

SPONSOR UPDATE

JULY 2019

**Peggy Young,
Director**

**Jennifer Schorr,
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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 Leadership Summit goes beyond 3Rs

Buckeye Community Hope Foundation's (BCHF) annual School Leadership Summit was held June 18-19 in Columbus with more than 85 representatives of BCHF-sponsored schools in attendance. Based upon a needs assessment of school leaders, the Summit focused deeply on social-emotional learning and the need to build relationships, responsibility and (behavioral) regulation. The purpose statement of the conference referred to the role of today's school leaders as expanding beyond the traditional "3R's" of reading, writing and arithmetic to encompass social-emotional learning challenges and the needs of children and youth who have experienced significant trauma.



T.C. Franklin

The Summit featured keynote speaker Tara Finton, behavior specialist and consultant from State Support Team 11, who emphasized the impact of trauma -- especially prolonged trauma and stress -- on child development and learning. Children in trauma situations tend to be in "fight, flight, or freeze" mode, she said. "Prolonged trauma and stress lead to neurological changes and symptoms such as behavior problems and poor executive functioning."

Dr. Bobby Moore, former school superintendent and consultant with Battelle for Kids, engaged school leaders in social-emotional learning activities. He emphasized the need for instruction to be challenging while allowing students the freedom to make errors and mistakes in

Continued on pg. 2



**SOCIAL,
EMOTIONAL
LEARNING
STANDARDS
APPROVED**

At its June meeting, the State Board of Education considered social and emotional learning standards, with much debate over their appropriateness and effectiveness.

Several board members questioned the ability to determine whether social-emotional instruction would benefit students.

“You measure it because you walk into a classroom that has orderly, happy, smiling children,” said Sen. Peggy Lehner (R-Kettering), who chairs the Senate Education Committee and serves as an ex-officio member of the State Board. “That’s the measurement.”

The resolution establishing voluntary guidelines on social-emotional standards was approved by a vote of 11-6.

**SOCIAL
EMOTIONAL
LEARNING**

Leaders Summit — continued

socially-supportive settings. Moore also illustrated how effective school leadership teams need to have a mix of social and emotional strengths. He pointed out that effective teams have the agility to honor each other’s differences.

T.C. Franklin, head of school for L. Hollingworth School for Talented & Gifted, advised school leaders of the importance of community connections and partnerships. “Schools must have a strong sense of their own purpose and mission before forming partnerships,” he said. “Choose partnerships that really fit your mission.”



Franklin cited examples from the ten-year history of his school, including a persistent effort to get safer crossing signs installed outside the building. “If there is something we need for our kids, we don’t give up,” he said.

School leaders also participated in choices of 12 “breakout” learning sessions facilitated by BCHF’s Accountability and School Improvement Team members. These sessions included: “Restorative Circles;” “Creating Remarkable Learning Environments;” “Growing Responsibility;” “ENGAGE: Motivation that Works;” and, “Trauma Informed Practices.”

A new feature of this year’s Summit was a Collaboration Center where school leaders or school teams could participate in planning for the upcoming school year. School leaders could also “Ask an Expert” in the Collaboration Center, which was staffed by Kim Nadeau, a social-emotional learning specialist and former elementary principal, and BCHF Accountability and School Improvement Team members.

All participants in the Summit received a full conference notebook, USB of resources, and the book *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners* by Kristin Souers and Pete Hall (ASCD, 2019).

HEALTH STANDARDS BILL WOULD BRING OHIO IN LINE WITH ALL OTHER STATES

Legislation currently being considered by the House Primary and Secondary Education Committee would require the State Board of Education to adopt either the most recent health education standards developed by the American Association for Health Education or standards prescribed by the State Board itself (based on the AAHE standards), repealing the current prohibition against the State Board adopting or revising standards or curriculum in the area of health unless approved by the House and Senate.

Rep. Beth Liston (D-Dublin), who is a physician, and Rep. Tavia Galonski (D-Akron) introduced H.B. 165 and testified on the desperate need for high quality health education in Ohio, noting that Ohio is the only state in the U.S. without health education standards

Many stakeholders testified in support of the bill, which would permit - not require - districts and schools to utilize the proposed new health standards.

