



D86 Grading Update

BOE - December 16, 2021

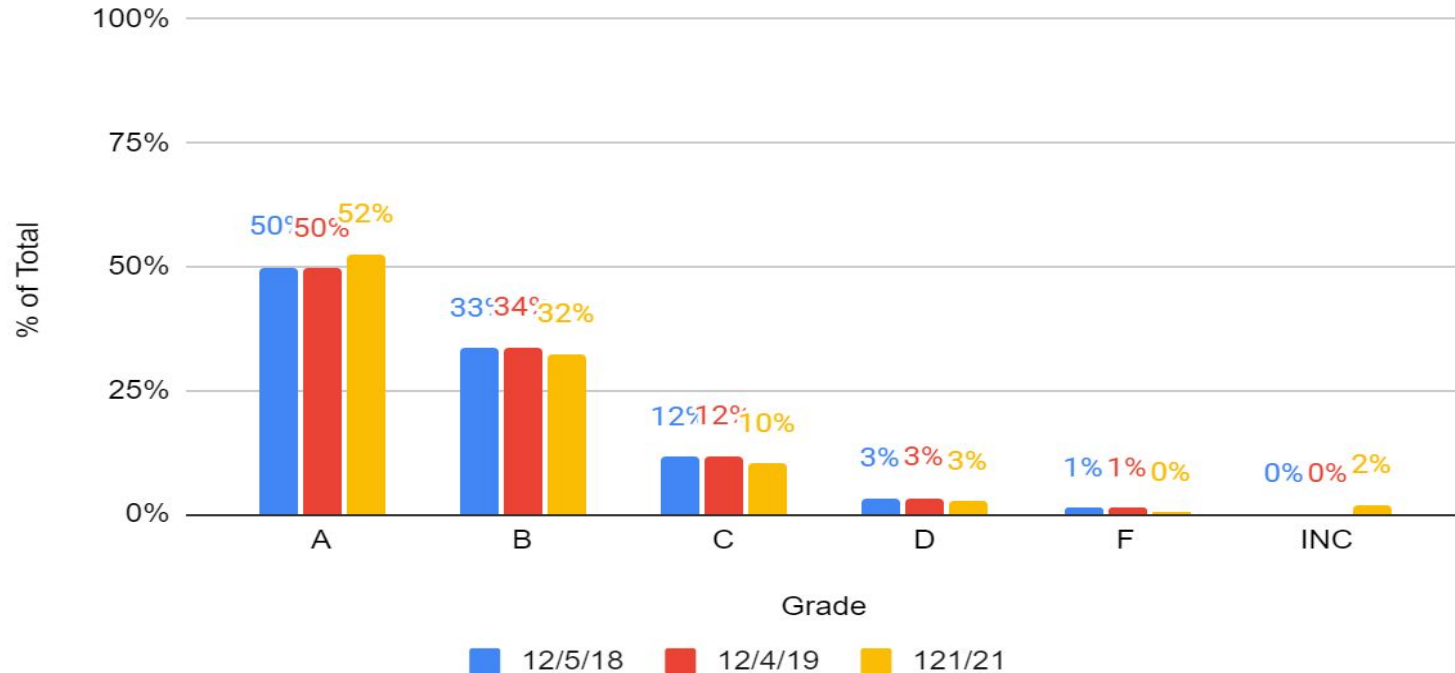
Overarching Principles:

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.

LLT Research and Discussion

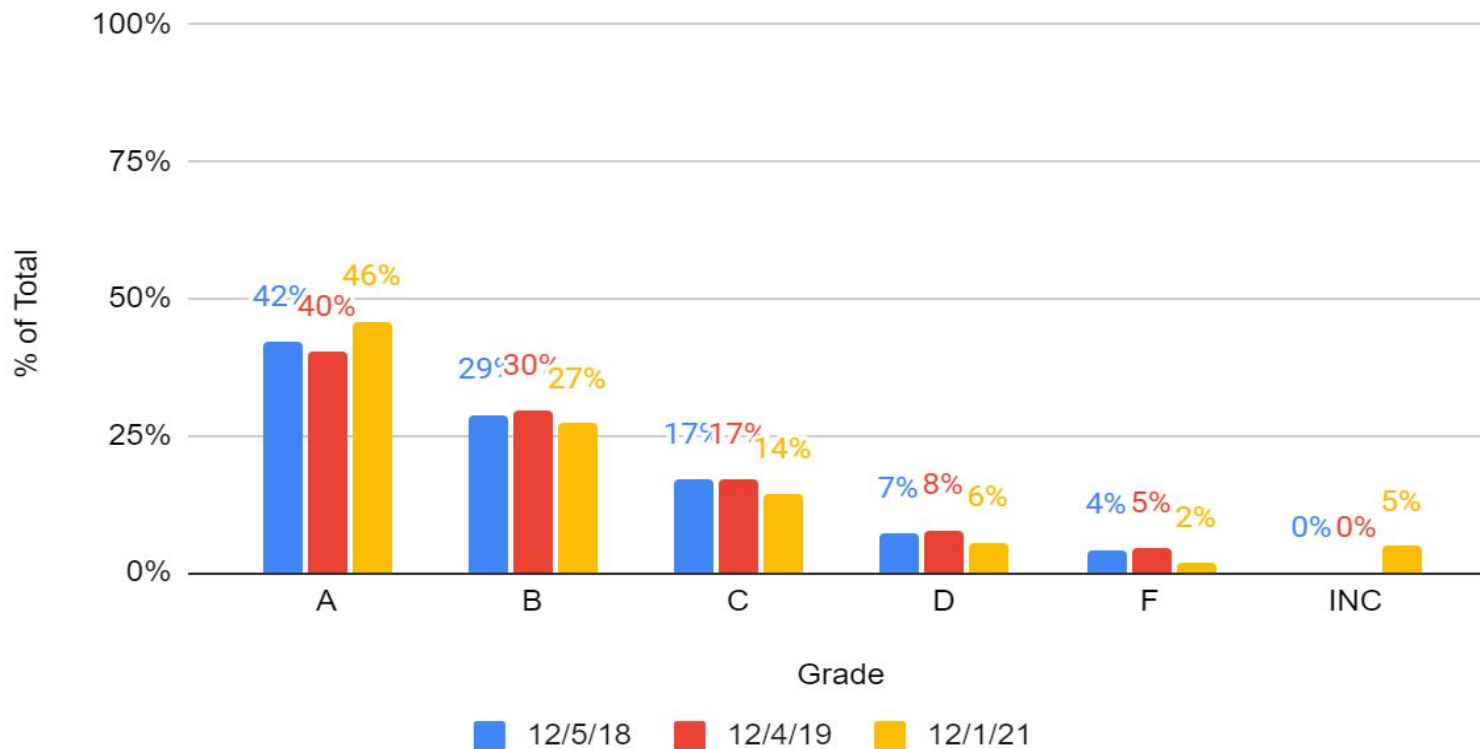
1. What is the overall impact on grade distribution with 2021-22 changes?

