

District 86 - Academic Report School Year 21-22



“A Tradition of Excellence”

**Presented to the Board of Education
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Links to 2021-22 Illinois School Report Card - [District 86](#), [Hinsdale South](#), [Hinsdale Central](#)

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General Overview

This annual D86 Academic Report provides a robust overview of the Academic Performance of D86 students, yet it is not intended to be comprehensive in nature. It accounts for many of the data points reported on the Illinois School Report Card (ISRC). Additionally it summarizes trends and growth on all of our comprehensive external measures, namely Dual Credit, SAT, AP, NWEA-MAP, Access, and the Seal of Biliteracy. When reading this report it is important to recognize that each data set included here is a small, but important part of a much larger story. Put another way, the following overview of academic successes and challenges makes it easy to lose sight of the individualized nature of education - notably the variety of experiences that impact the lives of students. In education, there is no one size fits all answer or solution. As this report demonstrates, D86 is not attempting to create a one size fits all answer. **There is no single story of student success or struggle, and no single pathway to academic excellence.**

We have great schools, great students, a great staff, and a highly supportive community. All four of these groups have experienced the last few years in unique ways, and as a result, D86 must continue its commitment to student-centered programming and its commitment to opportunities and support structures that make space for all students to *Learn, Grow and Lead*.

A few things to note about the structure of this report:

- There are three distinct sections: District 86, Hinsdale South, Hinsdale Central. Each section focuses on specific academic accomplishments, trends and challenges as well as ways that the individual buildings and the District plan to improve student growth and achievement.
- Data is labeled as either TREND or COHORT. While trend data provides the organization a useful and informative snapshot of historical success and struggles, the use of cohort data provides opportunities for teachers and leaders to focus on growth and ongoing gaps of individual students and identified groups.
- Multiple data sets are used in order to provide opportunities for ‘triangulation’ of information (combining local and external data) in order to best identify students in need of support.
- **Each section of this report is followed by a summary as well as an *actions* section indicating specific ways D86 is solving a challenge indicated by the data, or recommending support, enrichment and/or acceleration.**

Contextualizing D86 Academics in light of the COVID Pandemic

Learning Loss vs Learning Recovery

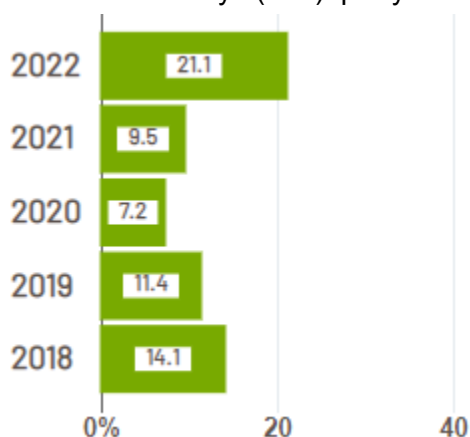
A great deal has been reported on the concept of Learning Loss. While it has become a commonly used term to describe the current state of student achievement, or to describe the effect of the pandemic on student growth, Learning Loss is not a helpful term to dwell upon as we emerge from the pandemic and more than 18 months of shifting learning environments and

inconsistent instructional time and format. It's worth noting that prior to the pandemic, educators used the term Learning Loss to describe the effect that summer break had on student achievement. In other words, **Learning Loss is not new, nor is learning recovery**. In fact, for decades schools have planned the beginning of the school year with the anticipation of some 'loss'. Opening units of study have traditionally included review of old information, and curriculum is intentionally spiraled so that students see old information in a new way. In short, **educators are good at and practiced in the art of learning recovery. The pandemic has only sharpened awareness of the ramifications of inconsistent schooling and sharpened the skills that D86 educators employ in an effort to return to a sense of educational normalcy, namely patience, empathy, and resilience combined with well-communicated, high expectations paired with sound instructional practices.**

The data included in this report indicate that D86's external assessment scores have experienced a decline over the last few years. Yet that same external data, when set side by side with internal measures, indicates that the majority of students are still demonstrating significant academic growth. **As we are emerging from the pandemic, as students are receiving increased instructional time, as academic expectations return to pre-pandemic norms, it is important and pragmatic to think about this school year as a springboard for Learning Recovery.** This is the kind of *growth mindset* inherent in the D86 'actions' listed in this report.

Effects of lost Instructional Time

A quick look at the rising number of student absenteeism over the last two years is a testament to the challenge of consistent instruction. Below are D86 Chronic Absenteeism percentages for the last five years. This table indicates the percentage of students who miss 10% percent or more of school days (>17) per year either with or without a valid excuse.



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

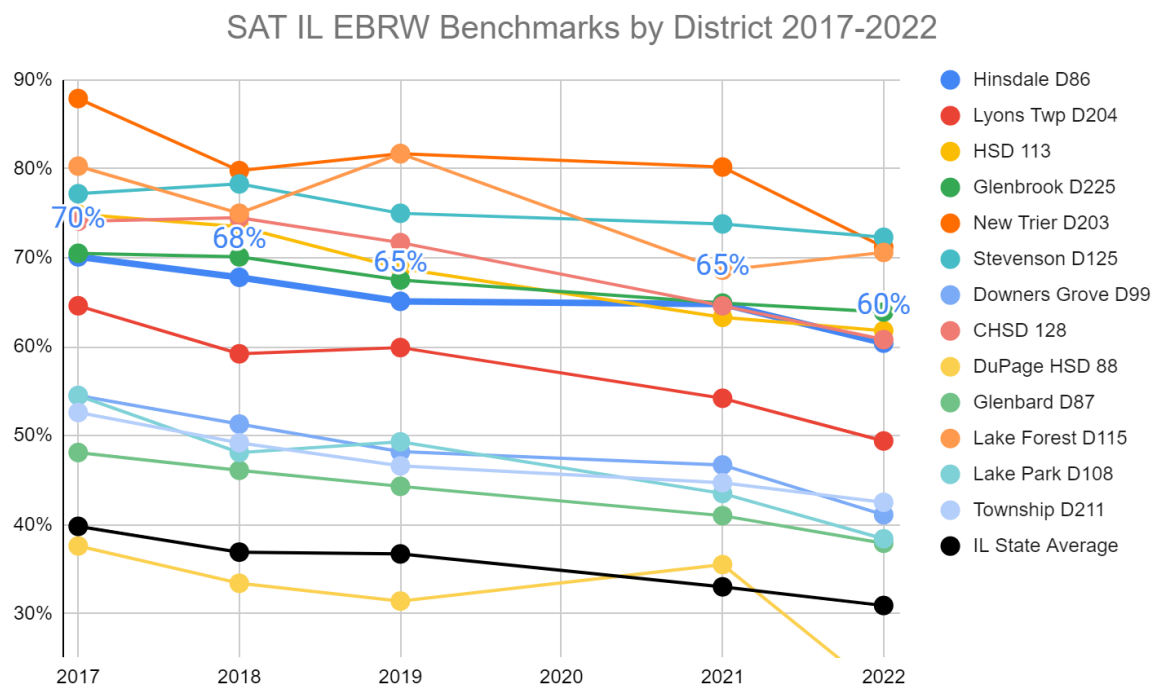
It's also important to note that SY 2022 was the first year for most current D86 students with a consistent, uninterrupted high school experience. **For an example of academic and instructional disruptions, here are some of the pandemic effects on the class of 2023:**

Class of 2023 (Current Seniors)

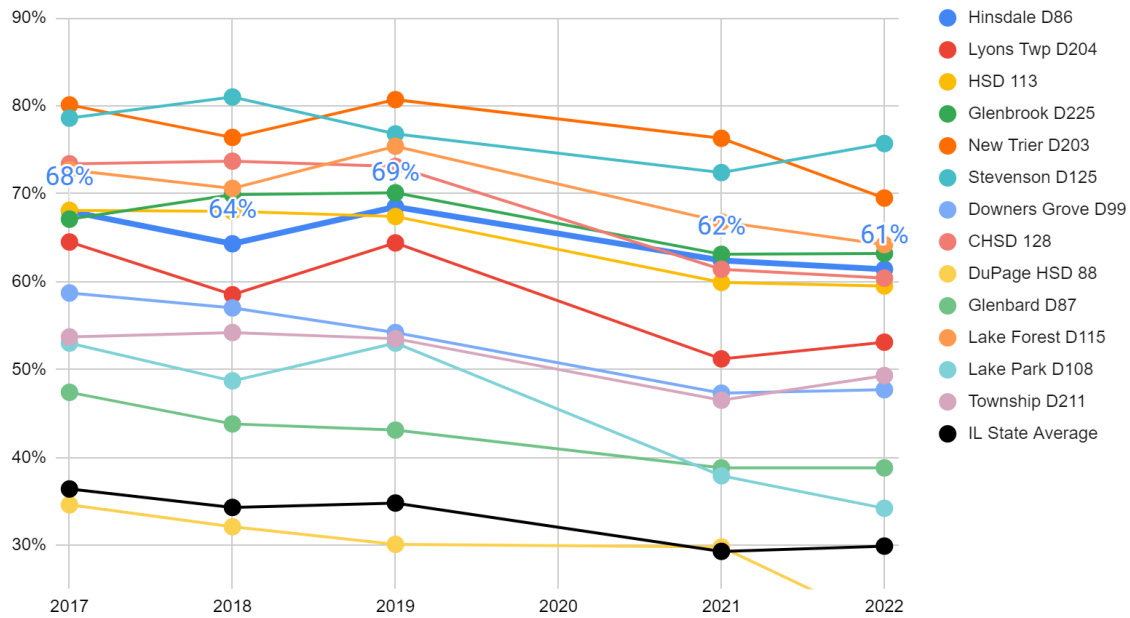
- A significant amount of the ISRC data reflects the performance of this class
- Remote learning for the last quarter of their freshman year
- Remote, hybrid learning for the majority of their sophomore year significantly reducing instruction time
- Reduced in and out of school PSAT testing opportunities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

Like all of our peer districts (see below), Illinois districts and schools across the country, D86 SAT benchmark and composite scores are trending downward. The last three years have provided hundreds of examples of Exemplary and Commendable school districts in Illinois experiencing the same downward trajectory on the SAT (our State accountability assessment). **This is why it is so important to look at multiple data points to measure and triangulate our achievement, growth, and ultimately to determine how best to support all of our students as they pursue their ideal future.**

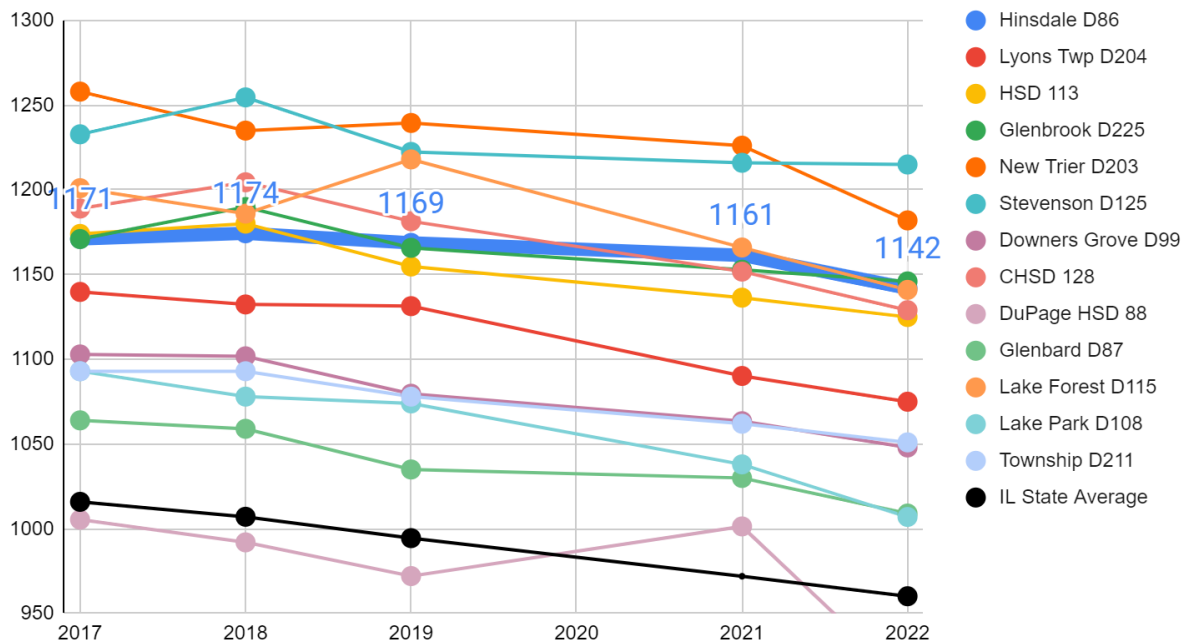
Peer District Trends - SAT ERBW and Math Benchmark Scores



SAT IL Math Benchmarks by District 2017-2022



Historical SAT Composite Scores by District 2017-2022



Executive Summary

Thanks to strong academic programming, expert instructors, resilient students, robust and expanding support systems, and strong community support the Academic Health of District 86 remains strong and continues to improve.

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

A Summary of Celebrations:

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

A Summary of Challenges:

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

As an organization with a history of excellence, we have the dual challenge of not only continuing our tradition of excellence, but also ensuring that we meet the needs of all members of the D86 learning community. The data included in this report provide us with an opportunity to carefully reflect on the needs of each member of the school community as needs continue to change and evolve.

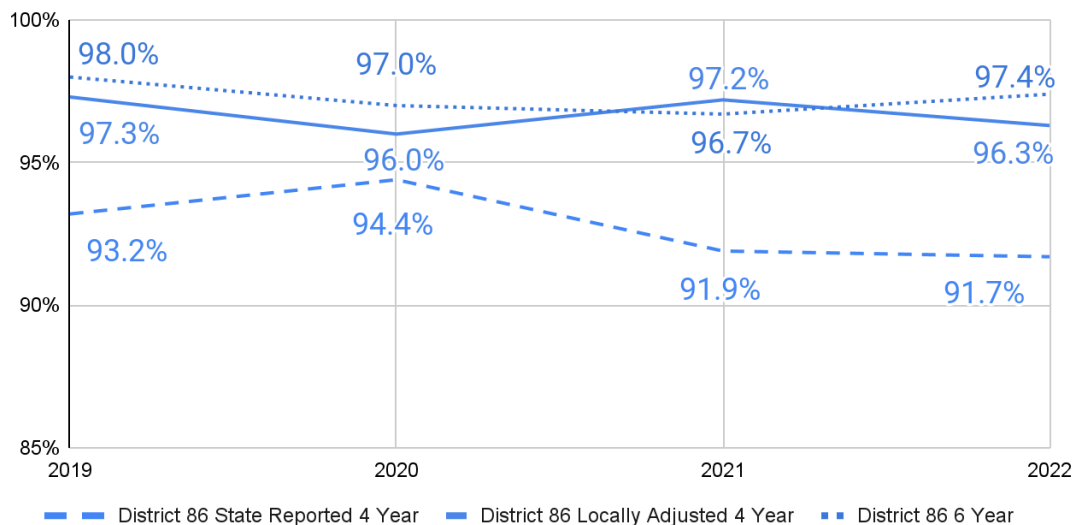
District 86

Graduation Rates

Each year ISBE publishes a graduation rate for each school and the district that reflects students who finish high school and receive a diploma in 4, 5, and 6 years. This graduation rate does not reflect students who complete all requirements needed to graduate, but due to their personal transition plans, continue to receive services at the D86 Transition Center.

The broken line indicates the graduation rate that appears on the ISRC, and the solid line indicates the number of students actually fulfilling all of their graduation requirements at D86, but have elected to continue to receive services at the Adult Transition Center. It's important to note that when the Transition Center has an increase in students served, there is a corresponding decline in the ISRC graduation rate. This has been the case for the last three years.

District 86 - Graduation Rate



Summary of Results

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

District 86 Action for 22-23

- The District will continue to support and fund the programs that credit deficient students use to stay on track for graduation. These supports include Excel-erate,

SSC 2 (South) and Excel 3 (Central). Both SSC 2 and Excel 3 provide academic as well as social emotional support for students who are credit deficient.

- The D86 administration continues to advocate for an accurate and equitable representation of student graduation rates - one that includes students with IEPs who complete all graduation requirements, yet are not counted due to their need for continued services at the D86 Adult Transition Center.

Cumulative GPA and Grade Distributions

Student course grades continue to be one of the primary decision tools used by colleges for admission. In addition to rigorous coursework, a student's course grades and GPA are cited on college admission pages (see examples below) as critical to measuring a student's potential for collegiate success.

Admission page examples from some of D86 most applied to 4-year schools:

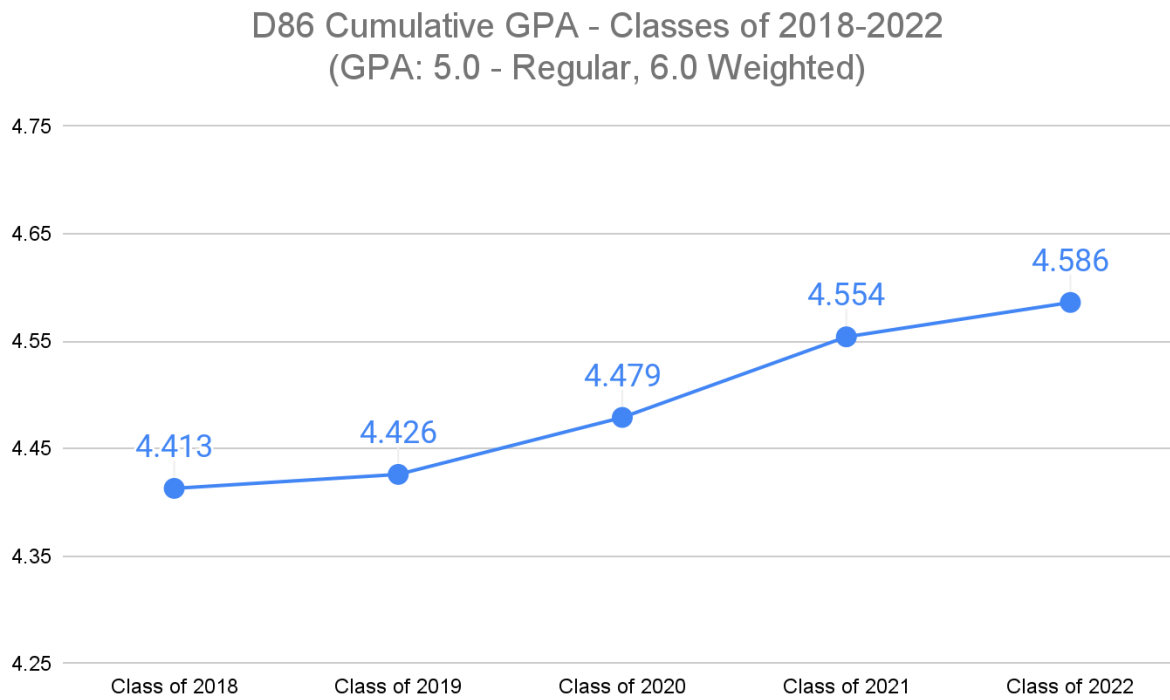
[UIUC](#), [U of Wisconsin-Madison](#), [U of Indiana-Bloomington](#), [DePaul University](#)

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

Overview of impact to grades:

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

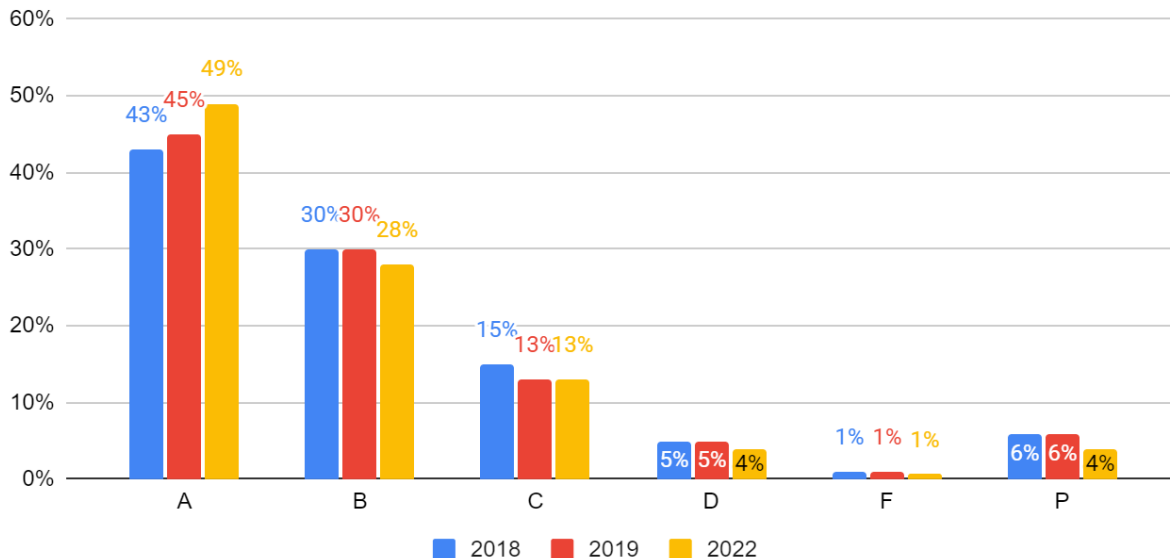
TREND - How has the Cumulative GPA of D86 graduating classes changed over time?