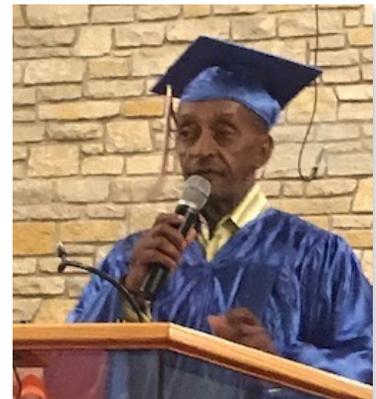
Well done, graduates!

Every graduation is special, and every graduate has a story to tell.

We celebrate them all – from the most fortunate, to those who have faced many obstacles in life, assumed the responsibilities of adulthood at far too young of age, and received a diploma against all odds.

Dropout prevention and recovery school (DOPR) graduations are particularly special. Many who attend in celebration and support of the graduates didn't finish high school themselves, and are thrilled for their loved ones and friends who completed their studies despite overwhelming challenges.

The Academy for Urban Scholars (AUS) Columbus recently held its graduation ceremony attended by more than 1,000 individuals celebrating the accomplishments of 77 “traditional” DOPR students and 25 students in the school's program for individuals aged out of Ohio's K-12 education system at 22.



Among the 22+ program graduates was 65-year-old Renee Triggs. Mr. Triggs didn't have an easy childhood. After dropping out of school he eventually joined the military and, once his service was complete, came home, found a job, got married and had kids.

Mr. Triggs made a good life for himself and his family – all of his children attended college – but ... he could barely read.

Two years ago, Mr. Triggs learned about AUS's 22+ program and enrolled. Last month, he received his high school diploma and had the honor of speaking to his fellow graduates. He stressed the importance of education and reminded those in the audience that the ability to read is an asset no one can ever take from you – you just have to have the determination to achieve it.

The 22+ graduating class also included eight students 50-some years of age. They grew up in the same neighborhoods, faced many of the same challenges as youths and dropped out of school at about the same time. They held one another accountable throughout their studies at AUS and celebrated together as graduates.

Again, every graduate's story is of interest, but also standing out in The AUS Columbus class of 2019 were mother and daughter Martina and Marricka Frances. Marricka enrolled in AUS high school three

Continued on pg. 4

LEGISLATION PROPOSES FEWER STATE ASSESSMENTS

Bipartisan legislation introduced by Rep. Gayle Manning (R-N. Ridgeville) and Rep. Erica Crawley (D-Columbus) calls for a reduction in the number of required end-of-course assessments from seven to three, bringing Ohio in line with federal minimums on testing.

Students would still be required to take assessments in English language arts II, science and algebra, but beginning with the class of 2022 would no longer be required to take assessments in English language arts I, geometry, American history and American government.

Also beginning with the class of 2022, the requirement that high school students take a nationally standardized college admission assessment (ACT or SAT) would be eliminated.

House Speaker Larry Householder (R-Glenford) supports reduced testing, but Senate President Larry Obhof (R-Medina) told reporters that “We are not going to eliminate American history and government exams.”

Well done — continued

years ago. Her mother, Martina, learned about the 22+ program through the school’s engagement counselors and discovered that she only needed a few credits to graduate herself. She enrolled and fulfilled the requirements just a few months before her daughter did so, as well. They proudly graduated together.

“It is so rewarding to see our students of all ages achieving their academic goals,” said AUS Director of Curriculum and Instruction Kristen Muenster. “Our graduation ceremonies are a celebration of each graduate, but every year they also serve to motivate others to pursue their high school diplomas. During the week following graduation, our phones ring non-stop.”

To Mr. Tiggs, the Frances ladies and all the graduates of 2019, Buckeye Community Hope Foundation’s *Sponsor Update* says, WELL DONE!



Computer science program info available

The Ohio Department of Education’s (ODE) new Ohio K-12 computer science webpage is available. It includes Ohio’s Learning Standards and Model Curriculum for Computer Science, along with guidance documents on the use of computer science courses to satisfy graduation requirements. The site also offers information pertaining to licensure requirements, links to career resources, professional organizations and curriculum-development resources. Access documents and information online at:



<http://education.ohio.gov/Media/Ed-Connection/June-10-2019/K-12-Computer-Science-program-information-availabl>

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ADVOCATES CONTINUE EFFORTS TO OVERHAUL SCHOOL FUNDING

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As previously reported, the version of the state biennial budget bill (H.B. 66) passed by the House of Representatives did not include a new school funding strategy developed by a bipartisan workgroup chaired by Rep. Bob Cupp (R-Lima) and Rep. John Patterson (D-Jefferson).

