

## 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.



## BCHF and Students Present to DEW

Members of our School Improvement Team had the opportunity to present to the Ohio Department of Education and Workforce on Workforce Literacy. Joined by some fantastic students from The Academy for Urban Scholars, they demonstrated a lesson, the importance of workforce literacy, and how it is seamlessly imbedded into their daily curriculum.

The students shared their experiences with the program, and how important the opportunity is to them. Students in the STNA program will graduate with credits, and connections with local hospitals for future progression in the field.

“This prepares us for the real world,” one of the scholars said. “It teaches us what to expect and helps us with our future careers.”

Their stories highlighted the real-world skills they are gaining and the bright futures they are building.



## Digging into Writing Data

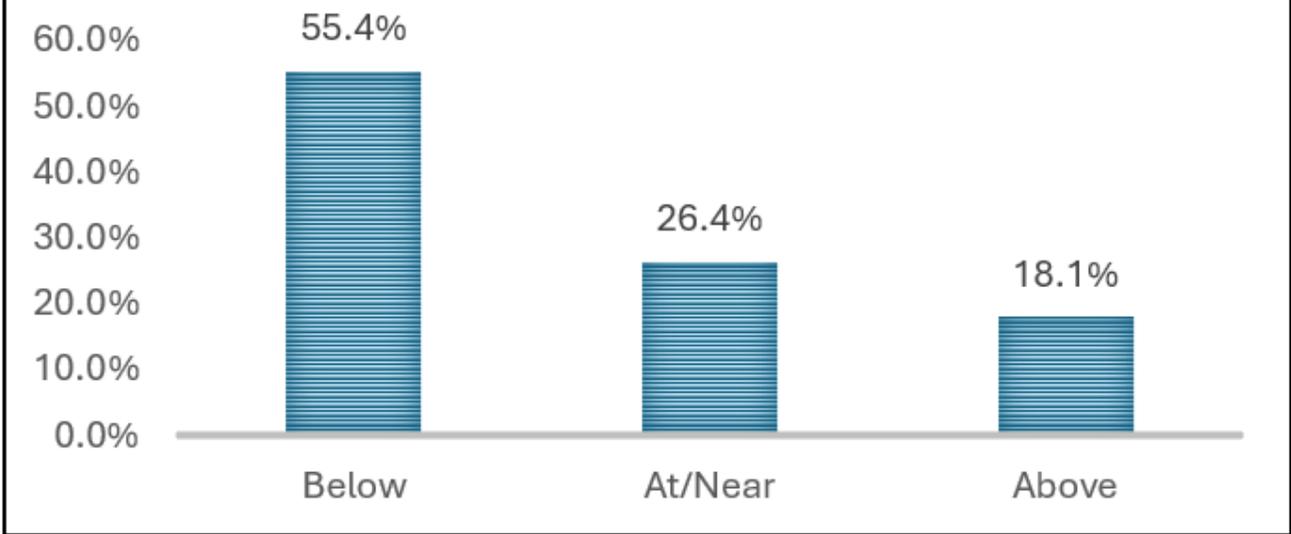
By Stan Nicol, Data Analysis, BCHF Accountability and School Improvement Team

When it comes to analyzing Ohio State Test results the amount of Writing data is unsurpassed. For each State assessment, the results include an overall performance along with each sub score area performance. An example of this would be the area of “Functions” on the eighth-grade mathematics assessment. The State rates the performance on “Function” related questions as “Below,” “At/Near” or “Above” the standard. With scores in writing on Ohio’s ELA tests, the data are much more detailed. With a little digging, we can glean additional information to truly guide instruction and build student writing competency.

How is Writing scored? Along with two reading performance scores, Informational and Literary, writing proficiency is based on one or two writing samples depending upon the grade level of the students. Grade three through five have either an Opinion or Informational writing assignment. Grades sixth through high school ELA 2 have two writing assignments. The upper grades write both an Argumentative and an Informational piece. The State scores these as Below, At/Near, or Above just as they do the other sub scored areas. When we dig even deeper into the data, we can learn more about the writing abilities of our students. Writing raw scores range between zero and ten points. The dimension score of Organization and Elaboration are worth one to four points each and Conventions are worth zero to two points. The State provides these results in detail for Writing results.

