

HARDIN-HOUSTON STATE OF THE DISTRICT



MAY 20, 2019

DEMOGRAPHICS

- DISTRICT AREA SQUARE MILES – APPROX. 76
- CAMPUS ACRES – 50.527
- FACILITY – 140,000 SQ/Ft STUDENT ADM 837_(2017/18)
- FREE & REDUCED LUNCH – 32%
- BULLYING INCIDENTS K-12 (ALLEGED) 3 (ACTUAL) 0
- TRANSIENT/FOSTER RESIDENTIAL FACILITIES –
 - 10 (2015/16) 19 (2017/18 – 40 STUDENTS – 4.5%) 13* (2018/19)
 - *6 FOSTER FAMILIES HAVE EITHER RELOCATED, RETIRED OR NO LONGER ACCEPTING STUDENTS IN THEIR HOME.
 - STUDENT POPULATION: CURRENTLY - 28 (AS OF 1/25/19) APPROX. 3.5% OF ADM

HARDIN-HOUSTON STAFF: 2009-2019

CURRENT TOTAL: **97**

Year	2009/10	2010/11	20011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Cert. Master	55 39	55 40	55 40	51 37	53 36	53	53 36	53 36	55* 40	56* 45
Class.	44	40	40	35	36	38	36	36	41*	41
Total Staff	99	96	95	86	89	91	89	89	96	97
Staff Master Degree	71%	73%	73%	73%	72%	72%	68%	68%	73%	80%

M – Master Degree Number & Percent .
within our building.

Note: * Neither number included ESC Employees

The Negotiated Agreement with the HHEA was concluded **August 21, 2017** with the membership receiving a **3** year contract valid from **July 1, 2017 through June 30, 2020**.

CLASSIFIED STAFF BREAKDOWN

Classification	Number	Full-Time	Part-Time
Teacher Aides	9	9	0
Custodial	5	5 Note: Third Shift 221 Days	0
Cafeteria	6	1 – Admin. 8 hrs. 1 - 6 hrs, 3 – 4 hrs & 1 - 2 hrs	0
Maintenance	2	1 Dave - FT	0
Transportation	14 Routes	14 Drivers	0
Admin Secretarial Assistants:	4	4	0
Security	1	SRO Bill Booth	0

% of students who purchase breakfast/lunch +/- 550 students served = about 54% (Profitable Cafeteria)

% of students who ride the bus +/- 66% (About 568 out of XXX total ADM) = based on morning routes only.

Goal for 2018/19 - maintain the status of current bus drivers. 14 full-time. About 5 substitutes.

2015/16 – 2017/19 – Scott B – F/T, Paul and new 3rd shift candidate inside sub drivers - plus AP/AD position – Craig Knouff

Total Bus Route Mileage: 2012/13 – 176,819, 2013/14 – 185,376, 2014/15 – 183,151, 2015/16 -181,424, 2016/17 - 191,963

* 2017/18 – 179,581 Miles

STAFF ADDITIONS/DELETIONS – 2010/11 – 2018/19

Year	Position Description
2010/11	Deleted (RIF) – Full-Time English Teacher. Deleted (RIF) – 1 Full-Time Special Ed. Intervention Teacher. The district went from 6 to 5. Deleted (RIF) – 1 part-Time Custodian Deleted (RIF) – 2 Instructional Aides Deleted (RIF) – 1 Bus Aide
2011/12	Deleted (RIF) – *EMIS/Elementary Counselor. Deleted (RIF) - Full-Time Gifted Position.
2012/13	Added - .5 Gifted/.5 Special Ed Intervention Teacher. No Cost to the District.
2013/14	Added - .5 Elementary Counselor/.5 Special Ed. Intervention Teacher Approx. <u>\$50,000 Cost</u>
2014/15	Added - .5 Title 1 Position Approx. <u>\$23,000 Cost</u>
2015/16	Added – ID Classroom & Aide – <u>No cost to the District.</u> (Savings from MH costs for Aide)
2016/17	Creation – Young Five’s KN Program – No cost to the District. (Maintaining only 3 classrooms this year). Special Education/Gifted – (2 days per week in-house position shared with Russia and Ft. Loramie) No cost to the District – savings from MRESC Contract, Still have classroom Gifted specialist Heidi Sherman for 2 days – 2nd year in a row. Fulltime SRO Officer – Bill Booth. Paid in part by Shelby County Sheriff’s Grant (\$26,520.00) and General Fund. 2015/16 - \$16,788.45. with SRC Booth half-time. 2016/17 - \$32,424.70. Note: 2016/17 first year for SRO Booth full-time. Year 2 Successful! Created the AP/AD Administrator – Craig Knouff – District did not replace former teacher/AD. Salary difference w/ Insurance, etc. approx. \$20,000 increase to the district.
2017/18 –	Creation of a 4th Classified “special” – keyboarding & word/excel classroom. Year 1 successful. Added - 6th Special Education Intervention Specialist. Increase the Elementary Guidance Counselor from .5 to full-time.
2018/19	The 4th Special Keyboarding Classroom – Year 2 successful.
&	The 6th Special Ed Intervention Specialist – Year 1 successful. Full-time Elementary Guidance Counselor - Year 1 successful.
2019/20	For the 2018/19 & 2019/20 School Year - Creating a New Relationship with Catholic Social Services of Miami Valley (CSSMV) January 2019.

District Savings – Approx. \$200,000

District Savings – Approx. \$100,000

Total Savings: \$300,000

Increase of .5 periods for both positions

* Replaced EMIS with WOCO Contract 2012 to Present. Approx. \$20,000 annually with a 3 year contract

STUDENT ENROLLMENT TRENDS:

ADM TREND 2011/12 – 2018/19

Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total	944	909	934	896	870	874	884	837

Open Enrollment

Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Out	134	132	129	134	163	173	170	175
In	153	158	171	162	168	172	178	185
+/-	+19	+24	+42	+28	+5	-1	+8	+10

School Year 2009/10 -26 students, (-\$156,000)

Positive Open Enrollment Numbers Since 2011. Total OE Income since 2011/12 thru 2017/18 is approximately \$810,000.

