

Student Achievement and Grading Practices in District 86

BOE Winter Update
February 9, 2023



Overview

Following semester 1 final exams is a great time to review student achievement and the efficacy of intervention and support. It also offers an opportunity to reflect on how D86 can continue to improve academic growth and achievement systems.

This report will focus on

- Post Secondary (college) Attainment and Persistence
- Grading Practices and Grade Distributions
- PSAT Results and Growth Predictions

Each section of this update reports the good work that D86 faculty, staff and administration are doing to target support, improve programs, raise academic rigor and increase student academic growth.

Post Secondary (2/4/T College) Attainment and Persistence

National Student Clearinghouse provides a great deal of data to high schools related to college and trade school attendance, persistence and graduation.

The NSC indicates that:

1. 1st year attendance is a leading indicator of K-12 student achievement and successful post secondary educational planning
2. 2nd year persistence is the leading indicator of college graduation in under five years
3. Graduation rates - self explanatory, but lagging (only available currently for class of 2016)

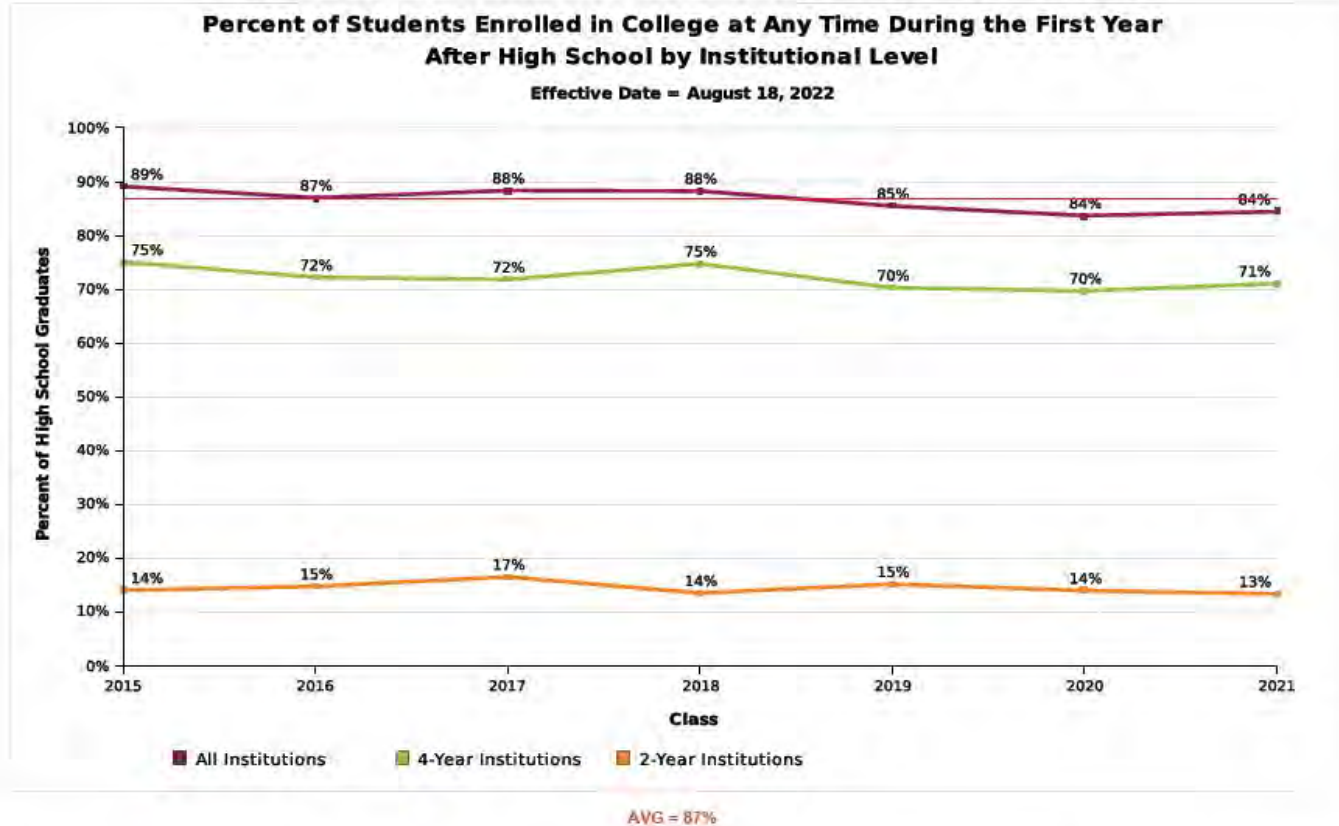
NCH data combined with SchoolLinks data will enable D86 to communicate with all graduates more effectively and establish a better way to understand the personal stories and individual readiness of D86 students.

District 86 - College Attainment (1st Year)

Over 7 years:

D86 Ave. =
87% of students

National Ave. =
63% of students

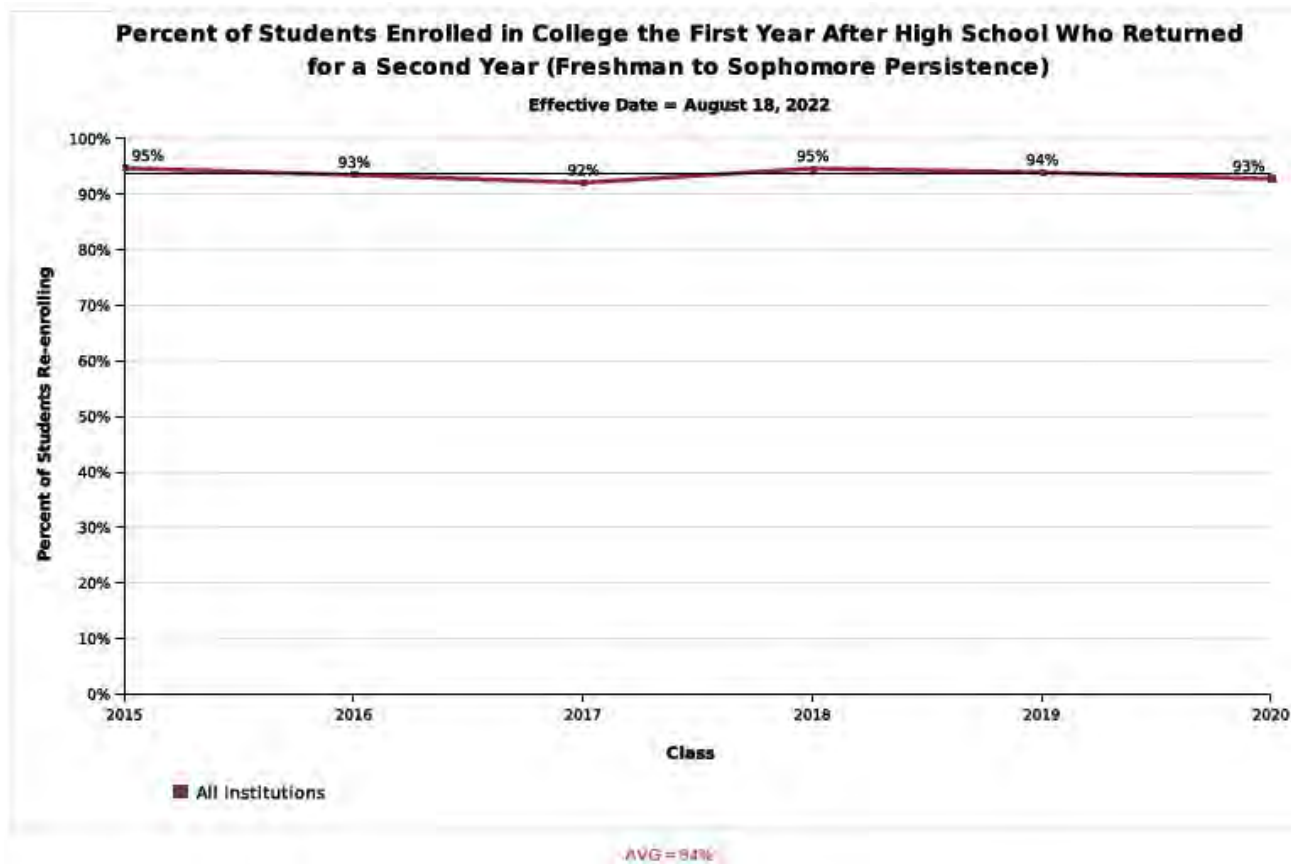


District 86 - College Persistence

Over 6 years:

D86 Ave. =
94% of
students

National Ave. =
75% of
students



Grading Practices and Grade Distributions



Guiding Principles

1. **Accurate:** A grading system must accurately communicate a student's academic ability.
2. **Actionable:** A grading system must provide a student, parent, counselor, interventionist an indication of what the student needs to do to remediate, maintain, or enrich their coursework.
3. **Accountable:** A grading system must hold students accountable for demonstrating the knowledge / skill required to complete each course.

Grading Alignment Work - SY 21-22

- **Established a common, equal-interval grade scale for all courses**
Included a 50% floor for assignments
 - All D86 courses using a common grading scale for the first time
- **Established a framework for grade category weights (e.g. 70/30 Summ/Form)**
 - All building-level course teams using the same category weights for the first time
 - All aligned district course teams using the same category weights for the first time
- **M (50%) and ME (50%) were created to better communicate missing work for students, families and support faculty, while not immediately impacting grades.**

Slide from BOE presentation, February 2022:

Ongoing areas for conversation, feedback, and professional development

- Clearer definitions for formative and summative assessments
- Connections between formative and summative assessments
- Relearning and Reassessment practices
- Student Motivation

Slide from BOE presentation, February 2022:

Ongoing Analysis and Conversations: Next Steps

- Reflecting on and assessing data on 21-22 grades
- Making course team decisions for SY 22-23 (flex days in March and April)
- Grading alignment work continues during Department and Course Team Curriculum alignment and assessment conversations
- Ongoing professional development conversations around formative/summative assessments
- Ongoing professional development conversations around Relearning and Reassessment opportunities

Grading Alignment Work - SY 22-23

- Maintained common grading scale for all courses
- Approximately 29% of course teams (building and district) revised common grade category weights based on SY 21-22 experiences and with reflection (March and April Flex Days) on core grading principles
- Grading alignment work and discussion is fully integrated into course alignment work
 - All aligned course teams are developing common relearning and reassessment practices for all courses for the first time
- M remains as a communication tool (ME eliminated as redundant), but now calculates as zero credit. Work completed in alignment with teacher expectations and assignment directions is scored on a 100-50% scale (**Principle 1: Accuracy**)
 - Teacher feedback: This change has added more student **accountability (Principle 3)** to the grading system

A few comparisons

SY 21-22	% of total
70/30	75%
80/20	9%
85/15	2%
90/10	8%
95/5	0.3%
100/0	3%
Pass/Incomplete	2%

SY 22-23	% of total
70/30	70%
80/20	11%
85/15	4%
90/10	11%
95/5	0.3%
100/0	3%
Pass/Incomplete	2%

As SY 22-23 began, 74% of all District 86 course teams had identical grade weight categories for like courses. Remaining grading practices are discussed...