How does the Buckeye Community Hope Foundation analyze these data and provide feedback to member schools? Figure 1 below shows the Writing Proficiency from the spring 2024 Ohio State tests.

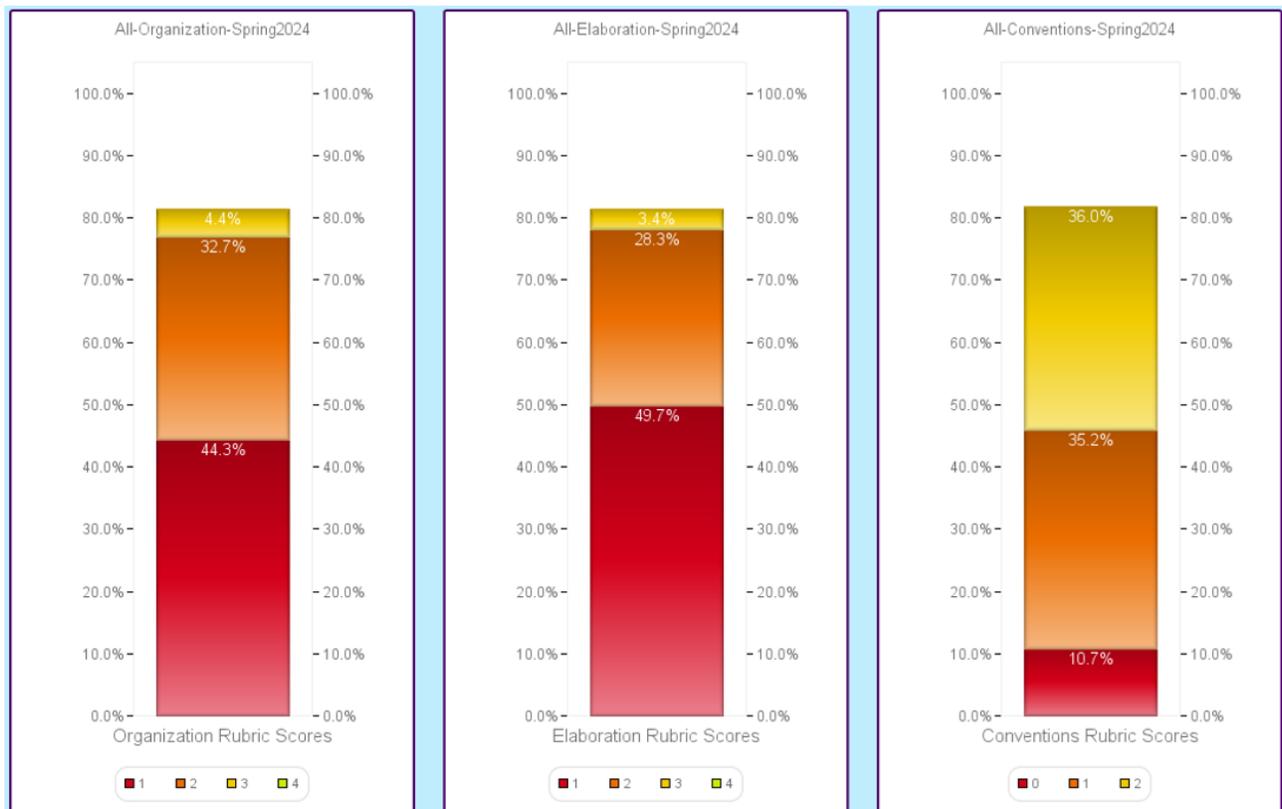
# FIG.1 WRITING PROFICIENCY



These results show us that 55.4% of our students were below proficiency in writing as of the time of the State testing. But, as we saw above, there are three types of writing prompts: informational, opinion, and argumentation. The writing rubric provides us with sub scores, allowing us to dig deeper. It is this data that can really guide our schools in targeting writing instruction to meet the precise needs of students.

