



# 2024-2025 Sponsor Annual Report

Building Communities.  
Rebuilding Lives.



Buckeye Community Hope  
Foundation - Education Division

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Buckeye Community Hope Foundation (BCHF) provides this annual written report on its sponsorship of community schools in Ohio. The Sponsor Annual Report is an important informational source for all our stakeholders about the performance and progress of our sponsored schools. We are proud to be a Sponsor of community schools in Ohio, and we are proud of all the hard work our schools, students, parents, and our staff contribute to ensure success for all students.

Buckeye Community Hope Foundation is a non-profit organization with the mission of "Building Communities, Rebuilding Lives." In support of the mission of the overall Foundation, and as part of its commitment that all students should have access to quality educational opportunities, the mission of the Education Division is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

Buckeye Community Hope Foundation is a statewide community school sponsor. During the 2024-25 school year, BCHF sponsored and provided oversight and technical assistance to fifty-three (53) public community schools in eighteen Ohio cities, serving 13,088 students.

Our portfolio of sponsored schools included thirty-two (32) traditional brick-and-mortar community schools, five (5) schools serving a majority special needs students, and sixteen (16) alternative drop-out prevention and recovery program schools, one of which is an online school. One new dropout recovery school and one K-3 elementary school opened under new contracts in 2024-2025SY. Three schools closed mid-year during 2024-25.

A primary role of the community school sponsor is to only open new public community schools that have high quality education programs focused on student success. We also must make the difficult decision to close a school when their performance falls below expectations for students. At BCHF, we take this role very seriously and make data-based performance evaluations with student well-being as the first and foremost consideration in any decisions.

Academic performance data for our schools for 2024-25 SY is based on multiple data measures. Due to the configuration of schools and Ohio's accountability components, some measures are not available for individual schools or groups of schools. The BCHF team continues to monitor school progress closely through its own data warehouse and offers a high level of support for school improvement and progress. We are committed to seeking a better future for the children served by our sponsored schools and for all students in Ohio.

We truly act on our vision statement, which states "We envision a future where all students have access to a high-quality public education."

# WHAT WE DO

As a sponsor, we are responsible for overseeing each school's compliance with all applicable laws and rules and the community school sponsorship contract. We also provide vital technical assistance to our sponsored schools in the areas of charter school startup/incubation, fiscal and operational performance, and, most importantly, academic achievement and progress.

## PERFORMANCE CONTRACTING

BCHF has a community school sponsorship contract with each of its sponsored schools. The sponsorship contract includes all legal requirements, as well as each school's unique education plan, financial plan, and governance plan. Additionally, the sponsorship contract includes the Performance Accountability Framework that details areas of school assessment and oversight. The framework includes academic and non-academic goals specific to each school.

## COMMITMENT AND CAPACITY

BCHF employs a team of twenty (20) professionals, located throughout the state, with extensive experience in various disciplines. Our Education Division staff includes individuals with expertise in finance, education, data analysis, compliance, and communications. Our accountability and school improvement representatives have subject matter expertise in all academic core content areas, school leadership, social-emotional learning/restorative justice, special education, multi-lingual (formerly English learner) student support, mathematics, behavior and classroom management, and career-technical education.

## ONGOING OVERSIGHT AND EVALUATION

The oversight of our sponsored schools is a responsibility that BCHF takes seriously. Our team monitors and assesses each school's performance against the performance framework and terms of the contract. Annually, BCHF provides each school with a cumulative report that summarizes the school's academic performance, fiscal performance, and organizational and operational performance. The annual End of Year performance report identifies areas of strengths, areas needing improvement, and the school's prospect for renewal.

We gather information through a variety of resources including: bi-monthly on-site visits to schools; attendance at governing authority board meetings; monthly financial reviews conducted by a licensed school treasurer; on-going data assessment of student achievement and growth; ongoing reviews of state and federal law compliance, academics, special education, and operations and finance; and ongoing technical assistance provided by a team of experts with years of experience spanning various disciplines. BCHF recently added close monitoring of student attendance to its regular reporting. Attendance at each school is reported monthly and assessed as "satisfactory," "concerning," or "urgent." Year-to-year comparisons are provided to school leaders and governing board members.

Last year members of our team attended hundreds of governing board meetings, provided onsite and virtual technical assistance, facilitated professional development for 1,597 participants, and observed in over 300 classrooms.



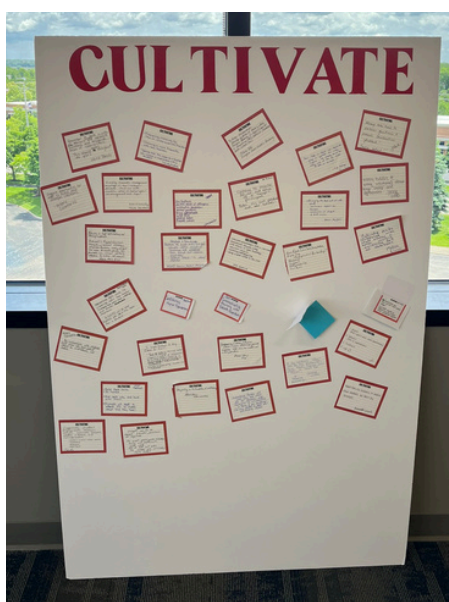


## OUR FOCUS

Buckeye Community Hope Foundation emphasizes technical assistance in all aspects of schooling, with an emphasis on effective teaching and learning. Annually, we assess each school's needs and implement a work plan to support success for ALL students. This plan includes various supports for schools based on needs they have in common and individualized, targeted technical assistance to meet each school's unique needs.