- During curriculum alignment meetings
- PD opportunities focused on Assessment Literacy

Department	Overall Status March 2022	Overall Status September 2022	<u>Current</u> Overall Curriculum Status January 2023	Program of Studies	Fees	Textbooks	Grading Practices	Course Objectives	Unit Alignment	End of Term Assessments
Art	49%	52%	69%	100%	100%	100%	75%	52%	52%	52%
Business	50%	51%	65%	100%	100%	97%	100%	20%	20%	17%
ELL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
English	20%	25%	31%	68%	68%	16%	16%	16%	16%	16%
FACS	47%	47%	64%	96%	100%	100%	100%	19%	19%	15%
Math	55%	60%	65%	100%	100%	91%	48%	57%	57%	50%
Music	71%	71%	72%	100%	100%	100%	52%	52%	52%	50%
Physical, Health, Drivers' Education	71%	71%	100%	100%	100%	100%	100%	100%	100%	100%
Science	42%	54%	66%	91%	93%	84%	50%	50%	55%	33%
Social Studies	34%	42%	55%	65%	100%	75%	40%	54%	52%	40%
Special Education	0%	0%	36%	100%	100%	0%	50%	0%	0%	0%
Technology	51%	51%	70%	100%	100%	100%	100%	33%	33%	25%
World Language	54%	59%	61%	98%	94%	91%	50%	38%	31%	23%

Professional Development: Grading and Assessment Literacy

- District Instruction and Innovation Coaches (seven teachers & Dir of I&I) created four Assessment Literacy modules for all courses teams to learn from during three designated district PD days (DC/course team facilitated)
- Modules were designed for course team use and with the flexibility to choose an aspect of Assessment Literacy that best meets the needs of the team.
- Designed an all staff PD plan for Assessment Literacy for SY 22-23
 - Will become a mandatory aspect of New Educator Induction Training in SY 23-24
- Professional Learning Includes:
 - Core Concepts of Assessment (Principle 1 & 3 - Accuracy and Accountability)
 - Relearning and Reassessment (Principle 2 & 3 - Actionable and Accountability)
 - Coaching and Feedback (Principle 2 - Actionable)
 - Self-Assessment (Principle 1 - Accuracy)

Relearning and Reassessment in D86: Current Course Team Work

District 86 Framework:

1. All courses will include relearning/reassessment opportunities on summative assessments each semester (excluding final exams). Course teams may decide to limit reassessments to select summative assessments.
2. All summative reassessment options will award full credit (best score replaces old score)
3. All students who are reassessing should engage in a course team determined relearning activity prior to reassessment

Relearning/Reflection <u>Options</u>	Reassessment <u>Options</u>
<ul style="list-style-type: none">• Review session with teacher• Review session with interventionist or support staff (including paraprofessionals)• Completion of missed formative assignments• Targeted formative assessment practice opportunities (new practice questions/problems)• Complete online module• Peer tutor meeting• Other	<ul style="list-style-type: none">• Retake entire assessment (same or new)• Retake only portion of assessment that was failed (standards/skills/content): sometimes referred to as 'test corrections'• Identify areas of learning and write a reflection demonstrating current knowledge• One on one conference - verbal test corrections (with teacher or DC)• Submit multiple drafts of a written assessment with feedback• Other

Practical Benefits for Students and Families

Alignment of Systems = No Surprises

- **D86 Grading Scale: An A is an A is an A...**
- **Program of Studies (hyperlinks)**
- **Definitions for and Identification of Assessment Types**
- **Common Language and Expectations used on Syllabi, in Gradebooks and Curriculum Documents**

TEAM GRADING STRUCTURE

Summative Assessments

- There will be formative assessments throughout a unit and a summative assessment at the conclusion of each unit.
- Reassessment opportunities are available for students to improve their mastery of a unit learning objective. Students must have completed sufficient formative practice and remediate each of the learning targets they wish to reassess.

Formative Assessments

- Students will regularly complete formative assessments to practice each learning objective in class.
- Feedback will be provided in order to help promote student growth on each learning objective.
- Additional practice will be provided for students to practice outside of class and show evidence of each learning objective. All assignments will be linked in Canvas.

Grading A 100 - 90 B 89 - 80 C 79 - 70 D 69 - 60 F 59 - 50 Gradebook Codes M - Missing <ul style="list-style-type: none"> • Weighted as 0% X - Excused <ul style="list-style-type: none"> • Is not calculated in average grade 	Weighting Summative Assessments (90%) Formative Assessments (10%)	Final Weighting Semester 1 (90%) Final Exam Semester 1 (10%) Semester 2 (90%) Final Exam Semester 2 (10%)
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Grade Determination*
Marking period grades are based on the following weighted categories: Summative Assessments: 70% Formative Assessments: 30% Learning Readiness: 0% Semester Grades are determined by Marking Period 80%/Final Exam Percent: 20% *See course syllabus for late work and remediation (hyperlinked to a district framework) policies

Ways parents/guardians can keep informed of their student's learning progress:

- Canvas Observer Account
- Infinite Campus Parent Portal

Infinite Campus Parent Portal

Campus Parent view for student: [REDACTED]

Pre Calculus Honors

Grades

Term S1 [09/06/2022 - 01/20/2023] Settings ▾

(S1) Term	A (91.19%)
Formative Weight: 10	456.76/541 (84.42%) +
Summative Weight: 90	354/385 (91.94%) +

(S1) Exam

Summative	38.5/44 (87.5%) +
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(S1) Final

	A (90.45%) ⓘ
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Click to expand view to include individual assignments, scores

Campus Parent view for student: [REDACTED]

Pre Calculus Honors

Grades

Term S1 [09/06/2022 - 01/20/2023] Settings ▾

(S1) Term	A (91.19%)
Formative Weight: 10	456.76/541 (84.42%) —
Unit 9: Tan, Cot, Sec, and Csc: Graphs (MyOpenMath)	Due: 01/13/2023 10/10 (100%) >
Unit 8 Day 1 (MyOpenMath)	Due: 01/05/2023 10/10 (100%) >
Unit 8 Day 2 (MyOpenMath)	Due: 01/05/2023 10/10 (100%) >
Unit 8: Applications of Trigonometric Functions R	Due: 01/05/2023 10/10 (100%) >
Unit 8: Unit Circle Formative Assessment #2	Due: 01/04/2023 9.791667/10 (97.91%) >
Unit 7 Day 1: Introduction to Probability (MyOpenMath)	Due: 12/16/2022 10/10 (100%) >
Unit 7 Day 3: Probability Using Properties (MyOpenMath)	Due: 12/16/2022 9.375/10 (93.75%) >
Unit 7: Bayes Theorem	Due: 12/16/2022 MISSING 0/10 (0%) >
Unit 7: Birthday Problems & Sample Space	Due: 12/16/2022 10/10 (100%) >
Unit 7: Probability Day 2	Due: 12/16/2022 10/10 (100%) >
Unit 7: Review #1	Due: 12/16/2022 10/10 (100%) >
Unit 6: Distinguishable Permutations & Combination	Due: 12/06/2022 10/10 (100%) >
Unit 6: FCP Day 1 Homework	Due: 12/06/2022 10/10 (100%) >
Unit 6: Mixed Practice	Due: 12/06/2022 8.533333/10 (85.33%) >
Unit 6: Permutations Homework	Due: 12/06/2022 9/10 (90%) >
Graphing Rational Functions Review (MyOpenMath)	Due: 11/21/2022 Actual score 4/10, adjusted to 50% 5/10 (50%) >
Rational Functions Problem Solving (MyOpenMath)	Due: 11/21/2022 MISSING 0/10 (0%) >
Rational Functions Review without Graphing (MyOpenMath)	Due: 11/21/2022 MISSING 0/10 (0%) >
Rational Inequalities Practice (MyOpenMath)	Due: 11/21/2022 10/10 (100%) >
Unit 5: Finding Slant Asymptotes	Due: 11/21/2022 7.5/10 (75%) >
Unit 5: Limits Day 1	Due: 11/21/2022 10/10 (100%) >
Unit 5 Graphing Rational Functions Exit Ticket	Due: 11/15/2022 10/11 (90.90%) >
Unit 4 Day 1: Factoring Without a Calculator	Due: 11/07/2022 8.454546/10 (84.54%) >
Unit 4 Descartes Rule of Signs	Due: 11/07/2022 10/10 (100%) >
Unit 4 Rational Root Theorem	Due: 11/07/2022 10/10 (100%) >
Unit 4 Review #1 2022	Due: 11/07/2022 10/10 (100%) >
Unit 4: Finding All Zeros of Polynomials	Due: 11/07/2022 Actual score 3.3/10, adjusted to 50% 5/10 (50%) >

