



D86 Illinois School Report Card Review School year 2023-2024

Today's Goal:

**Preview the discussion of the Illinois
Report Card with the full Board.**

(This presentation is required by school code.)

**Collect input and advice from Academic
Committee members.**

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ILLINOIS REPORT CARD
2023-2024

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GAIN A DEEPER UNDERSTANDING OF THE PUBLIC SCHOOLS IN THE STATE OF ILLINOIS

State Snapshot

About the Illinois Report Card

IllinoisReportCard.com is the state's official source for information about public schools across Illinois. The information here will help you act as an informed partner in the education of our children.

Families, researchers, policy makers, and community members can

More Helpful Resources

Explore these helpful sites and tools provided by ISBE and other Illinois state agencies!

<https://www.illinoisreportcard.com/>

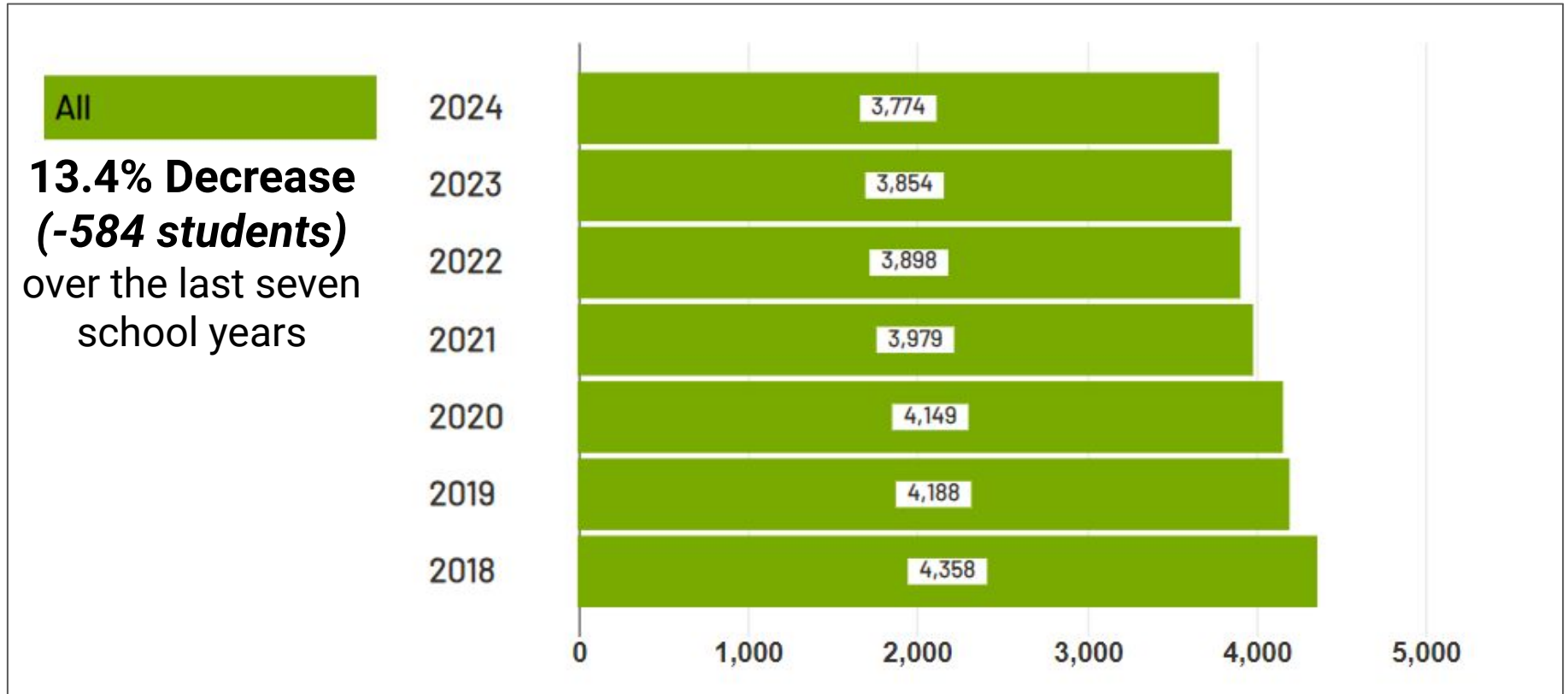
Fundamentally, the Illinois Report Card does three things...

- 1 Annually shares hundreds of ISBE-collected data points about each school and district.
- 2 Provides the Federally-mandated summative ratings to schools.
- 3 Provides districts with information for future planning.

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Enrollment continues to decline across D86.



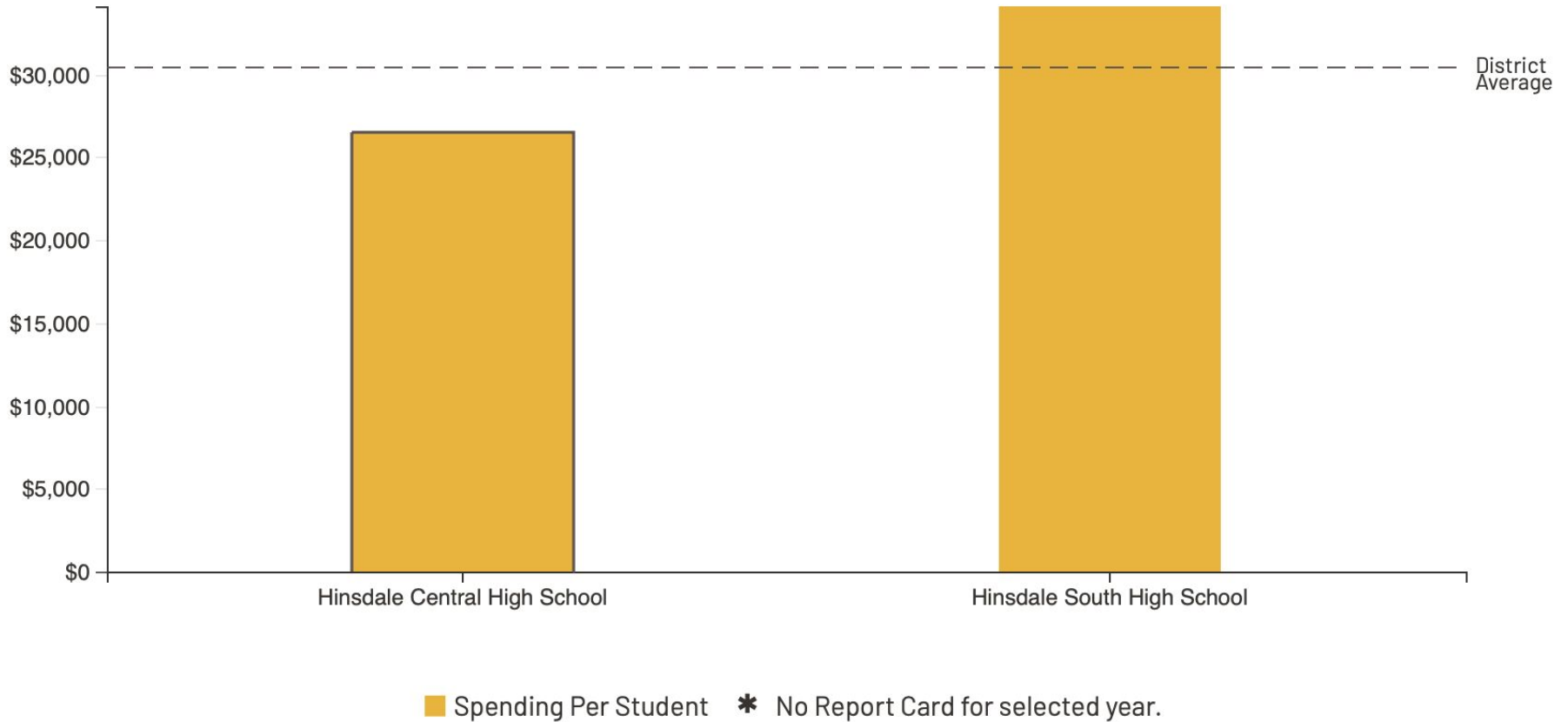
Over the past 7 years, our proportion of Asian and Hispanic students has increased.

	District						
Demographic	2024	2023	2022	2021	2020	2019	2018
Asian	17.1	17.2	17.7	17.1	16.2	15.4	14.7
Black	7.4	7.5	6.8	7.5	7.6	7.9	8.6
Hispanic	13	12.2	10.9	10.4	9.9	8.9	9.2
Two or More	5.1	3.9	2	1.4	1.8	2.7	3
White	57.1	59.1	62.3	63.1	64.2	64.9	64.3

Over the past seven years we see a 166% increase in the proportion of students who are English Learners.

	District						
Demographic	2024	2023	2022	2021	2020	2019	2018
English Learners	5.1	3.3	2.7	2.3	2.1	1.6	1.7
w/ IEPs	13.8	14.9	14.4	13.8	13.3	13	12.6
Low Income Students	15.5	14.7	10.4	12.4	12	13.3	14

The average cost per student in 2023-24 was greater at South than Central.



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ISBE uses eight indicators to determine school summative ratings.

High School

75%

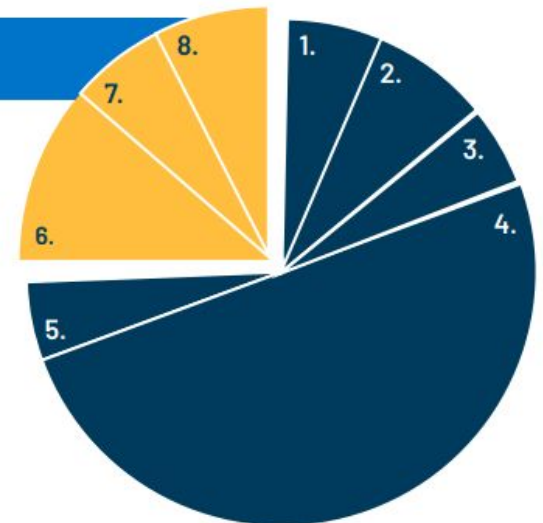
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. *College and Career Readiness**
10. *Fine Arts**



*Indicators not yet included in summative rating

Hinsdale Central and Hinsdale South maintained consistent ratings of exemplary and commendable, respectively.

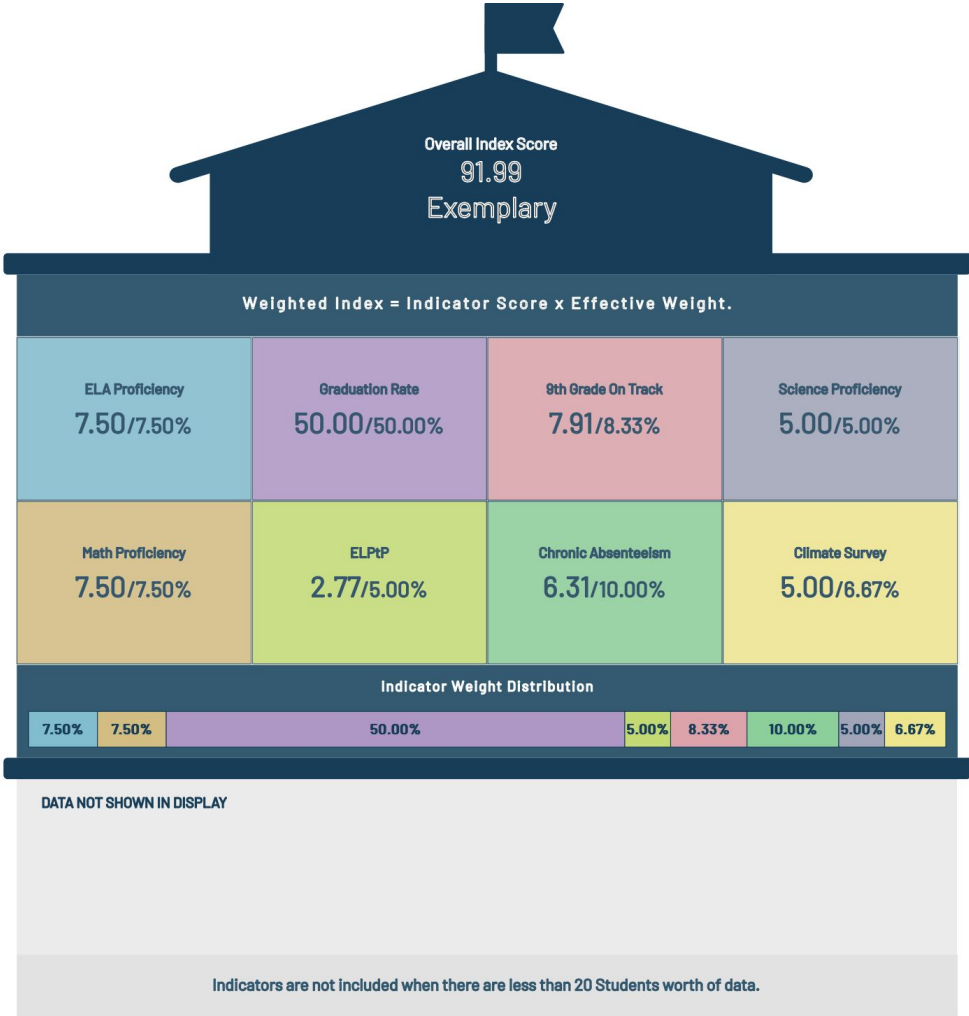
Exemplary	<ul style="list-style-type: none">■ Overall performance in the top 10 percent of all schools■ Must have no underperforming student groups at or below the “all students” group of the lowest-performing 5 percent of schools■ High schools must have a graduation rate higher than 67 percent
Commendable	<ul style="list-style-type: none">■ Overall performance not in the top 10 percent of all schools■ Must have no underperforming student groups at or below the “all students” group of the lowest-performing 5 percent of schools■ High schools must have a graduation rate higher than 67 percent

For school year 2023-24:

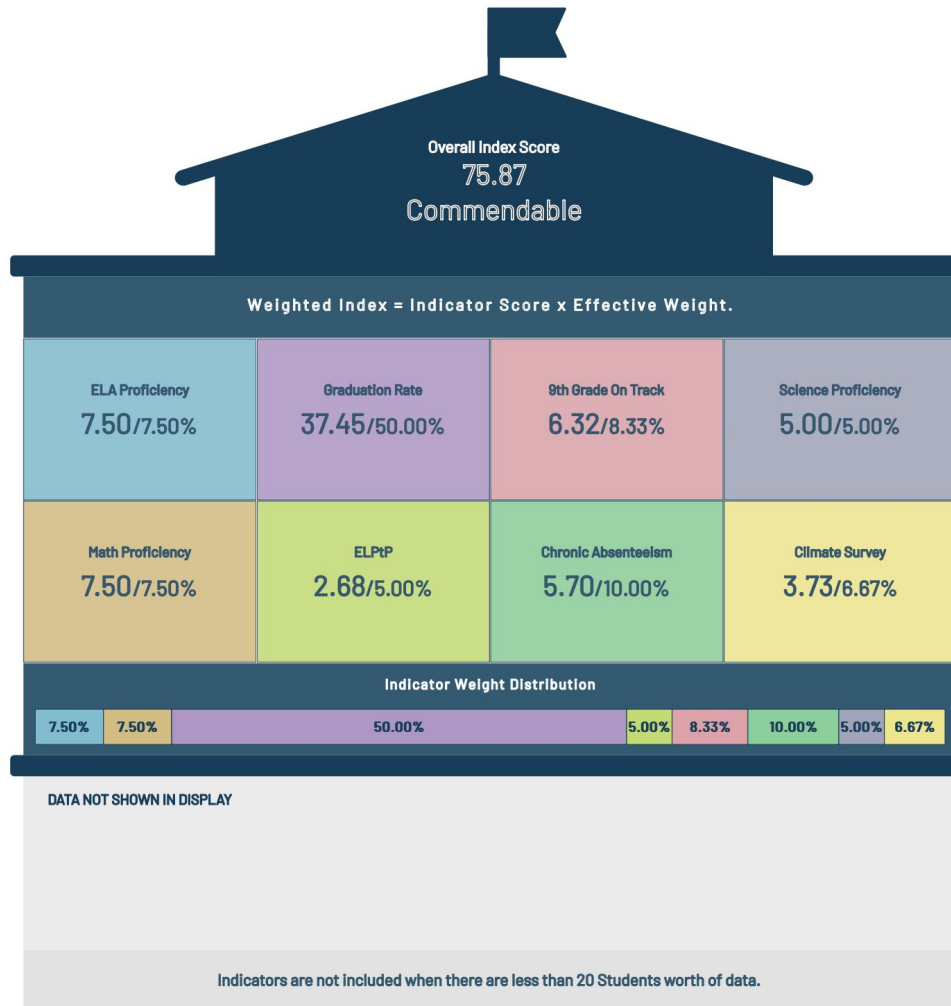
Hinsdale Central earned an “exemplary” rating.

Hinsdale South earned a “commendable” rating.

Hinsdale Central HS has a rating of exemplary.



Hinsdale South HS has a rating of commendable.



In 2023-24, 71 high schools deemed “exemplary”.

Annawan CUSD 226: Annawan High School	Galena USD 120: Galena High School	Naperville CUSD 203: Naperville North High School
Ball Chatham CUSD 5: Glenwood High School	Geneseo CUSD 228: Geneseo High School	New Trier Twp HSD 203: New Trier Township H S Winnetka
Batavia USD 101: Batavia Sr High School	Geneva CUSD 304: Geneva Community High School	New Trier Twp HSD 203: New Trier Township H S Northfield
Brimfield CUSD 309: Brimfield High School	Gibson City-Melvin-Sibley CUSD 5: GCMS High School	Orion CUSD 223: Orion High School
Brussels CUSD 42: Brussels High School	Grant Park CUSD 6: Grant Park High School	Pearl City CUSD 200: Pearl City High School
Byron CUSD 226: Byron High School 9-12	Highland CUSD 5: Highland High School	Princeville CUSD 326: Princeville High School
Carterville CUSD 5: Carterville High School	Hinsdale Twp HSD 86: Hinsdale Central High School	Riverdale CUSD 100: Riverdale Sr High School
Central CHSD 71: Central Comm High School	Hononegah CHD 207: Hononegah CHD High School	Riverside-Brookfield Twp SD 208: Riverside Brookfield Twp HS
Chicago Public Schools 299: Payton College Preparatory HS	Indian Prairie CUSD 204: Neuqua Valley High School	Rochester CUSD 3A: Rochester High School
CHSD 128: Libertyville High School	Indian Prairie CUSD 204: Metea Valley High School	Shelbyville CUSD 4: Shelbyville High School
CHSD 128: Vernon Hills High School	Lake Forest CHSD 115: Lake Forest High School	Stewardson-Strasburg CUD 5A: Stewardson-Strasburg High School
CHSD 155: Prairie Ridge High School	Lake Zurich CUSD 95: Lake Zurich High School	Teutopolis CUSD 50: Teutopolis High School
Columbia CUSD 4: Columbia High School	Lemont Twp HSD 210: Lemont Twp High School	Township HSD 211: J B Conant High School
County of Woodford School: Metamora High School	Lena Winslow CUSD 202: Lena-Winslow High School	Township HSD 211: Wm Fremd High School
CUSD 200: Wheaton Warrenville South H S	Lexington CUSD 7: Lexington High School	Township HSD 211: Schaumburg High School
CUSD 200: Wheaton North High School	Liberty CUSD 2: Liberty High School	Township HSD 214: John Hersey High School
CUSD 201: Westmont High School	Lincoln Way CHSD 210: Lincoln-Way Central High School	Tremont CUSD 702: Tremont High School
Dakota CUSD 201: Dakota Jr Sr High School	Lincoln Way CHSD 210: Lincoln-Way East High School	Tri Valley CUSD 3: Tri-Valley High School
Deer Creek-Mackinaw CUSD 701: Dee-Mack High School	Lisle CUSD 202: Lisle High School	Triad CUSD 2: Triad High School
Dunlap CUSD 323: Dunlap High School	Lyons Twp HSD 204: Lyons Twp High Sch	Twp HSD 113: Deerfield High School
Erie CUSD 1: Erie High School	Mahomet-Seymour CUSD 3: Mahomet-Seymour High School	Waterloo CUSD 5: Waterloo High School
Eureka CUD 140: Eureka High School	Maroa Forsyth CUSD 2: Maroa-Forsyth Senior High Sch	Wethersfield CUSD 230: Wethersfield Jr/Sr High School
Forrestville Valley CUSD 221: Forreton Jr/Sr High Sch	Mascoutah CUD 19: Mascoutah High School	Williamsville CUSD 15: Williamsville High School
Freeburg CHSD 77: Freeburg Community High Sch	Mt Zion CUSD 3: Mt Zion High School	

The weighted score on indicators reveal areas of focus and potential growth for each school.

