



*A Tradition of Excellence*

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**TO:** Tammy Prentiss, Superintendent

**FROM:** Dr. Chris Covino, Assistant Superintendent for Academics  
Eric Martzolf, Hinsdale South Assistant Principal for Curriculum and Instruction  
Jessica Hurt, Hinsdale Central Assistant Principal for Curriculum and Instruction

**DATE:** October 29, 2020

**RE:** State of Academics in District 86

The information contained herein summarizes District 86's academic data from the 2019-2020 school year. It provides District and building-level data as compared to previous years, as well as to state and national performance levels. While this report is rich with information, it only skims the surface of data analysis in District 86, which is an on-going, decision-making process at the district, building and course team levels.

The effects of Covid 19 on the Illinois school system have been profound, and are very clearly exemplified in the release of the 2020 Illinois School Report Card and in our subsequent report based on school report card data. In comparison with prior year's reports to the Board of Education there are several data points noticeably absent this year. The most notable of these data sets are:

- SAT data
- Illinois Science Assessment data
- School Designation Scores

**Covid 19 related adjustments, omissions and carryovers for the 2020 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:

### **Academic Indicators**

- SAT Scores\*
- Graduation Rates
- English Learner Proficiency
- Science\*

## Student Quality/Student Success Indicators

Chronic Absenteeism  
9<sup>th</sup> Grade on Track  
College and Career Ready\*  
Climate Survey  
Fine Arts

Based on data collected from the categories above during the 2018-19 school year, Hinsdale South received a Commendable School designation and Hinsdale Central received an Exemplary School designation. Because several of the most impactful data sets\* were unavailable during the 2019-20 school year, the State has determined that all schools will carry over the 2019 designation for 2020. This carryover will not affect evidence based funding (EBF) for this school year.



Illinois State Board of Education

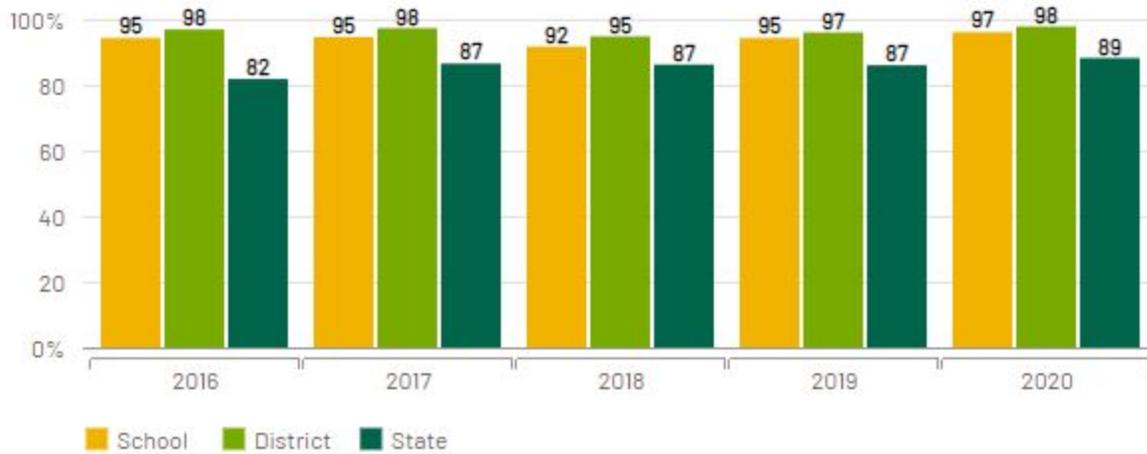
### Summative Designations

- **Tier 1: Exemplary School:** A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide. Schools that receive a Tier 1: Exemplary School designation may apply to serve in the IL-EMPOWER network of partners.
- **Tier 2: Commendable School:** A school that has no underperforming subgroups, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide. Schools that receive a Tier 2: Commendable School designation may apply to serve in the IL-EMPOWER network of partners.
- **Tier 3: Underperforming School:** A school in which one or more subgroups is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools. Schools that receive a Tier 3: Underperforming School designation will receive targeted support.
- **Tier 4: Lowest Performing School:** A school that is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools that receive a Tier: 4 Lowest Performing School designation will receive comprehensive support through IL-EMPOWER.