### SUPPORT FOR ALL SCHOOLS

In 2024-25, BCHF organized support for all schools around the results expressed in the annual spring needs assessment. An organizing theme of "Growing Talent, Growing Minds" set the tone for both the **Annual School Leader Summit** in June 2024 and the new 2024-25 school year. This theme emphasized important aspects of acquiring high-quality faculty and staff talent, nurturing talent, supporting staff and students, and celebrating achievement and success. BCHF's Accountability and School Improvement Department emphasized offerings aligned to leadership themes and topics in its 2024-25 Professional Learning Opportunities Catalog. In keeping with this theme, BCHF partnered with Tyler Bastian, founder and school administrator of Roots Academy, a non-traditional high school based on agricultural experiences.



An **All-Schools Meeting** in September 2024 kicked off the 2024-25 school year. Schools received awards based on academic accomplishments and "best practices" in family engagement and communications. The event also featured Solution Centers, opportunities for school leaders to converse with BCHF team members about data, best practices in mathematics, special education, multi-lingual learner needs, and literacy. In keeping with the theme, information was shared on support for new teachers and enhanced compliance record-keeping for school operations.



BCHF provided many other forms of support to our sponsored schools. BCHF continued to facilitate cohorts of educators based on a professional learning community (PLC) model. These cohorts included educators involved with Special Education, Multi-Lingual Learners, Early Literacy, K-8 Mathematics, Data Analysis, Leadership, Teacher Support, and Graduation/Secondary Success.

BCHF regularly analyzed data for student learning through Fall and Winter analyses of schools' norm-referenced testing and SMART (Specific, Measurable, Achievable, Relevant, and Time-oriented) Goal data. Additionally, customized professional development and technical assistance services were available to all schools upon request.

A high point of the school year was BCHF's second year of participation in the Schools Forward Initiative with an emphasis on Workforce Literacy. The project developed key personnel in each of ten (10) participating schools to develop units of study for students in workforce literacy. Each participating school taught a class on Workforce Literacy that allowed students to earn .5 elective credit toward graduation. An outside evaluator tracked both adult implementation and student achievement variables to gauge program success. Results showed achievement of both adult indicators and student growth in ELA and Mathematics on STAR Renaissance norm referenced testing. Pre- and post-course testing also showed gains in acquisition of workforce related "soft skills" and workforce specific vocabulary.





## TARGETED TECHNICAL ASSISTANCE

BCHF provided targeted technical assistance to schools based on their performance and assignment to a tier of support. Using available data, schools designated as Tier 1 exceeded academic performance metrics of the Sponsor contract. Tier 2 schools met academic performance metrics. Tier 3 schools did not meet academic performance metrics of the contract or were trending downward. Tier 0 schools were "new or incubating schools" within 2 years of start-up.

In 2024-25, schools received two high stakes reviews annually. The individual status of the school, based on data, determined specific plans for the review. Review procedures incorporated input of at least three stakeholder groups, for example, teachers, parents, administrators, and students. Each review cycle emphasized development of a profile of school strengths and needs, with a plan for follow-up. BCHF planned and provided individualized technical assistance based on review evidence.

Schools in the Tier 3 category were encouraged to engage in deeper analysis of teaching and learning data to develop a focused school improvement plan. BCHF collaborated with schools, their respective state support teams, and management companies (where applicable) to align focused school improvement plans with One Plan. Where necessary, BCHF required an Academic Corrective Action Plan, approved by the Governing Board, to better guide the school's plans for academic turnaround.

Our strong record and sustained emphasis on high-quality teaching and learning aligns to BCHF's mission of establishing "strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance." We support our schools in a continuous improvement process with the overall aim of making all schools high quality and all students successful!

