

SPONSOR UPDATE

NOVEMBER 2016

Peggy Young,
Director

Jennifer Robison,
Associate Director

OUR MISSION

The mission of the Buckeye Community Hope Foundation is building communities and rebuilding lives.

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.

ODE releases sponsor ratings; BCHF one of only five labeled "effective"

It's been a rocky road toward full implementation of Ohio's new sponsor performance assessment, but the Ohio Department of Education (ODE) met the statutory deadline, releasing ratings for the 2014-2015 and 2015-2016 school years on Oct. 13.

Buckeye Community Hope Foundation (BCHF) was one of only five sponsors to earn an "effective" rating. No sponsors received the "exemplary" rating required to qualify for certain sponsor and school incentives provided for in state law.

The 39 sponsors rated "ineffective" are prohibited from sponsoring any additional schools and will be required to develop improvement plans for submission to ODE. Sponsors receiving three consecutive "ineffective" ratings are subject to revocation of sponsorship authority.

The 21 sponsors – all districts and educational service centers – receiving "poor" ratings will no longer be eligible to sponsor charter schools, unless they opt to appeal and are successful in their efforts. ODE's Office of School Sponsorship, which received an "ineffective" rating but is not subject to the negative consequences, will assume sponsorship of schools authorized by sponsors with final ratings of "poor."

Ratings were based on scores received in three equally weighted components of performance: school academics; school and sponsor compliance with laws and administrative rules; and, quality authorizing practices.

BCHF received high marks in both the compliance and quality practices components; however, it received a "D" in school academics, resulting in overall ratings of "effective" rather than "exemplary."

Continued on pg. 2



AG PROMOTES NEW EDUCATIONAL VIDEOS

Attorney General Mike DeWine recently unveiled a series of five educational videos - covering public policy, civic engagement, the state constitution, bill of rights and U.S. Constitution -- for use in high school government classes.

The videos feature an Ohio Supreme Court justice, four legislators and a former Ohio attorney general. Access the videos online at:

http://www.ohioattorneygeneral.gov/State-and-Local-Government/Schools/Teachers-and-Students



Sponsor ratings — continued

Immediately following ODE’s ratings announcement, BCHF Education Division Director Peggy Young released the following statement as president of the Ohio Association of Charter School Authorizers.

Ohio’s charter school sponsors fully support accountability; however, we firmly believe that Ohio’s accountability system must be fair and transparent. The Ohio Association of Charter School Authorizers (OACSA) has voiced concerns regarding the design and implementation of Ohio’s new system and tried to engage the Ohio Department of Education (ODE) in a meaningful discussion of those concerns.

Unfortunately, sponsors are the only key stakeholders not protected from negative consequences associated with poor school academic performance as Ohio implements new learning standards, assessments and report cards.



Additionally, the time frame in which sponsors were required to submit documentation for the compliance component of the assessment was simply unfair. Not only did the 2015-2016 compliance assessment occur after the school year had ended, but sponsors were granted only three weeks to meet the requirements, while it took more than seven months for ODE to release a draft compliance monitoring tool.

Just as the report cards for the 2015-2016 school year released last month do not accurately reflect the quality of educational opportunities provided to Ohio’s public school students, the results of the sponsor assessment do not accurately reflect sponsor quality.

This high-stakes assessment has real consequences – not just for sponsors, but for the schools they authorize and, most importantly, the tens of thousands of students they serve. Unfortunately, ODE has not involved sponsors in the implementation process or communicated appropriately throughout the process. Although schools and districts consistently have the opportunity to review report card data and grades and to address any errors prior to their release, sponsors received the information on the sponsor performance assessment at the same time it was released to the public.

OACSA would welcome the opportunity to work with ODE and policy makers to improve the evaluation system to ensure that it becomes a true and fair representation of sponsor performance.

