



SEPTEMBER 2026 SPONSOR UPDATE



MISSION

Through strategic authorizing and partnership, we develop educational communities of achievement through innovation, hope, and support.

VISION

We envision a rich ecosystem of community schools ensuring ALL students and families have access to a high-quality public education.

A Letter from our VP of Education

Dear Stakeholders, Colleagues, and Friends:

As we start a new school year, I want to express my sincere gratitude to our sponsored schools, students and families, and the Education Division team for the hard work and long hours you commit to every school year so we can provide the best possible education options for kids. I am honored to have the opportunity to work alongside such talented individuals supporting school choice in Ohio.

Buckeye Community Hope Foundation is committed to providing the best possible education and support to those we serve. Your students are our priority!

We must remain student-focused even when things get tough and Buckeye is here to support you. We will work collaboratively with you to provide high yield professional development and technical assistance at every level.

At Buckeye, our door is always open and we welcome your ideas and suggestions on how we can better serve our sponsored schools and promote educational opportunities. Please do not hesitate to reach out to me if you need assistance. We are here to help!
Wishing all of you a safe, fun, and successful school year!

Sincerely,
Jennifer Schorr
Vice President, Education Division

All Schools Meeting



Join us for the official "Kick Off" to the 2026-27 school year! The All Schools Meeting presents vital information and notifications for the sponsor-school relationship and for the upcoming year. We will request at least one representative from each sponsored school attend. The meeting will be held at the Fawcett Center on the campus of The Ohio State University. WEAR YOUR SCHOOL SWAG and show your school spirit at this meeting!

[Register](#)

Upcoming Summits

This Fall, we are expanding our "in person" options to include two shorter, one-day Summits to address high-priority topics identified by our schools. Join us as we explore coming together as communities of educators for these exciting events:

K-8 Mathematics Summit

Join us for the first-ever BCHF K-8 Mathematics Summit:

Bold Spaces, Better Outcomes: Transforming Effective Teaching Practices into Powerful Student Experiences, where we'll explore what effective mathematics instruction looks like in practice and how we can create learning environments that build curiosity, confidence, and joy for every learner.

Wednesday, October 7, 2026
10:00 AM–3:00 PM
CoHatch Polaris

Designed especially for:
Principals
Assistant Principals
Instructional Coaches
Curriculum Leaders
Teacher Leaders

Come ready to collaborate, think differently, and make math real and relevant for students.

BOLD SPACES, BETTER OUTCOMES:

TRANSFORMING EFFECTIVE TEACHING PRACTICES INTO
POWERFUL STUDENT EXPERIENCES.

Math really matters! Join an engaging discussion of what effective mathematics instruction looks like. Explore how we make it real and relevant to our students. Collaborate with fellow educators to build curiosity, confidence, and joy. After all, "Mathematics is the most beautiful and most powerful creation of the human spirit." (Stefan Banach)

Designed especially for:

PRINCIPALS

ASSISTANT
PRINCIPALS

INSTRUCTIONAL
COACHES

CURRICULUM
LEADERS

TEACHER
LEADERS



bit.ly/bchfmath

WEDNESDAY
10.07.2026

COHATCH
POLARIS
10AM-3PM



Register for the K-8 Math Summit

Special Education Summit

When special education systems break down, it's rarely about one person—it's about the system. And every gap in that system creates a gap for a student counting on us.

This November, we're bringing school and district teams together for the 2026 BCHF SPED Summit: Special Education Systems Edition.

Your mission, should you choose to accept it: work through a live case as a team, identify where systems break down, and leave with practical tools for building stronger systems that support better outcomes for students.

Tuesday, November 17, 2026
10:00 a.m.–3:00 p.m.
CoHatch Polaris

Your toolkit will be waiting at check-in via QR code, so bring your laptop and come ready to work the case.



