

SPONSOR UPDATE

MARCH 2021

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Peggy Young,
Director
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Jennifer Schorr,
Associate Director
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OUR MISSION

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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.

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OUR VISION

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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.

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State budget picture relatively unchanged thanks to federal aid, economic rebound

Governor Mike DeWine's recently unveiled biennial budget proposal totaling \$171.6 billion generally maintains state spending without a tax increase or tapping into the "rainy day" fund. Despite the COVID pandemic and its impact on the economy, the proposed budget looks a lot like the previous one.

Unemployment remains a concern, and consumer spending has shifted from untaxed services to goods.

The federal government assuming fiscal responsibility for a 6.2 percent increased share of Medicaid spending has provided significant relief of about \$300 million per quarter.

"The pandemic has shown that the current situation can be very unpredictable," said Kimberly Murnieks, director of the Ohio Office of Budget and Management. "We want to maintain that backstop (the rainy day fund) as much as we possibly can while at the same time ensuring that we are providing the necessary boost to our citizens and our economy and providing stability for all of the programs that help Ohioans and help us have a great place to work and learn and raise a family."

School funding overhaul bill reintroduced by new co-sponsors

The Cupp-Patterson bipartisan school funding overhaul bill passed by the Ohio House at the end of 2020 has been re-introduced by Representatives Jamie Callender (R-Concord) and Bride Rose Sweeney (D-Cleveland) as House Bill 1.

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CONGRATULATIONS COMMUNITY SCHOOLS OF QUALITY

Congratulations to 20 schools sponsored by Buckeye Community Hope Foundation for being designated as a Community School of Quality by the Ohio Department of Education:

- ◆ Achieve Career Preparatory Academy
- ◆ Constellation Schools: Puritas Community Middle
- ◆ Constellation Schools: Stockyard Community Middle
- ◆ Great Western Academy
- ◆ Hamilton County Mathematics and Science Academy
- ◆ Horizon Science Academy Columbus Middle School
- ◆ Horizon Science Academy Dayton Downtown
- ◆ Horizon Science Academy Lorain
- ◆ Horizon Science Academy Youngstown
- ◆ Imagine Akron Academy
- ◆ Imagine Environmental Science Academy
- ◆ International Academy of Columbus
- ◆ L. Hollingworth School for Talented and Gifted

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School funding overhaul — continued

Representative Bob Cupp now serves as House speaker, and former Representative John Patterson (D-Jefferson) was termed out of his seat at the end of calendar year 2020.

“This has been a comprehensive legislative process in the House as the original bill had nine hearings over the course of more than a year that resulted in this well-vetted school funding plan,” Representative Callender said. “It is designed to meet the education-related needs of students of both today and into the future – it provides solutions that are transparent and justified by research and established best practice.”

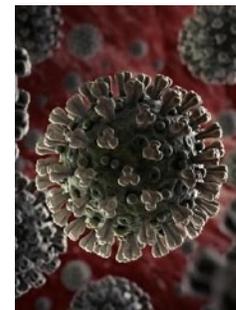


Speaker Cupp believes the House will “pass it separately and give the Senate some time to consider it before the budget gets there.” It could ultimately be amended into the state biennial budget bill – set to pass by the June 30 deadline – in its final form.

The biggest challenge will likely be determining how the state can implement the new formula without a tax increase.

COVID education bills considered

Bipartisan legislation (S.B. 37) has been introduced to allow students to substitute course grades for end-of-course exam results and to waive state tests not required by the federal government. Co-sponsored by Senators Teresa Fedor (D-Toledo) and Nathan Manning (R-N. Ridgeville), the bill would grant school officials the authority to determine students’ eligibility to graduate if they fail to meet the state’s graduation requirements for the 2020-2021 school year.



The Ohio House is also considering testing moratorium legislation that would require the Ohio Department of Education (ODE) to seek a waiver of federal testing requirements. House Bill 40, co-sponsored by Representatives Jeffrey Crossman (D-Parma) and Lisa Sobecki (D-Toledo), and H.B. 56, co-sponsored by Representatives Kyle Koehler (R-Springfield) and Adam Bird (R-Cincinnati), would also prohibit ODE from issuing letter grades on school and district report cards and enforcing related penalties for the 2020-2021 school year.

Senate President Matt Huffman (R-Lima) has raised concerns over the proposed elimination of state assessments but has expressed an openness to the possibility of a moratorium on sanctions against schools and districts for poor assessment results.

