



A Tradition of
EXCELLENCE

D86 Academic Report SY 2021 - 2022

Board of Education Meeting
October 27, 2022

86 FORWARD

LEARN

GROW

LEAD



General Overview - Pages 3-6

- This annual D86 Academic Report provides a robust overview of the Academic Performance of D86 students, yet it is not intended to be comprehensive in nature. It accounts for many of the data points reported on the Illinois School Report Card (ISRC). Additionally it summarizes trends and growth on all of our comprehensive external measures, namely Dual Credit, SAT, AP, NWEA-MAP, Access, and the Seal of Biliteracy. When reading this report it is important to recognize that each data set included here is a small, but important part of a much larger story.
- **There is no single story of student success or struggle, and no single pathway to academic excellence.**
- Each section of this report is followed by a summary as well as an **actions** section indicating specific ways D86 is solving a challenge indicated by the data, or recommending support, enrichment and/or acceleration.



General Overview - Pages 3-6

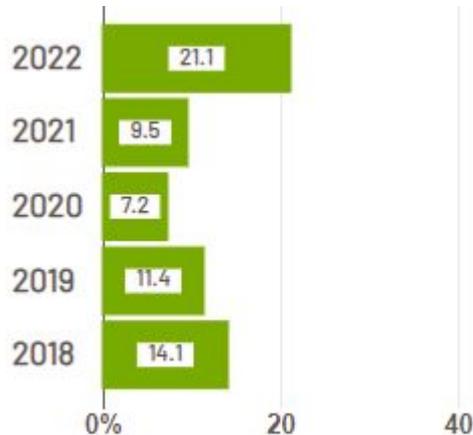
Learning Loss vs Learning Recovery

- *Learning Loss* is not new, nor is learning recovery.
- Educators are good at and practiced in the art of learning recovery. The pandemic has only sharpened awareness of the ramifications of inconsistent schooling and sharpened the skills that D86 educators employ in an effort to return to a sense of educational normalcy, namely patience, empathy, and resilience combined with well-communicated, high expectations paired with sound instructional practices.
- As we are emerging from the pandemic, as students are receiving increased instructional time, as academic expectations return to pre-pandemic norms, it is important and pragmatic to think about this school year as a springboard for Learning Recovery.



General Overview - Pages 3-6

Effects of lost Instructional Time: Chronic Absenteeism



Between SY 2021 and 2022, D86 had a 122% increase in chronic absenteeism. This is a significant piece of the story for many students indicating that their recovery from the pandemic has not been easy.

For an example of academic and instructional disruptions, here are some of the pandemic effects on the class of 2023:

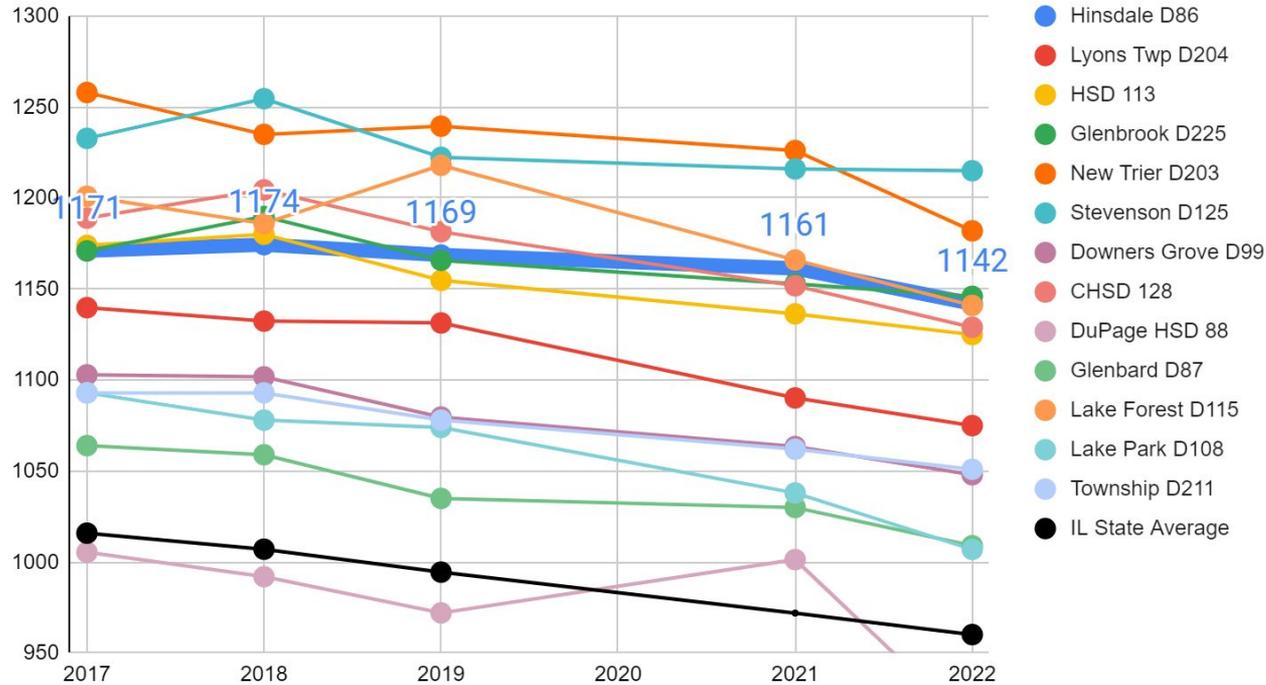
Class of 2023 (Current Seniors)

- A significant amount of the ISRC data reflects the performance of this class
- Remote learning for the last quarter of their freshman year
- Remote, hybrid learning for the majority of their sophomore year significantly reducing instruction time
- Reduced in and out of school PSAT testing opportunities due to pandemic restrictions
- 2021 AP testing alternative formats and timing



General Overview Pages 3-6

Historical SAT Composite Scores by District 2017-2022





Executive Summary - Page 7

A Summary of Celebrations:

- Maintaining strong graduation and 9th grade on-track rates
- Expanding dual credit opportunities and credit earned
- Expanding opportunities for students to earn a Seal of Biliteracy
- Students maintaining MAP scores well above national norms for grade level
- A majority of students continue to meet and exceed expected growth norms on fall to spring MAP and PSAT to SAT
- Students in paired-support-classes are achieving greater than expected yearly growth
- Hinsdale Central saw a rise in percentage of students meeting math benchmarks on the SAT
- AP scores have rebounded from 2021, notably a nine point increase of students earning a 4 or 5 and a eight point increase in overall student pass rate.

