



MEMORANDUM

Academic Office

Date: October 28, 2021

To: Ms. Tammy Prentiss, Superintendent
District 86 Board of Education

FROM: Dr. Chris Covino, Assistant Superintendent for Academics

RE: Academic Report (Part 1)

Like so many other aspects of our daily lives, the COVID pandemic has changed the content and official reporting dates for the Illinois School Report Card. This yearly academic report is intentionally scheduled for late October to coincide with the official release of the Illinois School Report Card (ISRC) to the general public. For 2021, instead of a single release date with all data, this year the ISRC will be released in three separate installments. Each ISRC release will contain new and more inclusive data. The following are the three release dates and the academic information each will contain:

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 assessment data. These data will be reported at the school, district, and state levels.

- 9th Grade on Track
- Graduation Rate

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

Similar to the 2020 ISRC, COVID related adjustments and omissions for the 2021 Illinois School Report Card will be identified with the image below:



Designation Score

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. Every state was required to develop an accountability system to measure school quality. Below are the indicators that Illinois chose to use to measure the quality of high schools in Illinois:

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

As a result of the ongoing impact caused by the COVID pandemic, school 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 all Illinois School Report Cards:

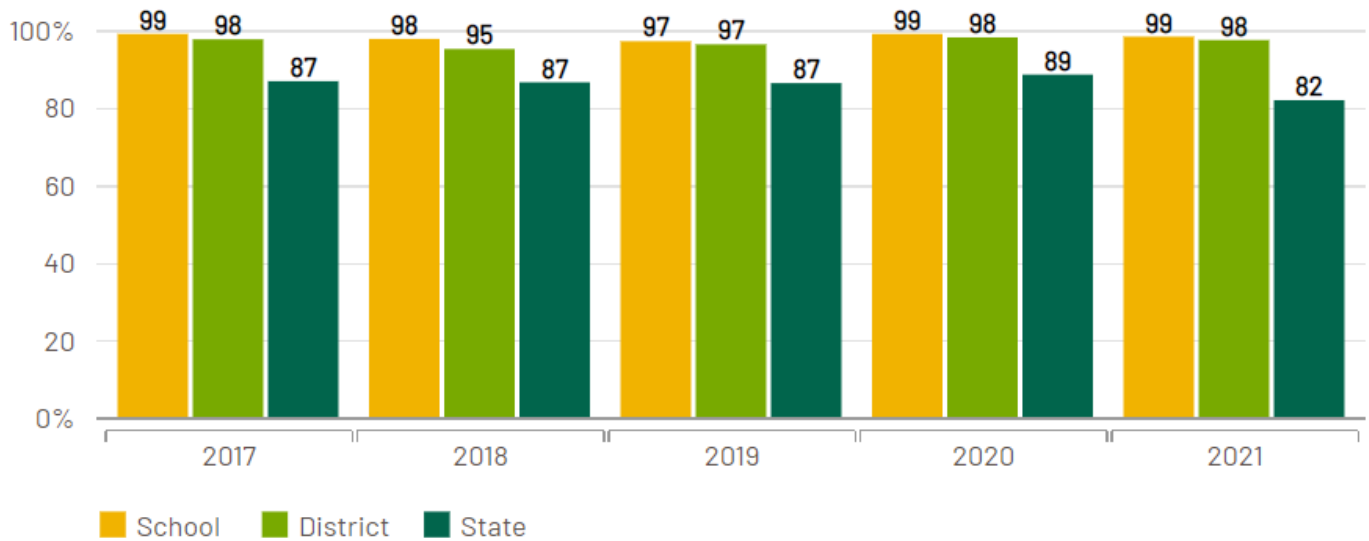
Summative Designation: 2021 Not Calculated

Even without standardized Assessment Data, the October ISRC release still contains valuable information about the academic health of District 86.