Summary - The cumulative GPA of all students has been on a steady incline for the last five years - even prior to the pandemic or D86 changes to grading practices. It is worth noting that starting in 2020, the impact of 'no harm' grades carries over into each subsequent school year due to the cumulative nature of GPA reporting and accounts for, in part, the significant increase in 2021 and 2022.

TREND - How were grade distributions affected by the pandemic and D86 grading practices?

D86 2nd Semester Grade Distribution



Summary - Since the school year prior to the pandemic, there has been a consistent rise in the number of 'A' grades mirrored by a decrease or a leveling off of all other grade options.

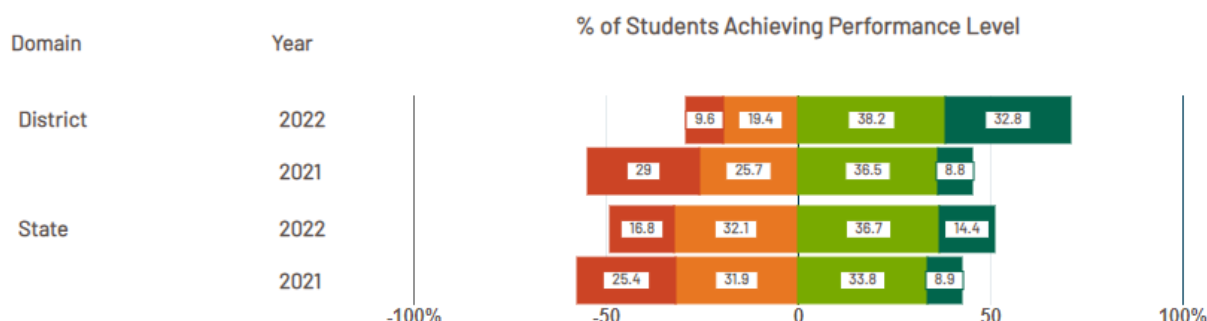
District 86 Actions for 22-23

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

Illinois Science Assessment (ISA)

The Illinois Science Assessment is administered to all students in grades 5, 8, and 11. The format for this assessment has evolved over the last few administrations, and is now an entirely digital exam that assesses the Next Generation Science Standards (adopted by Illinois in 2014). In the last week, D86 received score results for the 2022 administration of the ISA. We are currently reviewing those results. The D86 ISA performance is indicated on the table below as it will appear on the ISRC, yet the ISRC administrators have indicated that there may be inaccuracies on the District and School level data reported. At the time of this report, they are working on data verification and resolution.

For SY 21-22 ONLY, student participation in the ISA assessment will be the only factor used to measure student science performance as measured in our school's Summative Designation. D86 Summative Rating data indicate that both schools had sufficient participation.



SAT Achievement and PSAT Growth

The Scholastic Aptitude Test or SAT has been used by Colleges and Universities since 1926 to provide an external measure of academic achievement that can be used as a data point for admission, scholarships, and general student readiness for academics after high school. In 2018 the SAT replaced ACT in Illinois as the primary accountability measure for high schools. All juniors in the State take the SAT each spring, and the benchmark achievement scores are reported on the ISRC.

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

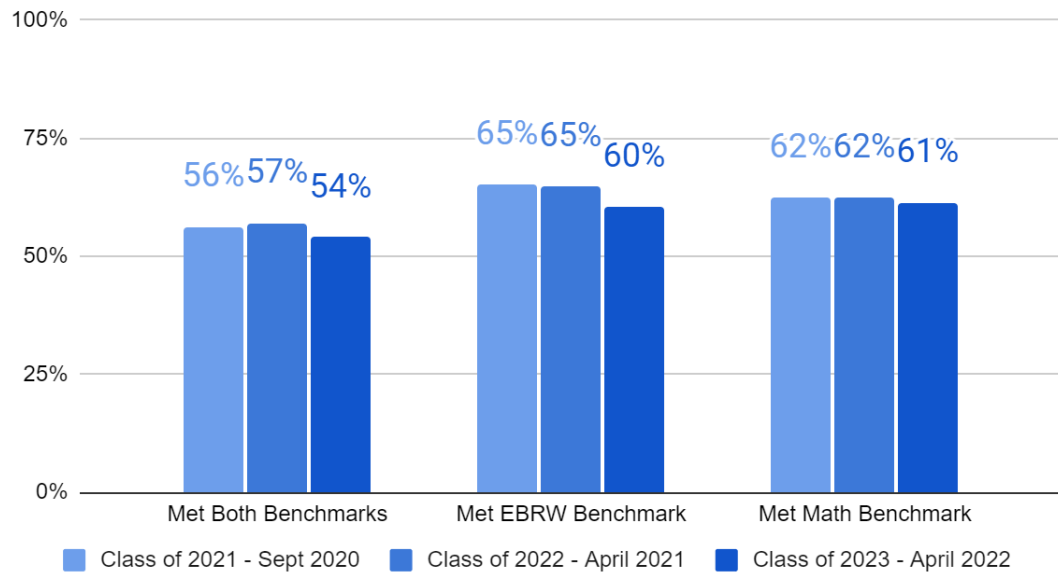
To be clear, D86 believes that there is great value in scoring well on the SAT (and/or ACT). The district has not altered any curriculum as a result of the shift toward test optional status by a majority of the colleges and universities in the country. Not only does the SAT provide a rigorous testing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

The district's performance on this standardized test needs to be considered in light of the growing number of students who are choosing NOT to use SAT scores for college admissions. For context, the Common App reported a drop of nearly 40% of college applications that included a standardized test score in 2021. In other words, in an environment where a student's SAT score may no longer play a significant role in college acceptance, it is reasonable to assume that students' study and preparation for the SAT may be adversely affected. This could be a reason that we are seeing national, State and local SAT scores trending downward over the last few years. Additionally, SAT (CollegeBoard) reported approximately 900,000 fewer SAT tests taken last year than in the previous year - yet another indicator of declining interest in the exam on a national level.

It's also important to note that CollegeBoard has announced that starting in the 23-24 school year all SAT administrations will be digital and in a new abbreviated format (including all PSAT tests as well). As more information becomes available, D86 will work with teachers, students and families to help ease the transition to the new test format.

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

District 86 SAT Benchmarks - Illinois - Class of 2021-2023



TREND - Which D86 juniors are NOT meeting Illinois SAT benchmarks in math and EBRW?

| District 86 - SAT Benchmark Performance (IL) | | | | | | | | |
|--|----------|---|------------------------|-----------------------------------|----------|---|------------------------|-----------------------------------|
| Math | Students | Class of 2023 - Based on SAT April 2022 (Juniors) | | | Students | Class of 2022 - Based on SAT April 2021 (Juniors) | | |
| | | Meets/Exceeds 540+ | Approaching 450-530 | Strengthening Skills Below 450 | | Meets/Exceeds 540+ | Approaching 450-530 | Strengthening Skills Below 450 |
| 2x Honors / AP | | | | | | | | |
| AP Calc AB or BC, MV, AP Stats | 152 | 97% | 2% | 2% | 95 | 99% | 1% | 0% |
| 1x Honors | | | | | | | | |
| Precalc or Precalc Honors, Alg 2 H | 337 | 94% | 5% | 0% | 401 | 94% | 5% | 1% |
| At Grade Level | | | | | | | | |
| Alg 2/Trig | 313 | 33% | 42% | 25% | 313 | 29% | 50% | 21% |
| General Level | | | | | | | | |
| Alg 2/Trig G | 42 | 21% | 26% | 52% | 42 | 8% | 55% | 38% |
| Below Grade Level | | | | | | | | |
| Courses preceeding Alg 2/Trig | 96 | 16% | 22% | 63% | 65 | 5% | 49% | 46% |
| Overall | 962 | 62% | 19% | 19% | 943 | 62% | 24% | 13% |
| | | | | | | | | |
| English | Students | Class of 2023 - Based on SAT April 2022 (Juniors) | | | Students | Class of 2022 - Based on SAT April 2021 (Juniors) | | |
| | | Meets/Exceeds 540+ | Approaching 430-530 | Strengthening Skills Below 430 | | Meets/Exceeds 540+ | Approaching 450-530 | Strengthening Skills Below 430 |
| Honors / AP | | | | | | | | |
| AP Language | 492 | 89% | 11% | 1% | 490 | 90% | 9% | 0.4% |
| At Grade Level | | | | | | | | |
| English 3 | 384 | 36% | 49% | 14% | 393 | 39% | 48% | 13% |
| Below Grade Level | | | | | | | | |
| US Lit and Comp, English 2 | 33 | 12% | 18% | 70% | 27 | 9% | 55% | 36% |
| Overall | 962 | 60% | 28% | 12% | 943 | 65% | 27% | 8% |

COHORT - Are D86 juniors meeting expected growth norms between the PSAT and the SAT?

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

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

Summary of Results

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

District 86 Action for 22-23

- D86 curriculum leaders are using student performance data in conjunction with academic resources like the [CollegeBoard's Skills Insight](#) document to guide curriculum and assessment discussions amongst collaborative course teams.
NOTE: Meeting Illinois Benchmark standards in math and EBRW starts far earlier than 11th grade. All grade levels are looking at skill deficiencies identified by this data as well as local assessment data and using that information in alignment, assessment, instruction, and support conversations as well as curriculum planning meetings.
- D86 is using PSAT 9 and 10 scores to target students with scores that land them in the Approaching category on the PSAT. Students in this score band are approx 50 points away from the benchmark. These students will be offered a free SAT prep course that takes place on Early Release Wednesday in the winter and spring leading up to the PSAT 10 and SAT.
- D86 is ensuring that all students have access to their CollegeBoard account and understand how to use the free Khan Academy learning tools linked to their individual accounts. Completion of Khan Academy lessons will be just one of the options encouraged for students engaged in MTSS programming.
- D86 aligned the Algebra 1 course which will build on the growth seen in MAP scores, incorporating critical thinking skills that go beyond rote memorization and repetitive calculations and are designed to engage students in deep thinking, which are the basis of the Heart of Algebra and Problem Solving & Analysis questions on the PSAT and SAT.
- D86 curriculum leaders continue to be engaged with sender schools in order to communicate academic needs and partner in the smooth transition from Middle School to High School which may include summer 'bootcamp' opportunities.

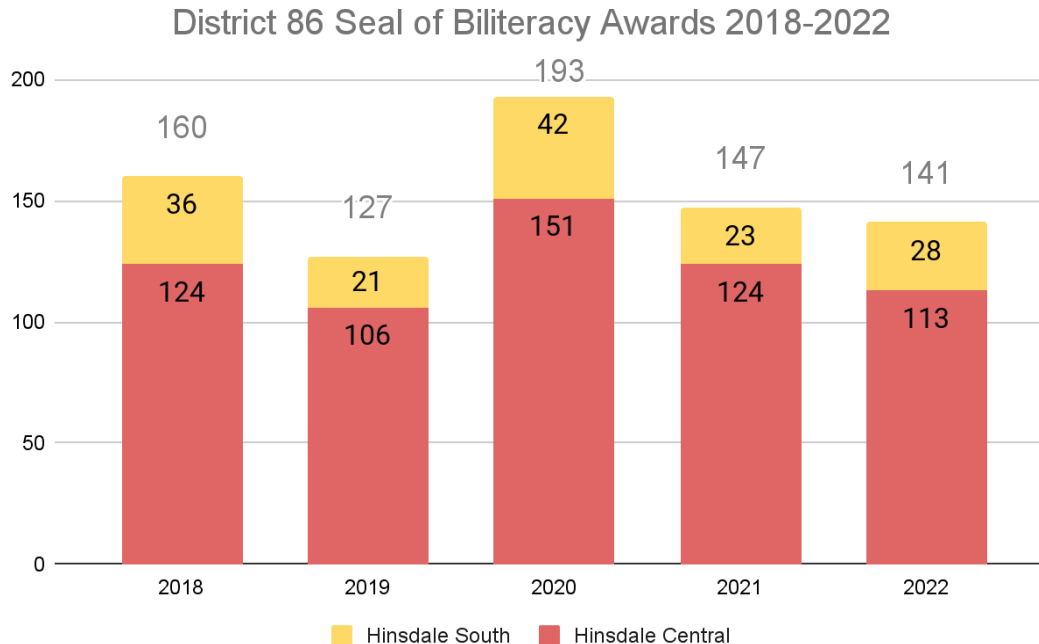
Seal of Biliteracy

2021-2022 was the sixth year implementing the Illinois State Seal of Biliteracy Program. District 86 used the results from an Advanced Placement Exam or a state-approved online test (e.g., AAPPL, STAMP, ALTA) to measure language proficiency in the following languages during the 2021-22 school year.

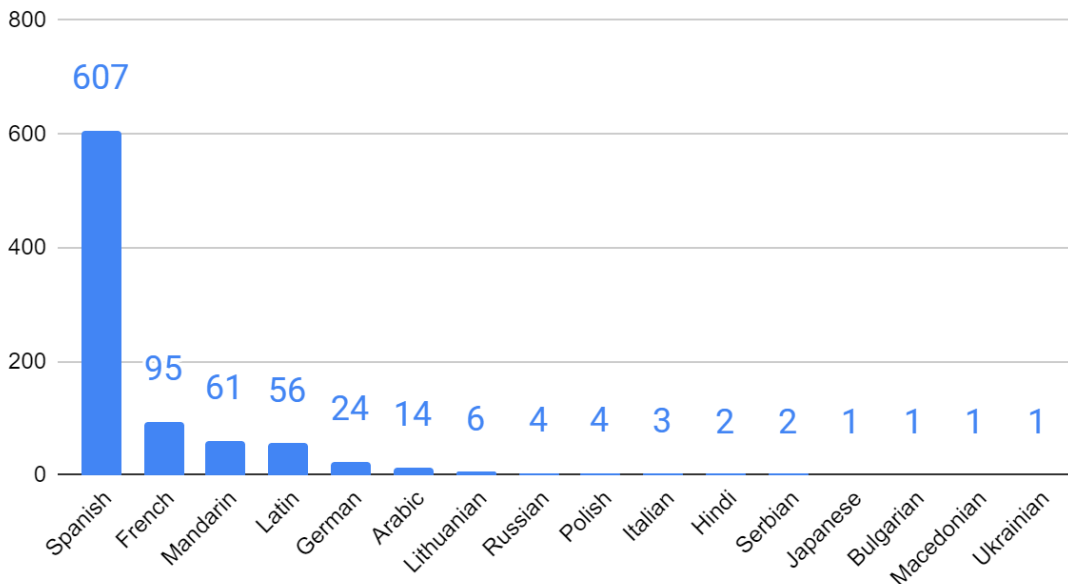
Through the addition of the ALTA test for less common languages, students were able to earn the Seal of Biliteracy in a total of fourteen different languages: Bulgarian, Lithuanian, Macedonian, Serbian, and Ukrainian, in addition to Arabic, Chinese (Mandarin), French, German, Italian, Latin, Polish, Spanish, and Russian through AAPPL and STAMP testing.

The data below reflects the student participation and awards for the last six years. District 86 is again offering state-approved testing 4 times (twice in Fall and twice in February) during the 2022-23 school year. Through our expanded testing options, students can earn the Seal of Biliteracy in 109 different languages.

TREND - How many D86 students are earning the Seal of Biliteracy?



District 86 Seal of Biliteracy Awards by Language 2017-2022



Summary of Results

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

District 86 Action for 22-23

- Continue to identify students who list a home language other than English to test for the Seal of Biliteracy
- Continue to offer language testing for the Seal 4 times per year (twice in the Fall and twice in February)
- Identify students who earned a 3 on the Spring 2022 AP language test to re-test in February via AAPPL
- Continue to communicate Seal of Biliteracy information to ELL students and families

- Continue to utilize robust testing options in order to test all possible languages that students may speak at home (AP, AAPPL, STAMP, and ALTA)
- Continue to promote the benefits of earning the Seal of Biliteracy to students and families, including incoming freshmen at 8th grade Family Night
- Continue to publicize Seal of Biliteracy accomplishments on the website
- Continue to highlight the **free** college credit earned via the Seal of Biliteracy at public Illinois universities (from 3 to 14 credit hours)
- Continue to partner with the English department to share Seal of Biliteracy information to students not enrolled in a World Language class

Advanced Placement

Thirty Advanced Placement (AP) courses are offered in seven departments in District 86: Art, English, World Languages, Mathematics, Music, Science and Social Studies. These courses adhere to the suggested CollegeBoard course descriptions and serve as the primary vehicle to prepare students for the AP examination in May of each school year. In addition to preparing students for the AP exam, AP courses allow students to experience the pace and intensity of a college-level course while still in high school.

Although each college determines what AP examination grades it will accept for credit, the great majority of colleges require scores of 3 or better and award the student credit in the subject matter tested (see www.collegeboard.com/ap/creditpolicy). In some cases, no credit is given, but the student begins their program of study at an advanced level.

The CollegeBoard AP website provides a variety of reasons that students should take an AP course, and clearly states that “Nearly all colleges and universities in the United States grant credit and placement for qualifying AP scores” (i.e., 3 or higher out of 5) and, “Research consistently shows that AP students are better prepared for college than students who don’t take AP, regardless of their exam score (even scores of 2 and 1). They’re more likely to enroll and stay in college, do well in their classes, and graduate in four years.”