ISBE Indicators of School Success	ISBE Indicator Weight	Hinsdale South "commendable"	Hinsdale Central "exemplary"
		Weighted Score	Weighted Score
Graduation Rate	50.00%	37.45	50.00
Chronic Absenteeism	10.00%	5.70	6.31
9th Grade On Track	8.33%	6.32	7.91
ELA Proficiency	7.50%	7.50	7.50
Math Proficiency	7.50%	7.50	7.50
Climate Survey	6.67%	3.73	5.00
Science Proficiency	5.00%	5.00	5.00
ELPtP	5.00%	2.68	2.77
Overall	100%	75.87	91.99

The majority of weighted score categories improved or stayed the same across the district. Compare to the 2022-23 school year.

ISBE Indicators of School Success	ISBE Indicator Weight	Hinsdale South "commendable"	Hinsdale Central "exemplary"
		Weighted Score	Weighted Score
Graduation Rate	50.00%	37.45	50.00
Chronic Absenteeism	10.00%	0.71 ▲ 5.70	0.34 ▲ 6.31
9th Grade On Track	8.33%	0.46 ▼ 6.32	0.03 ▲ 7.91
ELA Proficiency	7.50%	7.50	7.50
Math Proficiency	7.50%	7.50	7.50
Climate Survey	6.67%	0.93 ▼ 3.73	0.43 ▼ 5.00
Science Proficiency	5.00%	5.00	5.00
ELPtP	5.00%	1.04 ▲ 2.68	0.10 ▲ 2.77
Overall	100%	0.36 ▲ 75.87	0.14 ▲ 91.99

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SAT English Language Arts

SAT Mathematics

Illinois Science Assessment

Graduation Rate

Chronic Absenteeism

SAT English Language Arts

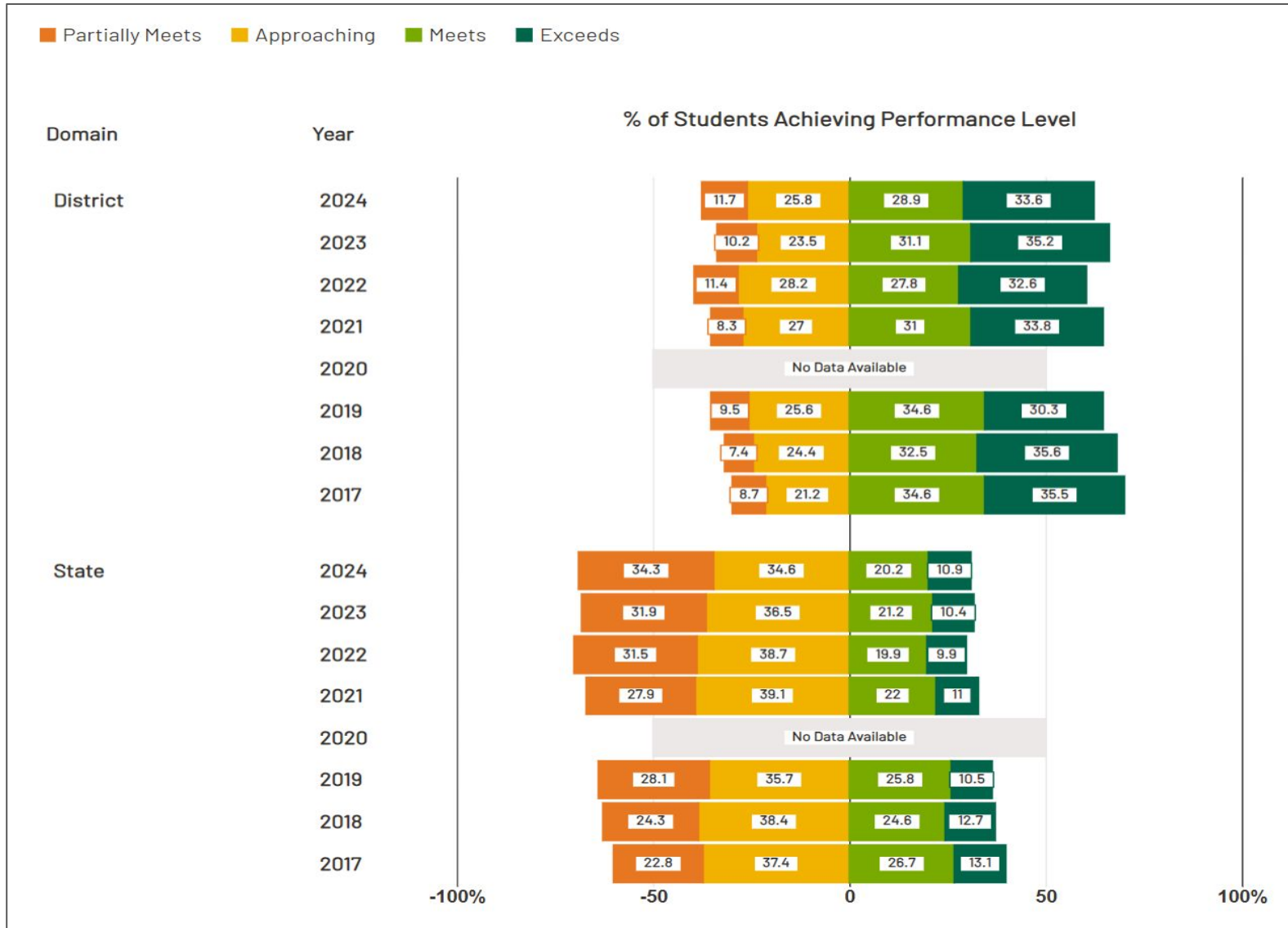
SAT Mathematics

Illinois Science Assessment

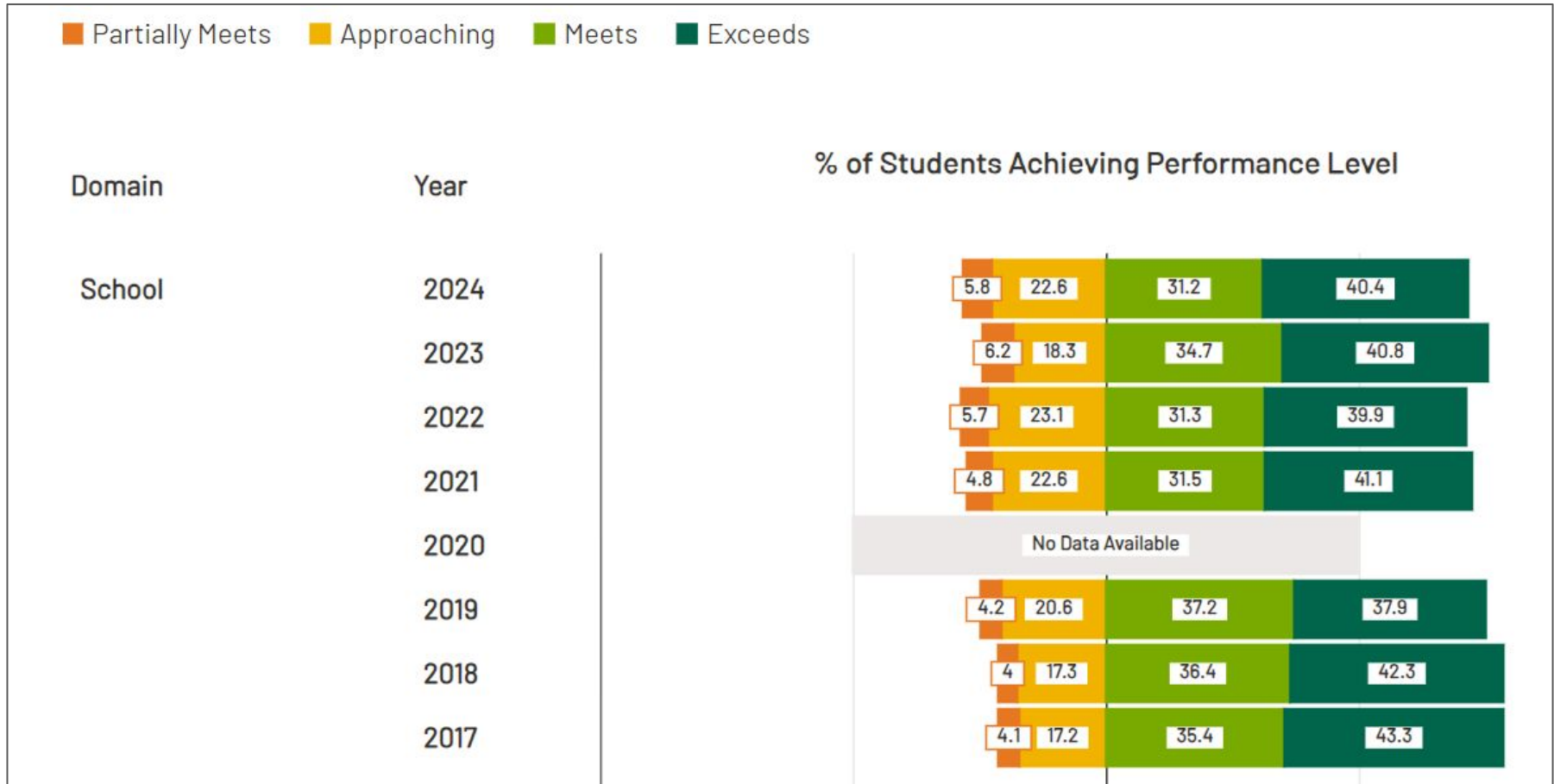
Graduation Rate

Chronic Absenteeism

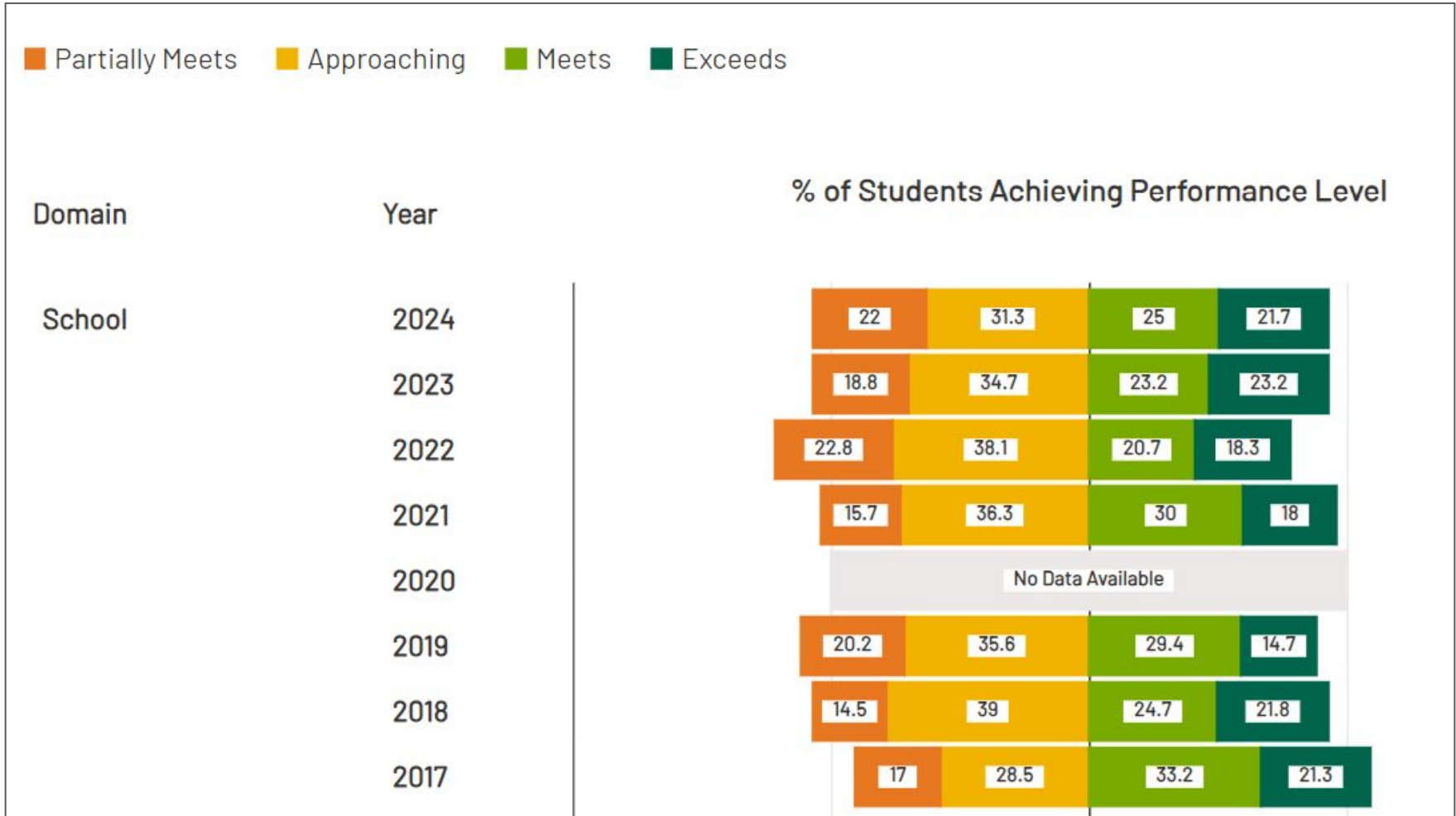
Year-over-year, D86 students scored slightly lower than 2023 and slightly higher than 2022 on the ELA component of the SAT.



Mirroring district-wide scores, Central students scored slightly lower than 2023 and slightly higher than 2022 on the ELA component of the SAT.



South saw a slight increase year-over-year in the percentage of students reaching the meets/exceeds benchmark in ELA.



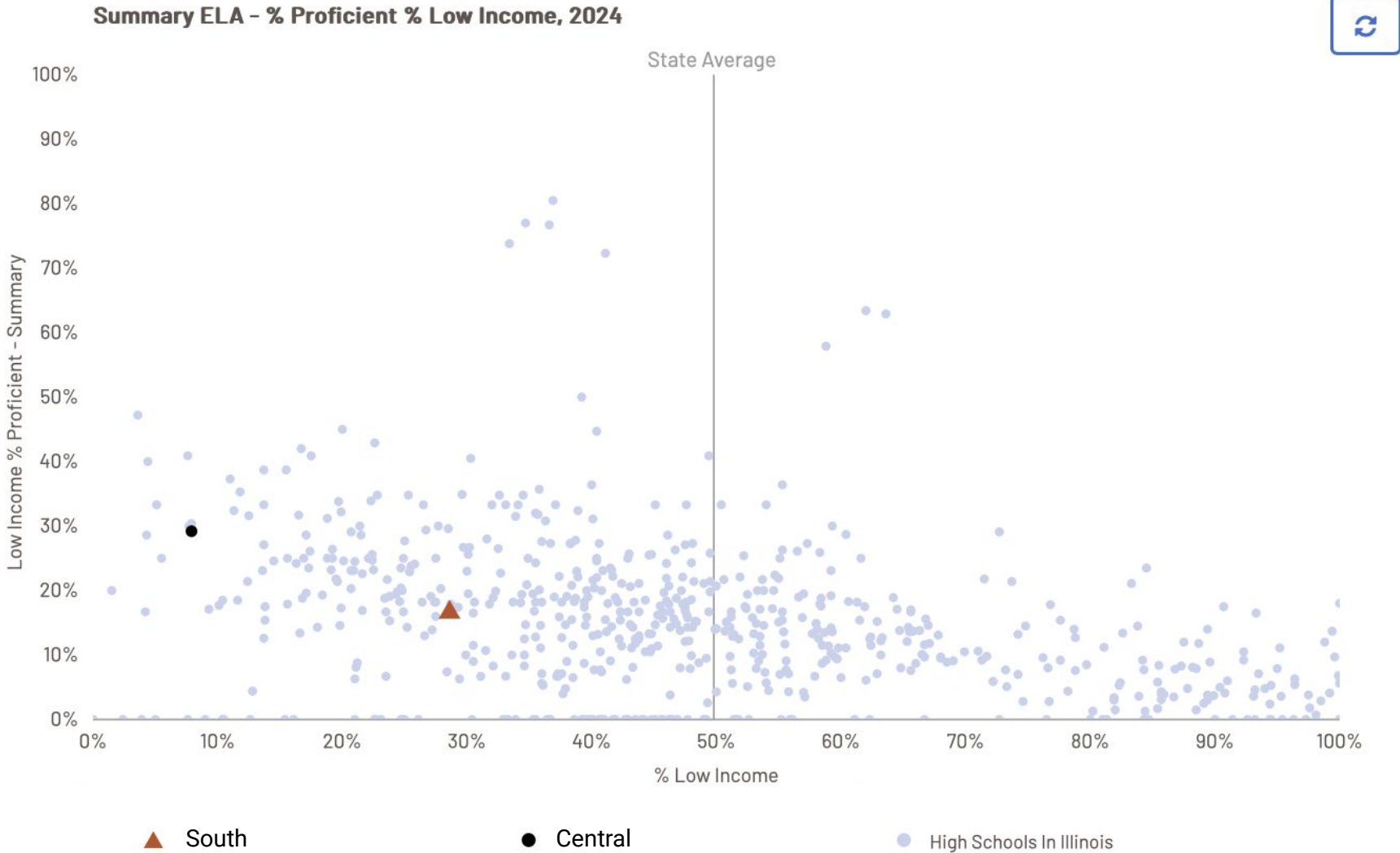
On PSAT 10 to SAT EBRW growth, both schools generally overperform national expectations.

school	PSAT10 EBRW Quartile	1 Below	2 Within	3 Above	Grand Total
Hinsdale Central High School	1	1%	3%	1%	4%
	2	1%	10%	2%	13%
	3	3%	15%	4%	23%
	4	8%	40%	11%	60%
Hinsdale Central High School Total		13%	68%	19%	100%
Hinsdale South High School	1	3%	13%	3%	19%
	2	4%	16%	1%	20%
	3	4%	16%	3%	23%
	4	4%	26%	7%	37%
Hinsdale South High School Total		14%	71%	14%	100%

Based on [Student-Level Growth Estimates for the SAT® Suite of Assessments](#). Nationally, expect 16% below, 68% within, and 16% above.

Similar results for students with IEPs, 504s, and designated as free-or-reduced lunch, though sample sizes are small.

In ELA, D86 schools perform similar to other schools in IL with students who are low income.