ODE submits requests for next state biennial budget

Governor John Kasich (R-Westerville) will introduce his proposed state budget for the two-year period beginning July 1, 2017 in February,

Continued on pg. 3

UPDATED READING IMPROVEMENT AND MONITORING PLAN TEMPLATES AVAILABLE

The Ohio Department of Education (ODE) has updated the Reading Improvement and Monitoring Plan sample template to reflect district and school feedback provided since its creation in the fall of 2013. Access original and updated templates on ODE's website at: <http://education.ohio.gov/Topics/Early-Learning/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-District-Resources>

NATIONAL GRADUATION RATE HITS NEW HIGH

The U.S. graduation rate reached a new high of 83.2 percent for the 2014-2015 school year, according to federal data released last month. Improvements were made across all racial and ethnic groups, as well as among disabled and economically disadvantaged students. Despite a positive trend of steady growth in graduation rates, scores on national math and reading tests have decreased.

ODE budget request — continued

and has already begun the process by asking state agencies to submit funding requests.

Among the priorities for the Ohio Department of Education (ODE) are funding to expand early childhood education (allowing more children to attend pre-school), increase teacher professional development, and broaden the literacy focus across all grades.



Line item requests were also made for expanding adult education initiatives (including the high-demand adult diploma program) and to provide funds to allow for increased school improvement activities. ODE's submission to the Office of Budget and Management also includes a request for up to \$10 million in school transportation funding, as well as funds to improve the Educational Information Management System (EMIS).

On the recommendation of the Straight A Fund Board, ODE has proposed that funding be prioritized for replication of successful programs and for initiatives involving partnerships with community organizations and businesses that focus on providing services to students to address underlying issues impacting their education.

Gymnasium dedication honors Leona leader



(L-R) Achieve's Cindy Wilson, honoree Kerry Keese-Gordon, BCHF's Jennifer Robison & Leona's Bill Coats

Students, family, staff, board members and friends gathered together on Oct. 19 for the Kerry Keese-Gordon Gymnasium Dedication at the Achieve Career Preparatory Academy. The dedication honors the former school leader who remains involved in her new role with the Leona Group. Congrats to the school for providing such a great resource for students to enjoy and to Keese-Gordon on being recognized for her contributions to the school's success.

“TEACHING WITH TECHNOLOGY” VIDEO SERIES RELEASED

A new video series - *Teaching with Technology* - has been created by WOSU Public Media in partnership with the Ohio Department of Education. It highlights teachers who are integrating learning technologies into the curriculum in Ohio's schools. With elementary, middle and high school lessons included, the videos showcase approaches to teaching English language arts, math, science, social studies and world languages.

There are lessons with project-based learning, real-time assessment data collection and blended learning through station rotation. Several teachers talk about how they use “flipped classrooms” so students can watch lectures and notes online either at home or school. This strategy gives students additional chances to review the teacher's instruction, and it can allow more time for teachers and students to work on “homework” together in class.

Check it out online at:

<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Teaching-with-Technology-Video-Series>



Bilingual school embraces Latino culture, Spanish language

The school leader at the Toledo SMART Elementary School couldn't agree more with the keynote speaker at Buckeye Community Hope Foundation's (BCHF) All Schools Meeting, Mychal Wynn, who shared his belief that one can judge school success simply by observing how all people are treated within it.

While the school is best known for prioritizing the Spanish language, Principal Jessica Molina believes that what really sets it apart is its success in creating a warm, welcoming environment for students and their families. Ensuring effective communication with families in both English and Spanish is fundamental to achieving that goal.



“We really focus on creating an environment in which students and their parents know that the Latino culture and Spanish language are appreciated,” Molina said. “We serve a transient community in which families tend to shop around a lot, but we've never lost a student or family because they were dissatisfied.”

Currently in its third year of existence, the school was created by community leaders who recognized the need for a bilingual school to better serve Toledo's Latino population. Spanish is a key focus – and the fundamental reason the school was established by its highly engaged board.

Although Spanish is woven throughout the curriculum, SMART school students focus exclusively on Spanish for 45 minutes each day. Although most students and their parents are bilingual, the school employs two English Second Language (ESL) teachers: one for kindergarten students, and one for students in grades one through four.

Not all of the school's teachers are bilingual, but those who don't speak Spanish receive support from staff who do. Last year, Molina encouraged teachers to sit in on at least one Spanish class each week, learning along side the students.