How well did students do on the 2022 AP Exams?

Note: AP course exam results are intentionally displayed as District data to protect the identity of students and instructors of singleton courses and courses with low enrollments.

Table of all AP score distribution by course (redacted for <10)

[AP provides](#) the following table to help readers understand what a score means:

| AP Exam Score | Recommendation | College Course Grade Equivalent |
|---------------|--------------------------|---------------------------------|
| 5 | Extremely well qualified | A+ or A |
| 4 | Very well qualified | A-, B+, or B |
| 3 | Qualified | B-, C+, or C |
| 2 | Possibly qualified | --- |
| 1 | No recommendation | --- |

| 2-D Art & Design | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|------------------|----------------|---------|---------|---------|---------|---------|------------|
| District 86 | 16 | 0% (0) | 0% (0) | 44% (7) | 38% (6) | 19% (3) | 3.75 |

| Biology | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------|----------------|---------|----------|----------|----------|----------|------------|
| District 86 | 164 | 2% (3) | 12% (20) | 37% (61) | 31% (51) | 18% (29) | 3.51 |

| Calculus AB | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------|----------------|----------|----------|----------|----------|----------|------------|
| District 86 | 234 | 10% (23) | 29% (67) | 35% (82) | 16% (38) | 10% (24) | 2.88 |

| Calculus BC | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------|----------------|---------|---------|---------|----------|----------|------------|
| District 86 | 120 | 0% (0) | 3% (4) | 9% (11) | 13% (16) | 74% (89) | 4.58 |

| Chemistry | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-----------|----------------|---------|---------|---------|---------|---------|------------|
|-----------|----------------|---------|---------|---------|---------|---------|------------|

| | | | | | | | |
|--------------------|----|--------|--------|----------|----------|----------|------|
| District 86 | 72 | 3% (2) | 6% (4) | 17% (12) | 35% (25) | 40% (29) | 4.04 |
|--------------------|----|--------|--------|----------|----------|----------|------|

| Computer Science A | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|---------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 86 | 1% (1) | 2% (2) | 30% (26) | 29% (25) | 37% (32) | 3.99 |

| Computer Science Principles | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|------------------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 87 | 2% (2) | 8% (7) | 28% (24) | 34% (30) | 28% (24) | 3.77 |

| English Language and Composition | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|---|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 461 | 2% (9) | 13% (62) | 26% (119) | 33% (151) | 26% (120) | 3.67 |

| English Literature and Composition | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|---|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 192 | 3% (5) | 4% (7) | 32% (62) | 38% (72) | 24% (46) | 3.77 |

| Environmental Science | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|------------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 135 | 4% (5) | 11% (15) | 18% (24) | 55% (74) | 13% (17) | 3.61 |

| European History | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 214 | 1% (2) | 12% (26) | 29% (62) | 34% (72) | 24% (52) | 3.68 |

| French Language and Culture | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|------------------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 24 | 0% (0) | 17% (4) | 46% (11) | 25% (6) | 13% (3) | 3.33 |

| Latin | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|--------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 18 | 0% (0) | 11% (2) | 56% (10) | 28% (5) | 6% (1) | 3.28 |

| Macroeconomics | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-----------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 140 | 13% (18) | 14% (20) | 16% (22) | 29% (40) | 29% (40) | 3.46 |

| Microeconomics | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-----------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 126 | 13% (17) | 17% (21) | 27% (34) | 27% (34) | 16% (20) | 3.15 |

| Physics 1 | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|--------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 159 | 8% (13) | 31% (50) | 27% (43) | 23% (37) | 10% (16) | 2.96 |

| Physics C: Electricity and Magnetism | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|---|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 47 | 4% (2) | 26% (12) | 6% (3) | 30% (14) | 34% (16) | 3.64 |

| Physics C: Mechanics | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|----------------------|----------------|---------|---------|----------|----------|----------|------------|
| District 86 | 62 | 5% (3) | 15% (9) | 23% (14) | 24% (15) | 34% (21) | 3.68 |

| Psychology | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------|----------------|---------|---------|----------|----------|----------|------------|
| District 86 | 216 | 8% (18) | 8% (18) | 20% (44) | 26% (57) | 37% (79) | 3.75 |

| Research | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------|----------------|---------|---------|---------|---------|---------|------------|
| District 86 | 17 | 6% (1) | 0% (0) | 35% (6) | 29% (5) | 29% (5) | 3.76 |

| Seminar | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------|----------------|---------|---------|---------|---------|---------|------------|
| District 86 | 18 | 0% (0) | 0% (0) | 33% (6) | 50% (9) | 17% (3) | 3.83 |

| Spanish Language and Culture | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|------------------------------|----------------|---------|---------|---------|----------|----------|------------|
| District 86 | 81 | 1% (1) | 1% (1) | 11% (9) | 41% (33) | 46% (37) | 4.28 |

| Statistics | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|-------------|----------------|---------|---------|----------|----------|----------|------------|
| District 86 | 112 | 6% (7) | 6% (7) | 18% (20) | 25% (28) | 45% (50) | 3.96 |

| United States Government and Politics | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|---------------------------------------|----------------|---------|---------|---------|---------|---------|------------|
|---------------------------------------|----------------|---------|---------|---------|---------|---------|------------|

| | | | | | | | |
|--------------------|-----|--------|----------|----------|----------|----------|------|
| District 86 | 125 | 4% (5) | 14% (17) | 34% (43) | 25% (31) | 23% (29) | 3.50 |
|--------------------|-----|--------|----------|----------|----------|----------|------|

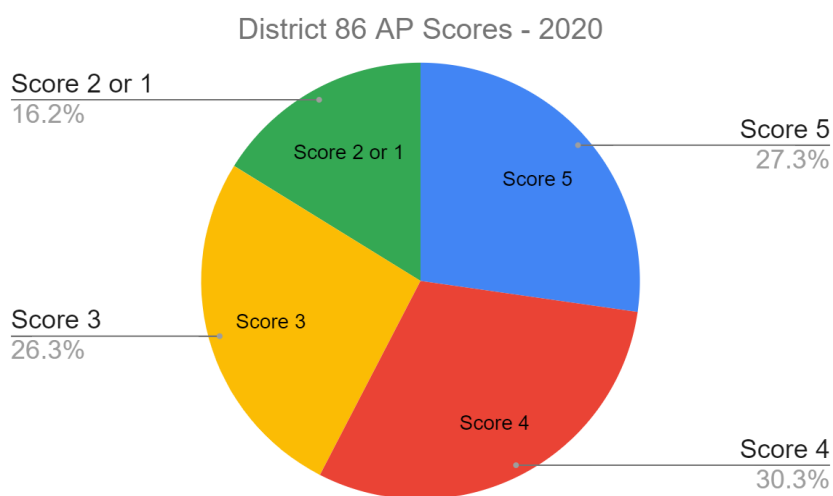
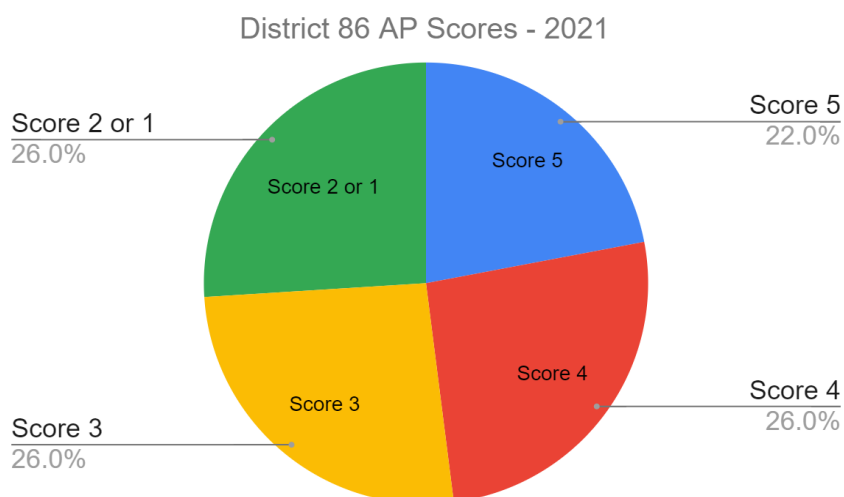
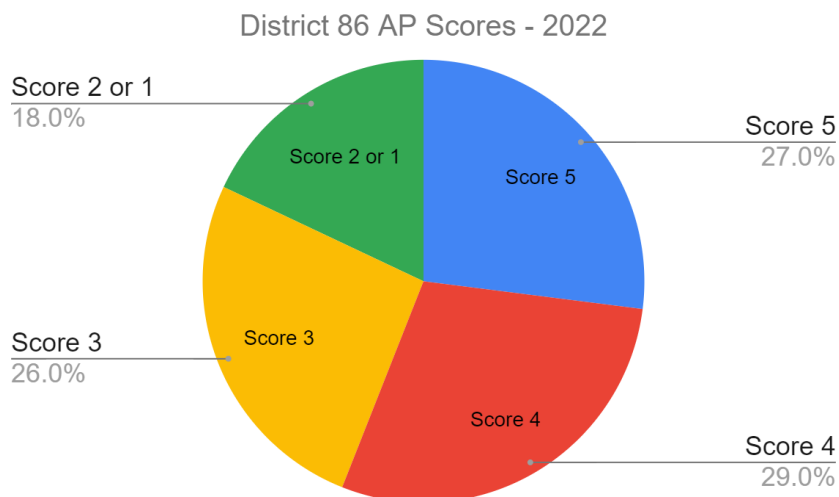
| United States History | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|------------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 369 | 4% (13) | 16% (58) | 27% (99) | 25% (93) | 29% (106) | 3.60 |

| World History: Modern | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean score |
|------------------------------|-----------------------|----------------|----------------|----------------|----------------|----------------|-------------------|
| District 86 | 15 | 7% (1) | 20% (3) | 20% (3) | 40% (6) | 13% (2) | 3.33 |

How well did District 86 students score on AP exams in comparison to their course grades?

| AP Scores - 2022 | | | | | | |
|-------------------------|-----------------|---------------|----------|----------|----------|---------------------|
| Grade | Students | 4 or 5 | 3 | 2 | 1 | Ave AP Score |
| A | 1794 | 75% | 18% | 5% | 1% | 4.10 |
| B | 1075 | 38% | 36% | 19% | 7% | 3.15 |
| C | 278 | 21% | 31% | 33% | 16% | 2.63 |
| D | 26 | 12% | 23% | 50% | 15% | 2.31 |
| Total | 3173 | 57% | 25% | 13% | 4% | 3.63 |

At what rate are students in District 86 earning each of the possible AP scores?



Summary of Results:

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

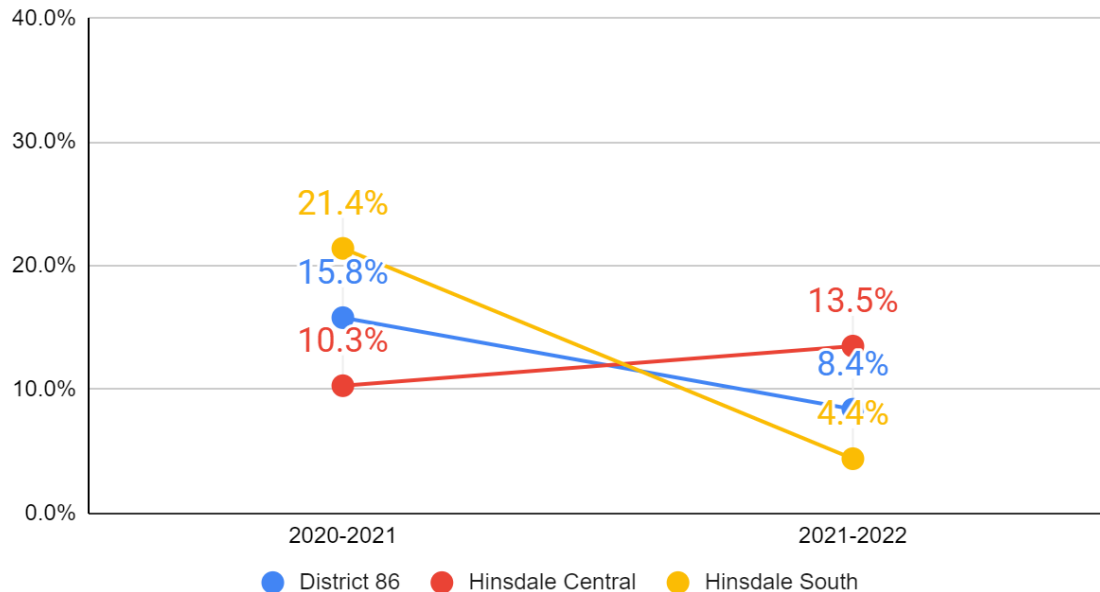
District 86 Action for 22-23

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

Access Testing for English Learners

How do ELs perform on the Access Assessment?

English Learners Exit Rate - 2020-2022



Summary of Results:

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

District 86 Action for 22-23

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

Targeted Support Programming

What does Targeted Support look like in SY 22-23?

Summary and Context for MTSS in D86:

Traditional support systems for students who experience academic struggles should start in the classroom. These are often referred to as Tier 1 supports. The vast majority of student struggles can and should be addressed by the classroom teacher. Most often a teacher is made aware of a struggling student through classroom assessments or a simple conversation.

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

Knowing that there are many students who can use targeted support, the GESST has established cycles for identified students. The following table indicates the data used by GESST for the first targeted support cycle (Sept/Oct/Nov) of the 22-23 school year.

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

District 86 Action for 22-23

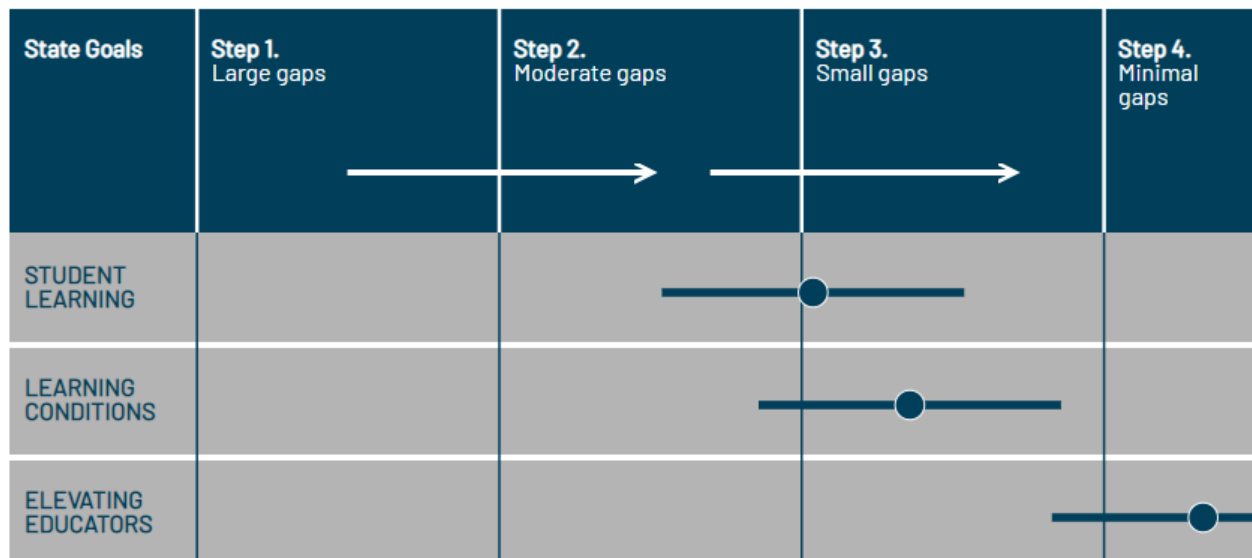
- Implementation of data-driven MTSS approach to support students identified by these indicators: currently failing 2 or more classes, average daily attendance rate below 90%, or benchmark scores not meeting/exceeding standards
 - Each student (n=98: HS 55, HC 43) is assigned to a champion from GESSTeams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

Achievement Gap

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

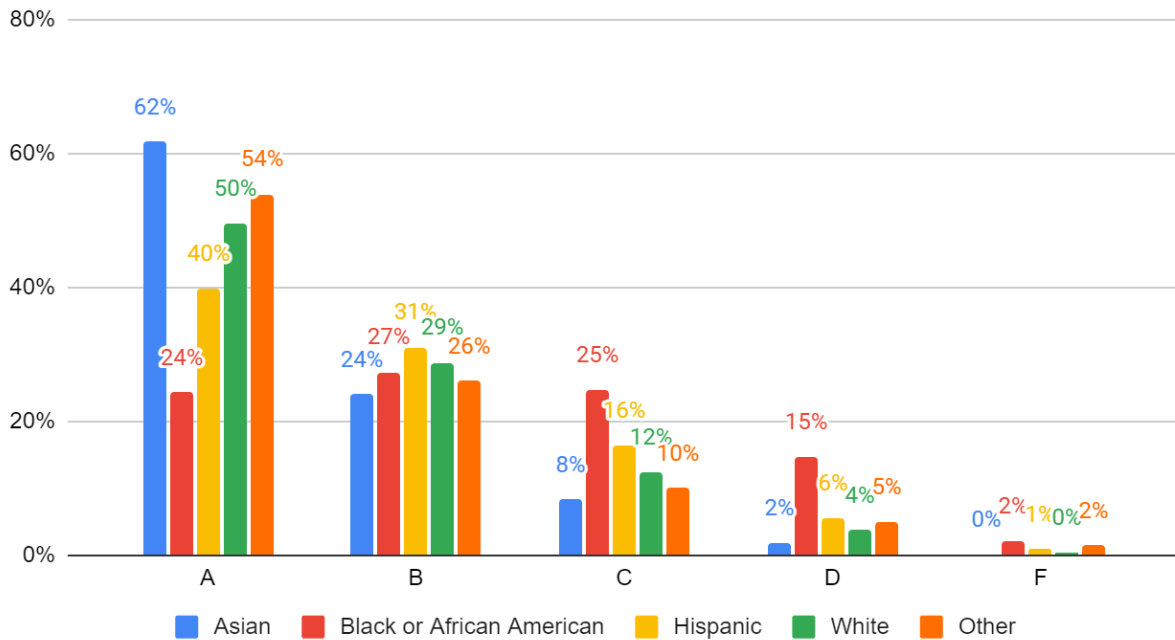
Below is the D86 EJC scorecard. It’s important to note that all data for this scorecard was taken from 2019. In the last few years, District 86 has already made progress on our Equity Journey including the creation and adoption of a D86 Equity Statement, adding a Director for Instructional Equity, establishing District and Building level equity and inclusion teams, and delivering professional development opportunities for staff focused on creating culturally responsive classrooms and curriculum.

What are the GAPS indicated for D86 on our ISBE Equity Scorecard?