SAT English Language Arts

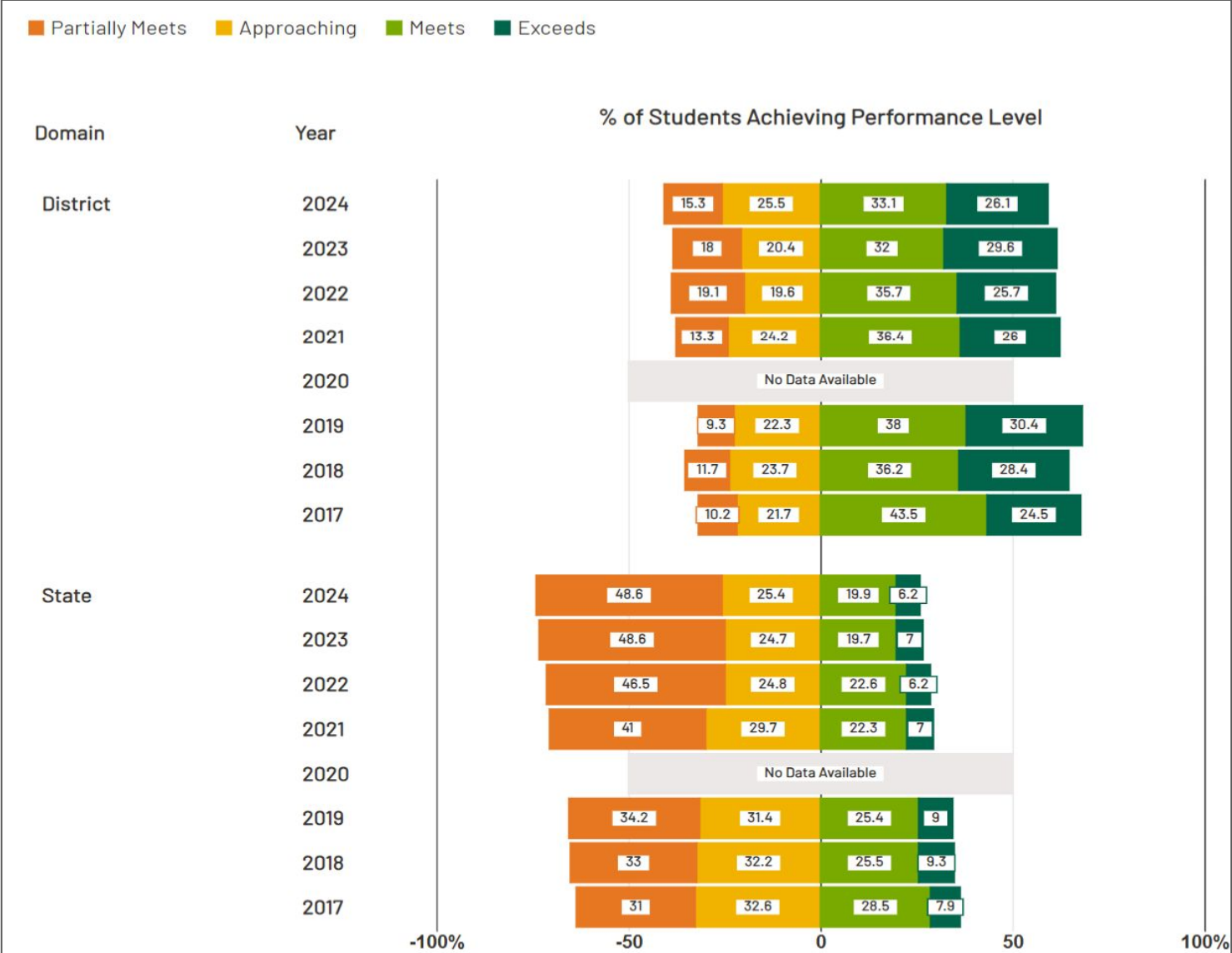
SAT Mathematics

Illinois Science Assessment

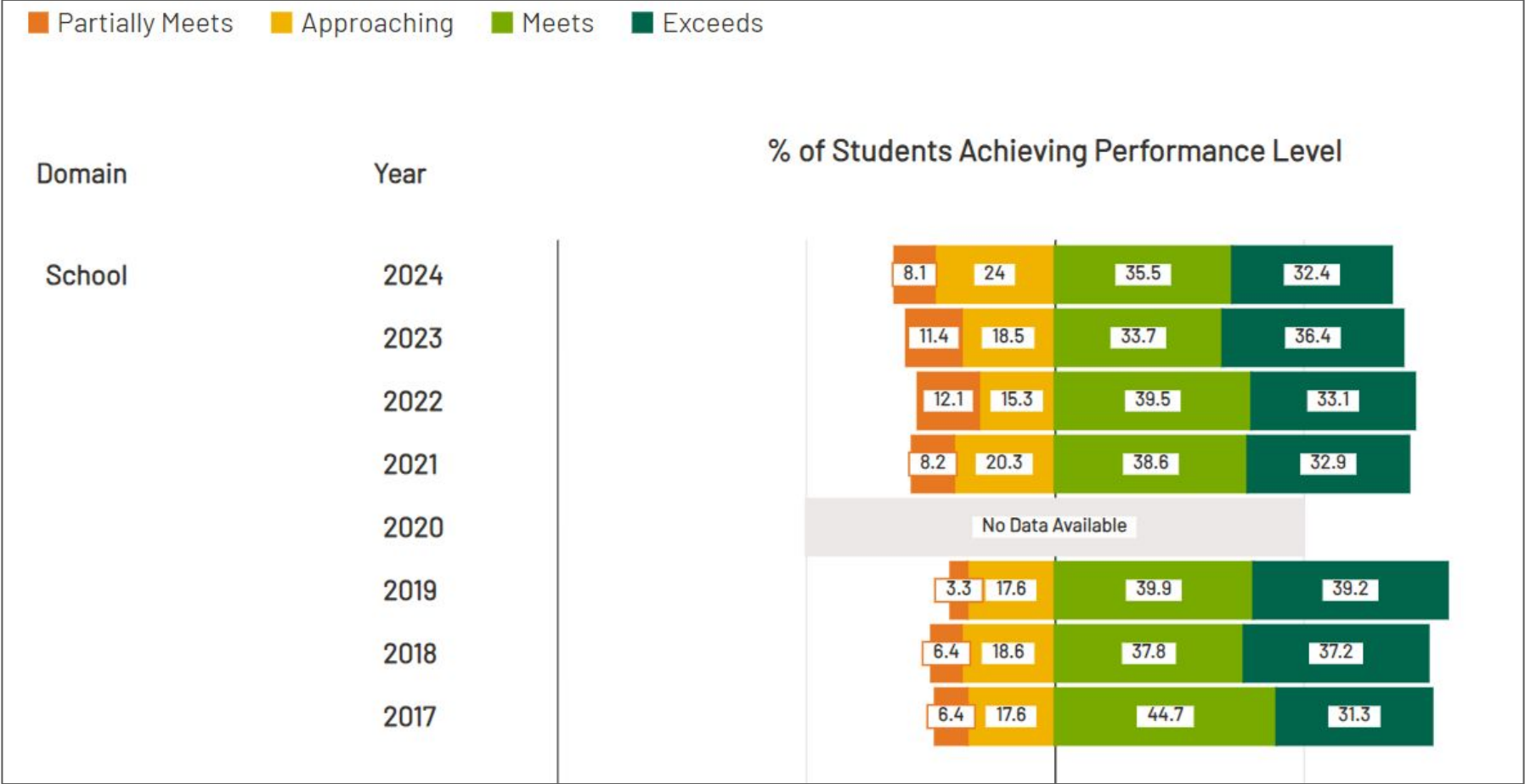
Graduation Rate

Chronic Absenteeism

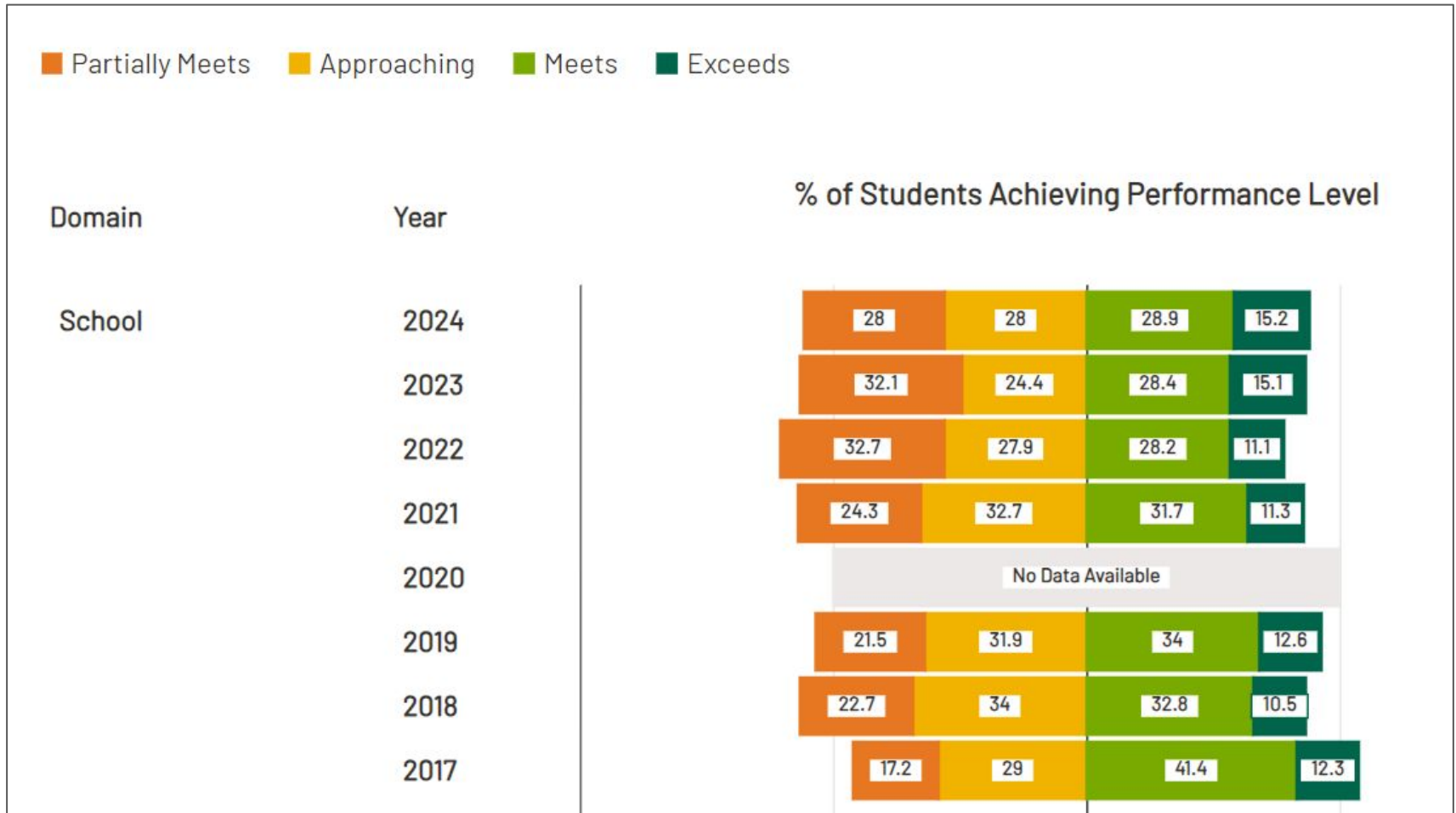
Year-over-year, fewer D86 students reached the meets/exceeds benchmark on the mathematics component of the SAT.



Although the percentage of Central students reaching the meets/exceeds benchmark in Mathematics decreased, Central saw the lowest percentage of students partially meeting standards since 2019.



South saw a slight increase year-over-year in the number of students reaching the meets/exceeds benchmark in mathematics.



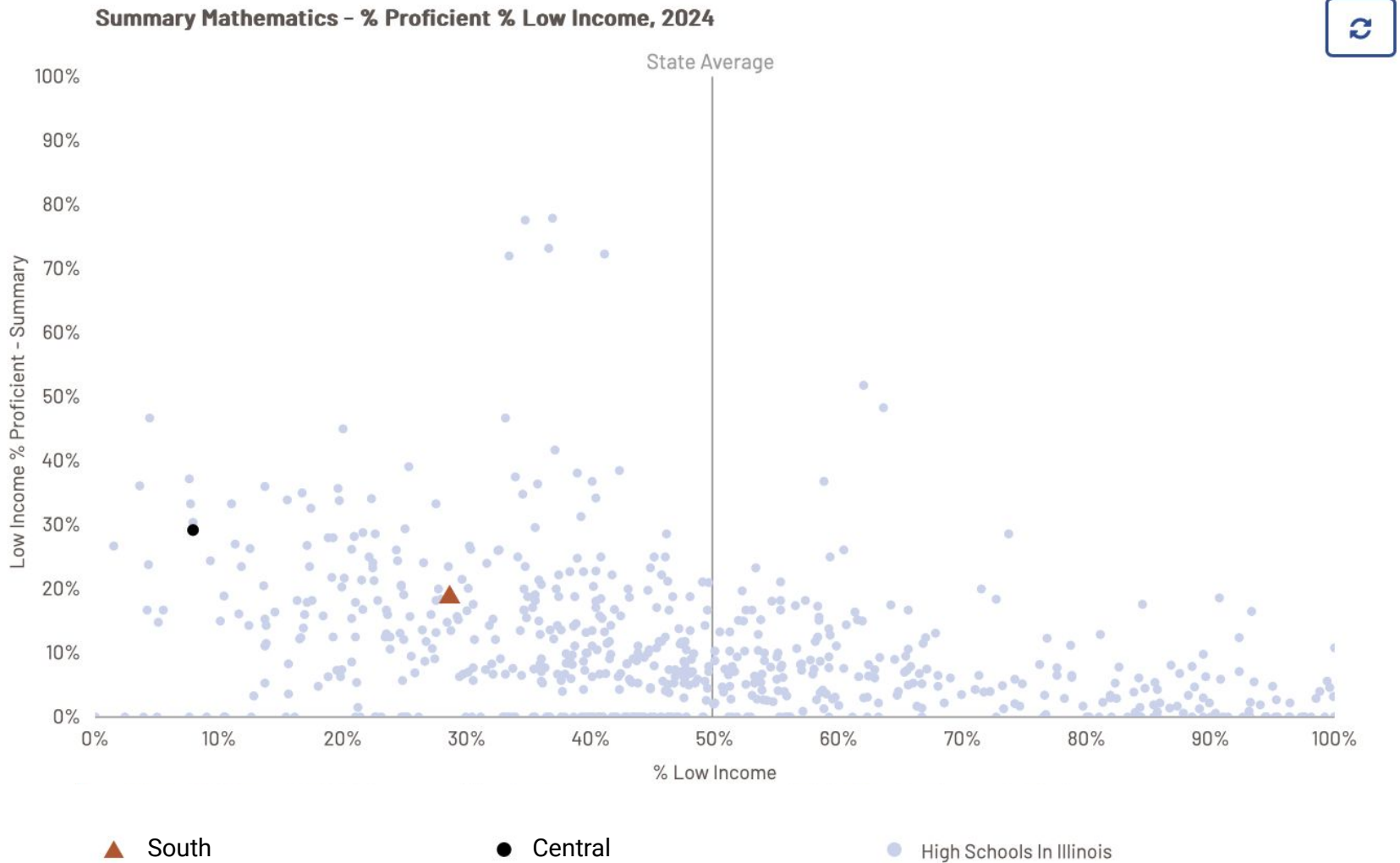
On PSAT 10 to SAT mathematics growth, both schools generally overperform national expectations.

school	PSAT10 Math Quartile	1 Below	2 Within	3 Above	Grand Total
Hinsdale Central High School	1	0%	2%	1%	4%
	2	1%	10%	1%	13%
	3	3%	19%	3%	25%
	4	4%	45%	9%	58%
Hinsdale Central High School Total		8%	77%	15%	100%
Hinsdale South High School	1	1%	15%	3%	19%
	2	4%	20%	2%	27%
	3	2%	15%	5%	22%
	4	1%	25%	6%	32%
Hinsdale South High School Total		8%	75%	16%	100%

Based on [Student-Level Growth Estimates for the SAT® Suite of Assessments](#). Nationally, expect 16% below, 68% within, and 16% above.

Similar results for students with IEPs, 504s, and designated as free-or-reduced lunch, though sample sizes are small.

In Mathematics, D86 schools perform similar to other schools in IL with students who are designated low income.



SAT English Language Arts

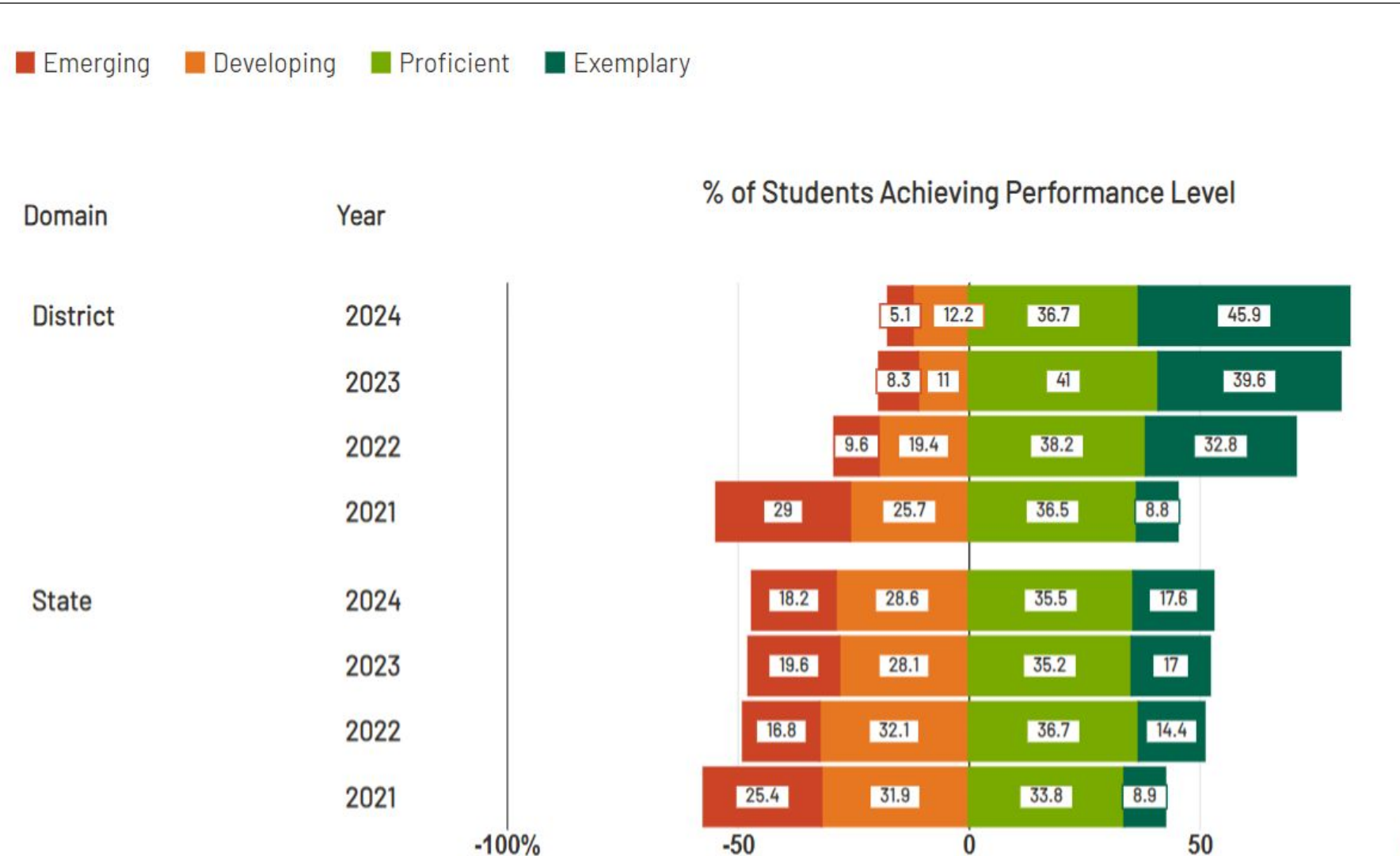
SAT Mathematics

Illinois Science Assessment

Graduation Rate

Chronic Absenteeism

D86 students scored the highest ever on the Illinois Science Assessment.



SAT English Language Arts

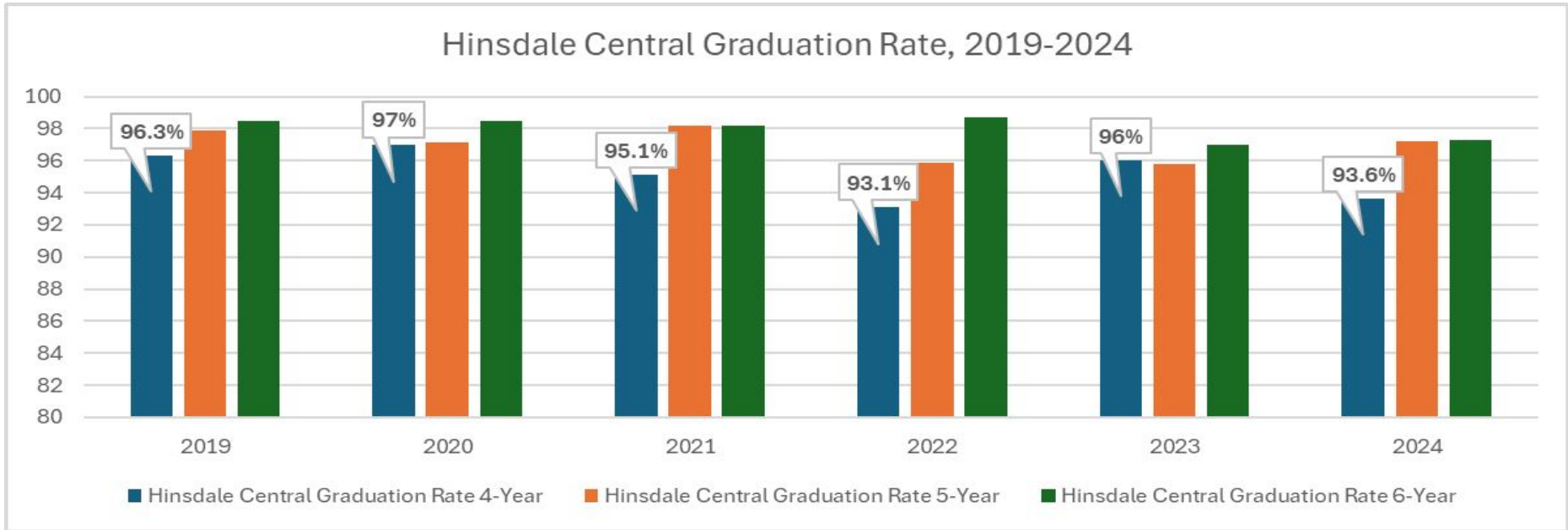
SAT Mathematics

Illinois Science Assessment

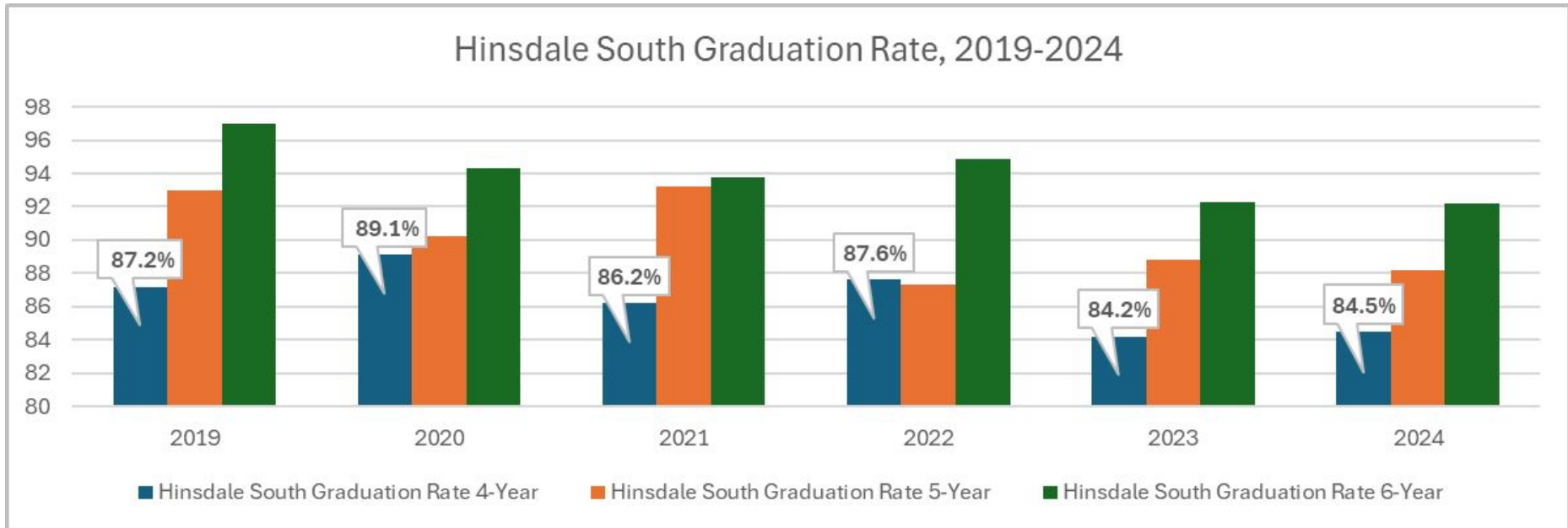
Graduation Rate

Chronic Absenteeism

Central's graduation rate has been consistent for the past 5 years.



