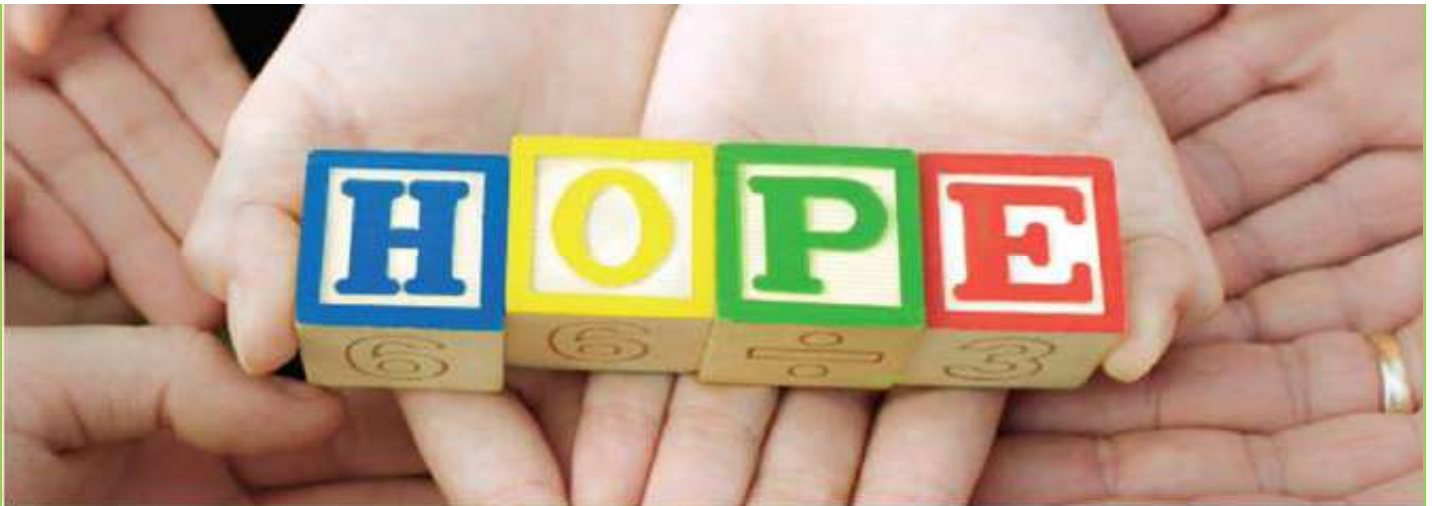




2018-19

SPONSOR ANNUAL REPORT



Building Communities and Rebuilding Lives

"We envision a future where all students have access to a high quality public education."

Buckeye Community Hope Foundation Education Division

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Buckeye Community Hope Foundation submits this annual report summarizing the performance of each of our sponsored schools in the areas of academic performance; fiscal performance; organization and operation; and legal compliance. Beyond this summary, the report, we feel, is an important informational source for our stakeholders about the nature and progress of our sponsored schools. We are proud of our schools and their progress!



Who are we?

The Buckeye Community Hope Foundation is a non-profit organization with a mission of **Building Communities and 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 (BCHF) is a statewide community school sponsor. During the 2018-2019 school year, BCHF sponsored and provided oversight and technical assistance to forty-nine (49) schools in eleven Ohio cities, serving over 14,000 students.

Our portfolio of sponsored schools included thirty-nine (39) traditional brick-and-mortar community schools, one (1) school serving a majority of special needs students, and nine (9) alternative drop-out prevention and recovery program schools, one of which is an online school.

Last year, we welcomed five new schools to our portfolio. We approved three new schools to open for the first time in the 2018-2019 school year and we approved two existing schools to transfer sponsorship to BCHF.

As a community school sponsor, we are responsible for ensuring that only schools with quality programs, schools that provide students with meaningful educational opportunities which prepare them for future success in life, stay open. We are also responsible for closing poor performing schools.

Sadly, at the end of the 2018-2019 school year, five of our sponsored schools ceased operations. Two schools were closed due to non-renewal of their sponsorship contract for low academic performance and three schools were voluntarily closed by resolution of their Governing Board.

School performance data, obtained from the Ohio State Report card, indicates our schools are trending upward. Although we are pleased with the progress of our schools, proficiency data shows there is still much work to be done. The BCHF team will continue to work closely with our schools offering them the highest level of support. We are committed to seeking a better future for the children that we serve.

“We truly act on our vision statement, which reads, “We envision a future where all students have access to a high quality public education.”



What do we do?

