



SPONSOR UPDATE FEBRUARY 2023

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[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

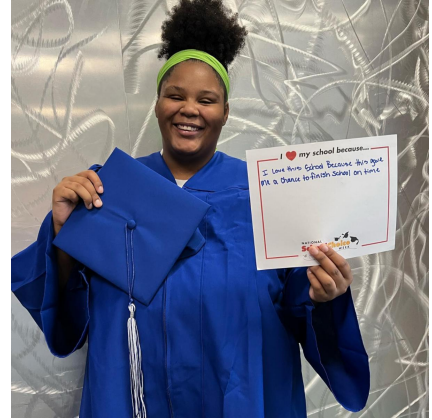
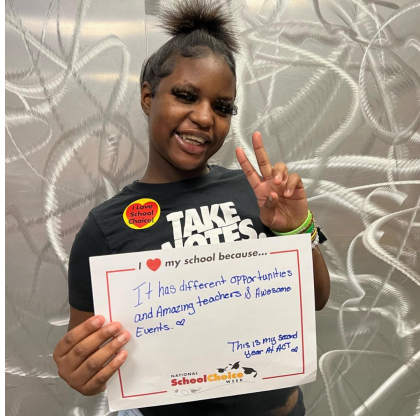
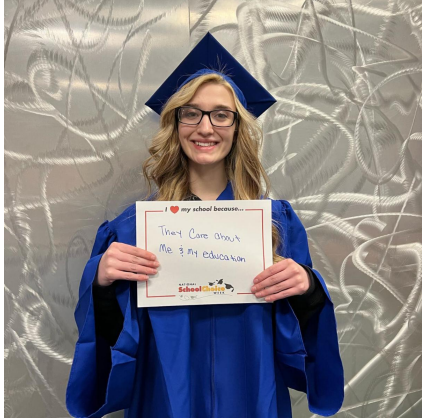
The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.



CELEBRATING SCHOOL CHOICE WEEK

The objective of National School Choice Week (NSCW) is to inform and provide parents with the information to discover the K-12 education options available for their children, including traditional public, charter, magnet, online, private, and home schooling. We love how our schools celebrated the week!

Students at [Akron Career Tech High School](#) show off why they love their school to celebrate the week. The school also planned a week of events to celebrate their students, including trips and visitors!



Students at **Focus Learning Academy East** pose in front of their NSCW posters!



Representative Munira Abdullahi spoke at the **Horizon Science Academy Primary School Choice Week** parent event!



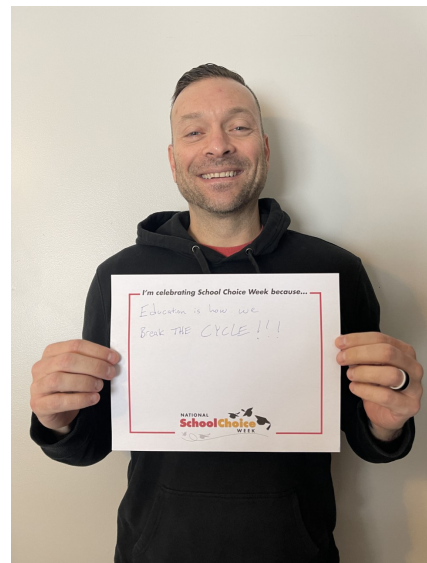
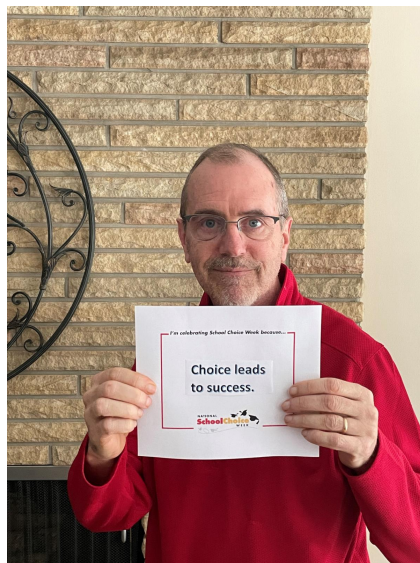
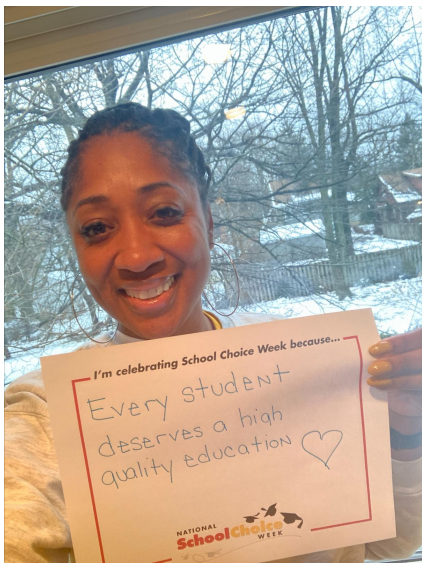
The **L. Hollingworth School** leadership had a table at their National School Choice School Fair!

