BUCKEYE COMMUNITY HOPE FOUNDATION
Education Division

SPONSOR UPDATE
FEBRUARY 2024

Visit our Website

Jennifer Schorr, VP of Education

Jason Moore, Senior Director of Education

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.

We ♡ Your Input

Annually, in February, we solicit feedback and suggestions from school stakeholders through BCHF's ANNUAL NEEDS ASSESSMENT. The needs assessment provides feedback to BCHF and helps us plan important aspects of our support to schools: the annual leadership summit; focus areas of support for 2024-25; and topics for future professional development. Please watch out for the survey on **February 14**, and complete it as soon as you can!

Changing Board Members or Increasing Your Number of Board Members?

In order to change/add a new board member to your community school board, BCHF must approve in writing the new member PRIOR to the new member being counted for quorum or voting on school business. In order for our office to approve a member to join your board, please send the following information to Kim Blevins at underlined kblevins@buckeyehope.org:

1. A signed consent to release BCI and FBI background check results to the Sponsor which consent may be provided for by completing the board approved conflict of interest form.

2. A copy of the results of both a BCI and FBI background check, which must be repeated every five (5)

years, unless the Board member has lived in Ohio for the past five (5) years, in which case only a BCI check must be repeated.

3. A resume or biographical vitae that accurately reflects experience, education, and other professional competencies related to serving on the Board.

4. A signed annual conflict of interest and disclosure statement, on a form prepared by the Sponsor or prepared by School's legal counsel and approved by the Sponsor.

5. A list of all other Ohio community school boards on which the person currently serves.

Please remember that if you are increasing the number of board members, you may have to amend your Code of Regulations/Board By-laws and other governance related policies.

Requesting to add an Annex or Satellite Location to your School?

If you would like to add an Annex or Satellite location to your existing school, the board must first request permission from BCHF to add the location and modify the contract. Prior to signing a lease or mortgage document, please email or call Jennifer Schorr, VP of Education, at jschorr@buckeyehope.org or (614) 561-0308.

The Board of the school must provide a signed resolution that includes a request to modify the community school sponsorship contract to add the additional site, the address of the potential new location for the annex or satellite, the purpose of adding the additional site, the school year they wish to begin using the additional site, and whether it will be a lease or mortgage. The resolution should also permit the Board President the ability to negotiate and sign these documents on behalf of the school.

The following documentation must be provided to the VP of Education for approval:

1. Signed board resolution.
2. Draft copy of lease or purchase documents.
3. Details that include: the annual costs for the operation of the facility, square footage of the space, number of classrooms, number of students and grades to be served in the new location, number of offices, and other space that will be occupied by the school (entryway, parking, restrooms available, elevator, etc.)

Once the additional site has been approved, the school will receive from BCHF a modification to be signed by the Board President and an updated Exhibit 1 for the contract. The Superintendent of the school will also complete and sign the *Multiple Facilities Form,* which will be provided by BCHF.

The school will return the signed modification document, the multiple facilities form, and the final lease/or purchase document. BCHF will provide all the required documentation to the Department of Education and Workforce.

BCHF must complete Opening Assurances for the new location and submit to DEW at least 10 days prior to the opening of the new facility.

The school submit a request to OEDs to add the new site location to their directory information.

The school must update the Safety Plan to include the new location as well.

Future City Competition

Congratulations to Horizon Science Academy Dayton Downtown for their success in the Future City Competition! Future City is a hands-on cross-curricular educational program that brings STEM to life for students in grades 6 through 8.

6 students participated in this years event, and won the Best Transportation Award.

Making Learning Come Alive
PBL and AI in the Classroom

Dan Jones, a 7th and 8th grade social studies teacher at The Richland School of Academic Arts (RSAA), has been integrating his love for Project-Based Learning (PBL) and AI into his classroom.

Having taught for 19 years, 13 of them at RSAA, Jones is a dedicated educator and author. However, earlier on in his teaching career, Jones was beginning to experience burnout, and knew a change had to be made.

"After a few years of teaching at the school, I began to reach a burnout stage," said Jones. "I was definitely ready to exit and had gone to the superintendent at the time to let them know that would be my last year; she just looked at me and smiled. She said, 'you're a teacher; you just need to find a different way to teach', so that's what I did."