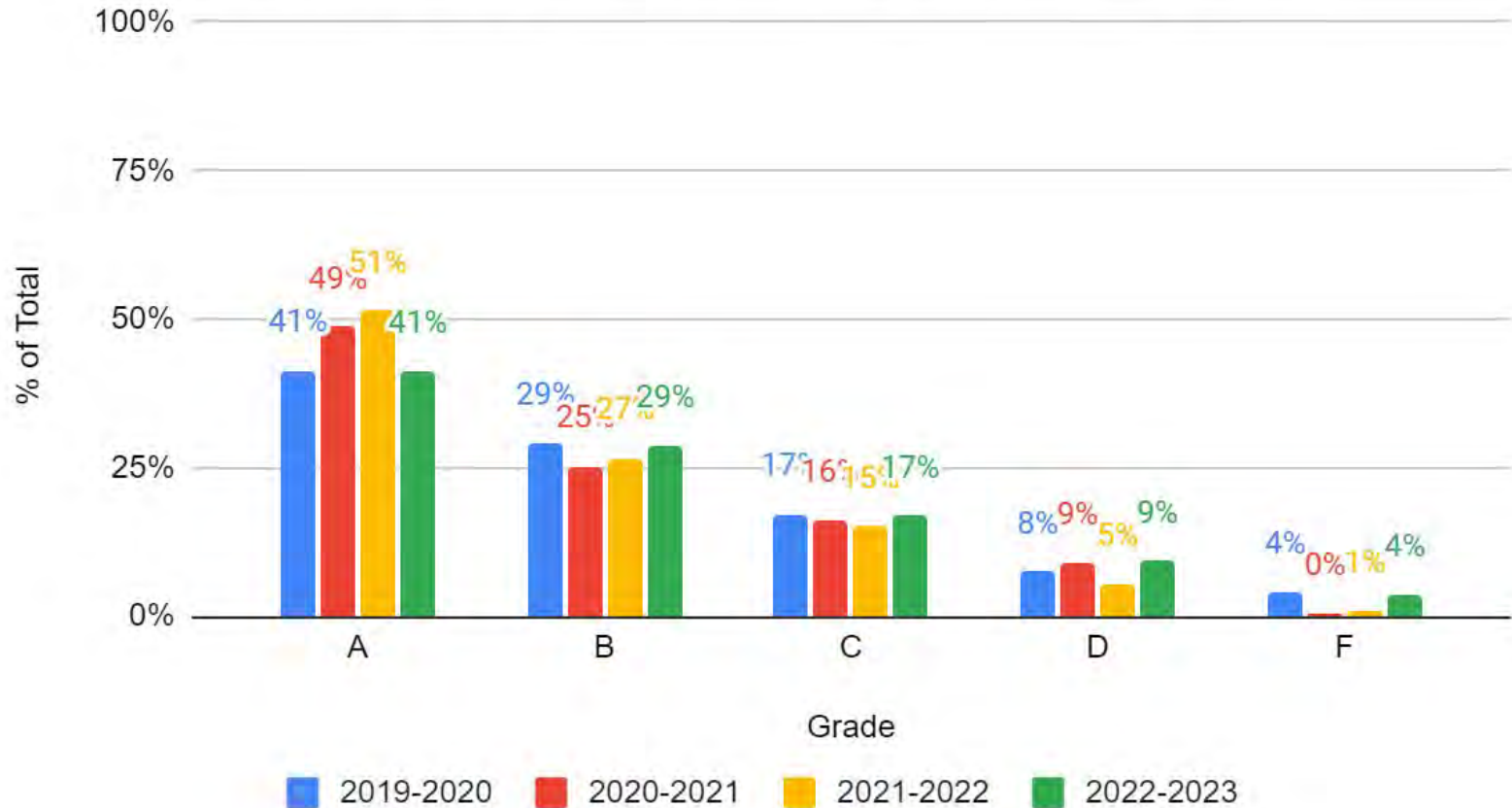
Semester 1 Grade Distribution - 2022



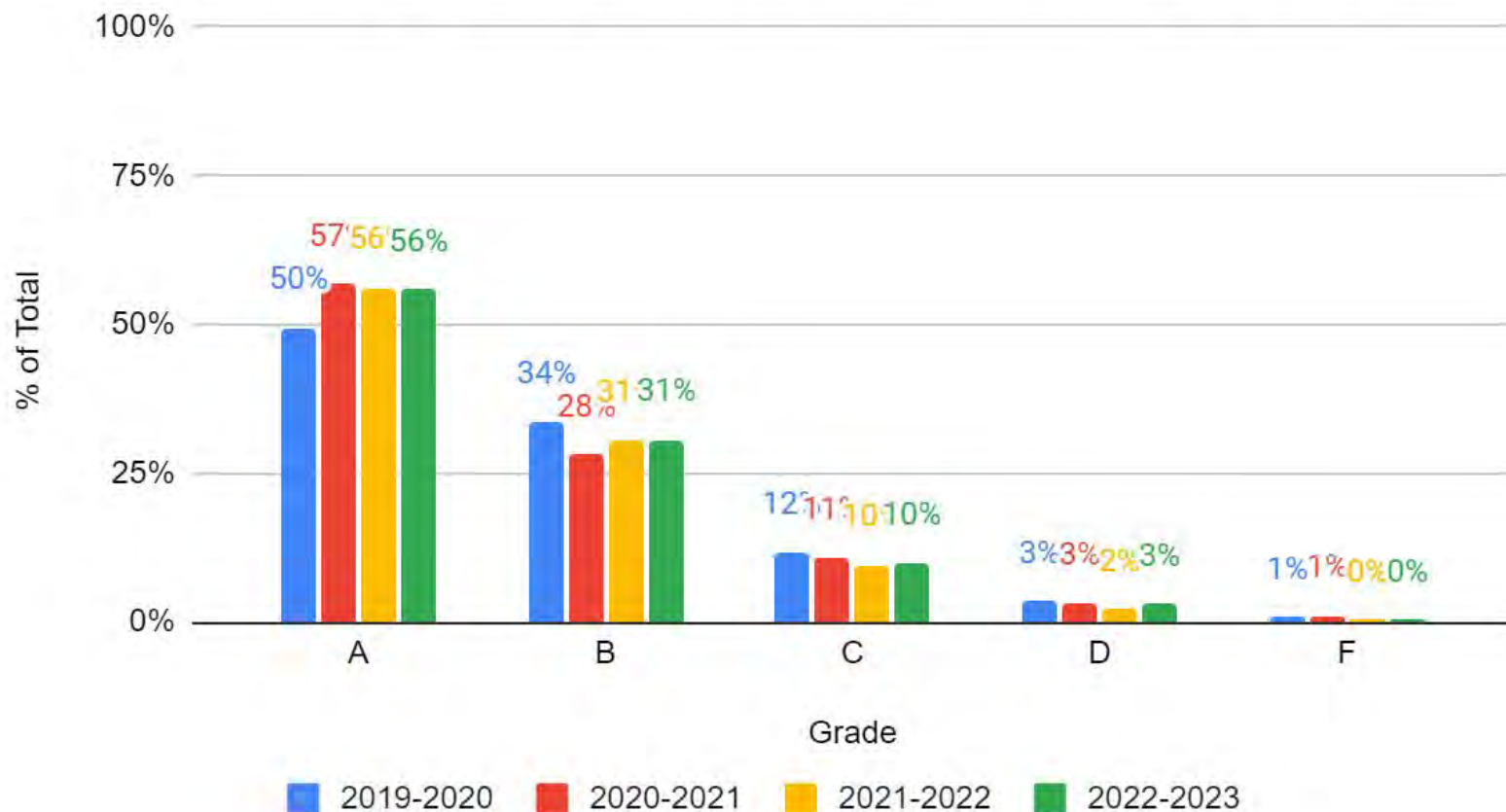
Summary of Grade Distribution Data

- Grades are strong on both campuses
 - 71% of all grades are A & B at South
 - 85% of all grades are A & B at Central
- Return to pre-pandemic grade distribution - but now with an aligned scale, categories, and relearning/assessment practices
- Final exam grades continue to have minimal impact on semester grades
- **Continued area of focus:** Year over year increases in D and F grades can be seen in IEP and Black student subgroups.

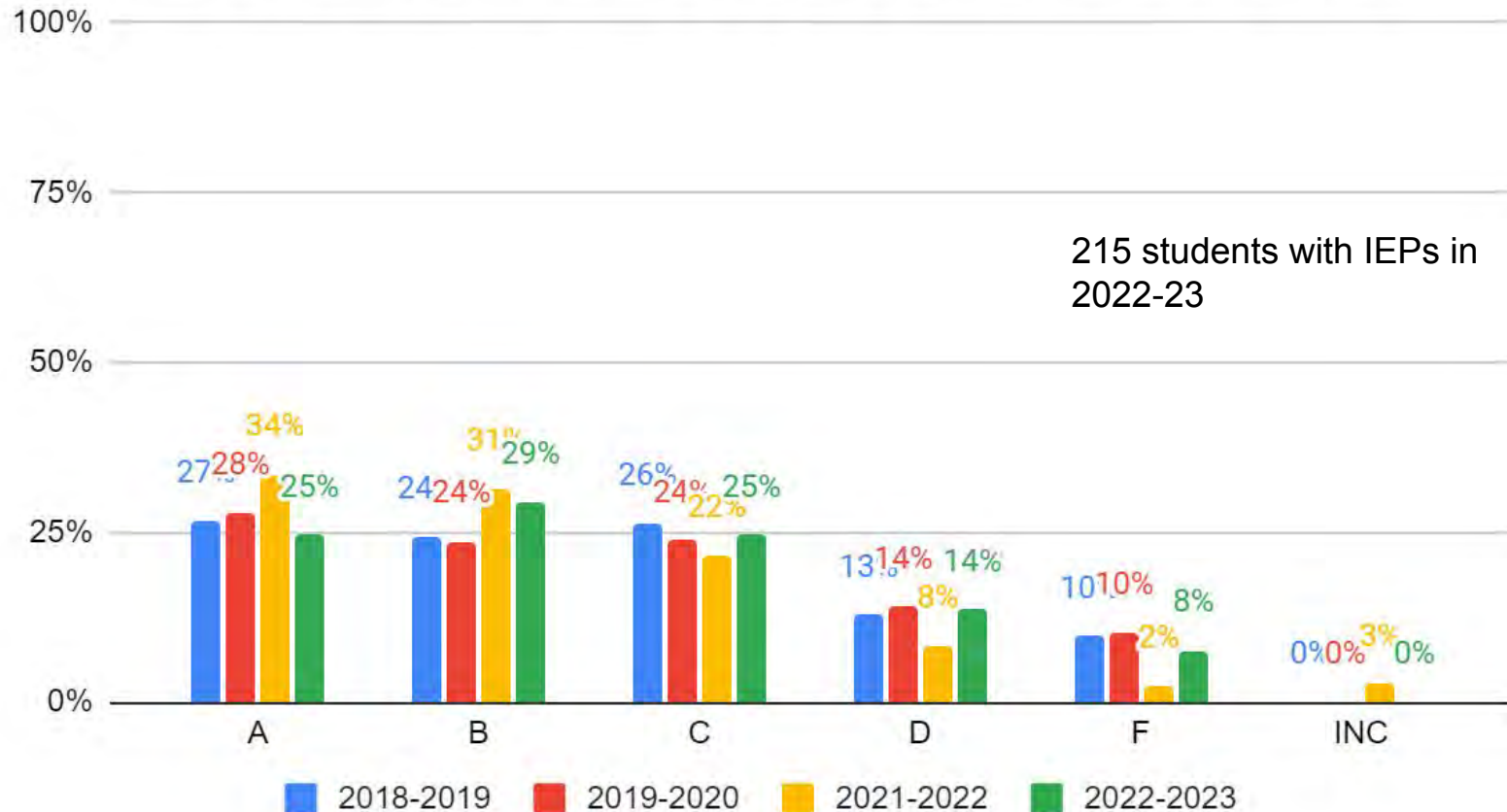
Hinsdale South Grade Distribution - Semester 1 Grades



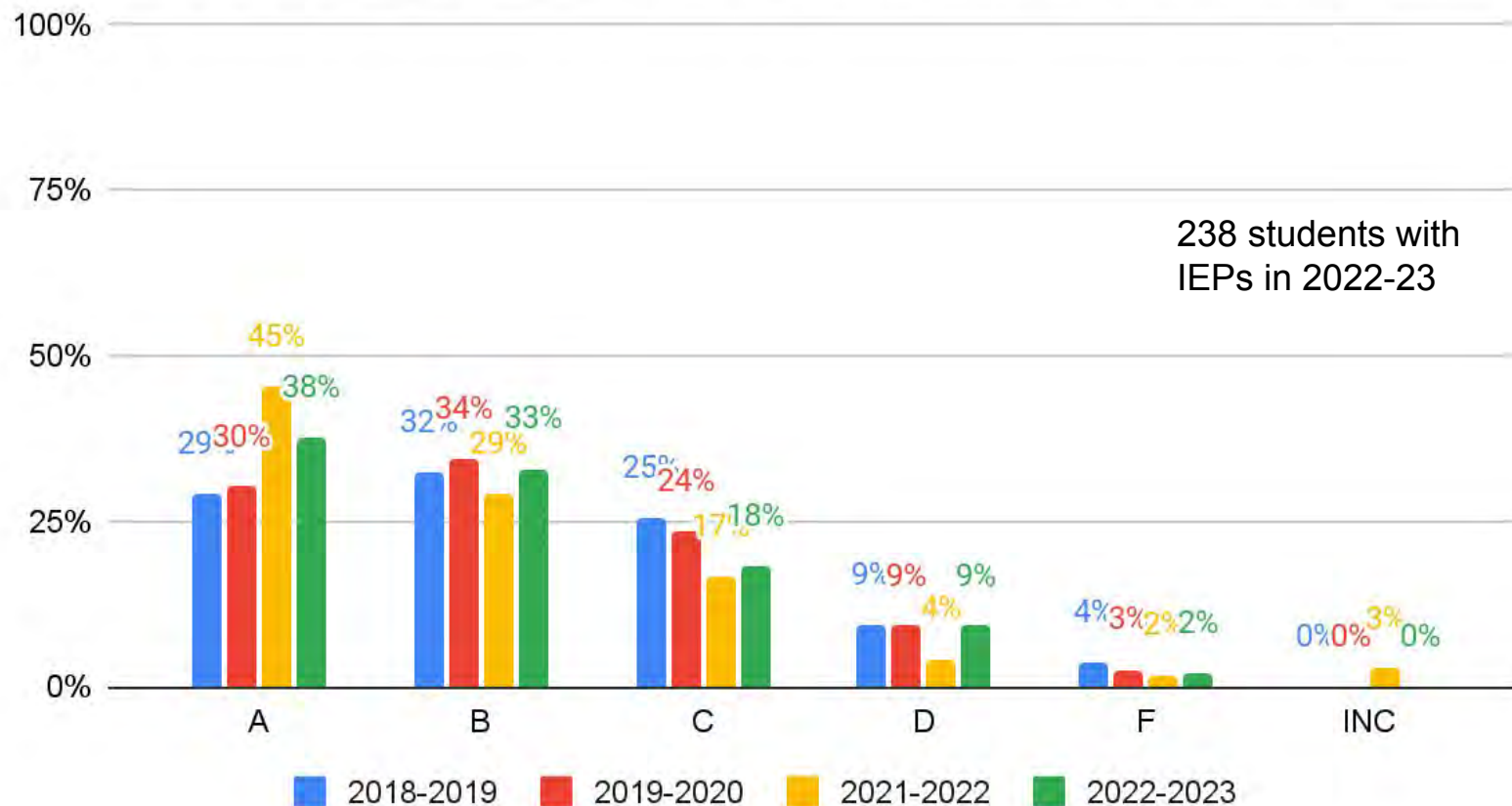
Hinsdale Central Grade Distribution - Semester 1 Grades