Hinsdale Central Grade Distribution - Semester 1 Grades



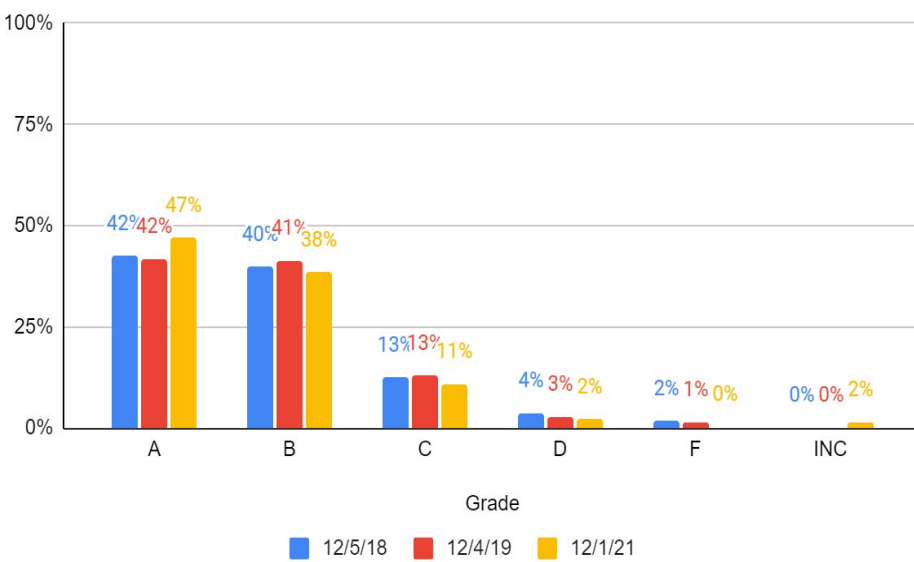
1. What is the overall impact on grade distribution with 2021-22 changes?