A Summary of Challenges:

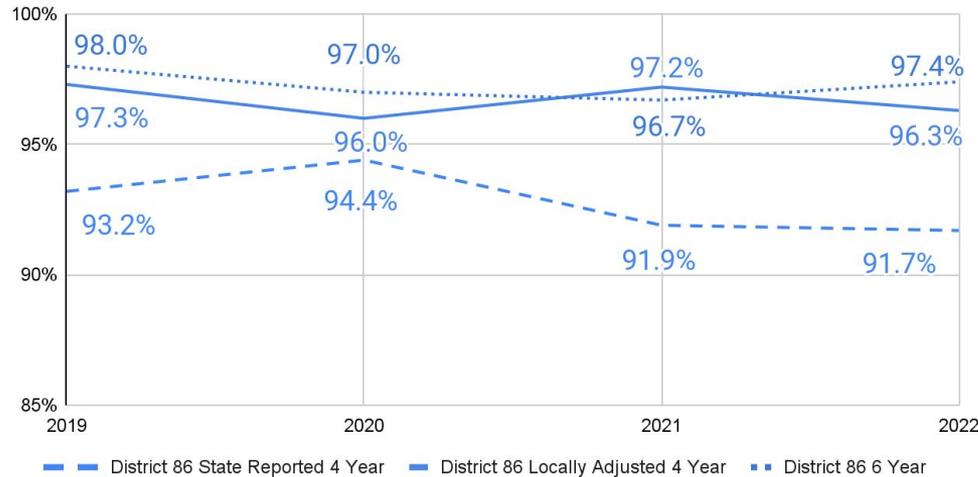
- Fewer students are meeting both EBRW and Math Illinois benchmarks.
- Juniors in on grade level classes are not meeting SAT benchmark standards as often as students in accelerated classes.
- Students of color continue to be underrepresented in honors and AP classes
- Students of color, notably Black students, continue to receive lower grades than their peers.
- English Learners who decline EL services demonstrated a significant decline in proficiency on the Access assessment.

Despite the strength of Academic Programming in D86, challenges remain, and improvements are necessary. In addition to demonstrating strong academic achievement, the data in this report indicate gaps and deficiencies in academic achievement as well as specific plans made by D86 academic leaders and teaching staff for addressing these challenges.



Graduation Rates - Pages 8-9

District 86 - Graduation Rate



Summary of Results

- District 86 continues to maintain a strong 4 year graduation rate.
- When taken together, the freshmen on-track indicator and the graduation rate indicator provide insight into the success of students in D86.

District 86 Action for 22-23

- The District will continue to support and fund the programs that credit deficient students use to stay on track for graduation. These supports include Excel-erate, SSC 2 (South) and Excel 3 (Central). Both SSC 2 and Excel 3 provide academic as well as social emotional support for students who are credit deficient.
- The D86 administration continues to advocate for an accurate and equitable representation of student graduation rates - one that includes students with IEPs who complete all graduation requirements, yet are not counted due to their need for continued services at the D86 Adult Transition Center.

GPA and Grade Distributions - Page 9 and 10



More than any other data set, local grades must be viewed through the lens of both the COVID pandemic and local D86 shifts in grading practice.

Overview of impact to grades:

- In March of 2020, all schools were mandated by a State decision to 'do no harm'. This meant that no grades could be lowered regardless of performance
- Because high school GPA is cumulative, the effect of the State mandated 'do no harm' era has magnified the overall rise in GPA for students across the State, including those in D86.
- In the fall of the 21-22 school year, D86 implemented a common grading scale which included a standard grade category format and a 50% grade floor for all work.

Summary -

- The cumulative GPA of all students has been on a steady incline for the last five years - even prior to the pandemic or D86 changes to grading practices. It is worth noting that starting in 2020, the impact of 'no harm' grades carries over into each subsequent school year due to the cumulative nature of GPA reporting and accounts for, in part, the significant increase in 2021 and 2022.
- Since the school year prior to the pandemic, there has been a consistent rise in the number of 'A' grades mirrored by a decrease or a leveling off of all other grade options.

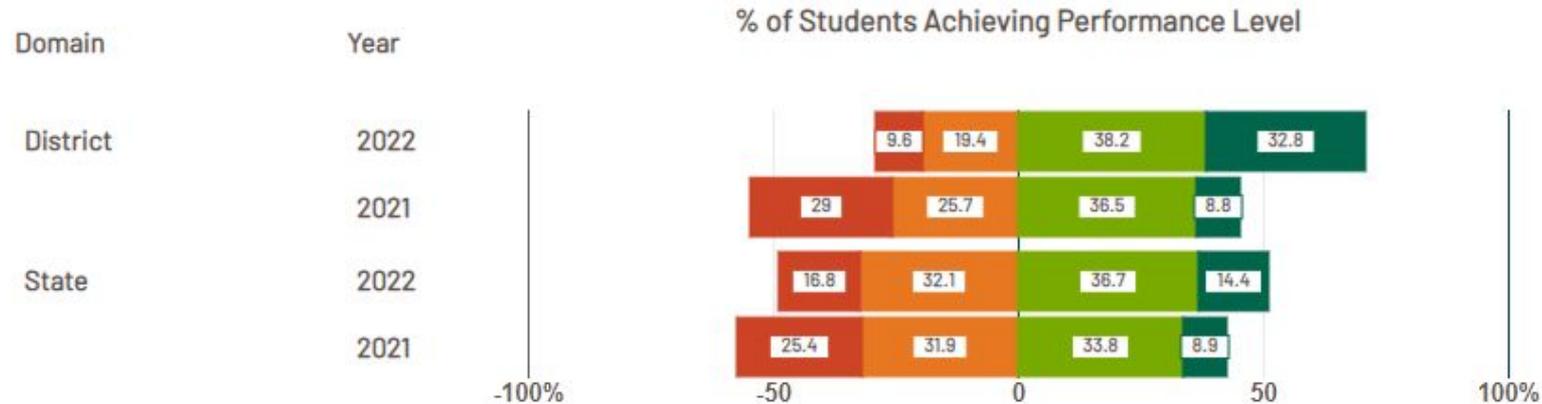
District 86 Actions for 22-23

- Continue to monitor grade distributions and listen to D86 teachers and instructional leaders, and improve grading practices accordingly.
- Ongoing Professional Development focus on Assessment Literacy
 - Coaching and Feedback, Self-Assessment PD attempts to address student co-ownership of their learning
- Implementation of Relearning and Reassessment course policy is part of curriculum alignment
 - Provides students (particularly those that struggle) with opportunities for relearning, improvement of understanding and skill; should have a cumulative impact on future learning



Illinois Science Assessment (ISA) - Page 12

- 2022 data released on Oct 19, 2022
- ISRC administration indicated that there are reporting errors which they are attempting to resolve
- Preliminary Data is encouraging - yet not verified.





SAT Achievement and PSAT Growth - Pages 12 - 16

The value and purpose for the SAT has shifted over the last few years as more and more colleges and universities have become test optional for admissions. This was a trend prior to the pandemic, but the pandemic accelerated decisions to become test optional (at least temporarily) for almost all post-secondary schools in the nation.