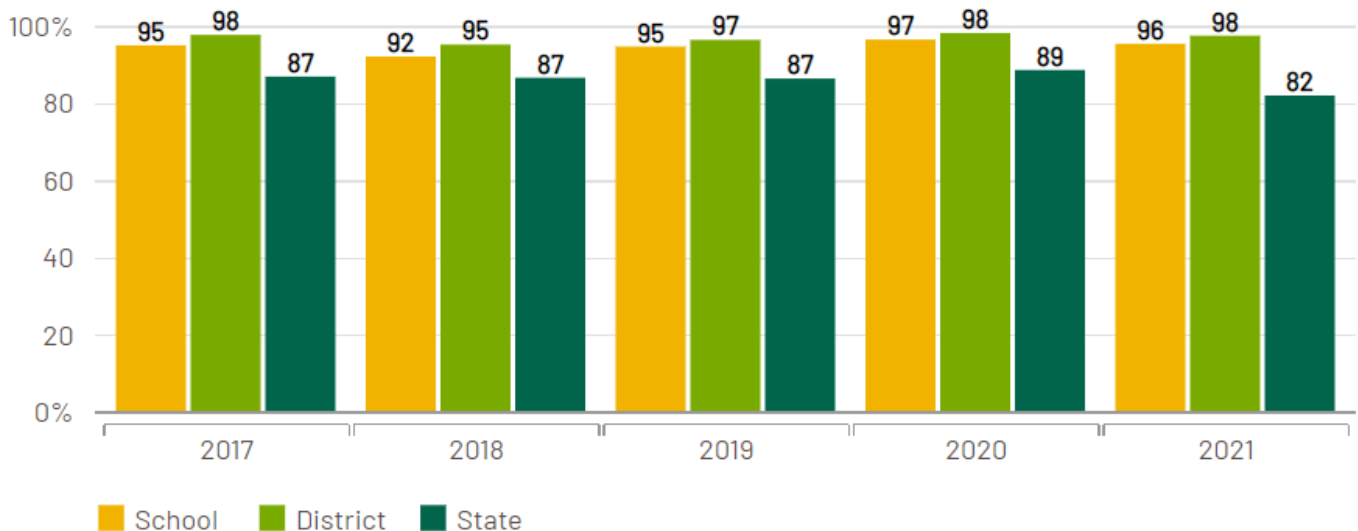
9th Grade on Track

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). Course credits from summer sessions are not included in this calculation. Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by identifying freshmen at risk and providing tutoring, additional instruction, and other individualized services. In District 86, we continue to far exceed the state average: At Hinsdale Central, 99 % of freshmen are on track and at Hinsdale South, 96 % of freshmen are on track.

9th Grade on Track Central:



9th Grade on Track South



Graduation Rate

The four-year graduation rate is one of the most important indicators of academic success. Leading educational researchers continue to link students who perform well during their freshman year with students who graduate in four years. As one might imagine, the previous metric and this one should and do closely align with one another. Even though Illinois measures graduation rate in terms of 4, 5, or 6 years, the data used to determine half of a school's overall ISRC Designation is the four-year graduation rate.

The ISRC 4 year graduation data is based on the total number of students enrolled at a particular school from 2018 to 2021 who received a diploma from their home school. It does not account for students with IEPs who move from their home school to a District Transition Center to continue their education and/or workplace training. The ISRC considers students who move to the transition center non-graduates. This identification process is identical for all schools, and is currently being reviewed at the State level. Until there is a resolution that fairly identifies transition students in a separate (more precise) category, we can locally report our graduation data in two ways: the ISRC metric and the "Adjusted for Transition Center" metric below that more accurately indicates the graduation rate at both Hinsdale Central and South. As a point of comparison, the State Graduation rate for school year 2021 was: 4 year: 86%, 5 year: 89%, 6 year 89%. Even without adjusting for students at our Transition Center, District 86 continues to surpass the state averages.