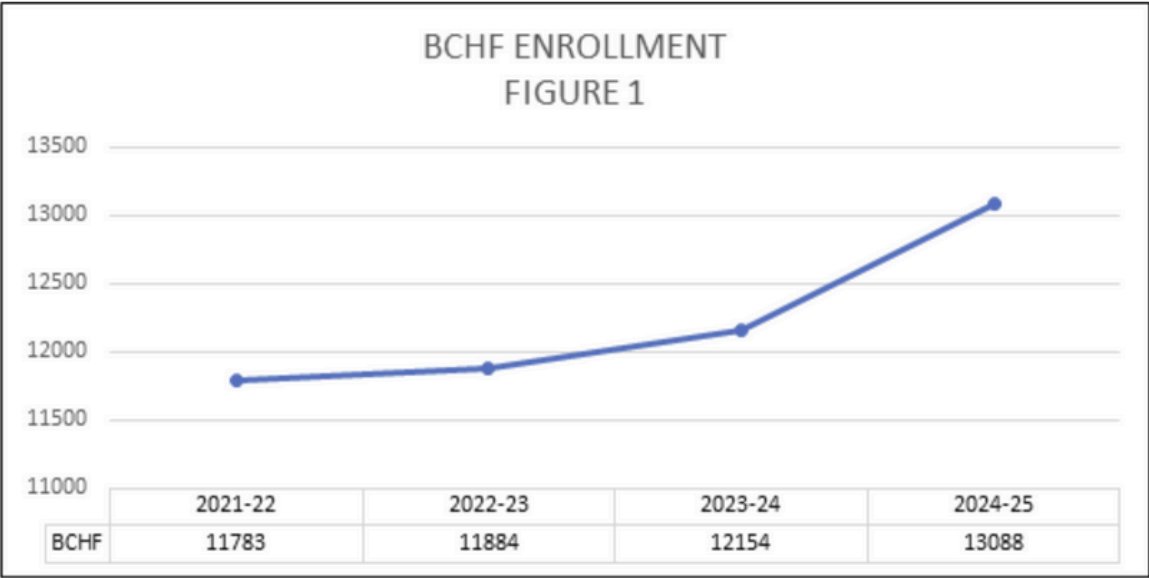


## SPONSOR EVALUATION

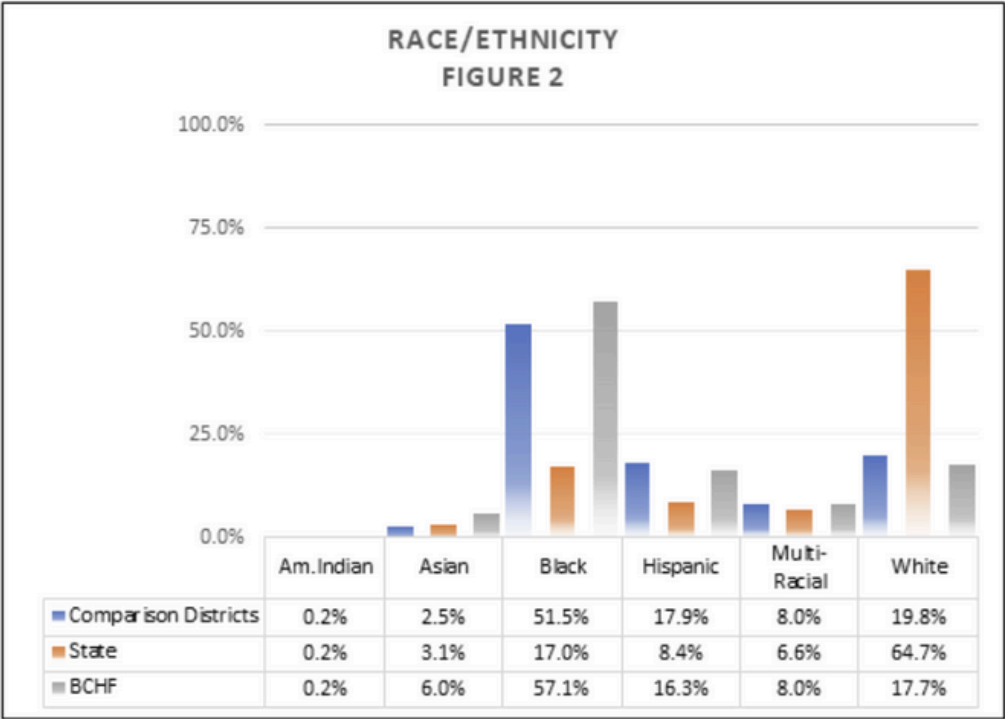
The Department of Education and Workforce (DEW) conducts evaluations of sponsors in three equally weighted components (Academic Performance, Compliance and Quality Practices). Buckeye Community Hope Foundation received the highest rating of Exemplary on its most recent Sponsor evaluation.

# STUDENT DEMOGRAPHICS

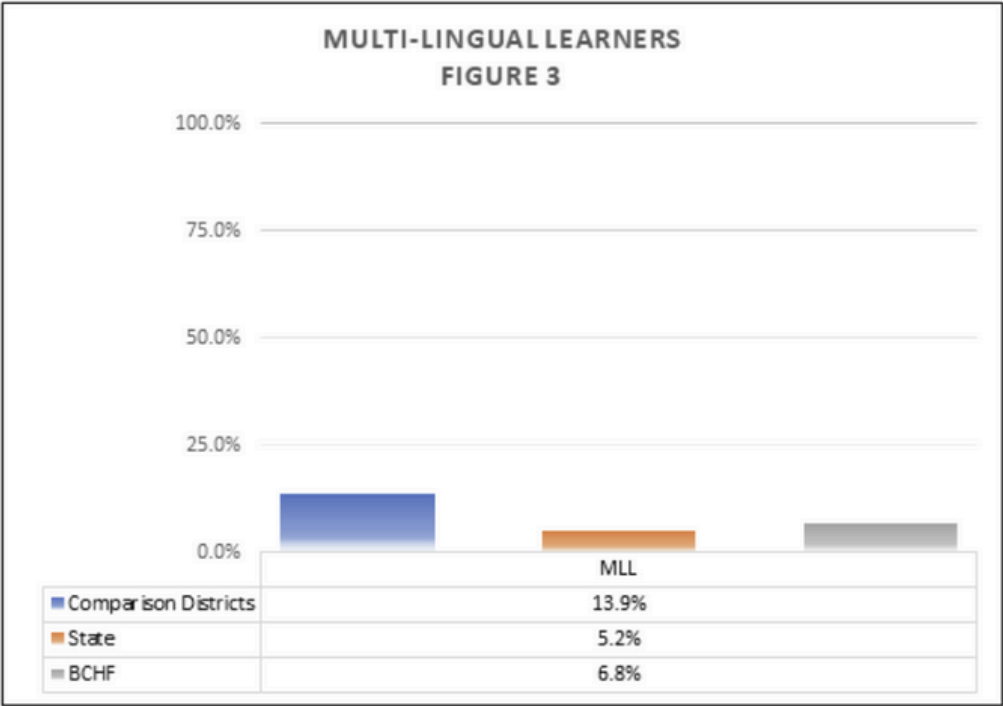
The BCHF portfolio of schools is a dynamic portfolio reflective of the growing diversity of Ohio's K-12 students. In the 2024-25 school year, BCHF-sponsored schools served a total of 13,088 students, a mild enrollment increase from prior years, as indicated in Figure 1. In the same time period, overall student enrollment for the state of Ohio declined from 1,601,373 to 1,586,724. (Figure 1)