“We communicate in both English and Spanish at all meetings and events,” Molina explained. “That includes the two board meetings dedicated to parent feedback, as well as the Thanksgiving get-together and other events for families. We think about every aspect

Continued on pg. 5

START TALKING! OFFERS TIPS TO ENCOURAGE HEALTHY CHOICES

Children who talk with their parents or other authority figures about drugs are 50 percent less likely to use them. That's why the statewide initiative *Start Talking!* is providing teachers and parents with communication tools to help with the short but important conversations. See the latest articles from *Start Talking!* and the site's Teachable Moments archive that suggest how educators and parents can support Ohio's youth in making healthy choices:

- ◆ Know! The middle school challenges and changes
- ◆ Know! Heroin is a threat in your community
- ◆ Chardon High School students share powerful message at community picnic
- ◆ Know! To talk teen stranger danger

Learn more on the Ohio Department of Education's website at:
<http://education.ohio.gov/Topics/Other-Resources/Start-Talking>.



Bilingual — continued

of students' daily experiences and identify opportunities to provide support, like assigning bilingual bus aides to make transportation easier."

Student enrollment reflects the community's understanding and appreciation for the Toledo SMART Elementary School, which has grown from 32 students in its first year to 150 in its third.

"Word of mouth is one of our most important recruitment strategies," Molina said. "We're proud that satisfied families are sharing their experiences with others in the community."

BCHF presents at Concept Schools convocation

Concept Schools held a day-long professional development convocation for more than 270 faculty and staff on October 14. Sessions were designed to meet the needs and interests of school personnel from throughout central and southern Ohio. Dr. Carol Young and Josh Miller from Buckeye Community Hope Foundation's School Accountability and Improvement Team presented "Effective Lesson Delivery." Young also presented sessions on "Effective Classroom Accommodations to Meet the Needs of Students with Disabilities" and "Differentiation of Instruction based on Data."



School garners support for family in need

Six-year-old Julian Hodge is a kind, polite, friendly and well-behaved first-grade student at the L. Hollingworth School for the Talented and Gifted in Toledo.

Rachel Williams, his kindergarten teacher last year who has a special fondness for him, had no idea his family was facing tough times until she discovered a GoFundMe Facebook page soliciting support.

The Hodges face a rare combination of challenges: Julian's mother, Adrena, has been battling cancer; his two-year-old sister needs eye surgery; and, the roof of the family's house desperately needs repair. William, Julian's father, has had to take time off work to care for his wife and children.

Continued on pg. 6

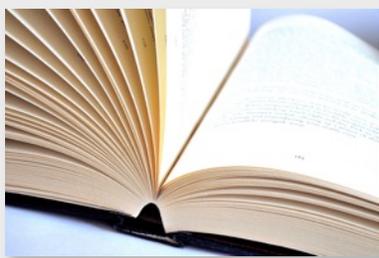
THIRD GRADE READING GUARANTEE PROMOTION SCORES INCREASED

Members of the State Board of Education voted 9 to 8 to increase the promotion scores students must meet to advance to fourth grade from 42 to 44 - a decision in line with previous increases made over the past four years.

Those in support of the increase believe that expectations must continue to rise to true proficiency, while those opposed expressed concern that the combination of more difficult assessments and tougher scoring puts too much pressure on both students and teachers.

Last year, 87 percent of students achieved the proficiency score of 42. The percentage would have dropped to 81.3 percent with a proficiency score of 44.

According to ODE's Office of Curriculum and Assessments Director Jim Wright, the true proficiency score ultimately should be set at 50. He pointed out that students have three opportunities to reach that achievement level.



BCHF Sponsor Update – Nov. 2016

Family in need — continued

When Williams discovered the GoFundMe page established to help raise funds for the needed roof repair, she was inspired to help. “I truly felt called to help them,” she said. “It was my turn to give back. The school community was so wonderful to me last year when my father died, I wanted to pay it forward.”