These charts show the dimension area scoring for all student populations and all school types.

Chart 1.



The data show that our students have lower scores in Elaboration with 49.7% of the students scoring a “1” on the rubric, and only 3.4% received the full credit of “4” for this sub score. On organization, 44.3% of students received a “1” and 4.4% of students received a “4,” or full credit for organization. The

question becomes: How are teachers instructing students so that they build elaborate support for major points made in their writing.

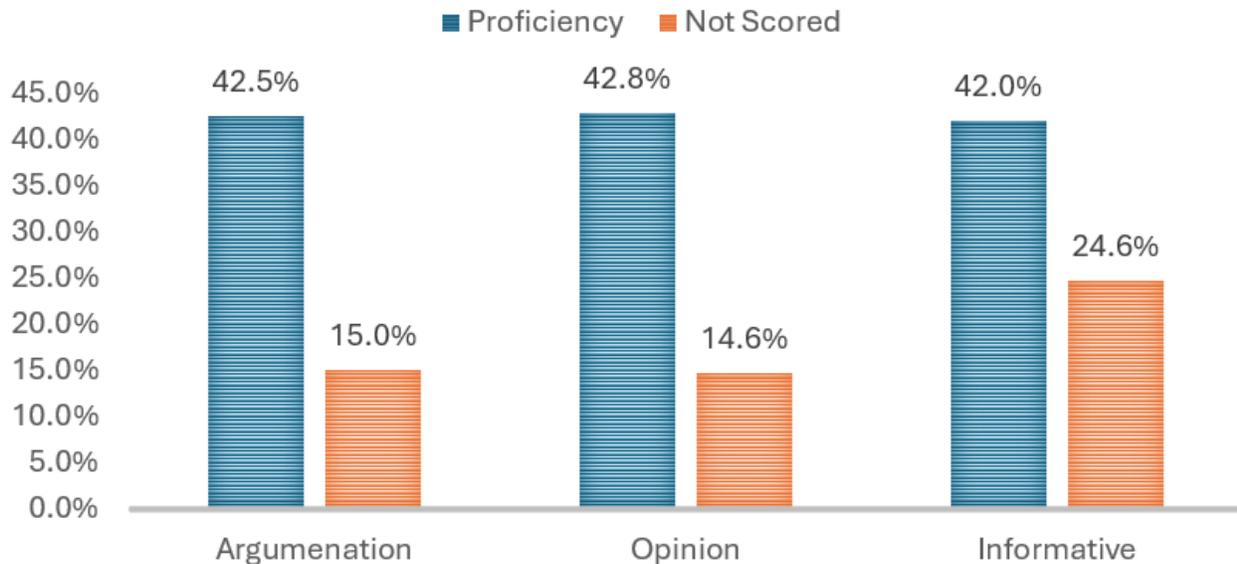
A closer look and you will see that the graphs do not add up to 100%. Sometimes students' writing results do not receive a score. While the State assigns a zero, additional information gives us insight as to why the score was not determined. With the above example, 18.5% of the students did not receive a score. The chart below breaks down by writing prompt type, the percentage of students in which the writing did not receive a score.

Chart 2.

Writing Not Scored by Prompt Types - All Students			
	Count: 4624	2956	4624
	Argumentation	Opinion	Informative
Blank Response:	3.2%	1.1%	6.5%
Foreign Lang:	0.0%	0.1%	0.0%
Unreadable:	0.4%	0.5%	1.4%
Repetitive Text:	0.1%	0.0%	0.1%
Off-Topic:	0.2%	0.7%	0.3%
Prompt Copy:	5.8%	8.2%	7.5%
< 11 Words:	5.3%	4.0%	8.8%
<b>Total Not Score:</b>	<b>15.0%</b>	<b>14.6%</b>	<b>24.6%</b>

It is with this additional information we can determine that "Informative" writing causes more of a struggle for our students. When we only look at the proficiency by dimension score for each writing prompt there is minor difference. Figure 2 below shows proficiency by writing prompt along with the percentage of student writing not scored.

