

# SPONSOR UPDATE

## OCTOBER 2017

**Peggy Young,**  
**Director**

**Jennifer Schorr,**  
**Associate Director**

### OUR 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.

### OUR 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 hosts annual All Schools Meeting***

Buckeye Community Hope Foundation's 2017 All Schools Meeting featured keynote speaker Dr. Sue Szachowicz, a senior fellow with the International Center for Leadership in Education (ICLE).

Szachowicz shared the strategies used to transform Brockton High School from a "dropout factory" and "educational cesspool" into one of the 100 Best Communities for Young People.

She focused on the three R's – Rigor, Relevance and Relationships – and the power of a school-wide literacy program emphasizing reading, writing, speaking and reasoning.

"What Brockton did was simple, but not easy," she said.

A Brockton graduate herself, Szachowicz served students at the large urban high school about 30 miles from Boston for her entire teaching and administrative career where she witnessed the transformation of the school from grossly underperforming to a sustained model school.

Her message was both instructional and inspiring, and will hopefully serve as motivation to all who attended the dynamic event.

Representatives from 45 schools and eight management companies were in attendance.



*The All Schools Meeting ended with a friendly but competitive game of Charter School "Family Feud."*



## 2017 REPORT CARDS SHOW PROGRESS

According to an analysis by the Ohio Department of Education, report card results for the 2016-2017 school year showed improvement over previous year performance.

The average statewide Performance Index increased by 2.46 - the third largest increase in the history of the measure - to 84.1 out of a possible 120.

With the exception of sixth grade math and high school history -- which dropped from 62.4 percent to 61.6, and 76.4 percent to 74.5, respectively - student achievement scores showed improvement over those from the 2015-2016 school year.

Despite the good news, a quick review of the six component grades earned by the Big 8 urban districts is cause for great concern: 92 percent of the 48 grades earned were "D" and "F."

On a brighter note, more dropout recovery schools (59.3 percent) "met standards" and 9.3 percent "exceeded standards."



## Top performing schools honored

Buckeye Community Hope Foundation's recent All Schools Meeting hopefully inspired all who attended as they face the challenges of the new school year. But it also served as an opportunity to celebrate success as measured by state school report cards for the 2016-2017 school year recently released by the Ohio Department of Education. Congratulations to all on their academic accomplishments!

### Overall "Progress" component grade of "A"

- ◆ Constellation Schools: Puritas Community Middle School
- ◆ Horizon Science Academy Columbus Middle School
- ◆ Lincoln Park Academy
- ◆ Main Preparatory Academy
- ◆ Stambaugh Charter Academy
- ◆ STEAM Academy of Akron
- ◆ Toledo SMART Elementary School
- ◆ University Academy
- ◆ Westside Academy



### Overall "Exceeds" on "Progress" measure for DOR schools:

- ◆ The Academy for Urban Scholars (Columbus)

### "A" in K-3 literacy

- ◆ Horizon Science Academy Elementary

### Top 3 PI scores

- ◆ Constellation Schools: Old Brooklyn Community Middle School
- ◆ Hamilton County Mathematics and Science Academy
- ◆ Westside Academy

### Top 2 most improved PI scores

- ◆ Lincoln Park Academy
- ◆ Toledo SMART Elementary School

## BCSB launches public relations initiative

Buckeye Charter School Boards, Inc. (BCSB) has stepped up to fill a void that's existed since the Ohio Alliance for Public Charter Schools (OAPCS) closed its doors last year.

Recognizing that Ohio charter schools lack a coordinated, research-based voice to advance the truth and dispel myths, especially related to student achievement, BCSB is spearheading a public relations initiative.

The most immediate need was for an analysis of the value-added performance of charter schools compared to Big 8 district schools - a project coordinated in the past by OAPCS upon the annual release of state report cards.

*Continued on pg. 3*

---

## **2017 GREEN RIBBON SCHOOLS APPLICATION AVAILABLE**

---

Ohio is again taking part in the U.S. Department of Education's Green Ribbon Schools program that recognizes buildings doing an exemplary job of reducing environmental impact and costs, improving the health and wellness of students and staff, and providing effective environmental and sustainability education that incorporates STEM, civic skills and green career pathways.

Ohio can nominate up to four schools or districts for this national recognition. Access the application online at: <http://education.ohio.gov/Topics/School-Improvement/Awards-and-Recognition/Ohio-Green-Ribbon-Schools>

---



### ***BCSB PR initiative — continued***

BCSB's analysis, shared with major daily newspapers' education beat reporters and selected members of the Statehouse Press Corps, revealed that brick and mortar charter schools outpaced Big 8 urban district schools in student growth.