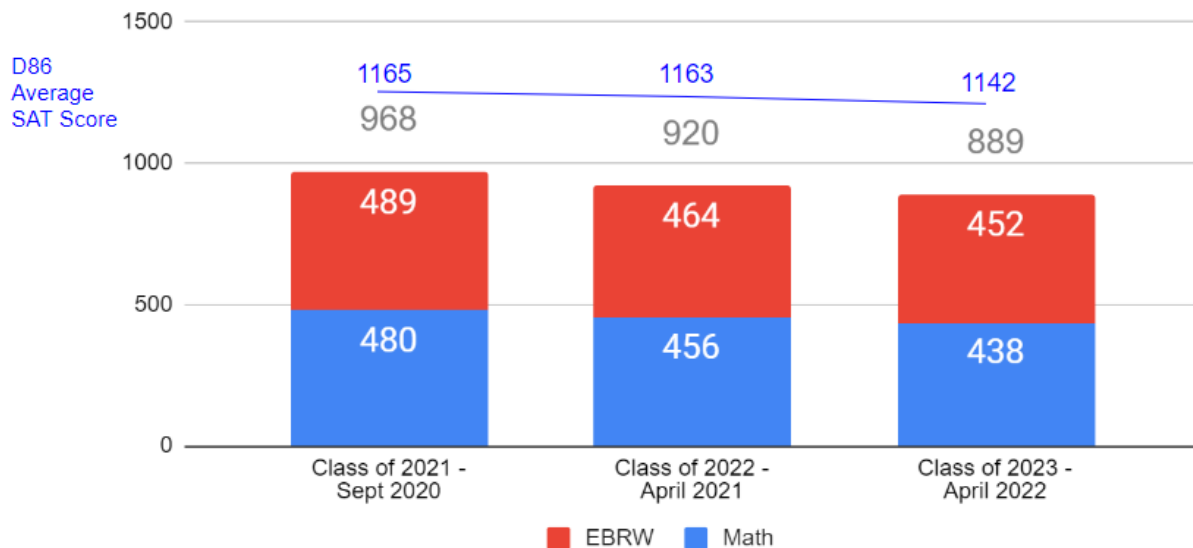


During the SY 2022 what were the grade distributions for racial subgroups?

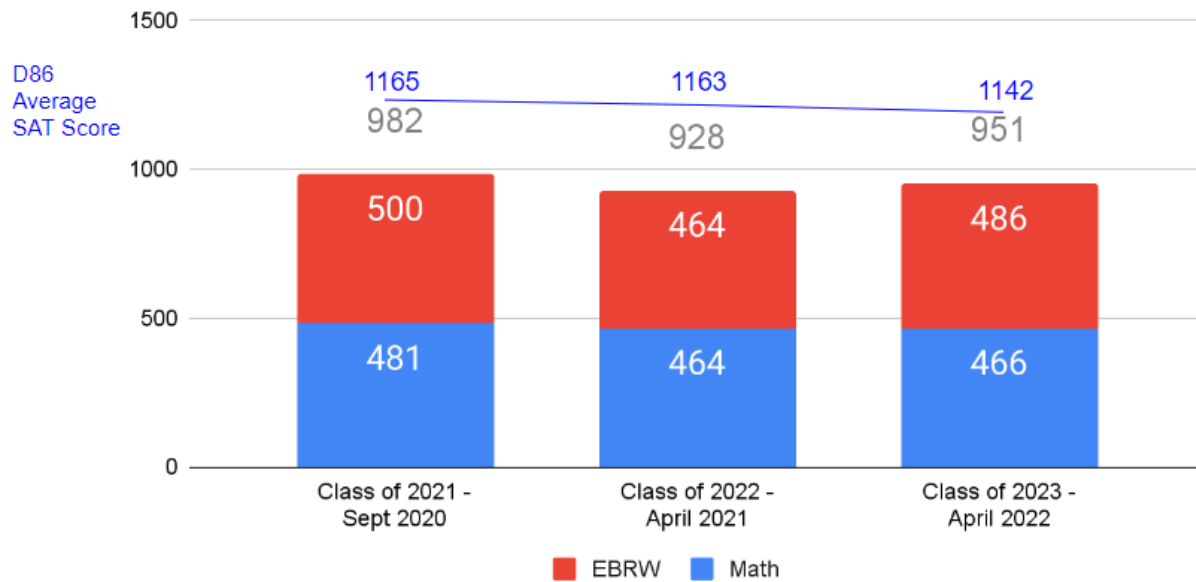
D86 Second Semester Grade Distribution 2022 by Demographics



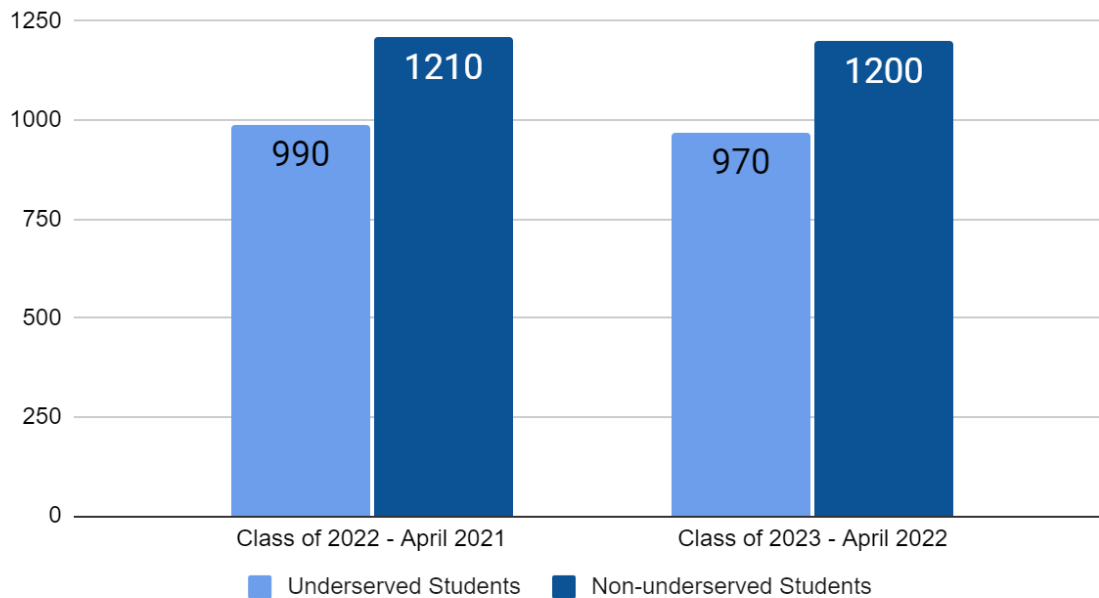
Black Students - Average SAT Scores - 11th Grade - 2020-2022



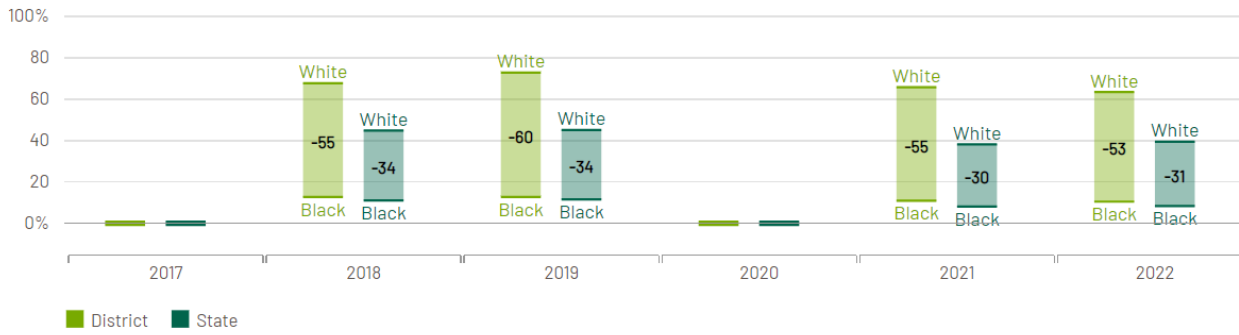
Students with IEPs - Average SAT Scores - 11th Grade - 2020-2022



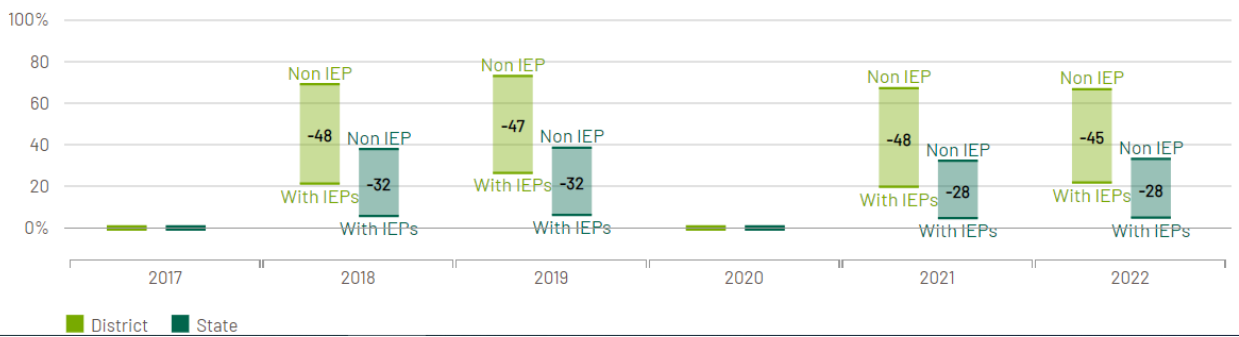
Equity Goal - Eliminating the Achievement Gap



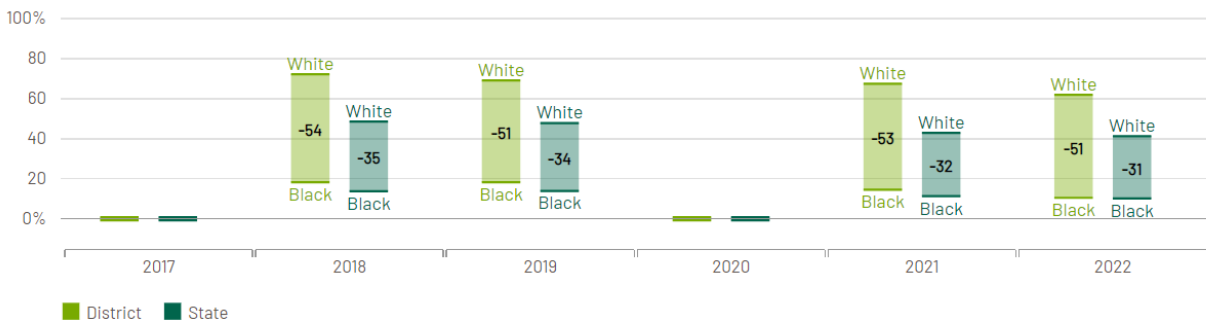
Grade 11 - Mathematics - Black and White



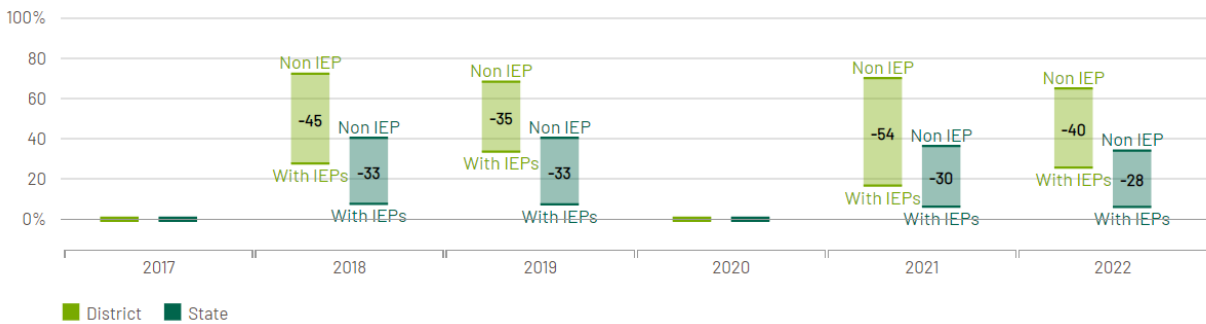
Grade 11 - Mathematics - With IEPs and Non IEP



Grade 11 - ELA - Black and White



Grade 11 - ELA - With IEPs and Non IEP



Who is taking AP classes in D86?

(See also the Opportunity Gap section in both the HS and HC sections of this report)

| District 86 AP Scores for 2022 by Demographics | | | | | | | |
|--|---------|-------|---------------------------|--------------------|-------|-------------------|-------------|
| | Overall | Asian | Black or African American | Hispanic or Latino | White | Two or More Races | No Response |
| 1 | 152 | 44 | 3 | 20 | 77 | 6 | 2 |
| 2 | 438 | 88 | 10 | 43 | 252 | 22 | 18 |
| 3 | 868 | 225 | 7 | 75 | 464 | 54 | 37 |
| 4 | 978 | 248 | 8 | 62 | 505 | 76 | 73 |
| 5 | 899 | 297 | 5 | 35 | 402 | 76 | 77 |
| Number of Courses Represented | 34 | 33 | 14 | 29 | 32 | 26 | 25 |
| Total Number of Exams | 3339 | 902 | 33 | 235 | 1700 | 234 | 207 |
| Mean Score | 3.61 | 3.74 | 3.06 | 3.21 | 3.53 | 3.83 | 3.99 |
| | Overall | Asian | Black or African American | Hispanic or Latino | White | Two or More Races | No Response |
| 1 | 5% | 5% | 9% | 9% | 5% | 3% | 1% |
| 2 | 13% | 10% | 30% | 18% | 15% | 9% | 9% |
| 3 | 26% | 25% | 21% | 32% | 27% | 23% | 18% |
| 4 | 29% | 27% | 24% | 26% | 30% | 32% | 35% |
| 5 | 27% | 33% | 15% | 15% | 24% | 32% | 37% |

Summary of Results

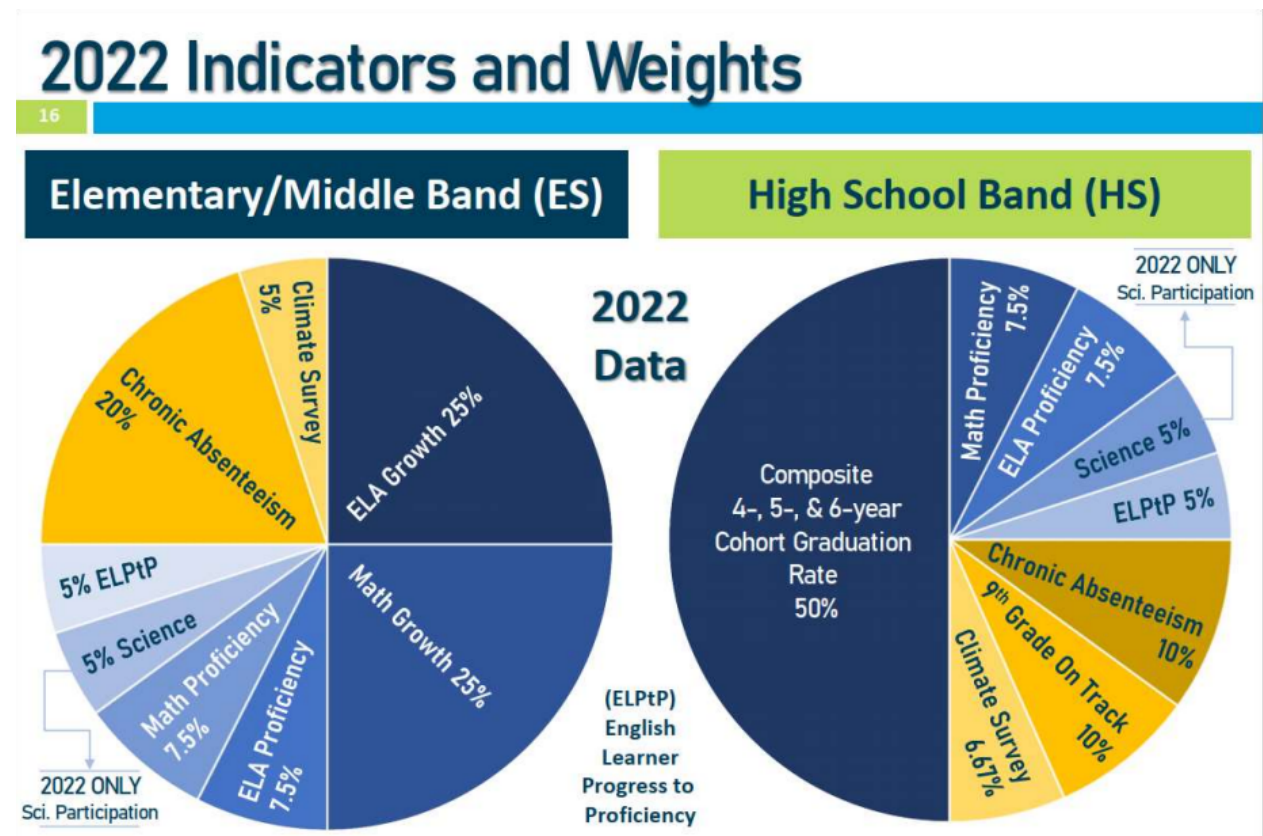
- Our EJC scorecard indicates small to minimal gaps range in all three categories. This is a strong foundation on which to further equity work.
- The data also indicate targeted areas for us to focus. D86 is using the data from this scorecard to further address identified gaps.
- There are significant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

District 86 Action for 22-23

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

Summative Ratings

The Illinois School Report Card provides a Summative Rating for each school. This rating takes into consideration many of the data points addressed in this report. Each of the eight indicators of success receive a different weight. The graphic below provides a breakdown of the weighted categories for both Elementary and Middle Schools and High Schools. There are four designations a school can earn based on their data. The first two Exemplary and Commendable require no intervention on the part of the State and the schools are encouraged to continue the great work they are doing for and with students. The bottom two designations, Targeted Support and Comprehensive Support, require the school to provide a plan for how it will address deficits indicated on the ISRC. Due to the COVID pandemic, there have been no Summative Ratings issued for the last two years.



For 2022 Hinsdale South has earned the Commendable School rating

For 2022 Hinsdale Central has earned the Exemplary School rating.