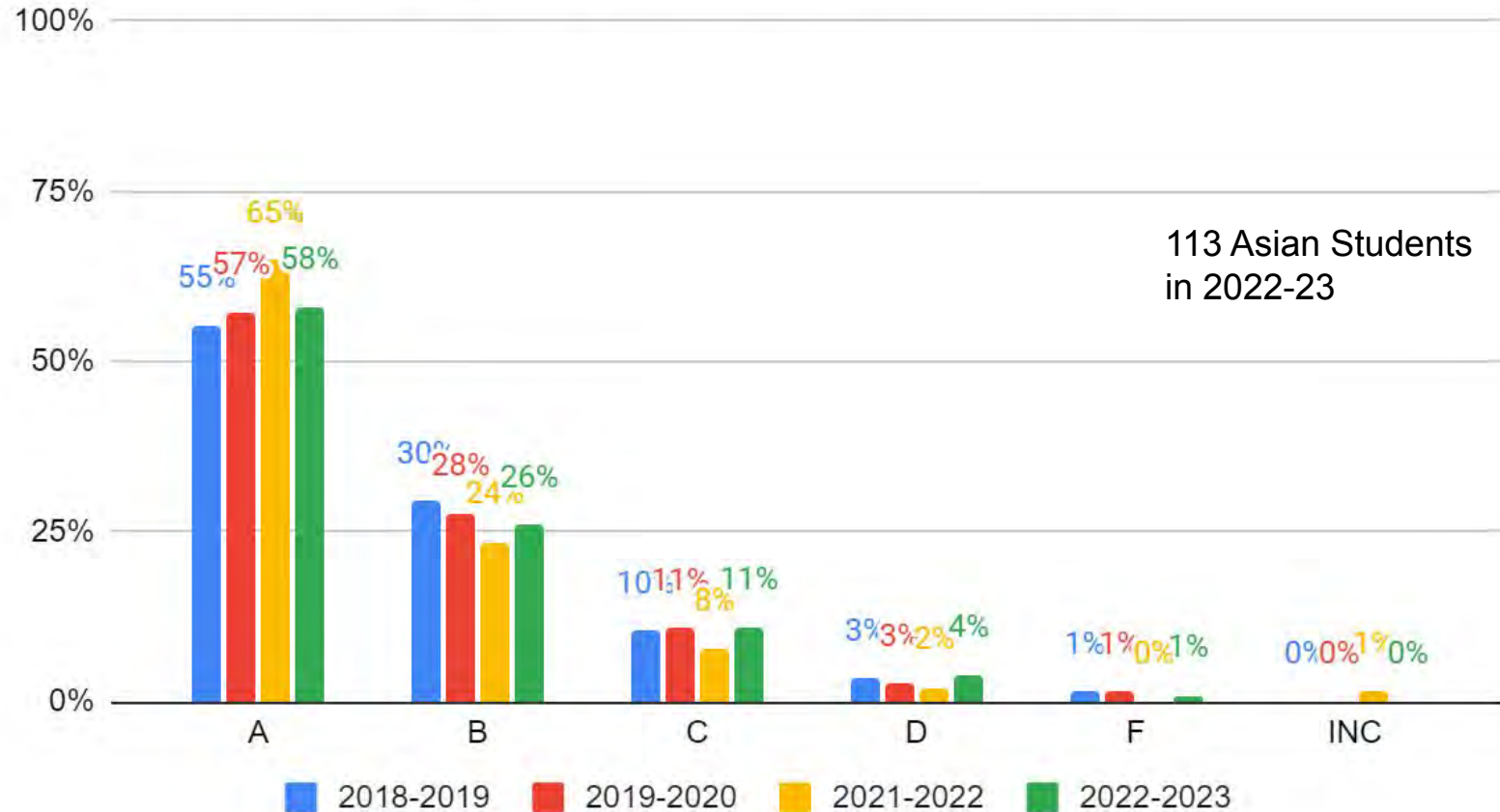
Hinsdale South - Special Ed. Grade Distribution - Sem 1 Grades



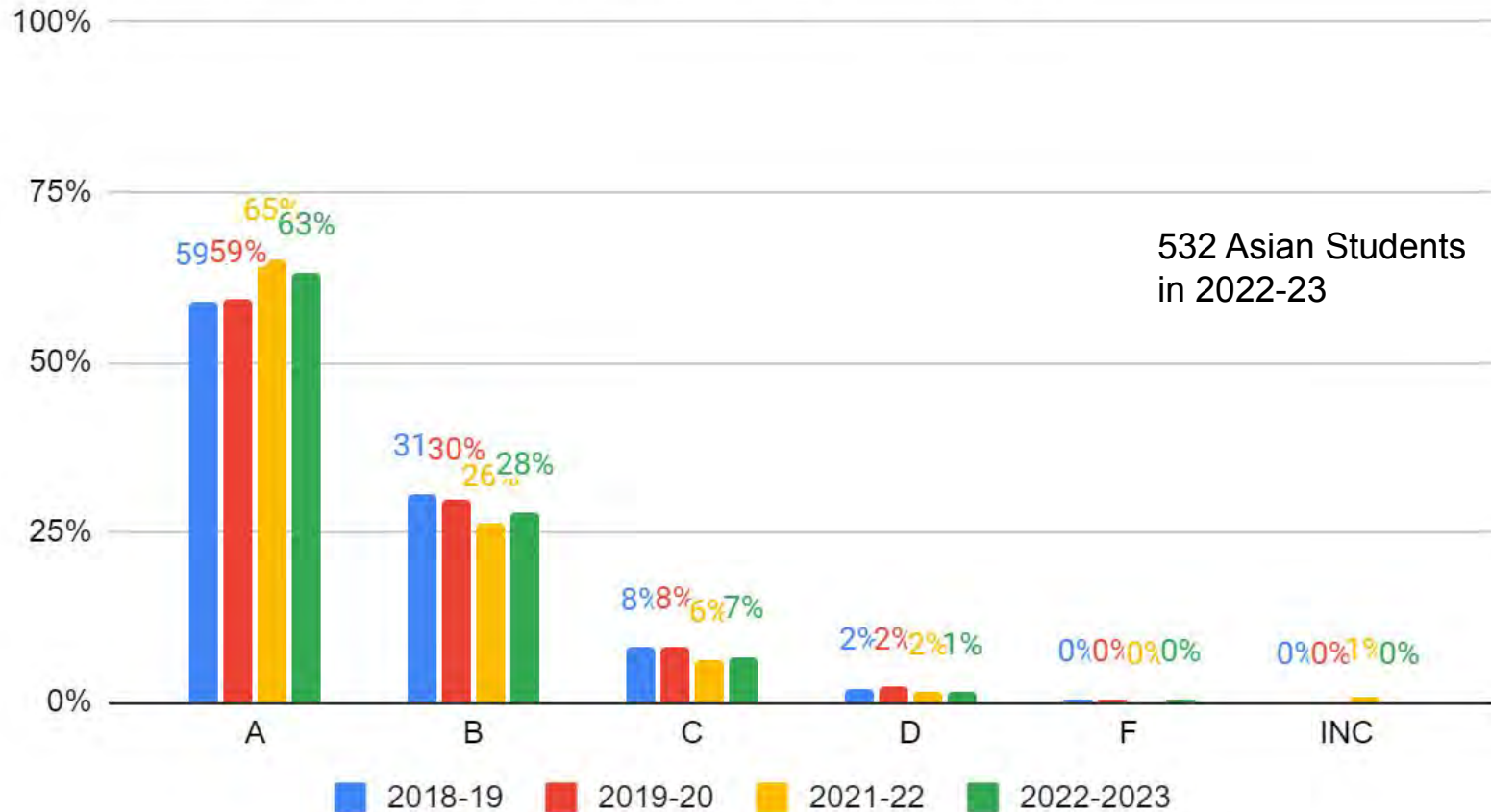
Hinsdale Central - Special Ed. Grade Distribution - Sem 1 Grades



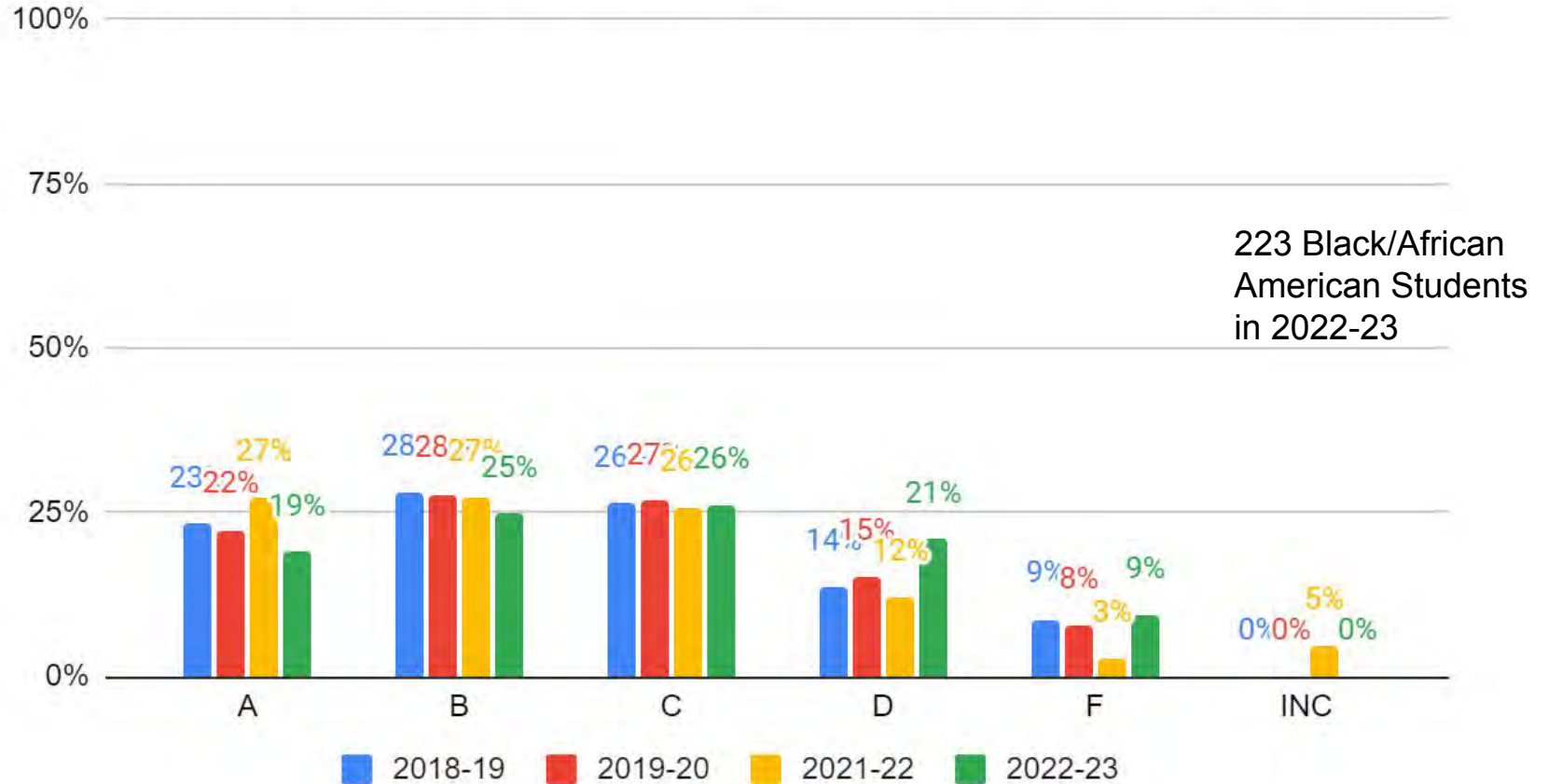
Hinsdale South - Asian Grade Distribution - Sem 1 Grades