Statewide, 26 percent of charter schools earned a grade of "A" or "B" in overall value-added (a portion of the Progress component on state report cards) from the Ohio Department of Education, compared to 17 percent of district schools; 56 percent of charters earned "D" or "F" grades, compared to 72 percent of district schools.

Charter schools out-performed their district counterparts in six of the Big 8 districts: Akron; Canton; Cincinnati; Cleveland; Columbus; and, Youngstown.



The difference between charter and district performance was most significant in Cleveland, Columbus and Youngstown with charters earning considerably more "A" and "B" grades, and considerably fewer "D" and "F" grades.

Charters in Akron also outperformed the district at both the top and bottom of the grade scale.

In Cincinnati, the district earned a slightly greater percentage of "A" and "B" grades than charters (8 percent compared to 6), but also had a greater percentage of schools receiving "D" and "F" grades (86 percent compared to 73).

In Toledo and Dayton, the districts out-performed charter schools in terms of both strong and weak performance.

Access the full report on BCSB's website at: <https://www.buckeyecharterboards.org/>.

BCSB seeks funding support for the initiative, with Buckeye Community Hope Foundation among the first to pledge a contribution.

### ***Ohio students score above US average on ACT***

With an average composite score of 22 – on a 1 to 36 scale – Ohio is slightly above the national average of 21, ranking the Buckeye State at 15, according to the recently released annual score report.

About one-third of Ohio high school graduates met all four ACT College Readiness Benchmarks, while about 25 percent met none.

---

---

## LEGISLATIVE LEADERS OUTLINE PRIORITIES

---

Every two years (those in which a state biennial budget bill is passed), the Ohio Chamber of Commerce hosts a conference for Ohio legislators and lobbyists at Salt Fork State Park.

A particularly interesting session this year featured House and Senate leaders who shared their thoughts on issues of particular importance in the coming months.

In addition to a likely budget corrections bill (aka Mid-Biennium Review or MBR), legislators identified a number of key policy issues likely to be addressed including the opiate crisis, unemployment compensation reform, criminal justice reform, healthcare, and Medicaid provisions of the recently passed budget bill that the House sought to override.

What wasn't mentioned, but currently is in the works, is legislation impacting dropout recovery (DOR) charter schools. The effort is likely the result of a provision in legislation passed in 2015, which created a work group tasked with making recommendations to the General Assembly regarding the definition of "quality" and studying the efficacy of a completion or competency-based funding structure for DOR charter schools.

---

## Schools honored for excellence in STEM education

Congratulations to Horizon Science Academy (HSA) Lorain and Horizon Science Academy Dayton High School on receiving the Governor's Thomas Edison Award for Excellence in STEM Education and Student Research from the Ohio Academy of Science.

The award was given to 58 Ohio schools for accomplishments during the 2016-2017 school year.

First established in 1985, the Governor's Thomas Edison Award recognizes Ohio schools and teachers who stimulate scientific student research and technology design, and extend opportunities beyond traditional classroom activities.

"These schools and teachers push the boundaries of the traditional classroom by advising and mentoring student originated research and other hands-on experiences," said Michael E. Woytek, the Academy's chief executive officer.



The Ohio Academy of Science defines STEM education as both the mastery and integration of science technology, engineering and mathematics for all PK-12 students. It incorporates scientific inquiry and technology design through student-focused, project-based

curricula to develop skills of communication, teamwork/ collaboration, creativity/innovation, critical thinking and problem solving.

The Academy also honored 509 teachers, including HSA Lorain's Feyiz Pekel and Hasan Savas, and HSA Dayton High School's Oktay Ince.

"We're very proud of our schools and teachers," said Yasar Bora, superintendent for Horizon's North Ohio Region. "It's gratifying to receive recognition for our commitment to provide the best STEM educational opportunities possible for all our students."

---

## KRA ASSESSMENT KEY TO STUDENT SUCCESS

The Ohio Department of Education (ODE) and John Hopkins University recently hosted a webinar to explain how data from the statewide Kindergarten Readiness Assessment (KRA) can be used to inform teaching and learning.

KRA, which schools are required to administer to every first-year kindergarten student by Nov. 1 of each year, measures readiness in four areas: social foundations; mathematics; language and literacy; and, physical well-being and motor development.