But Cupp and Patterson continue to push for the plan, which has been tweaked to address concerns that it negatively impacts poor rural and urban districts.

Last month, stakeholders continued to advocate for addressing the issue of school funding in H.B. 166. Included among them was Delaware City School District Superintendent Paul Craft, who told the committee that a group of districts plan to sue the state if the budget bill doesn't address the needs of growing districts, which are negatively impacted by funding caps.

House Speaker Larry Householder (R-Glenford) has been firm in his position that a new funding formula be put in place through stand-alone legislation rather than the budget bill.

DOPR students among those impacted by opioid crisis

It's common knowledge that Ohio has been hit particularly hard by the national opioid crisis. According to the National Institute on Drug Abuse, in 2017, the Buckeye State had the second highest rate of drug overdose deaths involving opioids in the U.S. with 4,293 reported deaths – a rate of 39.2 deaths per 100,000 people (compared to the national average of 14.6).

There is a stigma associated with addiction that often serves as a barrier to seeking support and to talking about a problem that plagues people from all walks of life.

Most students at the three Focus dropout prevention and recovery (DOPR) schools – Focus Learning Academy of Southeastern Columbus, Focus Learning Academy of Southwestern Columbus and Focus North High School – live lives of normalized chaos. Economically disadvantaged students face many challenges, including the allure and easy access to drugs in their neighborhoods, as well as the havoc addiction wreaks on addicts' families.

Focus, and other DOPR schools, must address students' social and emotional needs as a first step in addressing their academic needs. A young adult worried about having a safe place to live, enough food to eat, violence in their neighborhood, the temptation of drugs – or a parent's devastating addiction – isn't well-positioned to achieve academic success.

In an effort to help students and others impacted by their own addiction or that of a family member, the Focus schools recently hosted its second annual Focus on Life Addiction Resource & Recovery Fair at its southeastern Columbus school.

The June 6 outdoor event featured more than a dozen organizations providing education, resources and recovery information.

Students, their families and members of the surrounding community were invited to the event, which provided information on referral for inpatient and outpatient treatment. Narcan – a drug that



State Senator Andy Brenner engages with participants at the Focus on Life event.

Continued on pg. 6

STATE BOARD WORK GROUP EXPLORES DOPR SCHOOL CHALLENGES

As previously reported, the State Board of Education has formed a dropout prevention and recovery (DOPR) work group to study various issues – including accountability – and make recommendations for legislative and/or administrative changes.

The work group is chaired by former legislator John Hagan, who represents District 8. District 5 representative Linda Haycock serves as vice chair.

Two members of the work group have ties to schools sponsored by Buckeye Community Hope Foundation: Roger Fox, who serves as director for The Academy for Urban Scholars Columbus; and, Cris Gulacy-Worrel, vice president of development and advocacy for Oakmont Education - the management company for YB Columbus Community School.

The work group held three meetings in June, and has three scheduled in July. It is tasked with presenting a report outlining recommended legislative and/or administrative changes to the State Board of Education prior to its December 2019 meeting.

Opioid crisis — continued

counteracts an overdose – was also available with training on its use. Food, beverages and various youth activities contributed to the upbeat community gathering.

“Our commitment to students and the communities we serve goes well beyond academics,” said Focus Executive Director Kathy Williams. “We focus on prevention, but we also support students who may be addicted or living with an addict. Too many have lost family members and friends to drugs and are grieving.”

“Our job is so much more than academics,” she continued. “It’s addressing the complex social-emotional needs of students – from those related to homelessness and food insecurity, to neighborhood violence and addiction. We meet students where they are academically, socially and emotionally. We help them overcome a sense of hopelessness and put them on a path to better opportunities and quality of life.”

School celebrates 10 years of service

The L. Hollingworth School for Talented & Gifted (LHSTG) recently hosted a celebration of its 10th anniversary and alumni reunion – a decade of service to Toledo area students.

About 250 students, parents, alumni, staff, board members, community partners and other supporters attended the event held in the school’s gymnasium.

Founder and Head of School Terrence Franklin characterized the event as a celebration of students and their successes and thanked all who have supported the school over the last decade.