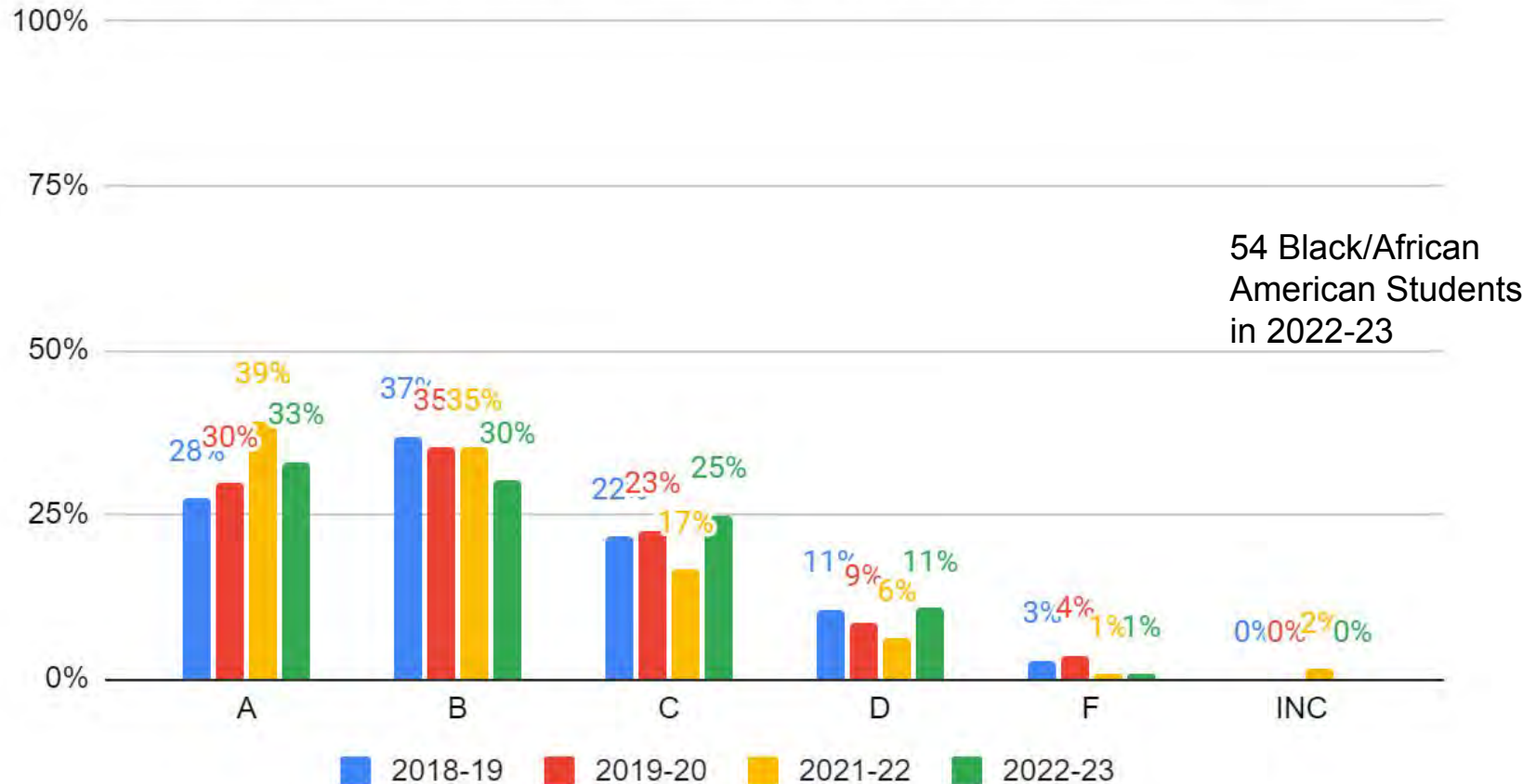
Hinsdale Central - Asian Grade Distribution - Sem 1 Grades



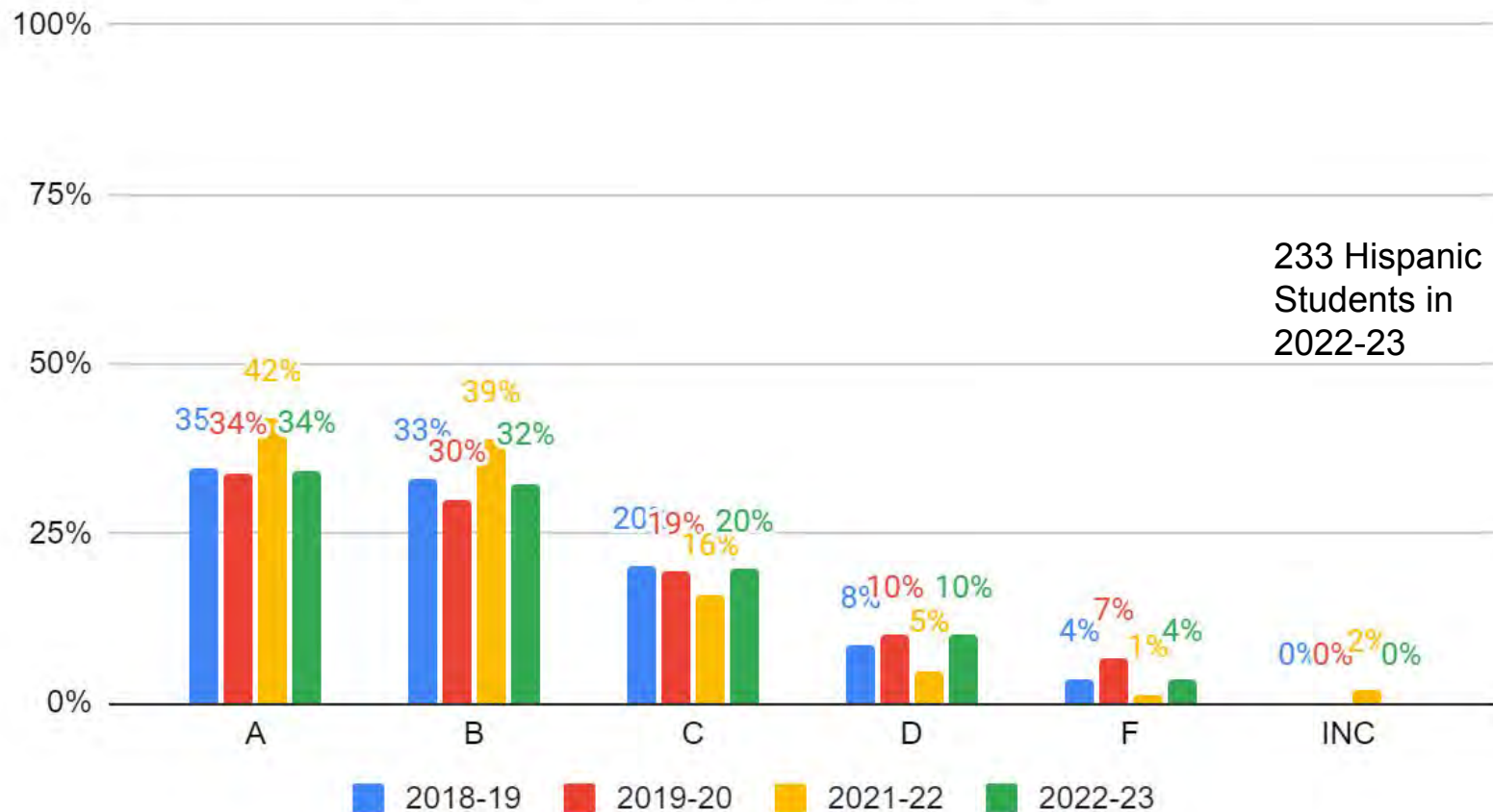
Hinsdale South - Black or African American Grade Distribution - Sem 1 Grades



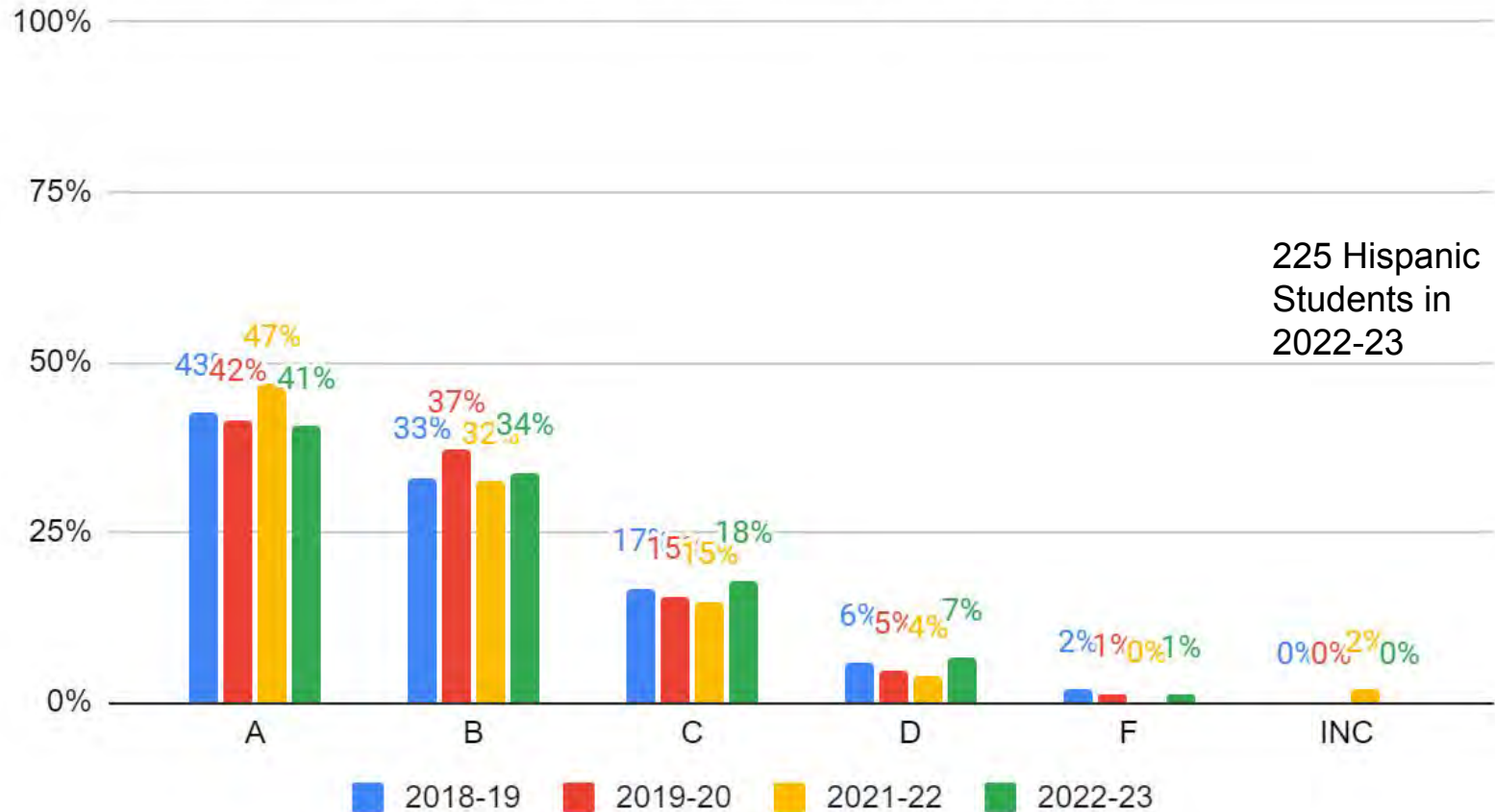
Hinsdale Central - Black or African American Grade Distribution - Sem 1 Grades



