



SPONSOR UPDATE MAY 2024

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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.



2024 School Leadership Summit



Mark your calendars and register for Buckeye Community Hope Foundation's premier professional development event of the year. We are excited and proud to announce our 2024 School Leadership Summit, *Growing Talent, Growing Minds*. We will hold the Summit in person on June 5 and 6 in Columbus. The overall goal of the Summit is to equip leaders to cultivate and retain student focused talent.

We are pleased to announce the 2024 Keynote Speakers: Tyler Bastian of Roots Charter High School in Utah and Brit Seward of Buckeye Community Hope Foundation.



Tyler Bastian is an educator, filmmaker, father, and founder of Roots Charter High School in West Valley, Utah. Tyler loves to teach and has a passion for discovering and developing potential in everything around him. For four years, Tyler taught Character Education at a local High School and believes positive character is the greatest indicator of success. In 2012, Tyler began to develop the concepts that became Roots Charter High School. Roots Charter High School is Utah's first farm-based charter high school. Roots Charter High School dedicates its work to students that come from risky environments, helping them find and reach their potential. "Students experience the cycles of nature and discover the rewards of hard work and collaboration. They care for plants and animals that, in turn, provide their nourishment. They are involved in matters of life, birth, and death. They are responsible for the well-being of fellow creatures and develop motivation and responsibility through this relationship (Roots website)." Learn more at www.rootshigh.org or view Tyler's TED Talk at

Tyler Bastian: Pick Your Problems: Love, and Growth on a Farm/School | TED Talk

Brit Seward is dedicated to advancing mathematics proficiency within Buckeye Hope-sponsored schools. With a comprehensive understanding of the urgent need for effective mathematics instruction, Brit fervently advocates



for improving mathematics education by equipping school leaders with tools to foster exemplary teaching practices within their schools. Brit, a distinguished alumna of Teach for America Greater Cleveland, started her journey with BCHF four years ago after her tenure as a 4th-grade mathematics teacher, upper elementary team lead, and network-wide mathematics course leader at Breakthrough Public Schools (BPS).

Brit's leadership and initiative in advancing mathematics education are evident in her development of BCHF's K-8 Mathematics Cohort and 'Math Minds' monthly newsletter. Brit holds a B.S.Ed. and an M.Ed. in health, physical education, and recreation from Delta State University. She completed the Inspired Leaders Principal Licensure program at Cleveland State University. Brit is currently pursuing a doctorate in educational leadership at Youngstown State University. Her research focuses on charter school leadership in mathematics education.

The summit location, Quest Conference Center, is near the Polaris shopping area just north of Columbus with easy access to I-71. Please note that the address is 9200 Worthington Road, Suite 400. The Conference Center is accessible to several Polaris-area hotels, including Hampton Inn Polaris, Renaissance Hotel, Hilton Garden Inn, Holiday Inn Express, Candlewood Suites, and Hyatt Inn.

Please register for the Summit now, if you have not already done so. Early registration ensures access to all advance registration mailings. The registration link is as follows: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=4661475>

Little Kids Count: Accountability in Grades K-2

By Carol S. Young, Ph.D., Director, BCHF Accountability and School Improvement Department

What are your school's K-2 report card measures? Many of us would answer by saying that school accountability in Ohio does not start until grade three, when the first state tests occur. Ohio, in fact, does have some K-2 accountability measures, important ones. In addition to Ohio's measures, though, all schools should measure critical K-2 outcomes annually. Achievement of foundation skills in early grades is the basis for future learning.

Ohio Accountability Measures

K-2 accountability on Ohio's school report card is evident in two important components--- Gap Closing and Early Literacy. Hidden in the gap closing detail on the school report card is the chronic absence improvement rate. This rate pertains to the percentage of students in given subgroups who are absent for more than 10% of scheduled instruction. All accountable students, including K-2 students enrolled in the school for one hundred hours or more, are in this calculation. To earn points for subgroups on this indicator, the chronic absence rate must meet the ESSA goal (18.3% or lower for 2023-24) or improve upon the school's prior performance for the prior year by a school-based improvement standard, usually 1.1% or more (DEW, 2023). The chronic absence indicator sends a clear message about all K-12 students: It is important to have regular school attendance at all levels of schooling.