ODE will now provide teachers and administrators with Instant Individualized Student Reports that provide an immediate snapshot of student performance. In addition to training opportunities, ODE recently launched an app aimed at providing teachers with support and resources.

Access KRA resources online at:  
<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Program-Updates/August-2016-1/KRA-Resources-for-Teachers>

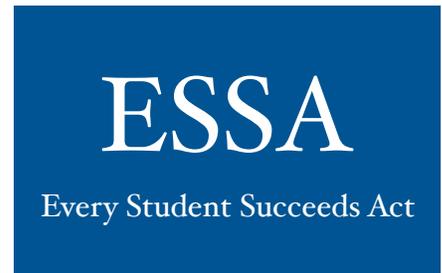


## Ohio ESSA state plan submitted to USDOE

On Sept. 15, the Ohio Department of Education (ODE) submitted the state Every Student Succeeds Act (ESSA) implementation plan to the U.S. Department of Education (USDOE) as approved by the State Board of Education and Gov. John Kasich (R-Westerville).

ESSA, which replaced the No Child Left Behind Act, requires states to clearly articulate their plans for using federal funds to ensure accountability for all students, create safe and supportive learning environments, encourage innovation and extended learning opportunities, and more.

“The development of the state’s Every Student Succeeds Act application has presented Ohio with an opportunity to review and refine basic aspects of education policy and identify key elements of a road map for student success,” said Paolo DeMaria, state superintendent of public instruction.



Ohio’s ESSA plan addresses several key areas:

*Academic content standards and assessments* – The plan reflects Ohio’s current academic content standards, including a thorough and ongoing review of the standards by Ohio teachers for Ohio students. The plan will accommodate any assessment changes that may be adopted as long as federal requirements are met;

*Accountability* – The plan reflects the current A-F report card, as required by state law, with changes that more appropriately recognize improvement and gap closing and providing additional accountability and support for English learners;

*School improvement* – The plan includes strategies that support districts and schools in planning and goal setting and assists struggling schools with implementing evidence-based strategies; and,

*Educator effectiveness* – Ohio will support local schools’ and districts’ efforts to ensure access by all students to effective teachers and school leaders.

The plan places special focus on vulnerable student populations by helping schools identify barriers to achievement and strategies to promote improvement.

Access the full report online at:  
<http://education.ohio.gov/Topics/Every-Student-Succeeds-Act-ESSA>

---

## **TAKE THE 15 PAGES A DAY READING PLEDGE**

---

The Paper and Packaging Board's 2017 Back to School Report launches the *15 Pages A Day* campaign to promote reading on paper and to highlight the benefits of reading 15 pages each day.

Building on research by Naomi Baron, professor of linguistics at American University in Washington, D.C., the *15 Pages a Day* campaign seeks to promote improved memory and cognitive development through the habit of reading every day.

According to Baron, distraction – particularly by social media -- is the biggest challenge people face when reading online.

"Students tell us they remember more when reading in print," Baron said. "Not surprisingly, some report spending more time when reading print and reading more carefully than with digital texts."

The data is clear: Reading, whether independently or with a parent, is critical for language and cognitive development. Yet few parents read aloud to their children for 15 minutes a day, and few people make a point to read everyday.

Learn more – and take the pledge – at: <http://www.paperandpackaging.org/>

---

## ***Students shop school "store" for free!***

It started four years ago when Achieve Career Preparatory Academy teacher Audrey Johnson realized that students enrolled in the dropout recovery charter school in Toledo didn't have suitable wardrobes needed to make a first good impression on potential employers.

Many needed the basics: for the young men, khaki pants, a nice shirt and a tie; and for the young ladies, a dress, or dress pants and a nice blouse.

Johnson also recognized the importance of making sure students presented themselves well when meeting with college representatives visiting the school.

"Mrs. Johnson has worked her tail off for our kids," said School Leader Cindy Wilson. "Last year, her focus was on making sure every student had suitable clothes for the prom – clean, wrinkle free jackets for the men and pretty dresses for each of the women."

The "store" has evolved beyond its original purpose and now includes a range of products – all available free of charge to students – including jewelry, perfume, deodorant, body lotion, toothbrushes and other personal hygiene products.

"It runs the whole gambit," Wilson said. "Our students have a real need for many of the basics we all take for granted, and our goal is to provide all the support we can beyond a good education and the opportunity to earn a diploma."

