



Hardin Northern High School and Middle School

Case Study

The teachers and staff at Hardin Northern are committed to serving the needs of 7-12 students in Hardin County. Our goal: Prepare students to be college and career ready.

Profile of Hardin Northern Local Schools

Together, we will create successful citizens through better education, positive attitude, respect, and a strong work ethic resulting in life-long success.

Hardin Northern Local Schools is a small K-12 school located between the villages of Dunkirk and Dola in Hardin County. The school was remodeled in 2007-2008 and received significant upgrades in facilities and technology. We started implementing the *HSTW/MMGW* program in 2007 and started with a focus of extra help and high expectations.

The school serves approximately 500 students in K-12 and is 97 percent white with the other 3 percent split between multi-racial and African American.

The economically disadvantaged makes up 33 percent of the school and 11 percent are classified as students with disabilities. All of the teachers at the school are highly qualified with 40% of the school's teachers holding Master's Degrees. 86% percent of the teachers have taught for more than 5 years.

specialREPORT



High Schools That Work Gold Improvement Winner!

The hard work of the teachers at Hardin Northern to provide extra help for students and increase expectations led to the school receiving the **HSTW Gold Improvement Award**. This award was based on in-creasing assessment scores in reading, math and science by at least 10 points from 2010 to 2012, greater than 30 percent of career/technical students experienced a rigorous career/technical curriculum, met

state AYP, and had a graduation rate of at least 85 percent. Hardin Northern was one of only 8 schools in the national network to receive the award at the 2012 *HSTW* summer conference in New Orleans. Hardin Northern looks forward to continuing to work with the *HSTW* model and improve curriculum rigor and student success while also preparing students for 21st century skills.

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A Celebration of Excellence.

From left to right: Board members Charles Amweg and Michelle Obenour, Former Superintendent Larry Claypool, Current Superintendent Doug Roberts, Former Superintendent Jeff Price, Elementary Principal Sally Henrick and High School Principal Joe Hoelzle.

A Message from the Superintendent

A teacher led movement has been the staple of the Hardin Northern Local Schools HSTW/MMGW program for the past 5 years. Teachers have been able to develop programs that are essential for providing students with the skills needed to be successful and grow. Teachers have relied on high expectations of all students and proving intervention to any student who required it to boost achievement across all grades and groups. Because of the hard work and dedication of the teachers, we have seen exponential growth in students receiving college credit before ever leaving the high school. Having a voice has also led to other initiatives within the school such as our current push to be a 1:1 school. By providing a framework of teacher led improvement, HSTW has provided a way for teachers to show their true abilities and lead lasting change for our students. Everyone's hard work was recognized this year when the school received the HSTW Gold Improvement Award at the national conference and Hardin Northern was recognized as an Excellent district by the State of Ohio. As we continue to press forward this school year, our hope is to continue to focus on achievement of our students through quality professional development and high expectations of both students and teachers.

– Doug Roberts, Superintendent, Hardin Northern Local Schools

Key Programs Implemented from Our School Improvement Plan

Dual Credit Courses have been a major push in the recent years with 29 college credits available to students at Hardin Northern without ever leaving the high school. These are taught by highly qualified teachers who receive up-dated training from universities on a yearly basis. The courses also cover a wide spectrum of the curriculum from math to science to animal science and computers.

Sustained Silent Reading was a program we felt would be beneficial for students during our homeroom period to increase knowledge as well as provide practice in reading.

Students read at least once during the week and it has been received by many students as a positive and something that has increased the use of the library within the school as well.

All students having a **Program of Study** has been a huge factor in getting students focused for their high school career. Students now enter high school with a plan and coursework to follow that aligns to

the Common Core while also providing students opportunities to experience other offerings in the school such as band, choir, FCCLA, FFA, and technology.

	Proficient or Above
Reading	84.4%
Math	87.5%
Writing	90.6%
Science	65.6%
Social Studies	90.6%

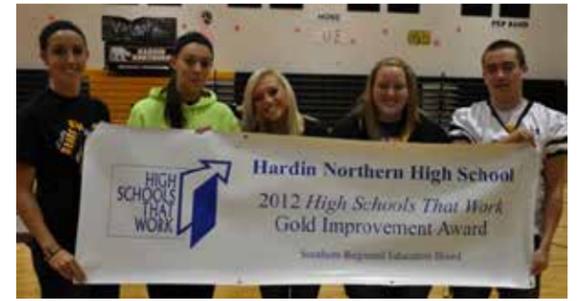
Source: ode.state.oh.us

outstanding PRACTICES

Homeroom period – The homeroom period was originally developed in 2007 to help provide students a way to receive extra help, as well as provide sustained silent time.

Bear Cave – The Bear Cave Intervention period is held in conjunction with the homeroom period. Students can be signed out of homeroom any day to receive one-on-one assistance from teachers or to make up missed tests and quizzes.

Bear Pride – The Bear Pride program is used to encourage students to excel and go above and beyond the norm. Students can be entered for being on honor rolls, participating in activities such as FFA, FCCLA, and sports, and being nominated by teachers for exceptional work. At the end of the year, names are raffled for prizes such as shirts, food/candy, or MP3 players. This has encouraged students to be more active and succeed at all levels which has led to an increase in achievement.