Calculation of Ohio's Early Literacy Component on the Ohio School Report Card recently changed. The component is comprised of three calculations: proficiency in third grade reading, promotion to fourth grade, and improving K-3 literacy. Of these, the "improving K-3 literacy" measure evaluates reading improvement from kindergarten to grade 1, grade 1 to grade 2, and grade 2 to grade 3. Scores for grades K-2 come from the Ohio Diagnostic Assessment or alternate approved tests, such as NWEA or STAR. Each test has designated cut scores associated with off-track or on-track student reading achievement (DEW, 2023). The message is truly clear: schools need to provide high-quality core instruction and support needed to accelerate the learning of students who are not on track to read at grade level. Research supports the urgency of high-quality early reading instruction and intervention. What was your school's overall "recovery" rate from off-track to on-track reading? This important data point is a key baseline indicator for school improvement.

School-based Accountability Measures

BCHF would advocate a full "report card" of K-2 outcomes at your school. Setting clear expectations is

the basis for transparent communication among all stakeholders--- educators, parents, and, most importantly, students themselves. For example, every kindergarten student should be able to write complete sentences. Every first-grade student should be able to write a well-formed paragraph. What percentage of your school's students can demonstrate these skills? This percentage is important, part of the "report card" your school should analyze every school year. Percentages from one year become the baseline for improvement in subsequent school years. Action to close early gaps is an even more important response. If a student or group of students is unable to meet this measure, what kinds of re-teaching, intervention, high-dosage tutoring, or summer programming shall we, as a school, implement?

The Ohio Learning Standards are a roadmap to knowledge and skills all students must learn. To fulfill our responsibilities as educators, we must be accountable for all students' learning, even those too young for most state metrics. Teacher-based grade level teams are the most appropriate group to establish, monitor, and report the accountability of grades K-2. We would encourage schools to task their teams with a full report card of the important outcomes for each early grade level. What percentage of students know math facts to 10? What percentage can blend sounds into one-syllable words? Reporting these specific skills and rates of attainment by your students builds transparency and accountability. Skills that are most problematic may indicate a lack of teaching attention, a mismatch with culture, or even an inadequacy in key textbooks or resources. Devise your own K-2 report cards and pinpoint your school's next K-2 improvement steps.

The advantages of strong school accountability in early learning are clear. When students reach or exceed intended outcomes in K-2, we set a firm foundation for future learning. Students, parents, and school personnel benefit from decreased time in review and intervention. Clearly stated goals for each early grade level invite collaboration among parents, community organizations/agencies, and parents. What if local pre-K/daycare programs were aware of the important kindergarten outcomes at your school? More focused early learning may occur even before school entry.

At a critical point in my career, I worked with a group of first grade teachers to set early "report card" goals. The teachers agreed on an ambitious reading fluency goal of 120 words correct per minute for all first graders, a measure commonly associated with very fluent second-grade reading. Students read and recorded their fluency monthly. Once a student achieved the 120 wcpm goal, the teacher gave them a new chapter book! Reading achievement scores soared and remained strong.

What is a first grader supposed to be able to know and do? Just set a challenging goal and see! Little kids do count, and their achievement sets the tone for years to come.

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Department of Education and Workforce (2023). The gap closing component technical document. Retrieved from [Gap-Closing-Component-Technical-Documentation-2022-2023.pdf.aspx \(ohio.gov\)](#).

Department of Education and Workforce (2023). The early literacy component. Retrieved from [Early-Literacy-Technical-Documentation-2022-2023.pdf.aspx \(ohio.gov\)](#).

Constellation Schools: Eastside Arts Academy Student Art Chosen for Display



Four students at Constellation Schools Eastside Arts Academy had artwork selected to be exhibited in the "We Care-Let's Save Our Planet" Youth Art Gallery at Cleveland Hopkins International Airport.

Every year, the art contest presents a unique challenge: limited prep time and an unknown subject matter. Despite the tight schedule, Mrs. Ball navigated through the chaos with determination. In just four weeks, she introduced the subject to her students, guided them through brainstorming sessions, and oversaw the execution of their ideas.

"Mrs. Ball works so hard on this even though she is always in the midst of also prepping for our spring art exhibits," said Kate Rybak, Executive Principal, Eastside Arts Academy.

Mrs. Ball led her students through the creative process, resulting in the submission of an impressive twenty different works of art. Four were selected to be exhibited on the walls of the Airport Youth Gallery, beginning May 6th.

"Without Mrs. Ball's hard work and dedication, this achievement honoring our students' talents would not have been possible," said Rybak.

Congratulations to the students on their beautiful work, as well as Mrs. Ball for her dedication to student art!