To be clear, D86 believes that there is great value in scoring well on the SAT (and/or ACT). The district has not altered any curriculum as a result of the shift toward test optional status by a majority of the colleges and universities in the country. Not only does the SAT provide a rigorous testing experience for students, but strong scores also open doors for scholarships, financial aid, and admissions across the country.

Pandemic Note: As stated in the opening of this report, one of the most glaring effects of the pandemic on the SAT is the reduction of opportunities for student preparation - notably taking practice tests, engaging in SAT test prep, ect. The CollegeBoard cites internal research: “students who spend at least six hours practicing and follow at least one best practice score nearly 40 points higher than students who don’t take these steps. Best practices include taking a full-length practice test, leveling up your skills, and following personalized practice recommendations.” The data below is representative of students who missed several practice test opportunities that students in the past and future will have access to.

SAT Achievement and PSAT Growth - Pages 12 - 16



District 86 - SAT Benchmark Performance (IL)

Math	Students	Class of 2023 - Based on SAT April 2022 (Juniors)			Students	Class of 2022 - Based on SAT April 2021 (Juniors)		
		Meets/Exceeds 540+	Approaching 450-530	Strengthening Skills Below 450		Meets/Exceeds 540+	Approaching 450-530	Strengthening Skills Below 450
2x Honors / AP								
AP Calc AB or BC, MV, AP Stats	152	97%	2%	2%	95	99%	1%	0%
1x Honors								
Precalc or Precalc Honors, Alg 2 H	337	94%	5%	0%	401	94%	5%	1%
At Grade Level								
Alg 2/Trig	313	33%	42%	25%	313	29%	50%	21%
General Level								
Alg 2/Trig G	42	21%	26%	52%	42	8%	55%	38%
Below Grade Level								
Courses preceding Alg 2/Trig	96	16%	22%	63%	65	5%	49%	46%
Overall	962	62%	19%	19%	943	62%	24%	13%

There are 179 juniors who were in both Alg 2/Trig and English 3, and **106** of those students did not meet benchmarks in either math or English.

These student have been identified for targeted support.

English	Students	Class of 2023 - Based on SAT April 2022 (Juniors)			Students	Class of 2022 - Based on SAT April 2021 (Juniors)		
		Meets/Exceeds 540+	Approaching 430-530	Strengthening Skills Below 430		Meets/Exceeds 540+	Approaching 450-530	Strengthening Skills Below 430
Honors / AP								
AP Language	492	89%	11%	1%	490	90%	9%	0.4%
At Grade Level								
English 3	384	36%	49%	14%	393	39%	48%	13%
Below Grade Level								
US Lit and Comp, English 2	33	12%	18%	70%	27	9%	55%	36%
Overall	962	60%	28%	12%	943	65%	27%	8%



SAT Achievement and PSAT Growth - Pages 12 - 16

District 86 Growth - Fall 2021 PSAT to Spring 2022 SAT							
Growth Benchmark: 20 points							
Math	Course	Count	Min Growth	25th Percentile	50th Percentile	75th Percentile	Max Growth
	AP Calc AB or BC, MV, AP Stats	139	-70	20	40	67.5	200
	Precalc or Precalc Honors, Alg 2 H	337	-60	10	40	77.5	150
	Alg 2/Trig	313	-150	0	30	60	150
	Alg 2/Trig G	42	-100	-25	20	47.5	130
	Courses preceding Alg 2/Trig	75	-110	-50	-15	42.5	310
	Overall	962	-150	10	40	70	310

40 points (total score) growth is expected: 20 points on each section

District 86 Growth - Fall 2021 PSAT to Spring 2022 SAT							
Growth Benchmark: 20 points							
EBRW	Course	Count	Min Growth	25th Percentile	50th Percentile	75th Percentile	Max Growth
	AP Language	492	-100	10	30	60	150
	English 3	362	-120	-10	20	50	120
	US Lit and Comp, English 2	24	-40	-27.5	15	72.5	120
	Overall	962	-120	0	30	55	150

D86 juniors averaged 40 points growth in math and 30 in EBRW

D86 juniors enrolled in on grade level classes averaged or exceeded expected growth

SAT Achievement and PSAT Growth - Pages 12 - 16



A Tradition of
EXCELLENCE

Summary of Results

- The percentage of D86 students meeting Illinois benchmark standards for the SAT is trending downward.
- Math scores continue to outperform EBRW scores
- The majority of juniors are meeting or exceeding growth expectations for the PSAT to SAT.
- Students in on-grade level courses are falling short of Illinois SAT benchmarks in both EBRW and math.
- The more advanced the student's coursework, the more likely they are to exceed growth expectations.

District 86 Action for 22-23

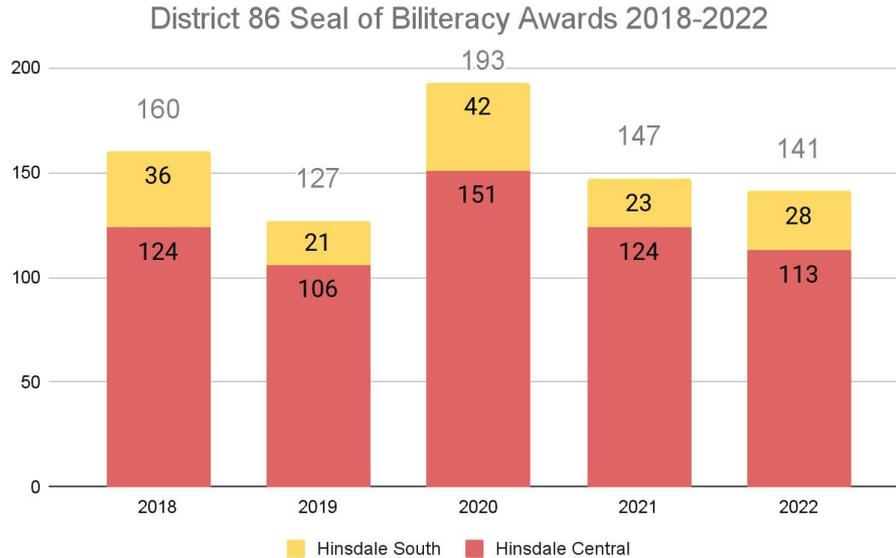
- D86 curriculum leaders are using student performance data in conjunction with academic resources like the [CollegeBoard's Skills Insight](#) document to guide curriculum and assessment discussions amongst collaborative course teams. **NOTE:** Meeting Illinois Benchmark standards in math and EBRW starts far earlier than 11th grade. All grade levels are looking at skill deficiencies identified by this data as well as local assessment data and using that information in alignment, assessment, instruction, and support conversations as well as curriculum planning meetings.

Actions Continued...