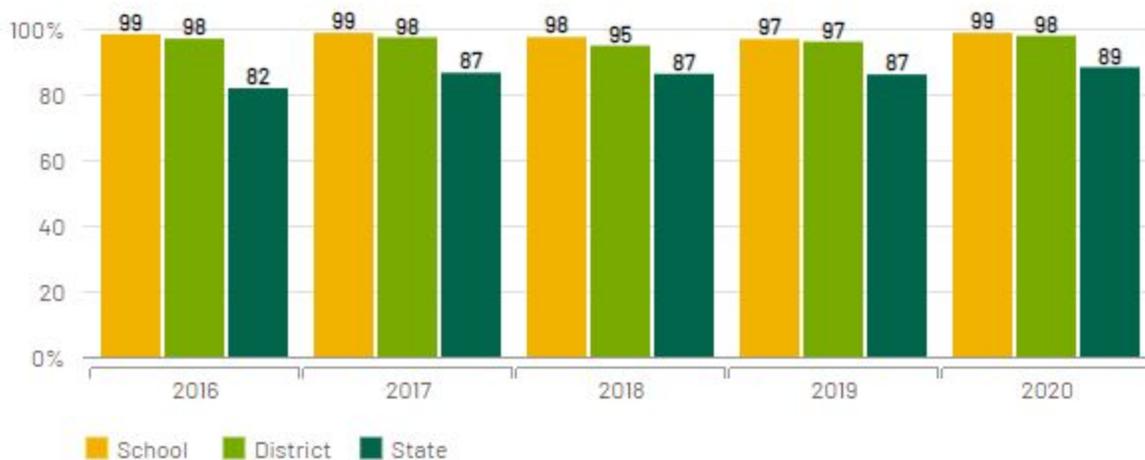
## **9th Grade on Track**

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. For the last four years, the State of Illinois has averaged 88% of freshmen on track. In District 86, we continue to far exceed the state averages: At Hinsdale South, 96.7% of freshmen are on track and at Hinsdale Central, 99.3% of freshmen are on track. On both campuses, this metric rose by 2% over the previous year.

## 9th Grade on Track South



## 9th Grade on Track Central



## Graduation Rate

A high school diploma is vital both for students who plan to enter college and students who plan to enter the workforce. In order to ensure that graduates are ready for college and career, it is important to evaluate graduation rate in the context of student achievement, college-readiness, and career-readiness. Illinois measures graduation rate in terms of 4, 5, or 6 years. The Illinois School Report Card (ISRC) does not differentiate between a student who graduates and one who matriculates into the District 86 Transition Program. For this reason our actual graduation rates at both schools are higher than reported on the School Report Card. The Illinois School Report Card data is summarized here and can be found below. As a point of comparison, the State Graduation rate for school year 2020 was: 4 year: 88%, 5 year: 88%, 6 year 88%.

Even without adjusting for students at our transition center, District 86 continues to surpass the state averages. Both campuses recorded a year over year improvement in the 4 year graduation rate. When the 4 year graduation rate improves, the subsequent 5 and 6 year rates often declined at a similar rate..

At South our ISRC rates are: 4 year: 89%, 5 year 90%, 6 year, 94%.

At Central our ISRC rates are 4 year: 97%, 5 year: 97%, 6 year, 99%.