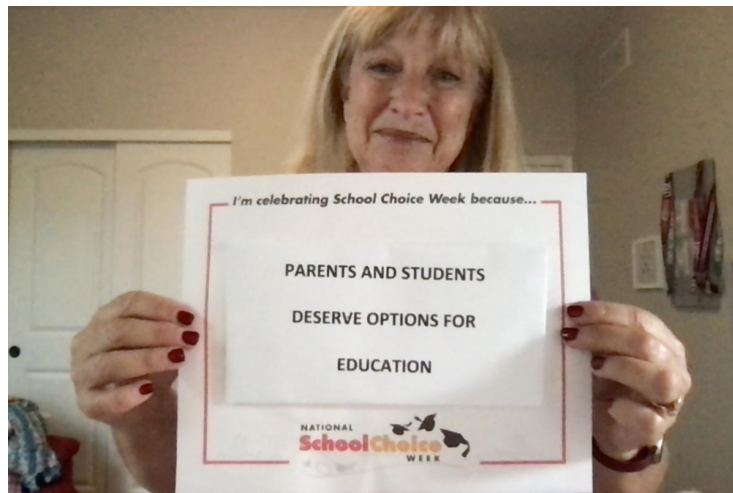


Noble Academy Columbus hosted a community breakfast for School Choice Week! Students performed the official dance for NSCW23!



Some of our BCHF Education Team celebrating School Choice!





ANNUAL NEEDS ASSESSMENT BEGINS FEBRUARY 14

Please share your input!

On February 14, school leaders and important stakeholders will receive a link to complete BCHF's **Annual Needs Assessment**. Watch your email as we sincerely need and appreciate your input. The Annual Needs Assessment will survey your satisfaction with technical assistance and support from BCHF. BCHF uses results of the assessment to plan its School Leadership Summit and to formulate work plans for the 2023-24 school year. In short, your input helps us support YOU better.

Dates for our **SCHOOL LEADERSHIP SUMMIT** have been set for June 8 and 9, 2023. The Summit will be in-person in Columbus and registration will soon open.

GAP CLOSING: A LOOK AT LEARNING LOSS IN OHIO

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

School Local Report Cards (LRC), released in September 2022 by the Ohio Department of Education, were composed of up to 6 components areas. The Gap Closing component measured how well schools were meeting established goals in English Language Arts (ELA), Mathematics (MTH),

Graduation, English Learners, Gifted and Chronic Absenteeism. The Chronic absence metric was previously a part of the Indicators Measure.

Using established baseline Gap Closing calculations, we can measure learning losses with Ohio's students. More importantly, we can evaluate if schools are effective in meeting the needs of ALL subgroups of students.

The "Every Student Succeeds Act" (ESSA) went into law in 2015. This law replaced the No Child Left Behind Act. ESSA required states to develop a plan to measure the progress of our struggling students. ODE recognized ten subgroups of students which includes six race/ethnicity groups as well as Economically Disadvantaged, Students with Disabilities, English Learners and All Students. Using data from the 2015-16 school year, baseline performance scores were established. Over the next ten years schools were to close the achievement gap. This is measured incrementally on the current Gap Closing component of the LRC. For the academic measure, a Performance Index (PI) calculation is used with a final goal of achieving an "All Students" PI score of 100 for both English Language Arts and Mathematics. The other nine sub-groups have a goal of reducing their achievement gap by 50% over the ten-year period. Because of the pandemic, ODE re-established the ESSA goals setting a new baseline using 2020-21 data.

Using the baseline calculations established from the 2015-16 data we can compare the pre-pandemic baseline to the 2020-21 baseline. Because of the pandemic, Ohio did not administer OST tests in the spring of 2022. Figure A shows the declines in performance for English Language Arts. While all student scores declined during the pandemic, Ohio's American Indian/Alaskan Native students showed largest impact with an 8.1-point decline followed by Black students with a decline of 6.9 PI points. English Learners had the lowest decline with a 1.2-point drop followed by White students at 1.4.