- D86 is using PSAT 9 and 10 scores to target students with scores that land them in the Approaching category on the PSAT. Students in this score band are approx 50 points away from the benchmark. These students will be offered a free SAT prep course that takes place on Early Release Wednesday in the winter and spring leading up to the PSAT 10 and SAT.
- D86 is ensuring that all students have access to their CollegeBoard account and understand how to use the free Khan Academy learning tools linked to their individual accounts. Completion of Khan Academy lessons will be just one of the options encouraged for students engaged in MTSS programming.
- D86 aligned the Algebra 1 course which will build on the growth seen in MAP scores, incorporating critical thinking skills that go beyond rote memorization and repetitive calculations and are designed to engage students in deep thinking, which are the basis of the Heart of Algebra and Problem Solving & Analysis questions on the PSAT and SAT.
- D86 curriculum leaders continue to be engaged with sender schools in order to communicate academic needs and partner in the smooth transition from Middle School to High School which may include summer 'bootcamp' opportunities.



Seal of Biliteracy - Pages 17-19



Summary of Results

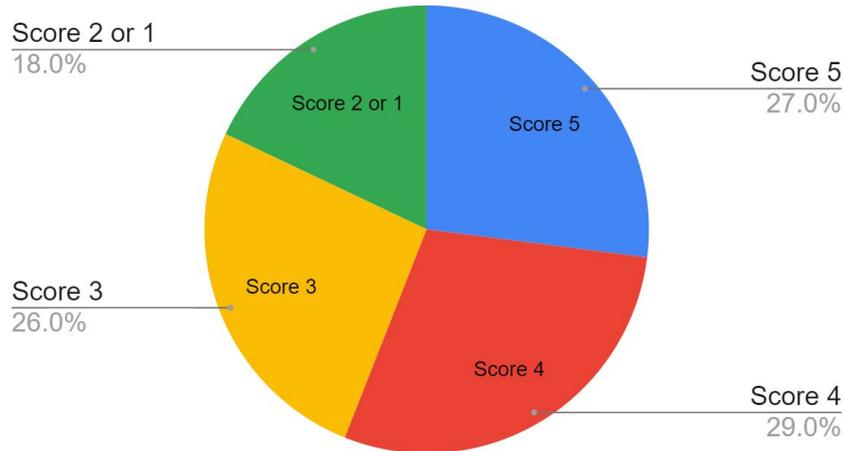
- 22% of the students that earned the Seal of Biliteracy were not enrolled in a World Language course. This indicates that we are providing this opportunity to students beyond the scope of the World Language Department as the State of Illinois intended with this award.
- Illinois approved a new language proficiency testing company (ALTA). D86 was able to use this test to provide additional students with the opportunity to earn the Seal in languages previously not available.
- Aside from the Class of 2020 (which is an outlier), the percentage of graduating seniors earning the Seal of Biliteracy has been steady from year to year, even amid the pandemic.



Advanced Placement - Pages 19-26

- All Individual course data available
(pp 20-24)

District 86 AP Scores - 2022



Summary of Results:

- District 86 students had a significant rebound from the 2021 AP testing, notably a nine point increase of students earning a 4 or 5 and a eight point increase in overall student pass rate.
- Students earning scores of 4 and 5 are generally earning grades of A and B in their respective AP courses - indicating that AP coursework in D86 is aligned with CollegeBoard expectations and outcomes.

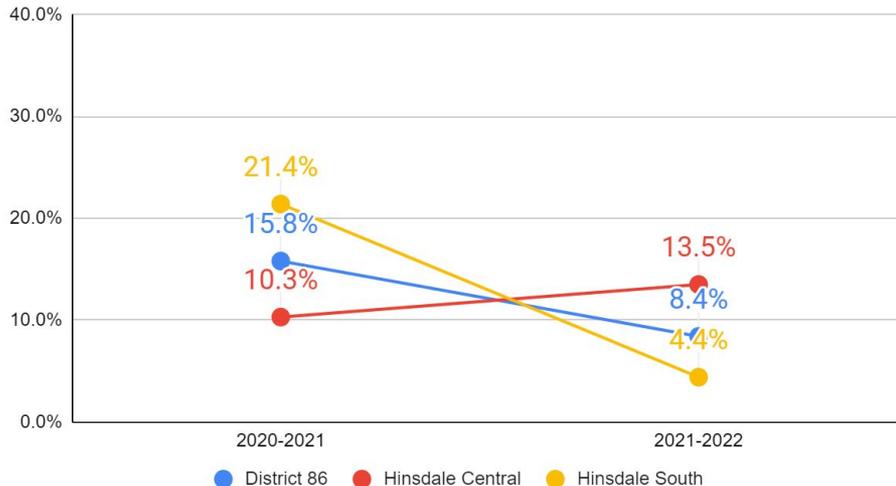
District 86 Action for 22-23

- Curriculum alignment and development teams continue to review new and expanding AP course offerings.
- D86 Curriculum leadership launched a D86 AP Summit for AP teacher articulation
- D86 Expanded use of *AP Classroom* - a robust resource from the CollegeBoard that includes dozens of practice test opportunities for each exam
- D86 is starting to use *AP Potential* - a tool provided by the CollegeBoard that uses a student's PSAT performance to suggest AP courses in which they are likely to succeed.
- The CollegeBoard has announced that seven exams will be available in a fully digital format this year. It is likely that many of not all exams will follow this change in the next few years (note that all PSAT and SAT exams will be 100% digital in SY 2023-24). D86 will consider offering some of the exams in a digital format for this school year - notably those where students have an advantage typing answers in long essay sections rather than handwriting.



Access Testing for English Learners - Page 27

English Learners Exit Rate - 2020-2022



Summary of Results:

- D86 ELL exit rates provide insight into the efficacy of our EL programming. At Central, where a continuum of EL services are provided to students, exit rates continue to improve. Conversely, at South, where EL services are limited to one resource class, exit scores are in decline. ELL programming is currently housed at Central, and all students who qualify for ELL services are invited to attend Central to receive services.

District 86 Action for 22-23

- D86 will consider expanding ELL programming offered to students on the South Campus.

Targeted Support Programming (MTSS) - Page 27-28



- Traditional support systems for students who experience academic struggles should start in the classroom.
- When a student needs additional support, particularly targeting multiple indicators of need, D86 provides another tier of support through our Multi-Tiered Systems of Support (MTSS). In order to provide targeted support for the students most in need, the General Education Student Support Teams (GESST) have implemented an indicator-based approach to identifying and supporting students. They are using attendance, grades and achievement on external assessments to triangulate and target support for students.