Hinsdale South Grade Distribution - Semester 1 Grades

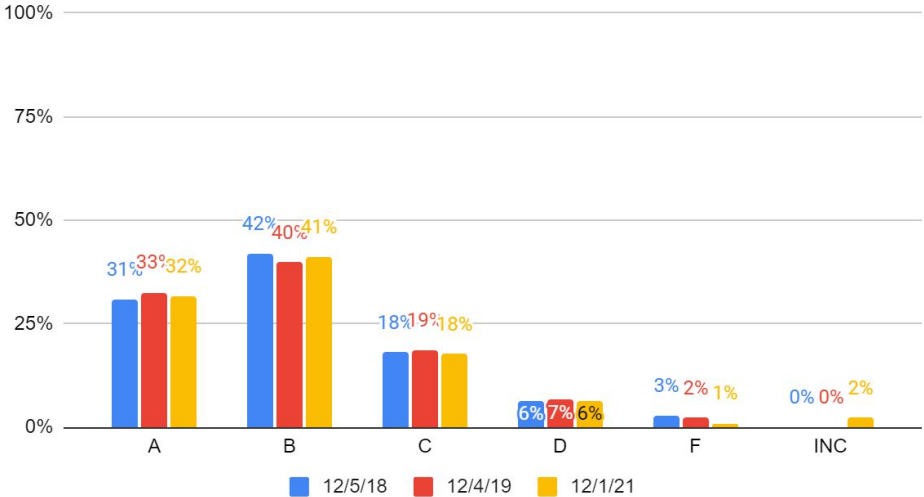


2. What impact has the shift from total points to weighted categories had on grade distribution?

Hinsdale Central Social Studies Department Grade Distribution

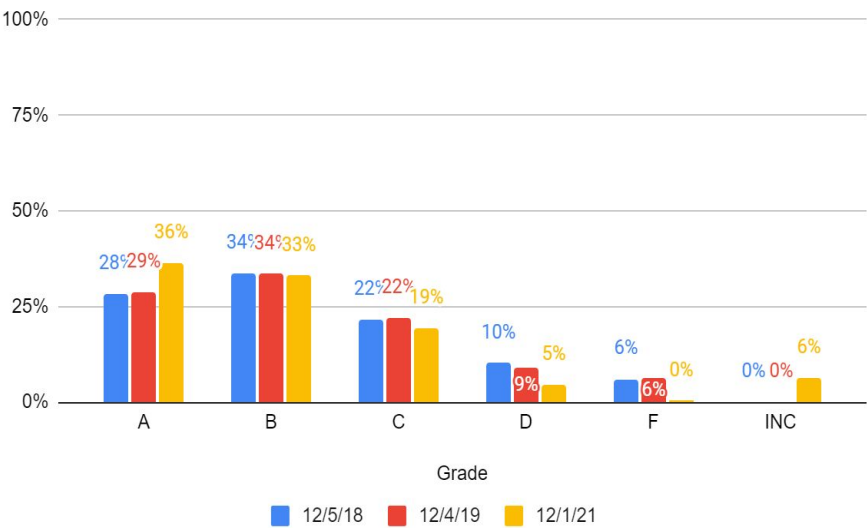


Hinsdale Central Science Department Grade Distribution

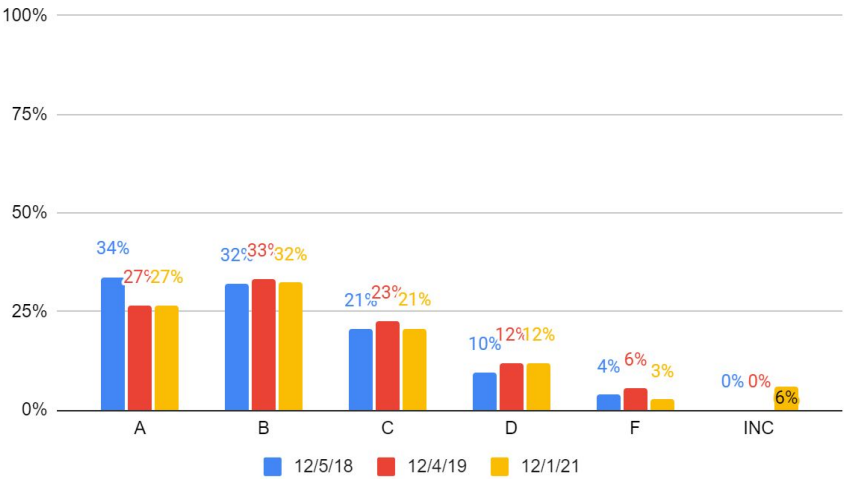


2. What impact has the shift from total points to weighted categories had on grade distribution?

Hinsdale South Social Studies Department Grade Distribution



Hinsdale South Science Department Grade Distribution



Comparing Total Points to Weighted Categories

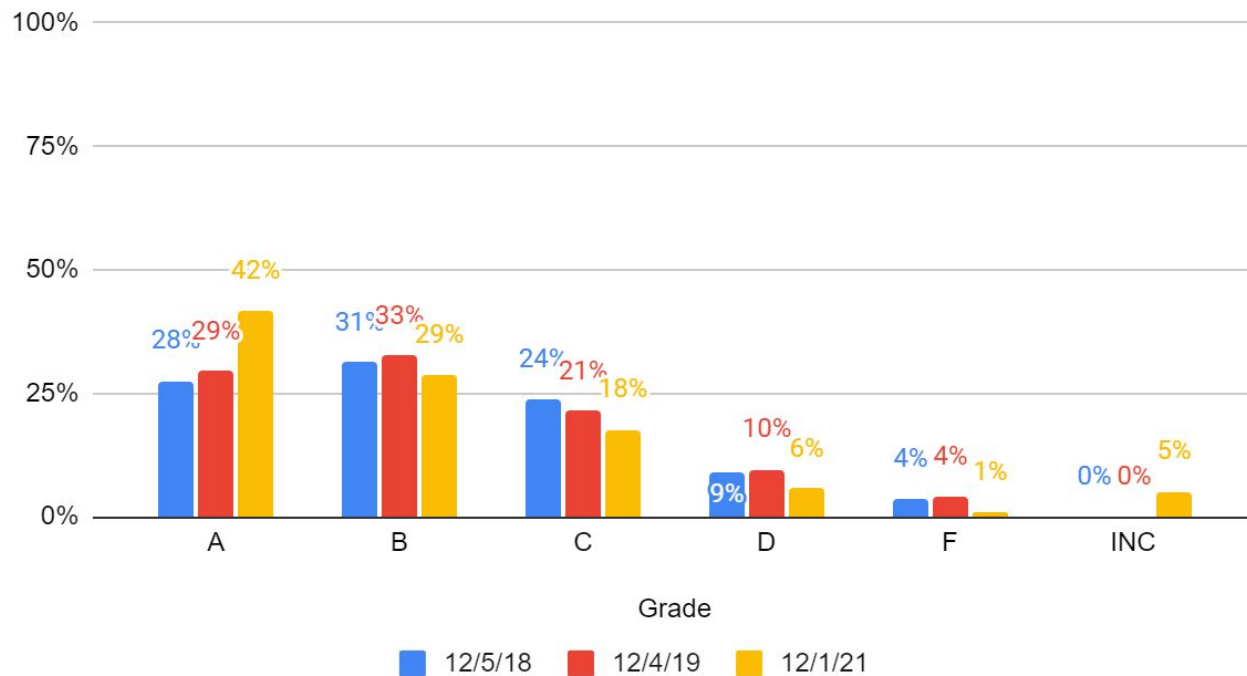
Course	Grade using weighted categories	Grade using total points	Change in grade using weighted categories
Chemistry Honors	90.7% (A)	87.8% (B)	2.9%
Chemistry Honors	82.8% (B)	79.9% (B)	2.9%
Biology	84.5% (B)	86.3% (B)	-1.8%
Biology	76.3% (C)	78.3% (C)	-2.0%
AP Physics C	90.5% (A)	85.1% (B)	5.4%
AP Physics C	87.3% (B)	81.3% (B)	6.0%

Comparing Total Points to Weighted Categories

Course	Grade using weighted categories	Grade using total points	Change in grade using weighted categories
World History Honors	87.8% (B)	87.8% (B)	0.0%
World History Honors	91.1% (A)	90.9% (A)	0.2%
AP European History	84.5% (B)	84.4% (B)	0.1%
AP European History	90.5% (A)	90.4% (A)	0.1%
US History	71.2% (C)	72.4% (C)	-1.2%
US History	85.7% (B)	80.6% (B)	5.1%
AP US History	86.4% (B)	86.5% (B)	-0.1%
AP US History	91.3% (A)	90.8% (A)	0.5%