As a sponsor we have the responsibility of overseeing each school's compliance with all applicable laws and rules, the charter contract, and providing technical assistance to our sponsored schools.

Performance contracting:

BCHF has a charter 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 oversight on which schools will be assessed, as well as academic and non-academic goals specific to each school.

Commitment and capacity:

BCHF employs a team of eighteen (18) professionals, located throughout the state with extensive experience in various disciplines. Our Education staff experience includes expertise in law, finance, education, special education, data analysis, compliance and communications. Our accountability and school improvement representatives have subject expertise in all academic core content areas, school leadership, social-emotional learning/restorative justice, and classroom management. This Department also includes regular consultants for English learners and online course instruction/professional development.

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 frameworks and the terms of the contract. Annually each school is provided a cumulative report that summarizes the school's academic performance, fiscal performance and organizational and operational performance, and identifies areas of strengths as well as areas in need of 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, operations and finance; and ongoing technical assistance provided by a team of experts with years of experience spanning various disciplines.

Last year members of our team attended over 437 governing board meetings and conducted more than 496 on-site visits to schools.



What is our emphasis?

Buckeye Community Hope Foundation emphasizes technical assistance that, we believe, goes to the “heart of schooling” --- teaching and learning. Annually, we assess school needs and implement a work plan to support success in learning for ALL students. This plan includes supports for all schools as well as individualized, targeted supports based on each school’s needs.

Supports for all schools. In 2018-19, supports for all schools were organized around the theme of “Building Blocks for the Whole Child: A Foundation for Success.” This theme emphasized best practices for meeting social and emotional needs of students. The Annual School Leader Summit in June 2018 was organized around social-emotional learning. The theme was continued at BCHF’s All Schools Meeting in September 2018, which featured Dr. Joe Hendershott, author of *The Wounded Student*. BCHF’s Accountability and School Improvement Department emphasized offerings on this theme in the *2018-19 Professional Development Catalog*.

Many other supports were offered. BCHF continued to host networks of educators, based on a professional learning community model. These networks included educators involved with Special Education, English Learners, and Drop Out Recovery schools. BCHF regularly analyzed data for student learning through Fall, Winter, and Spring analyses of schools’ norm-referenced testing and SMART goal data. Additional professional development and academic technical assistance services were available to all schools upon request.

Targeted technical assistance. Targeted technical assistance was provided based on school assignment to a tier of support. 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 and were assigned to academic corrective action. Tier 4 schools were designated as “new or incubating schools.”

Schools received two high-stakes review visits annually. These visits were tailored to individual school needs, and to the school’s unique data profile. Visits included interviews with various school stakeholders, classroom observations, and review of school data. A profile of school strengths and needs was developed at each review meeting, with a plan for follow-up. Individualized technical assistance from BCHF was provided based on the follow-up plan.

Schools in the Tier 3 category were required to engage in root cause analysis, and to develop an academic corrective action plan approved by the Board and Sponsor. BCHF monitored progress in academic corrective action quarterly. Tier 3 schools also received a Comprehensive School Review involving a visit from a team of experienced educators. A formal report of this review was shared with school leaders and board members as input into improvement planning. Tier 4 schools also received a comprehensive review, with the focus being on start-up support plans.

Our emphasis on the “heart of schooling” 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 responsive to the needs of the school and its student population.