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**NO KID HUNGRY
GRANTS AVAILABLE**
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A new round of No Kid Hungry grant funding is now available!

The No Kid Hungry Nutrition Grant Opportunity provides funding to schools and districts to maximize the child nutrition programs and other emergency food programs to ensure children and families have access to healthy meals at school and at home during the school year and/or summer months.

To ensure that support is provided to individuals and communities hit hardest by the COVID pandemic, schools serving communities where at least 51 percent of the individuals identify as Black, Latino, Native American or Asian will be prioritized.

Interested in learning more about No Kid Hungry or applying for a grant? Contact Charlie Kozlesky, Children's Hunger Alliance, by phone (614-325-2596) or email (CKOZLESK@columbus.rr.com).



Operation Warm: More than a coat!

Buckeye Community Hope Foundation's (BCHF) *Sponsor Update* has reported in the past on Operation Warm's support of students at Great Western Academy in Columbus. The organization has generously donated winter coats, hats and gloves to the school's economically disadvantaged students.

Last year, BCHF's Compliance and Fiscal Team Lead Jason Moore and Regional Representative Josh Gossett were on hand for the giveaway. Moore struck up a conversation with a member of the Operation Warm team who expressed a willingness to expand the program to all BCHF-sponsored school interested in participating.



The organization has donated more than 3.5 million coats to needy children ages three to 13 over its 22-year history, serving more than 1,200 communities across the country. In addition to coats, Operation Warm has gifted students with hats and gloves, and is expanding its offerings to include new shoes.

"My family and I are very grateful for the staff at EAA (Eagle Elementary of Akron)," an appreciative parent wrote. "They are always going above and beyond. Applying for the Operation Warm coat was just another amazing gesture of their kindness and shows how much they care for their students. Thank you!"

A number of Constellation Schools participated in the program this year, including Westside Community School of the Arts. Although distribution wasn't the grand affair that Operation Warm has coordinated in the past due to remote learning, students were thrilled with their new coats, as well as boots and socks donated by Project Making Kids Count.

New position focuses on equity, inclusion for all

Now that everyone has a video camera in their pocket or purse -- and the ability to capture behaviors and events in our communities as they occur -- it's become nearly impossible to ignore the fact that racism and inequality have been, and continue to be, deeply ingrained and disturbing aspects of American culture.

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COMPUTER SCIENCE CLASSES WOULD BOOST ACCESS TO GOOD 21ST CENTURY JOBS

A work group seeking ways to boost the availability of high school computer science classes recently shared its recommendations with the CyberOhio Advisory Committee.

Only 42 percent of Ohio high schools offer computer science classes - lower than the national average of 47 percent - despite the fact that about 90 percent of parents want them available to their students and the wide availability of computer-related jobs. Ohio is not among the 20 states that require computer science classes to be taught.

Creating a state central office that focuses on improving computer education was among the recommendations made.

"There's really not any sort of single place that has any leadership role primarily in this space," CEO of the National Cybersecurity Center Harry Raduege told committee members.



Equity, inclusion — continued

Effective organizational leaders are increasingly finding the courage and strength to acknowledge and address inequality, despite the fact that it requires difficult self-reflection, uncomfortable conversations and a real commitment to meaningful change.

Concept Schools – a network of 30 schools in six states, including Ohio – is investing in and prioritizing equity, inclusion and belonging for all students, their families, staff and community members through the creation of a new full-time dedicated position: director of diversity, equity and inclusion. Dr. Regina Armour, who has held several positions within the Concept organization during her eight years of employment, has accepted the new position and responsibility for leading the effort to promote the ideals of embracing differences and elevating them as opportunities.



Across its network, Concept serves about 14,000 students: 57 percent are Black or African American; 22 percent are Hispanic; 6 percent are multi-racial; and 87 percent are economically disadvantaged.

"Everyone – ethnically, religiously, racially or different in any way -- has felt marginalized at some point in their lives," Armour said. "That includes people and families across the country who have felt ignored as their job opportunities, incomes and resources have significantly declined. When we feel disregarded or mistreated, we need our voice. We want to be heard. Equity provides that voice for everyone – we must bring everybody along."

Armour has a unique perspective on racism. "I have one foot in the experiences of my African American parents, who migrated from the South, and another in my own experiences growing up in the 70s and 80s. It's been an interesting ride viewing inequality through the lens of my parents' stories, my own experiences and those of my siblings."