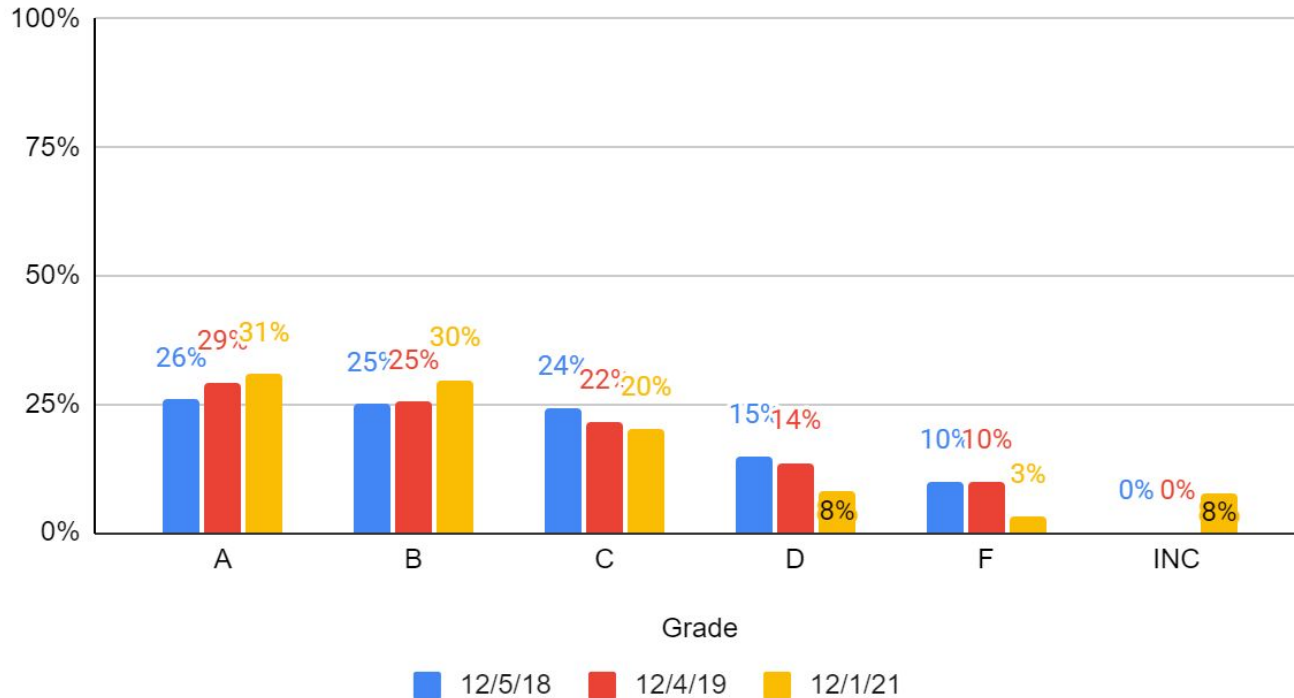
3. What impact does the new scale or weights have on students with IEPs?

Hinsdale Central - Students with IEPs Grade Distribution



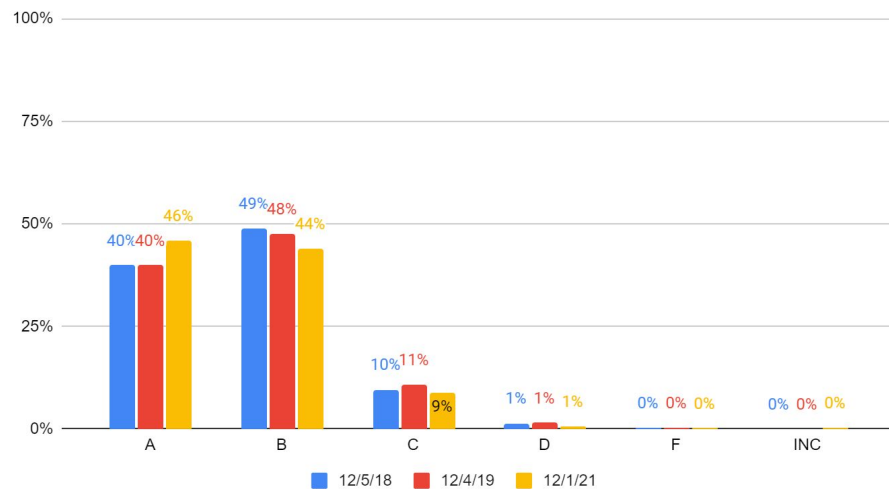
3. What impact does the new scale or weights have on students with IEPs?