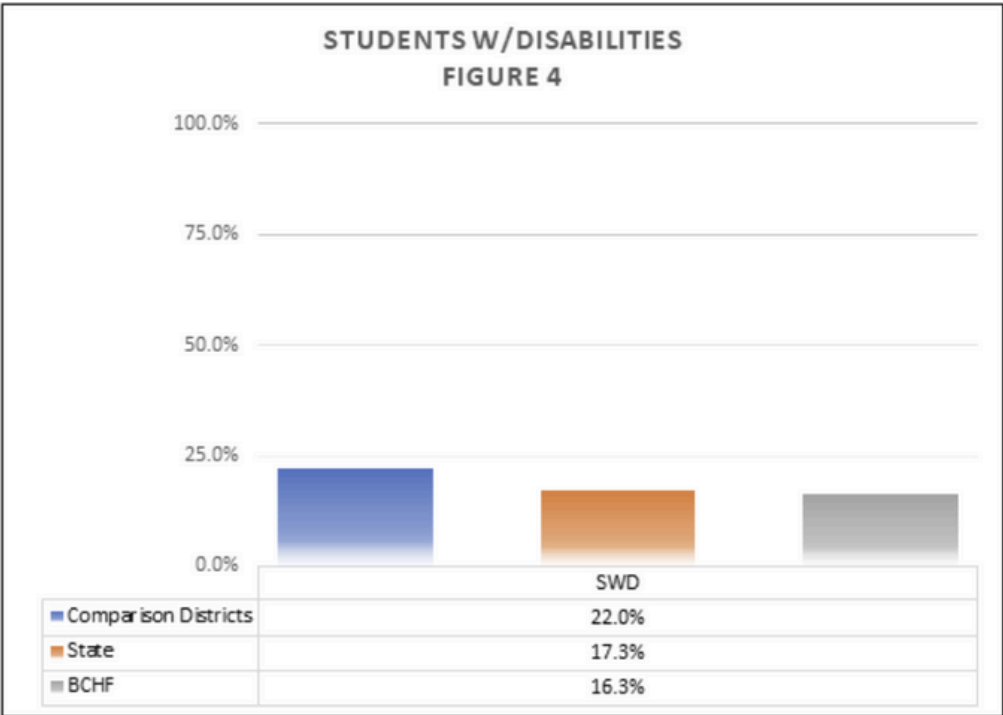
BCHF-sponsored schools served a much more diverse population of students than schools overall in Ohio (Figure 2). Black, non-Hispanic students constituted a majority (57.1%) of the students in our schools whereas this group represented only 17% of students statewide and 51.5% of students in the comparison districts where our schools were situated. (Figure 2)



Multi-lingual learners constituted 6.8% of students served by schools in BCHF's portfolio, just over the number statewide (5.2%), but substantially less than comparison districts (13.9%). (Figure 3)