**FIG. 2**  
**PROFICIENCY BY PROMPT TYPE**



Simply evaluating the proficiency scores does not give us enough information as all three prompt types scored around 42% of the possible rubric score points. (ten)

Seeing these data together shows us that “Informational” writing is an area of need in our schools.

Over the last few months, we have fine-tuned our data warehouse to help our schools analyze data such as these. With the addition of Secure Data Center information, we can filter such information by additional parameters such as Students with Disabilities, Multi-Lingual Learners, and more subgroups depending on the school’s demographic make-up.

Are you and your team interested in digging deeper into the writing needs of your students? If so, be sure to schedule a data dive in late summer or early fall to see the strengths and weaknesses in your school’s test results.

## Dr. Plotnick Presents at Ohio Council of English Language Arts Conference



Dr. Zoe Plotnick, BCHF School Improvement Representative, shared valuable insights on making content accessible for emergent multilingual learners at the Ohio Council of Teachers of English Language Arts (OCTELA) Conference, held February 21-22 at the Cherry Valley Hotel. Her session, “Scaffold Up, or Differentiate Down? Making Content Accessible to Emergent Multilinguals,” explored strategies to ensure all students can engage meaningfully with classroom material.

OCTELA, a nationally recognized non-profit organization, supports English language arts educators through professional development, advocacy, and resources that promote best practices and teacher leadership. The organization is committed to fostering diverse literacies and equitable education policies to benefit both educators and students.

Dr. Plotnick's presentation contributed to OCTELA's mission by equipping educators with practical tools to create inclusive, engaging learning environments for multilingual students.

See the presentation here:

<https://www.canva.com/design/DAGfgVWN9L0/x8n7GzG8qrrvbvpfGhwzlg/>

## Warning - Your AI Search Results are Probably Wrong

Think twice before you trust that AI-generated answer. A new study shows AI search results are wrong 60% of the time — and some models are nearly always wrong.

By: Dane Puterbaugh, School Improvement Representative

Since the public release of ChatGPT in late 2022, AI tools have flooded the market, promising to revolutionize productivity. While they can be helpful for drafting emails or brainstorming ideas, some users are relying on them as replacements for traditional search engines like Google. That's where the trouble starts.

A recent study from the *Columbia Journalism Review* found that AI models used for search provide incorrect information 60% of the time on average. Perplexity was the most accurate model, but it still gave wrong answers 37% of the time. On the other end of the spectrum, Grok3 was wrong a staggering 97% of the time. Worse still, paid AI models tend to offer false information more confidently than their free counterparts.

Another concerning finding is that AI chatbots often fabricate answers rather than admitting they don't know. This tendency to "hallucinate" undermines their reliability, especially for fact-checking or research.

### What Can You Do?

AI can still be a valuable tool if used responsibly. Here's how to stay safe:

- **Verify Information:** Cross-check any AI-generated answer with credible sources like reputable news outlets or academic databases.
- **Be Skeptical:** If an answer seems questionable or too confident without evidence, follow up with traditional search engines.
- **Use AI for Brainstorming, Not Facts:** Use on AI for ideas or writing assistance, not critical research.

Next time you turn to AI for answers, don't trust everything you see.

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Jaźwińska, K., & Chandrasekar, A. (2025). AI Search Has A Citation Problem. In [https://www.cjr.org/tow\\_center/we-compared-eight-ai-search-engines-theyre-all-bad-at-citing-news.php](https://www.cjr.org/tow_center/we-compared-eight-ai-search-engines-theyre-all-bad-at-citing-news.php). *Columbia Journalism Review*.