Hinsdale South - Students with IEPs Grade Distribution

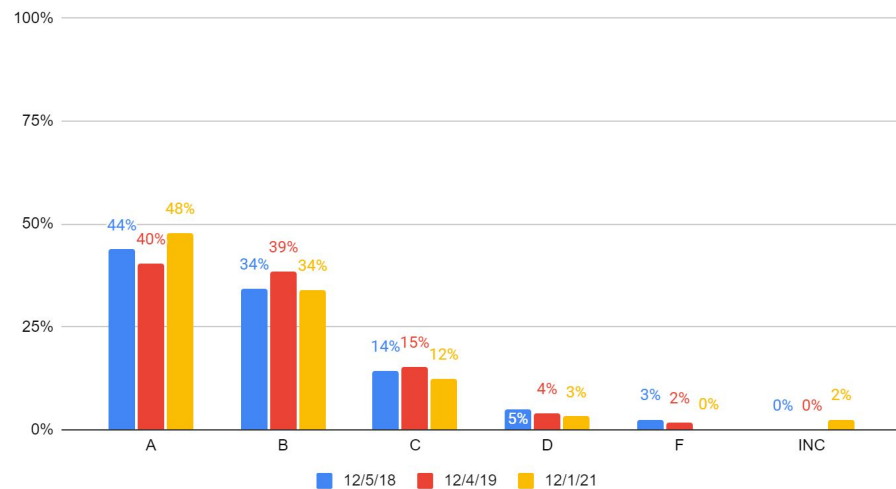


4. How do grade distributions compare in honors versus non-honors courses?

Hinsdale Central - Social Studies Honors Grade Distribution

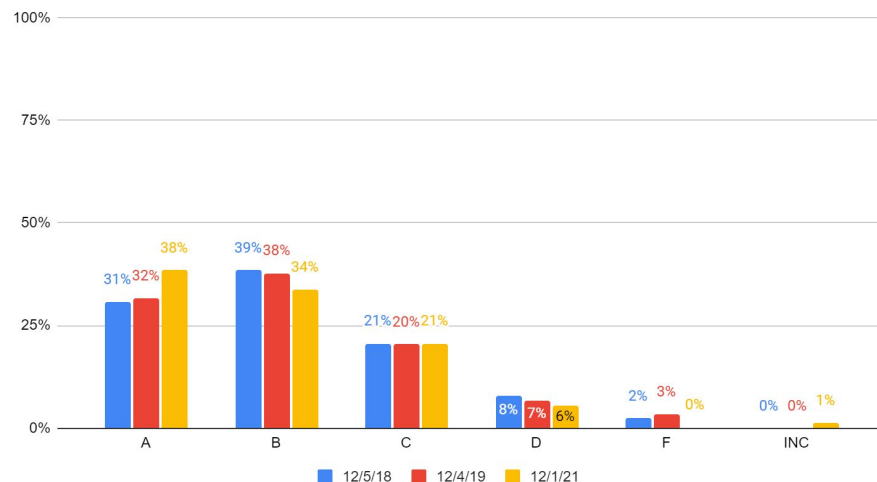


Hinsdale Central - Social Studies Non-Honors Grade Distribution

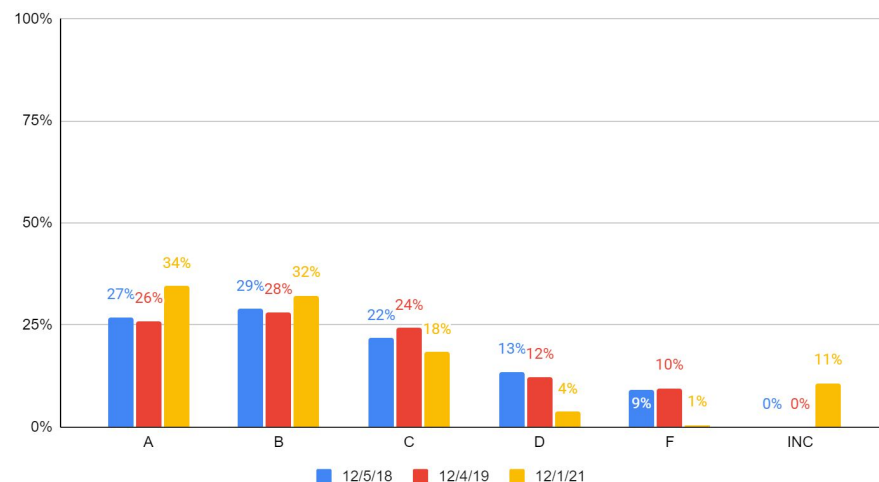


4. How do grade distributions compare in honors versus non-honors courses?

Hinsdale South - Social Studies Honors Grade Distribution

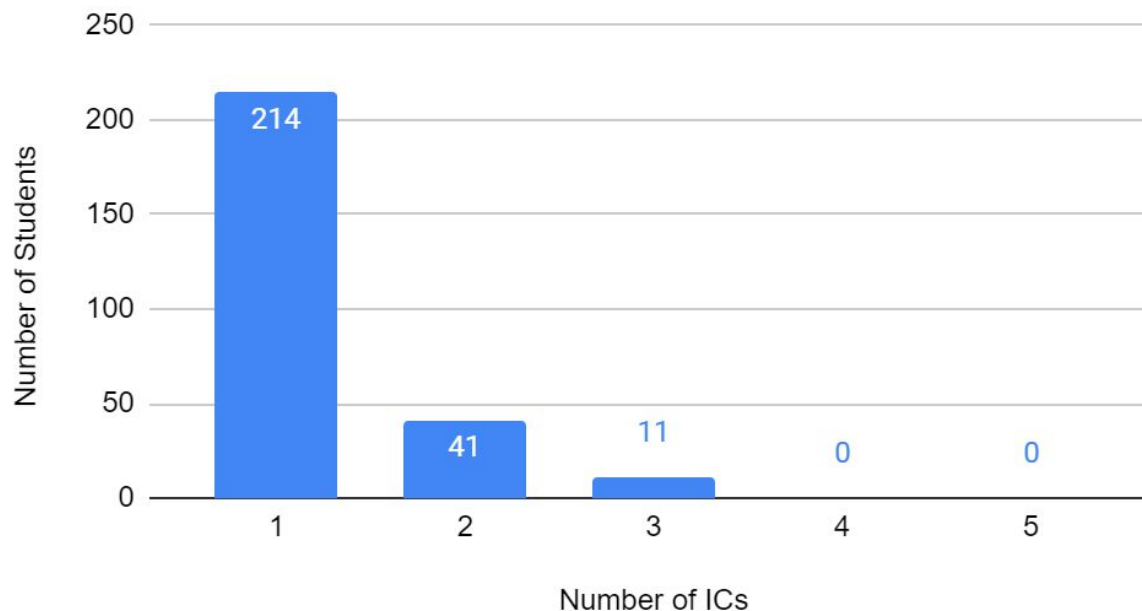


Hinsdale South - Social Studies Non-Honors Grade Distribution



5. How many students are receiving Incomplete (IC) grades?

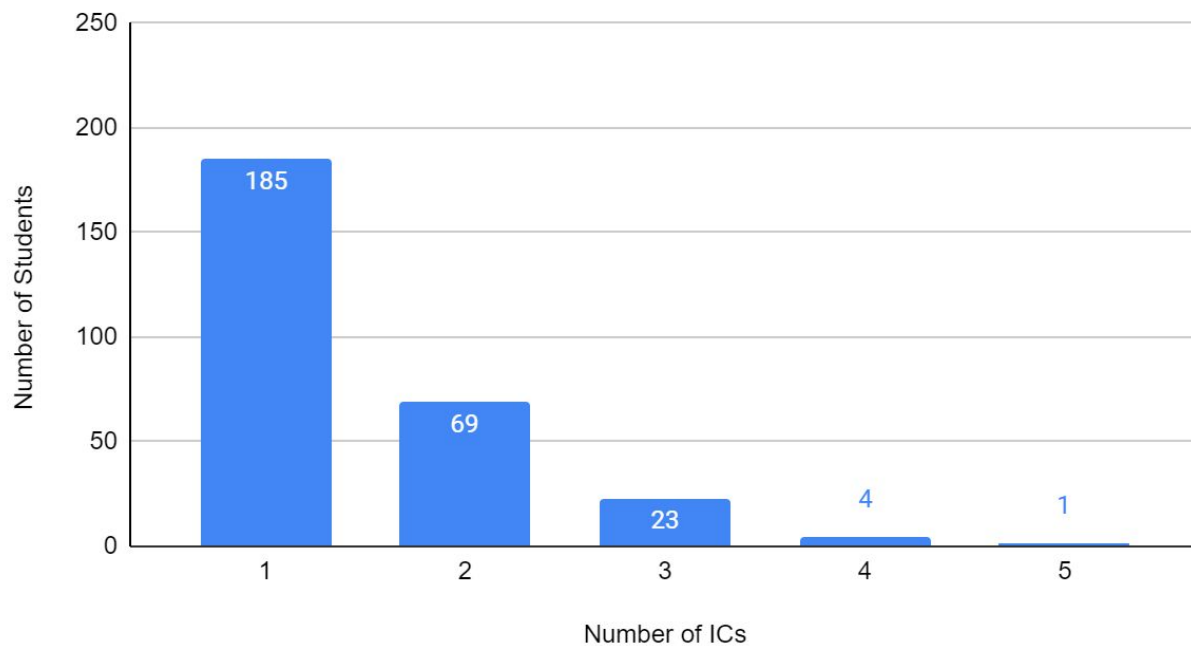
Hinsdale Central - IC Grades - 12/1/21



Total Number of Incompletes: 329

5. How many students are receiving Incomplete (IC) grades?

Hinsdale South - IC Grades - 12/1/21



Total Number of Incompletes: 413

BOE Question - How have the Summative / Formative Ratios changed by department and courses over the last year?