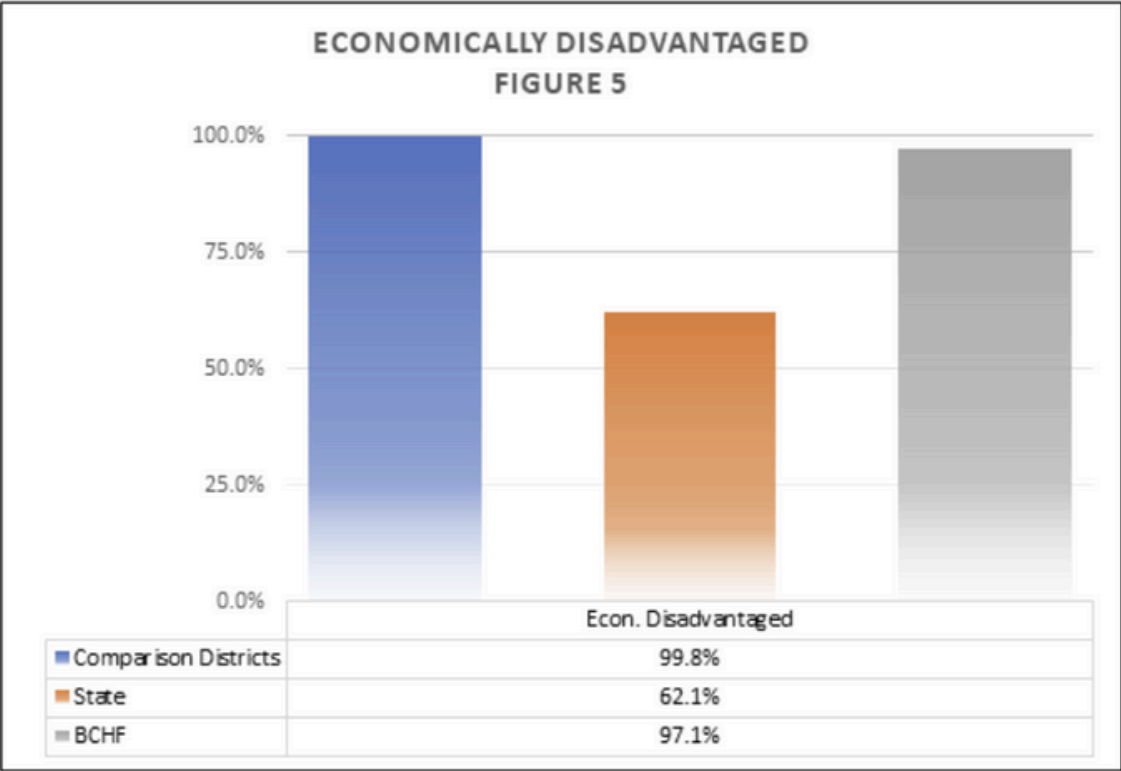


Students with disabilities in BCHF schools constitute 16.3% of the portfolio population, somewhat less than the statewide percentage of 17.3%, and less than comparison districts' average of 22%. (Figure 4)



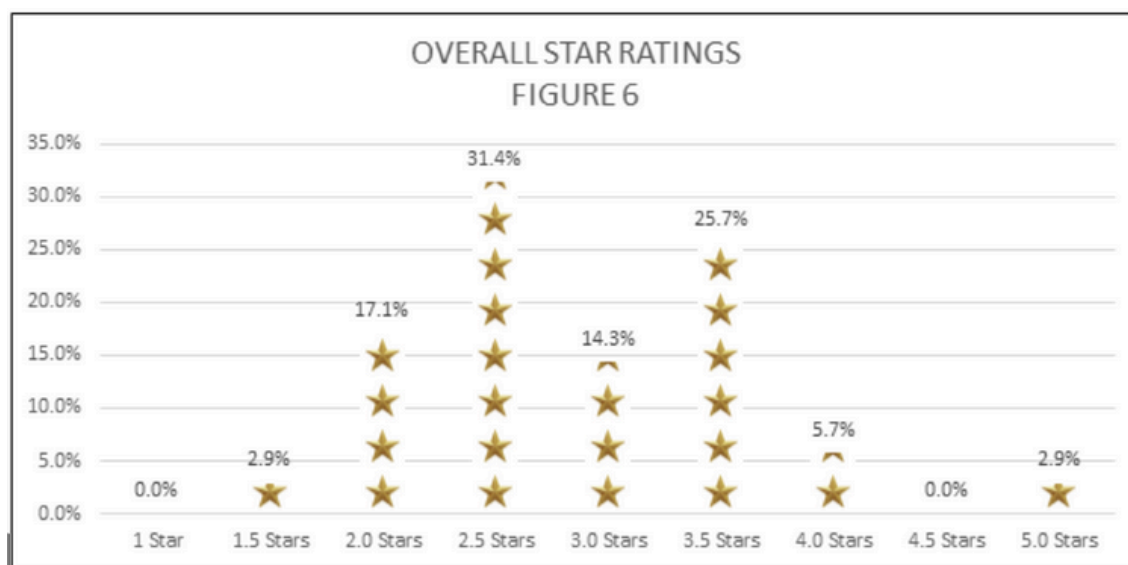


Data also emphasizes that nearly all (97.1%) of students who attend schools sponsored by BCHF qualify are economically disadvantaged as indicated by eligibility for free- or reduced-lunch benefits. (Figure 5)