These are the same ratings that each of our D86 schools have received since the Summative Rating system was established by ISBE in 2018. [Here is how ISBE defines these ratings:](#)

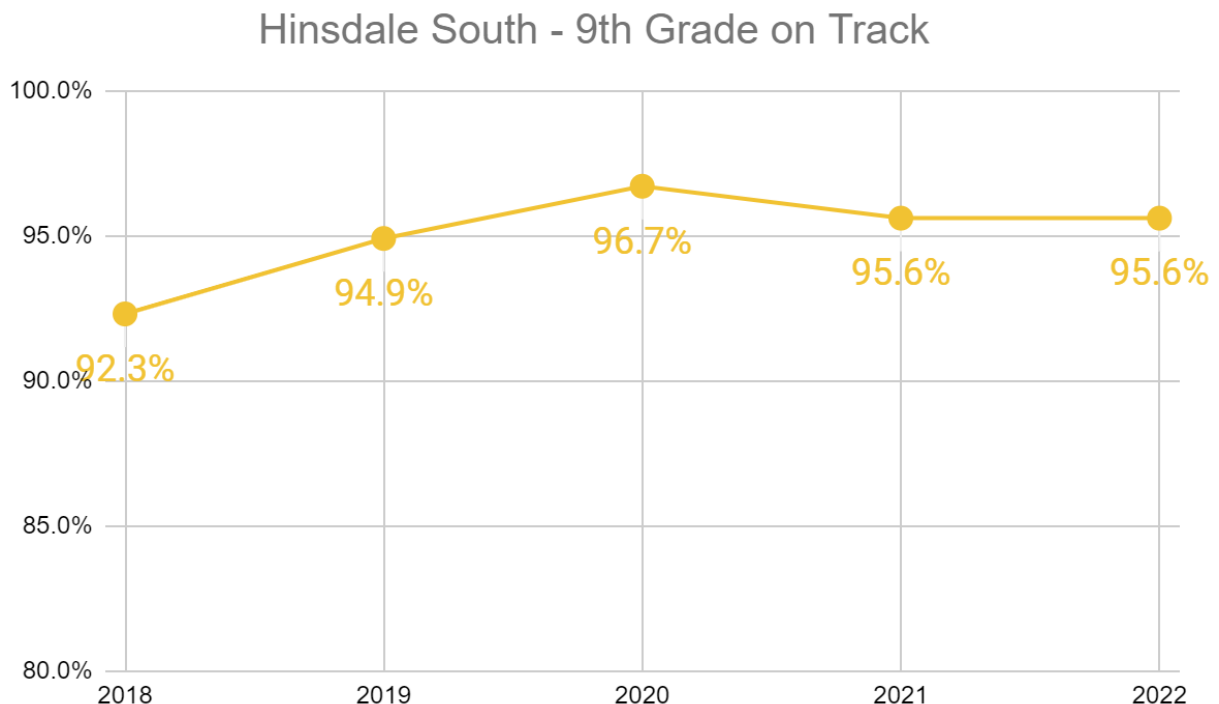
| | |
|--------------------|---|
| Exemplary | <ul style="list-style-type: none">■ Overall performance in the top 10 percent of all schools■ Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools■ High schools must have a graduation 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 |

Hinsdale South High School

9th Grade on Track

The ISRC states, “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.”

The following graph indicates the percentage of students over the last five years at Hinsdale South who meet the “on track” criteria from ISBE.



Summary of Results

- The number of students who successfully met the ‘on track’ criteria had been steadily rising at Hinsdale South through 2020. Since 2020, Hinsdale South has experienced steady results that indicate that nearly all freshmen are on track to graduate and are performing well in their core content courses.

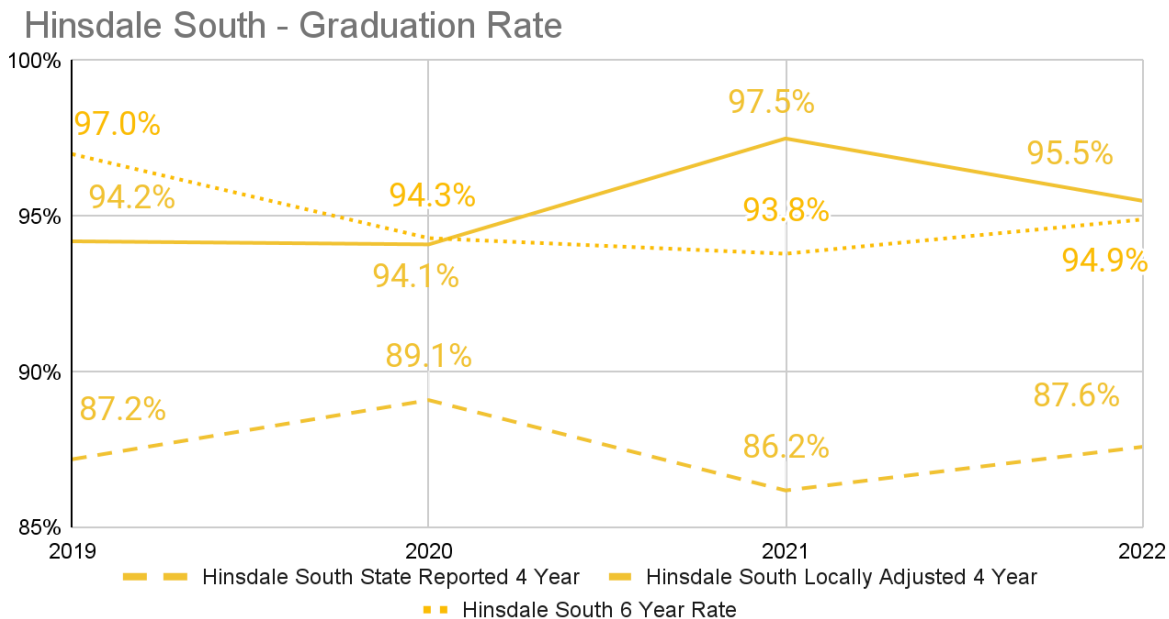
- As this indicator takes into account the majority of academic courses taken during the freshman year, it is an indicator of academic stability, even in the wake of the pandemic.

District 86 Action for 22-23

- This metric is a very useful indicator of the holistic performance of the freshman class. Significant declines would be cause for examination of freshmen coursework, assessment practices and support services available to all students.

Graduation Rates

See explanation of Graduation Rate in [District Section](#)



Summary of Results

- Hinsdale South continues to maintain a strong 4 year graduation rate.
- When taken together, the freshmen on track indicator and the graduation rate indicator provide insight into the ongoing success of students at Hinsdale South.

District 86 Action for 22-23

- The District will continue to support and fund the programs that credit deficient students use to stay on track for graduation. These supports include, Excel-erate

and SSC 2. SSC 2 provides academic as well as social emotional support for students who are credit deficient.

- The D86 administration continues to advocate with ISBE for an accurate and equitable representation of student graduation rates - one that includes students with IEPs who complete all graduation requirements, yet are not counted due to their need for continued services at the D86 Adult Transition Center.

Dual Credit

Hinsdale South continues to offer a variety of dual credit options. We have developed strong partnerships with Loyola University, The College of DuPage, and Moraine Valley Community College in order to award dual credit when learning experiences at the secondary level of instruction duplicate those at the post-secondary level. These programs enable students to save time and avoid duplication of material already learned in high school.

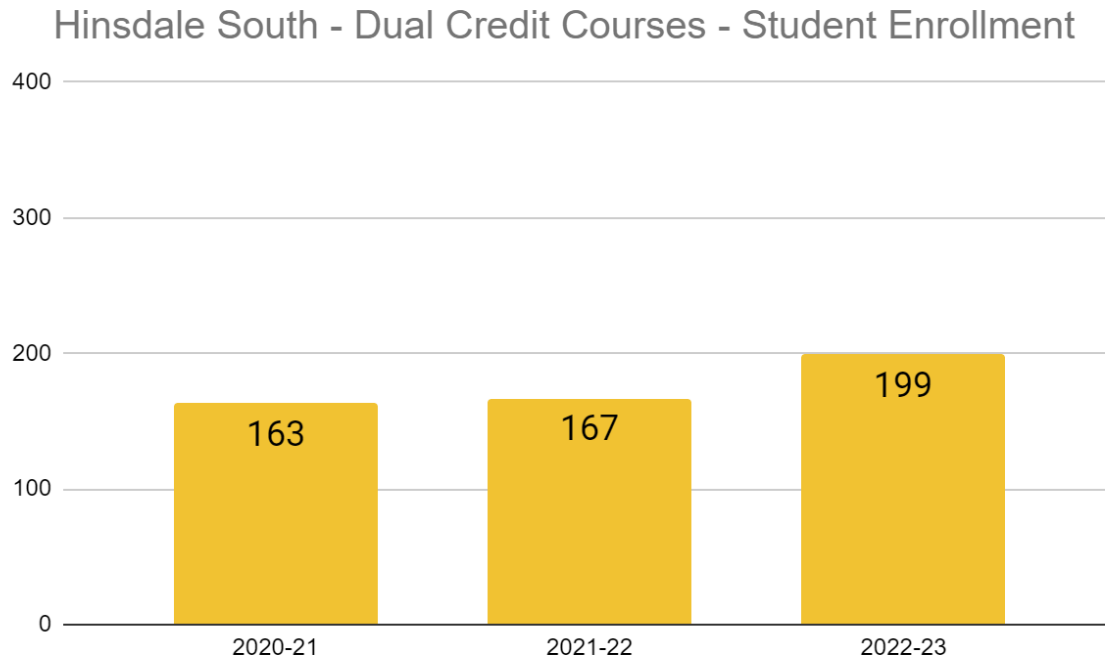
The data below indicates the enrollment as well as the credit earned by D86 students through dual credit opportunities. Our Dual Credit courses have expanded over the years. See the offerings below:

2020-21 - Engineering & Design, Graphic Communication, Pre-Engineering I (and Honors), Pre-Engineering II (and Honors), Spanish V Honors (South), AP Latin (South), French 3, 3H, 4, AP (South)

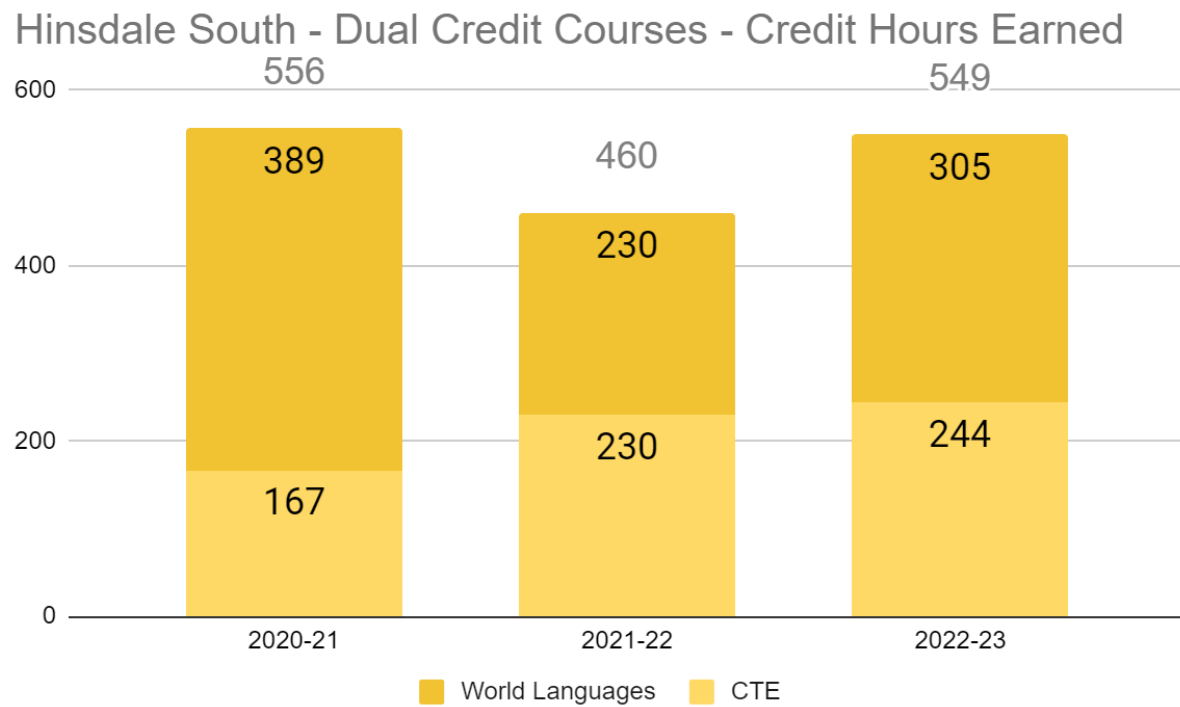
2021-22 - Engineering & Manufacturing, Graphic Communication, Pre-Engineering I (and Honors), Pre-Engineering II (and Honors), Spanish V Honors (South), French 3, 3H, 4, AP (South)

2022-23 - Engineering & Manufacturing, Graphic Communication, Pre-Engineering I (and Honors), Pre-Engineering II (and Honors), Spanish V Honors (South), French 3, 3H, 4, AP (South), AP Latin (South)

TREND - How many students are enrolling in Dual Credit Courses?



TREND - How many hours of college credit are HS students earning?



Summary of Results

- Hinsdale South students continue to challenge themselves with dual credit opportunities.
- For the last three years there has been an increase in students enrolled in dual credit opportunities and a substantial number of credits earned with one or more of our partner institutions.

District 86 Action for 22-23

- Our D86 Academic Leadership Team is in conversation with our Dual Credit partners about ways that we can expand our Dual Credit footprint - notably into core content areas such as English, Social Studies, Science and Math.
- Since course availability is based on teacher credentials, D86 is working with NIU and COD to develop teacher credentialing partnerships.

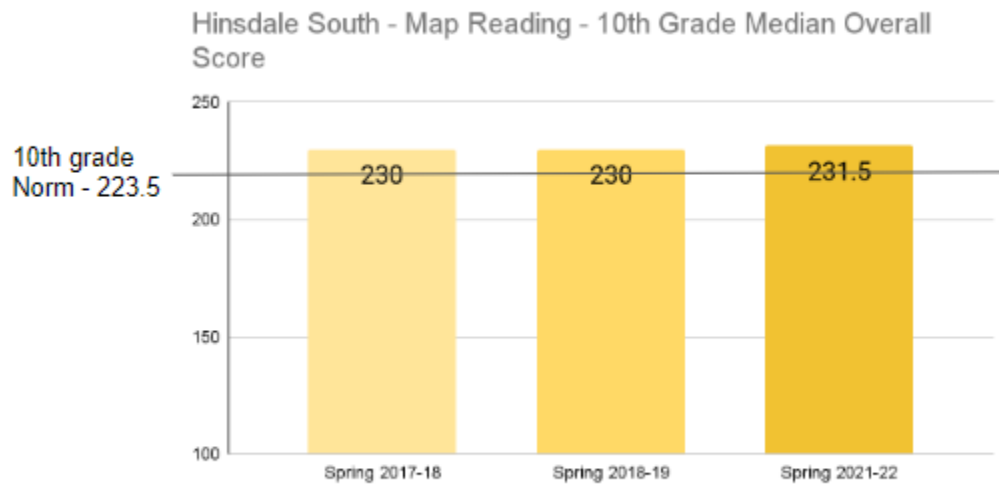
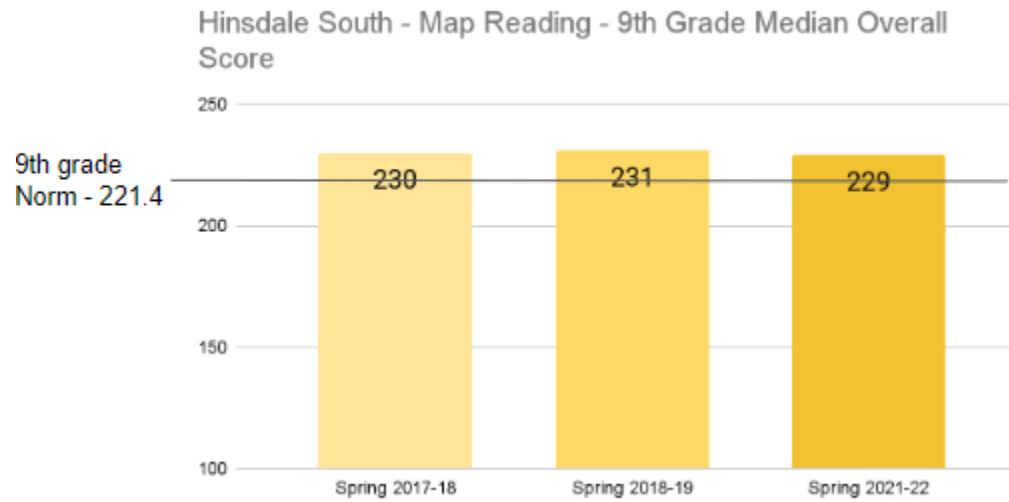
NWEA Map

NWEA-MAP has been used as a progress-monitoring, placement and growth assessment by D86 and its sender schools for several years. In D86 we administer the MAP Reading and Algebra tests to freshmen and sophomores in the fall and spring of each school year. During the pandemic, we paused this testing due to the unreliability and uncertainty of the remote assessment environment. Score gaps in data sets below reflect this pause.

Unlike some of the other academic assessments, MAP is an adaptive assessment. This means that when a student gets an answer correct, the next question will be harder, and conversely, if the student gets a question wrong, an easier question will follow. This adaptability allows MAP to provide an accurate assessment of student understanding of a subject. Each of the graphs below will indicate where the NORM is for the grade level assessed - indicating where 50% of the nation will score. Each table designed to indicate growth will provide the amount of growth one should expect from one point in time to another. Like so many growth measures, those who start with a higher knowledge base tend to grow faster than those who start with a lower knowledge base. This is often referred to as the “Matthew Effect.”

And unlike some of the other assessment scores, D86 is reporting MAP scores with Median scores rather than average (mean) scores. Median scores are used for reporting of NWEA MAP in order to more accurately provide a picture of where students are on a continuum of success. Median scores help to eliminate outliers from skewing the data, as can happen when average (mean) scores are reported. In some of the data sets below, indicators of minimum and maximum scores are reported in order to demonstrate the discrepancy of scores even within a single group of students.