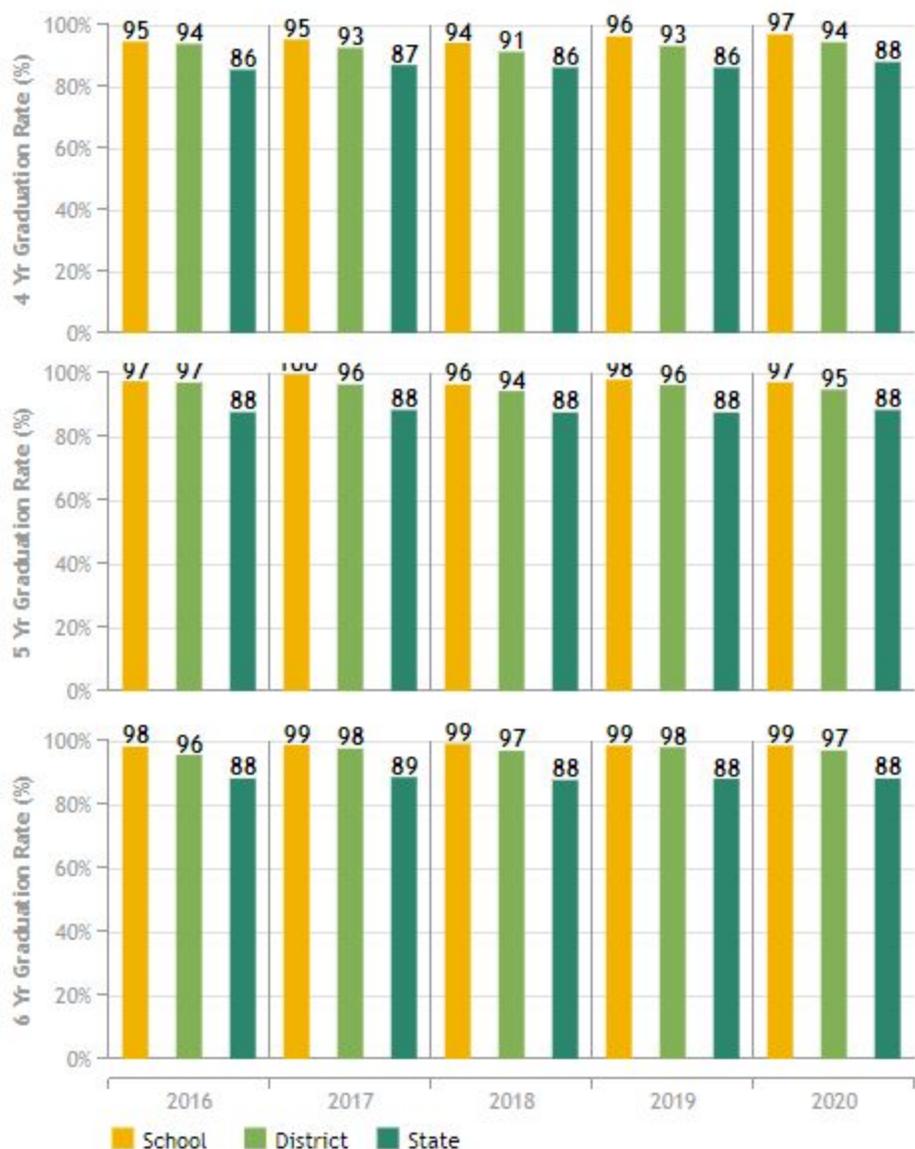
The ISRC 4 year graduation data is based on the total number of students enrolled at a particular school from 2017 to 2020 who received a diploma from their home school. It does not account for students with IEPs who move from their home school to a District Transition Center to continue their education 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 metric below that more accurately indicates the graduation rate at both Hinsdale Central and South.