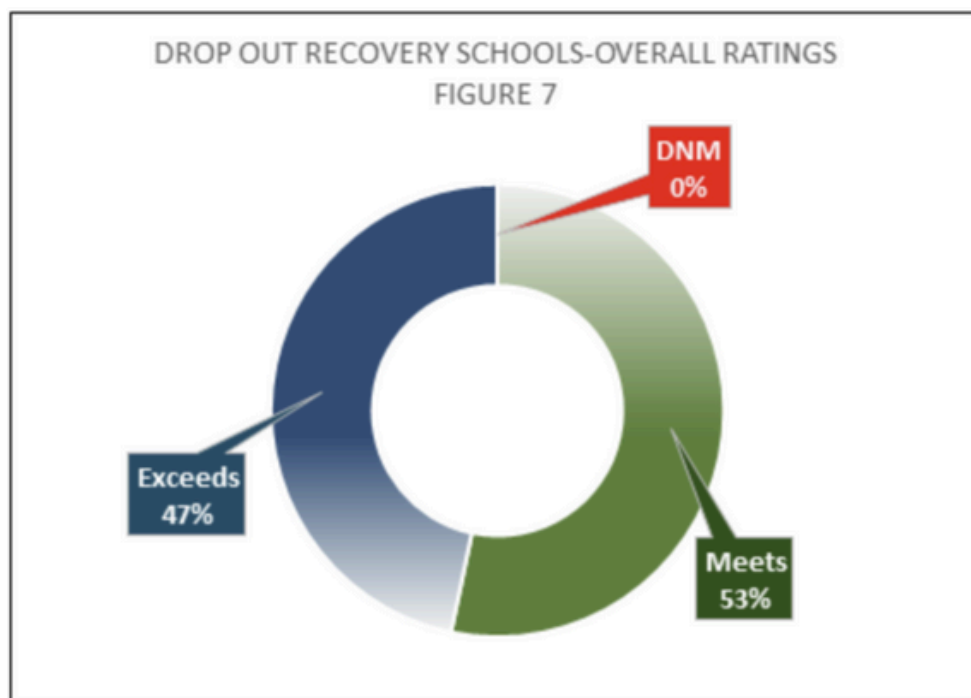


# SCHOOL PERFORMANCE

Buckeye Community Hope Foundation is pleased to report progress in key indicators of school success, including student attendance and academic progress. For the 2024-25 school year, Ohio continued a rank-order accountability system of star ratings, with possible ratings from 1 to 5 stars. Most schools (45.7%) sponsored by Buckeye Community Hope Foundation (BCHF) were rated in the range of 2.5 to 3.0 stars, with a 3-star rating indicating the school met state expectations (Figure 6).



Ohio's school accountability system ranks schools with Drop Out Recovery Program emphases as Exceeds, Meets, or Does Not Meet standards. BCHF's sponsored Drop Out Recovery Program Schools all (100%) met or exceeded state standards on the Drop Out Recovery Program Report for 2024-25. (Figure 7)



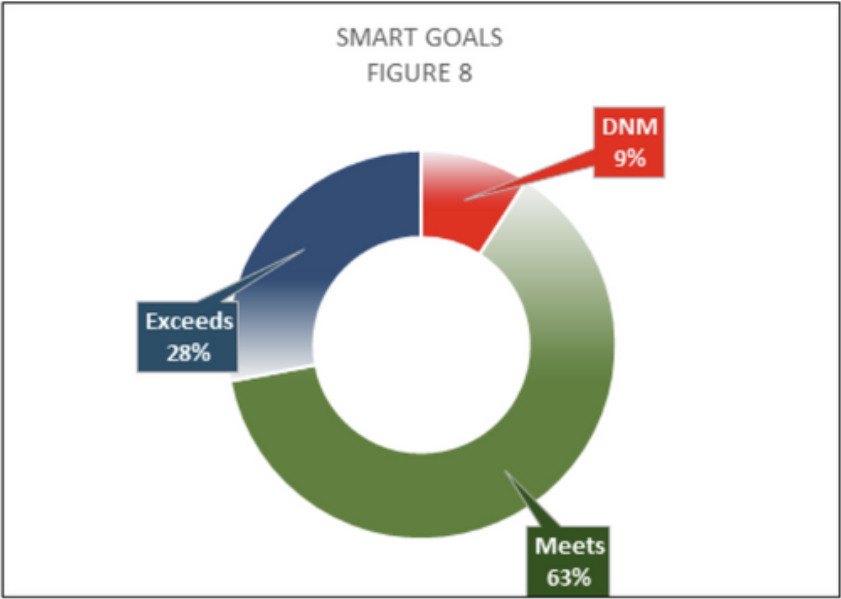
A breakdown of sponsored school performance on component ratings of Ohio's accountability system reveals that non-drop out recovery schools perform most successfully, with 3 stars or above, in the Progress component (78.2%) and gap closing (54.4%). Achievement and early literacy components of Ohio accountability are still the strongest areas of improvement needed for BCHF-sponsored schools. (Chart 1)

Chart 1 - Performance on Report Card Components – Traditional Community Schools					
Component	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	32.4%	61.8%	5.9%	0.0%	0.0%
Progress	0.0%	21.9%	43.8%	28.1%	6.3%
Gap Closing	20.0%	25.7%	22.9%	8.6%	22.9%
Early Literacy	69.6%	21.7%	8.7%	0.0%	0.0%
Graduation	75.0%	0.0%	0.0%	0.0%	25.0%
Prepared for Success	66.7%	0.0%	33.3%	0.0%	0.0%

Sponsored Drop Out Recovery Program Schools perform particularly well in progress (86.7% rated Exceeds) and Gap Closing (60% rated "Exceeds"). (Chart 2)

Chart 2 – Performance on Drop Out Recovery Program Report Components – Drop Out Recovery Program Schools			
Component	Does Not Meet	Meets	Exceeds
Achievement	42.9%	28.6%	28.6%
Progress	0.0%	13.3%	86.7%
Gap Closing	6.7%	33.3%	60.0%
Combined Graduation	0.0%	57.1%	42.9%

BCHF also challenges each sponsored school to set SMART goals that capture student outcomes related to each school's unique mission. For example, schools may emphasize STEM/STEAM, the Arts, career-technical alternatives, or citizenship. A priority SMART goal is evaluated each year through data and information submitted by the school and onsite reviews. In 2024-25, 63% of our schools met or exceeded their priority SMART goals (Figure 8). Schools that did not achieve SMART goals often reported that goals were trending up but not yet attained. (Figure 8)





During the 2025-25 school year, BCHF challenged its sponsored schools to improve attendance and reduce chronic absenteeism. BCHF tracked monthly attendance on each sponsored school and reported the level (% attendance) and trends in student attendance to the school's leadership and governing board.