After doing some research on finding innovative ways to teach, Jones eventually landed on Flip-Learning and Project-Based Learning.

"I had this realization of 'oh my gosh, I've been doing this wrong the whole time," said Jones. "Learning about these new ways reignited my passion for what I was doing."

Jones is the author of two books: *Flipped 3.0: Project-Based Learning, an Insanely Simple Guide*. and *Modern PBL: Project-Based Learning in the Digital Age*, which is scheduled to come out in May.

"Flip-learning is a meta strategy. If you want to do PBL and do it well, flip your class," said Jones.

While writing his first book, Jones decided he wanted to redefine PBL upon discovering that most online definitions didn't offer the full scope of the teaching method. Jones' defines PBL as:
"The act of using a project to develop hands-on engagement where students who are fueled by their curiosity and passion work collaboratively to explore, absorb, and internalize classroom content beyond route memorization."

With PBL, the school project becomes an engagement tool developed by the student, based on their personal interests and passions. Students have the opportunity to wrap content around things that they're already interested in.


A student in Jones' class was passionate about Harry Potter. The class was studying the three colonial regions in America. As her project, she made wands that represented the three regions, created "potions" that were different colonies within those regions, and a spell book to go along with them. Everything was wrapped around her passion.

"Since the project was centered around things this student was passionate about, she looked forward to coming to class every single day," said Jones.

Another student in Jones' class loved all things Marvel. When the class was studying European exploration of the Americas, this student decided to combine the explorers with Marvel characters. Since she knew the characters so well, she took their personality traits and aligned them with the explorers. She then drew portraits of the explorers in the likeness of marvel characters and wrote biographies comparing their similarities to one other.

"When you think back on your own education, you think of the projects you did or the presentations you gave, because those were things crafted by you," said Jones. "So, if I can provide that experience every single time a student walks into the classroom, it will be a class they will never forget."
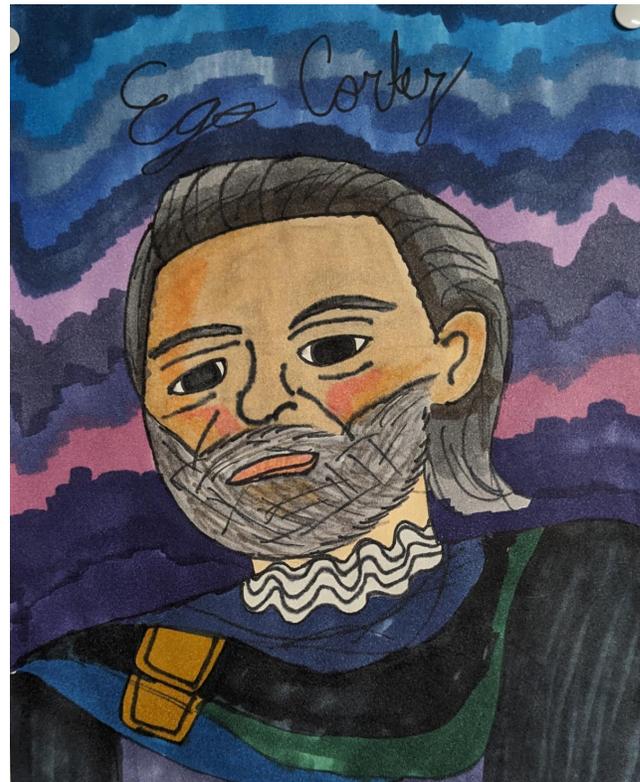
In Jones' second book, he looks at how educators are entering a new landscape of education with the introduction of artificial intelligence (AI).

"When you look at the types of assignments students are doing in classes, a lot of it is 'write an essay and that will be your grade'. Now, AI can do that for us," said Jones. "What AI can't do is build a diorama or build a gameboard. You could use AI to help you do those things, but it would still require the student's knowledge to effectively guide it."

As we move forward in education, Jones sees how PBL will become the instructional approach that pairs well with AI, rather than going against it. In hopes of growing with AI and teaching students how to engage appropriately with it, Jones uses a few different tools in his classroom such as <u>SchoolAi</u> and <u>Magic School.</u>

SchoolAi is a free tool intended for teachers and students. Jones was able to program the chatbot on the site, so that when students engage with it, it will encourage learning.