When adjusting for students who have matriculated to the Transition Center:

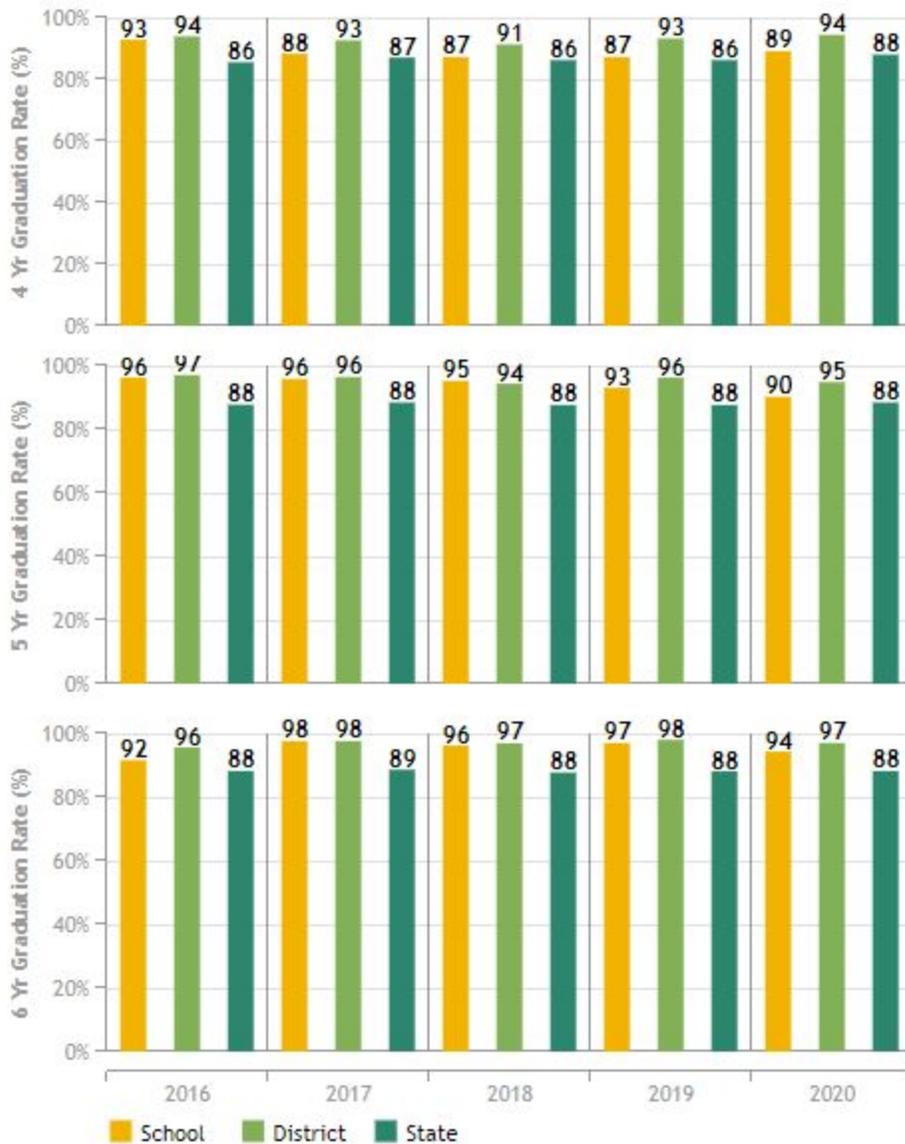
The 4 year 2020 graduation rate at South is 94%

The 4 year 2020 graduation rate at Central is 99%

### ISRC - Graduation Rate Central



## ISRC - Graduation Rate South



## English Language Learners

### Access Testing Results

ACCESS is an online assessment given to all English Learners (ELs) in order to measure acquisition of English. The test consists of four sections: reading, writing, listening, and speaking. This test is administered as a computer-delivered exam, updated to align with the Common Core standards, in order to accurately assess the increased rigor expected of all students, including ELLs. Online testing was successful and all students at South and Central completed all sections of the assessment within the testing window and without errors on the state report in May.

Since the goal of ACCESS testing is to determine how many of a District's ELLs have become English language proficient, the measure of success is how many students are exited from services. Since 2017, districts across the state continue to see a drop in ACCESS scores, and consequently exit rates. Like so many

other schools, when the ACCESS cut scores were raised in 2017, District 86 saw a significant drop in ELs meeting the exit criteria. In 2020, our ACCESS scores remained relatively consistent with the previous two years.