Williams reached out to fellow school staff asking for their support of the family through GoFundMe contributions and donations of food, toys and gift cards. The response has been tremendous – not just by staff, but others connected to the school.

“Our donation box gets filled almost daily,” Williams said. “Students’ parents have been generous with their donations ... even visitors to the building have contributed.”

Staff have used the Mealtrain website to coordinate the delivery of food for the Hodges.



Despite her success in generating support for the family, Williams wanted to do more. Rachel Gerwin, another teacher at the school, asked if she could contact the local news stations. So, she approached the Hodges about reaching out to local media to share their story.

“Prior to the story airing on our local ABC and NBC TV stations, the Hodges family GoFundMe site had raised less than \$1,000,” Williams said. “After the stories aired, contributions quickly increased to more than \$9,000.”

Julian and his family are very grateful.

“It’s a wonderful school there packed with amazing people,” Adrena said. “I’m very proud to say that my son attends that school.”

Williams believes that the Hodges family’s story serves as an important lesson for students.

“We’ve read books about helping others and how when you do help others it makes them feel good and it also makes you feel good,” she said. “We’ve also talked about being sick and how when people are sick you need to be nice, patient and kind.”

Interested in supporting the Hodges family? Visit their GoFundMe page at: <https://www.gofundme.com/2s67mmc>

STATE BOARD CONSIDERS TWEAKS TO OHIO'S LEARNING STANDARDS

The State Board of Education recently heard from educators involved in the review and proposed modification of Ohio's math and English language arts standards slated to go into full effect in the 2018-2019 school year.

Changes to the controversial Common Core Standards are characterized as refinements rather than a complete overhaul.

"What we've done is Ohioized them," explained the Department of Education's Office of Curriculum and Assessment Director Jim Wright. He explained the importance of involving educators in the process, which will also occur as the education department addresses social studies, science and financial literacy standards - with target implementation in the 2019-2020 school year -- next year.

The proposed modified math and English language arts standards must be approved by the State Board and presented to the House and Senate Education Committees prior to adoption. Schools will likely begin receiving early guidance on the new standards and model curriculum in the spring.



Schools invited to participate in Cybersecurity poster contest

Schools are invited to participate in the State of Ohio's Kids Safe Online poster contest for students in grades kindergarten through 12. Sponsored by the Department of Administrative Services Office of Information Security & Privacy, the contest is part of a national competition held in conjunction with the Multi-State Information Sharing and Analysis Center to promote safe and secure Internet usage.



Ohio will submit the top five posters from each grade group (K-5, 6-8 and 9-12) to the national level, where group winners will be selected. Winning students' artwork will be replicated in a poster calendar to be distributed throughout the U.S. and used in campaigns to raise awareness among children of all ages about Internet and computer safety.

Access the official rules, poster submission forms and additional information at: www.InfoSec.OHIO.gov. The submission deadline is Monday, Dec. 19. Direct questions to: Diana.Mays@DAS.Ohio.Gov or 614-644-6202.

Investment aimed at increased student support

Creating, funding and filling a new staff position when operating with limited resources isn't always an easy sell, but for a dropout recovery school the investment provides valuable student support that extends beyond academics.

According to Joseph Paulauskas, who serves as director at the Focus Learning Academy Southeastern Columbus (Focus SE), the school's board understands the unique challenges students face and is supportive of efforts to better serve them.

Emily Watts, a licensed independent social worker, joined the Focus SE team in a newly created position at the beginning of the 2016-2017 school year. Other staff, who have always strived to help students within and outside the classroom, recognize the value Watts brings and has helped her quickly settle into the new role.

"Out of all the schools I have worked in, Focus is set apart in its recognition of how students' personal lives affect their ability to be successful at school," Watts said. "It has been so wonderful to join a team that is already passionate about serving students, not just

Continued on pg. 8

COMMITTEES HOLD JOINT MEETING ON EARLY CHILDHOOD DEVELOPMENT

Although the Statehouse has been quiet in recent months during the General Assembly's lengthy election year recess, the Senate Education and Health committees recently met to hear testimony from early childhood experts as they consider Ohio's investment in early childhood development and education.