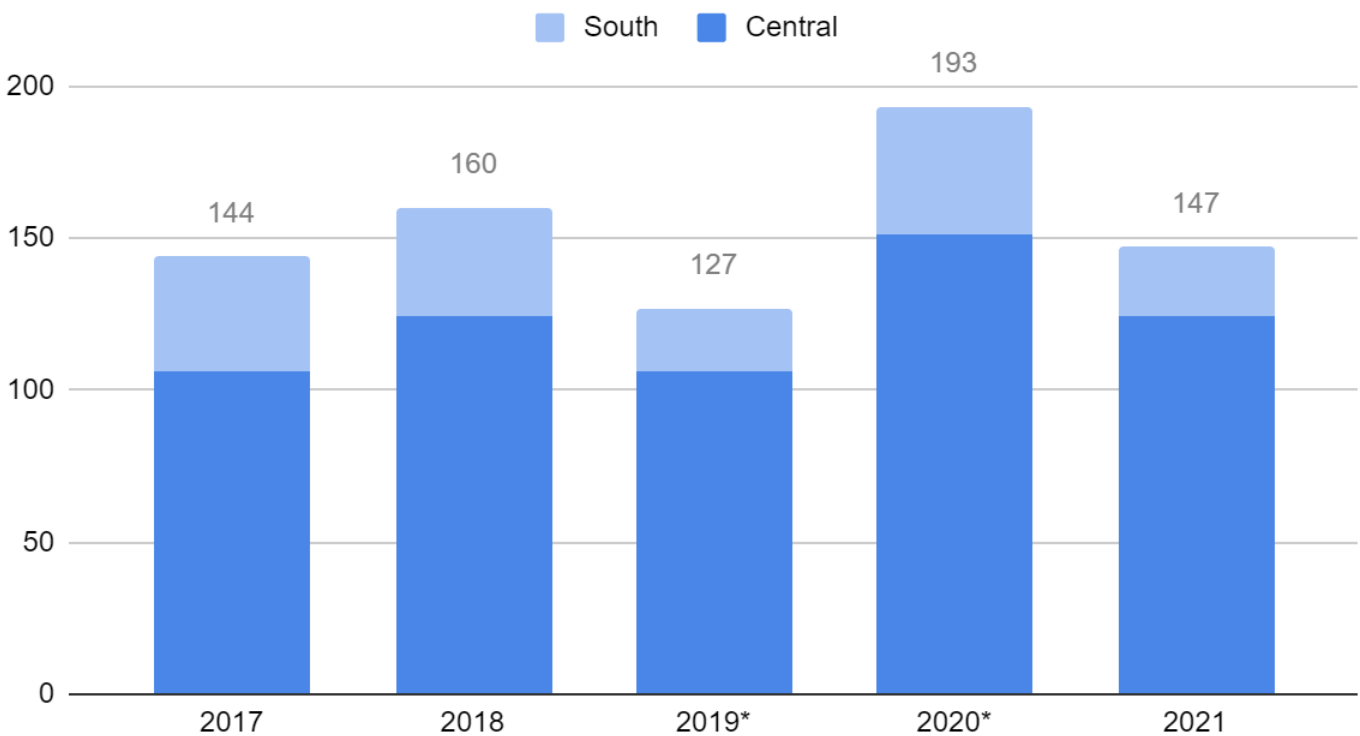
			Hinsdale Central		
	2021 Adjusted for TC	2021	2020	2019	2018
4 Year	96.91%	91.62%	96.10%	94.20%	95.30%
5 Year	N/A	97.32%	97.90%	96.40%	99.60%
6 Year	N/A	98.05%	98.50%	99.10%	98.70%
			Hinsdale South		
	2021 Adjusted for TC	2021	2020	2019	2018
4 Year	97.50%	85.94%	89.61%	87.20%	88.30%
5 Year	N/A	91.96%	93.00%	95.20%	95.80%
6 Year	N/A	93.51%	97.00%	96.20%	97.60%
			District 86		
	2021 Adjusted for TC	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%

The Academic Data that follows is not included in the Illinois School Report Card, but is important to understanding the Academic Health of District 86 and paint a more holistic picture of both Academic successes and areas for academic growth.