Figure A.

English Language Arts			
Sub-Group	2015-16	2020-21	Change
All Students	79.7	76.6	-3.1
Econ. Disadvantaged	67.5	62.3	-5.2
Students w/Disabilities	52.5	48.0	-4.5
English Learners	61.8	60.6	-1.2
Black	59.3	52.4	-6.9
Am. Indian/Alaskan	76.2	68.1	-8.1
Asian or Pacific Island	91.5	86.2	-5.3
Hispanic	68.7	64.5	-4.2
Multi-Racial	75.9	70.2	-5.7
White	84.8	83.4	-1.4

Comparing Mathematics performance scores by the measured subgroups, we see much more substantial learning losses. In all ten subgroups Ohio saw double digit declines. Black students show the largest decline at 15.9 points followed closely by Multi-Racial at 15.5. As with English language Arts, the White students group shows the least decline with a drop of 10.2 points followed by Students with Disabilities at 10.8. Figure B shows Ohio's learning loss in Mathematics as measured through the ESSA Gap Closing baseline reports.

Figure B.

Mathematics			
Sub-Group	2015-16	2020-21	Change
All Students	80.3	67.9	-12.4
Econ. Disadvantaged	67.9	52.8	-15.1
Students w/Diasabities	53.5	42.7	-10.8
English Learners	66.8	54.7	-12.1
Black	57.0	41.1	-15.9
Am. Indian/Pac. Island	74.2	58.7	-15.5
Asian or Pacific Island	97.5	83.1	-14.4
Hispanic	69.2	55.5	-13.7
Multi-Racial	75.2	59.7	-15.5
White	86.2	76.0	-10.2

Mathematics clearly shows the greatest learning losses. The data shows that Students of Color were impacted at a higher rate than White students.

The schools sponsored by the Buckeye Hope Foundation have shown similar declines. Because of data limitations we can only go back to the 2017-18 school year. But, with the data available we show English Language Arts with an “All Students” decline of 9.2 performance points. While in most subgroups we see improvements from the 2020-21 school year, we are not back yet to pre-pandemic levels. Figure C below shows the learnings losses in ELA by the Gap closing subgroups.

Figure C.

English Language Arts			
Sub-Group	2017-18	2021-22	Change
All Students	70.0	60.8	-9.2
Econ. Disadvantaged	NC	NC	
Students w/Diasabities	45.5	42.2	-3.3
English Learners	56.5	50.8	-5.7
Black	66.8	56.3	-10.5
Am. Indian/Alaskan	NC	NC	
Asian or Pacific Island	77.8	77.2	
Hispanic	71.2	64.5	-6.7
Multi-Racial	72.3	69.0	-3.3
White	71.1	72.4	1.3

NC= Not Calculated

Mathematics, as with the State, shows double digit declines in each measured subgroup. Figure D shows each of the subgroup calculations where data was available.

Figure D.

Mathematics			
Sub-Group	2017-18	2021-22	Change
All Students	62.4	45.7	-16.7
Econ. Disadvantaged	NC	NC	
Students w/Diasabilities	51.1	34.8	-16.3
English Learners	54.4	38.8	-15.6
Black	57.7	42.6	-15.1
Am. Indian/Pac. Island	NC	NC	
Asian or Pacific Island	79.2	57.9	-21.3
Hispanic	65.7	46.5	-19.2
Multi-Racial	64.9	51.4	-13.5
White	71.0	54.8	-16.2

NC=Not Calculated

At Buckeye Community Hope Foundation, we monitor and address areas of student need within our schools. We review each school's data and make plans to address the needs of the schools we serve. These scores do show the COVID era declines that have been mirrored across the state. The good news is that student performance has improved since the 2020-21 school year. We continue to support our portfolio of schools and the students they serve in efforts to continue academic recovery from COVID.

MATH MINUTE:

INVITATIONAL QUESTIONS TO SUPPORT MATHEMATICAL REASONING

by Brit Seward, Mathematics Specialist

As you seek to develop mathematical practices (MP) in students, what are some strategies and tools for teachers and coaches to use? In what ways has questioning been used to focus teachers and coaches on mathematical processes and proficiencies?

From [cognitive coaching](#), we learn that posing good questions invites others to open their thinking. Posing invitational questions is one way to support mathematical reasoning. For us, reasoning is defined in the [Standards for Mathematical Practices](#) to teach us what students should "do," whereas the Ohio Learning Standards teaches us what students should "know." Focusing on student outcomes described by the Mathematical Practices (MP) requires a shift in classroom practices "from questions that seek expected answers to questions that illuminate and deepen student understanding" (McGatha et al., 2018).