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 Joseph Klobuchar, who serves as Treasurer of the FLEX High Columbus board. The mission of FLEX is

- Use innovative, data-driven, and research-based strategies to meet the diverse needs of all students.
- Provide wraparound services to ensure students have resources to master their life obstacles.
- Offer a multi-layered education to prepare students for 21st century college and careers through strategic business partnerships, Career-Technical offerings, and our rich academic

coursework.

Joseph has served as a board member since 2021. Outside of being a board member, Joseph is a proud father of two daughters and an avid sports fan.

"I have two daughters, a dog, and a cat. My younger daughter is in middle school and my older daughter is about to graduate high school this spring. Spending time with them, staying active, and rooting on my Ohio State Buckeyes, Detroit Lions, Detroit Tigers, Detroit Pistons, Columbus Blue Jackets, and Columbus Crew occupies most of my time and gives me an abundance of joy. For work, I am a Business Development Executive for a technology distributor, and I have been with this company for just over two years. I am very fortunate that I love my job and my company, and it isn't solely because I work from home!"

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?

Being a part of board meetings has been such a great experience. Because this is the first board I have had the privilege to serve on, I have learned quite a bit during the board meetings. Initially, I didn't realize the amount of people and entities that are involved, which is very refreshing. The more people with different backgrounds and different perspectives, the better the collaboration, and ultimately, the better decisions for the students. The students are the main reason why we serve on the board, so they should always be the foundation of conversation and decisions. It is a pleasure to be part of such a board where we all share that same priority.

How do you solicit and retain new board members?

Potential board members can be identified in many ways, but the retention of new board members is quite easy. Once new board members wrap their arms around the positive impact they provide FLEX

High and the students, they want to continue to be a part of it.

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

Although regrettably, I have yet to attend a graduation in person, the graduations are always the proudest times. Students graduating represent the pinnacle of board meeting collaboration, planning, and decisions. Even though there are many people that go into the success of graduations, especially the school's superintendent Ms. Henry, it still personally gives me joy.

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

FLEX High is a school that exists to support kids and adults that have had to navigate very difficult roads within their lives. The school gives those students an opportunity to achieve the goal of graduation (and a steppingstone to a career), that otherwise might not have the time nor means to do so. This is why the school's mission to "Provide wraparound services to ensure students have resources to master their life obstacles" connects so well with me.

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

May Compliance Update

Emergency Evacuation Drill Logs

Please remember schools are now required to enter the drill log information directly through an OH ID account. Please provide a screenshot to your BCHF rep when completed.

In accordance with Ohio Revised Code 3737.73, educational facilities with more than 20 pupils are required to conduct emergency evacuation drills. In accordance with Ohio Fire Code 405.1.2, the Record of Emergency Evacuation and Tornado Drills shall be submitted at the middle point of the school year and again at the end of the school year to the Division of State Fire Marshal. To streamline the process, the Division of State Fire Marshal Code Enforcement Bureau has implemented an on-line reporting system.

National Charter Schools Week



National Charter Schools Week is right around the corner, and we can't wait to celebrate! Happening May 12-18, the National Alliance for Public Charter Schools has set this year's theme as Raise Your Voice.

To see how you can get your school involved in the celebration as well as how to use the Charter School Week [Toolkit](#), register for the NAPCS webinar on Thursday, May 2 at 3:00 P.M.

You may register for the webinar here:

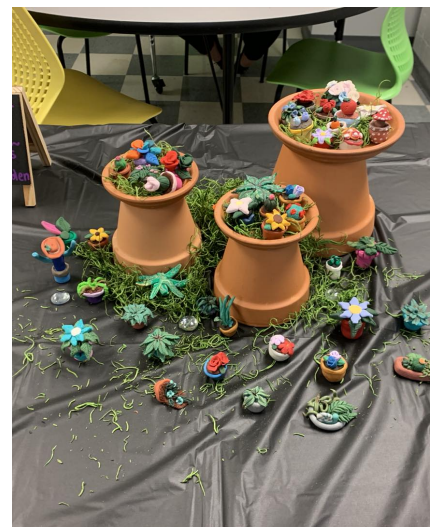
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School Spotlights

Teacher appreciation! Students at [Bennett Venture Academy](#) created art to give to their teachers.



Check out some of the fantastic art from the [Focus Learning Academy East](#) student art show!