Seal of Biliteracy

2020-2021 was the fifth year implementing the Illinois State Seal of Biliteracy Program. Including members of the class of 2022, District 86 has awarded 861 Seals of Biliteracy since its inception. District 86 used the results from Advanced Placement Exam or a state-approved online test (AAPPL) to measure language proficiency in the following languages during the 2020-21 school year: Arabic, Chinese (Mandarin), French, German, Hindi, Italian, Latin, and Spanish. The data below reflects the student participation and awards for the last five years. 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



Advanced Placement

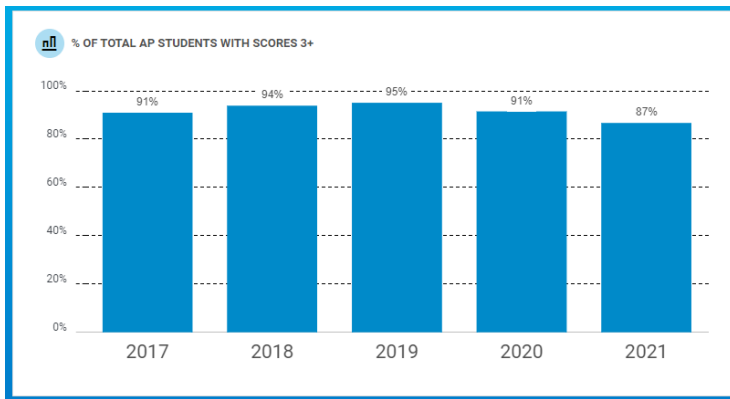
Advanced Placement courses help to build the college level skills students need for success. These courses save time and money for students and families. Successful students may enter college with a semester or more worth of college credit, which means they may skip introductory courses, take fewer classes while enrolled in college, and pay less in tuition and fees. Completion of these rigorous courses in high school may also give students an edge in the applicant pools of highly selective colleges and universities.

The tables below show the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more and thus earning college credit at Illinois public colleges and universities. Students may enroll in multiple AP courses during their time in high school.

In the spring and summer of 2021, Advanced Placement exams were administered in three separate testing windows, remotely and in-person. The previous school year (2020) all AP tests were administered remotely and in an alternate format. As the data below indicates, there was an overall decline in successful performance on AP exams in D86, measured by the overall percent of students who scored a 3 or higher. There was also a decline in the number of students who took AP exams during the 2021 administration on both campuses. Students and families reported that even with the three different assessment windows and the choice of in person or remote, they were just declining to take AP exams this year.

Though the College Board has not yet released their annual Report to the Nation enumerating the 2021 National scores, they have released individual score reports for each subject that indicate both a decline in test takers as well as a decline in students scoring a 3 or higher on almost all exams. District 86 score and tester declines are in line with the rest of the nation.

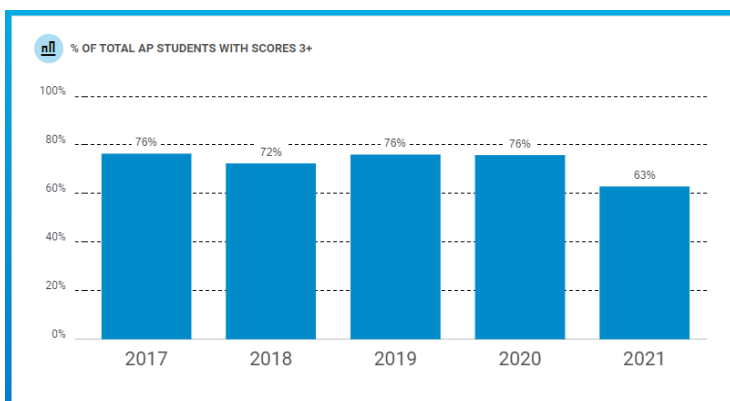
Central



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

South



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

AP Scholar

Every fall, the AP Program recognizes high school students who have demonstrated outstanding college-level achievement through their performance on multiple AP Exams.

