
D86 Academic Report

Board of Education
October 28, 2021

Illinois School Report Card (ISRC) Elements

COVID and Timeline - Due to the extension of the 20-21 State accountability assessment timeline extending into the fall of this school year (21-22), the ISRC will be released in three instalments.

October 2021 - The initial release of the Report Card will take place on Oct. 29, 2021. This release will include all metrics that do not rely on Assessments data. These data will be reported at the school, district, and state levels.

- 9th Grade on Track
- Graduation Rate
- Attendance / Truancy
- Staff and HR Considerations

December 2021 - The following data will be released to the Report Card for districts that completed spring assessment testing. These data will only be reported at the school and district levels. No state-level data will be released.

- SAT
- College and Career Ready

April 2022 - the following data will be released to the Report Card for those who completed spring and/or fall assessment testing. These data will be reported at the school, district, and state levels.

- SAT
- ACCESS
- Illinois Science Assessment
- College and Career Ready

Summative Designations

Accountability for the 2020-21 school year was waived; therefore, summative designations will not be calculated for 2021. Schools that have been previously identified for support will maintain that support status, but no 2021 annual summative designation will be reported.

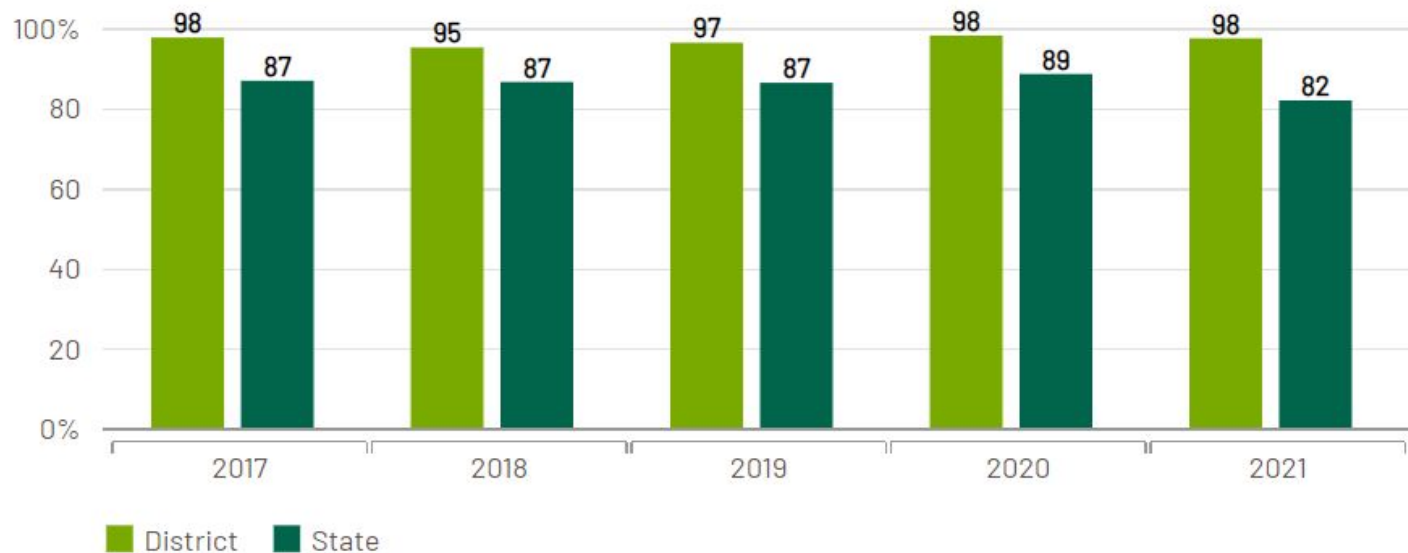
Instead the following message will be displayed on the Report Card:

Summative Designations: 2021 Not Calculated

Category	HS Measurement
ELA Proficiency (7.5%)	Determined by SAT ERBW
Math Proficiency (7.5%)	Determined by SAT Math
Science Proficiency (5%)	Determined by ISA
ELPtP (5%)	ELL Student Progress measured by ACCESS test
Chronic Absenteeism (10%)	# of students missing more than 10% of school year
Climate Survey (6.67%)	Student participation in the 5 Essential Survey
9th Grade on Track (8.33%)	Freshman Academic Success
Graduation Rate (50%)	% of students who graduate in 4 years

9th Grade on Track

ISRC Definition: Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, Math, Science, or Social Science).



Graduation Rate

Illinois measures graduation rate in terms of 4, 5, or 6 years. The Illinois School Report Card (ISRC) does not differentiate between a student who graduates and one who matriculates into the District 86 Transition Program. **For this reason our actual graduation rates at both schools are higher than reported on the School Report Card.**

			Hinsdale Central		
	2021 Adjusted for Transition Center	2021	2020	2019	2018
4 Year	96.91%	91.62%	96.10%	94.20%	95.30%
5 Year	N/A	97.32%	97.90%	96.40%	99.60%
6 Year	N/A	98.05%	98.50%	99.10%	98.70%
			Hinsdale South		
	2021 Adjusted for Transition Center	2021	2020	2019	2018
4 Year	97.50%	85.94%	89.61%	87.20%	88.30%
5 Year	N/A	91.96%	93.00%	95.20%	95.80%
6 Year	N/A	93.51%	97.00%	96.20%	97.60%
			District 86		
	2021 Adjusted for Transition Center	2021	2020	2019	2018
4 Year	97.20%	89.62%	93%	91.30%	92.60%
5 Year	N/A	95.54%	96.20%	94.30%	96.40%
6 Year	N/A	96.51%	98%	96.90%	97.60%

Additional D86 Local Data Monitored

- College Board released SAT data for the class of 2022
- College Board released AP data for the 2021 test administration
- NWEA - MAP data from this fall (2021)
 - 9th and 10th grade English
 - 9th and 10th grade Algebra
- Seal of Biliteracy
- Grade Distribution
- Tier 1 and 2 Work

No Single Story

We have great schools, and great students, and a great staff - all have unique experiences and pathways through high school, and through the pandemic.