<b>District 86* Historical Testing and Exit Data 2020</b>			
<b>Year</b>	<b>Total Tested</b>	<b>Total Exit</b>	<b>Percent Exit</b>
2013	48	16	33%
2014	40	19	47%
2015	40	18	45%
2016	46	23	50%
2017	39	8	20%
2018	52	5	9%
<b>2019</b>	<b>67</b>	<b>9</b>	<b>13%</b>
<b>2020</b>	<b>80*</b>	<b>8**</b>	<b>10%***</b>

\*Central includes South students who attend Central for EL services.

\*\*4 students met exit criteria attending Hinsdale South of 24 tested.

\*\*\*Exit Criteria: 4.8 Composite (modified in 2017)

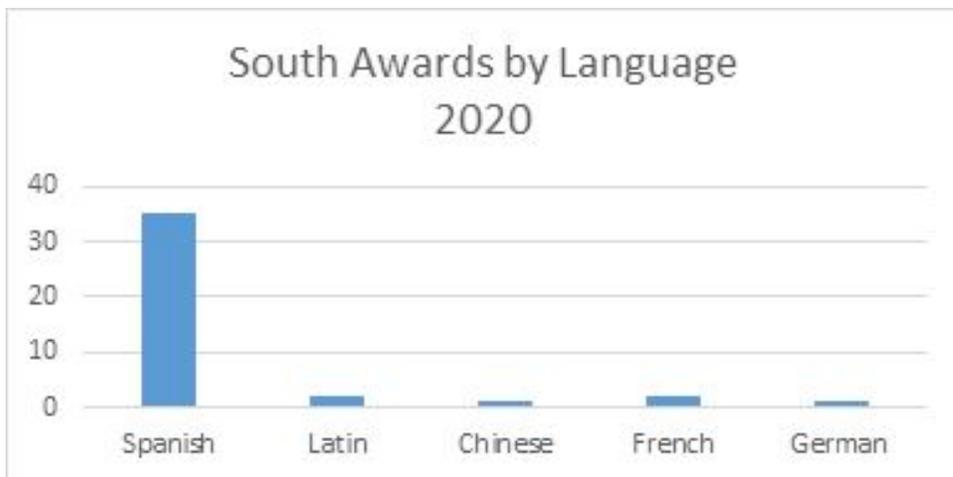
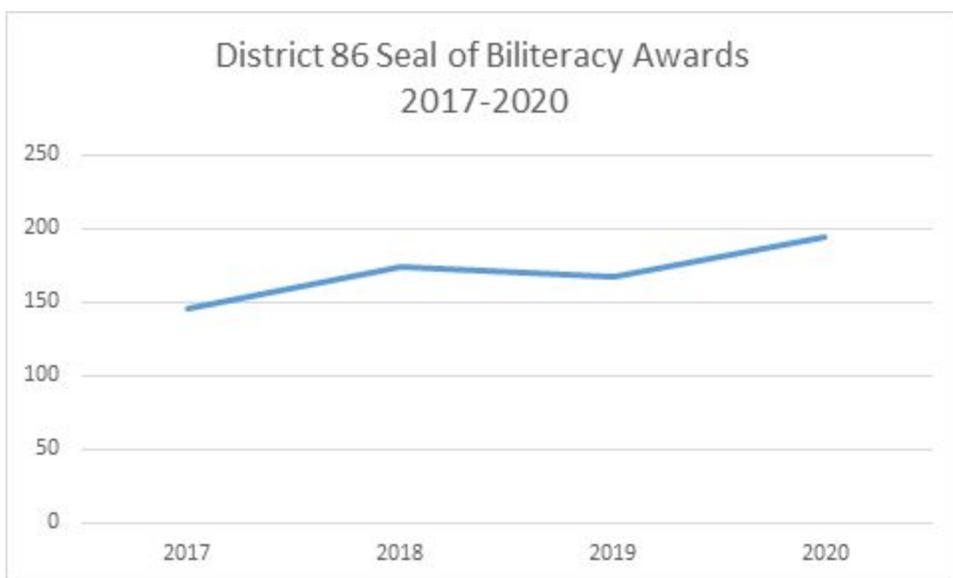
### **Changing needs of ELLs**