A former biology teacher, Armour is rooted in the reality that regardless of race, we share a common humanity. She approaches equity and inclusion with compassion and empathy – not shame or blame. She sees helping people feel psychologically and emotionally secure as an important aspect of her responsibilities and is quick to acknowledge that many people feel uncomfortable having the hard conversations that are essential to addressing individual, organizational and societal problems.

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FINANCIAL LITERACY ED BILL RE-INTRODUCED

Legislation (S.B. 342) considered during the 133rd Ohio General Assembly that ended with calendar year 2020 has been re-introduced as S.B. 1 and assigned to the Senate Primary and Secondary Education Committee. Under the proposal, students would be required to take a half-unit financial literacy course which could be incorporated into existing social studies classes. Teachers would be required to obtain a license validation to teach the class.

“Currently, Ohio schools are required to integrate the study of economics and financial literacy into existing social studies credits, while using available public private partnerships,” Senator Steve Wilson (R-Maineville), one of the bill’s co-sponsors said in his testimony. “However good in intention this may be, it has caused a complete lack in uniformity and has led to a decline of financial literacy in our state.”



Equity, inclusion — continued

“My approach to equity work in schools begins with a basic question of school leaders and staff: What is your perspective on your school’s overall performance?” Armour explained. “Do you serve *all* kids? “Where all really means *all!* What about those who aren’t as successful? Are you focused mostly on students who perform well academically, or on better meeting the needs of kids who are struggling?”

Armour compares racism to a wound that America hasn’t adequately and fully excavated and treated, but rather simply



covered with a bandage and left to fester. Healing must begin on an individual level with self-reflection and recognition of one’s own biases and misguided beliefs. “We all have them,” she said.

She provides tools that help people learn from each other and have respectful conversations, including how to handle individuals who are tied to maintaining the ways that do not serve students, families or the community, against the backdrop of increased ongoing demands for social justice.

Concept Schools has charged Armour with implementing a plan designed to enhance diversity, equity and inclusion across all levels of the Concept network. This will include collaborating with schools, communities, and the network’s academic department to make necessary updates on curricula and school culture to better address all diversity, equity and inclusion.

“We have to approach the challenges we face with open minds, open hearts and a sense of curiosity,” Armour said. “It’s all about serving kids better – not fixing them, rescuing them or trying to save them, but by giving them the self-confidence to engage in the bigger world. It’s a significant challenge, but it’s worth it!

Resources available for mental health outreach

During this time of increased stress, it’s important to have access to resources that can help both children and adults cope, heal and grow. The Ohio Department of Education, in partnership with the Ohio Department of Mental Health and Addiction Services, has created a one-stop shop for the many mental health and wellness resources and campaigns available.

Access the Youth & Adults Mental Health and Wellness Outreach website at:

<http://education.ohio.gov/Topics/Reset-and-Restart/Youth-Adults-Mental-Health-and-Wellness-O>

TEACHER OF THE YEAR NOMINATIONS OPEN

The Ohio Teacher of the Year program annually identifies exceptional teachers and celebrates their effective, inspiring work both inside and outside the classroom.

Nominees must hold a professional Ohio educator license, work full-time with a minimum of five years of teaching experience in a traditional public school, public charter school or career center. They must work directly with students at least 50 percent of the time, have received no previous Ohio Teacher of the Year recognition and plan to continue in active teaching status.

Anyone may nominate a teacher including administrators, colleagues, community members, parents and students.

Learn more online at:
<http://education.ohio.gov/Media/Ed-Connection/February-2021/Ohio-Teacher-of-the-Year-Nominations-open-Feb-1>



Students visit virtual sensory rooms

Last November, Special Education Coordinator Laura Horvath, Support Services Program Coordinator Jillian Lukich and special education coaches met with the Constellation Schools special education team – intervention specialists and paraprofessionals, who are supported by a speech pathologist, occupational therapists and a school psychologist – to talk about what was and wasn't working, have a productive conversation around struggles with remote learning, and to share ideas.

Staff from one of Constellations Schools' 15 buildings – Paraprofessional Amanda Minor, and Intervention Specialists Christine Potts and Shelby Orlandi – shared one of their best ideas with the group: creation of virtual sensory rooms for students in grades four through six. Like a traditional sensory room, the virtual one serves as a place for students to chill out and collect themselves – to take a break from the stimulus of the regular classroom.