THE DISTRICT 2016/2017 STATE REPORT CARD

DISTRICT INFORMATION

ELEMENTARY

HIGH SCHOOL



**Gifted
&
SWD**



District Grade

District Overview

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

[District Details](#)[View Schools](#)[Financial Data](#)[Print](#)

[Click here](#) to go to the district's profile page.

By clicking this link you will leave the Ohio Department of Education's website, and the Department is not responsible for any external site's content

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism

Component
Grade[View More Data](#)[Gifted Data](#)

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Component
Grade[View More Data](#)

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency

Component
Grade[View More Data](#)

Rectangular Snip

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years

Component
Grade[View More Data](#)

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

Component
Grade[View More Data](#)

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

Component
Grade[View More Data](#)

District Schools

Superintendent

Larry J. Claypool

Phone

(937) 295-3010

[Back to Overview](#)

Address

5300 Houston Rd
Houston, OH 45333-8630

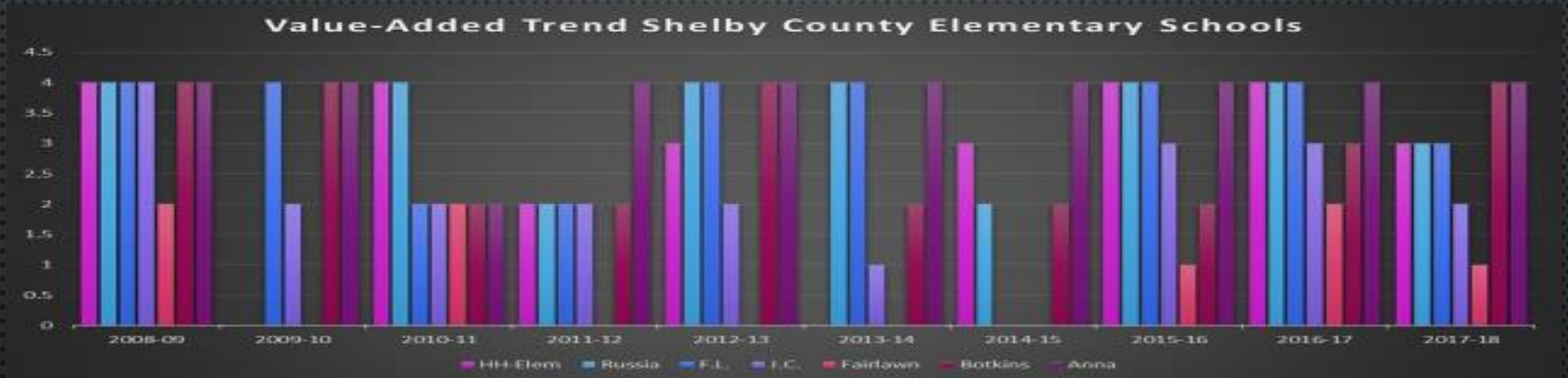
County

Shelby

Your District's Schools

Schools	Overall Grade	Achievement	Progress	Gap Closing	Graduation Rate	Improving At-Risk K-3 reader	Prepared for Success
Hardin Houston Elementary School	B	C	B	A	NR	C	NR
Houston High School	C	D	C	D	B	NR	F

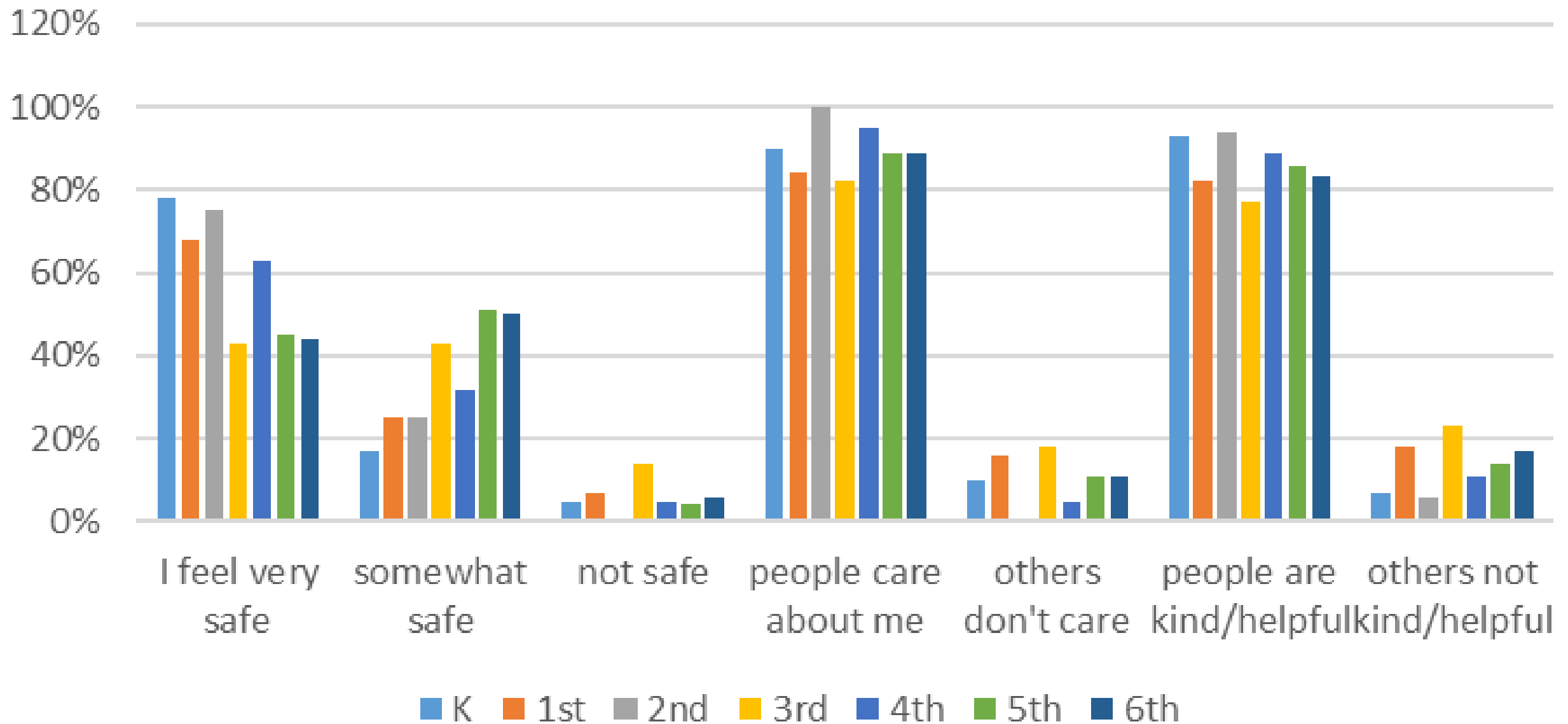
VALUE-ADDED TRENDING CHART #1 2008/09-2017/18