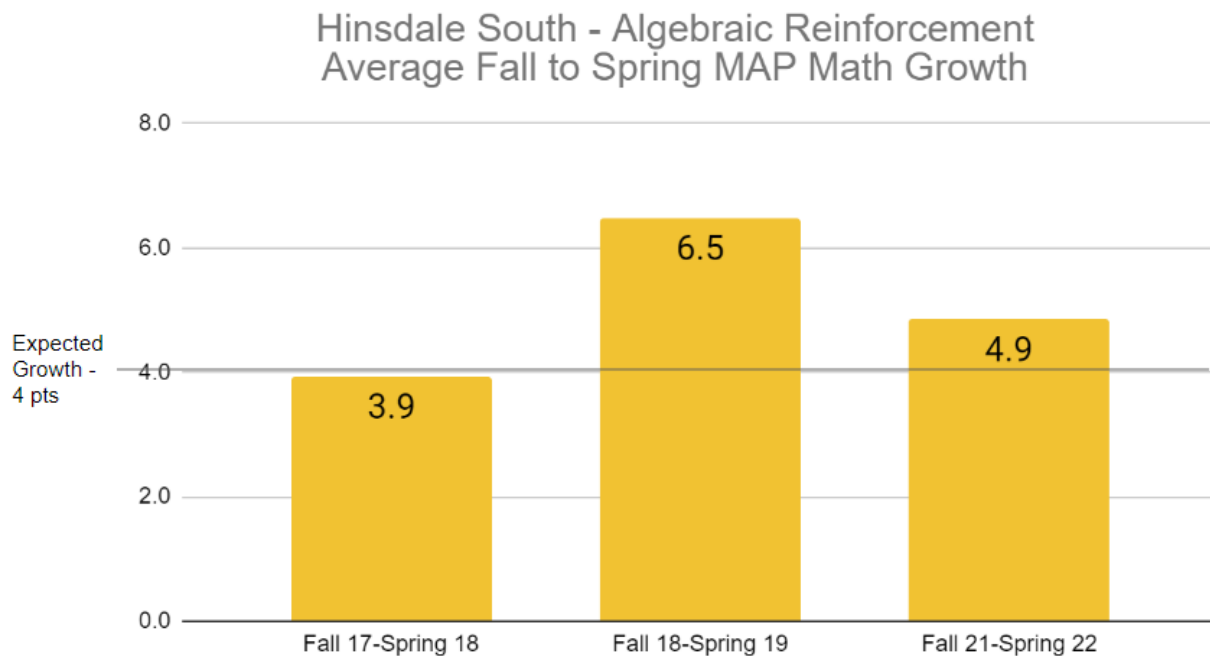
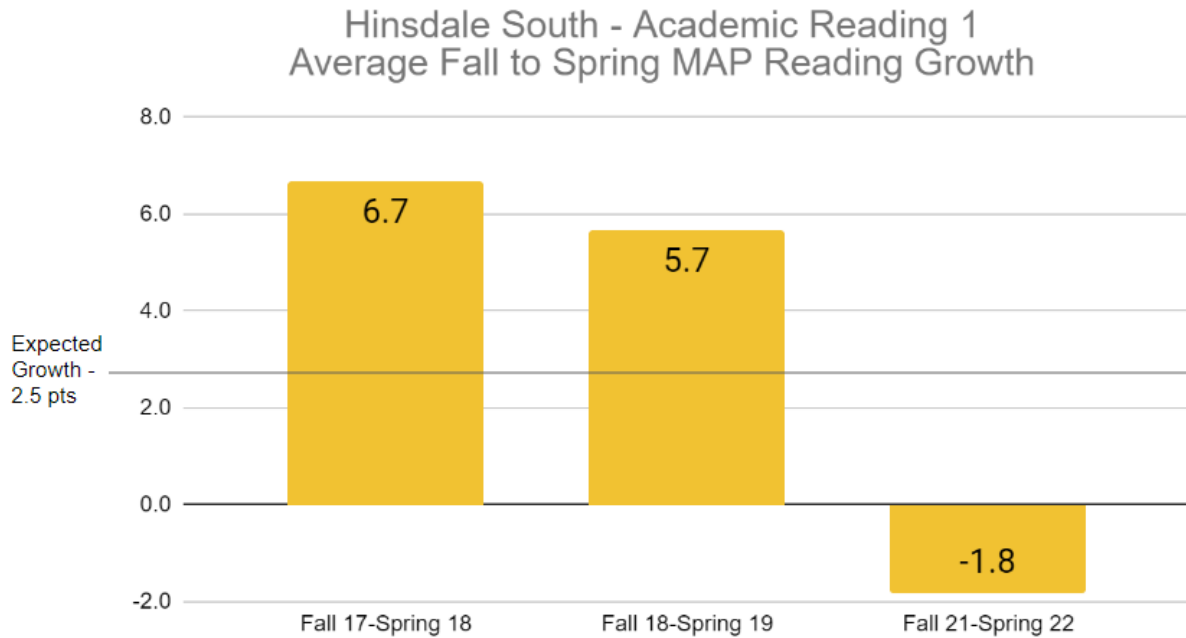
TREND - How did HS freshman and sophomores score in Reading since 2018?



COHORT - What are the rates of student growth at HS on MAP?

| Fall 2021-Spring 2022 MAP Growth | | | | | | | | |
|----------------------------------|-------------------------|-------|------------|-----------------|-----------------|-----------------|------------|-----------------------------------|
| Growth Benchmark: 4 points | | | | | | | | |
| Math | Course | Count | Min Growth | 25th Percentile | 50th Percentile | 75th Percentile | Max Growth | Students Meeting Grade Level Norm |
| Hinsdale South | | | | | | | | |
| | Algebraic Reinforcement | 42 | -9 | 0 | 4.5 | 10 | 20 | 5% |
| | Algebra 1 | 193 | -17 | 0 | 5 | 9.75 | 23 | 43% |
| | Integrated Alg & Geo H | 57 | -9 | 3 | 9 | 14 | 25 | 100% |
| | Geometry | 124 | -19 | -3 | 2 | 6 | 25 | 48% |
| | Overall | 394 | -19 | 0 | 4 | 10 | 25 | 51% |

| Fall 2021-Spring 2022 MAP Growth | | | | | | | | |
|----------------------------------|------------------|-------|------------|-----------------|-----------------|-----------------|------------|-----------------------------------|
| Growth Benchmark: 2.5 points | | | | | | | | |
| English | Course | Count | Min Growth | 25th Percentile | 50th Percentile | 75th Percentile | Max Growth | Students Meeting Grade Level Norm |
| Hinsdale South | | | | | | | | |
| | Academic Reading | 34 | -23 | -6.25 | -2 | 5.25 | 15 | 9% |
| | English 1 | 182 | -23 | -4 | 2 | 6 | 24 | 51% |
| | English 1H | 135 | -14 | -2 | 2 | 6 | 21 | 96% |
| | English 2 | 111 | -15 | -4 | -1 | 5 | 18 | 59% |
| | English 2H | 117 | -26 | -4.75 | 0.5 | 4 | 19 | 91% |
| | Overall | 579 | -35 | -4 | 1 | 6 | 24 | 69% |



Summary of Results

- Despite the pandemic, students continue to demonstrate strong scores, maintaining growth well above the national norm.
- Paired support classes are providing the support for students to achieve more than 1 year of growth within a single year.

District 86 Action for 22-23

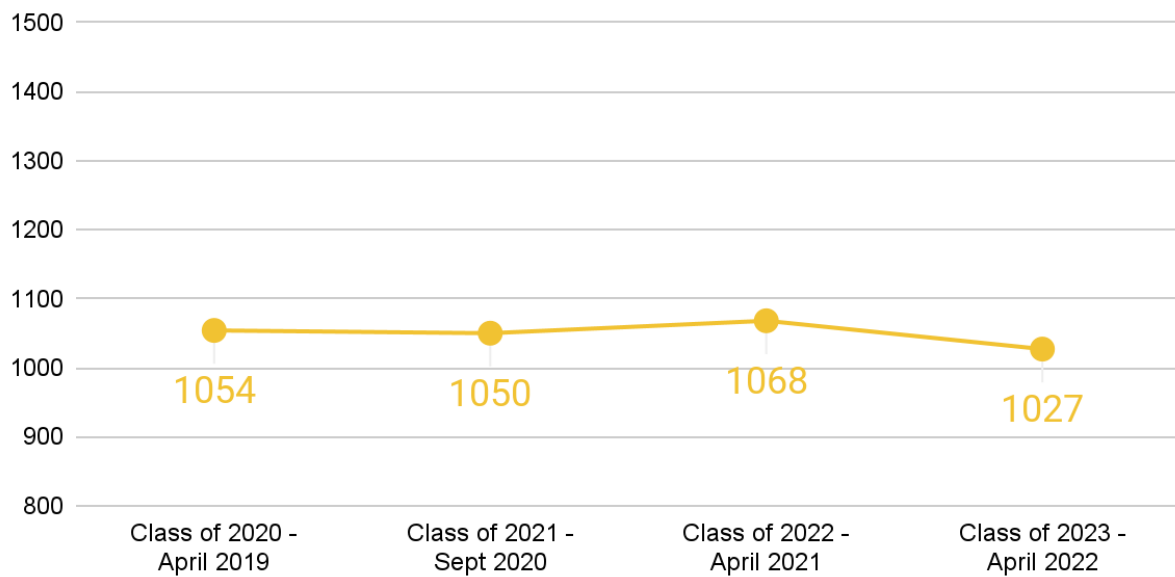
- MAP data are used by GESST to identify students for targeted support.
- MAP data are used by the core department interventionists to identify and support students. These scores, along with other data points like attendance and current grades, help to give academic support staff important information to support students who are struggling or who may have skill gaps.
- MAP data are used by Special Education case managers to progress monitor and create academic goals for students.

SAT Score Averages and Benchmarks

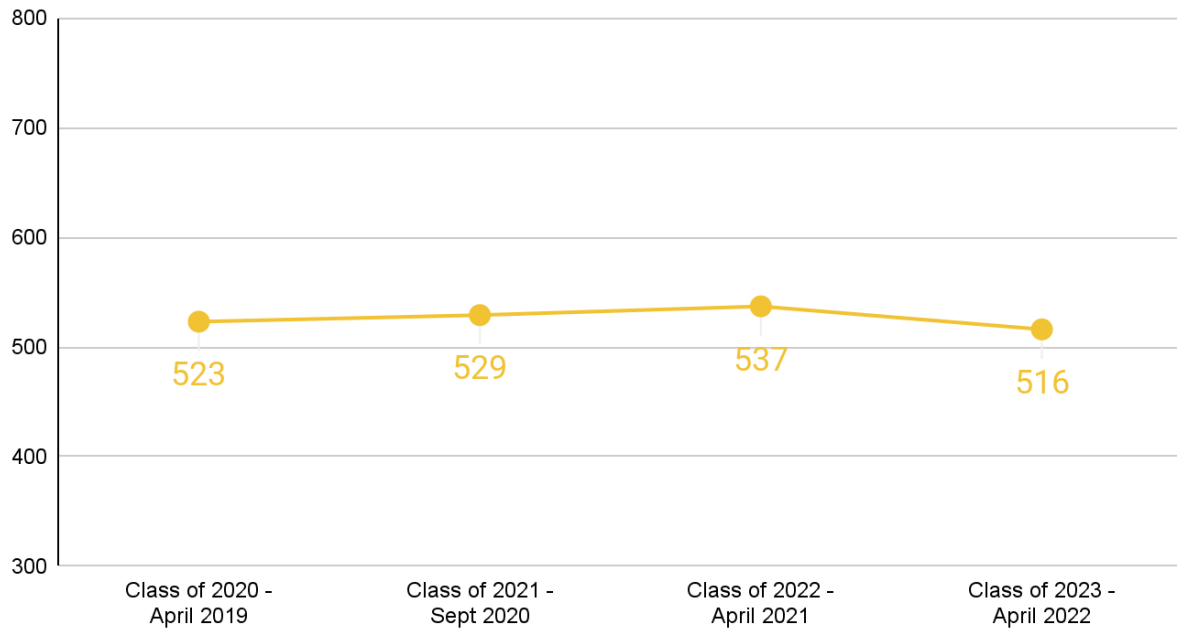
See explanation of SAT and PSAT in [District Section](#)

TREND - How have HS students performed overall and by subgroup (EBRW and Math) on the SAT over the last four administrations?

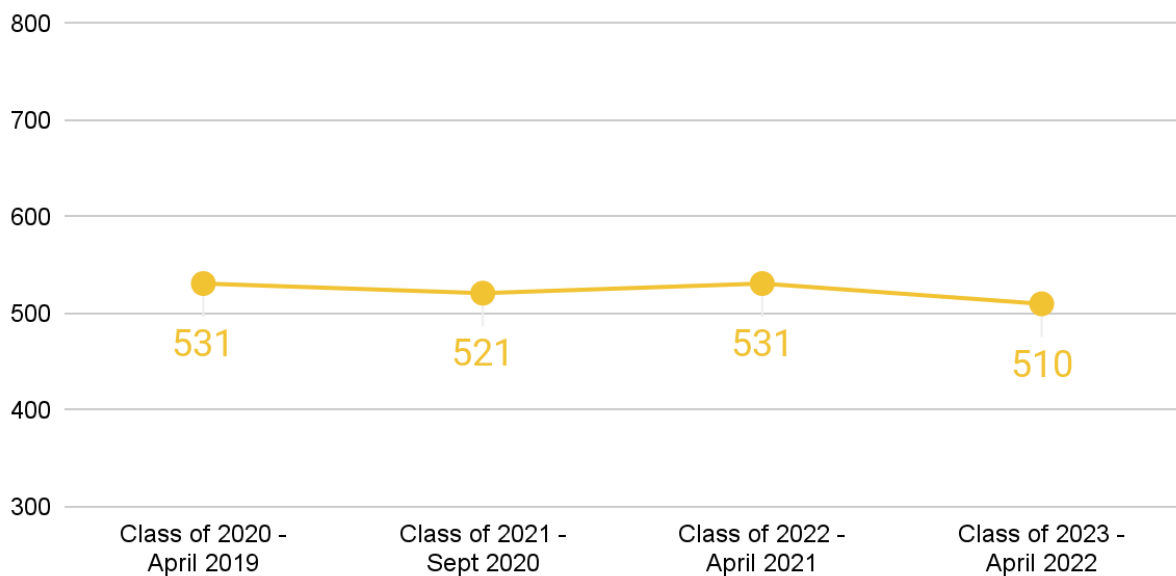
Hinsdale South - SAT Overall Score - 11th Grade - Spring 2019-2022



Hinsdale South - SAT EBRW Score - 11th Grade - Spring 2019-2022



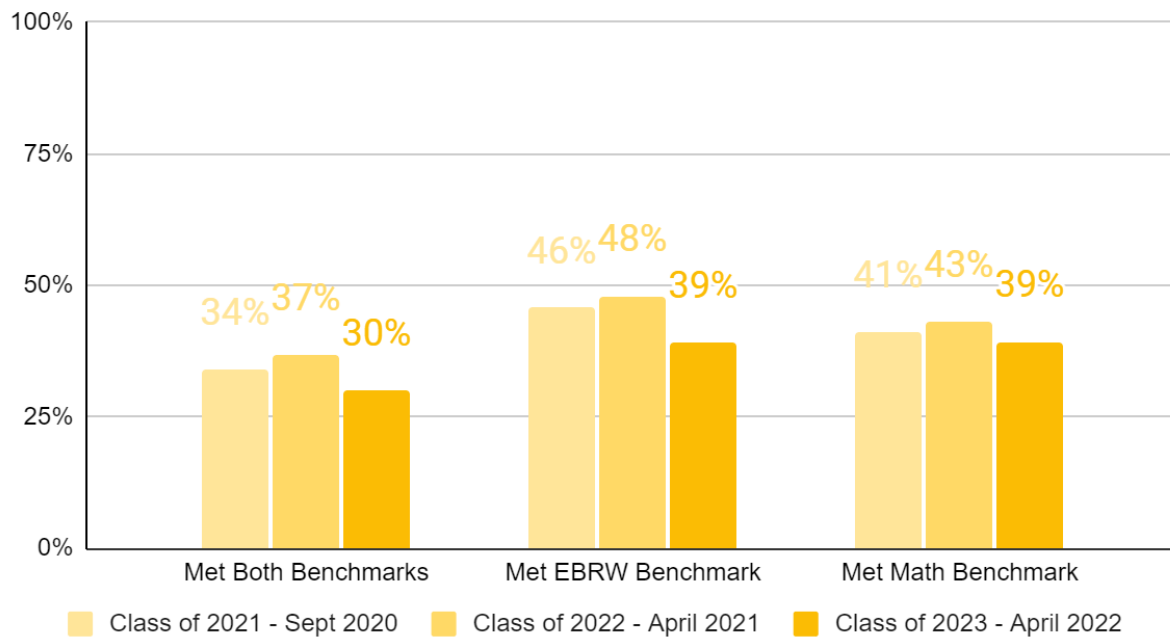
Hinsdale South - SAT Math Score - 11th Grade - Spring 2019-2022



TREND - What percentage of students are meeting the Illinois State Benchmarks for SAT?

NOTE: Illinois sets the benchmark score for each section (Math and EBRW) at 540. Conversely, the CollegeBoard's internal research indicates that students are 'college ready' with a math score of 530 and an EBRW score of 480.

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



Summary of Results

- Hinsdale South saw a decline in students meeting the math and EBRW benchmark. This decline followed a year in which HS was one of two schools in Illinois that saw a rise in EBRW scores. These inconsistent results are indicative of trend data looking at different cohorts of students over time.

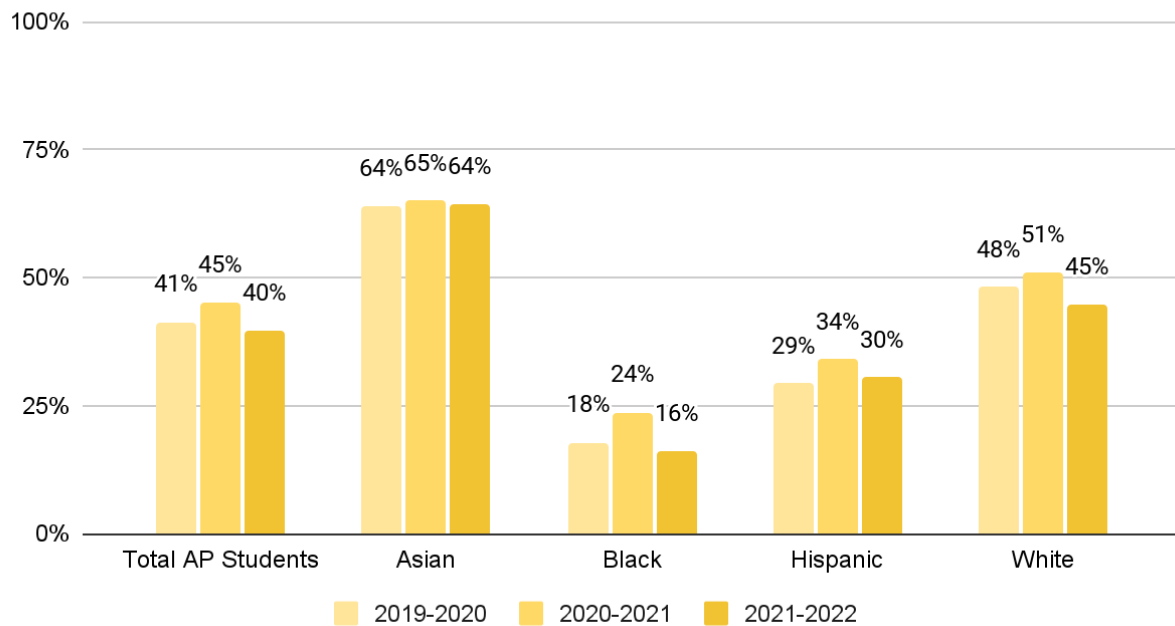
District 86 Action for 22-23

- See [District Actions Above](#)

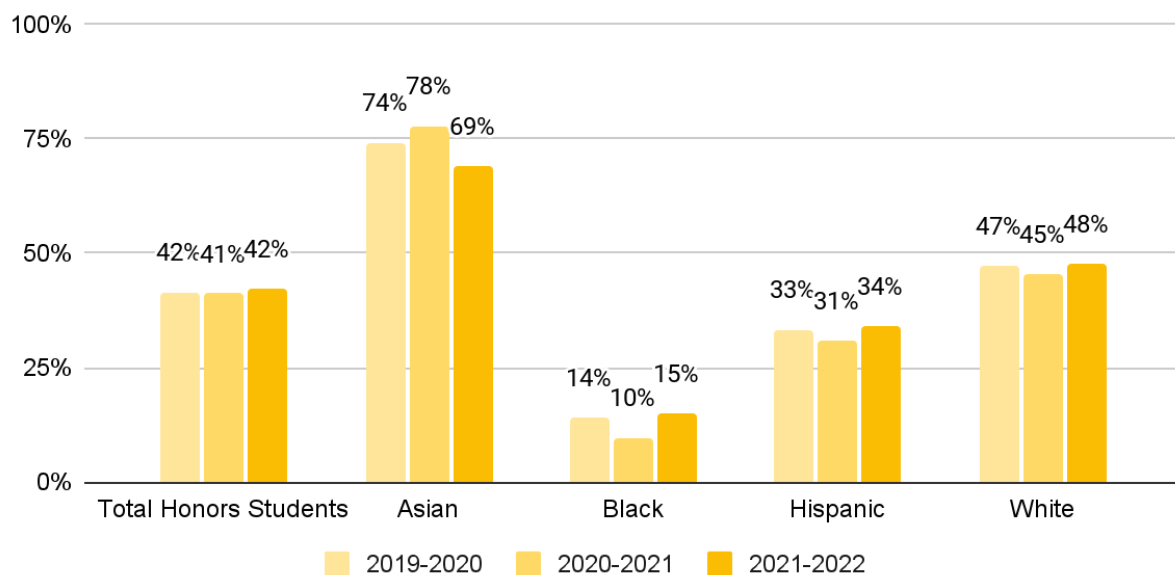
Opportunity Gap

This section focuses on data related to student access to accelerated coursework.