Now, other members of the special education team are capitalizing on the great idea, each determining which of their students would most benefit from access to virtual sensory rooms and what they might need in terms of support based on their Individual Education Plans (IEPs).



Staff are creating access to the rooms – some for general use and others customized for individual students – using attractive Google slides that invite students into the welcoming online space.

“Our intervention specialists and paraprofessionals are introducing students to the virtual rooms as they meet with them individually or in small groups,” Horvath said. “They’re teaching students – and their parents – how to access the rooms through Google classroom.”

Slides guide students into different sensory rooms – from an introductory slide to one featuring educational tools and learning activities, another featuring do-it-yourself tools like painting, yoga and breathing exercises, and yet another featuring mindfulness tools and videos addressing social emotional needs and self-regulation.

“Feedback from the team has been very positive,” Horvath said. “We want parents and students to know that we’re still here for them. But there’s value in students having access to the tools available through the virtual sensory rooms from home, even after we return to in-person classroom instruction.”

OHIO HOUSE, SENATE ED COMMITTEE ASSIGNMENTS MADE

Senate standing committee assignments have been made including the Primary and Secondary Education Committee.

Senator Andy Brenner (R-Powell) will serve as chair, Senator Louis Blessing (R-Colerain Township) as vice chair and Senator Teresa Fedor (D-Toledo) as ranking minority member.

Also serving as members are Senators Steve Huffman (R-Tipp City), Sandra O'Brien (R-Rome), Michael Rulli (R-Salem) and Vernon Sykes (D-Akron).

Assignments to the House Primary and Secondary Education Committee have also been made.

Representative Gail Manning (R-N. Ridgeville) will serve as chair, Representative Adam Bird (R-Cincinnati) as vice chair and Representative Phillip Robinson, Jr. (D-Solon) as ranking minority member.

Also serving as members are Representatives Gary Click (R-Vickery), Sarah Fowler Arthur (R-Geneva-on-the-Lake), Don Jones (R-Freeport), Kyle Koehler (R-Springfield), Susan Manchester (R-Lakeview), Gail Pavliga (R-Atwater), Tracy Richardson (R-Marysville), D.J. Swearingen (R-Huron), Catherine Ingram (D-Cincinnati), Mary Lightbody (D-Plain Township), Joseph Miller, III (D-Columbus) and Lisa Sobecki (D-Toledo).

FedEx partnership enhances food service program

Making sure students still have access to meals while learning remotely has been a priority for many schools throughout the pandemic, as many students rely on federal breakfast and lunch programs during the school year and throughout the summer months.

Horizon Science Academy (HSA) Youngstown, which began the school year virtually, worked with its food services vendor, Innovative Foods, to provide boxes including five breakfasts and five lunches which were picked up by students' families once a week. Initially, about 150 families were receiving food, but that number eventually dwindled to less than 50 as many families struggled to make the pick-ups due to their work schedules or lack of transportation.

"We realized that switching to the Seamless Summer program, which provides seven breakfasts, seven lunches and seven



snacks, including milk, would be a better option for our students," HSA Youngstown K-2 Assistant Principal Michael Gorby said. "The food comes in insulated boxes and includes easy heating instructions and a thermometer to ensure safety."

Now, through a partnership with FedEx, the program has been further enhanced and participation has increased to 125 students. The school now sends students' addresses – with parent approval of sharing student information with a third party – to Innovation Foods. The appropriate number of food packages are then picked up directly from Innovation Foods and delivered to students' homes by FedEx.

"All the costs are covered through the Seamless Summer program," Gorby said. "The feedback from parents is very positive – they're very appreciative. The ongoing support keeps us connected with students and their families and conveys an important message: we care."

ODE joins DataOhio Portal

The Ohio Department of Education (ODE) is the latest state agency to join the DataOhio Portal – a first-of-its-kind public facing portal for State of Ohio agencies, partners and citizens – since its launch in December 2020. The DataOhio Portal contains more than 200 datasets and more than 100 visualizations, collected from state agencies. Check out the portal at:

<https://data.ohio.gov/wps/portal/gov/data/>

LITERACY ACADEMY 2021 ON DEMAND NOW AVAILABLE

The Ohio Department of Education is offering all content from Literacy Academy 2021 on demand. Viewing guides for each learning strand are now available. The viewing guides include three recorded presentations, as well as pre- and post-activities.

Districts, schools and early childhood education programs are encouraged to use these resources as part of a comprehensive professional learning plan that is data-driven, sustained, intensive, collaborative, job-embedded and instructionally focused.