Conversions to 4 point scale

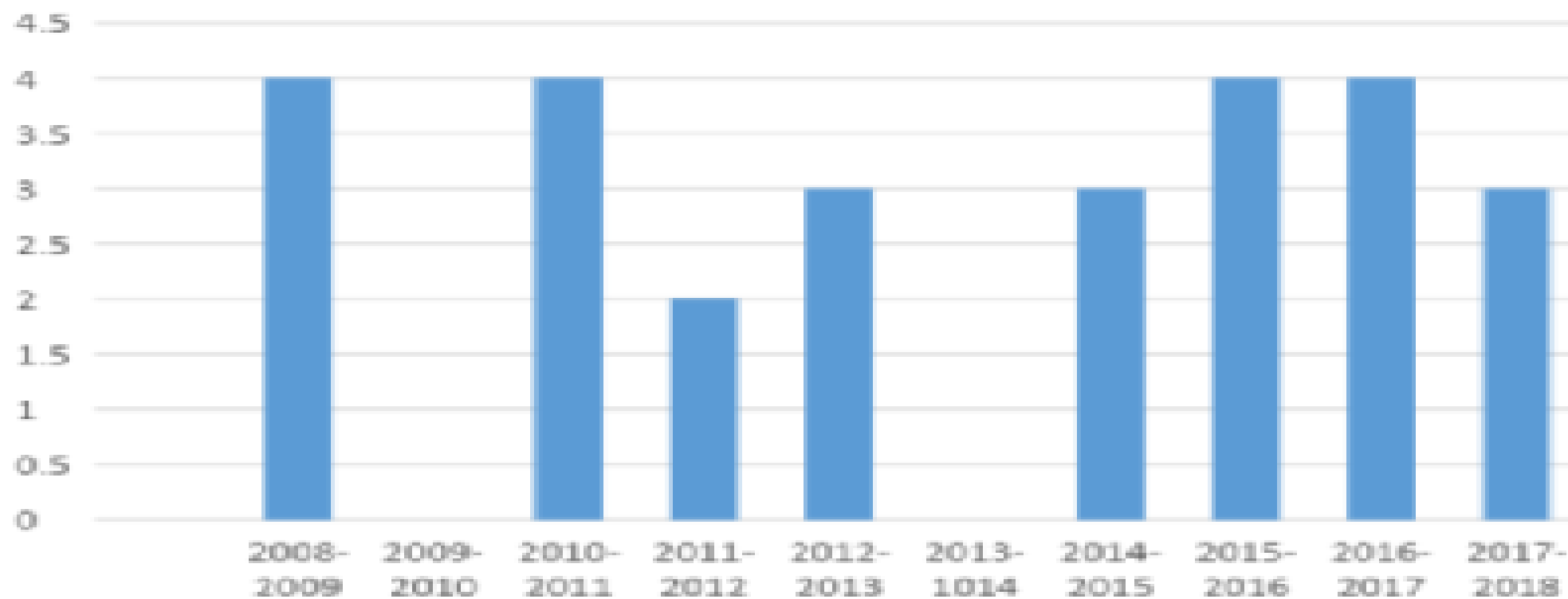
2008-2012 VA was marked as above, met or below-above=4, met-2, below=0
2013-2017 VA was marked A-F, A=4, B=3, C=2, D=1, F=0
Note that met or C is the expected growth.
No bar means score of 0 that year.

School Climate Survey



VALUE ADDED TRENDING CHART #2

2008/09 THRU 2017/18



2008-2009 above

2009-2010 below

2010-2011 above

2011-2012 met

2012-2013 B

2013-2014 F

2014-2015 B

2015-2016 A

2016-2017 A

2017-18 B

2=one year's growth

4=A, 3=B, 2=C, 1=D, blank=F or not met

LOOKING FROM THE PAST INTO THE FUTURE

IMPLEMENTATION TIME-LINE AND TRENDING CHART K-12 ELEMENTARY

2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Pre-K Unit Preparation.	<p>Pre-K Year 1</p> <p>Year 1 Star Math Benchmarking System for Reading & Math.</p>	<p>Pre-K Year 2</p> <p>Concern – Pre-K students not KN ready.</p> <p>Identify the 5 year olds and provide academic support w/ Chastity.</p> <p>Year 1 of the implementation of the Grade 3 Departmentization plan begins.</p> <p>Year 2 Star Math</p> <p>Training on standards for Math practice.</p>	<p>Pre-K Unit – Year 3</p> <p>Concern: Pre-K students not KN ready.</p> <p>Identify the 5 year olds and provide academic support w/ Chastity.</p> <p>Year 1 K-6 Departmentization.</p> <p>Year 3 Star Math</p> <p>Year 1 Balanced Literacy K-2 Bridges Math</p>	<p>Pre-K Unit – Year 4</p> <p>Concern: Some students still not KN ready.</p> <p>Identify the 5 year olds and provide academic support w/ Chastity.</p> <p>Year 2 K-6 Departmentization.</p> <p>Year 1 Additional part-time Title position.</p> <p>Year 4 Star Math</p> <p>Year 2 Balanced Literacy K-2 Bridges Math</p>	<p>Pre-K Unit – Year 5</p> <p>CONTINUING CONCERN: Some students still not KN ready.</p> <p>Identify the 5 year olds who need specific assistance and provide academic support through a NEW KN Class (2 Year curriculum.)</p> <p>Year 3 K-6 Departmentization.</p> <p>Year 1 Formative Assessment and Unit Planning.</p> <p>Year 5 Star Math</p>

ELEMENTARY TIME-LINE CONTINUED:

2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
		Hired Carl Jones – Special PD for Math Grades 3-5		<p>Grades 3-5 Bridges Math.</p> <p>Institute a second KN screening for June or August.</p> <p><u>Implement a new RTI strategy for the lowest 20% of the K12 student population.</u> This is a five-year goal through 2020/21.</p>	<p>Continue the multiple KN screening opportunities over the summer.</p>
		Provided PD through BGSU – CORE Math K-6	Continued PD through BGSU – CORE Math Grade 6	Continued PD through BGSU – CORE Math Grade 6-8. BGSU CORE Ends.	<p>Implement a new RTI strategy for the lowest 20% of the K12 student population. Combine it with the new formative assessment PD.</p> <p>Extend intervention period to 5th and 6th grades.</p> <p>Begin program with gifted coach after-school program.</p>
				Balanced Literacy Ends.	