South's 4-year graduation rate is up in 2023-24, but has been decreasing over the past 5 years.



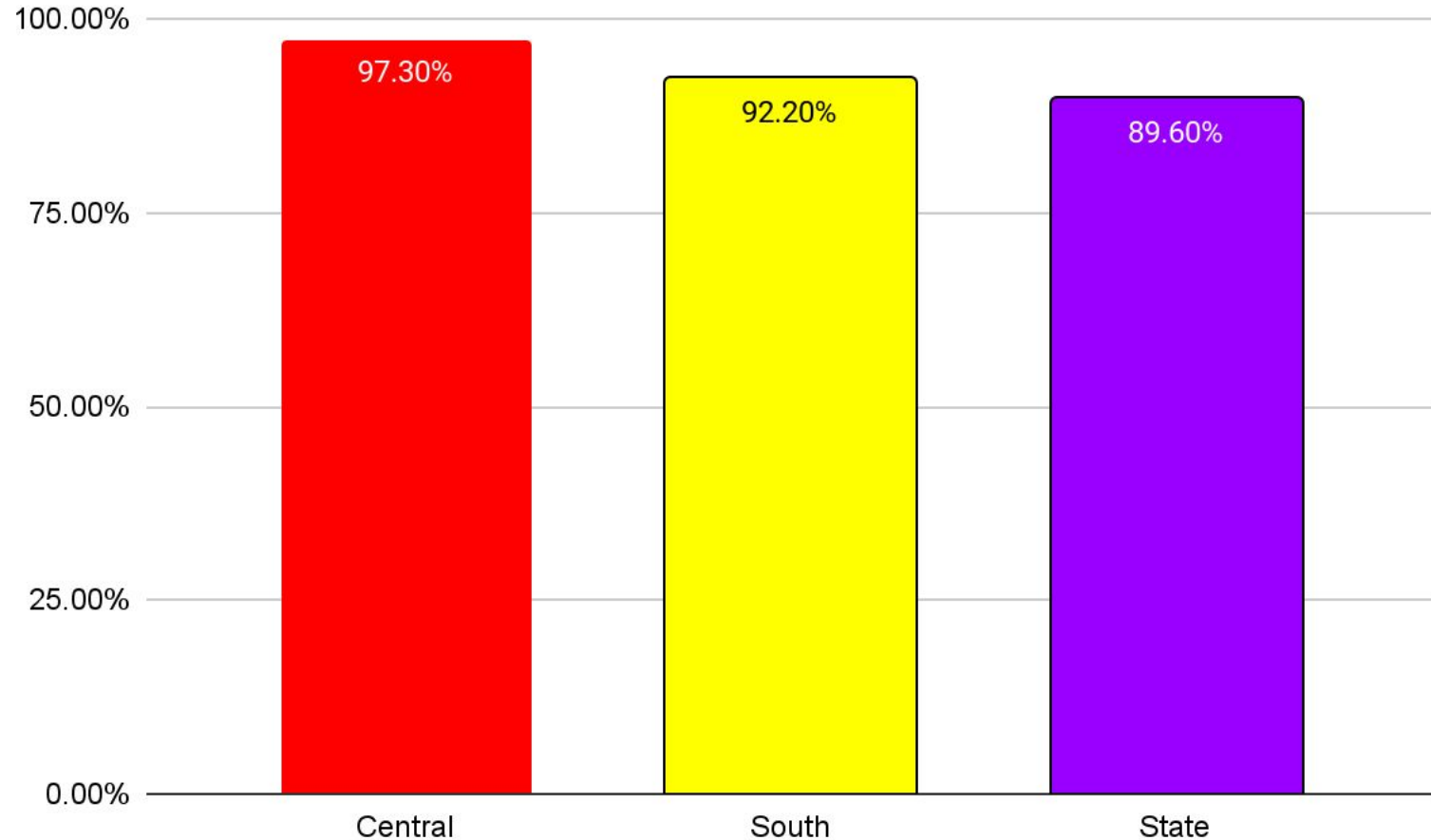
Students impact the cohort graduation rate for different reasons.

2023-24 4-year Cohort Exit Reason	Central	South
Retained in Same Grade at TC	17	23
Retained in Same Grade not at TC	1	4
Dropped Out	1	1
Transfer to GED program	1	0
Promotion	18	9
Move outside attendance area; not known to be continuing	0	7
Total	38	44

Students impact the cohort graduation rate for different reasons.

2023-24 4-year Cohort Exit Reason	Central	South
Retained in Same Grade at TC	17	23
Retained in Same Grade not at TC	*	*
Dropped Out	*	*
Transfer to GED program	*	*
Promotion	18	*
Move outside attendance area; not known to be continuing	*	*
Total	38	44

Our 6-year graduation rate in 2023-24 is higher than the state average at both schools.



SAT English Language Arts

SAT Mathematics

Illinois Science Assessment

Graduation Rate

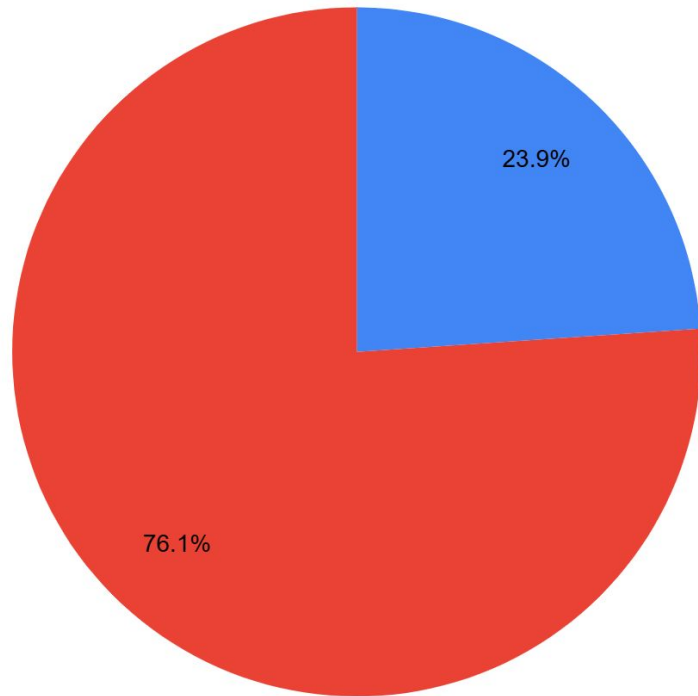
Chronic Absenteeism

Chronic Absenteeism in 2023-24 decreased from the previous year, though is still considerably higher than pre-pandemic.

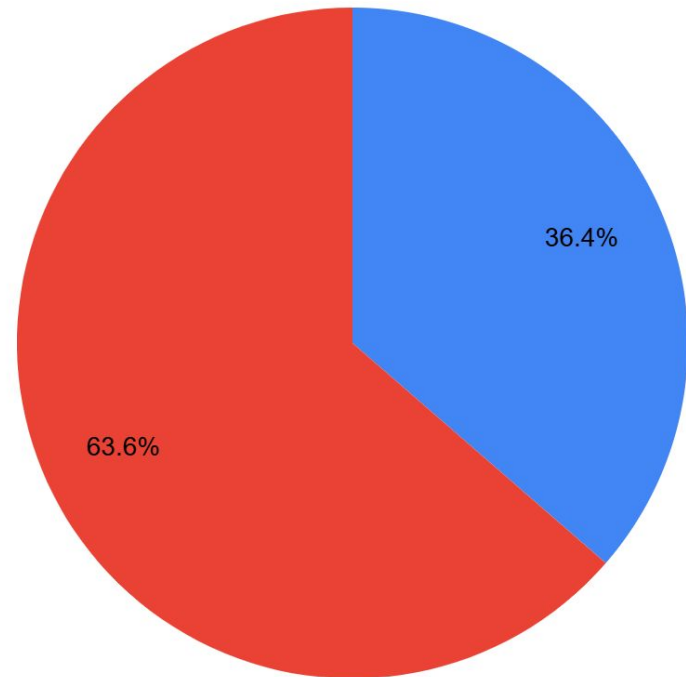


A student is chronically absent if they miss 10% or more days of school for any reason.

Hinsdale Central Attendance



Hinsdale South Attendance



● Unexcused Absent ● Excused Absent

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In 2024-25, several strategies are in place to improve academic outcomes.

Collaborative professional learning communities focused on formative and summative student assessments aligned to common standards.

Embedded instructional coaching model, consisting of 8 coaches (2.6 FTE) providing support to teachers.

The district leverages 3 Professional Learning Days (“DIP days”) per year as allocated by the Collective Bargaining Agreement to support professional learning experiences for teachers.

Continued development of academic student supports and interventions.

In 2024-25, we are spending considerable time learning about how the expectations on the ACT differ from those on the SAT.

In 2024-25, several initiatives underway to improve 9th grade on track rates.

Academic and social-emotional learning supports focus on early intervention for 9th grade students.

Enhanced communication of progress toward graduation on semester report cards.

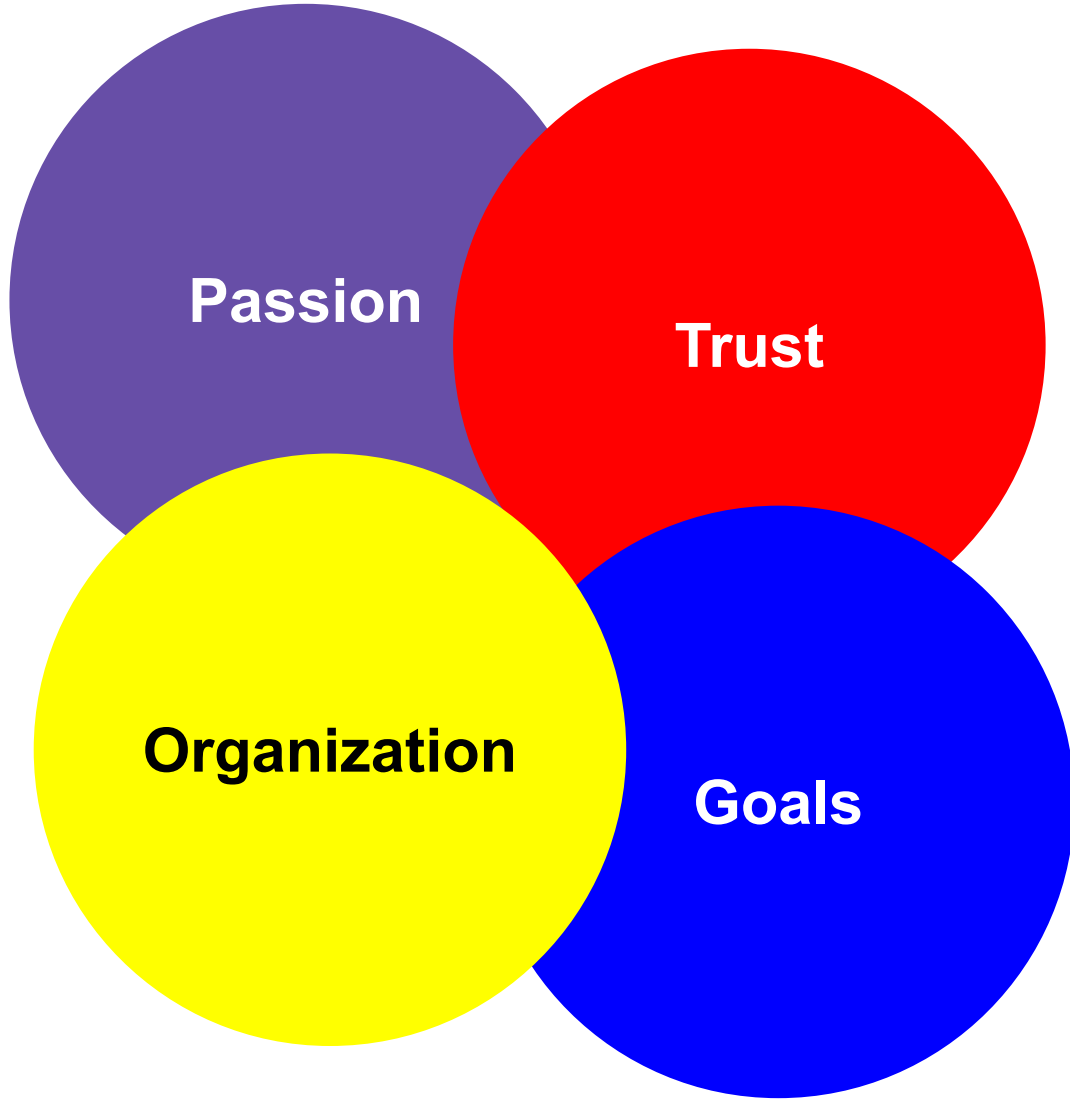
Developing a Postsecondary and Career Expectations (PaCE) framework, to increase the relevance of classwork for students.

In 2024-25, we continue to focus on chronic absenteeism.

ATTENDANCE STRATEGIES & INTERVENTIONS

Background: The following is a guide to the intervention/supportive measures that may be implemented with each student. Please note that interventions will be individualized for each student to find the most appropriate solution(s) to support the student, including interventions for students with individualized education programs (IEP) and Section 504 plans; thus not every intervention will be automatically applied to each student.

TOTAL ABSENCES (Excused & Unexcused)	DESCRIPTION	STRATEGIES/SUPPORTIVE MEASURES <i>Following is a list of options that will be individualized and/or may be applied for each student, including students with a Section 504 Plan and/or individualized education program.</i>
8 absences <i>(In any 50-min period)</i>	<ul style="list-style-type: none"> Any student who has 8 absences (50-minute periods) from any one class per semester. 	<p><u>Tier 1 Strategies/Supportive Measures</u></p> <ul style="list-style-type: none"> Positive attendance strategies The teacher calls the family and may follow up with an email Attendance emails will be sent home to families from the Dean's Office
12 absences <i>(In any 50-min period)</i>	<ul style="list-style-type: none"> Any student who has 12 absences (50-minute periods) from any one class per semester 	<p><u>Tier 2 Strategies/Supportive Measures</u></p> <p>Any Tier 1 Interventions, plus:</p> <ul style="list-style-type: none"> Meeting with a member of the Student Services Team Loss of field trip permission Assigned to guided study hall (Academy) Removal of off-campus lunch (Currently South Only) Check-in / check-out process Class changes (drop, level change, period change) Required academic supports Required doctor's notes per absence Potential disciplinary consequences School Refusal Assessment Parent/Guardian Meeting
16 absences <i>(In any 50-min period)</i>	<ul style="list-style-type: none"> Any student who has 16 absences (50-minute periods) from any one class per semester 	<p><u>Tier 3 Strategies/Supportive Measures</u></p> <p>Any Tier 2 Interventions, plus:</p> <ul style="list-style-type: none"> Student Success Plan (behavior intervention plan for students with IEPs) Improved attendance rewards Home Visits Assigned to guided study hall (Achieve) Pass/Fail course Suspension of Social Extra-Curricular Activities Hallway pass restriction
25+ absences <i>(In any 50-min period)</i>	<ul style="list-style-type: none"> Any student who has 25 absences (50-minute periods) from any one class per semester 	<p><u>Continued Tier 3 Strategies/Supportive Measures</u></p> <p>Any Tier 3 Interventions above, plus:</p> <ul style="list-style-type: none"> Withdraw Pass (WP) or Withdraw Fail (WF) for students who have not attended enough class periods (seat time) to earn credit WF could revert to a "No Credit" (NC) if a student successfully retakes and passes the course



Passion

Trust

Organization

Goals



Like a team

OUR MISSION

WHY WE EXIST

Empowering students to pursue their ideal future by acquiring the skills and knowledge to collaborate, create and connect in an ever-changing world

OUR VALUES

WHAT WE STAND FOR

- Access
- Accountability
- Diversity
- Equity
- Excellence
- Perseverance
- Resiliency
- Respect
- Trust



District 86 will set the standard for excellence. In five years, the District will use the following components:

Coherent System	District 86, its two high schools, fosters respect, voice, and engagement, and goals unites the efforts of all students that meet the needs of all students.
Critical Competencies	District curriculum, founded on a school link to the life skills and communication. Learn to be a global citizen. Learn to be a global leader.
Multiple Measures for Success	Student, team or department information system of improvement of performance report progress. Improve performance.
Student Well-Being	Students feel safe, secure, and engaged. Culture, programs, and services report they feel well-prepared for the future.
Innovative Teaching and Learning Practices	Engaging teaching practices demonstrate to demonstrate their knowledge and interests.
Facilities	The facilities are multiple purposes for innovation and accessibility.
Collaboration and Communication Partnerships	Internal and external communication and information are used to further partnership.