Access Literacy Academy 2021 on demand at:

<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/Literacy-Academy-On-Demand>



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

March is the month when Buckeye Community Hope Foundation (BCHF) “picks school brains” about needs for the coming year.

BCHF’s Spring Needs Assessment survey is available for completion through March 14, 2021. Results are carefully studied and used to plan the annual leadership summit and 2021-2022 action plan for school support. If you haven’t already done so, please respond to the survey which is available online at:

<https://www.surveymonkey.com/r/JZ53KC2>

Upcoming workshops are designed with upbeat touches to put a bit of a “spring” in your step! Please plan to join us for events that are of interest or meet your needs. BCHF’s professional development is fun and easy. Except for online courses, all 2020-2021 sessions are offered virtually via Zoom. Just register, get a link and join us!

REACHING ALL CHILDREN THROUGH EQUITABLE MEANS – March 10, 4 to 5:30 p.m.

This series explores how the interaction of one’s biases affects instruction and learning in the classroom and the ability to build supportive relationships with students of color and those who are culturally and linguistically diverse (CLD). The issue of race and culturally responsive education is complex and requires multiple opportunities to help us grow and develop. Topics include but are not limited to: parent engagement; recognition and reduction of prejudice; and, effective, culturally responsive teaching practices. School leaders, teachers and others may participate in any or all sessions offered.

Register online at:

<https://teachingforequity4.eventarc.net/e/44433>

DATA LITERACY: VALUE ADDED MEASURES - Online course via Moodle – March 15 to April 15

Ohio uses value-added calculations to show student growth. This month-long online course will go over basic calculations used to calculate student growth. We will explain the Gain (MMR) vs. the Predictive (URM) models. The learner will be able to read value-added reports and be able to use the information to adjust instruction. We will also have a brief preview of the new EVAAS screens. Please note that, as of this writing, Ohio plans to release value-added scores again in Spring 2021 based on two years of data.

Register online at:

<https://dataliteracy.eventarc.net/e/44434>

BEST PRACTICES IN REMOTE LEARNING – April 13, 4 to 5:30 p.m.

In this next session in a thematic series, we will explore the tool Cami and discuss the future of remote learning post-COVID. Join us as we continue to build a community of best practice to meet the need for and challenges of remote learning.

Register online at:

<https://remotelarnings5.eventarc.net/e/44436>

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COMPLIANCE UPDATE

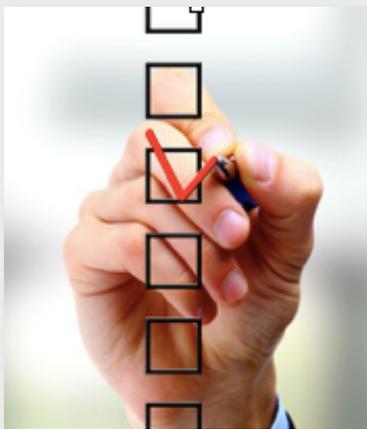
Food service licenses

Food service licenses expire statewide on March 1, 2021. Updated licenses for schools and vendors/caterers should be uploaded to Buckeye Community Hope Foundation's SharePoint and posted in buildings.

Tornado drills

Tornado drills must be conducted at least once a month whenever school is in session during tornado season -- the period April 1 to July 31 (OFC 409.2). For more information please check out the following Q&A link provided by the Ohio State Fire Marshal:

<https://www.com.ohio.gov/fire/SchoolDrills.aspx#Tornado>



UPCOMING PROFESSIONAL DEVELOPMENT EVENTS —*continued*

PHONICS AND DECODING – Online course via Moodle – *April 15 to May 15*

This series of four online learning modules, completed collaboratively over the span of one month, will address how to explicitly teach phonics and decoding in the classroom. Participants will explore best practices for teaching phonics and decoding, prepare lessons where they are able to include those practices into instruction, and debrief (write experience blog to share) about how these practices work in their classroom.

Register online at:

<https://phonicsanddecoding.eventarc.net/e/44435>

NEW TEACHERS' NETWORK MEETING #5 – *April 20, 4 to 5:30 p.m.*

This series of seminars supports a new teacher, or a teacher needing “refreshed” information, to address the challenges of a school year, from Fall to Spring. Join us as we discuss issues relevant to you and your teaching practice! You may attend any one or all of the remaining series meetings.