ELEMENTARY TIMELINE CONTINUED:

2016/17	2017/18	2018/19	2019/20	2020/2021
<p>Year 5 Pre-School</p> <p>Year 1 Young 5's</p> <p>Year 1 for ID Classroom in-house w/aide</p> <p>Continued"</p> <p>Balanced Literacy, Bridges Math K-5</p>	<p>Year 6 Pre-School</p> <p>Year 2 Young 5's</p> <p>Year 2 for ID Classroom in-house w/aide</p> <p>Continued:</p> <p>Balanced Literacy, Bridges Math K-5, Rocket Math 1-4, Foundations & Phonics Program Grades 1 & 2</p> <p>Continue: 30 minutes Intervention/enrichment period Grades K-6 & Gifted Coach afterschool program. (Use DATA MAP for tracking interventions testing data.</p> <p>Roll out HWEA MAP</p> <p>Orton Gillingham Training for 4 Reading Teachers</p>	<p>Year 7 Pre-School</p> <p>Year 3 Young 5's</p> <p>Year 3 for ID Classroom</p> <p>Continued:</p> <p>Balanced Literacy, Bridges, Math K-5, Rocket Math 1-4, Foundations, Phonics, Program Grades K-2</p> <p>Implement Foundations Grade 3</p> <p>Year 2 of MAP</p> <p>Orton Gillingham Training for 3 more reading teachers</p>	<p>Year 8 Pre-School</p> <p>Year 4 Young 5's</p> <p>Year 4 for ID Classroom</p> <p>Continued:</p> <p>Balanced Literacy, Bridges Math K-5, Rocket Math 1-4, Foundations, Phonics Program Grades K-3</p> <p>Year 3 of MAP</p>	<p>Year 9 Pre-School</p> <p>Year 5 Young 5's</p> <p>Year 5 ID Classroom</p>

ELEMENTARY TIME-LINE CONTINUED:

2011/12 2012/13 2013/14 2014/15 2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
NO FURTHER ACTION IN THESE COLUMNS.	Formative Assessment in all curriculum included K-8. Martha Holden Jennings Grant provided PD. MRESC Dave S Presenter.	<p>Year 2 Unit Planning & Formative Assessment Practice.</p> <p>Year 1 21st Century Grant \$200,00 \$800,000 Remaining. Awarded to H-H. <u>5 Year = \$1 Million Dollars!</u> Only 5 such grants awarded in the state through ESC's.</p> <p>21st Century Grant used to service in grades K-4. The program includes the after-school program, before-school option, summer school, and enrichment activities. It will also encompass a Campus Improvement Project. Implementation of Tech Wizards for higher performing students. Implementation of Prevention Program. Planned continuation of PD began with MHJ Grant from 2016/17</p>	<p>Year 3 Unit Planning & Formative Assessment PD & Practice. Design Standards-Based Report Card for 2019/20.</p> <p>Year 2 21st Century Grant. \$200,000. \$600,000 Remaining.</p> <p>21st Century Grant: Earthlab Outdoor Classroom:</p> <ul style="list-style-type: none"> • Mulched Trail • Spring Bulbs • Bird Houses 	<p>Year 4 Unit Planning & Formative Assessment PD & Practice. Standards-Based Report Card Implemented.</p> <p>Year 3 21st Century Grant. \$200,000. \$400,000 Remaining</p> <p>.</p>	<p>Year 5 Planning & Formative Assessment PD & Practice.</p> <p>Year 4 21st Century Grant. \$200,000. \$200,000 Remaining for the 2021/22 School Year.</p>

ELEMENTARY TIMELINE CONCLUDED:

2016/17	2017/18	2018/19	2019/20	2020/21
Teachers Develop effective instructional units to align content and instructional activities. MHJ Grant – Subs.	<p>Implement the developed units to focus on formative assessment strategies increased learning.</p> <p>Continue to align assessments with learning targets.</p> <p>Develop mastery criteria for Formative & Summative grading purposes. Prepare to pilot the program.</p> <p>Returned to Self-contained in KN</p>	<p>Continued focus on formative assessment strategies.</p> <p>Orton Gillingham for additional reading teachers – if available.</p> <p>Full shift to standards-based grading utilizing formative and summative assessment data.</p> <p>Pilot the implementation of a Standards-Based Report Card for grades 2-6 (Assess and Review)</p> <p>Self-contained in KN-1</p>	<p>Continue to update and modify instructional units where necessary based on test data.</p> <p>Cores Math Training for additional staff members.</p> <p>Continued focus on formative assessment strategies.</p> <p>Continue standards-based grading utilizing formative assessment data.</p> <p>Year 1 Full Implementation of a Standards-Based Report Card for <u>grades 2-6</u> with modifications.</p> <p>(Assess and Review)</p>	<p>Continued focus on formative assessment strategies</p> <p>Continued standards-based grading utilizing formative and summative assessment data.</p> <p>Year 2 full implementation of a Standards-Based Report Card for <u>grades 3-6</u> as a finished product.</p>

Update on the Young Fives
Kindergarten Program at
Hardin-Houston
(May 20, 2019)



Learning Targets

In our Young Fives kindergarten classroom, we involve the students in tracking their own progress towards our most important learning targets (power standards) throughout the 2nd, 3rd, and 4th nine weeks' grading periods. The overall goal is for the students to reach the wildcat section of the learning targets in all 4 areas (capital letter names, lowercase letter names, letter sounds, and number recognition from 0-10). Students move their magnets every time they are assessed in these particular skill areas.