"If a student copies and pastes a question to the chatbot, it won't respond with the answer," said Jones. "It will provide a few details and then ask a question in return, prompting critical thinking. If a student types something off-task, the chatbot will redirect them back to the subject."

Integrating AI into the classroom was initially a slow process, as students were hesitant at first about talking to a computer. Now, they find it to be fun and look forward to using the tools.

"The chatbot provides a lot of positive feedback to students," said Jones. "It will affirm a student in their thinking or redirect them in a kind way, which is wonderful, especially for students who are introverted and don't want to draw attention to themselves. They may not be comfortable raising their hand in class, but they are comfortable asking AI."

To other educators interested in incorporating PBL, Jones says go for it.

"Project-Based Learning is essential because it deeply engages students by linking learning to their passions," said Jones. "It cultivates critical thinking, collaboration, and problem-solving skills, essential for real-world challenges. PBL also supports personalized learning and encourages a lifelong love of learning. Essentially, it prepares students not just academically, but as well-rounded, reflective individuals ready for the complexities of modern life."

The use of PBL and AI has not only made a difference for the better in Jones' career, but his classroom as well.

"I see kids becoming excited about what they're learning," said Jones. "They become more invested. The focus is on the learning, not the grade."

Cleveland's NBC 3 and ABC 5 will be visiting Jones' classroom to interview him as well as a few students about their use of AI in the classroom.

"Much of my journey is a result of the support of Shellie Gorman, Sandra Sutherland, and Scott Will," said Jones. "They have encouraged and challenged me in ways that have moved me to think more deeply and creatively about how I approach my classroom. We are able to bounce ideas off of each other and give feedback to one another in ways that grow perspectives and encourage creativity. So much growth occurs from professional reading, research, and writing. And I am just so incredibly thankful for all of the opportunities I have had to try new approaches and new ideas."

Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities

The Department of Education and Workforce is announcing an update regarding the Alternate Assessment District Justification and Assurances process. The Department is transitioning the entire district justification and assurance process to the Comprehensive Continuous Improvement Plan (CCIP). *Starting January 2024, justification links will no longer be emailed to Superintendents. Instead, the entire process will be conducted through the CCIP Consolidated Application offering a more-centralized experience.* The form will be available in the CCIP Consolidated Application beginning calendar year, January 2024. The due date for the form is April 26, 2024. **No special link will be sent to superintendents.**

Additionally, on the AASCD Testing Portal, under the Teachers and Test Administrators tab, you can find the Assessment Authoring tile which allows you to create practice tests using released test items. This year's AASCD Testing Window is February 26 to April 19.

Understanding Fall Third Grade English Language Arts (OST) Results: Are Third Graders Improving?
By Stan Nicol, M.ED., Data Analysis and School Accountability

The third grade English Language Arts (ELA) Ohio State Test is an assessment given up to three times each school year. It is an important assessment, scores on which are tied to Ohio's Third Grading Reading Guarantee. The test is given in fall and spring. For students still needing a chance to reach the promotion/passing score, it is offered again in the summer. The assessment measures reading comprehension and writing. This assessment's results are included in both the Achievement and Early Literature component ratings of the state's Local Report Card (LRC).

How are third graders progressing on this assessment? Using only raw test data from the state testing site (TIDE), we see the state's average scaled score is up 6 points from 687 (Fall 2022) to 693 (Fall 2023). The schools sponsored by the Buckeye Community Hope Foundation (BCHF) show an 8-point improvement. While the state average scores are back to pre-pandemic levels, the average scaled score for schools sponsored by the BCHF is just 4 points below Fall 2019 levels. The proficiency rate for Fall 2023 is 25.8%. This represents our highest fall scores since the Fall of 2019. See figure 1 below.