Changes from 20-21 to 21-22											
	English	SS	Science	Math	W Lang	CTE	Fine Arts	PHD	SpEd	TOTALS	% of total
No change in category weights	17	0	10	23	27	0	30	4	16	127	38%
Yes, change in category weights	6	3	12	11	29	0	16	0	0	77	23%
Caused Alignment of weighted categories within course teams	23	0	0	6	0	38	0	0	0	67	20%
Total Points to Weighted Categories	0	33	13	0	0	0	0	18	0	64	19%

Comparison for a Typical D86 Sophomore in Honors Classes

Sophomore Honors <u>2020</u>	Grading Scales Used	Late Work Policy	Retakes	Gradebook Weights
English 2 H	Three	Varies by Teacher	None (multiple drafts)	80/20
Chem Honors	Four	Varies by Teacher	None	Total Points
PE	One	Varies by Teacher	Varies by Teacher	Total Points
Alg 2 Trig H	Four	Varies by Teacher	None	90/10
AP Euro	One	Varies by Teacher	Test corrections - teacher determined	Total Points
Spanish 3 H	Four	Course Team Determined	In Extenuating Circumstances	70/30
Band	Two	Varies by Teacher	Yes	80/20

Sophomore Honors <u>2021</u>	Grading Scale	Late Work Policy	Retakes	Gradebook Weights
English 2 H	Common D86	Course Team Determined	None (multiple drafts)	80/20
Chem Honors	Common D86	Course Team Determined	None	100/0
PE	Common D86	Course Team Determined	Course Team Determined	70/30
Alg 2 Trig H	Common D86	Course Team Determined	None	90/10
AP Euro	Common D86	Course Team Determined	Test corrections - course team determined	70/30
Spanish 3 H	Common D86	Course Team Determined	In Extenuating Circumstances	70/30
Band	Common D86	Course Team Determined	Yes	70/30

BOE Question - How do the Weighted Categories breakdown by Department in SY 21-22?

	English	SS	Science	Math	W Lang	CTE	Fine Arts	PHD	SpEd	TOTALS	% of total
70/30	28	32	4	7	26	26	30	22	9	184	55%
80/20	16	4	7	17	27	12	16	0	0	99	30%
85/15	0	0	0	4	4	0	0	0	0	8	2%
90/10	2	0	7	11	0	0	0	0	0	20	6%
100/0	0	0	17	0	0	0	0	0	0	17	5%
Pass / Incomplete	0	0	0	0	0	0	0	0	7	7	2%
Total Courses	46	36	35	39	57	38	46	22	16	335	100%

BOE Question - What guidance/training/in-service were course teams given to inform their formative/summative ratios for courses?

- 2015-2016: Administrators, DCs, teacher leaders all participated in formal assessment literacy training as a “train the trainer” model
- 2016-2017: 1st year Assessment Literacy training was implemented in the D86 New Teacher Induction Program
- 2019-2021: All teacher training on Flex Learning Days with Department Presentations / Discussions
- 2021-2022: Course Team Collaboration

BOE Question - How was 80/20 decided to be the default? How many courses defaulted to this ratio because of not choosing one?

- Based on the Grade Weight Framework that LLT developed “if teams cannot come to consensus on grade weights, they will default to 80/20 (Summative/Formative) as a common ground within the LLT developed framework.”
- No Course Team used the default - during flex days or course team meetings, they all decided on course team grade weights that met the individual goals and needs for their content/course.

BOE Question - Please provide specifics on feedback from staff and students. What format was used to collect this feedback?

Staff - General Feedback: Need more time to make long-term district course team decisions about grading practices.

Data from:

- Panorama survey
- Staff Meetings
- Superintendent Roundtable
- Principal / HHSTA meetings

Students - General Feedback: Returning to full time school has been difficult; returning to traditional assessment practices has been difficult (Student: it's been like going from 0 - 100 mph in 3 months)

Data from:

- Student Leadership Groups (e.g. PSAC, Student Council)
- Student Surveys (SEL)
- PTAC

BOE Question - Please list peer district schools that have made the same changes to grading practices and when they implemented these changes.

We engaged in conversations and surveyed dozens of districts, including the following peer districts: New Trier (203), Stevenson (125), Glenbrook (225), Naperville (203), Indian Prairie (204), District 128 (Libertyville/Mt. Vernon), District 113 (Deerfield/Highland Park), Downers Grove (99)

Similarities

- Discussions about the same topics / areas of focus for PD district wide
- Shifting away from compliance and behavior and toward mastery
- Weighted Gradebook Categories with emphasis on summative assessments
- Shifting toward common practices
- Reading Guskey, **Feldman**, O'Connor, Reeves
- Discussions guided by District; Course Teams implementing new practices

Differences

- Different places in the process
- Some 100% summative
- Some moving to Standards Based Grading (Stevenson has been there for several years)
- Retakes: Varies from 100% mandatory to department specific (most are moving in the direction of creating a general district retake or remediation policy)

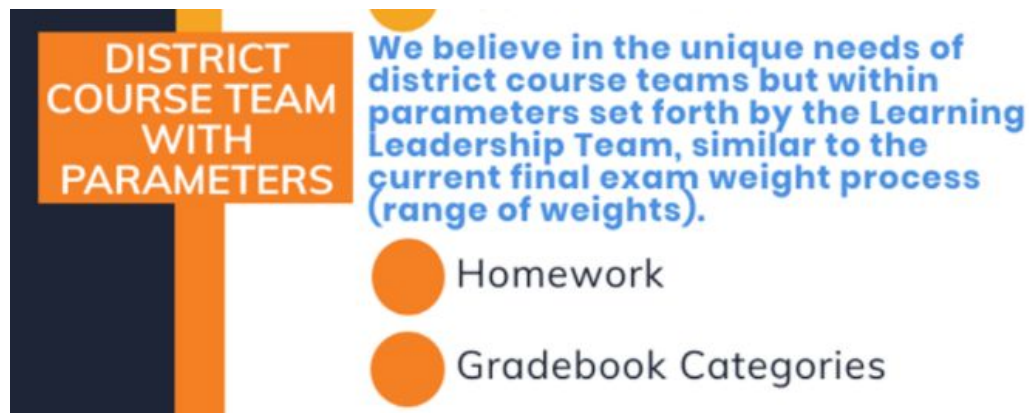
BOE Question - When was Grade Weighting Communicated to the Staff, Board, and Community?