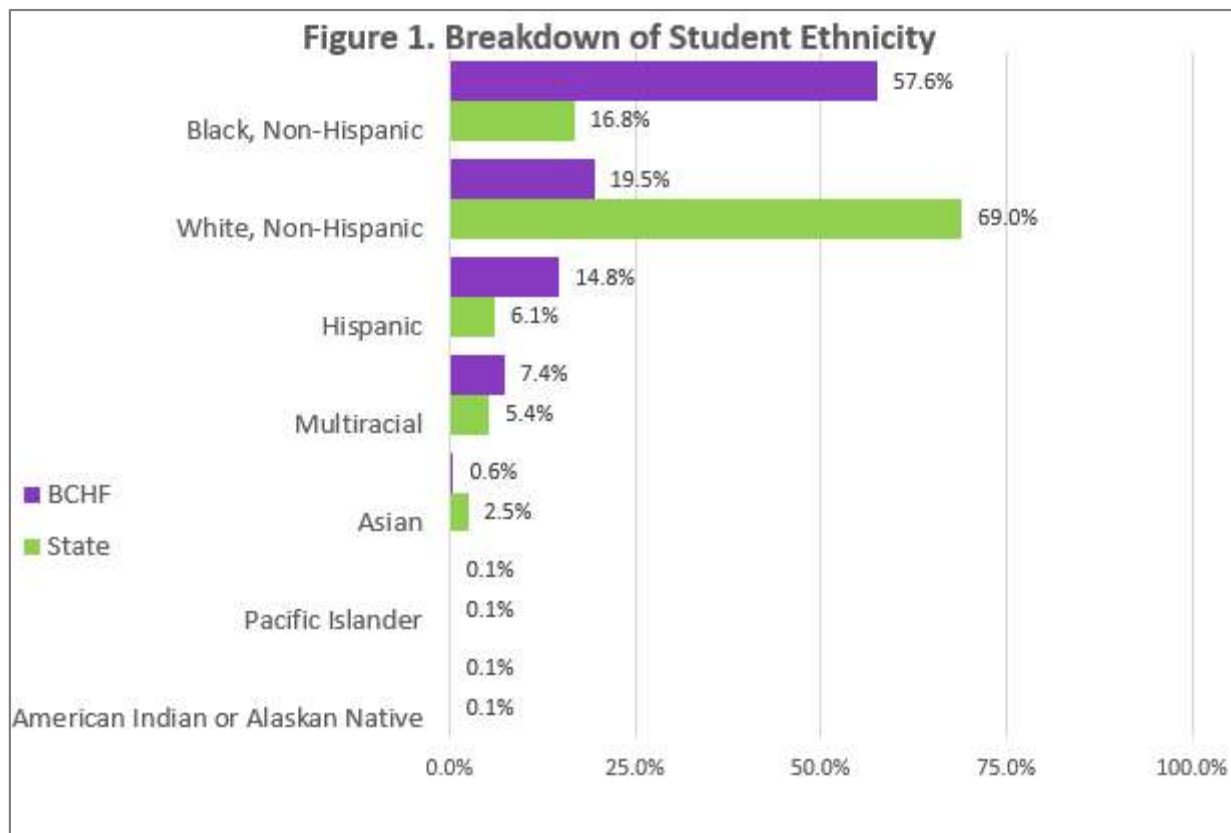
How are we doing as a Sponsor?

Each year the Ohio Department of Education conducts evaluations of sponsors in three equally weighted components (Academic Performance, Compliance and Quality Practices). We are pleased to share Buckeye Community Hope Foundation received the highest rating of **Exemplary** on the 2018-2019 sponsor evaluation.

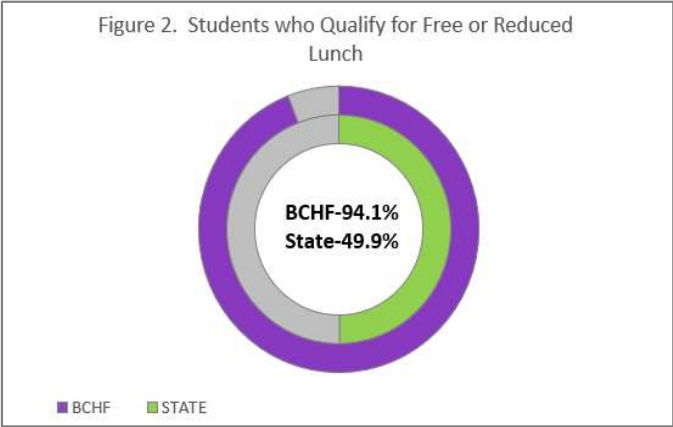


How diverse is our portfolio of schools?

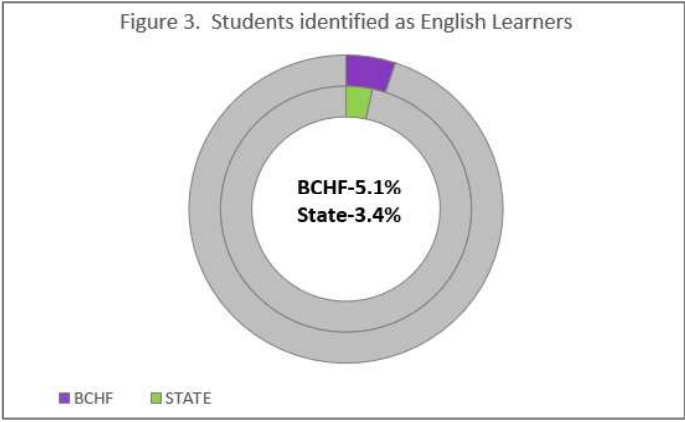
BCHF-sponsored schools serve a significantly-more diverse population of students than schools overall in the state of Ohio (Figure 1 below). Black Non-Hispanic students constitute over half of the students in our schools whereas over half of students statewide are White Non-Hispanic.