Tips for posing questions:

- Include **plurals** in your questions to open thinking.
 - *What **strategies** will you use? What are **some ways** you might solve this problem?*
- Add **tentative language** (i.e., might, seem, some) to indicate there is more than one answer.
 - *What **might** be some reasons Ryan is struggling? What questions **might** you ask students about this task?*
- Use **open-ended questions** to open the conversation and get more information.
 - *What are your thoughts about...*
- Use **positive presupposition** to embed positive assumptions and meanings in the question.
 - *What are you learning that you want to remember? As you make sure the task keeps its rigor, how might you make it accessible to all students?*
- Use **higher order thinking** (i.e., sequence, predict, evaluate, etc.) verbs to develop critical

thinking.

- How does that idea **compare** with others you generated?
- Use an **approachable voice** or a tone that rises at the end to be more inviting.

Posing invitational questions, whether in a coaching role or teaching role, should be intentionally used to improve reasoning. A protocol that can be used for developing the skill of questioning during instructional planning and/or coaching is to: (1) Explore the task. (2) Discuss mathematics with a partner. (3) Decide which MP you will emphasize, and (4) Discuss 1-2 adaptations for the task and/or questions to emphasize the MP.

Resources: McGatha, M., Bay-Williams, J. M., Kobett, B. M. C., & Wray, J. A. (2018) *Everything you need for mathematics coaching: Tools, plans, and a process that works for any instructional leader: Grades K-12*. Corwin, a SAGE Company.

BOARD MEMBER

spotlight



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 Lynn Phares, President of the Promise Academy board. The mission at Promise Academy is: "Promise Academy recognizes that all students have the right to, and deserve, an education that prepares them for the post-secondary success of their choosing. We educate and graduate students that have not found success in a traditional high school and have dropped out or are at risk of dropping out."

Lynn has been a board member since 2016. Outside of being a board member, Lynn has worked in real estate development for many years, first in financing affordable housing and now providing research as a consultant and managing her own rental properties.

"Since 2011, my husband and I have run Mechanic Street House Concerts, which we are gearing up to restart post-Covid," said Phares. "I am an avid reader, so any time I can curl up with a book and one of my dogs at my feet I

am happy!"

What have you learned over the years about running board meetings, and what changes have you made as a board member that help meetings run more efficiently?

Good coordination and cooperation between the staff leadership and the board to set the goals and agenda for the meeting is very important. There are two changes we've made that have made our meetings more efficient. We've developed dashboards that give us data about the school, which helps us focus on key metrics and provides consistency. The other change is that we now have task forces, so by the time something comes to a board meeting it is well developed.

How do you solicit and retain new board members?

This is crucial, so we put a lot of thought into it. The board developed a matrix of skills and experiences, which helps us identify what we are looking for in new members. Board members have extensive community networks and are constantly on the lookout for potential task force volunteers and

board members. Recruits typically serve on a task force for several months before joining the board. This means that by the time they join the board everyone knows it is a good fit, which helps with retention.

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

Our graduation ceremony is always one of the highlights of my year! The other thing that makes me proud is more a feeling than a moment. Seeing the school hum along brings me great joy. This is a result of conscious and constant effort to improve the foundation of the school, by staying focused on our mission and building a staff and board that respect each other and work as a team.

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

I believe everyone deserves the opportunity of an education that sets them up for success, and Promise gives this to students who have not been well-served by other schools.

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

FEBRUARY COMPLIANCE UPDATE

Racial Balance Assessment

In order to comply with admission procedures required under 3314.06, the governing authority must access the schools' racial balance on a regular basis comparatively to the local district and ensure marketing plans do not contradict the authorizer agreement.

The Racial Balance Assessment requires a comparison of the school's demographics to the host district. If there are significant differences in the demographics, then there should be a discussion about the school's marketing practices ensuring inclusiveness.