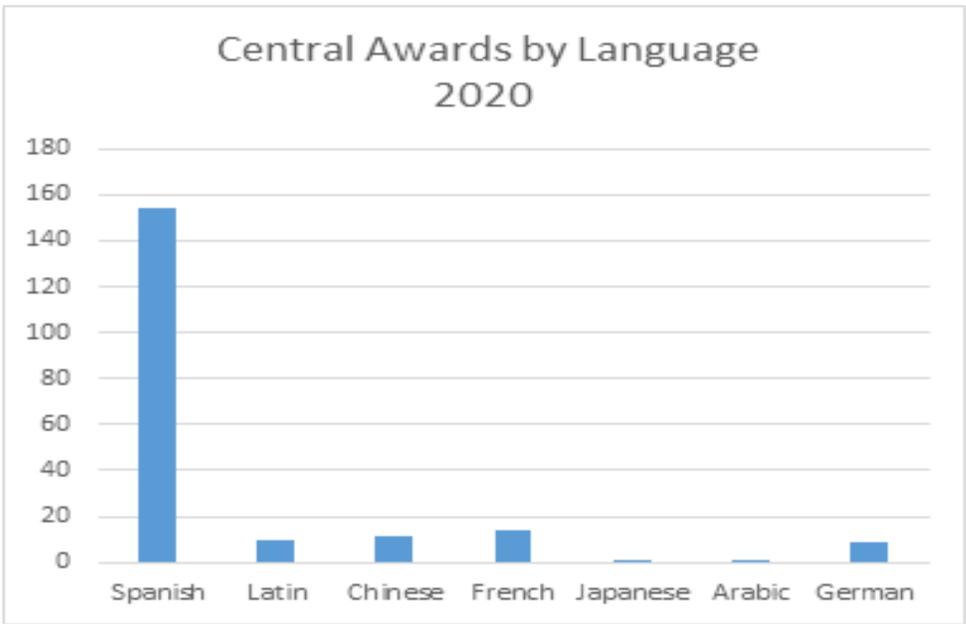
2020 saw an increase in EL students from 67 to 80 qualified students; which changed our measure of success. While students exiting the program is the ultimate goal, we had several new students with different servicing needs than a typical EL student. The students in the 2019-2020 school year had different challenges than previous students in our program - notably with the Remote Learning requirements. These students coming to us had very little English language instruction previously in their home countries. In prior years, students

came to us with many years of English instruction. In 2019-2020, we continued to see new students identified as SLIFE (Students with Limited or Interrupted Formal Education) with limited school for one year or more before coming to Hinsdale Central. As a result, our ESL classes had an enrollment with a greater diversity of instruction required by our teachers to meet the educational needs than the previous years.

### Seal of Biliteracy

2019-2020 was the fourth year implementing the Illinois State Seal of Biliteracy Program. District 86 uses the results from Advanced Placement Exam or the state-approved online test (AAPPL) to measure language proficiency in the following languages: Arabic, Chinese, French, German, Japanese, Spanish, and Latin. The data below reflects the student participation and awards for the 2019-2020 school year. In total, we awarded 194 Seals of Biliteracy across the district. Compared to our third year of implementation when we awarded 167 in 2018-2019.