Young Fives Data from the Kindergarten Diagnostic Instrument (KDI)

Year 1 (2016-2017)	Average Growth in One Year= 60 percentile points
Year 2 (2017-2018)	Average Growth in One Year= 63.4 percentile points
Year 3 (2018-2019)	Average Growth in One Year= 72.8 percentile points

What are parents saying about the Young Fives program?

9. If given the opportunity, what would you tell other Hardin-Houston community members about your child being involved in the Young Fives program? I have told many people about the Young 5s program.

I highly suggest this program to ALL parents who have a 5 year old with a Spring/Summer Birthday. My child is 100% prepared for the Kindergarten level because of this program. I plan on my next two kids to join this program when they turn 5. That one extra year is going to help your child ~~become~~ grow in so many ways.

10. Please feel free to share any other comments or suggestions on another sheet of paper. Thank You for an Awesome Year.

9. If given the opportunity, what would you tell other Hardin-Houston community members about your child being involved in the Young Fives program? I would have recommended this program.

What are parents saying about the Young Fives program?

9. If given the opportunity, what would you tell other Hardin-Houston community members about your child being involved in the Young Fives program?

It help [redacted] a lot! I would tell them that I really like the program because [redacted] has learned so much!

9. If given the opportunity, what would you tell other Hardin-Houston community members about your child being involved in the Young Fives program?

Yes - Absolutely.

List any classroom accommodations that have been helpful to your child. What supports does your child need? What helps your child learn? (e.g. does better when shown how to do something, needs difficult material read to him/her, needs seated away from distractions, etc).

Young 5s has been the best thing for his education. He does better when shown how to do something. He is a quick learner and has a great memory.

YOUNG FIVE'S KN READING LEVELS: PART 1

Y5 cohort 2016-2017

Kindergarten Reading Levels (end of 3rd quarter 2017-18)

Reading level	B	C	D	E	F	G	H	
# students	10	16	18	3	2	3	1	
# Y5 students	1	2	5	0	2	1	1	
% Y5 students	10%	12%	27%	0%	100%	33%	100%	
Overall % in level	19%	30%	34%	6%	3%	6%	2%	

Of highest 3 reading levels in 3rd quarter, 67% are last year's (2016-17) Y5 students

Kindergarten reading levels end of year 2017-18

Reading level	C	D	E	F	G	H	I	J
# Students	13	11	6	8	3	4	1	1
# Y5 Students	1	3	2	0	1	3	0	0
% Y5 students	7%	27%	33%	0%	33%	75%	0%	0%
Overall % in level	26%	22%	12%	16%	6%	8%	2%	2%

Of highest 3 levels, 50% are Y5

Kindergarten reading levels qtr 2 2018-19

Reading level	NR	A	B	C	D
# Students	10	7	30	1	1
# Y5 Students	0	0	8	0	0
% Y5 students	0%	0%	27%	0%	0%
Overall % in level	20%	14%	60%	2%	2%

YOUNG FIVE'S KN READING LEVELS: PART 2

1st grade reading levels qtr 1 2018-19

Reading level	N R	A	B	C	D	E	F	G	H	I	J
# students	3	5	5	17	7	5	4	0	3	3	1
# Y5 students	0	0	2	3	1	1	0	0	2	1	0
% Y5 Students	0 %	0 %	40 %	18 %	14 %	2 %	0 %	0 %	67 %	33 %	0 %
Overall % In level	5 %	9 %	9 %	32 %	13 %	9 %	7 %	0 %	5 %	5 %	1 %

1st grade reading levels qtr 2 2018-19

Reading level	A	C	E	F	G	H	I	J	K	L	M	O
# students	1	2	4	8	5	8	5	5	3	3	3	1
# Y5 students	0	1	1	1	1	1	1	1	0	1	2	0
% Y5 Students	100 %	50 %	25 %	1 %	2 %	1 %	2 %	2 %	0 %	33 %	66 %	0 %
Overall	1 %	3 %	8 %	15	10	15	10	10	5	5 %	5 %	1

Of highest 3 levels, 43% are Y5

*all 3 NR are new to district

1st grade reading levels 4th quarter 2018-19

Reading Level	D *	E *	G	H	I	J	K	L	M	N	O	P	Q
# Students	2	1	2	3	6	3	7	9	6	3	8	2	1
# Y5 students	1	1	0	2	0	0	0	0	0	0	4	1	0
% Y5 Students	50 %	100 %	0 %	67 %	0 %	0 %	0 %	0 %	0 %	0 %	50 %	50 %	0 %
% overall Students	3 %	2 %	3 %	5 %	11 %	5 %	13 %	16 %	11 %	5 %	14 %	3 %	2 %

Summary of Data:

*IEP students

Of the highest 3 levels, 45% are Y5

Comparison of 4 students who were recommended to the program the 1st year and declined. 3 are in 2nd grade, and 1 was retained and is in 1st grade:

2nd graders levels:

L, N, M (these are among the lowest levels)

1st grader level:

C

PROFESSIONAL DEVELOPMENT, GRANT FUNDING & TRENDING DATA							
Year	Emerson Grant	Chamber of Commerce Grant	Monsanto Grant	Cargill Grant	PBIS Grants*Tri-County Mental Health Board	Martha Holden Jennings Grant	21 st Century Grant
2009/10	\$500.00	\$887.75					\$43,000.00
2010/11							
2011/12		\$2,994.71					
2012/13	\$500.00	\$800.00					
2013/14	\$990.45	\$500.00					
2014/15	\$1,877.78	\$1,000.00				\$16,646.00	
2015/16	\$295.14	\$2,935.82	\$25,000 * Greenhouse	\$10,000 * Greenhouse		\$9,000.00	
2016/17	\$497.02					\$20,416.00	Year 1 - \$200,000 – 2017/18
2017/18	\$463.00						AWARDED
2018/19	\$500.00			\$11,250.00	\$3000 – PAX \$1200 – 12 day Training \$2000 – Travel & Coaching		Year 2 - \$200,000 – 2018/19 Administered
							Year 3 - \$200,000 – 2019/20
							Year 4 - \$200,000 – 2020/21
							Year 5 - \$2000,00 – 2021/22