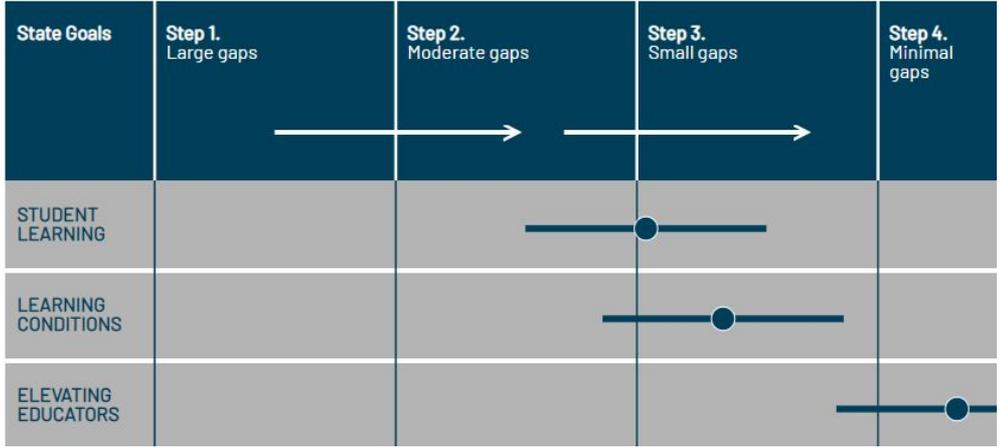
District 86 Action for 22-23

- Implementation of data-driven MTSS approach to support students identified by these indicators: currently failing 2 or more classes, average daily attendance rate below 90%, or benchmark scores not meeting/exceeding standards
 - Each student (n=98: HS 55, HC 43) is assigned to a champion from GESSTeams
 - Each student is supported during a 10-week cycle
- Formation of targeted support groups
 - SAT Prep (bubble “approaching” students)
 - AP Bridge to address our underidentification of Black students as well as provide an affinity space for students
 - On-Demand Virtual Tutoring (24/7)

	MTSS Indicators				
	Students with an Absence Rate > 10%	Students with 2 or more failing grades	Students meeting both criteria	Students below benchmarks in EBRW and/or Math	Students meeting all 3 criteria
Hinsdale Central	105	124	60	353	22
Hinsdale South	148	161	55	419	37

Achievement Gap - Pages 29-34

The inclusion of the Equity Journey Continuum (EJC) scorecard is new to Illinois. ISBE describes this new tool in the following way: “The Equity Journey Continuum is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points to make that data more useful for improving outcomes for all students. All of the data used in the Equity Journey Continuum is already collected and reported by school districts; the tool does not collect or report any new data.”



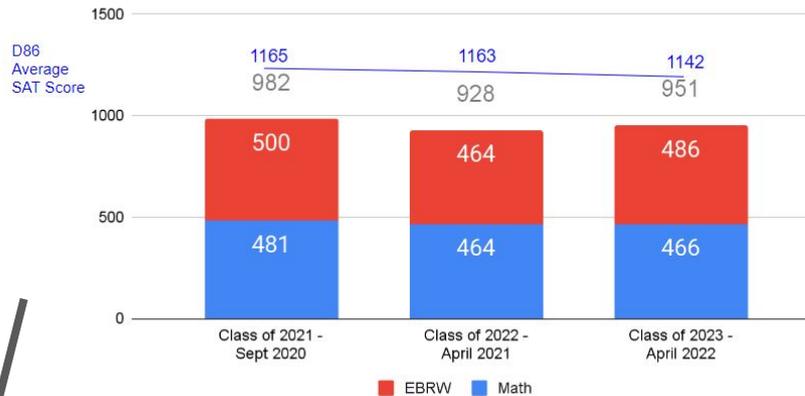
Achievement Gap - Pages 29-34



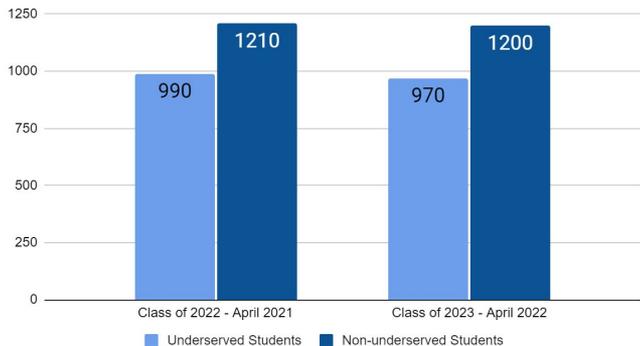
Black Students - Average SAT Scores - 11th Grade - 2020-2022



Students with IEPs - Average SAT Scores - 11th Grade - 2020-2022



Equity Goal - Eliminating the Achievement Gap





Achievement Gap - Pages 29-34

Summary of Results

- Our EJC scorecard indicates small to minimal gaps range in all three categories. This is a strong foundation on which to further equity work.
- The data also indicate targeted areas for us to focus. D86 is using the data from this scorecard to further address identified gaps.
- There are significant disparities in the grade distributions of students from different racial groups - notably Black students who have the fewest As and the most C, D, and F grades.
- As measured in the Student Learning section of the EJC scorecard, the SAT data provide additional insight about how far below the average our Black students and students with an IEP score on the SAT.
- Our achievement gap KPI widened by 10 points between 2021 and 2022. The EJC Scorecard and this Achievement Gap data correlate with one another.
- There continues to be a significant gap in Black and Hispanic students taking AP exams.



Achievement Gap - Pages 29-34

District 86 Action for 22-23

- Using personalized student and course data reports, course team instructional planning conversations can focus on identified skill deficits. (See Skills Insight references in SAT section of this report).
- Use the curriculum alignment and curriculum writing process - notably in PREP and core courses (e.g. English 1, World Cultures) to identify and reinforce common skill deficits.
- Planning SAT prep opportunities for students of color and students with IEPs who score well below their peers. This is a primary driver of the EJC score related to Student Learning (see SAT section above for specifics plans).
- Encouraging students and the entire D86 community to provide feedback on climate surveys. This is a primary driver of the EJC score related to Learning Conditions.
- Continue to examine grading practices in light of grade distribution data separated by race.
- Continue to offer high quality professional learning opportunities for all staff. In recognition that student performance is not always an indication of a student's ability or knowledge, we are providing Culturally Responsive Education PD to assist staff in implementing instructional practices that are grounded in responsiveness, inclusivity, and student-centeredness. Theme for 22-23: Restoring, Rebuilding, and Repairing Learning Partnerships. This is a primary driver for the EJC score related to Elevating Educators.
- Continue to focus curriculum alignment discussion on challenging students with access to, at minimum, grade level curriculum and preferably higher.
- Continue to reduce remedial coursework and simultaneously expand opportunities for paired academic support classes (e.g., Algebraic Reinforcement and Academic Reading).
- Increase opportunities to discuss honors and AP course options and access with students of color. Use [AP Potential](#), a CollegeBoard tool to assist with the initial identification of students who show honors and AP potential.
- The 2022-2023 school year is the first year for the Earned Honors Credit pilot. Four courses where this pilot exists are: Exploring Visual Arts, Introduction to Business, Psychology in Literature and Creative Nonfiction. Earned Honors Credit gives more students an onramp to honors level work.