AP Scholar Awards come in different levels and types:

- AP Scholar- Granted to students who receive scores of 3 or higher on 3 or more AP Exams.
- AP Scholar with Honor- Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction- Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

	All Awards	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Hinsdale Central	Number of Scholars	481	175	61
	Average Score	3.98	3.37	3.7
Hinsdale South	Number of Scholars	133	55	27
	Average Score	3.6	3.01	3.45

College Board's Equity and Excellence Report

Participation in AP courses is strongly encouraged in District 86 in order to expose students to college coursework in a supportive environment designed to help students develop the skills and habits that will translate into future success in a postsecondary setting. In an effort to narrow the achievement gap, educators across the nation have been specifically targeting minority and low income students, who historically have experienced limited access to AP curriculum. District 86 has embraced this goal and encourages all students to explore their potential to succeed in AP courses.

Each year the College Board releases an Equity and Excellence report to provide a simple metric that identifies what percentage of a graduating class has successfully completed at least one AP course throughout high school. The report displays the percentage of a school or district's entire 10th-, 11th- and 12th-grade classes who scored a 3 or higher on at least one AP Exam and the percentage of the senior class that scored a 3 or higher on at least one AP Exam during high school.

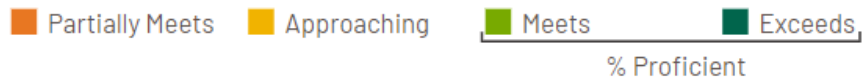
	Graduating Class Summary	12 Grade	11 Grade	10 Grade
2021	53.1	35.1	45.7	23.9
2020	55.6	46.7	47.3	25.8
2019	54.5	43.7	43.3	22.2
2018	54.8	44.9	45.3	24.9
2017	53.3	42.7	44.8	22.4

SAT Data from the College Board

Even though the ISRC is not reporting SAT data from the class of 2022, we have compiled a preliminary look at the SAT performance as compared with the previous two administrations of the SAT in D86. It's important to note that the Class of 21 took their D86 administered SAT in the fall of their senior year due to COVID instead of the spring of their junior year..

	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 CB=480	83%	81%	83%	0%
Math Score Ave	592	584	583	-9
Met Benchmark Math CB=530	77%	67%	65%	-12%
Met Both	70%	65%	64%	-6%
Met None	15%	17%	16%	1%
	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	91%	89%	87%	-4%
Math Score Ave	623	618	607	-16
Met Benchmark Math	82%	77%	74%	-8%
Met Both	81%	76%	73%	-8%
Met None	7%	10%	12%	5%
	Class of 20	Class of 21	Class of 22	Change
Test Date	April 2019	Sept 2020	April 2021	2019 to 2021
South				
Total Score Ave	1054	1050	1068	14
EBRW Score Ave (Reading)	523	529	537	14
Met Benchmark EBRW	67%	67%	74%	7%
Math Score Ave	531	521	531	0
Met Benchmark Math	52%	48%	46%	-6%
Met Both	50%	45%	46%	-4%
Met None	30%	30%	26%	-4%

In early December, Illinois School Report Card data related to SAT achievement will be made publicly available. While it will be similar to the table above, that data will be displayed using the Illinois benchmarks, and disaggregated into the traditional four Illinois achievement categories:



Summary of benchmark differences:

- College Board EBRW (Reading) = 480/800; Illinois = 540/800
- College Board Math = 530/800; Illinois = 540/800

Continuous Data Monitoring and Collaboration

In order to maintain and grow a continuous-improvement system, it's imperative that we continually review academic data and make decisions about instruction, intervention, professional development, and resource allocation based on that data. A non-exhaustive list of the ongoing data that administration (building and district), departments, course teams, and individual teachers plan to use over the course of the year are listed below. Highlights and areas for growth will be communicated to a variety of D86 stakeholders, notably the Board of Education throughout the school year.

- Fall and spring NWEA-MAP
- PSAT Suite
- Grade Distribution (grades in progress and semester)
- Common Assessments
- Final Exams
- RTI (MTSS) Indicators