IMPLEMENTATION TIMELINE AND TRENDING CHART FOR JR HIGH- HIGH SCHOOL

2011/12	2012/13	2013/14	2014/14	2015/16	2016/17
<p>Finished the K-12 Facility Project</p> <p>Initiated the Athletic Complex Project</p>	<p>Year 2 of the Athletic Complex Project</p> <p>Year 1 of Dual Enrollment Program.</p>	<p>Year 3 of the Athletic Complex Project</p> <p>Year 2 of Dual Enrollment Program.</p> <p>Year 1 of CATS Program & Intervention Time.</p>	<p>Completed HVAC Project – Competition Gym</p> <p>Year 4 of the Athletic Complex Project</p> <p>Year 3 of Dual Enrollment Program.</p> <p>Year 2 of CATS Program & Intervention Time.</p>	<p>Year 5 of the Athletic Complex Project. *Planned HS Gym Bleachers, Scoreboard, Wall-mounts, painting projects.</p> <p>Plan for Greenhouse to be built summer of 2016. <u>Construction completed.</u></p> <p>Year 4 of Dual Enrollment Program.</p> <p>Year 3 of CATS Program & Intervention Time.</p> <p>New RTI process for grades 7 & 8.</p>	<p>Year 6 of the Athletic Complex Project. *Planned HS Gym Bleachers, Scoreboard, Wall-mounts, painting projects.</p> <p>Greenhouse curriculum & FFA sales begin.</p> <p>Plan to implement an intervention program & enrichment period 4 days per week..</p> <p>Year 3 of CATS Program & Intervention Time.</p> <p>Continue new RTI process for grades 7 & 8.</p>

IMPLEMENTATION TIMELINE AND TRENDING CHART FOR ELEMENTARY AND HIGH SCHOOL

2016/17	2017/18	2018/19	2019/20
<p>Year 1 ID Classroom In-house w/aide inclusive with Elem. staff & students. (Savings from MH Unit)</p> <p>Athletic Complex construction begins Spring 2017 & completed Fall of 2017 ready for 2017/18 school year.</p>	<p>Year 2 ID Classroom In-house w/aide inclusive with Elem.</p> <p>Year 1 Athletic Complex Building in use. <u>Project completed.</u></p> <p>Feasibility Study for HS Baseball Field replacement.</p> <p>Year 1 of 2 implementation including PO to replace STAR with MAP. (K-10)</p> <p><u>Add</u> British Literature as a CC+ Class.</p> <p>Combine CATS & Intervention Class</p>	<p>Year 3 ID Classroom In-house w/aide inclusive with Elem.</p> <p>Year 2 replacement of STAR with MAP. (K-10)</p> <p><u>Add</u> British Literature as a CC+ Class.</p> <p>Continue CATS & Intervention Class</p> <p><u>Add</u> JH HouSTEM Class for TAG & .28 NON-TAG Kids.</p> <p><u>Add</u> a 7th Grade ELA/Math Flex Class</p> <p>Transition to Edison State as our CC+ Partnership.</p> <p>Textbook to CB discussion.</p>	<p>Year 4 ID Classroom In-house w/aide inclusive with Elem.</p> <p>Year 3 Continuation of MAP K-10.</p> <p><u>Add:</u> Possibility of Elective Classes dependent on if E.S.C. credentials teachers.</p> <p>Continue Wildcat Time – Stand alone period.</p> <p>Continuation of Textbook to CB transition.</p>

JR/SR HIGH IMPLEMENTATION TIMELINE CONTINUED:

JR HIGH/HIGH SCHOOL

2016/17	2017/18	2018/19	2019/20
Nothing additional for this year.	HS Baseball Field/Sewer System Project Planning	HS Baseball Field Sewer System Project Completion upon BOE Approval. <u>Project Completed Fall 2018</u> Track Press Box Planning Replace 3 Outdoor Scoreboards.	 Track Press Box Completion upon BOE Approval. Finish remaining 2 sides of the Sanitation-Sewer Plant fence. River rock around rest of the building to prevent long-term moisture issues.

Special Students-Students with Disabilities

2018-19 School Year: SWD-**222** students * (PK-12)

(214 SWD 2017-18)

Average for HH District: **14.60%** (2018-19)

15% (2017-18) (2016-17 – 20%)

National Average: **13%** (2018/19) & 12.9% (2017-18)

State Average: **15.16%** (2018-19) & 15%

Locations:

		(2017-18)	(2016-17)
HH:	140 Students	(121)	(103)
UVCC:	17 Students	(15)	(8)
MRESC MD units:	8 Students	(6)	(8)
Opportunity School:	2 Students	(2)	(2)
Alternative ED Program:	5 Students	(6)	(2)
Shelby Hills:	16 Students	(30)	(25)
Open Enrolled Out:	21 Students		

Scholarships: Jon Peterson & Autism

-2018-19 school year-

Jon Peterson- 12 students - \$113,895.35 12 -\$106,307.00 2017-18)

Autism- 1 Student \$27,000 (2 students-\$54,000.00 – 2017-18)

-2019-20 School Year-

Jon Peterson-**10** students- **\$80,480.35**

Autism-**1** students- **\$27,000.00**

Special Students-Gifted

2018/19 - **129** students

2017-18 School Year-**116** gifted students

Gifted Students Per Grade Level:

❖ KN	0 students
❖ 1 st :	10 students
❖ 2 nd :	14 students
❖ 3 rd :	13 students
❖ 4 th :	22 students
❖ 5 th :	17 students
❖ 6 th :	10 student
❖ 7 th :	7 students
❖ 8 th :	10 students
❖ 9 th :	8 students
❖ 10 th :	9 students
❖ 11 th :	6 students
❖ 12 th :	3 students

Written Acceleration Plans (WAP)

-44 students

Changes with Gifted Education:

Ongoing PD annually for 2019/20 and beyond.

Continue: -Screen in one of the grades in K-3

-Screen in one of the grades in 4-6



Not Met
Indicator

Gifted Students

All Achievement

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

Gifted Indicator

- Overview
- Performance Index
- Gifted Inputs

The Gifted Indicator is derived from three components: Gifted Value Added, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	D
Value Added Met?	Not Met

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of NR results in Not Met if the district has an Enrollment of 600 or more.