Education Division Associate Director Jennifer Schorr attended the celebration and spoke briefly on behalf of Buckeye Community Hope Foundation. She applauded Franklin’s leadership and his creation of a “culture of high expectations and an environment for enriching the lives” of students and staff.

Congratulations, LHSTG – and best wishes for continued success in the decades to come!



COMPLIANCE UPDATE

2019-2020 OPENING ASSURANCES

In order for Buckeye Community Hope Foundation to certify to the Ohio Department of Education that schools are eligible to open for the 2019-2020 school year, the following items *must be current 10 business days prior to the schools' first day for students.*

Documentation should be uploaded to SharePoint or e-mailed to your sponsor representative:

- ◆ Building lease (or proof of ownership)
- ◆ Occupancy permits (for first year in building or recent renovations)
- ◆ Health & safety inspections
- ◆ Fire inspections
- ◆ School emergency plans
- ◆ Liability insurance

ATTENTION OEDS-R ADMINISTRATORS

As the deadline for Opening Assurances draws near, please be reminded to review and update information in the OEDS-r system, paying particular attention to changes in personnel. As always, if you have any questions, please contact your school's sponsor representatives.

UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

2019-2020 BCHF professional development support plan

Buckeye Community Hope Foundation (BCHF) supports all sponsored schools in preparing for a positive start to the upcoming 2019-2020 school year. Based on school leader requests, technical assistance by BCHF's Accountability and School Improvement Department will focus more attention on two major professional development delivery methods in the coming year: customized professional development delivered to your school, and online professional development. BCHF will end the former program of regional showcase sessions, which were sessions on selected topics delivered at hotels and locations regionally. School leaders should consider expanding their use of customized and online options.

BCHF will also continue its strong program of networking events. These include Dropout Recovery Roundtables, the English Learner Support Network, and the Special Education Update Network. Networks will meet two to three times a year, generally in the Fall and Spring. Networking events will also be added for new teachers (online and live cohorts) and new school leaders in 2019-2020. Watch for upcoming announcements about the new networks!

"Customized" school PD requests for 2019-2020

BCHF's Accountability and School Improvement Department is happy to assist schools with their professional development plans for the next school year. Please be reminded that time slots fill up quickly so requests should be made as soon as possible. A request for professional development form can be accessed from any member of the School Improvement Team, or by sending an email to Dr. Carol Young at cyoung@buckeyehope.org.

BCHF Corrective Action Seminar – July 31, Columbus

Corrective action need not be scary words! If your school is at risk of not meeting performance measures in the sponsor contract, or if you have already received a request for a corrective action or school improvement plan, please plan to attend this workshop. Content will include elements of academic corrective action, including needs assessment, root cause analysis and selection of high yield strategies. Content will also address compliance corrective action requests. The workshop is appropriate for school leaders, management company leadership working with corrective action plan development and monitoring, and board members who serve on academic improvement committees. The workshop is scheduled for 10 a.m. to 3 p.m. in with a light lunch provided.

Register online at:

<https://correctiveactionseminar.eventarc.net/e/43024>

**DAY-LONG
WORKSHOP
ADDRESSES LEGAL
ISSUES FOR
CHARTERS**

The law firm of Latsha Davis & McKenna will host a one-day workshop - *Legal Issues for Ohio Community & Charter Schools* - in the Columbus area (suburban Dublin) on August 8 (re-scheduled from May).

Buckeye Community Hope Foundation's Vice President of Legal Affairs Stephanie Klupinski and Accountability and School Improvement Lead Dr. Carol Young are among the presenters. Their session is titled *Chasing the Dream of Charter Autonomy*.

Other topics include: recent legal issues in special education; safety and related issues including the first and fourth amendments; legislative update; and, government relations, governance, public records and open meetings.

Register or learn more at:
<https://www.educationlaw.org/store/seminars-and-webinars/product/455-5-8-19-live-seminar-legal-issues-for-ohio-community-charter-schools>

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

New School Leader Orientation – August 1, Columbus

Are you entering a new school leadership position or just a “new to you” school leadership assignment? Are you wondering about what compliance issues or fiscal issues may confront you? What are the possible pitfalls? And, most of all, how can you get help when you need it?

BCHF's New School Leader workshop – scheduled for 10 a.m. to 3 p.m. — will address these issues and give you a sense of the sponsor's role in supporting school leaders. The workshop will acquaint new school leaders with many of the compliance, planning, and leadership issues they will encounter. All school leaders who are new to a leadership position, or new to BCHF sponsorship, are encouraged to attend! Lunch will be provided.