Fall	Mean Scaled Score	Proficiency Rate	Limited	Basic	Proficient	Accomplished	Advanced	Performance Index
2019	675.0	27.1%	49.9%	23.1%	13.9%	8.7%	4.5%	57.6
2020	657.0	14.9%	63.4%	21.7%	8.5%	4.9%	1.5%	47.7
2021	663.9	17.6%	60.9%	21.5%	9.0%	5.9%	2.6%	49.9
2022	663.1	16.3%	58.0%	25.7%	10.8%	2.7%	2.7%	49.9
2023	663.1	26.7%	48.6%	24.7%	14.6%	8.9%	3.2%	57.6

Figure 1

The third grade ELA assessment is made up of 3 sub scored areas. Reading Informational Text, Reading Literary Text, and Writing. Each area is measured as "Below," "At/Near" and "Above" proficient. When combining "At/Near" and "Above" together, students overall show significant improvements in all three areas. We also see a marked improvement in writing proficiency, which has been a focus area for BCHF's school improvement team over the last few years. Figure 2 below shows BCHF schools' sub scored area improvements made over the last 3 administrations of the fall assessment. Note, fewer (34.5%) of our students see their writing evaluated as "not scored" for various reasons.

	Informational Text	Literary Text	Writing	Percent of Writing Not Scored
Fall 2021	28.5%	29.8%	14.2%	45.9%
Fall 2022	30.2%	32.7%	18.2%	39.3%
Fall 2023	42.2%	49.6%	46.5%	34.5%

Figure 2

The scaled score required for promotion to fourth grade is currently 690. We show that 34.0% of our students have already met this benchmark with nearly 27% scoring proficient (700) or above. The state LRC also measures the percentage of students scoring proficient or above on the reading only sections of the assessment. For Fall 2023, 26.7% of BCHF students met or exceeded this standard, indicating the continued need for intensive early literacy work with our population of students.

Moving forward this school year, all schools are tasked with improving these fall scores as we approach the spring administration of these assessments. Buckeye Hope Foundation has provided each school with detailed analyses of the fall results.

Scholarship Opportunity

Intel Corp. recently established a scholarship program to assist women who plan to enroll in a two-year associate degree or one-year semiconductor certificate program in Ohio. Applicants must be a high school senior, graduate, or currently enrolled undergraduate. The deadline to apply is February 19, 2024.

If selected as a recipient, the student will qualify for a $5,000 award. Up to 25 awards will be granted. More details here: https://learnmore.scholarsapply.org/intel-women/

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 featuring Kitt Horn, who serves as a member on the ACE Academy board. The mission of ACE Academy is *to provide a meaningful educational alternative for those students that don't fit within the brick-and-mortar type school. This will be made possible by the use of curriculum and instruction that are accessed through technology within the students' environment.*

Kitt has been a board member for 4 years. Outside of the board, Kitt has a husband and three children who have always been active in sports, specifically track and field. She enjoys playing tennis and skiing, as well as playing with her first grandson, Jackson, who was just born in November.

What have you learned over the years about board meetings, and what changes have you made as a board member that help meetings run more efficiently?
I've learned that being a part of a board is service to ones community and should be taken very seriously, especially as it relates to education. Our board recently changed our Treasurer and how the funds were being reported to the board, and that has been a big improvement over the past year.

How do you solicit and retain new board members?
We typically start by asking the current board members for recommendations for new members, and then invite those candidates to a board meeting to experience the protocol and agenda items.

What are some of the proudest moments you have had as a board member?
I've been able to collaborate with ACE Academy on a few grants or give recommendations for collaborators with grants. However, last year, Rhodes State awarded a student at ACE a scholarship to further the student's education after high school in nursing. I was able to speak with the student and her parents at graduation and she was very proud of her accomplishment. My efforts in helping this student was a proud accomplishment for me.

What part of the school's mission do you most connect with?
My work in higher education pathways helps high school students look at career exploration through dual enrollment and pre-apprenticeships.

All of us in the Education Division of BCHF appreciate the commitment to students Kitt Horn 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 assess the schools' racial balance on a regular basis comparative 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.

Governing Authority, Section III. of Sponsor Contract

The following is a portion of Section III. of the Sponsor Contract regarding the Governing Authority.

The School shall require each Governing Authority member to provide a copy of the results of both a *BCI and FBI background check, which must be repeated every five (5) years, unless the Governing Authority member has lived in Ohio for the past five (5) years, in which case only a BCI check must be repeated (O.R.C. 3319.39)*, resume, and Conflict of Interest annually.