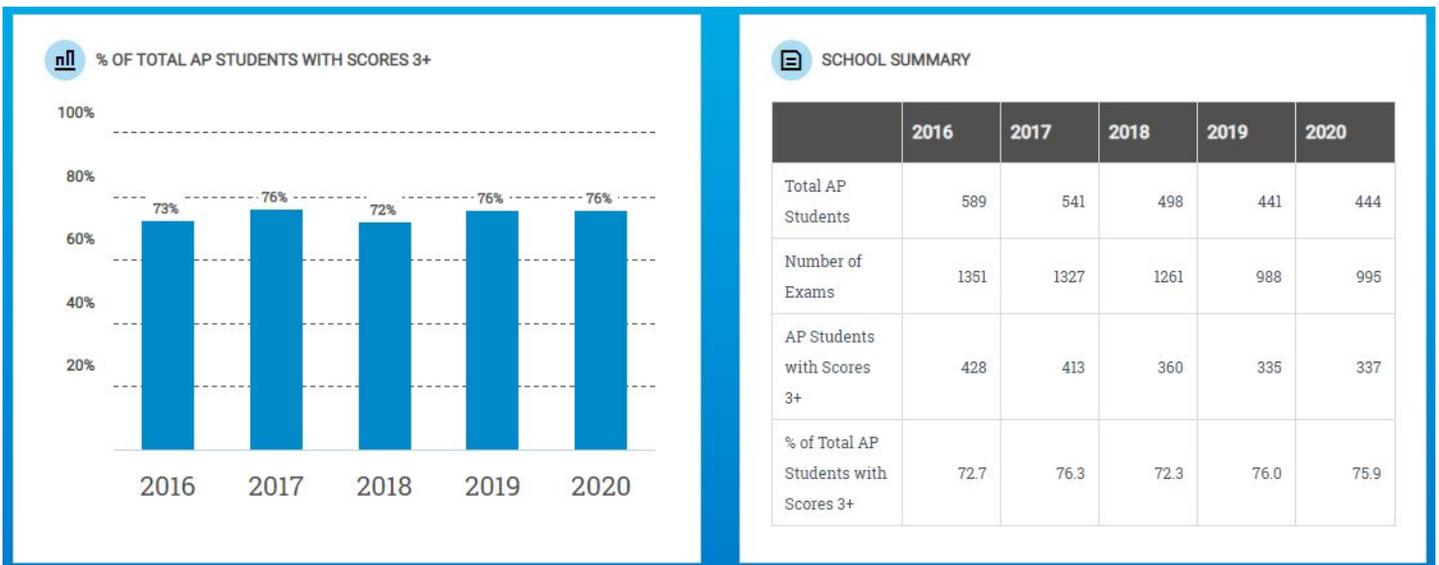
### Advanced Placement

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.

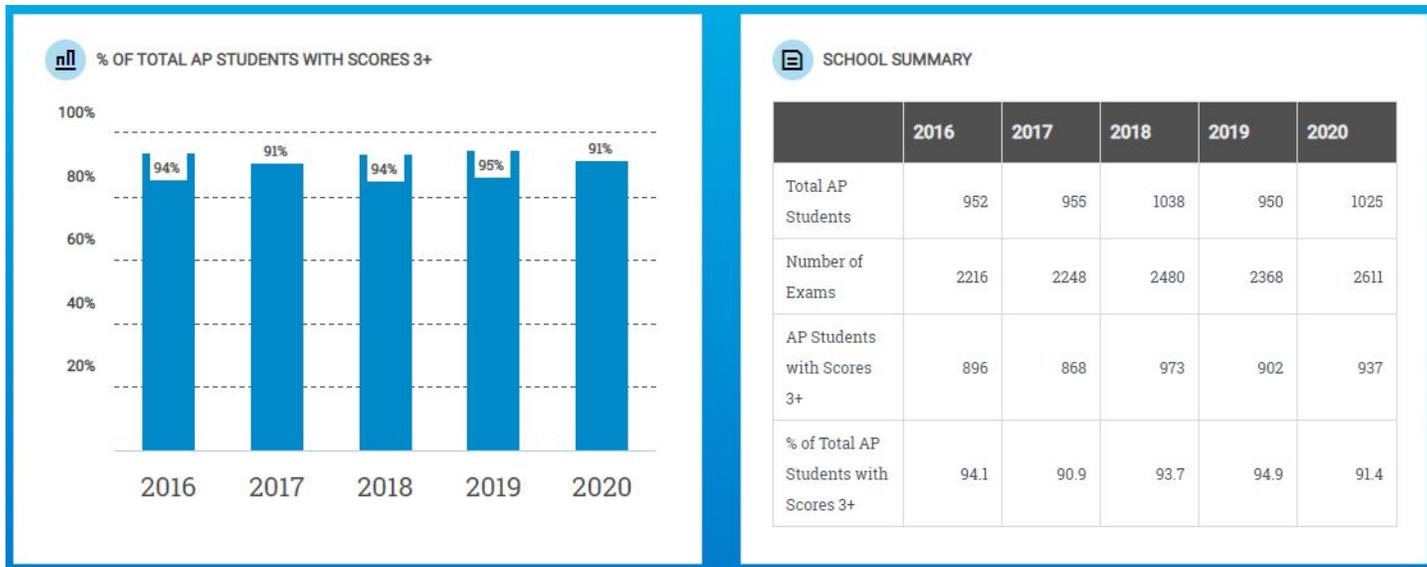
This display shows the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more and thus earning college credit at Illinois public colleges and universities. Students may enroll in multiple AP courses during their time in high school.