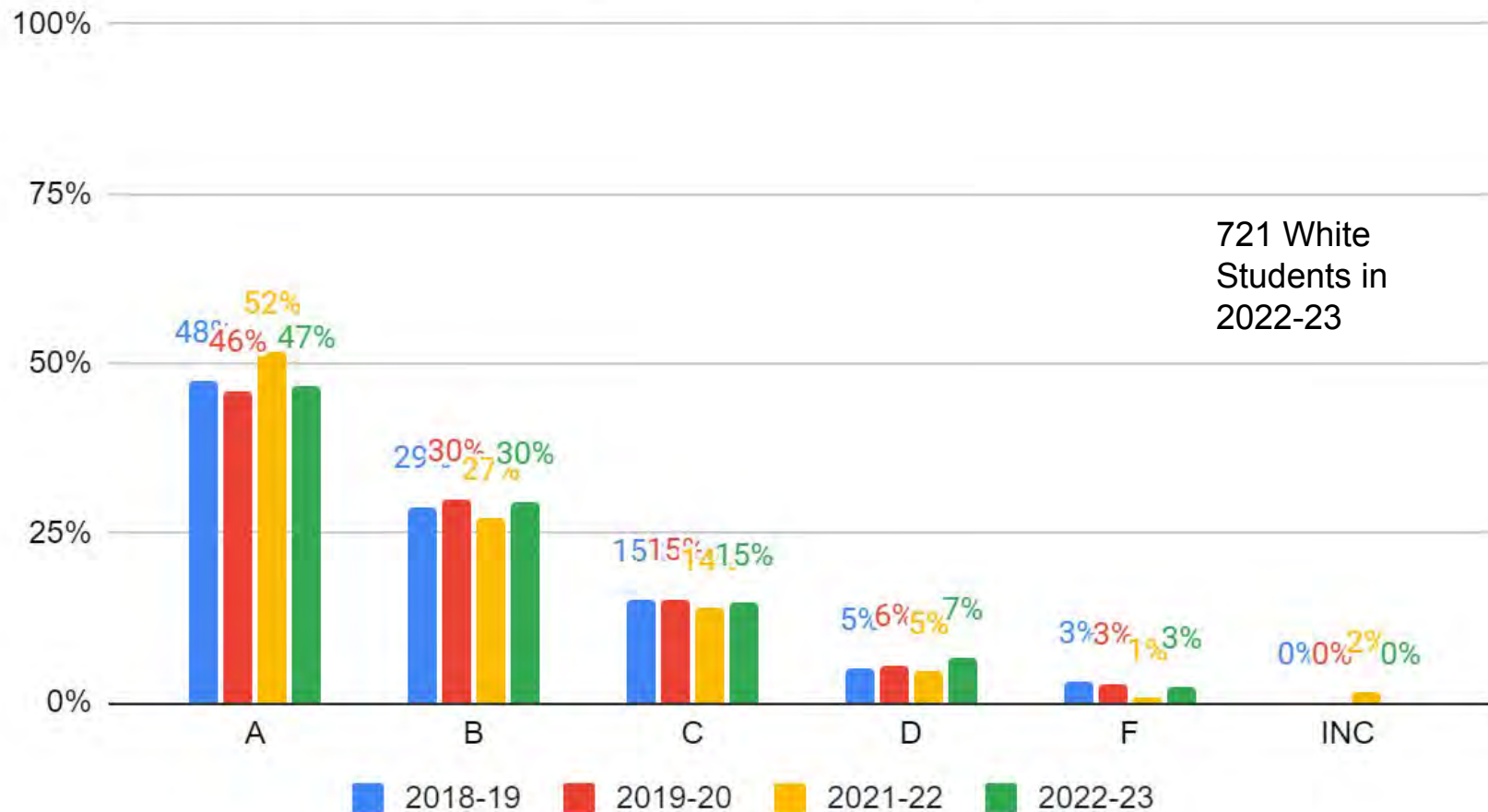
Hinsdale South - Hispanic Grade Distribution - Sem 1 Grades



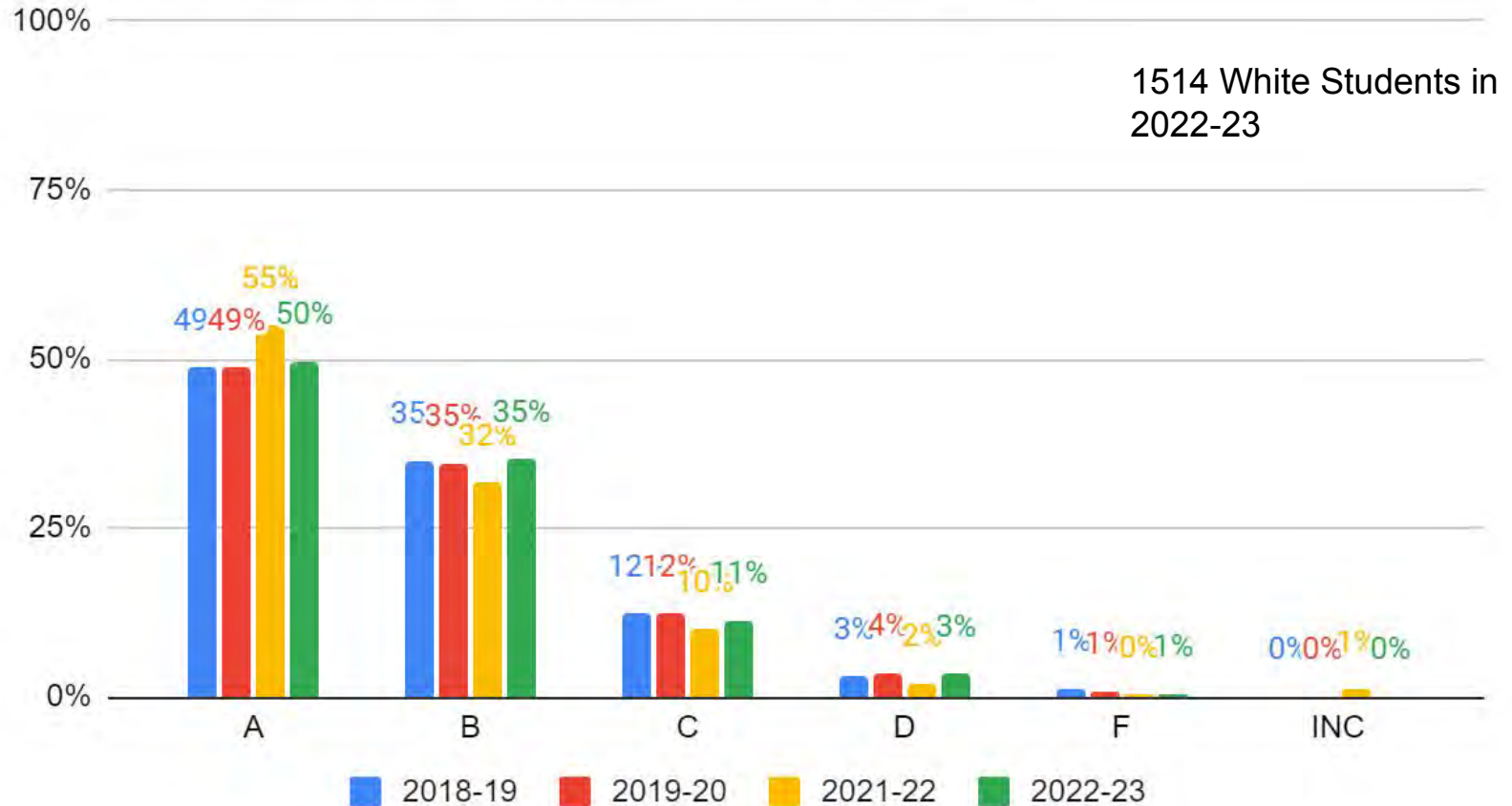
Hinsdale Central - Hispanic Grade Distribution - Sem 1 Grades



Hinsdale South - White Grade Distribution - Sem 1 Grades



Hinsdale Central - White Grade Distribution - Sem 1 Grades



What was the impact of 2nd semester finals during 2021-2022?

NO impact on the final course grade

South

92%
of the time

Central

94%
of the time

Shameless Plug: More data and conversation on this topic at our Community Conversation

Wednesday, February 15 - Hinsdale South Auditorium - 1:30-2:30

Save the Date: Community Conversation on Earned Honors Credit

Wednesday, March 8 - Hinsdale Central Library - 7-8pm

Marking Period to Semester Grade Correlation

2nd Semester 2021-2022

		Semester Grade				
		A	B	C	D	F
Marking Period Grade	A	97%	3%	0%	0%	0%
	B	8%	88%	4%	0%	0%
	C	0%	7%	89%	4%	0%
	D	0%	0%	10%	90%	1%
	F	0%	0%	0%	19%	81%

Marking Period to Semester Grade Correlation 1st Semester 2022-2023

		Semester Grade				
		A	B	C	D	F
Marking Period Grade	A	96%	4%	0%	0%	0%
	B	8%	87%	5%	0%	0%
	C	0%	10%	85%	5%	0%
	D	0%	0%	15%	85%	0.3%
	F	0%	0%	0%	23%	77%

How we use grade data to inform and improve instruction

Grading Principles 1 & 2: Because the grades are an **accurate** reflection of what students know and can do, D86 can take measured and targeted action:

Targeted work (Examples)

- **Tier 2 of MTSS** - Students meeting the Tier 2 criteria (grades, attendance, test scores) are included in the support / champion cycle. They receive focused and personalized support plans with regular check ins.
 - Cycle 1 Results: 76% of students identified for targeted support raised grades and came off MTSS intervention list.
- **Taskforce Work:** BEAT members used academic progress indicators (e.g. grades, test scores, attendance) to identify a group of 30 Black, male students and spent a day with them developing academic and social agency strategies, and discussing barriers to academic achievement, how to navigate the education system, and ways they can thrive in school (as well as doing some math and English lessons)
- **‘Hub’ Meetings:** (common teachers/related service) Hub Goals: share information, collaborate on effective strategies, and set targets for each individual student.

How we use grade data to inform and improve instruction

Stoplight Reports - Credit to Dr. Hardy and Mr. Vonnahme for this data collection/action method

- Generated weekly for each building to identify trends AND specific students who need additional support, motivation or celebration.
- Added as a way to triangulate and target support in addition to existing D/F reports.

Hinsdale South		
		1/26/23
A's and B's	Blue	550
No F's	Green	684
1 F	Yellow	82
More than 1 F	Red	49
	Total	1365

		1/26/23
A's and B's	Blue	40%
No F's	Green	50%
1 F	Yellow	6%
More than 1 F	Red	4%
	Total	100%

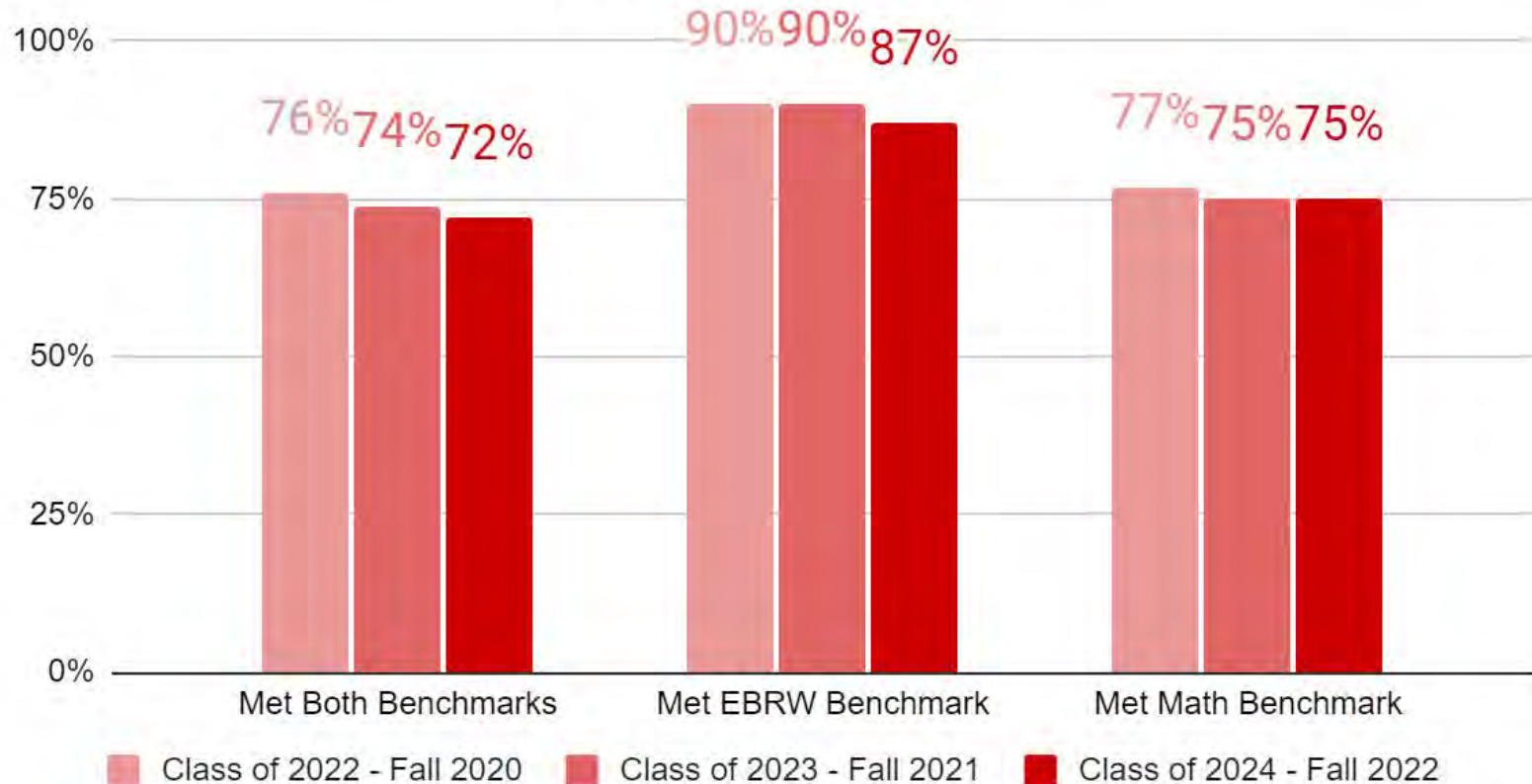
Hinsdale Central		
		1/26/23
A's and B's	Blue	1489
No F's	Green	895
1 F	Yellow	39
More than 1 F	Red	8
	Total	2431