Register online at:

<https://newschoolleader.eventarc.net/e/42766>

Special Summer Dropout Recovery Roundtable – August 2, Columbus

BCHF is mindful that dropout recovery school leaders face special challenges in the coming year with the new “rolling” NWEA testing requirements and ongoing work groups on accountability issues. This session is designed to get your questions answered about these issues.

Marianne Mottley of the Ohio Department of Education's Office of Accountability will meet with school leaders to discuss the NWEA requirements, including timelines and which tests will count. She will also respond to questions about dropout accountability report cards that will be coming out by September. The afternoon will include updates on other dropout issues, including BCHF's involvement in a grant project. Lunch will be provided.

Register online at:

<https://registerdropoutrecoverysummer.eventarc.net/e/43025>

MARK YOUR CALENDARS!

September 17, 2019

Fall Dropout Recovery Roundtable

September 18, 2019

2019-2020 All Schools Meeting



SCHOOL IMPROVEMENT

My data's journey

By Stan Nicol, Data Analysis and School Accountability

Using Zillow to house hunt this morning, I noticed a link with each house along with the ratings for the nearby school district. I see a rating for the K-5, 6-8 and high school near the house I am searching. I see that the school in the area I am searching is slightly better in math than in reading. I also see that the building has 323 students in the middle school and a teacher to student ratio of 18 to 1.

Zillow has linked the house listing directly to the school district web page, showing me the passage rate for the Ohio State Tests, extra curriculars offered, enrollment and much more.

School data will flow through many systems during the school year. First, start with the origin of the data. The enrollment process is the beginning of student level data. Many schools now rely on an online enrollment process. In this case the burden of accuracy starts with the parent entering the information. It is still important for the school to verify the information is accurate. Once checked by the school the data finds its way into the Student Information System (SIS). For most schools this is Powerschool or Progressbook DASL. This SIS is where your day-to-day business takes place. Other data is now added to the student's information -- things such as classes, test scores, designations such as special needs, economically disadvantaged and many more. This SIS is where school personnel will check the data and make corrections.

A school leader once found out at the end of the school year that hundreds of students were in the SIS without a gender. This is the type of data that may not matter during most of the year. It was only when the school was working with its state reporting staff that such a problem became critical.

This is because the next part of the data's journey is to the Ohio Department of Education (ODE). Periodically, the data is extracted from the SIS into the Education Management Information System (EMIS). In the EMIS system, data combination errors are filtered out and sent back to the school for corrections, for example, a student with missing test scores. ODE has many such data checks.

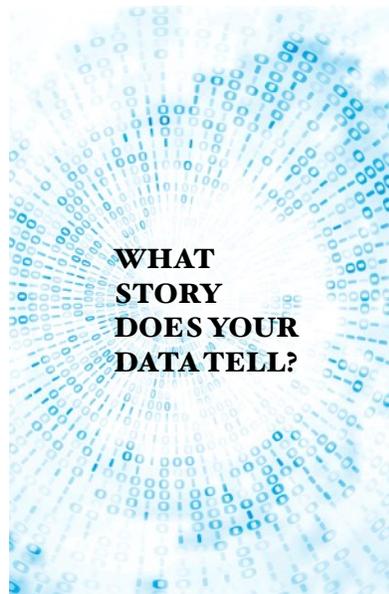
Because school funding is tied to the data, the department will look at start and end dates for the student, and district of residence. Special needs students will have additional funding attached to their data.

Once the data has cleared all the check points from the SIS to EMIS it makes its way to the data warehouse systems at ODE. Starting around the end of the school year ODE will release data through its portal known as the Secure Data Center (SDC). Here schools can comb through the data to confirm the data being reported from the SIS to EMIS to ODE is, in fact, representative of the data they expect to see. ODE does not have permission to view student names and will only use the State Student IDs known as the SSID.

School personnel will have until late July to look at the data in the SDC before it becomes public.

The time for review is over and the Local Report Card (LRC) data is released to the public. ODE will produce a variety of reports. The data is shared out to entities which convey that data to their stakeholders. Zillow is one such stakeholder using the data, which made its journey through various databases and processes, charts and graphs.

Take care of your data -- it tells a story of its journey.



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