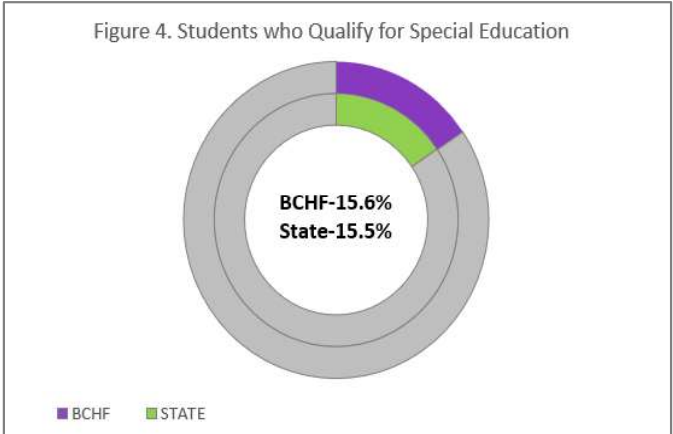
As Figure 2 indicates, nearly all (94.1%) of students who attend schools sponsored by BCHF qualify as economically disadvantaged as indicated by eligibility for free- or reduced-lunches.



Over 740 students (5.1%) in our sponsored schools are English learners, a growing population in several of Ohio’s urban centers.



In numbers of students with disabilities who qualify for special education, schools in the BCHF are close to state averages, at 15.6%





How are our schools performing?

How are BCHF-sponsored schools performing compared to the Challenged Districts?

A full picture of student performance incorporates both achievement levels, how students performed on grade-level expectations, and growth, how students improved during the school year.

On the state report card, the Performance Index score is a measure of achievement. The “Mean” Performance Index score of BCHF-sponsored schools exceeded that of the Challenged District in *nine* of the *eleven* respective districts (81%).

Seventeen of our thirty-nine traditional K-12 schools earned a “C” or better, on the Ohio State report card and *eight* of our nine sponsored drop-out prevention and recovery program schools earned a grade of “Meets” or “Exceeds” on the state report card.