What is clear is that the pandemic has affected students, teachers, and curriculum in different ways.

Each data point/slide that follows tells a different story and requires a different educational approach. There is no one size fits all answer, and we are not attempting to create a one size fits all answer. Here are some of the ways that departments have created space, time and increased their efforts to address individualized loss of learning.

**What departments are doing to individualize education...
(In Addition to the Added SSC2 and Excel 3 Programing)**

Humanities

Interventionists are pushing-in supports to classrooms and/or pulling out students from study hall/Excel/classrooms to provide differentiated instruction to students who need the following:

- *Specific skill support (reading, writing, speaking)*
- *Re-teaching of skills*
- *Helping students with executive functioning skills in order to complete tasks/assignments*
- *Helping students identify and complete missing assignments when quarantined OR ill from COVID*
- *Working with students on goal setting to approach the year (for many, this is their first time “in” high school)*

Interventionists are collaborating with teachers to...

- *identify skill weaknesses through data analysis.*
- *create differentiated lessons to address skill gaps.*
- *identify ways to support students when they are in SSC or SSC-2.*
- *find opportunities within students' schedules to receive additional assistance (study hall, Excel, etc).*
- *Coordinating ways to assist students on retakes and revisions on an individual basis*

Individual teachers are engaging in a multitude of strategies to address unfinished learning:

- *Developing a strong, safe, warm learning community where students are willing to take risks in order to grow their skills.*
- *Helping students do the reflective, metacognitive, and self-awareness work to identify work habits and growth mindset goals through one-on-one conferences*
- *Helping students to develop their "bookwise" lens or skills, using what speaks to them or their curiosity to drive independent reading selections to rebuild reading stamina and skills*
- *Pre-testing students (when appropriate) to determine strengths and areas to grow.*
- *Utilizing formative assessment to inform instruction and directly target key areas of reading, writing, and speaking that need to be strengthened.*
- *Adjusting curriculum to re-loop students through skills that need reinforcing while continuing to build on the overall goals of the curriculum.*
- *Leveraging technology (which students are very comfortable in using) to provide "just-in-time" feedback in a more rapid format than a traditional homework/assignment pattern.*

- *Utilizing Canvas to post additional resources/activities/assignments for students who need to build specific skills.*
- *Leveraging student interests and providing choice (when appropriate) to increase student engagement in tasks, projects, and assignments.*
- *Crafting detailed Canvas pages so that interventionists and team members, and parents, can navigate course content.*
- *Making parent and team (counselor, social worker, case manager) contacts frequently to communicate student progress and areas where the student can continue to benefit from support.*
- Across all languages and levels, teams (including sender schools) have articulated vertically with the content that students have and have not had exposure to, and teachers are then teaching those skills as new without the assumption of prior knowledge so that all students have equitable access/entry to the content.
- WL naturally spirals and builds upon prior skills, so students will continue to see key topics, themes, and structures recycled across multiple years/levels
- Our standards are for communicative language proficiency, which is broader than discrete/isolated grammar points from a textbook. Students are still meeting standards for the novice and intermediate levels in the modes of communication.

STEM / PHD

- Course teams - adjusting and modifying curriculum when necessary to include opportunities for reteaching and formative assessment to address potential learning gaps
- Individual students - creating success plans for students with multiple team members that include intervention schedules and targeted skill building (teacher, resource teacher, interventionists)
- Restructuring our MTSS model and utilizing our interventionists by having them push into excel, push into classrooms, and work with students individually and in small groups to fill content gaps
- Screener tool created for Algebra. They designed questions that addressed prerequisite skills for Q1 units. They also designed an extension test for students that have prerequisites in place to ascertain how what skills students have from grade 8 and previewed some that will be taught and/or extended in grade 9.