Gradebook Weighting was part of the [original LLT discussions and then communicated to the Staff, BOE, and Community](#) throughout the 2019-2020 school year.

Staff:

SY 20-21 - January 27 and March 27 LLT Meetings and subsequent Flex Day Department / Program Conversations

SY 21-22 - Flex Day Focus in August and LLT and Course Team Discussions



BOE/Community:

SY 20-21 - Discussed as part of the Next Steps at the end of the March 4 PTAC and March 11 BOE presentations: "Continue to discuss grade scale implementation in departments"

Summer and SY 21-22: June and September 2021 BOE Updates

[See BOE Memo on Oct 8](#) (p 11) for listing of all communications from the District about grading

BOE Question - What role did CEC play in the new grading initiative?

SY: 2018-19 - Winter 2020

- The Consortium for Educational Change (CEC) helped lead the initial work of the Learning Leadership Team (LLT).
- They provided guidance on working through a change process and centering our discussions on students, academics, and a common language.
- The CEC has not worked with the LLT or consulted on curriculum changes for D86 since winter of 2020.

BOE Question - In reference to Joe Feldman's work on the implemented grading philosophy. One of the claims is that certain groups of students will see grade deflation. Do you anticipate this for any groups of students and if so, are those groups consistent with Feldman's research?

This question is based on Joe Feldman's [*School Grading Policies are Failing Children: a Call to Action for Equitable Grading*](#)

- Part of the overview explains that while D/F grades will decrease for students who are historically underserved in schools, it is also possible that students from historically privileged populations might see a decrease in A grades (p. 5).
- A more extensive reading of Feldman's work (as we are doing with LLT), clarifies that as grades become a more accurate assessment of what students know and can do (as opposed to compliance and behavior indicators) there may be grade shifts. For those that relied on compliance over mastery, grades may decline.
- As referenced earlier, D86 data does not indicate that there is a decline in A grades, but does indicate a decline in D/F grades.

BOE Question - Will there be an opportunity to consider offering retakes during second semester for those classes that do not offer them currently?

- The opportunity for retakes is at the discretion of the course teams. This table represents the current variation in 16 courses within the same department.
- **These variations are no different than they were in 2020 and before.**
- Assessment literacy and curriculum alignment needs to be addressed before universal retake practices can take effect universally.
- Semester two flex days as well as department grading alignment conversations are focused in this area.

Limited. Only if failing the semester.
No retakes
2 retakes 80% max
No retakes for tests. Retakes for some LC quizzes.
No Retakes
Available on student request, remediation work required, improved retake increases score, limit one retake per written exam
No Retakes on summative exams. Practice tests provided with retake opportunities as well as retake opportunities for concept checks
Allows retakes on a certain number of exams but must qualify to take retakes with homework
Available on student request, must complete all homework to qualify, most recent score prevails, limit one retake per written exam, 2 retakes per semester completed at end of semester
available upon request with remed.
No retakes on tests; yes retakes on some quizzes
No retakes
No retakes
All students retake most exams and a second or third retake is usually available upon student request. (Standards Based Grading Style)
All students retake most exams and a second or third retake is usually available upon student request. (Standards Based Grading Style)
2021-22: No retakes. Cumulative or Final (whichever is done) can replace lowest unit test score.

BOE Question - As a result of grading alignment, will the pacing in courses be sequenced so that tests, quizzes etc are given on the same days and over the same material?

- The alignment of Grading Practices does not dictate curriculum pacing or when assessments are given.
- Curriculum Alignment Vision:

Innovation and Alignment						Continuous Improvement	
Program Team Work - Phase 1		Development Team Work - Phase 2		Writing Team Work - Phase 3		Department / Course Team Work	
	SWOT Analysis		Unpack, reorder, revise - standards /outcomes /objectives		Develop 'Units' for all new/revised courses		Use assessment data to modify instruction, outcomes, assessments
	Draft Program Mission		Articulate horizontal / vertical alignment		Update Common Curriculum Templates		Articulate with MS Sender schools
	Write SP Goals		Apply curriculum elements to common templates		Select Instructional Materials / Resources		Articulate with other D86 Programs
	Consider and research program innovations		Identify and apply for Dual Credit opportunities		Write / Revise Common Summative Assessments (90/10)		Collaborate on formative assessments
	Create/Revise Program Course Sequence		Internal Program alignment conversations (between programs)		Develop alternative assessment strategies / practices		Collaborate on instructional strategies
	Align courses in POS (Continue, Combine, Collapse		Coordinate articulation with MS Senders		Apply Common Grading Practices		Collaborate on intervention strategies
	Draft Program KPIs		Identify instructional materials needed				Review, update, report on KPI progress
	Draft Implementation Timeline		Discuss Common Grading Practices				
*In Alignment with CELT Mission and Vision							

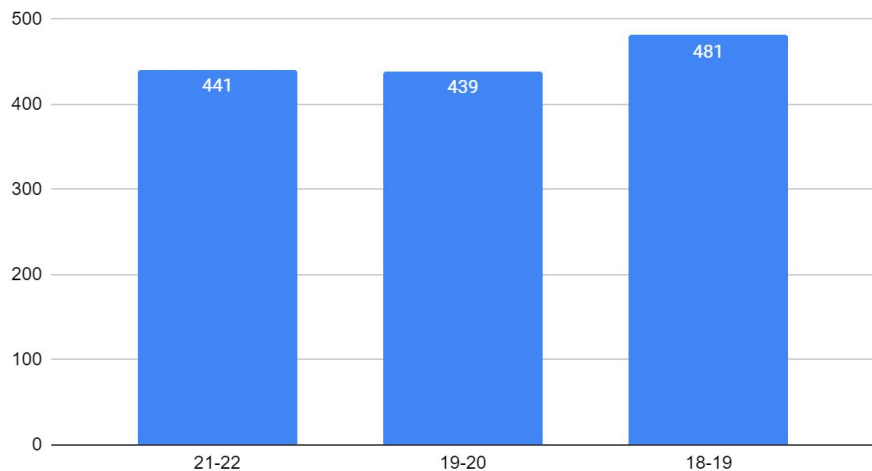
BOE Question - What should we do about the complaints from the community?