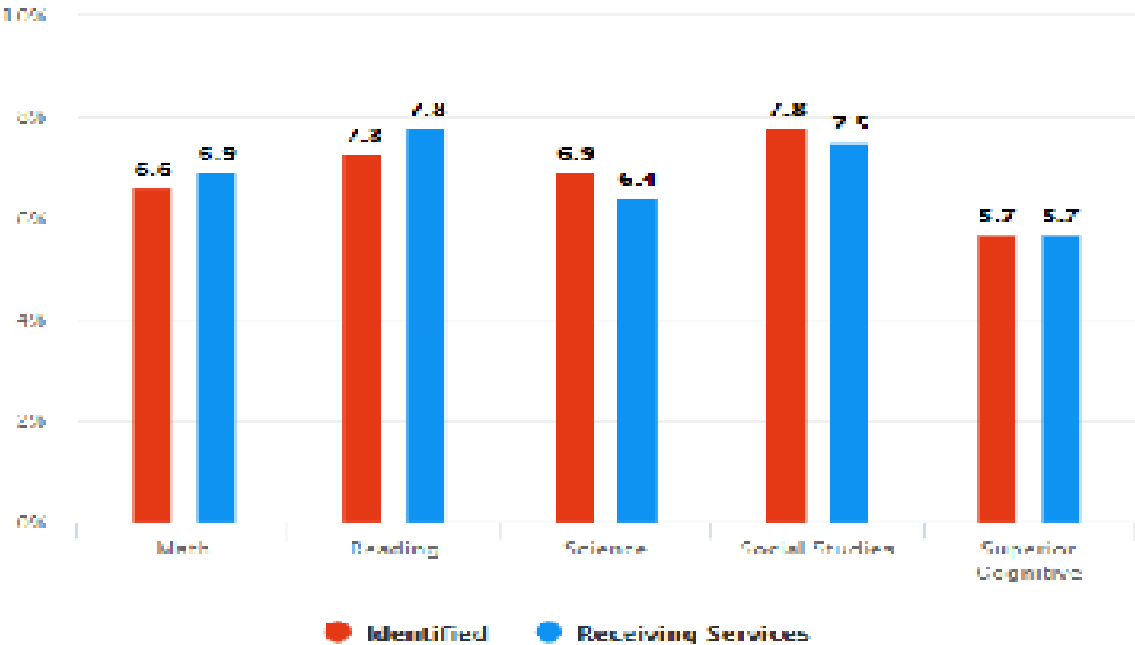
Gifted Performance Index

Performance Index:	114.839
Performance Index Met?	Not Met

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Additional Information on Identification and Services

All Grades



This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.

TECHNOLOGY TIMELINE AND TRENDING CHART:

2009-2014	20/14/15	2015/16	2016/17	2017/18
<p>Greg Young Tech-Director.</p> <p>Transfer of 6-8 year old servers from both buildings into the new K-12 facility – 2011.</p> <p>Note- old servers begin failure into 2015.</p> <p>New Tech Director, Matt Stephens purchased and installed new virtual servers for the district and installed summer of 2015/16.</p>	<p>1) Switch from student laptops being consumer products to ruggedized education products (approx. \$400 savings per device). Introduction of 3 additional laptop carts.</p> <p>2) Renegotiate PerryProTech contract (due to failing MFDs). Replace all MFDs with current models.</p> <p>3) Begin creation of detailed computer inventory list</p> <p>4) Plan server replacement. Servers failing constantly throughout school year. Servers 9+ years old</p> <p>5) Voice gateway router failure (August '14). Replaced with SMART Net. No cost to district minus yearly contract price. SMART Net is 24x7x4 for core router, voice gateway router, and wireless router.</p>	<p>1) Replace and overhaul server infrastructure. Convert to virtual servers. Implementation of 2 VM hosts w/ multiple NICs provides failover/redundancy</p> <p>2) Install SAN. Provides additional drive space and allows for scaling.</p> <p>3) Install multiple switches between SAN and Server. Provides multiple paths to data, eliminating single point of failure.</p> <p>4) Upgrade all servers to Server 2012. Upgrade domain/forest from 2003 to 2012 (Provides more features)</p> <p>5) Implement folder redirection of all staff/student desktops (desktops now stored on network drives rather than local computer)</p> <p>6) Addition of Wildcat Time program</p>	<p>1) Replace voice gateway router. Now WOCO owned and maintained (approx. \$2K-\$3K/yr. savings on SMART Net contract)</p> <p>2) Install and configure SCCM (manage updates, policies, OS deployments, and software distribution)</p> <p>3) Configure Cisco mobile phones for emergency response team</p> <p>4) Add emergency extension</p> <p>5) Convert to Veeam backup solution. Backup of 2 full VMs (PDC and app/print server). File-level backup of file server continued</p> <p>6) Begin upgrade to Windows 10</p> <p>7) Addition of 4 surveillance monitors</p>	<p>1) Convert staff/students from Office 365 to Google</p> <p>2) Configure automatic creation of Google accounts through Active Directory. Password synchronization implemented</p> <p>2) Introduction of 2 carts with Chromebooks (over 50% savings per device compared to ruggedized Windows laptops). Warranty of devices active during school years instead of calendar years (extends warranty duration)</p> <p>3) Implementation of WOCO VPN. Staff can now access network drives from outside of school network. Provides IT Director remote assistance from outside of school network</p> <p>4) Switch from Vicon camera security to Digital Watchdog (through Xtek). Over 50% savings per camera)</p> <p>5) Addition of MAP and MAP Skills</p> <p>6) Addition of Imagination Station</p> <p>7) Installation of athletic complex security cameras</p> <p>8) Research and test SMART podium replacements (Podiums discontinued)</p> <p>9) Website redesigned from scratch using new CMS (WordPress)</p> <p>10) Upgrade SMART software. Begin phase out of SMART clickers (discontinued)</p>

TECHNOLOGY TIMELINE AND TRENDING CHART CONTINUED:

2018/19	2019/20	2020/21	2021/22	2022/23
<p>1) Phased out WOCO-hosted VMs (\$2000/yr. savings). Replaced thin clients with Chromeboxes (Approx. 50% savings per device)</p> <p>2) Installed baseball diamond security cameras</p> <p>3) Phased out offline programs which required Windows OS.</p> <p>4) Increased bandwidth from 100MB to 200MB</p> <p>5) Began replacement of all access switches</p> <p>7) Completed upgrade to Windows 10 for all Windows machines</p> <p>8) Replaced all staff desktop computers</p> <p>9) Introduced online enrollment system</p>	<p>1) Replace all access switches (EOL)</p> <p>2) Replace core switch (EOL)</p> <p>3) Replace wireless controller (EOL)</p> <p>4) Renew ISP contract</p> <p>5) Replace 3 laptop carts with Chromebooks</p> <p>6) Introduce options for SMART podium replacement</p> <p>7) Introduce options for projector replacement (bulb v. laser or smartboard)</p> <p>8) Possibility of including athletics in online enrollment system with the ability to upload signed documents, contracts, etc.</p>	<p>1) Replace 3 laptop carts with Chromebooks. All student laptops will be Chromebooks at this point.</p> <p>2) Possibility - Planning of 1:1 classrooms</p> <p>3) Evaluate server and SAN replacement options (dependent on current performance)</p>	<p>Possibility - Replace computer lab machines with Chromeboxes (approx. 75% savings per device)</p> <p>Replace all admin laptops/desktops</p>	<p>1) Replace all staff laptops/desktops</p>

2017/18 COST TO EDUCATE ONE STUDENT AT HARDIN-HOUSTON \$8,968.00

Spending Data

Classroom Spending

Spending per Pupil

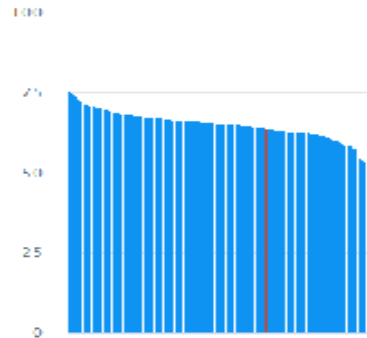
Source of Funds

What percent of funds are spent on classroom instruction?

63.7%

How does this district rank in comparison to other districts of similar size?

106 out of 165



A rank of 1 indicates the highest percent spent on classroom instruction.

District

Comparison Group

State



Classroom Instruction Non-Classroom Instruction

Ranking Per District in Ohio:

1. Orange - \$21,628
2. Beachwood - \$21,166

H-H Ranking in similar sized Ohio Districts:

2015/16 - \$7965 85/162
2016/17 - \$8233 129/163
2017/18 - \$8,968 106/165

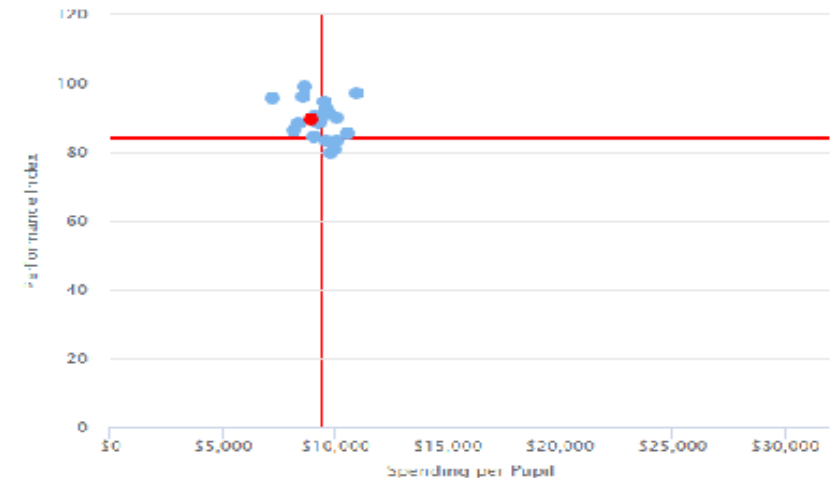
Spending and Performance

This measure answers the question: what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Similar Districts

Comparison Group

All Districts



The quadrant lines on this graph represent the statewide average performance index score and the statewide average spending per pupil.

SCHOOL CHOICE OPTIONS

School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

Districts and STEM Schools

Students enrolled in the district where they lived.	622
Students enrolled in another public district through open enrollment. See if nearby districts participate in open enrollment.	152
Students enrolled in another public district by means other than open enrollment.	2

Community Schools

Students enrolled in an online community school. See online school options in Ohio.	8
Students enrolled in a site-based community school. Find community schools by county.	0
Students enrolled in a Dropout Prevention and Recovery Program (online or site-based). [*]	0

^{*}Students included in Dropout Prevention and Recovery Program counts are also included in either the online or site-based community school counts.

Non-Public Schools^{*}

Students participated in the EdChoice Scholarship or Cleveland Scholarship program. Learn about EdChoice eligibility.	0
Students participated in the EdChoice Expansion program.	7
Students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship program. Information on Autism Scholarship. Information on Jon Peterson Scholarship.	13

^{*}ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

DISTRICT GENERAL FUND - THREE YEAR TREND

Categories	2015/16	2016/17	2017/18
Annual Budget	\$9,577,718	\$9,881,621	\$10,042,736
Annual Budget Expenditures	\$8,253,296	\$8,650,890	\$9,277,859
Personnel & Benefits	\$5,135,502 (64%)	\$5,555,176 (64%)	\$5,923,559 (64%)
Related Services ESC, WOCO, Slagle, Tech Included	\$2,598,380 (29%)	\$2,525,277 (29%)	\$2,525,277 (29%)
Other Expenditures			
Transportation – total costs miles/repairs	(15 Buses/3 Back ups) \$542,063	(15 Buses/3 Back ups) \$604,765	15 Buses/3 Back ups) \$665,229
Athletic (Net Total Costs Less Booster & Gate Receipts)	\$132,850	\$151,203	\$158,290
Supplies, Extra Curricular Academia, Muse Machine, Musical Drama, Pep Band, Etc.	\$201,114	\$267,747	\$302,456