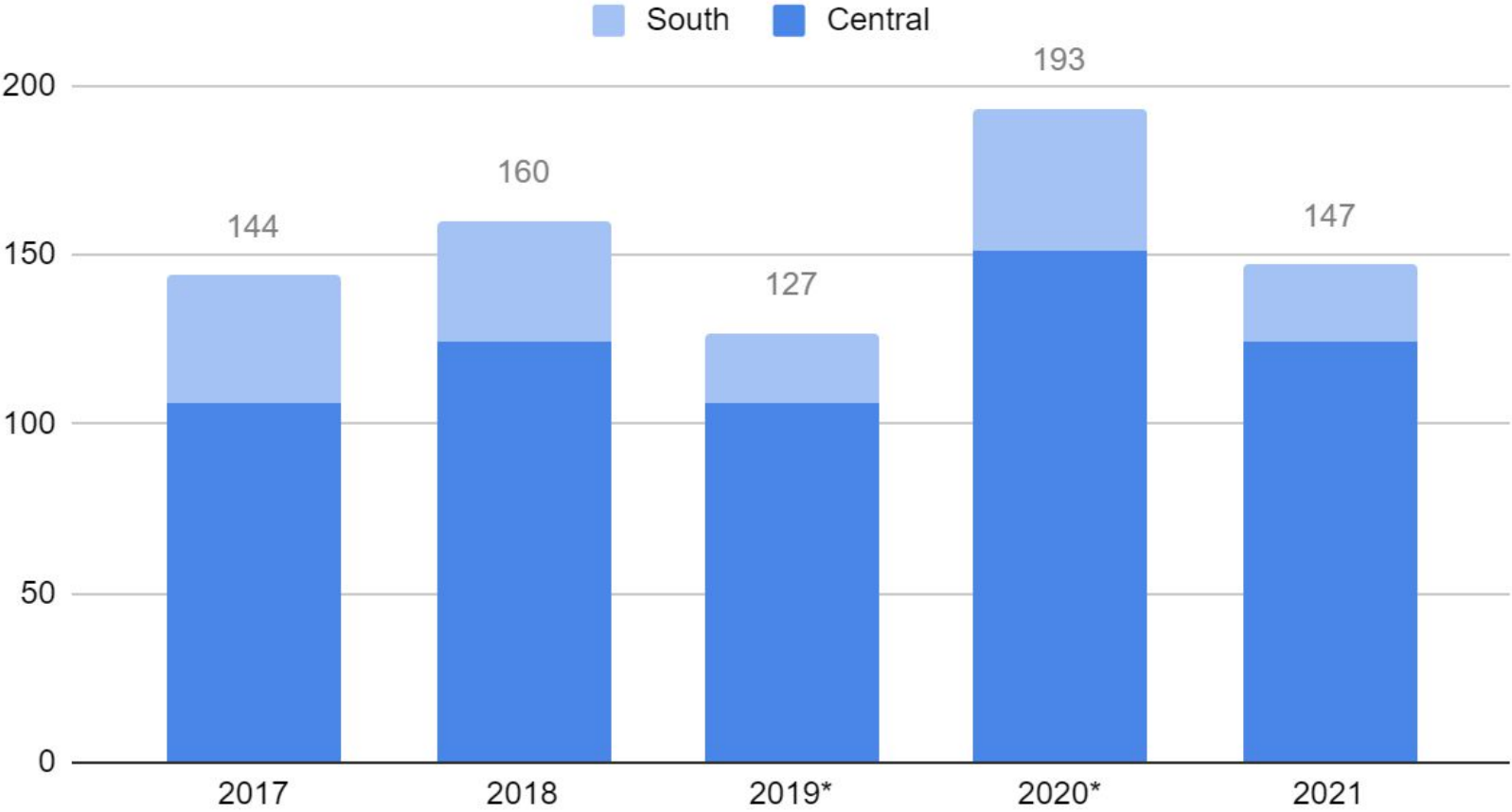
- The AGA sequence resulted in some of the algebra content being intentionally delayed until Algebra 2. We are purposefully adding the content in this year.
- Teachers are re-teaching safety skills (woodshop/culinary) to advanced courses for students who were remote or limited in person last year.
- Teachers are allowing students to come into lab spaces before and after school to enhance large scale projects that students may not have completed last school year, specifically in Woods and Engineering.
- Health teachers are working with students to complete essential assignments and assessments. Teachers are also communicating with any staff members that are supporting individual students to get students caught up on missing work.
- PE teachers are providing students different options for making up any missed work or essential assignments/activity.
- DE teachers allow students to self pace simulating modules and make up any essential classroom work. Students that need to make up behind the wheel minutes are able to complete that before or after school. If a spot is open to drive during their class period a DE teacher will work those students into that slot.

Local Data - Celebrations and Areas for Improvement

Seal of Biliteracy

- Last year we awarded 147 Seals of Biliteracy across the district to members of the class of 2021. This shows a 23.8% decrease as compared to the 2019-20 school year that we believe is due to the pandemic.
- A decrease is also reflected in statewide data in which there are fewer Illinois students to be awarded the Seal in 2021 (10,233 projected) as compared to the prior year (11,148 projected).
- District 86 is again offering state-approved testing (AAPPL/STAMP) for the following languages 4 times (twice in Fall and twice in Spring) during the 2021-22 school year. This year we have been able to add Greek and Polish to the list of eligible languages.

District 86 Total Seal of Biliteracy Awards, 2017-2021



College Board Reported SAT Data - District 86

	Class of 20	Class of 21	Class of 22	Change
Test Date	April 2019	Sept 2020	April 2021	2019 to 2021
District				
Total Score Ave	1167	1165	1163	-4
EBRW Score Ave (Reading)	574	581	581	7
Met Benchmark EBRW (480)	83%	81%	83%	0%
Math Score Ave	592	584	583	-9
Met Benchmark Math (530)	77%	67%	65%	-12%
Met Both	70%	65%	64%	-6%
Met None	15%	17%	16%	1%