Parent and Community Member concerns should be directed closest to the source of the concern:

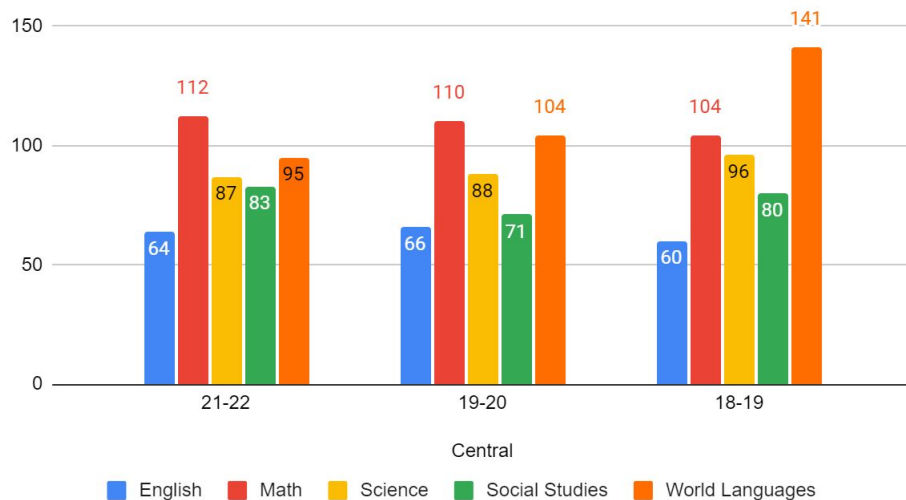
- Contact the Teacher about questions or concerns related to a specific grade or course team grading practice
 - Contact the DC when the concern is not resolved
 - Contact Building or District Leadership with questions or concerns about Common D86 Practices, the grading scale, the work of the LLT.
- The Board of Education should not be the first point of contact for any curriculum or grading concern.

BOE Question - Please provide data on the number of drops and level changes for this school year.

Hinsdale Central - Total Dropped Courses through October

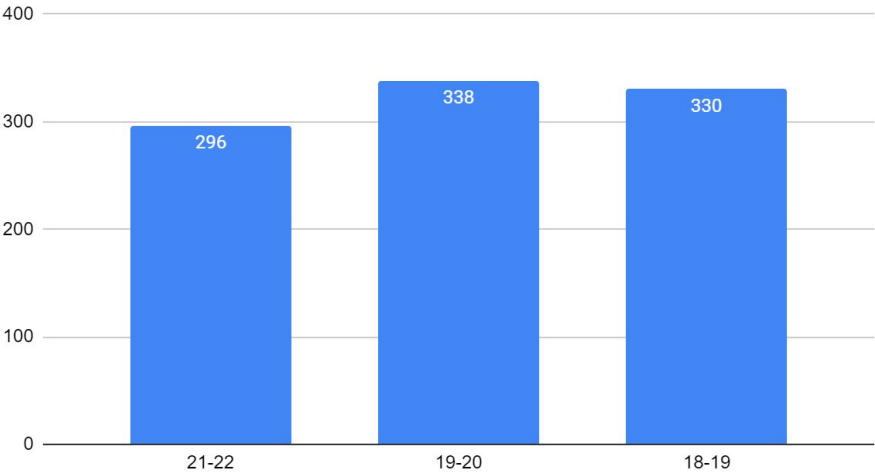


Hinsdale Central - Dropped Courses by Department

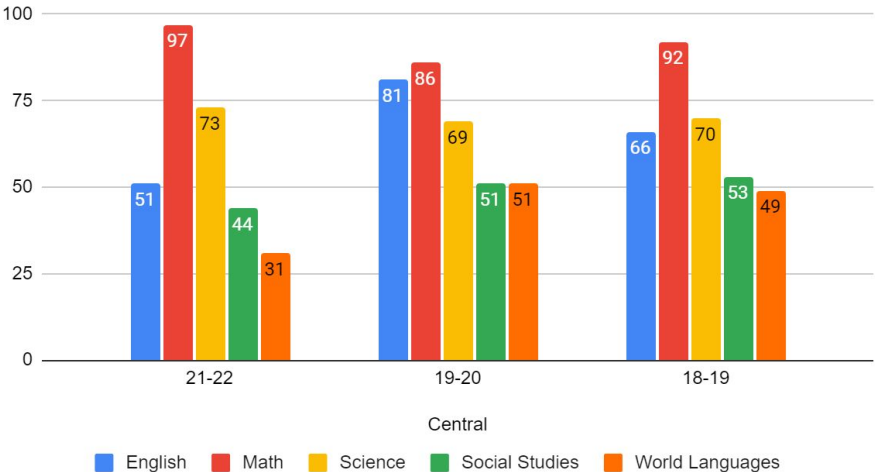


BOE Question - Please provide data on the number of drops and level changes for this school year.

Hinsdale South - Total Dropped Courses through October



Hinsdale South- Dropped Courses by Department



BOE Question - Is there one place that the BOE and parents can go to get information about the changes to grading practices?

Yes - The [Academics Page on the D86](#) website contains:

- [Short Overview](#) of Common Grade Scale and Grade Weight Category Framework
- Executive Summary Presentation of Grading Practices for the BOE
- [Administration Memo to the BOE](#) that includes October data of grades as well as the various communications about grading practices from the District and Buildings about progress toward common grading practices.
- Updates and reports like these once they are presented to the BOE

BOE Question - If the goal of the grading alignment is to bring equitable grading practices district wide, I am interested in understanding how the changes implemented this school year are helping accomplish that goal and bringing the district together.

Grading practice alignment is not easy or fast work.

Progress since 2018-19 (All Courses)

- D86 Grading Philosophy - Est. 2020-21
- D86 Grading Scale - Est. 2021-22
 - Includes: Use of Zero and Inclusion of Behavior
- D86 Grade Weight Categories Est. 2021-22
- D86 Extra Credit Practice - Est. 2021-22

In Progress 2021 - 2024 (District Course Team Determined as part of Curriculum Alignment work)

- D86 Late Work Practices
- D86 Remediation (Retake) Practices
- D86 Homework Practices
- D86 Academic Integrity Policy

[Link to Larger Scope and Sequence of D86 Grading Work](#)