Register for the Special Education Summit

Domain Analysis Reports

By Stan Nicol, M.ED., Director, Data Analytics

The Buckeye Community Hope Foundation (BCHF) continues to expand its data analysis services for its sponsored schools. We collect and analyze a wide range of data, including Ohio State Tests, Norm-Referenced assessments, Item analysis, and attendance records. With this extensive data, we provide schools with detailed analyses of student learning. Item analysis is our newest addition. BCHF has collected data for this analysis for the past four spring state testing administrations to provide us with strong trend information. An example of our state testing analysis may include the following:

- *Overall Assessment-Proficiency, Performance Index*
- *Subject Analysis-Math, English Language Arts (ELA), Science and Social Studies*
- *Domain Analysis- Fraction, Writing, Reading, Life Science, etc.*
- *Standard Performance*

Ohio State Tests cover up to four subjects, with each subject organized into three to five domains. Individual Ohio Learning Standards further define each domain.

We recently added multi-year Domain Analysis to our report bundle. This report uses all available data to identify the domains with the highest and lowest historical trends in pupil performance. A sample version of this report, using portfolio-wide data (data not specific to one school), appears below.

Subject-Grade	Lowest Domain	Highest Domain
ELA-3	Writing Standards	Language Standards
ELA-4	Writing Standards	Language Standards
ELA-5	Writing Standards	Language Standards
ELA-6	Writing Standards	Language Standards
ELA-7	Writing Standards	Language Standards
ELA-8	Reading Standards for Literature	Language Standards
MTH-3	Numbers and Operations in Base Ten	Geometry
MTH-4	Measurement and Data	Geometry
MTH-5	Numbers and Operations—Fractions	Geometry
MTH-6	Geometry	Ratios and Proportional Relationships
MTH-7	The Number System	Geometry
MTH-8	Expressions and Equations	Statistics and Probability
SCI-5	Life Science	Physical Science
SCI-8	Earth and Space Science	Physical Science
ALG-HS	Algebra	Number and Quantity
AmHist-HS	1877–1945	Skills and Documents
BIO-HS	Cells	Diversity and Interdependence of Life
ELA2-HS	Writing Standards	Language Standards
GEO-HS	Geometry	Statistics and Probability
GOV-HS	Principles and Structure	Founding Documents

Domain areas are color-coded by median performance. Each of our more than fifty sponsored schools receives this report, along with additional reports that break performance down by individual learning standards.

In the sample above, the middle column, or “lowest domain” column shows areas of need in student learning in English Language Arts. Across BCHF’s portfolio of schools, we see an overriding need for improvement in student performance on writing standards. Student performance on these standards would be further analyzed by the prompt type used on ELA assessments. The type of writing prompts includes opinion and informative writing for grades 3-5. For grades 6-12, writing prompts include argumentative and explanatory writing. In addition, students may be writing in response to two literacy passages or two informative passages. Comparison of individual writing scores informs us further as to whether students need more work on the organization or elaboration of their writing or writing conventions.

Looking at lowest domains in mathematics on the chart, younger students in grade 3 need to improve in numbers and operations – base ten whereas fifth grade students need more practice with numbers and operations – fractions.

Areas in green are domains where students in BCHF are performing better. “Highest domain” areas still represent Ohio learning standards that should be taught and assessed.

Armed with this level of data, school leaders and teaching teams can ensure that standards within these domains are incorporated into teaching and learning experiences, assessed, and reviewed as needed to support student learning. BCHF’s School Improvement department staff can also tailor support to each school’s specific needs as indicated by this data. The BCHF School Improvement team has representatives with subject-area expertise in specific academic subject areas. We invite you to reach out to your school’s data representative to help further match domain data to school improvement strategies.

Forward Girls Leadership Academy Receives Official Education Partner Recognition

Buckeye Community Hope Foundation is proud to celebrate an exciting milestone for FORWARD Girls Leadership Academy!

FORWARD has been officially recognized by Cleveland's WNBA franchise as its Official Education Partner. This exciting partnership reflects the momentum surrounding FORWARD as the school prepares to welcome its founding class.