College Board Reported SAT Data - Hinsdale Central

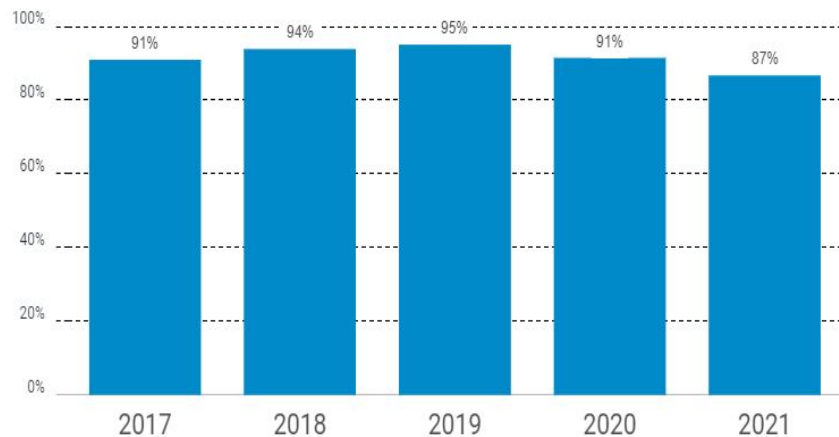
	Class of 20	Class of 21	Class of 22	Change
Test Date	April 2019	Sept 2020	April 2021	2019 to 2021
Central				
Total Score Ave	1223	1227	1208	-15
EBRW Score Ave (Reading)	600	608	601	1
Met Benchmark EBRW (480)	91%	89%	87%	-4%
Math Score Ave	623	618	607	-16
Met Benchmark Math (530)	82%	77%	74%	-8%
Met Both	81%	76%	73%	-8%
Met None	7%	10%	12%	5%

College Board Reported SAT Data - Hinsdale South

	Class of 20	Class of 21	Class of 22	Change
Test Date	April 2019	Sept 2020	April 2021	2019 to 2021
Hinsdale South				
Total Score Ave	1054	1050	1068	14
EBRW Score Ave (Reading)	523	529	537	14
Met Benchmark EBRW (480)	67%	67%	74%	7%
Math Score Ave	531	521	531	0
Met Benchmark Math (530)	52%	48%	46%	-6%
Met Both	50%	45%	46%	-4%
Met None	30%	30%	26%	-4%

Hinsdale Central - 5 Year Trend

 % OF TOTAL AP STUDENTS WITH SCORES 3+

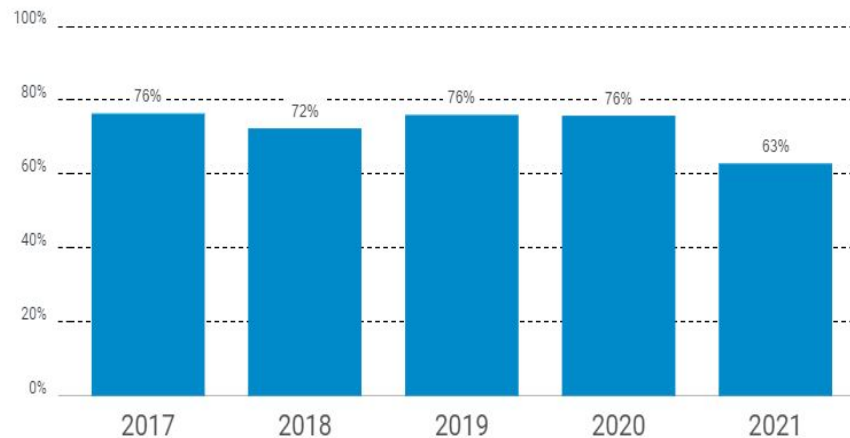


 SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	955	1038	950	1025	965
Number of Exams	2247	2480	2368	2611	2326
AP Students with Scores 3+	868	973	902	937	836
% of Total AP Students with Scores 3+	90.89	93.74	94.95	91.41	86.63

Hinsdale South - 5 Year Trend

 % OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	541	498	441	445	422
Number of Exams	1327	1261	988	997	932
AP Students with Scores 3+	413	360	335	337	265
% of Total AP Students with Scores 3+	76.34	72.29	75.96	75.73	62.80

Advanced Placement Scores - National Results

Context

- 2020 - COVID forced all tests to be administered digitally
- 2021 - Three administrations - mix of remote and in-person
- **National decline in scores of 3+**

Examples of National Trends in some of the most often taken AP courses in D86

- AP English Language and Composition
- AP US History
- AP Biology
- AP Calculus
- AP Psychology

National - AP English Language and Composition

Year ▾	5 ⇅	4 ⇅	3 ⇅	2 ⇅	1 ⇅	Mean ⇅	3+ ⇅
2021	8.0%	23.0%	26.0%	31.0%	12.0%	-	57.0%
2020	12.5%	20.4%	29.1%	26.2%	11.8%	3.28	62.0%
2019	10.1%	18.5%	26.5%	31.1%	13.8%	2.78	55.1%
2018	10.6%	17.8%	29.0%	29.3%	13.3%	2.83	57.4%
2017	9.1%	18.4%	27.8%	30.7%	14.0%	2.77	55.3%

National - AP US History

Year ▾	5 ⇅	4 ⇅	3 ⇅	2 ⇅	1 ⇅	Mean ⇅	3+ ⇅
2021	11.0%	16.0%	21.0%	22.0%	30.0%	-	48.0%
2020	13.0%	19.2%	26.6%	20.4%	21.0%	2.83	58.8%
2019	12.1%	18.7%	23.5%	22.0%	23.7%	2.71	54.3%
2018	10.4%	18.2%	22.5%	23.1%	25.8%	2.66	51.1%
2017	10.9%	17.9%	22.6%	23.5%	25.1%	2.65	51.4%