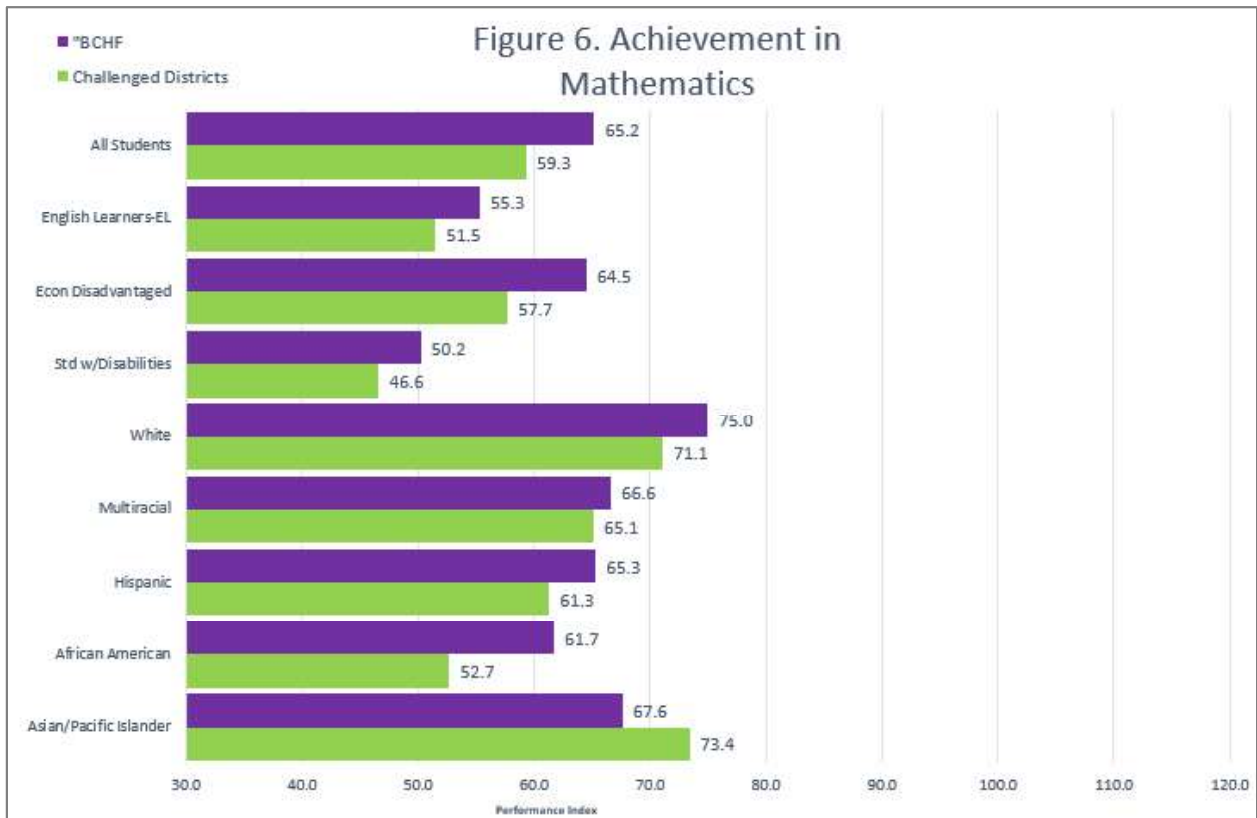
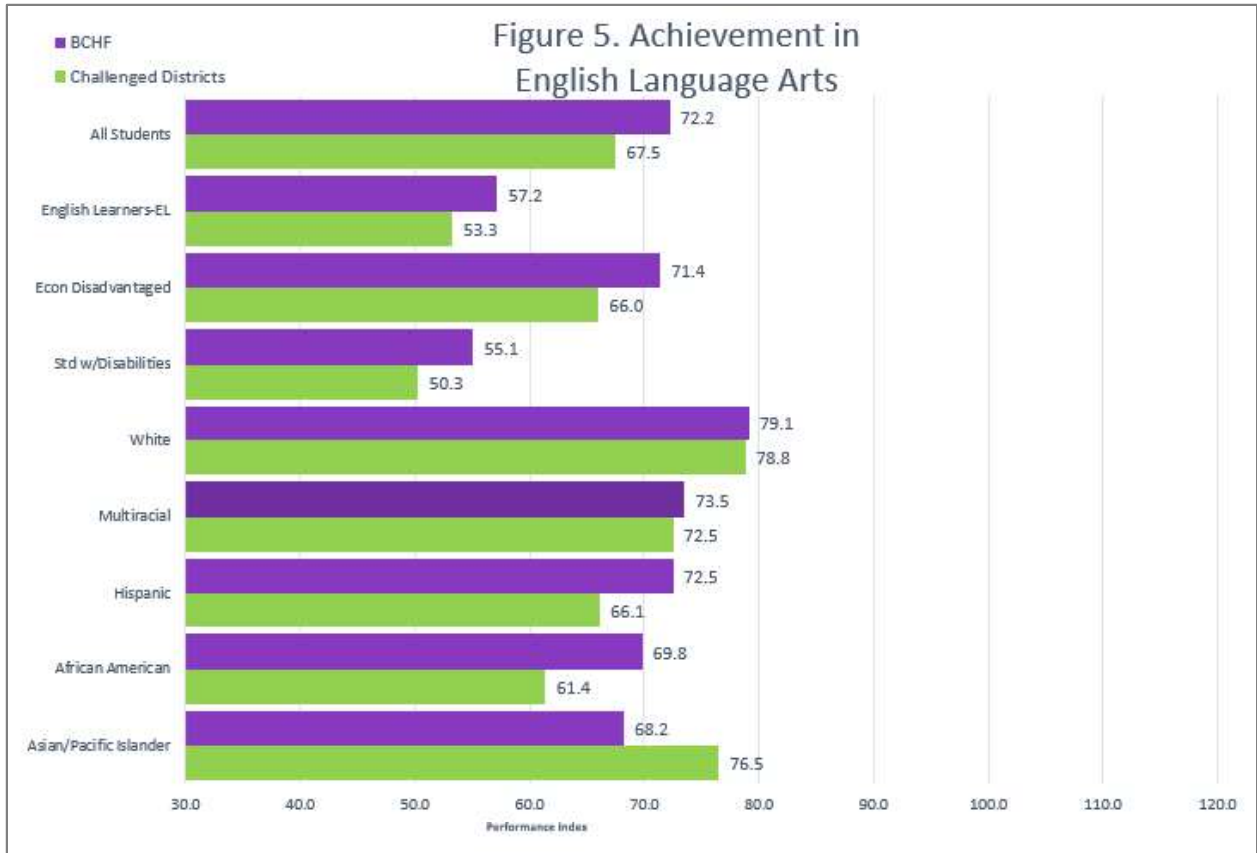
In terms of growth, as indicated by the overall value-added measure on the Ohio School Report Card, nine (9) sponsored schools, or 26% of schools, received an overall “A” in value added. All schools rated for value added met or exceeded the value-added letter grade of their respective challenged district.