According to Senate Education Committee Chair Peggy Lehner (R-Kettering), it's important for legislators to have a clear understanding of Ohio's return on investment on early childhood programs.

"By that we don't mean just pre-K, but we mean in the entire zero to five age group," Lehner said in an interview with Gongwer News Service. "We know that that is a time of tremendous brain growth and development and really lays the foundation for everything a child will learn and the skills that they'll have throughout adulthood."

According to one expert - recently retired Director of the Child and Family Policy Center Dr. Charles Bruner—who testified before the committees, total federal state and local per-child expenditures on children under the age of two represents just eight percent of Ohio's spending for children ages six to 18.

Student support — continued

educating them. The staff have embraced me and been quick to refer students who they feel can benefit from working with me in some way, whether they need someone to talk to about problems in their personal lives or they need help getting connected to some resource in the community."

"While we all come from different places for different reasons, we are a family," Paulauskas explained. "We work hard to earn students' trust, and to build and nurture our relationships with students. They know we care. But they also know they have to work hard -- it's a culture of expectations."

Students feel comfortable sharing their problems and asking for assistance in dealing with them. Watts now meets with all new students to let them know that she's there to help - regardless of their specific needs and challenges.



As a licensed independent social worker, Watts has the experience and knowledge to be effective. She has already helped students tap into existing community resources and formed partnerships with various social support organizations. From linking students and families to agencies that assist with housing, utilities and counseling, to helping young, pregnant students gain access to prenatal support programs, Watts helps connect students with service providers.

She now oversees initiatives already in place when she joined the Focus SE team - like Project Nurture and the Women's Health Education Program (WHEP) - and has introduced new opportunities to provide support through partnerships like the local Huckleberry House and its Youth Outreach Program (YOP). She also serves as a coordinator for a field placement intern assigned to the school from The Ohio State University College of Social Work.

"Navigating social service systems can be a real challenge," Paulauskas said. "Helping students access a network of support ultimately helps them academically, as well. If you're hungry or homeless, it's nearly impossible to be successful when it comes to learning."

As Watts continues to work one-on-one with students, she will seek to identify trends in their needs, and to develop and tap into programs that best address them.

Continued on pg. 9

UPCOMING SCHOOL IMPROVEMENT EVENTS

FALL DROPOUT RECOVERY ROUNDTABLE

New accountability measures have been implemented recently for dropout recovery school report cards. These include student growth and postsecondary outcome measures. In this roundtable session, dropout recovery school leaders will have the opportunity to share best practices in encouraging students to participate in testing and for all stakeholders to track and improve their growth. BCHF staff will also offer a deeper analysis of technical and practical overviews of the progress and outcome measures for school accountability. The session is scheduled for **November 10**, 4 to 6 p.m. in Columbus.

Register at:

<https://register.eventarc.com/35538/data-for-srop-outrerecovery-schools>

USING VALUE ADDED AND TEST STATISTICS

This session will focus on: 1) Ohio's value added student growth measure and the impact it can have on student, teacher, and school accountability from year to year, and 2) the use of data targets to improve instruction. The session is specifically designed for building leadership teams, coaches and administrators. It is scheduled for **November 30**, 10 a.m. to 3 p.m. in Columbus.

Register at:

<https://register.eventarc.com/35535/using-value-addeddata-and-test-statistic>

Student support — continued

“I am so inspired by the students who come to school each and every day despite their personal challenges, determined to get their diplomas and change their lives,” Watts said. “I am blessed to be a part of helping them through that process.”

“We’ve always strived to help our students both in and out of the classroom,” Paulauskas said. “Creation of this new position – and having Ms. Watts join our team – takes that to a whole new level.”

COMPLIANCE UPDATE

Compliance progress reports

The first quarter fiscal year 2017 compliance progress reports will be generated on November 18. The reports will reflect each school's progress on items due through October 31.