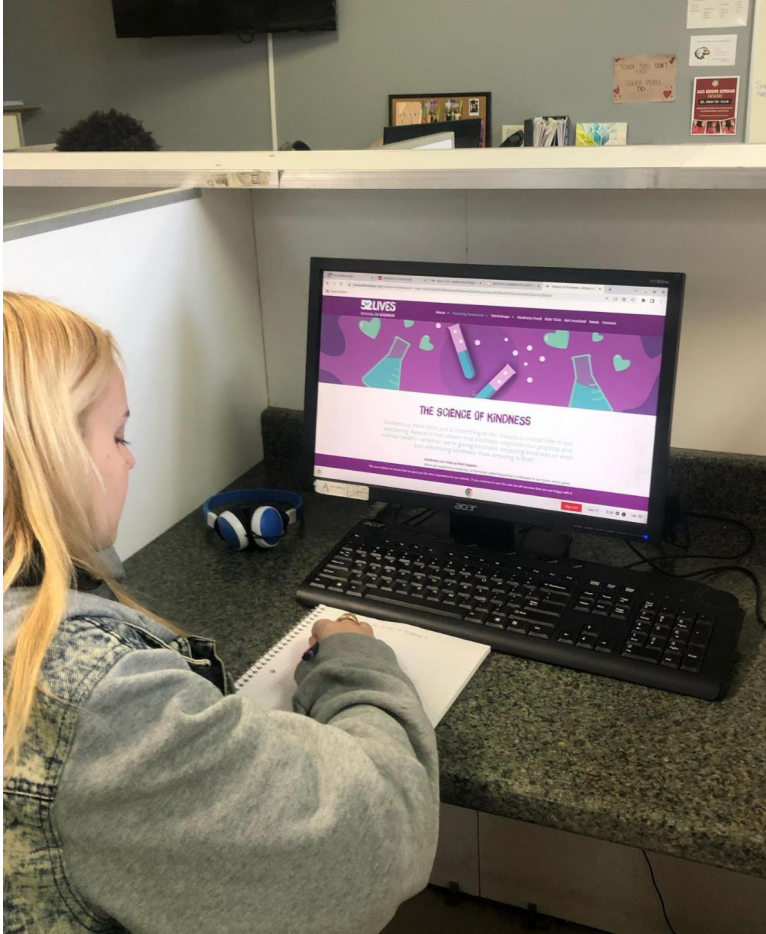
State Fire Marshal- Fire Safety and School Drills

One safety drill should be conducted per month totaling nine drills for the school year. Please remember the school is now required to enter the drill log information directly through an OH ID account.

SCHOOL spotlights

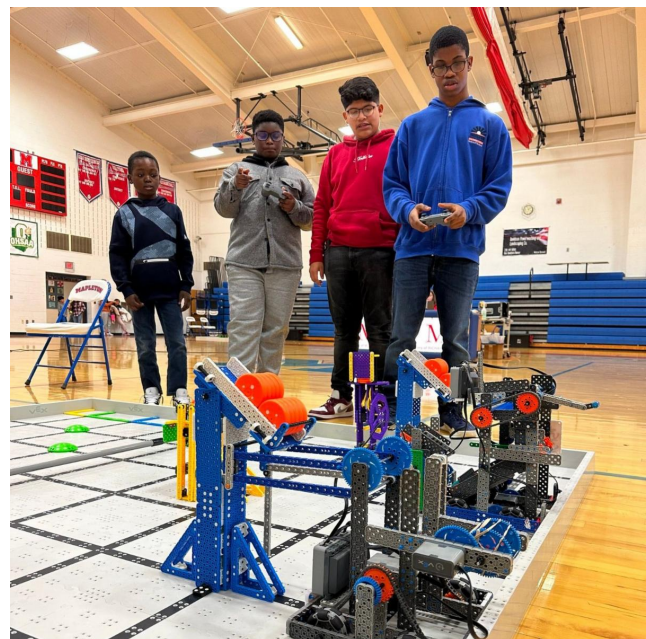
Haydn and other **Focus Learning Academy Southwest** students are participating in our Writing Challenge! This annual challenge, divided into three grade bands (3-5; 6-8; and 9-12) is designed to fit into a teacher's regular curriculum using writing across the content areas.

This year's theme, "Kindness Begins with Me" will also weave into the social-emotional learning work that is being done in schools. We are excited to see what your student authors create!



The **Horizon Science Academy Columbus Middle School** robotics team participated in the VEX IQ Robotics competition on Saturday, January 14th, 2023. Their team "TJS Supernova" received the Teamwork 2nd Place Award (VIQC) and Judge Award at the event.

Congratulations on your achievement and on qualifying for the 2023 Ohio State Championship! Wishing you the best of luck!