The Governing Authority shall have at least five (5) members. The roster must include information used for Governing Authority business, including each member's name, mailing address, phone number, and email address. *The Governing Authority agrees to supplement the above information if such information changes during the School Year.*

The Governing Authority agrees to make the following information available at a publicly accessible area in the School's administrative office and on the School's website:

(1) a current list of the Governing Authority members and officers,
(2) the contact information of the Governing Authority members for Governing Authority business, and
(3) the schedule and location of each Governing Authority meeting.

The Governing Authority Training must include training on public records and open meetings as required by R.C. 3314.037. New Governing Authority members must make themselves available to participate in new member training provided by the Sponsor within thirty (30) days of appointment.

The Governing Authority must hold a minimum of six (6) regular meetings per School Year. These meetings must be held on at least a bimonthly basis. A majority of the Governing Authority's regular meetings must be held within 50 miles of the school's Primary Location, or within the same county as the Primary Location.

Please refer questions regarding the Sponsor Contract and the Governing Authority requirements to your BCHF Regional Representative.

MathMinds Monthly

Have you checked out BCHF's newest newsletter? Curated by Brit Seward, School Improvement Specialist, we're excited to launch MathMinds Monthly - your dive into the world of mathematics.

Uncover the magic of numbers and equations every second Monday. Whether you're a seasoned mathematician or a curious learner, this newsletter is crafted just for you.

Click the button below to check out and subscribe to the latest newsletter.

MathMinds Monthly

Board Member Development Opportunities

Please see the below board member development opportunity in February.

Ohio Attorney General Nonprofit Board Governance Webinars
Board members play a critical role in protecting the integrity and resources of charitable organizations. This webinar will provide a basic overview of the legal responsibilities that board members of charities have. The webinar will begin at noon, although the system will open prior to that.

Date: Wednesday, February 7th
Time: 12:00 P.M. - 1:30 P.M.
Register here: https://register.gotowebinar.com/register/1154554711911302232

Additional dates for this training will be offered on March 6th, April 3rd, and May 1st.

School Spotlights
Celebrating National 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. Check out how some our schools took part in the celebration.
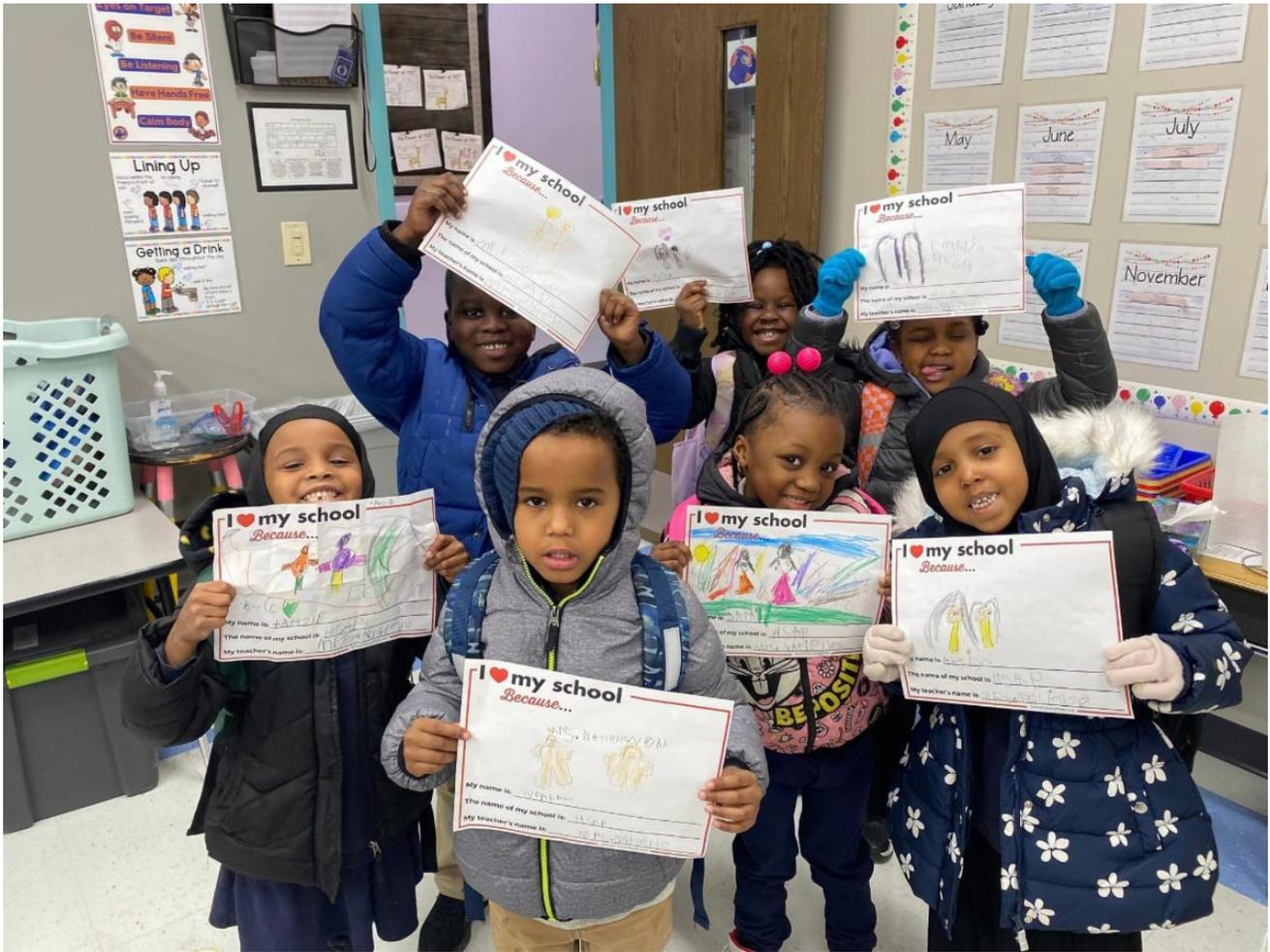
Students at The Academy for Urban Scholars Youngstown showed school spirit by having a door decorating contest.