Summative Designations - Pages 35-36



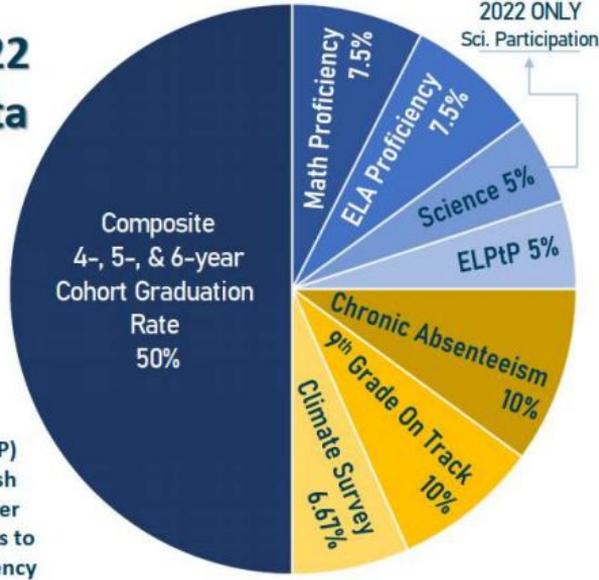
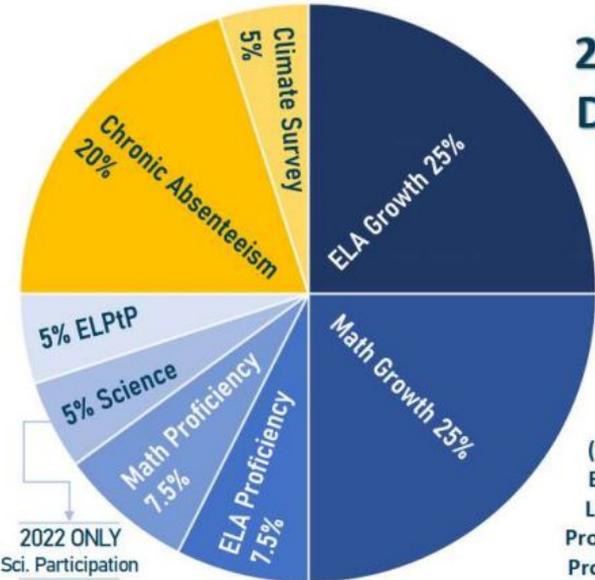
2022 Indicators and Weights

16

Elementary/Middle Band (ES)

High School Band (HS)

2022
Data



(ELPTP)
English
Learner
Progress to
Proficiency

For 2022 Hinsdale South has earned the **Commendable School rating**

For 2022 Hinsdale Central has earned the **Exemplary School rating**.

These are the same ratings that each of our D86 schools have received since the Summative Rating system was established by ISBE in 2018



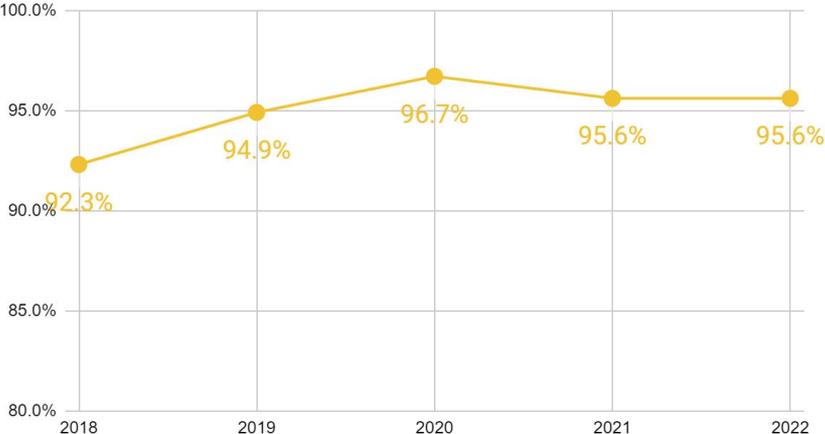
A Tradition of
EXCELLENCE

High School Specific Information
Hinsdale South - Pages 37-50
Hinsdale Central - Pages 51- 63