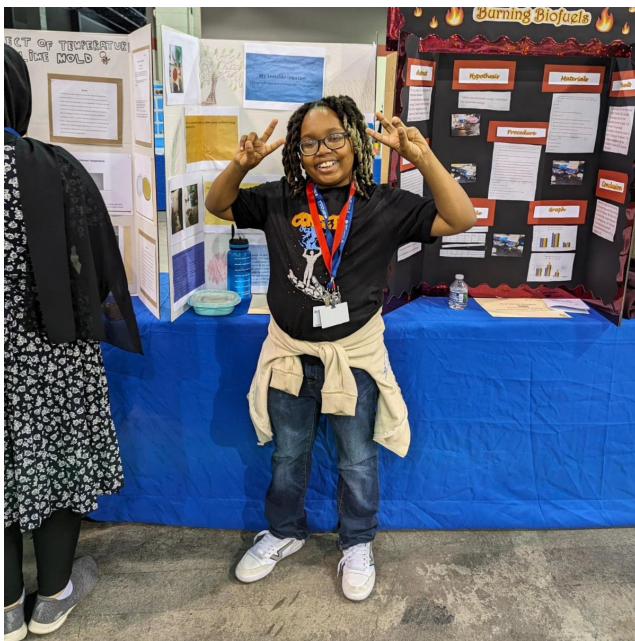
Junior Achievement of Central Ohio and volunteers from Cardinal Health came in to complete financial literacy lessons with kindergarten and first grade students at [Horizon Science Academy Primary School](#)!



Ms. Distel, Mrs. McCain, Mr. Oz, and Ms. Demyan took eighteen 4th-8th grade **Noble Academy Cleveland** students to Chicago to compete in Concept School's MathCon and Consef. 1,400 students from across the Concept School network attended the event, and Noble was among the winners.

In MathCon, five Noble students received Honorable Mention. At Consef, one seventh-grade scholar received a Bronze Medal, two sixth-grade science fair partners received a Gold Medal, and one seventh-grade NAC student received a medal for the best project in the Material Science Category.

Congratulations to the students and staff on their outstanding achievements!





Students at **Youngstown Preparatory Academy** spent Earth Day picking up trash and discussing ways to help make the earth a better place.



Upcoming Events

As we end the exciting 2023-24 school year, we want to ensure educators in our schools are informed and ready to plan for 2024-25! Please review upcoming sessions that will give you some “food for thought” in bringing the school year to a meaningful close and planning for next school year. Register for sessions via the link in the title, or go to BCHF’s Professional Learning Opportunities Catalog, [available here](#).

[Dyslexia Cohort #3 – May 14, 2024 – 4:00 P.M. to 5:30 P.M. via Zoom](#)

Now what? You have screened students for dyslexia, what happens next? In this collaborative session, we will take a pulse of where we are in our Tier 1 instruction and discuss with colleagues what our next steps could/should be. Our goal is to cultivate a professional learning community where people can share their best practices and what is working for them. We will provide updates on any new information that we are receiving about implementation of the state Dyslexia law.

[Multi-tiered Systems of Support \(MTSS\) Workshop 5: Progress Monitoring, Assessment, and Referral – May 13, 2024 – 3:00 to 4:30 P.M. via Zoom](#)

BCHF is pleased to conclude this 5-part workshop series on Multi-tiered Systems of Supports (MTSS). This fifth workshop, offered in May, will discuss how intervention progress is closely monitored; how assessments determine intervention efficacy; and how to make data-based determinations regarding referral for suspected disability (referral for ETR).

[Workforce Literacy-May-Growing and Sustaining Effective WF Programs – May 15, 2024 – 2:30 to 4:00 P.M. via Zoom](#)

This session will feature guest speaker, Robb Gonda, College and Career Success Coordinator from ESC of Central Ohio. Robb will discuss the Graduation and College, Career, Workforce and Military Readiness Component of the Ohio School Report Card. All workforce literacy participants and ALL HIGH SCHOOL administrators are encouraged and invited to attend!

[Math Cohort Session V: Use and Connect Mathematical Representations – May 21, 2024 – 4:00 to 5:00 P.M. via Zoom](#)

Join us for a 60 minute "chat and chew" session on implementing teaching practices for mathematics using the resource, Taking Action, from NCTM. This session will focus on Chapter 6, which covers how to use and connect mathematical representations. It is not mandatory to purchase the resource, it is highly recommended. In advance of the session, we will share pre work to guide our conversations.

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

3021 E DUBLIN GRANVILLE RD.
COLUMBUS, OH 43231
(614) 942-2030

[Get In Touch](#)



Buckeye Community Hope Foundation | 3021 E Dublin Granville Rd, Columbus, OH 43231

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