Senior Student Council Members

From left to right: Kendra Vermillion, Carlie Stump, Erica Jones, Chelsea Boehm, and Matt Dirmeyer display the results of the hard work students have put forth in the process.

by the NUMBERS

- ▶ **19% increase** in students who are often able to get help from teachers without difficulty.
- ▶ **37% increase** in students who are revising essays multiple times to improve quality.
- ▶ **31% increase** in teachers who maintain a demanding but supportive environment to push student performance.
- ▶ **27% increase** in students completing the HSTW recommended curriculum.
- ▶ **20% increase** in students completing 2-3 subjects of the HSTW recommended curriculum.
- ▶ **49% increase** in Reading HSTW readiness goals.
- ▶ **12% increase** in Math HSTW readiness goals.
- ▶ **20% increase** in Science readiness goals.

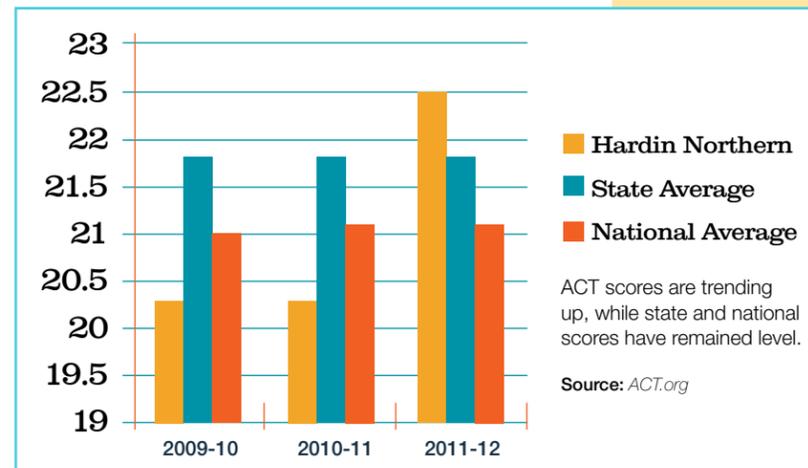
Source: HSTW Assessment Data 2010-2012

Take a Look at Our Progress!

OGT gradecards summary

Year	2009-10	2010-11	2011-12
Designation	Effective	Effective	Effective
Performance Index	96.0	92.3	95.6
Indicators	76.5%	64.7%	76.5%
AVP	Met	Met	Met
Subgroups	3 out of 3 met	3 out of 3 met	3 out of 3 met
Growth	Below	Below	Met
Improvement Status	Ok	Ok	

Source: Measure Up Ohio Data



■ Hardin Northern
■ State Average
■ National Average

ACT scores are trending up, while state and national scores have remained level.

Source: ACT.org

more FACTS

- ▶ An average of **34%** of students utilize the Bear Cave at least once during the year.
- ▶ For the 2011-2012 school year:
- ▶ **82.5%** of disadvantaged students were proficient in math.
- ▶ School went from 2 years of below average growth to met in 2011-2012
- ▶ Indicators and Performance Index showed increases from previous years.
- ▶ Attendance is trending upward since implementation of program.
- ▶ Consistently over **95%** graduation rate for all students.

Source: Measure Up Ohio Data

Growth by the Years

dualcreditTRENDS

Year	# of Courses	Credits Offered	# of Students Participating	# of Classes Completed	# of Semester Hours Completed
2005-06	0	0	0	0	0
2006-07	2	7	10	13	47
2007-08	3	11	8	10	39
2008-09	3	11	8	11	42
2009-2010	4	14	15	19	72
2010-11	6	20	21	28	99
2011-12	7	23	29	49	164
2012-13	8	29	N/A	N/A	N/A

Source: Hardin Northern Guidance Department

A Message from the Principal

Having only been at Hardin Northern since the beginning of the 2012-2013 school year, it is great to step into a situation where so many great things are already happening and for our district to be receiving recognition for improvement. Obviously, I have had nothing to do with improvements that were made in past school years. *High Schools That Work* is a research-based, teacher-driven model, and the efforts of our teachers with this initiative are very evident to a new administrator.

Hardin Northern has had 3 high school principals in the last 5 school years, but has still been able to make great improvements in student achievement in that time-span. Two reasons for this improvement include consistency of teachers on the building level team, and

the implementation of strategies created by the *BLT* to improve academic performance.

As I have been introduced to Hardin Northern, I have observed a few practices or strategies that I believe have led to great improvement in our Academic Achievement.

- Teachers have very high expectations for academic and behavioral performance in our students.
- Teachers are willing to give extra-time to help struggling students before school, during enrichment/remediation (study hall) time, and after school.
- A homeroom period has been created where extra preparation

for state tests, ACT, college visits, character education, and college/career readiness is given

- Teachers not assigned to monitor a homeroom give extra help to struggling students in the Bear Cave. Bear Cave takes precedence over homeroom.
- A Bear Pride program was created to improve school spirit, and encourage outstanding academic and behavioral achievements. Students have their name entered into drawings for different achievements. Donated prizes are given to students who win the drawing.

– Joe Hoelzle, Principal,
Hardin Northern High School