		1/26/23
A's and B's	Blue	61%
No F's	Green	37%
1 F	Yellow	2%
More than 1 F	Red	0%
	Total	100%

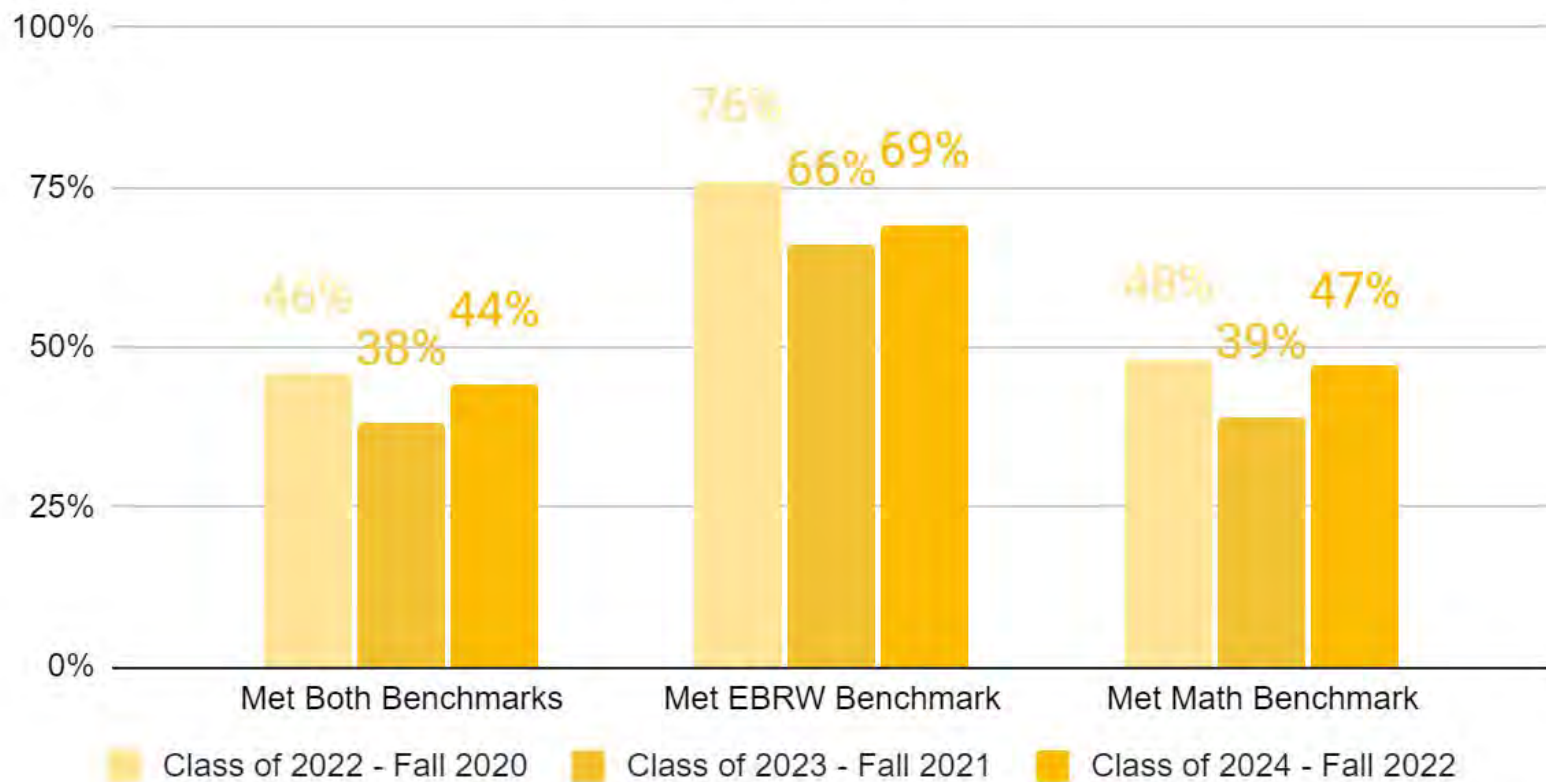
How D86 predicts and programs based on Leading Indicators: Fall PSAT



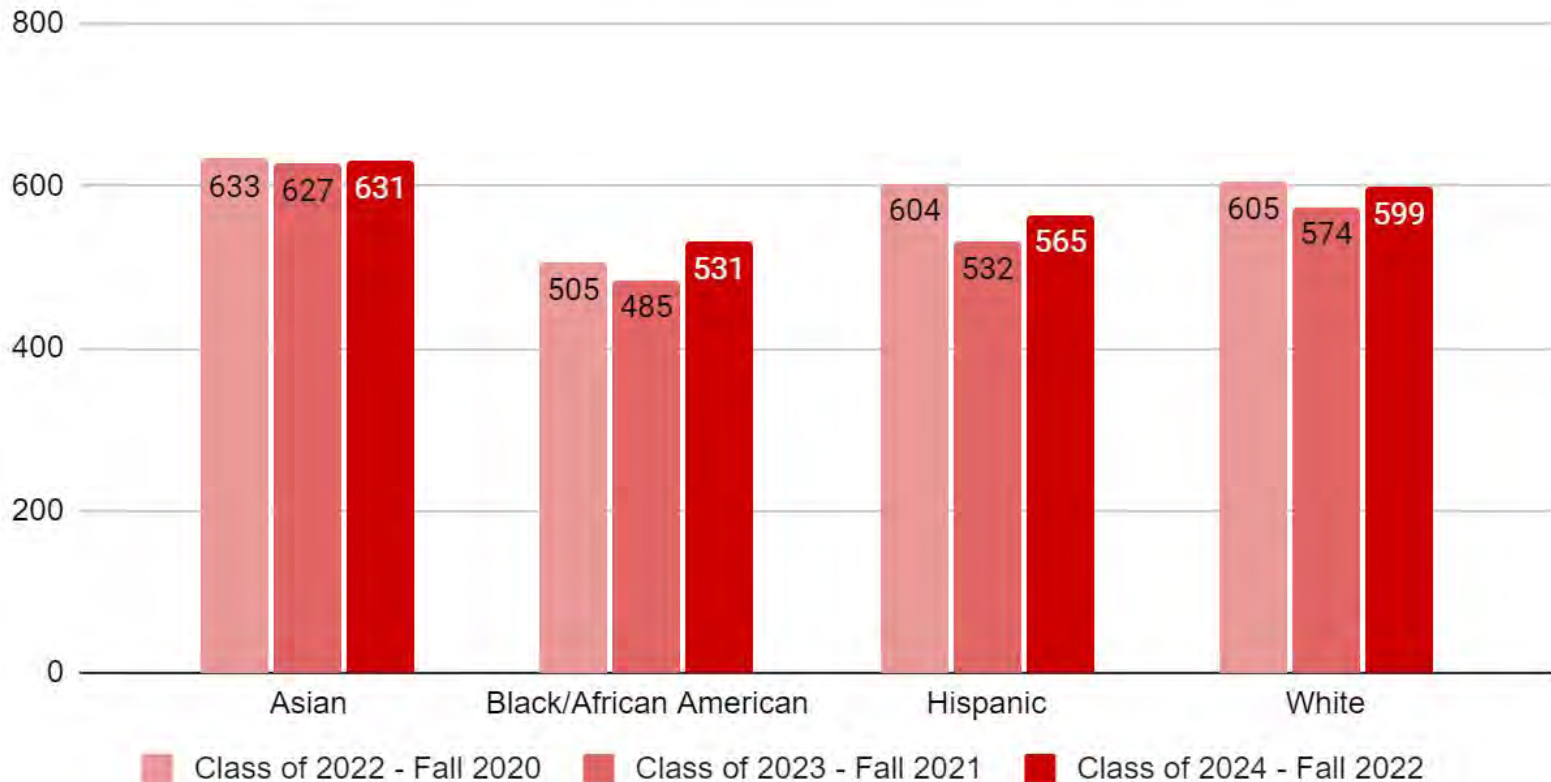
Hinsdale Central PSAT/NMSQT Benchmarks - College Board - Class of 2022-2024