Register online at:

<https://newteachers5.eventarc.net/e/44437>

NEW SCHOOL LEADERS' NETWORK MEETING #4 – *April 27, 4 to 5:30 p.m.*

This support network will walk a school leader through the year covering topics of interest to all school leaders: testing; legislation; culture; special education; teacher evaluation; data; recruitment and retention of staff. Plan to attend any or all sessions; register for sessions individually.

Register online at:

<https://newleaders4.eventarc.net/e/44438>

SPRING DROPOUT RECOVERY ROUNDTABLE – *April 29, 4 to 6:00 p.m.*

The roundtable is an opportunity for BCHF's dropout prevention and recovery schools to come together, problem solve and share best practices. Each session will explore a topic in depth and provide other updates pertinent to achieving graduation and post-secondary success for students.

Register online at:

<https://springdropoutrecovery.eventarc.net/e/44439>

BCHF provides all workshops and seminars without cost to *personnel from its sponsored schools*. However, a minimum number of registrants may be required for a seminar to proceed and BCHF reserves the right to cancel or postpone programs due to low enrollment.

SCHOOL IMPROVEMENT

Ohio launches new teacher evaluation system

By Mindy Farry, School Improvement Representative

The 2021-2022 school year will hopefully bring students and teachers back to classrooms and school life back to a version of “normal.” One of the many changes that educators may see in that school year will be the launch of the new teacher evaluation system, OTES 2.0.

The original Ohio Teacher Evaluation System (OTES), first piloted in school districts in 2011, sought to give all evaluators and teachers a common framework and rubric so that conversations regarding planning, instruction and assessment, and professional responsibilities could be consistent across the State. The original OTES 1.0 framework allowed for the evaluator’s score on the rubric to count for half of the teacher’s evaluation. The other half of the teacher’s evaluation came from student growth measures (value-added; approved vendor assessments, or growth on student learning objectives).

The new OTES 2.0 has revised and streamlined the rubric, and now the rubric’s score will be the teacher’s entire evaluation. Student growth measures, however, have not disappeared. The use of student growth measures, as well as student achievement data, are imbedded in the rubric. Each teacher will need to identify a minimum of two pieces of high-quality student data (HQSD) and be able to illustrate their use of that data in planning, assessment, differentiation and lesson delivery. Since value-added data from last year will not be available and will be limited this year, teachers will have to define what their HQSD will be outside of the state tests. Although students and educators are not held

accountable for the high stakes results in these “safe harbor” years due to the pandemic, administrators will still be asking teachers to discuss the data they do have and how they are using that in planning, instruction and assessment.

Another change in the new evaluation instrument is that teachers who are in a full-cycle evaluation year (two formal observations with pre- and post-conferences) will have one observation completed on the full rubric and one observation which focuses on the goals decided upon in the teacher’s professional growth plan. The self-reflection and professional growth plan have always been an integral part of the evaluation process, but now its importance is elevated and becomes the focus of the second evaluation cycle.

The teacher’s final evaluation score (accomplished; skilled; developing; or ineffective) will be reported on a new system known as OhioES (Ohio Evaluation System). This platform is similar to the ETPES system used for the past ten years.

Administrators/evaluators must be credentialed in the new evaluation system in one of two ways. If an evaluator has ever been an OTES 1.0 credentialed evaluation (even if the credential has expired), he or she is able to do a two-day OTES 2.0 Bridge training. The Bridge trainings are being sponsored by local Educational Service Centers and are available for registration on the STARS (OH/ID) system. Those trainings are extremely popular and are filling up quickly for the spring.

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Teacher evaluation system— continued

If an administrator has never been credentialed in OTES 1.0, he or she must take the three-day OTES 2.0 training. Credentialing for both is done similarly to the old system, with a portion of the test asking general knowledge questions, a portion of the test calibrating ratings with a panel of adjudicators, and a third portion of the test examining an evaluator’s knowledge of coaching, conferencing and feedback.

The Ohio Principal Evaluation System (OPES) is also undergoing a revision. Currently OPES state trainers and districts who were “early adopters” are

providing feedback to the Ohio Department of Education for revisions of the new rubric. Schools that choose to adopt OPES 2.0 next year will be known as “early adopters” and will also provide feedback and suggestions. If a school is not moving to OPES 2.0 next year, the persons evaluating the principals (including assistants) will need to be credentialed in OPES 1.0.

If you have questions regarding the new evaluation systems, please contact me at mfarry@buckeyehope.org

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