Everything is free to students, and there's no need for a young woman to ask before taking home adequate feminine hygiene products to last through the day or weekend.

Board members and others ask school staff what items are most needed, then seek to provide them and spread the word on how others can help support the store. One particularly generous couple requests lists of needed items, which they purchase and deliver to the school on a weekly basis.

"It's such a treat to watch them (students)," Wilson said. "They're always excited to shop and appreciative of the items they receive. The experience goes beyond simply providing needed support ... it also sends a subtle message on the importance of helping others."



---

## **HELP PARENTS UNDERSTAND: ATTENDANCE MATTERS!**

---

It's important for Ohio's students to be in class every day, ready to learn. Missing too much school has long-term, negative effects on students, such as lower achievement and a higher likelihood of not graduating.

A handout that can help families understand the difference between excessive absences and truancy is now available on the Ohio Department of Education's website at: <http://education.ohio.gov/Topics/Chronic-Absenteeism>.

---

## **ODE's GED OFFICE RE-NAMED**

---

The Ohio Department of Education's (ODE) GED office is now known as the Ohio High School Equivalence Office. The change stems from recent state legislation that allows ODE to approve at least two nationally recognized high school equivalency tests: HiSET and TASC.

Learn more about these options online at: <http://education.ohio.gov/Topics/Testing/Ohio-Options-for-Adult-Diploma/GED>

---

## **School recognized for blood donations**

Horizon Science Academy (HSA) Dayton High School was recently honored for its outstanding community support through blood donation.

HSA Dayton High School finished the 2016-2017 school year as the Community Blood Center's (CBC) second-ranked school in percentage of eligible students participating in blood drives.

The school is relatively small (with only about 150 students), but has a "can-do" attitude about helping others.

The school's winter and spring blood drives totaled 66 donors, including 40 first-time donors and 46 donations for 110 percent participation.

It's not the first time CBC has honored HSA Dayton High School with a \$1,000 Leadership Grant. In the 2013-2014 academic year, the school had the smallest number of eligible student donor enrollment among CBC blood drive schools. But it won the grant for "most improved" after adding a second blood drive and seeing a 125 percent increase in donor registration.

"We have students who are willing to help the community and want to be part of the community," said Principal Hakan Bagcioglu. "We are a community charter school, so it makes sense. I think the school culture and the values we have help to promote this for us."

## **Stay in touch with ODE**

A new texting service from the Ohio Department of Education (ODE) offers another way to stay up-to-date on general education news and resources.

Texts are available on both iPhone and Android, and it's simple to sign up! Just text OHED NEWS to 468311 from your mobile phone.

Also available are texts offering useful information and tips for families with elementary, middle or high school students. Learn more online at:

<http://education.ohio.gov/Media/Ed-Connection/Sept-5-2017/Stay-in-touch-with-the-Ohio-Department-of-Educatio>.



## COMPLIANCE UPDATE

### Emergency management tests

State law requires each school to conduct three types of tests over a three-year cycle: 1 – Tabletop exercise; 2 – Functional exercise; and, 3 – Full scale exercise.

Evidence must be submitted via the school's ODE SAFE Account. Detailed information about the requirements of each test type and state required forms are available online at:

[https://saferschools.ohio.gov/content/emergency\\_management\\_test](https://saferschools.ohio.gov/content/emergency_management_test)

### Annual board member training

The sponsor contract requires that all continuing board members complete a total of two hours of training per academic year. All board members must take training on open meetings and public records annually. Boards may schedule training sessions or attend conferences to satisfy the requirements. The 2017-2018 deadline for completing board training is December 31, 2017. Online training modules are also available from BCHF, and access may be requested by contacting Karen Rose at

[krrose@buckyhope.org](mailto:krrose@buckyhope.org).



## UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

### SCIENCE TEACHER NETWORK

**October 11 and 12, 10 a.m. to 3 p.m.**

Calling all science teachers in grades 5-12! BCHF's new science network begins with a face-to-face, full-day kick-off session in October. The initial session will emphasize process standards and making science more hands-on with everyday resources. Subsequently, there will be online follow-up sessions in the winter and spring where teachers can share their successes, ask questions of the group, and get ideas for engaging projects and stimulating lessons. These 90-minute follow-up sessions will be held through online collaboration after school hours to allow everyone to



participate without the need of securing substitute teachers or travel. Join us for the kick-off at either of two locations this month:

October 11 – Cleveland; Register through the following link: <https://register.eventarc.com/38772/science-network-cleveland>

October 12 – Columbus; Register through the following link: <https://register.eventarc.com/38773/science-network-columbus>

### SPECIAL EDUCATION UPDATE

**October 17, 9 a.m. to 12 noon**

BCHF will provide updates on special education policies, procedures and programs twice annually in the 2017-2018 school year. The fall session, in Columbus, is designed to help teachers, intervention specialists and administrators stay current in this changing field. Learn state updates and best practice suggestions.