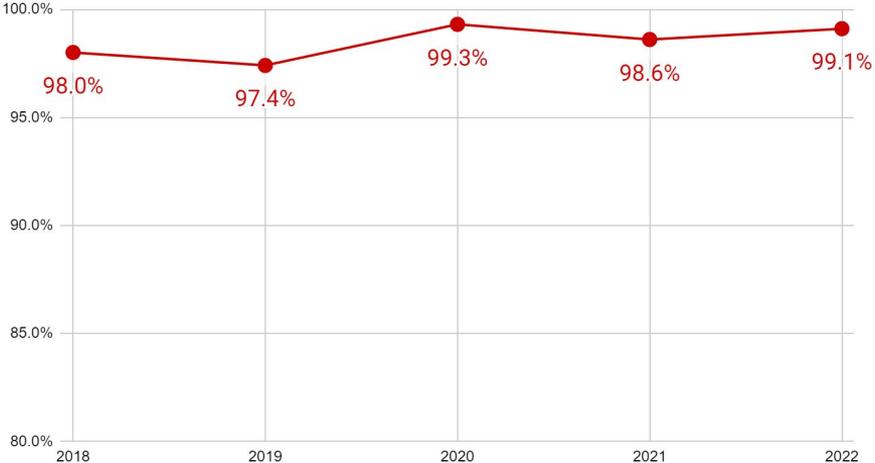
9th Grade on Track - Pages 37 and 51



Hinsdale South - 9th Grade on Track



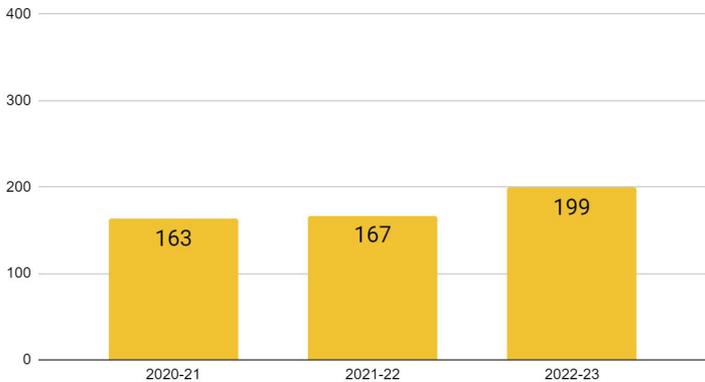
Hinsdale Central - 9th Grade on Track



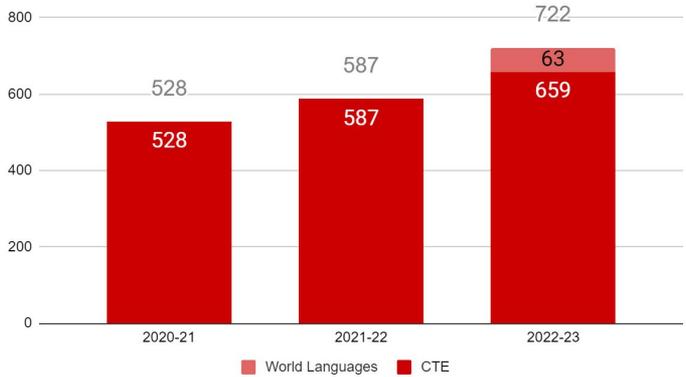
Dual Credit - Pages 40-41 and 53-54



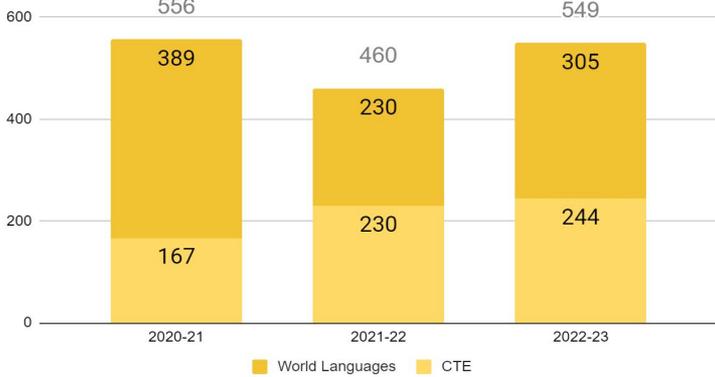
Hinsdale South - Dual Credit Courses - Student Enrollment



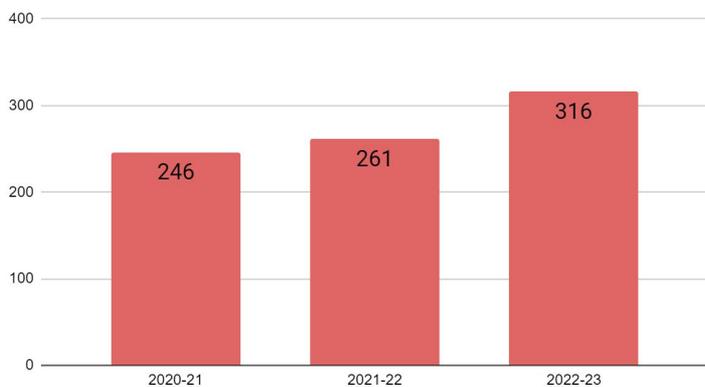
Hinsdale Central - Dual Credit Courses - Credit Hours Earned



Hinsdale South - Dual Credit Courses - Credit Hours Earned



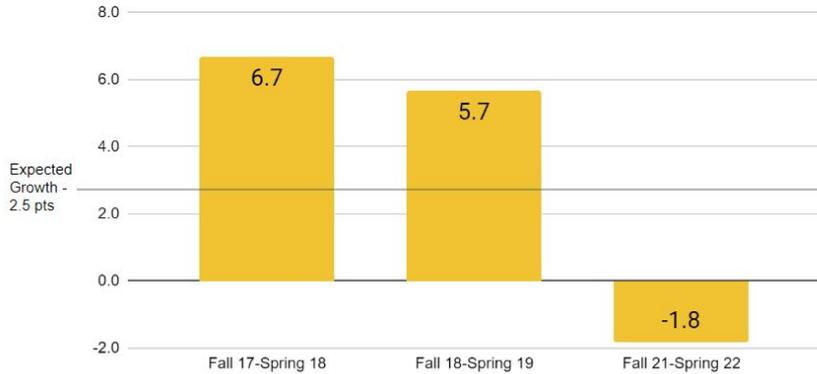
Hinsdale Central - Dual Credit Courses - Student Enrollment



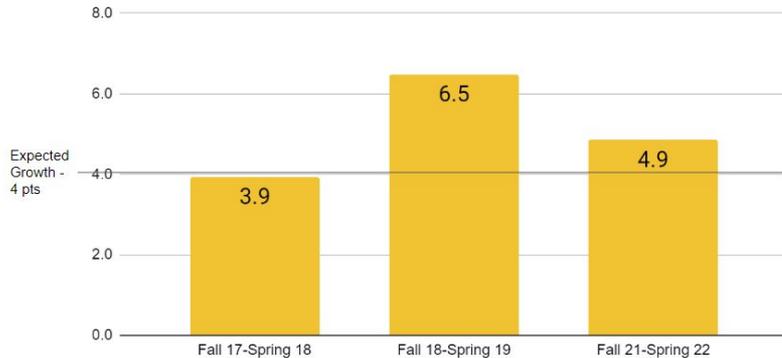
MAP Growth Pages 41-45 & 54-57



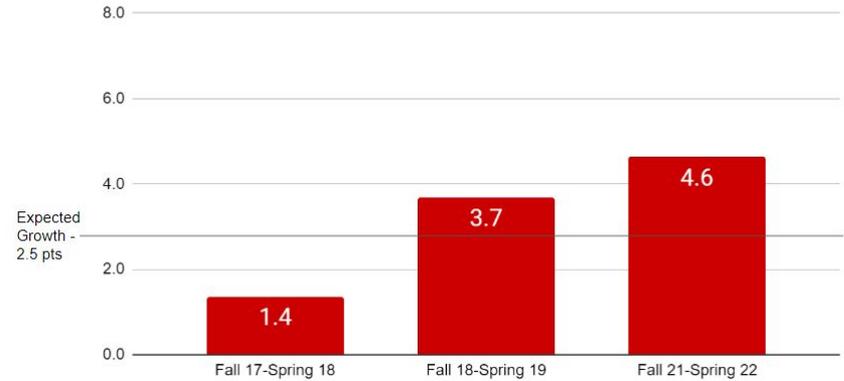
Hinsdale South - Academic Reading 1
Average Fall to Spring MAP Reading Growth