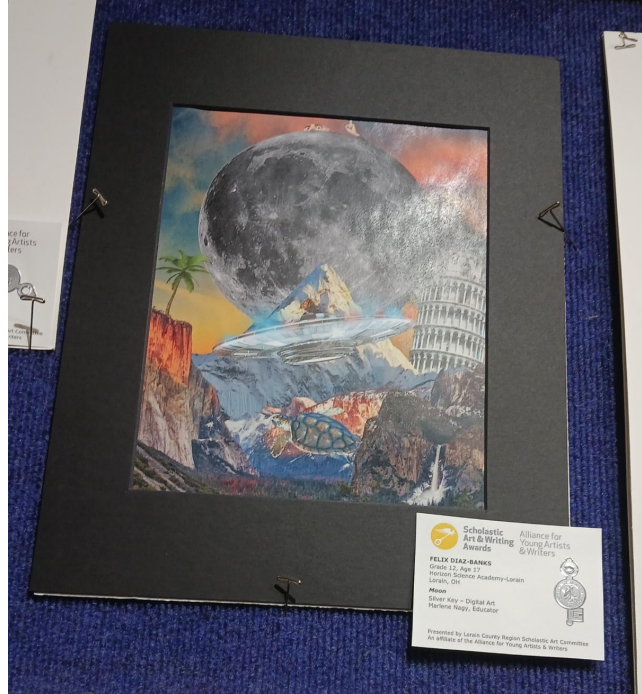
The **Horizon Science Academy Dayton Downtown** Future City Team participated in the Regional Future City Competition on Saturday, January 21. The team received four awards in their first year competing (2nd place in Best Architectural Model Award, 2nd place in Best Recycle Material Usage Award, People Choice's 2nd best city award as voted by all participants, 1st place Rookie of the year). Congrats!



Horizon Science Academy Elementary Columbus hosted a Winter Gala, showcasing music and art. Over 30 families attended the event to see the students perform. These students have so much talent! Some of the students who had solos were Moses Wesseh, Harmoni Thurmond, Sicilia Mara, and Fatima Khadija Diallo.



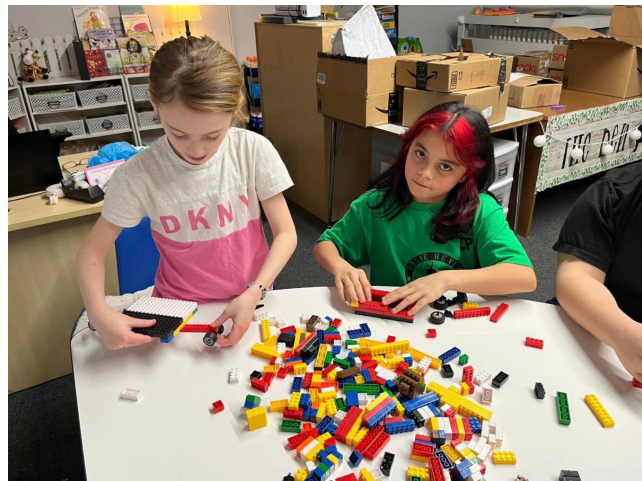
Two Horizon Science Academy of Lorain students, Seniors Felix D. and Lisa O., had their work chosen and placed on display at the 55th annual Lorain County Region Scholastic Art Exhibit! According to the Scholastic Alliance for Young Artist & Writers, this year's contest received over 1,600 entries with only 650 of those entries being chosen for display at the event. Congrats!



Students at **Global Ambassadors Language Academy** celebrate the Lunar New Year - the year of the rabbit!



Lincoln Park Academy hosted their first "Saturday STEM" where students were able to do fun learning projects!



SATURDAY STEM

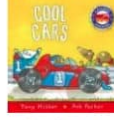
STORYBOOK HIGHLIGHT

K-2nd Grade



Vashli dislikes art class because she is convinced she can't draw. Her teacher gently encourages her to begin with a single dot and her creativity takes off. The Dot celebrates the creative spirit in everyone.

3-5th Grade



From luxury limousines to speedy sports cars, Amazing Machines: Cool Cars features a wide variety of automobiles -- all driven by kooky animal characters.

STEM ACTIVITY OF THE WEEK

JANUARY 21, 2023

K-2nd Grade

Kindergarteners through second graders competed to see who could build the tallest tower out of dot stickers and index cards. Students became engineers-- problem solvers who invent, design, analyze, and test their towers. Students used the design process to plan, create and improve their towers.