Congratulations to the entire FORWARD team on this well-deserved achievement. We look forward to watching your story continue to unfold and to celebrating many more milestones together.

[Watch the Announcement](#)

BCHF Schools Selected for ReadOhio Coaching Initiative

We are proud to celebrate three BCHF schools selected to receive literacy coaching through the Ohio Department of Education and Workforce's ReadOhio initiative for the 2026–2027 school year. Congratulations to:

- Constellation Schools: Old Brooklyn Middle
- Constellation Schools: Westside Community School of the Arts
- The Richland School of Academic Arts

Through ReadOhio, schools across Ohio are strengthening literacy instruction through evidence-based practices aligned with the science of reading. The initiative provides support for professional development, high-quality instructional materials, and literacy coaching designed to help educators strengthen reading instruction and improve student outcomes.

Literacy coaches bring expertise in data-based decision-making and evidence-based instructional strategies, working alongside educators to support effective literacy practices in the classroom. This year, Ohio is expanding the initiative following a successful 2025–2026 school year, when 97 literacy coaches served 151 districts and community schools. An additional 50 coaches will be added for 2026–2027, extending literacy coaching support to more than 200 districts and community schools across the state.

Congratulations on this exciting achievement!

Education as a Practice of Possibility: Illie Massey's "Why"



As part of our ongoing strategic planning work with The National Charter Schools Institute, our Education Division has been taking time to reconnect with our “why”—the personal purpose that drives each of us in education. This reflection has reminded us that behind every role and every initiative are powerful stories rooted in service to students and schools. We're excited to share those stories through our Sponsor Updates.

This month, we are featuring Illie Massey, Accountability and School Improvement Representative.

Can you give an overview of your background? What originally drew you to a career in education?

I grew up in Cleveland and attended public schools from preschool through 12th grade. I was relatively smart, but I didn't always apply myself, and my GPA reflected that. I was actually discouraged by school administrators from applying to college because they didn't think I would get in. I applied anyway and ended up getting a scholarship. Although, the administrators doubted my ability, my mom always made it clear to me that continuing my education was not really a choice. I was going to college. That experience has stayed with me throughout my career.

I started my career as a teacher and have worked in several different roles in education since then. Now, I'm in the final semester of my doctoral program. For me, education has always been a lifeline. And when I refer to education, I don't just mean a four-year college. I mean two-year colleges, universities, trades, certifications, and training. There are so many paths. I believe every student should leave high school with access to a path that allows them to support themselves and build the life they want.

What motivates you to come to work every day?

Knowing that the work we do ultimately impacts students. I'm not in a classroom anymore, but I still get to support the people and systems that directly impact students. I'm especially passionate about equity and making sure students have access to what they need to be successful, regardless of where they come from or what they've experienced.

What do you enjoy most about your role at BCHF?

I enjoy being able to work with different schools and school leaders. Every school is different, so the work is never really the same. I like looking at data, asking questions, identifying where there may be gaps, and then working with schools to figure out what we can actually do about those gaps. I also appreciate that my role allows me to support schools without losing sight of the students behind the numbers.

How do you define your “why”? Is there a particular moment or experience that reinforced your “why”?

My why is really about access and opportunity. I know personally what it feels like to have someone look at your GPA or your circumstances and make assumptions about what you are capable of. I also know how much it matters to have someone who believes there are still possibilities for you.

One area I'm especially passionate about is trauma and how it impacts students and their educational experiences. My doctoral research focuses on historical and intergenerational trauma and the educational experiences of Black students. I think sometimes we focus so much on student behavior or academic performance that we don't stop and ask what may be underneath it. For me, the question is always what can we do differently as educators and as systems to help mitigate some of those effects and give students a real opportunity to be successful.

How do you reconnect with your “why” during tough times?

I try to remember that there is a student on the other side of the work. It is easy to get caught up in reports, data, compliance, meetings, and everything else that comes with education. But ultimately, there's a student who's impacted by the decisions adults make. Remembering that helps me put things back into perspective.