OUR VISION

WHERE WE ARE HEADED

WHAT WE WILL ACHIEVE

OUR GOALS AND STRATEGIES

WHAT IS OUR

Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Student Growth and Achievement	Learning Environment	Work Environment	Family and Community Connections	Resource Management
All students are engaged in a rigorous education resulting in college, career, and life readiness	The learning environment promotes student well-being	Systems promote staff engagement, collaboration, innovation, satisfaction, and accountability	Families and the community are engaged as valued partners in the education process	Financial, facilities, technological resources with District goals and core values
Key Performance Measures will be established for all goals and strategies to monitor and report progress.				
High Priority Strategies	High Priority Strategies	High Priority Strategies	High Priority Strategies	High Priority Strategies
<ol style="list-style-type: none"> Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests Students use their individual data to shape decisions about career and life readiness 	<ol style="list-style-type: none"> Optimize the school day and calendar to meet individual student needs and promote student well-being Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes Best practices improve student social and emotional skills, and reduce excessive stress 	<ol style="list-style-type: none"> Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence A meaningful data and information system improves goal setting, analysis, progress monitoring, and reporting of performance across all functions District 86 and sender K-8 districts collaborate to inform instruction and to develop a pathway linking elementary, middle, and high school experiences 	<ol style="list-style-type: none"> Communication and collaboration with families and the community give them voice and opportunities for engagement and input and create new partnerships, all of which build trust and unity in the District 86 community Partnerships with the community enhance student vocational, career, and life readiness 	<ol style="list-style-type: none"> Resources are equitably distributed to meet the needs of students as well as achieve the mission, vision, goals and strategies of the strategic plan Facilities make both school and community safe, equitable and optimal for teaching and learning practices Infrastructure, accessibility, and safety-deficiencies are addressed A sustainable maintenance and technological infrastructure plan is implemented

Understand the plan

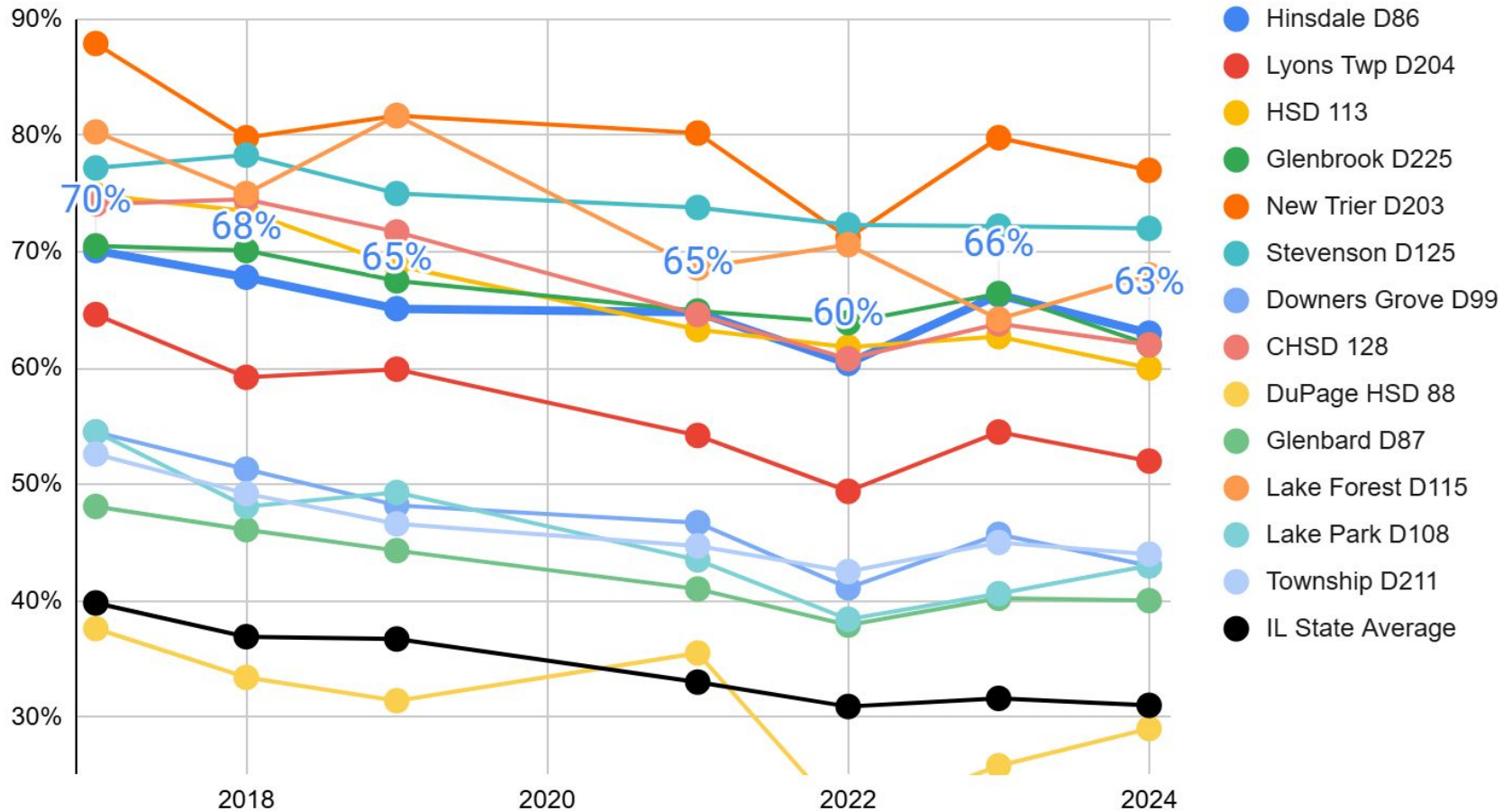
A long-exposure photograph of the night sky showing star trails. The trails form concentric circles around a central point, indicating the Earth's rotation. The trails are primarily blue and white, with some purple and red hues. The central star is the North Star, Polaris. The foreground shows the dark silhouettes of trees.

Figure out our North Star

Appendix

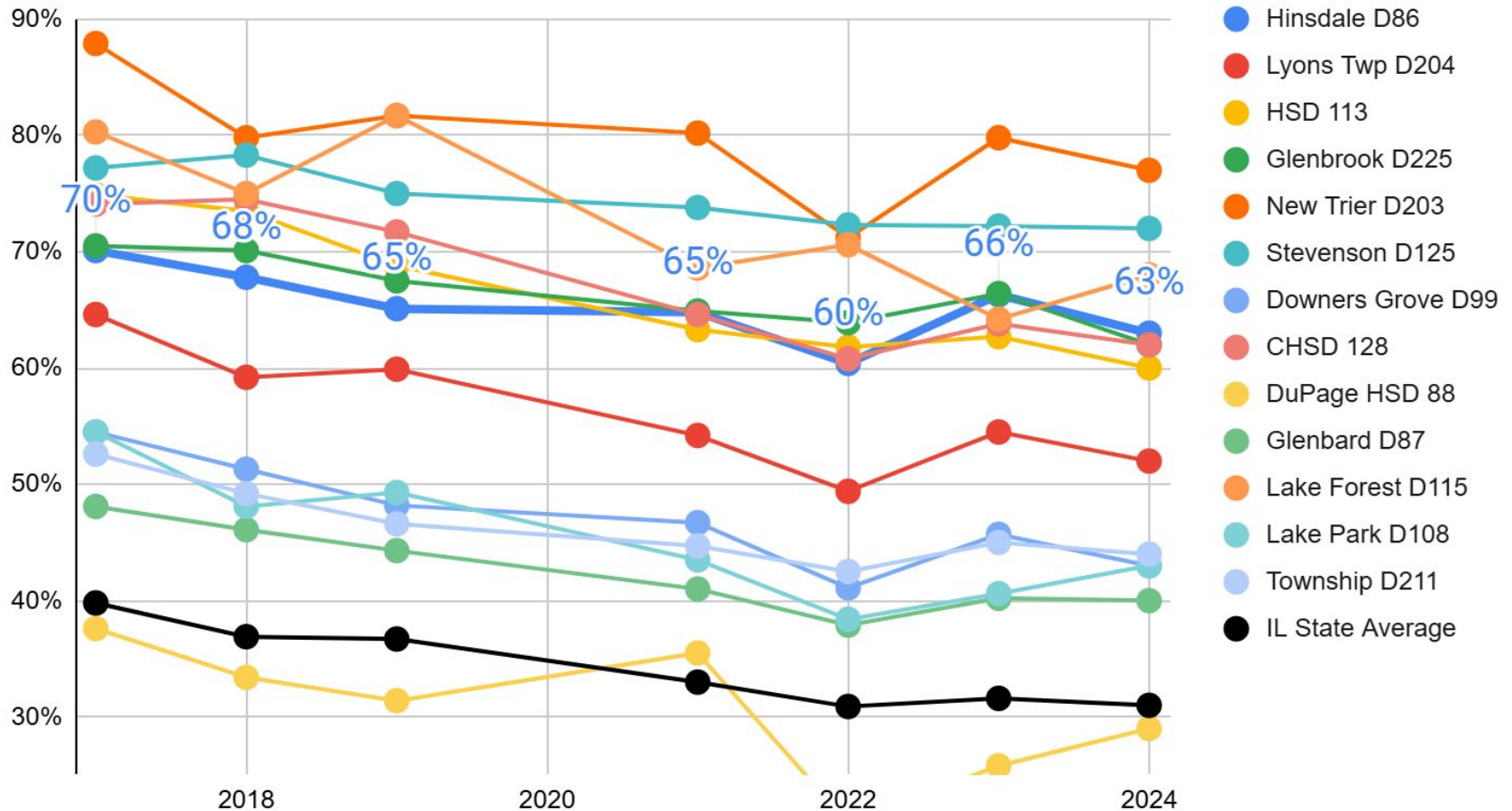
The D86 trend in SAT ELA scores is in line with the majority of previously compared districts and the state average.

SAT IL EBRW Benchmarks by District 2017-2024



The D86 trend in SAT Math scores is also in line with the majority of previously compared districts and the state average.

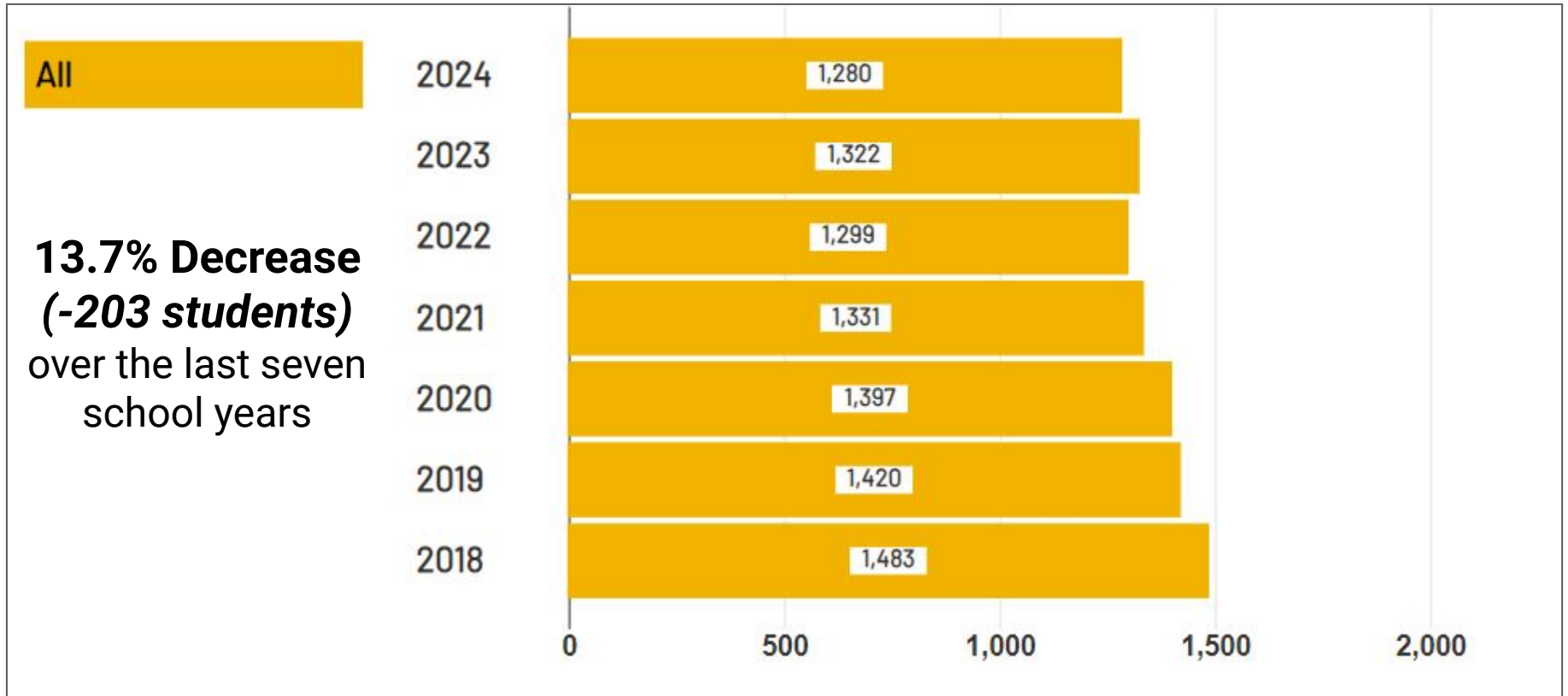
SAT IL EBRW Benchmarks by District 2017-2024



Enrollment continues to decline at Central.



Enrollment continues to decline at South.



Over the past 7 years, some slight changes in student demographics at Central.

Demographic	School						
	2024	2023	2022	2021	2020	2019	2018
Asian	21.6	22	21.2	20.7	19.7	18.6	18
Black	2.1	2.2	2.5	2.6	2.2	1.9	2.2
Hispanic	10.1	9.3	8.4	8.1	7.6	7	7
Two or More	5.6	4	1.7	1.5	2.1	3	3.4
White	60.4	62.5	65.8	66.7	68.1	69.2	69.2

Central's English Learner population continues to grow.

Demographic	School						
	2024	2023	2022	2021	2020	2019	2018
English Learners	4.4	2.6	2.3	1.9	1.8	1.8	1.8
w/ IEPs	9.4	9.9	9.9	9.7	9.4	9.3	8.3
Low Income Students	7.9	6.9	5.5	5.8	5.2	6	6.1

At South, over the past 7 years, an increase in Hispanic students.

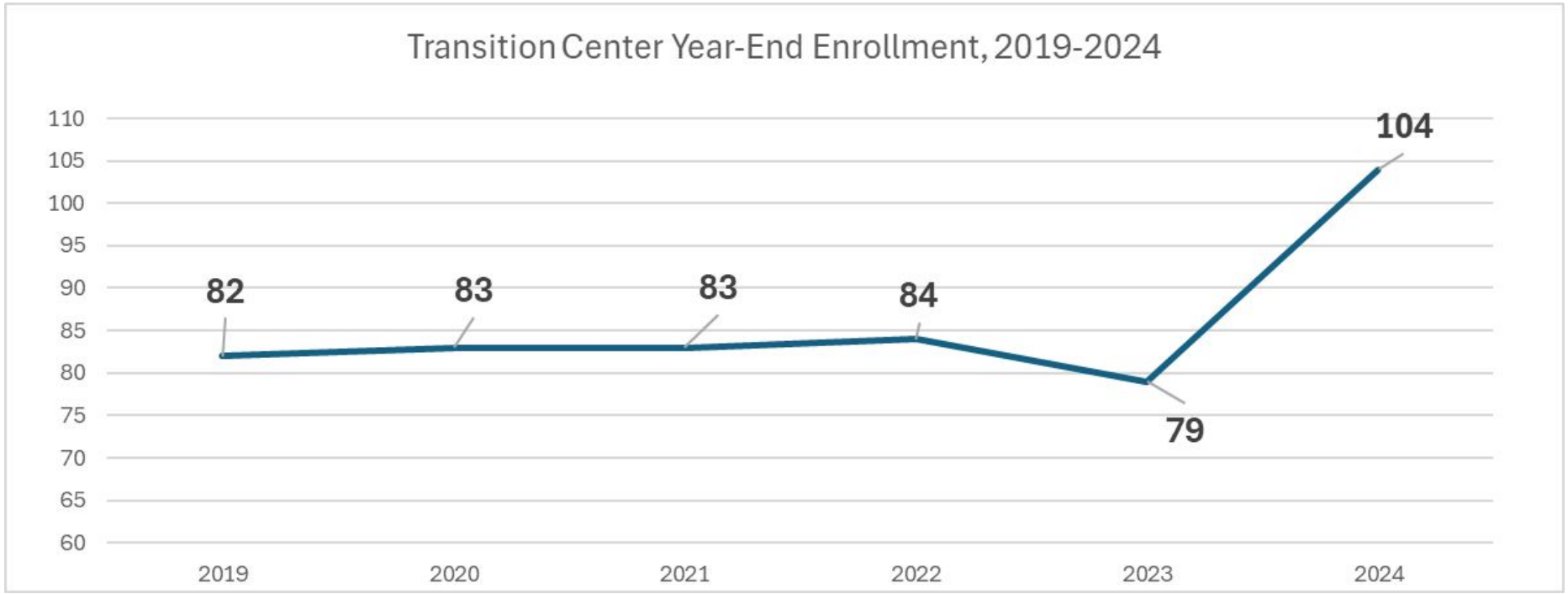
Demographic	School						
	2024	2023	2022	2021	2020	2019	2018
Asian	9.4	9	11.2	10.5	9.7	9.3	8.9
Black	16.6	16.5	14.3	16.2	17.3	18.6	19.7
Hispanic	18	17.1	14.9	15	14	13.9	13.2
Two or More	4.8	4.1	2.6	1.3	1.4	2	2.4
White	51	53.3	56.7	56.6	57.3	56	55.6

South's English Learner population continues to grow.

		School						
Demographic		2024	2023	2022	2021	2020	2019	2018
English Learners		6.2	4.5	3.4	2.9	2.8	1.8	1.3
w/ IEPs		15.3	17.2	15.9	16.5	16.7	17.9	15.8
Low Income Students		28.6	27	18.5	24	24.3	26.8	28.1

Transition Center Year-End Enrollment	
2019	82
2020	83
2021	83
2022	84
2023	79
2024	104

Transition Center ended last year with all-time high enrollment, up 34%.



Students who enroll in the Transition Center have already met their high school graduation requirements.

However, they do not receive their diplomas until they exit from the program. The Illinois Report Card considers these students to be non-graduates.

23 Hinsdale South students who already met graduation requirements enrolled in the Transition Center in the 2023-24 school year.

- *Recalculated Graduation Rate: 93.11% (adjusted from 84.5%)*

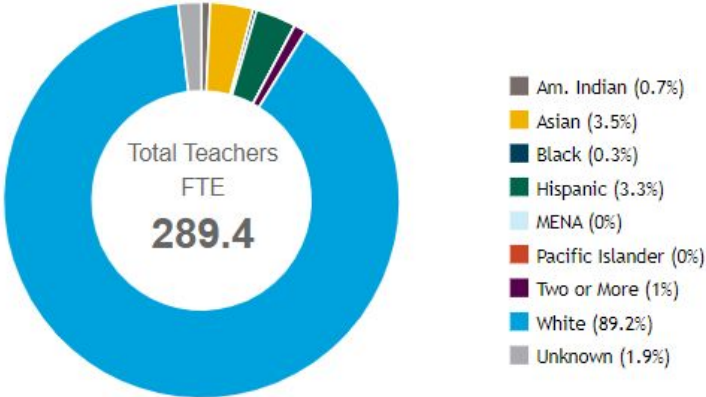
17 Hinsdale Central students who already met graduation requirements enrolled in the Transition Center in the 2023-24 school year.

- *Recalculated Graduation Rate: 96.58% (adjusted from 93.6%)*

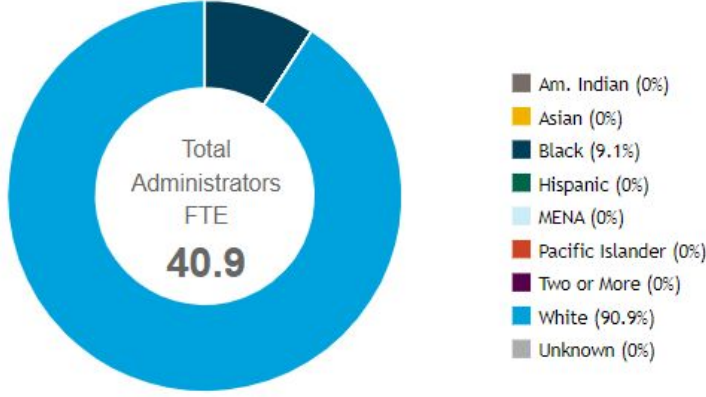
The impact is more visible at Hinsdale South because the students enrolling in the Transition Center represent a larger percentage of the overall Hinsdale South population (1,280), compared to Hinsdale Central (2,385).

Our staff does not look like our students.

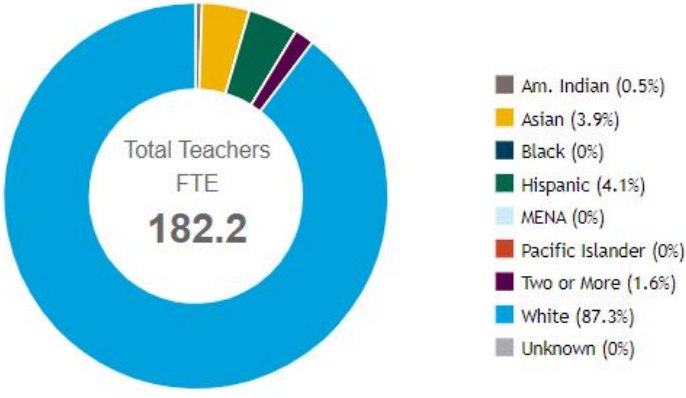
All D86 Teachers



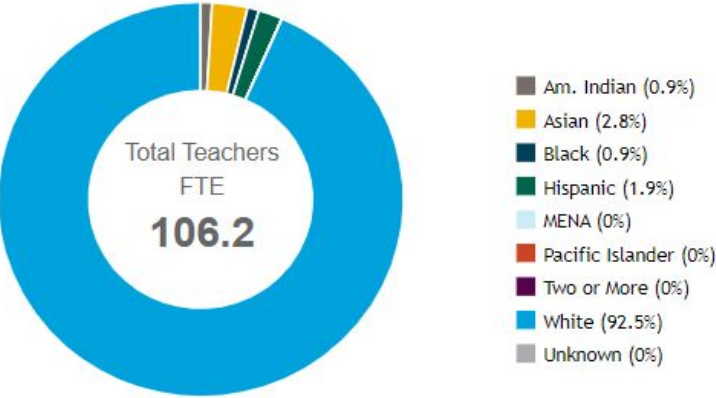
All D86 Administrators



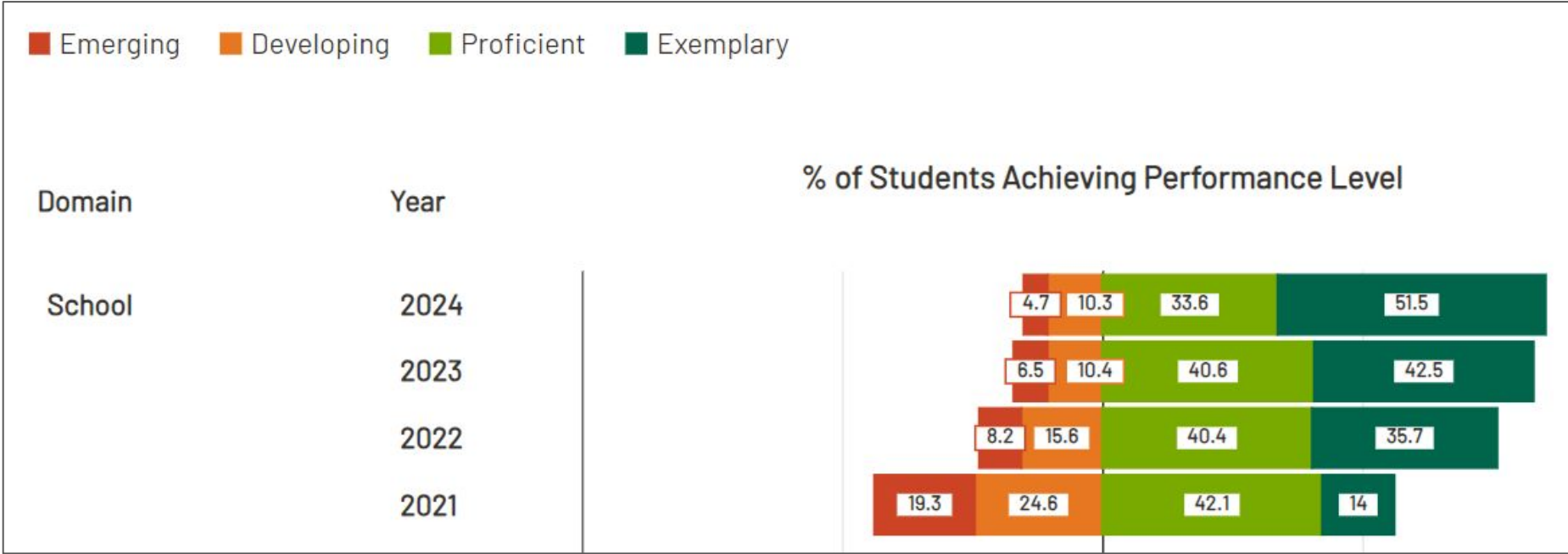
All Central Teachers



All South Teachers



Central students saw a significant increase in students scoring at the exemplary level in Science, improving scores for the fourth consecutive year.