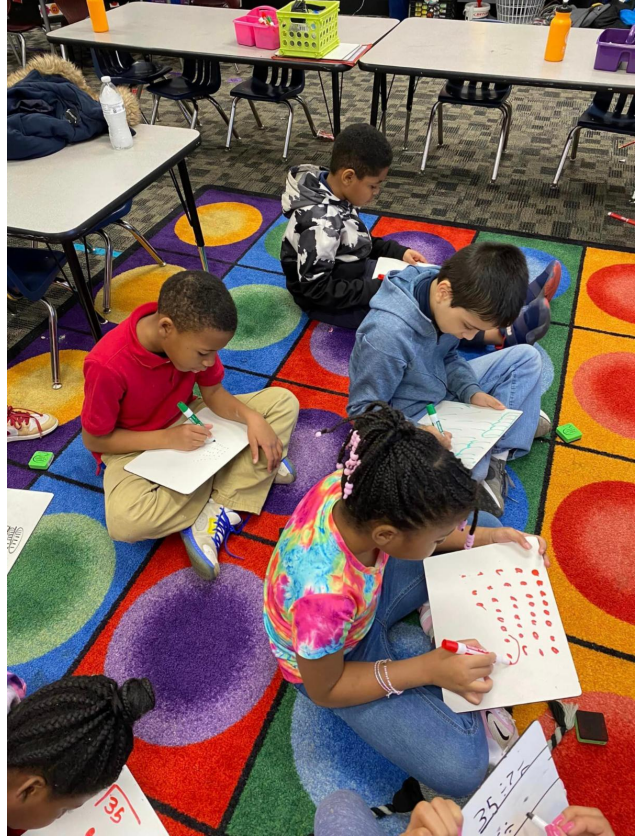
3-5th Grade

Third through fifth graders built their own automobiles out of Legos and used balloon power to race each other. The balloon car was a great demonstration of Newton's three laws of motion as well as potential and kinetic energy. Mrs. Farrer was so proud of her students. They kept testing and improving their cars!

PROJECT PHOTOS



Mrs Miller's third grade students at [Main Preparatory Academy](#) used information from a division problem to find the number of groups.



STATE OF THE STATE ADDRESS

On Tuesday January 31, Governor Mike Dewine announced in his State of the State address details of the new education budget. The budget proposal will include the following:

- An investment in the EdChoice scholarship program by expanding eligibility to families at or below 400 percent of the Federal Poverty Level.
- An additional \$3,000 for each economically disadvantaged student attending a high-quality charter school. It also increases the per-pupil facilities funding for all charter schools - from \$500 to \$1000 per student.
- An investment of \$300 million of one-time funding for capital improvements and equipment for career tech education.

We are excited for the new opportunities for students included in Governor Dewine's new budget. We are grateful for the recognition by the Governor of all the great work community schools are doing for students and families!

BCHF TO SPONSOR TWO NEW SCHOOLS

BCHF is pleased to announce we will be sponsoring two new schools: [The Legacy School](#) in the Cleveland area and [Southern Ohio Career Academy](#) in Chillicothe.



UPCOMING EVENTS

Winter can be LONG (and a bit dreary) in Ohio! But BCHF's professional development is designed to collaboratively warm up the (Zoom) room! We invite you and would love to see you at one of our upcoming sessions. Check out the offerings below; you may register by clicking on the session name OR go to our brand new 2023 catalog [available here](#).

[Small Group Intervention in Math--Part 2 – February 2, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

Part I of this series received rave reviews from participants! You can tune into Part 2 even if you missed it. Taking early action is the key to helping struggling students with mathematics. But what does math intervention look like? Part two of this two-part series will provide evidence-based practices and practical examples that can help teachers tailor their instructional approaches and/or their mathematics interventions to meet the needs of all of their students.

[Crisis Prevention Institute - FULL TRAINING – February 3, 2023 – 8:30 A.M. to 3:30 P.M. – in person – BCHF training room in Columbus](#)

This session registration is for full or initial CPI training. Participants will learn the key components to the CPI model for non-verbal crisis intervention as well as professional standards for the use of safety interventions. This training will also provide an overview of the ODE policy on Restraint and Seclusion and shall meet training requirements for restrictive intervention procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch. Training manuals will be furnished by BCHF. Those who register for initial training will receive an email with a link to an online portion of the course (2 hours) to be completed prior to the in-person training on February 3.

[Crisis Prevention Institute - in Columbus - REFRESHER TRAINING– February 3, 2023 – 12:30 to 3:30 P.M. – in person – BCHF training room in Columbus](#)

This session registration is for refresher training for those trained in CPI within the past 12 months. Participants will learn the key components to the CPI model for non-verbal crisis intervention as well as professional standards for the use of safety interventions. This training will also provide an overview of the ODE policy on Restraint and Seclusion and shall meet training requirements for restrictive intervention procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch on Feb. 3 at Noon.