What have you learned about yourself through your work at BCHF?

I have learned that I'm much more comfortable asking difficult questions than I used to be. I've also learned that I don't always have to have the answers, and that's okay. Sometimes my role is to ask the right questions, listen, look at what the data is telling us, and help people think through what comes next.

A quote or mantra you live by?

“Education is the practice of freedom.” – Bell Hooks

That really connects to how I see education. Education should open doors and create possibilities.

Who inspires you in your work?

The students and educators doing the work every day inspire me. I'm especially inspired by educators who continue to see possibility in students, even when those students are struggling. I think students need adults who can see beyond what's happening in that moment and recognize who they can become.

Who are you outside of your work?

Outside of BCHF, I'm a mom, a doctoral student, and someone who really values my family and the people close to me. I love reading, traveling, and spending time with my family. We take a family vacation every year, which is probably my favorite tradition. I'm naturally pretty introverted, so I also really enjoy quiet time, a good book, and just being able to slow down and sit on my porch with a good book when I can.

Illie's story is a powerful reminder of what can happen when someone chooses to believe in a student's potential, even when others may see only a GPA, a challenge, or a circumstance. Her commitment to equity, access, and asking the questions that help schools better serve students reflects the heart of our Education Division and our shared "why."

Math Minds Monthly



The first issue of Math Minds Monthly is officially out! Each month, this newsletter will bring you one place to find our internal PD offerings, recommended external learning, state and instructional updates, a strategy to try in your own practice, and a resource worth your time — all in service of this year's vision: Bold Spaces, Better Outcomes.

[Read the First Issue](#)

September Compliance Update

Senate Bill 19 was signed into law by Governor DeWine in late June. This bill is a wide range education bill with a focus on math education. The bill requires:

- Schools to provide evidence-based academic intervention services, free of cost, to students who demonstrate a limited level of skill in either a prescribed state diagnostic assessment or a state assessment, in math, English Language Arts, or both subjects. Services may be provided directly by the school, through a vendor, or both, and must be reported in EMIS.
- DEW to review core math curricula and establish lists of high-quality core math curriculum and evidence-based math intervention programs.
- Schools develop a math achievement improvement plan if less than 51% of students score proficient or higher on the 3rd grade math assessment.

Senate Bill 19 also eliminates the current law regarding advanced math courses and instead requires schools to:

- Adopt a comprehensive math placement and promotion policy
- Enroll each 6th grade high math achieving student in a math course in 7th grade that combines in a single school year 7th and 8th grade math standards and enroll in Algebra 1 in 8th grade.
- Enroll each high achieving math student in grade 3-5 in advanced learning opportunities.
- Beginning with the 27-28 school year DEW must randomly select 5% of schools for a review of their academic intervention services.
- Requires DEW to promote innovative programs designed to increase student achievement and engagement, improve student wellness, and prepare students for the workforce and post-secondary education.
- Permits community schools to request approval from DEW to establish an innovative education pilot program, which waives certain requirements and allows a school to implement a new/different educational approach.

Please reach out to your Compliance Representative with any questions.

Upcoming Events

Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, [available here](#).

EARLY LITERACY STRATEGIES COLLABORATIVE LEARNING COMMUNITY #1: Science of Reading Strategies for Kindergarten

September 2, 2026 – 4:00 to 5:30 P.M. - Online via Zoom
The Early Literacy Strategies Collaborative Learning Community (CLC) is a teacher-centered space for examining literacy practices, sharing strategies, and reviewing outcomes as we all navigate the Science of Reading and the needs of Ohio's youngest learners. This session will focus on kindergarten learners and their needs. We will enjoy exploring strategies and activities and discuss how to develop essential, foundational literacy skills for our youngest learners!