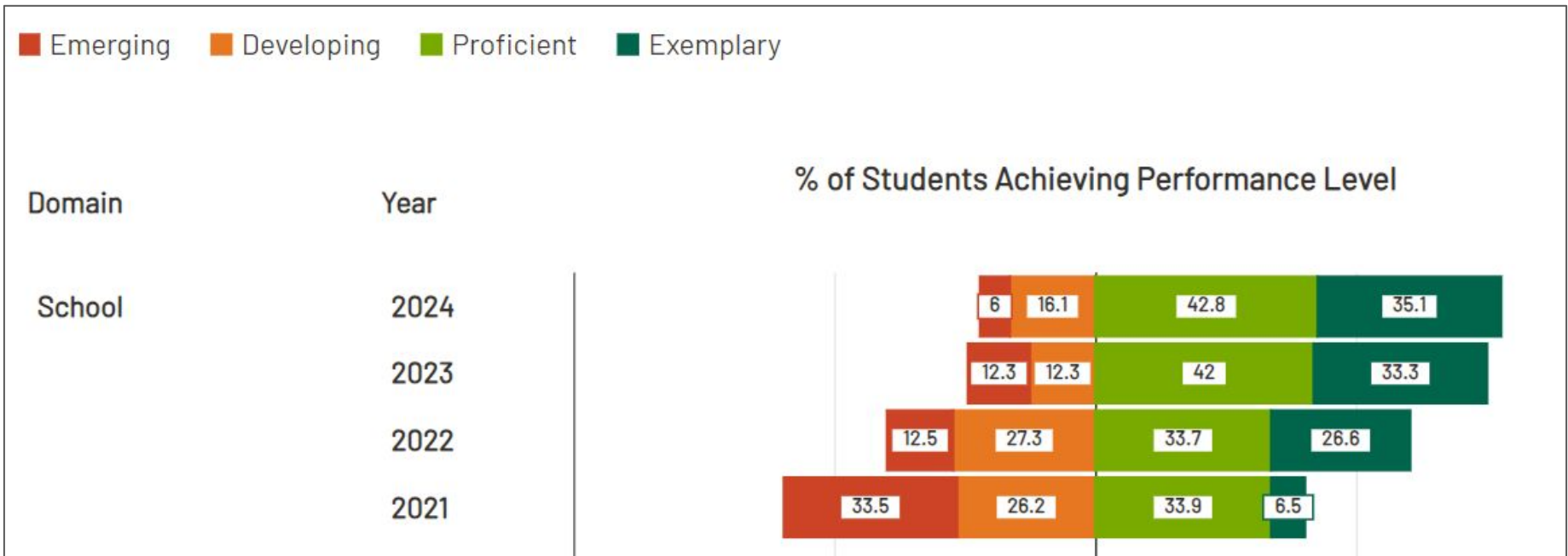
Central students across racial/ethnic subgroups continue to achieve at high levels in science.



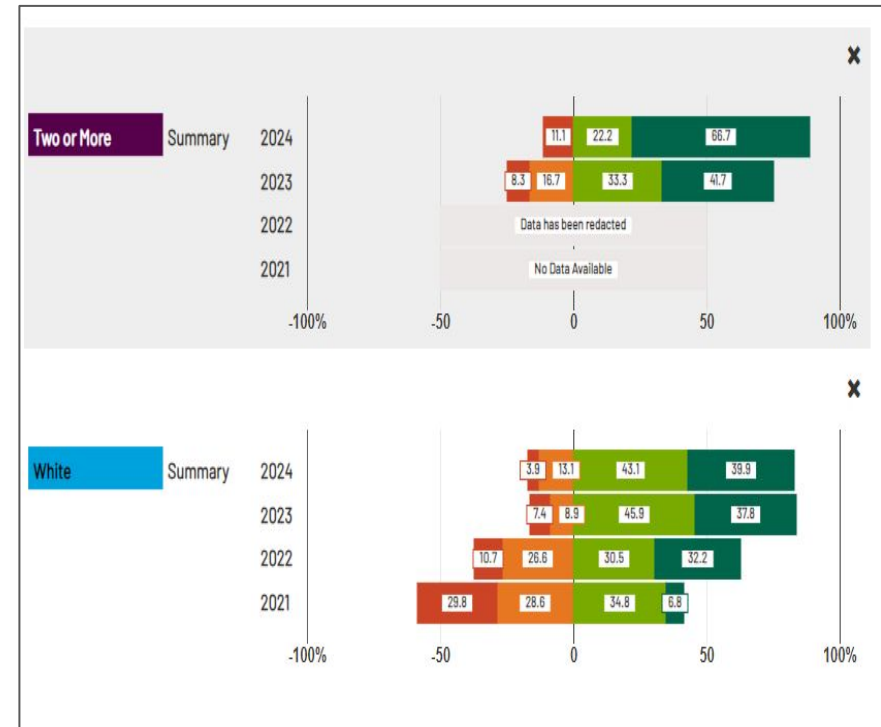
In science at Central, EL and low income students showed slight declines, students with IEPs saw slight improvements.



South students improved Science scores, including the percentage of students reaching the exemplary benchmark, for the fourth consecutive year.



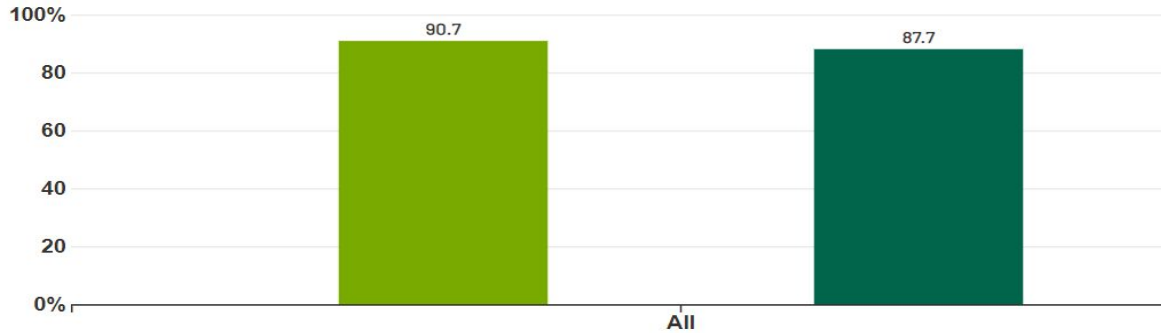
South students achieving at the exemplary level in Science improved in nearly all demographic subgroups.



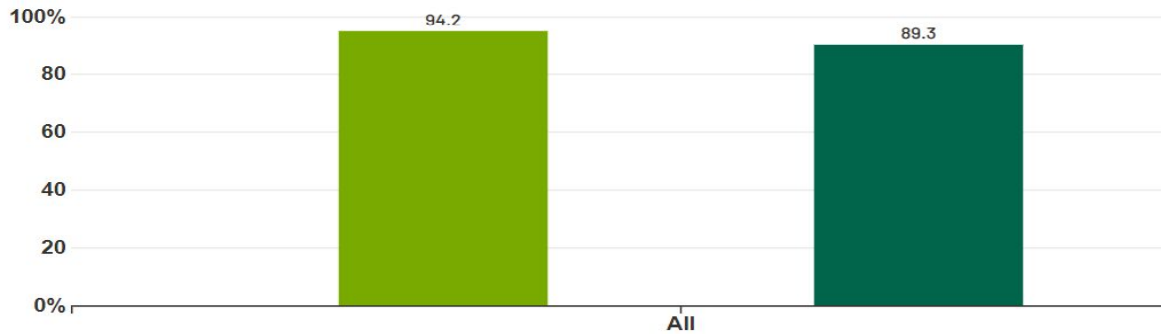
At South, the proportion of students with IEPs and of students designated as low income who also met standards in science improved.



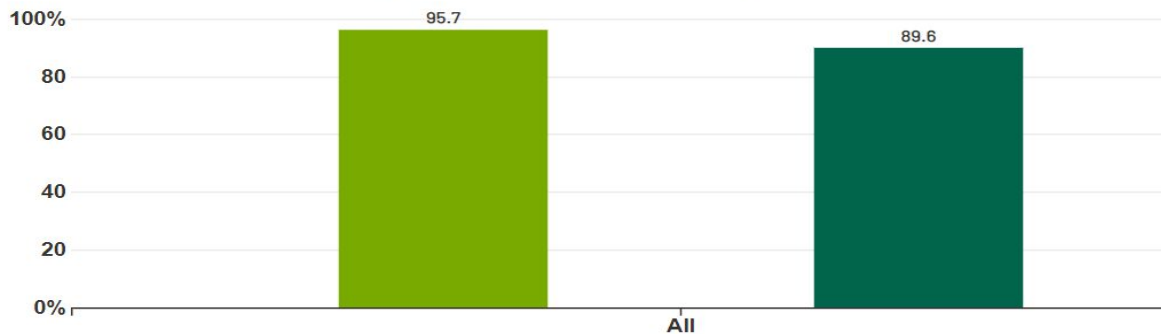
Graduation Rate 4 Years (Students who entered 9th grade in SY2020-21)



Graduation Rate 5 Years (Students who entered 9th grade in SY2019-20)



Graduation Rate 6 Years (Students who entered 9th grade in SY2018-19)

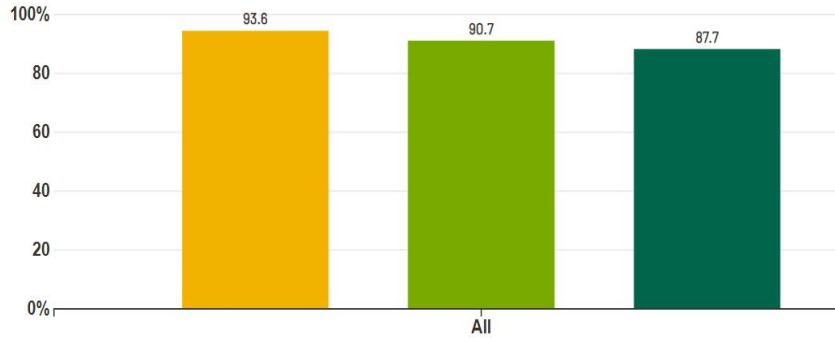


The D86 graduation rate is consistently higher than the state average by cohort.

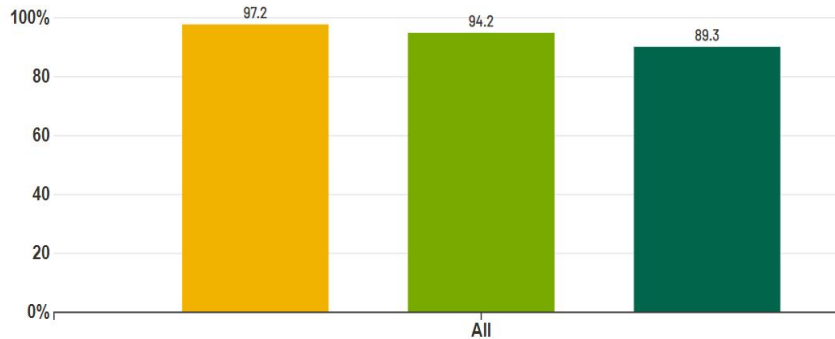
School District State

The Central graduation rate is consistently higher than the state average by cohort.

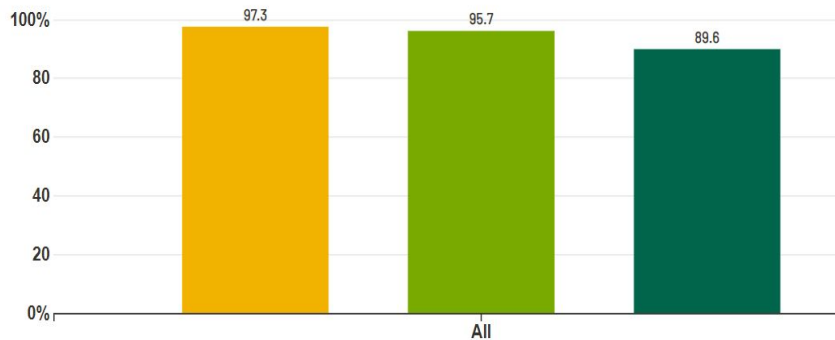
Graduation Rate 4 Years (Students who entered 9th grade in SY2020-21)



Graduation Rate 5 Years (Students who entered 9th grade in SY2019-20)

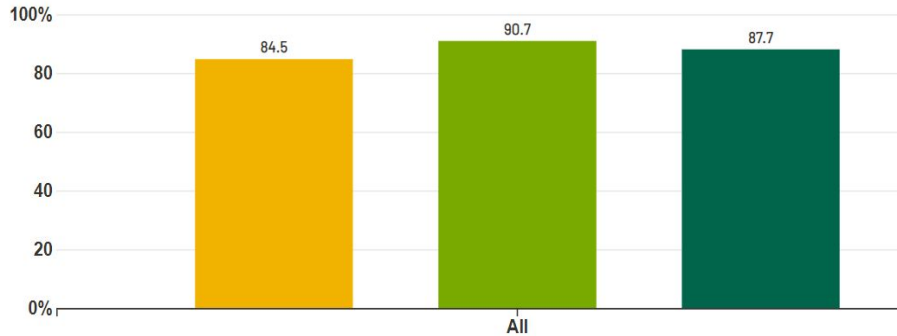


Graduation Rate 6 Years (Students who entered 9th grade in SY2018-19)

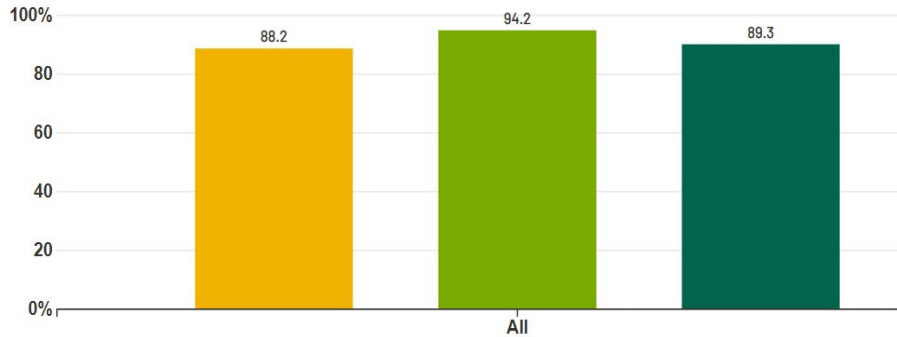


School District State

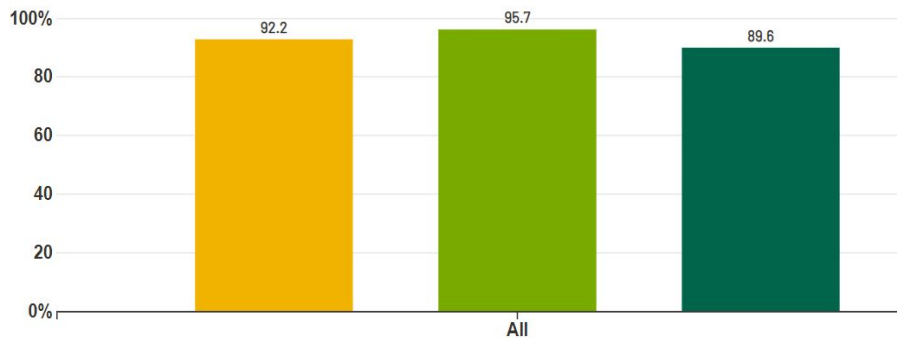
Graduation Rate 4 Years (Students who entered 9th grade in SY2020-21)



Graduation Rate 5 Years (Students who entered 9th grade in SY2019-20)



Graduation Rate 6 Years (Students who entered 9th grade in SY2018-19)



The South graduation rate is lower than the 4-year cohort state average, yet higher in the 6-year cohort.

Although most racial/ethnic subgroups parallel the overall scores in ELA, Black students' scores increased significantly.



Central students with IEPs continue a four-year trend of increasing scores in ELA.



Most Central racial/ethnic subgroups followed the overall trend in SAT Math scores, but Hispanic students did see an increase in students meeting meets/exceeds.



On SAT mathematics at Central, students with IEPs improved year-over-year, while scores of multilingual and students designated as free-or-reduced lunch declined.



Central students across racial/ethnic subgroups continue to achieve at high levels in science.



In science at Central, EL and low income students showed slight declines, students with IEPs saw slight improvements.



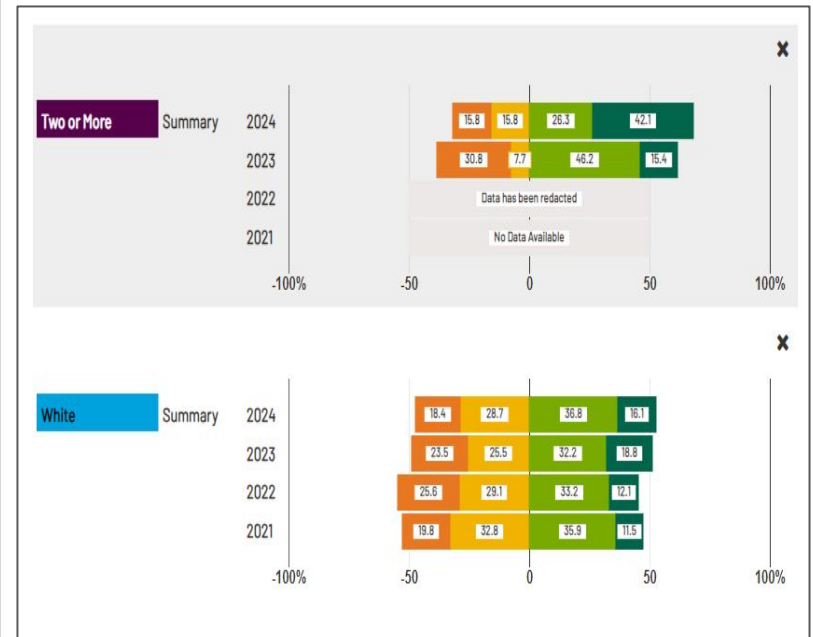
Nearly all South racial/ethnic subgroups saw increases in the percentage of students reaching the meets/exceeds benchmark in ELA.



South students with IEPs saw a decrease in the number of students reaching ELA meets/exceeds benchmarks.