Register at the following link: <https://register.eventarc.com/38757/special-educationupdate-fall>

### COACHING 101

**November 1 and 2, 10 a.m. to 3 p.m.**

This session is especially for educators who coach other educators! Coaches will learn about a partnership model for teacher coaching, develop a coach's "toolkit," and find ways to create effective learning conversations. Instructional coaches will learn ways to develop strong coaching partnerships and learn how their influence can affect the instruction in the entire building. Register for the session nearest you.

November 1 – Columbus; Register through the following link: <https://register.eventarc.com/38751/coaching-101-columbus>

November 2 – Cleveland; Register through the following link: <https://register.eventarc.com/38750/coaching-101-cleveland>

Remember to make eventarc a trusted site in your email in order to receive confirmations and email updates on our workshops!

*Continued on pg. 9*

## ***ESPECIALLY FOR BOARD MEMBERS!***

### **BOARD MEMBER TRAINING November 4, 9:30 a.m. to 2 p.m.**

Don't miss this excellent opportunity to complete your annual required board training and to network with other board members from charter schools in Ohio.

Benefit from presentations by Day Ketterer, LLC regarding public records, open meetings and ethics. In addition, learn about topics relevant to your school's contract, including corrective action, renewal and succession of board members.

This informational session will take place in Columbus; lunch is included.

Board members are encouraged to attend this session provided by BCHF at no cost to sponsored schools.

Register online at:  
<https://register.eventarc.com/39152/bchf-board-member-training>



## **UPCOMING PROFESSIONAL DEVELOPMENT EVENTS — *continued***

### **LITERACY UNLEASHED AND USING STATE WRITING RUBRICS FOR GRADES 7-12**

**November 13, 10 a.m. to 3 p.m.**

Teaching reading and writing in the content areas for secondary students is often challenging and sometimes neglected in the massive amount of content to be covered in each area. This session will give all ELA teachers, content area teachers and instructional coaches “best practice” ideas and strategies for use in secondary classrooms. The second half of the day will be dedicated to using the new Ohio Writing Standards Rubrics to teach and assess writing in the secondary classroom. Register online at: <https://register.eventarc.com/39353/literacy-unleashed-and-using-the-state-writing-rubrics>

### **EXCELLENT INSTRUCTION REVISITED**

**November 14 and 15, 10 a.m. to 3 p.m.**

This session builds on last year's lesson model design training, which focused on a direct instruction model. The session will review the parts of an effective lesson, compare a lesson taught in the “typical” fashion with one that adheres to the model, and engage teachers in constructing an effective lesson with all the necessary components. Teachers will be asked to review their data in advance to choose a topic that their students invariably have difficulty mastering. In addition, they should bring their most recent lesson plan for that topic. The session will use protocols requiring teachers to share their work and make use of their peers to craft a lesson that will improve students' performance on the chosen topic. This session is intended for K-12 teachers, instructional coaches and school leaders.

November 14 – Cleveland; Register online at: <https://register.eventarc.com/38759/excellent-instruction-revisitedcleveland>

November 15 – Columbus; Register online at: <https://register.eventarc.com/38760/excellent-instruction-revisitedcolumbus>

### **STICKING WITH STUDENTS**

**November 10 and 17, 10 a.m. to 3 p.m.**

This seminar focuses more deeply on effective lesson delivery components, in particular verbal interactions in the classroom. Students are more likely to achieve when they are verbally engaged in instruction. Teachers can encourage this engagement by questioning, prompting and providing feedback. Learn effective strategies to heighten student discussion and engagement. In addition, learn how to assess verbal interactions in the classroom in order to ensure that *all* students are challenged and engaged. This session is intended for teachers, teacher leaders, instructional coaches and school leaders.

November 10 – Cleveland; Register online at: <https://register.eventarc.com/38764/sticking-with-studentscleveland>

November 17 – Columbus; Register online at: <https://register.eventarc.com/38765/sticking-with-studentscolumbus>

# SCHOOL IMPROVEMENT

## *Ohio school report cards – What do they really measure?*

*By Joshua Miller, Communications and Data Analysis Representative*

Ohio school report cards for the 2016-2017 school year were issued in September and they paint a bleak picture of the current state of education in Ohio.