National - AP Biology

Year ▼	5 ◆	4 ◆	3 ◆	2 ◆	1 ◆	Mean ◆	3+ ◆
2021	7.0%	20.0%	34.0%	30.0%	10.0%	-	61.0%
2020	9.4%	22.5%	36.6%	24.2%	7.3%	3.04	68.5%
2019	7.1%	22.1%	35.4%	26.7%	8.7%	2.92	64.6%
2018	7.1%	21.5%	32.9%	28.5%	10.0%	2.87	61.5%
2017	6.2%	20.9%	36.7%	27.8%	8.4%	2.90	63.8%

National - AP Calculus BC

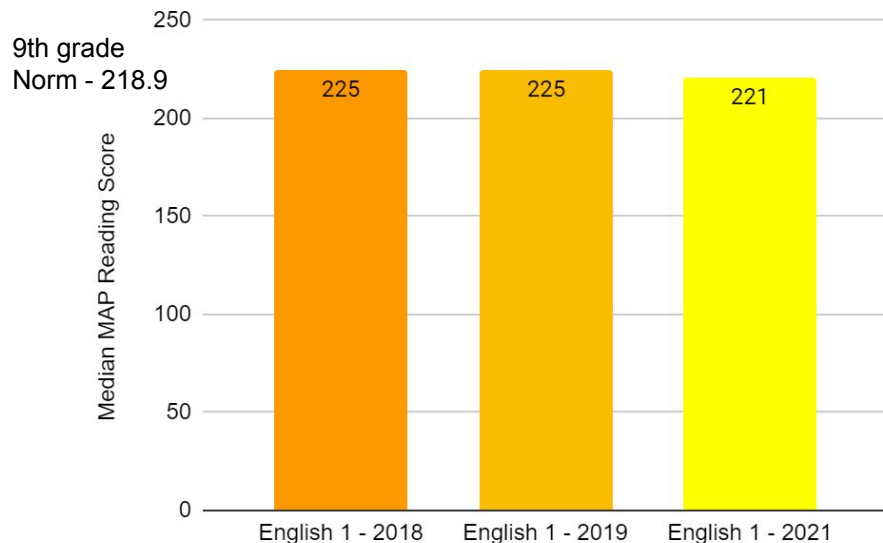
Year ▼	5 ◆	4 ◆	3 ◆	2 ◆	1 ◆	Mean ◆	3+ ◆
2021	38.0%	17.0%	20.0%	18.0%	7.0%	-	75.0%
2020	44.2%	17.4%	19.2%	14.4%	4.8%	3.84	80.8%
2019	43.2%	18.5%	19.8%	13.6%	4.9%	3.80	81.5%
2018	40.3%	19.0%	21.0%	14.6%	5.1%	3.74	80.3%
2017	42.4%	18.3%	19.9%	14.3%	5.1%	3.78	80.6%

National - AP Psychology

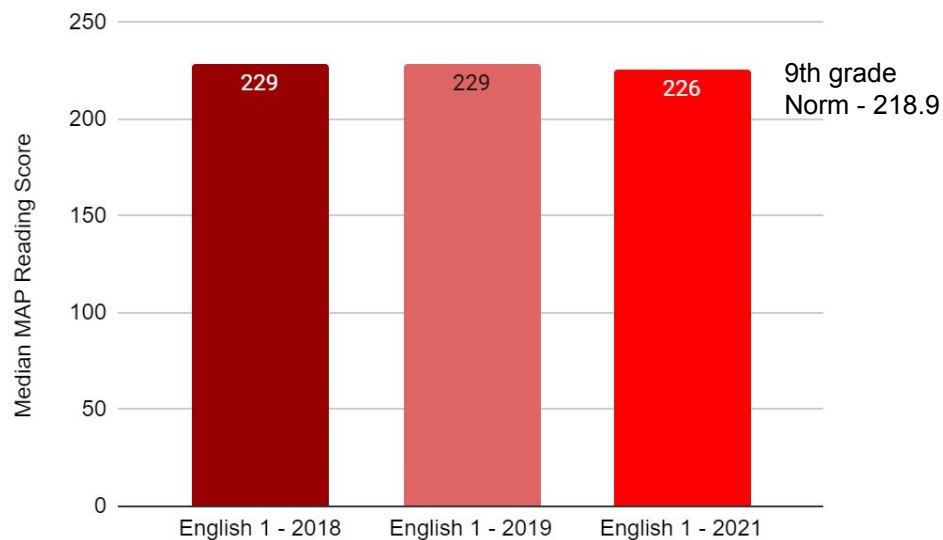
Year ▾	5 ⬆	4 ⬆	3 ⬆	2 ⬆	1 ⬆	Mean ⬆	3+ ⬆
2021	15.0%	22.0%	18.0%	14.0%	31.0%	-	55.0%
2020	22.3%	25.3%	23.4%	9.6%	19.4%	3.22	71.0%
2019	20.2%	25.4%	18.8%	13.7%	22.0%	3.09	64.4%
2018	21.1%	26.3%	18.3%	14.5%	19.8%	3.14	65.7%
2017	18.8%	25.2%	20.1%	14.7%	21.2%	3.06	64.1%