In the spring of 2020, all Advanced Placement exams were administered remotely for the first time due to Covid 19 restrictions. This shift necessitated a significant overhaul to the content and format for all exams in each subject area. District 86 students and teachers successfully made this end-of-year shift while maintaining a very high level of success.

### South



## Central



### 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 three 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.
- National AP Scholar - Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams.
- AP Capstone Diploma – The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing.

### College Board AP Scholar Awards Summer 2020

#### Central

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar	AP Capstone Diploma	AP Seminar and Research Certificate
Number of Scholars	131	106	272	71	11	4
Average Score	3.43	3.80	4.28	4.50	4.17	3.53

## South

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar
Number of Scholars	70	20	75	17
Average Score	3.03	3.49	4.09	4.42

### 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.

This metric is new to this District overview, but it is one that we will follow and use to report improvement as more students access the benefits of the robust District 86 Advanced Placement course offerings.

#### Central

Group	Percentage
Graduating Class Summary	62.2%
12th Grade	54.3%
11th Grade	55.3%
10th Grade	23.5%

#### South

Group	Percentage
Graduating Class Summary	43.2%
12th Grade	31.8%
11th Grade	32.9%
10th Grade	30.6%

### National Merit Recognition Program

Students enter the annual National Merit Scholarship competition by taking the Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) during their junior year. Students ranking among the top 50,000 in the nation are designated “Commended Scholars” by the National Merit Scholarship

Corporation in the fall of their senior year. These Commended Scholars placed among the top 5% of the more than 1.5 million students who entered the competition. In September, approximately 16,000 academically talented seniors were named “National Merit Semifinalists.” This status allowed them to fulfill several requirements to advance to the “Finalist” level of the competition. “Finalists” are eligible to continue in the competition for approximately 7,000 National Merit Scholarship awards worth about \$35 million, college-sponsored and approximately 1,000 Corporate-Sponsored Merit Scholarships. All winners of Merit Scholarship® awards (Merit Scholar® designees) are chosen from the Finalist group based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. Each March, the schools are informed of which finalists were one of these “Achievement Recipients.” In addition, The College Board recognizes academically outstanding African American and Hispanic/Latino U.S. juniors who take the PSAT/NMSQT. This recognition program is an academic honor that can be included on college applications.

### NATIONAL MERIT DATA - 2020

	<b>TOTAL National Merit Students</b>	<b>National Merit Semifinalist</b>	<b>National Merit Commended</b>	<b>National Hispanic Recognition</b>	<b>National African American Recognition</b>
Central	85	25	60	5	1
South	8	3	5	0	0