So, what are the implications of these results for schools, in particular charter schools? In answering this question, we first must ask: how are accountability measures determined?

Most of the measures are drawn from state tests that are primarily given in the spring, or at the conclusion of certain courses in grades 9-12. Ohio has struggled to develop a stable assessment platform to replace the former Ohio Achievement Assessments (OAA) and Ohio Graduation Tests (OGT). Ohio's struggle can be traced from the 2014-2015 school year when it instituted the Partnership for Assessment of Readiness for College and Career (PARCC) assessments to align to the more rigorous Common Core standards.

In response to the PARCC assessments, Performance Index indices dropped an average of 10 points statewide – schools that had been above-average (or B), now found themselves to be mediocre (or C). In response to outcries from Ohio parents over 19 hours or more of student testing, the Ohio Department of Education replaced the PARCC assessments with the more streamlined American Institutes of Research (AIR) assessments.

After this transition from PARCC to AIR assessments, schools experienced another successive dip in Performance Index of approximately 10 points. As a result of the second transition to new assessments in just as many years, schools that performed in the above-average (or B) range in Performance Index, now found themselves struggling to remain above F.

A parent noted that her child's D-rated neighborhood school provided her child with what she considered to be an excellent education. Her comment suggests a mismatch between the accountability measures and overall school quality.

It's vital to remember throughout the transition to new assessments that the Ohio State Board of Education annually sets the score range that determines whether students are proficient or not on each test. So, a pertinent question to consider

throughout this transition is: is the bar being set too high?

The motive of the Common Core movement was to keep U.S. students on pace with their global peers in achievement. Now, more than three years after the implementation of new

state assessments aligned to these more rigorous standards, the answer to this question remains uncertain. And while we want competence, are we expecting too much too soon?

Unlike prior years, the 2016-2017 Ohio school report cards have shown that schools throughout the state are no longer losing ground on the Performance Index indicator. The statewide average in improvement in Performance Index is approximately 3 points, whereas schools sponsored by Buckeye Community Hope Foundation have shown an increase of almost 5 points in Performance Index. This is an indicator of schools' slow, positive response to a more rigorous assessment platform. Teachers and students alike now know the standards, and also how they will be measured on them – a change from prior years when the nature of the assessments was relatively unknown.



Continued on pg. 11

## Ohio school report cards — continued

In the midst of all of this, Ohio has, yet again, revised its English Language Arts (ELA) and math standards. In addition, questions remain surrounding the nature of Ohio's testing – with the most recent outcry centered on whether the assessments are biased towards disadvantaged students. Ohio's latest report-card results show that districts with higher concentrations of poverty also struggle the most on state testing and other metrics. Poverty is an issue that affects all kids, but it's affecting certain kids more than others (Siegel 2017). Some experts are raising the question of whether or not the gains students are making are complicated by socioeconomic realities. For example, the new state assessments heavily rely on technology skills, an area in which students from disadvantaged backgrounds may lack comprehensive knowledge skill. So, a real question remains, do the new tests possess an inherent bias?

Taken together, the 2016-2017 Ohio school report cards may primarily be a reflection of an assessment platform that has finally stabilized. Schools are showing progress now that teachers and students know what is expected

of them and how it will be measured. However, this stability in progress may be stifled to a degree by a testing platform that is still fraught with bias and issues of proper scaling. The problems are particularly critical with charter schools, whose 2017-2018 results will be scrutinized for closure criteria. Charter schools are among the most vulnerable to instabilities in assessment because they serve a predominantly disadvantaged student population. Safe harbor protected schools for the last three years from high-stakes consequences, including closure. But, safe harbor ends with the current 2017-18 school year – thereby adding more weight to the report card overall. In the interest of fairness to all students, teachers and schools, it is vital that Ohio resolve the many questions that still surround its testing and accountability measures now.

Siegel, Jim. "Why do poor, black kids continue to do worse on Ohio's standardized tests?" *The Columbus Dispatch*. September 24, 2017.

**BUCKEYE COMMUNITY HOPE FOUNDATION**  
3021 East Dublin-Granville Rd; Columbus OH 43231  
(614) 942-2002 [www.buckeyehope.org](http://www.buckeyehope.org)