English 1 MAP Scores 2018-2021

Hinsdale South - Median MAP Reading Scores
Fall 2018 to Fall 2021

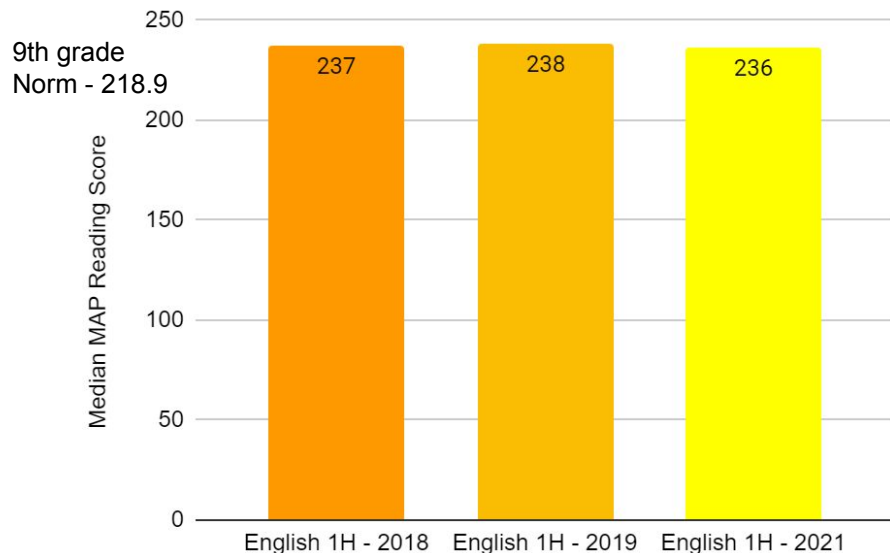


Hinsdale Central - Median MAP Reading Scores
Fall 2018 to Fall 2021

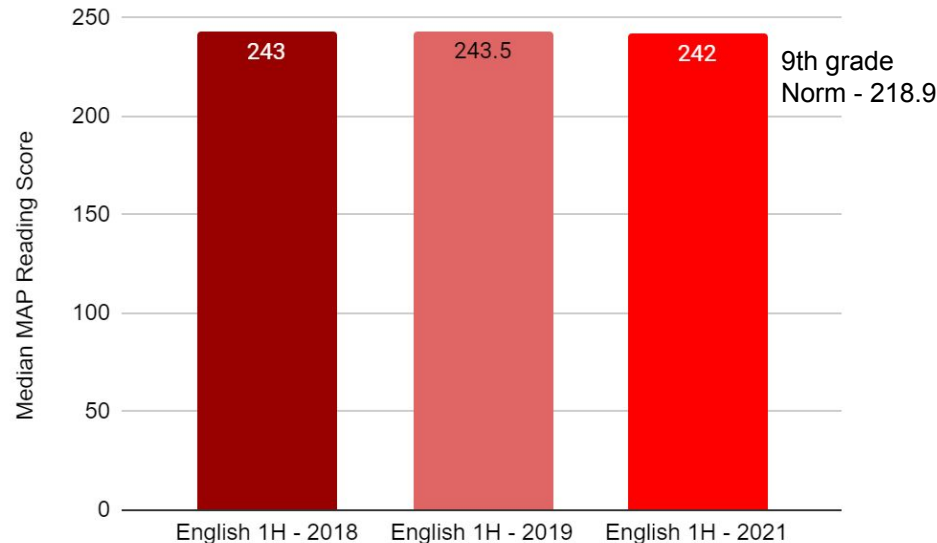


English 1 Honors MAP Scores 2018-2021

Hinsdale South - Median MAP Reading Scores
Fall 2018 to Fall 2021

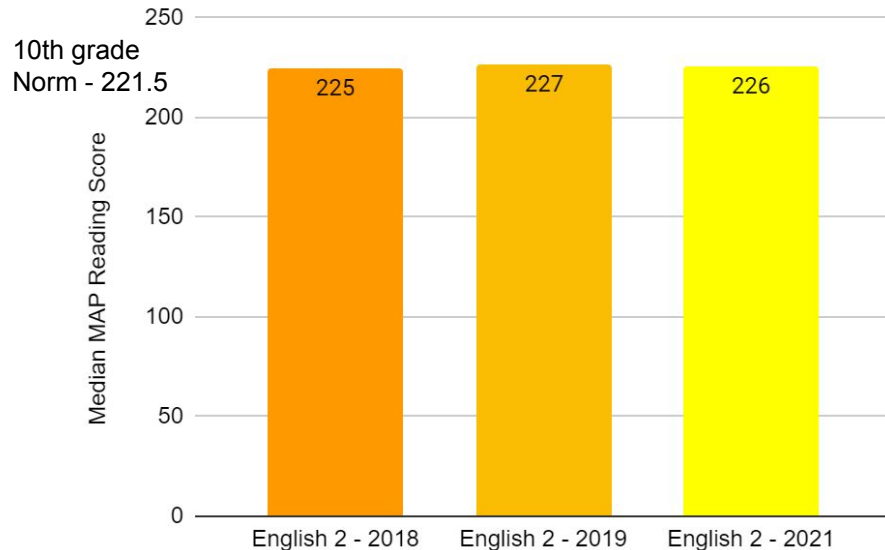


Hinsdale Central - Median MAP Reading Scores
Fall 2018 to Fall 2021

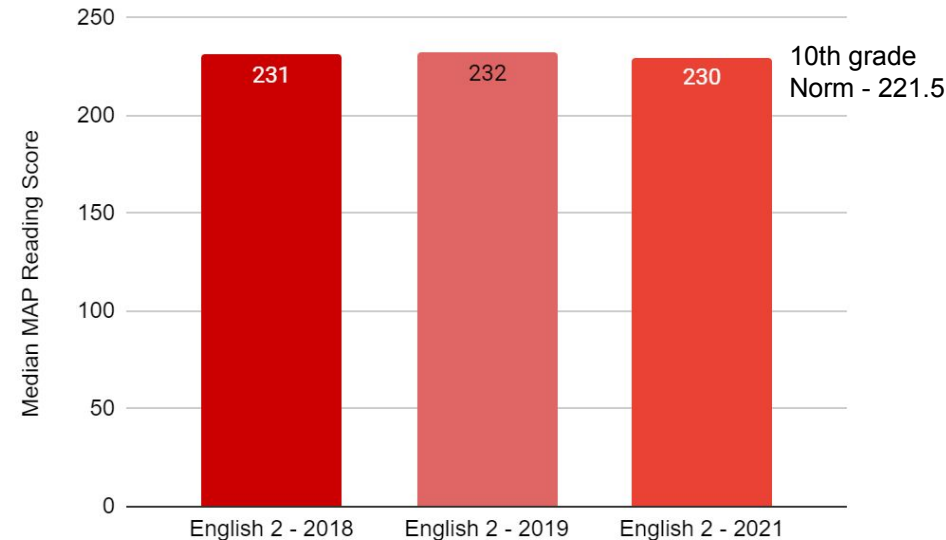


English 2 MAP Scores 2018-2021

Hinsdale South - Median MAP Reading Score
Fall 2018 to Fall 2021

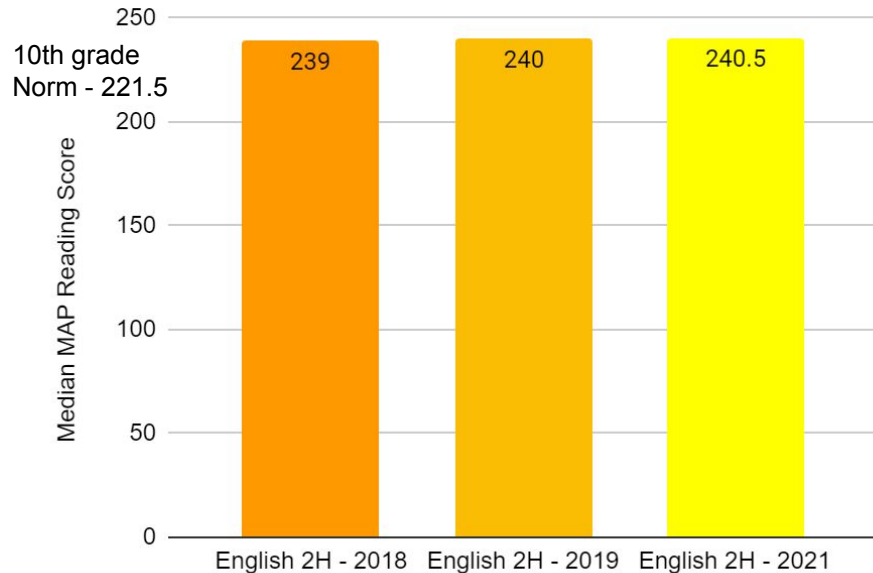


Hinsdale Central - Median MAP Reading Score
Fall 2018 to Fall 2021

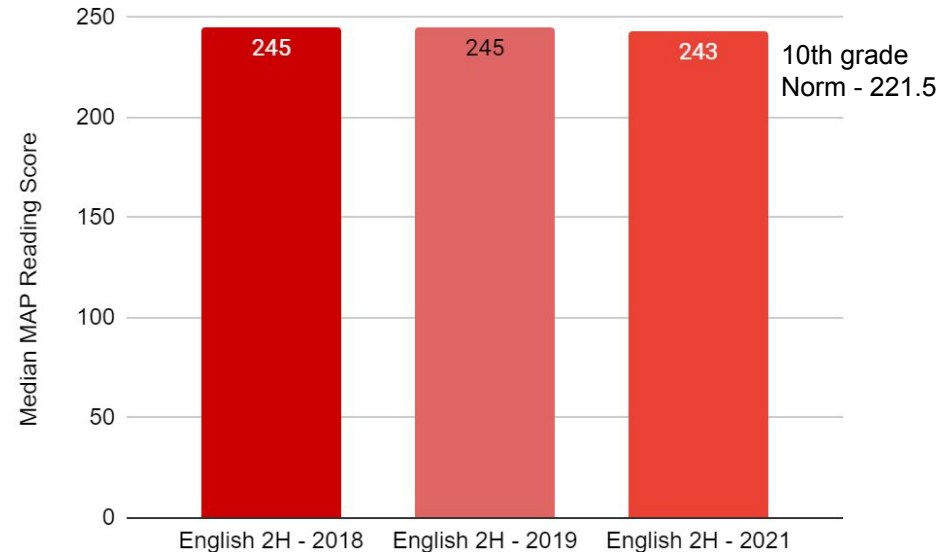


English 2 Honors MAP Scores 2018-2021

Hinsdale South - Median MAP Reading Score
Fall 2018 to Fall 2021

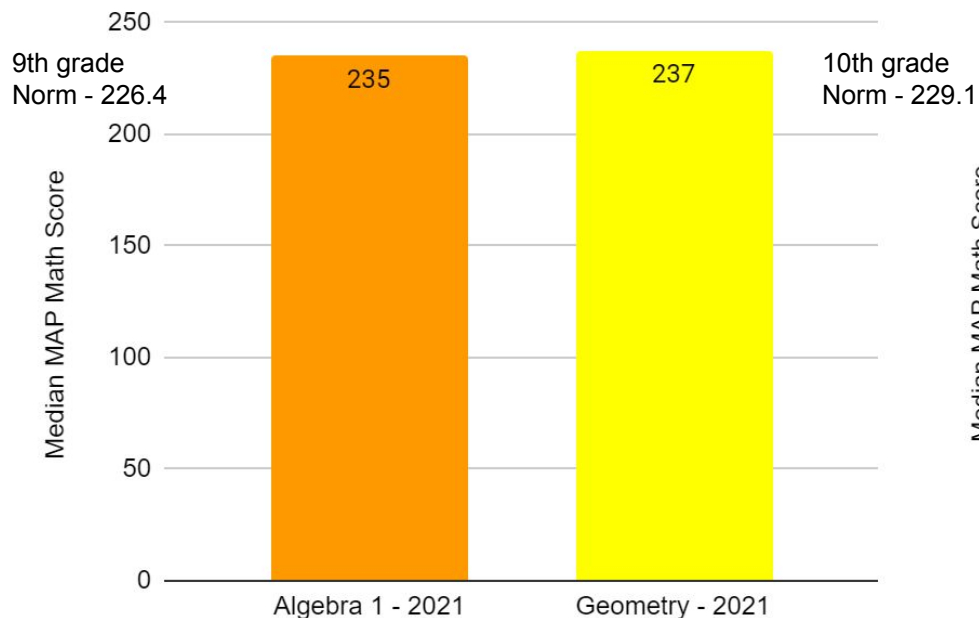


Hinsdale Central - Median MAP Reading Score
Fall 2018 to Fall 2021

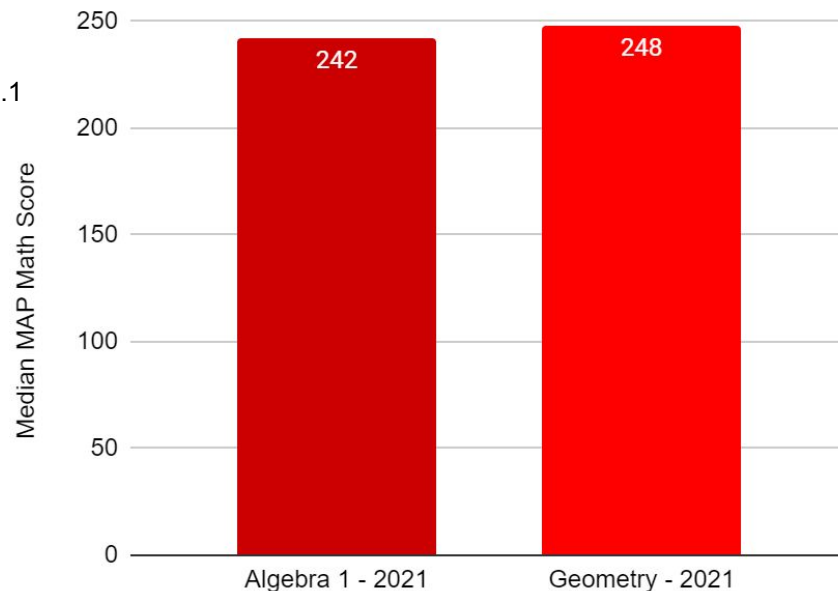


