to understand board fiduciary duty to reasonably ensure the needs of the principal, students and teacher are met. I am proud to be able to participate in this effort.

What part of the school's mission do you most connect with?

As a retired mental health caseworker and former teacher, I connect most with the moral focus program. Building moral strength and character is important in making good decisions in life. It is difficult for children to feel grounded today with internet, social media and life's challenges.

All of us in the Education Division of BCHF appreciate the commitment to students that Kathy Kirby has shown. We hope, in sharing these stories, others will consider serving as community school governing board members.

E-SPORTS TO EDUCATION
TRAINING OPPORTUNITY



The National Center for Urban Solutions (NCUS) is partnering with Levels Unlocked to offer a full day professional development workshop and seminar on **Friday, October 14** from 9:00 A.M. to 4:00 P.M. This event will be held at **Game Arena** in Columbus, OH. Learn how to integrate gamification into your curriculum, promote healthy digital lifestyles, and explore STEM careers and the many opportunities in the gaming and e-sports industry. Plus, play games and have fun!

Prepare to be enlightened and entertained! You may want to attend if you are---

- Interested in applying gamification to teaching methodologies
- Looking to engage your students more effectively
- Seeking more ways to create excitement in STEM
- Curious how gaming can improve physical health and emotional wellbeing

For more information, contact Kristen Muenster, Vice President, NCUS, at kmuester@ncusolutions.com.

To register, go to:

<https://www.eventbrite.com/e/connecting-e-sports-to-education-presented-by-levels-unlock-tickets-395960928797?aff=ebdssbdestsearch>

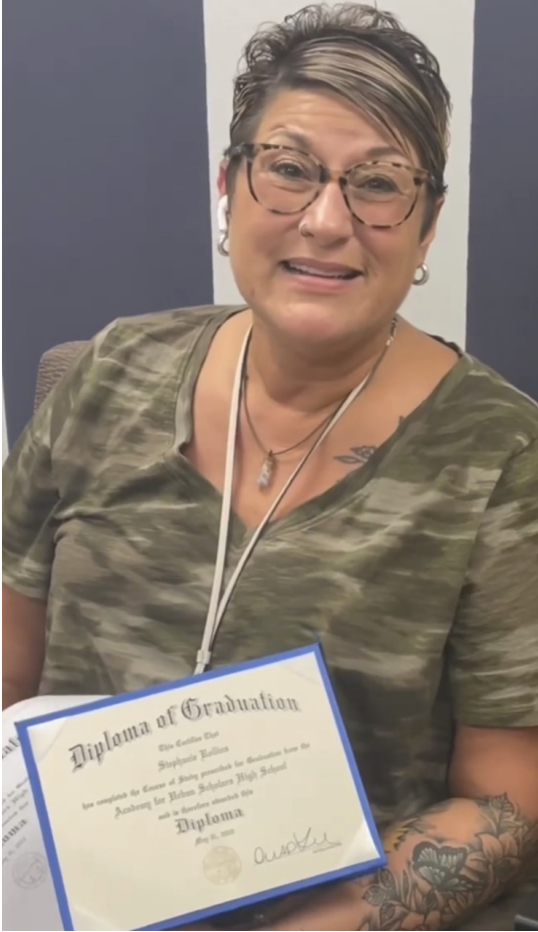
SCHOOL

spotlights

It's never too late to graduate! A graduate of **The Academy for Urban Scholars** picked up their diploma this month at the age of 51.

"I just want to say it's never too late. I'm grateful for AUS to allow me to be a part of something so great; the opportunity they gave me is priceless."

Watch the full video here: <https://fb.watch/fcDpNHZCyG/>



Noble Academy Columbus received the Bronze Recognition Award for the 2022 Ohio PBIS Showcase.

Congratulations on this great achievement!



Horizon Science Academy Columbus Middle School was designated by the State Support Team Region 11 as a recipient of the Silver Recognition Award for the 2022 Ohio PBIS Showcase.

Congratulations to the wonderful staff and scholars!



Horizon Science Academy Youngstown is a recipient of the Ohio PBIS Bronze Level Recognition Award for the 2021-22 school year. Congrats on the well-deserved award!



Staff at **L. Hollingworth** received a visit from Dr.



Katie Peters, a high school educator, speaker, and storyteller.

NEW CSP GRANT RULES PROMPT LAWSUIT

By Stephanie Klupinski, VP of Legal and Strategic Growth



The Thomas B. Fordham Foundation and the Michigan Alliance of Public Charter Schools, in conjunction with the Pacific Legal Foundation, recently filed a lawsuit in federal court alleging that the U.S. Department of Education exceeded its authority when issuing new rules for the Charter Schools Program (CSP) grants. You can read the complaint [here](#). The charter groups argue that the Department exhibits a “hostility” towards charter schools and lacks the authority to place additional eligibility requirements for grants.