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



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

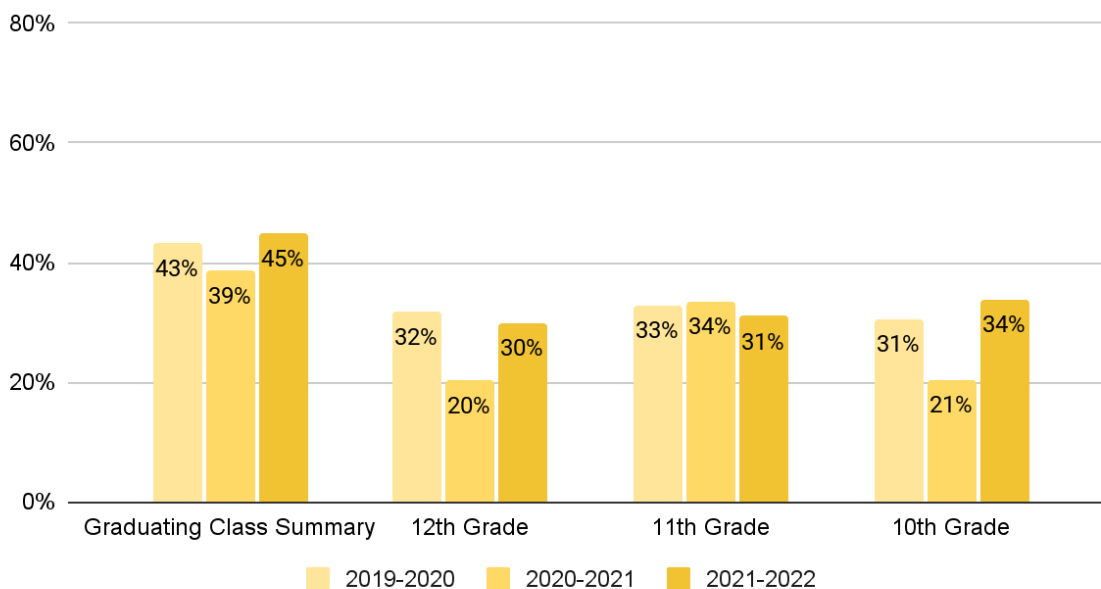


CollegeBoard's Equity and Excellence Report

This report displays the percentages of Hinsdale South's entire 10th, 11th and 12th-grade classes that 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.

In this graph, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population—not just the AP classroom—we are better able to determine the extent to which the overall population is receiving access to advanced academics in high school.

Hinsdale South - % of Students Scoring 3+ on an AP Exam



Summary of Results

- There is a slight decline in student enrollment in AP classes.
- There is a slight increase in students enrolling in Honors classes.
- There continues to be significantly fewer Black and Hispanic students in AP and honors classes at Hinsdale South.
- Increase in the overall percentage of individual students earning a passing score on AP exams notably in 12 and 10 grade courses.

District 86 Action for 22-23

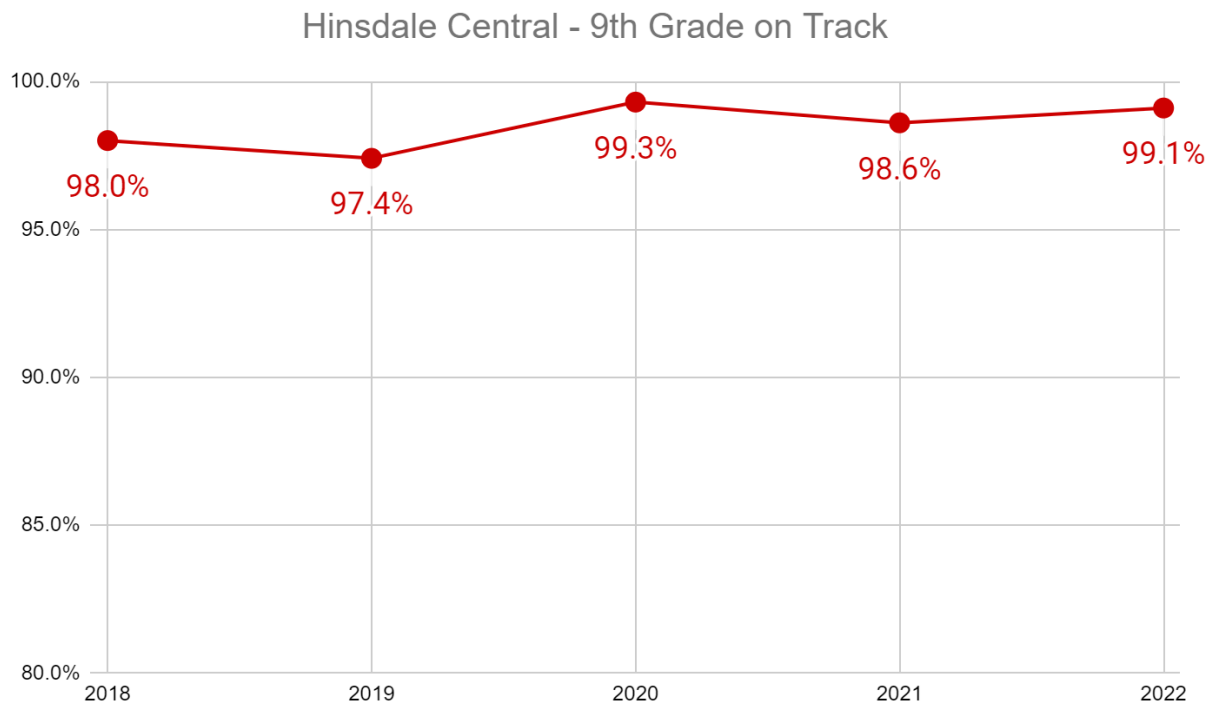
- See AP District [section above](#)

Hinsdale Central High School

9th Grade on Track

The ISRC states, “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.”

The following graph indicates the percentage of students over the last five years at Hinsdale Central who meet the “on track” criteria from ISBE.



Summary of Results

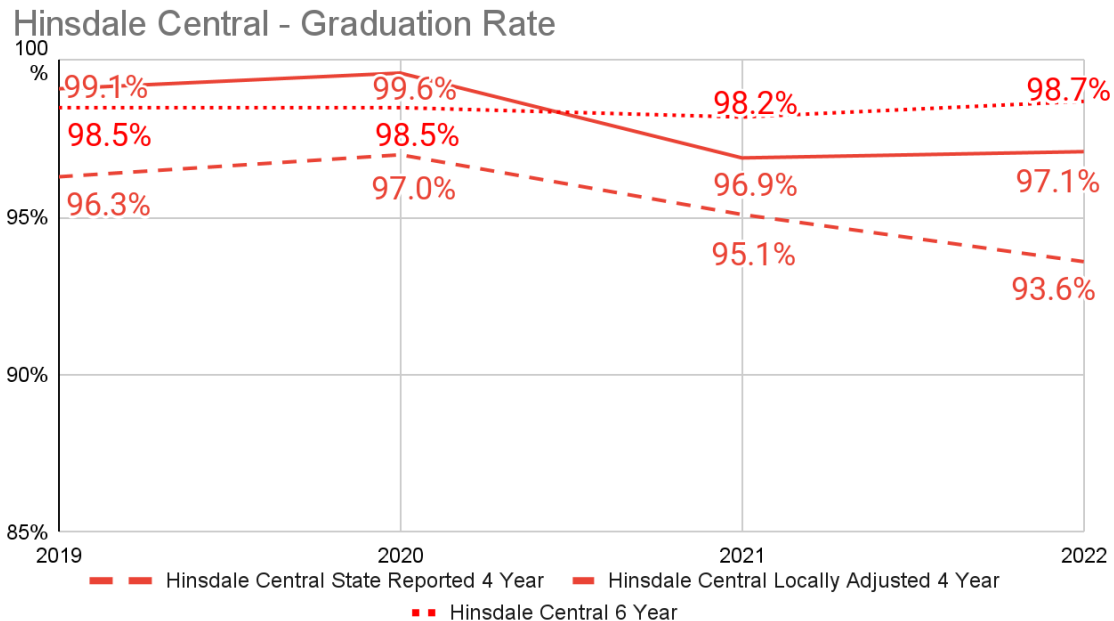
- The number of students who successfully meet the ‘on track’ criteria has held steady at Hinsdale Central since 2018. Nearly all freshmen are on track to graduate and are performing well in their core content courses.

District 86 Action for 22-23

- This metric is a very useful indicator of the holistic performance of the freshman class. Significant declines would be cause for examination of freshmen coursework, assessment practices and support services available to all students.

Graduation Rates

See [District Section above](#)



Summary of Results

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

District 86 Action for 22-23

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

Dual Credit

District 86 continues to offer a variety of dual credit options. We have developed strong partnerships with Loyola University, The College of DuPage, and Moraine Valley Community College in order to award dual credit when learning experiences at the secondary level of instruction duplicate those at the post-secondary level. These programs enable students to save time and avoid duplication of material already learned in high school.

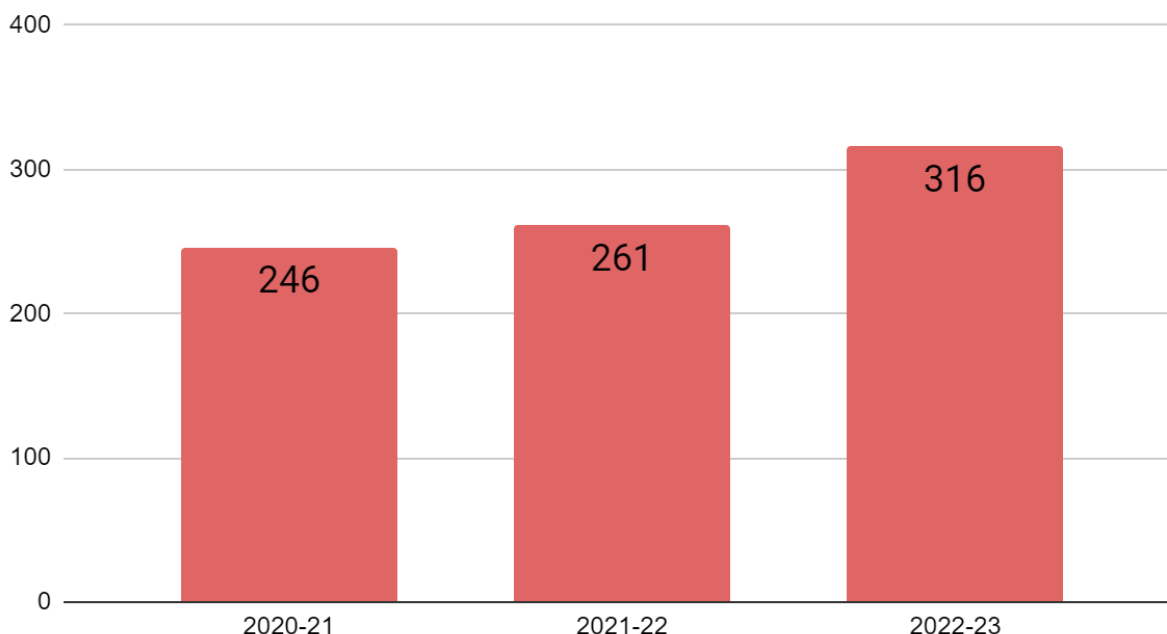
The data below indicates the enrollment as well as the credit earned by D86 students through dual credit opportunities. Our D86 Dual Credit courses have expanded over the years. See the offerings below:

2020-21 - Engineering & Design, Graphic Communication, Pre-Engineering I (and Honors), Pre-Engineering II (and Honors)

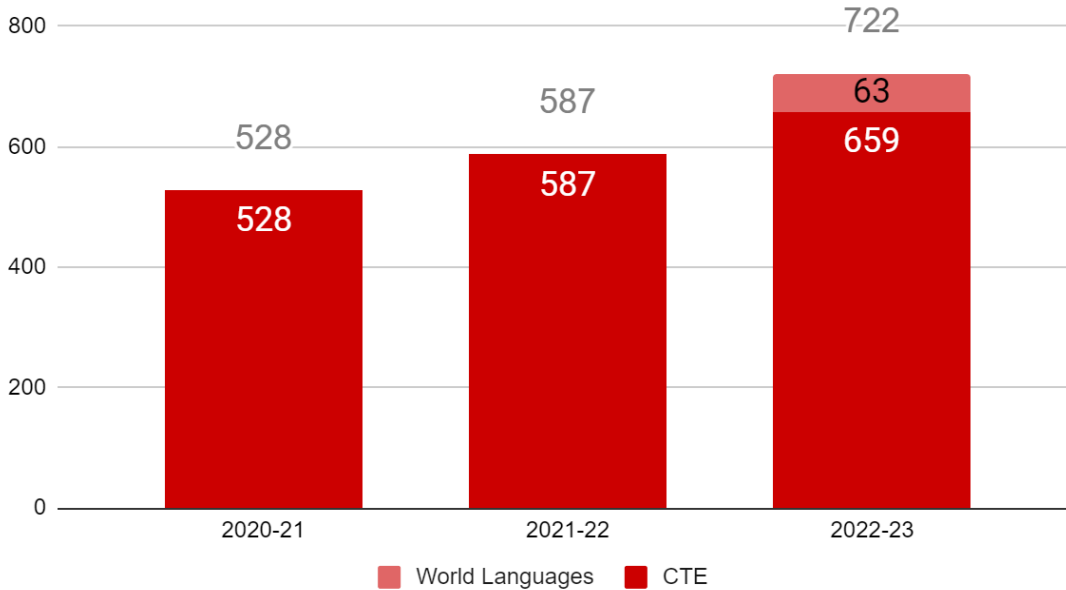
2021-22 - Engineering & Manufacturing, Graphic Communication, Pre-Engineering I (and Honors), Pre-Engineering II (and Honors)

2022-23 - Engineering & Manufacturing, Graphic Communication, Pre-Engineering I (and Honors), Pre-Engineering II (and Honors), Latin Literature Honors

Hinsdale Central - Dual Credit Courses - Student Enrollment



Hinsdale Central - Dual Credit Courses - Credit Hours Earned



Summary of Results

- Students enrolled in dual credit opportunities and students earning dual credit with one or more of our partner institutions has increased for the last three years.

District 86 Action for 22-23

- Our D86 Academic Leadership Team is in conversation with our Dual Credit partners about ways that we can expand our Dual Credit footprint - notably into core content areas such as English, Social Studies, Science and Math.
- Since course availability is based on teacher credentials, D86 is working with NIU and COD to develop teacher credentialing partnerships.

NWEA MAP

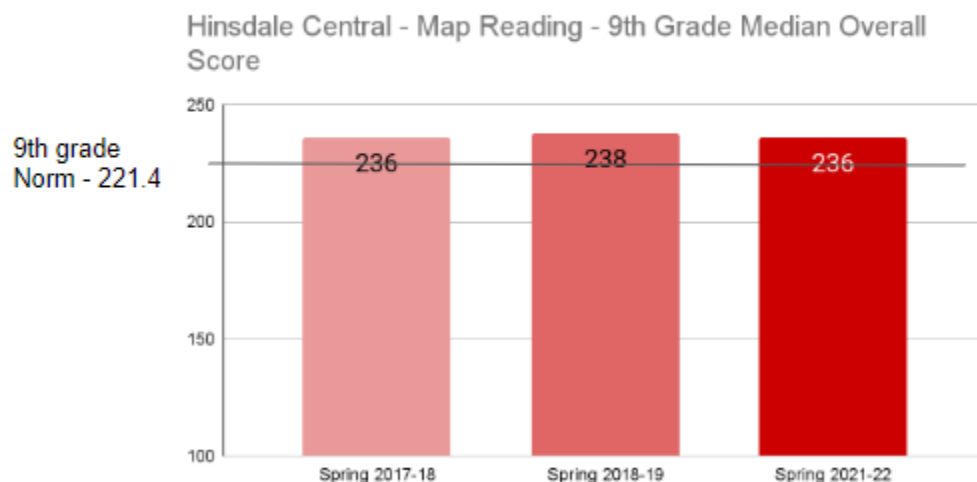
NWEA-MAP has been used as a progress-monitoring, placement and growth assessment by D86 and its sender schools for several years. In D86 we administer the MAP Reading and Algebra tests to freshmen and sophomores in the fall and spring of each school year. During the pandemic, we paused this testing due to the unreliability and uncertainty of the remote assessment environment. Score gaps in data sets below reflect this pause.

Unlike some of the other academic assessments, MAP is an adaptive assessment. This means that when a student gets an answer correct, the next question will be

harder, and conversely, if the student gets a question wrong, an easier question will follow. This adaptability allows MAP to provide an accurate assessment of student understanding of a subject. Each of the graphs below will indicate where the NORM is for the grade level assessed - indicating where 50% of the nation will score. Each table designed to indicate growth will provide the amount of growth one should expect from one point in time to another. Like so many growth measures, those who start with a higher knowledge base tend to grow faster than those who start with a lower knowledge base. This is often referred to as the “Matthew Effect.”

And unlike some of the other assessment scores, D86 is reporting MAP scores with Median scores rather than average (mean) scores. Median scores are used for reporting of NWEA Map in order to more accurately provide a picture of where students are on a continuum of success. Median scores help to eliminate outliers from skewing the data, as can happen when average (mean) scores are reported. In some of the data sets below, indicators of minimum and maximum scores are reported in order to demonstrate the discrepancy of scores even within a single group of students.

TREND - How did HC freshman and sophomores score in Reading since 2018?