Drop Out Recovery Series: Teaching English in a Non Traditional Setting

September 9, 2026 – 4:00 to 5:30 P.M. - Online via Zoom
Teaching English in a dropout recovery setting is fundamentally different from teaching English in a traditional high school. The students often have significant skill gaps, interrupted schooling, work and family responsibilities, trauma histories, attendance challenges, and negative experiences with English classes. The goal shifts from "covering content" to accelerating literacy. It is also our job to rebuild confidence and independence. Using the research on alternative education, disciplinary literacy, adult learning, and the work of experts like Douglas Fisher, Nancy Frey, Kelly Gallagher, and Penny Kittle, we will explore high leverage literacy skills; shorter, more frequent writing; reading relevance; building thinking into each lesson; the importance of human contact; the Gradual Release of Responsibility model. Whether you teach high school students in person, completely online, or in a hybrid model with packets and occasional contact, you will be able to walk away from this session with more tools for your toolbox for the non-traditional high school student.

Teach Like a Champion-Science of Reading #1: Introduction to Book Study

September 10, 2026 – 3:30 to 4:30 P.M. - Online via Zoom
Join us for the first session of our year-long book study! In this inaugural session, participants will sign up to receive their copy of The Teach Like a Champion Guide to the Science of Reading and explore its overarching framework. We will unpack how the brain learns to read, focusing on the relationship between working memory, automaticity, and comprehension. Educators will analyze how classroom culture impacts cognitive load and learn how to position reading as an active, engaging pursuit. By the end of this session, we will establish book study norms and outline our future meeting expectations. Participants will leave with a fire in their belly, ready to improve reading instruction and get every student reading on grade level.

MULTILINGUAL LEARNERS COLLABORATIVE LEARNING COMMUNITIES #1: Goal-Setting Practices that Maximize Impact

September 14, 2026 – 4:00 to 5:30 P.M. – Online via Zoom
When your classroom spans five proficiency levels, one-size-fits-all goals leave someone behind. This session introduces a practical template for writing Individualized Learning Plans (ILPs), with guidance for classroom teachers around translating ILP accommodations into accessible instruction. Participants will also explore strategies for involving students in their own goal-setting, building ownership alongside access. Leave with ready-to-use templates and goal-setting tools for any classroom!

SOCIAL STUDIES COLLABORATIVE LEARNING COMMUNITY #1-KICKOFF

September 15, 2026 – 3:30 to 4:30 P.M. - Online via Zoom
Set the foundation for a collaborative year. In this opening circle, we will establish our community norms and begin building collective capacity for the upcoming terms. Rather than a traditional presentation, this session is a collaborative working space to look ahead at curriculum mapping, pacing, and sourcing high-quality primary documents. We will share and review planning resources, engage in peer dialogue around unit structures, and launch our ongoing Networked Improvement Community (NIC) framework to troubleshoot early-year pacing and curriculum alignment challenges.

The Great Worksheet Escape! (4:00 P.M. SESSION)

September 17, 2026 – 4:00 to 5:30 P.M. - Online via Zoom
Traditional worksheets often emphasize completion over thinking. In this interactive session, participants will explore strategies for transforming passive assignments into engaging learning experiences that promote critical thinking, collaboration, creativity, and authentic application. Teachers will examine what makes meaningful tasks memorable, learn practical approaches for redesigning existing worksheets, and leave with classroom-ready activities that increase student engagement while maintaining rigorous learning expectations.

Night School Offering!

The Great Worksheet Escape! (7:00 P.M. SESSION) – September 17, 2026 7:00 to 8:30 P.M. – Online via Zoom

Traditional worksheets often emphasize completion over thinking. In this interactive session, participants will explore strategies for transforming passive assignments into engaging learning experiences that promote critical thinking, collaboration, creativity, and authentic application. Teachers

will examine what makes meaningful tasks memorable, learn practical approaches for redesigning existing worksheets, and leave with classroom-ready activities that increase student engagement while maintaining rigorous learning expectations.