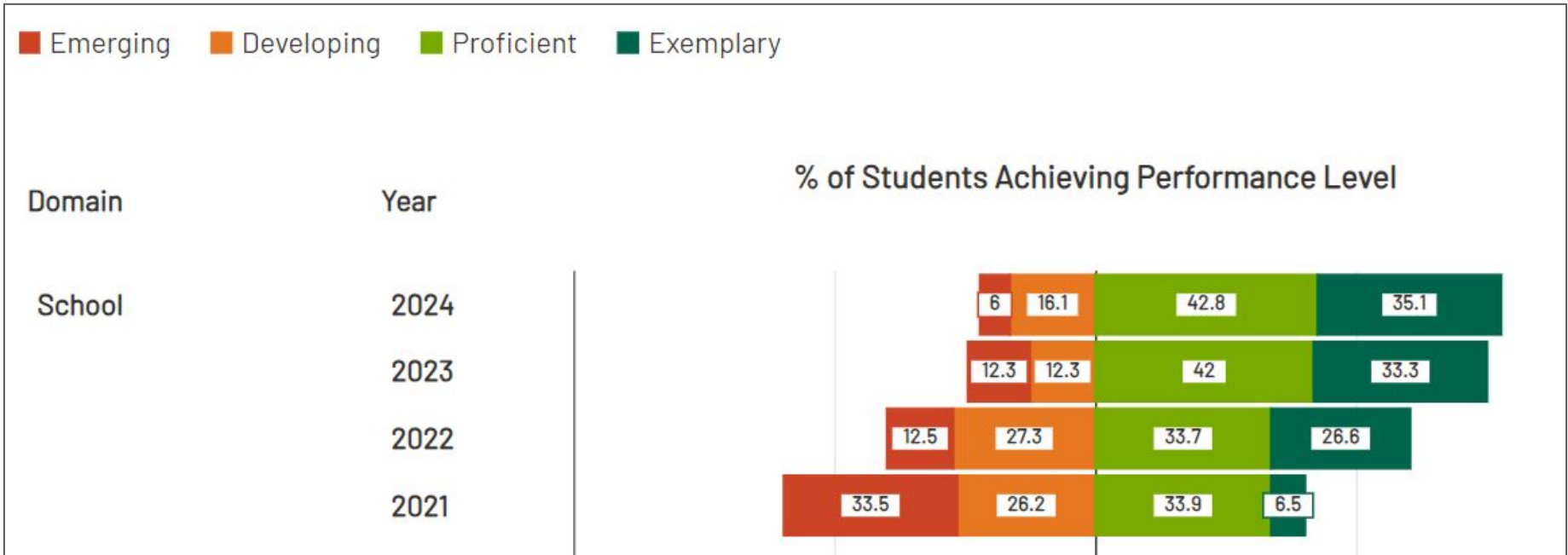
Three of the five demographic groups at South saw increases in the percentage of students reaching meets/exceeds in mathematics.



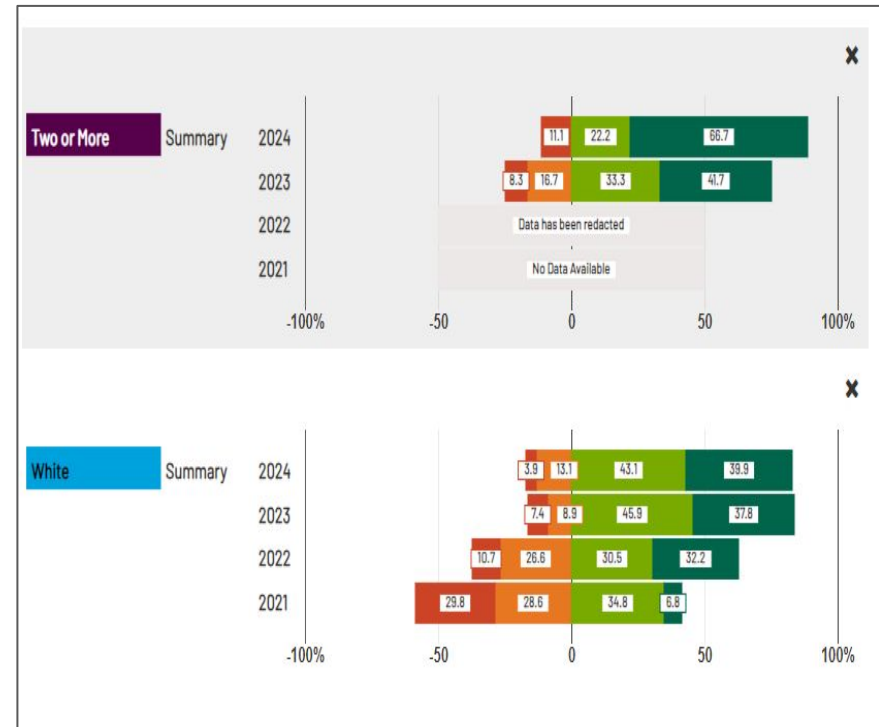
At South, the performance of ELs, students with IEPs, and students designated as free-or-reduced lunch remained relatively consistent in mathematics.



South students improved Science scores, including the percentage of students reaching the exemplary benchmark, for the fourth consecutive year.



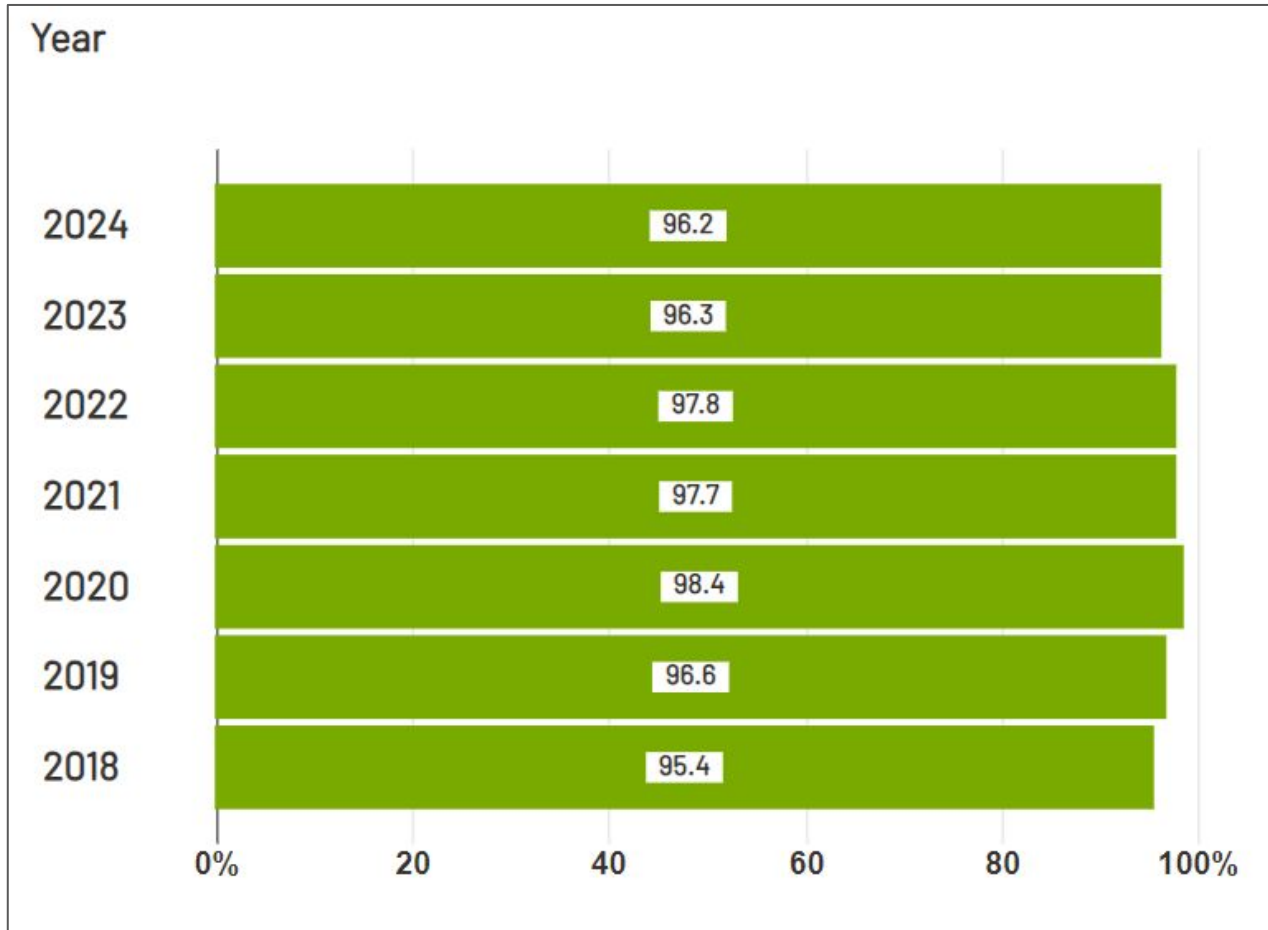
South students achieving at the exemplary level in Science improved in nearly all demographic subgroups.



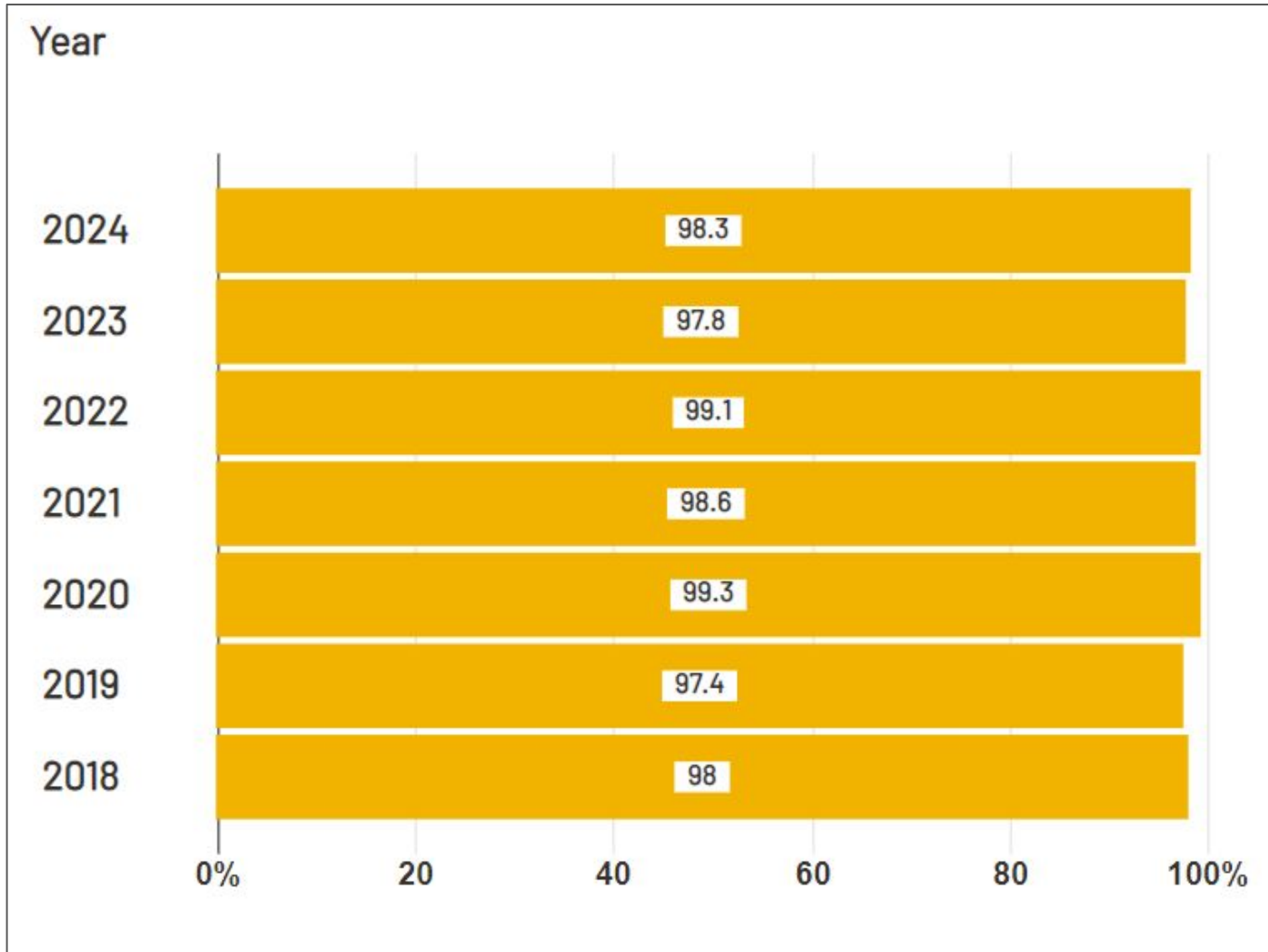
At South, the proportion of students with IEPs and of students designated as low income who also met standards in science improved.



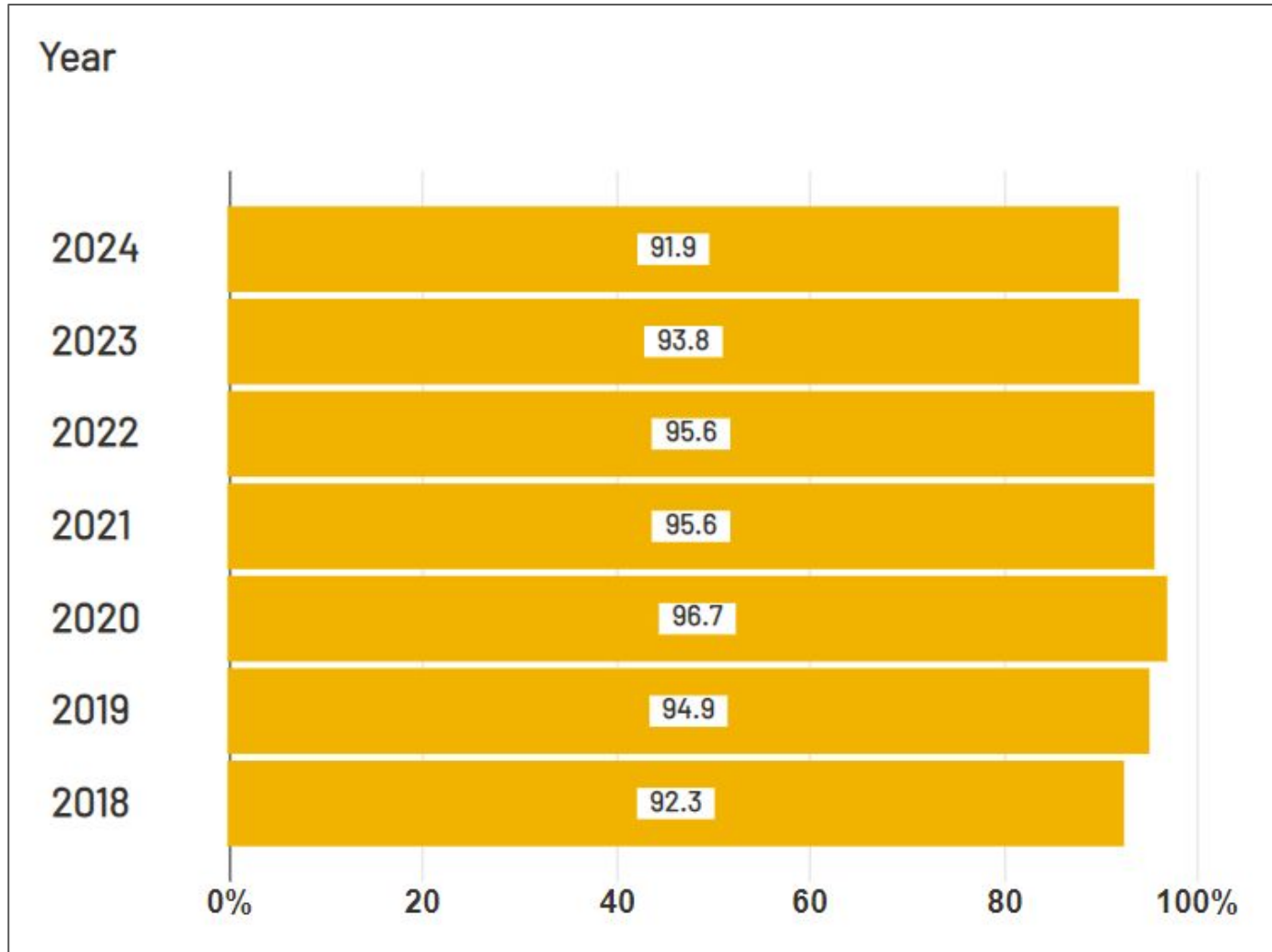
The D86 9th Grade on track rate continues to be high.



The Central 9th grade on track rate is consistently high.



Hinsdale South 9th Grade on track rate has declined the past three years.



Climate Survey: On the 5E survey, Central is organized for improvement.

2024

- Weak Effective Leaders**
Do principals and teachers implement a shared vision for success?
- Neutral Collaborative Teachers**
Do teachers collaborate to promote professional growth?
- Strong Supportive Environment**
Is the school safe, demanding, and supportive?
- Strong Ambitious Instruction**
Are classes challenging and engaging?
- Very Strong Involved Families**
Does the entire staff build strong external relationships?



- VERY STRONG
- STRONG
- NEUTRAL
- WEAK
- VERY WEAK
- NO DATA
- LOW RESPONSE/NOT APPLICABLE

	Response Rate	IL Average
Students	83.9%	87.1%
Teachers	66.7%	75.6%

[For the 2022 Report Card, and moving forward, Climate Survey Response Teachers represents the total number of teachers responding to the Climate Survey, divided by the total number of eligible teachers.](#)

Climate Survey: On the 5E survey, South is organized for improvement.

2024

- Weak Effective Leaders**
Do principals and teachers implement a shared vision for success?
- Neutral Collaborative Teachers**
Do teachers collaborate to promote professional growth?
- Strong Supportive Environment**
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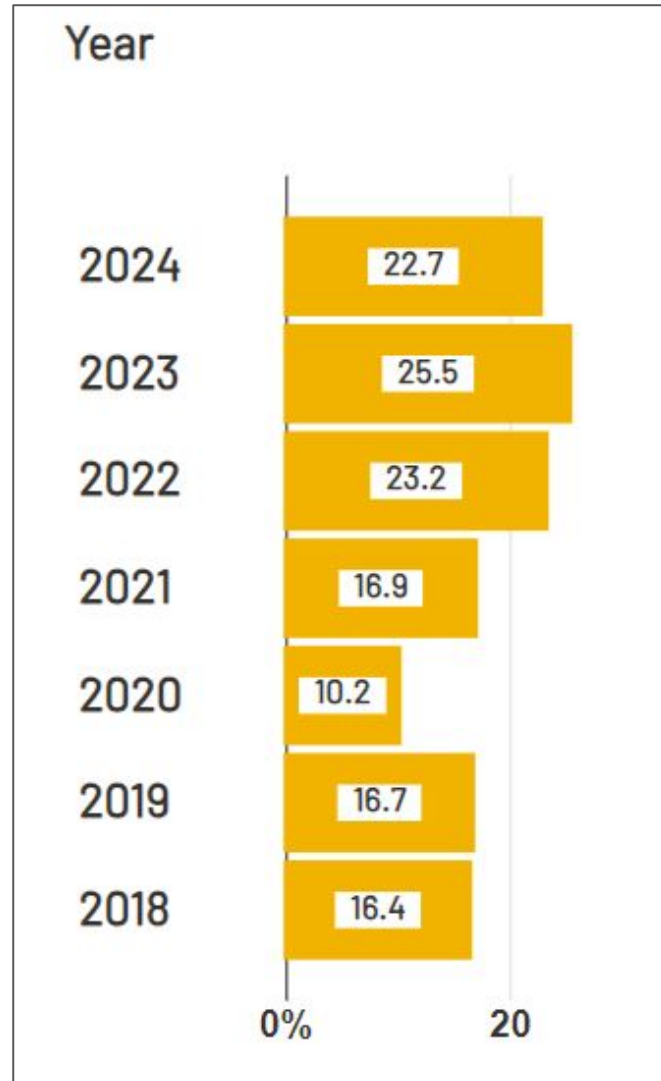
	Response Rate	IL Average
Students	75.2%	87.1%
Teachers	74.7%	75.6%

[For the 2022 Report Card, and moving forward, Climate Survey Response Teachers represents the total number of teachers responding to the Climate Survey, divided by the total number of eligible teachers.](#)

The Central chronic absenteeism rate mirrors the district-wide decrease, seeing lowest rate in last three years.



The South chronic absenteeism rate also mirrors the district-wide decrease, seeing lowest rate in last three years.