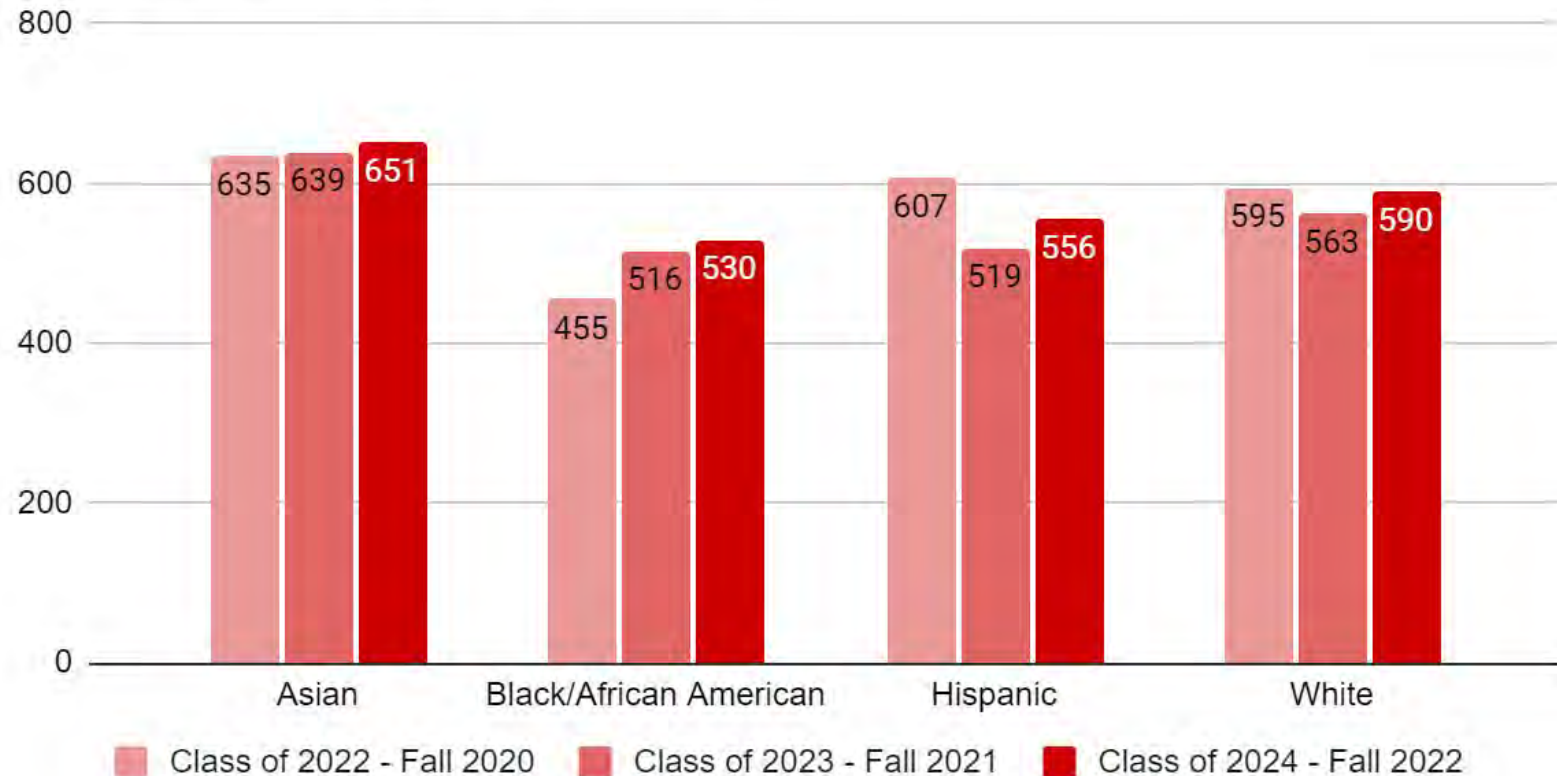
Hinsdale South PSAT/NMSQT Benchmarks - College Board - Class of 2022-2024



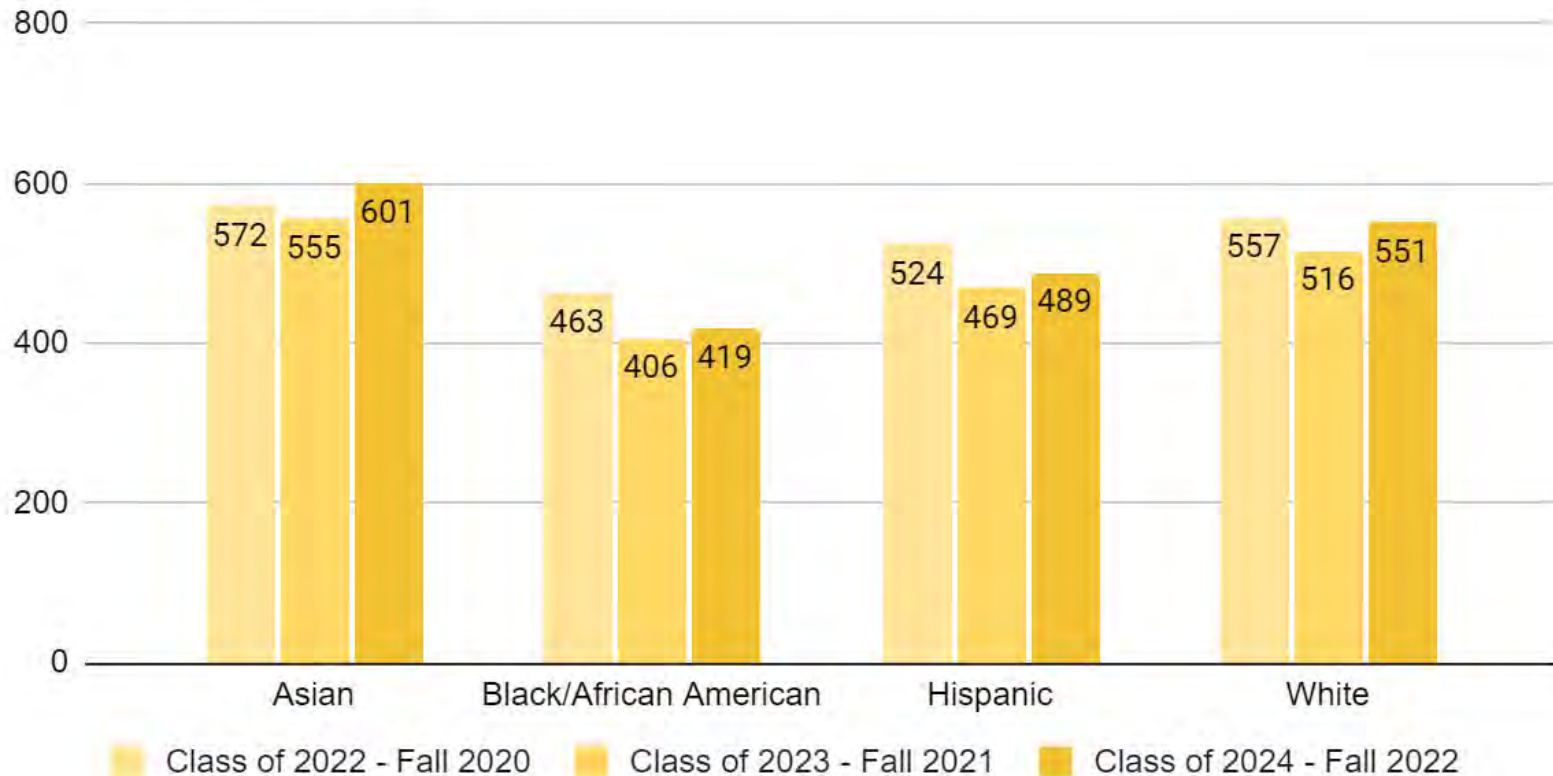
Hinsdale Central PSAT/NMSQT - EBRW Scores by Demographic - Fall 2020-2022



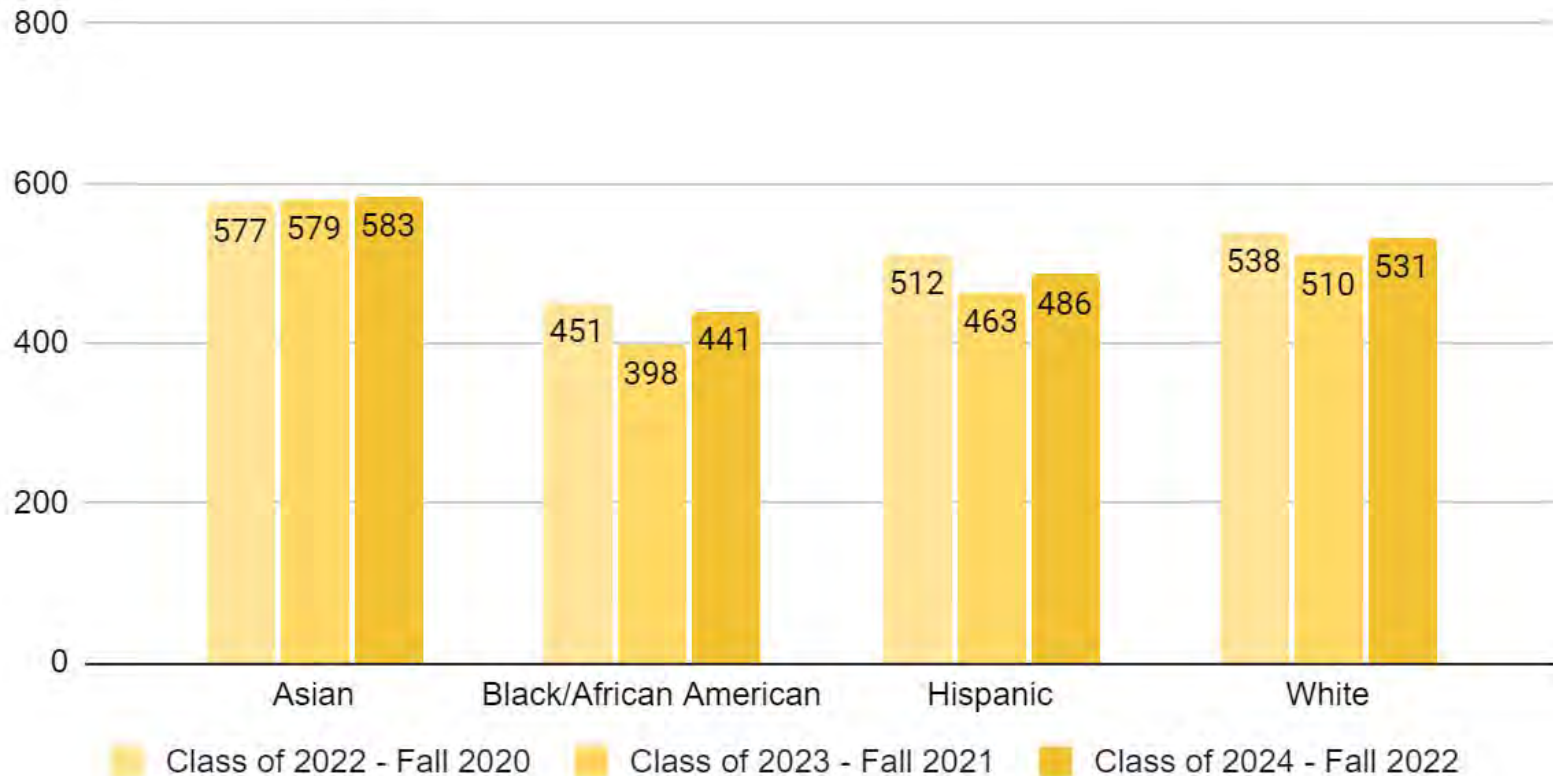
Hinsdale Central PSAT/NMSQT - Math Scores by Demographic - Fall 2020-2022



Hinsdale South PSAT/NMSQT - EBRW Scores by Demographic - Fall 2020-2022



Hinsdale South PSAT/NMSQT - Math Scores by Demographic - Fall 2020-2022



Ways faculty, staff and administration respond to these leading indicators

As [reported to the BOE in October](#), one of our top academic priorities is to provide students with access to opportunities and resources that they can use to improve their SAT performance.

Triangulated Approach:

1. Math and English Curriculum

Our math and English curricula are built upon the same foundational skills that are tested on the PSAT and SAT.

2. PSAT Data

Our math and English teachers received data for the students in their classes who are close to meeting grade-level SAT scores based on the results of their last PSAT assessment. They provide identified students with additional practice and support designed to help them reach grade-level benchmarks (540 on both the EBRW and math sections).

3. Specific Test Prep Support

- We identified approximately 100 juniors (50 on each campus) who are receiving SAT prep support on the early release Wednesdays until April.
 - These juniors are in the targeted support subgroups indicated earlier in this update as well as in the linked Academic report from the fall: Black students, students receiving ELL support, and students with an IEP who scored well below the junior benchmark on the fall PSAT
- All other juniors are being encouraged to utilize the Khan Academy's free targeted SAT practice and support available to those with a College Board account.

Summary and Next Steps

- PSAT data indicate that the 2023 SAT will be a ‘bounce back’ year
 - All 11 grade subgroups (on both campuses) performed better than the previous cohort on the fall PSAT
 - The lowest performing subgroup in 2022 - Black/African American students at South - had the highest growth rate on the PSAT (2023 cohort).
 - Predicted growth (CB metric) for students enrolled in on-grade level, standards aligned courses is 20 points in each subject area (40 points overall)

Continuous Improvement

- All course teams will complete remaining Assessment Literacy modules
- All course teams continue to align curriculum and grading practices as part of the regular cadence of course team meetings
 - Curriculum discussions focus on high level standards designed to hold all students accountable to rigorous curriculum
- Building teams use student data during collaboration meetings in order to guide instructional planning, assessment development and revision, and curriculum planning
- MTSS continues to identify and champion students