A comparison of BCHF-sponsored schools to challenged district on value added overall is summarized in Table 1 below.

Table 1. 2018-19 Value Added Ratings of Traditional BCHF Schools as Compared to Challenged Districts (Number of Schools)			
Exceeded Challenged District Letter Grade	Met Challenged District Letter Grade	Fell Below Challenged District Letter Grade	Not Rated on Overall VA Measure
20	15	0	5

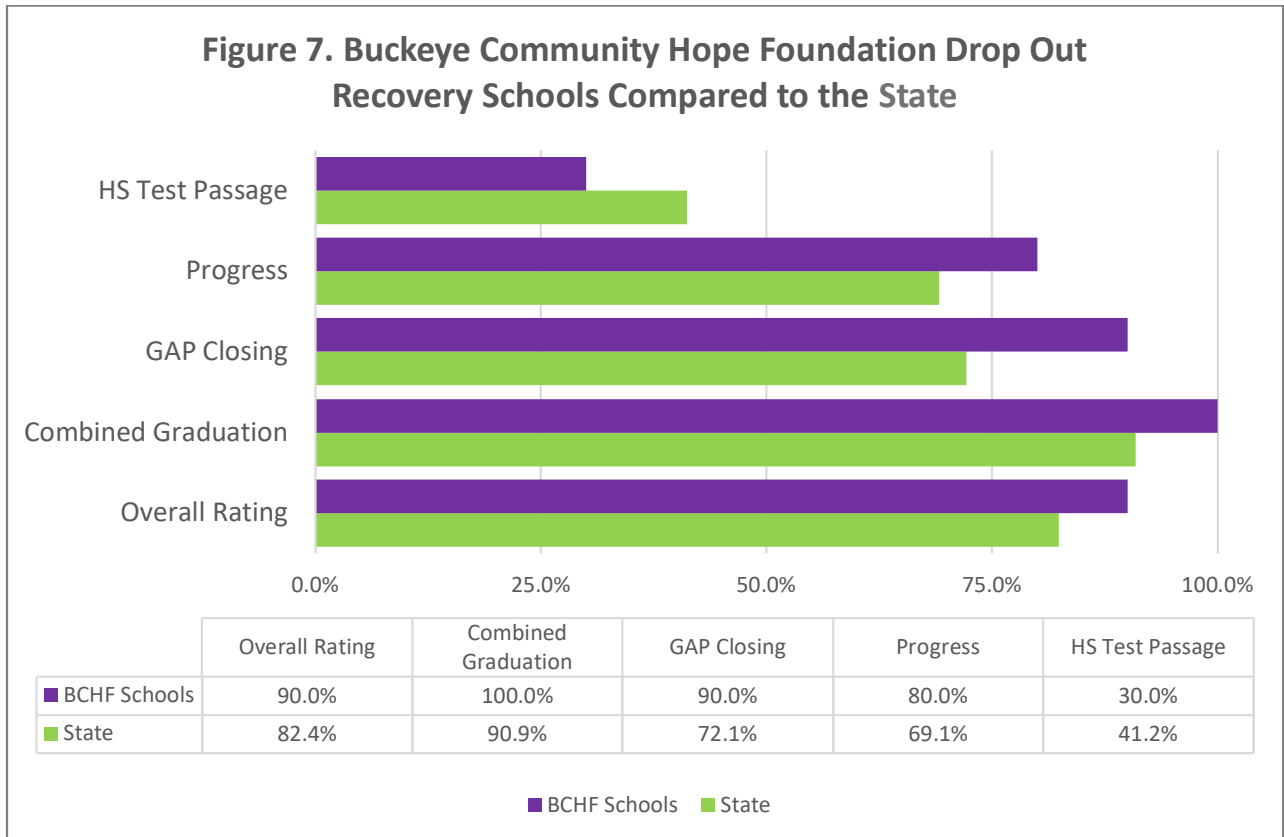
Academic Performance – Traditional K-12

BCHF tracks achievement of all students as well as disaggregated groups of students in core subject areas of English Language Arts (ELA) and Mathematics. Students in the “All Students” subgroup in sponsored schools had higher passing rates than students in challenged districts represented by our schools in both ELA and Math. Students in disaggregated groups, except for the small number in the Asian Pacific Islander subgroup, showed higher passing rates than those in challenged district schools. In all schools, students with disabilities were the lowest achieving subgroup. Students overall had higher achievement rates in English Language Arts as compared with mathematics. BCHF closely monitors achievement of student subgroups in order to plan and provide technical assistance to our schools (Figure 5 and 6. Please note these figures do not include Drop Out Recovery Schools.)