Great Western Academy students and staff wore the yellow school choice scarfs.

Horizon Science Academy Primary School students wrote about why they love their school.

Students at Horizon Science Academy Youngstown had a great time celebrating the week!

Imagine Schools of Akron students showed off their school choice scarfs.

Students at L. Hollingworth School loved their stickers.

Main Preparatory Academy students showed off their school choice stickers and illustrated why they love their school.

Brrrrr, it's February in Ohio! We hope you are staying warm! On a snowy day or even a school day, we have many professional development options for you that do not require going outdoors. Check out the list below. You may register for any of the listed sessions just by clicking on its title, or you can browse the full catalog of offerings at our Frontline Learning link: **available here.**

The Writing Challenge Check In – February 5, 2024 – 4:00 to 5:30 P.M. - online via Zoom
BCHF would like ALL sponsored schools to participate in its Annual Writing Challenge. We have found the Challenge to be a motivator that can change how students view their own capability and interest in writing! This session is a vital "Kick-off" for teachers helping students with the challenge and with writing

in general. If you are considering the challenge of the BCHF Writing Challenge with your students, what are the next steps? How can you organize instruction to make sure that students are developing and turning their writing in on time? How do you help strengthen students' skills through this engaging program?

The Writing Revolution--Part 3 – February 6, 2024 – 4:00 to 5:30 P.M. – online via Zoom

The Writing Revolution (TWR) aims to enable all students, especially those from historically marginalized communities, to become proficient writers, readers, and critical thinkers. Join us for any or all of our 4-part series helping teachers learn to incorporate writing into every aspect of their teaching. Start with us from the foundational sentence building block to more complex writing tasks. The TWR approach is appropriate for all grade levels and student competency levels.

Primary Teacher Cohort #3 – February 8, 2024 – 4:00 to 5:30 P.M. – online via Zoom

Join us for our collaborative session where teachers and colleagues can engage in discussions about current topics in their primary classrooms. Our goal is to cultivate a professional learning community where people can share their best practices, concerns, experiences, and knowledge. During the sessions, we encourage participants to bring any current issues to discuss.