Future Indicators

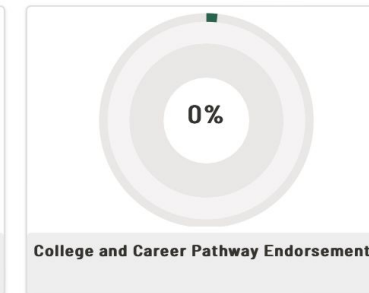
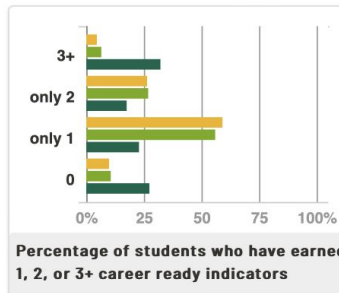
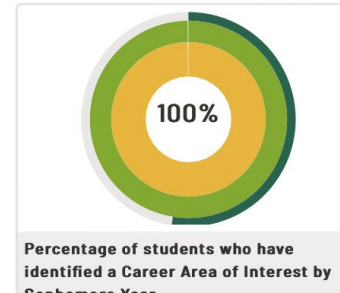
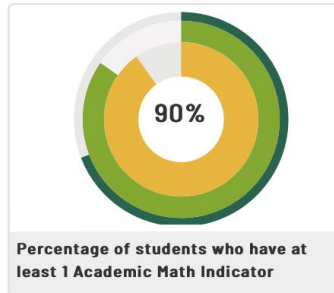
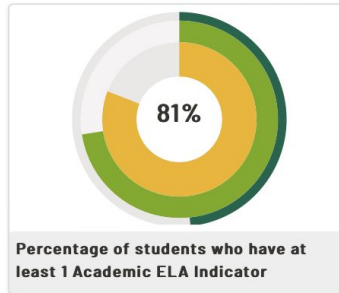
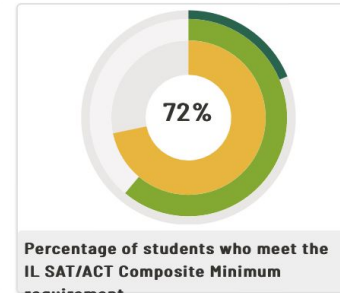
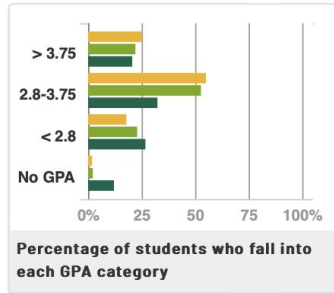
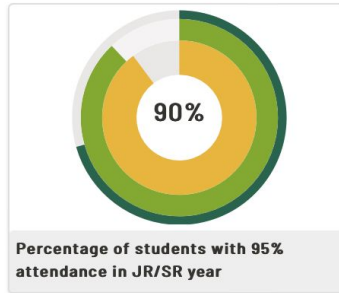
In addition to the 8 current “weighted” indicators for high schools, ISBE is introducing two new indicators that will be part of the summative rating in the future.

College and Career Readiness	Fine Arts
<p>Percentage of students with 95% attendance in junior and senior year (average of the two years must be 95% or better)</p> <p>Percentage of students who fall into each GPA category</p> <p>Percentage of students who meet the IL SAT/ACT Composite Minimum requirement</p> <p>Percentage of students who have at least 1 Academic ELA Indicator</p> <p>Percentage of students who have at least 1 Academic Math Indicator</p> <p>Percentage of students who have identified a Career Area of Interest by Sophomore Year</p> <p>Percentage of students who have earned 1, 2, or 3+ career ready indicators</p> <p>Percentage of students who have earned a College and Career Pathway Endorsement</p>	<p>Student Participation in Fine Arts The non-duplicated count of all students who are enrolled in one or more fine arts courses in a year, divided by the total number of students at the school. Inclusive of all grades, including</p> <p>Teacher Qualifications A school’s total number of students enrolled in one or more arts courses taught by a qualified Illinois teacher divided by the school’s total number of students enrolled in one or more arts courses.</p>

On College and Career Readiness, Central generally outperforms the state.

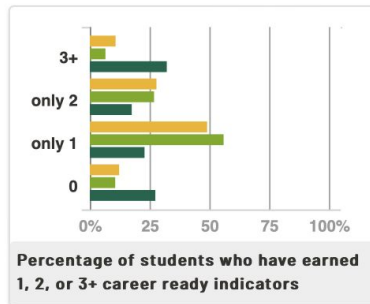
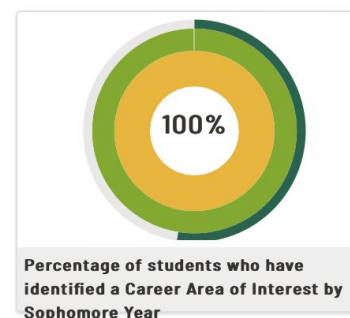
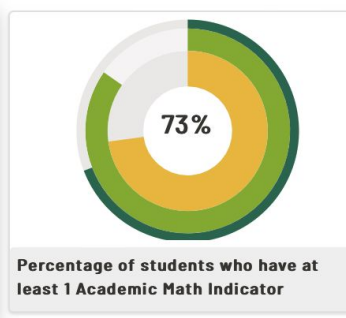
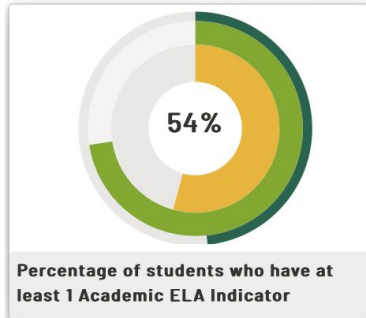
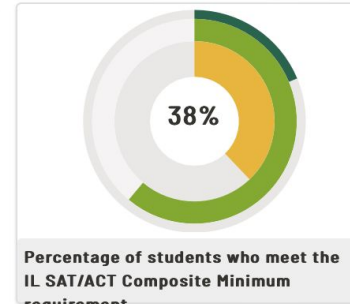
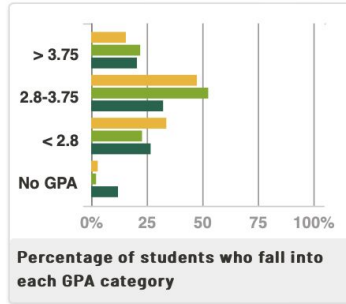
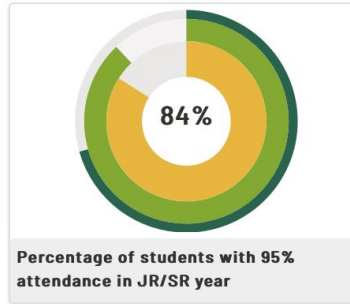
■ School ■ District ■ State

Components of the College and Career Readiness Indicator

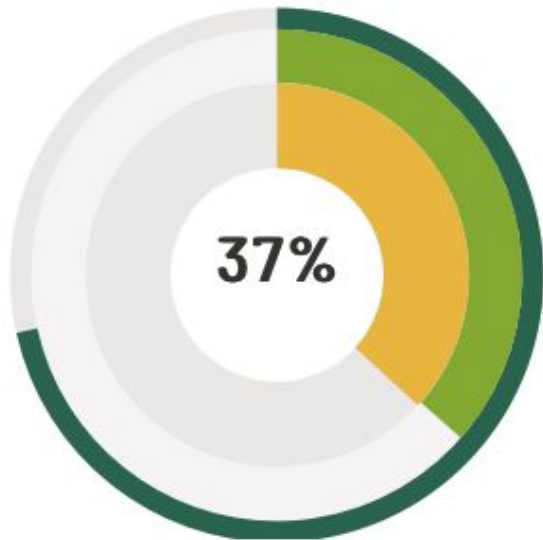


On College and Career Readiness, South generally outperforms the state.

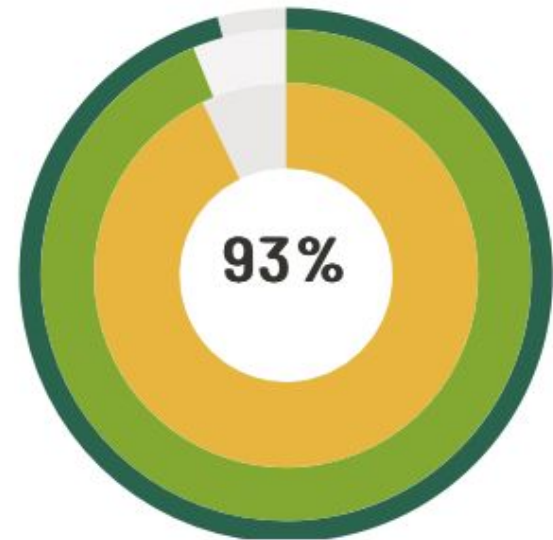
Components of the College and Career Readiness Indicator



At Central, student participation in fine arts lags the state reported average.



Student Participation in Fine Arts



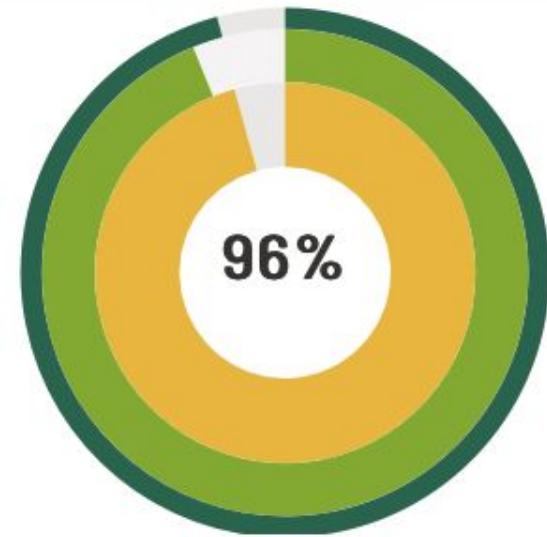
Teacher Qualification in Fine Arts

■ School ■ District ■ State

At Central, student participation in fine arts lags the state reported average.



Student Participation in Fine Arts



Teacher Qualification in Fine Arts

■ School ■ District ■ State

The Equity Journey Continuum was first included in the Report Card in fall 2023, though does not contribute to summative ratings.



INTRODUCING THE EQUITY JOURNEY CONTINUUM

WHAT The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students. ISBE developed the tool using national research and examples from other states.

WHO **All public school districts**
Each district's data will place it along an equity continuum — from Step 1 (large gaps) to Step 4 (minimal gaps) — in the three areas of ISBE's strategic plan: student learning, learning conditions, and elevating educators.

WHEN **October 2022**
The Equity Journey Continuum is part of ISBE's strategic plan which was adopted in November 2020. ISBE developed the tool and conducted a pilot with diverse school districts from across the state in the summer of 2021. All districts will soon preview their Equity Journey Continuum data.

WHERE **Illinois Report Card**
The 2022 Illinois Report Card will include the Equity Journey Continuum. The District's Report Card will display the district's step level on each of the three broad categories of continuum. Only school districts will have full access to their full data behind the continuum.

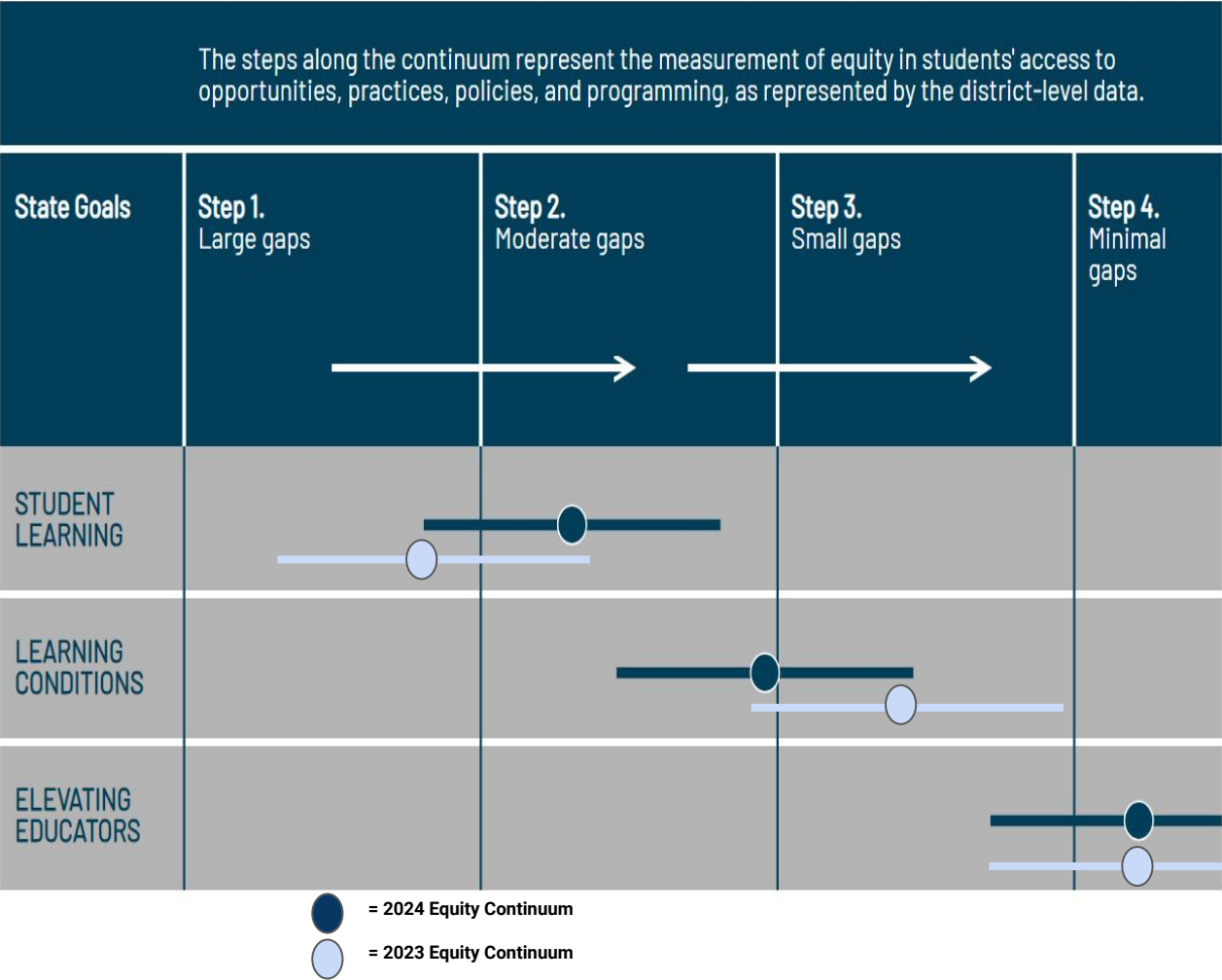
WHY **Equity**
In Illinois, our public school system shows persistent and significant gaps in achievement between student groups. The Equity Journey Continuum will serve as a beacon to illuminate areas where a district may need to alter systems, increase access, add resources, or seek supports to ensure students from all backgrounds can achieve the same high standards.

 **Illinois State Board of Education**

isbe.net/equity • equity@isbe.net

January 2022

In 2024, D86 has seen positive growth in student learning on the Equity Journey Continuum and decrease in the rating of learning conditions.



Unused Slides

D86 will look both inward and outward to improve.

- ML close out - Big picture connections (North Star/Metrics that Matter/Focus on teaching and learning)

Placeholder to consider adding some ML data

Grad Rate

- 50% of weight
- Alex is making some slides
 - Creating graphs over time for each school

Info about “local” rate/Transition Center explanation

Chronic Absenteeism

- Same message as release
- REminder of what make-up of this number (UX/EX)
- Partnership with parents and students has led us to improve this and will help us continue to improve [Get on the bus]
- Look at Kim's #s for Pie Charts

What now?

- Chronic Absenteeism
- Grade Rate @ South
 - PaCE
 - SEL focus
 - MTSS
 - 9th grade/Title I specific supports
- Achievement
 - Scatter plots - focused on learning - other schools we can look to
 - Collaborative PLC work
 - Instructional Coaching
 - Continued assessment development
 - Keeping standards high while adding supports
 - Connect to DIP day video
- ACT pivot...more to come
- ML close out - Big picture connections (North Star/Metrics that Matter/Focus on teaching and learning)

Six key points about D86's 2024 Illinois Report Card results.

1. We should all care about IL report card results.
2. D86 has two great high schools (one commendable, one exemplary).
3. Our schools' summative ratings and most metrics have remained consistent year-over-year.
4. Chronic absenteeism is improving year-over-year, but still is higher than pre-pandemic and remains an area of concern.
5. District 86 students consistently score higher on the SAT than most Illinois high schools, and 2024 was no exception.
6. Last year, districtwide, we saw a small decline year-over-year in the proportion of students meeting standards in both English language arts and mathematics on the SAT.

SAT section

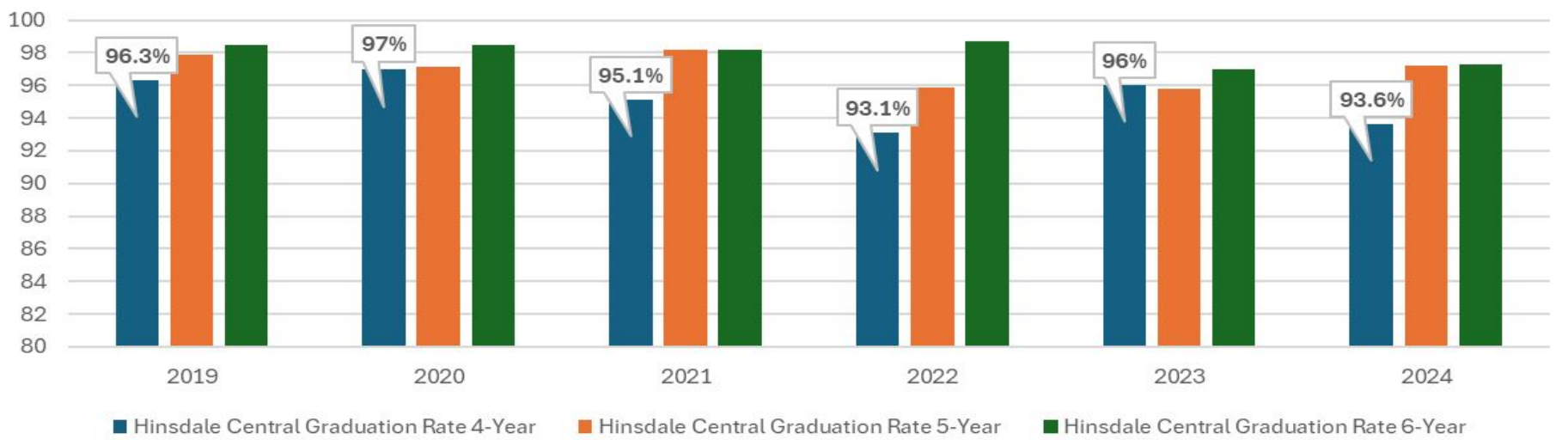
- District level
- School level
 - Math
 - ELA
 - Subgroups (appendix possibly)
- Review previous PSAT scores - looking to see if SAT is what should have been expected from cohort...
- PSAT 10 to SAT growth tables
-

Hinsdale Central Graduation Rate

	4-Year	5-Year	6-Year
2019	96.3	97.9	98.5
2020	97	97.1	98.5
2021	95.1	98.2	98.2
2022	93.1	95.9	98.7
2023	96	95.8	97
2024	93.6	97.2	97.3

The dips in school graduation rates align with TC enrollment growth.

Hinsdale Central Graduation Rate, 2019-2024

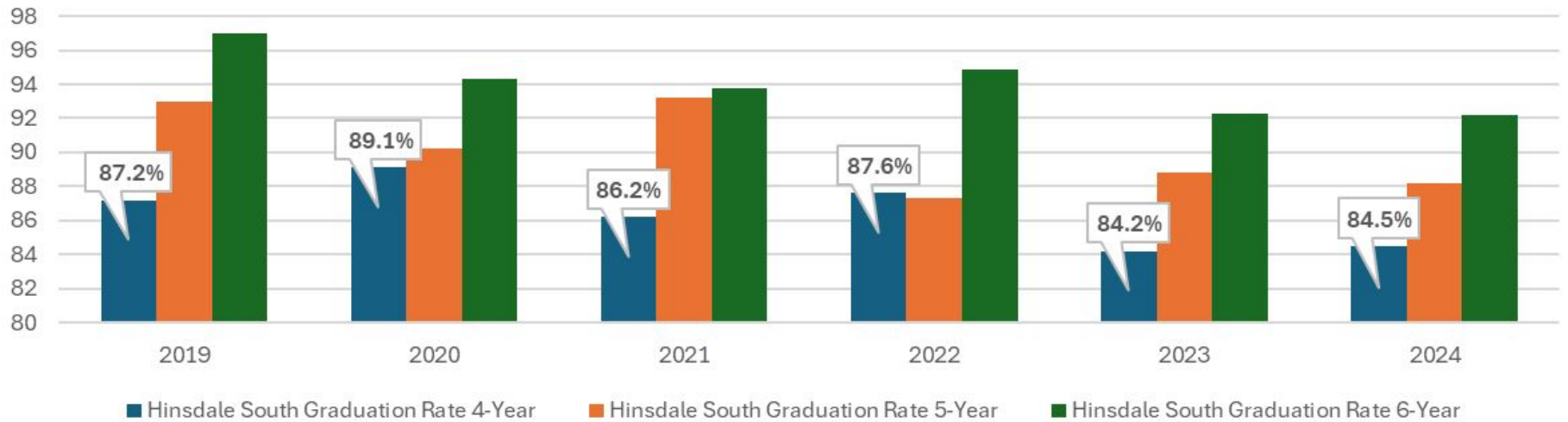


Hinsdale South Graduation Rate

	4-Year	5-Year	6-Year
2019	87.2	93	97
2020	89.1	90.2	94.3
2021	86.2	93.2	93.8
2022	87.6	87.3	94.9
2023	84.2	88.8	92.3
2024	84.5	88.2	92.2

The dips in school graduation rates align with TC enrollment growth.

Hinsdale South Graduation Rate, 2019-2024



Transition Center Year-End Enrollment	
2019	82
2020	83
2021	83
2022	84
2023	79
2024	104

Transition Center ended last year with all-time high enrollment, up 34%.