Academic Performance - Dropout Prevention and Recovery Schools (DORP)

In the 2018-2019 school year, BCHF sponsored DORP schools performed exceedingly well. BCHF schools outperformed the state in three of the four component areas on the Ohio report card for Dropout Recovery Program schools and **Exceeded** the state on Overall Report Card Rating! Performance of drop out recovery students on the new Ohio assessments needed for graduation remains an area of need. However, BCHF-sponsored drop out recovery schools showed continued improvement overall in gap closing and in graduation rates. (Figure 7)





How is school performance assessed?

BCHF Assessment of School Performance 2018-2019

The Ohio Department of Education requires all sponsors to annually evaluate, summarize and report on the performance and compliance of each of their sponsored schools in the areas of Academic Performance, Fiscal Performance, Organization and Operation and Legal Compliance. Schools receive a rating of either Meets, Exceeds or Did Not Meet expected performance in the areas of academic performance, fiscal performance and organization and operation. In the area of legal compliance schools receive a rating of Meets or Did Not Meet expected performance. Performance expectations for each sponsored school are defined in the charter contract.

Academic Performance – How the school performed on the academic contract goals

In assessing academic performance, BCHF considers the school's performance on all Ohio School Report Card measures, as well as on other performance measures included in the charter contract. These other measures include mission-specific academic SMART goals, performance in comparison to the challenged district, performance to similar schools within the local market, norm-referenced test results, and attendance/performance of disaggregated groups. BCHF assigns a rating of "Exceeds" to schools having met 86% or more of target academic points in the academic framework of the charter contract. BCHF assigns a rating of "Meets" to schools scoring 65-85% percent of possible academic points in the framework. BCHF assigns a rating of "Did Not Meet" to schools with less than 65% percent of possible points from the academic performance framework. Schools with an "F" in performance index, or an overall "Does Not Meet" for drop out recovery schools, are automatically ranked "Did Not Meet." Demotions in ranking may also occur for ongoing academic needs, such as the need for a Reading Achievement Plan over multiple years. All schools with a "Did Not Meet" status on the most recent performance review, except those in their first two years of operation, are required to submit an academic corrective action plan (ACAP) approved by the school's Governing Board and Sponsor.

Fiscal Performance – How the school performed on its financial contract goals

In evaluating a school's Fiscal Performance, BCHF considers information from board approved financial reports, school's monthly financial reviews, and information from independent sources such as the Auditor of State as well as information available through ODE. BCHF evaluates the schools on measures including: Current Ratio, Days, Cash on Hand, Operating Efficiency, Debt Management, Submission Timeliness and Accuracy, and Enrollment Management. A school rated "Exceeds" expected performance met or exceeded more than 70% of possible points from the fiscal performance framework. A school rated "Meets" expected fiscal performance scored 50-70% of possible points from the fiscal performance framework. A school rated "Did Not Meet" expected performance scored less than 50 percent of possible points from the fiscal performance framework. Schools placed on fiscal improvement plans were automatically rated as "Did Not Meet."

Organization and Operation – How the school performed on its governance duties and compliance with the community school contract

In assessing a school’s organization and operational performance, BCHF considers the governing authority’s performance in conducting the required number of meetings and maintaining sufficient board minutes, complying with open meeting requirements, maintaining the required number of approved board members, fulfilling training requirements, monthly financial reviews and compliance with the governing authority’s Code of Regulations. A school rated “Exceeds” expected performance scored more than 90% of possible points from the performance framework. A school rated “Meets” expected performance scored 50-90% of possible points from the performance framework. A rating of “Did Not Meet” expected performance is assigned to schools that scored less than 50% of the possible points from the performance framework.

Legal Compliance – How the school performed on its legal requirements identified in statute and the community school contract

BCHF evaluates a school’s performance on Legal Compliance based on the school’s compliance with legal requirements identified in statute and the community school contract and includes compliance items from the sponsor evaluation. A school rated “Meets” expected performance scored 80% or more of the possible points from the legal performance framework. A school rated “Did Not Meet” expected performance scored less than 80% of the possible points from the legal performance framework.

The results of BCHF’s Performance Assessment can be found in Table 2 that follows.