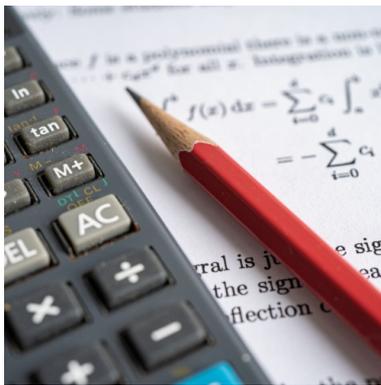
## Menu of Hope Fundraiser

Members of our Education Division had the pleasure of attending the Children's Hunger Alliance 30th annual Menu of Hope luncheon. CHA collaborates with organizations throughout Ohio to provide nutritious meals to at-risk children who need them most. CHA partners with in-home childcare providers, childcare centers, afterschool and summer programs to provide balanced, healthy meals to children in their care. Additionally, they work with schools to increase breakfast participation and provide weekend meals to students.

Learn more about CHA: <https://childrenshungeralliance.org/>



## Math Minds Monthly



Check out the latest edition of Math Minds Monthly, your monthly dive into the world of mathematics, created by Brit Seward. Feel free to share with math teachers, leaders, coaches, paraprofessionals, and anyone else who can come alongside us as we work to improve mathematics culture.

[Latest Newsletter](#)

## Cultural Fair at Horizon Science Academy Youngstown

Horizon Science Academy Youngstown's 8th-grade students brought cultures from around the world to life during this year's Cultural Fair! Guided by Foreign Language Teachers Mrs. Kapki and Miss Morales, students worked in groups to research and present on various countries and their traditions, customs, and historical events.

The fair featured vibrant displays, interactive presentations, and even authentic food and artifacts, creating an immersive and educational experience for the entire school community. Through creativity and critical thinking, students not only showcased their research but also deepened their appreciation for the diverse cultures that shape our world.

Great job to all of the students! Take a look at some of their beautiful displays!



## Spring Board Member Training

We are pleased to offer a spring board training. This additional training is especially for board members and school leaders seeking to complete required annual training.

The session will feature Attorney Adam Schira and will address topics including open meetings, public records, and school/legislative updates.

Register via Frontline: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=5047921>

## 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 highlights one board member each month in our sponsor newsletter.

This month we are featuring Claudia Charity, who serves on the Stambaugh Charter Academy board. The mission of Stambaugh is: *We provide students with 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.*

With over three decades of experience in education, program management, and community engagement, Claudia's journey to the board was a natural next step after retirement. "I welcomed the opportunity given to me by Stambaugh to continue investing my time and skills in the children of our

community,” she shared.

Outside of her work with the board, Claudia enjoys spending time with her teenage grandchildren, gardening, and traveling. A devoted member of Victory Church, she has volunteered in the children’s and card ministry. Her commitment to service extends beyond the school, as she continues to serve on other boards and committees while working part-time as a grant writer for a preschool and an evaluator for afterschool programs.

### Lessons Learned in Board Membership

Having previously served on other nonprofit boards, Claudia was already familiar with the responsibilities and expectations of being a board member. Over time, she has focused on reviewing strategies and tracking performance goals to ensure that the board’s decisions positively impact students and staff. “It’s very important to me to review strategies that the team is implementing when performance goals are not met and to receive reports on the progress of those strategies and targeted areas,” she said.

### Recruiting and Retaining Board Members

While she has not yet had to recruit new board members, Claudia emphasizes the importance of a stable and engaged board. Her efforts ensure that meetings are productive and that performance goals are actively monitored and adjusted as needed.

### Proudest Moments as a Board Member

Claudia's proudest moments come from seeing firsthand the enthusiasm of educators and students alike. One particularly memorable experience was attending a workshop on student engagement. “It was wonderful to see the excitement from teachers as they practiced the strategies presented,” she recalled. “I also felt proud when I visited classrooms and observed teachers implementing those strategies.”

### A Connection to the Mission of Stambaugh Charter Academy

When asked about the school’s mission, Claudia connects deeply with its commitment to a strong moral focus and rigorous education. “Encouraging our students to make good decisions, build confidence, and understand how their behavior impacts others is an essential stepping stone to providing them with a quality education,” she said.

### Advice for New Board Members

Her advice to new or prospective board members is simple: “It’s important to understand the school’s mission and the value of teamwork in reviewing policies and making decisions, while respectfully sharing different viewpoints.”