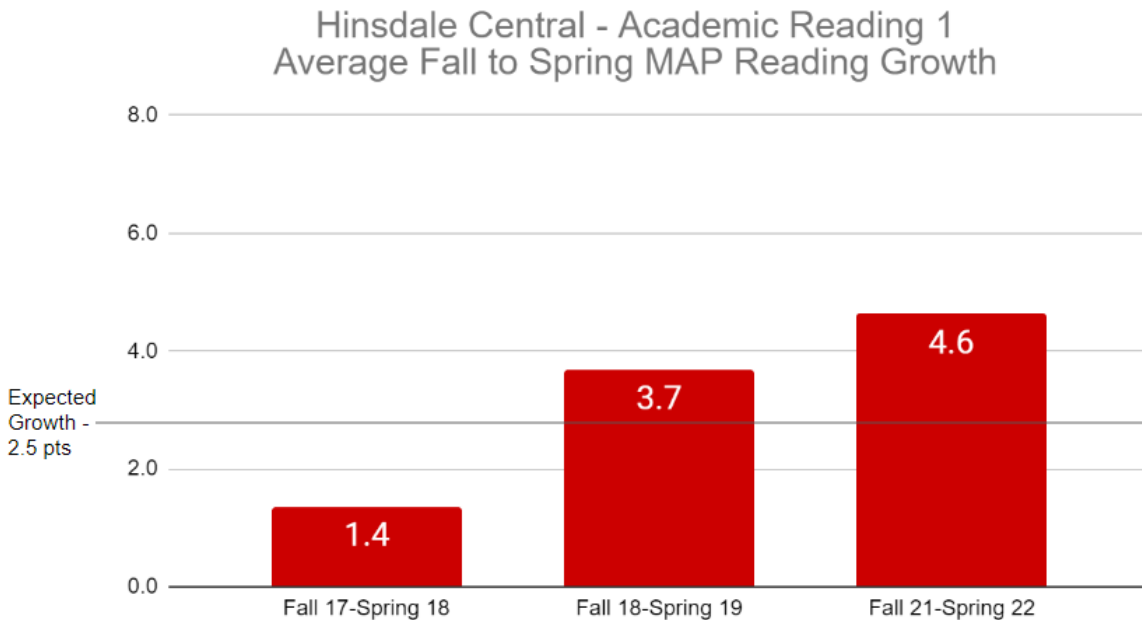


COHORT - What are the rates of student growth at HC on MAP?

| Fall 2021-Spring 2022 MAP Growth | | | | | | | | |
|----------------------------------|------------------|-------|------------|-----------------|-----------------|-----------------|------------|-----------------------------------|
| Growth Benchmark: 4 points | | | | | | | | |
| Math | Course | Count | Min Growth | 25th Percentile | 50th Percentile | 75th Percentile | Max Growth | Students Meeting Grade Level Norm |
| Hinsdale Central | | | | | | | | |
| | Algebra 1 | 149 | -25 | 1 | 8 | 14 | 30 | 80% |
| | Algebra 1 Part 1 | 72 | -25 | 0.5 | 4 | 9.5 | 19 | 24% |
| | Algebra 1 Part 2 | 50 | -16 | -1.25 | 3 | 9 | 19 | 20% |
| | Geometry G | 52 | -24 | -6 | -1 | 4 | 19 | 29% |
| | Geometry | 193 | -40 | -1 | 3 | 7 | 22 | 86% |
| | Overall | 521 | -40 | -1 | 3 | 10 | 30 | 63% |

| Fall 2021-Spring 2022 MAP Growth | | | | | | | | |
|----------------------------------|------------------|-------|------------|-----------------|-----------------|-----------------|------------|-----------------------------------|
| Growth Benchmark: 2.5 points | | | | | | | | |
| English | Course | Count | Min Growth | 25th Percentile | 50th Percentile | 75th Percentile | Max Growth | Students Meeting Grade Level Norm |
| Hinsdale Central | | | | | | | | |
| | Academic Reading | 25 | -9 | 0.25 | 6 | 9.5 | 18 | 64% |
| | English 1 | 238 | -42 | -5 | 1 | 6 | 25 | 78% |
| | English 1H | 295 | -22 | -3 | 1 | 6 | 26 | 98% |
| | English 2 | 220 | -39 | -6 | 1 | 4 | 16 | 67% |
| | English 2H | 296 | -24 | -4 | 1 | 4 | 20 | 98% |
| | Overall | 1083 | -42 | -4 | 0 | 5 | 26 | 86% |

TREND - What are the growth measurements for students enrolled in Academic Reading at HC (Paired Support Class)?



Summary of Results

- The paired support classes are providing the kind of support necessary for students to achieve more than a single year of growth each year.
- Despite the pandemic, students continue to demonstrate strong scores, maintaining a median well above the national norm..

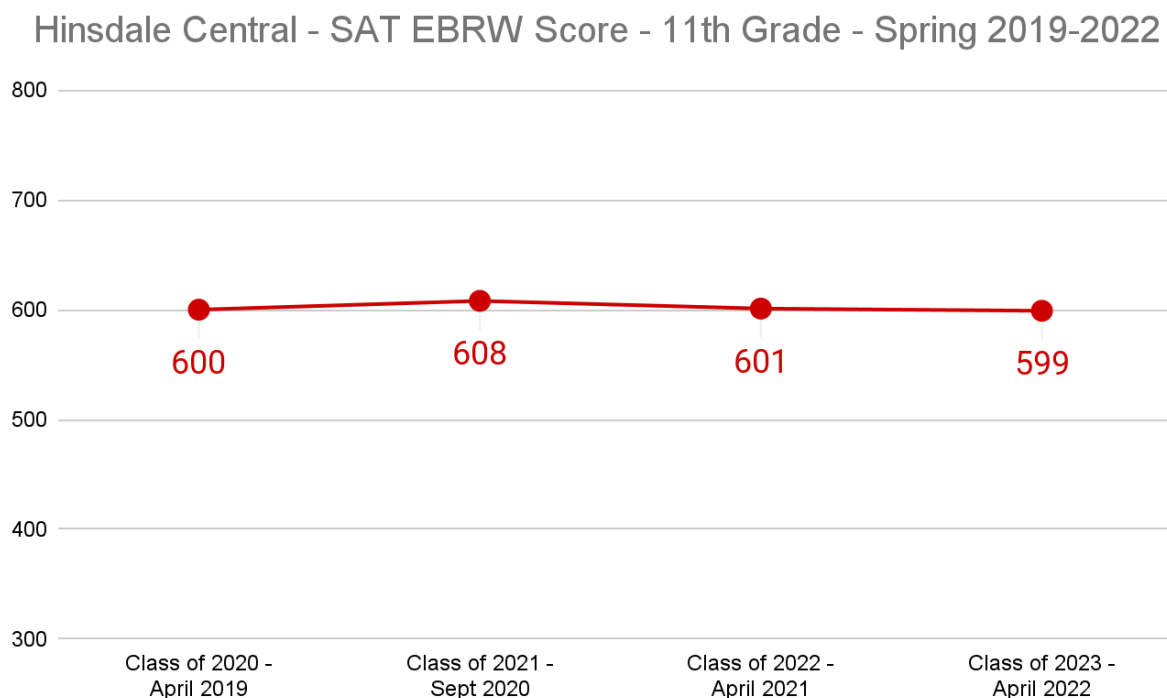
District 86 Action for 22-23

- MAP data used by GESST to identify students in need of support
- MAP used by teachers to identify trends and can be used in curriculum conversations
- NWEA MAP data is used by the in building core department interventionists to identify and support students. These scores, along with other data points like attendance, current grades, help to give academic support staff important information to support students who are struggling or who may have skill gaps.
- NWEA MAP data is used by Special Education case managers to progress monitor and create academic goals for students.

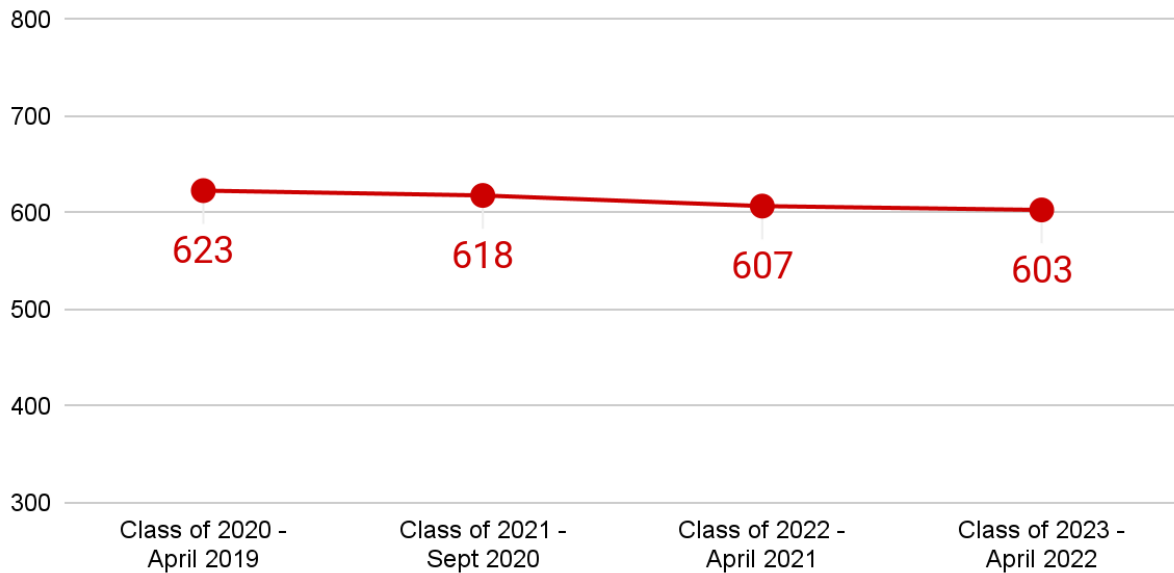
SAT Achievement - Score Averages and Benchmarks

See PSAT and SAT explanation in [District section above](#)

TREND - How have HC students performed overall and by subgroup (EBRW and Math) on the SAT over the last four administrations?



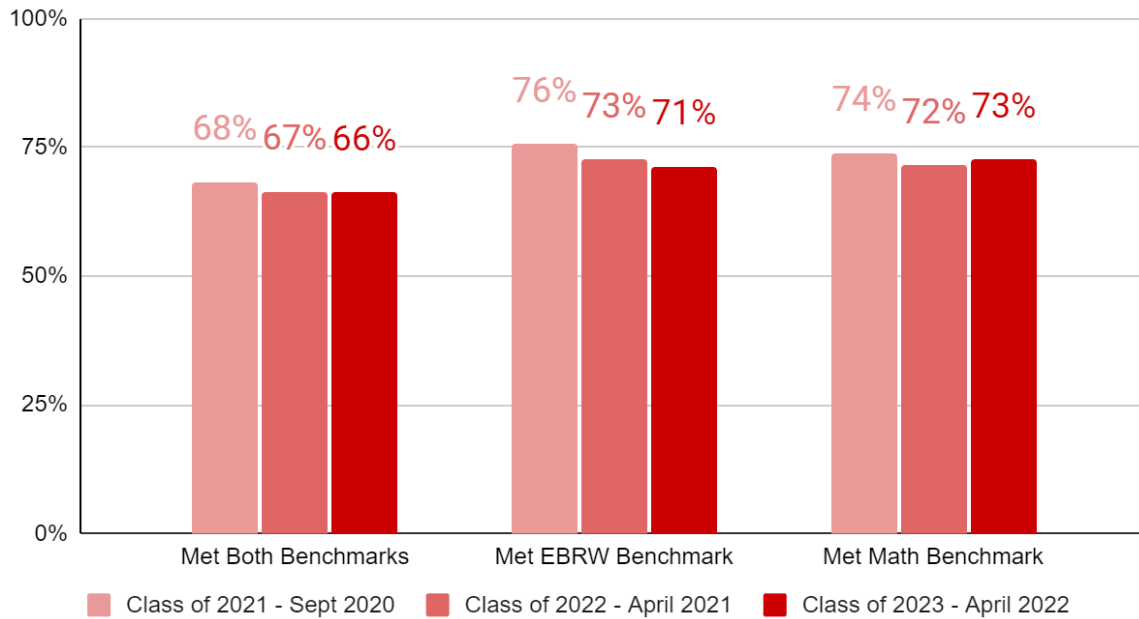
Hinsdale Central - SAT Math Score - 11th Grade - Spring 2019-2022



TREND - What percentage of HC students are meeting the Illinois State Benchmarks for SAT?

NOTE: Illinois sets the benchmark score for each section (Math and EBRW) at 540. Conversely, the CollegeBoard's internal research indicates that students are 'college ready' with a math score of 530 and an EBRW score of 480.

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



Summary of Results

- Hinsdale Central saw a decline in students meeting the EBRW benchmark, and a rise in the number of students meeting the math benchmark. These kinds of results are indicative of trend data that look at different students over time - notably students who have been impacted by less instructional time and inconsistent practice opportunities.
- While the average math score continues to have moderate declines, the percentage of students reaching the benchmark has increased. This points to a widening gap in student achievement in math.
- Hinsdale Central is one of the few schools in the Chicagoland area that enjoyed a rise in benchmark performance in math on the 2022 SAT.

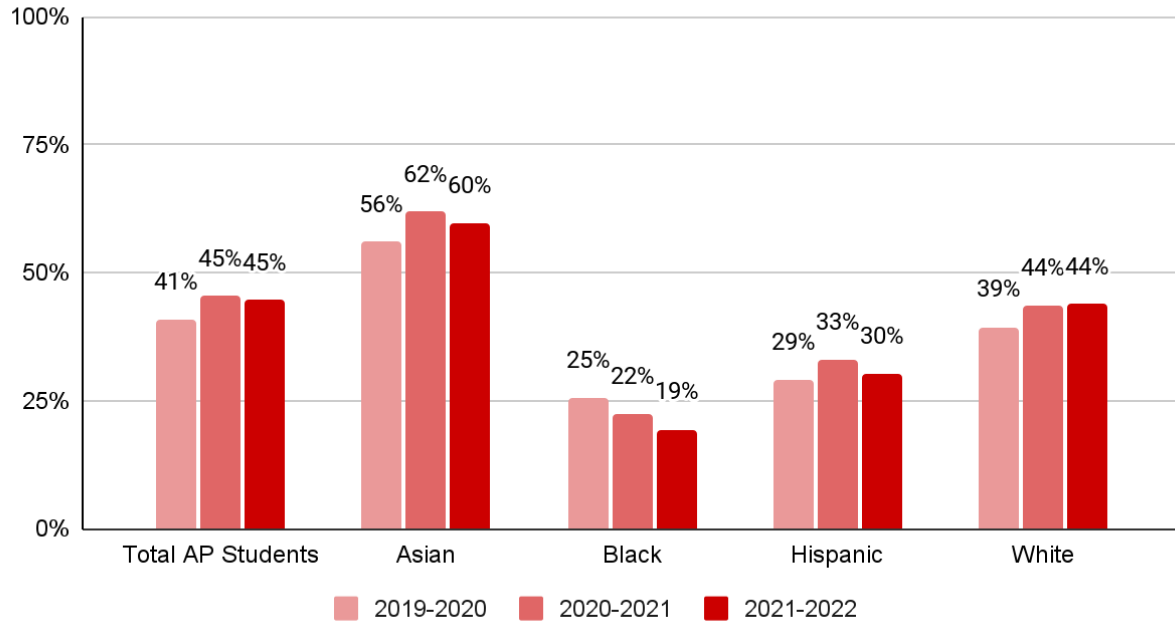
District 86 Action for 22-23

- [See District Actions for PSAT and SAT](#)

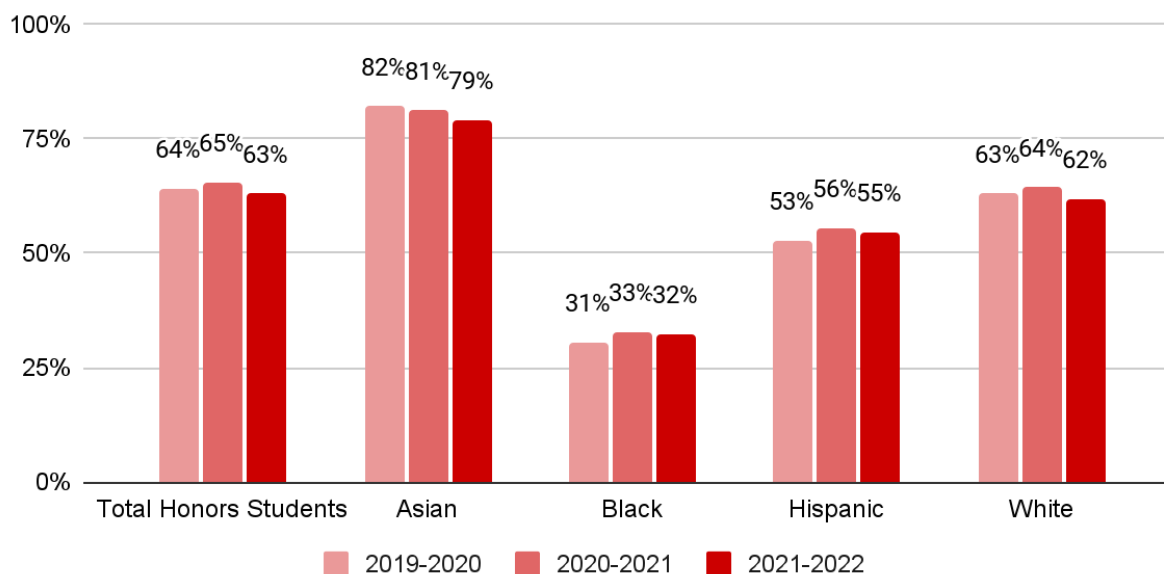
Opportunity Gap

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

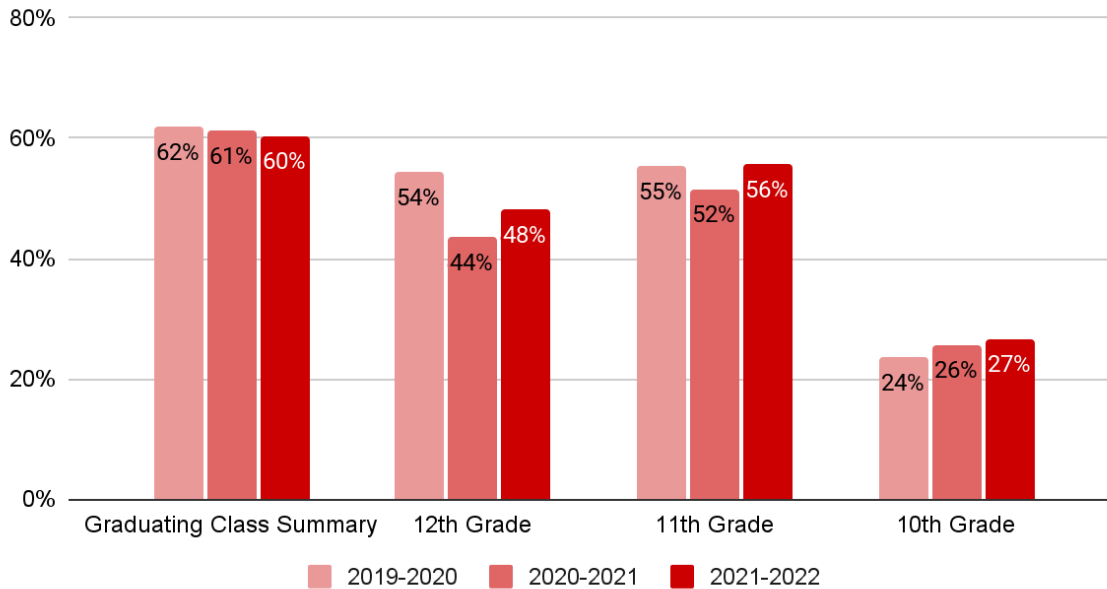


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Hinsdale Central - % of Students Scoring 3+ on an AP Exam



Summary of Results

- There is a slight decline in student enrollment in AP and honors classes. This is consistent across demographics.
- There continues to be significantly fewer Black and Hispanic students in AP and honors classes at Hinsdale Central
- Increase in the overall percentage of individual students earning a passing score on AP exams at each grade level.

District 86 Action for 22-23

- See AP District [section above](#)