The Department initially released their proposed rules for the CSP grants in March and immediately came under criticism from charter schools and supporters. The proposed rules included requiring applicants to partner with districts; they also required a needs analysis that people worried would restrict eligibility to applicants from areas where districts schools are overenrolled. The Department received over 25,000 comments about the rules, many from charter supporters pointing out these concerns.

When the final rules were issued in July, it was clear that the charter concerns had been heard. The final rules have district collaboration as an invitational priority, meaning applicants who collaborate with districts or propose such collaborations do not receive any priority over other applicants. The Department also provided more flexibility for applicants to demonstrate collaboration. Additionally, the final rules clarify that applicants from under-enrolled districts can show need in a variety of ways,

including via waitlists for existing schools or demand for that particular model. In [this statement](#) released on July 7, the National Association for Public Charter Schools described the new rules as “less harmful but not without impact” but acknowledges the “final rules will be workable in most cases.”

The aforementioned lawsuit was filed on August 8, about a month after the final rules were released. It argues that despite the changes, the rules disadvantage applicants from Ohio and Michigan, where many of the districts where charter schools are needed are under-enrolled and are in districts where collaboration is unlikely. They also argue that the Department lacked the authority to include new requirements, which they contend will hinder the purpose of the CSP grants, which are to increase the number of high-quality charter schools.

BCHF will keep you updated on this litigation and the CSP. If you have any questions about the new rules or the lawsuit, please contact Stephanie Klupinski at sklupinski@buckeyehope.org.

2022 ALL SCHOOLS MEETING



Save the date! Join us virtually September 15th for our all school's meeting! This meeting is so informative and vital that we ask each school to send a representative. We are pleased to welcome Dr. Muhammad Khalifa, author of *Culturally Responsive School Leadership*, as our keynote speaker. Other information will include updates in legislative and sponsor information, innovative ideas about school improvement support, and introduction of new BCHF staff and services to support YOU and your school!

UPCOMING WEBINAR ON IMPORTANT CHARTER SCHOOL CASE

In our July Sponsor Update, we shared information about an important en banc decision from the Fourth Circuit. In *Peltier v. Charter Day School*, the court held that a charter school was a state actor

and as such, its dress code requirements violated the Equal Protection Clause of the U.S. Constitution. The school is now seeking review from the United States Supreme Court in a case that would have major implications for charter schools everywhere. To learn more about the case, please join a free webinar sponsored by the North Carolina Public Charter Schools Association on September 9 at 3 p.m.

You can register here: https://www.ncpubliccharters.org/index.php?option=com_jevents&task=icalrepeat.detail&evid=50&Itemid=162&year=2022&month=09&day=07&title=update-on-peltier-v-charter-day-school&uid=d6e3e152a5276b9809c1ea884ae586f2

NEW SCHOOL YEAR, NEW SPACE



Buckeye Community Hope Foundation joined Principal Lisa Cook along with board members of Eagle Elementary of Akron to celebrate their new building during an open house held on Wednesday, August 25th. The new location offers the opportunity for students to grow and learn in beautiful classrooms and expand a love for reading in a new library space. Congratulations to Eagle Elementary of Akron!

SEPTEMBER COMPLIANCE UPDATE

Title IX

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

1. Contract info for the school's Title IX coordinator (name, phone and email)
2. The non-discrimination policy for the school
3. PowerPoints 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 Meetings
- Required Assessments Information
- College Credit Plus Information by February 1st of each year
- Ohio Means Jobs Information by April 1st of each year
- Career Advising and Student Success Plans
- Adequate Yearly Progress
- General Notice of Non-Discrimination
- Right of Individuals with Disabilities
- Written Summary of Verified Incidents of Bullying
- PBIS, Seclusion, and Restraint Policy
- Wellness Policy

UPCOMING EVENTS

Fall is the time when Buckeye Community Hope Foundation sparks interest and enthusiasm for the new year with rich professional development offerings. We have a full agenda in the coming weeks. In addition, we start our cohort meet ups, opportunities for educators in similar assignments to collaborate and share best practices. Please browse our online catalog often as sessions often are continuously added. Register by clicking on the session name, OR register through our professional development catalog [available here](#).