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

## April Compliance Update

### 988 Suicide and Crisis Lifeline Requirement

Beginning April 9, 2025, Ohio law requires schools serving students in grades 9-12 to include the **988 Suicide and Crisis Lifeline** telephone number on student identification cards, planners, and electronic portals, if provided or used by the school. The Lifeline is available 24/7 for all Ohioans to call or text “988” to reach a trained specialist for help and support during a mental health crisis.

### HB 257 Virtual Governing Board Meeting

House Bill 257 effective April 9<sup>th</sup> allows certain public bodies who are not compensated to meet virtually for most purposes if the board adopts a policy including amongst other requirements:

- 72 hours advance notice of the meeting
- Board members indicate their virtual attendance 48 hours prior
- Virtual access to the public via a widely available platform
- Board members must be able to be seen and heard at all times
- All votes must be taken by a roll call
- Meeting cannot involve significant hiring decisions or non routine expenditures

# School Highlights

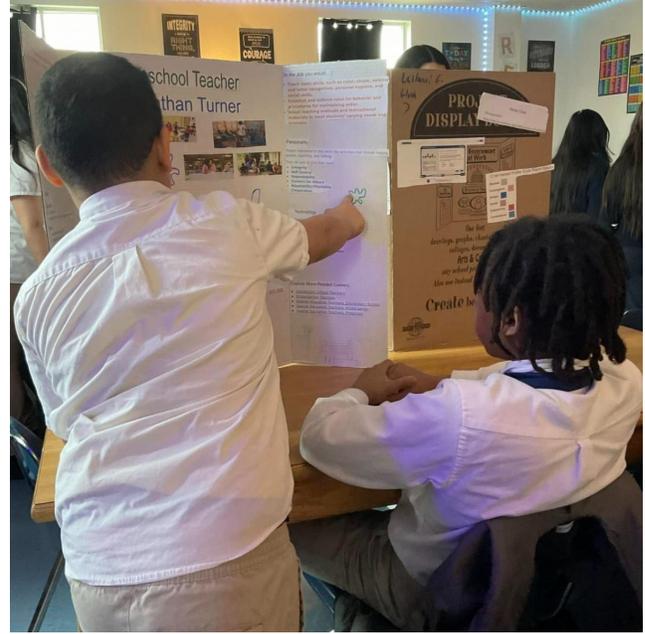
**Engage High School** came alive with creativity and culture at their Black History Month Talent Show! The night was filled with amazing performances, powerful storytelling, and a celebration of Black excellence.



Students at **Global Ambassadors Language Academy** celebrated Read Across America Week by wearing wacky hats for a day.



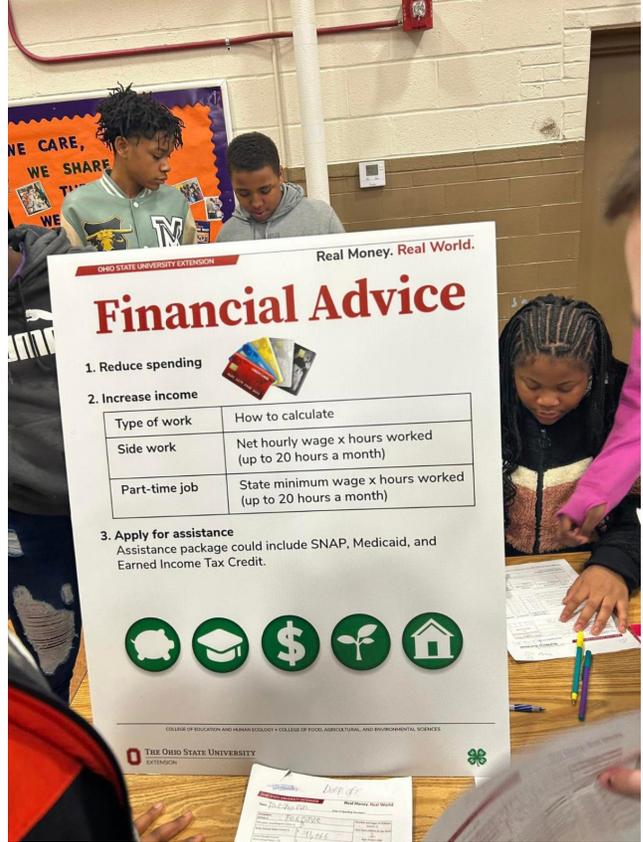
**L. Hollingworth** students had a career fair! Students researched their dream jobs, and did an excellent job showcasing them to younger students! Their hard work and creativity made for an inspiring event!