Overall, schools showed a 5.4% increase in attendance rate, from 79.1% to 84.5%. Traditional community schools had an increase of .6% while Drop Out Recovery Schools had a significant increase of 13.4%. Our highest attending subgroups of students are Hispanic student (86.9% attendance rate) and Multi-lingual Learners (89.8%). Attendance needs to be further improved for all students and for subgroups of students with disabilities (81.6%) and white students (81.7%). 62.5% of BCHF Schools improved their attendance rate in 2024-25 over the prior 2023-24 School Year. (Chart 3)

Chart 3	2023-24	2024-25	Change
BCHF Portfolio	79.1%	84.5%	+5.4
Community Schools	88.9%	89.5%	+0.6
Drop Out Recovery Schools	54.9%	68.3%	+13.4

In 2024-25, 64.6% of BCHF Schools improved their Chronic Absenteeism rate over the prior 2023-24 school year. (Chart 4)

Chart 4	2023-24	2024-25	Change
BCHF Portfolio	54.1%	47.2%	-6.9
Community Schools	42.2%	38.9%	-3.3
Drop Out Recovery Schools	80.7%	71.4%	-9.3

Finally, BCHF-sponsored schools showed overall gains in each subject area tested by Ohio State Tests when 2024-25 performance was compared with the prior year, 2023-24. (Chart 5)

Chart 5 – Performance Index Year-to-Year Change			
Performance Index	2023-24	2024-25	Change
All Subjects	55.0	59.6	+4.6
English Language Arts	63.0	64.6	+1.6
Mathematics	48.1	53.9	+5.8
Science	55.5	61.1	+5.6
Social Studies	54.9	63.5	+8.6

# SCHOOL INITIATIVES

## THE WRITING CHALLENGE

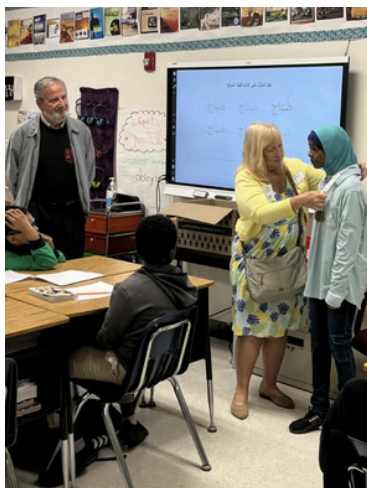
Each year, Buckeye Community Hope Foundation sponsors a writing challenge for grades three through twelve to emphasize the importance of writing in academic achievement, particularly as technology, social media, and artificial intelligence continue to shape our world. This year's challenge asked students to reflect on technology's impact in their lives.

Elementary students (grades three through five) read *When Charlie McButton Lost Power* and considered what they would miss most without electricity, with fifth grader Sabrina I. from International Academy of Columbus earning top honors for her humorous yet thoughtful reflection on technology's advantages and disadvantages.

Middle school students examined how social media affects our ability to connect and communicate, and seventh grader Soraya D. from Hamilton County Math Science Academy took both the middle school prize and overall grand prize with her compelling argument that while technology brings people together, it ultimately drives them apart, citing concerns about friendship, relationships, and mental health.

High school winner Leonie M., a ninth grader from Focus North High School, took the opposite stance in her extensively researched essay "From Typewriters to Tablets: How Technology Empowers Communication and Education," arguing that users, not devices, are responsible for technology's misuse, supporting her thesis with eleven recent research studies.

With forty-three entries received from nearly half of all Buckeye Community Hope Schools, we celebrate all our talented writers and dedicated teachers whose work demonstrates that the future looks bright when students "tell it like it is"!



## ANNUAL HOLIDAY CARD CONTEST

Our annual holiday card contest once again celebrated the remarkable creativity of our students. Students from across all grade levels were invited to submit festive designs that captured the spirit of the season. We are proud to announce that Zelena S., a talented seventh-grade student from Constellation Schools: Puritas Community Middle, was selected as the contest winner. Her outstanding artwork was featured on the cover of our holiday card, allowing her artistic vision to spread joy and seasonal cheer to our entire Buckeye Community Hope Foundation family and beyond. This tradition continues to provide our students with a meaningful opportunity to showcase their talents while bringing the community together during the holidays. The full list of student artwork can be viewed on our website. <https://bchf.org/2024-holiday-card-contest/>