Transportation coordinator training

New (first year) transportation coordinators are required to have 16 hours of training by the Ohio Department of Education (ODE). While there are no trainings currently scheduled, ODE will list regional training offerings on the Ohio Association for Pupil Transportation (<http://oapt.org>) and/or the Ohio Association of School Business Officials (<http://www.oasbo-ohio.org>) websites. Please check these sites periodically for training opportunities.

Suspension and expulsion due process minimum requirements

Prior to decision to suspend/expel

- ◆ Provide student written notice of intent
- ◆ Provide student opportunity for informal hearing
- ◆ As applicable, consider whether manifestation determination is required for students with IEPs

After decision to suspend/expel

- ◆ Decision to suspend/expel can only be made by principal
 - ◆ Provide written notice to parents of reason for and length of suspension/expulsion
 - ◆ Written notice must include information about parent's right to appeal
 - ◆ If appeal requested, provide written confirmation of the appeal hearing decision
-

SCHOOL IMPROVEMENT

Strategies for Building Relationships

By Mike Grote, Ph.D., School Improvement Specialist

Everyone seems to agree that positive relationships between teachers and students -- as well as teachers and parents -- are important for student academic success. It is generally assumed that everyone knows how to build such relationships, but that assumption bears closer scrutiny. While behaviors like friendliness, fairness and mutual respect are foundations, there is much more that can be done to strengthen the bond between teachers and students, as well as teachers and parents.

The old axiom "actions speak louder than words" is applicable to relationship development. Parents will support you when they are convinced that you have the best interest of their child in mind and not simply your personal convenience or adherence to a regulation they do not understand. One strategy is to get a positive note about the student to the parents as soon as possible when the school year begins. This could be an idea the student shared, an answer they got correct, or something about a nice act they performed. The fact that you took the time to share with parents is a sign that you are looking for the good in their child. In Reggio Emilia education, teachers send home electronic photos of the child to the parents along with a note about what their child did every day. While we may not have the time to do this every day, certainly doing this occasionally would be beneficial.

Our appearance also says a lot to both parents and students. Dressing professionally shows that you have respect for both the parents and their child and that they are important people to you. It also is an important to model for children.

The quality of the lessons you prepare and the quality of the work you assign to students are other ways to demonstrate your dedication to the success of your students. When students go home excited about what they did in your class, it tells a parent that you are

reaching his/her child. When the child likes your class, the parents' liking and respect for you increase proportionally. Stacks of monotonous worksheets rarely inspire students. Exciting "hooks," high expectations and satisfying projects are all examples of events that get students talking. One frequent error I observe is expecting too little from students. Students are very perceptive. When they are given work that they learned how to do last year (or before), they read it as "this teacher does not think I can do complex, challenging work—she (he) thinks I'm stupid." This obviously hurts the development of a strong relationship. Remember, a higher depth of knowledge does not necessarily mean that an assignment is more difficult. It simply means that you are asking students to use the information as opposed to repeat it back to you.

Having high expectations and providing the necessary scaffolding for students to achieve assures students that you care about them and their success.

Unconditional acceptance of the student as a person has a very positive impact on relationship. Students (and parents) would be very excited if their child received a birthday card from you in the mail. It might be one of the few cards they have ever received. Learning about the individual interests of a child and speaking with the child about them occasionally can have a significant impact on relationships. Having lunch with each child gives you a chance to learn more about them. Twenty minutes of one-on-one time can have a transformational impact on relationships. Children really love to have an adult listen to them, show genuine interest and value what they have to say. Find something that every student does well and make use of their expertise in class

Believe in your students' ability to learn and communicate this belief. Having high expectations and providing the necessary scaffolding for students to achieve assures students that you care about them and their success. Perhaps you might even dress like a

Continued on pg. 11

Building relationships — continued

coach one day to emphasize the fact that you are the students' academic coach, and it is your mission to help them succeed.

A great relationship alone won't help students become super learners. This must be coupled with

high expectations, world-class curriculum, an emphasis on literacy and well-structured lessons. A solid relationship, however, makes it so much easier!



BUCKEYE COMMUNITY HOPE FOUNDATION
3021 East Dublin-Granville Rd; Columbus OH 43231
(614) 942-2002 www.buckeyehope.org