Hinsdale South - Algebraic Reinforcement
Average Fall to Spring MAP Math Growth



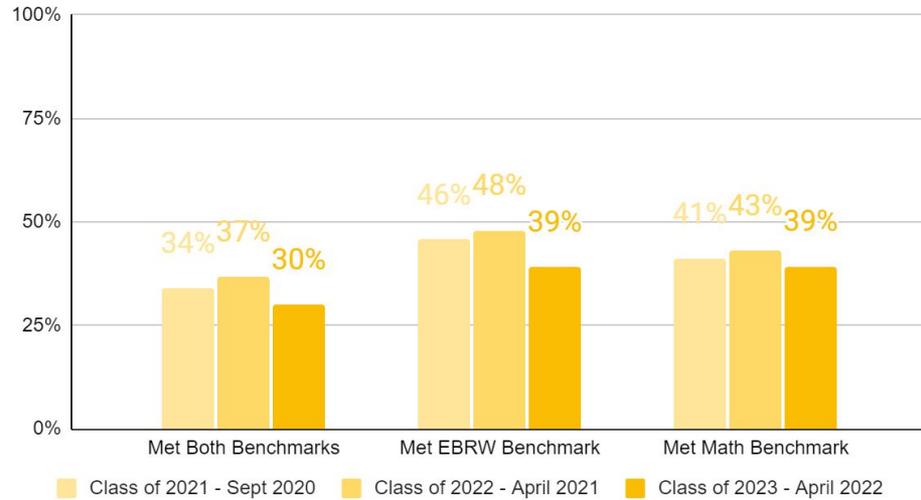
Hinsdale Central - Academic Reading 1
Average Fall to Spring MAP Reading Growth



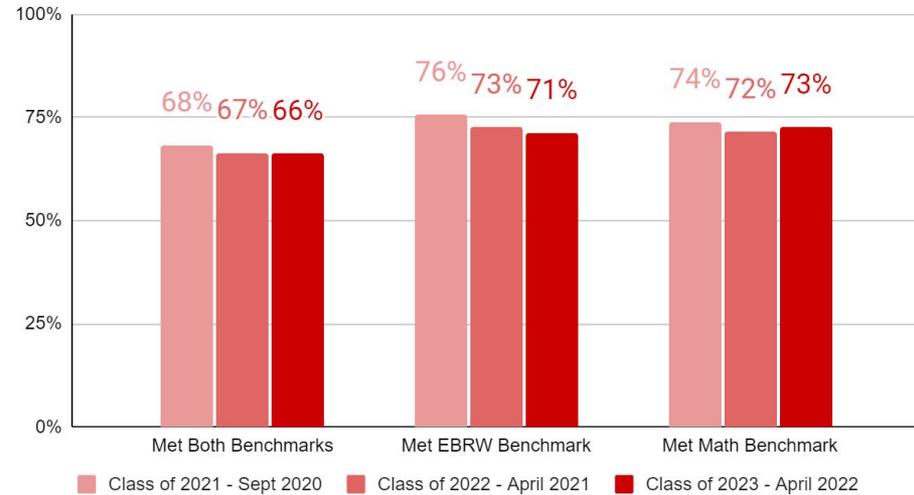
SAT Benchmarks - Pages 46-48 & 58-60



Hinsdale South SAT Benchmarks - Illinois - Class of 2021-2023



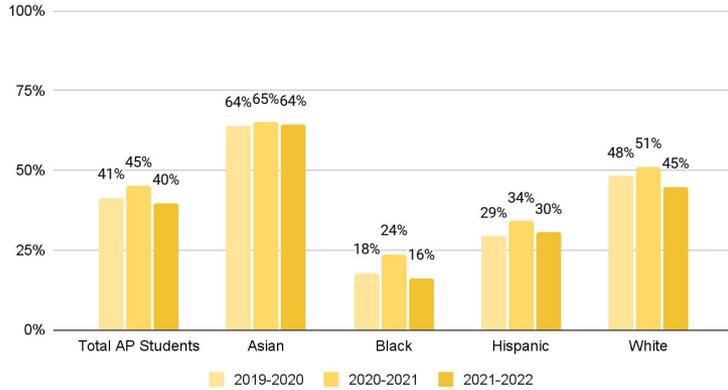
Hinsdale Central SAT Benchmarks - Illinois - Class of 2021-2023



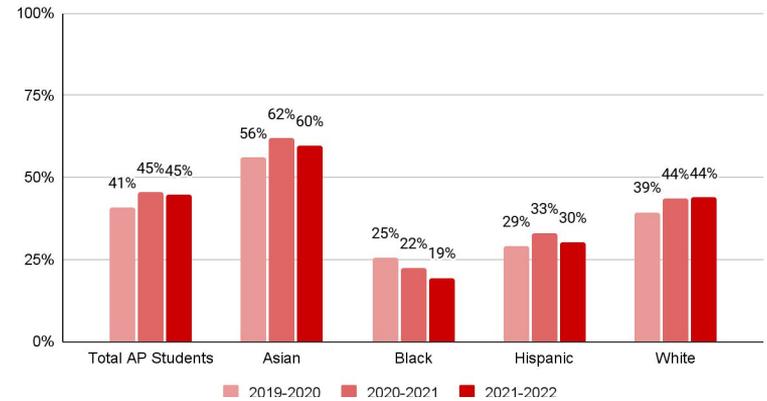
Opportunity Gap - Pages 49-50 & 61-63



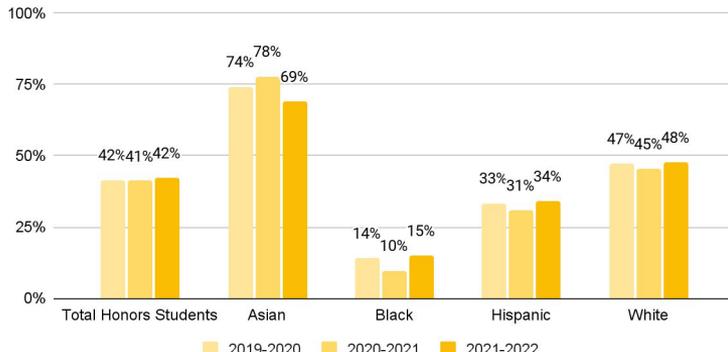
Hinsdale South - Student Enrollment in AP Classes - 2019-2022



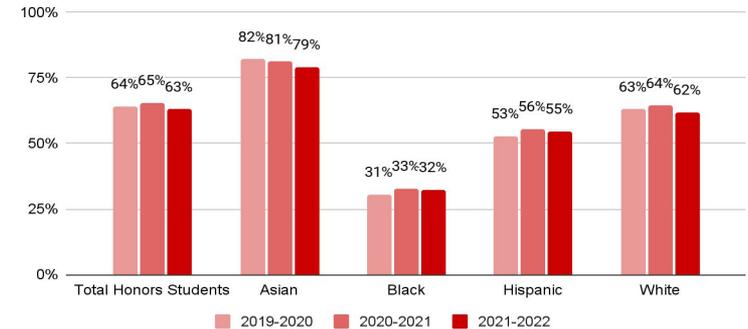
Hinsdale Central - Student Enrollment in AP Classes - 2019-2022



Hinsdale South - Student Enrollment in Honors Courses - 2019-2022



Hinsdale Central - Student Enrollment in Honors Courses - 2019-2022





A Tradition of
EXCELLENCE

Thank You!

86 FORWARD

LEARN

GROW

LEAD