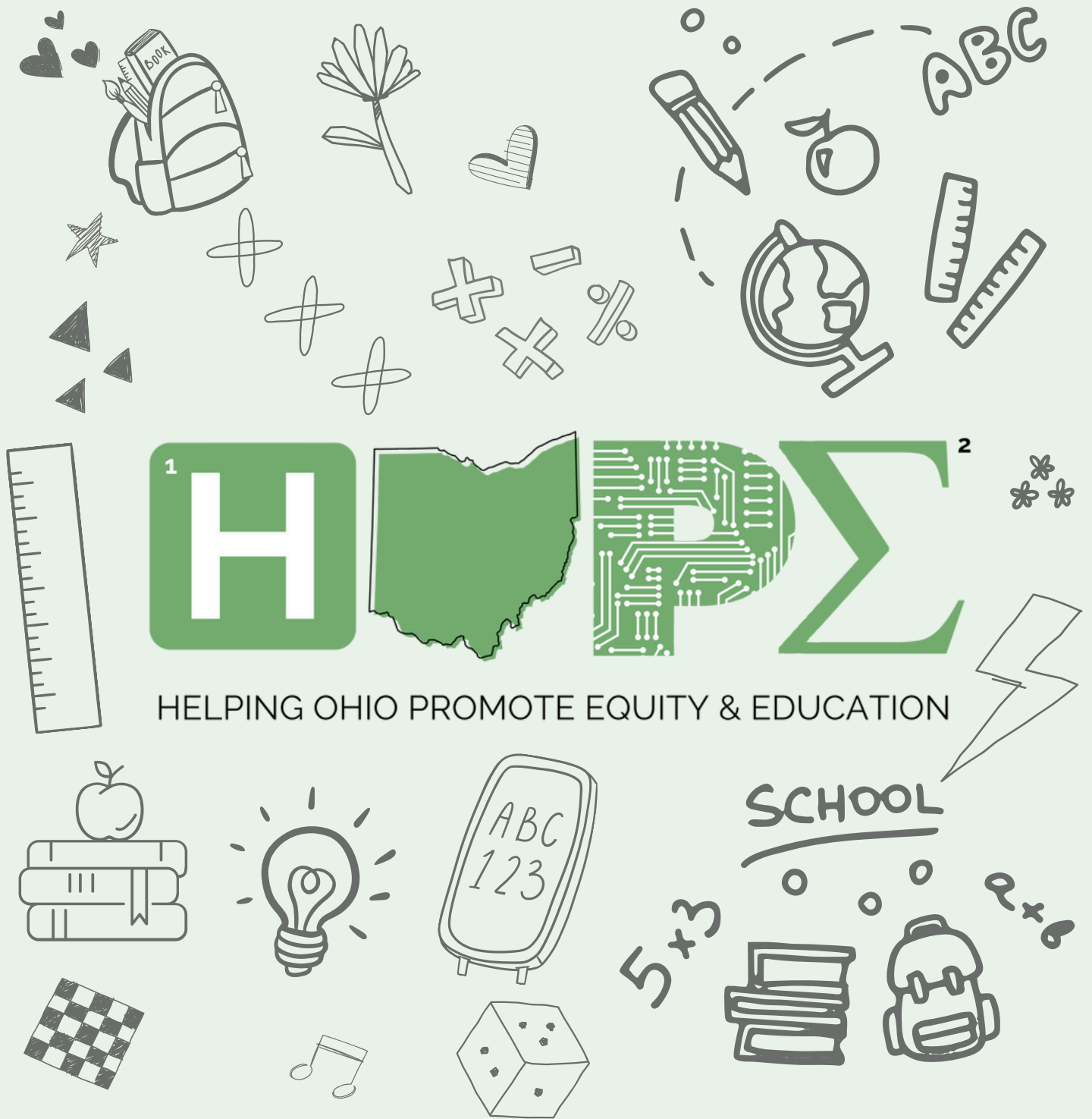
Buckeye Community Hope Foundation is proud to report the 2024-25 school year as a year of progress for our sponsored schools. We are impressed, each and every school day, at the hard work of students, faculty and staff, leaders, management companies, and parents. We are appreciative also of the support from the Ohio Department of Education and Workforce, Buckeye Community Hope Foundation Board of Directors, and our community partners.

This report concludes with a big **THANK YOU** to everyone involved in our schools and in the goal of making a brighter future for the students of Ohio!



# LIST OF SCHOOLS SPONSORED BY BUCKEYE COMMUNITY HOPE FOUNDATION | 2024-25 SCHOOL YEAR

Academy for Urban Scholars Youngstown	Horizon Science Academy Lorain
Akron Career Technical High School	Horizon Science Academy Youngstown
Auglaize County Educational Academy	Imagine Akron Academy
Bennett Venture Academy	International Academy of Columbus
Buckeye Community School – Springfield *	L. Hollingworth School for the Talented and Gifted
Columbus Noor Academy*	Lincoln Park Academy
Constellation Schools: Eastside Arts Academy	Main Preparatory Academy
Constellation Schools: Lorain Community Middle	Noble Academy – Cleveland
Constellation Schools: Old Brooklyn Community Middle	Noble Academy – Columbus
Constellation Schools: Puritas Community Middle	North Shore High School
Constellation Schools: Stockyard Community Middle	Promise Academy
Constellation Schools: Westpark Community Middle	Dayton Career Technical High School dba Riverscape High School
Constellation Schools: Westside Community School of the Arts	Shepard School by Eagle Schools of Ohio**
Dohn Community High School**	Southern Ohio Career Academy
Engage Academy	Stambaugh Charter Academy
Flex High School	Summit Academy - Toledo
Flex High School Cleveland	Summit Academy Community School for Alternative Learners of Middletown
Focus Learning Academy of Southeastern Columbus	Summit Academy Secondary School – Middletown
Focus Learning Academy of Southwestern Columbus	Summit Academy Transitional High School – Columbus
Focus North High School	Summit Academy Transitional High School – Dayton
Global Ambassadors Language Academy	The Academy for Urban Scholars
Great Western Academy	The Richland School of Academic Arts
Hamilton County Mathematics and Science Academy	Victory Academy Toledo**
Horizon Science Academy Columbus Middle School	Village Preparatory School: Woodland Hills
Horizon Science Academy Dayton Downtown	Westside Academy
Horizon Science Academy Dayton High School	Youngstown Preparatory Academy
Horizon Science Academy Elementary and Primary	*New in 2024-25 **Closed in 2024-25



Through our mission of **"Building Communities, Rebuilding Lives,"** we feel a call to provide students with access to build a successful future by providing them opportunities for a public education by ensuring there are quality school choices in the State of Ohio.

BUCKEYE  
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FOUNDATION  
*Education Division*