Lincoln Park Academy welcomed friends from Ginn-Thompson School for Girls to speak with graduating 8th grade girls about high school opportunities.



Mr. Imani from OSU Extension-Summit County visited students at Main Preparatory Academy. He showcased a "Real Money, Real World" simulation for students to participate in to learn more about financial literacy.



Stambaugh Charter Academy welcomed special guest Bluey for their Littler Readers, Big Adventures event! Students enjoyed the book reading.



## Save The Date - BCHF Leadership Summit

Reserve the dates of June 9 and 10, 2025 for BCHF's premier professional development event of the 2024-25 school year! More details will become available as we plan throughout the year.

Register

## Upcoming Events

Whoops, now is the time of the year for you to renew or check on your administrative or teacher licensure and whether it needs renewed! We can help – your MY LEARNING PLAN in Frontline Education will capture all of the professional development you have accomplished in the last licensure

period! We also have some innovation and engaging sessions to offer you in the coming month. Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, [available here](#).

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**[RECONNECTING DISENGAGED STUDENTS: Bridging Learning Gaps](#)** – April 2, 2025 – 3:00 to 4:00 P.M. – Online via Zoom

When students fall behind, they often lose motivation-but with the right support, they can reconnect with learning. This session is ideal for educators working with students who struggle due to learning gaps. Participants will explore strategies to re-engage these students, including differentiated instruction, targeted interventions, and building strong teacher-student relationships. Learn how to create an inclusive classroom where each student feels valued and capable, no matter their starting point. You'll leave with practical tools to identify learning gaps early and foster resilience in students, helping them regain confidence and actively participate in their educational journey.

**[ASYNCHRONOUS! "I CAN'T BELIEVE YOU MADE THAT! Canva Magic for Your Classroom](#)** – opens April 8, 2025 – 6-week self-completion timeline

Turn heads with creative, professional-looking classroom materials, presentation and resources-even if you're brand new to Canva! In this asynchronous session, you'll learn to set up a free premium account, master design basics, and discover time-saving hacks and advanced tips. Beginners and experienced users alike will find fresh ideas for enhancing reusable activity templates, assignments, and more. Receive video tutorials and resources on April 8, then complete activities over 6 weeks, and submit a design for credit.

**[COHORT: SUPPORTING MULTI-LINGUAL LEARNERS](#)** – April 10, 2025 – 3:30 to 5:00 P.M. – Online via Zoom

Join us to stay updated with the latest research and news in multilingual education, learn innovative strategies tailored to your classroom, and engage in meaningful networking with peers. In this supportive community committed to enhancing language development and academic achievement for all students, we meet to share ideas, strategies, and ready-to-use instructional resources. Each session is a blend of learning, sharing experiences, and building a collective knowledge base to effectively support emergent multilinguals in their educational journey. This session will focus on “Experienced MLs (aka Long-Term English Learners)” and monitoring exited students.

**[BCHF BOARD TRAINING](#)** – April 12, 2025 – 9:00 to 10:30 A.M. – Online via Zoom

This additional training is especially for Board members and school leaders seeking to complete required annual training. The training will feature Attorney Adam Schira and will address topics including open meetings, public records, and school/legislative updates

**[Introduction to The Disengaged Teen: Helping Kids Learn Better, Feel Better, and Live Better](#)** – April 22, 2025 – 4:00 to 5:30 P.M.

Studies show that a shocking number of our youth are in "passenger mode." They are simply surviving school simply to get through it and to live their real lives outside of it. This session will examine the seminal work of Jenny Anderson and Rebecca Winthrop. It will give an overview of the major points of their new book, *The Disengaged Teen*, and provide a forum for those interested in examining the book more deeply with faculty or parent groups.