**Table 2. Buckeye Community Hope Foundation
Summary of School Performance 2018-2019**

School Name	Academic Performance	Fiscal Performance	Organization & Operation	Legal Compliance
Academy for Urban Scholars - Youngstown	Exceeds	Exceeds	Exceeds	Meets
Achieve Career Preparatory Academy	Meets	Did Not Meet	Exceeds	Meets
Auglaize County Educational Academy	Exceeds	Meets	Exceeds	Meets
Aurora Academy*	Did Not Meet	Did Not Meet	Meets	Meets
Bennett Venture Academy	Exceeds	Exceeds	Meets	Meets
Buckeye Preparatory Academy*	Did Not Meet	Meets	Exceeds	Meets
Chapelside Cleveland Academy	Did Not Meet	Exceeds	Exceeds	Meets
Clark Preparatory Academy*	Did Not Meet	Meets	Exceeds	Meets
Constellation Schools: Eastside Arts Academy	Exceeds	Exceeds	Exceeds	Meets
Constellation Schools: Lorain Community Middle	Exceeds	Exceeds	Exceeds	Meets
Constellation Schools: Old Brooklyn Community Middle	Exceeds	Exceeds	Exceeds	Meets
Constellation Schools: Puritas Community Middle	Meets	Exceeds	Exceeds	Meets
Constellation Schools: Stockyard Community Middle	Meets	Exceeds	Exceeds	Meets
Constellation Schools: Westpark Community Middle	Meets	Exceeds	Exceeds	Meets
Constellation Schools: Westside Community School of the Arts	Meets	Exceeds	Exceeds	Meets
Flex High School	Meets	Exceeds	Exceeds	Meets
Focus Learning Academy of Southeastern Columbus	Meets	Exceeds	Exceeds	Meets
Focus Learning Academy of Southwest Columbus	Meets	Meets	Exceeds	Meets
Focus North High School	Exceeds	Exceeds	Exceeds	Meets
Great Western Academy	Meets	Exceeds	Exceeds	Meets
Hamilton County Mathematics & Science Academy	Exceeds	Meets	Exceeds	Meets
Horizon Science Academy Columbus Middle School	Exceeds	Exceeds	Exceeds	Meets
Horizon Science Academy Dayton Downtown	Exceeds	Exceeds	Exceeds	Meets

* Denotes that the school closed at the end of the 2018-2019 school year

**Table 2 continued. Buckeye Community Hope Foundation
Summary of School Performance 2018-2019**

School Name	Academic Performance	Fiscal Performance	Organization & Operation	Legal Compliance
Horizon Science Academy Dayton High School	Did Not Meet	Exceeds	Exceeds	Meets
Horizon Science Academy Elementary School	Exceeds	Exceeds	Exceeds	Meets
Horizon Science Academy Lorain	Exceeds	Exceeds	Exceeds	Meets
Horizon Science Academy Primary	Exceeds	Exceeds	Exceeds	Meets
Horizon Science Academy Youngstown	Exceeds	Exceeds	Exceeds	Meets
Imagine Akron Academy	Meets	Exceeds	Meets	Meets
Imagine Hill Academy	Exceeds	Exceeds	Exceeds	Meets
Inspire Charter School Elementary	Meets	Did Not Meet	Exceeds	Meets
International Academy of Columbus	Exceeds	Exceeds	Exceeds	Meets
L .Hollingworth School for the Talented and Gifted	Meets	Exceeds	Exceeds	Meets
Lincoln Park Academy	Did Not Meet	Exceeds	Exceeds	Meets
Main Preparatory Academy	Did Not Meet	Did Not Meet	Exceeds	Meets
Noble Academy Cleveland	Meets	Exceeds	Exceeds	Meets
Noble Academy Columbus	Meets	Exceeds	Exceeds	Meets
REACH Academy*	Did Not Meet	Meets	Exceeds	Meets
SMART Academy	Did Not Meet	Meets	Meets	Meets
Stambaugh Charter Academy	Exceeds	Exceeds	Exceeds	Meets
STEAM Academy of Akron	Meets	Did Not Meet	Meets	Meets
The Academy for Urban Scholars	Meets	Meets	Exceeds	Meets
Toledo SMART Elementary School*	Meets	Exceeds	Meets	Meets
University Academy	Did Not Meet	Exceeds	Exceeds	Meets
Village Preparatory School: Woodland Hills Campus	Meets	Exceeds	Exceeds	Meets
Westside Academy	Exceeds	Exceeds	Exceeds	Meets
Westwood Preparatory Academy	Meets	Did Not Meet	Exceeds	Meets
Winton Preparatory Academy	Did Not Meet	Meets	Exceeds	Meets
YB Columbus Community School	Did Not Meet	Meets	Exceeds	Meets

** Denotes that the school closed at the end of the 2018-2019 school year*



Through our mission of “Building lives, rebuilding communities,” we feel a call to provide students with access to a successful future by giving them opportunities for an education that is the best fit for them.



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