Case Studies in School Culture: Problems and Pitfalls in School Discipline – February 12, 2024 – 3:30 to 5:00 P.M. – online via Zoom

May a school legally ask a student to "just leave" if they are acting up? Or ask parents to keep a student at home for the day? What is the difference between time out and seclusion? In this session, we explore these questions and similar ones. Code of conduct violations and disciplinary consequences DO impact overall school culture. Join us for a lively discussion of cases and consequences. This session is designed especially for assistant principals, deans, or others who deal regularly with student discipline and culture.

The Writing Revolution--Part 4 – February 13, 2024 – 4:00 to 5:30 P.M. – online via Zoom

The Writing Revolution (TWR) aims to enable all students, especially those from historically marginalized communities, to become proficient writers, readers, and critical thinkers. Join us for any or all our 4-part series helping teachers learn to incorporate writing into every aspect of their teaching. Start with us from the foundational sentence building block to more complex writing tasks. The TWR approach is appropriate for all grade levels and student competency levels.

Student-Centered Learning: Turning Students into Teachers – February 19, 2024 – 4:00 to 5:30 P.M. – online via Zoom

Are your students disengaged? Not interested? Not motivated? Enter the world of Student-Centered Learning and your job will turn from "sage on a stage" to "guide on the side." A variety of quick and easy student engagement strategies will shift the emphasis and responsibility in YOUR classroom to students being the critical agents of their own learning.

Math Cohort Session II: Implementing Tasks that Promote Reasoning and Problem-Solving - February 20, 2024 – 4:00 to 5:00 P.M. – online via Zoom

Join us for a 60-minute "chat and chew" style session on implementing effective teaching practices for mathematics using the resource "Taking Action" from NCTM. In this session, we will discuss Chapter 3, which covers implementing tasks that promote reasoning and problem solving. While purchasing the resource is not mandatory, it's highly recommended. In advance of the session, we will share pre-work to help guide our conversation.

Diverse Assessments for Diverse Learners - February 21, 2024 – 3:30 to 5:00 P.M. – online via Zoom

Are all the students on your roster "typical learners?" Right, we didn't think so! Fortunately, there are many ways to adapt and differentiate the assessment process without driving yourself crazy, no matter what grade or content area you teach. Participants will discover creative approaches to formative and summative assessment that truly invite students to show what they know and can do. If you are looking for ways to break out of the essay-and-quiz rut, this session is for you.

Multi-tiered Systems of Support (MTSS) Workshop 2: MTSS Implementation in Action - February 26, 2024 – 3:00 to 4:30 P.M. – online via Zoom

BCHF is pleased to offer a 5-workshop series on Multi-tiered Systems of Supports (MTSS). Participants may attend one or more individual workshops in the series. However, participants in at least four workshops will receive an MTSS micro-credential and MTSS handbook. Learn to truly understand and use the MTSS process to improve student outcomes in academics, behavior, and social emotional status. The second workshop, offered in February, will walk through MTSS implementation. Student case studies will be used to illustrate implementation processes.

Mathematical Discourse: Posing Purposeful Questions - February 27, 2024 – 4:00 to 5:30 P.M. – online via Zoom

Get ready to unlock the magic of mathematical discourse! Dive into the world of questioning strategies and discover the power of models like Initiate-Respond-Evaluate, assess, and advance questions, and the Principles to Actions framework. Unleash your ability to craft purposeful questions that ignite rich mathematical discussions in your classroom while stimulating student thinking and reasoning. Join us on this thrilling journey to unlock the power of purposeful questioning and revolutionize how your students learn math!

Workforce Literacy-February-WF Literacy Support for SWD and EL - February 28, 2024 – 2:30 to 4:00 P.M. – online via Zoom

BCHF is continuing its initiative with ten partner schools on the topic of "Workforce Literacy." Sessions are open to participants and other schools who may be interested. The focus for this Particular session will be implementing the literacy program for students with disabilities and for English Learners.

PROJECT BASED LEARNING--AN INTRODUCTION - February 29, 2024 – 4:00 to 5:30 P.M. – online via Zoom

Have you heard the "buzz" around Project Based Learning? (PBL). PBL is one thing that you can do to help energize your students, your teaching, and your entire building. Join us to learn the basics of a Gold Standard PBL project, and following this session, anyone who is interested in going further with PBL...we will form a consortium.

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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Get In Touch