**[COHORT: LEADERSHIP - Special Considerations for School Leaders in a Time of Teacher Shortage](#)** – April 29, 2025 – 2:00 to 3:30 P.M.

This space is especially for leaders to talk and debrief issues of mutual concern and support. We will meet approximately once each month in the second semester with planned topics as well as open discussion. Our April topic will be Strategic Planning for School Leaders.

**[COHORT: SOCIAL STUDIES](#)** – April 30, 2025 – 3:30 to 4:30 P.M. – Online via Zoom

These meetings are a cohort, or place of belonging and discussion, for social studies educators to improve instructional practices, increase test scores, and empower students to be effective citizens. Through this collaborative group, we will be discussing the future of social studies with the advent of AI; test preparation; and turning students into citizens.

**[ASYNCHRONOUS-WHAT ABOUT US? THE SCIENCE OF READING AND SECONDARY TEACHERS \(REPEAT SESSION\)](#)** – April 30, 2025 – 4-week self-completion timeline

ASYNCHRONOUS! Our elementary friends hear talk about the Science of Reading and how to implement in their classrooms. But what about the secondary level teacher? What does it mean for us? How do I incorporate the Science of Reading into my intermediate, middle or high school classroom. Learn about the research behind the Reading Rope and take away some easily implemented strategies for using the Science of Reading in your classroom. AFTER THE REGISTRATION DEADLINE on April 30, MATERIALS WILL BE SENT TO REGISTRANTS. PARTICIPANTS WILL HAVE ONE MONTH TO COMPLETE THE COURSE.

**[COHORT: MATHEMATICS LEADERSHIP](#)** – May 6, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

This program is designed for mathematics leaders at every level (e.g., principals, academic coaches, grade team leaders, and master teachers). The program aims to assess the impact of leaders on

improving student learning by examining their current mathematics situation in terms of instruction, structure, and culture. Participants will become familiar with the National Council of Supervisors of Mathematics (NCSM) framework for leadership in Mathematics Education. You will be guided through developing a mathematics program improvement plan (MPIP) through assigned learning activities and deliverables designed to support progress through various stages of the MPIP. Participants are expected to attend meetings fully prepared to contribute to group learning. The primary resource for this year will be NCSM Essential Actions: Instructional Leadership in Mathematics Education. This session will focus on Celebrating Improvement and focused sustainability.

**ASYNCHRONOUS: PBL for the New Year** – May 7, 2025 – 12-week self-completion time

What's all this PBL stuff really about? Is it possible in my classroom? Can Kindergartners do this? How about high schoolers? This ASYNCHRONOUS session will guide educators through planning their first Project Based Learning project for the 2025-26 school year. Teachers will have 6 weeks to watch guidance videos, plan, interact with a PBL trainer, find out about managing a project. You will have one full project planned and ready to go for the new school year! Register by May 7. On May 8th, all materials will be emailed to registered participants. The project will culminate on or before July 31.

**KICK OFF TO PBL! --Let's Design a Project for the New School Year** – May 7, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

KICK OFF next school year with a bang! This session will guide teachers to design an impactful Project-Based Learning (PBL) project for the upcoming school year. Participants will explore key elements of successful PBL, including developing driving questions, creating authentic learning experiences, and aligning projects with curriculum standards. Through collaborative planning and hands-on activities, teachers will learn how to structure a project that encourages critical thinking, problem-solving, and student-driven inquiry. The session will also provide strategies for assessing student progress, fostering collaboration, and managing a project from start to finish. Whether you are new to PBL or looking to enhance your current practice, this session will equip you with the tools and confidence to implement a meaningful, engaging project that inspires students and deepens their learning. INTERESTED TEACHERS WILL BE GIVEN ACCESS TO AN ASYNCHRONOUS AND SYNCHRONOUS COURSE THROUGHOUT THE SUMMER--so that you will have a complete project planned with guidance along the way.

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

**BUCKEYE COMMUNITY HOPE FOUNDATION**

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