SPED LEADERSHIP COLLABORATIVE LEARNING COMMUNITIES #1: LEADING WITH PURPOSE

– September 22, 2026 – 3:30 to 4:30 P.M. – Online via Zoom

"Lead with purpose. Inspire with vision." Effective special education leaders create cultures where every student and educator can thrive. In this opening Collaborative Learning Community, participants will establish a shared vision for inclusive leadership, identify current challenges and opportunities, and build relationships with fellow leaders. Through collaborative discussion and reflection, participants will explore how intentional leadership influences school culture and student outcomes. Leaders will leave with practical, fierce conversation strategies for establishing trust, communicating expectations, and initiating courageous conversations that create alignment and shared purpose with staff.

TEACHING STRATEGIES: COLLABORATIVE LEARNING COMMUNITY #1: Setting the Course

September 23, 2026 – 4:00 to 5:30 P.M. – Online via Zoom

Discover the instructional framework that sets the foundation for high-impact teaching and learning. Participants will explore the Gradual Release of Responsibility model, examine the characteristics of effective instruction, and reflect on current classroom practices. This introductory session establishes a common foundation for the series while helping teachers identify strengths, prioritize areas for growth, and prepare to intentionally implement evidence-based instructional strategies throughout the school year. SIGN UP FOR ALL CLC TEACHING SESSIONS: 10-21; 12-2; 1-27; 2-10; 3-10; 4-14; 5-5 (in person).

SECONDARY SUCCESS COLLABORATIVE LEARNING COMMUNITY #1 – September 24, 2026 – 3:30 to 4:30 P.M. – Online via Zoom

Join us for the first Secondary Success CLC! This initial circle will focus on the direct link between literacy gaps and student disengagement. We will share strategies to address chronic absenteeism by designing welcoming, high-engagement classrooms that prioritize connection and community. Bring your building's early attendance and engagement metrics. We will discuss frameworks that you can use to pull disengaged learners back into the academic fold.

SPECIAL EDUCATION TEACHERS' COLLABORATIVE LEARNING COMMUNITY #1: MATH INTERVENTIONS – September 29, 2026 – 3:30 to 4:30 P.M. – Online via Zoom

Math struggles often hide longer than reading struggles because they show up as avoidance, shutdown, or "not trying" rather than an obvious skill gap. This session covers practical, evidence-based interventions for students who are behind in math, plus how to recognize when disengagement is actually a signal of unmet academic need.

Why Didn't They Get It? Explicit and Systematic Mathematics Instruction – September 29, 2026 – 4:00 to 5:30 P.M. – Online via Zoom

Even well-designed lessons can fall short when students are unclear about what they are learning or how to approach a task. This session explores evidence-based practices related to explicit and systematic mathematics instruction, including modeling, worked examples, and purposeful scaffolding. Participants will consider how instructional clarity can support student understanding while maintaining opportunities for mathematical thinking and independence.

MTSS Series #1: Introduction to MTSS – September 30, 2026 – 3:30 to 5:00 P.M. – Online via Zoom
ALL schools in Ohio are required to provide academic failure prevention and intervention strategies for ALL students. The most effective way to provide these supports is a well-developed Multi-tiered System of Supports (MTSS) process. Multi-tiered Systems of Supports involves educators closely monitoring student progress and intervening when progress lags. Multi-tiered systems of supports are general education initiatives involving educators, parents, and students in a true discussion of progress and in support through intervention. Come to this session to learn how to really do and really succeed with MTSS!

Teach Like a Champion-Science of Reading #2: Attending to Attention – October 6, 2026 – 3:30 to 4:30 P.M. – Online via Zoom

Winning the battle for a student's attention is the foundational prerequisite for all learning. This session dives into the first strategy, exploring how to manage and repair our ruptured attention spans in a high-distraction world. We will study the science of attention and strategies for improvement. Participants will learn techniques to build stronger attention skills in their students and how to create a classroom culture of deep focus. Everyone is welcome to join this session, even if you have not attended previous book study meetings!

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

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