MAP Math Data - Fall 2021

Hinsdale South - Median MAP Math Scores
Fall 2021



Hinsdale Central - Median MAP Math Scores
Fall 2021



Grade Distribution - Three Year Trend (excluding 2020)

Hinsdale South Grade Distribution S1 Grades - October 20, 2021

Grade	A	B	C	D	F	INC
% of Total	49%	26%	14%	6%	3%	2%

Hinsdale South Grade Distribution S1 Grades - October 23, 2019

Grade	A	B	C	D	F	INC
% of Total	43%	29%	15%	7%	5%	0%

Hinsdale South Grade Distribution S1 Grades - October 24, 2018

Grade	A	B	C	D	F	INC
% of Total	46%	28%	16%	7%	4%	0%

Grade Distribution - Three Year Trend (excluding 2020)

Hinsdale Central Grade Distribution S1 Grades - October 20, 2021

Grade	A	B	C	D	F	INC
% of Total	54%	30%	11%	3%	1%	0.7%

Hinsdale Central Grade Distribution S1 Grades - October 23, 2019

Grade	A	B	C	D	F	INC
% of Total	50%	33%	12%	3%	1%	0%

Hinsdale Central Grade Distribution S1 Grades - October 24, 2018

Grade	A	B	C	D	F	INC
% of Total	51%	33%	12%	3%	1%	0%

Summary: Re-visioned and Expanded Academic Support

- Academic Departments report that more students are in need of interventionists this year. This is to be expected as we continue to transition back to full-time, in-person learning.
- Teachers and interventionists have a more robust model for support this year in response to increased demand:
 - Course Teams and Individuals using MAP, PSAT, weekly D/F reports, and local assessments to monitor student progress
 - Pushing into classes to support small groups or whole class instruction
 - Pulling out small groups or individual students
 - Pushing into Tier 2 intervention spaces (Excel & SSC)
 - Drop in meetings with interventionists

Future BOE Academic Updates

November (PTAC) - Focus Groups: Earned Honors Credit (Pilot), Grading Practice Feedback, Student Stress

December - Illinois Report Card (Second Release)

- SAT (local)
- College and Career Ready (local)

April - Illinois School Report Card (Third Release)

- SAT (with IL State Comps)
- ACCESS
- Illinois Science Assessment
- College and Career Ready (with IL State Comps)

June - Strategic Plan Goal 1 Update