Training manuals will be furnished by BCHF.

[Supporting English Learners in the Content Classroom Part 1 – February 7, 2023 – 4:00 to 5:30 P.M. – virtual via Zoom](#)

How can classroom teachers meet the unique linguistic, social and academic needs of English learners? In Part 1 of this two-part series, participants will learn how to unpack the linguistic demands of the content standards, identify appropriate language supports, fill gaps in background knowledge, and access your ELs' powerful funds of knowledge.

[Learning that Sticks! – February 8, 2023 – 4:00 to 5:30 P.M. - online via Zoom](#)

You teach! Did they learn? What did they learn and for how long will that learning last? Is it meaningful enough to "stick"? Part 3 of our Student Engagement Series explores ways to make the information relevant, personal and important enough to students for the learning to "stick."

[Culturally Responsive School Leadership - Chapter 5 – February 9, 2023 – 10:00 to 11:30 A.M. - online via Zoom](#)

This meeting is a continuation study of Muhammad Khalifa's Culturally Responsive School Leadership book, distributed at our All-Schools Meeting. For this session, we will discuss Chapter 5, "Humanizing Schools Community of Practice." Mr. Joe Kilbane will facilitate discussion. We have had great conversations, so we invite all to participate even if you missed prior sessions!

[Introduction to Hochman Writing – February 9, 2023 – 3:00 to 4:30 P.M. - online via Zoom](#)

The Hochman Writing Method is the basis for the Writing Revolution, a systematic program of writing instruction. Join us as we explore this method, using training materials from Judith Hochman and Natalie Wexler. Give your students the power of the pen. This session will also determine if there is sufficient interest in exploring the method further among BCHF schools.

[Getting Exceptional Results Part 1 – February 16, 2023 – 3:00 to 4:30 P.M.- online via Zoom](#)

What are school leaders and teams to do about learning loss and the need to REALLY improve student achievement. This series of sessions will explore key leverage strategies for focused school improvement. In Part I, we will explore data driven instruction and a protocol for data meetings. We will also review analysis and action planning for improvement implementation steps.

[Supporting English Learners in the Content Classroom Part 2 – February 21, 2023 – 4:00 to 5:30 P.M. - online via Zoom](#)

How can classroom teachers meet the unique linguistic, social and academic needs of English learners? In Part 2 of this two-part series, participants will learn strategies for facilitating collaboration and engagement for EL students as well as culturally responsive assessment methods that will help your diverse students successfully show off everything they know and can do.

[A Pinch of PD to Build Teacher Effectiveness: Teaching Practices – February 23, 2023 – 4:00 to 5:30 P.M. - online via Zoom](#)

This session will cover a "pinch" of each of these areas for your teaching practice: effective teaching, bell-to-bell teaching, making lessons meaningful, and 20+ ways to make learning fun. The intended audience includes teachers, teaching coaches, and leadership.

[DEI Cohort Meeting 3: Developing Cultural Competence – March 6, 2023 – 4:00 to 5:30 P.M. - online via Zoom](#)

Developing Cultural Competence. Gaining cultural competency enables us to comprehend, engage, and communicate with students from different cultures. It enables us to appreciate the distinctions more effectively between various cultures and our own. We will use the Intercultural Development Inventory (IDI) and the Intercultural Conflict Style (ICS) to further explore our on lived experiences.

[Unpacking an Effective Math Lesson – March 8, 2023 – 4:00 to 5:30 P.M. - online via Zoom](#)

What makes a good math lesson? The question of how to plan and deliver an effective mathematics lesson holds no easy answer. A 'good' math lesson can be as varied in scope, structure, content, and delivery as the degree of difference in teachers and classrooms 1/4 potentially infinite! In this session we will unpack the most basic lesson structure for student-centered instruction.

[A Pinch of PD: What Makes a Great Teacher – March 9, 2023 - 4:00 to 5:30 P.M. - online via Zoom](#)

This session will cover a "pinch" of each of these areas about being a great teacher: making student-based decisions, professionalism, shifting your focus, and your favorite and least favorite teacher. The intended audience includes teachers, teaching coaches, and leadership.

[View the 2023 Professional Development Catalog](#) or scan below to access the events!



Have a story or event at your school you would like to share? Send it to Hana, Strategic Communications Specialist: hchandoul@buckeyehope.org.

BUCKEYE COMMUNITY HOPE FOUNDATION

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