BCHF 2022 ALL SCHOOLS MEETING – September 15, 2022 – 8:30 A.M. to 3:00 P.M. – via Zoom

Join us online for BCHF's official welcome and "Kick-off" to the 2022-23 school year. This meeting is so informative and vital that we ask that each school send a representative! We are pleased also to welcome Dr. Muhammad Khalifa, author of Culturally Responsive School Leadership, as our keynote speaker. Other information will include updates in legislative and sponsor information, innovative ideas about school improvement support, and introduction of new BCHF staff and services to support YOU and your school!

Culturally Responsive School Leadership Session 1 – September 20, 2022 – 10:00 – 11:30 A.M. – Via Zoom

We are hosting a series of three meetings to help maximize the impact of Dr. Khalifa's message to us from the All Schools Meeting. We will collaboratively examine his books and his comments. The first meeting on September 20 will examine chapters 1 and 2 entitled "Culturally Responsive School Leadership" and "If I Have to Have a Police in My School, I Don't Need to Be Here."

Nurturing a Love of Language: Vocabulary Development in Speaking and Listening – September 20, 2022 – 4:00 to 5:30 P.M. – Via Zoom

How do we use language in our daily lives and how do we REALLY acquire vocabulary and comprehension skills? Based on the extensive research into language and vocabulary development of Isabel Beck, this session will explore the important role of speaking and listening vocabulary in life, and how these foundational language skills form the basis for reading comprehension and academic

success for children and youth.

[Introduction to Project Based Learning – September 21, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

What world are we preparing our students to live in? What skills and attributes will they most need? Employers, researchers, and educators agree that students need authentic tasks to perform, critical thinking skills, problem solving and collaboration abilities. Join us as we cover the basic elements of a Gold Standard PBL. Attendees who are interested in pursuing a PBL project in their classrooms will be invited to travel that journey throughout the year.

[Leadership Cohort #1: What School Leadership Looks Like in 2022 – September 27, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

Instructional Leader/Manager/Everything in Between: That's the principal's job! The job of the school leader has changed dramatically in the last 10 years. Let's talk about what school leadership means in 2022 and beyond and how we, as leaders can best position ourselves in this every changing world.

[Mathematics Practices Every Teacher Should Employ – September 29, 2022 – 4:00 to 5:30 P.M.- Via Zoom](#)

This session will begin with a review of what high-quality mathematics instruction is and why it is important. Next, we will take a deep dive into evidence-based mathematics practices teachers can employ to target improvement for struggling students.

[Tackling the Motivation Crisis – October 5, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

"They just don't want to learn!" We hear teachers bemoan the fact that students do not have any intrinsic motivation to learn and do work. Learn practical strategies that take teachers beyond stickers, pizza parties, and other cumbersome incentive systems that are hard to quit.

[Math Cohort 1: Catalyzing Change Part 1 - Creating Equitable Structures in Mathematics – October 6, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

The purpose of this cohort is to provide educators with the tools for creating high-quality and equitable mathematics classrooms. In session 1, we will discuss Chapter 3 of NCTM's series, Catalyzing Change in Early Childhood and Elementary Mathematics. We will center our work around dismantling inequitable structures, including ability grouping and tracking, and challenging spaces of marginality and privilege. It is recommended (not required) to have read Chapters 1, 2, and 3 prior to attending.

[Literacy Cohort 1 – October 13, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

This session is intended for school leaders, literacy coaches, literacy teachers, content teachers, and anyone interested in knowing more about teaching reading, writing, and providing support for students with dyslexia. The series of Literacy Cohorts will provide practical strategies for the Science of Reading and teaching writing. Literacy Cohort #1 will focus on 3 areas: The Science of Reading 1/4 Best Practices for reaching all reading subgroups (typical reading ability, hyperlexia, general reading disability, dyslexia) Writing 1/4 a) Writing with structure clarity and coherence and b) Uncovering and addressing mistakes in interpretation Dyslexia 1/4 any updates in the law; how we are addressing the dyslexic students' needs in our schools.

[Special Education Update #1 – October 19, 2022 – 3:00 to 4:30 P.M. – Via Zoom](#)

Meeting the needs of students with disabilities can be challenging and overwhelming. This BCHF cohort series will allow special educators and those working closely with students with disabilities to share and continuously improve together. We will discuss updates and explore a topic in more detail at each cohort meeting. This first session of 2022-23 will delve into the problem of Disproportionality in Special Education.

[Fall English Learner Cohort "Gathering" – October 20, 2022 – 3:00 to 4:30 P.M. – Via Zoom](#)

The English Learner Cohort is a dedicated time for sharing amongst educators serving English Learners. In this session, we will review the identification and screening process, discuss ways we can write objectives that set our ELs up for success in TESOL and content classrooms, and share a fun, versatile game you can use to practice a variety of content. Bring all of your burning questions about serving ELs!

[View the 2021-2022 Professional Development Catalog](#)



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